

9

Spain Looks Westward



FIGURE 9-1 What impression of Christopher Columbus does this portrait give? Compare this portrait with the one on page 104.

WORLDVIEW INQUIRY

What elements of a society's worldview might lead to a desire to create an empire?

1492. Christopher Columbus had just paid a visit to the court of King Ferdinand and Queen Isabella of Spain.

Columbus was wearing new clothes and riding a fine horse, but there was little joy in his heart. The Spanish monarchs had once again refused to support his plan to sail westward across the Atlantic Ocean to Asia.

Columbus knew his chances of getting support elsewhere were slim. Already, the kings of Portugal, England, and France had turned him down. He was 40 years old and he had run out of options. His dreams of fame and fortune were in tatters. Maybe he would just return to his hometown in Italy and live out his life as a map-maker.

A few kilometres out of town, Columbus heard hoof beats behind him. It was a royal messenger who had come to order him back to court at once. The king and queen had changed their minds.

Columbus turned his horse sharply and galloped back from where he had come. Luck was on his side at last! He would now have the opportunity to set out on the adventure of his life.

What factors do you think influenced Christopher Columbus to want to embark on this voyage? Why might the Spanish monarchs have been reluctant to support him?



In This Chapter

You already know how the story of Christopher Columbus ended: he set out from Spain in 1492 and landed in the Americas. In Chapters 5 and 6 you read about the explorers and colonists who followed him and the resulting contact between the Indigenous peoples of the Americas and Europeans. Twenty-seven years after Columbus's first voyage, the Spanish conquistador, Cortés, met the Aztec people of Mexico. In this chapter you will be reading about the Spanish worldview that led to and influenced that meeting. The year 1492 was a great turning point in the history of Spain. What was happening in Spain at that time? What factors led King Ferdinand and Queen Isabella to decide to support Columbus's venture?

Geography and Religion

How might the location of a country influence its religious experience?

Think IT THROUGH

What legends and stories can you think of that take place in the Canadian North? What effect do these stories have on your perspective of Canada?

Have you ever thought about the idea that different countries look in different directions? Glenn Gould, the famous Canadian pianist, was fascinated by the North. He said, . . . [T]he North has remained for me a convenient place to dream about, spin tall tales about, and, in the end, avoid. Why might he have avoided a place that captivated his interest so much? Do you think that most Canadians share Gould's fascination with the North? What direction interests you the most?

Now look at the map below and consider Italy and Spain. Italy is right in the middle of the Mediterranean Sea, and the whole country looks like it is being pulled back toward the east. The trading relationships that Italy formed during the Middle Ages and the Renaissance reflected this orientation. Spain, on the other hand, pushes west into the Atlantic Ocean like the head of a bull looking for something to eat. For centuries, seafaring people like Columbus must have gazed out on the Atlantic and wondered what lay on the other side.

The people of Spain have a saying: "La geographía manda," which means, "Geography controls everything." Spain's location between Africa and Europe was to have a great influence on its religious history.



FIGURE 9-2 Age of the Caliphs [Rulers]. This map shows the extent of the Islamic Empire in 750. How might the geographic location of Spain and Portugal account for them being the only part of Western Europe in the Islamic Empire?

Interpreting Historical Maps

Historical maps show what an area looked like at a certain point in history. They can help us to understand important events in an area and political changes that were taking place. In order to help you interpret a historical map, you can ask questions.

How Does It Work?

Not all of the following questions will apply to every historical map. You should choose the ones that can be answered and make an interpretation based on that.

1. Who created the map?
2. When was it created?
3. What do we know about the creator from examining the map?
4. What evidence in the map suggests why it was drawn?
5. Who would use this map? What would they use it for?
6. Are there any symbols, designs, or decorations on the map? What do they mean?
7. Are there differences between this map and a modern map of the same area? Have any borders or boundaries changed?
8. What do you think is the historical significance of this map?



FIGURE 9-3 Map of Eastern Canada, 1662

Try It!

Look at the map in Figure 9-3. It was created by Dutch map-maker Johannes Blaeu. Now answer as many of the questions on the left as you can and interpret your findings.

1. Compare your notes with a partner. Did your partner interpret the map in the same way? If not, what do your two interpretations suggest about the process of analyzing historical sources?
2. Could the same interpretation exercise be used to evaluate contemporary sources like newspapers and TV news shows? How does this affect your attitude toward these sources of information?

LINK UP

As you read in Chapter 5, Christians believed in converting others to their religion. Muhammad, the founder of Islam, also believed that spreading his new religion was a sacred duty. ■

Think IT THROUGH

The first mosque in Canada was built in Edmonton in 1938. How do you think it helped settle Muslims in Alberta?

al-Andalus, Muslim Spain

At the beginning of the Middle Ages, almost everyone in Spain, as in the rest of Europe, was Christian. Spain was ruled by the Visigoths, a people who had invaded Spain from the north at the end of the Roman Empire. Internal struggles and a series of weak rulers left the region vulnerable to attack from outside, and in 711 a Muslim force led by Tariq ibn-Ziyad crossed the Strait of Gibraltar and landed in Spain. In a few years, the Muslims conquered almost the entire Iberian Peninsula, that is, Spain and Portugal. In order to create a sense of national identity, the new rulers began the construction of a large, beautiful mosque in the city of Cordoba (page 33). In time, many Christians converted to Islam, but some did not.

Life and Society

For the next five centuries, Spain was part of a vast empire. The Arab Islamic world was part of the largest economic trade zone in the world. It included people from many cultures, each with their own customs and traditions. Goods and ideas were exchanged between places as far-flung as Spain, Egypt, Syria, Zanzibar and Indonesia.

Muslim rulers and rich merchants supported the arts. Music, art, and architecture reflected Islamic values. For example, Islam discourages showing human beings, animals, and other subjects realistically because it may lead to idolatry, that is, worshipping idols. Thus, Muslim artists often created works of art using designs and written script.

FIGURE 9-4 The Alhambra palace has been designated as UNESCO World Heritage Site. Its architecture is in the Muslim style. How does it reflect the well-known Muslim *hadith*, or saying, “Allah [God] is beautiful and He loves beauty”?



SKILL POWER

A photograph can be a useful primary source of information. Study the photo in Figure 9-4 for a few minutes and then try to answer these questions about it.

- What is shown?
- Describe the features of the building. What do they suggest about purpose?
- Do you think the Alhambra took a long time to create? Why or why not?
- Can you guess at the materials used? What are they?
- What values is the architect trying to express in this Muslim building?

Centres of Learning

Learning was greatly valued in Muslim society as a way of understanding the universe and to aid in living an ethical life. The world's first university was established in Cairo in 971, over 200 years before the first university in Europe. Some of the cities of Muslim Spain, notably Cordoba, Seville, and Granada, became great centres of learning. Muslim scholars studied and discussed medicine and science. They and Jewish scholars also translated the books and essays of the ancient Greeks, whose reasoning skills they admired. Scholars in the Islamic world knew much more about natural science than Europeans.

Religious Tolerance

Most historians agree that Muslim Spain was a society that was relatively tolerant of religious minorities. This attitude is expressed in the words of Sayyid 'Umar ibn al-Khattab, the second Caliph on his deathbed:

I instruct you [the next Caliph] on behalf of the people who have been given protection in the name of Allah and His Prophet [i.e. the non-Muslim minorities within the Islamic state known as dhimmis]. Our covenant to them must be fulfilled, we must fight to protect them, and they must not be burdened beyond their capabilities.



FIGURE 9-5 Maimonides was a great Jewish thinker who wrote books on medicine, religion, and philosophy.



FIGURE 9-6 Ibn Rushd (Averroes) was a Muslim philosopher born in Spain. He wrote books about the works of classical Greek philosophers.

Religious Tolerance

Canada is home to people of many religious faiths and spiritual practices. Our religious freedom is protected by the *Charter of Rights and Freedoms*. We also have freedom of speech. Problems arise when someone uses freedom of speech to insult or tell lies about people of a certain religion. Sometimes these situations can end with someone being jailed for promoting hatred. Other times people are prosecuted but not convicted because defining what “promoting hatred” is and proving it is difficult.

Some people believe that we cannot rely only on the law to ensure religious tolerance. They believe that people need to decide for themselves why religious tolerance is important.

In Germany, the Nazis first came for the Communists, and I did not speak up, for I was not a Communist. Then they came for the Jews, and I did not speak up, for I was not a Jew. Then they came for the trade unionists, and I did not speak up, for I was not a trade unionist. Then they came for the Catholics, and I did not speak up, for I was a Protestant. And then they came for me, and by that time, no one was left to speak up.

**Martin Niemoller, U-Boat Commander in WWI,
Lutheran Priest, Pacifist.**

Trouble no one about his religion; respect others in their view, and demand that they respect yours.

**Tecumseh, Shawnee
Leader and hero of War of 1812.**

No peace among the nations without peace among the religions. No peace among the religions without dialogue among the religions.

**Hans Küng, President of the Foundation for a
Global Ethic.**

Remember that the citizens of the state are of two categories. They are either your brethren in religion or your brethren in kind...

**Hazrat Ali, Caliph and first Shia Imam (leader),
in a letter of advice to the ruler he appointed
to govern Egypt.**

- In small groups, describe the reasons each of the four individuals give for favouring religious tolerance. Brainstorm additional reasons and add to the list.
- Locate a news report that relates to religious tolerance or religious intolerance. How is religious tolerance or intolerance illustrated in your article?
- What could you do to encourage religious tolerance in your community?

The Spanish Reconquista

The Christian states of Spain called the process illustrated in this map and the events in the timeline the **Reconquista**. A Spanish word, *reconquista* means “reconquest.”

- How does the word *reconquista* reflect the Christian perspective on these events?
- What words might the Muslims use to describe what happened?
- Describe in your own words the advances made by Christian forces during the Reconquista from the first date to the last date.
- Based on the timeline, how does the political organization of Christian Spain change during the Reconquista? What two nations controlled Spain by the end?
- Ferdinand was the king of Aragon and Isabella was queen of Castile. How did their marriage unify Spain?

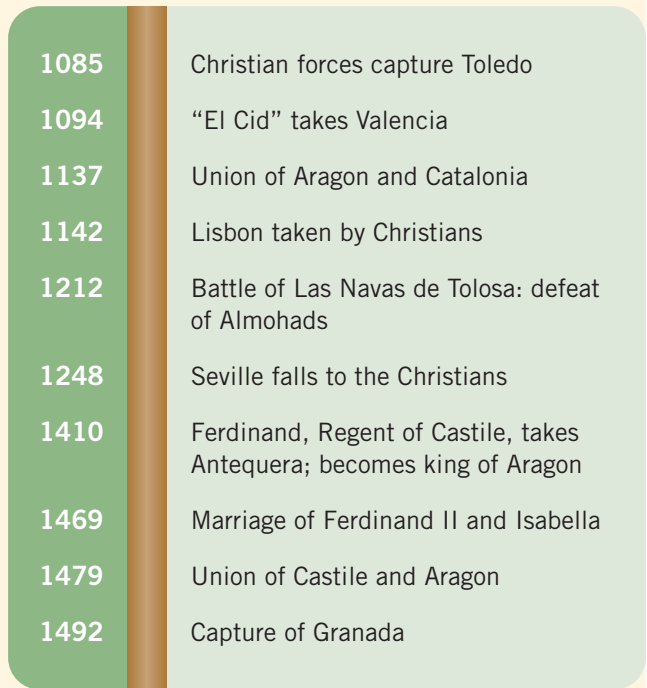


FIGURE 9-8 Timeline of events of the Spanish Reconquista

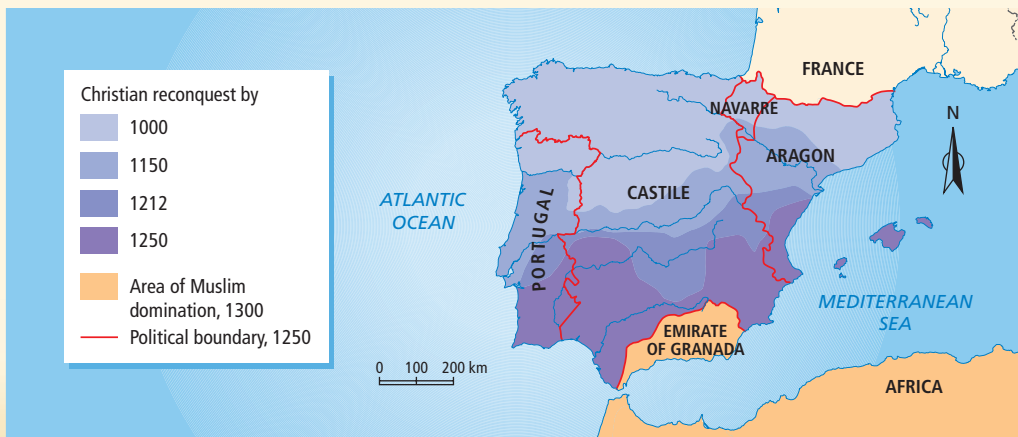


FIGURE 9-7 The Spanish Reconquista

FYI...

Jews and Muslims in the newly conquered Christian territories were now subject to a special tax. Under Muslim rule, Christians and Jews had also paid a special tax.

By the early 1000s the **caliphate**, that is, the area of jurisdiction of Islamic rulers, in Spain had begun to decline. A series of ineffective rulers had led to a period of civil unrest and the sectioning of Al-Andaluz into a number of independent **principalities**, or states. The loss of a unified Muslim state led to much quarrelling among local leaders. When the Muslims had come to Spain, they had reduced the Christian-controlled area to a narrow strip along the northern coast. Now these areas began to expand southward. The Reconquista began as a way for the Christian kingdoms to expand their power and influence. It was also a war based on religious differences.

During the Reconquista the Spanish developed a new way of fighting on the battlefield. They grouped large numbers of soldiers, all using the same weapon, into tight formations that were difficult to overrun. As a result the Spanish infantry became the deadliest fighting force in Europe. The Spanish brought this very effective style of fighting with them to the Americas.



FIGURE 9-9 This 15th-century painting shows the Spanish army in battle against Muslim forces.

Over to YOU

1. Because of its location, Spain was influenced by the Arab world and the Muslim religion. Create a pictorial timeline to show the influence of the Arab world and the Muslim religion in Spain.
2. In a short paragraph, explain why the Atlantic Ocean is very important to Spain. Is the Pacific Ocean important to Canada? The Pacific Rim refers to countries on the edges of the Pacific Ocean, as well as the island nations. In a small group, research a variety of electronic sources to find:
 - a. evidence that Canada has an economic orientation toward the Pacific Rim
 - b. evidence that Canada has a cultural orientation toward the Pacific Rim
3. As you read, the Spanish expression *La geografía manda* means that the geography of where you live affects what you do. What activities do you like to do in the winter? In the summer? How are these choices determined by the geography and climate of where you live? Create a graphic organizer to show how geography affects how you live.
4. First Nations, Métis, and Inuit cultures have origins in six Canadian geographic areas:
 - Pacific Coast and Mountains
 - Northeast Woodlands
 - Plains
 - Atlantic Coastal Region
 - St. Lawrence River
 - Canadian ArcticIn a small group, research the different ways these groups adapted to their specific areas. Create a visual to show your results. How might each distinct geographic area result in a different worldview?

Creating a Christian Spain

What events in your life stand out as being particularly important? How would you say these events have influenced your behaviour, ideas, or attitudes? Now think about Canada's history. Choose three events that you think have strongly influenced the thinking of Canadians.

King Ferdinand and Queen Isabella were so devoted to their religion that the pope in Rome gave them a special title—Catholic Monarchs. Why do you think the Muslim presence in Spain and the Christian Reconquista might have been significant factors in King Ferdinand and Queen Isabella's thinking about religion in Spain? In what ways might these events have influenced their behaviour?

As you can see from the map on page 199, the Reconquista was a long process. Over the years, many Christian crusaders from across Europe came to help the Spanish Christian forces win territory from Muslims. By 1269, the only part of Spain that was in Muslim hands was Granada. It was captured on January 2, 1492, after 10 years of fighting. From the Pyrenees Mountains in the north to the Rock of Gibraltar in the south, Spain was now a Christian land. You will see that this long and terrible struggle affected Ferdinand and Isabella's rule in many ways.

In what ways did King Ferdinand and Queen Isabella impose their religious worldview on Spanish society?

Think IT THROUGH

Consider a dilemma:

Imagine you are a member of King Ferdinand and Queen Isabella's court. They have asked for your advice on how to create unity in Spain. Use the elements of the worldviews icon to help you with your answer.



FIGURE 9-10 This painting shows the ruler of Granada surrendering to the Spanish monarchs. How has the artist drawn attention to the figure of Queen Isabella? Compare this image with Figure 6-1 on page 128. What similarities in the style and viewpoint of the two artists can you identify?

Religion and Conflict

Many conflicts and wars over the centuries have had a religious element to them. In other words, the fact that the groups or countries involved had different religions was one of the important reasons for the conflict. The Crusades and the Reconquista both involved Christians and Muslims fighting for territory and for the supremacy of their religion in that territory. Two more modern examples of conflicts that had religious elements are The Troubles in Northern Ireland and the Bosnian War.

In the Middle East there has been a long-standing conflict involving Israel and the Palestinian territories. One site that has been particularly problematic is the Temple Mount in the city of Jerusalem. It is the holiest site in Judaism and the third holiest site in Islam after the cities of Mecca and Medina. Both sides in the conflict argue that they have just claim over the Temple Mount, the city of Jerusalem and the country of Israel.



FIGURE 9-11 In 1998, the artist and musician Yoko Ono recreated a billboard event that she and John Lennon, one of the Beatles, originally staged during the Christmas season in 1969. What values and attitudes does the billboard express? How effective do you think a media campaign like this is in affecting people's thinking? In your answer, take into consideration the setting for the billboard.



FIGURE 9-12 Getting young Palestinians and Israelis together to talk and work is one way that activists are trying to promote peaceful coexistence between these two peoples. How might these young people benefit from this association?

Think IT THROUGH

The Christian thinker St. Augustine wrote:

We do not seek peace in order to be at war, but we go to war that we may have peace. Be peaceful, therefore, in warring, so that you may vanquish those whom you war against, and bring them to the prosperity of peace.

1. In a group, discuss what point of view about war St. Augustine is presenting. Then brainstorm how it applies to modern and historical conflict situations.
2. One of the principles included in The Great Law of the Haudenosaunee (Iroquois Confederacy) is the idea that: *In order to keep violence from interfering in the stability of the community, the people, clans, Chiefs, Clan Mothers and the entire nation must treat each other fairly.* Think about how this principle is applied in your family, in your school, in your community. How is “fairness” determined? What happens if people do not agree on what constitutes “fairness”?

The Spanish Inquisition

The first step King Ferdinand and Queen Isabella took to unite Spain under one religion was to take over the **Spanish Inquisition** from the Church. The Inquisition became a state-run system of courts where Church officials put believers of religious ideas other than Catholicism on trial. Once the Reconquista was complete, Muslims and Jews were given a choice—convert or be exiled. Some decided to leave Spain; some pretended to convert. Both Muslims and Jews continued to live in constant fear that they would be discovered and punished by the Inquisition.

FYI...

Christian, Muslim, and Jewish religions all teach the existence of one god. This is called **monotheism**, from the Greek word “mono” for “one” and the root “theism” for “belief in the existence of a god or gods.” The Aztecs, on the other hand, believed that there were hundreds of gods. This is called **polytheism** (“poly” is the Greek word for “many”).

EXPLORING SOURCES

The Expulsion of the Jews

In the following excerpt written in 1495, an Italian Jew describes the expulsion of the Jews from Spain:

The King gave them three months time in which to leave. About their number there is no agreement, but, after many inquiries, I have found that the most generally accepted estimate is 50 000 families [this would be about 250 000 persons]. They had houses, fields, vineyards, and cattle, and most of them were artisans. They sold their houses, their landed estates, and their cattle for very small prices, to save themselves. The King did not allow them to carry silver and gold out of his country, so that they were compelled to exchange their silver and gold for merchandise of cloths and skins and other things.

Jacob Marcus, *The Jew in the Medieval World: A Sourcebook.*



FIGURE 9-13 This engraving depicts the expulsion of the Jewish people from Spain.

- What did you learn from these sources about the expulsion of the Jews from Spain?
- What motive or motives besides religious persecution does the quotation suggest?
- Can you tell from the image how the artist viewed the event he is depicting? What elements of the engraving guided your answer?



FIGURE 9-14 These actors are re-enacting the deportation of Acadians during the official opening ceremonies for the World Acadian Congress in 2004. Given what you have learned about this event what message do you think they intended to send by presenting themselves as ghosts?

SKILL POWER

Primary sources tell us how people in the past saw the events happening around them. They also give us insights into people's responses to these events. The first and last verses of "Ave Maris Stella" are in Latin, the language of the Church until the mid-1960s, and are part of a hymn to the Virgin Mary that dates back to the Middle Ages. This version of the song was adopted as the Acadian anthem in the late 1800s.

- In your own words, describe the emotions about the deportation of the Acadians that are expressed in this song.
- How does this song contribute to your understanding of Acadian values and identity?

The expulsion of the Jews and Muslims had serious negative effects on Spain. For example, both the Spanish Jews and Muslims had formed a large part of the educated middle class. Many were financiers and business people. The loss of their skills made it difficult for Spain to maintain economic growth at the end of the 1400s.

The expulsion of people from their land and the confiscation of their possessions has been a part of Canadian history as well, although the motivation for expulsion has not been religious in nature.

- ◆ Many First Nations peoples had their traditional lands taken away and were forced to move to new locations.
- ◆ Between 1755 and 1763, a large part of the Acadian population of the Maritime provinces was deported by the British government. Acadians were Francophone settlers who were living in the Maritimes when the British took over. The Acadians call this event *Le grand dérangement*.
- ◆ During World War II, Japanese Canadians were forcibly removed from their homes on the west coast of British Columbia and many of them were placed in internment camps in the interior. They were considered a security risk after the bombing of Pearl Harbor by Japan.

Ave Maris Stella

This is the English-language version of the anthem of the Acadians. The first and last verses are in Latin.

*Ave Maris Stella
 Dei Mater Alma
 Atque Semper Virgo
 Felix Coeli Porta
 Felix Coeli Porta*

*Acadia my homeland
 I live your history
 I owe you my pride
 I believe in your future
 I believe in your future*

*Acadia my homeland
 To your name I draw myself
 My life, my faith belong to you
 You will protect me
 You will protect me*

*Ave Maris Stella
 Dei Mater Alma
 Atque Semper Virgo
 Felix Coeli Porta
 Felix Coeli Porta*

*Acadia my homeland
 My land and my challenge
 From near, from far
 you hold onto me
 My heart as Acadian
 My heart as Acadian*

The Longstanding Power of Religious Worldviews

Today, more than 500 years later, Spain's population is 94 percent Catholic and 6 percent other religions. This strong Catholic population is a direct legacy of King Ferdinand and Queen Isabella's reign and shows just how powerful and far-reaching a leader's belief system can be.

In 1978, the Beth-El Synagogue in Marbella became the first functioning synagogue in Spain since the expulsion of the Jews in 1492.

Think IT THROUGH

In Canada today we value freedom of religion as a basic human right. How does the example of Renaissance Spain illustrate the importance of religious freedom?



FIGURE 9-15 This service is taking place in Barcelona's oldest synagogue. Restoration of the 9th-century building began in 1995.

Saving Souls

As the Catholic Monarchs were pushing all non-Christians (both Spanish and non-Spanish) out of Spain, they also began to think about people in other countries. They knew that the Muslims were spreading Islam throughout the Middle East and into Asia. King Ferdinand and Queen Isabella viewed this as a threat to the unity of Catholicism.

King Ferdinand and Queen Isabella came to believe they had a religious duty to convert as many people as possible to the Catholic faith, both within Spain and beyond its borders. This belief became part of the Spanish worldview. It was one of the reasons the Catholic monarchs changed their minds and decided to support Columbus's plan. He promised that in the new lands there would be millions of people to convert to the Catholic religion.

Starting with Columbus, all the Spanish explorers and conquistadors brought missionaries with them on their voyages and expeditions. **Missionaries** were men and women from religious orders, priests and other clergy, who had the authority to teach and convert people to Catholicism. Christian missionaries would convert millions of Indigenous peoples all over the world.

FYI...

According to Columbus's journal, he also had religious reasons for travelling westward. He wanted to find a route to Jerusalem, which was held by the Muslims during this time.

FIGURE 9-16 John Paul II was Pope from 1978-2005. He used the phrase “violence in the service of the truth” to describe some of the acts of Christians in earlier centuries. Think of the worldviews icon. Which elements in particular should historians take into account when evaluating actions done centuries earlier? Can you think of actions taken by Canadians in the past which we today think were wrong?



Memory and Reconciliation

The year 2000 was a Jubilee year for Christians. Every 25 years, the Jubilee renews Christian commitment to Christ’s teachings. As preparation for the Jubilee, Pope John Paul called upon Roman Catholics to recognize “the times in history when [Christians] departed from the spirit of Christ and his Gospel.” Acts committed by Christians during the Crusades and the Spanish Inquisition were included in the call for repentance. The Pope also sought forgiveness on behalf of Roman Catholics for the forced conversion of Indigenous peoples.

Over to YOU

1. Write a speech as either Ferdinand or Isabella in which you defend your actions to support your religious worldview.
2. Do you consider Ferdinand and Isabella to be heroes or villains? Explain your reasoning.
3. In an illustration or collage, show the parts of the *Canadian Charter of Rights and Freedoms* that would prevent people from being expelled today.
4. Research Ibn Rushd (Averroes) and Maimonides. Find specific examples of their contributions to Spain. Now identify two Canadians that you think have made important contributions to our society. In paragraph form, explain why their contributions have been significant and how Canadian society would have been different if they had been expelled.
5. In what ways was the Reconquista similar to the Crusades in the Holy Land that you read about in Chapter 2?

Gold and Glory

How important do you think wealth and fame are in today's society? How does the search for them affect people's attitudes and behaviour? If you could be either famous or wealthy, which would you choose and why? As you read in Chapter 5, one of the key motivations for European explorers was the search for gold. They wanted to become wealthy themselves and the monarchs who supported their voyages needed gold to support their countries' economies.

The idea that national wealth is based on a country's supplies of gold and silver was an important part of the European thinking during the Renaissance. Being wealthy meant that a country could buy natural resources it lacked. Rulers could pay for wars against hostile forces within their countries as well as protect their borders and keep out foreign powers. Gold also let them buy ships and fund wars to take over other territories.

Wealth for Spain

What happened when a country during the Renaissance used up its gold and silver reserves? In 1492, this was the situation Spain found itself in. There is no more expensive activity for any nation than fighting a war. A nation at war has to pay and feed its soldiers, train new recruits, buy expensive weapons, and build hospitals and housing for its armies. The Christians had been fighting the Muslims for years and, by the time Granada surrendered in 1492, Spain's reserves of precious metals were almost gone. King Ferdinand and Queen Isabella hoped that Columbus's mission might bring back gold to support the Spanish economy.

In what ways did the desire for gold and glory shape Spanish actions during the 1400s and 1500s?

FYI...

One silver mine in the "new world" was so large that Potosi, a city of 160 000 populated mostly by enslaved Indigenous forced labourers, grew up around it. The plundered wealth of the New World tripled the currency in circulation in Europe.



FIGURE 9-17 The costs of fighting a war today are extremely high. In 2004, estimates of the hourly cost of the US war in Iraq was \$7.4 million. By 2006, economists were predicting that the total cost of the war could be more than \$2 trillion. How else might this money have been spent by the US government?

Think IT THROUGH

Based on what you read in the story on page 193, speculate on Columbus's motives in exaggerating the amount of gold he found.

When Columbus arrived in the Americas, he found only a small amount of gold on the island of Hispaniola. However, in his letter to Queen Isabella and King Ferdinand reporting on his journey he wrote:

Hispaniola is a marvel. Its hills and mountains, fine plains and open country, are rich and fertile for planting and for pasturage, and for building towns and villages. The seaports there are incredibly fine, as also the magnificent rivers, most of which bear gold. The trees, fruits and grasses differ widely from those in Juana. There are many spices and vast mines of gold and other metals in this island.

The news that Columbus had discovered gold on his first voyage electrified the Spanish court. The king and queen approved a new voyage immediately. This time it would be a major expedition, well supplied, and many times larger than the first. For the next hundred years, Spain's desire for trade and income would drive its exploration of the American continents.

EXPLORING SOURCES

Columbus Prays for Gold

On his first voyage to the New World, Columbus kept a daily journal. In it he often reflected on his search for gold in the Caribbean islands. Consider the following three quotations from his journal.

God would show me the place where gold is born.

Our Lord, in whose hands are all things, be my help. Our Lord direct me that I may find the gold.

May God in his mercy help me to find this gold—that is, the mine from which it is extracted—for here [in Haiti] there are many who claim to know of it.

- How do these quotations show that Columbus shared King Ferdinand and Queen Isabella's belief that he was on a divine mission?

	First Voyage October 1492	Second Voyage September 1493
His Fleet	3 ships	17 ships
His Company	90 sailors	2500 sailors, soldiers, missionaries, settlers
His Instructions	Just explore.	Set up a colony on arrival, with a permanent settlement.

Gaining Personal Wealth

Traditionally, Spanish nobles had only two ways to support themselves: through war and land. They fought for their monarch and were rewarded for their services. Many nobles owned land and took a share of the crops and livestock that the peasants raised. There was also a large class of lower nobles called *hidalgos* who had never owned land. By the end of the Reconquista many nobles had fallen on hard times. There was a shortage of good farmland in Spain, certainly not enough to support all the nobles.

So how were these nobles going to support themselves? Their sense of honour did not allow them to take just any job. Because of their social class, they believed that it was demeaning to work with their hands to till the soil or to learn a trade such as shoemaking or keeping a shop. Some nobles became involved in business and commerce. Others went to the Americas to seek their fortune.

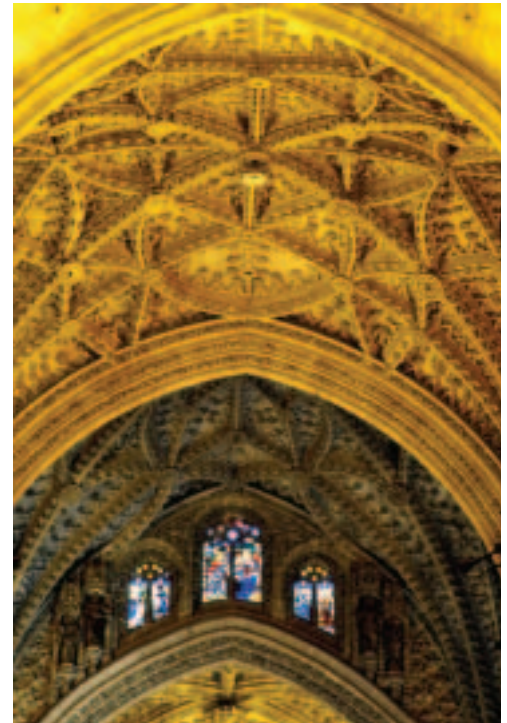


FIGURE 9-18 A ceiling in the Cathedral Seville Andalusia, a Spanish Renaissance church, was coated in gold leaf, a tremendously expensive form of decoration. This gold was brought to Spain from the Americas. How does this image reflect the values and attitudes of Spanish society during this time?



FIGURE 9-19 The region of Extremadura in central Spain looks much as it did in the late 15th century. High windswept plains held dry, thin soil that was poor for farming.

The Black Legend of the Conquistadors

The purpose of newspaper headlines is to attract your interest and sell more papers. But sometimes there are other reasons for people to exaggerate or distort the “news.” This was as true in the past as it is today.

Looking at the Issue

Many of the Spanish conquistadors in the Americas treated the Indigenous peoples cruelly. Much of what we know about this comes from the writings of Bartolomé De Las Casas. This Spanish priest believed that the actions of his fellow Spaniards were unjust. In 1552, he put his ideas in his book *A Short Account of the Destruction of the Indies*. In the late Renaissance, De Las Casas’s book was translated into other languages and became very popular in many European countries.

You might think that these translations were aimed at exposing the wrongs done to Indigenous peoples of the Americas, but this was not the case.

Understanding the Issue

At this time, Spain was the richest and most powerful country in the world. Since no European country could match Spain’s army or wealth, leaders of countries such as France, Holland, and England launched a campaign of **propaganda**. In this way, they could encourage their own people to oppose Spain and support the establishment of their own colonies around the world.

Encyclopedia Britannica defines “propaganda” as: “the effort to manipulate other people’s beliefs, attitudes, or actions by means of symbols (words, gestures, banners, monuments, music, clothing, insignia, hairstyles, designs on coins and postage stamps, and so forth).”

De Las Casas’s book provided European countries with easy ammunition. Over 40 editions of his book were produced, some containing shocking illustrations by artists who had never even been to the Americas.

Leaders in other European countries took De Las Casa’s words and used them to create an image of the Spanish as bloodthirsty.



FIGURE 9-20 This is a Canadian Red Cross poster from World War II. What aspects of the definition of propaganda are being used in this poster?

Spanish Reaction

The Spanish resented what they called The Black Legend of the Conquistadors. They felt that their whole society was being condemned for the actions of a few. Later scholars pointed out that other Europeans and Americans were also responsible for the destruction of Indigenous civilizations.

Think IT THROUGH

With a partner, look through magazines and newspapers and find examples of headlines that you think contain propaganda or bias. Find headlines for the same stories in other newspapers. Share and discuss your findings with a group. What conclusions do your discussions lead you to?

This statue of El Cid in Figure 9-21, by sculptor Anna Hyatt Huntington, stands in Balboa Park in San Diego, California. The statue is one of the ways citizens of San Diego acknowledge and celebrate the Spanish influence on their community. The park is home today to more than a dozen museums and other cultural institutions, many of them built in Spanish-Renaissance style. Balboa Park overlooks the Pacific Ocean and was named for the Spaniard Vasco Nunez de Balboa, thought to be the first European to see the Pacific.

In addition to Balboa Park, where the statue was placed about 1930, Huntington's statue (the original) stands in the courtyard of the Hispanic Society of America in New York City. Another copy stands in Seville, Spain.

- What sculptures does your community display in public squares and buildings? Create a short list of statues and other commemorative items in your community.
- Choose one sculpture and conduct research to find out about the person or event represented, when the sculpture was created, and why the person or event is important to your community.
- Based on the information you found, are there one or more sides to the story that are not represented? Explain.



FIGURE 9-21 Rodrigo Diaz de Vivar (1042–1099) popularly known as El Cid, was a complex character in medieval Spain. A Christian knight who sometimes fought on the Muslim side, he became revered as Spain's national hero.

Taking a Risk for Glory

Cicero, the ancient Roman leader you read about in Chapter 3, wrote, “The noblest spirit is most strongly attracted by the love of glory.” What do you think he means? How does this fit in with your own ideas about the link between the love of glory and a noble, that is, admirable person? Not all the people who took the risk of going to the Americas were seeking only riches. They also wanted to make a name for themselves, to earn respect in Spanish society. For example, Cortés, who you will be reading about in the next chapter, was already a wealthy man before he went to Mexico.

Think IT THROUGH

El Cid is remembered today for his military success, loyalty, fairness, and faith in God. Salah al-Din Yusuf (sometimes referred to by Westerners as Saladin) was a great Muslim leader, and is remembered today for the same reasons as El Cid. What does this suggest about the universality of some characteristics of the medieval worldview? How important are these characteristics to you personally today?

The Knightly Ideal

Tales of chivalry became popular during Spain's war with the Muslims. These stories celebrated the brave knight who sacrificed himself for his fellow soldiers, or overcame great obstacles in achieving his goal. Either way, the result was undying fame and glory. These epics and tales would inspire many generations of Spanish youths to follow the knightly ideal of winning fame on the battlefield.

A Chivalric Epic: *The Poem of El Cid*

The 12th-century Spanish epic *The Poem of El Cid* celebrated the following aspects of El Cid's career and legend:

military success—A brilliant general, El Cid is never defeated in battle.

loyalty—El Cid remains faithful to his king, even after the king unjustly accuses him of treason.

fairness—He deals generously with defeated opponents.

faith in God—El Cid is a good Christian who tries to live a morally upright life.

All these qualities—skill in battle, loyalty, fairness, and faith in God—became part of the **code of chivalry**. This code was supposed to govern the behaviour of all Christian soldiers.

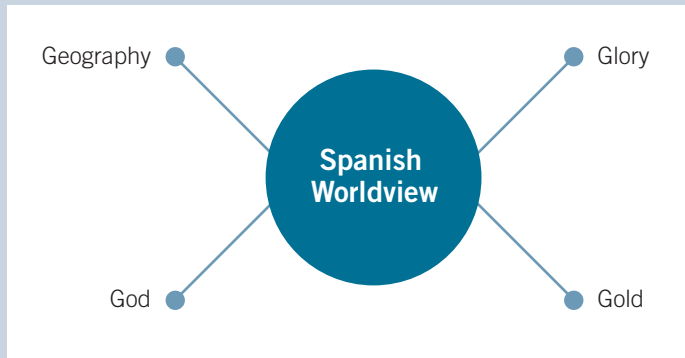
Over to YOU

1. The Spanish were prepared to take risks for gold and glory. Make a PowerPoint presentation to show examples of the quest for both in this section.
2. Create a graphic organizer to show how gold played a central role in Spanish society. Create a second organizer to show how oil plays a central role in Alberta today.
3. a. Predict how Spanish society would be different if Columbus had not found gold in his explorations. Consider:
 - Would there have been as much exploration?
 - How would Columbus be remembered?
 - Would Spain have become a world power?
- b. Defend your ideas in a class discussion. Use the critical thinking checklist on page 9 to help you plan your contribution to the discussion.
4. Make a collage of what *glory* means to you. Once the collage is finished, examine it. Who and what are pictured? Why did you choose these people and things? On the back of the collage, explain how your vision of glory relates to your worldview.
5. Research the term *code of chivalry*. Create your own code of chivalry. Explain how it governs your behaviour with your teacher or parents, a classmate or friend, and with a younger child.

Explore the Big Ideas

The worldview of Spain was influenced by four important factors: geography, God, gold, and glory. As a result, the Spanish monarchy supported the idea of creating an overseas empire.

- a.** Complete the organizer below, gathering information from the chapter about how each factor contributed to Spain's desire to expand its empire.



- b.** Review the worldviews icon. Where would you place each of the factors in the organizer above? Explain your reasoning.

- Historians often use the term “The New World” to describe the Americas when Columbus arrived. Whose perspective is reflected in this term? Explain why this term is *Eurocentric*. Look in the Glossary where Eurocentrism is defined. What happens when you look at things from only one point of view or perspective?

- Write a newspaper headline and article to capture one of the

following events. Try to capture the worldview at the time.

- Columbus leaving on his first voyage
- Columbus's discovery of gold
- Columbus leaving on his second voyage

- Write a script of a conversation between a noble and a commoner on whether or not King Ferdinand and Queen Isabella should sponsor Columbus's expeditions.

- In a small group, choose one of the influencing factors listed above (geography, God, gold, or glory) and develop a storyboard for a *Heritage Minute* that glorifies the importance of this factor in shaping the Spanish worldview.