How Can We Pursue Justice?


Supporting Questions

1. Why did the United States give rise to and support a violent civil war in Guatemala?
2. What effects has the civil war had on guatemaltecos?
3. How have guatemaltecos advocated for justice in Guatemala?
4. Why have guatemaltecos advocated for Guatemalan justice after migration?
Guatemala: War, Migration, and the Pursuit of Justice

How can we pursue justice?

**C3 Framework Indicators**

| D2.Civ.5.9-12 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. |
| D2.Geo.12.9-12 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. |

**Staging the Compelling Question**

Using the sources, hold a class deliberation to create a working definition of justice.

**Supporting Question 1**

Why did the United States give rise to and support a violent civil war in Guatemala?

**Formative Performance Task**

Create a list of motivations for United States involvement in the Guatemalan Civil War.

**Featured Sources**

- **Source A**: President Arbenz’s Speech
- **Source B**: CIA Officer’s Firsthand Account

**Supporting Question 2**

What effects has the civil war had on guatemaltecos?

**Formative Performance Task**

Write a paragraph, using evidence, that answers the supporting question.

**Featured Sources**

- **Source A**: Guatemalan Leader’s Congressional Statement
- **Source B**: Overview of the Guatemalan Civil War

**Supporting Question 3**

How have guatemaltecos advocated for justice in Guatemala?

**Formative Performance Task**

Create a presentation that explains how guatemaltecos have advocated for justice in Guatemala.

**Featured Sources**

- **Source A**: Irma Flaquer’s Contemporary Newspaper Article
- **Source B**: Rigoberta Menchú Tum’s Nobel Prize Speech

**Supporting Question 4**

How have guatemaltecos advocated for Guatemalan justice after migration?

**Formative Performance Task**

Participate in a Socratic seminar after writing an evidence-based claim that answers the supporting question.

**Featured Sources**

- **Source A**: Why Do Children Leave My Country?
- **Source B**: Fleeing Guatemala Video

**Summative Performance Task**

ARGUMENT: How can we pursue justice? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence and information from historical and contemporary sources.

EXTENSION Write a speech that explains what pursuing justice means for a guatemaltecos, using specific claims and relevant evidence from sources while acknowledging competing views.

**Taking Informed Action**

UNDERSTAND Investigate current US immigration policies with particular emphasis on migrants from Latin America.

ASSESS Analyze the rationales for these policies and evaluate whether or not they are just policies.

ACT Write a speech in which you argue for or against a particular immigration policy. Share your speech with a media outlet or a stakeholder (e.g., elected official) who can affect policy.
Inquiry Description

This inquiry leads students through an investigation of Guatemala’s recent history, with emphasis on the coup of 1954, and the resulting effects that ripple into the present. At the center of this project is the question: *How can we pursue justice?* This compelling question is explored in the context of Guatemala’s history and the advocates who sought to address injustices since the CIA-backed overthrow of Guatemala’s democratically elected government in 1954.

Students investigate the effects of the Guatemalan Civil War on the country and on contemporary migration patterns, as well as evaluate the justice behind the responses to those events. By completing this inquiry, students begin to understand how history impacts modern issues and shapes responses to political and social problems. Students develop their argumentative writing skills as they study, and ultimately write, argument-based speeches related to Guatemala and modern migration.

It is important to note that this inquiry requires prerequisite knowledge of Guatemala’s history since 1944 and the resulting effects. This knowledge should be cultivated in conjunction with the relevant sources embedded in the inquiry. Likewise, students will need to develop some knowledge of modern migration patterns and policies.

Note: This inquiry is expected to take fifteen to twenty 45-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question—*How can we pursue justice?*—students work through a series of supporting questions by using the featured sources to complete formative tasks. Ultimately, students use these sources to complete the summative task and to pursue the informed action.

Context of the Inquiry

This inquiry was developed through a collaboration between C3Teachers and a team of Summit Learning curriculum fellows. This collection of inquiry projects was designed to meet the needs of states and districts, who are increasingly calling for ethnic and gender studies’ inclusion in their school curriculums. Schools need culturally relevant materials that represent the histories and experiences of the communities they serve. The focus on culturally relevant curriculum is an inclusive focus. Culture is not a thing that some people have and others do not. This project, and others in the collection, represent a diverse set of identities and perspectives.
Cognitive Skills

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of skills that are necessary for college and career readiness. Cognitive Skills are interdisciplinary skills that require higher-order thinking and application.

The rubric includes 36 skills and 8 score levels applicable to students in grades 3 through 12. Through Summit Learning, students practice and develop Cognitive Skills in every subject and in every grade level. The use of a common analytic rubric for assessment of project-based learning allows for targeted, standards-aligned feedback to students and supports the development of key skills over time. For more information, see the Cognitive Skills rubric here: https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf

The inquiry highlights the following Cognitive Skills:

<table>
<thead>
<tr>
<th>Summit Learning Cognitive Skills</th>
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<tbody>
<tr>
<td>Selecting Relevant Sources</td>
</tr>
<tr>
<td>Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion.</td>
</tr>
<tr>
<td>Synthesizing Multiple Sources</td>
</tr>
<tr>
<td>Integrating information across multiple sources to support an argument or explanation.</td>
</tr>
<tr>
<td>Argumentative Claim</td>
</tr>
<tr>
<td>Developing a strong opinion/ argument through clear, well-sequenced claims.</td>
</tr>
<tr>
<td>Counterclaims</td>
</tr>
<tr>
<td>Acknowledging and developing alternate or opposing positions.</td>
</tr>
<tr>
<td>Selection of Evidence</td>
</tr>
<tr>
<td>Using relevant and sufficient evidence to support claims.</td>
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<tr>
<td>Explanation of Evidence</td>
</tr>
<tr>
<td>Analyzing how the selected evidence support the writer’s statements (e.g., claims, controlling ideas).</td>
</tr>
<tr>
<td>Introduction and Conclusion</td>
</tr>
<tr>
<td>Framing a composition with a relevant introduction and conclusion.</td>
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</table>
Staging the Compelling Question

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>How can we pursue justice?</th>
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</thead>
<tbody>
<tr>
<td><strong>Featured Sources</strong></td>
<td></td>
</tr>
<tr>
<td>Source C: Collection of quotations about justice.</td>
<td></td>
</tr>
</tbody>
</table>

Staging Task

To stage the compelling question, students use the featured sources to analyze how others have defined and understood *justice*. From this analysis, students develop their own working definitions of justice. They finish the activity by either writing a paragraph of creating a mini-poster with their definition of justice on it. This definition can evolve and functions as a throughline that goes right to students’ summative assessments.

Featured Sources

The following sources were selected to help introduce students to different ways people understand the term *justice*. These sources help stage the inquiry, preparing students to engage in the inquiry process. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** This source is a photograph by Hector Emanuel that documents a protest in Washington D.C. in support of immigrant and refugee rights. This protest was around the time that U.S. President Donald Trump put a ban on migrants coming from several majority Muslim countries. The ban started with a call by President Trump for a ban against Muslims coming into the US. This call eventually turned into a formal travel ban. After lawsuits and revision, the ban eventually blocked most travelers and migrants from Iran, Libya, Somalia, North Korea, Syria, Venezuela, and Yemen. More recently, President Trump has expanded the ban to include restrictions on people immigrating to the US permanently from Kyrgyzstan, Myanmar, Eritrea, Nigeria, Sudan and Tanzania.

**SOURCE B** This video, from the *Crash Course* video series, centers around the question--What is justice?

**SOURCE C** This source is a collection of quotations from well-known people about *justice*. Teachers can add or subtract quotations, as needed. In particular, teachers should add quotes related to current events (e.g., civil rights protests).
Staging the Compelling Question

**Featured Source A**


*Website screenshot. See full-text to access images and additional information.*
Staging the Compelling Question


Screenshot from video:
Staging the Compelling Question

| Featured Source C | Collection of quotations about justice. |

An eye for an eye ends up making the whole world blind.
— Mahatma Gandhi, Indian Activist

Injustice anywhere is a threat to justice everywhere.
— Martin Luther King, Jr, US Civil Rights Leader

Nobody can give you freedom. Nobody can give you equality or justice or anything. If you’re a man, you take it.
— Malcolm X, US Civil Rights Leader

Justice means minding one’s own business and not meddling with other men’s concerns.
— Plato, Ancient Greek Philosopher

What does justice look like for a survivor? It’ll mean different things to different communities.
— Tarana Burke, Black Lives Matter Co-Founder

I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally non-violent struggle for justice.
— Cesar Chavez, Migrant Farmworker Activist

Justice without force is powerless; for without justice is tyrannical.
— Pascal, French Philosopher

Law and justice are not always the same.
— Gloria Steinem, Feminist Activist
## Supporting Question 1

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Why did the United States give rise to and support a violent civil war in Guatemala?</th>
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</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Create a list of motivations for United States involvement in the Guatemalan Civil War.</td>
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</tbody>
</table>
| Cognitive Skills | **Synthesizing Multiple Sources**: Students will develop this skill by integrating evidence from multiple sources to create a definition of justice. Evidence of this skill can be found in the Checkpoint product.  
**Selection of Evidence**: Students demonstrate this skill by selecting relevant evidence to answer the supporting question.  
**Explanation of Evidence**: Students demonstrate this skill by providing clear explanations about how their evidence supports their response to the supporting question. |

### Supporting Question 1 and Formative Performance Task

The first supporting question—*Why did the United States give rise to and support a violent civil war in Guatemala?*—is designed to help students build background knowledge of Guatemalan history. It also helps them build a foundation upon which they can organize their learning and response to the summative task. The formative task is to create a list of the United States’ motivations in supporting the civil war. This task can be performed individually or as a class.

To further support students’ analyses and sense-making of this content, teachers may also have students create a political cartoon. Using the list, students select one motivation (or multiple complementary motivations). Students evaluate the motivation in terms of its relationship to their definition of justice from the Staging Task. In groups or individually, students determine the message they want to communicate. Then, they create a political cartoon, comic strip, or poster based on their desired message.

Students can also be given the choice of task. In general, students find the comic strip or poster easier to complete than a political cartoon, especially if they haven’t yet encountered many political cartoons. Along similar lines, students can be shown and given the chance to discuss modern political cartoons before completing the task.

### Featured Sources

The following sources were selected to provide first-hand accounts of the Guatemalan coup in 1954, along with some allusions to the causes of the overthrow in order to pique students’ interest. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**Source A** The first featured source is a speech given by the democratically-elected Guatemalan President Jacobo
Arbenz. The United States supported the forces who invaded Guatemala in 1954 during his presidency. The included excerpts are from Arbenz’s radio broadcasts to his country during the attacks.

**SOURCE B** The second source is a firsthand account from Philip C. Roettinger, a former member of the CIA who participated in the Guatemalan coup in 1954. Roettinger helped train Guatemalan rebels in Honduras to overthrow the Arbenz government. In these excerpts, Roettinger discusses his overall feelings about the operation.
June 19, 1954:

[T]his movement cannot be considered as a mere rebellion. It is something more. This is an armed invasion of our territory, carried out by... adventurers, mercenaries of various stripes and some Guatemalan exiles... They were not even silent about the fact that they receive 300 dollars a month in wages and they have ostentatiously exchanged the “greenbacks” in several Honduran towns...

When the government of the United States denied all requests to sell US arms to Guatemala, we saw their intentions clearly...

Our only crime consisted of decreeing our own laws and applying them to all without exception. Our crime is having enacted agrarian reform which affected the interests of the United Fruit Company... Our crime is our patriotic wish to advance, progress, to win economic independence to match our political independence. We are condemned because we have given our peasant population land and rights.

Unfortunately even the President of the United States of America has made little of his high office, and he too, either through lack of information or other reasons, has lent himself to the campaign of pressure and intimidation against Guatemala...

They are trying to spread terror by machine-gunning buildings, bombing cities and dropping arms and munitions. Morning after morning, afternoon after afternoon and night after night, mercenary pilots are trying to spread panic...

June 27, 1954:

Workers, peasants, patriots, my friends: people of Guatemala: Guatemala is enduring a most difficult trial. For fifteen days a cruel war against Guatemala has been underway. The United Fruit Company, in collaboration with the governing circles of the United States, is responsible for what is happening to us...

In whose name have they carried out these barbaric acts? What is their banner? We know very well. They have used the pretext of anti-communism. The truth is very different. The truth is to be found in the financial interests of the fruit company and the other US monopolies...

I have made a sad and cruel judgment... I have decided to step down... One day the obscured forces which today oppress the backward and colonial world will be defeated. I will continue to be, despite everything, a fighter for the liberty and progress of my country.

I say goodbye to you, my friends, with bitterness and pain, but remaining firm in my convictions. Remember how much it has cost. Ten years of struggle, of tears, of sacrifices and of democratic victories... I say to you: Long Live the October revolution! Long live Guatemala!
As a CIA case officer, I trained Guatemalan exiles in Honduras to invade their country and oust their democratically elected President, Jacob Arbenz. I now think my involvement in the overthrow of Arbenz was a terrible mistake. The reasons the Eisenhower administration gave were false; the consequences were disastrous.

In March 1954...[CIA Director] Dulles exhorted us to do our jobs well and told us the same lie [US President] Ronald Reagan is telling the people today: The purpose of the U.S. support for the [Guatemalan] rebels is to stop the spread of communism. But communism was not a threat we were fighting.

The threat was land reform. Fulfilling a pledge to transform Guatemala into a “modern capitalist state,” [Guatemalan President] Arbenz had taken over some unused land belonging to the United Fruit Company...

The coup I helped engineer in 1954 inaugurated ... military rule in Central America...Generals and colonels acted with impunity to wipe out dissent and amass wealth for themselves and their cronies...

Our overthrow began thirty-one years of repressive military rule and the deaths of more than 100,000 Guatemalans...
### Supporting Question 2

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>What effects has the civil war had on <em>guatemaltecos</em>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td>Write a paragraph, using evidence, that answers the supporting question.</td>
</tr>
<tr>
<td><strong>Cognitive Skills</strong></td>
<td><strong>Argumentative Claim:</strong> Students will develop an evidence-based claim for this paragraph. <strong>Selection of Evidence:</strong> Students will select relevant and sufficient evidence from the documents to answer the supporting question. <strong>Explanation of Evidence:</strong> Students will explain how the selected evidence supports their statements/claims.</td>
</tr>
</tbody>
</table>

### Supporting Question 2 and Formative Performance Task

The second supporting question—*What effects has the civil war had on *guatemaltecos*?*—helps students further develop their understanding of Guatemalan history by considering its impacts on the people living through the civil war. The formative task asks students to write a paragraph that answers the supporting question and uses evidence from the featured sources. For this task, teachers may provide students scaffolds to support reading and writing, such as guided reading questions, a graphic organizer for the paragraph, and/or sentence stems.

Note: The term *guatemaltecos* refers to Guatemalan people.

### Featured Sources

The following sources were selected to provide an account of what actually happened in Guatemala so that students can begin to think about what justice might look like given that historical context. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** The first featured source is a statement made by Rene de Leon Schlotter to the United States Congress in 1976, over 20 years after the coup of 1954. Schlotter was a leader of Guatemala’s Christian Democrats political party. He witnessed the violence that overcame his country during the civil war.

**SOURCE B** The second featured source is an excerpt from a recent article on the effects of US intervention in Guatemala.
Guatemala has suffered a spectacular form of violence: spectacular not only for having lasted through the past two decades, but also for its intensity - the high number of victims and the cruelty of the methods used...

The violence... has a double purpose: first to sow terror and bring people to their knees in fear of their lives...and second to eliminate opponents [enemies]...the opponent is killed “kidnapped” in the streets and just disappears...

Allow me to reaffirm that the responsibility of the United States, although indirect, is very real and serious. With its policy supporting dictatorships, the United States has collaborated [helped] in the strengthening of these regimes and burdened our people with debts...

With its policy of military and police assistance, the United States has collaborated in the acts of repression, and consequently in the violation of human rights...
In 1954, a CIA coup d’etat put an end to the first ten years of democratically elected government Guatemala had ever experienced. Installed in the wake of the coup were a series of military, authoritarian governments, funded and advised by the United States... The US supported tactics of repression which would lead to the deaths of 200,000 civilians...

The tactics of the late sixties, which CIA military advisors drew from their experiences in Vietnam, involved dropping napalm [fire bombs] on indigenous [native] villages thought to contain guerrillas [rebels], then sending in ground troops to murder any survivors. Whole areas were designated rebel territory, and any occupants executed, civilian or otherwise. In more urban areas, death squads assassinated, tortured, or ‘disappeared’ any critics of the regime [government]...

In 1970, Carlos Arana assumed the presidency. He is famous for saying ‘If it is necessary to turn the country into a cemetery in order to pacify it, I will not hesitate to do so’....The US continued to supply military aid during this period – to the tune of $35 million between 1967-76 – which funded the violent killings, in that same period, of 50,000 people...

...villages would be bombed, looted by soldiers, and villagers raped and tortured and executed. In one account, children were taken outside after their parents were executed, and beaten to death against rocks....By the mid-1980s, 150,000 civilians had been killed in the civil war, and 250,000 refugees had fled to Mexico.
### Supporting Question 3 and Formative Performance Task

The third supporting question—*How have guatemaltecos advocated for justice for Guatemala?*—pivots more directly towards the compelling question by asking students to consider how activists have pursued justice.

The formative task is to create a presentation that answers the supporting question. Teachers may implement this task with the following procedures:

- In small groups, each student selects a different action taken, or plea made, by Irma Flaquer or Rigoberta Menchú Tum.
- Each student creates a two-slide presentation—one slide describing the action or plea and one slide explaining the activist’s reasoning.
- Present the slides in small groups to one another, taking notes in a graphic organizer on one another’s work.

Teachers may structure this task as a group project by having students present in group to the rest of the class. As scaffolds, teachers may provide a presentation template, guiding questions during the reading, and even specific advocate actions that students can expand upon and explain in their presentations.

### Featured Sources

The following sources were selected to have students start to consider what the pursuit of justice looks like for Guatemalan advocates. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** The first source is a Guatemalan newspaper article written in 1971 by Irma Flaquer. Flaquer was an outspoken critic of the government’s repressive tactics. She wrote this after a grenade was thrown into her car and “the Butcher of Zacapa” was elected president of Guatemala in 1970.

**SOURCE B** The second source is a series of excerpts from Rigoberta Menchú Tum’s 1992 Nobel Peace Prize acceptance speech. Menchú’s mother, father, and brother were killed by government forces during the Guatemalan
Civil War. She has been an outspoken activist for Mayan and women's rights for decades. In 1981, she was forced to flee to Mexico, where she continued to support the struggle for Mayan rights. Her book, *I, Rigoberta Menchú* came out in 1983 and attracted international attention to the injustices happening in Guatemala.
Supporting Question 3


It’s possible that I am not precisely the indicated person to be giving you advice. During the electoral campaign that brought you to the presidency, I was one of your fiercest opponents. I think no one attacked you like I did. But, in spite of my best efforts, you won the elections. In my opinion, this incident (the bombing) is not going to stop me from saying what I think. Are we in agreement?

Many people advised me to shut up a bit now that I’ve had the good luck to be a survivor. But you have to understand that to live without the freedom to say what I think is, for me, the same as being dead. I consider it my obligation to try to find solutions to the country’s problems. And it’s absolutely impossible for me to maintain my pen inactive.

That’s why I’m addressing you today, hoping that my commentaries won’t be misinterpreted. I’m very well aware of all the gossiping that goes on in presidential circles, and after all, a president is simply a human people.

So, with your permission...

You, Colonel Arana, might have had your own very original ideas during the campaign, but now you are the constitutional president of the Republic. You aren’t just the representative of the MLN and the PID (the rightest political alliance), but of the entire nation.

That’s why you shouldn’t be swayed by the passions of the rightists or the leftists... You have to be the representative of national unity. If you just listen to both sides -- like the good father of the Guatemalan nation -- it just might be possible to find a formula for reconciliation.

Lamentably, for both tendencies, ideas cannot be fought with arms or with terror. One can capture a man and torture him; one can cut his tongue, kill him, burn him, and reduce him to dust, but somewhere the Idea will survive, eternal and unvanquished. The only way of combating ideas is with other ideas.

And this is one of the problems that you are called on the resolve -- to guarantee complete freedom of expression for ideas. That each and every Guatemalan, independently of his or her ideology, can express beliefs without fear -- except perhaps for the fear of making a fool of themselves.

Every time an idea is expressed, it comes back stronger, more insistent, more dangerous. If ideas cannot flow, they emerge wherever and whenever possible. And that leads to the problem we are all so worried about: violencia.

And who is responsible in Guatemala for the violence? The right, in its most crude and primitive form, has caused the problems of exploitation of man by his fellow man. Since, for the right, capital does not have a social purpose, it becomes an instrument of domination to obtain power... So then a theory emerges in opposition to this one, that capital ought to have a social function... a more just and humanitarian position...

But, unfortunately, this fraternal and disinterested doctrine got caught up in its own instruments of domination. Some saw the doctrine as a way of achieving power. At least, that is what happened in Guatemala, which is what interests us here.

The left got carried away and the right, seeing its privileges threatened, armed to the teeth and began the battle. So now the militants from both positions are killing each other in the streets. And in the name of whom do you think...
they’re doing it? In the name of peace and progress for Guatemala. What do you think about that?

I don’t think the problem can be resolved calling each other names and even less by machine gunning each other and while everyone is caught up in heated discussions, the common people continue in their daily tragedy of hunger and frustration.
Supporting Question 3

**Featured Source B**


I consider this Prize, not as a reward to me personally, but rather as one of the greatest conquests in the struggle for peace, for Human Rights and for the rights of the indigenous people, who, for 500 years, have been split, fragmented, as well as the victims of genocides, repression and discrimination...

Please allow me, ladies and gentlemen, to say some words about my country and the civilization of the Mayas. The Maya people developed and spread geographically through some 300,000 square km; they occupied parts of the South of Mexico, Belize, Guatemala, as well as Honduras and El Salvador; they developed a very rich civilization in the area of political organization, as well as in social and economic fields; they were great scientists in the fields of mathematics, astronomy, agriculture, architecture and engineering; they were great artists in the fields of sculpture, painting, weaving and carving...

Let there be freedom for the Indians, wherever they may be in the American Continent or elsewhere in the world, because while they are alive, a glow of hope will be alive as well as a true concept of life...

If the indigenous civilization and the European civilizations could have made exchanges in a peaceful and harmonious manner, without destruction, exploitation, discrimination and poverty, they could, no doubt, have achieved greater and more valuable conquests for Humanity.

Let us not forget that when the Europeans came to America, there were flourishing and strong civilizations there. One cannot talk about a “discovery of America”, because one discovers that which one does not know about, or that which is hidden...

That is why I dream of the day when the relationship between the indigenous peoples and other peoples is strengthened; when they can combine their potentialities and their capabilities and contribute to make life on this planet less unequal, a better distribution of the scientific and cultural treasures accumulated by Humanity, flourishing in peace and justice...

In the attempt to crush rebellion, dictatorships have committed the greatest atrocities. They have leveled villages, and murdered thousands of peasants particularly Indians, hundreds of trade union workers and students, outstanding intellectuals and politicians, priests and nuns. Through this systematic persecution in the name of the safety of the nation, one million peasants were removed by force from their lands; 100,000 had to seek refuge in the neighboring countries. In Guatemala, there are today almost 100,000 orphans and more than 40,000 widows. The practice of “disappeared” politicians was invented in Guatemala, as a government policy.

As you know, I am myself a survivor of a massacred family...

However, in spite of these openings, repression and violation of human rights persists in the middle of an economic crisis, that is becoming more and more acute, to the extent that 84% of the population is today considered as poor, and some 60% are considered as very poor. Impunity and terror continue to prevent people from freely expressing their needs and vital demands. The internal armed conflict still exists...

The case of the displaced and of refugees in Guatemala is heartbreaking; some of them are condemned to live in exile in other countries, but the great majority live in exile in their own country. They are forced to wander from place to place, to live in ravines and inhospitable places, some not recognized as Guatemalan citizens, but all of...
them are condemned to poverty and hunger. There cannot be a true democracy as long as this problem is not satisfactorily solved and these people are reinstated on their lands and in their villages...

Today, we must fight for a better world, without poverty, without racism... A world at peace that could provide consistency, interrelations and concordance in respect of the economic, social and cultural structures of the societies would indeed have deep roots and a robust influence...

The peoples of Guatemala will mobilize and will be aware of their strength in building up a worthy future.
## Supporting Question 4

<table>
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<th>Supporting Question</th>
<th>How have guatemaltecos advocated for Guatemalan justice after migration?</th>
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<tbody>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td>Participate in a Socratic seminar after writing an evidence-based claim that answers the supporting question.</td>
</tr>
</tbody>
</table>
| **Cognitive Skills** | **Argumentative Claim:** Students develop this skill by constructing and discussing evidence-based claims.  
**Selection of Evidence:** Students develop this skill by selecting evidence from the documents related to this Checkpoint and this other Checkpoints.  
**Explanation of Evidence:** Students develop this skill by explaining how the evidence selected support their claims. |

### Supporting Question 4 and Formative Performance Task

The fourth supporting question—*How have guatemaltecos advocated for Guatemalan justice after migration?*—pushes students to consider and discuss different perspectives on what justice for Guatemala might look like. The sources (described below) can be supplemented with research into the Central American refugee crisis.

For the formative task, students construct a claim (or multiple claims), supported by evidence, that answers the supporting question. This task supports students’ preparation and note-taking for a Socratic Seminar discussion. The discussion should start by responding to the supporting question, but can transition into preliminary discussion about the compelling question.

As scaffolds, teachers may provide guiding questions for the reading and sentence stems in the graphic organizers. Teachers might also be intentional in groupings if students are allowed to work in groups.

### Featured Sources

The following sources were selected to support students as they continue to explore what the pursuit of justice looks like for *guatemaltecos* outside of Guatemala. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** This source is an article written by a Guatemalan anthropologist, Irma Alicia Velásquez Nimatuj.

**SOURCE B** This source is a news feature video that follows the experience of young people in Guatemala trying to migrate to the United States in search of more opportunities.
Supporting Question 4


They leave because they want to break the curse that steals their dreams the moment they are born.

The children of my country began to leave when the armed conflict intensified in the beginning of the 1980s; they left drenched in the blood of their loved ones who were massacred by a monstrous military. They left any way they could: barefoot, naked, and with no identification. They left with the trauma of not knowing: What happened to their sisters, their brothers, their parents, and their communities?

With the signing of the peace agreements in 1996, an agreement that benefited the economic elite and the transnational corporations, the children of my country continued to migrate, because in the rural areas they felt the effects of the extractive industries that came to destroy their mountains, to penetrate the insides of their earth, the earth that had provided them with food. These industries came to take their rivers and generate electric energy for others, but not for the benefit of their communities. The urban children, cornered into selling on street corners, were left choosing between an education for the poor that would only provide them with a survival level job and joining the gangs, where they found a family and an income that they could never achieve otherwise.

The children of my country continue to migrate throughout the 21st century in the face of natural disasters that have obliterated their communities and way of life. They aren’t aware, they don’t know what causes it, nor can they imagine what an agency like CONRED (National Coordinator for Disaster Reduction) looks like. Nor have they gotten to know the State. What they do know is that in the arms of their mothers, they have grown tired of waiting many hours for their vaccines—when they have the luck of receiving any vaccine at all. They know that they do not have a real education, and that not working while still children is not an option, but a necessity to contribute to their impoverished family economy.

Because of this, they leave daily for whatever border permits them to escape, to breathe, and to leave the misery into which they have been born, and in which their parents and grandparents live, and who, despite working on fincas or industries, in cities or rural communities, have not been able to break the cycle of poverty. They leave because they want to break the curse that steals their dreams the moment they are born.
Supporting Question 4

**Featured Source B**


Screenshot from video:
Summative Performance Task

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>How can we pursue justice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Performance Task</td>
<td>Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence and information from historical and contemporary sources.</td>
</tr>
</tbody>
</table>

Cognitive Skills

- **Argumentative Claim**: Students demonstrate this skill by writing a speech centered around an argumentative claim. The speech is organized around claims and subclaims, showing a clear understanding of their relationship.
- **Counterclaims**: Students demonstrate this skill by distinguishing between their claims and counterclaims and explaining their limitations.
- **Selection of Evidence**: Students demonstrate this skill by selecting a variety of relevant evidence from the sources to support their claims.
- **Explanation of Evidence**: Students demonstrate this skill by providing clear explanations about how their evidence supports their argument.
- **Introduction and Conclusion**: Students demonstrate this skill by writing an introduction that introduces the main idea and purpose for writing the speech. The conclusion summarizes the content and pulls multiple ideas together.

At this point in the inquiry, students have examined the role of the United States in the overthrow of Guatemala’s democratically-elected government in 1954, the ensuing civil war, and the effects that ripple into the present, informing modern activists.

Students should be able to demonstrate the breadth of their understanding and ability to use evidence from multiple sources to support their claims. In this task, students are asked to construct an evidence-based argument responding to the compelling question: *How can we pursue justice?*

**Argument Stems**

Students’ arguments will likely vary, but could include any of the following:

- People pursue justice by exposing injustice to national and international audiences, pressuring stakeholders to make change.
- People pursue justice by fleeing unjust systems and advocating for justice from the outside.
- People pursue justice by living the best life available to them, even if within an unjust system.
- People pursue justice by rallying their community to fight for a more just future.

To support students in their writing, teachers can provide a graphic organizer for each paragraph as well as guidance on the expectations for each component of the essay. An example graphic organizer and exemplar are included below (Appendix A and Appendix B). Teachers may also chunk the writing into smaller parts. For example, students write a paragraph, or two, at the end of each class block.

**EXTENSION** To extend their arguments, students may write a speech that explains what pursuing justice means for a *guatemaltecos*, using specific claims and relevant evidence from sources while acknowledging competing views.
Taking Informed Action

<table>
<thead>
<tr>
<th>Action Question</th>
<th>How can we pursue justice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Theme</td>
<td>FAIRNESS: Students address questions around equity, justice, and fairness.</td>
</tr>
<tr>
<td>Action Task</td>
<td>Write a speech in which you argue for a particular immigration policy.</td>
</tr>
</tbody>
</table>
| Cognitive Skills| Selecting Relevant Sources: Students demonstrate this skill by selecting sources that provide detailed, credible information relevant to the research question.  
Synthesizing Multiple Sources: Students demonstrate this skill by connecting sources through grouping similar information/positions from multiple sources and identifying significant differences in content.  
Argumentative Claim: Students demonstrate this skill by writing a position statement centered around an argumentative claim.  
Counterclaims: Students demonstrate this skill by distinguishing between their claims and counterclaims and explaining their limitations.  
Explanation of Evidence: Students demonstrate this skill by providing clear explanations about how their evidence supports their argument.  
Introduction and Conclusion: Students demonstrate this skill by writing an introduction that introduces the main idea and purpose for writing the statement. The conclusion summarizes the content and pulls multiple ideas together. |

Structure of Taking Informed Action

Taking informed action tasks have three steps to prepare students for informed, reasoned, and authentic action. The steps ask students to (1) understand the issues evident from the inquiry in a larger and/or current context; (2) assess the relevance and impact of the issues; and (3) act in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students have the opportunity to Take Informed Action and advocate on behalf of an immigration policy that reflects their deepened understanding of justice.

UNDERSTAND Investigate current US immigration policies with particular emphasis on migrants from Latin America. This investigation can also include research into United States policy towards Guatemala, more broadly. A comparison of immigration policy with US-Guatemala relations supports evaluation of the policies in the assess step.

ASSESS Analyze the rationales for these policies and evaluate whether or not they are just policies.

ACT Write a speech in which you argue for or against a particular immigration policy. Share your speech with a media outlet or a stakeholder (e.g., elected official) who can affect policy.

CIVIC THEME This task reflects the civic theme of fairness. When students engage in fairness-building civic action, they address questions of equity, justice, and fairness for groups and individuals. In the inquiry, students investigated the ways in which Guatemalans were victimized by unjust actions and the different pathways Guatemalans have sought justice. By evaluating and taking action on immigration policy, students advocate for more just policies and governing systems in their own community, for themselves and others.
Appendix A

How can we pursue justice?

Directions: Place your outline for your essay in the boxes below.

Essay Prompt: How can we pursue justice? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence and information from historical and contemporary sources.

Introduction

Hook:
An interesting statement or question to open your writing.

Background:
Specific information related to what you will discuss

Thesis:
What you are arguing.

Body Paragraph 1 - Support your Thesis

Claim:
Part of your argument + two reasons.

Evidence 1:
Restate first reason + evidence + citation.

Explanation 1:
Link evidence to claim + add reasoning.

Evidence 2:
Restate second reason + evidence + citation.

Explanation 2:
Link evidence to claim + add reasoning.
**Body Paragraph 2 - Counterclaim (address opposing arguments)**

<table>
<thead>
<tr>
<th>Counterclaim:</th>
<th>Part of your argument + two reasons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence 1:</td>
<td>Restate first reason + evidence + citation.</td>
</tr>
<tr>
<td>Explanation 1:</td>
<td>Undermine or show the limits of the evidence.</td>
</tr>
<tr>
<td>Evidence 2:</td>
<td>Restate second reason + evidence + citation.</td>
</tr>
<tr>
<td>Explanation 2:</td>
<td>Undermine or show the limits of the evidence.</td>
</tr>
<tr>
<td>Conclusion:</td>
<td>Tie it all together.</td>
</tr>
</tbody>
</table>

**Body Paragraph 3 - Support your Thesis**

<table>
<thead>
<tr>
<th>Claim:</th>
<th>Part of your argument + two reasons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence 1:</td>
<td>Restate first reason + evidence + citation.</td>
</tr>
<tr>
<td>Explanation 1:</td>
<td>Link evidence to claim + add reasoning.</td>
</tr>
<tr>
<td>Evidence 2:</td>
<td></td>
</tr>
</tbody>
</table>

---

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Conclusion

<table>
<thead>
<tr>
<th>Thesis:</th>
<th>Tie together your argument.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Points:</td>
<td>Re-iterate 2-3 of your strongest points.</td>
</tr>
<tr>
<td>Unhook:</td>
<td>Another interesting statement to send your audience back out into the world with something to think about.</td>
</tr>
</tbody>
</table>
**EXAMPLE**

How can we pursue justice?

**Directions**: Place your outline for your essay in the boxes below.

**Essay Prompt**: How can we pursue justice? Construct an argumentative speech that explains what pursuing justice means for a guatemaltecos. Be sure to use specific claims and relevant evidence from sources while acknowledging competing views.

### Introduction

<table>
<thead>
<tr>
<th>Hook: An interesting statement or question to open your writing.</th>
<th>Justice is positioned in a constant struggle against injustice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background: Specific information related to what you will discuss</td>
<td>This struggle has been a primary component of the recent history of Guatemala. After a CIA backed coup overthrew the country’s democratically elected government in 1954, an uprising against the new, repressive government turned into a bloody 36 year long civil war that killed over 200,000 guatemaltecos and displaced many more. Against this violence and terror, everyday guatemaltecos continued to fight for a better life.</td>
</tr>
<tr>
<td>Thesis: What you are arguing.</td>
<td>While the fight against injustice is a part of justice, the Guatemala people show us that this pursuit of a better life is the true core of justice.</td>
</tr>
</tbody>
</table>

### Body Paragraph 1 - Support your Thesis

<table>
<thead>
<tr>
<th>Claim: Part of your argument + two reasons.</th>
<th>From the first days of the coup in 1954, the Guatemalan President, Jacobo Arbenz, argued that pursuing justice meant securing a better life for guatemaltecos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence 1: Restate first reason + evidence + citation.</td>
<td>In a June 19, 1954 radio broadcast, President Arbenz announced to his people, “Our crime is having enacted agrarian reform which affected the interests of the United Fruit Company... Our crime is our patriotic wish to advance, progress, to win economic independence to match our political independence. We are condemned because we have given our peasant population land and rights” (Document A1).</td>
</tr>
<tr>
<td>Explanation 1: Link evidence to claim + add</td>
<td>As a band of CIA funded rebels were advancing across Guatemala’s borders and US pilots were dropping propaganda pamphlets, President...</td>
</tr>
</tbody>
</table>
Summit Learning and C3 Teachers

<table>
<thead>
<tr>
<th>reasoning.</th>
<th>Arbenz made it clear that justice in Guatemala was under attack.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence 2:</strong> Restate second reason + evidence + citation.</td>
<td>Rather than fight back with a hard and rigid stance against the unjust being funded and supported by the CIA, President Arbenz announced a few days later, on June 27th, &quot;I say goodbye to you, my friends, with bitterness and pain, but remaining firm in my convictions. Remember how much it has cost. Ten years of struggle, of tears, of sacrifices and of democratic victories” (Document A1).</td>
</tr>
<tr>
<td><strong>Explanations 2:</strong> Link evidence to claim + add reasoning.</td>
<td>In the face of brazen injustice, President Arbenz took a chance at securing a better future for his country by stepping down and allowing his trusted friend to take executive power in the country, hoping that this concession would push the CIA to back down.</td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Tie it all together.</td>
<td>Even though his actions failed to stop the CIA from overthrowing Guatemala’s democracy, President Arbenz refused to meet injustice with force and instead opted to take the more positive, just path.</td>
</tr>
</tbody>
</table>

**Body Paragraph 2 - Counterclaim (address opposing arguments)**

<table>
<thead>
<tr>
<th>Counterclaim: Part of your argument + two reasons.</th>
<th>Some might argue that President Arbenz was wrong, that pursuing justice means taking a stance and directly fighting against injustice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence 1:</strong> Restate first reason + evidence + citation.</td>
<td>Many in the CIA, for example, took that stance that the only way to pursue justice in the world during the Cold War was to fight against the perceived injustices in embedded in communism, “In March 1954...[CIA Director] Dulles exhorted us to do our jobs well... to stop the spread of communism.” (Document B1).</td>
</tr>
<tr>
<td><strong>Explanation 1:</strong> Undermine or show the limits of the evidence.</td>
<td>As we know today, however, the crusade against communism, though perhaps well-intentioned, led to a level of injustice that resulted in hundreds of thousands of deaths in Guatemala and elsewhere. Fighting fire with fire scorched the world.</td>
</tr>
<tr>
<td><strong>Evidence 2:</strong> Restate second reason + evidence + citation.</td>
<td>Many inside of Guatemala also believed that pursuing justice meant forcefully countering justice, which led to “militants from both positions are killing each other in the streets. And in the name of whom do you think they’re doing it? In the name of peace and progress for Guatemala” (Document A3).</td>
</tr>
<tr>
<td><strong>Explanation 2:</strong> Undermine or show the limits of the evidence.</td>
<td>Again the dynamic repeats itself: when pursuing justice is grounded in fighting injustice, violence, repression, and more injustice follows.</td>
</tr>
</tbody>
</table>
Conclusion:
Tie it all together.

Though countering injustice is an important part of justice, making it the core of the pursuit is dangerous and counter-productive.

Body Paragraph 3 - Support your Thesis

<table>
<thead>
<tr>
<th>Claim: Part of your argument + two reasons.</th>
<th>Many Guatemalan activists, who have firsthand experience with vicious injustice and the struggle towards a more just future, also agree pursuing justice means, at bottom, pursuing a better life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence 1: Restate first reason + evidence + citation.</td>
<td>For instance, Guatemalan writer Irma Alicia Velásquez Nimatuj, clearly positions the unjust circumstance in Guatemala against the choice of guatemaltecos to pursue justice, “They leave because they want to break the curse that steals their dreams the moment they are born... they left drenched in the blood of their loved ones who were massacred by a monstrous military. They left any way they could: barefoot, naked, and with no identification” (Document A4)</td>
</tr>
<tr>
<td>Explanation 1: Link evidence to claim + add reasoning.</td>
<td>When confronted with overwhelming injustice, many guatemaltecos ultimately make the difficult choice to “break the curse,” not by attacking it but by leaving it to seek a better life.</td>
</tr>
<tr>
<td>Evidence 2: Restate second reason + evidence + citation.</td>
<td>Furthermore, in her Nobel Peace Prize acceptance speech, Rigoberta Menchú Tum reaches out to the global community with a similar message, “I dream of the day when the relationship between the indigenous peoples and other peoples is strengthened; when they can combine their potentialities and their capabilities and contribute to make life on this planet less unequal, a better distribution of the scientific and cultural treasures accumulated by Humanity, flourishing in peace and justice” (Document B3).</td>
</tr>
<tr>
<td>Explanation 2: Link evidence to claim + add reasoning.</td>
<td>Justice, for Tum, means flourishing together as we seek to reach our potentials.</td>
</tr>
<tr>
<td>Conclusion: Tie it all together.</td>
<td>In sum, Guatemalan activists who have an intimate understanding of justice and its opposite, define justice positively as the pursuit of a better future.</td>
</tr>
</tbody>
</table>

Conclusion

<p>| Thesis: Tie together your argument. | Justice for Guatemala means supporting guatemaltecos in their advance towards a better future. |</p>
<table>
<thead>
<tr>
<th>Strong Points:</th>
<th>The voices of <em>guatemaltecos</em>, like Nobel Laureate Rigoberta Menchú Tum, call out for collaboration and support in achieving a more just future. Coming together to open more opportunities for Guatemala would help <em>guatemaltecos</em> “break the curse” without having to flee their homeland.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-iterate 2-3 of your strongest points.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unhook:</th>
<th>Justice, like so many of the other things we pursue, comes from cultivating positive opportunities and attributes rather than counter-attacking the things that bring us down.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another interesting statement to send your audience back out into the world with something to think about.</td>
<td></td>
</tr>
</tbody>
</table>
## Writing Introductions (GST)

### General Statement (G): This is your hook. It draws the reader in and creates interest. It can be a broad statement or a question.
- **Example:** How have rappers and hip-hop musicians shaped pop culture and society today?

### Specific Statement (S): This brings up the specific topics, events, and points that your will be about.
- **Example:** Artists like Kendrick Lamar write lyrics that shape how people talk about events.

### Thesis (T): Ties together all of the claims you will make in your body paragraphs.
- **Example:** While some argue that their words have little influence beyond hardcore fans, rap artists like Kendrick Lamar deeply influence how people understand themselves and their worlds.
Appendix D

Writing Examples

Main Claim: Restate/Answer + Two Reasons/Examples

**EXAMPLE:** President Obama positively changed the world by working with Congress to pass Obamacare and issuing DACA to protect undocumented immigrants.

**Restate/Answer:** President Obama positively changed the world

**Example 1:**
by working with Congress to pass Obamacare

**Example 2:**
and issuing DACA to protect undocumented immigrants.

Evidence: Context + Quotation + Citation

**EXAMPLE:** In 2010, former President Obama convinced Congress to pass a new healthcare law, “Over the next decade, federal budget forecasters expect that 25 million people will gain health coverage because of Obamacare” (Document 17).

**Context:** In 2010, former President Obama convinced Congress to pass a new healthcare law,

**Quotation:**
“Over the next decade, federal budget forecasters expect that 25 million people will gain health coverage because of Obamacare”

**Citation:**
(Document 17).

Explanation: Reasoning + Background Information

**EXAMPLE:** This shows that former President Obama helped many people by expanding healthcare, which has been especially helpful to lower income Americans who are now better able to see doctors when sick and to receive access medications.

**Reasoning:**

**Background Information:**
This shows that former President Obama helped many people by expanding healthcare, which has been especially helpful to lower income Americans who are now better able to see doctors when sick and to receive access medications.