

¡Liberación!: Independence in Latin America

Grade Level: Grade 6

Presented by: Terri Littlejohn, Washington Elementary, Rochester, MN

Length of Unit: 15 days

I. ABSTRACT

The revolutions in the United States and France led to other independence movements around the globe. In this unit, Latin America is defined and located on a map. The struggle for independence in Latin America is divided into four sections: the liberation of Haiti, Mexico, South America, and Brazil. Major figures of the movement, including Toussaint L'Ouverture, Miguel Hidalgo, José María Morelos, Santa Anna, Benito Juárez, Pancho Villa, Emiliano Zapata, Simón Bolívar, José de San Martín, Bernardo O'Higgins, and Prince Pedro are identified. Students will identify and label the "new" Central American nations of Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.

II. OVERVIEW

A. Concept objectives

1. Geography: The students will understand that Latin America is defined by geographic, historic, and cultural similarities.
2. Geography and Politics: The students will understand the significance of the location of the central governing body of a colony.
3. Cause and Effect: The students will recognize the effect of the American and French revolutions on other regions.
4. Ethics and Human Rights: The students will learn how different societies have tried to gain freedom for citizens.
5. Point of View (Historical Propaganda): The students will understand that history is sometimes altered to reflect the bias of historians.
6. Politics: The students will understand how political systems rise and fall.

B. Core Knowledge Content

1. Latin America: define and identify on map
2. History and key figures of the Haitian revolution: Toussant L'Ouverture
3. History and key figures of the Mexican revolution: Hidalgo, Morelos, Santa Anna, Juárez, Villa, and Zapata.
4. The liberation of South America: Bolívar in the north, San Martín and O'Higgins in the south
5. The formation of new nations in Central America: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua
6. History and key figures in Brazil's liberation from Portugal

C. Skills

Students will:

1. use maps and globes to locate countries.
2. understand the origin of the term "Latin America."
3. read and listen for information.
4. identify key figures and their accomplishments in the Latin American independence movement.
5. recognize point of view.

6. understand propaganda.
7. take notes while listening to non-fiction materials.

III. BACKGROUND KNOWLEDGE

- A. For teachers
 6. Adams, Jerome R. *Latin American Heroes: Liberators and Patriots from 1500 to the Present*. NY: Random House, 1991. (ISBN 0-345-38384-2)
 2. Hirsch, E. D. *What Your Sixth Grader Needs to Know*. NY: Doubleday, 1993. (ISBN 0-385-31467-1)
 3. *Compton's Interactive Encyclopedia*. Compton's New Media; 1993, 1994.
- B. For students
 1. Meso-American Civilizations/European Exploration (Grade 5)
 2. American Revolution (Grade 4)
 3. Enlightenment/French Revolution (Grade 6)

IV. RESOURCES

- A. Children's Books
 1. Adler, David A. *A Picture Book of Simón Bolívar*. NY: Holiday House, 1992. (ISBN 0-8234-0927-9)
 2. Jacobs, William Jay. *Cortés: Conqueror of Mexico*. NY: Franklin Watts, 1994. (ISBN 0-531-15723-7)
 3. Myers, Walter Dean. *Toussaint L'Ouverture: The Fight for Haiti's Freedom*. NY: Simon & Schuster, 1996. (ISBN 0-689-80126-2)
- B. Videos

The Alamo. United Artists, 1960.
- C. Teacher Resource Books

Shireman, Myrl. *South America*. Mark Twain Media/Carson-Dellosa Publishing, 1998.

V. LESSONS

Lesson 1: Where in the world is Latin America?

- A. Objectives
 1. Review the geography and history of Central and South America.
 2. Locate the countries included in Central and South America on a map.
- B. Materials: KWL chart, markers, classroom or overhead map of the world or South and Central America, notebooks.
- C. Key vocabulary: Latin America.
- D. Procedures/Activities
 1. Begin a KWL chart on Latin American Independence.
 2. Display an overhead or classroom map of South and Central America.
 3. Locate the countries of Spain, Portugal, Haiti, Mexico, Colombia, Bolivia, Venezuela, Ecuador, Peru, Brazil, Argentina, and Chile on classroom map.
 4. Explain the term "Latin America" refers to the origin of the languages most commonly spoken in Central and South America and the Caribbean.
 5. Review Columbus as the discoverer and Cortez as the conqueror of the region.
 6. Read "The Struggle for Independence in the Americas" in *What Your Sixth Grader Needs*

to Know, pp. 95-96, and *Cortes: Conqueror of Mexico* while students take notes.

E Evaluation/Assessment: Notebooks

Lesson 2: Toussaint L'Ouverture: The Opener

A. Objectives

5. Locate Haiti on a regional map.
6. Identify Toussaint L'Ouverture as a key figure of the Haitian revolution.
7. Recognize the influence of the American and French revolutions in Haiti.
8. Recall important historical information about the Haitian revolution.
9. Create a mural depicting the chronology of the Haitian revolution.
10. Begin VIP chart of key people in Latin American independence movement.

B. Materials: Classroom map, student maps, VIP charts, art paper, tempera paints, brushes.

C. Procedures/Activities

1. Locate and label Haiti on student maps.
2. Read *Toussaint L'Ouverture: The Fight for Haiti's Freedom*, book jacket and introduction while students look at pictures and take notes.
3. Update VIP charts.
4. Have students create tempera paintings depicting events of Haiti's liberation.
5. Display as a mural in chronological order.

D. Evaluation/Assessment: Completed paintings, student maps, VIP charts, notebooks.

Lesson 3: Revolutions in Mexico

A. Objectives

1. Locate Mexico on a regional map.
2. Identify key figures of Mexican revolutions and their contributions to the liberation of Mexico.
3. Understand propaganda and points of view.
4. Develop a battle cry/motto.

B. Materials: *The Alamo* video, student maps, VIP charts, notebooks.

C. Key vocabulary: propaganda, point of view, battle cry, motto

D. Procedures/Activities

1. Locate and label Mexico on student maps.
2. Read *What Your Sixth Grader Needs to Know*, pp. 97-103 while students take notes.
3. Update VIP chart.
4. View video "The Alamo" and identify the point of view. Discuss propaganda.
5. Compose a retelling of the story of "The Alamo" from the point of view of a Mexican soldier.
6. Develop a battle cry/motto for the Mexican soldier.

E. Evaluation/Assessment: VIP charts, student maps, completed battle cries/mottos, notebooks.

Lesson 4: Simón Bolívar: The Liberator of the North

A. Objectives

1. Identify Simón Bolívar as the key figure in the liberation of northern South America.
2. Understand Bolívar's vision of a united Latin America.
3. Locate Venezuela, Colombia, Bolivia, Peru, and Ecuador on a regional map.

B. Materials: Classroom map, student maps, VIP charts, notebooks.

C. Procedures/Activities

1. Locate and label Venezuela, Colombia, Bolivia, Peru, and Ecuador on student maps.

2. Read “The Revolutions in South and Central America” in *What Your Sixth Grader Needs to Know*, p. 104, *A Picture Book of Simón Bolívar*, and excerpts from *Latin American Heroes*, pp. 28-39 while students take notes.
 3. Update VIP chart.
- D. Evaluation/Assessment: Student maps, VIP charts, notebooks.

Lesson 5: José de San Martín: Argentina’s Great Leader

- A. Objectives
1. Identify San Martín as key figure in the liberation of Argentina, Chile and Peru.
 2. Recognize the relationship between Bolívar and the southern revolutionaries.
 3. Locate Argentina and Chile on a regional map.
- B. Materials: Classroom map, student maps, VIP charts.
- C. Procedures/Activities
1. Locate and label Argentina and Peru on student maps.
 2. Read excerpts from *Latin American Heroes*, pp. 57-73 while students take notes.
 3. Update VIP charts.
- D. Evaluation/Assessment: Student maps, VIP charts, notebooks.

Lesson 6: Bernardo O’Higgins: Chile’s Irish Supreme Director

- A. Objectives
1. Identify O’Higgins as key figure in the liberation of Chile.
 2. Recognize the rise and fall of political power of the Supreme Director.
 3. Locate Chile on a regional map.
- B. Materials: Classroom map, student maps, VIP charts, notebooks.
- C. Procedures/Activities
1. Locate and label Chile on student maps.
 2. Read excerpts from *Latin American Heroes*, pp. 74-91.
 3. Update VIP charts.
- D. Evaluation/Assessment: Student maps, VIP charts, notebooks.

Lesson 7: New Nations of Central America

- A. Objectives
1. Students will identify Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua as the five new nations of Central America.
 2. Students will understand the difficulty of governing Central America from Europe.
 3. Students will locate and label the new nations of Central America.
- B. Materials: Classroom map, student maps.
- C. Procedures/Activities
1. Locate and label Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.
- D. Evaluation/Assessment: Student maps.

Lesson 8: Brazilian Independence from Portugal

- A. Objectives
1. Students will identify Pedro I and Pedro II as key figures in Brazil’s liberation.
 2. Students will recognize different ways countries have gained independence.
 3. Students will locate and label Brazil on a regional map.
- B. Materials: Classroom map, student maps, VIP charts, notebooks.
- C. Procedures/Activities
1. Locate and label Brazil on student maps.

2. Read pp. 104-105 in *What Your Sixth Grader Needs to Know*, and pp. 109-124 in *Latin American Heroes* while students take notes.
 3. Update VIP charts.
- D. Evaluation/Assessment: Student maps, VIP charts, notebooks.

VI. CULMINATING ACTIVITY

Lesson 9: Review of the Liberation

- A. Objectives
 1. Students will review the content of the unit.
 2. Students will review the concepts of the unit.
 3. Students will review the skills of the unit.
 4. Students will take a final examination of the unit.
- B. Materials: Student maps, notebooks, VIP charts, Jeopardy questions.
- C. Procedures/Activities
 1. Play “Latin American Liberation Jeopardy.”
 2. Take final examination.
- D. Evaluation/Assessment: Student maps, notebooks, VIP charts, participation in review, final examination.

VII. HANDOUTS/WORKSHEETS

VIII. BIBLIOGRAPHY

1. Hanmer, Trudy J. *Haiti*. NY: Franklin Watts, 1988. (ISBN 0-531-10479-6)
2. Machado, Anna Maria. *Exploration Into Latin America*. NY: Simon & Schuster, 1994. (ISBN 0-382-24970-4)
3. Novas, Himilce. *Everything You Need to Know About Latino History*. NY: HudsonBooks, 1994. (ISBN 0-452-27100-2)

VII.HANDOUTS/WORKSHEETS

Very Important People of Latin American Independence

Name	Country or Countries	Achievements
Simón Bolívar (1783-1830)		
Miguel Hidalgo y Costilla (1753-1811)		
Augustín de Itúrbide (1783-1824)		
Benito Juárez (1806-1876)		
Toussaint L'Ouverture (1743-1803)		
José María Morelos y Pavón (1765-1815)		
Pedro I (1798-1834)		
Pedro II (1825-1891)		
Bernardo O'Higgins (1778-1842)		
Jose de San Martín (1778-1850)		
Antonio López de Santa Anna (1794-1876)		
Pancho Villa (1878-1923)		
Emiliano Zapata (1880-1919)		