



## 2.3 SPANISH, FRENCH, AND ENGLISH SETTLEMENT

<p><b>WORLDS COLLIDE</b> <b>Europeans</b></p>	<p>During the transition from the medieval to the modern era, about 70 MILLION PEOPLE lived on the European continent, primarily in agricultural societies. Many of them sought OPPORTUNITIES TO INCREASE TRADE AND EXPAND THEIR BOUNDARIES. When they ventured into the Atlantic in search of fame and fortune, they DISCOVERED NEW LANDS and came into contact with PREVIOUSLY UNKNOWN CIVILIZATIONS. To view an animated map of European expansion during this period, go to <a href="http://highered.mcgraw-hill.com/sites/0072424370/student_view0/animated_maps.html#">http://highered.mcgraw-hill.com/sites/0072424370/student_view0/animated_maps.html#</a> and click on <a href="#"><i>Exploration and Empires, 1400-1600.</i></a></p>
<p><b>Native Americans</b></p>	<p>In North and Central America, approximately 55 MILLION PEOPLE lived in societies as varied as their European counterparts. The range of DIVERSITY included hunting and gathering societies, small agricultural villages, and complex civilizations with elaborate agricultural systems. Here, Europeans found large cities, vast empires, and great wealth.</p> <p>The first Americans had crossed FROM ASIA TO AMERICA on a land bridge spanning the Bering Strait approximately 30,000-40,000 years ago. You can follow their migration on this interactive map: <a href="http://www.msnbc.com/news/144348.asp?cp1=1">http://www.msnbc.com/news/144348.asp?cp1=1</a>. These NOMADIC HUNTERS AND GATHERERS spread throughout North and South America in search of game. They adapted to their DIFFERENT ENVIRONMENTS and found new sources of food: the Great Plains (bison), the Great Basin (plants), the Pacific Coast (fish), and the Eastern Woodlands (deer). Some learned to plant agricultural crops, including maize, and started to live in SETTLED COMMUNITIES. For a map of major Indian groups and culture areas, see <i>The First Americans</i> at <a href="http://web.uccs.edu/~history/index/151maps.html#firstams">http://web.uccs.edu/~history/index/151maps.html#firstams</a>.</p> <p>At the time of European contact, the Native American population of NORTH AMERICA was about 4 MILLION. They all depended upon hunting and gathering for their food supply, and many engaged in agriculture. All of them used bows and arrows for hunting and warfare. Although they did not use writing, they expressed themselves in other ways (e.g., by weaving patterns into baskets and textiles or by dancing and making music). They also engaged in elaborate burial rituals and religious rights.</p> <p>Three major groups lived in the EASTERN WOODLAND REGION: (1) the ALGONQUIAN peoples lived along the Atlantic seaboard (from Virginia to Maine), in the Great Lakes area, and in the upper Midwest. They all hunted and fished, and those along the coast grew crops. (2) The IROQUOIAN tribes (including the Seneca, Onondaga, Mohawk, Oneida, and Cayuga) were concentrated in Pennsylvania and upstate New York. They grew corn and other crops and lived in settled agricultural communities. (3) The MUSKOGEAN peoples (including the Creek, Choctaw, Chickasaw, and Natchez tribes) lived in the Southeast (south of the Ohio River and east of the Mississippi). They worshipped the sun and engaged in agriculture and hunting.</p> <p>WEST OF THE MISSISSIPPI were the Great Plains Indians (including the Teton Sioux, Blackfeet, and Comanche), who were dependent upon Buffalo for their livelihood, and the Great Basin, Pacific Coast, and Southwestern peoples, who continued their earlier subsistence patterns.</p> <p>The Mexica, or Aztec, civilization of MEXICO was the most powerful Native American group at the time of European contact. Skilled in agriculture, engineering, writing, and astronomy, they built GREAT CITIES and HUGE MONUMENTS to honor their gods. They also practiced HUMAN SACRIFICE as a way of appeasing their war god, Huitzilopochtli. Their habit of conquering their neighbors and then exacting TRIBUTE from them would be their undoing.</p>

<p><b>Africans</b></p>	<p>At the time of European contact, West Africa’s inhabitants had formed hundreds of distinct cultural and political groups, ranging from hierarchical societies ruled by princes to societies organized by family. Most west Africans farmed small plots of land and lived in extended families in small villages. At first, PORTUGUESE merchants had a POSITIVE IMPACT on west Africa. They introduced NEW PLANTS AND ANIMALS, including species from America. However, they eventually took over the existing SLAVE TRADE from Arab traders and paved the way for the INTRODUCTION OF SLAVERY to the Americas. For a map showing the percentage of slaves brought to various transatlantic destinations, see <i>The African Slave Trade</i> at <a href="http://web.uccs.edu/~history/index/151maps.html#slavetrade">http://web.uccs.edu/~history/index/151maps.html#slavetrade</a>.</p>
<p><b>THE SPANISH CONQUEST Christopher Columbus</b></p>	<p>By the early sixteenth century, the Portuguese had replaced the Arabs as leaders in world commerce and controlled the southern route to Asia. The Spanish monarchs Ferdinand and Isabella supported CHRISTOPHER COLUMBUS in his plans to find an alternative route to Asia via the Atlantic Ocean. In the fall of 1492, Columbus landed in the present-day Bahamas and OPENED THE WAY for Europeans to extend their boundaries. He began colonizing the West Indies and started the TRANSATLANTIC SLAVE TRADE. For an account of his first voyage and his earliest encounter with Native Americans, see <i>Christopher Columbus: Extracts from Journal</i>: <a href="http://www.fordham.edu/halsall/source/columbus1.html">http://www.fordham.edu/halsall/source/columbus1.html</a>. These were some of his thoughts:</p> <p style="padding-left: 40px;"><i>As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value.... Afterwards they came swimming to the boats, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them.... they seemed on the whole to me, to be a very poor people. They all go completely naked, even the women, though I saw but one girl.... Weapons they have none, nor are they acquainted with them, for I showed them swords which they grasped by the blades, and cut themselves through ignorance... It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion.... I intend at my return to carry home six of them to your Highnesses, that they may learn our language....</i></p>
<p><b>Spanish Conquistadors</b></p>	<p>After the first wave of Spanish explorers and adventurers, Spanish CONQUISTADORS arrived in the Americas with PLANS TO CONQUER as well as to colonize. Armed with superior weapons, they brought European diseases, capitalized on intertribal rivalries, and wiped out whole civilizations in no time. NATIVE AMERICANS LOST their WEALTH, their LAND, their CULTURE, and their DIGNITY. For an account of the effects of Spanish conquest on the Native American population, read <i>Bartolemé de Las Casas’ Brief Account of the Devastation of the Indies (1542)</i>: <a href="http://personal.pitnet.net/primarysources/casas.html">http://personal.pitnet.net/primarysources/casas.html</a></p>
<p><b>NEW SPAIN</b></p>	<p>The aim of the Spanish monarchy was to create a HIGHLY CENTRALIZED, HIGHLY CONTROLLED, CATHOLIC, FEUDAL, and HIERARCHICAL empire similar to that of Spain itself. Three institutions were established to facilitate this goal:</p>
<p><b>Requiremento</b></p>	<p>(1) The <i>REQUIREMENTO</i> of 1513 was read aloud in Spanish to Native American populations before declaring war on them. It called upon them to accept the authority of the pope and crown and to allow the preaching of Christianity. The Spanish used the <i>requiremento</i> to absolve themselves of guilt and to place responsibility for conquest on the natives, who could not understand what was being asked of them:</p> <p style="padding-left: 40px;"><i>Wherefore...we...require...that you acknowledge the Church as the ruler and superior of the whole world.... But if you do not do this, I certify to you that, with the help of God, we shall powerfully enter into your country and shall make war against you in all ways and manners that we can, and shall subject</i></p>

	<p><i>you to the yoke and obedience of the Church and of Their Highnesses. We shall take you, and your wives, and your children, and shall make slaves of them, and as such shall sell and dispose of them as their Highnesses may command. And we shall take away your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey and refuse to receive their Lord and resist and contradict Him. And we protest that the deaths and losses which shall accrue from this are your fault, and not that of their Highnesses, or ours, nor of these cavaliers who come with us.</i></p>
<p><b>Encomienda</b></p>	<p>(2) After 1519, the system of <i>ENCOMIENDA</i> gave Spanish adventurers the right to control the Indians and the lands surrounding the towns they were granted. In theory, they were obliged to care for the Indians spiritually and materially. However, in practice, the <i>ENCOMENDEROS</i> (those with grants) often abused the Indians and overworked them. Catholic missionaries were guilty of similar mistreatment.</p>
<p><b>Repatriamiento</b></p>	<p>(3) In 1549, the Spanish monarchy implemented a reform measure called <i>REPARTIMIENTO</i>. More to reduce the autonomy of the <i>encomenderos</i> than to improve the situation of the Indians, the institution limited the labor an <i>encomendero</i> could require of the Indians. In return for a small salary, each Indian community was obliged to provide a fixed percentage of its workers to the Spanish, usually for one week three times a year.</p>
<p><b>Exploitation</b></p>	<p>Silver mining provided the greatest wealth to the Spanish empire. Mines were supervised by a few Spaniards and worked by Indians and later by enslaved Africans. In this type of <i>EXPLOITATION</i>, the silver went back to Spain, benefiting the home country and not the colonies.</p>
<p><b>Rigid Class System</b></p>	<p>New Spain had a <i>RIGID CLASS SYSTEM</i> based on race and origin: (1) <i>PENINSULARES</i> (those born in Spain) were at the top of the social pyramid. (2) <i>CRIOLOS</i> (those born in the Americas of Spanish parents) came next. These two groups constituted only 1-2 percent of the population. (3) <i>MESTIZOS</i> (those born of Spanish men and Indian women) came next. (4) <i>NATIVE AMERICANS</i> came last and made up the bulk of the population.</p>
<p><b>Indian Civilization Destroyed or Subjugated</b></p>	<p>By 1560, the main centers of <i>INDIAN CIVILIZATION</i> that had come into contact with the Spanish had been <i>DESTROYED</i> and the remaining populations had been <i>SUBJUGATED</i>. Deadly European diseases (such as smallpox and measles), for which Native Americans had no immunities, brought further devastation. By 1570, the Indian population of New Spain was only 10 percent of what it had been prior of Columbus' arrival.</p>
<p><b>NEW FRANCE Canada, Acadia, Louisiana</b></p>	<p>In the early 1600s, French <i>EXPLORERS</i> and <i>MISSIONARIES</i> laid the foundation for <i>NEW FRANCE</i>. At its height, it included three colonies: <i>CANADA</i> and <i>ACADIA</i> (now eastern Canada) and later <i>LOUISIANA</i> (in the Mississippi River Valley of what is now the United States). In the beginning, since French imperial policies discouraged migration, the population of New France remained small. In 1660, it had only a few thousand settlers.</p>
<p><b>Marriage: Les Filles du Roi</b></p>	<p>However, in 1663, the French monarch Louis XIV made New France a <i>ROYAL PROVINCE</i> and, between 1665 and 1672, sent over about 2,500 settlers. Among them were many women called <i>LES FILLES DU ROI</i> (girls for marrying sent by the king) intended as brides for the soldiers and settlers already in the colony.</p>
<p><b>Defense: Fur Posts &amp; Forts</b></p>	<p>Encouraged to help expand the colony, <i>FUR TRADERS</i> began to establish <i>POSTS</i> along the Great Lakes and Hudson Bay areas. The French then built a chain of <i>FORTS</i> to link Louisiana with the rest of New France. The population of New France rose from almost 25,000 in 1720 to about 65,000 in 1760.</p>
<p><b>Government: Governor General</b></p>	<p>Like New Spain, New France a <i>HIGHLY CENTRALIZED, HIGHLY CONTROLLED, CATHOLIC, FEUDAL, and HIERARCHICAL</i> empire similar to that of the home country. The chief governing officials of the royal province were the <i>GOVERNOR GENERAL</i> (who</p>

<p><b>Intendant</b></p>	<p>supervised the army and relations with the Indians) and the <i>INTENDANT</i> (who controlled finance, law enforcement, and other local matters).</p>															
<p><b><u>Role of the Catholic Church:</u></b>  <b>Religious Unity</b>  <b>Indian Relations</b>  <b>Hospitals</b>  <b>Schools</b></p>	<p>The CATHOLIC CHURCH played a major role in New France. By law, all colonists had to be ROMAN CATHOLICS. Although French missionaries converted few Native Americans to Christianity, they established GOOD RELATIONS WITH THE INDIANS. Female religious orders opened HOSPITALS and SCHOOLS. See <i>Education of Children in New France</i> at <a href="http://www.civilization.ca/vmnf/education/index_e.html">http://www.civilization.ca/vmnf/education/index_e.html</a> for an excellent treatment of the subject.</p>															
<p><b><u>Fur Trading:</u></b>  <b>Coueurs de Bois</b></p>	<p>FUR TRADING was the chief economic activity in New France. Frontiersmen called <i>COUREURS DE BOIS</i> (vagabonds of the forest) made their living trading for furs. After they married, they became farmers and AGRICULTURE grew in importance as an economic activity. Farmers raised livestock and grew mostly wheat and oats. FISHING and LUMBERING also developed into important industries. In addition, the colony had a brewery, an ironworks, and a shipyard.</p>															
<p><b>Highly Stratified Social System</b></p> <p><b>Seigneuries</b></p>	<p>The towns of QUEBEC, MONTREAL, and TROIS-RIVIERES were the centers of trade and culture and the social system was HIGHLY STRATIFIED. The UPPER CLASS (church and government officials and wealthy landowners) lived in splendid stone homes in the towns. The MIDDLE CLASS (merchants and craftsmen) had smaller stone houses. The LOWER CLASS (farmers) lived in one- or two-room log cabins on sections of land called <i>SEIGNEURIES</i>. The French monarchy granted the <i>seigneuries</i> to nobles, religious groups, military officers, and merchants who rented the land to farmers. The <i>seigneurs</i> (landowners) provided their tenants with a flour mill and a church.</p>															
<p><b>ENGLISH SETTLEMENT</b>  <b>Goals:</b>  <b>New Start</b>  <b>Opportunity</b>  <b>Freedom</b></p>	<p>For additional information on New France, see <i>The People of New France</i> at <a href="http://www.civilization.ca/vmnf/popul/popul-en.htm">http://www.civilization.ca/vmnf/popul/popul-en.htm</a> and <i>Daily Life in New France</i> at <a href="http://www.civilization.ca/vmnf/vie/vie-en.htm">http://www.civilization.ca/vmnf/vie/vie-en.htm</a>.</p> <p><i>Tracing the History of New France</i> at <a href="http://www.archives.ca/05/0517_e.html">http://www.archives.ca/05/0517_e.html</a> is also an interesting web site. Its exhibitions are organized around eight themes: Land, Amerindians, Administration, Seigneurial Regime, Economy, Population, Religion, and Wars.</p>															
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<p><b><u>New England Colonies:</u></b>  <b>Trade</b></p>	<p>In the NEW ENGLAND COLONIES, the soil was rocky (not good for farming), there were many mountains, and the growing season was short. There were lots of harbors and plentiful fish, with big trading ports such as Boston. These colonists specialized in TRADING animal pelts and other items.</p>															
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<p><b><u>Middle Colonies:</u></b>  <b>Trade &amp; Farming</b></p>	<p>In the MIDDLE COLONIES, there were a few hills, but no big mountains, and a deep harbor at New York. These colonists TRADED AND FARMED. There were several big cities, in addition to all the farmhouses, and a few plantations with slaves. These were the BREAD BASKET colonies.</p>															

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<p>In the SOUTHERN COLONIES, the soil was good for FARMING and it became the most important economic activity. The South had big plantations, many slaves, and some industry. Malaria and other diseases were common.</p> <table border="1"> <thead> <tr> <th>Southern Colonies</th> <th>Date Founded</th> <th>Principle Motives</th> </tr> </thead> <tbody> <tr> <td>Virginia</td> <td>1607</td> <td>Trade, farming</td> </tr> <tr> <td>Maryland</td> <td>1633</td> <td>Religious freedom, farming</td> </tr> <tr> <td>North Carolina</td> <td>1653</td> <td>Trade, farming</td> </tr> <tr> <td>South Carolina</td> <td>1663</td> <td>Trade, farming</td> </tr> <tr> <td>Georgia</td> <td>1732</td> <td>Home for debtors</td> </tr> </tbody> </table>	Southern Colonies	Date Founded	Principle Motives	Virginia	1607	Trade, farming	Maryland	1633	Religious freedom, farming	North Carolina	1653	Trade, farming	South Carolina	1663	Trade, farming	Georgia	1732	Home for debtors
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<p><b>DISCUSSION QUESTIONS</b></p>	<p><b>What, in your estimation, is the legacy of 1492? Were Columbus’ voyages a vehicle of progress or did they have a more negative impact on the world?</b></p> <p><b>What basic values and assumptions influenced Columbus’ view of Native Americans? What were his long-range plans for them? In contrast to this, how did Native Americans view Columbus and his men?</b></p> <p><b>What values and assumptions influenced the Spanish treatment of Native Americans? What were Bartolemé de Las Casas’ objections to this treatment?</b></p> <p><b>How were New Spain and New France similar in their establishment of New World empires? How were they different?</b></p> <p><b>Why were the English more successful in establishing permanent colonies than New Spain and New France?</b></p>																	