

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the SIXTH GRADE Social Studies course.

6th Grade Unit 5: "Latin America Today"

Elaborated Unit Focus

In this unit, students will focus on modern Latin America. Students will analyze the impact of nationalism and guerilla movements on the development of modern Latin America and how this **conflict** brought about **change**. Students will explore the organizational structure of specific Latin American countries and determine why different **governments** exist in this region. Students will also explore how interaction of different ethnic groups, languages, and education levels contribute, to Latin American **culture** and development today. Students will identify political and physical features of the region, and determine how **location** impacts the development of Latin American countries.

Standards/Elements

SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.

- a. Explain the impact of the Cuban Revolution.
- b. Explain the impact and political outcomes of the Zapatista guerilla movement in Mexico.

SS6G1 The student will locate selected features of Latin America and the Caribbean.

- a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
- b. Locate on a world and regional political-physical map in the countries of Bolivia, Brazil, Colombia, Haiti, Mexico, Panama, and Venezuela.

SS6G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population distribution on Latin America and the Caribbean.

- a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they live.
- b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

SS6G4 The student will describe the cultural characteristics of Latin America and the Caribbean.

- a. Describe the results of blending of ethnic groups in Latin America and the Caribbean.
- b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.
- c. Evaluate how the literacy rate affects the standard of living.

SS6CG1 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.

- a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

7Enduring Understandings/Essential Questions

CONFLICT and CHANGE: The student will understand that when there is conflict between or within societies, change is the result.

- What lasting impact did the Cuban Revolution have on Cuba and the region?
- How do guerilla movements affect the politics in countries in which they exist?
- How did the Zapatista guerilla movement affect Mexico?
- How does the development of economic resources affect the political systems in Latin America?

CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- How has the blending of ethnic groups impacted the people and the culture in Latin America?
- Why are the Spanish and Portuguese languages and religions significant in the cultural development of Latin America & the Caribbean?
- What is the relationship between the literacy rate of people in Latin America and the Caribbean and their standard of living?

LOCATION: The student will understand that location affects a society's economy, culture, and development

- What are the major physical features of Latin America and the Caribbean, and where are they located on a map?
- What are the major countries of Latin America and the Caribbean, and where are they located on a map?
- How do the factors of climate, access to water, and natural resources affect where Latin America and the Caribbean choose to live and work?
- Why is this region known as Latin America?

GOVERNANCE: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- *How is power distributed in different forms of government (unitary, confederation, and federal)?*
- *How do citizens participate in different forms of government (autocratic, oligarchic, democratic)?*
- *What are the important democratic features of parliamentary and presidential forms of government?*
- How do the federal governments of Brazil, Mexico, and Cuba differ?
- What forms of leadership do the governments in Brazil, Mexico, and Cuba have, and how are the leaders of these countries chosen?
- What level of voting rights and personal freedoms do citizens have in Brazil, Mexico, and Cuba?

*NOTE: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students will be given an outline map of Latin America. Students will draw the physical features and identify countries as listed in the standards and elements. Students will design a key to accompany their map to create thematic maps of Latin America.</p> <p>To be included in the key (symbols and colors)</p> <ul style="list-style-type: none"> • The capital cities of Mexico, Brazil, Cuba and Bolivia Venezuela • The climatic regions found in Mexico, Brazil, Cuba and Venezuela • The resources found in Mexico, Brazil, Cuba and Venezuela <p>After completing the map, students will choose either Mexico and Venezuela or Brazil and Cuba to analyze (location, climate, natural resources, and population density). Students will write a 3 paragraph essay for each country. (Modification: students may write a list of their analysis instead of a paragraph.)</p> <p>Paragraph 1- Describe the location of the country, climate, and natural resources.</p> <p>Paragraph 2- Describe where most of the people live in the chosen country and why you think they live in that location</p> <p>Paragraph 3- Describe the location of agricultural and industrial regions of the country and describe the impact these regions have on trade.</p> <p>Conclusion: Students will either write a paragraph comparing and contrasting their two countries or draw a Venn Diagram as a graphic organizer to compare and contrast the two countries. Students may share their conclusions with others that have the same countries.</p>	<p>SS6G1 a,b SS6G3a,b</p>	<p>*Constructed Response * Self-Assessment</p>

<p><i>Geography Review</i> Conduct a daily review of the physical features and location of countries. This could be done informally or formally as a game, exit slip, or selected response/constructed response. Using a blank projected map, students will identify physical features and countries.</p>	<p>SS6G1a,b</p>	<p>*Selected Response *Constructed Response</p>
<p><i>Are All Federal Governments the Same?</i> Students with the teacher’s assistance will complete a chart comparing and contrasting the federal governments of Mexico, Cuba, and Brazil (Appendix A)</p> <p>After completing the chart, students will create a poster, brochure, PowerPoint or some other visual product introducing the three governments. To be included:</p> <ul style="list-style-type: none"> • Type of government • Form of Leader (name of current leader, picture, when they became the leader and when they will leave office) • Role of the citizen (Did the citizens vote? How was the leader chosen? Are there multiple political groups representing many ideas of the citizens?) <p><i>Notes to teacher:</i> <i>To help students understand how citizens are represented and how their voices are heard by governments, the teacher should preview segments of the CIA Factbook.</i></p> <p><i>To understand how the leader is chosen the teacher may use the segments that describe the head of government and chief of state for a country because it also tells how those leaders are chosen.</i></p> <p><i>The portion of the CIA Factbook about how legislatures are chosen can help students understand the role of the citizen. Are they elected by the people or chosen by the leader? The information in the CIA Factbook for political parties may also be used to explain how different opinions of citizens are voiced through political parties. Students should note how many different political parties are listed in a country. Does this express freedom of political expression? Does this show dissatisfaction with government or unity?</i></p>	<p>SS6CG2a</p>	<p>*Constructed Response *Observation *Dialogue and Discussion</p>

<p><i>The Power of the People?</i> The teacher will lead the class in a brainstorming activity identifying ways people show displeasure or disagreement with government. The students could then group their ideas into either peaceful or non-peaceful movements. At this time the teacher should introduce the terms guerilla movement and revolution, defining each for the students to clearly understand. It is important the teacher explains that the term “guerilla” comes from “guer” which is the Spanish term for war. The teacher will then explain to the students that Latin America has experienced guerilla movements and revolutions as ways of expressing displeasure or disagreement with their governments and the treatment of people, specifically identifying the Zapatistas of Mexico and the Cuban Revolution. The teacher should then follow with a discussion of each of these events and how each impacted either the governments or the lives of the people in Mexico and Cuba.</p> <p>In small groups, have the students summarize why they think the people of these two countries showed their disagreements in these ways and what the long term effects of these movements have been. The students will write their summaries on large chart paper, poster paper, butcher paper, etc. and then display them around the classroom as a means of sharing (in the form of a gallery walk). Individually students should take some notes from these charts.</p>	SS6H3a,b	*Constructed Response *Observation *Dialogue and discussion
<p><i>Who’s Who in Latin America?</i> 1) Preview the DVD segment 1 “Overview of Latin America” from the SCIS. (<i>Southern Center for International Studies</i>) 2) View the slide show on Latin American Ethnic Diversity-- students should take notes particularly on the terms criollo, mestizo, and mulatto 3) Facilitate the Lesson 1, Activity 3 in <i>Latin America in Transition</i> from the SCIC, pp. 19-24.</p>	SS6G4a,b,c	*Constructed Response
<p>Students should complete an end of unit assessment which may include matching, multiple choice, fill-in the blank, short answer, and essay.</p>	SSH3a,b,ce SS6G1 SS6G3b SS6G4c,e SS6CG1a SS6E1 SS6E2b	*Selected Response *Constructed Response

Sample Performance Task

CONFLICT & CHANGE: The student will understand that when there is conflict between or within societies, change is the result.

You will take on the role of either a leader of the Cuban Revolution or the Zapatista.

You (in the role chosen) must defend your position to a UN Committee studying change in Latin America during the 20th century. You must describe your actions and explain the effects your actions had on 20th century Latin America. You can present your position in either a PowerPoint presentation or oral presentation using posters or charts.

You must address the following questions in your presentation:

- Who are you and where do you live in Latin America?
- What issues concern your country or region? Why are these issues significant?
- What will be the long-term consequences if these issues are not resolved?
- What actions have you taken?
- Defend your actions. Why do you take the actions you take?
- What beliefs can be contributed to your actions?
- Why do you have the beliefs you have?
- What effects have your actions had on your country?
- Why do you feel people may misunderstand your actions?
- How have your actions changed Latin America and/or your country?
- Have your actions led to other conflicts?
- What changes do you wish to see in your country?
- Have you experienced conflicts which have led you to make changes in your life and/or country?

Map and Globe Skills:
4,6,8,11,12

Information Processing Skills:1,3,4,6,11,14,15,16

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Content Rubric

Scale	1	2	3	4
Criteria	Below Standard	Needs Work	Meets Standard	Exceeds Standard
Identifies reasons (beliefs) which led to person's/group's actions and describes the effect.	Reason identified is not realistic or accurate. An effect is given, but it is not accurate.	One reason is correctly identified and the description of effect is correct.	Correctly identifies two reasons the action was taken and correctly describes the effect of the action.	Correctly identifies two reasons the action was taken and correctly describes the effect of the action. The student describes long-term effects seen today.
Defends actions taken by the person/group	Action is stated but not defended.	Action is stated but the defense is inaccurate or not realistic.	Action is stated and defended accurately and realistically.	Action is stated, defended realistically, and the student compares this action to present day actions occurring in the world.
Analyzes 20th century Latin American issues	Identifies an issue relevant to Latin America, but the issue is not related to the position or role chosen.	Accurately identifies one issue concerning the role or position but does not provide the significance.	Accurately identifies two issues concerning the role or position and explains why the issues are significant.	Accurately identifies two or more issues and explains why these issues are significant. Also, explains the consequences if the issues are not resolved.
Analyzes conflict which led to a change in Latin America	Explains a conflict but does not explain how the conflict led to change in Latin America	Explains a conflict and explains the change which resulted.	Explains a conflict and explains the change that resulted as a long-term or short-term change.	Explains a conflict, explains the change as a long-term or short-term change and explains whether the change will continue to last or is there a possibility of conflict again?

Resources for Unit

Cuban Revolution

M-26-7

Latin American Studies Website by Indiana University Assistant Latino Studies

Professor Antonio de la Cova

Zapatistas in Mexico

BBC

Global Exchange

South America, Central America, Caribbean Maps - (WorldAtlas.com)

This site provides interactive maps. You can click on a continent and then choose a country. When you click on the country a map of that country will appear along with a brief description and links to famous natives, fast facts, flag and symbols, islands and regions, landforms, land statistics, latitude and longitude, maps, time, timeline of history, travel information and weather.

South America map and facts page.

Central America map and facts page

Caribbean map and facts page

Bolivia

World Atlas

CIA World Factbook

Brazil

World Atlas

CIA World Factbook

Colombia

World Atlas

CIA World Factbook

Cuba

World Atlas

CIA World Factbook

Mexico

World Atlas

CIA World Factbook

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Appendix A

Are all federal governments the same?

Use the CIA Factbook to find this information: <https://www.cia.gov/library/publications/the-world-factbook/geos/br.html>

Country	Form of Leadership?	How is the leader chosen?	How are the people represented?
Federative Republic of Brazil			
United Mexican States			
Republic of Cuba			

Appendix B

Guided Notes for “Power to the People?”

	Cuban Revolution	Zapatistas
Year(s)		
Location in Latin America		
Causes and Issues		
Impact on Latin America		

Answer the following questions using the completed chart:

1. Which of the people/groups do you think had the greatest effect on Latin America?
2. Why do you feel this way? Give examples to support your decision.