

## LESSON: Latin American Revolutions/Project-Based Learning

### **Central Historical or Essential Question:**

➤ Students will be able to understand how the revolutions of Haiti and France chartered the revolutions within South and Central America. By drawing conclusions and connections between these movements, a better understanding of the concept of “revolution” arises while also instructing students on how these revolutions impacted the modern world.

### **Purpose of the Lesson**

This skill helps students understand the movements of the Latin American Revolution by engaging with the primary source material and evaluating its connectedness to the global community.

### **Brief Overview of the Lesson**

This lesson is broken up into two different days. For day one, I will assign an in-class project that will have students create a comic strip of their assigned revolution. Following this introduction, I will begin an active lecture on the history, different social structures, and hierarchies, and eventually move to provide a timeline of events. Students will be instructed to ask questions in the margins of their guided notes, make illustrations, and ask questions/write down what they find interesting. Students will then be broken up into groups and handed packets with the source material. For example, one group will be handed a secondary source document on the life of Simon

Bolivar and will be instructed to answer questions such as “Explain the significance of this narrative account. What biases does the author consider? What sources did they potentially use to construct this? Does this account provide modern historians with new insights, or does it leave out much to be desired? Explain your answers.” Following this, students will engage in an image analysis of the Revolution and construct an essay prompt. Once the prompts are completed, students will trade these with a neighbor and attempt to create a thesis statement and body paragraph for their partner’s prompt. The closure activity will require students to read a brief synopsis of the revolution and answer three overarching questions to be handed in as a ticket-out-the-door assignment.

The second day will constitute a review session/Project Based assignment in class. When students come in, they will be asked to write a paragraph on the Revolution they find most interesting and their reasoning. Groups will then create a comic strip of their assigned revolution to be presented to the class. This will take up most of the class time. Students will then be reminded of the end of the unit exam and will be asked to write four to six connections between these revolutions as a ticket out the door. I will be offering test reviews before and after school every day of the week before the unit test while also providing a practice test that students may turn in and receive feedback from. Students will also need to finish working on their wax museum projects that will be due the following class period.

**Targeted Audience**

The main audience for this lesson is those with little understanding of the Latin American Revolution or who have no knowledge of Latin American history in general.

**Digital and Global Literacy**

New media play an important part in helping students master this subject because access to sources, historical accounts, scholarly insight, and even looking through pictures of the major contenders allows for a more comprehensive understanding of this time.

[Provide a 1-2 sentence explanation of global connections in this lesson, as well as ways in which the lesson includes voices of diverse historical actors]

Using all of the knowledge covered throughout the unit, students will be proficient in understanding how global events inspire national movements. By analyzing sources discussing a diverse set of historical actors, a fuller understanding of Latin America, and its connections to the world at large, unfolds.

### **Relevance Beyond the Classroom**

This lesson is designed to encourage students to think about the history of globalization and exchange. By understanding how Latin America gained its independence alongside other nation-states, more informed conversations of modern neo-colonialism, an introduction to imperialism, and the entirety of empire-building become more entrenched in students' minds. The comic book project, which encapsulates all of the revolutions studied throughout the unit, will allow students to connect pop culture, personal interest, and collectivist learning to the forefront.

### **Research & Sources**

My research considerations came from my own experiences within an AP World History classroom (as a student) and various online databases like the Library of Congress. Alongside this, I also utilized teacher-made concepts such as the "comic strip" project, former AP examinations, and pre-made packets to reinforce skills and knowledge mastery. The comic book project was taken from a variety of sources such as "Teaching History with Comic Books."

**Lesson Plan # 8**

**Secondary History / Social Studies**

<b>Course</b>	<b>Lesson Topic &amp; Unit Name</b>	<b>Instructor</b>	<b>Date(s)</b>
Ap World History	Latin American Revolution/Unit Wrap Up	Tyler Lowe	xx/xx/20xx
<b>Lesson Essential Question (LEQ) or Learning Objective (LLO)</b>	Students will be able to understand how the revolutions of Haiti and France chartered the revolutions within South and Central America. By drawing conclusions and connections between these movements, a better understanding of the concept of “revolution” arises while also instructing students on how these revolutions impacted the modern world.		
<b>Content Standard</b> Enter objectives from NCS Discipline-specific strands (History, Civics & Government, Economics, Geography, Behavioral Sciences)	<ul style="list-style-type: none"> <li>● WH.H.1.1</li> <li>● WH.G.1.2</li> <li>● WH.E.1.2</li> <li>● WH.C&amp;G.1.2</li> </ul>		
<b>Inquiry (Skill) Standard</b> Enter objectives from NCS Inquiry Strand	<ul style="list-style-type: none"> <li>● I.1.3 Gathering and Evaluating Sources</li> <li>● I.1.5 Communicating Ideas</li> <li>● I.1.4 Developing Claims and Using Evidence</li> </ul>		
<b>Activity</b>	<b>Details of Activities</b>	<b>Purpose-Rationale</b>	<b>Time</b>
	Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
<b>Pre-Lesson</b> How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson?	Introduce the project-based group learning before beginning to introduce Latin American Revolutions. This project will help students wrap up and review for the unit exam while also allowing them to explore the chronology and events of their designated revolution. Students will be broken up into 4 groups and will be assigned a revolution from our class study (group assignments will be made by the instructor). Instruct the students that it is their job to construct a comic strip of their event. However, I will not be grading based on simply the chronology of the comic strip. Students will be graded on creativity, the use of the primary sources given in class, and the inclusion of the major events, people, dates, and places. Mostly, however, students will be graded on how well they are able to contextualize, think historically, and provide their insights on the movements as a whole. Groups will designate each person for a	Introducing the project early allows students to begin thinking about what they want to include in their projects while also forcing them to make connections from all the material in the class. They will apply all their knowledge from the lectures, documents, and class discussions to create a cohesive timeline. This fits well with standards I.1.5 and I.1.3 because it allows students to work with partners to formulate, and eventually apply, historical thinking to an artistic outlet. Many students may be familiar with comic books/may be in higher-level art classes, so this project allows them to integrate their interests and talents with historical thoughts and study.	10 mins

	<p>group role (ex. one artist, one author, one team leader, etc( however, everyone should be participating in all aspects of the project). For example, if one group is assigned the American Revolution, each page could represent a significant event that uses primary and textual sources. The comic strip will only be 4 to 6 pages long and I will provide the outline and materials for the class to create. Emphasize that this is an <b>IN-CLASS</b> project and will be presented at the end of the next day. Provide rubrics, graphic organizers, documents, and materials for students.</p>		
<p><b>Acquisition</b> How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>Begin presentation on Latin America and its revolutionary movements. Before beginning the slide, ask students “what factors influence a revolution? Be specific.” Allow time for students to answer. Then proceed to hand out guided notes and the presentation. After each slide, continue to ask questions such as “what narratives do you think were left out? Or, what is the significance of these events?” Students will be instructed to write answers to these while also being encouraged to share their responses with the class. Ensure you are moving around the room to make sure everyone is active and participating. Reinforce to students that the lecture isn’t meant to be boring, but to show them how modern historians approach and think about these issues. Continue to engage the class with difficult questions and share their thoughts and confusion. This should be individual work, however, communicating with neighbors will not be discouraged if it’s related to class work.</p>	<p>The purpose of this presentation is to help students understand how various factors of trade, military, politics, and society created the environment of the Latin American Revolution. This presentation not only allows students to interact with the major vocabulary outlined in the unit map, but also allows them to understand the context, themes, and delicate nature of colonialism and enslavement through active engagement with the information. More importantly, but utilizing an educator-led presentation, students will be encouraged to share thoughts, opinions, and confusion, and to discuss with their groups the significance of this revolution. This purpose falls perfectly in line with the LLO in that students will understand the background of the Revolution from a historical, intersectional perspective while also understanding its relation to Revolutionary cycles as an abstract concept.</p>	30 mins
<p><b>Extending &amp; Refining I (group)</b> How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Break students up into groups based on the thematic organization. Students will be handed packets of source documents to analyze and will be given overarching questions to answer. For example, one group will be handed a secondary</p>	<p>Standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas are the major benchmarks of this portion of the class. Students do this activity to work on skills of active history and thinking like a scholar. By</p>	20 mins

	<p>source document on the life of Simon Bolivar and will be instructed to answer questions such as “Explain the significance of this narrative account. What biases does the author consider? What sources did they potentially use to construct this? Does this account provide modern historians with new insights, or does it leave out much to be desired? Explain your answers.”</p>	<p>answering abstract, somewhat difficult questions, students will become more prepared for the unit exam while also gaining the skills to think critically about documentation.</p>	
<p><b>Accommodations</b>  <i>What adjustments are you making for diverse learners (ELLs, struggling readers, gifted &amp; talented)?</i></p>	<p>I’m proficient in reading and writing in Spanish. Therefore, for any student who needed translations, help with understanding language during the time, or may struggle with reading English, I will provide materials so they can succeed. I will provide student’s Spanish sources (translated) to help with bridging diversity  Moreover, some language used during this period represents a racist construct for modern sensibilities. For example, when discussing the caste system of Latin America, it is important to inform students that while words like “mulatto” may have been used in a historical context, these words must remain inside historical discourse. Any racism present during this discussion will be met with swift discipline.</p>	<p>NA</p>	<p>nA</p>
<p><b>Extending &amp; Refining II (individual)</b>  How do students (and the teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]</p>	<p>Students will conduct an image analysis of the Latin American Revolution. Using maps, portraits, depictions of events, and even modern creations, students will formulate a topic prompt. Trading their prompts with a neighbor, students will then proceed to create a thesis statement and <b>ONE</b> body paragraph about the images provided. For example, when looking at a map of trade routes in the early 19th century, students will create questions like “what is the significance of these routes? How did they shape the political and social landscape of the revolutionary period?”</p>	<p>The image analysis allows students to work with source documentation. However, unlike many of the document-based learning activities we have covered, this one relates to their ability to look at photos, graphs, maps, and images in order to quantify their context, agendas, use in the movement, and our modern reactions to them. By working with a group member, students are able to think outside of their normal argument styles and craft an interesting and more critical thesis of the evidence provided.</p>	<p>20 mins</p>

<b>Closure</b> How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	Students will be handed a worksheet with a brief summary of the Latin American Revolutions with 3 short questions that will be handed in before the end of class.	This worksheet reinforces the topics, backgrounds, and events covered in the presentation and allows students to more critically address and discern the causes of this movement. By adding this worksheet at the end of the class, the information is reinforced and used to challenge students' understanding of the events.	10 mins
<b>Formative - Informal</b> Explain how formative assessment measures progress		<b>Summative - Formal</b> Explain how summative assessment measures learning	
<b>Assessments</b> Ticket out the door- ask students to write 2 sentences on the most interesting thing they learned during this class day or some pressing questions they may have had during the lecture.		End of Unit Exam	

## DAY 2

<b>Activity</b>	<b>Details of Activities</b> Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	<b>Purpose-Rationale</b> Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	<b>Time</b> Provide estimated minutes in each row
<b>Pre-Lesson</b> How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	<b>Bellringer:</b> students will be instructed to list what they think is the most interesting revolution we've studied in 4 to 5 sentences. Following this, each student will write down one concern/question they have about the unit test or project to show me if the majority of the class seems prepared.	This allows students to interact with the overarching LEQ and LLO to draw connections between each revolution studied and its outcomes. Also, by asking students which topics are most interesting to them, this subject becomes more personal and I am able to see which activities to do again in the future and which ones to do away with.	5 mins
<b>Acquisition</b> How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Remind students of the project guidelines and have them move into their groups. This project will be worked on for <b>ONE</b> hour. Pass the materials, rubrics, and outlines out to each group and have them begin. Move around the room to ensure each group is on task, answer questions, and remind them that the major criteria are creativity and historical interaction. Tell students that the group that scores the highest will have 5 extra points added to their unit test to inspire constructive competition.	They will apply all their knowledge from the lectures, documents, and class discussions to create a cohesive timeline. This fits well with standards I.1.5 and I.1.3 because it allows students to work with partners to formulate, and eventually apply, historical thinking to an artistic outlet. Many students may be familiar with comic books/may be in higher-level art classes, so this project allows them to integrate their interests and talents with historical thoughts and study.	60 mins



	<ul style="list-style-type: none"> <li>● Rubric for projects</li> </ul>	<ul style="list-style-type: none"> <li>● creative materials (markers, crayons, etc.)</li> </ul>	
<p><b>Sources &amp; Notes</b></p> <p>Where did you research content for today's lesson? Where did you find helpful information, primary &amp; secondary sources, and lesson plan ideas?</p>	<p><b>Sources (Chicago Manual of Style)</b></p> <ul style="list-style-type: none"> <li>● file:///C:/Users/trlow/Downloads/APWorldHistoryIndustrialRevolutionsComicBookProject-1.pdf</li> <li>● file:///C:/Users/trlow/Downloads/RevoltsinLatinAmericaLatinAmericanRevolutions-1.pdf</li> <li>● Petre, F. Loraine, excerpt from "Simon Bolivar 'El Libertador,'" Digital Public Library of America, <a href="http://dp.la/item/I9c0dd913badcf416f074d53f6657bc6">http://dp.la/item/I9c0dd913badcf416f074d53f6657bc6</a>.</li> <li>●</li> <li>● Robertson, William Spence, excerpt from "Rise of the Spanish-American republics, as told in the lives of their liberators," Digital Public Library of America, <a href="http://dp.la/item/65429be7eadf03fcd2ed199adf0d550">http://dp.la/item/65429be7eadf03fcd2ed199adf0d550</a>.</li> <li>●</li> <li>● Daniels, Margarette, "Makers of South America," Digital Public Library of America, <a href="http://dp.la/item/a781c2e74a6275112e58037be630a8f5">http://dp.la/item/a781c2e74a6275112e58037be630a8f5</a>.</li> <li>● Robertson, William Spence, excerpt from "Rise of the Spanish-American republics, as told in the lives of their liberators," Digital Public Library of America, <a href="http://dp.la/item/65429be7eadf03fcd2ed199adf0d550">http://dp.la/item/65429be7eadf03fcd2ed199adf0d550</a></li> <li>● Noll, Arthur Howard, excerpt from "The life and times of Miguel Hidalgo y Costilla," Digital Public Library of America, <a href="http://dp.la/item/c0ff32e95329543ad4e3406760cacce6">http://dp.la/item/c0ff32e95329543ad4e3406760cacce6</a></li> <li>●</li> <li>● Johnson, Elizabeth, and Evelyn Ramos Lamarr. "Project-Based Learning." In <i>The Social Studies Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students</i>, edited by Larry Ferlazzo and Katie Hull Sypnieski, 323-352. New Jersey: Jossey-Bass, 2020.</li> <li>● Córdova-Bello, Eleazar. <i>La independencia de Haití y su influencia en Hispanoamérica</i>.</li> </ul>	<p><b>Notes to self</b></p> <ul style="list-style-type: none"> <li>● Offer test review after school/before school for students that may need it.</li> </ul>	

	<p>Caracas: Instituto Panamericano de Geografía e Historia, 1964.</p> <ul style="list-style-type: none"><li>●</li><li>● Scott, Julius S.. <i>The Common Wind</i> (p. 202). Verso Books. Kindle Edition.</li><li>● Franco, José Luciano. "La conspiración de Morales." In <i>Ensayos históricos</i>, pp. 95–100. La Habana: Editorial de Ciencias Sociales, 1974.</li><li>———. <i>Las minas de Santiago del Prado y la rebelión de los cobreros, 1530–1800</i>. La Habana: Editorial de Ciencias Sociales, 1975.</li><li>● Decker, Alicia C., and Mauricio Castro. "Teaching History with Comic Books: A Case Study of Violence, War, and the Graphic Novel." <i>The History Teacher</i> 45, no. 2 (2012): 169–87. <a href="http://www.jstor.org/stable/23265918">http://www.jstor.org/stable/23265918</a>.</li></ul>	
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