

# Independence Movements

Since the IBO does not provide active learning objectives, the standards listed below were adapted and organized to provide learners with the opportunity to track their achievement relative to standards. The History of the Americas website includes questions written from the standards to facilitate instruction. Questions that are similar, and sometimes the same, are provided below in the far right column.

<b>1.1</b>	<b>Independence Movements</b>	
A	Students will understand the conflicts and issues that led to the American Revolution and War for Independence.	<i>What were the <u>conflicts and issues</u> that led to war?</i>
B	Students will be able to discuss the political, economic, social, intellectual, and religious causes of independence movement in the Americas.	<i>What were the <u>political, economic, social, intellectual, and religious</u> causes of the American Independence Movement?</i>
C	Students will be able to analyze military campaigns and their impact on the outcome.	<i>How did Saratoga and Yorktown contribute to the outcome of the war?</i>
D	Students will be able to explain the role of foreign intervention in the American Revolution.	<i>What was <u>the role of foreign intervention</u> in the American Revolution?</i>
<b>1.2</b>	<b>Declaration of Independence</b>	
A	Students will be able to explain the processes leading to the Declaration of Independence.	<i>Why was the Declaration written? -- <u>processes leading</u></i>
B	influence of ideas and the nature of the declaration	<i>How did the enlightenment and other declarations or political rhetoric <u>influence</u> the writing and <u>nature</u> of the Declaration?</i>
<b>1.3</b>	<b>Contributions of Leaders</b>	
A	Students will be able to compare the political and intellectual contributions of leaders to the process of independence. (Washington, Bolivar, Adams, Jefferson, San Martin, O'Higgins.	<i>How are the contributions of Washington and Bolivar similar and different?</i>
<b>1.4</b>	<b>Independence Movements in Latin America</b>	

A	Students will be able to identify the characteristics of the independence process in Latin America.	<i>What were the characteristics and processes of Latin American independence movements?</i>
B	Students will be able to compare the reasons for independence movements of two Latin American countries.	<i>What are similarities and differences between the Haitian Revolution and Mexican independence movement?</i>
C	Students will be able to analyze military campaigns and their impact on the outcome.	<i>How did military campaigns contribute to the outcome of the independence movements? (Chacabuco, Maipu, Ayacucho, Boyaca, Carabobo)</i>
<b>1.5</b>	<b>United States' Position on Latin America</b>	
A	Students will understand the United States' position on Latin American Independence.	<i>What was the United States' position on Latin American Independence?</i>
B	Students will be able to identify the events and reasons for the emergence of the Monroe Doctrine.	<i>Why did the United States create the Monroe Doctrine?</i>
<b>1.6</b>	<b>Economic and Social Impacts</b>	
A	Students will be able to identify the economic and social impacts of the independence movements in the Americas.	<i>What were the economic and social impacts of the independence movements in the Americas?</i>
B	Students will discuss new perspectives on economic development.	<i>What new perspectives on economic development emerged from independence from imperial powers?</i>
C	Students will be able to identify the impacts of the the independence movements on different social groups, such as the Native Americans, African Americans, and creoles.	<i>How did the independence movements impact Native Americans, African Americans, and creoles?</i>