

**CHAPTER**  
**24**  
**Section 1**

**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, p. 1000.)

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.

|                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Hypothesis:</b>                    |                                       |                                       |
| <b>Fact 1:</b>                        | <b>Fact 2:</b>                        | <b>Fact 3:</b>                        |
| Does it support hypothesis?<br>yes/no | Does it support hypothesis?<br>yes/no | Does it support hypothesis?<br>yes/no |