



[How to Use  
the Readings](#)

[Inquiry  
Question](#)

[Historical  
Context](#)

[Maps](#)

[Reading 2  
Reading 3](#)

[Images](#)

[Activities](#)

[Table of  
Contents](#)

## Determining the Facts

### Reading 1: The Discovery and Colonization of Puerto Rico

It was during his second trip to the Americas that Christopher Columbus landed on present day Puerto Rico. When he and his crew arrived there in 1493, they found it inhabited by several thousand Arawak Indians, known as Taínos. The indigenous population called the island Boriquén, but Columbus, before continuing on to explore more of the Caribbean, named it San Juan Bautista, Spanish for "St. John the Baptist."

Fifteen years later, a member of Columbus's party returned to the island. He was Juan Ponce de León, the Spanish conquistador who would later become famous for his unsuccessful search for the Fountain of Youth. Ponce de León was the island's first Spanish governor, overseeing a troop of 50 soldiers and a group of settlers. The Spanish soon discovered the harbor we know today as San Juan, but at the time they called it Puerto Rico—"fine or rich port." As the years passed, however, the name of the island and the harbor shifted: Puerto Rico came to refer to the entire island, and San Juan identified the port and the city that grew up around it.

Though the harbor offered a beautiful setting, Ponce de León chose to locate the settlement somewhere else. He selected a wooded site surrounded by hills and swamps about two miles south of the port, giving it the name Caparra. It turned out to be less than ideal for a seat of government or for a military base: the swamps made the location unhealthy and hard to reach, it was located too far from the port to transport goods, and it was difficult to defend. The colonists urged Ponce de León to move the settlement, but he refused. Only an order from the King of Spain reversed Ponce de León's decision.

The colonists chose for a new home a beautiful barrier island along the north coast. It was an excellent location: it overlooked the entrance to San Juan harbor; was open to cooling winds off the water; and had features, such a jagged reef along its ocean side and a craggy steep shoreline on the harbor side, that made it naturally defensible. The transfer of settlers from Caparra to San Juan began in 1519 and was completed in 1521, the year Ponce de León left Puerto Rico to colonize Florida.

The Taínos initially welcomed and helped the Spaniards. Their friendship turned to hostility, however, once the Europeans increased in number, took over land,

and kidnapped Taíno women. The Spanish forced many Taínos to labor like slaves to mine gold and produce crops; this work and European diseases quickly pushed the indigenous population towards extinction. Though at first afraid to fight back because they believed the Spanish were immortal, the Taínos learned otherwise when a number of them drowned a Spanish soldier. In 1511, they began to rebel against the Spanish, but their primitive wooden weapons, stone axes, and arrows were no match for Spanish firearms. After their defeat, many fled to the Lesser Antilles, smaller Caribbean islands to the southeast, where they joined forces with the Caribes, a fierce tribe of South American Indians who previously had been their enemies. Together they began a campaign of terror and harassment against Puerto Rican settlers for nearly a quarter of a century.

Puerto Rico became known as the gateway to the Indies, the name that people used to identify the islands of the Caribbean. Though the island possessed little gold or silver, Spanish officials still viewed it as important. Because of ocean currents and winds, both the *flota* and *galeones* passed nearby as they began their trading sweeps through the Caribbean. Puerto Rico's strategic location also offered relatively easy access to the many claimed lands of Spain's new empire. Government officials decided that, in order to protect the lands they had seized in Central and South America, including their trading route in the Caribbean, they would establish one of their most important forts on the islet of San Juan—what today is known as Old San Juan.

### Questions for Reading 1

1. Why was Caparra such a poor location for the first Spanish settlement?
2. How did Spanish colonization affect the Taínos?
3. How did the Taínos react to the Spanish?
4. Why did San Juan become such an important part of New Spain?

*Reading 1 was compiled from The Forts of Old San Juan (Washington, D.C.: U.S. Department of the Interior, National Park Service).*

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:34 am EDT

TCP



[How to Use  
the Readings](#)

[Inquiry  
Question](#)

[Historical  
Context](#)

[Maps](#)

[Reading 1  
Reading 3](#)

[Images](#)

[Activities](#)

[Table of  
Contents](#)

## Determining the Facts

### Reading 2: The Evolution of a Defensive System

San Juan's first defensive building was Casa Blanca, a substantial structure used to store weapons and government funds. It also was built to house the first Spanish governor, Ponce de León; he never lived in it, but his descendants did for more than 250 years. Strategists soon began telling the king to improve the defenses: given that Puerto Rico was "the entrance and key to all the Indies ... [and] the first to meet the French and English corsairs [pirates]." They also suggested that he "should order a fort built ... or the island will be deserted." <sup>1</sup>

The government then built what became known as La Fortaleza (the Fortress). Construction started in 1533, but because it did not have cannons or permanent troops, the building was almost useless for any military purpose. Even if it had had weapons, many observers complained, La Fortaleza was certain to be ineffective because it had no command of the harbor entrance. Gonzalo Fernández de Oviedo, a Spanish historian who saw La Fortaleza when construction began, reported that "only blind men could have chosen such a site for a fort." The fort should have been built, Oviedo suggested, on *el morro*, a headland at the harbor entrance that stood at the top of a steep slope 100 feet high. Within two years, the Crown approved funds to fortify *el morro*. Its first structure was a round masonry tower called San Felipe del Morro in honor of King Phillip II. The water battery, a semicircular platform intended to hold cannons, was later constructed over the rock at the foot of the slope below the tower.

Funds for construction came from a central government located in Mexico. Known as the vice-royalty of New Spain, it collected taxes from the richest areas and distributed them to areas like Puerto Rico that lacked their own wealth but were crucial to defending Spanish territory and shipping. These government subsidies, known as *situados*, continued through the 18th century, paying for land fortifications, soldiers, and armed ships.

Later events demonstrated why San Juan needed strong defenses. In 1595, Sir Francis Drake, the infamous English buccaneer, unsuccessfully challenged the entrance to the harbor in an attempt to seize a cargo of gold and silver awaiting transport to Spain. Three years later, another Englishman, the Earl of Cumberland, entered the harbor, captured the governor's headquarters, and besieged El Morro, as the fort had come to be known. An epidemic of dysentery soon forced the Earl to abandon his plans to make San Juan a permanent English station in the Caribbean.

After Cumberland withdrew, El Morro's defenses were improved again. Its hornwork (fortifications that resemble the outreaching horns of a bull, intended to cut off the possibility of a land attack) was rebuilt, and a new gun deck overlooking the harbor channel was added. In 1625, a Dutch fleet forced its way into the harbor and captured the city of San Juan. When it laid siege to El Morro from the land side, however, the defenders offered stiff resistance and drove off the Dutch.

Over the next 150 years, San Juan's defenses became more elaborate. In 1645, King Felipe IV remarked, "It is the front and vanguard of all my West Indies, and consequently the most important of them all—and the most coveted by my enemies."<sup>2</sup> El Morro, for example, became a six-level complex that rose 150 feet above the ocean. Cannons could now cover both land and water approaches. Other work added storerooms, troop quarters, a chapel, and a prison; ramps, tunnels, and stairways offered access to the different areas of the fort.

El Morro was not the only area the Spaniards strengthened. Among the additional works was a small masonry fortification across the bay to the west of El Morro. Named San Juan de la Cruz (St. John of the Cross), it is usually called El Cañuelo after the tiny island on which it was built. A wooden stockade originally defended this site, but Dutch attackers burned it during their 1625 assault. A stone fort was built in the 1660s to help defend the harbor entrance and the mouth of the Bayamón River, which linked San Juan to inland settlements.

Another fortress developed along the coast about a mile east of El Morro. Castillo de San Cristóbal (St. Christopher Fort) is the largest fortress built by the Spanish in the Americas. Its construction in 1634 started with Fortín del Espigón, located on the northeast edge of Old San Juan. A fortified wall, much of it built with forced labor, gradually enclosed the entire town. Over the next century San Cristóbal developed into an elaborate fort. Covering about 27 acres, it defended the town from land attacks from the east. Its main section was a hornwork that essentially continues the walls surrounding the city. In front of the hornwork were three fortifications: the San Carlos and Santiago ravelins and the Trinidad counterguard; a dry moat surrounded them. Beyond the moat was a sizable *plaza de armas* (open area) that led out to a strong fort whose arrow-shape led it to be called El Abanico (the Fan). Seaward from El Abanico are Santa Teresa, a battery aimed at the ocean, and La Princesa, whose guns could fire towards the sea and land. The highest part of San Cristóbal was the *caballero* (cavalier), a large gun platform on top of the hornwork.

Many of these improvements occurred after King Charles III took the Spanish throne in 1759. He ordered three men in the Spanish army—Field Marshal

Alexander O'Reilly, Chief Engineer Thomas O'Daly, and Chief Engineer Juan Francisco Mestre—to make the island a "Plaza Fuerte," or "Defense of the First Order." They modernized and expanded both Castillo de San Cristóbal and Castillo de San Felipe del Morro, thickened the city walls, and built new batteries at various places along the wall. By the end of the 1780s San Juan was one of the most heavily fortified cities in the Americas, so much so that military facilities had taken over much of the old city. These defenses proved their effectiveness in 1797, when they helped Spanish soldiers repulse 7,000 British soldiers besieging San Juan.

## Questions for Reading 2

1. Locate La Fortaleza on Map 2. What were the problems with its location?
2. Why did the Spanish choose to fortify "*el morro*"?
3. Locate El Cañuelo and El Morro on Map 2. How could these two work together to defend the harbor entrance?
4. What kinds of changes were involved in making San Juan a "Defense of the First Order"?

*Reading 2 was adapted from The Forts of Old San Juan (Washington, D.C.: U.S. Department of the Interior, National Park Service); "The Historic Fortifications of San Juan: La Fortaleza and San Juan National Historic Site" (Nomination to the World Heritage List by the United States of America, 1982); and Albert Manucy and Ricardo Torres-Reyes, Puerto Rico and the Forts of Old San Juan (Riverside, Conn.: Chatham Press, 1973).*

<sup>1</sup>Albert Manucy and Ricardo Torres-Reyes, Puerto Rico and the Forts of Old San Juan (Riverside, Conn.: Chatham Press, 1973), 29.

<sup>2</sup>*Ibid.*, 23-4.

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:36 am EDT

TCP





[How to Use  
the Readings](#)

[Inquiry  
Question](#)

[Historical  
Context](#)

[Maps](#)

[Reading 1  
Reading 2](#)

[Images](#)

[Activities](#)

[Table of  
Contents](#)

## Determining the Facts

### Reading 3: The Commonwealth of Puerto Rico

During the 19th century, most of Spain's New World colonies revolted and gained their independence. By the 1890s, the only remnants of the once far flung Spanish empire were Cuba and Puerto Rico. When a revolution in Cuba sparked the Spanish American War, a United States naval flotilla bombarded San Juan. This May 1898 barrage caused no great damage, and there was no further United States military action against the city.

Two months later, however, Gen. Nelson Miles landed American troops on the southern coast of Puerto Rico. As his troops were advancing through the outskirts of San Juan, the United States and Spain signed an armistice bringing fighting to an end. On October 18th, the American forces under Gen. John R. Brooke took formal possession of Puerto Rico.

The Treaty of Paris (1898), which officially ended the war, established the San Juan Military Reservation. An Act of Congress in 1903 then reserved it for military use. In World War I, the American military used Puerto Rico much as the Spanish had: it served as an outpost against threats to U.S. shipping, in this case through the newly-built Panama Canal. Other parts of the fort were adapted to new uses, as old bunkers and batteries were modernized and El Morro became part of the sprawling administrative, housing, and hospital complex. Changes continued during World War II. The United States army added coastal defense observation posts and hidden command and communication centers within both El Morro and San Cristóbal; these blocky concrete additions can still be seen. In 1943, the installation was officially designated Fort Brooke in honor of Major General Brooke, who was the island's first American governor.

The status of Puerto Rico also was changing. By the Jones Act of 1917, Puerto Rico had become an incorporated territory of the United States. The territory received partial self government in 1947, when its residents received the right to elect their own governor. They wrote their own constitution and began electing a non voting Congressman to represent them in Washington, D.C. Today, the people of the Commonwealth of Puerto Rico are U.S. citizens, but they are unable to vote in presidential elections.

After World War II, the American military decided it no longer needed all of Fort Brooke. On February 14, 1949, El Morro, San Cristóbal, El Cañuelo, the gate of San Juan, and most of the city wall became San Juan National Historic Site, which is administered by the National Park Service. Old San Juan retains many

elements of colonial times, such as cobblestone paving, inner patios and courtyards, overhanging balconies, and religious shrines. Its most impressive features remain, as they have for 400 years, the old fortifications that once guarded the city. They now attract more than two million sightseers to America's jewel in the Caribbean. Their historical importance is perhaps best illustrated by their designation as a United Nations World Heritage Site—a place with exceptional and universal cultural value.

### Questions for Reading 3

1. How did Puerto Rico become part of the United States?
2. How were the old Spanish fortifications used during World War 11?
3. How did the National Park Service obtain several of the fortified sites?

*Reading 3 was adapted from The Forts of Old San Juan (Washington, D.C: U.S. Department of the Interior, National Park Service).*

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:36 am EDT

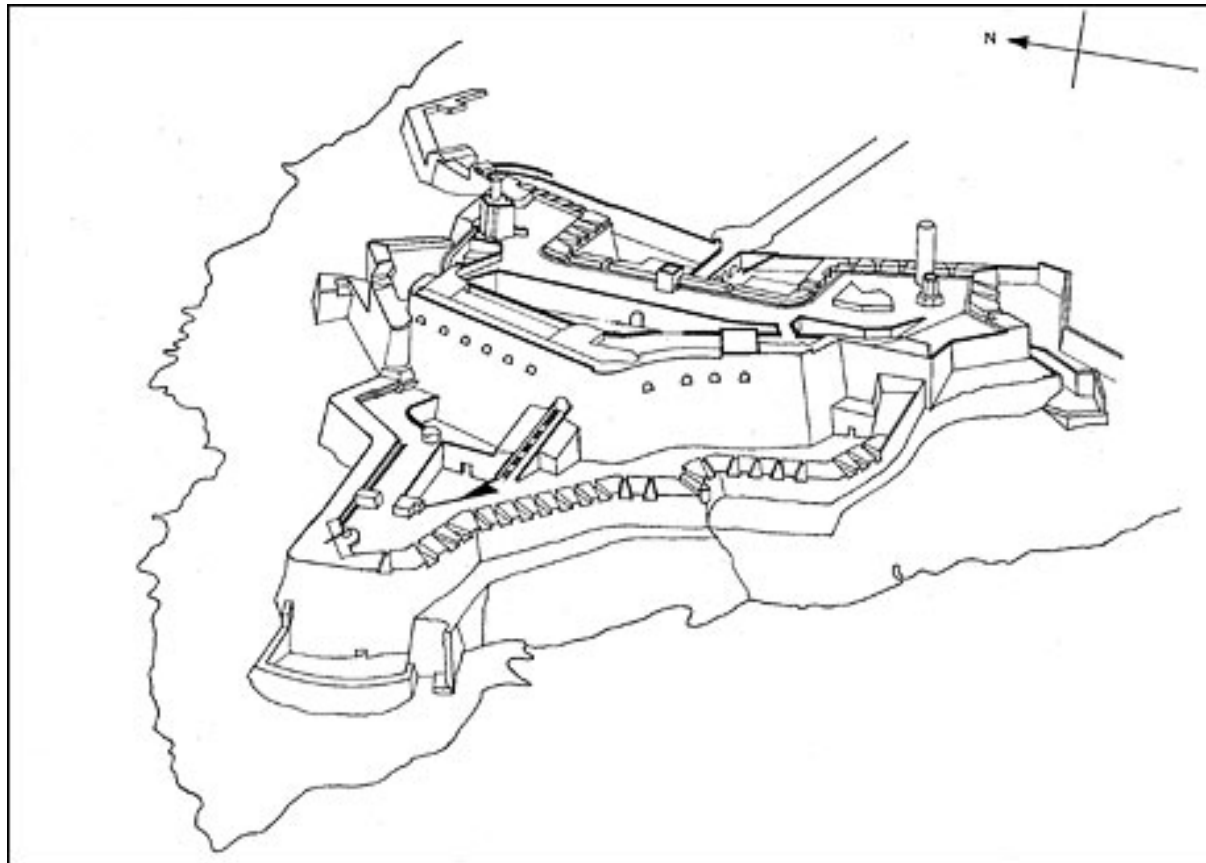






## Visual Evidence

### Drawing 1: El Morro.



*(Historic American Building Survey, National Park Service)*

### Photo 1: El Morro and the western part of San Juan.

[How to Use the Images](#)

[Inquiry Question](#)

[Historical Context](#)

[Maps](#)

[Readings](#)

[Drawing 2 & Photo 2](#)

[Activities](#)

[Table of Contents](#)





(National Park Service)

### Questions for Drawing 1 and Photo 1

1. What natural features made El Morro a good place for a fort? (Referring back to Map 2 may be helpful.)
2. How did the Spanish build so as to take advantage of those natural features?
3. Why do you think they added the *glacis*, the grassy area between El Morro and the town?

*\* The images on this screen have a resolution of 72 dots per inch (dpi), and therefore will print poorly. You can obtain a high quality version of [Drawing 1](#) and [Photo 1](#), but be aware that each file will take as much as 60 seconds to load with a 28.8K modem.*

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:58 am EDT

TCP





## Getting Started

### Inquiry Question

[How to Use  
the Inquiry  
Question](#)

[Historical  
Context](#)

[Maps](#)

[Readings](#)

[Images](#)

[Activities](#)

[Table of  
Contents](#)



*(National Park Service)*

### Why do you think this structure was built?

Click here for [Photo Analysis Worksheet](#).

*\* The image on this screen has a resolution of 72 dots per inch (dpi), and therefore will print poorly. You can obtain a high quality version of this [image](#), but be aware that the file may take as much as 60 seconds to load with a 28.8K modem.*

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:38 am EDT

TCP





## Setting the Stage

Spain began developing a New World empire when men such as Christopher Columbus started searching for a shorter route to the spices available in the Orient. Although they could not find a shorter passage, explorers soon discovered that the Americas offered other equally profitable resources—most notably vast quantities of gold and silver.

In 1493, Columbus became the first European to visit Puerto Rico, an island situated at the gateway to the Caribbean from Europe. The Spanish then ignored the island until 1508, when Juan Ponce de León established a small settlement there he called Caparra. Puerto Rico then became part of an empire that would last until the end of the 19th century. "New Spain," as the government called the territory it claimed in the Americas, at times extended from Florida down through South America, from the eastern end of the Caribbean across Central America to the Pacific Ocean. Spain soon discovered that its people and possessions needed protection from both the native population it tried to control and from other European nations who also wanted the region's wealth. To protect its empire, Spain developed a series of forts; among the most important were those in Puerto Rico.

[How to Use the Context](#)

[Inquiry Question](#)

[Maps](#)

[Readings](#)

[Images](#)

[Activities](#)

[Table of Contents](#)

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:56 am EDT

TCP







## Locating the Site

### Map 1: Spanish forts in the Caribbean.



(National Park Service)

By the 16th century, Spain had found so many riches in the New World that it set up a trading route involving two fleets. Both entered the Caribbean Sea just southeast of Puerto Rico but followed different routes at different times of the year. The *flota*, relatively small ships, left Spain in the spring; the *galeones*, which were larger, left in midsummer. The *flota* collected goods such as sugar, coffee, hides, ginger, and other tropical products from Hispaniola (Dominican Republic), Cuba, and Veracruz, Mexico. The *galeones* picked up gold, silver, pearls, and other precious stones from Cartagena de Indias on Colombia's northwestern coast and Portobelo at the Isthmus of Panama. The two fleets, both of which had to be protected from attacks by armed vessels, met at Havana, Cuba, the following spring. Together they sailed up the east coast of Florida, then turned east to return to Spain. They dropped off their cargoes of treasures and raw materials in Spain, then loaded up with supplies and merchandise to take back to the colonies.

[How to Use the Map](#)

[Inquiry Question](#)

[Historical Context](#)

[Map 2](#)

[Readings](#)

[Images](#)

[Activities](#)

[Table of Contents](#)

## Questions for Map 1

1. Draw a line that shows the approximate route of the *flota*. What goods did the *flota* collect?
2. Draw a line that shows the approximate route of the *galeones*. What goods did the *galeones* collect?
3. What natural forces might have affected these two fleets of sailing ships as they traveled through the Caribbean?
4. Locate San Juan, Puerto Rico. Puerto Rico had few resources compared to Colombia, Mexico, and other countries. Why do you think Spain established a fort there?

*\* The map on this screen has a resolution of 72 dots per inch (dpi), and therefore will print poorly. You can obtain a high quality version of [Map 1](#), but be aware that the file may take as much as 30 seconds to load with a 28.8K modem.*

[Continue](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:40 am EDT

TCP

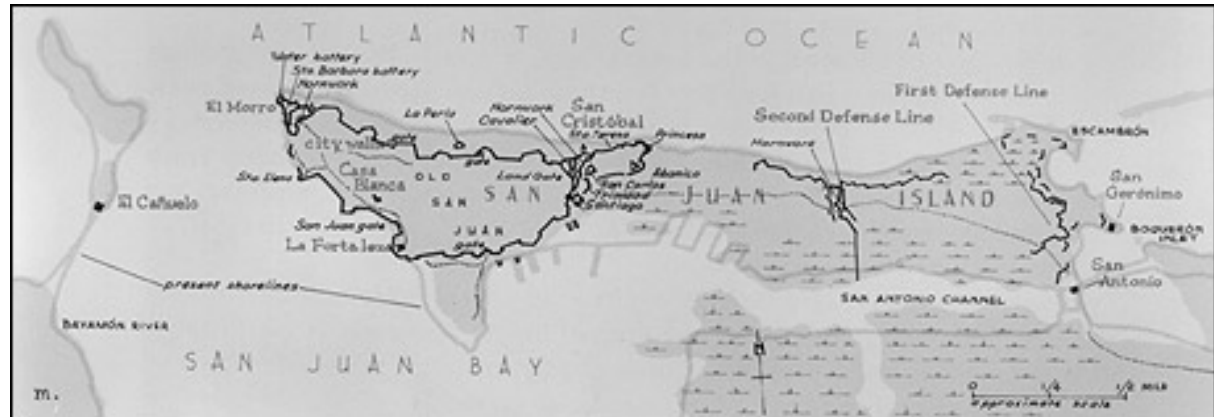






## Locating the Site

### Map 2: San Juan Island, Puerto Rico.



(Drawn by Albert Manucy)

The Spanish began developing defenses on San Juan Island, a beautiful barrier island on the north coast of Puerto Rico, in the 1530s. Only three and one-half miles long and one mile wide, the island lies where San Juan Harbor meets the Atlantic Ocean. Over the next 250 years, the Spanish built up its fortifications, and each location named on the map was at one point a defensive position.

#### Questions for Map 2

1. Where do you think the main fort should have been located in order to defend San Juan from an attack by sea? Why? What about an attack by land? Why?
2. What position seems the least effective in defending San Juan? Why?

*\* The map on this screen has a resolution of 72 dots per inch (dpi), and therefore will print poorly. You can obtain a high quality version of [Map 2](#), but be aware that the file may take as much as 30 seconds to load with a 28.8K modem.*

[Continue](#)

#### [Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:44 am EDT

TCP

[How to Use the Map](#)

[Inquiry Question](#)

[Historical Context](#)

[Map 1](#)

[Readings](#)

[Images](#)

[Activities](#)

[Table of Contents](#)





# Teaching with Historic Places

## Photo Analysis Worksheet

---

### Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

### Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

### Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

### Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

### Step 5:

# What questions do you have about the photograph? How might you find answers to these questions?

[Teaching with Historic Places Home](#) | [NR Home](#)

---

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 01:35:56 pm EDT

TCP



## How To Use a TwHP Lesson Plan

Teaching with Historic Places (TwHP) lesson plans provide a rich opportunity to enhance learning by bringing historic places across the country directly into your classroom. Students experience the excitement of these special places and the stories they have to tell through carefully selected written and visual materials.

Each TwHP lesson plan contains teacher material and teaching activities. Teacher material includes the following sections: **Introduction**, **Where it fits into the curriculum**, **Objectives for students**, **Materials for students**, and **Visiting the site**. Teaching activities consist of the following sections: **Getting Started** (inquiry question), **Setting the Stage** (historical background), **Locating the Site** (maps), **Determining the Facts** (readings, documents, charts), **Visual Evidence** (photographs and other graphic documents), and **Putting It All Together** (activities). The lesson plan format was designed to allow flexibility but works best if the material in each lesson plan is presented to students as described below:

### 1) Getting Started

Begin each lesson by asking students to discuss possible answers to the inquiry question that accompanies the **Getting Started** image. To facilitate a whole class discussion, you may want to print the page and use it to make an overhead transparency. The purpose of the exercise is to engage students' interest in the lesson's topic by raising questions that can be answered as they complete the lesson.

Rather than serving merely as illustrations for the text, images are documents that play an integral role in helping students achieve the lesson's objectives. To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the [Photo Analysis Worksheet](#) for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.

[Lesson Plan  
Descriptions](#)

[Using Places to  
Teach](#)

[Teaching with  
Historic Places  
Home](#)





## 2) **Setting the Stage**

Next present the information in **Setting the Stage**. This material may be read aloud to students, summarized, or photocopied for students to read individually or in small groups. Setting the Stage material provides background information necessary to acquaint students with the topic of the lesson they will be studying.



## 3) **Locating the Site**

Next provide students with copies of the maps and questions included in **Locating the Site**. Have students work individually or in small groups to complete the questions. At least one map familiarizes students with the historic site's location within the country, state, and/or region. Extended captions may be included to provide students with information necessary to answer the questions.



## 4) **Determining the Facts**

Then provide students with copies of the readings, documents, and/or charts included in **Determining the Facts**. Again, allow students to work individually or in small groups. The series of questions that accompanies each of these sections is designed to ensure that students have gathered the appropriate facts from the material.



## 5) **Visual Evidence**

Next distribute the lesson's visual materials among students. You can print these images straight from the Web or display them on a computer screen. Have the students examine the photographs and answer the related questions. Note that in some of the lessons two or more images are studied together in order to complete the questions. Extended captions may be included to provide students with important information.

Rather than serving merely as illustrations for the text, the images are documents that play an integral role in helping students achieve the lesson's objectives. To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the [Photo Analysis Worksheet](#) for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.



## 6) Putting It All Together

After students have completed the questions that accompany the maps, readings, and visuals, they should be directed to complete one or more of the activities presented in **Putting It All Together**. These activities engage students in a variety of creative exercises that help them synthesize the information they have learned and formulate conclusions. At least one activity in each lesson plan leads students to look for places in their community that relate to the topic of the lesson. In this way, students learn to make connections between their community and the broader themes of American history they encounter in their studies.

[Comments or Questions](#)

Last Modified: Wed, Oct 9 2002 03:30:00 pm EDT

TCP













## Putting It All Together

The following activities will help students better understand the chronology of European control of the Americas as well as learn more about the history of their own community.

[How to Use the Activities](#)

[Inquiry Question](#)

[Historical Context](#)

[Maps](#)

[Readings](#)

[Images](#)

[Table of Contents](#)

### **Activity 1: Spain and Other Colonizers**

How did European control of the Americas change over time? Have students use an atlas or a world history book to find maps that show the areas of the Americas controlled by European nations at three or four different times—for example: 1600, 1650, 1750, and 1850. At each time, which European nation controlled the most territory? At what point did colonies become independent? What do these changes suggest about what was happening in Europe?

### **Activity 2: Comparing an Old City to a New City**

Each community has a history and physical evolution of its own. Have students go to the library or local historical society to obtain an old map, or series of maps, of the local area. Insurance maps for successive 20 year periods are especially useful to find out how the buildings in a particular block have changed over the years. As the students are doing their research, have them consider the following questions: Were the houses built the same way? Are public agencies such as police and fire department, government buildings, and schools located in the same places as they were many years ago? Why did this happen? What unique structures appeared in each time period? Then have students combine their work to show how the area has developed over time. What forces might have caused the changes?

### **Activity 3: Photographing History**

Have students, either working alone or as part of a small group, prepare a photo essay that tells the story of an important historic site in their neighborhood or community. All photos must have captions that explain their importance to the viewer, and each should be placed on a poster board in an attractive way. Each person or group should share his/her project with the other groups. As an introduction, each group should describe what aspects of the site first caught their interest. Then the class should discuss whether the essays as a whole create a comprehensive picture of the community's history, and consider why or why not.

[\*Continue\*](#)

[Comments or Questions](#)

Last Modified: Thu, Oct 10 2002 11:43:50 am EDT

TCP



# The Forts of Old San Juan: Guardians of the Caribbean

T

he ancient stone walls rise majestically above the blue waters of the Atlantic Ocean, simultaneously towering over the harbor entrance and casting their silhouette into the colonial city of Old San Juan, Puerto Rico. Tunnels and staircases wind through the interior, leading back to the time when the fort provided the keystone to protection of the Spanish Empire that spread across the Caribbean.



*(National Park Service)*

These massive masonry defenses, which were begun in the 16th century, today exist as the oldest European-style fortifications within the territory of the United States. Now one of the most beautiful spots in Puerto Rico, the battlements illustrate the remarkable work of Spanish military engineers and recall more than 400 years of history in the Americas. The San Juan National Historic Site, as it is now called, represents the past so well that the United Nations has designated it as a World Heritage Site because of its "outstanding, universal" cultural value.

## TABLE OF CONTENTS

### [About This Lesson](#)

### [Getting Started: Inquiry Question](#)

### [Setting the Stage: Historical Context](#)

#### Locating the Site: Maps

##### [1. Spanish forts in the Caribbean](#)

##### [1. San Juan Island, Puerto Rico](#)

#### Determining the Facts: Readings

##### [1. Discovery and Colonization of Puerto Rico](#)

##### [2. Evolution of a Defensive System](#)

##### [3. The Commonwealth of Puerto Rico](#)

#### Visual Evidence: Images

##### [1. El Morro](#)

##### [2. El Morro and the western part of San Juan](#)

##### [3. San Cristóbal](#)

##### [4. Aerial view of San Cristóbal](#)

### [Putting It All Together: Activities](#)

#### [1. Spain and Other Colonizers](#)

#### [2. Comparing an Old City to a New City](#)

#### [3. Photographing History](#)

### [Supplementary Resources](#)

## RELATED INFORMATION

### [How to Use a TwHP Lesson](#)

### [Lessons on Related Topics](#)

### [TwHP Home](#)

### [National Register Home](#)

### [About the National Register](#)

### [How the National Register Helps Teachers](#)

### [Contact TwHP](#)

### [San Juan National Historic Site](#)

---

This lesson is based on San Juan National Historic Site, one of the thousands of properties listed in the National Register of Historic Places.

[\*Continue\*](#)

[Comments or Questions](#)

[Privacy & Disclaimer](#)

Site optimized for V4.0

& above browsers

Last Modified: Thu, Oct 10 2002 11:43:56 am EDT

TCP





## The Forts of Old San Juan: Guardians of the Caribbean-- Supplementary Resources

By looking at *The Forts of Old San Juan: Guardians of the Caribbean*, students explore the history of these Spanish fortifications. Those interested in learning more will find that the Internet offers a variety of interesting materials.

[Inquiry  
Question](#)

[Historical  
Context](#)

[Maps](#)

[Readings](#)

[Images](#)

[Activities](#)

[Table of  
Contents](#)

### **San Juan National Historic Site**

Visit the [San Juan National Historic Site Web pages](#) to learn more about Puerto Rico's historic defensive fortifications. The site also offers on-line documents including [The Defenses of San Juan](#), a chapter from *The Eighteenth Century Caribbean & The British Attack on Puerto Rico in 1797*.

### **Welcome to Puerto Rico**

This [Web site](#) features information on several aspects of Puerto Rico's history and culture. The site's [History pages](#) provide a timeline of Puerto Rico's history from the 16th century to the present day. Also included on the site is information on [Puerto Rico's architecture](#).

### **Library of Congress**

The Library of Congress's [Hispanic Reading Room](#) on-line collections include [Spain, The United States, & The American Frontier: Historias Paralelas](#). These pages feature maps, rare books, manuscripts, prints, and photographs related to Spanish influence and interaction with other cultures in North America, the Caribbean, and Mexico between 1492-1898.

Search the [American Memory Collection](#) for primary resources on San Juan and El Morro. Of particular note is [Built in America](#), a collection of measured and interpretive drawings, large-format photographs, and written historical and descriptive data from the Historic American Buildings Survey (HABS) and the Historic American Engineering Record (HAER). Search the collection using keywords "San Juan, Puerto Rico" and "El Morro."

### **Yale-New Haven Teachers Institute**

The [Yale-New Haven Teachers Institute](#) is an educational partnership between Yale University and the New Haven Public Schools designed to strengthen teaching and learning in schools. The Web site features curricular resources produced by teachers participating in Institute seminars. Resources relevant to Puerto Rico include [Spain in Puerto Rico: The Early Settlements](#), [Puerto Rico: Its](#)



[Land, History, Culture, and Literature](#), and [The Heritage and Culture of Puerto Ricans](#).

### **The Avalon Project at the Yale Law School**

[The Avalon Project's Web pages](#) offer on-line documents relevant to the fields of Law, History, Economics, Politics, Diplomacy and Government. Included on the site is the text of the [Treaty of Peace Between the United States and Spain \(Treaty of Paris\)](#), which officially ended the Spanish American War.

### **Maritime Heritage Program**

The National Park Service's Maritime Heritage Program works to advance awareness and understanding of the role of maritime affairs in the history of the United States by helping to interpret and preserve our maritime heritage. The program's [Web pages](#) include information on National Park Service maritime parks, historic ships, lighthouses, and life saving stations.

### **UNESCO's World Heritage Program**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) established the World Heritage program in 1972 in an effort to ensure that future generations can inherit the natural and cultural treasures of the past. San Juan National Historic Site is among the hundreds of World Heritage Sites designated thus far. Visit the program's [Web pages](#) to learn more about these sites.

[\*Back to the Beginning\*](#)

[Comments or Questions](#)

[Privacy & Disclaimer](#)

Last Modified: Mon, Sep 29 2003 03:09:20 pm EDT

TCP



**You Are Now Leaving**

# **ParkNet**

National Park Service

**Please note:** The National Park Service does not control and cannot guarantee the relevance, timeliness, or accuracy of the materials provided by other agencies or organizations, nor does the NPS endorse other agencies or organizations, their views, products or services.

**[BACK](#)**

**[FORWARD](#)**

# Spain in Puerto Rico: The Early Settlements

by  
Doris M. Vazquez

---

## Contents of Curriculum Unit 86.02.01:

- [Narrative](#)
- [Aguada](#)
- [San Juan](#)
- [San Germán](#)
- [Arecibo](#)
- [Lo'za](#)
- [Coamo](#)
- [Ponce](#)
- [Summary](#)
- [Lesson Plan Two](#)
- [Lesson Plan Three](#)
- [Appendix One](#)
- [Appendix Two](#)
- [Appendix Three](#)
- [Notes](#)
- [Bibliography](#)
- [Students' Bibliography](#)

## [To Guide Entry](#)

---

The primary purpose of this unit, *Spain in Puerto Rico: The Early Settlements*, is to provide the teacher with a useful teaching tool of the early years after the discovery of Puerto Rico by Spain. I have tried to gather in this unit all the information a teacher would need in teaching about Puerto Rico's Indian and Spanish heritage. To make the presentation more appealing, I have prepared a slide packet to go along with the unit.

A timely reason for preparing this unit is that in 1993, Puerto Rico will celebrate the 500th anniversary of its discovery by Christopher Columbus. This unit will therefore serve as cultural and historical enrichment for students in Spanish, Social Studies, and Bilingual classes in the junior and high school levels. Regular Spanish and Social Studies class students will learn about the culture and history of Puerto Rico and students in the Bilingual Program will be able to relate and reaffirm to their historical and cultural roots.

Life on the island of Boriquén, as the Taino Indians called Puerto Rico, was never the same after the arrival of the Spaniards in 1493. The fate of the Indians and their lifestyle was to disappear. They struggled valiantly but in vain to resist the domination by the conquerors.

The Spaniards' quest to discover, colonize, and Christianize was unstoppable. The Indians were forced to give up many things: their direct communication with nature, their religion, and their homeland. Time proved that they would be extinct by mid-sixteenth century. They were forced to build homes, roads, and forts for the intruders and spend hours on end panning for gold. The Indians died because of exhaustion, starvation, desperation with their unexplainable situation, and illnesses unknown to them brought by the colonizers.

The process of colonizing, of building forts and towns, and Christianizing was slow at first and often discouraging. The Spaniards were prepared for dealing with the initial stages of discovering and conquering new lands and people. It was the difficulty in dealing with the magnitude of their enterprise in the New World which proved to be the key to the downfall of the Spanish Empire.

### ***The Taino Indians***

When the island of Boriquén, or the Land of the Noble Lord, was discovered by Christopher Columbus in 1493, it was inhabited by Taino Indians. Several theories try to explain where they came from originally: possibly from Bimini, now Florida, in a Southward migration of the Archaic Indians and/or from South America in a Northbound migration of the Arawak Indians. Each group had certain characteristics that may have ultimately fused into the Taino Indians.

The earliest inhabitants, arcaicos or the Archaic Indians, were nomadic fishermen and did not know anything about farming, pottery making, stone carving, boat building, or making bows and arrows. The araucos or Arawaks, on the other hand, were farmers, boat builders, pottery makers, stone, wood, and bone carvers, and had bows and arrows. The Arawaks were better prepared on all counts over the Archaic Indians and either eliminated the Archaic Indians altogether or fused them into their culture.

The Arawaks were described by González Fernández de Oviedo, the first historian of the Indies, as being: "of copper colored skin, with straight but thick hair, high cheek bones, black colored eyes slightly oblique in shape."<sup>1</sup> Because of the climate, they wore little or no clothing and painted their bodies with red and black resins. Only the married woman wore a sliplike skirt called a *nagua*.

There were two phases of development of the Arawak Indian culture, the *igneri* and *taino*. The older of the two, the *igneri*, excelled in pottery making. The *taino* phase excelled in stone carving, especially in the elaboration of arrow heads and religious artifacts. The *igneri* phase has been dated from the year 120 A.D. to around the year 1000 A.D. The *taino* phase lasted from the year 1000 A.D. until their extinction in the sixteenth century.

The Taino Indians lived in villages called *yucayeques*. There were two kinds of living quarters, the *bohio*, which was circular in shape, and the *caney*, which was larger and rectangular in shape. In this larger structure lived the *cacique* or the chief and the religious leaders. They had a caste system made of the military noblemen or *tainos*, the priests and doctors or *boitis*, and the common folk or *naboris*. They were very religious and worshipped gods that represented the forces of nature. Yukiyu represented the positive forces and Huracan represented the negative ones. The Indians idolized the *cemi*, a stone or clay figure that embodied the good and evil forces.

There were twenty or more villages or *yucayeques* on the island of Boriquén when the Spaniards arrived. These *yucayeques* were self-sufficient and selfgoverning, but when an emergency or attack arose they united under the command of Agueybana, the Elder, of Guainia, the principal headquarters on the southwestern end of the island. The Tainos were peace loving but were valiant warriors when they needed to defend themselves. When the Spaniards discovered Puerto Rico, the Tainos were at war with another group of Indians, the maneating Caribs, attacking from the Leeward Islands. These were the general conditions on the island at the time of the arrival of the Spanish conquerors toward the end of the fifteenth century.

### ***Discovery and Conquest of Boriquén***

In his letter to the Municipal Council of Seville, in Spain, Diego Alvarez Chanca, a doctor and one of the members of Columbus' second expedition, wrote: "We traveled by this coast for most of one day until the next day in the afternoon when we spotted another island called *Burenquen*, which coast we followed a full day; it was judged that it was thirty leagues long. This island is very lovely and seems very fertile . . . At a bay on this island we were for two days where many people fled like people afraid of the Caribs. All these islands were discovered on this trail, none of which were seen by the Admiral on the other trip, all are very lovely and of good soil but this one seemed best to all . . ." <sup>2</sup> The exact point of landing is not known and there are several theories on this issue, but the fact remains that the Spaniards set foot on land on the 19th of November of 1493 by the testimony of Miguel de Cueno, another member of the crew. Columbus named the island, San Juan Bautista, or Saint John the Baptist. The island was named in honor of Juan, the son of the Catholic king and queen of Spain.

### ***Spain in the New World***

The end of the fifteenth century marked the unification of Spain through the marriage of Ferdinand and Isabelle, the conquest of Granada, and the discovery of America. Spain became the wealthiest and most powerful nation in Europe. In architecture and in the arts, the Plateresque style, which relied on heavy

ornamentation, became popular. The Plateresque style was of two types: Gothic, also known as Isabelline, and Renaissance.

The term Plateresque is used in architectural decoration to refer to its connection with plateria or silverwork. In Spanish architecture, the Plateresque style first consisted of Gothic motifs applied to Gothic constructions, but later these were applied to Renaissance structures or the Renaissance motifs applied to Gothic structures. The Renaissance Plateresque differed from the Isabelline style in that the ornamentation was more controlled and unified, and it also introduced massive effects which displaced Gothic lightness and articulation. The Isabelline Plateresque was the style of the fifteenth century and the Renaissance Plateresque was in vogue in the sixteenth century. Midway in the sixteenth century, the Italianate style, which was very classical and purist in its statement, was imported into Spain from Italy. Its designs were unadorned, symmetrical, but yet elegant. The emphasis was placed on the building itself and not in the decoration as was the emphasis of the Plateresque styles.

The Isabelline and Renaissance Plateresque styles and to some extent the Italianate, were transplanted from Spain to the colonies. On the islands, Cuba, the Dominican Republic, and Puerto Rico, the architecture was not influenced by any Indian or native element. The buildings were designed and built by Spaniards. The tendency, however, was to simplify the Plateresque style rather than add to it, partly due to the materials available and to economic restraints.

During the sixteenth and seventeenth centuries, the islands became strategic watchpoints in the Atlantic as Spain obtained more riches from its colonies. The new cities were under attack constantly. Massive fortifications were needed to protect the shipments from the Mexican silver and Peruvian gold mines. While the building of the forts went on, little attention was paid to the construction of churches, public buildings, and private homes. The structures within the forts were usually wooden houses and huts.




---

## ***Aguada***

It is believed, but not certain, that Christopher Columbus disembarked in 1493 on the coast where Aguada is now located. While we don't know where Columbus landed, we do know that many of the first attempts to set up a town on the island were in Aguada. Cristobal Sotomayor founded the Villa de Sotomayor from 1508-1510 in a sector near Aguada. This town was destroyed in the Indian uprising in 1511 and all of its residents were killed except Juan Gonzalez who escaped and was able to alert other dwellers on his way to tell Juan Ponce de León in Caparra.

In 1516, Franciscan friars built their monastery in Espinar, a sector of Aguada. This monastery was destroyed in 1528 and the five friars living there were killed by the Indians. The friars rebuilt the monastery in 1590, and in 1639 they built a Chapel on the very spot where the five friars were killed.

Aguada was a stopover for ships on their way to Spain from South America. Here they would rest and get new supplies of food and water for the remainder of their trip. Like other coastal towns, Aguada was attacked by English, French, and Dutch enemies.

### ***Juan Ponce de León***

Juan Ponce de León was a footsoldier and a member of Columbus' second expedition to the New World. In 1508, he obtained permission to go to San Juan Bautista with a group of men to explore the island further. He met no resistance on part of the Indians and with the aid of the interpreter, Juan Gonzalez, was able to communicate with Agueybana, the Elder, and agree on a pact.

Agueybaná agreed to let Ponce de León select any spot on the island to build a Spanish stronghold in exchange for assistance in fighting against the Carib Indians. Ponce de León selected Caparra, on the northern coast of the island near to what is now San Juan. The bay that was close to Caparra was one of the best that Ponce de León had seen and he named it Puerto Rico, which means rich port. In time, however, the island came to be called Puerto Rico and the city, San Juan.

Caparra turned out to be a bad choice not only its location, as it was difficult to reach from the bay, but also because of the mosquitoes that abounded there. Ponce de León remained in Caparra for about twelve years after which the city was moved to a place closer to the bay and with a more advantageous location in case of an attack from the sea.



---

## ***San Juan***

Against his will, Ponce de León, then governor, agreed to move the capital from Caparra to San Juan in 1521. Very quickly the new town took shape. Houses made of wood or brick with tile roofs lined four distinct dirt roads. A new home, Casa Blanca, was erected in 1523 for Governor Ponce de León and his family.

The Bishop Alonso Manso chose the location for the Cathedral of San Juan and work on it began immediately. After his death in 1539, a hurricane destroyed it completely. In 1540, reconstruction of the building was begun but this time with stronger construction materials. It was a grand undertaking and one of the few examples of medieval architecture in America. The reconstruction was interrupted when Bishop Bastidas, the director of the task, left for Santo Domingo. The next bishop, Diego de Salamanca, ordered further work but changed the style to Gothic Plateresque. It was not until halfway into the nineteenth century that the Cathedral was finally completed.

In 1523, the Church and Monastery of Saint Thomas Aquinas was begun. Ponce de León gave the friars the land where they were to build their monastery. The actual building of the church now called San Jose began in 1532, even though it took many years to complete. The section erected in 1532, The Main Chapel or Sanctuary, is an example of Isabelline Gothic style, especially in its stelliform dome of stone blocks. The Sanctuary was finished in 1539. This church was destined to be the burial place for Juan Ponce de León and all of his descendants. Ponce de León remained buried in the crypt at San José from 1559 to 1836, when his remains were exhumed and later transferred to the Cathedral.

Because of the increasing interest on the part of Spain's enemies, England and Holland, Puerto Rico became a target of attacks of these two countries. The Mexican Situado, which was the shipment of great treasures from Mexico, was brought to San Juan periodically. The city was subsequently attacked in 1595 by Francis Drake and in 1598 by George Clifford; both attacks were unsuccessful. Things were different when Boudoin Hendricks bombarded the city in 1625, with seventeen ships. This was the worst attack the city had ever experienced and it was followed by others on a smaller scale.

The attacks on the city prompted the building of huge walls that connected the two main forts, El Morro and La Fortaleza, and also enclosed what was the city of San Juan in 1630. The city at the beginning of the seventeenth century was composed of three hundred houses, one hundred and twenty huts or bohios, sixteen hundred Spaniards and two thousand mulattoes. The walls were finished in 1639, and with the completion of the walls, the city became a fortress and a Spanish watchpoint in the Atlantic, even if Spanish supremacy on land or sea was on the decline. The walls were made of limestone, mortar, and sand. The thickness of the walls varied from twenty feet at the base and twelve feet at the top. Engineers and architects were brought from Spain to design and direct the huge undertaking.

San Felipe del Morro, named in honor of King Phillip II, provided little protection to the city in 1540 when construction began. In 1591, major defense work was undertaken to protect the fort from inland attack. It proved unpenetrable to the attack by Sir Francis Drake in 1595. It fell to Earl of Cumberland in 1598, who approached the fort by land but was driven out by an epidemic of dysentery. In 1625, the Dutch under the command of Boudoin Hendricks took over, ransacked, and burned the city but could not enter the fort and consequently left.

The other fortress, La Fortaleza, was authorized to be built by Charles I as a defense against raids by Carib Indians. It was completed in 1540. The fortress proved to be of little value as a defense post, and it became the official residence of the governors and their families. It was twice occupied by invaders, the Earl of Cumberland in 1598 and the Dutch General Boudoin Hendricks in 1625. La Fortaleza is the oldest executive mansion still in use in the New World.

Just to the north of La Fortaleza is the San Juan gate. This gate opened to La Caleta de San Juan, a narrow street which led up to the Cathedral from the harbor. Travelers of the sixteenth would walk up La Caleta to the Cathedral to give thanks for a safe journey. There were a total of six gates originally but only two remain today after the walls were torn down allowing for the city to grow.



Facing the Plaza de Armas, one of many in the city, the *alcaldía* or city hall, was constructed in stages beginning in 1604 and ending in 1789. The city hall resembles Madrid's city hall with its double arcade. The Plaza de Armas was planned as the city's main square. Here the soldiers would practice defense drills. The plaza fulfilled the Spanish sixteenth century requirements in size and purpose.



---

## ***San Germán***

Second in importance and location was the village of San Germán, situated on the southwestern end of the island. When Ponce de León first arrived in Puerto Rico in 1506, he had several wooden huts made by the Indians. He named the place Higuey because it reminded him of Santo Domingo where he had been living for a while. In 1510, Cristobal de Sotomayor built on and colonized a spot in the same area but the Indians destroyed both settlements.

The town of San Germán was founded officially after several attempts in 1573. This town was not built on the coast as were the other original settlements. Rather, it was built twenty kilometers inland, but the attacks from pirates persisted. Drake attacked in 1595 and in 1625 the Dutch attacked. Both enemies were driven away.

The Church of Porta Coeli was begun under the direction of the Priest Antonio Mej'a in 1606. It was built high on a hill overlooking the town of San Germán. The building itself is small and simple in structure and native woods mark a deep contrast with its white walls. The church now serves as a museum of religious art. There is another church in San Germán, which is larger and more elaborate in construction and style. Each church has a plaza facing it and both are within walking distance of each other. The two plazas are separated by the *cabildo* or police headquarters. Records state that there was a hospital in San Germán in 1531, and in 1606 it was housed in the *alcaldía* or town hall.



---

## ***Arecibo***

The third Spanish settlement, Arecibo, is located on the northwestern coast of Puerto Rico, and the first information written about it dates it back to 1515 when the King of Spain granted that section of land and the Indians on it to Lope Conchillos. The leader of these Indians was Aracibo and their *yucayeque* was named after him. It was not until 1606 and under the governorship of Captain Felipe de Beaumont y Navarra that Arecibo was officially recognized as a town. It is believed that the Indians, as was their fate

all over the island, died of exhaustion and starvation when working on the roads and bridges in San Juan.

The town was built on a peninsula and in 1616 had eighty families living there. The church and the plaza were in place with two main streets on either side of the plaza, as was the typical format of the newly built towns of the sixteenth and seventeenth centuries.



## **Lo'za**

Also located on the northern coast but east of San Juan is Lo'za, named in honor of Yuisa or Luisa, one of the women caciques on the island when the Spanish conquerors arrived. Luisa later married Pedro Mexia. In 1515, the village where she and her husband resided was attacked by Carib Indians and all were killed. The land and Indians under Luisa's command were acquired by Iñigo Lopez de Cervantes, the judge and governor of the island.

In the last decades of the sixteenth century, Lo'za became a sugar cane center. To provide hand labor, many black slaves were brought to work at the mills and plantations. There were repeated attacks from the Carib Indians, English, and French but the sugar plantations kept growing and so did the negro population. Lo'za was proclaimed a town officially in 1692, among the first on the island. Descendants of the slaves still live in Lo'za and the town is famous for its blend of African and Christian heritage and traditions. The town is of humble origins and its church, plaza, and alcald'a are simple, unadorned pieces of architectural design.



## **Coamo**

Coamo lies about twenty kilometers inland on the southeastern part of the island. The name of Coamo is derived from an Indian word meaning extensive flatlands. Its founding dates back to 1579, making it one of the older towns on the island after San Juan and San Germán. It was because of the interest on the part of Friar Diego de Salamanca, that permission was granted to him to establish a church in Coamo to provide the residents of that area in the basic religious services. The town's original name was San Blas de Illescas. By 1582, there were twenty families living in Coamo, in the same area where the Tainos had had their village of Guayama.

Friar Diego de Salamanca founded the hermitage of San Blas and lived there until 1618 aided by the

economical support of the families of the town. The church in 1616 was made of brick and thatch, and its architecture had the simple characteristic lines of the construction done on the island.

Coamo is famous for its thermal springs. They are noted for their healing and therapeutic waters. Long before the Spaniards arrived on the island, the Indians bathed in these waters, and according to legend, this was the fountain of youth that the Indians spoke to Ponce de León about which he mistakenly went to search for in Florida, and unfortunately for him the search would end in his death.



## **Ponce**

Ponce, another coastal town on the flat lands of the south, is today the second most important city in Puerto Rico. It was named in honor of Juan Ponce de León y Loaiza, great grandson of the first governor.

In 1670, a small chapel was built in the area where the actual plaza is now located. Ponce de León y Loaiza was the town's most enthusiastic colonizer; it was his main interest to have this area settled and unified into a town. These were the humble beginnings of what would become a very important and aristocratic city. The spacious plaza is the home of the Cathedral of Lady of Guadalupe which is located on the plaza instead of facing it. The alcaidia or town hall faces the plaza as do fine homes, commercial buildings, and banks.

To the north of the city are the grounds of the Tibes Indian Ceremonial Center. It is the oldest Indian cemetery uncovered up to date. According to Juan Gonzalez Colon in his thesis : “ . . . we have proven that the plazas and bateyes in Tibes were made between 700 and 1200 A.D., a time when preTaino groups were in full development, and which were the origin of the wellknown Taino Indian group . . . ”<sup>3</sup>

This archeological discovery affirms that the Igneri Indians (pre-Taino) did not completely disappear without leaving traces of their existence other than samples of ceramic pottery. At Tibes, there is proof that the Igneris were farmers, fishermen, and hunters of birds and small animals. The plazas and bateyes vary in size and shape, with one being circular and bordered by triangular stone forms. This dance ground resembles a rising sun; its stone triangle points line up with the sun during equinoxes and solstices, making Tibes a possible astronomical observatory from preColumbian times. Further studies and investigations are being done presently on Tibes.



## Summary

The Spanish heritage in Puerto Rico is palpable today in its customs and many traditions, language, and in the old and new architectural designs. There is a revival in the awareness of the Indian contribution to language and the arts. Murals of the Taino Indians and artisans recreating Indian crafts abound on the island. There is increased interest and research of the Taino Indians, how they lived and how they ceased to exist.

At this point I would like to thank everyone who, in one way or another, went out of their way to give me information on this topic. The Institute of Puerto Rican Culture, which is housed in the Dominican Convent in Old San Juan, provided much of the information about the old city. The library at El Centro de Estudios Avanzados de Puerto Rico y el Caribe, housed in the Casa Blanca, proved to be a wonderful reference center. In San Germán, I spoke to a man who has taken it upon himself to build a historical park behind the Porta Coeli Church. Everywhere I went on the island, the sights and history were fantastic. This is one unit that I have truly enjoyed preparing for the Teachers' Institute. I hope it proves useful to those who use it in their classrooms.

Two other units that I have written, *La Nueva Canción de Puerto Rico* and *The Art of the Puerto Rican People* may also prove very useful and interesting when teaching about the Indians and Spaniards in Puerto Rico. The first unit deals with a musical movement of the late seventies and early eighties which exalted the legacy left to the Puerto Ricans by the Tainos. The second unit, accompanied by slides and art reproductions, covers the artistic contributions starting with the Igneri phase of the Arawak Indians and concluding with some contemporary artists. Both units complement this unit and provide a more complete picture of Puerto Rico and its culture.

The lesson plans for this unit will divide the information presented into three separate sequels, each of which may last from one to several days. The first lesson will deal with the Indians and Boriquén. The second lesson will be on the discovery and conquerors and the city of San Juan. Lesson three will cover the rest of the towns presented; each lesson will have slides to accompany it.

## LESSON PLAN ONE

### The Taino Indians and Boriquén

**Objective** *This lesson will provide a historical background on the Pre-Columbian conditions on the island of Puerto Rico.*

### Vocabulary

*yucayeque*—Taino word for town or village

*cacique*—Tribe chief

*Aqueybana*—The most powerful of the Indian caciques, his yucayeque was Guainia

*Yuisa*—Woman cacique of the yucayeque Haymanio

*bohio*—Circular hut made of palm trees and twig

*caney*—Rectangular hut, home of the cacique or religious leaders

*Ta'no*—Military noblemen

*Boit's*—Religious priests and doctors

*Naboris*—Commonfolk

*Hamaca*—Indian hanging bed made of cotton strings or fibers from the Maguey plant; a hammock

*Dujos*—Short legged seats used by the caciques, made of wood or stone

*Casabe*—A type of bread made of yucca

*nagua*—An apronlike skirt used by married Indian women

*Guan'n*—A round gold amulet worn by the cacique

*Cemi*—Idols or amulets, triangular in shape; with a face of a man or an animal on one point, the extremities on another end, and a cone-shape on the third point. It was worshipped by the Tainos.

*Caribes*—Maneating Indians from the Leeward Islands.

## Activities

1. Introduce the vocabulary.
2. List the yucayeques on Boriquén with their caciques.

a.

How many yucayeques were on the island of Boriquén when the Spaniards arrived?

b.

What is the name of the yucayeque where Agueybana lived?

c.

Compare the two maps. (They may be reproduced)

Which of the towns established by the Spaniards coincide in location with Taino yucayeques?

The first town built was Caparra, which yucayeque was located near it?

3. According to the definitions of vocabulary identify the following illustrations.

*(figure available in print form)*

4. Fill in the blanks.

a.

The Ta'no Indians called the Indians from the Leeward Islands



- b. \_\_\_\_\_ was the home of the cacique.
  - c. \_\_\_\_\_ was a woman cacique.
  - d. \_\_\_\_\_ was an Indian town or village.
  - e. A bread made of yucca was called \_\_\_\_\_.
  - f. A married Indian woman wore a \_\_\_\_\_.
  - g. The military noblemen were called \_\_\_\_\_.
  - h. The most powerful of the Indian caciques of Boriquén was \_\_\_\_\_.
  - i. The \_\_\_\_\_ were the religious priests and doctors.
  - j. The word \_\_\_\_\_ comes from the Indian word hamaca.
5. Independent projects:
- a. Make a scale model of a Ta'no yucayeque.
  - b. Write a report on the caste system of the Ta'no Indians.
  - c. Write a report on the religious beliefs of the Ta'no Indians.

*(figure available in print form)*

## BORIQUEÑ TAÍNO INDIAN YUCAYEQUES

## BAGUA CARIBE

*(figure available in print form)*

## SIXTEENTH AND SEVENTEENTH CENTURY SETTLEMENTS

## ATLANTIC OCEAN

## CARIBBEAN SEA



---

## **LESSON PLAN TWO**

***Objective*** *This lesson will describe the establishments of Caparra and the city of San Juan, and the important Spanish architectural contributions.*

### ***Vocabulary:***

Isabelline Gothic

## Renaissance Plateresque

El Morro

Iglesia San José—El Convento

La Catedral de San Juan

La Casa Blanca

La Fortaleza

La Alcaidia-Plaza de Armas

### *Activities*

1. Define the vocabulary.
2. Using the map of Old San Juan, trace a route of the places described on the slide presentation. Color the map.
  - a. walls-brown
  - b. San Jose Church-yellow
  - c. all plazas-green
  - d. Catedral de San Juan-pink
  - e. La Fortaleza-gray
  - f. La Alcaidia-orange
  - g. La Casa Blanca-blue
  - h. El Convento-beige
4. Using another map of San Juan, fill in the names of the streets without names.
5. Write a report on one of the landmarks in San Juan.

*(figure available in print form)*

Océano Atlántico  
El Viejo San Juan



## **LESSON PLAN THREE**

**Objective** *The lesson will describe the six towns established on the island of Puerto Rico in the sixteenth and seventeenth centuries.*

### **Vocabulary**

**Aguada**—On the Northwest coast of Puerto Rico, claims to be the landing place of Columbus on his second voyage.

**San Germán**—About twenty kilometers inland on the Southwestern end of Puerto Rico; home of Porta Coeli; town with two plazas; second town founded by the Spaniards.

**Arecibo**—On the Northern coast, west of San Juan, known as the Villa of Captain Correa, a local hero; built on a peninsula; famous for its radar/radio telescope, the largest in the world.

**Lo'za**—On the Northern coast, east of San Juan; has one of the highest percentages of African descendants on the island; famous for its festival and coconut crafts.

**Coamo**—Located northeast of Ponce; considered the third town on the island; famous for its thermal springs, Los Banos de Coamo.

**Ponce**—Located in the southern part of Puerto Rico; also known as La Perla del Sur.

parroquia—parish

iglesia—church

catedral—cathedral

plaza—town square

alcaldia—town hall

### **Activities**

1. Using a detailed map of roads and highways of Puerto Rico, trace the routes to each town with San Juan as a starting point.
2. Imagine a threeday visit to Puerto Rico, and you wanted to see all of six towns; how could you group these towns to be able to visit all of them?
3. Select one of the six towns, and write a detailed report on its founding.
4. Research the names of each town, and state whether its origin is Indian or Spanish.
5. After viewing the slide presentation, what do all the towns have in common?



---

## **Appendix One**

*Slides to be used with Lesson One.*

- 1A—Tibes Indian Ceremonial Center in Ponce. Igneri burial grounds and museum.
- 1B—Tibes River
- 1C—Bohio Taino
- 1D—Yucayeque Taino
- 1E—Path to dance or game grounds
- 1F—Indian batey or plaza
- 1G—Petroglyph or stone carving
- 1H—Circular dance grounds, resembling a rising sun, it is possibly an astronomical observatory
- 1I—Paths to grounds
- 1J—Rectangular batey, probably used to play ball, a game similar to soccer where the players could not use their hands. Teams of men and/or women played against each other.



---

## **Appendix Two**

*Slides to be used with Lesson Two*

- 2A—Plaque on site of remains of Ponce de León's house in Caparra, first settlement in Puerto Rico
- 2B—Part of the ruins; the house was made of wood with a stone base
- 2C—Plaque on site of first chapel in Puerto Rico
- 2D—Site of first chapel, no ruins, it was made of wood and thatch
- 2E—Museum at Caparra which has collection of items found at the ruins
- 2F—El Morro, fort on the northern tip of San Juan
- 2G—Grounds within El Morro, the walls which surrounded the city are visible
- 2H—Sentry box or garita—El Morro
- 2I—Ramp on second level of El Morro, the fort has a total of four levels
- 2J—View from the second level
- 2K—Entrance to Casa Blanca, second home for Ponce de León and his descendants, Ponce de León never lived there.
- 2L—Storerooms at Casa Blanca
- 2M—Casa Blanca, two story home for the governor
- 2N—San Jose Church, formerly Saint Thomas Aquinas. It is the oldest church in the Americas
- 2O—El Convento, adjoining San Jose Church, now the home of the Instituto de Cultura

## Puertorriquena

- 2P—Calle del Cristo in Old San Juan, Cathedral of San Juan in the distance
- 2Q—The Cathedral of San Juan
- 2R—Side view of Cathedral and the lanterns on top of domes
- 2S—La Caleta de San Juan, narrow street from the San Juan gate which leads to the Cathedral
- 2T—La Fortaleza, the oldest executive mansion in the New World. Main Entrance.
- 2U—Interior patio of La Fortaleza
- 2V—La Torre del Norte—Watchtower
- 2W—Fountain—Arabic style
- 2X—One of many sentry boxes at La Fortaleza
- 2Y—Narrow street in the city, street paved with adoquines
- 2Z—Tanca Street South, Spanish style two-story homes
- 2AA—Spanish balcony
- 2BB—Step Street
- 2CC—La alcaaldia or town hall, still in use, Plaza de Armas is in front
- 2DD—Towers on either side of the alcaaldia, Spanish coat of arms in the center
- 2EE—Arched walkway at the alcaaldia
- 2FF—Statue in honor of Christopher Columbus—Plaza de Colon



---

## Appendix Three

### *Slides to be used with Lesson Three*

- 3A—Monument, Cruz de Colon, in Aguada, on spot where Columbus landed
  - 3B—View of the Atlantic Ocean from Aguada
  - 3C—Sunset in Aguada
  - 3D—Church, Parroquia de San Francisco de Asis, and plaza in Aguada
  - 3E—Alcaaldia or town hall of Aguada
  - 3F—Porta Coeli Church, San Germán, built in 1606
  - 3G—Detail of building materials of Porta Coeli
  - 3H—Plaza in front of Porta Coeli
  - 3I—Alcaaldia of San Germán
  - 3J—Church of San Germán
  - 3K—Plaza and church of San Germán
- Arecibo
- 3L—Iglesia de Felipe Apostol
  - 3M—Alcaaldia

3N—Spanish architecture  
3O—Street off plaza  
3P—Street off plaza  
Lo'za  
3Q—Catholic church—Iglesia de San Patricio  
3R—Plaza  
3S—Alcaldia  
3T—Another view of the plaza  
Coamo  
3U—Plaque of Coamo  
3V—Catholic church—Iglesia de San Blas  
3W—Alcaldia  
3X—Parador Banos de Coamo  
3Y—Thermal springs  
3Z—Chemical analysis of thermal waters  
Ponce  
3AA—Towers of Cathedral Our Lady of Guadalupe  
3BB—Parque de Bombas—found in back of the Cathedral  
3CC—View of plaza and buildings  
3DD—Spanish gas light  
3EE—Main fountain on plaza and alcaldia  
3FF—Interior patio in alcaldia  
3GG—Street facing alcaldia  
3HH—Banks and other commercial buildings facing plaza



---

## Notes

1. Figueroa, *Breve Historia de Puerto Rico*, p. 31.
2. Caro Costas, *Antologia de Lecturas de Historia de Puerto Rico*, pp.2324.
3. González Colón, “Tibes, Un Centro Ceremonial Indigena”, p.7.



---

## BIBLIOGRAPHY



1. Bevan, Bernard, *History of Spanish Architecture*, B.T. Batsford Ltd., London, 1938.
2. Brau, Salvador, *Historia de Puerto Rico*, Editorial Edil, Rio Piedras, Puerto Rico, 1978.
3. Buschiazzo, Mario J., *La Arquitectura Colonial en Hispano America*, Buenos Aires, 1940.
4. Caro Costas, Aida R., *Antolog'a de Lecturas de Historia de Puerto Rico (Siglos XVXVIII)*, Editorial Universitaria, Rio Piedras, 1977.
5. Castro Pereda, Rafael, *España en América, cinco siglos en perspectiva*, Centro Grafico del Caribe, Capparra Heights, Puerto Rico, 1985.
6. Damaz, Paul F., *Art in Latin American Architecture*, Reinhold Publishing Corporation, New York, 1963.
7. Fernández Méndez, Eugenio, *Crónicas de Puerto Rico (1493-1955)*, Editorial UPR, Rio Piedras, Puerto Rico, 1969.
8. Figueroa, Loida, *Breve Historia de Puerto Rico, Volumen I*, Nueva Edicion Revisada, Editorial Edil, Rio piedras, Puerto Rico, 1979.
9. González Colón, Juan, "Tibes, Un Centro Ceremonial Indigena", Editorial Kinder Printing, Ponce, Puerto Rico, 1985.
10. Kubler, George; Soria Martin, *Art and Architecture in Spain and Portugal and Their American Dominions, 1500 to 1800*, Penguin Books, Great Britain, 1959.
11. Reynal, Vicente, *Diccionario de Hombres y Mujeres Ilustres de Puerto Rico y de Hechos Historicos*, Editorial Edil, Rio Piedras, Puerto Rico, 1985.
12. Toro Sugrañes, Jose A., *Almanaque Puertorriqueño*, Editorial Edil, Rio Piedras, Puerto Rico, 1985.



---

## STUDENTS' BIBLIOGRAPHY

1. Alegria, Ricardo E. , *Discovery , Conquest, and Colonization of Puerto Rico 14931599*, Barcelona, Spain, 1974.  
In English and Spanish. This is a wellillustrated and informative book on the fifteenth and sixteenth century.
2. \_\_\_\_, *History of the Indians of Puerto Rico*, Barcelona, Spain. 1970.  
In English and Spanish. This is detailed book on the Indians of Puerto Rico.
3. Masters, Robert V. , *Puerto Rico in Pictures*, Sterling Publishing Co. , Inc. , New York, 1979.  
This book brings the history of Puerto Rico through pictures and chapter explanations, from its discovery to the present day.

4. Perl, Lila, *Puerto Rico, Island Between Two Worlds*, William Morrow and Company, New York, 1979.

This book would be a terrific textbook for junior or high school students. It is very well illustrated and the information is well researched and attractively presented.



[Contents of 1986 Volume II](#) | [Directory of Volumes](#) | [Index](#) | [Yale-New Haven Teachers Institute](#)

© 2003 by the Yale-New Haven Teachers Institute

[Terms of Use](#)

[Contact YNHTI](#)

**You Are Now Leaving**

# **ParkNet**

National Park Service

**Please note:** The National Park Service does not control and cannot guarantee the relevance, timeliness, or accuracy of the materials provided by other agencies or organizations, nor does the NPS endorse other agencies or organizations, their views, products or services.

**[BACK](#)**

**[FORWARD](#)**

# Welcome to PUERTO RICO!

## History

### XV century

Taíno <sup>glos.</sup> Indians who inhabited the territory, called the island *Boriken* or *Borinquen* which means: "the great land of the valiant and noble Lord" or "land of the great lords". Today this word -used in various modifications- is still popularly used to designate the people and island of Puerto Rico. The [Taíno Indians](#), who came from South America, inhabited the major portion of the island when the Spaniards arrived. The Taino Indians, lived in small villages, organized in clans and led by a *Cacique*, or chief. They were a peaceful people who, with a limited knowledge of agriculture, lived on such domesticated tropical crops as pineapples, cassava, and sweet potatoes supplemented by seafood.

### 1492

On April 17, Ferdinand and Isabella of Spain signed the agreement to finance and set the terms of Columbus's voyage to the Indies. The document is known as the Capitulations of Santa Fe. The agreement established that Columbus would become the viceroy and governor of all discovered land and rights to 10% of all assets brought to Spain, among other terms. On August 3, the fleet of three ships --the Niña, the Pinta, and the Santa María-- set forth from Palos, Spain. The first sighting of land came at dawn on October 12. They landed at San Salvador, in the Bahamas. Thinking he had reached the East Indies, Columbus referred to the native inhabitants of the island as "Indians," a term that was ultimately applied to all indigenous peoples of the New World.

### 1493

After the success of Columbus's first voyage, he had little trouble convincing Ferdinand and Isabela of Spain, to follow up immediately with a second voyage. Unlike the exploratory first voyage, the second voyage was a massive colonization effort. On September 25, Christopher Columbus set sail from Cádiz, Spain with 17 ships and almost 1,500 men. The second voyage brought European livestock (horses, sheep, and cattle) to America for the first time.

On November 19, Christopher Columbus discovered the island in his second voyage to the New World. He found the island populated by as many as 50,000 Taíno or Arawak Indians. The Taíno Indians who greeted Columbus made a big mistake when they showed him gold nuggets in the river and told him to take all he wanted. Originally the newcomers called the island "**San Juan Bautista**", for St. John the Baptist and the town **Puerto Rico** because of its obvious excellent potentialities. It was not until later that the two names were switched. Thanks in part to the enthusiasm of ambitious Juan Ponce de León, **glos.** a lieutenant to Columbus, the city of Puerto Rico ("*rich port*") quickly became Spain's most important military outpost in the Caribbean.



**Christopher Columbus**

- 1501** The Spanish Crown permitted export of slaves to America.
- 1503** Governor Nicolás de Ovando opposes the importing of slaves.  
First slaves arrive in Hispañola.
- 1506** On May 20, Christopher Columbus died in Valladolid, Spain.
- 1508** Spanish colonization begins.  
On January 14, first school in Puerto Rico was established in Caparra.  
On August 8, Spaniard Juan Ponce de León founded the Caparra Village.



- 1509** The Spanish authorities refused to grant to Diego Columbus (Christopher's son) privileges to all discovered land, as a result, the Crown nominated Juan Ponce de León governor of the island.  
The first "*repartimiento*" in Puerto Rico was established, this system consisted of distributing among officials and colonists fixed numbers of Indians for wage-free and forced labor.  
The Spanish Crown instituted the "*encomienda*" after several priests protested against the treatment to Indians under the "*repartimiento*" system. The terms of the new agreement specified that Spaniards were obliged to pay the Indians for their labor and to teach them the Christian religion, but they soon reduced the Indians to a condition of abject slavery, claiming that the Indians were inferior and subhuman; therefore Indians were forced to work from dawn until dusk, under threat of corporal punishment and death.  
Juan Garrido is the first African identified in Puerto Rico. A free man, he arrived with the Ponce De Leon expedition. Garrido later participates in the colonization of Florida and serves with Spanish explorer Hernan Cortez in the conquest of Mexico.
- 1510** Differences between Spaniards and Taíno Indians began.  
The Cacique Urayoán ordered his warriors to drown Diego Salcedo to determine whether or not the Spaniards were immortal, as they believed that Spanish colonizers had divine powers. It is told that after they drowned Diego, they watched him for several days until they were sure that he was dead.
- 1511** The Taíno Indians' after learning through the drowning of Diego Salcedo, that the Spanish were mortal, revolted against Spaniards with no success. Ponce de León orders 6,000 shot; survivors flee to mountains or leave the island.  
Diego Columbus won rights to all land discovered by his father after presenting his case to the courts in Madrid. King Ferdinand ordered Ponce de Leon to be replaced as governor by Diego Columbus. Ponce de Leon not wishing to serve Diego, obtained title to explore the Upper Bahamas and areas to the North.  
The Spanish Crown granted a Coat of Arms to the Island of Puerto Rico.  
On August 8, Pope Julius II created two dioceses in Puerto Rico, the bishop of which were all suffragans of the archbishopric of Seville. The Canon of Salamanca, Alonso Manso, was appointed bishop of the Puerto Rican diocese and took possession in 1513 - the first bishop to arrive in America.



- 1512** On September 26, the first school of advanced studies was established by Bishop Alonso Manso.  
On December 27, the Burgos Law is issued, by Ferdinand II, the Catholic, of Aragón, regulated relations between Spaniards and the conquered Indians, particularly to ensure the spiritual and material welfare of the latter, who were often severely treated.  
  
San Germán is founded.
- 1513** On January 27, African Slaves are introduced into the island.  
  
On March, Ponce de Leon sailed into the Bahamas headed toward Florida.
- 1514** The Spanish Crown granted permission to Spaniards to marry native Taíno Indians.  
  
Hernando de Peralta received permission to obtain 2 white slaves, possibly Arab or Arab Descent.  
  
Caribe Indians attacked settlements along the banks of the Daguao and Macao rivers that had been founded by Diego Columbus.  
  
Mona Island is officially annexed to Puerto Rico.
- 1517** King Carlos V authorized the importation of 4,000 slaves to the Caribbean.
- 1519** Government Center is moved from Caparra to the isle of San Juan.  
  
Puerto Rico became the general headquarters of the Inquisition, after Pope Leo X declared the island the first ecclesiastical headquarters in the New World.

**1521** Caribe Indians attacked the south coast.

The city and the Island exchanged names, and the City of San Juan Bautista de Puerto Rico became the official capital.

Casa Blanca ("White House") was built. The house was owned by Ponce de León's family until the late 18th century.

The ever arriving Spaniards settlers, many of them gold-seekers, brought no women on their ships. To populate the country, the Spaniard took Indian women. With the arrival of African slaves, other elements were added. This historic intermingling has resulted in a contemporary Puerto Rico without racial problems.

Juan Ponce de León organized an expedition, setting out for Florida, where he suffered serious injuries. He took refuge on La Habana, Cuba, where he died.



**1522** On January 24, San Jose Church is founded, it is the oldest church still in use in America.

**1523** The first sugar cane processing plant is built.

The "Convento de Santo Domingo" (Dominican Friars Community) was built. The convent organized the first library in the island.

**1524** The first hospital was built, called *Concepción*, by Bishop Alonso Manso.

**1528** On their attempt to capture the Island the French attacked many settlements. On October 11, the French sacked and burned San Germán. All the other first settlements-Guánica, Sotomayor, Daguao and Loíza-had disappeared. Only the capital remained.

**1530** Sugar became the most important agricultural product.

Francisco Manuel de Lando conducted the first census.

**1532** The construction of "Santa Catalina" Palace, the governors house, began. Later the name was changed to "La Fortaleza".

- 1539** Concerned about potential threats from European enemies and recognizing the strategic importance of Puerto Rico, Spain began constructing massive defenses around San Juan. The construction of San Felipe del Morro Castle began. The fort featured 18-foot-thick walls; San Cristóbal and San Geronimo Forts also garrisoned troops, were built with the financial subsidy from the Mexican mines. Next the Spaniards constructed a wall, parts of which still survive, around the entire city.
- 1542** The coconut tree was introduced to the island. The coconut is indigenous to the Indo-Malaysian region. It spread by sea currents with the average maximum distance of 3,000 miles, on which the coconut will remain afloat and still remain viable. Considering these limitations there were no or little chance of a coconut seed reach the New World. Most authorities agree that the coconut was introduced to the New World by Portuguese and Spanish traders.
- 1544** The second hospital was built, called *San Ildefonso*.
- 1559** Juan Ponce de León remains were brought to San Juan.
- 1570** The gold mines were declared depleted.
- 1587** Engineers Juan de Tejada and Juan Bautista Antonelli lay out the main design for El Morro still seen today.
- 1595** On November 22, Sir Francis Drake, hero of the battle of the Spanish Armada, with 26 vessels, in the company of Sir John Hawkins, tried fruitlessly to conquer the island and set San Juan city on fire ([battlemap](#)).
- 1598** On June 15, the British Navy led by George Clifford, 3rd Earl of Cumberland, landing in Santurce, conquered the island and held it for several months, it is forced to abandon his conquest owing to an outbreak of plague among his troops ([battlemap](#)).
- Ginger replaces sugar as Puerto Rico's main cash crop.
- 1599** Spain sent 400 soldiers, 46 cannon and a new governor, Alonso de Mercado, to rebuild San Juan.