

Warm-up

Before class, prepare a game (digital or analog) with the flags of Spanish-speaking Latin American countries. Then, divide students into groups. Show them the flags and ask them to name the countries they belong to. The group with the most correct answers wins. Afterward, ask students to identify where the countries are located, what common language is spoken, and what common history they share (Latin America, Spanish, and that they fought for and achieved Independence from Spain).

Teaching Tip

For Exercise 3
While completing the definitions of the key words, encourage students to use a physical dictionary or an online one. Then, remind students that each word may have more than one definition. Next, encourage students to work with a classmate to identify which of the multiple definitions best suits each word, depending on the context. For example: *Undervalue means having too little regard or esteem for / putting too low a value on something.*

Differentiation Strategy

For Exercise 4
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2e.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 1



Social Studies

What would you do for your freedom?

01 Write a list of things you imagine are related to the two periods of history below.
Answers will vary.

Pre-Independence	Post-Independence

02 Read "Walk the Talk." Write the number of the paragraph next to the statements.

1. Creoles started fighting for independence in Peru before they did in New Spain.	3
2. Spain was fighting a war in Europe.	3
3. Some royalists decided to fight for independence after King Ferdinand reduced trading rights.	2
4. Spain ruled in the Americas for about 300 years.	1
5. The fight for independence took less than 20 years.	1
6. Creoles fought for independence because they felt mistreated by the Spanish government.	2

03 Read the text again. Write the definitions of the words in bold from the text in your notebook.

Walk the Talk

- After nearly three centuries of colonialism in Latin America, between 1808 and 1826, almost all territories in the region gained their independence from Spain. Although the process took less than two decades, many factors slowly pushed the Spanish colonies toward independence before fighting began.
- By the end of the eighteenth century, many Creoles, the children of Spaniards born in the New World, felt that Spain was **undervaluing** their privileged place in society over other castes of people, and that they were no longer benefiting as they once had. When a trade crisis in Spain led it to give the colonies more freedom in trade, many felt **vindicated**. However, the tide fully turned when a recently crowned King Ferdinand tried to take away those privileges, **infuriating** many still on the side of the royalists.
- In South America in 1806, liberationists took to arms to establish **autonomous** governments in the then Viceroyalties of Peru, Nuevo Granada, and Río de Plata. Simón Bolívar and José de San Martín commanded these patriotic Creole-led armies fighting the remaining loyalists. In 1810, the Creole priest Miguel Hidalgo began an uprising in the Viceroyalty of New Spain, which shook current-day Mexico, the Southern United States, and Central America for over a decade. With Spain **hindered** by the French invasion of Portugal and Spain and more than a decade of fighting in its territories, Spain eventually had to **concede** independence to its former territories, and new nations were born.



04 With a classmate, reflect on how your life would be different if your country hadn't achieved independence from Spain in the following situations.

- > your personal opportunities for studying
- > your job prospects
- > your personal freedoms



Teaching Tip

For Exercise 5

After completing Exercise 5, tell students to place a wager on how confident they feel about their answers. Then, ask them to bet \$10 if they are not confident, \$20 if they are relatively confident, and \$30 if they are highly confident. After bets have been placed, check the answers in plenary. Finally, ask students to add their bets together, seeing who has the most points and thus earns a candy or small prize.

Language Structures and Functions Tip

For Exercise 6

Before class, write out the sentences from the exercise on slips of paper and cut them out word by word. During class, place the scrambled sentences at six stations around the room. Then, tell students to move from one station to the next, working with a classmate to unscramble the sentences. Before leaving each station, tell students to check their answers in their textbook. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy

For Exercise 7

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 5.

Wrap-up

First, with the groups from Exercise 8, tell students to design a brief presentation of the key differences and similarities of the wars for Independence in Latin America. After delivering their presentations, tell students to quiz one another to check comprehension. Sample questions: *Approximately how long did Latin American countries take to achieve Independence? Which country(ies) did Miguel Hidalgo fight for Independence from? Why did the Viceroyalties initially start the fight for Independence?*

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 8

05 Write "C" if the sentence is grammatically correct. Write "I" if the sentence is incorrect and correct it.

- | | | |
|---|---|----------------|
| 1. The achieve of independence in Latin America was relatively quick. | I | achievement |
| 2. The establishment of constitutions in newly liberated countries was contentious. | C | |
| 3. The interpret of trade laws in Latin America led to international conflicts. | I | interpretation |
| 4. Historians have many hypotheses as to the origins of the fight for independence. | C | |
| 5. During the wars for independence, children lacked proper nourish. | I | nourishment |
| 6. Spain's growing indifferent toward Creoles was a major reason for the outbreak of the war. | I | indifference |



06 Write the letter of the word that best completes the sentence.

- | | | |
|---------------|----------------|---------------|
| a. compete | b. competition | c. employed |
| d. employment | e. settled | f. settlement |

- Dan's family ___e___ in Colombia before it achieved independence.
- The ___f___ of mestizo workers led the rebellion in 1809.
- Before independence, mestizo and indigenous workers were limited to ___d___ in the mines and the fields.
- My great-grandfather was ___c___ by the history museum as an archivist.
- During the war for independence, families had to ___a___ for food resources.
- At Sarah's school, she won the history ___b___.

08 Individually, research the independence of a viceroyalty, considering the factors below. Compare notes with classmates who research different ones. Together, make a poster outlining the differences.

- › date and location of the first battle
- › leaders of the fight for independence
- › major causes of discontent
- › date and results of the final battle

07 Write a journal entry as if you were Miguel Hidalgo, Simón Bolívar, or San Martín, explaining why you are fighting for independence.
Answers will vary.

