



Revolutions in Latin America (19c - Early 20c)

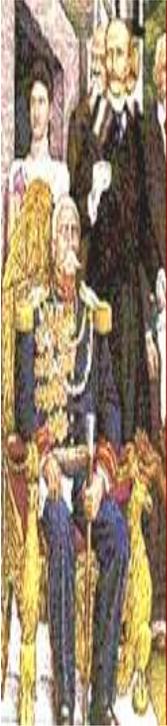


Mr. Owen Cegielski

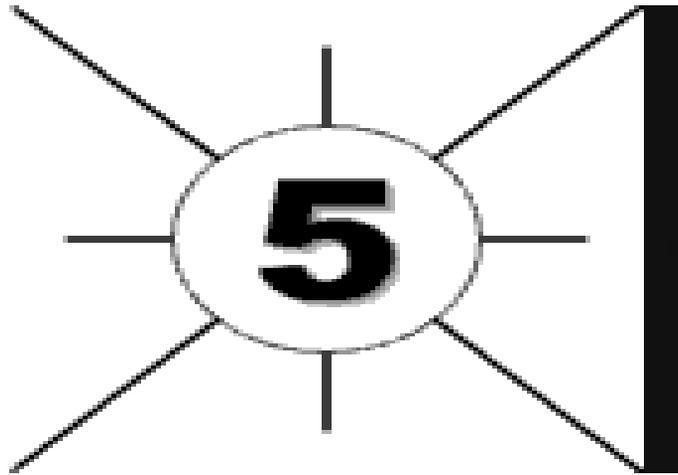


Beginning with... The Geography of Latin America





Short Video Introduction to the Geography of Latin America



Regions of "Latin America"





Map of Latin America

Follow along with me and fill in your blank map. You will need a completed map to participate and compete in a fun geography activity in a few moments!



- **First, label these countries on your blank map!**
- **5 min.**

© 1800-Countries.com



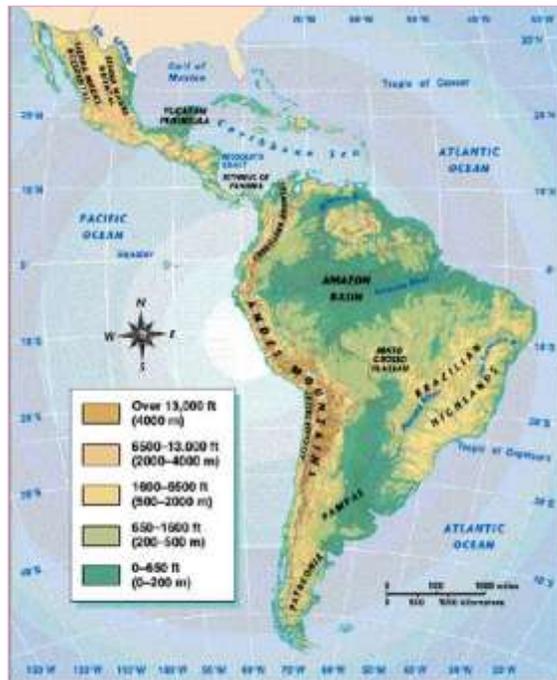
Cities



Label these cities on your map!
5 min.



Topography of Latin America



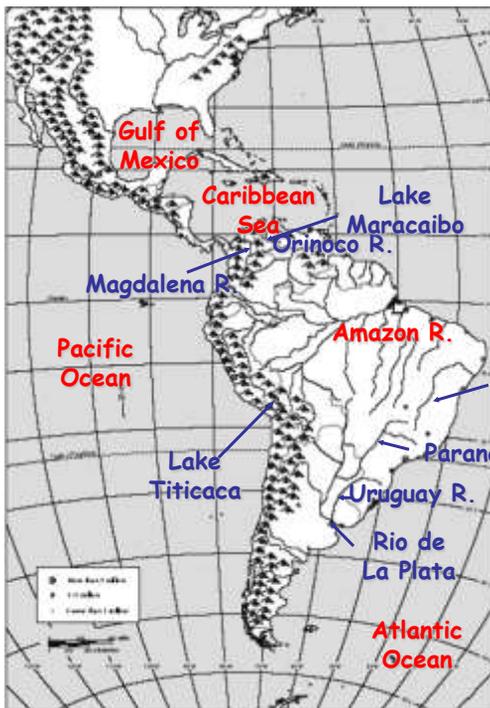
Brazil Compared in Area with the United States



Harcourt Brace & Company items and derived items copyright ©1998 by Harcourt Brace & Company



Bodies of Water



Label the bodies of water in red font on your map!
2 min.



Mountains and Peaks



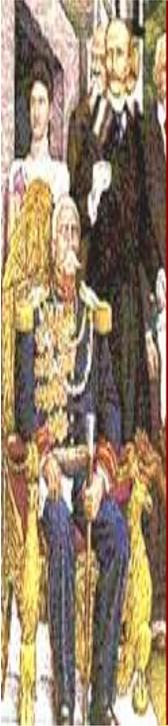
Label the mountain ranges on your map!
2 min.



Andes Mountains (Peru)



Llamas in the Andes

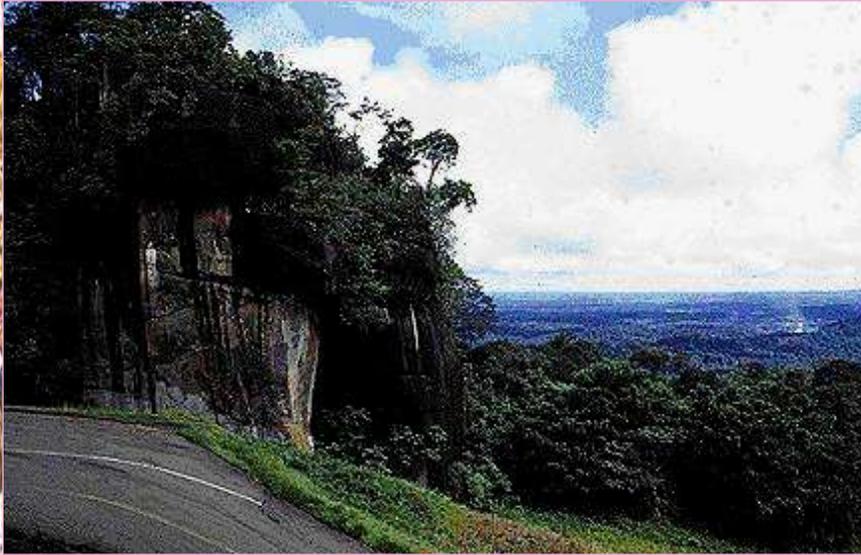


The Sierra Madres, Mexico

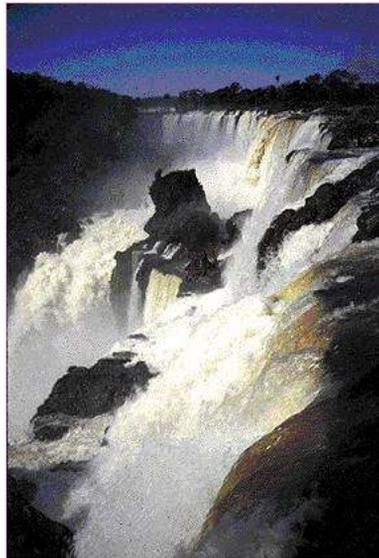




Guianan Highlands, Venezuela



Brazilian Highlands



Patagonian Region (Chile)



Valleys Plains and Basins



Label
these
valleys
and plains
on your
map!
2 min.



Amazon Rain Forest



Mato Grosso



Orinoco Lowlands, the *Llanos*



Cattle Ranching on the *Pampas*



Gauchos of the Pampas, Argentina



Deserts



Label the desert!

Atacama Desert



Others



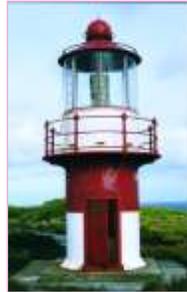
Label these areas!



The Falkland Islands or *Islas Malvinas*



Cape Horn



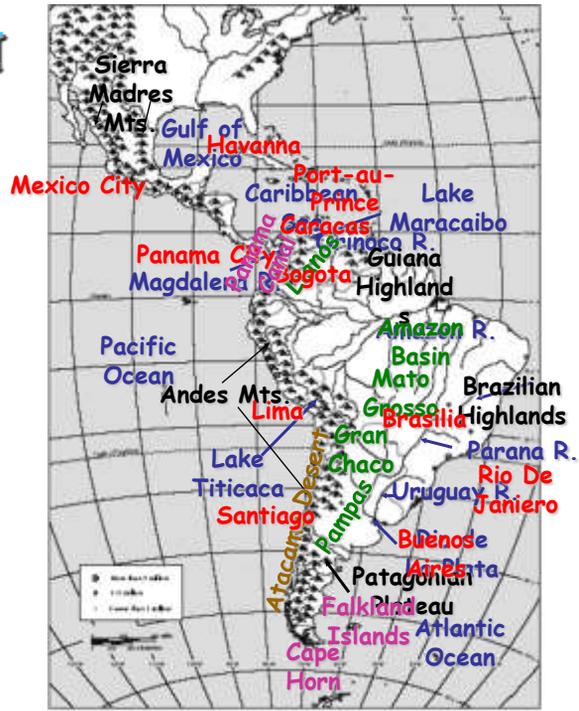
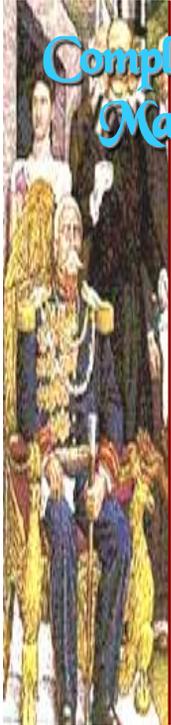


The Panama Canal



Going Through the Panama Canal







European Empires: 1660s



European Empires 1700 CE

European Empires, c.1700



Color in the Empires in Latin America on blank map! (Indigenous!)

Use this map from your packet!



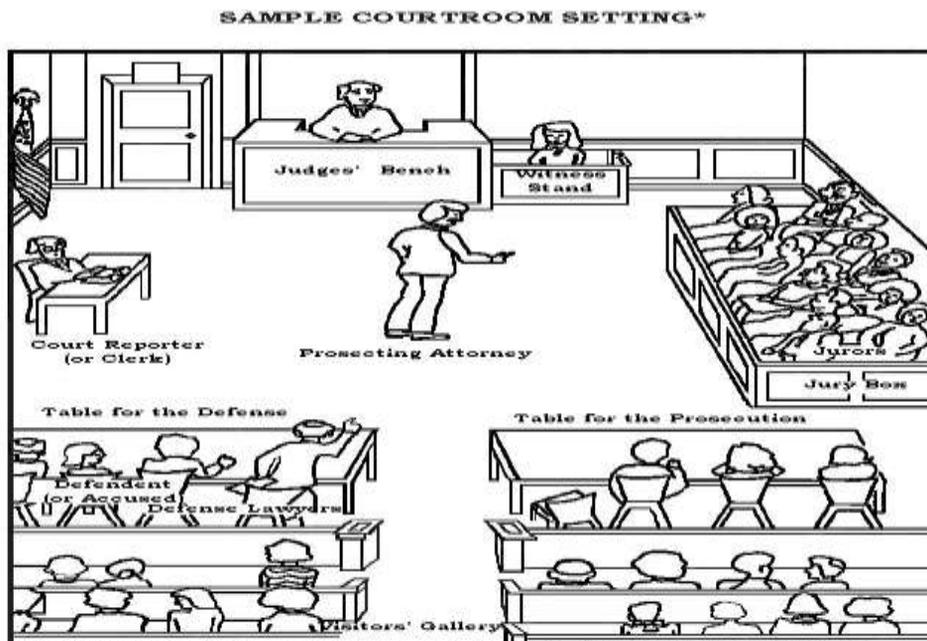
- Spanish rule in Latin America began with:
- 1) Christopher Columbus' "discovery" of the Bahamas in 1492
- 2) Francisco Pizarro's conquest of the Inca Empire in Peru
- 3) Hernan Cortez's conquest of the Aztec Empire in Mexico

Columbus Assignment Choice:

- 1) Socratic Seminar: "Was Columbus a heroic navigator or an evil, violent conqueror?"
- 2) Mock Trial on Columbus: Should Columbus be found innocent or guilty of crimes against humanity?

Simplified Steps in a Trial:

1. Calling of Case by Bailiff: "All rise. The Court of _____ is now in session. Honorable Judge _____ presiding.
2. Opening Statement: First the prosecutor (criminal case) or plaintiff's attorney (civil case), then the defendant's attorney, explain what their evidence will be and what they will try to prove.
3. Prosecution's or Plaintiff's Case: Witnesses are called to testify (direct examination) and other physical evidence is introduced. Each witness called is cross-examined '(questioned so as to break down the story or be discredited) by the defense.
4. Defendant's Case: Same as the third step except that defense calls witnesses for direct examination; cross-examination by prosecution/plaintiff.
5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.
6. Jury Instructions (Jury Trials Only): The Judge explains to the jury appropriate rules of law that it is to consider in weighing the evidence. As a general rule, the prosecution (or the plaintiff in a civil case) must meet the burden of proof in order to prevail. In a criminal case this burden is very high. In order for the accused? Are some parts of the trial more important than others? Would you trust a jury of your peers to determine your guilt or innocence? Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. What roles do each play in the trial process?



This is an approximation of what a courtroom looks like during a jury trial.

*Source: Elementary Law Related Activities. A joint project of: The Devils Lake Public Schools, North Dakota Department of Public Instruction, State Bar Association of North Dakota, and North Dakota Combined Law Enforcement Council 1978.

Spanish Colonial Administration

- By about 1570, the temporary regimes of the conquistadors had given way to formal rule under the Spanish crown



Philip II, King of Spain

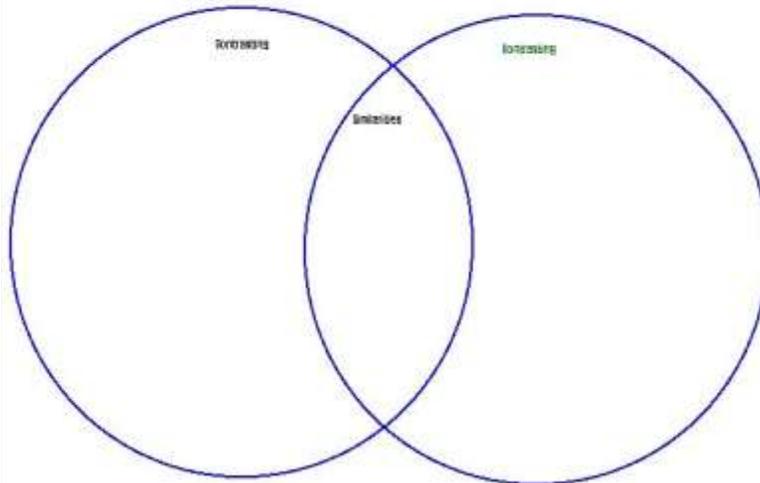


Venn Diagram: Compare and Contrast the way Spain and Portugal governed their colonies in Latin America

You will take notes using this!

Spanish colonial system

Portuguese colonial system



Spanish Colonial Administration

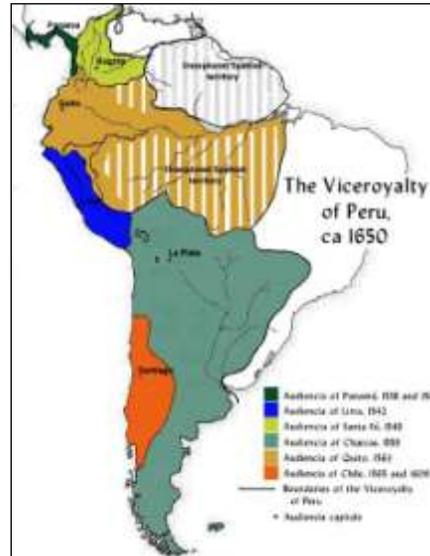


- The Spanish administrators established **two centers** of authority in the Americas:
 - 1) Mexico (New Spain) with a capital of **Mexico City**, built on top of Tenochtitlan, the former Aztec capital city.
 - 2) Peru (New Castile) with a capital of **Lima** after rejecting the old Inca capital of Cuzco.
- Each was controlled by a **viceroys**—a royal official who governs a territory--who was responsible to the king of Spain



Spanish Colonial Administration

- The viceroys had great power and independence because of the difficulties in communicating with the central government in Spain



Treaty of Tordesillas



Treaty of Tordesillas

- Signed by Spain and Portugal in 1494
- Divided the world along an imaginary north-south line.
- Spain could claim any land west of that line and Portugal anything to the east, so long as the land wasn't already under Christian rule.
- Caused Portugal to claim control of Brazil.

Spanish Mining and Agriculture



- After looting the Aztec and Inca treasures, **the Spanish turned to silver mining in Mexico and Peru**, producing great wealth for Spain!



Spanish Mining and Agriculture



- **Agricultural and craft products were produced on a hacienda—or farm.**
- **Workers were mostly natives and imported slaves**



The 17th Century Hacienda de Nogueras housed a sugar mill that produced cane alcohol

Spanish Mining and Agriculture

- The repartimiento system forced natives to work on plantations in return for some protections.
- Some employers abused their workers, which promoted low worker productivity
- The *repartimiento* was replaced by a market labor system, with higher wages and better working conditions.



Portuguese Brazil

- The Portuguese first landed at Brazil in 1500.
- The Portuguese king granted large coastal territories to Portuguese nobles with the expectation they develop and colonize their holdings
- Profits from sugar plantations led the Portuguese to claim control of all of Brazil



Today some 170 million people speak Portuguese even though only about 11 million people live in Portugal



How did the Triangular Trade work?

“Molasses to rum to slaves

Who sail the ships back to Boston

Laden with gold, see it gleam

Whose fortunes are made in the triangle trade

Hail slavery, the New England dream!”

Song from the play 1776

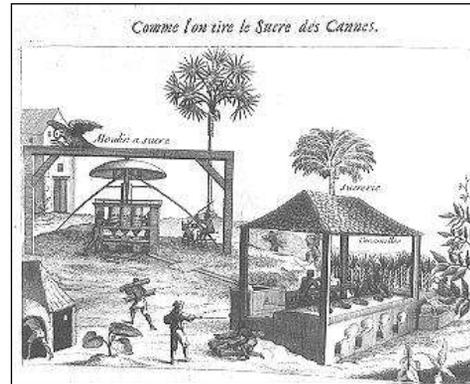


SLAVE TRADE ASSIGNMENT CHOICE:

- **READ:** “Slave Trade: The African Connection, 1788” and “Aboard a Slave Ship, 1829.”
- **OPTION #1:** Draw an illustrated comic strip of slave abduction and life aboard a slave ship on the Middle Passage.
- **OPTION #2:** Create a two-page skit on the slave trade and perform! Dialogue, characters, setting, etc. must be historical! No racial slurs are allowed!

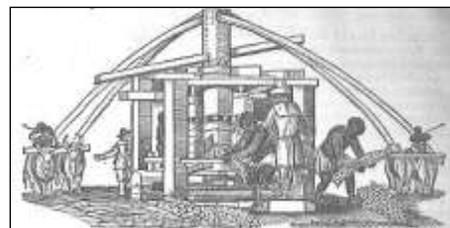
Portuguese Sugar and Slavery

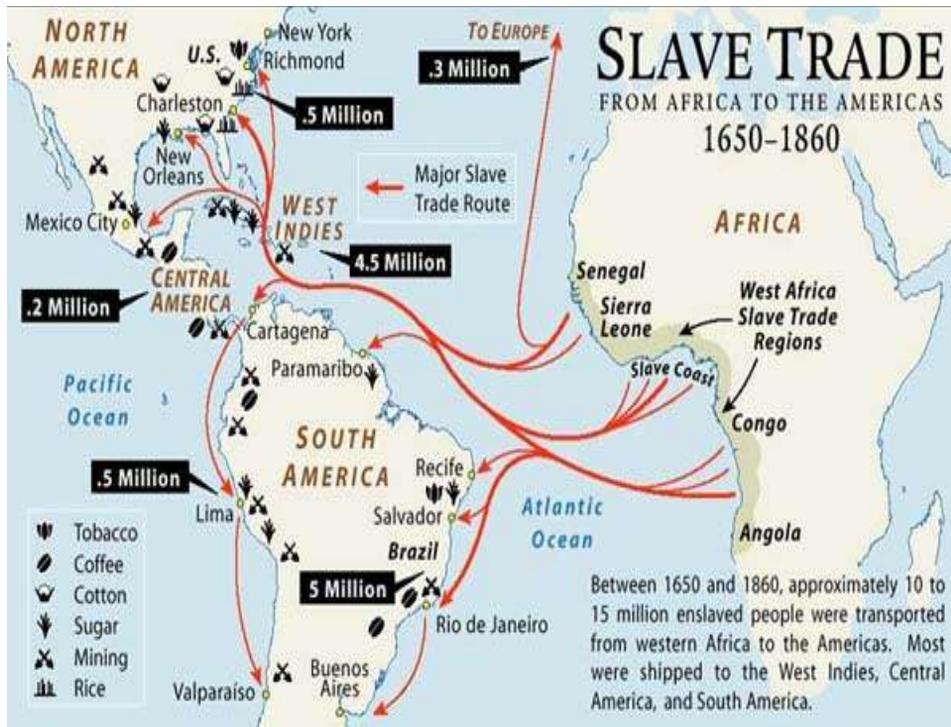
- Colonial life in Brazil centered on the sugar mill-- or *engenho*
- *Engenhos* combined agricultural and industrial enterprises
 - This complex business operation required heavy labor and specialized knowledge of the sugar-making process.
 - Planters acted like landed nobility and businessmen



Portuguese Sugar and Slavery

- The native Brazilians resisted Portuguese efforts to force them into servitude
- Small pox had also killed much of the native population.
- Unlike the Spanish, the Portuguese relied on African slaves
- Slavery on the Brazilian sugar plantations was brutal because of the working conditions, climate, and mistreatment





Portuguese Sugar and Slavery

- Owners were particularly brutal
 - The philosophy was that it was more economical to work a slave to death and buy a new one rather than work him less but have him live longer



Public whippings were common disciplinary tools



Activity: "My Life as a..."

- **Directions:** "Hola, my child servants! My name is Senor Maximo Alacran and I am an evil plantation owner! Your beloved teacher Mr. C no longer exists!"
- 1) Read Miguel Barnet – Esteban Montejo (Cuba, 1966) **From: *The Biography of a Runaway Slave***
- 2) Referring to pages 202-204 of the textbook, read about the lives of creoles, mestizos, Indians and slaves.
- 3) Then, for each group--creoles, mestizos, Indians and slaves--write 6-8 sentences, beginning with the following prompt: "My life as a _____ was..." **That's four written prompts total, using historical detail!**
 - In your prompts (especially as natives and slaves), you may refer to me as the evil, all powerful plantation owner Senior Maximo Alacran!
 - Then, we'll have some fun playing "Who am I?"

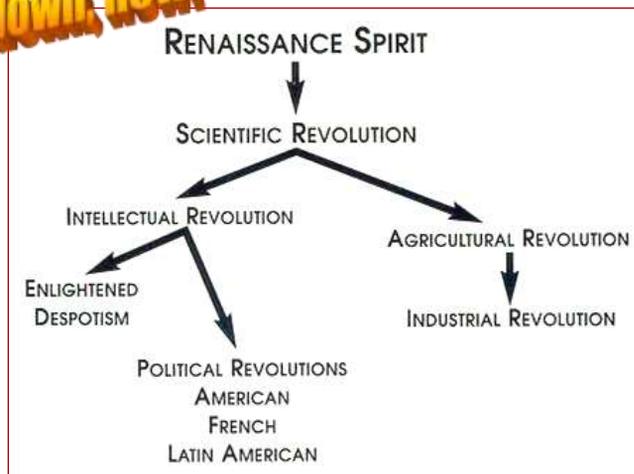


The Social Classes
Creoles
Mestizos
Indians
Slaves



16c-18c: New Ideas Brewing in Europe

Copy this down, now!





Causes of Latin American Revolutions

1. **Enlightenment Ideas**: writings of John Locke, Voltaire, & Jean Rousseau; Thomas Jefferson and Thomas Paine.
2. **Creole discontent** at being left out of government jobs and trade concessions. **Creoles** were white descendants of the European settlers in the colonies, and usually occupied the higher classes.
3. Inspiration of American and French Revolutions.
4. Preoccupation of Spain & Portugal in fighting the Napoleonic Wars.

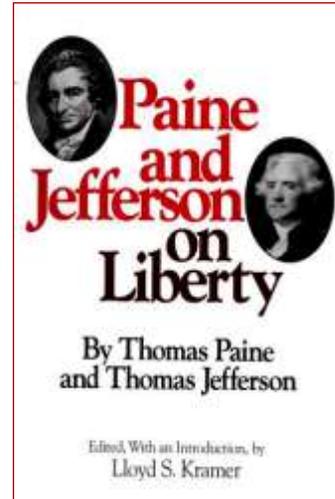
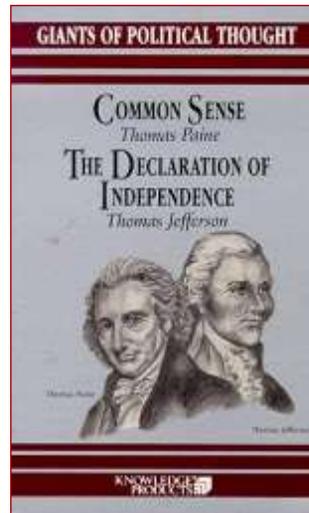


1. Enlightenment Ideas

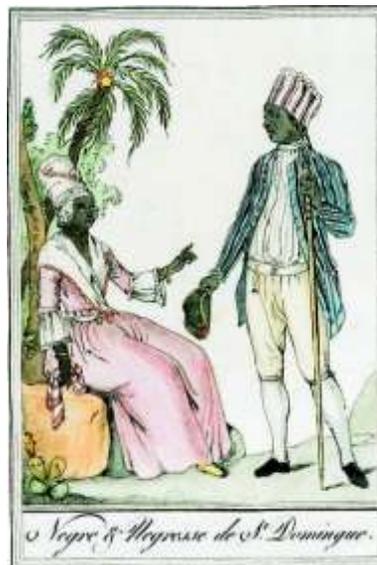
1. Laws of nature [NATURAL LAWS] govern natural science and human society.
2. Give people rights: life, liberty, property!
3. Make fair societies based on reason possible.
4. Challenged the theory of “Divine Right” monarchy.

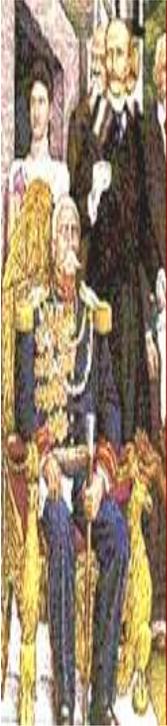


Enlightenment Thinkers

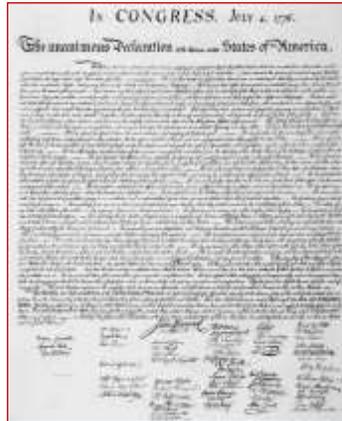


2. Creole Discontent





3. *Inspiration of American & French Revolutions*

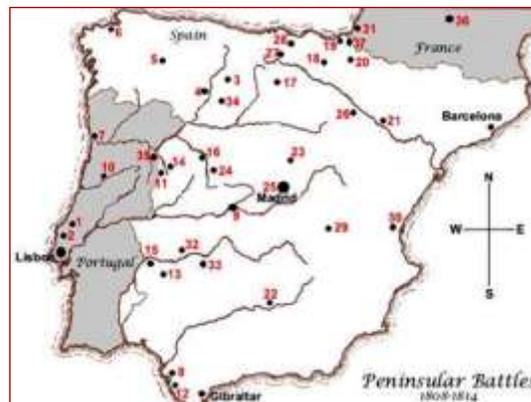


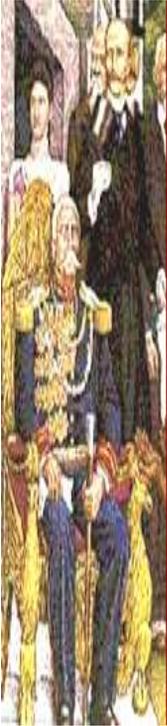
**Declaration of
Independence, 1776**

**Declaration of the Rights
of Man & of the Citizen,
1789**



4. *Preoccupation of Spain & Portugal In Fighting Napoleonic Wars*



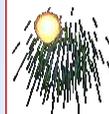
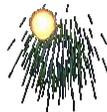


Napoleon on the March



Provides a model & a diversion!

Latin American Revolutions!





Toussaint L'Ouverture Leads a Revolution in Haïti



The Legacy of Toussaint L'Ouverture

- **Toussaint L'Ouverture** (1743 - 1803) was an important leader of the Haïtian Revolution.
- In a long struggle against the institution of slavery, he led the blacks to victory over the whites and secured native control over the colony in 1797.
- He expelled the French and British armies from the island and named himself governor.
- He then invaded Santo Domingo to free the slaves there.





Narrative: “My life as a runaway slave on the island of Haiti”

- **Directions:** It's the 1790's and you are a runaway slave who lives on the island of Haiti. You meet **Toussaint L'Ouverture** and he inspires you to join the slave rebellion. Complete the following for your 150-word narrative:
 - 1) Describe your life as a runaway slave in the mountains (page 205)
 - 2) Describe your participation in the slave rebellions of 1791 (page 205-206)
 - 3) Describe what you learned from meeting Toussaint, including details about his life and how he manages his army (page 207)
 - 4) Describe how you participate with Toussaint to lead the revolution on the Island of Haiti against the French. How are the French finally defeated and why do they leave the island? (208-211).
 - 5) Did Toussaint achieve all of his dreams? Are you happy living on Haiti now? (page 211)



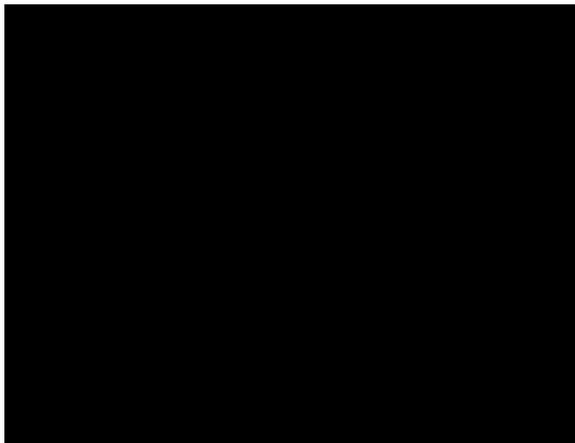
Simón Bolívar: The “Brains” of the Revolution

- M** **Simon Bolivar** was a Creole leader who led a revolution in Venezuela and eventually liberated Venezuela, Columbia, & Ecuador from Spain.
- M** Spent time in Europe and the newly-independent United States.





Simon Bolivar Animated! Watch some kids travel back in time and meet this revolutionary leader!



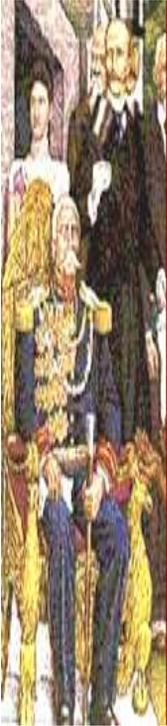
[Horrible Histories: Battlin' Bolivar](#) (24:34)
 Stitch and Mo read between the lines in history textbooks, traveling back in time to reveal the dirty facts about **Simon Bolivar's** rebel victories in South America!

List 10 facts that you learned about Bolivar's rebel victories in South America!



Bolívar & San Martín Fight for Independence!





Bolívar's Accomplishment



Bolívar's Failure

- M** After uniting Venezuela, Columbia, & Ecuador into Gran Colombia, he left to help free the rest of Latin America.
- M** He died a year later, with his goal of uniting all of South America unfulfilled!



Jose de San Martín



- **Jose de San Martín** (1778 – 1850), was an Argentine general and the leader of the southern part of South America's successful struggle for independence from Spain.



San Martín's Legacy

- In 1817, he crossed the Andes and beat the Spanish forces in the **Battle of Chacabuco** and **Battle of Maipú** (1818), liberating Chile together with Bernardo O'Higgins.
- By 1821, San Martín seized partial control of Lima and was appointed *Protector of Perú*. After San Martín met with Simón Bolívar in 1822, Bolívar took over the task of fully liberating Peru and declared its independence.
- Together with Venezuelans Simón Bolívar and Antonio José de Sucre, San Martín is regarded as one of the Liberators of Spanish South America.
- He is the national hero of Argentina.



Battle of Chacabuco



Announcing the liberation of Peru



Simón Bolívar Meets José de San Martín



Bolívar coming from the North.

The “Muscle” of the Revolution



José de St. Martín and Bernard O'Higgins cross the Andes Mountains.



Project: News Conference of Latin America's Independence Leaders

- **DIRECTIONS:** You will “become” a famous leader of a Latin American independence movement. **REQUIREMENTS:**
 - 1) You will learn biographic details of the leader's early life, family, major accomplishments, death and lasting legacy!
 - 2) You will create a poster to showcase “your” accomplishments as that leader. The poster should include relevant biographical and historical information as well as colorful pictures and text.
 - 3) At our news conference, you will present a short speech to brag about yourself, display your poster and then be asked a series of questions by news reporters. You must be knowledgeable about the leader you are roleplaying. Your grade is dependent upon this!
- **Good place to start research:**
<http://www.pachami.com/English/latinoamericaE.html>



Very Important People
of Latin American Independence

Complete this graphic organizer!

Name	Country or Countries	Achievements
Simón Bolívar (1783-1830)		
Miguel Hidalgo y Costilla (1753-1811)		
Augustin de Itúrbide (1783-1824)		
Benito Juárez (1806-1876)		
Toussaint L'Ouverture (1743-1803)		
José María Morelos y Pavón (1765-1815)		
Pedro I (1798-1834)		
Pedro II (1825-1891)		
Bernardo O'Higgins (1778-1842)		
Jose de San Martín (1778-1850)		
Antonio López de Santa Anna (1794-1876)		
Pancho Villa (1878-1923)		
Emiliano Zapata (1880-1919)		



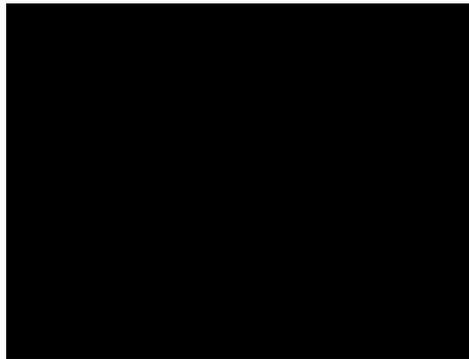
News Conference of Latin America's Independence Leaders

Good Interview Questions!

- **Keep in mind:** Your interview questions must be relevant, not silly or meaningless! Only ask the questions if the presenter did not already answer them.
- Examples:**
 - 1) When and where were you born?
 - 2) What was your childhood like?
 - 3) Do you have a wife? Children?
 - 4) Who are your closest allies? Your enemies?
 - 5) What were your main goals or political ideas? Why?
 - 6) What political or military strategies did you use in order to gain respect or win major struggles?
 - 7) What did you actually accomplish? Do you consider yourself to be a hero? Why or why not?
 - 8) What kind of epitaph would you want written on your gravestone? How should the world remember you?



Conflict in Mexico!



 **Create a Pictorial Timeline showing Historical Change in Mexico!**

Early History—Native Americans in Mexico	European explorers and European rule in Mexico	Mexican Independence Pages 212-217	The Mexican Revolution Pages 233-238
Caption:	Caption:	Caption:	Caption:



Mexico's History Video (16 min)



Please complete the graphic organizer which accompanies this Video!



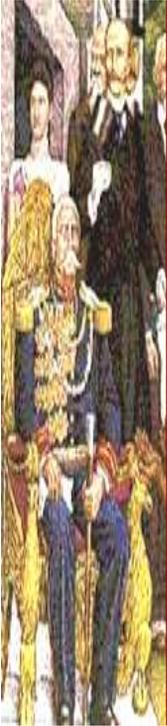
Today's Objective--Answer the question:
Why is Mexican history so violent?




Hidalgo and Mexican Independence from Spain!

- Miguel Hidalgo was a Mexican priest and revolutionary rebel leader. He is regarded as the founder of the Mexican War of Independence movement against Spain in the early 19th century.





Hidalgo's cause was not lost!

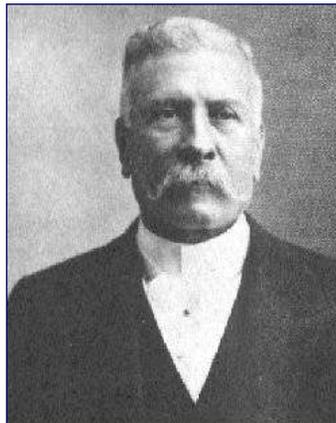
- Hidalgo won the support of many creoles and mestizos.
- In **1810**, Hidalgo started the revolution against Spain's royalist army.
- The four leaders of the revolution – **Hidalgo, Allende, Jiménez and Aldama** – were eventually captured and executed by firing squad in 1811.
- Their decapitate heads were placed on display in the city of Guanajuato, intended as a way to scare the rebels.
- Their heads remained on display in the city until **1821** – the year Mexico won its independence.
- Hidalgo is considered the "father" of modern Mexico.





The Mexican Revolution!

- The Mexican Revolution began in 1910 to overthrow **Porfirio Díaz**. —a corrupt Mexican dictator who had ruled Mexico for 30 years
- The **revolutionary's goals** included: 1) free and fair elections, 2) the redistribution of land to poor farmers, 3) limits on the influence of the Roman Catholic Church, and 4) labor reforms that would give workers the right to organize and to strike.
- The fundamental goals of the revolution were incorporated in the 1917 constitution



Porfirio Díaz



The Mexican Revolution!

- **Francisco Indalécio Madero** and **Venustiano Carranza** —both of whom were later presidents of Mexico—sought primarily political reform.
- The two most famous rebel leaders—**Francisco “Pancho” Villa** and **Emiliano Zapata** —demanded major social and economic reforms for the lower classes. Zapata championed the demands of poor farmers for land to cultivate.
- The revolutionaries felt a growing sense of nationalism and called for an end to foreign interference in Mexico's economy.



Venustiano Carranza

Francisco Indalécio Madero



Francisco “Pancho” Villa

Directions:

The year is 1910 and the Mexican Revolution has begun! Using all of the characters on the right, write a 200-250 word adventure story about your life in Pancho Villa's gang! Make sure to use historical detail from textbook pages 236-238. Your story must: 1) Have a setting and plot, 2) describe the lives and personalities of the main characters, 3) feature an end, describing the results of the bloody Revolution!

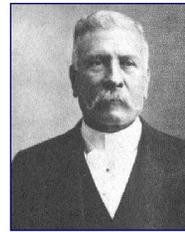
Assignment: Become a Mexican Outlaw and Ride with Pancho Villa's Gang!



Emiliano Zapata



Pancho Villa

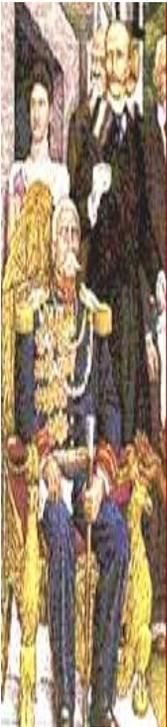


Porfirio Diaz



Results of the Mexican Revolution

- M** Victoriano Huerta seizes control of Mexico and puts Madero in prison where he was murdered.
- M** Venustiano Carranza, Pancho Villa, Emiliano Zapata, and Alvaro Obregon fought against Huerta.
- M** The U.S. also got involved by occupying Veracruz and Huerta fled the country.
- M** Eventually Carranza would gain power in Mexico.



Latin American States After the Revolutions



Results of the Latin American Revolutions



1. *Brazil Freed from Portugal*

M The Portuguese royal family escaped Napoleon by fleeing to Brazil.

M **Pedro I** set up a new, independent kingdom in → 1821 when his father returned to Portugal.



M Pedro II assumed full power after Pedro I abdicated his throne.



2. *Independence for Spanish & Portuguese Latin America*

M By the mid-1820s, revolts create many newly-independent nations.

Toussaint L'Ouverture – Haiti

Bolívar, San Martín, & O'Higgins in:
Paraguay, Argentina, Chile, Uruguay,
Peru, Bolivia, the United Provinces of
Central America, and Gran
Columbia!



3. *No Unity!*

- M** Failure of Bolívar's dream for a united South America:

Many newly independent countries struggle with civil wars.

- M** By 1830s, geographic factors (mts., the Amazon, etc.) plus cultural differences defeated attempts at unification.

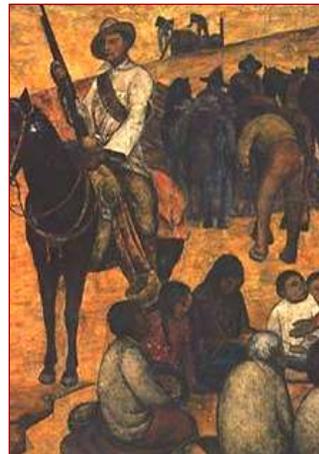
Gran Columbia.

United Provinces of Central America.



4. *Independence Brought More Poverty*

- M** The wars disrupted trade.
- M** The wars devastated the cities and the countryside.





5. Left Many Countries in the Control of Caudillos

M WHO WERE THEY?:

Caudillos --Mid-19c dictators who established military authoritarianism.

Mostly wealthy *creole* aristocrats.

Immediately followed the fight for independence.

Posed as reformers with goals to improve the economy and better the lives of the common people.



5. Left Many Countries in the Control of Caudillos

M WHO WERE THEY?:

BUT...Overthrew governments and took away basic human rights.

Some attempted to make improvements, but most just cared about themselves and their families and friends [**nepotism**—granted special privileges to family members only!].

Power changes usually occurred at bayonet-point [***coup d'états!***]



What is the Message?



Additional Problems

6. Feuds among leaders.
7. Geographic barriers.
8. The social hierarchy continued from the past.
9. Conservatives favored the old social order.
10. Liberals wanted land reform.
11. Dependence on foreign nations for capital and for economic investments.



Additional Problem: U.S. interference in Latin American affairs

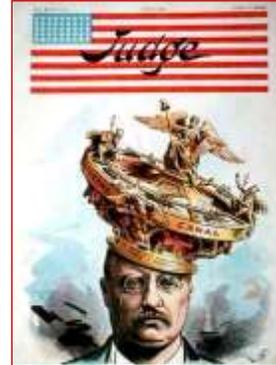
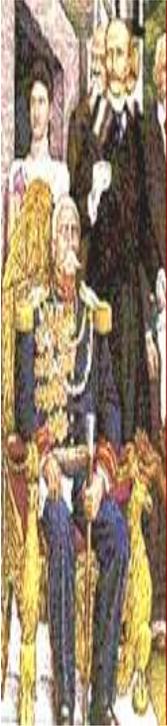
- 📄 US dominated affairs in the Americas.
- 📄 1823 – **Monroe Doctrine**.
- 📄 US takes Texas and Mexican Cession.
- 📄 US gains independence for Cuba.
- 📄 **Roosevelt Corollary** – US will police the Americas.
- 📄 US sent troops to Cuba, Haiti, Mexico, Honduras, Nicaragua.
- 📄 US built **Panama Canal** – “Yankee imperialism.”



The Caribbean: An “American Lake”



The Panama Canal



"Big Stick" Foreign Policy

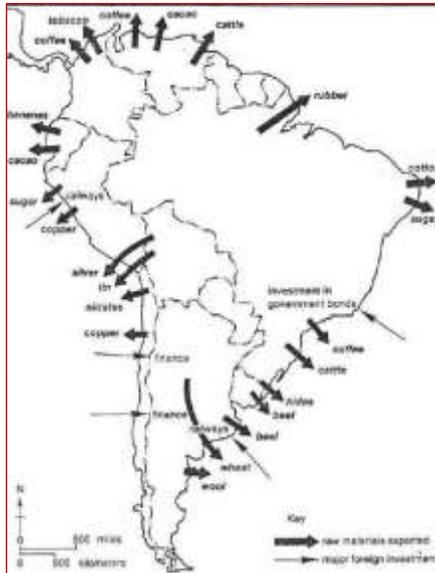




Cause of the Mexican Revolution of 1910?



1913: Economic Imperialism?





U. S. Global Investments in 1914

