

Course Title – World Cultures

Implement start year – 2014-2015

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Unit #6, topic – Latin America

Students will be able to independently use their learning to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues in Latin America. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

6.2.12.B.1.a

Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.b

Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.b

Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.

6.2.12.C.1.c

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.d

Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.D.1.a

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

6.2.12.D.1.b
Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c
Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.d
Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.D.1.e
Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.D.1.f
Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.A.3.a
Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

6.2.12.A.3.b
Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

6.2.12.A.3.d
Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

6.2.12.B.3.c
Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.f
Determine the extent to which Latin American political independence also brought about economic independence in the region.

6.2.12.D.3.a
Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.e
Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Leadership and Responsibility

6.2.12.D.4.c

Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.B.5.e

Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.C.5.d

Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.g

Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.D.5.a

Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. 	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Mass movements of people occur due to internal and/or external societal pressure.</p> <p><i>EU 2</i> Social classes are established by the economic, political, and cultural distinctions among people.</p> <p><i>EU 3</i> Colonization had long term political, economic, and cultural consequences throughout the world.</p> <p><i>EU 4</i> Geography and environmental issues affect the development of a region’s culture and history.</p> <p><i>EU 5</i> A region’s historical events affect its present and future relationships.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How were European colonizers able to dominate various cultures of Latin America? • Why did the arrival of Europeans in the New World have such extraordinary effects? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does racism play a role in social structure? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How has colonization positively and/or negatively affected the development of former colonies? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How do unique environmental regions affect Latin America's culture and economy? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How did European revolutions influence Latin America? • Why has foreign involvement in Latin American been perpetuated through the modern era?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The causes and effects of the European arrival in the New World • The causes for the introduction of Africans into the New World 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> • Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5). • Analyze the motives and consequences of the European in the

<p><i>EU2</i></p> <ul style="list-style-type: none"> • The Latin American social structure <p><i>EU3</i></p> <ul style="list-style-type: none"> • The timeline of colonization and independence movements • The social and ethnic breakdown of Latin America • <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The major unique environmental areas of Latin America • The Columbian Exchange • Ecotourism in Latin America • The causes and effects of Latin American drug trade <p><i>EU 5</i></p> <ul style="list-style-type: none"> • The incidents of foreign intervention in Latin America • The internal and external factors of Latin American revolutions 	<p>New World (EU 1).</p> <ul style="list-style-type: none"> • Judge European treatment of indigenous people in Latin America (EU 1). • Make sense of the use of African slaves in the New World (EU 1). • Describe the colonial social structure in Latin America (EU 2). • Reflect on the connections between the colonial social structure and the modern social structure (EU 2). • Document the arrival of Europeans to Latin America (EU 3). • Compare and contrast the Latin American independence movements (EU 3). • Predict changes in the environment of Latin America (EU 4). • Illustrate the exchange of biodiversity between Latin America and Europe (EU 4). • Evaluate the importance of ecotourism on Latin American economies (EU 4). • Consider the role the United States plays in the Latin American drug trade (EU 4). • Analyze the impacts of foreign interference in Latin America (EU 5). • Argue the significance of revolutionary movements in Latin America, past and present (EU 5).
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Read and analyze various primary source documents from the region. (M)
- Teacher notes and PowerPoint presentations defining key terms and timeline. (A)
- Map the physical and political features of Latin America. (A)
- Read and analyze current events featuring Latin America. (M)
- Create a graphic organization to compare and contrast the different motives of European colonization. (M)
- Develop a Venn diagram comparing the revolutionary movements in Latin America. (M)
- Create a political speech for a teacher assigned country's presidential election. (M)
- Create a travel brochure for a Latin American country. (M)
- Create a Latin American festival in which students will highlight the cultural events of various Latin American societies. (M)
- Make a Movie Maker project discussing various historical and cultural events in Latin America. (M)
- Propose solutions to the Latin American drug trade to the U.S. to be presented in a UN Committee meeting. (T)
- Discuss and view appropriate media clips. (M)
- Write an essay evaluating Brazil's (or any Latin American country) readiness to host an international event like the Olympics. (M)