# 15 Latin America

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 2**
Length: **1-2 weeks**
Status: **Published**

## Standards

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| b6.2.12.EconGE.1.a | 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.EconGE.1.c | 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.HistoryCC.1.a | Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. |
| 6.2.12.HistoryCC.1.c | 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.HistoryCC.1.d | 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.HistoryCC.1.e | Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. |
| 6.2.12.HistoryCC.1.f | Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). |
| 6.2.12.HistoryCC.1.g | 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.GeoPP.2.a | Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. |
| 6.2.12.CivicsPD.3.a | Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). |
| 6.2.12.HistoryCC.3.a | Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America. |
| 6.2.12.GeoGI.5.a | Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. |
| 6.2.12.HistoryCC.5.d | Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. |
| 6.2.12.HistoryCC.5.f | Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East). |
| 6.2.12.HistoryCC.5.a | Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. |
| 6.2.12.CivicsHR.6.b | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. |

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| 6.2.12.GeoPP.6.a | Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. |
| | Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. |
| 6.3.12.GeoGI.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |

## Enduring Understanding

1. Students will evaluate the legacy of historical events.

2. Understand the causes of revolutions.

3. Analyze how societies balance tradition and change.

4. Describe the long term effects of colonization & mercantilism.

5. Look at the development of Latin American/Hispanic countries and societies on today's international policies.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## Essential Questions

1. How did European imperialism inspire colonial holdings in Latin America/Hispanic culture?

2. How did societal divisions, abuse of political power, & economic issues lead to feelings of discontent & ultimately revolution?

3. Why was it difficult to establish democracies in Latin America and among Hispanics?

4. How has illegal activity, such as drug trafficking and immigration, impacted security issues in Latin

America and Hispanic culture and in the international community?

## Knowledge

What life was like in early Latin American civilizations (Culture and religions on the political and cultural lives Incas, Mayas and Aztecs)

The effects of globalization and exploration (judge the economic benefits v. the neg outcomes of the Colombian Exchange for Euro mother countries & Latin American colonies)

The patterns under colonization. How groups were stratified (Social class system, encomienda, role of Catholic Church - impact on Hispanic culture)

How Latin American nations struggled to develop democracy (Why Latin Americans/Hispanics were prone to challenge between dictators v democracies)

Current issues in Latin America/among Hispanics like urbanization, human rights infractions, rural life, access to education affect life in Latin America (How economic development has affected modernization)

Examine how climate change, with a focus on water scarcity, has impacted life in Latin America.

Relations between the United States and Latin American over time.

United Nations simulations/contact with government or international agencies to help with issues of climate change and water shortages. Focus on Brazil as an example.

## Transfer Goal

Students will be able to independently apply concepts & systems of economics to participate productively in a global economy.

Studets will be able to independently apply the values of achieving education on success for individuals and society.

## Resources

Primary Sources:

Montezuma and the Aztecs

Life under Inca rule

DBQ on Incas Mayans and Aztecs

Enrique's Journey Excerpt

Reading on Simon Bolivar

Secondary Sources:

Reading on Latin American/Hispanic Nationalism

Biography on Rise of the Caudillos

Monroe Doctrine and American Foreign Policy (case study)

Upfront Current Event Articles on Latin America

Latin American/Hispanic Migration

Immigration of Hispanics to United States

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Videos:

PBS Passport to Latin America: https://www.pbs.org/video/passport-latin-america-introduction-latin-america/

Latin American Revolutions: https://www.youtube.com/watch?v=ZBw35Ze3bg8

War and Nation Building: https://www.youtube.com/watch?v=v6xi8_7Fy6Y

Documentary: South of the Border ~ Hugo Chavez & the New Latin America: https://www.youtube.com/watch?v=Yg4ZdDiq0YM

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

## Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

## Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0