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## ABSTRACT

This 8- to 12-week introductory unit is designed to give fifth, sixth or seventh graders an overview of Latin American geography, history (before, during, and after European rule) and culture. Exploring Mexico and Peru in particular, the unit places emphasis on the individual, the family, racial composition, social classes, religion, education, government, economics, recreation, and creative expression in Latin American countries. Reading materials and numerous specific activities, in which stress is placed on the inquiry method and reflective thinking, are suggested. Also included are bibliographies for both students and teachers and transparency masters of maps and diagrams. (See also ED 012 365, ED 012 832, ED 012 833, ED 013 342, ED 022 781, and ED 033 143.) (MF)

AA 000 517

LATIN AMERICA: ITS LAND, STORY AND PEOPLES\*  
(An Instructional Unit for the Middle Grades)



Instructional Unit No. 3 (1968)

LATIN AMERICAN CURRICULUM PROJECT

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LATIN AMERICA: ITS LAND, STORY AND PEOPLES

An Instructional Unit for the

Middle Grades

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## FOREWORD

Examination of current instructional materials indicates that instruction about Latin America seems to reach its peak in the middle grades (5, 6, 7). The emphasis tends to be mainly on geography and more specifically on physical geography. A missing ingredient seems to be the people themselves.

This unit is an attempt to broaden the scope of treatment beyond history and geography and to include key ideas from other disciplines with more emphasis on how people think, feel, and live. Readings from a variety of sources add a touch of realism and authenticity.

The preparation of this unit was mainly the responsibility of Stiles Seay, a former junior high teacher, graduate student, and member of the Project staff. During 1966, Mr. Seay attended an Inter-American Institute for social studies teachers at Santiago, Chile, under provisions of the Fulbright-Hays Act. He was assisted by two teachers from the Austin (Texas) Public Schools: Mrs. Jane Michael and Mrs. Madeline Beall.

Wm. B. Conroy  
Clark C. Gill  
Directors

## INTRODUCTION

This unit is an introduction to the peoples and lands south of the continental United States and is designed for grades 5, 6, or 7. It is intended as an overview of Latin American geography, history, and culture with an emphasis on the individual. The cultural section comprises at least half of the content and allotted time for the unit. The rationale for such an approach rests on the assumption that pupils in the middle grades are interested in people, specific people, with whom they can relate.

Although this unit is an introduction to Latin America as a whole and to Mexico and Peru in particular, the pupil has most likely learned something about the home, community, and school life of Latin Americans in the primary grades. Therefore, some key ideas in Section II such as "The Individual," "The Family," parts of "Education," and "Recreation" may have been introduced before in the pupil's social studies classes. The teacher may wish to condense these topics during this unit.

In an introductory unit, not all of Latin America nor all about Latin Americans can receive complete coverage. Rigorous selection of content was necessary to make the unit manageable to teach and meaningful for pupils. Key geographical and historical ideas about Latin America are general with special attention given to Peru and Mexico. Most, but not all, of the readings and suggested activities in the cultural section concentrate on Peruvian and Mexican situations. Too, much is left for junior and senior high pupils to learn about Latin America. This unit strives to fit in as a part of a sequence of pupils' learning about Latin America, grades 1-12. The period of Spanish and Portuguese discovery and exploration of the New World is omitted because it usually receives attention as part of U.S. history commonly offered in the intermediate grades. However, if this unit is used at grade five, the teacher may want to include such a study prior to teaching the section of life in colonial Spanish America.

Eight to twelve weeks is the time envisioned for this unit. Teachers may wish to expand or contract the unit according to the time permitted during one of the grades, 5, 6 or 7, for a Latin American study. The readings, materials and suggested activities are included as guides to teaching the unit. Teachers and pupils may wish to plan other readings or use only selected readings, content, and activities from these given.

No textbook available at present follows the approach to learning about Latin America which this unit utilizes. School systems will probably already have adopted basic textbooks about Latin America for the middle grades. If not, the best available for this unit, as it is outlined, is the Preston and Tottle In Latin American Lands (Boston: D. C. Heath, 1967). In the "Materials" part of the unit outline, two texts are cited as examples of how the teacher and pupils could use texts as source materials for studying the unit. Teachers and pupils could make similar use of any of the existing texts on



Latin America. Supplementary reading books for pupils are listed in the Bibliography for Pupils. A source book for the teacher to use in preparing for Section II would be: Richard N. Adams, The Second Sowing, Power and Secondary Development in Latin America (San Francisco, Cal.: Chandler, 1967).

Reading materials difficult for the pupil or the teacher to gather for this unit are found in the Readings section; but since reading materials for intermediate pupils scarcely exist for Section II, the cultural readings section is longer. This Readings booklet will be a separate publication and is included with the unit outline as a part of the teaching package. Also included in this teaching package are map, graph and diagram transparency masters. Since so wide a variety of motion pictures, film-strips, recordings and tapes exist, this unit does not make specific suggestions for audio-visual aids. The teacher will want to preview and use those audio-visuals locally available where appropriate. School and local library facilities can supplement the basic textbooks and the Readings booklet included here. The teacher will probably wish to use current news items from radio, television, newspapers and national news magazines in such a way as to stimulate pupil interest in keeping up with current news about Latin America.

In the "Activities" of this unit, stress is on the inquiry method and reflective thinking. Suggested activities and questions for class discussion ask the pupil to examine the "why's" for the facts presented in the content outline. Teaching strategies suggested here do not adhere rigidly to any teaching formula, but do try to incorporate some of the more recent teaching and learning theories.

For the slow learner, the teacher will want to choose less of the content and material provided here. This suggestion is based on Hilda Taba's conclusions that slow learners are capable of reaching generalizations and abstractions if they are given more time and less material to learn than average or superior pupils.<sup>1</sup>

An explanation of the term "American" is necessary. Rather than write the complete term "the people of the United States" each time, this unit uses the term "Americans." The Latin American Curriculum Project realizes that all peoples of North and South America are "Americans," but this unit uses the term to identify "of the United States." In the "Content" and "Suggested Activities" many terms, which some pupils may not understand, are used. The teacher may have to review such terms as "civilization," "tribe," "community," "nation," "religion," etc.

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<sup>1</sup>Hilda Taba, "Implementing Thinking as an Objective in Social Studies," Effective Thinking in the Social Studies, J. Fair & F. Shaftel (eds.), Thirty-Seventh Yearbook (Washington, D. C.: National Council for the Social Studies, 1967), p. 48.

To introduce the unit, the teacher should have pupils read Readings 1-5 to arouse interest in learning about Latin Americans. These first five readings contain information about the family, school and community life of some Latin American youngsters close to the age of the pupils studying this unit. Pupils, through these readings, should be encouraged to learn more about the geography, history and cultural setting of these five young Latin Americans.

Some of the readings are subdivided with titles in all capital letters. The "Materials" and "Activities" suggest when to use a particular subdivision of a reading. The teacher may want pupils to read an entire Reading number first with or without discussion and then ask pupils to reread the subdivisions when they are appropriate for a specific learning activity. Reading selections are suggested sometimes for more than one content area because the reading may contain specific examples of many key ideas.

The readings for the cultural section are not intended as stories. They are vignettes to point up how some Latin Americans think and feel. Teachers should warn pupils that not all Latin Americans live, feel and think as do the Sánchez and Martínez families or as do the people from Hualcan, Peru. The situations of poverty in which individuals find themselves, unfortunately, are all too prevalent in Latin America. Also the teacher will need to point out to pupils that the data given on the transparencies for literacy, life expectancy, population figures, etc. are not absolutely correct. Oversimplifications and generalizations of statistical data were necessary. Statistical data from Latin America are often subject to error because of the difficulties in gathering data in Latin American countries.

Activities, suggested approaches to teaching the unit and materials presented in the unit are guidelines and aids for the teachers. They are not intended as a straitjacket for the imaginative and innovative classroom teacher. Much leeway remains for the teachers and pupils to use other materials and activities.

## LATIN AMERICA: ITS LAND, STORY AND PEOPLES

### INTRODUCTION

#### KEY IDEA

Latin America and Latin Americans are characterized by great diversities and similarities.

#### CONTENT

1. The five young people in Readings 1-5 live in different parts of Latin America: Jacqueline in Jamaica, Monica in Chile, Dario in Argentina, Carlos in Peru and Amanda in the Dominican Republic.
2. Their stories relate some of the cultural and economic differences among Latin Americans.
3. The fact that all five are in school at ages 12-16 indicates that they are not representative of the majority of Latin Americans of that age group. Even though they are not "typical" young Latin Americans, they tell the reader some important facts about their lives in their home, community and nation.



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Transparency Masters ( list of titles in Appendix)

## Suggested Activities

## Materials

1. Have pupils read Readings 1-5.
  - a. How do the lives of these five youngsters compare to your own? (Help pupils see differences and similarities of homelife, conveniences in the home, schools, daily activities, recreation, ways parents make a living, means of transportation, size of family, language, how often and how easily these youngsters see places other than where they live, and their hopes for the future.)
  - b. Do you think this is an accurate picture of Latin Americans your age? Explain. (Have pupils keep this question in mind as the unit progresses so that they can test their initial hypotheses.)
2. Ask pupils to look at maps in their textbooks.
  - a. Where is Latin America? (Consider Latin America's position in relation to Africa, Europe, Asia and the United States.)
  - b. Where are the countries in which these five youngsters live? Locate the countries and the cities in which or near which they live or talk about.
  - c. To understand what these five youngsters have said about their lives, what do you need to know about their countries and communities? Do you think the facts about their countries and communities would be typical for all Latin America? Explain. (The teacher might wish to list these on the board and have pupils copy and keep the list in their notebooks during this unit.)

1. Readings 1-5  
(These are in the Readings booklet.)
2. Preston & Tottle, In Latin American Lands (1967)  
World map, p. 14  
Map of North and South America, pp. 16 & 17
3. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
World map, p. 10  
Mexico, p. 110  
Central America, p. 178  
Islands, p. 230  
South America, p. 262

## I. LATIN AMERICA: ITS LANDS AND ITS STORY

### A. Definitions of Latin America

#### Key Idea

Latin America can be defined geographically, culturally and politically.

#### Content

1. Geographically Latin America extends from the southern border of the United States to Cape Horn and includes the Caribbean Islands. Latin America is further subdivided into regions: (1) Mexico and Central America, (2) Islands of the Caribbean, (3) Northern South America, (4) Brazil, (5) Andean countries and (6) Southern South America including Chile.
2. Latin America is also a cultural term.
  - a. Most Latin Americans speak Spanish or Portuguese, which are based on Latin. Other languages such as French, English, German, Dutch and other European languages are spoken. In some areas Asiatic languages are spoken. Many Indians speak the languages of their ancestors.
  - b. The Roman Catholic Church is the dominant religious organization in Latin America.
  - c. Other cultural institutions make Latin America a unique cultural area.
3. Latin America can be politically defined as the countries belonging to the Organization of American States, except the United States. Cuba, since 1962, is no longer a member. (New countries are added to the O.A.S. as former colonies receive their independence. The teacher would need to check the list of O.A.S. members periodically.)

## B. Physical Features of Latin America

### Key Idea

Latin America is a region of great physical diversity.

### Content

1. Mountains and highlands dominate the topography of Latin America: The Andes, mountain ranges and highlands in Mexico and Central America, the hills of the Caribbean Islands, the Brazilian Highlands and the Guiana Highlands.
2. Plains constitute the remainder of Latin America topography. The area drained by the Amazon River is the largest Latin American plain and is in eastern Peru and northern Brazil. The Gran Chaco and the Pampas make up the plains area of Southern South America. Nowhere is the coastal plain wide except in Mexico and Central America on their eastern shores.
3. South America has four major river systems. The Amazon, La Plata, Orinoco and Magdalena Rivers have provided sometimes the only surface transportation to the interior of South America. Rapids, falls and shallow channels often make them inefficient for transportation. Rivers and streams have a great potential as sources of hydroelectric power.
4. Almost all major climates are represented in Latin America. Many factors influence Latin America's climate.
  - a. The Northeast Trade Winds bring moisture to the Caribbean, Central America and Northern South America. The Southeast Trade Winds bring moisture to the remainder of eastern South America, and, to northwestern South America. The Prevailing Westerlies bring moisture to southern Chile.



## Suggested Activities

1. Show these transparencies:
  - a. "Middle America, Surface Configuration"
  - b. "South America, Surface Configuration and River Systems"
  - c. "Climate Chart"
  - d. "Rainfall"
  - e. "Prevailing Winds"
  - f. "Ocean Currents and Latitude Positions"

2. Have pupils locate and label on an outline map of Latin America the principal mountain ranges, highlands and plateaus, rivers, deserts, plains and large bodies of salt water. Have pupils make a map key to indicate elevation and color their map according to the map key.

3. Review these geographic terms with specific examples from Latin America: landform, topography, physical features, mountains, highland, hills, plateau, plain, isthmus, peninsula, island, bay, gulf, source and mouth of a river, delta, flood plain, desert and rainforest.

4. Have pupils make a map of ocean currents, prevailing winds and rainfall in Latin America.

5. Have pupils make a map of Latin America showing the six regions and color each region a different color.

6. Review the effects of ocean currents, prevailing winds, mountain barriers, air cooling as it rises, heating of the air by the land mass, and high and low pressures on rainfall.

## Materials

1. Reading #6, "The Land"
2. Reading #7, "Peru's River of Gold"
3. Reading #8, "Highways in the Andes"
4. Reading #9, "How Indians Adapt to Altitude"
5. Reading #10, "The Ford Rubber Experiment"
6. Preston & Tottle, In Latin American Lands (1967)  
General geography, pp. 24-44  
Climate and vegetation, pp. 46-61  
Mexico, pp. 196-209  
Peru, pp. 286-293, 304 & 309
7. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
General geography, pp. 10-20  
Mexico, pp. 125-132 & 159-164  
Central America, pp. 179-182  
South America, pp. 263-267  
Peru, pp. 299-304

## Content

- b. The Andes, the mountains and highlands of Mexico and Central America, the Brazilian Highlands and the Guiana Highlands are barriers to rain-bearing clouds. Some of the barriers are so high in altitude that little, if any, moisture can pass over them. Therefore, these barriers account for large dry areas in Latin America.
- c. Almost three-fourths of Latin America is located in the low latitudes (between 30°N and 30°S). The sun's rays shine directly on points within this area twice a year and at all times more directly than in the middle and high latitudes. Here in the low latitudes, moisture evaporates quickly and contributes to leaching of the soil.
- d. The Peru Current, off the western coasts of Peru, and northern Chile and the California Current, off the western coast of most of Mexico, are cold ocean currents. Winds blowing across these cold currents do not pick up enough moisture to produce rain in these areas.
- e. All of these factors account for the temperatures and rainfall in Latin America. For example, in the Andean Highlands of Peru, near the Equator, the altitude accounts for the cool temperatures. The Peru Current and the Andes working as a barrier to the rain clouds from the east account for the dryness. Since the altitude of the selva, the area east of the Andes in Peru, is below 600 feet and near the Equator, the climate is hot and moist. The Peru Current, the Andes barrier, nearness to the Equator, and low altitude make the western coastal area of Peru dry and hot.
- f. Climate affects soils and vegetation. In the hot, wet regions, heavy rains result in thick natural vegetation adapted to the rain and soil conditions. The heavy rains of the Amazon area leach (take out) the microscopic plant and animal life which makes soil fertile and usable for growing food crops. These regions present difficulties for building roads, clearing the land and planting food crops. Highland and mountain areas do not get enough rainfall to support crops unless they are irrigated at great expense; in some parts of these regions, a small amount of rain falls so that farmers can raise animals and food crops for a subsistence. The only large area suitable for farming with today's technology is the Pampas of Southern South America.

## Suggested Activities

7. Divide the class into six committees to describe the effects of the physical setting on man living in: 1) the selva of eastern Peru, 2) the Andean Highlands of Peru, 3) the coastal region of Peru, 4) the eastern coast and Yucatan Peninsula of Mexico, 5) the highland area of Mexico, and 6) the northern and west-coastal areas of Mexico. When the committees have completed their research, have them compare Mexico's and Peru's physical features.

8. You are a road-building engineer. You are to build a road from the northeastern tip of the Yucatan Peninsula, through the interior of the Yucatan, to Tehuantepec, through Oaxaca and Puebla, and on to Mexico City. Write a description of the difficulties with terrain and climate conditions you are having. (Help pupils locate all of the places mentioned above on a physical geography map of Mexico. Pupils might also want to review Readings 6, 8 and 10.)

9. Iquitos is a city in eastern Peru's selva, is located on the Amazon River and is called Peru's "Atlantic" port. You start a business to supply raw materials to Lima. Why is Iquitos called an "Atlantic" port? What raw materials would you select? Which could you send by air? By water? Which route would the materials going by water follow? Why would some raw materials have to go by water but others could be sent by air? What would be the distance? Could they go by ocean vessels all the way? Will your business make money? Explain. What are some improvements in transportation in Peru which might make your

## Content

- g. Latin America's mountains, highlands, hills and lowland rainforests make transportation and communication difficult.
- h. Mineral resources are widely distributed in Latin America. They include oil, iron ore, nitrates, sulfur, copper, tin, lead, zinc, gold and silver. The lack of coal makes the development of iron and steel industries difficult and costly.



## Suggested Activities

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business more profitable? (Have pupils review Reading #10, "The Ford Rubber Experiment." Even though that reading describes a situation in the Amazon valley of Brazil, similar conditions would exist in Peru's selva. Also guide pupils to bring out the major ideas expressed in the content outline regarding landforms and climates and their effects on soil, vegetation, agriculture and transportation.)

10. Have pupils make a large map of Latin America for the bulletin board. Ask the pupils to put the major mineral resources on the map in the country where they are found: for example, oil and iron in Venezuela, tin in Bolivia, etc.

11. Have pupils do reading in their textbooks about the iron and steel industries. Ask them to consider these questions: Why are iron and steel industries important to a nation wishing to be an "industrial nation?" Why do so few Latin American nations have iron and steel industries? Why do you think most of the mineral resources of Latin America are exported to the industrial nations of the world instead of being made into manufactured products in the nation where they are found?

12. Geographic features make farming, trade and industry difficult in some areas. But do geographic difficulties mean that man cannot live in a given area? (Use the lowlands of Yucatan and eastern Peru, the Andean Highlands and the highlands of Mexico as examples. Help pupils to understand that man can adapt himself and his ways of making a living to his natural setting and can make some changes on the natural setting.)

## Indians before the Europeans Came

### Key Idea

The Indian populations in Pre-Columbian Latin America ranged in level of development from primitive gathering and hunting tribes to advanced civilizations.

### Content

1. The most common theory about the origin of the American tribes is that they migrated from Asia to the Western Hemisphere by way of the Bering Strait. The Indians developed different ways of getting food, social and political organizations and religions.
2. Most Indians in both North and South America lived in small bands made up of families. These bands would come together as a tribe when enough food was available for a larger group. They were under the rule of a chief and his council of elders. These tribal Indians hunted for meat and gathered wild plants. Some had temporary clearings for corn cultivation. However, their cornfields were not their major source of food because the soil soon lost its fertility and they did not fertilize it. They remained dependent on hunting and gathering. Most Indians living in the Amazon rainforest maintain these ways of life today.
3. Indians developed cultures based on corn cultivation in Mexico, Guatemala and the Andes. They domesticated wild maize which provided a dependable food supply. Farmers grew more food than they and their families needed. A division of labor then took place. Social classes of priests, merchants, political rulers, the military, craftsmen and farmers developed. Permanent towns serving as religious or political centers were built. None of the Indian civilizations used the wheel or had domesticated beasts of burden with the exception of the llama in the Andes which could only carry about 20 pounds.
4. The Maya civilization developed in northern Guatemala and later moved to the Yucatan Peninsula. Farmers burned off the lowland forest growth and planted corn and vegetables. Religious centers dominated by priests had temples, palaces and pyramids. Hieroglyphic writing, mathematics,

1. Show these transparencies:
  - a. "Pre-Columbian Indian Civilizations: About 1500"
  - b. "Organization of Inca Empire"
2. How did the Indians, other than the advanced civilizations, make their living? Consider how they adapted to their natural settings.
3. What kinds of groupings of people were formed? Why did most of the Indians not have towns, cities, nations and rulers who ruled over large numbers of people?
4. Divide the class into three groups to study the Mayas, Aztecs and Incas. Have the groups concentrate on the individual living in each of these civilizations. Ask each group to do their studies focused on:
  - a. How did the majority of the people make their living?
  - b. What did the people have to do to make the natural setting fit their needs?
  - c. What were the social classes?
  - d. What were the relationships between the majority of individuals and the priests, rulers, the military and the merchants?
  - e. What advances in writing, mathematics and building did this civilization make?
  - f. How did these advances help the individual?
  - g. How did individuals express themselves in their handicrafts, clothing, buildings, religious ceremonies and legends?
5. Have the class meet together after their group studies to consider these questions:

1. Reading #11, "Peruvian Contrasts"
2. Reading #8, INCA HIGHWAYS
3. Preston & Tottle, In Latin American Lands (1967)  
pp. 68-91 & 102-109
4. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
pp. 112-116

## Content

astronomy and calendars were used to aid the priests in advising the farmers on agricultural and personal matters. This civilization had declined by the time of the Spanish Conquest.

5. The Aztec civilization was the last of a long line of civilizations in Mexico. It borrowed heavily from these previous civilizations. The Aztecs formed an empire centered in Tenochtitlan (Mexico City, today). Their empire was highly centralized and based on a federation of allies and peoples conquered by the warlike Aztecs. The empire was at its height when Cortés arrived in Mexico in 1519.
6. Like the Aztecs, the Incas were the last of a long line of previous civilizations. The Incas conquered territory from Ecuador to central Chile. The empire was highly centralized, well-organized and centered in Cuzco. Highways for foot runners tied the empire together. Terraces for farming, bridges, highways, palaces, temples and fortresses were built by human labor on the basis of a labor tax. The Inca empire was at its height when Pizarro arrived in 1531.



Suggested Activities

- a. What are the similarities and differences among these three civilizations?
- b. Do you think the three lived isolated from each other? Explain.
- c. Why do you think Cortés and Pizarro were able to conquer the Aztecs and the Incas?
- d. Why do you think might have happened if the Aztecs and Incas had had horses, gunpowder, firearms and cannons when the Spanish arrived?
- e. In what ways can the visitor to Mexico, Guatemala and the Andean countries tell that the Mayas, Aztecs and Incas ever existed? (Guide pupils to go beyond just the ruins and museum pieces and remember the clothing, religious festivals, dances, religious beliefs and practices and handicrafts still found in these areas.)

6. Have four pupils dramatize for the class the following two situations:

- a. The first meeting between Montezuma and Cortés
- b. Atahualpa's showing Pizarro the rooms he filled with gold and silver.

7. For classes which have not yet had a unit on exploration and colonization of the New World previous to this unit, the teacher may wish to insert such a study at this time. No suggestions are made here as to the content or treatment of the exploration and discovery period. If pupils have had such a unit during this or previous years, the teacher should proceed to "Latin Americans Living Under Spanish Colonial Control in Peru and Mexico" with only a very

brief review of the period of Spanish and Portuguese discovery and exploration.

## D. Latin Americans living under Spanish Colonial control in Peru and Mexico

### Key Idea

Spanish colonial administration was highly centralized and authoritarian and was reinforced by the activities of the Roman Catholic Church.

### Content

1. The pope had given lands in the New World to the Spanish king in return for the king's seeing that the Indians were Christianized. The Spanish king had control over the government and the Roman Catholic Church in the New World. Colonial government was so firmly in the hands of the king and his administrators that democratic ways of governing could not develop. The cabildos (town councils) offered the only opportunity for self-government.
2. The king determined colonial policy. Cities and towns were set up and run according to policies made in Spain. Colonies had to trade only with Spain along set trade routes, could not trade with each other or other countries and could not manufacture items Spain handled.
3. Administrators, from the viceroys (highest colonial officials) to the corregidores (local officials) were appointed by the king and were born in Spain. Laws and policies from Spain were difficult to enforce because of the distance, changing circumstances in the colonies and the disregard of some colonial policies.
4. Mexico was in the Viceroyalty of New Spain whose capital was Mexico City. Peru was in the Viceroyalty of Peru whose capital was Lima. The Peninsulars (administrators and their families born in Spain) were the rulers of the colony and lived a comfortable life. Their wealth was based on wealth received from their salaries from the king and from their farming lands called encomiendas. Creoles (Spaniards born in the colonies) could not hold administrative offices but lived much like the Peninsulars. As a result they were displeased with the limitations placed on them. The Creoles provided the leadership and funds to break away from Spain during the Independence Movement. Mestizos (part Spanish and part Indian) could be at any level of the economic ladder, but were mainly poor farmers and craftsmen. The Indians were the lowest social class and lived poorly.
5. The Roman Catholic Church tried to Europeanize and Christianize the Indians. Church

### Suggested Activities

1. Show the following transparencies:
  - a. "Viceroyalties in Latin America: About 1800"
  - b. "Church and State Organization in the Spanish Colonies"
2. Why do you think the Spanish king had control over both religion and government in the American Colonies?
3. The king of Spain has sent an order to the viceroys stating that the Indians are to be treated better in the future. You are Viceroy of Peru and responsible for getting a specified amount of gold and silver to the king each year. Would you see to it that the Indians working in the gold and silver mines were treated better? Explain.
4. Why did the Spanish import Negro slaves to work in the lowlands of Mexico and in the north coastal area of Peru? (Help pupils see how the Spanish with their introduction of sugar plantations used the natural setting and adapted to it in a way that the Indians had not yet tried.)
5. How was most of the farmland held in Mexico and Peru during the colonial period? What effects would you guess this would have on landholding today in Mexico and Peru? Why is "who held the land" important then and today? (Have the class form hypotheses about this now. Check these hypotheses again when the class gets to later parts of the unit.)

### Materials

1. Reading #12, "From Life and Labor in Colonial Mexico"
2. Reading #13, "Negro Slaves in the New World"
3. Preston & Tottle, In Latin American Lands (1967)  
Negroes and sugar plantations, pp. 91-97
4. Spanish colonial America, pp. 126-130  
Discontent in the colonies, pp. 131-146  
Bruner, Bathurst and Bruner, Canada and Our Latin-American Neighbors (1968)  
Mexico, pp. 116-117  
Peru, pp. 268-270

officials replaced Indian gods with Catholic saints and adapted Indian religious practices to the Christian religion. The Church had the responsibility of education from the mission schools to the universities. Indians received protection from some Church officials, but the power of the landholders was too great to prevent the Indians' being exploited as a labor force. When the Indians could not be made to do some work, such as on sugar plantations in the lowlands, Spain imported Negro slaves.

6. Napoleon Bonaparte of France took over Spain and put his brother on the Spanish throne in 1808. Napoleon was too busy with his European wars to control closely the Spanish Americans. The Spanish colonial leaders had to govern themselves. They affirmed their loyalty to the Spanish ruling house in exile in return for more of a voice in the ruling of themselves after Napoleon was defeated. When the Spanish ruling house returned to power in 1814, it tried to return to its ways of ruling Spanish America used before 1800. The Creoles, who had ruled during the Napoleonic Wars, resented this and began trying to get complete independence from Spain. By the middle of the 1820's they had succeeded.



## Suggested Activities

6. Ask pupils to do drawings for the bulletin board on these subjects (others also if the class wishes):

Plan of an encomienda estate

Home of a wealthy landowner

Exterior of a wealthy home in Lima

Plan of a mission

Map of Spanish colonial trade routes

Diagram or pyramid of people in rank of importance in colonial Mexico and Peru

Tools farmers used in Spanish colonies

7. Have the pupils choose one of these topics to write about.
- You are an Indian who lives in a Spanish mission in the area near the Rio Grande of Mexico. Describe your life in the mission. Be sure to include your feelings about the new religion, Christianity, which you are being taught.
  - You are a wealthy Creole in Mexico City writing a letter to an uncle in Madrid, Spain. You are describing your home, social and business life. Also you finish with a complaint about your not being able to be a high-ranking official in Mexico City.
8. What was life like for the majority of people in colonial Peru and Mexico? What ways of life from the Mayas, Aztecs and Incas remained in Spanish colonial Mexico and Peru?

## Suggested Activities (Continued)

9. How did the Spanish colonies and the English colonies differ with respect to landholding? Life for the majority of people? Education? (This question should be reserved for those who have already studied the English American colonies in a previous unit or grade.)
10. Spain ruled large parts of the New World from 1492 to 1823. What were the accomplishments of Spain with her colonies? In what areas of colonial life did Spain fail in your opinion? Explain.
11. Why did the Spanish colonies break away from Spain? (Guide pupils to an understanding of some of the troubles Spain was having in Europe during the Napoleonic Wars. Then allow pupils to generalize on the situation in the Spanish colonies from what they have learned.)

## E. Latin Americans living in nations freed from Colonial Rule

### Key Idea

The wars for independence freed the Spanish colonies from Spain's rule, but authoritarian government continued in spite of democratic constitutions. A social revolution did not accompany independence and did not occur in Latin America until the Mexican Revolution.

### Content

1. Colonial leaders fought to free Latin America from Spain. Once free of Spain, countries like Peru and Mexico were formed from larger parts of Spanish viceroalties. Constitutions, much like that of the United States, were written. But the Indian and Spanish colonial traditions of authoritarian rule continued with caudillos (dictators) at the national level and caciques (local officials) at the local level.
2. Mexico suffered more frequent and violent changes of government than did Peru during the nineteenth century.
3. Traditional ways of making a living continued in Latin America while the United States was experiencing industrialization and improvements in agriculture. Life for the majority of Latin Americans continued as it had under Indian and Spanish rulers. People of European descent dominated the government, the economy, and the Church and society in general. Mestizos were at all levels of society, but were mainly poor farmers and craftsmen. Indians and Negroes, though freed earlier than in the United States, remained the poorest. They worked as peons on the haciendas or large land estates. They worked for the hacienda owner (hacendado) in order to keep the right to plant on the hacienda fields. Men and boys worked the hacienda fields; many of the women and girls worked as servants at the hacendado's home.
4. After more than 30 years of rule under Porfirio Díaz, revolution broke out in Mexico in 1910. The Revolution was long and bloody (1910-1921) with frequent and violent changes in government. By the 1920's, the Revolution settled to accomplish some of its goals such as: redistributing the land to ejidos (community organizations to handle lands held in common); putting natural resources back into the hands of the Mexican government; improving health, education, housing and farming techniques; opening new lands in dry areas through irrigation and wet lowlands through colonization; starting industries; reducing the power of the Roman Catholic Church; and raising the status of the Indian.

1. Show the transparency "Local Government in Nineteenth-Century Latin America."
2. Ask pupils to make individual reports to the class on these Latin American heroes:  

San Martín	Miguel Hidalgo
Simón Bolívar	José Morelos
Bernardo O'Higgins	Benito Juárez

 (You may wish to have the pupils reporting on Hidalgo, Morelos and Juárez save their reports until the class discusses the Mexican Revolution.)

3. Cite evidence to show that after the period of Independence little change occurred in the lives of most people in Mexico and Peru. (Guide pupils to see the similarities to the Spanish colonial period regarding: who ruled; who owned the farmland; who worked the land; the conditions the upper and lower classes lived in; education; lack of industries; treatment of the Indian populations; lack of hope for the poor to better their lives no matter how hard they worked.)

4. Why didn't Peru build an east-west railroad across its country as the United States did during the 1860's? Why didn't Peru or Mexico add vast amounts of territory to their countries, build many factories, build a lot of roads north and south and east and west, invent a lot of new things or build communications facilities like the United States did during the 19th century? Explain. Is it that the people of the United States are more intelligent than Mexicans or Peruvians? Explain and defend your answers. (These questions would be an appropriate place

1. Preston & Tottle, In Latin American Lands (1967)  
 Independence Movement, pp. 142-154  
 Mexico, pp. 203-208  
 Peru, pp. 279-295
2. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
 Mexico, pp. 117-120, 146-150 & 172-174  
 Peru, pp. 269-272 & 301-304

5. In contrast, Peru has not had yet a social revolution. But during the last three decades, reformers have pressed for changes. The reformers won the presidential election of 1962. In the period during his term in office, President Belaunde has proposed many reforms to help the lives of the poor and to increase the wealth of the country: colonizing the lowlands of eastern Peru; irrigating and colonizing the dry areas of the coast; redistributing land in the coastal and highland areas to the people farming the land; improving health, education, housing and farming techniques; encouraging communities to help themselves find a better life; and encouraging industrialization. Thus far, the status of the Indian in Peru does not equal his Mexican counterpart. Also wealthy landowners and industrialists have blocked a new, revised taxing system which would help finance all of these projects and would reduce their wealth and power.



## Suggested Activities (Continued)

## Suggested Activities

to bring to the pupils, once again, some of the facts which they have learned in the physical geography section as well as the material in the history section.)

13. Why are Mexico and Peru, like the new nations of Asia and Africa, trying to become industrial nations?

5. What were the things which many Mexicans resented about life in Mexico and under the dictator Díaz?

14. Why might Mexico and Peru dislike or mistrust the United States? (Help pupils to draw some conclusions from the reports given from 7. and 8. above.)

6. What were the aims of the Mexican Revolution?

7. Have a pupil report to the class what the United States did during the presidency of Woodrow Wilson about the things going on in Mexico from 1913-1920.

8. Ask another pupil to report to the class what the United States did in the 1930's when Mexico took away property belonging to citizens of the United States and returned it to the Mexican government. After these two reports, ask the class to discuss: What makes a "good neighbor"?

9. What did Hidalgo, Morelos and Juárez have in common with the goals of the Mexican Revolution?

10. Why is it important that the Mexican Revolution raised the status of the Indian?

11. What similarities and differences can you cite between the aims of the Mexican Revolution and the reforms being attempted in Peru?

12. Why is it difficult for either Mexico or Peru to achieve their reform goals quickly?



## II. LATIN AMERICANS AND THEIR LIFE TODAY

### A. The Individual

#### Key Idea

Community traditions help to shape the individual's ways of thinking and behavior.

#### Content

1. Individualism is strong. For men this is often called machismo, a very strong emphasis on manly qualities.
2. Personalism, close relationships between people in the family, business and politics, is strong. Whereas, in the United States, our relationships are often more impersonal than in Latin America.
3. Formalism, a very courteous manner with equals or superiors, is illustrated in conversations, public speaking and literary styles.
4. Fatalism is the feeling that certain events will happen no matter what one does or if one does not do as is expected. This is more common among the poor than among the upper classes.

### Suggested Activities

### Materials

1. Show the transparency "Compadrazgo."
  2. From the suggested readings, have pupils write a short description of each word: "individualism," "personalism," "formalism," and "fatalism" with an example for each from the readings.
  3. Have the pupils discuss:
    - a. Will all Latin Americans feel, think and act as do the individuals you read about in the readings? Explain.
    - b. What differences do you see between how these Latin Americans and the way Americans feel about the situations brought out in the readings?
    - c. Why do you think these differences exist?
    - d. If you were a recent immigrant from Mexico, what problems would you see for yourself getting adjusted to our ways of thinking? Why might you have these problems?
1. Reading #14, Children of Sánchez  
CONTRASTS BETWEEN MEXICO AND U.S.
  2. Reading #15, Pedro Martínez  
WORKING WIVES  
TALKING TO THE GOVERNOR OF MORELOS  
CHILDREN BEING TAUGHT TO WORK
  3. Reading #16, Hualcan  
RELATIONS WITH A LANDOWNER  
ACCEPTING THE OFFICE OF STEWARD  
OF THE PATRON SAINT  
FAMILY HELP ON A FARM  
FESTIVE LABOR AND HOUSEBUILDING

## B. The Family

### Key Idea

Families are very close in Latin America and take care of one another in times of trouble.

### Content

1. Individuals usually marry within their own community and social and economic class.
  - a. Girls may still be carefully chaperoned.
  - b. Among rural dwellers and the urban poor, people often marry young.
  - c. Sometimes marriages are arranged by parents either with or without the consent of those to be married.
  - d. Usually the young couple lives in the home of the husband's father until they can afford a home of their own.
2. The family is not an independent unit but is a part of a web of family and friendship relationships.
  - a. In the upper class these relationships help keep one's power and importance.
  - b. In the lower class these relationships may be necessary for survival.
  - c. The middle class, especially in the cities, tends to have smaller family groups and fewer children.
3. Fathers are the head of the household if they live with the family or if they are able to support the family. If not, the mother is head of the household.
  - a. In some communities a strict separation divides the duties of men and boys from women and girls.
    - 1) Men and boys are responsible for making the living.
    - 2) Women and girls take care of the home.
  - b. Women of the rural and urban lower class sometimes contribute a lot to the family's income by selling in the market place.
  - c. Urban middle-class women are finding more opportunities for social activity and work outside the home and church than previously.
  - d. They are slowly being accepted in business and politics, and as teachers, nurses, doctors, and lawyers.
  - e. Upper-class married women do not usually work outside the home.
4. Families help each other in times of trouble.
  - a. If a child loses his mother and/or father, he will go to live with an aunt, uncle,

## Suggested Activities

## Materials

1. Show the transparency "Compadrazgo."
2. Have the pupils describe a day in a Latin American family's life:  
You are a 13-year-old living in Hualcan, Peru, or Azteca, Mexico. Your family is a poor farming family. Write a diary of what you might do during a day.
  - a. Have pupils read their descriptions and ask the class to comment on the accuracy of these descriptions.
  - b. Ask the class to describe a day's activities in the life of a wealthy family living in Mexico City for a contrast to the above.
  - c. What differences and similarities do you see between the upper-class and the lower-class families? What generalizations could you reach about Mexican or Peruvian family life from a comparison of these families?

3. From the readings, ask pupils to discuss:
  - a. What evidences do you see that the man is the head of the family?
  - b. Why would some men resent working wives? What reasons does Pedro Martínez give? Why would some men want their wives to work?
  - c. How does the position of Latin American women differ from that of American women? (Ask pupils to be specific by examining different social classes of women in both Latin America and the United States.)
  - d. If Latin America became more prosperous, do you think family ties and the position of women would remain the same? Explain your answers.

1. Reading #14, Children of Sánchez  
EARLY MARRIAGE
2. Reading #15, Pedro Martínez  
FINDING A WIFE  
WORKING WIVES  
CHILDREN BEING TAUGHT TO WORK  
PARENTAL STRICTNESS
3. Reading #16, Hualcan  
ARRANGED MARRIAGE  
ANOTHER KIND OF MARRIAGE  
ARRANGEMENT  
FAMILY HELP ON A FARM
4. Reading #17, "Upper-Class Women in Haiti"
5. Reading #18, "Middle-Class Mexican Life"

- older brother or sister, or a cousin.
- b. Old people are cared for in the home and continue to receive love and care and respect of the family.

Suggested Activities

- e. How does the treatment of old people and orphaned children differ between Latin America and the United States?



## C. Racial Composition

### Key Idea

Spanish and Portuguese colonists were racially mixed before they came to the New World; and immigration from many different parts of the world and intermarriage with native populations have resulted in a racially-mixed Latin America.

### Content

1. European colonists and immigrants were themselves mixed peoples.
  - a. Men intermarried with native women because European women did not often accompany them.
  - b. When the native population was killed off by disease or hard work or fled the European forced labor system, African slaves were imported.
2. More than half of the populations of Brazil, Uruguay and Argentina is of European origin compared to less than ten percent of the populations of most Central American and Caribbean nations, Bolivia and Paraguay.
3. In Haiti, the Dominican Republic, Cuba, Brazil and Venezuela, at least one-third of the people is of Negro origin.
4. Indians and mestizos constitute a majority of the population in Mexico, Central America, Paraguay, Bolivia, Peru, Ecuador and Colombia.
5. Indians, negroes and mestizos are accepted by the upper classes on the basis of their having the "correct" occupation, education, speech and dress. For example, an Indian may become mestizo or "white" by adopting the speech, education, dress and occupation of that group.
6. Indians were, and sometimes continue to be, considered inferior. But in Mexico the Indian heritage is now respected and a source of pride. In Peru, the Indian heritage has not achieved the status it has in Mexico.

### Suggested Activities

1. Divide the class into committees  
1) Mexico and Central America, 2) Brazil,  
3) Island of the Caribbean, 4) Andean coun-  
tries including Chile, 5) Northern South  
America, and 6) Lands of the Rio de la Plata.
  - a. Have each committee make a bar graph  
showing the racial composition of the countries  
in each region.
  - b. Display these on the bulletin board.
2. Examine the sources the class has used.
  - a. Do you think the figures of racial  
composition in Latin America or even the  
rough percentages are completely accurate?  
Explain.
  - b. What difficulties would occur trying  
to gather "exact" racial composition figures  
for any Latin American country?
  - c. From the reading you have done, do  
you think Latin Americans have less or more  
racial prejudice than do Americans? Explain.

### Materials

1. Reading #16, Hualcan  
INDIAN BECOMES A MESTIZO  
INDIAN-MESTIZO RELATIONS
2. Preston & Tottle, In Latin American  
Lands (1967)  
Indians, pp. 68-70  
Negroes brought to America, pp. 91-97  
General Latin American racial composi-  
tion, pp. 99-100  
Racial composition by nation is given  
for each country throughout the book.
3. Bruner, Bathurst & Bruner, Canada  
and Our Latin-American Neighbors (1968)  
Racial composition by nation is given  
for each country throughout the book.

## D. Social Classes or Sectors

### Key Idea

Basically two social classes exist in Latin America: an upper class and a lower class; the middle class is closely associated with the upper class.

### Content

1. The lower sector is the largest social class in Latin America.
  - a. In the lower sector, total wealth is small and provides only a subsistence.
  - b. Peasants and rural laborers are illiterate and poor, and their outlook is limited.
  - c. The urban poor, the workingmen and the unemployed live in the slums and shack towns around major cities. They are more aware of a better life than are the rural poor. They represent a possible source of unrest. Political parties appeal to them for votes through promises of a better life.
2. An upper sector exists in the rural and urban areas.
  - a. The upper sector may be the old land-owning families, people high in the ranks of the military, the national government, or the church. Some gained their position through businesses.
  - b. Wealth itself is not important, but its power to buy things which display wealth such as fine homes, new automobiles, domestic labor, private education, and travel are important.
  - c. "Correct" speech, behavior and family are necessary; work with the hands is avoided; the power to influence other people is a sign of one's status.
3. The small middle class is more closely associated with the upper than the lower sector.
  - a. Mobility into this class is greatest in the cities where educational and economic opportunities are available.
  - b. The urban middle class includes growing numbers of white collar workers, government employees, military officers, political leaders, small businessmen, doctors, lawyers, professors and teachers.
  - c. This class frowns on manual labor for its members.
  - d. Compared to the lower sector, this group is materially comfortable, educated and interested in politics.

1. Have pupils draw cartoons:
  - a. Showing the relative size of different social classes
  - b. Showing the attitude of one class toward another (The teacher could use again the transparency "Compadrazgo" to explain the purposes and relations involved with the godfather situation in Latin America.)
  - c. Showing what type of work each class will or will not do.
2. American like to think that they are willing to work with their hands no matter how much or how little money they have or what social position they hold. Ask pupils to examine that statement.
  - a. What differences and similarities were there between the English and the Spanish and Portuguese colonies regarding cheap labor? (Be sure that pupils mention slaves in the South and indentured servants.)
  - b. What labor-saving things do we have in our homes and yards which Latin Americans might not have?
  - c. Do you think that Americans are as willing to work with their hands as they claim? Explain or defend your answers.
3. What are the ways in Latin America for the individual to be or to become a member of the upper class? Why is it difficult for an individual to work his way into the upper class?
4. What would your reactions be to this statement: Americans have reached their high levels of prosperity because they are hardworkers; Latin Americans are poor because they are lazy. Explain your statements.

1. Reading #14, Children of Sánchez  
CONTRASTS BETWEEN MEXICO AND U.S.  
MANUEL BACK IN MEXICO  
LIVING STANDARDS AMONG THE POOR IN MEXICO
2. Reading #15, Pedro Martínez  
POVERTY BEFORE THE MEXICAN REVOLUTION  
WORK AS A BOY BEFORE THE MEXICAN REVOLUTION  
RELUCTANCE TO ACCEPT NEW THINGS
3. Reading #16, Hualcan  
INDIAN BECOMES A MESTIZO
4. Reading #17, "Upper-Class Women in Haiti"
5. Reading #18, "Middle-Class Mexican Life"
6. Preston & Tottle, In Latin American Lands (1967)  
Upper sector and workers, p. 129  
Class divisions, pp. 131-134  
Brazil and colonial classes, pp. 147-148  
General class divisions after Independence, pp. 150-151, 157-159 & 401-402
7. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
Mexico, pp. 165-166  
Developing a middle class in Mexico, pp. 173-174  
Rising expectations in Latin America pp. 354-355



## E. Religion

### Key Idea

Religion played an important role in the lives of the Indians before Europeans came to the New World; Spain was interested in spreading the Christian religion to the Indians. Therefore, religion has traditionally been an important force in the individual's life.

### Content

1. The Roman Catholic Church is the strongest religious organization in Latin America.
  - a. Many Latin Americans are Catholic in name only. Old religious practices survive which were brought from Africa or were once part of the Indians' beliefs.
  - b. Church support is strongest among women, the upper class and in rural areas.
  - c. Rural areas have an informal religious and political organization.
    - 1) It is dominated by men and is the way a man can achieve local status.
    - 2) The chief officer, the mayordomo, holds office for one year. He is responsible for the fiesta for the community's patron saint.
    - 3) This informal local organization is outside of the national government and the Catholic Church. It is also responsible for community projects.
2. Protestantism has made some limited inroads among the poor, but is not replacing the dominance of the Catholic Church.



### Suggested Activities

1. Ask pupils to look in books and magazines for pictures which would show the influence of the Roman Catholic Church in the Southwestern United States and California.
2. Show the transparency "Church and State Organization in the Spanish Colonies."
3. Show the transparency "Local Government and the Community's Informal Religious and Political Organization."
4. Why is religion so important to the poor people of Latin America? (Help pupils to see religious festivals as a break from a dreary life and religion's providing people with hopes for a better life in the hereafter than is attainable in the now.)
5. Why do men in rural Mexico and Peru feel that they should take the office of mayordomo?
6. If you were a Protestant missionary to rural Peru, what difficulties would you have getting converts? Why?

### Materials

1. Reading #14, Children of Sánchez  
ATTITUDE TOWARD RELIGION AS EXPRESSED BY JESUS'S SANCHEZ
2. Reading #15, Pedro Martínez  
PEDRO ON RELIGION
3. Reading #16, Hualcan  
ACCEPTING THE OFFICE OF STEWARD OF THE PATRON SAINT
4. Preston & Tottle, In Latin American Lands (1967)  
Colonial Brazil, pp. 115-117  
Spanish colonies, pp. 127-129
5. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
Mexico, p. 128  
Central America, p. 188  
Paraguay, pp. 327 & 329  
Brazil and Carnival, p. 341

## F. Education

### Key Idea

Large percentages of Latin Americans have little or no education, but the upper and middle classes are literate and concerned with getting a good education.

### Content

1. Children from wealthier families usually attend private schools and have a good chance of getting a higher education.
2. Primary education (grades 1-6) is free and compulsory in most countries; but lack of school buildings, teachers and funds and the feeling that education is not useful among the poor, results in a few rural and urban poor children being able to attend school.
  - a. Illiteracy is more acute in rural areas because schools often are not located nearby.
  - b. In areas where an Indian language predominates, parents feel discouraged about sending their children to a school teaching in Spanish.
  - c. Both in rural and urban areas, children do not get to go to school because parents need them to work on the farm or make money in the city.
3. Literacy varies from nation to nation, from only about 10% in Haiti to 90% in Argentina.

1. Show the transparency "Literacy in Latin America." Why is the literacy rate in Latin America low when compared to that in the United States? (Consider: low incomes, transportation and communication problems, few teachers, little government money to spend on education, lack of school houses, and the total picture of underdevelopment in Latin America contribute to its educational problems.)
2. Divide the class for this assignment. Have the class write a short essay explaining:
  - a. Why my eleven-year-old son (or daughter) is not attending school. (from a parent in a Nahuatl-speaking rural Mexican family)
  - b. Why attending school is important to me (from a young teenager of a wealthy family in Lima)
3. Should larger percentages of Latin American youngsters get a primary or even a secondary education? Would a higher literacy rate and a population with more schooling than is now true mean that Latin American countries could solve their problems? Explain your answers.
4. Should teaching youngsters and adults to read and write be the main aim of education in Latin America? Explain. (Have pupils consider the school and community projects to teach people better farming techniques, nutrition, and child care; something about illnesses so that people will go to doctors and nurses for medical treatment, when it is available; and technical skills to work with modern machinery for the farm, transportation and industry.)

1. Readings 1-5
2. Reading #15, Pedro Martínez SCHOOLING EDUCATION
3. Reading #19, "Life in a Middle-Class Family"
4. Reading #20, "Life in an Upper-Class Family"
5. Preston & Tottle, In Latin American Lands (1967)  
Mexico, p. 208  
Peru, p. 295  
Latin America, pp. 457-458
6. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors ('968)  
Mexico, found on several pages in the chapters discussing Mexico  
South America, pp. 272-273 & 350  
Each country and each region has a section on education.

## G. Recreation

### Key Idea

Latin Americans enjoy various forms of recreation, both traditional and modern, as often as possible.

### Content

1. Attending motion pictures, watching television, and other entertainments common to the United States, Canada and western Europe are limited to the urban dwellers or to the well-to-do.
2. Some of the rural dwellers can own a transistor radio and keep up with national and international events and with the latest "hit" songs.
3. Religious fiestas are one of the major sources for recreation for the mass of Latin Americans. These religious fiestas are hard on the community leaders because they have to pay for them.
4. Soccer is a major sport throughout Latin America. Bullfighting is important as a spectator sport in Mexico, Colombia, Venezuela and Peru. Skiing, tennis, boating, polo, swimming and horseback riding for pleasure are sports limited to the upper classes.
5. With greater freedom for urban teenagers, mixed dancing, similar to that in the United States, is becoming popular. Folk dances are still an important part of recreation.
6. Many of the recreational activities, such as parties, are in the home and are centered in the family unit.

## Suggested Activities

1. Have pupils do a short report on games and recreation in Latin America. Assign each pupil one Latin American country. From the most unusual descriptions of recreation, choose some for display on the bulletin board.
2. In what ways do Latin American recreations differ from those in your community? Are they similar?
3. Why do most Latin American youngsters not:
  - a. watch television?
  - b. play records on their phonographs?
  - c. go often to the motion pictures in the rural area?
  - d. ride motorcycles?
  - e. drive automobiles?(From the readings assigned pupils can see that some Latin American teenagers do many of these things.)
4. How might the introduction of American recreations, if it were possible to do so, on a large scale affect the lives of Latin Americans?

## Materials

1. Reading 1-5
2. Reading #19, "Life in a Middle-Class Family"
3. Reading #20, "Life in an Upper-Class Family"
4. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
Mexico, p. 138  
Guatemala, p. 194  
Latin America, p. 359



## H. Government

### Key Idea

Most Latin American constitutions provide for strong central government and for broad presidential powers.

### Content

1. In Argentina, Mexico, Brazil and Venezuela, countries with a federal government, the presidents have considerable influence in the states and local governments. They are the head of their political party and appoint candidates running for positions at the federal, state and local levels.
2. Legislatures tend to approve presidential decisions and pass laws the president recommends. Courts have similarly limited powers.
3. Personalism, as pointed out in Section II.A.2., remains a strong influence in political life at the national level and at the local village and community levels.

## Suggested Activities

1. Show the transparencies:
  - a. "Church and State Organization in the Spanish Colonies"
  - b. "Local Government in Nineteenth-Century Latin America"
  - c. "Government in Mexico"
  - d. "Government in Peru"
  - e. "Local Government and the Community's Informal Religious and Political Organization"
  - f. "Compadrazgo"
2. Remember the information you learned about the colonial and early independence periods in Latin American history. Why do Latin American presidents have a lot of power today?
3. From the transparencies you have seen and from the readings, how do local politicians get their power?
4. Based on the conclusions the class drew from #3 above, have two pupils enact the following situation for the class: You are a poor Mexican farmer trying to get a loan to buy seeds for your next year's crop. You are trying to get the loan from a local politician. (Remind the pupils of Latin American courtesy when speaking to any individual of any social class, especially when conducting business.)

## Materials

1. Reading #15, Pedro Martínez  
Introduction  
CONSERVATION AND MAKING A  
LIVING  
TALKING TO THE GOVERNOR OF  
MORELOS
2. Reading #16, Hualcan  
CRIME AND CONTROL
3. Preston & Tottle, In Latin American  
Lands (1967)  
Colonial government, pp. 127-134  
Dictators, pp. 150-154  
Democracies, pp. 155-157  
Mexico, pp. 205-206  
Also the governments in several  
countries are explained.
4. Bruner, Bathurst & Bruner, Canada  
and Our Latin-American Neighbors (1968)  
Mexico, pp. 133 & 150-151  
Latin America, pp. 358-359  
Most of the Latin American countries  
discussed have their governments  
explained in the chapters.

## I. Economics

### Key Idea

Economically, Latin America is an underdeveloped area when compared to the United States, Western Europe, the Soviet Union or Canada.

### Content

1. Latin American economies are basically agricultural.
  - a. About half of the labor force is engaged in agriculture, but food production has not kept pace with the rapid population growth.
  - b. Agriculture output is low. A few individuals hold a large percentage of the agricultural lands. Most farmers do not own their own land or own plots too small to grow or raise more than a subsistence. Modern farming equipment and technological methods are beyond the means of most farmers.
2. Latin American economies remain heavily dependent upon exports of agricultural products and raw materials. The United States is Latin America's most important trading partner.
3. Industry has made only small gains in Latin America.
  - a. Most manufacturing is in light industries such as textile manufacturing. Heavy industry, such as steel-making, is hampered because of the scarcity of capital, technical skills, coal and sources of power.
  - b. Most governments are committed to and involved in economic development. (Mexico and Peru provide outstanding examples of this.)
4. Low per-person incomes, hunger, and a short life expectancy are results of economic underdevelopment in Latin America.
5. Jobs are scarce, but people from the countryside are moving to towns and cities in hopes of improving their lives.

## Suggested Activities

1. Show the transparencies:
  - a. "Land Distribution in Latin America"
  - b. "Land Distribution in Peru"
  - c. "Occupation"
  - d. "Population Islands"
  - e. "Population Growth: Past & Future"
  - f. "Life Expectancy"
  - g. "Latin American Exports"
2. Divide the class into six regional committees. Have the committees do research in their texts and supplementary books and draw circle graphs or bar graphs for each country in their region. These graphs are to show percentage of national income from different products. (The purpose of these graphs is to point out the dependence on one crop or mineral for export.)
3. What facts show that Latin America is economically underdeveloped? (The teacher will want to help the pupils understand these last two words.)
4. Why does a rapid population growth rate make economic progress difficult?
5. If Latin America is so poor, how do people go on living? (Have the pupils use the readings assigned for this part as sources of specific examples from Peru and Mexico.)
6. What is the ejido system of Mexico? When was it started? Why? How has it helped Mexican farmers? Why does the Mexican Revolution serve as a model for other Latin American countries trying reforms?

## Materials

1. Reading #14, Children of Sánchez  
Introduction  
EARLY MARRIAGE  
LIVING STANDARDS AMONG THE POOR
2. Reading #15, Pedro Martínez  
Introduction  
POVERTY BEFORE THE MEXICAN  
REVOLUTION  
PEDRO'S ATTITUDE TOWARD LAND  
REFORM  
WHY PEDRO DIDN'T HAVE EJIDAL  
LAND  
UNIONS AND LIVING AND WORKING  
IN MEXICO CITY
3. Reading #16, Hualcan  
OBLIGATIONS ON THE HACIENDA  
CONTRAST BETWEEN TWO SECTIONS  
OF THE HUALCAN COMMUNITY  
CROP ROTATION  
FAMILY HELP ON A FARM  
GOING TO THE COAST TO WORK
4. Preston & Tottle, In Latin American Lands (1967)  
Overpopulation, pp. 166-167  
Latin American economics, general,  
pp. 169-193 & 381-405  
Economic development and international  
organizations, pp. 445-464  
Mexico, pp. 199-208  
Peru, pp. 282-295

## Suggested Activities

7. Why do Latin American countries find it difficult to provide enough jobs for all people who want to work? Why do Latin Americans have a hard time setting up industries? (Remind pupils of some of the relevant facts they learned in the Latin American geography section.)
8. What might happen to Latin America economically if the countries cooperated more closely or formed a common market like Western Europe has? (You might have a pupil give a special report on the Central American Common Market and another pupil give one on the European Common Market.)

## Materials

5. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968)  
Mexico, pp. 139-149 & 153-163  
Peru, pp. 302-304  
Latin America in general, pp. 347-359



## J. Values, Ideals and Creative Expression

### Key Idea

Values, goals and ideals are illustrated in Latin America's art, architecture, music and literature.

### Content

1. Latin America's culture reflects the blending of many different peoples.
  - a. Indian food, languages, architecture, art forms, handicrafts and religious beliefs continued in some areas, particularly in Mexico and Peru.
  - b. Early immigration to the Spanish colonies was restricted to loyal, Catholic Spaniards. A degree of cultural unity resulted such as national language, religion, architecture, town planning, dress and the legal system.
  - c. African influences are evident in language (as in Haiti), religious practices (again, as in Haiti), music and dance (as in Brazil).
  - d. United States' influence has been strong in the 20th century. For example, our motion pictures are popular in Latin American cities.
2. Mexico's artists and architects have combined Indian influences and Aztec designs with modern ideas and forms. Modern architecture in Mexico and Brazil is bold and imaginative.
3. Latin American music, from calypso and bossa nova to the works of the Brazilian composer, Villa-Lobos, reflects the blend of cultural heritages.
4. Poetry and drama have been favorite literary forms since pre-Columbian times.

1. Find pictures in magazines and travel folders from Latin America which show Mexico's and Peru's old Indian, old Spanish and modern art and architecture. Display these on the bulletin board.
  2. Ask pupils to listen to recordings with a Latin American "beat" and bring them to class for other pupils to hear.
  3. Have a group of pupils interested in "pop," jazz or "soul" music to bring the best examples to class and explain the influence of African rhythms on American music and Latin American music.
  4. Have pupils list recent motion pictures made in the United States and about Americans which they have recently seen. Ask each pupil to tell what a Latin American might think about the United States and how we live after having seen the same film.
  5. Have pupils interested in poetry and short stories find out about two or three Mexican and Peruvian authors and bring to the class their works in translation to read aloud.
  6. Ask the class to discuss: From what you have learned about music, art, architecture, dances, the language and literature, how do you think these express the feelings of Latin Americans?
1. Readings 1-5
  2. Reading #19, "Life in a Middle-Class Home"
  3. Reading #20, "Life in an Upper-Class Home"
  4. Preston & Tottle, In Latin American Lands (1967)  
While no long descriptive passages are in this book to illustrate the content of this section, many pictures provide examples of Latin American art and architecture.
  5. Bruner, Bathurst & Bruner, Canada and Our Latin-American Neighbors (1968) Mexico, pp. 167-172  
This text also has many pictures, as do most intermediate texts about Latin America, which would point out the ideas stressed in the content outline.
  6. The teacher will have to use films, filmstrips, recordings and tapes, locally available, which would further explain the content outline to pupils.

## CULMINATING ACTIVITY

Have pupils reread Readings 1 - 5 written by the five youngsters from Jamaica, Chile, Argentina, Peru and the Dominican Republic. Ask the pupils to do the following:

1. List these five Latin Americans as belonging to families in two social classes:
  - a. Upper class
  - b. Lower classExplain why you listed each as you did. Is this group of five youngsters representative of the majority of Latin Americans, ages 11 - 16? Explain.
2. How do their lives differ from your own? Explain and give specific examples of family life, family size, family occupation, school, community and community life, recreation, travel and hopes for the future.
3. Choose any two of the settings two of the youngsters describe. How do they differ from the place where you live? Include examples from the information the youngsters have given in the readings and from what you have learned during this unit about geography. Explain why the natural setting is like it is.
4. Use the reading by Carlos Victor Fajardo Morales from Lima, Peru. Tell the story of his country in three paragraphs of explanation: a) during the time of Inca rule, b) Spanish colonial period, c) getting independence from Spain and life in the newly independent Peru.

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Teaching about Latin America in the Elementary School: An Annotated Guide to Instructional Resources, Bulletin No. 1, 1967. 40 pp.

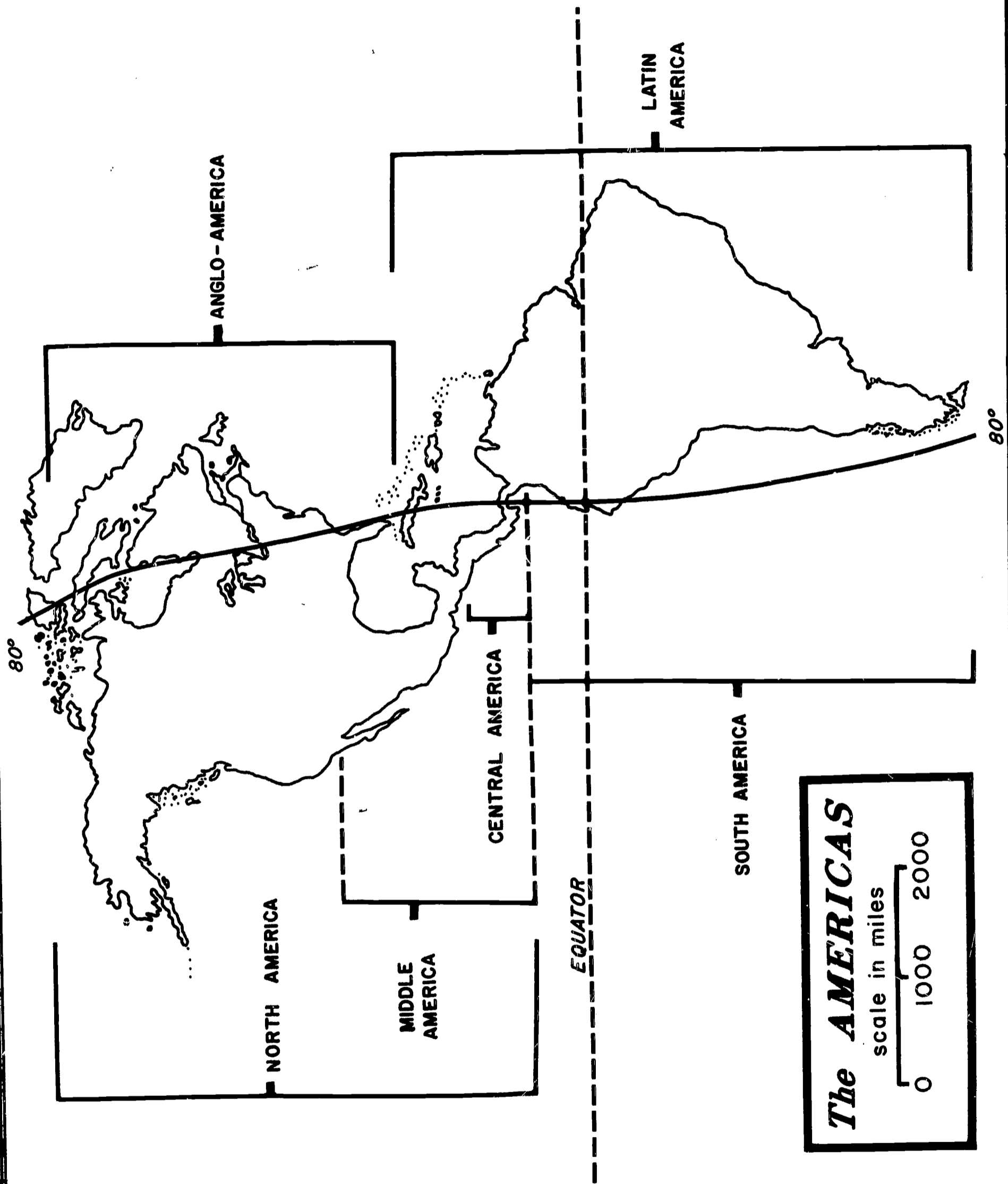
Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, Bulletin No. 2, 1967, 71 pp.

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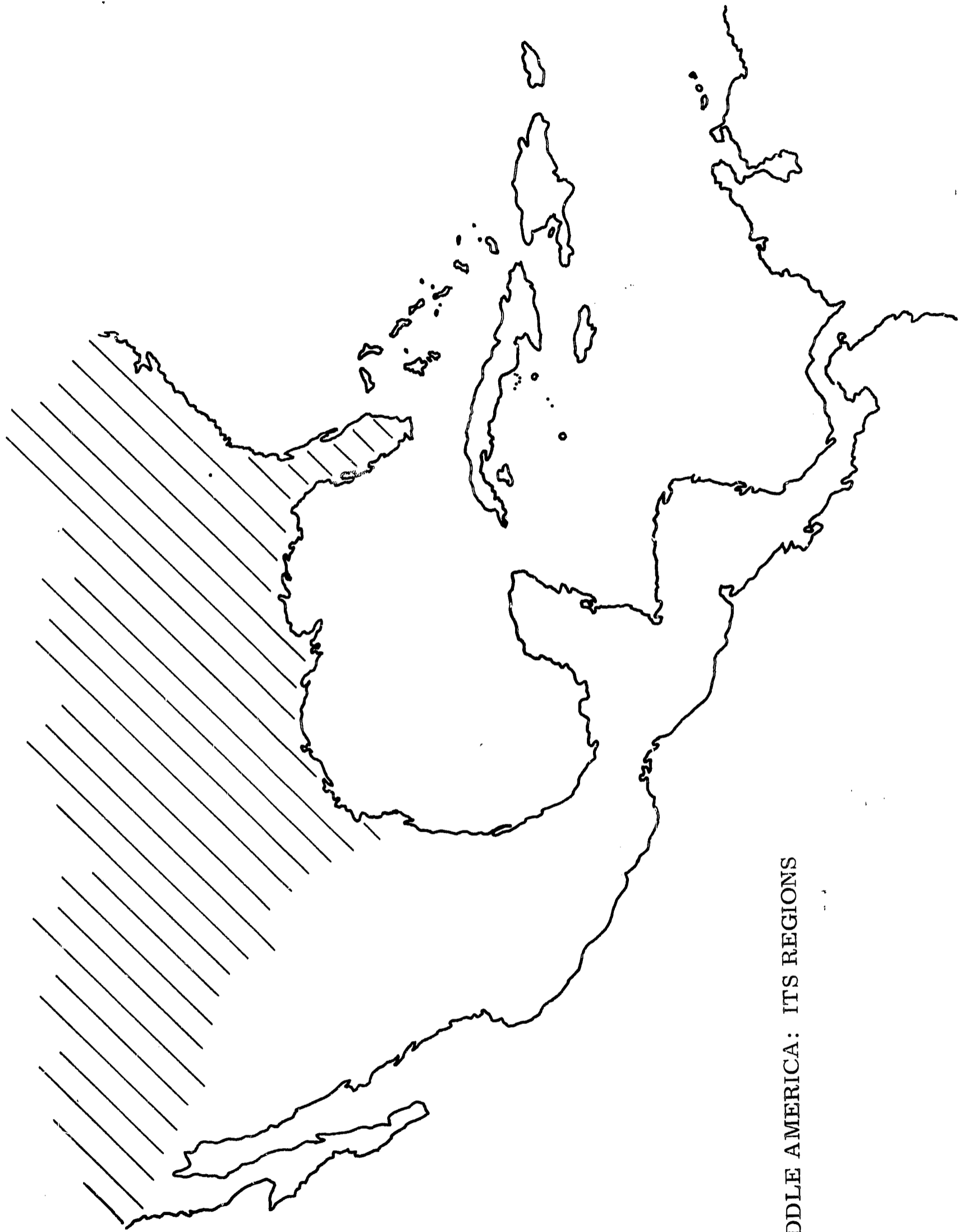
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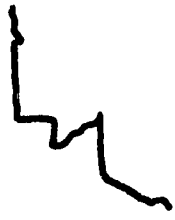
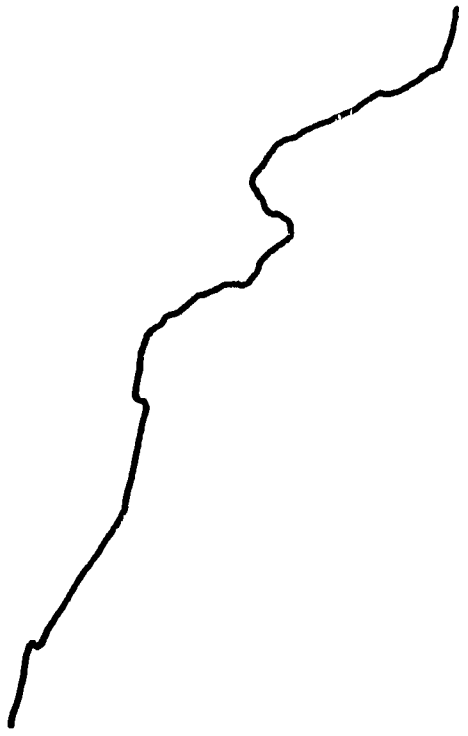
- The Americas
- Middle America: Its Regions
- South America: Its Regions
- Middle America: Surface Configuration
- South America: Surface Configuration and River Systems
- Climate Chart
- Rainfall in Central and South America
- Prevailing Winds
- Ocean Currents and Latitude Positions
- Indian Civilizations
- Organization of the Inca Empire
- Spanish Viceroyalties in the New World
- Church and State Organizations in the Spanish Colonies
- Local Government in Nineteenth-Century Latin America
- Compadrazgo
- Local Government and the Communities Informal Religious and Political Organization
- Life Expectancy
- Government in Mexico
- Government in Peru
- Land Distribution in Latin America
- Land Distribution in Peru
- Occupations
- Population Islands
- Population Growth
- Latin American Exports



**The AMERICAS**  
 scale in miles  
 0 1000 2000

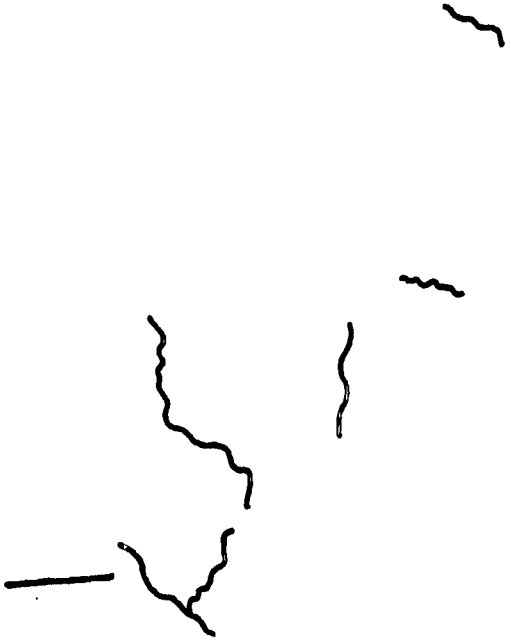


(A) MIDDLE AMERICA: ITS REGIONS



Mexico



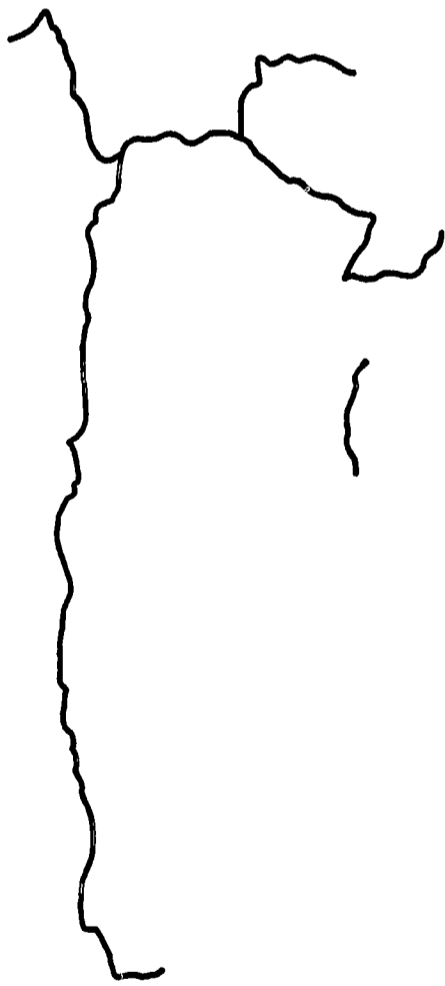


Central America

(B) SOUTH AMERICA: ITS REGIONS



Southern South America



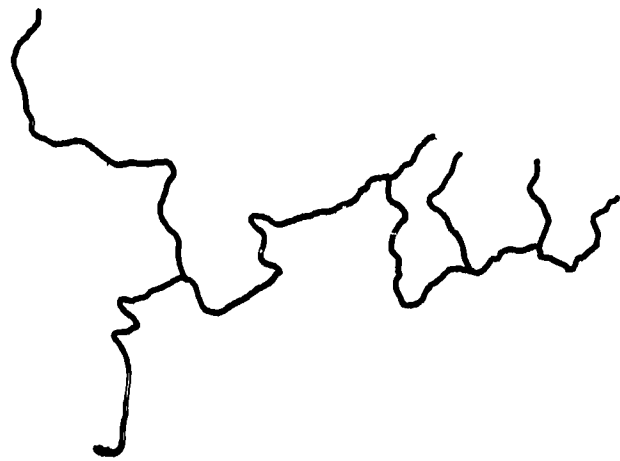
Brazil





Andean Countries





Northern South America

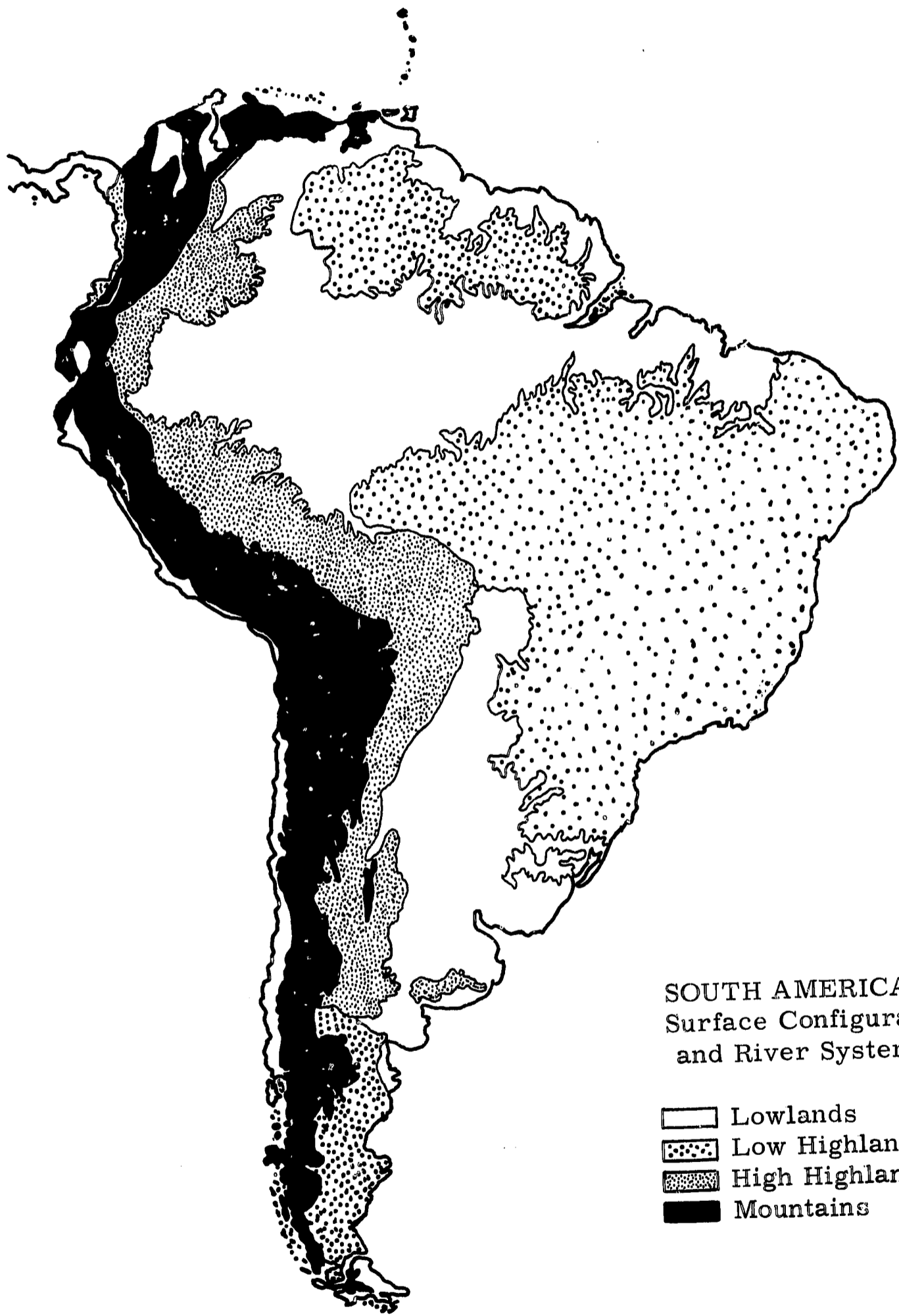


**MIDDLE AMERICA**





Surface Configuration

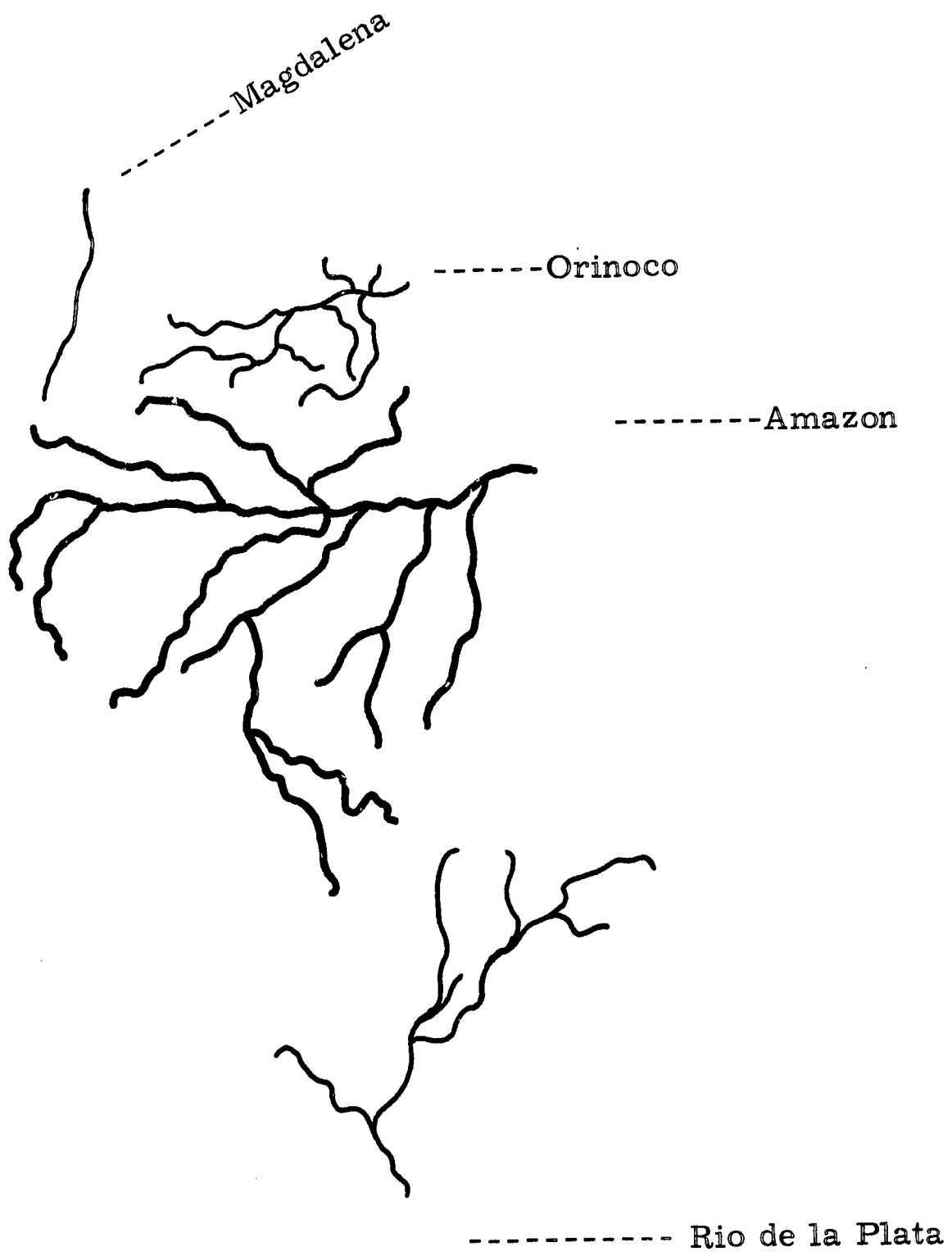
▭ Lowlands

■ Mountains and Highlands

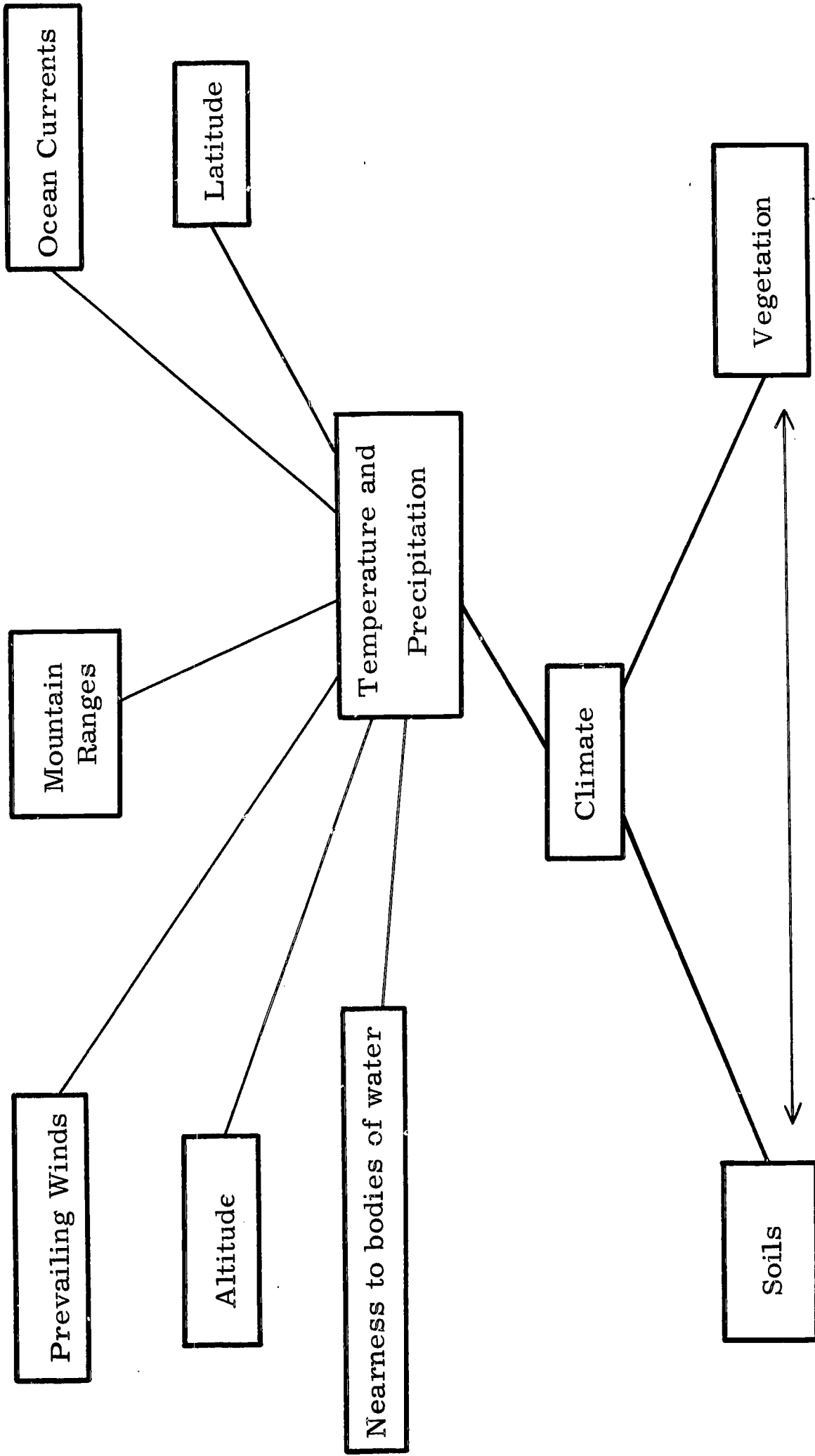


SOUTH AMERICA  
Surface Configuration  
and River Systems

-  Lowlands
-  Low Highlands
-  High Highlands
-  Mountains



CLIMATE CHART







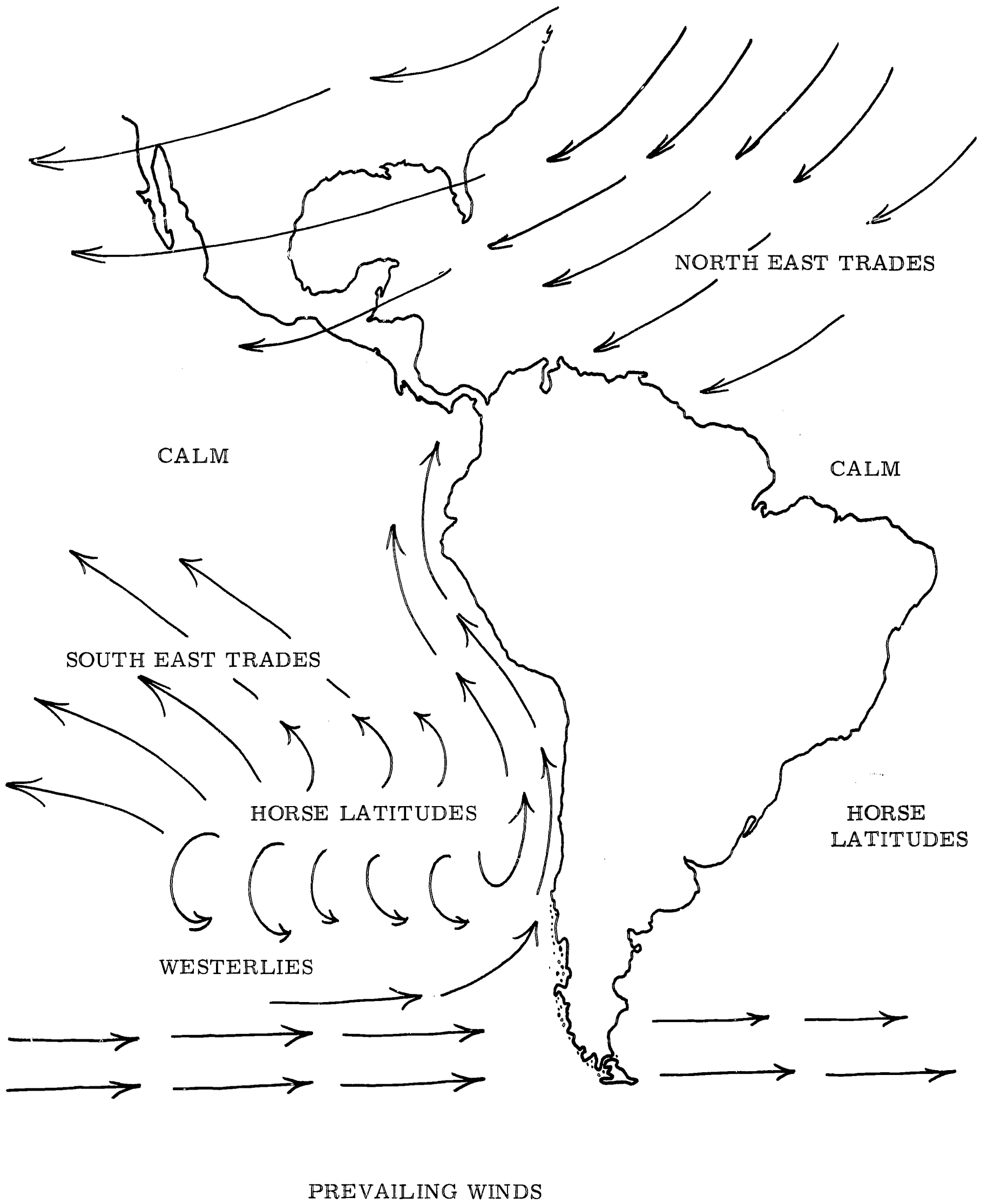




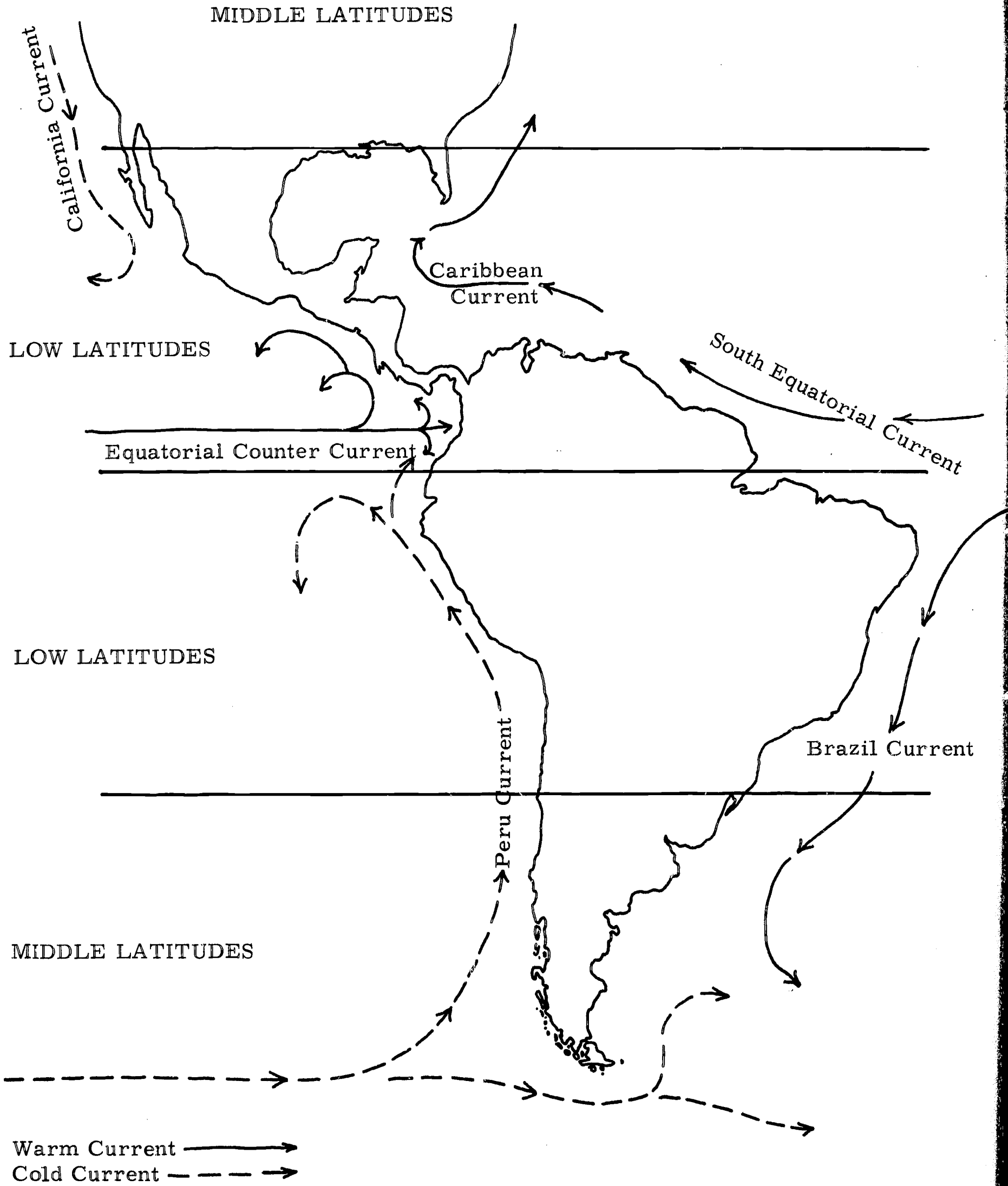
RAINFALL IN  
CENTRAL AND SOUTH  
AMERICA

Rainfall

	Under 20"
	20" to 40"
	40" to 80"
	Over 80"



# OCEAN CURRENTS AND LATITUDE POSITIONS



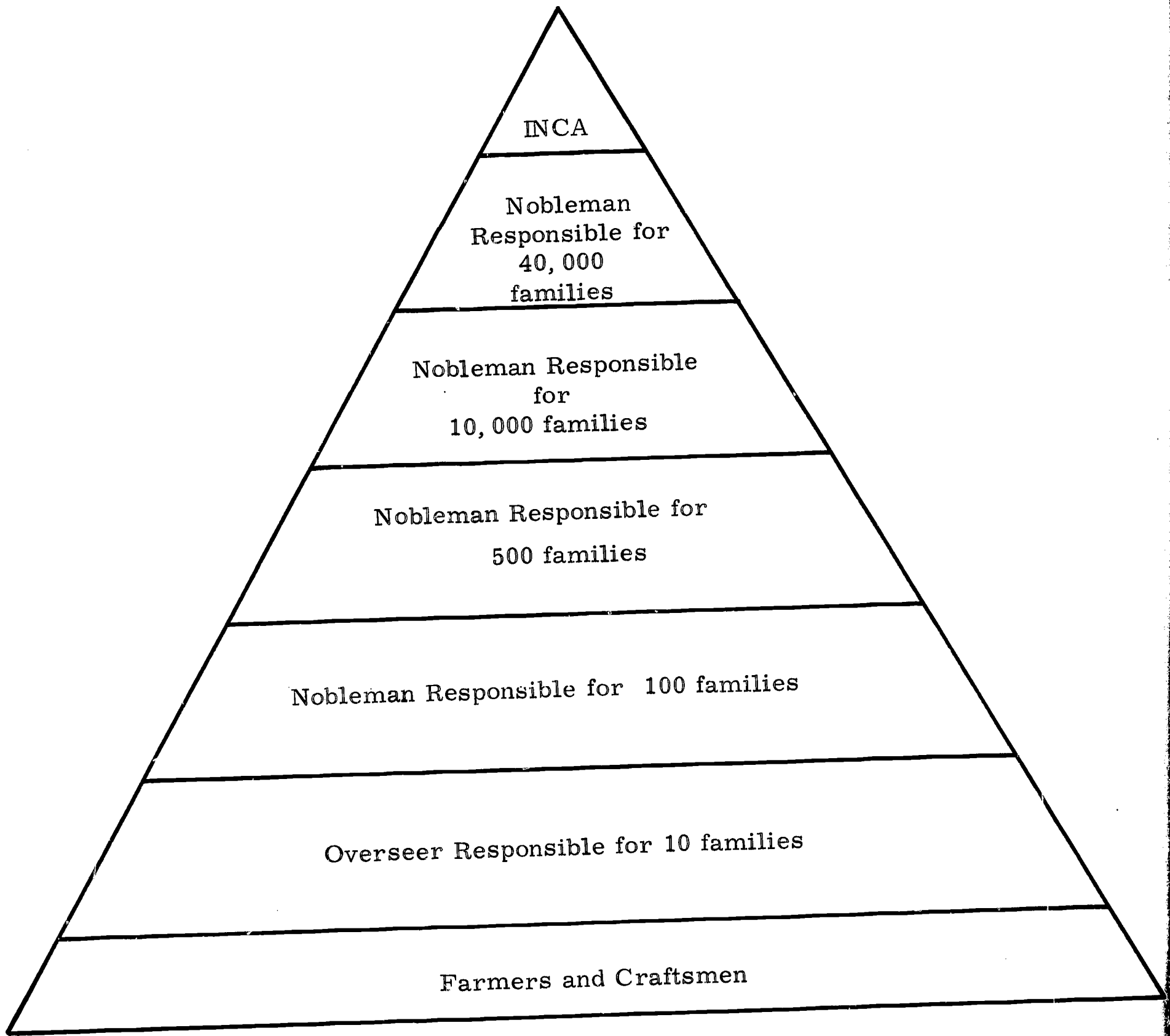


Aztecs

Mayas

Incas

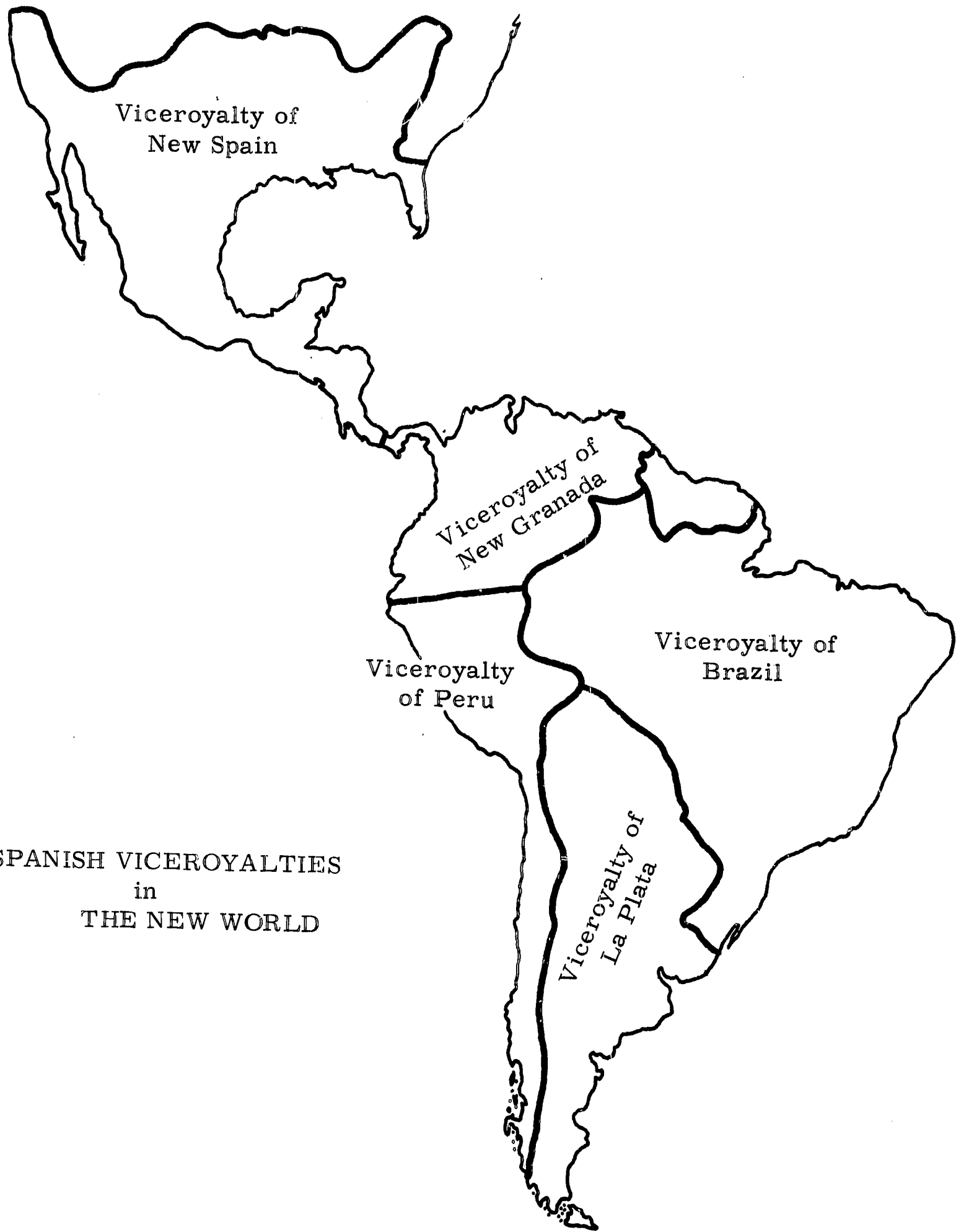
Pre-Columbian  
INDIAN CIVILIZATIONS  
(About 1500)



### ORGANIZATION OF INCA EMPIRE <sup>1</sup>

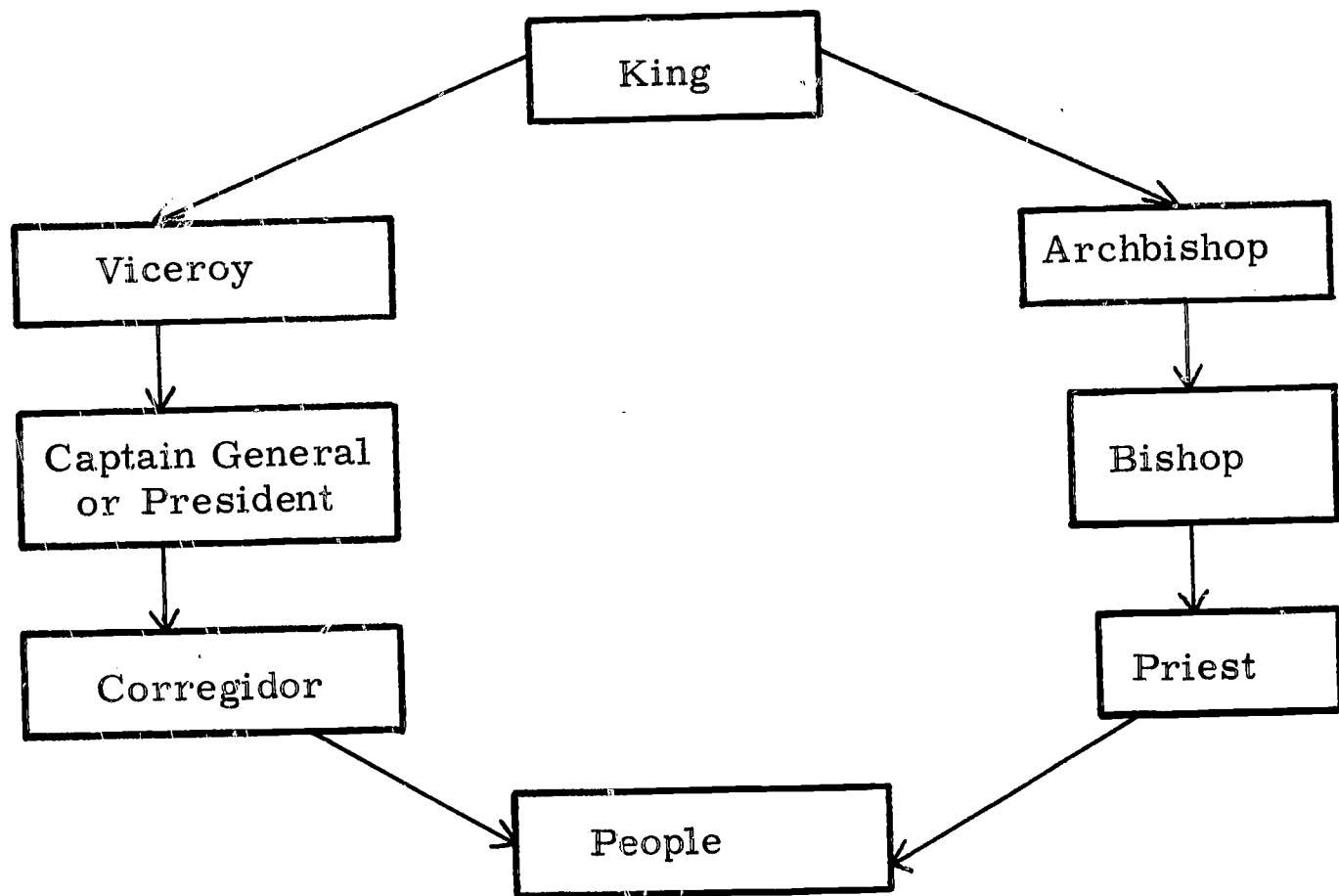
<sup>1</sup> Adapted from Preston and Tottle, In Latin American Lands, p. 103.



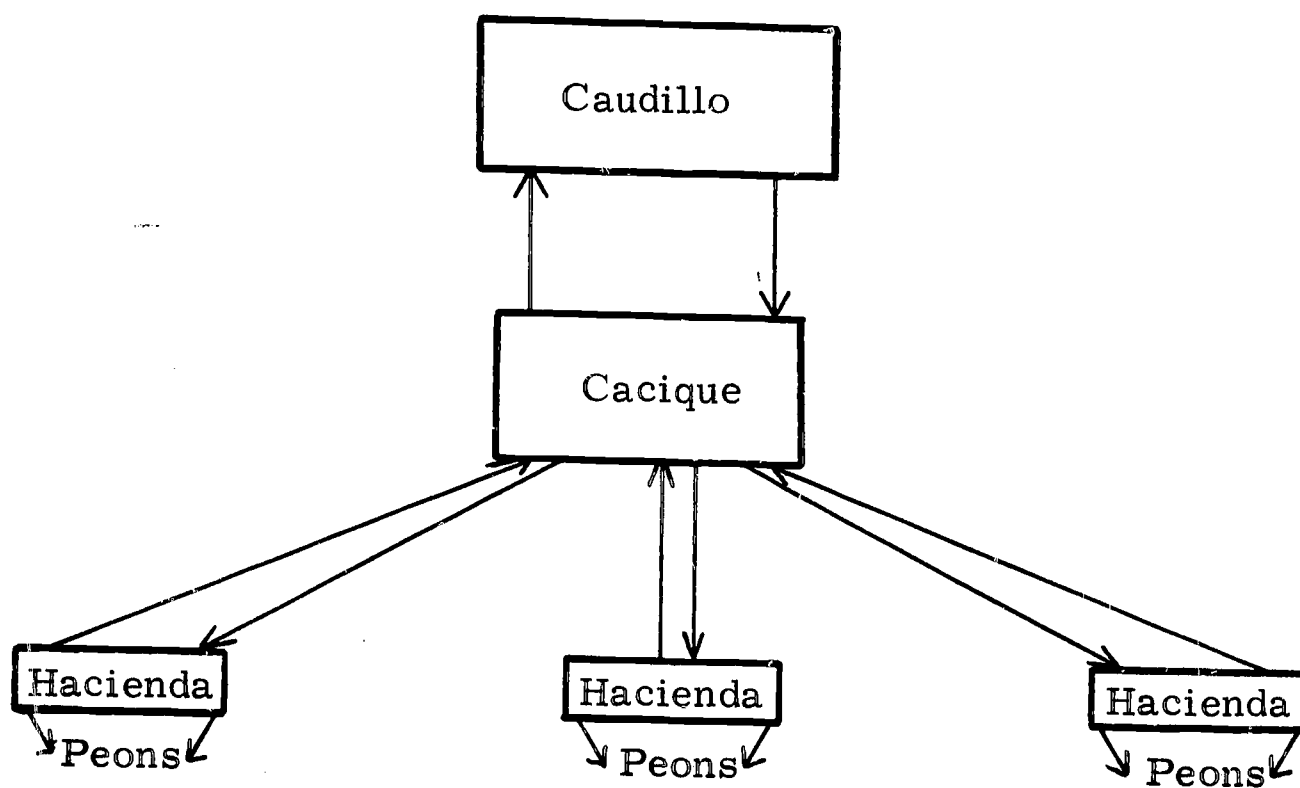


SPANISH VICEROYALTIES  
in  
THE NEW WORLD

CHURCH AND STATE ORGANIZATIONS IN THE  
SPANISH COLONIES



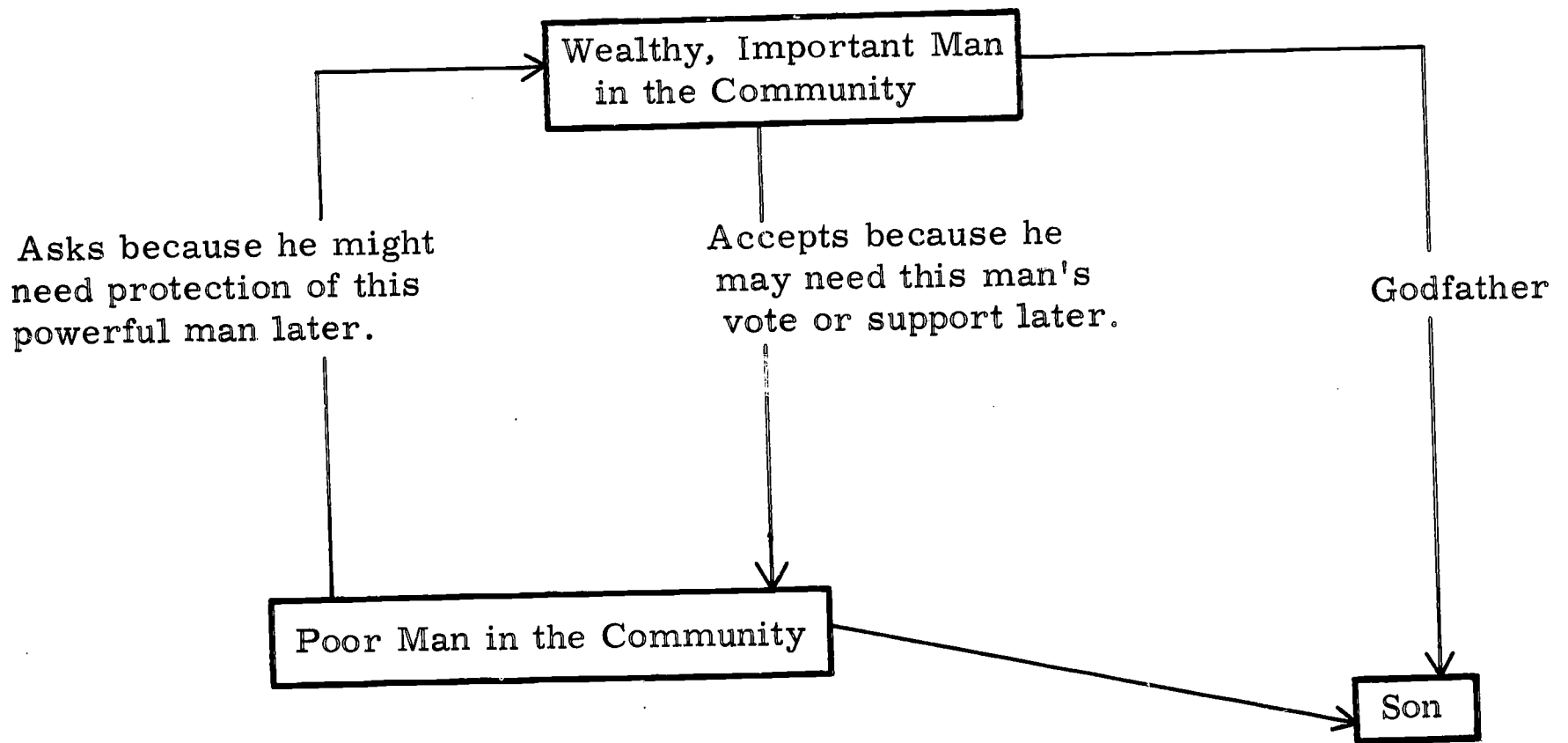
LOCAL GOVERNMENT IN NINETEENTH-CENTURY  
LATIN AMERICA



<sup>1</sup> Adapted from Preston and Tottle, In Latin American Lands, p. 151.

## COMPADRAZGO

(Asking someone to serve as godfather to one's child)



It is an honor for an important man in the community to be the godfather of many children. His position in the community rises with the number of godchildren.

LOCAL GOVERNMENT AND THE COMMUNITY'S INFORMAL  
RELIGIOUS AND POLITICAL  
ORGANIZATION

MUNICIPIO  
1. Head officer  
appointed by  
the national  
government

2. Carries out  
the national  
laws

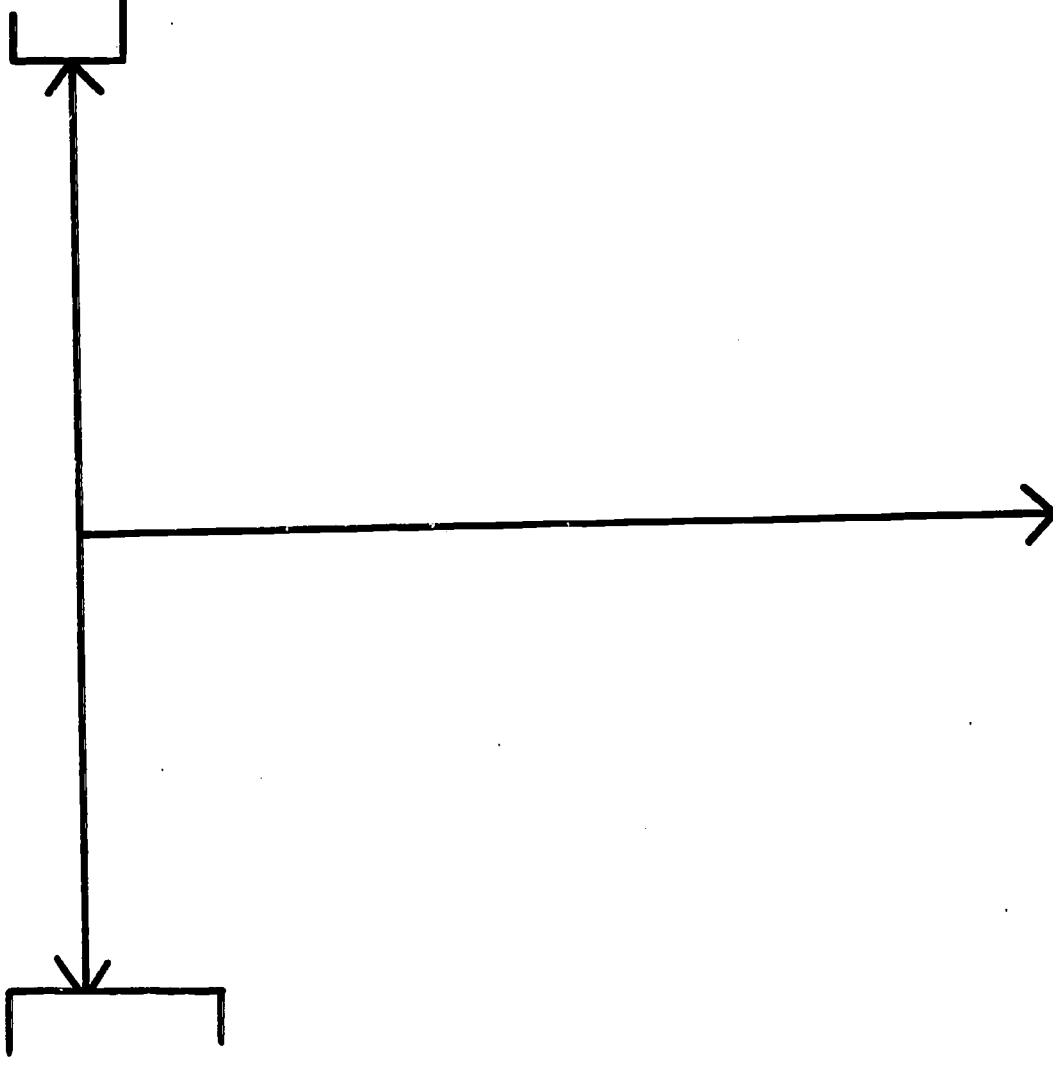
3. Takes care  
of criminal  
cases.

INFORMAL COMMUNITY'S  
RELIGIOUS AND POLITICAL  
ORGANIZATION

1. Elders appoint a  
mayordomo

2. Mayordomo sponsors  
the patron saint's fiesta

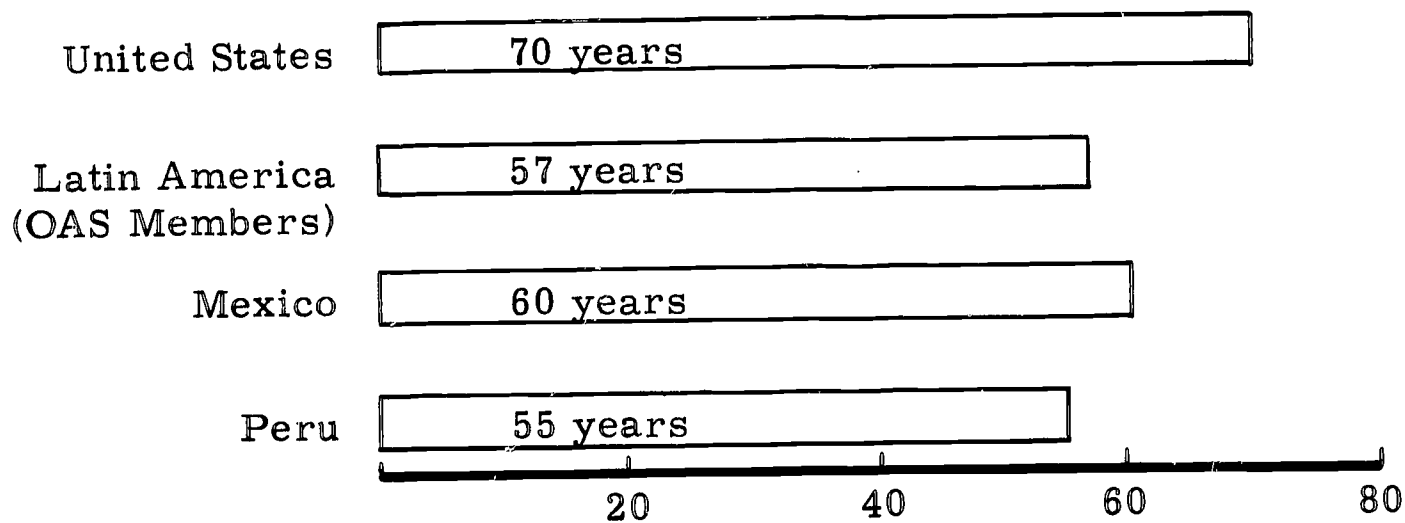
3. Elders and mayordomo  
take care of community  
projects (roads, irrigation,  
chapel, power plant)



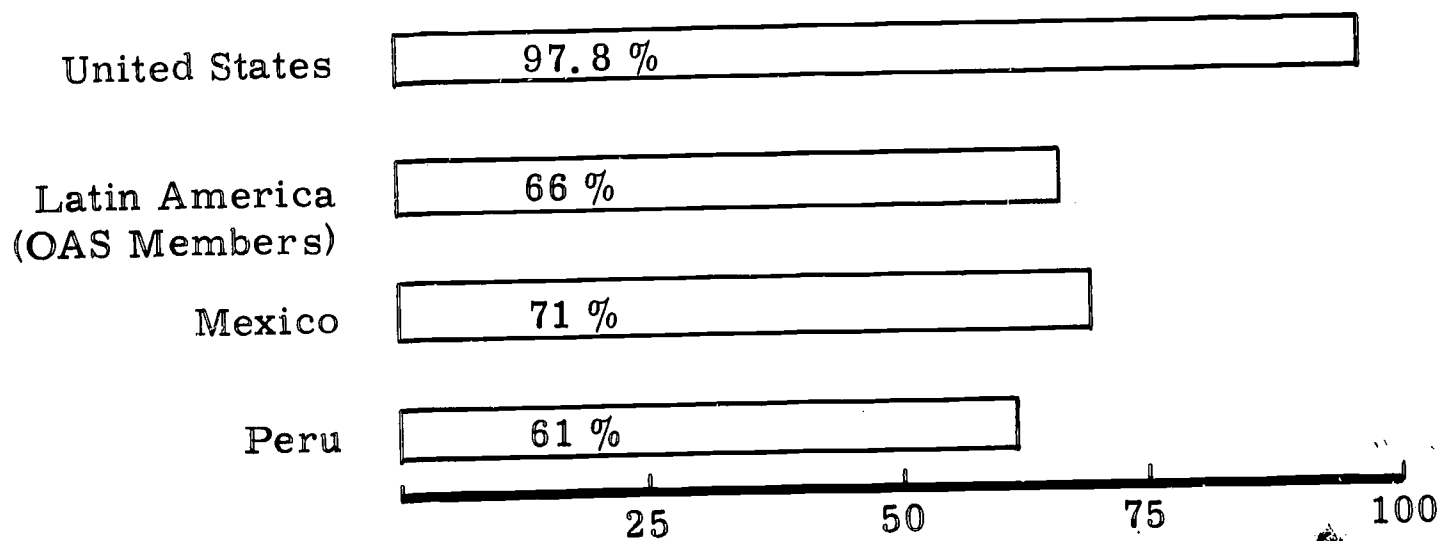
Get together when necessary  
to work out solutions to local  
problems



### LIFE EXPECTANCY (1965)<sup>1</sup>



### LITERACY (1960)<sup>2</sup>



<sup>1</sup>United States Department of Commerce Statistical Abstract of the United States, 1967 (Washington, D. C. : U. S. Government Printing Office, 1967) p. 54, p. 118.

<sup>2</sup>United States Department of State, Commitment for Progress (Washington, D. C. : U. S. Government Printing Office, 1967), p. 31.

GOVERNMENT IN MEXICO

Claudio Veliz (ed.), Latin America and the Caribbean, A Handbook (New York: Praeger, 1968), p. 163.

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GOVERNMENT IN PERU

David A. Robinson, Peru in Four Dimensions (Lima: American Studies Press, S.A., 1964), p. 27.

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LAND DISTRIBUTION IN LATIN AMERICA

Oscar Delgado (ed.), Reformas Agrarias en la América Latina (Mexico-Buenos Aires: Fondo de Cultura Económica, 1965), p. 735.

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LAND DISTRIBUTION IN PERU (1961)

Oscar Delgado (ed.), Reformas Agrarias en la América Latina (Mexico-Buenos Aires: Fondo de Cultura Económica, 1965) p. 742.

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OCCUPATION:

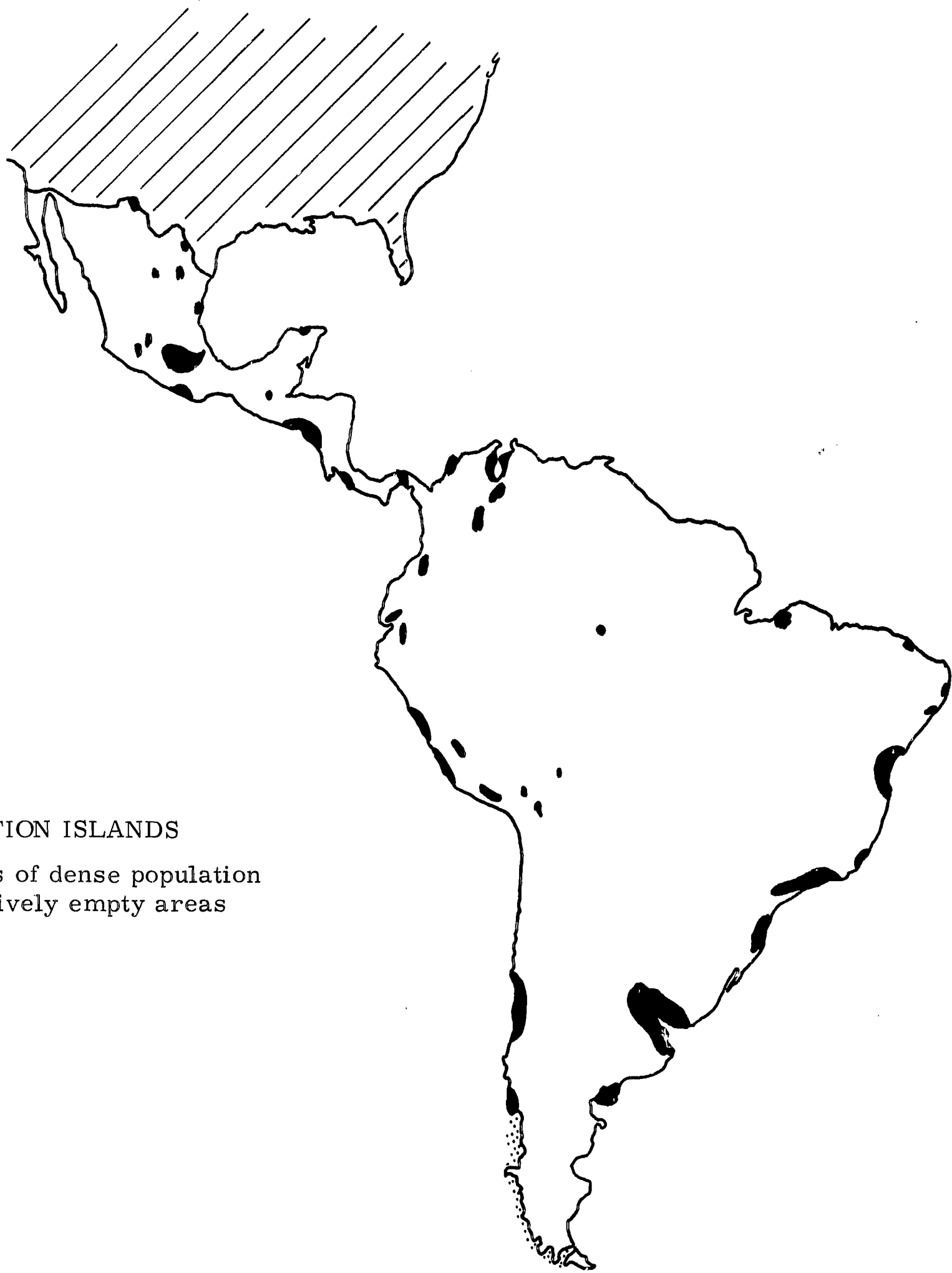
Farmers, Fishermen, Hunters, Loggers and Related Workers  
in 1960

Latin American  
Latin American Center, Statistical Abstract of Latin America 1965 (Los Angeles: University of California, 1966), pp. 54-55.

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LATIN AMERICAN EXPORTS: Depending on One or Two Export Products  
(1964)

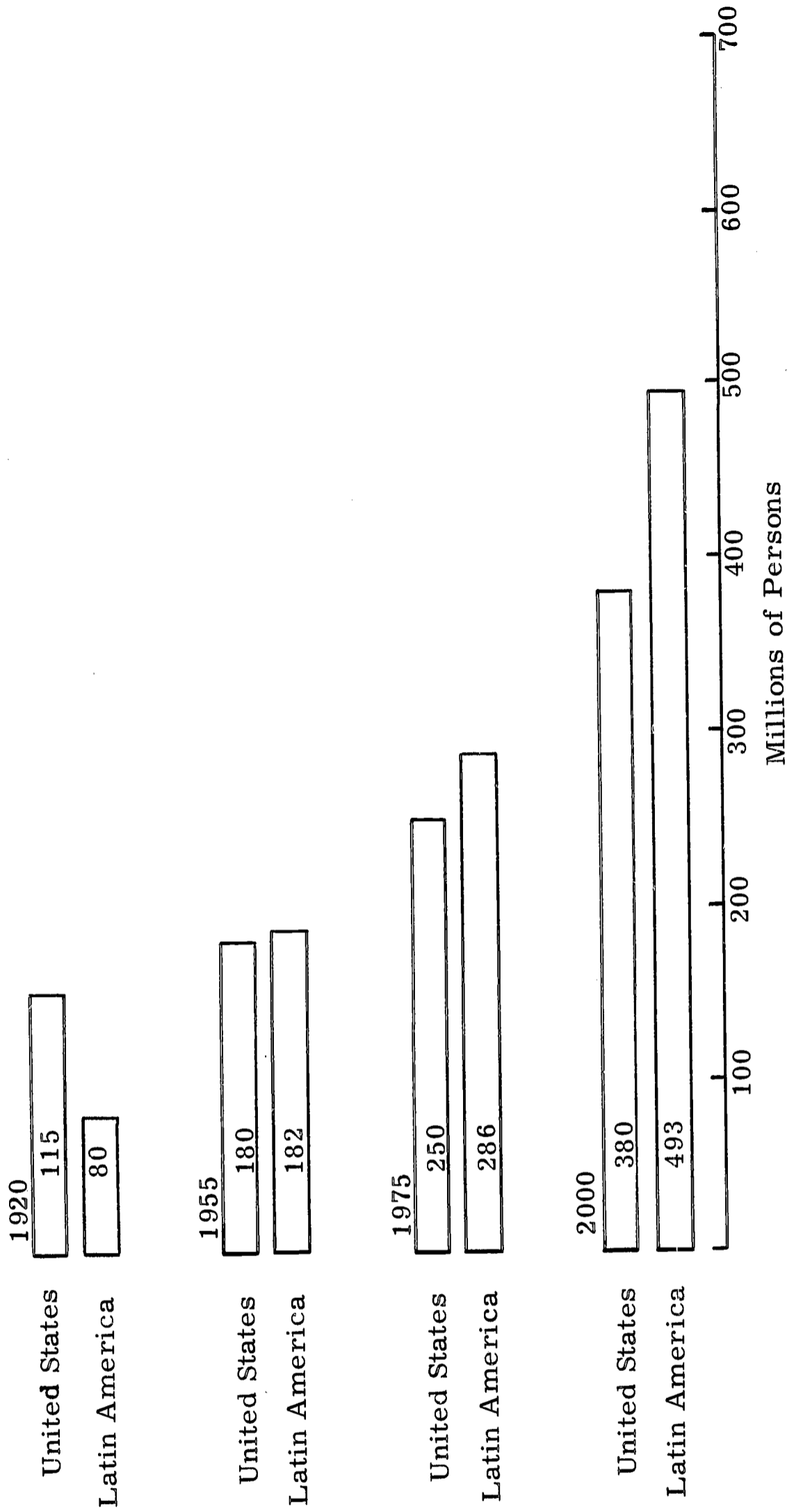
Latin American Center. Statistical Abstract of Latin America 1965 (Los Angeles: University of California, 1966), p. 143.



POPULATION ISLANDS

- Areas of dense population
- Relatively empty areas

POPULATION GROWTH  
Past and Future<sup>1</sup>



<sup>1</sup> Pan American Union, "How Does the OAS Face Economic Problems?" Washington, D.C.: Pan American Union, n.d.

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Readings to Accompany

LATIN AMERICA: ITS LAND, STORY AND PEOPLES

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.



Reading #1

GIRL OF JAMAICA

by Jacqueline Bernard  
as told to Patricia Baum

Junior Scholastic, Vol. 61, No. 1 (September 21, 1967),  
p. 12.

Reading #2

PRIVATE SCHOOL GIRL (Chile)

by Monica Grauer Rheinheimer  
as told to Leroy Hayman

Junior Scholastic, Vol. 61, No. 8 (November 9, 1967), p. 10.

Reading #3

GRADE SCHOOL BOY (Argentina)

by Dario Gabriel Vega  
as told to Leroy Hayman

Junior Scholastic, Vol. 61, No. 4 (October 12, 1967), p. 10.

Reading #4

LIMA BOY (Peru)

by Carlos Victor Fajardo Morales  
as told to Leroy Hayman

Junior Scholastic, Vol. 61, No. 5 (October 19, 1967), p. 10.

Reading #5

GIRL OF SABANA LARGA (Dominican Republic)

by Amanda Gignor Castillo  
as told to Sheila Burns

Junior Scholastic, (May 13, 1966), p. 14.

## Reading #6

### THE LAND

The geography of any nation, whether mountainous and icy, or barren and parched, or rich and fertile, helps to shape its people. Nowhere does this fact seem more apparent than in Latin America. Consider these examples:

American Education Publication Unit Book, Changing Latin America (Columbus, Ohio: Education Center, 1966), p. 13. pp. 26-28.

pp. 9-10.

## Reading #7

### PERU'S RIVER OF GOLD

Madelyn Beall

Why should a country located in the tropics have one of the driest deserts in the world? The name of the country is Peru. With Peru's tropical position providing heat from the sun and her coastal position providing the possibility of moisture-laden winds, you would think the western coast of Peru would be hot, rainy and covered with lush, vegetation. This is not the case, however. A German geographer, Alexander von Humboldt, was curious about the fact too. He investigated and found that there was a cold ocean current off the western coast of South America. Because he was the first to measure the temperature of the water, the current was named for him. Today, however, the current usually is called the Peru Current.

The Peru Current flows at a speed of 15 miles a day from Chile in the south to Colombia in the north. The current measures 120 miles across at the widest point. The Peru Current flows within a tropical region, but as we have said, its waters are relatively cold. The low temperatures range from 39°F in the south to 64°F in the north.

The big force behind the Peru Current is a strong wind originating in Antarctica and blowing in a northeasterly direction along South America's coast. The churning action of the winds keeps cold water from the bottom of the sea moving upward to the surface. As the westerly winds pass over the cold water, they are cooled. Because cool air cannot hold moisture as well as warm air, very little moisture is brought toward the coast.

When the air reaches the land, it is forced to rise against the front of the Coastal Range of the Andes. When the air rises it expands and cools even more. Air temperature drops 3°F for every 1,000 feet rise in altitude up to 30,000 feet. What little moisture there is in the air cools enough to condense into clouds. During the winter, especially, there is usually a heavy cloud cover on the western coast of Peru. Seldom is there enough moisture to condense into rain.

The cold Peru Current affects the balance of nature and the way the people of Peru make a living, too. This current is the basis of two important industries of Peru--fish and fertilizer. The cool temperatures of the Peru Current make it possible for huge numbers of microscopic plants and animals to thrive for long periods of time. The high temperatures of most tropical waters cause microscopic plants and animals to develop too rapidly. As their numbers explode, they attract huge numbers of fish. Soon there are too many fish for the food supply, and many fish die. The Peru Current works differently. Its cooler waters can hold large amounts of dissolved gases, mainly oxygen and carbon dioxide. These gases make possible a stable home for small plants and animals. These small plants and animals, in turn, provide a stable food supply for large numbers of fish. Some of the fish that can be found off the coast of Peru are yellowfin tuna, bonito and marlin. But it is the 6-inch anchovy that tops all fish in value. The anchovy forms the basis for gunpowder, food and fertilizer industries, which are all important sources of money to Peru. Peru is now the leading fish-catching nation of the world in tonnage per year.

The fertilizer is supplied by the clouds of birds that feed on the anchovies and roost on nearby islands. Pelicans, penguins, boobies, gulls and ducks leave droppings that form thick deposits of guano (GWA-no), a fertilizer rich in nitrates. This precious guano had been in use in Peru before Peru was discovered by the Spaniards. It was well known to the Incas, famous Indians of Peru, who used it in their farming. Nitrates from guano deposits were also a major ingredient for much of the gunpowder used by the United States, Great Britain and France during World Wars I and II.

Peru began mining guano in 1847 when deposits were 800-feet thick in places. So hard and compact had the guano become over the years that stones and sand piled on top had not mixed with it. The guano had to be blasted with gunpowder to loosen it. Then it was conveyed by wooden shoots to the ships waiting nearby. This activity soon became the nation's leading industry. The mining companies made huge profits in a few years, but the guano deposits nearly disappeared. Eventually the government of Peru took over this great natural resource. Today, guano mining is under strict control, and deposits are building up again at the rate of six inches a year.

#### SOURCES

Alexander J. Duffield, "Peru in the Guano Age," Readings in Latin American Civilization, 1492 to the Present, Benjamin Keen, ed. (Boston: Houghton Mifflin, 1967), pp. 282-283.

"The Current that Shapes Life in Peru," Current Events, Vol. 67, No. 29 (April 24, 1968), pp. 1 and 2.

Reading #8

HIGHWAYS IN THE ANDES

The following passages show the contrasts and difficulties of traveling overland in the Andes. The Incas had a highway for footrunners which linked the Inca Empire and made administration of such a large amount of territory possible. Today, roads through or across the Andes are few and dangerous for motor vehicles. Under President Belaunde, Peru is trying to recapture the vision of the Incas--to build a highway for cars and trucks to link the Andean countries.

INCA HIGHWAY, Garcilaso de la Vega, The Incas, The Royal Commentaries of the Inca (New York: Avon, 1961), p. 337.

This passage was written during the 16th century by de la Vega who was an educated son of a Spanish conquistador (conqueror) and an Incan princess. He was describing the achievement of the Incas who had built a good highway which the Spanish were allowing to fall into disrepair. Immediately following is a description of travel by truck from Argentina to Potosí, Bolivia, on a road which 20th century man has built.



TRAVELING ACROSS THE ANDES, Jackie Sharkey, "Women of Latin America: There's Fun in Hitchhiking," Copley News Service, February 12, 1968. (Copley News Service, Elec Cap Bldg., Box 190, San Diego, Calif. 92112)

BUILDING A NEW ANDEAN HIGHWAY, rewritten from "Regaining a Lost Habit," Time, Vol. 90, No. 23 (December 8, 1967), p. 37.

Few projects have excited Latin American imaginations more than the idea of a "Marginal Highway"--so called because it skirts the edge of the Amazon rainforest. The highway is to run east-west across Peru through the Andes. The east-west highway will connect at several points with the north-south highways that lead to the large cities. The President of Peru, Fernando Belaunde Terry (1963-1969) has pushed for its construction more than anyone else. He sees it as the key to unlock the vast untouched resources east of the Andes. The road is to open up 5,000,000

acres of the country's richest land for colonization. This would double the total amount of national acreage under cultivation.

Originally, the road was planned to run 1500 miles east-west across Peru. Then Belaunde got the idea of extending the road beyond Peru. He persuaded Venezuela, Colombia, Ecuador, Bolivia and Paraguay to join in. "We have lost the habit of thinking on a grand scale," he said, "of thinking about projects that, like the Panama Canal, change the geography of a continent."

In 1967 some 30% was completed or under construction. Belaunde's Marginal Highway is changing the lives of thousands of Andean Indians who have lived in isolation, poverty and despair. With the road come jobs, and with jobs come large payrolls (\$1.75-\$2.50 a day for laborers) that boost the local economy and help bring in such conveniences as electricity and refrigeration. Once a section of the road is completed, local farmers are able to trade more easily with neighboring villages and get their products out to the big cities. Someday, Belaunde hopes to relocate almost 1,000,000 peasants from the populated regions of Peru to the less populated eastern sections.

The road's progress outside Peru is also impressive. Though Ecuador and Colombia have not gone beyond the planning stage, Venezuela has already opened 275 miles of its part of the Marginal Highway and has another 85 miles under way. Paraguay has built a 442-mile link across the Gran Chaco. This cuts transportation time from the rich farming areas to Asunción from 8 days to ten hours. Bolivia's President Barrientos has built about 1/3 of a planned 1,100-mile stretch and has renamed one of the small towns along it after Belaunde.

The cost of progress is high. With almost 200 miles completed, Belaunde has so far spent \$200,000 a mile for the highway as compared to \$120,000 a mile for a road in the coastal region. Many people, especially the opposition party in the Peruvian Congress, think the cost is too stiff and want to stop construction. They say this 170-mile highway is carrying the country to the edge of bankruptcy. Since about 60% of the cost of Peru's part of the highway is being financed by such lenders as the Import-Export Bank and the World Bank, Belaunde can go many months without needing additional money. By then, he hopes that he will have more support for his highway in Congress and can bulldoze a few more miles along his dream road.

## Reading #9

### HOW INDIANS ADAPT TO ALTITUDE<sup>1</sup>

At an altitude of 10,000 feet, most people begin to suffer from lack of oxygen. The Andean Indian lives at altitudes up to 17,000 feet. He has developed certain physical characteristics to get the most use of what oxygen exists at those heights. His lungs are bigger than normal, so that he inhales more air with each breath. In the walls of every person's lungs, there are tiny sacs in which oxygen is transferred from air to the blood. In the Indian's lungs these sacs are permanently dilated (made larger) to provide maximum surface for the oxygen transfer. The circulatory system is also modified or changed. The Indian has about two quarts more blood than does the lowlander; and the red blood corpuscles, which carry the oxygen, are considerably bigger. Finally, the heart itself, which pumps blood and oxygen throughout the body, is larger than normal by almost 20 percent. When new lands are opened up for colonization in the eastern regions of Ecuador, Peru and Bolivia, the governments try to get the highland Indian to move to the unsettled lowland areas. As a result of his body already having adapted to high altitudes, the Indian faces the problems of adapting to low altitude, high humidity areas in those places open for colonization east of the Andes.

## Reading #10

### THE FORD RUBBER EXPERIMENT<sup>2</sup>

The Ford Motor Company tried to produce rubber in the Amazon basin starting in 1927. The company was trying at that time to establish its own supply of rubber instead of buying it from the East Indies under British and Dutch control. "What was more natural than to turn to Brazil, the home of the rubber tree?"

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<sup>1</sup>Rewritten: William Weber Johnson and the Editors of LIFE, Life World Library, The Andean Republics (New York: Time, Inc., 1965), p. 11.

<sup>2</sup>George F. Carter, Man and the Land, A Cultural Geography (New York: Holt, Rinehart & Winston, 1964), pp. 130-131.

## Reading #11

### PERUVIAN CONTRASTS

As was explained in Reading #8, Garcilaso de la Vega, born in Peru in 1539, was the son of an Incan princess and a Spanish conquistador. He took careful notes on the stories told him by his mother's family and her Indian people. He moved to Spain when he was twenty-one, became a soldier and later retired to a religious life in Córdoba, Spain. There he wrote his Royal Commentaries based on the notes he took before he moved from Peru to Spain. The following passage describes how the Inca Empire took care of its people.

Garcilaso de la Vega, The Incas, The Royal Commentaries of the Inca, Alain Gheerbrant, ed. (New York: Avon, 1961), p. 164.

John Gunther describes life, more than four hundred years later, for the poor urban dwellers in the 'shantytowns' surrounding modern Lima, Peru.

John Gunther, Inside South America (New York: Harper & Row, 1966), pp. 368-369.



Reading #12

FROM Life and Labor in Ancient Mexico<sup>1</sup>

The two following passages are from Life and Labor in Ancient Mexico. It was written by a famous Spanish judge in colonial Latin America, Alonso de Zorita. It was written in response to a questionnaire sent out by the Spanish crown on the status of the Indians in the New World. The first passage deals with the encomienda system and is in answer to a question about the amount of tribute collected from the Indians. Under the encomienda system, a Spanish conquistador received from the royal governor an allotment of Indians to serve him and pay tribute to him. In return, the conquistador was to defend the New World countryside for the Spanish king.

The second passage describes the repartimiento system of forced labor as a means of tribute. Under the repartimiento system, all adult male Indians were to give a certain amount of time, in return for a small wage, to work in the mines and factories for the Spanish crown and colonists. The repartimiento was in addition to the labor obligations an Indian might have to a conquistador under the encomienda system.

Alonso de Zorita was trying to get the Spanish government to pass laws to protect the Indians and to enforce the protection laws that already existed. His book then is a plea for better treatment of the Indians. Because of this, he sometimes exaggerates the situation or, at least, picks out the facts which support his side of the argument. However, his writings give a picture of the operation of the encomienda and the repartimiento systems and some examples of how the Indians lived under Spanish Colonial rule.

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<sup>1</sup>Alonso de Zorita, Life and Labor in Ancient Mexico, The Brief and Summary Relation of the Lords of New Spain, trans. by Benjamin Keen (New Brunswick, N. J.: Rutgers University Press, 1963).



Reading #13

NEGRO SLAVES IN THE NEW WORLD

From: Lerone Bennett, Jr., Before the Mayflower: A History of the Negro in America, 1619-1966 (Chicago: Johnson, 1966), pp. 35 & 37.

From: "The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa the African. Written by Himself, 1791," Milton Meltzer, In Their Own Words 1619-1865 (New York: Crowell, 1964), pp. 2-10.

Reading #14

Selections from The Children of Sánchez<sup>1</sup>

By Oscar Lewis

Jesús Sánchez\* was born in 1910 in a small, poor village in the state of Veracruz, Mexico. His mother and father died when he was young. At age twelve, Jesús moved to Mexico City. He found work, later established a home and had four children. Jesús lived with his children, whose mother had died, in the Casa Grande vecindad, a large one-story slum tenement, in the heart of Mexico City. A vecindad is a community.

In 1956, Jesús and his children told their stories to Oscar Lewis, who is an anthropologist. The narrators of the following passages are Jesús, age forty-six, who worked for a small restaurant as a food buyer, and Manuel, Jesús son age twenty-eight, who was not employed steadily. Manuel had six years of primary education and regularly read the Spanish version of Reader's Digest. He had worked in California as a bracero, or temporary Mexican agricultural worker, for a few months. Jesús had only one year of formal schooling and did not read very much.

Jesús and his children belong to the urban poor of Mexico City. They are not the very poorest in Mexico City, but they live an almost hopeless life of economic and personal insecurity.<sup>1</sup>

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<sup>1</sup>Oscar Lewis, The Children of Sánchez, Autobiography of a Mexican Family (New York: Vintage Books, 1961), pp. xi-xxxi.

\*All of the names of people used in this selection are fictitious and so is the vecindad Casa Grande. Oscar Lewis did this to protect the real people who told their stories to him.

Reading #14 continued

EARLY MARRIAGE, The Children of Sánchez, p. 493.

CONTRASTS BETWEEN MEXICO AND THE UNITED STATES, The Children of Sánchez, pp. 335 and 338

MANUEL BACK IN MEXICO AND MORE CONTRASTS BETWEEN MEXICO AND THE UNITED STATES, The Children of Sánchez, p. 343.

LIVING STANDARDS AMONG THE POOR IN MEXICO, The Children of Sánchez, pp. 495-496.

ATTITUDE TOWARD RELIGION AS EXPRESSED BY JESÚS SÁNCHEZ, The Children of Sánchez, p. 484.

## Reading #15

### Selections from Pedro Martínez, A Mexican Peasant and His Family by Oscar Lewis<sup>1</sup>

The following passages are the words of Pedro Martínez, the father; Esperanza, his wife; and Felipe, the eldest son.\* Pedro and his wife lived in Azteca most of their lives. During the Mexican Revolution (1910-1920), Pedro was a follower of and a fighter for Emiliano Zapata, champion of the poor Mexican farmers. He had to move around central Mexico while following Zapata. Pedro and his family did live in Mexico City for a while. Felipe now lives in Mexico City.

Azteca is a highland village in the State of Morelos. Mexico is a federation of states similar to the United States. Azteca is located about sixty miles south of Mexico City. It is the administrative head of the municipio (county) of Azteca. The municipio of Azteca contains eight villages including the village of Azteca. In 1940, most of the 3,500 people spoke Nahuatl (the language of the Aztecs) and Spanish. Indoor plumbing, electricity and household conveniences were limited to the well-to-do. Since 1960, Azteca has electricity and a few television sets.

Most of the people of Azteca are farmers. The lands are watered by the seasonal rains. The soil is poor. The seasonal rains wash away a lot of the soil. The farmers grow mainly corn and vegetables and some fruits for themselves and to sell in Mexico City.

The village of Azteca is divided into eight barrios. A barrio is a community within a city, town or village. Its head is a mayordomo who is selected to serve for a year and who is responsible for the fiesta of the patron saint of the barrio. The barrio has religious, social and

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<sup>1</sup>Oscar Lewis, Pedro Martínez, A Mexican Peasant and His Family (New York: Random House, 1964).

\*All of the names of people and the name of the village and municipio of Azteca are fictitious.

political duties in the community. The barrio of San José, in which Pedro lived, for example, gave the fiesta for its patron saint, collected money to pave its road, sometimes saw to the needs of people in trouble, and collected money to keep up its chapel.

Pedro's life covers an important part of recent Mexican history. Pedro was born in 1889, married in 1910, fought with Zapata's forces from 1914-1917, and from 1920-1946 served periodically in religious and political offices in his barrio and in his village. Pedro had less than one year of formal schooling but he kept up with politics during his lifetime and was aware of the needs of the poor people around him. He believed in the ideals of the Mexican Revolution which would better the lives of the poor. However, toward the end of his narration he felt the ideals of the Revolution had been betrayed by the rich people and by Mexico's one-party system.

Pedro was a farmer who had no land. Ejido lands were available for most farmers after the early 1920's. An ejido is an agricultural community which holds farm and pasture lands taken from large landowners and haciendas. The ejido gives out land to members of the community. Pedro did not get ejidal lands because he had political enemies in control of the ejido of Azteca when the Mexican Agrarian Reform started in 1925 in his village. He owned his own house in his barrio and farmed some land which belonged to the village.

Oscar Lewis gathered the material for his book from 1943-1960. Pedro and Felipe were still alive at the time of Lewis' writing this book, but Esperanza had died in 1956.

POVERTY BEFORE THE MEXICAN REVOLUTION, Pedro Martínez, p. 7.

WORK AS A BOY BEFORE THE MEXICAN REVOLUTION, Pedro Martínez, pp. 17-18.



Reading #15 continued

FINDING A WIFE, Pedro Martínez, pp. 35-36.

PLANTING ON HACIENDA LAND BEFORE THE MEXICAN REVOLUTION,  
Pedro Martínez, p. 40.

PEDRO'S ATTITUDE TOWARD LAND REFORM, Pedro Martínez, p. 146.

WHY PEDRO DIDN'T HAVE EJIDAL LAND, Pedro Martínez, p. 182.

PEDRO ON RELIGION, Pedro Martínez, pp. 184-188.

SCHOOLING, Pedro Martínez, p. 225.

RELUCTANCE TO ACCEPT NEW THINGS, Pedro Martínez, p. 258.

WORKING WIVES, Pedro Martínez, pp. 258-259.

CONSERVATION AND MAKING A LIVING, Pedro Martínez, p. 261.

TALKING TO THE GOVERNOR OF MORELOS AND THE IMPORTANCE OF  
GETTING THE BETTER OF ANOTHER IN A CONVERSATION, Pedro Martínez,  
p. 300.

PEDRO ON CHILDREN BEING TAUGHT TO WORK, Pedro Martínez, p. 331.

PARENTAL STRICTNESS, Pedro Martínez, p. 335.

UNIONS AND LIVING AND WORKING IN MEXICO CITY, Pedro Martínez,  
p. 438.

EDUCATION, Pedro Martínez, p. 449.

## Reading #16

### HUALCAN: A COMMUNITY IN THE HIGHLANDS OF PERU by William W. Stein

Hualcan is an Indian community of about 3,000 people in the highlands of Peru. Most of the people are Indians, but some few mestizos live here also. The term "Indian" refers to people who speak Quechua (the language of the Incas) and some Spanish. They continue to dress much the same as they did at the time of the Spanish Conquest. "Mestizo" refers to people of Spanish and Indian ancestry or to people who look like Indians but who dress similar to the way we do in the United States. Also the mestizos speak Spanish and some Quechua.

The Indians are farmers who own their land or work on a nearby hacienda. Some of them own so little land that they must work on the hacienda part of the week in order to pasture their sheep on the hacienda or to farm some of the hacienda's land. Some of the Indians go to the coastal region of Peru to earn some money. These Indians usually return to Hualcan and buy more land to farm and pasture their animals with the savings from their wages from coastal jobs. The farmers grow many crops to eat themselves or to sell. They grow mainly corn (maize), potatoes, wheat and barley and raise a few sheep for meat and wool.

Hualcan lies at 9° 14' south latitude and 77°37' west longitude. The lands of Hualcan farmers are located between altitudes of about 8,500 to 16,500 feet above sea level. The snows on the mountains provide waters for the streams in the area.

Hualcan gets its name from Mt. Hualcan, a peak of 20,212 feet. The word "Hualcan" in Quechua means "pendent." This probably refers to the glacier on the peak which "hangs" in the sky in the back of the village.

Carhuaz is the closest town. Hualcan is connected to it by a footpath. The walk can be made from Hualcan to Carhuaz in an hour to an hour-and-a-half. Carhuaz is on an auto highway leading to a bigger highway which goes to the coast. What little farm products above their own needs they have, the people take to Carhuaz to sell. They take care of necessary business and buy a few products not sold in Hualcan in Carhuaz. It is the religious center for the people of Hualcan. They go there to attend mass and participate in religious festivals.

The following passages are the words of some of the people of Hualcan. Their words were recorded by William W. Stein who is an anthropologist. He did his research in how the people of Hualcan live from December, 1951, to June, 1952.<sup>1</sup>

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<sup>1</sup>William W. Stein, Hualcan: Life in the Highlands of Peru (Ithaca, New York: Cornell University Press, 1961), pp. vii - xvii and pp. 1-17.

Reading #16 continued

ARRANGED MARRIAGE, Hualcan, p. 138.

ANOTHER KIND OF MARRIAGE ARRANGEMENT, Hualcan, p. 138.

OBLIGATIONS ON THE HACIENDA, Hualcan, p. 43.

RELATIONS WITH A LANDOWNER, Hualcan, p. 230.

CONTRAST BETWEEN TWO SECTIONS OF THE HUALCAN COMMUNITY, Hualcan, p. 44.

CROP ROTATION, Hualcan, p. 37.

FAMILY HELP ON A FARM, Hualcan, p. 53.

FESTIVE LABOR AND HOUSEBUILDING, Hualcan, pp. 108-109.

GOING TO THE COAST (OF PERU) TO WORK, Hualcan, p. 47.

ACCEPTING THE OFFICE OF STEWARD OF THE PATRON SAINT, Hualcan, pp. 178, 52 and 256.

CRIME AND CONTROL, Hualcan, p. 215.

INDIAN BECOMES A MESTIZO, Hualcan, pp. 227-228, translated and quoted from Luis E. Valcárcel's Ruta Cultural del Perú, Mexico, Fondo de Cultura Económica, 1945, pp. 95-96. Valcárcel is a Peruvian writer.

INDIAN-MESTIZO RELATIONS, Hualcan, p. 228 as quoted from Mario C. Vázquez's "La Antropología Cultural y Nuestro Problema del Indio: Vicos, un Caso de Antropología Aplicada," Perú Indígena, 2:7-157, 1952, Lima. Vázquez describes Indian-mestizo relations in the District of Marcará, very near Hualcan.

Reading #17

UPPER-CLASS WOMEN IN HAITI

James G. Leyburn, The Haitian People. New Haven, Conn.: Yale University Press, 1966 (originally published in 1941), p. 191.

Reading #18

MIDDLE-CLASS MEXICAN LIFE

Elizabeth Trevino married a Mexican businessman in the late 1930's and settled in Monterrey, Mexico. Later, she, her husband and children moved to Mexico City to live and work. Her book explains Mexican middle-class life and customs as seen through the eyes of an American. Dates of the situations described below are not provided in the book; therefore, rough estimates appear in parentheses.

Elizabeth Borton de Trevino, Where the Heart Is (Garden City, N.Y.: Doubleday, 1962), pp. 199-201 and 65-66.

## Reading #19

### LIFE IN A MIDDLE-CLASS FAMILY<sup>1</sup>

Readings 19 and 20 are taken from the taped commentary which accompany filmstrips. This material was prepared in Mexico by Studyscopes of Los Angeles for use as supplementary material in the Spanish classroom to give the students an authentic picture of Mexican life. It was tested in the National Defense Education Act Spanish institutes and has become a part of the Spanish curriculum of numerous high schools in the United States. Mazatlan is a port city in Mexico on the Pacific Ocean and is the city in which Reading #19 takes place. It has maintained a provincial character due to its distance from Mexico City. The descriptions, though, may be considered as typical of middle-class Mexican life.

Life in the provinces is a little different from life in the large cities. In the provinces, the youth continue the customs and traditions of our ancestors.

Today is Saturday and Luisa has been helping my mother with the house work. I imagine Luisa has been very busy while I have been with my friends at the social club (a private club). In the morning, my mother and Luisa went shopping. Mother always does the marketing and prepares the meals. While mother prepared dinner, Luisa cleaned the living room and

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<sup>1</sup>"La Juventud," Los Angeles, California: Studyscopes Productions, 1961. Translated and adapted by Julia Mellenbruch.



bedrooms. Tomorrow night is the graduation dance at Luisa's school. Since the moment that my father gave her permission to go, she has been opening the drawers of her bureau trying to decide what she is going to wear. I am very hungry and dinner is still not ready, but it won't help to complain, since my father still has not arrived. As is the custom in Mazatlan, the families get together for dinner and ours is no exception. During dinner, my father and my mother always have things to discuss. Luisa and I don't do anything but keep quiet and listen.

We play tennis, but we find fronton\* a little faster and more exciting. The ball rebounds with much force from the cement wall, and one has to hit it with the racket after the first bounce. Some of the boys like to lift weights. They want to be in top physical condition, and the rest of us like to tease them. For example, we call George 'Tarzan.' He has let us know that he does not like the nickname. During the day, it is very hot in Mazatlan. For that reason, most of our activities come to a halt in the afternoon. We go to the beach and play volleyball when it is cooler. After playing volleyball, we always bathe in the warm water of the sea for a little while. The movies are another attraction of Mazatlan, especially on Saturday nights. The most popular movies are Mexican. At the club we have different games and sports, such as basketball and ping-pong. We can also play the piano. Nearly every Friday night after classes, we get together at the club to dance a while. At the sound of an orchestra the couples begin to dance, and it is almost impossible for the rest to keep their feet still. One of the favorite games of the boys is dominoes. We all treat each other at the club as if we were members of the same family. We are very good friends, and we have a wonderful time.

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\*Fronton is the Mexican version of handball. It is played with a very hard rubber ball and the players wear basket contraptions attached to the wrist.

## Reading # 20

### LIFE IN AN UPPER-CLASS FAMILY<sup>2</sup>

Reading # 20 is taken from the same source as Reading # 19. This has been prepared to give a picture of life of teenagers in an upper-class family in Mexico City.

You are going to get acquainted with a young Latin girl, about your age. She lives in Mexico City, one of the largest and most modern cities in the world.

In the city we have a large variety of stores, restaurants and theaters. For this reason, it is a stimulating place for young people to live. Every morning, my brother Manuel, my sister Lourdes and I eat breakfast together. Manuel studies at the University of Mexico. He is very serious, and it seems that he is always reading a book. But Lourdes, on the other hand, is pretending that she is a movie star. Of course, I am a very serious girl. Every afternoon, the first thing I do when I come home from school is my homework. You should see the fabulous amounts of homework that they give us. Some afternoons, it takes me three or four hours to finish my work! Sometimes my work is interrupted by a telephone call from my girl friends. I spend so much time talking on the telephone that my father had to have another line installed so that the rest of the family could make their calls.

My mother asked me to arrange the flowers on the mantle of the living room. Although we have a servant, Manuel, Lourdes and I have certain obligations at home. My parents are a little strict with us in that respect, but we really don't have too much to do.

I have the honor of belonging to the pep squad at school. It is my responsibility to have my uniform in good condition and ready at all times. My school competes in various sports like football, basketball and soccer.

Manuel is not serious all of the time. He plays the piano very well, and I love to hear him play. He almost always plays my favorite pieces. I like music very much, and I spend a lot of time listening to records. Each of us has his own bedroom, and this is a place where I can be alone to read or rest a little. I also have my own radio, and I can't read or rest without it. I don't think that I spend more time in front of the mirror than any other girl my age, but I do think that it is important that a girl be well-groomed to give a good impression to other people. At night before retiring, Lourdes and I select the clothes we are going to wear to school the next day. As many of our clothes are very similar, it is important that we decide in order to be sure that we are

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<sup>1</sup>Ibid.

not dressed alike, since we go to the same school.

I am very happy! My father has just given his consent for me to go to a party next Saturday. He has already warned me that I have to be home by eleven o'clock. When Lourdes and I go out, my father always insists that we return at a specified hour. Fridays, in the afternoon when we do not have to rush to our homework, we get in a car and drive around Chapultepec Park. It is a very popular place for young people. On Sundays at noon, thousands of young people come here to walk around.

Music is one of my favorite pastimes, and I often go to the record store which is near my home. Here I can find all kinds of Mexican records as well as the current American favorites. My favorite dance records are American, but I prefer listening to the beautiful Latin songs. We sometimes go bowling. "La Güera" (The Blonde Girl) of the group is the best. She belongs to the school team and plays every week. The team is part of the student league, and each year they enter the contest. Another of our favorite pastimes is window-shopping. We spend a lot of time looking at and commenting on the merchandise and deciding whether we want to buy something, whether we need it or not. On Saturday afternoon, we get together at the soda fountain and discuss our plans for the weekend.