

# 15 Latin America

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **Marking Period 4**  
Length: **1-2 weeks**  
Status: **Published**

## Standards

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SOC.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).
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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).
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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).
SOC.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.
SOC.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.  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.

## **Enduring Understanding**

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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.
  - 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**

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1. How did European imperialism inspire colonial holdings in Latin America?
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 LA?
4. How has illegal activity, such as drug trafficking, impacted security issues in LA and in the international community?

## **Transfer Goal**

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

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

## **Resources**

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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 Nationalism

Biography on Rise of the Caudillos

Monroe Doctrine and American Foreign Policy (case study)

Upfront Current Event Articles on Latin America

Latin American Migration

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](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=Yg4ZdDq0YM>

## Modifications for Text Lexiles/Different reading levels

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

## Assessments

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

## Modifications

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<https://docs.google.com/document/d/1vzwdWxfDEQEDCSamYQlm4wkXa3exuI1tLNxpg4DbSJ4/edit>