

## **Examining Ecuador: An Investigation in Three Parts**

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### SUMMARY:

This is a research-based inquiry during which students will investigate a variety of aspects regarding Ecuador. This is a team effort and discussion is not only encouraged, it is essential. Students will independently gather information and then report back to their teams so that each team member has the same body of information. The process will be a cycle which repeats: research-discussion, research-discussion, and so on. Ultimately, teams will choose one of three given words which they think best describes Ecuador (diverse, fragile, unique), and then create a brochure that includes words and pictures with examples from their research to justify their choice. Each student will write an individual reflection paper upon completion of the project.

GRADE LEVEL: Middle School (6-8)

### ESSENTIAL QUESTIONS:

- What qualities characterize a place as unique?
- What creates diversity?
- Besides something that is physically delicate, what else can be fragile, and what makes it so?

### MATERIALS:

- Computers
- Paper for brochures or computer program for design
- Pathfinder

### STRATEGIES:

- Students will work at school from a given bibliography, but may extend their research outside of school.
- This is a two-three-week project, depending on teacher preference and pace of the learners.

### ASSESSMENT:

- See attached rubric

### FOLLOW-UP ACTIVITIES:

- Persuasive paper written to convince classmates that chosen word was the best choice.
- Persuasive speech practiced from paper and delivered to class.

### OBJECTIVES: The students will:

- Gather historical, geographical, and cultural data on Ecuador using print and Internet resources.
- Disseminate information to group members
- Discuss information in relationship to what it means to be diverse, unique and fragile.
- Synthesize information to form a group consensus.

# Pathfinder for Ecuador



## Internet Resources:

### **Ecuador - The World Factbook**

<http://www.cia.gov/cia/publications/factbook/geos/ec.html>

Provides information about the history, geography, people & government of Ecuador.

### **Embassy of Ecuador**

<http://www.ecuador.org/>

Find information about Ecuador's history, culture, economy, and attractions.

### **Lonely Planet World Guide: Destination Ecuador & the Galapagos Islands**

[http://www.lonelyplanet.com/destinations/south\\_america/ecuador\\_and\\_the\\_galapagos\\_islands/](http://www.lonelyplanet.com/destinations/south_america/ecuador_and_the_galapagos_islands/)

Learn about the country of Ecuador & the Galapagos Islands. This site contains information about the history & culture of Ecuador as well as information for travelers about attraction and activities.

### **Amazon Interactive**

Explore the geography of the Ecuadorian Amazon through online games and activities. Learn about the rainforest and the Quichua people who call it home. Discover the ways in which the Quichua live off the land. Then try your hand at running a community-based ecotourism project along the Río Napo.

<http://www.eduweb.com/amazon.html>

### **Library of Congress**

Find a wealth of information about Ecuador in this online version of a handbook published by the Library of Congress. The handbook presents a description and analysis of the historical setting and the social, economic, political, and national security systems and institutions of Ecuador. It also examines the interrelationships of those systems and the ways they are shaped by cultural factors.

<http://lcweb2.loc.gov/frd/cs/ectoc.html>

### **Pulse of the Planet**

Each weekday, Pulse of the Planet provides its listeners with a two-minute sound portrait of Earth, tracking the rhythms of nature and culture worldwide and blending interviews and extraordinary natural sound. From the National Geographic website, this segment features Ecuadorian cloud forests.

[http://pulseplanet.nationalgeographic.com/ax/archives/01\\_naturetemplate.cfm?programnumber=2073](http://pulseplanet.nationalgeographic.com/ax/archives/01_naturetemplate.cfm?programnumber=2073)

### **Images of Ecuador (Embassy website)**

<http://www.ecuador.org/Ecuador%20Images.htm>

Print Resources:  
Stanwood Middle School ~

BOOKS:

- 745.54 CIV      Festival Decorations.    Civardi, Anne
- 918 JOH         The Andean republics: Bolivia, Chile, Ecuador, Peru.  
Johnson, William Weber
- 986.6 FOL       Ecuador.    Foley, Erin
- 986.6 MUL       Along the Inca Road: A Woman's Journey Into an Ancient  
Empire.    Muller, Karin

PERIODICALS:

- MAG NAT/KIDS    Publication: National Geographic Kids Magazine  
Title: Galapagos Islands Vacation  
Date: Nov. 2005
- MAG NAT GEO     Publication: National Geographic Magazine  
Title: Last of the Panama Hat Makers  
Date: Nov. 2005
- MAG NAT GEO     Publication: National Geographic Magazine  
Title: An Andes High  
Date: Feb. 2001

VIDEOS:

- VID SOC          "Exploring Ecuador and The Galapagos Islands" (VHS)
- VID SOC          "Globe Trekker: Ecuador and the Galapagos Islands" (VHS)
- VID SOC          "Lonely Planet - Ecuador & the Galapagos Islands  
Experience" (VHS)

Print Resources:  
Sno-Isle Public Library~

- 1 Daniels, amy s. TEEN 986.6 DANIELS  
[Ecuador](#) 2002
- 



- 2 Morrison, marion. TEEN 986.6  
MORRISO  
[Ecuador](#) 2000
- 



- 3 Lourie, peter. J 986.6 LOURIE  
[Lost treasure of the inca](#) 1999
- 

- 4 J 986.6 ECUADOR  
[Ecuador-- in pictures](#) 1998
- 



- 6 Beirne, barbara. J 986.6074 BEIRNE  
[Children of the ecuadorean highlands](#) 1996
- 



- 7 Siy, alexandra. J 986.6004 SIY  
[The waorani : people of the ecuadoran rain fores](#) 1993

# **Washington State Essential Academic Learning Requirements addressed by this project:**

## **Social Studies:**

### Geography

**1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.

**2. The student understands the complex physical and human characteristics of places and regions.**

2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics.

2.2 Describe the patterns humans make on places and regions.

**3. The student observes and analyzes the interaction between people, the environment, and culture.**

3.1 Identify and examine people's interaction with and impact on the environment.

3.2 Analyze how the environment and environmental changes affect people.

3.3 Examine cultural characteristics, transmission, diffusion and interaction.

### History

**1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.**

1.1 Understand and analyze historical time and chronology.

**2. The student understands the origin and impact of ideas and technological developments on history.**

2.2 Understand how ideas and technological developments influence people, culture, and environment.

## **Communication:**

- 3. The student uses communication strategies and skills to work effectively with others.**
  - 3.1. Use language to interact effectively and responsibly with others.
  - 3.2. Work cooperatively as a member of a group.
  - 3.3. Seek agreement and solutions through discussion.

## **Reading:**

- 1. The student understands and uses different skills and strategies to read.**
  - 1.1 Use word recognition skills and strategies to read and comprehend text.
  - 1.2 Use vocabulary (word meaning) strategies to comprehend text.
  - 1.3 Build vocabulary through wide reading.
  - 1.4 Apply word recognition skills and strategies to read fluently.
- 2. The student understands the meaning of what is read.**
  - 2.1 Demonstrate evidence of reading comprehension.
  - 2.2 Understand and apply knowledge of text components to comprehend text.
  - 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- 3. The student reads different materials for a variety of purposes.**
  - 3.1 Read to learn new information.
  - 3.2 Read to perform a task.

# Examining Ecuador



Your Team:

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## **Your Assignment:**

Your task is to consider three adjectives (diverse, unique, fragile) in relationship to Ecuador. Your team will investigate the history, geography and culture of Ecuador more in depth than we did in class. Each day you will plan together, then work (together or independently), and regroup to discuss what new information you collected. You may have daily reflection assignments to turn in. Your final project will be to combine all of your research and determine, as a group, which of the three adjectives best suits Ecuador. You will create a brochure that contains words and pictures to argue your case. See the attached scoring guide to help you plan your brochure.

## **Consider the following questions:**

- What qualities characterize a place as unique?
- What creates diversity?
- Besides something that is physically delicate, what else can be fragile, and what makes it so?

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 1

TEAM MEMBERS:

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In order to fully grasp this assignment, it is essential to understand the concepts of diversity, uniqueness and fragility. Read the following questions and discuss the answers with your team. Assign a recorder to write a paragraph that sums up your team's thoughts on the three words. Use the space below. This will be shared with the class. Emphasis should be placed on content about mechanics; your ideas are the most important part of this assignment.

- What does diversity mean? What can be diverse?
- Where do you see diversity? Where is there an absence of diversity?
- Do you know someone who is unique? What makes them so?
- What is the opposite of unique?
- Can you think of something that is fragile?
- Can something you cannot touch be fragile?

Diverse

Unique

Fragile



Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 2

TEAM MEMBERS:

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Yesterday we discussed what it means to be diverse, unique and fragile. Today we're going to think about Ecuador. Work with your team to answer the following questions. Use a separate sheet of paper to brainstorm and then choose the five you want to share with the class to record on this paper. Keep our three key words in mind as you do this assignment. Place emphasis on the depth of your known information.

- Name 5 things you already know about the history, geography and culture of Ecuador.

Example: The Andes Mountains run through Ecuador.

- 1.
- 2.
- 3.
- 4.
- 5.

- For each thing you already know, what question can you ask to deepen your knowledge about Ecuador?

Example: How are the Andes Mountains reflected in Ecuadorian culture?

- 1.
- 2.
- 3.
- 4.
- 5.

Diverse

Unique

Fragile

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 3

TEAM MEMBERS:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Today you will begin your research. Remember, you will be examining the history, geography and culture of Ecuador. Use your questions from yesterday as a basis for beginning. Decide who in your team will search for what information. Use the Pathfinder provided by your teacher. At the end of the period, every team member is responsible for reporting back with new information. Gather all your research together and keep it safe in your folder. Use your time wisely!

**JOB 1:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 2:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 3:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 4:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

Diverse

Unique

Fragile

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 4

TEAM MEMBERS:

\_\_\_\_\_

\_\_\_\_\_

With your team, review the information you collected. Where are you going today? Does anyone have any new questions that can lead them to new information? Today you will research and then return with information for the team and a new question. For example, if you are examining history and have discovered that \_\_\_\_\_, you might wonder\_\_\_\_\_. Be prepared to share your new question. Gather all your new information and keep it safe in your team folder.

**JOB 1:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

New question: \_\_\_\_\_

**JOB 2:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

New question: \_\_\_\_\_

**JOB 3:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

New question: \_\_\_\_\_

**JOB 4:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

New question: \_\_\_\_\_

Diverse  
Diverse

Unique  
Unique

Fragile  
Fragile

REFLECTION ASSIGNMENT

DAY 5

TEAM MEMBERS:

_____	_____
_____	_____

Today your team is going to review and organize the information you have collected during the past two days. Using the large sheets of paper provided by your teacher, make two charts. They will look like this:

<u>History</u>	<u>Geography</u>	<u>Culture</u>	<u>Diverse</u>	<u>Unique</u>	<u>Fragile</u>

Make bulleted lists on your first chart of facts your team has gathered on Ecuador. On the second chart make lists of facts that could be argued for each adjective. Don't leave anything out; put down everything you can think of.

Discuss with your team which categories need more information. Decide how you will get the information you need to make an informed decision.

Diverse Unique Fragile

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 6

TEAM MEMBERS:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Today you will continue to research. Remember to use books as well as the Internet. Plan how your team will use its time. At the end of the period you will come back together and share information. Be sure to keep all of your research safe; you'll need it for the final project.

**JOB 1:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 2:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 3:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 4:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

Diverse

Unique

Fragile

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 7

TEAM MEMBERS:

\_\_\_\_\_

\_\_\_\_\_

This is your 4<sup>th</sup> day to research. Decide as a team who will gather what information. Consider the following questions:

- Do you have new questions about Ecuador?
- Do you have gaps in your research?
- Where is the best place (most efficient) to look for information?
- Do you need to assign jobs for homework?

**JOB 1:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 2:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 3:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

**JOB 4:** \_\_\_\_\_

Is this about history, geography or culture? \_\_\_\_\_

Who is responsible? \_\_\_\_\_

Diverse

Unique

Fragile

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 8

TEAM MEMBERS:

\_\_\_\_\_

\_\_\_\_\_

You need to begin deciding which adjective best describes Ecuador. Examine your charts and fill in the new information you have gathered.

Today you will have a team discussion. You need to assign jobs:

**Facilitator:** \_\_\_\_\_

JOB: Keep the discussion moving. Remind team members to take turns. Pose important questions at the end of presentations.

**Recorder:** \_\_\_\_\_

JOB: On your own sheet of paper, write down the key points of the presentations and any responses or ideas from team members. You will need to use these to report back to your team, so keep it as neat as possible.

**Presenter of Ecuador information:** \_\_\_\_\_

JOB: Using the team chart on Ecuador, report to your team all of the information you have discovered about Ecuador's history, geography and culture.

**Presenter of adjective arguments:** \_\_\_\_\_

JOB: Using the team chart on the adjectives, report to your team the arguments you can make for each.

**IMPORTANT QUESTIONS:**

- Has the team addressed each aspect of Ecuador (history, geography and culture) with equal emphasis? If there are gaps, where are they, and how can they be filled?
- Does one adjective seem to have more evidence than the others? Which one and why? Does it make sense? If it does not feel right, how come?
- Do all the adjectives have equal weight? How will your team choose just one? Does one *feel* more right the others? Why do you think so?

**IT IS TIME TO BEGIN WORK ON YOUR BROCHURE SO THESE QUESTIONS NEED TO BE ANSWERED. STAY FOCUSED.**

Diverse

Unique

Fragile

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 9

TEAM MEMBERS:

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Today you are going to begin planning your brochure.

Which adjective has your team decided on? \_\_\_\_\_

What arguments can you make in favor of this description? You should have at least five.

- 1.
- 2.
- 3.
- 4.
- 5.

If you need more arguments, then continue your research. If you are ready, then plan your brochure.

Use the large sheet of paper given to you by your teacher to lay out the information you will use. **PLEASE**: Do not forget to cite the sources from which you gathered the information!

Fold your paper into thirds like a brochure and sketch where you will put words and pictures. Don't forget captions for the pictures!

Remember, content and mechanics are equally important for your final project. Now would be a great time to begin a rough draft of how you will present your work. Keep in mind: **YOUR JOB IS TO CONVINCe OTHERS THAT THE ADJECTIVE YOU CHOSE IS THE BEST CHOICE.** Facts, Facts, Facts!

Diverse

Unique

Fragile



# Diverse Unique Fragile

REFLECTION ASSIGNMENT

DAY 10

TEAM MEMBERS:

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You have today and the next three days to fashion an excellent brochure.

- This is a team effort.
- Everyone needs a job.
- Jobs can be...
  1. Drawing
  2. Word Processing
  3. Organizing information
  4. Editing
  5. Making a bibliography
  6. Lettering
  
- Decide what each team member's job is today.
- Stay focused and organized.
- Refer to the scoring guide.

At the end of the period, reflect with your team on today's work. What will need to be done tomorrow? Decide now so you can save time.

Tomorrow:

- 1.
- 2.
- 3.
- 4.

# Diverse Unique Fragile

REFLECTION ASSIGNMENT

DAY 11

TEAM MEMBERS:

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You have today and the next **two** days to fashion an excellent brochure.

- This is a team effort.
- Everyone needs a job.
- Jobs can be...
  1. Drawing
  2. Word Processing
  3. Organizing information
  4. Editing
  5. Making a bibliography
  6. Lettering
  
- Decide what each team member's job is today.
- Stay focused and organized.
- Refer to the scoring guide.

At the end of the period, reflect with your team on today's work. What will need to be done tomorrow? Decide now so you can save time.

Tomorrow:

- 1.
- 2.
- 3.
- 4.

# Diverse Unique Fragile

REFLECTION ASSIGNMENT

DAY 12

TEAM MEMBERS:

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You have today and **tomorrow** to fashion an excellent brochure.

- This is a team effort.
- Everyone needs a job.
- Jobs can be...
  1. Drawing
  2. Word Processing
  3. Organizing information
  4. Editing
  5. Making a bibliography
  6. Lettering
- Decide what each team member's job is today.
- Stay focused and organized.
- Refer to the scoring guide.

At the end of the period, reflect with your team on today's work. What will need to be done tomorrow? Decide now so you can save time.

Tomorrow:

- 1.
- 2.
- 3.
- 4.

Diverse

Unique

Fragile

REFLECTION ASSIGNMENT

DAY 13

TEAM MEMBERS:

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You have **today** to fashion an excellent brochure.

- This is a team effort.
- Everyone needs a job.
- Jobs can be...
  1. Drawing
  2. Word Processing
  3. Organizing information
  4. Editing
  5. Making a bibliography
  6. Lettering
  
- Decide what each team member's job is today.
- Stay focused and organized.
- Refer to the scoring guide.

Tomorrow we will share!

Diverse  
Diverse

Unique  
Unique

Fragile  
Fragile

TEAM MEMBERS:

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## CONGRATULATIONS !

You completed a big group project. You were organized and focused and did a great job. Now it's time to think about what you learned....

Use a separate sheet of paper to reflect on the following:

- What is the most interesting thing you learned about Ecuador while researching this project?
- Does that piece of knowledge fit best with diverse, unique or fragile as a descriptor for Ecuador?
- How does each word relate to Ecuador?
- Was it difficult to choose one word, or did your team find an obvious choice?
- Compare Ecuador to something other than a place...is it like a river? A heart attack? An elephant? Be thoughtful. There are no wrong answers, but thoughtfulness is required. Explain your metaphor.
- What else do you want to learn about Ecuador?

Use these questions as a guide for an essay that is a reflection on this project. There is no required format, but mechanics, content and thoughtfulness count.

Diverse

Unique

Fragile

## Making A Brochure : Examining Ecuador

CATEGORY	4	3	2	1
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Sources</b>	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Teacher Score \_\_\_\_\_

Student Score \_\_\_\_\_

Comments:

## Examining Ecuador

CATEGORY	4	3	2	1
<b>Ideas/Research Questions</b>	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
<b>Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.

Teacher Score \_\_\_\_\_

Student Score \_\_\_\_\_

Comments: