

Strengthening Democracy In Latin America
Sixth Grade - Government/Civic Understanding
High School – World Geography

Elaborated Lesson Focus:

This lesson is designed to allow students to examine the many challenges facing the nations of Latin America today and how The Carter Center is working to enable these nations to deal successfully with political and economic problems.

Georgia Performance Standards:

Middle School

SS6CG1 The student will explain the structure of national governments in Latin America and the Caribbean and Canada.

- a. Explain the basic structure of the national governments of Brazil, Cuba, Jamaica, and Mexico; include the type of government, form of leadership, type of legislature, and role of the citizen.

High School

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.

NOTE: Depending on which nations students choose in this activity, other standards may be applicable as well.

Enduring Understanding / Essential Questions:

Latin America is a diverse world region facing numerous challenges in the modern world. Several Carter Center programs have helped Latin American nations identify ways to address those problems by strengthening democracy and citizen participation in government, leading to positive outcomes for health, development, and democracy in those nations.

1. In which Latin American nations has The Carter Center been involved?
2. Which programs have been successful in helping Latin Americans strengthen democracy and how?
3. Why is access to information important for citizens in a democracy?
4. Why have Latin American nations invited and encouraged The Carter Center to bring its experts and programs into their nations?

Performance Tasks:

Students will examine online various documents, including maps, written overviews, brief videos, and slideshows of Carter Center programs to strengthen democracy through the Americas and Democracy Programs. After following the instructions below and viewing the introductory videos, students will choose THREE Latin American nations in which The Carter Center has been involved. Cuba and Jamaica are rich examples. The culminating task asks students to create a visual profile of each nation (either using posters or computer software such as PowerPoint or Photoshop) that includes:

- Its location on a map of Latin America
- Important cities
- The nation's form of government
- The work of The Carter Center in that nation.

The visual profile should include photographs and/or illustrations of Carter Center involvement, including elections monitoring and freedom of information. It should be neat and easy to understand. Students will present one of their profiles to the class. (Teachers may wish to pre-assign some Latin American nations to students so as many nations as possible will be researched during this project.)

Procedure:

- 1 Students will begin this activity by viewing the video “Waging Peace” at http://www.cartercenter.org/news/multimedia/media_console/console.aspx After viewing this video as a class, students will identify the mission of The Carter Center and describe the various kinds of programs in which it is involved.
- 2 After class dialogue and discussion about the videos, students will use the Carter Center website (<http://cartercenter.com/countries/index.html>) to locate nations in which the Carter Center has worked to strengthen democracy in the Americas. An atlas also will be helpful for geographic details and to identify cities.
 - a. Ask students to focus on Central America, the Caribbean, and South America. Students should also use the list of Carter Center monitored elections at <http://www.cartercenter.org/peace/democracy/index.html> as resources, as well as links to the Americas Program, <http://www.cartercenter.org/peace/americas/index.html>, and the Democracy Program, <http://www.cartercenter.org/peace/democracy/index.html>
 - b. Students will find additional video and photo resources about some specific nations (Cuba, Jamaica, and Nicaragua) as well as a video on election observation in the News and Publications section of the Carter Center website at: http://www.cartercenter.org/news/multimedia/media_console/console.aspx

c. Students will also find information about the founders of The Carter Center, President Jimmy Carter and Rosalynn Carter, at http://www.cartercenter.org/news/experts/jimmy_carter.html and http://www.cartercenter.org/news/experts/rosalynn_carter.html.

3 After students have visited the Carter Center site, viewed selected videos and photos, examined the timeline, and used the interactive map, students will be ready to choose THREE Latin American nations and begin in-depth research for their profiles and presentations. If students are using computer software to create profiles, teacher may wish for students to use a projector to present to their classmates.

Rubric for Latin American Profile CONTENT

	4	3	2	1
Government/Civics Content	Explain in detail features of self-governance and civic participation of that nation.	Identifies and describes features of self-governance and civic participation of that nation.	Identifies and describes some features of self-governance and civic participation of that nation.	Identifies and describes few features of self-governance and civic participation of that nation.
Carter Center Content	Offers in-depth analysis of Carter Center programs, the reasons they were needed, and the changes they brought to that nation.	Offers analysis of Carter Center programs, the reasons they were needed, and the changes they brought to that nation.	Identifies Carter Center programs in that nation with limited description of why they were needed and how they impacted the nation.	Identifies some Carter Center programs in that nation.
Class Presentation	Presents clearly and confidently to classmates, explaining in detail the images and descriptions included on the profile.	Presents clearly and confidently to classmates, explaining most images and descriptions included on the profile.	Presents to classmates and includes some explanation of images and descriptions beyond what is on the profile.	Presents to classmates with little discussion beyond what is on the profile.
Appearance of Visual Aid	Includes all required elements on the profile. Profile is neat, organized, and logical, without factual errors or mistakes in punctuation,	Includes all required elements on the profile. Profile is neat, organized, and logical, without factual errors and with few mistakes in punctuation,	Includes most required elements on the profile. Profile is somewhat organized and logical with minimal factual errors and few	Includes some required elements on the profile. Profile lacks organization, is hard to follow, has some factual errors, and includes several

	spelling, and grammar.	spelling, and grammar.	mistakes in punctuation, spelling, and grammar.	mistakes in punctuation, spelling, and grammar.
--	---------------------------	---------------------------	--	--

This lesson was produced through a grant from the Georgia Humanities Council.