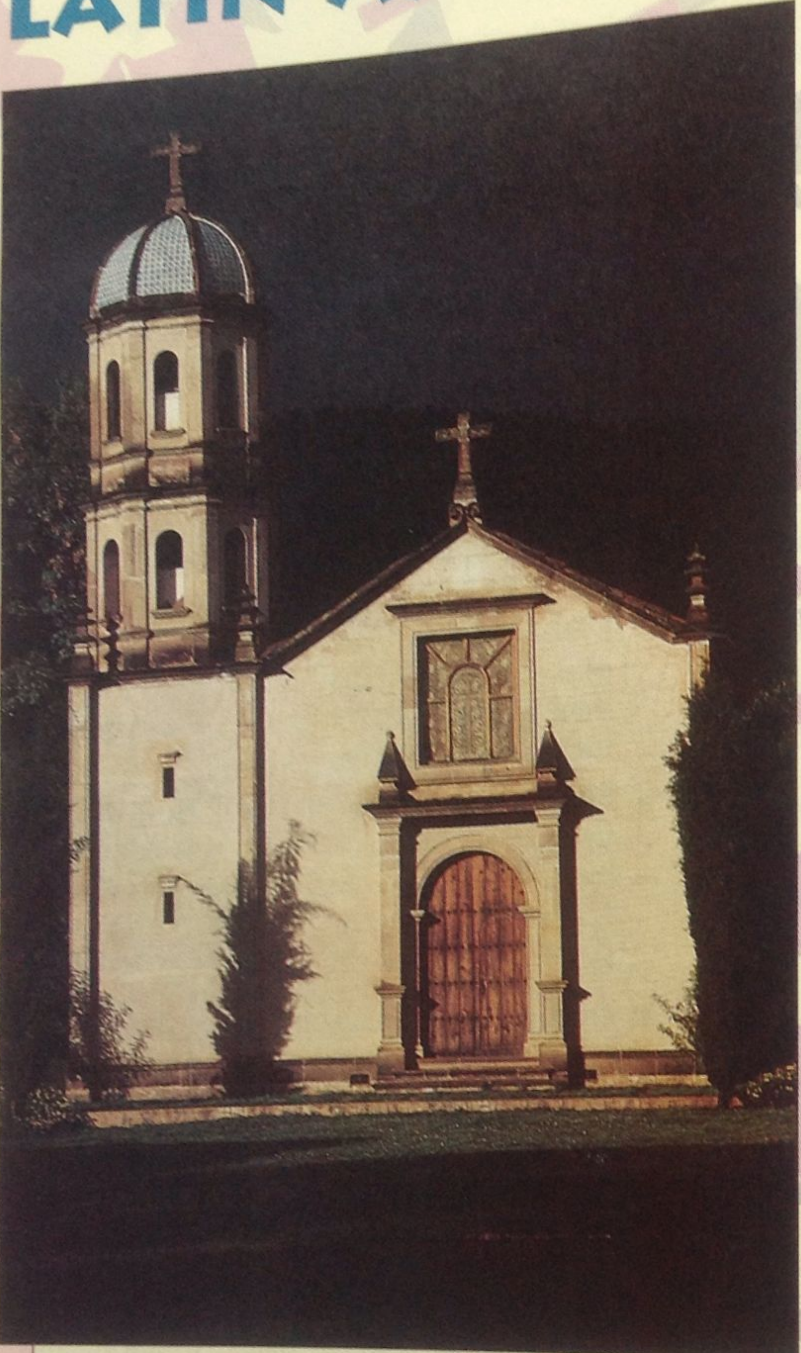


# HERITAGE OF LATIN AMERICA

- 1 Europe's Colonies in the Americas
- 2 Patterns of Life
- 3 Winning Independence
- 4 The New Republics



**A Country Church in Mexico** The Catholic Church spread Christianity throughout Latin America, where it won millions of converts. The Church played an important role in the lives of the people of Latin America, both under Spanish rule and after independence. **Culture** What other elements of Spanish culture were adapted by Native Americans and influenced how they lived?

**I**n the pale light of dawn, an Aztec peasant named Juan Diego hurried along a dusty trail toward Mexico City. According to Diego's story, he suddenly heard a voice. Looking up, he saw the image of the Virgin Mary—a dark-skinned Native American woman—on Tepeyac Hill. “Go to the bishop of Mexico,” the vision said, “and tell him that I wish a church to be built on this spot.” Startled, Juan Diego did as he was told.

The year was 1531, only 10 years after Cortés had conquered Mexico. As word of Diego's story spread, Indians flocked to Tepeyac Hill. It was well known to them because a temple to the Aztec goddess Tonantsi had once stood there. The story of the appearance of the Virgin of Guadalupe led thousands of Aztecs to become Christians. Yet, when they prayed to her, they kept alive the spirit of their old religion. Some even called her Tonantsi.

The story of the Virgin of Guadalupe continues to inspire Christians. Each year, thousands of pilgrims visit the shrine.

## CHAPTER PERSPECTIVE

This story suggests the enormous power and influence that the Roman Catholic Church has had in Latin America. It also shows the blending of Spanish and Native American cultures. In time, that culture would reflect African traditions as well.

As you read, look for these chapter themes:

- ▶ Spain and Portugal built rich empires in Latin America based on the labor of Native Americans and enslaved Africans.
- ▶ During the colonial period, a rigid class structure developed in which a privileged few controlled economic and political life.
- ▶ The Roman Catholic Church dominated life in Latin America and served as a unifying force.
- ▶ In the 1800s, Latin American countries won independence but many had trouble building stable governments.

### Literature Connections

In this chapter, you will encounter passages from the following works.

"The Fall of Tenochtitlán," Aztec poem

*A General History of the Indies*,

Bartolomé de las Casas

"Letter to the Bishop of Puebla," Sor

Juana Inés de la Cruz

For other suggestions, see Connections With Literature, pages 804–808.

1

# EUROPE'S COLONIES IN THE AMERICAS

## FIND OUT

How did Spain and Portugal rule their empires in the Americas?

How did Europeans make their colonies profitable?

What were the effects of the Columbian exchange?

**Vocabulary** viceroy, cabildo, mercantilism, hacienda, donatario

**A** few years after Cortés captured Tenochtitlán, an Aztec poet wrote:

“How can we save our homes, my people?  
The Aztecs are deserting the city:  
the city is in flames, and all  
is darkness and destruction. . . .  
Weep, my people:  
know that with these disasters  
we have lost the Mexican nation. ”

The Spanish conquest ushered in a new era in the Americas. New governments replaced the great Native American empires. A new culture also evolved, blending the traditions of the Americas, Europe, and Africa.

## Europeans Explore the Americas

By the late 1400s, Spain and Portugal were seeking an ocean route to Asia. While Portuguese explorers plotted a sea route around Africa, Christopher Columbus looked for a westward route across the Atlantic Ocean. He persuaded the rulers of Spain to pay for his voyage.

Columbus set sail on August 3, 1492, expecting to reach Asia within a few weeks.

When he sighted land on October 12, he was sure he had reached the East Indies off the coast of Asia. Columbus claimed the land for Spain. He called the people he met there Indians. However, Columbus had not reached the East Indies, but was in the islands of the Caribbean. Although Europeans soon realized Columbus's error, they continued to call the people of those islands' Indians.

**Dividing up the world.** Columbus's voyage heightened tensions between Spain and Portugal. Both nations claimed the right to any lands they explored. To avoid war, they signed the Treaty of Tordesillas (tor day SEE yahs) in 1494. The treaty drew a Line of Demarcation that ran from north to south, about 1,100 miles (1,770 km) west of the Azores in the Atlantic. It gave Spain the right to claim all non-Christian lands west of the line. Portugal claimed lands east of the line.

**Spanish claims.** Under the Treaty of Tordesillas, Spain claimed most of the Americas. Hundreds of explorers and conquistadors followed in the path of Columbus. They hunted for gold and for a sea route around or through the Americas to the riches of Asia. In doing so, they mapped vast areas of the Americas.

One Spanish explorer, Vasco Núñez de Balboa, led an expedition across the moun-

tains and jungles of Panama in 1513. Finally, Balboa reached a great body of water that he called the South Sea. Before long, another explorer, Ferdinand Magellan, renamed it the Pacific Ocean.

**Magellan.** In 1519, Magellan set out from the busy port of Seville, Spain, with 5 ships and 268 sailors. He hoped to find a passage around South America. After much hardship, he sailed around the stormy Cape Horn at the southern tip of the continent and into the Pacific Ocean. Magellan himself died fighting local people in the Philippines. In 1521, 18 sailors aboard one ship arrived back in Spain—the first Europeans to sail around the world.

Magellan's route around Cape Horn was too long and difficult to become a profitable trade route to Asia. By the 1530s, however, Spain was more interested in profiting from the enormous wealth of the Aztec and Inca empires.

**Other claims to the Americas.** Spain was not the only country to claim lands in the Americas. In 1500, Portuguese explorer Pedro Cabral landed on the east coast of South America in what is today Brazil. Because this land lay east of the Line of Demarcation, Cabral claimed it for Portugal.

During the 1500s and 1600s, French, English, and Dutch explorers tried to find a wa-



**A Remarkable Voyage** This map of the Americas was made in 1590 and notes Magellan's achievement in charting a route around the tip of South America. After reaching the Pacific, Magellan and his crew spent 98 days without touching land. After Magellan's death in the Philippines, the surviving crew members made their way to Spain. **Geography** How did Magellan's voyage succeed in achieving Columbus' goal?

ter passage through the Americas, connecting the Atlantic and the Pacific Oceans. These nations soon challenged Spanish and Portuguese claims. For almost 300 years, European powers battled for control of the Americas. Some Caribbean islands, such as Hispaniola and Jamaica, passed back and forth between Spain and France or Britain.

## Spanish Rule in the Americas

By the mid-1500s, Spain ruled an empire that extended from Mexico to Peru. At first, the king of Spain divided his huge empire into two kingdoms and appointed a viceroy to rule in each. A **viceroys** is an official who rules in place of a king. One viceroy ruled New Spain, which had its capital in Mexico City. The other viceroy ruled Peru, which had its capital in Lima.

In Spain, the king set up the Council of the Indies. This powerful council made all the laws for the colonies. It also regulated the Church, the courts, and trade with Spain's American empire. The viceroys carried out the laws made by the Council of the Indies. Through these laws, the Council transferred Spanish ideas about government, law, and justice to the Americas.

Most Spanish settlers lived in towns. Spain set up **cabildos** (cah BEEL dohz), or councils, to govern towns and their surrounding lands. Cabildos usually were made up of wealthy landowners. The cabildos punished criminals, sent troops to hunt runaway slaves, and set the price of bread and other items.

**Mercantilism.** Like other European countries, Spain believed that the purpose of colonies was to enrich the parent country. This belief was based on the principles of **mercantilism**. According to mercantilists, a country's economic strength depended on increasing its gold supply by exporting more goods than it imported.

Under mercantilism, colonies had two roles. They supplied the parent country with raw materials such as lumber, cotton, sugar, and precious metals. They also served as a market where the parent country sold its manufactured goods, such as furniture, clothing, and tools.

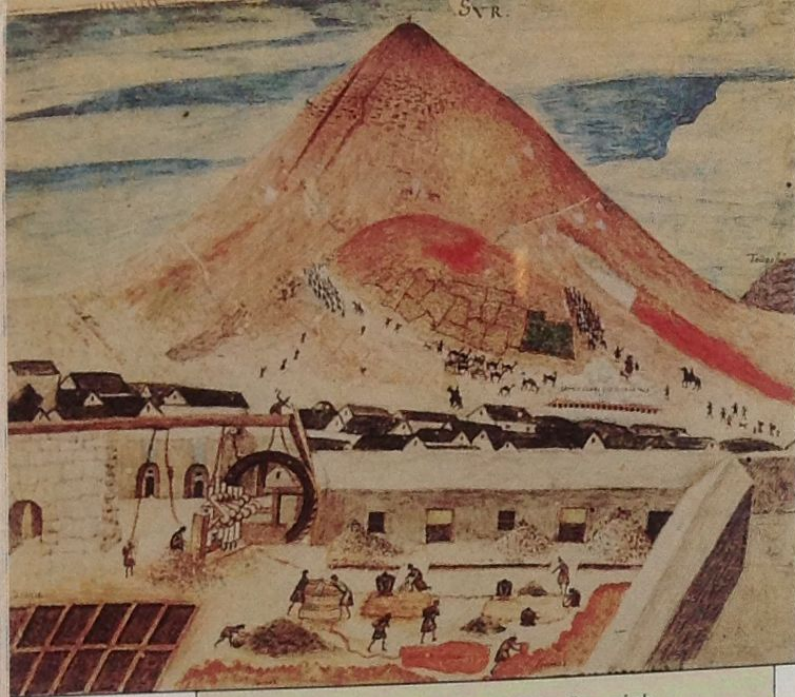


### MAP STUDY

In the 1500s, Spain and Portugal built empires in the Americas. This map shows European colonies in the late 1700s.

- Region** (a) Which European nation set up the largest empire in the Americas? (b) Name four of its colonies.
- Location** Which European nations had colonies in South America?
- Forecasting** Based on geography, what problems do you think European powers had ruling colonies in the Americas?

A colony could trade only with its parent country and was not allowed to manufacture finished goods. Thus, mercantilism made the colonies economically dependent on Spain for trade and manufactured goods. In return,



**Silver Mining in Bolivia** The Spanish founded the town of Potosí in the high Andes in the early 1500s. This sketch shows llamas carrying silver from the mines and Native American workers processing the ore. The Potosí mines were the world's richest source of silver for more than half a century. **Power** Why was silver mining important to Spain's mercantilist policy?

the colonies received protection from the parent country.

**Treasure from the Americas.** The first raw materials shipped from the Americas to Spain were the treasures of the Aztec and Inca empires. The conquistadors melted down tons of fine gold and silver jewelry and magnificent ornaments created by Aztec and Inca artisans. Each year, huge fleets set sail for Spain, loaded with bars of gold and silver. Pirates lurked in the sea lanes around the Caribbean, eager to seize these treasure ships.

The Spanish also forced the Indians to mine gold and silver. Mines such as Potosí (poh toh SEE) in the Andes produced tons of silver ore. Treasure from the Americas helped to make Spain the richest and most powerful nation in Europe at this time.

**Plantation economy.** Agriculture in the Americas was another source of wealth for Spain. Spanish colonists set up plantations to grow cash crops that were shipped to Spain. Each plantation was a large tract of land operated by the owner or an overseer and farmed by workers who lived on the land.

A plantation usually grew a single crop. Many plantations in the West Indies produced sugar cane, which was made into refined sugar for easy shipping. Most plantations in Central and South America produced coffee or fruit crops such as bananas. In Mexico and Argentina, colonists turned large tracts of land into cattle or sheep ranches. These ranches provided meat, hides for leather, and wool for textiles.

## The Search for Labor

Spanish settlers needed workers for their mines, plantations, and ranches. As a result, they tried various sources of labor.

**Encomienda system.** During the early 1500s, the king of Spain rewarded the conquistadors with encomiendas. An encomienda gave a Spanish settler the right to demand taxes or labor from the people living on the land. The settler given an encomienda was supposed to pay the Native Americans for their work, look after their health, and teach them about Christianity.

In many places, settlers forced Native Americans to labor in mines under dangerous and unhealthy conditions. The backbreaking work, poor food, and frequent epidemics killed thousands of Indians. Four out of every five Indians died during their first year in the mines. On the sugar plantations of Hispaniola, harsh conditions and brutal treatment led to the destruction of the entire population of the Arawak people.

**Bartolomé de las Casas.** A few Spanish settlers spoke out against the mistreatment of the Indians. Bartolomé de las Casas (las KAH sahs) briefly held an encomienda in Cuba. His disgust at the cruel system led him to become a Dominican friar. He then went to Spain to plead with the king to stop the misuse of the Indians. In detailed reports, he told of the horrors he had seen and the desperation of the Indians.

In his *General History of the Indies*, Las Casas told of a Native American prince who was named Hatuey. Condemned to be burned at the stake for leading a rebellion, Hatuey asked a Spanish monk if heaven was open to the Spanish.

## A Slave System

In his desire to protect the Indians, Las Casas gave advice that he later regretted. He suggested that Spain use Africans instead of Indians to work the mines and plantations. He thought that Africans could survive the harsh conditions in the tropics.

**Roots of slavery.** During the 1500s, slavery existed in Europe as it did elsewhere around the world. Europeans bought slaves from Russia and Eastern Europe as well as from Africa. In fact, the word slave comes from Slav, the name of an ethnic group that includes Russians and Poles. During the mid-1500s, however, the expanding Ottoman Empire cut off the supply of slaves from Eastern Europe. By that time, the Portuguese were increasing their trade with Africa, exchanging cloth and weapons for gold, salt, and slaves.

**Spread of African slavery.** Several factors encouraged the growth of African slavery. For one thing, the Spanish were already using Africans to work their plantations on the Canary Islands off the northwest coast of Africa. When colonists in the Americas needed laborers, Europeans were ready to send Africans across the Atlantic.

“The monk replied that it was open to those who were good. With no more thought, Hatuey said he had no mind to go to heaven, for fear of meeting with such cruel and wicked people as they were; he would much rather go to hell. This is the renown and honor that God and our religion have acquired because of the people who have gone to the Indies.”

**New laws.** The reports from Las Casas caused a scandal in Spain. In 1542, the Spanish government passed the New Laws of the Indies. They reformed the *encomienda* system and banned Indian slavery. By then, however, most Indians in the Caribbean had died from mistreatment and diseases brought by the Europeans, and Indian populations elsewhere had fallen dramatically.

The death of so many Native Americans opened new lands for the Spanish to settle. By the late 1500s, many newcomers from Spain owned **haciendas**, or large plantations. The haciendas were located on the best farmland, leaving the Indians only the least productive lands.

**A New Settlement** In the 1500s, the Spanish built towns across Mexico. This painting shows the founding of San Cr stobal de las Casas in southern Mexico. It lies in a high, fertile basin and is ringed by the Chiapas Mountains.

**Choice** Why do you think the Spanish moved quickly to build settlements like this one?



Spanish colonists valued African slaves over Native Americans because Africans knew how to plant and raise crops. Except for the Aztecs and the Incas, most Native Americans did not live in settled farming villages. Also, Africans were better able to resist diseases brought by Europeans such as smallpox and measles. As a result, fewer Africans died of these diseases than Indians did.

As you read in Chapter 4, European and Arab slave traders sent millions of Africans to the Americas. Many Africans died during the terrible voyage across the Atlantic. Others died from overwork, poor food, and unhealthy living conditions. As late as 1850, a slave in Brazil could be expected to live for about 35 years. As a result, the demand for slaves continued.

## The Portuguese in Brazil

At first, the Portuguese were slow to develop their American colony in Brazil. They were busy building a trading empire in Africa and in the Spice Islands of Southeast Asia. (See Chapter 12.)

In the 1530s, the king of Portugal began to encourage settlement. He was afraid the French or English would seize Brazil. As a result, he divided the colony into 15 regions and distributed them among the nobles at his court. Each **donatario**, as these landowners were called, was the lord of a huge area. The donatarios, in turn, brought over colonists from Portugal to settle their lands.

**Sugar and slavery.** To make the colony profitable, the Portuguese turned to growing sugar. Between 1550 and 1605, the number of sugar plantations grew from 5 to 350. Like the Spanish, the Portuguese, too, enslaved the Native Americans at first, but then turned to slaves from Africa. Nearly 40 percent of all Africans taken to the Americas were sent to Brazil. By 1851, when the slave trade finally ended, slave traders had carried 3.5 million Africans to Brazil.

In addition to sugar cane, Brazil produced cotton and coffee. Colonists built plantations in a narrow strip along the coast at the mouths of rivers. Port cities such as Bahia,

Pernambuco, and Rio de Janeiro grew as the plantation economy prospered.

During the 1630s, the Dutch seized lands in Brazil and learned to grow sugar. When the Portuguese expelled them, many Dutch moved to the Caribbean. There, they set up sugar plantations like those they had left in Brazil. English, French, and Danish settlers also seized islands in the Caribbean. They then learned from the Dutch how to produce sugar.

**New treasures.** During the 1690s, the Portuguese discovered gold and diamonds in the Brazilian Highlands. Thousands of colonists deserted the coastal cities to seek their fortunes in the interior. New settlers, eager to find gold, poured in from Portugal. They took many slaves to work in the gold fields, further expanding settlement in Brazil.

## The Columbian Exchange

The European exploration and conquest of the Americas created important links between the Eastern and Western hemispheres. These links changed both regions forever. Europeans and Africans brought plants, animals, and knowledge to the Americas. In turn, products and ideas from the Americas spread around the world. This global exchange of people, goods, and ideas is called the Columbian exchange. It is named after Christopher Columbus.

**Movement of peoples.** The Columbian exchange involved the movement of millions of people. Settlers flocked to the Americas from all over Europe, carrying their ideas about government, law, and religion. Enslaved Africans also brought their own cultures to the New World. Through their folktales, music, and beliefs, they helped to reshape the cultures of the Americas.

**Foods.** The Spanish introduced many new foods from the Americas to Europeans. These included corn, potatoes, squash, chocolate, peanuts, and tomatoes. From the Americas, Europeans carried sweet potatoes to Africa and pineapples, papaya, and chili peppers to Asia. The new foods enriched the diets of people around the world. Italians, for exam-



**Potato Farming** Andean people first raised potatoes about 2,000 years ago. The Spanish took this vegetable back to Europe. At first, because the Bible did not mention potatoes, some clergy warned Europeans not to eat them. In time, however, potatoes became an important part of people's diet.

**Interdependence** How did the Columbian exchange help enrich the food supply of the world?

ple, invented many dishes that included tomatoes. People in India used chili peppers to spice their curry dishes.

At the same time, Europeans introduced new crops such as wheat, barley, and chickpeas to the Americas. Columbus brought horses, cows, sheep, chickens, and pigs from Europe. Horses and cattle thrived in parts of Mexico and Argentina. From Asia, Europeans brought rice and bananas to the Americas, while from Africa, they carried yams, sugar cane, coffee, and coconuts.

**Disease.** From the Incas, Europeans learned to use quinine, from the bark of the cinchona tree, to treat malaria. At the same

time, however, the Spanish carried diseases such as smallpox, measles, and influenza to the Americas. Because they had no resistance to these diseases, Native Americans died in great numbers. An Aztec described a smallpox epidemic that struck Tenochtitlán during the 1520s:

“The illness was so dreadful that no one could walk or move. . . . A great many died from this plague and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them.”

Disease, along with war and mistreatment, changed the population patterns of the Americas. The Indian population of Central Mexico, for example, was about 25 million when Cortés arrived in 1519. It fell to 6 million by 1550 and to a little more than 1 million by 1605.

## SECTION 1 REVIEW

- 1. Locate:** (a) Hispaniola, (b) New Spain, (c) Peru, (d) Brazil.
- 2. Identify:** (a) Vasco Núñez de Balboa, (b) Ferdinand Magellan, (c) Pedro Cabral, (d) Bartolomé de las Casas, (e) Columbian exchange.
- 3. Define:** (a) viceroy, (b) cabildo, (c) mercantilism, (d) hacienda, (e) donatario.
- 4.** How did the king of Spain control his empire in the Americas?
- 5.** How did Europeans get the workers they needed to make their colonies profitable?
- 6.** Describe three results of the Columbian exchange.
- 7. Understanding Causes and Effects** How did sugar encourage the growth of the slave trade between Africa and the Americas?
- 8. Writing Across Cultures** Write a list of ways in which European exploration and conquest of the Americas have affected your life.



## PATTERNS OF LIFE

### FIND OUT

What social classes developed in Latin America?

How did the Catholic Church influence colonial life?

What were the main features of family life?

**Vocabulary** peninsular, creole, peon

“**A**t the age of six or seven, when I already knew how to read and write, as well as to sew and do other women’s tasks, I heard that in Mexico City there was a university, and schools where the sciences were taught. No sooner had I heard this than I began to badger my mother with pleas that she let me put on men’s clothing and go to Mexico City.”

Juana Inés de la Cruz was brilliant. Still, officials refused to admit her to the university because she was a woman. To pursue a life of study, she became a nun. In the convent, she wrote poems and essays on topics ranging from music to mathematics. At a time when few women in Latin America learned to read, Sor (Sister) Juana won great fame for her clever writings and her vast knowledge.

Sor Juana lived in Mexico during the 1600s. There, as elsewhere in the Americas, certain patterns of life emerged. The three most powerful forces that shaped colonial life were the social system, the Roman Catholic Church, and the cities.

### A Rigid Class System

A rigid social structure governed colonial life. Although conditions varied from one re-

gion to another and changes occurred over time, the social system was basically the same throughout Latin America.

**Peninsulares.** The highest class were the **peninsulares** (peh NIHN suh LAHR ays), officials sent from Spain to rule the colonies. Peninsulares included viceroys as well as high government and Church officials. This small but powerful group controlled the economic and political life of the colonies. Proud of their Spanish birth, the peninsulares looked down on people who were born in the colonies.

**Creoles.** Ranked below the peninsulares were the **creoles**, who were American-born descendants of Spanish settlers. By law, creoles had the same rights as peninsulares. In practice, however, the king did not appoint creoles to top jobs in government or the Church. Educated and wealthy creoles bitterly resented the privileged peninsulares.

**Mestizos.** Far below the peninsulares and creoles were the mestizos, people of mixed Indian and European descent. Their numbers grew over the years until they became the majority in some areas. Most mestizos were shop owners, artisans, farmers, and overseers at mines or on plantations.

**Native Americans.** Lower on the social scale were the Native Americans. Some worked as farmhands on haciendas owned by peninsulares and creoles. Others lived in their own villages, raising crops on lands that they held in common. In most villages, Native Americans spoke their own languages and preserved their own traditions. Nearly all became Christians, however.

**Free blacks.** Over time, the number of free blacks grew. Both Spain and Portugal allowed slaves to buy their freedom. A few owners freed their slaves in their wills. In the Caribbean islands ruled by the British or French, slaves had a much harder time winning freedom.

Most free blacks became farm workers and laborers. Some, especially in Brazil, earned a living in skilled trades. They worked as barbers, shoemakers, goldsmiths, sculptors, and musicians.

**Slaves.** At the lowest level of society were the slaves. Planters deliberately bought slaves from different parts of Africa so that their slaves would not have a common language or religion. They would then have to adopt the language and customs of their owners. Most slaves became Christians, although a few Muslim Africans held on to their beliefs.

Under colonial law, slaves were considered to be property. Even so, slaves in Latin America had certain rights. They could marry and own property, unlike slaves in the English colonies. They could also buy their freedom.

## The Roman Catholic Church

The social system divided people along class lines. By contrast, the Roman Catholic Church was a unifying force. From the very beginning, the Church played a major role in shaping colonial life. The missionaries who came with the conquistadors set up churches in towns and cities. They also traveled to remote areas, where they built missions.

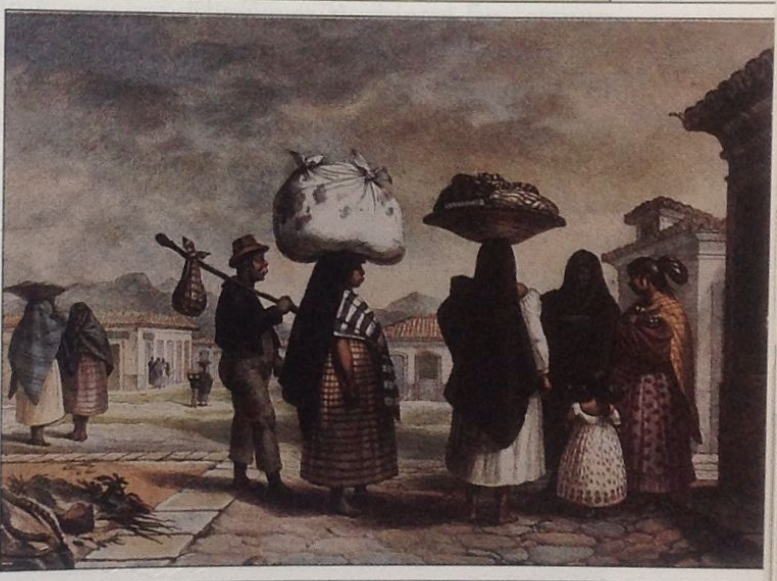
At first, the missionaries tried to protect the Indians from harsh rule by the Spanish. But they also wanted Native Americans to give up their religious beliefs, which the missionaries believed were evil. For this reason, they destroyed Native American temples, statues, and sacred objects. In writing about his travels to Maya lands, the bishop Diego de Landa said, "We found a large number of books . . . and we burned them all."

**Indian influences.** The Church replaced Native American beliefs with those of European Christians. In the process, the Church absorbed some Indian customs. In Mexico City, Cuzco, and elsewhere, Christian churches were built on the ruins of Indian temples. In Mexico, Indian stonemasons decorated the new churches with both Christian figures and Aztec symbols. Offerings of maize and other local products filled the churches during religious festivals. The story of the Virgin of Guadalupe, which you read earlier, is an example of the blending of Indian and Christian traditions.



**Social Classes** At top, a peninsular and his family are out for a walk near their home. The family's fine clothing and servants attest to their high status in society. In contrast, the people in the picture below rank lower on the social scale as their clothing and heavy loads suggest.

**Diversity** Name and rank the six main social classes in colonial Latin America.



**Africans and the Church.** The Church also spread Christianity among the Africans who had been brought to the Americas. To teach Christian beliefs, missionaries told stories about saints. Africans often saw similarities between their traditional gods and Catholic saints. Most Africans converted to Christianity,



**Life in Havana** Wealthy women had the advantage of shopping from their carriage in Cuba's capital city. When these women returned home, they may have enjoyed a popular beverage made of chocolate, or cacao, and some pastry. A variety of fresh fruit, including figs, bananas, grapes, and oranges, was also available. **Culture** What were some of the activities of upper-class women?

but many retained some elements of their traditional beliefs.

**A powerful force.** Because it had close ties to the government, the Church enjoyed great power and wealth. It received huge grants of land from Spain and Portugal, as well as gifts from wealthy colonists. Like other landowners, Church officials taxed the Indians and others who worked the land. In time, the Church became the largest and richest property owner in Latin America.

The Church controlled many aspects of life, including education, hospitals, and services to the poor. It set up schools and trained teachers. By the 1550s, it had built universities in Santo Domingo, Mexico City, and Lima. There, the sons of wealthy creoles and even some mestizos studied to become priests, doctors, and lawyers. The Church spent large sums on charity and on the many religious festivals that were celebrated throughout the year.

## Family Life

Family ties were strong throughout Latin America. Among Spanish and Portuguese colonists, the extended family was the ideal. On many haciendas, several generations lived under one roof. Servants, slaves, and even

skilled craftworkers might also live with the extended family. In towns and cities, however, many colonists lived in nuclear families, although they maintained close ties to relatives.

*Padrinos*, or godparents, played an important role in the family. They made sure that their godchildren received proper religious instruction. Often, *padrinos* were friends or relatives who helped the family in time of need.

By tradition, families were patriarchal. The oldest male made the important decisions. When a man died, most of his lands and property went to his eldest son. Women and younger family members were expected to obey the head of the household. Parents arranged marriages. Sometimes, a young couple would not meet each other until the day of their wedding.

Women in the Spanish colonies had few rights. The Spanish believed that teaching women to read and write would corrupt them. Therefore, most women received little or no formal education. Sor Juana was an exception. She struggled hard to educate herself. Even then, officials refused to admit her to the University of Mexico.

Women from the middle and upper classes were carefully guarded when they went outside the home. Unmarried women had to

travel with dueñas, or chaperones. In wealthy households, women occupied their time with music, embroidery, or religious matters. Some did charity work at hospitals and orphanages. Servants or slaves did the housework.

Lower-class women often worked outside the home. In cities and towns, some women ran taverns or small stores, especially if they were widowed. In rural areas, a widow might manage a farm or ranch if she had no male relative nearby.

## Life in the Cities

Cities were the center of power and wealth in Latin America. Most peninsulares and many creoles lived in towns or cities. Owners of plantations and mines also spent long periods in their city homes, leaving overseers to look after their properties in the country.

**Town layout.** Colonial towns and cities had the same layout as those in Spain or Portugal. At the center was a large plaza, with a cathedral or church on one side and government buildings, a monastery, or a school on the other. Wide streets led out from this central plaza. Wealthy families lived along these streets. Beyond were the homes of artisans and small merchants. The poorest people lived on the outskirts of the town.

**Rich and poor.** In colonial cities, the wealthy copied the styles of the upper class in Spain and Portugal. Architects designed stone and brick houses like those in Madrid or Lisbon. The rich imported furniture, rugs, and paintings from Europe. They dressed lavishly to show off their great wealth. "A hat-band and rose made of diamonds in a gentleman's hat is common," noted one visitor.

In contrast, the poor lived in homes made of adobe, or sun-dried brick, with straw roofs. In the Caribbean, they lived in shacks made of planks or sugar canes and thatched with palm leaves. They wore simple, homespun clothes. Both rich and poor, however, enjoyed the many public celebrations and fiestas. To mark occasions such as the arrival of a new viceroy, towns and cities held bullfights and grand processions.

## Life in the Countryside

Some Latin American cities grew to be very large by the early 1600s, but most people lived in the countryside. Native Americans and mestizos lived in villages and on haciendas. A hacienda was like a small town owned by one person. The largest haciendas covered many square miles of territory. The *hacendado*, or landlord, ruled his estate with a firm

**Country Life** This drawing shows the society of Mexico's rural areas. Hunting and riding were favorite pastimes of the rich hacendados. The landless peasants who farmed these estates worked long, hard hours in the fields. However, they, too, enjoyed amusements such as family weddings and christenings. **Power** How did the estate owners control the peasants who worked for them?



hand. He acted as both judge and jury if someone was accused of a crime.

**Life on the hacienda.** Haciendas might be either farms or ranches. They were largely self-sufficient. They produced crops, meat, and leather for their own use and for sale to outside markets. Haciendas in north Mexico, for example, provided for the needs of the silver mining center at Zacateces.

Workers on haciendas made their own clothing, candles, and other everyday goods. A blacksmith made farm tools and horseshoes. On religious holidays, people held their own celebrations and might have their own rodeos.

Most hacienda workers were Native Americans. Often, haciendas included one or more Native American villages. The hacendados sought to hold Indian workers in debt in order to ensure a steady source of labor for their land. They would give workers advances on their wages and require them to stay on the hacienda until they had paid back what they owed. Indians or mestizos who were

forced to work for someone else in order to pay off a debt were called **peons**.

Native American men did the heavy outdoor work. Women were usually cooks and servants in the hacendado's house. In addition, Native Americans also grew their own food on small plots of land.

Haciendas were frequently so large and self-sufficient that many people spent their entire lives on these estates. As a result, haciendas contributed to regionalism within Latin America. (📖 See Connections With Literature, page 806, "Bread.")

**Maroon colonies.** Another type of rural settlement was the maroon colony.\* Maroon colonies were villages built by escaped slaves. They were found in Brazil, the Guianas, Haiti, and Jamaica. Runaways faced the constant risk of attack by soldiers. To planters, the maroons set a dangerous example for their own slaves, who might be inspired by them to dream of freedom.

**Escape to the Woods** In Brazil, the Caribbean, and elsewhere in Latin America, escaped slaves hid and formed their own communities, or maroons. One maroon settlement in Brazil lasted for more than 65 years. Another, in Ecuador, escaped discovery by the Spanish for nearly three centuries. **Human Rights** What benefits did escaped slaves hope to gain by living isolated from others?



## Up Close

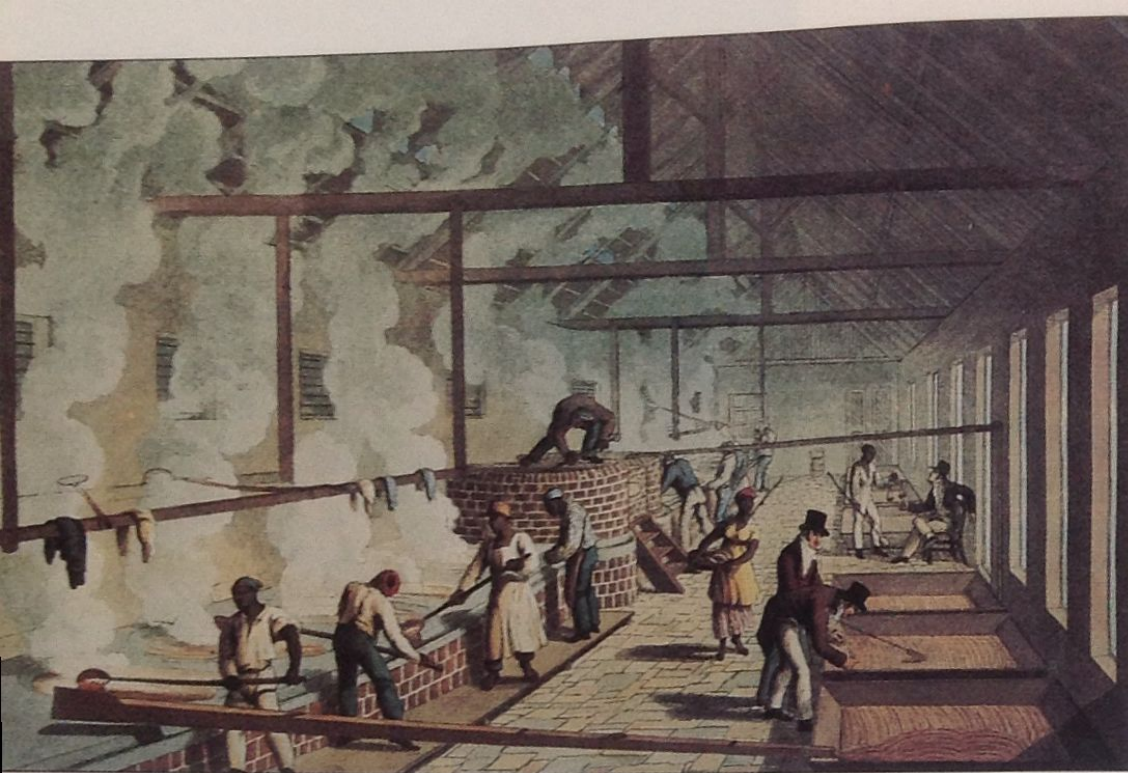
### Life in a Maroon Colony

Louis and his father carefully planned their escape. All week, they saved and hid food. Early one morning, they stole a small canoe. They paddled upstream, away from the town of Cayenne in French Guiana. With luck, they might reach a maroon colony, high in the hills.

After paddling beyond the last houses, Louis and his father hid in the forest. Eventually, they met another escaped slave who told them how to reach the nearest maroon village. Louis recalled:

“ We slept in the forest that first day and arrived at the village on the following day at about noon, after having taken several detours and passed many streams and mountains. ”

\* Maroon comes from the Spanish word *cimarrón*, meaning wild or untamed.



**Making Sugar** Workers, at left, tend large vats where sugar cane was boiled. When the water boiled off, the sugar was stored in the bins at the right. This view shows a sugar cane refinery on the Caribbean island of Antigua in the early 1800s. Cash crops, like sugar or bananas, long dominated the economies of many Latin American nations.

**Interdependence** Why might the economy of a developing country be based on a cash crop?

poor. Liberals supported religious toleration and freedom of the press. Unlike the conservatives, who accepted change slowly, liberals called for rapid reform.

Conservatives and liberals found supporters among every level of society. Usually, conservatives included wealthy landowners, high Church officials, and top-ranking military officers. Liberals included doctors, lawyers, artisans, and people from the lower ranks of the Church and the military. The poor—mestizos and Indians—remained largely outside the debate between the ruling groups.

The power of wealthy members of society and the military over the government slowed the growth of democracy. The gap between rich and poor and the lack of modern industrial development added to the problem.

### Economic Dependence and Growth

During the 1800s, Latin American countries faced the challenge of developing their economies. Independence meant that they no longer had to limit trade to Spain and Portugal. The new nations, however, remained economically dependent on Europe.

**Trade.** Latin American countries exported raw materials such as sugar, beef, copper, and

coffee to Europe and the United States. In exchange, they imported manufactured goods.

Spain had prevented its colonies from developing industries because it wanted the colonists to buy its own manufactured goods. Even so, by the early 1800s, some colonies had small workshops that produced textiles and metal goods. After independence, however, cheap British imports flooded into Latin America, forcing these local manufacturers out of business.

In Argentina, the gauchos, or cowboys of the pampas, had been symbols of freedom and independence. By 1837, however, even the gauchos depended on imports from Britain. A British observer wrote:

“ Take his whole equipment—examine everything about him—and what is there not of raw hide that is not British? If his wife has a gown, ten to one it is made in Manchester; the camp-kettle in which he cooks his food, the earthenware he eats from, the knife, his poncho, spurs, bit, are all imported from England. ”

**Foreign investment.** Many Latin Americans, especially liberals, wanted their countries to modernize. They looked to foreigners