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| <i>Department: SOCIAL STUDIES</i> | <i>Course Title: Latin American History</i> |
| GRADE(S): 11-12 | ARHS |

| UNIT | LENGTH | CONTENT | SKILLS | METHODS OF ASSESSMENT | FRAMEWORK STRAND(S) & STANDARD(S) |
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| Unit I Introduction and Geography of Latin America, Overview of Ancient America. | 8 Days | <ul style="list-style-type: none"> • Introduction---Stereotypes and cultural contributions of Latin America. • “What is Latin America?” • The geographical background of Latin American history. Agricultural techniques. • Mesoamerican Civilizations: <ul style="list-style-type: none"> ➢ Preclassic ➢ Classic ➢ Post-Classic. ➢ Andean States • Brazilian Natives-Tupi etc. • Latin American artisans • Honors: MLA documentation Style, primary source documents | <ul style="list-style-type: none"> • Brainstorm and evaluate the pre-existing stereotypes we may all have already. • Explore the cultural contributions made by Latin America. • Scan and begin to evaluate texts to develop overall familiarity with Latin American History • Understand how the geographical settings affected the civilizations and the roles they played in them. • Explore time periods and build a timeline for Mesoamerican Civilizations. • Develop an understanding of the historical implications of the various civilizations. • Compare and contrast cultural, socio/political, religious, economic, adaptations and art traditions of the different civilizations. • Read and analyze varying perspectives on the existence of these civilization and their loss and destruction. • Analyze films to help develop perspectives on civilizations. • Discuss and debate perspectives on the loss and destruction of these civilizations. • Learn to recognize interpretations and bias in readings, films and discussion. • Develop competency in vocabulary associated with this unit. • Honors: research topic area for research proposal, read and analyze primary source documents, understand and utilize the MLA documentation style, build a bibliography from topic research, design a research question and | <ul style="list-style-type: none"> • Participation • Small group presentations • Graded discussions • Reading questions • Film questions • Quiz • Honors: Bibliography, Research Proposal, Tutorial Meeting | <ul style="list-style-type: none"> • History 1, 2,3,4,5, 6 • Geography 7,8,9,10 • Economics 12, 15 • Civics & Gov’t 16, 19 20 |

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| <p>Unit 2 The Age of Exploration and Conquest.</p> | <p>10 days</p> | <ul style="list-style-type: none"> • Brief overview of Hispanic Background • Motives for Expansion • Technology for the voyages • Portuguese sea routes to the East • Spanish sea routes to the West • Navigation Maps • Hispaniola/Greater Antilles • The conquest of Mexico—Aztecs • Cortes, Montezuma & Tenochtitlan • The conquest of Peru--Incas • Pizarro, Atahualpa, Cuzco, Tupac Amaru • Spanish Civil War • Native Victories • Early settlement of Brazil and effects on Native Peoples • Early justification/questioning of conquest • Exploitation of indigenous labor • The spiritual conquest/christianization of native peoples—missions • African slave trade in Spanish America • Latin American artisans • Honors: area specific info. for research project | <ul style="list-style-type: none"> • Develop an understanding of Iberian Heritage in order to set the stage for reasons and motivations for conquest. • Examine evolution of technology necessary to launch and succeed in the voyages themselves. • Differentiate between Portuguese and Spanish Sea Routes and reasons for the differences. • Explore motivations of individuals' choices and behaviors/choices associated with those choices. • Discuss and debate varying viewpoints on Columbus • Explore the characteristics of Spanish Conquistadors. • Read, analyze, respond and compare the diverse accounts of the different conquests-Native and European—Men and Women's accounts. • Explore cultural constructs of Native peoples in the Greater Antilles before and after conquest. • Evaluate various population counts and changes of population in Hispaniola. • Compare and contrast victories and losses from both sides of the conquest. • Read accounts of Native Brazilian culture. • Examine the systems of exploitation used in acquiring Indigenous Labor. • Evaluate the spiritual reform in Spain and its impact on the Native peoples. • Read and evaluate accounts of missions and conversion to Christianity. • Explore the African slave trade in Spanish America through readings, film (ex.Quilombo) and individual research. • Honors: Research and asses all these topics as they relate to specific research topic | <ul style="list-style-type: none"> • Participation • Graded discussions • <i>Columbus</i> essay or <i>Women's Roles</i> essay. • Reading questions • Film questions • Film critiques • Graded debate • Quiz • Short paper • Honors paper | <ul style="list-style-type: none"> • History 1, 2, 3, 4, 5, 6 • Geography 8, 9, 10 • Economics 11 • Civics & Gov't 16, 19, 20. |
| <p>Unit 3 Colonial Latin America</p> | <p>8 days</p> | <ul style="list-style-type: none"> • Colonial Social Structure • Government in the Indies • 18th Century Pigmentocracy | <ul style="list-style-type: none"> • Examine the system of professional bureaucracy, clerking bureaucracy and provincial government in the Indies over | <ul style="list-style-type: none"> • Participation • Graded discussions | <ul style="list-style-type: none"> • History 1, 2, 3, 4, 5 • Geography |

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| | | <ul style="list-style-type: none"> • Spanish women in Peru • The Colonial Economy • Dutch conquest in Brazil • Brazil's war against the Dutch. • Colonial Brazil—Political Administration and Society. • Africans in Brazil • Colonial economy of Brazil • The Bourbon Reforms-revival and impact • The Rebellion of Tupac Amaru • Pombal and Brazil, 1750-1777 • Latin American artisans • Honors: area specific info. for research project | <p>time.</p> <ul style="list-style-type: none"> • Read alternate perspectives on native experiences of colonization-- El Indio • Analyze the roles women played in Peru at this time • Explore the caste systems based on racial mixtures • Evaluate the various aspects of the colonial economy • Predict the impact and outcome of this economic system through writing. • Examine the impact the Dutch had on Brazil through readings and class discussions • Compare and contrast the political administration in Brazil and Portugal. • Evaluate the social structure of Indigenous peoples, Africans and colonists. • Examine patterns of economy and its effects on all populations Compare this chosen component to the others. • Evaluate the dictatorship in Portugal and its impact on Brazil. • View and critique a film on a 20th century resistance movement. • Honors: research and asses all these topics as they relate to specific research topic | <ul style="list-style-type: none"> • <i>El Indio</i> essay • Reading questions • Film questions • Film responses • Graded timeline • Quiz • Test • Honors Paper | <ul style="list-style-type: none"> • 8, 9, 10 • Economics 11 • Civics & Gov't 16, 19, 20 |
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| <p>Unit 4 The Liberation of Latin America</p> | <p>8 days</p> | <ul style="list-style-type: none"> • Antecedents to Spanish American Wars of Independence • Liberation—South America • Independence of Brazil • Impact of the wars on Spanish America • Characteristics of Caudillos—Rosas of Argentina (1829-1852) • Santa Ana of Mexico • Empire in Brazil and constitution • Neocolonialism –Mexico, Chile, Argentina, and Brazil • Brazilian religious development—ex. Umbanda • Latin American artisans • <u>Honors:</u> area specific info. for research project | <ul style="list-style-type: none"> • Examine the causes of the wars of independence. • Discuss the events in Spain that worked in accordance to the wars • Examine the “turnabout” in reference to Jose, Maria I, Pedro and John VI • Discuss the causes of Mexico’s aborted social revolution: • Present information and write a reflection essay on Abascal, San Martin, and Bolivar • Evaluate the Independence for Mexico in reference to key players • Compare wars in South America to the Independence of Brazil • Discuss in small groups the economic variation in devastation, the social breakdown of the caste system, the abolition of slavery, and the elimination of the King and Spanish bureaucracy • Explore the significant political aspects in Santa Anna’s career • Examine the wars of independence through the film <u>The Price of Freedom</u>. • Examine the monarchy in Brazil • Investigate the importance of Dom Pedro in the independence of Brazil • Explore neocolonialism in Mexico, Argentina, Chile and Brazil through readings. • Learn about the roles of Juarez in La Reforma in Mexico • Study the importance Cuba’s and Puerto Rico’s struggle for independence • Understand the importance of the Spanish-Cuban-American War-watch part of 70 minute film Spanish-Cuban-American War-1898-1901. • Explore the syncretic religious tradition of Umbanda through readings and discussion-1857-present • <u>Honors:</u> Research and asses all these topics as they relate to specific research topic | <ul style="list-style-type: none"> • Participation • Graded discussions • Small group discussion presentations • Reading questions • Film questions • Short paper • Group research project • Honors Paper | <ul style="list-style-type: none"> • History 1, 2, 3, 4, 5 • Economics 11 • Civics & Gov’t. 16, 20 |
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| <p>Unit 5 Latin America in the Twentieth Century</p> | <p>9 Days</p> | <ul style="list-style-type: none"> • Background on U.S. imperialism at the turn of the century • The Great Mexican Revolution (1910-1917) • The Mexican Revolution II (1917— • Role of military and church in 20th century • Vargas in Brazil • Peron in Argentina • Fidel Castro in Cuba • Begin study of the Cuban Revolution • Latin American artisans • Honors: area specific info. for research project | <ul style="list-style-type: none"> • Analyze the new “Manifest Destiny” in reference to U.S. Imperialism and the effects on Latin America • Review the Spanish-American-Cuban War and its significance • Study the U.S. expansion into the Caribbean. • Analyze the Latin American response to this imperialism. • Read and evaluate accounts of missions and conversion to Christianity. • Watch the film <u>Temples into Churches</u> to explore the christianization process • Examine the start of the Mexican Revolution and the eventual Constitution of 1917. • Define the cost of the revolution • Study Caranza’s presidency and the rule of the millionaire socialists • Begin discussion of the new challenges. • Discuss the decline and fall of the old Republic of Brazil • Read and analyze the causes of the Revolution of 1930. • Look carefully at the growth of Nationalism • Evaluate the reform and reaction after the death of Varga. • Explore the concept of Brazil’s “Colonial Fascism” • Look closely at the conservative rule, radical rule and military rule from 1853-1946 • Identify and evaluate the rule of Peron from 1946-1950. • Evaluate the decline and depression as well as the impact on Argentina • Watch the film <u>Evita: The Woman Behind the Myth</u> • Read about the “Odyssey of Fidel Castro” and his revolution in power. • List the characteristics of the Cuban Revolution. • Honors: Research and asses all these | <ul style="list-style-type: none"> • Participation • Graded discussions • Small group discussion presentations • Reading questions • Film questions • Quiz • Honors Paper | <ul style="list-style-type: none"> • History 1, 2, 3, 4, 5. • Geography 8, 9, 10 • Economics 11, 14, 15 • Civics & Gov’t 16, 17, 20 |
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| <p>Unit 6 The Contemporary Era</p> | <p>10 Days</p> | <ul style="list-style-type: none"> • The Cuban Revolution Continues (1959-2001) and the road to Socialism • Fidel Castro • The Nicaraguan Revolution: Somoza and Sandino • The Nicaraguan Revolution since 1979 • The Salvadoran Revolution • Colombian History and Colombia Today • Colombian Revolutionaries in the 1990's • Brazil's elections of 1994 • Latin American Immigrants in the U.S.: Expectations, Disillusionments, Marginality • U.S. policy on immigration • Agricultural production and malnutrition • Environmentalism • Latin American Machismo • Drug Wars • Latin American artisans • Honors: area specific info. for research project | <ul style="list-style-type: none"> • Watch the film <u>The Last Revolutionary: Fidel Castro</u> • Explore Cuba in the 1960's—The Bay of Pigs, Missile Crisis, Economic Policies, Social Policies. • Explore events in Cuba in the 1970's, 80's and 90's • Watch the film <u>Portrait of Theresa</u> • Watch the film <u>Chiapas! The Fight for Land and Liberty</u> • Read about Nicaraguan modernization, American Intervention and Sandino • Explore the Somoza era and the FSLN • Analyze the causes of the Nicaraguan Revolution of 1979. • Explore the role of the church in the Nicaraguan Revolution • Watch the film <u>Pictures from the Revolution: Nicaragua</u> • Compare the power held by Somoza and the incoming Sandinistas • Study the progress on the Revolution (1979-1987). • Discuss the election of 1990 and the Chamorro Regime • Examine the PPL (Poder Popular Local) system in El Salvador • Analyze Reagan's Salvadoran policy • Evaluate the role of the FMLN in El Salvador • Analyze the history of Colombia as it relate to modernization and revolution. • Analyze the coffee industry and its effects. • Explore and compare the following revolutionaries: FARC, ELN, M-19, EPL, Peace Movements. • Examine the constitution of 1991. • Examine the impact of Drugs and the Drug War • Watch parts of the film <u>Drug Wars</u> a Frontline PBS special • Analyze the U.S. Policy of "Plan Colombia" and the Coca industry | <ul style="list-style-type: none"> • Participation • Film questions • Film essays • Reading questions • Paper-policy proposal. • Exam • Honors Paper | <ul style="list-style-type: none"> • History 1, 2, 3, 4, 5. • Geography 8, 9,10 • Economics 12, 14, 15 • Civics and Gov't 16, 17, 18, 19, 20 |
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| | | | <ul style="list-style-type: none"> • Evaluate immigration patterns, policies and determinants. • Analyze the expectations and disillusionments of incoming immigrants through readings • Evaluate the role of the IRCA in the lives of immigrants • Explore the fiscal hardship experienced • Explore the enculturation of immigrants into “The American Dream” • Watch the film <u>Natives: Immigrants Bashing on The Border</u> (of U.S. and Mexico) • <u>Honors:</u> Research and asses all these topics as they relate to specific research topic | | |
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