Set a Purpose

• Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 44

• Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

Build Background Knowledge

Remind students about what they have learned about the Columbian Exchange. Ask students to look at the illustration and caption on p. 45 to predict one outcome of the Columbian Exchange. Tell them they will review their predictions and correct them as needed after they have read the section.

Section Focus Question

How did Spain establish an empire in the Americas?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson Focus: Spanish conquistadors took control of land in the Americas, and then Spain created a formal system to rule over the new lands.)

Reading Skill

Identify Supporting Details Text includes details to support a main idea. These details might be examples, reasons, facts, or descriptions. They enable readers to understand a main idea by helping them to picture it, to make sense of its argument or to believe its accuracy. As you read Section 2, look for details that support the main ideas.

Key Terms and People

conquistador
Hernando Cortés
Moctezuma
plantation encomienda
Bartolomé de Las Casas
mission peninsular

Spain’s Empire in the Americas

Objectives
• Describe how the Spanish were able to defeat the empires of the Aztecs and Incas.
• Identify Spanish explorations in areas that later became part of the United States.
• Explain how society was organized in Spain’s empire in the Americas.

Why It Matters
Even though Columbus never realized that he had reached a region previously unknown to Europeans, his voyages gave Spain a head start on its European rivals in colonizing the Americas.

Section Focus Question: How did Spain establish an empire in the Americas?

Spanish Conquistadors

By the early 1500s, the Spanish had a firm foothold in the Americas. From Spain’s island colonies in the Caribbean, soldier-adventurers called conquistadors set out to explore and conquer a world unknown to them. They hoped for riches and glory for themselves and for Spain.

Cortés and Pizarro

In 1519, conquistador Hernando Cortés sailed from Cuba to Mexico with more than 500 soldiers. The first Native Americans he met presented him with gifts of gold.

On November 8, 1519, Cortés marched into the Aztec capital city of Tenochtitlán. As the Spaniards moved closer to Tenochtitlán, many Native Americans joined them. Conquered by the Aztecs, they hated the Aztec’s brutal rule.

The Aztec leader Moctezuma (mok uh ZOOH muh) (also spelled Montezuma) met with Cortés and tried to get him to leave by offering him gold. The gold had the opposite effect. Cortés took Moctezuma hostage and claimed all of Mexico for Spain. However, the Aztecs soon rebelled and forced the Spaniards to flee.

Differentiated Instruction

L51 Less Proficient Readers

Study Aid To help students remember details about the Spanish conquistadors, have them create a graphic organizer showing the relationships among the various groups identified in the text, such as the Spanish, the Incas, and the Aztecs.

L51 Special Needs

Students should provide details about each of these groups in their graphic organizers.
About a year later, Cortés returned with a larger force, recaptured Tenochtitlán, and then destroyed it. In its place he built Mexico City, the capital of the Spanish colony of New Spain.

Cortés used the same methods to subdue the Aztecs in Mexico that another conquistador, Francisco Pizarro, used in South America. Pizarro landed on the coast of Peru in 1531 to search for the Incas, who were said to have much gold. In September 1532, he led about 170 soldiers through the jungle into the heart of the Inca Empire. Pizarro then took the Inca ruler Atahualpa (ah tuh WAHL puh) prisoner. Although the Inca people paid a huge ransom to free their ruler, Pizarro executed him anyway. By November 1533, the Spanish had defeated the leaderless Incas and captured their capital city of Cuzco.

**Why the Spanish Were Victorious** How could a few hundred Spanish soldiers defeat Native American armies many times their size? Several factors explain the Spaniards’ success. First among these was technology. The Indians’ weapons simply were no match for the armor, muskets, and cannons of the Europeans. In addition, many of the Spaniards rode horses, which the Native Americans had never before seen. Finally, the Native Americans were divided among themselves. In Peru, a civil war had just ended. In Mexico, many Native Americans hated the Aztecs.

**Checkpoint** Why were a few Spanish conquistadors able to defeat the larger armies of the Aztecs and Incas?

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**Spanish Conquistadors**

The Spanish soldiers were outnumbered by the Aztecs and the Incas, yet they were able to easily defeat these empires. Critical Thinking: Explain Problems Some Native Americans sided with the Spanish against the Aztecs and the Incas. What problems might this have caused between the groups after the battle?

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**Vocabulary Builder**

Use the information below to teach students this section’s high-use words.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>factor, p. 45</td>
<td><em>n.</em> important element of something. A major factor in pushing Spain to explore a sea route to Asia was the control of the land route by Italy.</td>
</tr>
<tr>
<td>rigid, p. 48</td>
<td><em>adj.</em> not bending; not flexible. European feudalism was a rigid social system that prevented people from rising in society.</td>
</tr>
</tbody>
</table>

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**Spanish Conquistadors**

**Before teaching this section, preteach the High-Use Words**

**Key Terms**

- Factor
- Rigid

**High-Use Words**

- Factor
- Rigid

**Why the Spanish Were Victorious**

- The Spanish had much better weapons than the Native Americans, as well as horses, and the Native American groups were very divided.

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure that they understand how the conquistadors helped Spain gain territory in the Americas. Provide assistance as needed.

**Answers**

**Checkpoint** The Spanish had much better weapons than the Native Americans, as well as horses, and the Native American groups were very divided.

**Explain Problems** Answers may differ, but students may say that some Native Americans may have been treated badly by the Aztecs and/or the Incas.
Spanish Explorers in North America

Instruction

- Have students read Spanish Explorers in North America. Remind students to look for the sequence of events.
- Ask: Why did Spanish explorers travel to North America? (They hoped to find gold.)
- Discuss with students the role that information played in the Spanish exploration of the Americas. See that students understand that information, misinformation, and a need for more information played a large role in this exploration. (The Spanish were motivated to explore by stories about cities of gold, but they suffered greatly when they tried to explore new lands about which they did not have much knowledge.)

Independent Practice

Have students continue to fill in the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 2, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the reasons why the Spanish began exploring North America. If students do not have a good understanding, have them reread the section. Provide assistance as needed.

Spanish Explorers in North America

The Spanish did not limit themselves to the exploration of what we now call Latin America. In 1513, Juan Ponce de León sailed north from Puerto Rico to investigate reports of a large island. He found beautiful flowers there, so he named the place La Florida. Ponce de León became the first Spaniard to set foot in what is now the United States.

Exploration along Florida’s west coast began in 1528, when about 400 Spaniards landed near the present-day city of St. Petersburg. Finding none of the gold they had hoped for, they marched into northern Florida. There, under attack by Native Americans, they built five crude boats and set out to sea. About 80 survivors led by Álvar Núñez Cabeza de Vaca eventually landed at present-day Galveston Island on the Texas coast.

Starvation and disease reduced their number to 15 before Indians enslaved them. Finally, only four—including Cabeza de Vaca and Estevanico, an African slave—remained alive. After six years in captivity, they escaped and spent two more years finding their way to Mexico City. In 1536, eight years after landing in Florida, De Soto began exploring the Carolinas to Oklahoma; Coronado—New Mexico, Texas, Arizona, and Kansas (b) the southern United States

Answers

(a) Ponce de León–Puerto Rico, the Southeastern United States from Florida to Louisiana; Cabeza de Vaca/Estevanico–western Florida, Texas, Mexico, and New Mexico; De Soto–southeastern United States from the Carolinas to Oklahoma; Coronado–New Mexico, Texas, Arizona, and Kansas (b) the southern United States

Differentiated Instruction

L3 Advanced Readers

Write a Newspaper Article Have students learn more about Spanish exploration of North America and the challenges that explorers faced. Have students write a story about one of the expeditions for a newspaper. Tell them that their story should be directed toward either a Spanish or a Native American audience. Remind students to use the five W’s: who, what, where, when, and why. Have students share their articles with the class.
Captivity, they escaped and spent two more years finding their way to Mexico City. In 1536, eight years after landing in Florida, the four survivors of the 400-man expedition returned to Spanish lands.

In Mexico City, the men related stories they had heard from Native Americans about seven great cities filled with gold far to the north. Officials asked the survivors to head an expedition to find these cities. However, only Estevanico was willing to go. In 1539, he led a group into what is now western New Mexico. When Estevanico was killed by Indians, the others returned to Mexico City.

The conquistador Francisco Coronado (koh roh NAH doh) set out with about 1,100 Spaniards and Native Americans to find the golden city. Although he never found the city, he did explore much of what is now New Mexico, Arizona, Texas, and Kansas.

While Coronado was trekking through the southwest, Hernando de Soto was searching for riches in today’s southeastern United States. De Soto traveled as far north as the Carolinas and as far west as Oklahoma. He died in what is now Louisiana, in 1542, having found the Mississippi River but no cities of gold.

**Checkpoint** What regions in the present-day United States did Spaniards explore?

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### Colonizing Spanish America

At first, Spain let the conquistadors govern the lands they had conquered. However, this was not successful. In order to control its new empire, Spain created a formal system of government to rule its colonies.

**Harsh Life for Native Americans** Within Spain’s vast empire, there was little place for Native Americans except as a source of labor. Government officials granted settlers huge tracts of land to start mines, ranches, and plantations—large farms worked by laborers who live on the property. To help Spanish colonists find needed workers, the Spanish government granted encomiendas (ehn KOH mee ehn dahz). These were land grants that included the right to demand labor or taxes from Native Americans. The Spanish forced Native Americans to work in the gold and silver mines. Many died when the tunnels caved in. Some Spaniards protested this cruel treatment. The priest Bartolomé de Las Casas traveled through New Spain working for reform. Largely due to Las Casas’s efforts, the government of Spain ordered reform of the encomienda system in the mid-1500s.

Like other Europeans in the Americas, the Spanish believed they had a duty to convert Native Americans to Christianity. They set up missions, religious settlements, run by Catholic priests and friars. San Francisco, San Diego, San Antonio, and a number of other U.S. cities got their start as Spanish missions in the 1700s.

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### History Background

**Bartolomé de Las Casas** Las Casas himself received an encomienda as a reward for joining several expeditions in the Americas. After helping take control of Cuba in 1513, he received a land grant which included the right to demand work from local Native Americans. However, a year later he gave up his encomienda and began working to improve conditions for Native Americans. In his work Historia de las Indias, published after his death, Las Casas described domination, oppression, and injustice as sins for which Spain would one day be divinely punished.
The Trade in Humans  As the death toll for Native Americans continued to rise, Spanish colonists looked across the Atlantic Ocean for a new source of labor.

In 1517, Spain brought about 4,000 Africans to the Caribbean islands and forced them to work there. By the middle of the 1500s, the Spaniards were shipping about 2,000 enslaved Africans each year to Hispaniola alone. You will read about the growing slave trade in another chapter.

Society in the Spanish Colonies  A rigid social system based on birthplace and ethnic group developed in the Spanish colonies. At the top of the social structure were the peninsulares, Spanish colonists who had been born in Spain. Almost all government officials came from this class. Colonists born in America of two Spanish parents were called Creoles. Generally, Creoles also held important positions. Many of the wealthiest merchants and plantation owners were Creoles.

People of mixed parentage were lower on the social ladder. Mestizos, people of Spanish and Indian heritage, could achieve economic success as ranchers, farmers, or merchants. But entrance into the upper levels of society was impossible for them. Below mestizos were mulattos—people of Spanish and African heritage. Native Americans and African Americans were held at the bottom of society. This rigid class system helped Spain keep control of its empire in the Americas for more than 300 years.

Checkpoint  How were Native Americans treated under the encomienda system?

Looking Back and Ahead  The resentment and tensions caused by the rigid class system eventually provided the seeds for revolutions in the early 1800s that ended Spain’s American empire.