

SECTION
4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Powerful civilizations arose in Latin America but eventually fell.

NOW YOU WILL LEARN

Life was hard, as the people of Latin America struggled to gain their independence.

▶ Vocabulary

TERMS & NAMES

Columbian Exchange the movement of plants and animals between Latin America and Europe after Columbus' voyage to the Americas in A.D. 1492

conquistador (kahn•KWIHS•tuh•DAWR) Spanish word for "conqueror"

colony overseas territory ruled by a nation

mestizo (mehs•TEE•zoh) person with mixed European and Indian ancestry

Father Hidalgo father of Mexican independence

Simón Bolívar leader for independence in northern South America

José de San Martín leader for independence in southern South America

REVIEW

empire a political system in which people or lands are controlled by one ruler



Visual Vocabulary conquistador

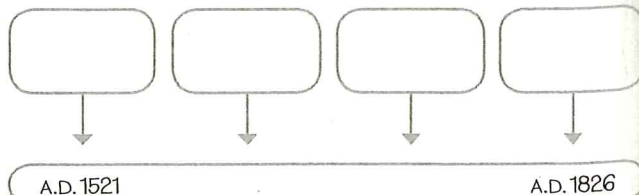
▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to show the events that led to independence in Mexico and countries in South America.



See Skillbuilder Handbook, page R6

SEQUENCE EVENTS



From Colonization to Independence

Connecting to Your World

If you had lived in Europe before Christopher Columbus arrived in the Americas, you would have never enjoyed chocolate, corn, turkey, peppers, potatoes, or tomatoes. And if you had lived in the Americas, you would never have eaten oranges, bananas, beef, or pork. After the Spanish came to America, plants and animals were exchanged, or traded, between America and Europe. This came to be known as the **Columbian Exchange**.

Conquered Lands

KEY QUESTION How did Spanish rule affect life in Latin America?

After Columbus arrived in 1492, life for the Indians changed dramatically. In 1521, a Spanish **conquistador** (kahn•KWIHS•tuh•DAWR), or conqueror, Hernán Cortés, defeated the Aztec. And in 1533 Francisco Pizarro, another Spanish **conquistador**, defeated the Inca.

The Exchange

The graphic shows the goods and diseases transferred between the two hemispheres. **What vegetables did Europeans bring to the Americas?**

Columbian Exchange



Colonial Rule By the mid-1500s, the Spanish had set up **colonies**, or overseas territories ruled by a nation, in various parts of Latin America. Spain's goal was to take advantage of the resources and vast lands in its new **empire**.

To rule the empire, Spain set up a class society. At the top were the *peninsulares* (peh•neen•soo•LAHR•ehs), people born in Spain. They held the high government positions. Below them were the *criollos* (kree•OH•lohs), Spaniards born in Latin America. They were often wealthy, but could not hold high government offices. These two groups controlled land, wealth, and power in the colonies.

Below the *criollos* were the **mestizos** (mehs•TEE•zohs), people of Spanish and Indian ancestry. They had little power. Finally, African enslaved persons and Indians were at the bottom and had no power.

Colonial Economy One of Spain's main purposes in creating colonies was to make Spain wealthy. To do so, Spain set up a system known as *encomienda* (ehn•koh•mee•EHN•duh). Under this system, Indians mined, ranched, and farmed for Spanish landlords. The Indians lived in poverty and hardship, essentially enslaved.

Spain, however, grew wealthy. The Spanish established huge ranches to raise cattle and sheep and large plantations to grow sugar cane, coffee, and cacao in various parts of Latin America. Spain made huge profits from the gold and silver extracted from Mexican mines.

SYNTHESIZE Explain how life changed for people in Latin America under Spanish rule.

CONNECT to Language Arts

The time during which Spain ruled its colonies in Latin America is often referred to as the region's *colonial period*. If you visited Latin America today, you would see many examples of Spanish influence. In addition to hearing the Spanish language, you would see examples of Spanish architectural styles in buildings that the Spanish constructed throughout their colonies, such as the church and fort pictured below.



Activity

Make Vocabulary Cards

Materials

- index cards
- markers

1. Learn the new terms in this chapter by making vocabulary flip cards.
2. Write a term on one side of an index card.
3. Write the definition of the term on the other side.
4. If possible, draw a picture next to the definition to illustrate it.



Independence from the Spanish

KEY QUESTION What events led to independence in Mexico and South America?

In the 1800s, Spain began paying less attention to its Latin American colonies because it was fighting a war in Europe against Napoleon. Various groups in Latin America saw a chance to gain their freedom. The *criollos* and *mestizos* began to organize an independence movement. They called upon the Indians and enslaved persons to join their rebellion. By 1826, all of Latin America, except Cuba and Puerto Rico, became independent.

Mexico's Path to Independence In the late 1700s and early 1800s, freedom was in the air. The people of Mexico had heard about the American Revolution of 1776 and the French Revolution of 1789. The rights of all people were being talked about around the world. Many people in Mexico became excited by these ideas. They wanted their independence from Spain.

The first step toward independence happened in 1810 in a small village in north central Mexico. **Father Hidalgo**, a priest in the village, called on the people to rebel against Spain. The rebellion failed, however, and Father Hidalgo was captured and executed by the Spanish.

A new leader took Father Hidalgo's place. José María Morelos y Pavón also organized an army to fight the Spanish. He and other revolutionaries declared Mexico's independence in 1813. However, the Spanish defeated Morelos, and he was executed in 1815.

In 1821, the revolutionaries made a plan to win the support of all the groups in Mexico. The plan guaranteed independence, freedom of religion, and equality. Spain then declared Mexico independent with the Treaty of Cordoba in August 1821.

Mexico's struggle for independence lasted 11 years. But Mexico still had hard times ahead. You will learn more about Mexico's struggle toward democracy in the next chapter.



HISTORY MAKERS

Father Miguel Hidalgo

1753–1811

Father Hidalgo, a priest in the village of Dolores, sympathized with the Indians and *mestizos* and joined a secret society to work for Mexican independence. On September 16, 1810, Father Hidalgo rang the church bell in Dolores and urged his parishioners to fight for freedom. Thousands joined his army, but with clubs and farm tools as weapons, they were no match against the Spanish soldiers.

Today, Father Hidalgo is known as the father of Mexican independence. To honor him, Mexican Independence Day is celebrated on September 16.



ONLINE BIOGRAPHY

For more on the life of Father Hidalgo, go to the Research & Writing Center @ ClassZone.com

Independence for South America Just as they did in Mexico, the American and French revolutions had inspired dreams of freedom among people throughout South America. Beginning in 1810, two leaders led the fight for independence from Spain.

CONNECT History & Economics

Coffee

Coffee was first grown in Africa. European colonists brought coffee trees, like those shown in the illustration below, to the Americas in the Columbian Exchange. Brazil and Colombia, along with the rest of Latin America, produce two-thirds of the world's coffee.



Simón Bolívar, a Venezuelan general, led the fight in the northern part of South America. To honor his efforts, South Americans call him "the Liberator." **José de San Martín**, an Argentine general, led the fight for independence in the southern part of South America. By 1825, nearly all of South America was free from Spanish rule.

Brazil, a Portuguese colony, also gained independence at this time. When Brazilians demanded independence in 1822, Dom Pedro, the son of the Portuguese king, declared Brazil independent and made himself emperor. You will read more about Brazil in a later chapter.

SUMMARIZE Discuss the events that led to independence in Mexico and South America.

ONLINE QUIZ
For test practice, go to
Interactive Review
@ClassZone.com

Section 4 Assessment

TERMS & NAMES

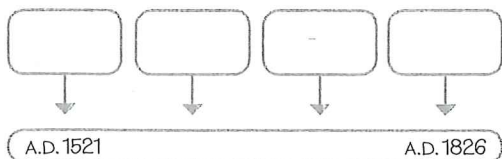
1. Explain the importance of

- Columbian Exchange
- *conquistador*
- colony
- *mestizo*

USE YOUR READING NOTES

2. Sequence Events Use your time line to answer the following question:

How long was much of Latin America under Spanish rule?



KEY IDEAS

- Why were the *mestizos* important in Mexico's fight for independence?
- Who was Father Hidalgo and why was he important?
- How did most of South America gain its independence?

CRITICAL THINKING

- Analyze Causes and Effects** Why did Mexicans decide to fight for independence from Spain?
- Evaluate** What geographical challenges did South Americans have in their fight for independence?
- CONNECT to Today** What problems from the colonial days might still affect people in Latin America today?
- TECHNOLOGY Write a Biography** Use the Internet to find more information about one of the leaders for independence in Latin America discussed in this section. Then use a word processor to write a brief biography of that individual.

CHAPTER SUMMARY



Key Idea 1

The geography of Mexico, Central America, and the Caribbean Islands contains mountains, highlands, and plains.



Key Idea 2

The physical geography of South America consists of a wide variety of landforms and climates.



Key Idea 3

People adapted to these challenging geographic and climatic conditions and developed great civilizations.



Key Idea 4

Life under the conquerors was hard, as the people of Latin America struggled to gain their independence.

 For Review and Study Notes, go to [Interactive Review @ClassZone.com](#)

NAME GAME

Use the Terms & Names list to complete each sentence on paper or online.

- I am built to make farming on mountainsides easier. terrace
- I am the civilization that built a vast empire in Peru. _____
- I am a large plain in Argentina. _____
- I am the civilization that is considered the cultural hearth of southern Mexico. _____
- I am the father of Mexican independence. _____
- I am a large region that includes Mexico, Central and South America, and the Caribbean Islands. _____
- I allowed plants, animals, and ideas to be traded between Europe and the Americas. _____
- I am the large islands in the Caribbean Sea. _____
- I am a landform on which the Panama Canal is located. _____
- I am the place on which the Aztec grew food and flowers. _____

chinampas
Columbian Exchange
Father Hidalgo
Greater Antilles
Inca
isthmus
Latin America
Lesser Antilles
Olmec
Pampas
Simón Bolívar
terrace

Activities

GeoGame

Use this online map to show what you know about present-day Latin America. Click and drag each place name to its location on the map.



Geo GAME

Brazil
Mexico
Caribbean Sea
Gulf of Mexico
Amazon River

To play the complete game, go to [Interactive Review @ClassZone.com](#)

Crossword Puzzle

Complete an online crossword puzzle to test your knowledge of the geography and history of Latin America.

ACROSS

- Mayan writing—a carved symbol that stands for a syllable or word



VOCABULARY

Explain the significance of each of the following.

1. Latin America
2. isthmus
3. Andes Mountains
4. Pampas
5. Amazon River
6. Aztec
7. Inca
8. *chinampas*
9. *mestizo*
10. Simón Bolívar



Explain how the terms and names in each group are related.

11. Olmec, Maya, and Aztec
12. Pampas, Andes Mountains, and Amazon River

KEY IDEAS

1 Physical Geography of Mexico, Central America, and the Caribbean

13. Why are Mexico, Central and South America, and the Caribbean Islands called Latin America?
14. What are two mountain ranges in Mexico?
15. Why is Central America's climate warm year-round?

2 Physical Geography of South America

16. Where is the world's largest tropical rain forest?
17. What is the largest river system in South America?
18. What affects climate in the Andes Mountains?

3 Ancient Civilizations

19. Where was the Mayan civilization located?
20. What features did Tenochtitlán have?
21. How did the Inca keep records?

4 From Colonization to Independence

22. Who defeated the Aztec and Inca empires?
23. Who were the *mestizos* and why are they important?
24. How did most South American countries become independent?

CRITICAL THINKING

25. **Compare and Contrast** Create a table to compare and contrast the landforms, farming methods, and building methods in the Aztec and Inca empires.

AZTEC	INCA

26. **Analyze Causes and Effects** How did the lives of Indians change after the Spanish conquered them?
27. **Identify Problems and Solutions** How might the Spanish have prevented rebellion?
28. **Connect to Economics** How did the *encomienda* system prevent the Mexican economy from being open to all people?
29. **Five Themes: Human-Environment Interaction** How did the Aztec and Inca use technology to change the environment?
30. **Make Inferences** What problems did Latin Americans likely face after independence?

Answer the ESSENTIAL QUESTION

How have Latin America's geography and resources helped shape its history?

Written response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about how geography affected ancient civilizations. Use the rubric to guide your thinking.

Response Rubric

A strong response will:

- discuss the geographic features in one region
- summarize how the geography affected the history of the region's people

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

SECONDARY SOURCE

Use context clues in the paragraph below to answer questions 1 and 2.

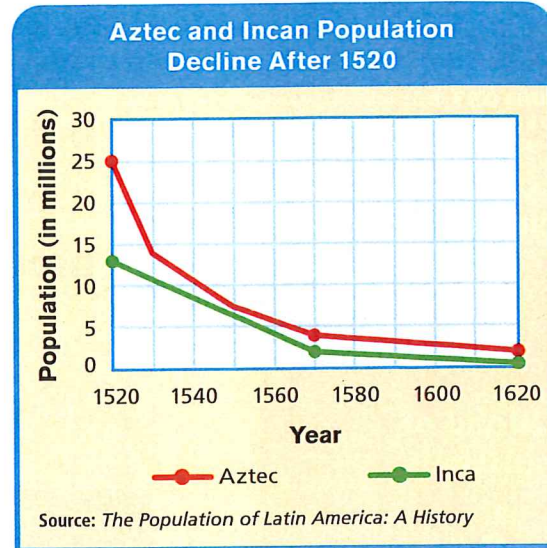
The full knowledge of the Maya calendar must have been guarded . . . by the ruling elite, since it was undoubtedly a source of great power. . . . One might assume, however, that even the poorest farmer had some knowledge of the basic system, by which to guide his family's daily life.

Source: *The Ancient Maya*, by Robert J. Sharer

1. **What is the most likely reason that the ruling elite guarded knowledge of the calendar?**
 - A. They did not want the farmers to be confused.
 - B. They wanted to stop other people from stealing the calendar.
 - C. They believed the knowledge gave them power over others.
 - D. They didn't want others to use the knowledge against them.
2. **What statement does the paragraph support?**
 - A. The Maya did not know about the calendar.
 - B. Most Maya had some knowledge of the calendar.
 - C. Most Maya did not care about the calendar.
 - D. The ruling elite wanted everyone to know about the calendar.

LINE GRAPH

Use the line graph below to answer questions 3 and 4 on your paper.



3. **Between what years did the Aztec population show the sharpest decline?**
4. **What was the Inca population in 1520? In 1620?**

GeoActivity

1. INTERDISCIPLINARY ACTIVITY-DRAMA

With a small group, find another legend from the ancient civilizations of Latin America, such as the Aztec legend about the volcano Popocatepetl. Create a skit of the legend to present to the class.

2. WRITING FOR SOCIAL STUDIES

Reread the part of Section 2 about Tenochtitlán. Imagine that you are visiting the city. Write a letter to a friend telling about your visit. Describe the features of the city and give your impression of it.

3. MENTAL MAPPING

Create an outline map of Latin America and label the following:

- Mexico
- Mexico City
- Central America
- Panama Canal
- Greater Antilles
- Lesser Antilles
- South America
- Amazon River