P.E.R.S.I.A.N CHARTS

Skill: Categorization

What to look for:

**PERSIAN**

How to find it:

1. Political: Who is in charge? What is power based on? Who gives that person or group power? Is there a contract? What's the government?
2. Economic: How do people earn their food? Is it based on agriculture, commerce, small trades or professions, or industry, like manufacturing or technology? Where's the money?
3. Religious: What is the meaning of life? Where did the group come from? What happens when they die? How do they spend their lives? Who talks to god(s)?
4. Social: How does the group relate to one another? How do people communicate? What do people do together? How is the group organized?
5. Intellectual: Who are the thinkers? What groups are given the chance to learn? How do people learn? Where does knowledge come from?
6. Artistic: How do they express themselves? What commitment to self-expression do they have? What technology or resources are given to art?
7. Near?: In what geographic region is this located? What geographic landscape makes up the region? How are the people/events affected by the geography?

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**For the period from 1500 to 1830, compare North America racial ideologies and their effects on society with Latin American/Caribbean racial ideologies and their effects on society**

In order to answer these kinds of questions, thinking of PERSIA can help you.

i.e: Politcal, economic, religious, social, intellectual, artistic similarities and differences

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|  | North America | Latin America / Caribbean |
| **P** | African slaves have no legal rightsIdeals of white superiority vs. inferior blacks | Latin America is more structured – their were levels of race, metizito, mullatos, zambos, etc. |
| **E** | Slavery, plantation, receive no wages, property of the slave trader/owner | Encomienda system, live on a hacienda, agriculture. Technically had more freedom than slaves, system died out as 90% of native population died from disease.  |
| **R** | Colonists were a mix of various forms of Protestantism. Converted slaves to Christianity, the idea that they were doing them a favor. | Catholicism forced upon the colonies, cathedrals everywhere. The Spanish believed their right to conquer the New World was in the pope’s call to convert the natives to Christianity |
| **S** | Ideas of European superiority over the New World. Predominately British influence over societyNatives were discriminated againstIntroduction of Africans to North America. 2 levels of society, 1 is good (white) and the other is bad (black)Discrimination and oppressions – slave punishments. Colonists in N America more detached from the Mother Country, discrimination if not ‘born’ in England. Mixed marriages were looked down upon and were taboo. | Ideas of European superiority over the New World. Natives were discriminated againstPredominantly Spanish influence over societySociety was structured with Spanish born Penninsulares at the top, than creoles, metiztos, mullatos. More levels. Socially, there was nearly complete subjugation of Amerindians, placed at bottom of social structure. A hierarchical class system based on race emerged. **Peninsulares** (Europeans born in Spain) had the highest status, and **creoles** (Europeans born in the Americas) were second. In the middle were **mestizos** (blend of European and Amerindian) and **mulattoes** (blend of European and African), and at the bottom were full blood natives and Africans.Birth of new races – creoles, mestizos, mulattoes, etc. Natives forced to speak Spanish.Spanish culture, forced on the native population. |
| **I/C** | Ideas of European superiority over the New World. Natives were discriminated againstPredominantly Spanish influence over societySlaves not offered educationBritish influence in N. America rather than Spanish. (Language and culture) | Ideas of European superiority over the New World. Natives were discriminated againstPredominantly Spanish influence over society* Catholicism

Universities built in Latin America.  |
| **A** | Slave songs | Christian influences in art. |