

Chapter 12

The Geography and History of Latin America

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Engagement: Vocabulary Trading Card

Assign each student a vocabulary term from the list. Using the Trading Card template provided in the workbook activity sheets, instruct students to do the following for their term:

1. Define the term.
2. List two synonyms.
3. List one antonym.
4. Identify the social science (including history) most closely connected to the term.
5. Draw an image related to the term.
6. Rate the importance of the term in the chapter (one to five stars).

When the cards are completed, have the students share their trading card information with the class.

NOTE: Websites and their URLs are continuously changing. The Internet addresses included throughout this program were operative when the text was published.

UNIT 4 LATIN AMERICA

Chapter 12

The Geography and History of Latin America

CHAPTER PREVIEW

People

Jorge Mario Bergoglio (Pope Francis), Christopher Columbus, Augusto Pinochet, Somoza family, Joaquín “El Chapo” Guzmán

Places

Latin America, Central America, Caribbean Sea, Andes Mountains, Atacama Desert, Amazon River, Panama Canal

Terms

isthmus, pope, Maya, Aztec, Inca, Columbian Exchange, conquistadors, Monroe Doctrine, dictator, drug cartel, migration, recession



Notes

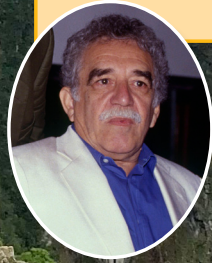
If you look at a globe, you are not likely to find a region called Latin America. There is the continent of South America. Central America might be labeled at the southern tip of the North American continent. Where on the globe is Latin America? To answer this question, you will need a lesson in languages.

The language of the ancient Roman Empire thousands of years ago was Latin. Modern languages that grew out of Latin are called Romance languages. They include Spanish, Portuguese, and French. In most countries in Central and South America, as well as island countries of the Caribbean Sea, one of these languages is spoken today. This is the result of colonization of these lands by Spain, Portugal, and France. The Spanish-, Portuguese-, and French-speaking countries are known as Latin American countries. Some people, however, label all countries of Central and South America and the Caribbean as part of Latin America.

English and Dutch are German-based languages, so countries such as Guyana (English-speaking) and Suriname (Dutch-speaking) are not included by some as Latin American countries even though they are South American. There is more to all of these countries than language, however.

"I must try and break through the clichés about Latin America. Superpowers and other outsiders have fought over us for centuries in ways that have nothing to do with our problems. In reality we are all alone."

- Gabriel García Márquez,
Columbian novelist



Background: Machu Picchu is a 15th-century Incan citadel in Peru.



Lesson Launch: Class Discussion

Ask students what they know about Latin America and what they have learned about Latin America in the past. Ask students if they have personal or family connections to any of the countries in Latin America. Celebrate the diversity in your classroom by having students place a pin on their country of origin.

Questioning

Ask students: What confusion could be caused by the different ways of referring to the region of Latin America?

Reading Quotations

The quote on this page is from Gabriel García Márquez, an award-winning Colombian writer. Ask students why they think his quote mentions that Latin America was alone in its problems despite many countries' involvement in the region. Have a discussion about how many countries colonized the region and how many Latin American countries still deal with instability today.

Using Photographs and Illustrations

Have students look at the image of Machu Picchu in the Andes Mountains and ask them: Why do you think it took a long time for Europeans to discover this ancient Incan city? What do you think is significant about the site?

Notes

Answer to Map 12.1 Skill

Panama forms the connection between Central America and South America.

Answer to Map 12.2 Skill

The countries of South America with the highest elevations are Peru, Argentina, Bolivia, and Chile. These countries have parts of the Andes Mountain range.

Building Background Knowledge

South America is a continent of extremes. The longest mountain range in the world is the Andes, the driest place on Earth is the Atacama Desert, and the world's largest rainforest is the Amazon Rainforest.

Questioning

Ask students: Which Latin American countries are landlocked? How is this an economically significant issue? (Bolivia and Paraguay; it is difficult to ship goods directly in and out of landlocked areas.)

MAP 12.1 CENTRAL AMERICA

Map Skill: What country in Central America forms the connection to South America?

MAP 12.2 SOUTH AMERICA

Map Skill: What South American countries have the highest elevations?

Area: 7,412,000 square miles

Population: 641,029,306

Bounded by:

Pacific Ocean
Atlantic Ocean
Caribbean Sea
Gulf of Mexico

Highest point:

Aconcagua (Argentina)
22,841 feet above sea level

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Notes

Figure 12.1

Timeline: Latin America

1900

- 1910 Mexican Revolution began
- 1914 Panama Canal opened to ship traffic
- 1937 Somoza family came into power in Nicaragua
- 1953 Cuban Revolution began, led by Fidel Castro
- 1974 Augusto Pinochet became president of Chile
- 1980 Last Somoza family leader assassinated
- 1985 Brazil returned to democratic rule after 21 years of military dictatorship
- 1994 North American Free Trade Agreement (NAFTA)
- 2008 Pathways to Prosperity in the Americas launched
- 2013 Jorge Mario Bergoglio of Argentina became Pope Francis
- 2014 Joaquín "El Chapo" Guzmán arrested
- 2015 Pope Francis helped the United States and Cuba establish diplomatic relations
- 2016 Rio de Janeiro, Brazil, hosted the Summer Olympics
- 2016 Panama Canal expansion completed
- 2017 Joaquín "El Chapo" Guzmán extradited to the United States
- 2020 COVID-19 Pandemic began
- 2020 United States-Mexico-Canada Agreement (USMCA)
- 2024 Mexico elected Claudia Sheinbaum Pardo, its first female president

2000

Background: The Panama Canal is a 51-mile waterway connecting the Caribbean Sea with the Pacific Ocean.

Building Background Knowledge

The French started and then abandoned the Panama Canal project. The United States took over and completed the project, and control of the canal was given to the Panamanian government in 1999.

Non-Verbal Representation

Have students review the timeline. Ask students: How long was Brazil under Portuguese control? (322 years) What major economic events of the 20th and 21st centuries are listed in the timeline? (answers will vary)

Questioning

Ask students: What countries are mentioned on the timeline? What events on the timeline led to economic prosperity? What events led to times of instability?

Notes

Section 1

The Land and People of Latin America

Outline

- A. Location and Features of Latin America and the Caribbean
- B. Locating Countries of Latin America
- C. Languages of Latin America
- D. Religion of Latin America

Materials

Textbook, pages 308-313
 Student Workbook
 Teacher Tech
 Website
 Lesson Plan
 Guided Reading 12-1
 Online Textbook

Lesson Launch: Illustrated Vocabulary

Have students define the key terms and use them in their own sentences. Then as they read the section, have them draw a small picture or symbol for each term. Have students share their illustrations with a partner after reading and drawing.

Collaboration: Think-Pair-Share

Have students consider this question individually, then pair up with a collaborative partner, and finally share their thoughts with the class: What are the benefits and challenges of Latin America's location? Guide students to examine the number of borders and waterways that benefit trade. Discuss with students the benefits of the warm climate and access to a variety of resources. Additionally, discuss how the area allows for the exchange of not only goods but also ideas between countries.

SECTION 1

The Land and People of Latin America

AS YOU READ, LOOK FOR...

- » natural and man-made features of Latin America;
- » location of key countries in Latin America;
- » major languages spoken in Latin America;
- » major religions practiced in Latin America;
- » terms: **isthmus**, **pope**.

Did You Know?

The least-populous of the Latin American territories is the island of St. Barts, claimed by France, with a population of about 10,000. The least-populous independent country in Latin America is Uruguay, with about 3.3 million people.

Location and Features of Latin America and the Caribbean

Latin America is located on two continents: North America and South America. The region is located in the western hemisphere and spans both the northern and southern hemispheres. The Atlantic Ocean is on the eastern side, and the Pacific Ocean is on the west.

It is good to know some of the main features of the land and water in more detail. Examine the map in this chapter and locate the United States. Then look southward to Mexico and notice a large area of mountains. This is the Sierra Madre range, which is the chief mountain range of Mexico. There is a large body of water on the western side of Mexico—the Pacific Ocean—which stretches down the entire western side of Central and South America. On the eastern side of Mexico, there are two smaller bodies of water—the Gulf of Mexico and the Caribbean Sea. The Gulf of Mexico is north of the Caribbean Sea. It touches both the United States and Mexico. It is here that warm waters flow in a river-like current to form the North Atlantic Gulf Stream. These warm waters cross the Atlantic and help to moderate the temperatures in countries of Northern Europe such as Great Britain and Germany. Farther south is the Caribbean Sea. It is bounded on the west and south by Mexico and Central America, on the south by South America, and on the north and east by many islands.

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Featured Strategy

Looking through the lens of a Geographer

Remind students that as they study the countries in Latin America, they will be using at least four different lenses: that of a historian, a geographer, a political scientist, and an economist. Chapter 12, Section 1 focuses on the lens of a geographer. Tell students that, when looking at events through the lens of a geographer, they need to ask and answer questions like these:

- » Where is this place?
- » How did people use the land?
- » Why might people stay in or leave this place?
- » How has this place changed over time?

Give small groups or pairs of students two minutes to find an image in the book that shows a place. Have them discuss what they notice in the image, then work together to answer the four questions above in the context of the image.



Moving south from Mexico on the map, you will find many smaller countries in Central America. This region is an **isthmus**, or narrow strip of land connecting two landmasses. Move further south into South America to find three main physical features: the Andes Mountains, the Atacama Desert, and the Amazon River. The Andes Mountains run the length of the western side of South America. The world's second-longest river, the Amazon, runs nearly across the widest part of South America, from the Andes Mountains eastward to the Atlantic Ocean. Further south, along the Pacific side of South America, the Andes Mountains block wind and rain, creating the second-driest place on earth, the Atacama Desert.

Locating Countries of Latin America

The United Nations recognizes 33 countries and 15 territories in Latin America and the Caribbean. Use the map to locate a few of them. Notice that Mexico has a long border with the United States. The country plays an important role in the economy of the United States. At the southern end of Central America is the Isthmus of Panama, home to the country of Panama and the Panama Canal. The canal serves as a shortcut for ships traveling between the Atlantic and Pacific Oceans.

At the northern tip of South America is Colombia, a country that is crossed by the Equator. To the east is oil-rich Venezuela, and south of Venezuela is Brazil, the largest country in South America. It is known for the Amazon River and the Amazon Rain Forest. Look west and south to find the long, thin country of Chile. This country is over 2,600 miles from north to south, making it one of the longest north-south countries in the world, yet it is only about 200 miles wide from west to east.

In addition to these countries, there are many island nations. An important one is Cuba. To find Cuba, locate Florida in the southeastern United States. South of Florida is a long island stretching to the southeast. This is Cuba. It is bounded on the northwest by the Gulf of Mexico, on the northeast by the Atlantic Ocean, and on the south by the Caribbean Sea. At its closest point, Cuba is only about 90 miles from the United States.



Did You Know?

In the center of the Atacama Desert in Chile, there are places where not even one drop of rain has ever been recorded.

Opposite Page: Cayo de Agua, Los Roques Archipelago, Venezuela. **Above:** Volcáns de Agua, Fuego, and Acatenango in Guatemala. **Below:** Varadero resort area in Cuba.

Non-Verbal Representation

Have students create a graphic organizer to compare the physical regions and countries of Latin America.

Building Background Knowledge

Discuss the importance of the Equator to the environment. Point out that the world's tropical rainforests are located along the Equator, and the world's deserts are located along the Tropic of Capricorn and the Tropic of Cancer.

Did You Know?

The Humboldt Current creates rich fishing grounds off the Atacama Desert coast of Chile. You can find penguins in the desert along its shores!

Notes

Special Feature: The Panama Canal

Questioning

Ask students: What challenges did the builders of the Panama Canal face due to the environment?

Mapping Activity

Ask students to predict the direction they think ships will travel as they navigate from the Atlantic to the Pacific Ocean through the Panama Canal (most will think from east to west). Have students study the map of Panama and the Panama Canal on page 311 which provides a detailed view of the canal's path. They will discover that due to the isthmus of Panama's bend in the vicinity of the canal that travel through the canal is the opposite direction from what they might assume. Ships traveling from the Atlantic to the Pacific Ocean travel in a northwest to southeast direction. Ships traveling from the Pacific to the Atlantic Ocean travel southeast to northwest.

Comparison and Contrast

Have students compare and contrast the journey through the Panama Canal versus sailing around the southern tip of South America. What are some of the advantages of the journey through the canal?

Special Feature The Panama Canal

Have you ever wondered why the Panama Canal was built? The Spanish were the first to imagine a canal that connected the Atlantic and Pacific Oceans during the 16th century. They envisioned a canal either in Panama or Nicaragua. In the mid-1800s, the United States built a railroad across Panama, which gave people the idea that the canal should be in Panama. In fact, the Panama Canal follows most of the route used by the railroad.

The first person to attempt to build the canal was a man named Ferdinand de Lesseps, who was funded by a French company. Work on the canal began in 1881. The company had high hopes for de Lesseps because he had just finished building the Suez Canal in Egypt that connects the Mediterranean Sea with the Red Sea. Unfortunately, de Lesseps was not prepared for how different Panama would be from Egypt. The weather was hot and humid, and the terrain was very different. Additionally, tropical disease claimed the lives of over 20,000 workers. By 1889, very little progress had been made, and the company that was funding de Lesseps failed. The canal remained unfinished until 1914.



Background: A large cargo ship moves through the locks of the Panama Canal.

Notes

[illegible]

In 1902, the United States Congress passed the Spooner Act that authorized the government to buy the rights to build the Panama Canal. However, negotiations with the Colombian government that controlled Panama were not successful. As a result, in 1903, Panama declared its independence from Colombia, and the United States recognized it as an independent country. Construction on the canal began in 1904, and less than half of the first French canal was even used! The construction workers learned from the mistakes of de Lesseps and were better prepared with more effective medicine to combat the tropical diseases and better machinery. Even so, over 5,600 men died from tropical diseases. The canal finally opened on August 15, 1914, but there was little celebration because World War I was just beginning in Europe.

Today, the Panama Canal is one of the most important shipping routes in the world. The 48-mile-long canal uses a system of locks and compartments to move ships from one ocean to the other. The locks raise the ships from sea level to about 85 feet at Gatun Lake. Once at this height, the ships enter another series of locks, lowering the vessels to sea level. The trip lasts about nine hours from start to finish, but it saves the ship, passengers, and cargo a tremendous amount of time compared to sailing around South America. Between 13,000 and 14,000 ships use the canal annually. An expansion completed in 2016 allowed larger container ships to travel through the canal, so ship traffic is expected to continue growing.



Questioning

Ask students: Why would it benefit the United States to finish the Panama Canal even though it is on foreign land?

Did You Know?

The size of the Panama Canal has influenced the design of ships, which are based on the canal's depth and width. As the canal has been expanded, larger vessels have been built to carry even more goods through the canal.

Summarizing

Have students create a list of five ways that the Panama Canal has a positive impact on international trade between countries.

Notes

Graphic Organizer

Have students create a chart of languages and the countries that speak the languages. Make sure they include English, French, Spanish, and Portuguese.

Building Background Knowledge

Ask students if anyone in the class speaks French, Spanish, or Portuguese. If they do, encourage them to share a few words or phrases in the language. If you don't have any speakers of other languages, you can look up a few words or phrases to share with your students.

Collaboration

Discuss the different languages of the Caribbean and why these languages are spoken in those places today.

Questioning

Ask students: Why might the importance of tourism encourage locals to be multilingual?



In Other Words

A Portuguese-speaker is known as a lusophone; a French-speaking person is a francophone.

Top: The Spanish flag with the phrase "Do you speak Spanish?" **Right:** Sign in Japanese, Portuguese, and English in Oizumi, Japan, which has a large lusophone community due to the return immigration of Japanese Brazilians **Opposite Page, Top:** La Iglesia y Ex Convento de San Juan Bautista in Coyoacán in Mexico City. **Opposite Page, Bottom:** Pope Francis with Argentine President Cristina Fernández de Kirchner, holding a mate, the traditional caffeine-rich Argentine drink.

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Languages of Latin America

As the Spanish and Portuguese conquered the indigenous people, they spread their languages and religion across Central and South America and the Caribbean. Spanish is the most common language there today with over 300 million native speakers, although there are many accents and varieties of Spanish depending on location. Spanish is the official language of 18 countries in the region. Portugal ruled Brazil from the 1500s until 1822, so Portuguese is the official language of Brazil. Because Brazil is such a large country in area and population, Portuguese is spoken by over 200 million Latin American people.

The written languages of Spanish and Portuguese use the same basic alphabet as English—the Roman, or Latin, alphabet. However, there are some additions that allow all the sounds of the language to be written. In Portuguese and French, for instance, the cedilla is needed. It is written like this: ç. The wavy tilde is added for some sounds such as the Spanish ñ and Portuguese ã and õ.

Smaller numbers of people speak other languages in the region. Dutch, French, and English are official languages of some smaller countries and territories. Some of the indigenous people of Central and South America moved into the mountains and into the jungles. This isolated them from the European explorers and colonists, so their languages survive today. Quechua, language of the Incas, is an example. It is spoken by nearly 10 million people in western South America. Guarani and Aymara are other native languages spoken by nearly 8 million South Americans. African languages have survived in some places. Haitian Creole, for instance, is a blend of French and African languages. Still, for the millions of people living in Latin America in the 21st century, Spanish and Portuguese are the most important languages for business, government, and culture.



Notes

Religion of Latin America

The religion of Latin America is mostly Roman Catholic. In the Roman Catholic Church, all believers are considered to be united under the leadership and ministry of the **pope**, who is the Bishop of Rome (Italy). During the colonial period, the governments of Spain, Portugal, and France, whose official religion was Roman Catholic, were rivals in politics but were supposed to have a common allegiance to the pope and the Roman Catholic Church. These countries paid for missionaries to go to the New World. They also paid for the construction of missions and churches.

Priests, friars, and monks of the Roman Catholic Church set up missions all over Latin America to convert the indigenous people to Christianity. They also ministered to the Europeans who moved to the area. The governments at times supported the church with protection by the army. Indigenous people were often forced to say they were accepting Christianity. However, they often continued to practice their traditional beliefs. Some people mixed their traditional beliefs with beliefs of the Roman Catholic Church.

As a result of these influences, it is estimated that over 425 million people, or 40 percent of the Roman Catholic Church population, is Latin American. In 2013, Jorge Mario Bergoglio of Argentina became the first pope from Latin America. He took the name Francis. Pope Francis emphasized the need to help the poor, and he helped to bring together leaders in Cuba and the United States to restore diplomatic relations in 2015. Pope Francis died in 2025.



REVIEW AND SUMMARIZE

1. On which continents is Latin America located?
2. Which two languages are primarily spoken by people in Latin America?
3. Which religion is dominant in Latin America?
4. What connection does Pope Francis have to Latin America?

Questioning

Ask students: How did the missionaries sent by Spain, Portugal, and France influence the spread of religion in Latin America?

Building Background Knowledge

While Catholicism was prevalent due to the impact of European colonization, some indigenous religious beliefs persisted in practice.

Answers to Review and Summarize

1. Latin America is located on the continents of North America and South America.
2. People in Latin America primarily speak Spanish and Portuguese.
3. The Roman Catholic branch of Christianity is dominant in Latin America.
4. Pope Francis was from Argentina. He was the first Latin American elected as pope.

Notes

Section 2

From Colonies to Independence

Outline

- A. Indigenous People
- B. The Columbian Exchange
- C. African Slavery
- D. Independence Movements

Materials

Textbook, pages 314-318
 Student Workbook
 Teacher Tech
 Website
 Lesson Plan
 Guided Reading 12-2
 Online Textbook

Lesson Launch: Illustrated Vocabulary

Have students define the key terms and use them in their own sentences. Then, as they read the section, have them draw a small picture or symbol for each term. Have students share their illustrations with a partner after reading and drawing.

Answer to Map 12.3 Skill

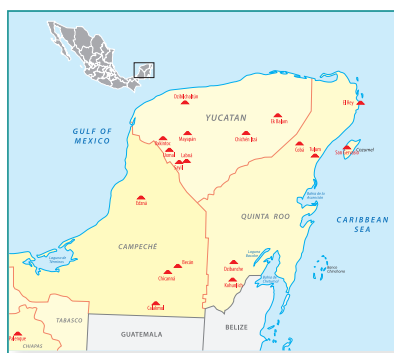
They represent Mayan pyramids.

SECTION 2

From Colonies to Independence

AS YOU READ, LOOK FOR...

- » people who lived in Latin America before the arrival of Europeans;
- » changes brought to the Old World and the New World by the Columbian Exchange;
- » the role of enslaved Africans in providing labor for the European colonies in Latin America;
- » independence movements across the Americas in the 18th and 19th centuries;
- » terms: **Maya**, **Aztec**, **Inca**, **Columbian Exchange**, **conquistadors**, **Monroe Doctrine**.



Indigenous People

Central and South America had amazing ancient cultures. These native cultures built empires that managed farms to feed their people, traded goods with nearby people, and developed complex social organizations. Throughout Latin America today, there is evidence of these now-vanished civilizations.

The **Maya** civilization developed in Central America on the Yucatán Peninsula. It seems to have reached its peak around 2,000 years ago. Its cities had temples, roads, ball fields, and pyramids. The Maya were known to trade in corn, beans, and squash, which were common crops in all of the Americas. They were also known to trade in chocolate!

Among the most famous of the indigenous people of Central and South America were the Aztec and the Inca. More is known about these people because their civilizations

were thriving when the European explorers began to arrive following Christopher Columbus's voyages.

The **Aztec** Empire was centered in what is now Mexico. Its capital city, Tenochtitlán, was built on islands in a lake where Mexico City is today. A large pyramid and island gardens made the city an impressive place.

Further south along the western coast of South America, the **Inca** Empire developed in the Andes Mountains. The empire's leader, known as the Sapa Inca, used a network of over 14,000 miles of roads through the mountains. A messenger system of runners delivered communication throughout the Inca Empire.

MAP 12.3 YUCATÁN PENINSULA

Map Skill: After reading the text, what do you think the red symbols on the map represent?

Featured Strategy Previewing

Have students take a Picture Walk through Chapter 12, Section 2 by looking at the pictures and reading titles and captions. Have them work collaboratively with a partner to write a prediction of what they think each section will be about based only on the pictures. Have partners share their thoughts with another pair of partners before holding a whole-class discussion.

Figure 12.2 The Columbian Exchange



The Columbian Exchange

The rhyme that goes “In fourteen hundred ninety-two, Columbus sailed the ocean blue” is well known to American schoolchildren. It summarizes the time when European explorer Christopher Columbus made contact with the people of the Americas. This event started an exchange between the Old World (Europe) and the New World (the Americas). This **Columbian Exchange** included goods, people, ideas, plants, animals, and diseases.

One of the goals of the Europeans was to increase the wealth of their home countries. Crops were brought from the Old World to the New World including the grains barley, wheat, and rye. Sugar, bananas, and citrus fruits such as oranges were introduced as well. Wheat grown in Mexico and Argentina and sugar grown in the Caribbean and Brazil became important to the region’s economy. Cattle, goats, and sheep became important in the grasslands of Mexico, Venezuela, and Argentina.

As the Spanish and Portuguese spread their empires, the indigenous populations began to decline. Disease was a big part of this decline—killing an estimated 50 to 75 percent of the population. The indigenous people did not have a natural immunity to diseases such as smallpox, measles, and malaria. These diseases, among others, ravaged their populations. War with the Europeans was another cause for the decline.

In order to meet the demand for goods to be sent back to Europe, the Europeans transported Africans to the New World as enslaved servants to work in mines and on plantations and to do other jobs against their will. The Africans became part of this trans-Atlantic exchange, too.

Did You Know?

The language of the Inca, Quechua, is spoken today by nearly half of Peru’s people.

Non-Verbal Representation

Create a graphic organizer that shows the crops, animals, and diseases that were new to the people of the New World brought from the Old World.

Quick Write

Have students look at the graphic on page 315. Ask students to consider what life would be like if there had not been the exchange of people, goods, and ideas from the Columbian Exchange.

Consider providing some sentence frames for students. Here are some examples:

- » If _____ had not been traded, we might not have _____ today...
- » There would not be _____ if we did not have the Columbian Exchange.
- » _____ was caused by _____, which led to...

Questioning

Ask students: What were some of the negative impacts of the Columbian Exchange?

Building Background Knowledge

Have students research Carnival in Brazil and the Day of the Dead (Día de los Muertos) in Mexico. Have them write a paragraph answering the following question: How are festivals like Carnival and Día de los Muertos examples of the Columbian Exchange and cultural diffusion?

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Notes

Special Feature: The Pope's Line of Demarcation

Questioning

Ask students: What does the line of demarcation show about the true power of the Pope?

Building Background Knowledge

The Catholic Church was the single most important organization in Latin America and was the largest landowner in New Spain. The church was the center of colonial life in Latin America.

Summarizing

Have students create a summary acrostic using the word *demarcation* to summarize the impact of Pope Alexander VI's decision on Latin America.

Special Feature The Pope's Line of Demarcation

You have learned how the European powers of Spain, Portugal, England, France, and the Netherlands competed to gain territory across the world and in newly discovered lands. Have you ever wondered why there was never a major war fought over all the land discovered by Christopher Columbus? That was because Pope Alexander VI issued a bull, or official decree, to solve the issue.



After Columbus returned to Spain with stories of the New World, the monarchs of Spain—Isabella and Ferdinand—were anxious to gain control of this new land. They asked Pope Alexander VI to issue a papal bull that would give them claim to all the new land. As head of the Roman Catholic Church in the 15th century, Pope Alexander VI was always involved in international relationships across Europe. Because he was born in Spain, the Pope wanted what was best for Spain and agreed to issue the bull. On May 4, 1493, a papal bull of demarcation was issued that divided the new lands between Spain and Portugal. According to the bull, an imaginary line was drawn from the North Pole to the South Pole 100 leagues, or about 320 miles, west of the Cape Verde Islands. Everything to the west of this imaginary line would be

controlled by Spain, and everything to the east of the line would be Portugal's land. Remember, at this point in history, no one knew how much land was in the New World.

It is not surprising that this papal bull was unpopular with Portugal, as well as with other European nations that were completely left out. In fact, this line of demarcation even prevented Portugal from continuing its explorations of Africa. On June 4, 1494, ambassadors from Portugal and Spain met in the city of Tordesillas, Spain. At this meeting, the ambassadors agreed to move the line of demarcation to 370 leagues, or 1,185 miles, west of the Cape Verde Islands. This agreement is known as the Treaty of Tordesillas. Because of this agreement, Portugal was able to gain control of the eastern section of Brazil once it was discovered by Pedro Álvares Cabral in 1500. This is why Portuguese is spoken in Brazil today! Why do you think the European countries wanted to avoid conflict over newly discovered lands?

Background: Treaty of Tordesillas.
Inset: A detail of The Resurrection fresco in the Borgia Apartments in Vatican City shows Pope Alexander VI in prayer.

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Notes



MAP 12.4
SLAVE TRADE

Map Skill: About what part of the people forced from Africa into slavery were sent to Central and South America?

African Slavery

Gold and silver found by **conquistadors** (conquerors) made Spain and Portugal wealthy. The wealth also made the countries powerful. At first, these metals could be taken from the native people. As those supplies were used up, the Europeans decided to set up mines to find more. As more Europeans came to the Americas, some looked for ways to grow crops that could be sold in Europe. Sugarcane grew well in the Caribbean and in the tropics of Central and South America. Sugarcane was used to make sugar, molasses, and rum.

Both of these projects required a large and inexpensive labor force. The Europeans looked to Africa to increase the number of laborers. Africans were brought to the Americas by ship. The situation developed into the transatlantic slave trade, a massive, forced migration of African people eastward by ship across the Atlantic Ocean. Those who survived the journey had a hard life in the New World, with long hours of work, poor housing, and poor nutrition. Children born to the Africans were considered slaves, too. Children born to enslaved people were also considered slaves, facing a lifetime of work with no opportunity for freedom. For about three hundred years, businesses that depended on enslaved labor grew. The number of enslaved people increased, and the plantations cultivating cash crops expanded. The most profitable plantations were in tropical areas near the coast, where large farms could be established.

This labor force helped to build many of the countries of Latin America, but most of the wealth was sent back to Europe. As different countries gained freedom from Europe in the 1800s, they ended slavery. Today, the descendants of formerly enslaved people are an essential part of Latin America's culture. Most of the descendants still live in areas where plantation farming was important. Intermarriage of people from different continents has produced a diverse culture. People with only African ancestors or people with both African and European ancestors (mulattoes) live in large numbers in these countries. For instance, about 60 percent of Cubans and nearly 50 percent of Brazilians are in these groups.

Answer to Map 12.4 Skill

Approximately 95 percent of the enslaved people were sent to Central and South America.

Non-Verbal Representation

Have students create a graphic organizer summarizing five major points on the impact of African slavery on Latin America.

Building Background Information

Tragically, African slavery was not unique to the Americas. For centuries, the African slave trade was centered on the Islamic slave trade across the Sahara and to different empires in the Middle East.

Questioning

Ask students: Why do you think the popularity of American goods and food in Europe only intensified slavery in the Americas?

Notes

Questioning

Ask students: What was the intent of the Monroe Doctrine?

Non-Verbal Representation

Have students create a graphic organizer showing the impact of independence movements in Latin America.

Answers to Review and Summarize

1. The three indigenous civilizations were the Maya and Aztecs in Mexico and the Incas in South America.
2. Spain and Portugal had the most impact on the New World.
3. Disease decimated native populations, Catholicism became the center of life in colonial Latin America, and the introduction of the horse and sugarcane transformed Latin America.
4. African slavery began because of mining and the expansion of sugarcane plantations. A new source of labor was needed due to the steep decline in the native population. As countries gained independence from European colonial powers in the 1800s, they abolished slavery.

Right: This mural, which depicts the idea of the Monroe Doctrine, is painted on the ceiling in a corridor of the U.S. Capitol building in Washington, DC. **Below:** James Monroe was the 5th U.S. president and the last president who had been one of the Founding Fathers.



Independence Movements

The American Revolution in 1776 was an example of people in colonies fighting for independence from their home country. The French Revolution, which began in 1789, ended the absolute monarchy of the French royal family. These events nurtured ideas of freedom in the colonies of Latin America.



Mexico's move toward independence from Spain began in 1810, but the rebels failed. Smaller rebellions failed, too, until Mexico finally gained independence in 1821. Freedom of religion and equality of all people were important parts of the Mexican independence movement. Countries further south began to gain independence, too. Brazil became independent from Portugal in 1822. Nearly all of South America was free of Spanish rule by 1825.

Through the remainder of the 19th century, the United States had a dominant role in many Latin American countries. President James Monroe declared in 1823 that the United States would not tolerate European nations colonizing in Latin America. This idea, later called the **Monroe Doctrine**, became an important part of the policy of the U.S. government. The idea was that the rivalries and wars of countries in the Old World should not affect the freedom and independence of countries in the New World. The Monroe Doctrine also led the United States to try to have greater influence over the other countries in the western hemisphere.

REVIEW AND SUMMARIZE

1. What were the three indigenous civilizations in Latin America before contact with Europe?
2. What two European countries had the most impact on the New World?
3. What were some effects of the Columbian Exchange on the New World?
4. How did African slavery get started in the New World and how was it ended?

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SECTION 3

Modern Latin America

AS YOU READ, LOOK FOR...

- » the impact on political and social life resulting from the rule of dictators;
- » the war on drugs in Latin America and its impact on the United States;
- » the impact of poverty on the people of Latin America;
- » migration patterns across the Americas;
- » terms: **dictator**, **drug cartel**, **migration**, **recession**.



Dictators and Democracy

Governments in Latin America have often had times of instability since they gained independence. Many have been ruled by military leaders or **dictators** (people who rule with total authority, often in a harsh way). During the Cold War, the United States feared the influence of the Soviet Union in the western hemisphere. This resulted in the United States supporting leaders who were not always democratically chosen in fair elections. Democratic systems have spread, however, in the past few decades. The United States and Europe have provided models of stable government that have been used to design more democratic governments in Latin America.

One example of a Latin American dictator was Augusto Pinochet of Chile. This general ruled Chile for 17 years. Many believed Pinochet was able to keep communists from taking over the country, but others viewed him as a cruel leader who disrespected the rights of anyone who opposed him. Another example is the Somoza family of Nicaragua. This dictatorial family was in power for over 40 years. During their rule, the family grew wealthy while most of the country was in poverty. Even when elections were allowed, the family remained in power until the last leader was assassinated in 1980.

Even though elections are held in most Latin American countries today, there is widespread poverty, and liberal and socialist leaders dominate politics. Many of the leaders oppose the United States and win support from voters by blaming U.S. policies for problems in their country.



Top: Simón Bolívar led the countries of Colombia, Venezuela, Ecuador, Peru, Panama, and Bolivia to independence from the Spanish Empire. **Above:** Augusto Pinochet was the dictator of Chile from 1973 to 1990.

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Section 3
Modern Latin America

Outline

- A. Dictators and Democracy
- B. The War on Drugs
- C. Poverty
- D. Migration

Materials

Textbook, pages 319-323
 Student Workbook
 Teacher Tech Website
 Lesson Plan
 Guided Reading 12-3
 Online Textbook

Lesson Launch:
Illustrated Vocabulary

Have students define the key terms and use them in their own sentences. Then as they read the section, have them draw a small picture or symbol for each term. Have students share their illustrations with a partner after reading and drawing.

Featured Strategy
Looking through the Lens of a Political Scientist

Have students read pages 319-323 in small groups. Then have them study the pictures. Remind students that as they study Latin America, they will use at least three different lenses: that of a historian, a geographer, and political scientist. Chapter 12, section 3 focuses on the lens of a political scientist.

Tell students that when looking at groups of people through the lens of a political scientist, they need to ask and answer questions like these:

- » What problems are people facing?
- » What are the rights and responsibilities of individuals?
- » What are the rights and responsibilities of the government?
- » Are people being treated fairly?

Write these questions on the board as headers on a chart. Have the small groups answer these questions and send a group member to write their group's response to each question on the board, sharing it for class discussion.

Questioning

Ask students: What are some of the ways Mexico is working to limit the impact of the drug cartels?

Non-Verbal Representation

Have students create a graphic organizer showing the impact of the war on drugs in Mexico, Cuba, and Brazil. Students should include information on how countries are combating drug trafficking and the challenges they are facing in this effort.

Building Background Representation

Much of the drug production in Latin America is fueled by the demand in North America and Europe.



The War on Drugs

The war on drugs has been an ongoing battle in the United States and many Latin American countries. Drugs such as marijuana and heroin have been illegally brought to the United States, although markets have grown to include routes around the world.

Mexico is working to restructure its police force and fund more opposition to **drug cartels** (criminal drug-trafficking organizations). Recent budgets are spending over \$15 billion for public and national security, including programs for crime prevention and justice reforms. Over the last few years, the police force has more than doubled in size and has begun encouraging citizens to be involved in crime control. Mexican states are also revamping their police forces and establishing internal affairs to control corruption.

Joaquín “El Chapo” Guzmán, one of the country’s most powerful drug traffickers, was arrested in 2014. He escaped, but authorities arrested him again in 2016. A Mexican judge ruled that El Chapo could be extradited (sent for trial) to the United States. There, he was convicted of numerous crimes and was sentenced to life in prison. In 2025, U.S. authorities arrested two of El Chapo’s sons on drug-trafficking charges.

Top: USS Rentz (FFG-46) attempts to put out a fire set by drug smugglers trying to escape and destroy evidence. **Bottom:** The arrest of Joaquín “El Chapo” Guzmán.



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Cuba has implemented nationwide programs to keep drugs from being a major problem on the small island nation. A thorough prevention and information program with active policing has kept the drug problem to a minimum. Resources are set aside to prevent drug use from spreading, and drug traffickers usually avoid Cuba because of its strict sentencing laws. The tight control the government has on its people makes controlling drug trafficking somewhat easier in Cuba than in societies where citizens have more freedom.

Although Cuba does not have a major problem with drugs, the government has committed to work with the United States on any communication and information sharing. If any criminals from the United States try to find exile in the island country, Cuba is willing to assist in capturing them and returning them to U.S. authorities.

Unlike Cuba, where education and strict policing have deterred major drug problems, Brazil has large organizations that operate throughout the country. A major source of drugs such as cocaine, Brazil is a contributor to the European drug market through western African routes. Many large, sometimes violent, cartels control the drugs from within Brazil, but also from bordering countries—Colombia, Peru, and Bolivia. These cartels use land routes as well as water routes along the Amazon River. The government of Brazil is aware the problem is a serious one. Officials are committed to taking on this problem but lack the resources to slow down the drug flow along the country's many borders and waterways. Brazil enjoyed the prestige of hosting the world for the Summer Olympics in 2016, but many in the host city of Rio de Janeiro live in poor, gang-infested areas where violence is fueled by the illegal drug trade.

Below: Luis Hernando Gomez-Bustamante, also known as “Rasguño” is arrested by the National Police of Colombia. **Bottom:** A favela in Rio de Janeiro, Brazil.



Building Background Knowledge

There are over 1,000 favelas (slums or shantytowns) in Rio de Janeiro, and the government lacks control over most of them. There are “no-go zones” where it is too dangerous for even police to enter. One major struggle for the favelas is the lack of infrastructure.

Problem Solving

Have students examine the image of the favelas and brainstorm a list of the challenges they would face if they lived in a favela. Then have students research ways to improve the quality of life in the favelas.

Questioning

Ask students: How does the poverty level in an area or country impact the crime rate in that area?



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Building Background Knowledge

Several factors have contributed to poverty in Latin America, including migration, government corruption, resource scarcity, and a growing population relying on limited resources.

Collaboration

Have students examine the images on this page and brainstorm a list of challenges that would be faced by the people living in these areas. Ask them: How could a country investing in educational systems impact the lives of people living in these areas?

Questioning

Ask students: Why is it so difficult for countries to combat poverty?

Right: Outdoor kitchen. **Bottom:** Makeshift camp along a walking path. **Opposite Page:** Venezuelan family trying to migrate to the United States.



Poverty

With a turbulent history of inequality between European and indigenous peoples, the Latin American people have suffered financially. For hundreds of years, the indigenous and multicultural people have struggled to keep up with the success of European descendants and their families. Non-Europeans in most Latin American countries have always struggled with lower pay and inadequate housing, education, and health care.

The foremost problem seems to be that people who are born in a lower class tend to stay in that social structure with no chance of change. Many areas are so challenged they lack the basics of life: clean water, basic supplies, housing, electricity, and basic health care. People's self-esteem and confidence also must be taken into consideration. If their family has always been poor and is used to that way of life, it is sometimes difficult for them to adapt to a life out of poverty.

Jobs are mostly found in urban areas, away from the poor farming regions, but the same poverty-level problems persist in cities as well as rural areas. Low wages and labor-intensive jobs mean that few people can earn incomes high enough to provide for their families.



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Migration

Immigrating to another country for a better life is not a new practice. However, new immigration laws and changing economies have changed **migration** (movement from one locality to another). In years past, people typically moved to the United States from Mexico and other Central American countries. There were more opportunities to find a job and support a family in the U.S. than in their home country.

When the economy of the United States experienced a **recession** or decline in its economy in 2008, the number of Central American migrants slowed. Instead, the Central American migrants spread throughout Mexico, settling in primarily rural regions and away from urban areas like Mexico City. The Mexican government was also trying to lure businesses to the regions by offering business incentives and keeping more of its citizens—and those of surrounding countries—employed and close to home.

Migration from the countries in Latin and Central America to the U.S. is long and difficult. Dangerous and rugged terrain must be crossed with deserts, mountains, and rivers. There is a risk of violence along the journey from the drug cartels. Criminals prey on the migrants as they travel north.

In South America, the regional movement has been affected by changes in leadership in countries such as Venezuela, where emigration increased when the economy was poor. People usually migrate to more stable areas with better jobs and living conditions. Technological advances and improved road systems have encouraged migration from once-remote areas.

REVIEW AND SUMMARIZE

1. Why did the United States sometimes offer support to dictators in Latin America?
2. Which two Latin American countries seem to have the largest drug trafficking problem?
3. What measures does Cuba take to deter drug offenders?
4. What challenges do the poor in Latin America face on a daily basis?
5. What causes people in Latin America to migrate to the United States?

Comparison and Contrast

Compare the reasons for migration and the challenges faced by those who chose to migrate. Ask students: What are the reasons that people migrate, and what are some of the challenges that must be overcome?

Building Background Knowledge

Have students research current trends in migration among countries in Latin America. Students should share the information with their collaborative groups.

Answers to Review and Summarize

1. The dictators opposed communist regimes.
2. Mexico and Brazil have the most significant drug trafficking problem (along with Columbia, Peru, and Bolivia).
3. Cuba's strict drug laws and severe punishments against traffickers deter drug offenders.
4. There is very little economic opportunity in Latin America, and finding food can be a major issue.
5. They move for economic opportunity and safety for their families.

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Chapter Review

Reviewing the Content: Jeopardy Game

Divide the class into three groups. Assign each group one of the three sections of the chapter. Instruct the group to develop answers and questions pertaining to the important points of each section. Collect all the answers and questions and play a Jeopardy-type game with the whole class using the material they submitted. Make sure that you give the answer and that students answer in the form of a question as done on Jeopardy. The group that prepared the questions for the section being reviewed will sit out for those questions.

Answers to Activities for Learning

Reviewing People, Places, and Things

Check students' crossword puzzles.

Understanding the Facts

1. The conquistadors were Spanish and Portuguese conquerors who came to Latin America to overpower the people and take the mineral riches of the continent back to their European countries.
2. Most Latin American countries share a common affiliation with the Roman Catholic branch of Christianity.
3. The Columbian Exchange included goods, people, ideas, plants, animals, and diseases. Specific answers could include the following: Europeans introduced grains such as barley, wheat, and rye; sugar; bananas; citrus fruits; cattle, goats, and sheep; diseases like smallpox, measles, and malaria; and the enslavement of African people to the New World. The turkey and various plant products, including rubber, tobacco, quinine, squash, avocados, pineapples, cassava, cacao beans, peanuts, potatoes, sweet potatoes, peppers, tomatoes, beans, corn, and vanilla, were brought from the New World to the Old World.

Chapter Review

CHAPTER SUMMARY

Section 1: The Land and People of Latin America

- Latin America is spread across North and South America, comprising many countries and various geographies.
- Due to the history of the area's colonization, the dominant languages of Latin America are Spanish and Portuguese and the dominant religion is Roman Catholicism.

Section 2: From Colonies to Independence

- Latin America was once home to the Maya, Aztec, and Inca Empires, whose complex architecture and extensive knowledge created some of the most impressive civilizations ever found.
- The Columbian Exchange was the exchange of goods, ideas, and even diseases between the indigenous people of Latin America and the Europeans.
- Europeans brought enslaved Africans to Latin America as a source of cheap labor to work in mines and on plantations.
- Many of the colonies gained independence in the 19th century.

Section 3: Modern Latin America

- Latin America has had problems supporting democracy. Many countries were often ruled by dictators, who were sometimes supported by the American government.
- Today, the area has problems with drug cartels, which ship drugs to the United States and other places around the world.
- Many people, especially indigenous people, live in poverty and have little or no chance of advancement.
- People from Latin America have migrated to the United States to find better jobs and avoid violence, but if their countries improve, they tend to stay.

Below: One of many Carnival parades held annually in Brazil.



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ACTIVITIES FOR LEARNING

Reviewing People, Places, and Things

Create a crossword puzzle with the following words. Create clues for each of the words.

cartel
conquistadors
isthmus
Spanish
Aztec
migration
pope

Understanding the Facts

1. Who were the conquistadors?
2. What do most Latin American countries have in common?
3. Name five things spread by the Columbian Exchange.
4. What was the Monroe Doctrine?
5. Why do many Latin American countries blame the United States for problems in their countries?
6. Who is Joaquín “El Chapo” Guzmán?
7. How has Cuba stopped drugs from becoming a big problem in their country?
8. Why do indigenous peoples have a hard time making a better life for themselves?

Developing Critical Thinking

1. During the Cold War, the United States influenced elections of Latin American countries and established dictators who supported American goals. How do you think this has affected how people in Latin America view the United States? Can you think of any examples of this happening today?
2. In Latin America, the descendants of enslaved Africans make up a large percentage of the population. How do you think they and their ancestors influenced the culture of Latin America?

Writing across the Curriculum

Imagine you are an American journalist traveling around Latin America documenting migration to the United States. Write an article explaining why people migrate and how some countries have improved the standard of living, encouraging people to stay.

Applying Your Skills

Create a timeline with at least five historical events important for understanding Latin America today.

Exploring Technology

Visit the Latin America section of National Public Radio's website: <https://www.npr.org/sections/latin-america/>. What is currently occurring in Latin America? Be sure to give details of one particular article or a trend you notice in multiple articles. Based on what you have just learned, are you surprised to read this? Why or why not?

4. The Monroe Doctrine was a policy implemented by U.S. President James Monroe, stating that the United States would not tolerate European nations colonizing Latin America.
5. Due to the United States' fear of an increase in the influence of the USSR in the Western Hemisphere, the U.S. supported leaders in Latin America who were not always democratically chosen in fair elections as long as they were opposed to communism.
6. He is one of Mexico's most powerful drug traffickers. He was arrested in 2014, escaped and was arrested again in 2016, when he was extradited to the United States and sentenced to life in prison.
7. Cuba had implemented a prevention and information program with active policing. The country has strict sentencing laws that discourage drug trafficking.
8. Indigenous people have struggled with lower pay and inadequate housing, education, and health care.

Developing Critical Thinking

1. Answers will vary.
2. Answers will vary.

Writing Across the Curriculum

Check students' articles.

Applying Your Skills

Check students' timelines.

Exploring Technology

Answers will vary.

Notes
