## Instructional Unit Title: The Action of We the People

The teacher may engage students in discussion so that students can revisit the political and economic structures in colonial North America.



The teacher may engage students in brainstorming so that students can re-examine the social structures in colonial North America.



The teacher may provide primary and secondary documents (e.g., maps, government documents, charts, graphs, trade maps) so that students can consider the significance of the political and economic interdependence between Spain/Portugal and their Latin American colonies.



The teacher may engage students in WebQuest so that students can survey the various responses/revolutions instigated by the colonized peoples against oppressive governmental/economic institutions in Latin America.



The teacher may provide primary and secondary sources (e.g. documents, maps, video clips) so that students can explore the various reactions (e.g., the American Revolution, Canadian Independence) to the oppressive colonial governments in North America.



The teacher may provide primary and secondary sources (first-hand accounts, images, maps) so that students can understand how the political and economic structures established an oppressive social order in the colonies (e.g., social structures, cultural suppression – rewriting of native histories) and the effects on the rights of various peoples.



The teacher may provide government documents (e.g., constitutions, bills of rights) so that students can identify the characteristics of the various political institutions established as a result of revolutions in the Americas



The teacher may provide primary and secondary sources (e.g., maps, newspaper articles) so that students can analyze the maintenance and/or expansion of civil liberties of peoples in the Americas as a result of the newly established governments.



PERFORMANCE ASSESSMENT: You are a member of a video production company that is tasked with creating a documentary for the Hi-Plains Film Festival. The theme for this film festival is "Revolutions in the Americas." You and your group will create a 5-7 minute documentary focusing on one of the major revolutions in the Americas (e.g., Cuba, Canada, Haiti, Mexico, Brazil, Gran Colombia). The documentary should address the causes of the revolution (e.g., colonization by European power, effects of colonization, limitations on civil rights), the events of the revolution itself, and the political, economic, and social outcomes for the new nation.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples">http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</a>.