Mini-Q's in World History
Volume 3, Unit 4

Latin American Independence: Why Did the Creoles Lead the Fight?

MINI-Q™ LESSON PLAN

DAY 1 - 45 minutes

Step One: Hook Refer to the Step One teacher notes in the Mini-Q. Read the directions aloud. The purpose is to get students engaged, talking, and wanting to do the Mini-Q.

Step Two: Background Essay Refer to the Step Two teacher notes in the Mini-Q. Students can write out answers to the BGE questions or the questions can simply be discussed.

Step Three: Understanding the Question and Pre-Bucketing The task of recognizing and defining key words in the question is a crucial habit of mind. The second task of pre-bucketing based on clues in the question and in document titles is a huge categorization skill.

Step Four: Document Analysis Do Document A with the whole class, modeling the kind of detail you expect in student answers to the Document Analysis questions. Homework: Analyze the remaining documents and answer the questions that follow.

DAY 2 - 45 minutes

Step Four (continued): Discussion of Documents
Option One: Working in pairs or threesomes, have students discuss the answers to the first set of Document Analysis questions they did for homework. Using a different-colored pen than they used for homework, they may add to their answers. After five minutes, open the discussion of that document to the full class. Then proceed to the next document and repeat. Option Two: Proceed as above, but have a volunteer group lead each of the three or four different document discussions. Students at their desks may add to their notes, again in a different pen.

Step Five: Bucketing and Chicken Foot Have students complete the bucketing and chicken foot work page. This step will help students clarify their thesis and road map.

Step Six: From Thesis to Essay Writing (For homework) Have students fill out the Outline Guide Sheet or write their multi-paragraph essay.

DAY 3 (Optional)

Step Six (continued): Conduct an in-class Writing Workshop.

MINI-Q™ LESSON PLAN: CLEAN VERSION OPTION

If students are ready, use the Clean Version of the Mini-Q, which requires them to handle more of the analysis on their own. Estimated time to complete is 1-2 class periods.
TEACHER DOCUMENT LIST (EV)

There are six documents in this Mini-Q. Students are provided with the same document list but it is not divided into analytical categories or buckets. Students may develop categories that are different from these.

**Emerging National Identity and Creole Pride**

- Document A: Complex National Identity
- Document B: Rivalry Between Creoles and Peninsulares

**Economic Interests**

- Document C: Spanish Economic Policies
- Document D: Economic Troubles in Mexico

**Fear of Social Unrest**

- Document E: Popular Revolution in Mexico
- Document F: Creoles React to Social Tensions
Latin American Independence: Why Did the Creoles Lead the Fight?

Overview: Between 1810 and 1826, revolutions broke out across Latin America. Many Latin Americans resented the control Spain had over its colonies in North and South America. The leaders above, Simon Bolivar and Jose de San Martin, were two of the key Latin American leaders in the struggle for independence from Spain. Both men came from a class of people known as Creoles or Criollos. Like most leaders in the fight for independence, these two Creole men were born in the Americas but their ancestors were from Europe. The question you will answer in this Mini-Q is Latin American Independence: Why Did the Creoles Lead the Fight?

The Documents:

Document A: Complex National Identity
Document B: Rivalry Between Creoles and Peninsulares
Document C: Spanish Economic Policies
Document D: Economic Troubles in Mexico
Document E: Popular Revolution in Mexico
Document F: Creoles React to Social Tensions

A Mini Document Based Question (Mini-Q)
Step One: The Hook

**Teacher Note:**

**Task One:** Review the percentages given for each of the social classes and create a pie chart that demonstrates the overall composition of Colonial Latin America.

- Peninsulares 1%
- Mestizos 7%
- Mulattos and Free Blacks 8%
- Slaves 11%
- Creoles 23%
- Native Americans 50%

**Task Two:** Determine where in the social hierarchy you think each group fell. Write your predictions on the pyramid provided and be prepared to defend your decisions.

Colonial Spanish America Social Hierarchy

- peninsulares
- Creoles
- mestizos
- mulattos/free blacks
- Indians
- African slaves
Hook Exercise: Ranking Social Groups

**Directions:** By the late 18th century, a rigid social hierarchy existed in colonial Latin America. Certain groups had more power and privilege than others, and there was little room for social advancement. Below are descriptions of the main social classes that made up colonial Spanish America. With a partner, read through the descriptions and then fill in the circle diagram and social pyramid below.

- Mestizos were people of mixed Spanish and Indian heritage who in 1800 made up about 7% of the total population. Most mestizos were small farmers, shopkeepers, artisans, and overseers in mines and on haciendas (ranches and plantations).

- Peninsulares were people born in Spain who migrated to the colonies. Peninsulares made up less than 1% of the colonial population. Some peninsulares were very wealthy, but not all. Peninsulares worked in high-ranking jobs in the government, military and church.

- Indian peoples made up well over 50% of the population of colonial Latin America. These were the people who lived in Latin America before the arrival of the Spanish. By law, Native villages were forced to provide labor in Spanish mines and farms.

- Slaves were of African descent, and many were born in Africa. Slaves were about 11% of the population. Under colonial law, slaves were considered property and could be bought and sold.

- Mulattos and Free Blacks: Mulattos were people of mixed African and Spanish blood. More so than in North America, blacks in Spanish America were able to buy their freedom. Together, free blacks and mulattos made up about 8% of the population.

- Creoles were people of pure Spanish blood who were born in America. Their ancestry went back to the original conquistadores – something they were very proud of. Creoles made up about 23% of the population. Creoles owned the largest and richest mines and haciendas. Despite their wealth, Creoles held few high-ranking jobs in the government, church, or trade. These jobs went to the peninsulares.

**Task One:** Create a pie chart that shows the names and percentages of the six social classes in colonial Latin America.

**Task Two:** Determine where you think each group falls in the social hierarchy. Write each social class name on the pyramid. Be prepared to defend your decisions.

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Step Two: Establishing the Context

General Instructions
- Review the Timeline.
- Pre-teach the boldfaced vocabulary.
- Have students read, or read aloud, the Background Essay.
- Have students answer the Background Essay questions on the next page.

Specific Considerations
The main purpose of the Background Essay is to create a context for the Mini-Q exercise. Its job is to provide a sense of time, place, story, and to introduce important vocabulary and concepts. Doing this well gives all students a more equal chance to succeed with the Mini-Q.

**Time:** Be sure students review the Timeline. Ask them to identify the main events leading up to and relating to Latin American independence movements.

**Place:** Refer to a map showing Latin America, paying particular attention to South America and Spain. Make sure that students know the relative locations of the Iberian Peninsula, New Spain (Mexico), Venezuela, Argentina, and Peru.

**Story:** We suggest reading the Background Essay aloud. It is good for many students, even good readers, to hear the words as they see them. For many, it is important to hear the cadence of the language, to experience pauses and emphasis. Use the Background Essay questions to review the text.

**Vocabulary and Concepts:** You may want to pre-teach the eight boldfaced terms in the essay. Our feeling about vocabulary is that some pre-teaching is good but keep the word list short. When reading aloud, see how much students can get from context.
Latin American Independence: Why Did the Creoles Lead the Fight?

"We came to serve God and to get rich." So said the conquistador, Bernal Díaz del Castillo, about the Spanish conquest of the Americas. In their search for gold and souls to save, Spain created an empire that extended as far north as Colorado and as far south as Patagonia in Southern Chile. This empire lasted for over 300 years. Then, between the years 1811 and 1830 one Spanish colony after another - Uruguay, Paraguay, Chile, Mexico, Ecuador, the United Provinces of Central America, Peru, Bolivia, Columbia, and Venezuela - declared their independence from Spain.

Why did Latin Americans become unhappy with Spanish rule? One major complaint was that the Spanish were unwilling to share political power. The Spanish crown appointed viceroys, or governors, who ruled the Spanish colonies. Even after several generations of colonial rule, viceroys and other government officials always came from Spain and rarely consulted with Americanos leaders who had always lived in the Americas.

Another annoyance was Spain's economic policies. Spain believed the purpose of the colonies was to build the wealth of the mother country. Under the economic system called mercantilism, the Spanish officials took the majority of the profits from resources they found in the Americas. More of this story will be told by the documents.

Despite these political and economic grievances, we know from the historical record that as late as 1800 there was little revolutionary activity in Latin America. Then, however, something happened. In 1808, Napoleon Bonaparte's French army invaded Spain, removed the Spanish king from the throne, and replaced him with Napoleon's brother. Because Spain was up to its elbows in trouble, it could not pay proper attention to its colonies across the Atlantic Ocean.

This created an opening for Americanos like Simon Bolívar, Juan de San Martín, and Agustín de Iturrbide. Wasn't this the perfect time for Latin American colonies to remove Spanish authority and declare their independence?

A big question was what this independence would look like. Bolívar, San Martín, and Iturrbide were all Creoles, born in America but of pure Spanish blood. As much as they wanted to be rid of the Spanish they were always uneasy about the racial mix of people who made up the rest of the Latin American population - slaves, free blacks, mulattos, mestizos, not to mention the Spanish-born pure-blooded peninsulares. With this mixed population, creating a new country with a stable government, a strong economy, and a sense of nationhood was a real challenge.

This Mini-Q dives into the excitement and the complexity of revolutionary Latin America. Examine the six documents that follow and answer the question before us: Latin American independence: Why did the Creoles lead the fight?
Step Two: Establishing the Context (continued)

Answers to Background Essay Questions

1. Why did Spain create colonies in Latin America?
   They wanted to make money. They used a mercantile economic system which encour-
   aged European countries to take colonies so they could have more resources and more
   people to sell their manufactured goods.

2. Name Spanish Latin American countries that became independent between 1800 and 1830.
   Uruguay, Paraguay, Chile, Mexico, Argentina, Bolivia, Ecuador, Venezuela, the United
   Provinces of Central America, Peru, and Columbia

3. Which countries on both sides of the Atlantic experienced revolutions during the late 19th and
   early 19th centuries?
   The United States, France, Haiti

4. How did Napoleon's invasion of Spain influence independence movements in Latin America?
   When Napoleon invaded Spain, Spain started a six year war with France that wrecked its
   economy and social system, and changed the government. This made it hard for Spain to
   stop a revolution in its colonies.

5. How many social groups existed in Latin America during the 18th century?
   There were six groups: slaves, free blacks, mulattos, mestizos, Creoles, and peninsulares

6. From which social group did most Latin American revolutionaries come?
   Creoles

7. Define each of the following:
   colonies: territories that are ruled by a more powerful mother country. The colony follows
   the laws of the ruling country.

   viceroy: rulers of Latin American colonies, usually from the peninsulares class

   Americanos: Latin Americans born in the Americas (as opposed to peninsulares)

   mercantilism: an economic system in which the goal is to increase the amount of money in
   the mother country's treasury. Many European countries practiced mercantilism
   and took colonies because they could use the resources in the colonies for their
   own purposes.

   Creoles: American-born Latin Americans of pure Spanish blood

   mulattos: mixed race black and white people

   mestizo: mixed race white and Indian people

   peninsulares: Spanish-born Latin Americans of pure Spanish blood
Background Essay Questions

1. Why did Spain create colonies in Latin America?

2. Name Spanish Latin American countries that became independent between 1800 and 1830.

3. Which countries on both sides of the Atlantic experienced revolutions during the late 18th and early 19th centuries?

4. How did Napoleon’s invasion of Spain influence independence movements in Latin America?

5. How many racial groups existed in Latin America during the 18th century?

6. From which social class did most Latin American revolutionaries come?

7. Define these terms:
   - colonies
   - viceroy
   - Americanos
   - mercantilism
   - Creoles
   - mulattos
   - mestizos
   - peninsulares

Timeline

1492 – Italian Christopher Columbus, sailing for Spain, reaches the Americas


1789 – French revolution begins. King Louis XVI is executed in 1793.

1803 – Thomas Jefferson purchases Louisiana Territory from Napoleon Bonaparte.

1804 – Simon Bolivar attends Napoleon I’s coronation in France.
   Haiti becomes independent country from France.

1809 -1824 – Rebellions for independence rage throughout Latin America
Step Three: Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?
   Latin American Independence: Why Did the Creoles Lead the Fight?

2. What terms in the question need to be defined?
   Creoles

3. Rewrite the question in your own words.
   What goals and interests did Creoles have as they fought for independence?

Pre-Bucketing

Directions: Using clues from the Mini-Q question, create analytical categories and label the buckets. As students suggest their bucket labels, draw bucket sets on the board. At this stage, students are simply looking for generic labels that provide a framework for organizing the essay.

Reason One
Reason Two
Reason Three
Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

2. What terms in the question need to be defined?

3. Rewrite the question in your own words.

Pre-Bucketing

Directions: Using any clues from the Mini-Q question, create analytical categories and label the buckets.
Document A: Complex National Identity

Content Notes:

• As mentioned in the document note, Simon Bolivar was born in 1783 in what is now Caracas, Venezuela (then known as the Spanish Viceroyalty of New Grenada.) For part of his teenage years he lived in Spain. He has frequently been referred to as "The Liberator" because he led the independence movement in Spanish America that directly led to the formation of six new nations (Venezuela, Colombia, Ecuador, Panama, Peru, and Bolivia, which was named for him).

• Simon Bolivar is known for his military leadership and for his charismatic political leadership. In the military, he was a strong believer in rewarding merit. He built a strong army with combat troops and the elite 450-man Guardia de Honor toward which ambitious soldiers could strive. He created a hierarchy of command and established courts martial at all levels in order to enforce military policy.

• Politically, Bolivar understood that nationalism is something leaders must create. In his speeches and letters, he used language to create a new national identity for Latin America. In this document and in others, he establishes Latin America as something separate from Spain even though they were closely connected at the time. "We are a young people (unlike Europe). We inhabit a world apart, separated by broad seas (the Atlantic Ocean)." By identifying characteristics Latin Americans have in common with each other but not with Spain, he makes progress in breaking down the very divided social hierarchy of the Americas.

Teaching Tips:

Discuss the Document Analysis questions:

1. Using the Background Essay as a reminder, which social class or classes would be “American by birth and European by law” in Latin America in 1819? Which social class or classes could not fit into that category?

   The Creoles could be Americans by birth but Europeans by law. This description could possibly refer to any of the classes except the peninsulares and the Africans.

2. What is the “dual conflict” Bolivar describes?

   He says that they are fighting with the Indians over land ownership and with the Spanish whom he calls invaders.

3. Focusing on the word “we,” which social class do you think Bolivar means when he says "We are disputing with the natives for titles of ownership"?

   He probably means the Creoles. He could mean the peninsulares but since Bolivar is Creole, that is unlikely.

4. To whom is Bolivar referring when he speaks of "invaders"?

   The Spanish.

5. Simon Bolivar uses the words "us" and "we" repeatedly in this short passage. Why do you think he does that?

   He is trying to make it seem like everyone in the Americas agrees with each other. He is suggesting the Indians might not like "the invaders" and have something in common with the Creoles who are challenging their rights to land. He glosses over details to make it seem that people are unified.

6. How could you use this document to explain why Creoles led the fight in the revolution against Spain?

   It shows Creole pride and a sense that Latin Americans have a special identity independent of Spain or Europe. This makes them special.
Document A

Source: Simón Bolívar, An Address of Bolivar at the Congress of Angostura, February 15, 1819.

Note: Simon Bolivar was one of the most influential revolutionary leaders. He was a Creole born in 1783 in what is now Caracas, Venezuela. The Congress of Angostura took place during the wars of independence of Colombia and Venezuela. This short excerpt was taken from Bolivar’s opening speech.

We are not Europeans; we are not Indians; we are but a mixed species of aborigines and Spaniards. Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: We are disputing with the natives for titles of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders. Thus our position is most extraordinary and complicated.

Document Analysis

1. Using the Background Essay as a reminder, which social class or classes would be “Americans by birth and Europeans by law” in Latin America in 1819? Which social class or classes could not fit into that category?

2. What is the “dual conflict” Bolivar describes?

3. Focusing on the word “we,” which social class do you think Bolivar means when he says “We are disputing with the natives for titles of ownership”?

4. To whom is Bolivar referring when he speaks of “invaders”?

5. Simon Bolivar uses the words “us” and “we” repeatedly in this short passage. Why do you think he does that?

6. How could you use this document to explain why Creoles led the fight in the revolution against Spain?
Content Notes:

• Howard J. Wiarda is professor of international relations at the University of Georgia, and Senior Scholar at the Center for Strategic and International Studies (CSIS) in Washington, D.C. Harvey Kline is professor of political science at the University of Alabama at Tuscaloosa. He is a member of the Inter-American Dialogue and the author of several books about Latin America.

• After the War of the Spanish Succession which ended in 1713, Hapsburg power in Spain was replaced by Bourbon power. The Bourbon dynasty in Spain passed many political and economic reforms during the 18th century that increased tensions between the creoles and peninsulares in Latin America. Under the Hapsburgs, creoles had held power in The Council of the Indies. Creoles could also buy offices to advance their positions socially. In particular, they often bought positions to rule as judges. Under the Bourbons, all of these policies were changed. Two new viceregalities were established in Latin America and the new positions associated with those were given to peninsulares. As mentioned in the document note, by 1807 only 12 out of 99 judges were creoles.

• The Bourbons wanted to promote economic development in the colonies. They passed the Decree of Fair Trade which allowed Spanish ports to trade with each other and with most ports in Spain so that the colonies could do business at 24 colonial ports instead of just 4. They were not allowed to trade with Great Britain, the Netherlands, or North American colonies. Although there were trade restrictions, there were fewer than there had been under the Hapsburgs. The increased trade opportunities made Latin Americans want even more trade opportunities.

Teaching Tips:

Discuss the Document Analysis questions:

1. What was the difference between Creoles and peninsulares?
   A Creole was pure Spanish but born in the Americas. A peninsulare was born in Spain.

2. In the rivalry between the Creoles and the peninsulares, what kind of power did the Creoles have and what kind of power did the peninsulares have?
   Creoles were wealthy and had social power. The peninsulares had positions in government.

3. How did the Creoles think independence might change their position?
   They thought they might be able to get political power too. They thought the peninsulares could be defeated, and that economic, social and political power would all belong to the Creoles.

4. How could you use this document to answer the question, why did the creoles lead the fight for Latin American independence?
   The Creoles led the fight because they did not like the peninsulares holding most of the administrative positions in Latin America. For example, in 1807, the peninsulares held 87 of 99 judgeships in the New World.
Document B


One of the main sources of independence sentiment was the growing rivalry between creoles and peninsulares. The Creoles had growing economic and social influence but the peninsulares monopolized all administrative positions.* Denied the political power to go along with their rising prominence, many Creoles began to think of doing away with the inconvenience of Spanish colonialism and move toward independence.

* For example, in 1807 only 12 of 99 judgeships in Latin America were held by Creoles. The rest were held by peninsulares.

Document Analysis

1. What was the difference between Creoles and peninsulares?

2. In the rivalry between the Creoles and the peninsulares, what kind of power did the Creoles have and what kind of power did the peninsulares have?

3. How did the Creoles think independence might change their position?

4. How could you use this document to answer the question, why did the Creoles lead the fight for Latin American independence?
Step Four: Document Analysis

Document C: Spanish Economic Policies

Content Notes:

- During the 18th century, Britain, the Netherlands, France, and Spain were in competition with each other for colonial land and riches. Each of the European countries put trade restrictions on their colonies that required the colonies to only trade with their motherland. In fact, smuggling and piracy were common ways for colonial traders to get around these restrictions.

- The tax system in late 18th century Spain was unable to keep up with the mounting costs that led to debilitating debt. To finance the wars in which it was engaged, the Spanish crown borrowed very heavily. Compounding the problem was the beginning of more military entanglements and the takeover of most of Spain by Napoleon, who insisted on financial subsidies from Spain. This pushed Spain to the brink of bankruptcy.

- Spain's financial distress caused significant problems for the wealthy Creoles and peninsulares in the Spanish colonies. In 1798, the Spanish crown passed a decree that certain public and religious properties in Spain and the colonies had to be sold. Of the 15 million pesos collected by Spain during this process, about two-thirds of it came from the colonies. By 1810, New Spain produced 75% of all the profit from Spain's colonies, yet little of it was reinvested in New Spain. Colonists also exercised little legal control over their holdings. For example, a ranchero needed a permit to slaughter a cow for his own consumption.

Teaching Tips:

Discuss the Document Analysis questions:

1. Which country is restricting the Americanos' property rights?
   - Spain. Americanos is a word that referred to Latin Americans. Viscardo is talking about Spain restricting property rights of Creoles and perhaps mestizos or mulattos.

2. Identify two economic policies that are making Creoles like Juan Pablo Viscardo angry.
   - a. Latin Americans have to pay artificially high prices for Spanish goods.
   - b. They have to sell at low prices.
   - c. The Spanish government decides what Latin Americans can produce and sell.

3. Who does Viscardo think should be in charge of the American economy?
   - Americanos, that is, Creoles from the Americas.

4. How could you use this document to respond to the question, why did the Creoles take the lead in the fight for independence?
   - The Creoles wanted to protect their economic interests. They thought the Spanish monopolies and taxes were unfair and that they were better equipped to make economic policies.
Document C

Source: Juan Pablo Viscardo, An Open Letter to America, written in 1791 and published in Latin America in 1801.

Note: Juan Pablo Viscardo was a Creole born in Peru. He wrote this letter in Europe but it was later distributed in the Americas. *Americanos* was a term he and others used to refer to Latin Americans. Generally, this term referred to Creoles; sometimes it included mestizos and mulattos. Viscardo was a firm supporter of independence.

Spanish restrictions on travel and commerce sealed America off from the rest of the world [limiting] our basic personal and property rights.... We in America are perhaps the first to be forced by our own government to sell our products at artificially low prices and buy what we need at artificially high prices. This is the result of the Spanish commercial monopoly system, combined with taxes and official fees. And because the official monopoly on transatlantic trade would naturally lead us to produce more in America, the government has been careful to place limitations on what we can legally produce....

... Spain could have left us the administration of our own affairs, one would think. Americanos, being those most concerned by affairs of America, logically ought to fill the public offices of their own country for the benefit of all concerned. But that has been far from the case.

Document Analysis

1. Which country is restricting the Americanos’ property rights?

2. Identify two economic policies that are making Creoles like Juan Pablo Viscardo angry.

3. Who does Viscardo think should be in charge of the American economy?

4. How could you use this document to respond to the question, why did the Creoles take the lead in the fight for independence?
Step Four: Document Analysis

Document D: Economic Troubles in Mexico

Content Notes:
- In 1785 - 86 there had been a severe drought and famine. People worried that the drought of 1808-09 would be a repeat of those terrible years.
- There was little rain in Mexico, especially in Bajío during the summers of 1808-1809. The area was already poor but the drought meant that the staple food maize (corn) was very scarce and expensive. The rural areas suffered directly. However, within two years, urban populations began to feel the effects too. The urban poor could not grow any maize on their own and had to buy whatever they could afford. In addition because rural people could not afford to buy urban-made goods, unemployment increased in textile production and silver mining.
- With the onset of drought, government officials tried to lessen the effects. They focused on urban areas first. They prohibited the storage of grain and ordered maize into the town markets immediately. They insisted that all employees who regularly were given maize as part of their “salary” continue to receive the grain. Employers were not allowed to fire workers as a way to reduce the amount of maize they needed for their employees. The tension that resulted weakened the government officials in charge. For the most part, the top officials were peninsulares.

Teaching Tips:
Discuss the Document Analysis questions:
1. What two things happened as a result of drought in Mexico in 1808-1809?
   - Livestock died and the crops were destroyed.
2. What happened to the unemployment rate as a result of the drought?
   - It increased.
3. Why do you think the mule trains that carried grain would be escorted by the military?
   - Because food was scarce and the military was trying to protect it as it traveled. They might have been ensuring that a lot of it went to the military and other elites.
4. How did Creole elites react to the problem of the drought?
   - They were worried that rebellion might break out, so they wanted to take power from the peninsulares and control the economy themselves.
5. How could you use this document to address the question, why did the Creoles take the lead in the fight for independence?
   - The Creoles blamed the peninsulares for mismanaging the drought. They thought they could do a better job of running the country than the peninsulares did. If anyone were to lead the revolution, it should be them.
Document D

In 1808-09 drought produced a great mortality among Mexico's livestock and decimated [destroyed] the harvest. . . . Food prices tripled. As in the past, agrarian [agricultural] crisis soon affected the rest of the economy: mining and manufacturing faltered and unemployment rose. The mule trains which carried maize to the public granaries traveled under military escort. Dearth [scarcity] also aggravated old agrarian conflicts and led . . . to peasant land invasions . . . .

Creole elites, indignant and threatened, now sought to capitalize on these social tensions. In 1809, officers of the militia . . . hatched a plot which sought to wrest power from the peninsulares and establish a form of Creole home rule, within the framework of the Spanish empire.

Document Analysis

1. What two things happened as a result of drought in Mexico in 1808-1809?

2. What happened to the unemployment rate as a result of the drought?

3. Why do you think the mule trains that carried grain would be escorted by the military?

4. How did Creole elites react to the problem of the drought?

5. How could you use this document to address the question, why did the Creoles take the lead in the fight for independence?
Step Four: Document Analysis

Document E: Popular Revolution in Mexico

Content Notes:

- Miguel Hidalgo was a Creole but most Creole leaders in Latin America thought his ideas were dangerous because he was not protective enough of creole power. His willingness to share power with Indians and mestizos made him unusual. His populist, rabble-rousing appeal made him unpopular with elites. He was excommunicated from the Church for his actions.

- The Grito de Dolores was the famous speech given by Father Hidalgo that urged Mexican independence from the Spanish. Hidalgo issued this famous speech in the town of Dolores, which is located in south-central Mexico.

- Although this speech marks the beginning of Mexican Independence, most creole leaders in Latin America were horrified by Hidalgo’s determination to encourage low status people to overthrow the social rules that gave creoles and peninsulares so much power.

- “Grito” means “cry” and “Dolores” means “sorrows” but Grito de Dolores is usually translated “Cry of Dolores” because of the mass demonstration in the town of Dolores. Sometimes people translate it to be “Cry of Independence” because today Mexicans celebrate September 16 as their Independence Day.

- September 16 is now the most important national holiday in Mexico. Celebrations begin the evening before with the traditional ringing of bells, speeches, and flag waving by the Mexican president in the Plaza de la Constitución in Mexico City. After the ringing of the bell, the president repeats a cry of patriotism based upon Grito de Dolores, with the names of the important heroes of the Mexican War of Independence.

Teaching Tips:

Discuss the Document Analysis questions:

1. What do you see in the mural painting by Juan O’Gorman?
   
   There are lots of people crowded together. They look like they come from different classes. Some have almost no clothes and some are well dressed. Many are yelling. There are flags and banners and fire. There is a big cross.

2. Who is the man in the middle of the mural?
   
   A priest. This is Father Hidalgo. He is a leader.

3. In the passage from the Grito de Dolores, what is Father Hidalgo encouraging?
   
   Hidalgo is encouraging a revolution by Mexicans with Indian heritage against the Spanish who took their land 300 years ago.

4. Which social class is Hidalgo challenging?
   
   The peninsulares who are, of course, the Spanish-born upper class.

5. Father Hidalgo was a Creole. Why do you suppose he got limited support from other Creoles?
   
   Other Creoles, like Simon Bolivar, would have been worried that the fight for independence from Spain was spinning out of their control. Most Creoles wanted independence from Spain but were nervous about a social revolution that was headed who knew where.
Document E

Source: Mural by Juan O’Gorman called Grito de Dolores, 1960-61. At the Museo Nacional de Historia, in the Castillo de Chapultepec in Mexico City.

Note: This mural depicts events on September 16, 1810. From the pulpit of his church, Father Hidalgo, a Mexican revolutionary priest, declared himself in open revolt against Spain. He led about 600 followers, mostly Indians and mestizos, to fight against the injustices of the Spanish colonial system. Hidalgo was a Creole but did not have much support from other Creoles.

Source: Father Miguel Hidalgo, Grito de Dolores, September 16, 1810.

My children: a new dispensation comes to us today. Will you receive it? Will you free yourselves? Will you recover the lands stolen three hundred years ago from your forefathers by the hated Spaniards? We must act at once.... Will you defend your religion and your rights as true patriots?... Death to bad government! Death to the gachupines [peninsulares]!”

Document Analysis

1. What do you see in the mural painting by Juan O’Gorman?

2. Who is the man in the middle of the mural?

3. In the passage from the Grito de Delores, what is Father Hidalgo encouraging?

4. Which social class is Hidalgo challenging?

5. Father Hidalgo was a Creole. Why do you suppose he got limited support from other Creoles?
Document F: Creoles React to Social Unrest

Content Notes:

- An important reason why the Creoles became convinced that they needed to take power was because of the Bourbon revolution in Spain. When Napoleon's forces invaded in 1808, Spain was pre-occupied with its own problems; colonial disputes took a backseat. The Creoles feared that if they did not take control of Latin America, no one would and anarchy would result.

- During the latter part of the 18th century, there were several indigenous Peruvian uprisings. An important one in 1780, known as Tupac Amaru's rebellion, began when Tupac Amaru hanged a Spanish magistrate or corregidor. After the assassination, Amaru II organized an army of 6000 Indians who looted Hispanic houses and killed Spanish oppressors. Amaru's troops won but the troops continued to kill Spaniards and soon Amaru lost support. He was sentenced to be drawn and quartered but when that failed, he was beheaded. This rebellion was important for two reasons: Indians remembered it as a moment in which they gained power against Hispanics and as a reminder that they must avenge their leader's death. The Creoles saw it as a point in which the Indian population got out of control and it served as a warning that they could lose their power if they did not control the Indians carefully.

- In 1780 and 1791 there were many attacks like the one led by Tupac Amaru. The Creoles in the mining town of Oruro sought an alliance with nearby Indian leaders to expel the Spaniards. A wealthy Creole miner, Jacinto Rodriguez, organized Indians, Creoles, and mestizos to kill the fifty Spanish residents of the town on February 10, 1781. After most of the Spaniards had been killed, large groups of Indians began to arrive to join the rebellion. Within a few days there were 15,000 natives in a town of 16 square blocks. Many were drunk and out of control. 27 Spaniards, 13 black slaves, one Creole and one Frenchman died. Like Amaru's rebellion, Creoles saw this as proof that they could not trust Indians or mestizos to rule the new country.

Teaching Tips:

Discuss the Document Analysis questions:

1. What does Bethell mean when he writes, "If the Creoles had one eye on their masters, they kept the other on their servants"?
   They were very conscious of their social position in the middle. They were not friendly with the peninsulares above them but they were worried about revolution from below.

2. Which social classes were challenging the idea of "white superiority"?
   Indians, mestizos, free blacks, mulattos and slaves

3. What did Creoles think about "coloured people" or people of Native, African or mixed ancestry?
   They wanted to keep them at a distance. They did not want to share power with them.

4. Father Hidalgo led the revolt in Mexico that is featured in Document E. What does document F suggest about how most Creoles reacted to that revolt?
   The document suggests that most Creoles were uncomfortable with Father Hidalgo and worried that he would cause social problems. Creoles were afraid of such revolts.

5. Why could the Creoles no longer count on the Spanish government to control social unrest after 1808?
   Because Napoleon's forces invaded Spain and the Spanish had to defend themselves instead of protect their colonies. Rebellion in Latin America was no longer Spain's top priority.

6. How could you use this document to answer the question, why did the Creoles take the lead in the fight for independence?
   The Creoles wanted to remove the peninsulares while at the same time holding the classes below them in check. There was nobody else to guarantee this outcome except themselves.
Document F


Note: In 1808, Napoleon Bonaparte invaded Spain, overthrew the Spanish monarchy and placed his brother on the throne.

[I]f the Creoles had one eye on their masters, they kept the other on their servants. The Creoles were intensely aware of social pressure from below, and they strove to keep the coloured people at a distance... white superiority was not unchallenged; beyond its defenses swarmed Indians, mestizos, free blacks, mulattos and slaves...

Traditionally the elite looked to Spain to defend them .... [But] when the monarchy collapsed in 1808, the Creoles could not allow the political vacuum to remain unfilled, their lives and property unprotected. They had to move quickly to anticipate popular rebellion, convinced that if they did not seize the opportunity, more dangerous forces would do so.

Document Analysis

1. What does Bethell mean when he writes, “If the Creoles had one eye on their masters, they kept the other on their servants”?

2. Which social classes were challenging the idea of “white superiority”?

3. What did Creoles think about “coloured people” or people of Native, African or mixed ancestry?

4. Father Hidalgo led the revolt in Mexico that is featured in Document E. What does document F suggest about how most Creoles reacted to that revolt?

5. Why could the Creoles no longer count on the Spanish government to control social unrest after 1808?

6. How could you use this document to answer the question, why did the Creoles take the lead in the fight for independence?
Step Five: Bucketing — Getting Ready To Write

Task One: Bucketing

A, B
Emerging National Identity

C, D
Economic Interests

E, F
Fear of Social Unrest

Task Two: Thesis Development and Road Map

The Chicken Foot

The Creoles led the fight for Latin American independence for three reasons:
- they felt a new sense of national identity
- they wanted to protect their economic interests
- they feared social unrest
Bucketing – Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final buckets. Write bucket labels under each bucket and place the letters of the documents in the buckets where they belong. Remember, your buckets are going to be your body paragraphs.

Thesis Development and Road Map

On the chicken foot below, write your thesis and your roadmap. Your thesis is always an opinion that answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.
Step Six: From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title: Latin American Independence: Why Did the Creoles Lead the Fight?

Paragraph #1
Grabber: Latin American independence was a fight for freedom from Spain, not for social equality
Background: Earlier independence movements in US, France, Haiti. Latin American movements in early 19th century. For independence yes, but complicated by social class.
Stating the question with key terms defined: Why were the Creoles so interested in leading this movement?
Thesis and road map: The Creoles had three main reasons for wanting to lead the fight for independence: political control, economic control, social control

Paragraph #2
Baby Thesis: Creole belief that they deserved more political control
Evidence: Complicated situation: “Americans by birth but Europeans by law” (Doc A) Caught between Indian land claims on one hand and Spanish / peninsulare control on other (Doc A). Example: Creoles resented peninsulare judgeships (Doc B)

Argument: Peninsulares were not Americanos. Latin America deserved to be led by the American-born.

Paragraph #3
Baby Thesis: Creoles wanted to lead independence fight for economic reasons.
Evidence: Resented Spanish monopoly of trade and Spanish control of prices (Doc C)

Unhappy with peninsular handling of the drought in Mexico (Doc D)

Argument: Creoles felt more deserving than Spanish-born peninsulares and felt they could do a better job running the economy. They had a special stake in the new society.

Paragraph #4
Baby Thesis: Creoles wanted to maintain social control.

Evidence: Concern about revolts like Father Hidalgo’s in Mexico. The Grito de Dolores made creoles nervous. (Doc E)

Kept one eye on masters (peninsulares) and one eye on servants (mestizos, slaves, free blacks, Indians) (Doc G)

Argument: Creoles wanted to control the independence movement because they wanted their hand on the throttle. Independence, yes; social revolution, no

Paragraph #5
Conclusion: The creole-led fight for independence in Latin America was a balancing act. On the one hand, Creoles wanted separation from Spain and removal of the peninsulas. On the other, wanted to preserve the old social structure that kept them on top.
From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Paragraph #1
Grabber

Background

Stating the question with key terms defined

Thesis and road map

Paragraph #2
Baby Thesis for bucket one

Evidence: supporting detail from the documents with citation

Argument: connecting evidence to the thesis

Paragraph #3
Baby Thesis

Evidence

Argument

Paragraph #4
Baby Thesis

Evidence

Argument

Paragraph #5
Conclusion: “Although” statement followed by restatement of main thesis
Mini-Q Sample Essay: Non-Proficient
Latin American Independence: Why Did the Creoles Lead the Fight?

Creoles ruled! The revolutions in Latin America were against Spain. There were lots of social classes like mestizos and Natives and African Americans but the Creoles led the fight and took all the power.

The Creoles led the fight because they were Americans by birth but not the peninsulares (Doc A). Simon Bolivar said they were special and better than the peninsulares.

The Creoles led the fight because they hated the monopoly (Doc C). They couldn't stop the drought either (Doc D). They wanted to sell more produce.

The Creoles thought they were better than everyone else. They hated revolts and wanted to stop them (Doc E). They thought they should have servants. That was wrong.

The Creoles led the fight because they were all about themselves. They didn't like any of the social classes, not even the peninsulares.

Mini-Q Sample Essay: Proficient
Latin American Independence: Why Did the Creoles Lead the Fight?

Independence was not for everyone! In the early 19th century Creole leaders led the fight for independence from Spain. They had Spanish ancestry but they were born in Latin America and they wanted to gain their freedom. They had seen the revolutions in the United States and Haiti and they wanted independence too. Why did they lead the fight instead of people from other social classes? The Creoles took the lead for three main reasons: they wanted political control, they wanted economic control, and they wanted to prevent social revolution by the lower classes.

The Creoles believed they deserved to have political power so they led the fight for independence. They had a "complicated" position (Doc A). Creoles were born in the Americas but the Spanish peninsulares got the administrative and political jobs. Most Creoles made more money and had more social power (Doc B). Their growing influence made them feel like it was their natural role to be the rulers of Latin America.

The Creoles wanted to control the economy so they led the fight for independence against Spain. The Spanish had a monopoly over the colonies that allowed them to charge high prices and to force the colonists to produce what the Spanish wanted them to produce (Doc C). The Creoles thought that was unfair and thought they could do a better job. They also resented the way the peninsulares handled the drought in Mexico (Doc D). They thought the peninsulares should have done more to stop the unemployment. They led the fight because they wanted to make sure the colonies became rich.

The Creoles led the fight because they were afraid that if they didn't, there would be too much social unrest. They did not like the way Hidalgo led Mexican mestizos to fight against Spanish law in New Spain (Doc E). The Creoles thought they should be ruling and not people who they thought were inferior (Doc F). They hated the peninsulares but they did not want people who they thought deserved low social status to share their power.

Creoles led the fight because they wanted political, economic, and social control. Even though they were successful in gaining independence they did not want the revolution to go too far.
Mini-Q Sample Essay: High Proficiency

Latin American Independence: Why Did the Creoles Lead the Fight?

Latin American independence movements were fought for freedom from Spain but not for social equality. Following revolutionary wars in the United States, France, and Haiti, Latin American leaders fought for independence from Spain. The early 19th century revolutions in Latin America blended the ideal of independence and freedom with a curious power struggle among the many social classes. Creoles, who had Spanish ancestry but were born in the Americas, led the fight for Latin American Independence for three main reasons: they felt they deserved to hold full political power, they wanted more control of the Latin American economy, and they wanted to prevent social revolution in order to maintain their high social status.

One reason Creole elites led the Latin American Independence movements is that they began to see themselves as a special group who deserved more political power than they had. "Americans by birth and Europeans by law," the Creole leaders like Simone Bolivar saw themselves struggling with the Indian population over land ownership while freeing themselves from Spanish control (Doc A). The Creoles were resentful of the Spanish-born peninsulares who held most government positions like judgeships (Doc B). During the late 18th century and early 19th century, with Spain at war with France in Europe, Creoles saw their chance to act. Born in places like Venezuela, Argentina, and Mexico, they as patriotic Americanos would lead the fight for independence.

Creole leaders also wanted to lead the fight for independence because of their interest in the Latin American economy. Because of their wealth, they had a big stake in building the expanding economy. The colonial system was not set up to benefit the colonies or the Creoles; it was set up to benefit Spain. Spanish trade laws established a monopoly that required the colonists to sell their products at low prices and buy Spanish products at high prices. In addition, Spanish law limited what Latin American colonists could produce (Doc C). The Creoles thought this was wrong. Even though they knew how to run their own businesses, the Spanish did not let the Creoles have full control. This stoked Creole desire for independence. Also, in 1808-1809, when a major drought struck Mexico, the peninsulares failed to control prices or solve the unemployment problems (Doc D). The Creoles sought independence because they thought they could do a better job than the peninsulares.

The most important reason Creoles took the lead in the fight against Spain was their fear of losing social and political status to other Americans such as mestizos, mulattos, Indians, and Africans. When the drought in Mexico created an economic crisis, Creoles felt threatened by land invasions from peasants (Doc D). In Mexico, Father Hidalgo led a revolt of 800 mestizos and Indians in what became known as the Grito de Dolores. He encouraged them to defend their religion and land rights (Doc E). The Creoles were afraid that revolts like the one in Mexico would create anarchy. They were afraid of losing power to people whom they considered to be their inferiors (Doc F). With one eye on their masters and the other on their servants, Creoles wanted to keep control of Latin America for themselves (Doc F).

Independence for a country and equality for all the people in the country are not the same thing. Although the Creoles successfully created new countries such as Venezuela, Mexico and Argentina, they led the revolutions themselves with their own political, economic, and social interests in mind. The Creoles wanted independence from Spain but not social revolution.
TEACHER DOCUMENT LIST (CV)

There are six documents in this Mini-Q. Students are provided with the same document list but it is not divided into analytical categories or buckets. Students may develop categories that are different from these.

**Emerging National Identity and Creole Pride**

- Document A: Complex National Identity
- Document B: Rivalry Between Creoles and Peninsulares

**Economic Interests**

- Document C: Spanish Economic Policies
- Document D: Economic Troubles in Mexico

**Fear of Social Unrest**

- Document E: Popular Revolution in Mexico
- Document F: Creoles React to Social Tensions
Overview: Between 1810 and 1826, revolutions broke out across Latin America. Many Latin Americans resented the control Spain had over its colonies in North and South America. The leaders above, Simon Bolivar and Jose de San Martin, were two of the key Latin American leaders in the struggle for independence from Spain. Both men came from a class of people known as Creoles or Criollos. Like most leaders in the fight for independence, these two Creole men were born in the Americas but their ancestors were from Europe. The question you will answer in this Mini-Q is Latin American Independence: Why Did the Creoles Lead the Fight?

The Documents:

Document A: Complex National Identity
Document B: Rivalry Between Creoles and Peninsulares
Document C: Spanish Economic Policies
Document D: Economic Troubles in Mexico
Document E: Popular Revolution in Mexico
Document F: Creoles React to Social Tensions
The Hook

**Teacher Note:** T

**Task One:** Review the percentages given for each of the social classes and create a pie chart that demonstrates the overall composition of Colonial Latin America.

![Pie chart showing percentages of different social classes: Peninsulares 1%, Mestizos 7%, Mulattos and Free Blacks 8%, Slaves 11%, Creoles 23%, Native Americans 50%]

**Task Two:** Determine where in the social hierarchy you think each group fell. Write your predictions on the pyramid provided and be prepared to defend your decisions.

**Colonial Spanish America Social Hierarchy**

- peninsulares
- Creoles
- mestizos
- mulattos/free blacks
- Indians
- African slaves
Hook Exercise: Ranking Social Groups

**Directions:** By the late 18th century, a rigid social hierarchy existed in colonial Latin America. Certain groups had more power and privilege than others, and there was little room for social advancement. Below are descriptions of the main social classes that made up colonial Spanish America. With a partner, read through the descriptions and then fill in the circle diagram and social pyramid below.

- **Mestizos** were people of mixed Spanish and Indian heritage who in 1800 made up about 7% of the total population. Most mestizos were small farmers, shopkeepers, artisans, and overseers in mines and on haciendas (ranches and plantations).

- **Peninsulares** were people born in Spain who migrated to the colonies. Peninsulares made up less than 1% of the colonial population. Some peninsulares were very wealthy, but not all. Peninsulares worked in high-ranking jobs in the government, military and church.

- **Indian peoples** made up well over 50% of the population of colonial Latin America. These were the people who lived in Latin America before the arrival of the Spanish. By law, Native villages were forced to provide labor in Spanish mines and farms.

- **Slaves** were of African descent, and many were born in Africa. Slaves were about 11% of the population. Under colonial law, slaves were considered property and could be bought and sold.

- **Mulattos and Free Blacks:** Mulattos were people of mixed African and Spanish blood. More so than in North America, blacks in Spanish America were able to buy their freedom. Together, free blacks and mulattos made up about 8% of the population.

- **Creoles** were people of pure Spanish blood who were born in America. Their ancestry went back to the original conquistadores — something they were very proud of. Creoles made up about 23% of the population. Creoles owned the largest and richest mines and haciendas. Despite their wealth, Creoles held few high-ranking jobs in the government, church, or trade. These jobs went to the peninsulares.

**Task One:** Create a pie chart that shows the names and percentages of the six social classes in colonial Latin America.

**Task Two:** Determine where you think each group falls in the social hierarchy. Write each social class name on the pyramid. Be prepared to defend your decisions.
Establishing the Context

General Instructions
- Review the Timeline.
- Pre-teach the boldfaced vocabulary.
- Have students read, or read aloud, the Background Essay.
- Have students answer the Background Essay questions on the next page.

Specific Considerations
The main purpose of the Background Essay is to create a context for the Mini-Q exercise. Its job is to provide a sense of time, place, story, and to introduce important vocabulary and concepts. Doing this well gives all students a more equal chance to succeed with the Mini-Q.

**Time:** Be sure students review the Timeline. Ask them to identify the main events leading up to and relating to Latin American independence movements.

**Place:** Refer to a map showing Latin America, paying particular attention to South America and Spain. Make sure that students know the relative locations of the Iberian Peninsula, New Spain (Mexico), Venezuela, Argentina, and Peru.

**Story:** We suggest reading the Background Essay aloud. It is good for many students, even good readers, to hear the words as they see them. For many, it is important to hear the cadence of the language, to experience pauses and emphasis. Use the Background Essay questions to review the text.

**Vocabulary and Concepts:** You may want to pre-teach the eight boldfaced terms in the essay. Our feeling about vocabulary is that some pre-teaching is good but keep the word list short. When reading aloud, see how much students can get from context.
Latin American Independence: Why Did the Creoles Lead the Fight?

"We came to serve God and to get rich." So said the conquistador, Bernal Díaz del Castillo, about the Spanish conquest of the Americas. In their search for gold and souls to save, Spain created an empire that extended as far north as Colorado and as far south as Patagonia in Southern Chile. This empire lasted for over 300 years. Then, between the years 1811 and 1830 one Spanish colony after another – Uruguay, Paraguay, Chile, Mexico, Ecuador, the United Provinces of Central America, Peru, Bolivia, Columbia, and Venezuela - declared their independence from Spain.

Why did Latin Americans become unhappy with Spanish rule? One major complaint was that the Spanish were unwilling to share political power. The Spanish crown appointed viceroys, or governors, who ruled the Spanish colonies. Even after several generations of colonial rule, viceroys and other government officials always came from Spain and rarely consulted with Americans leaders who had always lived in the Americas.

Another annoyance was Spain’s economic policies. Spain believed the purpose of the colonies was to build the wealth of the mother country. Under the economic system called mercantilism, the Spanish officials took the majority of the profits from resources they found in the Americas. More of this story will be told by the documents.

Despite these political and economic grievances, we know from the historical record that as late as 1800 there was little revolutionary activity in Latin America. Then, however, something happened. In 1808, Napoleon Bonaparte’s French army invaded Spain, removed the Spanish king from the throne, and replaced him with Napoleon’s brother. Because Spain was up to its elbows in trouble, it could not pay proper attention to its colonies across the Atlantic Ocean. This created an opening for Americans like Simon Bolívar, Juan de San Martín, and Agustín de Iturbide. Wasn’t this the perfect time for Latin American colonies to remove Spanish authority and declare their independence?

A big question was what this independence would look like. Bolivar, San Martíne, and Iturbide were all Creoles, born in America but of pure Spanish blood. As much as they wanted to be rid of the Spanish they were always uneasy about the racial mix of people who made up the rest of the Latin American population – slaves, free blacks, mulattos, mestizos, not to mention the Spanish-born pure-blooded peninsulares. With this mixed population, creating a new country with a stable government, a strong economy, and a sense of nationhood was a real challenge.

This Mini-Q dives into the excitement and the complexity of revolutionary Latin America. Examine the six documents that follow and answer the question before us: Latin American independence: Why did the Creoles lead the fight?
Document A: Complex National Identity

Content Notes:
• As mentioned in the document note, Simon Bolivar was born in 1783 in what is now Caracas, Venezuela (then known as the Spanish Viceroyalty of New Grenada.) For part of his teenage years he lived in Spain. He has frequently been referred to as "The Liberator" because he led the independence movement in Spanish America that directly led to the formation of six new nations (Venezuela, Colombia, Ecuador, Panama, Peru, and Bolivia, which was named for him).
• Simon Bolivar is known for his military leadership and for his charismatic political leadership. In the military, he was a strong believer in rewarding merit. He built a strong army with combat troops and the elite 450-man Guardia de Honor towards which ambitious soldiers could strive. He created a hierarchy of command and established courts martial at all levels in order to enforce military policy.
• Politically, Bolivar understood that nationalism is something leaders must create. In his speeches and letters, he used language to create a new national identity for Latin America. In this document and in others, he establishes Latin America as something separate from Spain even though they were closely connected at the time. "We are a young people (unlike Europe). We inhabit a world apart, separated by broad seas (the Atlantic Ocean)." By identifying characteristics Latin Americans have in common with each other but not with Spain, he makes progress in breaking down the very divided social hierarchy of the Americas.

Teaching Tips:
Discuss these Document Analysis questions:
1. Using the Background Essay as a reminder, which social class or classes would be "American by birth and European by law" in Latin America in 1819? Which social class or classes could not fit into that category?
   The Creoles could be Americans by birth but Europeans by law. This description could possibly refer to any of the classes except the peninsulares and the Africans.
2. What is the "dual conflict" Bolivar describes?
   He says that they are fighting with the Indians over land ownership and with the Spanish whom he calls invaders.
3. Focusing on the word "we," which social class do you think Bolivar means when he says "We are disputing with the natives for titles of ownership"?
   He probably means the Creoles. He could mean the peninsulares but since Bolivar is Creole, that is unlikely.
4. To whom is Bolivar referring when he speaks of "invaders"?
   The Spanish.
5. Simon Bolivar uses the words "us" and "we" repeatedly in this short passage. Why do you think he does that?
   He is trying to make it seem like everyone in the Americas agrees with each other. He is suggesting the Indians might not like "the invaders" and have something in common with the Creoles who are challenging their rights to land. He glosses over details to make it seem that people are unified.
6. How could you use this document to explain why Creoles led the fight in the revolution against Spain?
   It shows Creole pride and a sense that Latin Americans have a special identity independent of Spain or Europe. This makes them special.
Document A


Note: Simón Bolívar was one of the most influential revolutionary leaders. He was a Creole born in 1783 in what is now Caracas, Venezuela. The Congress of Angostura took place during the wars of independence of Colombia and Venezuela. This short excerpt was taken from Bolívar’s opening speech.

We are not Europeans; we are not Indians; we are but a mixed species of aborigines and Spaniards. Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: We are disputing with the natives for titles of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders. Thus our position is most extraordinary and complicated.
Document B: Rivalry Between Creoles and Peninsulares

Content Notes:

- Howard J. Wiarda is professor of international relations at the University of Georgia, and Senior Scholar at the Center for Strategic and International Studies (CSIS) in Washington, D.C. Harvey Kline is professor of political science at the University of Alabama at Tuscaloosa. He is a member of the Inter-American Dialogue and the author of several books about Latin America.

- After the War of the Spanish Succession which ended in 1713, Hapsburg power in Spain was replaced by Bourbon power. The Bourbon dynasty in Spain passed many political and economic reforms during the 18th century that increased tensions between the creoles and peninsulares in Latin America. Under the Hapsburgs, creoles had held power in The Council of the Indies. Creoles could also buy offices to advance their positions socially. In particular, they often bought positions to rule as judges. Under the Bourbons, all of these policies were changed. Two new viceregalities were established in Latin America and the new positions associated with those were given to peninsulares. As mentioned in the document note, by 1807 only 12 out of 99 judges were creoles.

- The Bourbons wanted to promote economic development in the colonies. They passed the Decree of Fair Trade which allowed Spanish ports to trade with each other and with most ports in Spain so that the colonies could do business at 24 colonial ports instead of just 4. They were not allowed to trade with Great Britain, the Netherlands, or North American colonies. Although there were trade restrictions, there were fewer than there had been under the Hapsburgs. The increased trade opportunities made Latin Americans want even more trade opportunities.

Teaching Tips:

Discuss these Document Analysis questions:

1. What was the difference between Creoles and peninsulares?
   - A Creole was pure Spanish but born in the Americas. A peninsulare was born in Spain.

2. In the rivalry between the Creoles and the peninsulares, what kind of power did the Creoles have and what kind of power did the peninsulares have?
   - Creoles were wealthy and had social power. The peninsulares had positions in government.

3. How did the Creoles think independence might change their position?
   - They thought they might be able to get political power too. They thought the peninsulares could be defeated, and that economic, social and political power would all belong to the Creoles.

4. How could you use this document to answer the question, why did the creoles lead the fight for Latin American independence?
   - The Creoles led the fight because they did not like the peninsulares holding most of the administrative positions in Latin America. For example, in 1807, the peninsulares held 87 of 99 judgeships in the New World.
One of the main sources of independence sentiment was the growing rivalry between creoles and peninsulares. The Creoles had growing economic and social influence but the peninsulares monopolized all administrative positions. Denied the political power to go along with their rising prominence, many Creoles began to think of doing away with the inconvenience of Spanish colonialism and move toward independence.

* For example, in 1807 only 12 of 99 judgeships in Latin America were held by Creoles. The rest were held by peninsulares.
Document C: Spanish Economic Policies

Content Notes:

- During the 18th century, Britain, the Netherlands, France, and Spain were in competition with each other for colonial land and riches. Each of the European countries put trade restrictions on their colonies that required the colonies to only trade with their motherland. In fact, smuggling and piracy were common ways for colonial traders to get around these restrictions.

- The tax system in late 18th century Spain was unable to keep up with the mounting costs that led to debilitating debt. To finance the wars in which it was engaged, the Spanish crown borrowed very heavily. Compounding the problem was the beginning of more military entanglements and the takeover of most of Spain by Napoleon, who insisted on financial subsidies from Spain. This pushed Spain to the brink of bankruptcy.

- Spain's financial distress caused significant problems for the wealthy Creoles and peninsulares in the Spanish colonies. In 1796, the Spanish crown passed a decree that certain public and religious properties in Spain and the colonies had to be sold. Of the 15 million pesos collected by Spain during this process, about two-thirds of it came from the colonies. By 1810, New Spain produced 75% of all the profit from Spain's colonies, yet little of it was reinvested in New Spain. Colonists also exercised little legal control over their holdings. For example, a ranchero needed a permit to slaughter a cow for his own consumption.

Teaching Tips:

Discuss these Document Analysis questions:

1. Which country is restricting the Americanos' property rights?
   - Spain. Americanos is a word that referred to Latin Americans. Viscardo is talking about Spain restricting property rights of Creoles and perhaps mestizos or mulattos.

2. Identify two economic policies that are making Creoles like Juan Pablo Viscardo angry.
   - a. Latin Americans have to pay artificially high prices for Spanish goods.
   - b. They have to sell at low prices.
   - c. The Spanish government decides what Latin Americans can produce and sell.

3. Who does Viscardo think should be in charge of the American economy?
   - Americanos, that is, Creoles from the Americas.

4. How could you use this document to respond to the question, why did the Creoles take the lead in the fight for independence?
   - The Creoles wanted to protect their economic interests. They thought the Spanish monopolies and taxes were unfair and that they were better equipped to make economic policies.
Spanish restrictions on travel and commerce sealed America off from the rest of the world [limiting] our basic personal and property rights... we in America are perhaps the first to be forced by our own government to sell our products at artificially low prices and buy what we need at artificially high prices. This is the result of the Spanish commercial monopoly system, combined with taxes and official fees. And because the official monopoly on transatlantic trade would naturally lead us to produce more in America, the government has been careful to place limitations on what we can legally produce...

... Spain could have left us the administration of our own affairs, one would think. Americanos, being those most concerned by affairs of America, logically ought to fill the public offices of their own country for the benefit of all concerned. But that has been far from the case.
Document D: Economic Troubles in Mexico

Content Notes:

- In 1785 - 86 there had been a severe drought and famine. People worried that the drought of 1808-09 would be a repeat of those terrible years.
- There was little rain in Mexico, especially in Bajio during the summers of 1808-1809. The area was already poor but the drought meant that the staple food maize (corn) was very scarce and expensive. The rural areas suffered directly. However, within two years, urban populations began to feel the effects too. The urban poor could not grow any maize on their own and had to buy whatever they could afford. In addition because rural people could not afford to buy urban-made goods, unemployment increased in textile production and silver mining.
- With the onset of drought, government officials tried to lessen the effects. They focused on urban areas first. They prohibited the storage of grain and ordered maize into the town markets immediately. They insisted that all employees who regularly were given maize as part of their "salary" continue to receive the grain. Employers were not allowed to fire workers as a way to reduce the amount of maize they needed for their employees. The tension that resulted weakened the government officials in charge. For the most part, the top officials were peninsulares.

Teaching Tips:

Discuss these Document Analysis questions:

1. What two things happened as a result of drought in Mexico in 1808-1809?
   - Livestock died and the crops were destroyed.
2. What happened to the unemployment rate as a result of the drought?
   - It increased.
3. Why do you think the mule trains that carried grain would be escorted by the military?
   - Because food was scarce and the military was trying to protect it as it traveled. They might have been ensuring that a lot of it went to the military and other elites.
4. How did Creole elites react to the problem of the drought?
   - They were worried that rebellion might break out, so they wanted to take power from the peninsulares and control the economy themselves.
5. How could you use this document to address the question, why did the Creoles take the lead in the fight for independence?
   - The Creoles blamed the peninsulares for mishandling the drought. They thought they could do a better job of running the country than the peninsulares did. If anyone were to lead the revolution, it should be them.
In 1808-09 drought produced a great mortality among Mexico's livestock and decimated [destroyed] the harvest.... Food prices tripled. As in the past, agrarian [agricultural] crisis soon affected the rest of the economy: mining and manufacturing faltered and unemployment rose. The mule trains which carried maize to the public granaries traveled under military escort. Dearth [scarcity] also aggravated old agrarian conflicts and led ... to peasant land invasions....

Creole elites, indignant and threatened, now sought to capitalize on these social tensions. In 1809, officers of the militia ... hatched a plot which sought to wrest power from the peninsulares and establish a form of Creole home rule, within the framework of the Spanish empire.
Document E: Popular Revolution in Mexico

Content Notes:

- Miguel Hidalgo was a Creole but most Creole leaders in Latin America thought his ideas were dangerous because he was not protective enough of creole power. His willingness to share power with Indians and mestizos made him unusual. His populist, rabble-rousing appeal made him unpopular with elites. He was excommunicated from the Church for his actions.

- The *Grito de Dolores* was the famous speech given by Father Hidalgo that urged Mexican independence from the Spanish. Hidalgo issued this famous speech in the town of Dolores, which is located in south-central Mexico.

- Although this speech marks the beginning of Mexican Independence, most creole leaders in Latin America were horrified by Hidalgo’s determination to encourage low status people to overthrow the social rules that gave creoles and peninsulares so much power.

- “Grito” means “cry” and “Dolores” means “sorrows” but *Grito de Dolores* is usually translated “Cry of Dolores” because of the mass demonstration in the town of Dolores. Sometimes people translate it to be “Cry of Independence” because today Mexicans celebrate September 16 as their Independence Day.

- September 16 is now the most important national holiday in Mexico. Celebrations begin the evening before with the traditional ringing of bells, speeches, and flag waving by the Mexican president in the Plaza de la Constitución in Mexico City. After the ringing of the bell, the president repeats a cry of patriotism based upon *Grito de Dolores*, with the names of the important heroes of the Mexican War of Independence.

Teaching Tips:

Discuss these Document Analysis questions:

1. What do you see in the mural painting by Juan O’Gorman?
   
   There are lots of people crowded together. They look like they come from different classes. Some have almost no clothes and some are well dressed. Many are yelling. There are flags and banners and fire. There is a big cross.

2. Who is the man in the middle of the mural?
   
   A priest. This is Father Hidalgo. He is a leader.

3. In the passage from the *Grito de Dolores*, what is Father Hidalgo encouraging?
   
   Hidalgo is encouraging a revolution by Mexicans with Indian heritage against the Spanish who took their land 300 years ago.

4. Which social class is Hidalgo challenging?
   
   The peninsulares who are, of course, the Spanish-born upper class.

5. Father Hidalgo was a Creole. Why do you suppose he got limited support from other Creoles?
   
   Other Creoles, like Simon Bolivar, would have been worried that the fight for independence from Spain was spinning out of their control. Most Creoles wanted independence from Spain but were nervous about a social revolution that was headed who knew where.
Document E

Source: Mural by Juan O’Gorman called *Grito de Dolores*, 1960-61. At the Museo Nacional de Historia, in the Castillo de Chapultepec in Mexico City.

Note: This mural depicts events on September 16, 1810. From the pulpit of his church, Father Hidalgo, a Mexican revolutionary priest, declared himself in open revolt against Spain. He led about 600 followers, mostly Indians and mestizos, to fight against the injustices of the Spanish colonial system. Hidalgo was a Creole but did not have much support from other Creoles.


My children: a new dispensation comes to us today. Will you receive it? Will you free yourselves? Will you recover the lands stolen three hundred years ago from your forefathers by the hated Spaniards? We must act at once.... Will you defend your religion and your rights as true patriots?... Death to bad government! Death to the *gachupines* [peninsulares]!”
Document F: Creoles React to Social Unrest

Content Notes:

• An important reason why the Creoles became convinced that they needed to take power was because of the Bourbon revolution in Spain. When Napoleon's forces invaded in 1808, Spain was pre-occupied with its own problems; colonial disputes took a backseat. The Creoles feared that if they did not take control of Latin America, no one would and anarchy would result.

• During the latter part of the 18th century, there were several indigenous Peruvian uprisings. An important one in 1780, known as Tupac Amaru's rebellion, began when Tupac Amaru hanged a Spanish magistrate or corregidor. After the assassination, Amaru II organized an army of 6000 Indians who looted Hispanic houses and killed Spanish oppressors. Amaru's troops won but the troops continued to kill Spaniards and soon Amaru lost support. He was sentenced to be drawn and quartered but when that failed, he was beheaded. This rebellion was important for two reasons: Indians remembered it as a moment in which they gained power against Hispanics and as a reminder that they must avenge their leader's death. The Creoles saw it as a point in which the Indian population got out of control and it served as a warning that they could lose their power if they did not control the Indians carefully.

• In 1780 and 1781 there were many attacks like the one led by Tupac Amaru. The Creoles in the mining town of Oruro sought an alliance with nearby Indian leaders to expel the Spaniards. A wealthy Creole miner, Jacinto Rodriguez, organized Indians, Creoles, and mestizos to kill the fifty Spanish residents of the city on February 10, 1781. After most of the Spaniards had been killed, large groups of Indians began to arrive to join the rebellion. Within a few days there were 15,000 natives in a town of 16 square blocks. Many were drunk and out of control. 27 Spaniards, 13 black slaves, one Creole and one Frenchman died. Like Amaru's rebellion, Creoles saw this as proof that they could not trust Indians or mestizos to rule the new country.

Teaching Tips:

Discuss these Document Analysis questions:

1. What does Bethell mean when he writes, "If the Creoles had one eye on their masters, they kept the other on their servants"?
   They were very conscious of their social position in the middle. They were not friendly with the peninsulares above them but they were worried about revolution from below.

2. Which social classes were challenging the idea of "white superiority"?
   Indians, mestizos, free blacks, mulattoes and slaves

3. What did Creoles think about "coloured people" or people of Native, African or mixed ancestry?
   They wanted to keep them at a distance. They did not want to share power with them.

4. Father Hidalgo led the revolt in Mexico that is featured in Document E. What does document F suggest about how most Creoles reacted to that revolt?
   The document suggests that most Creoles were uncomfortable with Father Hidalgo and worried that he would cause social problems. Creoles were afraid of such revolts.

5. Why could the Creoles no longer count on the Spanish government to control social unrest after 1808?
   Because Napoleon's forces invaded Spain and the Spanish had to defend themselves instead of protect their colonies. Rebellion in Latin America was no longer Spain's top priority.

6. How could you use this document to answer the question, why did the Creoles take the lead in the fight for independence?
   The Creoles wanted to remove the peninsulares while at the same time holding the classes below them in check. There was nobody else to guarantee this outcome except themselves.
Document F


Note: In 1808, Napoleon Bonaparte invaded Spain, overthrew the Spanish monarchy and placed his brother on the throne.

If the Creoles had one eye on their masters, they kept the other on their servants. The Creoles were intensely aware of social pressure from below, and they strove to keep the coloured people at a distance... white superiority was not unchallenged; beyond its defenses swarmed Indians, mestizos, free blacks, mulattos and slaves....

Traditionally the elite looked to Spain to defend them ... [But] when the monarchy collapsed in 1808, the Creoles could not allow the political vacuum to remain unfilled, their lives and property unprotected. They had to move quickly to anticipate popular rebellion, convinced that if they did not seize the opportunity, more dangerous forces would do so.