

Passaic County Technical Institute

Latin American Studies

2014

I. Course Description

Latin American Studies is a full year elective course. The course is available to students of diverse grade levels and skills. This course was designed to increase the students' knowledge of Latin American socioeconomics, politics, history, geography and cultures. The course requires students to apply a variety of social studies skills and concepts to gain understanding of the region's cultural diversity, values, and life styles as well as appreciation for its contributions to the arts and sciences. The students will examine the region's history in order to understand the political and socioeconomic issues facing Latin-Americans and Latin America. The students will evaluate the United States involvement in foreign and domestic relations within the United States and Latin America. The students will evaluate current events in order to help develop an understanding of our global interdependence. Democratic principles and civic responsibilities will be further emphasized in order to prepare students to be active and responsible citizens. Historical analysis skills will be used to critically evaluate political cartoons, editorial illustrations, photographs, and primary sources. Research and writing skills will be emphasized with an interdisciplinary approach that addresses the state core content standards in social studies and language arts.

II. PCTI Curriculum Unit Planner

Content Area:	Latin American Studies	Grade(s)	9-12
Unit Plan Title:	Geography and Identity of Latin America Physical, Environmental, Economic, Political, and Cultural Great Civilizations- Aztec, Inca and Maya The Establishment of European Colonies		
CCS Standard(s) Addressed			
CCSS.ELA-Literacy.RH.9-10.1 – 9.10.10 SS 6.1.12.B.15.a; 6.1.12.A.16.c; 6.1.12.B.16.a			
Essential Questions			
<ol style="list-style-type: none"> 1. How does environment influence the development of a culture? 2. How have Latin America’s diverse physical geography, cultures and politics affected the use of natural resources? 3. Before being conquered by the Europeans, the Mesos American Civilizations created unique and advanced cultures that have a current day influence in Hispanic culture today. How does the Mesoamerican culture influence Hispanic culture today? 4. What were cultural distinctions of the Aztecs, Mayas and Inca civilizations? 5. What are some solutions used by empires to acquire natural resources and wealth? 6. How did the Columbian Exchange affect Africans, Europeans, and Native Americans? Who benefited the most and why? 7. The mission/encomienda system was both beneficial and harmful to the Native Americans. Do the benefits outweigh the harmful effects? 8. France and England were beginning to explore the Americas. How does Spain respond to these nations attempts to establish colonies on the mainland? 			
Anchor Text			
Ochoa, George. <i>Atlas of Hispanic-American History</i> . New York: Facts on File, 2001. Print.			
Informational Sources			
<ul style="list-style-type: none"> • Nystrom Atlas of World History- Milestones of World History • Chart- http://www.diffen.com/difference/Hispanic_vs_Latino • Power Point- Mesoamerica (available online) • Junior Scholastic- Article “Conquering the Aztec” https://bb.pcti.tec.nj.us/bbcswebdav/pid-38062-dt-content-rid-2785287_1/courses/SSDEPT/Conquering%20the%20Aztec.pdf • Junior Scholastic- Article “The Inca Empire of the Sun” Miller, Amy Sep 6, 1999; 102, 1; ProQuest Research Library • National Geographic- “Mayan Royal Infighting” http://news.nationalgeographic.com/news/2003/10/1006_031006_lostmayacity.html • Lesson Plan- Link for Mayan Collapse http://fsernamayan.weebly.com/mayans-discussionsquestions.html • History Channel- Article and Video Mayan http://www.history.com/topics/maya • Video- 500 Nations “The Rise and Fall of the Aztecs” • Graph-The Latino Experience in U.S. History- Chapter3 “Silver Imports to Spain and the Native American Population” • Nystrom- Atlas of World History Unit 6- Europeans Explore and Settle in the Americas • Video- “The Mission” • NPR Article- http://www.npr.org/blogs/codeswitch/2014/06/16/321819185/on-the-census-who-checks- 			

hispanic-who-checks-white-and-why

- NPR Audio- <http://www.npr.org/blogs/codeswitch/2014/01/21/262768075/hispanic-or-latino-polls-say-it-doesnt-matter-usually>
- Video- You Tube <https://www.youtube.com/watch?v=doglR4eqNtM> Geography of Latin America
- Map- <http://stonecenter.tulane.edu/uploads/unit3map1.pdf>
- Slide Show- Aztec, Inca and Maya Historic Sites <http://stonecenter.tulane.edu/uploads/slideunit3.pdf>
- Nystrom Atlas of World History- Unit 6- Olmec and Maya Civilization
- Graphic Organizer-The Latino Experience in U.S. History Chapter 3 “New Ways of Life”
- Primary Source Activity-Understanding Point of View- The Latino Experience in U.S. History Chapter 4 “de Las Casas and the Encomienda System”
- Tulane University- <http://stonecenter.tulane.edu/articles/sub/288/Unit-2-Latin-American-Geography>
- Interactive Map- http://www.sheppardsoftware.com/South_America_Geography.htm
- Library of Congress- www.loc.gov
- Blackboard Social Studies Department Resources
- Media Center Databases
- Pew Center of Hispanic Trends- <http://www.pewhispanic.org/>
- National Archives
- Tulane University- <http://stonecenter.tulane.edu/articles/sub/289/Unit-3-The-Americas-Before-the-Europeans>
- Discovery Education- Spanish Colonies video
- Power Point- <http://www.slideshare.net/HeatherP/columbian-exchangenew-2012?related=1>

Suggested Writing Assessments

- Research how geographical phenomena (mountains, rivers, deserts, etc.) might have affected the following factors before the advent of modern means of communication and transportation (computer networks, phones, faxes, planes, satellites, etc.):
- Relations among countries (economic, diplomatic, political); Relations between cities and rural areas; Territorial boundaries; Living conditions
- Research famous examples such as the Managua earthquake (1972), the Mexico City earthquake (1985), Hurricane Gilbert (1988), and El Niño flooding in Ecuador and other South American countries (1998). Consider agricultural, economic, and health concerns. Does the United States experience similar disasters? How is the impact different in Latin America and the United States? How is it the same?
- Brainstorm information about the relationship between physical geography and early settlement. Where do people tend to settle? Why? Why did people originally settle in the town where your students live? Why do they continue to live there now? Next, compare and contrast the case of Latin America with that of the United States. What were barriers to settlement in each area? Why did population remain primarily on the coast in Brazil, but not in the United States, Mexico, and Peru?
- Timeline of the development and downfall of the Olmec, Maya, Aztec and Inca
- Compare and Contrast the Aztec and Inca encounters with the Conquistadores
- Graphic Organizer- The Latino Experience in U.S. History- Chapter 2- ESL Activity Sheet-Cortes and the Aztecs
- Choose a historical figure that came to the Americas. Write a letter back home describing what you have encountered in the New World-include references to people, events, foods, activities and language.
- Web Quest- Primary Source Documents and Informational text- <http://mswynnworldhistory.wikispaces.com/Humans+Crossing+the+Atlantic>

Suggested Time Frame:

9 weeks

Content Area:	Latin American Studies	Grade(s)	9-12
Unit Plan Title:	Moving Toward Independence Independence in North America and Independence in South America Texas Independence from Mexico Mexican War with the United States Spanish-Cuban-American War Cuba/Puerto Rico and the United States		
CCS Standard(s) Addressed			
CCSS.ELA-Literacy.RH.9-10.1 - 9-10.9 SS 6.1.12.A.15.f; 6.1.12.A.16.c.; 6.1.12.B.6.b; 6.1.12.D.6.b; 6.1.12.D.12.a;			
Essential Questions			
<ol style="list-style-type: none"> 1. How did the differences in economic, political and social conditions between Spain and British colonies affect their calls for independence? 2. Was the Monroe Doctrine a policy of expansion or self-defense? Was the Monroe Doctrine a “disguise” for American imperialism? 3. Did the press cause the Spanish American War? 4. Does the United States have a mission to expand freedom and democracy? How has that affected Latin America? 5. Does the need for self-defense give the United States the right to intervene in the affairs of Latin America? 			
Anchor Text			
Ochoa, George. <i>Atlas of Hispanic-American History</i> . New York: Facts on File, 2001. Print. Cabán, Pedro A. <i>The Latino Experience in U.S. History</i> . Paramus, NJ: Globe Fearon, 1993. Print.			
Informational Sources			
<ul style="list-style-type: none"> • Nystrom Atlas- Unit 9- Independence in the Americas • Video- The Alamo • Landauro, Victor. "REMEMBER THE ALAMO." <i>Junior Scholastic</i> Dec 08 2003 • Davis, Kenneth C. "Who Fought the Spanish American War?" <i>Don't Know Much about History: Everything You Need to Know about American History but Never Learned</i>. New York: Avon, 1995. N. page. Print. • Library of Congress- Primary Source Lesson Plan http://www.loc.gov/teachers/classroommaterials/primarysourcesets/spanish-american-war/pdf/teacher_guide.pdf • PBS- The U.S. - Mexican War http://www.pbs.org/keramexicanwar/index_flash.html • Primary Source- The Latino Experience in U.S. History by Globe Fearon- Pablo Vizcardo Compares English colonies and Spanish colonies. • Graphic Organizer- Spanish Colonial Structure http://www4.bluevalleyk12.org/bvhs/mklopfenstein/WW_notes/graphic%20organizers/ch.%203/social%20structure%20of%20the%20spanish%20colonies.pdf • New York Times Upfront- “Americas Forgotten War” • Weiner, Tim. "War & REMEMBRANCE." <i>New York Times Upfront</i> Apr 05 2004: 10-3. ProQuest. Web. 2 Sep. 2014. • Depalma, Anthony. "America's Forgotten War." <i>New York Times Upfront</i> Sep 19 2011: 18-21. ProQuest. Web. 2 Sep. 2014. • Video http://video.pbs.org/video/2365053190/ (4 minutes) • Power Point-Caste System and Social Structure http://www.mooreschools.com/cms/lib/OK01000367/Centricity/Domain/2214/Social_Structure_of_ColonialLatin_America.pdf 			

- Power Point- Art analysis and Social Structure breakdown
<http://www.etownschoools.org/cms/lib/PA01000774/Centricity/Domain/629/Colonial%20Latin%20America101.pdf>
- Primary Sources- Spanish American War -
<http://historicalthinkingmatters.org/spanishamericanwar/1/materials/worksheets/>
- Spanish American War- <http://amhistory.si.edu/militaryhistory/printable/section.asp?id=7>
- Library of Congress- www.loc.gov
- Blackboard Social Studies Department Resources
- Media Center Databases
- Pew Center of Hispanic Trends- <http://www.pewhispanic.org/>
- National Archives

Suggested Writing Assessments

- Graphic Organizer- The British Colonies/The Spanish Colonies-Head of Government, Form of Government, Forms of Labor, Social Structure, Freedoms and Liberties
- Organize an essay that speculates on reasons why both societies eventually rebelled against their home countries.
- Choose Simon Bolivar or Jose de San Martin and prepare a biographical research paper.
- DBQ- <https://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/f-Kliippel-SpanAmDBQ.pdf>
- Why did Cuba gain independence but the Philippines come under American control after the Spanish American War?

Suggested Time Frame:

9 Weeks

Content Area:	Latin American Studies	Grade(s)	9-12
Unit Plan Title:	World War I and Latino Contributions Braceros and World War II Puerto Rican Immigration Immigration and Remittances Che/Castro and Cubans United States Imperialism in Latin America		
CCS Standard(s) Addressed			
CCSS.ELA-Literacy.RH.9-10.1 - 9-10.9 SS; 6.1.12.A.14.f; 6.1.12.A.16.c; 6.1.12.B.14.a; 6.1.12.D.11.c; 6.1.12.D.14.a; 6.1.12.D.14.f			
Essential Questions			
<ol style="list-style-type: none"> 1. How did the need for labor and military during World War I and World War II affect the Latin American community? 2. Does racial equality depend on governmental action? 3. How can the "Bracero" program be a benefit for the United States and Mexico? Today and in history. 4. Did America fulfill the dreams of immigrants? 5. How have immigrants affected their "home" communities? 6. Does the United States have a fair and effective immigration policy? 			
Anchor Text			
Ochoa, George. <i>Atlas of Hispanic-American History</i> . New York: Facts on File, 2001. Print. Cabán, Pedro A. <i>The Latino Experience in U.S. History</i> . Paramus, NJ: Globe Fearon, 1993. Print.			
Informational Sources			
<ul style="list-style-type: none"> • Bracero- http://braceroarchive.org/teaching • Bracero and a Nation of Immigrants http://www1.cuny.edu/portal_ur/content/immigrants_curriculum/7_8_pdfs/unit3_lesson2.pdf • Power Point and images https://sites.google.com/site/hshistory420/home/immigration-chronology/1901-1950 • Image- http://www.loc.gov/pictures/item/fsa1998018478/PP/ (Mexican Migrant Workers 1930s) • NYT Upfront Magazine – 1959, The Cuban Revolution by Anthony DePalma (available PCTI ProQuest Database) • NYT Upfront- CHE, The Man Behind the Myth by David Gonzalez (available PCTI ProQuest Database) • Lesson Guide and Kennedy Speech- Cuban Missile Crisis- http://gtm-media.discoveryeducation.com/videos/43845/A810A8FF-1279-3B00-CD5D3043186B06F7.pdf • Discovery Education- Cuban Missile Crisis- http://www.discoveryeducation.com/teachers/free-lesson-plans/the-cuban-missile-crisis.cfm • Latinos in American Wars- http://pewhispanic.org/files/reports/17.3.pdf • Video- A History of Hispanic Achievement in America: Hispanics Become an American Minority- Discovery Education • Library of Congress- Depression and the Struggle for Survival http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/mexican6.html • Discovery Education- The Cuban Missile Crisis • Discovery Education- The Cuban Revolution • Political Cartoon- Kennedy and Khrushchev http://teachinghistory.org/nhec-blog/23484 			

- My Family. Dir. Gregory. Nava. 1995. DVD
- Library of Congress- www.loc.gov
- Blackboard Social Studies Department Resources
- Media Center Databases
- Pew Center of Hispanic Trends- <http://www.pewhispanic.org/>
- National Archives

Suggested Writing Assessments

- Students will discuss and research their thoughts on immigration, learn about the Bracero labor program, and use photographs to develop deeper understandings of the Bracero labor program. They will create a photo essay of the Bracero program.
- Students will examine two public laws and other primary resources related to the Bracero worker program and apply their knowledge to evaluate whether the program was carried out as intended.
- Research the Historical New York Times using the dates of the Cuban Missile Crisis to find various articles about the time period. Use the researched articles, informational text and political cartoons to compose a research paper answering the following question: Was the Cuban government justified in believing that an American attack was imminent?

Suggested Time Frame:

9 weeks

Content Area:	Latin American Studies	Grade(s)	9-12
Unit Plan Title:	Cesar Chavez-La Raza Civil Rights Race and Gender Issues in Latin America Gangs and El Salvador Guatemala and Genocide Exploitation of Latin America- Bolivia and Mining		
CCS Standard(s) Addressed			
CCSS.ELA-Literacy.RH.9-10.1 - .9-10.9 SS 6.1.12.C.13.a; 6.1.12.C.13.c; 6.1.12.D.14.c; 6.1.12.D.13.c; 6.1.12.B.6.a; 6.1.12.B.14.b; 6.1.12.D.14.b			
Essential Questions			
1. Have civil rights activist had a significant impact on the Latin American community? 2. Did the civil rights movement (La Raza, The Chicano Movement and La Causa) effectively change the nation? 1. Should human rights and morality be the cornerstone of American foreign policy? 2. Should the United States be concerned with human rights violations in other countries? 3. How should the United States react with the knowledge of human rights violations in Latin America?			
Anchor Text			
Ochoa, George. <i>Atlas of Hispanic-American History</i> . New York: Facts on File, 2001. Print. Cabán, Pedro A. <i>The Latino Experience in U.S. History</i> . Paramus, NJ: Globe Fearon, 1993. Print.			
Informational Sources			
<ul style="list-style-type: none"> • Video and Teacher Resource- http://www.tolerance.org/kit/viva-la-causa • PBS Lesson Plans- Fight in the Fields http://www.pbs.org/itvs/fightfields/cesarchavez.html • United Farm Workers website- http://www.ufw.org/ The 1965-1970 Delano Grape Strike and Boycott • Video- La Cosecha http://theharvestfilm.com/teach • Video- PBS- <i>Black in Latin America</i> by Henry Louis Gates • 6. Video- http://www.pbs.org/independentlens/devilsminer/film.html The Devils Miner • Lesson Plan Link- The Devils Miner http://www.google.com/url?sa=t&rct=i&q=&esrc=s&frm=1&source=web&cd=3&ved=0CCwQFjAC&url=http%3A%2F%2Fteachers.henrico.k12.va.us%2Fbyrd%2Fbostain%2Fsomeoneelse%2Ffinal.docx&ei=m18PVKnOF4v5yQTasYLIDw&usq=AFQjCNHkhvOXIWIJVIDZ3nXW934UD7wC_Ag&bvm=bv.74649129,d.aWw • Film- Discovering Dominga • PBS- http://www.pbs.org/wnet/wideangle/previous_seasons/classroom/5lp2.html Gang Violence from LA to El Salvador • Fair Labor Standards Act 1938- http://www.dol.gov/dol/aboutdol/history/flsa1938.htm • National Archives- Statement of Senator Robert F. Kennedy on the Delano Grape Strike • Film- http://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the Teacher Guide • Article- http://www.bbc.com/news/world-latin-america-22649355 Was There a Genocide in Guatemala • Lesson Plan for the Guatemalan Genocide http://pov-tc.pbs.org/pov/film-files/dd_lesson_lesson_plan_0.pdf • Library of Congress- www.loc.gov • Blackboard Social Studies Department Resources • Media Center Databases • Pew Center of Hispanic Trends- http://www.pewhispanic.org/ • National Archives • Film- The Devil's Miner 			

Suggested Writing Assessments

- Students will identify any examples they know of inequalities in education in the United States (1954 Brown vs. Board of Education) Summarize the situation for Latinos in East LA in the 1960s and how it was influenced by other non-violent movements.
- Have students write down a list of the basic rights to which they think all human beings are entitled. Then compare their lists to the internationally accepted list, the Universal Declaration of Human Rights declarations on human rights: http://web.amnesty.org/pages/AboutAI_udhr
- Students might also investigate whether different cultures, religions, and/or nations define human rights differently. Check the United Nations Commission on Human Rights for reports of current atrocities and how the world is responding: <http://www.unhchr.ch/html/menu2/2/chr.htm> Additional information is available at www.genocidewatch.org. Ask students what they think the world response should be. How should they respond as individuals? How should the U.S. government respond?

Suggested Time Frame:

9 wks.

III. Methods of Student Evaluation

Formative and summative methods of assessment are utilized, in accordance with district policies, using the following criteria:

- Tests and quizzes – objective (multiple choice, true or false, matching, etc.) and subjective (document based questions, research simulation tasks)
- Oral and written reports and presentations
- Technology and Web-based activities and presentations
- Class discussion
- Debates & Book Discussions
- Projects (research, essay, exhibits, documentaries New Jersey History Day, National History Day)
- Class work and Participation
- Homework
- Final Exam

IV. Instructional Strategies

In order to meet the individual needs of our students, differentiated instruction is utilized. This involves the use of a variety of instructional strategies, including but not limited to: readings and exercises from the approved text(s) and related supplemental materials, individual and group research projects, cooperative group activities, teacher generated handouts, lecture in conjunction with class discussion and notes, debates, role playing activities, DBQ's (document based questions), RST (research simulation tasks), written reports, simulations and multimedia presentations,

Related educational field experiences, virtual field trip ,questions based on Bloom's Taxonomy, maps, chart and graph skills, historical analysis; visual enrichment including video clips, photographs, fine art, illustrations; cooperative group activities- role play, project based learning, gallery walks, guest speakers, collaboration with PCTI Media Center for traveling exhibits, projects, and research; SMARTBOARD related presentations and activities.

V. Scope and Sequence

SKILL TO BE LEARNED	9	10	11	12
Comparing and contrasting the major geographic features of various Latin American nations including topography, climate, and natural resources.	IDR	IDR	IDR	IDR
Identifying the social and cultural consequences of the arrival of the Europeans in Latin America.	IDR	IDR	IDR	IDR
Brainstorming examples of the influence of beliefs and values on the American society by the influx of new waves of Latin American immigrants and explaining the possible effects of those influences.	IDR	IDR	IDR	IDR
Comparing and contrasting the socioeconomic and political developments of the various leading civilizations in Latin America before the arrival of the Europeans.	IDR	IDR	IDR	IDR
Evaluating the actions taken against the European colonizers by some Native American populations.	IDR	IDR	IDR	IDR
Comparing and contrasting the methods of colonization used by the various European powers in the Americas by analyzing a video production about the conquest.	IDR	IDR	IDR	IDR
Synthesizing and writing a personal conclusion about the political impact of US Imperialism in Latin America.	IDR	IDR	IDR	IDR
Interpreting cartoons from US newspapers during the nineteenth and twentieth centuries that depict US- Latin American relations.	IDR	IDR	IDR	IDR
Discussing the social and political consequences of US policy toward individual Latin American nations (such as Chile, Haiti, and Cuba) during the nineteenth and twentieth centuries.	IDR	IDR	IDR	IDR
Debating by forming and defending positions relating to the US policy toward Latin America.	IDR	IDR	IDR	IDR
Analyzing the various developmental economic strategies used by specific Latin American nations.	ID	ID	ID	ID
Examining and evaluating Latin American economic problems due to dependency on one crop or natural resource for economic development.	IDR	IDR	IDR	IDR

VI. Student Proficiencies

Latin American Studies is an elective, full year conceptual course that aims to increase the student's knowledge of Latin America's most salient socioeconomic, political, historical, geographical, and cultural aspects. The student will examine the region's history in order to understand the political and socioeconomic crises that Latin America presently confronts. The course also stresses the importance of the increasingly dependent relationship that has existed between Latin America and the United States, in particular since the nineteenth century, and its effect on the development of democratic institutions and socioeconomic development.

Upon completion of the requirements for this course, students will be able to:

1. Assess the influence of Manifest Destiny on foreign policy towards Latin American nations during different periods in American history (6.1.12.A.3.a).
2. Analyze the various rationales provided by Europeans to justify the institution of slavery in the Americas (6.1.12.A.3.e).
3. Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in Latin American societies (6.1.12.B.1.a).
4. Examine the economic interdependent relationship between Latin America and the United States (6.1.12.C.9.c).
5. Determine how European expansion in the Americas created opportunities for some and hardships for others by considering multiple perspectives (6.1.12.D.3.a).
6. Relate varying Latino immigrants' experiences to gender, race, ethnicity, or occupation (6.1.12.D.5.d).
7. Explain the historical and contemporary role of racial and ethnic factors in defining the identities of various people in Latin America (6.1.12.D.5.d).
8. Compare and contrast the foreign policies towards Latin America of American presidents from 1890s-1930s, and analyze how these presidents contributed to the United States becoming a world power (6.1.12.D.6.b).
9. Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism in Latin American society from multiple perspectives (6.2.12.D.3.d).
10. Assess the causes of revolution in the 20th century in Mexico, Bolivia, Cuba, and Nicaragua and determine the impact of these revolutions on global politics (6.2.12.D.4.c).
11. Explain the contribution of various Latin American cultures into the development of its diverse folklore (6.2.12.D.4.k).
12. Evaluate how the development of nuclear weapons by industrialized countries and its deployment in developing countries affected international relations during the Cuban Missile Crisis (6.1.12.D.12.c).
13. Evaluate the changing role of Latino women in the labor force due to changes in family structure (6.1.12.D.13.f).
14. Determine the influence of Latino culture, art, food, music, and literature, and practices in shaping contemporary American culture (6.1.12.D.14.f.).