Exploring Latin American History

By: Joanne Pralle

v 1.0
INSTRUCTIONS

Welcome to your Continental Academy course “Exploring Latin American History”. It is made up of 8 individual lessons, as listed in the Table of Contents. Each lesson includes practice questions with answers. You will progress through this course one lesson at a time, at your own pace.

First, study the lesson thoroughly. Then, complete the lesson reviews at the end of the lesson and carefully check your answers. Sometimes, those answers will contain information that you will need on the graded lesson assignments. When you are ready, complete the 10-question, multiple choice lesson assignment. At the end of each lesson, you will find notes to help you prepare for the online assignments.

All lesson assignments are open-book. Continue working on the lessons at your own pace until you have finished all lesson assignments for this course.

When you have completed and passed all lesson assignments for this course, complete the End of Course Examination.

If you need help understanding any part of the lesson, practice questions, or this procedure:

- Click on the “Send a Message” link on the left side of the home page
- Select “Academic Guidance” in the “To” field
- Type your question in the field provided
- Then, click on the “Send” button
- You will receive a response within ONE BUSINESS DAY
Joanne Pralle received her Bachelor of Arts [B.A.] degree in American Studies from the University of Florida. She also obtained her Master of Arts [M.A.] degree in Public History and a Graduate Certificate in Museum Studies from Florida International University. She was a home educator of her four children for fifteen years and then taught in a private school in Miami, Florida. Currently, she is employed in the museum field and working on a historical fiction series about Florida history for students.
Sociological, historical, anthropological, economic, and political issues of Central and South America and the Caribbean Basin are analyzed. The history of Latin America from the perspectives of indigenous peoples to a regional and contemporary world-view is studied.

- Student will understand the beginnings of human society
- Student will understand early civilizations and the emergence of pastoral people
- Student will understand classical traditions, major religions, and giant empires
- Student will understand expanding zones of exchange and encounter
- Student will understand the intensified hemispheric interactions
- Student will understand the emergence of the first global age
- Student will understand the effects of revolutions
- Student will understand Earth’s physical systems
- Students will understand the characterizations of human systems
- Student will understand the relationship humans have with their environment
- Student will understand the uses of geography
- Student will understand the world in spatial terms
- Student will understand specialization and trade
- Student will understand the characteristics of places and regions
- Student will understand how technology can help solve problems
- Student will understand social, ethical, and human issues
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LESSON 1

Introduction: Physical Geography of Latin America

Latin America is the region south of the United States. Latin America and the United States are in the Western Hemisphere. Latin America includes countries from Mexico to the tip of South America and islands in the Caribbean Sea.

Latin America is composed of three regions. They are: the Caribbean Islands, Central America, and South America. Latin America received its name from European settlers around 1500. They brought their customs, belongings and languages to the New World. They brought their languages. Most of these settlers were French, Spanish, or Portuguese. Because their languages have roots in Latin, the land was named “Latin America”.

The geography of Latin America varies. It has high mountains, arid deserts, and tropical rainforests. In Central America, high mountains continue from Canada and the United States. They dominate the landscape as on the ancient Roman peninsula.

Rivers play an important role in Latin America. They act as natural highways because roads are difficult to build. The rivers provide routes for food and hydroelectric power.
The Amazon is the world’s second longest river. It is in South America and flows for about 4,000 miles across the northern half of the continent. The Amazon carries more water than any other river in the world. The Amazon River and the rivers flowing into it (tributaries) drain an area of more than two million square miles. That is about two-thirds the size of the United States.

The Amazon rainforest is home to millions of species and forms the world’s largest mass of vegetation. The world’s second highest mountain range, the Andes, towers more than 20,000 feet over the continent of South America. High in the Andes Mountains is Lake Titicaca. This is the world’s highest navigable lake. The Llanos and the pampas are two geographical features found in Latin America. The Llanos is a region of tropical grasslands that fill the center of the continent. The Pampas are in the southern part of South America. These grasslands have a more temperate or less hot climate.

Latin America is home to almost 500 million people. Most Latin Americans live in urban centers. For example, Mexico City, the world’s largest urban area, is home to approximately 26 million residents. In South America, most people live in the coastal areas. Most people in Central America live on the coastline or interior highlands. There is cooler weather there. The predominant language of Latin America is Spanish. Roman Catholicism arrived with Spanish colonists in the 1500s. Roman Catholicism remains the dominant religion of Latin America.
The Caribbean

There are thirty-two [32] countries in the Caribbean region. There are three island groups. The islands of the Bahamas, the Greater Antilles, and Lesser Antilles are the “West Indies”. The West Indies separate the Gulf of Mexico from the Atlantic Ocean and are found in the Caribbean Sea.

The Caribbean islands stretch almost 2,500 miles. Yet, they cover an area no wider than approximately 160 miles. The Bahamas are the most northern islands and form an archipelago, or group of islands. The Bahamas has about 700 islands. The Greater Antilles includes the four large islands of the Dominican Republic, Cuba, Jamaica, and Hispaniola. Another archipelago consists of the many islands of the Lesser Antilles.

The islands of the Caribbean were formed from coral rock. Coral rock skeletons of tiny sea animals form smaller islands known as cays. Other islands are the tops of underwater mountains. Some of the mountains are volcanoes of which a few are still active.

The climate of the Caribbean islands is tropical. Many of the islands depend on tourism. Trade winds flowing through the Caribbean cool the humid lands. Hurricanes threaten this area between the months of June and November.

The major ethnic groups of the islands are Europeans, Africans, and East Indians. These Islands are politically diverse. Thirteen [13] of the island groups are independent nations.
British dependencies are Anguilla, British Virgin Islands, Cayman Islands, Montserrat, and the Turks and Caicos Islands. The Netherlands’ territories are Aruba and the Dutch Antilles. France has two overseas departments in Guadeloupe and Martinique. Puerto Rico is a self-governing commonwealth of the United States. The Virgin Islands are an American territory.

Agriculture is an important factor in the economy of Caribbean nations. Although historically agriculture was the main part of their economy, some islands have replaced it with tourism and light manufacturing. Bananas, sugar, and soybeans are some of the products grown for export.

Central America and the Caribbean
Land from the southern border of the United States to the northern border of South America is the region known as Central America. Besides Mexico, there are seven other countries in this region located south of Mexico. They include Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. These are small countries in terms of land area. Central America is about one quarter the land area of Mexico. Central America is an *isthmus*. An isthmus is a narrow strip of land between two bodies of water.

The lands of Central America feature a high plateau flanked on both sides by mountain ranges. The plateau ranges in height from 6,000 to 8,000 feet and is geologically unstable and is the source of strong earthquakes in the region. Many of the mountains in the range are active volcanoes. The land around the volcanoes contains volcanic ash, which makes the land fertile.

Baja California is part of Central America. It is a long *peninsula* or strip of land surrounded on three sides by water. Baja, California is part of Mexico. It is mostly mountainous desert. On the east side of Mexico, the land curves around and juts out into the Gulf of Mexico at the Yucatan Peninsula.

The Yucatan Peninsula is mostly flat. It is composed of porous rock called limestone. The northern Pacific coast of Mexico is dry and hot. Irrigation has helped it become a farming region. Central America does not possess the large river systems that South America does. Yet in Nicaragua, several freshwater lakes remain. Even though Lake Nicaragua contains fresh water, ocean fish like sharks swim in its waters.
In the lowlands on the Caribbean side of Central America, one finds a tropical wet climate. Hurricanes pose a threat at times. Most of Central America has this tropical climate. The elevation of the mountainous regions creates a cooler highlands climate.

In Mexico, the economy focuses on manufacturing, tourism, and petroleum products. The rich soil and minerals of Middle America provide mining and farming opportunities. Nevertheless, the majority of people in Central America are poor. Central American countries face political unrest. Native Americans, Africans, and Spanish ancestors contribute to a rich Middle American cultural heritage.

**South America**

South America’s topography is diverse. The Andes Mountains lie in the west. The Amazon River basin is in the north central region. The Pampas are in the south. The rest of South America is a plateau. The Atacama Desert in Chile is one of the driest places on earth. The Atacama is a sharp contrast to the Amazon’s tropical rainforests. Parts of this desert have never felt rain. The Andes Mountains form a western barrier across South America. The Andes run more than 5,000 miles along the western coast. Many of the mountains in this system are active volcanoes.

South America has more volcanoes than any other continent. Earthquakes are common in the region. East of the Andes Mountains are highlands forming part of Venezuela, Brazil and other northern countries.
Angel Falls has the world’s highest waterfall at 3,212 feet. The most southern points of South America lie only about 600 miles from Antarctica.

The weather conditions in South America are as varied as its topography. The climate is mostly tropical. There is much rain in the north. Drier cooler climates begin as one travels south upward or to a higher altitude. The Choco region on the Pacific coast of northern South America receives less precipitation than any place in the Western Hemisphere.

Like Mexico, South America possesses rich mining opportunities. Petroleum is in the northern portions of the continent. Forestry is also an important resource. Almost half the continent naturally is covered with trees. With so many rivers and surrounding waters, fishing is an integral part of the economy of most countries. Coffee in Brazil, wheat in Argentina, sugar cane, rice, and cotton create a strong farming base. Most of the crops are exported to other nations outside of South America.

Most South Americans live in urban centers. They form South America’s heterogeneous societies. Those who do live in rural areas live by *subsistence farming*, meaning they grow just enough to live on. They have nothing left to sell for profit. Most South Americans speak Spanish, but the official language of Brazil is Portuguese. Guyana’s official language is English. Guyana was a former British colony. Asians and Africans comprise most of the population there. In Suriname, people speak Dutch because it is a former colony of the Netherlands.
Many people in Suriname and Guyana are not Catholic, but Hindu or Muslim. French Guiana is an overseas department of the country of France. Its official language is French. On this South American continent, Roman Catholicism is the dominant religion. As in other parts of Latin America, most are descendants of Africans, Europeans, or Native Americans.

LESSON 1

Practice Questions

Directions: Choose the correct answer from the choices given.

1. Latin America is located in the __________ Hemisphere.
   a. Central          b. Western          c. Equatorial       d. Northern

2. What is the main language of Latin America?
   a. English         b. German          c. French           d. Spanish

3. What are the pampas in South America?

4. Where is the world’s largest mass of vegetation found?
   a. Caribbean Sea   b. Amazon rainforest
   c. Argentine pampas d. Andes Mountains
5. The Bahamas in the Caribbean region are composed of a group of islands known as a(n):
   a. Archipelago  b. Llano  c. Peninsula  d. Pampas

6. Many farmers in South America rely on ____________ farming which leaves nothing to sell for a profit
   a. Distributed  b. Subsistence  c. Mayoral  d. Concentrated

7. The islands in the Caribbean formed of coral rock are called:

8. Central America is a(n)__________ because it is a narrow strip of land between two bodies of water.
   a. isthmus  b. peninsula  c. cay  d. llano

9. Overseas territories belonging to France are called:
   a. Colonies  b. Departments  c. States  d. Provinces

10. ________________ provide food, natural highways, and sources for hydroelectric power in Latin America.

**LESSON 1   Answers:**
1. b  2. d  3. c  4. b  5. a
6. b  7. d  8. a  9. b  10. a
LESSON 1 THINGS TO REMEMBER

- Latin America is located in the Western Hemisphere
- The largest mass of vegetation is found in the Amazon rainforest
- The Bahamas in the Caribbean region are composed of a group of islands which is known as an archipelago
- Overseas territories which belonged to France were called departments
- Rivers provide food, natural highways, and sources for hydroelectric power in Latin America
- The islands in the Caribbean formed of coral rock are called Cays
- Central America is an isthmus because it is a narrow strip of land between two bodies of water
- Latin America is composed of 3 regions
- The world’s second longest river is the Amazon
- Tropical grasslands in South America are called Llanos
Mayans

The ancient Maya lived in southern Mexico and Central America from about A.D. 300 until A.D. 900. They worshipped many gods. They built fifty ceremonial centers such as Tikal to honor their gods. The Mayans’ supreme god was Itzam Na, the god of creation. He controlled fire, rain and crops. The priests developed a calendar based on the solar year. They studied the stars and planets.

Mayan Stone Calendar

Mayans practiced bloodletting. People were “cured” of illness by letting the bad spirits in the blood flow out of the body. They practiced fasting and human sacrifice to please the gods. The Mayans came in from their fields in the countryside to visit the elaborate pyramids constructed for gods in the cities.

Slash and burn agriculture was prevalent in the Mayan economy. They called this milpa. They cut down trees. They then burned the felled trees and plants in the area. This became fertilizer for the soil. Their most important crop was “maize” or corn. Because this type of agriculture quickly depleted the soil of nutrients, the commoners’ homes were usually not as stationary as ones from
the upper class. The farmers’ homes were usually made of poles and thatch rather than stone.

**Mayan Stelae**

From ancient statues and ruins, Mayan cultural achievements are evident. Their many buildings were built without the use of the wheel or metal tools. In architecture, a distinctive feature of Mayan buildings was the false arch. It was constructed by using stones on either side of an opening projecting farther and farther inward. The stones met at a capstone at the top of the arch. Their buildings were made of stone and ornamented with animal, human, and god sculptures.

Mayans developed the science of mathematics. They utilized a number system. They had the concept of zero and ones, fives, and twenties. Ones were dots and fives were bars. The number twenty and its multiples were determined by the position of the number. Mayan murals on the inner walls of buildings depicted their daily lives. They created books by painting on folding pieces of bark. Mayans had a hieroglyphic system of writing. Characters represented pictures of ideas or objects, not sounds. This writing is found on Mayan stelae, which were carved stone monuments.
Pok-a-tok was a basketball-type game played by the Mayans. The court had sloping parallel walls on each side. It was often longer than today’s football field. Wearing leather pads on their hips and elbows, the Mayans tried to put a large rubber ball through a vertical stone hoop. This was to be done without using hands. This stone hoop could be as much as thirty-[30] feet high. The largest archaeological site of a Mayan pok-a-tok court is in Chichen Itza near present-day Cancun, Mexico.

Chichen Itza Pok-a-Tok Court

The Mayan empire was divided politically into independent city-states. There were two major social classes in Mayan society. The commoners were farmers. The upper classes were honored warriors, religious leaders, and rulers. Mayan people treasured a long, sloping forehead and crossed eyes. To accomplish the sloping of the forehead, infants’ skulls were tightly bound. Parents frequently dangled objects in front of an infant to make them cross-eyed. This was desirable in Mayan culture.

Aztecs

The Valley of Mexico is the site of present-day Mexico City. It was home to the Aztecs during the fifteenth and sixteenth centuries. Their empire’s three cities formed a league called the Triple Alliance. The Alliance conquered tribes in the area and forced them to pay tribute or taxes. The Aztecs grew in power. At one time, the Aztec empire covered more than 80,000 square miles and included more than 12 million people.
Because of their sophisticated rebus form of writing, there is more information about the Aztec culture than any Ancient American culture. This writing was a combination of symbols and pictures. The designs represented things and ideas. The Aztecs built great ceremonial cities with military organization. The warlike Aztecs fought with razor-sharp knives made of volcanic glass. The Aztec medicine men invented herbal remedies.

A nomadic people, the Mexica, claimed their god Huitzilopochtli command them to build a city on a spot where an eagle perched on a cactus bush and attacked a snake. (This is now a symbol on the flag of Mexico). The new people called the Aztecs built a city on that spot.

This Aztec city, Tenochtitlan, was home to 150,000 to 200,000 people. Tenochtitlan sat on an island in Lake Texcoco. As the name implies, some Natives trace their heritage to Atlantis. Tenochtitlan praised the Sun God. The Aztecs built islands as the city grew. Canals connected parts of the city. A causeway (raised road) connected Tenochtitlan to the mainland. Aqueducts provided water for irrigation and other needs.
Aztecs worshipped thousands of gods, but the three main gods were Huitzilopochtli, the god of war and sun, Quetzalcoatl, the god of learning, and Tezcatlipoca, the main god of the Aztecs. Aztec priests invented calendars called Sun Stones. They established religious ceremonial days to worship the gods.

To honor their gods, the Aztecs built elaborate temples or pyramids. The largest Aztec temple was Templo Mayor. It was approximately two hundred feet tall. The Aztecs believed that, for their gods to honor them, they had to continually offer them gifts. Many gifts went to the gods like food and athletic contests. At gift sites, human sacrifice was common. The Aztecs believed gods ate living hearts. At times, thousands went to their gods in ceremonial sacrifices. The Maya and Inca practiced bloody, murderous Aztec ceremonial sacrifice too.

Aztec society was rigidly structured. At the top of society were the priests, nobility, and merchants. The merchants and artisans were organized into guilds that demanded honor and respect. The homes of the elite were painted and elegant compared to mud huts of the commoners. The homes of the elite had wood furniture and courtyards in the center. Besides common farmers, slaves were at the bottom of the social structure. People became slaves through punishments for crimes, through capture, or as a way for the poor to obtain food.
and housing. The legal system was strict. It would not only punish by slavery, but also mutilation and death. There were rules about marriage. All men had to marry by age twenty-four [24] and all women by age eighteen.

Each family had a plot of land. There was no private land ownership. Farmers grew maize and beans as the principal crops. How were the Aztecs able to grow enough to have a surplus to sell while living on islands? They utilized the *chinampa* method of agriculture. The farmer would fill in a shallow area of the lake with reeds and soil and then cultivate this area. All of the maize produced was stored in granaries and distributed to the people. Besides farming, the Aztecs manufactured goods such as sandals, tools, and paper. Aztec craftsmen made jewelry using local gems. The great market in Tenochtitlan brought farmers, merchants, and traders together. Aztecs used the barter system. Sometimes items such as cacao beans were traded.

Education was an important component of Aztec society. All males attended school. They learned about their many gods and the art of war. Boys of the upper classes went to special schools. They learned about leadership and priestly duties. Schooling available to girls taught them temple duties like food preparation for idols and domestic skills.
In the early 1500s, Hernan Cortez of Spain and his men encountered the Aztec civilization. Malinche, a Mayan woman, became his translator and informant. With a band of five hundred [500] soldiers, Cortez entered Tenochtitlan. The Aztec emperor, Moctezuma II, at first welcomed him. As hostilities increased between the Spanish and the Aztecs, King Moctezuma II was killed. The Aztecs surrendered in 1521, ending the reign of their empire.

**Incas**

During the fifteenth and sixteenth centuries in the Andes Mountains of South America, the Children of the Sun flourished. The Incan empire included what is now Peru, Ecuador, Bolivia, and parts of Colombia, Argentina, and Chile. The people called their empire the “Land of the Four Quarters”. By 1500, through wars and conquest, the Incas built the mightiest empire of ancient America. The Incas are remembered as master engineers considering the mountainous topography they faced.

A network of roads linked the cities of the Inca empire. Roads allowed runners to carry messages throughout the continent. These roads carried the tribute of crops, cloth, and other items to the capital of Cuzco, which means “navel.” Cuzco was home to the Temple of the Sun. It contained much metalwork in gold including statues and walls covered with sheets of gold.
Cuzco had an elaborate city plan. It had a central plaza with the home of the ruler nearby. It is planned in the shape of a puma. This was a sacred animal to the Incas. For protection, Cuzco’s entrances were closely guarded. Only the nobility could enter the inner city. Right beyond the city, the Incas built a large fortress called Sascahuaman.

If there was any danger, the residents of Cuzco could escape to this fortress. It was made of large stones fitted perfectly together to form its walls and tall towers. The Incas did not have any machinery, beasts of burden, or wheels. They built with ropes and their own human strength.

Incas constructed an elaborate road system of about 40,000 miles through the Andes. The Andes is the second highest mountain range in the world. Along the road, shelters were built a day’s journey apart. Travelers or soldiers could then have food and other supplies. Running messengers called chasquis ran along these roads carrying important messages. These messages were memorized and communicated in a relay system along roads. Incas constructed irrigation projects and public works. Mit’a, or forced labor, was used. This was a form of taxation villagers provided to the government. Forced labor was used to mine the gold and silver found in the Incan empire.
Another Incan feat of engineering was the terraced system of agriculture. The empire was in a mountainous region. The Incas carved the land into a stair-step pattern. This was done so the rains would not wash the good soil down the mountains. This way, the fields could be cultivated. Most of the people in the Incan empire were farmers.

Potatoes grew in the higher elevations. Maize grew in the lower elevations. In the high mountains, potatoes would be frozen and thawed repeatedly after harvesting. When thawed, the farmers would step on them to release any moisture. This was repeated until the potatoes dried. They could then be kept in this state for years to provide food for the farming families.

Often, farmers kept herds of alpacas and llamas, too. The tradition of weaving was important to the Incas. They used wool from the alpacas for clothing. Coarser wool of llamas made blankets.

Incas had no written language. They recorded information on *quipus* or knotted strings. A main cord with several cords attached represented people, items, or districts depending on color. On each individual cord, knots represented numbers. Officials of the government called quipucamayocs were appointed to maintain records. To communicate, the Incas spoke Quechua. Their descendants in South America still speak it.

*Modern-day Inca and Quipus*
The Incan empire was one of the best-organized empires in the history of the world. An emperor ruled it. Incas believed he was a descendant of the Sun god. During the days of the Incas, only the ruler himself or his family was called “Inca”, which means lord or king. He enjoyed worship as a god while he lived and when he died; the Incas believed that the Sun called him home.

Machu Picchu: Inca City (Peru Andes, altitude, 8,000 feet)

The Incan empire derived power and wealth by collecting tribute from conquered tribes and kingdoms. Incas utilized trained local chieftains: curacas. Incan rulers sent out inspectors to maintain close watch on government officials. If there was any disagreement among conquered peoples, the Incas resettled the peasants to a loyal area. They sent loyal colonists to the area of conflict.

Incas were able to rule over millions of people. Incas maintained power in conquered lands by imposing an official language, Quechua, and by requiring adherence to Inca laws and worship of the Sun god.

Within the Incan social structure, the ayllu was important. An ayllu was a clan or group of people descended from a common ancestor. Incas were to
marry within their ayllu. Farmlands and pastures were shared, which created mutual aid and responsibility within the villages. It strengthened Incan society. The members of the ayllu would join to perform certain tasks like constructing irrigation for farmlands.

Every citizen of the Inca empire was to give service to the state. They served through their crops, craft, or work on state public works like roads or bridges. Serving in the army could also satisfy this duty. Women could serve the government in some of the same ways as men. Children and those who could not work because of age or a disability gathered wood or husked corn for the government.

Clothing denoted social status among the Inca. The nobles wore clothing of richer colors and complex patterns. Jewelry was for the nobility. Many of the nobles wore earplugs of gold. Many were as much as two inches across. For this reason, the Spanish called the Incas orejones. That means “big ears”.

Education was reserved for the nobility. Upper class boys went to school to learn about their language, religion, history, and quipus. Girls, except for the “chosen women,” were not educated. These were girls chosen by an inspector at age ten to be sent to a convent to learn about religion and art. Later, the emperor would decide the fate of these girls. They were sacrificed, sent into religious service, or became the wives of the emperor or nobility. Common children were not educated. They learned skills from their parents.
EXPLORING LATIN AMERICAN HISTORY

LESSON 2

Practice Questions

Directions: Choose the correct answer from the choices given.

1. The Mayas practiced slash and burn agriculture known to them as:
   a. Tikal    b. Milpa    c. Orejones    d. Quipus

2. The ancient Native American _________ civilization used a number system employing the concept of zero.
   a. Aztec    b. Inca    c. Maya    d. Arawak

3. The carved stone monuments of the Mayan culture are:
   a. Idols    b. Stelae    c. Milpa    d. Coins

4. Evidence of a basketball-type game has been found in the remains of the ___________ culture.
   a. Mayan    b. Aztec    c. Carib    d. Incan

5. An eagle perched on a cactus with a snake in its mouth is now the symbol of Mexico and led the Native American _____________ culture to build a city on the site.
   a. Incan    b. Mayan    c. Aztec    d. Cuban

6. Because of earplugs worn by people of the ___________ ancient civilization, the Spanish called them the “orejones.”
   a. Incas    b. Mayas    c. Aztec    d. Arawak
7. The ____________ method of farming was used when the farmer took reeds and soil and filled a shallow area of a lake.

8. These ropes of different colors and knots were used for counting in the Incan culture.
   a. Stelae   b. Quipus   c. Milpa   d. Ayllu

9. The ____________ people called their land the “Land of the Four Quarters.”
   a. Maya   b. Inca   c. Carib   d. Aztec

10. A clan or group of people descended from a common ancestor is called a[n]:

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LESSON 2 THINGS TO REMEMBER

- Evidence of a basketball-type game has been found in the remains of the Mayan culture.
- Because of the ear plugs worn by people of the Incas ancient civilization, the Spanish called them the “orejones”.
- Quipus were ropes of different colors and knots which were used for counting in the Incan culture.
- A clan or group of people descended from a common ancestor is called an Ayllu.
- Mayan was an ancient civilization which used the concept of zero.
- Carved stone monuments of the Mayans were called Stelae.
- The eagle perched on a cactus attacking a snake led the native Aztec people to build a city there.
- Slash and burn agriculture of the Mayans has been called Milpa.
- The Aztec believed that their gods were nourished by living hearts.
- Chinampa was the Aztec method of agriculture in shallow areas of the lake.
Spanish Voyages and Conquests

Europeans searched for new trade routes to Asia in the fifteenth century. They wanted spices, silks, and goods of value. Spain and Portugal led the way. Queen Isabella and King Ferdinand of Spain funded the initial journey of Christopher Columbus in 1492. Columbus approached other rulers in Europe. No one was willing to support the adventure. Spanish rulers bestowed the titles of Viceroy and Governor of all lands he encountered. They named him Admiral of the Ocean Sea. He was granted one-tenth of all the riches in the lands he discovered. Columbus began the flood of sailors to the New World searching for God, gold, and glory.

Columbus’ Coat of Arms

Columbus and the three ships (the Pinta, the Santa Maria, and the Nina) set sail on August 3, 1492. After weeks of sailing and no land, the crew began to think of returning to Spain. They hatched a plan to overthrow Columbus, but floating seaweed and birds convinced the crew land was near. On October 12, land was sighted. Columbus called this San Salvador, which is near the present-day Bahamas.

He believed he had reached some part of Asia. He had no idea this was an entirely different continent. Gold jewelry on the natives in what Columbus
named “Española” inspired him to settle the area. When the Santa Maria ran aground, wood from the ship was used for settlement. He left twenty-one members of his crew at the site. Columbus returned to Spain.

The Natives Columbus and the other explorers encountered on the islands of the Caribbean were Tainos. They lived in large houses made of poles. Chiefs or caciques governed them. The Spanish reported the Tainos were expert woodcarvers. Columbus and his men learned about hammocks from the Tainos. Tainos played ball-type games. They were not as warlike as the Caribs. The Caribs traveled the Caribbean in dugout canoes. They conquered or mixed with the Tainos on various islands.

In April of 1493, Columbus reported to Queen Isabella and King Ferdinand. He presented gold, parrots, and six [6] natives from the islands. He returned to the new lands within a few months. This time, he had seventeen [17] ships and almost 1,500 men. He intended to begin more settlements. When Columbus reached the settlement he left behind on Española, no one was there.

Columbus established a new settlement in another location and continued exploring the area. Columbus returned to the new lands two more times. He contributed to geographical knowledge. He mapped the coastline of what we now call Central America. He died in 1506. He believed he found a new way to the wealth of Asia.
Others followed Columbus. Spain and Portugal agreed upon a treaty for exploration and settlement. In 1494, in the Treaty of Tordesillas, a Line of Demarcation proposed an imaginary line from the North Pole to the South Pole at approximately the 50° line of longitude. Spain received the right to trade and settle west of the line. Portugal received the right to trade and settle east of the line. This left little of the Americas for Portugal except for present-day Brazil.

In 1500, Portugese explorer Pedro Cabral and his ships sailing from Portugal to India were blown off course. They landed on what is now Brazil. They did not know the Spanish were already on the continent. Portugal assumed it was an island. They named the land “The Island of the True Cross.” Amerigo Vespucci and three ships and crewmen surveyed the land in 1502. He was one of the first to call the continent the “New World.” Among all the explorers to this newly discovered area, a German geographer, Martin Waldseemuller, honored Vespucci. When mapping the new continent in 1507, he named it America after Vespucci.

Compared with the trade Portugal had in Asia and Africa, Brazil seemed to offer little but a type of wood called brazil-wood. France posed a threat to colonization in Brazil. Portugal sent settlers to prevent the French from acquiring the land. In 1530, 400 men established the first colony for Portugal at Sao Vicente. Jesuit priests were sent to Christianize the natives of Brazil.

Spain, meanwhile, gave full rein to the conquistadors, explorers and conquerors. They were given the right to hunt for treasure, particularly gold, in the New World in the name of Spain. They were required to return one-fifth of
all treasure to the Spanish government. As ships sailed the waters between Europe and the Americas, goods traveled both ways in what is known as the *Columbian Exchange*. Items such as horses, cattle, pigs, sheep, goats, and sugar cane flowed westward to the new lands. Important foods such as corn, potatoes, and tomatoes went back to Europe.

**Map of America: 1513**

Spanish exploration advanced more discoveries. Vasco Nuñez de Balboa discovered the Pacific Ocean in 1513 and claimed it for Spain. Ferdinand Magellan and his crew were the first to journey around the world between 1519-1522. Natives in the Philippines killed Magellan. His crew of eighteen of the original two hundred and sixty-five [265] men and one ship returned to Spain. This added to the geographical knowledge of the time.

Hernan Cortes conquered the Aztecs by 1521. He sailed from Cuba in 1519 with only about six hundred [600] men. He landed at what he called Veracruz, "the City of the True Cross." The Aztecs were amazed at the White
men and great ships with billowing sails. Moctezuma and his followers thought the god Quetzalcoatl had returned to claim his kingdom. The Aztecs lavished gifts upon Cortes and his men. Cortes destroyed the ships they sailed so there could be no turning back. He marched toward Tenochtitlan, the Aztec capital, and formed alliances with the enemies of the Aztecs as he journeyed. Moctezuma was taken hostage and later killed, some say by the Aztecs. Others say the Spanish killed him. Whatever the story, the Aztecs fought for their lands, yet surrendered among the ruins of Tenochtitlan by 1521.

Francisco Pizarro heard tales of gold and the great Incan empire. He began his conquest of the Inca in 1531. He set sail from Panama with almost 200 men. He landed on the coast of what is now Ecuador. At the time of his arrival in the Inca empire, a civil war began between two families for the position of ruler. The emperor had died and two of his sons were fighting for the throne. The son, Atahualpa, won the contest for emperor and imprisoned his brother.
When the Spanish reached the Inca city for an arranged meeting with Atahualpa, a priest read the Inca the “Requiremento.” The Requirement, used on all natives as they encountered the Spanish, demanded that natives submit all their materials and spirits to the Pope of the Catholic Church and the king of Spain. Atahualpa refused, was captured, and imprisoned. There were less than one hundred [100] Spanish soldiers killed while over six thousand [6000] Incas lost their lives. Atahualpa was imprisoned. Stories reported that the Inca ruler promised to fill his cell with gold if the Spanish promised to release him. He was killed. The capital Cuzco was taken by 1533.

Though outnumbered, the Spanish constantly defeated the Natives in battle. As the Spanish conquered and settled these new lands, the native peoples disappeared. Between 1520 and 1540, major military conquests by the Spanish killed thousands. The Spanish were aided in their warfare by advanced weaponry such as guns and cannons. Horses played a major part in victories. They gave their riders height and speed in combat. The Spanish allied with the enemies or those paying tribute to the natives the Inca were
attempting to conquer. This increased their forces. These people often fought with greater vengeance than the Spanish.

The Spanish were also driven by gold and power. They believed the hand of God guided them. When they did encounter natives, the natives often did not know what to expect. They did not organize to fight immediately. Myths of the natives foretold of gods returning to the people to end their empire. These myths of doom affected the attitude toward invaders. The greatest killer of the native peoples was disease. The Spanish brought diseases such as smallpox to these new lands. Diseases killed at least 90% of the natives.

Institutions in the Colonies

In Spanish America and the Portuguese territory of Brazil, political institutions were similar. At first, in Spanish America, the conquistadors who conquered the natives had the power to govern in those areas. Because of the mineral wealth and available native labor, most of the first settlements were in areas densely populated by natives. These first settlements were on the islands of the Caribbean. Here, the expeditionary forces would enslave or kill the natives. Then, the islands would be left uninhabited as the natives died out. The coveted resource of gold was either not encountered or did not last.

As settlements moved onto the mainland, the islands were left to be used mainly to enslave any remaining natives. The few ports on the islands were also used as the precious cargo was shipped to Spain.
The Spanish government set up an elaborate system to govern the largest overseas empire a European country ever possessed. The Council of the Indies was the main governing body in Spanish America for three centuries. By the late 1500s, viceroy served as governing officials in the new lands. These men were of noble birth. They played a prominent role in the culture of Spanish America. They represented the king and were the supreme authority. The first two viceroyalties were New Spain with the capital in Mexico City and Peru with the capital in Lima.

The audencias were the royal courts of justice. Committee ruled them. The first one started in Santo Domingo. The next was in Mexico City. Below this governing body were the corregidores. These men were most in touch with the people. They presided over the town council meetings. Treasury officials were another important position in the New World. Every expedition was required to give the government one-fifth of the riches found. The treasury officials certified this along with the collection of taxes once towns and cities were established.

The Spanish government later sent visitas to visit the areas periodically to evaluate the government. Spain maintained few troops in the New World. They worked to maintain the loyalty of the elites. During the 1700s, the government and military expanded in Spanish America and Spain created new viceroyalties. The Crown encouraged those of Spanish descent, born in America, to join the military.

Late in the 1700s, intendants labored to develop local economies. This extracted more income for Spain. The Spanish government tended to appoint
men born in Spain to all positions. The Crown forbade them from marrying into local families or engaging in business in their area.
Portugal attempted to govern Brazil in the first half of the sixteenth century with the *captaincy system*. Brazil was divided into fifteen areas governed by private individuals. They were required to colonize, defend, and develop the area in part by taxing the settlers. This was not successful because of continued French and native problems and by lack of financial success.

By 1549, the King of Portugal instituted a new form of government. It organized on a hierarchal basis similar to the Spanish colonial government. There were more self-government and disregard of Portuguese laws than in Spanish America. Most of the settlers of Brazil settled on the coasts until the 1700s when inland sources of wealth were discovered.

The Catholic Church was an important institution in the New World. The Spanish government had the power to nominate officials and collect tithes in the new lands. Clergymen went on expeditions to the New World. Social status demanded the elite donate large amounts of money to the church to increase its wealth.

A goal of the Catholic Church was to minister to native populations and make them Christians. At first, missionaries to the natives destroyed all temples and idols. The natives had to build Christian churches in their places.

Later, missionaries such as Bartolome de las Casas tried to learn more about the natives and accommodate more of their traditions. Because the Indian settlements were located over a great expanse of territory, missionaries tried to relocate natives into centralized towns. Besides religion, natives learned farming methods. Churches provided education and health care to the New
Social status in the New World depended upon a person’s race, occupation, and religion. The White population formed the ruling class but this group divided between the Creoles and the Peninsulars. The Creoles were of Spanish descent. They were born in Spanish-America. The Peninsulars were from Spain. They viewed themselves as more elite than the Creoles. With few women in the colonies, the Spanish often married native women whose children were Mestizos. The lowest social class in Spanish America was Blacks, Mulattos, and Zambos. Mulattos were a mixture of Black and White races. Zambos were a mixture of African and Native populations. The natives in Spanish America were not part of the social class structure of the Spanish and Africans. They formed their own class structure. The Natives and the rest of society could not live in the same areas at first. Interaction increased in the 1600s. Trade and employment brought them into contact with each other.

The centers of social life in Spanish America were colonial cities and haciendas or estates. The natives usually had their own communities or lived on the outer portions of Spanish cities. Spain planned the cities in the New World on a grid pattern similar to a chessboard. In the center of each city, one would find a plaza surrounded by the church and government buildings like the fort or castillo like the one found in Saint Augustine, Florida. A church mission was also one of the first buildings. The wealthy of the city would live close to the plaza. Further from the plaza, social class distinctions declined. In other parts of Spanish America, large estates were the equivalent to the cities. Here, one
would find a church, store, cultivated lands, pasturelands, workshops, and homes for all classes. Each estate would be similar to a small city.

In the New World, males dominated all segments of society. European women made up only a small fragment of the population at first. Therefore, the first women to marry or become mistresses of the European males were native women.

Both the government and the church encouraged these unions. Women were socially and physically subordinate to men. There was some economic independence though, as some women had their own businesses. Property laws also equally divided estates among all heirs. Women maintained the ownership of the land even upon marriage. Convents, or religious communities for women, were popular in Spanish America. Life in a convent gave women an opportunity for self-expression not found in the rest of society.

Economic institutions established by the Spanish evolved during the sixteenth and seventeenth centuries. Spain regulated trade. Ships’ cargo inspections insured the Crown received its percentage of items. In order to maintain a Crown monopoly, the Spanish government restricted trade.

Many of the early conquistadors, or conquerors, and settlers were granted *encomiendas* from the Spanish government. This was an area of land the owner, or encomendero, demanded labor and taxes or tribute from Natives. The encomendero had the responsibility for the spiritual and material well being
of the Natives. Many Natives died from overwork and malnutrition in the encomienda system.

**Bartolomé de Las Casas**

Bartolomé de Las Casas began as an encomendero in Spanish America, but later became a missionary to the natives. Called the *Protector of the Indians*, he approached the Spanish government with ways to better the conditions of the Natives. In 1542, New Laws passed with Casas’ help. A major regulation of the encomiendas began. With these New Laws, tribute and forced labor virtually ended. These laws changed the economic structure, but the use of native labor continued.

*Repartimientos* replaced the encomiendas as the method of using natives as labor. Native communities were required to provide a number of men at certain times to work on projects like road building. *Repartimientos* functioned in the mining industry. Although Native laborers received a small wage, there were still many cases of overwork and malnutrition. Native populations declined. They were no longer able to provide adequate numbers for the workforce.

Haciendas, or large landed estates, were prevalent by the end of the sixteenth century. Any natives who remained in the lands faced resettlement to new communities when the Spanish occupied fertile lands. Cultivated lands and livestock provided income.
for owners. Those working the land for owners received wages. European migration to Spanish America provided these laborers during the seventeenth and eighteenth centuries.

**Slaves and Small Sugar Cane Mill in Brazil**

The economies of Brazil and the Caribbean islands featured plantations. These plantations, producing mostly sugar, required heavy physical labor. As the Native populations dwindled, African slaves were imported. The first shipload of African slaves arrived in Brazil in 1530. By the end of the 1700s, millions of slaves toiled in the New World under harsh conditions. They provided sugar for European and North American markets. Jamaica and Saint-Dominique (Haiti) led the way in sugar production in the eighteenth century.

The slaves on the Caribbean islands also grew tobacco. French and British people settled on the islands. The Spanish left for mainland settlements and used slaves in their agricultural pursuits. Because of weak governmental regulations, slaves suffered from mistreatment and overwork. In the Caribbean, the death rate for slaves was greater than the birth rates. Slaves had to be constantly imported to provide labor. Maroons, or runaway bands of slaves, escaped to the mountains of the Caribbean islands and helped lead many of the slave revolts.

Piracy also played an important part in the economy of the Caribbean islands. Though the Spanish government forbade trade with other nations, some did so through smuggling. There were a large number of pirates in the Caribbean throughout the 1600s and 1700s. English, French, and Dutch pirates terrorized Spanish ships and settlements often with encouragement of their governments. Spanish ships loaded with gold and silver were favorite targets of
the pirates. Spain instituted the convoy system so that ships would travel in groups. The Caribbean island ports were fortified and patrolled, but the remainder of the Caribbean was unprotected.

In the early eighteenth century, the Portuguese discovered large deposits of diamonds and gold in the interior portion of Brazil. Portugal sent special teams of explorers into the area to search for these deposits. They sought to enslave the natives to work in the mines. These explorers even ventured into areas of land under Spanish claim. Portugal and Spain signed the Treaty of Madrid in 1750 to clarify the borders of Brazil. This allowed the expeditions and settlements sent by Portugal to remain in Portuguese territory.

**Enlightenment in the Colonies**

The Enlightenment, or Age of Reason, in the eighteenth century affected the New World. It emphasized natural science and the intellect. The Catholic Church was first involved in education in the new lands. By 1551, a university established itself at Lima and Mexico City. The Spanish government isolated her colonies from foreign influences. Reading materials were censored.

Many of the first missionaries, especially the Catholic Jesuits, wrote histories of the natives and became colonial scholars. Garcilaso de la Vega, who wrote *The Royal Commentaries of the Incas* and other histories, provided Europeans with a closer look into native cultures.

**Sor Juana Inés de la Cruz**
Pre-Enlightenment society often criticized poets such as Sor Juana Ines de la Cruz, a nun and the author of many love poems, as too “worldly.” Most art before the Enlightenment featured religious motifs. As Enlightenment thought spread through the colonies (mostly due to the Catholic Jesuits), satire grew in popularity. Mateo Rosas de Oquendo wrote about corruption and aristocratic hypocrites in Lima. Juan Rodriguez Freile composed satires reflecting the frustrations of the Creole population and their associations with the Peninsulars. Opera began in Mexico and the Italian influence in music spread throughout the New World. The Italians and the French inspired not only music during this period, but architecture was also reflected in a neo-classical wave. Paintings moved from religious subjects to portraits and worldly themes. Mining and the beginnings of manufacturing created interest in the sciences as technology and geology emerged.

LESSON 3

Practice Questions

Directions: Choose the correct answer from the choices given.

1. The natives governed by caciques that Columbus encountered were the:
   a. Tainos   b. Aztecs   c. Incas   d. Mayas

2. Protector of the Indians was:
   a. Cortes   b. Pizarro   c. Las Casas   d. Columbus

3. ____________ was the land given to Spanish settlers to demand labor and collect tribute from natives.
   a. Encomienda   b. Caciques   c. Plaza   d. Mestizo
4. ____________ replaced natives as labor.

5. The transfer of goods between Europe and the Americas is known as the:

6. Brazilian and Caribbean slave plantations mostly harvested:
   a. Sugar  b. Salmon  c. Coffee  d. Rice

7. ___________ became a colony of Portugal due to its location according to the Treaty of Tordesillas.
   a. Cuba  b. Jamaica  c. Mexico  d. Brazil

8. The main governing official in Spanish America who represented the king was the:

9. The Age of Reason or _____________ made the natural sciences and intellect important.

10. A Spanish person born in the Americas was known as a[n]:

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<tr>
<th>LESSON 3 Answers</th>
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<tr>
<td>1. a  2. c  3. a  4. b  5. a  6. a  7. d  8. a  9. c  10. d</td>
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Brazil became a colony of Portugal due to its location according to the Treaty of Tordesillas.

The Age of Reason or enlightenment made the natural sciences and intellect important.

People of Spanish descent born in Spanish America were called Creoles.

The Tainos were natives governed by caciques that Columbus encountered.

Columbus was Admiral of the Ocean Sea for Queen Isabella and King Ferdinand.

Mestizos are the mixed people of native and Spanish ancestry.

Portugal was granted the land of present-day Brazil in the Americas.

America was named for the explorer Vespucci.

Spanish conquistadors searched for gold throughout the Americas.

The king’s representative and main governing official in the new American lands were Viceroys.
What led to the Latin American colonies’ struggles for independence? All races and classes participated in this fight for autonomy, but they fought for different reasons. Natives were virtually nonexistent. There were millions inhabiting the region prior to European invasion. The ones remaining were interested in human rights and democratic governments.

Mestizos did not yet play a role in White or Native worlds. Yet this fight attracted this segment of new Americans. Creoles supplied the most energy to this movement against colonial powers. They had long endured exclusion from government positions. Those born in Europe considered themselves superior. Mestizos were still the economic backbone of the new lands. They staged the most vocal protests.

The main concern of these three groups was the constant economic drain by colonial powers. All profits flowed into the European governments. This left little to provide services to the colonies. Enlightenment ideas of “consent of the governed” figured prominently in the rebellions. Yet, there was concern among each race and class. They thought the “other” might triumph and leave them once more with no rights or more anarchy than with colonial government. So, Royalists, or those loyal to the crown, remained a force to contend with in Latin America.
Beginnings in Haiti

In the French colony of Saint Dominique in 1791, an event occurred that spread fear throughout the New World. For years, runaway slaves, called maroons, escaped to the hills of this Caribbean island. Frequently, they attacked nearby White settlements for guns and provisions.

Francois-Dominique Toussaint Louverture, the grandson of an African king, led the slaves of the island. They rebelled against the White and Mulatto populations. Ex-slaves ransacked plantations and killed Whites. Toussaint, a slave who served his master as a personal servant, led the Black forces in revolt. For a period of over ten years, a civil war raged to secure slaves freedom and win the island over as a republic.

Toussaint was victorious and instituted a military dictatorship. He was governor for life.

French forces were ordered by Napoleon to retake the island. They invaded their former colony. It was one of the most valuable colonies in the world. It was a bitter struggle, not only against Toussaint’s forces, but also against yellow fever. The fever reduced the French forces by thousands. General Le Clerc and his French forces forced surrender of the rebels and imprisoned Toussaint. Rebellion continued on the small island. Eventually on
January 1, 1804, Haiti, the land of mountains, became the first free republic in the Western Hemisphere. French colonial rule ended. A former lieutenant in Toussaint’s forces, Jean Jacques Dessalines, became the dictator. He later declared himself Emperor of Haiti.

Revolution in Mexico

The “Cry of Dolores” began the fight for Mexican independence. In 1810, Miguel Hidalgo was a Creole priest in Dolores, a village one hundred miles from Mexico City. He joined a revolutionary conspiracy. He gathered a group of Mestizos and Natives to fight for human rights. This escalated into battles against the Spanish government in New Spain. In September of 1810, Hidalgo and others launched plans of revolt. The Spanish army uncovered the plot.

Orozco’s Mural of Miguel Hidalgo in Guadalajara, Mexico

Hidalgo rang the church bells in Dolores to alarm the people. This was known as the “Cry of Dolores.” His band of followers, mostly Natives and Mestizos, grew as they moved about the Mexican countryside. The Virgin of Guadalupe, an icon taken from a rural church, became the symbol for the rebels. As they approached Mexico City, they numbered approximately 80,000 men. Hidalgo and his men fought through New Spain against a strong Spanish army and triumphed. Within a few months, Hidalgo found himself captured. A firing squad executed him.
Mexico regards Hidalgo as “The Father of Mexican Independence.” September 16, the day of the “Cry of Dolores” is Mexico's Independence Day.

A Mestizo priest and lieutenant under Hidalgo, Jose Maria Morelos, fought on against Spain. He excelled in military strategy. For over two years, he and his followers battled the Royal army in Southern Mexico. At one point, in 1813, the rebels captured Acapulco. They announced the independence of New Spain. Their guerilla activities were successful for a time. Powerful forces forced them to retreat. The problem was not all of the people living in Mexico favored the fight against Spain led by a Mestizo. Many remained loyal to the Crown even while facing injustices and prejudices. By 1815, Morelos submitted to capture. Spanish forces shot him to death.

While fighting against the Spanish army, one of the officers was another Creole, Agustin de Iturbide. He became convinced of the need for Mexico to be independent of Spain. Iturbide asked for assignment with his army to the southern lands where guerilla forces were active. Instead of fighting against the guerillas, he joined the fight for the independence of Mexico. With the support of a rebel army, he formed the Plan of Iguala. It was designed to unite all factions of Mexico. His was the “Army of the Three Guarantees.” The Guarantees were liberty, property, and religious rights. Iturbide envisioned a casteless society of unity. With little bloodshed, Mexico achieved its independence in 1821.
Liberators of South America

Colonists of Spanish America learned about Enlightenment ideas of government. They questioned traditional order and advocated change. They were discontented with Spain’s rule. News of the American Revolution and the French Revolution of the late 1700s encouraged rebellion. Not all colonists were ready for a rebellion. Pockets of discontent spread across the New World. As these small rebellions or riots grew, Spain had little labor available to send to the colonies. Her involvement in European wars left few men to sail to America to defend the crown. Therefore, between 1810 and 1825, all of the Spanish mainland territories gained independence from Spain.

Simon Bolivar was born in Venezuela in 1783 to a rich and powerful Creole family. He attended school in Spain. Bolivar raveled around Europe for much of his youth. In Paris, Bolivar read and discussed Enlightenment writings. Paris influenced his political thinking. In the early 1800s, he returned to Venezuela and joined the fight for independence. Bolivar and others declared Venezuela independent in 1811. Yet, several setbacks caused those loyal to the Spanish government to regain power. Bolivar left the country by force. With only about a hundred men, Bolivar returned to Venezuela determined to rid his country of the Spanish crown. His leadership skills made him a rebel leader. He was known as “The Liberator.”

By January 1814, Venezuela was independent with Bolivar as dictator. Again, Spanish forces threatened. They drove Bolivar from the country into exile in Jamaica. In his Letter from Jamaica, Bolivar outlined the wrongs of the Spanish government in the style of the American Declaration of Independence.
By 1817, Bolivar again prepared to enter Venezuela and fight for freedom. He utilized the help of English volunteers and rural equestrians. By 1822, he freed a large area he named “Gran Colombia”. It was formerly the viceroyalty of New Granada. It encompassed the present countries of Venezuela, Colombia, Ecuador, and Panama. Bolivar took the office of President of Gran Colombia. After this, he journeyed with his rebels into Peru and helped liberate the continent by 1824.

José de San Martín, a Creole from Argentina, went to Spain at a young age to go to school. He joined the Spanish army by age eleven [11]. He fought for many years in European battles. He returned to Argentina to help fight against Spain in 1812. In 1817, he journeyed to Chile to help the rebel fighters. They marched over the Andes. They surprised the Spanish troops and declared Chile’s independence. The people elected San Martin governor of the new Chile.

Next, San Martin hatched a plan to liberate Peru. This plan featured an attack on Spanish forces from the sea. In July of 1821, the rebels seized Lima under the leadership of San Martin, “The Protector of Peru.” He became Peru’s leader.
In 1822, San Martin and Bolivar met. There is little information about the meeting. After it, San Martin quit fighting, resigned his political positions, and sailed for Europe never to return. After San Martin’s departure, Simon Bolivar entered Lima and was given the title “Man of Liberty” and dictator of the country. Between Bolivar and San Martin, only Cuba and Puerto Rico belonged to Spain after 1825.

In Cuba, various movements for independence arose. During the 1800s, sugar dominated the Cuban economy. The United States was the main partner for trade. Several times during the 1840s and 50s, the United States offered Spain millions of dollars to buy Cuba. Spain refused and continued to reap the benefits of Cuba’s booming economy.

Carlos Manuel de Cespedes, a Mulatto planter, led the First War for Independence from 1864-1874. Although this bid for independence was unsuccessful, the first feelings of nationalism started among the Cubans. Spain granted some participation in government.

Following exile, the charismatic Jose Marti led The Second War of Independence from 1895 to 1898. Marti became Cuba’s first national hero. He spent years building funds to support his return to fight against Spain. He was killed in an early battle. His fight continued. It even won the support of those in the United States. With the explosion of an American ship, the USS Maine in Havana harbor in April of 1898, the United States thrust itself into a Spanish-American War. Within months, the war ended, and Cuba and Puerto Rico passed from Spain to the United States.
In the Caribbean territories of the British, French, and the Dutch, the islands had been almost self-governing except for the appointment of main officials. With the abolition of slavery in the 1800s, colonial governments like Great Britain once more began to limit the powers of the island government. They instituted more control. Although rebellion was a constant problem before the abolition of slavery, some economic and social rebellion remained an issue for years. The Monroe Doctrine of 1823 issued by the United States influenced the acquisition of more colonies. The US pledged to provide support for any Western Hemisphere government threatened by powers from outside the region.

The first struggle for independence surfaced in Brazil in the late 1700s. Many in Brazil were overworked and poor. They sought relief in plotting to overthrow the colonial government of Portugal and declare Brazil independent. A dentist, Joaquin Jose da Silva Xavier, was a leader of the rebels. His nickname was Tiradentes, which means “Tooth Puller.” He and other elite rebel citizens were hung in 1792.

Several slave uprisings in Brazil attempted to overthrow the colonial government. In the area of Brazil known as Bahia, Black slaves and Mulattoes combined forces in 1798. They tried to advance republican ideas. These ideas of equality caused Royal authorities to act swiftly. All the leaders were hung. Their bodies went on exhibition for all to see.

In the early 1800s, Portugal faced French invaders under Napoleon. The royal family of Portugal left the country. It found refuge in Brazil, Portugal’s colony. Many of Portugal’s elite traveled to Brazil, on the forty-eight ships that
carried the royal court to Brazil. They settled in Rio de Janeiro in Brazil. They found people suffering from neglect. There were slums crowded with people and sewage in the streets.

The Prince Regent John of Portugal encouraged immigration to Brazil and trade with all countries. He modernized the city and built banks, schools, libraries, and museums. In 1815, Prince John’s insane mother died and, John was crowned king in a royal fashion.

Even though living conditions improved in Brazil, there was much frustration on the part of Native Brazilians. Conflict arose between Mazombos, those of Portuguese descent born in Brazil, and the Reinois, those elite born in Portugal. The Mazombos faced discrimination from the many Reinois now in Brazil. By 1821, the royal family returned to Portugal. This left the king’s son to rule in Brazil. He returned by order to Brazil to complete his education. He refused, enjoying the life he had in Brazil. By 1822, he declared Brazil independent from Portugal. Dom Pedro, the king’s son, was crowned Emperor of Brazil. Therefore, Brazil found independence without the bloody battles consuming the rest of the New World.

Dom Pedro’s *Grito de Ipiranga* (Cry for Freedom)
Practice Questions

Directions: Choose the correct answer from the choices given.

1. __________ was leader of the Haitian revolution and the country’s governor for life.

2. __________ was the Mexican priest associated with the “Cry of Dolores.”

3. __________ was the Mexican rebel leader who formed the Plan of Iguala.
   a. San Martin    b. Iturbide    c. Morelos      d. Tiradientes

4. __________ was the Venezuelan liberator and author of the “Letter from Jamaica.”

5. __________ was a rebel leader and the “Protector of Peru.”

6. __________ was Cuba’s first national hero.
7. The __________________ was a document stating the United States would intervene in any struggle of a government in the Western Hemisphere attempting to prevent colonization.
   a. Declaration of Independence  c. Constitution
   b. Monroe Doctrine  d. Treaty of Paris

8. The explosion of this ship, the USS __________, in Havana harbor caused the Spanish American War in 1898.

9. ________ was the ruler who gave Brazil independence.
   a. Napoleon  b. King George  c. Dom Pedro  d. Queen Isabella

10. Colonists who remained loyal to the colonial government were called:
    a. Traitors  b. Royalists  c. Creoles  d. Zambos

**LESSON 4 Answers**

1. b  2. c  3. b  4. d  5. a
6. d  7. b  8. a  9. c  10. b
LESSON 4 THINGS TO REMEMBER

- Iturbide led Mexico into independence with his Plan of Iguala and the “three guarantees”
- Bolivar was the Venezuelan liberator of South America
- Toussaint was the Haitian rebel leader and governor for life
- Hidalgo was the Mexican priest associated with the “Cry of Dolores”
- San Martin was a Creole from Argentina and “Protector of Peru”
- Marti was the rebel leader in the Cuban Second War of Independence and Cuba’s first national hero
- Hidalgo began the Mexican Revolution
- Dom Pedro was the King of Portugal’s son who granted independence to Brazil
- The first successful independence movement in Cuba was led by Cespedes
- The Mulattoes and Blacks combined to fight for independence in the Bahia region of Brazil
CAUDILLO PERIOD

Rulers after Independence

After the countries of Latin America won independence from colonial powers, stability and prosperity did not come quickly, if at all. Even though the political structures changed, the economic and social situation remained much as in colonial times. There was still racial division. The landholding elite acquired more power and economic wealth as the colonial government departed. Under colonial rule, most had no opportunity to participate in the political process. After independence, the chance to elect rulers remained a new and untested idea. Great political instability occurred in Latin America during this period of adjustment. This tension is still present in some countries today. This instability is clear by the number of constitutions enacted in post-independence days.

In many countries, caudillos emerged as political leaders. Caudillos were charismatic men who combined military and political skills to rise to the top of the government. Some were of humble origins. All used their associations with the lower classes to become popular. Caudillos used patronage or special favors to develop relationships with the elite. These special favors were economic ones, such as tax breaks or land, or political ones, such as government positions. After independence, Latin American countries went through a period of depression. There were breakdowns in order of societies. Because of these and other reasons, caudillos and their militaristic
establishments frequently held power in Latin America following the fight for independence. Some caudillos backed liberal issues and as well as conservative ones. Some even shifted back and forth depending on the mood of the people. Most Latin American countries experienced caudillo rule sometime during the post-independence period.

After independence, Mexico remained a country of “haciendas” or large estates with a society dominated by the elites and the Catholic Church. Often, the poor suffered more under the new administrations than under the Spanish due to liberal land distribution ideas. One caudillo, General Antonio Lopez de Santa Anna, assumed and held the position of president of Mexico many times between 1833 and 1855. Even though he suffered defeats, such as the loss of Texas to the United States, he remained a prominent military leader. At times, his administration resorted to the use of a secret police and forceful tactics to ensure his remaining in power. Santa Anna’s political agenda was very flexible. He shifted according to the desires of the people at the time. Like a true caudillo, Santa Anna’s power depended on his military. At one point during his political career, he was “His Most Serene Highness.”

The movement unseating Santa Anna was “La Reforma” (The Reform). As a direct result of Santa Anna’s extravagant privilege system, La Reforma abolished all favors for the church and military. It established equality and voting rights for all men. During the elections held in 1857, Benito Juarez was elected President. Juarez was a full-blooded Zapotec native. His humble rustic origins often led to his being compared to American Abraham Lincoln.
Because of conflicts within the country, which saw two governments and two presidents for a time, the country’s stability favored another caudillo, Porfirio Diaz.  Diaz was “Mestizo” or mixed-race and served in the Mexican army for many years.  As turmoil upset Mexico for years, Diaz rose to power in 1876 and served until 1911.  He survived through a nationwide system of patronage, rigged elections, and the use of force against any opponents. He used intimidation groups called the Rurales. His administration installed railroad and telegraph lines, stabilized the finances and economy, and promoted foreign trade.

Jose Antonio Paez brought caudillo-type leadership to the country of Venezuela.  Paez was a “llanero” or cattle rancher. He rose to prominence in Venezuela’s fight for independence as Simon Bolivar’s aide.  His administration promoted agriculture, industry, and immigration. He tried to provide an adequate labor supply.  Many caudillos attempted to identify with the common man such as Paez did with other llaneros throughout his rule.  His rule as dictator lasted on and off for about thirty years. He is now recognized as a Venezuelan national hero.

From 1829-1852, Argentina was dominated by caudillo Juan Manuel de Rosas. Rosas was the son of a Creole family of government official. He began his rule in the province of Buenos Aires. As the owner of an estancia or large ranch, he mingled frequently with the cowboys or gauchos.
De Rosas mixed propaganda and force. He killed or exiled opponents during his dictatorship. Red became a sign of loyalty to Rosas and his “Mazorca” or secret police, dealt with all opponents. He won the loyalty of urban artisans. He imposed tariffs or taxes on manufactured goods coming into Argentina. Rosas distrusted foreigners. Argentina limited immigration. It fought many wars against foreign powers.

After Haiti’s independence, Jean-Jacques Dessalines, a former African slave scarred by whips, established himself as dictator. The government took over lands and forced the ex-slaves back to the plantations. Many escaped to hide in the mountains of Haiti. From 1807 to 1820, Haiti divided into two states ruled by two different men. King Henry I recruited bodyguards from Africa, lived luxuriously, and instituted forced labor. Alexandre Petion divided the lands and allowed individual farming. The nineteenth century was a time of political instability in Haiti. Haiti suffered though over twenty-two [22] rulers in approximately seventy [70] years.

Liberals versus Conservatives

Much of the instability in Latin America after independence occurred because of constant unresolved conflicts between liberals and conservatives. The differences between them remained undefined. They did agree on basic constitutional principles like representative government. Most Latin American
countries had a period of representative government in the aftermath of the battle for independence. The governments were representative on paper. In reality, they were dictatorships run by a few elites called an “oligarchy”. Secret ballots did not exist at this time. There were often qualifications to vote. The elite maintained control. Within the liberal and conservative organizations, there were moderates whose ideas were not as extreme as the ones on the outer fringes of the political spectrum.

Liberals were influenced by Enlightenment ideas. They defended individual rights of people established by the new republics. This meant the right to property and freedoms of speech and religion. Under liberal rule, there were special privileges for the church and military. This broke down the hierarchical social structure so prominent in colonial times. The land formerly designated to the church or natives was taken away. This gave citizens an opportunity to acquire property. Natives were assimilated into mainstream society. They were no longer able to live on separate tribal lands.

Liberal ideas were usually more popular in outer provinces than in capital cities. Because of this situation, liberals instituted a federalist government in which power was equally divided among the divisions of the nation such as states or provinces. Landowners in these areas and professionals like attorneys fought for liberal rule. Middle class artisans and shopkeepers also favored liberal agendas.

In 1821, the liberal leadership of Bernadino Rivadavia, reformed Argentina. Schools were established. Public lands were distributed to the people. In Chile, Bernardo O’ Higgins restricted church activities and rid the
country of titles for nobility. Later, the liberal president Federico Zanartu allowed the direct election of senators and other freedoms.

Conservatives desired to maintain the existing order of the colonial system. The conservatives were the ones with power and prestige in society. These were the elite landowners and religious and military leaders. They enjoyed the patronage dealt them. Conservatives were more concentrated in the capital cities. They advocated a centralist government in which power was concentrated in the national sector instead of the regions. Conservatives favored the church’s power. The church tended to bring order to society through traditions and education. There was no radical land reform under conservatives. Natives maintained ownership of their tribal lands. Privilege and patronage abounded for the religious and military leaders.

Freedoms were limited under conservative governments. Individual rights championed by liberals did not appear on conservative agendas. Some extreme conservatives even favored monarchies, or rule by kings, because of the stability and order which preserved their own positions.

In 1864, Mexican conservatives petitioned Maximilian, an Austrian prince, to come to Mexico to serve as king. However, he turned out to be much more liberal than conservatives were willing to tolerate. He was not liberal enough for those liberals fighting for power. In later conflicts, he was taken prisoner by opposing Mexican forces and executed.
Economies of Independence

With colonial powers gone, Latin American countries attempted to stabilize their economies. They sought to develop foreign trade and export the goods grown or mined. Few countries had an immediate dramatic change in economic structure. There was no redistribution of land or income. In some cases, the economy faltered as colonial powers and their representatives left the country with their money and financial expertise. Also, lack of transportation and communication hindered the development of post-independence economies.

The conflicts between conservatives and liberals affected the economies of Latin America. Liberals advocated a *laissez-faire* policy, which meant little government intervention in the economy. There would be no special protection for businesses. This would lead to a free market for all. Sometimes this tended to increase the terrible conditions of the poor as they struggled to succeed with no government aid. Conservatives, too, advocated a free market system. They wanted it within the colonial models of economy and society. State-controlled economies or economic intervention by the government grew in conservative administrations.

In Mexico, mining continued as an important part of the economy. In 1830, the Banco de Avio, a state bank that funded the textile industry, was created. This bank provided credit for those who wanted to invest in factories. The constant problem in Latin America was lack of capital to sustain such programs. Wars and military spending used most of the government funds.
Mexico sought foreign investment and trade. The burden of more imports than exports plagued Mexico and other countries in Latin America.

In Argentina, cattle raising dominated the economy. In the late 1800s under Domingo Sarmiento, the economy improved as technology entered the country. He brought railroad systems into the interior. Sarmiento promoted immigration because of the labor shortage. Jose Francia, dictator of Paraguay, instituted a state controlled economy and government-run farms to expand the livestock industry. In Chile, General Manuel Bulnes fostered an increased demand for wheat. He enlarged the railroads and encouraged bank development. In Brazil and Cuba, sugar reigned as the primary crop. Coffee supplanted sugar in Brazil in the later part of the nineteenth century. Venezuela also switched from cacao to coffee as the world demand increased.

Europeans demanded more foodstuffs from Latin America in the 1800s. Beef and agricultural production rose. Cacao, coffee, and sugar production helped the export economies. This new income and foreign capital coming into Latin America led to the expansion of railroads and other transportation as well as mechanizing people’s lives.

Mining contributed greatly to economies of Latin America. In Peru and Mexico, silver mining prevailed. By the 1860s, copper mining in Chile made it the world’s leading exporter of copper. In Peru, guano, or bird dropping fertilizer, contributed to the economy as an export. It required little processing or technique. It was a profitable venture.
Latin American countries in the 1800s depended on North America and Europe for manufactured goods. As industrialization progressed and costs of production decreased, prices of manufactured goods dropped. Native manufacturing found it difficult to compete with the inexpensive foreign goods. Many countries were importing more than they were exporting. This led to a trade deficit. Political conflicts and disruptions constantly hindered economic growth.

Manufacturing in Latin America did not develop as anticipated by many during post-independence for many reasons. It was difficult for Latin Americans to find capital for industrial projects. At first, foreign investment dwindled. Colonial citizens departed. Citizens who did not possess capital found it difficult to obtain foreign loans. Because of transportation problems, the local markets were small. Moving goods was a burden not worth the expense. Latin America did not experience the progress in scientific and technological fields like European countries. Overall, Latin Americans remained agricultural economies. They purchased manufactured goods from foreign companies.
EXPLORING LATIN AMERICAN HISTORY

LESSON 5

Practice Questions

Directions: Choose the correct answer from the choices given.

1. Charismatic leaders who combined political and military skills to take over Latin American governments were known as:

2. ________ was the Mexican president who lost Texas and “His Most Serene Highness.”
   a. Rosas      b. Dessalines   c. Santa Anna   d. San Martin

3. ________ was the Argentine caudillo who was friend of the gauchos.
   a. Santa Anna b. Rosas       c. Paez         d. Diaz

4. The ___________ Party favored individual rights and no special privileges in Latin America.

5. ___________ were elites who favored strong national government and privileges.

6. ____________ means no government intervention in the economy.
EXPLORING LATIN AMERICAN HISTORY

7. In the 1800s, Mexico’s major product was ______________.
   a. poultry    b. mining    c. volcanic ash    d. hogs

8. Argentina’s exported animal is:
   a. Quail    b. Cattle    c. Fish    d. Hogs

9. __________ has been a profitable product of Peru.

10. When a nation imports more than it exports, it experiences a:
    a. Boom    b. Trade deficit    c. Volcano    d. Earthquake

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LESSON 5 THINGS TO REMEMBER

- Caudillos were charismatic leaders after independence in Latin America
- Santa Anna was the Mexican caudillo who lost Texas to the US but became “His Most Serene Highness”
- Rosas was the Argentine caudillo who associated himself with cowboys or gauchos
- Liberals advocated individual rights and no special privileges for anyone
- Advocated by liberals is laissez faire, the idea that little or no government intervention in the economy is best
- A trade deficit is when a nation imports more goods than it exports
- Political rule in nineteenth century Haiti was unstable
- Cowboys in Argentina were called Gauchos
- Guano is a profitable export of Peru
Export Boom

During the latter part of the nineteenth century, Latin American countries began to export worldwide. With the freedom to trade, these countries supplied Europe and North America with agricultural products. As industrialization increased in Europe and North America, raw materials such as copper developed into major Latin American exports.

Unfortunately, the hacienda or large estates dominated the economy in many areas. Haciendas prohibited the export boom from being even larger. These often used outmoded farming methods like oxen and wooden plows with little machinery. The output was less than possible. Soil conservation and seed quality were often not considered necessary improvements. Haciendas paid little to the government in the form of taxes. They paid little to workers in wages.

Latin America welcomed foreign investments. After independence, colonial capital disappeared. As foreign companies started banks and built railroads, the economy improved. Railroads made land more accessible for shipping goods to ports. Banks supplied the needed capital for credit. Foreigners solved the labor situation in many countries where there was a shortage of labor. In Cuba and Brazil, slavery was legal until the late 1800s. Many Chinese labored in the mines and helped build railroads in Peru and Mexico. Countries such as Argentina encouraged immigration. They even
offered financial aid to immigrants. In the Caribbean islands, after slavery was abolished, Asian indentured servants, particularly Indians, grew in number. Many thought foreigners would improve the economy by bringing labor and capital. They thought foreigners would supply ideas for modernization and development.

In agriculture, new crops such as wheat in Argentina became part of the export boom. Cattle provided hides and salted beef to the world. Banana plantations developed in many areas. This crop grew into a major export for Latin America. North Americans traveled more to California and the Pacific coast and settled there. Shipping to these areas added to the demand for Latin American exports. Between 1850 and 1912, the exports of Latin America increased approximately ten times over previous amounts.

**Politics of Order and Change**

As Latin America moved toward the twentieth century, liberals controlled most governments. There was still instability in many countries. Very few Latin American constitutions provided for the orderly transition of power. Change often occurred violently. Progressive dictatorships flourished as citizens saw the need for order in society. Many nations remained torn by fighting for years. People gave up freedoms for progress. The Catholic Church no longer occupied a central role in reform. Leaders tended to be successful businesspersons rather than military commanders.
The theory of positivism found many supporters in Latin America. Auguste Comte, who developed this theory, linked order with progress. He traced a movement of humanity from a religious-based society to one of science and progress. Education was valued as a step toward progress. Social Darwinism also found supporters in Latin America because it suggested some humans are better fit to fill leadership positions.

These combined ideas led to government control by a usually educated and wealthy White minority. The ideas of order and progress appealed to both liberals and conservatives. As always, conservatives sought governments of order and wealth. Liberals agreed as long as there was some measure of liberty. Often, this political liberty existed only in writing and not practiced.

As Mexico struggled under the total control of dictator Porfirio Diaz, the Mexican Liberal Party (PLM) pressed for freedoms and reforms. Organized in the early 1900s, the party advocated freedom of speech and press. The PLM called for social changes to aid the poor. Strikes and unrest swept the country. Francisco Madero, with his Plan of San Luis Potosi, argued for revolt against Diaz. Madero declared himself president.

This began the Mexican Revolution. Constant struggles gripped Mexico from 1910 to 1920. Madero secured control for a while. He instituted sweeping reforms like minimum wage laws and maximum ten [10] hour workdays. Madero eventually lost his life in revolts.
The United States favored and armed Venustiano Carranza in the struggle. Pancho Villa and Emiliano Zapata both led groups of poor Mexicans in various regions. To protest the United States’ intervention and aid, Villa even led a raid into the United States to bring attention to the situation.

Pancho Villa [Second from Right]

Carranza established a new constitution in 1917. This constitution allowed for freedoms including religious ones. It provided labor regulations mandating the right to strike.

Mexican Soldiers
Mexico lost control of the rest of the Central American lands. They broke away and formed their own federation in the nineteenth century. This Federation of Central America lasted about fifteen years. Then each country organized its own form of government, usually a dictatorship.

Antonio Guzman Blanco became president of Venezuela in 1870. Blanco ruled directly or through someone for eighteen years. He terrorized opponents. He called himself the “Illustrious American.” Blanco idolized European culture and modeled Caracas after Paris. The economy improved through his administration by reducing tariffs, increasing national credit, and expanding the railroad system. He and the next ruler, Cipriano Castro, lived extravagantly. Citizens finally turned against the two of them.

Unusual among all the Americas was the theocracy or religious-based government instituted by Garcia Moreno in Ecuador in 1860. The Catholic Church became the exclusive religion. The Church took charge of all education. Citizenship was granted only to practicing Catholics. Through this period of fifteen years, agricultural production increased. The first national treasury began. Moreno was a dictator. He limited freedoms of speech and press throughout the nation in the name of religion.

Border disputes were common during the nineteenth century. They disrupted the order and progress of Latin America. From 1864 through 1870, Argentina, Brazil, and Uruguay allied as the Triple Alliance. They fought against Paraguay. Paraguay’s dictator, Francisco Lopez, built the most powerful army in South America. He used it aggressively enough to alienate and anger his
neighboring countries. Lopez himself died in the war, which decimated was the Paraguayan male population.

The United States grew to be a major economic and political power in Latin America during the nineteenth century. The United States wielded stern warnings to Europe in the Monroe Doctrine through the Spanish-American War. Even though there were occasional challenges to the Monroe Doctrine throughout the 1800s, there were no major developments except the Spanish American War.

“Pan Americanism” was the dream of Simon Bolivar. He wanted all the Americas united in common hopes and ideals. His first meeting of the nations of the Americas met in 1826. The United States did not take part. By 1889, the United States was enough of a participant in Latin America to call a meeting (in Washington, D. C.) of the American republics. Eighteen nations met to discuss common concerns.

American William Walker sought to bring order to countries of Latin America by declaring himself ruler of the regions. He was a soldier of fortune asked by the liberal party of Nicaragua to aid its fight in 1855. Walker previously invaded a part of Mexico in 1853. He announced it an independent republic. He called it the Republic of Lower California. Because Walker was a slavery proponent, it permitted slavery.
Walker escaped from Mexico only to embroil himself in Nicaraguan politics. Fifty-eight men and Walker arrived in Nicaragua, where they captured Granada. Walker installed himself as president. Some Southerners in the United States favored Walker’s antics and hoped that Nicaragua would become an American slave state. This angered American investors as well as Costa Rica. That country invaded and expelled Walker in 1857. He attempted to invade Nicaragua two more times. Walker was shot in Honduras in 1860.

Oligarchies and Society

Oligarchies, or government by a few, existed in Latin America when groups of men and their families united to consolidate in the late nineteenth century. Usually these men were Spanish descendents and large estate owners. Some were merchants.

High social status evolved from owning large tracts of land. Even though this may not have been economically profitable at all times, oligarchies focused on this ideal. Many of these elite citizens of Latin America spent time in Europe. They copied the European way of life in homes and clothing. They were politically conservative. They aligned themselves with dictators of order and progress.

The middle class in the nineteenth century developed slowly. Professionals like doctors and lawyers and other literate individuals formed this group. Mestizos and other mixed races composed the middle class. Natives rarely entered the middle class. The worship of European ways did not
influence the middle class. The ideal of nationalism or pride in their own country was more prevalent. Education was important to the middle class. They valued schools and ways to attain education for the masses.

The lower classes in Latin America in the nineteenth century were composed of industrial laborers and small farmers. Labor had not organized itself by this time and so had little economic or political power. The first labor strikes occurred in the late 1800s. They failed due to opposing force. Education was often not available to the lower classes. Society remained racially and economically divided and this class did not prosper from the export boom.

LESSON 6

Practice Questions

Directions: Choose the correct answer from the choices given.

1. In a[n] ___________, Latin America exported goods worldwide in the latter part of the nineteenth century.

2. Many Asians came to the Caribbean to work as:
   a. Hotel employees  b. Sea captains  c. Indentured servants  d. Slaves

3. The modern move from religion to science and intellect was:
4. The ___________ Party brought freedoms and reform to Mexico
   a. Mexican Liberal Party  c. Republican Party
   b. Socialist Party of Mexico  d. Mexican Libertarians

5. The victor in the Mexican Revolution was:

6. Venezuela’s “Illustrious American” dictator was:

7. Religion-based government is a:

8. Common hopes and ideals for all nations in the Americas was/is known as:

9. ___________ was an American who invaded Nicaragua.

10. Rule by a few is:

LESSON 6  Answers

1. b  2. c  3. d  4. a  5. c
6. b  7. d  8. b  9. d  10. c
LESSON 6 THINGS TO REMEMBER

- Oligarchy or government by few is quite common in Latin America.
- Walker was an American soldier of fortune who invaded Nicaragua and Mexico.
- The positivism theory advocated by Comte stated that humanity moved from religion to science and progress.
- Theocracy is religious-base government found in Ecuador in the 1800s.
- The Monroe Doctrine was a document stating that the US would intervene in any struggle of a government in the Western Hemisphere attempting to prevent colonization.
- In the latter part of the nineteenth century, Latin America’s economy went through an export boom.
- The Enlightenment’s Age of Reason emphasized social science and the intellect.
- Pan Americanism is the idea that all the Americas should unite in common hopes and ideas.
- Haciendas were large estates dominating Latin American peasants.
- Villa and Zapata led peasant revolts in Mexico in the early 1900’s.
Political Changes

In the early part of the twentieth century, Latin American nations experienced a period of populist rule. Populist rulers favored plans of economic, political, and social justice. As population in Latin America rapidly expanded, political leaders found new sources of support in the booming lower classes.

Through land reform, large landholders re-distributed land to the masses. Wage and labor laws went into force. They favored the working classes. Government loans and higher tariffs on imports aided industrialization. Many industries nationalized or fell to government control. Education and rights for women and natives were included in populist agendas. Populist rulers were often dictatorial in their authority. They terrorized opponents.

In Mexico in the 1930s, General Lazaro Cardenas, a populist, instituted the *ejido* plan. This plan allowed peasants to utilize parcels of government land. Increased wages and the recognition of native cultures worthy of study made Cardenas popular among the masses. In 1938, he took over all of the oil companies owned by foreign companies and the Mexican government began operation of these companies.
Getulio Vargas took power in Brazil in 1930 through a movement against ruling oligarchies. His “New State” and dictatorial rule gave the vote to women. Vargas provided benefits like childcare and retirement plans for urban workers. Vargas was called the “father of the poor” for aiding to Brazilian laborers. To court the masses, he traveled throughout the country speaking on the new medium of radio.

In Argentina, Juan Domingo Peron and his wife Evita enacted progressive social policies in the 1940s and Fifties. He grew more oppressive toward certain freedoms. Still, his recognition of women and ethnic minorities made him popular with the masses. Peron urged employers to better working conditions and increase wages. The descamisados or “those without shirts” supported him. Patronage of the military gained Peron favor.

After populism, many Latin American nations experimented with neo-liberalism. This encouraged free trade or low tariffs, foreign investment, and tax benefits for investors. “Privatization” (selling government run industries to private companies or individuals) became the norm. Latin American countries with neo-liberal governments stressed financial reform to eliminate debt owed to foreign nations. As with populism, some neo-liberal rulers were also dictators.

In Chile, dictator Augusto Pinochet ended the nationalistic but populist government in 1973. Pinochet repressed labor unions and privatized most state companies. He reduced tariffs and encouraged free trade. Although the economy prospered, Pinochet abused human rights through a brutal secret police force and concentration camps.
Carlos Menem in Argentina reversed the Peron policies by instituting neoliberal programs. He eliminated jobs of many government employees and made other major cuts in government spending. His privatization of industries sometimes used a “fire sale” method. Menem sold government owned companies for a fraction of their worth. Gender discrimination flooded the workplace. Women’s wages fell. Many joined the ranks of the unemployed. Lowered tariffs caused many local small businesses to close as the number of poor in Argentina skyrocketed.

Communism and socialism influenced politics in the twentieth century. Fidel Castro brought communism to the island country of Cuba with his takeover in 1959. He was a young lawyer who gathered the support trying to rid the country of dictator Fulgencio Batista. Castro initially faced imprisonment and exile in 1953. He finally succeeded in ridding the country of Batista. Many Cubans thought Batista was a corrupt leader.

Businesspersons in Cuba exported sugar through its successful economy. At first, the Cuban people themselves supported Castro. They felt that the profits from sugar were not benefiting them. Although not a communist at first, by the 1960s, he aligned himself with the Soviet Union and other communist nations. Under Castro, the government took over many businesses including ones owned by foreigners.
The commitment of Castro to communism in the 1960s deepened American involvement in Latin America. During the twentieth century, the United States expanded into Latin America economically. Now it began to intervene politically in a much stronger way. The Roosevelt Corollary to the Monroe Doctrine made in 1904 implied the United States was now policing the world to stop any wrongdoing. “Dollar diplomacy” of the Twenties and the Good Neighbor Policy of the Thirties and early Forties encouraged economic expansion over military intervention. Still, the United States continued to send troops into Latin America.

The Panama Canal offered opportunity for American involvement in Latin America. To speed travel to the West Coast, the idea of a canal cutting through the isthmus of Middle America appealed to all. The United States government approached Colombia about selling a parcel of land where the canal started. Colombia refused to allow the project to continue.

Building the Panama Canal

With American encouragement, Panamanians rebelled against Colombia and won their freedom with American help. The United States established the Canal Zone in Panama. The Zone gave them the right to land around the canal and the right to invade if ever threatened. In 1999, this area returned to the government of Panama.
Throughout the twentieth century, the United States worked to establish or maintain democracies or regimes favorable to Americans. At times, the United States administered the government in Cuba, Haiti, Nicaragua, and the Dominican Republic. The Central Intelligence Agency [CIA] utilized its methods to topple any governments leaning toward communism or away from American interests. The Army of the United States established the School of the Americas to train Latin American military officers in techniques to suppress rebellions. The United States has also intervened in trying to stop illegal drug cultivation and trade in Latin America.

Besides intervening in non-communist nations, the United States backed an unsuccessful exile-led invasion of Cuba, the Bay of Pigs, in 1961. Another crisis involving Cuba occurred in October of 1962 when the Soviet Union attempted to place ballistic missiles aimed at the United States in Cuba. Tensions accelerated until the Soviet Union agreed not to deliver the missiles to Cuba as long as the United States agreed not to invade Cuba. The Cuban Missile Crisis led to an increased trade embargo or stoppage (by the United States) with Cuba.

**Economic Changes**

During the twentieth century, developed nations competed for the raw materials and manufactured goods market of Latin America. The world events of World War I, the Great Depression, and World War II all affected Latin American economies. Political regimes also affected the economic status. From the nationalization of the populists to the privatization of the neo-liberals, this political instability affected available capital and investment in Latin
America. The increased mechanization of agriculture aided production but contributed to many of the social and political problems by forcing workers out of their jobs.

The United States developed into a major trading partner with Latin America during the 1900s. Industrialized Americans depended on the raw materials of Latin America. People in Latin America consumed the manufactured products of the United States. Foreign investments enjoyed a warm welcome. American companies sent more and more capital to Latin American nations. American companies built transportation and communication network infrastructures. Usually mixed companies evolved which used foreign capital and employed Latin American citizens in lower positions. All profits would leave the nation, resulting in no economic growth for the Latin American country. Many in Latin America resented this situation, which led to political revolts.

Industrial development did increase during the twentieth century, but still did not meet the expectations of many. There were various causes. The shortage of capital and the lack of advanced technology contributed. Because Latin America was slow to reform its agricultural sector, many remained poor. They did not have the purchasing power to buy native manufactured goods. Income was not distributed equally either. Large masses of people did not have the ability to participate in the economic growth of the nation.

One notable change in the twentieth century is the growth in the number of women laborers. Because companies were not required to pay equal wages, women were often hired, especially in light manufacturing. Service jobs such as
domestic servants and street vendors also employed many women. This sector of the economy increased tremendously as mechanized agriculture and urban growth forced many into this type of job.

**Societal Changes**

Latin American societies became increasingly urban in the twentieth century. Many left farms in search of industrial jobs in the cities. There were political instability and fluctuating economies. Jobs did not keep pace with population growth. The urban poor moved into slum areas without proper sanitation, running water, or electricity. Social programs could not provide all the needs of so many. The popularity of social protest movements grew. Many called for the redistribution of power and wealth. This dream rarely materialized.

Industrialization and urbanization of Latin America changed the class structure somewhat. The former elite property owners remained powerful, but the new industrial and financial elite often challenged them. The middle class emerged as urban center economies strengthened the position of government employees and merchants.

The peasants and now, industrial workers, composed the lower classes. The social and political struggles in Latin America often involved the urban industrial workers as they struggled for unions and rights in the workplace.

The poor throughout Latin America found a voice in many social protest movements. In the Catholic Church, many priests offered “liberation theology”, which stated it should be a church of the poor not the rich and powerful.
Liberation theology sought social justice and an end to economic and political inequalities. Some criticized its trend toward the communist teachings of Karl Marx. In 1980, the Vatican stated that no priest should be involved in any political activities. However, many priests remained in positions of advocates for the poor.

In the early 1900s, women lobbied for equal rights. Cecilia Grierson, the first female doctor in Argentina, organized the National Women’s Council to work for better education and professional employment opportunities for women. In 1910, the International Feminist Congress met in Argentina to provide a forum for Latin American women to strive for better working conditions and equality. In 1947, with the help of Eva Peron, women obtained the right to vote in Argentina. Other Latin American countries followed, with Paraguay being the last to grant the right to women in 1961.

Eva Perón

Native peoples struggled for recognition in the twentieth century. As reforms and social programs started to evolve, natives joined the push for inclusion. Many requests were met only with silence. Natives joined groups like the Landless People’s Movement calling for the equitable distribution of land. Rigoberta Menchu, a Guatemalan Mayan woman, worked to defend the rights of native peoples in her country. She helped people learn to read and encouraged strikes to defend land rights. In 1992, she won the Nobel Peace Prize, and became the first indigenous person in the world to accomplish this. Also Guatemala’s government then appointed Mayan advisors and advocated the teaching of Mayan history and languages.
Directions: Choose the correct answer from the choices given.

1. __________ advocated redistribution of land and education for women.

2. __________ implemented his “New State” in Brazil.

3. __________ was the favorite of descamisados.

4. __________ advocated free trade and privatization of industries.

5. __________ is known for human rights abuses in Chile.

6. __________ brought communism to the island of Cuba.

7. The _____________ was a tense stalemate between Soviet Union and United States over the latter’s hemispheric security.
   a. Bay of Pigs  c. Nobel Peace Prize
   b. Cuban Missile Crisis  d. Presidential inauguration
8. Through __________, the U.S. favored economic expansion instead of military intervention in Latin America.
   a. Dollar diplomacy   c. Roosevelt Corollary
   b. Bay of Pigs       d. Cuban Missile Crisis

9. ___________ states the church should help the poor and bring reform.
   a. Dollar diplomacy   c. Liberation theology
   b. Canal Zone          d. Communism

10. ___________ was the first indigenous person to win the Nobel Peace Prize
    a. Fidel Castro   c. Cecelia Grierson
    b. Eva Peron      d. Rigoberta Menchu

**LESSON 7  Answers**

1. c  2. a  3. c  4. b  5. d

6. a  7. b  8. a  9. c  10. d
LESSON 7 THINGS TO REMEMBER

- The Spanish-American War began with the explosion of the *USS Maine*
- Castro brought communism to the island of Cuba
- Populists in Latin America favored plans of economic, political, and social justice
- Peron was the populist ruler of Argentina loved by the *descamisados*
- Castro was/is the communist ruler of Cuba
- Dollar diplomacy encourages economic expansion by the US instead of military intervention
- The US helped Panama gain independence to construct a canal
- The Cuban Missile Crisis was a tense situation between the Soviet Union and the US in the 1960’s
- Neoliberals encouraged foreign investment and privatization of companies in Latin America
- The United States was a major trading partner of Latin America in the 1900’s
Current Issues in Latin America

Economic Challenges

The future of Latin America involves economic challenges. In nations in which political struggles occur frequently, a stable economy is difficult to maintain. Problems of chronic unemployment and a changing world market plague Latin America. The imbalance between Latin American exports and imports creates a trade deficit. This deficit decreases the chance for economic recovery. Historically, Latin America borrowed funds for political, economic, and social purposes. Now nations owe immense amounts to foreign sources.

As Venezuelan oil prices and Chilean copper prices dropped in the 1980s, those countries faced new problems. Chile encouraged industry and discovered a new market in agriculture. By growing fruits and vegetables desired by Americans, Chilean farmers can provide these during the winter months of the United States. Oil prices regained their upward swing and Venezuela now competes with the Middle East as a petroleum supplier.
Because foreign investments often take profits out of Latin America, the growth of trans-national manufacturing and corporations has hampered industries. Mechanization and automation lessened the need for employees and contributed to unemployment problems. Many of the industrial positions available provide low wages to unskilled laborers. This dependent capitalism needs new strategies so nations can wisely use their human and natural resources to improve economies.

In 1993, the North American Free Trade Agreement [NAFTA] affected trade regulations between the United States and Mexico. It reduced tariffs between the two countries and ended many investment restrictions. Now, the Free Trade Area of the Americas agreement may be implemented to end controls on foreign investment. It allows tariff-free trade between the countries of the Western Hemisphere.

Strong sales of commodities like copper and soybeans promote Latin American economies. Conservative fiscal and monetary policies will aid growth. The social problems of illiteracy and poverty still plague nations. New trading partners like China and India cause economic growth and lower inflation. Public trust must be rebuilt by providing secure stable societies. New agricultural technology as in Brazil’s cattle industry encourages growth in that sector. Yet Latin America must continue to diversify economically. It cannot depend on limited commodities subject to world demand.
Population and Resources

Latin America possesses immense human and natural resources, but problems still persist. Almost half of Latin Americans live in poverty. Haiti and Nicaragua are the poorest nations. Populations continue to grow. The number of poor is growing faster than the rapid population growth. Money decreases for social programs to curb these problems. Hopelessness and frustrations mount among the poor.

Urbanization of the masses is another recent phenomenon. Agriculture mechanized, but land has been redistributed ineffectively, if at all. People have moved to urban centers. Latin America is now the most urbanized section of the world. Almost three-quarters of its population live in cities. Many people live in slums without running water, electricity, or sanitary facilities. There is little safe and secure housing. Many people live in what they can build from scraps of cardboard or wood.

The distribution of income in Latin America is the most unequal in the world. The top ten percent of the people in these countries earn almost one hundred times what the lowest ten percent earn. Crime is a growing problem. Murder and kidnapping of the elite continues to rise. In Sao Paulo, Brazil, upper class residents have taken to traveling by helicopter and living in securely guarded complexes.

Illiteracy contributes to this unequal distribution of wealth. Some nations have tried to aid parents in order for their children to remain in school. Families often need the income from child labor. The regulations for child labor are few.
The dropout rate is high. The average education of a Latin American is at the fifth grade level.

Lack of sanitary facilities also contributes to disease. Programs of health services have declined as governments face difficult times. Malnutrition among poor children is evident, especially among the native peoples. Maternal death rates continue to rise because many lack health care services.

Pollution is also a problem as urbanization rates climb. In Mexico City and Santiago, Chile, valley locations do not allow winds to clear automobile exhaust and factory emissions. Pollution laws have often failed to be enacted or enforced in order to encourage industry. Health problems also stem from high pollution in cities.

Gender, racial, and ethnic prejudices remain in Latin America. Although certain groups have achieved legal success, this does not always apply socially. Often, people of color are discriminated against according to the shade of their skin. Natives still face the problem of retaining tribal lands. Women still must deal with the patriarchal societies where equality with men is not valued.

**Flourishing Latin American Culture**

The growth of immigration throughout the world, particularly to North America, spreads Latin American culture. Much of the Latin American music has adopted European techniques and styles and added folk traditions and native subject matter. Jamaican reggae artist Bob Marley achieved commercial
success. Salsa music has also influenced the style of many American performers. The native traditional music is encouraged by many governments as well as oral traditions such as folktales.

Literature of protest and struggle has been prevalent. Also, satires on politicians and the elite have surfaced and been popular. Mario Vargas Llosa in his *Conversation in the Cathedral* describes Peruvian troubles. Native struggles such as Rigoberta Menchu’s *An Indian Woman in Guatemala* tell of the cruelty of the military and the destruction of her family. Themes of exile and return are seen in works of authors such as the Haitian Rene Depestre and the Cuban Guillermo Cabrera.

**Rigoberta Menchu**

Socially conscious art abounds in Latin America. Oswaldo Guayasamin and Fernando Botero criticize elite society in their art. The African heritage of many Latin Americans receives greater publicity now. Films about historical figures and periods flourish. Exiles spread the message of human rights abuses through the powerful images of the cinema.
LESSON 8

Practice Questions

Directions: Choose the correct answer from the choices given.

1. To fight the drop in copper prices, Chile has turned to:

2. ________ produces petroleum products for export.

3. This agreement, the ______________, ended trade restrictions between the US and Mexico.
   b. Dollar Diplomacy   d. Export boom

4. A new trading partner for Latin America is:
   a. Cuba   b. China   c. The United States   d. Great Britain

5. Most Latin Americans live in:
   a. Cities   b. Houses   c. Villages   d. Rural areas

6. In Latin America, many mothers die in childbirth because of the lack of:
7. One of the poorest countries in the world is:
   a. United States   b. France   c. Haiti   d. Chile

8. __________ is a problem because of autos and factories in cities.
   a. Health care   b. Pollution   c. Slums   d. Education

9. __________ was a commercially successful Jamaican reggae artist.
   a. Rigoberta Menchu   c. Bob Marley
   b. Alberto Gonzalez   d. Fernando Botero

10. _________ are today a visual way to show the world human rights abuses.

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<tr>
<th>LESSON 8</th>
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<tr>
<td>1. b</td>
<td>2. d</td>
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<td>6. c</td>
<td>7. c</td>
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LESSON 8 THINGS TO REMEMBER

- Menchu was an author, crusader for native rights, and the first indigenous to win the Nobel Peace Prize.
- As urbanization continues, Latin America faces a pollution problem due to the number of cars and factory smoke.
- Marley was a Jamaican reggae artist.
- To fight the drop in copper prices, Chile has turned to Agriculture.
- Venezuela produces petroleum products for export.
- The North American Free Trade Agreement (NADTA), ended trade restrictions between the US and Mexico.
- Most Latin Americans live in cities.
- One of the poorest countries in the world is Haiti.
- Films are today a visual way to show the world human rights abuses.
- In Latin America, many mothers die in childbirth because of the lack of proper health care.
The colonial transfer of goods between the Americas and Europe was the 
Columbian Exchange

Cortes was the conqueror of the Aztecs

Pizarro was the conqueror of the Inca

The horse played a major part in Spanish victories in Latin America

Royal courts of justice in the new lands were called audencias

Captaincy was Portugal’s first system for governing Brazil

The Catholic Church was the religious institution brought by the Spanish and 
was influential in the New World

In the 1700’s, Mexico’s major industry was mining

Argentina’s most exported animal is cattle

Many Asians came to the Caribbean to work as indentured servants

The Mexican Democrats brought freedom and reform to Mexico

Venezuela’s “Illustrious American” dictator was Blanco

Rule by a few is known as oligarchy

Populists advocated redistribution of land and education for women

Vargas implemented his “New State” in Brazil

Conservatives advocated free trade and privatization of industries

Pinochet is known for human rights abused in Chile

Liberation theology states the church should help the poor and bring reform

The world’s second highest mountain range, which is in South America, are 
the Andes

Most people in Latin America speak Spanish

The weather of the Caribbean is the tropical type, which aids tourism

Hurricane storms often threaten the Caribbean
The countries south of Mexico are in Central America
A strip of land surrounded on three sides by water is a peninsula
Subsistence farming is of little or no profit and exists simply to meet basic needs
The main city of the Aztecs was Tenochtitlan
The Incas inhabited the “Land of the Four Quarters”
The Incas used the terraced system of agriculture and quipus
The Ayllu was an important Incan social group
Large estates in Spanish America were called hacienda
Spaniards born in the Americas were known as Creoles
An ecomiendas was an area of land granted by the Spanish government for the owner to demand labor and tribute from the natives
Las Casa was a protector of the Indians
African labor replaced natives as they died out from European diseases
Pirates raided Spanish ships full of treasures from the Americas
Liberation theology advocated social justice and the end of economic and political inequalities
A new trading partner for Latin America is China
Venezuela’s main export is oil
NAFTA reduced trade barriers between Latin and North America
Latin America has a trade deficit
Liberation theology states that the church should help the poor and reform society
Dollar diplomacy was the American practice of favoring economic over military interventions in Latin America
Conservatives favored free trade and centralized government in Latin America
Populists advocated the redistribution of large estates to peasants
The US finished the Panama Canal
Pinochet was a populist, a dictator, and a trade protectionist
In the 1940s and 1950s in Argentina, the progressive Perons ruled
Walker was the American who invaded Nicaragua
Paraguay was defeated by the Triple Alliance
Caracas is modeled after Paris
The United States finished the Panama Canal