

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: Fruits of Revolution: The Zapatista Movement

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School: St. James Catholic School

Subject: Social Studies

Grade Level: 6th Grade

Time Frame to Allow for Lesson: (3) 45-minute periods; (1) 10 minute period

Introduction: In this mini-unit, students will be looking at the Zapatista Movement as an effect of the Mexican Revolution. First, students will analyze the relationship among concentration of indigenous populations, GDP and literacy rates by comparing various maps and drawing conclusions about the realities of indigenous people across Mexico. Students will be given the task of “investigating” the Zapatista movement based on articles, photographs and interviews in small groups, as a whole class and individually. Students will be given several homework assignments and assessments throughout the time of study.

Vocabulary: Indigenous, Chiapas, guerilla, NAFTA, Autonomy, Disenfranchise, Charismatic, GDP, Literacy

Geographic Connections:

- **D2.Geo.4.6-8.** Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- **D2.Geo.1.6-8.** Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

C3 Social Studies Content Standards:

- **D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core State Standards:

- **CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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- CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Georgia Performance Standards:

SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.

b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.

c. Evaluate how the literacy rate affects the standard of living.

Essential Question: How can we improve our society?

Literacy through the Content Area: Students will be given an KWL vocabulary organizer prior to the lesson to guide close reading. (See Appendices)

Placement of Lesson within Broader Curriculum/Context: This lesson will be taught toward the end of the overall unit on Latin America in conjunction with our study on the impact of the Mexican Revolution. As this is a four-part year long curriculum, this particular mini-unit will be used to develop the ideas of “freedom”, “independence” and “revolution” as well as build on students’ concepts of government and the rights of citizens (and who counts as citizens).

Learner Background: Students will be expected to perform the following:

- Photograph Analysis
- Reading of a Map
- Writing short answers with complete sentences using appropriate grammar and punctuation
- Formulate an observation based on evidence
- Formulate an inference based on prior knowledge

Objective for Lesson: Students will be able to examine (with scaffolding) the effects of the Mexican Revolution through the lens of the Zapatista Rebellion and movement.

Integration of 21st century skills: Students will be:

- Making predictions
- Determining relationships
- Using multiple sources of information
- Conveying ideas graphically

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- Learning Cooperatively
- Evaluating information critically and competently

Assessments:

| Formative Assessments: | Summative Assessments: |
|---|---|
| <ul style="list-style-type: none"> • Informal: Exit Cards (“Ticket out the Door”), Mini White Board responses • Formal: Graphic Organizers, Quiz at the end of the mini-unit, Photograph Analysis worksheet | <ul style="list-style-type: none"> • Traditional Test (at the end of the unit covering Latin America) • Performance Assessment: Students will be asked to analyze several “symbols” of revolution and write an essay based on their knowledge of Latin American history (at the end of the unit covering Latin America) |

Materials/Resources: (These can all be found organized by day in the Appendices):

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|-------------------|--|
| Day One: | <ul style="list-style-type: none"> • KWL organizer • Map of Mexico (Indigenous Populations) • Map of Mexico (Poverty/Standards of Living) • Map of Mexico (Illiteracy) • Individual Whiteboards (Index cards may be used instead if needed) • Homework: Article: “The Zapatista Army of National Liberation” • Social Studies Journals or copybooks |
| Day Two: | <ul style="list-style-type: none"> • Photo Analysis Worksheet • Photograph of Zapatistas in Lacandon Jungle • Exit Card 1 • 5W’s and H Graphic Organizer • Social Studies Journals or copybooks |
| Day Three: | <ul style="list-style-type: none"> • Article: The Art of Building a New World: Freedom according to the Zapatistas • Social Studies Journals or copybooks |
| Day Four: | <ul style="list-style-type: none"> • Quiz |

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Lesson Development/Instructional Strategies

Pre Lesson: Students will be given a KWL organizer (see appendices) to fill out prior to the lesson. These will be collected and noted for student misconceptions and to measure prior knowledge.

Day One

- Activity: Students in small groups will be given three maps of Mexico (Literacy Rate, GDP per capita and concentration of Indigenous populations throughout the country). They will be asked to compare and contrast the maps and formulate a relationship among the maps in a statement.
- Each group will have a spokesperson to represent the group. Each group will be asked to present their correlations and conclusions. These will be recorded on the board.
- Group discussion: Is this a coincidence? What do we know about indigenous populations and land ownership in Mexico in the early 20th century? Does this remind you of another period of history where indigenous peoples had land taken from them by a government?
- Think-Pair-Share: Imagine that you are living in Mexico and you are told that the farm that you have been working on is being taken away, even though you have a family of four to support. Identify specific ways that you would react (would they be constructive or destructive?)
- Class Discussion of reactions to the questions;
- Homework: Read the article on the Zapatista Army of National Liberation. Using your highlighter or red pen and ruler, emphasize the parts of the article addressing “Who, What, When, Where, Why and How” for class discussion tomorrow.

Day Two

- In small groups, students will take their homework from last night and be given a graphic organizer (see appendices) to fill out their findings and discuss. Each group will fill out the organizer in its entirety, but each group will receive one of the W’s (or H) to present after they conclude their discussion.
- One person from each group will present their findings; these will be recorded on the board.
- After a brief discussion of our findings, each student will receive a Photo analysis worksheet (see appendices).
- On the SmartBoard (or projector) a picture entitled “Zapatistas in the Lacandon Jungle” will be projected. Individually and independently, students will have exactly five

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minutes to study the photograph and form observations and inferences about the photo on the Photo Analysis worksheet.

- Class discussion on observations and inferences. (These sheets are to be collected after the period is over.)
- Ticket out the door (see appendices): students will write a prediction based on a statement made by the press about the current state of the Zapatista Movement.
- Homework: Come up with 5 specific ways you could improve our society here and now. How can we do this here in Savannah? At school? At church? At home?

Day Three

- Students will share their homework answers individually. We will record these answers on the board and leave them there for discussion after article reading.
- Students will be handed an article written about the lifestyle of a Zapatista family. We will read as a whole class and students will be asked to highlight areas of the article where they see an idea they may have come up with the evening before during homework about how people can improve their societies.
- Class discussion: How have peoples' lives improved/not improved since the 1994 Uprising?
- Ticket Out of the Door: Final thoughts: Do you think that the Zapatista Movement accomplished its goals? Is there still a "revolution" occurring today? Give evidence to support your statement.

Day Four

- Students will take a short quiz on the Zapatista Movement.

Students Needing Differentiated Instruction:

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

Students who are struggling with the reading will have an opportunity to read in class with a partner or outside of class with the reading specialist or with the teacher during their break periods.

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

Students who want to further investigate the current lives of the Zapatistas (including children) will be encouraged to read a diary of a traveler who recently went to the "Small School" in Chiapas. (The Chiapas Diaries):

<http://www.lavidalocavore.org/diary/4257/chiapas-diaries-day-1-part-1-my-yuppified-introduction-to-chiapas>

Resource List/Bibliography:

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