



FROM SEA TO SHINING SEA

The Story of America

TEACHER'S EDITION

Beta Version

Catholic Schools Textbook Project
IGNATIUS

The Catholic Schools Textbook Project

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CSTPSales@USADatanet.net

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Introduction

How to Use This Manual

From Sea to Shining Sea has been written using a pedagogy that differs markedly from that assumed by most modern textbooks. The conviction underlying this book is that history is, first and foremost, a story—an enjoyable story, a story filled with drama. We have written this book, therefore, as if we were writing a story or a series of stories. Our hope is that students, approaching history as a story, will learn to love history and will, thus, retain more historical knowledge than is normally the case with the more customary text style.

The difficulty is that stories often contain more information than what one would require most younger students to retain. To insist that students retain every detail, every date, would be to undermine a chief purpose of the book – to make the reading history a matter of joy. We want students to approach history in a leisurely fashion, to read as they would read a storybook. Of course, one hopes that students will leave each chapter with more than the required knowledge, but this is best left to capabilities of each student. Those historical facts every student should know are listed in the section, “What Students Should Know.” Beyond these facts, teachers should merely see that their students retain the chief outlines of the stories they will study in the book.

How to Use *From Sea to Shining Sea* in the Classroom

We propose that the chief occupation of classroom sessions on the book be spent calling on students to recite, in their own words, what they remember from their assigned reading in the book. The teacher may call on different students to retell parts of the stories they have read or to tell what they know about the various characters they have encountered in their reading. This will help students to solidify what they have learned and give them the opportunity to practice their language skills. The teacher may, then, patiently correct any false impressions the students have or any inaccuracies in their presentations. Such exercises should be seen as merely educational exercises without the threat of grading.

The teacher should help students grasp the major themes of each chapter. To help with this, we have provided in the teacher’s manual a “Chapter Goals” section, which details the major themes of each chapter. Each chapter in the book, as well, contains a “Chapter Activities” section to help students better solidify their knowledge of the time period each chapter covers.

We also recommend that teachers use the timeline provided in the teacher’s manual as a reference to help students make their own timelines for each chapter. After students have completed their own timelines, the teacher can show students the timeline we have provided so that they can see how the various events in the book relate to one another in time. For instance, students may find it interesting to see that, while the English colonists were fighting for their independence, Fray Junípero Serra was founding missions in California.

Teacher’s Manual Contents

Scope and Sequence

Provides a general outline of the text and the contents of each chapter.

Chapter Goals

Develops the major themes for each chapter.

What Students Should Know

Presents the minimal knowledge of persons, places, events, and dates students should retain. We have provided, for the teacher’s convenience, a brief review for each important fact.

Some Key Terms at a Glance

Puts in one place the various historical terms, persons, events, and vocabulary, with their definitions, highlighted in each chapter.

Chapter Checkpoint

Provides, for the teacher’s convenience, the answers for each question presented in the “Chapter Checkpoint” section at the end of each chapter.

Chapter Activities

Gives suggestions for doing each activity, where necessary, plus explanations and reference material, where applicable.

Chapter Quizzes and Tests

Suggests quizzes for different sections of each chapter, as well as a chapter test. Since our approach in *From Sea to Shining Sea* is literary, our quizzes and tests ask mostly short answer or short essay questions. We think it is important that even young students begin to develop the ability to express their thoughts in complete, though simple, sentences.

Resources for Further Reading

This section gives suggestions for further student reading on each period covered in the text.



COMPLETE TIMELINE

Catholic events



Events in *italics* are not mentioned in the text

476 A.D.	<i>Last Roman Emperor deposed; end of the Western Roman Empire</i>
484	Birth of St. Brendan
512	St. Brendan ordained a priest by St. Erc
512–30	<i>St. Brendan builds monastic cells at various places</i>
530–550	At some point, St. Brendan's voyage to the Land of Promise of the Saints
577	Death of St. Brendan
950 [?]	<i>Birth of Eric the Red</i>
c. 981	Eric banished from Iceland
c. 982	Eric discovers Greenland
985 or 986	Eric and others colonize Greenland
c. 999–1000	Leif Ericsson at the court of Olaf Triggvason
c. 1000	Leif Ericsson returns to Greenland
c. 1002	Leif's voyage to "Vinland"
c. 1010	Thorfinn Karlsefni attempts settlement of Vinland
1066	<i>Battle of Hastings; William of Normandy conquers England</i>
1121	Bishop Eirik Gnupsson sets out to bring the Gospel to Vinland
1170	Death of Owain Gwynedd
c. 1170	Madoc sails to America. Returns to Wales. Returns to America
c. 1446	<i>Birth of Christopher Columbus</i>
1451	<i>Birth of Queen Isabella</i>

1469	<i>Isabella marries Ferdinand, King of Aragon</i>
1474	<i>Isabella becomes Queen of Castile</i>
1484	John Cabot moves to England
1488	Portugal's Bartolomeu Dias discovers route to India
1492	Christopher Columbus lands at San Salvador
1494–1504	Columbus sails to America three more times
1497	John Cabot's first exploration of America
1498	John Cabot's second exploration of America
1502	Bartolomé de Las Casas arrives in Cuba
1506	Death of Columbus
1509	Henry VIII becomes king of England
1510	Las Casas ordained a priest
1513	Balboa discovers the Pacific
1517	Las Casas begins his defense of the Indians
1518–1521	Cortés carries out the conquest of Mexico
1522	Las Casas's colony fails. He becomes a Dominican
1524	Franciscan friars arrive in Mexico Verrazano lands in America
1531	Pizarro conquers Peru Our Lady of Guadalupe appears to Juan Diego
1534	Jacques Cartier's first voyage to America
1535	Henry VIII splits the Church of England from Rome
1535–1536	Cartier's second voyage to America
1541	Cartier and Roberval attempt a settlement in Canada Roberval colony returns to France

1539–1543	Hernando De Soto explores “Florida” Francisco Vásquez de Coronado explores the Southwest
1542	Martyrdom of Fray Juan Padilla
1544	Las Casas made bishop of Chiapas
1550	King Charles I orders an end to all conquests in America
1558	Elizabeth I becomes queen of England
1560	Founding of Saint Augustine, Florida
1560–1655	Foundation of the Florida and Georgia missions
1566	<i>Netherlands begins rebellion against Spain</i>
1577–1580	Sir Francis Drake circumnavigates the world
1584	Amadas and Barlowe expedition to “Virginia”
1585	Establishment of first Roanoke colony
1587	Establishment of second Roanoke colony
1596	Death of Sir Francis Drake
1598	Franciscan friars establish first missions in New Mexico
1603	Samuel de Champlain’s first voyage to America James I becomes king of England
1604	Champlain’s second voyage to America
1607	Founding of Santa Fé, New Mexico Founding of Jamestown
1608	Champlain establishes a settlement at Quebec Captain John Smith becomes governor of Jamestown
1609	Henry Hudson discovers the Hudson River Captain John Smith replaced as governor of Jamestown
1610	Henry Hudson discovers Hudson Bay John Rolfe brings tobacco to Jamestown

1612	Champlain made lieutenant governor of New France
1614	John Rolfe marries Pocahontas
1614 or 1615	<i>Dutch merchants establish trading post at Fort Nassau (Albany, New York)</i>
1615	Champlain and Hurons battle Iroquois on Lake Champlain
1617	Sir Walter Raleigh's expedition to Guiana Death of Pocahontas
1618	Sir Walter Raleigh executed
1620	The "Saints" land at Plymouth
1625	French Jesuit missionaries arrive in Quebec <i>Charles I becomes king of England</i>
1626	<i>Foundation of New Amsterdam on Manhattan Island</i>
1628	Establishment of Salem colony
1629	Indians from Texas arrive in New Mexico, seeking baptism English pirates capture Quebec Establishment of Massachusetts Bay Colony at Boston
1632	Champlain again becomes governor of Quebec
1634	Establishment of St. Mary's, Maryland
1635	Death of Champlain
1636	Establishment of Providence, Rhode Island, Colony
1637	Pequot War
1638	Establishment of Portsmouth, Rhode Island, Colony
1646	Martyrdom of St. Isaac Jogues
1649	Martyrdoms of St. Jean de Brébeuf, St. Charles Garnier Oliver Cromwell overthrows Charles I

1660	<i>Charles II becomes king of England</i> England seizes New Amsterdam and all of New Netherlands Founding of New York Colony
1670	Foundation of South Carolina Colony
1673	Joliet and Marquette's voyage
1675–1676	King Philip's War Popé's rebellion in New Mexico
1680–1685	Destruction of the Georgia missions
1681	Founding of Pennsylvania Colony
1681–1682	Joliet's voyage down the Mississippi
1687	Joliet killed by his men
1688	<i>"Glorious Revolution" overthrows James II</i>
1689	William III and Mary II take over the throne of England
1692	Spanish rule reestablished over New Mexico William III decrees that all Marylanders support the Church of England
1702	<i>Anne becomes queen of England</i>
1702	Beginning of Queen Anne's War (War of the Spanish Succession)
1704	Destruction of the Apalachee (Florida) missions
1707	<i>England and Scotland united as Great Britain</i>
1713	Peace of Utrecht ends Queen Anne's War
1714	<i>George I becomes king of Great Britain</i>
1717	Founding of New Orleans
1727	<i>George II becomes king of Great Britain</i>
1732	Birth of George Washington
1733	Establishment of Georgia Colony
1739	War of Jenkins' Ear begins

- 1744** War of Jenkins' Ear merges with King George's War
(War of the Austrian Succession)
- 1748** King George's War ends
- 1754** George Washington fights French at Great Meadows (Fort Duquesne)
- 1755** French and Indian War begins
Washington fights with Braddock at Fort Duquesne
Governor Shirley fails to take French Fort Niagara
- 1756** French capture British forts on Lake Ontario and Lake George
- 1759** Battle of the Plains of Abraham
- 1760** French governor surrenders Montreal to the British
George III becomes king of Great Britain
- 1762–1763** Pontiac's War
- 1763** Treaty of Paris ends French and Indian War
- 1765** Parliament passes the Stamp Act for the colonies
Patrick Henry gives his famous "Caesar had his Brutus..." speech
Stamp Act Congress meets
Sons of Liberty protest Stamp Act
- 1766** Parliament repeals Stamp Act, passes Declaratory Act
- 1767** Townshend Acts passed
- 1768** Massachusetts Assembly dissolved
- 1769** Portolá and Fray Junípero Serra found San Diego
- 1770** Parliament repeals Towshend Acts, keeps tax on tea
Boston Massacre
Founding of Mission San Carlos at Monterey, California
- 1771** *Founding of Missions San Gabriel and San Antonio de Padua*
- 1772** *Founding of Mission San Luis Obispo*
- 1773** Boston Tea Party

- 1774** Parliament passes Boston Port Act
First Continental Congress meets
Louis XVI becomes king of France
- 1775** Indian uprising in San Diego. Fray Luis Jayme killed
Battle of Lexington and Concord – American Revolution begins
Ethan Allen and Benedict Arnold capture Fort Ticonderoga
Battle of Bunker Hill
Daniel Boone cuts the Wilderness Road to Kentucky
- 1776** *Common Sense* published
Declaration of Independence signed
Battles of Trenton and Princeton
Founding of Missions San Juan Capistrano and San Francisco
- 1777** First and Second Battles of Saratoga
Battle of Brandywine Creek – British take Philadelphia
Articles of Confederation approved by Congress
Founding of Mission Santa Clara
- 1778** King Louis XVI signs treaty of friendship with the United States
Savannah, Georgia, falls to the British
- 1779** British forces retake all of Georgia
- 1780** General Cornwallis takes Charleston, South Carolina
Battle of Camden, North Carolina – British victory
Benedict Arnold attempts to betray West Point
Battle of King's Mountain, North Carolina – American victory
- 1781** Nathaniel Greene chosen to command American troops in the South
Articles of Confederation adopted as first U.S. constitution
Battle of Yorktown; Cornwallis surrenders to
Washington and Rochambeau
- 1782** *Founding of Mission San Buenaventura*
- 1783** Treaty of Paris; end of the American Revolution
- 1784** Death of Fray Junípero Serra
- 1786** *Founding of Mission Santa Barbara*

- 1787** *Founding of Mission La Purísima Concepción*
Shays' Rebellion
Constitutional Convention meets, adopts new constitution
Congress forms the Northwest Territory
- 1788** All states but Rhode Island and North Carolina ratify Constitution
- 1789** *French Revolution begins*
North Carolina ratifies Constitution
George Washington becomes first president of the United States
† Founding of Georgetown University
† John Carroll appointed first Catholic bishop for the United States
- 1790** Rhode Island ratifies Constitution
- 1791** *Founding of Missions Santa Cruz and Soledad*
Bill of Rights added to the Constitution
† Georgetown University opened
- 1792** *Execution of Louis XVI; beginning of French Republic*
Battle of Fallen Timbers
- 1793** Eli Whitney invents the cotton gin
- 1797** *Founding of San Fernando, San Miguel, San Juan Bautista, and
San José Missions*
John Adams becomes president of the United States
- 1798** *Founding of Mission San Luis Rey*
Alien and Sedition Acts passed by Congress
- 1799** Death of George Washington
† Father Demetrius Augustin Gallitzin founds Loretto, Pennsylvania
Napoleon Bonaparte takes control of the French government
- 1800** United States capital moved to Washington, D.C.
Thomas Jefferson elected president of the United States
Spain secretly returns Louisiana to France
- 1803** The Louisiana Purchase

- 1804** *Founding of Mission Santa Inez*
Aaron Burr kills Alexander Hamilton in a duel
Lewis and Clarke set out on their expedition
Napoleon Bonaparte crowned emperor of France
- 1805** † Elizabeth Ann Seton becomes a Catholic
Lewis and Clarke reach the Pacific Ocean
British fleet destroys French fleet at Trafalgar
Great Britain begins stopping American ships at sea
- 1806** Lewis and Clark return to St. Louis, Missouri
- 1807** Battle between the HMS *Leopard* and the USS *Chesapeake*
- 1808** † Bishop Benedict Joseph Flaget named bishop of Bardstown
- 1810** *Revolution against Spain begins in Mexico*
- 1811** Sea battle between USS *President* and HMS *Little Belt*
- 1812** † Elizabeth Ann Seton founds the Sisters of Charity
The United States Congress declares war on Great Britain
The British capture Detroit
- 1813** Battle of Lake Erie
- 1814** Napoleon Bonaparte gives up the throne of France
Battle of Lake Champlain
The British burn Washington, D.C.
The British fail to take Fort McHenry
Treaty of Ghent, end of the War of 1812
Battle of New Orleans
- 1817** *Founding of Mission San Raphael*
General Andrew Jackson invades Florida
- 1819** Spain sells Florida to the United States
- 1820** *Mexico wins independence from Spain*
Missouri Compromise
- 1821** † Death of Elizabeth Ann Seton
Florida becomes a United States territory
Pierre-Jean De Smet comes to America

- 1823** *Founding of Mission San Francisco Solano*
Stephen Austin settles in Texas
- 1824** John Quincy Adams elected president
- 1826** Jedediah Smith's expedition to California
- 1828** Andrew Jackson elected president
- 1831** William Lloyd Garrison begins publishing the *Liberator*
- 1832** Jackson forms the Democratic Party
Jackson reelected as president
Black Hawk War
Sam Houston arrives in Texas
Samuel F.B. Morse invents the electric telegraph
† Simon Bruté de Remur becomes bishop of Vincennes
- 1834** First Americans settle in Oregon
Cyrus McCormick patents his mechanical reaper
- 1835** Seminole War under Osceola begins
Texians defeat General Cos at San Antonio
- 1836** Battle of the Alamo
Battle of San Jacinto
Texas becomes an independent republic
† John Nepomucene Neumann ordained a priest
- 1837** Osceola captured
- 1838** Cherokee "Trail of Tears"
- 1839** John Sutter settles in California
- 1842** End of Seminole War
- 1844** John C. Frémont's first visit to California
- 1845** Texas enters the Union
Frémont's second visit to California
- 1846** Bear Flag Revolt
The United States declares war on Mexico
Elias Howe invents the sewing machine

- 1847** Battle of Buena Vista
Scott lands at Vera Cruz
Scott captures Mexico City
- 1848** Treaty of Guadalupe-Hidalgo
End of the Mexican-American War
Gold discovered in California
- 1850** California becomes a state
Compromise of 1850
- 1851** Father De Smet helps bring peace between the United States
and Plains Indians
- 1852** † John Nepomucene Neumann made bishop of Philadelphia
- 1854** Kansas-Nebraska Act passed
Founding of the Republican Party
- 1856** Dred Scott Decision
- 1858** Abraham Lincoln runs for Senate
- 1859** John Brown seizes arsenal at Harpers Ferry
Execution of John Brown
- 1860** Abraham Lincoln elected president
South Carolina secedes from the Union
Cochise goes on the warpath
† Death of Bishop Neumann
- 1861** Gulf states secede from the Union
Formation of the Confederate States of America
Jefferson Davis elected president of the Confederacy
Fall of Fort Sumter
Virginia and other border states secede
Confederate capital moved to Richmond, Virginia
First Battle of Manasses (Bull Run)
- 1862** U.S. Grant captures Forts Henry and Donelson
Battle of Shiloh
Fall of New Orleans
Robert E. Lee made general of the Army of Northern Virginia
Battle of the Seven Days

Second Battle of Manasses (Bull Run)
Battle of Sharpsburg (Antietam)
Preliminary Emancipation Proclamation issued
Battle of Fredericksburg
Sioux uprising in Minnesota
Congress passes Homestead Act
Congress approves transcontinental railroad

1863 Emancipation Proclamation issued
Battle of Chancellorsville
Death of Stonewall Jackson
Battle of Gettysburg
Fall of Vicksburg
Battle of Murfreesboro
Battle of Chickamauga
Battle of Chattanooga

1864 Ulysses S. Grant becomes commander of the Federal Army
Battle of the Wilderness
Battle of Spotsylvania Courthouse
Battle of Cold Harbor
Grant lays siege to Richmond
Battle of Peachtree Creek
General Sherman's march to the sea
Sherman reaches Savannah, Georgia

1865 Sherman invades South Carolina
Sherman captures Columbia, South Carolina
Sherman invades North Carolina
Lee retreats from Richmond
Lee surrenders at Appomattox Court House
Lincoln assassinated at Ford's Theatre
Last Confederates surrender—the Civil War ends
Amendment XIII to the Constitution ends slavery

1866 Fetterman massacre

1868 Amendment XIV to the Constitution passed—blacks promised equal rights
Fort Laramie peace conference with the Sioux

1869 Avondale mine disaster
Knights of Labor founded

- 1870** Amendment XV gives blacks the right to vote
Foundation of Standard Oil Company
- 1871** Chief Joseph becomes chief of the Nez Percé
- 1872** Cochise surrenders, settles on Chiracahua Apache reservation
- 1873** Death of Father De Smet
- 1874** Joseph F. Glidden patents barbed wire
- 1875** The Long Strike
- 1876** Battle of the Little Bighorn
Chief Joseph's flight to Canada
The U.S. government orders Chiricahua to leave their reservation
Geronimo goes on the warpath
Alexander Graham Bell invents the telephone
- 1877** 19 members of the Molly Maguires executed
The Great Strikes
- 1879** Thomas Alva Edison invents the light bulb
- 1881** Terrence Powderly becomes president of the Knights of Labor
Foundation of the American Federation of Labor
- 1882** Geronimo surrenders
- 1883** Geronimo flees the reservation
- 1886** Geronimo surrenders to General Miles — sent to Florida
- 1889** † Mother Cabrini arrives in the United States
- 1890** Battle of Wounded Knee
- 1892** Congress passes Sherman Anti-Trust Act to break up large corporations
Homestead strike
- 1894** Pullman strike



Chapter 1 A New World

Scope and Sequence

Legendary Explorers

- St. Brendan
- Eric the Red
- Leif Ericsson
- Thorfinn Karlsefni and the settlement of Vinland
- Madoc

Christopher Columbus

- Early life
- His plan to reach the Indies by sailing westward
- First voyage and the establishment of the first Spanish colony in the New World
- Second voyage
- Third voyage and the discovery of South America
- Fourth voyage

Other Spanish Explorers

- Amerigo Vespucci and the naming of America
- Juan Ponce de León and the discovery of Florida
- Vasco Núñez de Balboa and the discovery of the Pacific Ocean

Chapter Goals

Since this chapter follows the mode of story, it includes many details and facts that students should *not be required to know*. Of course, one hopes that students will leave each chapter with more than the required knowledge, but this is best left to the capabilities of each student. Those historical facts every student should know are listed in the section, “What Students Should Know.”

In teaching this chapter (and subsequent chapters), the teacher would do well to ask students questions to make sure they have the basic stories down. The questions, too, will help clarify whatever students might have found confusing or hard to understand in the stories.

The teacher may also discuss with students certain ideas that the text elicits. One of these, for instance, is the difference between *how* we know about St. Brendan or Madoc and how we know about Columbus. What we know of the first two comes to us through legend, while what we know of Christopher Columbus is from what he wrote about himself and from what his contemporaries wrote about him. Is legend or are contemporary accounts of historical events more trustworthy, and why? It is also good to point out to students that a legend is not the same thing as a lie. Because the story of Brendan is a matter of legend, it may still be true — or, at least, many of its elements may be true. For instance, it is fact that there was a St. Brendan, but that he sailed a coracle to a distant land is uncertain, though very possibly true. It is certainly not patently false, because it is a matter of legend.

The teacher may also help students understand that such figures as Columbus or Isabella and Ferdinand are not cardboard historical characters but were real flesh and blood human beings. They had hopes and aspirations, as we do. They underwent struggles and difficulties, experienced disappointment and fear, like all of us. In addition,

because historical figures were real flesh and blood human beings, their acts were good or evil, or a mixture of both. By discussing the moral character of historical acts, teachers can help add an important ethics component to the study of history.

What Students Should Know

1. **Who St. Brendan was. Why his legendary voyage was important to later navigators, like Prince Henry the Navigator and Christopher Columbus.**

St. Brendan was an Irish monk who, with a small band of monks, set sail in a coracle westward across the ocean. According to the legend, he discovered many lands, including one called the Land of Promise of the Saints. The story of St. Brendan spread across Europe and inspired navigators to sail west across the Atlantic to discover St. Brendan’s Isles.

2. **Who Eric the Red was and what he discovered.** Eric the Red was a Viking adventurer who discovered Greenland and established a Viking settlement there.
3. **Who Leif Ericsson was and what he discovered. (The student should know the two possible locations for Vinland.)**

Leif Ericsson was the son of Eric the Red. Leif became a Christian and helped the king of Norway to convert the people of Greenland to the Faith. A great mariner, Leif set sail from Greenland westward and discovered new lands, which are part of North America. One of these lands, Vinland, was probably located either on the coast of Newfoundland or Prince Edward Island.

4. **Why the Vinland settlement failed. Who the Skraelings were.**

The Viking settlement on Vinland failed because the settlers found themselves in a con-

stant state of war with the natives of Vinland, whom they called Skraelings.

5. Who Christopher Columbus was and where he was born.

Christopher Columbus was a sea captain and navigator. He was born in Genoa, Italy.

6. What Columbus's great dream was. What Columbus hoped to accomplish in his voyage.

Columbus's great dream was to reach the Indies (China, Japan, and India) by sailing west across the Atlantic. On his voyage, Columbus hoped to obtain great wealth and to bring the Gospel of Christ to unbelievers. With the wealth obtained from the Indies, Columbus hoped the Spanish monarchs could fund a crusade to retake the Holy Land from the Moslems.

7. Who Bartolomeu Dias was. What he accomplished.

Bartolomeu Dias was a Portuguese sea captain and explorer. He discovered a route to the Indies by sailing south around the tip of Africa and eastward across the Indian Ocean.

8. Who King Ferdinand and Queen Isabella were. Why they were important to Columbus' voyage. What their goals were in sending Columbus on his voyage.

Ferdinand and Isabella were the rulers of Spain who funded Columbus's voyage to the "Indies." Their goals were those of Columbus — to bring the Gospel to unbelievers and to obtain wealth, part of which they would use to retake the Holy Land in a new crusade.

9. The names for Columbus's three ships. When and where he landed in the New World. What he named the island where he landed. Where Columbus believed he had landed. Where the first Spanish settlement in the New World was located.

Columbus's three ships were the *Santa Maria*, the *Niña*, and the *Pinta*. Columbus landed on an island in the Caribbean on October 12, 1492. Columbus named the island San Salvador ("Holy Savior"). Columbus believed he had landed on an island in the Indies; he did not know he had discovered new lands. The first Spanish settlement in the New World was at Navidad on the island of Hispaniola.

10. How many voyages Columbus made to the "Indies."

Columbus made four voyages to the Indies.

11. Who Amerigo Vespucci was. How his name was given to the New World.

Amerigo Vespucci was an Italian mariner who, with other explorers Spain sent to the New World, discovered the Amazon River. Because of a book that told of Amerigo Vespucci's voyages, Europeans began to call the new lands America.

12. Who Juan Ponce de León was and what he discovered.

Juan Ponce de León was a Spanish explorer who discovered Florida.

13. How Vasco Nuñez de Balboa's discovery of the Pacific showed that Columbus had not discovered a route to the Indies, but to a new world

Balboa's discovery of the Pacific Ocean demonstrated that another ocean separated America from the Indies. Hence, the lands Columbus discovered were not the Indies, but a new world.

Chapter Checkpoint

1. St. Brendan, Leif Ericsson, Madoc, and Christopher Columbus each sailed west across the Ocean Sea. Name something each explorer hoped to find.

St. Brendan wanted to find the “Land of Promise of the Saints,” which was said to be most beautiful. Madoc left Wales to find a new home free from war. Leif Ericsson was interested in finding a land he had heard about, that lay west of Greenland. He hoped he could found a Viking settlement there. Christopher Columbus hoped to find a direct route across the Atlantic to the Indies—China, Japan, and India.

2. How did our continent come to be named America?

Our continent was named America after Amerigo Vespucci. A book published in Europe about Vespucci’s adventures in the New World was so widely read that people began to refer to the new lands as America.

3. Who discovered the South Sea (now called the Pacific Ocean)?

Vasco Núñez de Balboa discovered the South Sea.

4. What evidence supports the stories about Brendan’s voyage, Vinland, and the Welsh colonists?

It is believable that Brendan’s voyage occurred because, in the 1970s, a British navigation scholar demonstrated that it was possible to sail from Ireland to North America in a coracle by actually doing it. Viking ruins in North America (particularly in Newfoundland) demonstrate that the Norse reached America—thus, the stories told in the sagas could very well have been true. Archaeological evidence (ruins of old Welsh-style fortresses and reported discoveries of Roman coins and Welsh helmets and armor in America) and the 1782 testimony of Cherokee chief Oconostota suggest there might be some basis for the truth of the Madoc story.

Some Key Terms at a Glance

coracle: a small boat used by Irish fishermen; it was made of hides stretched over a wooden frame.

sagas: the heroic tales told by the Vikings

Greenland: an icy island discovered by Eric the Red and settled by Vikings; it lies between Iceland and Canada.

Vinland: the place of Viking settlements on Newfoundland, Canada, or on Prince Edward Island, farther south

Skraelings: the Viking name for the natives of Vinland and of Greenland

Mandans: members of a Dakota Indian tribe, said to have resembled Europeans in their looks, language, and ways

Christopher: name that means “bearer of Christ”

Santa Maria: Spanish for “Saint Mary.” Columbus’s flagship was named for the Mother of God.

San Salvador: Spanish for the “Holy Savior,” Our Lord Jesus Christ

America: the name the Europeans gave the New World after reading about Amerigo Vespucci’s voyages

5. **Which king and queen sponsored Christopher Columbus’s voyage?**
King Ferdinand and Queen Isabella of Spain sponsored Columbus’s voyage.
6. **What are the *Santa Maria*, the *Niña*, and the *Pinta*?**
These are the three ships in which Columbus and his crew first crossed to the New World in 1492. The *Santa Maria* was Columbus’s flagship.
7. **What happened on October 12, 1492?**
Columbus and his crew set foot on the American island of San Salvador.
8. **What year was South America discovered? Which explorer found it?**
South America was discovered in 1498 by Christopher Columbus.
9. **What did Ponce de León discover on Easter Sunday, 1513? What does the name of that land mean?**
Ponce de León discovered Florida on Easter Sunday, 1513. The name he gave the land, *Pascua Florida*, means “Flowery Sunday.”
10. **Were explorers afraid they would fall off the Earth if they sailed across the Ocean Sea?**
No. Men (especially sailors) had known the earth to be round for many centuries before Columbus.

Chapter Activities

1. **Think about why St. Brendan sailed west. Legends told of a “Land of Promise of the Saints,” which lay westward across the ocean. Where do you think these legends came from? Do people still think of America as a Land of Promise?**
Men actually know very little of what has happened in the ages of human history. It is possible that sailors from Europe or Asia had

discovered America long before Columbus, long before St. Brendan. For instance, we do know that Celtic monks had been settling farther and farther west in the years before St. Brendan’s legendary voyage. Perhaps one or some of these had actually reached America and had returned with stories of its rich lands. These stories might have been passed down through the years as legends of a Land of Promise. Perhaps, too, someone had discovered Greenland before Eric the Red and had learned from the natives there of more temperate lands farther west. Such a story, too, could be passed down through subsequent generations.

Students may be invited to reflect on whether they have met anyone who thinks of America as a land of promise. The teacher, too, could relate his experience in this regard. The students could then consider what makes America a land of promise for many people today. Students can then reflect on what St. Brendan meant by “promise” in “Land of Promise of the Saints” and whether America today is such a land.

2. **Christopher Columbus died thinking he was a failure, because he had not found Japan and China. In fact, he has been remembered ever since for discovering America. What are some places and things that have been named after him?**

A partial list of places and things named after Columbus: Colombia; Columbus, Ohio; Columbia spacecraft; Columbia (nickname for America); Columbia (name for cities in Missouri, Pennsylvania, Tennessee, as well as for the capital of South Carolina); Columbia University, New York; District of Columbia; Knights of Columbus (Catholic fraternal organization); the Columbia River; Colón, Panama; Colón, Cuba.

Chapter 1: Sample Quiz I

(pages 1–13)

Please answer the following in complete sentences.

1. Who was St. Brendan? What did he do?
2. What is a coracle?
3. Who was Eric the Red? What new land did he discover?
4. Who was Eric the Red's son? What did he discover?
5. What are sagas?
6. Who were the Skraelings?

Answer Key to Sample Quiz I

Students' answers, of course, need only approximate the following.

1. St. Brendan was an Irish monk who, according to legend, sailed from Ireland to a land believed to be North America.
2. A coracle was a small boat used by fishermen made from skins stretched over a wooden frame.
3. Eric the Red was a Viking explorer who discovered Greenland.
4. Eric the Red's son was Leif Ericsson. Leif discovered lands to the west, including Vinland, which are thought to be parts of North America.
5. Sagas are heroic stories told by the Vikings.
6. The Skraelings were native people whom Vikings met in Greenland and Vinland.

Chapter 1: Sample Quiz II

(pages 13–23)

Please answer the following in complete sentences.

1. Where was Christopher Columbus born?
2. What was Columbus's great plan?
3. Who was Bartolomeu Dias? What did he accomplish?
4. Who were the king and queen of Spain who sponsored Columbus's voyage?
5. On what date did Columbus land on the island of San Salvador?
6. Which Spanish explorer discovered the Pacific Ocean?

Answer Key to Sample Quiz II

Students' answers should approximate the following.

1. Christopher Columbus was born in Genoa, Italy.
2. Christopher Columbus's great plan was to reach the Indies by sailing west across the Atlantic Ocean.
3. Bartolomeu Dias was a Portuguese explorer who found a route to the East by sailing south around the tip of Africa and across the Indian Ocean.
4. Ferdinand and Isabella were the king and queen of Spain who sponsored Columbus.
5. Christopher Columbus landed on San Salvador on October 12, 1492.
6. Vasco Núñez de Balboa was the Spanish explorer who discovered the Pacific Ocean.

Chapter 1: Sample Test

1. What did St. Brendan cross the ocean to find?
2. Who was Eric the Red and what did he discover?
3. Where was Vinland? Who discovered it? Why did the Viking settlement at Vinland not survive?
4. What was Christopher Columbus's great dream?
5. What were King Ferdinand and Queen Isabella's goals in sending Columbus on his voyage? Did Columbus agree with these goals?
6. What were the names of Columbus's three ships? On what day and year did he land on San Salvador?
7. How did Balboa's discovery of the Pacific Ocean show that the new lands Columbus had discovered were not the Indies but a new world?
8. Why is the New World called America?
9. What did Juan Ponce de León and Bartolomeu Dias discover?
4. Christopher Columbus's great dream was to reach the Indies by sailing westward across the Atlantic.
5. Ferdinand and Isabella's goals were:
 - to bring the Catholic faith to unbelievers in the "Indies," and to bring back wealth in gold and spices to Spain, part of which would be used to pay for a crusade to retake the Holy Land.
 - The goals of the monarchs were the same as those of Columbus.
6. Columbus's three ships were the *Santa Maria*, the *Niña*, the *Pinta*. Columbus landed at San Salvador on October 12, 1492.
7. Balboa's discovery of the Pacific Ocean showed that an ocean lay between the lands Columbus discovered and the Indies.
8. The New World was called America after Amerigo Vespucci. Vespucci was an explorer who discovered the Amazon River in South America. A book telling the story of his explorations was widely read in Europe. Soon people began to call the New World America, after Amerigo.
9. Juan Ponce de León discovered Florida. Bartolomeu Dias discovered a route to the Indies by sailing east, around Africa, and across the Indian Ocean.

Answer Key to Sample Test

1. St. Brendan crossed the ocean to find a land called the "Land of Promise of the Saints."
2. Eric the Red was a Viking who discovered Greenland.
3. Vinland was either located in Newfoundland or on Prince Edward Island. Vinland was discovered by Leif Ericsson. The Viking settlement there did not survive because of the constant state of war between the Viking settlers and the natives of Vinland (Skraelings).

Resources for Further Student Reading

The Viking World
Usborne

The Vikings
Janeway, Elizabeth

Strange Footsteps on the Land: Vikings in America
Irwin, Constance

Leif the Lucky
D'Aulaire, Ingri and Edgar

The Story of Rolf and the Viking Bow
French, Allen (Bethlehem Books)

Beorn the Proud
Pollard, Madeleine (Bethlehem)

The Story of the Vikings Coloring Book
Dover

Make This Viking Settlement
Usborne

Myths and Legends of the Vikings Coloring Book
Bellerophon

Viking Ships to Cut Out and Put Together
Bellerophon

The Vikings Treasure Chest
Running Press

The Log of Christopher Columbus' First Voyage to America
Dover

Christopher Columbus: My First Voyage
Bellerophon

Columbus
D'Aulaire, Ingri and Edgar

He Went With Christopher Columbus
Kent, Louis Andrews

Columbus Discovers America Coloring Book
Dover

Easy-to-Make Columbus Discovers America Panorama
Dover

Cut & Assemble Columbus' "Santa Maria"
Dover

Exploration of North America Coloring Book
Dover

A Coloring Book of Great Explorers
Bellerophon

Indian Tribes of North America Coloring Book
Dover



CHAPTER 2: Conquest of the New World

Scope and Sequence

Hernán Cortés

- early life
- settlement in Cuba
- expedition to Mexico
- the legend of Quetzalcoatl
- entrance into Tenochtitlán, capture of Montezuma
- return to, and conquest of, Tenochtitán
- rebuilding of Mexico

Hernando De Soto

- Pizarro and the conquest of Peru
- expedition into Florida
- discovery of the Mississippi
- death of De Soto and the return of his men to Mexico

Francisco Vásquez de Coronado

- search for the “Seven Cities of Cibola”
- explorations of New Mexico and the Gran Quivira
- return to Mexico of all but the priest, Fray Juan Padilla and companions

Chapter Goals

This chapter is the beginning of our treatment of Spanish America. For various reasons, Spanish America has been much vilified in many English-language historical works. As is the case with the history of any country, however, Spanish American history is not all darkness; indeed, the Spanish did much to commend them, and their intentions were often good.

The conquistadors, with whom this chapter deals, introduce us to the character of Spanish colonization in America—a theme that will be further developed in Chapter 3, where we deal with the Spanish missionary impulse. It is important that students go away with a balanced understanding of the character of Spanish America that is neither a whitewash nor a blanket condemnation.

Again, as in Chapter 1, the teacher should make sure the students have the basic lineaments of the stories down. The goal, here, is not detailed knowledge, but a basic grasp.

Students and teacher might want to discuss the character of Cortés—one of the most fascinating and important figures in the history of Spanish America. Cortés is one of the best examples of a conquistador—what actions of his were just and which were unjust? How did he show his zeal for converting the natives of Mexico to the Catholic faith, and how did he show he was interested in less worthy goals? The teacher might also want to discuss with students which of Cortés's deeds revealed him to be an extraordinary man.

It would also be fruitful for the teacher to discuss with students the character of the Indian tribes they have so far encountered in their reading. How did the Indians of Mexico differ from those of the Caribbean? What were the good and beautiful aspects of the Aztec culture? What was admirable about the Aztec character? What things were evil in their culture?

The teacher may also help the students discover what was the character of the conquistador based on the characters of Cortés, de Soto, and Coronado. For instance, each displayed an impetuous (sometimes seemingly foolhardy) courage. Each had a devotion to the Catholic faith, but each had other goals than missionary labors. At times, each was capable of brutal acts against the enemy, but also of gallantry and justice.

What Students Should Know

1. Who the conquistadors were and why they came to the New World. What Cortés's goals were in conquering Mexico.

The conquistadors were Spanish adventurers who came to the New World to win honor, power, and wealth. Many, though, added missionary work to these concerns. Cortés wanted to conquer Mexico for the king of Spain, but he also sought honor, adventure, power, and wealth. But he especially among the conquistadors was zealous to bring the Catholic faith to the natives of the New World.

2. The differences between the Indians of Mexico and those of the Caribbean islands.

- The Indians of the Caribbean lived in houses made of sticks and grass and used primitive tools. The Indians of Mexico built houses, as well as great buildings and pyramids of stone.
- Though the Caribbean Indians farmed, their farms were not as developed as those of the Indians of Mexico.
- The Indians of Caribbean had rather primitive arts. The Indians of Mexico had developed a rather high culture, with a written language, in which they wrote beautiful poetry, and such arts as the making of ornaments.

3. The character of the Aztecs. Who Montezuma was. Who Quetzalcoatl was and why the Aztecs identified him with Cortés.

The description of the civilization of the Indians of Mexico fits that of the Aztecs. The Aztecs were not only warlike and brave but lovers of beauty. This is attested by their many works of art and literature, including poetry, and the glories of Tenochtitlán. They had, though, a very brutal religion, which required the sacrifice of thousands of human beings. The king of the Aztec empire when Cortés came to Mexico was Montezuma.

Quetzalcoatl was a god of Aztec legend who had taught men how to farm and to govern themselves. During his rule, men lived in peace. It was said another god had driven Quetzalcoatl from Mexico, but that he would one day return from over the sea. When he returned he would abolish human sacrifice. The legends said Quetzalcoatl had white skin, dark hair, and a flowing beard—thus, when Cortés arrived in Mexico and began freeing victims held for sacrifice, the Aztecs thought he might be Quetzalcoatl.

4. When Tenochtitlán was conquered.

The actual assault on Tenochtitlán began in April 1521. On August 13, 1521, Cortés completed the conquest of the city.

5. How Cortés governed Mexico after the conquest.

Cortés ordered the rebuilding of Tenochtitlán after the conquest. The new city, called Mexico City, was as beautiful as any city in Europe. Cortés encouraged Spaniards and Indians to marry. He also brought missionaries over from Spain to teach the Faith to the Indians.

6. Where Peru was. Who the Inca was. How Peru's civilization was similar to that of Mexico.

Peru was located on the western coast of South America. The Inca was the name for the ruler of the empire of Peru. Peru's civilization was very similar to that of the Aztecs—it had cities with beautiful and grand public buildings. Like the Aztecs, Peru had an abundance of gold.

7. Who Francisco Pizarro was and what he accomplished.

Francisco Pizarro was a Spanish conquistador who conquered the empire of Peru in the 1530s.

8. Who Hernando de Soto was. What lands he explored. What happened to him and his expedition.

Hernando de Soto was originally a follower of Pizarro and won great wealth in the conquest of Peru. De Soto led an expedition into what was then called Florida. He and his party of conquistadors explored parts of what is today the southeastern United States. De Soto did not find the wealth he sought for. He came down with a fever and died on the banks of the Mississippi in May 1542.

9. What the Indians of the "Seven Cities of Cibola" in New Mexico were like. How they were like, and how they differed from, the Aztecs and the Peruvians.

The Indians of the "Seven Cities of Cibola" in New Mexico lived in settled communities, called pueblos. Their houses were made of baked mud bricks. Though they lived a settled, farming life, they had no great riches, as had the Aztecs and the Peruvians.

10. Who Francisco Vázquez de Coronado was. What regions he explored. Why he went to these regions.

Coronado was a Spanish conquistador who explored the regions of New Mexico, parts of western Texas, and Kansas. He was sent to these regions to look for the Seven Cities of Cibola.

Chapter Checkpoint

1. Twice Diego Velázquez wanted to stop Cortés. What did he try to do each time?

The first time Velázquez tried to stop Cortés, he sent orders to remove Cortés as commander of the expedition he had permitted Cortés to lead. The second time, Velázquez sent ships and soldiers to Mexico to capture Cortés.

2. What was the legend of the Seven Cities of Cibola?

The legend said that in the far north of New Spain were seven cities the buildings of which were covered in gold.

3. Name two good things and two bad things about Aztec civilization.

- Good things about Aztec civilization: its love of beauty, as seen in the architecture and gardens of Tenochtitlán; its high culture, as seen in its architecture, written language, and poetry; the bravery and devotion of the Aztecs in defense of their city.

- Bad things about Aztec culture: the Aztecs' disposition for conquest; the Aztec religion, which required human sacrifice.

4. Why did Montezuma welcome Cortés?

Montezuma welcomed Cortés because he thought the Spaniard might be the god Quetzalcoatl, who, legends said, would one day return to Mexico. Montezuma thought he should treat Cortés with respect.

5. How did Cortés conquer Tenochtitlán?

Cortés ordered the building of ships to surround Tenochtitlán by water. He then went about conquering the cities surrounding Tenochtitlán and finally captured the land bridges leading to the city. Slowly, the Spaniards moved into the city fighting for every inch of ground. Finally, on August 13, 1521, Cortés and his men overcame the last Aztec resistance in the marketplace of the city, while one of Cortés's ships captured the fleeing Aztec king, Guatemozín.

Some Key Terms at a Glance

conquistadors: Spanish adventurers who wanted to conquer the New World for Spain

Hernán Cortés: the conquistador who defeated the Aztecs and ruled New Spain

Montezuma: The Aztec king

Aztecs: Indians who lived in the mountains of central Mexico

Quetzalcoatl: the fair-skinned aztec god who had ruled wisely and was supposed to return to restore justice

La Noche Triste: Spanish for “the Night of Sorrows,” when the Aztecs massacred the Spaniards and their Indian allies escaping from the city of Tenochtitlán

New Spain: the area around Mexico City, extending to the sea

Inca: The Indian king of Peru

Hernando de Soto: the conquistador who explored Florida; he also discovered the Mississippi River, and evangelized the Indians in Arkansas.

pueblo: a Spanish word meaning “town”; used to refer to the towns of the Zuñi and other tribes.

6. Was it important to the Spaniards to convert the Indians?

Yes, conversion of the Indians was one of the chief goals of the Spanish conquest. The Spaniards wanted to share the truths of the faith with others.

7. When Hernando de Soto went to look for the cities of gold, what did he find?

In searching for cities of gold, Hernando de Soto found little more than forests, rivers, and warlike Indian tribes. He was, however, the first to discover the Mississippi River.

8. Who was Francisco Vázquez de Coronado?

Coronado was a Spanish conquistador who led settlers into New Mexico in search of the Seven Cities of Cibola. He explored New Mexico, northwestern Texas, and Kansas.

9. Who was Fray Juan Padilla?

Fray Juan Padilla was a Franciscan priest who accompanied Coronado as a missionary into New Mexico. When Coronado returned to Mexico, Fray Juan remained in New Mexico, working among the Indians.

10. Who discovered the Mississippi River?

Hernando de Soto discovered the Mississippi River.

what motivations they showed. Wealth, adventure, glory, zeal for religion, all seemed to have played a part — but what motivations seemed the most powerful? The discussion could also help students to see what it would take to give up a life of ease for a life such as the conquistadors sought. Is a life of such hardship a price worth paying for wealth? For glory? For Christ?

2. Make a list of some of the modern adventures that Catholic boys and girls can look forward to. Some of these are daring and others quiet, but they are all exciting. Which adventures do you feel called to while you are young? How about when you are grown up?

Among the various adventures, pride of place must be given to the religious life. Service as a parish priest or a teaching brother or sister may seem mundane but truly involves great sacrifice and even heroism. The same is true for those who enter the contemplative orders; they engage in a spiritual struggle upon which the Church herself depends. More comprehensible to the sensibilities of children is the heroism of those who work as missionaries in foreign countries; they face hunger, cold, and sometimes even death to witness to the Gospel of Christ.

In the lay sphere, the vocation to family life calls for sacrifice and the heroism to abandon oneself for the good of the family. But laymen may, in addition, live the adventure of a life of service to neighbor: in politics, in service to the local community, in service to the poor and the weak. To serve a great cause is great adventure; an example would be giving one's life to the service of protecting the unborn.

The teacher and students can think of other examples of lives of adventure and heroism.

Chapter Activities

1. Hernán Cortés and Hernando de Soto became rich young men and could have settled down to a quiet, wealthy life. What made them seek adventure? More wealth? Glory? A desire to convert the Indians? If you were Cortés or De Soto, would you have retired or sought adventure?

This could be the basis of a classroom discussion about the motives of the conquistadors. The teacher could ask the students, based on what they have read about Cortés and De Soto,

Chapter 2: Sample Quiz I

(pages 25–36)

Please answer the following in complete sentences.

1. How did the Indians of the Caribbean and those of Mexico differ?
2. Give two reasons why Cortés wanted to conquer Mexico.
3. Who was Quetzalcoatl? Why did the Aztecs think Cortés was Quetzalcoatl?
4. Who was the king of the Aztecs when Cortés landed in Mexico?
5. Name two things Cortés did for Mexico after the conquest of Tenochtitlán.

Answer Key to Sample Quiz I

Students' answers should approximate the following.

1. The Indians of the Caribbean were more primitive than those of Mexico.
 - The Caribbean Indians did not farm great fields as did the Indians of Mexico.
 - The Caribbean Indians lived in simple structures made of sticks and grass, while the Indians of Mexico built in stone.
2. Cortés wanted to conquer Mexico...
 - for the king of Spain
 - for glory, wealth, honor, and power
 - but also to bring the Faith to the Indians.
3. Quetzalcoatl was an Aztec god. He was said to have white skin, dark hair, and a beard. Legends said he was supposed to return to Mexico from the east, over the sea. When he returned, he would abolish human sacrifice. The Aztecs thought Cortés might be Quetzalcoatl because of his appearance and because, wherever he went, Cortés freed the human victims held for sacrifice.
4. Montezuma was the king of the Aztecs when Cortés landed in Mexico.
5. Among the things Cortés did after the conquest of Mexico:
 - rebuilt Tenochtitlán (Mexico City)
 - encouraged marriage between Spaniards and Indians
 - brought missionaries to Mexico to preach the Gospel to the Indians

Chapter 2: Sample Quiz II

(pages 36–43)

Please answer the following in complete sentences.

1. Who conquered the Inca and his kingdom of Peru?
2. Who was Hernando de Soto? What regions did he explore? What river did he discover?
3. What did De Soto go in search of? Was his expedition successful? What happened to him?
4. What regions did Francisco Vásquez de Coronado explore? Why was he sent to explore these regions?

Answer Key to Sample Quiz II

Students' answers should approximate the following.

1. Francisco Pizarro led the expedition that conquered the Inca and Peru.
2. Hernando de Soto was a Spanish conquistador. He explored the regions of what is now the southern United States. He discovered the Mississippi River.
3. De Soto went in search of gold. His expedition was not successful, for he found no riches. He died of a fever on the banks of the Mississippi River.

4. Coronado explored the regions of New Mexico, western Texas, and Kansas. He was sent to find the fabled Seven Cities of Cibola.

Chapter 2: Sample Test

- Name two good things about Aztec civilization?
- What was particularly horrible about Aztec religion?
- Cortés was eager to gain riches and glory from their expeditions and conquests. How did Cortes, though, show he was eager to spread the Gospel of Christ? Please give two examples.
- On what date did Tenochtitlán fall?
- Why did the Aztecs think Cortés might be the god Quetzalcoatl?
- What river did Hernando de Soto discover?
- What kingdom did Francisco Pizarro conquer? What was the king of that kingdom called?
- What regions did Francisco Vásquez de Coronado explore? What did he go in search of in these regions? What did he find instead?
- Match the term in column one with the definition in column two. (One term will not have a matching definition.)

A. a word meaning “town”	a) Montezuma
B. the region around Mexico City, extending to the sea	b) Tenochtitlán
C. the capital of the Aztec empire	c) pueblo
D. the king of Mexico	d) New Spain
	e) Espiritu Santo

Answer Key to Sample Test

- Good things about Aztec civilization (possible answers):
 - its love of beauty, as seen in the architecture and gardens of Tenochtitlán
 - its high culture, as seen in its architecture, written language, and poetry
 - the bravery and devotion of the Aztecs in defense of their city.
- Human sacrifice was the most horrible aspect of Aztec religion.
- Cortés showed he was eager to spread the Gospel of Christ by (possible answers):
 - bringing missionaries with him on his expedition
 - tearing down the temple to the Aztec god who demanded human sacrifice
 - building a cathedral in Mexico City
 - bringing missionaries over to preach to the Indians.
- Tenochtitlán fell on August 13, 1521.
- The Aztecs thought Cortés might be the god Quetzalcoatl because, like the god, Cortés had white skin, dark hair and a beard; he came east from over the ocean; and he freed victims kept for human sacrifice.
- De Soto discovered the Mississippi River.
- Pizarro conquered the kingdom of Peru. The ruler of that kingdom was called the Inca.
- Coronado explored the regions of New Mexico, western Texas, Kansas. He went in search of the Seven Cities of Cibola. Instead he found pueblos of baked mud buildings and some copper.
- Answers:

a) D b) C c) A d) B e) no match



CHAPTER 3: Conquistadors of Christ

Scope and Sequence

Fray Bartolomé de las Casas

- arrival in the “Indies”
- becomes a defender of the Indians
- in Spain
- becomes bishop of Chiapas
- King Charles I helps the Indians

Our Lady of Guadalupe

- Juan de Zumarrága becomes bishop of Mexico
- his struggles with the Royal Audience
- appearance of Our Lady to Juan Diego
- miracle of the roses and the tilma

Missions in New Mexico

- mission and martyrdom of Fray Juan de Padilla
- Popé’s rebellion; Spanish New Mexico destroyed
- restoration of Spanish New Mexico

Fray Junípero Serra

- early missionary activities in Mexico and Baja California
- establishment of the missions of Alta California
- struggles with the Spanish governor; Indian rebellion
- death

Chapter Goals

This chapter is the necessary rounding out of our treatment of Spanish America. With Columbus, we saw the discovery of America; with Cortés and the other conquistadors, the foundations of Spanish America. Chapter 3 details what, in the last analysis, Spanish America was about, in spite of all its sins. The Spanish kings saw the missionary endeavor and the establishment of the Church in the New World as the crown and glory of the Spanish settlement. The students should be led to understand that, though it was far from perfect, Spanish America upheld the highest of all human ideals: the salvation of souls through Christ Jesus Our Lord. Nowhere is the ideal better exemplified than in those “conquistadors of Christ,” the missionaries (and martyrs) of New Spain.

North American students may often be led to believe that the New World is a Protestant affair. Thus, it is important to show students that the first to settle and missionize the New World were not Protestants, but Catholics. This theme can be reiterated in the following chapters dealing with the French settlement.

It is important for students to realize that Spanish America was a high civilization, with cities, like Mexico City, that rivaled those of Europe. It was also a humanitarian society, producing such great lights as Las Casas, Zumárraga, and Serra. This Christian humanitarianism was reflected in the attempts by the kings of Spain to protect the Indians and to include them in their kingdom as full subjects, not as slaves. It is important for students to see this.

What Students Should Know

1. What Bartolomé de Las Casas’s duties were towards the Indians as a Spanish landlord. The behavior of other Spanish landlords towards

their Indian workers. Why the king of Spain could not make sure that Indians were treated well.

As a Spanish landlord, Las Casas was to care for the Indians and teach them the Catholic Faith. He was to help them become members of the Church and good subjects of the Spanish king. Other Spanish landlords (though not all) used the Indians as slaves; often they neglected to teach them the Catholic Faith. Both were against the law laid down by the monarchs of Spain; but being so far from America, the Spanish monarchs found it hard to enforce their own laws in America.

2. How Las Casas helped the Indians. How he thought missionaries should go to the Indians. Why Motólinia disagreed with him.

Las Casas helped the Indians by appealing to the Spanish king for protection for the natives. He also attempted to set up an Indian colony, though it failed. As bishop of Chiapas, Las Casas refused Communion to Spanish landlords who treated Indians as slaves. Las Casas believed that missionaries should go to the Indians without the aid of soldiers. Motólinia thought this idea was impractical since, without the aid of the soldiers, the missionaries would be killed.

3. How King Charles I showed he wanted justice to be done to the Indians. How he and the other kings of Spain saw the Indians. What was the kings’ chief concern for the Indians?

King Charles I showed his concern for the Indians by stopping all conquests while a group of theologians decided whether or not Spain had the right to conquer the Indians. He also passed laws to better the conditions of the Indians. Both Charles and other Spanish kings saw the Indians as their subjects, equal to their European subjects. Their chief concern was

that the Indians become members of the Catholic Church.

4. **Who Juan de Zumárraga was. Bishop Zumárraga's struggles against the Royal Audience. Why many of the Indians of Mexico did not think the Christian God loved them.**

Juan de Zumárraga was a Franciscan friar who became the first bishop of Mexico. Bishop Zumárraga tried to protect the Indians from the greed and cruelty of the Royal Audience. Though for a time prevented from getting a letter to King Charles I, he finally hid a letter in a block of wax, which was placed in barrel of oil and sent to Spain. The Indians of Mexico thought the Christian God did not love them because his servants, the Christian Spaniards, were so cruel. They thought the Christian God was the god of white Europeans only.

5. **How God revealed his love for the Indians. How Our Lady showed Bishop Zumárraga that she had appeared to Juan Diego.**

God revealed his love for the Indians through the apparition of Our Lady at Tepeyac. Our Lady appeared as a young Aztec woman, not as a European. Our Lady showed that she had appeared to Juan Diego through the amazing gift of roses and the miraculous image imprinted on Juan Diego's tilma.

6. **How the "conquistadors of Christ" differed from conquistadors like Cortés, Pizarro, and De Soto**

Though conquistadors, such as Cortés and De Soto, wanted to bring the Gospel to the Indians, they were also interested in wealth and personal glory. The "conquistadors of Christ," however, had no care for wealth or glory; their sole goal was to bring the Gospel to the Indians.

7. **Who Fray Juan Padilla was. Why he remained in New Mexico when Coronado returned to Mexico. How he met his death.**

Fray Juan Padilla was a Franciscan priest who served as a missionary in New Spain. He is also the first martyr of the United States. He remained in New Mexico after Coronado returned to Mexico in order to continue his missionary work among the Indians there and in the Gran Quivira. He was killed by Indians in the Gran Quivira (Kansas).

8. **Why King Philip III of Spain did not abandon New Mexico. Why the Pueblo Indians of New Mexico drove out the Spaniards. Who Popé was. What they did to settlers and missionaries. How the Spanish colony was reestablished.**

Though New Mexico was a drain on the treasury of Spain, King Philip did not abandon the settlement there because to do so would be to leave the Indians without the ministry of the Church. The Pueblo Indians, under their leader, Popé, rebelled against the Spaniards because their shamans blamed Christianity for the drought and sickness that led to the deaths of many Indians. The Spanish governors, too, had mistreated the Indians, demanding tribute and labor from them. The Spanish governor also whipped Indian leaders who were said to be planning a revolt against Spanish rule.

The Pueblo Indians attacked the Spanish settlements, killing Christian Indian and Spanish men, women, and children, and forcing the Spaniards to flee to the Rio Grande. The Indians also laid waste the missions, torturing and killing the missionaries. Spanish rule was once again established over New Mexico when the Indians there, tired of the rule of their native leaders, asked the Spaniards to return. Not all Indians submitted, however. Though most pueblos surrendered without a fight, a few put up resistance, but were finally overcome.

9. **Who Fray Junípero Serra was and what he accomplished.**

Fray Junípero Serra was a Franciscan priest who had come from the Island of Majorca in the Mediterranean to work as a missionary in New Spain. He is most famous for having established the California missions.

10. How the Indians of California lived before the coming of the Spanish.

The Indians of California were very primitive. They were hunter–gatherers who lived in small tribes that fought bloody feuds between themselves. Their weapons were of stone or bone, and they lived in small dome–like structures made of willow branches and reeds. Baskets, with beautiful and intricate designs were their greatest art form. These baskets were so expertly woven that they could hold water.

11. What were the goals of the missions. What life in the missions was like for the Indians. Why so many Indians died.

The goal of the missions was to make the Indians Christians and good subjects of the Spanish king. Thus, the missionaries were to bring not only religion but also civilization to the Indians. At the missions, the friars taught the Indians how to farm and do various crafts, as well as to play musical instruments. The Indians, though, were not immune to the diseases that most Spaniards were able to resist. Thus, large numbers of mission Indians died.

Chapter Checkpoint

1. Who was the defender of the Indians?

Fray Bartolomé de las Casas was the defender of the Indians.

2. How did some of the conquistadors mistreat the Indians?

Some conquistadors treated the Indians as if they were slaves. They neglected even to teach them the Catholic Faith.

3. Why did the Royal Audience come to New Spain? Why were Guzmán, Ortiz, and Delgadillo sent back to Spain?

King Charles I sent the Royal Audience to New Spain to rule it and see if bad rumors about Cortés were true. The three Audience members were removed from power because reports reached King Charles that they had been cruelly mistreating the Indians.

4. Who was the bishop of Mexico when Our Lady of Guadalupe appeared to St. Juan Diego?

The bishop of Mexico at the time was Fray Juan de Zumárraga.

5. Retell the story of Our Lady of Guadalupe? Why does Our Lady’s appearance mean so much to Mexican Indians?

Some Key Terms at a Glance

tilma: a cloak made of cactus fibers

Gran Quivira: the former name of lands in the present-day state of Kansas

Santa Fe: a city in New Mexico named after the Holy Faith

shaman: an Indian medicine man

presidio: a fortress

Alta California: Upper California: the Spanish term for the territory north of the Mexican state of Baja California

Monterey: Spanish for “king’s mountain”; the name of a bay in California

San Francisco Bay: a bay in California named after Saint Francis of Assisi

Basic elements:

- Our Lady's first appearance to Juan Diego;
- what she commanded him to do;
- Bishop Zumárraga's request for evidence;
- Juan Bernardino's sickness and Juan Diego's failure to appear before the Lady at Tepeyac;
- Our Lady's meeting with Juan Diego and the gift of the roses;
- Juan Diego's appearance before the bishop, the roses and revelation of the image on the *tilma*;
- the bishop's resolve to build the church for Our Lady and the healing of Juan Bernardino.

Our Lady's appearance means so much to the Mexican Indians because it revealed that God was the God, not only of Europeans, but of the Indians, as well.

6. Who was the first martyr in what is now the United States?

The first martyr in what is now the United States is Fray Juan de Padilla.

7. What was Popé's rebellion? Where did it happen?

Popé's rebellion was an uprising of the Pueblo Indians that drove the Spaniards from New Mexico and destroyed the missions there.

8. What priest is famous for establishing the California missions?

The priest famous for establishing the California missions was Fray Junípero Serra.

9. What did the California Indians learn in the missions?

They learned crafts, how to farm, how to play musical instruments—that is, the arts of civilization. More importantly, they learned the Catholic Faith and became members of the Church.

Chapter Activities

1. California is famous to Americans as a place where people seek wealth. Miners flocked there during the Gold Rush of the 1840s, and would-be movie stars flocked to Hollywood when film was invented. What would Fray Junípero Serra want California to be famous for today? How can America carry on the work he started in those long-ago missions?

It is good to reflect here on the twofold character of the missions that Fray Junípero founded. On one level, Fray Junípero came to bring civilization to California; but, for him, civilization existed, finally, for the Faith. Civilization gives a certain modest prosperity and the arts; but these, for such as Serra, were only the stepping stones to the supernatural virtues and eternal life. So, Fray Junípero, it seems, would not be opposed to prosperity, though he would not have seen it as an end in itself. If we consider the twofold goal of the missions, it seems we can conclude that Serra would want California to be famous for a certain modest prosperity, but most of all, for its embrace of the Catholic Faith. In other words, he would have wanted California to be an example of what a Catholic society should be. America, today, can carry out his work only by embracing the Faith and the civilization that the Faith fosters.

2. Ask your family and friends if they know who was the first martyr in the United States. Tell them the story of Fray Juan de Padilla.

Here, the teacher can help the students by reviewing with them the basic features of the life of Fray Juan.

Chapter 3: Sample Quiz I

(pages 45–49)

Please answer the following in complete sentences.

1. What was a Spanish landlord supposed to do for the Indians who served him? Did all Spanish landlords act this way? Please explain.
2. Who was Bartolomé de Las Casas? What is he famous for?
3. How did King Charles I show he was interested in the welfare of the Indians? What was his chief concern for them?
4. Why were the kings of Spain often unable to keep Spanish colonists from mistreating the Indians?

Answer Key to Sample Quiz I

Students' answers should approximate the following.

1. The Spanish landlord was supposed to care for the Indians who served him and teach them the Faith, so that they would become Catholics and good subjects of the Spanish king. Some Spanish landlords did not do this; rather, they treated the Indians as slaves and neglected to teach them.
2. Bartolomé de Las Casas was a Dominican priest who became a bishop. He is famous for defending the Indians from the cruelty of the Spanish colonists and for trying to better the lot of the Indians.
3. King Charles I passed laws to better the lot of the Indians. He even called a halt to all Spanish conquests until a group of theologians decided whether the Spanish had the right to conquer the Indians.
4. Though the Spanish kings passed laws to help the Indians, they were too far away to make sure the laws were being obeyed.

Chapter 3: Sample Quiz II

(pages 49–56)

Please answer the following in complete sentences.

1. Who was Juan de Zumárraga?
2. What was the Royal Audience? Why did the first Royal Audience come into conflict with Zumárraga?
3. Why did the Indians of Mexico think the God of the Christians did not love them?
4. How did Our Lady prove that she had appeared to Juan Diego?

Answer Key to Sample Quiz II

Students' answers should approximate the following.

1. Juan de Zumárraga was the first bishop of Mexico.
2. The Royal Audience were men sent by the king to rule New Spain. The first Royal Audience treated the Indians with great cruelty and so came into conflict with Bishop Zumárraga, who sought to defend the rights of the Indians.
3. The Indians of Mexico thought the God of the Christians did not love them because of the cruel way many Christian Spaniards treated them.
4. Our Lady proved that she had appeared to Juan Diego by providing roses in winter and placing her image on Juan Diego's *tilma*.

Chapter 3: Sample Quiz III

(pages 56–62)

Please answer the following in complete sentences.

1. Why did the missionaries journey into the wild lands of the New World? How did their reasons for doing so differ from those of the conquistadors?

2. Who was the first martyr in what is now the United States of America? How did he die?
3. Why did the Pueblo Indians revolt against the Spanish? Who was their leader? What did they do to Spanish settlers and missionaries?

Answer Key to Sample Quiz III

Students' answers should approximate the following.

1. The missionaries journeyed into the wild lands to bring the Gospel of Christ to the Indians. Though some conquistadors were zealous to spread the Faith, they were also interested in obtaining riches and glory. The missionaries had only the goal of spreading the Faith.
2. The first martyr in what is now the United States was Fray Juan de Padilla. He died by being shot full of arrows from enemy Indians.
3. The Pueblo Indians revolted against the Spanish because they thought the Spaniards' religion brought plague and drought to New Mexico. The Spanish governors, too, had not always treated the Indians justly. Their leader, Popé, had been whipped for having planned a plot to overthrow the Spanish. This made him very angry and filled him with a desire for vengeance. Under Popé's leadership, the Pueblo Indians killed missionaries and drove the Spanish settlers out of New Mexico.

Chapter 3: Sample Quiz IV (pages 62–67)

Please answer the following in complete sentences.

1. Who was Fray Junípero Serra? What did he do?
2. Please describe the life of the California Indians before the coming of the missions.
3. What were the goals of the missions? What did the California Indians learn at the missions?

Answer Key to Sample Quiz IV

Students' answers should approximate the following.

1. Fray Junípero Serra was a Franciscan missionary priest who founded the missions in California.
2. Before the coming of the missions, the life of the California Indians was rather primitive. They were hunter-gatherers who lived in small tribes that fought bloody feuds between themselves. Their weapons were of stone or bone and they lived in small, dome-like structures made of willow branches and reeds. Their greatest art was weaving baskets with beautiful and intricate designs. These baskets were so expertly woven that they could hold water.
3. The goals of the missions were to civilize the Indians and make them members of the Church. The Indians learned all sorts of useful arts, including farming, and they learned the Catholic Faith.

Chapter 3: Sample Test

Please answer the following in complete sentences.

1. Name two things a Spanish landlord was supposed to do for the Indians who worked for him? Did all landlords treat their Indian workers well? Please explain.
2. Name two ways in which Bishop Juan de Zumárraga and Bartolomé de Las Casas were similar to one another.
3. How did King Charles I show that he was concerned for the Indians' welfare? Why was it hard for the king to make sure the colonists treated the Indians well?
4. Why did the Indians of Mexico think that the Christian God had no love for them? How did God reveal his love for them?

5. How was Juan de Padilla a good example of a “conquistador of Christ”?
6. Give two reasons for the revolt of the Pueblo Indians in New Mexico. Why did some of the Indians eventually welcome the Spaniards back to New Mexico?
7. Who was Fray Junípero Serra, and what did he accomplish?
8. Give two ways in which the life of California Indians changed when they went to live on the missions.
9. Match the term in column one with the definition in column two. (One term will not have a matching definition.)

a) shaman	A. region that today is
b) presidio	Kansas
c) tilma	B. a cloak
d) Gran Quivira	C. a medicine man
e) Monterey	D. a fortress

Answer Key to Sample Test

Students' answers should approximate the following.

1. The Spanish landlords were supposed to care for the Indians and to teach them the Faith in order to make them members of the Catholic Church and good subjects of the Spanish king. Some landlords did not do this, however, but treated their Indian charges like slaves and neglected to teach them.
2. Zumárraga and Las Casas were similar to one another in that both worked for the good of the Indians; both were bishops in the New World.
3. King Charles I showed his concern for the Indians by making laws to protect them and by halting conquests until theologians could determine whether the conquests were just. It was difficult for the king to enforce his laws, since he was too far away to effectively control his colonists.
4. The Indians of Mexico thought that God had no love for them because many Christians treated the Indians so badly. God showed his love for the Indians by sending Our Lady of Guadalupe, who appeared in the likeness of an Aztec woman.
5. Juan de Padilla displayed great zeal for the souls of Indians. He did not abandon the Indians of New Mexico even when Coronado and the Spanish settlers returned to Mexico. He risked great dangers in order to win souls for Christ, and he was finally martyred for his zeal.
6. The Pueblo Indians of New Mexico revolted because (possible answers):
 - the Spanish governors forced them to do labor;
 - their shamans blamed plagues and drought on the fact that the Indians had become Christians;
 - and because the governor had whipped Indians who were said to be planning a revolt against Spanish rule.
 - Some of the Indians eventually welcomed the Spaniards back because they were tired of the rule of their own leaders.
7. Fray Junípero Serra was a Franciscan missionary priest who founded the California missions.
8. Life for the California Indians changed with the coming of the missions in the following ways (possible answers):
 - they went from being hunter-gatherers to being farmers;
 - they ceased being pagans and became Christians;
 - they went from using crude instruments made from stone and bone to learning crafts.
9. C, D, B, A, no match

Resources for Further Student Reading

The Lady of Guadalupe
de Paola, Tomie

Our Lady of Guadalupe Story Coloring Book
TAN Books

Saints of the California Missions
Bellerophon

California Missions
Bellerophon

California Missions to Cut Out, Southern Bk 1
Bellerophon

California Missions to Cut Out, Northern, Bk 2
Bellerophon

California Missions Coloring Book
Dover

*A Sketch of Eusebio Francisco Kino, S.J.,
Apostle to the Pimas*
Bolton, Herbert