

## Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

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| <b>Semester/Unit/Lesson</b>   | Semester 2 Unit 4 Lesson 4.1-2 | <b>Title</b>         | Latin American Revolutions from Spain: Revolt, Defiance, and Resistance From Spain |                 |        |
| <b>Contributors/Reviewers</b> | CTECS SS Team                  | <b>Revision Date</b> | April 13, 2022                                                                     | <b>Duration</b> | 3 days |

| Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                    | Inquiries                                                                                                                          |
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| <p><b>From Connecticut Elementary and Secondary Social Studies Framework</b></p> <p><b>Dimension 2 Applying disciplinary concepts and tools</b></p> <p>HIST 9–12.5 Analyze how historical contexts shaped and continue to shape historical contexts.</p> <p>HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</p> <p><b>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.1 - 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.</p> | <p>Students will be able to:</p> <p>Day 1:</p> <ul style="list-style-type: none"> <li>Outline the causes of the Latin American revolutions against Spain</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>Analyze primary sources from Latin American Revolutions from Spain</li> </ul> <p>Day 3:</p> <ul style="list-style-type: none"> <li>Explain caudillos and examples of them throughout Latin America</li> </ul> | <p>Why did Latin American colonies revolt from Spain?</p> <p>Who are caudillos and what impact did they have on Latin America?</p> |

| <p><b>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</b></p> <p><b>CELP.9-12.1.RI.7.</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CELP.9-12.2. W.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>From Social Justice Standards from “Learning For Justice”</b></p> <p>Diversity</p> <p><b>9.</b> Students will respond to diversity by building empathy, respect, understanding and connection</p> |                                                                                  |                                   |
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| Key Concepts and Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                  | Performance Criteria              |
| <ul style="list-style-type: none"><li>• Reasons for revolting</li><li>• Women’s roles during the independence</li><li>• Caudillos</li><li>• Dictatorships</li><li>• Oligarchies</li><li>• Freebooters (filibusteros)</li></ul> <p><b>Vocabulary:</b> Dictator, Oligarchy, Caudillos</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Outline notes</p> <p>Primary Sources</p> <p>Caudillos Notes and Jamboards</p> |                                   |
| Description/Procedures (including time allotted)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                  |                                   |
| <p><b>Pre-Teaching/Pre-Reading/Pre-Viewing</b></p> <p><a href="http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=856&amp;HistoryID=aa87&amp;gtrack=pthc#ix">http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=856&amp;HistoryID=aa87&amp;gtrack=pthc#ix</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  | <p><b>Materials/Resources</b></p> |

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| <p><a href="#">zz6SDdBAmDg</a></p> <p><a href="https://www.britannica.com/place/Latin-America/Disorder-and-caudillismo">https://www.britannica.com/place/Latin-America/Disorder-and-caudillismo</a></p> <p><a href="https://oxford.universitypressscholarship.com/view/10.1093/acprof:oso/9780198211358.001.0001/acprof-9780198211358">https://oxford.universitypressscholarship.com/view/10.1093/acprof:oso/9780198211358.001.0001/acprof-9780198211358</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><a href="https://www.thoughtco.com/latin-america-causes-of-independence-2136120">https://www.thoughtco.com/latin-america-causes-of-independence-2136120</a></p> <p> Causes of LA Revolutions - Outline</p> <p> Causes of LA Revolutions - Outline</p> |
| <p><b>Initiation/Hook/Activation of Prior Knowledge</b></p> <p>Day 1: Preview what Unit 4: Resistance is all about.</p> <ul style="list-style-type: none"> <li>Review the term Revolution. Then review main points of the Haitian Revolution</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>Review some of the main causes of of revolution from Spain</li> </ul> <p>Day 3: What happens now that countries have their independence? Discuss</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p> Latin American Revolutions: Crash Cours...</p> <p><a href="https://edpuzzle.com/media/606494800f6d4a42836757af">https://edpuzzle.com/media/606494800f6d4a42836757af</a></p>                                                                                                                                                             |
| <p><b>Modeling/Guided Practice/Independent Practice (including Asynchronous alternative)</b></p> <p>Day 1: Assign article and outline assignment. Students need to read <a href="#">the article on causes</a> of LA revolutions and outline key reasons in Google Doc or Drawing. Allow choice:</p> <ul style="list-style-type: none"> <li><a href="#">Google Doc Outline (written)</a></li> <li><a href="#">Google Drawing Outline (visual)</a></li> </ul> <p>Day 2: Students receive the <a href="#">Latin American Revolutions worksheet</a> with all the directions.</p> <ul style="list-style-type: none"> <li>Part I: Watch Edpuzzle with questions about the CC video on LA revolutions</li> <li>Part II: Review the outline on video</li> <li>Part III: Find and analyze a primary source related to a character from the video and connect to the Latin American revolutions.</li> </ul> <p>Day 3: Teacher introduces the topic of Caudillos and reviews <a href="#">Caudillos PPT</a> as students highlight and reflect on key points.</p> <ul style="list-style-type: none"> <li>Once students get to activity, they break up into groups of four and research facts as to why their person is considered a caudillo on Jamboard.</li> <li>Share with class the final five-ten minutes of class</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Closing/Evidence of Learning</b></p> <p>Day 1: Notes Organizer for Causes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Day 2: Primary source for individuals from Latin American revolutions<br><br>Day 3: Caudillo Jamboard                                                                                                                                                                                           |                                                                                                                                                                                            |                               |
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| Home Links                                                                                                                                                                                                                                                                                      | Extensions                                                                                                                                                                                 | Interdisciplinary Connections |
| Students watch movie about Latin American social movements with their families and discuss.<br>Examples: <ul style="list-style-type: none"> <li>• Filiberto</li> <li>• Human Rights in Quisqueya</li> <li>• The Price of Sugar</li> <li>• El coraje del Pueblo/Courage of the People</li> </ul> | Students read, annotate and provide a critique of:<br>Valenzuela-Fuentes, K. (2019). Militant ethnography and autonomous politics in Latin America. Qualitative Research, 19(6), 718– 734. | English<br>Art<br>Music       |