

Birth of a Colony *North Carolina*
Guide for Educators

Act II—*The Road to Zacatecas*

***Birth of a Colony* Guide for Educators**

Birth of a Colony explores the history of North Carolina from the time of European exploration through the Tuscarora War. Presented in five acts, the video combines primary sources and expert commentary to bring this period of our history to life.

Use this study guide to enhance students' understanding of the ideas and information presented in the video. The guide is organized according to the video's five acts. Included for each act are a synopsis, a vocabulary list, discussion questions, and lesson plans. Going over the vocabulary with students before watching the video will help them better understand the film's content. Discussion questions will encourage students to think critically about what they have viewed. Lesson plans extend the subject matter, providing more information or opportunity for reflection.

The lesson plans follow the new Standard Course of Study framework that takes effect with the 2012–2013 school year. With some adjustments, most of the questions and activities can be adapted for the viewing audience.

Birth of a Colony was developed by the North Carolina Department of Cultural Resources, in collaboration with UNC-TV and Horizon Productions. More resources are available at the website <http://www.unctv.org/birthofacolony/index.php>.

Act II—*The Road to Zacatecas*

By the middle of the 16th century, Spain controlled much of South and Central America as well as the islands of the Caribbean. Sugar plantations, which relied heavily on the forced labor of the native people, flourished on the islands. As much of the native population died due to poor working conditions and diseases introduced by Europeans, enslaved Africans were needed to continue the lucrative sugar production. Although sugar was important to Spain's economy, it paled in comparison to the country's rich silver mines in Zacatecas, in central Mexico.

Act II of *Birth of a Colony* focuses on the Spanish exploration and exploitation of the New World and the attempt to find a new route to Zacatecas. Vast wealth from silver enabled Spain to finance more exploration and expand its empire. In an effort to defend Spanish trade and protect Spain's investment in the mines, King Philip II launched an attempt to establish a colony in North America.

The film relates the story of the Spanish expedition into the interior of what would become North Carolina. Led by Captain Juan Pardo, the mission was to march westward from the Spanish settlement of Santa Elena, on the coast of present-day South Carolina, to Mexico, establishing forts along the way. Although the Spanish had a good understanding of the Atlantic coast of North America, they had no concept of how far away Mexico was. Expected to be a nine-week round-trip journey, the expedition lasted many months. Pardo and his army of 120 men took a northwesterly route along the Catawba River, following established trading paths that connected Indian villages to each other. They traded small gifts for food while in villages and otherwise lived off the land.

In early 1567, Pardo and his army arrived in Joara, a large native village at the foothills of the Blue Ridge Mountains near present-day Morganton. Here Pardo ordered his men to build Fort San Juan, the first European settlement on North Carolina soil. A series of six forts was eventually constructed along this route. The native peoples supplied the forts with food, but the Spanish army exploited their generosity. After 18 months, growing resentment among the native peoples resulted in hostilities. In May 1568, the Indians attacked the forts and killed all but one soldier, who managed to escape. The Spanish decided to abandon the forts and return to Saint Augustine (in present-day Florida).

Thus, King Philip II's dream of a road to Zacatecas and a northern colony to protect his silver mines in Mexico came to an end. Spain did not make another attempt to colonize North Carolina.

Vocabulary

Review with your students before viewing the video.

Catawba River

River running 220 miles from the Appalachian Mountains to the Piedmont and named after the Native American tribe that first settled on its banks

Community

A body of people or nations having a common history or common social, economic, and political interests

Eradicate

To wipe out or pull up as if by the roots; to do away with completely

Expedition

A journey or voyage undertaken for a specific purpose, often for exploration or for scientific or military reasons

Exploitation

The act of taking unfair advantage of a person or group for selfish reasons

Fort San Juan

Fort built in western North Carolina by Spanish explorers in 1567 during their search for a route to Mexico; the first European settlement built in North Carolina. When this outpost was overrun by local Indians, Spain abandoned attempts to colonize North America.

Garrison

A military post; troops stationed in a fort or town to defend it

Joara

American Indian town where Spanish explorer Juan Pardo built Fort San Juan

Juan Pardo

Spanish explorer who led expeditions through North Carolina and established Fort San Juan near present-day Morganton

Kinship

Connection by blood, marriage, or adoption; family relationship

Lucrative

Producing wealth; profitable

Pacify

To gain the goodwill of another; to make peaceful or calm

Philip II

King of Spain from 1556 to 1598 and chief rival of England's Queen Elizabeth I

Reciprocity

A mutual or cooperative exchange of privileges or relationships

Subjugate

To bring under control; to conquer

Zacatecas

Mining town in central Mexico exploited by the Spanish in the 16th century for its rich deposits of silver and other valuable minerals

Discussion Questions

After viewing Act II, use these questions to encourage students to evaluate and think critically about the video.

1. Why were the Spanish interested in the territory north of Florida?
 - *They moved north to build their capital at Santa Elena (now Parris Island, South Carolina). From there, they hoped to find a land route to the west.*
 - *Because of the riches found in Central and South America, the Spanish assumed that the native peoples in the land north of Florida would lead them to more silver and gold mines.*
2. What mistake did the Spanish make about the geography of North America? Why do you think they made this error?
 - *See the map below for graphic representation of this mistake.*
 - *While the Spanish had explored extensively the coasts of North America, they misjudged the overland distance from the East Coast to the Southwest. Pardo believed the Blue Ridge Mountains were the Rocky Mountains.*
3. How did the Spanish expect to find provisions on their journey into the interior of what would become North Carolina? What consequences do you see of their expectations, given what you know about how native peoples provided for their communities?
 - *The Spanish were used to living off the land and taking what they needed to survive. They sometimes traded or offered gifts in exchange for food.*
 - *The native peoples were hospitable and for a while were willing to share with the Spanish.*
 - *The Spanish did little to contribute or reciprocate. The Indians resented such treatment and eventually attacked Fort San Juan.*

Finding a Lost Spanish Fort

Lesson Plan

Historical Overview

Birth of a Colony explores the earliest European exploration and settlement of North Carolina. Captain Juan Pardo was tasked with finding an overland route from Santa Elena—on the coast of present-day South Carolina—to Mexico. Spanish understanding of the geography was faulty, and Pardo’s travels brought Europeans into the interior of present-day North Carolina, where he established several forts.

Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

Social Studies Grade 8

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.

American History

AH1.H.3.1 Analyze how economic, political, social, military, and religious factors influenced European exploration and American colonial settlement.

Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with a reading of the article “Finding a Lost Spanish Fort (North Carolina’s Real First Colony)” by Dr. David G. Moore, from *Tar Heel Junior Historian* 47:1 (Fall 2007).
- Students will use critical thinking skills to develop responses to and discussion about issues presented by video topics.

Time

Two 45-minute sessions

Materials

- Copies of the article “Finding a Lost Spanish Fort (North Carolina’s Real First Colony),” by Dr. David G. Moore, accessible at <http://www.ncmuseumofhistory.org/collateral/articles/F07.lost.spanish.fort.pdf>.
- Copies of work sheet
- Paper, pencils

Procedure

- Students can work in small groups or individually.
- Have students read the article and complete the work sheet with information from the article and the video.
- Review the work sheet with the class.

Finding a Lost Spanish Fort Work Sheet

1. Why did the Spanish believe that American Indians could lead them to gold and silver in the land that became North Carolina?

2. Before Juan Pardo, other Spanish explorers traveled in North America. Describe two of these early explorations, giving details of their journeys and the outcome of their visits.

3. Near the American Indian town of Joara, Juan Pardo built Fort San Juan. There he viewed the Blue Ridge Mountains and believed he was close to his goal of Mexico. What mistake in geography did he make? What mountain range did he mistake for these mountains?

4. Pardo left men at different forts for a period of months. These men were soldiers, not settlers. How do you think they expected to be provisioned?

5. What led Pardo to believe it was too hazardous to build a road to Zacatecas?

6. Pardo and his army ultimately abandoned the area of the Carolinas and returned to their fort at Saint Augustine. What did they leave behind?

Finding a Lost Spanish Fort

Answer Key

1. Why did the Spanish believe that American Indians could lead them to gold and silver in the land that became North Carolina?
The Spanish encountered native societies in Mexico and South America that possessed gold and silver. They assumed that the native peoples in North America would know the location of gold and silver mines and that the discovery of these mines would result in great wealth for Spain.

2. Before Juan Pardo, other Spanish explorers traveled in North America. Describe two of these early explorers, giving details of their journeys and the outcome of their visits.
 - *In 1521 Juan Ponce de Leon landed with colonists in Florida. Routed by Indians, the group retreated to Cuba.*
 - *In 1526 Lucas Vasquez de Ayllon attempted settlement in the Southeast with 600 colonists. With the onset of starvation, 150 survivors retreated to Santa Domingo.*
 - *In 1539–1543 Hernando de Soto explored the Southwest to the Mississippi River. After frequent battles with Indian tribes, de Soto died and the remnant of his army retreated down the river.*

3. Near the American Indian town of Joara, Juan Pardo built Fort San Juan. There he viewed the Blue Ridge Mountains and believed he was close to his goal of Mexico. What mistake in geography did he make? What mountain range did he mistake for these mountains?
Pardo believed he was seeing the Rocky Mountains and that Mexico was close by. The Spanish had explored both the east and west coasts of North America but underestimated the size of the interior.

4. What led Pardo to believe it was too hazardous to build a road to Zacatecas?
 - *One of Pardo's soldiers, Lieutenant Moyano, and 20 men traveled from Fort San Juan to the (Blue Ridge) mountains seeking crystals and gold. After threatening the native peoples there, they were imprisoned for several months until Pardo rescued them.*
 - *The difficulty of traveling across land and other negative dealings with local peoples may have impacted his decision to retreat from the forts and abandon building the road.*

5. Pardo left men at different forts for a period of months. These men were soldiers, not settlers. How do you think they expected to be provisioned?
They hunted and trapped animals, but they expected to get supplies chiefly from the Indians, either by trading with them or by force.

6. Pardo and the Spanish abandoned the area of the Carolinas and returned to their fort at Saint Augustine. What did they leave behind?

In addition to beads and other trade goods, the Spanish left behind diseases, which killed most American Indians in the region, devastating communities along the Catawba River valley.

Mapping Juan Pardo

Lesson Plan

Historical Overview

Birth of a Colony explores the earliest European exploration of the land that would become North Carolina, as well as the initial settlements. Captain Juan Pardo was tasked with building a road route from Santa Elena—on the coast of present-day South Carolina—to Mexico. Spanish understanding of the geography was faulty, and Pardo’s travels brought Europeans into the interior of present-day North Carolina and South Carolina, where he established forts.

Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

Social Studies Grade 8

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States.

American History

AH1.H.1.2 Use historical comprehension to:

Analyze data in historical maps

AH1.H.3.1 Analyze how economic, political, social, military, and religious factors influenced European exploration and American colonial settlement.

Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with a mapping exercise.
- Students will use mapping and critical thinking skills to determine the correlation between historic and contemporary locations.

Time

One 45-minute session

Materials

- Copies of map: Juan Pardo’s Travels
- Copies of map: Contemporary North Carolina and South Carolina
- Copies of Historic and Contemporary North Carolina and South Carolina Work Sheet
- Paper, pencils

Procedure

- Students can work in small groups or individually.
- Have students study the map of Pardo's travels. Ask the following questions: What river does his route generally follow? Why would he follow the path of a river? What geographic regions of present-day North Carolina and South Carolina does his route cover?
- Have students study the map of contemporary North Carolina and South Carolina. Locate present-day towns located near the American Indian towns and route used by Pardo.
- Complete the Historic and Contemporary North Carolina and South Carolina Work Sheet.
- Review the work sheet with the class.

Extension Activity

Juan Pardo's mission was to create a road from Santa Elena (now Parris Island, South Carolina) to Zacatecas, Mexico. Using an atlas, create an itinerary of the shortest route for this trip and an itinerary using the route he took through present-day South and North Carolina. What distances were involved? What geographic obstacles challenged travelers on these routes?

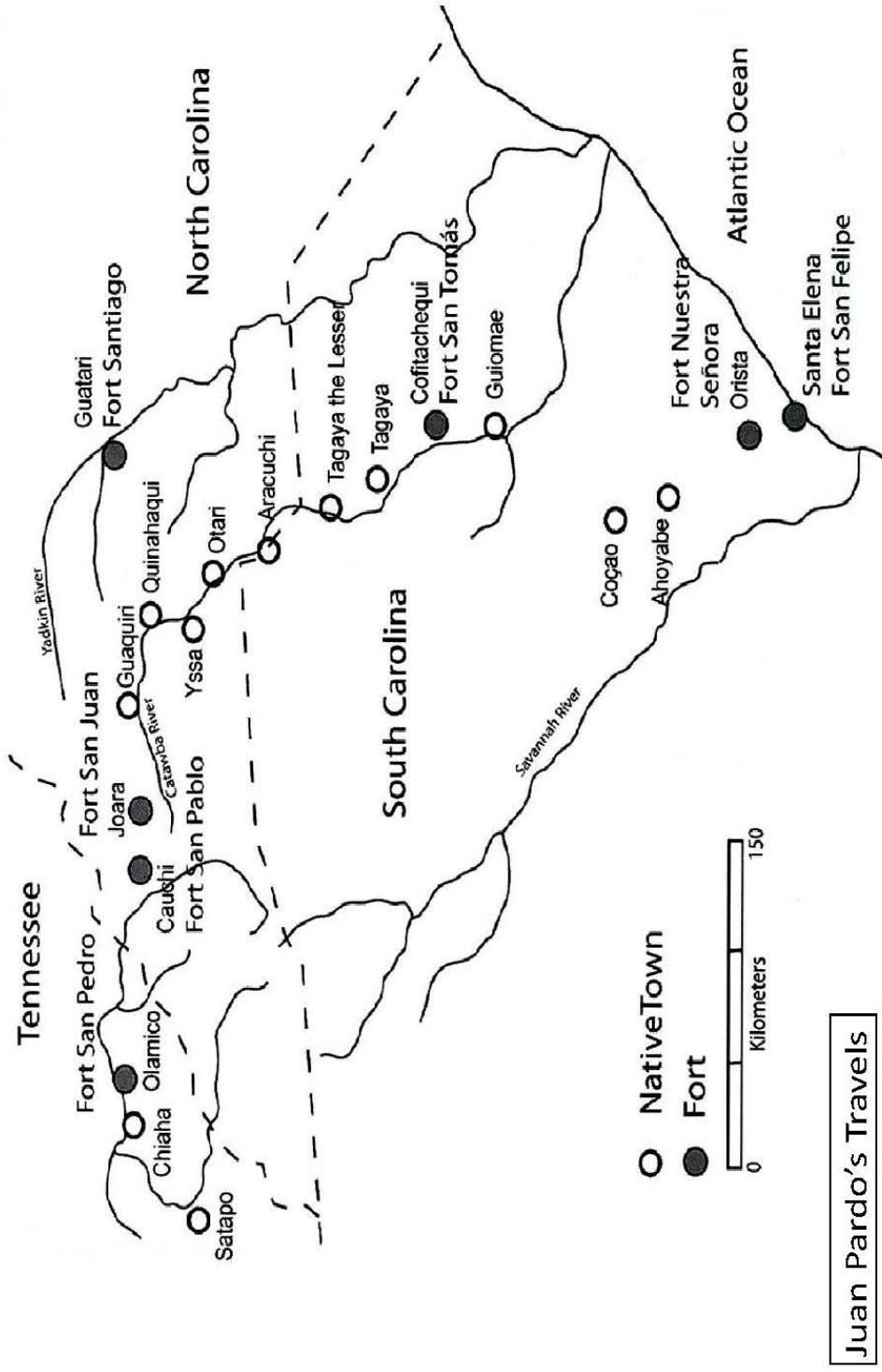
**Historic and Contemporary North Carolina and South Carolina
Work Sheet**

Historic Location	Nearby Contemporary Location
Santa Elena	
Fort San Tomás	
Aracuchi	
Otari	
Fort Santiago	
Guaquiri	
Joara	
Fort San Juan	

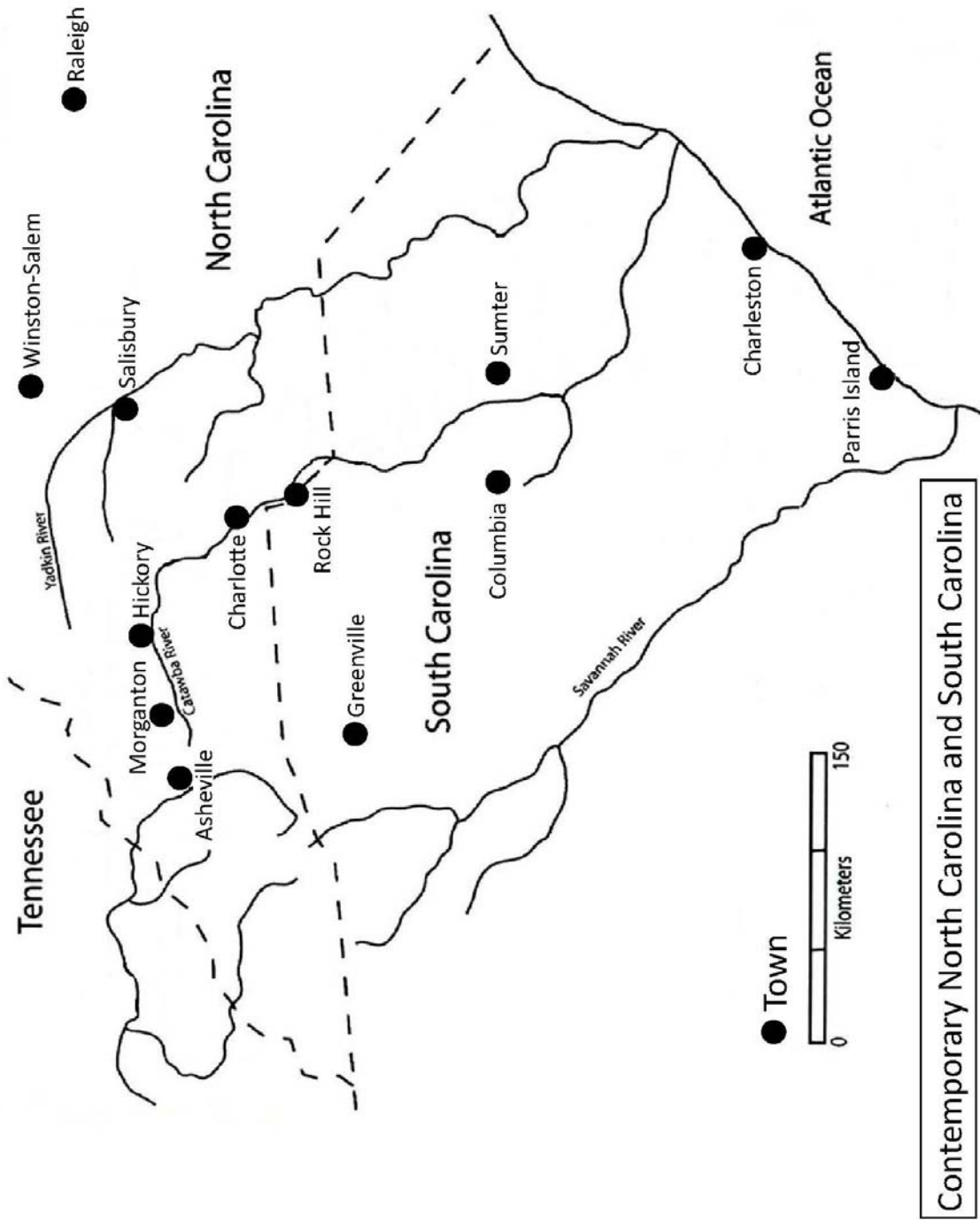
**Historic and Contemporary North Carolina and South Carolina
Answer Key**

Historic Location	Nearby Contemporary Location
Santa Elena	Parris Island, SC
Fort San Tomás	Sumter, SC
Aracuchi	Rock Hill, SC
Otari	near Charlotte, NC
Fort Santiago	Salisbury, NC
Guaquiri	Hickory, NC
Joara	Morganton, NC
Fort San Juan	Morganton, NC

*Note: Fort San Pedro, another Pardo-built fort, was located in what is now eastern Tennessee. Pardo traveled across the coastal region and the Piedmont and into the mountains of Tennessee.



Juan Pardo's Travels



Contemporary North Carolina and South Carolina

SUGGESTED RESOURCES

BIRTH OF A COLONY Guide for Educators Act II—*The Road to Zacatecas*

Books and Articles:

- Beck, Robin A. Jr., David G. Moore, and Christopher B. Rodning, “Identifying Fort San Juan: A Sixteenth-Century Spanish Occupation at the Berry Site, North Carolina,” *Southeastern Archaeology* (Summer 2006): 65–77.
- Hudson, Charles. *The Juan Pardo Expeditions: Exploration of the Carolinas and Tennessee, 1566–1568*. Tuscaloosa: University of Alabama Press, 2005.
This volume mines the Pardo documents to reveal a wealth of information pertaining to Pardo’s routes; his encounters and interactions with native peoples; the social, hierarchical, and political structures of the Indians; and clues to the ethnic identities of Indians known previously only through archaeology. The new afterword reveals recent archaeological evidence of Pardo’s Fort San Juan—the earliest site of sustained interaction between Europeans and Indians—demonstrating the accuracy of Hudson’s route reconstructions.
- Richards, Constance E. “Contact and Conflict,” *American Archaeology* 12, no. 1. (Spring 2008): 12–18.
This article discusses the archaeological excavation of the Berry site. The article is also available online at www.americanarchaeology.com/aaSP08.html.

Websites:

- **Berry Site (Fort San Juan)**
<http://www.warren-wilson.edu/~arch/berrysite>
This website, offered by Warren Wilson College, offers information on the Berry site, a large Native American town that was occupied from about AD 1400 to 1600. During the mid-16th century, Berry may have been among the largest native towns in North America. Researchers have identified the Berry site as the town of Joara, which was visited by the Hernando de Soto expedition in 1540 and by the Juan Pardo expedition in 1567–1568. Pardo built a fort at Joara—Fort San Juan—the earliest European settlement in the interior of what is now the United States. For more than a decade, archaeologists and students have conducted archaeological research at this significant site.
- **Spanish Explorers**
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1678>
This excerpt from LEARN NC’s digital textbook explores Juan Pardo’s expeditions in North Carolina.
- **Joara and Fort San Juan**
<http://antiquity.ac.uk/ProjGall/moore/index.html>

This article examines the archaeological evidence for considering the Berry site to be the location of Joara, an early Native American settlement, and Spanish explorer Juan Pardo's Fort San Juan, dating to the 16th century.

Lesson Plans:

From LEARN NC

- **De Soto In America**

<http://www.learnnc.org/lp/editions/nchist-twoworlds-lessons/4062>

After reading an article on Hernando de Soto, students answer questions on a work sheet and create tableaux, or living pictures, illustrating scenes from de Soto's explorations. The lesson aims to help students evaluate the effectiveness of the de Soto expedition through the interior of the southeastern United States in the years 1539–1543 and to examine the impact of that trip on the Native Americans. Students will engage in historical empathy as they put themselves in the place of the Native Americans and the Spanish soldiers who encountered them on the expedition.

Educational Opportunities:

- **Archaeological Field School at Joara/Fort San Juan**

<http://www.warren-wilson.edu/~arch/fsregistration>

Help uncover artifacts at the historically significant Berry site, which features evidence of Joara, an early Native American settlement, and the remains of Fort San Juan, a Spanish fort. Your participation will help reveal new evidence of the interactions between 16th-century Native Americans and Spanish explorers in western North Carolina. The 2012 archaeology field school will concentrate on a one-acre area where 16th-century Spanish artifacts and the remains of five burned buildings have been located. The 2012 field school is offered in one-week sessions from June 4 through June 29 and is open to the public; no previous experience is necessary. Fee is \$300 per week. For more information, please visit the website.

GENERAL RESOURCES

Books:

- McIlvenna, Noeleen. *A Very Mutinous People: The Struggle for North Carolina, 1660–1713*. Chapel Hill: UNC Press, 2009.
According to UNC Press, the author explores how “runaway servants from Virginia joined other renegades to establish a free society along the most inaccessible Atlantic coastline of North America. . . . Highlighting the relationship between settlers and Native Americans, this study leads to a surprising new interpretation of the Tuscarora War.”
- Mobley, Joe A., ed. *The Way We Lived in North Carolina*. Chapel Hill: UNC Press, 2003.
This book explores the social history of North Carolina from the pre-colonial period to the present, using more than 250 photographs and two dozen maps, and incorporating information about 30 historic sites that illustrate the state’s history.
- Powell, William S. *North Carolina through Four Centuries*. Chapel Hill: UNC Press, 1989.
Drawing upon recent scholarship, the advice of specialists, and his own knowledge, Powell has created a narrative that makes North Carolina history accessible to both students and general readers.
- ———, ed. *Encyclopedia of North Carolina*. Chapel Hill: UNC Press, 2006.
A single-volume reference to the events, institutions, and cultural forces that shaped the state, the *Encyclopedia* features more than 2,000 entries tracing such topics as agriculture, arts, and architecture, government, pre-colonial and colonial history, military history, the Civil War, and more. It features more than 400 photographs and maps.

Websites:

- **The Way We Lived in North Carolina**
<http://www.waywelivednc.com/>
This online version of the book mentioned above features about 20 percent of the book’s text, 100 photos, and a full set of the maps that appear in the printed version.
- **North Carolina Maps**
<http://www.lib.unc.edu/dc/ncmaps/>
This comprehensive collection of historic maps of the Tar Heel State features maps from three of the state’s largest map collections *and* provides access to more than 3,000 maps ranging from the late 1500s to 2000. Included are detailed maps for each of the 100 counties.
- **North Carolina History: A Digital Textbook**
<http://www.learnnc.org/nchistory/>

LEARN NC offers a digital textbook for North Carolina history, using primary sources and multimedia to tell many stories about the past. Part One of the textbook, “Prehistory, Contact, and the Lost Colony,” explores the ways of life of Native North Carolinians, from their arrival more than 9,000 years ago to their first contact with Europeans; early European exploration of the Americas and Spanish efforts to plant a colony in North Carolina; England and the “Lost Colony” of Roanoke; and the effects of the “Columbian Exchange” of biology and culture between Europe, Africa, and the Americas. Part Two, “Colonial North Carolina,” explores the political, social, and cultural history of the state from the first successful English colonies in the 1600s to the eve of the American Revolution in 1763.

- **Introductory Guide to Indian-Related Records (to 1876) in the North Carolina State Archives**

<http://www.archives.ncdcr.gov/FindingAids/Circulars/Indian.pdf>

The Native American history of North Carolina is richly documented in various collections of the North Carolina State Archives. Material relating to Indians can be found in the official records of the colony and the state, in copies of federal and foreign records, and in private collections and maps. Though this guide is not an exhaustive inventory of all available documents, it is offered as an introduction to records in the Archives relating to Native Americans.

Other Resources:

- ***The Story of North Carolina* exhibit, North Carolina Museum of History**

The North Carolina Museum of History in Raleigh opened *The Story of North Carolina*, its largest exhibit to date, in the fall of 2011. This permanent exhibit traces life in North Carolina from its earliest inhabitants through the 20th century. More than 14,000 years of the state’s history unfold through fascinating artifacts, multimedia presentations, dioramas, and hands-on interactive components. Additionally, two historic houses and several re-created environments convey places where North Carolinians have lived and worked. Yet the heart of *The Story of North Carolina* focuses on the people—both well-known and everyday citizens—who shaped the Tar Heel State.