

**Title of Lesson: Dos caras de Potosí--Jigsaw Reading and Discussion**

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**School: Ashwaubenon High School**

**Subject Areas: Spanish**

**Grade Level(s): 9-12**

**Time Frame to Allow for Lesson: one 90-minute Block**

**Introduction:**

The lesson was created for upper level Spanish students in a Latin American Civilization course. It is based on the colonial boom-town of Potosi, Bolivia and the complex society that quickly grew up to support the silver mining, which in turn supported the Spanish Empire. Students will work in four expert groups (Mining and Money, the Mita System and Slavery, the Commerce and Society of Potosi, and the Birth of World Trade) and then reorganize into base groups to share their knowledge and complete an exit ticket activity.

**Geographic Connections:**

Change, Continuity and Context

D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**Vocabulary:** real de a ocho, fundir, la mena, el lingote, el sello, la mita, el desarrollo, criollo, mestizo, impuestos

**Content Standards:**

CCSS.ELA-Literacy.CC.AA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from text.

CCSS.ELA-Literacy.CCRA.SC.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

**Essential Question:**

How did wide ranging patterns of cause and effect result in the rise and fall of Potosi? The rise and fall of the Spanish Empire?

**Literacy through the Content Area:** Each student, as a member of an expert group, will be responsible for a one-page, approximately 400 word focused reading in the target language. Their goal is to not only understand the reading but to process it into their own words in order to be able to explain it to base group members who read about different aspects of Potosi. The students will also be looking for evidence of cause and effect patterns to give their reading a specific focus as well.

**Placement of Lesson within Broader Curriculum/Context:**

This lesson follows a unit on Pizarro's conquest of the Incan Empire and transitions into a larger unit on the colonial period. It provides a springboard for students to delve into particular areas of interest that they will explore in individual research projects.

**Learner Background:**

All students will have completed at least through Spanish 5. Our 3 upper level courses rotate so that there is some difference in language ability and background knowledge. Most students are at least Intermediate Mid on the ACTFL proficiency scale. Students who have already taken Spanish Civilization will have more background knowledge on Carlos I/V and Felipe II. However, the readings do not assume nor require this background.

**Objectives for Lesson:** *Students will be able to:*

- Read a page in Spanish to obtain information and retell the information learned in their own words
- Identify cause and effect relationships and how they intersect
- Express ideas and opinions through spoken and written language in Spanish

**Integration of 21st century skills:**

Students will be working in base and expert groups to construct an understanding of the Spanish colonial world. The focus on cause and effect gives them a task beyond simply decoding the language and forces them to think more deeply about the content. The exit ticket also asks them to make connections to other knowledge and to their own lives where possible.

## Assessment:

- **Formative Assessment:** Informal assessment of students' language proficiency during group work and discussions and assessment of Exit ticket responses.
- **Summative Assessment:** This would come later, at the end of the colonial unit students give 5 minute presentations and hand in a research paper on the topic of their choice. This allows students to focus in on an area or person of particular interest to them.

## Materials/Resources:

Teacher-created documents:

Introduction page projected for class

4 one-page readings:

La minería y monedas (mining and money)

La mita y la esclavitud (the Mita System and Slavery)

El comercio y la sociedad de Potosí (Trade and the Culture of Potosí)

El nacimiento del comercio mundial (the Birth of World Trade)

Exit ticket

## Sources:

Dell, Melissa. *The Persistent Effects of Peru's Mining Mita*. Cambridge, MA: Massachusetts Institute of Technology, 2009. Web

Flynn, Dennis O. and Giráldez, Arturo. *Born with a "Silver Spoon": The Origin of World Trade in 1571*. University of the Pacific Journal of World History, Vol. 6, No. 2 ©1995 by University of Hawai'i Press Web. <http://www.uhpress.hawaii.edu/journals/jwh/jwh062p201.pdf>

Demos, John. *The High Place: Potosi*. Web. <http://www.common-place.org/vol-03/no-04/potosi/>

Flynn, Dennis O. and Giráldez, Arturo. *CHINA AND THE SPANISH EMPIRE*. Web. <http://orff.uc3m.es/bitstream/handle/10016/2009/RHE-1996-XIV-2-Flynn-Giraldez.pdf?sequence=1>

La trata de esclavos en la Casa de Moneda de Potosí – Bolivia  
<http://www.monografias.com/trabajos70/trata-esclavos-casa-moneda-potosi/trata-esclavos-casa-moneda-potosi.shtml#ixzz387YB3xvs>

Mangan, Jane E., Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí

## **Lesson Development/Instructional Strategies**

### **Introduction:**

Start with the introduction page either as a hand-out or projected on a screen for the whole class. The image is that of a Spanish 8 real coin. If the students do not already have the background knowledge, this would be the perfect time to explain the symbolism seen on the coin as well as the Spanish flag (i.e., the Pillars of Hercules, the two worlds under one crown, the origin of the dollar sign, etc.). If possible, purchase a few sets of replica coins and show how change could be made by cutting the coin into pieces.

In English we refer to two “sides” of a coin—in Spanish they say the two “faces”. The introduction uses the image of two sides of a coin to explain how the students will be studying the two sides of Potosi—the grandeur and power on the one side and the poverty and oppression on the other. Depending on the level of background information covered, the introduction could be very brief or perhaps take 10-15 minutes if the symbolism is explored and replicas of coins passed around.

### **Base groups:**

Arrange the students into four equal groups. Explain that they are going to look at Potosi from 4 ever-enlarging points of view. The starting point was the silver and the money that was generated. Then, obviously, the workers were needed. With the workers came their families and other people to provide needed goods and services. Finally, they will look at Potosi’s position and role within the colonial world.

Introduce the Guiding Question. Pass out the Exit ticket and explain that throughout the reading and discussion, they should be paying particular attention to the instances of cause and effect and how they sometimes stand separate but often link together.

Give the Base groups 20-30 minutes to read, discuss, and practice retelling as well as identify at least three cause/effect pairs. Circulate and informally assess students during this time.

### **Expert groups:**

When they have accomplished their base group tasks, rearrange the students into Expert Groups of 4—one expert for each reading. Encourage them to set the readings aside so that they are not tempted to read! Have each student in turn share the main points of their reading. Students should continue to identify at least one cause/effect pair from each of the other readings. A teacher may want to have expert groups compete to see who can identify the most or perhaps give extra credit to individuals who are able to generate more than the six required. Allow 20 minutes.

**Wrap up:**

Allow students 5-10 minutes to work individually at the end to answer the last questions on the exit ticket making connection to previous knowledge and/or personal experiences. Collect exit tickets at the door as they leave.

**Students Needing Differentiated Instruction:**

Since there are generally students of varied abilities in your classroom, identify ways to modify and enrich this lesson. Consider that students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

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

These types of activities allow for students to complete the activities at their own level. Some students will communicate their ideas more fluently than others but all can make themselves understood. Struggling students could be allowed to read from their own notes—just not directly from the document when presenting. Pictures and images could be provided to help them remember the main points to make when presenting in their expert groups.

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

I encourage higher level students to challenge themselves to use higher level vocabulary and grammatical structures in both the writing and speaking. For example, instead of saying “they were very poor” they could say “they were living in oppressive poverty.”

An enrichment activity could be choosing a person (or representative of a group) for further research and having them write a journal entry from that person’s point of view (i.e., a mita worker, a female Spanish colonist reflecting on the trip from Madrid, a mestizo or an African slave working in the mint).