Social Studies Curriculum

Grade 9-12
Course Description

Latin and Hispanic History is an elective course that aims to increase students’ knowledge of the history, culture, and development of Latin America. In order to understand the current state of Latin American social, political, economic affairs, students must go back to the beginning, before European colonization. As the course progresses, students will be able to evaluate the effects of exploration, colonization, revolutions, and moves to independence. Additionally, there will be opportunities to relate historical events to current issues prevalent in Latin America. As students progress through this course, they will continue to strengthen their geography, reading, writing, processing, and research skills, as this is an interdisciplinary course.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Mesoamerica:</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Age of Conquest:</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Latin Independence Movements</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>20th Century to the Present</td>
<td>7-9 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
## Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>

| Recall                                           |                                    |                                    |                                              |
|                                                 | • Teacher-made checklist           | • Use visual graphic organizers    |                                              |
|                                                 | • Adjust length of assignment      | • Reference resources to promote independence |                                              |
|                                                 | • Communication system between home and school | • Visual and verbal reminders | • Graphic organizers                         |
|                                                 | • Timeline with due dates for reports and projects | • Emphasize multi-sensory learning |                                              |
|                                                 | • Extra time for assigned tasks   | • Reading partners                 |                                              |
|                                                 | • Adjust length of assignment      | • Provide lecture notes/outline    |                                              |
|                                                 | • Extra Response time             | • Provide immediate feedback       |                                              |
|                                                 | • Have students verbalize steps   | • Small group instruction         |                                              |
|                                                 | • Repeat, clarify or reword directions | • Emphasize multi-sensory learning |                                              |
|                                                 | • Mini-breaks between tasks       |                                    |                                              |
|                                                 | • Provide a warning for transitions |                                    |                                              |
|                                                 | • Reading partners               |                                    |                                              |

**Differentiated Instruction**

Accommodate Based on Students Individual Needs: Strategies

**Time/General**
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline

**Processing**
- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners

**Comprehension**
- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

**Recall**
- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

**Assistive Technology**
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

**Tests/Quizzes/Grading**
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enables students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

B. Geography, People, and the Environment

☐ 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

☐ 6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

☐ 6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

C. Economics, Innovation, and Technology

☐ 6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

D. History, Culture, and Perspectives

☐ 6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americas.

☐ 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

☐ 6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

☐ 6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americas, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

☐ 6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

☐ 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

B. Geography, People and the Environment

6.1.12.B.1.a Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

C. Economics, Innovation, and Technology

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to the economic development in the American colonies.

B. History, Culture, and Perspectives

6.1.12.D.1.a Explain the consequences to Native American groups of the loss of their land and people.
English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Key Ideas and Details:
- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:
- RH.9-10.4 Determine the meaning of words and phrases as they are sued in a text, including vocabulary describing political, social, or economic aspects of history/science.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6 Compare the point of view of two or more authors of how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
**Grade:** 9-12  
**Unit:** 2  
5 Weeks  
**Topic:** Age of Conquest:  
This unit explores the motive and effects of European conquest on the development of Latin America. It will encourage students to view the interactions between Native Americans and Europeans from both perspectives.


**Standards:** CCSS: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.6, RH.9-10.6, RH.9-10.7

<table>
<thead>
<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
</table>
| Analyze the factors that led to European exploration in the New World. | What conditions prompted Europeans to venture outside their borders?  
What factors made it possible for Europeans to explore? | **Essay:** Write a proposal to the ruler of a country explaining why they should finance overseas exploration. Students will have to research the motive of exploration and include them in their essay. | Lessons and resources on cause of European exploration: http://education-portal.com/academy/lesson/the-old-world-and-new-world.html#lesson | **ELA:** Utilize persuasive writing skills and formats. |

**Standard:**  
NJCCCS: 6.2.12.B.1.a  
6.2.12.C.1.e  

**CCSS:**  
RH.9-10.2  
RH.9-10.4  
RH.9-10.5
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Identify the explorers that ventured into what is known as Latin America. | Who were the explorers?  
What experiences did they have in the New World?  
What were their perceptions of the New World? | **Journal:** Create a travel journal of a famous European explorer. Include a timeline of his exploration, journal entries, and a map of where he explored.  
**Online Profile:** Create an online profile (Facebook, Blogs, etc.) for a famous explorer.  
**Timeline:** Create a timeline of the Age of Exploration, including the technology that made it possible.  
**Jigsaw:** Assign each student/group an explorer to research. Share data with the class. | PBS lessons and resources on the conquistadors: [http://www.pbs.org/conquistadors/](http://www.pbs.org/conquistadors/)  
Biography of Amerigo Vespucci: [http://www.biography.com/people/amerigo-vespucci-9517978](http://www.biography.com/people/amerigo-vespucci-9517978) | **Technology:** Use of online social resources to create a historical profile.  
**ELA:** Utilize research and writing skills to put together a journal. |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Analyze the reactions of the explorers when they encountered the New World. | What did the explorers want?  
What did the settlers think of the explorers? | **Creative Writing Essay:** Write a journal in the perspective of a Native American who is encountering a European for the first time.  
**Primary/ Secondary Source:** Read excerpts from and about famous explorers. Identify similarities and differences in their accounts (see DBQ link). | **Age of Exploration DBQ:** http://honorsane2014.wiki spaces.com/file/view/Age%20of%20Exploration%20DBQ%20.pdf/487267066/Age%20of%20Exploration%20DBQ%20.pdf | **Fine Arts:** Analyze the art of European contact. How do the Europeans appear? How are the Native Americans depicted? |
| Identify the social and cultural consequences of the arrival of the Europeans in Latin America. | What were the benefits of conquest?  
What were the negatives of conquest?  
How does history remember this period of history? | **Essay:** Write a persuasive essay taking a stand on whether or not European arrival was positive or negative.  
**Chart:** Create a line/bar graph that shows the death statistics of Native Americans.  
**Mapping:** Map out the Columbian Exchange, including plants, animals, diseases, etc. that crossed in and out of Latin America.  
**Venn Diagram/ T-Chart:** Compare and contrast Native American beliefs with | **Primary and Secondary Sources on Effects of Conquest:** http://www.dhr.history.vt.edu/modules/us/mod01_pop/index.html  
**Blank Maps to fill in and label:** http://www.eduplace.com/ss/maps/ | **Mathematics:** Use of data to create graphs.  
**ELA:** Writing persuasive essays.  
**Geography:** Use of maps to depict trade routes.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Primary Source Reading: Students will read primary source documents about life as a slave. Geography: Recreate maps of the Triangular Trade routes and include data on what was imported/exported.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard:**

**NJCCCS:**
- 6.1.12.D.1.a
- 6.2.12.D.1.d

**CCSS:**
- RH.9-10.1
- RH.9-10.4
- RH.9-10.5
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS:</td>
<td>RH.9-10.1</td>
<td></td>
<td></td>
<td>Geography: Use of map skills to evaluate the effect of the treaty line.</td>
</tr>
<tr>
<td></td>
<td>RH.9-10.2</td>
<td></td>
<td></td>
<td><strong>ELA:</strong> Use of reading and analytical skills to determine the purpose of the treaty line.</td>
</tr>
<tr>
<td></td>
<td>RH.9-10.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RH.9-10.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creative Writing:</strong> Write an account of life on a slave ship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mapping:</strong> Label the Treaty of Tordesillas line. Outline how that affected the Native Americans, Spaniards, and African Americans. Shade in areas that were controlled by each.</td>
<td></td>
<td></td>
<td>Treaty of Tordesillas Primary Source: <a href="http://www.gilderlehrman.org/sites/default/files/inline-pdfs/Treaty%20of%20Tordesillas.pdf">http://www.gilderlehrman.org/sites/default/files/inline-pdfs/Treaty%20of%20Tordesillas.pdf</a></td>
<td></td>
</tr>
<tr>
<td><strong>Jigsaw:</strong> Break the Treaty of Tordesillas up into fragments. Assign each student a fragment to become an expert on. As they present, discuss the overall question of what the purpose of the treaty was.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how and what factors divided up Latin America.</td>
<td>How was Latin America divided up?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td>How did it disrupt the prior political boundaries?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NJCCCS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2.12.B.1.a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2.12.B.1.b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCSS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RH.9-10.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Describe the cultural mixing that occurred between the Native Americans, Spaniards, and Africans.</td>
<td>What social structures did the Europeans put in place? How did the 3 cultures mix? What did they become as they mixed?</td>
<td><strong>Chart:</strong> Create a social class pyramid ranking the components of the encomienda system. Write descriptions for each. <strong>Graph:</strong> Create a circle graph depicting the breakdown of the Latin American population (see resources for template). <strong>Research:</strong> Research the lives of the different groups in the Latin American social system. Share data on each with class. Relate it to social systems in other countries and today.</td>
<td><strong>PowerPoint on the social structure:</strong> <a href="http://www.mooreschools.com/cms/lib/OK01000367/Centricity/Domain/2214/Social_Structure_of_Colonial_Latin_America.pdf">http://www.mooreschools.com/cms/lib/OK01000367/Centricity/Domain/2214/Social_Structure_of_Colonial_Latin_America.pdf</a> <strong>Resources on the structure of Latin America:</strong> <a href="http://coreknowledge.org/mimik/mimik_uploads/lesson_plans/1438/6_LatinAmericanIndependence.pdf">http://coreknowledge.org/mimik/mimik_uploads/lesson_plans/1438/6_LatinAmericanIndependence.pdf</a> <strong>Teaching Latin American Race Notes:</strong> <a href="http://www.historians.org/publications-and-directories/perspectives-on-history/october-1997/teaching-the-history-of-race-in-latin-america">http://www.historians.org/publications-and-directories/perspectives-on-history/october-1997/teaching-the-history-of-race-in-latin-america</a></td>
<td><strong>ELA:</strong> Reinforce research and summary writing skills. <strong>Mathematics:</strong> Use of math skills to break down and depict percentages of members in society.</td>
</tr>
</tbody>
</table>
### Unit 2 Vocabulary

| Vocabulary: | 
|---|---|
| European | Juan Ponce de Leon |
| Spain | Conquistadors |
| Portugal | Colony |
| Exploration | Columbian Exchange |
| Crusades | Triangular Trade |
| Sailing Technology | Slave Trade |
| Christopher Columbus | Treaty of Tordesillas |
| Hernan Cortes | Mestizos |
| Francisco Pizarro | Peninsulares |
| Ferdinand Magellan | Creoles |
| Juan Sebastian Elcano | Mulattoes |
| Vasco Nunez de Balboa | Amerindians |
| Amerigo Vespucci | Zambos |

### Choose 1

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Unit 1 Project:</strong></td>
<td><strong>Suggested Project 2:</strong></td>
</tr>
<tr>
<td>Create a skit about the interaction between the Europeans and the Native Americans on GoAnimate (<a href="http://goanimate.com">http://goanimate.com</a>) or hand drawn.</td>
<td>Divide the class into 2 teams. Have one group research the benefits of conquest and the other side will research the negatives of conquest. Have each side present their points in a debate. At the end, use all the data to answer whether conquest was beneficial. Can be done as a written persuasive essay.</td>
</tr>
</tbody>
</table>