

CATEGORY: VENEZUELA: NOW

CONCEPTS: GEOGRAPHY, agriculture

ACTIVITY: MAKING A CHART OF AGRICULTURAL PRODUCTS OF VENEZUELA

OBJECTIVES: Through this unit students will develop their skills to read and interpret maps and charts; they will be able to collect data and organize it into a chart. Information is more meaningful when it can be manipulated for creative purposes.

Students will learn about the agricultural products of Venezuela and the relationship of agriculture and climate (in terms of altitude and temperature).

Students will also develop the skills of conversion between different measurement systems. Metric and English systems are used to measure altitude (meters and feet, respectively); Centigrade and Fahrenheit scales are used to measure temperatures. Formulas of conversion are provided.

TEMPERATURE

$$\text{Fahr (F)} = (\text{Cent (C)} \times 1.8) + 32$$

$$C = \frac{(F - 32)}{1.8}$$

ALTITUDE

$$\text{Meters (m)} = (\text{feet (f)} \times 12) \times 0.025$$

$$f = \frac{m \times 10}{3}$$

BACKGROUND: Most of the Venezuelan people live in the valleys between the two main mountain ranges. When the Spanish conquistadores first came to Venezuela, they were hunting for gold. Many of those who did not find gold settled down to farm. They married Native Americans. Therefore, their children were mestizos. The farms of the settlers usually had good crops because the soil was rich and there was plenty of rainfall. Today there are many large plantations and many small farms in the Andean Highlands.

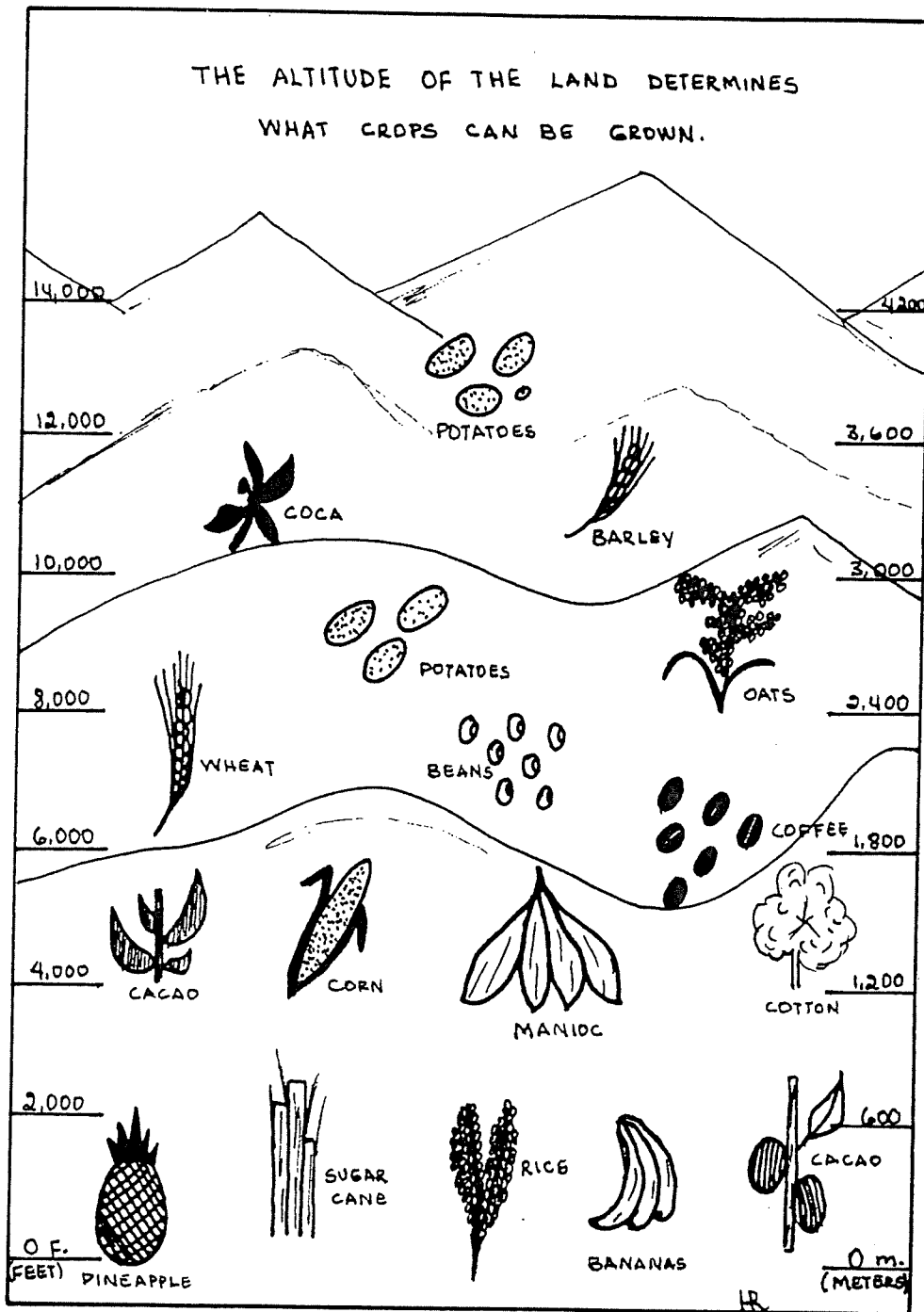
PROCEDURE: Distribute reproductions of the following hand-outs. Ask questions about what the students see in the maps, charts... leading towards the idea that there must be a reason why certain crops grow at a specific altitude. Once the students are aware of this, they are ready to start completing the chart that was already started for them. This is a good opportunity to put their mathematical skills to work in the conversion of measures. A calculator may be handy.

Once the charts are completed, they may be posted on a wall. A dialog or debate should follow, searching for students' conclusions.

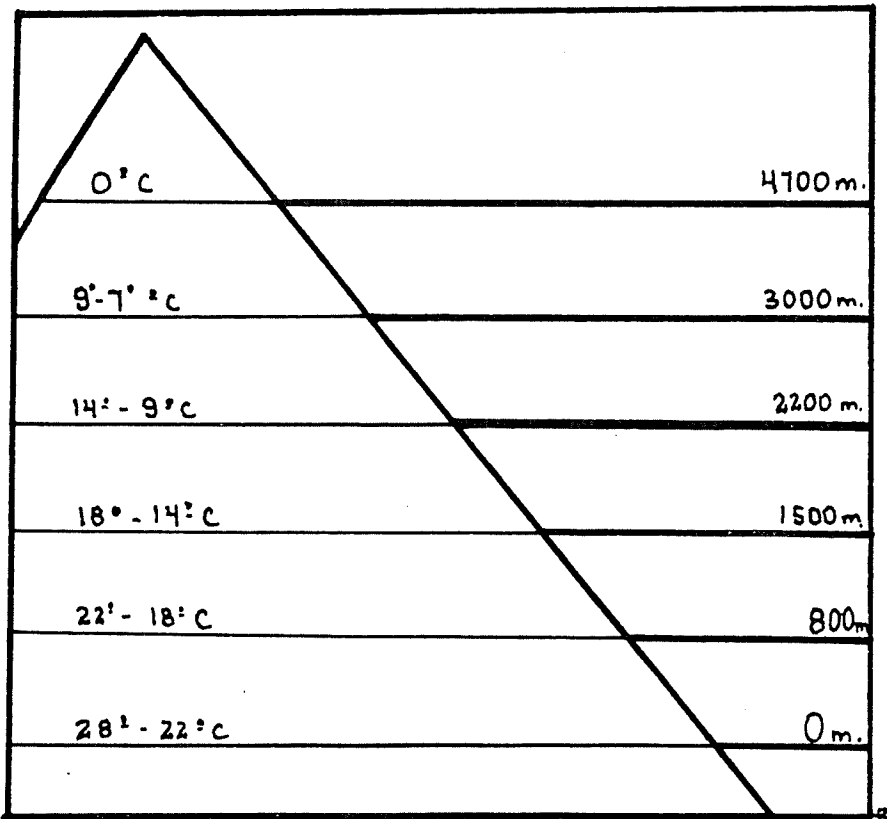
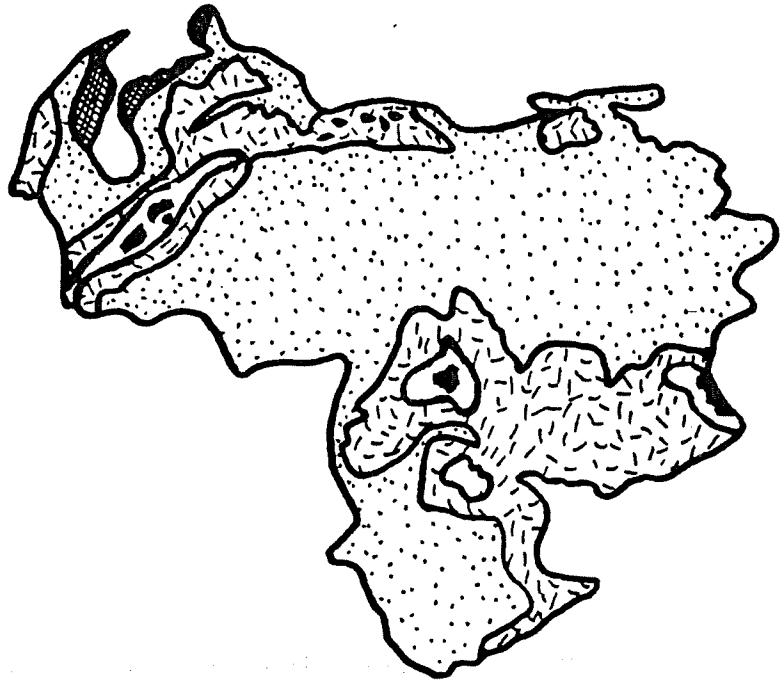
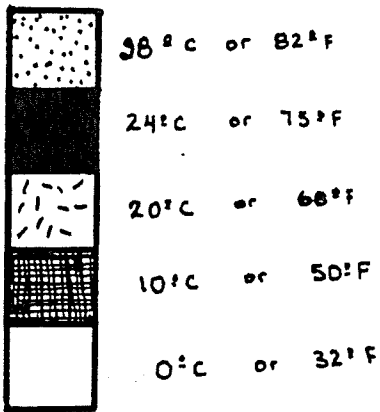
LEVEL: MIDDLE GRADES

Source: Gibbs, Virginia G. *Latin America: Curriculum Materials for the Middle Grades*. Center for Latin America, University of Wisconsin-Milwaukee. 1985. | 1989.

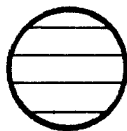
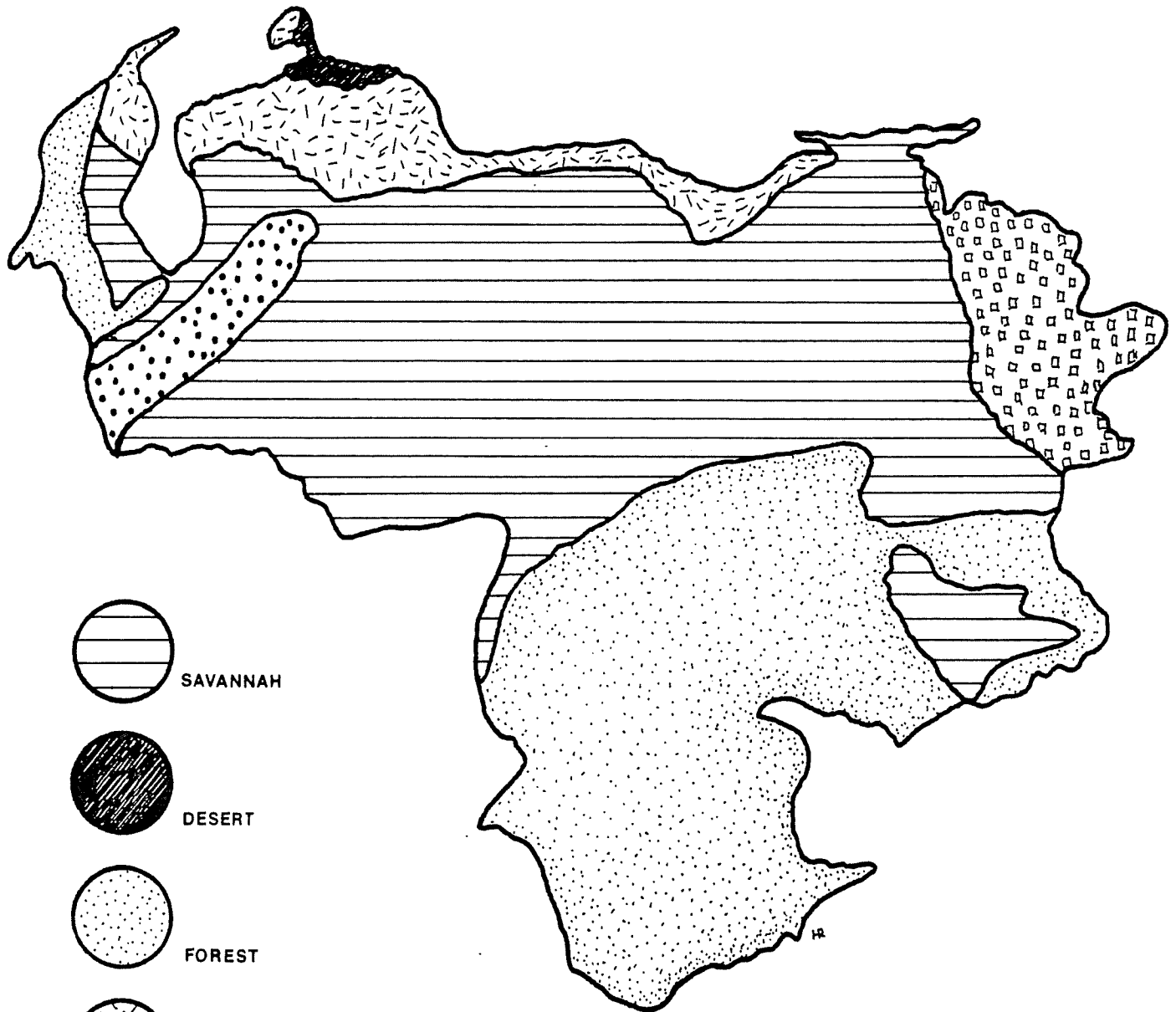
THE ALTITUDE OF THE LAND DETERMINES
WHAT CROPS CAN BE GROWN.



TEMPERATURE



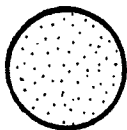
CLIMATES OF VENEZUELA



SAVANNAH



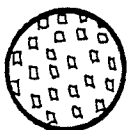
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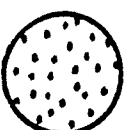
FOREST



STEPPE



MONSOONAL



HIGH REGIONS OF
VARIED CLIMATE