

# CHILDREN'S RESOURCES



## SUMMARY: LEARNING MODULE II AFRO-LATIN HISTORY

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# Overview

The curriculum contained in this learning module meets and expounds upon key sections of the *California Standards and Assessment Framework* for grades 6, 7, and 10. The lessons correspond directly with History and Social Science Content Standards Sections 6.1, 7.7, 10.4, and 10.10. The curriculum may also be taught to 9<sup>th</sup> graders, in support of the ninth grade history-social science elective.

While the content is suitable for grades 5 through 10, the activities and learning strategies have been designed with middle school students in mind. The overall intent of this curriculum is to cultivate a broader and more culturally relevant understanding of world history, and to promote acceptance and collaboration among African-American and Latino students.

# Learning Module II: Lesson I

## THE ANCIENT OLMECS: FOUNDERS OF MESOAMERICA

Curriculum Map	Lesson I	Modalities	Outcomes
<p>☐ <b>Archeology</b> Colossal Heads, Epigraphy and “were jaguar” figurines</p> <p>☐ <b>Geography</b> Mexico (San Lorenzo), Europe (Spain &amp; Italy), Hispaniola</p> <p>☐ <b>History / Social Studies</b> Christopher Columbus, Apache &amp; Navajo tribes, Olmecs</p> <p>☐ <b>Language Arts</b> Olmec art – “were jaguar” motif, colossal heads</p>	<p><b><u>The Ancient Olmecs</u></b> Students learn about the colossal heads and culture of the ancient Olmecs of south-central Mexico.</p> <p><b><u>Christopher Columbus</u></b> Students also learn about Christopher Columbus, his voyages, and how the Spanish interacted with the natives.</p>	<p><b><u>Auditory/Visual</u></b> – Students listen and view the instructor’s introductory Power Point presentation s about the early Olmecs and Christopher Columbus. Students also view documentaries about the ancient Olmecs, Columbus, and the Native American warriors.</p> <p><b><u>Comprehension</u></b> – Students answer multiple choice and short answer questions about Columbus.</p> <p><b><u>Interaction/Kinesthetic</u></b> - Students work in groups to solve a jigsaw puzzle map of Europe.</p>	<ul style="list-style-type: none"> <li>▪ Students understand that Olmecs are considered by some scholars to be of African origin.</li> <li>▪ Students know that the Olmecs emerged and reigned in the Gulf of Mexico before the Mayans and Aztecs.</li> <li>▪ Students know that the Columbus and the Spaniards came to the Americas in search of a sea route to Asia, and exploited the natives in their quest for wealth.</li> <li>▪ Students learn about the cultures of the native tribes who encountered Columbus.</li> </ul>

# Learning Module II: Lesson II

## The AZTEC EMPIRE: MEXICA TENOCHCA

Curriculum Map	Lesson II	Modalities	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Government</b> Aztec Empire</li> <li><input type="checkbox"/> <b>Geography</b> Valley of Mexico</li> <li><input type="checkbox"/> <b>History / Social Studies</b> Human sacrifice, class systems, and education</li> <li><input type="checkbox"/> <b>Language Arts</b> Aztec mythology and legends; Coat of Arms drawing</li> </ul>	<p><u><b>The Aztecs</b></u> Students learn about the leaders and government of the Aztec Empire, Spanish colonization, population decline, and Aztec social structure.</p>	<p><u>Visual</u> – Students view a History Channel DVD: <i>The Aztec Empire</i>.</p> <p><u>Auditory</u> – Students listen to the instructor read <b>stories</b> about the myths and legends of the Aztecs.</p> <p><u>Interaction</u> -Students will be assigned a topic in Aztec culture to write about and present to the class. Students will work in pairs.</p> <p><u>Kinesthetic</u> – Students draw or trace the Coat of Arms of Mexico, and write an accompanying essay about its meaning.</p>	<ul style="list-style-type: none"> <li>▪ Students understand that the Aztecs had an organized system of government and class structure.</li> <li>▪ Students learn how the influences of the Aztecs are still evidenced in present-day Mexico and Mexican culture.</li> <li>▪ Students know about the importance of Aztec religious beliefs and the practice of human sacrifice.</li> </ul>

# Learning Module II: Lesson III

## MAYA CIVILIZATION

Curriculum Map	Lesson III	Modalities	Outcomes
<p><input type="checkbox"/> <b>Archaeology</b> Pyramids, temples, and art</p> <p><input type="checkbox"/> <b>Geography</b> Southern Mexican states, northern Central America</p> <p><input type="checkbox"/> <b>History / Social Studies</b> Colonial period, El Dia de la Raza, Maya religion, and political structures</p> <p><input type="checkbox"/> <b>Language Arts</b> Maya script, embroidered Maya designs</p>	<p><u><b>Maya Civilization</b></u> Students learn about the religious customs, culture, and vast developments of the Maya, such as astronomy, the calendar, and written communication.</p>	<p><u>Visual</u> – Students view History Channel DVD: <i>The Maya</i>.</p> <p><u>Auditory</u> – Students discuss the DVD, and answer questions. Students listen to the instructor read about the Maya.</p> <p><u>Vocabulary</u> – Students copy and define the names of the Aztec Gods.</p> <p><u>Comprehension/Deductive Reasoning</u> – Students take a multiple choice quiz on the Maya.</p> <p><u>Kinesthetic</u> – Students embroider Maya designs on cloths.</p>	<ul style="list-style-type: none"> <li>▪ Students know the advancements made by the Maya, and how they preceded Spanish colonialism.</li> <li>▪ Students are able to think critically and discuss Maya civilization.</li> <li>▪ Students are knowledgeable about the religious practices of the Maya.</li> <li>▪ Students appreciate Maya art.</li> </ul>

# Learning Module II: Lesson IV

## AFRICANS IN MEXICO: THE FORGOTTEN RACE

Curriculum Map	Lesson IV	Modalities	Outcomes
<ul style="list-style-type: none"> <li>☐ <b>Political Science</b> Mexican Constitution, assimilation, discrimination</li> <li>☐ <b>Geography</b> Guerrero, Oaxaca, Yucatan, Veracruz, coastal states</li> <li>☐ <b>History / Social Studies</b> African slaves, caste system,</li> <li>☐ <b>Language Arts</b> Music of the Afro-Mexican community, maracas</li> </ul>	<p><b><u>Africans in Mexico</u></b> Students learn about the African slaves who arrived in Mexico with the Spanish conquistadores, and Afro-Mexicans who were leaders in Mexico's War of Independence. They will also know about the Afro-Mexican communities in Mexico, and the present-day efforts to recognize their historical contributions, and acknowledge them in Mexico's constitution.</p>	<p><b><u>Visual</u></b> – Students view documentary, <i>The Forgotten Roots</i>.</p> <p><b><u>Auditory</u></b> -Students participate in a discussion about whether Afro-Mexicans should be formally acknowledged in the constitution as a separate group, or consider themselves part of the mestizo and mulatto populations that are included in Mexico's nationalist perspective.</p> <p><b><u>Kinesthetic</u></b> – Students will make maracas (musical instruments).</p>	<ul style="list-style-type: none"> <li>▪ Students learn that there are Afro-Mexicans in Mexico today.</li> <li>▪ Students understand the contributions that Afro-Mexicans have made to the establishment of Mexico.</li> <li>▪ African-American and Hispanic students acknowledge their common ancestry and history.</li> <li>▪ Students understand the importance of collaboration among African-Americans and Hispanics, and recognize what has been accomplished when such collaboration exists.</li> <li>▪ Students know that Mexico was a place of refuge for escaped African-American slaves in the 19<sup>th</sup> century.</li> </ul>

# Learning Module II: Lesson V

## AFRO-VENEZUELAN: BOLIVARIANISM

Curriculum Map	Lesson V	Modalities	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Political Science</b> Bolivarianism, Hugo Chavez, Constitution</li> <li><input type="checkbox"/> <b>Geography</b> Map of Venezuela and the rest of Latin America</li> <li><input type="checkbox"/> <b>History / Social Studies</b> Military, culture, lifestyle</li> <li><input type="checkbox"/> <b>Art</b> Play – The Union, Afro-Venezuelan music</li> <li><input type="checkbox"/> <b>Economics</b> Oil, free healthcare, socialism</li> </ul>	<p><u><b>Afro-Venezuelans</b></u> Students will learn about the history and racism experienced by the Afro-Venezuelans, and their efforts to be recognized as a social class. They will also come to know about the political ideologies and social reforms of Hugo Chavez, and his proclaimed support of Afro-Venezuelan heritage.</p>	<p><u>Knowledge/Analysis</u> – Students will read pages about Venezuelan history and outline these pages.</p> <p><u>Auditory/Visual</u> – Students watch and listen to the teacher’s slide presentation on the Economy of Venezuela, and write an essay about Hugo Chavez.</p> <p><u>Kinesthetic</u> – Students will act in a play called “The Union”</p>	<ul style="list-style-type: none"> <li>▪ Students understand the experiences of Afro-Venezuelans and the history of Venezuela.</li> <li>▪ Students know about the social reforms in literacy, education, health care, and housing.</li> <li>▪ Students gain a greater appreciation for the educational opportunities, freedoms, and resources that they are afforded in the United States.</li> <li>▪ Students are able to form their own opinions about the leadership and actions of Hugo Chavez</li> </ul>

# Learning Module II: Lesson VI

## AFRO-CUBANS AND THE HISTORY OF CUBA

Curriculum Map	Lesson VI	Modalities	Outcomes
<ul style="list-style-type: none"> <li>❑ <b>Geography</b> Cuba, Florida</li> <li>❑ <b>History</b> Spanish colonialism, wars of independence, Massacre of 1912, Cuban Revolution</li> <li>❑ <b>Government</b> Racism, class systems, socialism, Castro</li> <li>❑ <b>Language Arts</b> Afro-Cuban music</li> </ul>	<p><b><u>Afro-Cubans</u></b> Students will learn about the early history, culture, and music of Cuba, as well as the historical contributions of Afro Cubans. Students will also come to know about Fidel Castro and U.S. – Cuban foreign relations.</p>	<p><b><u>Audio Visual</u></b> – Students watch DVDs: <a href="#">Roots of My Heart</a>, (<a href="#">Las Raíces de mi Corazón</a>), <a href="#">Cuba and Castro</a>, and <a href="#">Crucible of an Empire</a>. Students watch the teacher’s Power Point presentation about the early history of Cuba.</p> <p><b><u>Writing &amp; Analysis</u></b> –Students write essays about the documentary, <a href="#">Cuba and Castro</a>, comparing the Cuban government to that of the U.S.</p> <p><b><u>Auditory</u></b> – Students discuss their impressions of the documentary <a href="#">Roots of My Heart</a> and share their views.</p> <p><b><u>Art</u></b>– Students listen to Afro-Cuban music and eat plantains.</p>	<ul style="list-style-type: none"> <li>▪ Students know the overall history of Cuba, its leaders, and the tenets of socialism.</li> <li>▪ Students understand the history of Afro-Cubans and how they came to be the majority in Cuba.</li> <li>▪ Students gain an appreciation for Afro-Cuban music and culture.</li> <li>▪ Students have knowledge about Fidel Castro and his conflicts with the United States government.</li> </ul>

# Learning Module II: Lesson VII

## AFRO-COLUMBIANS IN THE REPUBLIC OF COLUMBIA

Curriculum Map	Lesson VII	Modalities	Outcomes
<p>☐ <b>Agriculture/ Economics</b> Coffee, sugarcane, coca, and caste system</p> <p>☐ <b>Geography</b> Republic of Columbia, South America</p> <p>☐ <b>History /Social Studies</b> Indigenous people, slaves, Spanish colonialism</p> <p>☐ <b>Government /Politics</b> Illegal drug trade, guerrilla insurgents, “Plan Columbia”</p>	<p><b><u>Afro-Columbians</u></b></p> <p>Students learn about Afro-Columbians and Colombian culture, economics, agriculture, and Afro-Columbians. Students will also become familiar with the country’s political and environmental issues, and U.S. foreign policy.</p>	<p><b><u>Audio Visual</u></b> –Students watch and listen to the instructor’s slide presentation about Afro Colombian history.</p> <p><b><u>Critical Thinking</u></b> –Students discuss their thoughts about the slide presentation on Afro Columbians.</p> <p><b><u>Auditory</u></b> – Students listen to the instructor read about the culture and history of Columbia.</p> <p><b><u>Kinesthetic / Artistic:</u></b> Students draw pictures to depict Colombian landscapes and people.</p> <p><b><u>Interaction</u></b>– Students work in groups to create bulletin boards that lists the key objectives of the United States’ “Plan Columbia”.</p>	<ul style="list-style-type: none"> <li>▪Students learn that enslaved Africans existed in Columbia.</li> <li>▪Students understand the experiences and history of Afro-Columbians.</li> <li>▪Students acquire knowledge about the political relationship between the U.S. and Columbia.</li> <li>▪Students appreciate the natural resources of Columbia and are able to identify it’s agricultural exports.</li> </ul>

# Learning Module II: Lesson VIII

## ARGENTINE REPUBLIC

Curriculum Map	Lesson VIII	Modalities	Outcomes
<p>☐ <b>Geography</b> World Map, maps of South America and Argentina</p> <p>☐ <b>Government</b> Confederation, War of Triple Alliance, Argentine Civil War, democracy</p> <p>☐ <b>History /Social Studies</b> Afro-Argentines, gauchos, slave trading</p> <p>☐ <b>Language Arts</b> Illustration of the Argentine Republic flag</p>	<p><u><b>Argentine Republic</b></u> Students will learn about the history, military conquests, social hierarchy, and Afro-Argentine perspectives.</p>	<p><u>Auditory</u> – Students watch and listen to the teacher’s slide show presentation about the history and people of Argentina.</p> <p><u>Vocabulary &amp; Reading Comprehension</u> – Students learn new vocabulary words, write definitions, and take a multiple choice quiz.</p> <p><u>Kinesthetic / Activities</u> – Students draw pictures of the flag of the Argentine Republic, and participate in a group discussion to answer critical thinking questions.</p> <p><u>Visual</u> – Students watch a DVD, <i>Seas of Grass</i>, about the pampas of Argentina.</p>	<ul style="list-style-type: none"> <li>▪ Students know the geography of Argentina, and the significance of Rio de la Plata and Buenos Aires.</li> <li>▪ Students know the history of Afro-Argentines, and are knowledgeable about their contributions to the Argentine military.</li> <li>▪ Students understand the evolution of the Argentine Republic, and its similarity to the United States government.</li> <li>▪ Students learn about the environmental threats to the pampas.</li> </ul>