Independence for Latin America

Teacher Guide
Independence for Latin America

Teacher Guide
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# Independence for Latin America

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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.
### INTRODUCTION

#### 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 (Perú)
  - 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

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

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 Paranaiba 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. Délgado 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—including 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:

<table>
<thead>
<tr>
<th>1400s</th>
<th>1500s</th>
<th>1600s</th>
<th>1700s</th>
<th>1800s</th>
<th>1900s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Intro</td>
<td>Intro</td>
<td>Intro2</td>
<td>2 2 5 6 1 7 3 6 3 5 5 7 4 7 4 4</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**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:

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

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.


# 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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td>Independence for Latin America</td>
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<td>Independence for Latin America</td>
<td>Independence for Latin America</td>
<td>Independence for Latin America</td>
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<tr>
<td>“A Walk Back in Time” and “Geography of Latin America” (TG &amp; SR, Chapter 1, Additional Activities; AP 1.1, AP 1.2, AP 1.3, AP 1.4)</td>
<td>“Revolutions in America” Core Lesson (TG &amp; SR, Chapter 1)</td>
<td>“Touissant L’Ouverture and Haiti,” Part I Core Lesson (TG &amp; SR, Chapter 2)</td>
<td>“Touissant L’Ouverture and Haiti,” Part II Core Lesson (TG &amp; SR, Chapter 2)</td>
<td>“Reviewing the Haitian Revolution” (TG &amp; SR, Chapter 2, Additional Activity)</td>
</tr>
</tbody>
</table>

## Week 2

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<tbody>
<tr>
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<td>Independence for Latin America</td>
<td>Independence for Latin America</td>
<td>Independence for Latin America</td>
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<tr>
<td>“Mexico’s Fight for Independence,” Part I Core Lesson (TG &amp; SR, Chapter 3)</td>
<td>“Mexico’s Fight for Independence,” Part II Core Lesson (TG &amp; SR, Chapter 3)</td>
<td>“Mexico After Independence” Core Lesson (TG &amp; SR, Chapter 4)</td>
<td>“Make a Mural” (TG, Chapter 4, Additional Activities)</td>
<td>“Beloved Outlaws” and “History Detectives: Pancho Villa” (TG, Chapter 4, Additional Activities; AP 4.1)</td>
</tr>
</tbody>
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## Week 3

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
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<tbody>
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<td>Independence for Latin America</td>
<td>Independence for Latin America</td>
<td>Independence for Latin America</td>
<td>Unit Assessment</td>
</tr>
<tr>
<td>“Simón Bolívar the Liberator,” Part I Core Lesson (TG &amp; SR, Chapter 5)</td>
<td>“Simón Bolívar the Liberator,” Part II Core Lesson (TG &amp; SR, Chapter 5)</td>
<td>“Revolution in the South” Core Lesson (TG &amp; SR, Chapter 6)</td>
<td>“Brazil Finds Another Way” Core Lesson (TG &amp; SR, Chapter 7)</td>
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</tr>
</tbody>
</table>
(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**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<tr>
<td>Independence for Latin America</td>
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**Week 2**

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<tr>
<td>Independence for Latin America</td>
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**Week 3**

<table>
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<tr>
<th>Day 11</th>
<th>Day 12</th>
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<tbody>
<tr>
<td>Independence for Latin America</td>
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</table>
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

- 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)*

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.
“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*-yo*hhss/). 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:

```
people born in Spain
  ↓
Creoles
  ↓
mestizos
  ↓
indigenous peoples
  ↓
enslaved peoples
```

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.
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.

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### “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:
LITERAL—How did the revolutions in America and France affect people in Latin America?

» Latin Americans were inspired by these revolutions to demand rights from their rulers.

LITERAL—What event allowed Spanish colonies to declare independence without being disloyal to the Spanish king?

» Napoleon had installed his brother on the Spanish throne, so the colonies could fight for independence and still claim to remain loyal to the deposed Spanish king.

Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did European colonies in North and South America want their freedom?”
- Invite a volunteer to post the image card 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 European colonies in North and South America want their freedom?”

  » Key points students should cite include: A rigid class structure led to social unrest; Enlightenment thinkers and revolutions in the United States and France inspired Latin American revolutionaries.

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 (class, aristocrat, indigenous, mission, or priest), and write a sentence using the word.

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

A Walk Back in Time (RI.6.1) 15 MIN

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

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

- 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

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.

**Scaffold understanding as follows:**

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.

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.
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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.
Chapter 2 | Toussaint L'Ouverture and Haiti

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.
**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 Touissant 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.

**“Napoleon’s War,” Pages 20–22**

**“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.
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.

**“The Fall of the French,” Pages 24–25**

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.

**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)

**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](http://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

• 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
Core Vocabulary (Student Reader page numbers listed below)

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)

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**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.

**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).
**The Start of the Revolution**

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

**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
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**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.

**LITERAL**—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.

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

**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.
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“A Good Priest,” 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

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.
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**

**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.

**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.
Hidalgo reached Guadalajara, he had only about seven thousand soldiers left. He
wondered how he could begin to organize a new army and train it. He spent
about ten weeks in Guadalajara. He helped the city prepare for a Spanish
assault. He trained the men, and he made cannons and other weapons. 

But the army was also preparing and soon marched on Guadalajara. The
soldiers, to train their army, and to make cannons and other weapons. But

Hidalgo, Allende, and Aldama used the time in Guadalajara to gather more
soldiers, and he ultimately
Hidalgo was a priest, not a
soldier, and he ultimately

July 31, 1811, less than a year
was shot by a firing squad on
sentence to death. Hidalgo
The leaders were tried and

the rebels were lured into
an old mining center. There,
flee with their army.
Aldama could do nothing but

The battle was evenly fought for six hours. Then
be no match for the trained Spanish troops, but

Meanwhile, the soldiers in his army began to leave. Many of the rebels were
that followed his army. In the end, Hidalgo decided not to attack Mexico City.
Whether it was a mob or an army, the rebels continued to win battles. And

José María Morelos
famous artists, that depict accounts of Mexican history.

painted by Diego Rivera (/dee*ay*goh/ree*veh*rah/), one of Mexico's most

The Revolution Stumbles

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.
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

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

- 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”**

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.
By late 1860 the opposition was strong enough to leave Mexico City.

Three years of fighting followed.

Before the revolution of 1857, Juárez became president, and he tried to make reforms.

The new constitution of 1857 promised equal rights for all Mexicans. But powerful opposition ran him out of power. As president, he led a sweeping political reform movement designed to guarantee freedom of speech. As minister of justice, Juárez 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.
programs than the poor. During Díaz’s reign, a single Mexican family owned
foreigners and wealthy Mexicans benefited more from Díaz’s modernizing
railroads, mines, and factories. Modernization was certainly needed, but
brief intermission, from 1876 until 1911. He modernized Mexico by building
troops to conquer Mexico. 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,
many other states opposed the appointment because it stripped them of many of the rights
they had secured under the leadership of Benito Juárez.

**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 Emilio 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.
Emiliano Zapata joined forces with Pancho Villa.

Most was land reform. People. What Zapata wanted intention of giving land to the indigenous people. He concluded that it had no against the government, when Zapata fought for, and then fighting force. Also like Villa, and assembled an effective guerrilla leader. He was still alive in Mexico. Wealthy landowners controlled almost all the land. 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 mestizo who also joined the fight against Díaz. Early in the struggle, Emiliano Zapata was a guerrilla leader from the south of Mexico. Zapata and his ability to disappear into the night helped him avoid capture. Sixteen Americans in Columbus, New Mexico. U.S. President Woodrow Wilson raid across the United States-Mexico border. In 1916, he and his troops killed wealthy men won military victories in northern Mexico and push beyond the reforms of Juárez by obtaining land and rights for people. So Villa became an outlaw and waged war he believed had betrayed the cause of the poor people. He quickly lost his faith in the new government, which people were passionately devoted to him. Villa and his men won military victories in northern Mexico. U.S. President Woodrow Wilson 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 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 Juarez 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.

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.

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

» He was a rustler and bandit.
CHAPTER 4 | MEXICO AFTER INDEPENDENCE

"Emiliano Zapata," Pages 48–51

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—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.

"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.
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

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.
**Make a Mural (RI.6.7)**

**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](http://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)**

**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](http://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 an 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.
History Detectives: Pancho Villa (RI.6.7)

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.
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

- 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 move 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

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

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 “Bolivar’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.

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**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.

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**“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.
Bolívar said, “by the God of my fathers and the honor of my country, I will not rest, not in body or soul, till I have broken the chains of Spain.”

He was not the only person interested in the Spanish colonies. Miranda arrived in Venezuela in February 1806 with 150 men and a fleet of three ships, two of which he got in Santo Domingo, and the third from the British navy. The Spanish authorities were alerted and stopped him before he could land on Venezuelan soil. He lost two of the ships and sixty of his men.

Miranda had spent a lifetime talking about independence. He had traveled through the United States and met many of the leaders of the American Revolution, including George Washington, Benjamin Franklin, and Thomas Jefferson. Miranda was convinced that Venezuela must become independent. During a visit to the United States, he read the works of important Enlightenment writers, such as Montesquieu, and became familiar with the ideas of the American Revolution. He was convinced that Venezuela must become independent.

Bolívar was not the first Venezuelan to try to liberate the Spanish colony. Francisco de Miranda was the first person to try to liberate Venezuela; he was unsuccessful. However, he was not discouraged by his failure. He was determined to succeed and to eventually become a leader in Venezuela’s liberation movement.

Failed Rebellion

At the time of Maria Teresa’s death, Bolívar was only twenty years old. He had become restless and left Venezuela once more to travel in Europe. There, 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

You know that in 1808, Napoleon overthrew the Spanish king and placed his brother Joseph on the Spanish throne. For Venezuelans, this meant they no longer had to worry about being loyal to the Spanish king. As a result, Simón Bolívar and his supporters began to think about independence.

The First Venezuelan Republic

“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 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

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.**
G6_U6_Chap05_SR.indd   59

Bolívar had to flee Venezuela, but he was not through fighting. He went to War to the Death his allies leave the country.

years later in a Spanish prison. Meanwhile, the Spanish officials let Bolívar and was being disloyal. They turned him over to the Spaniards. Miranda died four

the country, but Bolívar and some of the other young officers claimed he

Miranda tried to negotiate with the Spanish authorities to let the rebels leave

The fight became bloodier. Both sides committed acts of terror and cruelty. But Bolívar's declaration of "war to the death" aided the rebels. Venezuelans

be avenged [and] these executioners exterminated. . . . Our hatred knows no

themselves our enemies have broken international law. . . . But the victims will

fighting became brutal. Spanish commanders often executed the rebels

army to liberate Venezuela. He met little resistance at first, but soon the

Bolívar then convinced the leaders of New Granada to let him lead an

earned a promotion to general in the rebel army.

border. He defeated the Spanish

garrisons called Cúcuta (/koo*koo*tah/), near the Venezuelan

New Granada, the colony next to Venezuela. Rebels in the capital, Bogotá

(boh*guh*tah), had declared independence in

shown in red on the map. Encourage students to correctly pronounce the names.

Colombia, and Ecuador.

The territory of New Granada would become the present-day countries of Panama,

independence movement.

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, Ilaneros, 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.
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.
"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.)
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

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

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.
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

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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

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**THE CORE LESSON 35 MIN**

**Introduce “Revolution in the South”**

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”**

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.
Buenos Aires, the Spanish king made the people of the city council believe that they had enough money to run their affairs. But the king had made a mistake. When the British ship arrived, the city council decided not to fight. 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. The people of Buenos Aires knew they could run their own affairs after conquering Spain and replacing the king with his brother Joseph Bonaparte. 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.

The people of Buenos Aires knew they could run their own affairs after conquering Spain and replacing the king with his brother Joseph Bonaparte. 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. The people of Buenos Aires knew they could run their own affairs after conquering Spain and replacing the king with his brother Joseph Bonaparte. 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. The people of Buenos Aires knew they could run their own affairs after conquering Spain and replacing the king with his brother Joseph Bonaparte. 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. The people of Buenos Aires knew they could run their own affairs after conquering Spain and replacing the king with his brother Joseph Bonaparte. 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.
San Martín spent two years in the province getting troops ready to invade Chile. Cuyo shared a border with Chile and was a key to routes through the Andes. (/koo*yoh/). It appeared to be a restful job where he could recover. Actually, to be sick. That was his excuse for being sent as governor to the province of Cuyo.

Independence Comes to Chile
José de San Martín would become the main leader of the revolutions in parts of South America. José de San Martín was the principal leader of the revolts against Spain in the southern parts of 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 trained as an army officer. He was a loyal and capable officer. He became an officer in the Spanish army.

San Martín returned to Río de la Plata. He was at the height of his career as a military officer. He was a loyal and capable officer. He became an officer in the Spanish army. He was a loyal and capable officer. He became an officer in the Spanish army.

José de San Martín Returns
and it happened that one of the leaders of the cabildo, the city council, died. The cabildo needed a new leader. The most qualified person to lead the city was San Martín's father. The cabildo tried to convince San Martín to take the job. He accepted the job but turned 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.

San Martín was a soldier in the Spanish army. He was educated in Spain and trained as an army officer; he fought in several wars in Europe. He was a loyal and capable officer. He became an officer in the Spanish army. He was a loyal and capable officer. He became an officer in the Spanish army.

José de San Martín’s early life prepared him to be a revolutionary leader. He was educated in Spain and trained as an army officer; he fought in several wars in Europe. He was a loyal and capable officer. He became an officer in the Spanish army. He was a loyal and capable officer. He became an officer in the Spanish army.

José de San Martín Returns
and it happened that one of the leaders of the cabildo, the city council, died. The cabildo needed a new leader. The most qualified person to lead the city was San Martín's father. The cabildo tried to convince San Martín to take the job. He accepted the job but turned 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.
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.
“Failure in Peru,” Pages 76–77

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 (*viceroy, treasury, militia, bluff, or pension*), and write a sentence using the word.

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

• 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.
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.

**“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.*
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.
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

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

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

Unit Assessment: *Independence for Latin America*  
Performance Task: *Independence for Latin America*  
• Performance Task Scoring Rubric  
• Performance Task Activity: *Independence for Latin America*  
• *Independence for Latin America* Performance Task Notes Table

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

Answer Key: *Independence for Latin America* —  
Unit Assessment and Activity Pages
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 worshipers 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) Toussaint

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.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. indigenous</td>
<td>a) a group of people working together secretly to achieve a specific goal</td>
</tr>
<tr>
<td>27. dictator</td>
<td>b) a person who frees others from oppression</td>
</tr>
<tr>
<td>28. export</td>
<td>c) troops stationed in a town or fort for the purpose of defense</td>
</tr>
<tr>
<td>29. aristocrat</td>
<td>d) a person of the upper or noble class whose status is usually inherited</td>
</tr>
<tr>
<td>30. garrison</td>
<td>e) fast-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force</td>
</tr>
<tr>
<td>31. guerrilla tactics</td>
<td>f) native to a particular region or environment</td>
</tr>
<tr>
<td>32. liberator</td>
<td>g) a ruler who has total control over the country</td>
</tr>
<tr>
<td>33. conspiracy</td>
<td>h) a group of people assigned to find information about something or control something</td>
</tr>
<tr>
<td>34. commission</td>
<td>i) a product that is sent away to sell in another country</td>
</tr>
<tr>
<td>35. stability</td>
<td>j) consistency; the ability to remain unchanged</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Revolutionary’s Name</th>
<th>Toussaint L’Ouverture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td></td>
</tr>
<tr>
<td>• Born into slavery</td>
<td></td>
</tr>
<tr>
<td>• Worked as a foreman and coachman before being freed</td>
<td></td>
</tr>
<tr>
<td>• Learned to read and write at an early age</td>
<td></td>
</tr>
<tr>
<td>• Possessed medical skills</td>
<td></td>
</tr>
<tr>
<td><strong>Country/Countries Liberated</strong></td>
<td>Haiti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Achievements/ Influence on Latin American Independence Movement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Led the first successful independence movement in Latin America</td>
</tr>
<tr>
<td>• Successfully organized army of Haitian rebels</td>
</tr>
<tr>
<td>• Adopted policy of destroying goods and property that would aid the French forces</td>
</tr>
<tr>
<td>• Implemented traditional African fighting techniques to help defeat French</td>
</tr>
<tr>
<td>• Efforts led to the first and only country formed by former enslaved peoples</td>
</tr>
<tr>
<td>• Inspired other independence movements in the region</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>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.</td>
</tr>
<tr>
<td>Average</td>
<td>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.</td>
</tr>
<tr>
<td>Adequate</td>
<td>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.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>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.</td>
</tr>
</tbody>
</table>
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*.
**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.

<table>
<thead>
<tr>
<th>Revolutionary’s Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Country/Countries Liberated</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Achievements/ Influence on Latin American Independence Movement</strong></td>
<td></td>
</tr>
</tbody>
</table>
*Haiti and the Dominican Republic are the present-day countries that make up the island of Hispaniola.
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?
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
- Treaty between Spain and Portugal
- Signed in the year 1494
- Divided the land of South America between the two countries
- Voyage began in 1492
- Believed he was heading to the East Indies
- After Columbus’s first voyage in 1492
- Numerous Spanish explorers led expeditions to the Americas
- Pedro Alvares Cabral discovered present-day Brazil
- Pedro Alvares Cabral discovered present-day Brazil
- Claimed the land for Portugal
- Explorers included Juan Ponce de León, Hernando de Soto, and Francisco Vázquez de Coronado
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
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
What Did They Do?

Using the chart below, describe the role each leader played in the Haitian Revolution.

<table>
<thead>
<tr>
<th>Boukman</th>
<th>Toussaint L’Ouverture</th>
<th>Jean Jacques Dessalines</th>
</tr>
</thead>
</table>

Which leader do you think had the greatest impact on Haiti’s independence from France, and why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Map of Mexico, 1821
Use the words in the word bank to complete the crossword puzzle.

<table>
<thead>
<tr>
<th>class</th>
<th>aristocrat</th>
<th>indigenous</th>
<th>mission</th>
<th>priest</th>
<th>foreman</th>
<th>coachman</th>
</tr>
</thead>
<tbody>
<tr>
<td>province</td>
<td>epidemic</td>
<td>dictator</td>
<td>hacienda</td>
<td>padre</td>
<td>conscience</td>
<td>conspiracy</td>
</tr>
<tr>
<td>yoke</td>
<td>mob</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Across**

1. a person who has the training or authority to carry out certain religious ceremonies or rituals
2. a large, unruly group of people
3. a large estate or plantation
4. a person who drives a coach, a type of four-wheeled vehicle drawn by a horse
5. native to a particular region or environment
6. a person who oversees other workers
7. a harness used to restrain work animals; something that takes away people’s freedom
8. a group of people with the same social or economic status
9. a group of people working together secretly to achieve a specific goal

**Down**

1. a ruler who has total control over the country
2. a settlement built for the purpose of converting Native Americans to Christianity
3. a situation in which a disease spreads to many people in an area or region
4. literally, father; the title given to a Spanish priest
5. a person of the upper or noble class whose status is usually inherited
6. a sense or belief a person has that a certain action is right or wrong
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
### Comparing Freedom Fighters

Use the chart below to take notes about Venezuela’s three freedom fighters. After completing the chart, answer the questions below.

<table>
<thead>
<tr>
<th>Simón de Bolívar</th>
<th>Francisco de Miranda</th>
<th>José de San Martín</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How were these three leaders similar? What experiences, abilities, and characteristics did they share?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
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
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 of 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)
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
1. dictator
2. priest
3. mob
4. hacienda
5. province
8. coachman
9. indigenous
10. foreman
13. yoke
14. class
15. conspiracy

Down
1. padre
2. mission
3. epidemic
4. epidemic
6. epidemic
11. aristocrat
12. conscience

Beloved Outlaws (AP 4.1) (page 115)
1. Z
2. VZ
3. Z
4. V
5. V
6. V
7. V
8. Z
9. VZ
10. VZ
11. Z
12. V
13. VZ
Comparing Freedom Fighters (AP 5.1) (page 116)

<table>
<thead>
<tr>
<th>Simón de Bolívar</th>
<th>Francisco de Miranda</th>
<th>José de San Martín</th>
</tr>
</thead>
<tbody>
<tr>
<td>became the most famous and successful liberator of South America</td>
<td>was the first to try to liberate Venezuela</td>
<td>beginning in 1813, fought to liberate South America</td>
</tr>
<tr>
<td>lived in Spain, in Napoleonic France, traveled in Europe, and read works of the Enlightenment</td>
<td>fought in the French Revolution</td>
<td>led his army to Lima and declared Peru’s independence</td>
</tr>
<tr>
<td>joined a group that declared Venezuelan independence in 1811</td>
<td>visited the United States and met with leaders of the American Revolution</td>
<td>joined with Bolívar</td>
</tr>
<tr>
<td>brought Miranda back to Venezuela supported by Creoles</td>
<td>failed in his attempts to free Venezuela</td>
<td>went to Chile while Bolívar freed Peru</td>
</tr>
<tr>
<td>was strong-willed and proud</td>
<td>did not have support from Venezuelans</td>
<td>became main leader of revolutions in southern South America</td>
</tr>
<tr>
<td>wanted glory and power</td>
<td>lost Creole support because he talked about equality</td>
<td>was a Creole</td>
</tr>
<tr>
<td>joined rebels of New Granada after being forced to flee Venezuela</td>
<td>supported by mestizos and indigenous people</td>
<td>lived in Spain</td>
</tr>
<tr>
<td>led forces from New Granada to free Venezuela</td>
<td>was strong-willed and proud</td>
<td>fought against Napoleon</td>
</tr>
<tr>
<td>won support from leader of Haiti</td>
<td>wanted glory and power</td>
<td>visited London, where he met Miranda</td>
</tr>
<tr>
<td>made daring plan to cross Llanos and mountains to invade Bogotá</td>
<td>was turned over to the Spaniards by Bolívar</td>
<td>made a daring plan to cross the Andes to attack Spanish forces</td>
</tr>
<tr>
<td>dreamed of creating a united South America, similar to the United States</td>
<td>h</td>
<td>hoped to unite all of South America</td>
</tr>
<tr>
<td>became first president of Gran Colombia (New Granada + Venezuela)</td>
<td>freed Peru with Sucre and wrote Peru’s constitution</td>
<td>gained nothing from his work</td>
</tr>
<tr>
<td>freed Peru with Sucre and wrote Peru’s constitution</td>
<td>hailed as a hero</td>
<td>moved to Europe, where he later died</td>
</tr>
</tbody>
</table>

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)

Subject Matter Expert
Kirsten McCleary, PhD, Department of History, James Madison University

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Jose Maria Teco Morales y Paeon (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

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Portrait of Toussaint L'Ouverture (1745–1803) on horseback, early 19th century (colour engraving), French School, (19th century) / Bibliothèque Nationale, Paris, France / Archives Charmet / Bridgeman Images: 17c, 39

Queen Carlotta 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

Sign of the Act of Independence on 5th July 1811 (oil on canvas), Loreau, Jean (1776–1841) / Collection of the Consejo Municipal, Caracas, Venezuela / Index / Bridgeman Images: 74

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Simon Bolivar (1783–1830) and Francisco de Paula Santander (1792–1840) travelling to Bogota with the army of the “Liberator” 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 Suarez Peru after Battle of Ayacucho, December 1824, Peruvian War of Independence, Peru, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: Lii, 18a, 79

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The death of poor Toussaint / L'Ouverture draws near, the negro leader watches the coming fleet sent by Napoleon for his destruction (b/w photo), English School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: 40

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The Glorious Conquest of Buenos Aires by the British Forces, 27th June 1806, published by G. Thompson, 1806, published by G. Thompson, 1806 ( coloured woodcut), English School, (19th century) / National Army Museum, London / Bridgeman Images: 17i, 81–84

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