

# CHAPTER 23

## NATION BUILDING AND ECONOMIC TRANSFORMATION IN THE AMERICAS, 1800-1890

### BEFORE YOU BEGIN

Most students have significantly more knowledge of U.S. history than other regions in the Americas. This chapter frames the categories for analytically comparing the nineteenth-century economic, political, and social development of the Americas. Interwoven in this comparison is the changing backdrop of the role the Americas played within the larger world community. As you read, constantly compare the different regions within the Americas to both each other and the overall global trends. (Ask yourself, for example, how North American suffragists' demands for greater rights compared to those of suffragists in South America and Europe.) sophisticated students will not only be able to compare one region to another but also to analyze the causes behind the changes.

### LEARNING OBJECTIVES

After reading Chapter 23 and completing this study chapter, you should be able to:

- Explain how the independence movements of North and South America began, what groups were involved, and how the colonizers responded.
- Explain how these new nations developed their own institutions, and how the land, powerful individuals, economics, and their neighbors influenced their development.
- Discuss the role that non-northern-European peoples – such as former African slaves, Amerindians, southern Europeans, and Asian immigrants – played in development and success of nations.
- Discuss the kind of reforms Americans called for, and what was involved in promoting sometimes difficult movements, such as the abolition of slavery, the protection of native lands, and the women's movement.
- Discuss the changes people made in the environment, what benefits they derived from those changes, and what price they paid for them.

## **IDENTIFICATIONS**

Define each term and explain why it is significant, including any important dates.

**Simón Bolívar**

---

---

**Miguel Hidalgo y Costilla**

---

---

**José María Morelos**

---

---

**Confederation of 1867**

---

---

**personalist leaders/caudillo**

---

---

**Andrew Jackson**

---

---

**José Antonio Paéz**

---

---

**Benito Juárez**

---

---

**Tecumseh**

---

---

**Caste War**

---

---

**abolitionists**

---

---

**acculturation**

---

---

**Indian Removal Act**

---

---

**Chinese Exclusion Act**

---

---

**Women's Rights Convention**

---

---

**development**

---

---

**underdevelopment**

---

---

## MULTIPLE-CHOICE QUESTIONS

Read the entire question, including *all* the possible answers. Then choose the *one* answer that best fits the question.

1. What spurred the Spanish and Portuguese colonies in the Americas to declare independence?
  - a. Numerous slave revolts throughout South America weakened colonists' confidence in the Crown's ability to administer their distant colonies.
  - b. The colonies developed a sense of distinct identity, separate from Europeans.
  - c. The treaties signed with the native peoples for land had run out, but the colonists did not want to give up their homes and so they declared independence.
  - d. Christian belief and colonialism were incompatible.
  - e. Napoleon invaded Spain and Portugal, which caused a crisis in legitimacy.
  
2. What kind of troops did José de San Martín find most effective in his battles for South American independence?
  - a. Members of the aristocracy.
  - b. Deserters from the Spanish army.
  - c. Mercenary soldiers.
  - d. Former slaves and gauchos.
  - e. Priests.
  
3. Which of the following was Spain's richest and most populous colony in the early nineteenth century?
  - a. Mexico
  - b. Argentina
  - c. San Domingue
  - d. Peru
  - e. Río de Plata
  
4. The arrival of the Portuguese royal family in Brazil in 1808
  - a. caused a peasant uprising.
  - b. helped to maintain the loyalty of the colonial elite.
  - c. galvanized the Church's nationalism.
  - d. depressed the local economy.
  - e. spurred the independence movement.
  
5. In reaction to the arbitrary tyrannical authority of colonial rulers, revolutionary leaders in the Americas
  - a. espoused constitutionalism.
  - b. advocated immediate military action against the government.
  - c. instigated social unrest and anarchy.
  - d. requested better representation in the colonial government.
  - e. turned to assassination of government officials.

6. Why did power often end up in the hands of the Latin American military?
  - a. Military leaders were needed to put down frequent slave insurrections and revolts by native peoples.
  - b. Since Latin American countries were always at war with each other, they needed strong military governments to defend themselves.
  - c. The military leaders had some experience running governments.
  - d. Few citizens were willing to support civilian politicians against the military.
  - e. A strong military was necessary to keep the former colonizing country from taking over.
  
7. What factor made personalist politics more influential in Latin America than in the United States?
  - a. Latin American leaders were more charismatic than were North American leaders.
  - b. Latin America developed stable political institutions much more slowly than did North America.
  - c. North Americans had a stronger belief in democracy.
  - d. North Americans did not think that their individual politicians were strong enough to challenge political institutions.
  - e. Spain was still feudal and England was not.
  
8. Which of the following about Andrew Jackson is *not* true?
  - a. He defeated British forces in 1815 at the Battle of New Orleans.
  - b. He seized Florida from the Spanish in 1818.
  - c. He was always careful to follow the instructions of civil authorities.
  - d. He was popular among frontier residents because of his courage and individuality.
  - e. He had an untidy personal life and often dueled.
  
9. The most far-reaching effect of the U.S. Civil War, besides the abolition of slavery, was
  - a. the transfer of political power from the plantation South to the industrial North.
  - b. the passage of laws that guaranteed equality for all men.
  - c. a complete restructuring of the U.S. economic system.
  - d. the apprenticeship of former slaves to new industrial northern employers.
  - e. the assassination of Abraham Lincoln

10. How did North American and Caribbean abolitionist movements compare?
- North American abolitionism was supported by political officials, while Caribbean abolitionism was led by religious figures.
  - Women played a significant role in both North American and Caribbean abolitionist movements.
  - In North America the abolitionist movement was led primarily by ex-slaves, while in the Caribbean Caucasians filled the vast majority of leadership positions.
  - North America outlawed slavery a generation before the last of the Caribbean states did so.
  - The British Navy's enforcement of an anti-slave trade policy after the 1820s affected North America far more than it affected the Caribbean.
11. Which of the following was *not* an immigration trend in the Americas during the nineteenth century?
- Governments throughout the Americas increasingly restricted immigration from countries deemed "undesirable."
  - Governments encouraged immigration to meet growing industrial demand for cheap labor.
  - In general, Chinese and Asian immigrants were more likely to face obstacles and violence than were European immigrants.
  - Indentured servants from India often migrated to work in Caribbean plantations.
  - Migration to the America decreased as the Industrial Revolution spreads throughout Europe.
12. What three American countries achieved income levels similar to Europe by 1900?
- Mexico, Canada, and the United States.
  - Canada, the United States, and Brazil.
  - Brazil, Argentina, and Uruguay.
  - The United States, Argentina, and Canada.
  - Jamaica, Haiti, and the United States.
13. Which one of the following did *not* improve the profitability of the cattle industry?
- Barbed wire
  - Tariffs
  - Refrigeration
  - Lower freight costs
  - Telegraphs
14. Which of the following did *not* foster rapid economic growth in the United States?
- Foreign investment in high technology
  - Rapid population growth due to immigration
  - Widespread land ownership
  - High levels of individual wealth
  - High literacy rates

15. Georgia cotton farmers abandoned crop rotation after 1870
- a. but this was a bad idea because it caused soil exhaustion.
  - b. because the government encouraged them to clear new land.
  - c. because chemical fertilizers were developed, making crop rotation unnecessary.
  - d. because the bottom fell out of the market.
  - e. because they switched to tobacco, which is better for the soil.

## **COMPARISON CHARTS**

Using information gathered from the text; fill in the blank areas of each chart with the relevant data pertaining to regions and categories listed. (Not all blank areas will necessarily be equally complete.)

## DIVERSITY AND DOMINANCE

After reading “Diversity and Dominance: The Afro-Brazilian Experience, 1828” in your text, please answer the following additional questions.

1. The introduction to this article mentions that Robert Walsh’s account “reflects racial attitudes of the time.” Can you see an additional explanation for this comparison of slaves to animals?

---

---

---

---

---

2. How does Walsh feel about the semi-free and free Blacks? On what did Walsh believe the character of Africans in America depended? What conclusion does he therefore reach?

---

---

---

---

---

## MAP EXERCISES

On Outline Map 23.1, shade in the following:

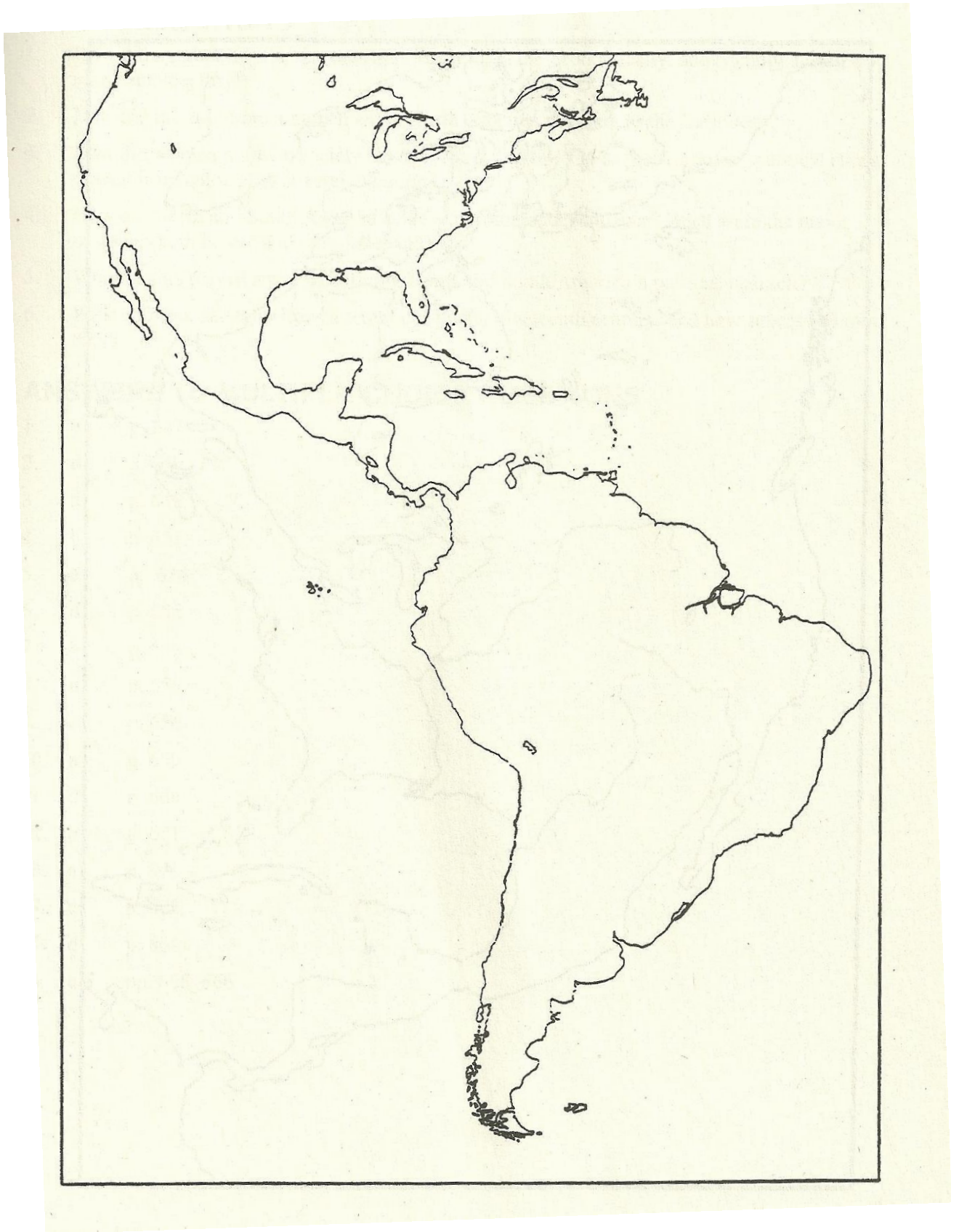
- Mexico in 1821
- Gran Colombia
- United Provinces of Central America
- Empire of Brazil
- United Provinces of Rio de la Plata

On Outline Map 23.2, indicate the following by using different colors for shading:

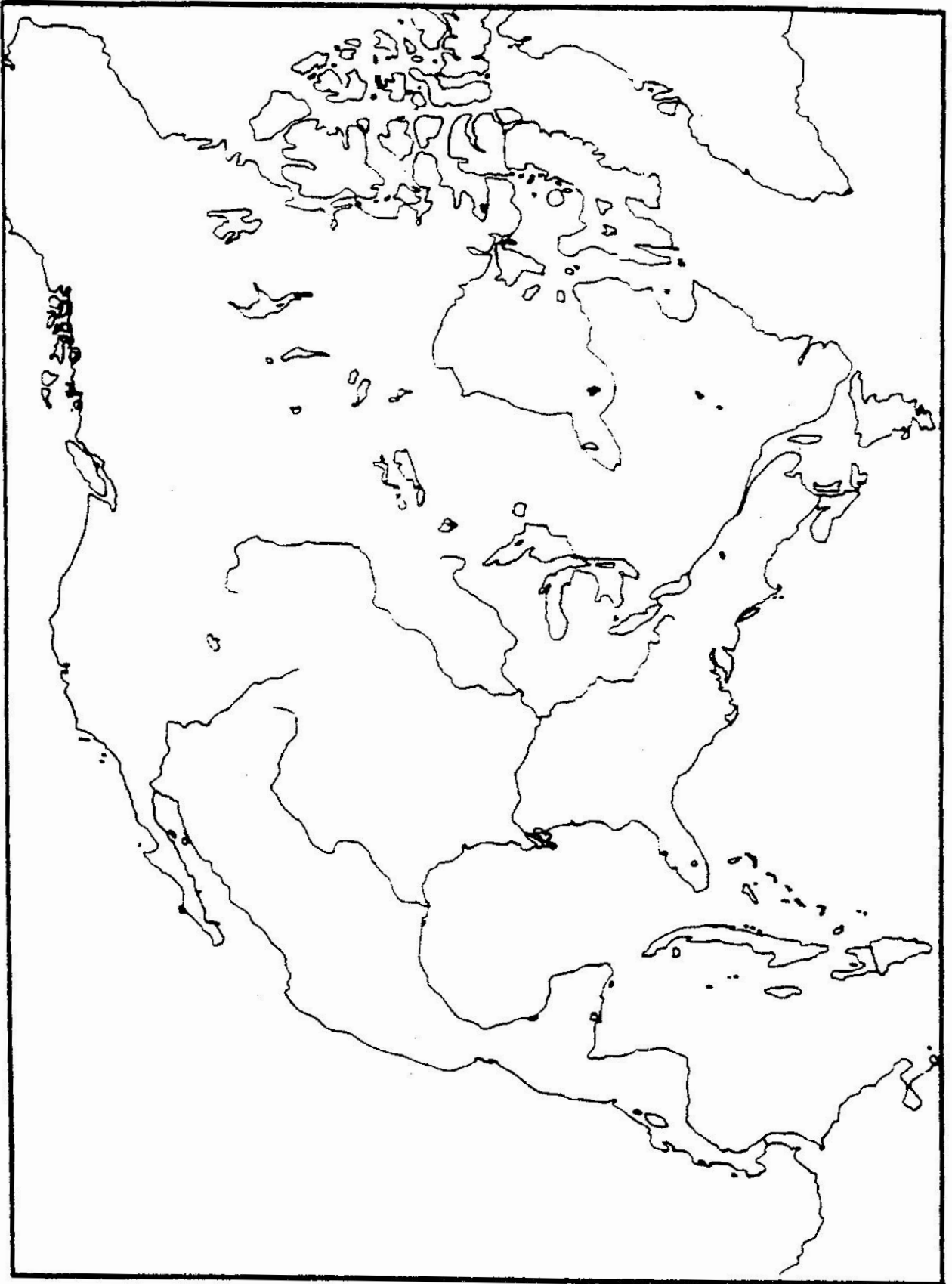
- The Dominion of Canada in 1873
- The growth of the United States from 1783 to 1853



OUTLINE MAP 23.1



OUTLINE MAP 23.2



## FOCUS QUESTIONS

1. How did migration influence the Americas politically, economically, and socially during the nineteenth century?

---

---

---

---

---

2. How did the abolitionist movement in North America compare to the Caribbean?

---

---

---

---

---

3. How did the women's role in society change from 1750 to 1914 as the America's political status moved from colonial to sovereign nation?

---

---

---

---

---

4. How did North and South America achieve political independence? What were the major obstacles both before and after independence?

---

---

---

---

---

5. What factors played a role in defining North and South America's political character?

---

---

---

---

---

6. What reforms did Americans attempt during the nineteenth century, and how successful were they?

---

---

---

---

---