



Social Studies

Latin American Studies

2022-2023

**Aligned with the College, Career, and
Civic Life (C3) Framework**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

	Unit 1. Latin America Today 3 weeks	Unit 2. Latin American History to 1825 6 weeks
Grading Period 1 or 3	<p>1.1 Contemporary Issues in Latin America - LAS Learning Target 1</p> <p>1.2 Diversity of Cultures in Latin America - LAS Learning Targets 2</p> <p>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course:</p> <ol style="list-style-type: none"> 1. Developing Questions and Planning Inquiries 2. Applying Disciplinary Concepts and Tools 3. Evaluating Sources and Using Evidence 4. Communicating Conclusions and Taking Informed Action 	<p>2.1 Ancient Civilizations - LAS Learning Target 3</p> <p>2.2 Colonization and Independence - LAS Learning Targets 4</p> <p>2.3 19th Century Revolutions - LAS Learning Target 5</p>
	Unit 3. Latin America since 1825 4 weeks	Unit 4. Latinx Americans in the United States 5 weeks
Grading Period 2 or 4	<p>3.1 Latin America and U.S. Foreign Policy in the 19th Century - LAS Learning Target 6</p> <p>3.2 20th Century Reforms and Revolutions - LAS Learning Target 7</p> <p>3.3. Latin America and U. S. Foreign Policy in the 20th century - LAS Learning Target 8</p>	<p>4.1 Latinx Americans in the 19th Century U.S. - LAS 9</p> <p>4.2 Latinx Americans in the 20th Century - LAS Learning Target 10</p> <p>4.3 Latinx Americans since 1965 - LAS Learning Target 11</p>

Scope and Sequence

Unit 1. Latin America Today 3 weeks				
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
Grading Period 1 or 3	I.1 Contemporary Issues in Latin America	<p>LAS 1. Analyze the causes, impact, and interconnections of social, political, and economic issues in Latin America today.</p>	<p>Change</p> <ul style="list-style-type: none"> • What social, political, and economic challenges has Latin America faced? • What are the effects of human-environment interaction? • Can a country have change and still hold traditional shared beliefs? <p>Democracy</p> <ul style="list-style-type: none"> • Does government work for the people? • How should governments balance majority rule with minority rights? <p>Diversity</p> <ul style="list-style-type: none"> • How can we achieve unity through diversity? • How have diverse groups struggled for equality? 	<ul style="list-style-type: none"> • Use a K-W-L chart to introduce students to the study of Latin American History. • Map skills- Latin American region • Country profile: Using CIA Factbook to create a brochure on a selected Latin American country. • Graphic Organizer: Political, social, economic and environmental challenges Latin America faces today. • Compare and contrast: “PInk Tide” v “Blue Tide” political movements in Latin America
	I.2 Diversity of Latin American Cultures in the United States	<p>LAS 2. Compare how various Latin American groups have preserved cultural identity in the United States.</p>	<p>Diversity</p> <ul style="list-style-type: none"> • How has American identity and diversity changed over time? • How can we achieve unity through diversity? • What does it mean to value and respect diversity? • Why is it important to consider multiple diverse perspectives? 	<ul style="list-style-type: none"> • African diaspora in Latin America current event analysis • Brainstorm Web - Difference between Hispanic, Latino/a/x, • Discussion: Myths and misconceptions about Latinos • Graph analysis: Latinx American statistical comparison • Article Discussion: Latinx American Cultural identity

Unit 2. Latin American History to 1825

6 weeks

Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
2.1 Ancient Civilizations	LAS 3. Analyze the social, cultural, political, and economic characteristics of early civilizations in Latin America and their enduring impact on world history.	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? • What are the effects of human-environment interaction? <p>Power</p> <ul style="list-style-type: none"> • How is power attained and maintained? • How has global power shifted over time? 	<ul style="list-style-type: none"> • KWL on Latin American civilizations • Graphic Organizer: Latin American civilizations and empires comparison • DBQ: Mayan accomplishments
2.2 Colonization	LAS 4. Explain the consequences of colonization on Indigenous peoples and environments in Latin America.	<p>Democracy</p> <ul style="list-style-type: none"> • Who has the right to self-government? • How should governments balance majority rule with minority rights? <p>Diversity</p> <ul style="list-style-type: none"> • Why is it important to consider multiple diverse perspectives? • How have diverse groups struggled for equality? <p>Power</p> <ul style="list-style-type: none"> • Does might make right? • How is power attained and maintained? 	<ul style="list-style-type: none"> • Article review: Spanish conquest of Latin America • DBQ: analyzing multiple perspectives of La Malinche • Graphic Organizer: Analyzing the impact of the African Slave Trade
2.3 19th century Revolutions and Independence	LAS 5. Explain the causes and consequences of Latin American Revolutions in the early 19th century.	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? • What makes a movement or revolution successful? <p>Justice</p> <ul style="list-style-type: none"> • When do we have a right to revolution? • What is a just war? <p>Power</p> <ul style="list-style-type: none"> • Does might make right? • What makes a government legitimate? 	<ul style="list-style-type: none"> • Jigsaw on the influence of the Enlightenment on Latin American independence • Venn Diagram comparing 2-3 Latin American Revolutions • DBQ: Latin American Independence • Graphic Organizer: Age of the Caudillos

Grading Period 1 or 3

Unit 3. Latin America since 1825

4 weeks

Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
3.1 Latin America and U.S. Foreign Policy in the 19th Century	LAS 6. Describe the impact of U.S. foreign policy on Latin America in the 19th century.	<p>Change</p> <ul style="list-style-type: none"> • What are the effects of human-environment interaction? <p>Democracy</p> <ul style="list-style-type: none"> • Who has the right to self-government? • What is the difference between a freedom fighter and a terrorist? <p>Justice</p> <ul style="list-style-type: none"> • What is a "just" war? <p>Power</p> <ul style="list-style-type: none"> • Does might make right? • How has global power shifted over time? • How has American power shifted over time? 	<ul style="list-style-type: none"> • Mind Map on the influence of Manifest Destiny and U. S. foreign policy. • Document analysis on the causes of the Texas Revolution. • DBQ on the Mexican American War • Read and analyze the Treaty of Guadalupe Hidalgo. • Webquest: Spanish American War. • Compare and contrast the Teller Amendment and the Platt Amendment executed by the United States over Cuba.
3.2 20th Century Reforms and Revolutions	LAS 7. Explain the causes and effects of political reforms in revolutions in 20th century Latin America.	<p>Change</p> <ul style="list-style-type: none"> • What makes a movement or revolution successful? <p>Democracy</p> <ul style="list-style-type: none"> • Does government work for the people? • How should governments balance majority rule with minority rights? • What is the difference between a freedom fighter and a terrorist? <p>Justice</p> <ul style="list-style-type: none"> • When do we have a right to revolution? <p>Power</p> <ul style="list-style-type: none"> • What makes a government legitimate? • How is power attained and maintained? 	<ul style="list-style-type: none"> • Close Reading Activity; Mexican Revolution. • Venn diagram to compare and contrast the goals of Emiliano Zapata and Pancho Villa during the Mexican Revolution. • Read and analyze the Mexican Constitution of 1917 and summarize how it solved the economic problems in Mexico. • Three column chart showing populist leaders rise of power. • Create a timeline of the Cuban Revolution of 1959

Grading Period 2 or 4

Unit 3. Latin America since 1825 (continued)
4 weeks (continued)

Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
Grading Period 2 or 4 3.3. Latin America and U.S. Foreign Policy in the 20th century.	LAS 8. Describe the impact of U.S. foreign policy on Latin America in the 20th century.	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? <p>Democracy</p> <ul style="list-style-type: none"> • What does it mean to have a democracy? • Who has the right to self-government? • What is the difference between a freedom fighter and a terrorist? <p>Diversity</p> <ul style="list-style-type: none"> • How do we resolve conflicts between cultural practices and human rights? <p>Power</p> <ul style="list-style-type: none"> • What makes a government legitimate? • How is power attained and maintained? • How has American power shifted over time? 	<ul style="list-style-type: none"> • Discussion on the Banana Wars in Latin America • Discussion on the Guatemalan coup of 1954 • Annotated timeline showing CIA covert operations in Latin America. • Storyboard depicting one CIA operation in Latin America (Guatemala, Cuba, Nicaragua) • Storyboard: Bay of Pigs Invasion

Unit 4. Latinx Americans in the United States			
			5 weeks
Grading Period 2 or 4	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions
	4.1 Latinx Americans in the 19th Century U.S.	LAS 9. Describe the social, cultural, and political practices of Latinx Americans in the 19th century.	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns. • What are the effects of human-environment interaction. <p>Democracy</p> <ul style="list-style-type: none"> • Who has the right to self-government? <p>Diversity</p> <ul style="list-style-type: none"> • What does it mean to value and respect diversity? • How have diverse groups struggled for equality? <p>Justice</p> <ul style="list-style-type: none"> • What happens when justice is denied?
	4.2 Latinx Americans in 20th century.	LAS 10. Describe the social, cultural, and political practices of Latinx Americans in the 20th century.	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? • What makes a movement successful? <p>Diversity</p> <ul style="list-style-type: none"> • How have diverse groups struggled for equality? <p>Justice</p> <ul style="list-style-type: none"> • How does the Constitution establish justice? • Do we have a right to break unjust laws? • What happens when justice is denied? <p>Power</p> <ul style="list-style-type: none"> • Why is it important to speak truth to power?

Unit 4. Latinx Americans in the United States (continued)

5 weeks (continued)

Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grading Period 2 or 4</p> <p>4.3 Latinx Americans since 1965</p>	<p>LAS II.Trace the patterns of recent Latinx immigration to the U.S. since 1965. with emphasis on issues of citizenship and immigration policy in the 21st century (1965 - today).</p>	<p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? • What social, political, and economic challenges has the U.S. faced? <p>Diversity</p> <ul style="list-style-type: none"> • How has American identity and diversity changed over time? • Why is it important to consider multiple diverse perspectives? • How have diverse groups struggled for equality? <p>Justice</p> <ul style="list-style-type: none"> • Are laws applied fairly? • What happens when justice is denied? 	<ul style="list-style-type: none"> • Graphic Organizer: oral histories of different Latinx who immigrated into the United States during the 1900s. • Discussion: U. S. Immigration challenges • Analyze Latin Americans seeking asylum • Article Review: Immigration today • Compare and contrast: Immigration policy concerning Central Americans. • Graphic organizer: economic, political, social reasons for Latin American immigration post 1965. • Images of Mariel boatlift analysis. • Socratic Seminar: documented immigrants versus undocumented immigrants. • Group presentations on Latin American immigrant experience in the United States.

Curriculum and Instruction Guide

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns.

Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.

Essential Understanding

The inquiry process begins with compelling questions.

Extended Understanding

The most compelling questions focus on enduring issues and concerns.

Academic Vocabulary

compelling questions
enduring issues

Ultimate Learning Target
Type: Skill

Broad Learning Target:

- The student can construct compelling questions that focus on enduring issues and concerns.

Underpinning Knowledge Learning Target:

- The student can explain points of agreement and disagreement experts have about a compelling question.

Underpinning Reasoning Learning Targets:

- The student can explain how a question reflects an enduring issue in the field.
- The student can explain how supporting questions contribute to an inquiry.
- The student can explain how, through engaging source work, new compelling and supporting questions emerge.

Underpinning Skills Learning Target:

- The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Instructional Strategies

Brainstorm a list of compelling questions students have about civic issues. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the [Question Formulation Technique](#) to help students learn to develop and ask their own questions about civic issues.

Sample Assessments and Performance Tasks

[The Question Formulation Technique follows the following the steps:](#)

1. Design a question focus (QFocus)
2. Introduce the rules
3. Introduce the question focus and produce questions
4. Improve questions
5. Prioritize questions
6. Discuss next steps
7. Reflect

Instructional Resources

College , Career, and Civic Life Framework (C3) Framework –

<https://www.socialstudies.org/sites/default/files/2017/jun/c3-framework-for-social-studies-rev0617.pdf>

C3 Teachers – database of inquiries covering various topics in social studies: <http://www.c3teachers.org/inquiries/>

Compelling and Supporting Questions C3 Videos: <https://youtu.be/0MNeej4bpSM> and <https://youtu.be/3BUdjwYksns>

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. <http://rightquestion.org/education/>

Points ofView Reference Center (INFOhio) –An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. <https://www.infohio.org/resources/item/points-of-view>.

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.

Essential Understanding

Compelling questions can be addressed by using disciplinary skills and tools of the social and behavioral sciences.

Extended Understanding

Application of skills and tools to address compelling questions

Academic Vocabulary

disciplinary concepts
 compelling questions

**Ultimate Learning Target
 Type: Reasoning**

Broad Learning Target:

- The student can apply disciplinary concepts and tools to address compelling questions.

Underpinning Knowledge Learning Targets:

- The student can summarize key developments and turning points in Latin American history.
- The student can explain the contributions of individuals and groups in Latin American history.

Underpinning Reasoning Learning Targets:

- The student can analyze change and continuity in historical eras.
- The student can analyze multiple and complex causes and effects of events in the past.
- The student can distinguish between long-term causes and triggering (short-term) events.
- The student can analyze how historical contexts shaped and continue to shape people's perspectives.
- The student can explain how the perspectives of people in the present shape interpretations of the past.
- The student can analyze the relationship between historical sources and the secondary interpretations made from them.

Underpinning Skills Learning Targets:

- The student can detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- The student can critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Instructional Strategies

Use [K-W-L Charts](#) (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a [History Frame](#) to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: [observe, reflect, and question](#).

When conducting an OUT ([Opening Up the Textbook](#)), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources.

Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or investigation paper. An investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

Project Citizen - http://oclr.org/aws/OCLRE/pt/sp/programs_projectcitizen or Civic Action Project (CAP) - <http://www.crfcap.org>. Students can complete a civic action project to address a current issue.

Instructional Resources

Points of View Reference Center (INFOhio) – <https://www.infohio.org/resources/item/points-of-view>

Reading Like a Historian (Stanford History Education Group) - <https://sheg.stanford.edu/history-lessons>

What is Historical Thinking? (TeachingHistory.org) - <https://www.teachinghistory.org/historical-thinking-intro>

Historical Thinking Skills (American Historical Association) - <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.

Essential Understanding

Claims must be supported using evidence.

Extended Understanding

Sources of evidence must be evaluated and refined.

Academic Vocabulary

evaluate
evidence
sources
claims

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can gather and evaluate sources and use evidence to support claims.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views.
- The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
- The student can evaluate the credibility of a source by examining how experts value the source.
- The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
- The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A [Structured Academic Controversy](#) is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the [Philosophical Chairs](#) strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

[Defeating Counterarguments Class Challenge](#): Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

Sample Assessments and Performance Tasks

What type of evidence would support the following claim: _____?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: _____.

Using the sources below, construct a claim about _____ and provide two pieces of evidence that support it.

Instructional Resources

Reading Like a Historian: Evaluating Sources - <http://sheg.stanford.edu/evaluating-sources>

Civic Online Reasoning (Stanford History Education Group) - <https://cor.stanford.edu/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/resources/item/points-of-view>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 4. Communicate conclusions and take informed action.

Essential Understanding

Conclusions must be formed with sound reasoning and evidence.

Extended Understanding

Informed action based on sound conclusions

Academic Vocabulary

conclusions
 evidentiary
 claims
 counterclaims
 deliberative
 individual action
 collective action

**Ultimate Learning Target
 Type: Skill**

Broad Learning Target:

- The student can communicate conclusions and take informed action.

Underpinning Skills Learning Targets:

- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.
- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.
- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.
- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.
- The student can use print and oral technologies and digital technologies to communicate ideas.

Underpinning Reasoning Learning Targets:

- The student can assess options for individual and collective action to address local, regional, and global problems.
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Content Elaborations**From the *College, Career, and Civic Life Framework*:**

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Instructional Strategies

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of social inequality.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social problem in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues of inequality.

Prepare and deliver lessons to introduce Latin American Studies to middle or elementary school students.

Sample Assessments and Performance Tasks

Identify two strategies that you could use to address social reform at the state or national level.

Which action below would be appropriate for addressing a social problem in your local community?

How could you use social media to take informed action on inequality?

Instructional Resources

Classroom Tools for Presentations and Slideshows - <https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows>

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - https://youtu.be/PC6J4tc3_TY

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 1. Analyze the causes, impact, and interconnections of social, political, and economic issues in Latin America today.

Essential Understanding

There are many social, political, and economic issues affecting Latin America today.

Extended Understanding

The issues affecting Latin America today have various and distinct causes, impacts and interconnections.

Academic Vocabulary

social
 economic
 political
 environmental

**Ultimate Learning Target
 Type: Knowledge**

Broad Learning Target:

- The student can analyze the causes, impact, and interconnections of social, political, and economic issues in Latin America today.

Underpinning Knowledge Learning Target:

- The student can identify nations of the Latin American region on a map.
- The student can describe the social issues and challenges across Latin America today.
- The student can describe the economic issues and challenges across Latin America today.
- The student can describe the political issues and challenges across Latin America today.
- The student can describe the environmental issues and challenges across Latin America today.
- The student can explain the causes and impacts of social, economic and political issues that face Latin America today.

Underpinning Reasoning Learning Targets:

- The student can analyze how the economic and environmental challenges has led to mass emigration in Latin America.
- The student can analyze how the social issues in Latin America led to inequality amongst racial groups and women.
- The student can explain the changing political ideologies spreading across Latin America.
- The student can explain how regional differences impact cultural practices within Latin American societies.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

Latin America includes parts of North America, Central America, the Caribbean and South America, from the northern border of Mexico to the southernmost tip of Chile. Spanish is the dominant language in Latin America but Portuguese and French are also spoken in select countries. European conquest and colonization by the Spanish, Portuguese and French began in Latin America in the 15th century and many regions suffered under the rule of European monarchs until widespread independence movements threw off the yoke of colonialism beginning in the late 1700s and early 1800s.

The social, political and economic characteristics of Latin America today were shaped by forces of the past, including migration, colonization, large-scale agriculture and industrialization. The people of this region are a blend of indigenous, European and African ancestry. Although they share in language and other aspects of culture, each nation is very distinct. Geographical and climatic differences across this vast region have also contributed to each nation's social, political, economic and environmental diversity.

Today, many Latin American countries face profound challenges. Often attributable to the after-effects of centuries of colonialism, the lack of economic development, political instability, environmental degradation and social unrest often seen in the most troubled Latin American countries.

Instructional Strategies

Use a K-W-L (What I Know, What I want to Know, What I Learned) chart to introduce students to the study of Latin American History. Complete the K and W columns at the beginning of the unit, and the L column at the end of the unit.

Have students label the countries and capitals in Latin America (See: d-maps.com)

Assign each student a Latin American nation and have students use the [CIA factbook](#) to create a brochure on different aspects of their nation.

Divide students into groups to research and present an analysis of a current environmental issue in Latin America.

Create a four-column chart with the following categories: *economic challenges*, *environmental challenges*, *social challenges* and *political challenges*. Have students research each challenge to complete their charts.

Analyze the heritage of Latin America using “An Overview of Latino and Latin American Identity” to answer questions such as: Where is Latin America? What is meant by the term “Latin America?” What has been the impact of African Diasporas in Latin America? What has been the impact of East Asian Diasporas in Latin America?

Compare and contrast regional differences (religion, language, beliefs, customs, traditions, food culture, music, art, government) within Latin America and their impact on cultural practices, experiences and identities within Latin American societies. Activities may include: KWL charts to activate and assess prior knowledge, synthesize as a group, interact w/text via double-entry journals, reflections, share-outs, Classifying information on these topics through graphic organizer(s), or students can create and showcase collaborative presentations.

Sample Assessments and Performance Tasks

How has economic and environmental challenges lead to mass emigration in Latin America?

Analyze inequality amongst racial groups and women in Latin America.

Evaluate the changing political ideologies spreading across Latin America today.

Instructional Resources

[Latin American Studies](#) - open source website with links to various Latin American Studies resources

[CIA World Factbook: South America](#) (CIA) - country-by-country photographs, maps, information, and data sets

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 2. Compare how various Latin American groups have preserved cultural identity in the United States.

Essential Understanding

Latin American groups maintain various and distinct cultural identities in the United States

Extended Understanding

Latin American groups have strived to preserve and maintain their cultural identities while living in the United States

Academic Vocabulary

Latinx
 Hispanic
 Afro Latino
 culture

**Ultimate Learning Target
 Type: Reasoning**

Broad Learning Target:

- The student can compare how various Latin American groups have preserved cultural identity in the United States.

Underpinning Knowledge Learning Target:

- The student can explain the difference between Latinx/Hispanic/Spanish/Afro Latino
- The student can describe migration and settlement patterns of Latinx in the United States.
- The student can describe how Latin American groups have preserved cultural identity in the United States

Underpinning Reasoning Learning Targets:

- The student can analyze the lives of Latin Americans to understand the impact of shared and differing experiences and identities.
- The student can analyze and discuss diverse identities and traditional preservations and expressions of cultural identity.
- The student can compare how various Latin American groups have preserved cultural identity in the United States.

Underpinning Skills Learning Target: (evaluate evidence, compare)

- The student can compare and contrast the diversity and complexities of Latin American cultural traditions.
- The student can gather relevant information from multiple sources representing a wide range of views

Content Elaborations

As Latin Americans have immigrated to the United States, many have maintained their cultural practices.

One important aspect of cultural identity shared by the majority of Latin Americans is the predominant use of the Spanish language. Spanish is the second most spoken language in the United States after English. Latin American culture and identity are also evident in the United States in the widespread popularity of Latin American foods, music and media.

Despite the diversity of Latinx Americans, many non-Latinx groups cannot distinguish between different Latinx American groups. This leads to many Latinx Americans being lumped into one culture or another. For example, since Mexican culture and food is so prominent in the U. S., assumptions exist that all Latinx Americans have the same culture as Mexican Americans.

Instructional Strategies

Create a brainstorm web to show the difference between Hispanic, Latino/a/x, Spanish, Afro Latino.

Discuss the myths and misconceptions students have about Latin American people.

Use Census charts to analyze changes in Latinx American demographics in the U. S. to dispel stereotypes (Pew Research Center)

Close read “Raul Rodriguez” and “Zorro” (excerpts from "Bronx Masquerade" by Nikki Grimes), paired with the Washington Post article, “[A New Report says Hispanic identity is fading. Is that really good for America?](#)” Participate in a whole-class discussion about the critical components of the texts (context, author, audience, message and purpose) as well as the common themes of the text. Respond to critical thinking questions pertaining to the diversity of Latinx culture and the importance of celebrating cultural identity.

Examine YouTube videos on Latinx Americans trying each other foods--for example, Mexican Americans and Puerto Ricans trying food from each other’s culture.

Analyze the article “[Don’t call me Puerto Rican](#)” and discuss [the questions](#) as a class.

Sample Assessments and Performance Tasks

What are the distinguishing characteristics among Latin American, Latinx, Afro-Latino, Hispanic and Chicano cultural identities?

On a Venn diagram, compare the experience of immigrating to the U. S. from the perspectives of multiple Latin American groups.

Create a series of diary entries describing the experience of someone trying to maintain Latin American identity and culture in the United States.

Identify examples within your own community of Latin American culture.

Engage in academic conversations on how Latin Americans are shaping America's future.

Instructional Resources

[Hispanic and Latino Heritage and History in the United States](#) (Edsitement) - teacher's guide to teaching Latinx heritage and history

[A New Report says Hispanic identity is fading. Is that really good for America](#) (Washington Post) - article on the Hispanic identity

[When Labels Don't Fit: Hispanics and Their Views of Identity](#) (Pew Research Center) - article on Latinx identity

Using music to shape identity: "[Afrofuturism: Afro-Latinx Visibility & Expression Through Afrofuturist Music](#)" and "[Latin Music and Latino Identity](#)" Articles on Latinx music

[Bronx Masquerade](#) and [Bronx Masquerade teacher guide](#) Excerpts and lesson plan from book Bronx Masquerade by Nikki Grimes

Latinx Americans trying other Latinx Americans food videos

<https://www.youtube.com/watch?v=iCWcP8EZPMI>

<https://www.youtube.com/watch?v=SW0rIgnNrPg>

<https://www.youtube.com/watch?v=QU6tQkx8J3Y>

[Don't call me Puerto Rican](#) with [discussion questions](#) - article by Ecuadorian teen focused on cultural difference of Latinx groups

[An Overview of Latino and Latin American Identity](#) (Conservation Research Foundation)

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 3. Analyze the social, cultural, political and economic characteristics of early civilizations in Latin America and their enduring impact on world history.

Essential Understanding

Early civilizations in Latin America had distinct social, cultural, political and economic characteristics

Extended Understanding

Early Latin American civilizations have had an enduring impact on world history

Academic Vocabulary

civilizations
 empires
 Columbian exchange
 viceroy/viceroyalty
 conquistador

**Ultimate Learning Target
 Type: Reasoning**

Broad Learning Target:

- The student can analyze the social, cultural, political, and economic characteristics of early civilizations in Latin America and their enduring impact on world history.

Underpinning Knowledge Learning Target:

- The student can explain the reasons for European (Spanish, Portuguese and Italian) explorations during the late 15th and 16th centuries.
- The student can describe the social and cultural characteristics of early civilizations and empires in Latin America.
- The student can describe the political characteristics of early civilizations and empires in Latin America..
- The student can describe the economic characteristics of early civilizations and empires in Latin America..
- The student can explain contributions of early civilizations and empires in Latin America to world civilizations.
- The student can describe the Columbian Exchange.

Underpinning Reasoning Learning Targets:

- The student can analyze the enduring impact of early civilizations and empires of Latin America on world history.
- The student can analyze European explorations during the late 15th and 16th centuries.

Underpinning Skills Learning Target:

- The student can use maps, charts, graphs, geographic data and available technology tools to make inferences about Latin American societies.
- The student can place historical events in sequential (chronological) order
- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

In different regions of Latin America, vast indigenous empires existed prior to the arrival of Europeans. These empires included the Toltec, Olmec, Aztec, Taino, Mayan and Incan civilizations, all of which featured complex social, political, and economic systems.

The Aztec and Inca developed societies that were shaped by their geography, expanding as they modified the environment to meet their needs and conquering neighboring groups to support their economic growth.

Ancient Latin American civilizations are credited with developing advanced approaches to mathematics, engineering, astronomy and writing.

Instructional Strategies

Use a [K-W-L chart](#) (What I Know, What I want to Know, What I Learned) to introduce students to the study of Latin American civilizations. Complete the K and W columns at the beginning of the unit, and the L column at the end of the unit.

Create a timeline (on paper or multimedia) showing Latin American civilizations and empires. Timelines can include images, maps, and text narrative. Students should include discussion of changes in the social, cultural, political, and economic characteristics of individual civilizations and empires over time.

Divide the class into groups and have them research the empires and civilizations of Latin America including (Toltec, Olmec, Aztec, Taino, Mayan, and Incan) Have students create a multimedia presentation or website to summarize their findings. Have each group share their presentations while the rest of class takes notes.

Sample Assessments and Performance Tasks

Complete a graphic organizer by recording key information on the features of Aztec, Incan and Mayan empires.

Which important contribution to the advancement of civilization was developed by the Aztecs, Inca and Mayans?

Explain why it is important to begin the study of Latin-American history in ancient Latin America.

Compare and contrast the economic structures of indigenous societies in Latin America.

Discuss the importance of the encomienda system in the expansion of Spanish settlement.

Instructional Resources

DBQ Project: World History: *The Aztecs: What Should History Say?*

DBQ Project: Mini Q World History Volume I: *The Maya: What Was Their Most Remarkable Achievement?*

[The Aztecs: Mighty Warriors of Mexico](#) Lesson plan on the accomplishments of the Aztec empire.

[Incan Empire](#) (Edsitement) - lesson plan on the Incan Empire use of communication

[Inca Fortification](#) (HAT) - document analysis on Incan ruins

[Brazil: A History of Change: Part I Brazil's Beginnings](#) (Choices Program)

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 4. Explain the consequences of colonization on Indigenous peoples and environments in Latin America.

Essential Understanding

Europeans colonized much of Latin America

Extended Understanding

Colonization in Latin America had a profound impact on the indigenous people as well as the environment in Latin America.

Academic Vocabulary

colonization
 encomienda system
 transculturation
 patriarchy
 caste system
 reforms

**Ultimate Learning Target
 Type: Reasoning**

Broad Learning Target:

- The student can explain the consequences of colonization on Indigenous peoples and environments in Latin America.

Underpinning Knowledge Learning Target:

- The student can describe the process of European conquest and colonization of early civilizations in Latin American..
- The student can describe colonial and post-colonial systems of government in Latin America.
- The student can describe the process of the European slave trade in Latin America.
- The student can explain the concept of transculturation in Latin America.
- The student can describe the “encomienda system” in Latin America.
- The student can describe the role of the Catholic church on Latin American colonization.
- The student can describe the African experience in Latin America and the early contributions they made to Latin American society.

Underpinning Reasoning Learning Targets:

- The student can analyze colonial and post-colonial systems of government to understand the impact on various Latin American societies
- The student can analyze the impact of the European slave trade on Latin American civilizations and people.
- The student can analyze the impact of the encomienda system on Latin American groups.
- The student can analyze the lasting effects of the Catholic Church on Latin American colonization.

Underpinning Skills Learning Target:

- The student can analyze primary and secondary sources.
- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

The arrival of Christopher Columbus in the Caribbean in 1492, along with the Spanish Empire and Portuguese explorers across the Caribbean, South America, Central America and present day Mexico led to vast and enduring changes in the region. During the colonial period (1492–1832), almost two million Spaniards settled into the Americas, while the indigenous population within Latin America plummeted by almost 80% within the first few years of contact.

The wealth of the Spanish colonies was based on the exploitation of both the indigenous population and slaves imported from Africa. The Spanish took over roles once assumed by indigenous leaders, who had also extracted labor and tribute from their subjects.

The *encomienda system*, which conferred tribute from Indian villages to individual Spanish conquistadors as a reward for their services to the crown, in effect legalized Indian slavery. In 1542, a new code of laws reformed the system, forbidding Spaniards from enslaving the Indians while still collecting tribute from the villages.

The Spanish employed Indians and African slaves primarily in gold and silver mines, on sugar plantations and on large horse, cattle and sheep ranches. The Spanish deliberately attempted to destroy or erase indigenous religions and in many cases forcing indigenous people to convert to Christianity.

The spread of disease, uprisings, enslavement, genocide and racial mixing due to the colonization of Latin America ultimately led to the development of a set of Latin American identities that combines Iberian, African and Native American ethnicities.

Instructional Strategies

Read the Treaty of Tordesilla, then rewrite the treaty where the land is redistributed from a pro-Latin American/Indigenous perspective.

Evaluate the decline and fall of the *encomienda system* in Latin America.

Create a graphic organizer to show the social, cultural, political, and economic impact of slavery on the development of the Latin American region.

Write a [RAFT](#) depicting different perspectives (e.g. indigenous, European, the Church) from the conquest or colonial period.

Read and analyze primary sources from accounts of conquistadors and indigenous peoples.

Create a chart that shows the impact of religion and the Catholic Church on the Native indigenous populations and the colonial government and society

Sample Assessments and Performance Tasks

How was Latin America sugar production linked to exploitation?

Discuss the reasons for Spanish success and Inca defeat in the Spanish conquest of the Incan Empire.

Discuss the reasons why slavery was introduced into the colonies of the New World.

Examine the different forms of resistance developed by enslaved people in Latin Americas.

Instructional Resources

DBQ Project Mini Q Volume I: *Cabeza de Vaca: How Did He Survive?*

DBQ Project World History: *What drove the sugar trade?*

[European Colonization of Latin America](#) - document analysis of the impacts of European colonization on Latin America

[The Spanish conquistadors and colonial empire](#) - article on the Spanish conquest of the Americas.

[Moctezuma and Cortes](#) (Reading like a Historian) - lesson plan on the encounter between Moctezuma and Cortes.

[La Malinche and the conquest of Mexico](#) (Reading like a Historian) - document analysis on the role of La Malinche and the conquest of Mexico.

[Atahualpa and the Incan Empire](#) (Reading like a Historian) - lesson plan on the Atahualpa and the Incan Empire

Between Two Worlds: Mexico at the Crossroads: Part I Mexico's Beginning (Choices Program)

[Women in Colonial Latin America](#) - unit plan on the role of women in colonial Latin America.

[Conquistadors lesson plans](#) - unit plan on Spanish conquistadors.

[Treaty of Tordesillas](#) - article on the Treaty of Tordesillas

[Guns, Gems, Steel](#) - lesson plan on the conquest of Latin America.

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 5. Explain the causes and consequences of Latin American Revolutions in the early 19th century.

Essential Understanding

The American and French Revolutions inspired Latin Americans to stage their own independence movements.

Extended Understanding

Latin American independence movements have had long term impacts on the region.

Academic Vocabulary

natural rights
 Enlightenment
 American Revolution
 independence
 creoles
 peninsulares
 Americanos
 caudillos

**Ultimate Learning Target
 Type: Knowledge**

Broad Learning Target:

- The student can explain the causes and consequences of Latin American Revolutions in the early 19th century.

Underpinning Knowledge Learning Target:

- The student can describe the Enlightenment ideas that led to the Latin American revolutions.
- The student can explain the influence of the American and French revolutions to Latin American revolutions.
- The student can explain the importance of the Haitian Revolution to Latin Americans.
- The student can describe the leadership of Toussaint L’ouverture.
- The student can describe the importance of Simon Bolivar and Jose de San Martin on Latin American revolutions.
- The students can explain the goals of the Latin American revolutions.
- The student can describe the impacts of the Latin American revolutions.

Underpinning Reasoning Learning Targets:

- The student can connect ideas of the American Revolution to Latin American revolutions.
- The student can connect ideas of the French Revolution to Latin American revolutions.
- The student can evaluate the significance of Simon Bolivar and Jose de San Martin on Latin American revolutions.
- The student can analyze the long term effects of the Latin American revolutions.

Underpinning Skills Learning Target:

- The student can place historical events in sequential (chronological) order.
- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

Latin American independence movements took place during the late 18th and early 19th centuries, resulting in the creation of a number of pseudo-independent Latin American countries. Precipitated and inspired by the Enlightenment and following on the heels of the American and French Revolutions, the Latin American wars of independence aimed to overthrow European rule and secure national sovereignty.

The success of the American Revolution showed that foreign rule could be thwarted and independence could be achieved. The French Revolution showed that the people could be victorious in overthrowing an unjust monarch. These two events inspired wars of independence in Latin America, which had profound effects on the Spanish, Portuguese and French colonies in the Americas, culminating in the end of 300 years of European colonial rule.

Latin American independence would usher in different political factions competing for power for the remainder of the 19th century. From the conservative *caudillo* leadership to progressive liberalism, newly-independent Latin American states strived to establish themselves in the post-Enlightenment world.

Instructional Strategies

Create a [timeline](#) (on paper or multimedia) showing key Latin American Independence movements. Timelines can include images, maps, and text narratives and should discuss the social, cultural, political and economic characteristics of each independence movement.

Have students look for evidence to support the influence of Enlightenment ideas in the revolutionary writings of Simon Bolivar and/or Toussaint L'Ouverture.

Create a double or triple [Venn Diagram](#) comparing 2-3 Latin American Revolutions.

Create a [RAFT](#) by choosing a Role (creole elite, mulatto, mestizo, Roman Catholic Church, native population), Audience (Spanish, peninsulares, creoles), Format (poem, song, diary entry, etc) and Topic (independence movements of Haiti, Mexico and Brazil, and Venezuela).

Complete a [graphic organizer](#) on the social, economic, political, cultural aspects of Latin American caudillos post-independence.

Sample Assessments and Performance Tasks

What key ideas inspired the leaders of the Latin American revolutions of the late 18th and early 19th centuries?

What causes of Latin American revolutions were unique?

Evaluate the social and economic impact of independence on one Latin American country.

Examine the impact of the "caudillo rule" in one Latin American country.

Examine the ways in which railway expansion helped the modernization of Latin America.

Instructional Resources

DBQ Project: Mini Qs in World History Volume 3: *How Should We Remember Toussaint Louverture?*

DBQ Project: Mini Qs in World History Volume 3: *Latin American Independence: Why Did the Creoles Lead the Fight?*

History, Revolution, and Reform: New Directions for Cuba - Part I (Choices Program)

[Latin American independence movements](#) (Khan Academy) - Video on the Latin American independence movements.

[Crash Course Latin American Revolutions](#) Crash course video on Latin American revolutions.

[Haitian Revolution](#) (HAT) - Document analysis on the Haitian revolution.

[Haitian Constitution](#) (HAT) - Document analysis on the Haitian constitution.

[Brazil: A History of Change, Part II: The Brazilian Flag and the Republic](#) (Choices Program)

[South American Revolutions overview](#) Lesson plans on South American revolutions.

[Poetry of Cuban patriot, José Martí](#) - Through his writings and political activity, he became a symbol of Cuba's bid for independence against Spain in the 19th century, and is referred to as the "Apostle of Cuban Independence."

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 6. Describe the impact of U.S. foreign policy Latin America in the 19th century.

Essential Understanding

The US intervened in Latin America in the 19th century in order to protect its own interests.

Extended Understanding

US foreign policy in Latin America has had a long term impact on the region.

Academic Vocabulary

imperialism
 expansionism
 diplomacy
 annexed
 Manifest Destiny
 Monroe Doctrine
 Roosevelt Corollary

**Ultimate Learning Target
 Type: Knowledge**

Broad Learning Target:

- The student can describe the economic, political, and cultural impact of U.S. foreign policy in Latin America in the 19th century.

Underpinning Knowledge Learning Target:

- The student can define the concept of Manifest Destiny.
- The student can explain the Monroe Doctrine.
- The student can explain the Roosevelt Corollary to the Monroe Doctrine.
- The student can describe the reasons for United States intervention in Mexico.
- The student can describe the cause and effects of the Texas Revolution.
- The student can explain the causes of the Spanish American War.

Underpinning Reasoning Learning Targets:

- The student can analyze various international policies, decisions, and agreements in terms of their impact on Latin American societies.
- The student can analyze the interconnectedness of US interference and various wars (ie. Texas Revolution, Mexican American War, etc).

Underpinning Skills Learning Target:

- The student can use primary and secondary sources to interpret various historical perspectives.
- The student can place historical events in sequential (chronological) order
- The student can read and interpret information from various U. S. foreign policy documents.
- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

After Mexico gained its independence from Spain, it soon came into conflict with the United States over property rights and slavery. The Mexican American War would lead initially to Texan independence and finally statehood.

The belief in “Manifest Destiny” led in part to the United States effort to invade Mexico to gain additional territory in the West. With the signing of the Treaty of Guadalupe Hidalgo, the United States gained the territories of present-day Arizona, California, and New Mexico, and parts of Colorado and Nevada.

In the early 1800s, President James Monroe enacted the Monroe Doctrine. The Monroe Doctrine had four major provisions: (1) the United States would not interfere in the affairs or wars between European powers; (2) the United States recognized and would not interfere with existing colonies and dependencies in the Western Hemisphere; (3) the Western Hemisphere was closed to future colonization; and (4) any attempt by a European power to oppress or control any nation in the Western Hemisphere would be viewed as a hostile act against the United States.

In 1898, under the guise of helping Cuba gain its independence from Spain the U. S. found itself again in a war with weakened Spain. In less than 4 months, the war was over and the U. S. gained the territories of Hawaii and Puerto Rico and control of Cuba, Guam and the Philippines.

Instructional Strategies

Read the [Treaty of Guadalupe Hidalgo](#) and note its changes on a map.

Create a chart outlining [U. S. foreign policies in Latin America](#) including: Monroe Doctrine, Adams-Onís Treaty, Treaty of Guadalupe Hidalgo, Gadsden Purchase, the Teller Amendment.

Examine the frustration of imperialism and intervention through the poetry of various Latin American writers and poets.

Examine arguments of several US politicians and businessmen against imperialism and interference in Latin America.

Create a six panel cartoon that explains how the Teller Amendment executed by the United States over Cuba.

Create a Venn diagram that compares the similarities and differences of the Manifest Destiny & the Monroe Doctrine as they relate to the events surrounding the Mexican American War.

Sample Assessments and Performance Tasks

How did the Treaty of Guadalupe Hidalgo force Mexico to give up its territory?

Examine the effects of the Spanish-American War on Cuba.

What were the immediate and underlying causes of United States involvement in the Spanish-American War?

Explain the factors that led to the creation of the Monroe Doctrine and analyse how it was applied to Latin America.

How did the Roosevelt Corollary extend or modify the Monroe Doctrine and what effects did it have on Latin American states?

Evaluate how did imperialism by the US differ from imperialism by European countries?

In a five to seven sentence paragraph, describe how your opinion of US involvement in the treatment of Mexican American in the 19th Century changed during this course.

Write a poem from the perspective of a Mexican soldier after the signing of the Treaty of Guadalupe Hidalgo.

Instructional Resources

DBQ Project: *Mini Q American History, Volume 1: Remembering the Alamo: A Personal Journal*

DBQ Project: *Mini Q American History, Volume 1: Was the United States Justified in Going to War With Mexico?*

[Texas Revolution](#) (Reading like a Historian) - Lesson plan focused on the causes of the Texas Revolution.

[Monroe Doctrine and Latin America](#) (Edsitement) - Lesson plan on the Monroe Doctrine and the Latin American Revolutions.

[Poetry of Ruben Darío](#) - Nicaraguan poet who initiated Spanish-America literary movement known as modernism. Darío is revered as Nicaragua's greatest diplomat and a leading voice of Central and South America.

[Treaty of Guadalupe Hidalgo](#) Teaching activities on the Treaty of Guadalupe Hidalgo.

[Spanish American War](#) Historical investigation of the Spanish American War

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 7. Explain the causes and effects of political reforms in revolutions in 20th century Latin America.

Essential Understanding

Political instability leads to revolutions.

Extended Understanding

Impact of political revolutions in Latin America.

Academic Vocabulary

neocolonialism

nationalism

populism

juntas

Marxism

socialism

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can explain the causes and effects of political reforms in revolutions in 20th century Latin America.

Underpinning Knowledge Learning Target:

- The student can explain the causes and effects of the Mexican Revolution.
- The student can explain the role the U. S. played in the Mexican Revolution.
- The student can describe the social, political, economic rights in the Mexican Constitution of 1917
- The student can describe the causes and effects of the Cuban Revolution.
- The student can explain the rise of populist leadership in Latin America.
- The student can explain the rise of military dictatorships across Latin America.

Underpinning Reasoning Learning Targets:

- The student can evaluate the successes and failures of the Mexican Revolution.
- The student can aims of leadership during the Mexican Revolution.
- The student can analyze the leadership of populist leadership in Latin America.
- The student can explain the rise of military dictatorship in Latin America.
- The students can analyze the causes and effects of the Cuban Revolution.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

The industrial boom of the early 1900s led to the rise of *neocolonialism*, in which wealthy, industrialized nations continued to exert exploitative economic political pressure on independent Latin American states.

After World War II, nationalist, populist and socialist movements emerged throughout Latin America. The emergence of populist leaders like Juan Peron in Argentina, military dictator Augusto Pinochet in Chile and socialist leader Fidel Castro in Cuba led to increased efforts by the United States to maintain influence and control in Latin America. Neoliberalism, military dictatorships and “dirty wars” would dominate Latin America in the latter half of the 20th century.

Instructional Strategies

Create a [chart](#) showing the achievements and failures of the Mexican Revolution.

Use a [Venn diagram](#) to compare the goals of Emiliano Zapata and Pancho Villa during the Mexican Revolution.

Read and analyze the [Mexican Constitution of 1917](#) and summarize how it attempted to solve the economic problems in Mexico.

Create a [three column chart](#) with three populist leaders: Getúlio Vargas in Brazil, Juan Perón in Argentina, and José María Velasco Ibarra in Ecuador. Research the three leaders and record their rise to power, achievements and failures during their regimes.

Create a [Storyboard](#) on the key events that led to the Cuban Revolution.

Sample Assessments and Performance Tasks

Why is the Mexican Revolution, which began in 1910, considered to be of such major significance to *all* of Latin America?

Evaluate the key achievements and failures of the Mexican Revolution.

What were the economic problems that caused the Mexican Revolution and to what extent were they solved by the Constitution of 1917?

Compare and contrast the aims of Pancho Villa and Emiliano Zapata in the Mexican Revolution (1910–1923).

Assess the nature and effectiveness of opposition to either Juan Domingo Perón (1946–55) or Getulio Vargas (1930–45).

Discuss the successes and failures of the economic policies of a populist leaders in Latin America.

To what extent did the policies of Fidel Castro reinforce the revolutionary spirit and Cuban nationalism?

Instructional Resources

[Pancho Villa](#) (HAT) Document analysis on Pancho Villa

History, Revolution, and Reform: New Directions for Cuba - Part II *Cuban Revolution* (Choices Program)

History, Revolution, and Reform: New Directions for Cuba - Part III *Special period and Cuba Today* (Choices Program)

Between Two Worlds: Mexico at the Crossroads: Part II *An Independent Nation* (The Choices Program)

Brazil: A History of Change: Part II: 2) Film Analysis: *Repression and Resistance During Military Rule* (The Choices Program)

Brazil: A History of Change: Part III: *Brazilians Reclaim Democracy* (The Choices Program)

[Mexican Revolution](#) (Edsitement) Lesson plan using documents on the Mexican Revolution.

[Mexican Revolution](#) (Khan Academy): Close reading activity on the Mexican Revolution.

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 8. Describe the impact of U.S. foreign policy in Latin America in the 20th century.

Essential Understanding

Foreign policy and outside interference created political disruption and/or conflict in Latin American nations.

Extended Understanding

US involvement in Latin American affairs has had a long term impact on the region.

Academic Vocabulary

neocolonialism
 banana republics
 maquiladoras

**Ultimate Learning Target
 Type: Knowledge**

Broad Learning Target:

- The student can describe the economic, political, and cultural impact of U.S. foreign policy in Latin America in the 20th century.

Underpinning Knowledge Learning Target:

- The student can explain the Platt Amendment.
- The student can explain the provisions of the Roosevelt Corollary.
- The student can describe dollar diplomacy and the banana wars in Latin America.
- The student can explain the Good Neighbor Policy.
- The student can describe CIA covert operations across Latin America.

Underpinning Reasoning Learning Targets:

- The student can analyze the impact of U. S. foreign policy on Latin American nations.
- The student can explain the effects of the Good Neighbor Policy on Latin American nations.
- The student can analyze the long term impacts of CIA covert operations in Latin America.
- The student can analyze the impact of the containment policy in Latin America.

Underpinning Skills Learning Target:

- The student can place historical events in sequential (chronological) order
- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

At the start of the 20th century, the United States would find itself even more connected with Latin America. After gaining Puerto Rico and occupying Cuba as a result of the Spanish American War, U. S. foreign policy took on an aspect of protectionism and intervention in the region. The Platt Amendment which gave the U. S. the right to intervene in Cuba, and the Roosevelt Corollary to the Monroe Doctrine, which boldly stated that the United States would intervene against European aggression in Latin America, set the tone for U. S. foreign policy. Finally, through dollar diplomacy the United States showed that it had no intentions of allowing the nations of Latin America to control their own destiny as long as U. S. businesses were still profiting off of Latin American resources.

During the 1930s, President Franklin D. Roosevelt implemented the Good Neighbor Policy, which established a tone of non-intervention and non-interference in Latin American affairs.

The Cold War and the subsequent U.S. policy of containment would again justify intervention into Latin American affairs. From the Eisenhower administration to the Reagan administration, U.S. leadership participated and supported CIA covert operations to overthrow democratically elected leaders in countries including: Chile, Guatemala, Grenada, Panama, Nicaragua, Argentina, Brazil and a failed attempt in Cuba. These presidencies were replaced with U. S. backed authoritarian leaders and military juntas who instituted policies more favorable to American business and political interests.

By the 1990s, the Cold War had ended and neoliberalism spread across Latin America. Neoliberalism focused on the economic concepts of free trade, export production and comparative advantage, which removed most of the nationalistic, authoritarian economic reforms of previous years. The 1990s saw an increase in foreign investment, mostly from United States business interests, across the region. In 1994, the United States, Mexico and Canada entered into the North American Free Trade Agreement (NAFTA) which removed tariffs and trade barriers among the member states. As a result, U.S. owned corporations established a large number of *maquiladoras*, or assembly plants staffed with cheap local labor to cut production costs.

Instructional Strategies

Create an annotated [timeline](#) showing CIA covert operations in Latin America.

Create a [Storyboard](#) depicting one CIA operation in Latin America (Guatemala, Cuba, Nicaragua)

Create a mini poster on one U. S. foreign policy (Platt Amendment, Roosevelt Corollary, Good Neighbor Policy, etc).

Sample Assessments and Performance Tasks

Analyze the impact of early U.S. foreign policies on Latin American nations (e.g. Platt Amendment, Roosevelt Corollary, dollar diplomacy).

What were the effects of the Good Neighbour Policy on Latin America?

Compare and contrast the Cold War policies of Truman, Eisenhower, Johnson on Latin America.

Examine the causes and effects of one CIA covert operation in Chile, Guatemala or Nicaragua.

Assess the impact of US influence on governments in Latin America during The Cold War.

Develop a theory for how the Sandinistas were able to hold on to power in Nicaragua for eleven years.

Analyse the reasons for the United States intervention in Guatemala in 1954.

Analyse the successes and failures of President Kennedy's foreign policies towards Latin America between 1961 and 1963.

How did the U.S. policy of containment have a negative impact on Latin America?

Instructional Resources

[Guatemalan Coup of 1954: How Did the Cold War Influence American Foreign Policy Decisions?](#) (History Lab) - Historical investigation on the Guatemalan coup

[Chilean Coup of 1973](#) - Lesson plan on the Chilean coup of 1973

[Nicaraguan Revolution unit](#) - A unit on the Nicaraguan revolution

[Wilson and Latin America](#) (Edsitement) - Lesson plan focused on the Wilson administration foreign policy in Latin America

[Cold War in Guatemala](#) (Reading like a Historian) - Lesson plan on U. S. role in the Guatemalan coup

[Castro and the United States](#) (Reading like a Historian) - Document analysis on Castro's view of the U. S.

[Cold War rivals: Cuba and the United States](#) (CommonLit) - Article focused on the U. S. and Cuba relations before and after the Cuban Revolution

[The Cuban Missile Crisis, 1962](#) (Edsitement) - Lesson plan on the Cuban Missile Crisis

[Iran Contra Affair](#) (Reading like a Historian) - Lesson plan on the Iran Contra affair

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 9. Describe the social, cultural, and political practices of Latinx Americans in the 19th century.

Essential Understanding

Latinx Americans had their own social, cultural and political practices in the 19th century.

Extended Understanding

The social, cultural and political practices of the Latinx American community in the 19th century led to the emergence of a distinct community.

Academic Vocabulary

westward migration
corrido
assimilation

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can describe the social, cultural, and political practices of Latinx Americans in the 19th centuries.

Underpinning Knowledge Learning Target:

- The student can understand how Latinx Americans responded to American interference and wars.
- The student can describe the effects of westward migration on Mexican American settlers.
- The student can explain segregation against Mexican Americans in the 1800s.
- The student can describe the causes for Cuban immigration to Florida in the 1800s.
- The student can describe the impact of the Spanish American War on Puerto Rico and Cuba.
- The student can describe the role Las Gorras Blancas played in resistance to Anglo-American westward migration.

Underpinning Reasoning Learning Targets:

- The student can analyze the impact of the westward expansion on Mexican American settlers in the West.
- The student can analyze the impact of cigar industry with Cuban immigration to Florida.
- The student can examine the role Latinx Americans played in the Civil War.
- The student can evaluate the education of Latinx Americans in the 1800s.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views.

Content Elaborations

From the beginning of Latin Americans' presence in the United States, they have faced racial discrimination, segregation, violence, and deportations, resulting in an experience that often resembled what African Americans have faced.

As white Americans moved westward, their encounters were detrimental to Latinx groups in the Southwest. Many Mexican settlers lost their land to white settlers, usually by force, while others were forced into migrant field labor in horrible conditions for meager wages.

In terms of education, Mexican American children were not permitted to attend public schools until the late 1800s. Public schools were focused on assimilation and Americanization of Mexican Americans. Some Mexican Americans, especially those of lighter skin, assimilated to Anglo standards, refraining from speaking Spanish and anglicizing their names. Some resisted and fought to maintain their language and culture.

The 1800s also brought Cubans to Florida, due in large part to cigar companies moving to the U. S. and political turmoil between Cuba and Spain. To encourage permanent settlement, Ybor City, for example, created company towns that encouraged Cuban immigrants to purchase homes.

By the end of the 1800s, the U. S. had defeated the Spanish in the Spanish American War, gaining independence for Cuba and asserting control over Puerto Rico as a protectorate.

Instructional Strategies

Compare & contrast [political cartoons from the Spanish American War](#) from the American, Spanish and Latin American perspectives.

Have students describe how would they modify the Treaty of Guadalupe Hidalgo to better support the Mexican people.

Write a cordillo about Mexican American experience in the 1800s.

Using Khan Academy, read an overview of [Westward Migration and its effects on Mexican American citizens](#), then compare and contrast their experiences with the Chinese immigrants.

Sample Assessments and Performance Tasks

Analyze the impact of the westward expansion on Mexican American settlers in the West.

After studying the Mexican Revolution and U.S. involvement in it, ask students to make comparisons with another revolution or conflict that they have studied.

Analyze Mexican American and Anglo American perspectives on a corrido from the 1800s.

Compare and contrast the experience of Mexican Americans in the West to the experience of African Americans in the South in the late nineteenth century?

Instructional Resources

Latino U.S.A.: A Cartoon History pp. 26-42 - Discussing US-Mexico relationship during the early 19th century

[The Treaty of Guadalupe Hidalgo](#) (National Archives) - overview of the Treaty of Guadalupe Hidalgo. Includes primary resources, teaching activities, and document analysis worksheets

[19th Century Mexican American Relations](#) (PBS.org) - In 1821, Mexicans invited Americans to help settle Texas, an invitation that led to the famed Battle of the Alamo and ultimately set the stage for 80 more years of bloody conflict over this territory.

[Corridos](#) (Annenberg) and [The Mexican Corrido: Ballads of Adversity and Rebellion, Part 2: Border Bandits or Folk Heroes](#) - Exploring the Corrido, a narrative ballad composed to record political and social conflicts, current events, and extraordinary occurrences.

[Westward Expansion](#) (Khan Academy) - overview of westward migration of Mexican Americans.

[Latino Americans timeline](#) (PBS.org) - includes videos of events during the 19th Century for Latino Americans

[Las Gorras Blancas](#) (Central New Mexico Community College) - a reading on the resistance movement to Anglo American westward expansion

[American Expansion](#) (C3 Teachers) - In this inquiry, students examine the justification of U. S. expansion.

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 10. Describe the social, cultural, and political practices of Latinx Americans in the 20th century.

Essential Understanding

Latinx Americans had their own social, cultural and political practices in the 20th century.

Extended Understanding

The social, cultural and political practices of the Latinx American community in the 20th century led to the emergence of a distinct community.

Academic Vocabulary

Deportation
 Bracero program

**Ultimate Learning Target
 Type: Knowledge**

Broad Learning Target:

- The student can describe the social, cultural, and political practices of Latinx Americans in the 20th centuries.

Underpinning Knowledge Learning Target:

- The student can identify the most influential Latinos in the America society.
- The student can describe Latinx segregation in the U. S.
- The student can identify key civil rights and describe their approaches/philosophies of achieving change.
- The student can describe the methods used by civil rights organizations to change laws and policies.
- The student can explain the reasons for the rise of Latinx movement
- The student can describe Latinx American participation in U. S. wars.
- The student can identify Latinx Americans in public office.

Underpinning Reasoning Learning Targets:

- The student can predict the long term impact of Latin Americans in the United States.
- The student can evaluate the consequences in the changes of policies in the immigrant communities.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views

Content Elaborations

Prior to U.S. expansion into the American West, Spain and Mexico controlled a significant portion of the area. After the Treaty of Guadalupe Hidalgo, which ended the Mexican American War, The United States gained a significant amount of this territory, including parts of present-day Arizona, California, New Mexico, Texas, Colorado, Nevada, and Utah. Native Mexicans were given the choice to remain and become citizens of the United States or return to Mexico.

Similarly, the treaty of Paris, which ended the Spanish American War, gave the island of Puerto Rico to the United States. They are the only Spanish speaking nation who enjoys limited rights of United States citizenship,

Other Latin American groups have come to seek political asylum with the encouragement of the United States government, as seen in the first three waves of Cuban immigration after the Cuban Revolution of 1957. For many years, Cubans had enjoyed freedom to go back and forth between the U. S. and Cuba, this would change after Fidel Castro and the communist took control of Cuba.

Latinx Americans living in the United States have fought in the U. S. wars, from the American Civil War to the present day conflicts. But they've also faced the status of being second class citizens facing racial discrimination and de facto segregation in schools and public facilities.

During the Civil Rights movement of the 1950s and 60s, Latinx Americans organized to fight for their civil rights.

Instructional Strategies

Using a [graphic organizer](#) have students compare and contrast the impact of programs like the Bracero Program and Operation Bootstrap on international relationships and national economies.

Modify the agreements from the Bracero Program so that they create safer and healthier working and living conditions for the participants.

Research Mexican American school segregation cases and create an annotated [timeline](#) providing brief summaries of each case.

Have students work in small groups to analyze a series of primary sources (artwork, artifacts, diaries, letters, photographs, political cartoons, etc.) about the Latinx Movement. [Primary source analysis sheets](#) are available from the National Archives and Library of Congress.

Research the accomplishments of Latinx Americans veterans who fought in American wars.

Using the [PBS lesson plan, "Stories of Arrival"](#), students will listen to the oral histories of different Latinx who immigrated into the United States during the 1900s. They will use a graphic organizer to record their information. After listening to the stories, students will compose responses to the reflection questions.

Create a timeline showing important Supreme Court cases and legislation pertaining to Latinx (*Miranda v. Arizona*, *Westminster v. Mendez*, *Hernandez v. Texas*, etc).

Divide the class into groups and have each read *Harvest of Empire* (pp. 81-163) and create summaries of the experiences of immigrants from Puerto Rico, Mexico, Cuba and the Dominican Republic.

Sample Assessments and Performance Tasks

Chart the efforts used by Dolores Huerta and César Chavez to create the National Farm Workers Association.

Examine the impact of *Mendez v Westminster* on *Brown v Board of Education*.

Examine the influence of the African American Civil Rights movement on Latinx American movements of the 1960s and 1970s.

Divide class into groups and have each read *Harvest of Empire* (pp. 81-163) and report out about the experience of immigrants and migrants from Mexico, Puerto Rico and Cuba as they settled in the US, including why they came, where they settled and why, experiences in the US, and how each group preserved their culture within the community.

Instructional Resources

DBQ Project: *Mini Q American History, Volume 2: What Made Cesar Chavez an Effective Leader?*

[Mexicans in the United States in the 1920s](#) (Reading like a Historian) - Document analysis of Mexican immigration of the 1920s

[Zoot Suit Riots](#) (Reading like a Historian) - Document analysis of the Zoot Suit Riots in California

[Latinx Authors and History](#) (CommonLit) - A collection of writings by Latinx American authors with a variety of topics, in Spanish and English

[Cesar Chavez: The life behind a legacy of farm labor rights](#): (CommonLit) - Reading and timeline of the life of Cesar Chavez

["Sí, se puede!": Chávez, Huerta, and the UFW](#) (Edsitement) - Document analysis on the United Farm Workers movement

[Chicano Movement lesson plan](#) and [video](#) on the Chicano movement of the 1960s

[Puerto Rican Perspectives](#) - Video segments and lesson plan on the plight of Puerto Rican migrants in the United States

Instructional Resources (continued)

[Mexican segregation video](#) and [lesson plan](#) (PBS.org) - Lesson plan and video focused on the school segregation case *Hernandez v Texas*.

[Borinqueneers in Korean War](#) (El Pozo Productions) - Primary source documents on Puerto Rican 65th Infantry Regiment that fought in the Korean War.

[Latinos in World War II](#) (nps.gov) - An article on Latinx Americans in World War II

[Latinos and Vietnam](#) (PBS.org) - Film on Latinx in Vietnam

Major court cases in Latinx American history

[Mendez v. Westminster](#)

[Hernandez v Driscoll Consolidated Independent School System](#)

[Miranda v. Arizona](#)

[Katzenback v. Morgan](#)

[Mexico in World War II](#) (History Channel) - Mexico's role in World War II

[Mexican-American school segregation cases](#) (Phi Delta Kappa) - An overview of historic Mexican American school segregation cases.

[NAFTA](#): (Reading like a Historian) - Students read different perspectives on free trade and globalization to answer the question: What were arguments in the U.S. against ratifying NAFTA?

[Free Trade](#) (C3 Teachers) - An inquiry into the North Atlantic Free Trade Association (NAFTA)

[Mexican Migration 1930s](#) (Reading like a historian) - Mexican immigration in the 1930s.

[Bracero Program Historical Investigation](#) (Smithsonian) - Historical investigation on the bracero program.

Unpacked Standards / Clear Learning Targets

Latin American Studies Learning Target 11. Trace the patterns of Latinx immigration to the U.S. with emphasis on issues of citizenship and immigration policy in the 21st century.

Essential Understanding

Latinx immigration to the United States has led to a series of U.S. government policies.

Extended Understanding

U.S. immigration policies have impacted the demographics of the United States.

Academic Vocabulary

immigration
 migration
 emigration
 DACA
 sanctuary cities
 immigration reform
 deportation
 undocumented worker

**Ultimate Learning Target
 Type: Knowledge**

Broad Learning Target:

- The student can trace the patterns of Latinx immigration to the U.S. with emphasis on issues of citizenship and immigration policy in the 21st Century.

Underpinning Knowledge Learning Target:

- The student can identify the demography of the Latino population in the U.S. from 1965 to present day.
- The student can define the terms immigration, emigration, migration.
- The student can explain the immigration system, the challenges for immigrants to navigate them.
- The student can describe the experience of one Latinx group in the U.S.
- The student can describe the difference in immigration policies towards different Latin American groups.

Underpinning Reasoning Learning Targets:

- The student can analyze the change in Latin American immigration after 1965.
- The student can evaluate the difference in policies towards different Latin American groups.
- The student can analyze the procedure to become a citizen in the United States.
- The student can evaluate the consequences in the changes of policies in the immigrant communities.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views

Content Elaborations

In 1965, the U. S. established the Immigration and Naturalization Act of 1965, which abolished earlier quota system based on national origin and established a policy focused on reuniting immigrant families and attracting skilled labor to the U. S. The policy allowed more immigrants from Asia, Africa and Latin America. This shift would bring more immigrants from Central and South America to the U. S.

Some Latin Americans came because of the social, political and economic upheaval in their countries often directly as a result of U. S. intervention in their countries. Some of these Latinos were able to gain asylum in the U. S. and others were denied. This has led to an increase of illegal immigration to the U. S.

Case studies of past and present Latin American immigrants can be found in the textbook “Harvest of Empire” which include the experiences of Mexican, Puerto Rican, Cuban Dominicans, Central Americans (Nicaraguan, Salvadorian, Guatemalan) and finally Columbians and Panamanians.

With the influx of these new Latinx Americans, especially in the Southwest, new laws began to emerge in regards to the education of Spanish-speaking Latinx Americans. Bilingual education laws were passed that restricted and forbid the speaking of Spanish in schools. After 9/11 more changes came which affected Latin American immigration.

The introduction of the Development, Relief, and Education for Alien Minors (DREAM) Act and Deferred Action of Childhood Arrivals have provided some relief from deportation. But depending on the administration in power, policies have left many Latinx Americans in constant fear and struggle to become a U. S. citizen.

Instructional Strategies

Compare and contrast immigration policy towards Nicaraguan refugees versus Salvadorans and Guatemalans. Why were policies different for these Central American groups?

Use [maps](#) to trace the patterns of migration and immigration of major Latin American groups to the United States. Have students create a [graphic organizer](#) of push and pull factors for each group.

Have students work in small groups to analyze a series of photographs about the Mariel Boatlift. [Primary source analysis sheets](#) are available from the National Archives and Library of Congress.

Name all of the [sanctuary cities](#) in the US. Define what a sanctuary city is (ex: refusing to help ICE v. actively working to hinder it). Describe the motivating factors that contribute to creating a “sanctuary city” as it relates to the local and statewide political climate.

Conduct a [Socratic Seminar](#) on documented immigrants versus undocumented immigrants. Students will prepare an argument that either supports the rights of undocumented immigrants or argues against their rights to resources and benefits permanent residents enjoy. Students must be specific about the rights and benefits being address, how undocumented immigrants contribute to society, and a potential plan for undocumented immigrants who are currently in the US. (grant citizenship or deport)

Divide class into groups and have each read Harvest of Empire (pp. 81-163) and report out about the experience of immigrants from Central America, Columbia, and Panama as they settled in the US, including why they came, where they settled and why, experiences in the US, and how each group preserved their culture within the community.

Sample Assessments and Performance Tasks

Analyze the similarities and differences of two Latin American groups (e.g. Puerto Ricans vs. Mexicans, Central Americans vs. Cubans, etc.) in regards to economic, political and/or social motivations for immigration.

Analyze the difference in immigration policies towards different Latino groups (e.g. refugees, asylum seekers, migrant workers, etc.)

Analyze the multiple and changing identities of Latinos in America and how Latinos are shaping America's future.

Analyze motives driving people to immigrate to the United States. Consider both pro- and counter arguments.

Classify foreign policies made in the 21st century as harmful or beneficial and explain your reasoning for each one.

How would you summarize the American Dream? Describe how this ideal motivates people to immigrate to the United States. Evaluate the legitimacy of the American Dream. Determine if you believe in the American Dream based on the facts provided.

Instructional Resources

Harvest of Empire by Juan Gonzalez pp. 81-163

[Sanctuary City](#) (Subscript Law) - Overview of sanctuary cities.

[Cuban Refugees](#) Video segment on Cuban refugees resettled in the U.S.

[Mariel Boatlift Primary sources](#) (University of Minnesota) and [overview of the Mariel Boatlift](#) (State Library of Florida) - Primary source documents and overview of the Mariel Boatlift of Cuban refugees.

[Statistical analysis of Latinx immigration growth](#) (Pew Research) - Article on Latinx population in the U.S.

[Article and statistics regarding Latino attitudes regarding immigration](#) (Pew Research) - Article on Latinx Americans views on immigration.

[Article and infographic describing how the immigration system works](#) (American Immigration Council)

Immigration today articles:

[The Facts on Immigration Today](#) (Center for American Progress)

[How America's Immigration System Failed and Why We Need to Fix It](#) (U.S. Chamber of Commerce)

[Asylum seekers video journey](#) (Bustle) - Video of a journey of immigrants looking for political asylum.

[What is DACA?](#) (AS/COA) - Explanation of the Deferred Action for Childhood Arrivals (DACA) Program

[Stories of Arrival](#) (PBS.org) - Latino Immigration to the United States.

[Operation Peter Pan](#) (Smithsonian) Cuban children immigration in 1960s