

### Social Studies Education

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Lesson Title: The FARC: A Road to Rebellion, Standard 8.22 & Literacy 6-8.2

Grade Level: 8th

Essential Question: How do political choices lead to conflict?

### Lesson Foundations

Content Standards	<p>CCSS.SS.8.22: Choices made by individuals, businesses and governments have both present and future consequences.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2: 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>		
Learning Objective(s)	<ol style="list-style-type: none"> <li>1. Students will be able to organize events from the article leading up to the formation of the FARC.</li> <li>2. Students will be able to defend their proposed intervention using the text for support.</li> </ol>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<ol style="list-style-type: none"> <li>1. Timeline (LO1)</li> <li>2. Check for Understanding (LO1)</li> <li>3. Activating Prior Knowledge (LO2)</li> <li>4. Planning an Intervention (LO2)</li> <li>5. Examination (LO2)</li> <li>6. Exit Ticket: Will it work? (LO2)</li> </ol>
Materials & Resources	<ol style="list-style-type: none"> <li>1. Origins Article- <a href="#">Colombia: On the Brink of Peace with the FARC?</a></li> <li>2. Timeline drawn on the board</li> <li>3. Chalk or dry erase markers for the timeline</li> <li>4. Power point with the LOs and questions for assessments</li> <li>5. Graphic Organizers with 3 questions and blank space to write</li> <li>6. Timeline handouts</li> <li>7. Exit Ticket</li> </ol>		

### Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening</p> <p>___6___ Minutes</p>	<ol style="list-style-type: none"> <li>1. Classroom Setup                             <ul style="list-style-type: none"> <li>• Construct Timeline Skeleton on board with</li> </ul> </li> </ol>	

	<p>dates for students to fill in: 1821, 1886, 1899-1902, 1920-1930, April 1948, 1948-1953, 1957, 1964, and September 2016.</p> <p>2. Beginning of Class</p> <ul style="list-style-type: none"> <li>• Distribute Timeline handouts</li> </ul> <p>3. Timeline</p> <ul style="list-style-type: none"> <li>• Teacher and students complete timeline on the board</li> </ul>	<p>2. Beginning of Class</p> <ul style="list-style-type: none"> <li>• Take out notes on <i>Colombia: On the Brink of Peace with the FARC?</i></li> </ul> <p>3. Timeline</p> <ul style="list-style-type: none"> <li>• Help teacher complete timeline on the board</li> <li>• Take notes on Handout</li> </ul>
<p>Instruction ___30___ Minutes</p>	<p>4. Transition</p> <ul style="list-style-type: none"> <li>• Teacher will transition to instruction by turning on the PowerPoint presentation and reading the LOs aloud to the class.</li> </ul> <p>5. Class Discussion</p> <ul style="list-style-type: none"> <li>• Discuss important events in Colombian history from the Origins article</li> </ul> <p>1. Tell me about a conflict in Colombia. Why did the conflict start?</p> <p>2. Tell me about a policy change in Colombia. What did the policy address?</p> <p>3. Why would the people who eventually created the FARC be unhappy with the National-Front Power Sharing Referendum?</p>	<p>5. Class Discussion</p> <ul style="list-style-type: none"> <li>• Recall different events mentioned in the timeline</li> </ul> <p>1. Answers may vary. Answers resemble: The conflicts of La Violencia, which resulted in the death of roughly 200,000, was the result of unfair land distribution. The murder of Jorge Eliécer Gaitán in 1948 sparked the conflict.</p> <p>2. The National-Front Power Sharing Referendum addressed a need for balance in government by guaranteeing to alternate power between conservative and liberal parties.</p> <p>3. The agreement alternates power between two parties. A new Marxist party which wanted power was unable to achieve it as this agreement locked third parties out of the system. As a result, the FARC</p>

	<p>6. Activating Prior Knowledge</p> <ul style="list-style-type: none"> <li>• Discuss ways various other countries have resolved internal conflict</li> <li>• Think Pair Share</li> </ul> <p>1. How did any country you can think of resolve internal conflict?</p> <p>2. What big social changes occurred in the United States?</p> <p>3. Can you think of any important people who may have inspired change?</p> <p>7. Transition</p> <ul style="list-style-type: none"> <li>• Pass out Graphic Organizers</li> </ul> <p>8. Planning an Intervention</p> <ul style="list-style-type: none"> <li>• 10 minutes to complete handout</li> <li>• 5 minutes to discuss findings with partner</li> <li>• Think Pair Share</li> <li>• Guiding/Enrichment Questions</li> <li>• Has this plan been attempted before? Either in Colombia or other countries?</li> <li>• Is it possible for your intervention plan to meet the needs of everybody in Colombia?</li> </ul>	<p>was formed.</p> <p>6. Activating Prior Knowledge</p> <p>1. The United States has resolved internal conflict many times throughout its history. To resolve these conflicts, the United States has acted in different ways, such as:</p> <ol style="list-style-type: none"> <li>War- The Civil War</li> <li>Popular Vote- Issue 1-3</li> <li>Protests/demonstrations - MLK, Black Lives Matter</li> <li>Diplomacy - DNC mediating between two candidates' platforms</li> </ol> <p>2. A big social change occurred during the Civil Rights protests. These protests pushed for equality and eventually granted equal opportunity employment, education, right to vote, etc.</p> <p>3. Martin Luther King was a very important leader during the Civil Rights Movement. MLK spoke about injustices and organized nonviolent protests that called attention to these injustices.</p> <p>7. Transition</p> <p>Students will think about whether past conflict resolutions are applicable to Colombia's conflict.</p> <p>8. Planning an Intervention</p> <ul style="list-style-type: none"> <li>• Think Pair Share</li> </ul>
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	<ul style="list-style-type: none"> <li>Does your intervention plan meet the needs of everybody in Colombia?</li> </ul> <p>9. Examination</p> <ul style="list-style-type: none"> <li>Whole Group Discussion</li> <li>Guiding Questions</li> <li>Are there certain plans that favor a certain group over another?</li> <li>Which plan is most beneficial to everybody in Colombia?</li> </ul>	<p>9. Examination</p> <ul style="list-style-type: none"> <li>Cite the text to support their ideas</li> <li>Critique planned interventions</li> </ul>
<p>Closure          ____5____ Minutes</p>	<p>11. Exit Ticket</p> <ul style="list-style-type: none"> <li>After hearing class discussion on several intervention plans, what would you list as your intervention plan now? Did anything change after hearing the discussion? If so, what?</li> </ul>	<p>11. Exit Ticket</p> <ul style="list-style-type: none"> <li>Complete Exit Ticket</li> </ul>
<p>Modifications/Accommodations/Enrichment</p>	<p>IEP Students: Students with visual impairments will be intentionally seated closer to the front of the room so they get a clear view of the timeline. Handouts will be provided to all students with a blank timeline they can fill out based on class discussion. PowerPoint presentation will include large font size for these students as well. Students who frequently are absent due to illness will be provided with a photograph of the timeline as well as the graphic organizer.</p> <p>Gifted/Talented: Students who have been identified as GT will be provided opportunities to defend or challenge another student’s work. A5 provides them with a higher order thinking activity which is opt-in.</p> <p>Struggling Students: Struggling students are provided with a graphic organizer to compile their thoughts in A4. Struggling students have the visual aid of a timeline to help them understand the historical context for the formation of the FARC. These students also have the opportunity to hear and see the various questions based on teacher instruction.</p>	