

## **Lesson Title: Latin American Revolutions**

**Lesson Topic:** Latin American Revolutions

**Content Area:** Social Studies, AP World History

**Grade Level:** 10<sup>th</sup> Grade

**Content Area Objective(s):** §113.42. World History Studies (One Credit), Adopted 2018.

### **TEKS:**

- (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:
  - Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
  - Trace the influence of the American and French Revolutions on Latin America, including the role of Simon Bolivar; and
  - Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolution.
- (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
  - Locate places and regions of historical significance directly related to major eras and turning points in world history; and
  - Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
  - Explain the development of democratic-republican government from its beginnings in Judeo-Christian tradition and classical Greece and Rome through the French Revolution;
  - Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen; and

- Explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, and William Blackstone
- (20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
  - Describe how people have participated in supporting or changing their governments; and
  - Identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21). Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
  - Identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas, Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square
- (28) Social studies skills. The students understand how historians use historiography to interpret the past and apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
  - Analyze primary and secondary sources to determine frame of reference, historical context, and point of view;
  - Evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;
  - 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; and
  - Construct a thesis on a social studies issue or event supported by evidence.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - Use social studies terminology correctly;
  - Use effective written communication skills, including proper citations and avoiding plagiarism; and

- Interpret and create written, oral, and visual presentations of social studies information.

**Brief Background Topic Information:** The Latin American Wars of Independence occurred because of influence from the American and French Revolution, leading to the independence of many countries in Central and South America, along with the Caribbean. The Enlightenment sparked debate over political ideals, including liberty, equality, popular sovereignty, and democracy, leading to the American and French Revolutions and generated the overthrow of autocratic monarchs in Haiti (Saint Domingue), beginning two years after the French Revolution. As Napoleon Bonaparte took power in France, colonial destabilization occurred throughout French colonies, alongside the Peninsular War in Spain. Simon Bolivar played a significant role within the Latin American independence movements, creating several South American states out of former Spanish colonies and created an independent Venezuela through his military pursuit and leadership. Instructing students over independence movements affords them knowledge of specific, active political ideals and motives contributing to the creation of our current government. Not only does it assert importance in historical empathy, but it also connects the material to their lives and current events.

**Essential Questions:**

- What were the causes and effects of independence movements in Latin America?
- How did Simon Bolivar influence the direction of Latin American politics after independence?
- Why did Enlightenment contribute to the Latin American Wars of Independence?
- How are the American, French, and Latin American intertwined?

**Main/Supplemental Text:** Excerpts of *El Libertador: Writings of Simon Bolivar* by Simon Bolivar

**Text APA citation** of supplemental **text** for the students to read for this lesson:

Bolivar, Simon. (2003). *El Libertador: Writings of Simon Bolivar*. Oxford University Press.

**Scan, PDF or link for the supplemental resource:**

<http://www.historyisaweapon.com/defcon7/simon-bolivar-el-libertador-writings-of-simon-bolivar-david-bushnell-editor-1.pdf>

**Purpose of text:** In choosing this text, objectives include comparison with documents like the Declaration of Independence and the Declaration of the Rights of Man and of the Citizen. While it also supplements the objectives, students will be gathering information and drawing conclusions from similarities and differences within excerpts of each document relating to specific political values, ideals, and concepts.

**Content Area Vocabulary (at least 5 terms):**

- **Libertadores:** Principal leaders of the Latin American Wars of Independence, in contrast to conquistadores, or conquerors. Libertadores like Simon Bolivar were largely bourgeois criollos (local born people of European ancestry, largely Spanish or Portuguese) influenced by liberalism and in most cases held military training from their mother country, or metropole.
- **Napoleonic wars:** A series of conflicts between the French Empire and allies against its opponents, including Great Britain. Unresolved disputes among the French and British led to the conflicts, and the wars led to spread of nationalism and liberalism, the rise of the British empire, independence movements in Latin America, reorganization of German and Italian territories, and establishment of new methods in warfare.
- **Haitian Revolution:** An anti-slavery and anti-colonial insurrection taking place in Saint Domingue from 1791 to 1804. Destroying the institution of slavery, self-liberated slaves fought in preserving freedom and founded the sovereign state of Haiti alongside mulattoes, or a person of mixed White and Black ancestry.
- **Enlightenment:** A European intellectual movement granting synthesis of ideas concerning religion, reason, nature, and humanity into a worldview instigating revolutionary developments in art, philosophy, and politics. Central to thought within the Enlightenment was the use of reason, where humans understood the universe and improved their own condition. Goals of this “rational humanity” were knowledge, freedom, and happiness.
- **Peninsular War:** A military conflict between Napoleon and allied powers of Spain, Portugal, and Britain for control of the Iberian Peninsula beginning in 1807. This lasted until the Sixth Coalition defeated Napoleon in 1814 and is regarded as the first wars of national liberation and for the first emergence of guerilla warfare.
- **Creole:** A social class in Spanish colonial hierarchy comprising of locally born people of confirmed European (Spanish or Portuguese) descent. While below

the Iberian-born Peninsulares, they held preeminence over indigenous peoples, enslaved Africans, and those of mixed descent.

- **Caudillismo:** A cultural and political phenomenon exemplified by military landowners possessing political power, charisma, and populist political views. Many of these military landowners created authoritarian regimes in Latin America.
- **Gran Colombia:** A now defunct state that encompassed much of northern South America and parts of southern Central America from 1819 to 1831. This included territories of present-day Colombia, Venezuela, Ecuador, Panama, northern Peru, western Guyana, and northwest Brazil.
- **New Granada:** Name given to the jurisdiction of the Spanish Empire in northern South America, corresponding to Colombia, Ecuador, Panama, and Venezuela.
- **Federation:** A political entity illustrated as a union of partially autonomous states or regions under a central government. This self-governing status along with division of power between the states and central government, is constitutionally entrenched and may not be altered by decisions of either party.
- **Battle of Carabobo:** A battle fought between independence fighters led by Venezuelan General Simon Bolivar and royalist forces led by Spanish field marshal Miguel de la Torre. Bolivar's victory led to the independence of Venezuela and the establishment of Gran Colombia.
- **Army of the Andes:** A military force created by Argentina and led by general Jose de San Martin in a campaign over freeing Chile from the Spanish Empire. In 1817, it crossed the Andres Mountains from the Argentine province of Cuyo and succeeded in dislodging the Spanish from the country.
- **Crossing of the Andes:** A strategy including a combined army of Argentine soldiers and Chilean exiles invading Chile, leading to Chile's liberation and independence from Spanish rule. General San Martin's strategy defeated royalist forces near Lima, Peru and secured the Spanish American independence movements.

**Instructional Approach for Vocabulary:** The *Vocabulary Notebooks instructional* vocabulary strategy is what I will be utilizing for my students during this lesson, in connection with the entire connected learning notebook they will have for the class.

**Activating Prior Knowledge:** In activating prior knowledge, students will be given an anticipatory guide over prior knowledge on the American and French Revolutions.

**Guiding Reading Comprehension:** Employment of the “question-the-author” reading strategy will occur during this lesson as we examine excerpts of the Simon Bolivar text.

**Writing Across the Curriculum:** Students will utilize “bio poems” in discussing and grasping key concepts and figures like Simon Bolivar, Napoleon Bonaparte, Jose de San Martin, and other discipline concepts within world history.

**Technology Integration:** Students will utilize applications on their iPad such as multimedia presentation software, audio recording software, and word processing software in creating a short podcast episode with groups of three. This podcast assignment not only would formatively assess students through independent practice on lecture materials and guided practice, but would also encourage creativity, critical thinking, and perspective-taking in the practice of historical empathy.

**English Learners:** Participating in culturally responsive teaching and practices in including literature of multiculturalism and diverse background, the use of modelling in assessing texts and new disciplinary vocabulary, using think-pair-shares and quick writing assignments for bridging prior knowledge and material, and giving opportunities for peer and group work and assessment with clear responsibilities for maintaining autonomy in learning and connection to others’ experiences.

**Assessments:**

- Formative (during the lesson)
  - Short podcast episode over expertise in political revolution and ideals
  - Exit slips for students in understanding one thing they’ve learned, one thing they struggled with, and one thing they’d like to learn more over
- Summative (after the lesson)
  - Portfolio assessment for reflection in learning, promotion of responsibility and autonomy among students in the process of learning, and documentation of growth over the course of the year

**Classroom/Behavior Management:** Attached to the assignment’s submission is a document of rules, procedures, classroom design, rewards and consequences, and specific intervention strategies for students with disabilities, ELLs, and other students potentially struggling with grasping content and maintaining behavior.

**Extension:** As an extension activity, students will create a timeline presentation in their choice of Google Slides, Prezi, Nearpod, or Microsoft PowerPoint documenting major events leading to, during, and after the Latin American Wars of Independence. Students must include six pictures, three videos, and 2 political cartoons along with a bibliography (cited in Chicago Manual of Style) at the end of the presentation.