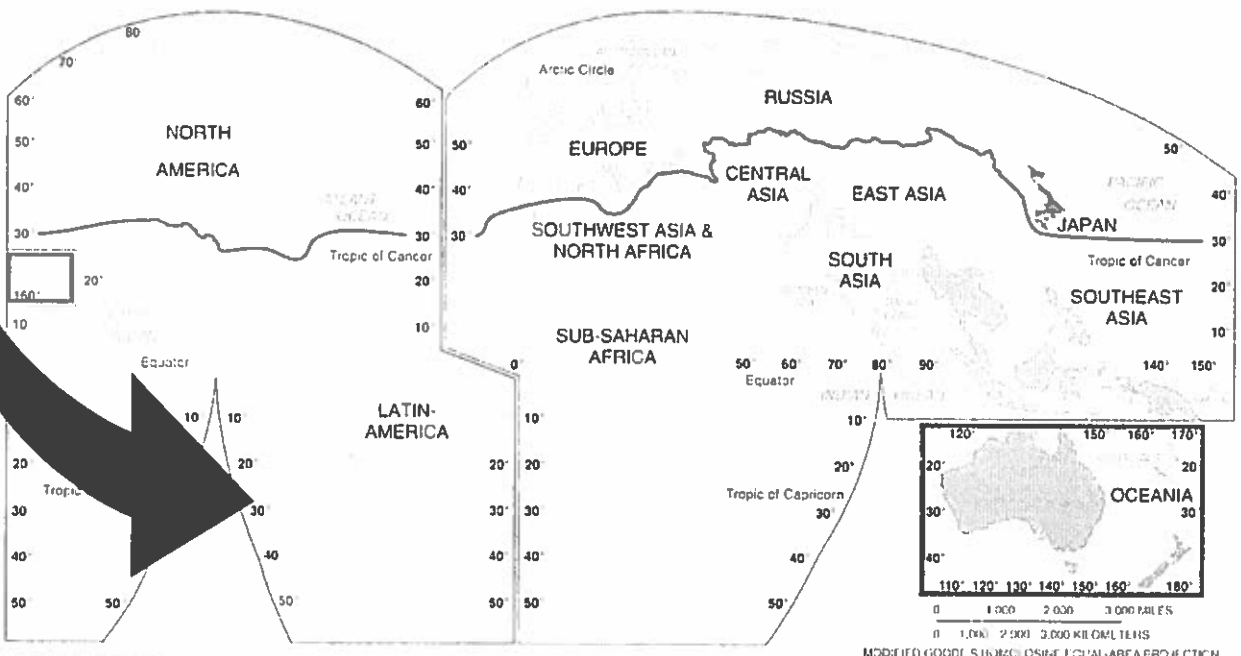
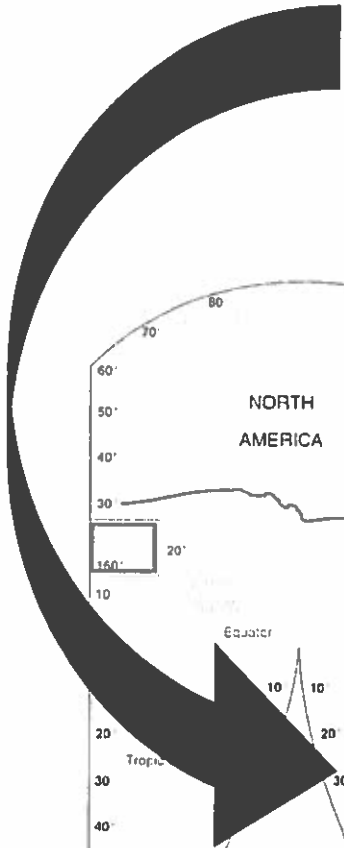


LDC



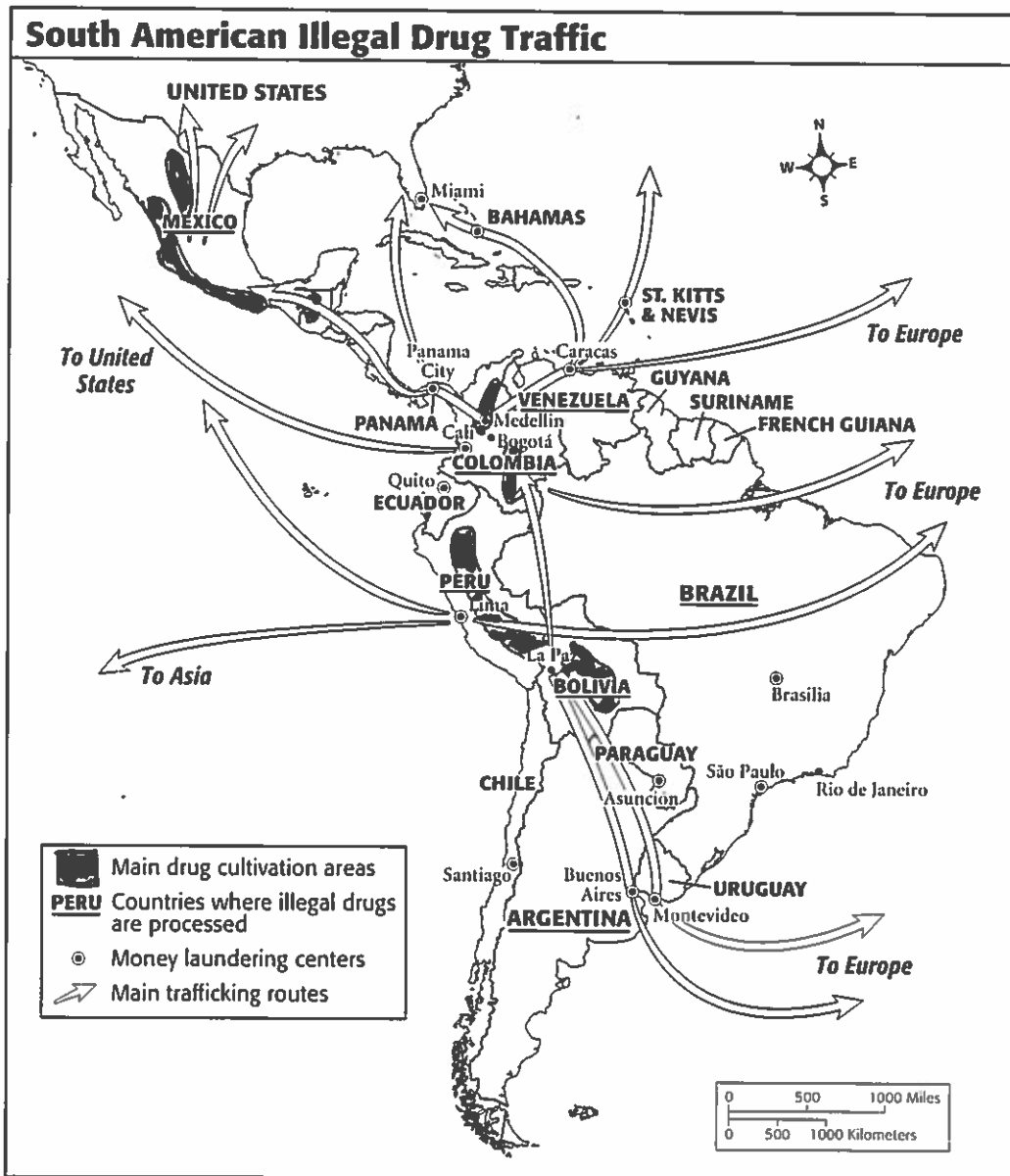
DAY

CHAPTER 12

Map Activity

Drug Traffic

Drug trafficking is a major problem in Latin America. Large quantities of cocaine and marijuana come from South America and are shipped by various routes to markets in Europe, the United States, and Asia. Profits from illegal drug sales are “laundered” by funneling the money through legal enterprises. The map below shows drug producing areas, money laundering centers, and trafficking routes. Examine the map, then answer the questions on the following page.



Chapter 12, Map Activity, continued

1. Where are the main illegal drug cultivation areas in South America? What other parts of Latin America are shown as major illegal drug producing regions?

2. Where are illegal drugs processed? Which South American countries are not shown as illegal drug processors?

3. Where do the trafficking routes begin? Where do most of them go?

4. What cities or sites are marked as money laundering centers?

5. **Critical Thinking: Place/Movement** How does the map underscore some of the challenges in ending the illegal drug traffic? What makes stopping the traffic so difficult?



Pacific South America

ECONOMY

Living in the Land of Fire

Sergio Santelices is a rancher in the rugged Magallanes, a region in southern Chile. The region is named after the Strait of Magellan. This narrow body of water at the tip of South America passes between the island of Tierra del Fuego and the mainland, linking the Atlantic and Pacific oceans. Across the strait from Tierra del Fuego is the port town of Punta Arenas. Santelices' ranch is nearby. Here he describes the ranch, the region's development, and his life in this isolated part of his country.

Punta Arenas was founded in 1848, by a Chilean army officer. The first Europeans arrived twenty years later. They decided to try stock farming, and the first three hundred sheep were brought from the Falkland Islands. The area had previously been inhabited only by nomadic Indians, who lived by fishing and hunting guanacos, animals related to the llama.

By the beginning of this century [1900s], the wool industry was well developed. Huge *estancias* (ranches) were established and leased by the State [Chile's government] to private farmers. These have since been divided into smaller *estancias*, which are much easier to maintain.

I came to own my *estancia* after the last big distribution of land, in 1978. *Estancias* of 5,000 hectares (12,355 acres), with 5,000 sheep, were offered for sale. Applicants were required to be from the region and to have cattle-ranching experience. I was able to meet these requirements, and so bought my farm.

In Magallanes, it is commonly accepted that 5,000 is a sufficient number of animals to provide a farmer with a living. The sale of the meat pays for the running of the farm, and the wool pays for living expenses.

The climate in this part of the world is very harsh. Winters are cold and summers are very windy. I prefer the winter, when the cold is easier to cope with—the constant sound of wind in summer drives me crazy! But although the climate is harsh for humans, it isn't for sheep. Good quality grass which is resistant to cold and wind allows our animals to produce very high quality wool. Our main buyers come from England, France, and Italy.

Traditionally, we have always bred sheep in Magallanes, but during the sixties, people started breeding cattle. I have 630 head of cattle, which I sell at Santiago [Chile's capital city]. The 3,000 kilometer (1,800 mile) journey by truck through Argentina takes between seven and ten days. But a transport ship now operates from Punta Arenas to Puerto Montt, taking only two days. From there to Santiago, the journey is only 1,000 kilometers (621 miles) on good roads.

The sheep-shearing season is from December to February, when farmers contract [hire] shearers to do the work. They are skilled and do their job very fast. A good shearer takes two minutes to shear a sheep. Groups

of twenty-six men will shear 1,200 to 1,300 animals in a day. At my *estancia*, the work takes five or six days. The rest of the year I work the *estancia* with only two workers. The wool is usually sold unwashed in bales to independent buyers who travel around the region buying wool.

Soon we will have to move to the city so that our children can go to secondary school [high school]. Although I love living in the country, I suppose that I will soon get used to traveling to my *estancia* from Punta Arenas, two or three times a week.

From "The Wind Drives Me Crazy" (retitled "Living in the Land of Fire") from *We Live in Chile* by Alex Huber. Copyright ©1985 by Hodder and Stoughton Limited. Reprinted by permission of the publisher.

Understanding What You Read After you have finished reading the selection, answer the following questions.

1. What is the main economic activity in extreme southern Chile?

2. What natural resource is present in the Magallanes that allows sheep to be raised profitably there? Explain why this is so.

3. Identify four pieces of information that suggest Magallanes is a remote area and that life there is an isolated existence?



West Africa

CULTURE

Enrolling Girls in School

In many parts of the world, including parts of Africa, boys receive more schooling than girls do. In part, this is due to cultural attitudes concerning the roles of males and females in society. However, it is also often due to the fact that poor families cannot afford to educate all their children. This reading reports on a program in the West African country of Benin that is attacking both reasons for denying girls an education.

More and more girls are going to school in Benin's southwestern region of Couffo thanks to a World Food Program (WFP) initiative which distributes "dry rations" to impoverished parents. Known in Pakistan and Morocco as "Food for Learning" and "Food Aid In The Service of Instruction," the project, launched in Benin in November 1998, offers parents a 50-kilogram [110-pound] bag of rice and a 4-liter [about one gallon] can of cooking oil for every girl registered at school.

Many poor parents, who normally would resist sending their daughters to school, are now enrolling four or five of them with the promise of food for each one. Some expressed astonishment at the large amount of food they receive. . . .

In just one school year (1998-1999), the number of girls enrolled in 10 village schools under the WFP project rose considerably, even reversing the previous boy-girl ratio in favor of girls. For example, the number of girls at the public primary school in Dohodji rose from 25 to 107, an increase of 328 percent. WFP's educational campaign was particularly successful in this village. In the neighboring villages of Gnigbandjime and Dekandji II, the number of girls rose from 19 to 72 and from 21 to 55, increases of 279 and 161.9 percent, respectively.

In the 10 pilot schools where the WFP project was launched, inspired by the excellent results achieved in Morocco, the rate of attendance by girls had never before reached the 30 percent mark, or barely one girl for every four boys. Some 92 percent of the 768 girls enrolled in school during the first trimester maintained the attendance required by the project for their families to continue receiving the dry rations benefit.

According to the 1998 WFP annual report, the project supported efforts by Beninois officials to break down certain traditional cultural barriers against the education of girls and their integration into modern society. "For the hungriest and poorest parents, the promise of food assistance is sometimes the only way they'll allow their girls to go to school," said WFP's executive director, Catherine Bertini.

Today, many parents in the 10 villages where the program is underway . . . would allow their daughters to continue school even if the free distribution of rations were to end. . . . An increasing number of

us water from a large jar, in the corner of the room. It is rainwater that has been collected, and is the family's only source of drinking water.

We all talk together over the meal. . . . We ask Pensri what she wants for Pontip. "She shall have a good education and then marry a man who can provide for her. I don't mind whether she makes good use of her education or whether looks after a home and family, as I have, she says.

It is getting late. We tell Jaran that we must leave. He shows us to the door and shines a flashlight onto our shoes at the bottom of the ladder. We thank the family for the delicious meal, and for spending their time with us. Then we climb down the ladder, collect our shoes and wave our good-byes to the Pomwat family.

From "Working in a sawmill" and "Meeting the Pomwat family" (retitled "Life in Rural Thailand") from *Families Around the World: Thailand* by Peter Otto Jacobsen and Preben Sejer Kristensen. Copyright ©1985 by Peter Otto Jacobsen and Preben Sejer Kristensen. Copyright ©1985 by Hodder and Stoughton Limited. Reprinted by permission of the publisher.

Understanding What You Read After you have finished reading the selection, answer the following questions.

1. What resource does Jaran Pomwat reveal is important in Thailand's economy?

2. Why do you think many sawmills are located on the Chao Phraya?

3. From where do Pomwats get their drinking water? Why would they not use the other source of water available to them?

4. What clues does the reading give about the roles of women in Thai society?

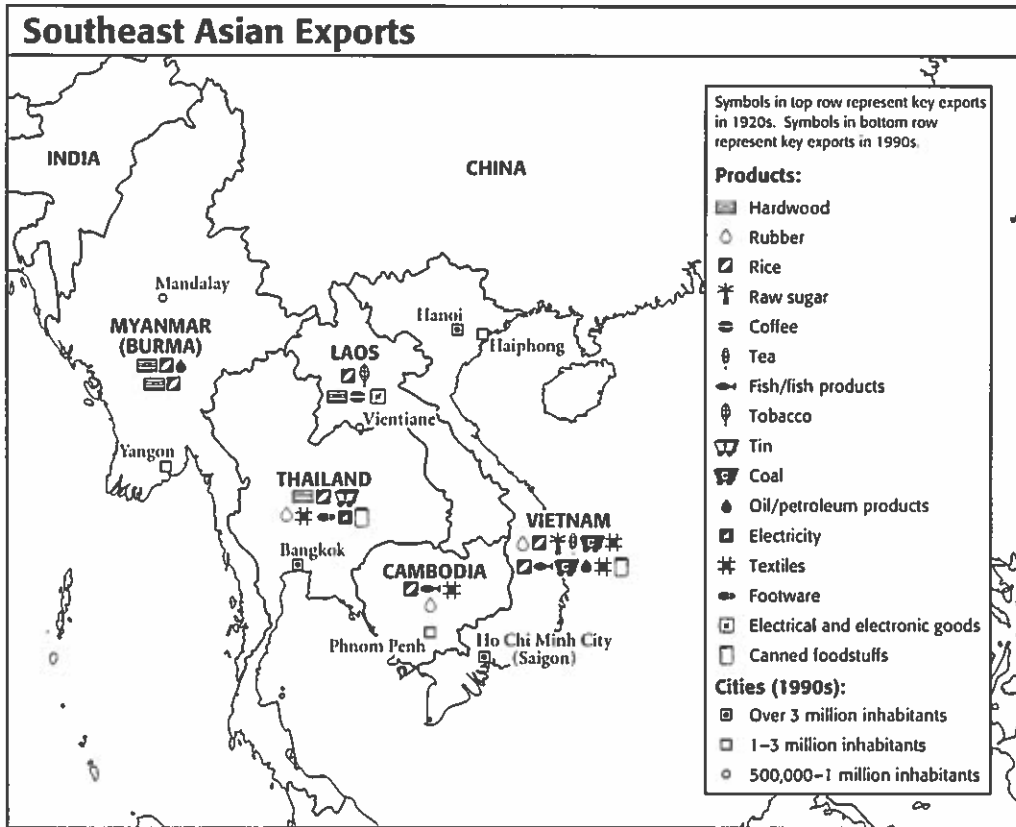
5. What do you think is happening to the rainforest in Thailand? Explain.

CHAPTER 29

Map Activity

Mainland Southeast Asia: Exports and Urbanization

Exports are an important factor in Southeast Asia's economic growth. Most of the export trade takes place in the major cities, which are also growing rapidly. Study the map below, then answer the questions on the following page.



Chapter 29, Map Activity, continued

1. What are the five Southeast Asian countries shown on the map?

2. What are the three largest cities shown on the map? How large are they? What are the two smallest cities?

3. What is indicated by the top line of products for each country? The bottom line?

4. Which country exports the greatest variety of products today? What are those products?

5. How have Cambodia's key exports changed since the 1920s? What about Laos?

6. **Critical Thinking: Region** Many countries are trying to shift from exports of raw materials to exports of manufactured goods. Is that shift occurring in mainland Southeast Asia? What impact might it have on the people there?

Chapter 12

1. Bolivia, Peru, Colombia; Mexico and parts of Central America
2. Venezuela, Colombia, Peru, Bolivia, Brazil, Argentina, Mexico; Ecuador, Chile, Paraguay, Uruguay, Guyana, Surinam, French Guiana
3. The trafficking routes begin in Caracas, Panama, Medellín, Cali, Lima and Peru, La Paz and Bolivia, Buenos Aires, Montevideo, Mexico; most of them go to the United States and Europe
4. Bahamas, St. Kitts and Nevis, Panama, Caracas, Medellín, Cali, Quito, Lima, Asunción, Santiago, Buenos Aires, Montevideo, São Paulo, Brasília
5. It shows how widespread the illegal drug trafficking network is, from cultivation to processing to shipping and money laundering. Putting such a large network out of business is a huge task.

Activity

Students should recognize that both producing and consuming countries share responsibility for the drug problem and suggest remedies that reflect realities on both the supply and demand sides. They also should recognize the social problems in both consuming and producing countries that contribute to the illegal drug traffic.

Reading 55

1. The World Food Program (WFP) is offering 110 pounds of rice and about a gallon of cooking oil for each daughter that a family sends to school.
2. Answers will vary, but students should suggest that the offer of free food would be less compelling to families that were not poor and/or that the problem might be greater among poor Beninois.
3. The reading mentions the attempts of Beninois officials to break down the “cultural barriers” to educating girls and notes

that some Beninois mothers now no longer consider educating their daughters to be a “waste of time and money.”

Chapter 27

1. Southern Sung, Jin, Western Xia, Empire of the Great Khan; Jin; northwest of China on the western border of Jin
2. 1127–1279, or 152 years; Linan; over one million
3. They traded tea, rice, porcelain, textiles, books, silk, and tea with Jin; copper cash, art, and books with Japan; and copper cash, gold, silver, and textiles with Southeast Asia. They got horses and hides from Western Xia; pearls, silks, medicines, and saffron from Jin; gold, mercury, pearls, and wood from Japan; and cotton, spices, and luxury goods from Southeast Asia.
4. between 1207 and 1227; Western Xia and Jin; walls and fortifications (the Great Wall of China)
5. It was between 2,000 and 3,000 miles across; Karakorum until 1267, then Dadu (Beijing)
6. They undoubtedly suffered from invasions and the wars that resulted, but they also adapted and learned to live with the invaders, sharing their culture and adopting elements of the invaders’ cultures.

Chapter 29

1. Myanmar, Thailand, Laos, Vietnam, Cambodia
2. Bangkok, Hanoi, Ho Chi Minh City; more than 3 million inhabitants; Mandalay, Vientiane
3. key exports in the 1920s; key exports in the 1990s
4. Vietnam; rice, fish and fish products, coal, oil and petroleum products, textiles, canned foodstuffs
5. Cambodia has fewer key exports now, just rubber, than it did in the 1920s; Laos has more, and they have changed: from rice and tobacco to hardwood, coffee, and electricity
6. The shift to manufactured exports is happening more in some countries—Thailand and Vietnam, especially—than in others, where raw materials are still the main export. The shift to manufacturing would mean that more people would work in factories, rather than on farms or in mines, and the country would be increasingly urban.