Focus Question: How did Spain and Portugal build colonies in the Americas?

Spanish and Portuguese Colonies in the Americas

Objectives
- Explain how Spain ruled its empire in the Americas.
- Analyze the major features of Spanish colonial society and culture.
- Describe how Portugal and other European nations challenged Spanish power.

Terms, People, and Places
- viceroys
- audiencias
- Bartolomé de Las Casas
- mestizo
- silver mine
- Potosí

Governing the Provinces
Spain was determined to maintain strict control over its empire. To achieve this goal, the king set up the Council of the Indies in Spain closely monitored these colonial officials to make sure they did not assume too much authority. He appointed viceroys, or representatives who ruled in his name, in each province. Lesser officials and audiencias (ow deh EN see ah), or advisory councils of Spanish settlers, helped the viceroys rule. The Council of the Indies in Spain closely monitored these colonial officials to make sure they did not assume too much authority.

Ruling the Spanish Empire
- By the mid-1500s, Spain claimed a vast empire stretching from California to South America. In time, it divided these lands into four provinces, including New Spain (Mexico) and Peru.
- Governing the Provinces: Spain was determined to maintain strict control over its empire. To achieve this goal, the king set up the Council of the Indies to pass laws for the colonies. He also appointed viceroys, or representatives who ruled in his name, in each province. Lesser officials and audiencias (ow deh EN see ah), or advisory councils of Spanish settlers, helped the viceroys rule. The Council of the Indies in Spain closely monitored these colonial officials to make sure they did not assume too much authority.

Spreading Christianity
- To Spain, winning souls for Christianity was as important as gaining land. The Catholic Church worked with the government to convert Native Americans to Christianity.

A Missionary Protests
- Everything that has happened since the marvelous discovery of the Americas... seems to overshadow all the deeds of famous men past, no matter how heroic, and to silence all talk of other wonders of the world. Permit me amid the aspects of this story which have caught the imagination are the massacres of innocent peoples... —Bartolomé de Las Casas, 1542

High-Use Word Definition and Sample Sentence
- drastic, adj.: having a strong effect
  - The drastic reduction of the budget resulted in the cutting of several extra curricular classes.

Focus Question: How did Spain and Portugal build colonies in the Americas?
Ruling the Spanish Empire

Instruct

■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder term and definition. Point out the black heading Encomienda—A System of Forced Labor and have them predict what the term drastic will refer to.

■ Teach
Point out that Spain maintained tight control over its American colonies both to make them profitable and to Christianize them. Ask What governmental systems did Spain set up to control its American provinces? (Spain created the Council of the Indies in Spain, which passed laws for the colonies and monitored colonial officials.)

■ Quick Activity
Write on the board the six black headings that fall under the red heading Ruling the Spanish Empire (e.g. Governing the Provinces, and so on). Organize students into six groups. Without looking at the book, have students in each group list on the board as many facts as they can recall about each topic. Then have groups switch topics and check or add to the other groups’ work.

Independent Practice

Viewpoints
To help students better understand the impact of Spanish colonization on Native Americans, have them read the selection Two Views of the Treatment of Indians and complete the worksheet.

■ Teaching Resources, Unit 1, p. 50

Monitor Progress

■ As students list facts on the board, circulate to make sure their work is accurate and that they understand the main ideas of each topic.

■ As students fill in their flowcharts, circulate to make sure they understand how Spain established its empire. For a completed version of the flowchart, see Note Taking Transparency, 124A.

Teach

Ruling the Spanish Empire

■ 116 The Beginnings of Our Global Age: Europe and the Americas

Church leaders often served as royal officials and helped to regulate the activities of Spanish settlers. As Spain’s American empire expanded, Church authority expanded along with it.

Franciscans, Jesuits, and other missionaries baptized thousands of Native Americans. They built mission churches and worked to turn new converts into loyal subjects of the Catholic king of Spain. They also introduced European clothing, the Spanish language, and new crafts such as carpentry and leechdoming. Where they could, the Spanish missionaries forcibly imposed European cultures over Native American culture.

Controlling Trade
To make the empire profitable, Spain closely controlled its economic activities, especially trade. The most valuable resources shipped from Spanish America to Spain were silver and gold. Colonists could export raw materials only to Spain and could buy only Spanish manufactured goods. Laws forbade colonists from trading with other European nations or even with other Spanish colonies.

When sugar cane was introduced into the West Indies and elsewhere, it quickly became a profitable resource. The cane was refined into sugar, molasses, and rum. Sugar cane, however, had to be grown on plantations, large estates run by an owner or the owner’s overseer. And plantations needed large numbers of workers to be profitable.

Encomienda—A System of Forced Labor
At first, Spanish monarchs granted the encomiendas encomiendas (en koh mee EN dahs), the right to demand labor or tribute from Native Americans in a particular area. The encomiendas used this system to force Native Americans to work under the most brutal conditions. Those who resisted were hunted down and killed. Disease, starvation, and cruel treatment caused drastic declines in the Native American population.

The encomienda system was used in the mines as well as on plantations. By the 1540s, tons of silver from the Potosí region of Peru and Bolivia filled Spanish treasure ships. Year after year, thousands of Native Americans were forced to extract the rich ore from dangerous shafts deep inside the Andes Mountains. As thousands of Indians died from the terrible conditions, they were replaced by thousands more.

A Spanish Priest Speaks Out
A few bold priests, like Bartolomé de Las Casas (bahr toh loh deh LAHS KAH suhs), called attention to the horrors that Spanish rule had brought to Native Americans and pleaded with the king to end the abuse.

Prodded by Las Casas, Spain passed the New Laws of the Indies in 1542. The laws forbade enslavement and abuse of Native Americans, but Spain was too far away to enforce them. Many Native Americans were forced to become peones, workers forced to labor for a landlord in order to pay off a debt. Landlords advanced them food, tools, or seeds, creating debts that workers could never pay off in their lifetime.

Bringing Workers From Africa
To fill the labor shortage, Las Casas urged colonists to import workers from Africa. He believed that Africans were immune to tropical diseases and had skills in farming, mining, and metalworking. Las Casas later regretted that advice because it furthered the brutal African slave trade.

The Spanish began bringing Africans to the Americas as slave laborers by the 1530s. As demand for sugar products skyrocketed, the settlers

Differentiated Instruction

Solutions for All Learners

■ 1 Special Needs
Less Proficient Readers
Have students make a graphic organizer, such as a pyramid, to better understand the relationships among those involved in the Spanish colonies of the Americas. They should include the king, Council of the Indies, viceroys, audiencias, conquistadors, settlers, Native Americans, and enslaved Africans. Where might priests fit in their graphic organizers? Why?

■ 2 English Language Learners
Use the following resources to help students acquire basic skills:

□ Adapted Reading and Note Taking Study Guide
□ Adapted Note Taking Study Guide, p. 139
□ Adapted Section Summary, p. 140
imported millions of Africans as slaves. They were forced to work as field hands, miners, or servants in the houses of wealthy landowners. Others became skilled artists and artisans. Within a few generations, Africans and their American-born descendants greatly outnumbered European settlers throughout the Americas. In the cities, some enslaved Africans earned enough money to buy their freedom. Others resisted slavery by rebelling or running away.

**Checkpoint** What was the encomienda system?

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### Colonial Society and Culture

In Spanish America, the mix of diverse peoples gave rise to a new social structure. The blending of Native American, African, and European peoples and traditions resulted in a culture distinct to the Americas.

#### Cultural Blending

Although Spanish culture was dominant in the cities, the blending of diverse traditions changed people’s lives throughout the Americas. Settlers learned Native American styles of building, ate foods native to the Americas, and traveled in Indian-style canoes. Indian artistic styles influenced the newcomers. At the same time, Europeans taught their religion to Native Americans. They also introduced animals, especially the horse, thereby transforming the lives of many Native Americans.

Africans contributed to this cultural mix with their farming methods, cooking styles, and crops. African drum music, dance, and song heightened Christian services. In Cuba, Haiti, and elsewhere, Africans forged new religions that blended African and Christian beliefs.

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### Women’s Rights

Sor Juana Inés de la Cruz, in addition to being a poet and a dramatist, was an ardent defender of a woman’s right to an education. Most men of her time, however, believed that educating women was excessive and even harmful. In fact, a bishop wrote her a letter calling her scholarly work inappropriate and ordered her to stop.

Sor Juana responded to such prejudices in a poem called “Hombres Nueces,” or “Useless Men.” In the poem, she pointed out that men often dismissed women as being ignorant. Yet it was the men themselves who, with their social restrictions, perpetuated the ignorance of women.

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### Answers

- **A system in which the Spanish had the right to demand labor from Native Americans.
- **It is the largest building in the town square; people are using the space in front of it as a gathering place.
- **The church is a vital part of life in the town.

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### Colonial Society and Culture

**Instruct**

- **Introduce: Key Terms** Have students find and define the key terms (in blue) peninsulares, creoles, mestizos, and mulattoes. Ask them to analyze what the use of such specific terms says about Spanish colonial society.
- **Teach** Discuss the new American culture that developed in the Spanish colonies. Use the Numbered Heads strategy (TE, p. T23) and ask **What did Spanish, Native American, and African cultures contribute to the new American culture?**
  - Spanish: architecture, universities, painting and poetry, livestock, religion
  - Native American: styles of building, food, means of travel
  - African: farming methods and crops, cooking styles, drama, dance, song, religion

Do you think that the benefits of European civilization outweighed the vast upheaval it brought to millions of people? Explain. (Responses might argue that European domination was inevitable, whether or not it was beneficial; or that no benefits could outweigh the terrible cost in human lives.)

- **Analyzing the Visuals** Have students study the circle graphs on the next page. Ask **Why do you think Native Americans were a smaller percentage of the population in 1650 than in 1570?**

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### Independent Practice

Have students choose one of the groups discussed in the text under Colonial Society and Culture and write a paragraph describing what a typical day might have been like for a person in that group.

### Monitor Progress

Read aloud the black headings from this section and have students summarize the content under each.

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### History Background

#### Women’s Rights

Sor Juana Inés de la Cruz, in addition to being a poet and a dramatist, was an ardent defender of a woman’s right to an education. Most men of her time, however, believed that educating women was excessive and even harmful. In fact, a bishop wrote her a letter calling her scholarly work inappropriate and ordered her to stop.
**Beyond the Spanish Empire**

**Instruct**

- **Introduce** Point out the quote by Francis I under the heading Challenging Portugal and Spain. Explain that his words summed up the resentment felt by other European powers as they watched Spain and Portugal gobble up South America and its untold wealth. Ask students to predict what nations such as France and England might do in response.

- **Teach** Trace the growth of the colony of Brazil as well as the efforts of other European nations to thwart Spanish and Portuguese dominance in South and Central America. Ask what agreement gave the Portuguese Brazil? (the 1494 Treaty of Tordesillas)

- **Quick Activity** Divide students into small groups. Pose the following question to them: Was French, English, and Dutch resistance of Spain and Portugal justified, and might other nations or groups also have had cause for resentment? Have groups discuss their responses and present them to the class.

**Independent Practice**

- **Note Taking** Have students begin filling in the Venn diagram showing the similarities and differences between the Spanish and Portuguese empires in the Americas. 

- **Reading and Note Taking Study Guide,** p. 139

- **Monitor Progress**

- **Checkpoint** What was the role of the Church in colonial education?

**Answers**

**Graph Skills**

- 10.1%

- The Church fostered the creation of universities in the colonies to provide for the education of priests.

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**A Changing Population**

The population of Spanish America changed dramatically within a century, as the two circle graphs illustrate. Artist Miguel Cabrera showed this diversity in a 1700s painting of a single family made up of a Spanish father, a Native American mother, and a mestizo daughter.

**A Layered Society** Spanish colonial society was made up of distinct social classes. At the top were peninsulares (people born in Spain), followed by Creoles and mestizos, and finally Amerindians and people of African descent.

**Lively Towns and Cities** Each colony had its capital city. South America was at its heart, where the metropolis served as a center of government, commerce, and European culture. The population of Mexico City grew so quickly that by 1550 it was the largest Spanish-speaking city in the world. Colonial cities were centers of government, commerce, and European culture. Around the central plaza, or square, stood government buildings and a Spanish-style church. Broadway and public monuments symbolized European power and wealth. Cities were also centers of intellectual and cultural life. Architecture and painting, as well as poetry and the exchange of ideas, flourished in Spanish cities in the Americas.

**Emphasizing Education** To meet the Church's need for educated priests, the colonies built universities. The University of Mexico was established as early as 1551. A dozen Spanish American universities were already educating young men long before Harvard was founded in 1636 as the first college in the 13 English colonies.

Women wishing an education might enter a convent. One such woman was Sor Juana Inés de la Cruz (sawr HWAN uh ees lah krooz). Refused admission to the University of Mexico because she was female, Juana entered a convent at around the age of 18. There, she devoted herself to study and the writing of poetry. She earned a reputation as one of the greatest poets ever to write in the Spanish language.
Beyond the Spanish Empire

A large area of South America remained outside the Spanish empire. By the Treaty of Tordesillas in 1494, Portugal claimed its empire in the east, Brazil.

Settling Brazil

As in the Spanish empire, the Native Americans who lived in Brazil—the Tupian Indians—had been largely wiped out by disease. In the 1530s, Portuguese navigators began to seize grants of land to Portuguese nobles, who agreed to develop the land and share profits with the crown.

Landlords sent settlers to build towns, plantations, and churches.

Unlike Spain’s American colonies, Brazil offered no instant wealth from silver or gold. However, many settlers cut and exported Brazilwood. The Portuguese named the colony after this wood, which was used to produce a valuable dye. Then they turned to plantation agriculture and raising cattle. Like the Spanish, the Portuguese forced Indians and Africans to clear land for plantations. As many as four million Africans were sent to Brazil. As in Spanish America, a new culture emerged in Brazil that blended European, Native American, and African elements.

Challenging Portugal and Spain

In the 1500s, the wealth of the Americans helped make Spain the most powerful country in Europe, with Portugal not far behind. The jealous English and Dutch shared the resentment that French king Francis I felt when he declared, “I should like to see Portugal not far behind. The jealous English and Dutch shared the resentment that...”

Smuggling Brazilwood

A game called Brazilwood in the 1500s chose French privateers illegally cutting Portuguese Brazilwood and storing it on their boats.

Section 2 Assesement

1. Sentences should reflect an understanding of the term, person, or place listed at the beginning of the section as well as the proper categorization.
2. They conquered native peoples and used their land, resources, and forced labor to build colonies.
3. Sample: They could have paid people to work for them.
4. A hierarchy based on power and origins emerged, with those with the most European blood at the top.
5. Similar: imposing their will on Native Americans by force, using slave labor, developing new, blended cultures. Different: Spain’s empire included mineral wealth, while Portugal’s American empire relied on agriculture, cattle, and timber.
6. They wanted to check Spain and Portugal’s growing wealth and power.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

Reteach

If students need more instruction, have them read the section summary.

Extend

Tell students that Spanish settlers and Native Americans in the American Southwest influenced each other’s building techniques and created a unique style of architecture. Ask students to research this region’s architecture, choose a particular building, and create a multimedia presentation identifying its Native American and Spanish features. As a class, discuss these examples of cultural diffusion.

Answer

- the cutting and exportation of Brazilwood, plantation agriculture, and cattle ranching

Progress Monitoring Online

Use the following Web Code to access additional assessment resources online.

Web Code: nba-1521

Writing About History

Quick Write: Make a Venn Diagram when you write an essay comparing and contrasting two things, you first need to make clear how they are similar and different. A graphic organizer can help you outline similarities and differences. Choose two people, places, or events from the section. Then create a Venn diagram that you can use to compare and contrast them. Refer to the Venn diagram at the beginning of the section as an example.

For additional assessment, have students access Progress Monitoring Online at Web Code nba-1521.