

Lesson Plan: Timeline of Latin American Independence Movements



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Lesson Plan Title: Timeline of Latin American Independence Movements

Overview

Students will work in groups to develop a timeline using a free web-based tool. They will outline the major events in the early 1800s that led to Latin American independence from Spain and Portugal.

This lesson plan was designed as part of a larger unit on the revolutionary effects of the Enlightenment. Latin American Revolutions were studied in combination with the American and French Revolutions.

Objectives

Sunshine State Standard:

SS.912.W.5.7- Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

Students will identify major events and leaders who helped Latin American countries achieve independence from European colonial powers.

Students will identify earlier revolutions and ideologies that helped inspire independence movements.

Students will identify conditions in Latin American society which prompted a desire for independence.

Students will put Latin American independence movements within the context of European, American and history overall.

Background

In the 1700s, a European intellectual movement called the Enlightenment sought social reforms and political changes based on reason, human rights, and civil liberties. The ideas and writings stemming from this movement helped develop a new political ideology, called Liberalism. Liberals sought a greater role in government, religious tolerance, and a constitution and bill of rights to protect civil liberties. A series of revolutions, including the American Revolution, the French Revolution, and the Haitian Revolution, arose in response to these desires and developed a model that other revolutionaries would follow in years to come. Throughout Latin America, nationalists used the weaknesses of the Spanish and Portuguese monarchies to achieve their own independence.

Target Audience

10th Grade World History

Required Materials

World History Textbook (World History by Glencoe used as the model); computers with internet access.

Teaching Activities

Review and context – 5-10 minutes

1. Verbally review with students the ideologies of nationalism and liberalism.
2. Review the political changes that American and French revolutionaries were seeking in their revolutions.
3. Review the social structure of Latin America as described in the textbook. Draw a social hierarchy pyramid on the board to reinforce. Discuss why this could lead to a revolution.

X-timeline Creation – 20-45 minutes (depending on how you break up the groups and how computer savvy your students are)

1. Break students up into groups based on how many computers you have – at least one computer per group.
2. Students will go to www.xtimeline.com. Students can create their own accounts ahead of time, or the teacher can create one and the whole class can use it.
3. Using their textbook, student groups will create an on-line timeline of important events that occurred from the Haitian Revolution to the independence of Central and South America. Students will give the event a title that will appear on the timeline. They will then describe the events and important leaders in the description section. If time permits, students can add pictures to illustrate the events.
4. Since this is an online website, all students can work on the same timeline simultaneously. Each group can create their own timeline with all events OR each group can just add a specified group of events to the class timeline which will take much less time. (example: Group 1 – Haiti, Group 2 – Bolivar, Group 3 – de San Martin, Group 4 – Mexico, etc).

Review of Timelines – 10 minutes

1. Pull up the class timeline (or one group's timeline) so that all students can see it. Review the major people and events that are on it.
2. Ask students what similarities do they see in these movements? What differences do they see?

Grading Assessment

For homework, students will write a paragraph describing the causes and effects of the Latin American Independence movements. Paragraphs should include specific events and leaders from the timeline and should demonstrate that students can put the Latin American independence movements into the greater historical context described above.