**The United States and Latin America: Foreign Relations, Development, Immigration**

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FACDIS UNIT - July 2017**

**PART I** New World - 1st Americans, Columbian Exchange, Spanish Contact/Empire
**PART II** US Imperialism and Latin America

**Lesson:** I have created a unit intended for Advanced Placement U.S. History. The standards and explanations for the 9 periods of U.S. History can be found on the [College Board](https://apcentral.collegeboard.org/courses/ap-united-states-history?course=ap-united-states-history) website. I intend on teaching this unit at the end of the year (April). This lesson begins with early history in order to review essential concepts that students will need to know for the upcoming test in May. Starting with the 1st Americans, Columbian Exchange, interactions of the Spanish in the New World, then jumping to U.S. imperialism in Latin America. Assessments will be formative. Students summative assessment is their College Board exam in May and the activities leading up to this will be for review.

**PART I: NEW WORLD**

**AP United States History Standards (Key Concepts)**

**Key Concept 1.1 -** (1491 - 1607)  **1st Americans**
As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
**I.** Different native societies adapted to and transformed their environment through innovations in agriculture, resource use, and social structure. (Aztecs, Cahokia, Pueblos - Pueblo Bonita in Chaco Canyon/ Mesa Verde)
**A.** The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
**B.** Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
**C.** In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
**D.** Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

**Key Concept 1.2 -** (1491 - 1607)  **Columbian Exchange / Spanish Empire**
Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
**II.** The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
**A**. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
**B.** In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metal and other resources.
**C**. European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
**D.** The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire. (mestizo)

**PROCEDURES**

**DAY 1 - 2 NEW WORLD / COLUMBIAN EXCHANGE**
**Materials:** History textbook Columbian Exchange article

**Background:**
Students read chapter 1 of their Give Me Liberty textbook (by Eric Foner) early in the school year. This chapter covers the first Americans, the landing of Columbus in the New World, and Spanish conquest in the New World. Students defined and will review the 21 concepts for homework:
*Beringia, Aztec Empire, Incan Empire, Mound Builders (Cahokia), Pueblo Bonita, Iroquois, Christian Liberty, coverture, Zheng He, caravel, Reconquista, Columbian Exchange, peninsulares, mestizos, Protestant Reformation, mercantilism, encomienda, Black Legend, Pueblo Revolt, metis, joint stock company*

**Purpose:**
Students will evaluate the Columbian exchange and its impact on both the New World and Old World. (Historical Causation)

**Activity:**

**Day 1**

1. Read The Columbian Exchange: Biological and Cultural Consequences of 1492 by Alfred W. Crosby, Jr.
(Read from the [Gilder Lehrman](https://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange) website)
2. Write one sentence that reflects the main idea of each paragraph (12 paragraphs, 12 sentences)
3. What is the author trying to express in this document? (50 Word Statement: In 50 words or less, students will assess the main point.)
**Day 2**
4. Put students into groups of 2 - 3 and have them share their sentences and author's main point.
5. Each group must verbally share the author's main point to the whole class and the teacher will make a list of descriptors used regarding the Columbian Exchange.
6. Ask: Was the Columbian Exchange beneficial to Native Americans? Europeans? Explain.

**Possible Responses:**

**Paragraph 1: Rate:**

Continental separation allowed for differing evolution, but the emergence of voyagers from the Old World to the New World brought about the Columbian Exchange.

[Columbian Exchange: The term ‘Columbian Exchange’ is used to describe the interchange of animals, plants as well as diseases between the eastern hemisphere’s Old World and the western hemisphere’s New World, after Columbus arrived in the Caribbean in the year 1492. To be more precise, it refers to *the exchange of non-native plants, animals and communicable diseases between Europe and the Americas.* The term was coined by a historian called Alfred W. Crosby, who authored the book ‘The Columbian Exchange’ in 1972, and is known to be the most significant event of modern history.

**Paragraph 2: Rate:**

The crops, animals, and diseases of the Old and New Worlds were very different when Europeans first arrived to the Americas.
[Old World: crops- wheat, barley, rice, turnips animals- horses, cattle, sheep, goats, chickens, rats
 disease- smallpox, measles, chickenpox, influenza, malaria, yellow fever]
\* pathogens due to dense populations and chickens, cattle, rats, mosquitoes

[New World: crops- maize, white potatoes, sweet potatoes, manioc animals- llama, alpaca, dog, fowl, guinea pig

**Paragraph 3:**

The exchange of crops like maize to China and white potato to Ireland have stimulated population growth in both hemispheres.

**Paragraph 4: focus is on eastern region of the US**

As a result of Europeans using Old World plants and cattle in the New World, native plants suffered.

**Paragraph 5:**

Cattle and horses were introduced in Virginia and Massachusetts in the 1620's.

**Paragraph 6:**

American Indians suffered from European settlement due to the affects of brutality, alcoholism, eliminating game, and seizing farmland, but disease had the most deadly impact on their survival.

**Paragraph 7:**

Smallpox was the biggest culprit of the infectious diseases to decimate American Indian populations.

[Smallpox: " Smallpox is a serious, contagious, and sometimes fatal infectious disease. There is no specific treatment for smallpox disease, and the only prevention is vaccination. The pox part of smallpox is derived from the Latin word for “spotted” and refers to the raised bumps that appear on the face and body of an infected person."

**Paragraph 8:**

The stories of missionaries and traders traveling west reflected the same story of smallpox killing large populations of American Indians.

[Cherokee:Southwest, those who live in the mountains <http://www.kidport.com/reflib/usahistory/NativeAmericans/Cherokee.htm> ]
[Catawbas: SC, river people <http://www.bigorrin.org/catawba_kids.htm> ]
[Omahas: IA and NE, upriver people <http://www.bigorrin.org/omaha_kids.htm> ]
[Mandans: ND <http://www.bigorrin.org/mandan_kids.htm> ]

**Paragraph 9:**

European deaths due to contracting American diseases, like Chagas Disease, were minimal in comparison to the death rate attributed to American Indians deaths from smallpox alone.

**Paragraph 10:**

The introduction of New World animals, grey squirrels, muskrats, and turkeys, have not had nearly the same impact on the Old World as animals from the Old on the New World.

**Paragraph 11:**

The crop plants from the New World to the Old World have significantly impacted the population growth for Europeans, Africans, and Asians.

**Paragraph 12:**

The environment created by the arrival of the Europeans to the New World was one in which the Europeans brought familiar plants and animals to adapt in a foreign land, while foreign disease was not something that American Indians cold so easily adapt to.

**WHAT IS THE AUTHOR'S MAIN POINT?**

Alfred Crosby points out that the affects of the Columbian Exchange were extremely deadly to many American Indians, while Europeans benefited from New World crops that increased their populations in the Old World.

**DAY 3 NEW WORLD IMAGES PPT
Materials:** Technology/internet, [Library of Congress Primary Analysis Tool](http://www.loc.gov/teachers/primary-source-analysis-tool/), New World ppt (attached)

**Background:** Students will examine 8 images related to the 1st Americans, exploration, discovery, conquest, and the Columbian Exchange. Students will practice image analysis. This skill is necessary for the document based question on the College Board exam. In addition, students ability to analyze images and understand its historical context, audience, purpose, point-of-view and significance can also reflect depth of knowledge and higher order thinking.

**Image Analysis of Early America:**

1. Students will work in groups of 2 - 3 to analyze images.
2. Provide the [Library of Congress Primary Analysis Tool](http://www.loc.gov/teachers/primary-source-analysis-tool/) to help students analyze each image.
3. As students work out their analysis and share within small groups, then with the whole class, help draw out more conclusions using the following questioning:
Source it (Who created it? What do we know about this person?) and HAPPY analysis.

**HAPPY**

**Historical Context** What is the time period and place?
 What events are taking place during that time in the country/world?
**Audience** Who was intended to view the piece?
**Purpose** What is the reason it was written/created?
**Point of View** What is the perspective?
**Y** Why is it significant? What does it tell us about that topic/era?

**New World Powerpoint Image Guide:** Each image title links to its internet source. If you have internet, use the image online because it will allow you to zoom in on portions and offer source information.

**Image 1-2 (languages maps) - Early Americans**: Discuss the origin, diversity, regional cultures, impact of environment
**Image 3 (Waldseemuller map) - Exploration:** Discuss the reasons for exploration (gold, god, glory, passage), impact of Columbus on exploration, Spanish conquistadors/Empire, name origin of America, perspective of the map
**Image 4 (Theodore de Bry,** [Columbus, as he first arrives in India, is received by the inhabitants and honored with the bestowing of many gifts](http://digital.lib.uh.edu/collection/p15195coll39/item/84) ): Discuss the perspectives of Europeans and American Indians, views of each other
**Image 5 (L. Prang & Co.** [Columbus taking possession of the new country](http://www.loc.gov/pictures/item/91481671/)): Discuss the impact of Columbus (spurred voyages, purpose...)
**Image 6 (Theodore Galle** [**The Discovery of America**](http://www.metmuseum.org/art/collection/search/666288) **):** Discuss the perspectives of Europeans and American Indians, views of each other
**Image 7 (**[**Smallpox strikes the Aztecs**](http://www.dhr.history.vt.edu/modules/us/mod01_pop/evidence_detail_08.html)**):
Image 8 (Columbian Exchange):** Discuss what was exchanged, how it all began, who it benefited the most

**DAY 4 EUROPEAN PERSPECTIVES and APPALACHIA
Materials:** Documents:"He Who Is Stupid Will Serve the Wise Man" and "Your People Live Only Upon Cod", Technology / internet

**Background:** The purpose of this lesson is to analyze European perspectives of early Native Americans, assess the reasons for these perspectives, the impact, and make connections by using a comparison of stereotypes in Appalachia and its impact. 1/2 of students will read document A and 1/2 will read document B. They will share their responses so that students will also understand the other perspective. Through discussion, compare the perspectives within these documents and answer the questions below.

1. **Read and Write 1 to 3 sentences summarizing Documents 1 & 2**
Doc. 1 "He Who Is Stupid Will Serve the Wise Man" <http://www.digitalhistory.uh.edu/active_learning/explorations/spain/spain_sepulveda.cfm>
 Europeans claim superiority.
 Hierarchy of power (man-woman, adult-child, master-slave).
 Masters are intelligent (maybe physically weak) & Slaves are dimwitted and physically strong.
 Divine Law & Natural Law mandate the power of civilized (Euro) over slaves (Ind.)
 Ind. are lewd barbarians who lack elements (no science, alphabet, monuments) of civilization.

Doc. 2 "Your People Live Only Upon Cod" : An Algonquian Response to European
 Claims of Cultural Superiority <http://historymatters.gmu.edu/d/5828>
 Amer. Ind discredit Europeans claim of superiority and make the case that their life is better.
 Amer. Ind content with their life and the small amount of material goods.
 " " lifestyle (hunting, fishing, leisure) is enjoyable ---
 "he who rests in comfort and finds all that he needs in the pleasure of hunting and fishing"
 " " Diet supports a longer life than that of Europeans
 Euros had to leave families & home, make a dangerous voyage simply to seek fortune
 why leave home if it is a "terrestrial paradise"?

1. **Answer the 3 questions written in the directions**
a) What are some of the cultural differences that caused misunderstanding between cultures?
language, culture (value in material goods), religious differences
b) Why would the Europeans make such assumptions?
fear based on perceived difference & technological differences
c) What attitudes are evident in the second reading?
Amer. Ind. defend the value of their way of life and discredit Euro claims of superiority.
Amer. Ind. content with their lifestyle (hunt/fish), rich in resources, long life (diet)
2. **Appalachia and the US / Latin America and the US**a) How is Latin America portrayed in American literature, film, tv? How did these support a specific popular stereotype of Latin America? How can stereotypes be dangerous for outsiders and insiders?
Present clips/examples and Discuss:
* Disney and Good Neighbor Policy - Films: Saludos Amigos, The Three Caballeros
* Film Images: The Latin Lover (Valentino - actor who was Zorro), Buffoon (3 Amigos), El Bandido (the Greaser) - scarface, The Treasure of Sierra Madre, Latine temptress (Dolores Del Rio), Carmen Miranda ("The Gang's All Here" - fruit hat)
* Historical: The Mission, Old Gringo, Evita (96)
* Drugs (2000's): Traffic, I Witness, Casa de los Babys

**PART II: U.S. IMPERIALISM AND LATIN AMERICA**

**AP United States History Standards (Key Concepts)**

**Key Concept 5.1** — (1844 - 1877) **Mexican-American War**
The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.
**I.** Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.
**C.** The U.S. added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

**Key Concept 7.3** — (1890 - 1945) **Imperialism**
Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.
**I.** In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.

**Key Concept 9.2** — (1980 - Present) **Immigration**
Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
**II.** The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.
**B.** International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.
**C.** Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

**PROCEDURES**

**DAY 5 - 6 US IMPERIALISM & LATIN AMERICA- Take a Stand and Timeline
Materials:** technology/internet, index cards

**Background:**  Students will assess a range of events from 1898 through current history. The intention is to review topics that was already covered earlier in the year. Given that the AP curriculum is very rigorous, covering topics in depth can be a challenge due to time. This activity will help students study some major topics in more depth, share the material in a timeline (LATEX), and comprehend the thread of history between the US and Latin America. Students will utilize AP US Historical Reasoning and Practicing Skills (College Board), while also applying some of the 7 Themes. Day 1 will include the human timeline activity and the start of research. Day 2 will include continued research and a finalized timeline. Students will verbally analyze the timeline through whole class discussion.

**Human Timeline - Early Civilizations and US Imperials in Latin America Timeline**:

1. Each student pair will be provided 1 index card.
2. The following topics will be listed on the cards (1 on each): Spanish-American War, Roosevelt Corollary or \_\_\_\_\_\_\_\_\_\_ Policy, Panama Canal, Mexican-American War, Mexican Revolution, Good Neighbor Policy, Bracero Program, Alliance for Progress, Bay of Pigs, Cuban Missile Crisis, Iran-Contra Affair.
3. Students will have 5 minutes to assess their topic and line up in chronological order.
4. In order, students will explain as much as they can remember on that topic. Other students can chime in if the owner of that card is drawing a blank.

**Latex computer Program & US-Latin American Relations Timeline:**

1. Students will research the topic on his/her index card and enter this information into the LATEX program. In the end, students should have a comprehensive timeline that we will review as a class and students can use to study for their AP exam in May.
2. Students will research 1 topic, organize information around 3 AP History Themes, and (after the timeline is complete) will verbally articulate: historical context of the topic, how it led or influenced future events, and identify continuity and change over time (AP History Reasoning Skills).

**TOPICS:** Spanish-American War, Roosevelt Corollary or \_\_\_\_\_\_\_\_\_\_ Policy, Panama Canal, Mexican-American War, Mexican Revolution, Good Neighbor Policy, Bracero Program, Alliance for Progress, Bay of Pigs, Cuban Missile Crisis, Iran-Contra Affair

**AP THEMES:** American & National Identity, Politics & Power, Geography & the Environment, America in the World, Migration & Settlement, Exchange, Work and Technology, Society & Culture

**Useful Websites**:
US Interventions <http://i.imgur.com/scLiyv2.jpg>
Office of the Historian <https://history.state.gov/milestones>
Office of the Historian - Kennedy's Foreign Policy
<https://history.state.gov/departmenthistory/short-history/jfk-foreignpolicy>
Independence Hall Association <http://www.ushistory.org/>
Roosevelt Corollary and Latin America <http://www.ushistory.org/us/44e.asp>
US and Panama Canal
 <http://www.crf-usa.org/bill-of-rights-in-action/bria-21-2-b-this-great-enterprise-theodore-roosevelt-and-the-panama-canal.html>
Bracero Program <http://amhistory.si.edu/onthemove/themes/story_51_5.html>