

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 1
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Students will be able to: Identify and analyze primary and secondary sources Organize evidence from reading passages
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Review the definitions of the following terms: Resistance; Uprising; Rebellion; Revolt
Online Resources for Students: https://www.britannica.com/topic/slave-rebellions - This encyclopedia source is excerpted and modified in the lesson below. Students may want to read the full article. http://www.recoveredhistories.org/storiesresist.php - Parts of this source are used in the lesson. More narratives from enslaved people are available at this site, along with a quiz posted at the bottom of the webpage.

Directions: Read the sources. After each, complete the chart about different ways that enslaved people resisted, or fought back, against their captors and masters, and how those in power responded. Some information about the United States is included in the reading, which you can include in your answers, but try to keep a focus on Latin America.

Document A

From Recovered Histories: Resistance and Rebellion -

From the moment of capture to arrival in the Americas, Africans found ways to escape and to fight back. The authorities responded to these acts through violence and repression. The constant threat of uprisings meant there was an almost continuous state of war in the Caribbean at the end of the 18th century.

In the Caribbean and Americas sabotage of machinery and equipment, poisonings, faking illness, killing livestock, and full blown organised uprisings were ways in which enslaved Africans resisted their condition.

Is this source primary or secondary?	
Ways that enslaved people resisted:	Ways that captors and masters responded to slave resistance:

Document B

From evidence delivered to the House of Commons (the law-making body in Britain) in 1790 and 1791 based on what Mr. Morely witnessed on slave ships:

Is this source primary or secondary?	
Ways that enslaved people resisted:	Ways that captors and masters responded to slave resistance:

Document C

Excerpted and modified from The Encyclopedia Britannica page: *Slave Rebellions*

Resistance signified continual deep-rooted discontent with the condition of slavery and, in some places, resulted in even more strict punishments and control in slaveholding areas. In other

places, however, the rebellions sometimes made people believe that the institution of slavery was becoming impossible to control and had to end.

Estimates of the total number of slave revolts in the Americas vary according to how historians define and uprising. For the two centuries before the American Civil War (1861–65), one historian found evidence of more than 250 uprisings or attempted uprisings involving 10 or more slaves. Rebellions were also common throughout the Caribbean region and Latin America. Slave rebellions often were not planned, and most were quick disturbances by small groups of slaves. Not all revolts had complete freedom as their aim; some had small goals, such as better conditions or the time and the freedom to work part-time for themselves and their families.

The slave rebellion known as the Amistad Mutiny occurred on a slave ship off the coast of Cuba in the summer of 1839. The 53 African captives who revolted were captured and tried in the United States after their ship entered U.S. waters. The slaves won their court case legal victory in 1840 and the U.S. Supreme Court agreed with the decision in 1841. With help from abolitionist and missionary groups, the Africans returned home to Sierra Leone in 1842.

In late 1733 a massive revolt occurred on the Danish-controlled island of St. John (now in the U.S. Virgin Islands). Plantation slaves there took arms against Danish soldiers and colonists and eventually gained control of the majority of the island. They established their own rule, which lasted until French troops defeated the rebels in May 1734.

Joseph Cinqué, leader of the Amistad revolt.

Is this source primary or secondary?	
Ways that enslaved people resisted:	Ways that captors and masters responded to slave resistance:

Write a short summary of what you learned from all three sources. What are some common ways that enslaved people resisted against those who captured and owned them? How did those in power respond to this resistance?

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 2 (Haitian Revolution)
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Students will be able to: Make a timeline and summarize the main events of the Haitian Revolution
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Locate Haiti on the map with your student. Tell your student that people in Haiti speak French and Creole, which is a language based on French. Ask them to explain why this is the case. Based on what they have learned about colonization, they should be able to explain that Haiti was taken over by France, or French-speaking people. Watch the animated history with your student and pause as needed to take notes and complete the assignment.
Online Resources for Students: https://www.ducksters.com/geography/country.php?country=Haiti - This is a basic and brief history of Haiti to help with background information if needed. https://kids.nationalgeographic.com/explore/countries/haiti/ - This site is slightly more detailed and includes some helpful photographs.

Directions: Watch the video, which is about 6 minutes long. You may want to watch this more than once and you will definitely need to pause as you go to get important information for the next step.

<https://www.youtube.com/watch?v=B8wlmKgLkOQ&t=213s>

On a blank piece of paper, make a timeline of major events in Haiti and the Haitian Revolution.

Your timeline can be vertical or horizontal. It does not need to have even spacing between important events, but DOES need to go in the correct order.

**Be sure to describe the NATIVE population who lived in Haiti BEFORE 1492
Be sure to include events leading up to, during and right after the Haitian Revolution (ending around 1804).**

For each major event, include the date (ex: 1492) or date range (ex: 1500-1550s)

For each major event, describe what happened in note form or using full sentences. You may also wish to include an illustration.

Study the images.

The Haitian Revolution was the first successful slave revolt in which the enslaved people freed themselves and took over their own country. However, Haiti experienced extreme poverty and hardship in the years that followed, up until today.

In your opinion, was the revolution successful? Why or why not? Write at least five sentences explaining your point of view:

The Battle of Santo Domingo,
1806

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 3 (Haitian Revolution Continued)
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Students will be able to: Make a timeline and summarize the main events of the Haitian Revolution
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Review definitions of the words Liberty, Equality and Fraternity with your student. Let them know that in the documentary, the French version of these words will be used often (liberté, égalité, fraternité).
Online Resources for Students: https://www.youtube.com/watch?v=Sn32cWUT83E - This is a full PBS documentary about the Haitian Revolution, which is used for the basis of the lesson.

Directions:

Watch the PBS Documentary: Egalite for All: Toussaint Louverture & The Haitian Revolution <https://www.youtube.com/watch?v=Sn32cWUT83E>

As you watch, add to or update the timeline that you created yesterday.

Answer the following questions on a separate sheet of paper or on the back of your timeline page:

Where do the ideas of liberty, equality and fraternity come from?

What were the inspirations for the Haitian Revolution?

What were the goals of the Haitian Revolution?

Who were the heroes of the Haitian Revolution?

How is the Haitian Revolution important in history?

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 4 (Comparing the Slave Revolt in Jamaica and the Haitian Revolution)
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Students will be able to: Compare and contrast two slave revolts in Caribbean Colonies.
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Have your student locate Jamaica on a map. Ask your student to calculate the distance from Jamaica to Haiti. Read the background of the map on the link listed below and explain to your student.
Online Resources for Students: http://revolt.axismaps.com/project.html - This provides background information about the map of the Slave Revolt in Jamaica in the late 1700s.

Go to this site <http://revolt.axismaps.com/map/>

Explore the events of the Slave Revolt in Jamaica by pressing play or by clicking through important events. Read through information on the left side of the screen. Remember to check the map key for what colors mean. The information may be detailed, so you might need to look up vocabulary or ask someone to read through the information with you.

Read the article (optional) - go over this article to help you understand the interactive map or if you were unable to access the map.

TACKY: FREEDOM FIGHTER AND FOLK HERO

Tacky was taken to Jamaica as a slave during the 1750's. He was bought by Ballard Beckford who owned a plantation called Frontier Estate. In 1760 Tacky began to plan a

rebellion, he called a meeting of slaves. The meeting took place between Frontier Estate and Trinity Estate.

Tacky chose some brave slaves to help him with his plan. Obeahmen (witch doctors) believed they could control spirits. Tacky knew his people believed in the obeahman's power to harm the enemy and if they were involved then other slaves would be sure to join.

The rebellion was planned for Easter Monday 1760. On Easter Sunday night Tacky led his men to Port Maria. Four barrels of gunpowder and forty muskets were taken. They then went to the beach and cut the weights from the fishing nets to use them as bullets.

Some slaves didn't trust Tacky - one of these escaped and warned the owners about the rebellion.

Zachary Bayley, an estate owner, tried to get the rebels to return to their work, but they tried to shoot him. He escaped and went to warn other estate owners.

Meanwhile, the rebels attacked the Heywood Hall Estate. They set fire to the Great House and the sugar factory. Tacky had won so many victories that he and his men began to celebrate. By now everyone on the island had heard of Tacky and his exploits - soldiers on horse and foot were sent to find the rebels.

The obeahmen went among the rebellious slaves and encouraged them to be brave and promised to protect them from death. The soldiers knew that without the obeahmen many rebels would not fight - so they tried to capture them. When they did, they hanged them at a crossroads, dressed in their costumes. This scared the rebels and many returned to their quarters. Tacky and a few men who were left, went to a valley and hid behind some rocks.

Tacky's fight inspired others - slaves on Captain Forrest's Estate on the opposite end of the island rebelled.

Tacky was eventually caught and shot. His head was cut off and taken to Spanish Town, where it was stuck on a pole by the roadside. "Tacky's War" lasted from April to September 1760. Millions of pounds of damage was done and about 300 Africans and 60 white people were killed.

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 5 (Independence Movements)
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Independence movements are responsible for the decolonization of Latin America Students will be able to: Interpret maps and timelines Conduct research on an independence movement in Latin America
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Review the definitions of the terms: Independence Movement; Revolution; Decolonization
Online Resources for Students: https://www.youtube.com/watch?v=ZBw35Ze3bg8 - Crash Course Latin American Revolutions: Crash Course World History #31 This video is very detailed, but can be geared toward older students and moves FAST. If your student watches this, it should be to reinforce learning and should be paused regularly.

Scroll through the timeline by dragging the purple bar across the screen. You click on events to learn more about each one, but the title of each event should be enough to answer the following questions:

This timeline does not include all revolts and rebellions. However, on this timeline, when is the first rebellion?

When is the first revolution on this timeline?

As you scroll from left to right, what patterns do you notice?

Why do you think so many revolutions and independence movements happened around the same time?

Latin American Countries

Study the map and answer the questions:

- a . What is the title of this map?**

- b. Which country on this map gained its independence first (Hint: It's in NORTH AMERICA, not Latin America).**

- c. Which country gained its independence between 1800- 1809? (Hint: It's in the Caribbean)**

- d. About how many countries got their independence in 1821?**

- e. Which country got its independence from 1821 - 1829?**

- f. How many countries gained independence between 1830 - 1899? Where are they located?**

- g. About how many countries gained independence in 1900 or later?**

What does this map show you?

How does this map connect to the _____ timeline and the map on the last page? In _____ other words, how can this map help you understand the timing of independence movements in Latin America?

IV. Learning more about Latin American Independence Movements. Choose ONE of the following options and take notes about the movement:

Option 1: Pick a country and do research about how it gained independence:

Argentine, Brazil, Belize, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Suriname, Uruguay, Venezuela

Option 2: Read through the text:

How Latin America Gained Independence from Spain (excerpts from: thoughtco.com)

Independence in Northern South America

The independence struggle in northern Latin America began in 1806 when Venezuelan Francisco de Miranda first attempted to liberate his homeland with British help. This attempt failed, but Miranda returned in 1810 to head up the First Venezuelan Republic with Simón Bolívar and others.

Bolívar fought the Spanish in Venezuela, Ecuador, and Colombia for several years, decisively beating them several times. By 1822, those countries were free, and Bolívar set his sights on Peru, the last and mightiest Spanish holdout on the continent.

Along with his close friend and subordinate Antonio José de Sucre, Bolívar won two important victories in 1824: at Junín, on August 6, and at Ayacucho on December 9. Their forces routed, the Spanish signed a peace agreement shortly after the battle of Ayacucho.

Independence in Southern South America

Argentina drew up its own government on May 25, 1810, in response to Napoleon's capture of Spain, although it would not formally declare independence until 1816. Although Argentine rebel forces fought several small battles with Spanish forces, most of their efforts went towards fighting larger Spanish garrisons in Peru and Bolivia.

The fight for Argentine Independence was led by José de San Martín, an Argentine native who had been trained as a military officer in Spain. In 1817, he crossed the Andes into Chile, where

Bernardo O'Higgins and his rebel army had been fighting the Spanish to a draw since 1810. Joining forces, the Chileans and Argentines soundly defeated the Spanish at the Battle of Maipú (near Santiago, Chile) on April 5, 1818, effectively ending Spanish control over the southern part of South America.

Independence in the Caribbean

Although Spain lost all of their colonies on the mainland by 1825, it retained control over Cuba and Puerto Rico. It had already lost control of Hispaniola due to slave uprisings in Haiti.

In Cuba, Spanish forces put down several major rebellions, including one which lasted from 1868 to 1878. Carlos Manuel de Cespedes led it. Another major attempt at independence took place in 1895 when ragtag forces including Cuban poet and patriot José Martí were defeated at the Battle of Dos Ríos. The revolution was still simmering in 1898 when the United States and Spain fought the Spanish-American War. After the war, Cuba became a US protectorate and was granted independence in 1902.

In Puerto Rico, nationalist forces staged occasional uprisings, including a notable one in 1868. None were successful, however, and Puerto Rico did not become independent from Spain until 1898 as a result of the Spanish-American War. The island became a protectorate of the United States, and it has been so ever since.

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 6 (Independence Movements Continued)

What Your Student is Learning:

Students will understand that:

Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success.

Independence movements are responsible for the decolonization of Latin America

Students will be able to:

Analyze and interpret historical quotations

Recognize patterns and use evidence to synthesize a conclusion about history

Background and Context for Parents:

A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.

Ways to support your student:

(questions to ask, responses to look for, representations they should use, etc...)

Review the definitions of the terms: Independence Movement; Revolution; Decolonization

Online Resources for Students:

<https://www.youtube.com/watch?v=ZBw35Ze3bg8> - Crash Course Latin American Revolutions: Crash Course World History #31

This video is very detailed, but can be geared toward older students and moves FAST. If your student watches this, it should be to reinforce learning and should be paused regularly.

<https://www.khanacademy.org/humanities/ap-us-history/period-3/social-consequences-of-revolutionary-ideals-lesson/v/latin-america-independence>

This video is used in the lesson below. This site includes a transcript of the video and additional related sources.

<https://www.thoughtco.com/the-liberators-of-south-america-2136425>

Directions: Watch the video and complete the following organizer:

<https://www.youtube.com/watch?v=y6llgVSvizk>

What is the ENLIGHTENMENT? Use what you learned in the video and/or look it up online:

What does the Enlightenment quote from the video mean? Put it in your own words:

“No man has received from nature the right to command others. Liberty is a gift from heaven, and each individual of the same species has the right to enjoy it as soon as he enjoys the use of reason.” (Diderot. “Political Authority” 1751)

Why did so many revolutions and Independence movements happen around the same time in Latin America? List your reasons here:

-
-
-
-
-

Read about the brief biographies of the top ten leaders of Latin American independence movements. You may wish to look up more information about specific leaders:

The Liberators of South America
Leaders of South America's Wars of Independence
Simón Bolívar, Greatest of the Liberators

Mural depicting Simon Bolivar fighting for independence. Guanare, Portuguesa, Venezuela. Krzysztof Dydynski / Getty Images

Simón Bolívar (1783-1830) was the greatest leader of Latin America's independence movement from Spain. A superb general and a charismatic politician, he not only drove the Spanish from northern South America but also was instrumental in the early formative years of the republics that sprang up once the Spanish had gone.

His later years are marked by the collapse of his grand dream of a united South America. He is remembered as "The Liberator," the man who liberated his home from Spanish rule.

Bernardo O'Higgins, Liberator of Chile

Bernardo O'Higgins (1778-1842) was a Chilean landowner and one of the leaders of its struggle for Independence. Although he had no formal military training, O'Higgins took charge of the ragged rebel army and fought the Spanish from 1810 to 1818 when Chile finally achieved its independence. Today, he is revered as the liberator of Chile and the father of the nation.

Francisco de Miranda, Precursor of Independence

Sebastian Francisco de Miranda (1750-1816) was a Venezuelan patriot, general and traveler considered the "Precursor" to Simon Bolivar's "Liberator." A dashing, romantic figure, Miranda led one of the most fascinating lives in history.

A friend of Americans such as James Madison and Thomas Jefferson, he also served as a general in the French Revolution and was the lover of Catherine the Great of Russia. Although he did not live to see South America freed from Spanish rule, his contribution to the cause was considerable.

Manuela Sáenz (1797-1856) was an Ecuadorian noblewoman who was the confidante and lover of Simón Bolívar before and during the South American wars of independence from Spain. In September 1828, she saved Bolívar's life when political rivals tried to assassinate him in Bogotá. This earned her the title "the Liberator of the Liberator." She is still considered a national hero in her native city of Quito, Ecuador.

Manuel Piar, Hero of Venezuela's Independence

José Félix Ribas, Patriot General

José Félix Ribas (1775-1815) was a Venezuelan rebel, patriot, and general who fought alongside Simón Bolívar in the struggle for independence for northern South America. Although he had no formal military training, he was a skilled general who helped win some major battles and contributed enormously to Bolívar's "Admirable Campaign."

He was a charismatic leader who was good at recruiting soldiers and making eloquent arguments for the cause of independence. He was captured by royalist forces and executed in 1815.

Santiago Mariño, Venezuelan Freedom Fighter

Santiago Mariño (1788-1854) was a Venezuelan general, patriot and one of the great leaders of Venezuela's War of Independence from Spain. He later tried several times to become President of Venezuela, and even seized power for a short time in 1835. His remains are housed in Venezuela's National Pantheon, a mausoleum designed to honor the greatest heroes and leaders of the country.

Francisco de Paula Santander (1792-1840) was a Colombian lawyer, general, and politician. He was an important figure in the independence wars with Spain, rising to the rank of general while fighting for Simón Bolívar. Later, he became president of New Granada and is today remembered for his long and bitter disputes with Bolívar over the governance of northern South America once the Spanish had been driven off.

Mariano Moreno, Idealist of Argentine Independence

Dr. Mariano Moreno (1778-1811) was an Argentine writer, lawyer, politician, and journalist. During the turbulent days of the early 19th century in Argentina, he emerged as a leader, first in the fighting against the British and then in the movement for independence from Spain.

His promising political career ended prematurely when he died at sea under suspicious circumstances: He was only 32. He is considered among the founding fathers of the Republic of Argentina.

Cornelio Saavedra, Argentine General

Cornelio Saavedra (1759-1829) was an Argentine general, patriot, and politician who briefly served as head of a governing council during the early days of Argentine independence. Although his conservatism led to his exile from Argentina for a time, he returned and is today honored as an early pioneer of independence.

Final thoughts: Answer the questions below:

What patterns do you notice about the leaders of Latin American Independence movements? Consider the reading and the images.

Think of everything you have learned about Latin American history so far. Think of the social structures, the racial castes, the economy, the different systems of slavery, all the different types of people living in Latin America. Now, answer this and support your answer with evidence:

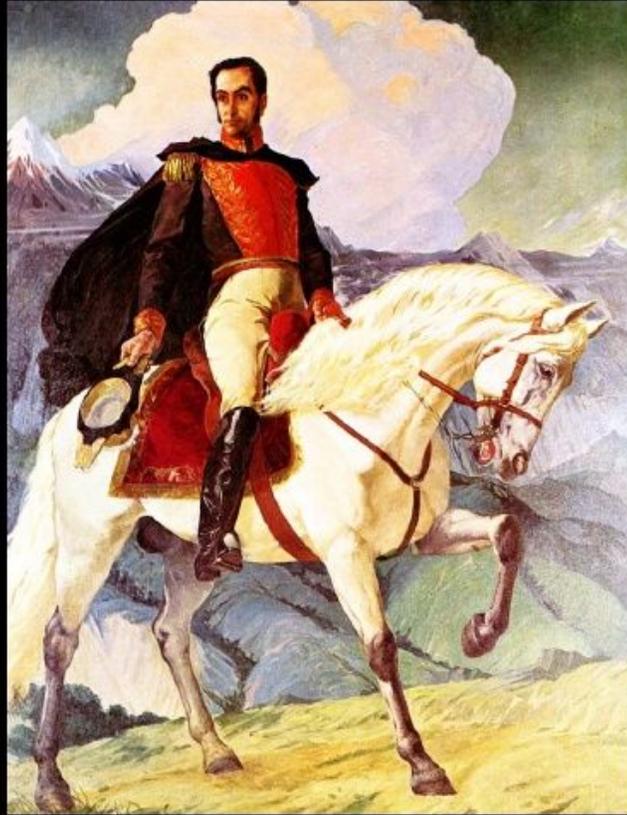
What types of people would actually fight as part of the rebel armies trying to overthrow colonial governments?

Topic: Slave Resistance and Independence Movements Part 7 (Simon Bolivar DBQ)
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Independence movements are responsible for the decolonization of Latin America Students will be able to: Analyze primary sources about Simon Bolivar
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Review the definitions of the terms: Independence Movement; Revolution; Decolonization, Pan-Americanism
Online Resources for Students: https://kidskonnect.com/people/simon-bolivar/ - Straightforward facts and worksheets about Bolivar

Directions: Over the next two lessons, you're going to be learning about Simon Bolivar, who was a military and political figure that played a leading role in Latin America's struggle for independence. During his lifetime he led Venezuela, Colombia, Panama, Ecuador, Peru, and Bolivia to independence from the Spanish Empire. Through the idea of Pan-Americanism, he hoped to unite those countries into a single nation similar to the United States. Though he ultimately failed at this, he is remembered as often remembered fondly as the George Washington of Latin America. Today, we seek to take a more in-depth look at this fascinating man, and ask the question "What kind of leader was Simon Bolivar?"

Today, you will study a set of documents closely and look for evidence that addresses the question.

“El Libertador” (Document A)



Retrato Ecuestre del Libertador – 1936 / col. Palacio de Miraflores

Source: The following portrait was painted by Tito Salas in the 1930s. The painting is titled “El Libertador,” which means “The Liberator.”

Guiding Questions Document A (El Libertador)

Close Reading: Describe the painting. What are some of the images, symbols, and characters you see? Describe **AT LEAST THREE**

Close Reading: What do you think is the overall message of this painting?

Proclamation of 1813 (Document B)

Source: Venezuela declared its independence from Spain in 1811. However, Spain regained control of the country by July of 1812. Simon Bolivar was chosen to lead an army to drive the Spanish out of Venezuela for a second time. He gave this speech on June 15, 1813 to Venezuelans in the city of Trujillo.

An army of our brothers has come to liberate you. We are sent to destroy the Spaniards, to protect the Americans, and to reestablish the republican governments of Venezuela. The states defended by our arms are again governed by their former constitutions, in full enjoyment of their liberty and independence. Our mission is designed only to break the chains of servitude which shackle (chain up) some of our towns, and not to impose laws or carry out acts of dominion (conquest).

We have been unable to watch with indifference the afflictions (hurts) you were forced to experience by the barbarous Spaniards. They have plundered (robbed) you, and brought you death and destruction. Justice demands vengeance, and necessity requires us to take it. Let the monsters who infest Colombian soil be cast out forever. May their punishment be equal to the size of their perfidy (treachery), so that we may demonstrate to the nations of the world that the sons of America cannot be offended without consequences.

Despite our just resentment (hatred) toward the Spaniards, our generous heart still commands us to open to them a path to friendship. They are invited to live peacefully among us, if they will renounce (speak against) their crimes, honestly change their ways, and cooperate with us in destroying the invading Spanish government. Any Spaniard who does not will be considered an enemy and punished. As a traitor to the nation, he will be shot by a firing squad. And you Americans who, by error or treachery, have been lured from the path of justice, are informed that your brothers have pardoned (forgiven) you. Only the blindness and ignorance in which you have been kept up to now by those truly responsible for your crimes could have caused you to commit them. Our arms have come to protect you, and they shall never be raised against a single one of you, our brothers.

Document B (Proclamation of 1813)

Close Reading: Why have Simon Bolivar and his army come to Venezuela? What are they going to do? What are they not going to do? Explain.

Close Reading: How does Bolivar say he will deal with the Spanish? How will he deal with the Americans loyal to the Spanish? Do you think this policy is fair? Explain

Record your first claim: Based on these documents A and B, what kind of leader was Simon Bolivar?

Scholarly Article (Document C)

Source: The following excerpt is from the article Simon Bolivar and the Spanish Revolutions, written by John Lynch, professor of Latin American History at the University of London. It was published in History Today Volume 33 Issue 7 in 1983

Bolivar's basic aim was liberty, which he described as 'the only object worth the sacrifice of man's life'. For Bolivar liberty did not simply mean freedom from government (monarchy), but freedom from a colonial power and true independence. With liberty he wanted legal equality for all men, whatever their class, creed or color. He was a democrat and he believed that governments should be responsible to the people. He argued that only the majority of the people can rule the people. He wrote; 'He who takes [away] the power of the people is a tyrant'.

In the later years of his life Bolivar was haunted by the anarchy (chaos) in America. Spanish Americans, he worried, were 'seduced by freedom', each person wanting absolute (complete)

power for himself and refusing to sacrifice their own goals for the greater good. This led to fights between different groups of people, military uprisings, and provincial rebellions.

His lifelong search for the right political style now moved towards strong government. In the 1826 Bolivian Constitution, the president was appointed by the legislature for life and had the right to appoint his successor (the next president). Thus, as Bolivar himself proudly said, 'elections would be avoided, which are the greatest scourge (problem) of republics and produce only anarchy'. The rest of the constitution had some ideas of freedom. It provided for civil rights – liberty, equality, security and property – and for a strong, independent judicial power (court system). It got rid of social privileges, and it declared the slaves free. But this constitution was marked by the president for life with the right to choose the president who would come after him. It was this which outraged many Americans, conservatives as well as liberals. The political career of Bolivar himself, moreover, took a similar path in Colombia, as he moved from president to dictator. This was his tragedy. In spite of his long search for constitutional forms, he fell back in the end on personal authority, ruling through a dictatorship.

Guiding Questions: Document C (Scholarly Article)

1. Close Reading: Re-read the first paragraph. What were Simon Bolivar’s social and political goals? Explain.

2. Close Reading: What do you think Bolivar meant when he said Spanish Americans were ‘seduced by freedom’? How is this a bad thing for democracy?

3. Close Reading: Re-read the third paragraph. What does Bolivar think of elections? How does this view impact what he includes in the Bolivian Constitution?

4. Close Reading: According to the author, what was the “tragedy” of Simon Bolivar? Explain.

Record your second claim: Based on Document C, what kind of leader was Simon Bolivar?

Venezuelan Bolivar (Document D)

Source: The bolivar has been the official currency of Venezuela since 1879. Below is an example of this money. As shown on the money to the right, Venezuela's official name is the Bolivarian Republic of Venezuela.

Guiding Questions Document D (Venezuelan Bolivar)

1. Source: What country is the above currency from? What is the official name of that country?

2. Analyze: Why do you think Venezuela chose to name their currency after Simon Bolivar? What does this say about him as a leader?

Statues (Document E)

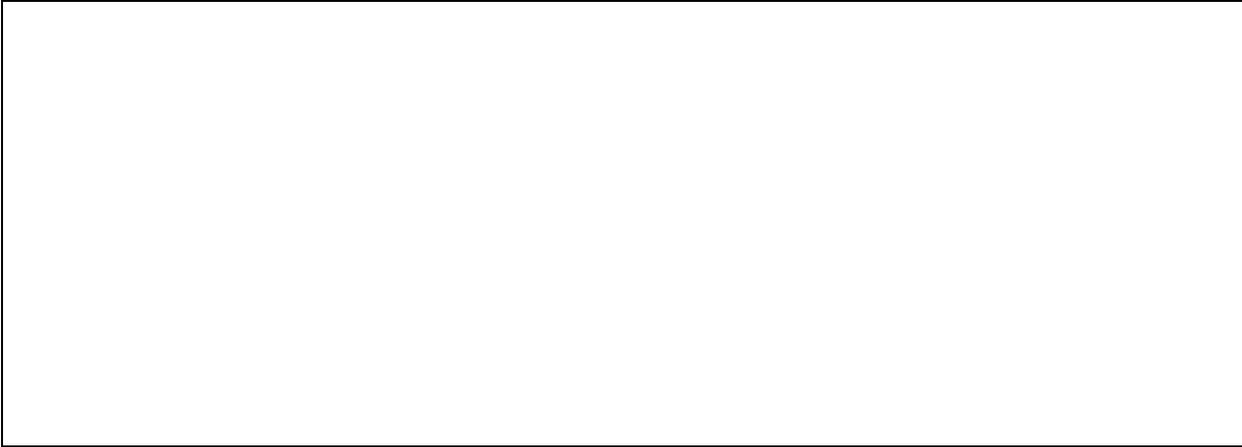
Source: This is an image of a statue of Simon Bolivar that is in Paris, France. In addition to having statues in the capital cities of Colombia, Venezuela, Ecuador, Peru, Bolivia, Panama, and Argentina, Bolivar has statues dedicated to him in major cities in France, Germany, Italy, Canada, and the United States.

Guiding Questions: Document E (Statues)

1. Source: What country and city is statue pictured above from? What other countries have statues of Simon Bolivar?

2. Analyze: Why do you think countries in both Europe and North America also have statues of Simon Bolivar? What does this say about him as a leader?

Record your third claim: Based on documents D and E, what kind of leader was Simon Bolivar?



Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 8 (Simon Bolivar DBQ continued)
What Your Student is Learning: Students will understand that: Enslaved people and others who felt oppressed in Latin America stood up to those with power, with varying degrees of success. Independence movements are responsible for the decolonization of Latin America Students will be able to: Use evidence from primary sources to write an argument about Simon Bolivar.
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Review the definitions of the terms: Independence Movement; Revolution; Decolonization, Pan-Americanism
Online Resources for Students: https://kidskonnnect.com/people/simon-bolivar/ - Straightforward facts and worksheets about Bolivar

Directions:

Go over the sources and evidence you collected yesterday. Then determine what kind of leader Simon Bolivar was. Remember, a leader can be a mixture of different qualities. Write at least 2 paragraphs answering the question:

“What kind of leader was Simon Bolivar?”

Be sure to include evidence from all five sources. When you use the evidence, state which document it is from.

Grade 7 Subject: Social Studies - Western World Geography and Cultures

Topic: Slave Resistance and Independence Movements Part 9&10
What Your Student is Learning: Students will understand that: People on both sides of revolutions believe what they are fighting for is right. Students will be able to: Create propaganda posters from two different perspectives.
Background and Context for Parents: A pattern of resistance and independence movements arose across Latin America from the 1700s through the early 1900s. A wide variety of slave revolts and independence movements can be studied, compared and contrasted.
Ways to support your student: <i>(questions to ask, responses to look for, representations they should use, etc...)</i> Review the definitions of the terms: Propaganda
Online Resources for Students: https://kids.kiddle.co/Propaganda - examples of propaganda

Directions: Your final assignment will take two days. Your job is to think about everything you learned about Latin American colonies and to make two propaganda posters, one supporting the Colonial government, and one in favor of independence or revolution.

First, let's review the definition of propaganda:

Propaganda: A message that is intended primarily to serve the interests of the messenger—this is the basic definition of propaganda. It may also be defined as the spreading of information in order to influence public opinion and to manipulate other people's beliefs. Information can be delivered in many ways.

Propaganda gives a one-sided message, emphasizing the good points of one position and/or the bad points of the opposite side. Propaganda uses mass communication—radio, television, newspapers, and magazines—to reach a big audience.

Examples of propaganda:

What is the purpose and message of each of these? Take some time to come up with a theory on your own. Consider colors, words, the mood and anything else you notice. Then read the explanations below about each one.

This is a poster for the United States trying to get men to join the army and fight in WWI. The character is Uncle Sam. His name comes from the initials USA. People might see this and be inspired to join the army.

This is a poster encouraging Chinese workers in the 1940s to do farming jobs. Much of this was forced on people, but the poster makes it look like the farmers are happy, are part of a big effort for the country, and are helping lots of people.

Benjamin Franklin made this one to inspire the American colonies to join together, and eventually, fight in the revolution. He is saying that if the colonies are all separate, they will die, but together, they can win.

You can do research on other propaganda posters now. This article helps to break down what makes a strong propaganda poster through six examples:

<https://www.procurious.com/procurement-news/6-principles-of-persuasion-explained-with-propaganda-posters>

Now, choose an independence movement or revolution in Latin America. Write down your choice:

In a conflict, each side thinks they are the best and what they are doing is the right thing to do. Fill out the organizers to show what each side would think. THIS IS

NOT YOUR OPINION ABOUT EACH SIDE, but instead, imagine you were a person from this time period as you complete the organizer.

COLONY: _____ COLONIAL POWER: _____

**Example: Brazil and Portugal
Haiti and France**

WHO IS MAKING THE POSTER:	WHAT DO THEY WANT? WHAT ARE THEIR GOALS?
WHAT IS LIFE LIKE FOR THEM?	HOW MIGHT LIFE CHANGE IF THEY WIN THIS FIGHT?
HOW MIGHT LIFE CHANGE IF THEY LOSE THIS FIGHT?	WHO MIGHT JOIN THEIR FIGHT? WHO ARE THEY TRYING TO ATTRACT WITH THIS POSTER?
WHAT ARE SOME SYMBOLS, COLORS OR IMAGES THIS SIDE MIGHT USE?	WHAT ARE SOME WORDS THIS SIDE MIGHT USE?

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REBELS/REVOLUTIONARIES IN THE INDEPENDENCE MOVEMENT

WHO IS MAKING THE POSTER:	WHAT DO THEY WANT? WHAT ARE THEIR GOALS?
WHAT IS LIFE LIKE FOR THEM?	HOW MIGHT LIFE CHANGE IF THEY WIN THIS FIGHT?
HOW MIGHT LIFE CHANGE IF THEY LOSE THIS FIGHT?	WHO MIGHT JOIN THEIR FIGHT? WHO ARE THEY TRYING TO ATTRACT WITH THIS POSTER?
WHAT ARE SOME SYMBOLS, COLORS OR IMAGES THIS SIDE MIGHT USE?	WHAT ARE SOME WORDS THIS SIDE MIGHT USE?

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On separate sheets of paper, create a propaganda poster for the colonial cause and the independence movement. Include an image, text, and even a slogan.

Joseph Cinqué, leader of the Amistad revolt.

Latin American Countries

The Battle of Santo Domingo,
1806