

**SOCIAL STUDIES LESSON PLAN**

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**Subject /Grade Level of the Class for which the unit was planned:** Latin American Studies/ US History/Social Studies 11<sup>th</sup> grade

**Unit Title:** Latin American Conquest

**Lesson Title:** Latin American Revolutions

**Unit Essential Question (s):** What Latin American countries were influenced by the Protest Era Movements in the United States of the 1950s-1970s? What actions did the Latin American people take, and what rights were violated? How did the United States influence and participate in the restructuring of Latin American governments from 1950-1970?

**Unit Goal** (that applies to this lesson):

Students should be able to make a correlation between US Involvement in Latin America during the 1950-1980s. Student should be able to identify key, people places, and events with regards to Latin American Revolutions and American protest era movements.

**Objective(s):** (stated in behavioral, measurable terms.

The student will:

- ✓ Compare nonviolent and violent approaches utilized by groups
- ✓ Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights
- ✓ Examine key events and key people in Florida History
- ✓ Interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement
- ✓ Identify key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations
- ✓ Identify and/or evaluate the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement
- ✓ Identify how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement
- ✓ Content Limit:
- ✓ Focus on events and individuals from 1954–78

**Skills**

The student should demonstrate the following:

**Compare/ Contrast** revolutions in Latin America with US protest movements

**Draw Conclusions** about US involvement in Latin American revolutions

**Develop alternate theories** of how life would be different in these countries with or without US involvement

**Analyze** course, and consequences of historical events from 1954-1978 as they relate to the Latin American revolutions and American protest Era Movements

**Create** powerpoint, movie, or prezi presentation regarding the revolutions

**Project long term results** as a factor of US influence and involvement

**ODE Curriculum Standard or benchmark** (that applies to this lesson)

**NCSS Curriculum Standard** (that applies to this lesson)

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SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights. (e.g., Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington).

SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

LAFS.1112.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Time Needed: 2 days or 200 minutes**

**Materials Needed: internet, paper, pencils**

**Procedures:**

Day 1

Bell Ringer: Students will view two political cartoons and respond to the following questions:

- ✓ What was happening during this time period?
- ✓ What was the artists's purpose in making this political cartoon?
- ✓ What does the artist do to get his or her point across?
- ✓ Who is the intended audience?
- ✓ What biases or stereotypes do you see?

Essential Question: Students are presented with the question: How were Latin American Revolutions influenced by the changing dynamics in American culture during the Civil Rights Movement?

Vocabulary Focus: sit-ins, social activism, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Argentina, Barrios, Boat People, Caudillo, Che Guevara, Descaminados, Desparacidos, Drug Cartels, Embargo, Eva Peron, Juan Peron, Indigenous, Iron Triangle, Alliance, Colombia, Contras, Cuba, Fidel Castro, Guatemala, Guerilla Warfare, Liberation Theology, Machismo, Maquilladores, Mexico, NAFTA, Nicaragua, Pablo Escobar, Panama Canal, Populism, Panama Canal, Sandinistas, War on Drugs, CIA, Dwight D. Eisenhower, John F. Kennedy, Lyndon Johnson

I Do/Direct Instruction (25 Minutes): Students will be given overview of Revolutions in Colombia, Cuba, Guatemala, and Bolivia revolutions of 1950s-1970s via PowerPoint presentation.

We Do/Guided Practice (10 Minutes): Think- Pair- Share Students will work with a partner to complete a Think Pair Share for Protest Movements and Latin American Revolutions. Students will answer question: What similarities do each of the countries have in their revolutions? Students will then turn to a peer and inquire about what they learned about each country. The students will then decide what they will share with the class.

You Do/ Independent Practice (18-20 Minutes per rotation):

#1 Intensive Small Group: Students will be given blank outline to use with their textbooks and notes to identify the key aspects of the country they were assigned based on 3 major Latin American Country Revolutions Colombia, Cuba, and Bolivia.

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#2 Proficient Small Group: Students will work together online to create a country field trip for country of assignment. Students will be given tasks and asked to add each part of their research to add to a PowerPoint for their group submission on Edmodo.

Product: PowerPoint for group presentation

#3 Enrichment Small Group: Students will work in groups with textbook and other classroom materials to create a timeline of Hispanic American Injustices during the Civil Rights Movement in America and the Latin American Revolutions. They will choose one country and identify 5 events and 5 injustices for each group of people in America and the Latin American country of assignment.

Product: Hispanic American Injustices and Civil Rights Timeline

Exit Ticket/Student Performance Task: Students will present their findings on their countries of what they feel their peers should know about the country responding to the question of how their research identified or found correlations of US Influence.

Day 2

Bell Ringer:

Essential Question: How did the Civil Rights Movement and Black Power Movements become the impetus for other reform movements?

Targeted Terms/Definitions: de jure segregation, de facto segregation, Thurgood Marshall, Earl Warren, Brown v. Board of Education, Civil Rights Act of 1957, Rosa Parks, Montgomery bus boycott, Martin Luther King, Jr., Freedom Riders, sit-in, Student Nonviolent Coordinating Committee, March on Washington, Civil Rights Acts of 1964, Freedom Summer, Voting Rights Act of 1965, 24th Amendment, Malcolm X, Nation of Islam, Black Panthers, feminism, Betty Friedan, NOW, ERA, Gloria Steinem, Cesar Chavez, migrant farmworker, UFW, Chicano movement, AIM, Freedom Riders, March on Washington, Freedom Summer, Montgomery Bus Boycott, Black Panthers, Civil Rights Act (1964), Congress of Racial Equality (CORE), Nation of Islam, National Urban League, sit-ins, social activism, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Argentina, Barrios, Boat People, Caudillo, Che Guevara, Descaminados, Desparacidos, Dug Cartels, Embargo, Eva Peron, Juan Peron, Indigenous, Iron Triangle, Alliance, Colombia, Contras, Cuba, Fidel Castro, Guatemala, Guerilla Warfare, Liberation Theology, Machismo, Maquilladores, Mexico, NAFTA, Nicaragua, Pablo Escobar, Panama Canal, Populism, Panama Canal, Sandinistas, War on Drugs, John F. Kennedy, Lyndon Johnson

I Do/Direct Instruction (25 minutes)

Biography Channel Youtube Video: Che Guevara <https://youtu.be/f3UwlmQn0ks>

Biography Channel Youtube Video: Fidel Castro <https://youtu.be/qQ24jmIHIUk>

We Do/Guided Practice (10 minutes)

Students will be asked to respond to the following questions regarding each video:

- ✓ Who is the movie about?
- ✓ What was the significance of their life?
- ✓ Where did this occur?

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- ✓ When did this event take place?
- ✓ Why was this of historical significance?
- ✓ How did this affect the lives of the people of the countries they were a part of?

You Do/Independent Practice (15 min each for 45 minutes total)

#1 Intensive Small Group: Students will be give short summaries of US counterculture movements and they will be given a graphic organizer where they must identify differences between the US Protest Era Movements and the Latin American Revolutions.

#2 Proficient Small Group: Edmodo assignment: Students will log on and create protest era timeline for Chicano Movement in America ad upload to Edmodo account.

#3 Enrichment Small Group: Students will be given station review. During a station review the students will be given a worksheet where they will analyze the primary source and determine what motivation the US had for each group of people in each country whether economic, imperialistic, cultural, and political.

Ticket Out the Door Question (10 minutes)/Exit Ticket/Student Performance Task Question:

What rights were each group protesting to have? What did they do? Did they accomplish their goal?

Assessment Aligned to the Targeted Benchmark

EOC Benchmark Assessment SS.912.A.7.1

References:

Gilder Lehrman Video Discussion Questions: <http://www.teachwithmovies.org/standard-questions.htm#theme>