UNIT TITLE: THE ACTION OF *WE THE PEOPLE*

Colorado's District Sample Curriculum Project

INSTRUCTIONAL UNIT AUTHORS

Ellicott School District
    Kelli Cabrera
    Richard Campbell
    Anja Centennial
    Diane Garduno
    Nathaniel Miller

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Mesa County Valley 51 School District
    Teri LeFebre
Summit RE-1 School District
    Mark Pieper
Clear Creek RE-1 School District
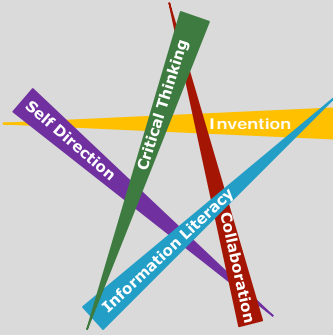   Erin Ritger
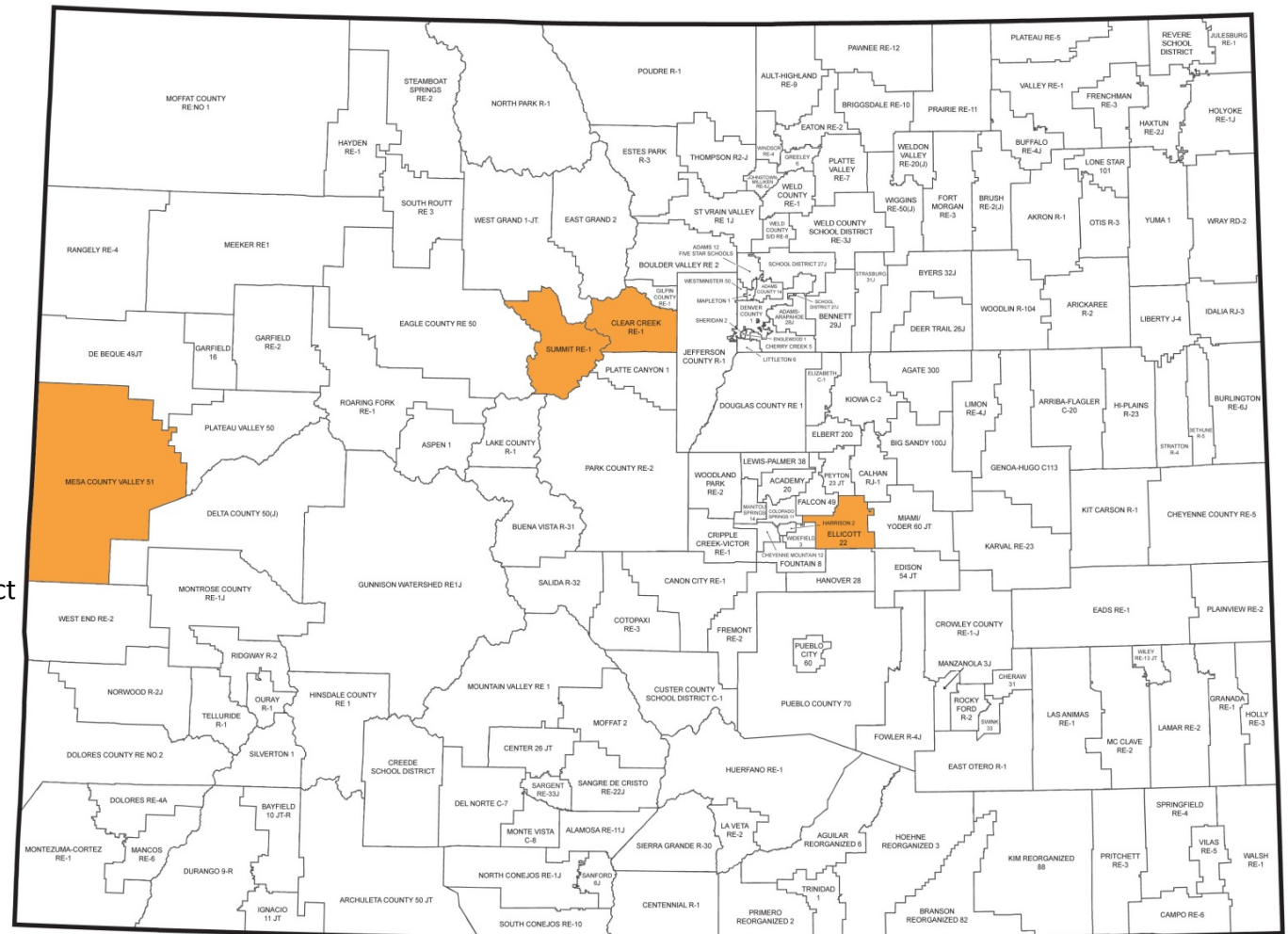
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

DATE POSTED: JANUARY 15, 2016

Content Area	Social Studies		Grade Level	6th Grade
Course Name/Course Code	6th Grade Social Studies			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Analyze and interpret historical sources to ask and research historical questions	SS09-GR.6-S.1-GLE.1
	2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another	SS09-GR.6-S.1-GLE.2
2. Geography	1. Use geographic tools to solve problems	SS09-GR.6-S.2-GLE.1
	2. Human and physical systems vary and interact	SS09-GR.6-S.2-GLE.2
3. Economics	1. Identify and analyze different economic systems	SS09-GR.6-S.3-GLE.1
	2. Saving and investing are key contributors to financial well being (PFL)	SS09-GR.6-S.3-GLE.2
4. Civics	1. Analyze the interconnected nature of the United States to other nations	SS09-GR.6-S.4-GLE.1
	2. Compare multiple systems of governments	SS09-GR.6-S.4-GLE.2

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

Reading Standards
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Action of We the People	4-6 weeks	3

Unit Title	The Action of We the People		Length of Unit	4-6 weeks
Focusing Lens(es)	Power		**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.6-S.1-GLE.1 SS09-GR.6-S.1-GLE.2 SS09-GR.6-S.3-GLE.1 SS09-GR.6-S.4-GLE.1 SS09-GR.6-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.4, CCSS.RH.6-8.7, CCSS.RH.6-8.9, CCSS.RH.6-8.10		**CCSS Writing Standards for Literacy in History/Social Studies 6-8**	CCSS.WHST.6-8.2, CCSS.WHST.6-8.6, CCSS.WHST.6-8.10
Inquiry Questions (Engaging-Debatable):	● Who has the power to determine an individual's rights? (SS09-GR.6-S.4-GLE.2-EO.d) ● How do civil rights change by culture, location, and historical context? (SS09-GR.6-S.1-GLE.2-EO.c) ● What are the consequences for citizens in a country that does not provide for the common good? (SS09-GR.6-S.4-GLE.2-IQ.4)			
Unit Strands	History, Economics, Civics			
Concepts	Interdependence, government systems (authoritarian, monarchy, democracy), civil liberties, civil rights, citizenship, citizen, economic systems (traditional, market, capitalist, command, mixed), majority, government, human rights			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights (SS09-GR.6-S.4-GLE.2-EO.a,b,c,d)	In what countries in the Western Hemisphere have the rights of citizens been limited? How? Why? How do various forms of governments compare in the civil liberties of their citizens (e.g. democracy and authoritarian)? What are the choices of a citizen in a country that values human rights? (SS09-GR.6-S.1-GLE.1-EO.b) and (SS09-GR.6-S.1-GLE.2-EO.c) and (SS09-GR.6-S.4-GLE.2-EO.d)	When/should a government limit the rights of its citizens? (SS09-GR.6-S.4-GLE.2-EO.b,d) Is the limitation of civil rights ever warranted?
Historical context, location, and cultural beliefs help to shape the civil liberties of citizens (SS09-GR.6-S.1-GLE.1-EO.b) and (SS09-GR.6-S.1-GLE.2-EO.c) and (SS09-GR.6-S.4-GLE.1-EO.b,c) and (SS09-GR.6-S.4-GLE.2-EO.b,d)	What political ideas have shaped the civil liberties of citizens in the Western Hemisphere?	How does the expansion/limitation of rights symbolize the values or beliefs of an era?
Strong interdependence between economic and	What are the various types of economic systems? (SS09-	How does the type of government system predict the

government systems can result in both positive and negative consequences for its citizens (SS09-GR.6-S.3-GLE.1-RA.2) and (SS09-GR.6-S.4-GLE.2-EO.a) and(SS09-GR.6-S.4-GLE.1-EO.d) and (SS09-GR.6-S.4-GLE.2-EO.b)	GR.6-S.3-GLE.1-EO.a) In what ways are economic and government systems interdependent? (SS09-GR.6-S.3-GLE.1-EO.a) and (SS09-GR.6-S.4-GLE.2-EO.b,d)	economic system? (SS09-GR.6-S.4-GLE.2-EO.c) How does the type of governmental and/or economic system affect the rights of a nation's citizens? Does a government have a responsibility for job creation?
Government systems that encourage participation of a few, may limit the rights of the majority (SS09-GR.6-S.4-GLE.1-EO.c) and (SS09-GR.6-S.4-GLE.2-EO.a)	What historical examples illustrate governance and governing by the few? What are examples of limitations of civil rights when the rights of the majority are restricted?	How do you define "good government"? (SS09-GR.6-S.4-GLE.2-IQ.1)

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
- How various economic systems determine the production and distribution of resources (SS09-GR.6-S.3-GLE.1-EO.a; IQ. 1,2,3; RA.2) - People, products, cultures, and ideas have interacted and are interconnected throughout the Western Hemisphere (SS09-GR.6-S.1-GLE.2-EO.a) - Government systems such as but not limited to authoritarianism, democracy, dictatorship, and monarchy (SS09-GR.6-S.4-GLE.2-EO.a) - Connections among ideas about citizenship in different government systems in various countries in the Western Hemisphere (SS09-GR.6-S.4-GLE.1-EO.b) and (SS09-GR.6-S.4-GLE.2-EO.a,b,c,d) - Specific civil rights such as but not limited to voting, freedom, and choice (SS09-GR.6-S.1-GLE.2-EO.c) and (SS09-GR.6-S.4-GLE.2-EO.d)	- Identify examples of political and economic development in key areas of the Western Hemisphere (SS09-GR.6-S.1-GLE.2-EO.c); (SS09-GR.6-S.4-GLE.1-EO.b) - Interpret documents and data from multiple primary and secondary sources (SS09-GR.6-S.1-GLE.1-EO.b) - Compare and contrast forms of government and economic components (SS09-GR.6-S.4-GLE.2-EO.a,c,d) - Identify how different forms of government relate to their citizens (SS09-GR.6-S.4-GLE.2-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*A country with a democratic government supports a market economy.*
Academic Vocabulary:	Compare and contrast, analyze, interpret, examine, interdependence
Technical Vocabulary:	Western hemisphere, government systems (e.g., authoritarian, monarchy, democracy), civil liberties, citizenship, citizen, economic systems (traditional, market, capitalist, command, mixed), human rights, majority, government

Unit Description:	This unit begins with students revisiting their prior knowledge of colonial rule in North America. Students will be reviewing the political, economic, and social structures that existed in the 13 colonies. They will also be introduced to colonial rule in Canada. Using their knowledge of colonial rule in North America, they will explore colonial rule in Latin America and discover the significant differences of Spanish colonial rule as compared to British and French colonial rule. Next, students will investigate the various ways in which colonized peoples reacted to the oppressive colonial policies. The unit culminates with the creation of a documentary focusing on one of the major revolutions in the Americas.
Considerations:	The first two learning experiences of this unit focus on the political, economic, and social structures of colonial North America (including Canada). The focus of these learning experiences should not be on all the details of the 13 colonies and Canada, but on the "big picture" aspects so that students can understand the differences between the policies of the British and French towards their colonies and the policies of the Spanish and Portuguese in respect to their colonies.
Unit Generalizations	
Key Generalization:	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights. Historical context, location, and cultural beliefs help to shape the civil liberties of citizens.
Supporting Generalizations:	Strong interdependence between economic and government systems can results in both positive and negative consequences for its citizens.
	Government systems that encourage participation of a few, may limit the rights of the majority.

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Historical context, location, and cultural beliefs help to shape the civil liberties of citizens. Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a member of a video production company that is tasked with creating a documentary for the Hi-Plains Film Festival. The theme for this film festival is "Revolutions in the Americas." You and your group will create a 5-7 minute documentary focusing on one of the major revolutions in the Americas (e.g., Cuba, Canada, Haiti, Mexico, Brazil, Gran Colombia). The documentary should address the causes of the revolution (e.g., colonization by European power, effects of colonization, limitations on civil rights), the events of the revolution itself, and the political, economic, and social outcomes for the new nation.
Product/Evidence: (Expected product from students)	Students will create a documentary highlighting one revolution in the Americas. Students may work in teams of three or four to create a 5-7 minute documentary using a program such as iMovie or Movie Maker. Student teams should write a narrative for their segment that includes: • Factual information about the revolution (e.g., date, location, significant individuals/leaders) • Causes of the revolution (e.g., colonization, oppressive policies, exploitation, cultural suppression) • The way in which revolutionaries built their societies following successful independence movements Students should also include primary sources in the documentary segment (e.g., maps, documents, illustrations) and secondary sources (e.g., music, video, film clips, staged re-enactments) which support the narrative.

Differentiation: (Multiple modes for student expression)	Teachers may create teams based on ability and/or by assigning a specific issue or event. Teachers may also assign specific roles within teams based on ability (e.g., video editor, narrator). Teacher may provide specific sources for groups to include in the documentary, as appropriate.

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
DeVarona, F. (1993). *Simon Bolivar: Latin American Liberator.* Lexile: 830 Lennox, Doug. (2009). *Now You Know Canada's Heroes.* Ages 10-16 Lock, D. & Star, F. (2010). *Who's in Charge?: How Governments Make the World Go Round.* Lexile: 990 Lynch, J. (1986). *The Spanish American Revolutions 1808-1826*. Lexile: Ages 12 & up Myers, W.D. (1996). *Toussaint L'Ouverture: The Fight for Haiti's Freedom.* Lexile: 930	Ada, A.F. (2007). *Where the Flame Trees Bloom.* Lexile: 1030 Cisneros, S. (1991). *The House on Mango Street.* Lexile: 870 de Trevino, E.B. (2008). *I, Juan de Pareja*. Lexile: 1100 Ryan, P.M. (2000). *Esperanza Rising*. Lexile: 750 Saadia, Z. (2012). *Currents of War.* (Ages 12 & up)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Read, analyze and support understanding of text	Teacher Resources:	https://www.teachingchannel.org/videos/analyzing-text-lesson (A short video on the Teaching Channel showing how to analyze texts) http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read (Using Primary Sources in the Classrooms)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Library of Congress: Analyzing Books and Other Printed Texts Worksheet) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet)
	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources. (CCSS RH. 6-8.1)	Assessment:	Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading.

2.	Description:	Determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history/ social studies	Teacher Resources:	http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (Word Walls) http://www.readingrockets.org/strategies/word_walls/ (Word Walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank Graphic Organizer) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word Bank Worksheet) http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary Graphic Organizer)
	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
3.	Description:	Think/work like a historian by using primary and secondary sources to answer historical questions	Teacher Resources:	http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_01_04.pdf (How historians study the past – lesson plan) http://www.loc.gov/teachers/usingprimarysources/guides.html (Guides for analyzing primary sources)
			Student Resources:	http://dohistory.org/on_your_own/toolkit/primarySources.html (Using primary sources to answer historical questions) http://www.dailyteachingtools.com/free-graphic-organizers-s.html#7 (Note taking graphic organizers)
	Skills:	To draw evidence from informational text to support analysis reflection, and research (CCSS.RH.6-8.1 and CCSS.RH.6-8.2)	Assessment:	Students will use note taking graphic organizers to keep track of the specific evidence from their reading. Students will respond in writing or orally to source based document questions.

Prior Knowledge and Experiences
Students should have a basic knowledge of the political, economic, and social structures of Colonial America (The 13 Colonies).

Learning Experience # 1	
The teacher may engage students in discussion so that students can revisit the political and economic structures in colonial North America.	

Generalization Connection(s):	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights Historical context, location, and cultural beliefs help to shape the civil liberties of citizens Strong interdependence between economic and government systems can results in both positive and negative consequences for its citizens
Teacher Resources:	http://canada.yodelout.com/canada-under-british-rule-1760-1791/ (Article: Canada Under British Rule 1760-1791) http://canada.yodelout.com/canada-representative-institutions-1791-1814/ (Article: Canadian representative institutions under British rule) http://www.ushistory.org/gov/2a.asp (Article: The Colonial Experience) http://users.humboldt.edu/ogayle/hist110/colonial.html (Article: Scroll down to Goal #4 - description of colonial society) http://international.loc.gov/intldl/fiahtml/fiatheme4b.html (Article: The French and British in the Americas)
Student Resources:	http://www.ushistory.org/gov/2a.asp (Article: The Colonial Experience) http://www.sparknotes.com/testprep/books/sat2/history/chapter5section4.rhtml (Article: The Colonial Economy, mercantilism)
Assessment:	Students will complete a graphic organizer illustrating the 5 W's of the political and economic structures in colonial North America. http://www.dailyteachingtools.com/images/QuestionMarkMap.jpg (Graphic organizer template)

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be provided a partially completed graphic organizer Students may work in pairs	N/A

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students will create an interactive graphic organizer

Critical Content:	● The ways in which British and French colonial rule was oppressive in North America ● The various colonial governments established in the colonies ● The basis of the colonial economies (e.g., agriculture, industry) ● The differences between British and French colonization
Key Skills:	● Organize and interpret information ● Use content to make inferences pertaining to individual rights, roles and responsibilities
Critical Language:	Colony, colonial government, charter, royal colony, proprietary colony, subject, sovereign, monarch, authoritarian, majority, minority, privilege, mercantilism, agrarian, industry, trade, self-government

Learning Experience # 2		
The teacher may engage students in brainstorming so that students can re-examine the social structures in colonial North America.		
Generalization Connection(s):	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights	
Teacher Resources:	http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit1_2.pdf (Primary sources: Social structure in the colonies) http://www.thecanadianencyclopedia.ca/en/article/social-history/ (Article: Social history of Canada) http://www.landofthebrave.info/colonial-society.htm (Article: Social structure in the colonies) http://www.pbs.org/wnet/colonialhouse/teachers.html (PBS colonial house - lesson plans and activities) http://www.history.org/almanack/people/african/aaintro.cfm (Article: Introduction to Colonial African American Life) http://sageamericanhistory.net/colonial/topics/colonialsociety.html (Article: Colonial Life)	
Student Resources:	http://www.landofthebrave.info/colonial-society.htm (Article: Social structure in the colonies) http://www.history.org/almanack/people/african/aaintro.cfm (Article: Introduction to Colonial African American Life)	
Assessment:	Students will write an editorial article expressing the inequalities of the social structures developed in the North America due to European rule.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://tinyurl.com/gnp7t9o (Template: Editorial)	The student may complete an editorial template about social inequalities
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	The student may write a rebuttal to an editorial on social inequalities
Critical Content:	● The various social structures (northern, middle, and southern colonies) ● Individual rights vary based on a person's social status ● The differences between social structures in American and Canada	
Key Skills:	● Order, organize, and compare colonial social structures ● Write an opinionated article	
Critical Language:	Subject, majority, minority, privilege, social class (upper-lower), slave, indentured servant, native / indigenous, immigrant, social mobility, national identity, ownership of property, Anglican, Catholic	

Learning Experience # 3	
The teacher may provide primary and secondary documents (e.g., maps, government documents, charts, graphs, trade maps) so that students can consider the significance of the political and economic interdependence between Spain/Portugal and their Latin American colonies.	
Generalization Connection(s):	Historical context, location, and cultural beliefs help to shape the civil liberties of citizens Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights Strong interdependence between economic and government systems can results in both positive and negative consequences for its citizens
Teacher Resources:	http://historicaltextarchive.com/sections.php?action=read&artid=295 (Article: Economy colonial Spanish America) http://historicaltextarchive.com/sections.php?action=read&artid=296 (Article: Government and Law in Spanish Colonial America) http://clacs.as.nyu.edu/docs/IO/23410/CLACS_SugarandSlavery_Activity1.pdf (PowerPoint: Sugar plantations in Latin America) http://history-world.org/Latin%20America,%20Plantation%20Colony.htm (Article: The first plantation colony in Latin America) http://tinyurl.com/k5rawdp (Article: The Encomienda System) http://tinyurl.com/j2me3ct (Article: Conquistadores and the Encomienda System) http://epicworldhistory.blogspot.com/2012/05/silver-in-americas.html (Article: Silver in the Americas) http://library.brown.edu/fivecenturiesofchange/chapters/chapter-1/captaincies-genera/ (Article: Captaincies-General: The Structure of Governance in Colonial Brazil) http://storiesofusa.com/the-conquest-of-new-spain-history-1492-1901/ (Article: The Conquest of New Spain)
Student Resources:	http://www.shmoop.com/spanish-colonization/economy.html (video and Article: Spanish Colonization of Latin America) http://www.shmoop.com/spanish-colonization/politics.html (article: Politics in Spanish Colonization) http://www.ccis.edu/courses/HIST323mtmcinneshin/week02/america1797.gif (Spanish American colonies map) http://www.irwinator.com/126/1-14.jpg (Map of colonial South America)
Assessment:	Students will write a report to the King of Spain outlining the political and economic activities and/or structures set up in the colonies.

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may focus on only one area, either political or economic Students may create a poster about political structures or economic activities

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may elaborate on positive and negative effects of activities and structures in the report

Critical Content:	● The extent to which Spain set up government in the colonies (e.g., Viceroyalties, military districts, establishing courts) ● The economic systems set up by the Spanish in the colonies (e.g., plantation, encomienda, traditional, mixed)

Key Skills:	● Research, develop, and edit a piece of writing
Critical Language:	Colony, plantation, monarchy, viceroyalty, encomienda, trade, traditional economy, mixed economy, conquistadores, cash crop, economic system, imperialism

---

Learning Experience # 4

The teacher may provide primary and secondary sources (first-hand accounts, images, maps) so that students can understand how the political and economic structures established an oppressive social order in the colonies (e.g., social structures, cultural suppression – rewriting of native histories) and the effects on the rights of various peoples.

Generalization Connection(s):	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights Historical context, location, and cultural beliefs help to shape the civil liberties of citizens Government systems that encourage participation of a few, may limit the rights of the majority
Teacher Resources:	http://www.cove.k12.or.us/sites/cove.k12.or.us/files/File/teachers/gorhamj/World_History/Chapter3_02.pdf (Textbook chapter: Spanish and Portuguese Colonies in the Americas) http://www.freeman-pedia.com/latin-american-independence/ (Latin American Independence - videos, maps, etc.) http://tinyurl.com/j44q7ub (Powerpoint: Political Transformations: Empires and Encounters 1450-1750) http://klarbooks.com/academic/catholic.html (Reading: The Role Of The Church In the Conquest and Colonization of Latin America) http://www.goodreads.com/book/show/182064.In_Defense_of_the_Indians (Book: *In Defense of the Indians* by Bartolome de las Casas & Reverend Stafford Poole, translator)
Student Resources:	http://www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm (Primary source: Pueblo Revolt - 1680) http://www.shmoop.com/spanish-colonization/race.html (Reading: Race in colonial Latin America) http://www.indio.net/aymaco/slaughter.htm (Accounts of abuses by the Spaniards)
Assessment:	Students will create a piece of propaganda (political cartoon, pamphlet, speech) from a selected perspective (e.g., peninsulare, creoles, mestizos, indigenous, mulattos, Africans)

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be assigned a specific perspective	Students may write a paragraph discussing the effects of an oppressive social order on the rights of the people

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://tinyurl.com/j8b9k7r (Primary Sources: Conquest of Mexico)	Students may include primary sources (e.g., quotes) in their piece of propaganda

Critical Content:	● The differences between mestizos, peninsular, creoles, slaves, etc. and the development of a strict social structure ● The significance of social oppression in the Spanish colonies (burning native codices, religious conversion, re-written histories, eliminating existing social structures)

	● The role of the Catholicism in the colonization of Latin America ● The effects of oppressive governmental policies on the indigenous peoples of Latin America
Key Skills:	● Create propaganda from different perspectives ● Compare the social structures in Latin America to those in North America
Critical Language:	Oppression, cultural diffusion, national identity, mestizo, peninsular, creoles, social structure, codices, Catholicism, conversion, indigenous peoples, mulatto, ancestry

Learning Experience # 5

The teacher may provide primary and secondary sources (e.g. documents, maps, video clips) so that students can explore the various reactions (e.g., the American Revolution, Canadian Independence) to the oppressive colonial governments in North America.

Generalization Connection(s):	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights.
Teacher Resources:	http://tinyurl.com/p95y5qq (Primary source: British North America Act, 1867 - Canadian Independence) http://www.britainexpress.com/History/Canada.htm (Summary of 19th Century British Rule of Canada) http://tinyurl.com/nc8obpq (Rebellions in Upper and Lower Canada, 1837-38) https://slmc.uottawa.ca/?q=french-british_rivalry (Article: French-British Rivalry in North America) http://www.canadiangeographic.ca/mapping/historical_maps/1700.asp (Historical maps of Canada) http://www.history.com/topics/seven-years-war (The Seven Years' War – article, videos)
Student Resources:	https://www.youtube.com/watch?v=5vKGU3aEGss (Video: The Seven Years War and the Great Awakening) https://www.youtube.com/watch?v=Eytc9ZaNWyc (Video: Taxes & Smuggling - Prelude to Revolution) http://tinyurl.com/pokmfup (Article: Second Continental Congress - Declaration of the Causes and Necessity of Taking up Arms, July 6 1775) http://tinyurl.com/z2raqrn (Primary source: The U.S. Declaration of Independence) http://www.cbc.ca/history/EPHOMEEP7LE.html (Rebellion and Reform in 19th century Canada) http://www.cbc.ca/history/EPHOMEEP8LE.html (Confederation of Canada and the Birth of the Dominion of Canada) http://tinyurl.com/p95y5qq (British North America Act, 1867 - Canadian Independence) http://www.jjmccullough.com/timeline.htm (Timeline to Canadian independence)
Assessment:	Students will create a compare and contrast foldable for the American Revolution and Canadian Independence. (https://blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/reading-and-study-skills-foldables.pdf - Scroll down to "Trifold Book" - pg. 26)

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be given additional directions/guidance for the foldable, such as key ideas to be included on each section of the foldable	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use analogies/metaphors/similes to compare and contrast
Critical Content:	● The causes and effects of colonial revolt in England's original 13 colonies ● Why Canadian colonists opposed British rule ● How Canada gradually gained independence with British cooperation ● How the Canadian and U.S. independence movements differed ● The role of the Seven Years' War in reducing colonial presence in North America	
Key Skills:	● Identify reasons for colonists desire for independence ● Analyze similarities and differences between Canadian and U.S. independence movements ● Explain colonial opposition to British rule	
Critical Language:	Revolution, independence, rebellion, upper (British) and lower (French) Canada, dominion, commonwealth, empire, province, act (government), parliament, Seven Years' War/French and Indian War	

Learning Experience # 6	
The teacher may engage students in WebQuest so that students can survey the various responses/revolutions instigated by the colonized peoples against oppressive governmental/economic institutions in Latin America.	
Generalization Connection(s):	Historical context, location, and cultural beliefs help to shape the civil liberties of citizens. Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights. Government systems that encourage participation of a few, may limit the rights of the majority.
Teacher Resources:	http://go.grolier.com/atlas?id=mh00089 (Map of Latin American independence) http://www.fsmitha.com/h3/h39-la.html (Article: Rebellion against Spain in Latin America) http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1438/6_LatinAmericanIndependence.pdf (Lesson plan: Latin American Independence Movements) http://www.freeman-pedia.com/latin-american-independence/ (Articles: Latin American Revolutions) http://www.sgsymmes.com/culture_revolutions.html (Article: The Revolutionary Movements of the 20th Century) https://sites.google.com/site/latinamerrevswebquest/home (A WebQuest on Latin American Revolutions)
Student Resources:	https://www.youtube.com/watch?v=ZBw35Ze3bg8 (Video: Latin American Revolutions: Crash Course World History #31) http://tinyurl.com/jf4xjtf (Reading: Latin American Wars for Independence) https://sites.google.com/site/latinamerrevswebquest/home (A WebQuest on Latin American Revolutions)
Assessment:	Students will complete the WebQuest. https://sites.google.com/site/latinamerrevswebquest/home (A WebQuest on Latin American Revolutions)

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be allowed to complete the WebQuest in groups Students may be assigned only specific parts of the WebQuest	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may create their own WebQuest including an answer key
Critical Content:	● How different social groups (e.g. Creoles, Mestizos, peninsular) contributed to Latin American revolutions ● How political and economic institutions contributed to the initiation of revolutions ● Various reasons for rebellion/revolt ● Various regions different methods and reasons for revolt ● The significance of the American and French Revolutions in the Latin American Revolutions	
Key Skills:	● Analyze cause and effect ● Identify contributions of various leaders or social groups	
Critical Language:	Creoles, mestizos, peninsular, mulattoes, revolution, slave, Toussaint L'Overture, Simon Bolivar, Jose de San Martin, Jose Maria Morelos, Miguel Hidalgo, Haiti, Che Guevara	

Learning Experience # 7
The teacher may provide government documents (e.g., constitutions, bills of rights) so that students can identify the characteristics of the various political institutions established as a result of revolutions in the Americas.

Generalization Connection(s):	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights Strong interdependence between economic and government systems can results in both positive and negative consequences for its citizens Historical context, location, and cultural beliefs help to shape the civil liberties of citizens
Teacher Resources:	http://www.fsmitha.com/h3/h39la.htm (Article: Latin America After Independence) http://tinyurl.com/qyy97h4 (Article: 19th Century Caudillos) http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=npb (Article: Caudillos - 19th-20th Centuries) http://tinyurl.com/zvm7tpy (Primary source: The United States Constitution) http://thelouvertureproject.org/index.php?title=Haitian_Constitution_of_1801_(English) (Haitian Constitution of 1801) http://pdba.georgetown.edu/Constitutions/constitutions.html (Constitutions for countries in North, Central, and South America) http://laws-lois.justice.gc.ca/eng/const/page-15.html (Canadian Charter of Rights and Freedoms) http://www.tamu.edu/faculty/ccbn/dewitt/constit1824.htm (Mexican Constitution of 1824) http://legacy.fordham.edu/Halsall/mod/modsbook32.asp (Primary sources: Latin America in the 19th Century)

Student Resources:	http://cw.routledge.com/textbooks/dawson/videos.asp (Videos: Latin America Since Independence) http://cw.routledge.com/textbooks/dawson/data/Cubans-Memories-of-the-1960s.pdf (Primary source: Cuban's Memories of the 1960's) http://tinyurl.com/jtwvces (Textbook chapter: Economic Imperialism in Latin America)	
Assessment:	Students will complete a digital annotated timeline outlining the struggle or development of governments in the Americas) http://www.readwritethink.org/files/resources/interactives/timeline_2/ (Digital timeline) https://www.timetoast.com/ (Digital timeline)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be provided the dates and events for their timeline	Students may complete an annotated timeline on paper
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
		Students may incorporate primary sources (e.g., images, quotes) into their timeline
Critical Content:	● The various Constitutions that were written post-independence ● The struggle of some countries to develop stable governments, leading to dictatorship ● The significance of the shift in power from European powers to national/local governments	
Key Skills:	● Place events in chronological order ● Compare and contrast forms of government and economic components	
Critical Language:	Constitution, bill of rights, democracy, civil liberties, constitutional government, dictatorship	

Learning Experience #8	
The teacher may provide primary and secondary sources (e.g., maps, newspaper articles) so that students can analyze the maintenance and/or expansion of civil liberties of peoples in the Americas as a result of the newly established governments.	
Generalization Connection(s):	Differing forms of government demonstrate power by expanding, maintaining, and/or limiting citizens' civil liberties/civil rights. Historical context, location, and cultural beliefs help to shape the civil liberties of citizens.
Teacher Resources:	http://history-world.org/latin_america_europe_transplante.htm (Article: Establishment of Latin American States) http://tinyurl.com/jx84oqk (Article: How U.S. Compares to Latin America on Civil Rights) http://www.liverpoolmuseums.org.uk/ism/slavery/americas/abolition_americas.aspx (Article: Abolition of Slavery in Latin America) http://www.pbs.org/latino-americans/en/timeline/ (Timeline: Latino-Americans – PBS) http://www.britannica.com/place/Latin-America/Latin-America-since-the-mid-20th-century (Article & primary sources: Latin America since the mid-20th century)

Student Resources:	http://www.liverpoolmuseums.org.uk/ism/slavery/americas/abolition_americas.aspx (Article: Abolition of Slavery in Latin America)
	http://www.britannica.com/place/Latin-America/Latin-America-since-the-mid-20th-century (Article & primary sources: Latin America since the mid-20th century)
Assessment:	Students will engage in a debate on this critical question:
	"Did revolution and independence expand, maintain or limit people's civil rights in the newly independent countries?"
	https://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf (middle school debate format)

| Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.) | **Access** (Resources and/or Process) | | **Expression** (Products and/or Performance) |
| | Students may use teacher supplied notes on key points to consider during the debate | | N/A |

| Extensions for depth and complexity: | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | N/A | Students may write an essay in response to the prompt and include arguments and counter-arguments |

Critical Content:	● The success to which some countries gave rights to their citizens ● The political status of various social groups (e.g., mulattos, creoles, slaves) ● The continued struggle for civil liberties ● The difference between human rights and civil rights
Key Skills:	● Make inferences about changes which occur in societies after revolution ● Make an argument ● Support an argument with evidence
Critical Language:	Citizen, rights, civil liberties, protest, revolution, independence, constitution, bill of rights, human rights