

Contact Changes Georgia

Evaluate how Spanish exploration and missions affected American Indian communities.

SS8H1.c "Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline three details that show harmful effects of Spanish contact. Circle two details that show American Indians making choices or responding to contact, then use your marks to judge the overall impact.

Spanish Contact on Georgia's Coast

- ① In 1540, Spanish explorer Hernando de Soto led soldiers into the Southeast while seeking gold and a route to wealth. His expedition traveled through parts of what is now Georgia. The group demanded food, guides, and labor from American Indian communities. De Soto's soldiers sometimes seized leaders or fought people who resisted. Even when the expedition moved on, its demands could leave villages with fewer supplies and less security for the coming season than before.
- ② Later, Spain built missions on Georgia's barrier islands, including St. Catherines and Cumberland. At a mission, Franciscan friars tried to convert American Indians to Christianity. Spain also used missions to strengthen its claim to the coast. Some Guale people participated in mission life, trading and learning new practices. Mission communities, however, required labor and brought Spanish rules that changed daily life and local authority. These changes affected families, leaders, and traditions over time in Georgia.
- ③ Spanish contact had different effects on American Indian groups, but many changes were harmful. European diseases, against which native people had little immunity, caused severe population losses. Communities also faced new religious pressure, labor demands, and conflict. American Indians were not simply passive. Some traded with Spaniards or joined mission communities, while others resisted Spanish control. To evaluate the impact, weigh both exchanges and choices against losses of lives, independence, and traditional ways for communities.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name two things de Soto's expedition demanded from American Indian communities. What effect could those demands have on a village?

2 What were two purposes of the Spanish missions on the barrier islands? Give one way mission life changed American Indian communities.

3 Compare one impact of de Soto's expedition with one impact of the Spanish missions. How was each harmful to American Indian communities?

4 Why does the passage say that American Indians were not simply passive? Use two examples of their actions.

3 YOUR TURN _____ Your own words

Write a five-sentence claim that evaluates whether the harmful effects of Spanish contact outweighed its benefits for American Indians in Georgia. Use one detail about de Soto, one detail about missions, and one detail showing how American Indians responded.

PART 1 • READ AND MARK

Underline three details that show harmful effects of Spanish contact. Circle two details that show American Indians making choices or responding to contact, then use your marks to judge the overall impact. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name two things de Soto's expedition demanded from American Indian communities. What effect could those demands have on a village?	The expedition demanded food, guides, and labor. Its demands could leave villages with fewer supplies and less security.
2	What were two purposes of the Spanish missions on the barrier islands? Give one way mission life changed American Indian communities.	Friars tried to convert American Indians to Christianity, and Spain used missions to strengthen its claim to the coast. Missions required labor and brought Spanish rules that changed daily life and local authority.
3	Compare one impact of de Soto's expedition with one impact of the Spanish missions. How was each harmful to American Indian communities?	De Soto's expedition took needed food, guides, and labor, reducing village supplies and security. Missions required labor and imposed Spanish religious rules that changed daily life and local authority.
4	Why does the passage say that American Indians were not simply passive? Use two examples of their actions.	Some American Indians traded with Spaniards or joined mission communities, while others resisted Spanish control.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Spanish contact harmed American Indian communities more than it helped them. De Soto's soldiers demanded food, guides, and labor, which could leave villages with fewer supplies. On the barrier islands, missions pressed people to follow Spanish religious rules and provide labor. Some Guale people traded or joined mission life, showing that they made choices. Still, disease, conflict, and losses of independence made the overall impact mostly harmful.

Accept equivalent evidence-based evaluations if students use accurate details from the passage and explain their reasoning. For the open response, accept either conclusion only when the student addresses de Soto, missions, and American Indian responses.