

Life in Spanish Texas

1775-1825

SECTION 1 Life in the Missions and Presidios

SECTION 2 Life in Towns and on Ranches

SECTION 3 The Colonists Rebel



Life in Texas has the leisureliness of the Old South, the mañana-ness of Mexico, and the waiting quality of the Indian.

Texas author J. Frank Dobie

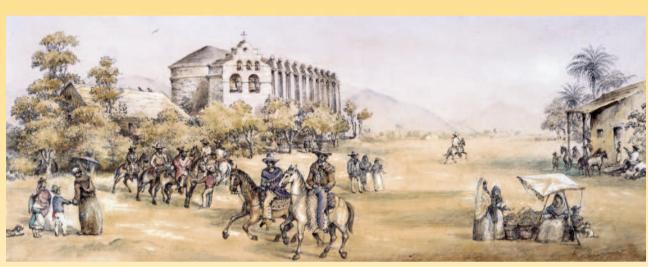


Theodore Gentilz, San Francisco de la Espada



SKILLBUILDER

Reading Social Studies



Edward Vischer, Mission San Gabriel Archangel

Before You Read

Have you ever thought about how and why towns and cities grow? Think about how your hometown keeps its residents safe. Are there local police and fire departments? Consider the layout of your town. Are businesses and stores nearby? Safety and convenience are two reasons people choose to live in towns.

Think About

- how your hometown or city is governed
- what services are provided for local residents
- what sources of food and water are in your town or city
- where businesses and neighborhoods are located

As You Read 🏖

During the eighteenth century Spanish colonists settled in present-day Texas for a variety of reasons. Towns began to grow as more colonists arrived and were in need of food and supplies. Spanish colonists established four types of settlements in Texas. Each had its own purpose and way of life. Completing this graphic organizer for Chapter 7 will help you to understand how the different Spanish settlements worked together to provide for the colonists' needs.

- Copy the chart in your Texas Notebook.
- · As you read, identify in the first column the four types of Spanish settlements.
- Then complete the remaining columns for each type of settlement.

Organizing Information

| Spanish Settlements | | | |
|---------------------|---------|-------------------------|------------|
| Type | Purpose | Physical Description | Daily Life |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



Life in the Missions and Presidios

TERMS & NAMES

hacienda, oppressive, subject, El Patronato Real, compound, commissary

OBJECTIVES

- 1. Analyze why Spanish colonists came to Texas.
- 2. Examine important issues related to the establishment of Catholic missions in Texas.
- **3.** Identify important issues affecting Spanish colonists in Texas.

Why It Matters Now

The Spanish missions established permanent Texas settlements that eventually grew into major cities.

MAIN IDEA

To secure its hold on Texas, Spain sent colonists to the northern frontier of its colonial empire. Many settled in missions and presidios, where they experienced a whole new way of life.

A REAL-LIFE STORY

Born in 1905 near Sherman, Texas, O'Neil Ford became a gifted architect, recognized throughout the United States. O'Neil Ford believed the San Antonio missions were irreplaceable snapshots of life in colonial Texas.

The Missions are the most important and most beautiful examples of Spanish Colonial architecture in the United States and though once they were loved and admired and understood by a few thousand persons, now it is probably safe to say that millions of persons from all over the world have come to San Antonio to

wonder at them, to study their history and their great significance.

Now we know that they are the jewels of our river valley and the greatest documentation of our Eighteenth Century beginning.

O'Neil Ford

The Spanish Texans

O'Neil Ford

In the late 1700s about 3,500 colonists were living in what is now Texas. This population was concentrated in three main areas: the missions in San Antonio (about 2,000), La Bahía (about 1,000), and Nacogdoches (about 500). About 700 more colonists lived in the Spanish province of Nuevo Santander, which included part of what is today South Texas.

Many of the Spanish colonists came to Texas to escape cruel conditions on the haciendas in New Spain. Others were driven to the area by droughts and other natural disasters or by an oppressive tax system. A few colonists hoped to become wealthy by trading with the French—an activity that was illegal in New Spain. Still others hoped to get better jobs on northern ranches.

hacienda a large estate or ranch in Spanish territory oppressive unjust or cruel due to an abuse of power

Four Types of Frontier Settlements

Given the size of Spanish Texas and Nuevo Santander, the colonial population was small—with good reason. Conditions in the northern provinces of New Spain were difficult. Settlers lived in fear of attack by hostile natives. They also faced deadly diseases such as cholera and smallpox. In addition, many hacienda owners would not allow their laborers to leave. The owners sometimes used force to keep their workers from escaping.

Despite the obstacles, a number of brave colonists did build new lives in Texas. Because of the dangers of life on the frontier, the colonists tended to stick together as much as possible. Spanish colonists in Texas established four kinds of frontier settlements: missions, presidios, pueblos, and ranchos. All of these settlements—especially the missions and presidios—strengthened Spain's claim on Texas.

Missions

The mission was Spain's main tool for colonizing Texas. One purpose of the mission was to convert Native Texans to the Catholic faith. The Spaniards in the mission also taught the native peoples to be good citizens and loyal subjects of the Spanish crown. Spaniards hoped they would become skilled laborers who could be productive for Spain. If all these goals were met, Spain promised to give control of the missions to local government. Spain also promised to give the native peoples land for farming.

Under the terms of a special agreement known as El Patronato Real (ray•AHL), a group of Franciscan priests was given the task of running the Texas missions. Under this agreement the Catholic Church provided priests for the missions, and the Spanish government provided the funding. The government also owned the mission lands, even though the church owned the buildings, gardens, livestock, and cemetery that were on the lands. In this way Spain secured its northern frontier and the church carried its message to people in a new area.

Spanish missions in Texas were expected to support themselves. That is, they had to provide everything the mission residents needed to

survive. Spain hoped that the missions would soon start making money for the crown. This would make them a productive part of New Spain rather than a constant financial drain.

Inside the Missions

Most Texas missions consisted of a square compound enclosed by four walls. Towers often were built on the corners of the walls to serve as lookout points. Inside the compound, most missions had offices for the priests and workshops for spinning or weaving cotton and woolen cloth. Most also had shops for carpentry, ironworking,

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|-----|-------|------|--------|------|
| TEY | AC 17 | 722 | | |

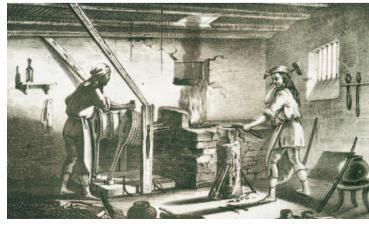
| | MEN | WOMEN | BOYS | GIRLS |
|-----------------------------------|-----|-------|------|-------|
| Spanish | 488 | 373 | 376 | 340 |
| Native Texan (in towns) | 290 | 241 | 70 | 76 |
| Mixed Spanish/ Native | 43 | 38 | 32 | 12 |
| Mixed Spanish/ African | 114 | 125 | 119 | 46 |
| African American (enslaved) | 17 | 19 | | |
| Total | 952 | 796 | 597 | 474 |
| | | | | |

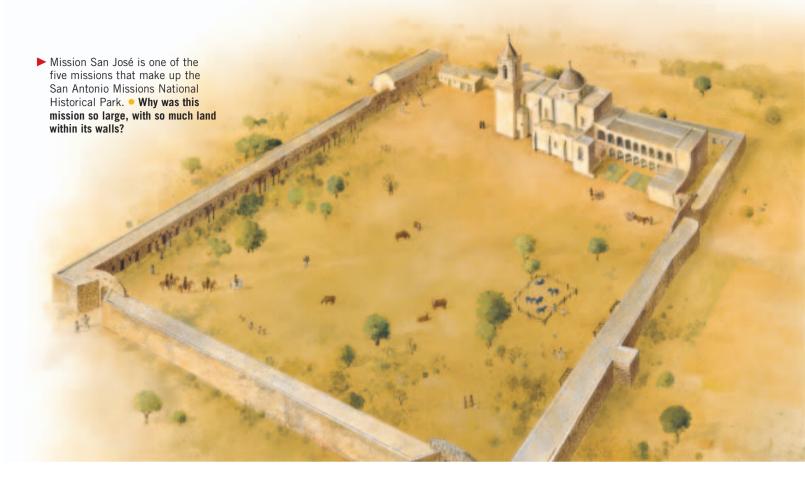
▲ In 1783 a census was taken of the missions, presidios, and towns within Spanish Texas. • What was the total population of Spanish Texas? Why do you think there were more men than women?

subject one who is under the authority of a king or queen

compound a fenced or walledin area containing several residences or other buildings

▼ In workshops, mission residents made iron tools and hinges and built wooden furniture and doors. What else did they have to make by hand?





and tailoring. The lands surrounding the mission were used for grazing livestock and for planting crops. Father Gaspar José de Solís described Mission San José as it looked when he visited it.



REGION

Spain built missions not only in Texas but throughout the northern frontier. Franciscan priests founded 21 missions in California, lending their names to places such as San Francisco, San Diego, and San Jose. In Arizona, Jesuit Padre Kino established Mission San Xavier del Bac, south of present-day Tucson. • Why do you think Spain was so interested in establishing these missions along its northern frontier?

TEXAS VOICES

This mission is so pretty and in such a flourishing condition, both materially and spiritually, that I cannot find words or figures with which to express its beauty. It forms a perfect square, is built of stone, and on each of the four sides, 660 feet in length, there is an entrance. On diagonal corners there are two towers, each of which protects two sides of the building. The living-quarters for the Indians, which form a part of the outer wall, are from fifteen to eighteen feet in length and twelve in width. The mission is provided with a small kitchen twelve feet in length, a fireplace, embrasures for the cannons, a vaulted silo made of stone, and a workshop in which are woven blankets, gunny sacks and some excellent cotton goods. . . . Here the Indians have their carpenter shop, forge and tailor shop, their lime and brick kilns and a well runs into a canal, which contains a great quantity of fish and irrigates many fertile fields. In these fields, that cover more than a league and are fenced in, there are abundant crops of corn, beans, lentils, melons, peaches, potatoes and sugar-cane.

Father Gaspar José de Solís, diary

The mission chapel was important for both the mission residents and the surrounding community. Colonists had their children baptized there, and marriage and funeral services were held in the chapel. Although formal Sunday services were not common, they also were held in the mission chapel.

Daily Life in the Missions

The daily routine in the missions began with morning prayers followed by 30 minutes to an hour of instruction in the Catholic faith. The mission residents also recited the rosary, a series of Catholic prayers counted on a string of beads. After breakfast the natives worked all day in the fields or workshops. Most of the time women worked in the kitchen or operated spinning wheels while children attended school. After the evening meal, everyone in the mission gathered for more religious instruction and prayers before going to sleep.

Daily life in the missions was not like anything the Native Texans had experienced. Most had routine jobs to perform every day, and the mission priests introduced them to new ways of life and ideas.

The priests supervised all activities in the mission. They would often physically punish uncooperative natives. For the most part, Native Texans did not care for mission life. In fact, few were ever converted to the Catholic faith. Those who came into the mission often stayed for only a few months. Many ran away only to be captured again by presidio soldiers and punished by the priests. Some returned on their own to escape hunger and the cold winters. Those Native Texans who did adopt the Spanish way of life usually remained at the mission. Most married and raised families on small plots of land near the mission.

TEXAS

INTRODUCING COTTON TO TEXAS

The Spanish missions were expected to support themselves by growing their own crops and raising livestock. One of the first crops grown in the missions was cotton. In fact, the Spanish missionaries are credited with introducing cotton to Texas. By 1745 the missionaries were producing thou-

producing thousands of pounds of cotton each year. After harvesting the cotton, mission workers wove it into cloth.



Hard Times in the Missions

Spanish missions in Texas were not as successful as Spain had hoped. Although they had a strong start, the native population within the ▼ While living in the missions, Spanish friars taught the Native Texans many skills and tried to convert them to the Catholic faith. ● How did missions contribute to Spain's goals for Texas?



► Some Native Texans fully adapted to life in the missions. Many others ran away from the missions or went back and forth between their native way of life and the missions. . What are some of the reasons Native Texans might have found it difficult to adapt to mission life?





"Reasonable" **Natives**

Native Texans' reactions to mission life varied. Some never gave it a chance. Others went back and forth between their native way of life and the Spanish way. There were also some who embraced mission life with open arms. Native peoples who stayed in the missions were called gente de razón, meaning that they were people who had reached the "age of reasoning" and were able to understand the difference between right and wrong. These converts were elevated to a social status above other natives, closer to that of the Spaniards. • How do you think the Spaniards viewed native peoples outside of the missions? How do you think Native Texans viewed Spaniards?

missions began to shrink. Many of the native women in the missions died giving birth, perhaps because of the hard work of their daily lives. And while the mission provided food and shelter for many natives, it also exposed them to deadly European diseases. Native Texans also had a hard time adjusting to their new diet. They were used to eating a variety of roots, fish, fruits, nuts, and wild game. In the mission they were served only red meat and starches, such as corn.

By the late 1770s the Spanish crown had begun to view the missions as a drain on Spanish finances. The missions had not grown enough to give money back to Spain. Also, maintaining presidios to protect the missions became too expensive. Still, by the end of the 1700s, Spaniards had managed to build 26 missions in Texas.

Presidios

Presidios were essential to the colonization of Texas. Their purpose was to provide military support for missions, and later settlements, until these communities could support themselves. The main purpose of a presidio was to protect the colonists from attacks by Native Texans. Presidio soldiers were also expected to bring back any natives who ran away from the mission. In addition, they protected groups bringing supplies from the Rio Grande. Soldiers also guarded herds of cattle and horses to keep them from being stolen by native raiders.

Presidios were built from local materials, such as logs, adobe, or stone. Most presidio compounds were rectangular with four tall walls and lookout points on each corner. Within the presidio were barracks for the soldiers, separate sleeping quarters for officers, a chapel, and storage rooms. The only entrance was a huge main gate.

Presidio Life

Most presidio soldiers enlisted for ten years. Military life could be unpleasant, dull, and harsh. Soldiers faced years of hard work and constant danger from hostile native groups. The soldiers often did not get along with the priests they were ordered to protect. Many conflicts arose over how to deal with the Native Texans in and around the settlement. These disagreements sometimes led to long-term distrust and resentment between the mission residents and the soldiers who were supposed to protect them.

Presidio soldiers were not paid a great deal. They had to use much of their pay to buy their own uniforms, weapons, and other equipment at the **commissary**. Since local commanders ran the commissary, prices were very high. Outside the presidio compound, local merchants, craftspeople, farmers, and livestock owners saw the soldiers as customers

for their goods. Many soldiers had to take extra jobs in the community to be able to buy food, clothing, and supplies for themselves and their families.

Some soldiers brought their wives and families with them to the outpost. Others married women from the local community. After soldiers completed their tour of duty, they often made their homes nearby. Some soldiers obtained land grants near the presidios and built homesteads.



▲ Many soldiers obtained land and made new lives for themselves in Spanish Texas. • What do you think was the best part of life as a presidio soldier? the worst?

commissary a store where military personnel can buy equipment and food

SECTION

ASSESSMENT

Terms & Names Identify:

- hacienda
- oppressive
- subject
- El Patronato Real
- compound
- commissary

Organizing Information

Using a chart like the one below, create a list of advantages and disadvantages related to life for a colonist in a Spanish mission or presidio in Texas.

| LIFE AS A COLONIST | | |
|--------------------|---------------|--|
| Advantages | Disadvantages | |
| | | |
| | | |
| | | |

Do you think the advantages of living in a colonial outpost in Texas outweighed the disadvantages, or vice versa? Support your answer with logical reasons.

Critical Thinking

- 1. Not all colonists came to Texas to be missionaries. Generally speaking, what was the main goal of many of the colonists who came to Texas and Nuevo Santander in the 1700s?
- 2. Spain hoped to profit from its missions one day. How do you think a mission might make money for the crown?

Research and create a layout of a Spanish mission or presidio in Texas. What do you think these

3. How do you think living conditions in the presidios affected the soldiers' work? Explain.

A Real-Life Story

Review A Real-Life Story on page 142. O'Neil Ford felt that the Spanish missions' design and architecture were very important to the study of Texas history. What do you think historians can learn from the architecture of the missions?

ACTIVITY

History

ne disadvantages, or vice

Go
to r

layouts reveal about the people who lived in the missions?

Go to www.celebratingtexas.com to research the Activity topic.

Social Studies

Contrasting Information

LEARNING the Skill

Sometimes it can be difficult to understand information that is completely unfamiliar to you. Contrasting this information with what you already know can make it easier to grasp.

To contrast information, examine different sets of information and note their individual characteristics. Then look for ways in which these characteristics differ. For instance, it may be difficult to understand what life was like in Spanish Texas. However, you do know what life in Texas is like today. To understand the colonists' lives, just think about how they were different from your own life.

To contrast information, use the following steps:

- Determine a reason for contrasting the information.
- Determine what you want to contrast. For example, you may want to contrast several leisure activities in colonial Texas with those in modern-day Texas.
- Identify and list the differences between the items. Look for words or phrases that signal contrasts, such as in contrast, however, but, unlike, as opposed to, or on the other hand.
- Draw conclusions from the differences you listed.

PRACTICING the Skill

Review Section 1, Life in the Missions and Presidios, focusing on the descriptions of the colonists' lifestyles. Use the steps from *Learning* the Skill to contrast life in the missions with life in the presidios. Then, on a separate sheet of paper, create a chart like the one shown below. In each column of the chart, list ways in which mission life differed from presidio life. Finally, answer the questions that follow.

| DIFFERENCES | | |
|-----------------------|--|--|
| Life in the Presidios | | |
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- 1. Why might it be helpful to contrast life in the missions with life in the presidios?
- 2. What are three differences you found?
- 3. What conclusions can you draw from the information you contrasted?

APPLYING the Skill

Think about your life today. It differs in many ways from the lives of the Spanish colonists. Use information from Section 1, the Internet, and other resources to analyze what life was like in a mission or presidio in Texas during the 1700s. Then use the steps from Learning the Skill to contrast your life today with life in colonial Texas. Share your lists and conclusions as a class.



Life in Towns and on Ranches

TERMS & NAMES

civil settlement, acequia, literacy, alcalde, ayuntamiento, Rosa María Hinojosa de Ballí, vaquero

OBJECTIVES

- 1. Describe the challenges of life in Spanish colonial towns.
- 2. Analyze the ways Spanish colonists maintained an acceptable quality of life on the frontier.
- 3. Identify examples of Spanish influence on place names and vocabulary in Texas.

Why It Matters Now

The lifestyle established in early Spanish Texas shaped the farming and cattle industries of Texas today.

MAIN IDEA

Not all Spanish colonists lived in missions or presidios. Eventually, settlements and ranches grew around these institutions, attracting even more people to Texas.

INTERACT WITH HISTORY

After the Spanish missions and presidios became firmly established, other settlers began moving to Texas. Imagine that your father, who has served as a soldier in one of the presidios for several years, has sent for his family. You will be moving to a small town outside his presidio in a matter of days. What do you expect life to be like in the town? How might it be different from your life now in a Mexican city? Are you excited or worried about your new life? Why?

WHAT Would You Do? Write your response to Interact with History in your Texas Notebook.

Spanish Towns Develop

The Spaniards established four civil settlements in colonial Texas: San Antonio de Béxar, La Bahía, Nacogdoches, and Laredo (in Nuevo Santander). The pobladores (poh•blah•DOOR•ehs) were colonists who lived in the towns, or pueblos. They learned how to make the best of the materials and supplies available to them in the frontier. As with

civil settlement a village made up of people who were neither priests nor soldiers



Acequias, or irrigation canals, were needed to help irrigate crops in the dry climate of Southwest Texas. Early Spanish acequias still exist today, like this one in San Antonio. How do you think acequias affected the environment in Spanish Texas?



To Science

Spaniards and Native Texans worked together to build acequias near the San Juan, San José, and Espada missions. These special stone ditches sloped downward, bringing water from the San Antonio River to the fields near the missions. The 15-mile irrigation system they built watered about 3.500 acres of land. Native Texans in the mission settlements were taught how to farm and to maintain the irrigation systems. Some of the acequias they built still function today.

What scientific principle is behind these irrigation ditches?

acequia a canal or ditch used for irrigation

literacy the ability to read and write

the missions and presidios, they used materials from their surroundings, such as logs, adobe, and stone, to build permanent dwellings. If settlers did not have these materials, they might build *jacals* (ha•CAHLS). Jacals were huts with thatched roofs and walls made from upright poles covered with mud or clay. The pobladores also built dams and acequias (ah•SEH•kyas) to bring water to the towns and to farmers' fields.

Life in the Towns

Life in the towns could be as routine as life in the missions and presidios. After all, many pobladores were former presidio families. In some cases, they were Native Texans who had adapted to Spanish culture. Some of these settlers worked as blacksmiths, gunsmiths, masons, bakers, tailors, and shoemakers. Others drove carts, transporting goods from one town to another. Merchants operated general stores, selling food, clothing, tools, and other goods to the townspeople. Carpenters built houses, barns, and stores. Still other pobladores served as laborers, planting and harvesting crops and doing odd jobs.

Education and intellectual life was limited in the settlements. There were few teachers, and only the most well-to-do families owned books of any kind. With a few exceptions, literacy was limited to priests, government officials, and wealthy families who could afford books and tutors. Government officials and military commanders enjoyed a higher standard of living than did most other members of the community. They often lived outside the presidio, in better housing. The average settler worked hard for little money and lived a simple lifestyle.

Women's Roles

In the mission settlements, women worked very hard helping out in the stores or taking care of the farm and ranch chores. They prepared the food; sewed, washed, and repaired the family's clothes; and made household items such as soap. Some women served as midwives, helping to deliver babies in the settlements. Women were also responsible for



- ► Women in Spanish Texas worked hard to help the colonies succeed.
 - What do you think were some of the biggest challenges for women living in Spanish Texas?

▼ To escape from their difficult daily lives, Spanish settlers often turned to music and dancing for entertainment. • Why do you think the settlers used music in their leisure-time activities?

teaching morals and values to the children. In times of danger, they helped defend their homes from native attacks.

Women in the Spanish colonies held quite a bit of power. Married women kept the property they had owned before they married. They were able to own property and investments separately from their husbands. Women also could file lawsuits in the courts.

Governing the People

Relations between the pobladores and the viceroy in Mexico City were strained at best. The settlers felt that local matters should take priority over government policy. For example, the Spanish crown made it illegal to trade with the French. However, settlers on the frontier found that they needed to trade some goods with the French. In doing so, they were breaking laws, which displeased Spanish officials.

Frontier towns had a complex government structure. An alcalde (ahl•CAHL•deh) acted as the mayor, sheriff, and judge in civil and criminal cases and in issues dealing with local laws. He was aided by the ayuntamiento (ah yoon tah MYEN toh), which was a type of town council. The members of the council carried out royal orders and planned for the town's growth.

Leisure Activities

Pobladores celebrated in many ways. Horse racing was a popular pastime, as were social gatherings. Festivals and other outdoor activities gave settlers opportunities to meet their neighbors and form strong friendships. The colonists also enjoyed telling folktales and singing corridos, or ballads. Dancing a lively fandango to guitar and fiddle music lifted the settlers' spirits. It also helped them escape, at least for a while, what could be a weary existence in the frontier towns.

alcalde a Spanish official who served as mayor, sheriff, and judge ayuntamiento the local governing body in a Spanish town

Rosa María Hinojosa de Ballí

Rosa María Hinojosa de Ballí was known as the first "cattle queen" of Texas. Born in 1752 in Tamaulipas, Mexico, she later moved with her family to Reynosa. There, she married Captain José María Ballí. When her husband died, Rosa María inherited his share of a 55,000acre ranch in La Feria, Texas. Included in this inheritance was Padre Island, which was named for her son, Padre Nicolás. At the time of her death, Ballí owned and managed more than one million acres of land. Balli's success helped to establish the cattle industry in Texas. • What types of problems do you think Rosa María faced during her ranching career?

Problems in the Towns

Life in the towns was not always pleasant. Without running water and sewage services, the pobladores faced serious problems. Unclean living conditions led to deadly epidemics of cholera, smallpox, and other diseases. Muddy streets and standing water also served as breeding grounds for disease-carrying mosquitoes. Unfortunately, there were few doctors, medicines, or medical supplies in these remote settlements. They also lacked many other basic necessities.

TEXAS VOICES

San Antonio de Béxar . . . is located on the very fertile banks of a river [which offers many advantages that are not realized because of the general poverty of the inhabitants. . . . They have restricted their work to the raising of corn, not as much as they are capable of. . . . As to beans, chile, and some sugar cane, all they are accustomed to producing is enough for their annual maintenance. . . .

They have never learned to manufacture textiles or rope, nor is there any raising of cotton. . . . There is no wheat nor flour mills; other branches of agriculture are entirely foreign here. The same is true of the arts of every class. They suffer a damaging shortage of good cattle for which reason the scarcity of meat is almost continual; and it is true that if the hunters did not find buffalo . . . the greater portion of the families would perish in misery.

Governor Don Juan Bautista Elguezábal, report

In addition to the threat of diseases and shortages, the settlers were always in danger of being raided by Native Texans. Outlaws and smugglers also could attack a town or steal valuable supplies at any time. Because of these constant setbacks, towns tended to grow slowly in Spanish Texas.

Ranches Develop on the Frontier

Life in Spanish Texas was not limited to missions, presidios, and towns. Some colonists lived outside these settlements, although they remained nearby for protection. These settlers lived on ranchos, or ranches, and farms.

Ranches were established mostly on the outskirts of the northern frontier. They were very valuable to the colonies. By raising cattle, horses, mules, sheep, goats, and hogs, the ranchers provided the food and supplies that the colonies needed to survive. For instance, they supplied the towns with wool, animal hides, and other important materials. They even provided the fat used to make soap and candles. Ranches were also an important source of horses for soldiers in the presidios.

The Cattle Industry Begins in Texas

Cattle and other livestock were brought to Texas during Spain's first attempts to colonize the Americas. Because the animals multiplied so rapidly, herds of wild cattle and horses soon roamed parts of Texas. The unowned, wild animals, known as *mesteños*, often were captured by Native

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Texans, soldiers, and settlers. The mesteños were used for transportation, heavy labor, and food.

Early in the 1700s the king of Spain gave ranchers large land grants to develop the cattle industry in Texas. By the mid-1700s the area between the San Antonio and the Guadalupe Rivers had become the most productive ranching region in Texas. Historians often refer to this area as the "cradle of Texas ranching." A number of ranchers were also founded in the province of Nuevo Santander.

In these two areas of the frontier, ranching developed quickly. Strong traditions also took root. In time, these traditions shaped the history and culture of Texas. The vaqueros, or cowhands, developed many of the techniques ranchers still use to control livestock. These include methods for

methods and equipment are different. First, the terms

cowhand and cowboy often are replaced with ranch hand.

vaquero a livestock herder or cowhand



all-terrain vehicles, and even helicopters. • What do you

think the future holds for ranching in Texas?



Language of the **Vagueros**

Texas's ranching heritage stems from a strong Spanish influence. Many of the Spanish words used by the vaqueros are still used today. For example, the word chaps has its root in chaparajos. a Spanish word for leather leggings. Lasso comes from lazo, which means "a knotted, looped cord." Stampede comes from the Spanish estampida, which means "pounding or loud sound." Some words such as pinto and chaparral are the same in Spanish and English. Other words adapted from Spanish are rodeo, from rodear, and ranch, from rancho. • Why do you think it is important

source of livestock in Texas.

Ranching Versus Farming

Ranching in Texas was evidence of the Spaniards' ability to adapt their lifestyles to the vast prairies of the frontier. As the colonists entered the semi-arid regions of Texas, they knew that farming would be limited. There, they turned to ranching. Ranches could be run by a fairly small number of people. This was an important point since few workers were available on the frontier. Also, the tough longhorn cattle were well suited to the area. They could withstand extreme weather, and they could live on the sparse grasses. If Native Texans became too hostile, the cattle could be moved to a safer area. This was a big advantage over crops, which stayed in one place no matter what.

rounding up cattle, working herds from horseback, roping livestock, and

driving cattle to market. By 1787 ranches replaced missions as the chief

Despite the dangers of weather and raids by Native Texans, most colonists tried to make a living from farming. Unfortunately, farming the land was very hard. Although it was possible to grow corn, beans, chiles, pumpkins, and other crops for their own use, settlers could not make much profit selling food. One problem was that the farmers had to compete with the missions for workers. A farm that produced crops for sale needed a large amount of land cleared. Ditches and canals needed to be dug for irrigation. Also, shipping crops and vegetables to markets was costly. In the end, most farms were large enough to feed only a single family.

Vaquero boots with spurs



ASSESSMENT

Terms & Names Identify:

to learn the origins of

words?

- civil settlement
- acequia
- literacy
- alcalde
- ayuntamiento
- Rosa María Hinojosa de Ballí
- vaquero

Organizing Information

Use a Venn diagram like the one shown to compare life in town to life on the ranch in Spanish colonial Texas. In the circle on the left, list words describing life in the towns. In the circle on the right, list words describing life on the ranches. Where the circles overlap, list things common to both lifestyles.

> Life in Life on Towns Ranches

Based on your diagram, where would you have preferred to live, in town or on a ranch? Why?

Critical Thinking

- 1. Life in Spanish colonial towns and ranches could be harsh. Describe the challenges and the effect you think they had on the colonists and our Texas heritage.
- 2. How did the colonists make life more bearable, even enjoyable at times, on the frontier?

3. What effect has our Spanish colonial heritage had on the place names and vocabulary of Texas?

Interact with History



Review your response to Interact with History in your Texas Notebook. Now that you know more about life in the Spanish colonial towns, were your expectations accurate? Once you arrived at your new home, what elements of town life might have surprised you?

ACTIVITY

Citizenship

Research the duties of a typical town or city council today. Then, as a class, discuss what types of laws might have been necessary in a colonial town.



The Colonists Rebel

Why It Matters Now

Texas's strong Spanish and Mexican heritage continues to influence our lives today.

TERMS & NAMES

the Enlightenment, Father Miguel Hidalgo, liberation, conspire, Grito de Dolores, Juan Bautista de las Casas. José Bernardo Guitiérrez de Lara, Augustus Magee

OBJECTIVES

- 1. Analyze the contributions of Father Miguel Hidalgo during the colonization of Texas.
- 2. Explain how Texas's Spanish and Mexican heritage is reflected in its culture.
- 3. Explain the significance of 1821.

MAIN IDEA

Although Spanish settlements were growing, the Spanish crown provided little support. Instead, it imposed harsh laws and taxes that turned the people against Spanish rule. Texans helped fight for Mexico's independence from Spain.

INTERACT WITH HISTORY

The Spanish colonists endured many hardships in an effort to build new lives for themselves in Texas. Imagine that you are one of these pioneers. After years of struggle, your small settlement is finally able to support itself. Unfortunately, the Spanish government is doing little to help. Instead, it seems more concerned with controlling the people and collecting taxes. You have heard that the citizens of the United States and France overthrew their leaders for similar reasons. However, the Spanish government is still very powerful in Texas. Will you support efforts to break free from Spain, or do you feel this move would be too dangerous? Why?

WHAT Would You Do? Write your response to Interact with History in your Texas Notebook.

Colonists Grow Unhappy with Spain

Throughout the 1700s Spain worked to strengthen its hold on Texas and its other colonies. The small colonies that began with the missions and presidios slowly grew. Gradually, towns sprang up around the missions. Ranches and farms developed outside of the towns. By the last decades of the 1700s, a sense of community began to develop in the Spanish colonies. The settlers learned to work together to solve their problems rather than wait for direction from Spain. They often felt that the king lived too far away to truly understand their needs.

Around the same time, Spain became involved in huge problems in Europe. Conflicts with England and France took up much of Spain's time and proved to be very costly. Soon, Spain had few resources left to send to the colonies. Instead, it placed heavy taxes on the colonists and forced them to donate money to pay for European wars. In addition, the Spanish crown began withdrawing its support of the missions. It also strictly enforced royal laws that the colonists found unfair.



Handmade statue of Saint Anthony, for whom San Antonio is named



FATHER OF THE MEXICAN REVOLUTION

Father Hidalgo's *Grito de Dolores*, or Cry of Dolores, is often referred to as the Grito. The ideas set forth in this document had a widespread effect on the Mexican people and eventually led to the Mexican war of independence. For this reason, Father Hidalgo is known as the Father of the Mexican Revolution.

liberation the act of becoming free

conspire to join in a secret agreement

▼ Because of his bravery and his compassion for the Mexican people, Father Miguel Hidalgo earned a loyal following. • What is the relationship between the Enlightenment and Father Hidalgo's cry for independence?

The Enlightenment Comes to Mexico

By 1800 a feeling of dissatisfaction had spread throughout the colonies. Many colonists were unhappy with Spanish rule. They wanted to make their own laws instead of being controlled by the king of Spain.

Meanwhile, in the 1700s a movement called the Enlightenment was sweeping through Europe and other parts of the world. During the Enlightenment people tried to apply reason and science to all aspects of society, including government. The Enlightenment challenged the idea that kings had a God-given right to rule. Rather, a government should support the people's natural rights and interests. If a government failed to do this, it should be replaced. The success of the American and French Revolutions reinforced these ideas among the Mexican people.

Father Hidalgo Calls for Independence

One of the Mexicans who strongly believed in the ideals of the Enlightenment was Father Miguel Hidalgo y Costilla. Father Hidalgo had worked among Mexican farming families for years in the small village of Dolores, north of Mexico City. He understood their struggles and hardships and was saddened by Spain's lack of concern. As long as the king was in charge, Father Hidalgo said, conditions would never improve. He called for the liberation of the Mexican people from Spain.

When royal officials learned that Father Hidalgo was conspiring to overthrow the Spanish government, they decided to arrest him. Alerted ahead of time, Hidalgo knew he had three choices. He could stay in Dolores and be arrested, hide out and hope he would not be caught, or begin a



revolution. He decided on the third course of action. On September 16, 1810, Father Hidalgo gave a speech called the Grito de Dolores, or Cry of Dolores. In it, he called for Mexican citizens to rise up and fight for independence. Although his exact words are unknown, those who heard it remembered his message.

TEXAS VOICES

Mexicans, let us break the bonds of slavery with which we have been bound for three centuries! The moment of our freedom has arrived; the hour of our liberty has struck. Let us then unite all those persons who have been born on this happy soil; let us consider as strangers and as enemies of our rights all persons who are not Mexicans. Let us establish a congress composed of representatives of all the cities, towns, and villages of this country. The principal object of that congress will be to maintain our holy religion and to frame wise and helpful laws adapted to the circumstances of each community. Our lawmakers will rule us with the tenderness of parents. They will treat us like brothers; they will banish poverty; they will check the devastation of the kingdom and the exportation of its money; they will encourage the arts; and they will cause industry to revive. We shall make free use of the richest productions of our fertile soil; and, in the course of a few years, the Mexicans will enjoy all the delights which God has bestowed upon this vast continent.

Father Miguel Hidalgo y Costilla, Grito de Dolores, 1810

Father Hidalgo's ideas were supported by many settlers in Texas. However, in 1811, most likely on his way to meet with his supporters, Hidalgo was seized by Spanish authorities and executed. Although he did not live to see Mexican independence from Spain, Father Hidalgo's ideas had a great effect on the future of Mexico and Texas.

Hidalgo's Supporters Rebel Against Spain

In Texas, Father Hidalgo's supporters took up the struggle. A group of rebels led by Juan Bautista de las Casas overthrew the Spanish government in San Antonio. They named Las Casas governor and then took control of La Bahía and Nacogdoches. On January 22, 1811, Las Casas declared the Mexican state of Texas independent from Spain.

Las Casas's revolution was short-lived, however. Forces loyal to Spain rose up against the rebels. On March 2, 1811, the loyalists captured Las Casas. Fearing for their lives, his supporters fled. In July, Spanish rule was reestablished in Texas. Las Casas was executed soon afterward.

Mexican Unrest Continues

Even though the rebellion led by Father Hidalgo and Las Casas failed, it opened people's eyes to the possibility of freedom. Furthermore, Las Casas's limited success showed that the Spanish king's forces could be defeated. With the right plan and a strong army, the colonists might be



DIECISÉIS DE **SEPTIEMBRE**

Today, Mexican Texans continue to honor Father Hidalgo each year in a celebration known as Dieciséis de Septiembre, or simply Dieciséis. The celebration is named for the date on which Father Hidalgo called for the defeat of Spanish rule—September 16, 1810.





able to win. These important ideas grew into a powerful movement for Mexican independence.

Father Hidalgo's followers continued to fight for independence in the years following his death. After the priest was killed, José Bernardo Gutiérrez de Lara left Nuevo Santander and fled to Louisiana, where he raised an army. Gutiérrez and his army commander, Augustus Magee, a former U.S. Army officer, marched back to Texas and briefly took control from Spain before being defeated. Other supporters of independence fought for control of Mexico.

Meanwhile in Spain, a group of liberals staged a successful revolt. In 1820, they forced the king to make changes that frightened the conservatives in Mexico. The conservatives had opposed independence, but the revolt in Spain changed their minds. They joined with Father Hidalgo's followers to defeat the Spanish forces. On August 24, 1821, a treaty was signed, making Mexico independent from Spain. Texas became part of the new Republic of Mexico.

Spanish Influence Lives On

For hundreds of years, Spain was a powerful force in Texas. Spaniards explored the land, founded missions, built towns, and developed ranches. Spain also sent colonists from Europe and Mexico to populate the land. These people's cultures, beliefs, laws, religions, and customs have had a major impact on Texas. Even though Spain lost political control of Texas, Spanish influence has remained strong throughout the state's history.

One of Spain's most important contributions to Texas has been the Spanish language. The names of rivers, cities, landforms, foods, and Image not available for use on CD-ROM. Please refer to the image in the textbook.

everyday items are a constant reminder of Texas's Spanish heritage. Also, the Spaniards brought cows, horses, sheep, and pigs to the state. They started the cattle industry, ranching, rodeos, and the wool industry.

Texas also owes its uniqueness to its Mexican roots. The Mexican people who settled Texas for Spain brought with them many religious ceremonies, festivals, and traditions that still shape our culture today. Spanish and Mexican art, architecture, music, and literature can be seen throughout the state. Together with the Spaniards, the Mexican Texans have helped give Texas both a rich history and a style all its own.

SECTION **ASSESSMENT** What do your answers tell 3. What is the significance **Terms & Names Organizing Information** you about Spanish and of the year 1821? **Identify:** Using a spider map like the Mexican influence on Texas? Father Miguel one below, list six examples Interact with History Hidalgo of Spanish or Mexican **Critical Thinking** Review your response to heritage found in modern- liberation 1. Why do you think Father Interact with History in your conspire day Texas. Miguel Hidalgo is known Texas Notebook. How do as the Father of the you think you would have Mexican Revolution? reacted to Father Hidalgo's SPANISH Grito? Would it have 2. Describe one Texas cele-OR MEXICAN affected your decision about INFLUENCE IN bration, activity, or tradi-TEXAS breaking free from Spain? tional performance that Why or why not? has its roots in Spanish or Mexican culture. ACTIVITY In recognition of Texas's Spanish heritage, the state legislature named chili the state dish. Research an Culture authentic chili recipe to share with the class.



ASSESSMENT

TERMS & NAMES

Explain the significance of each of the following:

- 1. the Enlightenment
- 2. Rosa María Hinojosa de Ballí
- 3. Father Miguel Hidalgo
- 4. Grito de Dolores
- 5. Augustus Magee

REVIEW QUESTIONS

Life in the Missions and Presidios (pages 142–147)

- 1. Do you think Spain's Texas colonies would have been more or less successful without the help of the Franciscan priests? Explain.
- 2. Why do you think the priests provided free food, clothing, and medicine to the area's native peoples?

Life in Towns and on Ranches (pages 149–154)

- **3.** Historically, women have worked hard on the home front but have had little power elsewhere. How did women in colonial Texas not fit this pattern?
- **4.** What types of problems do you think were more common in towns than on ranches? Explain.

The Colonists Rebel (pages 155-159)

- **5.** What are two ways that events in Europe pushed the Texas colonists toward independence from Spain?
- **6.** Why is Father Miguel Hidalgo y Costilla considered the Father of the Mexican Revolution even though he didn't live long enough to see the victory?

READING SOCIAL STUDIES

After You Read

Review your completed chart. With a partner, discuss the contributions that each of these settlements made to the colony. Do you think that any of these settlements could have existed without the others? Why or why not?

| Spanish Settlements | | | | |
|---------------------|---------|-------------------------|------------|--|
| Туре | Purpose | Physical Description | Daily Life | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

CRITICAL THINKING

Making Inferences

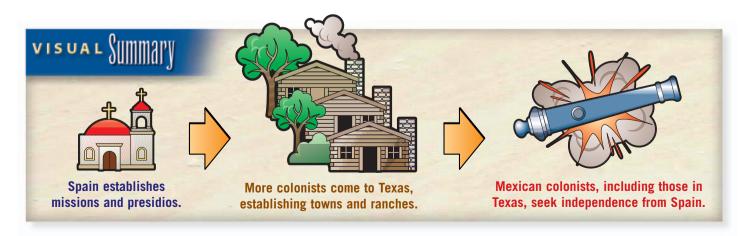
1. In some ways, the mission priests were very generous to the native peoples, but in other ways, they were harsh and unkind. What do you think was the reason for this conflicting behavior?

Making Predictions

2. Why, for the most part, could only wealthy people in Spanish Texas read and write? What effect do you think this had on the colonial power structure?

Drawing Conclusions

3. Father Hidalgo's *Grito* led to the padre's execution. Why is September 16, 1810, celebrated as Mexican Independence Day?





How far did Las Casas and his rebels have to travel from San Antonio to reach La Bahía and Nacogdoches?



SOCIAL STUDIES SKILLBUILDER

Contrasting Information

Contrast the lives of the first Spanish colonists with the lives of Spanish colonists living in Texas at the time of Mexican independence. Then list the differences in a chart like the one below. Finally, answer the questions that follow.

| DIFFERENCES | | |
|-------------------------|-------------------------------|--|
| Lives of the | Lives of Spanish Colonists at | |
| First Spanish Colonists | Time of Mexican Independence | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- 1. What are the most important differences you listed?
- 2. Given these differences, do you think it would have been possible for the first Spanish colonists to win their independence from Spain? Explain.

CHAPTER PROJECT

A Letter Home Life in Spanish Texas could be both dangerous and boring, difficult and routine. Research living conditions in the Spanish colonies. Then role-play a missionary, soldier, townsperson, or vaquero living during the 1700s. Write a letter in your Texas Notebook to a friend or family member in Mexico describing what daily life is like in Texas. Share your letter with your classmates.



Go to www.celebratingtexas.com to research this topic.



Spain established presidios to help protect the missions and their surrounding communities. With a partner, research the weapons and military technology used during the 1700s. Then research modern military technology, listing new tools and weapons that would have been useful in the presidios. Create a report using presentation software. Describe each item, showing a visual if possible, and explain how the item might have been used in the presidio. Share your reports as a class.

CITIZENSHIP ACTIVITY

A Cry for Independence During the late 1700s other countries were choosing to break free from their rulers. These declarations of independence probably helped inspire Mexico to rebel against Spain. Research some of the reasons why Mexico wanted independence. Then imagine you are a colonist living in Spanish Texas. Write your own cry for independence to convince your friends and neighbors that it is time to break free from Spanish rule. Be sure to use emotional language and to list your reasons for wanting independence. Finally, share your speeches



Go to www.celebratingtexas.com to research this topic.



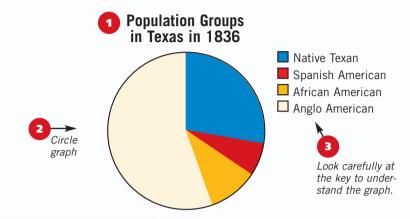
TAKS Preparation

LEARNING the Skill

This skillbuilder will help you answer TAKS questions that include graphs. A graph is a visual representation of data. All graphs have titles and labels that tell you what the graph is about. Some graphs have a key that describes portions of the graph in greater detail.

Various types of graphs are used to organize and present information in different ways. A line graph is used to show change over time. Line graphs are composed of an x-axis (horizontal axis), a y-axis (vertical axis), and data that is represented by a line drawn through plotted points. A bar graph is used to compare and contrast information. Like line graphs, bar graphs also have an x-axis and a y-axis. However, the information is displayed with bars. A circle graph is a circle divided into pie-shaped sections. Each section represents a percent of the whole.

Using Graphs



Strategies for Understanding a Graph

- 1 Read the title and labels so that you know the topic of the graph.
- 2 Identify the type of graph, such as a line graph, bar graph, circle graph, or other type of graph.

If you recognize the type of graph, use the skills you already have to interpret the information. For example, if you recognize a line graph, carefully study the *x*-axis and *y*-axis labels to see what information is presented and how it is organized.

If you do not recognize the format, look carefully for a key, a caption, or other information to help you understand the visual. For example, different colors or shapes may represent different information on the graph.

PRACTICING the Skill

Use the circle graph above and your knowledge of social studies to answer the question. Read the question and answer explanations that follow to help you answer the TAKS practice questions on the following page.

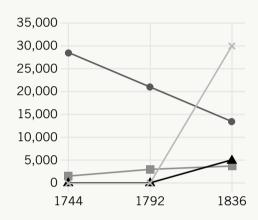
- 1 According to the graph, which statement can be made about the Native Texan population in 1836?
 - A It was growing at a faster rate than the African American population.
 - **B** It represented about one-half of the Texas population.
 - **C** There were about 2,500 Native Texans in Texas in 1836.
 - **D** There were fewer Native Texans than Anglo Americans.
- A Incorrect. The graph shows only the population percentages for 1836 and does not show a change of population over time.
- **B** Incorrect. The percentage of Native Texans shown on the graph is about one-fourth, or 25 percent.
- C Incorrect. The graph represents the percentage, not the number, of people in each population.
- **D Correct.** On the graph, the area taken up by the Native Texan population is smaller than the area taken up by the Anglo American population group.

TAKS Practice

APPLYING the Skill

Use the graph and your knowledge of social studies to answer the questions on this page.

Changes in the Population of Texas, 1744–1836





- 1 Which population group showed the greatest increase from 1744 to 1836?
 - A Native Texan
 - **B** Spanish American
 - C African American
 - D Anglo American
- 2 Which statement can be made about the Spanish American population in 1836?
 - F It was as large as the Native Texan population.
 - G It had decreased steadily since 1744.
 - H It was smaller than the Anglo American population.
 - It had not changed since 1744.

- 3 What was the approximate African American population in Texas in 1836?
 - **A** 1,500 people
 - **B** 3,000 people
 - **C** 3,500 people
 - **D** 5,000 people
- 4 Which statement best summarizes the information in the graph?
 - F Only one population group showed a change from 1744 to 1836.
 - **G** The numbers of people in each population group stayed about the same.
 - H The Native Texan population decreased as the other groups' populations increased.
 - The period from 1744 to 1792 showed a large gain in the numbers of Anglo Americans and African Americans.

Look through the chapter to find a graph. Design your own graph that presents the same information in a different format.