

# Struggle for the Colonial Frontier 1600-1750

## France and Spain Defend Their Claims

### Teacher's Guide



**Grade Level:** 6-8

**Curriculum Focus:** History

**Lesson Duration:** Five class periods

#### Program Description

**Struggle for the Colonial Frontier 1600-1750: France and Spain Defend Their Claims** – The Spanish enjoyed a 100-year head start over the rest of Europe in colonizing the New World. By 1600 they had conquered much of the South American coast and interior as well as Central America and Mexico. French settlements in the New World began with solitary fur traders, called *coureurs de bois*, who purchased beaver pelts from and formed alliances with Native American tribes such as the Huron. In this program, students will learn about Spanish and French contributions to the development and expansion of the North American colonies. They will compare the experiences of Spanish colonists in the American Southwest to those of French trappers, missionaries, and explorers in the East. Students will also examine the major role Catholic missionaries played during this period of expansion.

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#### Discussion Questions

- What was Spain's interest in the new territories of South America, Central America, and Mexico? Why did King Philip of Spain send Don Juan de Oñate to establish a settlement in the little-known territory of New Mexico? What was the outcome of the expedition?
  - How did Spanish colonization of the New World affect advanced cultures such as the Maya, Inca, and Aztec peoples? What conditions annihilated much of the native population of New Spain?
  - How much did the size of the native population of New Spain change over the course of just 80 years? How was this dwindling number of native people linked to the introduction of slavery?
  - Where did the French establish their territory of New France? How did the French settlement of new territory differ from the Spanish conquest of New Spain? How were the French Jesuit missionaries unlike the Spanish missionaries?
  - Why did Spanish and French colonies grow far more slowly than English colonies in the New World? What role did religion play in the growth or lack of growth in the colonies?
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## Lesson Plan

### Student Objectives

- Examine Spain's conquest of most of the South American coast and much of the interior, as well as Central America and Mexico.
- Explain the role of French trappers (coureurs de bois) and Catholic priests and nuns in the building of New France.
- Explain how France expanded its territorial claims with the help of explorers such as Louis Joliet, Jacques Marquette, and Robert Cavelier de La Salle.
- Identify the effects of the Treaty of Paris on British, French, and Spanish territorial claims in the New World.
- Research and present an oral report on either the Maya, Inca, or Aztec civilizations.
- Research and chart the causes, key events, and consequences of the Great Pueblo Revolt of 1680.

### Materials

- *Struggle for the Colonial Frontier 1600-1750: France and Spain Defend Their Claims* video
- Computer with Internet access
- Print resources about the history of Spanish and French exploration and settlement of the New World, including maps
- Print resources about the Maya, Inca, and Aztec civilizations
- Simple physical maps of North, Central, and South America (two copies per student) and a selection of colored pens or pencils

### Procedures

1. Before students view the program, ask them to share what they know about the colonization of the Americas by either the Spanish or the French. Ask the following: In the United States today, where might students still see evidence of Spanish occupation? Of French occupation? How are these influences expressed (for example, in cultural events, local art or architecture, or names of cities)? As students watch the program, ask them to consider why the French failed to retain their foothold in most of the New World territories that they initially claimed.
2. After students view the program, ask them to summarize Spain's conquest and settlement of New Spain and France's exploration and settlement of New France. Ask students the following: At what point did Spain and France's expansion into new territories come into conflict with England's colonization of the New World? North America is a vast continent. Why do students think there were such violent struggles over territorial rights? Why couldn't these matters be settled peacefully?
3. Conquest – The Spanish conquistadors conquered native peoples who greatly outnumbered them. Discuss with students how their success can be explained. Why did the Spanish



conquistadors employ cruel, ruthless behaviors to conquer native people and establish their empire? How might these men have justified their behavior? What character traits might have allowed these men to command or carry out these actions? How do you think the French differed from the Spanish in their view of the native people? Explain your answer. Why didn't the alliance between French settlers and native tribes such as the Huron secure France's position in the New World?

4. Who's Who – On the board, write the names of key people and groups mentioned in this program. Have students identify each person or group and discuss how each contributed to the conquest or settlement of the New World. Key people and groups include Don Juan de Oñate, King Philip of Spain, King Louis XIV, Spanish missionaries, coureurs de bois, Jesuit priests, the Huron, the Iroquois, Louis Joliet, Jacques Marquette, Robert Cavelier de La Salle, Le Moyne de Bienville, and the Chickasaw.
5. Timeline of Discovery and Settlement – Have students use print and Web resources to create two timelines – one for the Spanish, one for the French – that show important events beginning with the discovery and settlement of New World territories and ending with the 1763 Treaty of Paris. Once timelines have been completed, have students compare them and discuss similarities and differences in the progression of events. Note at what point the course of events for each began to intersect, with one affecting the other.
6. Map Work: Before and After the Treaty of Paris – Provide students with blank physical maps of North, Central, and South America (two maps per student) and a selection of colored pens or pencils. Ask students to color one map to show the extent of Spanish, French, and English colonization just prior to the French and Indian War (1756). The second map should reflect the changes in territorial boundaries decreed by the Treaty of Paris (1763). Remind students to date their maps and to assign each empire its own color. Have them label their maps, including continents, oceans, major rivers, and key cities or towns, such as Santa Fe, St. Augustine, Jamestown, or New Orleans. Discuss with students how colonists of each empire might have felt about the end results of the war and the Treaty of Paris.
7. Ancient Cultures – The Inca, Maya, and Aztec had powerful, highly developed civilizations. Divide the class into small research groups. Assign each to investigate the history and culture of one of these significant empires using print and Web resources. Student research should address origins and history of the people, geographic boundaries of the empire, and cultural aspects, such as art and architecture, written language, technology, agriculture, religion, and government. Ask students to briefly describe when and how the Spanish conquered the empire. Have each group present its information to the rest of the class. Encourage groups to include maps, drawings, pictures, writing samples, and the like to enhance their presentations. Follow up with a discussion comparing and contrasting the three societies. The following Web sites are good places to begin research:
  - The Ancient Maya  
<http://www.digitalmeesh.com/maya/main.htm>
  - The Mayas  
<http://www.wsu.edu:8080/~dee/CIVAMRCA/MAYAS.HTM>

- Conquistadors (also contains teacher-guided activities)  
<http://www.pbs.org/opb/conquistadors/home.htm>
  - Incas  
<http://www.wsu.edu:8080/~dee/CIVAMRCA/INCAS.HTM>
  - Aztec  
<http://www.mnsu.edu/emuseum/cultural/mesoamerica/aztec.html>
  - The Mexica/ Aztecs  
<http://www.wsu.edu/~dee/CIVAMRCA/AZTECS.HTM>
8. The Maya, Inca, and Aztec had developed advanced, sophisticated civilizations for their time and location, yet the Spanish conquered these empires. Based on the above research and reports, have students discuss how these cultures might have better met the challenges presented to them at the time of Spanish conquest.
9. The Pueblo Revolt of 1680 was a great but short-lived victory for the Indians. A resulting split in the tribes has never healed. Have students use print and Web resources to research the causes and effects, both short- and long-term, of this rebellion. Have students organize their findings in a four-column chart, using the following column labels: Event, Cause, Short-term Effect, Long-term Effect. Remind students to include important dates and to provide a brief description of key players in these events. The following Web sites are good sources of information:
- Pueblo Revolt  
[http://www.epcc.edu/ftp/Homes/monicaw/borderlands/17\\_pueblo\\_revolt.htm](http://www.epcc.edu/ftp/Homes/monicaw/borderlands/17_pueblo_revolt.htm)
  - On This Day in History (see February 12, 1599)  
<http://nativenewsonline.org/history/hist0212.html>
  - On This Day in History (see August 10, 1680)  
<http://nativenewsonline.org/history/hist0810c.html>
10. Have students draw upon what they have learned from this program and additional classroom activities to discuss the following: What were the benefits of Spanish and French colonization of the New World? What were the negative aspects of colonization? What beneficial role did religion play? How did the intense zeal of both the Spanish and French missionaries contribute to their success (exploring hostile, unknown territory; establishing missions; converting native people; and so on) as well as to their eventual downfall?

### *Assessment*

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students were attentive and highly engaged in class discussions and classroom activities (maps, timelines, etc.); presented a well-researched, comprehensive report; fully researched the Pueblo Revolt and accurately completed the cause-and-effect chart.

- 2 points: Students participated in class discussions and classroom activities (maps, timelines, etc.); presented an adequate report, including most of the requested information; completed a Pueblo Revolt cause-and-effect chart that demonstrated adequate research.
- 1 point: Students participated minimally in class discussions and classroom activities; presented an incomplete report with little or none of the requested information; did not complete the Pueblo Revolt cause-and-effect chart.

## Vocabulary

### **ancestry**

*Definition:* Line of descent; collectively, those relatives who came before one

*Context:* The class system of New Spain placed those of pure Spanish ancestry at the top and those of Indian or African ancestry at the bottom.

### **ceremony**

*Definition:* Formal or ritual act; a formal event to celebrate or solemnize something

*Context:* In a formal ceremony, Oñate took possession of the Territory of New Mexico in 1598.

### **colonist**

*Definition:* Somebody who goes to live in a new colony or is among the founders of a colony (a group of people living in a new territory with ties to a parent country)

*Context:* In 1583, King Philip chose Don Juan de Oñate, a wealthy colonist, to explore and settle the little-known region of New Mexico.

### **commerce**

*Definition:* The large-scale buying and selling of goods and services

*Context:* The port city of St. Augustine, Florida, was an important center for Spanish commerce and trade.

### **conquistadors**

*Definition:* One that conquers; specifically, a leader in the Spanish conquest of America and especially of Mexico and Peru in the 16th century

*Context:* In their unending quest for land and wealth, the conquistadors destroyed the advanced cultures of the Maya, Inca, and Aztec peoples.

### **convert**

*Definition:* To adopt a new religion or to cause another to adopt a new religion

*Context:* The Spanish mission outposts of New Mexico were established to convert the Pueblo Indians to Christianity.

### **coureurs de bois (koo RUR duh BWAH)**

*Definition:* Unlicensed traders or trappers during the French regime in Canada



*Context:* Coureurs de bois wintered among the Indians, trapping and collecting large quantities of furs to be traded in the spring.

**Creole**

*Definition:* Person descended from early French settlers of the Gulf States, especially Louisiana

*Context:* During the early 1700s, in the boomtown of New Orleans, a privileged class of Creoles emerged – an ethnic blend of French, African, Indian, and Spanish heritage.

**customs**

*Definition:* Practices and behaviors that regulate social life of a group

*Context:* Jesuit priests worked closely with Native American tribes to learn their languages and customs.

**descendant**

*Definition:* A person or animal that is descended from a specific ancestor; an offspring

*Context:* Don Juan de Oñate was married to a descendant of the Aztec ruler Montezuma.

**dissenter**

*Definition:* Somebody who disagrees with the beliefs or opinions of a majority

*Context:* The French state would not allow religious dissenters to colonize in North America.

**epidemic**

*Definition:* An outbreak of a disease that spreads more quickly and more extensively among a group of people than would normally be expected

*Context:* In the 1640s, an epidemic of smallpox, brought to North America by the French, killed many Hurons.

**mission**

*Definition:* A building or group of buildings belonging to a missionary organization

*Context:* Throughout the 1600s, Spanish missions were set up to teach reading, writing, farming, and craft making to the Indians.

**pueblo**

*Definition:* A communal village built by Indians in the southwestern United States

*Context:* The Tewa pueblo in New Mexico was renamed San Juan de Los Caballeros.

*Academic Standards*

**Mid-continent Research for Education and Learning (McREL)**

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- History – Historical Understanding: Understands and knows how to analyze chronological relationships and patterns; Understands the historical perspective
- United States History – Era 1 – Three Worlds Meet (Beginnings to 1620): Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450; Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization
- United States History – Era 2 – Colonization and Settlement (1585-1763): Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean; Understands how political, religious, and social institutions emerged in the English colonies; Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas
- Geography – The World in Spatial Terms: Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
- Geography – Places and Regions: Understands the physical and human characteristics of place; Understands the concept of regions; Understands that culture and experience influence people's perceptions of places and regions
- Geography – Human Systems: Understands the patterns of human settlement and their causes; Understands the forces of cooperation and conflict that shape the divisions of Earth's surface
- Geography – Environment and Society: Understands how physical systems affect human systems; Understands the changes that occur in the meaning, use, distribution and importance of resources
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

### **National Council for the Social Studies**

The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To view the standards online, go to <http://www.socialstudies.org/standards/strands/>.

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- People, Places, and Environments
- Power, Authority, and Governance

## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the DiscoverySchool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit <http://school.discovery.com/teachingtools/teachingtools.html>.

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## *Credit*

Patricia A. Peirson, freelance writer; former elementary school and adult ESL educator