



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Latin America and Latino Studies Curriculum

**Course Description:** An elective course that examines Latin American culture, history, society, and geography. Students will study in-depth the cultural and ethnic distinctions that exist between Latin-American countries, both historical and contemporary. This course will emphasize critical thinking, writing, and analysis. Current events and issues in the Latin-American world will be incorporated.

### Scope and Sequence:

| Timeframe | Unit                                                  | Instructional Topics                                                                                                                                                                                                         |
|-----------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 weeks   | Pre-Columbian and Colonial Latin America              | Topic 1: Introduction to Latin America<br>Topic 2: Economic Impact of the New World<br>Topic 3: Using Online Resources: Mayan Web Experience<br>Topic 4: Culminating Activity: Writing About Analytical Processes            |
| 5 weeks   | Latin America in the 19th and 20th Centuries          | Topic 1: Predicting and Prioritizing: The Wars of Independence<br>Topic 2: Using Primary Sources: A Document Based Analysis<br>Topic 3: Interacting With Media: The Storm That Swept Mexico<br>Topic 4: Culminating Analysis |
| 4 weeks   | The Artistic and Cultural Legacy of Latin America     | Topic 1: The Art of 20th Century Mexico: Frida and Diego<br>Topic 2: Latin American Dance<br>Topic 3: 20th Century Latin American Literature                                                                                 |
| 3 weeks   | Latinos in the US and Current Issues in Latin America | Topic 1: Environmental Issues in Latin America<br>Topic 2: Seminar: Cartels and their Impact on Mexico and Colombia<br>Topic 3: Latinos in the United States                                                                 |

## Unit 1: Pre-Columbian and Colonial Latin America

**Subject:** Latin American Studies

**Grade:** 10-12

**Name of Unit:** Pre-Columbian and Colonial Latin America

**Length of Unit:** 5 weeks

**Overview of Unit:** Great civilizations developed independently in the Americas, but were conquered by European powers after the Age of Exploration. The New World developed a unique hybrid culture called “Latin American”.

### Priority Standards for unit:

- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples’ perspectives at the time in world history.
- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other.

- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.5.G.D Analyze major demographic patterns to determine their effect on the human and physical systems.
- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.3.PC.B Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

**Supporting Standards for unit:**

- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.3.EC.A Compare the extent, interaction and impact of African, European, American and Asian trade networks.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

| <b>Unwrapped Concepts<br/>(Students need to know)</b>                                                                                                                    | <b>Unwrapped Skills<br/>(Students need to be able to do)</b> | <b>Bloom's<br/>Taxonomy Levels</b> | <b>Webb's<br/>DOK</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------|-----------------------|
| the response of individuals, groups, and the government to societal challenges                                                                                           | Assess                                                       | Analyze                            | 3                     |
| how systems change and evolve over time                                                                                                                                  | Understand                                                   | Understand                         | 2                     |
| a chronological sequence of related events in world history.                                                                                                             | Analyze                                                      | Analyze                            | 3                     |
| connections between historical context and peoples' perspectives at the time in world history                                                                            | Explain                                                      | Understand                         | 2                     |
| the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem | Analyze                                                      | Analyze                            | 3                     |
| how governmental systems affect individuals and groups in society in World history prior to c.1450                                                                       | Determine                                                    | Evaluate                           | 4                     |
| relationships and reveal patterns or trends in world history c.1450-2010                                                                                                 | Explain                                                      | Understand                         | 2                     |
| how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture                                                  | Analyze                                                      | Analyze                            | 3                     |
| the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450                                                    | Analyze                                                      | Analyze                            | 3                     |
| the origins and impact of social structures and stratification on societies and relationships between peoples                                                            | Examine                                                      | Understand                         | 2                     |
| the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the                                                  | Compare                                                      | Analyze                            | 3                     |

|                                                                                                                                                                                                             |           |            |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|---|
| Americas and Middle East in ancient and medieval times                                                                                                                                                      |           |            |   |
| the causes and consequences of European overseas expansion                                                                                                                                                  | Analyze   | Analyze    | 3 |
| physical geography to explain how regions are connected or isolated from each other                                                                                                                         | Analyze   | Analyze    | 3 |
| the availability and movement of resources                                                                                                                                                                  | Explain   | Understand | 2 |
| major demographic patterns to determine their effect on the human and physical systems                                                                                                                      | Analyze   | Analyze    | 3 |
| the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China | Analyze   | Analyze    | 3 |
| the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas                                                                                                     | Compare   | Analyze    | 3 |
| how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations                                                                                               | Describe  | Understand | 2 |
| the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres                             | Determine | Evaluate   | 4 |
| the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450                                                                                       | Analyze   | Analyze    | 3 |
| how peoples' perspectives shaped the sources/artifacts they created                                                                                                                                         | Describe  | Understand | 2 |

|                                                                                                                                |         |         |   |
|--------------------------------------------------------------------------------------------------------------------------------|---------|---------|---|
| the origins and impact of social structures and stratification on societies, and relationships between peoples and governments | Examine | Analyze | 3 |
|--------------------------------------------------------------------------------------------------------------------------------|---------|---------|---|

### **Essential Questions:**

1. Why did all of the civilizations of Pre Columbian Mesoamerica develop the same religious and philosophical constructs?
2. Why and how did South American civilization develop in an antithetical construct to the civilizations of Mesoamerica?
3. How did the Spanish and Portuguese conquer entire continents with limited military and economic resources?
4. Why did the Spanish authorities develop feudal and, later, industrial models of management for their American possessions?
5. How did the “Colonial Siesta” develop over the three centuries of Spanish rule?
6. How did rigid racial and cultural stratification affect the development of Latin America?

### **Enduring Understanding/Big Ideas:**

1. Mesoamerican civilizations developed from original cosmological and religious concepts first formulated by the Olmecs, then passed on to the Mayan, Teotihuacan, Toltec and Aztec cultures.
2. The central role of human sacrifice in Mesoamerican civilization developed from the symbiotic connection of blood and rain in Olmec mythology. This idea led to the development of highly militaristic and violent governmental and religious practices.
3. South America is geographically isolated from Mesoamerica; the cultures and civilizations of the Chavin, Nazca and Inca were far more peaceful, introspective and collective than those of the north.
4. Spain, fresh from the victories of the Reconquista, had a reserve of highly trained, elite warriors to unleash in the Americas after 1492; these Conquistadors followed on the heels of explorers searching for new trade routes to Asia.
5. The Conquistadors exploited weaknesses and rivalries of native peoples to defeat the more powerful Aztecs and Incas.
6. Diseases such as smallpox devastated native peoples in the Americas.
7. The Encomienda and Repartimiento systems were developed to exploit native peoples along feudal lines. The Spanish and Portuguese possessions in the New World were not traditional colonies filled with settlers; they were economic resources to be mined.
8. The peaceful nature of the Spanish Viceroyalties developed slowly until the Bourbon Economic Reforms of the 1780’s attempted to modernize them and make them self-sufficient.

9. Latin American society developed along racial divisions: Peninsulares, Creoles, Mestizos, Zambos and Natives.

**Unit Vocabulary:**

| <b>Academic Cross-Curricular Words</b>                                         | <b>Content/Domain Specific</b>                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tributary Economy<br>Pandemic<br>Racial castes<br>Exploration<br>Culture shock | Mesoamerica<br>Olmec<br>Maya<br>Toltec<br>Teotihuacan<br>Aztec<br>Nazca<br>Inca<br>Columbian Exchange<br>Age of Exploration<br>Conquistador<br>Encomienda<br>Hacienda<br>Repartimiento<br>Colonial Siesta<br>Bourbon Reforms<br>Engenho<br>Peninsulare<br>Creole<br>Mestizo |

## Topic 1: Introduction to Latin America

### **Engaging Experience 1**

**Title:** Introduction to Latin American Geography

**Suggested Length of Time:** 2 days

#### **Standards Addressed**

##### *Priority:*

- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources

##### *Supporting:*

- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world

#### **Detailed Description/Instructions:**

Nations of Latin America Assignment

For a Latin American country we have decided on, please find out the following information and create a presentation for the class that demonstrates:

- Official Name of Country
- Flag
- Coat of Arms
- Population
- Life Expectancy
- Form of Government
- Political Divisions (provinces, states, regions, etc.)
- Current Leader
- Political Parties
- Major Cities
- Major Industries
- Gross Domestic Product
- Average Income
- Literacy Rate
- Currency and its value compared to the US Dollar
- Notable historical figures (at least three)
- Military strength
- Is there a consulate in Kansas City?
- What serious issues are currently affecting the country?

**Bloom's Levels:** Understand; **Webb's DOK:** 2

# Economic Impact of the New World

## **Engaging Experience 1**

**Title:** Kingdoms of Gold and Silver

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.3.PC.B Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.

#### *Supporting:*

- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.3.EC.A Compare the extent, interaction and impact of African, European, American and Asian trade networks.

**Detailed Description/Instructions:** One of the enduring global impacts of the Spanish colonization of the Americas, still echoing today, was the massive infusion of gold and silver into the Mercantilist economies of Europe and Asia. This took the form of the “cob” and milled coinage of the mints of the New World. The instructor brings in a significant collection of coinage from the period for students to work with, but this could be accomplished with high quality web images in the absence of the actual coins. The accompanying PowerPoint provides the instructional component.

[Presentation Link](#)

**Bloom's Levels:** Analyze; **Webb's DOK:** 3

## Using Online Resources: Mayan Web Experience

### **Engaging Experience 1**

**Title:** Mayan Web Experience

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.5.G.D Analyze major demographic patterns to determine their effect on the human and physical systems.

##### *Supporting:*

- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.

#### **Detailed Description/Instructions:**

The web experience from the British Museum that is the basis of this activity is found at

<https://artsandculture.google.com/project/british-museum-s-maya>

Maya Web Experience

Explore and write a summary of:

- One of the two Editorial Features
- Three of the four Preserving Maya Tradition tabs
- One of the two Preservation in Action features

Examine and explore all of the 360 degree photo features that follow; write a general reaction to these sites.

Formative questions:

- How does the Mayan experience relate to current geopolitical issues?
- Why did the Mayan civilization fail? How did their leaders fail them?
- What was the role of art in the religious and political life of the Maya?
- How is modern science helping preserve Maya heritage?

Essay:

- Is the Maya experience a cautionary tale for the modern world or was it a unique expression of that culture at that time? Explain and defend.

**Bloom's Levels:** Analyze, Evaluate

**Webb's DOK:** 4

## Culminating Activity: Writing About Analytical Processes

### **Engaging Experience 1**

**Title:** Exam I Writing Component

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.3.PC.B Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

##### *Supporting:*

- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

**Detailed Description/Instructions:**

Short Answer: Choose four

- How was Incan government different than that of Mesoamerican cultures?
- Describe the major class divisions in New Spain.
- How was California colonized? Who led the movement?
- How did the Spanish govern their empire in the Americas?
- What is the “colonial siesta”?

Essays: Choose one

- Compare the religious and cultural traditions of the Maya, Aztecs and Inca.
- Analyze in detail the Spanish Conquest of the Americas. Who did what, when and where? What do you believe was the decisive factor?
- Analyze the economic motives and policies of Spain’s administration of the New World.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

You will research a topic of interest to you concerning the history of the Americas from ancient times to the wars of independence in the 1820's. Native civilizations and colonial culture are equally fair game for this project.

The paper part.

Prepare a 2-3 page summary of what you have learned about your topic. You should attach a bibliography. This should give details and information beyond the scope of your presentation.

The project part.

You will need to prepare a tool that allows you to show the class your topic. This could include a PowerPoint presentation, a model, a skit, an actual performance, a short film, a recreation of an ancient object (pottery, musical instrument, etc.) whatever floats your boat.

The presentation part.

You will present your topic to the class in a manner that you find comfortable. It may be explaining or demonstrating your model, giving a PowerPoint, performing a part of a play...the options are manifold.

## Summary of Engaging Learning Experiences for Topics

| Topic                            | Engaging Experience Title                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Suggested Length of Time |
|----------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Introduction to Latin America    | Introduction to Latin American Geography | <p>For a Latin American country we have decided on, please find out the following information and create a presentation for the class that demonstrates:</p> <ul style="list-style-type: none"> <li>● Official Name of Country</li> <li>● Flag</li> <li>● Coat of Arms</li> <li>● Population</li> <li>● Life Expectancy</li> <li>● Form of Government</li> <li>● Political Divisions (provinces, states, regions, etc.)</li> <li>● Current Leader</li> <li>● Political Parties</li> <li>● Major Cities</li> <li>● Major Industries</li> <li>● Gross Domestic Product</li> <li>● Average Income</li> <li>● Literacy Rate</li> <li>● Currency and its value compared to the US Dollar</li> <li>● Notable historical figures (at least three)</li> <li>● Military strength</li> <li>● Is there a consulate in Kansas City?</li> <li>● What serious issues are currently affecting the country?</li> </ul> | 2 days                   |
| Economic Impact of the New World | Kingdoms of Gold and Silver              | One of the enduring global impacts of the Spanish colonization of the Americas, still echoing today, was the massive infusion of gold and silver into the Mercantilist economies of Europe and Asia. This took the form of the “cob” and milled coinage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1 day                    |

|                                                 |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |
|-------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                 |                      | <p>of the mints of the New World. The instructor brings in a significant collection of coinage from the period for students to work with, but this could be accomplished with high quality web images in the absence of the actual coins. The accompanying PowerPoint provides the instructional component.</p> <p><a href="#">Presentation Link</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |
| Using Online Resources:<br>Mayan Web Experience | Mayan Web Experience | <p>The web experience from the British Museum that is the basis of this activity is found at <a href="https://artsandculture.google.com/project/british-museum-s-maya">https://artsandculture.google.com/project/british-museum-s-maya</a></p> <p>Mayan Web Experience</p> <p>Explore and write a summary of:</p> <ul style="list-style-type: none"> <li>● One of the two Editorial Features</li> <li>● Three of the four Preserving Maya Tradition tabs</li> <li>● One of the two Preservation in Action features</li> </ul> <p>Examine and explore all of the 360 degree photo features that follow; write a general reaction to these sites.</p> <p>Formative questions:</p> <ul style="list-style-type: none"> <li>● How does the Mayan experience relate to current geopolitical issues?</li> <li>● Why did the Mayan civilization fail? How did their leaders fail them?</li> <li>● What was the role of art in the religious and political life of the Maya?</li> <li>● How is modern science helping preserve Maya heritage?</li> </ul> <p>Essay:</p> <ul style="list-style-type: none"> <li>● Is the Maya experience a cautionary tale for the modern world or was it a unique expression of that culture at that time? Explain and defend.</li> </ul> | 1 day |

|                                                                     |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              |
|---------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>Culminating Activity:<br/>Writing About Analytical Processes</p> | <p>Exam I Writing Component</p> | <p>Short Answer: Choose four</p> <ul style="list-style-type: none"> <li>• How was Incan government different than that of Mesoamerican cultures?</li> <li>• Describe the major class divisions in New Spain.</li> <li>• How was California colonized? Who led the movement?</li> <li>• How did the Spanish govern their empire in the Americas?</li> <li>• What is the “colonial siesta”?</li> </ul> <p>Essays: Choose one.</p> <ul style="list-style-type: none"> <li>• Compare the religious and cultural traditions of the Maya, Aztecs and Inca.</li> <li>• Analyze in detail the Spanish Conquest of the Americas. Who did what, when and where? What do you believe was the decisive factor?</li> <li>• Analyze the economic motives and policies of Spain’s administration of the New World.</li> </ul> | <p>1 day</p> |
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## Unit 2: Latin America in the 19th and 20th Centuries

**Subject:** Latin American Studies

**Grade:** 10-12

**Name of Unit:** Latin America in the 19th and 20th Centuries

**Length of Unit:** 5 weeks

**Overview of Unit:** Examines the origins, development and consequences of independence movements and national development in post-colonial Latin America.

### Priority Standards for unit:

- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.

- 9-12.WH.4.PC.B Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.
- 9-12.GV.1.CC.A Create and use tools to analyze a chronological sequence of events related to a study of government.
- 9-12.GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

**Supporting Standards for unit:**

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts.
- 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.
- 9-12.WH.4.GS.A Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.
- 9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- 9-12.WH.5.G.D Analyze major demographic patterns to determine their effect on the human and physical systems.
- 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

- 9-12.GV.1.CC.B Explain connections between historical context and peoples' perspectives about government at the time.

| <b>Unwrapped Concepts<br/>(Students need to know)</b>                                                                                                                    | <b>Unwrapped Skills<br/>(Students need to be able to do)</b> | <b>Bloom's<br/>Taxonomy<br/>Levels</b> | <b>Webb's<br/>DOK</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-----------------------|
| the consequences which can occur when institutions fail to meet the needs of individuals and groups                                                                      | Predict                                                      | Analyze                                | 3                     |
| the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century                                                    | Analyze                                                      | Analyze                                | 3                     |
| the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time                                     | Assess                                                       | Evaluate                               | 4                     |
| a chronological sequence of related events in world history                                                                                                              | Analyze                                                      | Analyze                                | 3                     |
| connections between historical context and peoples' perspectives at the time in world history                                                                            | Explain                                                      | Understand                             | 2                     |
| the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem | Analyze                                                      | Analyze                                | 3                     |
| the consequences which can occur when institutions fail to meet the needs of individuals and groups                                                                      | Predict                                                      | Analyze                                | 3                     |
| relationships and reveal patterns or trends in world history c.1450-2010                                                                                                 | Explain                                                      | Understand                             | 2                     |
| the origins and impact of social structures and stratification on societies and relationships between peoples                                                            | Examine                                                      | Analyze                                | 3                     |
| the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution                                | Evaluate                                                     | Evaluate                               | 4                     |
| the impact of nationalism on existing and emerging peoples and nations post c. 1450                                                                                      | Evaluate                                                     | Evaluate                               | 4                     |

|                                                                                                                                    |                      |         |   |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------|---|
| the style and function of a leader to determine his/her impact on a governmental system                                            | Analyze              | Analyze | 3 |
| government systems resulting from political revolutions                                                                            | Compare and contrast | Analyze | 3 |
| new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization | Analyze              | Analyze | 3 |
| causes and patterns of human rights violations and genocide                                                                        | Analyze              | Analyze | 3 |
| a chronological sequence of events related to a study of government                                                                | Analyze              | Analyze | 3 |
| the origins and impact of social structures and stratification on societies, and relationships between peoples and governments     | Examine              | Analyze | 3 |

### **Essential Questions:**

1. What specific events in Europe ignited independence movements throughout the New World? How did ideas of the European Enlightenment inspire revolutionary leaders?
2. Why did Hidalgo's 1810 rebellion in Mexico fail while the Creole independence movement of 1820-21 succeeded?
3. Simon Bolivar is referred to in South America simply as "The Liberator"; is this title justified?
4. What is a Caudillo? How do Caudillos affect the development of Latin America?
5. How was Brazil's independence experience unique?
6. Why did Mexico face constant turmoil and defeat between 1824-1877?
7. Why was the United States involved in the independence of Cuba, the Dominican Republic and many Central American nations?
8. How did Cuba develop as an independent nation, and how did this lead to the rise of Fidel Castro?
9. Why did the Mexican Revolution of 1910-1920 become so violent? Who were the main players and how did they affect the outcome?
10. How did the philosophical movement of Positivism take root in Latin America? Which nations were affected, and how?
11. How and why did the United States CIA intervene in Latin America after World War II? Which nations were affected?
12. Why did Argentina go to war with the United Kingdom in 1982?
13. How do the economic demands of the United States for oil and drugs cause massive problems in Latin America?

### **Enduring Understanding/Big Ideas:**

1. Inspired by the writings of the European Enlightenment and enabled by the occupation of Spain and Portugal by Napoleon, Latin America followed the example of the United States and sought independence. After an abortive peasant rebellion in Mexico failed, these movements were led by conservative Creole elites.
2. Unique to Latin America, Caudillos are military leaders with populist backing (much like tyrants in early Greece). Their authoritarian rule prevented the development of genuine democratic government throughout the region until the 1860's.
3. Dom Pedro of Portugal became Brazil's first Emperor after a peaceful separation.
4. Caudillos caused a half century of unrest in Mexico. Men like Iturbide and Santa Anna left Mexico with crippling foreign debt and engaged in disastrous wars with Texas, the United States and France, the latter leading to the invasion of the country and the installation of a European Emperor, Maximilian. Despite the La Reforma movement of Benito Juarez, the country only found stability with the dictatorship of Porfirio Diaz (The "Porfiriato")
5. Cuba and the Dominican Republic, followed by Puerto Rico, began agitating for independence or union with the United States as early as 1820, after the United States purchased Florida. Open rebellion arrived in 1869, and was successful in the Dominican Republic. Cuba's final push to independence began under the leadership of the poet Jose Marti in 1896, and was achieved after US intervention during the Spanish American War. Both nations succumbed to the Caudillo tradition, with Trujillo in the Dominican Republic and Machado and Batista in Cuba.
6. The Mexican Revolution of 1910-1920 dissolved the country into geographical components led by revolutionaries and warlords. Villa and Zapata were wildly popular, but in the end Generals Obregon and Calles established a stable but fascistic state that found broad popular support. In 1934, General Lázaro Cárdenas became president, and led Mexico to become one of the most progressive and democrat nations in the Western Hemisphere.
7. "Positivism" was a 19th century philosophical movement akin to Fascism that held the goal of modern society to be scientific progress. The movement was embraced in almost every Latin American nation, particularly Mexico and Brazil.
8. The CIA overthrew or attempted to overthrow governments in the Dominican Republic, Bolivia, Cuba, Guatemala, Nicaragua, Panama and, most violently, Chile between 1950-1990. This was part of anti-Communist activities related to the Cold War.
9. Fidel Castro promised a democratic socialist regime Cuba when he seized power in 1959, but soon imposed a communist dictatorship on the nation that endures today.
10. In 1982, in an attempt to prop up an unpopular junta, Argentina invaded the Falkland Islands precipitating war with the United Kingdom, which was a disaster for the Argentines.

11. Since the 1970's, demand for drugs, particularly cocaine, has led to the rise of powerful cartels, particularly in Mexico and Colombia, that often control those countries either in part or in whole.

**Unit Vocabulary:**

| Academic Cross-Curricular Words                                                                                                                                                                  | Content/Domain Specific                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Popular uprising<br/> Revolution<br/> Nationalism<br/> Conservative<br/> Liberal<br/> Enlightenment<br/> Imperialism<br/> Manifest Destiny<br/> Coup d'Etat<br/> Junta<br/> neoliberalism</p> | <p>Mexican Wars of Independence<br/> Hidalgo- Peasant Revolt<br/> Iturbide- 1st Empire<br/> Constitution of 1824<br/> Simon Bolivar<br/> Jose de San Martin<br/> Dom Pedro I of Brazil<br/> Gran Colombia<br/> Central American Republic<br/> Caudillo<br/> War of the Triple Alliance<br/> Texan War of Independence<br/> Mexican-American War<br/> Treaty of Guadalupe-Hidalgo<br/> La Reforma- Benito Juárez<br/> French Intervention in Mexico<br/> Empire of Maximillian<br/> Porfiriato 1877-1910<br/> Revolutions of 1869: Cuba, Puerto Rico,<br/> Dominican Republic<br/> Cuban Revolution 1896-1902<br/> Mexican Revolution 1910-1920<br/> Zapatistas and Villistas<br/> Maximato<br/> Machado, Batista and the Cuban Constitution<br/> of 1940<br/> Fidel Castro<br/> Positivism<br/> Cuban Model of Revolution<br/> Narco and Petro Politics 1940-2000<br/> Chilean Coup of 1973<br/> Falklands War 1982</p> |

## Predicting and Prioritizing: The Wars of Independence

### **Engaging Experience 1**

**Title:** Revolutions in the Southern Cone

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.

##### *Supporting:*

- 9-12.WH.4.GS.A Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.
- 9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.

**Detailed Description/Instructions:** PowerPoint referenced serves as instructional component. Based on students' knowledge of the revolutions in Mexico, Northern South America and the Southern Cone, small groups are asked to prepare a "Top 10 and Defend" activity for each region, listing in order the ten most important factors each region deals with going forward as independent nations. Students will defend their prioritization as well as their choices.

[Presentation Link](#)

**Bloom's Levels:** Analyze, Evaluate

**Webb's DOK:** 4

## Using Primary Sources: A Document Based Analysis

### **Engaging Experience 1**

**Title:** The Age of Caudillos: A Document Based Analysis

**Suggested Length of Time:** 2 days (1 in class)

### **Standards Addressed**

#### *Priority:*

- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.

#### *Supporting:*

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.

### **Detailed Description/Instructions:**

Latin American History. The 19<sup>th</sup> Century: A Document Based Analysis

Simon Bolivar. From his “Jamaica Letter”

More than anyone, I desire to see America fashioned into the greatest nation in the world, greatest not so much by virtue of her area and wealth as by her freedom and glory. Although I seek perfection for the government of my country, I cannot persuade myself that the New World can, at the moment, be organized as a great republic. Since it is impossible, I dare not desire it; yet much less do I desire to have all America a monarchy because this plan is not only impracticable but also impossible. Wrongs now existing could not be righted, and our emancipation would be fruitless. The American states need the care of paternal governments to heal the sores and wounds of despotism and war.

From the foregoing, we can draw these conclusions: The American provinces are fighting for their freedom, and they will ultimately succeed. Some provinces as a matter of course will form federal and some central republics; the larger areas will inevitably establish monarchies, some of which will fare so badly that they will disintegrate in either present or future revolutions. To consolidate a great monarchy will be no easy task, but it will be utterly impossible to consolidate a great republic.

Antonio Lopez de Santa Anna, defending his execution of Texan prisoners.

How my arbitrariness would have been exaggerated, and to speak the truth with justifiable excuse, if by pardoning, as I desired those unfortunate wretches I should have dared to violate the law. I would have taken to myself the most enviable attribute of sovereignty and exposed that detachment of troops to a surprise that might have easily been attempted by the prisoners. I could not, therefore, pardon those unfortunates. It said that they were protected by a capitulation, and although the communication of General Urrea denies such a statement, I have asked the supreme government that an investigation be institute, to prove that neither officially nor confidentially was I notified of such a capitulation. Had any such existed, even though General Urrea had no authority to grant it, it would have afforded me an opportunity to petition, in the name of humanity, the indulgence of Congress for Fannin and his soldiers.

Jose Marti, Cuban patriot and martyr.

- **To govern well, one must see things as they are.** Government must originate in the country. The spirit of government must be that of the country its structure must conform to rules appropriate to the country. Good government is nothing more than the balance of the country's natural elements. In nations composed of both cultured and uncultured elements, the uncultured will govern because it is their habit to attack and resolve doubts with their fists in cases where the cultured have failed in the art of governing. The uncultured masses are lazy and timid in the realm of intelligence, and they want to be governed well. But if the government hurts them, they shake it off and govern themselves. **Knowing is what counts. To know one's country and govern it with that knowledge is the only way to free it from tyranny.** Let the world be grafted onto our republics, but the trunk must be our own. And let the vanquished pedant hold his tongue,

for there are no lands in which a man may take greater pride than in our long-suffering American republics. America began to suffer, and still suffers, from the tiresome task of reconciling the hostile and discordant elements it inherited from the despotic and perverse colonizer, and the imported methods and ideas which have been retarding logical government because they are lacking in local realities. Thrown out of gear for three centuries by a power which denied men the right to use their reason, the continent disregarded or closed its ears to the unlettered throngs that helped bring it to redemption, and embarked on a government based on reason—a reason belonging to all for the common good, not the university brand of reason over the peasant brand. **The problem of independence did not lie in a change of forms but in change of spirit.**

Benito Juarez

Among individuals, as among nations, respect for the rights of others is peace. Democracy is the destiny of humanity; freedom its indestructible arm. There is no help but in defense but I can assure you... the Imperial Government will not succeed in subduing the Mexicans, and its armies will not have a single day of peace.

Nicanor Arborellas, Argentine jurist, on Manuel Rosas

Rosas, Sir, that tyrant, that barbarian, even if barbarian and cruel, was not considered as such by the European and civilized nations, and that judgment of the European and civilized nations, moved to posterity, will hold in doubt, at least, that barbarian and execrable tyranny that Rosas exercised among us. It's needed, then, to mark with a legislative sanction declaring him guilty of lèse majesté so at least this point is marked in history, and it is seen that the most potent court, which is the popular court, which is the voice of the sovereign peoples by us represented, throws to the monster the anathema calling him traitor and guilty of lèse majesté. Judgments like those must not be left for history.

If at least we had imitated the English people, who dragged the corpse of Cromwell across the streets of London, and had dragged Rosas across the streets of Buenos Aires! I support, Mr. President, the project. If the judgment of Rosas was left to the judgment of history, we won't get Rosas to be condemned as a tyrant, but perhaps he may be in it the greatest and most glorious of Argentines

General Bendini of Argentina, on Paraguay's President Lopez.

Marshall López inspired in his men a spirit and love for their land which made them prefer to die rather than surrendering. He is an example of what a leader is, a driver, a man who knows how to reach to his people. I am sure that the men of this artillery group will take the example of this brave Paraguayan soldier and will be deemed worthy of the name their unit carries.

Ramon Blanco, last Captain-General of Cuba, to Maximo Gomez.

"As Spaniards and Cubans we find ourselves opposed to foreigners of a different race, who are of a grasping nature... The supreme moment has come in which we should forget past differences and, with Spaniards and Cubans united for the sake of their own defense, repel the invader. Spain will not forget the noble help of its Cuban sons, and once the foreign enemy is expelled from the island, she will, like an affectionate mother, embrace in her arms a new daughter amongst the nations of the New World, who speaks the same language, practices the same faith, and feels the same noble Spanish blood run through her veins."

Formative questions:

1. Based on these readings, how are the caudillos such as Santa Anna, Rosas and Lopez viewed by, respectively, themselves, the average citizen, and other military men.
2. Bolivar, Juarez and Marti speak of the problems inherent in creating an independent Latin American civilization. How would you characterize these men? Optimistic, pessimistic or realistic. Why?
3. Blanco's letter is among the last communications from a Spanish official to an American colonial. How would you characterize it? How does it speak to the ineffectual and out-of-touch nature of Spanish policy?

Essay:

Why did the promise of Latin American independence falter and decline into dictatorship and stagnation? How do these writers shed light on this process?

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Interacting With Media: The Storm That Swept Mexico

### **Engaging Experience 1**

**Title:** The Storm That Swept Mexico

**Suggested Length of Time:** 2 days

#### **Standards Addressed**

##### *Priority:*

- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

##### *Supporting:*

- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.

**Detailed Description/Instructions:** The film “The Storm That Swept Mexico” was created by the Library of Congress and is considered the best film about the Mexican Revolution made to date. It was created for the 75th anniversary in 1985, and includes interviews with participants and archival footage. The following activity is designed to keep students engaged in the film and helps to provide a skeleton for note taking and analysis:

#### The Storm That Swept Mexico

1. What were positive and negative aspects of the Porfiriato? Try to name three of each.
2. Why were elections scheduled in 1910? What happened?

Identify the following people:

- Francisco Madero
- Victoriano Huerta
- Francisco “Pancho” Villa

- Emiliano Zapata
- Venustiano Carranza
- Alvaro Obregon
- Plutarco Calles
- Lazaro Cardenas

What was the role of the United States in the Mexican Revolution? Describe three interventions by the US in Mexico's political and economic life.

- Why did the US turn on Villa? What was the outcome?
- What was the role of women with the revolutionary armies?
- What was the Zimmerman Note? How did it affect Mexico?
- What happened to Zapata? What were the long term effects of this act?
- What happened to Villa?
- What was the Cristero War?
- What was the "Maximato"? Was it a return to caudillism?
- Describe at least two positive and two negative aspects of the Maximato
- Name two significant contributions of President Cardenas.
- This period is considered a golden age for Mexican art and culture. Give three examples.
- What is the PNR/PRI?
- Why is 1940 considered the end of the Revolution in Mexico?

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Culminating Analysis

### **Engaging Experience 1**

**Title:** Short Answer and Essay Choices for Unit 2

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

##### *Supporting:*

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.

**Detailed Description/Instructions:**

Short Answer: Choose 4.

- What were the major accomplishments of La Reforma in Mexico?
- What was unique about Brazil's independence experience? How did it happen?
- Explain why the US was so interested in the Cuban independence movement.
- What events led to French occupation of Mexico in the 1860's?
- What is a "Banana Republic"? What do they have in common

Essays: Choose 1. Answer below and on back. Use the back of as many pages as you need.

- Analyze the causes and effects of US intervention in Cuba, Panama and Mexico in the period 1898-1917.
- Discuss the causes, events and long-term results of the Mexican-American War.
- Compare the effects of the Caudillo phenomenon in three different countries.
- Analyze in depth the causes and outcomes of the Mexican Revolution. Your discussion should begin with the end of the Diaz dictatorship and continue through Obregon's presidency.

**Bloom's Levels:** Analyze, Evaluate

**Webb's DOK:** 4

## Engaging Scenario

### Latino Studies: Coins and Paper Money Project

Much of a nation's identity can be gleaned from the everyday objects of commerce-coins and paper money-that people interact with every day. Since Greek times, money has been used by governments as a form of propaganda. Latin American governments are no exception. As you work through this project, think about the images and ideas represented on these little pieces of history, and sadly, of how often the governments issuing the money have failed to live up to the images and promises represented.

PART 1: Scavenger hunt (group activity) Have a member of your group sign off on everyone's sheets when you find each of the following:

1. 4 images of Simon Bolivar\_\_\_\_\_
2. A llama\_\_\_\_\_
3. 2 examples of money being revalued by the government\_\_\_\_\_
4. 3 examples of paper money denominations above 5000 units\_\_\_\_\_
5. Fidel Castro speaking\_\_\_\_\_
6. Paper money and at least one coin issued by Francisco Villa\_\_\_\_\_
7. Images of Generals Belgrano, Artigas and San Martin\_\_\_\_\_
8. A Brazilian Emperor on both paper and coin\_\_\_\_\_
9. Coins of Puerto Rico\_\_\_\_\_
10. The Butterflies\_\_\_\_\_
11. 3 Native American leaders\_\_\_\_\_
12. Che's autograph\_\_\_\_\_
13. 3 examples of Native American Pre-Columbian architecture\_\_\_\_\_
14. A crazy Paraguayan dictator: you pick.\_\_\_\_\_
15. 2 countries that use the blazing sun as an emblem\_\_\_\_\_

PART 2: Short response. Make notes on these as you work each station, and I will collect your completed ideas next class session.

1. Why would the coins from the colonial Spanish mints all have the same design? Given that, why would the place of issue and the initials of mint masters be so important?
2. Cuban and Dominican notes issued before 1960 look a LOT like US notes. Look carefully at the notes and think of a few reasons why this might be so.
3. Who is the only actual person portrayed on Cuban coins before the revolution? Why might he have such prominence?
4. The beauty of pre-1920 Latin American paper money is legendary. Which is your favorite from an artistic standpoint and why?

5. Why might there be a lot more Aztec and Revolutionary figures on modern Mexican money as opposed to the issues before 1970? Give 3 examples.
6. Choose THREE notes with overt political or propaganda messages and explain what the government is trying to tell you.
7. Find examples of American, British or German economic influence on the coins and paper money. Hint: look at the mints and printers.
8. Three Latin American currencies are named for actual people; can you figure out which ones?

## Summary of Engaging Learning Experiences for Topics

| Topic                                                 | Engaging Experience Title                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Suggested Length of Time |
|-------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Predicting and Prioritizing: The Wars of Independence | Revolutions in the Southern Cone                | <p>PowerPoint referenced serves as instructional component.</p> <p>Based on students' knowledge of the revolutions in Mexico, Northern South America and the Southern Cone, small groups are asked to prepare a "Top 10 and Defend" activity for each region, listing in order the ten most important factors each region deals with going forward as independent nations. Students will defend their prioritization as well as their choices.</p> <p><a href="#">Presentation Link</a></p>                                                                                                                                                                                                                                                                                                                                                              | 1 day                    |
| Using Primary Sources: A Document Based Analysis      | The Age of Caudillos: A Document Based Analysis | <p>Latin American History. The 19th Century: A Document Based Analysis</p> <p>Simon Bolivar. From his "Jamaica Letter"</p> <p>More than anyone, I desire to see America fashioned into the greatest nation in the world, greatest not so much by virtue of her area and wealth as by her freedom and glory. Although I seek perfection for the government of my country, I cannot persuade myself that the New World can, at the moment, be organized as a great republic. Since it is impossible, I dare not desire it; yet much less do I desire to have all America a monarchy because this plan is not only impracticable but also impossible. Wrongs now existing could not be righted, and our emancipation would be fruitless. The American states need the care of paternal governments to heal the sores and wounds of despotism and war. .</p> | 2 days<br>(1 in class)   |

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|  |  | <p>From the foregoing, we can draw these conclusions: The American provinces are fighting for their freedom, and they will ultimately succeed. Some provinces as a matter of course will form federal and some central republics; the larger areas will inevitably establish monarchies, some of which will fare so badly that they will disintegrate in either present or future revolutions. To consolidate a great monarchy will be no easy task, but it will be utterly impossible to consolidate a great republic.</p> <p>Antonio Lopez de Santa Anna, defending his execution of Texan prisoners.</p> <p>How my arbitrariness would have been exaggerated, and to speak the truth with justifiable excuse, if by pardoning, as I desired those unfortunate wretches I should have dared to violate the law. I would have taken to myself the most enviable attribute of sovereignty and exposed that detachment of troops to a surprise that might have easily been attempted by the prisoners. I could not, therefore, pardon those unfortunates. It said that they were protected by a capitulation, and although the communication of General Urrea denies such a statement, I have asked the supreme government that an investigation be institute, to prove that neither officially nor confidentially was I notified of such a capitulation. Had any such existed, even though General Urrea had no authority to grant it, it would have afforded me an opportunity to petition, in the name of humanity, the indulgence of Congress for Fannin and his soldiers.</p> <p>Jose Marti, Cuban patriot and martyr.</p> |  |
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|  |  | <p>To govern well, one must see things as they are. Government must originate in the country. The spirit of government must be that of the country Its structure must conform to rules appropriate to the country. Good government is nothing more than the balance of the country's natural elements. In nations composed of both cultured and uncultured elements, the uncultured will govern because it is their habit to attack and resolve doubts with their fists in cases where the cultured have failed in the art of governing. The uncultured masses are lazy and timid in the realm of intelligence, and they want to be governed well. But if the government hurts them, they shake it off and govern themselves. Knowing is what counts. To know one's country and govern it with that knowledge is the only way to free it from tyranny. Let the world be grafted onto our republics, but the trunk must be our own. And let the vanquished pedant hold his tongue, for there are no lands in which a man may take greater pride than in our long-suffering American republics. America began to suffer, and still suffers, from the tiresome task of reconciling the hostile and discordant elements it inherited from the despotic and perverse colonizer, and the imported methods and ideas which have been retarding logical government because they are lacking in local realities.</p> <p>Thrown out of gear for three centuries by a power which denied men the right to use their reason, the continent disregarded or closed its ears to the unlettered throngs that helped bring it to redemption, and embarked on a government based on reason-a reason belonging to all for the common good, not the university brand of reason over the peasant brand. The problem of independence did not lie in a change of forms but in change of spirit.</p> |  |
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|  |  | <p>Benito Juarez</p> <p>Among individuals, as among nations, respect for the rights of others is peace. Democracy is the destiny of humanity; freedom its indestructible arm. There is no help but in defense but I can assure you... the Imperial Government will not succeed in subduing the Mexicans, and its armies will not have a single day of peace.</p> <p>Nicanor Arborellas, Argentine jurist, on Manuel Rosas</p> <p>Rosas, Sir, that tyrant, that barbarian, even if barbarian and cruel, was not considered as such by the European and civilized nations, and that judgment of the European and civilized nations, moved to posterity, will hold in doubt, at least, that barbarian and execrable tyranny that Rosas exercised among us. It's needed, then, to mark with a legislative sanction declaring him guilty of lèse majesté so at least this point is marked in history, and it is seen that the most potent court, which is the popular court, which is the voice of the sovereign peoples by us represented, throws to the monster the anathema calling him traitor and guilty of lèse majesté. Judgments like those must not be left for history.</p> <p>If at least we had imitated the English people, who dragged the corpse of Cromwell across the streets of London, and had dragged Rosas across the streets of Buenos Aires! I support, Mr. President, the project. If the judgment of Rosas was left to the judgment of history, we won't get Rosas to be condemned as a tyrant, but perhaps he may be in it the greatest and most glorious of Argentines</p> <p>General Bendini of Argentina, on Paraguay's President Lopez.</p> |  |
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|  |  | <p>Marshall López inspired in his men a spirit and love for their land which made them prefer to die rather than surrendering. He is an example of what a leader is, a driver, a man who knows how to reach to his people. I am sure that the men of this artillery group will take the example of this brave Paraguayan soldier and will be deemed worthy of the name their unit carries.</p> <p>Ramon Blanco, last Captain-General of Cuba, to Maximo Gomez.</p> <p>"As Spaniards and Cubans we find ourselves opposed to foreigners of a different race, who are of a grasping nature... The supreme moment has come in which we should forget past differences and, with Spaniards and Cubans united for the sake of their own defense, repel the invader. Spain will not forget the noble help of its Cuban sons, and once the foreign enemy is expelled from the island, she will, like an affectionate mother, embrace in her arms a new daughter amongst the nations of the New World, who speaks the same language, practices the same faith, and feels the same noble Spanish blood run through her veins."</p> <p>Formative questions:</p> <p>Based on these readings, how are the caudillos such as Santa Anna, Rosas and Lopez viewed by, respectively, themselves, the average citizen, and other military men.</p> <p>Bolivar, Juarez and Marti speak of the problems inherent in creating an independent Latin American civilization. How would you characterize these men? Optimistic, pessimistic or realistic. Why?</p> <p>Blanco's letter is among the last communications from a Spanish official to an American colonial. How would you characterize it? How does it speak to the</p> |  |
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|--------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                                        |                             | <p>ineffectual and out-of-touch nature of Spanish policy?</p> <p>Essay:</p> <p>Why did the promise of Latin American independence falter and decline into dictatorship and stagnation? How do these writers shed light on this process?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |
| Interacting With Media:<br>The Storm That Swept Mexico | The Storm That Swept Mexico | <p>The film “The Storm That Swept Mexico” was created by the Library of Congress and is considered the best film about the Mexican Revolution made to date. It was created for the 75th anniversary in 1985, and includes interviews with participants and archival footage. The following activity is designed to keep students engaged in the film and helps to provide a skeleton for note taking and analysis:</p> <p>The Storm That Swept Mexico</p> <ul style="list-style-type: none"> <li>• What were positive and negative aspects of the Porfiriato? Try to name three of each.</li> <li>• Why were elections scheduled in 1910? What happened?</li> </ul> <p>Identify the following people:</p> <ul style="list-style-type: none"> <li>• Francisco Madero</li> <li>• Victoriano Huerta</li> <li>• Francisco “Pancho” Villa</li> <li>• Emiliano Zapata</li> <li>• Venustiano Carranza</li> <li>• Alvaro Obregon</li> <li>• Plutarco Calles</li> <li>• Lazaro Cardenas</li> </ul> <p>What was the role of the United States in the Mexican Revolution? Describe three</p> | 2 days |

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|                      |                                           | <p>interventions by the US in Mexico's political and economic life.</p> <ul style="list-style-type: none"> <li>• Why did the US turn on Villa? What was the outcome?</li> <li>• What was the role of women with the revolutionary armies?</li> <li>• What was the Zimmerman Note? How did it affect Mexico?</li> <li>• What happened to Zapata? What were the long term effects of this act?</li> <li>• What happened to Villa?</li> <li>• What was the Cristero War?</li> <li>• What was the "Maximato"? Was it a return to caudillism?</li> <li>• Describe at least two positive and two negative aspects of the Maximato</li> <li>• Name two significant contributions of President Cardenas.</li> <li>• This period is considered a golden age for Mexican art and culture. Give three examples.</li> <li>• What is the PNR/PRI?</li> <li>• Why is 1940 considered the end of the Revolution in Mexico?</li> </ul> |       |
| Culminating Analysis | Short Answer and Essay Choices for Unit 2 | <p>Short Answer: Choose 4.</p> <ul style="list-style-type: none"> <li>• What were the major accomplishments of La Reforma in Mexico?</li> <li>• What was unique about Brazil's independence experience? How did it happen?</li> <li>• Explain why the US was so interested in the Cuban independence movement.</li> <li>• What events led to French occupation of Mexico in the 1860's?</li> <li>• What is a "Banana Republic"? What do they have in common</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 day |

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|  |  | <p>Essays: Choose 1. Answer below and on back. Use the back of as many pages as you need.</p> <ul style="list-style-type: none"> <li>● Analyze the causes and effects of US intervention in Cuba, Panama and Mexico in the period 1898-1917.</li> <li>● Discuss the causes, events and long-term results of the Mexican-American War.</li> <li>● Compare the effects of the Caudillo phenomenon in three different countries.</li> <li>● Analyze in depth the causes and outcomes of the Mexican Revolution. Your discussion should begin with the end of the Diaz dictatorship and continue through Obregon's presidency.</li> </ul> |  |
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## Unit 3: The Artistic and Cultural Legacy of Latin America

**Subject:** Latin American Studies

**Grade:** 10-12

**Name of Unit:** The Artistic and Cultural Legacy of Latin America

**Length of Unit:** 4 weeks

**Overview of Unit:** The unique fusion of cultures that created Latin America has also created an artistic and cultural legacy unlike that of either the original native inhabitants of the continent or the Europeans who came to conquer them. This vibrant culture has often served as the voice of both the lower classes and intellectuals.

### **Priority Standards for unit:**

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.4.PC.C Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.
- 9-12.GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.

### **Supporting Standards for unit:**

- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- 9-12.WH.3.PC.D Trace the development and impact of religious. reform on exploration, interactions and conflicts among various. groups and nations.

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.
- 9-12.WH.4.PC.B Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.

| <b>Unwrapped Concepts<br/>(Students need to know)</b>                                                                   | <b>Unwrapped Skills<br/>(Students need to be able to do)</b> | <b>Bloom's<br/>Taxonomy<br/>Levels</b> | <b>Webb's<br/>DOK</b> |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-----------------------|
| how peoples' perspectives shaped the sources/artifacts they created                                                     | Describe                                                     | Understand                             | 2                     |
| changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions | Assess                                                       | Evaluate                               | 4                     |
| social and educational reform movements to                                                                              | Analyze                                                      | Analyze                                | 3                     |
| their impact on the challenges brought about by revolutions                                                             | Determine                                                    | Analyze                                | 3                     |
| political, social, cultural, artistic and economic revolutions                                                          | Analyze                                                      | Analyze                                | 3                     |
| how they impacted concepts of class, race, tribe, slavery, and caste affiliation                                        | Determine                                                    | Analyze                                | 3                     |
| the technological, intellectual, artistic, and literary achievements of the modern era                                  | Analyze                                                      | Analyze                                | 3                     |
| how society reflects and challenges the status quo                                                                      | Determine                                                    | Analyze                                | 3                     |

### **Essential Questions:**

1. How are the arts, both formal and folk, expressed in uniquely Latin American contexts?
2. What have been the major musical styles developed in Latin America? How are they regionally expressed?
3. Who have been the leading painters and sculptors of modern Mexico? Why are they considered so important worldwide?
4. How have folk dance and music developed as a fusion of Spanish and Native American traditions?
5. Why has Mexico developed a unique style and worldwide reputation for silversmithing?
6. How has Latino culture been expressed and interpreted by popular culture?

### **Enduring Understanding/Big Ideas:**

1. The artistic traditions of Latin America, developing fully after Independence in the 19th century, represent the diverse cultures and nations of the region.

2. Music, cinema, the visual arts, literature, architecture, metalwork and dance are all expressed in Latin America in styles unique to that culture.
3. Several Latino artists and writers are iconic, world renowned and studied by scholars throughout the world.
4. The American interpretation of Latinos and Latino culture in popular music, cinema and television has changed to reflect the relationship between Latinos and the dominant culture in the United States.

**Unit Vocabulary:**

| Academic Cross-Curricular Words                                  | Content/Domain Specific                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Murals<br/>Ethnographic art<br/>Folk art<br/>Folk dancing</p> | <p>Mambo<br/>Salsa<br/>Samba<br/>Mariachi<br/>Tejano<br/>Pablo Neruda<br/>John Dos Passos<br/>Gabriel García Márquez<br/>Magical Realism<br/>Frida Kahlo<br/>Mexican Muralists<br/>Afro-Cuban<br/>Adobe<br/>Oaxacan Silversmiths<br/>Carnival<br/>Day of the Dead<br/>Latin American Catholicism<br/>Pope Francis<br/>Telenovelas<br/>Impact of Popular Culture</p> |

## The Art of 20th Century Mexico: Frida and Diego

### **Engaging Experience 1**

**Title:** A comparison of Mexican Socialist Realism and Surrealism

**Suggested Length of Time:** 2 days

### **Standards Addressed**

#### *Priority:*

- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.4.PC.C Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.

#### *Supporting:*

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

### **Detailed Description/Instructions:**

Using film, online galleries and books, students will create a portfolio and analyze works by Frida Kahlo and Diego Rivera, the most respected representatives of the Realist School (The Mexican Muralists) and Surrealist School of art in the 20th century. They were, of course, husband and wife. The culminating activity is a Philosophical Chairs event, where students are asked to choose which artist best reflects the culture of Mexico. Students will argue and try to change the opinion of those who have chosen differently.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

## Latin American Dance

### **Engaging Experience 1**

**Title:** Demonstrating and Doing: Salsa, Mambo and Samba

**Suggested Length of Time:** 1 day

### **Standards Addressed**

#### *Priority:*

- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.

#### *Supporting:*

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

**Detailed Description/Instructions:** Two professional competitive Latin dancers come to class and demonstrate the major forms of Latin popular dance from the 20th century: Mambo, Salsa, Samba, Cha Cha and Tango. Students then receive some basic instruction in the two easiest to learn styles, Salsa and Cha Cha.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## 20th Century Latin American Literature

### **Engaging Experience 1**

**Title:** Reading Latin American Authors in Translation

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

##### *Supporting:*

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

**Detailed Description/Instructions:** Students read selections from Pablo Neruda, Gabriel Garcia Marquez, John Dos Passos, Federico Garcia Lorca and Jose Marti. If a native speaker is present, Spanish language copies of the selections are made available. Students will answer formative questions about meaning, style and context individually, then in small groups. After discussing the works, the class will write an analysis of one work of particular interest to them, then write a short essay explaining how these works represent uniquely Spanish or Latin American forms and how they differ from Standard English literature and poetry with which they are familiar.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Engaging Scenario

### Latin American Studies Arts Project

For this project/presentation you will present to your classmates a retrospective on the work of a major artistic figure from Latin America. Painters, architects, musicians, sculptors, film directors, playwrights, poets...anything goes. You will create a presentation appropriate to the artistic genre of your subject. Your paper should be 2-3 pages and include not only a bibliography but also a retrospective of the artist's major works. You should have at least four sources. Current popular artists (like a pop singer or modern film actor) are not excluded, but should be MAJOR figures.

Please feel free to use Wikipedia as an exploratory site, but you may not use it as a source in your bibliography. Be sure that film clips, etc. are school-appropriate.

## Summary of Engaging Learning Experiences for Topics

| Topic                                           | Engaging Experience Title                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested Length of Time |
|-------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| The Art of 20th Century Mexico: Frida and Diego | A comparison of Mexican Socialist Realism and Surrealism | Using film, online galleries and books, students will create a portfolio and analyze works by Frida Kahlo and Diego Rivera, the most respected representatives of the Realist School (The Mexican Muralists) and Surrealist School of art in the 20th century. They were, of course, husband and wife. The culminating activity is a Philosophical Chairs event, where students are asked to choose which artist best reflects the culture of Mexico. Students will argue and try to change the opinion of those who have chosen differently.                                                                                                        | 2 days                   |
| Latin American Dance                            | Demonstrating and Doing: Salsa, Mambo and Samba          | Two professional competitive Latin dancers come to class and demonstrate the major forms of Latin popular dance from the 20th century: Mambo, Salsa, Samba, Cha Cha and Tango. Students then receive some basic instruction in the two easiest to learn styles, Salsa and Cha Cha.                                                                                                                                                                                                                                                                                                                                                                   | 1 day                    |
| 20th Century Latin American Literature          | Reading Latin American Authors in Translation            | Students read selections from Pablo Neruda, Gabriel Garcia Marquez, John Dos Passos, Federico Garcia Lorca and Jose Marti. If a native speaker is present, Spanish language copies of the selections are made available. Students will answer formative questions about meaning, style and context individually, then in small groups. After discussing the works, the class will write an analysis of one work of particular interest to them, then write a short essay explaining how these works represent uniquely Spanish or Latin American forms and how they differ from standard English literature and poetry with which they are familiar. | 1 day                    |

## Unit 4: Latinos in the US and Current Issues in Latin America

**Subject:** Latin American Studies

**Grade:** 10-12

**Name of Unit:** Latinos in the US and Current Issues in Latin America

**Length of Unit:** 3 weeks

**Overview of Unit:** As Latinos in the United States become a more important and integrated part of American life, the events and issues that affect Latin America take on a more hemispheric significance.

### Priority Standards for unit:

- 9-12.AH.4.G.A Describe the consequences, both intended and unintended, of environmental decisions.
- 9-12.AH.5.PC.D Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.
- 9-12.WH.5.G.D Analyze major demographic patterns to determine their effect on the human and physical systems.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.
- 9-12.GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

**Supporting Standards for unit:**

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation.
- 9-12.GV.1.CC.A Create and use tools to analyze a chronological sequence of events related to a study of government.
- 9-12.GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

| <b>Unwrapped Concepts (Students need to know)</b>                                                                                            | <b>Unwrapped Skills (Students need to be able to do)</b> | <b>Bloom's Taxonomy Levels</b> | <b>Webb's DOK</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------|-------------------|
| the consequences which can occur when institutions fail to meet the needs of individuals and groups                                          | Predict                                                  | Analyze                        | 3                 |
| the consequences, both intended and unintended, of environmental decisions                                                                   | Describe                                                 | Understand                     | 2                 |
| push-pull factors to explain changing immigration patterns and their continuing effects on the United States                                 | Analyze                                                  | Analyze                        | 3                 |
| laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450 | Analyze                                                  | Analyze                        | 3                 |
| relationships and reveal patterns or trends in world history c.1450-2010                                                                     | Explain                                                  | Understand                     | 2                 |

|                                                                                                                                |                      |          |   |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------|----------|---|
| the origins and impact of social structures and stratification on societies and relationships between peoples                  | Examine              | Analyze  | 3 |
| responses and reactions to revolutions in order to predict future conflicts                                                    | Analyze              | Analyze  | 3 |
| the impact of nationalism on existing and emerging peoples and nations post c. 1450                                            | Evaluate             | Evaluate | 4 |
| government systems resulting from political revolutions                                                                        | Compare and contrast | Analyze  | 3 |
| major demographic patterns to determine their effect on the human and physical systems                                         | Analyze              | Analyze  | 3 |
| changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions        | Assess               | Evaluate | 4 |
| causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts           | Analyze              | Analyze  | 3 |
| the origins and impact of social structures and stratification on societies, and relationships between peoples and governments | Examine              | Analyze  | 3 |

### **Essential Questions:**

1. How are events changing the nations of Latin America currently?
2. Why might potential changes, both good and bad, may be coming for Latin America?
3. What is the current political and social situation in major Latin American nations?
4. How has the Latino community in the United States adapted and resisted in the face of mass migrations from Mexico and Central America?
5. How have Latino Americans made a lasting contribution to the United States? Who are some prominent Latino Americans from the past few decades?

### **Enduring Understanding/Big Ideas:**

1. Latin America has been in a state of social and political upheaval since the 1990's.
2. A rising tide of socialist and leftist political rule seems to be giving way to a form of populism more familiar in Latin American history. How this will develop over time will, of course have to be constantly re-evaluated.
3. Latin America is predicted to become a major economic power in the next half century; Brazil, Chile and Argentina are expected to lead this expansion.
4. The influx of millions of new Latino immigrants has led to resistance from many groups in the United States, and some traditional Latino communities have had difficulty assimilating so many new people.

5. Since the 19th Century, Latinos have served in the highest levels of the military and government and have contributed greatly to American industry, education, sport and culture.

**Unit Vocabulary:**

| Academic Cross-Curricular Words                                                                   | Content/Domain Specific                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Immigration<br/>Migration<br/>Deforestation<br/>Global Warming<br/>Trafficking<br/>Boycott</p> | <p>Migrant Worker<br/>Undocumented Worker<br/>Anti-Immigrant Movements<br/>DACA<br/>Cartels<br/>MS 13<br/>Latino Americans<br/>Chicano movement<br/>Cesar Chavez<br/>UFW<br/>“Coyote”<br/>Amazon Rainforest<br/>Indigenous Peoples<br/>“Slash and Burn” Agriculture<br/>Invasive species</p> |

## Topic 1: Environmental Issues in Latin America

### **Engaging Experience 1**

**Title:** Environment Project

**Suggested Length of Time:** 2 days

#### **Standards Addressed**

##### *Priority:*

- 9-12.AH.4.G.A Describe the consequences, both intended and unintended, of environmental decisions.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

##### *Supporting:*

- 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation.

**Detailed Description/Instructions:** Students are assigned in teams of two to investigate and present to the class an analysis of a current environmental issue in Latin America. Although these may change over time, basic issues like deforestation, pollution, strip mining and endangered wildlife would be consistent. Students will analyze the causes, both human and environmental, for these issues and investigate current scientific analysis and solutions.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 2: Seminar: Cartels and their Impact on Mexico and Colombia

### **Engaging Experience 1**

**Title:** The Narcostate and Its Consequences

**Suggested Length of Time:** 1.5 days

### **Standards Addressed**

#### *Priority:*

- 9-12.WH.5.G.D Analyze major demographic patterns to determine their effect on the human and physical systems.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.

#### *Supporting:*

- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation.

**Detailed Description/Instructions:** This Seminar and its product are based on a series of articles about cartels in current Mexico and Colombia:

### **SEMINAR: CARTELS LATINO STUDIES**

If you have personal insight or experience with the accuracy of anything in these articles feel free to add that to the discussion.

- Who are the main cartels in Mexico today? Where do they operate inside the country?
- Many associate the term “cartel” with cocaine trafficking. Is this accurate for Mexican and Colombian Cartels? What do they do and what products do they move?

- Each of Mexico's last three Presidents (Fox, Calderon and Pena Nieto) have had very different policies for dealing with cartels. What did each man try to do, and to what extent were/are they successful? How have successive Colombian presidents handled this crisis?
- Many people think that cartel violence, like that of American Organized Crime, is mostly directed at other criminals and not intrusive into most peoples' lives. What evidence in the articles suggests that this is untrue?
- How are everyday Mexican citizens affected by the Cartels?
- What are the murder rates in Mexico, Honduras and the USA?
- Who exactly is fighting whom in Mexico today? Read beyond the specific section indicated.
- Doing business with Drug Cartels is obviously not legal in the USA, yet one of our biggest banks, Wachovia, has admitted involvement. How was this discovered?
- How does modern multinational capitalism and banking play into the hands of the cartels? Could they have used Wachovia if it was a strictly USA based bank?

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 3: Latinos in the United States

### **Engaging Experience 1**

**Title:** Latinos in American Life and Culture: By the Numbers

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

##### *Priority:*

- 9-12.AH.5.PC.D Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

##### *Supporting:*

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time

**Detailed Description/Instructions:** After studying census data about Latinos in the US, students will be placed in groups and given a particular Latino subculture or ethnicity to investigate. Each group will create a map showing concentrations of that group in the United States and share their research with the class. The groups examined would be Mexican, Puerto Rican, Dominican, Salvadoran, Honduran, Cuban and South American.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Engaging Scenario

### Latin American Studies: Project 3

You will work as a team for this project. 3 of you will study Mexico, Cuba, Argentina, Venezuela, Colombia, Chile and Brazil in some detail and present your findings for the class. Each team member will be responsible for one part of a nation's identity.

Presenter 1: Government, laws, leaders, recent history

Presenter 2: Culture, music, art, dance and drama (including movies and TV)

Presenter 3: Geography, agriculture, demographics, economics

We will have time in class to research these topics, but you should expect to spend some outside time on them as well.

## Summary of Engaging Learning Experiences for Topics

| Topic                                                    | Engaging Experience Title           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Suggested Length of Time |
|----------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Environmental Issues in Latin America                    | Environment Project                 | Students are assigned in teams of two to investigate and present to the class an analysis of a current environmental issue in Latin America. Although these may change over time, basic issues like deforestation, pollution, strip mining and endangered wildlife would be consistent. Students will analyze the causes, both human and environmental, for these issues and investigate current scientific analysis and solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2 days                   |
| Seminar: Cartels and their Impact on Mexico and Colombia | The Narcostate and Its Consequences | <p>This Seminar and its product are based on a series of articles about cartels in current Mexico and Colombia:<br/> <b>SEMINAR: CARTELS</b><br/> <b>LATINO STUDIES</b></p> <p>If you have personal insight or experience with the accuracy of anything in these articles feel free to add that to the discussion.</p> <p>Who are the main cartels in Mexico today?<br/> Where do they operate inside the country?<br/> Many associate the term “cartel” with cocaine trafficking. Is this accurate for Mexican and Colombian Cartels? What do they do and what products do they move?</p> <p>Each of Mexico’s last three Presidents (Fox, Calderon and Pena Nieto) have had very different policies for dealing with cartels. What did each man try to do, and to what extent were/are they successful? How have successive Colombian presidents handled this crisis?</p> <p>Many people think that cartel violence, like</p> | 1.5 days                 |

|                              |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
|------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                              |                                                                    | <p>that of American Organized Crime, is mostly directed at other criminals and not intrusive into most peoples' lives. What evidence in the articles suggests that this is untrue?</p> <p>How are everyday Mexican citizens affected by the Cartels?</p> <p>What are the murder rates in Mexico, Honduras and the USA?</p> <p>Who exactly is fighting whom in Mexico today? Read beyond the specific section indicated.</p> <p>Doing business with Drug Cartels is obviously not legal in the USA, yet one of our biggest banks, Wachovia, has admitted involvement. How was this discovered?</p> <p>How does modern multinational capitalism and banking play into the hands of the cartels?</p> <p>Could they have used Wachovia if it was a strictly USA based bank?</p> |       |
| Latinos in the United States | <p>Latinos in American Life and Culture:</p> <p>By the Numbers</p> | <p>After studying census data about Latinos in the US, students will be placed in groups and given a particular Latino subculture or ethnicity to investigate. Each group will create a map showing concentrations of that group in the United States and share their research with the class. The groups examined would be Mexican, Puerto Rican, Dominican, Salvadoran, Honduran, Cuban and South American.</p>                                                                                                                                                                                                                                                                                                                                                           | 1 day |

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.