Description: MC900052882[1]**Learning-Focused Strategies Extending/ Refining Lesson Plan: EATS**

**6th Grade: Pardee Unit 7- History of Latin America Date:**

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| |  |  | | --- | --- | | **Title:** | Metaphorical Expression | | **Type:** | Lesson Plan | | **Subject:** | Social Studies | | **Grade Range:** | 6 | | **Description:** | Latin American Revolutions: Zapatistas and the Cuban Revolution | | **Duration:** | 50+ Minutes | | **Author(s):** | Katie Pardee | | | | | | | | | | | | | | | | |
| Instructional Lesson Content | | | At the end of this unit the student will understand that   * **Cultural interaction leads to cultural diffusion.** * **Nationalism plays an important role in the development of nations.**   In this unit, students will understand how European contact changed the cultural landscape of Latin America. While the early civilizations were destroyed there remains some continuity seen through existing societies. Conflict & change are furthered through the ideas and impact of revolutionary leaders. Students will explore how the movement & migration of people during the building of colonial empires resulted in an economic and cultural legacy. Students will also analyze the impact of nationalism and guerilla movements on the development of modern Latin America and how this conflict brought about change. Students will explore the organizational structure of specific Latin American countries and determine why different governments exist in this region | | | | | | | | | | | | |
| **E** | **Standard (s)** | | **SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.**  a. Explain the impact of the Cuban Revolution.  b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico. | | | | | | | | | | | | |
| **TAG Standard** | | **Creative Thinking & Creative Problem Solving Skills**  1. The student questions accepted practices, rules, and existing principles to discover new knowledge.  7. The student uses analogies, metaphors, and/or models to explain complex concepts. | | | | | | | | | | | | |
| **Summary/ Overview** | | The focus of this lesson is to give students the opportunity to develop new insights and provide powerful explanations of the key factors that lead to conflicts and revolutions in the world. | | | | | | | | | | | | |
| **Enduring Understanding** | | At the end of this lesson the student will understand that when there is conflict between or within societies, change is the result.   1. The more poverty that exists in a country, the more citizens are dissatisfied. Widespread unhappiness leads to political instability 2. Latin America’s dependence on precious natural resources makes control of these resources a key to power and survival. Such conditions often erupt in violence and bloodshed. 3. Class inequality created between colonizing powers created conflicts between the different factions and often incited political instability and civil wars. | | | | | | | | | | | | |
| **Essential Question** | | Why does it seem like conflict is inevitable, especially in poor societies? | | | | | | | | | | | | |
| **Concepts to Maintain** | | **CONCEPT: Conflict and Change**   * Colonization * Oppression * Revolution * Poverty * inequality * Power Struggle | | | | | | | | | | | | |
| **Evidence of Learning** | | **What students should know:**  a.       The effects of poverty on a society’s morale and political stability.  b.      The effects of class inequality on the stability of a country.  c.       The effects of dependence of a society on limited resources.  d.      The effects of colonial class system.    **What students should be able to do:**  a.       Uses direct analogies, personal analogies, and compressed conflicts to explain political instability, revolution, and conflict | | | | | | | | | | | | |
| **Suggested Vocabulary** | | * Inequality * Poverty * Disparity * Revolution * NAFTA * Fidel Castro * Zapatistas * Cuban Revolution * Guerilla Movements * Mestizo * Mullato * Criollo | | | | | | | | | | | | |
| **PROCEDURES** | | | | | | | | | | | | | | | |
| **A** | **PHASE 1: Hook/**  **Activating Strategy** | KWL  Wordsplash | | Draw Pic/Diagram  Brainstorm | | | Draw Pic/Diagram  Anticipation Guide | | | | Activating Acrostic  Dear Teacher | | Sponge  Other: **Carousel Brainstorming Activity** | | |
| **Details of Activator:**  Students will participate in a **Carousel Brainstorming Activity**. Students will inspect the question posed at each station, develop/record all ideas, and rotate to expand ideas at another station.  Review the three types of metaphorical expressions experienced by the students:  direct analogies, personal analogies, and compressed conflicts. Explain to the students that “today in social studies we are going to learn a new concept using these three types of metaphors.” | | | | | | | | | | | | | |
| **T** | **Teaching STRATEGIES**: | Peer Tutoring  Simulations  Hands On | | | Lecture  Independent Activities  Cooperative Learning | | | Visuals  Graphic Organizers  Pairings  Centers | | | | Whole group instruction  Projects  Technology Integration | Guided Reading  Response Cards | | Gallery Walk  Quick Write  Other: |
| **Details of Strategies:**  Students will work cooperatively in groups to answer brainstorming questions using carousel strategy. Then students will use graphic organizers to create analogies to further their understanding of the Cuban Revolution and the Zapatista Guerrilla Movement. | | | | | | | | | | | | | |
| **Differentiation**  **STRATEGIES**: | Anchor Activities  Choices of Review  Flexible grouping/ seating | | | | Simulations  Games  Centers | | | Centers  Lit Circles  Cubing | Menus/ Choice Boards  Multiple levels of questions | | | | Think-Pair- Share  Interest Groups  Multiple Intelligence | Jigsaw  Varied Modes of Products  OTHER: |
| **How is the lesson differentiated to meet the needs of all students?**  Students will be grouped based on their learning styles founded at the start of the year. The groups should be no more than four. There will be a range of ability levels in each group. Multiple levels of questions will be asked throughout the lesson. | | | | | | | | | | | | | |
| **Rigor & Relevance** | **A  B  C  D** | | | | | | | | | | | | | |
| **Level of DOK** | **1  2  3  4** | | | | | | | | | | | | | |
| **PHASES 2 - 4:**  **Examine the Content/ Analogies/ Compressed Conflict/ Synthesis Activity** | Phase 2:  **Examine the Content**  1.       **Set the Scene:**The instructor will ask students have you ever had a disagreement with your group of friends, what was the argument over, was there a majority and a minority opinion, was someone clearly the leader, was there a past  history that fueled the tensions, and how long did it last?  2.       **Pose the Essential Question**.  “Why does it seem like conflict is inevitable, especially in poor societies?”  How is our essential question connected to our discussion about you and your peer group argument?  3.       Students will work individually to read a description of conflict and complete the content organizer.  Each student will pair up with another to compare their answers and verify their understanding of the concept of conflict.     Phase 3:  **Analogies**  4.       **Direct Analogy**:  Students will identify the similarities and differences conflict and a pack of wolves.  In groups of 4 record how they are alike and different using the visual organizer.  5.       **Personal Analogy**:  Students will compare themselves to a wolf.  Individually record the answers to the following questions:  ·         Where do you live?  ·         How do you feel when you are hungry?  ·         How do you feel when you others follow your lead?  ·         How do you feel when other fear or respect you?  Students will write a paragraph, poem, or song in the first person about their life as a wolf.  6.       **Compressed Conflict**:  Candidates will brainstorm antonyms of conflict in order to create compressed conflict phrases.  Phase 4:  **Synthesis Activity**  7.       Candidates will generate another direct analogy by completing the following sentence: *Conflict is like***\_\_\_\_\_\_\_\_**.  Give at least 5 reasons why conflict is like the item in your sentence. | | | | | | | | | | | | | |
| **S** | **Summarizing STRATIGIES (Students are doing the summarizing)** | **Answer EQ  Journal Entry  ABC Summary  One Minute Essay  Index Card Summary  Debriefing   Hand Signals  TOTD  Oral Questioning  Other:**  **Details of the Summarizer (What are students doing?):**  Exit Ticket:  Why is conflict such a common occurrence in many parts of Latin America?  What do you think is the next step logical step for many of the governments in the region to take in order to avoid similar futures? | | | | | | | | | | | | | |
| **Resources** | | **Resource(s):**  [**http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f090108\_Cuba**](http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f090108_Cuba)  [**http://www.britannica.com/hispanic\_heritage/article-60819**](http://www.britannica.com/hispanic_heritage/article-60819)  [**http://www.britannica.com/EBchecked/topic/655858/Zapatista-National-Liberation-Army-EZLN**](http://www.britannica.com/EBchecked/topic/655858/Zapatista-National-Liberation-Army-EZLN)  **Anchor Text(s):**  **Technology:**  **Handouts:**  Handout 1: **Carousel Questions** Handout 2: Cuban Revolution and Zapatista Movement Handout 3: Conflict Graphic Organizer Handout 4: Wolf pack Mentality Info Handout 5: Direct Analogy Handout 6: Personal Analogy Handout 7: Compound Conflict Handout 8: Synthesis  Handout 9: Exit Ticket | | | | | | | | | | | | | |

**Handout #1- Carousel Questions**

**#1. How is Peace like friendship?**

**#2. If Creativity were a solution what would it look like? Draw it.**

**#3. If you were a leader, what style of government would best match your personality? Why?**

**#4. How would you feel if you were a great movie that was never watched?**

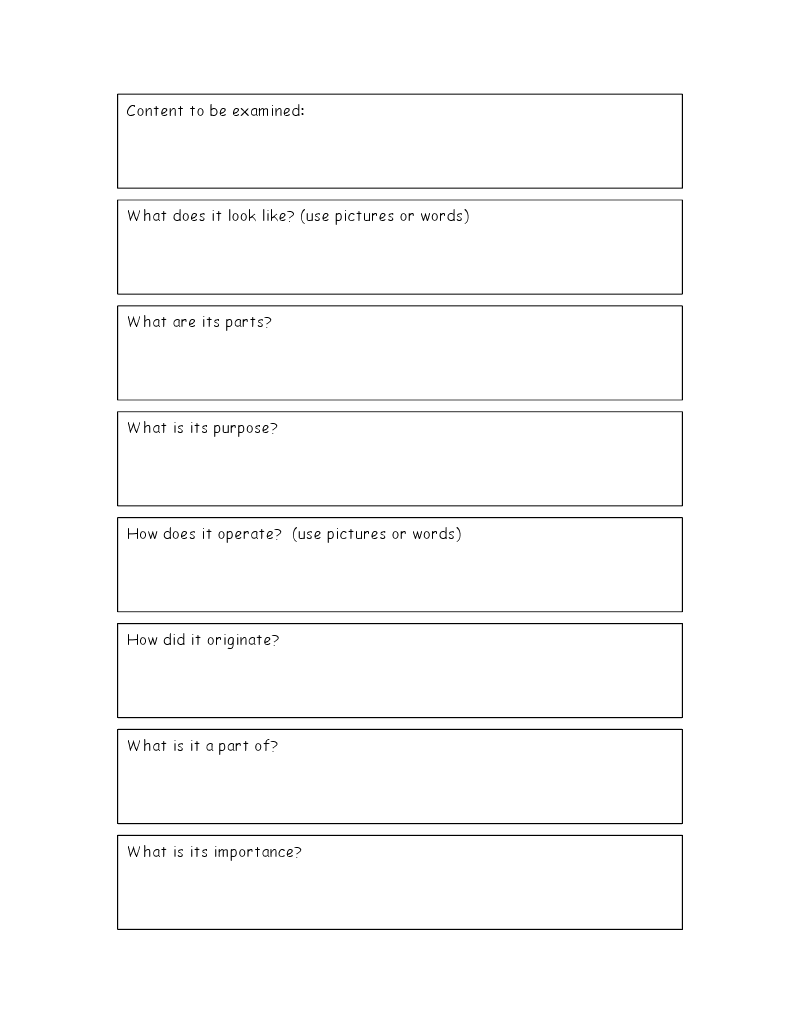
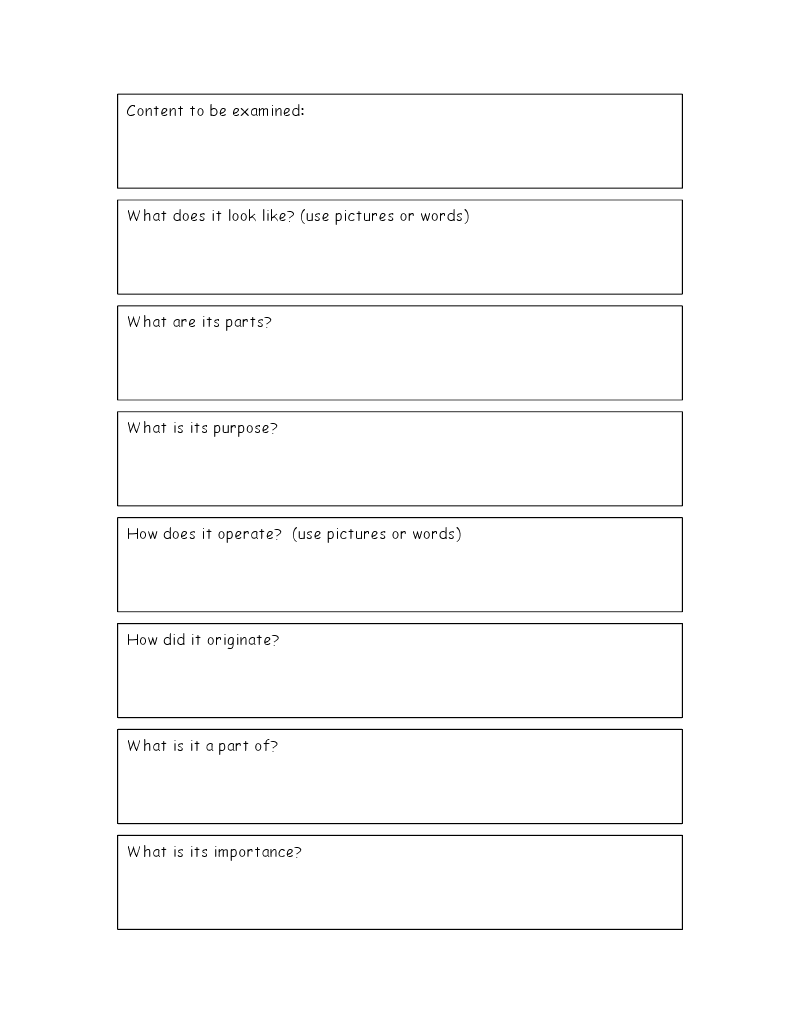
**#5. What are some things that are both trapped and free?**

**Handout #**

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| **Cuban Revolution** | **Zapatista Movement** |
| [**http://www.slideshare.net/marypardee/cuba-2-32458104**](http://www.slideshare.net/marypardee/cuba-2-32458104)  **http://www.britannica.com/hispanic\_heritage/article-60819**  By most social and economic indicators, Cuba by mid-century was among Latin America's most highly developed countries. However, in the postwar period it was afflicted with lacklustre economic growth and a corrupt political dictatorship set up in 1952 by the same Batista who earlier had helped put his country on a seemingly democratic path. It was also a country whose long history of economic and other dependence on the United States had fed nationalist resentment, although control of the sugar industry and other economic sectors by U.S. interests was gradually declining. While conditions for revolutionary change were thus present, the particular direction that Cuba took owed much to the idiosyncratic genius of Fidel Castro, who, after ousting Batista at the beginning of 1959, proceeded by stages to turn the island into the hemisphere's first communist state, in close alliance with the Soviet Union.  The Cuban Revolution achieved major advances in health and education, though frankly sacrificing economic efficiency to social objectives. Expropriation of most private enterprise together with Castro's highly personalistic dictatorship drove many members of the middle and upper classes into exile, but a serious decline in productivity was offset for a time by Soviet subsidies. At the same time, thanks to its successful defiance of the United States—which tried and failed to overthrow it by backing a Cuban exiles' invasion in April 1961—and its evident social advances, Castro's Cuba was looked to as a model throughout Latin America, not only by established leftist parties but also by disaffected students and intellectuals of mainly middle-class origin.  Over the following years much of Latin America saw an upsurge of rural guerrilla conflict and urban terrorism, in response to the persistence of stark social inequality and political repression. But this upsurge drew additional inspiration from the Cuban example, and in many cases Cuba provided training and material support to guerrillas. The response of Latin American establishments was twofold and eagerly supported by the United States. On one hand, governments strengthened their armed forces, with U.S. military aid preferentially geared to counterguerrilla operations. On the other hand, emphasis was placed on land reform and other measures designed to eliminate the root causes of insurgency, all generously aided by the United States through the Alliance for Progress launched by President John F. Kennedy.  Even though much of the reactive social reformism was cosmetic or superficial, the counterrevolutionary thrust was nonetheless generally successful. A Marxist, Salvador Allende, became president of Chile in 1970, but he did so by democratic election, not violent revolution, and he was overthrown three years later. The only country that appeared to be following the Cuban pattern was Nicaragua under the Sandinista revolutionary government, which in the end could not withstand the onslaughts of its domestic and foreign foes. Moreover, the Cuban Revolution ultimately lost much of its lustre even in the eyes of the Latin American left, once the collapse of the Soviet Union caused Cuba to lose its chief foreign ally. Although the U.S. trade embargo imposed on Cuba had been a handicap all along, shortages of all kinds became acute only as Russian aid was cut back, clearly revealing the dysfunctional nature of Castro's economic management. | [**http://www.slideshare.net/marypardee/zapatistas-32488932**](http://www.slideshare.net/marypardee/zapatistas-32488932)  **http://www.britannica.com/EBchecked/topic/655858/Zapatista-National-Liberation-Army-EZLN**  **Zapatista National Liberation Army (EZLN),** Spanish **Ejército Zapatista de Liberación Nacional**,  guerrilla group in [**Mexico**](http://www.britannica.com/EBchecked/topic/379167/Mexico), founded in the late 20th century and named for the early 20th-century peasant revolutionary [**Emiliano Zapata**](http://www.britannica.com/EBchecked/topic/655846/Emiliano-Zapata). On Jan. 1, 1994, the Zapatistas staged a rebellion from their base in **[Chiapas](http://www.britannica.com/EBchecked/topic/110242/Chiapas" \o "Chiapas)**, the southernmost Mexican state, to protest economic policies that they believed would negatively affect Mexico’s indigenous population. The insurgency later developed into a forceful political movement that advocated for Mexico’s disenfranchised Indians. Background The early history of the Zapatista movement is obscure. Although members claimed that the group had been founded as early as 1983, it did not begin to attract followers until the early 1990s. In 1993, from its base in the Lancadón rainforest of eastern [**Chiapas**](http://www.britannica.com/EBchecked/topic/110242/Chiapas) state, the group called for Mexico’s Indians to rise up against the one-party rule of the **[Institutional Revolutionary Party](http://www.britannica.com/EBchecked/topic/289313/Institutional-Revolutionary-Party-PRI" \o "Institutional Revolutionary Party)** (Partido Revolucionario Institucional; PRI). The primary goal of the Zapatistas was [**land reform**](http://www.britannica.com/EBchecked/topic/329193/land-reform) and redistribution. They also demanded greater political and cultural autonomy for the indigenous people of Chiapas and the rest of Mexico. The main impetus for the Zapatista rebellion was a series of economic reforms introduced by the Mexican government that were intended to prepare Mexico for integration into the **[North American Free Trade Agreement](http://www.britannica.com/EBchecked/topic/418784/North-American-Free-Trade-Agreement-NAFTA" \o "North American Free Trade Agreement)** (NAFTA), a free-trade pact linking Mexico, the [**United States**](http://www.britannica.com/EBchecked/topic/616563/United-States), and Canada. In particular, a land reform bill introduced in 1993 sought to privatize the country’s ejidos, or communal farms. The Zapatistas argued that NAFTA and land reform would lead to further impoverishment of the Indians. The rebellion On Jan. 1, 1994—the day NAFTA went into effect—the Zapatistas seized four Chiapas towns. The leader of the movement, Subcomandante Marcos (Subcommander Marcos; identified as **[Rafael Guillén Vicente](http://www.britannica.com/EBchecked/topic/364316/Rafael-Guillen-Vicente" \o "Rafael Guillén Vicente)**), urged Indians throughout Mexico to join the rebellion. Rebels held the towns for several days, battling with Mexican troops before withdrawing into the surrounding jungle. More than 100 people were killed in the initial battles. The uprising spread quickly to other parts of Chiapas, and in the ensuing years insurrections broke out in the nearby states of Guerrero, Veracruz, Puebla, and Oaxaca. During that time many indigenous communities voiced their support for the EZLN, and dozens of pro-Zapatista municipalities declared themselves autonomous from the state and federal governments.  Pres. [**Carlos Salinas de Gortari**](http://www.britannica.com/EBchecked/topic/519248/Carlos-Salinas-de-Gortari) had initiated peace talks in early 1994, but the conflict with the EZLN remained unresolved by the time **[Ernesto Zedillo](http://www.britannica.com/EBchecked/topic/656219/Ernesto-Zedillo" \o "Ernesto Zedillo)** assumed the presidency later that year. In February 1995 President Zedillo launched a brief military offensive against the EZLN, issuing an arrest warrant for Marcos and other key figures. The unpopularity of those actions led Zedillo to reverse the policy and resume negotiations with the EZLN. Talks continued into February 1996, when both parties signed what became known as the San Andrés Accords, which outlined a program of land reform, indigenous autonomy, and cultural rights. In December of that year, however, Zedillo rejected the accords.  Meanwhile, the government simultaneously waged a covert war against the rebels. It armed paramilitary units that battled the Zapatistas and their supporters, frequently attacking civilians as retribution for their support of the rebels. One of the most horrific of those attacks occurred in December 1997, when paramilitary forces that supported the PRI massacred some 45 people—mostly women and children—in the pro-Zapatista Chiapas town of Acteal. The political movement Despite periodic skirmishes, the Zapatistas eventually shifted away from armed combat toward peaceful political action. On the local level, Zapatistas formed administrative structures within the villages they controlled; eventually they also created several local seats of government called caracoles (“snail shells”), each of which represented a number of Zapatista-held municipalities. On the national level, in 1999 the group organized the National Consultation on Indigenous Rights and Culture, whereby several thousand Zapatista representatives traveled throughout Mexico and held political discussions. On March 21 of that year the program culminated in an EZLN-organized national poll on Indian rights. The roughly three million Mexicans who participated in the voting overwhelmingly supported the implementation of the San Andrés Accords.  When [**Vicente Fox**](http://www.britannica.com/EBchecked/topic/757093/Vicente-Fox), the first non-PRI candidate to be elected president in more than 70 years, took office in 2000, the Zapatistas called for his administration to meet their conditions, which included implementing the accords, in order to resume talks. In 2001 the federal legislature approved a revised version of the accords, but the EZLN denounced it. In 2003 the Zapatistas declared that they were unilaterally implementing the original accords in their territory.  Meanwhile, the EZLN continued to stage high-profile demonstrations and political programs. In 2001 Marcos led the Zapatistas on a 15-day march from Chiapas to Mexico City, a feat which became known as the “Zapatour.” On Jan. 1, 2003, some 20,000 Zapatistas marched to [**San Cristóbal de Las Casas**](http://www.britannica.com/EBchecked/topic/521050/San-Cristobal-de-Las-Casas), the first town that the EZLN had captured in 1994. In 2006 Marcos, who had changed his name to Delegate Zero, escorted the Zapatistas on a six-month countrywide tour known as “The Other Campaign,” which coincided with the 2006 Mexican presidential race. By that time, violent confrontations between the Mexican military and the EZLN had abated, but tensions between Zapatista communities and the state and federal authorities continued to exist. |

**Handout #3 Conflict Graphic Organizer**

**Conflict**



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Wolves typically live in family groups called "packs." In the wild, most packs consist of two parents and their offspring, although some packs may also contain a relative, such as a sibling, of one of the breeding wolves. In exceptional cases, an unrelated wolf may be adopted into a pack. A dominance hierarchy exists within all wolf packs, and because pack hierarchy is very important to wolves, much of the body language wolves’ use is related to affirming it.

The assumption is often made that some wolves are born "alphas" and that others are inherently subservient. This is not necessarily true, nor is it true that the alpha wolves are the largest, strongest or fastest wolves in the pack. In the wild, subservient wolves often disperse from their natal packs when they are about two years old, and should such a disperser find a mate and breed, it will become an "alpha" wolf over its offspring. In addition, the dominance hierarchy within a wolf pack can change if one member of the pack passes away, or another wolf joins the pack. Wolf pack hierarchy can change during the mating season, when interactions, both aggressive and friendly ones, between the animals becomes more intense than normal. Ritualistic fights become more frequent, though wolves rarely injure each other during conflicts. .

It is also not always true that an alpha wolf is the "leader" of the pack, although in many cases, an alpha wolf may direct the activities of the pack. For instance, it may lead the other wolves during a hunt, determine where the pack is to sleep and when it is to get up and it may lead a defense attack against other dangerous animals such as bears. However, any motivated wolf can do these things and pack activity can be based on the impulses of several pack members. Mech (1970) notes that there can be an element of democracy in wolf packs. The alpha wolves may appear to lead the pack in some cases, but in others, what the alpha or lead wolf does may depend on what other pack members are doing.

C:\Users\Pardee\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F08BPX30\MC900052876[1].wmfWolves use a variety of facial gestures and body postures to show where they stand in the pack's hierarchy. The position of a wolf's tail can be used to tell whether or not it is a dominant wolf or a subservient wolf. During social interactions, the alpha wolves of a pack generally hold their tails up very high, and the subservient wolves keep their tails hanging down. Very low ranking wolves will hold their tails between their legs or curved alongside their legs, and subservient wolves often tuck their tails between their legs when approaching an alpha wolf to show that they acknowledge the alpha wolf's place in the pack's hierarchy. The position of a wolf's tail can also be used to tell what kind of a mood it's in. A confident wolf holds its tail up high, and a frightened wolf will hold its tail between its legs. The normal position for a wolf's tail is down, and wolves typically hold their tails this way when relaxed.

The position of a wolf's ears can also be used to tell where it stands in the pack's hierarchy or how it is feeling. Alpha wolves always keep their ears erect, while lower ranking wolves often keep them flattened, particularly when they approach an alpha wolf. A wolf who is feeling cautious or apologetic will hold its ears back against its head, and a happy, confident or playful wolf will hold its ears high and erect. A wolf that wants to threaten another will hold its ears forward. Also, dominant wolves (regardless of sex) urinate with the raised leg position and subservient wolves squat down to urinate .All of the guard hairs on a wolf's body will stand on end if it is trying to threaten another wolf, and it will also raise its upper lip to bear its teeth..

Wolves also have many more specific ways to show where they stand in their pack's hierarchy. A low ranking wolf will often greet an alpha wolf by keeping its body low to the ground, with its fur and ears flat. It will then reach up and gently lick or nip the muzzle of the alpha wolf. This behavior is very similar to the food-begging behavior often displayed by young pups. Sometimes, all pack members will greet an alpha male in this manner when he returns from being absent. This behavior is called active submission.

If a subservient wolf tries to resist the authority of an alpha wolf, the alpha will try to get the subservient wolf to submit. Sometimes, the alpha will only need to give a stern stare to the rebellious wolf. The dominant wolf may have to growl and bear its teeth at the rebellious wolf or it may crouch on the ground as if it were going to pounce on the offender. A dominant wolf may also hold the muzzle of a subordinate wolf to assert its authority A dominant animal may also place its front paws across the shoulders of a subordinate animal or try to stand over it to assert its authority. When the subordinate wolf is ready to submit, it will lie on the ground and expose its side and belly to the alpha wolf. The wolf may also urinate. This act is called passive submission, and the alpha wolf will accept it as though it were an apology.

So, in general, much of a wolf's behavior is directed towards asserting its own status or showing that it accepts the higher status of another wolf, though wolves certainly don't go around constantly trying to reaffirm their place in the dominance hierarchy. This helps keep pack activities relatively stable and prevents fighting within the pack. However, fights may occur between contenders for the alpha position if an alpha wolf dies. Aggressive encounters between females often occur during the mating season, as the alpha female of a wolf pack often becomes quite aggressive towards subordinate females during this time. She will physically assault any females who attempt to copulate with a male. Dominant males will also disrupt any subordinate males who attempt to mate with a female. Serious injuries, however, are quite rare.

Wolves within a pack may also behave aggressively towards a low-ranking omega wolf. Dominant wolves will often pounce on and ambush such a low-ranking wolf if it approaches the pack too closely. In addition, minor disagreements often occur while a pack is feeding on a carcass. It is not true that dominant wolves can take food from a subservient pack member. In wild (Mech, 1999) and captive (Mech, 1970) situations, subservient wolves with protect pieces of food in their possession from being taken by dominant wolves.

Interestingly, it has been noted that dominance contests in wild packs are less common than dominance contests in captive packs (Mech,1999). Most studies on wolf behavior involve captive packs, since wild wolves are rare and difficult to observe. However, Arctic wolves (Canis lupus arctos) are somewhat easier for researchers to observe than other wolves, since they are not as shy around humans because they have not been hunted and persecuted as extensively by humans as wolves at lower latitudes have.

**Handout #5 Direct Analogy**

|  |  |
| --- | --- |
| **Human** | **Wolf Pack** |
| **Alike** | |
| **Different** | |

**Handout #6 : Personal Analogy**

Pretend that you are wolf, and answer the following questions from that perspective.

|  |  |
| --- | --- |
| Where are you originally from? Where do you live now? | How do you feel when you are hungry? |
| How do you feel when others follow your lead? Why? | How do you feel when others fear or respect you? |

Write a poem, song, or journal entry in first person about your life as a wolf.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Handout #7 Compressed Conflict**

**Latin American Revolutions**

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| **List five important words to describe the revolutionary movements of Latin America.**  **1.**  **2.**  **3.**  **4.**  **5.** | **List an antonym for each word to the left.** |

Review your original list and its antonyms. Do any of the pairs of words seem to fight each other but still describe the Colombian Exchange? Create three Compressed Conflicts.

**Handout #8 Synthesis**

Generate another direct analogy by completing the following sentence: *Conflict is like***\_\_\_\_\_\_\_\_**.  Give at least 5 reasons why conflict is like the item in your sentence.

*Conflict is like* **…**

**5 Reasons**

**1.**

**2.**

**3.**

**4.**

**5.**

**Handout # 9 Exit Ticket**

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TKTS

Why is conflict such a common occurrence in many parts of Latin America?  What do you think is the next step logical step for many of the governments in the region to take in order to avoid similar futures?

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