1) Why is the geography of Latin America so diverse?

2) How did the geography of Latin America impact the development of the Mayan, Aztec and Incan civilizations?

3) How does geography continue to play a role in the development of modern countries?

4) What are the push-pull factors of migration? Why do many Latinos decide to move northward into the United States?

5) How well do the countries of Latin American continue to compete economically on a global scale?
South America’s Size

- 4th largest continent
- 6,879,000 sq miles
- 12% of the earth’s land

Regions

- If we look at physical geography, Latin America has four distinct regions:
  A. Mexico
  B. Central America
  C. The Caribbean
  D. South America

Regions of “Latin America”
The Caribbean Islands

- The Caribbean Islands are archipelagoes or groups of islands. The major archipelagoes are:
  A. The Greater Antilles - Cuba, Jamaica, Hispaniola (Composed of Haiti and the Dominican Republic), and Puerto Rico
  B. The Lesser Antilles

Think of some other archipelagoes around the world!

Regions

- If we look at language Latin America can be roughly divided into:
  A. Spanish speaking countries
  B. Portuguese speaking countries
  C. Other European languages such as English, French, and Dutch

Short Video Introduction to the Geography of Latin America
Map of Latin America

Follow along with me to check your work on your map of Latin America!
First, label these countries on your blank map!

5 min.

Cities

Mexico City
Havana
Port-au-Prince
Panama City
Bogota
Lima
Santiago
Brasilia
Rio de Janeiro
Buenos Aires

Label these cities on your map!

5 min.

Topography of Latin America
Rivers and Waterways

A few important rivers and waterways are:

A. The Amazon River
B. The Rio Grande
C. The Orinoco
D. The Parana
E. The Panama Canal

The Amazon River

The Amazon River is located in South America and it drains a large area that is known as the Amazon Basin. The Amazon has many tributaries, which are smaller rivers that flow into a larger river. Much of the Amazon River is navigable, which means large boats can travel up it to transport goods to the cities located along its banks.
Amazon River

- 4,300 miles long
- Flows through 6 countries
- No bridges cross it
- Satellite View

The Rio Grande

★ The Rio Grande is a good example of how a river can be a physical barrier between two countries.
★ Part of the Rio Grande is a border between the United States and Mexico.
The Panama Canal

To gain control of the canal, the United States encouraged Panama’s independence from Columbia. Then it negotiated a treaty with Panama to build the Panama Canal. Since this canal provided a short cut between the Atlantic and Pacific Oceans, it benefited American trade and thereby also furthered economic imperialism.

To secure U.S. control of the Caribbean, and to give easier access to trade with China and Japan for eastern manufacturers, President Roosevelt supported building of a canal across the Isthmus of Panama. After using “gunboat diplomacy” to help Panamanian rebel leaders achieve independence from Colombia, Roosevelt signed a treaty with their new nation in 1903 awarding the U.S. control of a canal zone. Construction was from 1904 to 1914.

The canal eliminated the long trip around Cape Horn, the southernmost tip of South America.
Panama: The King's Crown

- 1901 → Hay-Paunceforte Treaty. Canal project taken over by U.S.
- Philippe Bunau-Varilla, agent provocateur.
- Dr. Walter Reed — becomes famous for treating malaria victims.
- Colonel W. Goethals— placed in charge of governing and construction.

U.S. gains control of Panama canal

- Hay-Bunau-Varilla Treaty (1903) gives U.S. complete and unending sovereignty over a 10-mile wide canal zone. U.S. agreed to buy Canal and pay annual rent to Panamanians.
- Roosevelt later said— “I took the Canal Zone and let Congress debate”

Speak Softly, But Carry a Big Stick!
Building the Panama Canal

- American work began in May 1904.
- Harsh working conditions, material shortages, malaria, and the yellow fever hampered construction.
- President Roosevelt appointed John F. Stevens as chief engineer and architect. Dr. William C. Gorgas focused on sanitation and health concerns.
  - By draining standing water and encouraging spiders, ants, and lizards to breed, malaria was almost eliminated by 1913.
- After the resignation of Stevens in 1907, Lt. Col. George W. Goethals took over the job of building the canal.
- Progress continued, and in August 1914 the SS Ancon became the first ship to pass through the canal.
August 1914 - Panama Canal Opens
Warm up: What can you learn from this timelapse of the Panama Canal?

What was travelling through the Canal like during the 1930’s? What was the purpose of this video?

What is the economic future of the Canal? What improvements are being made in construction?
READING ASSIGNMENT ON PANAMA CANAL:

* Intro: In 1904, President Theodore Roosevelt took advantage of a revolution in Panama to launch the building of an American canal there.

* Read ‘This Great Enterprise’: Theodore Roosevelt and the Panama Canal and answer the questions for “Discussion and Writing” (pages 4-9). DUE AT THE END OF THE PERIOD!

* NOTE: Tomorrow, you will start a Panama Canal Project! Stay tuned for details.

**Panama Canal Project**

* Introduction: In this project, you will be assigned to work in a group, each with a specific topic about the Panama Canal. You will conduct some research and then present to the class, using Google Earth, Google Sketch Up, and PowerPoint! Read below:

* Group Assignments:
  - Group 1: As journalists, you are assigned to cover the Panama Canal and will write brief news reports about traveling through the Canal. Each member of your group should have a role when presenting your 200-250-word news report (about 5-8 slides). Use Google Earth to conduct the tour!
  - Group 2: As members of the U. S. of Congress, you will write about the decision to return the Canal to Panama. Each member of your group should have a role when presenting your 200-250-word report. Visuals will help! Use PowerPoint (about 5-8 slides).
  - Group 3: As historians, you will report about the United States’ role in building the Panama Canal. Each member of your group should have a role when presenting your 200-250-word report. Visuals will help! Use PowerPoint! (about 5-8 slides).
  - Group 4: Design and present a Google Sketch Up model of the Panama Canal!
Mountains

* Latin America has several large mountain ranges such as:
  A. The Andes
  B. The Sierra Madre Occidental and Orientals
Andes Mountains

Andes stretch 4,000 miles from the north to the south, thus making it the longest mountain range in the world. In Chile, it rises to over 20,000 feet.

At some points the Andes are over 300 miles wide and large portions of Peru, Ecuador, Chile, and Bolivia have very high elevations.
Where the Andes are widest there are high flat plains called altiplanos. People live and farm in these areas but the temperature is cool all year long and it can be difficult to grow food.
Sierra Madres

- The Sierra Madre Oriental and Occidentals run along the east and west coast of Mexico. Between these two mountain ranges lie the Mexican Plateau.

The Sierra Madres, Mexico

Mountains and Peaks

Label the mountain ranges on your map! 2 min.
Highlands

The Brazilian Highlands are a geographic region that covers most of eastern, central, and southern Brazil. This area has rolling hills and a tropical wet and dry climate zone.

Guianan Highlands, Venezuela

Brazilian Highlands
Patagonian Region (Chile)

Valleys
Plains
and
Basins

Amazon Rain Forest

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

Others

The Falkland Islands
or *Islas Malvinas*
Climate

* Most of Latin America is in the low latitudes. The two predominant climate zones in Latin America are:
  A. Tropical Wet
  B. Tropical Wet and Dry

Climate

* The equator runs through Ecuador and Brazil. The area near the equator is known as the low latitudes and is warm all year.
* The seasons in South America are reversed from our seasons because they are in the Southern Hemisphere. When it is winter in Virginia it is summer in Argentina.

Climate

* A tropical wet climate zone gets precipitation on a daily basis and a high temperature. Tropical rainforests grow in tropical wet climate zones.
* A large portion of Brazil, Venezuela, Columbia, and Central America have a tropical wet climate.
**Deciduous Forest**
- Southern Chile
- Middle East coast of Paraguay
- Four distinct seasons

Fall ▼ Winter ▼ Summer ▼

**Climate**
- Tropical wet and dry climates have a rainy season and dry season. Normally, this type of climate zone has grasslands. A large portion of Brazil is tropical wet and dry.

**Rainforest**
- Half of the rainforest in the world is in the Amazon region
Rainforest
- Blue Poison Dart Frog
- Blue/Gold Macaw

Savannah
- The area between a rainforest and desert.
- 2.5 million sq kilometers (1/4 the size of Canada)
Some parts of Latin America are dry.

A. Most of Mexico has an arid to semi-arid climate zone.

B. The west coast of Latin America has a desert called the Atacama Desert.

Climate

Deserts

- Atacama Desert is the world's driest
- Patagonian Desert
  - Largest in Americas/5th in the world

The Atacama Desert is created by orographic precipitation, which is caused by mountains. The Andes Mountains block rain clouds and create a rain shadow.
Vegetation and Climate Vocabulary

- Tropical rainforest
- Pampas - Temperate grassland located in Argentina.
- Llanos - Tropical grassland located in Colombia and Venezuela.
- Cerrados - Tropical grasslands located in Brazil.

Pampas - Grassland

- Just below Buenos Aires
- Average temperature is 18°C
- Dry season is summer (December)

Ombu is tree-like plant
Vertical Zonation

*Vertical zonation* is the idea that different types of plants grow at different elevations because the temperature becomes colder as you gain elevation.
Natural Disasters

- Latin America has many earthquakes and volcanoes because part of it is located on the Ring of Fire.
- In general, Peru, Ecuador, Chile, and the west coast of Mexico have many active volcanoes.
- The Caribbean Sea also has many volcanoes.
El Nino

El Nino is a variation in the ocean and atmospheric temperatures in the Pacific Ocean. When the ocean temperature increases it causes ocean currents to reverse direction and can impact the weather in Latin America in many different ways.
Three important native civilizations that began in Latin America were:

A. Maya
B. Aztec
C. Inca

Assignment over the next few days...

As we discuss the Mayans, Aztecs and Incans, you must continue to fill out the “Comparison Matrix.” It is designed to help organize your thoughts, as you take notes. Any topics not covered on the matrix, you will be responsible for completing!
I. Postclassic Mesoamerica, 1000-1500 CE

- Mayas (classical Mesoamerica) collapse around 700 CE
- Toltecs follow
- Empire in central Mexico
- Capital at Tula, c. 968

A. The Toltec Heritage
   - Rule extended to Yucatan, Maya lands, c. 1000
   - Commercial influence to American Southwest
   - Possibly Mississippi, Ohio valleys

B. The Aztec (Mexica) Rise to Power
   - Toltec collapse, c. 1150
   - Caused by northern nomads?
   - Center of civilization moves to Mexico valley
   - Lakes used for fishing, farming, transportation
   - Aztecs in, early 14th century
   - Begin as mercenaries, allies of various tribes
   - 1325, found Tenochtitlan (lake islands)
   - Dominate by 1434

Early Human Migrations

- Possible migrations of the first Americans

Sculpture from the Americas

Origins of the Peoples of the Americas?
Quick Facts: American Post-Classical Societies

- Remained isolated
- Had elaborate cultural systems
- Highly developed agriculture
- Large urban and political units
The Maya lived in southern Mexico, Belize, and Guatemala. Their civilization was at its peak around 250 - 900 AD. The Maya had city states ruled by kings and priests. They worshipped the gods by ritual sacrifice and blood-letting. The Maya lived in a tropical wet climate with rainforests. They practiced slash and burn farming and grew squash and corn.
The Mayans

- The culture's beginnings have been traced back to 1500 BC.
- The Height of Mayan civilization was between 600 and 900 AD.

Mayan Writing

- devised a complex style of hieroglyphic writing that has yet to be fully deciphered.
- Maya words are formed from various combinations of nearly 800 signs.
Mayan Glyphs

sky  king  house  child  city

Mayan Mathematics

Mayan Glyphs

Mayan Drinking Cup for Chocolate
Maya Technology

- The Maya were so advanced in mathematics and astronomy that their calendar was the world's most accurate until this century. They could also predict solar and lunar eclipses.
- The Maya calendar was adopted by the other Mesoamerican nations, such as the Aztecs and the Toltec.

Mayan Calendar

- The Mayans had two calendars.
- One was based on science and had a 365 day year.
- The other was religious and had a 260 day year.
- The two were used side by side and when they matched up, a sacred year would begin.

Uses

- Mainly used to know when to plant crops.
- Also used to know when to do religious rituals.
- Predicted this “age” will end in December 2012.
Agriculture

The basis of the culture was farming, which included not only the cultivation of maize, beans, squash, and chili peppers, but also "cash crops" of cotton and cacao.
Mayan Math

* The Mayans had a very advanced system of math.
* They used a base 20 system.
* One of the first western cultures to understand the concept of zero.

MAYAN MATH:
Mayan Numbers

1  2  3  4
5  6  7  8  9
10 11 12 13 14
15 16 17 18 19
Mayan Names For Numbers

|   | xix | im | 10 |lahun | 1 |hun | 11 |buhuc | 20 |hun kal | 400 |uhul | 3 | ox | 13 |oxlahun | 60 | ox kal | 1200 |uok | 4 | can | 14 |canlahun | 80 | can kal | 1600 |uamk | 5 | noo | 15 |nooklahun | 100 | noo kal | 2000 |uamh | 6 | nuc | 16 |nuclahun | 120 | nuc kal | 8,000 |uac | 7 | uuc | 17 |uuclahun | 140 | uuc kal | 160,000 |uac | 8 | uaxac | 18 |uaxaclahun | 200 | ka hoo kal | 3,200,000 |uau | 9 | bolon | 19 |bolonlahun | 300 | ox hoo kal | 64,000,000 |

**Religion**

- The Maya worshipped many gods (polytheism).
- The most revered deities (Gods) were Itzamna and Ix Chel, father and mother of all other gods, and the rain god Chac. Kukulcan was the Mayan name for the feathered serpent, god of the ruling caste.
- They believed the gods required sacrifices to be happy.
- A sacrifice could be an animal, corn or even human blood.
- Sacrifices were often performed on top of pyramids.

"They should cut themselves open, that from under their ribs up under their armpits their hearts should be torn out. Before everything, sacrifice. By this you will obtain grace. Next, make holes in your ears, and likewise prick your elbows and knees. Offer as sacrifice the blood that flows from them. In these ways, your gratitude will be shown."

- The Popol Vuh
The Maya - Architecture

- Many pyramids
- Used as tombs for kings
- Adobe homes
- Inside & out were brightly painted
- Outsides decorated with sculptures of their gods

How'd they do that?

Had no horses, oxen, donkeys, or any large animals.
Did not use the wheel or iron tools.
Everything was carried, carved and created using lots of human labor.

Chichen-Itza Pyramid
Tikal - Wall Mask of the Rain God

Pakal The Maya Astronaut

Quetzalcoatl: The God of Wisdom & Learning


**ASSIGNMENT:**


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**“End of Mayans” Video**

*(45 min)*

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**Downfall**

- Insufficient food supply, earthquakes, pestilence, invasion by outsiders, internal rebellion or a combination of these factors have all been suggested as possible causes for the fall of the Mayan eminence. What appears certain is that by 900 AD the Maya’s numerous ceremonial centers had been abandoned.

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Prompt: Explain how historians and archaeologists use scientific evidence to explain religious, political, environmental and economic factors which led to the downfall of the Mayans.
The Aztec lived in central Mexico. Their capital was called Tenochtitlan and it was located on islands in a lake. Mexico City now stands on the ruins of the Aztec capital.
The Aztec also practiced sacrifice and built large pyramids like the Maya.
The Aztec empire flourished from 1400 to about 1520, when it was overthrown by the Spanish.
Mythology

* According to an Aztec myth, the white-faced Quetzacuatl - their most important god-founded the capital city of Tenochtitlan

* He is the god of intelligence and the god of creation.
The Codex Mendoza:
The Founding of Tenochtitlan

Aztec Codex (15th Century)
Aztec Writing

1 2 3 4 5 10 20 400 8000

Aztec Math

Tenochtitlan: The "Venice" of the Americas

Aztec Chipampa or Floating Garden: 15ft. to 30ft. wide
Tenochtitlan - Chinampas

Aztec View of Tenochtitlan

Aztec or European view?
C. Aztec Social Contract

- Became hierarchical society
- saw themselves as people chosen to serve gods
- Sacrifice increased
- Source of political power - fear
- Moctezuma II
  Head of state and religion

D. Religion and the Ideology of Conquest

- Spiritual and natural world seamless
- Hundreds of deities and complex mythology
- Three groups
  - Fertility: agriculture, water
  - Creator gods: God of sun and sky
  - Warfare: draw power from sacrifice
    ex. Huitzilopochtli
    Aztec tribal god
    Identified with sun god

- Sacrifice increased to an unprecedented scale
- Motivated by religion or terror?
- Cyclical view of history
  - Believed world would be destroyed and created again and again
Aztec Sacrifice: Neighboring Tribes to the Sun God

Heart Sacrifice on an Aztec Temple Pyramid

Wall of Skulls, Tenochtitlan
The Aztecs Were Fierce Warriors

Aztec Gold

E. Feeding the People: The Economy of the Empire

* Agriculture
  * Chinampas, man-made floating islands
  * High yield
  * Farming organized by class
* Also took goods as tribute
* Markets
  * Daily market at Tlatelolco
  * Controlled by pochteca, merchant class
* Highly regulated markets (necessary w/ Aztec pop. Reached 20 million)
II. Aztec Society in Transition

- Society increasingly hierarchical
- A. Widening Social Gull
  - Calpulli (clans)
    - Transformed from clans to groupings by residence
    - Distribute land, labor
    - Maintain temples, schools
    - Basis of military organization
  - Noble class develops from some calpulli
    - Identified by clothing, etc.
    - Military virtues give them status (death in battle = eternal life)
    - Serf-like workers on their lands
    - Social gaps widen
    - Imperial family at head of pipiltin
  - Calpulli of merchants
Women in Aztec Mexico
- Can own property
- Death in childbirth = eternal life
- No public roles b/c of limited technology
- No milling technology meant women spent hours daily grinding maize
- Elite polygamy
- Most peasants monogamous

A Tribute Empire
- Speaker
  - One rules each city-state
- Great Speaker
- Rules Tenochtitlan
  - Subjugated states could remain autonomous
  - Due tribute, labor

Q. What brought about the end of Aztec Civilization?
The Inca lived in South America in Peru and Chile. The Inca built a system of roads through the Andes Mountains to connect their empire. The Inca did not have a writing system but they kept records with a complicated system of ropes with knots.
Between 1200 and 1535 AD, the Inca population lived in the part of South America extending from the Equator to the Pacific coast of Chile.
A. The Inca Rise to Power
- Cuzco area
- Quechua-speaking clans (ayllus)
- Huari
- Control regions by 1438, under Pachacuti

B. Conquest and Religion
- "Split inheritance": Power to successor, Wealth, land to male descendants
- Result is continual conquest
- Religion
  - Sun god supreme and he is represented by ruler (Inca)
  - Temple of the Sun at Cuzco
  - Local gods survive

C. The Techniques of Inca Imperial Rule
- Inca
- Rules from Cuzco
- Governors of four provinces
- Bureaucracy
- Local rulers (curacas)
- Unification through:
  - Quechua language
  - Forced transfers of people
- Military
- System of roads, way stations (tambos), storehouses
- State
- Redistributive economy
- Building, irrigation projects
- Gender cooperation
- Ideology of complementarity of sexes
- Also seen in cosmology
- Inca's senior wife links state to moon
Incan Government

* The Inca society was arranged by a strict hierarchical structure.
* The Highest Level was the Sapa, high priest or ruler, and the army commander at the top.
* The temple priests, architects and regional army commanders were next.
* The two lowest classes consisted of artisans, army captains, farmers, and herders.
* Farmers provided most of the food for the rest of the population. They had to pay tax in the form of gold, which were distributed to the higher classes.

III. Twantinsuyu: World of the Incas

** D. Inca Cultural Achievements
- Metallurgy
- Knotted strings (quipu)
- Accounting
- Monumental architecture (machupichu)

** E. Comparing Incas and Aztecs
- Similarities
  - Built on earlier empires
  - Excellent organizers
  - Intensive agriculture under state control
  - Redistributive economy
  - Kinship transformed to hierarchy
  - Ethnic groups allowed to survive
- Differences
  - Aztecs have better developed trade, markets, greater human sacrifice

Inca Agriculture

* The Inca developed drainage systems, terrace farming and canals to expand their crop resources. Potatoes, tomatoes, cotton, peanuts and coca were among the many crops grown by the Inca.
* Llama were used for meat and transportation. There was more than enough resources available for everyone. Increased subsistence levels led to a growth in the Inca population.
Incan Digging Sticks

Incan Terrace Farming

Over 100 Different Types of Potatoes Cultivated by the Incans
The Incas had an incredible system of roads. One road ran almost the entire length of the South American Pacific coast.

Since the Incas lived in the Andes Mountains, the roads took great engineering and architectural skill to build.

On the coast, the roads were not surfaced.

The Incas paved their highland roads with flat stones and built stone walls to prevent travelers from falling off cliffs.

Cuzco: Ancient Capital of the Inca (11,000 ft. above sea level)

Machu Picchu
Machu Picchu

Incan Suspension Bridges

The Quipu: An Incan Database
Assignments:

1) Have you completed your "Comparison Matrix?"
2) We will complete one of the following:
   - Complete the National Geographic lesson "Two Ancient Cities at the website http://www.nationalgeographic.com/xpeditions/lessons04/g912/twocitiesinca.html"
   - Complete "Document-Based Activities on Pre-Columbian American Empires: The Maya, Aztec, and Inca: Using Primary Sources and the Internet." We'll read through the directions together on p. 1-2 and then you will conduct the webquest, as directed!

European conquests of the Americas:

- Spanish rule in Latin America began with:
  1) Christopher Columbus’s "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
The Voyages of Columbus

- Columbus made three voyages to the “New World”.
- “Discovered” the Americas for Europe in 1492.
- Between 1493-1496 he attempted to set up a colony in Hispaniola and enslaved the natives - Arawak.
- The colony on Hispaniola failed.
- Controversial legacy.
  - Great sailor and explorer or ruthless conqueror?
  - Should we celebrate Columbus Day?

Spanish Conquistadors

- Spanish explorers of the 1500s were called conquistadors, Spanish for “conquerors.” They traveled to spread Christianity, find wealth, and win fame.
- Hernán Cortés landed in Mexico to conquer the Aztec Empire, 1519-1520.
  - Was successful with the help of the Aztecs’ enemies that he had gathered as his allies. Destroyed capital city Tenochtitlan and killed Moctezuma II.
- 1532, new ruler, Atahualpa, agreed to meet with Spanish
- Pizarro demanded Atahualpa accept Christianity, hand over empire to Spain
- Atahualpa refused
- Spanish killed Atahualpa, destroyed Inca army, took over empire

The Conquest of Peru

Francisco Pizarro
- 10 years after conquest of Aztecs, Francisco Pizarro led expedition to Peru
- Had heard of fabulous wealth of Inca Empire; hoped to win wealth for himself
- Inca Empire already weakened by smallpox; many killed, including emperor
- Civil war had also broken out

New Ruler
- 1532, new ruler, Atahualpa, agreed to meet with Spanish
- Pizarro demanded Atahualpa accept Christianity, hand over empire to Spain
- Atahualpa refused
- Spanish killed Atahualpa, destroyed Inca army, took over empire
Conquest leads to European Colonization

- Latin America was colonized by European countries.
- Spain colonized Mexico and most of Central America and South America.
- Portugal colonized Brazil.
- The English colonized Jamaica and Belize.
- The French colonized Haiti.

Cycle of Conquest & Colonization

Explorers → Conquistadores → Official European Colony → Permanent Settlers → Missionaries

Results: European Empires in the Americas
European Colonization

- The Europeans converted the natives to Roman Catholicism and made them learn their languages.
- The most widely spoken languages are Spanish and Portuguese.
- The Europeans brought Africans to work on sugar plantations as slaves.

Map of Transatlantic Slave Trade: Major Destinations
Creation of “Plantation Economies” in the Americas

African Influences

- Latin America is heavily influenced by African culture.
- Music - Calypso, steel drum bands, and reggae.
- Religion - Voodoo in Haiti and Candomble in Brazil.

Spain Creates a New Social Class Structure in the Colonies

Social Structure
- **Peninsulares**: people who came from Spain. Considered themselves superior to the creoles.
- **Creoles**: people born in the Americas of pure Spanish descent.
- **Mestizos**: mixed Spanish and Native American descent. Lowest on social scale were people of mixed Spanish and African descent, pure-blooded Indians, and Africans.
- Catholic missionaries ran missions and taught Native Americans Christianity, European farming, herding, and crafts.

Land and Labor
- Spain tried to use Native Americans as laborers, encomiendas system.
- Many laborers were worked to death on huge estates called haciendas.
- As Native American population declined from disease and ill treatment, landowners came to depend on African slaves for labor.
**Mestizos**

- Most of Latin America has a mixed population called mestizo.
- Mestizos are people of mixed Spanish and Native ancestry.
- People in the Caribbean have mixed European, Native, and African ancestry.

---

**Rigid Social Structure**

- Latin America has a very rigid social structure. There are many poor people and a few rich people. The middle class is very small. During most of its history Latin America was divided among rich landlords who owned most of the land.
Ejidos

* The *ejido system* refers to land that is communally owned by farmers. This practice was common under the Aztec rule in Mexico but disappeared under the Spanish. In the early 20th century ejidos were created again.
**THE DEMOGRAPHICS OF LATIN AMERICA**

- The population of Latin America is clustered on the coast.
- The interior of South America is difficult to settle because of the Andes Mountains and the Amazon rainforest.
- Most of the major cities are on the coast except Mexico City and La Paz.

**Urbanization**

- The population of Latin America is growing rapidly and people are moving into the cities in a process called urbanization.
- People are moving into the cities to look for jobs (push and pull factors).
- When poor people move to the city they create squatter settlements or shantytowns, areas of illegal housing in the city. These areas also have a high crime rate.

**INTRODUCTION TO LATIN AMERICAN MIGRATION – Questions:**

- Why do people migrate?
- How have social, economic, political, and environmental factors influenced migration?
Push and Pull Factors

People decide to migrate because of push and pull factors. A push factor induces people to leave a location. A pull factor induces people to move to a new location.

Why do people migrate?

Push Factors—induces people to move out of their present location.
Pull Factors—induces people to locate into a new location.

Major International Migration Patterns, Early 1990s

Types of Migration

- Emigration—migration from a location
- Immigration—migration to a location

Requires information on:
- People and conditions.
- Two different places.
- Two different times.

Duration:
- Permanent.
- Seasonal / Temporary.

Choice / constraint:
- Improve one’s life.
- Leave inconvenient / threatening conditions.
Types of Migration

- **Gross migration**
  - Total number of people coming in and out of an area.
  - Level of population turnover.

- **Net Migration**
  - Difference between immigration (in-migration) and emigration (out-migration).
  - Positive value:
    - More people coming in.
    - Population growth.
    - 44% of North America and 88% of Europe.
  - Negative value:
    - More people coming out.
    - Population decline.

Types of Migration

- **Circular migration**
  - A type of temporary migration.
  - Associated with agricultural work.
  - The migrant follows the harvest of various crops, moving from one place to another each time.
  - Very common in the US Southwest (Mexican farm workers) and in Western Europe (Eastern European farm workers).

Push and Pull Factors: Supported by Data?

- Urbanization
- Native to State
- Agricultural Employment
- Professional/Technical Employment
- Literacy
- Dwellings With Electricity
- Dwellings With Flushing Toilets
- Crowded Housing
- Households With Potable Water
- Population With No/Low Income
Net migration rates: Countries in blue have a positive migration rate and countries in blue have a negative.

**Effects of Mexican migration to US on Mexican people and government? List them!**

**Effects of Mexican migration to the US on Americans and the US government? List them!**
Immigration to the U.S.

Prior to 1840, 90% of U.S. immigration was from Britain.

Two Big Waves:
1848 - 1930: W. and N. Europeans transitioning to Southern and Eastern European by 1910
- Irish (potato famine in 1840s) and Germans
- During 1900s: Italians, Russians, Austria-Hungary (Czech, Poland, Romania, etc.)
- Port of entry was Ellis Island, N.Y.

1950 - Today: Asians and Latin Americans; declining Europeans
- Asians: China, India; 1980s - 1990s: Phillipines, Vietnam, and South Korea
- Latin America: Mexico, Dom. Rep., El Salvador, Cuba, Haiti


Why did total immigration into the United States drop after 1920?

Response to Immigration--U.S. Policies

- 1882, Bars Asian immigration for ten years (extended)
- 1921, Quota Act - country by country quotas
- 1924 National Origins Act - country by country quotas
- 1965, Immigration Act - quotas for countries replaced, in 1968, with hemisphere quotas of 170,000 for East and 120,000 for West
- 1978, Immigration Act - global quota of 290,000
- 1980, Refugee Act - quotas do not apply to those seeking political asylum
- 1986, Immigration Reform and Control Act admitted large numbers of former illegals.
- 1990, Immigration Act raised global quotas to roughly 675,000
- 1995, visas issued Preferentially:
  - 480,000 - to relatives of people here
  - 140,000 - to those with special skills and education
  - 55,000 - to diversity candidates (i.e., mostly not from Latin Amer. or Asia)

Current Total: 675,000
Population Pyramid of Native and Foreign Born Population, United States, 2000 (in %)

US Population by Race and Ethnicity, 1990-2050

Which group will experience the largest gains? Why?
Top 10 Countries of Origin for US Legal Immigrants, 1998

Illegal Aliens in the United States by Country of Origin, 1996 (in 1,000s)

U.S. Migration

Destinations of U.S. Immigrants - ethnic neighborhoods often result of chain migration

- Mexicans: California, Texas, Illinois, New York
- Caribbean: Florida or New York
- Chinese and Indians: New York & California
- Other Asians: California
- Armenians: ????
What are the push-pull factors of Mexican immigration to the United States? Is America really the “land of opportunity?”

Assignments:

1) Complete “People Count: Birth, Death, and Population Growth in South America: From the Population and Development Database, United Kingdom.”

2) Complete the National Geographic lesson “The United States/Mexico Border” at the website http://www.nationalgeographic.com/xpedition/s/lessons/13/j912/usmexico.html
Most of the countries in Latin America rely heavily on primary economic activity such as agriculture, mining (for minerals and oil), fishing, harvesting timber, and livestock ranching.

People practice agricultural terracing in mountainous areas in order to make flat land to farm on.
A hacienda was a large estate that was similar to a plantation. The most common type of activity on a hacienda was ranching but haciendas also grew food and had mines. The owner of a hacienda was very rich and he employed poor laborers to do the work.

Haciendas were the dominant economic force in Latin America until the late nineteenth century. In many countries the haciendas were broken up and the land was given to poor farmers who then practiced subsistence farming.
The most common type of farming in Latin America is subsistence farming. This is when a person has a small farm and grows barely enough food to survive. The farmer may have some surplus food that is sold at a local market.

A plantation is a large commercially owned farm that employs many workers and normally grows cash crops for export.
Plantation Farming
- large scale mono-cropping of profitable products not able to be grown in Europe or U.S.
- Where: tropical lowland Periphery crops: cotton, sugar cane, coffee, rubber, cocoa, bananas, tea, coconuts, palm oil
- What are potential problems with this type of agriculture? Environmental? Economic?

Cash Crops
- Cash crops are crops that are grown primarily for export such as:
  1. Cocoa
  2. Coffee
  3. Sugar
  4. Palm Oil
Slash and Burn Farming

*Slash and burn farming is a common method of farming in tropical areas with large rainforests. Farmers cut down trees and burn them in order to fertilize the soil. After a few years this process must be repeated and it leads to deforestation.*

Vegetation “slashed” and then burned. Soil remains fertile for 2-3 years. Then people move on.

- where: tropical rainforests, Amazon, Central and West Africa, Southeast Asia
- Crops: upland rice (S.E. Asia), maize and manioc (S. America), millet and sorghum (Africa)

Declining at hands of ranching and logging.
Deforestation

- Deforestation is the most common environmental problem in Latin America. Most of the islands in the Caribbean and the countries of Central America have very little forest left.
- The Amazon Rainforest is being cut down for farmland, urban development, and the export of wood.
The pampas in Argentina has many cattle ranches. Argentinian Cowboys are called *gauchos*. Brazil is also one of the leading exporters of beef in the world. Most of the cattle ranches in Brazil are located on the cerrados.
Mineral Resources

- Ecuador, Venezuela, and Mexico all have large oil reserves. Venezuela is one of the leading exporters of oil to the United States. Venezuela is also a member of OPEC, the Organization of Petroleum Exporting Countries that controls the price and production of oil.
Some countries in Latin America have many resources such as copper, iron ore, gold, bauxite, and silver.

A. Chile has large deposits of copper.
B. Venezuela and Brazil have large deposits of iron ore.

The countries in the Caribbean and Central America have very few mineral resources. These countries rely on farming, timber, and tourism.

Examples of economic unions:
A. EU - European Union
B. NAFTA - North American Free Trade Agreement
C. ASEAN - Association of Southeast Asian Nations
D. OPEC - Organization of Petroleum Exporting Countries
**NAFTA**

* The North American Free Trade Agreement is a trade agreement between Canada, the United States, and Mexico.
* In order to promote trade, NAFTA has eliminated tariffs between these three countries, which means there is no tax on imported goods.

**NAFTA**

* Some negative impacts of NAFTA are:
  A. The price of food increased in Mexico due to cheap imported food from U.S. agribusiness.
  B. U.S. manufacturing workers lost jobs because many factories moved to Mexico.
  C. Large factories called maquiladoras operate on the Mexican side of the border and they often mistreat workers and pay low wages.

**Distribution of Wealth**

* Society can be broken into three classes. The lower class, middle class, and upper class. In general the upper class is very rich and the lower class is not so well off. Latin America tends to have a very small middle class and a huge lower class. This is called disparity of income distribution.
“Modern Issues”
ASSIGNMENTS:

* Complete the following:
  * 1) The National Geographic Lesson “About a Tree: The Life and Work of Emerging Explorer Mark Olson” at the website [http://www.nationalgeographic.com/xpeditions/lessons/06/g912/molson.html](http://www.nationalgeographic.com/xpeditions/lessons/06/g912/molson.html)
  * 2) The National Geographic Lesson “Geotourism: Honduras as a Working Model” at the website: [http://www.nationalgeographic.com/xpeditions/lessons/06/g912/geofriendly.html](http://www.nationalgeographic.com/xpeditions/lessons/06/g912/geofriendly.html)