

**Panama Canal Treaty – 6<sup>th</sup> Grade**  
**By: Chris Pratt-Consolenti**

**Elaborated Lesson Focus**

The Panama Canal Treaty lesson is designed to have students understand the process of negotiations and the impact of the treaty on the countries involved in the final resolution. Activities will focus on reading a timeline and analyzing primary and secondary sources. By the end of this lesson, students will demonstrate their knowledge by presenting a newscast based on the Panama Canal Treaty.

**Standard and Element**

**SS6H3 The student will analyze important 20<sup>th</sup> century issues in Latin America and the Caribbean and in Canada.**

**Enduring Understanding/Essential Questions**

The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise. (Georgia Department of Georgia EU)

Negotiating requires effort, time, perseverance, tolerance, patience, creative thinking, and a sincere understanding of all the parties involved. Treaties are a method of waging peace which create a bond between countries. This bond allows countries to maintain positive relationships.

- Who were the leaders involved in the Panama Canal Treaty?
- What countries were directly involved in the Panama Canal Treaty?
- What is a primary source and what is a secondary source?
- Did the citizens of the countries involved in the treaty support or not support the Panama Canal Treaty? Why?

**Balanced Assessment Plan**

<b><u>Description of Assessment</u></b>	<b><u>Type of Assessment</u></b>
Students will access the following website: <a href="http://www.jimmycarterlibrary.org/education/panama/time_line.phtml">http://www.jimmycarterlibrary.org/education/panama/time_line.phtml</a> Students will work in pairs. They will read the timeline and record dates and events from the timeline that pertain to the Panama Canal. Students will also use a map to locate the Panama Canal.	Observation
Students working in groups will access the following website: <a href="http://www.jimmycarterlibrary.gov/documents/panama/listofdocs.phtml">http://www.jimmycarterlibrary.gov/documents/panama/listofdocs.phtml</a> Students will read documents 1 – 7 and 11 – 18. Students will record information on a scaffold. Groups will share their information with the class.	Scaffold Dialogue and Discussion Selected Response
Students working in groups will access the following websites: <a href="http://www.state.gov/p/wha/rlnks/11936.html">http://www.state.gov/p/wha/rlnks/11936.html</a> . <a href="http://www.jimmycarterlibrary.org/documents/panama/document05.pdf">http://www.jimmycarterlibrary.org/documents/panama/document05.pdf</a> .	Dialogue and Discussion

Students will read the Panama Canal Treaty and record its major terms.

**Performance Task**

Each group of students will prepare a news cast on the Panama Canal Treaty. Two students will represent the United States and two students will represent Panama.

Rubric

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[http://www.jimmycarterlibrary.org/education/panama/time\\_line.phtml](http://www.jimmycarterlibrary.org/education/panama/time_line.phtml).

<http://www.jimmycarterlibrary.gov/documents/panama/listofdocs.phtml>.

<http://www.state.gov/p/wha/rlnks/11936.html>

atlas

**Scaffold: Panama Canal Treaty**

**Scaffold: Panama Canal Treaty**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Type: Letter, Memo, Diary/Journal, Newspaper, Magazine, Speech, Other  
Primary, Secondary**

Who wrote the letter?

Who received the letter?

Did the author of the letter favor the Panama Canal Treaty or not? Why?

List three or more facts from the letter.

## Rubric for the Panama Canal Treaty

- 3** Takes a strong, well-defined position.  
Presents a well-organized, persuasive argument with accurate supporting evidence.  
Deals with all significant issues and demonstrate a depth of understanding of important detail.  
News report contains 5 facts on Panama, five facts on the United States, two quotes directly related to the treaty, and five major terms of the treaty.  
States a well-developed conclusion.
- 2** Takes a clear position.  
Presents an organized argument with perhaps only minor errors in the supporting evidence.  
Presents the major issues and shows some understanding of relationships.  
News report contains 3 facts on Panama, three facts on the United States, one quote directly related to the treaty, and three major terms of the treaty.  
States a developed conclusion.
- 1** Takes a definite but general position.  
Presents a somewhat organized argument.  
Uses general terms with limited number of issues.  
News report contains less than 3 facts on Panama, less than 3 facts on the United States, one quote directly related to the treat, and three major terms of the treaty.  
States an inconclusive conclusion.