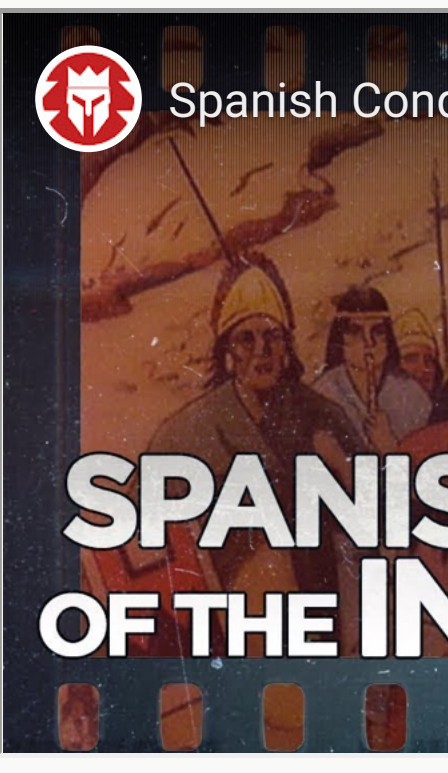
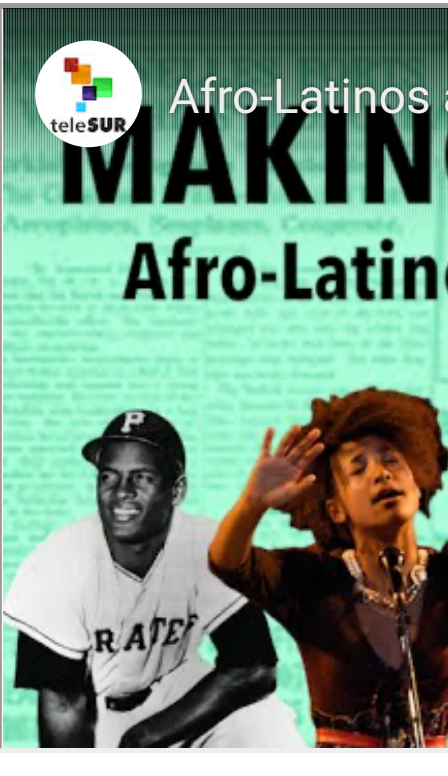


Unit	Enduring Understandings	Essential Questions	Students will know	Students will be able to	Assessment Evidence	Learning Activities	Resources	Vocabulary
<p>Introduction to Latino USA (Week 5, 5 Weeks)</p> <ul style="list-style-type: none"> Latinos have come to be part of the United States through many different avenues: immigrants seeking a better life, refugees driven by war and those who did not move at all, but who found themselves on the other side of redefined borders as the United States expanded. Students will trace firsthand, the varied stories of becoming Latino in the United States – and dispel common generalizations. Students will compare and contrast these stories with the arrival experiences of their own families. <p>Stereotyping</p>	<ol style="list-style-type: none"> How did the class system influence development of the government? How was California colonized? Who led the movement? How did the Spanish govern their empire in the Americas? 	<ol style="list-style-type: none"> Why did the Inca and Mayan civilization fail? How did their leaders fail them? What was the role of art in the religious and political life of the Maya? Why is modern science helping preserve Maya heritage? How was Incan government different than that of Mesoamerican cultures? 	<ol style="list-style-type: none"> Government must originate in the country. The spirit of government must be that of the country its structure must conform to rules appropriate to the country. Good government is nothing more than the balance of the country's natural elements. In nations composed of both cultured and uncultured elements, the uncultured will govern because it is their habit to attack and resolve doubts with their fists in cases where the cultured have failed in the art of governing. The uncultured masses are lazy and timid in the realm of intelligence, and they want to be governed well. But if the government hurts them, they shake it off and govern themselves. To know one's country and govern it with that knowledge is the only way to free it from tyranny. <p>Unknown Latino History</p>	<ol style="list-style-type: none"> Students will explore the period from 1565-1880, as the first Spanish explorers enter North America, the U.S. expands into territories in the Southwest that had been home to Native Americans and English and Spanish colonies. The Mexican-American War strips Mexico of half its territories by 1848. <p>Foreigners in Their Own Land</p>	<p>Latino Stereotypes Formative: Common Assessments</p> <ol style="list-style-type: none"> Write a piece sorting out Latino stereotypes from actual statistics. You can present your write-up in paragraph form (as if it were a blog), through a PowerPoint <p>US map-outlines-1 copy.pdf</p>	<p>USA Borders Change: Annexation of Spanish territories came in phases; in groups illustrate these changes and explain.</p> <ol style="list-style-type: none"> Florida and Southeast (1820) California, Texas and Southwest by 1855 Central America and Caribbean by 1898 	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Latino Politics (Lisa Garcia Bedolla) Harvest of Empire, A History of Latinos in America(Juan Gonzales) 	<ol style="list-style-type: none"> Manumission animist Sensenbrenner bill Eugenics Manifest Destiny Monroe Doctrine
<p>PreColumbian & Colonial Latin America (Week 11, 2 Weeks)</p> <ol style="list-style-type: none"> The Conquistadors exploited weaknesses and rivalries of native peoples to defeat the more powerful Aztecs and Incas. Diseases such as smallpox devastated native peoples in the Americas. Latin American society developed along racial divisions: Peninsulares, Creoles, Mestizos, Zambos and Natives. 	<ol style="list-style-type: none"> What did the conquistadores find when they arrived to the Americas? Did Columbus discover America? Why did the Inca and Mayan civilization fail? How did their leaders fail them? What was the role of art in the religious and political life of the Maya? How is modern science helping preserve Maya heritage? How was Incan government different than that of Mesoamerican cultures? 	<ol style="list-style-type: none"> What did the conquistadores find when they arrived to the Americas? Did Columbus discover America? Why did the Inca and Mayan civilization fail? How did their leaders fail them? What was the role of art in the religious and political life of the Maya? How is modern science helping preserve Maya heritage? How was Incan government different than that of Mesoamerican cultures? 	<ol style="list-style-type: none"> Students will know that Spanish explorer Juan Ponce de Leon lands along the Florida coast in April 1513, claiming the territory in the name of the Spanish crown. Students will know that Spanish admiral and explorer Pedro Menendez de Aviles lands at what will become the settlement of St. Augustine, Florida. 	<p>Students will be able to discuss and write in their journals their understanding of the fall of the Aztec, Inca and Mayan civilizations to the Spaniards.</p> <p>Mexican workers</p>	<p>Portrayals of wealth and Race Formative: Expository Essay</p> <p>Students will compare and evaluate historical events, specific circumstance of regional events and draw their connections to the present by viewing the film "Even the Rain", discussion and writing on their thoughts.</p> <p>Even the Rain / Essay</p>	<ol style="list-style-type: none"> Students view a clip on the Spanish Conquests . Students can respond individually or in small groups, in writing or through discussion. 	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) Latino Politics (Lisa Garcia Bedolla) Even the Rain- movie 	
<p>Spanish American Way/ Puerto Rico (Week 13, 4 Weeks)</p> <p>The socio-historical forces that forged the Puerto Rican population in the United States are different than those that created the Mexican-American community but were also influenced by U.S. imperialism and expansion. Speak English, You're I America</p>	<ol style="list-style-type: none"> Why might Puerto Ricans in particular take issue with being perceived as immigrants? Why was the United States involved in the independence of Cuba, the Dominican Republic and many Central American nations? How is Cuba story different from Puerto Rico and how did this lead to the rise of Fidel Castro? Why did the migrants leave their homeland in such numbers? What happened when they arrived in US? How were they perceived? How did they cope ans survived in their new home? Why were so many stuck in poverty? Is there a Melting Pot? 	<ol style="list-style-type: none"> Why might Puerto Ricans in particular take issue with being perceived as immigrants? Why was the United States involved in the independence of Cuba, the Dominican Republic and many Central American nations? How is Cuba story different from Puerto Rico and how did this lead to the rise of Fidel Castro? Why did the migrants leave their homeland in such numbers? What happened when they arrived in US? How were they perceived? How did they cope ans survived in their new home? Why were so many stuck in poverty? Is there a Melting Pot? 	<ol style="list-style-type: none"> Students will know the causes of the Spanish American War and the outcome. Students will know how the Jones Act effected migration to the U.S. Students will know about early life in NYC. Students will know about the emerge of social, economic and political life of Puertorricans. Students will know of wave of upper mobility of the third generation. 	<ol style="list-style-type: none"> Students will be able to compare and contrast these stories with the arrival experiences of their own families. Students will be able to understand and discuss the transformation of the US in ways one had expect? Students will be able how Anglo conquest boomeranged back to US shores. Students will understand and discuss how migration went from a trickle to a torrent. 	<p>Analyzing the Spanish Conquest Common Assessments</p> <p>Analyze in detail the Spanish Conquest of the Americas. Who did what, when and where? What do you believe was the decisive factor?</p>	<ol style="list-style-type: none"> Students view a clip on the situation of Spanish American War and the consequences. Students can respond individually or in small groups, in writing or through discussion. 	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) Latino Politics (Lisa Garcia Bedolla) 	<ol style="list-style-type: none"> Jones Act
<p>The Harvest / Mexican Migration (Week 17, 4 Weeks)</p> <ol style="list-style-type: none"> Latinos have come to be part of the United States through many different avenues: immigrants seeking a better life, refugees driven by war and those who did not move at all, but who found themselves on the other side of redefined borders as the United States expanded. Students will trace firsthand, the varied stories of becoming Latino in the United States – and dispel common generalizations. Students will compare and contrast these stories with the arrival experiences of their own families. <p>1. The term Chicano or Chicana gained popularity among people of Mexican origin during the 1960s in the midst of what is called the Chicano Movement.</p> <p>2. According to the UCLA sociologist G. Cristina Mora, the term Hispanic first officially appeared in the 1980 Census to categorize people from Spain and other Spanish-speaking countries, but excluding Brazilians.</p> <p>3.Chicano Movement sought to improve the working conditions of farm workers but eventually extended and their efforts led to everyone having more labor and educational rights.</p>	<ol style="list-style-type: none"> How are the stories you studied different from each other? How are the stories similar?Based on your research, is it possible to suggest there is a single narrative thatexplains how Latinos came to the United States? Explain, citing examples fromthe video clips? What are some of the important national or international events that are linkedto the experiences of the individuals you chose? How do these personal stories represent broader historical trends of political or economic change in the Americas? 	<ol style="list-style-type: none"> How are the stories you studied different from each other? How are the stories similar?Based on your research, is it possible to suggest there is a single narrative thatexplains how Latinos came to the United States? Explain, citing examples fromthe video clips? What are some of the important national or international events that are linkedto the experiences of the individuals you chose? How do these personal stories represent broader historical trends of political or economic change in the Americas? 	<ol style="list-style-type: none"> Students will be able to know Mexican migration to the United States increased in the early 1900s in response to the need for agricultural labor. Mexican migration during this period was often circular; workers would stay for a few years and then go back to Mexico with more money than they could have made in their country of origin. Students will be able to know that Mexican Americans form the largest subgroup and also the oldest of Latinx subgroups. 	<ol style="list-style-type: none"> Students will be able to explore how the experiences of Latinos illuminate and challenge the broader narrative of the United States with regard to its growth and its struggle to live out its commitments to democracy, opportunity and equality. Students will be able to compare and contrast these stories with the arrival experiences of their own families. 	<p>Movie, "The Harvest"</p> <ol style="list-style-type: none"> Students view a clip on the situation of Mexican American students in Los Angeles in the 1960s, and how self-concepts and expectations began to change during the Chicano Movement. Students can respond individually or in small groups, in writing or through discussion. 	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) 		
<p>Latinos at the ballot Box/ Stereotypes & Statistics (Week 23, 4 Weeks)</p> <ul style="list-style-type: none"> Reflect on personal experiences of stereotyping. Identify common stereotypes of Latinos, using current social science research. Compare and contrast these stereotypes, actual statistics on citizenship, language, nation of origin and other variables. Synthesize and share findings. 	<ol style="list-style-type: none"> Have you ever been judged unfairly because of how you look, the way you speak or the type of name you have? How does it feel? Is it fair or unfair? Has anyone ever made assumptions about you because of your age, your ethnicity or your gender? 	<ol style="list-style-type: none"> Have you ever been judged unfairly because of how you look, the way you speak or the type of name you have? How does it feel? Is it fair or unfair? Has anyone ever made assumptions about you because of your age, your ethnicity or your gender? 	<ol style="list-style-type: none"> Better understand the details of the umbrella terms "Hispanic" or "Latino"Are the majority of this group foreign-born immigrants or native-born citizens? "Latino" and "Hispanic" can be catch-all terms for Americans who trace their ancestry to many different countries and cultures.1. Government must originate in thecountry. The spirit of government must be that of the country its structure must conformto rules appropriate to the country. Documents how the American population begins to be reshaped by the influx of people that began in 1880 and continues into the 1940s. Cubans, Mexicans and Puerto Ricans begin arriving in the U.S. and start to build strong Latino-American communities in South Florida, Los Angeles and New York. 	<ol style="list-style-type: none"> Students will review current studies and graphs from videos and Latino Decisions to contrast assumptions with realities. Students will list some of the positive and negative stereotypes associated with Latinos, according to the study. 	<p>Rise of Dictatorship Formative: Common Assessments</p> <p>Why did the promise of Latin American independence falter and decline into dictatorship and stagnation?</p> <p>Stereotyping Summative: Common Assessments</p> <ol style="list-style-type: none"> Write a piece sorting out Latino stereotypes from actual statistics. You can present your write-up in paragraph form (as if it were a blog), through a PowerPoint 	<ol style="list-style-type: none"> Students view a clip on the situation of Voter suppression. Students can respond individually or in small groups, in writing or through discussion. 	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) Latino Politics (Lisa Garcia Bedolla) 	
<p>Undocumented Latino youth & the American Dream (Week 28, 2 Weeks)</p> <ul style="list-style-type: none"> Students will understand the DREAM Act? Students will understand it's affected on Latino/a youths and themselves? Students will understand the tactics have activists used? Students will understand that there are the arguments for and against the DREAM Act? Students will understand how Congress and the Presidents have handled this issue over the past five years? Students will understand the economic implications of passing or not passing the DREAM Act? 	<ol style="list-style-type: none"> What did the Civil Rights Movement of African Americans in the South have to do with Mexican American kids in Los Angeles? What personal anecdotes do students like Paula Crisostomo and Carlos Muñoz share to describe how the school system perceived them and their potential? What were the educational prospects for Latino/a students at that time? What issues and concerns have come up and what changes occurred because of the direct actions by the students and families your community? What are some of the issues affecting students today? At your school? 	<ol style="list-style-type: none"> What did the Civil Rights Movement of African Americans in the South have to do with Mexican American kids in Los Angeles? What personal anecdotes do students like Paula Crisostomo and Carlos Muñoz share to describe how the school system perceived them and their potential? What were the educational prospects for Latino/a students at that time? What issues and concerns have come up and what changes occurred because of the direct actions by the students and families your community? What are some of the issues affecting students today? At your school? 	<ol style="list-style-type: none"> Students will know the details of the DREAM Act? Students will know it's affected on Latino/a youths and themselves? Students will know the tactics have activists used? Students will know that there are the arguments for and against the DREAM Act? Students will know how Congress and the Presidents have handled this issue over the past five years? Students will know the economic implications of passing or not passing the DREAM Act? 	<p>After viewing videos, reading articles:</p> <ol style="list-style-type: none"> Students will be able to discuss Dream Act? Students will be able to write impact of Dream Act on themselves? Students will be able to write about how their community and country will benefit or not by the Dream Act? 	<p>Students view a clip on the situation of Mexican American students in Los Angeles in the 1960s, and how self-concepts and expectations began to change during the Chicano Movement. Students can respond individually or in small groups, in writing or through discussion.</p>	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) Latino Politics (Lisa Garcia Bedolla) 		
<p>Race in the USA/Afro Latinos (Week 34, 3 Weeks)</p> <ol style="list-style-type: none"> The multiple dimensions of Hispanic identity also reflect the long colonial history of Latin America, during which mixing occurred among indigenous Americans, white Europeans, slaves from Africa and Asians. In Latin America's colonial period, about 15 times more African slaves were taken to Spanish and Portuguese colonies than to the U.S. Today, about 130 million people of African descent live in Latin America, making up roughly a quarter of the total population Afro-Latinos' views of race are also unique. When asked directly about their race, only 18% of Afro-Latinos identified their race or one of their races as black. "A hostile posture toward resident blacks must be struck at the Americanizing door before it will open." Toni Morrison 	<ol style="list-style-type: none"> Why is it that about six-in-ten Afro-Latinos reported family incomes below \$30,000 in 2013, compared with about half of those who did not identify as Afro-Latino. Why do some regard white or black as separate demographic groups in Latino culture? Latinos generally hold a fundamentally different view of race Why does the word "black" have a different meaning for Latinos than in the US. Do color/racial inequalities, if they exist, occur independently of social class? What is a back handed compliment? Is my latino family racist. 	<ol style="list-style-type: none"> Why is it that about six-in-ten Afro-Latinos reported family incomes below \$30,000 in 2013, compared with about half of those who did not identify as Afro-Latino. Why do some regard white or black as separate demographic groups in Latino culture? Latinos generally hold a fundamentally different view of race Why does the word "black" have a different meaning for Latinos than in the US. Do color/racial inequalities, if they exist, occur independently of social class? What is a back handed compliment? Is my latino family racist. 	<ol style="list-style-type: none"> Students will know that Afro-Latinos make up significant shares of the population of Latin America. Students will know that in Brazil, about half of the population is of African descent (black or mixed-race black). Students will know that black Cubans make up about a third of that country's population. Students will know that there is a difference in thinking about race between the U.S. and Latin American countries. In Latin America, newly engaged responses built upon decades of activism. In Brazil, half of whose 211 million people are Black (described either as 'pretos' or 'pardos' in the country's terminology), protests largely focused on the human rights violations committed by the police in informal settlements, overwhelmingly against Black people. In 2010, generations of Dominicans of Haitian descent were stripped of their Dominican citizenship. <p>Race discrimination in Brazil</p> <p>Racism in Puerto Rico & Caribbean</p> <p>Colorism in the Latinx Community</p>	<ol style="list-style-type: none"> After studying racism in Latin America and the Caribbean; Students will be able to show that the lightest persons generally have the highest mean educational attainment with the darkest persons having the lowest. Thus, nearly all countries in the Americas can be described as pigmentocracies. The most pronounced pigmentocracies are Guatemala and Bolivia, which seem to reflect the low status of their especially large Indigenous populations. 	<ol style="list-style-type: none"> Essay on Trans Atlantic Slave Trade and How it Effect the Hierarchy of Groups Students view a clip on cultural dimension concerning blackness in the Latino community. Students can respond individually or in small groups, in writing or through discussion. <p>Afro-Latinx Experts Talk About Racism Within Our Community</p>	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) Latino Politics (Lisa Garcia Bedolla) 		
<p>Latino American Project (Week 34, 4 Weeks)</p> <ol style="list-style-type: none"> The ignorance of the historical dimension of U.S. history is stunning. Until now, American history has been dominated by Anglo Saxon culture, a tradition that dates to scholarship of the 19th century when the British Empire reigned supreme. This same mentality applied to the growth of American power from the late 1800s until today. We are only now going to escape this trap." "This country has a Hispanic past as well as a Hispanic future. You only know where you are when you know where you came from." 	<ol style="list-style-type: none"> How has influx of Latinos impacted the economy of the USA. Why did Latinos come to a hostile environment? Does our current United States history correctly depicted? What is left out of current studies in American history? 	<ol style="list-style-type: none"> How has influx of Latinos impacted the economy of the USA. Why did Latinos come to a hostile environment? Does our current United States history correctly depicted? What is left out of current studies in American history? 	<ol style="list-style-type: none"> Students will know some of the reasons for hostility toward Latino migration. Students will be a compare and contrast these stereotypes, actual statistics on citizenship, language, nation of origin and other variables. Students will know how to synthesize and share findings. Students will know the other history of the United States of America. 	<ol style="list-style-type: none"> Students will be able to make a video on a Latino family and their story on their migration to the US. Students will be able to use their own experiences or choose a family that has migrated to the US. Students will be able to do a three page research on a topic of their choosing on Latino group in the US. Students will be able to synthesize and share findings. 	<p>Latino American Project Summative: Benchmark Assessments</p> <p>LATINO AMERICANS project</p> <p>Make a video describing what being Latino means to you, share your family traditions, tell us how you celebrate your heritage and culture or let us know about your role models. Share your story and become part of ours.</p>	<ol style="list-style-type: none"> Students will do a presentation, either a video or PPT on their story of migration to US. 	<p>https://ga.video.cdn.pbs.org/</p> <ol style="list-style-type: none"> PBS video clips Harvest of Empire, A History of Latinos in America(Juan Gonzales) Latino Politics (Lisa Garcia Bedolla) 	