



Independence for Latin America



Teacher Guide



Simón Bolívar



Indigenous woman at work



José de San Martín arriving in Peru



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Core Knowledge History and Geography™ 6

Introduction

ABOUT THIS UNIT

The Big Idea

Beginning at the end of the 1700s and lasting into the early 1900s, a wave of independence movements led to the liberation of French, Spanish, and Portuguese Latin American colonies.

Most of the colonies of Latin America had rigid class systems, with wealthy landowners controlling large tracts of land and uneducated workers providing labor. Spaniards, Creoles, Mestizos, Native Americans, and enslaved Africans lived on St. Domingue, a French colony that became present-day Haiti. Led by Toussaint L'Ouverture and others, the colony declared its independence in 1804.

By 1830, most of the nations of Latin America had won their independence. Just as the Haitian blacks drove out the French and the Mexicans expelled the Spanish, Simón Bolívar and José de San Martín helped liberate almost all of Spanish-speaking South America. Pedro II declared Brazil's independence from Portugal. Many of these revolutions brought about new political and personal freedoms, but independence proved easier to achieve than stability. Throughout most of Latin America, the newly independent countries in South and Central America had trouble establishing stable governments to replace the colonial governments. Almost every country in Latin America has experienced the same cycle of caudillos (regional strongmen), revolution, civil war, and violence.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

- The Renaissance, which began in Italy and eventually spread to other parts of Europe, lasted from about 1400–1650.
- The Renaissance was marked by a curiosity about the physical world, which was manifested in art, scientific observation, and investigation.
- The Renaissance overlapped the Age of Exploration, a period in which Europeans ventured out to explore what was to them the unknown world, including the exploration and establishment of the British colonies in North America.
- During the Age of Exploration, Spain conquered much of the Americas.
- The development of moveable type by Johannes Gutenberg (in the West) made possible widespread literacy in vernacular languages.
- Following the Renaissance, during the historical periods known as the Reformation and Counter-Reformation, as Europe divided into Protestant and Catholic territories, people were more likely to question the authority of the Church. Interest in science and education continued with Copernicus's theory of a sun-centered universe, published in 1543, supported by Galileo in 1632.
- The Enlightenment was a historical period in the 1600s and 1700s when people questioned old ideas and searched for knowledge.
- Thomas Hobbes, an English philosopher, concluded that a strong central government was the best type of government and was essential to preventing man's tendency for constant infighting.
- John Locke, another English philosopher, promoted the idea of a social contract to argue against the divine right of kings. He also argued that the human mind was like a blank slate that becomes filled during one's lifetime, based on one's experiences.
- Thomas Jefferson was strongly influenced by Locke's ideas, which are reflected in the Declaration of Independence.
- The Founding Fathers were also influenced by Montesquieu, a French philosopher, who argued for a balance and separation among different branches of government, as reflected in the U.S. Constitution.
- The ideas of the Enlightenment influenced people to take action in England (the English Civil War) and in America (the American Revolution). The same ideas, and the events in England and America, sowed the seeds for the French Revolution.
- Ordinary people in France stormed the Bastille on July 14, 1789; this date is still celebrated in France in a way similar to July 4 in the United States.
- In the 1800s, France and much of Europe fell under the control of the Emperor Napoleon Bonaparte, one of the greatest military minds of all time.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1492 to 1920.

1492	Columbus sailed west believing he would reach the East Indies.
1494	Treaty of Tordesillas divided South America between Spain and Portugal.
1500	Pedro Álvares Cabral claimed present-day Brazil for Portugal.
1500s	Juan Ponce de León, Hernando de Soto, and Francisco Vázquez de Coronado led expeditions to explore the Americas.
1519–1522	Hernán Cortés conquered the Aztec Empire in present-day Mexico.
1531–1533	Francisco Pizarro conquered the Inca Empire in present-day Peru.
1600s	England established colonies in North America.
1776	American colonists issued the Declaration of Independence.
1789	Beginning of the French Revolution, creation of a Bill of Rights and the Declaration of the Rights of Man
1791	Boukman led a rebellion of enslaved workers in St. Domingue.
1801	Toussaint L'Ouverture assumed command of revolutionary army in Haiti.
1802	Napoleon sent General Leclerc to take control of St. Domingue; Toussaint L'Ouverture captured and taken to a prison in Europe.
1804	Jean Jacques Dessalines declared Haitian independence.
1806	British invaded Buenos Aires, were driven off by Argentinian militia.

1806–1807	Francisco Miranda tried to liberate Venezuela.
1808	Prince João of Portugal settled in Brazil and opened Brazil to international trade.
1810	Spanish colonies began declaring independence after the removal of Spanish King Charles IV, from power.
September 16, 1810	Mexican struggle for independence began under Miguel Hidalgo.
1811–1815	José Morelos continued fight for Mexican independence; he was captured and killed in 1815.
1817	José de San Martín crossed the Andes to attack Spanish forces in Chile.
February 12, 1818	San Martín and Bernardo O'Higgins marched into Santiago, Chile, and declared its independence from Spain.
1821	Agustín de Iturbide led revolutionary army into Mexico City, declaring Mexican independence.
1821	Simón Bolívar led a revolutionary army, achieved independence for New Granada and Venezuela, which united to form a new country, Gran Colombia.
1821	Brazil won its independence from Portugal, and Pedro I declared himself emperor.
1821–1824	Bolívar and Sucre worked to liberate much of South America from Spain, but failed to unite the separate countries into a single nation.
1836	General Santa Anna defeated Texans at the Alamo.
1838–1840	Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica became independent nations.
1861–1872	Benito Juárez served as president of Mexico.
1910–1920	Porfirio Díaz ruled Mexico. Emiliano Zapata and Pancho Villa fought for the rights of poor indigenous people against Díaz's government.

What Students Need to Learn

Geography

- Mexico: Yucatan Peninsula, Mexico City
- Panama: isthmus, Panama Canal
- Central America and South America: locate major cities and countries including:
 - Caracas (Venezuela)
 - Bogotá (Colombia)
 - Quito (Ecuador)
 - Lima (Peru)
 - Santiago (Chile)
 - La Paz (Bolivia)
 - Haiti (St. Domingue)
 - Guatemala
 - Honduras
 - El Salvador
 - Nicaragua
 - Costa Rica
- Andes Mountains
- Brazil: largest country in South America, rainforests, Río de Janeiro, Amazon River
- Argentina: Río de la Plata, Buenos Aires, Pampas

History

- The name “Latin America” comes from the influence of the Spanish, French, and Portuguese colonizers, and from their Latin based languages. Latin was the language of ancient Rome.
- Haitian revolution
 - Toussaint L'Ouverture
 - Abolition of West Indian slavery
- Mexican leaders
 - Miguel Hidalgo
 - José María Morelos
 - Santa Anna vs. the United States
 - Benito Juárez
 - Pancho Villa, Emiliano Zapata

What Students Need to Learn CONTINUED

- Liberators
 - Simón Bolívar
 - José de San Martín
 - Bernardo O'Higgins
- New nations in Central America: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua
- Brazilian independence from Portugal

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we attempt to convey the inhumane practices of slavery without overly graphic depictions.

We also note that recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons*.

AT A GLANCE

The most important ideas in Unit 6 are:

- Latin America includes Mexico and the countries in Central and South America.
- Spurred on by the success of the American Revolution, as well as the French Revolution, Spanish, Portuguese, French and Dutch colonies in Latin America also sought independence in the 1800s–1900s.
- The Latin American revolutions for independence were fueled primarily by tension between the Creoles and the *peninsulares* (those who had

been born in Europe). In some instances, revolutions were also fueled by the social and economic inequalities between the classes of people in the colonies; indigenous peoples often suffered from extreme poverty and mistreatment.

- Toussaint L'Ouverture led the fight by enslaved workers for independence in the French colony of St. Domingue, which later became known as Haiti, on the island of Hispaniola.
- The struggle for Mexican independence was led by multiple leaders over more than ten years.
- On September 15, 1810, Miguel Hidalgo, a Mexican priest, led the call to fight the Spanish authorities in order to improve the lives of ordinary people.
- After Hidalgo was captured, José María Morelos emerged as the new leader of the Mexican struggle for independence. After five years of fighting, Morelos was also captured and killed.
- Agustín de Iturbide, a Spanish army officer, joined the revolution. In 1821, he declared Mexico's independence from Spain.
- General Antonio López de Santa Anna was president or virtual ruler of Mexico eleven different times during a span of thirty years. He led the Mexican troops who defeated the Texans at the Alamo. However, he later lost the Mexican-American War, in which the United States gained the Mexican territory that would later become California, New Mexico, Arizona, and parts of several other southwestern states.
- Benito Juárez led a sweeping political reform movement designed to guarantee equal rights for all Mexicans. He also helped create Mexico's constitution of 1857. The following year Juárez became president.
- Pancho Villa and Emiliano Zapata used guerilla warfare tactics to continue the revolution against the Mexican government led by Porfirio Díaz. Díaz's modernization policies favored the wealthy.
- Simón Bolívar led a revolutionary army, gaining independence for New Granada and Venezuela, which united to form a new country, Gran Colombia, in South America. New Granada became the present-day countries of Panama, Colombia, and Ecuador.
- José de San Martín was the principal leader of the revolts against Spain in the southern parts of South America.
- San Martín and Bernardo O'Higgins led Chile to independence in 1818.
- When King João returned to Portugal, he left his son Pedro I in charge in Brazil. When Brazilians began expressing a desire to be free of Portuguese rule, Pedro followed his father's advice and declared Brazil's independence from Portugal.
- Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica also became fully independent nations between 1838–1840.

Geography of Latin America

Latin America is made up of Mexico, the nations of Central and South America, and some Caribbean islands.

Central and South America

Central America is part of the continent of North America and contains the countries of Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. It is bordered by the Caribbean Sea to the east and the Pacific Ocean to the west.

To the south is the continent of South America. Central America is an isthmus, or land bridge, which connects the two larger bodies of land. The Panama Canal bisects the isthmus at Panama, making it possible for ships to travel between the Atlantic and Pacific oceans without sailing around the tip of South America.

Caribbean Islands

The Caribbean Sea lies amid the West Indies to the north and east, Central America to the west, and South America to the south. The Caribbean is actually an arm of the Atlantic Ocean.

The Greater and Lesser Antilles separate the Atlantic from the Caribbean and the Gulf of Mexico. The Greater Antilles include the islands of Cuba, Hispaniola (home to present-day Haiti and the Dominican Republic), Jamaica, and Puerto Rico. Together with The Bahamas, these island groups are often called the West Indies. The West Indies span the area between the Florida peninsula and Venezuela on the northern coast of South America.

Mexico

A part of North America, Mexico is bordered by the United States, Guatemala, Belize, and the Pacific Ocean, the Caribbean Sea, and the Gulf of Mexico. The country has a highly diverse terrain. Several mountain chains run through Mexico, including the Sierra Madre Occidental and the Sierra Madre Oriental; seismic activity and numerous active volcanoes have also helped shape Mexico's landscape. The Mexican Plateau, Mexico's most populous area, sits between the two mountain ranges. Mexico's other regions are characterized by deserts and coastal plains. Precipitation and average temperatures vary across the country, with the higher elevations experiencing cooler temperatures and coastal areas experiencing higher temperatures and humidity.

South America

South America is the fourth-largest continent. To the east is the Atlantic Ocean and to the west, the Pacific Ocean. The Caribbean Sea borders South America to the north. The Andes Mountains range from north to south on the far western side of South America. The northern portion of the continent, including much of Brazil, is covered by tropical rainforest. Following the Latin American independence movement, the countries of Venezuela, Colombia, Bolivia, Ecuador, Brazil, Peru, Argentina, and Chile were formed in the region. Today the continent of South America comprises twelve sovereign states and an overseas department of France, French Guiana.

Venezuela

Venezuela is located in northern South America between Colombia to the west, Guyana to the east, and Brazil to the south. It is also bordered by the Atlantic Ocean. Formerly a part of the Spanish colony of New Spain, Venezuela encompasses an area roughly twice the size of California. Venezuela has a diverse climate. Its tropical regions tend to be hot and humid, while higher elevations in the country have more moderate temperatures. Several key geographic features are found in Venezuela, including the Andes Mountains running through the northwest part of the country, the llanos (wide grasslands that make up the central plains), and the Guiana Highlands. Venezuela is also home to the world's highest waterfall, Angel Falls.

Peru and Chile

Peru and Chile make up the western border of South America along the Pacific coast. A large country, Peru occupies an area nearly twice as large as the state of Texas. Chile is comparatively smaller, approximately half the area of Peru. In addition to sharing a border with Chile, Peru is also bordered by Bolivia, Brazil, Colombia, and Ecuador, while Chile is bordered by Argentina and Bolivia.

The Andes Mountains span both countries and have a significant impact on the region's climate. Peru's western coastal plain is a dry desert, while the eastern jungles of the Amazon Basin experience a tropical climate. The higher elevations in the Andes can experience frigid temperatures at various points throughout the year. The country has an average elevation of about five thousand feet above sea level.

Like Peru, Chile also has a desert region located in the northern part of the country, while the southern regions experience a cool, humid climate. Chile's terrain is characterized by coastal mountains and the Andes to the east, with a valley running through the center of the country that is ideal for farming.

Brazil

Brazil covers almost half of the South American continent and is the fifth-largest country in the world. Brazil is so large that it borders all but two (Chile and Ecuador) of the other twelve countries in South America. The word *Brazil*

comes from the name of a tree found in the Amazon rainforest. Brazil lies mostly within the tropical zone, so its climate is mainly warm and wet.

Most Brazilians live in urban areas, and approximately 30 percent of the population lives on the coastal plain, a narrow strip along the Atlantic Ocean. About 700,000 Native Americans live within the rainforest, but many others live in cities and urban areas. The overall population is a mix of descendants of Portuguese, Native Americans, and Africans. Brazil was conquered by Portugal, unlike most of South America, which was conquered by the Spanish. Its official language is Portuguese.

Argentina

Argentina is the second-largest country in South America. Argentina extends east and south of the Andes and south of Paraguay and Uruguay. The Andes form the boundary between Argentina and Chile. The Gran Chaco, a region of low forests and grasslands, dominates Argentina's northern region. The south is a collection of barren plateaus, known as Patagonia. The major economic area of Argentina is the Pampa (also known as the Pampas) in the center of the country. This region of tall grasslands and temperate climate is famous for its cattle ranches. Approximately 70 percent of the population lives in this area. Most Argentines are descendants of Spanish colonists, and Spanish is the official language.

Landforms

Lake Maracaibo

Lake Maracaibo (/mare*uh*kai*bow/) is a large body of water located in Venezuela. Experts disagree on whether Maracaibo should be considered a sea or a lake because of its connection via a strait to the Gulf of Venezuela on the Caribbean Sea. The water in the southern portion of the lake is fresh, but the part of the lake closer to the ocean is brackish.

The lake contains rich oil fields and is suffering from pollution from oil spills. Fishing is another major industry. A large portion (approximately 12 percent) of the lake's surface is now covered with a plant called duckweed. Despite efforts by the government to eradicate the weed, it reproduces so rapidly that the cleanup can barely keep pace with the new growth. Although the plant doesn't appear to harm marine life in the lake, it may become a hazard to fishing boats and other vessels that use the lake for transportation.

Lake Titicaca

Lake Titicaca (/tee*tee*kah*kah/) is bordered by Peru and Bolivia. It is the largest freshwater lake in South America, and, if Maracaibo is considered a sea, it is the largest lake in South America. Located in the Andes Mountains, it is the world's highest large lake and is an important transportation route between Peru and Bolivia. Located more than 2.37 miles (3.8 kilometers) above sea level, Lake

Titicaca is the highest navigable lake in the world. Powered boats steam across the lake carrying passengers and freight. But Lake Titicaca is also home to ancient boats made of reeds by indigenous people called the Uru, who predate the Inca. The Uru live in marshlands on platforms also made of reeds that they harvest from the lake.

Amazon River

The Amazon River forms at the junction of the Ucayali (/ooh*cah*yah*lee/) and Marañón (/marn*yeown/) rivers in northern Peru and empties into the Atlantic Ocean through a delta in northern Brazil. The Amazon is the second-longest river in the world after the Nile, but has the largest volume of water of any river in the world. Hundreds of tributaries feed into it. The Amazon River Basin drains more than 40 percent of South America. With no waterfalls, the river is navigable for almost its entire length.

The Amazon flows through the world's largest rainforest. This rainforest is home to more than 2.5 million species of insects, tens of thousands of plants, and more than one thousand species of birds. In fact, almost half of all of the world's known species can be found in the Amazon rainforest. Curious mammals in the Amazon rainforests include the tapir (a hoofed mammal), the nutria (an otter-like creature), the great anteater, and various kinds of monkeys. Insects include large, colorful butterflies. Birds include hummingbirds, toucans, and parrots. A famous reptile dweller is the anaconda, a huge snake that squeezes its victims to death; alligators are also common. Fish include flesh-eating piranhas and the electric eel, capable of discharging a shock of up to 650 volts. In recent years environmentalists have grown concerned about threats to the ecosystem posed by logging and deforestation in this rainforest.

The Amazon was named by a Spanish explorer, Francisco de Orellana, who explored the river in 1541 and named it after women warriors he encountered, who reminded him of descriptions of the Amazons in ancient Greek mythology.

Paraná River

The Paraná River begins at the junction of the Paranaíba River and the Rio Grande in southeast Brazil and flows east to the Atlantic Ocean. The Paraná meets with the Uruguay River to form, with other rivers, the Río de la Plata estuary. The Paraná's largest tributary is the Paraguay River. In addition to serving as a major transportation route, the Paraná River is also a significant source of hydroelectric power and the second-largest drainage basin in South America.

Orinoco River

The Orinoco River begins at Mt. Dégado Chalbaud in the Guiana Highlands and flows through a marshy delta before emptying into the Atlantic Ocean. The river is connected to the Amazon River through a natural canal. Like many other rivers in South America, the navigability of the Orinoco is contingent upon seasonal rains.

Andes Mountains

The Andes Mountains are more than 5,000 miles (8,047 kilometers) in length, the longest mountain system in the Western Hemisphere. The mountains begin as four ranges on the northeastern coast of South America. In Peru and Bolivia, the mountains form two parallel ranges that create a wide plateau known as the Altiplano. The Andes then form a single range that separates Chile from Argentina.

With an average height of 12,500 feet (3,810 meters), the Andes are the second-highest mountain range in the world. (The Himalayas are the highest.) The tallest peak in the Western Hemisphere is the Andes's Mount Aconcagua, which rises 22,834 feet (6,960 m) above sea level. Many of the mountains are volcanoes, both active and dormant.

Approximately 50 to 60 percent of Peru's people live in the Altiplano. About one-third of the country's population lives in the narrow lowlands between the Andes and the Pacific Ocean. Because the Andes run north to south along the entire length of Chile, most Chileans live in the Central Valley region between the Andes and low coastal mountains. The Central Valley, a fertile area, is home to large cities, manufacturing centers, and agriculture. The Andes Mountains were the home of the Inca people.

European Exploration

Beginning in the 1400s, Europeans set forth in a great wave of exploration and trade. They were spurred by the riches brought back from the eastern Mediterranean during the Crusades and the money in their purses from the rise of a money economy. Members of the European middle and upper classes wanted the luxuries that could be found in the East—fine cloth, such as silk, jewels, and, most of all, spices to improve or disguise the taste of their foods.

Several factors motivated Europeans to explore in order to develop international trading networks. First, Arab middlemen controlled the overland trade routes from Asia to Europe. Land routes such as the Silk Road across the central Asian steppes, which originated in China, ended in the Middle East. Europeans wanted the power and resulting wealth that would come from controlling trade. Finding all-water routes to Asia and its riches would allow European merchants to cut out Arab middlemen and reap all the profits of eastern trade. Some Europeans were also eager to spread Christianity to nonbelievers. Christian teachings had spread from Roman Palestine into parts of North Africa and north and west into Europe. However, Christianity had not yet gained a significant foothold in Africa, the Middle East, or the rest of Asia.

Successful missions to the Americas by explorers, such as Amerigo Vespucci and Christopher Columbus, first funded by the Spanish and Portuguese, gave way to expeditions by other European countries, including France, the Netherlands, and England. Waves of explorers, and eventually colonists, made possible the exploration and settlement of North and South America.

Causes of Latin American Independence

The American Revolution created a ripple effect in both the Western and Eastern hemispheres. Inspired by the Americans' successful campaign for independence and by the great thinkers of the Enlightenment—among them, John Locke and the Baron de Montesquieu—other revolutions in Europe and Latin America emerged as a way to secure independence and upend the rigidity of the preexisting social structure.

Foreign Influences

Numerous foreign influences inspired and fueled the Latin American independence movement.

The American Revolution

Following the French and Indian War, the British colonies came under increased scrutiny by Parliament. The colonists grew increasingly dissatisfied with their relationship with Great Britain. Taxation without representation and various other abuses by the British Crown led many colonists to the conclusion that action must be taken.

As the author of the Declaration of Independence, Thomas Jefferson drew inspiration from Enlightenment thinker John Locke's concept of natural rights. While Locke contended that all people have the right to "life, liberty, and property," Jefferson adapted his words in the Preamble of the Declaration of Independence, stating that "all men" are entitled to certain natural rights, including "Life, Liberty, and the pursuit of Happiness." Jefferson further expanded upon Locke's conception of the social contract by explaining that "governments are instituted among Men" for the purpose of protecting such rights, and "That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government."

This momentous document marked the beginning of the United States's seven-year fight for independence from Great Britain. The success of the former British colonies in asserting their independence from the most powerful country in the world proved formative for other independence movements around the globe, especially in France and, shortly after, in Haiti.

The *Ancien Régime*

The *ancien régime*, or "old order," refers to the social and political order that existed in France from the late Middle Ages until the French Revolution. Under this system, all men were subjects of the king of France, who ruled as an absolute monarch. The king's subjects were organized into three social classes known as the Three Estates. Each Estate was considered an institution, with its own entitlements and privileges.

The First Estate—the highest level of the feudal class system—was the clergy. Before the French Revolution, there were approximately 130,000 members of

the First Estate. The clergy's wealth was a product of taxes and tithes paid by the commoners. Many clergy lived extravagantly, similar to the nobles of the Second Estate. Yet, despite their social and political dominance, they only made up 0.5 percent of the population of France during the *ancien régime*.

The Second Estate—the next highest level of the feudal class system—included the nobility, or aristocracy. The nobility was the wealthiest of the three social classes. Like the clergy, nobles amassed wealth through taxation of the lower class. They were landowners, and land renters, collecting rent from their tenants. They also did not have to pay taxes.

The Third Estate—the lowest level of the feudal class system—included every French commoner who did not have a noble title and was not ordained through the church. This amounted to 27 million people, or 98 percent of the nation. The Third Estate was enormous, but it had no power in the feudal system. It contained penniless beggars and wealthy merchants, laborers and artisans, farmers and city dwellers.

Though much of the Third Estate comprised poor people, a middle class emerged. Known as the bourgeois, they were the business owners and professionals who were able to make enough money to live with relative comfort. As they became successful in their professions, many were eager to acquire the status of those in the Second Estate. A few could purchase noble status, but by the 1780s, even that was out of reach of their financial pockets. The bourgeois became frustrated. They were the economic developers of the nation, they were the ones making profit for the nation, yet they had no control in the running of it. The Enlightenment ideals that were floating around the salons of Paris soon came to the attention of the bourgeois, and they liked what they heard.

Political Changes in France

By the mid-1780s, France had reached a crossroads. The extravagance of the French monarchy and the aid given to the Americans during the American Revolution placed France in financial disarray. To make matters even worse, the country had suffered twenty some years of poor harvests and livestock disease that caused agricultural commodities to skyrocket, most notably, rendering the cost of a loaf of bread—a staple in the diets of many members of the Third Estate—entirely unaffordable.

Growing unrest among the nobility and the poor alike led King Louis XVI to call a meeting of the Estates-General—the Three Estates—to discuss financial reform at the Palace of Versailles in May 1789. Though accounting for the majority of France's population, the Third Estate had little say at the meeting, and its leaders were overruled by the First and Second Estates. This led to an increased demand by the middle class for government reform and equitable treatment with the other social classes. The Third Estate was soon joined by members of the nobility, leading to the formation of the National Assembly, a new governing body for France.

The National Assembly began work on a new constitution that limited the power of the French monarch and adopted the articles of the Declaration of the Rights of Man in August 1789. The document drew inspiration from Enlightenment thinkers and played a significant role in inspiring the Haitian Revolution that would begin two years later.

To many, these reforms were long overdue and a welcome change. To others, however, the political upheaval fomented hysteria. Shortly after the formation of the National Assembly, rumors of a military coup incited riots in Paris, including the storming of the Bastille for munitions and supplies. The French Revolution became increasingly radical as it progressed into the 1790s and entered a period known as the “Terror” in 1793, during which political parties and individuals jockeyed for power through a campaign of intimidation and extreme violence. The French Revolution effectively came to an end in 1799 with the rise of Napoleon Bonaparte.

Social Classes

Latin America had a highly rigid social class system, with Spanish and Portuguese colonists at the top and poor indigenous peoples and enslaved Africans at the bottom, similar to social class systems in other parts of the world at this time.

Aristocracy in Latin America

Spain’s and Portugal’s colonies were dominated by an aristocracy formed by the Spanish and Portuguese colonists who had relocated to Latin America, known in Spanish as *peninsulares*. It’s important to note that not all of these individuals were considered aristocrats in their home countries. Rather, one of the appeals of the new world colonies for those emigrating from Spain and Portugal was that the class system was more malleable in the colonies. One could go there and improve one’s lot in life. Also, the class system in Spain and Portugal was about birth and privilege—not money. One could gain wealth but still be outside of the nobility—or conversely, lose wealth but still retain the privilege of birth. In New Spain, one could more easily work his or her way into the nobility, for example, by buying a title. It is true that money usually followed class, but it was not a precondition. The aristocracy dominated politics in the colonies, holding all appointed government positions and excluding other social classes from power. The aristocrats were generally the wealthiest people in the colonies and owned vast plantations that employed or subjugated workers of lower classes.

Creoles

Creoles made up the second-highest social class in Latin America. Born in the colonies, Creoles were descended from men and women originally born in Spain. Despite being white like the colonial aristocracy, and in many instances possessing significant wealth and education, the Creoles were originally excluded from colonial government and politics. Additionally, Creoles faced

greater commercial and economic constraints than the ruling class. These factors ultimately led the Creole class to be a dominant force in the struggle for Latin American independence during the 1800s. It is important to note that the term *Creole* holds several meanings. In the Student Reader, it is used to denote white colonists of Spanish descent who were born in New Spain.

Mestizos

Beneath the Creoles came the mestizo class. Whereas the Creoles were of purely Spanish descent, mestizos had mixed parentage, generally of both European and indigenous descent. Mestizos were born free; however, they were not afforded the liberties of Creoles and the aristocrats, despite their partial European heritage. Many mestizos grew wealthy from trade and successful businesses, and received an education in the colonies. Eventually, mestizos became the fastest growing group in colonial society. However, they were treated as second-class citizens and had little influence in colonial government.

Indigenous Peoples and Enslaved Africans

When Christopher Columbus first arrived in the West Indies, he encountered a significant indigenous population, by some estimates as many as six million people. Columbus, and eventually other explorers and colonists, subjugated these native peoples, using them as enslaved labor on the massive plantations that would emerge in the Caribbean as well as in Central and South America. Treated as less than human, indigenous peoples had no rights in New Spain and were generally the poorest members of society aside from enslaved Africans. By 1542, however, many Spaniards, led by Bartolomé de las Casas, advocated for laws that protected indigenous people.

Between disease and the forced labor policies of the Spanish, the native population on some islands disappeared completely. Some experts believe that in the 1500s and 1600s, anywhere from 50 to 80 percent of the Native American population across North and South America died. In the Caribbean, this meant that there was no longer a cheap supply of forced labor to work the mines and farms that the Spanish established. This need for a new source of labor was the impetus to the beginning of the transatlantic slave trade. A few Africans had been brought to work the mines on Hispaniola, but the need for large numbers of workers spurred the African slave trade.

As one historical account states, “The story of sugar in the Caribbean goes hand in hand with the story of slavery.” The warm, moist climate and rich soil of the Caribbean islands were well suited to the cultivation of sugar cane. The Spanish knew from their experience on the islands off the African coast that sugar agriculture took vast amounts of labor, which had to be cheap in order to make the plantations profitable. Therefore, they made great efforts to transport enslaved Africans to work these new plantations in the Caribbean. When the English captured islands from the Spanish and colonized other islands on their own, they followed the Spanish example and that of the Portuguese in Brazil. Enslaved Africans not only planted the sugar cane and harvested it, but also worked in the mills where the raw cane was crushed and boiled down to make sugar and molasses.

Student Component

Independence for Latin America Student Reader—seven chapters

Teacher Components

Independence for Latin America Teacher Guide—seven chapters. The guide includes lessons aligned to each chapter of the *Independence for Latin America* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and biographies of key figures in the unit, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 95.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is both written and oral.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Independence for Latin America Timeline Image Cards—twenty-nine individual images depicting significant events and individuals related to Latin American independence. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Independence for Latin America* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create six time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1400s**
- **1500s**
- **1600s**
- **1700s**
- **1800s**
- **1900s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1400s	1500s	1600s	1700s	1800s												1900s						
	• •	• • • •	•	• • •	• • • • • • • • • • • •													•					
Chapter	Intro	Intro	Intro	Intro 2	2	2	2	5	6	1	7	3	3	6	6	3	5	5	7	4	7	4	4

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

1400s



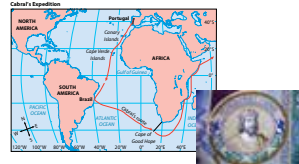
Introduction

1400s



Introduction

1500s



Introduction

1500s



Introduction

1500s



Introduction

1500s



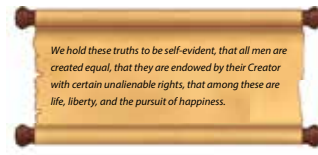
Introduction

1600s



Introduction

1700s



Introduction

1700s



Introduction

1700s



Chapter 2

1800s



Chapter 2

1800s



Chapter 2

1800s



Chapter 2

1800s



Chapter 6

1800s



Chapter 5

1800s



Chapter 7

1800s



Chapter 1

1800s



Chapter 3

1800s



Chapter 3

1800s



Chapter 6

1800s



Chapter 6

1800s



Chapter 3

1800s



Chapter 5

1800s



Chapter 7

1800s



Chapter 5

1800s



Chapter 4

1800s



Chapter 7

1800s



Chapter 4

1900s



Chapter 4

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 6 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Students first read about events in Haiti, then Mexico, then Spanish South America, and finally Brazil and Central America. Events in each of these locations occurred over similar time frames, which is reflected in the Unit 6 Timeline.

Understanding References to Time in the *Independence for Latin America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, the first chapter describes life in Latin America in the 1700s, while the chapter about Haiti begins with a specific date: August 1791. That is because the text discusses trends over time, as well as specific events.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?

4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Independence for Latin America* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series™*. A total of fifteen days has been allocated to the *Independence for Latin America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).


For this reason, in the *Core Knowledge Curriculum Series*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions

are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	Why did European colonies in North and South America want their freedom?
2	How would you describe the battle for freedom that occurred in Haiti?
3	Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?
4	What kinds of challenges did Mexico face after gaining its independence?
5	What were the achievements and failures of Simón Bolívar?
6	What successes did José de San Martín achieve as a military leader?
7	How did Brazil's way of gaining its freedom differ from the other South American countries you have learned about?

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first three lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	class, aristocrat, indigenous, mission, priest
2	foreman, coachman, province, epidemic, dictator
3	hacienda, padre, conscience, conspiracy, yoke, loot, mob, dwindle, ammunition, ambush,
4	ambitious, toil, caudillo, rustler, "guerrilla tactics," commission, "agricultural credit bank"
5	liberator, conspirator, archbishop, garrison, artillery
6	viceroy, treasury, militia, bluff, pension
7	export, import, industry, "government office," "federal government," stability

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 1.3

AP 1.4

AP 2.1

AP 3.1

AP 3.2

AP 4.1

AP 5.1

AP 5.2

AP 6.1

AP 7.1

AP 7.2

The following activity pages can be found in Teacher Resources, pages 105–120. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1, 2, 5—World Map (AP 1.1)
- Chapters 1, 2, 5, 6—Colonies in Latin America (AP 1.2)
- Chapter 1—Geography of Latin America (AP 1.3)
- Chapter 1—A Walk Back in Time (AP 1.4)
- Chapter 2—What Did They Do? (AP 2.1)
- Chapter 3—Map of Mexico, 1821 (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 4—Beloved Outlaws (AP 4.1)
- Chapter 5—Comparing Freedom Fighters (AP 5.1)
- Chapter 5—Bolívar’s Proclamation (AP 5.2)
- Chapter 6—Map of Río de la Plata (AP 6.1)
- Chapter 7—Map of Brazil (AP 7.1)
- Chapter 7—Domain Vocabulary: Chapters 4–7 (AP 7.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Burns, E. Bradford. *A History of Brazil*. 3rd ed. New York: Columbia University Press, 1993.

Fabiny, Sarah. *Where Is the Amazon?* New York: Penguin Workshop, 2016.

Gorrell, Gena K. *In the Land of the Jaguar: South America and Its People*. Toronto: Tundra Books, 2007.

Not for Parents: South America: Everything You Ever Wanted to Know. Oakland: Lonely Planet Kids. Lonely Planet, 2013.

Otheguy, Emma. *Martí's Song for Freedom/Martí y sus versos par la libertad*. New York: Lee & Low Books, 2017.

Patterson, James. *Treasure Hunters: Quest for the City of Gold*. New York: Little Brown & Company, 2018.

Petrillo, Valerie. *A Kid's Guide to Latino History: More Than 50 Activities* (A Kid's Guide series). Chicago: Chicago Review Press, 2009.

Roth, Susan L. *Parrots over Puerto Rico*. New York: Lee & Low Books, 2013.

Truck, Mary C. *Mexico & Central America: A Fiesta of Cultures, Crafts, and Activities for Ages 8–12*. Chicago: Chicago Review Press, 2004.

INDEPENDENCE FOR LATIN AMERICA SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence

TG–Teacher Guide; SR–Student Reader; AP–Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Independence for Latin America

<p>"A Walk Back in Time" and "Geography of Latin America" (TG & SR, Chapter 1, Additional Activities; AP 1.1, AP 1.2, AP 1.3, AP 1.4)</p>	<p>"Revolutions in America" Core Lesson (TG & SR, Chapter 1)</p>	<p>"Touissant L'Ouverture and Haiti," Part I Core Lesson (TG & SR, Chapter 2)</p>	<p>"Touissant L'Ouverture and Haiti," Part II Core Lesson (TG & SR, Chapter 2)</p>	<p>"Reviewing the Haitian Revolution" (TG & SR, Chapter 2, Additional Activity)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Independence for Latin America

<p>"Mexico's Fight for Independence," Part I Core Lesson (TG & SR, Chapter 3)</p>	<p>"Mexico's Fight for Independence," Part II Core Lesson (TG & SR, Chapter 3)</p>	<p>"Mexico After Independence" Core Lesson (TG & SR, Chapter 4)</p>	<p>"Make a Mural" (TG, Chapter 4, Additional Activities)</p>	<p>"Beloved Outlaws" and "History Detectives: Pancho Villa" (TG, Chapter 4, Additional Activities; AP 4.1)</p>
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Week 3

Day 11



Day 12

Day 13

Day 14

Day 15

Independence for Latin America

<p> "Simón Bolívar the Liberator," Part I Core Lesson (TG & SR, Chapter 5)</p>	<p> "Simón Bolívar the Liberator," Part II Core Lesson (TG & SR, Chapter 5)</p>	<p>"Revolution in the South" Core Lesson (TG & SR, Chapter 6)</p>	<p>"Brazil Finds Another Way" Core Lesson (TG & SR, Chapter 7)</p>	<p>Unit Assessment</p>
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INDEPENDENCE FOR LATIN AMERICA PACING GUIDE

_____’s Class

(A total of fifteen days has been allocated to the *Independence for Latin America* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Independence for Latin America

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Independence for Latin America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Independence for Latin America

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CHAPTER 1

Revolutions in America

The Big Question: Why did European colonies in North and South America want their freedom?

Primary Focus Objectives

- ✓ Describe the social structure in Latin America prior to the struggles for independence. (RI.6.1, RI.6.2)
- ✓ Understand the inspiration for and causes of revolutions in Latin America. (RI.6.1, RI.6.2)
- ✓ Explain the origin of the name “Latin America.” (RI.6.1, RI.6.2)
- ✓ Identify significant locations in Latin America. (RI.6.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *class*, *aristocrat*, *indigenous*, *mission*, and *priest*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Revolutions in America”:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of the Student Reader, we strongly recommend that you first conduct A Walk Back in Time, described in Additional Activities on page 32, using the Introduction Timeline Cards and AP 1.4 from Teacher Resources, pages 108–110, as well as the series of Geography of Latin America activities (AP 1.1, AP 1.2, and AP 1.3) in Teacher Resources (pages 105–107), described at the end of this chapter under Additional Activities on page 32. We suggest that you allocate one instructional day to the completion of these activities, as per the Sample Pacing Guide on page 24; activity page questions not completed in class may be completed for homework. Providing students with an understanding of Latin American geography and its early exploration will provide context for the countries and events students will study in this unit.

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 1.4

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Colonies in Latin America (AP 1.2)
- Display and individual student copies of Geography of Latin America (AP 1.3) and Internet access
- A Walk Back in Time (AP 1.4), cut into individual cards
- Introduction Timeline Cards

Core Vocabulary (Student Reader page numbers listed below)

class, n. a group of people with the same social or economic status (4)

Example: Very rarely did people speak to others outside of their social class.

Variations: classes

aristocrat, n. a person of the upper or noble class whose status is usually inherited (4)

Example: The aristocrat employed many servants at his large estate.

Variations: aristocrats

indigenous, adj. native to a particular region or environment (4)

Example: Giraffes are indigenous to Africa.

mission, n. a settlement built for the purpose of converting Native Americans to Christianity (6)

Example: Curious about the foreign visitors, the small native boy ventured into the mission.

Variations: missions

priest, n. a person who has the training or authority to carry out certain religious ceremonies or rituals (6)

Example: The priest blessed the congregation with holy water before proceeding with the mass.

Variations: priests

THE CORE LESSON 35 MIN

Introduce *Independence for Latin America* Student Reader

5 MIN

Activity Page



AP 1.2



Briefly review the Introduction Timeline Cards, which were inserted on the Timeline during the previous day's A Walk Back in Time activity, as well as Colonies in Latin America (AP 1.2).

Distribute copies of the *Independence for Latin America* Student Reader, and suggest students take a minute to look at and flip through the Table of Contents and illustrations. Ask students to identify people, places, and events they notice as they browse. Students may mention countries, Latin American leaders, and battles, for example. Explain that the events in this unit span three centuries: the 1700s, 1800s, and 1900s.

Introduce “Revolutions in America”

5 MIN

Have students recall the societies they have learned about in which social class played an important role, such as France during the *ancien régime*. Students in Core Knowledge schools might also recall learning about the social classes of medieval Europe, England in its golden age, feudal Japan, or colonial America.

For example, in the English colonies, there were several distinct social classes. Wealthy landowners or merchants were at the top of the social structure, while non-landowning laborers, indentured servants, and enslaved workers made up the lower classes. Ask students to identify some of the problems associated with a rigid class system. (*People in the lower classes are unhappy and often rebel. People in the upper classes are afraid that someone will take away their rights and privileges.*) Tell students that this chapter is about why revolutions started happening in Latin America in the early decades of the 1800s. As students read this chapter, encourage them to think of how social class played a role in this struggle.

Call students' attention to the Big Question. Tell students to look for reasons why European colonies in North and South America wanted their independence.

Guided Reading Supports for “Revolutions in America”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Struggle for Independence,” Pages 2–3

Scaffold understanding as follows:

Invite a volunteer to read “The Struggle for Independence” on pages 2–3 aloud.

SUPPORT—Call attention to the map on page 3, and invite a volunteer to read the caption aloud. Call attention to the explanation as to why this region is called Latin America. Ask students to identify the colonizing countries listed on the map. Which country controlled the greatest amount of land in North and South America at this time? (*Spain*) Which country controlled the least amount of land? (*the Netherlands, the Dutch*) What settlement patterns do they notice on the map, and why might this be the case? (*The coastal areas are colonized while the interior regions are not; geographically easier to settle on the coasts, easier access to resources, and easier trade between colonizing countries and the colonies.*)

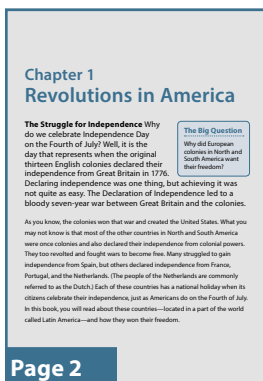
After the volunteer reads the text, ask the following questions:

LITERAL—What is the significance of the Fourth of July in the United States?

» It celebrates the day that the thirteen English colonies declared their independence from Great Britain.

LITERAL—From which other countries did other North and South American colonies declare their independence?

» Other colonies declared their independence from Spain, Portugal, France, and the Netherlands.



LITERAL—Why is this region of Central and South America referred to as Latin America?

- » “Latin America” gets its name from the colonizers and from the languages most widely spoken there—Spanish and Portuguese—which come from Latin, the language of ancient Rome.

“Why Did the Revolutions Happen?” Pages 4–6

Scaffold understanding as follows:

Have students read the first two paragraphs of “Why Did the Revolutions Happen?” on page 4 independently.

CORE VOCABULARY—Point out the vocabulary terms *class* and *aristocrat*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *aristocrat* from the Grade 5 unit *England in the Golden Age*.

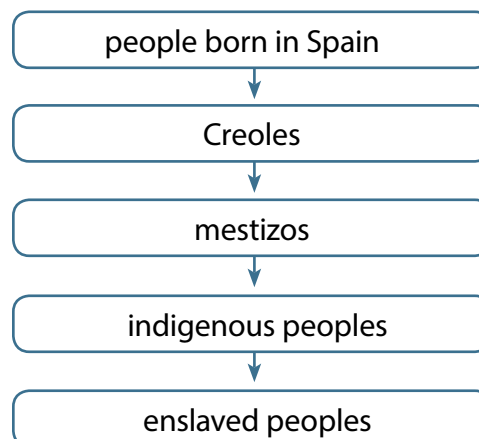
Invite students to read the third and fourth paragraphs of “Why Did the Revolutions Happen?” on pages 4 and 5 aloud.

SUPPORT—Call attention to the pronunciation guides for the terms *Creoles* and *mestizos*. Encourage students to pronounce the words. Explain to students that in Spanish, Creoles were referred to as *criollos* (/kree*oh*yohss/). The Creoles, or criollos, in the Spanish colonies were different from the people we know as Creoles in present-day Louisiana, who are descended from French and Spanish colonists in North America.

CORE VOCABULARY—Point out the vocabulary term *indigenous*, and explain its meaning. Have students consider the area in which they live. What types of plants or animals are indigenous to where they live? What people are indigenous to where they live?

Note: Students in Core Knowledge schools may recall the term *indigenous* from the Grade 5 units *The Age of Exploration* and *Geography of the United States*.

SUPPORT—On the board or chart paper, write or draw a chart similar to this one to illustrate class hierarchy in the Spanish colonies:



Why Did the Revolutions Happen?

Imagine what it would have been like to live in Latin America in the 1500s. Society was divided into social classes, with Europeans having a great deal of power, and native peoples and enslaved people having little or no power. People were born into a class, and for most of them, it was difficult to move beyond that class. If you were a French plantation owner, you would have little to complain about, because you were in charge. And the same would have been true for a Spanish aristocrat who was born in Spain and moved to one of the Spanish colonies in Latin America. But if you were a member of the lower class, it was a different story. It's important to note, however, that the class system in Latin America was not quite as rigid as the one that existed in Europe, which was based on birth. There, no matter how rich you might become, if you were not born of the nobility, you would never be accepted as one of them.)

Let's examine the class system in Spanish Latin America in the 1500s. In the Spanish colonies, the people considered to be the highest class were born in Spain and then moved to the Americas. These people made up only a tiny percentage of the population, but they held most of the power, enjoyed special privileges, and controlled most of the wealth.

Creoles (kree*oh*yo) were the next highest social class. Creoles were people who were born in America but whose parents or ancestors had been born in Spain. Some of the Creoles were rich and well educated, but they were not often given important jobs in government. The Creoles resented the Spaniards because of the limitations they imposed on them.

(mestizo*yo) who were partly indigenous people worked as craftspeople or shop owners. Others held minor jobs in the Church or worked as managers in mines or on plantations. Few were rich, and few had the opportunity to improve their lives. Nevertheless, mestizos had better lives than the truly indigenous people and the enslaved people who occupied the classes below them. Within this social structure, there were a significant number of free people of color—those of African descent—who lived independent lives, had businesses, and farmed.

Vocabulary

class, n. a group of people with the same social or economic status

aristocrat, n. a person of the upper or noble class whose status is usually inherited

indigenous, adj. native to a particular region or environment

Page 4

most oppressed people in Spanish Latin America.

Page 5

In most colonies, the truly indigenous people made up the great majority of the population. Some continued to live in the mountains, forests, and places farther away from the colonial settlements. These hard people had little to do with the colonial society. But others lived in missions founded by Spanish priests. These indigenous people worked as personal servants or as laborers on plantations. Some also worked in the mines. Almost all of them were poor and had few rights. Occasionally, they would rise up, and some of the rebellions had a certain degree of success.

Finally, there were the enslaved Africans. The Spanish had used enslaved Africans in their American colonies since the early 1500s. However, the use of enslaved Africans was not widespread in the Spanish colonies. In 1600, there were about eight hundred thousand enslaved Africans in all of Spanish America, with many living on the islands of the Caribbean. Nevertheless, they were the most oppressed group of people.

The lower three classes made up the vast majority of people living in Spanish America. If you belonged to one of these classes, you were almost certainly poor. You would have had few rights and little chance to get an education. Worst of all, there was little hope that things would ever change for you, your children, or your grandchildren.

The details of the class system varied from colony to colony. French and Portuguese colonies differed from Spanish colonies, and Spanish colonies differed from each other. The Dutch had their own class system, too. However, the general situation was much the same all over Latin America: the Europeans were on top and the indigenous peoples and enslaved people were at the bottom.

Vocabulary

mission, n. a settlement built for the purpose of converting Native Americans to Christianity

priest, n. a person who has the training or authority to carry out certain religious ceremonies or rituals

Page 6

Have students read the remainder of the section “Why Did the Revolutions Happen?” on page 6 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *mission* and *priest*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *mission* from the Grade 5 unit *Westward Expansion Before the Civil War*, or the Grade 3 unit *Exploration of North America*. They may recall the term *priest* from the Grade 5 units *Maya, Aztec, and Inca Civilizations* and *Early Russia*.

After students read the text, ask the following questions:

LITERAL—Who made up the highest social class in Spanish Latin America?

» People born in Spain made up the highest social class.

LITERAL—Why were Creoles resentful of Spanish-born people in Latin America?

» Although some Creoles were wealthy and well educated, they seldom obtained the most important government jobs. Those went to people born in Spain.

EVALUATIVE—How were the lives of native people and slaves similar?

» Both were poor and powerless.

“Foreign Influences,” Pages 7–9

Scaffold understanding as follows:

Read the first paragraph of “Foreign Influences” on page 7 aloud.

SUPPORT—Call attention to the image of John Locke on page 7. Invite a student to read the caption aloud. Students in Core Knowledge schools may recall reading about Locke in the Grade 6 unit *The Enlightenment*. Ask students to recall what they learned about John Locke. Explain that John Locke’s ideas not only influenced the American Revolution, but also other revolutions around the world.

SUPPORT—Before students continue reading, call attention to the pronunciation guides for *Bonaparte*, *cabildos*, *Quito*, *Ecuador*, *Miguel Hidalgo y Costilla*, *Toussaint L’Ouverture*, *Simón Bolívar*, and *José de San Martín*. Review the correct pronunciation of each word or name with students.

Have students read the remainder of “Foreign Influences” on pages 7–9 independently. Suggest that they refer back to the map on page 3 of the Student Reader as they read about specific countries and cities in Central and South America on page 9.

After students read the text, ask the following questions:

Foreign Influences

Now imagine how the people of Spanish America felt when they heard the ideas of John Locke, Voltaire, and the other writers of the Enlightenment. What would they have thought when they learned of the successful American Revolution? This revolution gave the people of the United States independence, freedom, justice, and opportunities that most people in Latin America had never dreamed of having. Then there was the French Revolution, which began in 1789. Here was another case in which people rose up against their rulers and demanded rights. The people of Latin America saw these events and drew inspiration from them. They began to demand their own rights.

Events in France influenced the Latin American independence movement in another way, too. In 1799, the revolutionary military leader Napoleon Bonaparte (Bon'paht') came to power in France. By 1808, he controlled Italy, the Netherlands, part of Germany, and many European territories. In that year, he invaded Spain and Portugal. Napoleon removed the Spanish king and put his brother Joseph Bonaparte on the Spanish throne. This event had an unusual result. It allowed the Spanish colonies in America to declare independence from Spain without having to be disloyal to their deposed Spanish king.

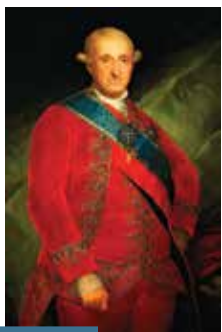
Revolution broke out throughout Spain's American colonies in 1810. It usually began within the local governments in each colony. These governments were called *cabildos*, or city councils.

Page 7



Page 8

and from power in 1808.



The people you will learn about in this book, such as Toussaint L'Ouverture (/tuːˈsɑːntʊˈvɜːrtʊər/) of Haiti, Simón Bolívar (/sɪˈmɒnˌboʊˈliːvər/) of Venezuela, and José de San Martín (/ˌboʊˈsɑːndʒeɪˈsɑːnmɑːrˈteɪn/) of Argentina, wanted to create governments based on the same principles as those of the U.S. government. Many of these leaders had been to the United States or Europe. They wanted governments that would give the people of Latin America the same rights of freedom, justice, and opportunity. They believed that revolution was the only way to get what they wanted.

Additional Activities

A Walk Back in Time (RI.6.1)

15 MIN

Activity Page



AP 1.4

Materials Needed: A Walk Back in Time (AP 1.4), cut into individual cards; Introduction Timeline Image Cards



Background for Teachers: Before beginning the activity, review What Teachers Need to Know in the Introduction, on pages 6–14, and familiarize yourself with What Students Should Already Know on page 2.

List, in any order, the following titles on the board or chart paper: The Age of Exploration, The Thirteen Colonies, The American Revolution, The French Revolution. Students in Core Knowledge schools will have studied these historical eras in Grades 4 and 5 and in an earlier unit of Grade 6. Ask students to share anything they know or remember about these eras.

Present the Introduction Timeline Image Cards and randomly display them on the board or at the front of the room.

Divide the class into three groups; distribute three clue cards from A Walk Back in Time (AP 1.4) to each group. Have students read each clue card aloud within their small groups before determining which Timeline Image Cards the clues correspond to and retrieving their three Timeline cards from the board.

Call on each group to explain their Timeline card to the rest of the class before placing it chronologically on the Timeline.

To elicit student responses so the Timeline Image Cards are discussed in chronological order, mention each time indicator on the Timeline, and ask whether anyone has an image card for that time period.



Geography of Latin America (RI.6.7)

30 MIN

Activity Pages



AP 1.1

AP 1.2

AP 1.3



Materials Needed: Colonies in Latin America (AP 1.2), Geography of Latin America (AP 1.3), Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Geography of the World: Latin America Land and Resources* video may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by explaining to students that Latin America encompasses a vast geographic region with different climate zones and physical features. Students will have the opportunity to watch a brief video about this region. Share with students the *Geography of the World: Latin America Land and Resources* video, and encourage students to take notes as they watch.

Next, distribute copies of World Map (AP 1.1), Colonies in Latin America (AP 1.2), and Geography of Latin America (AP 1.3). Students should use the maps to answer the questions on Geography of Latin America. Any questions not answered during class time should be assigned for homework.

CHAPTER 2

Toussaint L'Ouverture and Haiti

The Big Question: How would you describe the battle for freedom that occurred in Haiti?

Primary Focus Objectives

- ✓ Identify Toussaint L'Ouverture, and describe his role in Haiti's struggle for independence. (RI.6.1, RI.6.2)
- ✓ Explain the causes of rebellion against the French in Haiti. (RI.6.1, RI.6.2)
- ✓ Describe significant events and personalities in the antislavery and pro-independence struggles. (RI.6.1, RI.6.2)
- ✓ Explain the abolition of slavery in the Caribbean. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *foreman*, *coachman*, *province*, *epidemic*, and *dictator*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "Toussaint L'Ouverture and Haiti":
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 2.1

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Colonies in Latin America (AP 1.2)
- Display and individual student copies of What Did They Do? (AP 2.1)
- Internet access to the PBS video *Toussaint L'Ouverture and the Haitian Revolution*

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

Part I

foreman, n. a person who oversees other workers (12)

Example: The laborers reported to the foreman each morning to get their work assignments for the day.

Variations: foremen

coachman, n. a person who drives a coach, a type of four-wheeled vehicle drawn by a horse (12)

Example: The coachman spoke gently to the horse, calming it before hitching it to the buggy.

Variations: coachmen

province, n. an area or region similar to a state (12)

Example: The king appointed a royal governor to oversee the development of the province on his behalf.

Variations: provinces

Part II

epidemic, n. a situation in which a disease spreads to many people in an area or region (24)

Example: The epidemic devastated the countryside, infecting countless men, women, and children.

Variations: epidemics

dictator, n. a ruler who has total control over the country (25)

Example: The dictator limited the freedoms of his citizens.

Variations: dictators

THE CORE LESSON 70 MIN

Introduce “Toussaint L’Ouverture and Haiti”

5 MIN

Activity Pages



AP 1.1

AP 1.2



Begin the lesson by reviewing the Introduction Timeline Image Cards about events leading to independence in Latin America, as well as the Chapter 1 card about independence from Spain. Next, have students locate the island of Hispaniola, the country of Haiti, and the Caribbean Sea using World Map (AP 1.1) and Colonies in Latin America (AP 1.2). Explain that today’s chapter discusses one of the first revolutions in Latin America. Call students’ attention to the Big Question. Tell students to look for details about Haiti’s battle for independence as they read the text.

Note: Because of this chapter’s length, it is recommended that you divide the reading over two days. A suggested stopping point is indicated in the Guided Reading Supports.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Night of Fire,” Pages 10–13

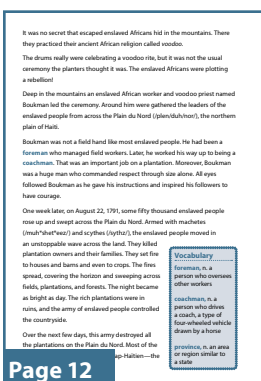
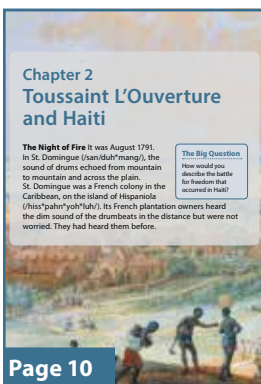
Scaffold understanding as follows:

Activity Page



AP 2.1

Distribute copies of **What Did They Do? (AP 2.1)** for students to record notes about each of the important leaders of Haiti’s independence movement. Then, read the first paragraph of “The Night of Fire” on page 10 aloud.



SUPPORT—Call attention to the pronunciation guides for *St. Domingue* and *Hispaniola*. Encourage students to pronounce the names.

SUPPORT—Call attention to the image on pages 10–11. Invite a volunteer to read the caption aloud. Have students briefly study the image. What differences do they notice in the way each individual is dressed and in each one’s actions? Ask students to consider how the people and the setting may help inform what the chapter will be about.

Have students read the first four paragraphs on page 12 with a partner.

SUPPORT—Call attention to the pronunciation guide for *Plain du Nord*. Encourage students to pronounce the phrase.

CORE VOCABULARY—Point out the vocabulary terms *coachman* and *foreman*, and explain their meanings.

Read the remainder of the section “The Night of Fire” on pages 12–13 aloud.

SUPPORT—Call attention to the pronunciation guides for *machetes* and *scythes*. Encourage students to pronounce the words. Explain to students that a machete is a large knife, usually used to cut down brush, while a scythe is a tool consisting of a long, arced blade attached to a pole that is used to cut tall grasses. Explain that neither of these objects is traditionally used as a weapon; however, the enslaved Africans took advantage of all tools at their disposal.

CORE VOCABULARY—Pause to explain the vocabulary term *province* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *province* from the Grade 3 unit *Canada*.

After you read the text, ask the following questions:

LITERAL—How did Boukman compare to other enslaved workers?

- » Unlike most other enslaved workers, Boukman was not a field hand; he worked as a foreman before later becoming a coachman.

LITERAL—What was the Night of Fire? Why was it so important to the history of Haiti?

- » It was a night in which Haitian slaves rebelled by setting fire to plantations. It marked the beginning of a thirteen-year struggle for Haitian independence.

INFERENTIAL—Why do you think the enslaved workers used drums during their meeting with Boukman?

- » They likely wanted the slave owners to think they were practicing a religious ceremony, which would make the gathering less suspicious.

Activity Page



AP 2.1

Pause and direct students to add notes on AP 2.1 regarding who Boukman was, what he did, and why he is remembered in Haiti's fight for independence.

"Before 1791" and "The Struggle Continues," Pages 13–15

Scaffold understanding as follows:

Have students read the sections "Before 1791" and "The Struggle Continues" on pages 13–15 independently.

SUPPORT—Call attention to the image on page 14. Invite a student to read the caption aloud. Have students briefly examine the image. What examples of harsh conditions can be found in this image?

SUPPORT—Call attention to the pronunciation guides for *Biassou* and *Jean François*. Encourage students to pronounce the names.

After students read the text, ask the following questions:

LITERAL—Why were enslaved Africans brought to St. Domingue and other parts of the Caribbean?

- » They were brought over as laborers to do work, such as clear forests and plant and harvest crops, including sugar, coffee, cotton, and indigo.



For every French person in the colony, there were about twenty who were enslaved. With so many more enslaved people than French people, you might think that rebellion was a constant threat. But the French were not worried. They did not think the enslaved people could carry out a successful uprising. Additionally, the French controlled all the guns. Against the well-armed and highly trained French soldiers, the enslaved people would not have a chance—at least, that's what the French thought.

The Struggle Continues

Boukman's uprising and the Night of Fire shocked the French, but they fought back. If the enslaved people had been brutal and savage in their rebellion, the French were even more in their corner. Thousands of enslaved people were killed. The rest were chased into hiding in the mountains. Soon, northern St. Domingue was divided into two parts. The rebellious slaves controlled the mountains, and the French soldiers held the coastal towns where the planters and French officials had fled during the uprising.

The uprising spread to the western part of the island. There, the planters discovered what had happened in the north and put up greater resistance. Port-au-Prince, the capital of the west, was saved, and the rebellion was largely controlled.

Meanwhile, in the north, Boukman was killed in battle. He was replaced by two other former enslaved men, Biasson (Baw-SAY-on) and Jean François (Jahn-Fran-SWAY-on). They promised to be good leaders. Would the revolution become just a failed slave uprising?

Toussaint L'Ouverture

A new leader emerged from the confusion. His name was François Dominique Toussaint. Later he added L'Ouverture at the end of his name. He is usually known as Toussaint L'Ouverture. (L'Ouverture means "the opening" in French.)

Page 15

LITERAL—Although they were outnumbered twenty to one, why weren't the French more worried about slave rebellions?

- » The French didn't think the slaves could carry out a successful rebellion. Also, the French had trained soldiers with guns.

LITERAL—How did the French respond to the uprising by the enslaved workers?

- » They fought back and defended themselves. When word reached other parts of the island about the uprising, the plantation owners fought with even greater resolve.

"Toussaint L'Ouverture," Pages 15–16

Scaffold understanding as follows:

Have students read "Toussaint L'Ouverture" on pages 15–16 with a partner.

SUPPORT—Refer back to the pronunciation key for Toussaint L'Ouverture on page 9. Use the key to guide students in saying his name.

SUPPORT—Call attention to the image of Toussaint L'Ouverture on page 16. Invite a student to read the caption aloud. Have students compare this image with the one of Toussaint L'Ouverture on page 17. Ask students to consider why the artists might have chosen to portray Toussaint L'Ouverture in such different ways?

After students read the text, ask the following questions. After students respond orally to each question, direct them to take notes about Toussaint L'Ouverture on AP 2.1.

LITERAL—Who was Toussaint L'Ouverture?

- » He was a former slave who became the leader of the slave rebellion in Haiti after Boukman's death.

INFERENTIAL—How did Toussaint respond to the Night of Fire? Why do you think he acted in this way?

- » Instead of joining the rebellion, he took his wife and family to safety first. He also took the plantation owner to safety before joining the rebellion. He likely did this because he was thankful to his former owner for freeing him.

It is said that Toussaint's enemies gave him that name because he could always find an opening in their defense to attack them.

Toussaint was born in 1743 on a plantation in northern St. Domingue. There is a legend that Toussaint's father was an African chief who was captured and enslaved. His sons knew for sure if that is true. However, Toussaint's father did teach him that there is power in knowledge. His stepfather, a priest, helped Toussaint gain that power. He taught Toussaint how to read and write French and Latin and how to use battle and plants for healing.

Toussaint was not among the enslaved people who participated in the first hours of the Night of Fire. He certainly saw the fires from the plantation where he lived. And when the rebellion reached the plantation, his first concern was to get his wife and children to safety. Then Toussaint drove the family of the French plantation manager to safety. The manager had given Toussaint his freedom years before.

Once he had taken care of his personal responsibilities, Toussaint enthusiastically joined the revolution. "Those first moments," his slave told, "were moments of beautiful delirium [bold excitement], born of a great love of freedom."

Because of his knowledge of healing, Toussaint's first service in the slave revolt was as a doctor. Soon, however, he was giving military advice as well as medical care. The army of enslaved people was ruthless and undisciplined. They destroyed everything in their path, including the crops. After the army passed

Toussaint L'Ouverture was a great revolutionary leader in Haiti. He urged the leaders to lead the troops discipline and to stop destroying the crops and other things they needed for themselves.



Page 16

Activity Page



AP 2.1

"Toussaint Leads the Rebellion," Pages 17–20

Scaffold understanding as follows:

Read the first six paragraphs of "Toussaint Leads the Rebellion" on pages 17–18 aloud.

SUPPORT—Remind students that during the time Toussaint was looking for support from Great Britain and France, two very important events were taking place in France: the French Revolution and the rise of Napoleon Bonaparte.

Invite volunteers to read the remainder of the section "Toussaint Leads the Rebellion" on pages 18–20 aloud.

SUPPORT—Call attention to the images of Toussaint and Napoleon on page 19. Ask students how these two images are similar to each other. In what ways are they different? What does the clothing worn by both men reveal about their social or leadership status?

After volunteers read the text, ask the following questions. After students respond orally to each question, direct them to take notes about Toussaint L'Ouverture on AP 2.1.

EVALUATIVE—Why was Toussaint's style of fighting so effective?

- » He would not engage the French in the style of battle to which they were accustomed, instead waiting for opportune moments to launch a surprise attack on the French troops. The rebels would then retreat in the woods, making it difficult for the French to find them.

EVALUATIVE—How would you describe Toussaint as a leader, and why?

- » Answers may vary. Possible response: He was a very thoughtful and effective leader. He cared about the men in his army and worked to make them successful in their fight for independence against the French.

LITERAL—Why did Toussaint switch sides and begin fighting for the French?

- » The French government passed a law in 1794 that freed all enslaved workers.

Note: End of Part 1 of Chapter 2. Stop here, and continue with the remainder of the chapter the next day.

Toussaint Leads the Rebellion

Within a short time, Toussaint was made a commander of part of the revolutionary army. He taught his soldiers discipline and trained them like a professional army. However, Toussaint was faced with a problem. Not only were Bassou and Jean François poor leaders, they were also disloyal. In December 1791, when it looked as though the French might put down the revolt, Bassou and Jean François struck a deal to turn over members of the revolutionary army in return for their own freedom. Toussaint would have no part of this. Instead, he organized his men into an army that fought according to African-style warfare, attacking the French when they least expected it.

After each attack, Toussaint's men would disappear back into the forests and mountains. There, they would wait until Toussaint found another opportunity for a surprise attack. His army attacked the French with amazing speed and from unexpected directions. The French could never catch them, and they could never win. They never knew when or where Toussaint's army would appear.

Toussaint was a memorable figure as he rode before his troops. He was a superb horseman who chose to ride without a saddle. He dressed in the splendid uniform of a captured French officer, often with a handkerchief draped around his head. Under his coat he kept a box filled with small knives and tools, herbs, ointments, and other supplies. Besides leading his soldiers, he was ready to repair their wounds and ease their pain from battle injuries.

Toussaint won several victories over the French.

Toussaint was a skilled horseman.

Page 17

Activity Page



AP 2.1

Toussaint said that he would treat them well if they surrendered. They trusted Toussaint, and so several towns did surrender to him.

Of course, the enslaved were fighting for their freedom—this was the initial purpose of the Haitian rebellion. But no matter how many victories they won or how many towns surrendered, the French government refused to free them.

While the enslaved people continued to fight for their freedom against the French in St. Domingue, Spain and Great Britain were also at war with France. Toussaint believed the Spanish could help him win. As a result, he joined the Spanish forces in Santo Domingo, the eastern part of Hispaniola. He was named a general and won battles for the Spanish. Still, he had been raised in a French colony and felt some loyalty to France.

In 1794 France passed a law freeing all enslaved people. When he heard about the French action, Toussaint switched sides and began fighting for France. Toussaint was made lieutenant governor, the second in command of the colony, and he succeeded in driving the Spanish troops from St. Domingue.

By 1795, Toussaint was the most important man in St. Domingue. He was worried that the economy of the island would collapse if he did not do something—four years of revolution had destroyed most of the plantations and driven off the owners. He asked the former enslaved people to come back and work in the fields and the sugar mills. But now they were free—they would not be punished and they would share in the profits.

Slowly, Toussaint began to create a new government in St. Domingue. A constitution was written. The constitution did not claim independence from France but did declare slavery to be ended forever. Toussaint negotiated treaties with Great Britain and the United States, and began to trade sugar for arms.

Page 18

During Toussaint's battle for freedom, Napoleon Bonaparte had become the ruler of France.

Page 19

"Napoleon's War," Pages 20–22

Activity Page



AP 2.1

In 1801, Toussaint became ruler of the entire island of Hispaniola in the name of France. All of Toussaint's plans were beginning to succeed, or so it seemed. But Toussaint had not dealt with Napoleon Bonaparte, who now ruled France.

Napoleon's War

Napoleon was at the height of his power. He had conquered much of Europe and was carrying on a prolonged war with Great Britain. Battles were fought around the world. To support his war efforts, Napoleon needed the vast wealth that St. Domingue had once produced. He thought that the island's economy could only be restored by bringing back slavery.

Napoleon even had ambitions in North America and planned to use St. Domingue as a base of operations. Napoleon organized an invasion of St. Domingue led by his brother-in-law, General Victor Leclerc. Leclerc had an army of 40,000 soldiers, the largest invasion force in the history of France.

Spies reported Napoleon's plans to Toussaint. A wise man, he was not surprised by the betrayal, but it caused him great sorrow. Toussaint had shown great loyalty to France, but Napoleon was not interested in the freedom of enslaved people thousands of miles away. "I counted on this happening," Toussaint said. "I have known that they would come and that the reason behind it would be that one and only great remnant of slavery. However, we will never again submit to that."

Toussaint immediately began making preparations. He imported weapons from the United States and reinforced his forts. He had pits and trenches dug in the forests for his soldiers, and he drilled all young men twelve years old and over to train for his army.

Despite his preparations, Toussaint almost lost courage when he saw the French fleet. It is said that he cried, "Friends, we are doomed. All of France has come. Let us at least share some worthy of our freedom."

Page 20



Page 21

of order to regain control of the French colony of Saint-Domingue.

21

Scaffold understanding as follows:

Before reading, review with students what they have read so far about the Haitian Revolution. Suggest that they refer to their notes on What Did They Do? (AP 2.1).

SUPPORT—Have students briefly reflect on what they remember about Napoleon's rise to power from the unit *The French Revolution and Romanticism*. Have students share their ideas with the class, recording them on the board. Explain to students that Napoleon's rise to power not only affected France, but also the territories and colonies it controlled.

Have students read the section "Napoleon's War" on pages 20–22 independently.

SUPPORT—Call attention to the image of Toussaint on page 21. Invite a student to read the caption aloud. Ask students to consider why Napoleon would send his fleet thousands of miles across the ocean to recapture a small island. Then ask students to guess how Toussaint might be feeling in this image.

After students read the text, ask the following questions:

LITERAL—Why did Napoleon wish to restore slavery to St. Domingue?

- » He was fighting prolonged wars against Great Britain and Spain, and needed the wealth of the colony to finance, or pay for, his military campaigns.

LITERAL—When the French fleet under Napoleon's brother-in-law General Leclerc arrived in Haiti, what did Toussaint order his army to do? Why did he have them do this?

- » He ordered his army to burn everything. He would rather destroy everything than turn it over to the French.

"Toussaint Captured" and "France Loses St. Domingue," Pages 22–23

Scaffold understanding as follows:

Have students read the sections "Toussaint Captured" and "France Loses St. Domingue" on pages 22–23 with a partner.

SUPPORT—Call attention to the pronunciation guide for *Jean Jacques Dessalines*. Encourage students to pronounce the name.

As soon as the French army landed, bloodshed and violence returned to the island. Toussaint ordered his army to burn everything, including urban cities, rather than turn anything over to the French. The fighting was intense. The French general Leclerc described the desperate rebels in a report to Napoleon: "These people have no heads, they are all fury. They never retreat or give up. They sing as they are facing death, and they still encourage each other while they are dying. They seem not to know pain. Send reinforcements!"

Toussaint Captured

Leclerc knew the fight to take control of St. Domingue would be long and hard as long as Toussaint was leading the rebels, so Leclerc tricked Toussaint into meeting with one of his officers. Toussaint and his family were captured and put on a ship for France. As Toussaint stood on board the ship, he said "In overthrowing me you have cut down in St. Domingue only the trunk of the tree of liberty. It will spring up again from the roots, for they are many and they are deep." Toussaint and his family were separated, and he was sent to a prison in the mountains near Switzerland.

Toussaint, who had spent his entire life on a tropical island, must have been miserable in the Swiss mountains. He was separated from his family and living in a cold, damp prison. Of course, there would not have been any heat, even in the winter. The French did not execute Toussaint because



Leclerc knew that without Toussaint, the rebels would be much weaker.

Page 22



AP 2.1

However, if the rebel leader died in prison, well, that was not their fault. They certainly were not unhappy when Toussaint, who had been such a great leader of the Haitian people, caught pneumonia and died in 1803.

France Loses St. Domingue

Back in St. Domingue, the French were experiencing new problems. The former enslaved people were not strong enough to fight the French army head-on, but they continued to fight the way they had been trained—attack when it was least expected. The French killed thousands of them, but this only made things worse. The more they killed, the greater the resistance became. The main leader of the former enslaved people was now Jean Jacques Dessalines (dih-sah-leeen). He was born in Africa and brought to St. Domingue as a slave. Unlike Toussaint, he had no loyalty to France. He wanted to do more than just end slavery. He wanted to make St. Domingue an independent country.

Dessalines continued Toussaint's policy of burning farms and towns rather than letting the French capture them. The resistance caused great problems for the French. Nevertheless, they had thousands of troops and far superior weapons. It was only a matter of time, the French believed, before they would regain control of St. Domingue. But, as it turned out, time was on Dessalines' side.

Page 23



Jean Jacques Dessalines

"The Fall of the French," Pages 24–25

The Fall of the French

Yellow fever, a deadly disease carried by mosquitoes, began to spread through the French army. Thousands of French soldiers died. Reinforcements were sent, but they died, too. Even General Lescot fell victim to the disease.

Finally, unable to conquer the epidemic, the remains of the French army left St. Domingue in 1803. Of the forty-three thousand men France had sent to the island, only eight thousand lived to sail back home.

Vocabulary
epidemic, n. a disease that spreads to many people in an area or region

Page 24

Why didn't the people in St. Domingue suffer as much from yellow fever as the French? The answer is that they had lived with the disease longer. They had brought it to the island from Africa. The Africans caught yellow fever just like the Europeans. However, most Africans survived the disease while most Europeans died from it.

On January 1, 1804, Dessalines declared St. Domingue independent. He gave the country a new name: Haiti. That was the name for the island before Europeans settled there.

Haiti was in ruins. Thirteen years of war had destroyed towns and farms. Dessalines knew he would have to do something to rebuild. He told the people they would have to go back to the farms and work harder than they had when they were enslaved. It was the only way.

Sadly, Dessalines became a dictator. In October 1804, he proclaimed himself Emperor Jacques I. The economy began to improve, but the people did not like being forced to work on the hated plantations. They were free, why should they be forced to work just as before? In October 1805, two and a half years after he declared Haiti's independence, Dessalines was murdered.

Haiti never had another leader like Toussaint L'Ouverture. Instead, the men who ruled the country were more like Dessalines.

Vocabulary
dictator, n. a ruler who has total control over the country

Page 25

After students read the text, ask the following questions. After students respond orally to each question, direct them to take notes about Touissant L'Ouverture and Jean Jacques Dessalines on AP 2.1.

INFERENTIAL—What did Toussaint mean when he said, "In overthrowing me you have cut down in St. Domingue only the trunk of the tree of liberty. It will spring up again from the roots, for they are many and they are deep"?

- » He meant that even though he was no longer leading the rebellion, there were many others who would continue the fight without him.

LITERAL—How did Toussaint die?

- » He caught pneumonia and died in a Swiss prison in 1803.

LITERAL—What effect did the death of thousands of rebels have on the revolution?

- » Though the French continued to kill the rebels, this only strengthened their resolve to defeat the French and secure their independence.

LITERAL—Who was Jean Jacques Dessalines?

- » He was a former slave who served as Toussaint's second in command. He took over as leader of the Haitian rebellion after Toussaint was captured.

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of "The Fall of the French" on page 24 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *epidemic* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *epidemic* from the Grade 5 unit *Maya, Aztec, and Inca Civilizations*.

Read the next two paragraphs on the top of page 25 aloud.

SUPPORT—Students in Core Knowledge schools may recall learning about the Louisiana Purchase in one of their American history units. Explain to students that Napoleon Bonaparte sold the Louisiana Purchase to the United States in April 1803, to finance his war with Great Britain. Napoleon had ambitions in North America and planned to use St. Domingue as a base of operations. As it became clear that he was losing the fight to maintain St. Domingue, he gave up on his plans for North America, too.

Have students read the remainder of the section on page 25 independently.

CORE VOCABULARY—Point out the vocabulary term *dictator*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *dictator* from the Grade 5 unit *England in the Golden Age*.

SUPPORT—Explain to students that Dessalines declared himself the emperor of Haiti two months before Napoleon Bonaparte declared himself the emperor of France.

Activity Page



AP 2.1

After students read the text, ask the following questions. After students respond orally to each question, direct them to take notes about Jean Jacques Dessalines on AP 2.1.

LITERAL—What ultimately led the French to leave Haiti?

- » Many of the French soldiers contracted yellow fever and died, including Leclerc.

LITERAL—Why was Dessalines killed?

- » He became a dictator, and the former enslaved people did not like being forced to work on the plantations.

Have students answer the analysis question on the bottom of What Did They Do? (AP 2.1), and discuss student responses as a class.

Timeline

- Show students the Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How would you describe the battle for freedom that occurred in Haiti?”
- Invite volunteers to post the image cards to the Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How would you describe the battle for freedom that occurred in Haiti?”

- » Key points students should cite include: The battle for freedom in Haiti was long and bloody. The enslaved people of the island caused significant destruction to crops and property before Toussaint L'Ouverture took control of the military. Toussaint and other revolutionary leaders were firm in their resolve to expel the French.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*foreman, coachman, province, epidemic, or dictator*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Reviewing the Haitian Revolution (RI.6.7)

45 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to PBS's *Toussaint L'Ouverture and the Haitian Revolution* (may) may be found:

www.coreknowledge.org/ckhg-online-resources

Following Part 2 of Chapter 2, share with students the PBS video *Toussaint L'Ouverture and the Haitian Revolution*. Encourage students to take notes as they watch. After finishing the video, pose the following discussion and analysis questions to the class:

1. How does the present-day country of Haiti compare to the colony of St. Domingue in the past?
 - » Haiti is now considered the poorest country in the Western Hemisphere, while the colony of St. Domingue was once the wealthiest colony in the Western Hemisphere.
2. Approximately how many years did Haiti's revolution last? How does this compare to the American Revolution?
 - » The Haitian Revolution lasted twelve years, nearly twice as long as the American Revolution.

3. Why was the Haitian Revolution so significant?
 - » It was the only instance in which enslaved people successfully revolted and started their own country.
4. Why was equality considered a “dangerous” idea at the time of the French Revolution?
 - » Claiming all humans are equal could lead people of lower classes to demand their rights and upend the preexisting social order.
5. How was Toussaint’s childhood and adult life different from those of other enslaved people?
 - » He was taught to read and write as a child, which most enslaved people were not allowed to do. He also had positions of privilege on the plantation before being freed.
6. Why were people of mixed race the first to ask the French government for equality? What were the effects of their request in St. Domingue and in France?
 - » Many people of mixed race were free men and women, but they were not treated as equals of the white colonists. The white colonists of St. Domingue were outraged by the request and responded with intimidation and violence. The French government, however, responded favorably to the request and granted citizenship rights to people of mixed race who were descended from two free parents.

CHAPTER 3

Mexico's Fight for Independence

The Big Question: Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?

Primary Focus Objectives

- ✓ Understand the motivation behind the Mexican struggle for independence. (RI.6.1, RI.6.2)
- ✓ Describe the significant events of the Mexican independence movement and personalities of its leaders, Miguel Hidalgo and José María Morelos. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *hacienda*, *padre*, *conscience*, *conspiracy*, *yoke*, *loot*, *mob*, *dwindle*, *ammunition*, and *ambush*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Mexico’s Fight for Independence”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Map of Mexico, 1821 (AP 3.1)
- Internet access
- *Miguel Hidalgo* video

Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Miguel Hidalgo* video may be found:

www.coreknowledge.org/ckhg-online-resources

Part I

hacienda, n. a large estate or plantation (28)

Example: Many workers were needed to harvest sugar cane on the large hacienda.

Variations: haciendas

padre, n. literally, father; the title given to a Spanish priest (28)

Example: Parishioners confessed their sins to the padre.

Variations: padres

conscience, n. a sense or belief a person has that a certain action is right or wrong (31)

Example: Even though Sally wanted to sneak a cookie before dinner, her conscience told her it was wrong.

Variations: consciences

conspiracy, n. a group of people working together secretly to achieve a specific goal (31)

Example: The president feared that a conspiracy might overthrow the government.

Variations: conspiracies

yoke, n. a harness used to restrain work animals; something that takes away people's freedom (32)

Example: The revolutionaries wished to cast off the yoke of oppression placed on them by the higher social classes.

Variations: yokes

Part II

loot, v. to steal or take something by force (34)

Example: The soldiers swept through the town, looking for valuables to loot.

Variations: loots, looted, looting, loot (noun)

mob, n. a large, unruly group of people (35)

Example: An angry mob gathered outside the government building.

Variations: mobs

dwindle, v. to decrease, or to slowly become smaller (35)

Example: The pile of cookies began to dwindle as soon as the children arrived.

Variations: dwindles, dwindled, dwindling

ammunition, n. bullets or shells (36)

Example: By the end of the long battle, the soldiers were running out of ammunition.

ambush, n. a surprise attack (36)

Example: The small group of rebels set up an ambush to capture the larger military force.

Variations: ambush (verb)

THE CORE LESSON 70 MIN

Introduce “Mexico’s Fight for Independence”

5 MIN

Introduce the chapter by first reviewing the Timeline Image Cards from Chapter 1 and Chapter 2. Remind students that independence from colonial rulers is not easily won. Students in Core Knowledge schools may recall learning about the American Revolution in Grade 4. Invite volunteers to recall how long it took the American colonists to win the Revolutionary War and gain independence from England. (*The war lasted from 1775, with the battles of Lexington and Concord, until 1781, when Cornwallis surrendered at Yorktown. A peace treaty was signed in 1783.*) Explain to students that Mexico’s fight for independence, the topic of this lesson, took even longer, and the results were not as clear-cut as the results of the American Revolution.

Call students’ attention to the Big Question. Tell students to look for reasons why the people of Mexico rose up against Spanish rule and how Miguel Hidalgo became a revolutionary leader.

Note: Because of this chapter’s length, it is recommended that you divide the reading over two days. A suggested stopping point is indicated in the Guided Reading Supports.

Guided Reading Supports for “Mexico’s Fight for Independence”

65 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Independence Day,” Pages 26–27

Scaffold understanding as follows:

Invite volunteers to read the section “Independence Day” on pages 26–27 aloud.

Activity Page



AP 3.1



SUPPORT—Call attention to the image on page 27. Invite a volunteer to read the caption aloud. Explain to students that this photograph shows the capital of Mexico—Mexico City—as it looks today. Many of the government buildings in the city were built by the Spanish, who once controlled the country. Have students locate Mexico City on Map of Mexico, 1821 (AP 3.1).

Chapter 3 Mexico's Fight for Independence

Independence Day Every year, in the month of September—September 15 to be exact—hundreds of thousands of people gather in the Zócalo, the open plaza in the center of Mexico City. It is quite a sight!

They come to listen to the president of Mexico who speaks to the crowd and reminds them of their history. After the speech, at precisely 11 p.m., the president rings a great bell that hangs in the arch high above the main entrance to the National Palace. The bell that the president rings is called Mexico's Liberty Bell. The president calls out, "¡Viva México!" ("Long live Mexico!"), and the crowd answers back, "¡Viva México, ¡Viva la independencia!" ("Long live Mexico! Long live independence!").

Everywhere, the colors red, white, and green are displayed—the national colors of Mexico. The National Palace is draped with red, white, and green cloth, and colored lights display a giant Mexican flag. People wave small Mexican flags. And so each year, the people of Mexico are reminded of their long struggle for independence and the sacrifices made by thousands of Mexicans. This gathering began on September 16, 1935.

Page 26

The Big Question
Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?



SUPPORT—Explain to students that Mexican independence is an important celebration in Mexico today, much like the Fourth of July in the United States.

After volunteers read the text, ask the following questions:

LITERAL—On what day is Mexican independence celebrated?

» It is celebrated every year on September 15.

EVALUATIVE—How is Mexico's independence celebration similar to the celebration of American independence in the United States?

» Both countries display their flags and their colors prominently. People gather to mark the occasion.

"The Start of a Revolution," Pages 28–29

Scaffold understanding as follows:

Read the first paragraph of the section "The Start of the Revolution" on page 28 aloud.

Activity Page



AP 3.1

The Start of a Revolution

At the time that the revolution began, Mexico did not exist at all. It was part of New Spain—the Spanish-speaking area of Central and North America. The revolution itself began with a group of men who called themselves the Library and Social Club of Querétaro (kay'tay'wah'toh). Querétaro is a city in central Mexico. In reality, it wasn't a social and literary society at all. The members were plotting a revolution against Spain. Many people in what became Mexico were unhappy with Spanish rule.

Indigenous people were unhappy because they did not have enough land. Many of them were forced to work on the big haciendas (hah'tay'wah'tahn), or farms, for little or no pay. The haciendas were so large that the workers were forced to buy the things they needed from the landowners, and ended up losing their money. They could not leave the haciendas until their debts were paid. Generally, indigenous people never earned enough money to do that, so they were trapped.

The mestizos, people who were partly indigenous and partly Spanish, were unhappy because they were poor and often had low-paying jobs. Some people looked down on them. They hoped that if they could achieve an independent country, they might finally have more respect and more power. With more power they would also have a better life.

The Creoles, although native born with Spanish ancestry, were often shut out of the most powerful positions, as was typical across Spanish America. Even though many landowners, professionals, and other important people were Creoles, the Spanish held the real power. If they could drive the Spanish out, they would control their own government.

Padre (pah'dray) Miguel Hidalgo y Costilla was a Mexican priest and leader of the revolution. He was a member of the Library and Social Club. Padre is the title given to a Spanish priest.

Page 28

SUPPORT—Call attention to the pronunciation guide for the city *Querétaro*. Encourage students to pronounce the word. Using Map of Mexico, 1821 (AP 3.1), have students locate Querétaro.

SUPPORT—Explain to students that the country we now know as Mexico did not have that name until after independence. Before independence, it was known as New Spain.

SUPPORT—Review the class hierarchy of Mexican society with students by drawing and discussing the following diagram on the board or chart paper:

people born in Spain



Creoles



mestizos




indigenous people

Hidalgo was a Creole who had lived the first twelve years of his life on a hacienda where his father was manager. When he was twelve, Hidalgo went away to school. He was very bright and determined to learn. Hidalgo spent the next twelve years studying. Then, he became a priest and a teacher. He held several important posts at the Catholic college in Valladolid (vuh-ah-doh-thid). Eventually, he became the rector, or head, of the college. He did important work, was paid well, and was highly respected. His life was a success, but it was about to change.

One day, Hidalgo was lecturing a lot of a traditionalism. He began to question authority instead of teaching the traditional material, he was spending more and more time talking about ways to improve government. He also proved himself to be a poor manager of money. He spent too much money on food and housing for students. The people in charge of the college were not happy with this unexpected debt. It seems he also liked to gamble. Hidalgo was eventually forced to leave his job at the college. By all accounts, it was because of his revolutionary ideas. He was sent to prison as a priest in 1807.

Page 29



Miguel Hidalgo y Costilla became a revolutionary hero.

Read the second paragraph of the section “The Start of the Revolution” on page 28 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *hacienda* when it is encountered in the text. Review with students the pronunciation guide for the word.

SUPPORT—Core Knowledge students may be able to compare the hacienda system with economic systems they studied in earlier grades. Ask students to compare the hacienda system to U.S. economic institutions in the 1700s and 1800s, including sharecropping and slavery.

Have students read the remainder of the section “The Start of a Revolution” on pages 28–29 independently.

CORE VOCABULARY—Point out the vocabulary term *padre*, and explain its meaning. Review with students the pronunciation guide for the word. Make sure students understand that a padre is a priest. Students should recall the Core Vocabulary term *priest* from Chapter 1.

SUPPORT—Call attention to the pronunciation guide for *Miguel Hidalgo y Costilla* on page 9 of the Student Reader and for *Valladolid* on page 29. Encourage students to correctly pronounce the names.

Activity Page



AP 3.1



SUPPORT—Have students locate Dolores on Map of Mexico, 1821 (AP 3.1).

After students read the text, ask the following questions:

LITERAL—Why were many Creoles in prerevolutionary Mexico unhappy with their situation?

- » Creoles were unhappy because even though many were educated and wealthy, they did not have political power.

EVALUATIVE—In what ways is Miguel Hidalgo y Costilla similar to Toussaint L'Ouverture and the other revolutionaries you have read about so far? In what ways is he different?


- » Miguel Hidalgo y Costilla is similar to Toussaint and the other revolutionaries in that he believed in the importance of improving the government. Unlike the other revolutionaries, however, Miguel Hidalgo y Costilla was a religious leader.

"A Good Priest," Page 30

A Good Priest

Hidalgo spent ten years in this village before moving on to a somewhat larger church in the town of Dolores. The people considered him a good priest who worked hard to improve their lives. In Dolores, he helped the Otomi people plant grapevines and mulberry trees. The Otomi farmers could use the grapes to make wine, which they would sell. Also, they could sell the silk thread from the cocoons of the silkworms that lived on the mulberry trees. There was only one problem: It was illegal for the Otomi people to do these things. The Spaniards wanted to keep these profitable activities for themselves. Padre Hidalgo became a beloved figure in Dolores because he was willing to break the law in order to help the indigenous people. In return, the people loved him because he was unafraid to break rules when he thought they were wrong.

When he went to Querétaro, Hidalgo would meet with his friends in the Literary and Social Club to talk about the problems of the country. One of his best friends was Ignacio Allende (ah-nah'-ayn-dee), a captain and commander of the local army post. He was a Creole, like Padre Hidalgo, and he did not like Spanish rule either. Juan Aldama (ah'-dah-mah) was another military officer opposed to Spanish rule. He was a Creole, like Padre Hidalgo, and he did not like Spanish rule either.



Here you can see a statue of Ignacio Allende. He is considered a hero in Mexico.

Page 30

Scaffold understanding as follows:

Have students read the section "A Good Priest" on page 30 with a partner.

SUPPORT—Call attention to the pronunciation guides for the names *Ignacio Allende* and *Juan Aldama*. Encourage students to correctly pronounce the names.

SUPPORT—Call attention to the statue of Allende on page 30. Invite a volunteer to read the caption aloud. Discuss with students the way that Allende is portrayed. What details in the statue reveal that he is an important figure in Mexico?

After students read the text, ask the following questions:

LITERAL—How did Miguel Hidalgo help the Otomi people? Why did this make him popular among the people in Dolores?

- » He helped them plant grapevines and mulberry trees. The Otomi farmers could use the grapes to make wine, which they would sell. Also, they could sell the silk thread from the cocoons of the silkworms that lived on the mulberry trees. In helping the Otomi produce wine and silk, Hidalgo was breaking Spanish law. He believed it was more important to help the Otomi than to obey the Spanish law, which made him very popular with the people of Dolores.

EVALUATIVE—In what ways were Miguel Hidalgo and Ignacio Allende similar?

- » They were both Creole and opposed Spanish rule.

"Revolutionary Times," Pages 31–33

Revolutionary Times

By 1810, the area of New Spain that would become Mexico had been under Spanish rule for almost three hundred years. The inequalities, inequality, and dissatisfaction that members of the Literary and Social Club discussed were not new. Why, then, did revolution break out at this time?

You will recall that events in Europe made this time especially ripe for revolution in Latin America. Napoleon, the ruler of France, had invaded Spain and overthrown the king. His brother Joseph Bonaparte now ruled there. The mighty colonial power of Spain had been weakened. The time had come. Rebels like Hidalgo and Allende could claim that they were fighting against France, not Spain. Of course, they really wanted to form the nation of Mexico and make it free and independent.

So the members of the Literary and Social Club plotted their revolution. They were men of conscience. They knew that the Spaniards had mistreated people, and they wanted to improve people's lives. But they also wanted to replace the Spaniards at the top of the social ladder.

The plotters in Querétaro had been planning for about a year—since the fall of 1809. By September 1810, the plan was almost complete. The date set for the uprising was to be October 2. Then something went wrong. The plot was discovered! Some members of the conspiracy had already been arrested, and the government was searching for the others. When the news reached Hidalgo, Allende, and Aldama on September 15, they were in Dolores. They had to decide what to do. Should they wait? Should they start the revolution early? Some things were still not in place. If they began the uprising early, would the

Vocabulary

conscience, n. a sense or belief a person has that a right or wrong is right or wrong

conspiracy, n. a group of people working together secretly to achieve a specific goal

Page 31

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of "Revolutionary Times" on page 31 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *conscience* and *conspiracy*, when they are encountered in the text. Ask students to think of the last time their consciences influenced their actions. How did it make them feel?

Note: Students in Core Knowledge schools might recall the term *conscience* from the Grade 5 units *The Reformation* and *Westward Expansion Before the Civil War*.

While the others argued frantically over what to do, Hidalgo sat quietly. He had made his decision. During a pause in the debate, he declared: "In action everything is accomplished, we must not lose time; you will all see the oppressor's tyrant yoke broken and broken into the ground!"

Vocabulary
yoke, n. a harness used to restrain or work animals; something that takes away people's freedom.

It was then nighttime on September 15. Padre Hidalgo ran to the church tower and began to ring the bell. The people of Dolores knew something important was about to happen. When a crowd had gathered in front of the church, Hidalgo told them it was time to take up arms. If they threw out the Spaniards, they would get land. They would not have to work on the haciendas anymore. As his speech came to an end, Hidalgo shouted, "Independence and Death to the Spaniards!" Long live the Virgin of Guadalupe! The Virgin of Guadalupe was an image of Mary, the mother of Jesus. She was especially important to indigenous people who made up most of his audience.



Page 32

Have students read the remainder of “Revolutionary Times” on pages 32–33 independently.

CORE VOCABULARY—Point out the vocabulary term *yoke*, and explain its meaning.

Note: Students in Core Knowledge schools might recall the term *yoke* from the Grade 6 unit *The French Revolution and Romanticism*.

SUPPORT—Call attention to the image on page 32. Invite a volunteer to read the caption aloud. Have students briefly analyze the painting. Discuss with students the different types of people shown in the painting. What does this tell them about the revolutionary movement? (*Possible responses: It was led by a priest and soldiers. It included people from many different classes or groups.*)

After students read the text, ask the following questions:

LITERAL—What world events helped the revolution in Mexico happen?

- » There were other revolutions that happened before or at the same time as the revolution in Mexico, like the American Revolution, the French Revolution, and the revolution in Haiti. Napoleon had also deposed the Spanish king.

EVALUATIVE—How did Hidalgo and the other revolutionaries respond when they found out their conspiracy had been discovered? Do you agree with their actions? Why or why not?

- » Answers may vary but may include the following: Hidalgo rang the bell in the church tower in Dolores to alert the townspeople and rouse them to action. He and the other revolutionaries decided to put their plan in motion almost a month ahead of schedule. The conspirators had no other option but to begin their revolution ahead of schedule; if they had waited, their movement could have lost momentum, or they may have been captured by the government.

Note: End of Part 1 of Chapter 3. Stop here, and continue with the remainder of the chapter the next day.

“An Undisciplined Army,” Pages 33–35

Hidalgo's speech inspired his listeners. They ran home to get whatever weapons they could find. Most of them had machetes that were used for farm work. Others grabbed iron and other farm tools, which to use as clubs, and even stones to throw. By now it was the morning of September 16. Almost eight hundred men were gathered outside Hidalgo's house. They were the beginning of the revolutionary army.

An Undisciplined Army
News of Padre Hidalgo's rebellion spread quickly to other villages. Soon the whole province was up in arms. Groups of indigenous people saw their chance for revenge, and they took it. Within just a few days, thousands of people had joined the revolution. Padre Hidalgo became the leader, and Ignacio Allende and Juan Aldama were his aides, or assistants. Within a week, twenty-five thousand rebels had joined the army.

Hidalgo seemed an unlikely man to lead a revolutionary army. He was already fifty-seven years old when the revolution began. He had no military experience. He was of medium height with rounded shoulders and a dark complexion. Hidalgo's green eyes were quick and lively, but his movements were slow and thoughtful. He was nearly bald, with just a little white hair. Hidalgo wore the simple clothing of a village priest. And yet, despite his appearance, the people loved Hidalgo and confidently followed him as their revolutionary leader.

The army quickly captured several towns and villages. Then, on September 26, they attacked the rich mining city of Guanajuato (guh-nah-wah-toh). The Spaniards had prepared for the attack by turning the strongest building in town, the Alhondiga (ah-lon-dee-gah), into a fort. This huge granary building was big enough for all the leaders, the soldiers, the Spanish citizens, and other sympathizers.

The Spanish soldiers were well trained and armed with guns and swords. Hidalgo's army was made up of men with no military experience. They had no chance against the Spanish soldiers. Hidalgo's army was defeated. He and his men were taken to the city of Chihuahua. Hidalgo was executed on July 30, 1821.

Page 33

Scaffold understanding as follows:

Before reading, review with students what they have read previously about Miguel Hidalgo and the start of the Mexican fight for independence. You may wish to show the six-minute video referenced in the Reviewing Miguel Hidalgo Additional Activity on page 56.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Miguel Hidalgo* video may be found:

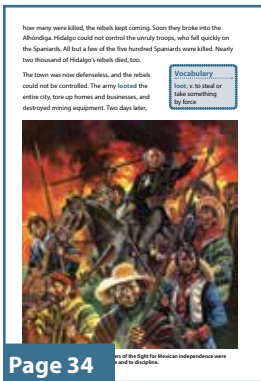
www.coreknowledge.org/ckhg-online-resources

Have students read “An Undisciplined Army” on pages 33–35 independently.

Activity Page



AP 3.1



SUPPORT—Call attention to the pronunciation guides for *Guanajuato* and *Alhóndiga*. Encourage students to pronounce the names. Using Map of Mexico, 1821 (AP 3.1), have students locate Guanajuato. Explain that the Alhóndiga is a building in Guanajuato.

CORE VOCABULARY—Point out the vocabulary terms *loot* and *mob*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—How did the indigenous people respond to Hidalgo’s call to action, and why?

- » The indigenous people were very enthusiastic; more than 25,000 people joined the army in a short period of time. They wanted to take their revenge against the Spanish and claim their independence.

EVALUATIVE—Why do you think more people joined the rebellion as the revolutionaries won more and more battles?

- » Answers may vary. Possible response: People may have been hesitant to join the rebellion at the beginning for fear that it would be put down by the Spanish and that they would be punished or killed as a result. The success of the rebellion encouraged others to join because they thought there was an actual chance for independence.

“The Revolution Stumbles,” Pages 35–37

Scaffold understanding as follows:

Read the first paragraph of “The Revolution Stumbles” on page 35 aloud.

SUPPORT—Call attention to the pronunciation guide for *Guadalajara*. Encourage students to correctly pronounce the name. Using Map of Mexico, 1821 (AP 3.1), have students locate Guadalajara.

Continue reading the next three paragraphs on pages 35–36 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *dwindle* and *ammunition* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the term *ammunition* from the Grade 5 unit *The Civil War*.

Activity Page



AP 3.1

Invite a volunteer to read the remainder of “The Revolution Stumbles” on pages 36–37 aloud.

Activity Page



AP 3.1

Hidalgo ordered the army to stop, but the order was ignored. The army had become a mob that laid waste to the city.

The army's lack of discipline was a significant problem, and Hidalgo and the other leaders did not know how to solve it. Hidalgo, in fact, thought the rebels should be allowed to loot as a reward for joining the revolution. “We have not arms but faith with which to defend ourselves,” he said, “and if we begin to punish them, we shall not find them when we need them.”

Whether it was a mob or an army, the rebels continued to win battles. And with every victory, more people joined the revolution. But Miguel Hidalgo was a priest, not a soldier. The victory in Guanajuato was won because there were few Spanish soldiers to defend the city. A large and well-prepared Spanish army would be a lot harder for the undisciplined rebel army to defeat. Ignacio Allende, who was a soldier, tried to warn Hidalgo of the danger. But the priest was convinced he could beat the Spaniards.

The Revolution Stumbles

In October, Hidalgo began a march toward what we now call the capital of Mexico, Mexico City. If he could capture the capital, it would end most of the Spanish resistance. However, as he advanced closer to the capital, Hidalgo discovered that not everyone supported his rebellion. Few people in the region would join his army. Many, in fact, feared him and disliked the destruction that followed his army in the end. Hidalgo decided not to attack Mexico City. Instead, he led the army toward Guadalajara (guh-dah-lah-jah-lah), an important city in the west.

Meanwhile, the soldiers in his army began to leave. Many of the rebels were farmers, and it was time to plant crops. Without corn to eat, the men did not know what to do. So the army disbanded. By the time

Vocabulary
mob, a large, unruly group of people
dislike, to not like
disband, to break apart or to slowly become smaller

Page 35

Hidalgo reached Guadalajara, he had only about seven thousand soldiers left. He was, however, greeted like a hero; bands played as city leaders greeted him. Hidalgo, Allende, and Aldama used the time in Guadalajara to gather more soldiers, to train their army, and to make cannons and other weapons. But the Spanish army was also preparing and soon marched on Guadalajara. The rebels went out to meet them.

Allende had feared that the rebel army would be no match for the trained Spanish troops, but the battle was evenly fought for six hours. Then a lucky shot from a Spanish cannon struck one of Hidalgo's ammunition wagons. A huge explosion occurred, and the dry grass of the battlefield caught fire. The rebel army became confused at first and then panicked and fled. Hidalgo, Allende, and Aldama could do nothing but flee with their army.

The survivors fled north to the city of Saltillo (sah-tye-oh), an old mining center. There, the rebels were lured into an ambush and captured. The leaders were tried and sentenced to death. Hidalgo was shot by a firing squad on July 31, 1811, less than a year after he began the revolution.

Vocabulary
ambush, a surprise attack

Page 36



SUPPORT—Call attention to the pronunciation guide for *Saltillo*.

Encourage students to correctly pronounce the name. Using Map of Mexico, 1821 (AP 3.1), have students locate Saltillo.

CORE VOCABULARY—Pause to explain the vocabulary term *ambush* when it is encountered in the text.

SUPPORT—Call attention to the Diego Rivera mural on page 36. Invite a volunteer to read the caption aloud. Explain to students that Rivera's mural shown in the Student Reader is just one small part of a much larger painting that depicts centuries of Mexico's history. The painting includes a number of symbols significant to the Mexican fight for independence. For example, the vines and leaves represent Miguel Hidalgo's refusal to obey Spanish laws that prevented people from growing grapes. Hidalgo is also shown in the center of the painting holding broken chains that represent freedom from slavery.

After the volunteer reads the text, ask the following questions:

LITERAL—Why did many people leave Hidalgo's army?

» They were farmers who had to return home to plant their crops.

LITERAL—What marked a turning point in the battle between the rebels and the Spanish in Guadalajara?

» The Spanish struck a rebel wagon that contained ammunition, causing it to explode. The explosion led to confusion among the rebels.

INFERENTIAL—How do you think the death of Hidalgo affected the rebels?

» Answers may vary. Possible response: The death of Hidalgo likely hurt morale and caused many to lose hope in the rebellion.

“José María Morelos,” Pages 37–38

Scaffold understanding as follows:

Read the first paragraph of “José María Morelos” on page 37 aloud.

SUPPORT—Call attention to the pronunciation guide for *José María Morelos*. Encourage students to correctly pronounce the name.

Have students continue reading the remainder of “José María Morelos” on pages 37–38 with a partner.

failed to win the revolution. Still, he is a main hero of Mexico's long struggle for independence. In the National Palace in Mexico City there are great murals painted by Diego Rivera (die-go-ree-vee-ah) and other famous Mexican artists, that depict accounts of Mexican history.

José María Morelos

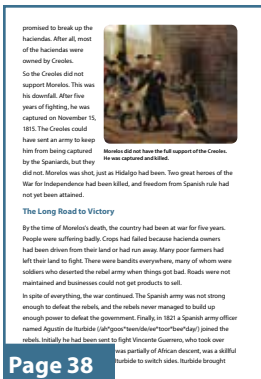
After the capture of Hidalgo, the rebel army fell apart, but the revolution did not end. Instead, it was fought in small battles by Spanish soldiers. There were lots of battles, but many were little more than battles. One leader did stand out, though. He was José María Morelos (hoose-mah-more-lah). Morelos had been a friend of Hidalgo and had commanded an army fighting in the south while Hidalgo was in the center of the country. Morelos did not think that the revolutionaries could hope to win the revolution by fighting the Spaniards in open battle. That is why he used similar tactics to the ones used by Toussaint in Haiti.

Morelos led a war in the south for five years. He assembled a strong army of about one thousand men. And unlike Hidalgo's army, Morelos's army was well-disciplined and well-equipped. Eventually he controlled most of what is today southern Mexico.

Morelos was different from Hidalgo in another important way. He had a specific plan for the revolution, while Hidalgo had just made vague promises. Morelos said the government should treat everyone—the indigenous population, mestizos, and Creoles—equally. To make sure that Spaniards would not gain control again, he wanted a law that would allow only people born in Mexico to hold government offices. These policies earned Morelos the loyalty of the lower classes who hoped to improve their lives.

But the most revolutionary thing of all that Morelos did was to say he would take the land away from the big hacienda owners and give it to the workers. He said that the land should be shared equally. They hated that Morelos had

Page 37



After students read the text, ask the following questions:

LITERAL—Who was José María Morelos? In what ways was he similar to Haiti's Toussaint?

- » Morelos was a close friend of Hidalgo who continued to fight the rebellion in southern Mexico after Hidalgo's death. Like Toussaint, Morelos engaged in guerrilla tactics instead of confronting the Spanish army in a direct battle.

LITERAL—What law did Morelos promise his followers to protect the rights of the people of Mexico?

- » Morelos wanted to pass a law making it illegal for anyone other than a person born in Mexico to serve in the government.

LITERAL—Why did the Creoles oppose Morelos?

- » Morelos promised the lower classes that he would take away land from the haciendas to give to poor people; this upset the Creoles who owned the large plantations.

“The Long Road to Victory,” Pages 38–39



Scaffold understanding as follows:

Have students read “The Long Road to Victory” on pages 38–39 independently.

SUPPORT—Call attention to the pronunciation guide for *Agustín de Iturbide*. Encourage students to correctly pronounce the name.

After students read the text, ask the following questions:

LITERAL—Who was Agustín de Iturbide?

- » Iturbide was a Spanish soldier sent to fight Morelos's successor. Iturbide ultimately joined the rebellion and declared Mexico's independence in 1821.

LITERAL—Why did the Mexican war of independence drag on so long, and what happened that finally led to Mexican victory?

- » Neither the Spanish army nor the Mexican army was strong enough to defeat the other until Agustín de Iturbide and his army unit joined the rebels and the balance of power tipped in favor of the rebels.

EVALUATIVE—How was Mexico's fight for independence similar to Haiti's?

- » Both revolutions were prolonged and proved very costly, both in terms of material goods and human lives.

Timeline

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?”
 - » Key points students should cite include: The people of Mexico, especially the mestizos and indigenous peoples (lower classes), were tired of years of oppression under Spanish rule. They joined the rebellion to assert their independence and make a better life for themselves. Miguel Hidalgo became a revolutionary leader while serving as a Catholic padre; he helped the local people in the villages where he preached.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*hacienda, padre, conscience, conspiracy, yoke, loot, mob, dwindle, ammunition, or ambush*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Reviewing Miguel Hidalgo (RI.6.7)

15 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Miguel Hidalgo* video may be found:

www.coreknowledge.org/ckhg-online-resources

Before beginning Part 2 of Chapter 3, share with students the *Miguel Hidalgo* video. Encourage students to take notes as they watch. After finishing the video, pose the following discussion and analysis questions to the class:

1. To what social class did Miguel Hidalgo belong?
 - » He was a Creole.
2. Why was Hidalgo dismissed from his job at the university?
 - » He had revolutionary or unusual ideas for the time and mismanaged university money.
3. Why did Hidalgo appeal to Mexico's lower classes as a leader?
 - » He spoke to them in terms they understood and used religious symbolism.
4. Why did Hidalgo and the rebels retreat to Guadalajara? What did they do while they were there?
 - » They retreated from the Spanish military to regroup. While in Guadalajara, they set up their own government, and Hidalgo worked to help poor local people.
5. Why did the smaller Spanish force defeat Hidalgo's larger rebel army?
 - » The Spanish were better trained and more disciplined than Hidalgo's rebels.

Domain Vocabulary: Chapters 1–3 (RI.6.4, L.6.6)

15 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to complete the crossword puzzle using the vocabulary terms they have learned in their reading of *Independence for Latin America*.

This activity may be assigned for homework.

CHAPTER 4

Mexico After Independence

The Big Question: What kinds of challenges did Mexico face after gaining its independence?

Primary Focus Objectives

- ✓ Describe the events and significance of the Mexican revolution. (RI.6.1, RI.6.2)
- ✓ Identify significant physical features in Latin America. (RI.6.7)
- ✓ Identify Santa Anna, Benito Juárez, Porfirio Díaz, Pancho Villa, and Emiliano Zapata. (RI.6.1, RI.6.2)
- ✓ Describe the circumstances that led to war between Santa Anna and Texans at the Alamo, to the Mexican-American War, and to the Mexican Revolution of 1910–1920. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ambitious*, *toil*, *caudillo*, *rustler*, and *commission*; and of the phrases “guerrilla tactics” and “agricultural credit bank.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Mexico After Independence”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 4.1

- Sufficient copies of Beloved Outlaws (AP 4.1)
- Large paper or poster board and assorted art supplies
- Internet access to Diego Rivera and Pancho Villa videos

Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

ambitious, adj. having a strong desire to be successful (40)

Example: The ambitious student spent many hours studying.

Variations: ambition (noun)

toil, v. to work hard (42)

Example: Enslaved workers were made to toil long hours under the harsh sun.

Variations: toils, toiled, toiling

caudillo, n. a regional strongman in a Spanish or Latin American country (42)

Example: Local caudillos fought against one another over territory.

Variations: caudillos

rustler, n. a person who steals cattle or other livestock (47)

Example: The rustler waited until nightfall before sneaking onto the ranch to steal the steer.

Variations: rustlers

“guerrilla tactics,” (phrase) fast-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force (47)

Example: The rebels knew they could not defeat the Spanish in a traditional battle, so they used guerrilla tactics instead.

Variations: guerrilla tactic

commission, n. a group of people assigned to find information about something or control something (50)

Example: The commission was charged with investigating the actions of the Spanish soldiers in southern Mexico.

Variations: commissions

“agricultural credit bank,” (phrase) a lending institution that provides loans to farmers (50)

Example: Unable to pay for new farm equipment out of his own pocket, the farmer applied to the agricultural credit bank for a loan.

Variations: agricultural credit banks

THE CORE LESSON 35 MIN

Introduce “Mexico After Independence”

5 MIN

Begin the lesson by reviewing the events of the early years of the Mexican revolution, as well as the Chapter 3 Timeline Image Cards. Explain that overthrowing rulers to become independent solves some problems, but it causes new ones. An independent country has to figure out how to rule itself. The new leaders may be inexperienced, and they may disagree about what to do. Tell students that in this chapter, they will learn about the difficulties that

Mexico faced after independence. The leaders did disagree, and some of them were incompetent and dishonest. Others, however, became great heroes.

Call students' attention to the Big Question. Tell students to look for the challenges Mexico faced after gaining its independence.

Guided Reading Supports for “Mexico After Independence”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Mexico’s Turbulent History,” Pages 40–42

Scaffold understanding as follows:

Read and explain the section title “Mexico’s Turbulent History,” and then read the first two paragraphs on page 40 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *ambitious* when it is encountered in the text.

SUPPORT—Remind students that Dessalines, the ruler of Haiti after its successful war for independence, also declared himself emperor. Call attention to the image of Iturbide on page 41. Invite a volunteer to read the caption aloud. Ask students to consider what Iturbide’s attire in the painting says about his status in Mexico. Why might he wish to be portrayed in this way? (Possible response: Iturbide looks like a king. He wants people to see him as a powerful ruler.)

Invite volunteers to read the remainder of “Mexico’s Turbulent History” on pages 40–42 aloud.

CORE VOCABULARY—Pause to explain the meaning of the vocabulary term *toil* when it is encountered in the text.

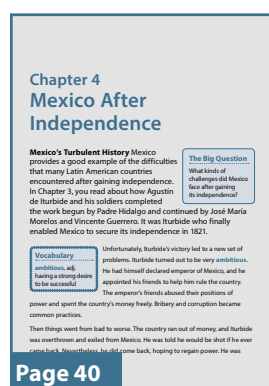
After volunteers read the text, ask the following questions:

LITERAL—How did Iturbide’s victory bring more problems to Mexico?

- » He appointed his friends to help him rule the country. The emperor’s friends abused their positions of power and spent the country’s money freely. Bribery and corruption became common practices.

LITERAL—Who took over Mexico after Iturbide was exiled and later shot? In what ways did this group affect the country?

- » The Creoles took over Mexico. The Creoles replaced the Spanish at the top of the social structure and continued to oppress the mestizos and indigenous peoples.



"General Santa Anna," Pages 42–44

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *caudillo*, and explain its meaning. Further explain that there were many caudillos in Mexico during this time period. These regional strongmen maintained their power by establishing a strong, personal connection with the common people to win their support and loyalty.

SUPPORT—Point out the phrase "holed up" on page 43. Read the clause, "while the Texan army was small, and holed up in a mission known as the Alamo," explaining that it means that the Texans were hiding at the Alamo.

Have students read "General Santa Anna" on pages 42–44 independently.

After students read the text, ask the following questions:

INFERENTIAL—What kind of person was Santa Anna? Why do you think he commissioned so many statues of himself?

- » Santa Anna was a very self-assured, confident person, as evidenced by his insistence on being called "Your Most Serene Highness" and the elaborate uniforms he wore. He may have commissioned many statues of himself so that, in seeing the statues, people would have a frequent reminder that Santa Anna was in charge.

LITERAL—What led to the ultimate removal of Santa Anna from power?

- » Santa Anna's loss of nearly half of Mexico's territory following the Mexican-American War weakened him politically and led to his eventual overthrow.

"Benito Juárez," Pages 44–45

Scaffold understanding as follows:

SUPPORT—Call attention to the pronunciation guide for *Benito Juárez*. Encourage students to correctly pronounce the name.

Have students read "Benito Juárez" on pages 44–45 with a partner.

After students read the text, ask the following questions:

LITERAL—Who was Benito Juárez?

- » He was a lawyer from a poor indigenous family in southeast Mexico. He was the minister of justice under Santa Anna and helped create Mexico's constitution of 1857. He was the first indigenous person to become president, and he tried to make reforms.

After the creation of Mexico, the Creoles took over the government. They tried to make Mexico a republic and adopted a constitution partly based on the U.S. Constitution. This constitution sounded good on paper, but it was a struggle to put it into practice.

One problem was that while the Mexicans had removed the Spanish, they had not rid themselves of the old Spanish class system. The Creoles had replaced the Spaniards at the top, but the mestizo and indigenous people were treated just as badly as before. Many continued to toil on the haciendas, and few had any land of their own. To members of these lower classes it seemed that the revolution was only half complete. It had brought them independence but not justice or equal rights.

General Santa Anna

Another problem was that the government the Creoles created lacked stability and was vulnerable to military takeovers by caudillos (kawn'lee-yohs). Over the next few decades Mexico ran through a series of strongmen. To be fair, Mexico, just like other countries, struggled between republicans who were against monarchy and wanted democracy, and conservatives who wanted a strongman like a king who supported "traditional ways" which included keeping the lower classes and races in their place, maintaining elites in economic power, and supporting the Catholic Church.

The most notorious and most persistent strongman in Mexico was General Antonio López de Santa Anna. Santa Anna was president or virtual ruler of Mexico eleven different times during a span of thirty years. Each time the opposition ran him out of power, he would find a way to get back in.

Santa Anna was a proud man who was always commissioning statues of himself throughout the country and forced the Mexican people to "Highness."

Page 42

During one of Santa Anna's several stints as ruler of Mexico, white American settlers moved in to the Mexican state of Texas and brought their enslaved workers with them. Slavery was now illegal in Mexico. The settlers knew this but they brought them there anyway. The settlers also refused to learn Spanish and to become Catholic, which they had agreed to do in order to live in Texas. When, in 1836, the American settlers rebelled against the Mexican government and demanded independence, Santa Anna led an army to Texas to enforce Mexican law. Santa Anna's army was made up of four thousand men, while the Texan force was small, and was holed up in a mission known as the Alamo. In San Antonio, Texas, Santa Anna won the battle but eventually lost the war. The Texans, inspired by their battle cry, "Remember the Alamo!", went on to defeat Santa Anna and gain independence for Texas.

Page 43

A decade later, Santa Anna lost another war, this time with the United States. By the end of the Mexican-American War of 1846–1848, Mexico had lost roughly half of its territory to the United States. It gave up California, New Mexico, Arizona, and parts of several other southwestern states. These losses weakened Santa Anna, and he was overthrown for the last time in 1855.

Benito Juárez

Benito Juárez (bee'nee'yoh'wah'wee), a lawyer from southeast Mexico, was the minister of justice in the government that followed Santa Anna's exiles. Juárez had opposed Santa Anna for many years and was almost as different from Santa Anna as could be imagined. Juárez came from a poor, indigenous family and always wore a plain black suit. He was famous for his honesty and sympathy for the poor, and for his belief in democracy and freedom of speech.

As minister of justice, Juárez led a sweeping political reform movement designed to guarantee equal rights for all Mexicans. He also helped create Mexico's constitution of 1857. The following year Juárez became president, according to the provisions of the new constitution. As president, Juárez continued to work for reform. But powerful opposition to his reforms soon forced him to leave Mexico City.

Three years of fighting followed.

Page 44



Benito Juárez was a champion of the poor person to become the president of Mexico.

EVALUATIVE—To which other Mexican revolutionary leader was Benito Juárez most similar?

- » Answers may vary. Possible response: He was most similar to Miguel Hidalgo; both men were sympathetic to the plight of the poor and fought for increased democracy.

LITERAL—What were French troops doing in Mexico?

- » Juárez decided to stop making payments on Mexico's debt to France. France sent troops to Mexico initially to try to recover payment of the money owed. Then Napoleon III, the ruler of France, ordered French troops to conquer Mexico.

"Cinco de Mayo," Pages 45–47

Scaffold understanding as follows:

Read the first paragraph of "Cinco de Mayo" on page 45 aloud.

SUPPORT—Call attention to the pronunciation guides for *Porfirio Díaz* and *Cinco de Mayo*. Encourage students to correctly pronounce the holiday. Explain to students that Cinco de Mayo is a minor celebration in Mexico relative to its popularity in the United States today. The battle it celebrates is notable primarily for bringing Porfirio Díaz to national attention.

Have students read the remainder of "Cinco de Mayo" on pages 45–47 with a partner.

SUPPORT—Call attention to the painting of the Battle of Puebla on page 46. Invite a volunteer to read the caption aloud.

SUPPORT—Call attention to the pronunciation guides for *Pancho Villa* and *Emiliano Zapata*. Encourage students to correctly pronounce the names.

After students read the text, ask the following questions:

LITERAL—What important event happened on May 5, 1862?

- » On May 5, 1862, a small Mexican force won a glorious victory over a much larger French army near the city of Puebla.

INFERENTIAL—How did conservatives respond to the appointment of an Austrian prince as emperor of Mexico? How do you think Republicans and others responded to this?

- » The conservatives welcomed him as leader of Mexico because they were desperate for a king-like figure to rule the country. Other groups, including supporters still loyal to Juárez and members of the lower classes, likely opposed the appointment because it stripped them of many of the rights they had secured under the leadership of Benito Juárez.

defeated, and Juárez could return to the capital city. At that time, Mexico faced extreme financial difficulties. Constant war had left the country deeply in debt to France, Spain, and Great Britain. Juárez decided to stop payments on the debt. Of course, these countries were not happy about his decision, and in 1862 they sent troops to Mexico. The British and Spaniards soon left, but the French remained. Napoleon III, the ruler of France, now ordered his troops to conquer Mexico.

Cinco de Mayo

French troops marched on Mexico City. On May 5, 1862, a small Mexican force won a glorious victory over a much larger French army near the city of Puebla. One of the leaders of the Mexican army that day was Porfirio Díaz. (por-fee-oh-diaz) a man who would play a major role in Mexico's history. Today, that victory is celebrated as a national holiday called Cinco de Mayo. (seeng-ah-doh-may-oh) on the fifth of May.

Unfortunately, this great victory was not enough to keep the French from occupying Mexico City. As the French army closed in on the Mexican capital, Juárez sadly prepared to leave once again. He hoisted the Mexican flag and shouted to a cheering crowd, "Viva Mexico!" He fled to the north and spent the next few years traveling through the countryside, avoiding capture and rallying the support of the Mexican people.

In 1864, at the invitation of conservatives in Mexico City who yearned for a king, Napoleon III named a young Austrian prince, Maximilian, emperor of Mexico. French troops kept Maximilian in power for three years, but when Napoleon called his troops home, Maximilian could no longer hold off the supporters of Juárez. Maximilian was soon captured, convicted of treason, and executed by a firing squad. Mexico's constitutional government was restored, and Juárez was once again reinstated as president.

Page 45



A small Mexican force was victorious at the Battle of Puebla, on May 5, 1862. This victory is celebrated each year as Cinco de Mayo.

Juárez worked hard to rebuild a country ravaged by civil war and foreign invaders. His government built schools and roads, and did what it could to improve the lives of the poor. Juárez died in office in 1872. Today, he is honored as a great lawmaker and patriot, and as the man who saved Mexico's independence.

You might think that Juárez's triumph would signal the end of Mexico's troubles. Unfortunately, it did not. After Juárez died, Mexico fell into the hands of yet another caudillo, Porfirio Díaz. Díaz ruled Mexico, with one brief interruption, from 1876 until 1911. He modernized Mexico by building railroads, mines, and factories. Modernization was certainly needed, but Juárez's reign, a single Mexican family owned

Page 46

LITERAL—What happened to Maximilian?

- » After Napoleon called his troops back to France, Maximilian could not stop Juárez's supporters. He was captured, convicted of treason, and executed by firing squad.

LITERAL—Who ruled Mexico after Maximilian?

- » After Maximilian, Benito Juárez ruled Mexico as president in the restored constitutional government.

LITERAL—Why did another wave of revolution sweep through Mexico in the early 1900s?

- » After Juárez died, another caudillo, Porfirio Díaz, took control. During Porfirio Díaz's rule, the wealthy continued to prosper, while the indigenous people lost any benefits that they had acquired under Juárez's rule. Revolutionary leaders wanted to finish the work that had already been started, building upon the progress made under Juárez's rule.

"Pancho Villa," Pages 47–48

Scaffold understanding as follows:

Read the first paragraph of "Pancho Villa" on page 47 aloud.

CORE VOCABULARY—Point out the vocabulary term *rustler*, and explain its meaning.

Continue reading the remainder of "Pancho Villa" on pages 47–48 aloud.

CORE VOCABULARY—Point out the vocabulary phrase "guerrilla tactics," and explain its meaning. Explain that revolutionaries before Villa, including those in the American colonies, Haiti, and Mexico, used similar tactics to win their conflicts.

SUPPORT—Call attention to the image of Pancho Villa on page 49. Invite a volunteer to read the caption aloud. Have students briefly examine the image before referring back to the image of Iturbide at the beginning of the chapter. How do these two images compare? (*Possible response: Iturbide's image was a formal portrait that showed his power. Villa's image is a photograph that shows an ordinary man.*) What does the photograph of Pancho Villa reveal about him relative to other leaders in Mexico before and during his time? (*Possible response: It shows he was one of the people.*)

After you read the text, ask the following questions:

LITERAL—What did Pancho Villa do before becoming a revolutionary leader?

- » He was a rustler and bandit.

more than seven million acres of land, and the American newspaper owner William Randolph Hearst had a Mexican ranch as large as Delaware and Maryland put together. But the indigenous people, whose situation had begun to improve under Juárez, sank back into poverty. The vast majority still lacked both land and the political rights they had hoped independence would bring.

In the 1910s, another wave of revolt swept through Mexico. The revolutionaries started to "complete" the revolution that had begun way back in 1810 and push beyond the reforms of Juárez by obtaining land and rights for indigenous people. Two figures who played crucial roles in these events were the leaders Pancho Villa (*pan'cho'villə'*) and Emiliano Zapata (*emil'eeo'zapə'tə'*).

Pancho Villa

Pancho Villa was a cattle rustler and bandit who eventually joined the fight against Díaz. He was a violent man but also very brave, and his followers were passionately devoted to him. Villa and his men won military victories in northern Mexico that helped to topple Díaz from power. But Villa quickly lost his faith in the new government, which he believed had betrayed the cause of the poor people. So Villa became an outlaw and waged war on the new government. Just as he had waged war on the old one.

Villa's great military success was due to his outstanding knowledge of the land and his use of guerrilla tactics. Rather than fight like regular soldiers, Villa and his men would stage lightning raids and then disappear into the hills.

Vocabulary

rustler is a person who steals cattle or other livestock.

"guerrilla tactics," lightened foot-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force.


Page 47

When the United States backed the government Villa opposed, Villa staged a raid across the United States-Mexico border. In 1910, he and his troops killed sixteen Americans in Columbus, New Mexico. U.S. President Woodrow Wilson sent a search expedition to find and capture Villa. But the clever Villa outmaneuvered the army scouts who had been sent to find him. Villa's knowledge of the land and his ability to disappear into the night helped him avoid capture.

Emiliano Zapata

Emiliano Zapata was a guerrilla leader from the south of Mexico. Zapata was a mestizo who also joined the fight against Díaz. Early in the struggle, Zapata called for the government to take land from the wealthy landowners and give it to poor, landless indigenous people. The culture of the haciendas was still alive in Mexico. Wealthy landowners controlled almost all the land. Poor Mexicans had no lands and could earn their living only by working for the wealthy landowners under very difficult conditions. Zapata feared the wealthy landowners, especially those in northern Mexico, might try to take control of the government.

Like Villa, Zapata was a first-rate guerrilla leader. He rallied people to his cause and assembled an effective fighting force. Also like Villa, Zapata fought for, and then against the government, when he concluded that it had no intention of giving land to the people. What Zapata wanted



Emiliano Zapata joined forces with Pancho Villa.

Page 48

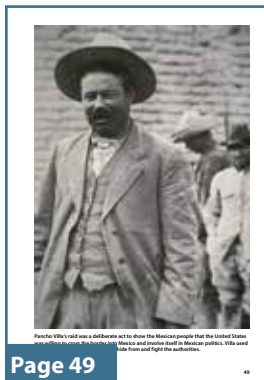
LITERAL—Why was Pancho Villa a military success?

- » He had extensive knowledge of the land and used guerilla tactics.

LITERAL—Why did Pancho Villa lead raids into the United States?

- » The United States supported the Mexican government that Villa opposed.

“Emiliano Zapata,” Pages 48–51



Page 49

Scaffold understanding as follows:

Have students read “Emiliano Zapata” on pages 48–51 with a partner.

CORE VOCABULARY—Point out the vocabulary term *commission* and the phrase “agricultural credit bank,” and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What was most important to Emiliano Zapata?

- » He believed that land reform was most important.

LITERAL—Who were the Zapatistas?

- » The Zapatistas were supporters of Emiliano Zapata.

LITERAL—What were some of Emiliano Zapata’s accomplishments?

- » He had created farm commissions to distribute land to the people and established Mexico’s first agricultural credit bank.

Unlike other leaders, Pancho Villa did support Zapata's plan. He and Zapata teamed up, promising to fight together until a government that was supportive of the people and of land reform was established.

During his time, Zapata's power grew until it extended throughout southern Mexico. Zapata and Villa's armies were strong enough to march into and occupy Mexico City in 1914. But they were not strong enough to take and hold on to power. Villa retreated to the north and Zapata to the south, where they continued to fight government forces.

Villa and Zapata had the successes they did because they fought for the causes of poor people—land, freedom, and justice. Many Mexicans saw them as fighting for the same things that had led Federico Hidalgo to start Mexico's first revolution more than a century earlier.

Like Villa, Zapata was disappointed when the United States supported the Mexican government he opposed. Zapata wanted people to know of the justice of the cause he was fighting for. That was why he was chosen by an article written by a U.S. official who had visited southern Mexico and had seen the Zapatistas (followers of Zapata) with his own eyes. The American wrote that compared with the disorganization of the Mexican national government, “the true social revolution could be found only among the Zapatistas.” When Zapata read these articles, he declared, “Now I can die in peace. Finally, they have done us justice.”

Shortly afterward, Zapata was tricked into meeting with the leaders of the army on the other side. The soldiers mistook Zapata into thinking that they would join him and support his reforms. Instead, they ambushed him at a hacienda in southern Mexico and killed him. However, Zapata had accomplished much. He had created farm commissions to distribute land to the people and established Mexico's first agricultural credit bank.

Vocabulary
commission, a group of people assigned to find information about something or control something
agricultural credit bank, a lending institution that provides loans to farmers

Page 50

“Toward Equality,” Page 51

Scaffold understanding as follows:

Have students read “Toward Equality” on page 51 independently.

After students read the text, ask the following questions:

LITERAL—What were the costs of the Mexican Revolution?

- » As many as two million Mexicans died in the fighting, and another million crossed the border into the United States.

His enemies regarded him as a pillaging bandit, but the indigenous people hailed him as a revolutionary reformer and hero.

Toward Equality

By 1920, a new government managed to establish law and order. But the costs of the Mexican Revolution of 1910 to 1920 were staggering. As many as two million Mexicans died in the fighting, and another million crossed the border into the United States. The Mexican Revolution is still the deadliest war ever fought on the American continent—more deadly even than the American Civil War.

The new government sought to heal the wounds caused by a decade of war. It convinced Pancho Villa to retire from revolutionary activity and settle on a ranch in northern Mexico. But Villa's enemies did not forget him. In 1923, he was shot to death by some of his political opponents.

Neither Villa nor Zapata lived to see all of their political wishes fulfilled, but they did help move Mexico closer to the goals of equality and justice for all. And the same of the two nation's greatest continues to this day. Both Villa and Zapata are celebrated in countless stories, legends, movies, and songs.

Page 51

INFERENTIAL—What does Pancho Villa’s death reveal about the aftermath of the Mexican Revolution?

- » Though Pancho Villa retired and the revolution was over, his assassination indicates the continued discontent among many people in Mexico with the outcome of the prolonged conflict.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What kinds of challenges did Mexico face after gaining its independence?”
- Invite a volunteer to post the image cards to the Timeline under the dates referencing the 1800s and 1900s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What kinds of challenges did Mexico face after gaining its independence?”
 - » Key points students should cite include: Mexico faced many challenges, including a series of caudillos, or strongmen in power, government corruption, and continued violent conflict across the country.
- Choose one of the Core Vocabulary words (*ambitious*, *toil*, *caudillo*, *rustler*, or *commission*) or phrases (“guerrilla tactics” or “agricultural credit bank”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Beloved Outlaws (RI.6.1, RI.6.2)

15 MIN

Activity Page



AP 4.1

Materials Needed: sufficient copies of Beloved Outlaws (AP 4.1)

Distribute copies of Beloved Outlaws (AP 4.1), and review the directions as a class. Students should work independently or with partners to identify which outlaw (or outlaws) each statement applies to. This activity may be assigned for homework.

Materials Needed: Large paper or poster board and assorted art supplies; Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the background video, Diego Rivera mural, and explanation of the Diego Rivera mural can be found:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting this activity with students, teachers should thoroughly familiarize themselves with the central lobe of the Diego Rivera mural *The History of Mexico*, as depicted and explained on the page “Mural: The History of Mexico, Palacio Nacional de Mexico.”

Show students the video *The Storm that Swept Mexico* to give them background in the Mexican Muralist movement. The video discusses the imagery and purpose of murals such as those created by Diego Rivera.

Direct students to the examples of these murals in the Student Reader, such as the mural depicting the *Grito de Dolores* by Juan O’Gorman on page 32 and the Diego Rivera mural on page 36. Explain that the Rivera image is from a much larger mural called *The History of Mexico*, which shows the history of Mexico from the age of the Aztecs up until Diego Rivera’s lifetime. The mural is located in Mexico’s National Palace.

The central lobe of Rivera’s mural focuses on the Mexican Revolution. This is the section that is reproduced in the Student Reader. Help students identify the following figures in the mural: Padre Miguel Hidalgo y Costilla, José María Morelos, Emiliano Zapata, Vicente Guerrero, and Agustín de Iturbide. Use the page “Mural: The History of Mexico, Palacio Nacional de Mexico” to help you interpret the mural for students.

Then ask students to work in small groups to make their own panels showing scenes from revolutionary Mexico. They may want to do additional research or make a number of sketches before they choose a scene. Ask students to include captions at the bottom of their panels to identify the people and events shown.

The Mexican-American War (RI.6.7)

90 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the History Channel Mexican-American War videos may be found:

www.coreknowledge.org/ckhg-online-resources

Note: This activity may be divided across two or more class periods.

Review with students the conflict between the United States and Mexico leading up to and during the Mexican-American War. Explain to students that this conflict was largely provoked by President James K. Polk. Tell students that they will be watching a series of six videos about the war between the United States and Mexico. Encourage students to take notes as they watch. Pause after each video segment to discuss the questions below.

Part 1 (9:21):

1. What was the main goal of “Mr. Polk’s War”?
 - » to expand the United States to the Pacific Ocean by taking territory from Mexico
2. Why do you think the producers of the show selected a host who is both an American and a Mexican citizen?
 - » Answers may vary. Possible response: There are two sides of the story to the Mexican-American War, and it makes sense to have someone who can represent both perspectives.
3. Why were American soldiers killed and captured after they crossed the Nueces River?
 - » Mexico considered the Nueces River to be the border with the United States; they considered soldiers south of the river to be invaders.
4. Who commanded the American military along the United States-Texas border?
 - » General Zachary Taylor
5. How much money did President Polk offer Mexico in exchange for its northern territories? How did the Mexican government respond to this offer?
 - » Polk offered Mexico \$30 million; the Mexican government refused the offer.
6. Why did the Mexican general refuse to accept Zachary Taylor’s armistice?
 - » Accepting the armistice would be acknowledgement that the American troops had a right to be on Mexican soil.

Part 2 (9:48)

1. What effect did Mexico’s decision to fire first have on the conflict?
 - » President Polk viewed Mexico’s actions as a sign of aggression and used it as justification to launch a full-scale war.

2. What advantage did the Americans have in battle?
 - » They had the advantage of “flying artillery,” or the ability to quickly move cannons during battle.
3. Why did President Polk offer to purchase Mexico’s territory a second time?
 - » Polk believed the Mexican government would rather sell their territory than continue fighting the United States.
4. Who was brought back to Mexico to lead the Mexican army?
 - » General Santa Anna

Part 3 (9:47)

1. How was Santa Anna able to build up his army?
 - » He was very popular and encouraged wealthy Mexicans to make donations.
2. What caused the spread of disease among troops?
 - » contaminated water
3. Why was Winfield Scott sent to take over for Zachary Taylor?
 - » Taylor was becoming too popular, and President Polk wanted to undermine his influence.
4. Why was the first day of battle disastrous for the Americans?
 - » The city they attacked was highly fortified and on a hill; the Americans were fighting uphill while the Mexicans were firing down upon them.
5. How did Zachary Taylor treat the enemy?
 - » He agreed to a eight-week armistice to allow the Mexicans to retreat and regroup; his treatment of them was humane and honorable.

Part 4 (9:36)

1. What changes occurred during the armistice?
 - » Winfield Scott replaced Zachary Taylor as commander and took two-thirds of Taylor’s forces, leaving him with just four thousand soldiers, most of whom were volunteers.
2. Where was Stephen W. Kearney sent and why?
 - » Kearney was sent to New Mexico to place Mexico’s northern territories under American control.

3. How did Kearney's experience in California compare to his experience in New Mexico?
 - » Kearney met with little resistance in New Mexico, however he faced violent conflict and resistance in California.
4. How many troops did Santa Anna have in his army?
 - » twenty thousand men

Part 5 (9:35)

1. Why did Zachary Taylor choose not to punish the volunteers? Do you agree with this decision? Why or why not?
 - » Punishing the volunteers would cost Zachary Taylor a hundred men whom he could not afford to lose from his already small fighting force; answers to the second question may vary.
2. What does Zachary Taylor's refusal to surrender say about his character?
 - » Taylor was a proud and determined man.
3. What prevented the Mexican army from securing a victory at the Battle of Buena Vista?
 - » Santa Anna and his troops were called away to put down a rebellion in the Mexican capital.
4. Why was Winfield Scott's attack on Veracruz considered significant?
 - » His attack began with the first amphibious landing in U.S. military history.

Part 6 (stop at 4:07)

1. How long did the bombardment of Veracruz last?
 - » three days and three nights
2. Why did the city of Veracruz surrender to Winfield Scott?
 - » The city had very few provisions left, including limited amounts of food and ammunition.
3. Why was the attack on Veracruz considered an international incident?
 - » Because it was an important port city, many non-Mexican civilians lived there, some of whom died in the attack.

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Pancho Villa Watch Fob | History Detectives* video may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students Pancho Villa's attacks across the United States-Mexico border. Explain to students that Villa's raid was a terrifying event for the people of Columbus, New Mexico. Share with students the *Pancho Villa Watch Fob | History Detectives* video. Encourage students to take notes as they watch. After finishing the video, pose the following discussion and analysis questions to the class:

1. How many men did Pancho Villa bring with him on his raid into New Mexico?
 - » four hundred men
2. Why is the watch fob considered significant?
 - » It is in the shape of New Mexico and includes an inscription detailing Pancho Villa's raid on the back.
3. Despite the presence of the military, why did Pancho Villa decide to target Columbus, New Mexico, for his raid?
 - » The cavalry camp there had horses and other supplies that Villa and his rebels needed.
4. Why does Eduardo Pagan, the history detective, visit the train museum? What types of sources do he and his fellow historian use, and why?
 - » Eduardo Pagan visits the train museum because the owner of the fob said his father worked at the railroad at the time of the raid. The historians use logbooks from the railroad to find the name of Mr. L.L. Burkhead.
5. Do you agree that the Villaistas should have been convicted without witnesses identifying who they were? Why or why not?
 - » Answers may vary. Possible response: No, they should not have been convicted without more evidence because some of them may have been innocent.
6. What evidence proves that the watch fob is authentic and that Deirdre's neighbor had been a witness to Pancho Villa's raid?
 - » The historians discover a newspaper article about the watch fob when it was first made; there are photos of the Burkhead family who lived in Columbus; and a government investigation document included an account from Mr. Burkhead about the event.

CHAPTER 5

Simón Bolívar the Liberator

The Big Question: What were the achievements and failures of Simón Bolívar?

Primary Focus Objectives

- ✓ Compare and contrast three South American liberators: Francisco de Miranda, Simón Bolívar, and José de San Martín. (RI.6.1, RI.6.2)
- ✓ Describe how Simón Bolívar and José de San Martín liberated South America from Spanish rule. (RI.6.1, RI.6.2)
- ✓ Explain why Simón Bolívar was not able to unite South America as one country. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *liberator*, *conspirator*, *archbishop*, *garrison*, and *artillery*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Simón Bolívar the Liberator”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 5.1

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Colonies in Latin America (AP 1.2)
- Display and individual student copies of Comparing Freedom Fighters (AP 5.1)
- Simón Bolívar movie trailer

Use this link to download the CKHG Online Resources for this unit, where the specific link to the movie trailer may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

liberator, n. a person who frees others from oppression (52)

Example: The indigenous people hailed their leader as a great liberator after he helped them win their freedom.

Variations: liberators

conspirator, n. a person who plans or participates with others in a crime (55)

Example: The conspirator met with others to plot their overthrow of the government.

Variations: conspirators

archbishop, n. a high-ranking official in the Catholic Church (57)

Example: The parishioners decorated the church in anticipation of the arrival of the archbishop.

Variations: archbishops

garrison, n. troops stationed in a town or fort for the purpose of defense (58)

Example: Each day, soldiers in the garrison stood watch atop the city walls, waiting for the enemy to arrive.

Variations: garrisons

artillery, n. large guns that are used to shoot across long distances (63)

Example: The rebels relied on artillery to shoot at their enemy without having to get too close.

THE CORE LESSON 70 MIN

Introduce “Simón Bolívar the Liberator”

5 MIN

Activity Page



AP 1.2



Begin the lesson by reviewing the events that occurred in Mexico after its independence, as well as the Chapter 3 and Chapter 4 Timeline Image Cards. Have students look at Colonies in Latin America (AP 1.2). Explain that the struggle for independence in South America lasted fifteen years. Ask them how they think the size and topography of South America might have contributed to the struggle lasting so long. (*The continent is very large. There are jungles and rainforests. The Andes are difficult to cross.*) Explain that this chapter discusses the independence movements in South America in greater detail. Tell students that they will learn about two of South America’s greatest leaders, Simón Bolívar and José de San Martín.

Call students’ attention to the Big Question. Tell students to look for the achievements and failures of Simón Bolívar as they read the text.

Note: Because of this chapter’s length, it is recommended that you divide the reading over two days. A suggested stopping point is indicated in the Guided Reading Supports.

Independent Reading of “Simón Bolívar the Liberator,” Part I

30 MIN

Activity Page



AP 5.1

Distribute Comparing Freedom Fighters (AP 5.1), and direct students to read Part I of the chapter independently, i.e., pages 52–60, stopping before the heading “Bolívar’s Daring Plan.” Tell students to take notes on Comparing

Freedom Fighters (AP 5.1) as they read. Remind them to leave room in the charts on their activity pages to add more information tomorrow.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word and name: Simón Bolívar, *liberator*, *Venezuela*, *rebellion*, *conspirators*, *deposed*, and *José Tomás Boves*. Have students repeat the pronunciation of each word.

SUPPORT—Call students' attention to the map on page 59, and point out the location and pronunciation of the *Llanos*, *Caracas*, *Bogotá*, and *Cúcuta* (pronunciation guides are on pages 58 and 59). Encourage students to refer to the map while they are reading.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for “Simón Bolívar the Liberator,” Part I 30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Marriage Ends in Tragedy,” Pages 52–54

Scaffold understanding as follows:

Read the first three paragraphs of “A Marriage Ends in Tragedy” on page 52 aloud.

CORE VOCABULARY—Point out the vocabulary term *liberator*, and explain its meaning.

 **SUPPORT**—Using World Map (AP 1.1) and Colonies in Latin America (AP 1.2), have students locate Venezuela.

Read the remainder of “A Marriage Ends in Tragedy” on page 54 aloud.

SUPPORT—Call attention to the image of Simón Bolívar on page 53. Invite a student to read the caption aloud. Have students briefly examine the portrait. What do they notice about the background behind Simón Bolívar? Do they think this is where Simón Bolívar was actually painted? Why might the artist have chosen this setting? Students should recognize that Bolívar is standing at the top of a mountain in a steep mountain range. They might identify the range as the Andes. They should recognize that this is artistic license—Bolívar did not pose at the top of a mountain. The pose and location are meant to show his importance.

Chapter 5
Simón Bolívar
the Liberator

A Marriage Ends in Tragedy Maria Teresa was dying, and all Simón Bolívar could do was stand by helplessly and watch. She was the love of his life. He had met her just two years before, in 1801, while they were both living in Madrid, Spain. They fell in love immediately and wanted to marry right away. Bolívar was only seventeen, however, and Maria Teresa's father insisted that they wait. But she did become his wife. Now, less than a year after their marriage, she lay dying.

The Big Question
What were the achievements and failures of Simón Bolívar?

In some ways, Bolívar must have blamed himself for her death. As soon as they married, Bolívar had brought Maria Teresa back to Venezuela, where he had been born and owned property. Soon after, Maria Teresa caught yellow fever and died. If only he had stayed in Spain, he thought, it would not have happened.

Vocabulary
liberator: a person who frees others from oppression

But if Bolívar had stayed in Spain, and if Maria Teresa had not died, the history of South America would have been much different. He would not have become the most famous and successful liberator of South America.

Page 52

Activity Pages



AP 1.1

AP 1.2



After you read the text, ask the following questions:

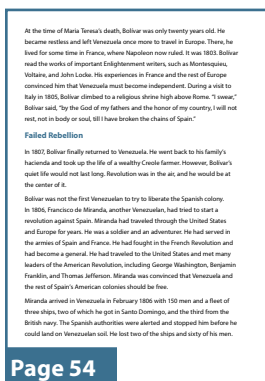
LITERAL—From what did Simón Bolívar’s wife die?

» She contracted yellow fever in Venezuela.

LITERAL—What effect did Maria Teresa’s death have on the independence movement in Venezuela?

» Simón Bolívar’s grief over his wife’s death led him to travel to Europe where he became familiar with the works of the Enlightenment writers. These experiences convinced him to become actively involved in politics and to eventually become a leader in Venezuela’s liberation movement.

“Failed Rebellion,” Pages 54–55



Scaffold understanding as follows:

Have students read “Failed Rebellion” on pages 54–55 independently.

SUPPORT—Call attention to the image of Francisco de Miranda on page 55. Invite a volunteer to read the caption aloud.

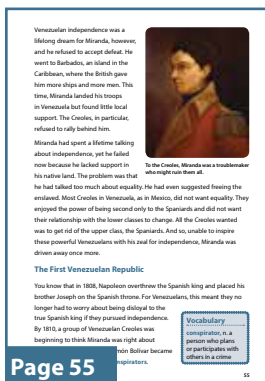
After students read the text, ask the following questions:

LITERAL—Who was the first person to try to liberate Venezuela, and was he or she successful?

» Francisco de Miranda was the first person to try to liberate Venezuela; he was unsuccessful.

LITERAL—Why did the Creoles refuse to rally behind Miranda?

» Most Creoles in Venezuela, as in Mexico, did not want equality. They enjoyed the power of being second only to the Spaniards and did not want their relationship with the lower classes to change.



“The First Venezuelan Republic,” Pages 55–57

Scaffold understanding as follows:

Read the first paragraph of “The First Venezuelan Republic” on page 55 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *conspirator* when it is encountered in the text. Help students connect this term with

The conspirators first threw out the highest-ranking Spanish officer in the colony who had been appointed by Napoleon's brother, Joseph. As a result, the conspirators could declare that they were acting not in loyalty to Ferdinand VII, the deposed Spanish king. Of course, they really intended to make Venezuela independent.

Bolívar was sent to get help from Great Britain. He failed to get any money, but he did convince Miranda to come back to Venezuela and lead the revolution. By this time, Miranda was sixty years old, an advanced age for someone at this time. Miranda still believed in his dream of South American independence. Despite his age, he was also an able and experienced military leader. This would be revolutionaries needed that experience to lead them in a fight against the Spanish army.

On July 5, 1811, the leaders of the rebellion declared Venezuela's independence and established what has become known as the First Republic. Meanwhile, the



Page 56

the Core Vocabulary term *conspiracy*, which they learned in Chapter 3 (a conspirator is someone who participates in a conspiracy).

Note: Students in Core Knowledge schools may also recall the term *conspirator* from the Grade 6 unit *Ancient Greece and Rome*.

Have students read the remainder of “The First Venezuelan Republic” on pages 56–57 with a partner.

SUPPORT—Call attention to the painting on page 56. Invite a volunteer to read the caption aloud.

After students read the text, ask the following questions:

INFERENTIAL—What effect did Napoleon Bonaparte have on the Venezuelan independence movement?

- » By removing the Spanish king from power and putting his own brother Joseph on the throne, Napoleon prompted many Venezuelans to rebel, because they no longer had to worry about being disloyal to the true Spanish king.

LITERAL—What is a royalist?

- » A royalist is a person who supports the rule of a king or queen.

LITERAL—How would you describe the relationship between Francisco de Miranda and Simón Bolívar?

- » Their relationship was rocky; the two men had divergent views and different support bases, which caused conflict between them.

“The Earth Shakes,” Pages 57–58

Spanish forces in Venezuela were organizing. In addition, many Venezuelan Creoles still opposed independence. Together, the Spanish troops and royalists fought back against the rebels. Royalists were people who supported the king and opposed independence.

The revolutionary army gained important victories, but there was no overwhelming support for the new government. At the same time, Bolívar and Miranda began to argue. Bolívar's supporters were Creoles. Miranda's strength came from the mestizos and the indigenous people. The two men had different views. Most important, perhaps, they were both strong-willed and proud, and each wanted the glory and the power of being Venezuela's leader. While the royalists gained strength, the quarrel between Miranda and Bolívar deepened. The problems within the revolutionary movement were matched by uncertainty among the people. They were unsure of whom to support, the republicans or the royalists. Soon, an unexpected event gave them their answer.

The Earth Shakes

March 26, 1812, was an extraordinarily hot day, even for steamy Venezuela. Except for a pattering of rain, all was unusually quiet. Suddenly, the earth began to shake violently. A low rumble broke the silence as houses and buildings cracked and then collapsed. The screams of trapped and injured people pierced the air.

A huge earthquake had struck Venezuela. Caracas, the capital, and other areas under rebel control were hit the hardest. Nearly twenty thousand people were killed, including most of the rebel soldiers in Caracas. The capital and several other cities were nearly flattened, but the royalist-controlled towns were spared. The archbishop of Caracas, who was a royalist, preached that the earthquake was a message that God was on the side of the royalists. The royalists that followed, indeed.

Page 57

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of “The Earth Shakes” on page 57 aloud.

CORE VOCABULARY—Point out the vocabulary term *archbishop*, and explain its meaning.

SUPPORT—Using the map of New Granada and Venezuela in the Early 1800s on page 59, have students locate the city of Caracas.

Invite a volunteer to read the remaining paragraph of “The Earth Shakes” on page 58 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What effect did the earthquake have on Venezuela's independence movement?

- » The earthquake devastated towns where rebels were living, but cities controlled by royalists were spared. The archbishop of Caracas preached that this was a sign from God that the rebellion was wrong, thus further eroding support for the revolution.

LITERAL—What happened to Simón Bolívar and Francisco de Miranda after the earthquake?

- » Bolívar turned Miranda over to the Spanish for his perceived disloyalty to the rebel cause; Miranda died four years later in a Spanish prison. Bolívar, on the other hand, was allowed to leave Venezuela with his supporters.

“War to the Death,” Pages 58–60

Scaffold understanding as follows:

Read the first paragraph of “War to the Death” on page 58 aloud.



SUPPORT—Call attention to the pronunciation guide for *Bogotá*.

Encourage students to correctly pronounce the name. Using the map of New Granada and Venezuela in the Early 1800s on page 59, have students locate the city.

CORE VOCABULARY—Point out the vocabulary term *garrison*, and explain its meaning.

Have students read the remainder of “War to the Death” on pages 58–60 with a partner.

SUPPORT—Call attention to the pronunciation guides for *Llanos*, *llaneros*, and *José Tomás Boves*. Encourage students to correctly pronounce the names.



SUPPORT—Using the map of New Granada and Venezuela in the Early 1800s on page 59, have students locate the Andes Mountains, Llanos, and the Orinoco River. Call attention to the photos of the Andes Mountains and the Orinoco River on pages 60 and 61. Explain that these geographic features had a significant impact on the conflict in Venezuela.

After students read the text, ask the following questions:

LITERAL—Why were many Venezuelans forced to choose a side in the revolution?

- » Failure to choose a side may have meant they could be mistaken for the enemy.

Miranda tried to negotiate with the Spanish authorities to let the rebels leave the country, but Bolívar and some of the other young officers claimed he was being disloyal. They turned him over to the Spanish. Miranda died four years later in a Spanish prison. Meanwhile, the Spanish officials let Bolívar and his allies leave the country.

War to the Death

Bolívar had to flee Venezuela, but he was not through fighting. He went to New Granada, the colony next to Venezuela. Rebels in the capital, Bogotá (boh'goh'tah), had declared independence in 1811. Bolívar joined the rebels of New Granada. He was given command of a troop of soldiers at a place called Casota (kash'oh'tah), near the Venezuelan border. He defeated the Spanish garrisons there and earned a promotion to general in the rebel army.

Bolívar then convinced the leaders of New Granada to let him lead an army to liberate Venezuela. He met little resistance at first, but soon the fighting became brutal. Spanish commanders often executed the rebels they captured. Finally, Bolívar proclaimed: “Those executioners who call themselves our enemies have broken international law. . . . But the victims will be avenged [and] these executioners exterminated. . . . Our hatred knows no bounds, and the war shall be to the death!”

The fight became bloodier. Both sides committed acts of terror and cruelty. But Bolívar's declaration of “war to the death” called the rebels. Venezuelans could no longer remain undecided about the war around them. They had to make up their minds, “Am I for independence, or am I for Spain?” Those who failed to choose a side could be mistaken for the enemy. Many joined the revolution.

Fuller was killed in a battle through Venezuela. He won major battles.

Page 58

New Granada and Venezuela in the Early 1800s

The territory of New Granada would become the present-day countries of Panama, Colombia, and Ecuador.

Venezuelans regarded Bolívar as a hero. That is when people first began calling him “The Liberator.”

Bolívar had earned a quick victory, but the war was far from over. And it became even bloodier and crueler than it had been before.

The Andes Mountains form a high barrier on the western edge of South America bordering the Pacific Ocean. To the north lie vast plains called the Llanos (yah'lah'nohs). The Orinoco River, one of South America's largest rivers, flows through the Llanos.

The Llanos were divided into huge ranches. Cowboys, called llaneros (yah'lah'nohs), tended the cattle. These llaneros organized a formidable army that supported the royalists. They were master horsemen, armed with long poles with knives strapped to the end. Their leader, José Tomás Boves (yah'lah'bohs), was a Spaniard, and he may have been the leader in any of the wars for independence.

Page 59



EVALUATIVE—How would you describe José Tomás Boves?

» He was incredibly cruel and bloodthirsty.

LITERAL—What led King Ferdinand VII to send troops to Venezuela?

» He was reinstated on the Spanish throne and decided to send an army to South America to reclaim his empire.

Note: End of Part 1 of Chapter 5. Stop here, and continue with the remainder of the chapter the next day.

Independent Reading of “Simón Bolívar the Liberator,” Part II 35 MIN

Activity Page



AP 5.1

Ask students to take out Comparing Freedom Fighters (AP 5.1), and review the content that students read independently in Part I of the chapter, i.e., pages 52–60, by discussing the notes they made while reading.

Now direct students to read Part II of the chapter independently, i.e., pages 60–67, again taking notes on Comparing Freedom Fighters (AP 5.1) as they read. When students have finished taking notes, have them answer the question at the bottom of the activity page.

Note: José de San Martín is discussed in greater detail in Chapter 6. You may wish to ask students to add more details to the activity page as they read Chapter 6 and then answer the question after they complete that chapter.

Tell students that if they finish reading the chapter before their classmates, they should begin to write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following names on the board or chart paper, pronounce and then briefly explain who they were: *Pétion* and *José Antonio Sucre*. Have students repeat the pronunciation of each word.

SUPPORT—Call students’ attention to the pronunciation guides for *Ecuador* and *Quito* (page 9), *Angostura* (page 61), *Boyacá* (page 63), *Lima* and *Guayaquil* (page 64), and *Ayacucho* and *Bolivia* (page 66). Use the map on page 62 to call attention to the locations of the *Orinoco River*, *Angostura*, *Boyacá*, *Carabobo*, *Lima*, *Quito*, *Guayaquil*, and *Ayacucho*. Encourage students to refer to the map while they are reading about each of these places.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Bolívar’s Daring Plan,” Pages 60–62



Scaffold understanding as follows:

Read the first paragraph of “Bolívar’s Daring Plan” on pages 60–61 aloud.

SUPPORT—Call attention to the pronunciation guide for *Pétion*.

Encourage students to correctly pronounce the name.

Continue reading the remainder of “Bolívar’s Daring Plan” on pages 61–62 aloud.

SUPPORT—Encourage students to locate each of the battle locations on the map on page 62, Battles for South American Independence, 1817–1825, as you read the text.

SUPPORT—Call attention to the pronunciation guide for *Angostura*.

Encourage students to correctly pronounce the name.

After you read the text, ask the following questions:

LITERAL—When the rebels were again defeated, why did Bolívar choose to escape to Haiti?

- » Haiti had recently won its freedom, so Bolívar knew he would be well received there and might get some help to try once again to defeat the Spanish.

LITERAL—What did Bolívar promise Pétion in exchange for his support?

- » First, Bolívar promised to recognize Haiti’s government once he established his own government in South America. Second, Bolívar promised to free all enslaved people.

EVALUATIVE—Why do you think it was important to Pétion to make the freedom of enslaved people a condition of his support?

- » Pétion was once enslaved, and likely wanted to make sure that the institution came to an end in as many places as possible.

LITERAL—Which groups joined Bolívar’s forces?

- » The llaneros and four thousand British troops joined Bolívar.

"On to Bogotá!" Pages 62–64

Scaffold understanding as follows:

Have students read "On to Bogotá!" on pages 62–64 independently.

SUPPORT—Encourage students to locate each of the battle locations on the map on page 62, Battles for South American Independence, 1817–1825, as they read the text.

CORE VOCABULARY—Point out the vocabulary term *artillery*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Why did Bolívar decide to attack Bogotá?

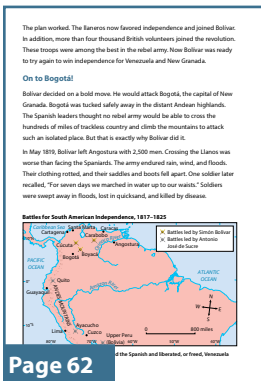
- » The city of Bogotá was tucked away in the mountains and difficult to access, so the Spanish did not anticipate an attack.

LITERAL—What challenges did the rebels face on their march to Bogotá?

- » They experienced floods, quicksand, disease, and all of the horses died.

LITERAL—Why was the battle of Boyacá important?

- » Bolívar's forces defeated the main Spanish army and then took Bogotá with little resistance.



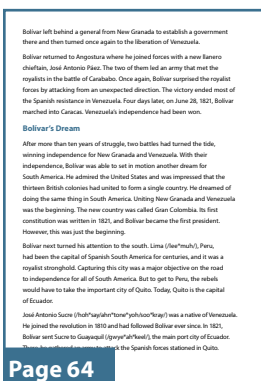
"Bolívar's Dream," Pages 64–66

Scaffold understanding as follows:

Have students read "Bolívar's Dream" on pages 64–66 with a partner.

SUPPORT—Call attention to the pronunciation guides for *Lima*, *Quito* (see page 9), *José Antonio Sucre*, *Guayaquil*, *Ayacucho*, and *Bolivia*. Encourage students to correctly pronounce the names.

SUPPORT—Call attention to the portraits on page 65. Invite volunteers to read the captions aloud. Ask students to compare the two portraits. What similarities do they recognize? What differences are there? How are both of the men portrayed in the portraits, and why? (Possible responses: Both men are pictured on horseback and with troops. Sucre and his men appear in the middle of a battle, while San Martín and his men seem to be marching through the Andes. In both cases, the men are portrayed as leaders. Both are reaching forward, which suggests they moved their people forward.)



Sucre's army met the Spanish forces on May 24, 1822. The Spanish were defeated, and Ecuador was liberated. Now only Peru remained to be liberated. However, another liberator was already there!

José de San Martín had been fighting since 1813 to liberate southern South America. By 1821, his army had reached Lima. Although San Martín declared independence for Peru, his army was not strong enough to beat the large Spanish forces that remained in mountain fortresses.

San Martín and Bolívar met in Guayaquil in July 1822. San Martín wanted Bolívar's help in liberating Peru. No one knows for sure what was said at the meeting. Afterwards, however, San Martín took most of his army and marched to Chile—leaving behind some soldiers to help liberate Peru.

Bolívar went to Lima in 1824 and fought the Battle of Ayacucho.



José de San Martín was a brave and experienced soldier.



José de San Martín fought for many years to remove the Spanish from southern South America.

Page 65

something was different. The Peruvians did not trust him. He was a Venezuelan, and he was the president of Gran Colombia. No one in Lima wanted Peru to become a part of Gran Colombia.

Bolívar feared that, if he left the city to pursue the Spanish army, the people of Lima would turn against him. As a result, he asked Sucre to once again lead the liberation army. Sucre's forces met and defeated the Spanish army near the city of Ayacucho (ah'ya'koo'choo) on December 9, 1824. Peru was finally freed from Spanish rule.

With the liberation of Peru, only one area called Upper Peru remained under Spanish control. By this time, Bolívar believed that Lima was safely under his control. He handed over the command to Sucre, who freed upper Peru in 1825. This victory completed the liberation of South America. The leaders of Upper Peru wanted their homeland to become independent. They named the new country Bolivia (boh'lee'wah'lee), in honor of Bolívar, the liberator. He wrote a constitution for the country, and Sucre became its first president.



By surrendering to Sucre's forces, this action is ending.

Page 66

After students read the text, ask the following questions:

LITERAL—How long did it take for New Granada and Venezuela to win their independence?

» It took them ten years.

LITERAL—What inspired Bolívar to establish Gran Colombia?

» Bolívar was inspired by the American colonies that went on to form the United States; Bolívar believed he could do something similar in South America and create a union of smaller states to form a larger country.

LITERAL—Why did Bolívar want to capture Lima?

» Lima was a longtime Spanish capital in South America and a stronghold for royalists; he believed that capturing Lima would liberate Peru.

EVALUATIVE—Why did the Peruvians distrust Bolívar? If you were a Peruvian at the time, would you have responded to Bolívar in the same way? Why or why not?

» Answers may vary, but possible responses may include: The Peruvians distrusted Bolívar because he was a Venezuelan. They also did not wish to become a part of Gran Colombia. I would have responded in a similar way because Bolívar wanted to cast off Spanish rule in Peru and replace it with his own rule.

LITERAL—For whom was the country of Bolivia named?

» Bolivia was named in honor of Simón Bolívar.

“The End of Bolívar’s Dream,” Page 67

The End of Bolívar's Dream

Bolívar had brought liberty to much of South America. He had really hoped to achieve a united South America. Nevertheless, he had achieved a great deal. But then, in his moment of triumph, things turned against him.

Following his victory in Bolivia, Bolívar returned to Lima and found the Peruvians plotting against him. Bolívar had already established itself as an independent nation, and now Peru wanted to be independent as well. Back in Gran Colombia, conflicts were also arising. Bolívar hurried back to try to calm the storms that were raging there. He faced rebellions in Venezuela and unhappiness in Colombia. On top of all this, Bolívar was sick.

Bolívar proved to be a better general than he was a president. Bolívar's rule in Gran Colombia was too harsh, and he was resented by many of his former supporters. Finally, in 1830, Gran Colombia broke up into the three countries of Venezuela, Colombia, and Ecuador. Bolívar's dream of a united South America had failed.

Bolívar, now death and discouraged, resigned as president and left Bogotá for the coastal city of Santa Marta where he planned to take a ship to Europe. When he got to Santa Marta, he discovered that his old friend General Sucre had been killed by political rivals. Bolívar was heartbroken. He canceled his trip and went to stay with a friend. He died there in December 1830.

At the end, when it was clear that South America would never be united, Bolívar was very disappointed. His reported last words show the sting of rejection he felt. “Let us go!” he whispered with his last breath. “Let us go—the people do not want us in this land!”

Page 67

Scaffold understanding as follows:

Have students read “The End of Bolívar’s Dream” on page 67 independently.

After students read the text, ask the following questions:

LITERAL—What challenges did Bolívar face after his victory in Bolivia?

» The Peruvians in Lima were plotting against him, there were conflicts in Gran Colombia, including an uprising in Venezuela, and he was ill.

LITERAL—Which present-day countries did Gran Colombia break up to form?

» Gran Colombia broke up into the countries of Venezuela, Colombia, and Ecuador.

EVALUATIVE—Do you think that Bolívar was successful? Why or why not?

- » Answers may vary. Possible response: Bolívar was successful. Even though he did not achieve his vision of Gran Colombia, he played an important role in liberating South America from Spanish rule.

As a conclusion to the chapter, share with students the two-minute movie trailer about Simón Bolívar.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If students have been reading the chapter independently, call the whole class back together to view the brief video clip, complete the Timeline, and work on the Check for Understanding as a group.

Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the achievements and failures of Simón Bolívar?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the achievements and failures of Simón Bolívar?”
 - » Key points students should cite include: Bolívar succeeded in liberating South America from Spanish rule. His failures included an inability to lead, the dissolution of Gran Colombia, and numerous conspiracies and uprisings following liberation.
- Choose one of the Core Vocabulary words (*liberator*, *conspirator*, *archbishop*, *garrison*, or *artillery*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Comparing Freedom Fighters (AP 5.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

Bolívar's Proclamation (RI.6.4)

20 MIN

Activity Page



AP 5.2

Materials Needed: sufficient copies of Bolívar's Proclamation (AP 5.2)

Distribute copies of Bolívar's Proclamation (AP 5.2). Review the directions with students. Students may work independently or with partners to complete the activity. You may choose to read the excerpted text as a class and model the first set of matching definitions as a class. This activity may be assigned for homework.

CHAPTER 6

Revolution in the South

The Big Question: What successes did José de San Martín achieve as a military leader?

Primary Focus Objectives

- ✓ Explain how the people of Buenos Aires defeated the British and later forced the Spanish viceroy into exile. (RI.6.1, RI.6.2)
- ✓ Explain the importance of José de San Martín to the southern South American independence movement. (RI.6.1, RI.6.2)
- ✓ Describe how José de San Martín helped Argentina, Chile, and Peru fight for independence. (RI.6.1, RI.6.2)
- ✓ Identify the contributions of Bernardo O'Higgins. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *viceroy*, *treasury*, *militia*, *bluff*, and *pension*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "Revolution in the South":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 5.1

AP 6.1

- Display and individual student copies of Colonies in Latin America (AP 1.2)
- Individual student copies of Comparing Freedom Fighters (AP 5.1)
- Display and individual student copies of Map of Río de la Plata (AP 6.1)

Core Vocabulary (Student Reader page numbers listed below)

viceroy, n. a person who rules a colony on behalf of a king or queen (68)

Example: The king charged his viceroy with maintaining order and keeping the peace in New Spain.

Variations: viceroys

treasury, n. a place where the money and other riches of a government are kept (68)

Example: The government kept all of the taxes collected from citizens in the treasury.

Variations: treasuries

militia, n. a group of armed citizens prepared for military service at any time (70)

Example: The rebel leader traveled from village to village, raising his militia to fight against the Spanish.

Variations: militias

bluff, n. a cliff; a landform with steep and flat walls, usually along the edge of water (75)

Example: The soldier stood at the edge of the bluff, gazing out at the ocean below.

Variations: bluffs

pension, n. a set amount of money paid by a company or the government to a person who is retired, or no longer working (77)

Example: After years of service, the military offered a pension to the general.

Variations: pensions

THE CORE LESSON 35 MIN

Introduce “Revolution in the South”

5 MIN

Begin the lesson by reviewing the events that occurred during Venezuela’s fight for independence, including the roles of Simón Bolívar and José de San Martín, as well as the Chapter 5 Timeline Image Cards. Explain to students that in this chapter, they will learn about the southern colonies in South America, as well as about the return of José de San Martín.

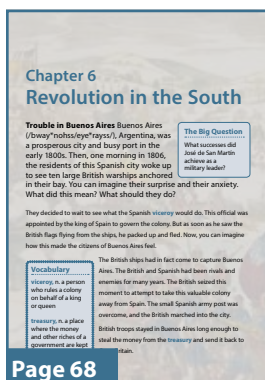
Call students’ attention to the Big Question. Tell students to look for José de San Martín’s successes as they read the text.

Guided Reading Supports for “Revolution in the South”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Trouble in Buenos Aires,” Pages 68–71



Scaffold understanding as follows:

Read the first five paragraphs of “Trouble in Buenos Aires” on pages 68–70 aloud.

SUPPORT—Call attention to the pronunciation guides for *Buenos Aires* and *Santiago de Liniers*. Encourage students to correctly pronounce the names.

CORE VOCABULARY—Pause to explain the vocabulary terms *viceroy*, *treasury*, and *militia* when they are encountered in the text.

Activity Page



AP 6.1



Page 69

Within two months, the people of the area organized a militia to resist the British invasion. The leader was Santiago de Liniers (sah-tyahg-ee-oh-lee-ay-ners), the commander of the Spanish fleet that had been away when the British first arrived.

The militia was an army made up largely of Creoles who lived near Buenos Aires. There were about eight thousand militia members along with one thousand regular Spanish soldiers from Montevideo. Montevideo is on the opposite side of the Río (River) de la Plata from Buenos Aires and is today the capital of Uruguay.

The militia soon drove off the British troops and the British fleet. The cabildo, or city council, of Buenos Aires then refused to let the old viceroy have his position back. Instead, they elected Santiago de Liniers as the new viceroy. This was a revolutionary act, because only the king had the right to appoint a viceroy. Soon Great Britain sent a larger fleet with twelve thousand men to retake the city. This time, the citizens were ready. They fought bravely and defeated the larger and better-trained British force. Everyone helped drive off the enemy. Even those who could not fight helped by bringing food and water to the men who were fighting and by tending the wounds of those injured in battle.

After the British sailed off, the citizens of Buenos Aires began wondering why they needed the Spanish government at all. Hadn't they defended themselves? Couldn't they govern themselves?

Page 70

Stochastichy
militia, is a group of armed citizens prepared for military service at any time

Stochastichy
Santiago de Liniers was chosen to lead the revolution against the British.

Note: Students in Core Knowledge schools may recall the term *treasury* from the Grade 6 unit *Ancient Greece and Rome*. They may recall the term *militia* from the Grade 4 unit *The American Revolution*.



SUPPORT—Have students locate the city of Buenos Aires using Map of Río de la Plata (AP 6.1). Explain that Buenos Aires was capital of the region once known as Río de la Plata and is now the capital of the country of Argentina.

Have students read the remainder of the section on pages 70–71 with a partner.

After students finish reading the text, ask the following questions:

LITERAL—How were the people of Buenos Aires able to defeat the large and well-equipped British force in 1806?

- » They had organized a militia, they fought bravely, and all the citizens of Buenos Aires helped in any way they could.

LITERAL—Why was the appointment of Santiago de Liniers considered revolutionary at the time?

- » At the time, only the king could choose viceroys, not the people.

INFERENTIAL—How do you think the people of Buenos Aires felt after the king sent a permanent viceroy to replace Santiago de Liniers?

- » Answers may vary. Possible response: They were likely upset because the replacement viceroy began enforcing the old trade rules, which cost the people of Buenos Aires money.

“Independence in Río de la Plata,” Pages 71–72

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of “Independence in Río de la Plata” on page 71 aloud.

SUPPORT—Remind students that Napoleon’s decision to put his brother Joseph on the Spanish throne had consequences in other parts of Latin America, too.

Invite volunteers to read the remainder of “Independence in Río de la Plata” on pages 71–72 aloud.

SUPPORT—Call attention to the pronunciation guide for *Mariano Moreno*. Encourage students to correctly pronounce the name.



SUPPORT—Have students locate the present-day countries of Argentina, Uruguay, Paraguay, and Bolivia on Map of Río de la Plata (AP 6.1).

Activity Page



AP 6.1



Page 71

Santiago de Liniers the temporary viceroy. Liniers understood how important trade was to the people of Buenos Aires. He allowed British ships to come into the port and trade. People began to make money, and everyone was happy. But Liniers was only the temporary viceroy. After a few months, the king sent a permanent viceroy. The new viceroy began enforcing the old trade rules. Now the British ships could not trade legally, and people made less money and had less to spend.

Independence in Río de la Plata

As you know, events in Europe had a big effect on the politics of the South American colonies beginning in 1803. By that time, Napoleon Bonaparte had conquered Spain and replaced the king with his brother Joseph Bonaparte. The people of Buenos Aires were unhappy with the new viceroy and his policies, and now they had lost their king. They met to decide what to do.

A Creole lawyer named Mariano Moreno (mah-ree-oh-noh-mah-noh) became a leader of the cabildo. He was a man of great energy who had the courage to voice his opinions. He convinced the city council to remove the king's viceroy and send him into exile. Moreno and the cabildo wanted Río de la Plata to be independent. Río de la Plata included the present-day countries of Argentina, Uruguay, Paraguay, and Bolivia. Buenos Aires was the capital of Río de la Plata. The people of Buenos Aires knew they could run their own affairs after having twice defeated the invading British forces. The strong leadership of

Page 71

Stochastichy
Mariano Moreno was a strong leader who spoke out against Spanish rule in Argentina.

After volunteers read the text, ask the following questions:

LITERAL—What did Mariano Moreno convince the cabildo to do?

- » He convinced the city council to remove the king's viceroy and send him into exile.

LITERAL—What two things convinced the cabildo of Buenos Aires to force the king's viceroy into exile?

- » They didn't like the policies of the viceroy, and the Spanish king had been replaced by Joseph Bonaparte.

LITERAL—Why did leaders in Uruguay and Paraguay refuse to accept the rule of people in Buenos Aires?

- » They were worried about being dominated by the capital, now that the Spanish were no longer in charge.

“José de San Martín Returns,” Pages 72–73

Scaffold understanding as follows:

Have students read “José de San Martín Returns” on pages 72–73 independently. Encourage them to add information about San Martín to their Comparing Freedom Fighters (AP 5.1) activity page and then finish answering the question at the bottom of the activity page.

SUPPORT—Call attention to the pronunciation guide for *Maria de los Remedios*. Encourage students to correctly pronounce the name.

After students read the text, ask the following questions:

LITERAL—How did San Martín's early life prepare him to be a revolutionary leader?

- » He was educated in Spain and trained as an army officer; he fought in several wars in Europe.

LITERAL—Which country did San Martín argue should be liberated first by the revolutionaries?

- » He argued that they should first liberate Chile, then they would be able to progress to Lima, Peru, by sea.


Unfortunately, Moreno died in 1811. Though Río de la Plata still was not independent, the cabildo of Buenos Aires ruled without interference from Spain. However, people in other parts of Río de la Plata began to worry about being dominated by the capital. Uruguay and Paraguay had local leaders who refused to accept the rule of Buenos Aires. Upper Peru, which would become Bolivia, was still under Spanish rule. Other provinces were also uneasy and threatened to establish their own government. Buenos Aires was busy trying to keep them under its control.

José de San Martín Returns

José de San Martín would become the main leader of the revolution in southern South America. San Martín, a Creole, was especially suited to his role. He was born to Spanish parents in a small town about five hundred miles north of Buenos Aires. His father was a soldier and an administrator on the Río de la Plata frontier. When San Martín was six years old, his father took his family back to Spain.

San Martín went to school in Spain and became an officer in the Spanish army. He was a loyal and capable officer. He fought in several wars, including the war against France when Napoleon invaded Spain. Then, in 1811, he retired from the army, and the next year he returned to Río de la Plata.

This must have been a difficult decision for San Martín. He was at the height of his career as a military officer. He was respected by both Spain and his king and he had already shown great leadership to



of to

Page 72

Activity Page



AP 5.1

turn his back on all of this. Many years later, San Martín explained that he gave up his career because Río de la Plata needed him. He had not been there since he was six years old, but it drew him like a magnet.

After leaving the Spanish army, San Martín went first to London. There, he met Francisco de Miranda and other revolutionaries. You may remember that Miranda had also been a soldier. The two men must have compared their experiences fighting in different wars. No other Latin American revolutionary leaders had as much military experience as they did. Then, in January 1812, San Martín left for South America.

In September of the year, San Martín married María de los Remedios (meh'-ree'-mah'-deh'-losh'-ee'-mah'-dee'-ah'-ee), the young daughter of a Spanish merchant in Buenos Aires. Although newly married, San Martín would spend most of the next two years away from home.

María de los Remedios's new husband and the other revolutionaries faced many problems. The leaders in Buenos Aires had hoped to go through Upper Peru to get to Lima, Peru, the capital of Spanish power in South America. But Spain had large armies in those colonies, so leaders could not be easy to win. Chile had declared independence in 1810, but Spain had defeated the rebels and held power in the capital, Santiago.

San Martín argued that Río de la Plata's troops should liberate Chile first. Then they could go by sea to Lima. This would be better than attacking Upper Peru and facing the strong Spanish forces there. Because San Martín had more military experience than any of the other leaders, they followed his advice.

Independence Comes to Chile


San Martín planned his campaign carefully. It started with a trick: he pretended to be sick. That was his excuse for being sent as governor to the province of Cuyo (koo'-yoo'). It appeared to be a useful job where he could recover. Actually, he used a key to routes through the Andes, he promised getting troops ready to invade Chile.

Page 73

“Independence Comes to Chile,” Pages 73–76

Scaffold understanding as follows:

Have students read “Independence Comes to Chile” on pages 73–76 with a partner.

 **SUPPORT**—Call attention to the pronunciation guides for *Cuyo*, *Pehuenche*, *Mendoza*, and *Aconcagua*. Encourage students to correctly pronounce the names. Have students locate each place on Map of Río de la Plata (AP 6.1).

CORE VOCABULARY—Point out the vocabulary term *bluff*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—How long did San Martín prepare for his invasion of Chile?

» He prepared for two years.

LITERAL—Why did San Martín’s army cross the highest pass of the Andes to invade Chile?

» They wanted to surprise the Spanish.

LITERAL—Whom did San Martín name as governor of Chile?

» He named Bernardo O’Higgins.

He thought he could surprise the Spanish army by going over the highest part of the mountains. No one would expect an attack from there.

San Martín worked hard to make sure his plan would succeed. He sent spies to Chile to discover where the Spanish army camps were and how many soldiers they had. In addition to hearing more about the Spanish army, the spies planted false rumors about possible rebellions and encouraged support from Chilean patriots.

Then San Martín did the clearest thing of all. He invited a group of Pehuenche (pay-wen-chee) people, who lived near a low pass in the Andes, to a meeting. He gave them gifts and asked for permission to cross their territory into Chile. This would have been the easiest way to go over the Andes. After all the secrets, why did San Martín act so quietly? Because the clever general knew the Pehuenche would tell the Spanish officials about the meeting. This would make the Spanish expect an invasion from the south. But San Martín had other ideas. He would cross the Andes over the highest pass and attack from the east.



By crossing the Andes over the highest pass, San Martín's army was truly remarkable.

Page 74

Activity Page



AP 6.1

Finally, on January 18, 1817, San Martín's army left Mendoza (men-sah-wen-sah), the capital of Cuyo. The army had nearly four thousand soldiers and one thousand men to carry ammunition and food. In addition, it had 10,000 mules, 1,000 horses, and 700 head of cattle. Cargoes were carried in pieces on carts, but they actually had to be hauled by hand much of the way. What these troops did rank as one of the great military accomplishments in history.

San Martín's army crossed the Andes in the shadow of 22,800-foot-high Mount Aconcagua (ah-kun-ka-gwah), the highest mountain in the Americas. They passed through narrow canyons, along steep bluffs, and through passes that were twelve thousand feet above sea level. By the time the army reached Chile on the western side of the mountains, they had only 4,000 mules and 511 horses left, and all were in bad shape. Nevertheless, San Martín's army had crossed the Andes in only twenty-one days. And they were well armed and had enough supplies to continue the attack.

The daring gamble paid off. The Spanish leaders knew an attack was coming, but they were not sure where it would be. They divided up their army to cover different routes. But they never expected an army could cross the Andes as San Martín's forces had done. San Martín surprised and defeated a large Spanish army in a battle south of Santiago near a place called Chacabuco. San Martín's army captured six hundred Spanish soldiers along with all their artillery and supplies. The road to Santiago was open, and San Martín marched into the city along with a Chilean, one Bernardo O'Higgins, who had commanded a division in the battle of Chacabuco. Bernardo O'Higgins was named governor of Chile. Spanish resistance continued for more than a year, with O'Higgins and San Martín leading the Chilean forces. Chile declared its independence on February 12, 1818, and fighting continued for another two months before the last Spanish soldiers left the land.

Page 75

75



Bernardo O'Higgins joined San Martín in the fight against the Spanish. He was of Spanish and Irish ancestry. There was significant Irish migration to Latin America as Irish immigrants were generally Catholic, and for a time, were the religious minority in the United States.

Failure in Peru

Now, San Martín faced his greatest challenge. The way was clear for an attack on Peru, where Spain had its strongest forces. San Martín assembled a fleet. In August 1820, he sailed to southern Peru with an army of more than four thousand. Awaiting him was a Spanish army of twenty-three thousand men. San Martín knew he could not defeat the larger Spanish force in battle. He hoped the Peruvians would revolt against Spain and that



On 20, 1820, San Martín and his forces arrived

Page 76

“Failure in Peru,” Pages 76–77

Spanish soldiers did desert, but the Peruvians did not rise up in rebellion. Still, San Martín was able to move his army to Lima.

With the protection of San Martín's army, Peru declared independence on July 28, 1821. San Martín could protect Lima, but he knew his army was not strong enough to defeat the Spanish forces elsewhere in the country. But all was not yet lost to San Martín. As you know, Simón Bolívar was at the same time helping to liberate Peru. San Martín called to Guayaquil in July 1822 to meet with Bolívar. He hoped that together they could defeat the Spanish and bring independence to Peru.

You know, however, that the meeting did not go as San Martín had hoped. San Martín left Guayaquil a disappointed man. He immediately returned to Lima, resigned as the city's protector, and took his army back to Chile. Bolívar and José Antonio Sucre completed the struggle for Peruvian independence.

San Martín went back to Montevideo, where he had a small farm. There, news of yet another tragedy reached him. He learned in 1823 that his wife had died in Buenos Aires. He returned to that city, but his enemies controlled the government. San Martín knew he could have no role in the new government, so he took his young daughter and sailed for Europe. San Martín had gained nothing from his years of work. He had no money. The countries he freed did not even offer him a pension until long after he had left. He visited France and Great Britain and lived for several years in Brussels, Belgium. In 1838 he moved to a small town in France, where he died in 1850.

San Martín, like Bolívar, had hoped to unite all of Spain's South American provinces. In the end, neither of these great heroes of independence realized this dream.

Vocabulary
pension, is a set amount of money paid by a company or the government to a person who is retired, or no longer working

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Activity Page



AP 1.2

Scaffold understanding as follows:

Invite volunteers to read “Failure in Peru” on pages 76–77 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *pension* when it is encountered in the text.



SUPPORT—Using Colonies in Latin America (AP 1.2), have students locate present-day Peru.

After volunteers read the text, ask the following questions:

LITERAL—Why was Peru the greatest challenge for San Martín and his army?

» Spain had its strongest forces there.

LITERAL—Why did San Martín return to Europe for good?

» There was no place for him in the Buenos Aires government. He was not offered a pension by the countries he helped free.

Timeline

- Show students the Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What successes did José de San Martín achieve as a military leader?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What successes did José de San Martín achieve as a military leader?”
 - » Key points students should cite include: José de San Martín played an integral role in the liberation of Chile from Spanish control. He also assisted Peru in declaring its independence from Spain.
- Choose one of the Core Vocabulary words (*viceroys*, *treasury*, *militia*, *bluff*, or *pension*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 7

Brazil Finds Another Way

The Big Question: How did Brazil's way of gaining its freedom differ from the other South American countries you have learned about?

Primary Focus Objectives

- ✓ Identify João and describe his life and accomplishments. (RI.6.1, RI.6.2)
- ✓ Describe the path Brazil took to independence, and explain how it differed from that of the other Latin American countries. (RI.6.1, RI.6.2)
- ✓ Identify the countries in Central America that gained independence from Spain, including Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *export*, *import*, *industry*, and *stability*; and of the phrases "government office" and "federal government." (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "Brazil Finds Another Way":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 7.1

- Display and individual student copies of Map of Brazil (AP 7.1)

Core Vocabulary (Student Reader page numbers listed below)

export, n. a product that is sent away to sell in another country (81)

Example: Cotton was the most important export from the American South during the 1800s.

Variations: exports; export (verb)

import, n. a product that is brought into one country from another country (81)

Example: Medical supplies proved to be a valuable import after the hurricane struck the small country.

Variations: imports; import (verb)

industry, n. manufacturing; large-scale production of goods (82)

Example: Steel became a leading industry in Pittsburgh.

Variations: industries

“government office,” (phrase) a position or job in the government (82)

Example: Sam was appointed by the president to hold a government office.

Variations: government offices

“federal government,” (phrase) a national government that shares power with state or regional governments (85)

Example: The federal government shares the power to tax with state and local governments.

Variations: federal governments

stability, n. consistency; the ability to remain unchanged (86)

Example: After years of conflict and a constantly changing government, the townspeople were grateful for a period of peace and stability.

Variations: stabilities

THE CORE LESSON 35 MIN

Introduce “Brazil Finds Another Way”

5 MIN

Begin the lesson by reviewing the key events of Chapter 6 and the Chapter 6 Timeline Image Cards. Ask students to review some of the paths to independence taken by the Latin American countries they have learned about so far. (*Independence came more or less quickly. Levels of violence varied. Rebels organized themselves into more or less professional armies. Liberators came from inside a country or from outside it.*) Tell students that they will be reading about Brazil’s struggle for independence, which occurred in a manner very different from the struggles in other Latin American countries.

Call students’ attention to the Big Question. Tell students to look for the ways Brazil’s independence movement was different from that of other countries in Latin America as they read the text.

Guided Reading Supports for “Brazil Finds Another Way”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Ruler's New Home," Pages 78–80

Scaffold understanding as follows:

Read the first paragraph of "A Ruler's New Home" on page 78 aloud.

SUPPORT—Call attention to the pronunciation guide for *João*. Encourage students to correctly pronounce the name.

Invite volunteers to read the remainder of "A Ruler's New Home" on pages 78–80 aloud.

SUPPORT—Call attention to the pronunciation guide for *Rio de Janeiro*. Encourage students to correctly pronounce the name. Have students locate Rio de Janeiro and Bahia on Map of Brazil (AP 7.1).

After volunteers read the text, ask the following questions:

LITERAL—Why did Prince João of Portugal move to Brazil?

- » He moved to avoid taking orders from Napoleon, who was on the verge of invading Portugal, and antagonizing the British.

LITERAL—How many ships were required to carry Prince João's possessions to Brazil?

- » Thirty-six ships carried Prince João, his royal treasures, servants, and court to Brazil.

Chapter 7
Brazil Finds Another Way

A Ruler's New Home Never had a European ruler and monarch set foot in the Americas until João (Zheewo), prince of Portugal, traveled to Brazil in 1808. Moreover, João had not arrived in Brazil just for a visit. He had decided to make it his home and the capital of the Portuguese empire.

The Big Question
How did Brazil's way of getting to freedom differ from the other South American countries you have learned about?

Why was João moving permanently to Brazil? Like much that happened throughout Latin America during this period, this action was set in motion by Napoleon Bonaparte. Portugal is a small country in Europe. Traditionally, it had a close alliance with Great Britain. But when Napoleon, as part of his war with Great Britain, demanded that the king of Portugal close Portuguese ports to British ships, take away all property belonging to British citizens, and arrest all British citizens, João knew that he was in trouble. For one thing, João did not want to take orders from Napoleon. He may even have hoped that Great Britain would defeat the French. In any case, João did close his ports to British ships, but he refused to do more.

Napoleon was not satisfied, so he invaded Portugal. He requested and was given permission to pass through northwestern Spain in order to reach Brazil. João had already considered the possibility of moving his capital to Brazil. So, knowing about to invade, João prepared to leave.

Page 78

Activity Page



AP 7.1

Page 79

"In Bahia," Pages 80–81

Scaffold understanding as follows:

Have students read "In Bahia" on pages 80–81 independently.

CORE VOCABULARY—Point out the vocabulary terms *export* and *import*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the verbs *export* and *import* from the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

On the very day that Napoleon's troops entered his capital of Lisbon, Portugal, João boarded a British ship and set out for South America. It took a fleet of thirty-six ships to hold all the royal treasures—jewels, important papers, books, paintings and statues, and thousands of other things. Along with the royal treasures, came more than ten thousand people. These were the nobles and ladies of the court, along with their family members, servants, and helpers. The fleet was escorted by British warships to protect it from Napoleon's navy.

The voyage was terrible. The ships were filled with rats, fleas, and lice. The quarters were cramped and smelly. It was made even worse because the ships were crowded. Some of them carried three times as many people as they were intended for. The voyage in lumbering sailing ships took nearly two months.

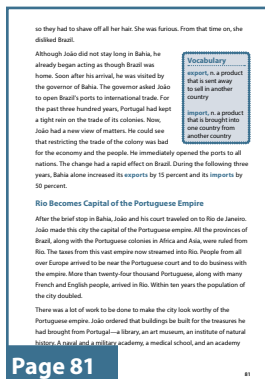
To make matters worse, a storm struck the fleet, and some ships became separated. The destination was originally Rio de Janeiro (ree-oh-jee-no / shoo-ree-no), the capital of Brazil. Because of the rough voyage, many of the ships, including the king's, stopped first in Salvador da Bahia, the capital of a northern province in Brazil. As you can imagine, the visit came as a complete surprise to the townspeople.

In Bahia
Bahia had no paved streets. There were no hotels or places for a king and his nobles. The royal family and all the members of the court had to stay in the houses of townspeople.

Page 80



Queen Carlota did not enjoy the voyage from Portugal to Brazil, nor was she happy when they finally arrived.



After students read the text, ask the following questions:

LITERAL—Why did Prince João's wife hate Brazil?

- » She caught lice on the voyage. They had to shave her head when they got to Brazil.

LITERAL—How did Prince João's time in Bahia influence his economic policies?

- » For several hundred years, Portugal had kept a tight rein on Brazil's trade. Seeing the effects of this policy firsthand, Prince João realized it was more beneficial to the empire to expand trade and open ports.

"Rio Becomes Capital of the Portuguese Empire," Pages 81–82

Scaffold understanding as follows:

Have students read "Rio Becomes Capital of the Portuguese Empire" on pages 81–82 with a partner.

CORE VOCABULARY—Point out the vocabulary term *industry* and the phrase "government office," and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What impact did moving the Portuguese empire's capital to Rio have on the city?

- » Tens of thousands of people moved to be closer to the Portuguese royal court, effectively doubling the city's population. Prince João also ordered the construction of numerous roads and buildings. People also had an easier time communicating with the government.

LITERAL—When and where was Napoleon defeated in Europe?

- » He was defeated in 1815 at Waterloo.

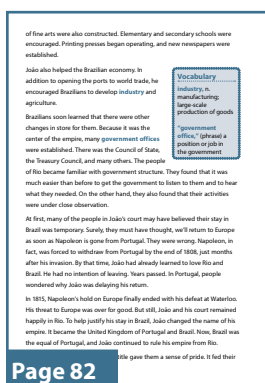
LITERAL—What fed the desire of Brazilians to become independent?


- » Prince João renamed his empire the United Kingdom of Portugal and Brazil; this gave Brazilians a newfound sense of pride that encouraged the idea of independence.

"Brazil Becomes an Empire," Pages 83–84

Scaffold understanding as follows:

Have students read "Brazil Becomes an Empire" on pages 83–84 independently.






King João VI was happy to rule the United Kingdom of Portugal and Brazil from his royal court in South America.

Brazil Becomes an Empire

João prolonged his stay in Brazil. He loved Rio de Janeiro and probably could have been happy staying there forever. But Portugal was itself undergoing a revolution. Leaders of the revolution wanted to write a new constitution and limit the power of the monarchy. They demanded that King João return. If he did not go back, he might lose his crown. So, in 1821, João reluctantly took his court and sailed for Portugal. João's son Pedro stayed behind in Brazil to rule in his place.

Meanwhile, Brazilians knew all about the revolutions that had occurred in the Spanish colonies. Some of Brazil's leaders wanted to make their colony free, too. King João knew this when he left, and he warned his son, "If Brazil demands independence, proclaim it yourself and put the crown on your own head before it falls on my head." He king advised his son to revolt against Portugal.

Page 83



Pedro I, the son of King João of Portugal, ruled Brazil from 1822 to 1831.

Portugal's revolutionary leaders demanded that Pedro return to Portugal. Instead, Pedro followed his father's advice. He tore the Portuguese flag off his uniform and declared, "Independence or death!" A small Portuguese army post at Bahia tried to defend the colony for Portugal, but the Brazilians soon overpowered it. Brazil became independent in a nearly bloodless revolution, but it did not have a democratic form of government—it had an emperor instead.

Pedro I, as he came to be known, declared himself emperor of Brazil. The country had become an empire. Brazil is a huge country, and there was a danger that it would break up into several smaller independent countries as the former Spanish colonies had done. Pedro I managed to keep that from happening. The country did not break up, and Pedro and his son ruled Brazil for more than sixty-five years. Finally, in 1889, Pedro II's son, Pedro III, was forced to give up his crown, and Brazil became a republic. Interestingly, one of the reasons why Pedro II was forced out was because under his rule, slavery was abolished.

Page 84

After students read the text, ask the following questions:

LITERAL—Why did King João finally return to Portugal?

- » The Portuguese were writing a new constitution. The king was afraid that if he didn't return to Portugal, he would lose his crown.

EVALUATIVE—What advice did King João give his son when he left?

Do you think this advice was wise? Why or why not?

- » Answers may vary, but possible responses may include: King João advised his son to declare Brazil's independence before Brazilian revolutionaries could and place the Brazilian crown on his own head. This was very wise advice because Pedro would look like a hero instead of like an oppressive ruler.

LITERAL—How did Brazil become independent? Was it a bloody or a peaceful change?

- » João's son Pedro tore the Portuguese flag off his uniform and declared Brazil independent. A few Portuguese soldiers tried to keep the country for Portugal, but the Brazilians easily defeated them with little bloodshed. Pedro became the emperor, and he and his son, Pedro II, ruled for sixty-five years.


"What Independence Did Not Do," Pages 85–87

What Independence Did Not Do

By 1830, most of the countries of Latin America had won their independence. The Haitians had driven out the French, and the Mexicans had expelled the Spanish. Bolívar and San Martín had liberated Spanish-speaking South America, and Pedro I had broken with his nation Portugal to rule an independent Brazil.

However, independence did not solve all of the problems facing the people of Latin America. For one thing, independence did not bring unity. Bolívar and San Martín had hoped that the various colonies of South America would combine under a single federal government, like the states in the United States.

Independence in Mexico and Central America



Page 85

United States. But that did not happen. South America split into a number of independent countries.

The same thing happened in Central America. The colonies of Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica became independent of Spain in 1821, along with Mexico. At first these colonies were part of Mexico. Within two years, however, they declared their independence a second time and formed a country of their own called the United Provinces of Central America. Once again, the idea was to form a group of states on the model of the United States. But once again the plan failed. The provinces became independent countries between 1821 and 1840.

Independence also proved easier to achieve than stability. Many of the newly independent countries in South and Central America had trouble establishing stable governments to replace the Spanish colonial government. In many countries, strongmen, the caudillos, competed for power at different times. Even so, during the 1820s, a lot of investment was made in Central and South America. Investment was followed by immigration in large numbers for the same reasons there was immigration to the United States—opportunity.

However, class issues did persist. Remember how Creoles throughout Latin America felt that they were treated unfairly by Spanish-born rulers? Well, when the Spanish were defeated, the Creoles ended up running many of the new Latin American countries. But not much else changed. The Creoles often refused to treat the mestizos and the indigenous people as equals. So independence by itself did not necessarily ensure justice or political equality.

Page 86

Scaffold understanding as follows:

Read the first two paragraphs of "What Independence Did Not Do" on pages 85–86 aloud.

CORE VOCABULARY—Pause to explain the phrase "federal government" when it is encountered in the text.

Continue reading the third paragraph of "What Independence Did Not Do" on page 86 aloud.

SUPPORT—Call attention to the map on page 85. Have students locate the present-day countries of Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica.

Continue reading the remainder of the section on page 86 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *stability* when it is encountered in the text.



After you read the text, ask the following questions:

LITERAL—By what year had most of the Latin American colonies won their independence?

» Most were independent by 1830.

EVALUATIVE—How did independence in Latin America differ from independence in the United States?

» While the thirteen colonies were united as a single country after the American Revolution, the new countries in Latin America could not reach a consensus and operated as independent nations.

LITERAL—What problems did the former Latin American colonies face after gaining independence?

» They faced instability and conflict among the different social classes.

Timeline

- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Brazil’s way of gaining its freedom differ from the other South American countries you have learned about?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did Brazil’s way of gaining its freedom differ from the other South American countries you have learned about?”
 - » Key points students should cite include: Unlike the other colonies discussed in the unit, Brazil achieved its independence in a mostly peaceful manner. Instead of bloody conflict, the king of Portugal’s son declared Brazilian independence and made himself the emperor. There was little resistance and little bloodshed in the wake of his actions.

- Choose one of the Core Vocabulary words (*export, import, industry, or stability*) or phrases (“government office” or “federal government”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–7 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 7.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–7 (AP 7.2)

Distribute AP 7.2, Domain Vocabulary: Chapters 4–7, and direct students to match each definition with the vocabulary terms they have learned in reading *Independence for Latin America*.

This activity may be assigned for homework.

Teacher Resources

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Unit Assessment: *Independence for Latin America*

A. Circle the letter of the best answer.

1. Which people represented the highest social class in Latin America in the 1700s and early 1800s?
 - a) mestizos
 - b) indigenous people
 - c) people born in Spain
 - d) Creoles
2. Who were the mestizos?
 - a) Europeans who had moved to Latin America
 - b) people who were partly indigenous and partly Spanish
 - c) slaves who worked on the plantations
 - d) soldiers in Napoleon's army
3. Which of the following influenced the Latin American independence movement?
 - a) the French Revolution
 - b) the American Revolution
 - c) writings of Enlightenment thinkers
 - d) all of the above
4. How did Napoleon Bonaparte influence the Latin American independence movement?
 - a) He invaded Latin America.
 - b) He stopped trade to Latin America.
 - c) He wrote articles about Latin American independence.
 - d) He installed his brother on the Spanish throne.
5. What do Hidalgo, Toussaint, Bolívar, and San Martín have in common?
 - a) They all lived in Spanish South America.
 - b) They all wrote famous articles.
 - c) They all became presidents.
 - d) They all fought for independence.
6. What was Haiti's Night of Fire?
 - a) the night a devastating forest fire happened
 - b) the night a lot of shooting stars fell from the sky
 - c) the night slaves began a rebellion
 - d) the night many people lost their jobs

7. Haiti is part of which island?
 - a) Hispaniola
 - b) Cuba
 - c) Puerto Rico
 - d) Bermuda
8. Who began Haiti's struggle for independence?
 - a) Biassou
 - b) Boukman
 - c) Jean François
 - d) Santo Domingo
9. What was the first way Toussaint helped the Haitian Revolution?
 - a) as a general
 - b) as a doctor
 - c) as a speaker
 - d) as a president
10. Why did the French finally leave St. Domingue?
 - a) Dessalines kept burning towns.
 - b) Toussaint was captured.
 - c) Yellow fever killed thousands of French soldiers.
 - d) St. Domingue was in ruins.
11. In which year did Mexico's War of Independence begin?
 - a) 1610
 - b) 1710
 - c) 1810
 - d) 1910
12. Why were the Creoles in Mexico unhappy with Spain?
 - a) They preferred the French.
 - b) They wanted to keep slavery.
 - c) They wanted to hold power.
 - d) They wanted to move to Spain.
13. What was the *Grito de Dolores*?
 - a) a sound heard during hot summers in Mexico
 - b) the ringing of a special bell
 - c) the sound worshippers make in church at Christmastime
 - d) the last words of Hidalgo's independence speech

- 14.** Why was José María Morelos unsuccessful in winning independence?
- a)** The people did not trust him.
 - b)** He was a priest who refused to carry a weapon.
 - c)** He was killed on the first day of fighting.
 - d)** He wanted to take land away from the Creoles.
- 15.** After many years, what turned the tide in favor of the Mexican rebels?
- a)** The rebels' guerrilla tactics finally worked.
 - b)** Iturbide and his army unit joined the rebels.
 - c)** All the Creoles finally joined the rebels.
 - d)** The king of Spain died.
- 16.** Who was the most successful liberator of South America?
- a)** Hidalgo
 - b)** Bolívar
 - c)** Iturbide
 - d)** Touissaint
- 17.** Who was the first person to try to liberate Venezuela from Spanish rule?
- a)** Simón Bolívar
 - b)** Bernardo O'Higgins
 - c)** José de San Martín
 - d)** Francisco de Miranda
- 18.** What European country tried to capture Buenos Aires?
- a)** Portugal
 - b)** France
 - c)** Great Britain
 - d)** Italy
- 19.** What present-day countries were created from Río de la Plata?
- a)** Colombia and Ecuador
 - b)** Mexico, Guatemala, and Venezuela
 - c)** Haiti and Cuba
 - d)** Uruguay, Paraguay, Bolivia, and Argentina
- 20.** Which goal shared by San Martín and Bolívar was never achieved?
- a)** uniting all of South America
 - b)** ending Spanish rule
 - c)** gaining independence for most of Latin America
 - d)** gaining the support of South Americans

- 21.** How was Brazil different from many other Latin American countries?
- a)** It had no seaport.
 - b)** It was ruled by Portugal, not Spain.
 - c)** Its people spoke the language of the Incas.
 - d)** It contained valuable gold mines.
- 22.** Brazil's winning of independence was
- a)** relatively peaceful.
 - b)** very bloody.
 - c)** a failure.
 - d)** unnecessary.
- 23.** Which word or phrase best describes Pancho Villa and Emiliano Zapata?
- a)** aristocrats
 - b)** guerrilla leaders
 - c)** presidents
 - d)** tyrants
- 24.** Which Mexican ruler fought against Texans at the Alamo?
- a)** Benito Juárez
 - b)** Pancho Villa
 - c)** Santa Anna
 - d)** Porfirio Díaz
- 25.** Why were Pancho Villa and Emiliano Zapata so successful?
- a)** They fought for the causes of poor people.
 - b)** They were rich and well educated.
 - c)** They had more resources than the army.
 - d)** They had supporters in the United States.

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **26.** indigenous

_____ **27.** dictator

_____ **28.** export

_____ **29.** aristocrat

_____ **30.** garrison

_____ **31.** guerrilla tactics

_____ **32.** liberator

_____ **33.** conspiracy

_____ **34.** commission

_____ **35.** stability

Definitions

a) a group of people working together secretly to achieve a specific goal

b) a person who frees others from oppression

c) troops stationed in a town or fort for the purpose of defense

d) a person of the upper or noble class whose status is usually inherited

e) fast-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force

f) native to a particular region or environment

g) a ruler who has total control over the country

h) a group of people assigned to find information about something or control something

i) a product that is sent away to sell in another country

j) consistency; the ability to remain unchanged

Performance Task: *Independence for Latin America*

Teacher Directions: Beginning in the late 1700s, an independence movement swept across the Latin American colonies, resulting in the liberation of parts of North, Central, and South America through the determination and leadership of several key individuals.

Ask students to choose a Latin American revolutionary leader and give a speech about that leader's achievements. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five pieces of evidence in support of why their chosen revolutionary leader had the greatest impact on Latin American independence.

Revolutionary's Name	Toussaint L'Ouverture
Background	<ul style="list-style-type: none">• Born into slavery• Worked as a foreman and coachman before being freed• Learned to read and write at an early age• Possessed medical skills
Country/Countries Liberated	<ul style="list-style-type: none">• Haiti
Achievements/ Influence on Latin American Independence Movement	<ul style="list-style-type: none">• Led the first successful independence movement in Latin America• Successfully organized army of Haitian rebels• Adopted policy of destroying goods and property that would aid the French forces• Implemented traditional African fighting techniques to help defeat French• Efforts led to the first and only country formed by former enslaved peoples• Inspired other independence movements in the region

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their speeches using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

Above Average	Speech is accurate, detailed, and persuasive. The references clearly show what role the selected revolutionary leader played in the independence of Latin America. The presentation is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed, using five or more pieces of evidence from the text; a few minor errors may be present.
Average	Speech is mostly accurate and somewhat detailed. The references show what role the selected revolutionary leader played in the independence of Latin America. The presentation is focused, using four pieces of evidence from the text; some minor errors may be present.
Adequate	Speech is mostly accurate but lacks detail. The presentation helps show what role the selected revolutionary leader played in the independence of Latin America, but references three details from the text. The presentation may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Speech is incomplete and demonstrates a minimal understanding of the content in the unit, using two or fewer examples from the text. The student demonstrates incomplete or inaccurate background knowledge of the events leading to Latin American independence. The presentation may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Independence for Latin America*

In your opinion, which revolutionary leader had the greatest influence or impact on Latin American independence? Write and give a speech explaining that leader's achievements, and include three to five details from the text to make your case.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Independence for Latin America*.

[illegible]

Name _____

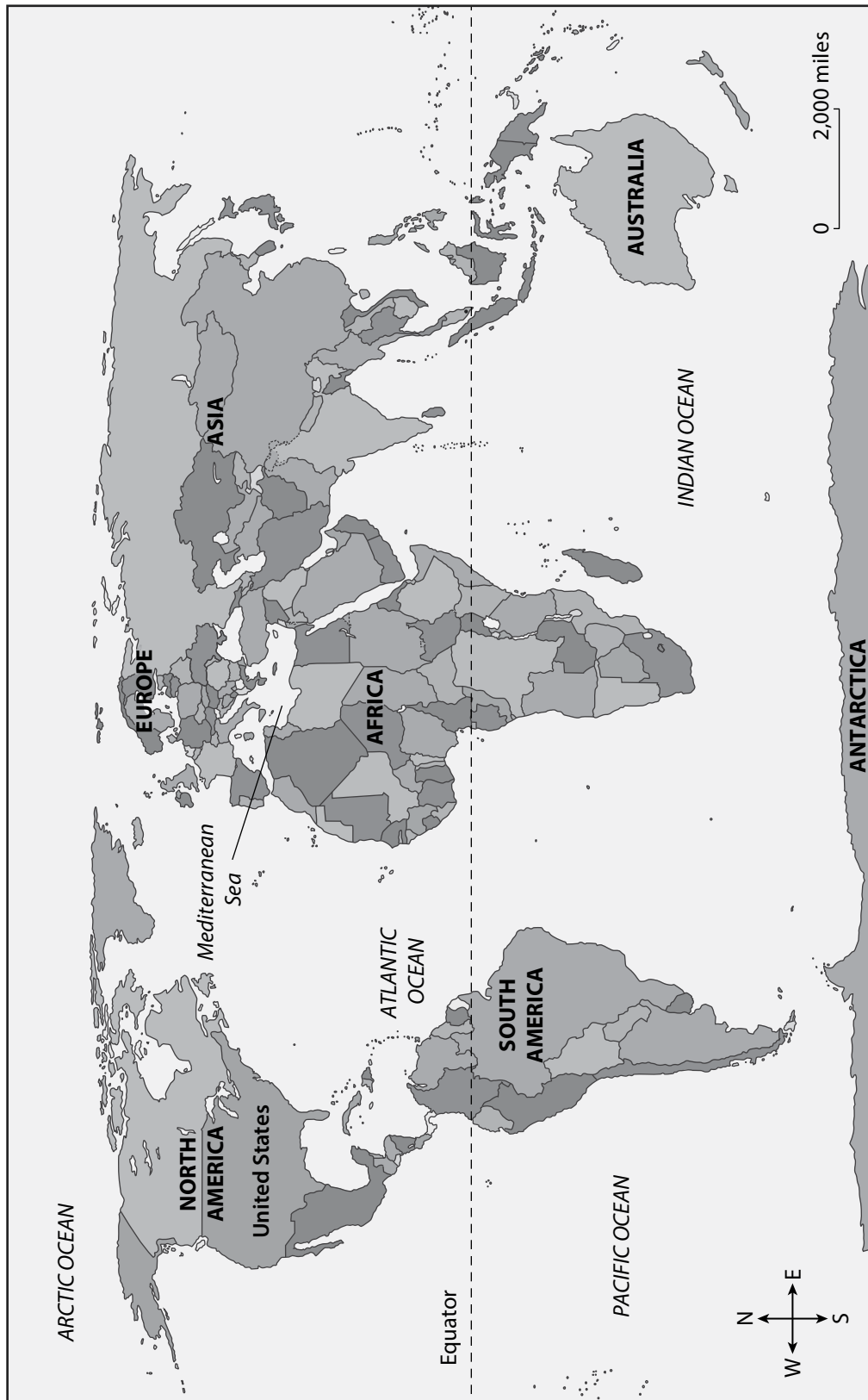
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***Independence for Latin America* Performance Task Notes Table**

Use the table below to help organize your thoughts as you refer to *Independence for Latin America*. You do not need to complete the entire table to write your speech, but you should try to have three to five specific details or pieces of evidence that illustrate your leader’s importance and achievements.

Revolutionary’s Name	
Background	
Country/Countries Liberated	
Achievements/ Influence on Latin American Independence Movement	

Name _____ Date _____

World Map

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1, 2, 5, and 6

Colonies in Latin America



*Haiti and the Dominican Republic are the present-day countries that make up the island of Hispaniola.

Name _____

Date _____

Activity Page 1.3

Use with Chapter 1

Geography of Latin America

Use the information from the geography video, World Map (AP 1.1), and Colonies in Latin America (AP 1.2) to answer the questions below.

1. In which country is the Yucatán Peninsula located? What is the capital of that country?

2. What is the Isthmus of Panama? Why do you think a canal was built there in the early 1900s?

3. Using the map scale, approximately how far is Caracas from Quito? How far is Lima from Santiago?

4. In which present-day countries are La Paz and Bogotá located?

5. According to the map, which country in South America is the largest?

6. According to the video, in which country are the Río de la Plata and the Pampas located? What is the capital city of this country?

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

A Walk Back in Time

Cut out each of the clue cards below to be used during the introduction to the *Independence for Latin America* unit.

- Received financial backing from King Ferdinand and Queen Isabella, the monarchs of Spain
- Voyage began in 1492
- Believed he was heading to the East Indies

- Treaty between Spain and Portugal
- Signed in the year 1494
- Divided the land of South America between the two countries

- Occurred in the year 1500
- Pedro Alvares Cabral discovered present-day Brazil
- Claimed the land for Portugal

- After Columbus's first voyage in 1492
- Numerous Spanish explorers led expeditions to the Americas
- Explorers included Juan Ponce de León, Hernando de Soto, and Francisco Vázquez de Coronado

Name _____

Date _____

Activity Page 1.4 (Continued)

Use with Chapter 1

A Walk Back in Time

- 1519 to 1522
- Led by Spanish conquistador, Hernán Cortés
- Caused the fall of the Aztec Empire in present-day Mexico

- 1531–1533
- Led by Spanish conquistador, Francisco Pizarro
- Conquered the Inca Empire in present-day Peru

- 1600s
- Founded by British companies and the government
- Colonies established along the coast of North America

- 1776
- Declaration of Independence signed in Philadelphia, announcing separation of North American colonies from Great Britain
- Marked start of the American Revolution

Name _____

Date _____

Activity Page 1.4 (Continued)

Use with Chapter 1

A Walk Back in Time

- 1789
- French Revolution begins
- National Assembly creates a Bill of Rights and issues the Declaration of the Rights of Man

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

What Did They Do?

Using the chart below, describe the role each leader played in the Haitian Revolution.

Boukman	Toussaint L'Ouverture	Jean Jacques Dessalines

Which leader do you think had the greatest impact on Haiti's independence from France, and why?

Map of Mexico, 1821



Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the words in the word bank to complete the crossword puzzle.

class	aristocrat	indigenous	mission	priest	foreman	coachman
province	epidemic	dictator	hacienda	padre	conscience	conspiracy
yoke	mob					

Across

2. a person who has the training or authority to carry out certain religious ceremonies or rituals
3. a large, unruly group of people
4. a large estate or plantation
5. an area or region similar to a state
8. a person who drives a coach, a type of four-wheeled vehicle drawn by a horse
9. native to a particular region or environment
10. a person who oversees other workers
13. a harness used to restrain work animals; something that takes away people's freedom
14. a group of people with the same social or economic status
15. a group of people working together secretly to achieve a specific goal

Down

1. a ruler who has total control over the country
3. a settlement built for the purpose of converting Native Americans to Christianity
6. a situation in which a disease spreads to many people in an area or region
7. literally, father; the title given to a Spanish priest
11. a person of the upper or noble class whose status is usually inherited
12. a sense or belief a person has that a certain action is right or wrong

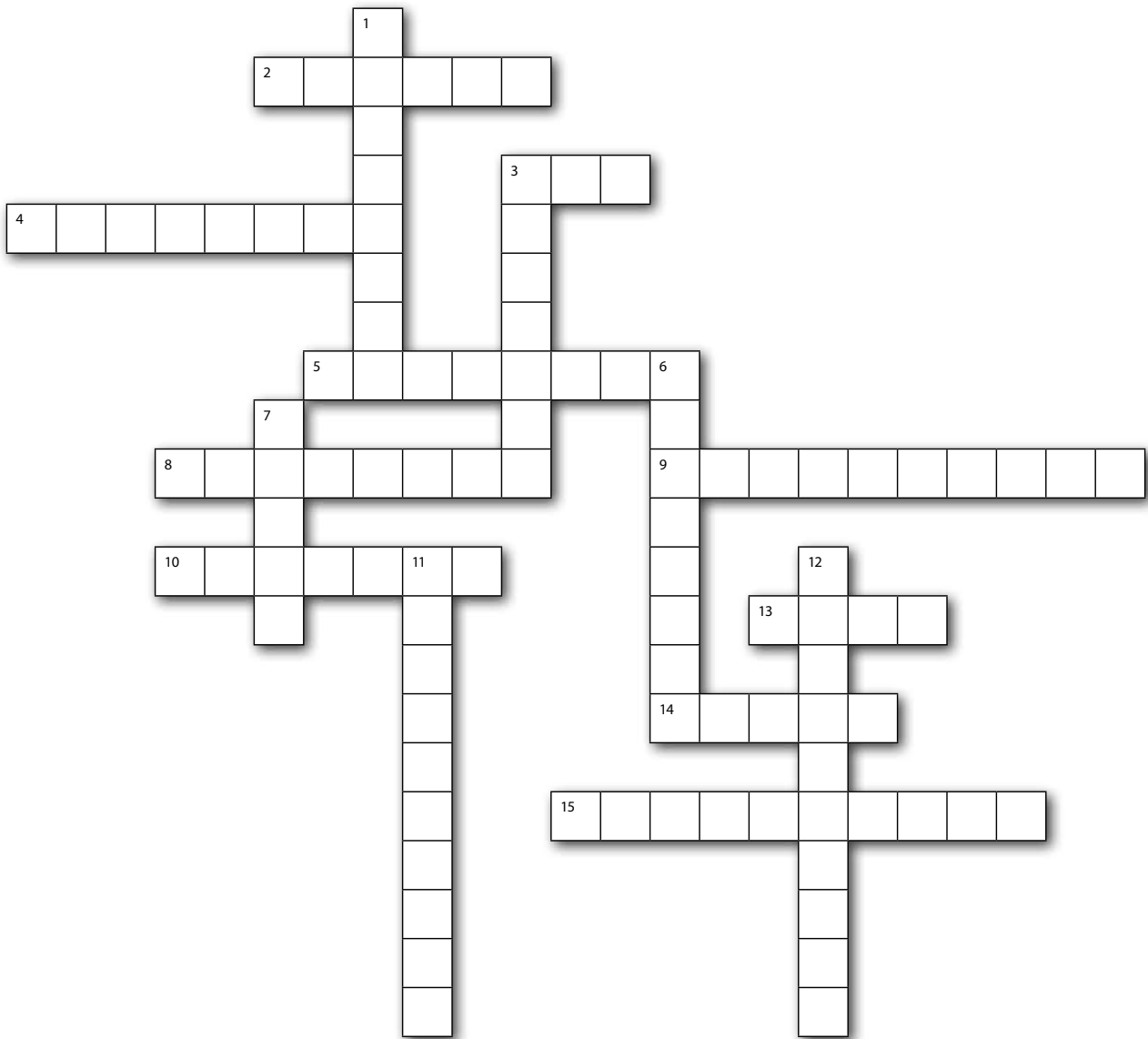
Name _____

Date _____

Activity Page 3.2 (Continued)

Use with Chapter 3

Domain Vocabulary: Chapters 1–3



Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Beloved Outlaws

Pancho Villa and Emiliano Zapata had much in common. They were both considered outlaws and guerrilla fighters who battled for social justice for all Mexicans.

Read each phrase. Write 'V' if it describes Villa, 'Z' if it describes Zapata, and 'VZ' if it describes both men. Write on the blank space provided.

- _____ 1. Created farm commissions to distribute land; established a rural loan bank
- _____ 2. Promised to fight with another guerrilla leader until the government gave land to the indigenous people
- _____ 3. Ambushed and killed by soldiers
- _____ 4. Won victories in the north of Mexico, helped topple Diaz
- _____ 5. Military success due to outstanding knowledge of the land
- _____ 6. Attacked sites in the United States
- _____ 7. Shot to death by political opponents
- _____ 8. Guerrilla leader from south of Mexico
- _____ 9. Disillusioned with the revolution and became an outlaw
- _____ 10. Fought for the causes of the poor
- _____ 11. Cheered by an article written by a U.S. official who had visited southern Mexico
- _____ 12. Retired from politics to a ranch in northern Mexico
- _____ 13. Outstanding guerrilla leader

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Comparing Freedom Fighters

Use the chart below to take notes about Venezuela’s three freedom fighters. After completing the chart, answer the questions below.

Simón de Bolívar	Francisco de Miranda	José de San Martín

How were these three leaders similar? What experiences, abilities, and characteristics did they share?

Activity Page 5.2

Use with Chapter 5

Bolívar's Proclamation

Read the speech Simón Bolívar made in 1813. Then circle the letter of the best synonym for each underlined word. If you need help, you may use a dictionary.

We are sent to destroy the Spaniards, to protect the Americans, and to reestablish the republican governments that once formed the Confederation of Venezuela. . . . Moved by your misfortunes, we have been unable to observe with indifference the afflictions you were forced to experience by the barbarous Spaniards, who have ravished you, plundered you, and brought you death and destruction.

. . . Justice therefore demands vengeance, and necessity compels us to extract it. Let the monsters who infest Colombian soil, who have drenched it in blood, be cast out forever; may their punishment be equal to the enormity of their perfidy. so that we may eradicate the stain of our ignominy and demonstrate to the nations of the world that the sons of America cannot be offended with impunity.

1. misfortunes	a. unhappy situations	b. wealth	c. lost money
2. indifference	a. disagreement	b. lack of concern	c. interest
3. afflictions	a. injuries	b. affections	c. bad weather
4. barbarous	a. friendly	b. bearded	c. cruel
5. ravished	a. violated	b. rewarded	c. fed
6. plundered	a. cared for	b. stolen from	c. starved
7. compels	a. prevents	b. hurries	c. forces
8. extract	a. take out by force	b. dig up	c. forget
9. infest	a. make dirty	b. swarm all over	c. grow crops in
10. drenched	a. soaked	b. dried	c. written
11. enormity	a. goodness	b. beauty	c. hugeness
12. perfidy	a. sweet smell	b. betrayal	c. good deeds
13. eradicate	a. erase	b. worship	c. make permanent
14. ignominy	a. ancestors	b. ignorance	c. disgrace
15. impunity	a. no punishment	b. insults	c. impure thoughts

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Map of Río de la Plata



Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

Map of Brazil



Activity Page 7.2

Use with Chapter 7

Domain Vocabulary: Chapters 4–7

For each word, write the letter of the definition.

- | | |
|-----------------------------------|---|
| _____ 1. federal government | a) large guns that are used to shoot across long distances |
| _____ 2. archbishop | b) troops stationed in a town or fort for the purpose of defense |
| _____ 3. agricultural credit bank | c) a lending institution that provides loans to farmers |
| _____ 4. export | d) a person who frees others from oppression |
| _____ 5. treasury | e) a national government that shares power with state or regional governments |
| _____ 6. import | f) a group of armed citizens prepared for military service at any time |
| _____ 7. industry | g) a cliff; a landform with steep and flat walls, usually along the edge of water |
| _____ 8. pension | h) a person who rules a colony on behalf of a king or queen |
| _____ 9. militia | i) a high-ranking official in the Catholic Church |
| _____ 10. stability | j) fast-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force |
| _____ 11. government office | k) a regional strongman in a Spanish or Latin American country |
| _____ 12. commission | l) manufacturing; large-scale production of goods |
| _____ 13. guerrilla tactics | m) a person who steals cattle or other livestock |
| _____ 14. rustler | n) a group of people assigned to find information about something or control something |
| _____ 15. caudillo | o) a person who plans or participates with others in a crime |
| _____ 16. conspirator | p) a product that is brought into one country from another country |
| _____ 17. liberator | q) a set amount of money paid by a company or the government to a person who is retired, or no longer working |
| _____ 18. viceroy | r) consistency; the ability to remain unchanged |
| _____ 19. artillery | s) a product that is sent away to sell in another country |
| _____ 20. bluff | t) a place where the money and riches of a government are kept |
| _____ 21. garrison | u) a position or job in the government |

Answer Key: *Independence for Latin America*

Unit Assessment

(pages 96–100)

- A. 1. c 2. b 3. d 4. d 5. d 6. c 7. a 8. b 9. b 10. c
11. c 12. c 13. d 14. d 15. b 16. b 17. d 18. c
19. d 20. a 21. b 22. a 23. b 24. c 25. a
B. 26. f 27. g 28. i 29. d 30. c 31. e 32. b 33. a
34. h 35. j

Activity Pages

Geography of Latin America (AP 1.3)

(page 107)

1. Mexico; Mexico City
2. The Isthmus of Panama is a small stretch of land that connects Central and South America. A canal was built there so ships could travel between the Atlantic Ocean to the Pacific Ocean without having to sail around the tip of South America.
3. 1,500 miles; 2,000 miles
4. Bolivia and Colombia
5. Brazil
6. Argentina; Buenos Aires

What Did They Do? (AP 2.1)

(page 111)

Boukman: Began the Haitian Revolution by organizing the Night of Fire; mobilized more than fifty thousand slaves to revolt across the island; killed in battle.

Toussaint L'Ouverture: Became the leader of the Haitian Revolution; organized and trained the rebels and used African fighting techniques to attack the French; provided medical care to his troops.

Jean Jacques Dessalines: Took over leadership of the rebellion after the capture and later death of Toussaint; continued policy of destroying property to prevent French from using it; declared St. Domingue independent and renamed Haiti; declared himself emperor of the new country.

Answers may vary, but students should support their choices with details from the text.

Domain Vocabulary: Chapters 1–3 (AP 3.2)

(pages 113–114)

Across

2. priest
3. mob
4. hacienda
5. province
8. coachman
9. indigenous
10. foreman
13. yoke
14. class
15. conspiracy

Down

1. dictator
3. mission
6. epidemic
7. padre
11. aristocrat
12. conscience

Beloved Outlaws (AP 4.1)

(page 115)

- | | |
|-------|--------|
| 1. Z | 8. Z |
| 2. VZ | 9. VZ |
| 3. Z | 10. VZ |
| 4. V | 11. Z |
| 5. V | 12. V |
| 6. V | 13. VZ |
| 7. V | |

Comparing Freedom Fighters (AP 5.1) (page 116)

Simón de Bolívar	Francisco de Miranda	José de San Martín
<p>became the most famous and successful liberator of South America</p> <p>lived in Spain, in Napoleonic France, traveled in Europe, and read works of the Enlightenment</p> <p>joined a group that declared Venezuelan independence in 1811</p> <p>brought Miranda back to Venezuela</p> <p>supported by Creoles</p> <p>was strong-willed and proud</p> <p>wanted glory and power</p> <p>joined rebels of New Granada after being forced to flee Venezuela</p> <p>led forces from New Granada to free Venezuela</p> <p>won support from leader of Haiti</p> <p>made daring plan to cross Llanos and mountains to invade Bogotá</p> <p>dreamed of creating a united South America, similar to the United States</p> <p>became first president of Gran Colombia (New Granada + Venezuela)</p> <p>freed Peru with Sucre and wrote Peru's constitution</p> <p>hailed as a hero</p>	<p>was the first to try to liberate Venezuela</p> <p>fought in the French Revolution</p> <p>visited the United States and met with leaders of the American Revolution</p> <p>failed in his attempts to free Venezuela</p> <p>did not have support from Venezuelans</p> <p>lost Creole support because he talked about equality</p> <p>supported by mestizos and indigenous people</p> <p>was strong-willed and proud</p> <p>wanted glory and power</p> <p>was turned over to the Spaniards by Bolívar</p>	<p>beginning in 1813, fought to liberate South America</p> <p>led his army to Lima and declared Peru's independence</p> <p>joined with Bolívar</p> <p>went to Chile while Bolívar freed Peru</p> <p>became main leader of revolutions in southern South America</p> <p>was a Creole</p> <p>lived in Spain</p> <p>fought against Napoleon</p> <p>visited London, where he met Miranda</p> <p>made a daring plan to cross the Andes to attack Spanish forces</p> <p>hoped to unite all of South America</p> <p>gained nothing from his work</p> <p>moved to Europe, where he later died</p>

Students should recognize that all three men had firsthand knowledge of the French Revolution or Napoleonic rule, and that all had traveled or lived in Europe. They should also note that each had grand goals, which were not always achieved.

Bolívar's Proclamation (AP 5.2) (page 117)

1. a 2. b 3. a 4. c 5. a 6. b 7. c 8. a 9. b 10. a
11. c 12. b 13. a 14. c 15. a

Domain Vocabulary: Chapters 4–7 (AP 7.2) (page 120)

1. e	7. l	13. j	19. a
2. i	8. q	14. m	20. g
3. c	9. f	15. k	21. b
4. s	10. r	16. o	
5. t	11. u	17. d	
6. p	12. n	18. h	



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Don Santiago de Liniers y Bremont, viceroy of Rio de la Plata province, portrait 1807, Argentina, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 84

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François-Dominique Toussaint L'Ouverture. / Universal History Archive/UiG / Bridgeman Images: Cover A, 38

General Antonio Jose Sucre, Venezuelan patriot at battle of Ayacucho, December 9, 1824, Spanish- American wars of independence, Peru, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 79

General San Martin after crossing the Andes in 1817, 1865 (oil on canvas), Boneo, Martin (1829–1915) / Museo Historico Nacional, Buenos Aires, Argentina / Photo © AISA / Bridgeman Images: 79

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History. Mexico. Mexican War of Independence. The "El Grito de la Independencia ("Cry of Independence"), uttered on September 16, 1810 by the catholic priest Miguel Hidalgo y Costilla / Private Collection / Photo © CCI / Bridgeman Images: 51

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Jean Jacques Dessalines / Photo © Gerald Bloncourt / Bridgeman Images: 17e, 41

Jean-Jacques Dessalines - the way to his head-quarters at Crete-a-Pierrot, Obin, Philome (1891–1986) / Private Collection / Bridgeman Images: 41

John Locke (1632–1704), Kneller, Godfrey (1646–1723) (after) / The Vyne, Hampshire, UK / National Trust Photographic Library / Bridgeman Images: 30

Jose de San Martin (1778–1850), Argentine military, Argentina, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 85

Jose Maria Tecla Morelos y Pavon (1765–1815), right, Mexican Roman Catholic Priest who became leader of the revolutionaries after the execution of Miguel Hidalgo. Capture of Morelos by Royalist supporters, 5 November 1815. He was executed by firing squad on 22 December. Mexican War of Independence (from Spain) 1810–1820. / Universal History Archive/UiG / Bridgeman Images: 17k, 54

King John VI (oil on canvas), Portuguese School (19th century) / Apsley House, The Wellington Museum, London, UK / © Historic England / Bridgeman Images: 17h, 90

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Map of Santo Domingo and portraits of Napoleon Bonaparte (1769–1821) and Francois Dominique Toussaint L'Ouverture (c.1743–1803) (engraving) (b/w photo) / Private Collection / Bridgeman Images: 39

Mariano Moreno (colour litho), Argentinian School, (20th century) / Private Collection / © Look and Learn / Elgar Collection / Bridgeman Images: 84

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Pancho Villa (b/w photograph), Mexican Photographer, (20th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 18f, 63

Portrait of Antonio Lopez de Santa Anna (1795–1876), Mexican general and politician, Mexico, 19th century / De Agostini Picture Library / Bridgeman Images: 18b, 60

Portrait of Benito Juarez (oil on canvas), Mexican School, (19th century) / Museo Nacional de Historia, Castillo de Chapultepec, Mexico / Bridgeman Images: 18e, 60

Portrait of Charles IV of Bourbon (Portici, 1748–Rome, 1819), Prince of Asturias and King of Spain, Painting by Francisco Jose de Goya y Lucientes (1746–1828) / De Agostini Picture Library / G. Dagli Orti / Bridgeman Images: 17i, 30

Portrait of Francisco Miranda (1750–1816), Venezuelan patriot who along with Bolivar proclaimed Venezuelan independence, July 5, 1811. Venezuela, 19th century. / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 17g, 73

Portrait of Toussaint Louverture (1743–1803) on horseback, early 19th century (colour engraving), French School, (19th century) / Bibliotheque Nationale, Paris, France / Archives Charmet / Bridgeman Images: 17c, 39

Queen Carlota Joaquina mother of emperor Dom Pedro 1st and wife of king of Portugal Joao VI John VI in exile in Brazil in 1821 watercolor by Jean Baptiste Debret / Photo © Tallandier / Bridgeman Images: 90

Signing of the Act of Independence on 5th July 1811 (oil on canvas), Lovera, Juan (1776–1841) / Collection of the Concejo Municipal, Caracas, Venezuela / Index / Bridgeman Images: 74

Signing of Treaty of Iordesillas between Spain and Portugal, June 7, 1494/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images: 16b

Simon Bolivar (1783–1830) and Francisco de Paula Santander (1792–1840) travelling to Bogota with the army of the "Libertador" after the victory of Boyaca, 10th August 1829 (oil on canvas), Alvarez, Francisco de Paula (fl.1829) / Private Collection / Archives Charmet / Bridgeman Images: 17o, 78

Spanish army surrendering to General Antonio Jose de Sucre Peru after Battle of Ayacucho, December 1824, Peruvian War of Independence, Peru, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: i, iii, 18a, 79

The Battle of Puebla, 5 May 1862 (oil), Mexican School, (19th century) / Museo Nacional de Historia, Castillo de Chapultepec, Mexico / Bridgeman Images: 61

The city of Cap Francais (modern day Cap-Haitien) in Haiti, 1778, painting by Louis-Nicolas Blarenberghe. / De Agostini Picture Library / G. Dagli Orti / Bridgeman Images: 36

The death of poor Toussaint L'Ouverture draws near, the negro leader watches the coming fleet sent by Napoleon for his destruction (litho), English School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: 40

The Embarkation of the Liberating Expedition of Peru on the 20th August 1820, under the Command of Captain General Jose de San Martin (1778–1850) (oil on canvas), Abel, Antonio A. (19th century) / Instituto Sanmartino, Buenos Aires, Argentina / Index / Bridgeman Images: Cover D, 86

The Glorious Conquest of Buenos Aires by the British Forces, 27th June 1806, published by G. Thompson, 1806 (coloured woodcut), English School, (19th century) / National Army Museum, London / Bridgeman Images: 17f, 83–84

The Passage of the Andes in 1817 (oil on canvas), Ballerini, Augusto (1857–97) / Private Collection / Index / Bridgeman Images: 17l, 86

The Rebellion of the Slaves in Santo Domingo, 23rd august 1791 (coloured engraving), French School, (18th century) / Musee de la Ville de Paris, Musee Carnavalet, Paris, France / Archives Charmet / Bridgeman Images: 17b, 37

The Siege of the Alamo, 6th March 1836, from "Texas, an Epitome of Texas History, 1897", by William H. Brooker (engraving) (b&w photo), American School, (19th century) / Private Collection / Bridgeman Images: 18c, 60

The Unfinished Revolution. Father Hidalgo and the Mexican Revolution, Embleton, Ron (1930–88) / Private Collection / © Look and Learn / Bridgeman Images: 52

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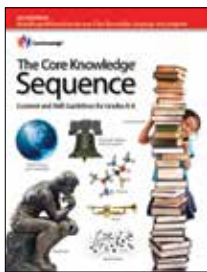
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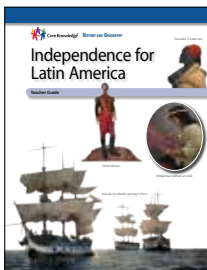
Independence for Latin America

Core Knowledge History and Geography 6



What is the Core Knowledge Sequence?

The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers in the upper-elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 6 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the
Core Knowledge HISTORY AND GEOGRAPHY series,
visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8).

Core Knowledge HISTORY AND GEOGRAPHY

units at this level include:

World Deserts

Ancient Greece and Rome

The Enlightenment,

The French Revolution and Romanticism

The Industrial Revolution: Changes and Challenges

Independence for Latin America

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Core Knowledge Curriculum Series™

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