

<b>Title of Unit</b>	The Americas – Unit 2	<b>Grade Level</b>	Grade 9
<b>Subject</b>	World Studies	<b>Time Frame</b>	Approximately 18 days

**Stage 1 - Identify Desired Results**

**NGSS Standards**

Geography 1 9-12a: Students will identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity

Geography 2 9-12a: Students will understand the Earth’s physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales (environment).

Geography 3 9-12a: Students will understand the Earth’s physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales

Geography Standard Four 9-12a: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth’s changing complexity.

History Standard One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

History Standard Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

\*ELA Reading and Writing standards are integrated in the unit.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand...</i></p> <p>the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales</p> <p>the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales</p>	<p><b>Unit EOs</b> How can culture change over time?</p> <p><b>Lesson EOs</b> How does the physical geography of Latin America affect the people who live there? What are the costs and benefits of interactions between cultures? How do humans modify the natural environment to suit their growing needs? How does a change in the environment effect the overall well-being of a region?</p>

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Evidence</b></p> <p>Through what evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.</p> <p>Storytelling activity Exit tickets Venn diagram collage Written tasks Fishbowl activity Unit test</p>	<p><b>Student Self-Assessment</b></p> <p>How will students reflect upon or self-assess their learning?</p> <p>Study guide notes Graphic organizers Exit ticket Discussions</p>

<b>Stage 3 – Learning Plan</b>				
<b>#</b>	<b>Lesson and Day Allocation for a 90 Minute Block Class</b>	<b>Lesson Activities</b>	<b>Social Studies Standards</b>	<b>Resources</b>
		<p><b>Unit EQ:</b>  <b>How are the Americas today the result of ecological imperialism?</b></p>		<b>Text Chapters 6, 10, 11</b>
<p>The unit is organized by lessons to be delivered to the whole group with group work and active engagement strategies embedded in the lesson. Primary and secondary sources are used to teach the concepts and standards. Students engage in frequent checks for understanding to provide formative and summative feedback of their learning.</p>				
<p><b>How will you engage students at the beginning of the unit? (motivational set)</b></p>				
<p>See the Hook below.</p>				
<p><b>What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?</b></p>				

1	<p>Approx. 3 days</p>	<p>Lesson EQ: How does the physical geography of Latin America affect the people who live there?  <b>Hook – 15 minutes</b></p> <p>What Makes a Great Story?  Students will watch a short video going through tips on how to tell a good story. The video uses a story told by Jim Carrey as its example and stops every minute or so to give a tip. Students should make note of each tip they hear as they'll be using this advice in the lesson activities that follow.  <a href="https://www.youtube.com/watch?v=4U70RsdXwvYg">https://www.youtube.com/watch?v=4U70RsdXwvYg</a></p> <p>Timed, Pair, Share: What makes a great story?</p> <p>Introduce the new student learning map and tell students we'll be studying Latin America first then move east around the globe as we move through the semester. Explain that we will be using storytelling to learn about Latin America's physical geography.</p> <p><b><u>Learning Activity – 180 minutes:</u></b></p> <p>Storytelling Activity: Working in groups of three, each student will be responsible for reading about a different component of Latin America's physical geography and completing the provided guided reading activity. Students will then come together as a group to create a cultural tale that creatively incorporates accurate representations of Latin America's physical geography. <i>See attached instructions and rubric for details.</i></p> <p>Day 1-2: Students will research the physical geography of Latin America using a set of guided reading activities, create their story, and rehearse the storytelling component.</p> <p>Day 2-3: Students will film their stories and we will watch them as a class. Students will be provided with an activity to complete while watching their classmates' films.</p>	<p>Geography 1  9-12a  Geography 2  9-12a</p>	<p>YouTube  Rubric  Learning map  Storytelling directions  Textbook  Graphic organizers  Guided reading activity  Study guide</p>
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**Check for Understanding:** Students will be evaluated using the attached rubric. Grading components include geographic accuracy, effectiveness, and presentation.

**Quick Write/Exit Ticket -15 minutes:**

Students should use the region “Latin America” to create an acrostic poem answering today’s LEQ. Make sure students explain how the physical geography of the region affects the people who live there versus listing terms from the chapter and giving definitions.

Homework students should complete sections of the study guide related to information learned in this lesson.

2	<p><i>Approx. 2 days</i></p> <p>Lesson EQ:          What are the positive and negative consequences of interactions between cultures?  <u>Hook – 50 Minutes</u>          Candy Cultures: (see attached direction for activity)          Divide the class into 6 groups. Give each of the groups one of the candy culture sheets. Give them about 10 minutes to look over it and really get in their heads what they are supposed to do.          Mingle time! Tell them that they have about 20 minutes to mingle with one another. They each need to talk with at least one person from each of the other cultures. With each person they should ask what their name is, what they like to do, etc. so that actual conversation is taking place. Make sure that they know that it is important that they all remember the requirements of their culture and really make it known.          Round Table Team Writing: Students take turns answering questions on the same paper.          What do you think the point of this assignment was?          What do you think you were supposed to learn?          How can we apply this to real life?          Why is it important to learn about culture? (do you have anything to add to your answer from the starter?)          Talk about their answers as a class  <u>Learning Activity-120 minutes:</u>          Present information about cultural change (see PPT). Students should take notes. Next, have students sort pictures to match the type of cultural change to apply learning. Students will be assigned one of four Latin American cultures on which to do research (see Jigsaw Activity organizer). Once individual research is complete, engage the students in a jigsaw activity. Using the information students collected from the jigsaw activity, students will now compare their culture to Latin American culture and its change over time. The comparison will be in the form of a Venn-Diagram collage. Students should create a Venn collage that includes a combination of images and phrases. Students will need at least five components of culture within each section of the Venn-Diagram. The</p>	<p>Geography 3          9-12a</p>	<p><i>Candy culture handout          Culture PPT          Pictures for sort          Jigsaw activity          organizer          Venn diagram collage          Rubric</i></p>
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	<p>center section represents cultural diffusion or acculturation. Be sure to indicate which process is taking place for each component you include by adding labels in the center section. (see rubric for assessment).</p> <p><u>Exit ticket: Compass Summary -10 minutes</u></p> <p><u>New Insight, Explain it, Situation to which it applies, Why it is important</u></p> <p>Lesson EQ:          What are the costs and benefits of interaction between cultures? Who benefitted the most/least and why?          Additional questions:          Which cultures did Europeans encounter, and how were they received?          How did the Columbian Exchange affect Africans, Europeans, and Native Americans? Who benefited the most and why?  <b>Hook – 10 minutes:</b>          Test Your Native IQ: <a href="http://www.understandingprejudice.org/nativeiq/">http://www.understandingprejudice.org/nativeiq/</a>          Students should quiz themselves on Native American history stretching back to the age of exploration. Most students will struggle with this quiz, and the correct answers are often shocking. This preview activity helps to address common misconceptions (for example, the true story of Christopher Columbus).  <u>Learning Activities - :</u>  <b>Guided Reading: The New World</b>          This is a high-level text that does a great job of introducing the European conquest of the Americas (or recapping for students who have studied this topic before) and connecting it to the elements of cultural change. Students will improve upon their text analysis skills with the provided guided reading graphic organizer (see attached).          Randomly select students to share the evidence they collected in each box of the graphic organizer, discuss as a class, and connect today's activities back to the LEQs.          Class Notes: Brief Intro (or refresher) on Columbian Exchange (first two slides only)          Documentary: Guns, Germs, and Steel (episode 2 - <a href="https://www.pbs.org/gunsgermsteel/show/episode2.html">https://www.pbs.org/gunsgermsteel/show/episode2.html</a>) <b>Before watching:</b> Using the lists of items that went from the Old World to the</p>	
<p>3</p> <p>Approx. 3-4 days</p>	<p>center section represents cultural diffusion or acculturation. Be sure to indicate which process is taking place for each component you include by adding labels in the center section. (see rubric for assessment).</p> <p><u>Exit ticket: Compass Summary -10 minutes</u></p> <p><u>New Insight, Explain it, Situation to which it applies, Why it is important</u></p> <p>Lesson EQ:          What are the costs and benefits of interaction between cultures? Who benefitted the most/least and why?          Additional questions:          Which cultures did Europeans encounter, and how were they received?          How did the Columbian Exchange affect Africans, Europeans, and Native Americans? Who benefited the most and why?  <b>Hook – 10 minutes:</b>          Test Your Native IQ: <a href="http://www.understandingprejudice.org/nativeiq/">http://www.understandingprejudice.org/nativeiq/</a>          Students should quiz themselves on Native American history stretching back to the age of exploration. Most students will struggle with this quiz, and the correct answers are often shocking. This preview activity helps to address common misconceptions (for example, the true story of Christopher Columbus).  <u>Learning Activities - :</u>  <b>Guided Reading: The New World</b>          This is a high-level text that does a great job of introducing the European conquest of the Americas (or recapping for students who have studied this topic before) and connecting it to the elements of cultural change. Students will improve upon their text analysis skills with the provided guided reading graphic organizer (see attached).          Randomly select students to share the evidence they collected in each box of the graphic organizer, discuss as a class, and connect today's activities back to the LEQs.          Class Notes: Brief Intro (or refresher) on Columbian Exchange (first two slides only)          Documentary: Guns, Germs, and Steel (episode 2 - <a href="https://www.pbs.org/gunsgermsteel/show/episode2.html">https://www.pbs.org/gunsgermsteel/show/episode2.html</a>) <b>Before watching:</b> Using the lists of items that went from the Old World to the</p>	<p>Geography 3          9-12a          History 2          9-12b</p>
	<p>center section represents cultural diffusion or acculturation. Be sure to indicate which process is taking place for each component you include by adding labels in the center section. (see rubric for assessment).</p> <p><u>Exit ticket: Compass Summary -10 minutes</u></p> <p><u>New Insight, Explain it, Situation to which it applies, Why it is important</u></p> <p>Lesson EQ:          What are the costs and benefits of interaction between cultures? Who benefitted the most/least and why?          Additional questions:          Which cultures did Europeans encounter, and how were they received?          How did the Columbian Exchange affect Africans, Europeans, and Native Americans? Who benefited the most and why?  <b>Hook – 10 minutes:</b>          Test Your Native IQ: <a href="http://www.understandingprejudice.org/nativeiq/">http://www.understandingprejudice.org/nativeiq/</a>          Students should quiz themselves on Native American history stretching back to the age of exploration. Most students will struggle with this quiz, and the correct answers are often shocking. This preview activity helps to address common misconceptions (for example, the true story of Christopher Columbus).  <u>Learning Activities - :</u>  <b>Guided Reading: The New World</b>          This is a high-level text that does a great job of introducing the European conquest of the Americas (or recapping for students who have studied this topic before) and connecting it to the elements of cultural change. Students will improve upon their text analysis skills with the provided guided reading graphic organizer (see attached).          Randomly select students to share the evidence they collected in each box of the graphic organizer, discuss as a class, and connect today's activities back to the LEQs.          Class Notes: Brief Intro (or refresher) on Columbian Exchange (first two slides only)          Documentary: Guns, Germs, and Steel (episode 2 - <a href="https://www.pbs.org/gunsgermsteel/show/episode2.html">https://www.pbs.org/gunsgermsteel/show/episode2.html</a>) <b>Before watching:</b> Using the lists of items that went from the Old World to the</p>	<p>Guided reading organizer and texts          Documentary – Guns, Germs and Steel          PPT for Lesson          Primary and Secondary source documents          SOAPSTONE strategy          Study guide</p>

	<p>New World and vice versa, <b>form a hypothesis</b> for the following questions: Why did conquistadors like Pizarro and Cortez defeat great civilizations like the Incas and the Aztecs? Why wasn't it the other way around? Students will be asked to answer this question after watching the documentary in the form of an S.O.S. Response.</p> <ul style="list-style-type: none"> <li>▪ <u>S</u>tate your position</li> <li>▪ <u>O</u>ffer reasons</li> <li>▪ <u>S</u>upport with evidence and examples (from the documentary)</li> </ul> <p>As students watch this documentary, they should record evidence and examples to support their S.O.S. Response. We will be using <a href="http://todaysmet.com">todaysmet.com</a> to communicate and interact while the documentary is playing. Students will be able to read back through the discussion as they write their formal response.</p> <p><b>Impact on Native Americans</b></p> <p>Documents 1 and 2: Students complete a quick annotated timeline for each.</p> <p>Document 3- Infer: What event is taking place in the picture? Provide evidence to support your answer. <i>Students should make the connection between this document and what they read in document 2. This is Atahualpa begging the Spanish soldier to spare him and his people. Student should make this assumption based on the way each person in the picture is dressed and their body language – the Spanish soldier is standing over the other person showing dominance and a position of power. He is wearing a helmet and dressed like a Spanish soldier. The other person is kneeling and has his hands folded in a begging position. He is surrounded by gifts – an offering to the Spanish soldier.</i></p> <p>Document 4: Students should read the passage and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. According to Las Casas, how have the Spanish mistreated the Native Americans?</li> </ol>	
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2. Infer: Who do you believe was the intended audience for this passage? Provide evidence from the text to support your answer.

Visit CIA World Factbook and view the “People and Society” information for Brazil, Peru, and Mexico. How might this demographic data look different if the Incas and the Aztecs had defeated the Spanish instead? Provide specific evidence from the data to support your response. *Students should notice the top languages, ethnicities, and religions for each of these countries. All are still heavily influenced by Spanish culture; the demographic data would probably be void of this influence if the Incas and Aztecs had defeated the Spanish; we’d see more evidence of indigenous culture still intact.*

<https://www.cia.gov/library/publications/the-world-factbook/>

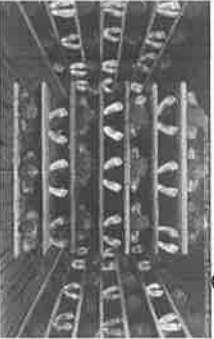
Students will analyze multiple primary and secondary sources to understand which cultures benefited from the Columbian Exchange the most/least and why. This ties directly into today’s LEQs. Use guided practice with the first document to demonstrate SOAPSTONE in the process of primary source analysis. Have students apply this tool to the rest of the documents.

There are two parts to this web quest: “Humans Crossing the Atlantic” and “Impact on Native Americans.” It requires a lot of reading and analysis.

Check for Understanding: After about 20 minutes into “Impact on Native Americans,” ask students to share their answers to the following question: What effects do you think the large number of deaths had on Native American societies before 1650? Consider possible effects on family life, producing and distributing food, relations between rulers and ruled, fighting ability, and religious beliefs. How do these effects compare to what you know about the Black Death in Europe?

Exit Ticket – 10 minutes

The Delaware Department of Education has requested your help in creating a multiple-choice question for the state test. Your question should test students’ knowledge on the Encomienda System. Create a

	<p>multiple-choice question with four answer options. The question should be challenging, and the answer options should not be obvious.</p>		
<p>4 Approx. 2 days</p>	<p><b>Lesson EQ:</b>          What were the costs and benefits of interactions between cultures? Who benefited most/least and why?          Three main tasks for this lesson Vocabulary preview and brief set of notes introducing the topic followed by a jigsaw activity to dive into the details. Analyze the perspective of a slave trader in an attempt to understand how humans could treat each other so horribly. Analyze demographic data to trace the effects of the Columbian Exchange and slave trade to modern day.  <b>Hook – 15 minutes</b>          Share this image. Have students complete a quick write about the feelings and emotions the image evokes. Discuss</p>  <p>Preview key vocabulary: Plantation Agriculture, Encomienda System, Atlantic Slave Trade, and Middle Passage  <b>Learning Activity – 125 minutes</b>          Take Five” Summaries          Guided Practice: Overview of the African Slave Trade (See PPT)          Students should write down five key statements that include the most important ideas from this reading. <i>What do your classmates need to know?</i> / Think, Ink, Share          The first round of “Take Fives” will serve as an example for what’s expected in the next couple rounds of this guided reading activity.          “Take Five” Jigsaw          Each table will be assigned a specific reading and should independently complete a “Take Five” summary. Each group will receive a different color paper to record notes.          Reading 1: Slavery and the Atlantic World</p>	<p>Geography 3          9-12a          History 1          9-12a</p>	<p><i>Hook image on screen</i>  <i>PPT for lesson</i>  <i>Readings</i>  <i>Information writing</i>  <i>rubric</i>  <i>Study guide</i></p>

**Reading 2: Capture, Transport, and Sale of Slaves**  
**Reading 3: Impact of Slavery on Africa**

Table members should then compare key points and collaborate on a final list. Students should form new table groups with representation from each reading. Students will take turns teaching about their assigned reading. Their classmates should take notes on the provided graphic organizer and ask clarifying questions when needed.

**Primary Source Analysis: African Slave Trade Activity**

Students will read excerpts from the writings of an actual 17<sup>th</sup> century slave trader. As they read, they should think about Barbet's descriptions of local African trading practices as well as European attitudes and behaviors towards enslaved Africans. They should try to create a mental picture of the scenes Barbot witnessed then list his main points about the following ideas:

- Source of African slaves (including reasons these Africans were enslaved)
- Methods of Enslaving Africans
- Conditions of Enslaved Africans at Market
- Procedures at Market
- European Attitudes towards Slaves
- Enslaved Africans' Attitudes towards European Slave Traders

Table members should discuss the questions below and submit their responses via nearpod or some other tool for gathering student notes. As each group posts, their discussions will be displayed on the SmartBoard. Groups can use the website to electronically make comments and ask questions as responses are posted (this should be treated as an electronic "chalk talk").

- How do you think European slave traders felt about their jobs? Make inferences from the activity and your graphic organizer to support your speculation.
- Why do you think many cultures have featured slavery since ancient times? Why was slavery necessary? Why was it tolerated? Link your

	<p>answer to specific information in this topic exploration.</p> <ul style="list-style-type: none"> <li>Compare and contrast the damage done to enslaved Africans and to those Africans left behind.</li> </ul> <p><b>Writing Task – 40 minutes</b></p> <p>Compare the destination of slaves in the 1700s along with the ethnic composition of Latin Americans in 1825 to modern day data on ethnicity in Latin America. In the time BEFORE European exploration to the Americas, what would the ethnic composition look like? Comparing the old data to the new, what patterns do you notice? Why do you think these patterns exist? Students should be able to tie in everything they've learned about the Columbian Exchange and the Atlantic Slave Trade when answering these questions – especially when it comes to identifying patterns and coming up with reasons why those patterns exist.</p> <p>Homework students should complete sections of the study guide related to information learned in this lesson.</p>		
<p>5</p> <p><i>Approx. 2-3 days</i></p>	<p>Lesson EQ</p> <p>How do humans modify the environment to suit their needs? How do these modifications transform a region?</p> <p><b>Hook – 15 minutes</b></p> <p>Chalk Talk: Students will complete a form of silent discussion on the following topics:</p> <p>As early as the 1500s, people had dreamed of building a canal through Panama. Why do you think they wanted to do this? How might people have benefited?</p> <p>What obstacles do you imagine engineers and government officials encountered when they set out to build the canal?</p> <p>Introduce LEQ 3 and its connection to the Panama Canal. Explain to students they will be watching a documentary on the construction of the Panama Canal and will be referring to their chalk talk notes later in the lesson.</p>	<p>Geography 3 9-12a Geography 4 9-12a</p>	<p>Chart paper Markers Documentary – American Experience: Panama Canal Graphic organizer Centerpiece files Timer Informational writing rubric Study guide</p>

**Learning Activity – 150 minutes**

***American Experience: Panama Canal***

Students will watch a documentary that unravels the remarkable story of one of the world's most significant technological achievements, the Panama Canal. LEQ 3 focuses on human interaction with the environment and the transformation that occurs. The Panama Canal provides a perfect case study with its legacy being mixed. Students will be asked to make a value judgement on the overall transformation of Panama and the U.S. and whether the costs outweighed the benefits.

Students will complete a set of “window notes” as they watch the documentary. These notes will help students in the culminating activity. Students will stop frequently throughout the documentary for activities that check for understanding.

**Questions to ask:**

How do the challenges you brainstormed during the chalk talk compare to what we viewed in the documentary? (12:31)

The political cartoon on the screen is titled “Coup d’état”. Does this cartoonist appear to support or oppose Roosevelt’s actions in Panama? Explain. (18:02)

Identify the costs of human-environmental interaction in Panama. (27:30)  
Engineers in Panama faced huge challenges when trying to build the Panama Canal at sea level. Brainstorm a list of possible alternatives.

How could you cross boats from one side to the other given the different elevations? Feel free to sketch your ideas. (35:55)

Compare the “Gold and Silver” system in Panama to segregation in the United States. (49:00)

How could we use Geographic Map Analysis to test the Gorgas’s Mosquito Theory? (53:00)

View the photo of Teddy Roosevelt on the screen and answer the following questions. Without Teddy Roosevelt would construction of the Panama Canal have been successful? What message do you think Roosevelt wanted to send Americans with this photo in the media? (1:07)

	<p>The completion of the Panama Canal transformed our country's reputation abroad. How did this change the way our country was viewed? (1:32)</p> <p><b>Class Notes: Panama Canal</b></p> <p><b>Centerpiece Activity:</b> Students will use this Kagan structure to make a list of the political, social, technological, and environmental transformations caused by the construction of the Panama Canal. After compiling a list in groups, students should categorize the transformations into two categories: costs and benefits. Have groups share out their list and use as a transition into our culminating activity.</p> <p><i>Directions for Centerpiece Activity - Students will work independently within their group to provide responses for Centerpiece titles.</i></p> <ul style="list-style-type: none"> <li>• All Centerpieces are placed in middle of group face down</li> <li>• Teacher sets timer according to class ability and difficulty of Centerpiece titles</li> <li>• When teacher announces to begin and starts timer, each group member will grab 1 Centerpiece from the middle, read the title, and provide a response until the timer stops.</li> <li>• Centerpiece paper is then placed back in the center of the group and the timer begins again, with students choosing a different centerpiece and providing responses, continuing with what the previous team member wrote.</li> <li>• Repeat this until all team members have responded on every Centerpiece paper</li> <li>• Teacher leads in whole group discussion of each Centerpiece title and allows groups to share/explain responses.</li> </ul> <p><b>Assessing the Canal's Legacy</b></p> <p><b>Summarizing Activity – 45 minutes</b></p> <p>One hundred years after the opening of the Panama Canal, what do you see as the most important lessons – both positive and negative – that can be learned from studying the political, social, and technological history of the canal project? Share your thoughts in the form of a newspaper editorial that could be published on the 100<sup>th</sup> anniversary of the Canal's opening. (see assignment instructions – informational writing rubric)</p>	
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<p>6</p> <p><i>Approx. 3-4 days with unit test</i></p>	<p>Homework students should complete sections of the study guide related to information learned in this lesson.</p> <p>Lesson EQ          What are the costs and benefits of membership to NAFTA? What should its future be?  <i>Approach the analysis of NAFTA through a geographic lens and the theme of movement – the movement of goods, the movement of jobs, the movement of people, etc. Help students make this connection before moving through the lesson.</i>  <u>Hook – 10 minutes</u>          Defining Globalization          In this brief opening activity, students check the tag on their shirt, jacket, backpack, etc. to see where it was made. Students should notice that many of their classmates' clothes are made outside the U.S. Students will be provided with a list of examples where globalization is in action. They will be asked to define globalization based off the list then discuss potential costs and benefits.          Preview the LEQ and the connection between the warm up and NAFTA.  <u>Learning Activity – 80 minutes</u>          Guided Reading: Read a background essay on NAFTA          Before students start reading, have them identify which words they know, think they know, or don't know from the following list: NAFTA, tariffs, globalization, specialize, maquiladora, minimum wage, and production costs.          As students read, they should use context clues within the reading to define each of these key terms. Review definitions with the class before continuing. Students will be mixed when it comes to prior knowledge on NAFTA, and for many, this might be the first they've heard of this trade agreement. This background reading is designed to level the playing field. Explain to students that they will be analyzing the impact of</p>	<p><i>Essay and readings</i>  <i>Graphic organizer</i>  <i>Argument writing rubric</i>  <i>Study guide</i>  <i>Unit exam</i></p>

	<p>NAFTA through multiple perspectives and will ultimately be asked to decide what the future of the trade agreement should be.</p> <p><b>Fishbowl Debate: Is NAFTA a good deal for the countries involved?</b></p> <p>Should NAFTA be expanded to include all countries in Latin America?</p> <p>In preparation for a formal class debate, students will conduct research on this topic from a variety of different perspectives (see attached graphic organizer). They will be assigned one of these roles to take on during the first part of the fishbowl and must debate from that perspective. During the last part of the debate, students may share their personal perspective on the topic.</p> <p><b>Fishbowl Debate:</b> This involves splitting the class into an inner circle and an outer circle. The circles take turns debating the questions, "Is NAFTA a good deal for the countries involved? Should NAFTA be expanded to include all countries in Latin America?" While students in the inner circle are debating, the outer circle will be listening and taking notes on points with which they disagree. After 10 minutes the circles switch. Each group gets two turns in the inner circle to debate. The third round is open to the entire class, and students may argue their personal point of view.</p> <p><u>Summarization of Learning – 60 minutes</u></p> <p><b>They Say, I Say Reflection</b></p> <p>Students will use the debate notes to write a reflection on their argument along with their classmates' counterpoints during the debate.</p> <p><b>Paragraph 1:</b> Explain another group's position. Why do they believe they are right? Don't make them sound stupid; present their position accurately and fairly.</p> <p><b>Paragraph 2:</b> Respond to the points in paragraph 1 with your own arguments. How does your perspective trump theirs? Use logic and evidence in support of your position. (See state argument writing rubric)</p> <p>Students should complete sections of the study guide related to information learned in this lesson. In groups students should talk through the study guide. Administer Unit 2 assessment.</p>		
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<b>Considerations</b>	<b>Comments</b>	<p>For <u>struggling students</u>:          Students will also have access to small group instruction in the classroom to support readings. Assignments can be chunked. Additional videos are available to support understanding of content. Written assignments can be modified as shorter writing pieces or more time may be given to complete the task, while still meeting the standards and showing that learning has occurred.</p>	<p>Activities in this unit include discussions, which would be introduced by the teacher, then the students will be given the opportunity to lead and participate as structured by the teacher. Teachers are encouraged to plan collaborative engagement structures that promote full student participation and engagement in class and small group activities and discussion. These may include think or write – pair share, rally coach, rally robin, stand up-hand up – pair up, and quiz-quiz-trade. The use of technology can also enhance instruction and student engagement in activities.</p>
<p><b>Purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all students?</b></p>		<p><b>Instructional Approaches:          Use of a variety of teacher directed and student-centered instructional approaches?</b></p>	



**Student Learning Map for**

**Unit #2: The Americas**

**Geography: Ch. 6, 10, 11**

**Standard: Geography 2 9-12a:** Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales. (Environment)

**Unit Essential Question:** How are the Americas today the result of ecological imperialism?

<b><u>Concept:</u></b> Columbian Exchange	<b><u>Concept:</u></b> Human effects to the environment	<b><u>Concept:</u></b> Panama Canal
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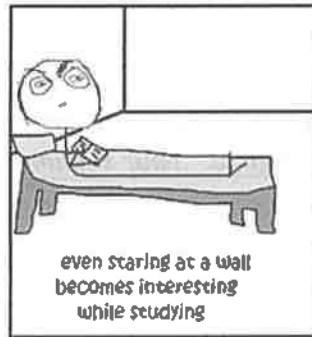
<b><u>LEQ:</u></b> How can culture change over time?  What are the costs and benefits of interactions between cultures?	<b><u>LEQ:</u></b> How do humans modify the natural environment to suit their growing needs?	<b><u>LEQ:</u></b> How does a change in the environment effect the overall well-being of a region?
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<b><u>Vocabulary:</u></b> Assimilation Innovation Acculturation Diffusion Columbian Exchange Movement Migration Imperialism	<b><u>Vocabulary:</u></b> Technology Deforestation Global Warming Carbon Footprint Irrigation Canals	<b><u>Vocabulary:</u></b> Isthmus Panama Canal Locks Insect-Borne Diseases
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# Unit 2 Study Guide: The Americas (*Emphasis on Latin America*)

My next unit exam is scheduled for: Monday, 10/23



## Unit Essential Question

How has imperialism influenced present day Latin America?

### Lesson Essential Concepts & Guiding Questions:

#### 1. Physical Geography

a. How does Latin America's physical geography affect the people who live there?


b. Why is there so much variety in Latin America's physical geography?

*Hint: Use Chapter 9, Sections 1-3 (pages 201-210) in your textbook to review this concept.*


#### 2. Columbian Exchange

a. What were the costs and benefits of interaction between cultures? Who benefited the most/least and why?


b. Why did conquistadors like Pizzaro and Cortez defeat great civilizations like the Incas and the Aztecs - why wasn't it the other way around?

*Hint: Go beyond simply stating the Europeans were more advanced. WHY were they more advanced? Explain how and why geography played such a large role. The "Guns, Germs, and Steel" documentary we watched in class is an excellent help when it comes to answering this question. You can search for it on YouTube, but only watch episodes 7-10. The other episodes do not apply to this question.*


3. Panama Canal

- a. How do humans modify the environment to suit their needs? What were the costs and benefits of constructing the Panama Canal?


- b. How did the construction of the Panama Canal transform the region?

*Hint: Think social, environmental, political, and technological. Your Panama Canal window notes*


- c. How did the successful completion of the Panama Canal transform the way the U.S. was viewed around the world and why?


Words you need to know, on a separate sheet of paper define each term and explain the significance. Or create flash cards and quiz yourself on the terms

Remember to use your textbook as much as possible for the correct geographical terminology definition. Your class notes and activities will help you with the other

LEQ 1 Vocabulary:	LEQ 2 Vocabulary:	LEQ 3 Vocabulary:
Physical geography	Columbian Exchange	Deforestation
Llanos	Assimilation	Panama Canal
Cerrado	Innovation	Isthmus
Pampas	Isthmus	Locks
Rain forest	Panama Canal	Insect-borne Diseases
Climate zones	Locks	
Slash-and-burn	Insect-Borne diseases	
Terraced farming	Acculturation	
Push factors	Diffusion	
Pull factors	Imperialism	
Infrastructure	Encomienda system	
	Infrastructure	
	Colonization	
	canals	

**Extra Review Questions!**

**Directions: Answer each of the following 20 questions.**

1. What word can be used to describe the physical geography of Latin America?

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2. Where are the Andes Mountains located?

3. What type of landform are the cerrado, pampas and llanos?

4. Which river flows about 4,000 miles from west to east, emptying in the Atlantic Ocean?

5. Describe the climate associated with rainforests.

6. What term or terms can be used to describe the Dry Climate Regions of Latin America?

7. What is the difference between push and pull factors?

8. Explain the difference between terraced farming and slash and burn farming? Which would have been used by the Inca?

9. What is the Encomienda system? How does it lead to the African slave trade?

10. Who was Francisco Pizarro?

11. Who was Hernando Cortez?

12. What was the treaty of Tordellias?

13. Define the Columbian Exchange.

14. Define and give an example of each of the following:

a. Assimilation \_\_\_\_\_

Example: \_\_\_\_\_

b. Acculturation \_\_\_\_\_

Example: \_\_\_\_\_

c. Diffusion \_\_\_\_\_

Example: \_\_\_\_\_

d. Innovation \_\_\_\_\_

Example: \_\_\_\_\_

e. Complementarity \_\_\_\_\_

Example: \_\_\_\_\_



15. Define Human-Environmental interaction. What are the costs and benefits of it as it relates to the Panama

Canal?


16. How were some social groups treated as workers at the Canal?


17. How can the term imperialism be connected to the United States and the building of the Panama Canal?


18. Other than human-environmental interaction, which other of the 5 themes can be connected to the Panama

Canal?


19. Why was Panama a good choice for a location to build the canal?




Hook


► Think of the best story you've ever been told. What made it so great?

1

**Storytelling Activity: Latin America's Physical Geography**

- **Overview:** The people of Latin America have a rich tradition of oral storytelling.
- For example, there are many stories about the gauchos of Argentina and Uruguay. And, although the stories of the Caribbean are different from those of the peoples of Mexico or Brazil, many have similar themes, such as reverence for nature, devotion to ancestral spirits, and origin stories. Stories teach ethics, morals, and cultural values.
- Today, we will use stories to learn about Latin America's physical geography.

4



Unit 2: The Americas

2


**Instructions: Working in pairs**

- Each collaborator will be responsible for reading about the different components of Latin America's physical geography and completing the provided graphic organizer.
  - **Landforms and Resources** (pages 201-205)
    - For example, physical features such as mountains and natural resources like fresh water, oil, or precious metals
  - **Climate and Vegetation** (pages 207-209)
    - For example, weather patterns like temperature, precipitation, etc. along with plants native to the location
  - **Human Environment Interaction** (pages 210-213)
    - For example, how humans modify the environment to suit their wants and needs - i.e. cutting down trees for lumber or drilling for oil.
- You will come together in pairs to create a cultural tale that creatively incorporates accurate representations of Latin America's physical geography.

5

**Story Example**

- The Rainbow Bird



3

**Requirements:**

- A creative and school appropriate storyline with characters and a plot
- Avoid setting this up like a boring textbook
- Incorporate into your story at least two features of Latin America's physical geography from each reading section
  - This makes a total of six features of Latin America's physical geography since there are three reading sections.
- Complete all six boxes on your story board
- Your story should have a beginning middle and an end
- Your stories are due at the end of class today

6

**Hook**

Name one physical feature from each section in reference to Latin American

- ▶ Climate and Vegetation
- ▶ Landforms and resources
- ▶ Human environmental interaction

7



**Resume story boards and filming**

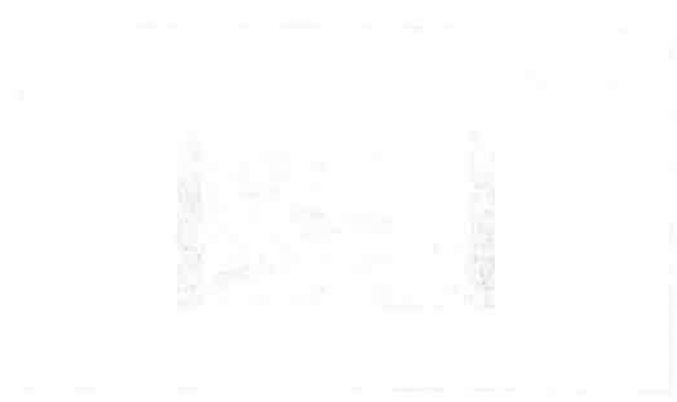
8



**What's so special about Latin America**

- ▶ <https://www.youtube.com/watch?v=ZBw35Ze3bg8>
- ▶ [https://www.youtube.com/watch?v=v6xi8\\_7Fy6Y](https://www.youtube.com/watch?v=v6xi8_7Fy6Y)

9



# Storytelling Activity: Latin America's Physical Geography

**Overview:** The people of Latin America have a rich tradition of oral storytelling. For example, there are many stories about the gauchos of Argentina and Uruguay. And, although the stories of the Caribbean are different from those of the peoples of Mexico or Brazil, many have similar themes, such as reverence for nature, devotion to ancestral spirits, and origin stories. Stories teach ethics, morals, and cultural values. Today, we will use stories to learn about Latin America's physical geography.

**Today's LEQ:** How does Latin America's physical geography affect the people who live there?

- The story you create today will help to answer this question!

**Instructions:** Working in groups of three, each collaborator will be responsible for reading about a different component of Latin America's physical geography and completing the provided graphic organizer. You will come together as a group to create a cultural tale that creatively incorporates accurate representations of Latin America's physical geography.

- **Landforms and Resources (pages 201-205)**
  - For example, physical features such as mountains and natural resources like fresh water, oil, or precious metals
- **Climate and Vegetation (pages 207-209)**
  - For example, weather patterns like temperature, precipitation, etc. along with plants native to the location
- **Human Environment Interaction (pages 210-213)**
  - For example, how humans modify the environment to suit their wants and needs – i.e. cutting down trees for lumber or drilling for oil.

## **Requirements:**

- A **creative and school appropriate** storyline with characters and a plot
  - *Avoid setting this up like a boring textbook.* 😊
- Incorporate into your story at least two features of Latin America's physical geography from each reading section
  - *This makes a total of six features of Latin America's physical geography since there are three reading sections.*
- Stories should be 3 to 5 minutes long
- Your story should be told, not read – create cue cards if needed
- Stories must be filmed and uploaded onto Schoology

## **Resources:**

- Chromebook, iPad or BYOD
- Textbook

## **Timeframe:**

- Day 1: 20 minutes to complete your assigned portion of the graphic organizer and the remainder of class to create and rehearse your story
- Day 2: 30 minutes to film and upload your story onto Schoology (We will watch these as a class!)

**How will you be graded?** Refer to the rubric on the back for details on how this assignment will be graded.

## Rubric: Storytelling Activity

Group Members: \_\_\_\_\_

Grade Category	10	8	6	4
<b>Geographic Accuracy</b> (out of 10 points)	Story includes required number of facts for each component: landforms/climate, natural resources/agriculture, and the environment. Information included is completely accurate and gives a thorough reflection of Latin America's physical geography.	Story includes required number of facts for each component: landforms/climate, natural resources/agriculture, and the environment. Information included is mostly accurate and gives a mostly thorough reflection of Latin America's physical geography.	One or more components is lacking in accuracy or detail. Didn't include required number of facts for each component. Story doesn't really give an accurate or thorough reflection of your Latin America's physical geography	Most or all assignment requirements were not met; Story has inaccuracies.
<b>Effectiveness</b> (out of 10 points)	Your story is a highly effective learning tool for your classmates. You provided a solid overview of Latin America's physical geography, and your classmates could use your entire story as a study guide.	Your story is an effective learning tool for your classmates. You provided a good overview of Latin America's physical geography, and your classmates could use many pieces of your story as a study guide.	Your story was lacking in effectiveness. Your classmates wouldn't benefit very much from studying your story.	Your story was confusing.
	8	6	4	2
<b>Presentation</b> (out of 8 points)	Your story was clear, focused, creative, and school appropriate. You told your story in an engaging way and met the time requirement. You were an active participant throughout the entire storytelling process from planning to presentations.	Your story was mostly clear, focused, creative, and school appropriate. You told your story in a way that was engaging most of the time. You met the time requirement or came very close to doing so. You were an active participant throughout the entire "storytelling" process from planning to presentations.	Your story was unclear, lacking in creativity, and/or not appropriate for school. You were disruptive throughout the storytelling process and had to be redirected on several occasions. Technology was not used appropriately.	You were not engaged in the assignment and did not contribute to the presentation.

## Unit 2: Latin America

**Today's LEQ:** How does Latin America's physical geography affect the people who live there?

**Instructions:** As you watch your classmates' videos, keep a running list of every feature of Latin America's physical geography you hear mentioned in each story. Remember, physical geography consists of landforms and resources, climate and vegetation, and human environment interaction. After all videos have been shown, you will use the maps in your textbook (**pages 191, 204, 206, and 207**) to help you place **at least 10** of these geographic features in the correct location on the map below. You will use your labeled map for a summarizing activity at the end of class.



## Acrostic Poem

**Directions:** Using Latin America, answer today's LEQ in the form of an acrostic poem: How does the physical geography of Latin America impact the people who live there?

**Hint:** Use the map you filled out while viewing your classmates' videos. Pull specific features of geography and think about how it impacts the people who live in those specific locations.

**Example:**

L-ots of people live in the mountainous regions and practice terraced farming to grow crops.

L -

A -

T -

I -

N -

A

M -

E -

R -

I -

C -

A -



**What is culture?**

What elements make up a culture?  
Why do cultures change?

1

**Culture is**

3. The roles given to individuals that establish relationships within groups of a society.

*Think: School relationships*

4

**Culture is**

1. All the features of a society's way of life passed down from generation to generation.

*Think: Santa Claus*

2

**Cultural Traits**

1. Activities and behaviors that people repeatedly practice.

*Think: how people eat*  
US: fork, knife, spoon  
China: chopsticks  
Middle East: fingers/hands

2. Can vary and change through time

*Think: clothing styles*

5

**Culture is**

2. Society's shared values, beliefs, institutions, and technologies.

*Think: US Flag, Freedom of Speech*

3

**How do cultures change?**

- Assimilation
- Innovation
- Diffusion

6

## Assimilation

- When one culture group adapts to the attitudes, belief systems and ways of life of another culture; sometimes this is forced. ☹️

Think: Native Americans

7

## Innovation

- New ideas that are accepted into a culture.

Think: Horse v. cars, bow and arrow v. rifle etc.

10



8

*"The horse is here to stay but the automobile is only a novelty, a fad."*

- The President of the Michigan Savings Bank advising Horace Rackham (Henry Ford's lawyer) not to invest in the Ford Motor Co., 1903. Rackham ignored the advice, bought \$5,000 worth of stock and sold it several times later for \$12.5 million.

11



9

## Innovation


Sometimes the cultural traits clash ...



12

**Innovation**  
*And then it becomes a way of life!*

LOOK!



13

**Diffusion**

- The spread of a cultural trait from one society to another.  
*Think: popular foods (Coffee)*
- Could be rapid  
*(Think: Rap Music) or gradual  
(Think: Soccer or Country Music)*

14

**What does this say about their culture?**



Did you know that kids in North America are forced to sit in class rooms all day. And if they move around, get excited or make too much noise, they are given drugs to keep them quiet. Their main source of exercise is playing video games, and most of their food is fake and full of dangerous chemicals.

That's terrible! We should take in donations for them.

15



**Activity: Candy Cultures**

1. Divide the class into 6 groups. Give each of the groups one of the candy culture sheets. Give them about 5 or 10 minutes to look over it and really get in their heads what they are supposed to do.
2. Mingle time! Tell them that they have about 15 minutes to mingle with one another. They each need to talk with at least one person from each of the other cultures. With each person they should ask what their name is, what they like to do, etc. so that actual conversation is taking place. Make sure that they know that it is important that they all remember the requirements of their culture and really make it known. This can be really fun if they are participating.
3. Debrief: Have students go back to their seats and take out a piece of paper and answer the following questions:
  - a. What do you think the point of this assignment was?
  - b. What do you think you were supposed to learn?
  - c. How can we apply this to real life?
  - d. Why is it important to learn about culture? (do you have anything to add to your answer from the starter?)
4. Talk about their answers as a class

## Skittles Culture

**Taboo:** never use your left arm or left hand

**Salutation:** cross the arms nod and say 'Ah-Hah'

**Attitude towards the Starburst Culture:** you feel sorry for them and try to defend them. Make sure you let the other cultures know how you feel!!

**When talking:** Always stand very close to anyone you talk to.



## Starburst Culture

**Taboo:** never communicate without touching

**Salutation:** touch shoulders together and bend at the knee, say 'Greetings'

**Attitude towards the Kit Kat Culture:** you feel inferior to the Kit Kats

**When talking:** hold the person's elbow or make some sort of polite contact



## Kit Kat Culture

**Taboo:** never use your left arm or left hand

**Salutation:** gently touch the other person on their shoulder and say

'Halloooo!'

**Attitude towards the Smarties Culture:** you feel superior to them

**When talking:** Speak Loudly





## Smarties Culture

**Taboo:** never touch others

**Salutation:** double wink and say 'Hey-Hey-Hey'

**Attitude towards the Snickers culture:** you think they are funny and strange

**When talking:** always keep a good distance away (more than an arm's length)



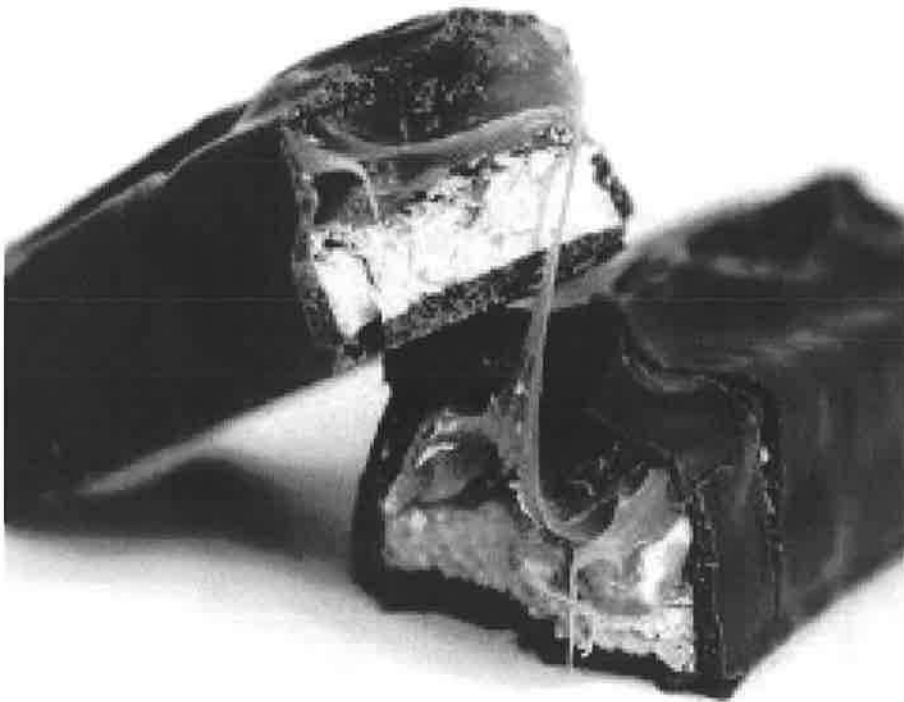
## Snickers Culture

**Taboo:** you can't look someone in the eyes

**Salutation:** shake hands with the right hand only, bow and say 'Salutations'

**Attitude towards the Twizzlers culture:** you think they are interesting and idolize them

**When talking:** Always look down and avoid eye contact



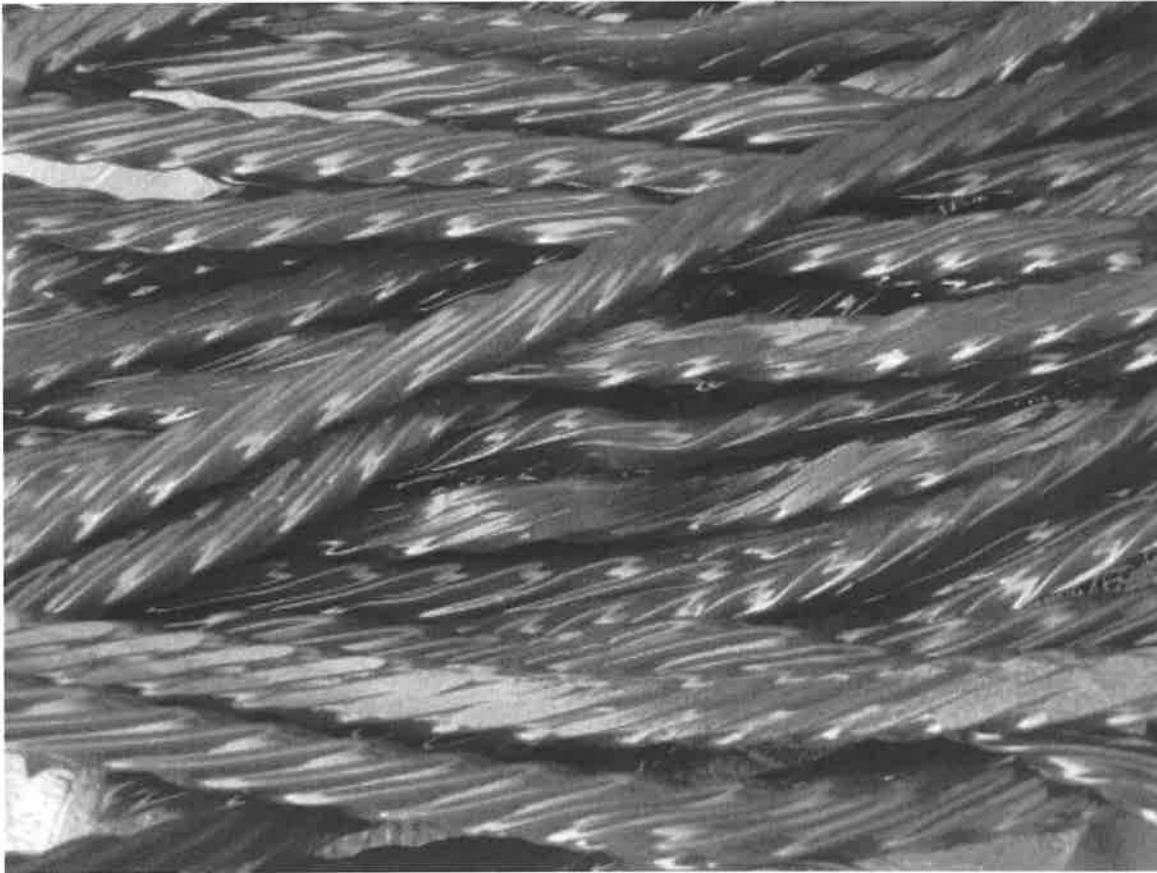
## Twizzlers Culture

**Taboo:** No negativity!! You are very appreciative and everything is beautiful to you!

**Salutation:** shake hands with the left hand only, say 'Honoured to meet you!'

**Attitude towards the Skittles culture:** you subtly try to avoid them

**When talking:** Always compliment the person you are speaking to.



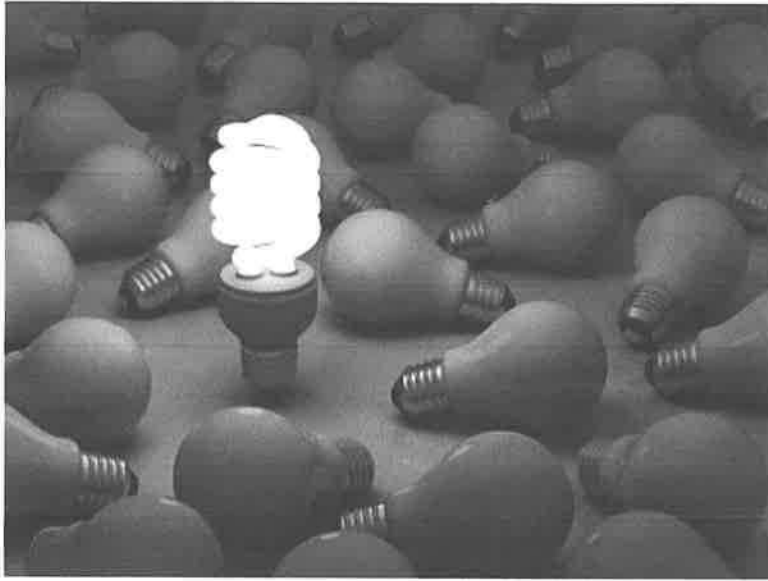


Assimilation

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Innovation



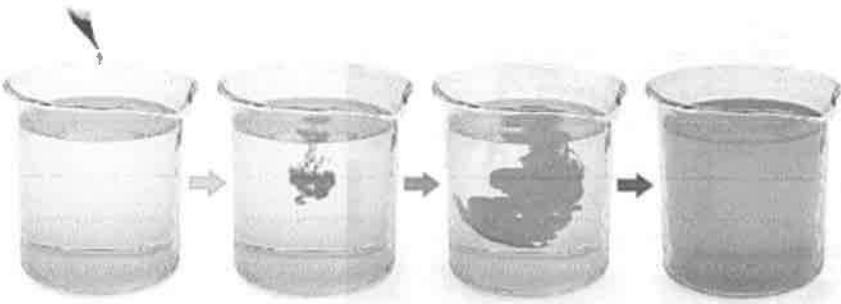
GLASS







Diffusion



**Diffusion**







**Acculturation**







Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

### **Jigsaw Activity: Latin American Culture**

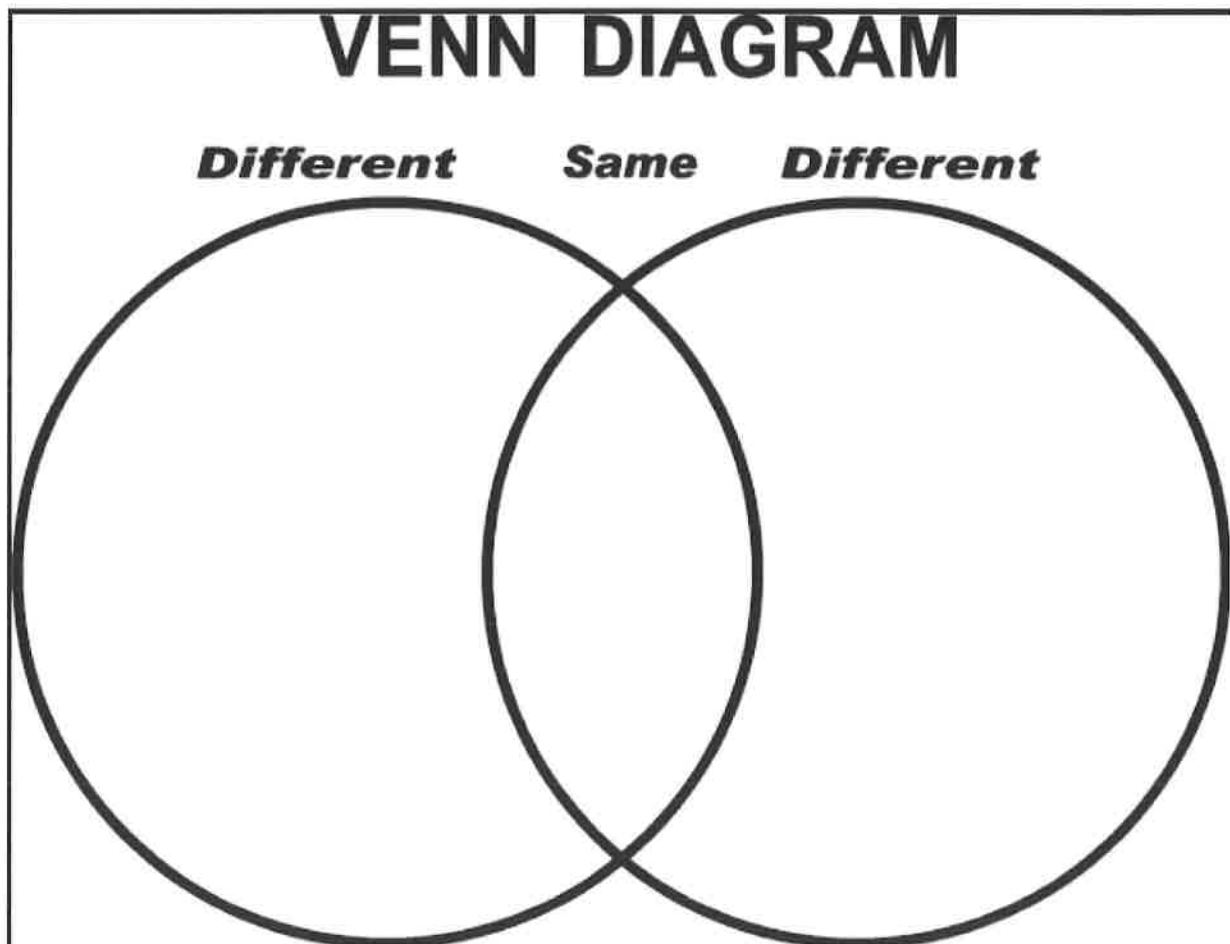
**Instructions:** Research your assigned Latin American culture and fill out the corresponding column. Use chapters 10 & 11 in your textbook along with your Google Machines. CIA World Factbook will be especially helpful with finding reliable information. You will be responsible for teaching your classmates about your assigned culture.

<b>Universal Component of Culture</b>	<b>Mexico</b>	<b>Central America &amp; the Caribbean</b>	<b>Spanish-Speaking South America</b>	<b>Brazil</b>
<b>Material Culture</b>				
<b>Arts, Play, &amp; Recreation</b>				
<b>Language and Non-Verbal Communication</b>				
<b>Social Organization</b>				
<b>Social Control</b>				

<b>Universal Component of Culture</b>	<b>Mexico</b>	<b>Central America &amp; the Caribbean</b>	<b>Spanish-Speaking South America</b>	<b>Brazil</b>
<b>Conflict &amp;/or Welfare</b>				
<b>Economic Organization</b>				
<b>Education</b>				
<b>World Views/ Religious Beliefs</b>				

## Comparing Cultures: Latin America vs. U.S.A.

**Instructions:** Using the information you collected from the jigsaw activity, you will now compare your culture to Latin American culture. Your comparison will be in the form of a Venn-Diagram collage. Your collage should include a combination of images and phrases. You need at least five components of culture within each section of the Venn-Diagram. The center section represents cultural diffusion or acculturation. Be sure to indicate which process is actually taking place for each component you include by adding labels in the center section. Use the sample below as a guide.







## Unit 2: Comparing Cultures Rubric

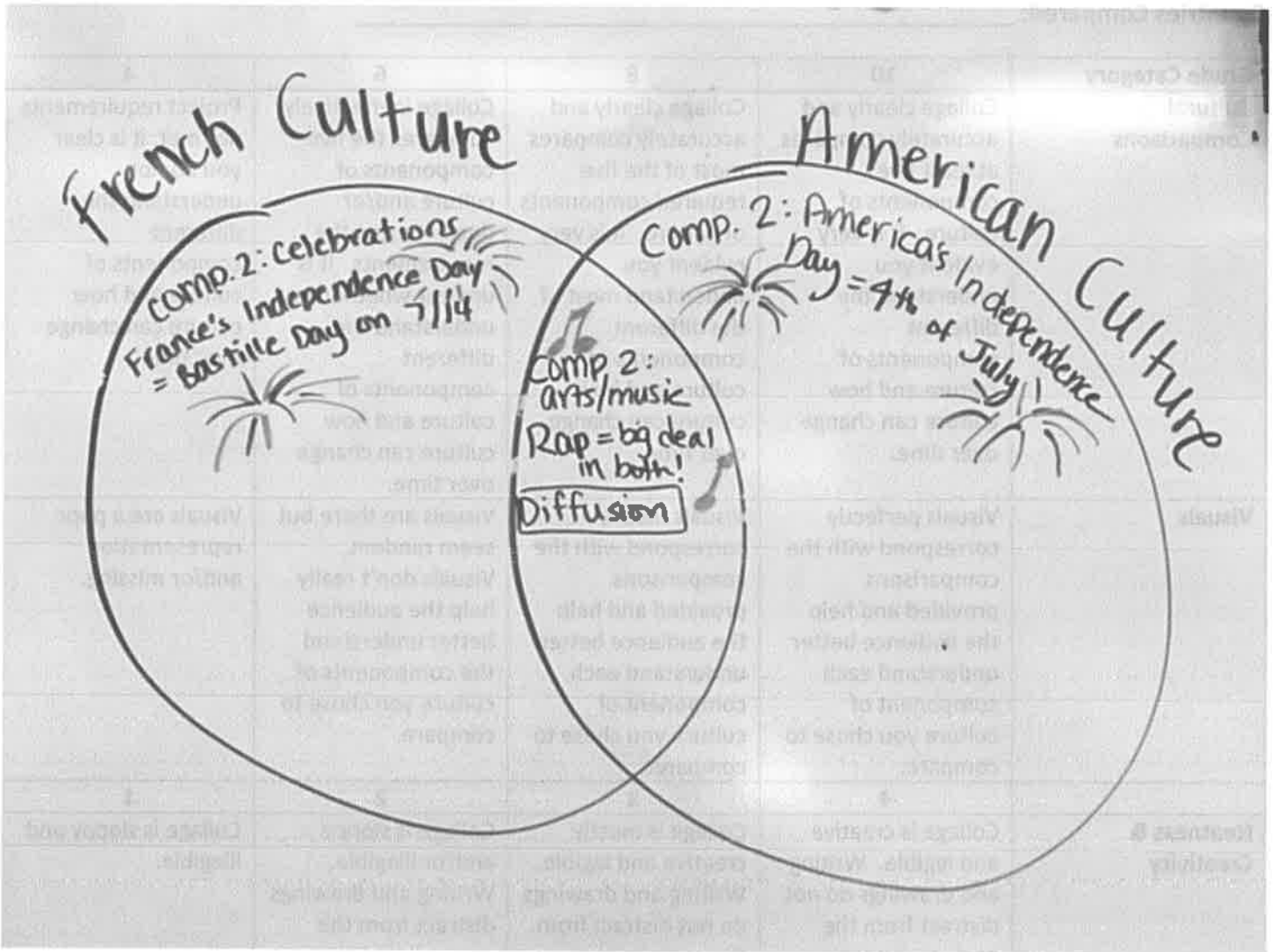
Group Member(s): \_\_\_\_\_

Countries Compared: \_\_\_\_\_

Grade Category	10	8	6	4
<b>Cultural Comparisons</b>	Collage clearly and accurately compares at least five components of culture. It is very evident you understand the different components of culture and how culture can change over time.	Collage clearly and accurately compares most of the five required components of culture. It is very evident you understand most of the different components of culture and how culture can change over time.	Collage ineffectively compares the five components of culture and/or doesn't meet the requirements. It is unclear whether you understand the different components of culture and how culture can change over time.	Project requirements not met; it is clear you do not understand the different components of culture and how culture can change over time.
<b>Visuals</b>	Visuals perfectly correspond with the comparisons provided and help the audience better understand each component of culture you chose to compare.	Visuals mostly correspond with the comparisons provided and help the audience better understand each component of culture you chose to compare.	Visuals are there but seem random. Visuals don't really help the audience better understand the components of culture you chose to compare.	Visuals are a poor representation and/or missing.
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Neatness &amp; Creativity</b>	Collage is creative and legible. Writing and drawings do not distract from the comparisons you made.	Collage is mostly creative and legible. Writing and drawings do not distract from the comparisons you made.	Collage is sloppy and/or illegible. Writing and drawings distract from the comparisons you made.	Collage is sloppy and illegible.

Grade: \_\_\_\_\_ (out of 24 points)

Sample:



**WARM UP****TEST YOUR NATIVE IQ:**

[HTTP://WWW.UNDERSTANDINGPREJUDICE.ORG/NATIVEIQ/](http://www.understandingprejudice.org/nativeiq/)

1

**THE COLUMBIAN EXCHANGE**

TODAY'S LEQ: WHAT ARE THE COSTS AND BENEFITS OF INTERACTION BETWEEN CULTURES? WHO BENEFITED THE MOST/LEAST AND WHY?

4

**GUIDED READING:  
THE NEW WORLD****• LOOK FOR:**

- CONTRASTS AND CONTRADICTIONS (C)
- EXTREME OR ABSOLUTE LANGUAGE; STRONG OR EMOTIONAL LANGUAGE (L)
- NUMBERS & STATS (#)
- EVIDENCE OF CULTURAL CHANGE (CULTURE)
- UNFAMILIAR WORDS (?)

2

**CONQUEST AND COLONIES  
MAIN IDEA**

- EUROPEANS ESTABLISHED COLONIES IN THE LANDS THEY "DISCOVERED" BUT, IN SOME CASES, ONLY AFTER VIOLENTLY CONQUERING THE NATIVE PEOPLE THERE.
- FOR EXAMPLE, SPANISH CONQUEST OF THE AZTECS IN MEXICO AND THE INCAS IN PERU

5

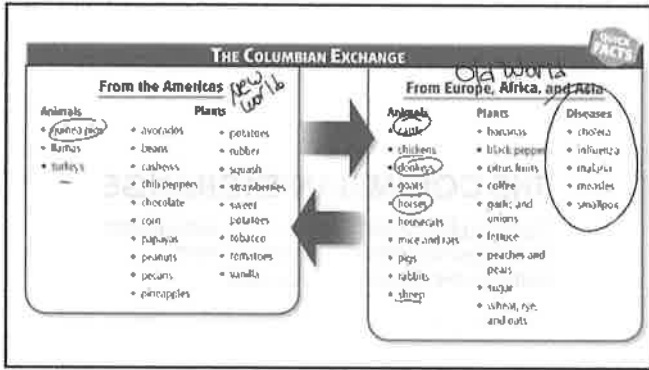
**CONQUEST AND COLONIES WEBQUEST**

3

**THE COLUMBIAN EXCHANGE**

- CONQUEST LED TO PERMANENT INTERACTION & TRADE BETWEEN THE OLD WORLD (EUROPE, AFRICA, & ASIA) & THE NEW WORLD (THE AMERICAS)
- RESULTS IN WIDESPREAD EXCHANGE OF PLANTS, ANIMALS, AND DISEASE

6



7

**AFRICAN SLAVE TRADE**

- THE ENCOMIENDA SYSTEM FAILED & CREATED A LABOR SHORTAGE IN THE AMERICAS
- THIS LEADS TO THE START OF THE **AFRICAN SLAVE TRADE**

10

**THE PORTUGUESE IN BRAZIL**

- ESTABLISHED HUGE FARMING ESTATES IN THE 1530S
- LIMITED BY THE **TREATY OF TORDESILLAS**
- ORIGINALLY USE NATIVE AMERICAN LABORERS, BUT...

8

**FORM A HYPOTHESIS BASED OFF THESE LISTS:**

- WHY DID CONQUISTADORS LIKE PIZZARO AND CORTEZ DEFEAT GREAT CIVILIZATIONS LIKE THE INCAS AND THE AZTECS? WHY WASN'T IT THE OTHER WAY AROUND?

**PICK A SPOKESPERSON AND BE READY TO SHARE YOUR HYPOTHESIS!**

11

**ENCOMIENDA SYSTEM:**

- COLONISTS GIVEN LAND AND NATIVES TO WORK
- REQUIRED TO TEACH NATIVE WORKERS ABOUT CHRISTIANITY
- DISASTROUS FOR NATIVE AMERICANS
- MISTREATMENT, OVERWORK TOOK TOLL ON POPULATION

*PRIMARY SOURCE ANALYSIS*

9

- PLEASE HEAD TO [HTTPS://TODAYSMEEET.COM](https://todaysmeet.com) (DO NOT SIGN UP BY YOURSELF)
- ENTER YOUR REAL NAME
- AS YOU WATCH THIS DOCUMENTARY RECORD **GEOGRAPHIC** EVIDENCE AND EXAMPLES TO SUPPORT YOUR ANSWER TO THE QUESTION BELOW. YOU SHOULD USE TODAYSMEEET.COM TO SHARE YOUR IDEAS.

**WHY DID CONQUISTADORS LIKE PIZZARO AND CORTEZ DEFEAT GREAT CIVILIZATIONS LIKE THE INCAS AND THE AZTECS? WHY WASN'T IT THE OTHER WAY AROUND?**

12

**GUNS, GERMS, & STEEL  
(JARED DIAMOND (EP. 2))**

- AS YOU WATCH THIS DOCUMENTARY RECORD GEOGRAPHIC EVIDENCE AND EXAMPLES US TO SUPPORT YOUR ANSWER TO THE QUESTION BELOW. YOU SHOULD USE [TODAYSMEEET.COM](http://TODAYSMEEET.COM) TO SHARE YOUR IDEAS.
- **WHY DID CONQUISTADORS LIKE PIZZARO AND CORTEZ DEFEAT GREAT CIVILIZATIONS LIKE THE INCAS AND THE AZTECS? WHY WASN'T IT THE OTHER WAY AROUND?**

13

**LASTING RESULTS OF COLUMBIAN EXCHANGE**

- LARGE-SCALE CONTACT BETWEEN EUROPE AND AMERICAS
- INTERACTION WITH NATIVE AMERICANS LED TO SWEEPING CULTURAL CHANGES IN BOTH SOCIETIES.
- CONTACT BETWEEN THE TWO GROUPS LED TO THE WIDESPREAD EXCHANGE OF PLANTS, ANIMALS, AND DISEASE—THE COLUMBIAN EXCHANGE.

16

**S.O.S. RESPONSE  
WHY DID CONQUISTADORS LIKE PIZZARO AND CORTEZ DEFEAT GREAT CIVILIZATIONS LIKE THE INCAS AND THE AZTECS? WHY WASN'T IT THE OTHER WAY AROUND?**

- STATE YOUR POSITION
- OFFER REASONS
- SSUPPORT WITH EVIDENCE AND EXAMPLES (FROM THE DOCUMENTARY)

14

**SOAPSTONE ROUND ROBIN**

- DISCUSSION QUESTION: WHAT KIND OF EVIDENCE CAN BE PULLED FROM EACH DOCUMENT TO SUPPORT YOUR ANSWER TO TODAY'S LEQs?
- WHAT ARE THE COSTS/BENEFITS OF CULTURES COLLIDING? WHO BENEFITED THE MOST/LEAST AND WHY?

17

**IMPACT OF LOCAL FLORA & FAUNA**

- NATIVE PLANTS AND ANIMALS HAS A HUGE IMPACT ON THE WAY HISTORY UNFOLDS...
- THE OLD WORLD HAD BEASTS OF BURDEN ENABLING SPECIALIZATION
- LARGE ANIMALS CAPABLE OF DOMESTICATION INCREASE AGRICULTURAL PRODUCTIVITY
  - LESS HUMAN LABOR NEEDED
  - MORE FOOD = MORE PEOPLE AND MORE COMPLEX SOCIETIES
  - HUMANS FREED UP TO FOCUS ON SPECIFIC SKILLS SUCH AS MAKING WEAPONS



15

**SOAPSTONE PRACTICE**



18

**TODAY'S EXIT TICKET**

- THE DELAWARE DEPARTMENT OF EDUCATION HAS REQUESTED YOUR HELP IN CREATING A MULTIPLE CHOICE QUESTION FOR THE STATE TEST. YOUR QUESTION SHOULD TEST STUDENTS' KNOWLEDGE ON THE ENCOMIENDA SYSTEM. CREATE A MULTIPLE CHOICE QUESTION WITH FOUR ANSWER OPTIONS. THE QUESTION SHOULD BE CHALLENGING, AND THE ANSWER OPTIONS SHOULD NOT BE OBVIOUS.

## THE NEW WORLD

### Spain and the Americas

When we speak of the modern period—particularly in European history or in world history—we're really talking about an era that begins around 1500. And we don't just choose this date because it is divisible by 500, although sometimes that seems to be the case with historical periods. Rather, over the course of the early 16th century, some fundamental changes take place that transform European history, Europe's relationship with the rest of the world, and global history as a result.

And so we can speak of the cultural changes that come about as a result of the Renaissance, we can speak about the Protestant Reformation—but one of the major things that really ushers in the modern period is the European discovery of the Americas in the late 15th century, and Christopher Columbus plays a big part in this.

Now, people always point out that other people from Europe have been to the Americas. Some people claim the Irish were there in the 8th century or the Vikings in the 9th and 10th century, and there is credibility especially to the Viking claims. But the fact is that in the late 15th century, the voyages of Columbus established a permanent European presence in the Western Hemisphere—and that permanent European presence in the Western Hemisphere will transform the world.

The fact that Europeans ultimately come to control a significant part of North America, South America, and the Caribbean adds tremendously to European political and economic power. The rise of Europe after 1500—the steady rise of Europe economically, politically, and, one could even argue, technologically—owes a great deal to the power they derived from their domination of the Western Hemisphere. Conversely, you can argue that the presence of Europeans in the Western Hemisphere has a disastrous effect on the Native American peoples of the region. The European presence both through conquest and through disease devastates the Native American populations demographically in terms of sheer population levels as well as culturally.

The contact between Spain and then later France and England with the peoples of the Americas will result in the transfer of European ideas, European technologies, European political systems, and European religion to the Western Hemisphere en masse. We think of, for example, Latin America now as a predominantly Catholic region. Catholicism is a European religion transferred to the Western Hemisphere in the 16th century by the Spanish. In fact, nothing is a better example of the tremendous cultural changes or the loss of Native American culture as the wholesale conversion of Native American peoples and their descendants to Christianity over the course of the 16th century.

Columbus makes four voyages. His first voyage is in 1492, and we think of Columbus mostly as an explorer—indeed, his talents really lie there. Columbus is a sailor and an explorer of the first degree. He is not a very skillful navigator and he is a terrible administrator. When he actually takes a turn as a colonial administrator, he fails abysmally and is actually brought back to Spain in chains. He is then allowed a fourth voyage where he actually discovers the coast of South America and charts it in some detail.

Some people would claim that Columbus's fourth voyage is perhaps his greatest. In any case, as a result of the voyages of Columbus, the Spanish are aware of the extent of new lands in the Caribbean as well as the coast of South America. Columbus believed that he was sailing around the islands of Asia. But it becomes very clear to the Spanish afterwards—partly as a result of the voyages of Amerigo Vespucci and others—that these are new lands, that these are lands that are not part of the Asian trade routes that they've known go into the East through Arab intermediaries. And so the Spanish essentially embark on a process of settlement and conquest after the late 1400s.

Beginning in the early 16th century, the Spanish really seek to create a large scale military and colonial presence; first in the Caribbean and then later in Central and South America and indeed in the southern parts of

North America. Columbus initially makes contact with the Taino people, the people of the Caribbean. And initially, relationships between the Spanish and the Native Americans are relatively benign.

However, as the 16th century proceeds, it becomes clear that the Spanish are arriving in larger numbers for purposes of conquest. They particularly settle the islands of Cuba, Hispaniola, and Puerto Rico. Those are the Greater Antilles. Hispaniola is the site of the modern nations of Haiti and the Dominican Republic. And as the Spanish presence in these large Caribbean islands increases, they assume a more military posture. Cuba, in particular, becomes the center of their operations. They fortify the island, they build a number of fortresses, and Cuba will actually serve as the jumping-off point for many Spanish expeditions in the region—most famously, Hernando Cortés's conquest of Mexico in 1519.

Obviously, as the Spanish adopt a more aggressive posture, they subjugate the various Caribbean Native Americans. And ultimately, those people suffered significantly as a result of Spanish conquest and Spanish disease. In fact, this is a good place to discuss that in some detail—whether we're talking about the Caribbean, the Aztecs in Mexico, the descendants of the Maya in Central America, or the Incas in South America—the fact is that Spanish conquest certainly takes a toll of Native American life, but by far the greater effect on Native American populations is a result of disease.

The Spanish bring with them airborne European viral diseases, particularly smallpox and measles. And those diseases take a terrible toll on Native American populations with little natural resistance. Because the peoples of the Western Hemisphere have not been exposed to these diseases, there is not a disease resistant element of significant size in the Native American populations.

Some estimates suggest that 80% to 90% of the Native American populations of the Western Hemisphere die as a result of exposure to European diseases. This is a demographic disaster of the first order. We're not just talking about cultural or military conquest—we're talking about large scale population loss as a result of contact with Western Europe.

In any case, the Spanish presence in the Caribbean is well established by the first 15 years of the 16th century. And it is from that firm Caribbean powerbase that the Spanish will seek to project their cultural and military influence throughout the rest of the Western Hemisphere.

Initially, the Spanish have a bit of a conflict with the Portuguese. The Portuguese are present in Brazil as a result of the voyages of Pedro Cabral. But Spanish-Portuguese rivalries in the Western Hemisphere are settled by the Treaty of Tordesillas (signed in 1494), and this actually awards the bulk of the Western Hemisphere to Spain. Spain sees most of the Western Hemisphere as its sphere of influence, and after 1510 or 1515, the Spanish will seek to extend their presence in that sphere of influence in a significant way.

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What it is	Clues to look for	What to ask yourself	Notes on your thinking
<p>Contrasts and Contradictions</p> <p>A sharp contrast between what we would expect and what we observe happening.</p> <p>A difference between two or more elements in the text.</p>	<p><i>On the other hand in contrast however another viewpoint</i></p> <p><i>Anything that makes you think, "That's not what I thought" or "That shouldn't be that way"</i></p>	<p>What does this make me wonder and why does it matter?</p> <p>Why did the author point out this contrast/contradiction?</p> <p>Does this reveal a bias or just new knowledge?</p>	
<p>Extreme or Absolute Language</p> <p>Language that leaves no doubt about a situation or an event, allows no compromise, or seems to exaggerate or overstate</p>	<p><i>All</i></p> <p><i>None</i></p> <p><i>Everyone</i></p> <p><i>No one</i></p> <p><i>Always</i></p> <p><i>Never</i></p> <p><i>Totally</i></p> <p><i>Nothing</i></p> <p><i>We must agree...</i></p>	<p>What does this make me wonder? Why did the author use this language?</p> <p>What does this reveal about the author's biases or purpose?</p>	
<p>Numbers and Stats</p>	<p><i>90%</i></p> <p><i>Three thousand 1 out of 10</i></p> <p><i>Four times as many</i></p>	<p>What does this make me wonder? Why did the author use these numbers or amounts?</p> <p>How do these numbers help me see patterns occurring across time, regions, and cultures? What do these numbers help me see?</p>	
<p>Cultural Change</p> <p>Look for evidence of cultures interacting and changing as a result.</p>	<p><i>Innovation</i></p> <p><i>Diffusion</i></p> <p><i>Acculturation</i></p> <p><i>Assimilation</i></p> <p><i>Syncretism</i></p>	<p>What specific examples of cultural change do you find in the text?</p> <p>Which term(s) apply to the specific examples you identified?</p>	

<p><b>Unfamiliar Words</b></p> <p>Vocabulary that is unfamiliar to the reader. This could be words with multiple meanings, a rare or technical word, a discipline-specific word, or one with a far-removed antecedent.</p>	<p><i>Italicized, bold, or underlined words</i></p> <p><i>"is like..."</i></p> <p><i>Anything that causes you to become confused</i></p>		
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Summarize the New World text in the form of a tweet (120 characters or less) and create a clever hashtag that captures the main idea.

#myteachermustbecoolifigettomakeahashtag

## Document 1

### The Conquest of Mexico



From the Caribbean some Spaniards moved to the mainland to set up colonies. One such person was **Hernan Cortes**, who led an expedition to Mexico that ended with the conquest of the Aztec Empire. Cortes was a **conquistador**, or conqueror, a term applied to Spanish military leaders who fought against the native peoples of the Americas.

At the time of the Spanish arrival in Mexico, the Aztec emperor was Moctezuma II. Though the Aztecs were very powerful and ruled much of Mexico, they were unpopular with those they had conquered. Cortes was able to use this lack of popularity to his advantage. By the time he reached the Aztec capital, Tenochtitlan, Cortes's small band of Spanish soldiers had been joined by thousands of Native Americans who wanted to defeat the Aztecs.

Among the Native Americans who joined Cortes was a woman named Malintzin, also called Malinche. Because she was able to speak the Aztec language, Malintzin became invaluable to Cortes as a translator.

In addition to his Native American allies, Cortes had several other advantages that helped him defeat the Aztecs. He had metal weapons and heavy armor, neither of which was known to the Aztecs, as well as guns. Also, Cortes and a few of his soldiers rode horses, animals never before seen in the Americas. Some Aztecs were so scared at their first sight of the horses that they fled in terror. As it had in the Caribbean, disease also swept through the Aztec Empire, killing thousands of people.

On November 8, 1519, Cortes and his army entered Tenochtitlan. Though Cortes and Moctezuma greeted each other respectfully, the Spanish soon took the emperor prisoner. Battle erupted, during which Moctezuma was killed. After months of heavy fighting, Cortes took the city and the entire Aztec Empire. King Charles V of Spain appointed Antonio de Mendoza the first viceroy of Spain (officials selected to rule a large area in the king's name).

## Document 2

# The Conquest of Peru

About 10 years after the conquest of the Aztecs, a **conquistador** named **Francisco Pizarro** led an expedition to Peru. Pizarro had heard of the fabulous wealth of Peru's Inca Empire, and he hoped to win some of that wealth for himself.

The Inca Empire that Pizarro found was already weakened significantly. Smallpox had recently swept through, killing many people, including the emperor. In the wake of the emperor's death, civil war had broken out. A new ruler, **Atahualpa**, had only just taken control of the empire when the Spanish arrived.

Atahualpa heard of the Spaniard's arrival and agreed to meet with them in 1532. At that meeting, Pizarro demanded that Atahualpa accept Christianity and hand over his empire to Spain. Atahualpa refused, and the Spanish took him prisoner. Though Atahualpa gave Pizarro a huge fortune in gold and silver, the Spanish killed him and headed South to Cuzco, the Inca capital. There they destroyed the Inca army and took over the empire.

# Document 3

from Guaman Poma

## CONQUISTA PRESO ATAGVALPAÏGA



gusto atagualpa en la ciudad de Cuzco  
atagualpa en yriga de su abuelo de su padre y de su madre  
y de su abuelo y de su padre y de su madre y de su abuelo  
y de su padre y de su madre y de su abuelo y de su padre

## Document 4

Some Spaniards were appalled at the treatment of Native Americans and called on others to protect those who remained. The most vocal of these reformers was a priest named **Bartolome de Las Casas**. In seeking to protect the Native Americans, however, Las Casas recommended replacing them as laborers with imported African slaves (later in life, Las Casas recants this idea). Slave labor soon became a common practice in the Americas.

In his *History of the Indies*, Las Casas described the terrible ordeals that the Native Americans faced as forced laborers, despite orders from the king of Spain that they be protected and taught Christianity.

*"The Indians were totally deprived of their freedom and were put in the harshest, fiercest, most horrible servitude and captivity which no one who has not seen it can understand. Even beasts enjoy more freedom when they are allowed to graze in the fields. When the Indians were allowed to go home, they often found it deserted and had no other recourse than to go out into the woods to find food and die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless. I sometimes came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating "Hungry, hungry." And this was freedom, the good treatment, and the Christianity that Indians received.*

*Is there a single nation which would not think that the world is full of just such evildoers as the Spaniards if their first experience with that outside world was with a people who entered territories by force, killed the people, and deprived them of their rights? Just because the Spaniards told them to obey the King of Castile [Spain], supposing they understood, what obligation did they have to obey since they already had their own kings?*

## SOAPSTone Graphic Organizer

<b>Title of Piece:</b> <b>Author:</b>		
<b>Subject</b>	The general topic, content, and ideas contained in the text. What is this piece about?	
<b>Occasion</b>	The time and place of the piece; the current situation or context which gave rise to the writing or speech.	
<b>Audience</b>	The group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group. What qualities, beliefs, or values do the audience members have in common?	
<b>Purpose</b>	The reason behind the text. What does the speaker, writer, or filmmaker want the audience to do, feel, say or choose? In literature, we call this the theme of the piece.	
<b>Speaker</b>	The voice that tells the story, or in nonfiction, the author. What do we know about the writer's life and views that shape this text?	
<b>Tone</b>	What choice of words and use of rhetorical devices let you know the speaker's tone? Is the tone light-hearted or deadly serious? Mischievous or ironic?	







Informative/Explanatory Writing Rubric  
Grades 9-10

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	Organization/Purpose
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully introduces the topic (11-12W2a)</li> <li>organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole (11-12W2a)</li> <li>uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (11-12W2b)</li> <li>skillfully provides a concluding statement or a section that follows from and supports the information or explanation presented (11-12W2f)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic (9-10W2a)</li> <li>organizes complex ideas, concepts, and information to make important connections and distinctions (9-10W2a)</li> <li>uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (9-10W2c)</li> <li>provides a concluding statement or section that follows from and supports the information or explanation presented (9-10W2f)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic</li> <li>attempts to organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>attempts to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</li> <li>attempts to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic</li> <li>makes little or no attempt to organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>makes little or no attempt to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</li> <li>makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/Purpose</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the topic thoroughly by selecting the most significant and relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (11-12W2b)</li> <li>skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (11-12W2a)</li> <li>skillfully uses relevant information from multiple authoritative print and digital sources (11-12W8)</li> <li>integrates information into the text to maintain the flow of ideas, avoiding plagiarism and the overreliance on any one source (11-12W8)</li> <li>follows standard format for citation, when appropriate (11-12W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (9-10W2b)</li> <li>includes formatting, graphics, and multimedia when useful to aiding comprehension (9-10W2a)</li> <li>uses relevant information from multiple authoritative print and digital sources (9-10W8)</li> <li>integrates information into the text selectively to maintain the flow of ideas and avoid plagiarism (9-10W8)</li> <li>follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</li> <li>attempts to include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>attempts to use relevant information from multiple authoritative print and digital sources</li> <li>attempts to integrate information into the text to maintain the flow of ideas, avoiding plagiarism</li> <li>attempts to follow standard format for citation with few errors, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</li> <li>makes little or no attempt to include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>makes little or no attempt to use relevant information from multiple authoritative print and digital sources</li> <li>makes little or no attempt to integrate information into the text to maintain the flow of ideas, avoiding plagiarism</li> <li>makes little or no attempt to follow standard format for citation with few errors, when appropriate</li> </ul>	<p>Evidence/Elaboration</p>



Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	Language/Conventions
<p>The writing –</p> <ul style="list-style-type: none"> <li>skilfully establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (11-12W2e)</li> <li>skilfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>has errors that do not interfere with understanding (11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W2e)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/Conventions</p> <p>1 x "  </p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 3



### CONVENTIONS CHART GRADES 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p><b>Semicolons:</b></p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) (9-10L2a)</li> </ul> <p><b>Colons:</b></p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation (9-10L2b)</li> </ul>	<p><b>Parallel Construction (9-10L1a):</b></p> <ul style="list-style-type: none"> <li>With single words (e.g., verbs particularly in informational and technical writing (parallel): <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>With clauses (parallel: <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i>)</li> <li>With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle, not parallel: Jamilah likes to hike, to swim, and rides a bicycle).</i></li> </ul> <p><b>Phrases and Clauses (9-10L1b):</b></p> <ul style="list-style-type: none"> <li>uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent)</li> <li>Uses noun, relative, and adverbial to convey specific meanings and add variety and interest to writing or presentations</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grades. (L1)</li> </ul>

\* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014  
\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.



# AFRICAN SLAVE TRADE

**TODAY'S LEQs: WHAT WERE THE COSTS AND BENEFITS OF INTERACTIONS BETWEEN CULTURES? WHO BENEFITED THE MOST/LEAST AND WHY?**

1

## "Coffin" Position



4

## AFRICAN SLAVE TRADE

- CAPTURED AFRICANS MARCHED TO SLAVE SHIPS WHERE THEY BECAME PART OF THE TRIANGULAR TRADE

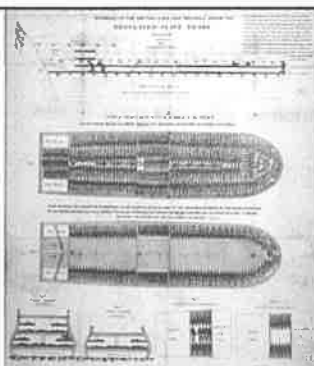


2

## AFRICAN SLAVE TRADE

- WHY ENSLAVE AFRICANS?
  - ENCOMIENDA SYSTEM FAILED, EUROPEANS NEEDED A NEW SOURCE OF LABOR FOR PLANTATIONS IN THE AMERICAS
  - PROXIMITY: CLOSE TO EUROPE & ALREADY RESISTANT TO DISEASE
  - THEORY OF SOCIAL DARWINISM: EUROPEANS FELT AFRICANS WERE INFERIOR

5



PLAN OF THE BRITISH SLAVE SHIP BROOKES, 1788. THIS PLAN, WHICH MAY UNDERCOUNT THE HUMAN CARGO THE BROOKES CARRIED, SHOWS HOW TIGHTLY AFRICANS WERE PACKED ABOARD SLAVE SHIPS.

3

## PHASES OF BECOMING A SLAVE

1. CAPTURE
2. TRANSPORTATION (MIDDLE PASSAGE)
3. SEASONING
4. SLAVERY



6

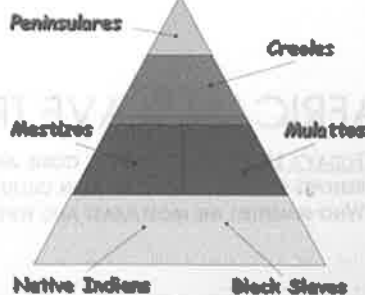
### JIGSAW ACTIVITY: ATLANTIC SLAVE TRADE

- THREE SPECIFIC TOPICS WE'LL STUDY:
  1. SLAVERY & THE ATLANTIC WORLD
  2. CAPTURE, TRANSPORT, AND SALE
  3. IMPACT OF SLAVERY ON AFRICA (LONG-TERM & SHORT-TERM)
- READ AND ANNOTATE YOUR ASSIGNED SECTION OF THE TEXT. RECORD **FIVE KEY IDEAS**. WHAT IS **MOST IMPORTANT**? WHAT DO YOUR CLASSMATES **NEED TO KNOW**?



7

### The Colonial Class System



10

### STOP, COLLABORATE, AND LISTEN

- MEET WITH AT LEAST ONE OTHER PERSON ASSIGNED THE SAME SECTION OF TEXT AS YOU.
- SHARE YOUR TAKE FIVES AND COLLABORATE ON A FINAL LIST OF KEY IDEAS.
- BE READY TO TEACH THAT SECTION TO YOUR CLASSMATES!



8

### Ethnic Composition in Colonial Latin America (1825)

	Spanish America	Brazil
European	18.2%	23.4%
Mixed-race	28.3%	17.8%
African	11.9%	49.8%
Native American	41.7%	9.1%

11

### SHARING IS CARING 😊

- FORM NEW GROUPS OF 3, ONE REPRESENTATIVE FROM EACH SECTION OF THE TEXT.
- **TEACH** EACH OTHER ABOUT YOUR ASSIGNED SECTION.
- ASK CLARIFYING QUESTIONS WHEN NEEDED; YOU'RE RESPONSIBLE FOR KNOWING ALL THREE TOPICS!



9

### Destination of Slaves in 1700s

British North America	6% (348,000)
Spanish America	10% (578,600)
Caribbean	53% (3, 233,700)
Brazil	31% (1,891,400)

12

**DATA ANALYSIS**

COMPARE THE DESTINATION OF SLAVES IN THE 1700S ALONG WITH THE ETHNIC COMPOSITION OF LATIN AMERICANS IN 1825 TO MODERN DAY DATA ON ETHNICITY IN LATIN AMERICA.

1. IN THE TIME **BEFORE** EUROPEAN EXPLORATION TO THE AMERICAS, WHAT WOULD THE ETHNIC COMPOSITION LOOK LIKE?
2. COMPARING THE OLD DATA TO THE NEW, WHAT PATTERNS DO YOU NOTICE? WHY DO YOU THINK THESE PATTERNS EXIST?

13



14





## Topics / African Empires / Atlantic Slave Trade / Transcript: Impact of Slavery on Africa

**TRANSCRIPT:** It's important to consider the impact of the slave trade and the institution of slavery in the Western Hemisphere. I want to point out that the impact is not just felt in Africa—the source of the captives, the source of the people enslaved—but also in the Americas and Europe. In fact, we should probably start with Western Europe.

Western Europe, over the course of the 17th and 18th centuries, benefits significantly from a global commerce and that global commerce does not just depend on slave trade, although the slave trade is a component of that global commerce. But it's also important to point out that some of the most valuable products in the Western European economy, particularly sugar, depend heavily on slave labor. Tobacco is also a very valuable product. Sugar is a wonderful example of a plant. It's not native to Europe. It's an Asian plant grown on American soil with African slave labor, and the Europeans draw tremendous profits from sugar. And so it's important to point out that plantation agriculture in the Americas combined with mining contribute significantly to the increasing commercial wealth of Europe during the 17th and 18th centuries.

The global nature of European commerce is also a source of European wealth, and that wealth will add to European power and will actually provide the investment capital for industrialization in the 19th century. The economic benefits of slavery as part of a global commerce really does change European power significantly.

However, clearly there's a tremendous impact of slavery on Africa—in fact, African politics, economics, and society are all disrupted in the western regions of the continent by the transatlantic slave trade during the three centuries between 1500 and 1800. It's very clear that traditional power structures break down, traditional political structures break down. There's always been a fair amount of warfare in West Africa, but with the rise of the slave trade, there's a huge incentive for West African nations to fight each other because captives can be sold in the slave trade. Styles of warfare change as European weapons, particularly firearms, lead to an increased mortality in those wars.

The Asante Empire ultimately becomes dominant in West Africa because of its preferred position with respect to the European commerce and the strength of its armies as a result of European technology. Particular African nations succeed in subjugating their neighbors and selling captives to European traders on a large scale. Clearly, this changes the political framework or the political picture of West Africa.

In terms of social classes, you can argue that African slave traders create a mercantile class that alters the traditional social structure and the traditional power of the African nobility. You now have a mercantile class of Africans participating in the slave trade and that interjects a new element in African social structure.

In terms of demographics, millions of captives are taken from West Africa and sold into slavery. I want to point out that many of the people enslaved would be young, strong people. Those are the people most attractive to slave traders. And so you have to ask yourself, what is the effect on a society, particularly an agricultural society, when you have such a significant loss of young, strong workers? The disruption of African agriculture and the African labor pool is significant. That labor loss is enhanced by contagious diseases, European diseases that enter West Africa as a result of contact with European traders.

It's certainly true that some new products, agricultural products, are introduced to Western [Africa], particularly American corn, American maize, and that does do something to increase the food supply. However, the loss in agricultural labor and the disruption of traditional agricultural patterns wreak significant damage on African society during the period.

Finally, it can be argued that more men are enslaved than women and this has an effect on the gender balance of West Africa. Economically, demographically, politically, militarily—even with respect to health—West African society is significantly disrupted by the loss of millions of people to a three centuries long slave trade. It can be argued that the strength of West African society and nations is permanently affected by this commerce. Again, the West African slave trade is a dramatic and particularly repugnant chapter in the history of Atlantic commerce.

Select Citation Style:

#### MLA

"Transcript: Impact of Slavery on Africa." *World History: The Modern Era*. ABC-CLIO, 2015. Web. 13 Oct. 2015.

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## Topics / African Empires / Atlantic Slave Trade / Transcript: Capture, Transport, Sale of Slaves

**TRANSCRIPT:** From the 16th century up until around the year 1800, a significant commerce in human beings crossed the Atlantic Ocean. The transatlantic slave trade is responsible for the transport of millions of captive Africans to slavery in the Western Hemisphere, where they worked largely in agricultural labor on the plantations of South America and the Caribbean and the American South in the English colonies. The growth of large-scale plantation agriculture in the colonial Western Hemisphere really led to a great demand for labor, and African captives filled that demand.

In particular, the labor-intensive cultivation of sugar—perhaps the most lucrative crop in the transatlantic trade of the 17th and 18th centuries—was a huge source of demand for slave labor. Sugar cultivation, in particular, lay at the root of the transatlantic slave trade. The actual Middle Passage—that is, the transportation of slaves across the Atlantic—is in some ways the most brutal aspect of the European enslavement of African peoples during this three-century period.

The Middle Passage is one leg of the triangle trade, the complex trade route that linked Europe, America, and Africa over the course of two centuries. The European traders in slaves would arrive in Africa and would purchase captives from African political leaders, African traders, or African chiefs. Most of the captives sold were captives in war. Usually, although as the trade increased it is very clear that African traders and African chieftains would actually go seeking captives purely for the result of profiting through the slave trade. In fact, most of the captives were actually taken by other Africans. There is fairly little actual European hunting of African captives or taking of African captives. The Europeans are purchasing captives at the coast in return for different trade goods—rum, alcohol, firearms, and different European manufactured products.

When the Europeans acquired these African captives, they would load them in ships and there is actually a number of different ways to do this. The question is, do you pack as many captive people as possible onto the ship and try to transport as many people as possible across the Atlantic, or do you pack fewer people in the hopes of increasing survivability?

It is important to point out the actual voyages are recalled by many African captives or enslaved Africans as the most horrible part of their experience. The voyage could take anywhere from five weeks to three months. During this time, the captives are chained below decks—they have almost no opportunity for fresh air. The below decks are not cleaned, and so they are lying in their own excrement, their own sewage. The food is terrible and not very plentiful. If someone dies next to you, you might find yourself chained to a dead body for a number of days until that body is removed. The conditions during the passage are absolutely unspeakable. If there were fewer captives below decks, their survivability would obviously go up. And so loose pack or tight pack are different strategies for transporting captives across the Atlantic.

The passage is dangerous for the slaves below decks not just because of the lack of food and sanitation, but because in such crowded conditions infectious diseases could run through the entire population below decks. Mortality as a result of disease obviously is significant. In addition, if the ship runs low on provisions or if there is bad weather, there are examples of live captives being thrown overboard to drown. This is not just a very difficult and

horrible experience for the captives, it is also clearly a very repugnant chapter in the history of European commerce, in European society. Once the captives arrived in the Americas, those that survived, and particularly those that had survived in good health, would be auctioned. Obviously the ones with good health would command very high prices, because their strength was clear as a result of their success in the voyage.

So the total number of slaves transported across the Atlantic through the Middle Passage is debatable. Ten million is a figure that is often offered as a total for the three centuries of the slave trade. It is very hard to confirm a specific figure, but it is clear that millions of African captives are transported across the Atlantic in terrible conditions and sold into permanent agricultural labor.

I want to point out that the sugar agriculture of the Caribbean was particularly horrific. Working conditions in Haiti in particular were so bad that most slaves died after three years or so. They didn't have the opportunity to have children, and so there isn't really a sustaining, increasing slave population in the sugar islands. New slaves have to constantly be transported by the Middle Passage in order to serve the labor demand in the sugar islands. In Brazil and in North America, it is clear that enslaved Africans actually managed to have children. So you have a sustaining growing slave population in the North American colonies into a certain extent in Brazil. The Caribbean islands, however, really serve as a substantial source of demand because most slaves do not have children—and so that in particular is a source of demand.

In any case, the transatlantic slave trade is a particular repugnant chapter in the history of Western Europe.

Select Citation Style:

#### MLA

"Transcript: Capture, Transport, Sale of Slaves." *World History: The Modern Era*. ABC-CLIO, 2015. Web. 13 Oct. 2015.

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## Topics / African Empires / Atlantic Slave Trade / Transcript: Slavery and the Atlantic World

**TRANSCRIPT:** During the 300 years from 1500 to 1800, millions of captives taken in Africa are transported across the Atlantic and sold as slaves in the Western Hemisphere. African slave labor lies at the foundation of plantation style agriculture in South America, the Caribbean, and the southern parts of North America—the English colonies. The transatlantic slave trade forms a significant part of global commerce—European-managed global commerce—during this period. This slave trade will have a significant effect on the social and economic development of Europe, the Americas, and certainly Africa—the site from which many of the captives are taken.

The Atlantic slave trade has its roots in the exploration of West Africa by the Portuguese in the 15th century. The Portuguese explore West Africa for a number of different reasons, using newly developed maritime technology. But by the late 15th century, they get involved in the existing commerce of the region, including the slave trade. It's important to point out that Africans have been enslaving their captives, other Africans, for centuries. They also had been participating in an African slave trade with Arab slave traders using the trans-Saharan trade routes, and that trans-Saharan slave trade has existed since the 800 or 900 CE.

So there was already an existing slave trade in West Africa. With the coming of the Europeans and the development of European colonies in the Western Hemisphere, the scale of that slave trade will expand significantly and its focus will be changed from the Mediterranean and the Middle East to the Western Hemisphere. There is still a significant Arab slave trade there in the region, as well, and that Arab slave trade will also extend to East Africa.

The Portuguese begin by trading for African slaves and captives along with the other African products that they are interested in over the course of the late 15th century. Initially, those African captives are transported to the Mediterranean or to Spain and Portugal themselves or to some of the Portuguese sugar islands in the near Atlantic—that is, on the eastern half of the Atlantic. But with the development of the Spanish and the Portuguese colonies in Central and South America, the Caribbean, and Brazil, a new demand for labor—and therefore for African slaves—will open up.

Initially, the Spanish and Portuguese use Native American labor in their plantation-style agriculture. However, European diseases decimate the Native American populations, and so the demand for labor is a major impetus for the taking of African slaves and the growth of the slave trade. Ultimately, with the settlement of the English colonies in North America, there will be plantation-style agriculture in Virginia, Maryland, the Carolinas, and Georgia—and that would be another source of demand. North America, the Caribbean, and South America are the real agricultural sites that create the demand for African slaves.

It's important to point out that the growth in demand for slave labor in the Americas coincides with a great deal of political instability in Africa. The Songhai Empire is breaking up in the 16th century and that would yield a great number of war captives for the slave trade. In the 17th and 18th century, the Asante Empire will grow in West Africa—the growth of the Asante will partially be based on their wealth that comes as a result of selling war captives to Europeans for the slave trade. In fact, the Asante are successful because they are getting modern European weapons, firearms in particular, as a result of the slave trade. This makes them successful in their wars and provides more captives for that very slave trade.

It's safe to say that the slave trade and the political instability in West Africa are mutually dependent phenomena during the early modern period. The major regions in West Africa that serve as sources of captives for the slave trade are Senegambia, in the valley of the Gambia river, modern day Ghana, Benin, and Togo, and certainly modern-day Nigeria. But the entire coast of West Africa near the equator—between the Tropic of Cancer and the equator—are sources of African captives for the slave trade during this period.

It's initially dominated by Portugal, but by the late 17th century the British, the French, and the Dutch will have supplanted the Portuguese as the major nations participating in the slave trade. The total number of captives taken is hard to estimate. At the height of the slave trade some estimates range to 100,000 African captives transported across the Atlantic every year. The total figure for three centuries of the slave trade is sometimes estimated at 10 million, but it's very hard to come up with precise figures. It's certain, though, that millions of African captives were taken and transported across the Atlantic into slavery.

One of the most profound sources of demand for African captives is the sugar agriculture of the Caribbean and Brazil. Because sugar is so labor-intensive, slaves are frequently worked to death. In Haiti a slave might only last for three years; and as a result, slaves do not actually have children. There is not a self-sustaining slave population in these regions, and so the demand for new slaves, new captives, is particularly heavy. Millions of slaves are ultimately directed to the sugar agriculture of the Caribbean and Brazil.

In North America and other regions in the Americas, slavery is still brutal, but it's clear that slaves actually reproduce and develop a reproducing slave population. This is certainly true of the American South. So the existence of slavery reproducing itself—or people who are enslaved having children—creates another source of people who ultimately are enslaved. The slave trade in all of its dimensions—sugar plantations in Brazil and the Caribbean, tobacco plantations in Virginia, mines in South America—all of it represents a particularly repugnant chapter in the history of transatlantic commerce and European society.

Select Citation Style:  ▼

#### MLA

"Transcript: Slavery and the Atlantic World." *World History: The Modern Era*. ABC-CLIO, 2015. Web. 13 Oct. 2015.  
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## Atlantic Slave Trade “Take Fives”

**Instructions:** Take down five key ideas from your assigned section of the text. What is *most important*? What do your classmates *need to know* to fully understand the concepts presented?

Overview

Slavery & the Atlantic World

## Capture, Transport, and Sale

## Impact of Slavery on Africa



## **JOHN BARBOT: DESCRIPTION OF SLAVING IN AFRICA (1682)**

*As an agent for the French Royal African Company, John Barbot made at least two voyages to the west coast of Africa, one in 1678 and the other in 1682. In this excerpt below, published as "A Description of the Coasts of North and South Guinea" in 1732, he describes the effects of slavery on the region, which supplied most of Africa's slaves throughout the 17th and 18th centuries.*

Those sold by the Blacks are for the most part prisoners of war, taken either in fight, or pursuit, or in the incursions they make into their enemies territories; others stolen away by their own countrymen; and some there are, who will sell their own children, kindred, or neighbours. This has been often seen, and to compass it, they desire the person they intend to sell, to help them in carrying something to the factory by way of trade, and when there, the person so deluded, not understanding the language, is old and deliver'd up as a slave, notwithstanding all his resistance, and exclaiming against the treachery. . . .

The kings are so absolute, that upon any slight pretense of offences committed by their subjects, they order them to be sold for slaves, without regard to rank, or possession. . . .

Abundance of little Blacks of both sexes are also stolen away by their neighbours, when found abroad on the roads, or in the woods; or else in the Cougans, or cornfields, at the time of the year, when their parents keep them there all day, to scare away the devouring small birds, that come to feed on the millet, in swarms, as has been said above.

In times of dearth and famine, abundance of those people will sell themselves, for a maintenance, and to prevent starving. When I first arriv'd at Goerree, in December, 1681, I could have bought a great number, at very easy rates, if I could have found provisions to subsist them; so great was the dearth then, in that part of Nigritia.

To conclude, some slaves are also brought to these Blacks, from very remote inland countries, by way of trade, and sold for things of very inconsiderable value; but these slaves are generally poor and weak, by reason of the barbarous usage they have had in traveling so far, being continually beaten, and almost famish'd; so inhuman are the Blacks to one another. . . .

The trade of slaves is in a more peculiar manner the business of kings, rich men, and prime merchants, exclusive of the inferior sort of Blacks.

These slaves are severely and barbarously treated by their masters, who subsist them poorly, and beat them inhumanly, as may be seen by the scabs and wounds on the bodies of many of them when sold to us. They scarce allow them the least rag to cover their nakedness, which they also take off from them when sold to Europeans; and they always go bare-headed. The wives and children of slaves, are also slaves to the master under whom they are married; and when dead, they never bury them, but cast out the bodies into some by place, to be devoured by birds, or beasts of prey.

This barbarous usage of those unfortunate wretches, makes it appear, that the fate of such as are bought and transported from the coast to America, or other parts of the world, by Europeans, is less deplorable, than that of those who end their days in their native country; for aboard ships all possible care is taken to preserve and subsist them for the interest of the owners, and when sold in America, the same motive ought to prevail with their masters to use them well, that they may live the longer, and do them more service. Not to mention the inestimable advantage they may reap, of becoming christians, and saving their souls, if they make a true use of their condition. . . .

Many of those slaves we transport from Guinea to America are prepossessed with the opinion, that they are carried like sheep to the slaughter, and that the Europeans are fond of their flesh; which notion so far prevails with some, as to make them fall into a deep melancholy and despair, and to refuse all sustenance, tho' never so much compelled and even beaten to oblige them to take some nourishment: notwithstanding all which, they will

1870-1914: The Age of Imperialism

During the late nineteenth century, European nations began to expand their empires, seeking raw materials and new markets for their goods.

The process of imperialism was driven by economic factors, as well as a sense of national pride and competition among the great powers.

By 1914, the world was almost entirely divided among the empires of the major European powers.

The scramble for Africa and the Pacific was particularly intense, as nations sought to secure their interests in these regions.

Imperialism had significant consequences for the world, including the spread of European culture and the exploitation of colonized peoples.

The legacy of imperialism is still felt today, as many of the borders and political structures of the modern world were shaped during this period.

Understanding the Age of Imperialism is essential for grasping the complexities of the modern world and the challenges it faces.

# Primary Source Analysis: African Slave Trade

**Overview:** While many European slave traders were undoubtedly cruel, they often saw their actions as entirely normal. In 1682, the Atlantic Slave Trade had not yet been banned, and the enslavement of kidnapped Africans was still widely practiced in Europe and colonial America.

In this activity you will read excerpts from the writings of an actual 17th-century slave trader, John Barbot. Barbot, who worked as an agent for the French Royal African Company, published a book in 1732 about his experiences in Africa titled *A Description of the Coasts of North and South Guinea*

**Step 1: Read and annotate the text.** Notate the following: Contrasts (C), Numbers (#), Extreme Language (L), and Personal Perspective (P).

**Step 2: Complete the provided SOAPStone graphic organizer.** You will be allowed to keep this out during the formative assessment. Complete this to the best of your ability.

**Step 3: Complete the reflection questions:** Please provide fully elaborated responses, and make sure you're addressing all parts of each question. Be sure to include evidence from the text to support your answers.

1. How do you think European slave traders felt about their jobs? Make inferences from the activity and your knowledge of history to support your speculation.
2. Why do you think many cultures have featured slavery since ancient times? Why was slavery used? Was it necessary? Why was it tolerated? Link your answer to the specific information in this topic exploration.
3. Compare and contrast the damage done to enslaved Africans and to those Africans left behind.



USE YOUR TECHNOLOGY TO LOOK UP THE LOCATION OF PANAMA...

1

### CHALK TALK QUESTIONS

- AS EARLY AS THE 1500S, PEOPLE HAD DREAMED OF BUILDING A CANAL THROUGH PANAMA. WHY DO YOU THINK THEY WANTED TO DO THIS? HOW MIGHT PEOPLE HAVE BENEFITED?
- WHAT OBSTACLES DO YOU IMAGINE ENGINEERS AND GOVERNMENT OFFICIALS ENCOUNTERED WHEN THEY SET OUT TO BUILD THE CANAL?

4

### VOCAB YOU NEED TO KNOW:

- **ISTHMUS:** A NARROW STRIP OF LAND, BORDERED ON BOTH SIDES BY WATER, CONNECTING TWO LARGER BODIES OF LAND.
- **CANAL:** AN ARTIFICIAL, MAN-MADE WATERWAY FOR NAVIGATION, IRRIGATION, ETC.



2

### PANAMA CANAL

- **TODAY'S LEQs:**
- HOW DO HUMANS MODIFY THE ENVIRONMENT TO SUIT THEIR NEEDS?
- HOW DO THESE MODIFICATIONS TRANSFORM A REGION?

HEAD TO NEARPOD.COM AND ENTER JOIN CODE: 114074

5

### CHALK TALK

- A SILENT BRAINSTORM
- TALK WITH THE DRY ERASE MARKER
- RESPOND TO THE DISCUSSION QUESTIONS – **NO WORRIES ABOUT BEING RIGHT OR WRONG**
- WRITE DOWN A NEW IDEA, EXTEND ON SOMEONE'S IDEA, ASK A QUESTION – ANYTHING GOES! ... AS LONG AS YOUR COMMENTS/QUESTIONS ARE ON TOPIC ...
- NO SET NUMBER OF TIMES YOU HAVE TO WRITE; JUST AS YOU FEEL INSPIRED

3

### AS YOU VIEW THE DOCUMENTARY...

- WRITE DOWN ANY TRANSFORMATIONS YOU OBSERVE IN YOUR WINDOW NOTES (MOVE TO THE BACK IF MORE SPACE IS NEEDED)
- FOLLOW ALONG WITH NEARPOD – WE'LL STOP EVERY ONCE IN A WHILE FOR A QUICK "COMP CHECK QUESTION"
- YOU WILL BE EXPECTED TO ANSWER THE LEQs AT THE END OF THIS LESSON BY APPLYING YOUR KNOWLEDGE OF THE PANAMA CANAL.

6

**JOT THOUGHTS BRAINSTORM**

- THE PANAMA CANAL TRANSFORMED THE REGION, AND YOU WILL BE ASKED TO EVALUATE ITS LEGACY LATER IN THE LESSON. TAKE A MOMENT TO BRAINSTORM ALL THE TRANSFORMATIONS YOU'VE HEARD THIS FAR.
- BRAINSTORM ONE IDEA AT A TIME:
  - ANNOUNCE THE IDEA
  - WRITE IT DOWN
  - PLACE IN THE CENTER OF YOUR TABLE GROUP
  - REPEAT THESE STEPS EVERY TIME YOU HAVE A NEW IDEA.

7

**ACROSTIC SUMMARY**

- ANSWER TODAY'S LEQS IN THE FORM OF AN ACROSTIC POEM.
- IN PANAMA, HOW DID WE MODIFY THE ENVIRONMENT TO SUIT OUR NEEDS? HOW DID THESE MODIFICATIONS TRANSFORM PANAMA? THE U.S.?

10

**JOT THOUGHTS BRAINSTORM**

- CATEGORIZE EACH TRANSFORMATION AS A COST OR A BENEFIT
- PICK A SPOKESPERSON AND BE READY TO SHARE.

8

**CONTINUE DOCUMENTARY**

- TAKE OUT PANAMA CANAL NOTES.
- NEARPOD CODE: \_\_\_\_\_

9

**As early as the 1500s, people had dreamed of building a canal through Panama. Why do you think they wanted to do this? How might people have benefited?**

**What obstacles do you  
imagine engineers and  
government officials  
encountered when they set  
out to build the canal?**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**American Experience: Panama Canal**

Today's LEQ: How does a human modification of the environment transform a region?

Instructions: *Panama Canal* depicts a number of dramatic transformations – political, social, technological, and environmental. As you watch the film, make note of each transformation you see. Remember that some transformations are readily apparent, while others are internal or invisible. Have your notes on hand for discussion of the film.

Political Transformations	Social Transformations
Technological Transformations	Environmental Transformations

World Studies Name:

Date:

Block:

***Panama Canal Checks for Understanding: Have you picked up what was put down?***

Instructions: We'll pause throughout the film to stop and think about what we have viewed. The questions for discussion should be answered below.

1. How do the challenges you brainstormed during the chalk talk compare to what we viewed in the documentary?
2. The political cartoon on the screen is titled "Coup d'Etat". Does this cartoonist appear to support or oppose Roosevelt's actions in Panama? Explain.
3. Identify the costs of human-environmental interaction in Panama.
4. Engineers in Panama faced huge challenges when trying to build the Panama Canal at sea level. Brainstorm a list of possible alternatives. How could you cross boats from one side to the other given the different elevations? Feel free to sketch your ideas.

5. Compare the “Gold and Silver” system in Panama to segregation in the United States.
6. How could we use Geographic Map Analysis to test the Gorgas’s Mosquito Theory?
7. View the photo of Teddy Roosevelt on the screen and answer the following questions. Without Teddy Roosevelt would construction of the Panama Canal have been successful? What message do you think Roosevelt wanted to send Americans with this photo in the media?
8. The completion of the Panama Canal transformed our country’s reputation abroad. How did this change the way our country was viewed?

***Panama Canal Teacher Timing Guide (times are approximate)***

1. How do the challenges you brainstormed during the chalk talk compare to what we viewed in the documentary? (12:31)
2. The political cartoon on the screen is titled "Coup d'Etat". Does this cartoonist appear to support or oppose Roosevelt's actions in Panama? Explain. (18:02)
3. Identify the costs of human-environmental interaction in Panama. (27:30)
4. Engineers in Panama faced huge challenges when trying to build the Panama Canal at sea level. Brainstorm a list of possible alternatives. How could you cross boats from one side to the other given the different elevations? Feel free to sketch your ideas. (35:55)
5. Compare the "Gold and Silver" system in Panama to segregation in the United States. (49:00)
6. How could we use Geographic Map Analysis to test the Gorgas's Mosquito Theory? (53:00)
7. View the photo of Teddy Roosevelt on the screen and answer the following questions. Without Teddy Roosevelt would construction of the Panama Canal have been successful? What message do you think Roosevelt wanted to send Americans with this photo in the media? (1:07)
8. The completion of the Panama Canal transformed our country's reputation abroad. How did this change the way our country was viewed? (1:32)

# Panama Canal: Newspaper Project

**Today's LEQs:** How do humans modify the environment to suit their needs? How do these modifications transform a region? *We've been focusing on Latin America and will use the construction of the Panama Canal as our case study to answer these questions.*

**Your Mission:** Keeping in mind the LEQs, your mission is to evaluate the legacy of the Panama Canal. It's been over one hundred years since the canal opened. What important lessons (both positive and negative) can be learned from studying the political, social, environmental, and technological transformations that resulted from the construction of the Panama Canal? We're flashing back to 2014 and celebrating the 100<sup>th</sup> anniversary of the Canal's opening. You've been hired to design the front page of a newspaper dedicated to this celebration. You will be working in collaborative pairs.

## **Requirements:**

- A catchy but appropriate newspaper title with a realistic date (think 2014!)
- **TWO articles** that summarize and evaluate a **minimum of four specific transformations** associated with the canal project (one from each category: political, social, environmental, and technological); each partner is responsible for writing an article. Hold each other accountable for the quality of the work – peer edit before placing them on the newspaper.
- Two “photographs” – one corresponding to each article.

## **Resources:**

- Then & Now Article
- Window notes from the documentary
- Nearpod Reflection Questions
- *American Experience: The Panama Canal* (You can search for this documentary on YouTube and re-watch portions if needed)

## **How will you be graded?**

- Refer to the rubric on the back

Group Members: \_\_\_\_\_

Grade Category	10	8	6	4
<b>Historical Accuracy (out of 10 summative points)</b>	Articles includes required number of transformations, at least one from each category (a total of two per article, four per newspaper); Information included is completely accurate and gives a thorough evaluative reflection of how the Panama Canal transformed the region.	Articles includes required number of transformations, at least one from each category (a total of two per article, four per newspaper); Information included is mostly accurate and gives a solid evaluative reflection of how the Panama Canal transformed the region.	One or more components is lacking in accuracy or detail. Didn't include required number of transformations and/or not all four categories are represented. Articles don't really give an accurate or thorough evaluation of the canal project's impact on the region.	Most or all assignment requirements not met; Articles inaccurate.
<b>Effectiveness (out of 10 summative points)</b>	Your newspaper is a highly effective learning tool for your classmates. You provided an exceptional overview of the canal project's impact on the region, and your classmates could use your entire newspaper as a study guide.	Your newspaper is an effective learning tool for your classmates. You provided a good overview of the canal project's impact on the region, and your classmates could use many pieces of your newspaper as a study guide.	Your newspaper was lacking in effectiveness. Your classmates wouldn't benefit very much from studying your newspaper.	You confused your classmates more than you helped.
	4	3	2	1
<b>Visual Presentation (out of 4 summative points)</b>	Your newspaper was clear, focused, creative, and school appropriate. You told your news stories in an engaging way and met all requirements. You were a active participant throughout the entire project process from planning to publication.	Your newspaper was mostly clear, focused, creative, and school appropriate. You told your news stories in a way that was engaging most of the time. You met all requirements or came very close to doing so. You were a active participant throughout the entire project process from planning to publication.	Your news stories were unclear, lacking in creativity, and/or not appropriate for school. You were disruptive throughout the project process and had to be redirected on several occasions. Technology was not used appropriately.	You were not engaged in the assignment and did not contribute to the publication.

**Acrostic Poem Summary**

Show what you have learned about the panama canal by writing any information you can that fits the letter. Be sure to talk about the **challenges** faced and the **changes** that occurred.

**P-**

**A-**

**N-**

**A-**

**M-**

**A-**

**C-**

**A-**

**N-**

**A-**

**L-**





## Fishbowl Debate

- Is NAFTA a good deal for the countries involved?
- Should NAFTA be expanded to include all countries in Latin America? **NA-LAFTA?**



1

## Your Mission

- Research the topic from multiple perspectives and take detailed notes for each. You will be assigned one of these perspectives to argue during the debate. Use the provided graphic organizer to record your fishbowl notes. *This is collected at the conclusion of the debate and is included in your overall grade.*
- Support each perspective with **at least one specific piece of evidence** from your research (data, text evidence, etc.)
- Make a name tent that very clearly includes your first name and your assigned perspective.

4

## Fishbowl Debate

- Tariffs – terrible idea or terrific?
- Will the benefits outweigh the costs?



2

## Some Guidelines...

- Don't raise hands
- Listen carefully
- Address one another respectfully
- Don't talk to Mrs. K, talk to each other
- Base any opinions on your research
- Address comments to the group (no side conversations)
- Use sensitivity to take turns and not interrupt others
- Monitor 'air time'
- Be courageous in presenting your own thoughts and reasoning, but be flexible and willing to change your mind in the face of new and compelling evidence

5

## How Does this Type of Debate Work?

1. The class is split in half: Inner Circle & Outer Circle.
2. The Inner Circle debates the topic for five minutes while the Outer Circle listens silently and corresponds via [todaysmeet.com](http://todaysmeet.com).
3. After five minutes, the two groups switch. The Outer Circle becomes the Inner Circle and has their chance to debate.
4. Repeat Steps.
5. The first two rounds you must debate from your assigned perspective. In the last round you may speak your personal point of view.

3

## What Will Make This Great?

- Quality of discussion depends on participants
- Great discussions occur when participants are well prepared, actively listen, and willingly share
- Participants support ideas with specific evidence from their research
- Discussion is not about right answers; different perspectives are welcome and keep the dialogue engaging
- **Think out loud and share your ideas openly!**

6

### How Are You Graded?

- Quality of research
  - Your graphic organizer serves as evidence.
- Respect throughout the debate
- Participation during the debate
- They Say, I Say Reflection

7

### Submit Via Schoology

- Fishbowl Research
- They Say, I Say Reflection
- Fishbowl Feedback

10

- <http://www.youtube.com/watch?v=eLBMORyce7k>

8

### They Say, I Say Reflection

**Instructions:** While you're in the outer circle, "discuss" specific statements with which you **disagree** via [todaysmeet.com](http://todaysmeet.com). These will become evidence and examples for a "They Say, I Say" reflection at the end of the debate.

- **Paragraph 1:** Explain another group's position. **Why do they believe they are right?** Don't make them sound **stupid**; present their position accurately and fairly.
- **Paragraph 2:** Respond to the points in paragraph 1 with your own arguments. How does your perspective **trump** theirs? Use logic and evidence in support of your position.

9

# Fishbowl Debate: From NAFTA to NA-LAFTA?

**Instructions:** We are bringing our study of Latin America up to modern day with an analysis of NAFTA and its overall impact on the region. As you conduct research, you should consider the impact of NAFTA on the specific groups mentioned, all of which are stakeholders in the trade agreement. Be sure to informally cite your sources as you take notes. During the fishbowl debate, you will be assigned one of these roles and will have to effectively argue the future of NAFTA from that perspective.

**Keep in mind our LEQ:** What are the costs and benefits of membership to NAFTA? What should the future of this trade agreement be?

**Fishbowl Debate Question:**

- Is NAFTA a good deal for the countries involved?
- Should NAFTA be expanded to include all countries in Latin America?

Group	Negative Impacts of NAFTA (Costs)	Positive Impacts of NAFTA (Benefits)
Mexican Workers		
American Workers		

Group	Negative Impacts of NAFTA (Costs)	Positive Impacts of NAFTA (Benefits)
American Corporations		
American Consumers		

Answer the fishbowl questions based on your research thus far:

- Is NAFTA a good deal for the countries involved?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- Should NAFTA be expanded to include all countries in Latin America?

## Document A

**Source:** "Preamble," North American Free Trade Agreement, 1994.

**Note:** A preamble is an introduction, usually to a formal document.

### North American Free Trade Agreement (NAFTA) PREAMBLE

The Government of Canada, the Government of the United Mexican States, and the Government of the United States of America, resolved to:

**STRENGTHEN** the special bonds of friendship and cooperation among their nations;  
**CONTRIBUTE** to the harmonious development and expansion of world trade and provide a catalyst to broader international cooperation;  
**CREATE** an expanded and secure market for the goods and services produced in their territories;  
**REDUCE** distortions to trade;  
**ESTABLISH** clear and mutually advantageous rules governing their trade; . . .  
**ENHANCE** the competitiveness of their firms in global markets; . . .  
**CREATE** new employment opportunities and improve working conditions and living standards in their respective territories;  
**UNDERTAKE** each of the preceding in a manner consistent with environmental protection and conservation; . . .  
**PROMOTE** sustainable development;  
**STRENGTHEN** the development and enforcement of environmental laws and regulations; and  
**PROTECT**, enhance, and enforce basic workers' rights; . . .

### Document Analysis

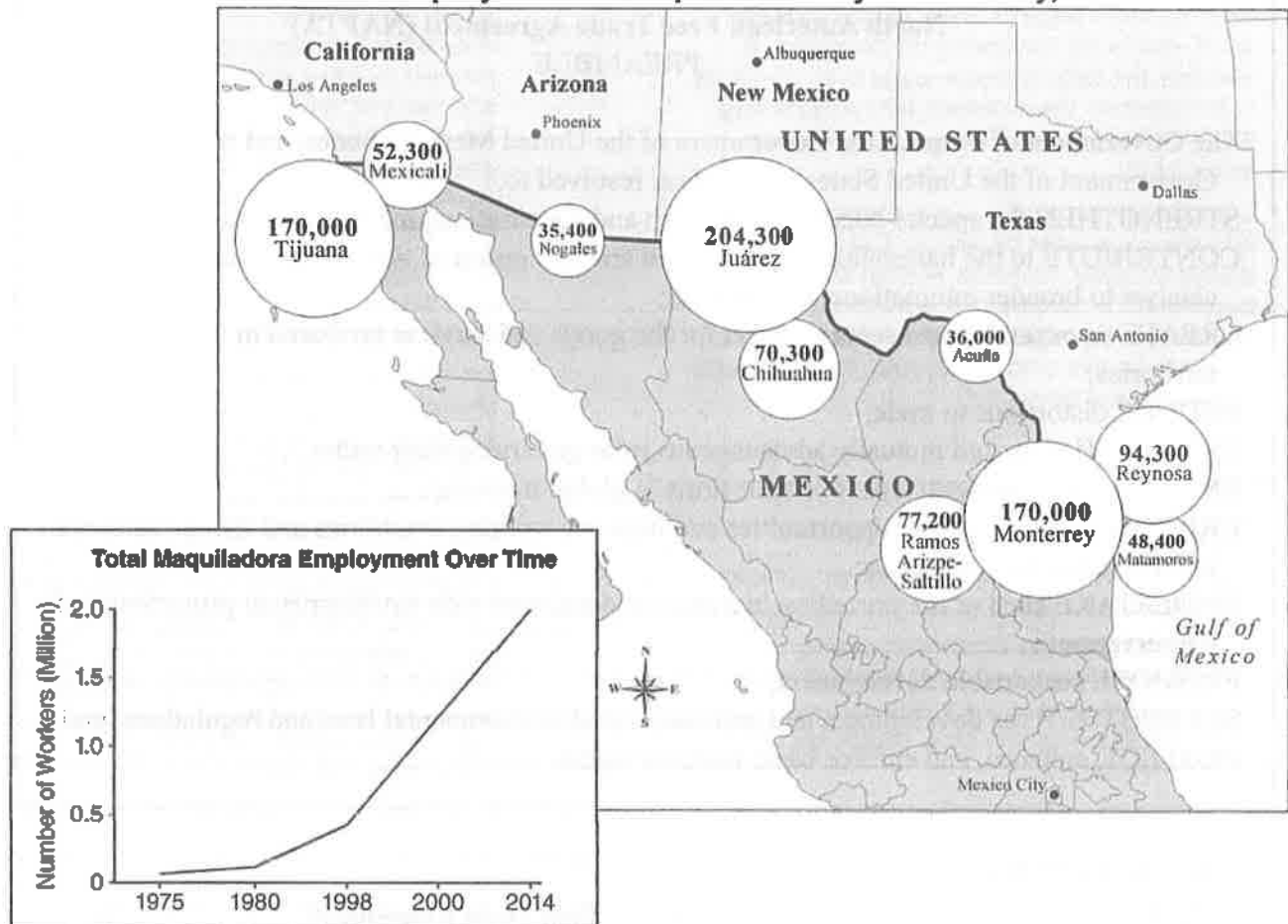
1. Which three countries signed the North American Free Trade Agreement?
2. How is this agreement an example of globalization?
3. How many points in the Preamble focus on workers? Does this appear to be a high priority or a secondary goal of NAFTA? Explain.
4. According to the Preamble, what are four ways workers will benefit from NAFTA?
5. How might this document help answer the question, has NAFTA kept its promises to Mexican workers?

## Document B

Source: Based on data from the Federal Reserve Bank of Dallas, the Economic Policy Institute, and Chad Broughton, *Boom, Bust, Exodus: The Rust Belt, the Maquilas, and a Tale of Two Cities*, 2015.

Note: The Maquiladora Program began in 1965. NAFTA took effect in 1994.

## Employment in Maquiladoras by Border City, 2014



## Document Analysis

1. Look at the chart. How did growth in maquiladora employment before NAFTA compare with growth after NAFTA took effect?
2. Look at the map. Which Mexican border town employs the most maquiladora workers?
3. Why might the border be a good location to set up a maquiladora?
4. How could you use this document to help answer the question, has NAFTA kept its promises to Mexican workers?

## Document C

**Source:** "Employees Work the Production Line at a Factory in Ciudad Acuna, Coahuila State, Mexico," McClatchy-Tribune Information Services, June 17, 2012.

**Note:** Safety signs and instructions are often written in English, a language most maquiladora workers do not read or speak.



**Source:** Photo by John Gibbins.  
*San Diego Union-Tribune*,  
2006.

### Document Analysis

1. What kind of work is being done in these maquiladoras?
2. Based on the images, do these factories provide many job opportunities? Explain.
3. In what ways do working conditions in the two photos seem similar to each other? How are they different?
4. What is good about the working conditions in these photos? What is bad about them?
5. How do these photos and the note help answer the question, has NAFTA kept its promises to Mexican workers?

## Document D

**Source:** Chad Broughton, *Boom, Bust, Exodus: The Rust Belt, the Maquilas, and a Tale of Two Cities*, 2015.

**Note:** Laura Flora worked in a maquiladora in the border town of Reynosa, Mexico. The factory, which opened in 2004 and closed in 2008, assembled refrigerators for Maytag, an American company. Today, she works in a maquiladora owned by the American hardware company Stanley Black & Decker, Inc.

EV

Flora felt demeaned by the low wages Maytag paid and found the work tedious and the factory culture oppressive and demoralizing. Yet she stayed.

As a single mother, Flora lived on the razor's edge of survival, but she had something her friends back in [Veracruz, Mexico] did not: steady work. . . . With overtime Flora could cross the poverty threshold to move into the nonpoor half [of the population].

The border was also where Flora . . . thought she could be a better parent. . . . [Here] in modernizing Reynosa, her daughters—if not herself—had a much better chance at getting ahead than they had had in Veracruz. “The education is better here, a lot better,” Flora reflected. . . . Her boyfriend, Arturo Mireles Guzman, agreed. The girls needed a technical profession, in his view. . . . “so they can be the bosses.” . . .

Flora's gamble was about more than education. Coming north meant escaping crushing gender limitations in all aspects of life in Veracruz. . . . Despite the ceaseless and horrific headlines about drug-related violence, much of it directed at young women, there was a sense of freedom and possibility at the border. There were concrete freedoms too—access to more occupational fields, contraception, women's health care, and divorce.

### Document Analysis

1. What kind of employment did Laura Flora find in Reynosa?
2. Which words in the document describe Flora's working conditions?
3. How does Flora's job affect her family's future?
4. How does living in Reynosa provide a better life for Flora's daughters?
5. How does this document help answer the question, has NAFTA kept its promises to Mexican workers?



## Document E

Source: Tim Johnson, "Mexico's 'Maquiladora' Labor System Keeps Workers in Poverty," *McClatchy Newspapers*, June 17, 2012.

Note: In the border town of Reynosa, Mexico, children's shoes cost up to \$25. Air-conditioning units cost \$260 each. A two-liter bottle of soda costs \$1.35.

By day, Sergio Martinez labors in a modern air-conditioned factory a few miles from the Texas border. . . .

At night, he comes home to a dirt-floor shack with a bare light bulb and no indoor plumbing. Mosquitoes buzz incessantly. . . .

His salary of \$7.50 a day is enough to provide for the family dinner table, the cost of bootleg water and electricity, and an occasional article of discarded clothing for his wife or two girls, but rarely anything else. . . .

For nine years, Martinez has been a constant presence on a fast-moving assembly line. He unspools and tapes electrical wiring systems for Ford pickups, Harley-Davidson motorcycles, Volvo and Scania trucks and other vehicles.

He and his wife, Elba, are from a rural area of Veracruz state on the Gulf of Mexico, part of a large community from that state that's moved to Mexico's northern border. Once a municipal policeman, Martinez heard of good-paying jobs so he migrated, later bringing his wife and starting a family.

They live in what Mexicans call a "jacal," a homemade shanty of scrap wood and tarpaper. Boulders keep the corrugated tin roofing on in case of high wind. An outhouse is a few feet away. . . . A broken stove also lies outside, hollowed out and jerry-rigged to serve as a barbecue. A makeshift electrical line brings power from a neighbor's house. A homemade pipe brings water from a different direction.

After nearly a decade at his job, Martinez isn't optimistic.

"We don't have hopes for a better life here for our kids," he said.

### Document Analysis

1. Why did Sergio Martinez move to the border?
2. If Martinez buys a two-liter bottle of soda, what percentage of his daily salary has he spent? (Hint: Divide the cost of a bottle of soda by his daily salary.) How many days would he have to work to afford a new pair of shoes for his daughter?
3. Describe Martinez's house and his living conditions.
4. Did NAFTA help improve Martinez's living standards? Explain.

## Document F

**Source:** Alana Semuels, "Upheaval in the Factories of Juárez," *The Atlantic*, January 21, 2016.

**Note:** Maquiladora workers in Juárez earn an average of \$422 per month. The average salary of Mexican workers is \$582 per month.

Women and men, more than 70 of them, were fired on December 9th [2015] from the factory on the Mexican side of the Mexico-Texas border where they made printers for the American company Lexmark. They say they were terminated because they were trying to form an independent union. . . .

"We are hungry. Our children are hungry," Blanca Estella Moya, one of the fired workers, tells me. "You cannot live on these wages in Juárez."

In the Lexmark maquiladora, or factory, Moya made 112 pesos, or roughly six US dollars, a day. Her shifts were nine-and-a-half hours long . . . . That's about 39 cents an hour. . . .

The Lexmark workers decided to try and form a union because they wanted better working conditions. Blanca Estella Moya, for example, was responsible for putting metal parts in a plastic cartridge, a job that made her wrists sore and caused tendonitis. . . . The machine she worked with constantly broke, she says, and supervisors were unsympathetic, expecting her to continue to produce 1,700 parts a day, even with a broken machine. The workers called one manager "The Dog" because of his record of sexual harassment. . . .

[There] are [also] signs that the government and the factories are colluding to punish agitators. The names of the workers who asked to form a union were supposed to be secret . . . but after they submitted the petition, 90 workers were fired, 75 of whom had signed the petition. . . .

EV

### Document Analysis

1. Why were the Lexmark workers fired?
2. Why did the workers want to form a union?
3. Based on the information in the document, do you think the workers would benefit from a union? Explain.
4. Does the Mexican government offer workers any rights or protection? Explain.
5. Do you think workers like Blanca Estella Moya believe NAFTA kept its promises to them? Explain.

Argument Writing Rubric  
Grades 9-10

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces precise, knowledgeable claim(s) (11-12W1a)</li> <li>establishes the significance of the claim(s) (11-12W1a)</li> <li>skillfully distinguishes the claim(s) from alternate or opposing claims</li> <li>creates an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence (11-12W1a)</li> <li>uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (11-12Wc)</li> <li>skillfully provides a concluding statement or section that follows from and skillfully supports the argument presented (11-12W1e)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces precise claim(s)</li> <li>distinguishes the claim(s) from alternate or opposing claims (9-10W1a)</li> <li>creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence (9-10W1a)</li> <li>uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (9-10W1.c)</li> <li>provides a concluding statement or section that follows from and supports the argument presented (9-10W1e)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (9W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the claim(s)</li> <li>attempts to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>attempts to create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>attempts to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>attempts to provide a concluding statement or section that follows from and supports the argument presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the claim(s)</li> <li>makes little or no attempt to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>makes little or no attempt to create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>makes little or no attempt to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>
<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases (11-12W1b)</li> <li>skillfully uses relevant information from multiple authoritative print and digital sources (11-12W8)</li> <li>integrates information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source (11-12W6)</li> <li>skillfully follows a standard format for citation, when appropriate (11-12W6)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (9-10W1b)</li> <li>uses relevant information from multiple authoritative print and digital sources (9-10W8)</li> <li>integrates information into the text selectively to maintain the flow of ideas avoids plagiarism (9-10W6)</li> <li>follows a standard format for citation, when appropriate (9-10W6)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to develop the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</li> <li>attempts to use relevant information from multiple authoritative print and digital sources</li> <li>attempts to integrate information into the text selectively to maintain the flow of ideas and avoid plagiarism</li> <li>attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to develop the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</li> <li>makes little or no attempt to use relevant information from multiple authoritative print and digital sources</li> <li>makes little or no attempt to integrate information into the text selectively to maintain the flow of ideas to avoid plagiarism</li> <li>makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	Language/Conventions
<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (11-12W1d)</li> <li>demonstrates an command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>has errors that do not interfere with understanding(11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W1d)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 3

## CONVENTIONS CHART GRADES 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly. (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades. (L2a)</li> </ul>	<p><b>Semicolons:</b></p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) (9-10L2a)</li> </ul> <p><b>Colons:</b></p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation. (9-10L2b)</li> </ul>	<p><b>Parallel Construction (9-10L1a):</b></p> <ul style="list-style-type: none"> <li>With single words (e.g., verbs particularly in informational and technical writing (parallel): <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>With clauses (parallel): <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i></li> <li>With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle, not parallel: Jamilah likes to hike, to swim, and rides a bicycle).</i></li> </ul> <p><b>Phrases and Clauses (9-10L1b):</b></p> <ul style="list-style-type: none"> <li>uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent;</li> <li>Uses noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grades. (L1)</li> </ul>

\* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014  
\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.



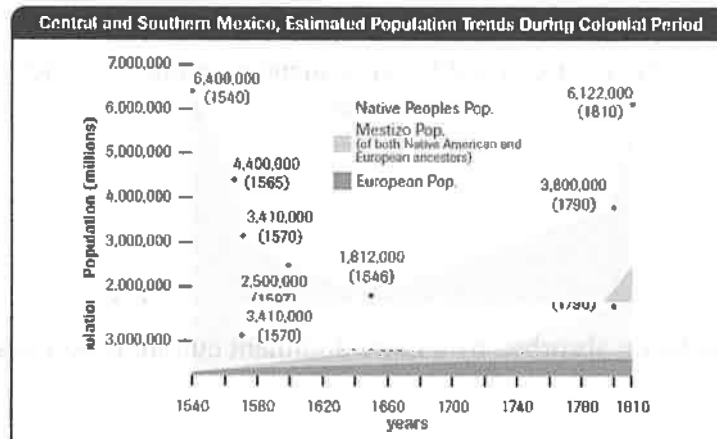
**Unit 2 Exam: The Americas**  
**Please do not write on this exam.**

**Part 1: Multiple Choice (2 points each)**

1. The transition from horses to cars for transportation is best described as
  - a. Innovation
  - b. Diffusion
  - c. Acculturation
  - d. Assimilation
  
2. In Miami, the combination of American and Latin influences resulted in a new, unique culture. This is best described as
  - a. Innovation
  - b. Diffusion
  - c. Acculturation
  - d. Assimilation
  
3. Native American culture being absorbed by a more dominant culture is best described as
  - a. Innovation
  - b. Diffusion
  - c. Acculturation
  - d. Assimilation
  
4. Which of the following was a result of the Columbian Exchange?
  - a. The first English settlement was established at Jamestown, Virginia.
  - b. Native Americans were forcibly removed from their lands.
  - c. About 600,000 Africans were taken to work as slaves in America.
  - d. Food, animals, plants, and diseases moved between the Eastern and Western hemispheres.
  
5. The Aztec Empire fell under the rule of Spain as a result of
  - a. diffusion
  - b. the Spanish conquest.
  - c. the Free Trade Agreement.
  - d. manufacturing.
  
6. The agreement that divided South American between Spain and Portugal
  - a. Free Trade Agreement
  - b. Columbian Exchange Agreement
  - c. Treaty of Tordesillas
  - d. Treaty of Panama
  
7. Which of the following are the major groups of people that shaped the cultures of both Central American and the Caribbean?
  - a. Native peoples, Europeans, Africans
  - b. Native peoples, Spanish, and Portuguese
  - c. Spanish, French, Dutch
  - d. Inca, Maya, Spanish

8. Which of the following reasons identifies the reason why the Portuguese brought Africans to the colony of Brazil?
- to work on the sugar plantations
  - to build cities
  - to clear land
  - to mine for gold and silver

Use the graph to answer the questions that follow. Write the letter of the best answer in the space provided.



SOURCE: West, Robert C. and Augelli, John P. *Middle America: Its Lands and Peoples*. (Englewood Cliffs, NJ: Prentice Hall) 1966.

9. Which of the following was the only population group present in Mexico in 1519?
- Mestizo
  - Mexican
  - European
  - Native people
10. Which of the following population groups changed LEAST during the time shown on the graph?
- Natives
  - Mestizos
  - Mexican
  - European
11. Why did the U.S. support Panama's rebellion against Colombia?
- To protect U.S. farmers in Panama
  - To annex Panama as a U.S. territory
  - To promote U.S. investments in Panama
  - To build a U.S. owned canal across Panama
12. Panama was an excellent choice of location to build a canal to connect the Atlantic and Pacific Oceans because of its
- History
  - Culture
  - Economy
  - Geography



## Part 2: Short Answer (4 points each)

### Short Answer Scoring Rubric:

2 – Student response gives a valid answer with accurate and relevant example(s).

1– Student response gives a valid answer with inaccurate, irrelevant, or no example(s).

0- Inaccurate response.

13. With regards to the Panama Canal, identify at least **two costs** and **two benefits** of human-environment interaction.

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14. The completion of the Panama Canal transformed our country's reputation abroad. How did this change the way our country was viewed?

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15. Identify the challenges faced **by at least two different social groups** involved in building the Panama Canal.

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16. In the table below, notice the amount of African Americans living in Spanish and Portuguese America (Brazil) before 1650. Why was there an increasing demand for imported African slaves in America during this time?

**Results of the crossings: What main groups made up inhabitants of Spanish and Portuguese America?**

	1570		1650	
	Spanish America	Brazil	Spanish America	Brazil
Native American	8,907,150	800,000	8,405,000	700,000
African	230,000	30,000	715,000	100,000
Mestizo	Included with African		348,000	50,000
Mulatto	Included with African		236,000	30,000
European	118,000	20,000	655,000	70,000

Note: The scholar citing the above states that, while these figures can only be tentative, "the weight of existing evidence suggests that [the] totals for all main groups should be revised downward, and those for [Native Americans] substantially."

Source: Based on Angel Rosenblat, *La población indígena y el mestizaje en América, 1492-1959*, Vol. I (Buenos Aires: Editorial Nova, 1954), 59, qtd. in Lyle N. McAlister, *Spain and Portugal in the New World, 1492-1700* (Minneapolis: University of Minnesota Press, 1984), 344-5.

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17. Compare acculturation and diffusion and provide an example of each.

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8 Think of the fallowing someone identify the reason why the Dartmouth lawsuit A friend in the follow



**Part 2: Short Answer (4 points each)**

**Short Answer Scoring Rubric:**

- 2 – Student response gives a valid answer with accurate and relevant example(s).
- 1– Student response gives a valid answer with inaccurate, irrelevant, or no example(s).
- 0- Inaccurate response.

13. With regards to the Panama Canal, identify at least two costs and two benefits of human-environment interaction.

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14. The completion of the Panama Canal transformed our country’s reputation abroad. How did this change the way our country was viewed?

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