

Independence Movements in Latin America

WebQuest Description: The following project is a Web Quest designed to assess the the knowledge of 12th Grade International Baccalaureate students in the subject of Independence Movements in Latin America.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: Latin America, Independence Movements

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Introduction

Over the past several weeks, we have studied the major themes and characteristics of Independence Movements in Latin America. We studied the impact of the Spanish monarchy on Spanish America and the desire to break away. We learned about race relations, the role of creoles, peninsulares, and women in Latin America. We analyzed motivations behind independence, key players involved, and the aftermath. Now, we need to use what we have learned to more critically develop our ideas regarding Latin American Independence. The objective of this Web Quest is for you, the student, to understand more deeply, analyze and interpret the impact of these Independence Movements on Latin American societies, politics, and economies. In doing so, you will be able to use your understanding to form educated hypotheses regarding the formation of modern day Latin American societies.

Tasks

Your task for this project is to study and evaluate resources provided to deepen your understanding of Independence Movements in Latin America. By the end of this project, you will be able to critically evaluate and analyze motives to, characteristics of, and effects of Independence Movements in Latin America. After you have had time to browse sources and use sources to find necessary information, you will have the opportunity to use what you know to critically compare and contrast independence movements in 2 specific Latin American countries. Grading will be based on use of time and satisfactory completion of web quest information sheet as well as your writing of a compare/contrast essay. More details, source information and grading criteria can be found under the Process and Evaluation Pages of this site.

Process

Step 1: Web Quest Information Search Use the educational websites and maps provided in the links below to answer the questions on your worksheets. All the information can be found in the sites below, so there is no reason to go to any other web site. Be sure to answer all questions completely, as this will be your resource and information guide to aid you in writing your essays.

Step 2: Essay: Independence Movements After you have completed the information/resource guide, you will be ready to begin your essay. You will choose 2 of the countries we have studied in Latin America and write a Compare/Contrast Essay detailing the similarities and differences in their paths towards independence. In your essay you should include, compare and contrast the following: brief historical background of each country, motivations behind and roots of independence, how was independence achieved, the aftermath of independence, and a critical analysis of similarities and differences in the effects of independence in your two countries. I'm looking for developed ideas and analysis, not simply a summary of facts. Tell me why your two countries followed similar or different paths to independence. What conclusions can you make about how independence was achieved? Formatting: your essay should be 3-4 pages in length. It should be typed, double-spaced. You should have a title page with your name, class, date, and title. Pages should be numbered. You should include a bibliography with the sources you used in creating your argument. Be sure to proofread your paper for typographical, spelling and grammar errors. For more detailed writing guidelines, see attachment entitled "Compare/Contrast Essay Writing Checklist" found in the attachment section of this page.

Internet Resources

Macro History and World Report: Independence in Latin America <http://www.fsmitha.com/h3/h39-la.html>

History World: History of Latin America <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=nmr>

Historical Text Archive: Causation and the Spanish American Independence Movements <http://historicaltextarchive.com/sections.php?op=viewarticle&artid=240>

Oberlin: Sources and General Resources on Latin America <http://www.oberlin.edu/faculty/svolk/latinam.htm>

Latin American Studies <http://www.latinamericanstudies.org/>

Fordham University: Internet Modern History Sourcebook: Colonial Latin America <http://www.fordham.edu/halsall/mod/modsbook08.html>

Mi Buenos Aires Querido <http://www.mibsasquerido.com.ar/wArgentina7.html>

InfoPlease: Colombia <http://www.infoplease.com/ipa/A0107419.html>

Brazilian War of Independence: 1821-1825 <http://www.onwar.com/aced/nation/bat/brazil/fbrazil1821b.htm>

Heilbrunn Timeline of Art History: Mexico and Central America <http://www.metmuseum.org/toah/ht/10/ca/ht10ca.htm>

MexOnline: History of Mexican Independence <http://www.mexonline.com/mexican-independence.htm>

History World: History of Cuba <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab08>

Country Studies: Peru <http://countrystudies.us/peru/11.htm>

The Epic of Independence: Venezuela http://www.simon-bolivar.org/bolivar/venezuela_the_epic_of_independence.html

Country Studies: Uruguay <http://countrystudies.us/uruguay/3.htm>

Maps Argentina <http://static.lonelyplanet.com/worldguide/maps/wg-argentina-224->

400x300.gifColombiahttp://www.cyborlink.com/besite/images/colombia_map.gifBrazilhttp://www.travelnotes.org/Directory/countries/brazil/brazil.gifCentral Americahttp://www.ciponline.org/central_america/central_america_map.gifMexico
 http://www.canada.com/topics/travel/guides/maps/wg-mexico-2174-400x300.gifCubahttp://www.canada.com/topics/travel/guides/maps/wg-cuba-780-400x300.gifPeruhttp://www.lib.utexas.edu/maps/americas/peru_pol91.jpgVenezuelahttp://www.lib.utexas.edu/maps/cia08/venezuela_sm_2008.gifUruguayhttp://www.soschildrensvillages.org.uk/imgs/content/uruguay-sponsorship-locations.gifLatin
 Americahttp://www.transitionsabroad.com/images/maps/latin_america.gif

Evaluation

Category and Score	Unsatisfactory 1pt	Developing 2pts	Very Good 3pts	Exemplary 4pts	Score
Web Quest Information Search and Worksheet	Student does not demonstrate mastery of information found on worksheet. Worksheet incomplete, information missing, does not use class time efficiently to complete task.	Student has some information missing on worksheet and does not show proficient use of time in class.	Student uses class time efficiently to complete task and has most of the information correct on web quest.	Student demonstrates mastery of subject material and uses class time efficiently to complete task.	%25
Compare/Contrast Essay: preparation and use of resources.	Student does not use class time and resources to formulate working argument.	Student uses class time, but lacks concrete use of resources to formulate a working argument.	Student uses class time well and uses necessary resources to create a solid argument.	Student uses class time and resources to the best of their ability and creates a solid and exemplary working argument.	%25
Compare/Contrast Essay: Argument and Body	Student does not have a clear thesis and argument does not follow correct compare/contrast essay format.	Student has a developing thesis but argument and analysis is unclear and not supported by resources.	Student demonstrates good use of resources to create a strong argument and provides good analysis to demonstrate their knowledge of the material.	Student demonstrates mastery of material with a solid argument, good use of resources and presents paper in clear and understandable format based on paper outline and directions.	%25
Compare/Contrast Essay: formatting and mechanics	Student does not proofread paper for typographical, formatting, grammar and spelling errors.	Student has some typographical, formatting, grammar and spelling errors.	Student demonstrates good proofreading skills to correct typographical, formatting, grammar and spelling errors.	Student demonstrates exemplary ability in formatting and proofreading essay.	%25
				Total Score	%100

Conclusion

Upon completion of this web quest, you will have accomplished a sound understanding of Independence Movements in Latin America. As we end this unit, think about what we have learned and why it is important. Some questions I will leave you with.... Why did we study this aspect of History? What do independence Movements say about the relationship between government and mass society? Do these Latin American countries continue to feel the effects of Independence today? How?

Teacher Page

Illinois Learning Standards State Goal 16: 16.A.4a Analyze and report historical events to determine cause-and-effect relationships. 16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II. 16.B.5c (W) Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history. 16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840. State Goal 18: 18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes. 18.C.4a Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).

Standards

Credits

Other