

# 3



Simón Bolívar

Crown awarded to Bolívar



## WITNESS HISTORY AUDIO

### A Revolutionary Is Born

Like many wealthy Latin Americans, young Simón Bolívar was sent to Europe to complete his education. In Europe he became a strong admirer of the ideals of the Enlightenment and the French Revolution. One day while speaking with his Italian tutor about freedom and individual rights, he fell on his knees and swore an oath:

“I swear before God and by my honor never to allow my hands to be idle nor my soul to rest until I have broken the chains that bind us to Spain.”

**Focus Question** Who were the key revolutionaries that led the movements for independence in Latin America, and what were their accomplishments?

## Revolts in Latin America

### Objectives

- Explain the causes of discontent in Latin America.
- Describe Haiti’s fight for freedom.
- Summarize the revolts in Mexico and Central America.
- Understand how revolutions ignited South America.

### Terms, People, and Places

|                    |                       |
|--------------------|-----------------------|
| <i>peninsulare</i> | Toussaint L’Ouverture |
| creole             | Father Miguel Hidalgo |
| mestizo            | Father José Morelos   |
| mulatto            | José de San Martín    |
| Simón Bolívar      | Dom Pedro             |

### Note Taking

**Reading Skill: Identify Main Ideas** As you read the section, fill in a table like the one below with a country, a date, and a main idea about revolts in Latin America. Add rows as needed.

| Revolts in Latin America |      |                       |
|--------------------------|------|-----------------------|
| Haiti                    | 1791 | Toussaint L’Ouverture |
|                          |      |                       |
|                          |      |                       |

Liberal ideas were spreading to Latin America with explosive results. From Mexico to the tip of South America, revolutionary movements arose to overthrow the reigning European powers. By 1825, most of Latin America was freed from colonial rule.

### Discontent Fans the Fires

By the late 1700s, the revolutionary fever that gripped Western Europe had spread to Latin America. There, discontent was rooted in the social, racial, and political system that had emerged during 300 years of Spanish rule.

**Social and Ethnic Structures Cause Resentment** Spanish-born *peninsulares*, members of the highest social class, dominated Latin American political and social life. Only they could hold top jobs in government and the Church. Many *creoles*—the European-descended Latin Americans who owned the haciendas, ranches, and mines—bitterly resented their second-class status. Merchants fretted under mercantilist policies that tied the colonies to Spain.

Meanwhile, a growing population of *mestizos*, people of Native American and European descent, and *mulattoes*, people of African and European descent, were angry at being denied the status, wealth, and power that were available to whites. Native Americans suffered economic misery under the Spanish, who had conquered the lands of their ancestors. In the Caribbean region and parts of South America, masses of enslaved Africans who worked on plantations longed for freedom.

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**All in One** Teaching Resources, Unit 4, p. 63; Teaching Resources, Skills Handbook, p. 3

### High-Use Word

proclaim, p. 650

### Definition and Sample Sentence

*vt.* to announce publicly or formally

The mayor **proclaimed** that a statue would be erected to celebrate the town hero.

## SECTION 3 Step-by-Step Instruction

### Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain the causes of discontent in Latin America.
- Describe Haiti’s fight for freedom.
- Summarize the revolts in Mexico and Central America.
- Understand how revolutions ignited South America.

## Prepare to Read

### Build Background Knowledge L3

Ask students to recall conditions in Latin America under Spanish and Portuguese rule (strict control of trade, enslavement of Native Americans and Africans). Ask students to predict what might happen when Enlightenment ideas reached Latin America.

### Set a Purpose L3

- WITNESS HISTORY** Read the selection aloud or play the audio.

**AUDIO** Witness History Audio CD, A Revolutionary Is Born

**Ask What Enlightenment ideas may have inspired Bolívar’s words?**

(Sample: *natural rights of people to liberty, self-government*)

- 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 3 Assessment answers.)

- Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.


- Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the chart listing the main ideas about revolts in Latin America.

**Reading and Note Taking**  
Study Guide, p. 186

## Teach

### Discontent Fans the Fires **L3**

#### Instruct

- **Introduce** Write the terms *peninsulares*, *creoles*, *mestizos*, and *mulattoes* on the board. Ask students to find the terms (in blue) in the text and explain their meanings. Discuss which of these groups would be most, and which least, content.
- **Teach** Display **Color Transparency 123: Composition of Mexico City Society, 1753**. Ask **Looking at the graph, what tensions would you expect to find?** (*resentment that power was concentrated in the hands of the few Europeans*) **How might this social structure affect Latin America?** (*Sample: It might cause discontent, which could lead to revolt.*)  
 **Color Transparencies, 123**
- **Analyzing the Visuals** Have students analyze the portrait of Emperor Joseph on this page, including his stance, manner of dress, and surroundings. Ask students how Latin Americans may have viewed Emperor Joseph.



Portrait of Joseph Bonaparte, King of Spain, 1808

#### Independent Practice

Divide students into five groups representing creoles, mestizos, mulattoes, Native Americans, and African Americans. Have each group write a manifesto in favor of or opposed to rebellion. Ensure they include the injustices in their society and recommend a path to correct these injustices. Then have each group choose a student to deliver the manifesto to the class.

#### Monitor Progress

To check student understanding, ask them to explain how Napoleon affected events in Latin America.

**The Enlightenment Inspires Latin Americans** In the 1700s, educated creoles read the works of Enlightenment thinkers. They watched colonists in North America throw off British rule. Translations of the Declaration of Independence and the Constitution of the United States circulated among the creole elite.

During the French Revolution, young creoles like **Simón Bolívar** (boh LEE vahr) traveled in Europe and were inspired by the ideals of “liberty, equality, and fraternity.” Yet despite their admiration for Enlightenment ideas and revolutions in other lands, most creoles were reluctant to act.

**Napoleon Invades Spain** The spark that finally ignited widespread rebellion in Latin America was Napoleon’s invasion of Spain in 1808. Napoleon ousted the Spanish king and placed his brother Joseph on the Spanish throne. In Latin America, leaders saw Spain’s weakness as an opportunity to reject foreign domination and demand independence from colonial rule.

✓ **Checkpoint** Where did creoles get many of their revolutionary ideas?

### Slaves Win Freedom for Haiti

Even before Spanish colonists hoisted the flag of freedom, revolution had erupted in a French-ruled colony on the island of Hispaniola. In Haiti, as the island is now called, French planters owned very profitable sugar plantations worked by nearly a half million enslaved Africans. Sugar plantations were labor-intensive. The slaves were overworked and underfed.

**Toussaint L’Ouverture Leads a Slave Revolt** Embittered by suffering and inspired by the talk of liberty and equality, the island’s slaves rose up in revolt in 1791. The rebels were fortunate to find an intelligent and skillful leader in **Toussaint L’Ouverture** (too SAN loo vehr TOOR), a self-educated former slave. Although untrained, Toussaint was a brilliant general and inspiring commander.

Toussaint’s army of former slaves faced many enemies. Some mulattoes joined French planters against the rebels. France, Spain, and Britain all sent armies against them. The fighting took more lives than any other revolution in the Americas. But by 1798, the rebels had achieved their goal: slavery was abolished, and Toussaint’s forces controlled most of the island.

**Haiti Wins Independence** In 1802, Napoleon Bonaparte sent a large army to reconquer the former colony. Toussaint urged his countrymen to take up arms once again to resist the invaders. In April 1802 the French agreed to a truce, but then they captured Toussaint and carried him in chains to France. He died there in a cold mountain prison a year later.

The struggle for freedom continued, however, and late in 1803, with yellow fever destroying their army, the French surrendered. In January 1804, the island declared itself an independent country under the name Haiti. In the following years, rival Haitian leaders fought for power. Finally, in 1820, Haiti became a republic.

✓ **Checkpoint** How were slaves instrumental in achieving Haiti’s independence?

#### Differentiated

##### Instruction

##### Solutions for All Learners


#### Answers

- ✓ Creoles got their revolutionary ideas from reading Enlightenment thinkers and observing the American and French Revolutions.
- ✓ The army of slaves who revolted in 1791 formed the army that then fought for Haiti’s independence.

#### **L1** Special Needs **L2** English Language Learners **L3** Less Proficient Readers

Have students who need extra reading practice skim the visuals and the red and black headings in the section. Help them make an outline predicting what they will learn. Then ask them to revise their outlines as they read.

Use the following resources to help students acquire basic skills.

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 186
- Adapted Section Summary, p. 187



## Slaves Win Freedom for Haiti

LE

### Instruct

■ **Introduce** On the board, write the words Toussaint L'Ouverture told his troops on the eve of a critical battle: "We are fighting so that liberty—the most precious of all earthly possessions—may not perish." Ask **Why was liberty so important to Toussaint's army?** (*They were former slaves.*) **What can you tell about Toussaint from this quotation?** (*He was very dedicated, zealous, and an inspired speaker.*)

■ **Teach** Explain that conditions for slaves in Haiti were extremely brutal, and the slaves retaliated with much violence when they revolted. Ask **Why do you think France, Spain, and Britain all sent troops to fight Toussaint's army?** (*They probably feared the slave rebellion would spread, and they depended on the slave trade. They might also have wanted the lucrative colony of Haiti for themselves.*) **Why might revolutionary France not have been very sympathetic with Toussaint's rebellion?** (*It depended on money from Haiti's plantations.*)

■ **Analyzing the Visuals** Have students study the painting of Toussaint and his army in battle and the inset map. Ask them to describe Haiti's location and discuss what they may know about the country today. (*It endures great poverty and political turmoil.*) **What does the painting suggest about the difficulties Toussaint's army forced?** (*They were fighting well-equipped and well-trained soldiers.*)

### Independent Practice

■ **Biography** To help students better understand Haiti's revolution, have them read the biography *Toussaint L'Ouverture* and complete the worksheet.

All in One Teaching Resources, Unit 4, p. 68

### Monitor Progress

To review the section so far, have students reread the black headings and summarize the content under each heading.

### Answer

**Caption** They preferred death to a return to slavery.



### Mexico and Central America Revolt

The slave revolt in Haiti frightened creoles in Spanish America. Although they wanted power themselves, most had no desire for economic or social changes that might threaten their way of life. In 1810, however, a creole priest in Mexico, **Father Miguel Hidalgo** (hee DAL goh), raised his voice for freedom.

**Father Hidalgo Cries Out for Freedom** Father Hidalgo presided over the poor rural parish of Dolores. On September 15, 1810, he rang the church bells summoning the people to prayer. When they gathered, he startled them with an urgent appeal, "My children, will you be free?" Father Hidalgo's speech became known as "el Grito de Dolores"—the cry of Dolores. It called Mexicans to fight for independence.

A ragged army of poor mestizos and Native Americans rallied to Father Hidalgo and marched to the outskirts of Mexico City. At first, some creoles supported the revolt. However, they soon rejected Hidalgo's call for an end to slavery and his plea for reforms to improve conditions for Native Americans. They felt that these policies would cost them power.

After some early successes, the rebels faced growing opposition. Less than a year after he issued the "Grito," Hidalgo was captured and executed, and his followers scattered.

**José Morelos Continues the Fight** Another priest picked up the banner of revolution. **Father José Morelos** was a mestizo who called for wide-ranging social and political reform. He wanted to improve

#### Liberty!

Toussaint L'Ouverture and his army of former slaves battle for independence from France and an end to slavery. Although Toussaint achieved his goal of ending slavery, Haiti (see inset) did not become independent until after his death. *Why do you think Toussaint and his army were willing to risk death to achieve their goals?*

### History Background

**A Deadly, Microscopic Enemy** French forces in Haiti were up against more than Toussaint L'Ouverture's brilliant leadership and valiant soldiers. They also had to fight an enemy they could not see or begin to understand: yellow fever. Although no one realized it then, yellow fever is a virus carried by mosquitoes and is extremely prevalent in tropical Haiti. Soldiers who caught the virus became dizzy and developed

high fevers and muscle aches. Their gums bled. Many became comatose and eventually died. Historians estimate that of the 60,000 French troops Napoleon sent to the Caribbean, more than 80 percent (48,000) contracted yellow fever and died, including General Leclerc, Napoleon's brother-in-law. Some 20,000 British troops also died of malaria and yellow fever before abandoning the island.

## Mexico and Central America Revolt

L3

### Instruct

- **Introduce** Inform students that Mexicans and Mexican Americans celebrate September 16 as independence day. Ask why the date is celebrated even though Father Hidalgo's rebellion failed. (*It was the day the struggle for independence began, like the Fourth of July in the United States.*)
- **Teach** Ask **Why do you think Mexico's first two independence leaders were priests?** (*Priests were among the best educated people. They also had close contact with poor mestizos and Native Americans and saw their living conditions.*) **What were Iturbide's motives for rebellion?** (*to seize power as emperor and avoid liberal reforms from Spain*) **Why do you think Iturbide was quickly overthrown?** (*Many of those who fought with him for independence wanted liberal reforms.*)
- **Quick Activity** Using the Think-Write-Pair-Share strategy (TE, p. T23), have students brainstorm slogans. Then ask each pair to create banners for the revolutionary forces of Fathers Hidalgo and Morelos.

### Independent Practice

**Primary Source** To help students better understand Father Hidalgo's rebellion, have them read the selection *From the Decree of Hidalgo* and complete the worksheet.

 **All in One** Teaching Resources, Unit 4, p. 69

### Monitor Progress

As students fill in their charts, circulate to make sure they include the rebellions of Hidalgo, Morelos, and Iturbide. For a completed version of the chart, see

 **Note Taking Transparencies**, 146

### Answer

- ✓ When Spanish liberals forced the king to issue a constitution, Iturbide fought for independence to avoid liberal reforms.

conditions for the majority of Mexicans, abolish slavery, and give the vote to all men. For four years, Morelos led rebel forces before he, too, was captured and shot in 1815.

Spanish forces, backed by conservative creoles, hunted down the surviving guerrillas. They had almost succeeded in ending the rebel movement when events in Spain had unexpected effects.

**Mexico Wins Independence** In Spain in 1820, liberals forced the king to issue a constitution. This move alarmed Agustín de Iturbide (ee toor BEE day), a conservative creole in Mexico. He feared that the new Spanish government might impose liberal reforms on the colonies as well.

Iturbide had spent years fighting Mexican revolutionaries. Suddenly, in 1821, he reached out to them. Backed by creoles, mestizos, and Native Americans, he overthrew the Spanish viceroy. Mexico was independent at last. Iturbide took the title Emperor Agustín I. Soon, however, liberal Mexicans toppled the would-be monarch and set up the Republic of Mexico.

**New Republics Emerge in Central America** Spanish-ruled lands in Central America declared independence in the early 1820s. Iturbide tried to add these areas to his Mexican empire. After his overthrow, local leaders set up a republic called the United Provinces of Central America. The union soon fragmented into the separate republics of Guatemala, Nicaragua, Honduras, El Salvador, and Costa Rica.

✓ **Checkpoint** How did events in Spain affect the fight for Mexican independence?

## Revolution Ignites South America

In South America, Native Americans had rebelled against Spanish rule as early as the 1700s, though with limited results. It was not until the 1800s that discontent among the creoles sparked a widespread drive for independence.

**Bolívar Begins the Fight** In the early 1800s, discontent spread across South America. Educated creoles like Simón Bolívar admired the French and American revolutions. They dreamed of winning their own independence from Spain.

In 1808, when Napoleon Bonaparte occupied Spain, Bolívar and his friends saw the occupation as a signal to act. In 1810, Bolívar led an uprising that established a republic in his native Venezuela. Bolívar's new republic was quickly toppled by conservative forces, however. For years, civil war raged in Venezuela. The revolutionaries suffered many setbacks. Twice Bolívar was forced into exile on the island of Haiti.

Then, Bolívar conceived a daring plan. He would march his army across the Andes and attack the Spanish at Bogotá, the capital of the viceroyalty of New Granada (present-day Colombia). First, he cemented an alliance with the hard-riding llaneros, or Venezuelan cowboys. Then, in a grueling campaign, he led an army through swampy lowlands and over the snowcapped Andes. Finally, in August 1819, he swooped down to take Bogotá from the surprised Spanish.

Other victories followed. By 1821, Bolívar had succeeded in freeing Caracas, Venezuela. "The Liberator," as he was now called, then moved south into Ecuador, Peru, and Bolivia. There, he joined forces with another great leader, **José de San Martín**.

### Differentiated

#### Instruction

#### Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

Even before Toussaint L'Ouverture's slave revolt and the creole revolutions of the 1800s, a Native American named Tupac Amarú led a rebellion in Latin America. He claimed to be the great-grandson of the last Inca who had fought against the Spaniards in the 1500s, also named Tupac Amarú. Tupac Amarú II demanded an end to the brutal system of forced Indian labor.

Spanish officials rejected the demand. In 1780, Tupac Amarú organized a revolt. A large army crushed the rebellion and killed its leader, but his rebellion did call attention to the system of forced labor, which was eventually abolished. Have students research Tupac Amarú, write a brief biography, and create a design for a Web page about him.



# LATIN AMERICAN INDEPENDENCE

## LATIN AMERICA, 1844

Independent nations with dates of independence

\*United Provinces of Central America had dissolved by 1844.

\*\*Gran Colombia had dissolved by 1830.

Once Toussaint L'Ouverture, who was born a slave, was legally freed, he devoted himself to freeing slaves in St-Domingue (now Haiti), which led to Haiti's independence.

Because Father Miguel Hidalgo rang the church bells calling people to revolt against the Spanish, his name became the symbol of Mexican independence.

UNITED PROVINCES OF CENTRAL AMERICA\*

GUATEMALA 1838  
EL SALVADOR 1838  
HONDURAS 1838  
NICARAGUA 1838  
COSTA RICA 1838

José de San Martín fought against Napoleon's army for years before helping Bolívar liberate Argentina, Chile, and Peru.



## Thinking Critically

- Synthesize Information** Why did so many Latin American nations gain independence by 1830?
- Recognize Cause and Effect** What influenced the leaders of Latin American independence?

## Revolution Ignites South America

13

### Instruct

- Introduce** Display **Color Transparency 124: Simón Bolívar Crossing the Andes**. Ask students to identify aspects of the painting that make Bolívar appear as a great hero. Explain that it was inspired by Jacques-Louis David's painting of Napoleon crossing the Alps.

**Color Transparencies, 124**

- Teach** Ask **Why do you think it was so difficult for Bolívar and San Martín to win independence?** (*Power was concentrated in the hands of the peninsulares.*) Explain that South America had a much smaller and less powerful middle class than industrialized European countries did, which also made it difficult to pass liberal reforms. Ask **How did Dom Pedro keep power in Brazil?** (*by declaring independence and accepting a constitution*)
- Quick Activity** Have students access **Web Code nap-2031** to study the **Geography Interactive** maps and biographies. Discuss the transformation of Latin America from 1790 to 1844 and the significance of its leaders.

### Independent Practice

Have students fill in the Outline Map *Latin American Independence* with names of countries, dates of revolutions, and outcomes.

**All in One** Teaching Resources, Unit 4, p. 71

### Monitor Progress

- Check Reading and Note Taking Study Guide entries for student understanding.
- Circulate to make sure students are filling in their Outline Maps accurately.

## Answers

### Thinking Critically

- Strong leaders galvanized revolts.
- Enlightenment ideals and the French and American revolutions

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 4, p. 62

- To further assess student understanding, use

 Progress Monitoring Transparencies, 85

### Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 187

L3

 Adapted Reading and Note Taking Study Guide, p. 187

L1 L2

 Spanish Reading and Note Taking Study Guide, p. 187

L2

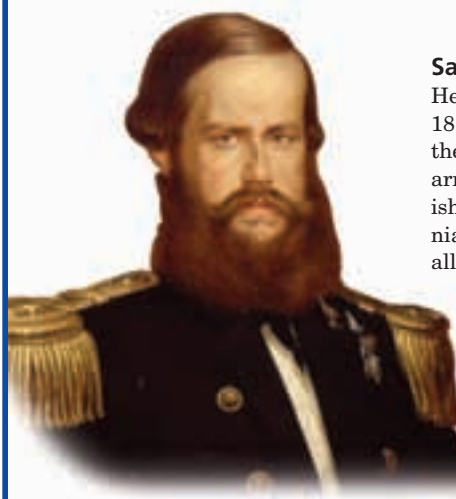
### Extend

L4

See this chapter's Professional Development pages for the Extend Online activity on the independence movement in Latin America.

### Answer

- ✓ The revolutions won independence but failed to unite the lands or win social or democratic reforms.



Dom Pedro, Emperor of Brazil

#### Vocabulary Builder

proclaim—(proh KLAYM) *vt.* to announce publicly or formally

**San Martín Joins the Fight** Like Bolívar, San Martín was a creole. He was born in Argentina but went to Europe for military training. In 1816, this gifted general helped Argentina win freedom from Spain. He then joined the independence struggle in other areas. He, too, led an army across the Andes, from Argentina into Chile. He defeated the Spanish in Chile before moving into Peru to strike further blows against colonial rule. San Martín turned his command over to Bolívar in 1822, allowing Bolívar's forces to win the final victories against Spain.

**Freedom Leads to Power Struggles** The wars of independence ended by 1824. Bolívar then worked tirelessly to unite the lands he had liberated into a single nation, called Gran Colombia. Bitter rivalries, however, made that dream impossible. Before long, Gran Colombia split into four independent countries: Colombia, Panama, Venezuela, and Ecuador.

Bolívar faced another disappointment as power struggles among rival leaders triggered destructive civil wars. Before his death in 1830, a discouraged Bolívar wrote, "We have achieved our independence at the expense of everything else." Contrary to his dreams, South America's common people had simply changed one set of masters for another.

**Brazil Gains Independence** When Napoleon's armies conquered Portugal, the Portuguese royal family fled to Brazil. When the king returned to Portugal, he left his son **Dom Pedro** to rule Brazil. "If Brazil demands independence," the king advised Pedro, "proclaim it yourself and put the crown on your own head."

In 1822, Pedro followed his father's advice. A revolution had brought new leaders to Portugal who planned to abolish reforms and demanded that Dom Pedro return. Dom Pedro refused to leave Brazil. Instead, he became emperor of an independent Brazil. He accepted a constitution that provided for freedom of the press, freedom of religion, and an elected legislature. Brazil remained a monarchy until 1889, when social and political turmoil led it to become a republic.

- ✓ **Checkpoint** How were the goals of the South American revolutions different from their results?

## 3 Assessment

#### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-2031

#### Terms, People, and Places

1. What do many of the key terms listed at the beginning of the section have in common? Explain.

#### Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed chart to answer the Focus Question: Who were the key revolutionaries that led the movements for independence in Latin America, and what were their accomplishments?

#### Comprehension and Critical Thinking

3. **Draw Conclusions** How did social structure contribute to discontent in Latin America?
4. **Analyze Information** (a) What was the first step on Haiti's road to independence? (b) Why did creoles refuse to support Hidalgo or Morelos?
5. **Identify Central Issues** Why did Bolívar admire the American and French revolutions?

#### Writing About History

##### Quick Write: Use Effective Language

Most effective persuasive essays contain memorable and convincing details and vivid, persuasive language. Suppose you were one of the revolutionary leaders mentioned in the section. Write notes for a speech in which you persuade others to join your cause. Include at least three compelling reasons why people should follow you.

## Section 3 Assessment

1. Students may answer either that many of the terms identify groups in the racial and social structure or that they are the names of Latin America's revolutionary leaders.
2. Simón Bolívar, Toussaint L'Ouverture, Father Miguel Hidalgo, Father José Morelos, and José de San Martín helped Latin America gain independence from European powers.

3. Economic and political power was concentrated in the hands of the few Europeans, especially peninsulares, causing resentment and bitterness from the other classes.
4. (a) Toussaint L'Ouverture's slave revolt  
(b) Creoles did not want to give up power to mestizos or Native Americans.
5. He admired their embodiment of Enlightenment ideals of freedom and individual rights.

#### Writing About History

Responses should include convincing details and at least three compelling arguments for revolution.

For additional assessment, have students access **Progress Monitoring Online** at Web Code naa-2031.



## Simón Bolívar: Address to the Congress of Venezuela

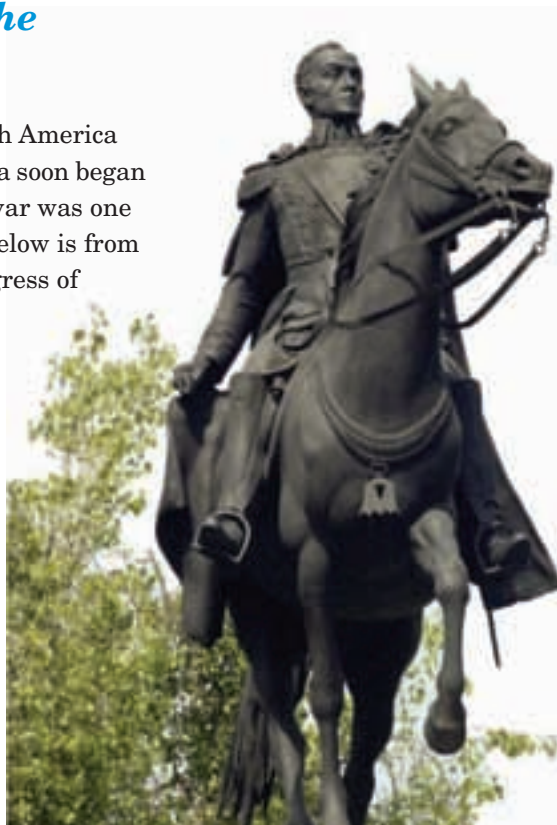
Encouraged by the revolutions in British North America and France, colonists in Spanish South America soon began to create a force for independence. Simón Bolívar was one of the leaders of this movement. The excerpt below is from Bolívar's Address to the Second National Congress of Venezuela, given in 1819. In this speech, Bolívar offers advice on what type of government to set up in Venezuela.

Subject to the threefold yoke of ignorance, tyranny, and vice, the American people have been unable to acquire knowledge, power, or [civic] virtue. The lessons we received and the models we studied, as pupils of such pernicious<sup>1</sup> teachers, were most destructive. . . .

If a people, perverted by their training, succeed in achieving their liberty, they will soon lose it, for it would be of no avail to endeavor to explain to them that happiness consists in the practice of virtue; that the rule of law is more powerful than the rule of tyrants, because, as the laws are more inflexible everyone should submit to their beneficent austerity; that proper morals, and not force, are the bases of law; and that to practice justice is to practice liberty.

Therefore, Legislators, your work is so much the more arduous<sup>2</sup>, inasmuch as you have to reeducate men who have been corrupted by erroneous<sup>3</sup> illusions and false incentives<sup>4</sup>. Liberty, says Rousseau, is a succulent<sup>5</sup> morsel, but one difficult to digest. . . .

Legislators, meditate well before you choose. Forget not that you are to lay the political foundation for a newly born nation which can rise to the heights of greatness that Nature has marked out for it if you but proportion this foundation in keeping with the high plane that it aspires to attain. Unless your choice is based upon the peculiar . . . experience of Venezuelan people—a factor that should guide you in determining the nature and form of government you are about to adopt for the well-being of the people . . . the result of our reforms will again be slavery.



Statue of Bolívar as the Liberator, Mexico City

### Thinking Critically

- Analyze Literature** How did Bolívar feel the people of Latin America were prepared for new government?
- Draw Inferences** Do you think Bolívar was practical or idealistic? Use examples from the excerpt to defend your opinion.

- pernicious** (pur NISH us) *adj.* harmful, injurious
- arduous** (AHR joo us) *adj.* difficult
- erroneous** (eh ROH nee us) *adj.* mistaken, wrong
- incentive** (in SEN tiv) *n.* reason for doing something
- succulent** (suk yoo lunt) *adj.* juicy, tasty

## History Background

**Simón Bolívar** Bolívar had visited the United States, but he judged its federal government to be “weak and complicated” and “difficult to adapt to Venezuela.” During his times of refuge in Haiti, he observed its government and was persuaded to free the slaves, who later formed an important part of his forces. Bolívar's military campaign was still mired in difficulty when, in February 1819, he summoned a

congress at Angostura. At the opening of the congress he gave this famous address. Later that year Bolívar crossed the Andes and marched triumphantly into Bogotá. In his address, Bolívar admitted the difficulties that Venezuelans faced. He envisioned a transitional period that would allow time for the people to be trained in the foundations of democracy.

## Simón Bolívar: Address to the Congress of Venezuela

### Objective

- Describe Simón Bolívar's goals for South America and understand the difficulties Latin Americans faced creating democratic governments.

### Build Background Knowledge L3

Ask students to recall what they know about Simón Bolívar's goals for the liberation of South America, especially those that met with disappointment. Ask them why they think it was so difficult to achieve liberal reforms such as freedom and individual rights.

### Instruct L3

- Discuss Bolívar's advice on government. Ask **Who does Bolívar believe were “pernicious teachers”?** (*Spanish colonial administrators*) **What attitude does Bolívar believe the people will have toward laws?** (*Because they have only seen corruption, they will not understand the importance of law in preserving liberty, and they will ignore the law.*) **What kind of government does Bolívar think they should choose for Venezuela?** (*one based on the specific experience of Venezuelans*)
- Read aloud the last line of the third paragraph: “Liberty, says Rousseau, is a succulent morsel, but one difficult to digest. . . .” Ask students to discuss the meaning of this statement.

### Monitor Progress

To review this feature, ask students to discuss whether Bolívar turned out to be right that a people “perverted by their training . . . will soon lose” their liberty once it is gained.

### Thinking Critically

- He thought they were very poorly prepared for new government by their experience with corrupt, tyrannical colonial government.
- Responses may vary but should be supported with examples.