

Name: _____

Date: _____

Period: _____

INTENTIONS OF THE LESSON

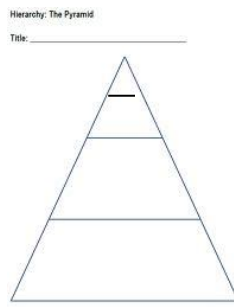
I WANT STUDENTS TO:

- 1.) **KNOW** the characteristics of Revolutions in Latin America.
- 2.) **UNDERSTAND** the influence and significance that enlightenment ideals played in Latin American Revolutions.
- 3.) Create (**SKILL**) encyclopedia entries for publication in a History of the World Encyclopedia.

DO NOW: What are five (5) characteristics of a Revolution? (Yes...This is a review question)

Nation Building in Latin America

- From 1500 to 1800, Latin America was colonized by _____, especially _____.
- Europeans nations used _____ to gain _____ from their _____ colonies.
- Catholic _____ from Spain & France converted _____.
- By the end of the 18th century, the political ideals stemming from the revolution in North America put _____ control of Latin America in danger.
- Latin America Social structure – Encomienda



Prelude to Revolution

- The Creoles especially favored the revolutionary ideal of _____ of all people in the eyes of law, free trade, and a free press.
- They disliked the domination of their trade by _____ and _____.
- Between 1807 and 1825, a series of _____ enabled most of Latin America to become _____.
- 100,000 slaves revolt on the island of Hispaniola. They seize control and on January 1, 1804 announce its freedom and became the _____ in Latin America.

Quick Class Discussion

1.)

2.)

Geography Skills

- 1.) Based on the map. What would you expect to be the official language of Brazil today?
- 2.) What three independent nations formed from the Viceroyalty of New Granada?

Revolts in South America

- Jose de San Martin of Argentina and Simon Bolivar of Venezuela, both members of the Creole elite, were hailed as the “_____”.
- San Martin believed that _____ had to be removed in order for South America to be a _____.
- San Martin’s forces endured a difficult journey, but surprised the Spaniards and _____ them.

- San Martin moved on and welcomed support from Bolivar to _____. The two forces joined and crushed the last Spanish army at Ayacucho on December 9, 1824.
- By the end of _____, Peru, Uruguay, Paraguay, Colombia, Venezuela, Argentina, Bolivia, and Chile had all become free of Spain.

Revolt in Mexico

- 1810 – Mexico experiences a revolt!
- A parish priest, Miguel Hidalgo, studies the French Revolution and rouses local Native Americans and mestizos to free themselves from the _____, but is defeated by the Spanish.
- This action scared the _____ and _____ into overthrowing Spanish rule and electing a Creole monarch – Agustin de Iturbide.
- _____ Mexico declared its independence from Spain. Iturbide names himself emperor in 1822 and was deposed in 1823. Mexico becomes a _____.
- Unlike the South American creoles, in Mexico the _____ and mestizos played the leading role.
- In 1810, a poor but well educated Catholic priest named _____ used Enlightenment ideals to call for a revolution against Spain.
- Hidalgo led an army of _____ Indian and mestizos revolutionaries against the Spanish military and creoles who feared losing their wealth.
- During the rebellion, Hidalgo was _____ but Mexicans found new leaders to continue the fight another _____.
- The turning point in the war came in _____ when the creoles _____ sides and joined the revolt against _____.
- In 1821, Spain granted Mexico its _____ and a _____ was formed.
- Throughout Latin America new _____ republics were created.
- But, Latin Americans did not have a history of _____ - _____ and many of the new gov't's were _____.
- In many nations, military dictators called _____ seized power and made few reforms for citizens.
- Latin America became dependent on the _____

Threats to Independence

- 1820s – only 1 major _____ remained to the newly won independence of the Latin American states.
- _____ wanted to restore _____ control, while the _____ wanted to join with the _____ against Europe actions toward Latin America.
- 1823 – President Monroe acted alone, _____, _____ of the new Latin American nations, and strongly warned against European intervention in the Americas.
- More intimidating than American words was the _____, which no European force wanted to combat.

TURN TO PAGE 713. READ “THE MONROE DOCTRINE AND ROOSEVELT COROLLARY” THEN ANSWER THE 2 DOCUMENT BASED QUESTIONS 1 & 2.

1.)

2.)

Last, tell me what you think you think the cartoon suggests is the reason that Europe did not challenge the Roosevelt Corollary.