Europeans Establish Colonies

**Objectives**
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain Spanish explorers’ achievements.
- Describe Spanish society in New Spain and Peru.
- Evaluate the causes and effects of Spanish imperial policies in the American Southwest.

**Prepare to Read**

**Background Knowledge**
Remind students of Spain’s successes in Central and South America in the early 1500s. Ask them to predict whether Spanish expansion in the Americas would continue and how the colonizers would govern their new territories.

- **Set a Purpose**
  - **WITNESS HISTORY** Read the selection aloud, or play the audio.
  - **Audio** Witness History Audio CD, Cities of Gold

  Ask how does Casteneda show his disappointment? (Possible answer: He describes the village as cramped and crowded.) What questions might historians ask as they read Casteneda’s account of Coronado’s expedition? (Possible answer: What was Casteneda’s background, and how did he know what he claimed to know?)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

- **Preview** Have students preview the Section Objectives and the list of Terms and People.

- **NoteTaking** Using the Paragraph Shrinking strategy (TE, p. T20), have students read this section. As they read, have students summarize how different factors strengthened the Spanish American empire. Reading and Note Taking Study Guide

**Spans Empire in the Americas**

**Objectives**

- Explain Spanish explorers’ achievements.
- Describe Spanish society in New Spain and Peru.
- Evaluate the causes and effects of Spanish imperial policies in the American Southwest.

**Terms and People**
missionary mestizo mission viceregal

**NoteTaking**
Using the Paragraph Shrinking strategy (TE, p. T20), have students read this section. As they read, have students summarize how different factors strengthened the Spanish American Empire.

**Vocabulary Builder**

Use the information below and the following resource to teach students the high-use words from this section. Teaching Resources, Vocabulary Builder, p. 12

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
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<tbody>
<tr>
<td>urban</td>
<td>adj. relating or belonging to a city During the 1400s, some urban areas in Europe became large trading centers.</td>
</tr>
<tr>
<td>tangible</td>
<td>adj. solid; capable of being touched or understood Although people have long searched for artifacts, relatively little tangible evidence exists from prehistoric cultures.</td>
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</tbody>
</table>
Protestants favored the individual’s right to seek God by reading the Bible and by heeding ministers who delivered evangelical sermons. Without the unifying power of the pope, Protestants soon divided into many different denominations, including Lutherans, Calvinists, Baptists, Anglicans, and Quakers.

The Protestant movement spread throughout northern Europe, including the Netherlands and England. The French divided into hostile Protestant and Catholic camps, but the Spanish remained Catholic. Indeed, Spanish monarchs led the Catholic effort to suppress Protestantism. Rival nations carried the conflict across the Atlantic to their new colonies in the Americas.

Checkpoint What issues divided the nations of Europe during the 1500s?

Spain Organizes Its American Empire

Although the conquistadors were successful at conquering territory and establishing colonies for Spain, they were not effective at running the colonies. Under Spanish rule, Indians were enslaved and forced to labor on encomiendas, large Spanish-owned plantations. They were also forced to mine for silver and gold. They suffered harsh treatment and were often beaten or worked to death.

The Spanish king worried that the conquistadors killed too many Indians, who might otherwise have become tax-paying subjects. Eager to stabilize the new conquests, the king heeded priests such as Bartolomé de Las Casas, who urged the royal government to adopt laws protecting Indians. Catholic friars served as missionaries—people who work to convert others to their religion. The friars aimed to convert Indians to Christianity and to persuade them to adopt Spanish culture.

Although less brutal than the conquistadors, the friars demanded that the Indians surrender their traditions in favor of Christian beliefs and Spanish ways. The friars destroyed Indian temples and sacred images. Then, missionaries ordered the Indians to build new churches and adopt the rituals of the Catholic faith. The missionaries also forced Indians to work for them. The friars relied on Spanish soldiers who set up presidios, or forts, near the missions.

New Spain and Peru Established During the 1530s and 1540s, the Spanish Crown divided the American empire into two immense regions, known as viceroyalties, each ruled by a viceroy appointed by the king. The viceroyalty of New Spain consisted of Mexico, Central America, and the Caribbean islands. The viceroyalty of Peru included all of South America except Portuguese Brazil. To control the vicereyes, the Spanish Crown forced them to share power with a Crown-appointed council and an archbishop. The Spanish did not permit elected assemblies in their colonies.

Society in Spain’s American Colonies During the sixteenth century, about 250,000 Spanish people, mostly men, immigrated across the Atlantic to the American empire. The male colonists generally took Indian wives. Children of mixed Spanish and Indian ancestry became known as mestizos. As the Native American population declined from diseases, the mestizos became the largest segment of Spain’s colonial population by the eighteenth century. Next in proportion were the mestizos.

The Protestant Reformation was a religious movement that challenged the authority and teachings of the Catholic Church. Using the Numbered Heads strategy (TE, p. T23), ask students to discuss factors that might have influenced whether the Protestant Reformation took root in particular states or regions of Europe.

Analyzing the Visuals Have students examine the painting of the Indian baptism on this page. Ask Which Indians might the Spanish have attempted to convert first? (Possible answer: They probably sought to convert Indian leaders who exercised influence over the rest of the population.)

Independent Practice Have students use library resources and school-approved Internet Web sites to find information about the spread of Protestantism in Europe. Tell each student to use the information that he or she finds to make a line graph showing the number of Protestants in Europe from 1520 to 1600.

Answer

competition for the resources of North and South America and a growing rift between Catholics and Protestants.
Europeans Organize Their American Empire

**Instruct**
- **Introduce:** Key Term Explain the meaning of *mestizo* (in bold) and *casta* to students. Ask What do these words indicate about Spanish influence in America? (Possible answer: Spanish intermarriage with Indians created new social classes within the Spanish colonies.)
- **Teach** Ask What were the names of Spain's two American viceregal titles and of what regions did they consist? (New Spain included Mexico, Central America, and the Caribbean islands, while Peru included all of South America except Portuguese Brazil.) Why might Indians have disliked missionaries as well as conquistadors? Sample answers: Both tried to destroy the Indian way of life; one primarily through weapons and the other primarily through cultural assimilation; both enslaved the Indians; both supported the castas. How might intermarrying with a local population affect the ability of a colonizing power to rule colonized peoples? (Possible response: It might enable the colonizing power to maintain order with less use of force.)

**Independent Practice**
Have students access Web Code ncp-0202 to use the Geography Interactive map and then answer the map skills questions found in their textbook.

**Monitor Progress**
As students answer the map skills questions, circulate to make sure that they are correctly interpreting the map.

**Answers**

**Map Skills**
1. Locate: (a) Mississippi River, (b) St. Lawrence River, (c) Gulf of Mexico
2. Movement Describe the journey of Jolliet and Marquette.
3. **Predict Consequences** Based on this map, what regions do you think France will control in North America?

Spain Explorers Push North

Cortés's success in conquering and plundering Mexico inspired later conquistadors. Seeking their own golden empires, Hernando de Soto and Francisco Vasquez de Coronado led expeditions into the lands north of Mexico.

**Differentiated Instruction**

**Advanced Readers**
Tell students that reading biographies can be an exciting way to learn more about history. Ask them to make a list of the names featured on the map on this page and to do some preliminary research about each individual, either using the school library or school-approved Internet Web sites. Then, have them choose the individual whose adventures and experiences most interest them and locate a biography of that person that is well-regarded by both readers and historians. After students have selected and read a biography, ask them to write a brief review of the biography, commenting on the author's style, the depth of research conducted by the author, and whether the book changed their view of the subject.
De Soto Explores Florida  In 1539, de Soto’s conquistadors crossed present-day Florida, Georgia, South Carolina, North Carolina, Tennessee, Alabama, Mississippi, and Arkansas. Frustrated in their search for riches, the conquistadors massacred Indian villages, ravaged fields, emptied storehouses, and burned towns. After de Soto died of disease in 1542, his men gave up and fled to Mexico in boats. They left behind deadly new diseases, which continued to spread among the Indians of the Southeast.

Coronado Searches for Golden Cities  Coronado marched north from Mexico into the Rio Grande valley in 1540. Unable to defeat the Spanish, the Pueblo Indians in the region tried to get rid of them by appealing to their greed. The Pueblos told alluring stories of a golden kingdom named Quivira to the north, on the far side of a great, grassy plain. In pursuit of Quivira, Coronado and his men crossed the Great Plains to what is now Kansas. They found only villages of grass-thatched lodges inhabited by Wichita Indians, who possessed neither gold nor silver. Returning to the Rio Grande in a rage, the Spanish took a bloody revenge on the Pueblos before retreating to Mexico in 1542.

Spain Colonizes Florida  After the expensive failures of de Soto and Coronado, the Spanish Crown lost interest in the northern lands. Lacking tangible wealth, the northern frontier did not seem worth the effort to conquer and colonize. But attacks by French, Dutch, and English pirates began to change Spanish minds during the 1560s. By occupying Florida and the Rio Grande valley, the Spanish hoped to create a defensive zone, to keep hostile European rivals far from the precious mines and towns of Mexico. This plan became urgent when the Spanish learned that the French had built a small base on the Atlantic coast of Florida. Worse still, these French colonists were Protestants, whom the Spanish hated as heretics.

In 1565, Pedro Menendez de Avilés attacked and destroyed the French base, slaughtering the captured Protestants. He then founded the fortified town of St. Augustine, which became the first enduring colonial town within what would later become the United States. However, Florida failed to attract a large number of Spanish colonists, who numbered a mere 1,000 by the end of the century. Florida failed to attract a large number of Spanish settlers wished to join such an isolated and poor colony, New Mexico’s colonial population stagnated. In 1638, the 2,000 colonists were greatly outnumbered by the 40,000 Pueblo Indians. A soldier described New Mexico as “at the ends of the earth . . . remote beyond compare.”

As in Florida, only the friars thrived in New Mexico. By 1628, they had founded 50 missions. The progress was remarkable because the friars demanded so much from their converts. Christian churches replaced the circular kivas, the sacred structures for religious dances and ceremonies. The priests smashed or burned the katsina figures held sacred by the Indians. (Katsinas are wooden figures that represent ancestral spirits.) The friars also expected the Indians to dress, cook, eat, and speak like Spaniards.

For a couple of generations, the Pueblos did their best to adapt to the friars. In part, the Indians acted from fear of the Spanish soldiers, who backed up the Spanish military forces. However, Florida failed to attract a large number of Spanish missionaries.

Vocabulary Builder  

tangible  (TAN juh buhl) adj. solid; capable of being touched or understood

Pueblo Indians create katsina images that represent ancestral spirits.

Spanish Explorers Push North

Instruct

- **Introduce:** Key Term Have students find the key term missions (in bold) in the text and point out the term’s relationship to the word missionary. Ask students if Spanish missions would have been as effective had they not been backed by Spanish military forces.

- **Teach** Display Color Transparency: Spanish Explorers in the Americas. Ask Who were Hernando de Soto and Francisco Vásquez de Coronado? (Spanish explorers who led unsuccessful expeditions into the regions north of Mexico in search of riches) Have students discuss why these explorers treated the Indians they encountered as they did. Ask What factor renewed Spanish interest in the northern lands? (The arrival of European rivals in the region spurred the Spanish to create a defensive zone in the north that would protect its towns and mines in Mexico.) Why would such a large number of Spanish missionaries be interested in settling in areas that were so isolated from the population centers in New Spain? (Possible answers: They genuinely believed in the importance of spreading the Catholic faith; they had few other career prospects or ways of securing livelihoods for themselves.) Have students describe the Pueblo response to Spanish missionaries and discuss how the Indians might have kept their religious and cultural practices secret from the Spanish missionaries. Color Transparencies: A-5

Independent Practice

- Direct students’ attention to the Infographic on the next page and have them answer the Thinking Critically questions that accompany it.

- Have students read and complete the Biography: Francisco Vásquez de Coronado worksheet. Teaching Resources, p. 17

Monitor Progress

Circulate to make sure that students’ worksheets reflect a complete understanding of Coronado’s life.
Europeans Establish Colonies

The Pueblos Revolt Against the Spanish

Instruct
- Introduce Ask students to read the introductory paragraph below the blue heading on the following page. Have students discuss why worsening conditions during the 1660s and 1670s caused the Pueblos to revolt against the Spanish.
- Teach Ask What was the significance of the 1680 Pueblo Indian revolt against the Spanish in New Mexico? (It was the greatest setback that the Indians ever inflicted on colonial expansion.) Was the revolt successful in the long term? Why? (Possible response: No; the Pueblos resumed fighting among themselves and with the Apaches, and the Spanish eventually reestablished themselves in the region.) In spite of events such as the Pueblo revolt, many Indians accepted the Catholic faith and, at times, Catholic priests even incorporated native practices into their rituals. This blending of religious practices is known as syncretism. Ask Why do you think priests might have been willing to incorporate such practices? (Sample: Catholic priests may have allowed native practices to influence them because they saw that it made the new religion easier for the Native Americans to accept.)

Independent Practice
Have students read the HISTORY MAKERS feature about Popé. Ask them to write a brief speech in the voice of Popé, explaining why the Apaches must join the Pueblos and fight the Spanish.

Monitor Progress
Circulate to make sure that students’ speeches are in the correct voice.

Answers
Thinking Critically
1. They introduced ideas and practices that dramatically changed Indian culture.
2. to protect the priests and their communities from attacks by Native Americans and European rivals; the presence of soldiers also reinforced the authority of the priests.

Connect to Your World

The 19 Pueblos of New Mexico With roots running back more than 2,000 years, 19 Eastern Pueblo communities have come together to protect and celebrate their respective ancient cultures. People have lived in Acoma Pueblo since before the twelfth century. European influence can be seen in the Spanish mission constructed there in 1629. Some accept visitors and tourists, but others, such as the Pueblo of Jemez, only accept visitors on certain days to respect the residents’ privacy. The San Juan Pueblo, existing under a social structure divided into Winter People and Summer People, performs many ceremonies yearly to which visitors are welcomed.

Most of the traditional languages of the Pueblo communities are based on either Keresan or Tanoan, and all groups practice a pantheistic religion. When visiting the communities, visitors must refrain from speaking or interfering during the traditional dances and ceremonies and they may not applaud. The complex and diverse society that exists among the Pueblo today shows the adaptive nature and strength of these people who have preserved their way of life in spite of centuries of outside influences.
The Pueblos Revolt Against the Spanish

Conditions worsened during the 1660s and 1670s. A prolonged drought undercut the harvests, reducing many Pueblos to starvation. Disease, famine, and violence cut their population from 40,000 in 1638 to 17,000 by 1680. The losses made it harder for the Pueblos to pay tribute in labor and produce to the missionaries and colonists.

Fed up, in 1680 the Pueblos revolted under the leadership of a shaman named Popé. Encouraging resistance to Spanish ways, Popé urged a return to the traditional Pueblo culture and religion. The rebels also drew support from the Apaches, who had their own scores to settle with the Hispanic slave raiders. The Indians destroyed and plundered missions, farms, and ranches. Abandoning Santa Fe, the colonial survivors and Christian Indians fled to El Paso, which at the time was on the southern margin of New Mexico. The Pueblo Revolt was the greatest setback that the Indians ever inflicted on colonial expansion.

After victory deprived them of a common enemy, the Pueblos resumed feuding with one another and with the Apaches. The renewed violence discredited Popé, who had promised that the rebellion would bring peace and prosperity. Losing influence, he died sometime before 1690. During the following three years, the Spanish reclaimed New Mexico.

The bloody revolt taught the Pueblos and the Spanish to compromise. The Pueblos accepted Spanish authority, while the Spanish colonists practiced greater restraint. The Pueblos once again became public Catholics while quietly maintaining traditional ceremonies in their kivas. The Spanish and the Pueblos increasingly needed one another for mutual protection against the Apaches of the surrounding plains and mountains.

**Checkpoint** How did Popé manage to defeat the Spanish settlers?

**Assess and Reteach**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz, Teaching Resources, p. 22
- To further assess student understanding, use Progress Monitoring Transparencies, 26.

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

**Writing About History**

**Possible response:** The friars’ destruction of Native American sacred structures and images showed their contempt for native religions.

**Critical Thinking**

5. **Analyze Information** What was the *casta* system, and why was it created?
6. **Recognize Cause and Effect** What were the causes and effects of the Pueblo Revolt?

**Section 1 Assessment**

1. Students’ sentences should reflect an understanding of how each term relates to Spain’s American colonies.
2. Spain strengthened its colonies by using missionaries to promote Spanish religion and culture, presidios to enforce its authority, and encomiendas to gain wealth.
3. Students’ paragraphs should include a main idea that accurately portrays a Native American perspective on Spanish colonialism and uses appropriate supporting details.
4. Possible response: The friars’ destruction of Native American sacred structures and images showed their contempt for native religions.
5. a racial hierarchy adopted to maintain the system of colonial authority
6. Disease, famine, and violence—caused or exacerbated by the Spanish—led to the Pueblo revolt, which forced colonists to abandon Santa Fe temporarily and, when they returned, to show greater restraint toward the Pueblos.