

Name _____

Date _____

Spanish Settlement in Texas

Spaniards began exploring what is now the United States in the 1500s. Cabeza de Vaca and three other members from his expedition arrived near the Galveston coast in 1528 and stayed for seven years. In 1540, Spain sent an expedition to search for Cíbola, a group of Native American cities that legends claimed were made of gold. The leader of the expedition was Francisco Vázquez de Coronado. His expedition crossed much of Texas, but found no gold. For awhile, the Spanish stopped exploring the lands north of Mexico. Then in 1598 they sent Juan de Oñate to build a settlement. Oñate claimed the lands north of the Rio Grande for Spain, but failed to find any riches. The Spanish government decided that no gold lay north of Mexico, so they did not send any other major expeditions to Texas for more than 75 years. However, they claimed the land that is present-day Mexico and the southwestern United States (Texas, New Mexico, Arizona, and parts of California) and called it New Spain.

The French were also interested in exploring more of what is now the United States. One explorer, known as Sieur de La Salle, was headed for the Mississippi River but landed in Texas. They built a **colony**, or settlement ruled by another country, on the Gulf Coast called Fort St. Louis. However, the colony quickly ran out of food and angered the Karankawas living in the area.

When the Spanish in Mexico heard about the French colony, they sent soldiers to force the French to leave. When the Spanish soldiers reached Fort St. Louis, it had already been destroyed by the Karankawas. But the Spanish were still worried that there had been a French colony in Texas, so they wanted to find a way to hold on to their claims north of the Rio Grande. In the late 1600s and early 1700s, they built **missions**, or religious settlements, in many parts of what is now Texas. To protect the missions, the Spanish also constructed forts. Later, Spanish settlers started the first towns in Texas.

Checking for Understanding

1. Why were the Spanish interested in the lands north of Mexico? _____

2. What is a colony? _____

3. Why were the Spanish upset to learn about Fort St. Louis? _____

4. How were missions different from Spain's earlier settlements? _____

Name _____

Date _____

The Mission System

The Roman Catholic Church worked with the Spanish government to control New Spain (present-day Mexico and the southwestern U.S.). Catholic **missionaries**, or people who teach their religion to others, came with the earliest Spanish explorers from Mexico City across the Rio Grande into Texas. The missionaries' role was to teach the Native Americans how "to think, live, and worship as their white brothers and sisters did," and to change them from *bárbaros* (savages) to *gente de razón* (people of reason). Native Americans were taught Spanish and the Christian religion, as well as farming, trades, and skills at the missions. However, as they were taught these things, they were expected to give up their own religious beliefs, traditions, and culture.

The Mission System

Spain did not want to send many Spanish settlers into the northern part of New Spain. Their plan was to bring together and use the people who were already living there. The Spanish government and Catholic missionaries, also known as Franciscans, developed a **mission system** to organize and develop the land in New Spain. The goal of this system was to teach the Christian religion to the Native Americans and educate them so they would become loyal subjects of Spain. This system was successful in Mexico and the Spanish hoped it would be easy to do north of the Rio Grande, too.

The Mission

Missions were run by Catholic priests called Franciscans. Franciscans are members of a Roman Catholic brotherhood called an order, and are given the title of friar (*fray* in Spanish, brother in English). Their order honors St. Francis of Assisi, a Catholic man who preached about giving up everything of value and showing love to everyone. Franciscans must vow, or promise, to do three things: live a life of poverty (give up everything but food, clothing, and shelter), never marry, and obey the commands of their religious superiors. The last vow of obedience meant that they must be willing to go wherever they were assigned and to do whatever is asked of them. To remind themselves of these vows, the Franciscans wore a cord with three knots as a belt around their robes. Their uniform was a long gray tunic with a white cord.

The Franciscans were trained at *colegios* (seminaries) in Mexico, then were assigned to work at a mission in Texas. They were expected to learn the language of the natives they would be serving.



The Spanish built most of their missions near Native American villages hoping to convert them to the Catholic religion. At the missions, many Native Americans saw Europeans for the first time, and they were not interested in becoming citizens of Spain. The Franciscans soon discovered that there were many Native American languages, so it would be easier to ask Native Americans to learn Spanish. The mission was a combination of church (memorizing prayers and songs about Christianity), school (learning Spanish and about Christianity) and workshop (learning practical skills and developing artistic talents).

Native Americans who agreed to become Christians and be baptized helped build the mission. The mission became their home and a place of safety from enemies. Most missions were surrounded by walls for protection. Inside they had houses, workplaces, a school and a church. Most missions also had farms and ranches, where missionaries taught the Native Americans to farm in the European way and to care for cattle. Before the Spanish came, there had been no cattle or horses north of the Rio Grande for thousands of years.

The Presidio

Soldiers came with the missionaries to the lands north of the Rio Grande to protect the people living in and near the missions. They built **presidios**, or forts, for protection. Presidios were made mostly of wood, stone, or **adobe**, a clay made from mud mixed with straw or grass. Around each presidio stood a wall, usually in the shape of a square or rectangle. The wall reached ten feet high in places, and sometimes cannons were placed on top of the wall; low protective walls called **parapets** had spaces where soldiers could shoot guns and cannons. Some presidios had small towers called **bastions** at the corners of the wall. Most presidios had one main gate and sometimes a rear gate that could be locked from the inside. Inside the presidio were homes for soldiers and their families, buildings to store weapons and supplies, a hospital, a jail, and a chapel or small church.

The leader of the presidio was the captain. He was responsible for the presidio and the company of about 25 soldiers. The captain's duties were to report to the Spanish military, plan patrols and watches, and supervise soldiers. He also controlled the comings and goings of the Native Americans in the mission, and sent soldiers to go after runaways. Some soldiers trained Native Americans to use European weapons.

The Pueblo

To attract more people to settle in New Spain, the Spanish government often built pueblos, or villages, near missions. Unlike missions, which were meant for the education and training of Native Americans, the pueblos were created for Spaniards from Spain or New Spain to live, although some pueblos were created just for Native Americans. The Spanish government offered free land, money and supplies to people who would live in the pueblos. But life in the pueblos was not always easy; settlers

often fought with Native Americans, and many Native American groups battled each other. Few settlers wanted to live where they might be killed in an Indian war.

Missions Spread and Fail

In 1682 the Spanish built their first mission, Ysleta, in what is now Texas near El Paso. Eight years later, the Spanish built a mission in eastern Texas. By 1750, there were more than twenty Spanish missions in Texas. The last Texas mission was established in 1793. After that, the Spanish concentrated on creating missions farther west in California. Overall, the mission effort in Texas was considered a failure. The Spanish government had hoped it would take only ten years for Native Americans to learn Spanish and become loyal citizens of Spain, but many missions did not last long enough to be effective in converting the natives.

Native American Religions

Before the Franciscan missionaries brought the Catholic religion to Texas, the various Native American tribes had their own forms of religion that were very different from Christianity. Many tribes believed that the breath of life was the most important part of a person, and each group had its own story about how its god created life. The Atakapans believed in a god who created life by causing people to come to land from the sea in large oyster shells. The Lipan Apaches believed that god brought all people from an underworld, and lightning and a small whirlwind entered a person's body at birth and kept the body warm and alive. When tribe members died, they were buried in different ways. The Caddos and Tonkawas placed the head of the body pointing toward the setting sun, but the Lipan Apaches and Comanches pointed the head toward the rising sun. Personal belongings were usually buried with the body, and food and water were put on top of the grave for the spirit's journey to the afterworld.

Tribes along the Gulf Coast, such as the Coahuilteicans and Karankawas, performed **mitotes**, or dances, around fires to communicate with spirits. Some mitotes were to thank the spirits for a victory in battle or successful fishing, and others were to ask for help in war, gathering food, or hunting.

Checking for Understanding

1. What are the three main parts of the mission system?

_____, _____ and _____

2. Missions were a combination of _____, _____ and _____.

3. The Franciscans taught Native Americans to speak Spanish because _____

Mission System Vocabulary Match

Match each vocabulary word to its definition. Go back to the text and reread the sentences where the words are found in bold if you need help.

- a. mission**
1. A fort guarded by a Spanish captain and soldiers to protect the mission and its people.
- b. missionary**
2. A material made from mud and grass or straw that was used to form bricks for constructing buildings.
- c. presidio**
3. A dance performed by Native American tribes to thank or pray to the spirits that they believed were control of their world.
- d. pueblo**
4. A settlement run by Franciscans that was built to teach Native Americans about the Catholic religion, Spanish language, and Spanish ways of life.
- e. adobe**
5. The system designed by the Spanish government in hopes that Native Americans and Spaniards would settle New Spain and become loyal citizens of Spain so that other countries could not claim Spanish land.
- f. parapet**
6. A person who teaches his or her religion to others.
- g. bastion**
7. A low protective wall found in a presidio where soldiers could hide and shoot guns or fire cannons.
- h. mitote**
8. A village or town formed near a mission and presidio that was usually meant for Spaniards to live in. Sometimes they were created just for Native Americans.
- i. mission system**
9. A small tower found at the corners of the walls that protected a presidio. These were another place where soldiers could look out for danger and fire guns or cannons.

Spanish Missions in Texas

Mission Name	Date Established	Location	Native Americans Served
San Cristobal	January 1684	Presidio County	Jumanos
Guadalupe	September 1716	Nacogdoches County	Nacogdoches (Caddos)
Valero	May 1718	Bexar County	Coahuiltecans
San Jose	February 1720	Bexar County	Coahuiltecans
San Juan Capistrano	March 1731	Bexar County	Coahuiltecans
Espada	March 1731	Bexar County	Coahuiltecans, Karankawas
San Francisco Xavier	May 1748	Milam County	Tonkawas
San Saba	April 1757	Menard County	Lipan Apaches

Use the information on your mission's fact card to complete this mission plaque:

This plaque commemorates the establishment of mission

In the year

By

In the county of

Name _____

Date _____

Postcard from the Mission

A postcard can be used to briefly tell about a place. The writing has space on one side to write a message, and the other side shows a photo or drawing of that place. Cut along the dotted line below to create a postcard. You will write a postcard to your family that describes what your new life is like at the mission. Be sure to include the following:

- accurate information about mission life
- unit vocabulary such as **mission**, **missionary**, **presidio**, and **adobe**
- details about mission life
- appropriate capitalization and punctuation
- a date and your signature - use the year of establishment on your mission plaque
- a picture of your mission on the back



About Mission

Carefully read your mission fact card together with your tribe. Use context clues to help you with unfamiliar words, and answer as many of the questions below as you can so that others can learn about your mission. You will be presenting your mission to the rest of the class so include main ideas and interesting details.

Summarize the beginnings of the mission - How was this location chosen? Who led the expedition or establishment (creation) of the mission?

Building the Mission - What was the mission made out of? Who helped build it? What buildings were constructed? Were Native Americans involved in the building process?

Problems at the Mission - What problems did your mission experience? How did Native Americans treat the missionaries? Were there any illnesses, food shortages or deaths?

Decline of the Mission - When missions became "secularized", they stopped being run by the Spanish government and locals got to take over. How did this process occur? Was the mission successful in achieving its goals of converting the natives?

Name _____

Date _____

Making a Character

You will create a character who lived at the mission your tribe has chosen. First you need to decide if your character is a Spaniard or a Native American man or woman. Then use the Jobs in the Mission System list to choose a job for your character. Once you have chosen a job for your character, you must decide on a name and then make a visual representation of your character on paper to post by your mission. Use the list below to help you come up with a name. Your character must have a complete body and should wear clothing realistic to the 1600 and 1700s. Add any details that would make your character look more authentic, like hair, jewelry, and accessories.

	Spanish	Native American
Men's First Names	Victorio, Tomás, Felipe, Juan, Antonio, Esteban, Pedro, Alejandro, Mario, Dionicio	Magi, Atian, Biyen, Chaske, Chetan, Kakau, Icak, Taza, Beshe, Alchise, Gillee
Women's First Names	María, Consuela, Juana, Luisa, Diana, Petra, Sofía, Ana, Belén, Concepción, Luz	Meli, Kateri, Winona, Tanis, Nizhoni, Kic, Lak, Itiyilc, Alopay, Guyan, Leosanni
Last Names	Segovia, López, González, Martínez, Montez, Peralta, Vargas, Serra, Guerrero	Native Americans did not use last names

Character Biography

1. Character's Name: _____

Is your character from Spain, New Spain, or a Native American? _____

2. Job at the Mission: _____

3. Describe your family - Are you at the mission by yourself? If so, do you have family that you've left behind? What family members came to the mission with you?

4. Personality characteristics: _____

5. Favorite leisure activities or hobbies: _____

Jobs in the Mission System

Job	Description
Captain of the Presidio (Spaniards)	Directed soldiers assigned to the missions, responsible for returning Native Americans who had left the mission
Soldier (Spaniards)	Protected the missions and pueblos from attack by Native Americans and foreigners, which rarely happened. This was a lonely, boring job because there was little for soldiers to do.
Padre (<i>Priest</i> - Spaniards)	Leader of the mission with one or more assistants. Conducted services in church and taught Native Americans skills such as growing crops, building furniture, sewing, cooking, and raising animals. Were responsible for keeping the peace between Native Americans and soldiers.
Mayordomo (Spaniards)	Appointed by the missionaries to be in charge of assigning jobs to Native Americans
Fiscal (Spaniards)	Supervised Native Americans working in the gardens, horse stables, or workshops.
Field Worker (Native Americans)	Plowed fields in the spring with oxen and dropped corn or wheat seeds into the ground by hand. Weeded and harvested the crops and threshed grain with horses.
Carpintero (<i>Carpenter</i> - Native American men)	Built missions and other buildings; carried heavy logs from distant forests and made adobe bricks.
Caballero (<i>Groom</i> - Native American men)	Took care of horses needed for the ranchers, army and mission. Brought horses into corrals and trained them.
Vaquero (<i>Cowboy</i> - Native American men)	Drove milk cows to pasture early every morning and brought them back in the evening; milked cows every day. Women prepared the milk to make cream and butter. Some cattlehands were responsible for branding and rounding up range cattle for meat at the mission. They used leftover parts to make soap and candles.
Tejedora (<i>Weaver</i> - Native American women)	Prepared, spun and dyed wool from sheep, then turned cloth into blankets and clothing at the missions. Had to make clothes for many people since there were no sewing machines.
Cocinera (<i>Cook</i> - Native American women)	Prepared three meals a day for up to thousands of people. Ground grain for tortillas and porridge, roasted meats, gathered eggs, cleaned and cooked fruits and vegetables, carried in wood to keep fires going, and brought in water.

Sample Character Biography

1. Character's Name: Ana Sofía Rodríguez

Is your character from Spain, New Spain, or a Native American? New Spain

2. Job at the Mission: Teacher; expert tejedora who teaches Native Americans her craft

3. Describe your family - Are you at the mission by yourself? If so, do you have family that you've left behind? What family members came to the mission with you?

I am the wife of a soldier at the presidio, Alejandro Luis Rodríguez. Alejandro and I have two children, Lucía and Maricruz. Lucía is 8 and studies at school with the Native Americans, and Maricruz is two and goes with me when I teach my weaving classes. I left behind my parents and younger brother in New Spain and I miss them very much.

4. Personality characteristics: I am a happy person with a lot of patience and creativity.

5. Favorite leisure activities or hobbies: I like to weave blankets for my daughters and make caldos, or soups, for my family. I am an expert at making desserts!

Sample Character Biography

1. Character's Name: Nawidish

Is your character from Spain, New Spain, or a Native American? Native American (Caddo)

2. Job at the Mission: Caballero

3. Describe your family - Are you at the mission by yourself? If so, do you have family that you've left behind? What family members came to the mission with you?

I am at the mission by myself. I left behind my family and came to the mission to make money and learn how to take care of horses. My parents are upset that I am learning about the Christian religion instead of following our Caddo religion and praying to the great spirit, but my little sister wants to join me at the mission soon. I will try to sneak into my village in the winter so I can bring her back with me.

4. Personality characteristics: I am a hard worker but I can be very stubborn and have a bad temper when people ask me to do something I don't want to do. I learn things very quickly and like to play jokes with my friends.

5. Favorite leisure activities or hobbies: Carving wood sculptures, fishing, singing

Name _____

Date _____

Life in the Mission

Life in the mission did not have many choices - the missionaries set a daily routine for everyone to follow. The missionaries were told to be friendly and pleasant to all the Native Americans, and were instructed to treat the natives like little children. The missionaries paid close attention to the comings and goings of the Native Americans to keep them from leaving the mission. If the natives ran away, soldiers from the presidio were sent after them to bring them back. Sometimes the missionaries punished the runaways by making them miss a meal, hitting them, or disciplining them in other ways.

Prayer and Work

The day started early at the Spanish missions. The mission church bells rang at sunrise to call everyone together for prayers. After prayers, the Native Americans went to religious classes for 30 to 60 minutes, then had breakfast for about 45 minutes.

After breakfast, a bell rang to announce that it was time for work. Healthy Native American boys and men were led to the fields by a missionary or one of the soldiers from the presidio. Others fed the livestock and were trained to shoe horses, brand cattle, milk the cows and goats, and shear sheep. The soldiers' wives taught the native women how to weave at a loom and cook European food in the kitchen. There were workshops for men and women to learn how to build with stone and wood, and how to make clothing, soap and candles. Native children attended mission school, where they were taught Spanish and about Christianity.

At noon the bell rang to announce dinner. Dinner was usually *pozole*, a thin porridge or soup with meat, beans, or lentils. Two hours were allowed for the meal and for rest, then at 2 pm the bell rang signaling everyone to go back to work. At 5 the bell rang again for everyone to gather to recite prayers in Spanish, and the workday ended. The Native Americans met in front of the church for another hour to learn Spanish and about Christianity, then at 6 pm the bell rang for supper.

Evening Relaxation

For the rest of the evening, mission natives were allowed to relax and have fun. The men played games like *patole* (a game of skill using four sticks) and *cuatros* (similar to horseshoes). The women sat in a circle to play *palillo*, and were not allowed to play with the men or play men's games because the missionaries didn't think women should be allowed to run and exercise. At the end of the evening, married natives and their children were allowed to spend time together as families before going to bed. The missionaries rang a bell to call the single men together to sing religious songs, then the final bell of the day signaled bedtime.

Special Days

Fridays were days of abstinence for all mission residents who were seven years of age and older. Abstinence meant not eating certain favorite foods, and the missionaries believed it would strengthen faith and make Christians less selfish. Sundays were days of rest. On some feast days, picnics were permitted in the *plaza*, or center of the mission, and the native men and boys ran races and shouted.

Spain thought that by sending missionaries to Texas to make mission communities, the settlers and Native Americans would become loyal and help protect Spanish land. The missions were the beginning of permanent settlement in Texas.

Checking for Understanding

1. Why were the bells at the mission so important? _____

2. How was life at the mission different from life with the tribe? _____

3. How were Native American women treated differently from the men at the mission?

4. Would you be happy living at a mission as a Native American? Why or why not?

5. Why do you think the missionaries were so strict with the Native Americans?

Name _____

Date _____

Taking a Position

In the column labeled "Mission Scenario", write the event that you discussed today. Under the second column, describe the point of view of the Native Americans at the mission. Under the third column, describe the point of view of the Spaniards. Consider how each group felt about the events that were occurring, and remember that not every member of a group had the same feelings.

Mission Scenario	Native Americans' Point of View	Spaniards' Point of View

Name _____

Date _____

SMALLPOX!

Smallpox is a contagious disease that has not been found in the United States since 1949. But when the Spanish were establishing missions in Texas, once someone got smallpox, it passed very easily from one person to another. The smallpox virus can spread through tiny drops of an infected person's saliva (spit) when the person coughs, talks, or sneezes. It usually passes between people during close face-to-face contact.

At first, smallpox is characterized by fever, headaches, backaches, and feeling tired, much like the flu. By the fourth day of illness, infected people start getting lesions in their mouth, throat and nose. Then a rash appeared on their skin that looked like blisters on the skin filled with fluid, which crusted over. For some unfortunate people, the rash continued on the inside of the body, and they began to bleed from their eyes, nose, gums, and eventually died. Those who survived had to deal with the scars left behind from the rash, but once someone got smallpox, they would never catch the disease again. It was a horrible disease to experience.

In Texas, there were smallpox epidemics among Native Americans from 1739 to 1778 as Europeans introduced the virus to the natives. An **epidemic** is when many people in one place or area get a disease or sickness. The smallpox epidemics resulted in many deaths among Native Americans, and the populations of natives at the Texas missions declined greatly because of these epidemics.

Checking for Understanding

Do you think the Native Americans blamed the Europeans for spreading the virus that killed so many of their people? Why or why not? _____

There was no immunization (shot) for smallpox until 1798. How do you think people felt about this disease before the immunization was available? _____

Name _____

Date _____

The Pueblo Revolt

A revolt is when a group of people rebel, or fight, against the people in charge. Revolts can be violent or they can be peaceful, but when Native Americans revolted at missions it almost always involved violence.

In 1680, there was a famous Native American rebellion called the Pueblo Revolt. The Pueblos were a group of Native Americans who lived in present-day New Mexico. Many Pueblos who were living at the missions in Santa Fe still practiced their native religions, and the Franciscans became very angry at them for not giving up their old ways. The Spanish governor ordered the arrest of 47 Pueblo medicine men, and sentenced four of them to death by hanging. The remaining Pueblo men were whipped in public and sentenced to prison. The free members of the Pueblos were very upset, and moved to Santa Fe where the prisoners were being held. Spanish soldiers had to leave town to fight the Apache, so the governor released the Pueblo prisoners. One of the prisoners released was a man named Popé.

Popé and other Pueblo leaders organized the Pueblo revolt from the town of Taos. Popé sent runners carrying knotted ropes to all the Pueblo tribes. The number of knots on the ropes was the number of days until the day of the revolt. Each morning, the Pueblo tribe leaders untied one knot on the rope, and when the last knot was untied, that was their signal to rise against the Spaniards at the same time.

When the Spaniards captured two young Pueblos delivering ropes, they found out about the plan to revolt. Popé ordered his people to revolt a day early before the Spaniards could stop his people. The Pueblos began their attack in each of their villages, and killed 21 of the 40 Franciscans. They also killed 380 Spaniards, including men, women and children. Popé's followers surrounded the city of Santa Fe and cut off its water supply, and a week later the Spaniards left the city. Although the Pueblos were successful in their revolt because the Spaniards left, the different tribes were not able to agree who would take over Santa Fe. In 1692, the Spaniards returned and took over again. The Pueblos retook the city the next year, but the Spaniards had a violent recapture that resulted in 70 executions and 400 Pueblos sentenced to ten years of slavery. Although the Pueblo Revolt only resulted in a short-lived freedom, it did prove to the Spaniards that the natives did not want to forget their culture and religion. As for Popé, there are many stories about what happened to him after the revolt, but no one really knows for sure.