Revolts in Latin America

**Vocabulary Builder**

**High-Use W**

- proclaim, p. 160
  - to announce publicly or formally
  - The mayor proclaimed that a statue would be erected to celebrate the town hero.

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**Standards-at-a-Glance**

- **History-Social Science**
  - Students have studied the Enlightenment and its effects on the American and French revolutions. Now they will focus on their effects on the revolutions in Latin America.
  - **Analysis Skills**
    - HI1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- **English Language Arts**
  - Writing 2.4

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**Prepare to Read**

**Build Background Knowledge**

Ask students to recall conditions in Latin America under Spanish and Portuguese rule (strict control of trade, enslavement of Native Americans and Africans). Ask students to predict what might happen when Enlightenment ideas reached Latin America.

**Set a Purpose**

**WITNESS HISTORY** Read the selection aloud or play the audio.

**Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 3 Assessment answers.)

**Preview** Have students preview the Section Standards and the list of Terms, People, and Places.

**Note Taking** Have students read this section using the Paragraph Shrinkin strategy (TR, p. T20). As they read, have students fill in the chart listing the main ideas about revolts in Latin America.
**Teach**

**Discontent Fans the Fires**

**H-SS 10.2.1**

**Instruct**
- **Introduce** Write the terms *peninsulares, creoles, mestizos,* and *mulattos* on the board. Ask students to find the terms (in blue) in the text and explain their meanings. Ask students to predict how this social structure would affect Latin America. *(Sample: It might cause discontent, which could lead to revolt.)*
- **Teach** Display Color Transparency 27: Composition of Mexico City Society, 1753. Ask looking at the graph, what tensions would you expect to find? *(reeventment that power was concentrated in the hands of the few Europeans)* Ask students to predict how each group would likely be affected by Enlightenment ideas and what differences might emerge between them.
- **Color Transparencies, 27**
- **Analyzing the Visuals** Have students compare the picture of Emperor Joseph on this page with the picture of Simón Bolívar on the previous page and identify differences between them. Ask students how Latin Americans may have viewed Emperor Joseph.

**Independent Practice**
Divide students into five groups representing creoles, mestizos, mulattos, Native Americans, and African Americans. Have each group write manifestos of rebellion. Ensure they include the injustices in their society and recommend a path to correct these injustices. Then have each group choose a student to deliver the manifesto to the class.

**Monitor Progress**
To check student understanding, ask them to explain how Napoleon affected events in Latin America.

**Answers**
- Creoles got their revolutionary ideas from reading Enlightenment thinkers and observing the American and French Revolutions.
- The army of slaves who revolted in 1791 formed the army that then fought for Haiti's independence.

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**The Enlightenment Inspires Latin Americans**

In the 1700s, educated creoles read the works of Enlightenment thinkers. They watched colonists in North America throw off British rule. Translations of the Declaration of Independence and the Constitution of the United States circulated among the creole elite.

During the French Revolution, young creoles like Simón Bolívar (b. LLEE vahr) traveled in Europe and were inspired by the ideals of "liberty, equality, and fraternity." Yet despite their admiration for Enlightenment ideas and revolutions in other lands, most creoles were reluctant to act.

**Napoleon Invades Spain**

The spark that finally ignited widespread rebellion in Latin America was Napoleon’s invasion of Spain in 1808. Napoleon ousted the Spanish king and placed his brother Joseph on the Spanish throne. In Latin America, leaders saw Spain’s weakness as an opportunity to reject foreign domination and demand independence from colonial rule.

**Standards Check**
- Where did creoles get many of their revolutionary ideas? **H-SS 10.2.1**

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**Slaves Win Freedom for Haiti**

Even before Spanish colonists hoisted the flag of freedom, revolution had erupted in a French-ruled colony on the island of Hispaniola. In Haiti, as the island is now called, French planters owned very profitable sugar plantations worked by nearly a half million enslaved Africans. Sugar plantations were labor-intensive. The slaves were overworked and underfed.

**Toussaint L’Ouverture Leads a Slave Revolt**

Embittered by suffering and inspired by the talk of liberty and equality, the island’s slaves rose up in revolt in 1791. The rebels were fortunate to find an intelligent and skillful leader in Toussaint L’Ouverture (taw-sant lay o-vuh-ruh), a self-educated former slave. Although untrained, Toussaint was a brilliant general and inspiring commander.

Toussaint’s army of former slaves faced many enemies. Some mulattoes joined French planters against the rebels. France, Spain, and Britain all sent armies against them. The fighting took more lives than any other revolution in the Americas. But by 1798, the rebels had achieved their goal: slavery was abolished, and Toussaint’s force controlled most of the island.

**Haiti Wins Independence**

In 1802, Napoleon Bonaparte sent a large army to reconquer the former colony. Toussaint urged his countrymen to take up arms once again to resist the invaders. In April 1802 the French agreed to a truce, but then they captured Toussaint and carried him in chains to France. He died there in a cold mountain prison in 1803.

Haiti seized power. In 1804, Napoleon ousted the Spanish king and placed his brother Joseph on the Spanish throne. In Latin America, leaders saw Spain’s weakness as an opportunity to reject foreign domination and demand independence from colonial rule.

**Standards Check**
- How were slaves instrumental in achieving Haiti’s independence? **H-SS 10.2.1**

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**Universal Access**

**Solutions for All Learners**

- **Special Needs**
- **English Language Learners**
- **Less Proficient Readers**

Use the following resources to help students acquire basic skills.

- **Adapted Reading and Note Taking Study Guide**
- **Adapted Note Taking Study Guide, p. 35**
- **Adapted Section Summary, p. 36**
Mexico and Central America Revolt

The slave revolt in Haiti frightened creoles in Spanish America. Although they wanted power themselves, most had no desire for economic or social changes that might threaten their way of life. In 1810, however, a creole priest in Mexico, Father Miguel Hidalgo (hee-dal-gay), raised his voice for freedom.

Father Hidalgo Cries Out for Freedom Father Hidalgo presided over the poor rural parish of Dolores. On September 15, 1810, he rang the church bells summoning the people to prayer. When they gathered, he startled them with an urgent appeal, “My children, will you be free?”

Father Hidalgo’s speech became known as “el Grito de Dolores”—the cry of Dolores. It called Mexicans to fight for independence.

A ragged army of poor mestizos and Native Americans rallied to Father Hidalgo and marched to the outskirts of Mexico City. At first, some creoles supported the revolt. However, they soon rejected Hidalgo’s call for an end to slavery and his plea for reforms to improve conditions for Native Americans. They felt that these policies would cost them power.

After some early successes, the rebels faced growing opposition. Less than a year after he issued the “Grito,” Hidalgo was captured and executed, and his followers scattered.

José Morelos Continues the Fight Another priest picked up the banner of revolution. Father José Morelos was a mestizo who called for wide-ranging social and political reform. He wanted to improve

History Background

A Deadly, Microscopic Enemy French forces in Haiti were up against more than Toussaint L’Ouverture’s brilliant leadership and valorous soldiers. They also had to fight an enemy they could not see or begin to understand: yellow fever. Although no one realized it then, yellow fever is a virus carried by mosquitoes and is extremely prevalent in tropical Haiti. Soldiers who caught the virus became dizzy and developed high fevers and muscle aches. Their gums bled. Many became comatose and eventually died. Historians estimate that of the 60,000 French troops Napoleon sent to the Caribbean, more than 80 percent (48,000) contracted yellow fever and died, including General Leclerc, Napoleon’s brother-in-law. Some 20,000 British troops also died of malaria and yellow fever before abandoning the island.

Slaves Win Freedom for Haiti

Instruct

Introduce On the board, write the words Toussaint L’Ouverture told his troops on the eve of a critical battle: “We are fighting so that liberty—the most precious of all earthly possessions—may not perish.” Ask Why was liberty so important to Toussaint’s army? (They were former slaves.) What can you tell about Toussaint from this quotation? (He was very intelligent, well-read, dedicated, and absorbed.)

Teach Explain that conditions for slaves in Haiti were extremely brutal, and the slaves retaliated with much violence when they revolted. Ask Why did France, Spain, and Britain all send troops to fight Toussaint’s army? (They all wanted the lucrative colony of Haiti. They also feared the slave rebellion would spread, and they depended on the slave trade.) Why might revolutionary France not have been very sympathetic with Toussaint’s rebellion? (It depended on money from Haiti’s plantations.)

Analyzing the Visuals Have students study the painting of Toussaint and his army in battle and the inset map. Ask them to describe Haiti’s location and discuss what they may know about the country today. (It endures great poverty and political turmoil.) What does the painting suggest about the difficulties Toussaint’s army faced? (They were fighting well-equipped and well-trained soldiers.)

Independent Practice

Biography To help students better understand Haiti’s revolution, have them read the biography Toussaint L’Ouverture and complete the worksheet.

Monitor Resources, Unit 1, p. 70

Monitor Progress To review the section so far, have students reread the black headings and summarize the content under each heading.

Answer

Caption They preferred death to a return to slavery.
Mexico and Central America Revolt

Instruct

- Introduce: Inform students that Mexicans and Mexican Americans celebrate September 16 as independence day. Ask why the date is celebrated even though Father Hidalgo’s rebellion failed. (It was the day the struggle for independence began, like the Fourth of July in the United States.)

- Teach: Ask why you think Mexico’s first two independence leaders were priests? (Priests were among the best educated people. They also had close contact with poor mestizos and Native Americans and saw their living conditions.) What were Iturbide’s motives for rebellion? (To seize power as emperor and avoid liberal reforms from Spain.) Why do you think Iturbide was quickly overthrown? (Many of those who fought with him for independence wanted liberal reforms.)

- Quick Activity: Using the Think, Write, Pair, Share strategy (TR, p. 23), have students brainstorm slogans. Then ask each pair to create banners for the revolutionary forces of Patmos Hidalgo and Morelos.

Independent Practice

Primary Source: To help students better understand Father Hidalgo’s rebellion, have them read the selection From the Deere of Hidalgo and complete the worksheet.

Monitor Progress

As students fill in their charts, circulate to make sure they include the rebellions of Hidalgo, Morelos, and Iturbide. For a completed version of the chart, see Note Taking Transparencies, p. 63.

Answer

When Spanish liberals forced the king to issue a constitution, Iturbide fought for independence to avoid liberal reforms.

158 Revolutions in Europe and Latin America

Spanish officials rejected the demand. In 1780, Tupac Amaru’ organized a revolt. A large army crushed the rebellion and killed its leader, but his rebellion did call attention to the system of forced labor, which was eventually abolished. Have students research Tupac Amaru’, write a brief biography, and create a design for a Web page about him.

conditions for the majority of Mexicans, abolish slavery, and give the vote to all men. For four years, Morelos led rebel forces before he, too, was captured and shot in 1815. Spanish forces, backed by conservative creoles, hunted down the surviving guerrillas. They had almost succeeded in ending the rebel movement when events in Spain had unexpected effects.

Mexico Wins Independence

In Spain in 1820, liberals forced the king to issue a constitution. This move alarmed Agustin de Iturbide (es tew 300-day), a conservative creole in Mexico. He feared that the new Spanish government might impose liberal reforms on the colonies as well. Iturbide had spent years fighting Mexican revolutionaries. Suddenly in 1821, he realized it too. Backed by creoles, mestizos, and Native Americans, he overthrew the Spanish viceroy. Mexico was independent at last. Iturbide took the title Emperor Agustin 1. Then, however, liberal Mexi- canos toppled the would-be monarch and set up the Republic of Mexico.

New Republics Emerge in Central America

Spanish-controlled lands in Central America declared independence in the early 1820s. Iturbide tried to add these areas to his Mexican empire. After his overthrow, local leaders set up a republic called the United Provinces of Central America. The union soon fragmented into the separate republics of Guatemala, Nicaragua, Honduras, El Salvador, and Costa Rica.

Revolution Ignites South America

In South America, Native Americans had rebelled against Spanish rule as early as the 1700s, though with limited results. It was not until the 1800s that discontent among the creoles sparked a widespread drive for independence.

Bolivar Begins the Fight

In the early 1800s, discontent spread across South America. Educated creoles like Simón Bolívar admired the French and American revolutions. They dreamed of winning their own independence from Spain. In 1808, when Napoleon Bonaparte occupied Spain, Bolívar and his friends saw the occupation as a signal to act. In 1810, Bolívar led an uprising that established a republic in his native Venezuela. Bolívar’s new republic was quickly toppled by conservative forces. However, for years, civil war raged in Venezuela. The revolutionaries suffered many setbacks. But Bolívar was forced into exile on the island of Cuba.

Then, Bolívar conceived a daring plan. He would march his army across the Andes and attack the Spanish at Bogotá, the capital of the viceroyalty of New Granada (present-day Colombia). First, he cemented an alliance with the hard-riding Echeverre, or Venezuelan cowboys. Then, in a grueling campaign, he led an army through swampy lowlands and over the snow-capped Andes. Finally, in August 1819, he surprised and captured Bogotá from the surprised Spanish.

Other victories followed. By 1821, Bolívar had succeeded in freeing Caracas, Venezuela. “The Liberator” as he was now called, then moved south into Ecuador, Peru, and Bolivia. There, he joined forces with another great leader, José de San Martín.
Revolution Ignites South America

Crossing the Andes Two spectacular crossings of the Andes led to the liberation of South America. Revolutionary forces were no match for Spanish troops in direct combat. So José de San Martín came up with the fantastic idea of crossing the Andes from Argentina to launch a surprise attack on Chile. He crossed in great secrecy in January 1817 with 3,000 men, half of whom were former slaves. He lost many men, horses, and mules but succeeded in liberating Chile. He then invaded Peru by sea. Two years later, Simón Bolívar crossed the Andes in the north, surprising Spanish troops and liberating Colombia. In 1822 the two liberators met in Ecuador. San Martín told a friend, “There isn’t enough room for Bolivar and me in Peru.” San Martín withdrew, and Bolívar completed the liberation of Peru.

Thinking Critically
1. Synthesize information. Why did so many Latin American nations gain independence by 1820?
2. Recognize Cause and Effect. What influenced the leaders of Latin American independence? H-SS 10.2.1

Answers
1. Strong leaders galvanized revolts.
2. Enlightenment ideals and the French and American revolutions.
Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

Teaching Resources, Unit 1, p. 64
- To further assess student understanding, use Progress Monitoring Transparencies, 15

Reteach

- If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 36

Adapted Reading and Note Taking Study Guide, p. 36

Spanish Reading and Note Taking Study Guide, p. 36

Extend

- See this chapter’s Professional Development pages for the Extend Online activity.

The revolutions won independence but failed to unite the lands or win social or democratic reforms.

San Martin Joins the Fight Like Bolivar, Simón Martín was a creole. He was born in Argentina but went to Europe for military training. In 1810, this gifted general helped Argentina win freedom from Spain. He then joined the independence struggle in other areas. He, too, led an army across the Andes, from Argentina into Chile. He defeated the Spaniards in Chile before moving into Peru to strike further blows against colonial rule. Simon turned his command over to Bolivar in 1822, allowing Bolivar’s forces to win the final victories against Spain.

Freedom Leads to Power Struggles The wars of independence ended by 1824. Bolivar then worked tirelessly to unite the lands he had liberated into a single nation, called Gran Colombia. Bitter rivalries, however, made that dream impossible. Before long, Gran Colombia split into four independent countries: Colombia, Panama, Venezuela, and Ecuador.

Bolivar faced another disappointment as power struggles among rival leaders triggered destructive civil wars. Before his death in 1830, a discouraged Bolivar wrote, “We have achieved our independence at the expense of everything else.” Contrary to his dreams, South America’s common people had simply changed one set of masters for another.

Brazil Gains Independence When Napoleon’s armies conquered Portugal, the Portuguese royal family fled to Brazil. When the king returned to Portugal, he left his son Dom Pedro to rule Brazil. If “Brazil demands independence,” the king advised Pedro, “rebel not: it is yourself and put the crown on your own head.”

In 1822, Pedro followed his father’s advice. A revolution had brought new leaders to Portugal who planned to abolish reforms and demanded that Dom Pedro return. Dom Pedro refused to leave Brazil. Instead, he became emperor of an independent Brazil. He accepted a constitution that provided for freedoms of the press, freedom of religion, and an elected legislature. Brazil remained a monarchy until 1889, when social and political turmoil led it to become a republic.

Answer

- The revolutions won independence but failed to unite the lands or win social or democratic reforms.

Section 3 Assessment

1. Students may answer either that many of the terms identify groups in the racial and social structure or that they are the names of Latin America’s revolutionary leaders.

2. Simón Bolívar, Toussaint L’Ouverture, Father Miguel Hidalgo, Father José Morelos, and José de San Martín helped Latin America gain independence from European powers.

3. Economic and political power was concentrated in the hands of the few Europeans, especially peninsulares, causing resentment and bitterness from the other classes.

4. (a) Toussaint L’Ouverture’s slave revolt (b) Creoles did not want to give up power to mestizos or Native Americans.

5. He admired their embodiment of Enlightenment ideals of freedom and individual rights.

For additional assessment, have students access Standards Monitoring Online at Web Code mza-2031.