

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: How Far is Too Far?

Ellen H. Cohen, Metairie Park Country Day School, Spanish Language and Culture, Grades 11 and 12, 85 minute lesson

Introduction: This lesson plan investigates the lengths that a government may go in protecting its interests in another country. Guatemala between the years 1900-1954 will be the example used.

Geographic Connections:

D1.1.9-12 Explain how a question reflects an enduring issue in the field.

D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Vocabulary: Imperialism, monopoly, revolution, coup d'état, insurrection

Content Standards:

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Essential Question: How far is too far?

Literacy through the Content Area: This lesson can be modified easily for use in an intermediate to advanced Spanish-language classroom. Translation of teacher materials and use of primary sources in Spanish will teach literacy, in Spanish, in the content area.

Placement of Lesson within Broader Curriculum/Context: This lesson can be taught independently, but it will work best within the broader curriculum of Maya Studies. It will serve as the end of a sequence of lessons based on the Maya: Past, Present and Future. This lesson will illustrate the political, social and economic issues faced by Guatemala and its indigenous people throughout the first half of the twentieth century. Culminating lessons will address the current-day life of the Mayan people and their struggle to integrate into Guatemalan society while striving to maintain their rich linguistic, cultural and social heritage.

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Learner Background: In its English form, this lesson assumes that students understand the indigenous history of Guatemala as well as something of the colonization of the Americas. The lesson also assumes that students understand basic economic and political structures like dictatorships, democracy, subsistence farming, plantation culture, etc.

In its Spanish form, this lesson is geared for students in their fourth or fifth year of Spanish instruction.

Objectives for Lesson

Students will be able to:

- Explain the structure of the United Fruit Company and its impact on the economies of the United States and Central America in the early 20th century.
- Comprehend that prosperity for the United Fruit Company meant a reliance on underpaid and exploited workers in Central America.
- Discuss the relationship between the needs of the United Fruit Company/USA and the needs of the Guatemalan government
- Define the terms dictatorship, coup d'état, militarism, nationalism, imperialism, democracy, agrarian reform
- Understand the impact that the threat of communism in Central America had on the Cold War culture of the United States.
- Debate the question, "How far is too far? To what lengths may a government go to protect its interests in another country?"

Integration of 21st century skills:

Students will synthesize, document, debate and unravel historical materials to reach an understanding of a complex moral and ethical question. Students will communicate their thoughts orally and through writing. They will use computers to research elements of a historical time line for deeper understanding. They will navigate the Freedom of Information Act website to discover primary sources pertinent to the lesson. Students will solve real world problems by understanding the complexity of international relations. Students will use critical thinking skills and higher level thinking skills to debate the question, "How far is too far?"

Assessment: As this is a one class lesson, assessment will be through teacher observation of participation in small group activities, small group readings and the final class debate. Teacher will observe engagement, evidence of comprehension of readings and of the greater question, and willingness to think beyond the material presented.

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Rubric for Assessment- Discussion

Category	1. Below standard	2 Developing	3 Proficient	Exemplary
Group Collaboration	Disengagement in group process Behavior distracts group from task at hand	Some engagement in process Behavior neither distracts nor enhances group goals	Engagement in process. Participation in group's discussions. Interest in topics. Contributions forward the project.	Leadership skills noteworthy. Shows enthusiasm for project. Engages other members of the group. Essential to the success of the project.
Effective use of technology	Off-task on computer	On task but unproductive during research	On task and productive when using technology. Information found in research furthers the group's progress.	Engaged and active in research. Information found is essential to group's success.
Contribution to learning environment	Student is distracted and interferes with the learning of others.	Student is engaged at times but does not display active interest in the topic.	Student is actively engaged in lesson. Student shows interest in the material covered. Student asks appropriate questions and discusses material at an abstract level.	Student is actively engaged in lesson. Student's enthusiasm for the topic enhances the learning environment for peers. Student asks productive questions that engage the class' intellect. Discussion is productive and supports new learning.
Knowledge of content material	Student does not display any understanding of the content material.	Student shows some understanding of the material at a concrete and factual level.	Student shows abstract understanding of the material through making inferences, drawing conclusions and using problem-solving strategies.	Student shows highly abstract understanding of the material demonstrated through higher-level thinking skills such as gathering, synthesizing and evaluating data to lead to higher-level

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				discussion and implementation of problem-solving strategies.
Effective discussion	Student does not participate in discussion.	Student participates minimally in discussion.	Student participates actively in discussion and shows engagement and comprehension.	Student is a leader in classroom discussion. Student both poses and answers questions to further comprehension by all.

Adapted from CT Common Core Teaching Standards:

<http://www.connecticutseed.org/wp-content/uploads/2014/05/>

Materials/Resources:

- Reading from Cohen, Rich. *The Fish that Ate the Whale*. Picador, New York, NY. 2012. Selected pages for reading: Group A- 173-180 Group B- 195-200.
- Neruda poem ‘La United Fruit Co.’ *Selected Poems of Pablo Neruda*, edited and translated by Ben Belitt. Grove Press, Inc. NY, NY. 1961.
- Article, “Most Precious Fruit of the Revolution,” *The Guatemalan Reader*. Ed. Grandin, Levenson and Oglesby. Duke University Press, 2011.
- Reading: “Operation PBSUCCESS” by Nick Cullather in *The Guatemala Reader*. Ed. Grandin, Levenson and Oglesby. Duke University Press, 2011.
- Reading: “A Plan for Assassination”, Central Intelligence Agency. In *The Guatemala Reader*. Ed. Grandin, Levenson and Oglesby. Duke University Press, 2011.
- Reading: <http://blogs.archives.gov/TextMessage/2012/02/13/the-cia-in-guatemala/>

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Essential question: “How far is too far?” Subquestion: “To what lengths may a government go to protect its interests?”

1. **Brainstorm- 5 minutes.** Whole group. (All students in my class have laptop computers. If there are no laptops, teacher can write brainstorm words on the board.)

-Using www.wordle.com, students will brainstorm what comes to mind when they hear the term, ‘Banana Republic.’

2. **Background information- 15 minutes.** Whole group. Teacher-led activity for background information and comprehension. Present timeline of Guatemala, 1900-1960.

Attached, and below.

3. **Additional background information- 7 minutes.** United Fruit Company- Small groups. Students will be divided into small groups to read an excerpt from *The Fish that Ate the Whale*, the story of Samuel Zemurray and the United Fruit Company. This is additional background information.

4. **Small group readings and discussions. 20 minutes.** Students will be divided into groups of 2-3 students. Each group will receive a reading on one of the following topics. They will become ‘mini experts’ on their group’s topic. In a large class, more than one group could have a particular reading, but they should still work in groups of 2-3 students. Readings are varying lengths and levels of difficulty for differentiation purposes. Teacher should assign groups to work with enrichment/differentiation. **Readings are listed in Resources/Materials above**

5. **Compilation of ideas and discussion- GoogleDoc. 38 minutes.** When students have finished their reading and discussion, they will summarize their findings for the class. Each group will have a scribe to write a summary (bullet points) of their information in a shared GoogleDoc. Another student will serve as spokesperson to summarize the article as the scribe writes bullet points of key information in the GoogleDoc. As the students begin to synthesize the information they have uncovered, they will begin a discussion that helps fit the readings into the time line provided.

The following questions will be address:

- a. Is there a moral right?
- b. Does a country have the right to protect its interest at any cost?
- c. Might v. right?
- d. What is imperialism?
- e. Does the USA have the right to interfere in another country’s politics?
- f. What response did Americans have to the communist threat of the Cold War years?

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g. And, How Far is TOO Far?

Important dates in Guatemalan History, 1901-1960

1901 Rise of the United Fruit Company

- Presidents of Guatemala: Manuel José Estrada Cabrera and General Jorge Ubico
- General Jorge Ubico- dictatorship for 13 years
- In 1930s, Ubico encouraged foreign investment in Guatemala to strengthen economy
- United Fruit Company received particular favors.
 - What did Guatemala have to gain from rise of UFC?
 - What did Guatemala stand to lose?

1900-1930s- Guatemala poured money into Guatemala.

- Bought controlling shares of the railroad, electric utility and telegraph company
- Controlled over 40% of Guatemala's arable land.
- *De facto* control over Guatemala's only port facility
 - What did this control from a foreign company represent in Guatemala?
 - How did Guatemala benefit from UFC's presence?
 - How did Guatemala suffer from UFC's presence?

1944-1954 Ten Years of Spring.

October Revolutions and Revolutionaries

- Ubico's government overthrown by Nationalists- military, university students and liberal professionals
- Unrest came to a climax with the murder of a teacher by a soldier. This led to a general strike which led to eventual overthrow of Ubico.
- Ubico resigned, turning his government over to a *junta* of three of his generals.
- These generals were overthrown by Captain Jacobo Arbenz Guzmán and Major Francisco Javier Arana.
- This led to ten years of democracy in Guatemala. There were free elections, free speech, the creation of political parties as well as social reform and land reform. Unions were permitted on a restricted basis.

1945-1951 Presidency of Juan José Arévalo.

- Introduced social reforms.

1951- Arbenz took over in a democratic election.

- Continued social reform throughout Guatemala.

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- Allowed legal status of the Guatemalan Party of Labour, the Communist Party of Guatemala
- During Arbenz's presidency, the party gained political influence

1953 Agrarian Reform Act

- Arbenz planned to stimulate the Guatemalan economy by reforming land holdings in Guatemala.
- Up until this time, most arable land was held by United Fruit Company and private land owners.
- Land was worked by 'peasants' in untenable conditions with very little or no pay
- Arbenz's plan redistributed unused lands from major land holders to peasants to work as subsistence farming
- While Arbenz's government offered compensation to UFC for appropriated lands, UFC argued that compensation did not equal value of land.
- UFC also argued that lands were, in fact, being used or were protected from farming.

1954 PBSuccess

- Operation PBSuccess was a covert CIA-run operation to oust Guatemalan President Arbenz from office.
- US Government ran a media and radio campaign for Anti-Communism and anti Arbenz throughout Guatemala
- Economic means were used as exports and imports were manipulated by US companies.
- Military personnel were trained by the CIA to fight Guatemalan resistance.
- Communism was highly exaggerated by the US-led campaign
- Colonel Carlos Castillo Arma took over Guatemala in a Coup.
- Arbenz was forced to resign.
- Hundreds of Guatemalans were executed after the coup.

Source for this timeline:

www.princeton.edu/~achaney/tmve/wiki100k/docs/History_of_Guatemala

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.

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

When students are divided into groups for small-group readings, I will assign reading material by interest/learning objectives based on the needs of each student. When students are placed for debates and discussions, small groups will be formed with the students' needs in mind. I will rotate through the groups, paying special attention to meet the needs of each group.

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

When students are divided into groups for small-group readings, I will assign reading material by interest/learning objectives based on the needs of each student. When students are placed for debates and discussions, small groups will be formed with the students' needs in mind. I will rotate through the groups, paying special attention to meet the needs of each group. Students with greater interest in the topic will be offered the opportunity to work for extra credit by reading and summarizing additional material. For these students, an independent discussion will take place outside of class time to further their understanding of the topics presented.