Set a Purpose

Based on their previous reading, have students predict how this issue might affect Latin America.

Build Background Knowledge

Ask students to recall how economic growth has challenged rural people. Based on their previous reading, have students predict how this issue might affect Latin America.

A Daily Struggle

Carolina Maria de Jesus (May 17, 1930) lived a life of hardship in the shanties of São Paulo (sow POW loh), Brazil. Like millions of other poor, rural people, she came to the city hoping to improve her life. Instead, she bought her food by combing through garbage for paper, cans, and other scraps to sell. In her diary, de Jesus described her daily struggle against poverty.

“July 16. I went to Senhor Manual, carrying some cans to sell. . . . He gave me 13 [coins]. I kept thinking that I had to buy bread, soap, and milk. . . . The 13 [coins] wouldn’t make it. I returned . . . to my shack, nervous and exhausted. I thought of the miserable life that I led, carrying paper, washing clothes for children, staying in the street all day long.”

—Carolina Maria de Jesus, Child of the Dark

Focus Question: What challenges have Latin American nations faced in recent decades in their struggle for democracy and prosperity?

Prepare to Read

Build Background Knowledge

Ask students to recall how economic growth has challenged rural people. Based on their previous reading, have students predict how this issue might affect Latin America.

Set a Purpose

WITNESS HISTORY Read the selection aloud or play the audio.

Ask What does this selection suggest about life for the rural poor who move to cities? (It’s hard to succeed financially.)

Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)

Preview Have students preview the Section Standards and the list of Terms, People, and Places.

Note Taking Have students read this section using the Guided Questioning strategy (TE, p. T10). As they read, have students fill in the graphic organizer outlining main ideas and supporting details about development in Latin America.

Reading and Note Taking

Study Guide, pp. 162–163

Standards-Based Instruction

Standards-at-a-Glance

• History-Social Science
  Students analyze instances of nation-building in Latin America, with a focus on economic challenges, international relationships, and the move toward individual freedom and democracy.

• Analysis Skills
  CS1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons.

• English-Language Arts
  Writing 2.3

Standards Preview

H-SS 10.10.3 Understand the challenges in the region, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

H-SS 10.10.2 Discuss the important trends in the Organization of American States (OAS) and the impact their actions have on the cause of individual freedom and democracy.

Terms, People, and Places

import substitution agribusiness Sandinista liberation theology contras indigenous Organization of American States (OAS) Mothers of the Plaza de Mayo

Note Taking

Reading Skill: Identify Main Ideas and Supporting Details: As you read this section, make an outline like the one below.

I. Economic and Social Forces
   A. Society
      1. 

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section. Teaching Resources, Unit 4, p. 66; Teaching Resources, Skills Handbook, p. 3

High-Use Word

Definition and Sample Sentence

aftermo

After the robbery, the police alleged that the neighbor had stolen the diamonds.
Latin America Grapples With Poverty

Instruct

■ Introduce: Key Terms
Draw students’ attention to the key term **agribusinesses** (in blue) in the text. Point out that much of the best farmland in Latin America belongs to these giant commercial farms. Discuss how this might affect individual farmers.

■ Teach
Using the Idea Wave strategy (TE, p. T22), have students list the challenges facing governments in Latin America. Ask Why has the gap between rich and poor grown in Latin America? (Most benefits of economic growth went to the wealthy elite, who in turn discouraged reforms that might spread these benefits to all.) How did population growth reinforce poverty? (It gave farmers more mouths to feed, and cities more poor citizens to house and absorb.)

Answers

Map Skills
1. Review locations with students.
2. Central America and most of the West Indies show only subsistence and commercial farming. They tend to lack landscape suitable for much livestock raising, and they tend to lack the resources and capital for forestry and manufacturing.
3. Sample near cities because of large labor pools and infrastructure.
Analyzing the Visuals

Have students analyze the infographic on Brazil’s efforts to combat poverty. Discuss the causes of poverty in Brazil and ask volunteers to explain the efforts to combat it.

Quick Activity

Show students Making a Living in Peru from the Witness History Discovery School™ video program and discuss how some people in Peru have been able to combat poverty.

Independent Practice

Web Code mzp-3341 will take students to an interactive map. Have students complete the interactivity and then answer the questions in the text.

Monitor Progress

As students fill in their outlines, circulate to make sure they understand the main challenges facing Latin American development. For a completed version of the outline, see Note Taking Transparencies, p. 125.

Check answers to map skills questions.

Latin American governments gradually gave up promoting import substitution because of its high cost. In recent decades, they have tried to generate income by promoting exports. Specifically, they have encouraged a variety of cash crops and industries that they hope will produce goods for export.

Governments have also backed efforts to open more land to farming through irrigation and the clearing of forests. Much of the best farmland belongs to agribusinesses, or giant commercial farms, often owned by multinational corporations. In Central America and Brazil, developers have cleared tropical rain forests for farmland. However, this practice has had environmental costs, as you will read in the next chapter.

A Gap Between the Rich and the Poor Grows

A key feature of Latin America has been the uneven distribution of wealth. In many countries, a tiny elite has controlled the land, businesses, and factories. These powerful few have opposed reforms that might undermine their position. As a result, the gap between the rich and the poor has widened.

Poverty Threatens Livelihoods

Latin America, like other developing regions, experienced a population explosion that contributed to poverty. Although population growth slowed in some countries during the 1990s, economies were hard pressed to keep pace with growing populations. The populations of countries like Mexico and Brazil quadrupled between 1930 and 1980. Overall, the population of Latin America surpassed 400 million in 2000.

In rural areas, population pressures made life even more difficult for farmers. Even though a family might own a small plot for growing food, most farmers worked on the estates of large landowners for low wages so that they could buy tools, building supplies, clothing, and the food that they could not grow themselves.

A shortage of land drove millions of peasants to the cities. Today, more than half of Latin Americans live in cities. Some newcomers have found jobs in factories, offices, or stores. Many more, like Carolina de Jesus, survive by odd jobs. They fill the shantytowns on the edges of Latin American cities with their dirt poor children, some of whom may be among the most deprived of the area’s inhabitants.

To escape rural poverty, many Brazilians seek better-paying urban employment, such as the factory job shown here.
The Difficult Road to Democracy

Democracy was difficult to achieve in Latin American nations plagued by poverty and inequality. From the 1950s on, many groups pressed for reforms. They included liberals, socialists, urban workers, peasants, and Catholic priests and nuns. Although they differed over how to achieve their goals, all wanted to improve conditions for the poor. Conservatives, however, resisted reforms. Conflict between conservatives and reformers contributed to political unrest in many nations.

Military Rulers Seize Power Between the 1950s and 1970s, as social unrest grew, military leaders in Argentina, Brazil, Chile, and other nations seized power. Claiming the need for order, they imposed harsh, autocratic regimes. These military rulers outlawed political parties, censored the press, and closed universities. They also imprisoned and executed thousands. “Death squads” linked to the government murdered many more. Many Latin American writers, such as Pablo Neruda of Chile and Gabriel García Márquez (gahr SEE ah MAHR kehs) of Colombia, went into exile after having spoken out against autocratic regimes or social inequality.

Thinking Critically
1. Make Generalizations How did Brazil’s economic output change from 1970 to 2002?
2. Synthesize Information How did this change help Brazilians to move out of poverty?

Answers
Thinking Critically
1. It steadily increased.
2. It created more jobs and educational opportunities.
   by encouraging the production of manufactured goods and cash crops for export and by increasing the amount of farmland.
Quick Activity Have students read the biography of Lula da Silva on this page. Ask: What did Lula’s election mean for Brazil? (Workers and those who supported them had become more powerful.)

Independent Practice
- Biography To help students better understand the role writers played in Latin American politics, have them read the biography Pablo Neruda and complete the worksheet.
- Have students fill in the Outline Maps Nations of Latin America and highlight nations that might be of particular interest to the United States due to their geography.

Monitor Progress
- Correlate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.
- Have students read the biography of Pablo Neruda on p. 72. (Workers and those who supported them had become more powerful.)

Answer
- BIOGRAPHY Sample: As a child, Lula lived in poverty and had to quit school to help his family. However, as the economy developed, he was able to get an education, improve his life, and join and eventually lead the government.

BIOGRAPHY

Lula da Silva

Luiz Inácio Lula da Silva is a true self-made person. He was born in 1945 into a poor family, the seventh of nine children. As a small boy, Lula attended school, but by the age of seven he was already working part-time as a street vendor to help his parents provide for the family. At age 14, Lula left school for good and took a full-time factory job. Ambitious and intelligent, Lula took courses to improve his skills, qualifying him for better jobs. As he worked his way up in the company, Lula also became involved in workers’ rights issues. In 1980, he and others started the Workers’ Party, which became a major political force in Brazil. The party included workers, intellectuals, social activists, and religious leaders. As democracy came to Brazil, Lula was elected to various posts, including federal deputy of the state of São Paulo. He then ran for president three times. In 2002, in a fourth campaign, the former penniless street child’s perseverance paid off when he was finally elected president of South America’s largest nation. Now does Lula’s life illustrate both the problems and successes of development in Brazil?

Threatening Revolution During this time, guerrillas and urban terrorists battled repressive governments across much of Latin America. Some were responding to the call by Cuba’s Fidel Castro. They believed that only communism could end inequalities. Other rebels were nationalists who opposed economic and cultural domination by the United States.

Cold War fears about the spread of Marxism complicated moderate reform efforts. Many conservatives saw any call for reform as a communist threat. Conservative groups were often supported by the United States which often put them, or kept them, in power.

Links With the United States Politically, a fact of life for Latin Americans has been the looming presence of the United States. An economic and military giant, it has dominated the Organization of American States (OAS), a group formed in 1948 to promote democracy, economic cooperation, and human rights in the region. United States influence also remained powerful within individual Latin American states. Today, Latin America and the United States remain closely linked. The United States remains the region’s most important investor and trading partner.

Despite those links, the United States and its Latin American neighbors view each other very differently. The United States sees itself as the defender of democracy and free markets in the region and a provider of much-needed aid. Meanwhile, many people in Latin America both admire and resent what they see as its military, economic, and cultural domination.

In 1977, the United States signed treaties agreeing to turn over control of the Panama Canal to Panama in 2000. While the turnover raised concerns in the United States, Latin American countries welcomed it as a sign of respect for Panama’s independence.

The United States Intervenes Militarily During the Cold War, the United States backed anti-communist dictators in Latin America. On occasion, it intervened militarily—sending military equipment, supplies, and trainers—to stop the spread of communism.

In 1954, the United States helped to overthrow Guatemala’s democratically elected, but Communist-influenced government. In 1961, President John F. Kennedy’s administration supported the Bay of Pigs invasion against Castro, and ever since, the United States has imposed economic sanctions on Cuba. In 1973, the United States secretly backed the military coup that toppled Chile’s newly elected socialist president, Salvador Allende (ah-VYN-deh), putting military dictator Augusto Pinochet (poyh-chich) in power.

In 1979, Nicaragua’s Sandinistas, a movement of socialist rebels, toppled the ruling Somosa family. The Sandinistas introduced land reform and tried to redistribute wealth to the country’s poor. Claiming that Nicaragua could become “another Cuba,” United States President Ronald Reagan backed the contras, guerrillas who fought the Sandinistas. Fighting raged on until a 1990 compromise brought peace and multi-party elections to the country.

Careers

Interpreter and Translator Interpreters and translators help people who use different languages to communicate with one another. Interpreters take part in conversations, translating the words of one person into a language understood by the other. Interpreters work on pieces of writing, such as articles or books. Both kinds of workers must thoroughly understand each of the languages. They must be able to translate not just words, but also ideas and feelings.

Many interpreters and translators have college degrees and learn about the culture where the language is spoken. Others enroll in special language programs at schools. Facility with languages, good interpersonal skills, and travel or study abroad are all helpful. As more people from Latin America settle in the United States, many institutions have a growing need for people who can interpret and translate between Spanish and English.

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Waging War on Drugs

Cold War concerns were not the only reason for U.S. military interventions. As illegal drug use grew in the United States, the U.S. government declared a “war on drugs” in the 1980s. In 1989, U.S. forces invaded Panama and arrested its president, Manuel Noriega (mah-noo NAH see AH GAH), for drug trafficking. Later, he was tried and convicted.

The United States also tried to stop illegal drugs from being smuggled north from Colombia, Peru, Bolivia, and elsewhere. The United States pressed Latin American governments to destroy drug crops and crush the drug cartels, or criminal gangs that smuggled drugs. Governments cooperated, but critics in Latin America alleged that the main problem was the demand for illegal drugs in the United States. Despite efforts to stop the drug trade, drug lords bribed government officials. They also hired assassins to kill judges, journalists, and others who worked against them.

Civil Wars Shake Central America

In Central America, revolutionaries and authoritarian governments in several civil wars. From the 1960s into the 1980s, rebels in Guatemala fought a series of civil wars. They especially targeted Guatemala’s military. Guatemala’s military responded savagely. They especially targeted Guatemala’s indigenous, or native, population, slaughtering tens of thousands of Native Americans.

In the 1970s and 1980s, reformers and revolutionaries challenged El Salvador’s longstanding and military elite. One reformer, Archbishop Oscar Romero, preached liberation theology until he was assassinated in 1980. A brutal civil war shook El Salvador until the rebels and military signed a UN-brokered peace in 1992. With massive aid from outside, El Salvador’s fragile democracy survived.

Latin America Moves Toward Democracy

By the 1990s, pressures from democracy activists and foreign lenders had led most military rulers to restore democracy. Argentina, Brazil, Chile, and other countries held free elections. The United States used economic pressure and the threat of military action to restore Haiti’s elected president to office.

In Mexico, which had escaped military rule, pressure grew for political reform. There, a simple party—the Institutional Revolutionary Party (PRI)—had dominated the government since the 1920s. It claimed to represent all groups in Mexican society. In reality, however, PRI bosses moved forcefully against any serious opposition.

Under pressure, the PRI made some reforms in the 1990s. Stung by corruption, drug scandals, and internal splits, it lost much support. In 2000, an opposition candidate, Vicente Fox, was elected president, ending the PRI’s long grip on power. Fox pushed to end corruption, reduce poverty, and spur economic growth. He also worked to protect the rights of indigenous people.

Struggling for Democracy in Argentina

Instruct

• Introduce Write the words military control and oppression on the board. Ask How are these issues connected? (Military control often includes oppression.) How might they have limited Argentina’s economic development? (The violence and unrest that often accompany oppression make it hard to do business.)

• Teach Help students create a timeline on the board to trace the path of economic development and political change in Argentina.

• Analyzing the Visuals Direct students’ attention to the photos on the next page of the Mothers of the Disappeared. Discuss how the loss of many young people, as well as the rage and fear among families left behind, might fuel further instability.

Independent Practice

Display Color Transparency 114: Chavez and Allende. Have students work in groups to discuss the significance of the image, in which the president of Venezuela is holding a poster of assassinated Chilean president Allende.

Monitor Progress

Check Reading and Note Taking Study Guide entries to confirm that students have accurately identified main ideas about development and democracy in Latin America.

Answers

Caption It might increase their participation because they feel that their vote will count.

Standards Check What obstacles have stood in the way of democracy in Latin America? M-SS 10.90.1
Struggling for Democracy in Argentina

In the early 1990s, Argentina had a stable government run by a wealthy elite. It enjoyed a robust economy, based on exports of beef and grain. As the most prosperous country in Latin America, it attracted millions of immigrants. Then in the 1990s the Great Depression struck, followed by 10 years of political and economic upheavals.

By 1983, failed policies and a lost war with Britain over the Falkland Islands forced the military to restore civilian rule and allow elections. A financial crisis in 2001 decimated Argentina’s economy and brought widespread poverty. However, Argentina’s democracy survived this crisis, and its economy recovered rapidly after 2003.

The military again seized control in 1976. Opposed by leftist guerrillas, the military and its allies embarked on a “dirty war” of torture and murder against its own citizens. As many as 20,000 people were kidnapped by the government and disappeared. Week after week, in the Plaza de Mayo, a central plaza in Buenos Aires, the Argentine capital, women marched silently holding pictures of those missing sons and daughters. Those women became known as the Mothers of the Plaza de Mayo.

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Brotherhood by Octavio Paz

Mexican poet, essayist, and critic Octavio Paz (1914–1998) was one of Latin America’s great modern writers. Besides enjoying enormous success as an author, he was also a diplomat. Paz held diplomatic positions in France and India, where he was exposed to different schools of literature. In France, he explored surrealism. This literary movement encouraged the expression of the irrational and freed Paz to write beyond the limits of literal meaning. In India, Paz studied Buddhism, which also influenced his work. However, even as he contributed to the global culture, Paz maintained his national identity. He thought and wrote much about Mexico, its past, and its place in the modern world. In 1990, Paz became the first Mexican writer to receive the Nobel Prize for Literature. The poem below is dedicated to the Greek scientist and geographer Ptolemy (TAHL uh mee), who wrote one of the most influential astronomy texts of the ancient world.

Brotherhood
Homage to Claudius Ptolemy
I am a man: little do I last
and the night is enormous.
But I look up:
the stars write.
Unknowing I understand:
I too am written,
and at this very moment
someone spells me out.
—Translated by Eliot Weinberger, from Octavio Paz, Collected Poems

Hermandad
Homenaje a Claudio Ptolomeo
Soy hombre: duro poco
y es enorme la noche.
Pero miro hacia arriba
las estrellas escriben.
Sin entender comprendo:
también soy escritura
y en este mismo instante
alguien me deletrea.

History Background

Ptolemy: The astronomer and mathematician Ptolemy lived in Egypt in the second century A.D. In his most influential work, known as the Almagest, he recorded years of observations about stars and planets. It was on the basis of those observations that he developed his theory—based on carefully worked-out mathematics—that the sun, stars, and planets revolved around the earth. He was primarily responsible for the theory of an Earth-centered universe that prevailed in medieval Europe.

Thinking Critically

1. Analyze Literature: What do you think is the meaning of the lines “I am a man: little do I last / and the night is enormous”? Why do you think Paz dedicates a poem to Ptolemy? (He is interested in how ideas from the past can help him understand his own experience.)

2. Draw Conclusions: What do you think the last four lines of the poem mean? (Sample: Each person leaves a story for those who come after.)

Monitor Progress

To confirm students’ understanding, ask them to summarize the poem in a single sentence.

Thinking Critically

1. Human life is brief, but the stars and sky last forever.

2. He wanted to convey that he feels a sense of brotherhood with Claudius Ptolemy as well as with the rest of mankind.