

<b>Social Studies 6<sup>th</sup> Grade- Unit 6</b>	
<b>Elaborated Unit Focus</b>	During this unit, the focus is on current issues in Latin America. Students will continue to examine conflict and change in Latin America with a focus on current issues of poverty, war on drugs and migration. Students will compare different trade barriers with an emphasis on the current state of NAFTA.
<b>Connection to Connecting Theme/Enduing Understandings</b>	<ul style="list-style-type: none"> <li>• <b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</li> <li>• <b>Gain from Trade:</b> The student will understand that parties trade voluntarily when they expect to gain.</li> <li>• <b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</li> </ul>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS6H1 Explain conflict and change in Latin America.</b>                      d. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.</p> <p><b>SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.</b>                      a. Explain how the location, climate, and distribution of natural resources impact <i>trade</i> and affect where people live in Mexico, Brazil, and Cuba.</p> <p><b>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</b>                      b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.                      d. Explain the functions of the North American Free Trade Agreement (NAFTA).</p> <p><b>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</b>                      a. Evaluate how literacy rates affect the standard of living.                      b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).                      c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).                      d. Describe the role of natural resources in a country’s economy.</p>

<p><b>Connection to Literacy Standards for Social Standards (reading and /or writing)</b></p>	<p><b><u>Reading Skills</u></b>  <b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.  <b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b><u>Writing Skills</u></b>  <b>L6-8WHST2:</b> <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i>              b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.              d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b><u>Map and Globe Skills</u></b>          6.. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p><b><u>Information Processing Skills</u></b>          1. compare similarities and differences          5. identify main idea, detail, sequence of events, and cause and effect in a social studies context          6. identify and use primary and secondary sources          11 draw conclusions and make generalizations          15. determine adequacy and/or relevancy of information</p>

<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>• <i>Conflict and Change</i></li> </ul>	<ol style="list-style-type: none"> <li>1. What causes change?                             <ol style="list-style-type: none"> <li>a. How can change be both good and bad?</li> <li>b. How can change bring unintended consequences?</li> <li>c. Is the price of change worth the outcome?</li> </ol> </li> </ol>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• <i>Gain from Trade</i></li> <li>• <i>Production, Distribution, Consumption</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Do they have what it takes?                             <ol style="list-style-type: none"> <li>a. Why do people trade?</li> <li>b. How do trade barriers impact a country?</li> <li>c. What is necessary for a country to have a strong GDP?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### Poverty, War on Drugs and Migration to the United States

#### *Impact of poverty*

- Students work in groups of four.
- Show students the video clip in the article. The video is in Spanish but it has subtitles. You may choose not to use the video. However, it does give some good information. (Appendix A)
- Have students read the article.
- Using the information from the video and article, have groups complete their one-pager. The directions for the one-pager are provided in Appendix B.
- Post one-pagers around the room. Have students view other groups' work.
- Discuss similarities observed in students' work.

#### *Migration*

- Students work in groups.
- Students will read the article (Appendix C) and respond to the prompt or question in the box to right of each section. You can have students divide the sections and then share responses. *OR* Students can respond individually then share responses in small group.
- Discuss with students their responses.

#### *War on Drugs*

- Read and discuss article with students. (Appendix D)

#### Summary of poverty, migration, and war on drugs. (Groups of 3)

1. Give students large sheets of paper and have them draw the diagram in Appendix E.
2. Give each student a different color pen or colored pencil. (The purpose of this is to see what each person contributed.)
3. Texting Response:
  - a. Have students create a “texting” conversation to answer the *essential question* in the box in regards to the information they learned from the articles and video clip. Students do this without talking just as if they were in different locations texting. Once person starts the “conversation” and other group members respond to their “text”. Give students a set amount of time to do this. For example, you could give them 2 – 3 minutes per topic for a total of 6 – 9 minutes.
  - b. Have students rotate through other students' work. You can have them rotate through 3 other groups' work.
  - c. Have students share what they read by bragging on a friend. Ask students to brag on a friend who they thought had a great answer to the EQ.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS6H1 Explain conflict and change in Latin America.</b>                  d. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.</p>
<p><b>Literacy Standards</b></p>	<p><b><u>Reading Skills</u></b>  <b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.  <b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b><u>Writing Skills</u></b>  <b>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>                  c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b><u>Information Processing Skills</u></b>                  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context.                  6. identify and use primary and secondary sources                  11 draw conclusions and make generalizations                  15. determine adequacy and/or relevancy of information</p>
<p><b>Enduring Understanding(s)</b></p>	<p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p>

<https://borgenproject.org/10-facts-about-poverty-in-latin-america/>

24 OCT 2016

Appendix A

### [10 Facts About Poverty in Latin America](#)

Within the past decade, 70 million people were able to escape poverty in Latin America due to economic growth and a lessened income gap. However, millions still remain in the cycle of poverty. Presented below is key data about poverty in Latin America.

#### 10 Leading Facts on Poverty in Latin America

1. [One in five Latin Americans](#) lives in chronic poverty conditions. Latin Americans account for 130 million of the nearly 500 million who live in chronic poverty worldwide.
2. Poverty rates vary from country to country in the Latin American region. With estimated poverty rates floating around 10 percent, [Uruguay](#), Argentina and [Chile](#) have the lowest chronic poverty rates. Meanwhile, [Nicaragua with 37 percent](#) and Guatemala with 50 percent have the highest chronic poverty rates in Latin America, which are well above the regional average of 21 percent.
3. Poverty rates can also vary within a country. A single country can have both ends of the spectrum with the highest poverty rate that is eight times higher than the lowest. For example, [Brazil](#) has a chronic poverty rate of 5 percent in Santa Catarina, but 40 percent in Ceará.
4. Poverty in Latin America encompasses both urban and rural areas. Most assume that rural areas have higher poverty rates than urban areas, like in [Bolivia](#), where the amount of people living in rural poverty is 20 percentage points higher than those living in urban poverty. However, the number of urban poor is higher than the number of rural poor in Chile, [Brazil](#), Mexico, [Colombia](#) and the [Dominican Republic](#).
5. Poor Latin Americans lack access to basic health care services. Approximately 20 percent of the Latin American and Caribbean population [lack access to health care](#) due to their poverty conditions. The region also has high rates of non-communicable diseases (NCDs) such as hypertension, diabetes, obesity and cancer.
6. Those living in poverty in Latin America lack access to safe water and sanitation. The World Water Council reported that 77 million people [lack access to safe water](#) or live without a water source in their homes. Of the 77 million, 51 million live in rural areas and 26 million live in urban areas. An estimated 256 million rely on latrines and septic tanks as an alternative to basic sanitation.
7. The lack of education in Latin America lowers prospects of rising out of poverty. [One in 12 young people](#) ages 15 to 24 have not completed primary school, and therefore lack the skills necessary to find decent jobs. The same age group represents 40 percent of the total number of unemployed in many Latin American countries. When they are employed, six out of 10 jobs are informal, lacking decent wages, contract agreements and social security rights.
8. Limited economic opportunities keep the poor in poverty. The biggest factor that led to poverty reduction from 2004-2012 was labor income. The Huffington Post reported that in poor households every Latin American country had an average of 20 percent “fewer human resources to generate income” than non-poor households and those households who managed to escape poverty.

6<sup>th</sup> Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

9. Chronic poverty levels are falling. Between 2000 and 2014, the number of Latin Americans living on under \$4 a day [decreased from 45 percent to 25 percent](#). The Latin American population living on \$2.5 per day fell from 28 percent to 14 percent.
10. The falling poverty levels in Latin America can be attributed to improved public policy. Latin American governments created conditional cash transfers (CCT), which substituted subsidies for money transfers for the poor who invested in human capital beginning in the late 1990s. As a result, child attendance in schools has risen and families have more food and more diversity in diets.



In 2010, the middle-class population exceeded the low-income population for the first time in the region. However, with one-fifth of the population still in poverty, there is much work to be done.

– Ashley Leon

Note: If you link to the page using the website at the top of the article, you will find this video clip. The clip is in Spanish but there are subtitles. The information is very good but you will need to stop it periodically to discuss with students.

Link to YouTube video:

<https://www.youtube.com/watch?v=CIaSKIHEGE>

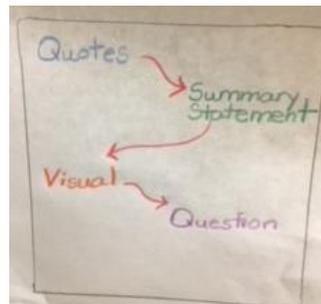
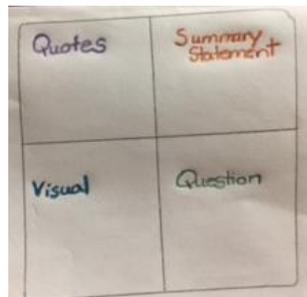
## One-Pager

Appendix B

1. Use the information from the article and video clip to complete your one pager.
2. There are 4 parts to this task. As a group you need to discuss what you want to include for each part. Once you have agreed on the information for your one-pager, you may assign one of the four parts to a group member to record on your paper.
  - a. **Part 1:** Two quotes that you feel are important to understand the article.
  - b. **Part 2:** Summary statement: Two or three sentences that summarize the article.
  - c. **Part 3:** Question that you have: This could be a question that it raised in your mind about the topic or question to pose to someone who has read the article.
  - d. **Part 4:** Visual: Create a picture or symbol that represents your overall understanding of the article.

You can divide your paper into four sections or be creative and show how one area leads to another. Be creative in how you display your responses.

### Example Layouts



Georgia Department of Education

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<https://blogs.imf.org/2017/06/29/migration-and-remittances-in-latin-america-and-the-caribbean-brain-drain-versus-economic-stabilization/>

*Excerpts from*

**Migration and Remittances in Latin America and the Caribbean: Brain Drain Versus Economic Stabilization**

By [Svetlana Cerovic](#) and [Kimberly Beaton](#)

June 29, 2017

Many people from Latin America and the Caribbean live and work abroad. Migrants have been motivated to leave their home country in search of better job opportunities and, in some cases, a more secure environment. Their families at home often benefit from the **remittances** (the sending of money, checks, etc., to a recipient at a distance) **migrants** (people who move to another country) send home, which help improve their standard of living, health care, and education. Remittances also provide financial resources for trade and investment, which helps boost the country's growth.

However, in some cases, the impact on the others in home countries may be negative, because migrants are often young and may be high-skilled (such as doctors, nurses, or engineers), and their departure reduces the country's economic potential.

Our most recent [Regional Economic Outlook](#) finds that outward migration and remittances together have had a small and negative effect on real per capita growth for large parts of the region, although the effect varies across sub-regions. On the positive side, remittances have beneficial effects for stability.

What are two reasons people leave Latin America and the Caribbean?

- 1.
- 2.

How do remittances help the families?

How can people leaving have a negative effect on their home country?

### Patterns of migration and remittances

Outward migration (or emigration) has been an important phenomenon for countries in the region, particularly for the Caribbean; Central America, Panama, and the Dominican Republic; and Mexico. In these countries, emigrants account for close to 10 percent of the population—compared with about 2 percent, on average, worldwide for emerging market and developing economies. They send substantial sums of money, averaging about 6 percent of GDP, to support family members back home.

In contrast, while some South American countries such as Paraguay and Uruguay have sizable emigrant populations, even in these countries, the receipt of remittances is dwarfed by those to their Central American and Caribbean neighbors.

The United States is by far the most important destination for Latin American and Caribbean migrants, with about two thirds of them living and working in the United States. This high dependence on a single destination country makes the economic fortunes of the region’s migrants—and the remittances they send back home—susceptible to the economic ups and downs and immigration policy changes in the United States.

This is saying...

One sentence summary

### Who are these emigrants?

Emigrants from Mexico and Central America tend to be younger (on average, about 20 years old) and have lower levels of education compared with those from South America and the Caribbean. Of the latter groups, about 40 percent have attended college (or beyond). With a high share of skilled workers leaving their home countries, the Caribbean in particular has been suffering from “brain drain.” With lower levels of education, emigrants from Mexico and Central America tend to work in lower-skilled occupations and have lower wages, but they also send a higher share of their income back to their families.

What is “brain drain”?

<p><b>Effects on growth</b></p> <p>The departure of people of working age reduces the labor force and weakens the growth of the home country, and this effect is likely to be strongest for countries facing a brain drain. But the money migrants send home brings a number of benefits to their families and provides financial resources for trade and investment.</p> <p>Our analysis suggests that the overall impact of these forces depends on the profile of migrants and the amount of money they send home—with different net effects on growth across the region.</p> <p>For countries with highly skilled emigrants like Caribbean countries and, to a lesser extent, South American countries, the negative impact on growth from emigration is not fully compensated by the money migrants send home. In contrast, for Central American countries, the negative effects of emigration seem to be broadly (or more than) offset by gains from their higher remittance receipts.</p>	<p>What are the positive and negative effects on growth?</p> <table border="1" style="width: 100%; height: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;">+</td> <td style="text-align: center; vertical-align: middle;">-</td> </tr> </table>	+	-
+	-		
<p><b>Remittances are a valuable source of stability</b></p> <p>While the effects of migration and remittances on growth may not be clear-cut, remittances can be a valuable source of economic stability.</p> <p><a href="#">Our analysis</a> suggests that remittances are an important source of income and can support consumption at home when the economy is not doing well. For example, we find that emigrants tend to send more money home following natural disasters, particularly to the Caribbean—the region most exposed to large natural disasters.</p> <p>We also find that remittances can support financial stability by strengthening borrowers’ capacity to repay their loans, and help generate revenues for the government, which taxes the spending from remittances. Finally, digging deeper into the Mexican case, we find that migration and remittances can help reduce both poverty and inequality, as remittances go mostly to lower-income households.</p>	<p>What one word would use to describe remittances? Provide evidence to support your response.</p>		

**Tilting the balance in a favorable direction**

What can countries do to reap the benefits while minimizing the costs of emigration and remittances? In general, we recommend policies that aim to reduce outward migration, while supporting remittances and encouraging the productive usage by the families that receive them.

Countries should focus on structural policies to make it more attractive for people to stay and for emigrants to return, including by recognizing professional qualifications earned abroad, and reforms to limit brain drain, for example, by developing a medical tourism industry. In addition, policies that aim at boosting the labor supply, in particular by raising women’s participation in the labor force, can also help to offset the adverse impact of emigration on productivity.

As remittances bring many benefits, policies should help the development of formal financial channels for migrants to send money home and on reducing the costs of sending money, including through new solutions like mobile money.

Effective policies to improve the security situation in many Central American and Caribbean countries may also relieve key bottlenecks to the productive use of remittances, including their greater use for investment in small businesses.

For countries that are highly dependent on remittance inflows, it is important to ensure adequate financial buffers—such as central bank reserves—to compensate for a potential loss in remittances associated with negative economic shocks or shifts in immigration policy in host countries.

Looking at the highlighted paragraph, I think...

<http://www.drugpolicy.org/issues/international-drug-war>

**Appendix D**

***The International Drug War***

***Latin America***

Latin America is a crucial geographic zone for drug production and trafficking. The Andean countries of Colombia, Peru and Bolivia are the world's main cocaine producers, while Central America, Mexico and the Caribbean have become the principal corridors for transporting drugs into the United States and Europe.

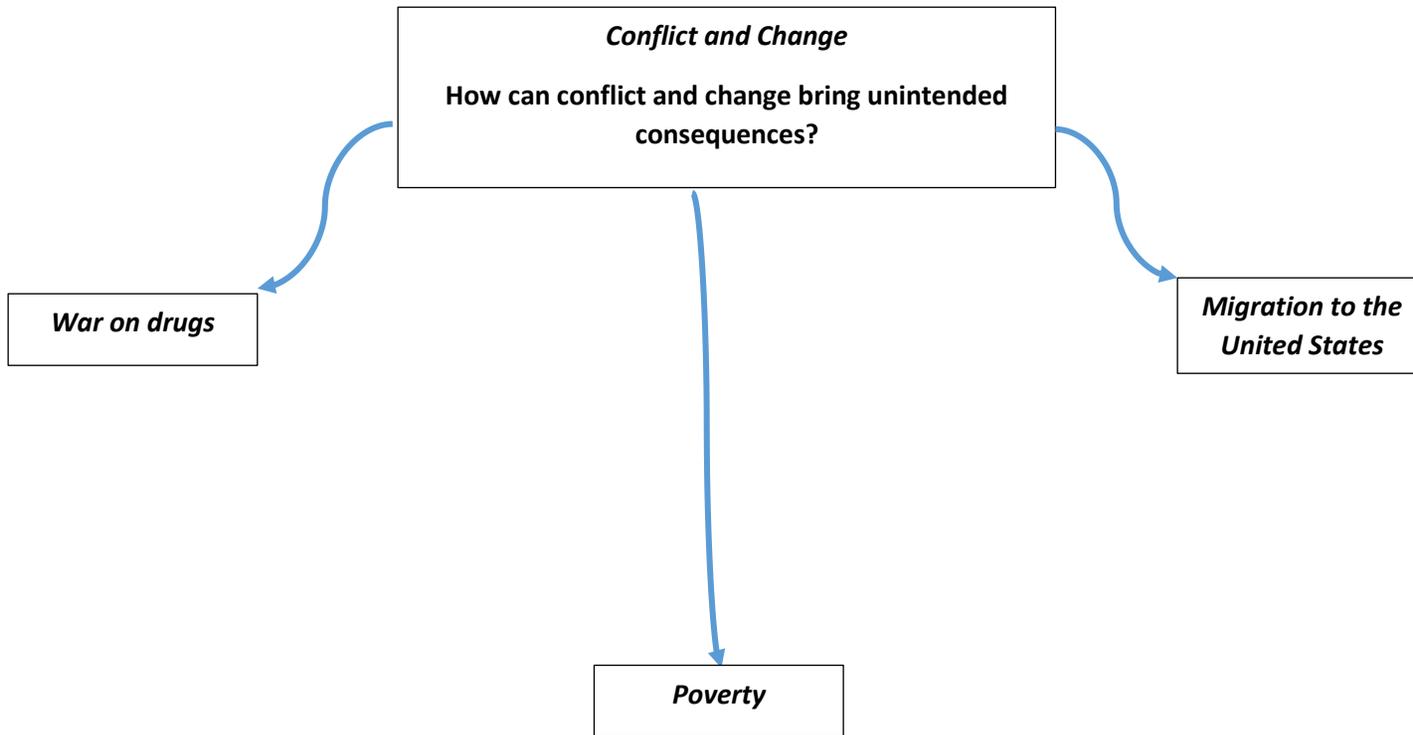
As a result, the countries of the region have suffered various consequences of drug trafficking and US-led eradication and interdiction efforts. In production countries, these include environmental and community damage from forced eradication of coca crops such as aerial spraying and the funding of guerrilla insurgent groups through illicit crop cultivation and sale, most notably, FARC in Colombia and the Shining Path in Peru.

Throughout the entire region, in both drug production and trafficking areas, there has been an upsurge of violence, corruption, impunity, erosion of rule of law, and human rights violations caused by the emergence of powerful organized crime groups and drug cartels.

Mexico's drug war has turned incredibly violent in recent years, resulting in tens of thousands of deaths. Law enforcement attempts to put cartels out of business by arresting key figures have led not to the demise of the drug trade, but to bloody struggles for control. With prohibition propping up drug prices, it is inevitable that the drug trade will continue, no matter how risky or violent it gets.

Central America is now home to some of the world's most dangerous cities, with the highest global homicide rate found in Honduras, at 82.1 murders per 100,000 inhabitants. The region has become unsafe for human rights defenders and journalists that expose the violence; for politicians and security officials that refuse to be corrupted by drug trafficking groups; and, most of all, for its citizens that get caught in crossfire between rivaling gangs.

Increasingly, Latin American policymakers are speaking out against prohibition and are highlighting its devastating effects on the hemisphere. Uruguay became the first country to legalize marijuana in 2013. DPA is working to keep Latin American leaders, officials and civil society informed on drug policy issues, with the aim of ensuring that the dialogue on alternatives to the war on drugs continues.



Sample Instructional Activities/Assessments	
<p><b>Review of Trade Barriers</b></p> <p><b>NOTE: These terms have been taught in another unit.</b></p> <p><b>The purpose of this activity is to review these terms if students need a review.</b></p>	
<ol style="list-style-type: none"> <li>1. Have students read the articles in <b>Appendix F</b>.</li> <li>2. Have them complete the Trade Barriers Activity. <b>(Appendix G)</b> (May have students work in pairs.)</li> <li>3. Have students share their responses to the “Thinking Differently” section.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</b></p> <p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.</p>
<b>Literacy Standards</b>	<p><u><b>Reading Skills</b></u></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b>	<p><u><b>Information Processing Skills</b></u></p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11 draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p>
<b>Enduring Understanding(s)</b>	<p><b>Gain from Trade:</b> The student will understand that parties trade voluntarily when they expect to gain.</p>

## *Trade Barriers*

### Appendix F

<https://www.investopedia.com/terms/t/tariff.asp>

### ***Tariff***

#### **What is a 'Tariff'**

A tariff is a tax imposed on imported goods and services.

#### **BREAKING DOWN 'Tariff'**

Tariffs are used to restrict imports by increasing the price of goods and services purchased from overseas and making them less attractive to consumers. A specific tariff is levied as a fixed fee based on the type of item, for example, \$1,000 on any car. An [ad-valorem tariff](#) is levied based on the item's value, for example, 10% of the car's value.

Governments may impose tariffs to raise revenue or to protect domestic industries – particularly nascent ones – from foreign competition. By making foreign-produced goods more expensive, tariffs can make domestic-produced ones more attractive. By protecting these industries, governments can also protect jobs. Tariffs can also be used as an extension of foreign policy: imposing tariffs on a trading partner's main exports is a way to exert economic leverage.

Tariffs can have unintended side-effects, however. They can make domestic industries less efficient by reducing competition. They can hurt domestic consumers, since a lack of competition tends to push up prices. They can generate tensions by favoring certain industries over others, as well as certain regions over others: tariffs designed to benefit manufacturers in cities may hurt consumers in rural areas, who do not benefit from the policy and are likely to pay more for manufactured goods. Finally, an attempt to pressure a rival country using tariffs can devolve into an unproductive cycle of retaliation, known as a [trade war](#).

<https://www.investopedia.com/terms/q/quota.asp>

## *Quota*

### **What is a 'Quota'?**

A quota is a government-imposed trade restriction that limits the number or monetary value of goods that a country can import or export during a particular period. Countries use quotas in international trade to help regulate the [volume of trade](#) between them and other countries. Countries sometimes impose them on specific goods to reduce imports and increase domestic production. In theory, quotas boost domestic production by restricting foreign competition.

### **BREAKING DOWN 'Quota'**

Quotas are different than [tariffs](#) or customs, which place taxes on [imports](#) or exports. Governments impose both quotas *and* tariffs as protective measures to try to control trade between countries, but there are distinct differences between them. Quotas focus on limiting the quantities of a particular good a country imports or exports, whereas tariffs impose specific fees on those goods.

Governments design tariffs to raise the overall cost to the producer or supplier seeking to sell goods within a country.

<https://www.investopedia.com/terms/e/embargo.asp>

## *Embargo*

### **What is an 'Embargo'**

An embargo is a government order that restricts [commerce](#) or exchange with a specified country or the exchange of specific goods. An embargo is usually created as a result of unfavorable political or economic circumstances between nations. An embargo is designed to isolate a country and create difficulties for its governing body, forcing it to act on the issue that led to the embargo.

### **BREAKING DOWN 'Embargo'**

A strategic embargo prevents the exchange of military goods with a country. A trade embargo restricts anyone from exporting to the target nation. Because many nations rely on global trade, an embargo is a powerful tool that can influence a nation economically and politically. A trade embargo can have serious negative consequences on the affected nation's economy.

The decisions on trade embargoes and other economic sanctions made by the United States are often based on mandates by the [United Nations](#) Allied countries. These countries frequently band together to make joint agreements to restrict trade with specific nations to force humanitarian changes or reduce perceived threats to international peace.

### **U.S. Trade Embargoes**

The United States has imposed several long-running embargoes on other countries including Cuba, North Korea and Iran. In the 1980s, several countries, including the United States, imposed trade embargoes against South Africa in opposition to apartheid.

American embargoes and economic sanctions against some countries specifically exclude certain types of goods, such as arms or luxury goods, while allowing other forms of trade. In contrast, comprehensive embargoes are more punitive because they prohibit all trade with the country. In the wake of the Sept. 11 attacks in 2001, U.S. embargoes have been increasingly directed against countries with known ties to terrorist organizations that pose a threat to national security.

## Trade Barriers

Appendix G

	Definition	Purpose	Picture or Symbol	Thinking differently
<b>Tariff</b>				How is a <u>tariff</u> like a balloon?
<b>Quota</b>				How is a <u>quota</u> like a gate?
<b>Embargo</b>				How is an embargo like a wall?

Sample Instructional Activities/Assessments	
<b>NAFTA</b>	
<p><b>NOTE: Due to the ongoing changes to NAFTA, the following is a list of articles and/or links to articles that are current as of posting of this unit. It is recommended that you search for the most current information about NAFTA.</b></p> <p><b>The following article and link will provide students background on NAFTA.</b></p> <ul style="list-style-type: none"> <li>○ <i>North American Free Trade Agreement - CANADA-UNITED STATES-MEXICO [1992</i> <ul style="list-style-type: none"> <li>○ <a href="https://www.britannica.com/event/North-American-Free-Trade-Agreement">https://www.britannica.com/event/North-American-Free-Trade-Agreement</a></li> </ul> </li> </ul> <p><b>Articles to search or articles with links about NAFTA:</b></p> <ul style="list-style-type: none"> <li>○ <i>Canada and U.S. Meet as Trump Moves Ahead With Mexico Trade Deal – New York Times article</i></li> <li>○ <b>NAFTA talks scheduled to resume as Trump threatens to exclude Canada</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.euronews.com/2018/09/03/nafta-talks-scheduled-to-resume-as-trump-threatens-to-exclude-canada">http://www.euronews.com/2018/09/03/nafta-talks-scheduled-to-resume-as-trump-threatens-to-exclude-canada</a></li> </ul> </li> <li>○ <b>Nafta: what is it and why is Trump trying to renegotiate? Free trade deal between US, Mexico and Canada has proved contentious since its launch</b> <ul style="list-style-type: none"> <li>○ <a href="https://www.theguardian.com/us-news/2018/aug/30/nafta-what-is-it-why-is-trump-trying-to-renegotiate">https://www.theguardian.com/us-news/2018/aug/30/nafta-what-is-it-why-is-trump-trying-to-renegotiate</a></li> </ul> </li> </ul> <p><b>Strategy to use once students have current sources to analyze.</b></p> <ol style="list-style-type: none"> <li>1. <b>Last Word:</b> Have students complete two sentences about NAFTA using the first letter of the word. One sentence is about the past and the other is about the present. Be sure students do not start the sentences with words like a, the, for, etc. (<b>Appendix H</b>)</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</b></p> <p>e. Explain the functions of the North American Free Trade Agreement (NAFTA).</p>
<b>Literacy Standards</b>	<p><u><b>Reading Skills</b></u></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b><u>Information Processing Skills</u></b></p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context          6. identify and use primary and secondary sources          11 draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p>
<p><b>Enduring Understanding(s)</b></p>	<p><b>Gain from Trade:</b> The student will understand that parties trade voluntarily when they expect to gain.</p>

<b>N</b> (Past)	
(Present)	
<b>A</b> (Past)	
(Present)	
<b>F</b> (Past)	
(Present)	
<b>T</b> (Past)	
(Present)	
<b>A</b> (Past)	
(Present)	

Sample Instructional Activities/Assessments	
<b>Which Country Would You Choose?</b>	
See activity in Unit 5 “ <i>Which Country Would You Choose?</i> ”	
GSE Standards and Elements	<p><b>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</b></p> <ul style="list-style-type: none"> <li>a. Evaluate how literacy rates affect the standard of living.</li> <li>b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).</li> <li>c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). Describe the role of natural resources in a country’s economy.</li> </ul>
<b>Literacy Standards</b>	<p><u><b>Reading Skills</b></u>  <b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b>	<p><u><b>Information Processing Skills</b></u></p> <ul style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>6. identify and use primary and secondary sources</li> <li>11 draw conclusions and make generalizations</li> <li>15. determine adequacy and/or relevancy of information</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• <b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</li> </ul>

**Culminating Unit Performance Task**

**Guide to This Week’s Television Prime Time Special Features**

**Task:** Create a two- night prime time television show line-up that reflects the topics we have studied in this unit.

**Instructions:**

1. Create a TV Guide chart using the template.
2. Create a title for the network in the top section. This name should reflect to overall theme of the unit.
3. Create two shows per night. (Total of 4) *\*alternative is one two hour special for each of two consecutive nights.*
4. For each show indicate what type of show it would be (game show, reality, documentary, etc.)
5. Write a description of the show. The description must be at least 3 sentences in length and must reflect your knowledge of what we learned in our unit of study.

Study direction sheet and template attached, **(Appendix I and J)**

**GSE Standards and Elements**

**SS6H1 Explain conflict and change in Latin America.**

- e. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

**SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.**

- a. Explain how the location, climate, and distribution of natural resources impact *trade* and affect where people live in Mexico, Brazil, and Cuba.

**SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.**

- c. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- f. Explain the functions of the North American Free Trade Agreement (NAFTA).

**SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.**

	<p>e. Evaluate how literacy rates affect the standard of living.</p> <p>f. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).</p> <p>g. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). Describe the role of natural resources in a country’s economy.</p>
<p><b>Literacy Standards</b>  (Standards used depend upon the choice of the activity.)</p>	<p><b><u>Reading Skills</u></b>  <b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.  <b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b><u>Writing Skills</u></b>  <b>L6-8WHST2:</b> <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p><b>Social Studies Matrices</b> (Standards used depend upon the choice of the activity.)</p>	<p><b><u>Information Processing Skills</u></b></p> <p>1. compare similarities and differences  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context  6. identify and use primary and secondary sources  11 draw conclusions and make generalizations  15. determine adequacy and/or relevancy of information</p>
<p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• <b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Gain from Trade:</b> The student will understand that parties trade voluntarily when they expect to gain.</li><li>• <b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</li></ul>
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**Guide to This Week’s Television Prime Time Special Features**

**Appendix I**

**Your Task:** Create a two- night prime time television show line-up that reflect the topics we have studied in this unit.

**Instructions:**

1. Create a TV Guide chart using the template.
2. Create a title for the network in the top section. This name should reflect to overall theme of the unit.
3. Create two shows per night. (Total of 4)
4. For each show indicate what type of show it would be (game show, reality, documentary, etc.)
5. Write a description of the show. The description must be at least 3 sentences in length and must reflect your knowledge of what we learned in our unit of study.

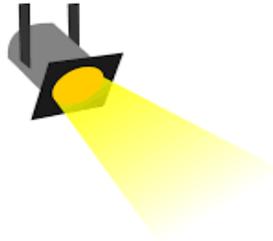
- **NOTE:** If you want to break your programming into a two hour special on each of two consecutive nights, you can do so. However, you will need to write a separate description of each night’s episode.

<b>Name of Network</b>		
	8:00 PM	9:00 PM
Monday	<b>Name of Show</b>	<b>Name of Show</b>
Tuesday	<b>Name of Show</b>	<b>Name of Show</b>

**Show Descriptions** (Include the name of the show.)

Monday, 8:00 PM	Monday, 9:00 PM
Tuesday, 8:00 PM	Tuesday, 9:00 PM

**NOTE:** The template for this is on the following page. Be sure to use this page to complete all requirements.



*This Week's Special Features*

**Appendix J**

	8:00 PM	9:00 PM
Monday		
Tuesday		

**Show Descriptions**

Monday, 8:00 PM	Monday, 9:00 PM
Tuesday, 8:00 PM	Tuesday, 9:00 PM