



LATIN AMERICA: UNIT OVERVIEW

Grade: middle school, 7th grade
Course: social studies

Rationale

This is an integrated language arts and social studies seventh grade program taught to three groups of 28 students each day. Classes are 84 minutes long and lessons are designed around the social studies curriculum. This is a five teacher team where students are interspersed throughout the day. Our team is set up with two teachers who integrate physics and language arts, two teachers teaching social studies integrated with language arts, and one math teacher concentrating on math skills for 42 minutes each day. Teaching assigned curricular coursework does not limit the responsibility of team members to integrate math, science, language, and the arts when applicable.

Lessons are designed with students in mind and various activities will be provided for students to choose between classes on special occasions. For example students will choose to learn a song in one class or watch a video in another. Options will be negotiated between teammates.

This unit assembled available materials and student activities designed to teach various concepts in seventh grade social studies required by state and local mandates. Several culminating experiences provide students with authentic learning experiences and include:

- * Mock trial, "Was Christopher Columbus Guilty of Cruel and Unusual Punishment?"

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- * Fund-raiser for an agreed upon issue to support.
- * Letter-writing campaign sponsored by the federal government.
- * Simulation of Mayan life.
- * Celebration of El Carnaval / Parade, Plays, Song and Dance.
- * Latin American Culture Fest.
- * Simulation of SimCity the computer game.

Throughout the coming school year, these activities will be revised with adaptations and development according to students needs and interests.

State Department of Education New Mexico Social Studies Framework/Student Essential Competencies

These units cover the NM competencies in social studies as outlined by the State Department of Education.

Knowledge and Cultural Understanding

1. Understand the complex nature of culture.
2. To develop a multicultural perspective that respects the dignity and worth of all people.
3. Understand historical connections among past, present and future.
4. Demonstrate geographic understanding using 5 themes of geography. (location, place, movement, human interaction with environment, and regions.)
5. Understand relationships between society, its laws, and institutions.
6. Develop a knowledge base of United States and New Mexico history geography, economy, politics, and arts.
7. Demonstrate economic literacy.
8. Develop an understanding of worldwide relationships of all sorts between and among nations.

Democratic Understanding and Civic Values

1. Understand the basic principles of democracy.
2. Understand what is required of citizens in a democracy.
3. Develop individual responsibility for the democratic system.

Skills Attainment and Social Participation

1. Develop social and political participation skill.
2. Develop and use thinking and decision-making skills.
3. Develop and use research and study skills.
4. Develop and use communication skills.
5. Interpret and use map and globe skills, graphs, charts, timelines, and diagrams.

ITBS Testing Requirements

The following units also cover the ITBS eighth grade social studies test requirements.

Sociology

- * Identifies reasons for early settlement in the New World.
- * Cites reasons for the growth of cities.

- * Compares lifestyles of different cultures.
- * Defines sociological terms.
- * Recognizes the importance of education.
- * Considers the need for government record-keeping.

Economics

- * Cites reasons for the depletion of natural resources.
- * Demonstrates a knowledge of labor unions.
- * Comprehends economic terminology.
- * Understands aspects of foreign trade.
- * Considers the causes and effects of the Industrial Revolution.

Geography

- * Understands the relationship between geography and history.
- * Demonstrates an awareness of the relationship between climate and agricultural products.
- * Understands geographic terminology.
- * Compares the geography of two regions.

History of Political Science

- * Describes the age of exploration and colonization.
- * Recognizes the need for laws.
- * Understands the jury system.
- * Interprets the Bill of Rights and the Constitution.
- * Identifies factors contributing to westward expansion.
- * Recognizes the need for world peace organizations.
- * Recognizes the reasons why the federal government provides services for its citizens.
- * Considers reasons why government collects taxes.
- * Understands the electoral process.

This Unit Does NOT Cover

- * Identifies causes of the French and Indian War.
- * Generalizes about the causes and the effects of the French Revolution
- * Understands the history of women's rights.

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Culminating Activity: A Letter Writing Campaign and Fundraiser for Selected Issue.

Part # 1 Caribbean

- * Help, I'm Lost in the Bermuda Triangle - Student Generated Game(#30)
- * Locating Ships at Sea—Bermuda Triangle Mystery (#31)
- * Lost Treasure—Map Skills (#32)
- * "Timothy of the Cay"—Novel (#40)
- * Who was here first?—Debate
- * Columbus on Trial—Play/Mock Trial/video
- * Songs (#42)

Part #2a Laborer Rights

- * Collect Pictures Throughout—Concentration Game
- * Altitude Study.Comparison—Chart & Map
- * Vocabulary—Identify & Post
- * Trace Map of N.A. & U.S.A.—Identify Locations
- * Introduction—Child Labor Laws (#1,pg)
- * Diary Entry—The Good Old Day's (#1)
- * The Clock—1810 Laborer (#6 pg 2-12)
- * One Voice From the Fields—1994 Migrant (#6 pg 15-18)
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- * Farm Workers Labor Union—Video/Questionnaire (#2)
- * Farm Workers Movement—Background (#3 pg. 354-6)
- * Name That Union—Worksheet(#3 pg 2 & 3)
- * The Case of the Airborne Threat.Mini Mystery to Solve(#6pg 12)
- * Follow the Leader—Mimic Partners Movements
- * What's Happening To Me?—Role Play (Discrimination)
- * Dialect Dictionary—Create & Illustrate (#4 pg 32)
- * Chavez Ends Fast—Background (#3 pg. 359-63)
- * NonViolent Protest—List & Prioritize (#3)
- * Breaking the Law—Scenario (#3 pg 377-8)
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- * Organizing Change/Grassroots—Letters/Steps (#3 pg 364-5)
- * Rap—Why Bargain?
- * Pictionary/Charades—Game
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Part #2b: Rights

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- * Oral Speech—Present (#3)
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- * Pro's & Con's—Discussion (#3)
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- * "The War of the Wall"—Read Outloud (#4 pg 23-29)
- * A Toast To Heroes—Recommendation (#4 pg 32)
- * Story—Plot/Setting (#4 pg 30)
- * We Were There When—Diary Entry (#3 pg 371)
- * Song & Dance—Groups Perform
- * Shirley Temple—Movie-Analyze
- * Newspaper Editorial or Cartoon-(Contest)Collective Bargaining
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Paret # 3: Human Rights

- * Vocabulary—Identify Key Concept Words
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- * “The Pit and the Pendulum”—(#38)
- * Dream Job
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- * Cultural Comparison—Mayans, Aztecs, Incas, & US (#36)
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- * MayaQuest Activities—Collapse of Mayan. (#11)
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- * Create a Glyph Quilt—Page 41, activity 2
- * You Are The Last Mayan Priest—Page 42
- * Mayan Math—Page 44
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- * Write a Play—Page 60, activity 1
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- * Viva Guatemala—Background (#7 Handout)
- * Almanac Study—Comparison of Facts
- * “Stand Up And Scream For Human Rights.” (#14)
- * An Indian Woman in Guatemala—Play/Autobiography #15pg 2-8
- * Guatemala City—Eyewitness Account (#16 2-5)
- * Central America—Reform or Revolution.
- * Scenario/Discussion (#8 pg 105-116)
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- * War/Clinton - “Peso Bill’s Bailout”, \$40 billion loan guarantee/Urwanda/Russia: Chechen war may bust the budget. Welfare/Taxes/Social Security

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- * Dragons in the Water—Myth (#28)
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Part #7: Latin American Culture fest

- * You Are Are A Winner—All Expenses Paid Through Latin America (In development)
- * Culture Fest

Part #8: SIMCITY

- * Computer game—Play game-Rio De Janerio
- * Computer game—Create your own city
- * Classroom simulation of SimCity—Students choose professions and are given real life situations to solve while building a city in the classroom. (In development)

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