



# Latin America

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- Rain Forest Resources
- Giving Citizens a Voice
- The Income Gap

### UNIT 3 ATLAS

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## Chapter 9 PHYSICAL GEOGRAPHY OF LATIN AMERICA From the Andes to the Amazon

### 1 Landforms and Resources

#### RAND MCNALLY MAP AND GRAPH SKILLS

#### Interpreting a Precipitation Map

### 2 Climate and Vegetation

### 3 Human-Environment Interaction

### Chapter 9 Assessment





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**Chacobo Indians on the Amazon River, Bolivia**

## Chapter 10 HUMAN GEOGRAPHY OF LATIN AMERICA A Blending of Cultures

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**Sao Paulo, Brazil**



# Unit 3

## Latin America

PREVIEW TODAY'S ISSUES IN LATIN AMERICA

UNIT ATLAS

Chapter 9  
**PHYSICAL GEOGRAPHY**  
From the Andes to the Amazon

Chapter 10  
**HUMAN GEOGRAPHY**  
A Blending of Cultures

Chapter 11  
**TODAY'S ISSUES**  
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**CASE STUDY**  
THE INCOME GAP

Latin America includes parts of North America, Central America and the Caribbean, and South America. The region covers many latitudes from north to south of the equator.

### GeoData

**LOCATION** Latin America extends from Mexico southward across the equator to nearly reach Antarctica in the Southern Hemisphere.

**REGION** It is called "Latin America" because the two main languages spoken there—Spanish and Portuguese—developed from Latin.

**REGION** This region is bounded by two oceans (Atlantic and Pacific), the Gulf of Mexico, and the Caribbean Sea.

For more information on Latin America ...

[mhsculstudies.com](http://mhsculstudies.com)

RESEARCH WEB LINKS



**MOVEMENT** Vikings from surrounding areas bring their goods to market in the Aztec city of Tenochtitlan, depicted in this mural by Diego Rivera.



**HUMAN-ENVIRONMENT INTERACTION** Quechua Indians make the dugout canoes they use to explore in the Amazon River basin in northern Bolivia.



**PLACES** Sugarloaf Mountain is a famous landmark. It overlooks Guanabara Bay in Rio de Janeiro, Brazil. The statue of Christ atop the mountain reflects the importance of the Catholic faith to millions of Latin Americans.

## Unit 3 PREVIEW

# Today's Issues in Latin America

Three of the most important issues that concern Latin America today are resources, democracy, and the income gap between rich and poor.

As you read Chapters 9 and 10, you will learn helpful background information. You will study the issues themselves in Chapter 11.

In a small group, answer the following questions. Then participate in a class discussion of your ideas.

### Exploring the Issues

1. **RESOURCES** What are some resources that are becoming increasingly scarce in the world?
2. **DEMOCRACY** What are some threats to democracy in the world today? What conditions might be necessary for democracy to thrive?

3. **INCOME GAP** Why might an income gap exist in a country? How might a growing gap between rich and poor affect a country?

For more on these issues in Latin America ...



#### RESOURCES



## How can we preserve and develop the rain forest?

Agriculture and timber harvesting in Brazil are reducing the size of the rain forests by destroying thriving ecosystems, but are providing food and export products.





## How can Latin Americans gain a voice in government?

Demonstrators in Chile rally in support of putting former dictator General Augusto Pinochet on trial. The signs say, "Judgment for Pinochet—truth and justice for Chile."

**INCOME GAP**



## **C**ASE **S**TUDY

# **How can the economic gulf between rich and poor be bridged?**

There is a growing gap between rich and poor in Latin America, with all the problems of slums, homeless children, and street crime. Here, a young girl stands above polluted water in a slum in Belém, Brazil.

# Unit ATLAS



## Patterns of Physical Geography

Use the Unit Atlas to add to your knowledge of Latin America, which stretches from Mexico to the tip of South America. As you look at the maps and graphs, notice geographic patterns and specific details about the region. For example, the graph gives details about two large rivers in the region.

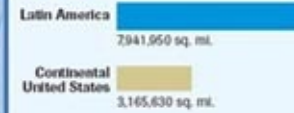
After studying the graphs and physical map on these two pages, jot down answers to the following questions in your notebook.

### Making Comparisons

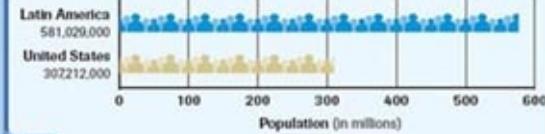
1. Which river systems dominate South America?
2. How are the Andes Mountains of South America similar in location to the Rocky Mountains of the United States?
3. Compare Latin America's landmass and population to those of the United States. Based on that data, how might the overall population densities of the two compare?

### Comparing Data

#### Landmass

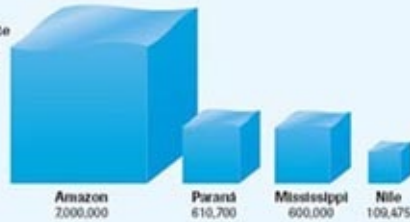


#### Population

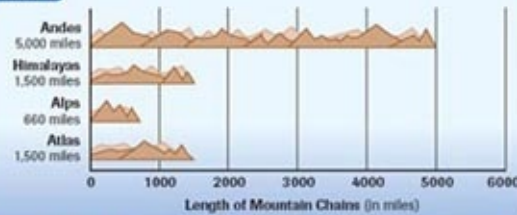


#### Rivers

##### Discharge Rate (in cubic feet per second)



#### Mountains





# Latin America: Physical



# Unit ATLAS



## Patterns of Human Geography

Study the historical and political maps of Latin America on these two pages. In your notebook, answer these questions.

### Making Comparisons

1. What differences do you notice when you compare the 1800 map to the map of Latin America today?
2. What are some of the similarities between the 1800 map and the contemporary map of Latin America?
3. What former Portuguese colony in South America is the largest country in the region today?

Latin America, 1800



# Latin America: Political





# Unit ATLAS



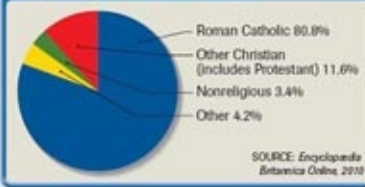
## Regional Patterns

On these pages are several thematic maps and a pie graph. One map shows the climates of Latin America. Another depicts the urbanization of the region. A third map shows the languages of the region. Look at them and see what you can learn about Latin America. Answer these questions in your notebook.

### Making Comparisons

1. What is the climate in much of the interior of South America? How does it differ from the climate along much of the coast? How might the climate have affected settlement in the interior?
2. What language do the people speak in Brazil? What language is spoken in most countries in the region?
3. Where is most of the population located in South America? Where is there less population? Why might people have settled in these areas rather than the others?

### Religions of Latin America



### Climates of Latin America



### Languages of Latin America



### Urbanization of Latin America



LATIN AMERICA



Study the charts on the countries of Latin America. In your notebook, answer these questions.

### Making Comparisons

- Which four Latin American countries have the most people? Locate them on the map on page 193. Are they also the largest countries?
- Which three Latin American countries have the fewest people? Locate them on the map on page 193.
- Which seven Latin American countries have the highest GDP (gross domestic product)? Which countries have the lowest? What factors might account for this?

(continued on page 198)



















\* Data is available for commercial vehicles only.  
\*\* Figure includes commercial vehicles.

For updated statistics on Latin America . . .



| Country/<br>Flag | Country/<br>Capital                        | Population  | Life Expectancy<br>(years) | Birthrate<br>(per 1,000 pop.) | Infant Mortality<br>(per 1,000 live births) |
|------------------|--|-------------|----------------------------|-------------------------------|---|
|                  | <b>Antigua and Barbuda</b><br>St. John's   | 86,000      | 74.8                       | 16.6                          | 16.3  |
|                  | <b>Argentina</b><br>Buenos Aires           | 40,914,000  | 76.8                       | 17.9                          | 11.4  |
|                  | <b>Bahamas</b><br>Nassau                   | 308,000     | 68.9                       | 16.4                          | 14.8  |
|                  | <b>Barbados</b><br>Bridgetown              | 285,000     | 73.9                       | 12.6                          | 12.3  |
|                  | <b>Belize</b><br>Belmopan                  | 398,000     | 68.2                       | 27.3                          | 25.1  |
|                  | <b>Bolivia</b><br>La Paz, Sucre            | 9,775,000   | 66.9                       | 25.8                          | 44.7  |
|                  | <b>Brazil</b><br>Brasilia                  | 198,779,000 | 72.0                       | 16.4                          | 22.6  |
|                  | <b>Chile</b><br>Santiago                   | 16,802,000  | 77.0                       | 14.6                          | 7.7   |
|                  | <b>Colombia</b><br>Bogotá                  | 43,672,000  | 74.1                       | 18.1                          | 17.4  |
|                  | <b>Costa Rica</b><br>San José              | 4,254,000   | 77.0                       | 12.4                          | 8.8   |
|                  | <b>Cuba</b><br>Havana                      | 11,452,000  | 77.5                       | 11.1                          | 5.8   |
|                  | <b>Dominica</b><br>Roseau                  | 71,000      | 75.6                       | 15.7                          | 13.7  |
|                  | <b>Dominican Republic</b><br>Santo Domingo | 9,650,000   | 73.7                       | 22.4                          | 26.0  |
|                  | <b>Ecuador</b><br>Quito                    | 14,572,000  | 75.3                       | 20.8                          | 20.9  |
|                  | <b>El Salvador</b><br>San Salvador         | 2,185,000   | 72.3                       | 25.3                          | 21.5  |
|                  | <b>Grenada</b><br>St. George's             | 91,000      | 66.0                       | 21.5                          | 13.2  |
|                  | <b>Guatemala</b><br>Guatemala City         | 13,272,000  | 70.3                       | 28.0                          | 27.8  |



| Doctors<br>(per 100,000 pop.)<br>(2000-2004) | GDP<br>(billions \$US) | Import/Export<br>(billions \$US) | Literacy Rate<br>(percentage) | Televisions<br>(per 1,000 pop.) | Passenger<br>Cars<br>(per 1,000 pop.) | Total Area*<br>(square miles) |    |
|--|------------------------|----------------------------------|-------------------------------|---------------------------------|---------------------------------------|-------------------------------|---|
| 17   | 1.6                    | 0.52/0.08                        | 96                            | 493                             | 279                                   | 171                           |    |
| 201  | 558                    | 3871/55.7                        | 97                            | 293                             | 127                                   | 1,068,302                     |    |
| 105  | 8.1                    | 2,40/0.07                        | 96                            | 243                             | 218                                   | 5,382                         |    |
| 121  | 5.3                    | 1.58/0.28                        | 100                           | 290                             | 218                                   | 166                           |    |
| 105  | 2.5                    | 0.62/0.40                        | 77                            | 183                             | 196                                   | 8,807                         |    |
| 122  | 45.1                   | 4,17/8.84                        | 87                            | 118                             | 30                                    | 424,164                       |    |
| 115  | 2,025                  | 136/158.9                        | 89                            | 333                             | 84                                    | 3,286,489                     |    |
| 109  | 243.7                  | 4091/48.85                       | 94                            | 240                             | 90                                    | 292,269                       |    |
| 125  | 401                    | 31.67/31.34                      | 90                            | 270                             | 48                                    | 439,736                       |    |
| 122  | 48.6                   | 10.53/9.10                       | 95                            | 229                             | 157                                   | 10,730                        |    |
| 591  | 111.1                  | 10.86/3.25                       | 100                           | 248                             | N/A*                                  | 42,803                        |    |
| 50   | 0.7                    | 0.29/0.09                        | 94                            | 232                             | 137                                   | 291                           |    |
| 188  | 80.5                   | 12.14/5.37                       | 87                            | 96                              | 75                                    | 18,815                        |    |
| 148  | 188.2                  | 14.80/13.78                      | 91                            | 213                             | 29                                    | 109,483                       |    |
| 124  | 42.9                   | 7.22/4.09                        | 90                            | 191                             | 21                                    | 8,124                         |    |
| 50   | 1.2                    | 0.34/0.03                        | 96                            | 378                             | 174                                   | 133                           |  |
| 90   | 69.2                   | 10.91/6.77                       | 89                            | 61                              | 90**                                  | 42,043                        |  |



### Making Comparisons

(continued)

4. Latin America has several countries with populations under 200,000. Which of these has the smallest total area?

5. Use the map on page 193 to identify one country in Central America and another in the Caribbean. For each country, calculate per capita GDP by dividing total GDP by population. Which country has the higher per capita GDP?

#### Sources:

Central Intelligence Agency, *The World Factbook*, 2010

*The World Almanac and Book of Facts*, 2010


















World Health Organization (WHO), 2007

#### Notes:

\* GDP (purchasing power parity) is defined as the sum value of all goods and services produced in the country, valued at prices prevailing in the United States.

\* Includes land and water, when figures are available

| Country Flag | Country/Capital                                    | Population  | Life Expectancy (years) | Birthrate (per 1,000 pop.) | Infant Mortality (per 1,000 live births) |
|--------------|--|-------------|-------------------------|----------------------------|--|
|              | <b>Guyana</b><br>Georgetown                        | 753,000     | 66.3                    | 18.3                       | 39.1                                     |
|              | <b>Haiti</b><br>Port-au-Prince                     | 8,036,000   | 60.8                    | 29.1                       | 59.7                                     |
|              | <b>Honduras</b><br>Tegucigalpa                     | 2,834,000   | 70.5                    | 26.3                       | 21.7                                     |
|              | <b>Jamaica</b><br>Kingston                         | 2,826,000   | 73.5                    | 19.7                       | 15.2                                     |
|              | <b>Mexico</b><br>Mexico City                       | 111,212,000 | 76.1                    | 19.7                       | 18.4                                     |
|              | <b>Nicaragua</b><br>Managua                        | 5,891,000   | 71.5                    | 23.3                       | 25.0                                     |
|              | <b>Panama</b><br>Panama City                       | 3,360,000   | 73.9                    | 20.2                       | 12.7                                     |
|              | <b>Paraguay</b><br>Asunción                        | 6,896,000   | 75.8                    | 28.2                       | 24.7                                     |
|              | <b>Peru</b><br>Lima                                | 29,542,000  | 70.7                    | 19.4                       | 28.6                                     |
|              | <b>St. Kitts and Nevis</b><br>Basseterre           | 40,000      | 73.2                    | 17.7                       | 13.9                                     |
|              | <b>St. Lucia</b><br>Castries                       | 160,000     | 76.5                    | 15.1                       | 13.4                                     |
|              | <b>St. Vincent and the Grenadines</b><br>Kingstown | 105,000     | 73.7                    | 15.3                       | 15.1                                     |
|              | <b>Suriname</b><br>Paramaribo                      | 481,000     | 73.7                    | 16.8                       | 18.8                                     |
|              | <b>Trinidad and Tobago</b><br>Port of Spain        | 1,230,000   | 70.9                    | 14.4                       | 29.9                                     |
|              | <b>Uruguay</b><br>Montevideo                       | 3,494,000   | 76.4                    | 13.9                       | 11.3                                     |
|              | <b>Venezuela</b><br>Caracas                        | 26,815,000  | 73.8                    | 20.6                       | 21.5                                     |
|              | <b>United States</b><br>Washington, D.C.           | 307,212,000 | 78.1                    | 13.8                       | 6.2                                      |

| Doctors<br>(per 100,000 pop.)<br>(2008-2014) | GDP*<br>(billions \$/Y) | Import/Export<br>(billions \$/Y) | Literacy Rate<br>(percentage) | Televisions<br>(per 1,000 pop.) | Passenger<br>Cars<br>(per 1,000 pop.) | Total Area* |   |
|--|-------------------------|----------------------------------|-------------------------------|---------------------------------|---------------------------------------|-------------|---|
| 48   | 2.8                     | 1,079.65                         | 99                            | 79                              | 81                                    | 83,000      |    |
| 25   | 11.8                    | 2,027.52                         | 53                            | 5                               | 10                                    | 10,714      |    |
| 57   | 33.2                    | 2577.25                          | 80                            | 65                              | 6                                     | 43,276      |    |
| 85   | 23.2                    | 4,627.42                         | 88                            | 191                             | 37                                    | 4,244       |    |
| 198  | 1,482                   | 234.4/229.7                      | 91                            | 272                             | 132                                   | 761,606     |    |
| 37   | 16.5                    | 3,972.34                         | 68                            | 69                              | 14                                    | 48,998      |    |
| 150  | 40.3                    | 13,627.41                        | 92                            | 192                             | 75                                    | 30,199      |    |
| 111  | 28.3                    | 6,507.17                         | 94                            | 205                             | 52                                    | 152,047     |    |
| 117  | 253.6                   | 26.3/23.1                        | 93                            | 147                             | 31                                    | 486,226     |    |
| 119  | 6.8                     | 0.38/0.08                        | 98                            | 256                             | 225                                   | 131         |    |
| 517  | 1.8                     | 0.79/0.28                        | 90                            | 368                             | 149                                   | 228         |    |
| 87   | 1.6                     | 0.58/0.19                        | 96                            | 239                             | 133                                   | 150         |    |
| 45   | 4.3                     | 1.39/1.39                        | 90                            | 241                             | 158                                   | 63,039      |   |
| 79   | 28.4                    | 7.45/18.64                       | 99                            | 337                             | 280                                   | 1,980       |  |
| 305  | 44.5                    | 6.59/6.32                        | 96                            | 531                             | 135                                   | 68,039      |  |
| 194  | 350.1                   | 41.04/51.99                      | 93                            | 185                             | 93                                    | 352,144     |  |
| 256  | 14,268.0                | 1,445/994.7                      | 99                            | 844                             | 725                                   | 3,794,083   |  |





## 1

## Landforms and Resources

### Main Ideas

- Latin America's landforms include highlands, lowlands, mountains, and plains.
- The Andes Mountains and the Amazon River are the region's most remarkable physical features.

### Places & Terms

#### Andes Mountains

llanos

Orinoco River

cerrado

Amazon River

pampas

Paraná River

### CONNECT TO THE ISSUES

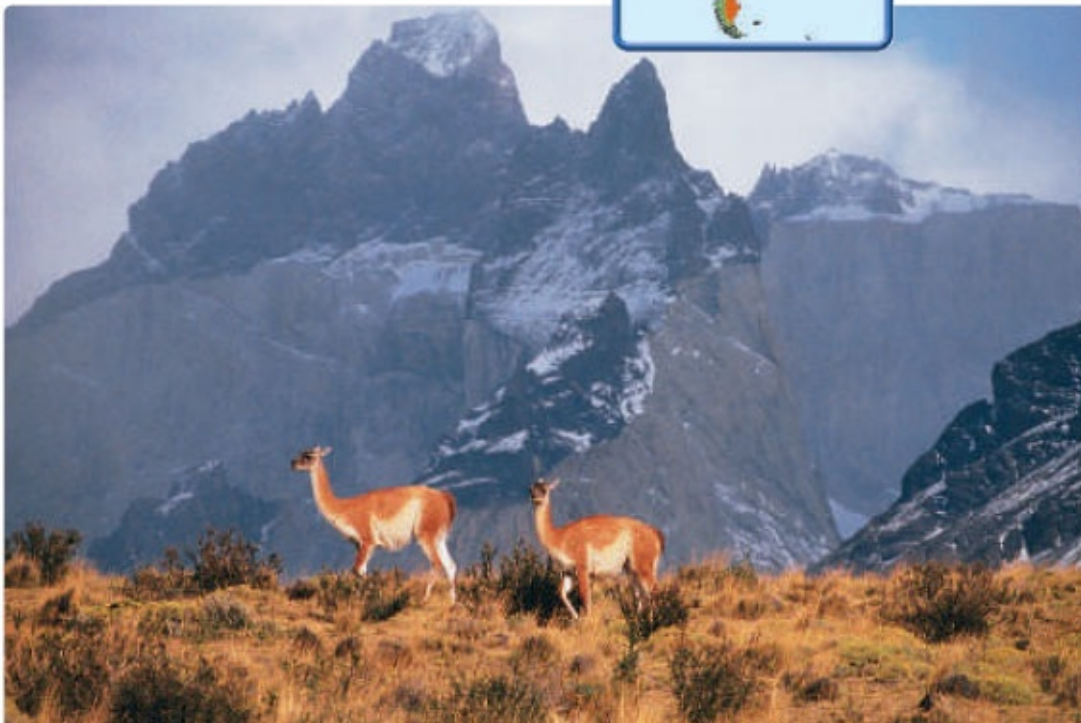
### RESOURCES

People in Latin America have often struggled over the best way to develop and use natural resources.

**A HUMAN PERSPECTIVE** Simón Bolívar was a general who led the South American wars of independence against Spain. In August 1819, Bolívar led approximately 2,500 soldiers on a daring march from Venezuela over the mountains into present-day Colombia. Coming from this direction, over the massive barrier of the Andes Mountains, Bolívar and his troops were able to advance unseen. Bolívar's soldiers surprised the Spanish army and won a great victory. Military leaders such as Bolívar were able to use the geography of the region to help the South American republics win their independence from Spain.

## Mountains and Highlands

Latin America has an enormous span from north to south, as you can see from the map on. It reaches from the border between the United States and Mexico down to Tierra del Fuego at the southernmost tip of South America, a distance of about 7,000 miles. It covers part of North America, all of Central and South America, and the Caribbean Islands. Its highlands, lowlands, rain forests, and plains are bounded by the Atlantic and Pacific oceans, the Gulf of Mexico, and the Caribbean Sea. The mountains of Latin America form one of the great ranges of the world.



**MOVEMENT** Two sure-footed guanacos climb the foothills of the Andes in Patagonia, a region that includes parts of Argentina and Chile.

**THE ANDES MOUNTAINS** The **Andes Mountains** of the South American continent are part of a chain of mountain ranges that run through the western portion of North, Central, and South America. This range is called the Rockies in the United States, the Sierra Madre in Mexico, and the Andes in

South America. There are many active volcanoes throughout the region.

All along the west and south coasts of South America, the Andes Mountains are a barrier to movement into the interior. As a result, more settlement in South America has occurred along the eastern and northern coasts.

Even so, the mountain ranges of Latin America were the home of some of the most important civilizations in the hemisphere, including the Inca in Peru.

**HIGHLANDS** Other ranges in Latin America include the Guiana Highlands in the northeast section of South America. Highlands are made up of the mountainous or hilly sections of a country. The highlands of Latin America include parts of Venezuela, Guyana, Suriname, French Guiana, and Brazil. The Brazilian Highlands (see the map on) are located along the east coast of Brazil.

## Plains for Grain and Livestock

South America has wide plains that offer rich soil for growing crops and grasses for grazing livestock.

**LLANOS OF COLOMBIA AND VENEZUELA** Colombia and Venezuela contain vast plains called **llanos** (LAH•nohs), which are grassy, treeless areas used for livestock grazing and farming. They are similar to the Great Plains in the United States and the pampas of Argentina.

**PLAINS OF AMAZON RIVER BASIN** Brazil also contains expansive plains in the interior of the country. These are the **cerrado** (seh•RAH•doh), savannas with flat terrain and moderate rainfall that make them suitable for farming. Much of this land is undeveloped. However, the government of Brazil is encouraging settlers to move into the interior and develop the land.

**PAMPAS OF ARGENTINA AND URUGUAY** In parts of South America, the plains are known as **pampas** (PAHM•puhs), areas of grasslands and rich soil. Pampas are found in northern Argentina and Uruguay. The main products of the pampas are cattle and wheat grain. A culture of the gaucho has grown up in the region, centered on the horsemen of the pampas. **A**



### Seeing Patterns

**A** How are the llanos, cerrado, and pampas of South America similar to the Great Plains of the United States?





## The Amazon and Other Rivers

The countries of Central America and the Caribbean do not have the extensive river systems that are found in South America. In North America, the Rio Grande, which forms part of the border between the United States and Mexico, is longer than any other river in Mexico, Central America, or the Caribbean. However, these areas are all bordered by water. As a result, they are less dependent on river systems for transportation than is South America.

South America has three major river systems. The Orinoco is the northernmost river system, with the Amazon also in the north, and the Paraná in the south of the continent.

**ORINOCO RIVER** The **Orinoco River** winds through the northern part of the continent, mainly in Venezuela. It flows more than 1,500 miles, partly along the Colombia-Venezuela border, to the Atlantic. The Orinoco River basin drains the interior lands of both Venezuela and Colombia. Some of the areas drained by the Orinoco are home to the few remaining Native American peoples, such as the Yanomamo.

**BACKGROUND** The Amazon is the second longest river in the world after the Nile.

**AMAZON RIVER** Farther south, the **Amazon River** flows about 4,000 miles from west to east, emptying into the Atlantic Ocean. Its branches start in the Andes Mountains of South America, close to



the Pacific. Yet it flows eastward across the central lowlands toward the Atlantic. The Amazon River is fed by over 1,000 tributaries, some of which are large rivers in themselves. The Amazon carries more water to the ocean than any other river in the world. In fact, it carries more water to the ocean than the next seven largest rivers of the world combined.

**PARANÁ RIVER** The **Paraná River** has its origins in the highlands of southern Brazil. It travels about 3,000 miles south and west through Paraguay and Argentina, where it is fed by several rivers, and then turns eastward. The last stretch of the river, where it turns into an estuary of the Paraná and Uruguay rivers between Argentina and Uruguay, is called the Río de la Plata. An estuary is the wide lower course of a river where its current is met by the tides.



## Major Islands of the Caribbean

The Caribbean Islands consist of three major groups: the Bahamas, the Greater Antilles, and the Lesser Antilles. (See the map on.) These islands together are sometimes called the West Indies and were the first land encountered by Christopher Columbus when he sailed to the Western Hemisphere in 1492. They served as a base of operations for the later conquest of the mainland by the Spanish.

The Bahamas are made up of hundreds of islands off the southern tip of Florida and north of Cuba. They extend southeast into the Atlantic Ocean. Nassau is the capital and largest city in the Bahamas.

**THE GREATER ANTILLES** The Greater Antilles are made up of the larger islands in the Caribbean.

These include Cuba, Jamaica, Hispaniola, and Puerto Rico. The island of Hispaniola is divided between the countries of Haiti and the Dominican Republic.

**THE LESSER ANTILLES** The Lesser Antilles are the smaller islands in the region southeast of Puerto Rico. The Lesser Antilles are divided into the Windward Islands and Leeward Islands. The Windward Islands face winds that blow across them. The Leeward Islands enjoy a more sheltered position from the prevailing northeasterly winds. **B**



### Using the Atlas

**B** Use the map on. Which of the Antilles are closer to the coast of South America?

## Resources of Latin America

Latin America is a treasure house of natural resources. These include mineral resources, such as gold and silver, as well as energy resources, such as oil and natural gas. In addition, the region is rich in agricultural and forest resources, such as timber. These resources have drawn people to the region for centuries.

**MINERAL RESOURCES** Gold, silver, iron, copper, bauxite (aluminum ore), tin, lead, and nickel—all these minerals are abundant in Latin America. In addition, mines throughout the region produce precious gems, titanium, and tungsten. In fact, South America is among the world's leaders in the mining of raw materials.



Many of these minerals are mined and then exported to other parts of the world, where they are made into valuable goods. For example, Jamaica was originally a plantation economy that depended on the sale of bananas and sugar for its livelihood. Then it turned to the mining and processing of bauxite (aluminum ore) in an attempt to make the country less dependent on agriculture and tourism. Today, this resource is mainly an export that is shipped elsewhere for industrial use.


**Connect TO  
THE Issues**

**RESOURCES**

**Rain Forest Medicines**

Vegetation in the rain forests has yielded many products used to make modern drugs and medicines. These include quinine, which is used to treat malaria, and curare, which is used to relax muscles.

Scientists believe that many of the potential medicines and drugs of the rain forest remain undiscovered. Destroying the rain forests damages the habitats of plants or animals that might even provide a cure for cancer. In the picture below, a man is using a plant to soothe an earache.



**ENERGY RESOURCES** Oil, coal, natural gas, uranium, and hydroelectric power are all plentiful in Latin America. Venezuela and Mexico have major oil reserves. Brazil is rich in hydroelectric power because of its many rivers (including the mighty Amazon) and waterfalls. It is also rich in oil and gas.

Trinidad has discovered vast reserves of natural gas. New factories have turned Trinidad into a major exporter of methanol and ammonia. Natural gas has also attracted developers to the island.

In Mexico and Venezuela, oil has been a very important resource. Venezuela sits on top of major oil deposits. This resource was developed into a significant oil industry. Mexico has huge oilfields centered along the Gulf coast. Because of its reserves, Mexico is able to export oil to other countries. However, changes in the global price of oil have had a great impact on the economies of these countries. **C**

**CONNECT TO THE ISSUES**



**RESOURCES**

**C** How do the countries of the region make use of their natural resources?

Latin America has great variety in its climate and vegetation. You will read about each in the next section.



### 1 Places & Terms

Identify and explain where in the region these would be found.

- Andes Mountains
- llanos
- cerrado
- pampas
- Orinoco River
- Amazon River
- Paraná River

### 2 Taking Notes

**PLACE** Review the notes you took for this section.

|           |  |
|-----------|--|
| Landforms |  |
| Resources |  |

- What types of landforms are found in Latin America?
- What is their relative location?

### 3 Main Ideas

- a. How did the Andes Mountains affect settlement along the western coast of South America?
- b. How are the landforms of the region both an advantage and disadvantage?
- c. What effect did natural resources have on the development of the region?

### 4 Geographic Thinking

**Drawing Conclusions** How might the Amazon River have affected movement into the interior of South America? **Think about:**

- the network of travel offered by a river system

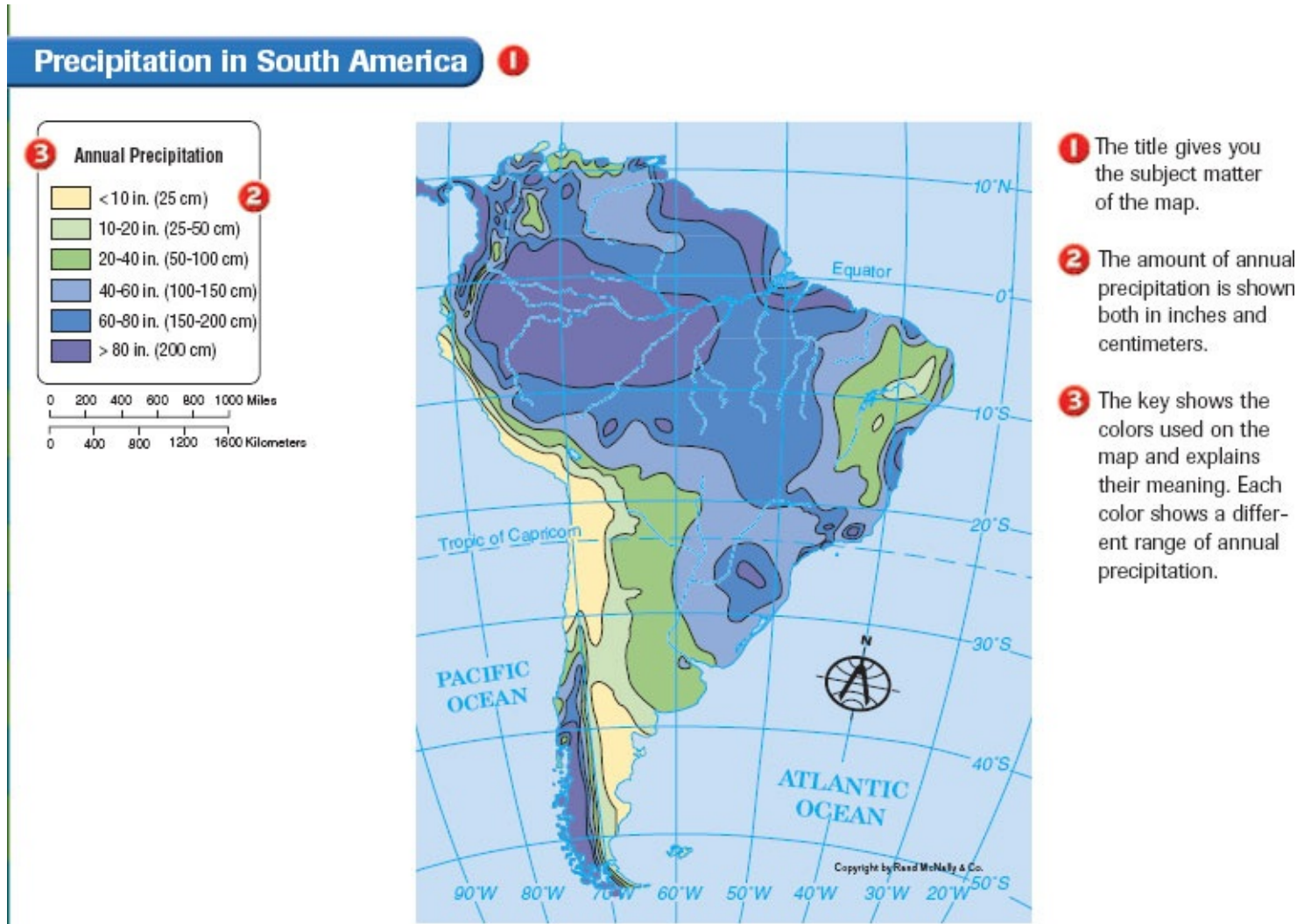
 **See Skillbuilder Handbook.**

**GeoActivity SEEING PATTERNS** Pair with a partner and draw a **sketch map** of Latin America's rivers and mountains. Use arrows to indicate the directions the rivers flow. Why does the Amazon flow all the way east across the continent even though its headwaters begin in the Andes Mountains along the west coast?

## Interpreting a Precipitation Map

This map shows differences in annual precipitation throughout South America. Suppose you have been given a chance to live in either Manaus, Brazil, or Buenos Aires, Argentina, for a year. You don't want to live in a city where it rains a lot. Which city would you choose? To help make your decision, find the two cities on the Unit Atlas map on. Then find their locations on this precipitation map.

**THE LANGUAGE OF MAPS** A **precipitation map** is a type of thematic map. Many precipitation maps show differences in annual precipitation within a given region.



## Map and Graph Skills Assessment

### 1. Making Comparisons

Where are you likely to experience more rain—in Peru or Brazil?

### 2. Drawing Conclusions

Does Guyana have heavy or light annual precipitation?

### 3. Making Inferences

Is there heavier annual precipitation in the northern or southern parts of the continent?



## Climate and Vegetation

### Main Ideas

- Latin America has a variety of climates, from the cold peaks of the Andes to the Amazon rain forest.
- The vegetation of Latin America ranges from grasslands to the largest rain forest in the world.

### Places & Terms

#### rain forest

#### CONNECT TO THE ISSUES

**RESOURCES** Latin America's climate and vegetation make up a habitat that is threatened by economic development.

**A HUMAN PERSPECTIVE** In the 17th century, missionaries and Indians in the area of present-day Paraguay were at times attacked by jaguars, the great cats of Latin America. In 1637, packs of jaguars roamed the countryside, attacking humans. The Indians built barricades for protection from the savage cats. But the jaguars remained a source of fear. The cats were a factor that had to be taken into account in settling and protecting towns and villages. There was no question about it—jaguars and other creatures thrived in the humid climate and thick vegetation of the tropical rain forests.

## A Varied Climate and Vegetation

The climate of Latin America ranges from the hot and humid Amazon River basin to the dry and desert-like conditions of northern Mexico and southern Chile. Rain forest, desert, and savanna are all found in the region.

The vegetation varies from rain forests to grasslands and desert scrub. It ranges from the thick trees of the rain forests to mosses of the tundra.

This variety of climate and vegetation is due to several factors. First, Latin America spans a great distance on each side of the equator. Second, there are big changes in elevation because of the massive mountains in the region. Third, the warm currents of the Atlantic Ocean and the cold currents of the Pacific Ocean affect the climate.





## Tropical Climate Zones

The tropical climate zones of the region produce both rain forests and the tree-dotted grasslands known as savannas. Rain forests are abundant in Central America, the Caribbean, and South America. Savannas are found in South America.

**TROPICAL WET Rain forests** are dense forests made up of different species of trees. They form a unique ecosystem—a community of plants and animals living in balance. The climate in these areas is hot and rainy year round. The largest forest is the Amazon rain forest, which covers more than two million square miles of South America. Much of this rain forest is located in Brazil.

Rain forests contain many exotic plants and creatures. Scientists have counted more than 2,500 varieties of trees in the Amazon rain forest. These include the Brazil nut tree, which grows 150 feet high. Animals include the anaconda, among the largest snakes in the world, the jaguar, and the piranha, a sharp-toothed, meat-eating fish.

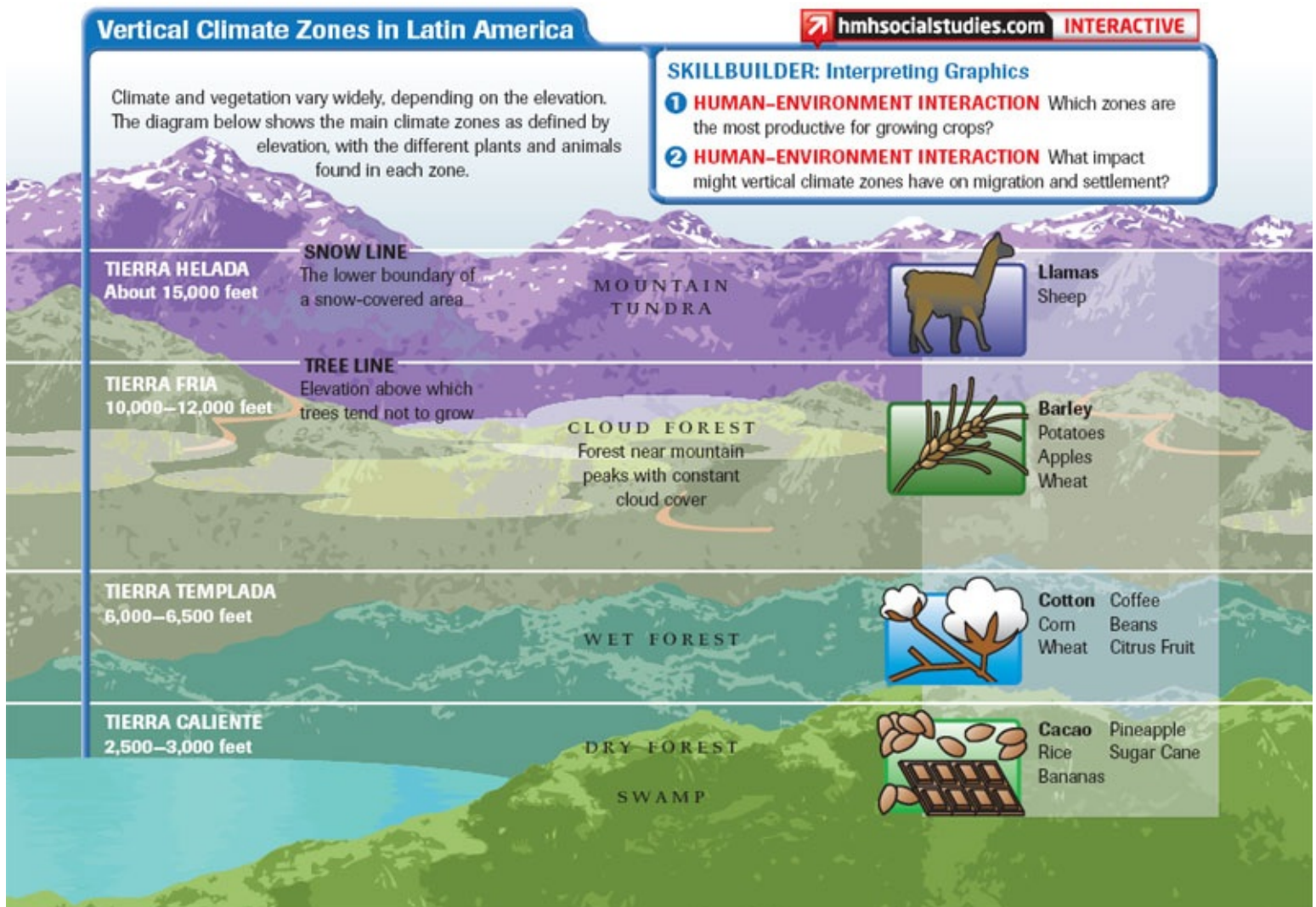
**BACKGROUND** The anaconda lives in and near the rivers of tropical South America. It may grow as long as 25 feet.

**TROPICAL WET AND DRY** Wet and dry climates, found primarily in South America, support savannas, which are grasslands dotted with trees common in tropical and subtropical regions. These areas have hot climates with seasonal rain. Savannas are found in Brazil, Colombia, and Argentina.

# Dry Climate Zones

Dry climate zones are found in Mexico on the North American continent and in various countries of South America. Neither Central America nor the Caribbean, though, has dry climate zones.

**SEMIARID** A semiarid climate is generally dry, with some rain. Vast, semiarid, grass-covered plains are often found in such climates. Desert shrubs also grow in semiarid regions. Such regions are found in Mexico, Brazil, Uruguay, and Argentina.



**DESERT** Parts of northern Mexico are classified as desert, as is much of the coast of Peru. The Atacama Desert is in northern Chile. Likewise, Argentina's southern zone, Patagonia, contains a desert. The vegetation of the region's deserts includes shrubs growing in gravel or sand.

# Mid-Latitude Climate Zones

The mid-latitude, moderate climate zones in the region are located south of the equator, from approximately Rio de Janeiro in Brazil southward.

**HUMID SUBTROPICAL** Humid subtropical areas have rainy winters and hot, humid summers. Parts of Paraguay, Uruguay, southern Brazil, southern Bolivia, and northern Argentina (including Buenos Aires) are located in humid, subtropical climates. The vegetation is varied.

**MEDITERRANEAN** Mediterranean climate zones experience hot, dry summers and cool, moist winters. Part of Chile along the west coast is in this zone. The vegetation in a Mediterranean climate zone consists mainly of low shrubs and small trees.

**MARINE WEST COAST** Marine west coast climate zones are characterized by cool, rainy winters and mild, rainy summers. One such climate region runs along the coast of southwestern South America. Parts of southern Chile and Argentina have this climate. If you have spent time on the coast of Oregon or Washington, you have experienced a marine west coast climate. Forests are the typical vegetation.

**HIGHLANDS** Highland climate zones vary from moderate to cold, depending on elevation. Other factors influence highland climates, such as wind, sunlight, and landscape. Highland climates are found in the mountains of Mexico and South America. **A**



### Seeing Patterns

**A** Where are most of the highland climate zones located?

In the next section, you will read about how human-environment interaction affects the quality of life in Latin America.



#### 1 Places & Terms

Identify and explain where in the region this would be found.

- rain forest

#### 2 Taking Notes

**PLACE** Review the notes you took for this section.



- What vegetation characterizes the Amazon River basin?
- What types of climate zones are found in Latin America?

#### 3 Main Ideas

- a. What are two reasons for the variety of climate and vegetation found in Latin America?
- b. What effect might elevation have on growing crops and grazing livestock in the region?
- c. What are the three main types of moderate climate zones in the region?

#### 4 Geographic Thinking

**Making Inferences** might the climate and vegetation of Latin America have affected migration, settlement, and ways of life? **Think about:**

- the impact of deserts and rain forests on settlement



**ASKING GEOGRAPHIC QUESTIONS** Research on the Internet the climate and vegetation in your state. Devise three geographic questions, such as “What is the dominant climate zone in my state?” Choose one of your questions and then write a **paragraph** explaining your findings. Be sure to list your sources.





## Human–Environment Interaction

### Main Ideas

- The people of Latin America have altered the land through agriculture and urbanization.
- Tourism is having a growing impact on the environment of Latin America.

### Places & Terms

**slash-and-burn**

**terraced farming**

**push factors**

**pull factors**

**infrastructure**

### CONNECT TO THE ISSUES

**INCOME GAP** The income gap can be seen in the landless poor, the cities, and the tourist industry.

**A HUMAN PERSPECTIVE** High in the Andes Mountains, in what is present-day Peru, the ancient Inca needed fields in which to grow crops. By the 1200s, in the highlands around their capital of Cuzco and elsewhere, the Inca carved terraces out of the steep sides of the Andes Mountains. They built irrigation channels to bring water to the terraces. Because of their activity, they were able to grow crops for thousands of people on the slopes of previously barren hillsides. In this way, the Inca altered their environment to meet their needs.

## Agriculture Reshapes the Environment

Native peoples were the first in the Western Hemisphere to change their environment to grow food. They burned the forest to clear land for planting and diverted streams to irrigate crops. They built raised fields in swampy areas and carved terraces out of hillsides.

**SLASH-AND-BURN** To clear fields, native peoples used the **slash-and-burn** technique—they cut trees, brush, and grasses and burned the debris to clear the field. This method was particularly effective in humid and tropical areas.

Today, farmers practice the same method as they move into the Amazon River basin in Brazil and clear land for farming in the rain forest. But the non-landowning poor who are clearing and then settling the land sometimes use destructive farming practices. After a few years, they find that the soil is exhausted—all the nutrients have been drained from the land. Then they move on and clear a new patch to farm. This is one of the reasons for the steady shrinking of the rain forests. (For more about the rain forest, see Chapter 11, Section 1.)**A**

### CONNECT TO THE ISSUES



### RESOURCES

**A** What is the impact of slash-and-burn on the rain forest?

## Slash-and-Burn Farming



1 Farmers cut trees, brush, and grasses to clear a field.



2 They then burn the debris and use the ashes to fertilize the soil.



3 Farmers plant crops for a year or two, which exhausts the soil.



4 Fields often remain barren or are reclaimed by brush, grass, trees, and scrub.

**TERRACED FARMING** Terraced farming is an ancient technique for growing crops on hillsides or mountain slopes. It is an especially important technique in the mountainous areas of the region. Farmers and workers cut step-like horizontal fields into hillsides and slopes, which allow steep land to be cultivated for crops. The technique reduces soil erosion. As you read earlier, the Inca practiced terraced farming hundreds of years ago in Peru. The Aztecs of Mexico also used terraced farming.

## Urbanization: The Move to the Cities

Throughout Latin America, people are moving from rural areas into the cities. They leave farms and villages in search of jobs and a better life. Cities have grown at such a rapid pace in Latin America that today the region is as urban as Europe or North America.

**FROM COUNTRY TO CITY** Argentina, Uruguay, and Venezuela are the most highly urbanized countries in South America. In these countries, more than 90 percent of the people live in cities and towns. In Brazil and Chile, too, most people live in urban settings.

People move to the cities in the hope of improving their lives. Many people in rural areas struggle to make a living and feed their families by subsistence farming. With a great deal of effort, they grow barely enough food to keep themselves and their families alive.

Both push and pull factors are at work in moving peasants and farmers off the land and drawing them to the cities. **Push factors** are factors that “push” people to leave rural areas. They include poor medical care, poor education, low-paying jobs, and ownership of the land by a few rich people. **Pull factors** are factors that “pull” people toward cities. They include higher-paying jobs, better schools, and better medical care. **B**

CONNECT TO THE ISSUES



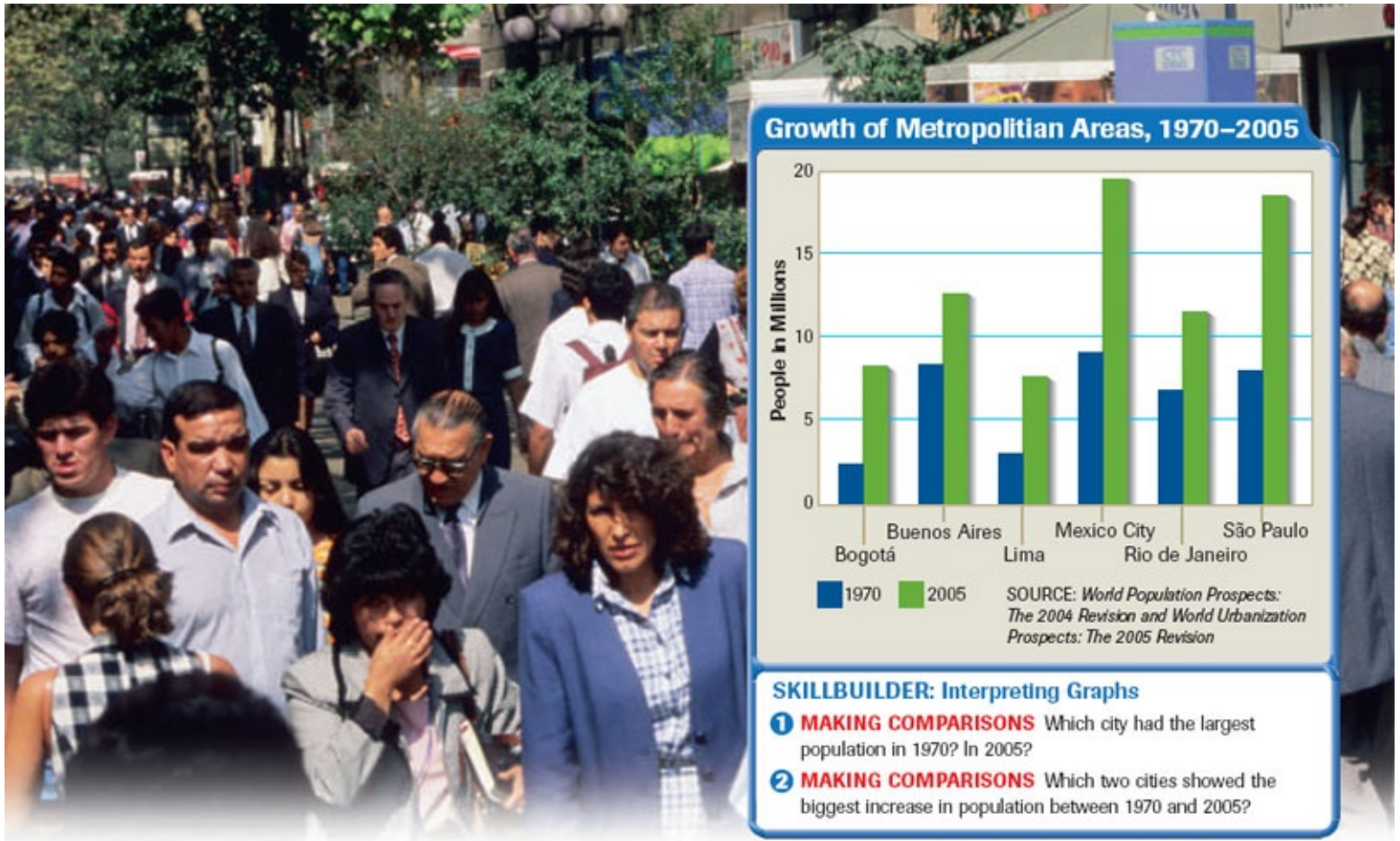
### INCOME GAP

**B** How might push and pull factors affect the gap between rich and poor?

**RAPIDLY GROWING CITIES** Six cities in South America rank among the region’s largest in population. These include São Paulo and Rio de Janeiro in Brazil, Buenos Aires in Argentina, Lima in Peru, Bogotá in Colombia, and Santiago in Chile. But the most populous city in all of Latin America is

Mexico City. Estimates of its population vary from fewer than 9 million people for the city alone to over 21 million for the entire greater metropolitan area.

Similar problems afflict cities throughout the region. Slums spread over larger and larger urban areas. Often unemployment and crime increase. In addition to social problems, there are many environmental problems. These include high levels of air pollution from cars and factories. Some cities have shortages of drinkable water as local supplies are used up and underwater supplies are drained.



**PLACE** Pedestrians crowd a street in Santiago, Chile.

To make matters worse, local governments cannot afford facilities to handle the population increase. This **infrastructure** includes such things as sewers, transportation, electricity, and housing.

## Tourism: Positive and Negative Impacts

Tourism is a growth industry throughout Latin America. It is especially important in Mexico and the Caribbean. But despite the money it brings in to the economies of the region, tourism is a mixed blessing.

**ADVANTAGES OF TOURISM** Every year millions of tourists visit the resorts of Latin America, spending money and helping to create jobs. New hotels, restaurants, boutiques, and other businesses have sprung up on the islands of the Caribbean and in Mexico to serve the tourist trade. Luxurious cruise ships anchor in the ports of the region. They carry travelers who spend money on souvenirs and trips around the islands. Lavish restaurants serve expensive meals to these tourists. Staffing those ships, hotels, and restaurants are local people who profit from the visitors in their midst.



Resorts offer many activities that provide jobs for local residents. For example, local guides conduct tours of the natural wonders and beautiful scenery. Local companies may offer guided rafting trips down rivers. Sailing and snorkeling expeditions into the waters of the Caribbean and Pacific reveal exotic marine life. All of these activities bring money into the region and employ local people.

In this way, tourism can play a part in reducing the income gap between rich and poor. Jobs in hotels, restaurants, and resorts raise incomes and give the local people a stake in their society.

**DISADVANTAGES OF TOURISM** Despite the income and jobs that tourism brings to various places in Latin America, it causes problems as well. As resorts are built in previously unspoiled settings, congestion occurs and pollution increases.



**HUMAN-ENVIRONMENT INTERACTION** A luxury cruise ship is docked in the beautiful harbor of Charlotte Amalie, St. Thomas in the Virgin Islands. What might be the impact of tourists on the local economy?

The tourism industry often puts a great strain on the local communities where it builds its resorts. Further, there is an obvious gap between rich tourists and less well-off local residents. This has produced resentment and hostility in places such as Jamaica in the Caribbean and Rio de Janeiro in Brazil.

More important, local governments can run up large public debts by borrowing money to build tourist facilities. Airports and harbors must be constructed. Hotels and resorts must be built. Sewage systems and shopping areas must be expanded.

Often the owners of these hotels and airlines do not live in the tourist country. Typically, they send their profits back home. Further, these absentee owners often make decisions that are not in the tourist country's best interest. The owners may be able to influence local elections and business decisions. **C**

**CONNECT TO THE ISSUES**



**DEMOCRACY**



**C** How might absentee ownership of tourist facilities undermine democracy in a tourist country?

In the next chapter, you will read about the human geography of Latin America, including its history, culture, economics, and daily life.

## SECTION 3 Assessment

### 1 Places & Terms

Identify and explain the significance of each in the region.

- slash-and-burn
- terraced farming
- push factors
- pull factors
- infrastructure

### 2 Taking Notes

**HUMAN-ENVIRONMENT INTERACTION** Review the notes you took for this section.



- What are the steps in slash-and-burn farming?
- What are some of the problems of cities in the region?

### 3 Main Ideas

- a. How have humans changed the environment in Latin America to make it more suitable for agriculture?
- b. What factors have drawn people from the countryside into the cities of the region?
- c. What are some of the advantages of tourism to the Caribbean?

### 4 Geographic Thinking

**Making Inferences** How might the cities of Latin America deal with the increasing demands placed on them by their expanding populations? **Think about:**

- water, sewage, and electricity
- transportation and housing

**S** See Skillbuilder handbook, page R4.

### GeoActivity

**SEEING PATTERNS** Pair with a partner and create a **travel poster** about a place in the region that you would like to visit. Show various activities and sports available at the place you choose.

VISUAL SUMMARY  
PHYSICAL GEOGRAPHY OF  
LATIN AMERICA

## Landforms

**Major Mountain Ranges:** Andes, Sierra Madres

**Major Rivers:** Orinoco, Amazon, Paraná

**Major Plains:** pampas of Argentina and Uruguay, llanos of Colombia and Venezuela, cerrado of Brazil



## Resources

• Latin America has important mineral and energy resources.

• Venezuela and Mexico have major oil reserves.



## Climate and Vegetation

• The variety of climate and vegetation in Latin America is caused by the great distance from north to south, variations in elevation, and ocean currents.

• Latin America has many rain forests.



## Human-Environment Interaction

• Two techniques that farmers have used in the region are slash-and-burn and terraced farming.

• Cities in Latin America have grown at a rapid pace, and the region is now highly urbanized.

• Tourism has both advantages and disadvantages for the region.



## Reviewing Places & Terms

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**A. Briefly explain the importance of each of the following.**

1. Andes Mountains
2. llanos
3. pampas
4. Orinoco River
5. Amazon River
6. rain forest
7. slash-and-burn
8. terraced farming
9. push factors
10. infrastructure

**B. Answer the questions about vocabulary in complete sentences.**

11. What two countries does the Orinoco River drain?
12. Where are the Andes Mountains located?
13. What agricultural technique involves using ashes to fertilize the soil?
14. What characteristics do the pampas and llanos have in common?
15. What are some of the problems that afflict cities throughout the region?
16. Which river drains the largest rain forest in the region?
17. What are some factors that are pushing farmers off the land and into the cities?
18. Which is the northernmost of the great rivers of South America?
19. What farming technique is especially useful in mountainous regions?
20. What are the main products of the pampas?

## Main Ideas

---

### Landforms and Resources

1. How have the Andes Mountains affected settlement in South America?
2. What are the two main purposes for which the plains and grasslands of the region are used?
3. What are the three major island groups of the Caribbean?
4. What Caribbean island is rich in natural gas, and what impact has this had on the economy?

### Climate and Vegetation

5. In what part of the region are savannas most common?
6. How do the vertical climate zones of Latin America affect agriculture?
7. What is the dominant vegetation of the Amazon river basin?

### Human-Environment Interaction

8. What is the main disadvantage of the slash-and-burn method of growing crops?
9. What factors tend to pull people into the cities from their farms?
10. What are some of the disadvantages of tourism in the region?

## Critical Thinking

---

### 1. Using Your Notes

Use your completed chart to answer these questions.

|           |  |
|-----------|--|
| Landforms |  |
| Resources |  |

- a. Where are most of the mountains of South America located?
- b. What are some examples of mineral and energy resources found in abundance in Latin America?

## 2. Geographic Themes

- LOCATION** Where are some of the largest plains found in Latin America?
- REGION** What are the settlement patterns of South America in terms of the interior and the coast?

## 3. Identifying Themes

Based on landforms and climate, which areas of Latin America would be the least agriculturally productive? Which of the five themes are reflected in your answer?

## 4. Drawing Conclusions

What factors must people in the region consider when they are deciding whether to move from the country to the city?

## 5. Making Comparisons

What are some of the advantages and disadvantages of tourism to a community?

### Geographic Skills: Interpreting Maps

Use the map to answer the following questions.

- MOVEMENT** In what general direction do the Amazon and its tributaries flow?
- PLACE** Into which ocean does the Amazon empty?
- REGION** How far did radiation travel from the Bravo test site in order to contaminate Bikini Island?



Create your own sketch map of the physical geography of Latin America. Combine the information from this map with the information from the landforms map on.





Use the links at **hmhsocialstudies.com** to do research on the most rapidly growing cities in Latin America. Focus on the impact that rapid growth has on the residents of a city.

**Writing About Geography** Write a report of your findings. Include a map that shows the fastest growing cities. Combine it with a chart that lists common problems of rapid growth.



# 1 Mexico

## Main Ideas

- Native and Spanish influences have shaped Mexico.
- Mexico's economy may expand because of democracy and trade.

## Places & Terms

- Spanish conquest
- Tenochtitlán
- Institutional Revolutionary Party (PRI)
- mestizo
- maquiladoras
- NAFTA

## CONNECT TO THE ISSUES

**DEMOCRACY** Economic development is helping to shape the increasingly democratic culture of Mexico.

**A HUMAN PERSPECTIVE** Quetzalcoatl (keht•SAHL•koh•AHT•l) was a god worshiped by the Toltec and Aztec peoples of Mexico and Central America. According to Native American legend, Quetzalcoatl traveled east across the sea. It was said that he would return some day, bringing peace. One day, messengers brought Montezuma, the Aztec emperor, news that strangers had arrived from across the sea. Montezuma thought that these strangers might be Quetzalcoatl and his servants. Instead, it was Hernando Cortés and his soldiers, who would claim the land for Spain. When the Spanish landed, the cultures of two widely separated regions came into contact, which forever changed the Aztec and Spanish worlds—and made Mexico what it is today.

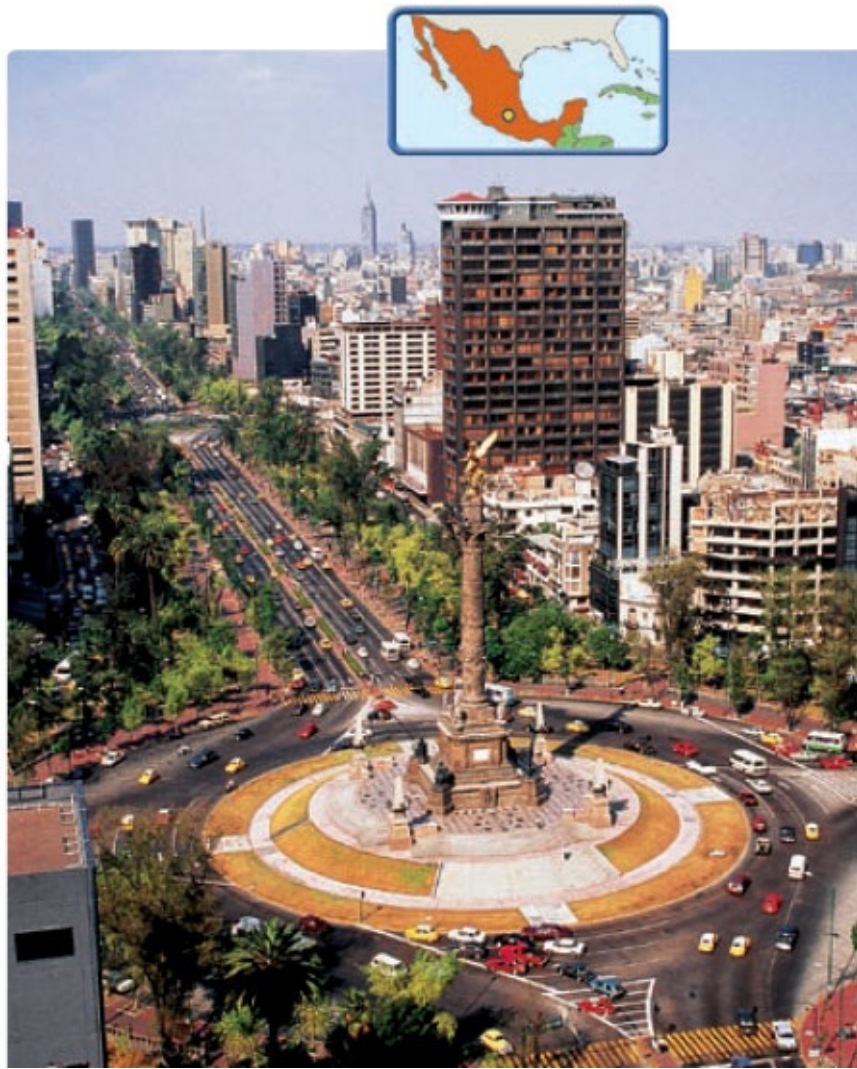
## Colonialism and Independence

The history of Mexico is the story of the conflict between native peoples and settlers from Spain and the Spanish conquest of the region. The result was a blending of Indian and Spanish cultures that has greatly affected Mexico's development.

**NATIVE AMERICANS AND THE SPANISH CONQUEST** The territory of present-day Mexico was originally occupied by many different native peoples. These people included the residents of Teotihuacán, an early city-state, the Toltecs, the Maya (in the Yucatán Peninsula), and the Aztecs, as well as a number of other smaller groups or tribes.

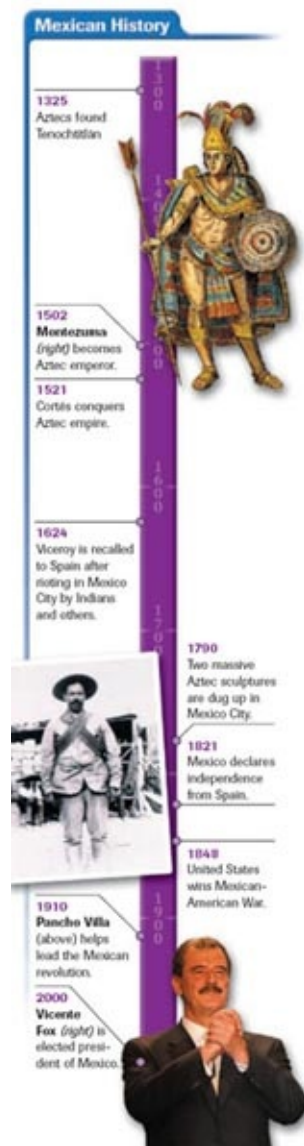
The rich fabric of native life in Mexico was torn apart by the **Spanish conquest**. In 1519, Hernando Cortés landed on the coast of Mexico. Cortés and his men marched into the interior of the country until they reached the Aztec city of **Tenochtitlán** (teh•NOH•tee•TLAHN), the site today of Mexico City. By 1521, Cortés and his soldiers had conquered the Aztecs.

**COLONY AND COUNTRY** For centuries afterward, Mexico was a part of the Spanish empire. Mexico's abundant resources, such as gold and silver, made it a great prize. In 1821, Mexico achieved independence from Spain under Agustín de Iturbide, who proclaimed himself emperor in 1822. Then, beginning in the mid-19th century, Benito Juárez led a reform movement and became president of Mexico. He worked for separation of church and state, better educational opportunities, and a more even distribution of the land.



**PLACE** Independence Monument stands at a busy intersection of the Paseo de la Reforma in Mexico City.





Under Spanish rule, and even after independence, land had been unequally distributed. A few rich landowners owned haciendas (estates or ranches) that covered most of Mexico’s farmland. Landless peasants worked on these haciendas. Juárez tried to remedy this problem by giving some land to the peasants.

Juárez was eventually succeeded by Porfirio Díaz, a dishonest politician who ruled Mexico for more than 30 years. His harsh and corrupt rule brought about a revolution and civil war, led by Francisco Madero, Pancho Villa, and Emiliano Zapata. A new constitution was adopted in 1917. It redistributed nearly half of Mexico’s farmland to peasants.

**ONE-PARTY RULE** In 1929, a new political party arose in Mexico. This was the **Institutional Revolutionary Party (PRI)**. It helped to maintain political stability for much of the 20th century. It continued the policy of redistributing land to the peasants. However, it held onto power by fraud and corruption.

In 1997, two parties opposed to the PRI won a large number of seats in the congress. Then, in 2000, National Action Party (PAN) candidate Vicente Fox was elected president. For the first time in 71 years, the PRI did not control Mexico’s government. But the 2006 election of Fox’s successor, Felipe Calderón, was marred by charges of fraud. Calderón’s opponents tried to keep him from taking office. **A**

**A** How did the PRI both help and hinder democracy?

## A Meeting of Cultures

The culture of Mexico is a blend of Spanish influences with original native cultures. Mexico's native population has helped to shape the country's self-image.

**THE AZTECS AND THE SPANISH** Before the arrival of the Spanish, Mexico was a place of many advanced native cultures. For example, the Aztec empire arose in the Valley of Mexico, a mountain basin about 7,500 feet above sea level. According to legend, the Aztec people arrived there around A.D. 1200 from the deserts of northern Mexico. Then they built their capital of Tenochtitlán, a city of beautiful temples, palaces, gardens, and lakes. Canals linked parts of the city. People grew food on islands in Lake Texcoco surrounding the city. Tenochtitlán was where the Aztecs practiced human sacrifice in their temples.

When Cortés and the Spanish conquered the Aztec empire, they destroyed most of the capital and built Mexico City on top of the ruins of Tenochtitlán. Today, though, ancient Aztec ruins and relics keep turning up as modern projects in Mexico City are built. Like the ruins, the past is still very much present in Mexico.**B**



### Seeing Patterns

**B** What does Mexico City's site on top of the Aztec city suggest about the location?

The Spanish brought their language and Catholic religion, both of which dominate modern Mexico. In spite of Spanish cultural diffusion, though, Mexico's Indian heritage remains very strong. In fact, the name of the country comes from *Mexica*, an older name for the Aztecs. Mexico has a large **mestizo** population—people of mixed Spanish and Native American heritage.



**MEXICAN PAINTERS** Mexico has a long heritage of architecture and art. In the 20th century, Mexico's tradition of painting took the form of public art. Many important painters portrayed the history of Mexico on the walls of its public buildings. Among the important Mexican mural painters of the 20th century were José Orozco, Diego Rivera, David Siqueiros, and Juan O'Gorman. (See the Diego Rivera mural showing the city of Tenochtitlán on.) Frida Kahlo was an important Mexican painter known for her self-portraits. Most of the important Mexican painters blended European and Native American influences.

**HUMAN-ENVIRONMENT INTERACTION** This painting by Juan O'Gorman (1905-1982) portrays Father Miguel Hidalgo, a Mexican priest and a leader of the revolt against Spanish rule in 1810.

**What does the painting suggest about Hidalgo's support among the people?**

**AN ARCHITECTURAL HERITAGE** The Native Americans constructed beautiful temples and public buildings, often in the shape of pyramids. At Teotihuacán, for example, the people built a city of pyramids, many of which were topped with temples. The Aztec city of Tenochtitlán was filled with temples and palaces before it was demolished by the Spanish. The Spanish buildings included beautiful missions that were scattered throughout the territory they conquered. Later the Spanish built huge cathedrals, such as the Metropolitan Cathedral in Mexico City. This cathedral is located on the main square, or zocalo, of the city.

## Economics: Cities and Factories

Mexico continues to struggle with two main economic challenges. First, it is attempting to close a long-



standing gap between rich and poor people. Second, it is attempting to develop a modern industrial economy. Mexico had traditionally been an agricultural society, but it started to industrialize in the middle of the 20th century.



**POPULATION AND THE CITIES** Mexicans are moving to cities because they see economic opportunities there. Jobs in cities provide a way to narrow the gap between rich and poor because such jobs pay more than those in rural areas. Mexico's population of about 52 million in 1970 almost doubled by the year 2000. Its population is largely very young.

**OIL AND MANUFACTURING** Mexico's economy includes a large industry based on its oil reserves in and along the coast of the Gulf of Mexico. Mexico has emphasized its oil industry as an important part of developing an industrial economy. The profits from oil have helped to finance development, especially in manufacturing industries.

Manufacturing is the most important part of Mexico's recent economic development. Many of the new factories are located in the north of the country, along the border with the United States. **Maquiladoras** are factories in Mexico that assemble imported materials into finished products that are then exported, mostly to the United States. These products include electronic equipment, clothing, and furniture.

Mexico is a member, along with the United States and Canada, of **NAFTA** (North American Free Trade Agreement). This agreement has broken down many economic barriers among the three countries. NAFTA was designed to create jobs and bring prosperity to millions of people, but the treaty



has received mixed reviews. Critics say it has contributed to environmental damage and cost many Mexican farmers their livelihoods, among other charges.

## Facing Challenges

The people of Mexico face big challenges. Safety, jobs, and education are foremost among their concerns.

**SAFETY** Every year, illegal drugs worth billions of dollars are shipped through Mexico to the United States. Brutal gangs compete to control the trade. In 1989, fighting between the gangs, also known as cartels, escalated. Since then, countless innocent people have been killed as cartel violence erupted in public places. The increased violence has also damaged Mexico's tourist industry and driven down foreign investment in Mexican businesses. In 2006 President Calderón declared war on the drug traffickers, but success has been limited.

**EMIGRATION** Many Mexicans leave their country and travel to the United States in search of work. Although many of these immigrants enter the United States with proper documentation, many others do so illegally, but take the risk to look for jobs. The money that the immigrants send back to their families in Mexico can be essential to local economies. However, as the recession that took hold in 2008 limited employment opportunities in the United States, many Mexican immigrants lost their jobs or had less money to send home.

**WORK AND SCHOOL** Mexico suffers from high unemployment. Without education and training, young workers cannot find good jobs. In recent years, school-attendance rates of eligible students have improved. Today, about 85 percent of school-age children attend school. Education will become even more important as Mexico becomes more industrialized. **C**

### CONNECT TO THE ISSUES

#### INCOME GAP

**C** How might the income gap be narrowed in Mexico?



**MOVEMENT** Pedestrians use a walkway in crossing from Nuevo Laredo, Mexico, into Laredo,

Texas. Shop signs are in English and Spanish.

## Assessment

### 1 Places & Terms

Identify and explain the following terms.

- Spanish conquest
- Tenochtitlán
- Institutional Revolutionary Party (PRI)
- mestizo
- maquiladoras
- NAFTA

### 2 Taking Notes

**REGION** Review the notes you took for this section.



- Which two main cultures blended to form modern Mexico?
- Where do most of Mexico's people live today?

### 3 Main Ideas

- a. How might democratic reforms and improved trade agreements contribute to a stronger economy in Mexico?
- b. What effect might Mexico's young population have on its development?
- c. In what ways have Native American and Spanish influences shaped Mexico?

### 4 Geographic Thinking

How might a shortage of jobs in Mexico affect the movement of its people? **Think about:**

- why one might travel to the United States in search of work
- what factors in Mexico might lead people to move

**GeoActivity** **MAKING COMPARISONS** Pair with a partner and make a chart of the ten most heavily populated states of Mexico arranged in order from most to least heavily populated. Then compare your chart with a map, and mark those states that are closest to the U.S. border.

# Central America and the Caribbean

## Main Ideas

- Native peoples, Europeans, and Africans have shaped the culture of this region.
- The economies of the region are based primarily on agriculture and tourism.

## Places & Terms

**cultural hearth**

**United Provinces of Central America**

**Panama Canal**

**calypso**

**reggae**

**informal economy**

## CONNECT TO THE ISSUES

**INCOME GAP** The people of Central America and the Caribbean face an uneven distribution of income as one of the effects of colonialism.

**A HUMAN PERSPECTIVE** Central America forms an isthmus, a land bridge between North and South America. It also divides two oceans. This geographic fact has made the region attractive to the United States and other major world powers and has helped to keep the area fragmented and politically unstable. For example, in the early 20th century, the United States wanted to build a canal across Panama that would connect the Atlantic and Pacific oceans. In 1903, Panama was still a province of Colombia, which did not like the idea. The United States encouraged a revolution in Panama, and when it won its independence, Panama granted the United States a ten-mile-wide zone in which to build a canal. Central America had become a crossroads of world trade.

## Native and Colonial Central America

Central America is a cultural hearth as well as a crossroads. A **cultural hearth** is a place from which important ideas spread. Usually, it is the heartland or place of origin of a major culture. The Mayan people built a great civilization in the area that spread throughout the region. The homeland of the Maya stretched from southern Mexico into northern Central America. During the 800s, the Maya began to abandon many of their cities. Why they did so remains a mystery to be solved by archaeologists.



Wooden snake carved by a Taino artist

**MAYAN INFLUENCE** The Maya built many cities with temples and palaces in present-day Belize, Guatemala, El Salvador, and Honduras. Each city was an independent state ruled by a god-king and served as a center for religious ceremony and trade. One of their most spectacular cities was Tikal, located in the dense, steamy jungle of northern Guatemala, considered the center of Mayan civilization. The pyramids at Tikal were among the tallest structures in the Americas until the 20th century. The influence of the Maya spread over a region from Mexico to El Salvador. The Mayan culture was carried to other regions through military alliances and trade.

**THE SPANISH IN CENTRAL AMERICA** The Spanish conquest of the Aztecs in Mexico opened the door to Spanish control of Central America. Spain ruled Central America until the 19th century. Mexico declared its independence from Spain in 1821. Up to that point, Central America had been governed from Mexico. In 1823, however, the whole region declared its independence from Mexico and took the name of the **United Provinces of Central America**.

By the late 1830s, the United Provinces had split into separate nations. These became El Salvador, Nicaragua, Costa Rica, Guatemala, and Honduras. Later, Panama broke off from Colombia and became an independent country in Central America. Belize, a former British colony, broke away from British Honduras.





**Human–Environment Interaction** This pyramid at Tikal towers over the great plaza of the ancient city. A temple sits on top of the pyramid.

**What might this and similar buildings at Tikal suggest about Mayan civilization?**

## Native and Colonial Caribbean

Although Central America was ruled by Spain, the Caribbean was settled and claimed by many European powers. In addition, Africans who were brought to the Caribbean as slaves played an important role in the settling of the Caribbean.**A**



### Using the Atlas

**A** Use the maps on pages 216 and 222. Why might the Caribbean have been settled by more European powers than was Central America?

**CARIBBEAN INFLUENCES** When Christopher Columbus reached the Caribbean islands in 1492, he thought he had reached the East Indies in Asia. Therefore, he called the natives “Indians.” The inhabitants of these islands called themselves the Taino (TY•noh). The Spanish settled some of the islands and established sugar plantations, which were well suited to the climate and soil of the islands. They attempted to use the Taino as forced labor, but many of the natives died from disease and mistreatment.

To replace the Taino, European slave traders brought Africans to the Caribbean by force and put them to work on plantations. As a result, Africans have had a lasting influence on Caribbean life and culture.

## Caribbean Colonies

| Country       | Colony  | Major Cultural Influences                             |
|---------------|---|---|
| Spain         | Cuba, Dominican Republic, Puerto Rico   | Spanish language<br>Catholic religion                 |
| France        | Haiti, Guadeloupe, Martinique   | French language<br>Catholic religion                  |
| Great Britain | Jamaica, Barbados, St. Lucia, St. Vincent, Grenada, Trinidad and Tobago, British Virgin Islands | English language<br>Protestant and Catholic religions |
| Netherlands   | Netherlands Antilles  | Dutch language<br>Protestant religion                 |
| Denmark       | Danish West Indies <sup>1</sup>   | Danish language <sup>2</sup><br>Protestant religion   |

<sup>1</sup> Became U.S. Virgin Islands in 1917. <sup>2</sup> English is now the official language.

### SKILLBUILDER: Interpreting Charts

- 1 REGION** Which European country had the most colonies in the Caribbean?
- 2 PLACE** In the colonies of which European countries was the Catholic religion dominant?

**A COLONIAL MOSAIC** By the 19th century, the Spanish, French, British, Dutch, and Danish all claimed islands in the Caribbean. Most of the European powers were there to profit from the sugar trade. This trade depended on the forced labor of workers brought in chains from Africa.

**CARIBBEAN INDEPENDENCE** The first independence movement in Latin America began as a slave revolt in the Caribbean on the island of Haiti. In the 18th century, Haiti was a French colony with an important sugar industry. Africans brought to the island by force worked on the sugar plantations and other plantations. In the 1790s, Toussaint L'Ouverture (too•SAN•loo•vehr•TOOR) led a slave rebellion in Haiti and took over the government of the island. By 1804, Haiti had achieved independence from France. Cuba achieved independence from Spain in 1898 as a result of the Spanish-American War. After an occupation by United States forces, the island became self-governing in 1902. Jamaica and Trinidad and Tobago did not achieve full independence from Great Britain until 1962.

## Cultural Blends

Central America and the Caribbean are close to each other geographically, and their cultures show a blending of influences. This mixture affects everything from religion to language.

**CULTURE OF CENTRAL AMERICA** As you've read, the culture of Central America blends two major elements: Native American influences with those of Spanish settlers. The Spanish were the dominant group of European settlers in Central America—their language remains dominant in the area today. Catholicism is the major religion, although Protestant missionaries are active in the region.

The Spanish took land away from the natives of the region. The conquerors cut down forests, opened up land for grazing livestock, and introduced new crops, such as wheat. They created large farms and ranches, built towns, and moved the native peoples off the land and into the towns. All this

altered the way of life in the region.

**CULTURE OF THE CARIBBEAN** A greater variety of influences was at work in the Caribbean. The Spanish, French, British, Danish, and Dutch existed side by side with the African and Native American. Residents of the islands are of European, African, or mixed ancestry. **B**



## Making Comparisons

**B**How does the culture of the Caribbean differ from the culture of Central America?

African influences were especially important. Most of the people are descendants of the African slaves brought to the islands to work on the sugar plantations. They left a lasting mark on all aspects of culture in the islands, including village life, markets, and choice of crops.

### growing up in... Cuba

This boy is playing baseball, a sport as popular in Cuba as it is in the United States. Baseball traveled from the United States to Cuba in the late 1800s. Baseball is considered the island's national pastime, just as it is in the United States.

Young people in Cuba receive many benefits from the Communist government, including free education and health care. The education system extends from preschool programs through college to graduate programs. However, young people, like all Cubans, live in a police state that limits their economic and political freedoms.

**If you lived in Cuba, here are some rights you would enjoy and restrictions you would face:**

- You would receive a free education.
- You would receive free medical care.
- You would attend school from age 6 to somewhere between ages 11 and 15.
- You could attend free concerts, ballets, and plays.
- Your freedom of speech and writing would be restricted.
- Your economic opportunities would be very limited.



The religions of the Caribbean include Catholic and Protestant, as well as Santeria, which combines certain African practices and rituals with Catholic elements. Voodoo is practiced on the island of Haiti. The religious and political Rastafari movement originated in Jamaica.

Spanish is spoken on the most populous islands in the Caribbean: Cuba, with a population of about 11 million, and the Dominican Republic, with a population of about 9.7 million. There are also many French speakers (Haiti alone has a population of more than 6 million). English dominates in Jamaica, with a population of almost 3 million. There is a smattering of Dutch and Danish also spoken in the region.

## Economics: Jobs and People



In general, most of the people in the countries of the region are poor. This is, in part, a legacy of colonialism. The early success of the sugar crop benefited colonial planters, not the native or African laborers. Also, the region faced competition in the sugar market, and eventually the sugar trade declined. Further, the fact that natural resources were exported and not used locally left the region economically weakened.

**FARMING and TRADE** Sugar cane plantations in the Caribbean provide the region's largest export crop. Other important export crops are bananas, citrus fruits, coffee, and spices. All these crops are well adapted to the climate and soil of the region. Many people work on the plantations that grow crops for export. But the pay is poor, and as a result, average per-capita income in the Caribbean is very low.

## 5 THEMES

### MOVEMENT

#### The Panama Canal

Panama is a unique crossroads, linking North America and South America and the Caribbean Sea and the Pacific Ocean.

Before the Panama Canal was built, sea travel from the east coast to the west coast of North America meant a journey of about 15,000 miles. The canal cut the coast-to-coast journey more than in half. Now, ships move through a series of locks shown on the map at right.

Sailing through the Panama Canal from the Caribbean to the Pacific Ocean, you actually sail from northwest to southeast, not from east to west.



**H**  
HISTORY.

VIDEO

Panama Canal:  
Locks

[hmhsocialstudies.com](http://hmhsocialstudies.com)

In Central America, too, the main source of income is the commercial farming practiced on large plantations. These farms produce 10 percent of the world's coffee and 10 percent of the world's bananas. Central America's mines and forests also provide resources for export. **C**

CONNECT TO THE ISSUES

### RESOURCES

**C** What resources are exported from Central America and the Caribbean?

Trade is important because of the **Panama Canal**, which cuts through the land bridge and connects the Atlantic and Pacific oceans. Ships from both hemispheres use the canal, making Panama a



crossroads of world trade. The canal made possible the exchange of both goods and ideas.

**WHERE PEOPLE LIVE AND WHY** Population patterns in Central America and the Caribbean are directly related to their economies. Both Central America and the Caribbean have populations of between 35 million and 42 million people. In Central America, most people make their living on farms and, as a result, live in rural areas.

Many of the islands in the Caribbean are densely populated. More than 11 million people live on Cuba, the largest of the islands. Most people live in urban areas, where they hope to find jobs in tourism. The cities attract people who are seeking a better way of life. Unfortunately, many end up living in slums. The region is working to find a way to channel more of the profits from tourism and farming to benefit local communities.

## Popular Culture, Tourism, and Jobs

Education and jobs are a major concern to the people of Central America and the Caribbean. Music, heavily influenced and shaped by the African heritage in the region, is an important part of the popular culture of Central America and the Caribbean.

**MUSIC OF THE CARIBBEAN** Both reggae and calypso music started in the Caribbean. **Calypso** music began in Trinidad. Calypso combines musical elements from Africa, Spain, and the Caribbean. Calypso songs are accompanied by steel drums and guitars, and they have improvised lyrics.

**Reggae** developed in Jamaica in the 1960s. Many reggae songs deal with social problems and religion. African music, Caribbean music, and American music all fed into the roots of reggae. Bob Marley of Jamaica was a pioneer of reggae. The music of the Caribbean is one of the elements that lures tourists to the region, creating jobs for local residents.

### BACKGROUND

Bob Marley's son, David "Ziggy" Marley, is carrying on his father's musical legacy.



**HUMAN-ENVIRONMENT INTERACTION** Many of Bob Marley's songs reflect his faith and political beliefs.

**How might popular culture express important ideas and political beliefs?**

**TOURISM AND THE INFORMAL ECONOMY** Rapid population growth in the Caribbean is contributing to high unemployment, especially among the young. Many people flee rural areas and

move to the cities in search of jobs. Too often, however, they lack job skills. There are schools to help prepare students for jobs in agriculture and tourism.

Tourism is, in fact, an increasingly important industry. Local residents of the islands are able to find jobs working in the hotels, resorts, and restaurants there. In addition, people can make a living working as guides and assistants on fishing excursions, sailing trips, snorkeling adventures, hiking expeditions, and other activities for tourists.

People also find jobs in the **informal economy**, which takes place outside official channels, without benefits or protection for workers. These include jobs such as street vending, shining shoes, and a variety of other activities and services that provide people with a small income.

In Section 3, you will read about Spanish-speaking South America.

## Assessment

### 1 Places & Terms

Identify and explain the following places and terms.

- cultural hearth
- United Provinces of Central America
- Panama Canal
- calypso
- reggae
- informal economy

### 2 Taking Notes

**REGION** Review the notes you took for this section.



- What European countries had colonies in the Caribbean?
- Which European country settled most of Central America?

### 3 Main Ideas

- a. What are the major groups that blended to form the culture of this region?
- b. What are some major sources of income in the economies of Central America and the Caribbean?
- c. What forms of music have evolved in the region?

### 4 Geographic Thinking

**Drawing Conclusions** How did the establishment of sugar plantations by Europeans affect the settlement of the Caribbean? **Think about:**

- the people brought in to work on the plantations



**GeoActivity** **MAKING COMPARISONS** Pair with a partner and make a **poster** about the Panama Canal. Do research on the Internet and illustrate your poster with maps and diagrams of the locks in the canal. Provide statistical data about the canal that compares it with other canals, such as the Suez Canal.

# Disasters!

**H** VIDEO  
HISTORY Earthquakes  
hmsocialstudies.com

## The Haiti and Chile Earthquakes

On January 12, 2010, a catastrophic earthquake struck Haiti near its capital, Port-au-Prince. More than 200,000 people died. Haiti is the poorest country in the Western Hemisphere. Rescues, health, transportation, communication, and government systems all broke down. A few weeks later, on February 27, a much more powerful quake hit the coast of Chile and was followed by severe aftershocks. The death toll was about 500. Although the Haiti quake hit a more densely populated area and originated closer to Earth's surface, the relative wealth of the two countries also played a part in the results.



Damage caused by the earthquake wrecked some towns along Chile's Pacific coast. In this photo, a ship ends in a Takahara street after the quake and a tsunami.



Wrecked houses occupy a Port-au-Prince hillside. Shoddy building techniques contributed to the Haiti quake's devastation. The collapse of poorly built and densely packed shantytowns caused many deaths.



This map shows that Port-au-Prince is located almost on top of a fault.

### GeoActivity

**MAKING A PRESENTATION** 21

Working with a partner, use the Internet to research two recent severe earthquakes, other than the two discussed here. Set facts about different countries. Then create a presentation comparing the two earthquakes.

- Build a chart like the one below that compares the two quakes.
- Conduct research to learn more about how the countries differ.
- Analyze the differences in the two quakes' results and the reasons for those differences.

hmsocialstudies.com  
RESEARCH WEB LINKS

### GeoData

| Earthquake Details  | Haiti              | Chile      |
|---------------------|--------------------|------------|
| Magnitude           | 7.0                | 8.8*       |
| Depth of earthquake | 8.1 miles          | 21.7 miles |
| Deaths              | 230,000            | 500        |
| Displaced           | 1.3 million        | 800,000    |
| People affected     | 3 million          | 2 million  |
| Damage (in \$US)    | at least 8 billion | 30 billion |
| Per capita GDP      | \$1,300            | \$14,700   |

\*The Chile earthquake was more than three times more powerful than the Haiti quake.

## 3

# Spanish-Speaking South America

### Main Ideas

- Native peoples and settlers from Spain have shaped the culture of South America.
- Regional economic cooperation will help raise people's standards of living.

### Places & Terms

- Inca
- Quechua
- Mercosur

### CONNECT TO THE ISSUES

**INCOME GAP** The countries of South America are trying to find ways to narrow the gap between rich and poor.

**A HUMAN PERSPECTIVE** In the early 1500s, the Inca empire was at the height of its glory. Then Spanish soldiers under the command of Francisco Pizarro invaded the South American empire. The

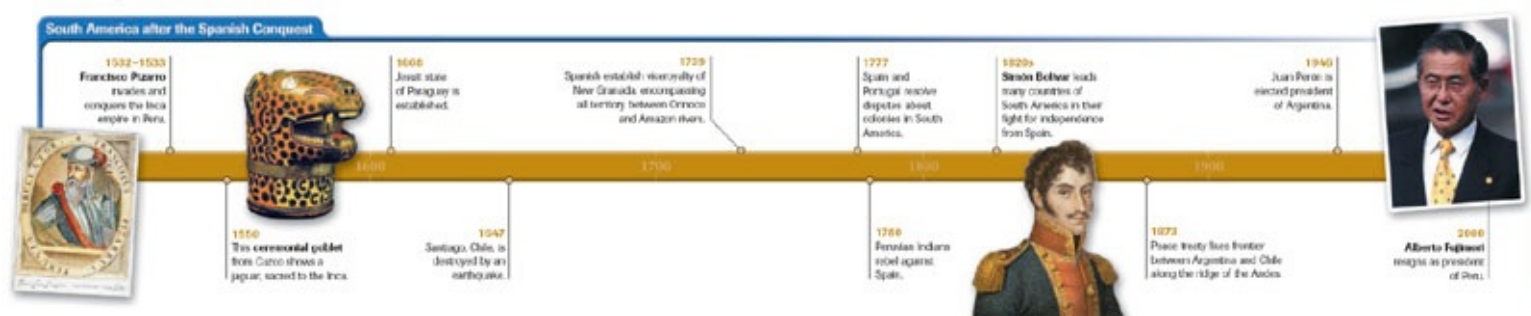


Spanish attacked the Inca army, killed many of its warriors, and took the emperor prisoner. The Spaniards held him for ransom. Although the Inca filled a room with silver and gold to win his release, the Spanish executed the emperor. This broke the spirit of the Inca nation, already weakened by civil war, and the Spanish conquered the rest of the empire. As in Mexico, Central America, and the Caribbean, the Spanish conquest would have a deep effect on the history and culture of South America.

## Conquest and the End of Spanish Rule

South America is divided into two main regions, based in part on whether the people speak Spanish or Portuguese. In this section, you will learn about Spanish-speaking South America. This region is composed of Argentina, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Uruguay, and Venezuela. Suriname is a Dutch-speaking country. French Guiana is a part of France.

**THE INCA** This civilization was created by the **Inca**—descendants of people who may have crossed a land bridge from Siberia to Alaska and eventually found their way to South America. When they reached the west coast of South America, they encountered the Andes Mountains, which rise to heights of more than 20,000 feet in some places. In spite of the harsh terrain, the Inca were able to build an advanced civilization.



They built their empire on the foundation of earlier cultures. From their capital at Cuzco in Peru, the Inca extended their power. They brought other tribes under their control and built a great empire.

By 1500, the Inca empire extended 2,500 miles along the west coast of South America. It ran from present-day Ecuador in the north to Argentina in the south. A road system that was about 20,000 miles long crossed mountains and deserts to link the empire. **A**



### Seeing Patterns

**A**How might a road system have helped to hold the Inca empire together?

**THE SPANISH CONQUEST** As you read earlier, Pizarro and his soldiers invaded and conquered the Inca empire. The Spanish were primarily interested in claiming the gold and silver of the Inca.

The Spanish settlers forced the natives to work in mines and on farms and ranches. The Spanish landlords received the rights to the labor of the natives from officials in Spain, who passed laws to protect the Indians. But in spite of the laws, many of the settlers abused the natives or worked them to death.

The Spanish conquest had a devastating effect on the native population. Many Indians died while working in the silver mines at Potosí, Bolivia. These mines provided vast wealth for Spain. Natives



were also forced to move to new villages so they could be controlled more easily. **B**

## CONNECT TO THE ISSUES

### DEMOCRACY

**B** What effect might the disruption of Inca life have had on the development of democracy in the region?

The Spanish forced their own language and religion on the conquered peoples. The **Quechua** (KEHCH•wuh) language of the Inca was overshadowed by Spanish as the settlers became the dominant culture. Likewise, the Inca religion of the native peoples was replaced by the Catholic religion of the conquerors as the official religion. Spanish rule in the region continued for almost 300 years. But one lasting legacy of the Inca is that millions of native peoples still speak Quechua.

**INDEPENDENCE MOVEMENTS** Inspired by the American Revolution (1776) and the French Revolution (1789), the countries of South America sought their independence from Spain in the first half of the 19th century. Two great leaders of independence movements in the region in the first half of the 19th century were Simón Bolívar and José de San Martín. Bolívar helped to liberate the countries of Colombia, Venezuela, Ecuador, and Bolivia. José de San Martín helped to free the countries of Argentina, Chile, and Peru from Spanish rule.


**Connect TO THE Issues**

**DEMOCRACY**

**Coup in Chile**

The socialist Salvador Allende became president of Chile in 1970 in a democratic election. However, his victory displeased the wealthy and powerful in Chile.

In 1973, a group of military officers overthrew Allende's democratically elected government. The coup was led by General Augusto Pinochet (below), who succeeded Allende in 1973. Under Pinochet's 17-year rule, thousands of people are believed to have been killed by the military government. A democratically elected government succeeded Pinochet in 1990.



Argentina and Chile were the first to achieve independence because they were the farthest from

Lima, the center of Spanish control. However, once independence was achieved, geography contributed to the failure of various countries to unify or work together for common goals. The continent has tended to be populated around its edges, with mountains and rain forests limiting interaction. This has contributed to underdevelopment and political instability. **C**

#### CONNECT TO THE ISSUES

#### DEMOCRACY

**C** How might better interaction and communication affect the development of democracy?

**GOVERNMENT BY THE FEW** Oligarchy (government by the few) and military rule have characterized the governments of many of the countries of South America since they won their independence from Spain. In fact, before his death in 1830, Simón Bolívar had become discouraged about the future of democracy in Latin America.

Throughout South America, authoritarian rule—which stresses obedience to authority over individual freedom—delayed the development of democracy. Although many South American nations gained freedom in the 1800s, hundreds of years of colonialism had their effects. Strong militaries, underdeveloped economies, and social class divisions still exist in the region today.

## A Cultural Mosaic

South America is one of the most culturally complex regions in the world, due in part to the region's isolation after independence. These countries form a cultural mosaic—a number of societies with different cultures living near each other but not mixing.

**LITERATURE** Spanish-speaking South America has a strong literary heritage. Particularly in the last quarter of the 20th century, South American writers claimed the world's attention with their extraordinary novels. Perhaps the most famous of these writers is Gabriel García Márquez of Colombia, who won the Nobel Prize for literature in 1982. Among his best-known novels are *One Hundred Years of Solitude* (1967) and *The General in His Labyrinth* (1989), a novel about Simón Bolívar.

**MUSIC** Popular music and folk music are important artistic traditions in South America. You can hear street music everywhere throughout the region. Musicians play drums, guitars, marimbas, maracas, and flutes, among other instruments. This music combines Indian, African, and European elements to make a thick cultural brew, as can be heard in the tango of Argentina. Classical music is also important in the region. Many cities in South America have symphony orchestras and opera companies.

**ARTS AND CRAFTS** Beautiful craftwork and handmade items can be found throughout Latin America. Pottery, textiles, glasswork, and metalwork all manage to combine beauty and usefulness. Many handmade items are decorated with folk art or Indian religious symbols. Beautiful examples of handmade items can be found in tools and other household items throughout the region. Indian weavers, for example, make ponchos from the wool of the animals of the region, such as llamas and alpacas.

**Arts and Crafts in South America**



A Peruvian in Ollantaytambo carries craft items for sale. Her wares include hand-woven hats, scarves, and gloves.



Handmade furniture is still found throughout the region. This carpenter shows a chair that he has made in his workshop in Sicuani, Peru.



A Cotopaxi native woman weaves a basket at an open market in Alameda Park in Quito, Ecuador.

## Economics: Resources and Trade

Most economies in South American countries are based upon agriculture and the mining and extraction of resources such as oil and minerals. However, the income gap between rich and poor reflects the region's poverty and failure to develop economically after independence. Economic development of the entire region holds out the hope of improving the lives of millions of people.

**ECONOMIES OF THE REGION** One of the advantages in the region is that it produces a wide variety of products. This is because of its unique combination of resources, landforms, climate, and vegetation. In the north, Guyana, Suriname, and French Guiana grow crops for export on large farms. Colombia and Venezuela both have huge oil reserves that are probably their greatest economic asset.

In the west, Peru has an important fishing industry. Ecuador exports huge quantities of shrimp. Bolivia has deposits of tin, zinc, and copper.

In the south, Argentina produces great quantities of grain and livestock on its vast pampas. Uruguay is a prosperous agricultural country that has major farming and grazing areas in its portion of the pampas. Paraguay exports products such as soybeans, cotton, and animal hides.



## The Mercosur Trade Group



### Geographic Cooperation: A Common Market

- **Mercosur** is an economic common market that began operating in the southern cone of South America in 1995.
- Goals of a free-trade zone among member nations:
  1. to make member economies more stable;
  2. to increase trade within region and thereby decrease dependency on unstable global markets;
  3. to channel some of the profits of improving economies to those people and groups that most need help.
- The name Mercosur is formed from the Spanish phrase *Mercado Común del Sur*, which means Southern Common Market.
- There are more than 265 million consumers in this market.
- The combined Gross Domestic Product of the member nations is more than 1.3 trillion dollars a year.

### SKILLBUILDER: Interpreting Maps

- 1 **REGION** How many countries in South America are not full members of Mercosur?
- 2 **LOCATION** What characteristics do the members of Mercosur share in terms of location?

**CHILE'S SUCCESS STORY** Chile is South America's greatest economic success story. It has been able to participate in the global economy by trading the products of its mines and fields with nations as far away as Japan. The export of fruit and vegetables to North American markets is an important part of Chile's economy because its harvest comes during the Northern Hemisphere's winter. Chile also has huge deposits of copper, which remains its largest export. However, Chile has recently begun to focus on its own hemisphere. It has been a leader in working for economic cooperation in the region, where it is an associate member of Mercosur. (See the chart and map above.) Associate members are countries with free-trade agreements with Mercosur.

## Education and the Future

The people of Spanish-speaking South America face a number of challenges. Education is a critical issue as young people move to the cities in search of jobs.

**LITERACY IN SOUTH AMERICA** The countries of Spanish-speaking South America have higher literacy rates than do the countries of Central America and the Caribbean, or Mexico and Brazil. In several countries, including Chile and Uruguay, literacy rates are higher than 90 percent. Moreover, the literacy rates for women are about the same as for men in those three countries; in fact, in Uruguay, the rate is slightly higher for women. Most of the countries of South America support colleges, universities, and technical schools that train students for careers. As measured by the number of students in school and copies of daily newspapers and books published per capita, most of the countries of the region show

high rates of education and literacy.

**THE CASE OF CHILE** Chile's literacy rate for the total adult population is around 96 percent. For young people between the ages of 15 and 24, it is even higher—close to 99 percent. Chilean readers can choose among numerous national and regional newspapers, many of them available online.

Education is very important in Chile. When they are between the ages of 6 and 13, all children must attend school, and public education is free. But after primary school, enrollment drops to less than 60 percent. Higher education has suffered because of political unrest. The universities had been independent and of high quality. Then a military coup led by General Augusto Pinochet overthrew Salvador Allende's government in 1973. Afterwards, the military introduced reforms that undermined higher education. Nonetheless, since Pinochet's departure from power in 1990, universities have regained some of their independence and standards. Today, there are many business schools in Chile that have contributed to the country's economic success.

Chile suffered a setback, however, when a magnitude 8.8 earthquake struck the country on February 27, 2010. Severe aftershocks followed. Rebuilding may take several years.



**REGION** The writer Isabel Allende, niece of Salvador Allende, is an important novelist in Latin America. Her most famous book may be *The House of the Spirits* (1982).

## SECTION 3 Assessment

### 1 Places & Terms

Identify and explain the importance of each of the following.

- Inca
- Quechua
- Mercosur

## 2 Taking Notes

**PLACE** Review the notes you took for this section.



- Which countries besides Spain sent settlers to South America?
- Which countries in South America have the highest literacy rates?

## 3 Main Ideas

- a. What have been some obstacles to democratic government in South America?
- b. What was the extent of the Inca empire in South America?
- c. What are some of the arts and crafts of the region?

## 4 Geographic Thinking

**Drawing Conclusions** Why might the southern cone of South America have decided to form a trade group? **Think about:**

- the geography of the region
- the region's economies

 **See Skillbuilder Handbook.**

**GeoActivity**

**SEEING PATTERNS** Pair with a partner and draw a **sketch map** of South America. Fill in the map with the names of the various countries and the dominant language spoken in each.

### Main Ideas

- Native peoples, Portuguese, and Africans have shaped Brazil.
- Brazil has the largest territory and the largest population of any country in Latin America.

### Places & Terms

**Treaty of Tordesillas**

**Carnival**

**samba**

**capoeira**

### CONNECT TO THE ISSUES

**RESOURCES** Brazil is a giant country rich in natural resources that must be developed and used wisely.

**A HUMAN PERSPECTIVE** In 1807, Napoleon's armies invaded Portugal. As the French army approached the capital of Lisbon, the Portuguese royal family boarded ships to escape capture. They sailed to Brazil, Portugal's largest colony, taking their court and royal treasury with them. For the next 14 years, Brazil was the heart of the Portuguese empire. During that time Brazilians developed a sense of their own independence. As you will read, a member of the Portuguese royal family was to play a decisive role in gaining Brazil's freedom from Portugal.

## History: A Divided Continent

Geography played an important role in the colonization of South America by Spain and Portugal. The two European powers reached an agreement to divide South America. In the resulting **Treaty of Tordesillas** (1494), Portugal gained control over the land that became present-day Brazil. In this section, you will look at Portuguese-speaking Brazil, the largest country in South America.

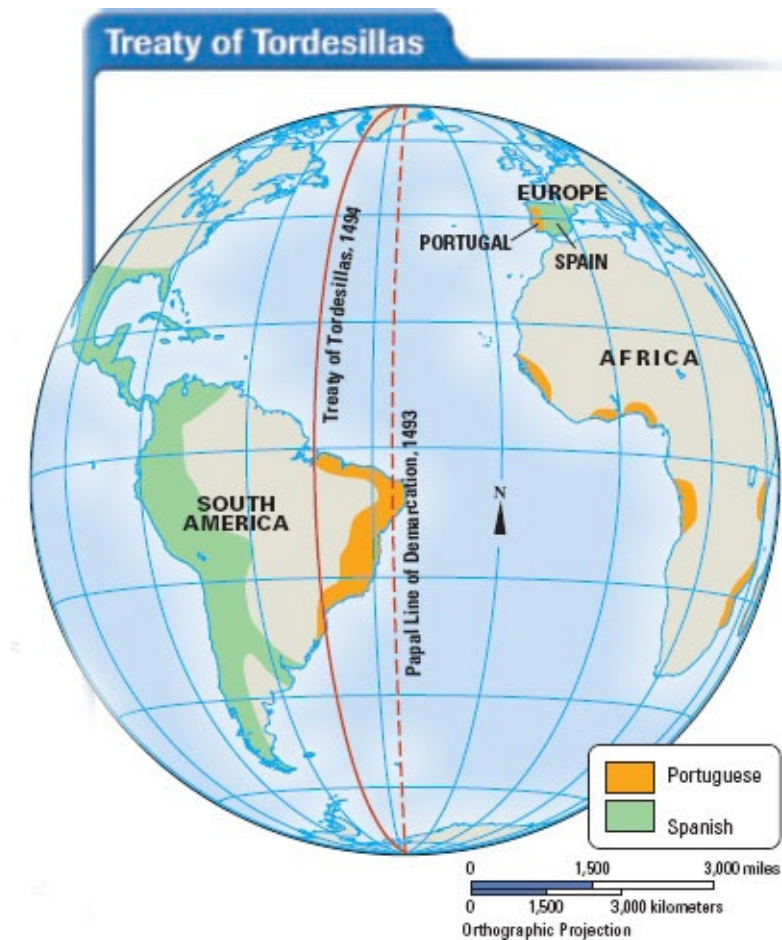
**NATIVE PEOPLES AND PORTUGUESE CONQUEST** The territory of Brazil was originally home to native peoples divided into hundreds of tribes and language groups. Various estimates place the number of native peoples between one million and five million when the first colonists arrived in the early 1500s.

The first Portuguese colonists hoped to find gold or silver but were disappointed when they could find neither. Then they cleared out huge areas of forest where they created sugar plantations. Brazil soon became a source of wealth for Portugal because the demand for sugar was so great.

The patterns of settlement were along the coast, where cities such as Rio de Janeiro were established, rather than in the interior where rain forests made farming difficult. Eventually, the colonists cleared more land in the west for sugar plantations. In the process, the Portuguese conquered the native tribes and put them to work on the plantations. When natives died from diseases brought by



the colonists, the Portuguese brought African slaves to Brazil by force to replace them. Today millions of Brazilians are of mixed European, African, and native ancestry.



**INDEPENDENCE FOR BRAZIL** Brazil remained a Portuguese colony from 1500 to 1822. After Napoleon's defeat in 1815, many people in Brazil demanded independence from Portugal. However, the Portuguese government wanted Brazil to remain a colony. But the Brazilians kept pushing for independence. Finally, thousands of them signed petitions asking Dom Pedro, the son of Portugal's king, to rule Brazil as an independent country. He agreed, and in September of 1822, he declared Brazil's independence from Portugal.

## A National Culture

The culture of Brazil includes Portuguese influences, Native American elements, and African influences. But unlike other South American countries, Brazil has had more success in blending its ethnic groups.

**THE PEOPLE OF BRAZIL** When the first Europeans arrived in 1500, millions of native people lived in what is now Brazil. Thousands of them died from diseases brought by Europeans. Today, more than 500,000 native people live in Brazil, most in the Amazon rain forest.

Brazil has become home to many immigrants from other nations. Large numbers of people from Portugal, Germany, Italy, and Spain have settled there, as have immigrants from Lebanon and Syria. Brazil also has the largest Japanese population outside Japan. **A**

## Making Comparisons

**A**How does the population of Brazil resemble that of the United States?

**LANGUAGE AND RELIGION** The Portuguese brought their language and their Catholic religion with them to Brazil. Today, Brazil has the largest Catholic population in the world. In addition, Protestants make up more than 15 percent of the population. Many other Brazilians, mainly those of African or mixed ancestry, practice religions that combine African beliefs with Catholicism.

**ARCHITECTURE OF BRASÍLIA** The architect Oscar Niemeyer designed the buildings for the new capital of Brasília, which was built in the interior of Brazil beginning in 1957. Part of the reason for locating the capital 600 miles inland was to draw people into the interior. The move of the government to the new capital city in 1960 signaled the opening of the country's west.

**Human-Environment Interaction** Oscar Niemeyer designed these government offices for Brasília. The Senate meets in the domed building, and the Chamber of Deputies meets in the bowl-like building.



## An Economic Giant Awakens

Brazil is a growing economic power. Much of this power is based on its vast area, its abundance of natural resources, and its people. Its economy is the tenth largest in the world. Its diverse population of almost 200 million people contributes to its economic strength.

**AN INDUSTRIAL POWER** Natural resources have helped make Brazil an industrial power. It has deposits of iron and bauxite, as well as other minerals used in manufacturing. In addition, tin and manganese reserves are abundant. It also has supplies of gold, silver, titanium, chromite, tungsten, and quartz.

More than a thousand rivers, including the Amazon, flow through Brazil. Power plants located along these rivers produce electricity. In addition, Brazil's large reserves of oil and natural gas contribute to its industrial might.

Brazil is one of the most industrialized of South American countries, with one of the largest steel plants in the region. It is a leading maker of automobiles. More than 90 percent of new cars use ethanol, a fuel that comes from sugar cane and is less expensive than imported oil.**B**

**CONNECT TO THE ISSUES**

**RESOURCES**

**B**How do Brazil's natural resources contribute to its industrial success?

**MIGRATION TO THE CITIES** Despite its economic successes, Brazil remains a country with a vast gap between the rich and the poor. Increasing urbanization is one result of attempts by many Brazilians to improve their lives by seeking jobs in the cities.

The movement of people in Brazil from country to city reflects changes in agriculture that pushed people off the land. It also reflects the growth in manufacturing that pulled people to the cities. In 1960, about 22 percent of the population lived in the cities. By 2008, more than 86 percent of the people lived in cities.



**MIGRATION TO THE INTERIOR** There has also been a move into the interior. About 80 percent of



the people live within 200 miles of the sea. But the government is encouraging settlement of the interior to develop its many resources. Commercial agriculture is an important part of the economy in the western interior. That is because of the *cerrado*—the fertile grasslands, similar to the Great Plains in the United States, that provide rich farmland. Many Brazilians are willing to move to the interior to improve their economic situation.

## Brazilian Life Today

Brazil is a country of great variety in its city life, music, and holidays.

**FROM CARNIVAL TO MARTIAL ARTS** The most colorful feast day in Brazil is **Carnival**. In Rio de Janeiro, people in costumes ride on floats through the streets. Carnival takes place to the music of the **samba**, a Brazilian dance with African influences.

**Capoeira** is a martial art and dance that developed in Brazil from African origins. Angolans who were taken to Brazil by the Portuguese brought this martial art and dance with them.



**PLACE** Young men practice the martial art of capoeira.

**CITY LIFE IN RIO DE JANEIRO** Brasília is the political capital of Brazil, and São Paulo is its economic heart and largest city, but Rio de Janeiro is the cultural center. The residents of Rio are among the country's leaders in important cultural activities and institutions.

Rio has one of the most spectacular natural settings in the world. Sugarloaf Mountain, Guanabara Bay, and Copacabana Beach are just a few of the breathtaking sights.

There is a darker side to life in Rio, and that is caused by the widening gap between rich and poor. Desperately poor slums, called *favelas*, dot the hillsides. Crime waves and drug abuse are two results of the poverty. Recently, however, government officials have launched programs to bring in electrical power, paved streets, and sewers. **C**

CONNECT TO THE ISSUES

**INCOME GAP**



**C** What might be the impact of poverty and the income gap on democratic government?

In the next chapter, you will read about three important issues that affect Latin America—resources, democracy, and the income gap.



## 1 Places & Terms

Identify and explain the importance of each of the following.

- Treaty of Tordesillas
- Carnival
- samba
- capoeira

## 2 Taking Notes

**PLACE** Review the notes you took for this section.



- Which European country sent the most settlers to Brazil?
- Who lived in Brazil before the European settlers arrived?

## 3 Main Ideas

- a. What crop did settlers first grow in Brazil and what effect did it have on the makeup of the population?
- b. How do Brazil's rivers contribute to its wealth?
- c. What are some aspects of Brazilian culture that show an African influence?

## 4 Geographic Thinking

**Drawing Conclusions** What is the relationship between coast and interior in the settling of Brazil?

**Think about:**

- the patterns of settlement along the coast
- the resources of the interior

**GeoActivity** **EXPLORING LOCAL GEOGRAPHY** Rio de Janeiro is almost two different cities—one rich and one poor. Pair with a partner and draw a **map** that divides your city, town, or neighborhood in two. Decide which parts are better off than others. What resources and features distinguish one part from another?

# Comparing culture

## Festivals and Holidays

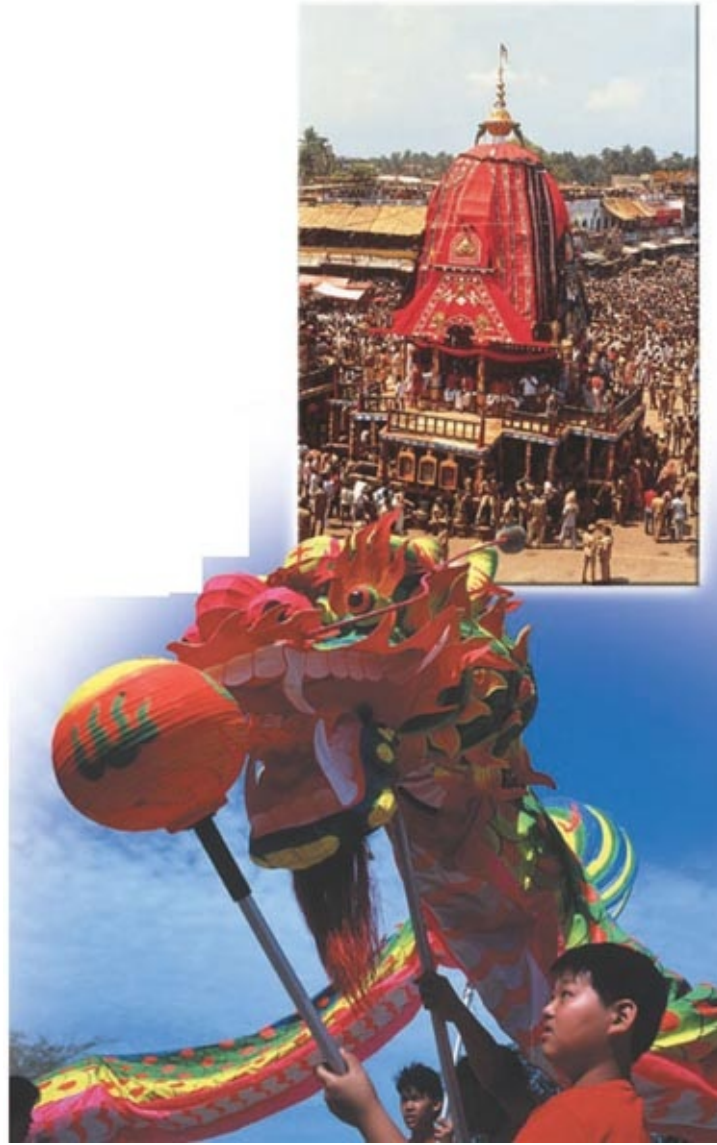
Different cultures around the world have their own festivals and holidays—occasions for celebration. Often these special days have a religious significance. Carnival, for example, is a period of merrymaking that is celebrated in many Christian countries just before Lent, a season of fasting and penitence. On these two pages, you will learn about this and other festivals around the world. Three of the festivals—those in Brazil, Venice, and India—have their roots in religion. One of the holidays—that in Hong Kong—celebrates the beginning of a new year.





**Samba dancers in Rio de Janeiro, Brazil,** celebrate Carnival by dancing in the streets. Carnival is the period of merrymaking just before Lent.

**In Venice, Italy, masks** are used to celebrate Carnival, a revel that features elaborate costumes.



**The Juggernaut in Puri, India,** is a wooden image of the Hindu god Krishna mounted on a cart. The term comes from a Sanskrit word that means “lord of the world.” The cart moves on 16 wheels through crowds of Hindu pilgrims on various festival days.

**In Hong Kong, a dragon** is paraded by a boy to celebrate the New Year. In Chinese culture, the New Year is an important holiday.

## GeoActivity



### CREATING A POSTER

Working with a partner, use the Internet to research one of the festivals or holidays listed below. Then create a **poster** about the holiday.

- Use visuals and captions to describe the festival or holiday you have chosen.
- Research a different festival and make a second poster to compare festivals from different countries.





# FESTIVALS AND HOLIDAYS AROUND THE WORLD

## RELIGIOUS

### Christianity

Christmas

Easter

### Judaism

Rosh Hashanah

Passover

### Islam

Feast of Sacrifice

Festival of Breaking Fast

Ashura

### Hinduism

Holi

Diwali

## OTHER

Independence Day

New Year's Day

Cinco de Mayo

Bastille Day

May Day

Kwanzaa

Thanksgiving

## VISUAL SUMMARY

### HUMAN GEOGRAPHY OF LATIN AMERICA

#### Subregions of Latin America

##### Mexico

- Native peoples and Spanish settlers have shaped the history and culture of Mexico.
- Economic expansion and an increasingly democratic government have developed together.

##### Central America and the Caribbean

- Native peoples, settlers from many European countries, and Africans have shaped Central America and the Caribbean.
- The economies of the region rely primarily on agriculture and tourism.

##### Spanish-Speaking South America

- The countries of South America are developing strategies to improve their economies.
- Among these strategies are wide-ranging trade agreements, including Mercosur.

##### Brazil

- Brazil is the giant of Latin America.
- Settled originally by the Portuguese, Brazil has welcomed immigrants from all over the world.
- Its economy is among the ten largest in the world.



## Reviewing Places & Terms

### A. Briefly explain the importance of each of the following.

1. Tenochtitlán
2. Institutional Revolutionary Party (PRI)
3. NAFTA
4. cultural hearth
5. United Provinces of Central America
6. Panama Canal
7. Inca
8. Mercosur
9. Treaty of Tordesillas
10. Carnival

### B. Answer the questions about vocabulary in complete sentences.

11. What body of water surrounded Tenochtitlán?
12. Whose election signaled the end of one-party rule in Mexico?

13. Why is the Panama Canal important to world trade?
14. Which two European powers signed the Treaty of Tordesillas?
15. Which countries are associate members of Mercosur?
16. In what city of Brazil is Carnival celebrated in a particularly colorful way?
17. Which countries besides Mexico are members of NAFTA?
18. Why are Central America and the Andes Mountains around Cuzco cultural hearths?
19. Which countries made up the United Provinces of Central America?
20. What language did the Inca speak?

## Main Ideas

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### Mexico

1. What was the Spanish attitude toward Aztec culture?
2. What are the maquiladoras?

### Central America and the Caribbean

3. In terms of who settled there, how is the Caribbean different from Mexico and Central America?
4. Which two parts of the economy provide most of the income in Central America and the Caribbean?
5. What are some of the most important export crops in the region?

### Spanish-Speaking South America

6. Which countries are full members of Mercosur?
7. Which countries have literacy rates higher than 90 percent?
8. What happened to the Inca language after the Spanish conquest?

### Brazil

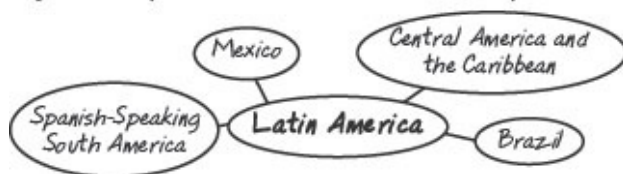
9. What is the ethnic makeup of Brazil?
10. What are some of the darker aspects of life in Brazil today?

## Critical Thinking

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### 1. Using Your Notes

Use your completed chart to answer these questions.



- a. Which two European countries colonized the most territory in Latin America?
- b. What are some of the ways in which Latin America is developing economically in recent years?

### 2. Geographic Themes

- a. **HUMAN-ENVIRONMENT INTERACTION** How has the Amazon River been used and developed?
- b. **MOVEMENT** What has restricted the movement of people from the coast of South America into the

interior?

### 3. Identifying Themes

Interaction between European powers and native peoples occurred throughout the region. What are some of the consequences of this interaction? Which of the five themes are reflected in your answer?

### 4. Identifying and Solving Problems

What are some of the ways that individual citizens of Latin America are working to improve their economic situation?

### 5. Making Comparisons

How are Spanish-speaking and Portuguese-speaking South America alike and different?

For Additional Test Practice



## Geographic Skills: Interpreting Maps

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### City of Tenochtitlán


Use the map to answer the questions.

1. **PLACE** This is a Spanish map of the Aztec city of Tenochtitlán. Why did the city require roadway connections to the mainland?
2. **MOVEMENT** Why might this site have been a good location for a city?
3. **HUMAN-ENVIRONMENT INTERACTION** What purpose might the canals within the city have served?





Create a map of a fortress city of your design. Your map should make use of the natural advantages afforded by the site you have chosen.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

## MULTIMEDIA ACTIVITY



Use the links at [hmhsocialstudies.com](http://hmhsocialstudies.com) to do research on economic growth in Latin America. Focus on the impact of free-market reforms on the income gap.

**Creating Graphs and Charts** Present a report of your findings. Include a chart that shows which countries have introduced free-market reforms and what impact these reforms have had on closing the income gap.



# Mexico

**Teotihuacán, established around 200 a.c., was the first great civilization of ancient Mexico.** At its height around the middle of the first millennium a.c., the "City of the Gods" was one of the largest cities in the world. It covered 12 square miles and was home to some 200,000 people. The Pyramid of the Sun, above, was the largest building in Teotihuacán.

For centuries after the fall of Teotihuacán, present-day Mexico was home to a number of great

empires, including the highly sophisticated Aztec civilization. The arrival of the Spanish in the early 1500s forever changed life for Mexico's ancient peoples, and Mexican culture today is dominated by a blend of indigenous and Spanish cultures.

Explore the History of Mexico from ancient to modern times online. You can find a wealth of information, video clips, primary sources, activities, and more at [teachmeanatomy.com](http://teachmeanatomy.com)



### Mexico's Ancient Civilizations

Watch the video to learn about the great civilizations that arose in ancient Mexico.



### The Arrival of the Spanish

Watch the video to learn how the arrival of the conquistadors led to the fall of the Aztec Empire.



### Miguel Hidalgo's Call to Arms

Watch the video to learn about Miguel Hidalgo's path from priest to revolutionary leader.



### Mexico in the Modern Era

Watch the video to learn about the role of oil in the industrialization of Mexico's economy.



# 1 Rain Forest Resources

How can we preserve and develop the rain forest?

## Main Ideas

- Special-interest groups make competing demands on the resources of the rain forest.
- As the rain forests are destroyed, the quality of life on Earth is threatened.

## Places & Terms

biodiversity

deforestation

global warming

debt-for-nature swap

**A HUMAN PERSPECTIVE** In 1997, biologist Marc van Roosmalen made an incredible discovery. An Amazonian Indian had brought the biologist a tiny monkey huddled inside a tin can. Van Roosmalen realized that the monkey was a kind of pygmy marmoset never before seen by scientists. Over the next



three years, Van Roosmalen and his colleagues located the native region of this creature and along the way observed plants and animals unknown to science. These scientists had confirmed the richness of plant and animal life in the Amazon rain forest of Brazil. But for other people, the forest (once cleared) holds the promise of something more—land for farming and timber for sale.

## Rain Forest Land Uses

The rain forest is an important global resource. Its vegetation helps to clean the earth's atmosphere, regulate the climate, and shelter several million species of plants, insects, and other wildlife. Scientists have just begun to investigate and understand the rain forest's **biodiversity**—its wide range of plant and animal species. And yet, this variety of life is being destroyed at a rapid rate. At the end of the 20th century, nearly 50 million acres of rain forest worldwide were being destroyed every year.

**CLEARING THE RAIN FORESTS** The world's demand for timber is great. The Amazon rain forest contains tropical hardwoods, such as mahogany and cedar, that are harvested for export by the timber industry.

Native peoples, living in poverty, travel into the rain forest in search of land on which they can grow crops. They clear the forest, not realizing that the soil is not very fertile. Also, cutting down the trees exposes the land to erosion. After a few years, this new farmland becomes less productive, resulting in the need for more timber clearing.



Livestock, too, have been introduced into the rain forest. Ranchers need land on which to graze their cattle, and by clearing the forests for pasture, they can produce a steady supply of beef for the export market.

**POPULATION PRESSURES** More than half of the Amazon rain forest is located in Brazil. That country's growing population is contributing to the rain forest's decline. The estimated population of



Brazil in 2000 was about 173 million people. With an annual growth rate between half a percent and 1 percent, Brazil's population is expected to reach 200 million by 2020. With that many people to shelter, some developers want to build homes on land now covered by the rain forest. **A**



## Using the Atlas

**A** Use the map on. In what other countries besides Brazil is the Amazon rain forest located?

## The Price of Destruction

There is a cost to pay for **deforestation**—cutting down and clearing away of trees—in the rain forest. The short-term benefits are offset by the high price Latin America and the world are paying in damage to the environment.



**HUMAN– ENVIRONMENT INTERACTION** A naturalist and a biologist attach a radio transmitter to a bird to track its movements in the rain forest.

**ENVIRONMENTAL CONCERNS** Rain forests help to regulate the earth's climate. They do this by absorbing carbon dioxide and producing oxygen. As the forests disappear, however, much less carbon dioxide is absorbed. The carbon dioxide that is not absorbed builds up in the atmosphere. This buildup prevents heat from escaping into space. The temperature of the atmosphere begins to rise, and weather patterns start to change. By the beginning of the 21st century, evidence of this **global warming** appeared around the world, causing scientific concern. A common method for clearing the rain forest, known as slash-and-burn, produces carbon dioxide and other harmful gases.

**PLANTS AND ANIMALS IN DANGER** Although the world's rain forests cover about 6 percent of

the earth's surface, they are home to an estimated 50 percent of the world's plant and animal species. Medical researchers are developing the processes needed to make use of the many plants that rain-forest dwellers have harvested for thousands of years. The forest dwellers have used these plants to make medicines that heal wounds and cure disease. What is lost as the rain forests disappear is more than biodiversity and a stable environment. The rain forests also hold secrets of nature that might improve and extend the quality of people's lives.

### BACKGROUND

These gases are referred to as greenhouse gases because they help keep heat in the atmosphere.

## Moving Toward Solutions

Saving the rain forests of Latin America is an issue that affects people around the world. Creative solutions will be required to make sure that the forests are not sacrificed to economic development.

**A JUGGLING ACT** A central problem facing many Latin American countries is how to balance competing interests. Some countries in the region are attempting to restrict economic development until they can find the right balance between economic growth and the preservation of the rain forests.

For example, grassroots organizations are closely observing development projects in the rain forests. Their mission is to educate people about the value of the rain forests and, when necessary, to organize protests against plans that would damage the environment.

**FIGHTING ECONOMICS WITH ECONOMICS** Some people think that since economic gain is at the heart of rain forest destruction, the affected governments should be paid to preserve the forests. One such plan is known as a **debt-for-nature swap**.



### Seeing Patterns

**B** How might the income gap affect the use of the rain forest?

Many Latin American nations are burdened by tremendous debt. They've borrowed money to improve living conditions, and now they are struggling to pay it back. In a debt-for-nature swap, an environmental organization agrees to pay off a certain amount of government debt. In return, the government agrees to protect a certain portion of the rain forest. Governments get debt relief; environmentalists get rain forest preservation. This approach was successful in Bolivia. There, an international environmental group paid off some government debt in exchange for the protection of an area of forest and grassland.

The movement to preserve the rain forests has many supporters in the region, as well as around the world. The battle to preserve the rain forests may be one in which everybody wins.



### 1 Places & Terms

Identify and explain the following places and terms.

- biodiversity
- deforestation

- global warming
- debt-for-nature swap

## 2 Taking Notes

**HUMAN-ENVIRONMENT INTERACTION** Review the notes you took for this section.

|                     | Causes | Effects |
|---------------------|--------|---------|
| Issue:<br>Resources |        |         |

- Why are the rain forests being destroyed?
- What effect might the destruction of the rain forest have on climate?

## 3 Main Ideas


- What are some of the important resources of the rain forest?
- What are some of the costs of the destruction of the rain forest?
- What are some factors that might slow destruction of the rain forest?

## 4 Geographic Thinking

**Making Inferences** What might happen to the rain forest in the future? **Think about:**

- economic pressures to destroy the rain forest
- reasons to preserve the rain forest

 **See Skillbuilder Handbook.**

 **MAKING COMPARISONS** Pair with a partner and make a **chart** of the largest rain forests in the world. Then make a copy of a map of the world and color in on the map the rain forests on your chart.

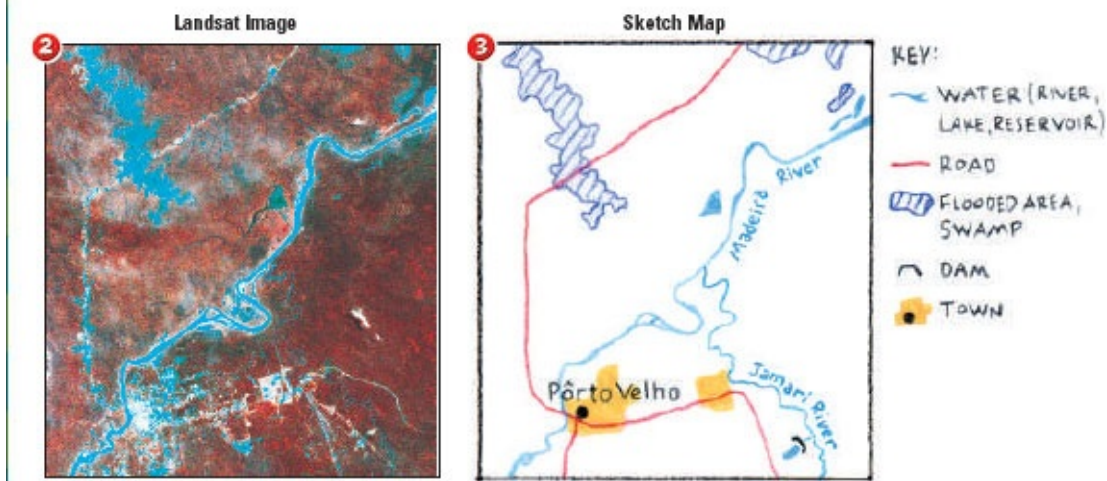
# RAND McNALLY Map and Graph Skills

## Interpreting Satellite Images

Satellites are orbiting “eyes in the skies.” They can give us detailed views of landforms, vegetation, and bodies of water. The satellite image below shows part of the rain forest in the state of Rondônia in Brazil.

**THE LANGUAGE OF MAPS** **z satellite image** is a visible-light, radar, or infrared picture of land or water taken from space. Depending on the equipment used, satellite images can show land features such as those shown below—ground vegetation and a lake as well as a river that shows some flooding (in the loop below the center of the image). **Landsat satellites** are orbiting satellites that measure reflected light to show features on the earth’s surface, including vegetation. A landsat satellite image shows changes in vegetation over time by using a series of images.

## A Satellite View of the Rain Forest



- 1 Satellite images are useful in constructing maps, updating maps, and making them more explicit.
- 2 In Landsat images, shallow water appears light blue. Thick vegetation appears red. Sparse vegetation appears white.
- 3 A researcher made a sketch of the Landsat image, adding names of towns and rivers.

## Map and Graph Skills Assessment

### 1. Making Inferences

The town of Pôrto Velho is near the intersection of what two means of transportation?

### 2. Drawing

In what direction would you travel in going from Pôrto Velho to the Jamari River?

### 3. Making Conclusions

What sort of vegetation predominates in the Landsat image? How can you tell?



# Giving Citizens a Voice

How can Latin Americans gain a voice in government?

## Main Ideas

- Despite obstacles, democracy is beginning to succeed in Latin America.
- The success of Latin American democracies depends on political, economic, and social reforms.

## Places & Terms

**oligarchy caudillo**

**junta land reform**

**A HUMAN PERSPECTIVE** From the late 1970s through the early 1980s, the Argentine military waged a campaign of terror against those who supported political reform. As many as 30,000 people mysteriously disappeared. People accused of being terrorists and revolutionaries were kidnapped and questioned. Some were tortured, and then killed or “disappeared”—their bodies were never found. In an effort to learn the truth about their loved ones, a group of women, calling themselves the Mothers of Plaza de Mayo, staged weekly protests in the plaza in Buenos Aires. Their protests were part of the larger attempt by citizens of the region to gain a voice in how their governments were being run.

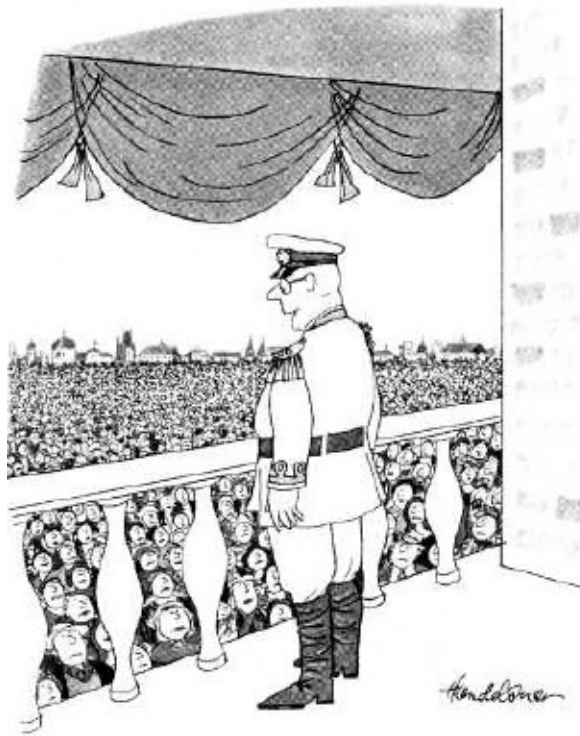
## A Struggle to Be Heard

Latin Americans today seek more democratic governments. Democracy depends on free and fair elections, citizen participation, majority rule with minority rights, and guaranteed freedoms. However, Latin America has shown little support for democratic rule until recently.

**THE LEGACY OF COLONIALISM** After the Spanish conquest of the region in the 16th century, Native Americans in Central and South America were ruled by governors who took their orders from the king and queen of Spain. Even when Latin American countries won their independence during the 1800s, they continued to be governed mainly by small groups of Spanish colonists.

This government by the few, known as **oligarchy** (AHL•ih•GAHR•kee), was not democratic. The government censored the press, limited free speech, and punished dissent. It also discriminated against all who were not part of the Spanish ruling class. Elections were held, but there was never any doubt who was in charge. If the government was unable to control the people, the military would step in, seize power, and form a new, harsher government known as a **junta** (HOON•tah), which was run by the generals.

**THE RULE OF THE CAUDILLO** Throughout the 20th century, many Latin American countries were ruled by a **caudillo** (kow•DEE•yoh), a military dictator or political boss, such as Juan Perón in Argentina. The caudillo’s support came from the military and the wealthy. Surprisingly, the caudillo was sometimes elected directly by the people.



“My goodness, if I’d known how badly you wanted democracy I’d have given it to you ages ago.”

For example, from the 1920s until the end of the 20th century, Mexico was governed by caudillos who were members of the *Partido Revolucionario Institucional* (PRI), or the Institutional Revolutionary Party. For 71 years the PRI dominated Mexican politics.

### BACKGROUND

Caudillo is a Spanish word that means “leader” or “chief.”

Opposition parties were legal, but the PRI used fraud and corruption to win elections. Opposition parties made big gains in the 1997 congressional elections. In 2000, Vicente Fox became the first non-PRI president since the adoption of Mexico’s constitution in 1917. Finally, it seemed Mexico was ready to fully accept democracy.

## Establishing Stable Democracies

Creating democracies in Latin America requires political, economic, and land reforms.

**THE GOALS OF REFORM** One goal of political reform is to establish constitutional government. A freely elected government that respects the law is the basis of democracy. Participation of citizens in political affairs is also critical. This requires that people be well educated and provided with economic security.

Political and economic stability are two sides of the same coin. A lack of prosperity is usually accompanied by social and political unrest. **A**



### Seeing Patterns

**A** What effect might the income gap have on political stability in a democracy?

Argentina in the 1980s was one example of how economic problems damaged a developing democracy. In 1983, Raúl Alfonsín was elected president of Argentina in that nation's first free election in many years. He was faced with a ruined economy after years of military rule.

Argentina suffered from inflation—a rise in the prices of goods and services. To fight inflation, the newly-elected president froze all wages and prices. He issued a new currency to replace the peso. (Later, the peso was brought back.) At first these measures seemed successful, but by 1989, inflation was severe again. In 1989, Argentina elected a new president, Carlos Menem. He introduced a number of capitalist reforms. These included reducing government spending and selling off state-controlled industries and utilities.

Another goal of reform is to recognize and increase the role of women in politics. Throughout the region, women are running for office and taking an active role in government. For example, Marta Suplicy was elected mayor of São Paulo, Brazil, in 2000.



**LAND REFORM** Latin American countries had been ruled by a wealthy elite. Economic power, as well as land, was in the hands of the few. To spread the wealth more fairly, some governments set up a program of **land reform**, the process of breaking up large landholdings and giving portions of the land to land-poor peasant farmers.



**REGION** Marta Suplicy holds a press conference after being elected mayor of São Paulo, Brazil, in 2000.

What does her election suggest about the role of women in politics in Brazil?

In Mexico, for example, the process of land reform began with Benito Juarez. He was a Zapotec Indian from a small farm who was elected Mexico's president in 1858. One of his main reform goals was to redistribute the land so that rich landowners could not keep other Mexicans in a cycle of poverty. After the Mexican Revolution in the early part of the 20th century, there was another attempt at land reform. This gave people a better chance at economic equality.

All of these reforms have been aimed at creating stability. With a sound foundation, democracy has a better chance of taking root.

## SECTION 2 Assessment

### 1 Places & Terms

Identify and explain the following places and terms.

- oligarchy
- junta
- caudillo
- land reform

### 2 Taking Notes

**HUMAN-ENVIRONMENT INTERACTION** Review your notes.

|                       | Causes | Effects |
|-----------------------|--------|---------|
| Issue 2:<br>Democracy |        |         |

- What problems has democracy faced in Latin America?
- What are some of the effects of political reform in the region?

### 3 Main Ideas



- a. How did colonialism affect the development of democracy?
- b. What are some of the goals of political reform in the region?
- c. Why was land reform necessary, and what was its purpose?

#### 4 Geographic Thinking

### Drawing Conclusions

What are the prospects of democracy in the region? **Think about:**

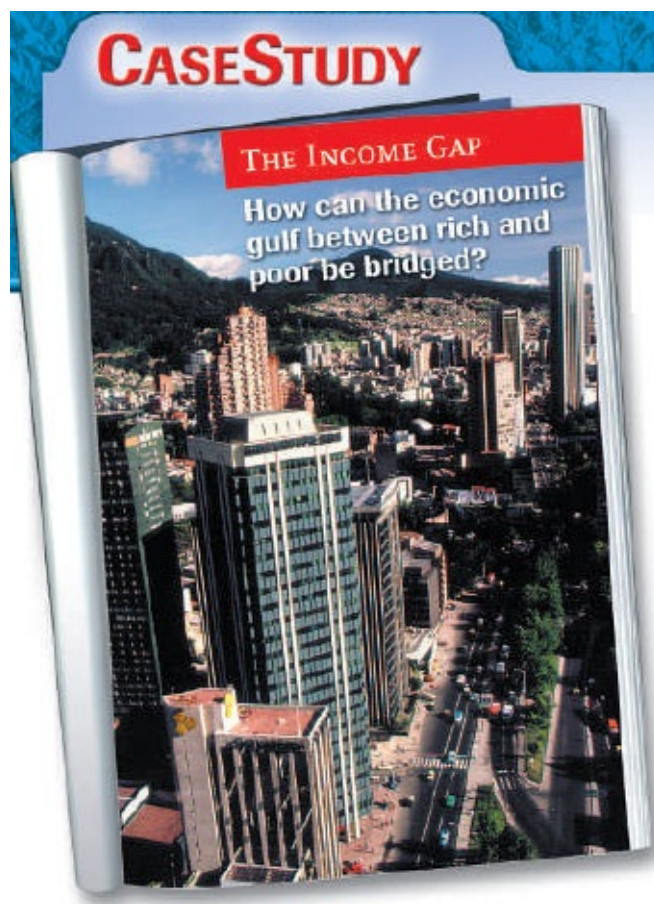
- political reforms
- economic reforms



GeoActivity

**SEEING PATTERNS** Pair with a partner and choose a country in Latin America to research on the Internet. Then prepare a **report** on the condition of democracy in that country and present your report to the class. Discuss what kind of government the country has, the number and names of political parties, and the nature of its legislative and executive functions.





Bogotá, Colombia's glittering financial district

**A**long the oceanfront in Rio de Janeiro, Brazil, gleaming office buildings and hotels share the boulevards with trendy restaurants and exclusive shops.

Behind all this glitter and glamour, however, is another world, hidden from sight—the *favelas*, or slums, of Rio. Here, the poor live among swamps and garbage dumps, and on barren hillsides.

These contrasting conditions are evidence of what economists call an income gap. This is the difference between the quality of life enjoyed by the rich and the poor. In many Latin American countries, the gap is widening. Some solutions have been proposed for this problem.

## The Nature of the Problem

As you've learned in this unit, the income gap in Latin America has many causes, some of which reflect the impact of colonialism in the region. There are three angles to exploring the income gap: it is a moral issue, an economic dilemma, and a political problem.

**A MORAL ISSUE** Some people argue that Latin America's income gap raises important ethical questions. How can any caring society, they ask, justify vast wealth in the hands of a few while most people live in poverty from which they will likely never escape? Some leaders within the Roman Catholic Church and other faiths have argued that narrowing the gap between rich and poor in Latin America is more than just an economic necessity; it is a matter of social justice.

**AN ECONOMIC DILEMMA** Most Latin American countries now have free-market economies with a minimum of government rules. A free-market economy offers many people the freedom and rewards

they need to create wealth. However, in Latin America the poor often lack the basic skills that would make taking part in the economy possible.

Often, the poor have little education. Many cannot read. Most cannot find jobs. Those who find work may end up sweeping streets or shining shoes. Conditions in the slums breed disease and encourage crime. In fact, the life spans of slum dwellers are shorter than those of the middle and upper classes. To the poor of Latin America, the doors to economic equality appear shut.

**A POLITICAL PROBLEM** Poverty can make people desperate. Those who think they have nothing to lose are sometimes willing to take great risks. Throughout history, battles have been waged and governments have been overthrown by citizens protesting what they regard as an unjust society in which a few have too much while the many have too little.

*SEE*

**PRIMARY SOURCE C**

Argentina, Bolivia, Brazil, Colombia, El Salvador, and Guatemala have all seen bloody rebellions put down by harsh military measures. In the process, human rights and human dignity have been violated. The story is usually the same. The rebels seek economic justice, and the military protects the wealthy. Clearly, attitudes will have to change before the poor in Latin America will be able to participate fully in their nations' economies. Some attitudes are already changing as, for example, more money is going to education.

## Possible Solutions

The income gap in Latin America varies from one country to another. For example, according to a 2006 report issued by the United Nations' Development Program, 46 percent of all Ecuadorans and 64 percent of Colombians live below the national poverty level. In contrast, the percentage of people living in poverty is 17 percent in Chile and 6 percent in Uruguay.

*SEE*

**PRIMARY SOURCE A**

**EDUCATION, POLITICS, AND ECONOMICS** Many of the countries of the region have put in place free-market economies that they hope will eventually help to narrow the gap by providing economic opportunity and stability for all citizens.

Along with market economies, democracy is now seen by many countries as an essential part of the equation needed to achieve widespread prosperity. Democracy provides an outlet for protest and opposition so that policies can be adjusted to reflect the will of the majority of the people.

Finally, education is an important part of the mix. A literate, well-educated population will be needed to fill the jobs that will become available in an increasingly complex economy. A case study project on the income gap follows on the next two pages.



**REGION** A girl plays amid garbage and polluted water in Belém, Brazil.

**What do the photographs on these pages suggest about the distribution of money in the region?**

## CASE STUDY

# PROJECT

*Primary sources A, B, C, and D offer information about the income gap in Latin America. Use these resources along with your own research to prepare a multimedia report. The report should define the income gap, personalize it with accounts from the very poor, and identify possible solutions.*



## Multimedia Report

Suggested Steps





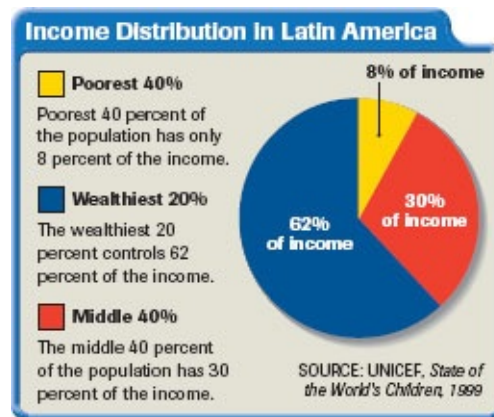
1. Research possible solutions or initiatives to deal with the income gap in Latin America.
2. Use video, audio, online, and print resources to research your topic.
3. Think about the following questions during your research:
  - What are the roots of the income gap?
  - How does the income gap hinder the participation of the poor in national economies?
  - What are some possible solutions to the problem?
4. Create charts and graphs and use videotapes, audio CDs, and other electronic media to make your report clear and convincing.
5. Prepare a brief talk to introduce and explain your topic.

## Materials and Supplies

- Reference books, newspapers, and magazines
- Computer with Internet access
- Printer
- VCR and television
- CD player

### PRIMARY SOURCE A

**Graph** This pie graph shows income distribution in Latin America. The gap was wider at the end of the 1990s than at the end of the 1970s.



### PRIMARY SOURCE B

**Cable News Story** *For the homeless children of Rio de Janeiro, the income gap is more than just an economic hardship. It is a matter of life and death, as detailed in this report filed by CNN correspondent Marina Marabella.*

*April 29, 1996* — Four men, including three police officers, went on trial in Rio Monday for the 1993 slaying of eight street children. The murder, the worst massacre of children on record in Brazil, took place outside Candelaria Cathedral in the city center.¶

Of all the dangers faced by Rio's homeless children, the one they fear the most is being murdered by death squads while they sleep. "When we can, we sleep during the day," said Ricardo, 13. "It's too risky at night."...

Yvonne Bezerra de Mello has spent years helping Brazil's estimated 2,000 to 3,000 street children. "Until now, no policemen were ever convicted for killing street kids. This is a very good step for Brazilian justice," she said.

She and other human rights activists say the death squads that murder Brazil's homeless children are hired by shopkeepers and others to get rid of those suspected of stealing....

[O]fficial police estimates say about 500 of Rio's homeless children are murdered each year.

**PRIMARY SOURCE C**

**Newspaper Report** On September 5, 2000, Steven Gutkin filed this story from Caracas, Venezuela, to *The Times of India Online*. It shows clearly that the consequences of the income gap can be found throughout Latin America.

*Caracas* —The Sambil shopping mall in eastern Caracas is Latin America's largest. It boasts 450 stores, two movie theatres, an amusement park, a 30,000-gallon aquarium—and a McDonald's where Big Macs cost a half day's pay for the average Venezuelan worker.

A slum just a few miles to the west has open sewers running alongside tin shacks perched on unstable hillsides, flies buzzing in uncollected garbage and idle young men nursing bullet wounds. Blanca Vera, 65, lifts her baby granddaughter's blouse to reveal blotches on her tiny stomach. "This is from the pollution," she says.

[I]nequality of wealth and opportunity is a huge obstacle to development in Latin America. The existence of so many have-nots threatens to undermine the success of the region's two great experiments of recent years: democracy and free markets.

In Chile, the highest-paid 6 percent of workers get 30 percent of salaries, while 75 percent of workers get just 4 percent, according to the United Nations' Economic Commission for Latin America and the Caribbean.

Some blame the growing inequality on globalization.... Yet most economists say the real culprit is not globalization but misguided state policies that deprive the poor of a decent education, fail to collect taxes, and encourage corruption.

There's another factor that's harder to define but likely is just as real: a culture of elitism that regards poor people as unworthy. "You can't operate in a globalized economy with a narrow, tiny elite sector that has absolutely no connection or appreciation of the vast majority of people in society," says Michael Shifter, a Latin America specialist at the Washington-based Inter-American Dialogue.

**PRIMARY SOURCE D**

**Magazine Article** There are some initiatives to deal with the consequences of poverty. A reporter for the British magazine, *The Economist*, wrote about a program in Pôrto Alegre, Brazil, to help street children.

"Is it true that in your country parents can be jailed for beating their children?" 16-year-old Jose asks your correspondent. Clearly there is no need to ask what made him run away from home, to become, briefly, one of Brazil's "street children." Luckily for him, the city on whose streets he ended up sleeping is Pôrto Alegre. Its municipal council this year, for the second year running, won an award given by the Abrinq Foundation, a Brazilian children's rights charity, to the local authority with the best social services for children. After only a short while on the streets, Jose now sleeps in a council-run dormitory and spends most of his days in the city's "Open School," which allows current and former street children to come and go as they please, aiming gradually to draw them back to something like a normal life and perhaps to an education....

Pôrto Alegre is one of a handful of cities ... that are trying. The services they offer are modest: a shelter where the children can sleep, eat, and wash; a day center staffed with a few teachers, drug counsellors, and so on; and some staff to patrol the streets at night looking for

children in need.

## PROJECT Checklist

Have I . . .

- ✓ fully researched my topic?
- ✓ searched for a mix of media sources from which to build my report?
- ✓ created informative visuals that make my report clear and convincing?
- ✓ practiced the delivery of my presentation?
- ✓ made sure that I am familiar with the video and audio equipment I plan to use?

## Chapter Assessment

### VISUAL SUMMARY

#### TODAY'S ISSUES IN LATIN AMERICA

##### Environment

###### Rain Forest Resources

- There are a number of competing demands on the resources of the rain forest.
- Farmers, ranchers, environmentalists, the timber industry, and pharmaceutical companies all have their own interests in the rain forests of the region.
- Intelligent management and development of the rain forests depend on careful balancing of these competing interests.



##### Government

###### Giving Citizens a Voice

- After a long struggle to overcome the legacy of colonialism, most countries in Latin America are struggling toward more democratic forms of government.
- Political stability and economic progress often go hand in hand.



##### Economics

###### Case Study: The Income Gap

- The gap between rich and poor in Latin America presents a challenging problem.
- It is likely that a widening income gap will undermine political stability in the region.
- For this reason, government, businesses, and education must all work together to try to narrow the gap.



## Reviewing Places & Terms

A. Briefly explain the importance of each of the following.

1 biodiversity

2 deforestation

- 3 global warming
- 4 debt-for-nature swap
5. oligarchy
6. junta
7. caudillo
8. land reform

**B. Answer the questions about vocabulary in complete sentences.**

- 9 Why is the biodiversity of the rain forest important?
- 10 What are some examples of the kinds of trees being harvested in the rain forest?
- 11 What is one byproduct of slash-and-burn clearing of the rain forest that is harming the atmosphere?
- 12 Why is it in the interest of governments to participate in debt-for-nature swaps?
- 13 Why is an oligarchy undemocratic?
- 14 Why is a junta undemocratic?
- 15 From where does the caudillo gain support?
- 16 Who benefits from land reform?
- 17 Is the biodiversity of the region increasing or decreasing?
- 18 In a debt-for-nature swap, what does the government agree to do?
- 19 Who loses in a program of land reform?
- 20 Which of the eight terms listed above represent the negative impact of colonialism on the politics of the region?

## **Main Ideas**

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### **Rain Forest Resources**

1. Why is the rain forest an important global resource?
2. What are some of the reasons the rain forest is being cleared?
3. What is one mission of the grassroots organizations in the rain forest?

### **Giving Citizens a Voice**

- 4 Who are some democratically elected leaders in the region?
- 5 What are some of the elements upon which democracy depends?
- 6 What sorts of reforms are essential to stable democracy in the region?

### **Case Study: The Income Gap**

- 7 Which groups have argued that the income gap presents a moral issue?
- 8 What is the basic economic dilemma confronted by poor people in Latin America?



9 Why is the income gap a political issue?

10 Do all countries of Latin America have a similar income gap? Explain.

## Critical Thinking

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### 1. Using Your Notes

Use your completed chart to answer these questions.

|                    | Causes | Effects |
|--------------------|--------|---------|
| Issue 1: Resources |        |         |
| Issue 2: Democracy |        |         |

- How might the income gap undermine democracy?
- What effect might the exploitation of rain forest resources have upon the income gap in the region?

### 2. Geographic Themes

- MOVEMENT** What effect has the movement of people had on the rain forest?
- REGION** What are some of the major historical facts that have hindered the development of democracy in Latin America?

### 3. Identifying Themes

How might the use and development of the region's resources be connected to the gap between rich and poor? Which of the five themes apply to this situation?

### 4. Making Decisions

If you were a government official in the region, how might you try to balance competing demands on rain forest resources?

### 5. Drawing Conclusions

How might democratic government in the region promote economic prosperity?

For Additional Test Practice



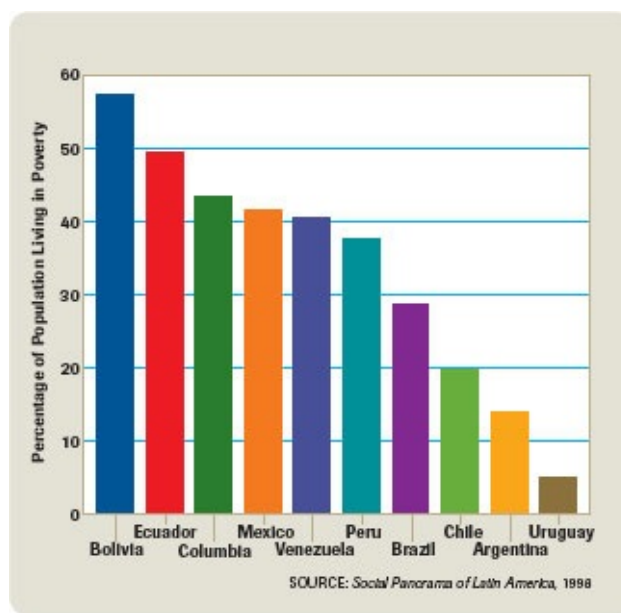
## Geographic Skills: Interpreting Maps

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### Poverty in Latin America

Use the graph to answer the following questions.

- REGION** In which three countries of Latin America is the percentage of people living in poverty the lowest?
- REGION** In which three countries is the poverty rate highest?
- PLACE** Brazil is the largest country in the region, in terms of both area and population. What is its poverty rate?



## GeoActivity

Create a poster showing the effects of poverty and the income gap in one or more countries in the region. Include a map, as well as photographs and diagrams.

[hmhsocialstudies.com](http://hmhsocialstudies.com)

### MULTIMEDIA ACTIVITY



Use the links at [hmhsocialstudies.com](http://hmhsocialstudies.com) to research on the Amazon rain forest. Focus on solutions and strategies to slow the dwindling of the rain forest.

**Creating Multimedia Presentations** Combine charts, maps, or other visual images in an electronic presentation showing strategies for preserving the rain forest.