

## 50 Points

Welcome to HOA!

History of the Americas is a challenging, but rewarding course. It demands nightly reading and requires significant motivation from students. The class is both SOL and IB driven. As a result, it is an intensive course which addresses a vast amount of material, some in great depth, in only 9 ½ months. The nature of the course requires students to stay organized and not fall behind. For this reason, it is essential that students arrive to school on Tuesday, September 8, 2009 having completed the summer assignment.

THIS ASSIGNMENT MUST BE HANDWRITTEN. TYPED WORK WILL NOT BE ACCEPTED!!!!

**\*\*STUDY THIS MATERIAL BEFORE SCHOOL STARTS. YOU WILL HAVE A QUIZ ON THIS INFORMATION ON THE FIRST DAY OF SCHOOL.**

**Basic requirements:**

**Step 1. Define key terms from list.**

**Step 2. Fill in and study your map of the Western Hemisphere.**

**Step 3. Fill in charts**

**Step 4. Complete the Gregory Cerio reading titled, "The Black Legend..."**

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**Step 1:** Vocabulary list: 15 points

Complete a quick historical identification for each of the following individuals or terms. Write a couple sentences that summarizes their significance to the history of the Americas.

- |                               |                                   |                              |
|-------------------------------|-----------------------------------|------------------------------|
| 1. Creoles (in Latin America) | 9. Organic Decree of Dictatorship | 17. Agustin Iturbide         |
| 2. Peninsulares               | 10. Battle of Chacabuco           | 18. Grito de Dolores         |
| 3. Meztizos                   | 11. Bernardo O'Higgins            | 19. Viceroyalty of New Spain |
| 4. Gran Colombia              | 12. Lautaro Lodge                 | 20. Battle of Maipú          |
| 5. Manifiesto de Cartegena    | 13. Monroe Doctrine               | 21. Ayacucho                 |
| 6. Joseph Bonaparte           | 14. Miguel Hidalgo                | 22. Carabobo                 |
| 7. Decreto de Guerra a Muerte | 15. Jose Morelos                  | 23. Toussaint L'Ouverture    |
| 8. Battle of Boyaca           | 16. Dom Pedro                     |                              |

**Step 2:** Map of the Americas: 15 points

On the attached maps, please carefully label the following in black pen:

1. The modern day nations of North (except Canada), Central, & South America and the Caribbean. (Map #2)
2. Identify and label the following land forms: (Maps #1 and #2, use the appropriate map)
  - a. Appalachian Mountains
  - b. Rocky Mountains
  - c. Sierra Nevadas
  - d. Andes Mountains
  - e. Lake Titicaca

3. Identify and label the territorial claims in North America in 1753. (Map #1)
4. Identify and label the following bodies of water: (Maps #1 and #2, use the appropriate map)
 

a. Atlantic Ocean	f. Mississippi River	j. Hudson Bay
b. Pacific Ocean	g. Missouri River	k. Amazon River
c. Gulf of Mexico	h. Rio Grande	l. Orinoco River
d. Caribbean Sea	i. St. Lawrence River	m. Strait of Magellan
e. Ohio River		

**Step 3.** Charts: 20 points

Fill in the attached chart titled, ‘Independence Movement Leaders.’ These answers are not totally obvious. You will need to research each individual, learn about them and their contributions and then summarize your findings.

**Step 4.** Reading:

Carefully read the Gregory Cerio reading titled, "The Black Legend..." Take notes to outline the key points and prepare for a reading quiz on the first day of class.

For further information/why am I doing this?

This work is all in preparation for our first unit of study in IB HOA – Colonization and Wars of Independence – where you will be expected to explain, in the words of the IB History Guide, “the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed and the immediate effects of independence in the region.” The unit also addresses “the political, intellectual and military contributions of their leaders and the sometimes contradictory views that shaped the emergence of the new nations.” (54)

By the end of the unit, you will also be expected to write strong 5 paragraph essays on the following questions:

1. “Wars of Independence in the Americas were primarily caused by political grievances.” To what extent do you agree with this view? Support your answer with detailed reference to any one war of independence in the period 1775 to 1824. (#2, May ’05)
2. Compare and contrast the reasons for the emergence of independence movements in the North American colonies with those of **one** country in Spanish America. (#2, Nov ’06)
3. In what ways, and for what reasons, was the movement for independence of **either** Haiti **or** Brazil unique in the Americas? (#3, Nov ’06)
4. Evaluate the relative impact of economic measures and political ideas in promoting independence in **two** colonies of the region. (#2, May ’06)
5. Compare and contrast the leadership roles of George Washington and Simon Bolivar in the Wars of Independence in the United States and Latin America. (#2, May ’07)

A few days before school starts look over your work—reread Cerio—and make sure that your assignment is complete. On the first day of class, the assignment will be collected and you will have a quiz. Remember:

✓Written vocabulary lists      ✓Maps      ✓Chart

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Have a great summer and we look forward to a fantastic year of HOA with you!

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Please Remember: THIS ASSIGNMENT MUST BE HANDWRITTEN.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 20 North America in 1753





Please Remember: THIS ASSIGNMENT MU Map #2

Chart 1: Independence Movement Leaders

Leader	Picture	Essential Biographical Information	Major Political and Intellectual Contributions	Fascinating Facts
George Washington				
Simon Bolivar				

Please Remember: THIS ASSIGNMENT MUST BE HANDWRITTEN.

Leader	Picture	Essential Biographical Information	Major Political and Intellectual Contributions	Fascinating Facts
John Adams				
Thomas Jefferson				

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Leader	Picture	Essential Biographical Information	Major Political and Intellectual Contributions	Fascinating Facts
Jose San Martin				
Bernardo O'Higgins				

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HOA Summer Assignment  
Grading Rubric

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Assignment	Points Possible	Points Earned
Vocabulary List	15	
Map of the Americas	15	
Chart	20	

*Vocabulary List*

<i>Completeness</i>			<i>/5</i>
5	2	0	
All items are well considered and fully discussed including specific examples.	Most items are considered and discussed including some specific examples	Few items are considered and discussed.	

<i>Accuracy</i>			<i>/5</i>
5	2	0	
Definitions are historically correct and include no factual errors or discrepancies.	Most definitions are historically correct and include few factual errors or discrepancies	Few definitions are historically correct and there are numerous factual errors.	

<i>Presentation</i>			<i>/5</i>
5	2	0	
Writing is legible, includes complete sentences and no spelling or grammatical errors.	Writing is generally legible, sometimes includes complete sentences and has few spelling or grammatical errors.	Writing is sometimes impossible to read, includes multiple grammatical errors and spelling mistakes.	

*Map of the Americas*

			<i>/15</i>
15	7	3	
All nations, bodies of water and land forms have been clearly and correctly labeled.	Most nations, bodies of water and land forms have been correctly labeled.	Some nations, bodies of water and land forms have been correctly labeled.	

*Charts or Outlines*

<i>Independence Movement Leaders</i>			<i>/20</i>
20	15	10	
Summary is thoughtful and complete, details are well considered, perceptive and historically accurate, and key terms reflect a full understanding of the essential elements of the topic.	Summary is reasonable complete, details are accurate and relate to the topic, and key terms reflect some understanding of the essential elements of the topic.	Summary is terse or incomplete, few details are included, and key terms do not reflect understanding of the topic.	

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## **THE BLACK LEGEND**

### **WERE THE SPANIARDS THAT CRUEL?**

**Granted the conquistadors weren't saints. But blame some of that savage reputation on a smear campaign.**

For the Spanish, the Columbus Quincentennial stirs an ambivalent nostalgia, blending pride and pain. Spain's shining memories of its Golden Age, when the nation stood at the summit of world power, have been tarnished by critics who call the 1492 arrival of the Spanish in the New World "an invasion" fueled by greed and leading to "genocide." In their words, Spaniards hear echoes of age-old malevolence: a body of anti-Spanish prejudices they know as *la leyenda negra*, the Black Legend, that tarred the Spanish as incomparably savage and avaricious. It created a national image that Spain is still trying to dispel.

The Black Legend was born in the 16th century, when Spain controlled the greatest empire the West had ever known, stretching from Holland to Austria to Italy, and westward across the Atlantic to the Americas. The Spanish were prosperous, powerful and smug. And almost everyone else in Europe hated them.

Fearful and envious of Spain but poorer and militarily inferior, rival European nations resorted to a paper war, the first modern propaganda campaign. Throughout the century and beyond it, pamphleteers from London to Frankfurt made malice toward the Spanish a byword of patriotism. Their tracts depicted the Spanish as a people inherently barbaric, corrupt and intolerant; lovers of cruelty and bloodshed. "Tyranny," one 1597 French screed began, "is as proper and natural to a Spaniard as laughter is to a man." Others warned that if Europeans had been outraged by the Inquisition, or by Spain's expulsion of the Jews in 1492 (two centuries, it should be noted, after they were expelled from England), these were kindness' compared to what Spain did in the Americas. William of Orange, the Dutch nobleman who led the Protestants of Holland in revolt against Spanish authority, railed in 1580 that Spain "committed such horrible excesses that all the barbarities, cruelties and tyrannies ever perpetrated before are only games in comparison to what happened to the poor Indians."

Were the Spanish that bad? Well, there's no reason to print up "I LOVE THE CONQUEST" bumper stickers. As with most legends, *la leyenda negra* has some basis in fact. Like many invaders, the Spanish committed horrifying atrocities. But savagery was not the norm for the Spanish, or even commonplace. To understand their conduct in the Americas, one must look at the world as the Spanish did in the 15th century. By their standards, they acted with moderation. When the English and French arrived in the Americas, they systematically drove the natives from their land. The Spanish accepted the Indians into their society--however rudely--and sought to provide a philosophical and moral foundation for their actions in the New World.

If that isn't the history presented in many American schoolbooks, novels and films, it is perhaps because the attitudes of most North Americans are a cultural legacy from the same people--English, German, Dutch, French--who fought Spain for 300 years. Varnished and repeated through those centuries, the Black Legend continues to distort our vision of the past, as well as the present, in repugnant stereotypes of Hispanics in both hemispheres, from the vicious cholo to the "lazy wetback."

Politics and religion, those two tinderbox subjects, gave the Black Legend its momentum and its staying power. Rivals like France--where even today Spain is sometimes dismissed with the jeer "Africa begins at the Pyrenees"--resented Spanish domination and coveted its empire.

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Religion added a more visceral animus. Charles V began his reign as King of Spain in 1517, the same year that Martin Luther launched the Protestant Reformation. He was also Holy Roman Emperor, the anointed protector of Christianity, and saw it as his duty to purge the heresy from the Continent. Leading the bloody Counter-Reformation, Spain fought in Germany in the 1540s, began an 80-year war with Holland in 1568 and sent the disastrous Armada against England in 1588. Protestants saw Spain as the agent of the Devil; its extermination was an article of faith. Opening Parliament in 1656, Oliver Cromwell called Spain the "enemy abroad, who is head of the Papal interest, the head of that anti-Christian interest, that is so described in Scripture ... and upon this account you have a quarrel with the Spaniard. And truly he had an interest in your bowels."

Ironically, it was Spain's sense of religious mission, and the broad freedom of speech it permitted in its colonies, that helped foster the Black Legend. From Ferdinand onward, Spanish monarchs encouraged candid reports, favorable or unfavorable, on conditions in the Americas. One of the most tireless critics of Spanish rule was a Dominican bishop, Bartolome de Las Casas, who worked for 50 years to improve the treatment of the Indians. A skilled politician, in 1552 he published a passionate tract called "A Brief Account of the Destruction of the Indies." In graphic and sometimes exaggerated detail, he recounted Spanish cruelties to the Indians, describing, in one instance, how Spaniards hanged natives in groups of 13, "thus honoring our Redeemer and the twelve apostles," then lit fires beneath them.

Spain's enemies ate it up. In the next 100 years, 42 editions of Las Casas's "Brief Account" appeared in Germany, France, Holland and England, some illustrated with lurid engravings by the Dutch artist Theodore DeBry, who had never crossed the Atlantic. One English edition was subtitled "A Faithful Narrative of the Horrid and Unexampled Massacres, Butcheries, and all Manner of Cruelties that Hell and Malice could invent, committed by the Popish Spanish." A U.S. edition of Las Casas was even published in 1898, to bolster support for the Spanish-American War.

Yet, as historian William Maltby points out, "the most powerful indictment of Spain's cruelty and avarice is at the same time a monument to its humanitarianism and sense of justice." Las Casas, other Spanish clergy and their sympathizers were not lonely do-gooders. They embodied a Spanish moral impulse that led the royal court to conduct a soul-searching ethical inquiry into the Spanish Conquest throughout the 16th century. "Spain was constantly debating with itself: 'Am I right, am I wrong? What is it I'm doing with these peoples?'" notes Mexican writer Carlos Fuentes in his television documentary "The Buried Mirror: Reflections on Spain and the New World."

From the beginning of their conquest, the Spanish recognized the need to mediate between the conflicting demands of Christianity and profit. Bernal Diaz, a soldier in the army of Cortes who later wrote a history of the conquest of Mexico, explained the motives of the conquistadors: "We came here to serve God, and also to get rich." It is easy to view the former as a rationale for the latter. But the 16th-century Spanish lived in an age of devotion, when every aspect of life was examined through the lens of religious faith. Spaniards believed they offered the Indians a gift worth any earthly pain: eternal life in heaven.

God had ordained a social hierarchy, most Renaissance Spaniards thought. They accepted Aristotle's concept of "natural slavery"--that large masses of humanity are simply born to serve. The papacy sanctioned slavery and was a large slaveholder. But where the Indians fit in the ranks of mankind baffled the Spanish.

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Early on, Isabella of Castile established the policy that Indians who accepted Christianity were free crown subjects. (Those who didn't could be sold into slavery.) But like other subjects, they were expected to pay royal tribute, which could be extracted in the form of labor. With so few colonists, Indian labor was a necessity, but one which, Isabella's counselors reasoned, could teach the natives useful habits of industry. The Spanish devised the *encomienda*, a labor system intended as a sort of trusteeship. A deserving Spaniard was given Indians to use for mining gold or silver or growing cash crops. In return, he would feed the Indians, provide for their instruction in the faith and defend them.

That was the theory. In practice the *encomienda* varied with the agenda of each Spaniard. Most conquistadors were ex-soldiers, merchants, craftsmen, ex-convicts--"nobodies who wanted to become somebody's," as historian L. B. Simpson put it. Those who wanted to get rich quick and return to Spain drove the Indians hard. Others saw the New World as a permanent home and the Indians as future clients who should be treated well. The *encomienda* was always, if sometimes only marginally, better than outright slavery. "The people remained in a community even if they were exploited," explains Yale historian David Brion Davis. "They had a certain cultural integrity; their family structure and customs weren't, for the most part, interfered with."

Out of Christian duty, and to keep a close rein on its New World colonies, the Spanish throne consistently ordained that the natives be treated with humane respect. In 1512, Ferdinand's Laws of Burgos provided, among other things, that "no Indian shall be whipped or beaten or called 'dog' or any other name, unless it is his proper name." These and later laws were often ignored or watered down, but under them many Spaniards were punished for mistreating Indians.

Spanish monarchs were also willing to experiment with new systems of government and labor. Las Casas was given a chance to convert an area of Guatemala without the interference of soldiers and met with mixed success. There were four separate, failed experiments on Caribbean islands to see if, given the tools, Indians could live alone like civilized people--that is, like Spaniards. In 1530, Vasco de Quiroga, a Mexican bishop, established a cooperative society in Michoacan, with communal property and what we would call social-welfare benefits.

If these experiments treated the natives as naive children, that is perhaps no more offensive than today's tendency to believe the Indians were helpless before the Spanish. In fact, they were quite resourceful, argues historian Steve Stern: "Indigenous peoples shaped everyday life and social structures much more than our stereotyped imagery would have it." Cortes could not have conquered Mexico without the aid of tribes dominated by the Aztecs. For their help, these natives happily accepted titles, coats of arms and *encomiendas* from the Spanish crown. The *encomienda* itself was molded by tributary labor practices long established among the Indians. In many regions, Indians dictated to Spaniards the form and amount of payment to be given. A group of Peruvian Indian chiefs hired a lawyer and sailed to Spain in the 1560s to make a case before Philip II for curtailing the *encomienda*. In the best political tradition, they even offered him a bribe. "Indians entered into the Spanish legal system to use it for their own purposes," says Stern. "And to some effect."

Always a legalistic people, the Spanish created General Indian Courts where the natives aired their grievances. As historian Philip Wayne Powell wrote, "Spaniards did not try to impose upon America something hypocritically foreign or inferior to what they lived with at home." Spain's rulers taxed the New World colonists less heavily than their European subjects. In America, the Spanish built schools--23 universities in the New World--that graduated white,

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mestizo and Indian alike, along with some blacks. They established hospitals to provide the Indians with medical care, such as it was in the era of barber-surgeons and leeches.

If only for economic reasons, the Spanish cared deeply for the welfare of the natives, "Genocide," in fact, may be the unfairest of all the accusations leveled at Spain--if the term is used in its proper sense, to describe the intentional, systematic eradication of a race. Millions of Indians died after the arrival of the Spanish. But a host of pestilence's brought from Europe wiped out the vast majority, not war or abuse (page 54). The whole of Spain's treatment of the Indians seems almost beneficent compared with the way other colonial powers dealt with natives. "The Spanish made a place for the Indians--as part of the lowest order, but at least they had a place," says Woodrow Borah of the University of California, Berkeley. "North Americans in many cases simply exterminated the Indians." The Spanish mingled with the Indians, at times with the encouragement of the crown. "The Spanish were conquered in turn by those they conquered," says Mexican poet Homero Aridjis. The marriage of blood and cultures created la raza--the new mestizo people who compose most of today's Latin Americans. North America, where the natives were excluded, driven off their land and eventually hunted down, remained white. The United States elected several presidents-- Andrew Jackson, William Henry Harrison, Zachary Taylor--who first made a name for themselves as Indian fighters. It is a piece of our heritage that may help explain the potency of U.S. racism.

Today, Spain has invested \$20 billion worldwide in Columbus Quincentennial projects, still hoping to escape the distortions of the Black Legend. But if the 16th-century Spanish can be granted motives beyond profit, they appear no worse--and often far better--than the nations who castigated them for their sins. Spain committed terrible deeds while bringing "the light of Christianity" to the New World. But history offers no shortage of acts of cruelty performed in the service of religious, social, political and economic ideals. Susan Milbrath, a Florida museum curator whose recent Quincentennial exhibit was greeted with pickets, asks why people concentrate on the morality of Columbus and the Spanish: "The big question to me is, are human beings good?" The Black Legend casts a shadow on us all.

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By Gregory Cerio

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