Lesson Title
16th Century Spain in the New World: The Guale Rebellion

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Concept/Main Idea/Big Idea of Lesson
When thinking about the Spanish exploration and colonization of the New World, one tends to visualize images of conquistadors waging war and triumphing over Native Americans. However, the Spanish also tried another approach of dealing with the indigenous peoples by converting them to Catholicism, a policy and program that was not always successful.

Conference Themes
• Spanish Exploration, Conquest, and Colonization
• Migration, Exile, Diaspora
• Cultural, Social, and Economic Exchange in Florida

Intended Grade Levels
9-12

Infusion/Subject Area(s)
• Latin American Studies
• World History
• Florida History
• U.S. History
• Geography

Curriculum Standards (national and state)
NCSS Themes:
Culture
Time, Continuity, & Change
People, Places, and Environments
Individuals, Groups, and Institutions
Power, Authority, and Governance

Next Generation Sunshine State:
SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.
SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.W.4.11: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

**Instructional Objective**

Students will:
- Analyze an illustration showing five martyred friars and a friar interacting with Native Americans.
- Relate the Guale rebellion to the Spanish imperial system in the New World.
- Synthesize information about the rebellion to create a timeline highlighting the most important events.
- Create a graphic organizer showing the events leading up to the Guale rebellion and what the immediate effects were of the conflict.
- Demonstrate knowledge of the lesson by assuming the role of a participant of the rebellion.

**Learning Activities Sequence**

**Attention-Getter/Photographic analysis**

Show students the illustration in Handout 1 (HO1) on overhead projection or will pass around printouts of the illustration to each student. Guide students’ analysis of the illustration by asking the following questions:

**Knowledge**
- What people can you identify from this illustration?
- How are the people dressed?

**Comprehension**
- What do you think is going on in the scene?
- What can you differentiate about the different types of people in this illustration?

**Application**
- Relate what you see in this scene to something you might have seen in your own life or in a movie.

**Analysis**
- What roles do you think the different people in the illustration might be playing?
- Why do you think the friar is pointing at the Native Americans?
- Why do you think that there are five friars at the top of the illustration looking toward the viewer?

**Synthesis**
- What would you think about this illustration if the Native Americans were the characters in the background and the ones pointing at the friars?
- What conclusions would you draw from this illustration based on what you already know about the exploration of the New World?
Evaluation

- Compare what you see in this scene against what you’ve learned about the relationship between Native Americans and New World explorers.

**Activity 1: Small Group Reading, Timeline, and Discussion**

Students will be assigned to groups of three or four. In these small groups, students are to read Handout 2 (HO2, “Revolt Article”), underlining or highlighting key events and years. Distribute markers and a large sheet of paper to each group, asking students to create a timeline of what they consider to be the most important 3-4 events from the article. Students should be creative with their timeline and can add drawings that represent events from the article. Finally, students will share their timelines with the rest of the class and once all groups have shared, the class will discuss any differences among the timelines they noticed.

**Activity 2: Graphic Organizer**

Have students remain in their groups and pass out the Map of Guale (Handout 3), asking students to identify the locations in the article geographically on the map. Students will then use the chief’s quote from the article to create a graphic organizer of their choice to show what caused the Natives to kill the friars. Along with the causes students will add main characters of the article, what the immediate effects of the Gaule rebellion were and what the students believe Spain might have done differently to avoid the rebellion. Ask each group to share their collective work with the rest of the class.

**Closure**

Pass out the Interrogation Chart (Handout 4) to show students what the official interrogation looking into the friars’ murders (which were described at the end of Handout 2) revealed. The teacher will then show the students the original illustration of the five friar martyrs again (Handout 1) and the students will discuss what, if any, changes they might have about what they originally thought or felt when viewing the illustration.

**Evaluation**

Students will, individually, assume the role of either the interrogator, a Guale Indian or Friar Davila and write a letter to the Governor of St. Augustine about the Guale rebellion and death of the friars. The letter should be at least three paragraphs long and should include the names of the five friars including at which mission each friar served.

From the perspective of the interrogator:

The letter may include what discrepancies were reported from the Natives they interrogated, the reason (after the interrogations) they’ve determined the friars were killed and/or what they suggest the Governor does as a response to the friars’ murders.

From the perspective of the Guale Indian:

The letter may include why they think the friars were killed, if they are sorry for what occurred and why, whether they would or would not want missionaries to return and/or what they might do to get back into the Governor’s good graces.
From the perspective of Friar Davila:
The letter may include why the friar thinks he was allowed to live when the other friars
were killed, if he would be willing to return as a missionary to the Guale, whether he
suggests the Governor send other missionaries there and/or what he suggests be done
to the Natives as a result of this revolt.

**Materials and Resources**

Handout 1 (HO1): Five martyred friars illustration

Handout 2 (HO2): The Yamassee revolt of 1597 article

Handout 3 (HO3): Map of Guale

Handout 4 (HO4): Interrogation chart

Projector

Large Sheet of Paper

Colored Markers

**Annotated Internet Sources**

Georgia Info. [http://georgiainfo.galileo.usg.edu/](http://georgiainfo.galileo.usg.edu/) Great source on the history of Georgia, including a section of handouts for instructors.

Yamassee Nation [http://www.yamasseenation.org/](http://www.yamasseenation.org/) Official website of the Yamassee tribe, descendents of the Guale, with a section dedicated to their history from their perspective.

**References**


Francis, J. M. (2012, October). *Beyond the martyrs: Rethinking the spiritual conquest of Florida.* Presentation delivered at Tampa Bay History Center. Hispanic Heritage Conference, Tampa, Florida.

