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
- encomienda
- Bartolomé de Las Casas
- mulatto
- mestizo
- viceroys
- governing the provinces
- Catholic Church
- silver mine, Bolivia

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 dee EN see ahs), or advisory councils of Spanish settlers, helped the viceroy rule.

The Council of the Indies in Spain closely monitored these colonial officials to make sure they did not assume too much authority. 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

A flood of Spanish settlers and missionaries followed the conquerors to Spain’s new empire. Whenever they went they established colonies, claiming the land and its people for their king and Church. When there was resistance, the newcomers imposed their will by force. Over time, however, a new culture emerged that reflected European, Native American, and African traditions.

Preview

Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking

Have students fill in the flowchart with the steps Spain took to establish its empire in the Americas.

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Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: drastic

- Definition: adj. severe; having a strong effect
- Sentence: The drastic reduction of the budget resulted in the cutting of several extra-curricular classes.

Prepare to Read

Ask students to brainstorm what they know about Latin America today, such as languages spoken, ethnic diversity, and so on. Have them infer which of these probably had their roots in the colonial period.

Set a Purpose

Read the selection aloud or play the audio. Ask How does the painting of the mine at Potosí reinforce Las Casas’s view? (The picture shows the enormous scale of the silver mines, with humans forced to labor there like ants.)

Build Background Knowledge

Ask students to brainstorm what they know about Latin America today, such as languages spoken, ethnic diversity, and so on. Have them infer which of these probably had their roots in the colonial period.

Section 2 Assessment answers.)

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 2 Assessment answers.)

Preview

Have students preview the Section Objectives and the list of Terms, People, and Places.
Teach

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 dramatic 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.

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

3 Note Taking Transparencies, p. 111A

Church leaders often served as royal officials and helped to regulate the activites 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 missions 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 locksmithing. 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. Colonial officials 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 dramatic 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 Potosi 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 (bah toh loh MAY deh LAHS KAHHS), condemned the evils of the encomienda system. In vivid reports to Spain, Las Casas detailed the horrors that Spanish rule had brought to Native Americans and pleaded with the king to end the abuses.

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 promoto, 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
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? By 1650, more white settlers and enslaved Africans had arrived; there were more mixed populations; and possibly, more Native Americans had died.

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.

Answers

■ What was the encomienda system? It is a system in which the Spanish had the right to demand labor from Native Americans.

Caption It is the largest building in the town square; people are using the space in front of it as a gathering place.

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 Nuecos,” or “Puffy 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.
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)

What did other European nations do to get around the treaty? (They encouraged privateers; they continued to seek new lands and wealth.)

■ Quick Activity: Divide students into small groups. Pose the following question to them: Was French, English, and Dutch resentment 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

Monitor Progress

Note Taking: Have students begin filling in their Venn diagrams, circulate to make sure they understand what the two empires had in common and how they differed. For a completed version of the Venn diagram, see Note Taking Transparencies, 1118

Answers

Graph Skills: 10.1%; the population continued to blend. However, the separation of the black population shows the changes in social structure.

The colonies built universities because of the Church’s need for educated priests. Women could be educated in a convent.

480 The Beginnings of Our Global Age: Europe and the Americas
The Portuguese Colony in Brazil

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 Tupinamba—had been largely wiped out by disease. In the 1530s, Portugal began to issue grants of land to Portuguese nobles, who agreed to develop the land and share profits with the crown. Landowners sent settlers to build towns, plantations, and churches.

Unlike Spain’s American colonies, Brazil offered no instant wealth from silver or gold. However, early 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 Americas 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 Adam’s will, wherein he divided the Earth between Spain and Portugal.”

To get around those countries’ strict control over colonial trade, smugglers traded illegally with Portuguese and Spanish colonists. In the Caribbean and elsewhere, Dutch, English, and French pirates preyed on treasure ships from the Americas. Some pirates called privateers, even operated with the approval of European governments. Other European explorers continued to sell the excess of the Americas, hunting for gold and other treasures, as well as a northwest passage to Asia.

Checkpoint

What was Brazil’s economy based on?

Terms, People, and Places

1. Adam

2. Brazilwood

3. Tordesillas

4. Smuggling

Comprehension and Critical Thinking

1. How did Spain and Portugal build colonies?

2. How did the Spanish have solved the problem of finding a dependable labor supply without the use of slavery?

3. What was Brazil’s economy based on?

4. What was the result of the Treaty of Tordesillas in 1494?

5. What was the main product of Brazil?

6. How did the Portuguese name the colony after a particular wood?

7. Why was Brazil rich in natural resources?

8. How did the Portuguese use brazilwood?

9. How did the Spanish and Portuguese colonists differ from each other?

10. How did the Portuguese deal with the Native Americans?

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.

Progress Monitoring Online

For: Self-quiz with vocabulary practice

Web Code: naa-1521

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.

- Administer the Section Quiz.

- For further assessment, use Progress Monitoring Transparencies, 63.

Reteach

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

- Reading and Note Taking Study Guide, p. 140

- Adapted Reading and Note Taking Study Guide, p. 140

- Spanish Reading and Note Taking Study Guide, p. 140

Extend

See this Chapter’s Professional Development page for the Extend Online activity.

Answer

The cutting and exportation of brazilwood, plantation agriculture, and cattle ranching.