Appendix 5.1 - America’s Backyard Support Materials

**Sample Brainstorm of “America’s Backyard”**

Appendix 5.2 - Latin America WebCrawl Handout

Latin America WebCrawl

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Research Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After being assigned a topic by your teacher, you will use the internet to find information about your given topic. Your job is to get an overall idea about what happened in each event. Use this graphic organizer to record your findings. Remember that you will be required to present your findings to a small group and you will also need to hand in your research notes!

You should also keep track of the websites you visit and evaluate them using the Website Evaluation Checklist.

Happy Crawling!!

3 Things I Learned

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| --- |
|  |
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|  |

2 Things That Made Me Think

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| --- |
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|  |

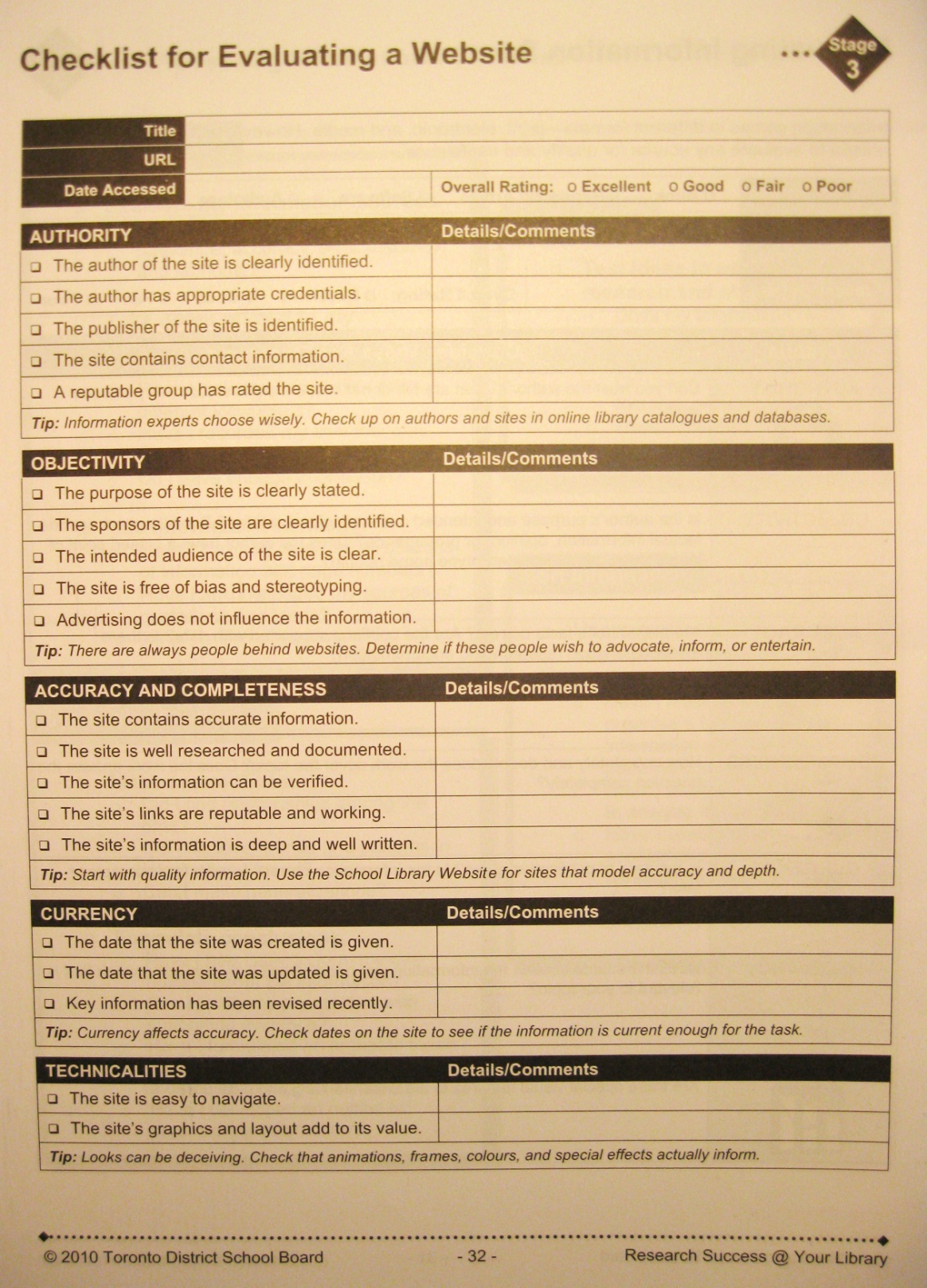
1 Burning Question I Still Have

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|  |

Appendix 5.3 - Checklist for Evaluating Websites

Checklist for Evaluating Websites

“Checklist for Evaluating a Website” from the Toronto District School Board’s document “Research Success @ Library; A Guide for Secondary Students, Revised”.

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Appendix 5.4 - WebCrawl Support Materials

**Suggested Questions About the Process of the Webcrawl**

1. What sources did you find during the WebCrawl?
2. What organizations or institutions created the websites that you found?
3. Did you find sources that disagreed with eachother?
4. Why might you have found conflicting sources?
5. Can you identify any bias in the webistes you looked at? Give some examples.
6. What do these conflicting sources indicate about how we understand History?\

**Assessment Checklist for the WebCrawl (Assessment of Learning)**

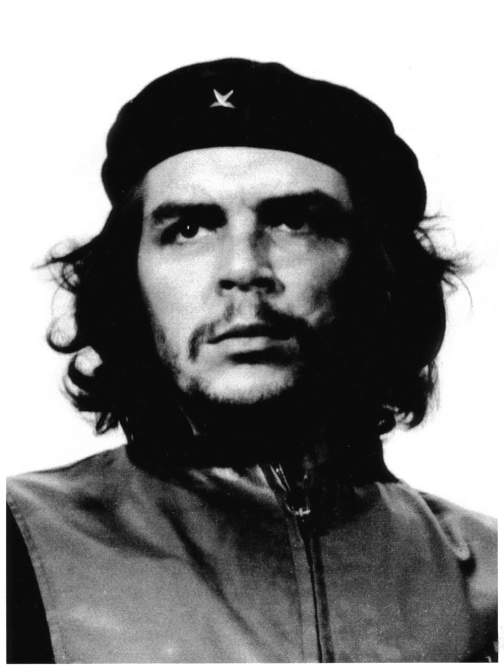
|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: | | | |
| Criteria | Yes | No | Suggestions |
| Student Identifies Sources for All Given Topics |  |  |  |
| Student Answers Content Questions Thoughtfully |  |  |  |
| Student Discusses Reliability and Quality of Resources in Process Questions (optional Checklist for Evaluating Websites) |  |  |  |
| Student Demonstrates Critical Thinking About Media and Historical Representation |  |  |  |
| Student Hands in All Sources |  |  |  |

Appendix 5.5 - Che Guevara Photos

**Uncropped Photo**



**Cropped Photo**



Alberto Korda, March 5, 1960 Source: Museo Che Guevara, Havana, Cuba

**Che Guevara Photo Lesson Plan from PrimarySource.com**

Appendix 5.6 - Che Guevara Photo Lesson Plan

**Background to Photo**

Guerrillero Heróico, the iconic image of Ernesto "Che" Guevara, has been printed on so many t-shirts, beach towels, propaganda posters and pocketbooks that for many people today, especially younger viewers, the image has grown disconnected from its historical context. Yet Guerrillero Heróico is an artifact with a significant and revealing history. Its origins in Havana, Cuba, in 1960 are an important chapter in the early history of the Cold War in Latin America.

The Cuban photographer who created the image, Alberto Korda (1928-2001), was an exact contemporary of his subject, Che, born in the same year in Argentina. Korda began his career doing fashion photography, but like so many people of his generation, Korda was swept up in Cuba's revolutionary cause. Early in 1959 he joined the staff of Revolución, a new publication in Havana. Korda snapped his now famous photograph during a public funeral and political protest in Havana on the 5th of March 1960, one of numerous photographs he took that day. The protest marked the explosion in Havana harbor of a Belgian freight ship, La Coubre, bearing arms purchased by the Cuban government. Fidel Castro denounced the blast as a CIA plot (though the cause of the explosion has never been determined).

Korda's photograph of Guevara was first published in 1960 following the U.S.-sponsored Bay of Pigs invasion. Several years later, Korda gave his photograph to a wealthy Italian publisher and leftist, who popularized the image internationally (without crediting Korda). The image reached iconic status in Latin America and elsewhere when it was embraced by the world-wide youth movement of the late 1960s. It took on further significance and poignancy following Guevara's capture and execution by the Bolivian government in October 1967. Since that time, a giant portrait based on Guerrillero Heróico has overlooked the Plaza de la Revolución in Havana, a symbol of the image's continuing importance in Cuban historical memory. (For more detail about the photographer, the event and the wider historical context, see the five "Historical Context Sheets" included in the teaching activity).

**Materials**

* Projection of two Che images: the [cropped](http://commons.wikimedia.org/wiki/File:Che_Guevara.jpg) and [uncropped](http://en.wikipedia.org/wiki/File:Heroico1.jpg) versions of Korda's photograph ( via LCD projector or SmartBoard technology)
* Individual copies of the uncropped photo, one for each student, with room to write on the margins (See Documents section in left column)

**Procedure**  
1. This primary source activity takes students through a process of re-envisioning—looking again at Korda's too-familiar photograph using the analytical tools of a historian—an understanding of place, time, the role of historical actors and the context of historical events. Explain that they are going to be looking again at the famous photo of Che with fresh eyes—this time viewing it as a historical source, and analyzing it with a historian's set of tools and questions.

2. Give each student a copy of the uncropped version of Korda's photo.

3. Ask students to look closely at the uncropped photo for a few moments, paying close attention to its details. Then ask them to use the margins of the photo to make a quick list of words or phrases that describe the thoughts and emotions they see in Che's face or expression.

4. Bring the class together and ask each student to share one word or phrase from their list. Summarize their responses, noting patterns or differences. Tell the class that we also know how the photographer, Alberto Korda, answered the same question: when asked by an interviewer, he described Che's facial expression as "encabronado y doliente"—angry and sorrowful. How does this match their responses? What questions does Korda's comment raise for them, if any? (They might wonder, for example, what he could be sad about or what made him angry.)

5. Next, project the cropped and uncropped photos side by side and ask students to compare. Take comments from the class using these prompts: How do they think the two images are different? Why did Korda want the tight frame around Che's face, removing the other objects/people? (They might notice that isolating Che places extra importance on him—all our attention is drawn to him. Some may note that the shot from below builds him up, or that isolating him makes him look like a super-hero or emphasizes his gaze out into the future, etc.) Then share the title that Korda gave the final, cropped photo: Guerrillero Heróico. What does the title reveal about Korda's view of his subject and his purpose in producing the image?

6. Next, brainstorm with the class: if they were to treat this photo as a historical document, telling us something about a moment in history and the individuals who were involved in that moment, what information would they want and need to know? List their ideas on blackboard or SmartBoard. (They might wonder where Che was at the time, what he was doing, if the photographer knew him, whether the photographer had a political perspective, where he was born, etc.)

Appendix 5.7 - Student Graphic Organizer for Radio Rebelde Broadcast

**Student Graphic Organizer for Radio Rebelde Broadcast**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use this Graphic Organizer to guide you through planning your Radio Rebelde Script.

|  |
| --- |
| Before you write your script. Use this section to pre-plan BEFORE you start writing your script. |
| Who are you? |
| Who are you addressing your broadcast to? |
| What are you going to talk about? |
| Creating your Script. Use this section to actually write out what you will say in your Radio Rebelde Broadcast. |
| Introduce the Radio Show and Yourself |
| Introduce the Topic you will be talking about. |
| Give an accound of your topic and how it relates to your chosen audience. Remember your own perspective when you discuss this. |
| Discuss any foreign involvement that you think may have impacted this event |
| Let people know what action(s) you think could help solve this problem or would be a good response to the event. |
| Write out your “Sign Out”. |

Appendix 5.8 – Assessment Tools for Radio Rebelde Broadcast

**Self Assessment Tool for Radio Rebelde Broadcast**

|  |
| --- |
| Your Name |
| What were the strengths of the CONTENT of your presentation? |
| What were the weaknesses of the CONTENT of your presentation? |
| What were the strengths of your presentation itself (your public speaking skills)? |
| What could you work on for next time? |

**Peer Assessment Tool for Radio Rebelde Broadcast**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Yes** | **No** | | **Things You Really Liked / Suggestions for Improvement** |
| Presenter acts like they are doing a Radio Broadcast (Introduces Themselves and the Radio Show, Signs Off, etc). |  |  | |  |
| Presenter discusses a historical event related to the Cold War in Latin America. |  |  | |  |
| Presenter gives perspective based on their character. |  |  | |  |
| Presenter speaks clearly. |  |  | |  |
| Does the presenter “go the extra mile”? |  |  | |  |
| **Other Helpful Comments** | | | | |
| **Your Name** | | | **Presenters Name** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Radio Rebelde Broadcast Rubric – Teacher Assessment Rubric | | | | |
| CRITERIA | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
|  | **(80 to 100%)** | **(70 to 79%)** | **(60 to 69%)** | **(50 to 59%)** |
| KNOWLEDGE/  UNDERSTANDING  Demonstrates that they understand the historical context and events in Latin America during the Cold War.  CHV.02 | * Completely accurate in making references to actual events that took place in the region. * Completely appropriate in making references to key figures. * Completely successful in indicating historical understanding in embodying their character.   **10 9.5 9.0 8.6 8.2** | * Mostly accurate in making references to actual events that took place in the region. * Mostly appropriate in making references to key figures. * Mostly successful in indicating historical understanding in embodying their character.   **7.8 7.4 7.1** | * Somewhat accurate in making references to actual events that took place in the region. * Somewhat appropriate in making references to key figures. * Somewhat successful in indicating historical understanding in embodying their character.   **6.8 6.4 6.1** | * Occasionally accurate in making references to actual events that took place in the region. * Occasionally appropriate in making references to key figures. * Occassionally successful in indicating historical understanding in embodying their character.   **5.8 5.4 5.1** |
| THINKING  Shows that they have critically considered the role that media played in Latin America and the extent to which it was effective in influencing people. Shows that they understand how these events affected Cuba, the Cuban Revolution and the Cold War.  COV.03 | * Completely demonstrates an understanding of the significance of media to convey information. * Completely understands the events and ideologies present in Latin America. * Completely demonstrates critical consideration of the way media is influential.   **10 9.5 9.0 8.6 8.2** | * Mostly demonstrates an understanding of the significance of media to convey information. * Mostly understands the events and ideologies present in Latin America. * Mostly demonstrates critical consideration of the way media is influential.   **7.8 7.4 7.1** | * Somewhat demonstrates an understanding of the significance of media to convey information. * Somewhat understands the events and ideologies present in Latin America. * Somewhat demonstrates critical consideration of the way media is influential.   **6.8 6.4 6.1** | * Occasionally demonstrates an understanding of the significance of media to convey information. * Occasionally understands the events and ideologies present in Latin America. * Occasionally demonstrates critical consideration of the way media is influential.   **5.8 5.4 5.1** |
| COMMUNICATION  Broadcast has a clear message that is supported with evidence. Student has taken time to creatively and thoughtfully communicate their ideas.  HIV.04 | * Student addresses all aspects of the graphic organizer. * Student fully infuses creativity into their broadcast. * Student completely embodies their character.   **10 9.5 9.0 8.6 8.2** | * Student addresses most aspects of the graphic organizer. * Student moderately infuses creativity into their broadcast. * Student mostly embodies their character.   **7.8 7.4 7.1** | * Student addresses some aspects of the graphic organizer. * Student somewhat infuses creativity into their broadcast. * Student somewhat embodies their character.   **6.8 6.4 6.1** | * Student addresses a few aspects of the graphic organizer. * Student occasionally infuses creativity into their broadcast. * Student occasionally embodies their character.   **5.8 5.4 5.1** |
| APPLICATION  Demonstrates awareness of Media Literacy in planning their script. Student considers how this medium could/could not have been an effective means of communication in Latin America at the time of the Cold War.  HIV.02 | * Student fully demonstrates understanding of Media Literacy. * Student fully embraces the strengths and weaknesses of this form of media and how it was used in Latin America.   **10 9.5 9.0 8.6 8.2** | * Student mostly demonstrates understanding of Media Literacy. * Student mostly embraces the strengths and weaknesses of this form of media and how it was used in Latin America.   **7.8 7.4 7.1** | * Student somewhat demonstrates understanding of Media Literacy. * Student somewhat embraces the strengths and weaknesses of this form of media and how it was used in Latin America.   **6.8 6.4 6.1** | * Student occasionally demonstrates understanding of Media Literacy. * Student occasionally embraces the strengths and weaknesses of this form of media and how it was used in Latin America.   **5.8 5.4 5.1** |
| Additional Comments | | | | |