

LA GENTE

THEMES IN LATINO STUDIES



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Table of Contents

Unit 1: Introduction to Latino Studies 2

Lesson 1: Defining the Field	4
Lesson 2: Latino Identity	16
Lesson 3: Intersectionality	28
Lesson 4: Understanding Bias	38
Lesson 5: Forms of Discrimination	44

Unit 2: Heritage Cultures and Regions 56

Lesson 1: Indigenous Cultures	58
Lesson 2: Conquest and Colonization	80
Lesson 3: Independence Movements	98
Lesson 4: US Imperialism in Latin America	112
Lesson 5: Contemporary Latin America	128

Unit 3: Migration Experiences 144

Lesson 1: Those Already Here	146
Lesson 2: Displacement, Demand, and Deportation	164
Lesson 3: Mid-Century Migration	178
Lesson 4: Contemporary Migration	190



Unit 4: Oppression and Inequality 208

- Lesson 1: Second-Class Citizenship 210
- Lesson 2: Labor Demands and Discrimination 226
- Lesson 3: Language Discrimination 242
- Lesson 4: Contemporary Violence and Inequality 254

Unit 5: Leadership and Resistance 272

- Lesson 1: Early Resistance 274
- Lesson 2: Labor Organizing 282
- Lesson 3: El Movimiento 296
- Lesson 4: Political Leadership 312
- Lesson 5: Contemporary Activism 324

Unit 6: Cultural Contributions 336

- Lesson 1: Latino Americans and Religion 338
- Lesson 2: Influences in Music 354
- Lesson 3: Film and Television 372
- Lesson 4: Athletics and Sporting Culture 390
- Lesson 5: Latino American Foodways 398

Glossary 414

Glossary of People 420

Bibliography 428

Index 444

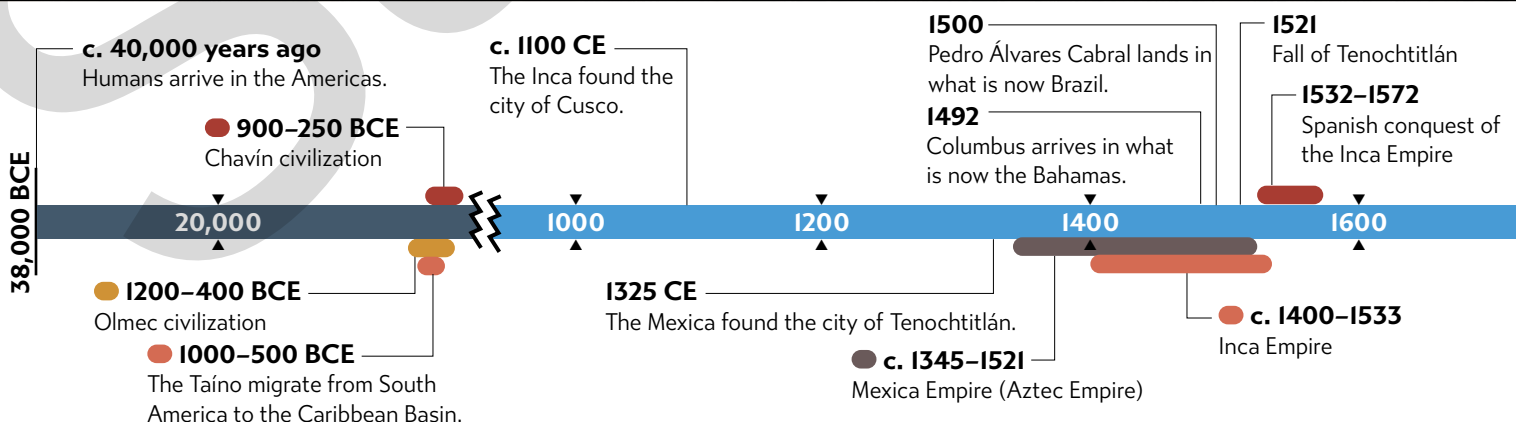
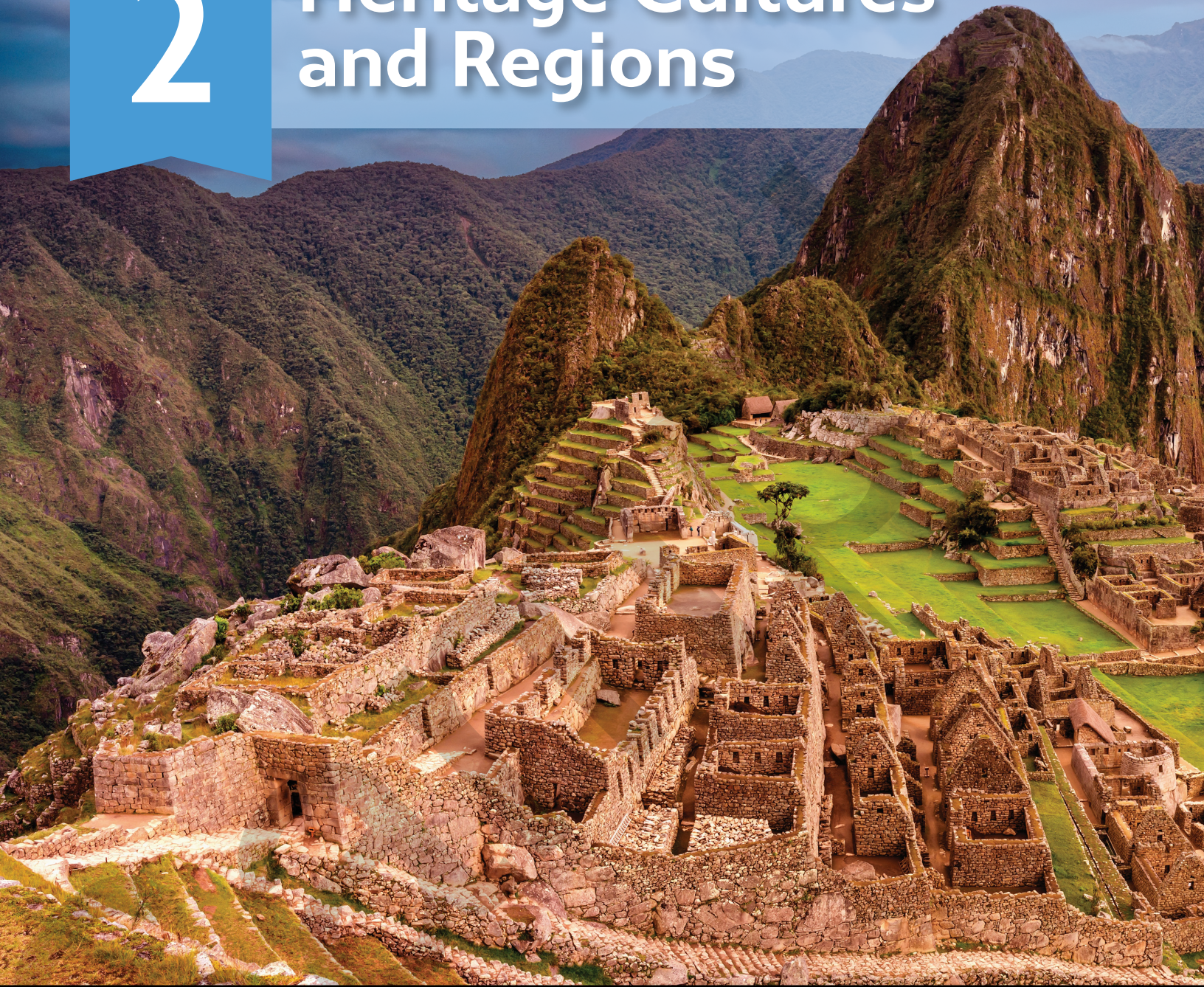
Atlas 464

Credits 468



Photo: Market Square in San Antonio, Texas

Heritage Cultures and Regions



The Essential Question?

What histories, ancestral knowledge, and cultural practices have shaped Latino American identities?

Lesson 1

Indigenous Cultures

Lesson 2

Conquest and Colonization

Lesson 3

Independence Movements

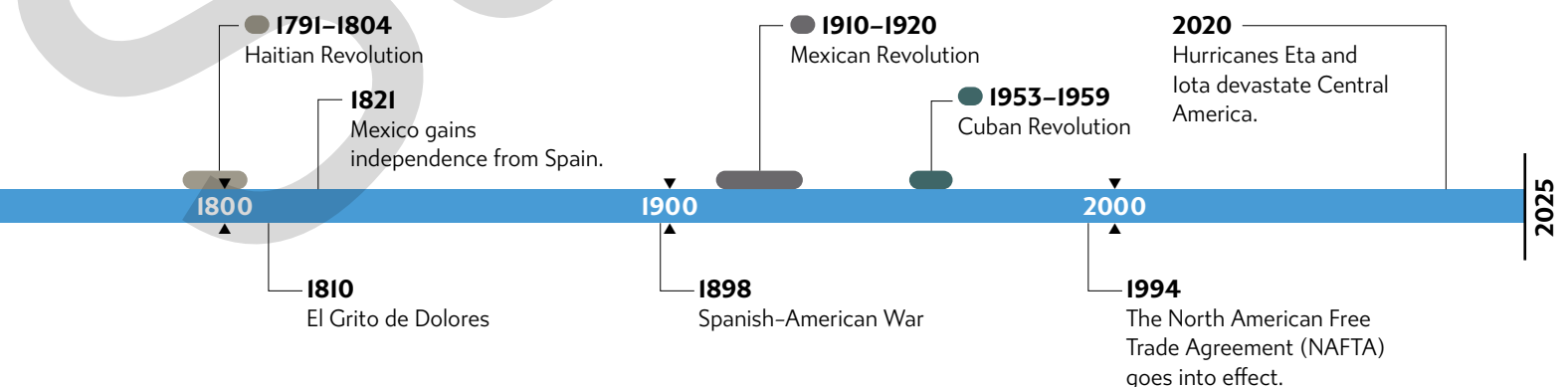
Lesson 4

US Imperialism in Latin America

Lesson 5

Contemporary Latin America

The ancient settlement of Machu Picchu, in what is now Peru, shines at sunset. Machu Picchu is one of many historical sites that demonstrates the complexity and sophistication of Indigenous cultures in Latin America.



Conquest and Colonization

Comprehension Strategy

Identifying and evaluating primary sources is an important historical thinking skill. As you read through Lesson 2, conduct research to find at least two primary sources and three secondary sources related to topics in this lesson. Use an online or paper research log to track the name, web address or call number, and short summary of each source. Create a complete citation for each source and take notes about why the source is helpful. Record one direct quote, accurate paraphrase, or brief summary per source that you would include if you were researching for a project or essay.



This 18th-century painting by Agostino Brunias depicts free women of color in the Caribbean during the colonial period. Brunias was an Italian painter who lived and worked in the West Indies, primarily on the island of Dominica.

Following Columbus's first voyage to the Americas, people from Spain, Portugal, France, England, and the Netherlands began traveling to what they called the "New World." Some came to settle, while others hoped to trade, find riches, conquer land, or spread Christianity. As in other areas targeted for European colonization, Native peoples in the Americas were forced to give up their lands and work for European colonizers. Enslaved Africans were also brought to the American colonies to support European economic ventures. New connections between the Eastern and Western Hemispheres drastically altered life across the globe, with the exchange of knowledge, diseases, and plant and animal species.

Learning Goals

- I can explain how the Spanish and Portuguese expanded their empires in the Americas.
- I can analyze the slave trade in Latin America.
- I can describe life in colonial Latin America and how European conquest affected Native cultures.

Key Terms

colonialism
conquistador
encomienda
hacienda
mission
patrimonialism
repartimiento
viceroy

Growing Empires

In 1492, an Italian sailor named Cristoforo Colombo (Christopher Columbus) petitioned Queen Isabella I and King Ferdinand II of Spain to fund an expedition across the Atlantic Ocean. Columbus believed that by sailing west he could reach the eastern coast of China. Although the Vikings had sailed to North America 500 years earlier, most Europeans did not know the Americas existed.

After setting sail, Columbus and his crew crossed the Atlantic Ocean and arrived on an island in what are now the Bahamas. The island was known by the indigenous Lucayan people as "Guanahani." Columbus renamed it San Salvador, and believing that he had landed in Indonesia, he called the region "the Indies." Columbus claimed the land for Spain, ignoring the land rights of the Indigenous peoples who lived there.

For five months, Columbus and his men explored the Caribbean. With the help of the local Taíno community, the Spanish built a fort on the island of Hispaniola, where Columbus posted 39 men. They were ordered to guard the fort while Columbus returned to Spain.

Columbus's first voyage marked the beginning of unrelenting campaigns of conquest in the Americas. While his first journey was relatively peaceful, his ensuing visits were marked by exploitation and enslavement in pursuit of gold. As stories of the Americas spread, they inspired a wave of European fortune-seekers. Those known as **conquistadores** came from the violent Reconquista (Reconquest) in Spain. Armed with the latest military technology and able to maneuver horses in battle formations, these men were ready for conquest.

CONNECT IT: Economics

Gold and Silver in Central and South America

The Mexica had gold and silver, but the Inca had even more. Large deposits in the Andes Mountains made these metals plentiful in that region. Native peoples in the Americas sometimes used gold and silver for trade, but they did not use them for currency in the same way as Europeans. In many Native cultures, gold had spiritual significance. Goldsmiths made objects and decorations for temples. They also used gold and silver to make jewelry. For trade purposes, however, other items held more value, such as turquoise, jade, colorful feathers, and textiles.

Unlike the Native peoples, Europeans used gold and silver to mint coins. Both metals were precious in Europe, and gold was especially rare. During their American conquests, the Spanish opened gold and silver mines. In just 150 years, they shipped over 180 tons of gold and 16,000 tons of silver to Spain. This was over twice the amount of gold and three times the amount of silver in all of Europe before their conquests. With this wealth, by the 16th century, Spain became the richest nation in Europe.



El Requerimiento

When the Spanish encountered Indigenous communities in the Americas, they read a document known as El Requerimiento (The Requirement) out loud to the Native peoples. The Spanish Crown required this 1513 document to be read. It issued an ultimatum, demanding that the Native peoples submit to the authority of the Spanish Crown and convert to Roman Catholicism, or face violence and enslavement, with the Spanish "making war" on them in "all the ways and manners" that they could. The Indigenous peoples, not speaking Spanish, would have had no idea what was being said to them. Historians consider the document an attempt at justifying Spanish claims to the land and exculpating themselves from the genocidal violence they unleashed on Indigenous peoples of the Americas.



A 16th-century painting portrays Spanish friar Bartolomé de Las Casas. He advocated for Indigenous peoples of the Americas but supported the enslavement of Africans. What determines how we remember historical figures?

Like the Spanish, Portuguese Christians had undergone their own “reconquest” to expel Muslim peoples from the Iberian Peninsula and reclaim Portugal’s independence. After the Muslim expulsion in 1249, the Portuguese Crown consolidated its territory and established what became the first modern nation-state in Europe.

A period of peace and growing nationalism in the wake of the Reconquista allowed Portugal to focus its attention outward. The Portuguese championed overseas exploration, with Prince Henry (known as the “Navigator”) patronizing voyages to the Madeira Islands and west coast of Africa. Portuguese explorer Vasco da Gama reached India in 1498. Yet Columbus’s voyage intensified Portugal’s rivalry with the Spanish.

The Treaty of Tordesillas (1494) essentially divided the world between the rulers of Portugal and Spain and helped settle the dispute. Portugal would keep its commercial empires along the coasts of Africa and Asia, while also gaining claim to land in what is now Brazil. While trying to reach India, Portuguese explorer and military commander Pedro Álvares Cabral was put off course and landed in Brazil in 1500.

Caribbean Conquest

Columbus came to the Americas while seeking trade routes and commerce, but the Indigenous peoples showed little interest in trade. Yet Europeans noticed their gold jewelry and saw opportunity.

The first Spanish explorers found very little gold in the Caribbean Islands. However, they took what they could find from the people, who were required to supply the conquistadors with any gold they had. Many Native people were punished or killed if they could not deliver the gold demanded by the conquistadors.

In the early 1500s, Spanish colonizers established plantations with sugarcane brought from the Mediterranean. On Hispaniola, they built mills to process sugar, which they exported to Europe. As in Asia, they forced Native people to work for them. In 1526, they also began using people from West Africa whom they enslaved to farm fields and work on plantations.

The arrival of Europeans in the Americas and their subjugation of Native peoples brought violence, starvation, and disease. Countless Indigenous people died from European pathogens to which they had not yet developed immunity. The Spanish missionary Bartolomé de Las Casas lived in Hispaniola and elsewhere in Latin America. He wrote long accounts of the

Treaty of Tordesillas

Tense competition between the Spanish and Portuguese for control of sea routes and rights to discovered lands caused the Catholic Church to intervene. In 1493, Pope Alexander VI issued a papal bull (edict) called *Inter cateara*. It granted Castile (Spain) control of the lands west of a meridian 100 leagues west of the Cape Verde Islands. The Portuguese sought a more favorable arrangement and negotiated another treaty, signed at Tordesillas, Spain, in 1494. The Treaty of Tordesillas reset the line of demarcation to a meridian 370 leagues west of the Cape Verde Islands. Spanish monarchs challenged the new agreement, which gave the Portuguese claim to more land in the Americas, but they generally accepted Portuguese expansion in Brazil.



treatment of Native peoples in the Spanish colonies. He advocated for their freedom and, in some cases, freed enslaved people. Although he worked hard to free Indigenous peoples, he initially supported the African slave trade. Later, however, he expressed his regret for encouraging slavery.

Las Casas's arguments did not go unchallenged. Spanish philosopher Juan Ginés de Sepúlveda argued that Native peoples were inferior to Europeans and natural servants. He claimed servitude was "good" for the Native peoples. Las Casas and Sepúlveda argued on the subject in what became known as the Valladolid debate (1550–1551).

No one officially won this debate, but Las Casas's ideas had an impact on the Spanish king. As a result, King Charles of Spain issued the New Laws of 1542, which forbade the enslavement of Indigenous peoples. Spanish colonists did not take the news well. Following the New Laws, which were often ignored, colonists subjected the Indigenous peoples to a kind of contract labor known as **repartimiento**.

SPOTLIGHT



Agüeybaná II

Agüeybaná II (c. 1470–1511) was a Taíno Indigenous chief in what is now called Puerto Rico. His uncle, Agüeybaná I, had served as cacique and had sought peace with the Spanish to help protect his people. However, when he died in 1510, Agüeybaná II became cacique. This change in leadership created conflict with the Spanish colonizers. Agüeybaná II resented Spanish abuse, and in 1511, he led a revolt against the enslavement, cultural erasure, and forced religious conversion to Christianity that the Spanish imposed on the Taíno.

Chief Agüeybaná worked with other tribal leaders to make a plan for the revolt. Moving along the island's west, Chief Agüeybaná attacked and killed the Spanish constable of Puerto Rico, Cristóbal de Sotomayor. In the ensuing Battle of Villa de Sotomayor, Chief Agüeybaná's allies were victorious over Spanish forces. But this would be their only victory. Soon after, in the Battle of Yaguecas, the Spanish troops easily overpowered the Taíno. Chief Agüeybaná was killed in battle as the Spanish crushed the revolt. By 1550, the Taíno people faced near extinction. Some of the people fled to the mountains or other islands to escape the destruction of the Spanish.



CONNECT IT: Culture



The Tales of Juan Bobo

"Jack tales" are a common story archetype centered around a boy—often named Jack or John—and his adventures. Jack is often portrayed as foolish or lazy, but uses wit and cunning to emerge victorious in the face of some sort of dilemma. Juan Bobo is a Puerto Rican folk hero similar to the Jack character. The stories of Juan Bobo were influenced by Spanish picaresque literature (featuring a pícaro, or rogue), like *Lazarillo de Tormes* and *Don Quixote*.

Juan Bobo is naive and makes silly mistakes. In one story, Juan Bobo's mother tells him to go find work, but when he goes to work for local farmers and shopkeepers, he mixes up their instructions (for instance, when asked to "tie up" a cow, he tethers its legs) and he loses the payment he receives. Despite his many mistakes, Juan Bobo's foolishness makes a sick girl laugh, healing her, which earns his family the gratitude of the girl's wealthy father.

Juan Bobo stories are important folktales that preserve Puerto Rican culture and are often studied by sociologists, educators, and other scholars for their moral messages, historical preservation, and unique look into Puerto Rican life and values.

Spanish Conquest and Exploration in North America in the 1500s



SPOTLIGHT



Motecuhzoma II

Motecuhzoma II Xocoyotzin (1467-1520) was commonly referred to as Montezuma II. He was the ninth emperor of the Mexica. Eager to gain power over nearby tribes, Motecuhzoma spent 15 years trying to conquer the Tlaxcala people. Though he did not succeed, the Mexica Empire was seen as the strongest in the region.



In 1502, following the death of his uncle Ahuitzotl, Motecuhzoma was named tlatoani (speaker), ruling with absolute authority. Anxious about losing power, he demanded great tribute and human sacrifice to try to please the gods. Some of the Mexica, angry over Montezuma's greed, joined with Cortés and his troops in the fight. Other tribes that were enemies of the Mexica also joined Cortés. Eventually, Cortés and his forces reached the Mexica capital of Tenochtitlán. They captured Motecuhzoma, who later died under mysterious circumstances. It is unknown if he was killed by the Spanish or following an attack by his own people. Without a strong leader, the Mexica Empire fell to the conquerors in 1521.

Destruction in Mexico and Central America

Sailing west, Spanish conquistadors explored and claimed land in what is now Mexico and Central America. In 1513, Vasco de Balboa journeyed across Central America to the Pacific Ocean. Six years later, the conquistador Hernán Cortés conquered the Mexica Empire (often called the Aztec Empire) and claimed the region for Spain.

Weapons and Diseases

The Mexica had built a powerful empire, but the Spanish had guns, horses, and metal armor. Firearms, cannons, and long steel swords made it possible for the Spanish to conquer even the most powerful American civilizations.

Diseases introduced by Europeans weakened and reduced Native populations. Historians estimate that these diseases (including smallpox, the measles, influenza, and malaria) killed over 20 million Native peoples.

Because of their dense populations, Mesoamerican empires suffered some of the worst casualties. Many of the people in Central and South America who survived the disease outbreaks were enslaved by the Europeans who conquered them.

Conquering the Mexica

According to legends perpetuated by the Spanish, when Cortés and his soldiers arrived in what is now Mexico, many Mexica thought he was the god Quetzalcoatl. This, however, is not supported by evidence. It is true that Emperor Motecuhzoma II did not see Cortés as a threat; instead, he hoped the Spanish would ally with him.

The Spanish, however, chose to ally with the Tlaxcala people and other nations that the Mexica had conquered. Together, they attacked Tenochtitlán, destroyed the city, and captured Motecuhzoma. For a short time, the Spanish reestablished Motecuhzoma as ruler. By the next year, Motecuhzoma was dead.

Cortés said that much of his success was due to an enslaved woman named Malinalli, baptized Marina. She was a translator between the Spanish and Central Americans, and later became Cortés's mistress. Because of the role she played in helping the Spanish conquer the Mexica, some view her as a traitor (she is often called "La Malinche," or "the twisted one"). Yet many scholars point out her strategic choices to maintain agency, while having little autonomy as an enslaved woman.

The Spanish forced many of the Native peoples who survived the Spanish conquest of the Mexica Empire into servitude. The Spanish instructed them to fill in the lake around the site of Tenochtitlán and build a brand-new city in the style of a Spanish town. The Spanish renamed it Mexico City.

Inspired by the success of Cortés, conquistador Pedro de Alvarado set out to conquer what is now Guatemala, El Salvador, Honduras, and parts of Nicaragua.

When we saw so many cities and villages built in the water and other great towns on dry land we were amazed. ... Some of our soldiers even asked whether the things that we saw were not a dream. ... I do not know how to describe it, seeing things as we did that had never been heard of or seen before, not even dreamed about.

—an excerpt by Bernal Díaz del Castillo, one of Cortés's soldiers, in his account of Tenochtitlán, written in 1521



Cortés relied on an enslaved Nahua woman named Malinalli—also known as Malintzin and La Malinche—for translation services. La Malinche is sometimes considered the mother of the mestizo race and is a common figure in the Latino artistic imagination. This image comes from the Florentine Codex, a 16th-century manuscript.

SPOTLIGHT



Cuauhtémoc

Cuauhtémoc (c. 1497–c. 1525) was the last ruler of the Mexica Empire. Following the death of Motecuhzoma II, a man named Cuitlahuac was elected emperor, but he died after ruling only 80 days, perhaps from smallpox.

Cuauhtémoc was chosen as his successor. Seeing Motecuhzoma's cooperation with the Spanish as a mistake, Cuauhtémoc forbade any negotiation with them. He mounted a forceful defense against the Spanish, but eventually he was defeated by Cortés and his forces. Cortés initially promised to spare his life and let him leave peacefully with his people, but upon finding the promised bounty unsatisfactory, Cortés captured and tortured Cuauhtémoc, eventually executing him.





NAHUA CREATION

Adapted from *Feathered Serpent and the Five Suns* by Duncan Tonatiuh and the PBS series *Fate & Fabled*.

Long ago, before even time itself, there was only Omēteotl, the Dual God, formed from the union of the Lord and Lady of Our Sustenance. The four children of these gods represent the four cardinal directions. They were named Xipe Totec, the “red” god; Tezcatlipoca, the “black” god; Quetzalcoatl, the “white” god; and Huitzilopochtli, the “blue” god.

The four sons created many other gods. They also constructed the universe, which was made up of three realms: the underworld, the earth, and the heavens.

The gods also decided to create a world of human beings, made from sacred bones. But the world they had made was dark and did not sustain life, so they needed to make a sun. The gods fought over who would rule as the sun, though. It was a big feat, and it required a great sacrifice.

In the first world, Tezcatlipoca became the sun. But the sun was weak. Eventually, Quetzalcoatl, the Feathered Serpent, thought Tezcatlipoca had been sun long enough, and he struck him from the sky down into the waters. An angry Tezcatlipoca turned himself into a jaguar and destroyed the world. He then went up into the sky and became the constellation of the Great Jaguar (ursa major).

CONNECT IT: Culture

The Nahua

What later historians referred to as the “Aztec Empire” was actually an alliance between three Nahuatl-speaking city-states in the 15th and 16th centuries. The Nahua people, including the Mexica for which Mexico was named, are a group of Indigenous peoples of Central America and Mexico. Though countless Nahua lost their lives to violence and disease brought by the Spanish, the Nahua people are one of the largest ethnic groups in Central America today.

Despite cultural and linguistic suppression, over 1 million people speak Nahuatl today, largely in Mexico but also in US cities like Los Angeles. Many Spanish words also have their roots in Nahuatl, including *elote* (corn) and *guacamole*. Mexican American author and translator David Bowles incorporates Nahua storytelling into his work, such as his 2023 picture book collaboration with illustrator David Álvarez, *Ancient Night*.



Consider This

How does this story inform or reflect the Latino American worldview?

Quetzalcoatl then formed the second world, making himself into the new sun. The humans of this world became corrupt, so the gods destroyed the world with a blast of wind. The few humans who survived fled to the trees and became monkeys.

Tlaloc, the god of rain, became god of the third world. Feuds between the gods brought about the end of this world, however, and rains of fire destroyed the Earth.

The fourth world was ruled by Tlaloc's sister, Chalchiutlicue, the goddess of running water. The fighting gods struck her down from the sky, however, and the world was destroyed by a flood. The people of this world became the fish.

This time, the sky fell down and destroyed much of the world. The gods then wanted to rebuild it, so the brothers stopped fighting and worked together to fix the world. They became great trees to hold the sky back up.

Nanahuatzin, god of disease, offered to become the sun. Another god, Tecciztecatl, much richer and healthier than Nanahuatzin, challenged him to become the new sun. The two faced off through a fasting and bloodletting ritual. Tecciztecatl flaunted his wealth during these preparations; however, when the time came, he did not have enough courage to throw himself into the fire to become the sun.

Brave Nanahuatzin was able to throw himself in the fire. He became a new, powerful sun god, Tonatiuh. Inspired by his courage, Tecciztecatl jumped into the cooling ashes of the fire, and became the moon.

Though Nanahuatzin shone very brightly as the sun, he did not move across the sky. Back in their home of Teotihuacan, the other gods worried. They sent an eagle to ask Nanahuatzin why he stood in place. He answered that he required the nourishment of the blood of the gods in order to move. So five gods sacrificed themselves, powering the sun god across the sky.

To fill the world with humans, Quetzalcoatl made the difficult journey to Mictlan to retrieve the sacred bones. Mictlantecuhtli, the god of the underworld, agreed to let Quetzalcoatl do this, but only if he could travel through the realms of Mictlan four times while blowing a conch shell. The shell had no holes, so Quetzalcoatl had to be crafty. He used worms to put holes in the shell and filled it with bees to carry its sound. Eventually, he made it through the challenge and created humans with the bones.



South America

The Spanish continued their conquests in South America. Explorers traveled throughout the northern regions of the continent, as well as along the Andes Mountains, where the Inca Empire was located. In 1524, a conquistador named Francisco Pizarro led an expedition through the Andes region, where he and his men observed the great wealth of the Inca. He reported his findings to the king of Spain, Charles I, who granted him authority over the region he visited.

Defeating the Inca Empire

Although the Spanish Crown authorized the conquest of Peru in 1529, it remained under Inca control for several more years. In 1532, Pizarro invaded Inca lands. The Inca had recently fought a civil war, and Pizarro used this division to his advantage. The victor of the war had ordered the assassination of the rightful heir to the Inca throne. Pizarro, however, had this man executed and granted power to the brother of the assassinated ruler. The Spanish now held power over the Inca emperor, who was forced to gradually surrender Inca lands.

Francisco Pizarro tricked Atahualpa (c. 1502–1533), the Inca leader who had just claimed the throne, into meeting with him. Rather than forming an alliance, Pizarro captured and executed Atahualpa.

North America

In addition to claims in South and Central America, the Spanish also conquered northern Mexico and what is now the southern United States. Explorers traveled through these regions and made notes about the land and the people they met. Often, priests traveled with explorers to convert Native people to Christianity.

Exploring Southern Regions

In 1539, a Spanish explorer named Hernando de Soto landed in what is now Florida. Over the next four years, he and his crew traveled north from Florida into much of what is now the southeastern United States. Although they did not find much gold, their accounts greatly helped later explorers and historians learn about the region.

In the Southwest, an explorer named Álvar Núñez Cabeza de Vaca traveled through what is now eastern Texas. Other explorers, such as Francisco Vázquez de Coronado, soon ventured farther north into what are now New Mexico, Arizona, Nevada, and California.



Governing an Empire

Only a few Spanish settlers came to the Americas. Most people who lived in these colonies were Indigenous peoples or enslaved Africans. As the Spanish expanded their empire, they put their own rulers in place. These **viceroy**s, or governors, were appointed by the Spanish monarch.

To pay the soldiers who delivered the Americas to their leaders and avoid open rebellion and mutiny, the Spanish Viceroyalty implemented the **encomienda** system, which had been developed during the Reconquista. Under this system, tracts of land were given as grants to veterans of their conquests. These soldiers were given permission by the Viceroyalty and the Church to use anything on that land, including its human inhabitants. It is accurate to say that this was a system of enslavement. Encomenderos then built their own power and reputations by exploiting the forced labor of enslaved people.

In the Americas, the Spanish were most interested in gaining resources and converting people to Christianity. They opened gold and silver mines, such as the massive mining center at Potosí in what is now Bolivia, and established plantations to grow cash crops. Spanish missionaries traveled to the Americas to convert people.

The spread of Christianity was important to the Spanish monarchs. Because of this, the Catholic Church helped govern Native people in Spanish colonies. The church created guidelines for the treatment and education of Native peoples. Priests founded **missions** that served as schools as well as government administrative centers. These missions enforced the practice of European customs, even among Native peoples.

Heritage Regions and Countries

CONNECT IT: Economics

Encomienda

The Spanish created a system of exploitation called "encomienda." In this system, the Spanish monarch granted an explorer or colonist control of all the Native peoples living in an area. The overseer, called an encomendero, was meant to protect all the people living within their region. They were also supposed to teach the Native peoples about Christianity. In exchange, Native people were forced to pay the encomendero in gold, labor, or other goods.

However, the encomienda system quickly became a form of forced labor, like slavery. Although the encomenderos were not officially granted land, many took it anyway, forcing Native peoples from their homes. Rarely did the encomenderos provide protection for Indigenous peoples. Many Native people were killed or died from disease. As the Native population decreased, the Spanish officially took over their land. To replace their dwindling workforce, the Spanish began forcing enslaved people from West Africa to work on their farms or in gold and silver mines.

SPOTLIGHT

Túpac Amaru II

José Gabriel Condorcanqui Noguera (c. 1742–1781) was a mestizo leader from the Tinta region of Southern Peru, then part of the Spanish Viceroyalty of Peru. In 1780, he led a revolt against Spanish rule. Calling himself Túpac Amaru II (after the 16th-century Inca leader Túpac Amaru, whom he claimed as an ancestor), he complained of abuses by the Spanish government, including economic exploitation and heavy taxation. Túpac Amaru led the Indigenous peoples of Peru in rebellion against the Spanish until his capture in 1781. After being forced to watch the execution of his wife and son, Túpac Amaru II was himself put to death. His revolt is considered the last major Indigenous resistance against Spain. Though the rebellion failed, Túpac Amaru's leadership demonstrated the determination of Native people to resist colonial rule.





LEGACY of COLONIALISM

This mural detail from La Paz, Bolivia, shows the exploitation of the land and people that resulted from European colonialism. What industry do you see represented here?

Colonialism is a type of imperialism in which a foreign nation controls another people through the creation of colonies. Historically, colonialism has led to the dehumanization, oppression, and land theft of Indigenous peoples. From the arrival of Christopher Columbus in the Caribbean in 1492, Europeans began their conquest and subjugation of the Americas. Although we often consider the “colonial era” to be over, its legacy lives on.

The Word

Europeans attempted to justify their conquest of Indigenous peoples through a concept known as the “Doctrine of Discovery.” Based on a series of papal bulls, the Catholic Church granted Christian monarchs the “right” to take lands belonging to non-Christians.

Europeans and their descendants have exploited the land, resources, and people of the Americas for their gain for centuries. Upon their arrival, Europeans and European Americans set up hierarchies and policies to ensure that white supremacy was supported economically and politically. In addition to the loss of life, violence, and enslavement faced by Indigenous peoples of the Americas and kidnapped Africans, colonialism also shaped Latin American life in many ways.

The countries of Latin America are no longer referred to as “colonies,” yet many Spanish colonial influences can still be seen. Perhaps most apparent is that Spanish is the main language spoken in Latin America, as it has been privileged over Indigenous languages, many of which face extinction. Also, Roman Catholicism is the main religion practiced by Latino people, though many cultures also follow syncretic practices that incorporate Indigenous and African traditions into their worship.

In Latin America and elsewhere, imperialism created other advantages for European peoples. The riches amassed by European nations through imperialism and the slave trade helped fund industrial revolutions. The development of machinery boosted the military might of European nations and the United States, a might that was then used to further imperialism.

Colonialism protected the exploitation of Latin America's many natural resources, including precious metals like gold and silver and common metals like copper and iron. US companies bought up large swaths of Latin American land for growing crops like sugar and bananas. The United States government also supported oppressive governments seen as favorable to the US economy. Trade agreements continue to demand that Latin America focuses on exporting natural resources.

Political instability and exploitation caused by colonialism also supported the creation of drug cartels. These organizations pose major security threats to Latin American governments and residents. By some estimates, one-third of farmland in Mexico is used to grow plants used in drug manufacturing.

Many colonial impacts in Latin America are negative. Yet the legacy of resistance by Indigenous peoples, Africans, and Latino people against the devastating effects of colonization is inspiring. In the Pueblo revolt of 1680, the Latin American independence movements of the 1800s, and the modern activism of Latinos, the Latino people have shown their determination to survive and thrive in the face of colonialism and oppression.

CONNECT IT: Culture

Burning Texts

When the Spanish colonized the Americas, they pursued a policy of cultural genocide, attempting to blot out any facets of Indigenous culture that they viewed as "idolatrous" or "heathen." In 1562, Spanish bishop Diego de Landa ordered the destruction of Mayan sacred texts, known as codices. The Spanish also destroyed texts and religious imagery of the Nahua peoples. Other groups, such as the Mixtec and Totonac, also had their books burned. Not only was the destruction of Indigenous texts a violation of the human right to cultural freedom, it was a tragic loss to the Indigenous groups themselves and to the world at large. Texts such as the Mayan codices contained priceless historic and scientific information. Only four Maya codices are known to exist today, with three of them in European museums.



SPOTLIGHT

Berta Cáceres

Honduran environmentalist and Indigenous rights activist Berta Cáceres (1970–2016) worked against the Agua Zarca Dam, a water project that threatened the water security of a river sacred to the Lenca people. She was a co-founder of the Civil Council of Popular and Indigenous Organizations of Honduras (COPINH) and a winner of the Goldman Environmental Prize. In 2016, Cáceres was shot dead in her home. Each year, hundreds of environmental and land activists are killed in Latin America, with Indigenous activists making up almost half of those killed.





Indigo, a tropical plant, can be used to create a rich blue dye. The Spanish established indigo plantations in their American colonies, especially in Central America and the Caribbean. It became a lucrative cash crop, supplying European markets with vibrant textiles. In this 1770s illustration, enslaved people work on an indigo plantation.

Demand for Labor

To grow and extract raw materials for sale, European colonists needed workers. Yet people in Europe did not want to travel and work as laborers. The working conditions were brutal, and many Europeans died of tropical diseases, such as malaria. Instead, Europeans forced Indigenous peoples of the Americas to work for them. But most of them died of diseases from Europe, and the encomienda system also devastated the Indigenous population.

People from Africa, however, were largely immune to the diseases from the Old World. On the other side of the world, Europeans had already started using enslaved

people from East Africa to work in their colonies. Soon, they expanded this practice to meet the demand for labor in the American colonies. This led to the establishment of the Transatlantic Slave Trade, whereby enslaved Africans were transported to colonies in the Americas.

The Triangular Trade

The trade network between Africa, Europe, and the Americas came to be called the Triangular Trade. From European ports, traders carried goods to exchange for enslaved people in West Africa. From there, they sailed to the Caribbean or ports along the American coasts, where they sold enslaved people for sugar, rum, and tobacco. They then carried these goods to northern American colonies or back to European ports.

The Middle Passage

During the middle route of the Triangular Trade, slave traders carried enslaved Africans across the Atlantic to colonies in the Americas. This journey, which could last three or four months, is called the Middle Passage.

Aboard the ships, slave traders packed people tightly together

CONNECT IT: Culture

Garifuna

The Garifuna, also called the Garínagu, are an Afro-Indigenous ethnic group primarily located along Central America's Caribbean coast. Descended from Indigenous peoples of the Caribbean and enslaved Africans, the Garifuna people originally lived on the island of Saint Vincent. Oral tradition suggests that a group of Africans arrived in Saint Vincent after the slaving ship they were on sank. They were welcomed into the ranks of an Indigenous group on the island.

The Garifuna were later exiled to Roatan Island, off the coast of Honduras, in 1796 after resisting British takeover of the island (the island was originally colonized by the French). Their forced migration was devastating to the Garifuna's cultural practices. Following their exile, the Garifuna people migrated throughout Central America. Today, the Garifuna people continue to maintain a vibrant culture while facing challenges to their way of life.

under the ship deck. They chained people's arms and legs so they could not move about the ship or try to escape. Often, slave ships held between 250 to 600 enslaved people. Their enslavers gave them very little food or water. Those who were weak, sick, or dead were thrown overboard.

Over the course of 350 years, historians estimate that as many as 2 million enslaved people were killed along the Middle Passage. Between 1500 and 1850, over 12 million enslaved Africans were forced to cross the Atlantic Ocean aboard these slave ships. Although slavery is often associated with the United States, 85 percent of abducted Africans were first transported to Mexico's Port of Veracruz. From there, they were sold into bondage throughout the Americas.

Mass enslavement of Africans transformed the profile of the Americas forever, as every Latin American country participated in chattel slavery. Some nations also suppressed the customs of enslaved Africans, especially Mexico (even though its first



For centuries, enslaved people in the Caribbean Islands produced refined sugar, molasses, and rum from raw sugarcane. They made these popular trade products in sugar mills like the one above.

president was half-Black). Others, such as Brazil, adopted African traditions, though rarely granting equal rights.

According to the World Bank, one in four Latin Americans is of African descent. In places like Haiti, people of African descent make up to 95 percent of the population. In the United States, 6 million adults identify as Afro-Latino.



The Latino community is diverse. Women in this photo participate in the Marcha das Mulheres Negras, a celebration of Black Latin American women in Rio de Janeiro, Brazil.

In 1800, most of the Americas were under European control. Spain ceded its Louisiana colony to France in 1800 during the Napoleonic Wars. Prior to this, over half of the land in what is now the United States was under Spanish domain. Desperate for money to fund his wars, Napoleon later sold Louisiana to the United States in 1803.

Arriving in the Americas

In the Americas, many enslaved Africans were separated from their families. They were sold to work on plantations or in the homes of European colonists. Most enslaved people were taken to ports in Brazil and the Caribbean, but others were taken to colonies along the East Coast of North America.

Portuguese Colonies in Brazil

Nearly half of enslaved Africans were taken to Brazil. The Portuguese originally focused on exporting brazilwood, a wood prized for its red color, which could

be used to make dyes, from the coasts of their new colony. They also established fortified trading posts (known as feitorias) as they had along the coast of Africa. Yet the Portuguese eventually switched to a plantation-based economy, bringing in enslaved people for labor. Most enslaved Africans were sold to work on sugar and tobacco plantations owned by Portuguese colonists. Others were forced to work in mines.

Beginning in 1695, people from West Africa who had experience in gold mining were forced to mine for gold in Brazil. Their techniques were soon learned and adopted by their Portuguese enslavers.

Plantations in the Caribbean

In the Caribbean, enslaved Africans worked on Spanish, Dutch, English, and French plantations. They mostly grew sugarcane to make sugar. To process sugar, workers hacked apart the sharp canes in the fields. They carried the canes to mills where they were boiled down to make sugar.

Overseers often whipped enslaved people and forced them to work all day in the extreme heat. Life was so brutal that the average enslaved person in the Caribbean only survived for seven years.

Life in Colonial Latin America

Life in colonial Latin America was highly regulated and hierarchical. Local authorities reported to the Crown, and they maintained strict control over political, economic, and social life. Under a system of **patrimonialism**, the Crown rewarded loyalty with access to power, land, and resources.





Although racial divisions existed in both the British and Latin American colonies, they were less rigid in the latter—interracial relationships were less taboo, and there was more variety within the caste system. A large portion of the colonial population in Latin America was mestizo (“mameluco” in Brazil). Despite this diversity, the system was still hierarchical, affording more rights and privileges to those of “pure” European heritage, especially those who had been born in the motherland.

Land ownership was also very divided. The elite owned large estates known as **haciendas** (or fazendas in Portuguese), with

little land available to those of lower classes.

These social and economic divisions would fuel discontent. Native peoples and enslaved Africans suffered most heavily under colonialism, with their populations devastated, their cultures intentionally destroyed, and their freedom greatly limited. And yet, it was often the criollo class—American-born descendants of Europeans—who most resented their subordinate position to those born in Europe and craved greater autonomy. The inequalities of colonial society would lay the groundwork for an age of revolutions.

This 1971 painting, Plantação (“Plantation”), was created by the Brazilian artist Maria Auxiliadora da Silva (1935–1974). The oldest of 18 children, she was self-taught and went on to become internationally acclaimed.

Lesson 2 Content Connections

1. Describe the encomienda system.
2. How did European colonization of the Americas impact Indigenous peoples and cultures?

Writing Workshop

In the previous lesson, you learned about the significance of developing a clear claim or thesis statement for a historical argument. It is then essential to support your argument with credible evidence. Evidence may include facts, statistics, examples, and expert perspectives.

After writing a thesis statement, identify quotes or paraphrased content from this lesson that will help substantiate your claim.



The arrival of Columbus and subsequent colonization of the Americas caused extreme disruption in Indigenous ways of life and led to the decimation of Native populations. However, much of what we learn about the Indigenous peoples of the Americas comes from European accounts and perspectives. Below, examine sources that convey Indigenous perspectives of European colonization and violence.

Document Nº1

Deadly Diseases



One of the most devastating consequences of the Columbian Exchange was the introduction of new diseases. Without immunity to the pathogens carried by Europeans, about 20 million Indigenous peoples in the Americas died after contracting illnesses. One of the most deadly diseases was smallpox. It caused a rash of raised bumps all over the body, sometimes followed by infection. Native populations across the Caribbean, Central America, and South America quickly fell as the deadly disease spread, which made it even easier for the Spanish to take control. This colorized 16th-century Nahua drawing portrays some Native victims of smallpox.

Document Nº2

The Defeat of the Mexica

A few of the men were separated from the others. These one hundred and eighteen men were the bravest and strongest warriors, the warriors with manly hearts. The youths who served them were also told to stand apart. The Spaniards immediately branded them with hot irons, either on the cheek or the lips. ... When Cuauhtemoc surrendered, the Spaniards hurried him to Acachinanco at night, but on the following day, just after sunrise, many of them came back again. They were dressed for battle, with their coats of mail and their metal helmets, but they had left their swords and shields behind. They all tied white handkerchiefs over their noses because they were sickened by the stench of the rotting bodies. They came back on foot, dragging Cuauhtemoc, Coanacotzin and Tetzlepanquetzaltzin by their cloaks.

—The Florentine Codex

Indigenous codices—manuscripts filled with pictures and text—provide important insight into Indigenous perspectives and cultures during the pre-contact and colonial periods. The *Florentine Codex* is a book put together by Franciscan friar Bernardino de Sahagún in collaboration with Nahua elders and creators. This excerpt from the codex, included in Miguel León-Portilla's *The Broken Spears: The Aztec Account of the Conquest of Mexico*, describes the surrender of the Mexica to Cortés and his forces.

Document
Nº3

Cross-Cultural Misunderstandings



The First New Chronicle and Good Government (c. 1615) is a document written by Indigenous Peruvian Felipe Guaman Poma de Ayala to the Spanish Crown. It describes Andean life and history prior to European conquest, as well as explaining the abuses carried out by Europeans on Indigenous peoples. In this image, the Inca on the left asks what the Spaniard eats. The Spaniard replies: "Gold."

Observe

1. Why were Indigenous peoples susceptible to the introduction of new diseases? (Document 1)
2. What does the Cabildo Letter (Document 4) say about Spanish rule in Latin America?

Evaluate

3. How does this excerpt of the Florentine Codex (Document 2) depict the relationship between Indigenous peoples and the Spanish?
4. How did language barriers shape the ways in which Indigenous peoples and European settlers were viewed? (Document 3)

Document
Nº4

Appealing to the Spanish Crown

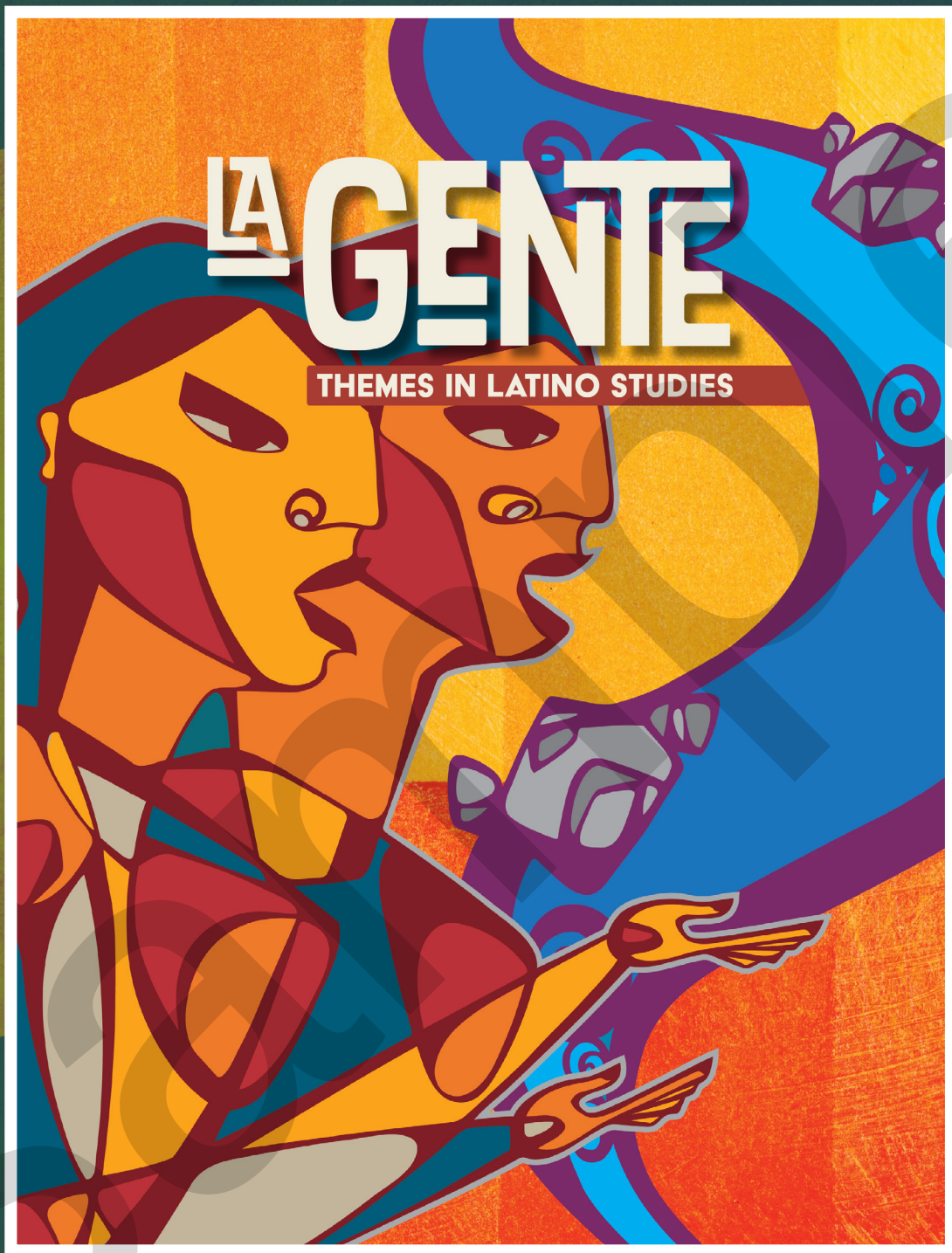
To help rule their conquered territories, the Spanish government refashioned local Native governments into Spanish-style councils known as cabildos. Cabildo members would then pass on Spanish orders to their people. Cabildos would write to the Spanish Crown about the abuses the Native people experienced, hoping the king would intervene. This excerpt is from a letter, originally written in Nahuatl and translated by historian James Lockhart, from a Native cabildo to the Spanish Crown.

Listen, our much revered ruler and prince; although you have sent many orders here to benefit us your poor vassals, those who serve you and exercise your rulership here in New Spain do not carry them out, which causes us great suffering and loss of possessions and property, now and in the past. And although it is very piteous and worrisome, we merely set our weeping and tears before our god and ruler God our Lord so that he will remedy it when he wishes.

—Cabildo Letter to the Crown, 1554

Conclude

5. How do these documents show cultural differences between the Indigenous people of Latin America and European settlers?
6. How did Indigenous peoples perceive the beliefs and practices of European settlers?



TEACHER GUIDE

Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

Thorough standards-based alignment throughout each unit and activity

There are seven primary symbols used in the Teacher Guide:

-  **Project-Based:** activities featuring learning skills that take information from the text and apply it to hands-on exercises
-  **Discussion/Debate:** activities that promote speaking and listening skills, as well as forming and supporting opinions
-  **Cross-Curricular:** projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)
-  **ML Integration:** lessons include specific opportunities to support ML students
-  **Differentiation:** lessons include opportunities to differentiate your instruction for both advanced and approaching-level students
-  **Remote Essentials:** activities that are designed to be adaptable for blended or remote learning classrooms
-  **Evaluate/Rubric:** indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Use these prompts to start discussions, continue conversations, delve deeper, or review important topics.

TALK ABOUT IT

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Unit Features				
Use any or all of the following activities to best meet the needs of your classroom.				
Activity Standards & Indicators	Description	Page	Curriculum Components	Time
In View DI.5.9-12; D2.Civ.2.9-12; D2.Civ.4.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D2.His.8.9-12; RL.II-12.7; W.9-10.7; W.II-12.7; SL.9-10.1; SL.II-12.1	Introduce the Essential Question and explore the opening image.	2		25 Minutes
Literary Luminaries DI.1.9-12; DI.5.9-12; D2.His.3.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.9.9-12; D2.His.12.9-12; D3.1.9-12; RL.9-10.1; RL.9-10.2; RL.II-12.1; RL.II-12.2; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.II-12.4; RL.II-12.5; RL.II-12.6; RL.9-10.10; RL.II-12.10; W.9-10.2; W.II-12.2; W.9-10.4; W.II-12.4; W.II-12.6; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.II-12.7; W.II-12.8; W.II-12.9	Nonfiction Writers: Explore themes of Latino American identity by identifying a nonfiction writer who addresses a chosen theme.	12	  	60 Minutes
Into the Archives DI.2.9-12; DI.3.9-12; D2.His.6.9-12; D2.His.9.9-12; D2.His.12.9-12; D3.1.9-12; RL.9-10.1; RL.9-10.2; RL.II-12.1; RL.9-10.4; RL.II-12.4; RL.9-10.10; RL.II-12.10	Latino Identities: Analyze excerpts from speeches, essays, and poems to evaluate how the concept of Latino American identity evolves.	26	 	30 Minutes
Art Analysis D2.His.5.9-12; RL.II-12.7	Dalia Méndez: Create a visual work of art that reimagines a cultural symbol.	36	  	60 Minutes
Map View D2.Geo.2.9-12; D2.Geo.3.9-12; D2.Geo.7.9-12; RL.9-10.1; RL.II-12.1; RL.II-12.7; W.9-10.7; W.9-10.9; W.II-12.7; W.II-12.9; SL.9-10.4; SL.II-12.4	Latino Population: Create a presentation or infographic based on Latino American demographic statistics.	52	 	45 Minutes
In Focus DI.5.9-12; D2.His.4.9-12; D2.His.5.9-12; D3.1.9-12; D3.2.9-12; W.9-10.2; W.II-12.2; W.9-10.4; W.II-12.4; W.9-10.7; W.9-10.8; W.9-10.9; W.II-12.7; W.II-12.8; W.II-12.9; W.9-10.10; W.II-12.10	Critical Autobiography: Create a critical autobiography of how you have experienced Latino culture, activism, representation, discrimination, and joy.	54	  	60 Minutes
Show What You Know DI.4.9-12; DI.5.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.7.9-12; D3.1.9-12; RL.II-12.7; W.9-10.2; W.9-10.3; W.II-12.2; W.II-12.3; W.9-10.4; W.II-12.4; W.9-10.7; W.9-10.8; W.9-10.9; W.II-12.7; W.II-12.8; W.II-12.9; W.9-10.10; W.II-12.10; SL.9-10.4; SL.9-10.5; SL.II-12.4; SL.II-12.5	Complete scaffolded projects to demonstrate mastery of Skill Objectives and Content Objectives .	55		60 Minutes
In Review D2.Civ.5.9-12; D2.Civ.8.9-12; D2.Civ.10.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.His.5.9-12; D2.His.9.9-12; D2.His.14.9-12; D2.His.16.9-12; D3.1.9-12; D3.3.9-12; D4.1.9-12; D4.2.9-12; D4.7.9-12; RL.9-10.1; RL.9-10.2; RL.II-12.1; RL.II-12.2; RL.9-10.6; RL.II-12.6; RL.9-10.9; RL.II-12.9; RL.9-10.10; RL.II-12.10; W.9-10.1; W.9-10.2; W.II-12.1; W.II-12.2; W.9-10.4; W.II-12.4	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . Note: In Review is found in the Unit Assessments .	UA 3	  	45 Minutes

Teacher Resources & Unit Features

Teacher Resources

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson, including traditional multiple-choice as well as document-based and free-response questions. Accommodated assessments are available for each unit, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

In View

In View is designed to kindle prior knowledge and ignite curiosity. Each unit utilizes backwards design, starting with an Essential Question, and the images on each unit make exceptional conversation points.

Into the Archives

This feature directs students to analyze primary sources. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying as well as the overall theme of the unit.

Art Analysis

Art Analysis features a piece of visual art for the students to study and interpret. This activity increases visual literacy skills as well as introduces students to powerful thematic imagery that correlates directly to the overall theme explored in the unit.

Literary Luminaries

Literary Luminaries introduces students to a thematically curated collection of writing with prompts and activities that are scaffolded to help students learn and improve writing techniques as they explore each unit's theme. Every prompt asks for something different so students can be creative in finding new ways to build upon writing skills and answer the Essential Question.

Map View

Map View uses a geography focus to dive deeper into the theme of each unit. These activities allow students to explore geographical primary sources within the context or lens of a particular focus. Students will encounter physical maps, political maps, population maps, and more that prompt them to explore data and draw conclusions.

In Focus

In Focus combines the concepts and content students have explored throughout the unit with skills emphasized in various activities to produce a larger project. This feature allows students to engage with thematic concepts through analysis and research, as well as forming fact-based opinions, defending a position, and interpreting different perspectives.

Show What You Know

This unit review activity combines the concepts and content students have read about throughout the Student Edition with the scaffolding and skills provided by the Method for Mastery and Content Connection features. Show What You Know allows students to use writing, literacy, and rhetorical analysis skills developed throughout the unit in real-world applications.

In Review

In Review is a multilayered summative and self-assessment to check student understanding of concepts and skills. These assessments are a tool to gauge comprehension of the unit as a whole as well as the ability to synthesize learning by answering the Essential Question. In Review also offers the opportunity to prepare for college-level exams by applying historical reasoning skills and developing answers to document-based and free-response questions.

Lesson Features

Method for Mastery

Each lesson includes Skills Objectives, Content Objectives, and Key Terms. By phrasing Learning Goals in “I can...” language, students take ownership of their learning and achievement. All objectives are anchored in the Essential Question. The Key Terms enable students to increase academic and domain-specific vocabulary.

Comprehension Strategy

Lessons include specific strategies to increase student reading aptitude. Strategies include standalone activities but are scaffolded to a unit strategy as well as into other activities throughout lessons and units.

In Context

In Context activities prompt students to annotate, respond to, and interact with the text to promote understanding and retention. These activities also allow students to improve their skills in note-taking and recognize evidence, counterclaims, main ideas, literary and rhetorical devices, fallacies, and more.

In Practice

In Practice goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history but to connect to it and experience it as well.

Skills Study

Skills Study emphasizes skills historians use to understand and interpret history. These skills include making comparisons, employing periodization and chronology, exploring context, analyzing continuity and change, examining causation, and evaluating evidence.

Tech Talk

An important component of a curriculum that aims to teach students the skills they need to be successful both in school and in the world is the integration of technology. The Tech Talk activities allow students to utilize a range of resources and create a variety of products. These activities are adaptable for time and breadth, as well as availability of resources.

Connect It

Social studies is more than just teaching history. It provides students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. This feature is designed to connect history to other social studies disciplines. Lessons include connections to economics, people and cultures, geography, politics, and civics.

What Do YOU Think?

This feature is anchored in content that encourages students to develop and share their opinions. The questions encourage students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend learning.

Consider This

Consider This features present the reader with critical-thinking questions that take them beyond the text and toward higher-order understanding and analysis. These features function as integral parts of an inquiry-based curriculum and are designed to promote the analysis of perspectives and draw conclusions.

SPOTLIGHT

Spotlights highlight and provide information about a variety of important contributors, concepts, places, and events that have played a role in shaping the nation’s unique history. These activities range in type, including hands-on, discussion, writing, research, technology-based, key idea review, and community engagement.

Content Connections

Formative assessments in each lesson allow students to check their understanding of concepts and content. Each Content Connection includes a scaffolded focus to support development of rhetorical analysis and writing skills to help students answer the Essential Question.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Activities and resources are designed to be inclusive and adaptable to students of varying language levels. Utilize the options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire class.

Differentiation

Differentiation increases and decreases complexity to meet the needs of students. Guidance is provided to support instruction by including appropriate alternatives and supports for students who are approaching targeted expectations, and additional activity prompts that are designed to engage students with high interest or who have advanced beyond performance expectations.

Extra! Extra!

These are opportunities to extend learning, engage students through another lens, or deepen understanding through additional critical thinking.

The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how *La Gente: Themes in Latino Studies* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion

Criterion 1: Standards Alignment

Materials are aligned to state social studies standards.

- Gibbs Smith Education uses social studies state standards and the C3 Framework to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each chapter's Teacher Guide.

Criterion 2: Social Studies Practices

Materials emphasize social studies practices and skills students apply when engaging in social studies content.

- The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each chapter feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.

Criterion 3: Representation and Perspective

Materials provide content that is representative of a variety of perspectives and experiences.

- History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.

Criterion 4: Usability

Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.

- Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.

Criterion 5: Instructional Supports

Materials provide a variety of instructional supports and strategies for scaffolding learning.

- Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary.

Criterion 6: Assessment Practices

High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.

- Opportunities to formatively assess your students can be found in the Content Connections activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Unit Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.



Gibbs Smith Education

Unit 2: Heritage Cultures and Regions

Essential Question: What histories, ancestral knowledge, and cultural practices have shaped Latino American identity?

STUDENT OUTCOME: Students will be able to explain the connection between the history and cultures of heritage countries and Latino American identities.

Recommended Titles for Heritage Cultures and Regions

Titles	Description/Connection	Grade Level
<i>Fifth Sun: A New History of the Aztecs</i> by Camilla Townsend	This resource offers a new take on Aztec history using only texts written by Indigenous peoples.	12+
<i>The World Today Series: Latin America 2024–2025</i> by William H. Beezley	This book provides insight to contemporary Latin American economic, demographic, political, and cultural happenings and context.	12+
<i>Forging Latin America: Profiles in Power and Ideas, 1492 to Today</i> by Russell Crandall	This resource provides background on influential figures in Latin America from 1492 onward.	12+
<i>“Our Hemisphere”? The United States in Latin America From 1776 to the Twenty-First Century</i> by Britta H. Crandall and Russell C. Crandall	The authors present a nuanced view of the relationship between Latin America and the United States by highlighting various US policies toward Latin America throughout history.	12+
<i>Radical Cartographies: Participatory Mapmaking From Latin America</i> edited by Bjorn Sletto	This text demonstrates how the practice of map making is being used by Indigenous and traditional groups in Latin America to reclaim and preserve cultural identity and space.	12+
<i>One Hundred Years of Solitude</i> by Gabriel García Márquez	This magical realism, fiction novel follows a family in Colombia over seven generations and explores various themes of history and culture.	9+

★ Indicates that there is a Young Reader edition with a Lexile level appropriate for middle and high school students

Symbol Key

Project-BasedDiscussion/DebateCross-CurricularML IntegrationDifferentiationRemote EssentialsEvaluate/Rubric

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
In View DI.1.9-12; D2.Geo.1.9-12; D2.Geo.2.9-12; D2.Geo.3.9-12; D2.Geo.4.9-12; D2.Geo.6.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.8.9-12; D2.His.9.9-12; D2.His.16.9-12; D3.1.9-12; RI.1.9-12; RI.11.12.1; RI.11.12.7; RI.9-10.10; RI.11.12.10; W.9-10.2; W.11.12.2; W.9-10.4; W.11- 12.4; W.11.12.6; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.11.12.7; W.11.12.8; W.11.12.9; SL.9-10.1; SL.11.12.1; SL.9- 10.4; SL.9-10.5; SL.9-10.6; SL.11.12.4; SL.11.12.5; SL.11.12.6	Introduce the Essential Question and explore the opening image.	2		60 Minutes
Into the Archives DI.1.9-12; D2.Geo.4.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.Geo.10.9-12; D2.Geo.11.9-12; D2.His.1.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D2.His.8.9-12; D2.His.9.9-12; D2.His.10.9-12; D2.His.11.9-12; D2.His.12.9-12; D2.His.13.9-12; D2.His.14.9-12; D2.His.16.9-12; D3.1.9-12; D3.2.9-12; D3.3.9-12; D4.2.9-12; D4.6.9-12; RI.9-10.1; RI.9- 10.2; RI.9-10.3; RI.11.12.1; RI.11.12.2; RI.11.12.3; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.11.12.4; RI.11.12.5; RI.11.12.6; RI.11- 12.7; RI.9-10.10; RI.11.12.10; SL.9-10.1; SL.9-10.2; SL.11.12.1; SL.11.12.2; SL.9-10.6; SL.11.12.6	Native Perspectives: Analyze excerpts of primary sources to make inferences about the perspectives of Indigenous peoples on European settlement in Latin America.	96		35 Minutes
Art Analysis D2.Civ.9.9-12; D2.Civ.12.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.6.9-12; D2.His.9.9-12; D2.His.12.9-12; RI.9-10.7; RI.11.12.7; W.9-10.7; W.11.12.7; SL.9-10.1; SL.9-10.2; SL.9-10.3; SL.11.12.1; SL.11.12.2; SL.11- 12.3; SL.9-10.4; SL.9-10.6; SL.11.12.4; SL.11.12.6	Frida Kahlo: Create a self-portrait to make social commentary on a social issue that impacts Latino Americans.	110		60 Minutes
Map View D2.Civ.6.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Eco.1.9-12; D2.Eco.8.9-12; D2.Geo.2.9-12; D2.Geo.6.9-12; D2.Geo.8.9-12; D2.Geo.10.9-12; D2.Geo.11.9-12; D2.His.1.9-12; D2.His.4.9-12; D2.His.14.9-12; D3.1.9-12; D4.6.9-12; RI.9-10.10; RI.11.12.10; W.9-10.4; W.11.12.4; W.11.12.6; W.9-10.6; W.9-10.7; W.11- 12.7; SL.9-10.4; SL.11.12.4	US Imperialism in Latin America: Examine the map to evaluate your knowledge of US imperialism in Latin America.	126		60 Minutes
Literary Luminaries D2.His.3.9-12; D2.His.5.9-12; D2.His.6.9-12; RI.9-10.2; RI.9-10.3; RI.11.12.2; RI.11.12.3; RI.9-10.5; RI.9-10.6; RI.11- 12.5; RI.11.12.6; W.9-10.3; W.11.12.3; W.9-10.4; W.11.12.4; W.9-10.10; W.11.12.10; SL.9-10.4; SL.11.12.4	Latin American Authors: Research a Latin American author and make a historical or social commentary in the same style of writing.	138		60 Minutes
In Focus D2.His.16.9-12; D3.1.9-12; D3.4.9-12; D4.1.9-12; D4.2.9-12; W.9-10.1; W.11.12.1; W.9-10.4; W.11.12.4; W.9-10.7; W.9- 10.8; W.11.12.7; W.11.12.8; W.9-10.10; W.11.12.10; SL.9-10.1; SL.11.12.1	Academic Essay: Compose a persuasive or explanatory essay to examine a facet of the Essential Question.	142		60 Minutes
Show What You Know D2.His.16.9-12; D3.1.9-12; D3.4.9-12; D4.1.9-12; D4.2.9-12; RI.9-10.6; RI.11.12.6; W.9-10.1; W.11.12.1; W.9-10.4; W.11- 12.4; W.9-10.9; W.11.12.9; W.9-10.10; W.11.12.10; SL.9-10.1; SL.11.12.1	Complete scaffolded projects to demonstrate mastery of Skill Objectives and Content Objectives .	143		60 Minutes
In Review DI.5.9-12; D2.Civ.3.9-12; D2.Civ.8.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Eco.1.9-12; D2.Eco.2.9-12; D2.Eco.7.9-12; D2.Eco.8.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.11.9-12; D2.His.1.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D2.His.8.9-12; D2.His.14.9-12; D2.His.15.9-12; D3.1.9-12; D4.1.9-12; D4.2.9-12; D4.6.9-12; RI.9-10.1; RI.9-10.2; RI.11.12.1; RI.11- 12.2; RI.9-10.6; RI.11.12.6; RI.9-10.10; RI.11.12.10; W.9-10.1; W.9-10.2; W.11.12.1; W.11.12.2; W.9-10.4; W.11.12.4	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . ★ Note: In Review is found in the Unit Assessments .	UA 23		45 Minutes

Lesson Features Lesson I: Indigenous Cultures



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery D2.Civ.9-12; D2.His.12.9-12; D4.7.9-12; RI.9-10.10; RI.11-12.10	Flexible Pacing: Engage with content in student-identified areas of growth or interest.	58		20 Minutes
Comprehension Strategy DI.5.9-12; D3.1.9-12; D4.2.9-12; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.11-12.6; W.9-10.6; W.9-10.7; W.11-12.7; SL.9-10.4; SL.9-10.5; SL.11-12.4; SL.11-12.5	Contextualization: Gather quotes, photos, art, maps, statistics, diagrams, etc. to engage with the historical thinking skill of contextualization.	59		20 Minutes
Consider This DI.1.9-12; D2.Geo.2.9-12; D2.Geo.4.9-12; D2.Geo.6.9-12; SL.9-10.1; SL.11-12.1	Human-Environment Interaction: Identify elements of physical geography and discuss how geography impacts human activity.	61		10 Minutes
In Practice DI.1.9-12; D2.Eco.13.9-12; D2.Geo.7.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.16.9-12; D3.1.9-12; D4.3.9-12; RI.9-10.10; RI.11-12.10; W.9-10.4; W.11-12.4; SL.9-10.1; SL.11-12.1; SL.9-10.5; SL.11-12.5	Innovation: Create a visual that demonstrates the innovative and creative nature of the Moche culture.	65		60 Minutes
Tech Talk D2.Geo.6.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.9.9-12; D4.3.9-12; RI.9-10.4; RI.11-12.4; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.9-10.2; W.11-12.2; W.9-10.4; W.11-12.4; W.11-12.6; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.11-12.7; W.11-12.8; W.11-12.9; SL.9-10.1; SL.11-12.1; SL.9-10.5; SL.11-12.5	Teotihuacán Museo de Sitio Virtual Tour: Create a digital museum exhibit about Teotihuacán culture.	67		60 Minutes
Connect It: Culture D2.His.2.9-12; D2.His.3.9-12; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.9-10.7; W.11-12.7; SL.9-10.1; SL.9-10.2; SL.11-12.1; SL.11-12.2	Mesoamerican Ball Game Codices: Create a Latin American codex to explain the cultural significance of the Mesoamerican ball games.	68		60 Minutes
Connect It: Geography D2.Geo.1.9-12; RI.9-10.1; RI.11-12.1; RI.11-12.7; RI.9-10.10; RI.11-12.10	Tenochtitlán: Create a map of Tenochtitlán based on primary source descriptions.	69		60 Minutes
Connect It: Culture DI.1.9-12; D2.Eco.13.9-12; D2.His.8.9-12; D2.His.9.9-12; D4.6.9-12; RI.9-10.2; RI.11-12.2; SL.9-10.1; SL.11-12.1	Quipu: Discuss the advantages and disadvantages of the use of technology in decoding ancient artifacts.	71		30 Minutes
Skills Study D2.Geo.5.9-12; D2.Geo.6.9-12; D2.His.1.9-12; D2.His.3.9-12; D2.His.5.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; SL.9-10.1; SL.11-12.1	Cultural Impacts of Colonization: Reexamine Taíno culture through primary sources and research current Taíno cultural preservation movements.	73		45 Minutes
Consider This D2.His.1.9-12; D2.His.6.9-12; D4.3.9-12; RI.9-10.3; RI.11-12.3; RI.9-10.7; RI.11-12.7; W.9-10.3; W.11-12.3; W.11-12.6; W.9-10.6	Taíno Myths and Cemíes: Create a video telling an interpretation of a Taíno myth or origin story.	75		60 Minutes
In Context DI.2.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.16.9-12; RI.9-10.2; RI.11-12.2; RI.9-10.10; RI.11-12.10; W.9-10.2; W.11-12.2; W.9-10.4; W.11-12.4; W.9-10.10; W.11-12.10	Indigenous Cultures of Brazil: In groups, annotate various primary source perspectives of Indigenous peoples in Brazil.	76		60 Minutes
Content Connections DI.1.9-12; D4.1.9-12; W.9-10.1; W.11-12.1; SL.9-10.1; SL.11-12.1	Complete the formative lesson assessment and self-assessment to check for understanding. Writing Workshop: Developing an Argument: Develop a research question and write a thesis statement on Latin American Indigenous culture.	79		30 Minutes

Lesson Features Lesson 2: Conquest and Colonization



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery D2.Civ.9.9-12; D2.His.12.9-12; D4.7.9-12; RI.9-10.10; RI.II-12.10	Flexible Pacing: Engage with content in student-identified areas of growth or interest.	80		20 Minutes
Comprehension Strategy DI.5.9-12; D2.His.11.9-12; D2.His.12.9-12; RI.9-10.2; RI.II-12.2; RI.9-10.4; RI.II-12.4	Organize Sources: Create a research log or create an online account to practice organizing primary and secondary sources.	81		20 Minutes
Connect It: Economics D2.Eco.1.9-12; D2.Eco.8.9-12; D2.Eco.12.9-12; D2.Eco.14.9-12; D2.Geo.2.9-12; D2.Geo.11.9-12; D2.His.14.9-12; SL.9-10.1; SL.II-12.1	Gold and Silver in Central and South America: Explain how gold and silver in Central and South America impacted the global economy.	81		20 Minutes
In Context D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.His.2.9-12; D2.His.5.9-12; D4.1.9-12; W.9-10.1; W.II-12.1; W.9-10.4; W.II-12.4; W.9-10.10; W.II-12.10	New Laws Op-Ed: Write an opinion article on the contemporary relevance of the historical struggle for Indigenous rights.	82		60 Minutes
Connect It: Culture D2.His.5.9-12; D2.His.6.9-12; D4.2.9-12; RI.9-10.3; RI.II-12.3; RI.9-10.6; RI.II-12.6; RI.9-10.7; W.9-10.9; W.II-12.9; SL.9-10.1; SL.II-12.1	The Tales of Juan Bobo: Compare and contrast folktales to determine the role of storytelling in Latino culture.	83		30 Minutes
Spotlight DI.2.9-12; DI.3.9-12; D2.Civ.8.9-12; D2.His.3.9-12; D2.His.16.9-12; RI.9-10.2; RI.II-12.2; RI.9-10.10; RI.II-12.10; W.9-10.4; W.II-12.4	Leadership During the Spanish Conquest: Compare and contrast the leadership of Mexica emperors Motecuhzoma II and Cuauhtemoc.	84		30 Minutes
Skills Study DI.1.9-12; D2.His.1.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; RI.9-10.2; RI.II-12.2; SL.9-10.1; SL.II-12.1	Language in Conquest and Resistance: Evaluate the role of language in conquest and resistance through the study of La Malinche.	85		30 Minutes
In Practice D2.His.6.9-12; RI.9-10.3; RI.II-12.3; RI.9-10.4; RI.II-12.4; RI.II-12.7; W.9-10.3; W.II-12.3	Nahua Worldview: Illustrate the Nahua creation myth incorporating Nahua philosophical principles.	86		60 Minutes
Connect It: Economics D2.Eco.1.9-12; D2.Eco.2.9-12; D2.Eco.8.9-12; D2.His.4.9-12; W.9-10.2; W.II-12.2; SL.9-10.1; SL.II-12.1	Encomienda: Identify various perspectives toward the encomienda system in Latin America.	89		30 Minutes
Spotlight D2.Civ.14.9-12; D2.His.1.9-12; D2.His.14.9-12; SL.9-10.1; SL.II-12.1	Túpac Amaru II: Categorize the events of Túpac Amaru II's rebellion in Peru.	89		30 Minutes
Tech Talk D2.Civ.13.9-12; D2.Eco.8.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.His.2.9-12; D2.His.5.9-12; D2.His.11.9-12; D2.His.14.9-12; D3.1.9-12; D4.2.9-12; RI.9-10.1; RI.II-12.1; RI.II-12.7; W.9-10.2; W.II-12.2; SL.9-10.1; SL.II-12.1	The Lasting Impact of Colonialism: Brainstorm consequences of colonialism and engage in collaborative research to study the legacy of colonialism today.	91		60 Minutes
Connect It: Culture D2.Geo.6.9-12; RI.II-12.7; SL.9-10.1; SL.II-12.1; SL.9-10.4; SL.II-12.4	Settlement Day: Identify aspects of cultural preservation in celebrations of Garifuna Settlement Day.	92		30 Minutes
Content Connections DI.1.9-12; D3.1.9-12; D4.1.9-12; RI.9-10.1; RI.II-12.1; W.9-10.1; W.II-12.1; SL.9-10.1; SL.II-12.1	Complete the formative lesson assessment and self-assessment to check for understanding. Writing Workshop: Supporting Arguments: Find and explain primary and secondary source evidence that supports a claim or thesis.	95		40 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 3: Independence Movements



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery D2.Civ.9.9-12; D2.His.12.9-12; D4.7.9-12; RI.9-10.10; RI.11-12.10	Flexible Pacing: Engage with content in student-identified areas of growth or interest.	98		20 Minutes
Comprehension Strategy RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.11-12.1	Rereading: Practice the close reading strategy of rereading to better understand complex ideas.	99		45 Minutes
Spotlight D2.Civ.5.9-12; D2.Civ.12.9-12; D2.Civ.14.9-12; D2.Geo.11.9-12; D2.His.3.9-12; D4.3.9-12; D4.6.9-12; RI.11-12.7; SL.9-10.1; SL.11-12.1	Toussaint L'Ouverture: Evaluate L'Ouverture's legacy through art analysis.	101		50 Minutes
In Practice D2.Civ.1.9-12; D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.8.9-12; D2.Civ.12.9-12; D2.Civ.14.9-12; SL.9-10.4; SL.9-10.5; SL.9-10.6; SL.11-12.4; SL.11-12.5; SL.11-12.6	Symbols of Independence: Analyze artwork and design a symbol of freedom related to Mexican independence or your own personal interpretation of freedom.	103		60 Minutes
Spotlight D2.Civ.2.9-12; D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.7.9-12; D2.Civ.8.9-12; D2.Civ.10.9-12; D2.Civ.12.9-12; D2.Civ.14.9-12; D2.His.1.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D4.6.9-12; RI.9-10.2; RI.11-12.2; RI.9-10.5; RI.11-12.6; RI.9-10.9; RI.11-12.9; RI.9-10.10; RI.11-12.10	Simón Bolívar: Compare and contrast Bolívar's South American revolution to another historical revolution.	105		45 Minutes
Tech Talk D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.8.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Geo.4.9-12; D2.His.4.9-12; D2.His.11.9-12; RI.9-10.7; RI.11-12.7; RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.11-12.1	Brazilian Independence Story Map: Navigate through an online story map of Brazilian independence to examine the political and social motivations and outcomes.	106		40 Minutes
Spotlight D2.Geo.2.9-12; D2.His.3.9-12; D2.His.12.9-12; SL.9-10.1; SL.11-12.1	José Bonifácio de Andrada e Silva: Discuss how monuments of historical figures aid in cultural preservation and international relations.	107		15 Minutes
In Context D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.6.9-12; D2.Civ.8.9-12; D2.Civ.12.9-12; D2.Civ.14.9-12; D2.His.1.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.14.9-12; D2.His.16.9-12; RI.9-10.2; RI.9-10.3; RI.11-12.2; RI.11-12.3; RI.9-10.6; RI.11-12.6; RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.11-12.1	Declaring Independence: Analyze declarations of independence from various Latin American nations.	108		45 Minutes
Content Connections DI.1.9-12; DI.2.9-12; DI.5.9-12; D2.His.9.9-12; D2.His.16.9-12; W.11-12.9	Complete the formative lesson assessment and self-assessment to check for understanding. Writing Workshop: Synthesis: Define synthesis and find relationships between primary and secondary sources.	109		40 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 4: US Imperialism in Latin America



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery D2.Civ.9.9-12; D2.His.12.9-12; D4.7.9-12; RI.9-10.10; RI.11-12.10	Flexible Pacing: Engage with content in student-identified areas of growth or interest.	112		20 Minutes
Comprehension Strategy DI.5.9-12; D3.1.9-12; D3.3.9-12; RI.9-10.1; RI.11-12.7; RI.9-10.10; RI.11-12.10	Use Additional Resources: Utilize reference materials to clarify, confirm, or challenge the text.	113		30 Minutes
Consider This D4.6.9-12; D4.7.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2	US Expansion and Slavery: Evaluate the goals of US expansion and influence.	114		25 Minutes
Spotlight DI.2.9-12; D2.Civ.5.9-12; D2.Civ.11.9-12; D2.Civ.12.9-12; D2.Civ.14.9-12; D2.His.1.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D4.1.9-12; RI.9-10.2; RI.11-12.2; RI.9-10.6; RI.11-12.6; SL.9-10.1; SL.9-10.3; SL.11-12.1; SL.11-12.3	Juan Seguin: Debate the positives and negatives of honoring historical legacies with monuments and statues.	115		60 Minutes
Connect It: Geography D2.Civ.13.9-12; D2.Geo.2.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; RI.9-10.2; RI.11-12.2; SL.9-10.1; SL.11-12.1	California: Analyze legislation and historical maps to examine Latino land ownership.	116		45 Minutes
In Context D2.Civ.3.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Geo.5.9-12; D2.Geo.8.9-12; D2.His.1.9-12; D2.His.3.9-12; RI.9-10.10; RI.11-12.10; W.9-10.1; W.11-12.1; W.9-10.4; W.11-12.4	Perspectives of the Treaty of Guadalupe Hidalgo: Annotate the Treaty of Guadalupe Hidalgo to understand how the United States, Mexico, and Indigenous peoples were impacted.	117		45 Minutes
What Do YOU Think? D2.Civ.3.9-12; D2.Civ.6.9-12; D2.Civ.10.9-12; D2.His.9.9-12; RI.11-12.7; SL.9-10.1; SL.11-12.1	Monroe Doctrine Political Cartoon Analysis: Compare and contrast perspectives related to the Monroe Doctrine.	120		20 Minutes
In Practice D2.Eco.3.9-12; D2.Eco.5.9-12; D2.Eco.6.9-12; D2.Eco.8.9-12; D2.Eco.15.9-12; RI.9-10.10; RI.11-12.10; W.9-10.3; W.11-12.3; W.9-10.4; W.11-12.4; SL.9-10.4; SL.9-10.6; SL.11-12.4; SL.11-12.6	Banana Republics: Write a poem demonstrating understanding of the challenges faced by “banana republics.”	121		50 Minutes
Tech Talk D2.Civ.3.9-12; D2.Civ.13.9-12; D2.Eco.8.9-12; D2.Geo.5.9-12; D2.Geo.7.9-12; D2.His.1.9-12; D2.His.14.9-12; D4.6.9-12; W.11-12.6; W.9-10.6; SL.9-10.1; SL.11-12.1; SL.9-10.4; SL.9-10.5; SL.9-10.6; SL.11-12.4; SL.11-12.5; SL.11-12.6	Latin America During World Wars Timeline: Create a digital timeline of important events involving Latin American nations during World War I and World War II.	122		60 Minutes
Connect It: Civics D2.Civ.8.9-12; D2.Civ.9.9-12; D4.6.9-12; D4.7.9-12; D4.8.9-12; SL.9-10.1; SL.11-12.1	The Organization of American States: Solve a hypothetical scenario as a representative of the OAS to assist a nation with political instability.	124		60 Minutes
Content Connections DI.5.9-12; D2.His.4.9-12; D3.1.9-12; RI.9-10.6; RI.11-12.6; RI.9-10.7; RI.9-10.10; RI.11-12.10; W.9-10.7; W.11-12.7; SL.9-10.1; SL.11-12.1	Complete the formative lesson assessment and self-assessment to check for understanding. Rhetorical Analysis: Point of View: Consider perspectives and point of view as a rhetorical tool in source analysis.	125		40 Minutes

Lesson Features Lesson 5: Contemporary Latin America



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery D2.Civ.9.9-12; D2.His.12.9-12; D4.7.9-12; RI.9-10.10; RI.11-12.10	Flexible Pacing: Engage with content in student-identified areas of growth or interest.	128		20 Minutes
Comprehension Strategy RI.9-10.2; RI.11-12.2; RI.9-10.10; RI.11-12.10	Preview the Text: Scan elements of the textbook to activate prior knowledge and determine learning outcomes.	129		45 Minutes
In Practice D2.Civ.1.9-12; D2.Civ.2.9-12; D2.Civ.5.9-12; D2.Civ.8.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; W.11-12.6; W.9-10.6; W.9-10.7; W.11-12.7; SL.9-10.4; SL.9-10.5; SL.9-10.6; SL.11-12.4; SL.11-12.5; SL.11-12.6	Leaders of the Pink Tide: Create political posters for and against a leader of a leftist government official of an assigned Latin American nation.	129		60 Minutes
Connect It: Economics D2.Eco.6.9-12; D2.Eco.7.9-12; D2.Eco.8.9-12; D2.Eco.9.9-12; D2.Eco.15.9-12; SL.9-10.1; SL.11-12.1	Automotive Industry: Evaluate how regional trade agreements impact Latin American industry.	131		25 Minutes
Connect It: Economics D2.Eco.6.9-12; D2.Eco.7.9-12; D2.Eco.8.9-12; D2.Eco.9.9-12; D2.Eco.15.9-12; D2.Geo.8.9-12; D2.Geo.10.9-12; D2.Geo.11.9-12; W.9-10.7; W.11-12.7; SL.9-10.1; SL.11-12.1	Natural Resources of Latin America: Research the natural resources of a Latin American country.	134		40 Minutes
Skills Study D2.Geo.7.9-12; D2.Geo.11.9-12; D2.Geo.12.9-12; D3.2.9-12; D4.4.9-12; D4.5.9-12; RI.9-10.6; RI.11-12.6; RI.9-10.8; RI.9-10.10; RI.11-12.10	News Analysis of Latin American Migration: Examine contemporary news articles for bias and credibility and compare and contrast the presented perspectives.	135		45 Minutes
Content Connections RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.9-10.8; RI.9-10.10; RI.11-12.10	Complete the formative lesson assessment and self-assessment to check for understanding. Rhetorical Analysis: Counterarguments: Identify counterarguments in academic writing.	137		40 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Online Resource Addresses



Features	Description and Website	Page
In View Examine the Image	UNESCO Criteria for Selection: https://whc.unesco.org/en/criteria/	56
Tech Talk Teotihuacan Museo de Sitio Virtual Tour	Teotihuacan Museo de Sitio virtual tour: https://www.inah.gob.mx/images/recorridos-virtuales/teotihuacanmuseodesitio/	67
Connect It: Culture Mesoamerican Ball Game Codices	"Mexico Revives a 3,000-year-old Ball Game" video: https://www.bbc.com/reel/video/p0cdy0t3/mexico-revives-a-3-000-year-old-ball-game Codex Borgia: https://smarthistory.org/codex-borgia/	68
Connect It: Geography Tenochtitlán	Cortes Describes Tenochtitlán, American Historian Association: https://www.historians.org/resource/cortes-describes-tenochtitlan/ Tinkercad: https://www.tinkercad.com European Map of Tenochtitlán: https://www.historytoday.com/archive/cartography/map-tenochtitlan-1524	69
Connect It: Culture Quipu	"Reading Between the Lines: SEAS Student, a Marshall Scholarship Recipient, Seeks to Decode Ancient Incan Language" article: https://seas.harvard.edu/news/2019/01/reading-between-lines	71
Skills Study Cultural Impacts of Colonization	"Who Were the Taíno, the Original Inhabitants of Columbus' Island in the Colonies?" article: https://www.smithsonianmag.com/history/who-were-taino-original-inhabitants-columbus-island-73824867/ Journal of Christopher Columbus, 1492: https://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/	73
Consider This Taíno Myths and Cemíes	"The Taíno Myth of the Cursed Creator" video: https://www.youtube.com/watch?v=arlTwhiMxVM&t=4s Animoto: https://animoto.com	75
Comprehension Strategy Organize Sources	EndNote: https://endnote.com	81
Connect It: Economics Gold and Silver in Central and South America	Spanish Colonial Empire in the Age of Exploration Map: https://www.worldhistory.org/image/I44II/map-of-the-spanish-colonial-empire/ "Crash Course World History: The Spanish Empire, Silver, and Runaway Inflation" video: https://www.youtube.com/watch?v=rjhlzemLdos	81
In Context New Laws Op-Ed	New Laws of 1542: https://www.csus.edu/indiv/o/obriene/artIII/readings/thenewlawsoftheindies1542.htm "How to Write an Op-Ed or Column" handout: https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf	82
Connect It: Culture The Tales of Juan Bobo	"Juan Bobo's Pot": https://www.recordonline.com/story/lifestyle/2011/08/01/juan-bobo-s-pot-folktale/49952297007/	83
Spotlight Leadership During the Spanish Conquest	"Montezuma and Cortés" article: https://billofrightsinstitute.org/essays/montezuma-and-cortes "Cauhtémoc, Last Emperor of the Aztecs" article: https://www.thoughtco.com/facts-about-cauhtemoc-2136449#:~:text=Cauhtémoc%20bravely%20opposed%20the%20Spanish,symbolizes%20resistance%20against%20Spanish%20conquest.	84
Skills Study Language in Conquest and Resistance	"La Malinche: The Treachery and Tragedy of Cortes's Native Interpreter" article: https://www.thecollector.com/la-malinche-cortes-native-interpreter/	85
Tech Talk The Lasting Impact of Colonialism	Padlet: https://padlet.com	91
Spotlight Toussaint L'Ouverture	The Life of Toussaint L'Ouverture: https://museum.colby.edu/explore-jacob-lawrences-the-life-of-toussaint-louverture	101
Spotlight Symbols of Independence	El Retablo de la Independencia: https://mediateca.inah.gob.mx/islandora_74/islandora/object/mural%3A387	103
Spotlight Simón Bolívar	"The Jamaica Letter," Simón Bolívar: https://thebestworldhistory.weebly.com/uploads/8/3/0/1/8301857/jamaica-letter.pdf	105
Tech Talk Brazilian Independence Story Map	Library of Congress Story Map about Brazilian Independence: https://www.loc.gov/ghe/cascade/index.html?appid=dd7066901d6b4abfa80af089646b37a9	106

Online Resource Addresses (Continued)



Features	Description and Website	Page
Spotlight José Bonifácio de Andrada e Silva	Bryant Park, The Grounds, Monuments: https://bryantpark.org/the-park/the-grounds	107
In Context Declaring Independence	The Haitian Declaration of Independence: https://today.duke.edu/showcase/haitideclaration/declarationtext.html Declaration of Independence of the Mexican Empire, 1821: https://declarationproject.org/?p=1378#:~:text=Though%20only%20three%20paragraphs%20in,the%20right%20to%20self%2Dgovernance Declaration of Independence of Venezuela, 1821: https://declarationproject.org/?p=370#:~:text=We%2C%20therefore%2C%20in%20the%20name,absolved%20from%20every%20submission%20and Declaration of Independence of Argentina, 1816: https://declarationproject.org/?p=383	108
Writing Workshop Synthesis	"Engaging in Synthesis" video: https://libguides.usu.edu/synthesize	109
Art Analysis Frida Kahlo	The Two Fridas: https://www.fridakahlo.org/the-two-fridas.jsp#google_vignette Self Portrait Dedicated to Leon Trotsky: https://www.fridakahlo.org/self-portrait-dedicated-to-leon-trotsky.jsp	110
Spotlight Juan Seguín	"The Complicated History of Texas Revolutionary Hero Juan Seguín" article: https://texashighways.com/culture/history/complicated-history-texas-revolutionary-juan-seguin/ "Scrutinizing Narratives Behind Nation's Monuments" article: https://news.harvard.edu/gazette/story/2022/04/scrutinizing-narratives-behind-nations-monuments/ "Why Every Statue Should Come down" article: https://www.theguardian.com/artanddesign/2021/jun/01/gary-young-why-every-single-statue-should-come-down-rhodes-colston	115
Connect It: Geography California	The Land Act of 1851: https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1006&context=hornbeck_usa_2_d Diseños Collection: https://www.sos.ca.gov/archives/collections/disenos-collection	116
In Context Perspectives of the Treaty of Guadalupe Hidalgo	Treaty of Guadalupe Hidalgo: https://www.archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo	117
What Do YOU Think? Monroe Doctrine Political Cartoon Analysis	The Pull of the Monroe Magnet: https://www.loc.gov/item/2011649618/ The Monroe Doctrine - Let Sam Do It: https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o285442	120
In Practice Banana Republics	United Fruit Co., Pablo Neruda: https://immigrationhistory.org/wp-content/uploads/2019/01/PabloNeruda.pdf	121
Tech Talk Latin America During World Wars Timeline	Timetoast: https://www.timetoast.com	122
Connect It: Civics The Organization of American States	OAS, Member States: https://www.oas.org/en/member_states/default.asp	124
Map View US Imperialism	Canva: https://www.canva.com Visme: https://www.visme.co	126
In Practice Leaders of the Pink Tide	Canva: https://www.canva.com	129
Writing Workshop Drawing Conclusions	"Conclusions" article, UNC Writing Center: https://writingcenter.unc.edu/tips-and-tools/conclusions/	143

Resource Tips	Description/Website	Page
Legacy of Colonialism	Spanish Colonialism's Environmental Legacy: https://news.ncsu.edu/2011/09/cost-of-silver-one/	90
Revolutionary Ideas	French Revolution video: https://www.youtube.com/watch?v=PBn7iWzrKol Enlightenment History video overview: https://www.youtube.com/watch?v=NnoFj2cMRLY	100
Library of Congress Story Maps	Story Maps: https://www.loc.gov/research-centers/geography-and-map/researcher-resources/story-maps/	106
National Archives Catalog: Political Cartoons	National Archives Catalog: https://catalog.archives.gov	120
Las Tesis	"Performance Colectivo Las Tesis, 'Un Violador en to Camino'" video: https://www.youtube.com/watch?v=aB7r6hdo3W4	136

In View

Ignite Curiosity and Activate Prior Knowledge

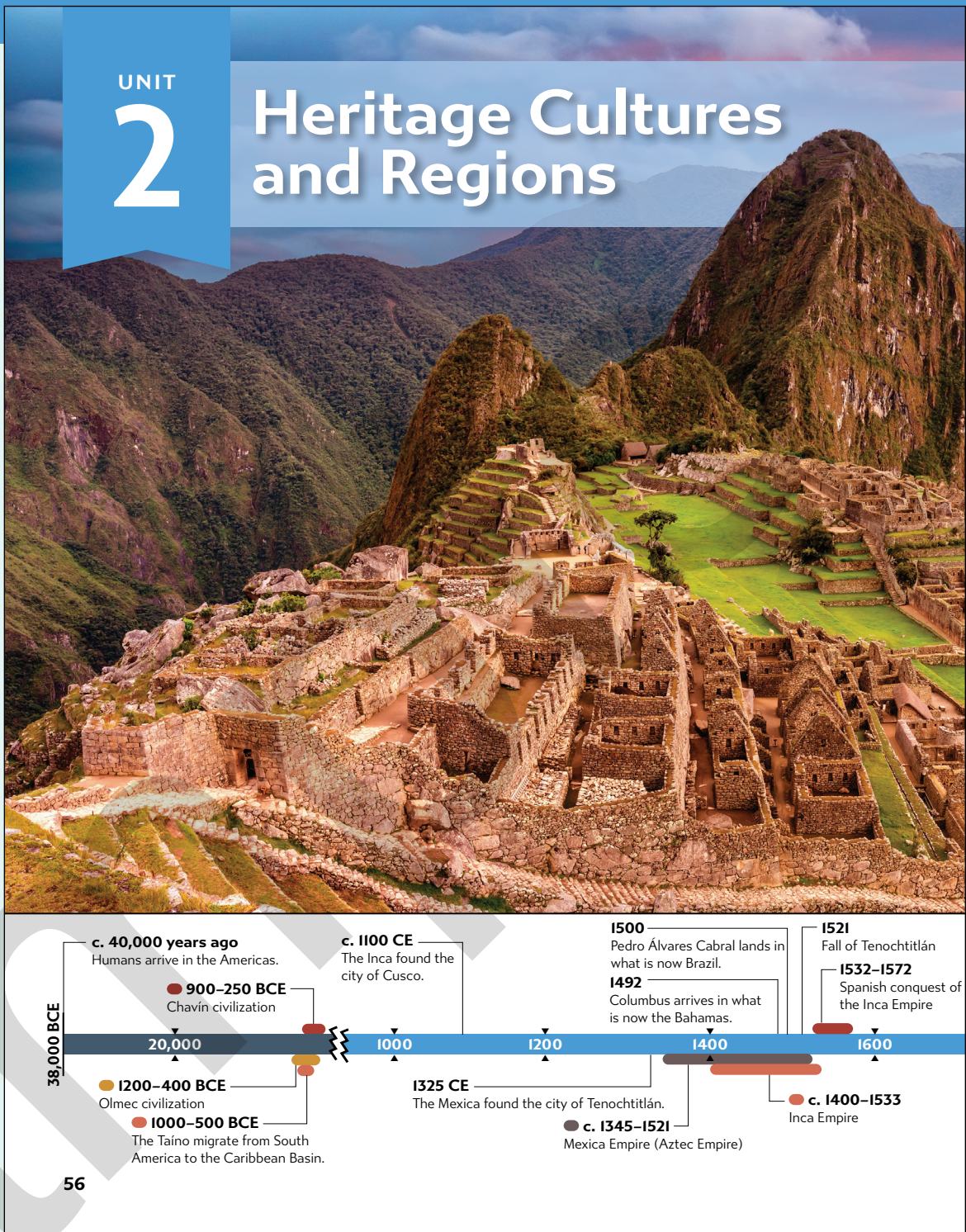
Discuss the **Essential Question**, introduction, and opening image to preview the unit.

- Display the **Essential Question**: *What histories, ancestral knowledge, and cultural practices have shaped Latino American identity?*
- Instruct students to define what is meant by histories, ancestral knowledge, and cultural practices. Encourage them to provide examples to accompany their definitions. Invite student volunteers to share their responses with the class.
- Distribute the **Blank Political Map of Central America**, **Blank Political Map of the Caribbean Islands**, and **Blank Political Map of South America** from pages 6, 7, and 8 of the **Teacher Tools** to students. Direct students to label the map in a way that is meaningful to them. For example, they may wish to identify
 - » places they have visited or wish to visit,
 - » ancestors' country of birth,
 - » cuisines they have eaten, and
 - » locations where they can say "hello" in the local language.
- Have volunteers share their maps with the class.
 - **Ask:** How do the items on your list/map connect to history, ancestral knowledge, and cultural practices?
 - **Ask:** What does it mean to be familiar with a country or culture? What are different ways of "knowing" a place or people?
 - **Ask:** What Latin American cultures are you most excited to learn more about? Why?

UNIT

2

Heritage Cultures and Regions



Examine the Image

- Have the class examine the opening image.
 - **Ask:** What do you see in this image? What inferences can you make about ancient Latin American culture based on this image?
- After engaging in discussion, explain to students that Machu Picchu is a site of Incan ruins and is considered a UNESCO World Heritage Site. UNESCO is a United Nations agency focused on fostering international cooperation. Direct students to the [UNESCO](https://www.unesco.org/) website to explore what the designation of World Heritage Site means.
- Divide students into 10 groups, and assign them one of the criteria from the UNESCO list. Have each group create a presentation slide about how Machu Picchu meets the criterion. Have students present to the class.
- As an exit ticket, have students choose another World Heritage Site located in Latin America. Instruct them to write one paragraph comparing and contrasting it with Machu Picchu and reflecting on what that might demonstrate about Latin American culture.



The Essential Question?

What histories, ancestral knowledge, and cultural practices have shaped Latino American identities?

Lesson 1
Indigenous Cultures

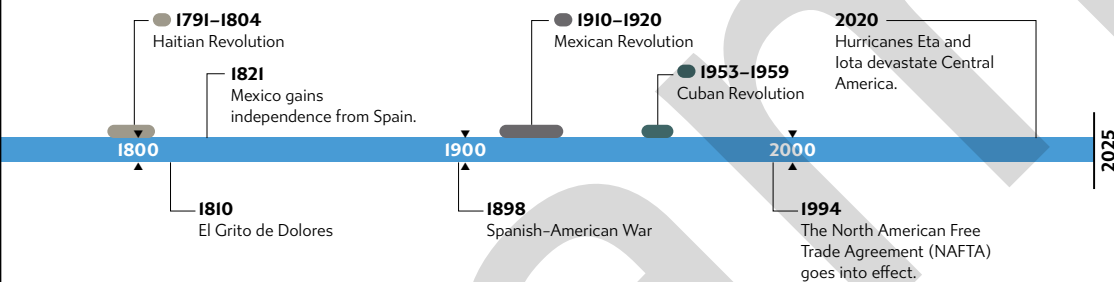
Lesson 2
Conquest and Colonization

Lesson 3
Independence Movements

Lesson 4
US Imperialism in Latin America

Lesson 5
Contemporary Latin America

The ancient settlement of Machu Picchu, in what is now Peru, shines at sunset. Machu Picchu is one of many historical sites that demonstrates the complexity and sophistication of Indigenous cultures in Latin America.



57

Examine the Timeline

- Have students examine the timeline. Divide students into groups and assign each an ancient Latin American civilization: Aztec, Inca, and Maya. You may have as many groups that make sense for your class; multiple groups can research the same empire.
- Directs students to use events on the timeline in the **Student Edition** and conduct outside research on their assigned civilization. Students should take notes on five additional events specific to their assigned civilization.
- Instruct students to write and illustrate their group timeline on large chart paper. Have students briefly describe each event in at least one sentence.
- Direct students to engage in a gallery walk to view the other timelines. Have students complete the **Triple Venn Diagram** worksheet on page 21 of the **Teacher Tools** to compare and contrast the three empires.
 - **Ask:** How can understanding the timeline in the **Student Edition**, and the timelines you created, help us understand Latino identity?

Learning Objectives

Skills Objectives

- Students will practice historical reading and thinking skills.
- Students will consider construct historical arguments through well-developed thesis statements.
- Students will support historical arguments with textual evidence.
- Students will synthesize evidence to support an argument.
- Students will consider perspectives and point of view as a rhetorical tool in source analysis.
- Students will consider counterarguments as a rhetorical device in academic writing.
- Students will analyze primary sources and evaluate how they contribute to the theme of Latino studies.
- Students will analyze art and evaluate how it contributes to the theme of Latino studies.
- Students will analyze maps and data to engage with race in the United States.
- Students will analyze literature and evaluate how it contributes to the theme of race in the United States.
- Students will analyze a current event through the lens of ethnic studies.

Content Objectives

- Students will describe the geography of Latin America and identify cultural contributions of ancient and Indigenous civilizations.
- Students will explain and analyze European conquest and colonialism in Latin America and its impact on Indigenous culture.
- Students will identify the reasons behind and impact of revolutions on Latin American societies.
- Students will analyze the impact of US expansion and imperialism in Latin America.
- Students will describe political developments, analyze economic opportunities, and explain social challenges in Latin American countries in recent decades and today.

Teacher Tip



There are “notes” areas throughout the Teacher Guide for you to keep track of what went well or what you would like to adjust for the next time you teach a lesson.

Flexible Pacing

- After reading this lesson, have students examine the **Learning Goals** and determine which ones they feel they would like to spend more time working on based on their needs and interests.
- Explain to students that being flexible in terms of content and pacing allows for more personalized learning and greater mastery of a subject. Explain that by focusing on the **Learning Goals**, students will be better prepared to be successful on the various assessments in the lesson and unit.
- Instruct students to engage with the headings, captions, and features in the **Student Edition** that relate to the **Learning Goals** they identified as being areas of growth or interest. This can help with mastery of the **Learning Goals** as students are anticipating information to come and guiding them through the text.
- Have students measure their comfortability with each **Learning Goal** on a three-star scale, with three stars being most comfortable or confident with the **Learning Goal**. Instruct students to determine how much time they would like to dedicate to each **Learning Goal** based on their rating. For instance, one star might equate to one hour of time they will spend on that **Learning Goal** as they review information from the entire unit for a summative assessment.

Key Terms

- colonialism** (noun): domination of a people or territory by a foreign power
- conquistador** (noun): a leader in the Spanish conquest of the Americas
- encomienda** (noun): a grant of land and the Indigenous people who live on the land to Spanish colonizers
- hacienda** (noun): a large estate
- mission** (noun): a religious community set up by missionaries for the purpose of converting and educating Native peoples, often forcefully
- patrimonialism** (noun): a system in which a ruler views a state's resources as personal property, often using them as rewards for loyalty
- repartimiento** (noun): a system through which Spain allowed Spanish colonists to recruit Indigenous peoples of the Americas for forced labor
- viceroys** (noun): a governor of a Spanish colony appointed by the monarch

Comprehension Strategy

Identifying and evaluating primary sources is an important historical thinking skill. As you read through Lesson 2, conduct research to find at least two primary sources and three secondary sources related to topics in this lesson. Use an online or paper research log to track the name, web address or call number, and short summary of each source. Create a complete citation for each source and take notes about why the source is helpful. Record one direct quote, accurate paraphrase, or brief summary per source that you would include if you were researching for a project or essay.



This 18th-century painting by Agostino Brunias depicts free women of color in the Caribbean during the colonial period. Brunias was an Italian painter who lived and worked in the West Indies, primarily on the island of Dominica.

Following Columbus's first voyage to the Americas, people from Spain, Portugal, France, England, and the Netherlands began traveling to what they called the "New World." Some came to settle, while others hoped to trade, find riches, conquer land, or spread Christianity. As in other areas targeted for European colonization, Native peoples in the Americas were forced to give up their lands and work for European colonizers. Enslaved Africans were also brought to the American colonies to support European economic ventures. New connections between the Eastern and Western Hemispheres drastically altered life across the globe, with the exchange of knowledge, diseases, and plant and animal species.

Learning Goals

- I can explain how the Spanish and Portuguese expanded their empires in the Americas.
- I can analyze the slave trade in Latin America.
- I can describe life in colonial Latin America and how European conquest affected Native cultures.

Key Terms

colonialism
conquistador
encomienda
hacienda
mission
patrimonialism
repartimiento
viceroys

Growing Empires

In 1492, an Italian sailor named Cristoforo Colombo (Christopher Columbus) petitioned Queen Isabella I and King Ferdinand II of Spain to fund an expedition across the Atlantic Ocean. Columbus believed that by sailing west he could reach the eastern coast of China. Although the Vikings had sailed to North America 500 years earlier, most Europeans did not know the Americas existed.

After setting sail, Columbus and his crew crossed the Atlantic Ocean and arrived on an island in what are now the Bahamas. The island was known by the indigenous Lucayan people as "Guanahani." Columbus renamed it San Salvador, and believing that he had landed in Indonesia, he called the region "the Indies." Columbus claimed the land for Spain, ignoring the land rights of the Indigenous peoples who lived there.

For five months, Columbus and his men explored the Caribbean. With the help of the local Taíno community, the Spanish built a fort on the island of Hispaniola, where Columbus posted 39 men. They were ordered to guard the fort while Columbus returned to Spain.

Columbus's first voyage marked the beginning of unrelenting campaigns of conquest in the Americas. While his first journey was relatively peaceful, his ensuing visits were marked by exploitation and enslavement in pursuit of gold. As stories of the Americas spread, they inspired a wave of European fortune-seekers. Those known as **conquistadores** came from the violent Reconquista (Reconquest) in Spain. Armed with the latest military technology and able to maneuver horses in battle formations, these men were ready for conquest.

CONNECT IT: Economics

Gold and Silver in Central and South America

The Mexica had gold and silver, but the Inca had even more. Large deposits in the Andes Mountains made these metals plentiful in that region. Native peoples in the Americas sometimes used gold and silver for trade, but they did not use them for currency in the same way as Europeans. In many Native cultures, gold had spiritual significance. Goldsmiths made objects and decorations for temples. They also used gold and silver to make jewelry. For trade purposes, however, other items held more value, such as turquoise, jade, colorful feathers, and textiles.

Unlike the Native peoples, Europeans used gold and silver to mint coins. Both metals were precious in Europe, and gold was especially rare. During their American conquests, the Spanish opened gold and silver mines. In just 150 years, they shipped over 180 tons of gold and 16,000 tons of silver to Spain. This was over twice the amount of gold and three times the amount of silver in all of Europe before their conquests. With this wealth, by the 16th century, Spain became the richest nation in Europe.



El Requerimiento

When the Spanish encountered Indigenous communities in the Americas, they read a document known as El Requerimiento (The Requirement) out loud to the Native peoples. The Spanish Crown required this 1513 document to be read. It issued an ultimatum, demanding that the Native peoples submit to the authority of the Spanish Crown and convert to Roman Catholicism, or face violence and enslavement, with the Spanish "making war" on them in "all the ways and manners" that they could. The Indigenous peoples, not speaking Spanish, would have had no idea what was being said to them. Historians consider the document an attempt at justifying Spanish claims to the land and exculpating themselves from the genocidal violence they unleashed on Indigenous peoples of the Americas.

Comprehension Strategy

Success Criteria: Students will practice historical thinking and reading skills to analyze informational texts.

Organize Sources

- Explain to students that historians engage with a number of primary and secondary sources as they research a topic. Keeping a clear record of research is a useful skill to help avoid plagiarism or panic.
- Have students keep a research log in their notebook or direct them to an online tool such as [EndNote](#).
- Have students locate a text that relates to one of the **Learning Goals** and use the **Research Log** to record key information.
- Then direct students to consider these questions when engaging with a next text:
 - » Does the text affirm or challenge your understanding of the world?
 - » Do you have to do research to understand concepts the author assumes are common knowledge?
 - » Does the text reinforce or undermine narratives you have heard in your community?
- As time permits, allow students to respond with a written reflection answering one or all of the questions.
- Invite volunteers to discuss examples or reflections.

CONNECT IT: Economics

Success Criteria: Students will connect Latino studies to economics by examining maps and exploring cause and effect relationships.

Gold and Silver in Central and South America

- Have students read the **Connect It: Economics** on page 81 of the **Student Edition**, then display the [Spanish Colonial Empire in the Age of Exploration Map](#) for students to examine.
 - **Ask:** Why do you think gold and silver were important to European explorers?
 - **Ask:** What parts of Central and South America did the Spanish control? *almost all of both Central and South America except Brazil*
 - **Ask:** How did controlling these areas that proved to be sources of wealth benefit Spain? *The control and wealth Spain gained allowed it to become a competitive world power and dominate global trade.*
- Distribute the **Cause and Effect Chart** on page 27 of the **Teacher Tools** to students. Have students individually complete two boxes for both the causes and effects sections as they independently watch [Crash Course World History: The Spanish Empire, Silver, & Runaway Inflation](#). If one-to-one technology is not available, watch the video as a class. Then have students work in groups of four to complete the rest of the chart.
 - **Ask:** Which cause-effect relationship from your chart do you think had the most lasting global impact, and why?

In Context

Success Criteria: Students will practice argumentative writing to engage with Latino studies.

New Laws Op-Ed

- Have students read and annotate the [New Laws of 1542](#) focusing on any content connections that can be made to contemporary issues.
- Explain to students that an “op-ed” is an opinion piece typically published in a newspaper, magazine, or online platform. It represents the opinion of the writer on a specific, targeted issue. Direct students to visit the Harvard Kennedy School of Government’s [“How to Write an Op-Ed or Column”](#) handout and to use it as a guide for their writing.
- Instruct students to write a three- to four-paragraph op-ed article about how the historical struggle for Indigenous rights remains relevant today. Students may use the historical context provided on pages 82 and 83 of the **Student Edition**. Remind students that their writing should include the following:
 - » an argument or opinion on a specific topic
 - » a thesis statement
 - » evidence to support their opinion
 - » the presentation of a counterargument
 - » a conversational tone

★ **Note:** Consider using the **Student Writing Rubric for Persuasive/Argumentative Writing** on page 92 of the **Teacher Tools** to evaluate student work.

ML Adaptation: In Context

Consider the following alternative approaches to this activity to meet the needs of your class.

- Accommodated Option:** Consider only requiring ML students to present an argument and thesis statement, rather than a full essay.
- Integrated Option:** Allow students to brainstorm ideas in their native language.
- Cooperative Option:** Have students work with a partner to review their writing for clarity and flow.



A 16th-century painting portrays Spanish friar Bartolomé de Las Casas. He advocated for Indigenous peoples of the Americas but supported the enslavement of Africans. What determines how we remember historical figures?

Like the Spanish, Portuguese Christians had undergone their own “reconquest” to expel Muslim peoples from the Iberian Peninsula and reclaim Portugal’s independence. After the Muslim expulsion in 1249, the Portuguese Crown consolidated its territory and established what became the first modern nation-state in Europe.

A period of peace and growing nationalism in the wake of the Reconquista allowed Portugal to focus its attention outward. The Portuguese championed overseas exploration, with Prince Henry (known as the “Navigator”) patronizing voyages to the Madeira Islands and west coast of Africa. Portuguese explorer Vasco da Gama reached India in 1498. Yet Columbus’s voyage intensified Portugal’s rivalry with the Spanish.

The Treaty of Tordesillas (1494) essentially divided the world between the rulers of Portugal and Spain and helped settle the dispute. Portugal would keep its commercial empires along the coasts of Africa and Asia, while also gaining claim to land in what is now Brazil. While trying to reach India, Portuguese explorer and military commander Pedro Álvares Cabral was put off course and landed in Brazil in 1500.

Caribbean Conquest

Columbus came to the Americas while seeking trade routes and commerce, but the Indigenous peoples showed little interest in trade. Yet Europeans noticed their gold jewelry and saw opportunity.

The first Spanish explorers found very little gold in the Caribbean Islands. However, they took what they could find from the people, who were required to supply the conquistadors with any gold they had. Many Native people were punished or killed if they could not deliver the gold demanded by the conquistadors.

In the early 1500s, Spanish colonizers established plantations with sugarcane brought from the Mediterranean. On Hispaniola, they built mills to process sugar, which they exported to Europe. As in Asia, they forced Native people to work for them. In 1526, they also began using people from West Africa whom they enslaved to farm fields and work on plantations.

The arrival of Europeans in the Americas and their subjugation of Native peoples brought violence, starvation, and disease. Countless Indigenous people died from European pathogens to which they had not yet developed immunity. The Spanish missionary Bartolomé de Las Casas lived in Hispaniola and elsewhere in Latin America. He wrote long accounts of the

Treaty of Tordesillas

Tense competition between the Spanish and Portuguese for control of sea routes and rights to discovered lands caused the Catholic Church to intervene. In 1493, Pope Alexander VI issued a papal bull (edict) called *Inter cateara*. It granted Castile (Spain) control of the lands west of a meridian 100 leagues west of the Cape Verde Islands. The Portuguese sought a more favorable arrangement and negotiated another treaty, signed at Tordesillas, Spain, in 1494. The Treaty of Tordesillas reset the line of demarcation to a meridian 370 leagues west of the Cape Verde Islands. Spanish monarchs challenged the new agreement, which gave the Portuguese claim to more land in the Americas, but they generally accepted Portuguese expansion in Brazil.



Resource Tip

You can find a variety of rubrics for writing assignments, projects, and class discussions in the **Teacher Tools**.



treatment of Native peoples in the Spanish colonies. He advocated for their freedom and, in some cases, freed enslaved people. Although he worked hard to free Indigenous peoples, he initially supported the African slave trade. Later, however, he expressed his regret for encouraging slavery.

Las Casas's arguments did not go unchallenged. Spanish philosopher Juan Ginés de Sepúlveda argued that Native peoples were inferior to Europeans and natural servants. He claimed servitude was "good" for the Native peoples. Las Casas and Sepúlveda argued on the subject in what became known as the Valladolid debate (1550–1551).

No one officially won this debate, but Las Casas's ideas had an impact on the Spanish king. As a result, King Charles of Spain issued the New Laws of 1542, which forbade the enslavement of Indigenous peoples. Spanish colonists did not take the news well. Following the New Laws, which were often ignored, colonists subjected the Indigenous peoples to a kind of contract labor known as **repartimiento**.

SPOTLIGHT



Agüeybaná II

Agüeybaná II (c. 1470–1511) was a Taíno Indigenous chief in what is now called Puerto Rico. His uncle, Agüeybaná I, had served as cacique and had sought peace with the Spanish to help protect his people. However, when he died in 1510, Agüeybaná II became cacique. This change in leadership created conflict with the Spanish colonizers. Agüeybaná II resented Spanish abuse, and in 1511, he led a revolt against the enslavement, cultural erasure, and forced religious conversion to Christianity that the Spanish imposed on the Taíno.

Chief Agüeybaná worked with other tribal leaders to make a plan for the revolt. Moving along the island's west, Chief Agüeybaná attacked and killed the Spanish constable of Puerto Rico, Cristóbal de Sotomayor. In the ensuing Battle of Villa de Sotomayor, Chief Agüeybaná's allies were victorious over Spanish forces. But this would be their only victory. Soon after, in the Battle of Yaguecas, the Spanish troops easily overpowered the Taíno. Chief Agüeybaná was killed in battle as the Spanish crushed the revolt. By 1550, the Taíno people faced near extinction. Some of the people fled to the mountains or other islands to escape the destruction of the Spanish.



TALK ABOUT IT

How does the story of Agüeybaná II connect to broader themes such as autonomy and cultural preservation?

CONNECT IT: Culture



The Tales of Juan Bobo

"Jack tales" are a common story archetype centered around a boy—often named Jack or John—and his adventures. Jack is often portrayed as foolish or lazy, but uses wit and cunning to emerge victorious in the face of some sort of dilemma. Juan Bobo is a Puerto Rican folk hero similar to the Jack character. The stories of Juan Bobo were influenced by Spanish picaresque literature (featuring a pícaro, or rogue), like *Lazarillo de Tormes* and *Don Quixote*.

Juan Bobo is naive and makes silly mistakes. In one story, Juan Bobo's mother tells him to go find work, but when he goes to work for local farmers and shopkeepers, he mixes up their instructions (for instance, when asked to "tie up" a cow, he tethers its legs) and he loses the payment he receives. Despite his many mistakes, Juan Bobo's foolishness makes a sick girl laugh, healing her, which earns his family the gratitude of the girl's wealthy father.

Juan Bobo stories are important folktales that preserve Puerto Rican culture and are often studied by sociologists, educators, and other scholars for their moral messages, historical preservation, and unique look into Puerto Rican life and values.

CONNECT IT: Culture



Success Criteria: Students will use an interdisciplinary learning lens to connect Latino studies to culture.

The Tales of Juan Bobo

- Have students read the **Connect It: Culture** on page 83 of the **Student Edition**, then direct students to read [Juan Bobo's Pot](#) as published in the *Times Herald-Record*.
 - **Ask:** What cultural elements of Puerto Rican life are depicted in this story?
- Instruct students to find a new version of Juan Bobo's Pot as told in another source or online video.
- Provide students with the **Venn Diagram** on page 20 of the **Teacher Tools**. Have them compare and contrast both iterations of the Juan Bobo story. Then, facilitate a class discussion.
 - **Ask:** What are the differences between the two versions?
 - **Ask:** What do the differences tell us about oral tradition and storytelling?
 - **Ask:** What do you think the role of storytelling is in Puerto Rican culture? What purposes does it serve?

Because of their dense populations, Mesoamerican empires suffered some of the worst casualties. Many of the people in Central and South America who survived the disease outbreaks were enslaved by the Europeans who conquered them.

Conquering the Mexica

According to legends perpetuated by the Spanish, when Cortés and his soldiers arrived in what is now Mexico, many Mexica thought he was the god Quetzalcoatl. This, however, is not supported by evidence. It is true that Emperor Motecuhzoma II did not see Cortés as a threat; instead, he hoped the Spanish would ally with him.

The Spanish, however, chose to ally with the Tlaxcala people and other nations that the Mexica had conquered. Together, they attacked Tenochtitlán, destroyed the city, and captured Motecuhzoma. For a short time, the Spanish reestablished Motecuhzoma as ruler. By the next year, Motecuhzoma was dead.



Cortés relied on an enslaved Nahua woman named Malinalli—also known as Malintzin and La Malinche—for translation services. La Malinche is sometimes considered the mother of the mestizo race and is a common figure in the Latino artistic imagination. This image comes from the Florentine Codex, a 16th-century manuscript.

Heritage Regions and Countries

Cortés said that much of his success was due to an enslaved woman named Malinalli, baptized Marina. She was a translator between the Spanish and Central Americans, and later became Cortés's mistress. Because of the role she played in helping the Spanish conquer the Mexica, some view her as a traitor (she is often called "La Malinche," or "the twisted one"). Yet many scholars point out her strategic choices to maintain agency, while having little autonomy as an enslaved woman.

The Spanish forced many of the Native peoples who survived the Spanish conquest of the Mexica Empire into servitude. The Spanish instructed them to fill in the lake around the site of Tenochtitlán and build a brand-new city in the style of a Spanish town. The Spanish renamed it Mexico City.

Inspired by the success of Cortés, conquistador Pedro de Alvarado set out to conquer what is now Guatemala, El Salvador, Honduras, and parts of Nicaragua.

When we saw so many cities and villages built in the water and other great towns on dry land we were amazed. ... Some of our soldiers even asked whether the things that we saw were not a dream. ... I do not know how to describe it, seeing things as we did that had never been heard of or seen before, not even dreamed about.

—an excerpt by Bernal Díaz del Castillo, one of Cortés's soldiers, in his account of Tenochtitlán, written in 1521

SPOTLIGHT

Cuauhtémoc

Cuauhtémoc (c. 1497–c. 1525) was the last ruler of the Mexica Empire. Following the death of Motecuhzoma II, a man named Cuitlahuac was elected emperor, but he died after ruling only 80 days, perhaps from smallpox. Cuauhtémoc was chosen as his successor. Seeing Motecuhzoma's cooperation with the Spanish as a mistake, Cuauhtémoc forbid any negotiation with them. He mounted a forceful defense against the Spanish, but eventually he was defeated by Cortés and his forces. Cortés initially promised to spare his life and let him leave peacefully with his people, but upon finding the promised bounty unsatisfactory, Cortés captured and tortured Cuauhtémoc, eventually executing him.



85

Skills Study

Success Criteria: Students will evaluate the role of language in intercultural communication and colonization to engage with social studies.

Language in Conquest and Resistance

- Explain to students that language has played a pivotal role in conquest and resistance throughout history. Language can be used as a tool for communication, control, and cultural erasure and preservation.
 - Ask:** How does language relate to identity? How could language loss and forced use of another language lead to the control and marginalization of communities?
 - Ask:** In what ways might language have been used by Indigenous populations to resist colonization?
- Inform students that La Malinche was a historical figure who translated Indigenous languages for the Spanish during the conquest of Mexico. Instruct students to read [La Malinche: The Treachery and Tragedy of Cortes's Native Interpreter](#). Then, facilitate a class discussion.
 - Ask:** How is La Malinche portrayed? What are the various perspectives presented? *She is portrayed as complex and controversial. She is depicted as both a traitor and a victim.*
 - Ask:** What is La Malinche's relationship to language and power? *Language was her source of power as her knowledge of multiple languages made her essential to Cortés and positioned her to influence negotiations and alliances.*
 - Ask:** What other names is La Malinche known by? What are the connotations associated with each name? *Malinchista and Doña Marina are mentioned in the article. Malinchista means traitor, while Doña Marina is a more honorable term and likely what she was referred to by the Spanish.*
- As an exit ticket, have students write one paragraph about the role of language in conquest and another paragraph about the role of language in resistance. Have students use at least one piece of evidence from the article in each paragraph.

In Practice

Success Criteria: Students will use the historical thinking strategies of interpretation and synthesis to engage with Latino studies.

Nahua Worldview

- As a class, read the Nahua creation story on pages 86 and 87 of the **Student Edition**.
- Explain to students that this story and others exemplify many aspects of the overarching worldview of the Nahua people.
 - **Ask:** What themes do you notice in this story? *Students may mention the concept of duality (light versus dark) or the idea of balance and harmony.*
 - **Ask:** What might these themes and symbols teach you about Latin American culture? *Answers will vary.*
- Instruct students to research the philosophical concepts embedded in Nahua myth and culture. These include duality, balance and harmony, natural elements, interconnectedness, etc.
- Provide students with the **Comic Strip** graphic organizer on page 54 of the **Teacher Tools**.
- Have students illustrate the Nahua creation myth in at least six frames using the **Comic Strip** graphic organizer. Direct them to include two frames that include at least two of the philosophical concepts they researched in their storyboard.

★ **Note:** Consider evaluating student work using the **Student Project Rubric** on page 94 of the **Teacher Tools**.



Differentiation: In Practice

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have advanced students find a way weave their chosen philosophical concepts through each frame of their **Comic Strip** graphic organizer.
- **Approaching Learners:** Require approaching learners to complete two frames of the **Comic Strip** graphic organizer, one for each of the philosophical concepts they have chosen to represent.



Adapted from *Feathered Serpent and the Five Suns* by Duncan Tonatiuh and the PBS series *Fate & Fabled*.

Long ago, before even time itself, there was only Omēteotl, the Dual God, formed from the union of the Lord and Lady of Our Sustenance. The four children of these gods represent the four cardinal directions. They were named Xipe Totec, the “red” god; Tezcatlipoca, the “black” god; Quetzalcoatl, the “white” god; and Huitzilopochtli, the “blue” god.

The four sons created many other gods. They also constructed the universe, which was made up of three realms: the underworld, the earth, and the heavens.

The gods also decided to create a world of human beings, made from sacred bones. But the world they had made was dark and did not sustain life, so they needed to make a sun. The gods fought over who would rule as the sun, though. It was a big feat, and it required a great sacrifice.

In the first world, Tezcatlipoca became the sun. But the sun was weak. Eventually, Quetzalcoatl, the Feathered Serpent, thought Tezcatlipoca had been sun long enough, and he struck him from the sky down into the waters. An angry Tezcatlipoca turned himself into a jaguar and destroyed the world. He then went up into the sky and became the constellation of the Great Jaguar (ursa major).

CONNECT IT: Culture

The Nahua

What later historians referred to as the “Aztec Empire” was actually an alliance between three Nahuatl-speaking city-states in the 15th and 16th centuries. The Nahua people, including the Mexica for which Mexico was named, are a group of Indigenous peoples of Central America and Mexico. Though countless Nahua lost their lives to violence and disease brought by the Spanish, the Nahua people are one of the largest ethnic groups in Central America today.

Despite cultural and linguistic suppression, over 1 million people speak Nahuatl today, largely in Mexico but also in US cities like Los Angeles. Many Spanish words also have their roots in Nahuatl, including *elote* (corn) and *guacamole*. Mexican American author and translator David Bowles incorporates Nahua storytelling into his work, such as his 2023 picture book collaboration with illustrator David Álvarez, *Ancient Night*.



86

Unit 2

Remote Learning Tip



There are many technology tools to choose from for remote students to stay involved, such as phone and computer applications. Using too many tools in too short a time can be confusing and overwhelming. When deciding which tools to use, find what works best for your class and stick to using the same ones throughout the school year.

Consider This

How does this story inform or reflect the Latino American worldview?

Quetzalcoatl then formed the second world, making himself into the new sun. The humans of this world became corrupt, so the gods destroyed the world with a blast of wind. The few humans who survived fled to the trees and became monkeys.

Tlaloc, the god of rain, became god of the third world. Feuds between the gods brought about the end of this world, however, and rains of fire destroyed the Earth.

The fourth world was ruled by Tlaloc's sister, Chalchiuhtlicue, the goddess of running water. The fighting gods struck her down from the sky, however, and the world was destroyed by a flood. The people of this world became the fish.

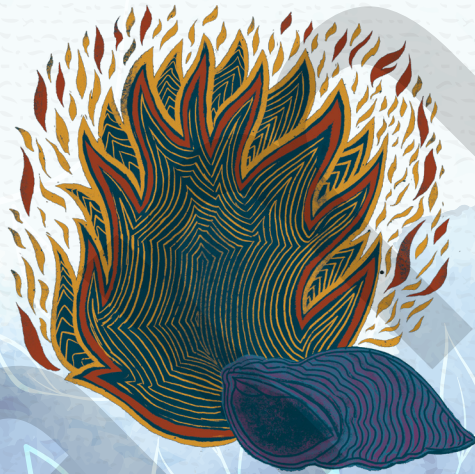
This time, the sky fell down and destroyed much of the world. The gods then wanted to rebuild it, so the brothers stopped fighting and worked together to fix the world. They became great trees to hold the sky back up.

Nanahuatzin, god of disease, offered to become the sun. Another god, Tecciztecatl, much richer and healthier than Nanahuatzin, challenged him to become the new sun. The two faced off through a fasting and bloodletting ritual. Tecciztecatl flaunted his wealth during these preparations; however, when the time came, he did not have enough courage to throw himself into the fire to become the sun.

Brave Nanahuatzin was able to throw himself in the fire. He became a new, powerful sun god, Tonatiuh. Inspired by his courage, Tecciztecatl jumped into the cooling ashes of the fire, and became the moon.

Though Nanahuatzin shone very brightly as the sun, he did not move across the sky. Back in their home of Teotihuacan, the other gods worried. They sent an eagle to ask Nanahuatzin why he stood in place. He answered that he required the nourishment of the blood of the gods in order to move. So five gods sacrificed themselves, powering the sun god across the sky.

To fill the world with humans, Quetzalcoatl made the difficult journey to Mictlan to retrieve the sacred bones. Mictlantecuhtli, the god of the underworld, agreed to let Quetzalcoatl do this, but only if he could travel through the realms of Mictlan four times while blowing a conch shell. The shell had no holes, so Quetzalcoatl had to be crafty. He used worms to put holes in the shell and filled it with bees to carry its sound. Eventually, he made it through the challenge and created humans with the bones.



Heritage Regions and Countries

87

Notes

Notes

South America

The Spanish continued their conquests in South America. Explorers traveled throughout the northern regions of the continent, as well as along the Andes Mountains, where the Inca Empire was located. In 1524, a conquistador named Francisco Pizarro led an expedition through the Andes region, where he and his men observed the great wealth of the Inca. He reported his findings to the king of Spain, Charles I, who granted him authority over the region he visited.

Defeating the Inca Empire

Although the Spanish Crown authorized the conquest of Peru in 1529, it remained under Inca control for several more years. In 1532, Pizarro invaded Inca lands. The Inca had recently fought a civil war, and Pizarro used this division to his advantage. The victor of the war had ordered the assassination of the rightful heir to the Inca throne. Pizarro, however, had this man executed and granted power to the brother of the assassinated ruler. The Spanish now held power over the Inca emperor, who was forced to gradually surrender Inca lands.

Francisco Pizarro tricked Atahualpa (c. 1502–1533), the Inca leader who had just claimed the throne, into meeting with him. Rather than forming an alliance, Pizarro captured and executed Atahualpa.

North America

In addition to claims in South and Central America, the Spanish also conquered northern Mexico and what is now the southern United States. Explorers traveled through these regions and made notes about the land and the people they met. Often, priests traveled with explorers to convert Native people to Christianity.

Exploring Southern Regions

In 1539, a Spanish explorer named Hernando de Soto landed in what is now Florida. Over the next four years, he and his crew traveled north from Florida into much of what is now the southeastern United States. Although they did not find much gold, their accounts greatly helped later explorers and historians learn about the region.

In the Southwest, an explorer named Álvar Núñez Cabeza de Vaca traveled through what is now eastern Texas. Other explorers, such as Francisco Vázquez de Coronado, soon ventured farther north into what are now New Mexico, Arizona, Nevada, and California.



88

Unit 2

Teacher Tip



Within each activity, you can pick and choose the elements you want to focus on with your students. Adapt or rearrange the order of activities to fit the needs of your class.

Governing an Empire

Only a few Spanish settlers came to the Americas. Most people who lived in these colonies were Indigenous peoples or enslaved Africans. As the Spanish expanded their empire, they put their own rulers in place. These **viceroy**s, or governors, were appointed by the Spanish monarch.

To pay the soldiers who delivered the Americas to their leaders and avoid open rebellion and mutiny, the Spanish Viceroyalty implemented the **encomienda** system, which had been developed during the Reconquista. Under this system, tracts of land were given as grants to veterans of their conquests. These soldiers were given permission by the Viceroyalty and the Church to use anything on that land, including its human inhabitants. It is accurate to say that this was a system of enslavement. Encomenderos then built their own power and reputations by exploiting the forced labor of enslaved people.

In the Americas, the Spanish were most interested in gaining resources and converting people to Christianity. They opened gold and silver mines, such as the massive mining center at Potosí in what is now Bolivia, and established plantations to grow cash crops. Spanish missionaries traveled to the Americas to convert people.

The spread of Christianity was important to the Spanish monarchs. Because of this, the Catholic Church helped govern Native people in Spanish colonies. The church created guidelines for the treatment and education of Native peoples. Priests founded **missions** that served as schools as well as government administrative centers. These missions enforced the practice of European customs, even among Native peoples.

Heritage Regions and Countries

CONNECT IT: Economics

Encomienda

The Spanish created a system of exploitation called “encomienda.” In this system, the Spanish monarch granted an explorer or colonist control of all the Native peoples living in an area. The overseer, called an encomendero, was meant to protect all the people living within their region. They were also supposed to teach the Native peoples about Christianity. In exchange, Native people were forced to pay the encomendero in gold, labor, or other goods.

However, the encomienda system quickly became a form of forced labor, like slavery. Although the encomenderos were not officially granted land, many took it anyway, forcing Native peoples from their homes. Rarely did the encomenderos provide protection for Indigenous peoples. Many Native people were killed or died from disease. As the Native population decreased, the Spanish officially took over their land. To replace their dwindling workforce, the Spanish began forcing enslaved people from West Africa to work on their farms or in gold and silver mines.

SPOTLIGHT

Túpac Amaru II

José Gabriel Condorcanqui Noguera (c. 1742–1781) was a mestizo leader from the Tinta region of Southern Peru, then part of the Spanish Viceroyalty of Peru. In 1780, he led a revolt against Spanish rule. Calling himself Túpac Amaru II (after the 16th-century Inca leader Túpac Amaru, whom he claimed as an ancestor), he complained of abuses by the Spanish government, including economic exploitation and heavy taxation. Túpac Amaru led the Indigenous peoples of Peru in rebellion against the Spanish until his capture in 1781. After being forced to watch the execution of his wife and son, Túpac Amaru II was himself put to death. His revolt is considered the last major Indigenous resistance against Spain. Though the rebellion failed, Túpac Amaru’s leadership demonstrated the determination of Native people to resist colonial rule.



89

CONNECT IT: Economics

Success Criteria: Students will connect Latino studies to economics by evaluating the encomienda system.

Encomienda

- Have students read the **Connect It: Economics** feature on page 89 of the **Student Edition**.
 - Ask:** What was the benefit of the encomienda system to Spanish settlers? *There were financial advantages for Spanish settlers including resource extraction and forced labor.*
- On a classroom display, present the following statement attributed to the writings of Bartolome de Las Casas:
 - » “The Indians were to serve the Spaniards, using every man, woman, child for their maintenance and for other personal services. From that originated the plague of repartimiento and encomienda—assigning and controlling Indians—a plague which has devastated, consumed the Indians entirely.”
 - Ask:** After reading the quote, what are the ethical and moral considerations of the encomienda system? *Las Casas references the exploitation of Indigenous peoples.*
 - Ask:** How does this quote by Las Casas challenge the economic rationale for the encomienda system? *He questions the right to labor of the Spanish crown and questions whether economic gain trumps human rights.*
- As an exit ticket, have students summarize the encomienda system from the points of view of the Spanish crown, the encomenderos, and the Indigenous population in at least three sentences.

SPOTLIGHT

Túpac Amaru II

- Direct students to read the **Spotlight** feature on page 89 of the **Student Edition**.
- Provide students with the **Timeline Flow Map** on page 26 of the **Teacher Tools**. Divide students into groups of three.
- Have students work together to complete the **Timeline Flow Map**. Consider assigning each group member one section of the graphic organizer by having one student outline the events leading to Túpac Amaru’s rebellion in the “Before” section, another student outlining the events and circumstances during the rebellion in the “During” section, and the final student describing the lasting impacts of his leadership and resistance in the “After” section. Students may use the information in the **Student Edition** and any additional research they do to complete the **Timeline Flow Map**.
- ★**Note:** Consider only requiring three events per section to distribute the workload evenly among group members.
- Have student volunteers from each group share their **Timeline Flow Map** with the class.
 - Ask:** How is the rebellion an example of the continuity of traditional Andean culture and new ideas and social dynamics?



This mural detail from La Paz, Bolivia, shows the exploitation of the land and people that resulted from European colonialism. What industry do you see represented here?

LEGACY of COLONIALISM

Colonialism is a type of imperialism in which a foreign nation controls another people through the creation of colonies. Historically, colonialism has led to the dehumanization, oppression, and land theft of Indigenous peoples. From the arrival of Christopher Columbus in the Caribbean in 1492, Europeans began their conquest and subjugation of the Americas. Although we often consider the “colonial era” to be over, its legacy lives on.

The Word

Europeans attempted to justify their conquest of Indigenous peoples through a concept known as the “Doctrine of Discovery.” Based on a series of papal bulls, the Catholic Church granted Christian monarchs the “right” to take lands belonging to non-Christians.

Europeans and their descendants have exploited the land, resources, and people of the Americas for their gain for centuries. Upon their arrival, Europeans and European Americans set up hierarchies and policies to ensure that white supremacy was supported economically and politically. In addition to the loss of life, violence, and enslavement faced by Indigenous peoples of the Americas and kidnapped Africans, colonialism also shaped Latin American life in many ways.

The countries of Latin America are no longer referred to as “colonies,” yet many Spanish colonial influences can still be seen. Perhaps most apparent is that Spanish is the main language spoken in Latin America, as it has been privileged over Indigenous languages, many of which face extinction. Also, Roman Catholicism is the main religion practiced by Latino people, though many cultures also follow syncretic practices that incorporate Indigenous and African traditions into their worship.

Resource Tip



NC State history lecturer Nicholas Robins explores the lasting environmental impact of Spanish colonialism in his three-part series, [Spanish Colonialism's Environmental Legacy](#).

In Latin America and elsewhere, imperialism created other advantages for European peoples. The riches amassed by European nations through imperialism and the slave trade helped fund industrial revolutions. The development of machinery boosted the military might of European nations and the United States, a might that was then used to further imperialism.

Colonialism protected the exploitation of Latin America's many natural resources, including precious metals like gold and silver and common metals like copper and iron. US companies bought up large swaths of Latin American land for growing crops like sugar and bananas. The United States government also supported oppressive governments seen as favorable to the US economy. Trade agreements continue to demand that Latin America focuses on exporting natural resources.

Political instability and exploitation caused by colonialism also supported the creation of drug cartels. These organizations pose major security threats to Latin American governments and residents. By some estimates, one-third of farmland in Mexico is used to grow plants used in drug manufacturing.

Many colonial impacts in Latin America are negative. Yet the legacy of resistance by Indigenous peoples, Africans, and Latino people against the devastating effects of colonization is inspiring. In the Pueblo revolt of 1680, the Latin American independence movements of the 1800s, and the modern activism of Latinos, the Latino people have shown their determination to survive and thrive in the face of colonialism and oppression.

CONNECT IT: Culture

Burning Texts

When the Spanish colonized the Americas, they pursued a policy of cultural genocide, attempting to blot out any facets of Indigenous culture that they viewed as "idolatrous" or "heathen." In 1562, Spanish bishop Diego de Landa ordered the destruction of Mayan sacred texts, known as codices. The Spanish also destroyed texts and religious imagery of the Nahua peoples. Other groups, such as the Mixtec and Totonac, also had their books burned. Not only was the destruction of Indigenous texts a violation of the human right to cultural freedom, it was a tragic loss to the Indigenous groups themselves and to the world at large. Texts such as the Mayan codices contained priceless historic and scientific information. Only four Maya codices are known to exist today, with three of them in European museums.



SPOTLIGHT



Berta Cáceres

Honduran environmentalist and Indigenous rights activist Berta Cáceres (1970–2016) worked against the Agua Zarca Dam, a water project that threatened the water security of a river sacred to the Lenca people. She was a co-founder of the Civil Council of Popular and Indigenous Organizations of Honduras (COPINH) and a winner of the Goldman Environmental Prize. In 2016, Cáceres was shot dead in her home. Each year, hundreds of environmental and land activists are killed in Latin America, with Indigenous activists making up almost half of those killed.



ML Tip

Activities and features can be adapted to support your ML students. Tailoring the material to fit their English language level will allow students to build their confidence while still gaining understanding of the main concept.



Tech Talk

Success Criteria: Students will use online platforms to perform collaborative research and engage with Latino studies.

The Lasting Impact of Colonialism

- Have students read pages 90 and 91 of the **Student Edition**.
 - Ask:** What seem to be some of the long-term consequences of European colonialism in Latin America? *Answers will vary but may include economic dependency, social class stratification, political instability, resource depletion, etc.*
- As students answer the question listed above, record their responses on a classroom display.
- Divide students into small groups and have each group choose a consequence or an area of impact from the class-generated list to further research. Depending on the responses or needs of your class, consider assigning each group a topic to research.
- Using a collaborative platform like [Padlet](#), have each group share their research and findings to the group template. Each group should contribute the following:
 - at least four links to reputable articles, videos, or other sources
 - a one-sentence summary of each shared source
 - a brief analysis of the legacy of colonialism in regard to their chosen topic
- Once all groups have contributed, have students use the research provided on the Padlet to answer the following question in a three-paragraph essay:
 - How can understanding the lasting impact of colonialism in Latin America help us address the challenges faced in the community today?

Note: Consider evaluating student writing using the **Rapid Writing Rubric** on page 97 of the **Teacher Tools**.

ML Adaptation: Tech Talk

Consider the following alternative approaches to this activity to meet the needs of your class.

- Accommodated Option:** Allow students to use the **Three Paragraph Essay Planning Map** on page 28 of the **Teacher Tools** instead of writing a full essay.
- Integrated Option:** Allow students to first write their essay in their native language and then using a translation software.
- Cooperative Option:** Have students work with a partner to review their writing for clarity and flow.

CONNECT IT: Culture

Success Criteria: Students will connect Latino studies to culture by researching and presenting on Garifuna holidays.

Settlement Day

- Have students read the **Connect It: Culture** on page 92 of the **Student Edition**.
- Explain to students that Settlement Day is a Garifuna holiday that celebrates the settlement of the Garifuna people in Belize after being exiled from, or forced to leave, Saint Vincent.
- Have students research the ways in which the Garifuna celebrate Settlement Day. Divide students into groups and have each group research a separate aspect of celebration such as the history, music, cuisine, symbols, decor and dress, etc.
- Then, have each group present their findings. Allow for student choice in presentation format. For instance, students may create a digital presentation or design an interactive activity for the class.
- Once each group has presented, facilitate a class discussion.
 - **Ask:** How do these traditions preserve Garifuna identity and culture?
 - **Ask:** Why is it important to understand resilience and cultural preservation? How are the Garifuna people an example of this?



Indigo, a tropical plant, can be used to create a rich blue dye. The Spanish established indigo plantations in their American colonies, especially in Central America and the Caribbean. It became a lucrative cash crop, supplying European markets with vibrant textiles. In this 1770s illustration, enslaved people work on an indigo plantation.

Demand for Labor

To grow and extract raw materials for sale, European colonists needed workers. Yet people in Europe did not want to travel and work as laborers. The working conditions were brutal, and many Europeans died of tropical diseases, such as malaria. Instead, Europeans forced Indigenous peoples of the Americas to work for them. But most of them died of diseases from Europe, and the encomienda system also devastated the Indigenous population.

People from Africa, however, were largely immune to the diseases from the Old World. On the other side of the world, Europeans had already started using enslaved

people from East Africa to work in their colonies. Soon, they expanded this practice to meet the demand for labor in the American colonies. This led to the establishment of the Transatlantic Slave Trade, whereby enslaved Africans were transported to colonies in the Americas.

The Triangular Trade

The trade network between Africa, Europe, and the Americas came to be called the Triangular Trade. From European ports, traders carried goods to exchange for enslaved people in West Africa. From there, they sailed to the Caribbean or ports along the American coasts, where they sold enslaved people for sugar, rum, and tobacco. They then carried these goods to northern American colonies or back to European ports.

The Middle Passage

During the middle route of the Triangular Trade, slave traders carried enslaved Africans across the Atlantic to colonies in the Americas. This journey, which could last three or four months, is called the Middle Passage.

Aboard the ships, slave traders packed people tightly together

CONNECT IT: Culture

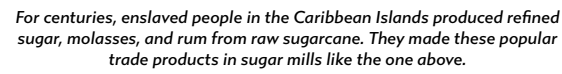
Garifuna

The Garifuna, also called the Garínagu, are an Afro-Indigenous ethnic group primarily located along Central America's Caribbean coast. Descended from Indigenous peoples of the Caribbean and enslaved Africans, the Garifuna people originally lived on the island of Saint Vincent. Oral tradition suggests that a group of Africans arrived in Saint Vincent after the slaving ship they were on sank. They were welcomed into the ranks of an Indigenous group on the island.

The Garifuna were later exiled to Roatan Island, off the coast of Honduras, in 1796 after resisting British takeover of the island (the island was originally colonized by the French). Their forced migration was devastating to the Garifuna's cultural practices. Following their exile, the Garifuna people migrated throughout Central America. Today, the Garifuna people continue to maintain a vibrant culture while facing challenges to their way of life.

Notes

Mass enslavement of Africans transformed the profile of the Americas forever, as every Latin American country participated in chattel slavery. Some nations also suppressed the customs of enslaved Africans, especially Mexico (even though its first



According to the World Bank, one in four Latin Americans is of African descent. In places like Haiti, people of African descent make up to 95 percent of the population. In the United States, 6 million adults identify as Afro-Latino.



93

93

Notes

In 1800, most of the Americas were under European control. Spain ceded its Louisiana colony to France in 1800 during the Napoleonic Wars. Prior to this, over half of the land in what is now the United States was under Spanish domain. Desperate for money to fund his wars, Napoleon later sold Louisiana to the United States in 1803.

Arriving in the Americas

In the Americas, many enslaved Africans were separated from their families. They were sold to work on plantations or in the homes of European colonists. Most enslaved people were taken to ports in Brazil and the Caribbean, but others were taken to colonies along the East Coast of North America.

Portuguese Colonies in Brazil

Nearly half of enslaved Africans were taken to Brazil. The Portuguese originally focused on exporting brazilwood, a wood prized for its red color, which could

be used to make dyes, from the coasts of their new colony. They also established fortified trading posts (known as feitorias) as they had along the coast of Africa. Yet the Portuguese eventually switched to a plantation-based economy, bringing in enslaved people for labor. Most enslaved Africans were sold to work on sugar and tobacco plantations owned by Portuguese colonists. Others were forced to work in mines.

Beginning in 1695, people from West Africa who had experience in gold mining were forced to mine for gold in Brazil. Their techniques were soon learned and adopted by their Portuguese enslavers.

Plantations in the Caribbean

In the Caribbean, enslaved Africans worked on Spanish, Dutch, English, and French plantations. They mostly grew sugarcane to make sugar. To process sugar, workers hacked apart the sharp canes in the fields. They carried the canes to mills where they were boiled down to make sugar.

Overseers often whipped enslaved people and forced them to work all day in the extreme heat. Life was so brutal that the average enslaved person in the Caribbean only survived for seven years.

Life in Colonial Latin America

Life in colonial Latin America was highly regulated and hierarchical. Local authorities reported to the Crown, and they maintained strict control over political, economic, and social life. Under a system of **patrimonialism**, the Crown rewarded loyalty with access to power, land, and resources.





Although racial divisions existed in both the British and Latin American colonies, they were less rigid in the latter—interracial relationships were less taboo, and there was more variety within the caste system. A large portion of the colonial population in Latin America was mestizo (“mameluco” in Brazil). Despite this diversity, the system was still hierarchical, affording more rights and privileges to those of “pure” European heritage, especially those who had been born in the motherland.

Land ownership was also very divided. The elite owned large estates known as **haciendas** (or fazendas in Portuguese), with

little land available to those of lower classes.

These social and economic divisions would fuel discontent. Native peoples and enslaved Africans suffered most heavily under colonialism, with their populations devastated, their cultures intentionally destroyed, and their freedom greatly limited. And yet, it was often the criollo class—American-born descendants of Europeans—who most resented their subordinate position to those born in Europe and craved greater autonomy. The inequalities of colonial society would lay the groundwork for an age of revolutions.

This 1971 painting, Plantação (“Plantation”), was created by the Brazilian artist Maria Auxiliadora da Silva (1935–1974). The oldest of 18 children, she was self-taught and went on to become internationally acclaimed.

Content Connections



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- After students finish the assessment, read the answers and have them grade their work. Discuss their answers as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Online** digital platform.
- Have students revisit and complete the **Unit 2 Content Connections** self-assessment and reflection worksheet on page 22 in the **Unit Assessments**. Consider pausing to discuss how student rankings changed or stayed the same.

Answer Key

- The encomienda system is a system of land and labor exploitation in which a monarch gives someone, called an encomendero, control over an area, including over the Native people who lived there. The encomendero was able to demand labor and other payments from the Native people.*
- European colonization devastated Native peoples and cultures. Millions of Indigenous people died from exposure to European diseases, and Europeans unleashed campaigns of violence and conquest on Indigenous communities. Many Indigenous people were enslaved, and their cultures and languages were outlawed. Despite these devastations, Indigenous people survived and resisted colonization, preserving many of their cultural traditions.*

Lesson 2 Content Connections

- Describe the encomienda system.
- How did European colonization of the Americas impact Indigenous peoples and cultures?

Writing Workshop

In the previous lesson, you learned about the significance of developing a clear claim or thesis statement for a historical argument. It is then essential to support your argument with credible evidence. Evidence may include facts, statistics, examples, and expert perspectives.

After writing a thesis statement, identify quotes or paraphrased content from this lesson that will help substantiate your claim.

Heritage Regions and Countries

95

Writing Workshop

Success Criteria: Students will support a historical argument with textual evidence.

Supporting Arguments

- Explain to students that you will be building off of the academic writing skills discussed in the last lesson and that in addition to thesis statements, it is important to be able to analyze and use credible evidence that supports their argument.
- Have students repeat the **Writing Workshop** activity from **Lesson 1** and develop a thesis statement for the content in this lesson.
- Once they have refined their original or written a new thesis statement, instruct students to use their textbook as a secondary source and to find at least two pieces of evidence that support their thesis statement.
- Direct students to use their two new sources and the text from **Unit 2** to outline two body paragraphs of an argumentative essay. Consider using the **Argumentative Essay Planning Map** on page 31 of the **Teacher Tools** to guide student outlines. Have students include one quote or piece of paraphrased evidence from the text and explain how it supports the claim being made in their thesis.

Into the Archives

Success Criteria: Students will analyze primary sources and evaluate how they contribute to the theme of Latino studies.

Native Perspectives

- Either display the text and sources using the **Unit 2 PowerPoint** or have students analyze them from the **Student Edition**.
- Inform students that in this exercise they will have the opportunity to look at primary sources. Explain that it is their job to examine the source in order to answer the questions.
 - **Ask:** How can we better understand the lasting impact of European colonialism in Latin America?
 - **Ask:** Why do you think it is important or beneficial to look at both textual evidence and artwork of the native perspective of events?
- After your discussion, have students work independently, in pairs, or in groups to study the sources and answer the questions.



Into the Archives

Native Perspectives

The arrival of Columbus and subsequent colonization of the Americas caused extreme disruption in Indigenous ways of life and led to the decimation of Native populations. However, much of what we learn about the Indigenous peoples of the Americas comes from European accounts and perspectives. Below, examine sources that convey Indigenous perspectives of European colonization and violence.

Document Nº1

Deadly Diseases



One of the most devastating consequences of the Columbian Exchange was the introduction of new diseases. Without immunity to the pathogens carried by Europeans, about 20 million Indigenous peoples in the Americas died after contracting illnesses. One of the most deadly diseases was smallpox. It caused a rash of raised bumps all over the body, sometimes followed by infection. Native populations across the Caribbean, Central America, and South America quickly fell as the deadly disease spread, which made it even easier for the Spanish to take control. This colorized 16th-century Nahua drawing portrays some Native victims of smallpox.

Document Nº2

The Defeat of the Mexica

A few of the men were separated from the others. These one hundred and eighteen men were the bravest and strongest warriors, the warriors with manly hearts. The youths who served them were also told to stand apart. The Spaniards immediately branded them with hot irons, either on the cheek or the lips. ... When Cuauhtemoc surrendered, the Spaniards hurried him to Acachinanco at night, but on the following day, just after sunrise, many of them came back again. They were dressed for battle, with their coats of mail and their metal helmets, but they had left their swords and shields behind. They all tied white handkerchiefs over their noses because they were sickened by the stench of the rotting bodies. They came back on foot, dragging Cuauhtemoc, Coanacotzin and Tetzpanquetzaltzin by their cloaks.

—The Florentine Codex

Indigenous codices—manuscripts filled with pictures and text—provide important insight into Indigenous perspectives and cultures during the pre-contact and colonial periods. The *Florentine Codex* is a book put together by Franciscan friar Bernardino de Sahagún in collaboration with Nahua elders and creators. This excerpt from the codex, included in Miguel León-Portilla's *The Broken Spears: The Aztec Account of the Conquest of Mexico*, describes the surrender of the Mexica to Cortés and his forces.

Notes

Document N°3 Cross-Cultural Misunderstandings



The First New Chronicle and Good Government (c. 1615) is a document written by Indigenous Peruvian Felipe Guamán Poma de Ayala to the Spanish Crown. It describes Andean life and history prior to European conquest, as well as explaining the abuses carried out by Europeans on Indigenous peoples. In this image, the Inca on the left asks what the Spaniard eats. The Spaniard replies: "Gold."

Observe

- 1. Why were Indigenous peoples susceptible to the introduction of new diseases? (Document 1)
- 2. What does the Cabildo Letter (Document 4) say about Spanish rule in Latin America?

Evaluate

- 3. How does this excerpt of the Florentine Codex (Document 2) depict the relationship between Indigenous peoples and the Spanish?
- 4. How did language barriers shape the ways in which Indigenous peoples and European settlers were viewed? (Document 3)

Conclude

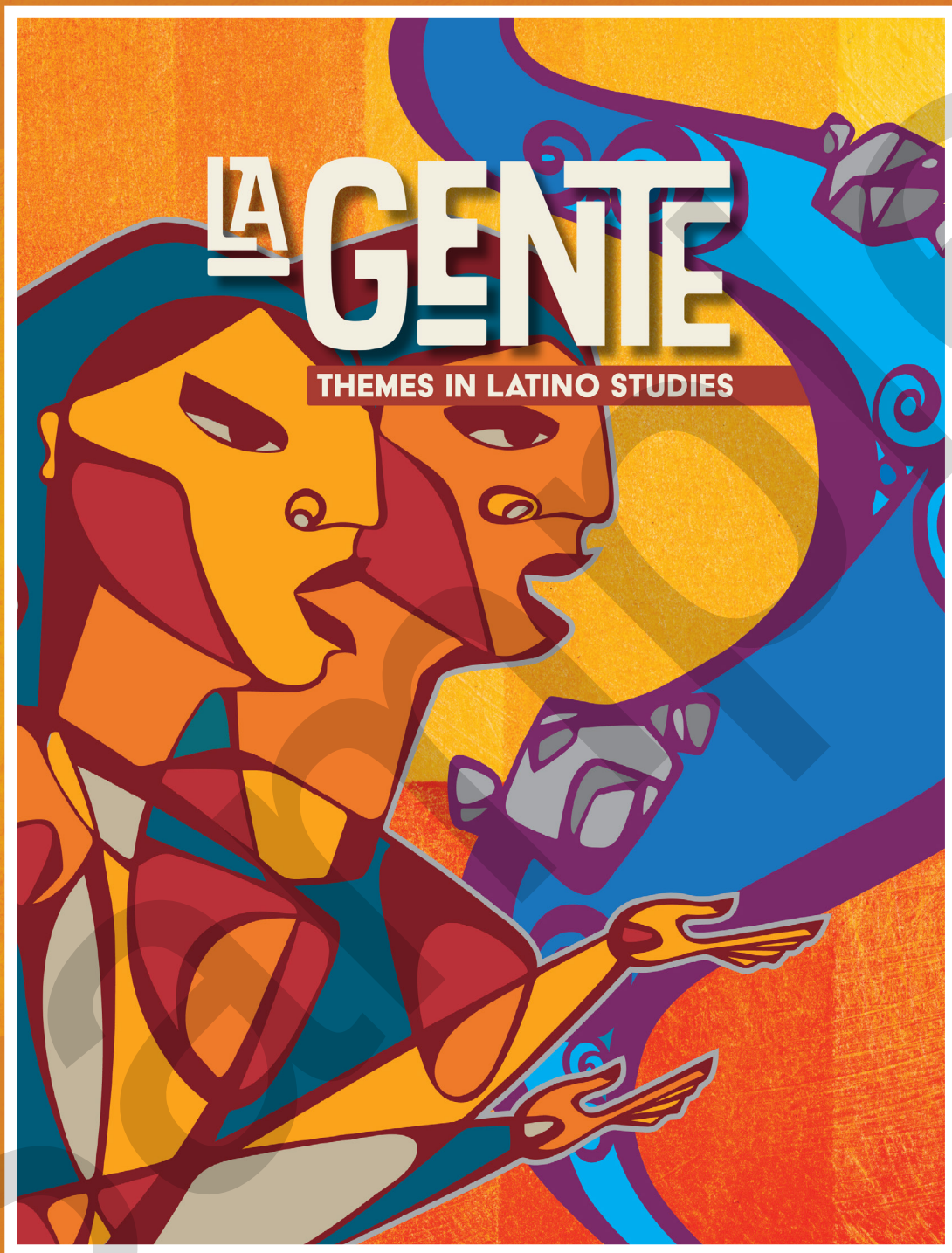
- 5. How do these documents show cultural differences between the Indigenous people of Latin America and European settlers?
- 6. How did Indigenous peoples perceive the beliefs and practices of European settlers?

Document N°4 Appealing to the Spanish Crown

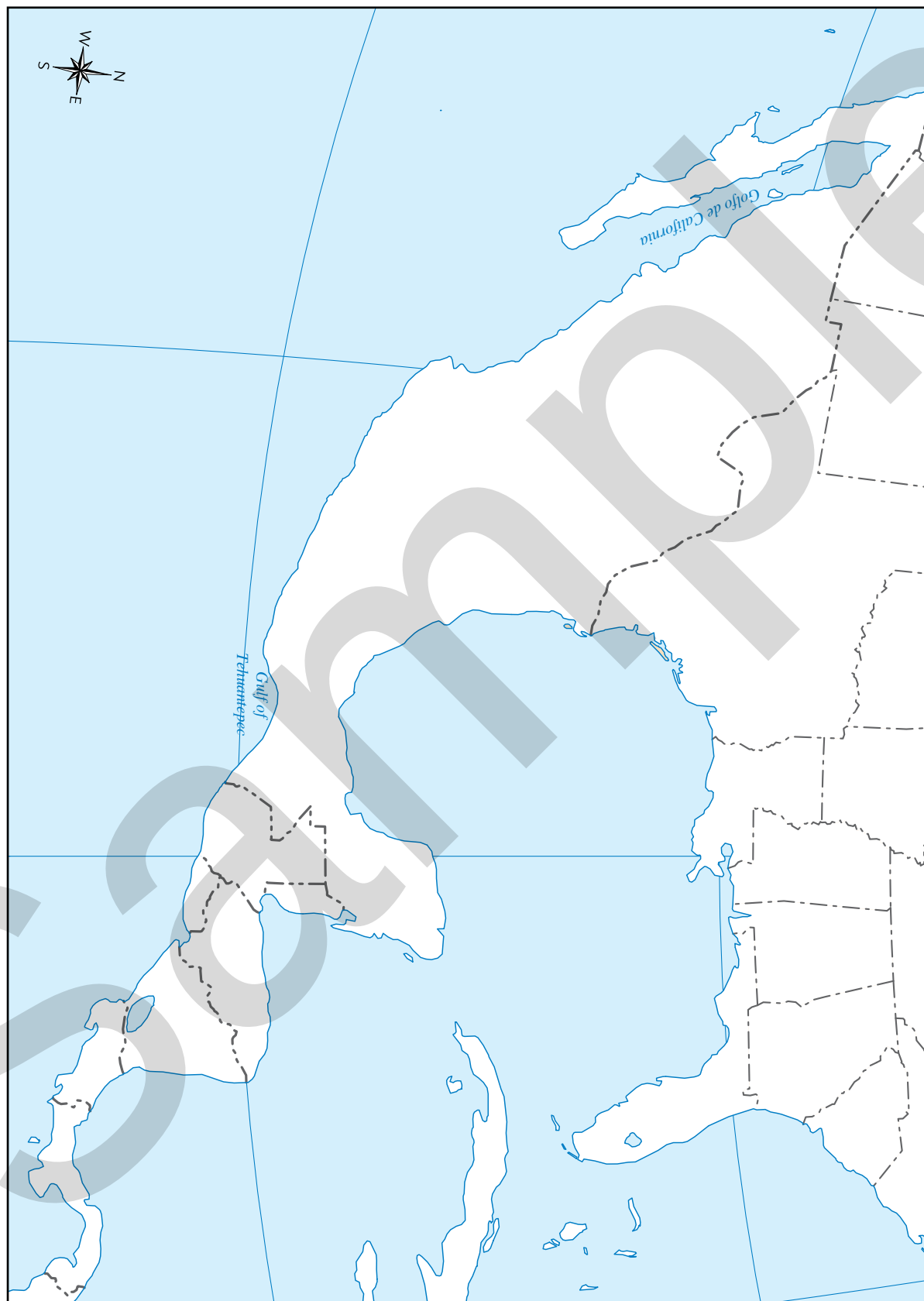
To help rule their conquered territories, the Spanish government refashioned local Native governments into Spanish-style councils known as cabildos. Cabildo members would then pass on Spanish orders to their people. Cabildos would write to the Spanish Crown about the abuses the Native people experienced, hoping the king would intervene. This excerpt is from a letter, originally written in Nahuatl and translated by historian James Lockhart, from a Native cabildo to the Spanish Crown.

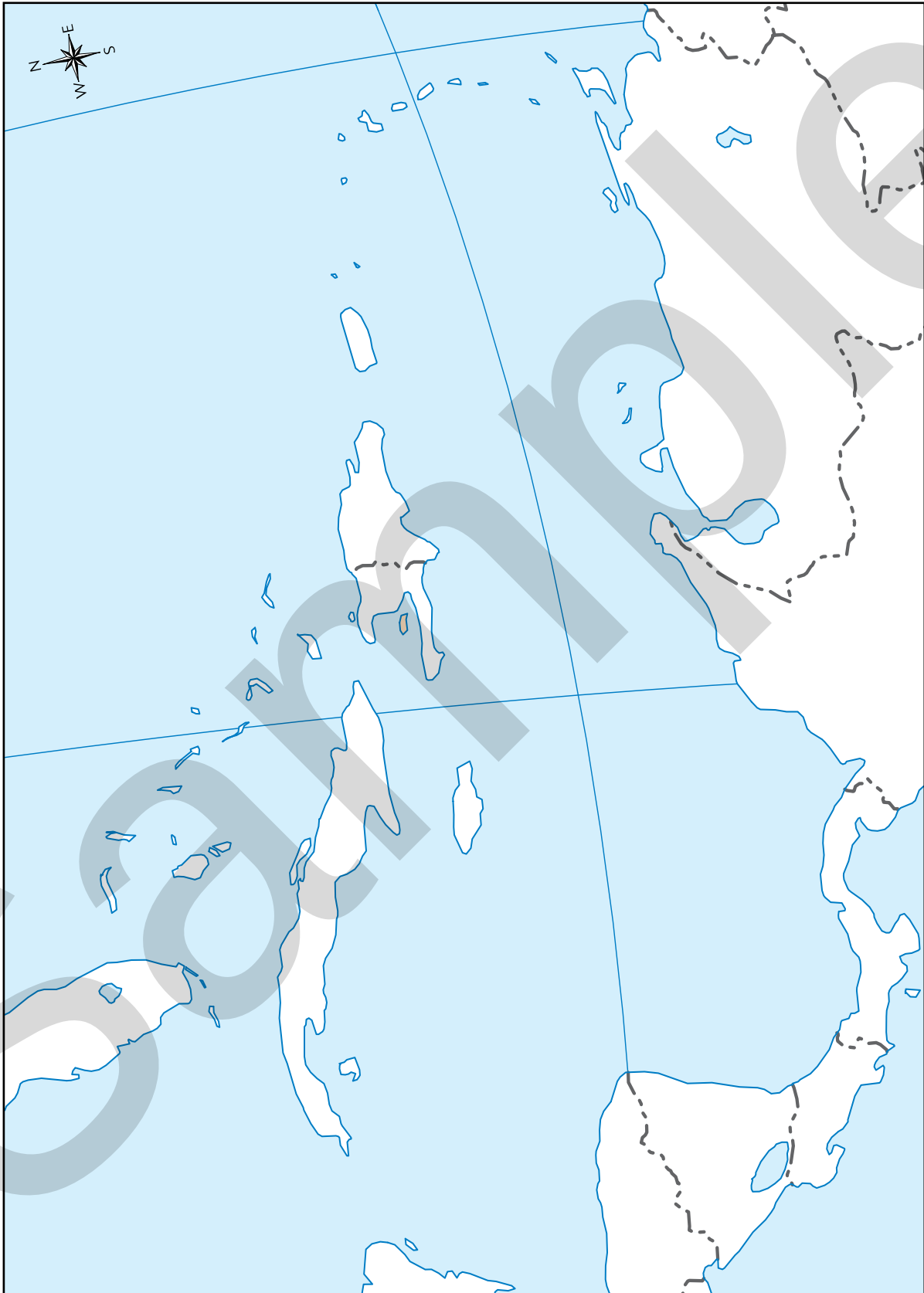
Listen, our much revered ruler and prince; although you have sent many orders here to benefit us your poor vassals, those who serve you and exercise your rulership here in New Spain do not carry them out, which causes us great suffering and loss of possessions and property, now and in the past. And although it is very piteous and worrisome, we merely set our weeping and tears before our god and ruler God our Lord so that he will remedy it when he wishes.

—Cabildo Letter to the Crown, 1554



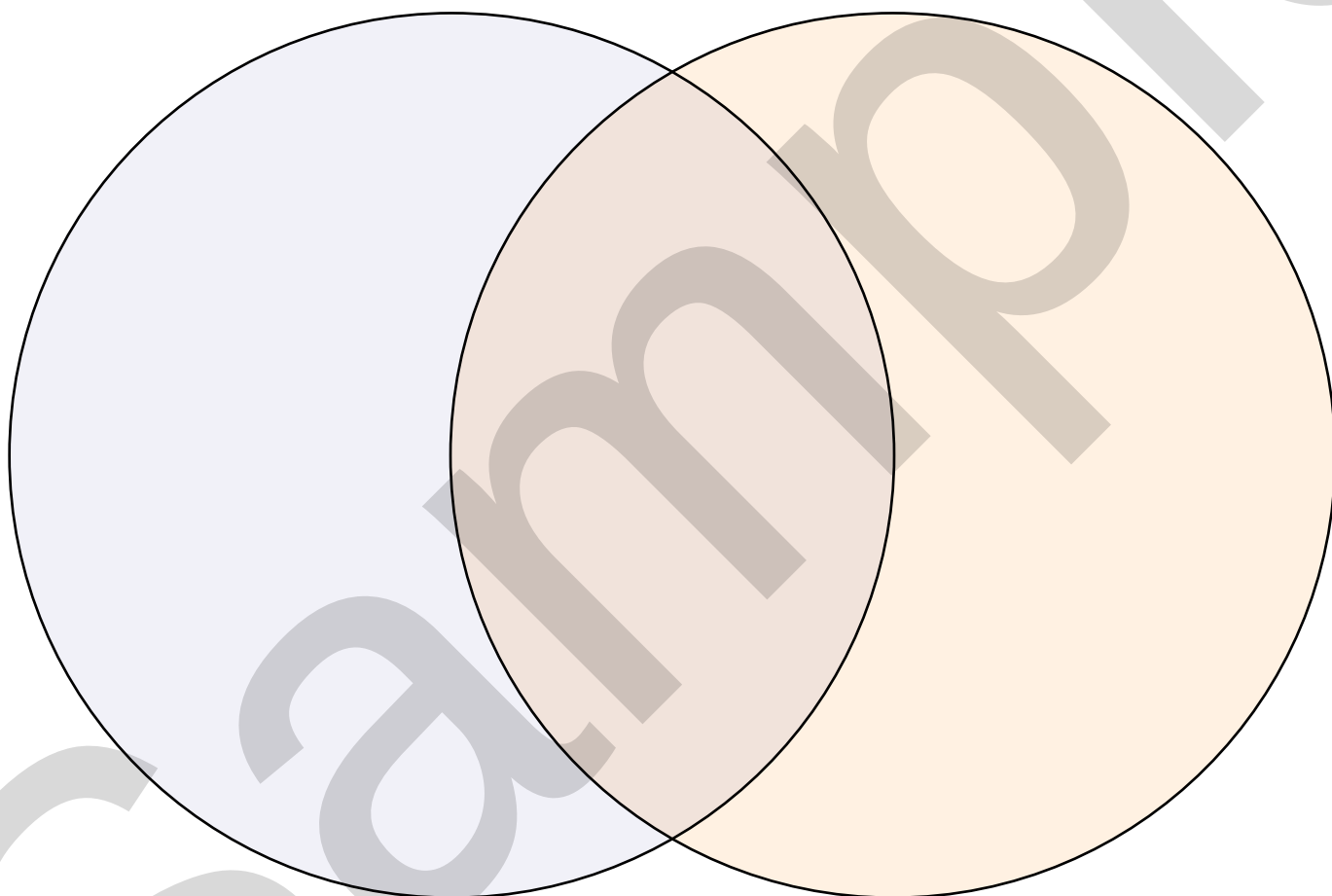
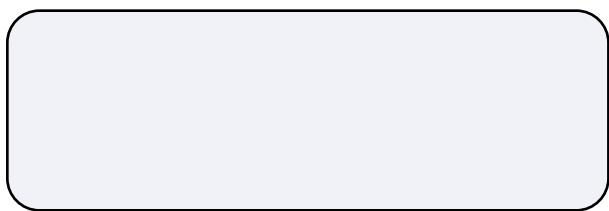
TEACHER TOOLS



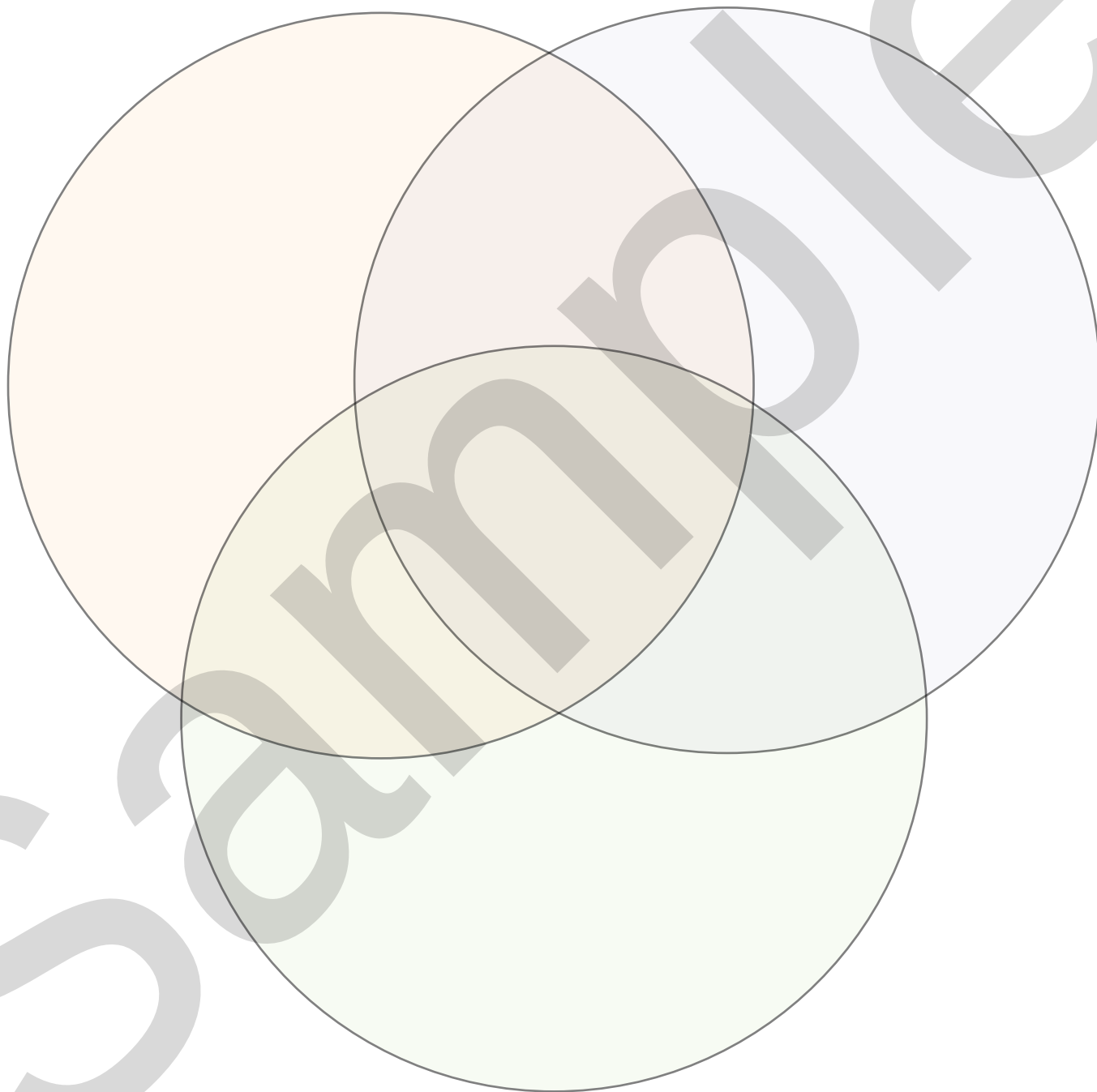
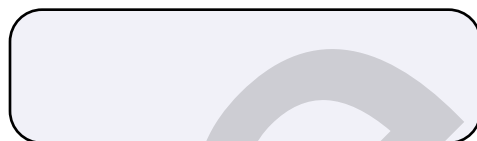




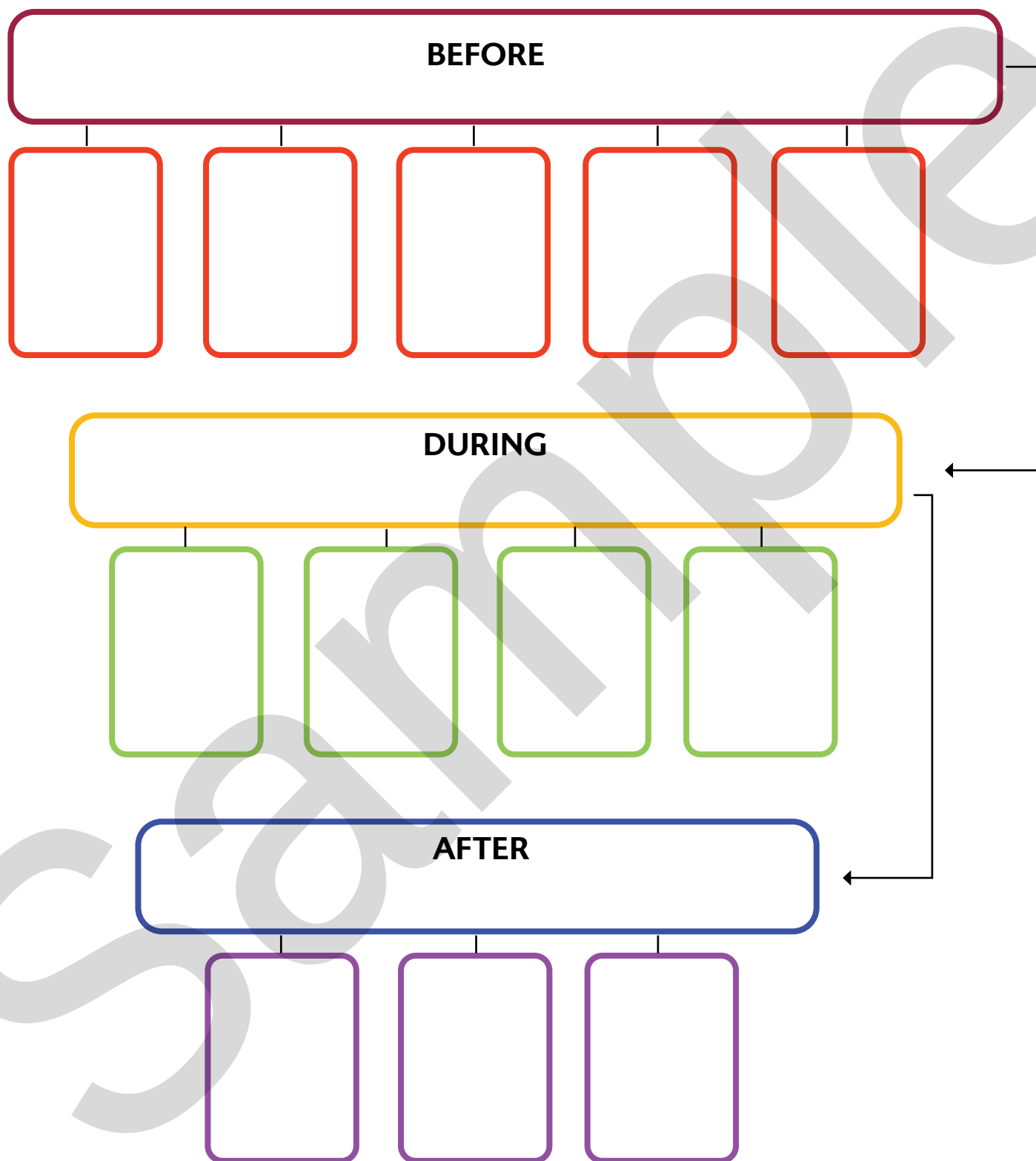
Venn Diagram



Triple Venn Diagram



Timeline Flow Map



Cause-and-Effect Chart

CAUSES

EFFECTS

Comic Strip

A 3x2 grid of six empty rectangular boxes, each with a dashed border, intended for drawing a comic strip. A large, light gray 'Sample' watermark is diagonally across the grid.

Student Writing Rubric | Persuasive/Argumentative Writing

English Language Arts Standards	CCSS.ELA-LITERACY.W.9-10.I; CCSS.ELA-LITERACY.W.II-12.I
Student Outcome	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard	Level 4	Level 3	Level 2	Level 1
W.9-10.I.A; W.II-12.I.A	Student introduces precise, significant claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Student mostly introduces precise, significant claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Student partially introduces precise, significant claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Student ineffectively introduces precise, significant claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.9-10.I.B; W.II-12.I.B	Student develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and biases.	Student mostly develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and biases.	Student partially develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and biases.	Student minimally develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and biases.
W.9-10.I.C; W.II-12.I.C	Student uses words, phrases, and clauses with varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Student mostly uses words, phrases, and clauses with varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Student somewhat uses words, phrases, and clauses with varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Student ineffectively uses words, phrases, and clauses with varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.I.D; W.II-12.I.D	Student establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Student mostly establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Student inconsistently establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Student minimally establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.I.E; W.II-12.I.E	Student provides a concluding statement or section that follows from and supports the argument presented.	Student provides a concluding statement or section that related to the opinion presented.	Student provides a concluding statement or section somewhat related to the opinion presented.	Student does not provide or provides an ineffective concluding statement or section that does not relate to the opinion presented.

Student Project Rubric

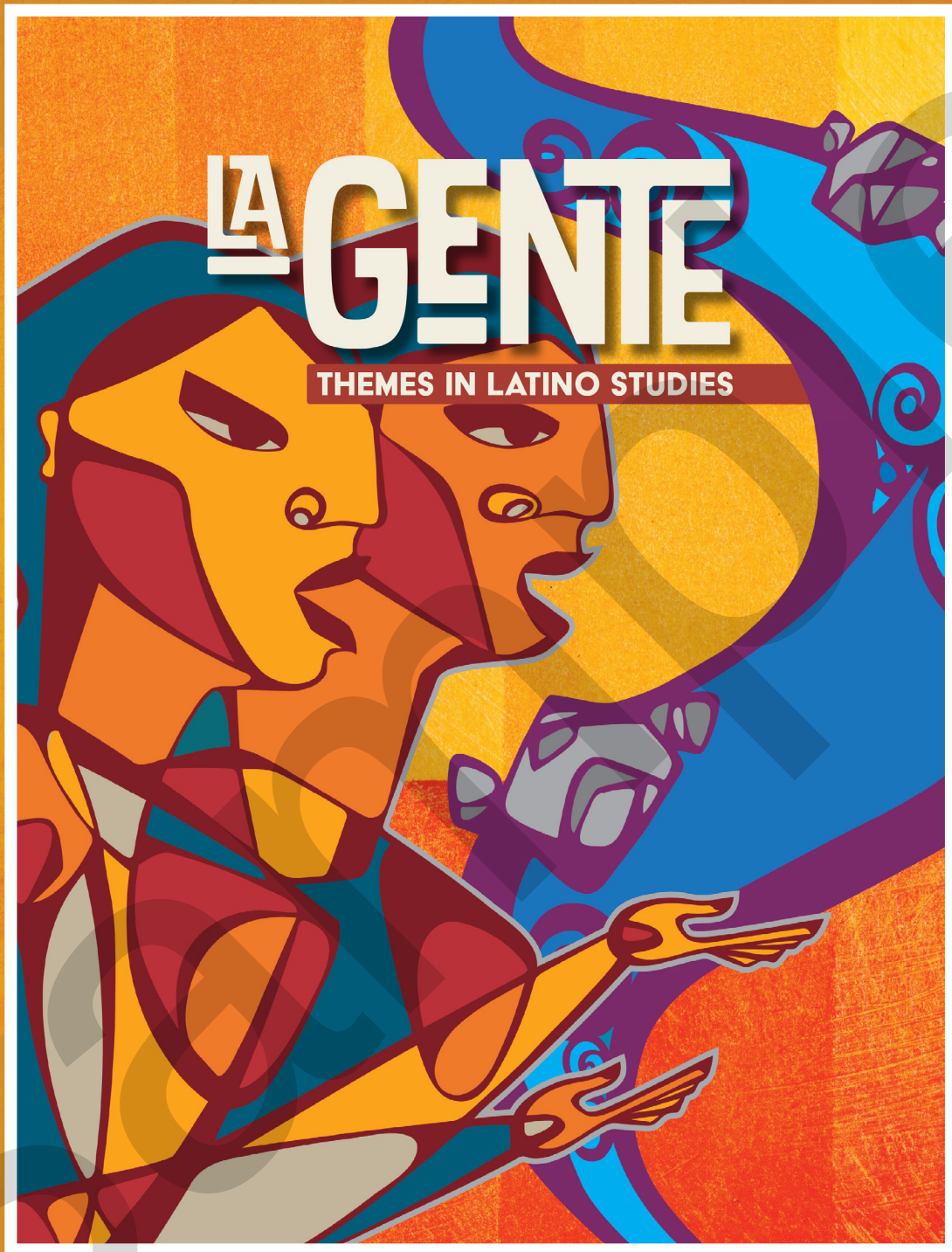
Social Studies Standards	
English Language Arts Standards	
Student Outcome	Students will be able to _____ _____ _____.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by _____.	Student meets or exceeds expectations in level 2 and extends the content by _____.	Student can recall details from the text with or without prompting and attempts to explain _____.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Skill	Student meets or exceeds expectations in _____ by _____.	Student meets expectations in _____ by _____.	Student develops grade level expectations in _____ by _____.	Student makes little to no attempt to _____.
Product	_____ meets or exceeds all listed requirements. _____ includes _____.	_____ meets all of the listed requirements, but could have more depth in one of the following areas: • _____ • _____ • _____	_____ meets some of the listed requirements, but is missing two or more of the following: • _____ • _____ • _____	Student did not follow directions or made little to no effort to complete the _____.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolded to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.



UNIT ASSESSMENTS

Content Connection | Unit 2

Instructions: At the end of the unit, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal



Somewhat met goal



Totally met goal

Skills Objectives

- I can practice historical reading and thinking skills. ★★★
- I can construct historical arguments with clear thesis statements, textual support, counterarguments, and rhetorical analysis. ★★★
- I can analyze primary sources, maps, data, art, and literature and evaluate how they contribute to the theme of Latino American studies. ★★★
- I can analyze current events through an ethnic studies lens. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Content Objectives

- I can describe the geography of Latin America and identify cultural contributions of ancient and Indigenous civilizations. ★★★
- I can explain and analyze European conquest and colonialism in Latin America and its impact on Indigenous culture. ★★★
- I can identify the reasons behind and impact of revolutions on Latin American societies. ★★★
- I can analyze the impact of US expansion and imperialism in Latin America. ★★★
- I can describe political developments, analyze economic opportunities, and explain social challenges in Latin American countries in recent decades and today. ★★★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

In Review | Part I: Multiple Choice | Unit 2

Instructions: Choose the correct answer for each question.

1. Which of the following is an example of US imperialism?
 - A. the United States acquiring direct control of Cuba, Puerto Rico, Guam, and the Philippines
 - B. the annexation of Florida
 - C. the Mexican-American War and the Treaty of Guadalupe Hidalgo
 - D. all of the above
2. Select the statement that best defines "encomienda."
 - A. a Mexican American
 - B. a grant of land and the Indigenous people who live on the land to Spanish colonizers
 - C. the Latin American community
 - D. a person of mixed European and Indigenous American ancestry
3. Which of the following are lasting impacts of colonialism in Latin America?
 - A. political instability
 - B. exploitation of natural resources
 - C. Indigenous and Latino resistance against oppression
 - D. both A and B
 - E. A, B, and C
4. The Good Neighbor Policy resulted in the annulment of the Platt Amendment and ended US occupation in what other countries?
 - A. Cuba
 - B. Nicaragua
 - C. Haiti
 - D. B and C
 - E. A and C
5. Who were conquistadors?
 - A. leaders in the Spanish conquest of the Americas
 - B. governors of a Spanish colony appointed by the monarch with a particular ancestry
 - C. strongmen or military leaders in Latin America
 - D. Indigenous chiefs or leaders, especially in Latin America

Questions 6–7 refer to the document below.

Article 1. The Mexican nation is independent of the Spanish nation, and of every other, even on its own Continent.

Article 2. Its religion shall be the Catholic, which all its inhabitants profess.

Article 3. They shall be all united, without any distinction between Americans and Europeans.

Article 4. The government shall be a constitutional monarchy.

Article 5. A junta shall be named, consisting of individuals who enjoy the highest reputation in the different parties which have shewn themselves.

Article 6. This junta shall be under the presidency of his Excellency the Count del Venadito, the present Viceroy of Mexico.

Article 7. It shall govern in the name of the nation, according to the laws now in force, and its principal business will be to convoke, according to such rules as it shall deem expedient, a congress for the formation of a constitution more suitable to the country.

ART 8. His Majesty Ferdinand VII. shall be invited to the throne of the empire, and in case of his refusal, the Infantes Don Carlos and Don Francisco de Paula.

Article 9. Should his Majesty Ferdinand VII. and his august brothers decline the invitation, the nation is at liberty to invite to the imperial throne any member of reigning families whom it may select.

Article 10. The formation of the constitution by the congress, and the oath of the emperor to observe it, must precede his entry into the country.

Article 11. The distinction of castes is abolished, which was made by the Spanish law, excluding them from the rights of citizenship. All the inhabitants of the country are citizens, and equal, and the door of advancement is open to virtue and merit.

Article 12. An army shall be formed for the support of religion, independence, and union, guaranteeing these three principles, and therefore it shall be called the army of the three guarantees.

Articles 1 through 12 of Mexico's Plan of Iguala, 1821

6. What was the capital of the Mexica Empire?

- A. Tikal
- B. Tenochtitlán
- C. Cusco
- D. the Amazon River Basin

7. What form of government did the Plan de Iguala propose for Mexico?

- A. constitutional monarchy
- B. military dictatorship
- C. democratic republic
- D. religious oligarchy

8. What religion was established as the official religion of Mexico in the Plan de Iguala?

- A. Protestantism
- B. Judaism
- C. Roman Catholicism
- D. Atheism

Questions 9-10 refer to the image below.



Inca (attrib by Nobuko Kajatani and Anne Rowe, 1993); Late Horizon (range attrib by NK and Anne Rowe, 1993). Quipu, 1400–1532. Cotton, 15 3/8 x 30 5/16 in. (39 x 77 cm). Brooklyn Museum, Gift of Ernest Erickson, 70.177.69..177.69.

9. What tool of ancient, Indigenous civilizations is represented in the image above?
- A. portrait vessel
 - B. celt
 - C. cemi
 - D. quipu
10. What was the primary function of this tool in the Inca Empire?
- A. a decorative accessory for an Indigenous leader
 - B. currency and trade
 - C. record-keeping and communication
 - D. weaponry

In Review | Part 2: Short Answer | Unit 2

Instructions: Study the sources below and respond to the prompts. Remember that short-answer questions do not require you to develop and support a thesis statement.

ARTICLE VIII

Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside, or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected, on this account, to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens or acquire those of citizens of the United States. But they shall be under the obligation to make their election within one year from the date of the exchange of ratifications of this treaty; and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories, property of every kind, now belonging to Mexicans not established there, shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract shall enjoy with respect to it guarantees equally ample as if the same belonged to citizens of the United States.

—Excerpt from *Treaty of Guadalupe Hidalgo* (1848)

- I. Using information from the excerpt above, answer (A), (B), and (C) on the lined page provided.
 - A. Describe the rights given to Mexicans living in the Mexican territories ceded to the United States in this excerpt.
 - B. Explain how the Treaty of Guadalupe Hidalgo attempted to protect the rights of Mexican citizens living in US territories.
 - C. Assess whether or not the Treaty of Guadalupe Hidalgo was easily enforced and effectively granted Mexican citizens the aforementioned rights. Consider the historical context and attitudes toward Mexicans at the time.

Name: _____

Date: _____

Choose either question 2 **or** question 3 to answer on the following pages. Circle the prompt you chose to answer.

2. Answer (A), (B), and (C) on the lined pages provided.

- A.** Describe the original purpose of the encomienda system.
- B.** Explain the negative effects of the encomienda system.
- C.** Summarize the moral arguments against the encomienda system, like that of Bartolome de Las Casas.

3. Answer (A), (B), and (C) on the lined pages provided.

- A.** Identify the factors that led to Latin American independence movements.
- B.** Describe one of the social, political, or economic factors in more detail.
- C.** Explain the social and economic impacts of the revolutionary age in Latin America.

Lined area for writing answers to questions 2 or 3.

In Review | Part 3: Document-Based Question | Unit 2

Instructions: Evaluate the sources below, then answer the document-based question on the lined pages provided. This section will test your ability to work with historic documents and take into account the source and the author's point of view. Use at least three sources in your response, and include additional information and specific details from your knowledge of history.

Question 1. Evaluate the extent to which social and economic factors and Enlightenment ideals influenced Latin American independence movements.

Document 1: Simón Bolívar was a revolutionary figure instrumental in the independence movements of several countries including Venezuela, Colombia, Ecuador, Peru, and Bolivia. In his 1819 Message to the Congress of Angostura he describes the mixed European and Indigenous identity and heritage of many Latin Americans.

"We are not Europeans; we are not Indians; we are but a mixed species of aborigines and Spaniards. Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: we are disputing with the natives for titles of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders. Thus our position is most extraordinary and complicated." —Simón Bolívar, Message to the Congress of Angostura, 1819

Document 2: This 1960 mural by Juan O'Gorman is called "Retablo de Independencia" and depicts Father Miguel Hidalgo y Costilla and his call to mobilize the Mexican people against Spanish colonial rule.



David Coleman | Have Camera Will Travel/ASPErnest Erickson, 70.177.69.177.69.

Document 3: Toussaint L'Ouverture is recognized as the leader of the Haitian independence movement. L'Ouverture was a former slave who fought to have the same rights as White colonists.

"Could men who have once enjoyed the benefits of liberty look on calmly while it is taken from them! They bore their chains when they knew no condition of life better than that of slavery. But today when they have left it, if they had a thousand lives, they would sacrifice them all rather than be subjected again to slavery...But if...this were to be done, I declare to you that this would be to attempt the impossible. We have known how to confront danger to our liberty, and we will know how to confront death to preserve it." —1797 Letter from Toussaint L'Ouverture

Document 4: José de San Martín is known as a liberator of Argentina, Chile, and Peru because of his instrumental role in leading the revolutions against Spanish rule. President Coolidge's statements honor the military contributions of José de San Martín and draw comparisons to the American Revolution.

On such an occasion as this it is utterly impossible to attempt a recounting of the services, in arms and in counsel, of such a man as José de San Martín. Just as so many of the military figures in the North American struggle for independence had had European training during the Seven Years' War, so San Martín had had a varied and useful experience in the Napoleonic struggles. As George Washington learned military science on the frontiers of Pennsylvania while a youth, so San Martín received his education in the European and African wars of Spain a generation later. And these American soldiers of independence learned their lessons well. As some distinguished military critics have described Washington's campaign of Trenton and Princeton as a military exploit of unparalleled brilliancy, so in the annals of the southern wars of independence others describe San Martín's passage of the Andes with his little patriot army as a more notable achievement than the crossing of the Alps by either Hannibal or Napoleon. I do not pretend to pass on these questions of military organization and direction; but I can not refrain from pointing out the basic similarity between the strategy of the North American and the South American revolutionary epochs. The North American revolutionists chose the great Washington, citizen of a southern colony, to lead a revolutionary movement that had been begun, and in its early stages was chiefly sustained by the people of the north. Likewise, when San Martín was made the supreme military leader of Argentina, he saw that the success of Argentina depended upon strengthening and sustaining the revolution in Chile and Peru. —excerpt from Calvin Coolidge's speech "José de San Martín, Latin-American Liberator" at the dedication of a monument of General José de San Martín given by Argentina to the United States

Document 5: Haitian freemen sent delegates to the French National Assembly to present their list of grievances and demands. Their list of grievances demonstrates what many Latin American nations sought during their independence movements.

JOURNAL, Containing the Complaints, Grievances, and Claims of the Free-citizens and colored landowners of the French Islands and Colonies:

Article I. The inhabitants of the French colonies are exclusively and generally divided into two classes, Freemen and those who are born, and live, in slavery.

Article II. The class of Freemen includes not only all the Whites, but also all of the colored Creoles, the Free Blacks, Mulattos, small minorities, and others.

Article III. The freed Creoles, as well as their children and their descendants, should have the same rights, rank, prerogatives, exemptions, and privileges as other colonists.

Article IV. For that purpose, the colored Creoles request that the Declaration of the Rights of Man, decreed by the National Assembly, be applied to them, as it is to Whites. Therefore, it is requested that Articles LVII and LIX of the Edict [the Black Code] dated March 1685, be rewritten and carried out in accordance with their form and content.

Article. V. With disregard for the law, humiliating distinctions have been made until now between White men and men of color, in whichever class Nature may have placed them. To bring an end to these distinctions, resolutions must be taken that irrevocably set the respective rights and claims of those Citizens who oppress, and those who are oppressed.

Article. VI. Consequently, the National Assembly shall be requested to declare: That Negroes and colored Creoles shall be admitted, concurrently with Whites, to all ranks, positions, responsibilities, dignities, and honors. In a word, they want to share with Whites the difficult and honorable roles of Civil government and Military service;

—excerpt from Haitian Grievance List (September 1789)

In Review | Part 4: Free-Response Question | Unit 2

Instructions: Choose one of the essay questions to answer on the lined pages provided. Use the following guidelines to craft your response.

1. Respond to the prompt with a well-supported claim structured around historical reasoning skills:

- a. development and processes
- b. sourcing and situation
- c. claims and evidence in sources
- d. contextualization
- e. making connections
- f. argumentation

2. Establish historical context related to prompt and claim.

3. Provide specific and relevant historical evidence to support the claim.

4. Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

5. If documents or sources are provided:

- a. use sources as evidence to respond to the prompt
- b. provide attribution
- c. provide historical or cultural context for the sources
- d. unpack a document's point of view, purpose, audience, creator, and historical context

Question 1. Evaluate the impact of US imperialism both in Latin America and in the United States.

Question 2. Categorize the factors that contributed to the rise of pink-tide governments in Latin America.

Name: _____

Date: _____

In Review | Part 5: Self-Assessment and Reflection | Unit 2

Instructions: After completing the unit and the various activities, revisit the picture on the unit opener and answer the following questions.

What details have changed that you did not know or see at the start of the unit? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Can you answer the questions you had at the start of the unit? If so, what are the answers?

- | |
|----------|
| 1. _____ |
| 2. _____ |

Using complete sentences, answer the Essential Question.

Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

In Review | Accommodated Assessment | Unit 2

Instructions: Answer the following questions.

1. What does "pink tide" refer to?

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ encomienda
3. ____ conquistador
4. ____ Treaty of Guadalupe Hidalgo
5. ____ Simón Bolívar
6. ____ Tenochtitlán
7. ____ quipu
- A. a leader in the Spanish conquest of the Americas
- B. a revolutionary figure in Latin America who was influenced by Enlightenment ideals
- C. a grant of land and the Indigenous people who live on the land to Spanish colonizers
- D. a system used by Andean cultures to record information using a series of knotted ropes
- E. the capital city of the Mexica or Aztec Empire
- F. an 1848 treaty that ended the war between the United States and Mexico
8. List one lasting impact of colonialism in Latin America.

9. Name one example of US imperialism in Latin America.

10. Identify one religious or political demand in Mexico's Plan de Iguala.

- II. Using complete sentences, answer the Essential Question.

12. Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

In Review | Answer Key | Unit 2

In Review Standards Alignment: *DI.5.9-12; D2.Civ.3.9-12; D2.Civ.8.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Eco.1.9-12; D2.Eco.2.9-12; D2.Eco.7.9-12; D2.Eco.8.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.11.9-12; D2.His.1.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D2.His.8.9-12; D2.His.14.9-12; D2.His.15.9-12; D3.I.9-12; D4.I.9-12; D4.2.9-12; D4.6.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.6; RI.11-12.6; RI.9-10.10; RI.11-12.10; W.9-10.1; W.9-10.2; W.11-12.1; W.11-12.2; W.9-10.4; W.11-12.4*

Part 1: Multiple Choice

- | | |
|--------|---------|
| 1. (D) | 6. (B) |
| 2. (B) | 7. (A) |
| 3. (E) | 8. (C) |
| 4. (D) | 9. (D) |
| 5. (A) | 10. (C) |

Part 2: Short Answer

Responses should accomplish all three tasks, be in complete sentences, and show specific knowledge of history. Students should explain and compare sources, interpretations, causes and effects, similarities and differences, and continuities and changes. The following answers provided are to be used as a guideline for basic information students may include in their answers.

1. This excerpt focuses on property rights guaranteed to Mexicans living in the territories ceded to the United States in the Treaty of Guadalupe Hidalgo. The treaty attempted to protect rights by allowing choice in citizenship and guaranteeing property. The treaty's provisions were not easily enforced.
2. The purpose of *encomienda* was to organize a labor supply for Spanish colonists and to convert Indigenous people to Christianity. However, it resulted in mass exploitation of Indigenous labor, decline in Indigenous populations, and a social hierarchy. De las Casas, among others, argued against the *encomienda* system by arguing that Indigenous peoples were human beings and they should not be brutally taken advantage of.
3. Enlightenment ideals, political and economic limitations, and other revolutions contributed to Latin American independence movements. Some of the social and economic impacts include the end of slavery and caste systems and the transition to export economies.

Answers should contain a thesis responding to the prompt. Students should consider developments or processes in history that occur before, during, or after the time frame of the prompt. They may use other historical evidence in addition to the sources provided, but they must include references to at least three of the provided sources. Students should demonstrate their ability to use historical reasoning to explain the relationships among the sources provided and how they support their thesis. Students should also include an explanation of the document's point of view or purpose and how it is relevant to their thesis. (See **Document-Based Question Rubric** on page I22 for scoring.)

Part 4: Free-Response Question

Responses should contain a well-supported claim structured around historical reasoning skills such as development and processes, sourcing and situation, claims and evidence in sources, contextualization, making connections, and argumentation. Students' responses should establish historical context related to the prompt and claim, and they should provide specific and relevant historical evidence to support the claim. They should use evidence to corroborate, qualify, or modify an argument that addresses the prompt. If sources are provided, they should provide attribution, historical or cultural context, and unpack the document's point of view, purpose, audience, and creator. (See **Free-Response Question Rubric** on page I23 for scoring.)

Part 5: Self-Assessment and Reflection

Answers will vary, but students should demonstrate the ability to explain the connection between the history and cultures of heritage countries and Latino American identities.

Accommodated Assessment

I. *"Pink tide" refers to a move toward left-of-center economic and political policies.*

2. (C)

3. (A)

4. (F)

5. (B)

6. (E)

7. (D)

8. *political instability, economic exploitation, Indigenous discrimination, etc.*

9. *Options include the Treaty of Guadalupe Hidalgo, Cuban control and the Platt Amendment, support for military regimes in Nicaragua and El Salvador, the annexation of Florida and Texas, etc.*

10. *The Plan de Iguala calls for a constitutional monarchy and for Catholicism to be the national religion.*

11. *Answers will vary, but students should demonstrate the ability to explain the connection between the history and cultures of heritage countries and Latino American identities.*

12. *Answers will vary.*