

GUIDED READING Latin American Peoples Win Independence

A. Recognizing Facts and Details As you read this section, fill out the chart below to help you better understand why and how Latin Americans fought colonial rule.

Independence for Haiti

Reasons

1. Why did slaves in the French colony of Saint-Domingue revolt?

Strategy

2. What events led up to General Dessalines's declaration of independence for Haiti?

South American Wars of Independence

Reasons

3. How did events in Europe lead to revolution in the Spanish colonies?

Strategy

4. What tactics did José de San Martín and Simón Bolívar use to defeat Spanish forces in South America?

End of Spanish Rule in Mexico

Reasons

5. What is the significance of the grito de Dolores?

Strategy

6. What role did Indians, mestizos, and creoles play in Mexico's independence from Spain?

B. Writing Expository Paragraphs On the back of this paper, explain the divisions within Latin American colonial society. In your writing, use the following terms:

peninsulares

creoles

mulattos

ΝI	_	n	20	
IN	а	ŧΙ	11-	

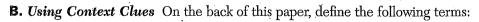
D	ate



GUIDED READING Europe Faces Revolutions

A. Perceiving Cause and Effect As you read about uprisings in Europe, make notes in the chart to explain the outcomes of each action listed.

. French citizens' armies win their revolution for liberty and equality.	
Tovolution for inserty und equality.	
. Greeks revolt against the Ottoman	
Turks.	
Nationalist groups in Budapest, Prague, and Vienna demand independence and self-government.	
90.01111101141	
. Charles X tries to set up an absolute monarchy in France.	
Paris mobs overthrow monarchy of Louis-Philippe.	
Louis-Napoleon Bonaparte is elected president of France and later assumes the title of Emperor Napoleon III.	
In the Crimean War, Czar Nicholas I threatens to take over part of the Ottoman Empire.	
Al III	
Alexander II issues the Edict of Emancipation.	



conservatives

liberals

radicals

nationalism

nation-state



© McDougal Littell Inc. All rights reserved.

Name	Date	



GUIDED READING Nationalism Case Study: Italy and Germany

A. *Drawing Conclusions* As you read this section, take notes to answer questions about nationalism as a force for disunity and unity.

	How did nationalism lead to the br	eakup of these empires?	
_	1. Austro-Hungarian	2. Russian	3. Ottoman
		•	,
		,	•

How did each of the following help unify Italy?							
4. Camillo di Cavour	5. Giuseppe Garibaldi	6. King Victor Emmanuel					
	•						

How did each of the followin	g lead to German unification?	
7. policy of realpolitik	8. Seven Weeks' War	9. Franco-Prussian War
		i
		,

B. Recognizing Main Ideas On the back of this paper, explain how Otto von Bismarck brought about the crowning of King William I of Prussia as kaiser of the Second Reich.



GUIDED READING Revolutions in the Arts

A. Recognizing Facts and Details As you read this section, take notes to answer questions about the artistic and intellectual movements of the 1800s.

Nationalism ushers in a romantic movement in arts and ideas.

1. How did the ideas of romanticism contrast with Enlightenment ideas?	How were the ideas of romanticism reflected in literature?			
	•			
3. How was romanticism reflected in art?	4. How did romanticism affect the music of the time?			
3. How was romanticism reflected in art?	4. How did romanticism affect the music of the time?			

Realism in art and literature replaces romantic idealism.

5. What trends or events led to a shift from romanticism to realism?	6. How did photography exemplify the art of the new industrial age?			
7. What were some themes common to realist novels?	8. What did realist novelists hope to accomplish with their exposés?			

B. Writing Descriptive Paragraphs On the back of this paper, define impressionism and describe the impressionist painting by Claude Monet on page 703 of your textbook.

Name			Date		



Building vocabulary $Nationalist \ Revolutions$ $Sweep \ the \ West$

- **A.** *Multiple Choice* Circle the letter before the term or name that best completes the sentence.
 - 1. In the late 1700s, people who had been born in Spain formed the top of Spanish-American society and were called (a) *peninsulares* (b) conservatives (c) mulattos.
 - 2. The creole general who won independence for Colombia and Venezuela was (a) José de San Martin (b) Miguel Hidalgo (c) Simón Bolívar.
 - 3. The creole general who won Chile's independence was (a) José de San Martin (b) Miguel Hidalgo (c) Simón Bolívar.
 - 4. The school of political thought that favored giving more power to elected parliaments, but with only the educated and the landowners voting, was called (a) conservative (b) liberal (c) radical.
 - 5. The belief that people's greatest loyalty should not be to a king or an empire but to a nation of people who share a common culture and history is called (a) nationalism (b) realpolitik (c) Russification.
 - 6. The German ruler who was a master of realpolitik, meaning "the politics of reality," was (a) Louis-Napoleon (b) Alexander II (c) Otto von Bismarck.
- **B.** Evaluating Write T in the blank if the statement is true. If the statement is false, write F in the blank and then write the corrected statement on the line below.

1.	Two early leaders of the independence movement in Mexico were Padre Miguel Hidalgo and Padre José María Morelos.
2.	The Junkers were radical Prussians who wanted to form an independent, democratic Germany.
3.	The drive for independence in Latin America was led by creoles, who were at the bottom of the social ladder.
4.	Camilo di Cavour, the prime minister of Piedmont-Sardinia, worked to unify Italy and make it a nation.

C. *Writing* Write a paragraph identifying the following movements and explaining how they were reflected in painting.



realism

impressionism



SKILLBUILDER PRACTICE Hypothesizing



Historians develop hypotheses to explain why events happened, what the consequences were or might be, and why the events are significant. Like scientists, they test the validity of their hypotheses against historical evidence. In this section, you have read about independence movements in Latin America. In the chart below, write a hypothesis about the role of creoles in the independence movements in Latin America. Then read the passage below and record three facts from the passage in the chart. Tell whether each fact you recorded supports your hypothesis. (See Skillbuilder Handbook)

In Latin America, creoles took the lead in battles for independence. The creoles had a number of long-standing grievances against Spain.

Peninsulares held almost all of the high government offices in Spain's Latin American lands. Of some 170 viceroys who held office between 1492 and 1810, for example, only 4 were creoles. One creole aristocrat complained to the Spanish king: that the "viceroys here and their retainers. . . mock, humiliate and oppress us" and deprive creoles of "any honorific office of consequence."

Spain also kept tight control over the economy of its colonies. Merchants in Spanish colonies could trade only with Spain. They could transport their goods only on Spanish ships. The valuable mines of Mexico and Peru were under direct Spanish control, which the creoles resented.

The direct cause of the Latin American revolts, however, was Napoleon's conquest of Spain in 1808. Napoleon made his brother Joseph king of Spain. Many creoles might have remained loyal to a Spanish king, but they felt no loyalty at all to a Frenchman placed on the Spanish throne by force.

Fighting broke out in 1810 in several parts of Latin America. These wars for independence were complicated and confusing, since loyalties were divided. The viceroys and their armies remained loyal to Spain, as did some creoles. Native Americans and mestizos fought on both sides, often forced into armies against their will.



Hypothesis:		
Fact 1:	Fact 2:	Fact 3:
v		
Does it support hypothesis? yes/no	Does it support hypothesis? yes/no	Does it support hypothesis? yes/no







GEOGRAPHY APPLICATION: MOVEMENT

Languages Fuel Nationalism

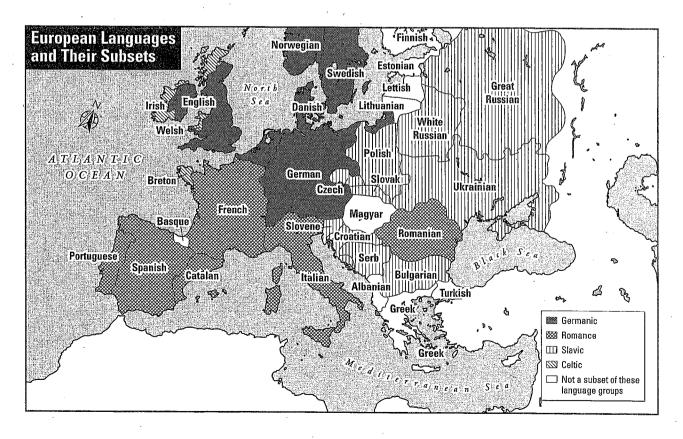
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

The languages of Europe are divided into four main families—Celtic, Germanic, Romance, and Slavic. Nationalists, people who believed that people of a common ancestry should unite under a single government, often used common language as a tool to achieve their goal.

In central Europe, the idea of a national language sparked ideas of forming one nation. The German people, though divided into many different states and principalities, became obsessed with national unity. Jakob and Wilhelm Grimm, famous for *Grimm's Fairy Tales*, traveled throughout Germany studying dialects and collecting folk tales in the hopes of creating a sense of German identity.

In southeastern Europe, Slavic patriots began a movement to preserve their cultures and foster national identities. These patriots collected folk tales, studied languages, compiled dictionaries, and wrote books in their native tongues. For example, in a region that was to become Romania, a man named George Lazar began teaching the history of Romania in Romanian—much to the surprise of the upper class, who still spoke Greek. In addition, a Serb patriot, Vuk Karajich, published *Popular Songs and Epics of the Serbs*, formed a Serb alphabet, and translated the New Testament into Serbian.

However, the efforts of these nationalists to help create a sense of national unity sometimes had mixed results. Germany benefited from the unifying elements of language, as the German people formed one country in 1871. On the other hand, the multitude of languages and dialects of the Slavic peoples in southeastern Europe have probably helped keep these peoples divided.



© McDougal Littell Inc. All rights reserved.

Interpreting Text and Visuals

Name the four maj	jor language families	s in Europe.				· .
·						
In what part of Eu	rope is each of the la	anguage families f	ound?			
	· · · · · · · · · · · · · · · · · · ·			·		
				-	-	
To what major lang	guage family does Er	nglish-belong?			<u> </u>	
, , , , , , , , , , , , , , , , , , , 		1	·			
	pe—eastern or west				s in one	langu
family?						·
		:		· · · · · · · · · · · · · · · · · · ·	<u> </u>	
To what family do	most of these langua	iges belong?				
***************************************				·		
•	•					
Name five of these	languages			·		
						٠.
What seems unusu	al about Romania be	eing in the romand	ce language f	amily?		
				,		
How might languag	ge help to divide pec	ople and prévent t	hem from fo	rming thei	r own ec	ountry
·		* *				
Examine the map a	again. In what part o	of Europe might th	nat have hapr	ened?		
ν		1 0	,			
How might langua	ge unite people and	help them to form	n their own c	ountry?		
•				•		
	`					
	• .		•			







PRIMARY SOURCE from Proclamation of 1813 by Simón Bolívar

Venezuela declared its independence from Spain in 1811. However, Spain regained control of the country by July of 1812. Simón Bolivar fled to New Granada—present-day Colombia—to continue the fight against Spain. Chosen to lead an army to drive the Spanish from Venezuela, Bolivar issued this proclamation in June 1813. He appealed to Venezuelans in the city of Trujillo for support in liberating Venezuela from Spanish rule. By August, Bolivar's army captured the capital, and Venezuela gave Bolivar the title of liberator. According to the proclamation, what was Bolivar's mission?

Venezuelans: An army of your brothers, sent by the Sovereign Congress of New Granada has come to liberate you. Having expelled the oppressors from the provinces of Mérida and Trujillo, it is now among you.

We are sent to destroy the Spaniards, to protect the Americans, and to reëstablish the republican governments that once formed the Confederation of Venezuela. The states defended by our arms are again governed by their former constitutions and tribunals, in full enjoyment of their liberty and independence, for our mission is designed only to break the chains of servitude which still shackle some of our towns, and not to impose laws or exercise acts of dominion to which the rules of war might entitle us.

Moved by your misfortunes, we have been unable to observe with indifference the afflictions you were forced to experience by the barbarous Spaniards, who have ravished you, plundered you, and brought you death and destruction. They have violated the sacred rights of nations. They have broken the most solemn agreements and treaties. In fact, they have committed every manner of crime, reducing the Republic of Venezuela to the most frightful desolation. Justice therefore demands vengeance, and necessity compels us to exact it. . . .

Despite our just resentment toward the iniquitous Spaniards, our magnanimous heart still commands us to open to them for the last time a path to reconciliation and friendship; they are invited to live peacefully among us, if they will abjure their crimes, honestly change their ways, and coöperate with us in destroying the intruding Spanish government and in the reëstablishment of the Republic of Venezuela.

Any Spaniard who does not, by every active and effective means, work against tyranny in behalf of this just cause, will be considered an enemy and

punished; as a traitor to the nation, he will inevitably be shot by a firing squad. On the other hand, a general and absolute amnesty is granted to those who come over to our army. . . .

And you Americans who, by error or treachery, have been lured from the paths of justice, are informed that your brothers, deeply regretting the error of your ways, have pardoned you as we are profoundly convinced that you cannot be truly to blame, for only the blindness and ignorance in which you have been kept up to now by those responsible for your crimes could have induced you to commit them. Fear not the sword that comes to avenge you and to sever the ignoble ties with which your executioners have bound you to their own fate. You are hereby assured, with absolute impunity, of your honor, lives, and property. The single title, "Americans," shall be your safeguard and guarantee. Our arms have come to protect you, and they shall never be raised against a single one of you, our brothers....

Spaniards and Canary Islanders, you will die, though you be neutral, unless you actively espouse the cause of America's liberation. Americans, you will live, even if you have trespassed.

from Vincente Lecuna and Harold A. Bierck, eds., Selected Writings of Bolivar (New York: Colonial Press, 1951), Vol. I, 31–32. Reprinted in Peter N. Stearns, ed., Documents in World History (New York: Harper Collins Publishers, 1988), 89–90.

Discussion Questions

Recognizing Facts and Details

- 1. What did Bolívar hope to accomplish?
- 2. According to the proclamation, why were Venezuelans justified in rebelling against Spain?
- 3. *Making Judgments* Do you think Bolívar's policies in dealing with the Spanish and the Americans were fair? Why or why not?



CHAPTER 24

PRIMARY SOURCE Letter to Thomas Moore from George Gordon, Lord Byron



Section 2

The English romantic poet George Gordon, Lord Byron volunteered as a soldier for the Greek cause during the war for Greek independence against the Ottoman Turks. Byron wrote this letter to his friend Thomas Moore, an Anglo-Irish poet, about six weeks before his death at Missolonghi on April 19, 1824. According to Byron's letter, what hardships did he face during wartime?

Missolonghi, Western Greece, March 4, 1824 My dear Moore,

Your reproach is unfounded—I have received two letters from you, and answered both previous to leaving Cephalonia. I have not been "quiet" in an Ionian island, but much occupied with business, as the Greek deputies (if arrived) can tell you. Neither have I continued Don Juan, nor any other poem. You go, as usual, I presume, by some newspaper report or other.

When the proper moment to be of some use arrived I came here; and am told that my arrival (with some other circumstances) has been of, at least, temporary advantage to the cause. I had a narrow escape from the Turks, and another from shipwreck, on my passage. On the 15th (or 16th) of February I had an attack of apoplexy, or epilepsythe physicians have not exactly decided which, but the alternative is agreeable. My constitution, therefore, remains between the two opinions, like Mahomet's sarcophagus between the magnets. 'All that I can say is, that they nearly bled me to death, by placing the leeches too near the temporal artery, so that the blood could with difficulty be stopped, even with caustic. I am supposed to be getting better, slowly, however. But my homilies will, I presume, for the future, be like the Archbishop of Grenada's—in this case, "I order you a hundred ducats from my treasurer, and wish you a little more taste."

For public matters I refer you to Colonel Stanhope's and Capt. Parry's reports and to all other reports whatsoever. There is plenty to do—war without, and tumult within—they "kill a man a-week," like Bob Acres in the country. Parry's artificers have gone away in alarm, on account of a dispute in which some of the natives and foreigners were engaged, and a Swede was killed, and a Suliote wounded. In the middle of their fright there was a strong shock of an earthquake; so, between that and the sword, they boomed off in a hurry, in despite of all dissuasions to the contrary. A Turkish brig run ashore, etc., etc., etc.

You, I presume, are either publishing or meditating that same. Let me hear from and of you, and believe me, in all events,

Ever and affectionately yours,

N. B.

from W. H. Auden, ed., George Gordon, Lord Byron: Selected Poetry and Prose (New York: The New American Library, 1966), 189–190.

Activity Options

- 1. Recognizing Point of View As Thomas Moore, write a letter to your friend Byron in which you inquire about his health, his poetry, his role in the Greek war for independence, and so forth. Share your letter with classmates.
- 2. Using Sequential Order Make a time line to illustrate what happened to Byron after he left Cephalonia. List events that are mentioned in this letter in chronological order.





PRIMARY SOURCE Proclamation of 1860

by Giuseppe Garibaldi

Giuseppe Garibaldi, an Italian nationalist, issued this proclamation before he left on a successful military expedition in May 1860 to liberate Sicily, the first step toward unifying southern Italy. How did Garibaldi try to persuade Italians to fight for Italy's independence?

The Sicilians are fighting against the enemies of Italy, and for Italy. To furnish them with money and with arms, and to bring them the aid of his strong right arm, such is the duty of every Italian. The spirit of discord and the indifference of any one province to the fate of her neighbour are the things that have been at the bottom of the misfortunes of Italy.

The salvation of Italy began on the day on which the sons of the same soil rushed forward to defend their brothers when in danger.

If we abandon these brave children of Sicily and leave them to their fate, they will have to fight against the mercenaries of the Bourbon, plus those of Austria and those of the priest who reigns in Rome.

Let the people of the liberated provinces lift high their voices in championing the cause of their brothers who are fighting! Send your generous youth where the battle is for the Motherland!

Let the Marches, and Umbria, and Sabina, and the Roman Campania, and the land of Naples rise, so as to bring division into the forces of our enemy!

If the towns do not offer sufficient support to the insurrection, let the more determined of you range the country in bands.

A brave man can always find arms! In the name of God, do not listen to the cowards who parade before their richly laden tables!

Let us arm! Let us fight for our brothers! Tomorrow, we shall fight for ourselves.

A little band of brave men who follow me on the country's battlefields are marching to the rescue along with me. Italy knows them: they appear whenever the tocsin of danger sounds. Noble and generous comrades! they have consecrated their lives to their country. They will give to her their last drop of blood, seeking no other reward save that of having done their duty, and that a clear conscience may abide with them.

"Italy and Victor Emmanuel!" This, our battlecry when crossing the Ticino, will echo to the fiery rocks of [AE]tna. To this cry, prophetic of combat, and borne along by Italy's lofty mountains as far as the Tarpeian rock, the tottering throne of tyranny will crash. All, then, will rise as one man!

To arms! At one blow, let us end the sufferings of centuries. Let us prove to the world that it was indeed in this land that the sturdy race of ancient Romans once lived.

from Alexandre Dumas, ed., The Memoirs of Garibaldi (New York: D. Appleton and Company, 1931), 359.

Discussion Questions

Recognizing Facts and Details

- 1. According to Garibaldi, what did the embattled Sicilians need to fight Italy's enemies?
- 2. Why did Garibaldi think Ítalians should volunteer to help the Sicilians?
- 3. **Recognizing Propaganda** Propaganda is the use of slanted information to further one's own cause or damage an opponent's cause. What are two examples of propaganda in Garibaldi's proclamation?



PRIMARY SOURCE Nationalist Speech by Otto von Bismarck

On April 1, 1895, German nationalist Otto von Bismarck delivered a speech to a delegation of students in Friedrichsruh on his 80th birthday. He reviewed key events that led to the unification of Germany and promoted the idea of German unity. As you read part of this speech, consider his hopes and dreams for future generations of Germans.

Tentlemen! I have just heard from the lips of your teachers, the leaders of higher education, an appreciation of my past, which means much to me. From your greeting, I infer a promise for the future, and this means even more for a man of my years than his love of approbation. You will be able, at least many of you, to live according to the sentiments which your presence here today reveals, and to do so to the middle of the next century, while I have long been condemned to inactivity and belong to the days that are past. I find consolation in this observation, for the German is not so constituted that he could entirely dismiss in his old age what in his youth inspired him. Forty and sixty years hence you will not hold exactly the same views as today, but the seed planted in your young hearts by the reign of Emperor William I will bear fruit, and even when you grow old, your attitude will ever be German national because it is so today. . . .

We had to win our national independence in difficult wars. The preparation, the prologue, was the Holstein war. We had to fight with Austria for a settlement; no court of law could have given a decree of separation; we had to fight. That we were facing French war after our victory at Sadowa could not remain in doubt for anyone who knew the conditions of Europe. . . . After the war had been waged everybody here was saying that within five years we should have to wage the next war. This was to be feared it is true, but I have ever since considered it to be my duty to prevent it. We Germans had no longer any reason for war. We had what we needed. To fight for more, from a lust of conquest and for the annexation of countries which were not necessary for us always appeared to me like an atrocity; I am tempted to say like a Bonapartistic and a foreign atrocity, alien to the Germanic sense of justice. . . .

The men who made the biggest sacrifices that the empire might be born were undoubtedly the German princes, not excluding the king of Prussia. My old master hesitated long before he voluntarily yielded his independence to the empire. Let us then be thankful to the reigning houses who made sacrifices for the empire which after the full thousand years of German history must have been hard for them to make. . . .

I would then—and you will say I am an old, conservative man-compress what I have to say into these words: Let us keep above everything the things we have, before we look for new things, nor be afraid of those people who begrudge them to us. In Germany struggles have existed always. . . . Life is a struggle everywhere in nature, and without inner struggles we end by being like the Chinese, and become petrified. No struggle, no life! Only, in every fight where the national question arises, there must be a rallying point. For us this is the empire, not as it may seem to be desirable, but as it is, the empire and the emperor, who represents it. That is why I ask you to join me in wishing well to the emperor and the empire. I hope that in 1950 all of you who are still living will again respond with contented hearts to the toast.

LONG LIVE THE EMPEROR AND THE EMPIRE!

from Louis L. Snyder, The Blood and Iron Chancellor: A Documentary—Biography of Otto von Bismarck (Princeton, N.J.: D. Van Nostrand Company, Inc., 1967), 375–378.

Activity Options

- 1. Recognizing Point of View Discuss Bismarck's thoughts about German nationalism with a group of classmates. Then compare Bismarck's ideas with the nationalist sentiments of Bolívar (page 63) and Garibaldi (page 65).
- Using Aural Stimuli Deliver this speech excerpt to the class. Try to use a tone of voice and a rate of speaking that will most effectively convey Bismarck's message.





LITERATURE SELECTION from All Souls' Rising by Madison Smartt Bell

All Souls' Rising by American author Madison Smartt Bell is a novel about Toussaint L'Ouverture and Haiti's liberation from European rule. This excerpt from the novel's prologue, which is narrated by a French sailor, takes place on board ship after Toussaint has been captured and is being sent to prison in France. Like other Latin American colonies, Haiti was strictly divided into social classes based on birth; the narrator takes great pains to describe the ancestry of Toussaint and his company. What are the narrator's overall impressions of Toussaint?

June 15, 1802

Aboard Le Héros

The weighing of our anchor with this morning's tide brought me a lightening of my heart. These last few days we've been in port were most uneasy, owing to rumors of renewed disturbances, perhaps a more serious revolt, to be inspired by the deportation of the brigand chief Toussaint, our passenger and prisoner. All factions in the city of Le Cap or what remains of it are once again aroused against one another. As for the harbor itself, it is alive with sharks, which feed most avidly upon the flesh of those who take the losing part in struggles on the shore.

Thus I was greatly comforted to see us well away, to stand on the stern with the breeze freshening in my face, watching the broken soot-stained ruins sink rapidly enough to the horizon. The town of Le Cap has twice been burned to the ground these last ten years, but even at the height of its ostentation it could not, when seen at such a distance, have seemed any more than a most precarious foothold on this savage shore. Rounding the cape, I see that city give way to rocky escarpments plunging vertically into the waves, and above these the incomprehensible blankness of the forests or, where the trees are cut, the peaks standing out as bare and sharp as needles' points. My sojourn here was brief but more than long enough to satisfy me. Here no enterprise has managed to achieve a good result—the hand of civilized man has done no more than make of a wilderness a desert. Perhaps before Columbus landed, it was some sort of savage Eden here. I believe it would have been better for all if he had never come.

As we set sail, there stood near me, among my fellow officers of the ship, some members of the company of the renegade slave Toussaint, though that gentleman himself remained carefully sequestered, under guard in his cabin below. The others of his party had so far the freedom of the ship, and I observed them closely as I might, with some thought of indicting their descriptions, though for what audience I do not know.

The eldest (and by far the blackest) of the women is Suzanne, the wife of Toussaint. She is said to be older than he and showed her years, appearing confused at moments, appearing not to know just where she found herself or how she came there. But for the richness of her dress (which was, however, modest) she might easily have been taken for any ordinary household servant in the colony. The three young mulattresses in her train (a niece, a daughter-in-law, and a companion as I gathered) struck me as rather more *soignées*, wrapped in that thin layer of hastily acquired sophistication with which one often meets in women of their type.

The lightest of the men is Toussaint's eldest son, Placide, though as our Captain Savary has suggested there are some doubts as to his parentage, suspicion that he may be an illegitimate child of Suzanne's prior to the marriage (yet Toussaint acknowledges and indeed is said to favor him). His light color may have occasioned this speculation, though often the Aradas, from which tribe Toussaint is extracted, are similarly light or of a reddish hue.

As for the two younger sons, Isaac and Jean, it is plain at a glance that they are full-blooded Negroes. The former wears a most extravagant uniform, every inch of it bedizened with gold braid and rosettes, complete with an enormous sword, the tip of it dragging the boards of the deck, whose bearer appears to have no notion of its use. The hilted weapon seems only to encumber the natural movement of his hands along his sides. With all its meaningless pomp this uniform shows marked





signs of wear, hard wear at that, and Isaac seems to sulk inside it—a bedraggled peacock, caught in a rainstorm.

I have heard, from Captain Savary and others, that this uniform was the personal gift of Bonaparte to Toussaint's second son. Placide was presented with another like it, on the same occasion, but no longer wears it.

The eighth and last of the party looks a miscellany of ill-assembled and badly chosen parts, being overly tall, gangly, poorly proportioned and clumsy in all respects, all thumbs and elbows. His neck is elongated, with a busy Adam's apple the size of a garden spade, and, above, his head appears ridiculously small. He rolls his eyes and stutters when he speaks, and his outsized, long-fingered hands creep about all over his person like great agitated spiders the while. This singular creature is Toussaint's valet, known by the fanciful appellation of Mars Plaisir. For the moment, he cannot practice his intended vocation, since Toussaint is held strictly apart from all this retinue, not permitted to see any of his retainers or even any member of his family. A pointless severity, I should think, yet I would willingly be deprived of the attentions of a Mars Plaisir. In almost any European village I would expect a creature such as he to be set upon and stoned to death.

Now the very thought of Europe makes me puzzle at my enterprise, for these notes are addressed to no one, nor could I find opportunity to send them anywhere at all these next six weeks at sea. Yet I continue, for there have been other curiosities this day. At even (his family and retainers being at table below), Toussaint was fetched on deck to take the air, under guard of two dragoons detached from Captain-General Leclerc's expedition. Those soldiers seemed to tower over him, for he is only a small Negro man and unremarkable at first glance, more noteworthy for the incongruity of his dress than for any distinguishing feature of his person. He wore a loose white shirt or smock, coarsely woven and open at the neck, over tight trousers from a military uniform, and a pair of high cavalry boots. There was a kerchief bound over his head, and I remembered hearing that Toussaint affected such a covering, not only in his déshabillé but often even on occasions of state.

I had the watch, but the sea was calm and the sky clear, with the first stars just beginning to emerge, and I approached a little nearer. He did not seem at all aware of my proximity, but stood near the stern rail to stare most intently down at the water (there being no longer any land in view). Not knowing what to say to him, or if I ought to speak at all, I was silent for some minutes before inquiring, what it might be that he was so carefully regarding.

And here the sentinel's attention abruptly returned to his charge, and he undertook to prevent our conversation, but I overrode him, repeating my question and adding to it, whether Toussaint was looking back toward the island of which he had lately been master, and whether he regretted it.

At this, Toussaint turned half toward me and looked at me with half a smile, but without immediately speaking. I suppose he must have gone a lengthy while without much benefit of human discourse. Still, there was a sort of slyness in that smile. His lips were full and heavy, his teeth long and yellow; he lacked an eyetooth on the left side. The jaw long and slung far forward, stretching and lowering the deep oval of his face. His nose was long also and typically flat, but his forehead was high and his eyes, with their yellowing whites, were large and expressive—his best feature. All in all, a most arresting ugliness.

He was smaller than I somehow had expected, standing no higher than my breastbone. His disproportionately long trunk was set on little bandy legs—undoubtedly he would appear to best advantage on horseback. Some grizzled hair appeared at his shirt's neck, and the gray pigtail hanging from under the kerchief was fastened with a bit of frayed red ribbon. I would have put him in the middle fifties. He was narrow-hipped and distinctly thin, though not to the point of frailty—his arms were disproportionately thick and muscular.

He returned my looks, taking my measure also it may be, and then resumed his staring at the water.

"Guinée," he said, but so softly I scarce caught the word at all.

"Africa?" I said, with some surprise.

Of course he was not looking in the right direction, but one would hardly expect him to be a master of geography, outside of the colony. He is himself a Creole and I believe this must have been the first time he had ever been to sea. I found that my gaze was drawn after his; he continued to inspect the surfaces of the ocean for some time before he spoke. The water had taken on a red metallic glimmer from the light of the setting sun.







"Guinée, on dit, se trouve in bas de l'eau." Still Toussaint kept his eyes fixed on the water. They say that Africa is at the bottom of the ocean.

"But you are a Christian," I said, for I was again surprised, though it was not the first time I had heard of this belief. One often finds the slavers complaining of it—how their new-bought slaves will fling themselves off the ships in droves, believing that they may pass beneath the ocean to regain their original homes in Africa.

Toussaint glanced up at me with the same sly smile. "Of course I am a Christian," he said, "but I should like to see Africa all the same."

Our colloquy could not continue past that point, for the dragoons quite brusquely led him away. Improbable as it is that anyone aboard should enter into conspiracy with such a one as he, his reputation for cunning is sufficient that his guard evidently has been ordered to permit that he converse with no one.

Unfortunate fellow, I should not suppose him likely ever to see Africa—not, at least, in this lifetime.

It was well past dark when I was relieved of my watch, and in groping along through the darkness below toward my own repose I must pass the cabin where Toussaint was held secure. Going along the passage, I heard a voice coming from behind the door, and (the sentinel having absented himself, perhaps to the jakes) I paused to listen. The occupant was reading in a loud sonorous voice, this passage from the end of Deuteronomy:

And Moses went up from the plains of Moab under the mountains of Nebo, to the top of Pisgah, that is over against Jericho. And the Lord showed him all the land of Gilead, unto Dan.

And all Naphtali, and the land of Ephraim, and Manasseh and all the land of Judah, unto the utmost sea.

And the south, and the plain of the valley of Jericho, the city of palm trees, unto Zoar.

And the Lord said unto him, This is the land which I sware unto Abraham, unto Isaac, and unto Jacob, saying, I will give it unto thy seed: I have caused thee to see it with thine eyes, but thou shalt not go thither.

So Moses the servant of the Lord died there in the land of Moab, according to the word of the Lord.

And he buried him in a valley in the land of Moab, over against Bethpeor, but no man knoweth his sepulchre unto this day.

And Moses was a hundred and twenty years old when he died. His eye was not dim, nor his natural force abated.

And the children of Israel wept for Moses in the plains of Moab thirty days: so the days of weeping and mourning for Moses were ended.

Here Toussaint stopped, and after a little period of silence began again but in a lower and less certain tone, a murmur unintelligible to me—perhaps it was a prayer. This was for all the world like a regular church service, though with the one man playing the roles of both priest and communicant.

I took my way toward my own berth, but sleep continues to elude me, though the hour is late. Therefore I write—to no one. The wind has risen and the seas run higher than they did at sunset, so that the lamp swings like a pendulum on its chain; it blots my page with shadow, and then once more returns its light. Though the ship is densely packed with men and I can hear my fellows snoring, I feel myself much alone this night.

Out of the groaning of the ship's timbers come again the words that Captain Savary repeated to a few of us at table: a sentence he claimed Toussaint had spoken when first taken onto the ship. En me reversant, on n'a abattu à Saint-Domingue que le tronc de l'arbe de la liberté des noirs; il poussera par les racines, parce qu'elles sont profondes et nombreuses. [In overthrowing me, you have done no more than cut the trunk of the tree of black liberty in Saint Domingue—it will spring back from the roots, for they are numerous and deep.]

Research Option

Using Research in Writing

Use the Internet, an encyclopedia, and books about Haiti to find out more about Toussaint L'Ouverture. Write a brief biographical sketch and share it with your classmates. Then discuss how your findings compare with the fictional portrait of Toussaint in this excerpt.



HISTORYMAKERS Simón Bolívar

The Liberator

"The bonds that united us to Spain have been severed."—Bolivar, The Letter from Jamaica (1814)

Simón Bolívar led his people's fight for independence from Spain. He envisioned the formation of a single country extending from present-day Venezuela to modern Bolivia. However, his plans clashed with those of his followers, and the grand nation he dreamed of creating fell apart.

Bolívar was born in 1783 to a wealthy family from the colony of Venezuela. His education included several years of study in Europe. While there, he married, but soon after the couple reached South America his wife died of yellow fever.

Bolívar then returned to Europe and met with several important thinkers and politicians. One of them told Bolívar that the Spanish-American colonies had vast resources that could make them powerful—if only they could become free of Spanish control. Bolívar returned to South America and joined the movement for independence.

In 1810, a group of rebels in Venezuela removed the Spanish governor from office and took control. The next year Venezuela declared itself independent. By 1813, Bolívar commanded the army. In 1814, however, the Spanish fought back and defeated his troops, forcing him to flee the country.

During Bolívar's exile, he called for all Spanish colonies to rise against European rule to "avenge three centuries of shame." In 1814, he wrote a famous call to arms, *The Letter from Jamaica*, which outlined a plan to create republics reaching from Mexico to Argentina and Chile. Unable to win British or American support, he turned to Haiti. With money and guns from this newly independent republic, he returned to Venezuela to face the largest army Spain had ever'sent across the Atlantic.

From 1815 to 1817, neither side won any decisive battles. However, Bolívar began to build the foundation of victory. He declared the end of slavery to be one of his goals, thus winning wider support. He made alliances with two groups of guerrilla soldiers, who harassed the Spanish army. He also hired veteran European troops. Then in 1819, he devised a daring plan to cross the Andes Mountains and surprise the Spanish. His army of 2,000 first had to cross the hot jungles of the Orinoco River

and then the freezing mountain passes. Many died, but Bolívar's army was strong enough to defeat the Spanish in four different battles.

Bolívar returned to the city of Angostura,
Venezuela, and joined a congress working on forming the new government. With his urging, members voted to create the republic of Gran Colombia, which would include modern Colombia, Ecuador, and Venezuela. "The lessons of experience should not be lost on us," he said. Europe had too many countries that constantly fought each other. "A single government," he argued, "may use its great resources [to] lift us to the summit of power and prosperity." Bolívar was named president and military dictator of the new republic.

Bolívar won independence for Venezuela in 1821 and Ecuador in 1822. He freed Peru from Spain in 1824 and Upper Peru in 1825, which renamed itself Bolivia. He was president of Gran Colombia, Peru, and Bolivia. Bolívar hoped that these nations would unite and thus become stronger.

Others did not share this vision. Even Bolívar's closest allies in the fight for independence believed that there should be several countries, not one large one. By 1826, civil war had broken out. Two years later, Bolívar reacted to the crisis by declaring himself military dictator. Opponents attacked his palace and tried to assassinate him. The Liberator was now seen as an enemy of the state. Venezuela withdrew from Gran Colombia, and Ecuador followed. Finally, with his body wracked by tuberculosis and his heart sick over the conflict, Bolívar retired in 1830. He died later that year.

Questions

- 1. *Perceiving Relationships* Was Bolívar a better military or political leader? Explain.
- 2. **Organizing Facts and Details** What lesson did Bolívar draw from European history? What did he suggest doing in South America to prevent this problem?
- 3. *Making Judgments* Would you say that Bolívar was a success or a failure? Explain.









HISTORYMAKERS Ludwig van Beeth. Innovative Genius



"... My most prized possession, my hearing, has greatly deteriorated....
will realize what a sad life I must now lead,... cut off from everything that dear and precious to me."—Beethoven, letter to a friend (1801)

udwig van Beethoven was a towering genius whose struggles in life gave his music great power. Born into the classical tradition, he launched the romantic movement. Where vocal music had been thought the greatest achievement that music could reach, he made instrumental music supreme. He did all this despite being completely deaf for the last ten years of his life.

Beethoven's struggles began early. His family became steadily poorer when his grandfather died and his father became an alcoholic. Beethoven had to leave school, and by age 18 he was supporting his family. He was a talented piano player, and music became his career and his life. He studied for two months with another musical genius, Wolfgang Amadeus Mozart, who proclaimed "this young man will make a great name for himself in the world."

In 1792, at age 22, Beethoven left his home in Germany for Vienna, Austria. At the time, Vienna was the center of European music. There were many different professional groups, and the wealthy nobles were an eager audience. Beethoven played the piano at concerts. He also composed music, writing for both the piano and the orchestra. These early pieces were similar to the classical style of music then in fashion.

Around 1800, Beethoven found he was growing deaf. He played fewer concerts and spent more of his time writing music. Each year, he spent the warmer months in a rural village. He took walks in the country, stopping only to jot down a new musical idea. His notes show that he worked on some pieces for many years. Parts of his famous Fifth Symphony were first written in 1804, but the symphony was not completed until 1808.

Beethoven's music became extremely popular. Critics praised his work, and wealthy nobles paid Beethoven to dedicate a piece to them. Starting in 1808—and until his death in 1827—he received an annual salary from several nobles so that he could devote himself to writing. His life was without luxury, however, and visitors might have thought him

poor. He never married, but after his death cletters that had never been sent were found addressed to a woman he called his "Immortal Beloved." Her identity has never been revealed.

In 1804, Beethoven launched a new style of music when he wrote his Third Symphony. It is called the *Eroica*, or heroic, symphony and was written on a grand scale. He dedicated the work to Napoleon. However, Beethoven, who supported republican government, removed the dedication in disgust after the French leader made himself emperor. Still, the piece reflects the great force of will that Napoleon brought to politics.

Beethoven produced many pieces, from piano music to string quartets to symphonies. His Sixth Symphony, called the *Pastoral*, was the first of a new kind of work called "program music." The composition was meant to tell a story. For example, light-hearted sections might suggest a pleasant day in the country, while darker, faster sounds might hint at a summer storm.

In his last 12 years, Beethoven hardly left his home at all. Complete deafness overtook him, and he could only communicate with friends by writing and reading notes. He wrote less music, but his new works were his most complex and moving yet. His crowning achievement was the Ninth Symphony, first performed in 1824. It combined an extra-large orchestra and a chorus, which ends the work by singing the stirring "Ode to Joy," a call for the fellowship of all people. At the performance, Beethoven turned the pages of the score for the conductor, keeping time with his foot. Unable to hear, he was unaware of the audience's enthusiastic applause.

Questions

- 1. **Recognizing Main Ideas** How did Beethoven suffer in his life?
- 2. *Making Inferences* How did Beethoven's work show the values of romanticism?
- 3. **Making Judgments** In what ways was Beethoven an innovator? Explain.



A			D-4-
Name -	•	•	Date



CONNECTIONS ACROSS TIME AND CULTURES Bonds That Create a Nation-State

THEMATIC CONNECTION:
POWER AND AUTHORITY



As you learned in Chapter 24, nationalism led to the formation of nation-states. In a nation-state, people are linked by such common bonds as government, culture, and history. What common bonds do people in the United States today share? Work with a partner to fill in the chart below. If you need help, consult an almanac or encyclopedia.

	Common Bonds That Link the People of the United States Today
1. Nationality:	
2. Territory/Land:	
3. Government:	
4. Language:	
5. Religion:	
6. Culture:	
7. Economy:	
8. Other:	

		D-+-	
Jama	•	. Date	
lame		Dute	and the second s





RETEACHING ACTIVITY Latin American Peoples Win Independence

Determining Main Ideas The following questions deal with struggles against colonial rule in Latin America. Answer them in the space provided.

1. Describe the class system in Latin American countries.	
2. What events and ideas helped bring about revolution in Lati	in America?
3. What was Simón Bolívar's role in the independence moveme	ent in the Spanish colonies?
4. How did Brazil achieve independence?	· · · · · · · · · · · · · · · · · · ·
ading Comprehension Find the name or term in the second coltches the description in the first column. Then write the letter of blank.	
5. Men who had been born in Spain and were at the top of Latin American society	a. Creoles
6. Spaniards born in Latin America	b. Padre Miguel Hidalg
7. Persons of mixed European and African ancestry	c. peninsulares
8. Persons of mixed European and Indian ancestry	d. mestizos
9. Venezuelan-born liberator of Spanish colonies in Latin America	e. Simón Bolívar
10 Priest who issued the grito de Dolores	f. mulattos



© McDougal Littell Inc. All rights reserved.



RETEACHING ACTIVITY Europe Faces Revolutions



Summarizing Complete the chart below by summarizing information about the schools of political thought in Europe in the first half of the 1800s.

Schools of Political Thought	Details	
Conservatives	1.	
	· · · · · · · · · · · · · · · · · · ·	
Liberals	2.	
Radicals	3.	

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- 4. The belief that one should be loyal not to a king or an empire but to a nation of people who share a culture and history
- ____ 5. A nation with its own independent government
- 6. Region that includes all or part of present-day Greece,
 Albania, Bulgaria, Romania, Turkey, and the former
 Yugoslavia
 - 7. Nephew of Napoleon Bonaparte who became emperor of France in 1852
- _____ 8. Czar who moved Russia toward modernization and social change

- a. the Balkans
- b. Alexander II
- c. nationalism
- d. Louis-Napoleon
- e. nation-state



Mamo			
Name	 	 	





RETEACHING ACTIVITY Nationalism Case Study: Italy and Germany

Determining Main Ideas Write your answers in the blanks provided.

1.	Powerful political idea of the 1800s that upset the balance of power in Europe:
2.	Policy of forcing Russian culture on all ethnic groups in the Russian empire:
3.	Sardinian prime minister who worked for Italian unification:
4.	Leader of the Red Shirts who united the southern part of Italy with the Kingdom of Piedmont-Sardinia:
5.	Very conservative members of Prussia's wealthy landowning class:
6.	Prime minister under Wilhelm I:
7.	Term applied to tough power politics with no room for idealism:
8.	War between Austria and Prussia in 1866:
9.	War between Prussia and France that was the final stage in German unification:
10.	Title taken by King Wilhelm of Prussia during the Second Reich:



RETEACHING ACTIVITY Revolutions in the Arts

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

	Arts movement that had a deep interest in nature and the ndividual
2. I	Freedom-fighter in Greece and leading romantic poet
3. (Great German romantic writer
4. (Collected German fairy tales and created a dictionary and grammar of the German language
	French romantic who wrote <i>The Hunchback of Notre</i> Dame
	Wrote the early successful Gothic horror novel Frankenstein
7.	Greatest romantic composer
8.	Innovation that became a tool for scientific investigation and led to the development of motion pictures
 9 .	Movement in art that reflected the growing political importance of the working class in the 1850s
10.	Term for the first practical photographs
11.	Famous English realist novelist who wrote about London's working poor
12.	Type of art that attempted to give the artist's impression

of a subject or moment in time

- A. Goethe
- B. photography
- C. romanticism
- D. impressionism
- E. Beethoven
- F. Victor Hugo
- G. realism
- H. Charles Dickens
- I. the Grimm brothers
- J. daguerreotypes
- K. Byron
- L. Mary Shelley-