

2013

# Economic Policies in 20th Century Latin America: A Case Study on Brazil and the 2014 World Cup [10th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Economic Policies in 20<sup>th</sup> Century Latin America: A Case Study on Brazil and the 2014 World Cup

Grade Level: 10

Subject/Topic Area(s): World History A.P.

Designed By: Carly Dodd

Time Frame: 3-4 Days

School District: North East Independent School District

School: Robert E. Lee High School

School Address and Phone: 1400 Jackson Keller San Antonio TX 78249 (210) 356-0800

### **Brief Summary of Unit** (Including curricular context and unit goals):

While studying Latin America in the 20<sup>th</sup> century, post WWII, students will be looking at the economic policies many countries in Latin America implement in order to industrialize and modernize; and that unlike earlier western countries, the governments often take a much stronger and intrusive role. Students will then be comparing these effects of the first wave of modernization with the effects of current change happening in Brazil, due to their hosting of the 2014 World Cup and 2016 Olympics. Students will obtain the foundation for the information through reading and interactive notes (interactive means that there is continuous analysis during notes of primary sources—charts, maps, timelines; and discussion on historical causation). After learning major economic policies and the government's role, using post WWII Brazil as the case study, students will complete a performance task using a text-based Microlab protocol. The text is an article which focuses on the policies of that the Brazilian government has implemented in order to host their international events, and the economic and social unrest these policies have created. Through the analysis of the Microlab, students will then answer an A.P. formatted writing prompt, which asks them to compare economic development and the government's role in that process between post WWII Brazil and the as they prepare to host the 2014 World Cup.

## Stage 1: Desired Results

### Understandings

*Students will understand that...*

- . When a country industrializes/modernizes, it creates geographic and socio-economic shifts in society.
  - o i.e. job growth, increased standard of living; vs. massive urban migration, increased social inequality
- Governments play a large role in their country's economy.
- Hosting international sporting events can bring about positive and negative effects.
  - o i.e. increase in nationalism and world recognition vs. economic burden of creating infrastructure

### Essential Questions

- What role should governments take in the name of economic growth and liberalization for their country?
- To what extent do the benefits of economic modernization help or hinder low social classes of a developing country?
- Do international sporting events (i.e. Olympics, World Cup, Tour de France, etc.) bring about unity or division?

#### Knowledge

*Students will know...*

The historical origins and characteristics of socialism (TEK WH.18.C)

That states responded in a variety of ways to the economic challenges of the 20<sup>th</sup> century:

- That in newly independent states after World War II, *governments* often took on a strong role in *guiding economic life to promote development*.
  - o Nationalization of industries
  - o Import Substitution Industrialization
- At the end of the twentieth century, many *governments encouraged free market economic policies and promoted economic liberalization*.
  - o Role of WTO, World Bank, and IMF
  - o Privatization

(A.P. World History Curriculum Framework: Key Concept 6.3 *New Conceptualizations of Global Economy, Society, and Culture*)

That popular and consumer culture became global:

- Sports were more widely practiced and reflected national and social aspirations.

(A.P. World History Curriculum Framework: Key Concept 6.3 *New Conceptualizations of Global Economy, Society, and Culture*).

#### Skills

*Students will be able to...*

Analyze information by sequencing, categorizing, identifying cause--□and--□effect relationships, comparing, contrasting, finding the main idea, summarizing, making Generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time (TEK WH.29.F).

Analyze and compare geographic distributions and patterns in world history as shown on maps, graphs, charts, and models (TEK WH.15.B).

Demonstrate proficiency in the following historical skills, as required for A.P. World History:

- **Historical Argumentation:** Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument.
- **Historical Causation:** Historical thinking involves the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
- **Patterns of Continuity and Change Over Time:** Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well

	as relating these patterns to larger historical processes or themes.
<b>Stage 2</b>	
<p><b>Performance Task: Students will have been assigned “Brazil’s Protests: Social Inequality and World Cup Spending Fuel Mass Unrest” previously for homework, or in class the day before. This article will serve as the reading base for the Microlab, as well as for the analysis of the social and political effects of Brazil hosting the FIFA World Cup in 2014.</b></p>	
<p><b>Microlab Protocol (Adapted):</b> Students are assigned into groups of three, and within each group, students will number themselves 1-3. There are 3 total rounds. Each round begins with silent individual writing responses (approximately 30 seconds-1 minute), and then each student gets one minute to respond based on their assigned number; other students in the group are not allowed to ask questions or interrupt. Microlab continues through 3 rounds, using the same structure each round, and then ends with a cumulative prompt. The teacher should float around to each small group, in order to assess each student as some point within the conversations. If any student has been missed during the short rounds, then remaining students can be assessed in final cumulative question. Original Microlab Protocol: <a href="http://schoolreforminitiative.org/doc/microlabs.pdf">http://schoolreforminitiative.org/doc/microlabs.pdf</a></p>	
<p><b>Round #1 Question:</b> What are the complaints by the Brazilian protestors, and how does the create conflict for the Brazilian government in hosting the 2014 World Cup?  <b>Round #2 Question:</b> What are the benefits for Brazil and its population in hosting the 2014 World Cup? (Political, economic, and social)  <b>Round #3 Question:</b> Having analyzed the Favela mural and caption, do agree with the government’s actions in order to promote development for the 2014 World Cup? (Be sure to think about the benefits from question #2 as well in your decision)  Mural: Source: <a href="http://metro.co.uk/2012/04/23/how-the-build-up-to-the-world-cup-and-olympics-is-affecting-rios-favelas-406668/">http://metro.co.uk/2012/04/23/how-the-build-up-to-the-world-cup-and-olympics-is-affecting-rios-favelas-406668/</a></p>	
<ul style="list-style-type: none"> <li>Do you think Brazil’s hosting of the 2014 World Cup will bring about unity or division for the country?</li> </ul>	
<p><b><u>Cumulative Question: Analyze the similarities between Brazil’s economic development (1950-1990) and its development for the 2014 World Cup. Be sure to include the analysis of the government’s role and the effects of the process.</u></b>  <i>**Question can either serve as individual writing prompt, or class discussion.</i></p>	
<p><b>Other evidence:</b>  <i>Latin America 1900-1950 Multiple Choice Quiz (5 Questions)</i>  <i>Analysis on Interactive Notes</i></p>	
<b>Stage 3: Learning Activities</b>	
<p><i>(Steps taken to get students to answer Stage 1 questions and complete performance task)</i></p> <ul style="list-style-type: none"> <li>Before Day 1: Assign reading to provide brief history of Latin American</li> <li>Day 1: Reading Quiz (5 multiple choice questions); Interactive Notes: Political and Economic Patterns for Latin America in the 20th Century (Introduces essential questions 1 and 2). <ul style="list-style-type: none"> <li>Interactive Notes hit “historical argumentation”, “historical causation”, and ”patterns of continuity and change over time” in their analysis through chart and map analysis</li> <li>**Interactive notes contain notes on the left side with analysis on the right side. Analysis uses secondary and primary source to further or advance an idea that was presented through direct instruction. Notes alternate each “round” between direct instruction and interactive analysis.</li> </ul> </li> <li>Day 2: Finish notes from Day 1. Explain 2014 World Cup: definition, countries involved, map of Brazil host cities. <a href="http://www.fifa.com/worldcup/destination/cities/index.html">http://www.fifa.com/worldcup/destination/cities/index.html</a> <ul style="list-style-type: none"> <li>Read Article: “Brazil’s Protests: Social Inequality and World Cup Spending Fuel Mass Unrest”</li> <li>(Or it can be assigned as outside reading before the Microlab)</li> </ul> </li> </ul>	

- Day 3: Microlab and Cumulative Question (Introduces essential question 3).

### *Latin America 1900-1950*

At the beginning of the 20<sup>th</sup> century Latin American societies remained little changed. Light skinned Creoles ran the countries, true democracy was basically non-existent, and political power attained and maintained through was deals cut among the elite. The *hacienda* dominated the economy and the patriarchal societies lacked little opportunity for upward mobility among the masses.

During the early 20<sup>th</sup> century, the US and Europe continued to dominate the economy of Latin America with the US gradually replacing Britain as the primary economic and political power in the region. Because of the privileged position of the elites there was little incentive to peacefully change the economy or political framework of the region. Local *caudillos* cooperated with foreign investors to ensure that both sides benefited with little concern for the economic development of their country. Industrialization and the development of the steamship and the railroad reinforced the late 19<sup>th</sup> century trends toward urbanization, the decline of small family farms and craftsmen, and the growth of the urbanized middle and unskilled working classes. World War I seriously disrupted the traditional import-export markets of Latin America. As a result, some local capital and labor were diverted from agriculture to manufacturing in an effort to supply missing imported goods. But, prior to the Great Depression industrialization was still almost completely limited to light consumer goods. The increased industrialization and urbanization of most Latin American countries led to a constant tension between the old ruling classes in the country and the new urban elite. In addition, conflict between the urban working class and the new professional classes also created friction that could be utilized by a politician seeking to increase his power.

These changes in the world's economy diminished the power of the agricultural ruling class and they often turned to the military to preserve their interests. Since the landed elite controlled the ballot box and could manipulate the vote of the rural peons, populist-nationalist leaders also turned to the military to gain power. While most military officers were of middle class origin, their primary concerns were social order and strengthening the nation. The army's support would be thrown to either the traditional oligarchy or to the new urban nationalists depending on the officers' perception of which of the two groups could best secure order and progress.

To gain political power the new urbanized upper and middle classes were forced to join with other alienated groups—peasants, urban workers, Indians, racial minorities, and women's groups. These populist groups typically pursued programs that included limited agrarian reform (to protect small farmers), greater social welfare expenditures, tariffs to protect "infant industries," export-led industrialization, and an expansion of citizenship rights for workers, women, and racial minorities. These populist reforms varied from country to country. Nonetheless, without extensive internal competition by foreign firms, the new populist rulers could afford to raise wages and implement expensive state regulations by passing these higher costs on to consumers through a protected price system; therefore serious economic, social and political problems resulted when foreign firms began to move into the internal economy of Latin American countries. While the new populist rulers did make concession to labor in the form of social legislation, they maintained tight control over unions.

Many populist leaders used nationalism and a resentment of the US as political tools to attack the traditional import-export power structure. In the *hacienda* and foreign businesses populist politicians had highly visible enemies who they could easily blame for the unemployment and inflation that struck Latin America every time the world-wide economy was disrupted as it was during both world wars and the Great Depression.

The economic crisis caused by the Great Depression convinced Latin American nationalists that exporting raw materials and importing finished goods put Latin America at a permanent economic disadvantage. Every time there was an economic crisis the developed countries would raise their tariffs to protect their own producers and Latin America would not be able to secure the hard currency necessary to purchase manufactured goods. After the Depression nationalists began to argue that the development of a manufacturing base would make their economies more self-sustaining in times of a world-wide recession. A goal for many nationalists was to move away from their country's neo-colonial status through industrial self-sufficiency.

The outbreak of World War II created a strong demand in the Allied countries for Latin American goods and reduced the flow of imports, especially luxury goods, and most Latin American countries were able to pay off their national debts and accumulate capital for investment in industrialization. During the war the US offered loans, technical advice and equipment to assist in Latin American industrialization. The neutrality of Argentina during the war meant that it did not get to participate in the US's war-time largesse and that lack of participation was an important factor in the economic difficulties that Argentina faced after 1945.

**Source:** [http://ib-global-history-i-2a-b-g.aspen.high.schoolfusion.us/modules/locker/files/get\\_group\\_file.phtml?gid=3078666&fid=18769684](http://ib-global-history-i-2a-b-g.aspen.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?gid=3078666&fid=18769684)

Name: \_\_\_\_\_

**Quiz: Latin America 1900-1950**

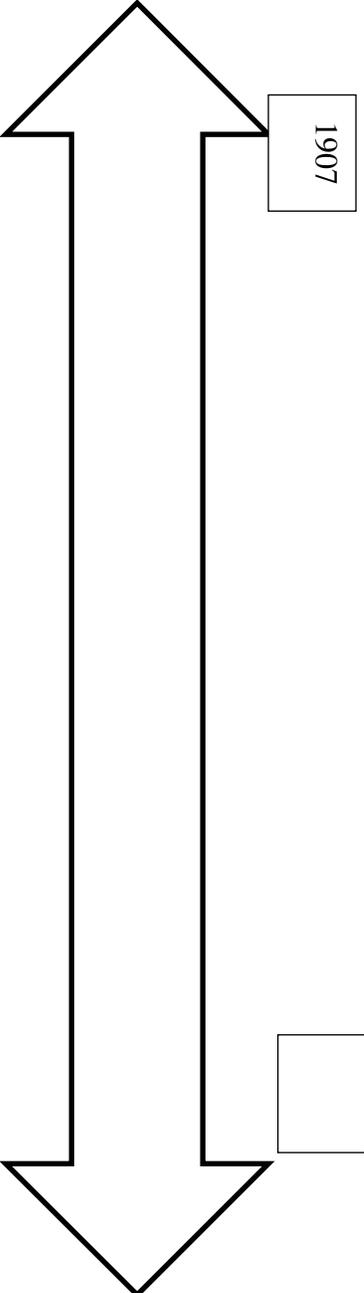
1. What sector dominated the Latin American economy at the beginning of the 20<sup>th</sup> century?
  - a. Latin America was largely industrialized, having copied the United States
  - b. The hacienda: large land estates dedicated to mining, ranching, and agriculture
  - c. Production of manufactured goods to export to the large consumer class in western countries
  - d. Production of military goods in order to support the growing demand for arms during WWII
  
2. All of the following are reasons why Latin American countries often turn to the military to maintain social order EXCEPT?
  - a. Conflict between social classes
  - b. Instability created by changing world economy after the Great Depression
  - c. Latin America has always been ruled under a military system, and so has no experience with democracy or representative government
  - d. Elections were often unrepresentative because they were manipulated by the landed elite
  
3. The political group that formed in many Latin American countries, which represented mostly the middle and low classes of the population was—
  - a. The Populists
  - b. The Communists
  - c. The Caudillos
  - d. The Creoles
  
4. According to nationalists, in order for Latin American countries to be economically successful, they needed to develop \_\_\_\_\_ as the base for their economy
  - a. Agriculture
  - b. Mining
  - c. Medical advancements
  - d. Manufacturing
  
5. Which major world event created strong demand for Latin American goods, allowing them to get out of foreign debt and industrialize?
  - a. WWI
  - b. The Cold War
  - c. WWII
  - d. The Great Depression

Name: \_\_\_\_\_

***Interactive Notes: Political and Economic Patterns for Latin America in the 20<sup>th</sup> Century***

<p><b>Political and Economic Shifts for Latin America (Nutshell)</b></p>	<p><b><u>Map Analysis:</u></b> On the timeline at the end of the notes, record the major political changes in Latin America during the 20<sup>th</sup> century. What are the major shifts in government that occur?</p> <p>Based on the h.w. reading, and previous knowledge from class, why do you think socialism would be popular in Latin America?</p>
<p><b>Case Study: Brazil's Industrialization Process and the Government's Role</b> <u>How Brazil Achieved Economic Success:</u></p> <ol style="list-style-type: none"><li>1. Nationalization:</li>          <li>2. Import Substitution Industrialization:</li></ol> <p><u>Government's Role in Economic Changes:</u></p>	<p><b><u>Timeline Analysis:</u></b> What decades does Brazil experience the most amount of economic growth?</p> <p>How are the changes in Brazil's economic timeline similar to the political changes in Latin America (analyzed above)?</p> <p><b><u>Effects Analysis: (Charts)</u></b></p> <ol style="list-style-type: none"><li>1. How did labor force change between 1950-1980 (1990) in... Agriculture?  Industry?  Services?</li><li>2. How has Brazil's industrialization process affected poverty?  Urban population?</li></ol>
<p><b>Economic Liberalization:</b></p>	<p><b>Think-Ink-Pair-Share Discussion</b></p>

<p><b>Moving Towards a Free Market System</b></p> <p>Privatization:</p>  <p>Role of WTO, IMF and World Bank:</p>	<p><b>Question: What problems and/or difficulties do you think countries might have as they privatize their economies?</b></p>
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Changing Political Structures In Latin America

# Brazil's Protests: Social Inequality and World Cup Spending Fuel Mass Unrest

*By Girish Gupta / São Paulo June 18, 2013*

A demonstrator with the Brazilian flag protests against the Confederation's Cup and the government of Brazil's President Dilma Rousseff in Brasilia, on June 17, 2013.

Last Thursday, police violently waded into ranks of protesters and fired rubber bullets into crowds amassed in Brazil's financial capital, sparking days of unrest. On Monday night, some 200,000 took to the streets of this vast country's major cities. In São Paulo, many of them clutched flowers and chanted, "No violence." Maura Veera, a 20-year-old student of international affairs, brought 100 flowers to distribute. "I really don't want people thinking we are doing the wrong thing," she says. "We are here to try to change the country."

In São Paulo, some 65,000 protesters were allowed to march around the city, primarily down its main artery Avenida Paulista, chanting slogans in a joyous atmosphere. Rio de Janeiro boasted the biggest turnout of around 100,000. Police there used rubber bullets and tear gas against protesters, some of whom threw rocks and fireworks as well as vandalized property. Porto Alegre, Belo Horizonte and some half a dozen other cities also saw unrest. In the country's capital Brasilia, around 200 stormed the Congress building, designed by famed local architect Oscar Niemeyer, and climbed to its iconic domed roof.

What began earlier this month as relatively small protests against a nine cents rise in single bus fares in São Paulo have escalated into nationwide unrest that could threaten President Dilma Rousseff's re-election hopes next year. "These protests do not help her, but they do not help anybody else either," said Marcelo Carneiro da Cunha, a writer based in São Paulo. The last major outpouring of this scale on the streets was in 1992 when around three-quarters of a million people endured a heavy downpour of rain in São Paulo to march for the impeachment of President Fernando Collor de Mello on charges of corruption.

Protesters' grievances are united around a common theme: social inequity. They decry a political culture marked by corruption, a general lack of a return on high taxes, and point to inadequate government upkeep and spending on infrastructure, education and healthcare. That stands in stark contrast to the country's preparations for the FIFA World Cup, which takes place in Brazil next year to the tune of some \$14 billion of state investment. The tournament's lavish funding has served to illustrate the divide between the country's haves and have-nots. To that end, protests also marred the opening game of the smaller Confederations Cup soccer tournament on Saturday, which takes place in the World Cup host country a year before the real tournament. "The government pays for the World Cup but we don't have hospitals. We don't have schools, education," says Felipe Goncalves, a 33-year-old human resources worker.

"It's absolutely not just about a rise in bus fares, that was just the last straw," says Veera, the student, clutching her flowers. Commentators and protesters alike see the current unrest as a symptom of the country's dramatic rise on the world stage. During the recent presidency of Luiz Inácio Lula da Silva, known as Lula, the country saw huge annual growth, with 2010 —Lula's last year in power — delivering a 7.5 percent rise in GDP. Wages continue to rise and some 35 million people have been lifted out of poverty. Consumer credit was a major factor in that success and created a middle class whose demands are rising rapidly.

"This [is about] the incapacity of traditional political representation to deal with the new and unheard of demands of a changing society," says Carneiro da Cunha. "The situation is turbulent

but we cannot say that Brazil is living through economic or political crisis,” added Maria Cristina Fernandes in newspaper Valor Econômico. Indeed, the high-end cameras, smartphones and trendy clothes on show in the São Paulo crowds made clear that this was a middle-class protest. “It’s easier for me to stay at home with my kids but I’m here because I want to change things,” says Jose Eduardo Fernandez, a 45-year-old media executive who strolled down to Avenida Paulista with his wife.

Rousseff, a former Marxist guerrilla, has voiced sympathy for the protesters, saying that it was “befitting of youth to protest.” She is clearly popular though her numbers are falling. A poll released by Datafolha earlier this month set her approval rating at 57 percent in comparison to 65 percent in March. While the numbers seem high compared to other world leaders, it marks a precipitous decline for Rousseff.

The 65-year-old faces elections in October 2014 and the issues highlighted by these protests could hurt her chances. Under her watch, GDP growth last year was just 0.9 percent. This was despite market-friendly policies that her government says will make a positive impact over the coming years. Annual inflation is at 6.5 percent and the month-on-month figure is rising. Brazilians are sensitive to rapid price increases, having suffered hyperinflation during the 1980s and early 1990s. They are also sensitive to police brutality, with memories lingering of a two-decade military dictatorship which came to an end in 1985.

São Paulo’s newly appointed mayor Fernando Haddad, who brought in the fare rise, is a prominent member of the ruling Workers’ Party and is in an awkward position, much like the Brazilian President. Haddad, a 50-year-old former Minister for Education, was handpicked by Lula to stand for election in São Paulo and is backed by Rousseff. In his victory speech in October, Haddad promised to “reduce the huge inequality that exists in São Paulo. We’re simultaneously one of the richest and most unequal cities on the planet.” Walking a political tightrope, Haddad was last week more meek, admitting that the police “apparently did not follow protocols.” He has called for meeting with protesters. The opposition governor of São Paulo, former presidential candidate Geraldo Alckmin, backed the government’s line, calling the protesters “troublemakers” and “vandals.” They are as much a headache for him as for Haddad and Rousseff.

As the world’s attention prepares to fall on the Latin American giant—Brazil hosts not only the World Cup in 2014, but the 2016 Summer Olympics—the current round of demonstrations present a clear challenge to narratives of Brazil’s rise. Brazilians await the government’s next move, but, in the present climate, likely know politics is not their country’s beautiful game.

***Source:** Gupta, Girish. "Brazil's Protests: Social Inequality and World Cup Spending Fuel Mass Unrest." World Brazils Protests Social Inequality and World Cup Spending Fuel Mass Unrest Comments. Time World, 18 June 2013. Web. 19 June 2013.*

**Micro-Lab Rubric**

Student Name: \_\_\_\_\_

Round Written Responses (Teacher Graded):

0                      1                      2                      3                      4                      5

Small Group Participation (Teacher Graded):

0                      1                      2                      3                      4                      5

	<u>Round Written Responses</u>	<u>Small Group Participation</u>
0	There is <u>nothing</u> written for the individual written response and/or writing is <u>completely off task</u> .	Student came <u>unprepared</u> with the text for the discussion, and <u>did not participate</u> .
1	<u>Not all 3 round questions are addressed</u> , and analysis which is provided is <u>shallow</u> with major ideas <u>left unaddressed</u> .	Student came with the <u>text partially read</u> , and so was not fully prepared for the conversation; however did <u>participate sporadically</u> .
2	<u>All 3 questions are addressed</u> , however <u>analysis</u> is brief and <u>shallow</u> , and <u>not all ideas</u> from the prompt are addressed. Provides <u>minimal insight</u> into the thought process before discussion.	Student came <u>prepared</u> (fully notated and highlighted) with the text; however <u>participated sporadically</u> and seemed rather <u>unengaged</u> in the conversation.
3	<u>All 3 questions are addressed</u> , however only <u>1 question contains thoughtful analysis</u> which addresses all of the ideas in the prompt, the other 2 remain brief and shallow. Provides <u>some insight</u> into the thought process before discussion.	Student came <u>prepared</u> (fully notated and highlighted) with the text and participated in all three rounds of discussion; however, discussion participation was often <u>brief</u> and/or <u>struggled with protocol rules</u> —including sticking to the time limit, and interrupting the speaker.
4	<u>All 3 questions are addressed</u> , however only <u>2 questions contains thoughtful analysis</u> which addresses all of the ideas in the prompt, the other 1 remain brief and shallow. Provides <u>good insight</u> into the thought process before discussion.	Student came <u>prepared</u> (fully notated and highlighted) with the text and participated in all three rounds of discussion; discussion participation was <u>thorough and engaging</u> ; however, <u>struggled with protocol rules</u> —including sticking to the time limit, and interrupting the speaker.
5	<u>All 3 questions are addressed</u> ; written responses were <u>thoughtful</u> and <u>addressed all parts</u> of the prompt. <u>Responses extended beyond shallow analysis and contemplated causes and/or effects</u> in relation to the prompt. Provided <u>thorough insight</u> into the thought process before discussion.	Student came <u>prepared</u> (fully notated and highlighted) with the text and participated in all three rounds of discussion; discussion participation was <u>thorough and engaging</u> , and <u>often enriched the discussion as a whole</u> . The student was <u>consistent with protocol requirements</u> , and respectful to other group members' "air time".

***Small Group Participation—Please thoroughly grade your group members based on the rubric above.***

**Group Member #1:** \_\_\_\_\_

0                      1                      2                      3                      4                      5  
 Comments:

**Group Member #2:** \_\_\_\_\_

0                      1                      2                      3                      4                      5  
 Comments:

**Self-Grade:**

0                      1                      2                      3                      4                      5  
 Comments:

**Basic Core-----Compare and Contrast A.P. World History Rubric**

- |    |  |   |
|----|--|---|
| 1. | Has acceptable thesis.   | 1 |
| a. | Addresses comparison of the issues or themes specified.  |   |
| 2. | Addresses all part of the question, though not necessarily evenly or thoroughly                | 2 |
| a. | Addresses most parts of the question: for example, deals with differences but not similarities | 1 |
| 3. | Substantiates thesis with appropriate historical evidence.                                     | 2 |
| a. | Partially substantiates thesis with appropriate historical evidence                            | 1 |
| 4. | Makes at least one relevant, direct comparison between policies/effects                        | 1 |
| 5. | Analyzes at least one reason for a similarity or difference identified in direct comparison    | 1 |

**Subtotal: 7 Points**

Expanded Core

Expands beyond basic core of 1-7 points. The basic core score of 7 must be achieved before a student can earn expanded core points. 0-2

- Clear, analytical, and comprehensive thesis
- Addresses all parts of the question thoroughly (as relevant): comparison, chronology, causation, connections, themes, interactions, content
- Provides ample historical evidence to substantiate thesis.
- Provide ample historical evidence
- Relates comparisons to larger global context
- Makes several direct comparisons consistently between or among societies
- Consistently analyzes the causes and effects of relevant similarities or differences

**Subtotal: 2 Points**

Name: \_\_\_\_\_

P.d. \_\_\_\_\_

### **Micro-Lab Assignment Sheet**

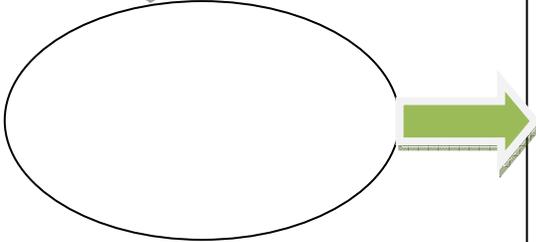
In order to prepare for this discussion, you must read and notate the article, “Brazil’s Protests: Social Inequality and World Cup Spending Fuel Mass Unrest”. At the beginning of each discussion round, record your response to the prompt, in order to organize your thoughts before discussing.

#### **Round Structure:**

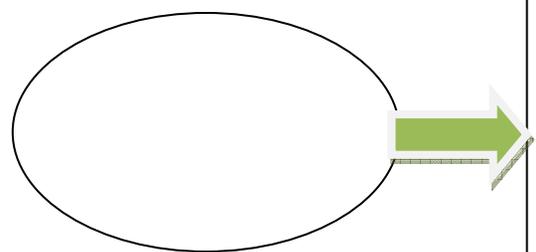
1. Write your response individually and silently to the prompt (1-2 minutes approximately)
2. Discussion begins: Each person will discuss the prompt, however, only one person will speak at a time, based on your assigned number.
  - a. While someone is speaking, the other group members are silent...no questions, do not interrupt! (You can jot down things that other people say that interest you, or questions that you think of in the circles below)
  - b. Rotate discussion between group members #1-3, based on instructions (2-3 minutes approximately)
3. Repeat rounds for questions #2 and #3.



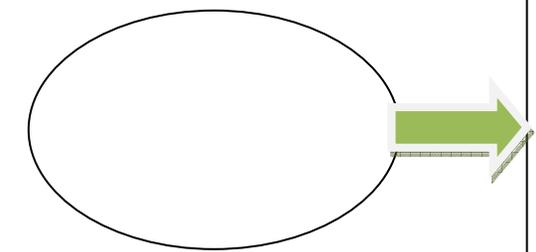
Additional questions or thoughts inspired by group members!



**Round 1 Question—Personal Response**



**Round 2 Question-- Personal Response**



**Round 3 Question-- Personal Response**