

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.

UNIT 7 – “Latin America’s Cultural Legacy”

Elaborated Unit Focus

In this unit, students will understand how European contact changed the cultural landscape of Latin America. While the early civilizations were destroyed there remains some continuity seen through existing societies. **Conflict & change** are furthered through the ideas and impact of revolutionary leaders. Students will explore how the **movement & migration** of people during the building of colonial empires resulted in an economic and cultural legacy.

Standards/Elements

SS6H1 The student will describe the impact of European contact on Latin America.

- Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
- Explain the impact of the Colombian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

SS6H2 The student will explain the development of Latin America and the Caribbean as colonies of European nations and on through their independence.

- Describe the influence of African slavery on the development of the Americas.
- Explain the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- Explain the Latin American independence movements: include the importance of Toussaint L’Ouverture, Simon Bolivar, and Miguel Hidalgo.

Enduring Understandings/Essential Questions

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

- How were the Europeans able to conquer the Aztecs and Incas?
- What roles did Cortez, Montezuma, Pizarro, and Atahualpa play in the Spanish encounter and conquest of the Aztecs and Incas?
- What were the consequences of Spain’s conquest of the Aztecs and the Incas?
- How did Latin America gain independence from Spain, Portugal and France?
- Why were Toussaint L’Ouverture, Simon Bolivar and Miguel Hidalgo important in the independence movements of Latin America?

MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affect all societies involved.

- How did European encounter influence development in Latin America and the Caribbean?
- How did the Spanish and Portuguese influence the languages spoken and the religions practiced in Latin America and the Caribbean?
- How did African slavery influence the development of the Americas?
- What new technology, ideas, and things did the Europeans introduce to Latin America in the Columbian Exchange?
- How did the Columbian Exchange lead to the decline of the indigenous population, change agriculture and introduce the horse?

*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
Students will take notes while watching video clips from United Streaming about Cortes conquering the Aztecs and establishing a Spanish empire in Mexico. Follow up with a short class discussion on the encounter focusing on why Cortes was able to conquer the Aztecs and the lasting results in this region. Then have students watch a video clip on Pizarro’s encounter with the Incas from United Streaming. Again, the students take notes and have a short follow up class discussion. Students will write their findings on a Venn Diagram to compare and contrast the conquests of the Aztecs and Incas by the Europeans (conquistadors). Include names, places, technology, and strategies utilized.	SS6H1a	*Constructed Response *Dialogue and Discussion
Using Primary Sources: The linked virtual exhibit contains primary sources from Cortes’ encounter and conquest of the Aztecs. Students should examine the artifacts and analyze the excerpts to understand the European perspective of conquest. From the insight provided, students will write a paragraph describing the European perspective and Aztec perspective. http://www.newberry.org/aztecs/section_2_home.html	SS6H1a	*Constructed Response, *Dialogue & Discussion *Observation
The Columbian Exchange: Appendix A consists of readings and worksheets for students to understand the impact of the Columbian Exchange on the indigenous populations, agricultural changes, and movement/migration of Europeans in the Americas. Students may work individually, in pairs, or in groups.	SS6H1b SS6H2b	*Constructed Response
Mapping the Trade Route: On an outline map of the world, label the routes of trade with the goods that were transported through the Columbian Exchange. As a follow up, students will take on the role of a person from the Americas or Europe and write a short essay describing the advantages and disadvantages of the Columbian Exchange. http://www.worldatlas.com/aatlas/worldout.htm http://encarta.msn.com/sidebar_1741587212/Columbian_Exchange.html	SS6H1a,b SS6H2a	*Constructed Response, *Dialogue & Discussion

<p>Spanish and Portuguese Influence: In small groups, have students research and write on butcher or chart paper the influences of the Spanish and Portuguese on the language and religions of Latin America. Some groups should research influences of the Spanish and some research the influences of the Portuguese. Display these around the room and have students compare their findings. (This can be done by students participating in a gallery walk). They should also take their own personal notes from these.</p>	SS6H2b	*Constructed Response *Dialogue & Discussion *Peer Assessment
<p>What are the effects of the slave trade? Students will learn about the slave trade through this experiential lesson and write a response about how the slave trade worked and its effect on the population of Latin America.</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Before class, arrange the room so that desks are pushed out of the middle of the room to leave an area as large as possible. • Attach white poster board paper to the ceiling for a projection screen. Set-up an LCD projector to project on the ceiling. • As students enter the class, tell them to get out a piece of paper and pencil and to follow instructions carefully. Tell them they will not be allowed to talk at all until they have finished writing a response. • Point to students one at a time and instruct them to lie on the floor head-to-toe as close as possible in the middle of the room. (Put a divider of cardboard between the boys and girls) It is important that they do not speak—usually they are interested enough in what is going to happen that they follow instructions well.) • When everyone is arranged, slowly project the slide presentation G:\Africa\Slave Trade.ppt on the ceiling. Do not explain or talk. • When the slide presentation is over have students go back to their desks silently and write a response to what they have seen. • When most students are done writing, go through the slide presentation again, this time projected on the wall, and allow students to ask questions. Students should take notes and add additions or corrections to their first writing response. <p>Discuss the impact of slavery on the people involved and the impact on the Americas as exemplified in the maps and statistics given.</p>	SS6H2 a	*Constructed Response *Dialogue & Discussion *Observation
<p>End of the unit exam which could include multiple choice, matching, fill-in-the-blank, and short answer.</p>	SS6H1 a,b SS6H2a,b,c	*Selected Response, *Constructed Response

Sample Performance Task

TIME, CONTINUITY, AND CHANGE: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Interactive Museum Exhibit

The curator of a local museum has asked you to help build a new interactive exhibit on the history of Latin America. You will create a display of a conquistador or liberator of Latin America. Your display must present visual evidence and clues to the accomplishments achieved; however, you must NOT label the exhibit or any items in the display. For example: If you are including a map in your display, you should not label any parts of the map—just highlight or shade the area significant to your conquistador or liberator.

- Each student will randomly choose a conquistador or revolutionary leader to create an UNLABELED display (diorama or poster) that features the locations and accomplishments of the person. (see Appendix B)
- As students bring in their diorama or poster, the teacher (or an assigned student) will check to make sure the display is not “labeled” or titled and then affix the display with a color coded number. (Copy Appendix B on a different color paper for each class. Use these to label each student display.)

After all the displays have been brought in and assigned a number, students will complete the Categorization Chart (Appendix C). Students will:

- Arrange the names from the word bank in chronological order onto the chart from the oldest to the newest.
- Walk around the room and look at each display from your class period. Decide which “category” it goes in and write the display number in the correct column.
- After all of the displays have been categorized, make a list of the accomplishments for each person in the correct column.

The final portion of this task is a written paragraph or list describing how the accomplishments of the conquistadors and the revolutionary leaders affect societies today. Writing should reflect the adaptations of technologies from these events into our modern life and the social structure influences of the conquistadors and liberators on the heritage that continues throughout Latin American society today.

Map and Globe Skills: 7, 8	Information Processing Skills: 1, 2, 5, 10, 11
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***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 for Interactive Museum Exhibit

	1 – Below Standard	2 – Improving	3 – Meets Standard	4 – Exceeds Standard
Identifies places and describes relative locations of major civilizations and independence movements.	Correctly describes the locations of less than the majority of the civilizations and areas affected by the liberators	Correctly describes the locations of a majority but not all of the civilizations and areas affected by the liberators	Accurately describes the locations of the ancient civilizations and the areas affected by each liberator	Accurately identifies location of civilizations and liberators and describes the relative locations and/or gives specific information such as “Machu Picchu”
Organizes events chronologically	Correctly places less than the majority of the conquistadors and liberators in chronological order	Correctly places a majority of the conquistadors and liberators in chronological order	Correctly places the conquistadors and liberators in chronological order	Places conquistadors and liberators in chronological order and gives approximate dates
Analyzes the roles of conquistadors in the encounters of the Spanish and the ancient civilizations of Latin America and states the consequences of these conflicts	Does not correctly identify the conquistadors or their roles in the encounters of the Spanish with the Aztecs and Incas	Identifies the conquistadors correctly but does not identify any consequences	Recognizes the conquistadors, the regions they conquered and gives vague consequences of the conflict.	Recognizes the conquistadors, the regions they conquered and also gives specific consequences as a result of the conflicts
Analyzes the roles of liberators in the major independence movements of Latin America.	Does not correctly identify the liberators and their roles in independence from Spain	Identifies the liberators correctly but does not define the relationship of the conflict to Spanish colonialism	Recognizes the liberators and their connections to regions of Latin America and the nature of the conflicts	Recognizes the liberators and the basic conflicts and also includes specific events and influences in their accomplishments
Evaluates how the accomplishments of the past are woven into the traditions and daily lives of Latin Americans today.	Does not clearly link significant accomplishments of the past to life in Latin America today	Identifies few links from the past to the modern daily life of Latin Americans	Supports written paragraph with examples of technologies, traditions and beliefs that are continued in society today	Elaborates on the influences of the past on modern life such as class structure, current conflicts, celebrated holidays, etc.

Product Rubric for Interactive Museum Exhibit

	1 – Below Standard	2 – Improving	3 – Meets Standard	4 – Exceeds Standard
Poster or diorama accurately reflects the conquistador or liberator	Exhibit does not include the significant consequences of the conquistador or of the liberator	Exhibit includes artifacts representing accomplishments however they are not clearly recognizable and must be explained by the student	Accomplishments, consequences, and ideas represented are from the list provided and are clearly recognizable	Exhibit includes more consequences or accomplishments than on the list provided
Written paragraph exhibits proper mechanics	Response is not in paragraph form and is difficult to read because of errors.	Paragraph is disorganized with many misspellings and/or grammatical errors	Paragraph is written in complete sentences, with few misspellings and/or grammatical errors.	Paragraph is organized and free of misspellings and grammatical errors.

Resources for Unit

Latin America Resources

<http://www.clacs.uiuc.edu/outreach/k12/teaching/incas/>

Incas

<http://www.fl.vt.edu/Culture-Civ/Spanish/texts/spainlatinamerica/pizarro.html>

<http://www.incas.mrdonn.org/empire.html>

<http://www.rediscovermachupicchu.com/spanish-conquest-colonization.htm>

Aztecs

<http://www.wsu.edu/~dee/CIVAMRCA/AZTECS.HTM>

http://www.ucalgary.ca/applied_history/tutor/eurvoya/aztec.html

http://encarta.msn.com/encyclopedia_761561161/hernan_cortes.html

Toussaint L'Ouverture

<http://www.hyperhistory.net/apwh/bios/b4louverturetoussaint.htm>

http://thelouvertureproject.org/index.php?title=Toussaint_Louverture

Simon Bolivar

<http://famousamericans.net/simonbolivar/>

<http://www.bolivarmo.com/history.htm>

<http://www.militaryheritage.com/bolivar.htm>

Miguel Hidalgo

<http://www.mexonline.com/person1.htm>

<http://www.elbalero.gob.mx/kids/history/html/independ/biohidalgo.html>

<http://www.nndb.com/people/816/000095531/>

**This unit was created by Pam Knauer, Shaun Owen, and Kelly Schollaert with additional input from GaDOE Social Studies staff and the Social Studies Advisory Council. It was last updated 12/07/07.*

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Appendix A

Handout 1

The Global Market from and to the Americas

Between the years 1540 and 1760 two floats of ships left from Spain to Latin America and then back, 'La Flota' and 'El galeón Manila'. Those ships were the envoys of the so-called 'Columbian exchange'. The movement of foods and peoples between the so called 'new' and 'old' worlds brought tremendous historical changes.

'El galeón Manila' was made of mahogany and it was Spain's largest ship. It would depart from Manila in the Philippines, on to Japan and down the West coast to the Americas. It carried Spanish goods to Veracruz, then overland to Acapulco and then back to Spain stopping on the way in Havana (Cuba), and again in Manila before arriving to Seville, its final destination.

The market in Manila was known as the 'Parián' and it was the richest and most varied market in the world. Traders from China, India and West Africa met in Manila to trade spices, silks, foods and slaves. From Spain they brought Mexican silver pesos. Mexican pesos were the main currency all over India, China and the West coast of Africa until World War II!! The market was so well known that Mexico City started its own market following the model and even gave it the same name.

The Columbian Exchange

From Europe to the Americas: wheat, grapes and olives Horses, cows, pigs, chickens, sheep, goats and ox

Wheat, grapes and olives are popular everyday foods, plus they have a religious dimension. Since Spain conceived its presence in the Americas as a 'religious mission' it follows that these foods were in high demand for religious reasons as well. The grapes that existed in the New World were not suited to make wine.

Domesticated animals were not only a source of food, but also had effects on agricultural techniques, especially ox. Apparently, Spaniards let pigs loose throughout the islands to assure that there would be food in case of a shipwreck.

Most slaves arrived directly from Africa to Latin America and were brought mainly by the Portuguese. Under the treaty of 'Asiento' (part of the Treaty of Tordesillas) the Portuguese became the exclusive provider of slaves. Slaves who left Spain from the Americas were first brought to Spain by the Portuguese. The colonial government of Spain faced a dilemma about which slaves to bring to the Americas. They could either send 'bozales' who had recently arrived to Spain from Africa and did not know the culture and/or language, or they could send the 'acculturated' slaves, who had lived in Spain for a longer period of time. Many of the slaves arriving to Latin America had

experience with tropical agriculture and brought with them jams and sweet potatoes. They must have brought quite a few because today the citizens of Puebla, Mexico are called ‘camoters’ and so is their football team!!.

From the Americas to Europe: potatoes, corn, chocolate (Aztec word is chocolatl), tomato (Aztec word ‘tomatl’), avocados (Nahua word ‘ahuacatl’) and most kinds of beans. Lamas and turkey.

The potato especially swept all over Europe, becoming the main food source in Ireland, and the base for Russian Vodka. Corn was introduced to Spain initially as food for animals, facilitating domestic production of animals. Chocolate became extremely popular, partly because of the rumors about its aphrodisiac properties. Also from the Americas arrived new varieties of chiles and quinine, a protection against malaria.

From Asia to Europe and the Americas: silk, rice and especially spices (nutmeg, cloves and some of the hottest Chiles are introduced from the Philippines).

The influence of Asia on the Americas left many traces. The traditional Mexican suit of ‘china poblana’ originates in the slaves that were brought from India to the Philippines and would depart from there to the Americas in the Manila galleon, specifically to Puebla, Mexico.

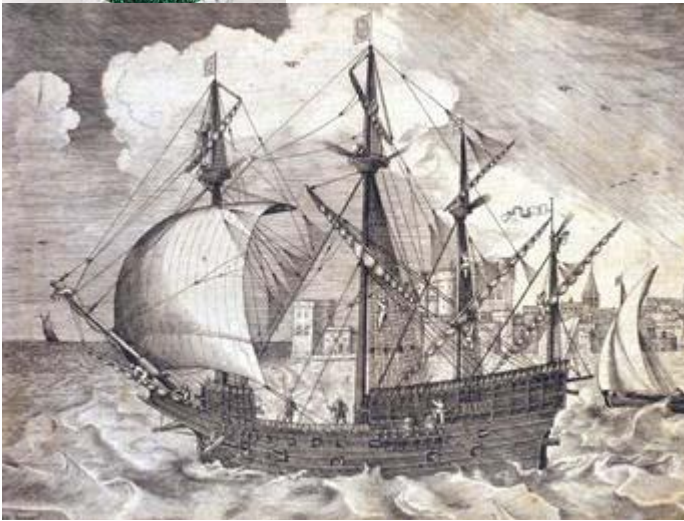
By the 1540s we can already speak of a global market. The dream of English pirates off the coast of Florida was to get to the ‘Galeón Manila’. This boat was a floating treasure, so much that it was said that those who worked in it made so much profit that they would retire after one trip.

A. Place the following list of merchandise in the chart below:

Beans, chocolate, hot chili peppers, silk, ox, lama, squash, chocolate, jams, avocado, turkey, rice, sheep, horses, tomatoes, wheat, corn, grapes, olives, sweet potato, pigs, spices.

from the Americas	from Europe	from Asia (through Europe)	from Africa

What would you say about these pictures after reading the text? (write your answers next to each picture)



Appendix B

Copy this chart and cut the boxes so that each student can randomly select one category to create their display.

<p>Create a visual display of the accomplishments of Francisco Pizarro. Remember: DO NOT LABEL OR PUT A TITLE ON YOUR DISPLAY.</p> <p>Include the following:</p> <ul style="list-style-type: none"> • A map showing the location • Civilization conquered • Technology used • Strategies used • Consequences 	<p>Create a visual display of the accomplishments of Hernan Cortes. Remember: DO NOT LABEL OR PUT A TITLE ON YOUR DISPLAY.</p> <p>Include the following:</p> <ul style="list-style-type: none"> • A map showing the location • Civilization conquered • Technology used • Consequences
<p>Create a visual display of the accomplishments of Miguel Hidalgo. Remember: DO NOT LABEL OR PUT A TITLE ON YOUR DISPLAY.</p> <p>Include the following:</p> <ul style="list-style-type: none"> • Map of Mexico • Issue of Land Reform (the rich owned most of the land as Haciendas) • Priest of the Catholic Church • The Cry of Dolores, Sept. 15th • Executed by firing squad 	<p>Create a visual display of the accomplishments of Simon Bolivar. Remember: DO NOT LABEL OR PUT A TITLE ON YOUR DISPLAY.</p> <p>Include the following:</p> <ul style="list-style-type: none"> • A Map highlighting the areas liberated and the location of his birth • Criollo (of Spanish descent born in Latin America) • Liberated region from Spain • Supported by Great Britain • Is referred to as “the George Washington” of Latin America
	<p>Create a visual display of the accomplishments of Toussaint L’Ouverture. Remember: DO NOT LABEL OR PUT A TITLE ON YOUR DISPLAY.</p> <p>Include the following:</p> <ul style="list-style-type: none"> • A map of Haiti • The Night of Fire • Slave Revolt against the French • Medical Skills <p>“The Opening” (L’Ouverture is a French title given because Toussaint could always find “the opening” in their defense)</p>

Appendix C

Make one copy of this on a different color paper for each class. Use these to label each student display.

#1	#2	#3	#4
#5	#6	#7	#8
#9	#10	#11	#12
#13	#14	#15	#16
#17	#18	#19	#20
#21	#22	#23	#24
#25	#26	#27	#28
#29	#30	#31	#32

Appendix D

Word Bank: Arrange these in chronological order in the columns.

Miguel Hidalgo Francisco Pizarro

Hernan Cortes Toussaint L'Ouverture Simon Bolivar

1. Arrange the names in chronological order in the columns.
2. Write an accurate description of the location(s) of each conflict and independence movement.
3. Write in the numbers for every display into the correct column.
4. Make a list in each column of the consequences or accomplishments for that person.
5. Write a response to the question at the end of the chart.

Oldest-----					-----Newest

Thinking about all of the consequences or accomplishments of these conquistadors and revolutionary leaders, write a paragraph or list of how these consequences or accomplishments have affected the societies of Latin America today.

Writing should reflect the adaptations of technologies from these events into our modern life and the social structure influences of the conquistadors or liberators Spanish heritage that continues throughout Latin American society today.