

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: Ché: Peacemaker or Warmonger?

Author(s), School(s), Subject Areas, Grade Level(s), Time Frame to Allow for Lesson

Tamara Gordon, Westlake High School, Waldorf, MD and Patrick Iber, University of California Berkely, AP World History, 9th-12th, 46 minutes period

Introduction: This lesson has students analyze two speeches from Ernesto “Ché” Guevara to determine what kind of influence he had throughout his role in history.

Geographic Connections:

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

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Content Standards:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Essential Question: Was Ernesto “Ché” Guevara a peacemaker or warmonger?

Literacy through the Content Area: Speeches will be used as primary sources. Teacher will chunk/excerpt sections of the speeches based on students’ reading level.

Placement of Lesson within Broader Curriculum/Context: This particular lesson will fall after the Mexican Revolution. It will be the culminating activity to highlight the Cuban Revolution. This lesson fits into AP World History’s Unit Six 1900 – present.

Learner Background: Students will have read and outlined the chapter of Latin American Revolutions, which primarily focuses on the revolutions of Mexico and Cuba. Students are very familiar with analyzing documents and writing argumentatively. Students will have learned about the Cuban Revolution the day prior as well as the major players such as Ernesto Ché Guevara, Fidel Castro, and Batista.

Objective(s) for Lesson: *Students will be able to analyze primary sources in order to link prior knowledge and create an argument to support if Ernesto “Ché” Guevara was a peacemaker or warmonger.*

Integration of 21st century skills: Students will analyze primary sources. They will use evidence from those sources to support an argument. Students will then synthesize a conversation, in writing with Ernesto “Ché” Guevara.

Assessment: Students will be orally assessed throughout the lesson as they are analyzing the documents. They will also be orally assessed by listening to their answers to questions that are posed. Students will culminate the lesson with an argumentative essay.

Materials/Resources:

1. Two Guevara Speeches:

- Man and Socialism in Cuba, March 1965
- Message to the Tricontinental, April 1967

Both can be found online at: <https://www.marxists.org/archive/guevara/works.htm>

2. YouTube Video:

The Motorcycle Diaries (9/10) Movie CLIP - To a United South America (2004) HD (YouTube: http://youtu.be/ypmu86_sKpU)

3. APPARTS worksheet, *if needed*

Lesson Development/Instructional Strategies

Whole Group:

- Teacher will show a clip from The Motorcycle Diaries movie: The Motorcycle Diaries (9/10) Movie CLIP - To a United South America (2004) HD (YouTube: http://youtu.be/ypmu86_sKpU) [3 minute video, 2 minute introduction]
- Teacher will then ask students to rate Ernesto Ché Guevara as a person on a scale from 1 to 5, 1 being the worse person ever and 5 being the best person ever. [1 minute]

Small Group (preferably 4 or an even number):

- Teacher will distribute the two speeches and ask students to analyze the sources using APPARTS while simultaneously answering the following questions [25 minutes]:
 - The theme of one essay is love and the other is hatred. Are the two writings contradictory? What experiences and opinions could have caused them to be produced by the same individual?
 - What was Che Guevara's greatest accomplishment?
 - What was his greatest weakness?

Whole Class:

- Teacher will ask students to share out their responses from the speeches. [10 minutes]
- Teacher will explain the culminating writing assignment (5 minutes):

- For homework: Using the information gained from today as well as any additional necessary resources respond to the following prompt: ***Was Ernesto Ché Guevara a peacemaker or a warmonger?*** Your response cannot support both sides, you must choose a side and support that side. Your response must be at least 4 paragraphs: and introduction, two supportive paragraphs and a counterclaim paragraph. Include details and references to support your argument. Should you use an outside source, you must site your source using APA format.

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

The speeches will be chunked more for struggling readers.
The conclusive essay will be shortened for struggling writers.

How will you provide opportunities for enrichment/higher level of challenge for students?

The conclusive essay will need to include an annotated bibliography and students will have an additional day to complete the essay.