UbD Template 2.0

Sarah Russell

Course/Grade: High School Social Studies - Latin American Studies – Grade 12

Lesson Title: Comparing Revolutions and Political Identities in North America and Spanish America

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS From *North Carolina Essential Standards – Social Studies – American History/World History***AH/WH.H.1.1**-Use chronological thinking to construct an historical narrative.**AH/WH.H.1.2-**Use Historical Comprehension to: 1.Reconstruct the literal meaning of a historical passage.**AH/WH.H.1.3-** Use Historical Analysis and Interpretation to:1.Identify issues and problems of the past2. Consider multiple perspectives various peoples in the past. 3.Analyze cause-and-effect relationships and multiple causation.**AH1.H.5.1 –**Summarize how the philosophical, ideological, and/or religious views of freedom and equality contributed to the development of American political and economic systems.**WH.H.6.2** – Analyze political revolutions in terms of their causes and impact on independence, governing bodies and Church-State relations. *From North Carolina Essential Standards – Social Studies – Geography and Environmental Literacy***12.G.2.1** – Interpret origin and processes of globalization through historical and geographical perspectives*From North Carolina Essential Standards – Information and Technology Essential Standards***HS.TT.1.1**- Use appropriate technology tools and other resources to access information**HS.TT.1.3**- use appropriate technology tools and other resources to design products to share information with others*From NC Core Standards - Language Arts – 9-12 Writing Standards***1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.*From NC Core Standards - Language Arts – 9-12 Speaking and Listening Standards***1.** Initiate and participate effectively in a range of collaborative discussions with diverse partners.**4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective. | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. understand and deconstruct language and meaning from an historical era different from their own.2. understand the common origins of ideas and interests shared by people from different ethnic, regional and cultural backgrounds.3. recognize universal values shared by people from different ethnic, regional and cultural backgrounds.4. define, explore and respect the differences between people of different ethnic, regional, and cultural backgrounds. |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*U1. that different cultures, regions and human communities share common values.U2. that many modern nations and regions have common philosophical and ideological foundations.U3. evaluating, understanding and respecting the differences between different nations and cultures can improve relationships between nations and cultures. | ESSENTIAL QUESTIONS E1. What were the ideas emerging from the Enlightenment and Scientific Revolution that changed European and American ideas about social and political structures?E2. How did geography, demographics and economics define the wars for independence in Spanish America and North America?E3. What concepts or values are common to the revolutionary documents of both North America and Spanish America?E4. What concepts or values differ in the revolutionary documents of North America and Spanish America?E5. How did the wars of independence affect the lives of those who lived through them?E6. What political ideals defined during the wars for independence are still present today? To what degree are they shared by both North and Spanish Americans?  |
| ***Acquisition*** |
| *Students will know…* K1.the critical concepts that defined the Enlightenment and fueled the ideologies of the leaders of the American revolutions.K2. the impact of these ideas on the strategies of the key leaders of the North American and Spanish American revolutions.K3. how geography can influence politics.K4. how social status and economics can define political experiences.K5. how to recognize the terms that define the universal values that emerged from the Enlightenment.K6. how political ideas from the past can endure into the present day | *Students will be skilled at…*S1. understanding primary documents.S2. reading secondary source documents to provide content and context for the primary source documents.S3. Reading maps, using technology and locating and interpreting geographical and demographic data to understand historical events.S4. comparing and contrasting texts to locate similarities and differences.S5. using their analyses of historical texts and periods to understand national and international values in the modern day.S6. using modern media and technology to communicate about political ideas. |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Uses chronological thinking to understand historical narratives, identifies issues of the past, can analyze, compare and contrast information.
2. Understands, collects and synthesizes data on physical environment, demographics and economics. Uses findings to deepen understanding of historical events in multiple locations
3. Analyzes primary source documents, integrates analysis of documents with background knowledge to define and present a thesis.
4. Uses historical information and specific period-specific details to recognize and portray the perspectives of a person from different place and time.
5. Uses knowledge and familiarity of historical information and modern news sources to explain and articulate current political sentiments.
6. Interprets, synthesizes and summarizes current research,
7. Develops communication and presentation skills in a variety of formats
 | TRANSFER TASK(S): 1. **Background Reading and Comprehension -**using varied secondary source materials, compare and contrast content on two historical events in two different regions, and construct a chart highlighting differences and similarities of these two events.2**. Research and Presentation** -Use internet sources on geography, history and socio-economics to research data on one aspect of the physical geography or demography of both North America and Spanish America. Compare, contrast and summarize critical information. Using VoiceThread, prepare a brief narrated summary to share with classmates.3. **Reading, Comprehension and Written Analysis of Primary Sources** – compare and contrast primary sources, and use secondary sources and background knowledge to write a well-organized analytical essay that identifies both universal values and those specific to each historical experience.4. **Use of Evidence and Understanding Perspectives through Creative Writing** - gained from secondary source materials, information learned from voicethread presentations, and in-class presentations, create an imaginative and well-written description of the ideas/experiences/beliefs of a person living in different era from the present day.5. **Debate and Discussion** - Use classroom lectures, secondary sources and online newspapers and news sources to discuss and debate the change or stasis of political ideals over time.6.**Analyze and Discuss Data** - Use an array of different types of data (quantitative, graphs, charts and written analyses) to discuss modern political perspectives and change in perspectives7. **Engage Community** - Investigate creative approaches for improving communication within a community. |
| Interprets, retains, and summarizes critical concepts and details | OTHER EVIDENCE1.Productive and involved class discussions2.Performance on reading quizzes3.successful completion of reading question assignments |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction***Lesson ONE – Revolutionary Eras in North and Spanish American Colonies – Read and comprehend historical information**Read assigned secondary source readings (as well as notes from previous courses) on the revolutionary eras (from approximately mid-18th century to 1830) in the British North American colonies and in the Spanish American colonies. Compare and contrast the circumstances, ideas, and events that lead to the American Revolution and to the Wars of Independence in Spanish America, and create a chart that highlights the key similarities and differences of these two revolutions. **Lesson TWO – Geography and Demography of the Wars for Independence – Use technology to research, theorize and present data**In seven groups of 2-3 each, students will use internet sources to research one geographic, demographic or statistical category on late 18th century or early 19th century Americas, and then compare and contrast the data for North Americans and Spanish Americans as they fought for independence. **Categories:*** Colonial population totals and distribution
* Colonial demographics
* Infrastructure – roads
* Infrastructure – ports
* Terrain and square miles
* Literacy rates
* Religions

Using VoiceThread, [http://voicethread.com/](http://voicethread.com/%20) they will create brief (5 minutes) narrated presentations, and make them available to share with their classmates. Each student will be required to view all the voicethread presentations of the class and be prepared to discuss, compare, contrast and formulate conclusions about the wartime experiences of colonial North and Spanish Americans. **Lesson THREE – The Documents of the Revolution – Essay Assignment – Seek Universal Values** Read the following Primary Source Documents: *Declaration of Independence* (1776) and *Plan de Iguala* (1821). Write a brief, well-organized essay (1-2 pages) identifying similarities and differences between them, and using information acquired from secondary source readings to explain them, and address the following questions: What ideas do the documents have in common? What circumstances or aspects of the societies for which they were written explain these common ideas? What are the critical differences between the two documents? What circumstances or aspects of the societies for which they were written explain the differences?What do these documents reveal about the shared political origins of the United States and Mexico? **Lesson FOUR – Life in 19th Century Mexico – Creative Writing Assignment – Explore Different Perspectives.** Assume the identity of a person living in 1830s Mexico. Explain the experience, perspectives and feelings of that person, based on knowledge gleaned from primary and secondary source readings on post-Independence Mexico. Be prepared to discuss how the experiences of this person during the colonial and revolutionary era might influence their political ideas and hopes for the future, and how those experiences and ideas differ from life in North Carolina in 2012.**Lesson FIVE – Comparing Political Ideals in Modern Day United States and Mexico – Discussion and Debate**View or read speeches made by the Presidents of Mexico and the United States in 2010 (available through <http://www.c-spanvideo.org/videoLibrary/> among other websites) Identify and be prepared to discuss elements common to and distinct in both their speeches. Be prepared to discuss or debate the question: Have the political ideals of these countries become more similar or different since they gained their independence? **Lesson SIX – Mexican-American Political Ideals – Crossing Borders and Finding Consensus – Research and interpret survey data** Students work with partners to use data, charts and articles from the Pew Hispanic Research Center <http://www.pewhispanic.org/>to learn about the political values of Hispanic Americans living in the United States. Investigate the comparisons the Pew Center provides on Hispanic political views versus those of other American groups. Locate and identify values that Hispanics share in common as well as those that differ with other groups.**Lesson SEVEN – Mexican, Hispanic and American political perspectives – Take action to improve communication of shared values** Form small groups to develop proposals for building better communication between the Hispanics and other residents in North Carolina. Share proposals in class, and vote on which represents the best approach. Present proposals to local politicians, and local Hispanic community groups, like *El Centro Hispanico* in central North Carolina.   |