

CURRICULUM PROJECT

Title: Ecuador: Diversity and Contrast

Summary:

Ecuador is a megadiverse country. It cannot be described in a few words. The plethora of wildlife, archaeological artifacts, ethnic group and geographic traits defy any single statement. It has adopted some modern characteristics of the twenty-first century while still maintaining its local traditions and beliefs.

Grade Level: 10-12

Key (Essential) Questions/Queries:

- What are the major geographic regions of Ecuador?
- What are the major products of Ecuador?
- What are some of the characteristics of Ecuadorian culture?
- What are animals and plants are endemic to Ecuador?

Background Notes:

This project is culmination of several months of preparation following an intensive study of Ecuador in-country through the 2005 Fulbright-Hays Seminars Abroad Program. Sixteen teachers from across the United States attended seminars given by local authorities in their fields and participated in historical, geographical, and cultural activities in the four different corners of Ecuador.

Standards:

The ACTFL National Standards in Foreign Language Education addressed in this project are listed below.

Communication

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives:

Students will learn about South America and more specifically Ecuador.

Students will understand the unique culture of Ecuador.

Students will learn expressions peculiar to Latin American Spanish and the Indian language Quechua.

Students will understand the problems of sustainability in Ecuador.

Students will become familiar with the diversity in Ecuadorian climate, geography, dress, architecture, and cuisine.

Materials:

Geographical Map

Cultural Map

Tapestry

Jewelry

Flag

CD

Children's Book

Scarf

Dolls

Strategies:

Students will view PowerPoint presentation with commentary in Spanish.

Students will respond to questions in Spanish posed at the conclusion of the presentation.

Assessment (Evaluation):

Students will take a brief quiz to check for comprehension.

Follow-up Activities:

Group Project

Students will be divided into groups. Each group will select a different country from Latin America other than Ecuador or Mexico. Groups will prepare a PowerPoint presentation on their selected country of the Spanish-speaking world. They must address briefly the local history, local languages spoken, geography, products, holidays, flag, art, and music. They must include photos in their presentation. Students will prepare this project in Spanish.

Individual Project

Individual students may select a topic covered in “Ecuador: Diversity and Contrast” and research the topic. Then she or he may prepare a brief exposé to the class on the subject of this topic using visual aids. Then the student writes a personal reaction about the topic. The student must tell why the topic was selected, how the topic relates to her or his own life, and define any new expressions learned during the research. The student will prepare this project in Spanish.

Additional Resources:

PBS Nightly Business Report

National Public Radio

Geographia: <http://www.geographia.com/ecuador>

Official Site of Ecuadorian Ministry of Tourism: <http://www.vivecuador.com>

Lonely Planet: <http://www.lonelyplanet.com>

References:

Kendall, Sarita. ECUADOR. Hong Kong: Chelsea House, 1999.

Barrett, Pam and Brian Bell, eds. Insight Guide: ECUADOR GALÁPAGOS. New York: Langensheldt, 1999.

Humbach, Nancy, and Oscar Ozete. ¡Ven conmigo!. Austin: Holt, Rinehart and Winston, 2003.

Rachowiecki, Rob, and Danny Palmerlee. Ecuador & the Galápagos Islands. Melbourne: Lonely Planet, 2003.

Adès, Harry, and Melissa Graham. The Rough Guide to Ecuador. New York: Rough Guides, 2003.

The Diversity of Ecuador. Collection by Philip Combs. 955.Â Ecuador Travelogue: BaÃ±os - Katie at the Kitchen Door. Town of BaÃ±os We spent the third leg of our trip to Ecuador in BaÃ±os, a small town nestled between mountains thatâ€™s a hotspot for adventure tourism and hippie expats. It has a laid-back party-town vibe, and it was definitely the most touristy stop on our trip, but not in an obnoxious way â€“ itâ€™s a Oh The Places You'll Go Places To Travel Sky Bike Design Innovation Eco Architecture Galapagos Islands South America Travel Adventure Is Out There Adventure Time. Fly through Ecuador's cloud forest on a human-powered sky bike! Ecuador scored 0.95/1 at the international level, demonstrating a high level of commitment to cultural rights, cultural diversity and cultural development. Ecuador has ratified nearly all recommended international conventions, declarations and recommendations such as the 1972 Convention concerning the Protection of World Cultural and Natural Heritage, the 2003 Convention for the Safeguarding of Intangible Cultural Heritage, the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the International Covenant on Economic, Social and Cultural Rights, and the WI...Â In contrast, the 2013 Communication Law aims for 60% of programmes on national television to be of Ecuadorian origin and that 10% should be independent national productions (Art. Building a diverse bp where every employee is valued is one of the ways weâ€™ll succeed together. It really is that simple.Â Their goal is to support bp's diversity and inclusion ambition, by creating an inclusive place to work, and helping to foster, develop and retain a diverse employee base at bp. You can find out more about a few of these diversity and inclusion key focus areas below. In this section. Accessibility. Students will understand the unique culture of Ecuador and become familiar with the diversity in Ecuadorian climate, geography, dress, architecture and cuisine. They will also understand the problems of sustainability in Ecuador. For the full materials email our Outreach Coordinator Clea Conlin at cconlin@email.arizona.edu. Return to the top of this page. Center for Latin American Studies P.O. Box 210076, Marshall Building Suite 280 University of Arizona, Tucson, Arizona 85721. Contact us SBS-las@email.arizona.edu 520-626-7242. For Students. Advising. Diversity (ISSN 1424-2818; CODEN: DIVEC6) is a peer-reviewed, open-access journal on the science of biodiversity from molecules, genes, populations, and species, to ecosystems. Diversity is published monthly online by MDPI. Open Accessâ€™free for readers, with article processing charges (APC) paid by authors or their institutions.Â Surveys between 2016 and 2020 did not indicate strong temporal or spatial changes in overall resource fish assemblage structure; however, some species-specific changes were evident. Although overall resource species diversity and richness were significantly higher by 2020 inside the MPA boundaries, there is currently no strong evidence for a reserve effect. Full article. (This article belongs to the Special Issue Coral Reef Ecology and Biodiversity).