

Simon Bolivar

Reading Passage Lesson: Social Studies Informational Text

Author	ADE Content Specialists
Grade Level	5 th Grade
Duration	1 class period

Aligns to:
SS05-S2C6
R05-S1
R05-S3C1
Optional- W05-S1
W05-S2
W05-S3C4

Connects to:

Overview

Independent Reading Passage: “Simon Bolivar”

This passage provides biographical information on Simon Bolivar and his life as a revolutionary leader in colonial South America. The passage could serve as either an introductory or a supplemental passage in students’ study of revolutions around the world.

Purpose

General: The purpose of the reading lesson is to support students’ access to social studies content through the effective use of reading comprehension strategies. **It is not intended as a substitute for the focused study of social studies content.**

Specific: The specific purposes for this “independent reading” lesson on Simon Bolivar are to *build vocabulary*; to provide guided and/or independent practice in *using reading strategies to comprehend text, interpreting information from graphic features, identifying cause and effect relationships (stated and implied), and drawing valid conclusions based on information gathered from expository text.* As well, if the teacher chooses to extend the lesson by including the optional writing link, the lesson provides students practice in *writing persuasive text.*

Materials

Independent Reading Passage: “Simon Bolivar”

Student copies of informational text packet

Objectives

By the end of the lesson, students will:

- understand specified vocabulary words;
- apply reading strategies to comprehend text;
- identify cause and effect relationships; draw valid conclusions in order respond to questions; and interpret information from graphic features
- write persuasive text that attempts to influence the reader (Optional)

Lesson Components

Prerequisite skills:

- Students should be independent readers.
- Students should be familiar with annotation as a comprehension strategy.
- Students should be familiar with maps and map reading.
- Students should be familiar with analyzing and synthesizing textual information in order to draw valid conclusions.
- Students should be familiar with collaborative discussion as a strategy for clarifying and expanding their understandings.
- Students should be familiar with writing responses to questions.
- Students should be familiar with writing persuasive text (Optional).

Before reading:

- Pre-teach vocabulary – The teacher should select specialized and high-utility academic vocabulary. Since the passage includes the names of several historical-political figures, several political-military terms, and several South American countries, students need prior working knowledge of vocabulary in order to read the passage independently.
 - Write new words on the board. Have students repeat them chorally.
 - Remind students that one important strategy for understanding text is *building vocabulary* and that one way to build vocabulary is to ask about and talk about new words.
 - Pre-teach selected vocabulary words, using questions to determine whether or not students are familiar with any of them.
 - Define unfamiliar words, using student-friendly definitions. Have students repeat the definitions chorally.
 - Provide examples of vocabulary in multiple contexts. (Example: Define exile by saying something like: “*Exile* involves punishment, fear of punishment, or a lack of connection with people around you. *Exile* means “being sent away” as a punishment, or “choosing to leave,” perhaps in order to avoid punishment, or perhaps because you feel disconnected. If you get into trouble and get sent to your room, your parents have *exiled* you to your room. If you choose to be alone rather

than be around people who tease you, or around people you don't feel comfortable with any more, you have *exiled* yourself. In both of these cases, you might be said to be *living in exile*.”)

- Provide visual representations (maps, pictures) whenever possible. For students' reference, a map of South America is included in the reading lesson on Simon Bolivar. However, a reference map of the world would provide students with additional context as they make note of where countries are located in relation to one another.

- Set the purpose for reading – The teacher should place the passage within the context of the social studies unit as a whole and should emphasize that:
 - we read in order to acquire knowledge and in order to gain understanding;
 - we read in order to develop the comprehension processes and strategies that reinforce the knowledge and understanding; and
 - we are reading the passage on Simon Bolivar in order to broaden our understanding of history and of how what happened in the past relates to what's happening in the present.
- Remind students that other important strategies for understanding text include self-monitoring and annotating for understanding – The teacher should remind students that whenever they read independently, they need to stop from time-to-time, take notice or ask questions about what they have read, and then annotate the text in order to draw their own attention to what is and is not clear.

During reading:

- Monitor students' reading processes – The teacher should move about the classroom and monitor students' reading processes, providing students with guidance in the use of comprehension strategies, rather than simply providing them with outright answers to their questions about the text.

After reading:

- Continue students' engagement in and analysis of the text – The teacher should provide students with time to collaborate and to clarify their understandings of the text.
 - Have students pair up or meet together in small groups to share their annotations, questions, and points of clarity with one another.
- Provide students with additional time to think about and to talk about Questions #1, #2, and #3 of the assessment – The teacher should provide students with time to discuss and speculate, to infer and to conclude.

- Make clear that discussion time is for *discussion only* and **not** for *writing*. Make clear that students **should not** be using their time together to generate group responses to the questions or to jot down superficial responses that they'll use later.

- Remind students that when the time comes for them to respond to the questions, they will be responding *independently* and *thoughtfully*.

- Remind students that while there is no one right answer to either Question #1, #2, or #3, that's not the same as saying that "all responses are correct," or that "any old answer will do." Responses need to be supported by evidence, examples and/or logic.

Assessment

The following questions assess students' abilities to apply reading processes and strategies for comprehending informational text. They are not intended to serve as social studies content assessments.

1. According to the text, when Napoleon set up his brother Joseph as the new King of Spain, the junta in South America refused to recognize him, but they also refused to take orders from the real Spanish king.

Write a two-paragraph response where you thoughtfully consider (1) why the junta might have refused to accept any governmental authority; and (2) why people living in the world today might refuse to accept governmental authority.

2. At key points in his military and political career, Simon Bolivar had a difficult time uniting people from different countries and different cultures under one government.

Write a one-paragraph response where you thoughtfully consider why, in the world today, people from different countries and different cultures might not want to be united.

Refer to the map on Page 1 of your informational text passage and respond to the following questions.

3. Many countries in South America share borders with more than one other country. What kinds of problems and issues can arise when countries share borders? Why might those problems and issues be more complicated when a country shares borders with more than one other country?

4. Bolivia (named after Simon Bolivar) shares borders with several countries. What countries?

5. What South American country shares the greatest number of borders?

Extensions

Extend the lesson by including the optional writing link.

Imagine that you will be delivering a speech to an audience of would-be revolutionaries. Knowing what you know about Simon Bolivar's revolution, you have some specific advice for your audience.

Write the speech you want to deliver, making sure that you refer to Bolivar's experience in a relevant way.

Simon Bolivar

Simon Bolivar, the great revolutionary leader known as “the **Liberator** of South America,” was born in **Caracas, Venezuela** in 1783. He belonged to a family of **Spaniards** who had been born in the New World. His parents died when he was very young and he was educated by private tutors. In 1799 he left for Spain and it was there that he met his wife.



<http://www.mrdowling.com/712southamerica.html>

South America

Bolivar returned to Venezuela in 1803 and his wife died of yellow fever shortly thereafter. Bolivar never married again and for the next few years he lived the life of a wealthy citizen. In 1804 he returned to Spain. While in Europe he traveled to France where he saw the crowning of **Napoleon** as emperor.

Meanwhile great changes were taking place in Europe. Napoleon invaded Spain and overthrew the Spanish king. In his place he set up his brother, Joseph Bonaparte, as king. The Spanish colonies in South America refused to recognize this new king and they set up what was known as a, “**Junta**,” or governing council to rule the colonies. This Junta refused to recognize the power of Joseph, but it also refused to take orders from the representatives of the real Spanish king.

The Junta gave Bolivar the rank of lieutenant colonel and he was part of the group that took Caracas from the Spanish and declared Venezuela’s independence with the **First Republic of Venezuela** on July 5, 1811. The people of the country were not united though, and the republic only lasted one year. Bolivar himself fled to Cartagena in **New Granada**, which is the present-day country of **Colombia**. It was here that he called upon Colombians to help the Venezuelans in their struggle for independence. He said that the freedom of Venezuela would help bring freedom to New Granada and therefore they should help their neighbors fight.

In 1813 Bolivar led a force back into Venezuela and retook Caracas. He set himself up as ruler but the country was still divided and he could not hold onto his power for long. A group of **royalists** (those loyal to the king) defeated Bolivar after a series of battles and he was again forced to flee.

This time he fled to **Jamaica** and it was here that he wrote his, “Jamaica letter” in which he outlined his ideas about government. He then traveled to **Haiti** where he lobbied for support. He got it and he went back to South America to finish what he had started. His first attempts were not very successful but eventually he became more popular and gained more support. He was able to unite the different groups. He had retaken Venezuela by 1816 and by 1819 the movement really started to gain strength.

In February of 1819 a conference was called at the town of Angostura in Venezuela. It was here that Venezuela, New Granada, and **Ecuador** decided to join together and form the country of **Gran Colombia**. They chose Bolivar as president and though unwilling to take the position at first, he eventually agreed. Bolivar wanted a government with a strong leader and pushed for this at the congress. He got some things that he wanted put into the constitution, yet other things were not. But now that the work of uniting the three countries was done the next main concern was to defeat

the remaining groups within the country. Bolivar and his generals led a forceful battle against these parties and by 1822 all of Gran Colombia was free.

Bolivar's next goal was to free **Peru**. Before acting on this he met with the great **Argentine liberator**, José de San Martín. San Martín had already freed **Argentina** and **Chile** and had fought some battles in Peru. Bolivar and San Martín's meeting was secret but as a result of it San Martín pulled out of Peru, resigned his presidency of Argentina, and basically left Peru for Bolivar to take. So Bolivar took it, the final victory coming in December of 1824.



<http://www.militaryheritage.com/bolivar.htm>

Meeting between Bolivar and San Martin

After this success Bolivar tried to unite the Spanish nations of South America at the Congress of Panama but there were too many differences between the countries for this to happen. Bolivar then returned to Colombia to resume his presidency, but a lot had changed. He had never really held

power long enough to gain much support and on top of this the peoples of Ecuador, Venezuela, and Colombia had many cultural differences that could not be solved by putting them together in one country.

There were many uprisings by the people until 1829 when both Venezuela and Ecuador left the republic. Bolivar remained its president until 1830 when he left for **exile**. On the way, though, he fell ill to tuberculosis and died on December 17, 1830. He was buried in Colombia because his native Venezuela would not allow him on their land. By the end of his life his fame had fallen greatly.

Today he is remembered and honored by South Americans as a great leader and liberator.



<http://www.militaryheritage.com/bolivar.htm>

Simon Bolivar

Sources

Adapted from:

<http://www.hyperhistory.net/apwh/bios/b4bolivarsimon.htm>

Standards Connections: Grade 5

Social Studies: Strand 2 Concept 6 PO3, PO4

Reading: Strand 1 Concept 4, Strand 3 Concept 1