**Persistent Attitudes about Colonialism in Latin America**

Lee Durham Stone, Hopkinsville High School, Kentucky

Target Audience: Grades 9-10

|  |
| --- |
|  **RELATED CONTENT AREAS** |
| World Geography, Latin America, Colonialism |

|  |
| --- |
| **INSTRUCTIONS** |
| **Overview** | In this lesson, students will demonstrate understanding of the colonial past in Latin America, and how these are still issues today for both the former colonials and former colonists. |
| **Standards** | (*Geography for Life: National Geography Standards, Second Edition* [2012])#6. How culture and experience influence people’s perceptions of places and regions. #9. The characteristics, distribution, and migration of human populations on Earth’s surface.#13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.#17. How to apply geography to interpret the past. (Common Core State Standards Initiative, History/Social Studies Grade 9-10)CCSS.ELA-LITERACY.RH.9-10.10--By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| **Objectives** | * The learner will analyze current attitudes of and arguments about the colonial past in Latin America;
* How these still are issues today for both former colonials and former colonists.
 | **Materials** | * Feature film: *Que Tan Lejos?*
* Blank map of Latin America
* Color pens or pencils
* History texts of the colonial period of Latin America
 |

|  |
| --- |
| **PROCEDURE** |
| 1. Complete a map of Latin America, with color key, showing European colonial possessions ca. 1800-1815.
2. Read the history of European colonialism in Latin America, especially migration of Spaniards, ethnic make-up, the *encomienda* system of agriculture, and how colonialism affected social and economic structures.
3. View the first segment of the film that depicts Esperanza entering Ecuador and her encounter with the taxi driver.
4. Make notes of the action and dialog.
5. Write one paragraph explaining the taxi driver’s attitude. Write one paragraph explaining Esperanza’s attitude and defense.
6. Role play (in groups of two) the confrontation of Esperanza and the taxi driver.
7. Write a paragraph about how each character (two paragraphs total) is both right and wrong.
8. Peaceful resolution: Have students consider how to resolve the colonized/colonizer differences by re-writing the dialog and role playing the newly re-written scene with Esperanza and the taxi driver.
 |

|  |
| --- |
| **EVALUATION** |
| 1. Students will demonstrate understandings of the issues in their writings and role playing (in groups of twos) of the confrontation in the film scene. Points to look for: (a) The continued blaming of the colonial power (Spain, or Portugal for Brazil) for persistent present problems in Latin America; (b) the facts about how the colonial powers did actually retard development in Latin America.
2. Peaceful-resolution points to look for: Use of inclusive language about commonalities between the two positions; and, language that uses positive listening techniques, such as, “I heard you say…”, etc.
 |

|  |
| --- |
| **EXTENSION ACTIVITES** |
| Research the differences concerning Mexican attitudes toward its loss of California del Norte as result of the U.S.-Mexico War (1848), and typical American attitudes toward this same situation. Procedure: (a) Research, including interviewing Mexicans/Mexican-American adults, about Mexican attitudes toward loss of California.(b) Research the history of Henry David Thoreau’s protest against the war. |