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| Activity 3: Latin America During the Cold War |
| Time Needed: 225 Minutes  Author: Anita Penner  Teaching Strategy: Strategies for ESL in the Classroom |
| Description |
| This activity introduces students to the key figures and events in Latin America during the Cold War. This activity begins by introducing students to the theme of foreign involvement in Latin America during the Cold War. It then engages students in a closer investigation of key figures and events from the Cold War in Latin America. Finally, students consider the revolution and resistance to foreign power in Latin America. Continuing in the theme of this Unit, students will be asked to view this time period through the lens of Media, specifically how media was used as a form of resistance and revolution during the Cold War. At the end of the activity, students will create a short radio show reflecting their understanding of the time period and with consideration of the critical question for the unit – “To what extent did media influence perspective during the Cold War?” |
| Strands and Expectations |
| **Strands**  Communities; Local, National and Global  Citizenship and Heritage  Methods of Historical Inquiry  **Overall Expectations**  **COV.03** · evaluate the key factors that have led to conflict and war or to cooperation and peace.  **CHV.02** · demonstrate an understanding of ideas and cultures from around the world that have influenced the course of world history since the sixteenth century;  **HIV.02** · critically analyze historical evidence, events, and interpretations  **HIV.04** · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.  **Specific Expectations**  **CO3.01** – demonstrate an understanding of the key factors that have led to conflict and war  **CH2.04** – describe key conflicts and controversies that arose as a result of resistance to the assertive spread of modern Western ideas  **HI2.04** – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations  **HI4.01** – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently; |
| Prior Knowledge |
| * From previous activities in this unit, students will have a general understanding of the Cold War and its effects/influences in the United States and Russia. * Based on the Cold War Unit and other course work, students will have an understanding of different worldviews including communism and democracy. They will also have an understanding of the perceived threat of communism in the United States at the time. * Students will have begun discussions about Media Literacy (specifically around the unit’s critical question) in previous sections of this unit in addition to other course work. * Students have had initial conversations about doing research on the Internet and the school has committed to developing awareness and skills for online research. |
| Planning Notes  es |
| * The teacher determines textbook selections and/or other resources that summarize significant events in several Latin American countries during the Cold War. * The teacher adjusts the WebCrawl handout as they see fit and prints off copies for students. If needed, the teacher should also book computer lab time for the assignment. * The teacher formats the Analysis of Revolutionary Primary Sources as they see fit and prints off copies for students. * Student creates advance planners and vocabulary lists for ESL students and students with disabilities as they see fit. * The teacher compiles support materials for the Radio Rebelde Assignment. |
| Teaching and Learning Strategies  es |
| 1. **“America’s Backyard” - Class Discussion**   The teacher can introduce the Cold War in Latin America by engaging students in a discussion about why Latin America may be referred to as “America’s Backyard”.  The teacher writes the expression “America’s Backyard” on the blackboard or a SMART board and asks students to brainstorm about what it could possibly mean. It may be helpful to have students brainstorm on the two words separately. Under “America,” students can brainstorm based on what they have learnt in the activity on the United States or on other previous knowledge they may have. Under “Back Yard,” students can brainstorm things about a backyard. This discussion will draw on previous conversations about American fears of communism. (See Appendix 5.1 for suggestion on the content of this brainstorm)  NOTE: In order to make this exercise more effective for ESL students, the teacher may want to give talk to ESL students privately in advance to be sure that they understand the idiom “America’s Backyard” as it reflects an unusual usage of the word.   1. **Latin America Cold War WebCrawl**   At this point, the teacher can send students on a WebCrawl to do independent research about key events from Latin America during the Cold War. Students are given one of four topics representative of key events from Latin America during the Cold War (Operation Condor, the Cuban Missile Crisis, the Guatemalan Coup, Nicaraguan Counter-Insurgency).  Using search engines and pertinent resources, students use the internet to complete a handout on the topic (see Appendix 5.2 for suggested handout). The handout consists of a 3-2-1 Graphic Organizer ( “3 Things You Learnt”, “2 Things That Made You Think” and “1 Burning Question” that come up through the WebCrawl).  In addition to asking students for information about the topics directly, the teacher may want to have students reflect about the WebCrawl process itself. In order to build Research Skills, the teacher may have students complete the “Checklist for Evaluating a Website” from the Toronto District School Board’s document “Research Success @ Library; A Guide for Secondary Students, Revised” (Available in Appendix 5.3). The teacher may also wish to have students engage in a classroom discussion or written response on Web Research. Suggested questions included in Appendix 5.4.  The teacher can assess student learning and reflection with an assessment checklist (Appendix 5.4) as well as feedback in the form of contents.  The teacher can either book a computer lab in the school or can have students complete the WebCrawl as homework.   1. **Debriefing the Latin America Cold War WebCrawl**   After students complete the WebCrawl on a specific topic, have students regroup in small or large groups and share a brief summary of the event they researched. After groups have shared the teacher may wish to have a class discussion about linkages between the various countries/events that the students have researched. The teacher may want to record these in a graphic organizer on the board or SMART board. The headings may be as follows:   |  |  | | --- | --- | | Commonalities between Various Latin American Countries | Differences between Various Latin American Countries | |  |  |   This discussion could also link back to the original discussion about foreign influence in Latin America during the Cold War (the “America’s Backyard” discussion).   1. **Mini-Lecture focusing on Cuba**   In order to focus in on one area and to prepare students for the upcoming assignments, the teacher may wish to discuss the situation in Cuba specifically. This would inform students about the US backed leadership of Batista, unrest in Cuba leading up to the Cuban Revolution and revolutionary leaders such as Fidel Castro and Che Guevara.   1. **Analysis of Revolutionary Primary Sources**   Now that students have an understanding of key events in Latin America during the Cold War, the lesson can shift to responses to these key events. Using the lens of media and with the critical question - “To what extent did media influence perspective during the cold war?” - in mind, the students will focus on revolutionary and resistance movements throughout Latin America during the Cold War time period.  The teacher can lead students through an analysis of primary sources including media from the Cuban Revolution. Students will be lead through an analysis of the iconic photo of revolutionary leader Che Guevara (Appendix 5.5). A Lesson Plan on analyzing this photo is available from PrimarySource.com and is also available in Appendix 5.6.  Rather than responding through a formal rubric or checklist, the teacher may choose give students written feedback in response to their questions. This feedback should be written to help students prepare for both the upcoming Radio Rebelde Broadcast Assignment as well as the Culminating Activity.     1. **Radio Rebelde Broadcast Assignment**   Now that students have had a survey introduction to Latin America during the Cold War and the power of media persuasion as revolutionary or as resistance, the students are ready for the activity assessment. In order to demonstrate their understanding of how Latin America’s role in the Cold War, students are asked to write a sample radio script for Radio Rebelde (Cuban Radio Station still in existence that was started by Castro and Guevara during the Cuban Revolution – See Suggested Resources for Website). They will present their radio show to a small group of peers as well as the teacher.   * 1. Students should first be introduced to the idea of Radio Rebelde. The teacher could have them listen to shows from the station or could have the students look at the station’s website. The teacher should introduce the station and its history to the students.   2. After being introduced to the radio station, students will be asked to write a brief radio program that would have been broadcast during the Cuban Revolution. This broadcast will be from the perspective of Cuban Revolutionaries broadcasting to the Cuban public. These revolutionaries are trying to garner support for their cause – they may be trying to communicate their feelings about Batista and the United States influence. The teacher can give students a Graphic Organizer to aid in the creation of this script (see Appendix 5.7).   3. After creating a short script, the students will deliver their broadcast to a small group of students. This will allow all students (including ESL students) to practice their English Language skills but will allow them to do so in a smaller group.   4. After each presentation, all students in the group (including the presenter) will fill out an assessment checklist (Peer or Self respectively). The teacher will also mark this activity on a rubric (All assessment materials provided in Appendix 5.8).   5. While students are presenting in small groups, the teacher may want to give the rest of the class the opportunity to work on preparation for the culminating activity. |
| Assessment and Evaluation |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Task/Topic | Achievement Chart Focus | Strategies | Tools | Assessors | | Latin America Cold War WebCrawl | K&U | ESL Strategies, Media Literacy, Alternative Format | Checklist | Teacher | | Analysis of Revolutionary Primary Sources | K&U, T | Critical Thinking, Bloom’s Taxonomy, Media Literacy | Written Feedback | Teacher | | Radio Rebelde Broadcast | K&U, T, C, A | ESL Strategies, Critical Thinking, Historical Imagination | Peer Checklist, Self Assessment, Rubric | Teacher, Peer, Self |   These Assessment and Evaluation Activities connect to the Culminating Activity as they introduce students to knowledge about the Cold War (Latin America Cold War WebCrawl) and then allows them to use this knowledge to analyze Media Primary Sources (Analysis of Revolutionary Primary Sources) and then to consider how perspective would play into the creation of media (Radio Rebelde Broadcast). |
| Accommodations |
| As this lesson has been designed to use ESL Strategies, many learning strategies are already present in the lesson plan.   * Prior to beginning the Activity, the teacher may want to create a vocabulary and key terms handout to deliver to select students. This advance planner may help ESL students as well as other types of learners. * Students who struggle with ESL could complete the research component of the WebCrawl in their native language. * Students who may feel uncomfortable speaking in front of a group or struggle with reading in front of a group for other reasons could pre-record their Radio Rebelde Presentation and play it for their small group. * For students who are particularly strong or engaged in the material, the teacher could point them to additional resources, books and movies about the time period in Latin America. |
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| Resources  **Electronic Resources**  **Student**  *Radio Rebelde*. Radio Rebelde, 2010. Web. 12 Feb, 2011.  (http://www.radiorebelde.cu/english/)  **Teacher**  *Council on Latin American and Iberian Studies.* The Whitney and Betty MacMillan Center for International and Area Studies at Yale. Web. 12 Feb, 2011.  (http://www.yale.edu/macmillan/lais/cold-war-resources.html)  Latin America and the Cold War. Primary Source. Web. 12 Feb, 2011.  (<http://resources.primarysource.org/latinamericacoldwar>)  *The Cuban Missile Crisis.* Discovery Education. Web. 12 Feb, 2011.  (http://www.discoveryeducation.com/teachers/free-lesson-plans/the-cuban-missile-crisis.cfm)  *US History Cold War Era*. EdTechTeacher.org. Web. 12 Feb, 2011.  (http://www.besthistorysites.net/USHistory\_ColdWarEra.shtml#lesson)  **Student & Teacher**  *Cold War*. The National Archives. Web. 12 Feb, 2011.  (http://www.nationalarchives.gov.uk/education/coldwar/)  **Print Resources**  **Student & Teacher**  Toronto District School Board. Research Success @ Your Library: A Guide for Secondary Students Revised. Toronto, 2010. Print. |
| Appendices |
| Appendix 5.1 – America’s Backyard Support Materials  Appendix 5.2 - Latin America WebCrawl Handout  Appendix 5.3 – Checklist for Evaluating Websites  Appendix 5.4 - WebCrawl Support Materials  Appendix 5.5 – Che Guevara Photo  Appendix 5.6 – Che Guevara Photo Lesson Plan  Appendix 5.7 – Student Graphic Organizer for Radio Rebelde Broadcast  Appendix 5.8 – Assessment Tools for Radio Rebelde Broadcast |