

Open Up the Textbook (OUT)

Imperialism and Spanish Colonization

Enlarge

Complicate

Contest

Vivify

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7th Grade US History

In this OUT analysis, 7th grade students will study early imperialism of North America and Spanish Colonization in order to better understand the following essential questions:

- What is the purpose of imperialism?
- How have imperialism and Spanish colonization impacted the Native Americans?

This OUT analysis provides students with documents that are meant to deliberately **enlarge** and **vivify** the textbook.

Source A: *United States History* textbook, Deverell & White, Holt Social Studies, page 50

Imperialism and Spanish Colonization of the Americas

The journeys of the Spanish explorers allowed Spain to claim a huge empire in the Americas. Spain's American colonies helped make the country very wealthy. From 1503 to 1660, Spanish fleets loaded with treasure carried 200 tons of gold and 18,600 tons of silver from the former Aztec and Inca empires to Spain. Mexico and Peru also grew food to help support Spain's growing empire. However, these gains came with a price for Native Americans. Native peoples suffered greatly at the hands of the Spanish.

By 1650 the Spanish Empire in the Americas had grown to some 3 to 4 million people. Native Americans made up about 80 percent of the population. The rest were whites, Africans, and people of mixed racial background. Settlers who came from Spain were called *peninsulares* (pay-noon-soo-LAHR-ays) and usually held the highest government positions. To reward settlers for their service to the Crown, Spain established the **encomienda** (en-koh-mee-en-duh) **system**. It gave settlers the right to tax local Native Americans or to make them work. In exchange, these settlers were supposed to protect the Native American people and convert them to Christianity. Instead, most Spanish treated the Native Americans as slaves. Native Americans were forced to work in terrible conditions. They faced cruelty and desperate situations on a daily basis.

The Spanish operated many **plantations**, large farms that grew just one kind of crop. Plantations throughout the Caribbean colonies made huge profits for their owners. It took many workers to run a plantation, however, so colonists forced thousands of Native Americans to work in the fields. Indians who were taken to work on haciendas, the vast Spanish estates in Central and South America, had to raise and herd livestock. Other Native Americans were forced to endure the backbreaking work of mining gold and silver. The forced labor and harsh treatment killed many native people in New Spain.

Source A Questions for Consideration

1. What was Spain's purpose for exploration in the Americas? *Cite textual evidence.*
2. What was the **encomienda system**?
3. How did the growth of the Spanish empire affect the Native Americans? *Cite textual evidence.*
4. Identify the claim stated in paragraph 1. Provide two pieces of evidence to support the claim. *Cite textual evidence.*

Source B: Spanish Colonization of the Americas Map



Source B Questions for Consideration

1. What information is being described on this map?
2. What groups and empires are represented on this map?
3. According to the map who appears to have the most power? *Cite textual evidence to support your answer.*
4. When and where did Spain first reach mainland America?
5. When and where did Spain first colonize North America?

Source C: A Short Account of the Destruction of the Indies, Bartolomé de las Casas, 1542. (Excerpted by the National Humanities Center, 2006: Franklin W. Knight, & Andrew Hurley, 2003 pp. 2-3, 6-8.)

A Short Account of the Destruction of the Indies written in 1542, Bartolome de las Casas

Presentation by Bishop don Fray Bartolomé de las Casas, to the most high and potent lord Prince of all the Spains don Felipe, our lord_____

Most high and potent lord: Because divine providence has ordered in this world that for the direction and common utility of the human lineage the world be constituted by Kingdoms and peoples, with their kings like fathers and shepherds (as Homer has called them) and therefore the most noble and generous members of the republics...And if any wrongs, failings, defects, or evils should be suffered in those kingdoms, the only reason for that is that the kings have no notice of them. For these wrongs & if they be present and reported, it is the duty of the king, with greatest study and vigilant industry, to root them out. . . .

Considering, then, most potent lord, the evils and harm, the perditions and ruin the equals or likes of which, never were men imagined capable of doing considering, as I say, those evils which as a man of fifty years' and more experience, being in those lands present, I have seen committed upon those so many and such great kingdoms, or better said, that entire vast and new world of the Indies lands conceded and given in trust by God and His Church to the king and queen of Castile, to rule and govern them, convert them to belief in Christ and the Holy Catholic Church, and give them to prosper temporally and spiritually, this subject was not able to contain himself from supplicating with Your Majesty, most importunately, that Your Majesty not concede such license nor allow those terrible things that the tyrants did invent, pursue, and have committed against those peaceable, humble, and meek Indian peoples, who offend no person. . .

Source C Questions for Consideration

1. What kind of source is this? Who is the author?
2. What does Bishop Bartolomé de las Casas claim happened in the Indies? *Cite textual evidence.*
3. Providing evidence from the text, what does Bartolomé de las Casas claim is the duty of the king?

4. How would Bartolomé de las Casas' claim of the king's duty affect the Indian peoples?

5. What reasons do Bartolomé de las Casas provide to support his credibility? *Cite textual evidence.*

Source D: *Spanish Slave Catchers in North America*



1520: Two slave-catchers, Pedro de Quejo and Francisco Gordillo, finding no remaining Taíno Indians in the Bahamas, sail northwestward to the continent.

Source D Questions for Consideration

1. What kind of source is this?
2. List at least ten details you notice in this image.
3. Who is in control and how did they gain control? *Cite textual evidence.*
4. How would you describe the relationship between the Spanish and Native Americans? *Cite textual evidence.*
5. Based on the image what can you infer about the lifestyles of the Spanish and Native Americans? *Cite textual evidence.*

Source E: Spanish Missions in North America

The history of Spain's missions in the American South and Southwest reveals much about Spain's strategy, contributions, and failures in these regions. The expeditions of Francisco Vázquez de Coronado (1540-42) and Juan de Oñate (1598) convinced Spanish authorities that no wealthy Indian empires like that of the Aztecs were to be found north of Mexico. Consequently the Spanish came to view the northern frontier of their empire as a defensive barrier and as a place where pagan souls might be saved. In what are now the states of Florida, Texas, New Mexico, Arizona, and California, missions were founded to propagate the Roman Catholic Church philosophies.

Missions varied enormously in their economic and religious success. Some could not support themselves; others developed fertile fields and vineyards and huge herds of cattle. Virtually all successful religious conversion was among sedentary Indians who were easier to control and more adaptable to agriculture and herding. The few attempts to convert such warlike nomads as the Apaches and Comanches failed dismally.

In seeking to introduce both Catholicism and European methods of agriculture, the missions encouraged the Indians to establish their settlements close by, where the priests could give them religious instruction and supervise their labor. Unfortunately this arrangement exposed the Indians to the Europeans' diseases, against which they had little immunity. Critics charged also that the mission system destroyed much of the Indians' native culture and turned them into an exploited and degraded labor force.

Source E Questions

1. According to the text, what was Spain's purpose for establishing missions in the American South and Southwest?
2. Providing evidence from the text, describe how founding the missions impacted the Indians?
3. Explain why the missions were more successful among sedentary Indians.
4. How could the Spanish justify the impact the missions had on the Indian?

Source F: Christopher Columbus Taking Possession of the New World, 1893



The picture from the late 19th century shows the discovery and occupation of the island of San Salvador (Watling Island) named after Christopher Columbus (c. 1451–1506). Columbus is depicted on his knees in the centre of the picture.

Source E Questions

1. What kind of source is this and when was it created? If Christopher Columbus landed in America in 1492, how many years after the landing was this created?
2. Christopher Columbus is often referred to as a hero for his “discovery” of North America. Using this text, describe how this picture supports Columbus’ image as a hero.

Student Writing Task:

This is an informational writing task based on NVACS standards: W.4.2, W4.4, W.4.6, W.4.8, W.4.9. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged and vivified.

Create a better version of the textbook paragraphs on Spanish colonization and the concept of imperialism from the sources you just analyzed. Write approximately one typed page that includes evidence from at least three of the sources you analyzed. When you quote or paraphrase the evidence, be sure to cite the source at the end of the sentence in parentheses like this: *The forced labor and harsh treatment killed many native people in New Spain (Source A). The few attempts to convert such warlike nomads as the Apaches and Comanches failed dismally (Source E).*

Action Steps:

1. Reread Source A – The Textbook. With a partner, refer back to each source and find details/evidence that is important to add to the textbook version of the story. Write each piece of evidence down on a strip of paper and include the source letter in parentheses. (You must have at least six pieces of evidence to add to the textbook version.)
2. With a partner, move your strips of evidence around to put them in an order that makes sense. Group similar ideas together (e.g. relationships with natives, examples of Spanish culture). Decide how many paragraphs you will have and give them titles.
3. Write a draft of your new textbook chapter. Have another student(s) check your draft to make sure your ideas flow and are correct. They should check to make sure you are using linking words and phrases.
4. Finalize your writing and type it using 12 point font.
5. Title your paper. Draw a picture that shows some of your details. Label your picture with a caption.

