

Unit Title: The Spanish Conquest of the Aztec Empire

Language: Spanish

Authors: Leah Laurent and Becky Iverson

Big Idea: Cultural Conflict

Theme: Spanish Conquest of the Aztecs

Level: High school, low-intermediate listening/reading, novice-high speaking/writing ACTFL proficiency

Important Questions: How are past events described in Spanish? / How does history change when told from different points of view?

Overview: Students are given the opportunity to student teach in a social studies class at a nearby Spanish immersion elementary school. They need to prove that they know what they're talking about. They will read and interpret some of the Aztec codices, match them with their corresponding images while working with a partner and together create a book, using their own words to recount the events depicted in the graphic codices.

Interpretive Task: Students will read some of the Aztec codices (the class will be divided in two and each group will receive one of two texts). They will read the text, which is in Spanish, and answer a comprehension guide, which is in English. Students will be graded on their individual effort, but will be given a chance to compare and adjust answers to ensure comprehension.

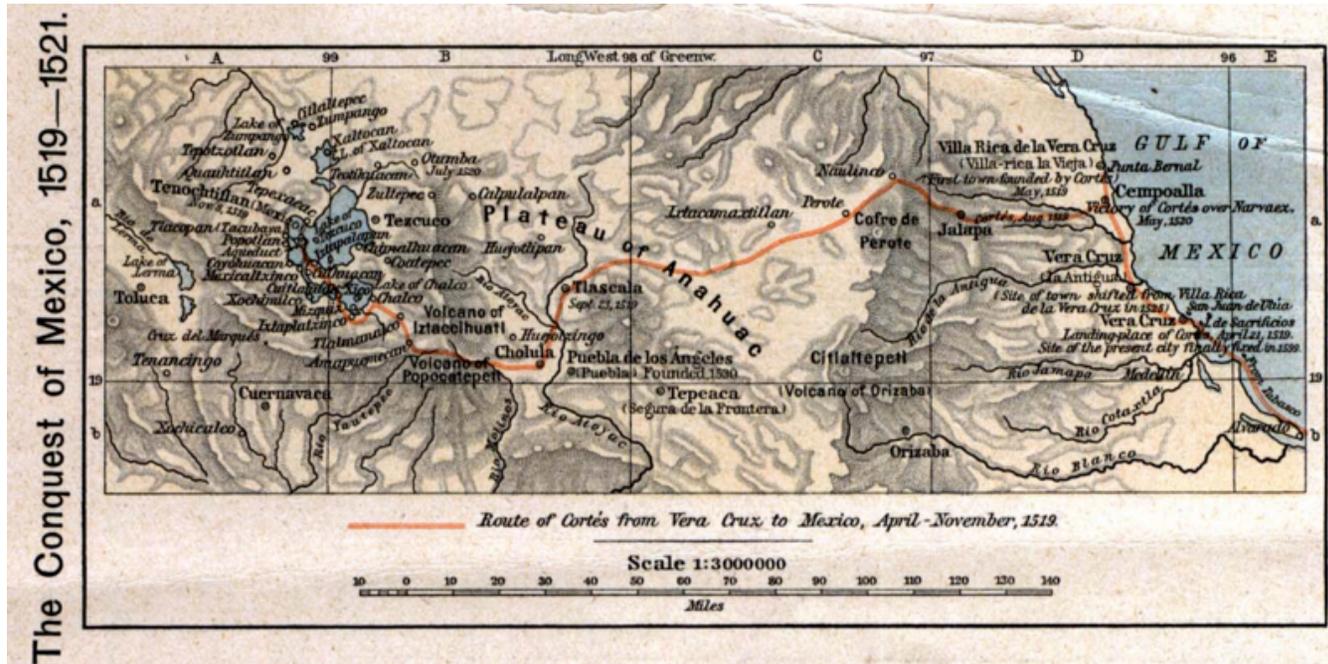
Interpersonal Task: Students will receive the text they read for the interpretive task as well as the images that correspond to the other text. They will partner with a student who has the other text and set of images. Together, in a language lab, they will match the images to the correct parts of the text (with the help of a worksheet) and chronologically sequence the events. Students will be graded on control of the simple past tenses, pronunciation and intonation, comprehensibility and completion and accuracy of the matching task.

Presentational Task: Working in the same pairs, students will create a mini book and re-tell the sequence of events in their own words, using content specific vocabulary and the simple past tenses. The Aztec graphic codices will serve as illustrations for the book. Students will first write a draft, edit and revise using a checklist, and then create a final product to be turned in. They will be graded on process, presentation, historical accuracy, point of view and vocabulary/language use.

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Interpretive Task:

Authentic Text: Códices Aztecas (palabras) Aztec Codices (words only).

Group A Text:

Diez años antes de la llegada de los españoles, los aztecas vieron un cometa que parecía ser una mazorca que parecía sangrar fuego. Cuando los aztecas vieron este raro fenómeno se sorprendieron y asustaron, y hablaban de él constantemente tratando de interpretar su significado. Fue visto como un signo de mal augurio. Los mensajeros aztecas trajeron regalos de bienvenida para los españoles a bordo de sus barcos.

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Los españoles después de recibir los regalos encadenaron a los mensajeros y dispararon un cañón. Los aztecas se desmayaron de miedo.

Los españoles revivieron a los mensajeros aztecas dándoles vino para beber y después algo para comer.

English Translation:

10 Years before the arrival of the Spanish, the Aztecs saw a comet that looked like a corn cob that seemed to be bleeding fire. When the Aztecs saw this rare phenomenon there were surprised and afraid and they talked about it constantly, trying to interpret its significance. It was seen as a bad omen.

The Aztec messengers brought 'welcome gifts' to the Spanish on their boats.

The Spanish, after receiving the gifts, chained the messengers and shot off a canon. The Aztecs fainted out of fear.

The Spanish revived the Aztec messengers giving them wine to drink and, later, something to eat.

Group B Text:

Los españoles marcharon hasta Tenochtitlan, pasando por el volcán Popocatepetl. En su marcha reclutaron aliados de Tlaxcala.

En la reunión entre Cortés, Moctezuma y los caciques aztecas, el primero fue obsequiado con comida, flores y collares de oro. Dona Marina fue la interprete.

Una terrible peste de viruela se propago por Tenochtitlan, matando y debilitando a miles de hombres, mujeres y niños.

Los aztecas nunca se rindieron, pero murieron mas de 240.000

Los aztecas que sobrevivieron huyeron de Tenochtitlan, mientras los españoles buscaban oro.

English Translation:

The Spanish marched towards Tenochtitlan, passing by Popocatepetl volcano. On their march, they recruited the Tlaxcalans as their allies.

In the meeting between Cortés, Moctezuma and the Aztec chiefs, Cortés was given food, flowers and gold necklaces. Doña Marina was the interpreter.

A terrible plague of smallpox spread through Tenochtitlan, killing and weakening thousands of men, women and children.

The Aztecs never surrendered even though more than 240,000 died.

The surviving Aztecs fled Tenochtitlan while the Spanish searched for gold.

A comprehension guide (questions)

Group A:

1. What did the Aztecs see? When did they see it? (2 pts.)
2. How did the Aztecs describe what they saw in the sky? (1 pt.)
3. How did they react to what they saw? (1 pt.)
4. What could be some reasons for these reactions? (2 pts.)
5. What did the Aztec messengers bring to the Spanish? (1 pt.)
6. What did the Spanish do after receiving what the Aztecs brought them? (1 pt.)
7. Why did the Spanish do that? (2 pts.)
8. How did the Aztecs respond? (1 pt.)
9. Why might they have reacted that way? (2 pts.)
10. Why did the Spanish give the Aztecs wine and something to eat? (1 pt.)
11. From whose perspective is this told? What evidence supports your claim? (4 pts.)
12. Give a specific example of something that might be different if told from the other group's perspective. (2 pts.)

Group B:

1. Who did the Spanish recruit on their way to Tenochtitlan? (1 pt.)
2. Why would they have joined the Spanish? (2 pts.)
3. What did Cortes receive from Moctezuma? (1 pt.)
4. Why do you think he received that treatment from the Aztec king? (2 pts.)
5. What gift do you think would have caught his attention? (1 pt.)
6. Who was Marina? (1 pt.)
7. What killed thousands of men, women and children? (1 pt.)
8. Why did it have such a devastating effect on them? (2 pts.)
9. Did the Aztecs surrender? What was the effect of that decision? (2 pts.)
10. What did the Spanish do once the Aztecs fled? (1 pt.)
11. From whose perspective is this told? What evidence supports your claim? (4 pts.)
12. Give a specific example of something that might be different if told from the other group's perspective. (2 pts.)

Explanation of Grading/Scoring:

Collect student responses and give them a grade for their initial answers (___/20 pts). Students will then work in groups of 3 to correct any wrong answers and clarify any misconceptions.

Logistics:

The first 15 minutes of the class will be an introduction to the IPA process. Students will read the text and complete the comprehension guide in the final 40 minutes of the class period. Students will have unlimited access to the text and will be allowed to use a dictionary to look up unfamiliar vocabulary. Teachers will correct the comprehension guides and hand them back to students the following class period. This part of the IPA was carried out in English because it is important for the students to understand and accurately interpret the text in order to successfully complete the following components of the assessment.

Interpersonal Task:

Instructions:

Now, you will work in pairs to connect the texts you read to the actual pictures included in the original codices. These pictures will be useful when you are teaching the 5th-graders at Adams, because images can help you tell a story about the past. You each have the four or five short texts that describe the codices, which you already read. You and your partner read different texts. Now, you will be given pictures that match the texts your partner has.

You and your partner will be communicating through headsets, so you will not be able to see each other. You will describe the events shown in the picture you have in Spanish, using the past tense, and your partner will decide which text it matches. Your grade will be

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based primarily on your use of Spanish (including both past tenses and how clearly you express your ideas) to describe the events depicted in the codices, and on how accurately you match the pictures to the texts.

Rubric + list of non-negotiables

Non-Negotiables:

___ Use of Spanish to describe codices

Criteria	4	3	2	1
Use of preterit and imperfect	Uses past tenses correctly most of the time	Uses past tenses correctly some of the time	Uses past tenses seemingly at random	Uses past tenses little or not at all
Clarity of meaning	Grammar errors are few and do not interfere with meaning; clarification strategies are used appropriately	Uses mostly correct grammar, meaning may be unclear sometimes; clarification strategies are sometimes used	Grammar errors frequently make meaning unclear; clarification strategies are used rarely	Meaning is unclear most of the time, due to grammar mistakes; clarification strategies are not used
Pronunciation/ fluency	Pronunciation and intonation are level-appropriate	Pronunciation and intonation are always intelligible, though there may be lapses in intonation	Pronunciation problems partially impede comprehensibility	Very difficult to follow due to pronunciation problems
Completion and accuracy of matching	Students have 7-9 correct answers	Students have 5-6 correct answers	Students have 3-4 correct answers	Students have fewer than 3 correct answers

Logistics:

The students will complete this portion of the IPA in the language lab, where we will use computer-mediated communication. Partners will be created by the teacher to ensure mixed-ability groupings. Each student will be given 4 or 5 lines of text (Text A or B read during the interpretive task) and 4 or 5 images that will correspond to the texts that their partners have. In other words, there are 9 codices total and the students will have the portion of the codices that they read and interpreted for the interpretive task and the images

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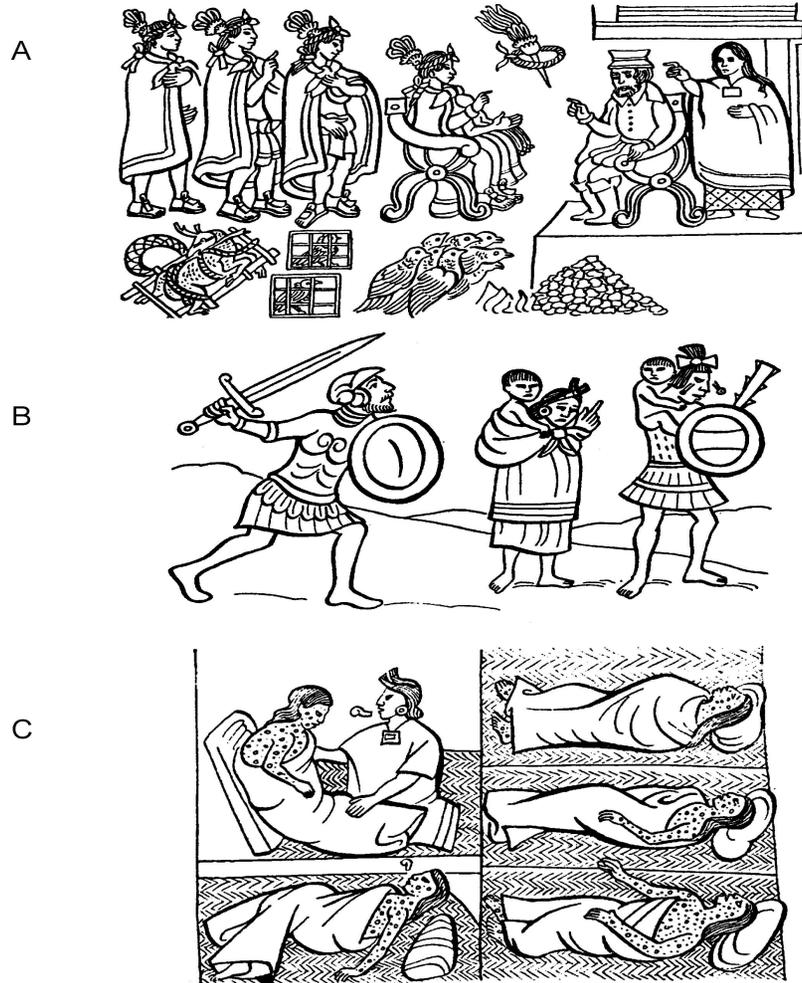
that correspond to the rest of the codices, the portion they did not read.

Students will be responsible for describing the images that they receive and matching those images to the texts that they read for the interpretive task (see Appendices A & B). Each student, however, will be graded on his or her own language use, and not on that of his or her partner. They will have 20 minutes in class to complete the task.

They will communicate using headsets, to ensure they are verbally exchanging information, and not just showing the pictures of the codices to each other. The conversations will be recorded and monitored by the teacher for grading. At the end of the time period, students will hand in their completed worksheets.

The teacher will return the worksheets promptly so that students can check for any misunderstandings or misconceptions before using the codex images for the presentational task.

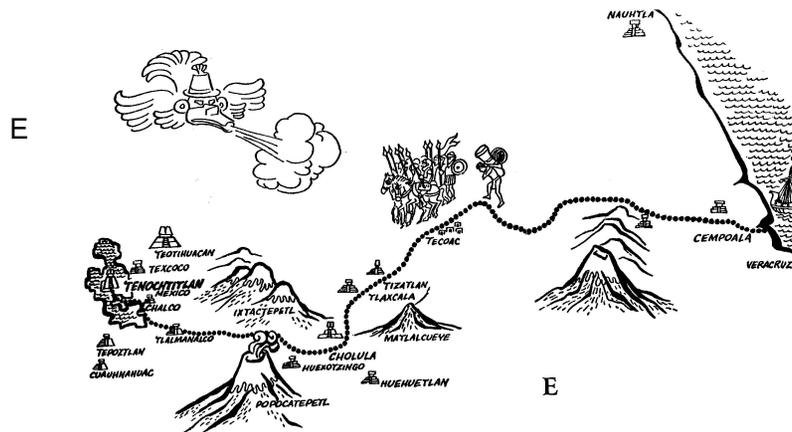
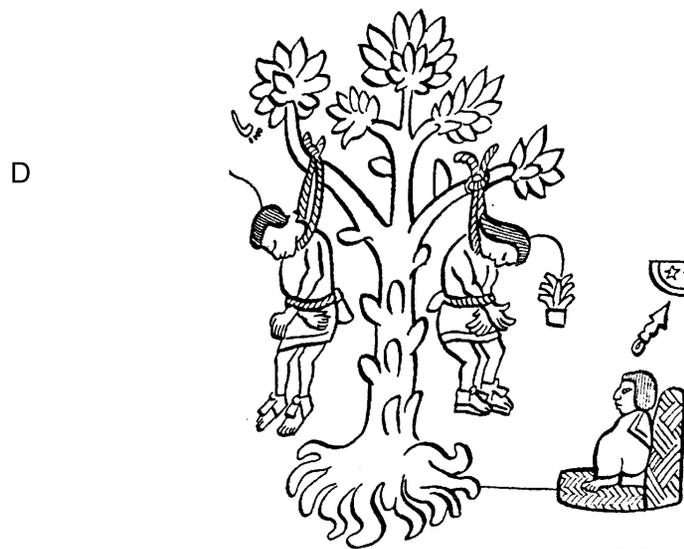
Appendix B: Images for the Interpersonal Task Images for partner A



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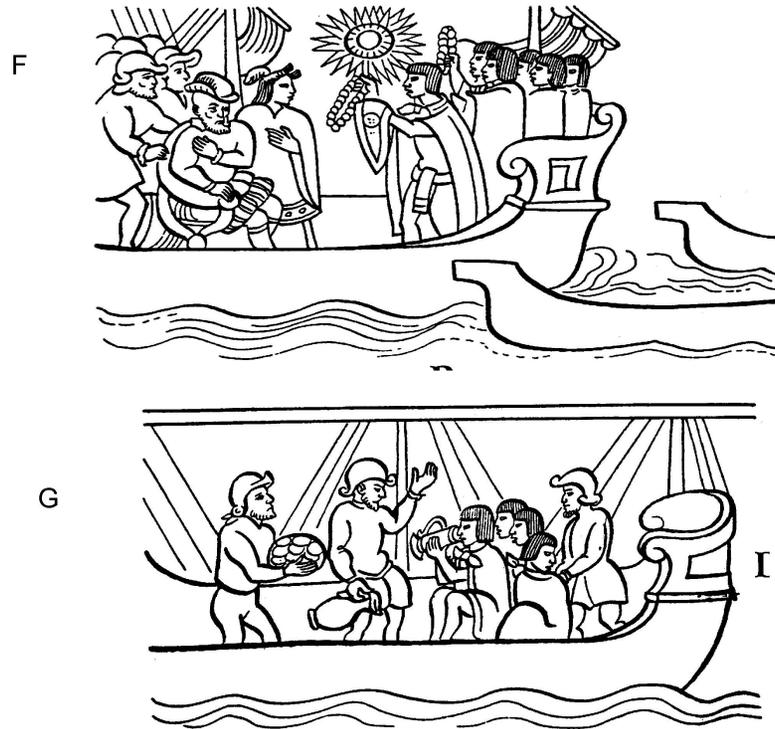
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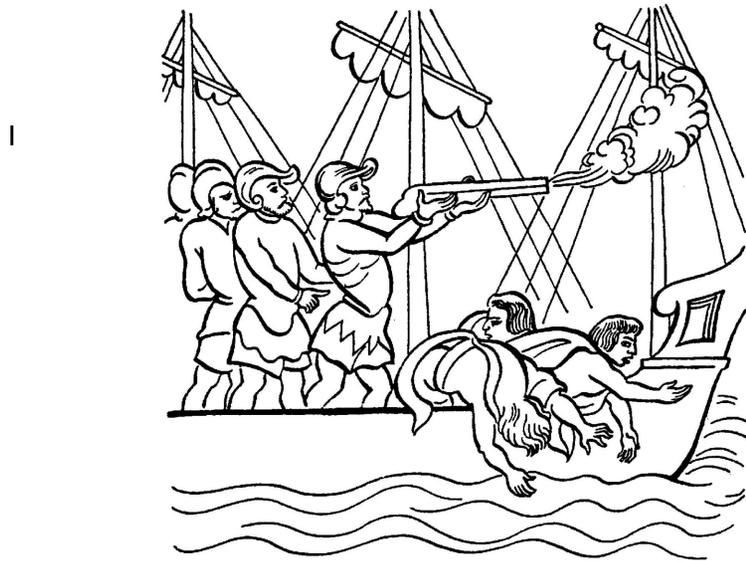
Images for Partner B



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Interpersonal Task Appendix A:

Name:

Group A Text: Your partner has pictures labeled A-D. Please write the letter of the correct picture next to your text.

- _____ 1. Diez años antes de la llegada de los españoles, los aztecas vieron un cometa que parecía ser una mazorca que parecía sangrar fuego. Cuando los aztecas vieron este raro fenómeno se sorprendieron y asustaron, y hablaban de él constantemente tratando de interpretar su significado. Fue visto como un signo de mal augurio.
- _____ 2. Los mensajeros aztecas trajeron regalos de bienvenida para los españoles a bordo de sus barcos.
- _____ 3. Los españoles después de recibir los regalos encadenaron a los mensajeros y dispararon un cañón. Los aztecas se desmayaron de miedo.
- _____ 4. Los españoles revivieron a los mensajeros aztecas dándoles vino para beber y después algo para comer.

Name:

Group B Text: Your partner has pictures labelled E-I. Please write the letter of the correct picture next to your text.

- _____ 1. Los españoles marcharon hasta Tenochtitlan, pasando por el volcán Popocatepetl. En su marcha reclutaron aliados de Tlaxcala.
- _____ 2. En la reunión entre Cortés, Moctezuma y los caciques aztecas, el primero fue obsequiado con comida, flores y collares de oro. Dona Marina fue la interprete.
- _____ 3. Una terrible peste de viruela se propago por Tenochtitlan, matando y debilitando a miles de hombres, mujeres y niños.
- _____ 4. Los aztecas nunca se rindieron, pero murieron mas de 240.000
- _____ 5. Los aztecas que sobrevivieron huyeron de Tenochtitlan, mientras los españoles buscaban oro.

Presentational Task: Instructions

In order to be granted a position as a student teacher, you need to create a book that you will use to help teach your students about the Spanish-Aztec conflict. In this book, as an introduction to the historical account, you will indicate the perspective from which you are telling the story and why you have made that decision, so make sure that your version takes a point of view that you are able to justify (even if you don't necessarily believe it).

The introduction justifying the perspective you chose can be written in English. The book will use the Aztec codices as illustrations, but you will re-tell the story in your own words in Spanish. Stay true to the historical events that took place as you have learned about them during this unit of study and make sure to use both simple past tenses in Spanish and appropriate vocabulary so that the story is comprehensible to your 5th grade Spanish-immersion students.

You will be given the codices and other art materials with which to make your books, however you will not be given texts.

You can use your notes from class and the dictionary to help you stay true to the facts and use appropriate vocabulary. You should first organize the illustrations into the order that you want them and write a draft of your text. Then you will use a self-revision checklist to help yourselves check your own work and notice possible content and language errors. You will turn in your first draft with your final product. You will have three class periods to work on this book and the final product will be due at the beginning of the fourth class period.

Self-Revision Checklist:

_____ Grammar: Circle all preterit verbs, underline all imperfect verbs.

_____ Grammar: Are the decisions you are using about tenses consistent with the uses of those tenses? (You might want to consult your notes on the usage of these tenses to make sure you know when and why each tense is used).

_____ Vocabulary: are all words in Spanish? Do you know the definition of every word in your book? Could a 5th grade Spanish-speaker read and understand all of the words in your book?

_____ Spelling and Punctuation: Are all words spelled correctly? Are appropriate words capitalized (remember that not all proper nouns are capitalized in Spanish)? Are all sentences punctuated correctly?

Rubric + list of non-negotiables

List of Non-Negotiables:

_____ First draft with revisions and self-revision checklist turned in with final product.

_____ Authors state point of view and justify use in introduction.

_____ All 9 codices (illustrations) are included.

_____ Each codex has accompanying explanatory text.

_____ All text is written in Spanish

Criteria	4	3	2	1
Process	Students used class time well during each class period. Use of self-revision checklist is well documented and multiple changes were made from first draft to final product.	Students used class time well during most class periods. Use of self-revision checklist is documented and some changes were made from first draft to final product.	Students used class time, but needed a few adult reminders to stay on task. Use of self-revision checklist is documented and few changes were made from first draft to final product.	Students did not use class time well, required multiple adult reminders to stay on task. Use of self-revision checklist is not documented and changes were not evident from first draft to final product.
Presentation	The final draft of the book is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It is evident that a	The final draft of the book is readable, and mostly clean, neat and attractive. It is free of erasures and crossed-out words. It is evident that a lot	The final draft of the book is readable, clean, neat and attractive. It has 1-2 erasures and/or crossed-out words. It is evident that some effort	The final draft of the book is not readable, clean, neat or attractive. It has 3+ erasures and/or crossed-out words. Little of no effort was put into the creation of the book.

	lot of effort was put into the creation of the book.	of effort was put into the creation of the book.	was put into the creation of the book.	
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Point of View	Authors write consistently from a strong point of view. Point of view is described and justified well.	Authors write almost always write from a strong point of view. Point of view is described and justified pretty well.	Authors sometimes write from an established point of view. Point of view is described and justified to some extent.	Authors do not write from a specific point of view. Point of view is not stated or justified.
Vocabulary and Language Use	Authors use wide range of content vocabulary. Authors accurately use simple past tenses.	Authors use a variety of content vocabulary. Authors show good control of simple past tenses.	Authors use some content vocabulary. Authors show some control of simple past tenses.	Authors use little or no content vocabulary. Authors show little or no control of simple past tenses.

Logistics:

Students will have three 55-minute class periods to work on their books. They will work with the same partners as they did for the interpersonal task. The students will work in class and have access to their notes and dictionaries.

They will correct their own work using a self-revision checklist before writing a final draft and turning in a final product. The codices to be used as illustrations and other materials (paper, glue, markers, scissors, etc.) will be provided to them by the teacher. They will not be able to use the texts that they worked with for the interpretative and interpersonal tasks. The teacher will be observing and keeping students on task during the two class periods, helping students with logistical queries, but not answering questions about content or language.

Since the language proficiency of these students is low, all instructions will be given in English as well as the self-revision checklist and the rubric. The self-revision checklist and rubric will be explained in English and given to the students before they start work.

Those books deemed appropriate can be presented to a younger group of Spanish learners and the authors can read their books to small groups of students.

Interpersonal Task Appendix A: Worksheets

Name:

Group A Text: Your partner has pictures labeled A-D. Please write the letter of the correct picture next to your text.

_____ 1. Diez años antes de la llegada de los españoles, los aztecas vieron un cometa que parecía ser una mazorca que parecía sangrar fuego. Cuando los aztecas vieron este raro fenómeno se sorprendieron y asustaron, y hablaban de él constantemente tratando de interpretar su significado. Fue visto como un signo de mal augurio.

_____ 2. Los mensajeros aztecas trajeron regalos de bienvenida para los españoles a bordo de sus barcos.

_____ 3. Los españoles después de recibir los regalos encadenaron a los mensajeros y dispararon un cañón. Los aztecas se desmayaron de miedo.

_____ 4. Los españoles revivieron a los mensajeros aztecas dándoles vino para beber y después algo para comer.

Name:

Group B Text: Your partner has pictures labelled E-I. Please write the letter of the correct picture next to your text.

- _____ 1. Los españoles marcharon hasta Tenochtitlan, pasando por el volcán Popocatepetl. En su marcha reclutaron aliados de Tlaxcala.
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Unit Overview: The Spanish Conquest of the Aztec Empire

Assumptions about what students already know and can do:

Essential Skills: Students are able to...	Knowledge and understandings
Read and attend to scaffolded texts in Spanish Follow cooperative group processes Compare and contrast given information Understand sentence-length utterances in the Spanish Ask and answer simple questions in Spanish Take notes in some detail in Spanish Describe and narrate in simple paragraphs in Spanish Conjugate verbs in the simple present, preterit and	Basic awareness of Aztec civilization in Ancient Mexico Knowledge that Spain conquered indigenous peoples in Mexico and subsequently set up a colony Use knowledge of context and cognates to infer meaning of unknown words Historical events are depicted using present and past tenses There are two simple past tenses in Spanish, the preterit and imperfect, and they are used to describe different past events.

imperfect tenses and use them in simple compositions	<p>Basic knowledge of when to use the preterit or imperfect to describe past events</p> <p>Basic knowledge of the European/American conflict with American Indians</p>
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Rationale and Reasons:

This unit was designed with the idea in mind that students often lack awareness of Latin American history. World history classes tend to focus on European and American history to the detriment of the history of other regions of the world. This unit attempts to introduce another example of European conquest that had a cataclysmic effect on the shape of Latin America. Also, the Spanish conquest of the Aztec empire has many similarities to the European-Native American struggle that took place in the United States. The conquest of the Aztecs is dramatic enough to capture students' attention and could spark their interest in learning about other, less popular areas of world history. Additionally, studying a historical event provides many opportunities to study the use of the past tenses in Spanish, which fits into the curricula of the language classroom.

Targeted Standards:

FL Standards:	MN State Social Studies Standards 9-12
<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 students understand and interpret spoken and written Spanish on a variety of topics.</p>	<p>Geography,</p> <ul style="list-style-type: none"> ○ C. Spatial organization, ○ 3. Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that

<p>1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understandings of the nature of language through comparisons between Spanish and English.</p>	<p>arise when boundaries of political units do not correspond to nationalities of people living within them.</p> <p>III. WORLD HISTORY</p> <ul style="list-style-type: none"> ○ F. Emergence of a Global Age, ○ Students will explain why European powers were able to extend political control in some world regions ○ Students will explain the consequences of the exchange of plants, animals, and disease microorganisms in both the Americas and Eurasia. <p>III. World History,</p> <ul style="list-style-type: none"> ○ G. Age of Empires and Revolutions ○ Students will understand and analyze the interaction between imperial governments and indigenous peoples.
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Unit Level Goals:

Possible Enduring Understandings and Essential Questions:

- History can be portrayed from more than one point of view

- The privileged perspective is the most commonly taught
 - Aztec political practices contributed to their own destruction
 - Religion played a key role in the conquest on the part of both the Spanish and the Aztecs
 - Technological differences gave the Spanish an insurmountable advantage
 - The conquest was, in part, carried out by factors beyond the control of the Spanish or the Aztecs (i.e. disease)
 - The Spanish left an indelible impression on Mexican culture because of the totality of the conquest
- There is a preterit and an imperfect past tense in Spanish and they are used differently to describe past events in Spanish
 - How do we define technology?
 - What factors motivated the Spanish?
 - How did Aztec beliefs make them more vulnerable in the context of this conquest?
 - In what ways did existing Aztec political/diplomatic relationships with other indigenous groups in Mexico contribute to a Spanish victory?
 - How is the Spanish conquest of the Aztecs similar or different to British colonization of the United States?
 - Why is it important to look at history from multiple points of views?
 - How are past events described in Spanish?

Students will know...	Students will be able to do...
<p>That the preterit and imperfect past tenses are used to describe different types of past events</p> <p>Content specific vocabulary necessary for comprehension of texts and discussion of the conquest</p> <p>That technology includes more than weapons and machines and played a large role in the conquest of the Aztecs</p> <p>History can be studied from more than one point of view</p> <p>Religion and outside influences contributed to the defeat of the Aztec civilization</p> <p>The Spanish conquest of the Aztecs had lasting effects on Mexico and its peoples</p>	<p>Describe aspects of the conquest from more than one point of view</p> <p>Compare and contrast aspects of the Spanish conquest of the Aztecs with the European/American conquests of the American Indians</p> <p>Use the different simple past tenses of Spanish correctly</p> <p>Synthesize and present information in Spanish about historical events</p> <p>Create a basic timeline from the Spanish landing to the fall of Tenochtitlan</p> <p>Orally respond to simple questions</p> <p>Recognize the use of the simple present subjunctive in impersonal phrases</p> <p>Analyze the impact of word choice (conquest versus colonization) on</p>

Understand the meaning and use of the 'impersonal se + verb' construction	our perception of events
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Evidence Formative:

Daily participation will be monitored through teacher observation and the use of checklists when applicable. Task completion will also be monitored and occasionally assessed for accuracy. Homework will be assigned at the end of each lesson as a way to aid transition between lessons.

Lesson 1: Intro (1 day of instruction)

Desired Results:

Lesson Topic: How are past events described in Spanish? An introduction to the 2-week unit of study on the Spanish-Aztec conflict

Learning Objectives:

Students will:

- Gauge and organize current knowledge about the Spanish conquest of the Aztecs
- Understand that history is interpreted from multiple perspectives
- Understand simple sentences in the present and future tenses (vamos a estudiar la conquista..., esto ya sabemos, que queremos saber, etc.)
- Understand and use content-related vocabulary such as: conquista, Aztecas, Españoles, encontrar, luchar, derrotar, etc.
- Review the formation of the preterit and imperfect simple past tenses in Spanish
- Review the uses of the preterit and imperfect simple past tenses in Spanish
- Notice the formation and use of the present subjunctive mood when using impersonal expressions (es necesario que yo sepa que ya saben ustedes, es importante que estudiemos la historia de distintos puntos de vista, etc.)

Learning Strategies

LS1: pre-test to assess knowledge

LS2: KWL chart

LS3: take notes to help them review/remember concepts

Learning Experience/Instruction:

Materials Needed:

- Copies of pre-test for each student (appendix A)
- Writing utensils
- Large wall-chart paper for SQA chart/marker
- Individual SQA charts – handout (appendix B)
- Unit folders
- DVD: *La Otra Conquista*: (a motion picture that depicts the relationship between an Aztec man and a Spanish priest after the Spanish conquest of Tenochtitlán. The movie was filmed in old Castilian Spanish and Nahuatl and therefore will need to have English subtitles. The grammar constructions of the Spanish used are antiquated and unfamiliar to the students and the Nahuatl, presumably, is unintelligible to students without the aid of English subtitles. The purpose of showing clips from this movie is to create a context for the lessons and to hook the students. The clips used for the purpose of this lesson are very colorful and informational and will hook or capture the attention and interest of the students).

Time Frame: 50-minute class period

Learning Activities/Tasks

Preview Phase:

Begin the lesson by showing the first 2 minutes of the movie *La Otra Conquista*. The movie opens with a scene taking place at an Aztec pyramid after a battle between the Aztecs and presumably the Spanish. A warrior who survives by lying under a dead warrior surveys the damage. This is designed to hook the students and grab their attention. The idea of watching a movie is always motivating for the students.

In Spanish, the teacher states to the students that this is the first lesson in this unit on the Spanish conquest of the Aztec civilization and reviews/practices the use of the simple past tenses: preterit and imperfect. The teacher will introduce the lesson by saying that for

the next two weeks, approximately, we'll be studying the Spanish conquest of the Aztec civilization. She explains that it is necessary to gauge what the students already know about this topic and therefore we'll be giving an UNGRADED pre-test.

The teacher can explain that this is a way for students to organize their thoughts about the topic which will in turn help them learn what they need to in order to fill in the gaps in their knowledge. She can explicitly state that it is a way for students to measure background and prior knowledge of the subject, which is a good learning strategy to use when confronted with a new topic of study.

Focused Learning Phase:

Students will then be given the pre-test with a time limit of 20 minutes and instructed to answer the questions to the best of their ability in English. After the test, the teacher will collect the tests, thanking the students and letting them know that she will be using them to help plan the rest of the unit. She will then introduce the concept of a KWL chart (in Spanish an SQA chart – Sé, Quiero saber, Aprendí).

She will then pass out a handout with an SQA chart on either side. The students will then spend 5 minutes filling in their individual SQA charts on one side of the handout. Then, as a class, they will discuss what to put in the SQA chart (the teacher will fill in the large SQA chart that will hang on the wall and the students can fill in the smaller version that they have on the other side of the handout). The students will keep their individual SQA charts in their unit folders and fill them in as they go along and the teacher will fill in the large class SQA chart at the end of every day. The teacher will then address the preterit and imperfect simple past tenses and ask students when they are used and how they are formed, prompting students when necessary and finally filling in any major gaps left after the students have finished giving input.

As this discussion progresses, the teacher will be writing on the board and will encourage students to take notes to help them refresh/remember these concepts. This initial review of the preterit and imperfect will take place in English so that all students start the unit with some understanding of the formation and uses of the different tenses. Subsequent discussion of these grammatical points will take place in Spanish.

Expansion Phase:

In this phase, the teacher will shed more light on the upcoming unit, explaining that the students will not be able to learn everything about the conquest because it is too broad a subject to be covered in 2 weeks, indeed in one whole semester. Students will learn a little bit about the pre-contact Spanish civilization and the Aztec civilization, the initial contact and battles, the Aztec codices and a few of the long term effects of the contact/conquest. The teacher will also stress that we will be examining the past events (using the preterit and imperfect along the way) from multiple perspectives. The teacher lets the students know that in the following days they will be learning about the pre-contact lives of the Spanish and Aztecs. In doing so, the students will use a lot of imperfect verbs to describe habitual and customary acts that occurred in the past.

Evidence:

Lesson Level Formative Assessment Procedures:

Pre-test completion, individual SQA charts (check list), participation in creation of class SQA chart (check list)

Lesson 1 Appendix

Appendix A: Pre-test

1. Quien/Que era:
 - a. Los Aztecas
 - b. Tenochtitlan
 - c. Hernán Cortes?
 - d. Moctezuma?
 - e. Doña Marina?
 - f. Bartolomé de las Casas?
 - g. Bernal Díaz del Castillo?
2. Cuando se encontraron los Aztecas y los Españoles?
3. Por que fueron los Españoles a buscar a los Aztecas?
4. Por que dejaron los Aztecas que entraran en Tenochtitlan los Españoles?
5. Que fueron las resultas de la encuentra de los dos grupos?
6. Como cambiaron las vidas de los miembros de los dos grupos?
7. Como se describe eventos en el pasado en español?

8. Para que y como se usa el pretérito e imperfecto?

Appendix B: KWL/SQA chart

Tema:

Ya Sé:	Quiero Saber:	Aprendí que:

Lesson 2: Pre-encounter civilizations (2 days of instruction)

Lesson Topic: Pre-encounter civilizations: Similarities and differences.

Learning Objectives:

Students will:

- Create a broad definition of technology
- Compare pre-contact Spanish and Aztec societies.
- Interpret authentic texts to gather information
- Gain a basic understanding of practices of pre-contact societies
- Use imperfect past verbs to describe beliefs or attitudes held in the past
- Use target language to compare and contrast two different societies
- Think metalinguistically to describe the uses of imperfect and preterit verbs
- Use clarification strategies to negotiate meaning (asking for repetition, or for conversational partner to speak more slowly, etc.)

- Use context clues to understand unfamiliar vocabulary
- Work in pairs and small groups to exchange and clarify ideas (optional)
- Peer-review classmates' writing and give effective feedback (optional)

Learning Experience/Instruction:

Materials Needed:

- Copies of empty chart for each student (appendix)
- Copies of documents for students
- Chart paper
- Overhead/slide with examples of compare/contrast sentence structures
- Markers
- Writing utensils

Time Frame: Two 50-minute class periods

Learning activities/Tasks (WHERE TO & CAPRII)

Day One:

Preview Phase:

Today's class will begin with the question "What is technology?" on the board. As students settle in and attendance is being taken, they will be asked to look at the question and think of some examples. They will likely think of electronics and motorized vehicles; the teacher will use leading questions to help them reach the conclusion that military equipment is also technology. She will stop short of telling them what military technology the Spanish and Aztecs had, but they will hopefully be able to discover that as they work through today's activities.

Today, we will be focusing on practices and beliefs of the Aztecs and Spanish around the time of the conquest. Because we will be describing beliefs rather than completed events, we will be using the imperfect tense, and thus will need to review its usage. The teacher will introduce the topic by asking students when we use the imperfect and when we use preterit. The teacher can help them

expand their definitions, and will explain that today we will be focusing on description rather than events, so we will be mostly using imperfect verbs. She can explain that students will be using documents to learn about Aztec and Spanish society.

There will likely be words that they are unfamiliar with, because the texts are from authentic sources, including a Spanish textbook and letters written around the time of the conquest. As a result, they will not be able to understand every single word, but should use a combination of dictionaries, logic, and context to help them interpret the texts.

Focused Learning Phase:

Students will be given blank charts and one page of information taken from documents. They will each be responsible for filling in one half of their chart in Spanish (either the Spanish side or the Aztec side). Students will be allowed to work quietly in groups as needed to complete their task. When students have finished, they will work in pairs with a student who filled in the opposite side of the chart. They will exchange information using Spanish to have a more complete picture of both societies. Students will use clarification strategies they have already studied if they are uncertain about what their partners are saying.

Day Two:

Expansion Phase:

Today, students will be using the information they compiled yesterday to dive deeper into an understanding of the two cultures that clashed so violently in Mexico. First, we will look at some sentence structures that they can use to compare or contrast in Spanish. The teacher will leave the example structures on the board as they work to scaffold their writing.

Students will work in the pairs they formed yesterday to find at least two differences and one similarity between Aztec and Spanish societies. Using the sentence prompts, they will work together to create a short but coherent paragraph explaining their ideas in Spanish.

Once they finish their paragraphs, they will work with a classmate to peer edit. Students will be asked to look for (in this order of importance): comprehensibility of ideas, correct use of preterit and imperfect, and finally, other grammatical issues that they notice. They will write their comments on the rough drafts. Students will incorporate these comments into their paragraphs and write a second draft.

The class will come together at the end to compile a list of similarities and differences on chart paper (which will be added to their

KWL charts). I will collect their paragraphs (first and second drafts)

As homework, they will be asked to write about the following question: Why is there so much more information about the Spanish than the Aztecs?

Evidence:

Lesson Level Formative Assessment Procedures:

Paragraphs about similarities and differences will be graded based on comprehensibility, correct usage of preterit and imperfect, and quality of peer feedback. Student opinions as well as grammatical problems will be addressed in upcoming classes.

	3	2	1
Comprehensibility	Paragraph is easily understood	Paragraph may be somewhat difficult to read	Meaning is unclear
Preterit/Imperfect	Verb tenses are almost always used correctly	Verb tenses are mostly used correctly	Verbs tenses are seemingly used at random
Quality of feedback	Student gave helpful suggestions that improved the quality of the paragraph	Student was somewhat helpful in giving feedback	Student gave limited or wrong feedback

Lesson 2: Chart

	El Imperio Azteca	España (Los conquistadores)
Tecnología <ul style="list-style-type: none"> • militar • animales • transportación 		

<p>Religión</p> <ul style="list-style-type: none"> • ¿En qué creían? 		
<p>Estructura social</p> <ul style="list-style-type: none"> • ¿Quién tenía el poder? 		
<p>Relaciones políticas</p> <p>¿Quiénes eran sus aliados y sus enemigos?</p>		

Lesson 2: Appendix

Los Azteca:

Tecnología:

“Porta su escudo: es de hechura de bambú, hecho de bambú. Por cuatro partes está adornado con un mechón de plumas finas de águila:

está salpicado de plumas finas; se le denomina tehuehuelli. Y la banderola del escudo igualmente está pintada de color de sangre, como la bandera de la espalda. Tenía cuatro flechas unidas al escudo.” (Visión de los Vencidos Cap. 9)

Religión:

Conforme los mexicas comenzaron a conquistar a otros pueblos, fueron aceptando nuevos dioses y enlazando sus historias con las de los dioses que ya tenían....La cultura azteca es notable por la práctica de sacrificios humanos. (In Morales Padrón)

Relaciones Políticas:

These are the words of Cortes upon seeing the political relationships between Aztecs and neighboring villages:

“Visto la discordia y disconformidad de los unos y los otros, no hube poco placer, porque me pareció haber mucho de mi propósito y que podría tener manera de más aún sojuzgarlos...” (In Morales Padrón p. 337)

Estructura Social:

“En aquellas regiones donde la organización política era más acabada—México y Perú—la conquista fue obra de días, por no decir que horas. La peculiar estructura gubernamental hizo que, caída la cabeza soberana, cediese todo el cuerpo de la pirámide. (M.P. p. 284)

Los conquistadores

Tecnología:

“El caballo, considerado...como “los nervios de la guerra contra los naturales” (Morales Padrón, p. 252)

Religión:

“La conciencia de ser español se confundió con la de ser católico” (M.P. p. 304)

“Fueron religiosos por convicción. El conquistador cuidó siempre de hablarle al indígena de su religión” (M.P. p. 315)

Relaciones Políticas:

“En la Península (España) el Estado tiende a eliminar las minorías no cristianas. Salen los moros, y salen 150.000 de los 200.000 judíos.” (M.P. p. 58)

Estructura Social:

La estructura social de entonces, yendo de arriba abajo, ofrecía los siguientes sectores: aristocracia (115.000 individuos), clase media (255.000 individuos) y campesinado (80% de la población).” (M.P. p. 57)

Lesson 3: The Invasion (4 days of instruction)

Lesson Topic: The Invasion: What factors motivated the Spanish? How did Aztec beliefs make them more vulnerable? In what ways did existing Aztec political/diplomatic relationships with other indigenous groups in Mexico contribute to a Spanish victory? How do we define technology? Why is it important to look at history from multiple points of view?

Learning Objectives:

Students will:

- Learn the sequence of the events leading up to and taking place during the Spanish invasion of Tenochtitlan
- Lead multiple perspectives of the same historical event
- Discuss the importance of looking at historical events/accounts from multiple points of view
- Will correctly form the preterit tense with regular and irregular verbs
- Will use the preterit tense to describe a series of events in the past tense
- Will know and use appropriate vocabulary such as “emperador, sangrar, augurios, extranjeros, disparar, hierro, etc”
- Will notice the use of the se + verb construction to form sentences without a specific subject (se forma el pretérito por... se usa el pretérito para... to form the preterit... the preterit is used for...)

Learning Strategies

LS1: Take effective notes

LS2: Use SQA chart and other graphic organizers to help them organize and process information

Learning Experience/Instruction:

Materials Needed:

- Copies of the narratives for all students (appendix A) (*Caras de Mexico*, 17-23)
- English translations of narrative (each group will receive one English translation of their specific section only) (appendix B) (*Many Faces of Mexico*, 73-81)
- Basic timeline in English (appendix C)

- Student writing prompts (appendices D, E) (*Caras de Mexico*, 17-23)
- Instructions (to be displayed on the overhead/board) (appendix F)
- Paper, pencils
- SQA wall chart
- Student unit folders

Time Frame: 4 periods of 50 minutes

Learning Activities/Tasks

Day 1:

Preview Phase:

As students walk into the room, they will see a prompt on the board/overhead asking them to write a sentence in Spanish about what they did yesterday, using verbs in the preterit tense. After giving the students 2 minutes to complete this, the teacher will begin the class by asking for student volunteers to share their sentences. Then the teacher will conduct a review of the formation of the preterit tense and its uses. This review will be conducted in Spanish.

Students will be told that they will be acting out/presenting material to the class about the days leading up to the invasion of the Spanish at Tenochtitlan and the actual invasion, battles and taking of Tenochtitlan by the Spanish. Students are given a very basic timeline in English (without dates as all of this is taking place in 1519 and 1520) and instructed to take notes and add information throughout the lesson to help them remember and understand the sequence of events that took place.

Then, students will be introduced to the hand out of the narrative (appendix A) and divided into groups of 3 or 4 students with different ability levels. The narrative describes the events of the days leading up to and the actual invasion of Tenochtitlán in the words of witnesses, from both the Aztec and Spanish points of view. Each group will then be given 2 sections of the reading (one from the days leading up to the invasion and one from the actual invasion/battles) and told that their task was to present the material (in Spanish) to the class in a comprehensible way (be it a narration with drawings, a skit, etc). Each group also will need to briefly summarize the main points of their selections (also in Spanish), using the preterit tense as they describe the series of events that take place (they will turn in two summaries).

The teacher will explain that each group will need two readers (one will read the narratives to the group and one will read their final summaries to the group before turning them in), a recorder (who will write the summaries of their selections of the narrative that the group creates together) and an enforcer (who keeps everyone on task and monitors time and progress). The teacher explains that they will be graded as a group, so everyone is responsible for participating and contributing. Students will include a breakdown of the group members' roles in the final summary that is handed in for assessment. A list of what the students need to accomplish and turn in or present and distilled instructions will be posted on the overhead as the students are working (Appendix F).

Focused Learning Phase:

The students will then get into their groups, decide on roles and read their selection of the narrative. The teacher will walk around to help with comprehension and to monitor student work and progress. The students work on their summaries of their selections and turn them in at the end of class.

Day 2:

Preview Phase:

As the students walk in, there is another prompt on the overhead asking students to write a sentence describing an event that took place in either the days leading up to the invasion of Tenochtitlán, or during the actual battles, using verbs in the preterit tense. This activity is designed to get them seated, quietly, and thinking about the preterit and what they learned about yesterday in their groups. The teacher will ask for a few student volunteers and discuss any corrections in language or content that need to be made.

Focused Learning Phase:

The students will break into their groups and the teacher will return the groups summaries with corrections if necessary along with the English translations of their selected parts of the narrative to scaffold and allow them to check comprehension and make sure they are on the right track. They will then work together to create some sort of presentation to give to the class. Students will now work together to correct their summaries in order to turn in a final draft. A compilation of the different group summaries will be compiled and passed out to students at the end of the lesson as a study guide for the students to keep.

Students will then work on their presentations. The selections they have been given have a number on them so they know in which order they will be presenting. They will have access to any resources inside the classroom (dictionaries, thesauruses, classmates, teacher, overheads, markers, construction paper, tape, scissors, glue, etc) to help them create some sort of presentation to give to the class.

They must include the important events and details from their selections and all group members must speak. The teacher will circulate to help groups as necessary and monitor their progress, making sure that they are using the preterit tense correctly and that the information they are including in their presentations is accurate and relevant.

The students will need to finish their presentations during this class period. As the class ends, in Spanish, the teacher instructs students to leave their materials in their unit folders and lets them know that they will have 10 minutes at the beginning of the next class to finalize their presentations and rehearse.

Day 3:

Focused Learning Phase (continued)

As students enter the classroom, the overhead projector directs them to immediately pick up their unit folders and get into their groups to finalize and rehearse their presentations. There is a timer on the overhead that is counting down so that students are aware of how much time they have before the presentations will begin.

After the first 10 minutes of the class are over, the teacher instructs students to stop working and listen. She tells them that they will be required to take notes on the presentations to receive participation points for the day. This is how they will get the information that will help them fill in their timelines. They are told that they will have one minute after each presentation to jot down any notes or fill in their timelines.

The presentations of the days leading up to the Spanish invasion of Tenochtitlán begin. They should take about half an hour. The teacher will make sure that things are moving along steadily and that students are taking notes and paying attention. She helps groups to answer questions and makes comments when she feels clarification or expansion is necessary.

During the last 10 minutes of class, the teacher begins a discussion in English about the effects of reading different accounts of the same events. She lets the students lead the discussion, but makes sure they stay on topic and on task. Participation of this discussion is noted on a checklist. She closes the discussion by asking the students to think more about this topic overnight because they'll be revisiting it the next day as well.

As students are leaving for the day, she reminds students that the next day will have the same format, except that the presentations will discuss the actual invasion of Tenochtitlán and the actual battles. As the students leave, they are handed writing prompts, about which they are supposed to respond in Spanish at home, as homework, to be turned in the next day to be assessed informally (Appendix D).

Day 4:

Focused Learning Phase (continued)

As the students enter the classroom, they turn in their homework. Then they are directed by the overhead (again with a timer) to get into their groups to prepare. After 10 minutes, the teacher brings the class together and the presentations begin. These presentations deal with the invasion of and battles that took place between the Aztecs and the Spanish at Tenochtitlán. The teacher moderates the presentations in the same way as the previous day.

Expansion Phase:

When students have finished presenting, the class will spend the rest of the period discussing how the versions of the story differed according to who told them and then debating the question of why or why not it is important to look at history from multiple perspectives.

They will also add information to their basic timelines, organize their personal notes and fill in their personal SQA charts. The teacher will end the class by having the students help her fill in the large SQA chart. For homework, students will need to respond to another writing prompt in English (Appendices E), to be turned in the next day.

Evidence:

Lesson Level Formative Assessment Procedures:

Each group will need to turn in a summary of their sections of the narrative (2 per group) which will be assessed for correct use of the preterit tense. They will also need to present their sections to the class and participation in the creation and delivery of these presentations will be noted.

The teacher will be circulating during work time to monitor participation and group work. Each student's writing prompts will be assessed for completion and content.

Appendix C:

(Much smaller version than would be given to students)

1519 Cortés arrives _____ Meeting between Spanish and Indigenous groups (non-Aztec)
 _____ Meeting between Spanish and Aztec messengers
 _____ Cortés and Moctezuma meet _____ Cortés
 takes Tenochtitlan _____ Moctezuma is Killed _____ The Aztec nation is defeated
 _____ 1521

Appendix D: ****these writing prompts will be given to students in Spanish, but they're allowed to do journal writing in English****
 Writing Prompt 1:

Imagine that a space ship lands near you and brings people who look unusual and act strangely. They carry large machines that look like vacuum cleaners. You don't know if these machines might clean up polluted land, air and water here on Planet Earth or they might be weapons that could destroy the people. What do you think your response would be? Apply this analogy to the Aztecs and Moctezuma. What do you imagine the Aztec reactions were to the Spaniards? If you were a messenger and advisor to Moctezuma, what advice would you give him about the strangers?

Appendix E:

Writing Prompt 2:

Imagine today that you had the opportunity to go to an unfamiliar land that was known to be beautiful and prosperous, but perhaps dangerous for newcomers like you. What would motivate you to go? What values would you want to uphold when meeting people in this new land? What do you think the Spanish hoped to gain from their expedition to the land that was new to them? What values did they uphold?

Appendix F:

Directions that will appear on the overhead:

Para Entregar:

Un resumen (en sus propias palabras) de cada lección que describe los detalles y eventos importantes usando verbos conjugados en el pretérito (2 resúmenes en total)

*recuerden que necesitan incluir los papeles (roles) de cada miembro del grupo

Para Presentar:

Una breve representación de lo que incluyeron en los resúmenes (los detalles y eventos importantes de las lecciones que leyeron). Las presentaciones pueden ser una obra de teatro corta, unos dibujos, un cuento, pero deben incluir verbos conjugados en el pretérito y todos los detalles que sean importantes

NARRATIVE READINGS ON THE INVASION

1. Narrator's Announcement

Attention! Attention! I am an Aztec scout who watches over the ocean. Large boats that look like floating mountains have been cited off the coast of our land. Strange people with light skin and long beards have been seen from a distance. Our leader, Moctezuma, (mock-tay-SOO-mah) has sent a scouting party to the coast to find out who these strange looking people are.

THE AZTECS

2. Reader

My name is Moctezuma. I am the king of the valley of Mexico and the city of Tenochtitlán (ten-o-sheet-LON). Terrible omens tell us that danger is coming to our land. First we saw a comet that seemed to bleed fire, like a wound in the sky. At night we hear cries of a weeping woman, warning that her children must flee. We have heard the crane sing, telling us something is about to happen. Do these signs mean the end of the world is coming? Or is a great event going to take place? When I heard about the ships and the strangers near the coast, I sent my most trusted messengers to the Gulf coast to find out what was happening. My people are frightened and confused. What am I to do? I must protect my people, for I am their leader. [Codex A]

3. Reader

I am a messenger sent by Moctezuma to bring gifts to the strangers on their ship; that is our custom. We gave them our most divine gifts that included a fine cloak made of *quetzal* (ket-ZAL) feathers and shells. After we had given the strangers many beautiful things, their captain asked us, "And is this all? Is this your gift of welcome? Is this how you greet people?" We replied, "This is all, our lord. This is what we have brought you."

Then the Captain gave orders, and we were chained by the feet and by the neck. When this had been done, the great cannon was fired off. We lost our senses and fainted away. We fell down side by side and lay there. But the Spaniards quickly revived us: they lifted us up, gave us wine to drink and then offered us food.¹ [Codices B, C, D]

4. Reader

This is what we told Moctezuma after returning from the strangers' ships: *The strangers' bodies are completely covered, so that only their faces can be seen. Their skin is white, as if it were made of lime...As for their food...it is large and white, and not heavy. It is something like straw, but with taste of a cornstalk...Their dogs are enormous, with flat ears and long, dangling tongues....Their deer carry them on their backs wherever they wish to go. These deer, our lord, are as tall as the roof of a house...*

And they have a thing called a cannon that shoots a ball of stone out of its entrails; it comes out shooting sparks and raining fire...If the cannon is aimed against a mountain, the mountain splits and cracks open. If it is aimed against a tree, it shatters the tree into splinters...The strangers dress in iron. Their swords are iron; their bows are iron; their shields are iron; their spears are iron.

When Moctezuma heard this report, he was filled with terror. It was as if his heart had fainted, as if it had shriveled. It was as if he were conquered by despair.²

5. Narrator

Why do you think the great Aztec leader Moctezuma was so afraid and confused? He was having dreams about ominous events. There was a legend about the Aztec's great god Quetzalcóatl (ket-zal-CO-aht-el), who was supposed to return from the East to visit his people. Moctezuma perhaps thought the strangers were bringing back Quetzalcóatl. He also had heard stories about the power of the Spaniards and their leader, Hernando Cortés. Although there were only 350 Spanish soldiers, Moctezuma was completely awed when he heard about their weapons, horses and armor.

6. Reader

They [the Aztecs] sent Cortés (kor-TEZ) five slaves, incense, domestic fowl, and cakes, so that if he was, as they had heard, a fearsome god, he could feed on the slaves; if he was a benevolent god, he would be content with the incense; and if he was human and mortal, he would use the fowl, fruit and cakes that had been prepared for him.³

PAUSE FOR DISCUSSION

Imagine that a space ship lands near you and brings people who look unusual and act strangely. They carry large machines that look like vacuum cleaners. You don't know if these machines might clean up polluted land, air and water here on Planet Earth or they might be weapons that could destroy the people. What do you think your response would be? Apply this analogy to the Aztecs and Moctezuma. What do you imagine the Aztec reactions were to the Spaniards? If you were a messenger and advisor to Moctezuma, what advice would you give him about the strangers?

PEOPLE OF THE INVADING PARTIES

7. Reader

My name is Cortés, Hernán Cortés. I was born in Spain. In 1504, at age 19, I sailed to the West Indies to the island where Christopher Columbus landed. I have a natural military gift, so when I was asked to put down an uprising on the nearby island of Cuba, it was an easy task. In return, the governor gave me land and Indians to work on it. When the Spanish wanted a soldier to lead an expedition to new lands, I was selected. I often wrote to King Charles I of Spain and told him what happened during my first seven years in New Spain. This is what I told those interested in joining the expedition: *I offer you great rewards, although they will be wrapped about you with great hardships... and if you do not abandon me, as I shall not abandon you, I shall make you in a very short time the richest of all men who have crossed the seas.* ⁴ [Codex E]

8. Reader

I am one of the Spanish soldiers who joined Cortés on his first expedition. Most of us soldiers had settled in the Indies, but we were unhappy because we were not given the land and slaves that had been promised. We call ourselves "conquistadores," but so far we have found no lands to conquer. When we heard about the expedition to New Spain we saw an opportunity to get gold, silver and jewels. We also want land and slaves to work the land for us.

9. Reader

My name is Beatriz Palacus, but I am called "La Parda," meaning "the black," because my mother was African. I am one of 12 women who accompanied our husbands from Spain in the 1519 invasion of Mexico. We cooked and nursed our men, stood guard, and in some instances, we fought alongside Spanish soldiers. One of our women was so blessed with a gift for healing that the Spanish crown honored her with the title "Doctor" and she received permission to practice medicine in New Spain.

10. Reader

My people are the Tlaxcalans (tla-SCAL-ans). We live in villages three days toward the sun from Tenochtitlán. The Aztecs have been our enemies for many years. They make us pay taxes, or tributes to them. They demand that our daughters serve in their houses and our sons work on their plantations. Sometimes they take our people for their ceremonial sacrifices. When the strangers with skin the color of the sun first came to our village, we fled in fear. Thousands of our warriors fought these Spanish soldiers and their allies, but our bows and arrows were no match against their muskets and cannons. Our leader finally made peace with the strangers. They promised they would help us stop the Aztecs' crimes against us if we provided 2000 men for their first expedition to Tenochtitlán. [Codex F]

11. Reader

I am called Doña Marina now. That is the name the Spanish gave me after I became Christian. When they landed near my village in the Yucatán (you-ka-TAN), the Spaniards took me with them since I know two languages, Maya and Nahuatl (NA-hwat-el). There is a Spaniard here who speaks Maya, and together, we are the interpreters for Cortés.

When I was a girl, my parents sold me as a slave. My new owner gave me as a gift to Captain Cortés. Eventually there were 19 other Mayan women who were given as gifts to cook for and serve the Spanish. When the Spaniards got us they said our ways of worship and sacrifice were evil. There is only one true God, they said, and they showed us an image of their God. We had to bow and kiss their holy cross. Then they said we were Christians, and we became the first female Christians in New Spain. After that, we were given to each of the captains on the Spanish ships. Then I became known as "La Malinche." [Codex G]

PAUSE FOR DISCUSSION

Imagine today that you had the opportunity to go to an unfamiliar land that was known to be beautiful and prosperous, but perhaps dangerous for newcomers like you. What would motivate you to go? What values would you want to uphold when meeting people in this new land? What do you think the Spanish hoped to gain from their expedition to the land that was new to them? What values did they uphold?

THE INVASION

12. Narrator

Cortés was disobeying orders when he decided to do more than trade with the Aztecs. Therefore, when the Spanish left their eleven ships off the Gulf coast, Cortés had all but one ship dismantled so his men wouldn't be able to leave the expedition. The Spaniards began the 200 mile journey, over mountains and through valleys, and finally arrived at the Valley of Mexico. From the pass between spectacular volcanic peaks, they viewed an amazing sight: the city of Tenochtitlán.

On November 8, 1519, the Spanish and their Tlaxcalan allies entered the Aztec stronghold and stayed until the following May. The inhabitants of the valley flocked to observe the newcomers who entered the city and who were received by Moctezuma. Under a canopy they exchanged gifts and greeted each other. Moctezuma offered a palace where Cortés and his companions could stay.

For several days the Spaniards wandered, in a tourist-like fashion, and admired the city. The city of Tenochtitlán was well organized with long avenues, markets, gardens, canals and temples. The city of Tenochtitlán even had a zoo.

Cortés knew his people were surrounded by the Aztecs who could attack and kill them in an instant if they so desired. Due to the suspicion that the Aztecs may be planning an ambush, Cortés took Moctezuma hostage inside his own palace.
[Codex H]

13. Reader

When the Spaniards were settled in the palace, they asked Moctezuma about the city's resources and reserves... They questioned him closely and then demanded gold... The riches of gold and feathers were brought out to them: ornaments made of quetzal feathers, shields made from disks of gold... and gold nose rings, gold bracelets and crowns. The Spaniards immediately stripped the feathers from the gold shields and ensigns. They gathered all the gold into a great mound and set fire to everything else, regardless of its value [to the Aztecs]. Then they melted down the gold into ingots. As for the precious green stones, they took only the best of them; the rest were snatched up by the Tlaxcalans.⁵ [Codex I]

14. Narrator

During their six months in Tenochtitlán, the Spaniards collected huge amounts of gold. One fifth of all they took was sent to the Spanish King and Queen. Other portions of the gold went to Cortés, the Captains and the Spanish priests. The soldiers divided the rest.

Meanwhile, the governor of Cuba, who had dispatched Cortés' voyage, tried to suspend the expedition. He had become distrustful of Cortés and wanted to replace him. He sent a fleet of 15 ships and 900 men to arrest Cortés and bring him back.

Cortés heard about the plans to bring him back to Cuba. He decided to go back to Veracruz to encounter the expedition, but left some soldiers behind to guard Tenochtitlán. Cortés made a surprise attack on the new Spanish forces, and their leader surrendered. Cortés told the soldiers about all the gold at Tenochtitlán and offered them part of the loot if they joined him, which they did. The two armies began their return to Tenochtitlán. Along the way, 2000 Tlaxcalan warriors also joined the Spanish forces.

Meanwhile, at Tenochtitlán, the Aztecs prepared to celebrate an important holiday in honor of their sun and war god. Rumors spread among the Spaniards that during the celebration in the temple the Aztecs would attack the Spaniards. The acting Spanish commander reacted by blocking the four entrances of the temple during the celebration.

15. Reader

All the young warriors were eager for the fiesta to begin. They had sworn to dance and sing with all their hearts, so that the Spaniards would marvel at the beauty of the rituals... At this moment in the fiesta, when the dance was the loveliest and when song was linked to song, the Spaniards were seized with an urge to kill the celebrants. They all ran forward, armed as if for battle. They closed the entrances and passageways, all the gates of the patio...they posted guards so that no one could escape.

They ran in among the dancers, forcing their way to the place where the drums were played. They attacked the man who was drumming and cut off his arms. Then they cut off his head, and it rolled across the floor. They attacked all the celebrants, stabbing them, spearing them, striking them with their swords.⁶ [Codex I]

16 Narrator

In retaliation for the 600 warriors who were killed that day, the Aztecs launched an attack. They drove the Spaniards back to their quarters and held them captive.

17. Reader

When the news of this massacre was heard outside the Sacred Patio, a great cry went up: 'Aztecs, come running! Bring your spears and shields! The strangers have murdered our warriors!'

This cry was answered with a roar of grief and anger: the people shouted and wailed and beat their palms against their mouths...Then the battle began. The Aztecs attacked with javelins and arrows, even with the light spears that are used for hunting birds. They hurled their javelins with all their strength.

The Spaniards immediately took refuge in the palace. They began to shoot at the Aztecs with their iron arrows and to fire their cannons. And they shackled Moctezuma in chains.⁷

PAUSE FOR DISCUSSION

It was into this scene that Cortés, the Spanish, and the additional 2,000 Tlaxcalan warriors entered Tenochtitlán after the trip from Veracruz. What do you think happened next?

18. Narrator

The Aztecs allowed Cortés and his soldiers to enter Tenochtitlán, but then they cut them off from all their supplies, food and water. The Aztecs intended to weaken the Spaniards and then to attack them. Realizing this plan, Cortés persuaded Doña Marina to intervene on behalf of the Spaniards. He thought the Aztecs would listen to her, since she was Indian and spoke the Aztecs' language.

19. Reader

Doña Marina called the nobles together. She climbed up to the palace roof and cried: "Aztecs, come forward! The Spaniards need your help! Bring them food and pure water. They are tired and hungry; they are almost fainting from exhaustion! Why do you not come forward? Are you angry with them?"

The Aztecs were too frightened to approach. They were crushed by terror and would not risk coming forward. They shied away as if the Spaniards were wild beasts, as if the hour were midnight on the blackest night of the year. Yet they did not abandon the Spaniards to hunger and thirst. They brought them whatever they needed, but shook with fear as they did so. They delivered the supplies to the Spaniards with trembling hands, then turned and hurried away.⁸

Pause for Discussion

Why do you think Doña Marina asked the Aztecs to help the Spanish? Why do you think the Aztecs brought food and water to the Spanish? What would you do?

THE SECOND ATTACK

20. Narrator

After feeding the Spanish, the Aztecs began to attack. Thousands of warriors threw stones, followed by spears, bows and arrows. The Spanish fought back with their reinforced army and a cavalry of eighty horses. They burned houses, but the canals of Tenochtitlán stopped the fires from spreading. On the 23rd day of the battle, the Spanish captured the Aztec temple and destroyed the Aztec's sacred statues. The Aztecs became so enraged that they screamed for revenge. Knowing they were doomed, Cortés persuaded Moctezuma to appeal to the Aztecs to allow the Spanish to leave Tenochtitlán. As Moctezuma climbed to a rooftop to make the appeal, he was killed. The Spanish claim he was murdered by his own people; the Aztecs said the Spanish were responsible for the killing.

21. Reader

On a dark night, Cortés and the Spanish tried to escape over a causeway. But the heavy fog and the rain did not protect them from Aztec eyes. A woman who was getting water at one of the canals saw them and called out an alarm. Aztec warriors came out of the shadows. They blocked the causeway, boarded canoes and shot their bows and spears at the fleeing Spanish. Confusion overwhelmed the Spanish, and many drowned in the canal weighted down with their armor and the jewelry and gold they had stolen.

Cortés himself escaped, crossing the causeway and reaching the mainland. 870 Spanish and 1,200 Tlaxcalans died that night. The swampy grounds and the canals were full with bodies of soldiers and horses. This was the Sad Night, *La Noche Triste* (la NO-chay TREE-stay). [Codex K]

22. Narrator

For a while, the Aztecs in Tenochtitlán enjoyed their triumph. But soon small pox appeared, and in a matter of months, it devastated the population of Tenochtitlán. The Aztecs were not immune to this European disease and thousands of Aztec corpses lay decomposing on the streets and in the temples.

The Spanish who survived *La Noche Triste* regrouped not far from the city. Spurred by their desire for gold, they made plans to retake the city. Cortés brought his dismantled ships from the Gulf Coast and rebuilt them on the lake that surrounded Tenochtitlán. By chance, ships from Spanish settlements in the Caribbean arrived during this time at Veracruz, bringing soldiers, horses and guns. Cortés promised the men a percentage of the loot if they joined him. [Codex L]

Lesson 6 — Handout 1

After a year, with more than 80,000 men, the invasion of Tenochtitlán began. Of that number, fewer than 600 were Spanish; most were Tlaxcalans and warriors from the neighboring region. The offensive on Tenochtitlán lasted for about 80 days. Aztec warriors who had not been struck with small pox fiercely defended their city. The Spanish cut off supplies to Tenochtitlán with their ships, and the Aztecs had to eat worms and the bark of trees to survive. Despite the Aztec efforts, the city of Tenochtitlán fell into Spanish hands on August 21, 1521. The Aztecs never surrendered; to take the city, Cortés had to ravage it. No temple, palace or idol remained. [Codex M]

23. Reader

*Nothing but flowers and songs of sorrow
are left in Mexico and Tlatelolco (tlot-el-LOL-co),
where once we saw warriors and wise men.*

*We know it is true
that we must perish,
for we are mortal men...*

*We wander here and there
in our desolate poverty.
We are mortal men.*

*We have seen bloodshed and pain
where once we saw beauty and valor.*

*We are crushed to the ground;
we lie in ruins.
There is nothing but grief and suffering
in Mexico and Tlatelolco,
where once we saw beauty and valor.⁹*

[Codices N, O]

Pause for reflection and discussion

Distribute copies of the codices. See instructions 4-6 under Body of Lesson.

THE AFTERMATH

24. Reader

My name is Bernal Díaz. I was a soldier with the Spanish expedition. When Cortés was chosen to lead the exploration of New Spain, I quickly joined. Later in my life, I wrote an account about the conquest of New Spain. Reflecting about that time, I wrote: *Many interested readers have asked me why the true Conquistadors who won...the great and strong city of Mexico, did not stay there to settle, but went on to other provinces...We had realized from Moctezuma's account books that there were no gold or mines or cotton in the towns around Tenochtitlán, only a lot of maize [corn] and the maguey (ma-GAY) plantations from which they obtained their wine. For this reason he thought of it as a poor land, and went off to colonize other provinces. But he was thoroughly deceived.*¹⁰

25. Reader

My name is Bartolomé de las Casas. I was a Dominican Friar in the Catholic Church. I came to New Spain originally because I saw great opportunity to gain land and to convert the Indians to Christianity. *As I look back on my 40 years here, I am appalled at the wickedness, injustice and violence which the Christians have done in the Indies. I am very certain that during the years from 1502 to 1542 more than 12 million souls, men, women and children perished unjustly and tyrannically. It would have been better for the Indians to go to hell with their heresies than to be saved by the Christians. The Christians killed and destroyed such an infinite number of souls so they could acquire gold and riches. In a word, the cause of the demise of the Indians has been the Christians' unending ambition.*¹¹

26. Reader

I am an Aztec woman and I write this many years after the invasion of Mexico: *The Spanish said they had discovered a new world. But our world was not new to us. Many generations had flourished in these lands... We cultivated the land, we lived in great settlements beside the lakes, we hunted and spun, we had schools and sacred festivals. The Spanish said they had to make us 'civilized,' made us give up our 'barbarianism.' Yet they defeated us, they decimated us barbarously. In just a few years they made more human sacrifices than we had ever made in all the history of our festivals.*¹²

Pause for Closing Discussion

What do you think is meant by the statements by Bartolome de las Casas, Bernal Díaz and the Aztec woman? If you were asked to make a statement of the conquest, what would you say? Write a paragraph in your journal.

Lesson 4: Codices (1 day of instruction)

Lesson Topic: Codices: The privileged perspective is the most commonly taught, Religion, technology and Aztec and Spanish political practices and diplomacy played a key role in the conquest. Why is it important to look at history from multiple points of view?

Learning Objectives:

Students will:

- Know the sequence of events immediately proceeding and taking place during the Spanish invasion of Tenochtitlan
- Interpret authentic artworks to recreate the story being told
- Use the preterit tense to sequence a series of events that took place in the past
- Use the imperfect tense to describe the scene during which specific events took place.
- Use the conditional to describe what would be included in a different version of historical events.

Learning Strategies

LS1: Use a graphic organizer (SQA chart, time line)

LS2: Reflect on progress (metacognition)

LS3: Review previously learned information (recycle)

LS4: Work effectively in pairs to recreate the sequence of events that lead to the invasion and conquest of Tenochtitlán.

Learning Experience/Instruction:

Materials Needed:

- Bags with the codices (image and text) cut into separate slips of paper (appendix A) (*Caras de Mexico*, 24)
- Pencil/paper
- DVD: *La Otra Conquista*

Time Frame: 1 50-minute class period

Learning activities/Tasks

Preview Phase:

As students walk in the door, they are directed by the teacher to review their responses to the writing prompts, which were homework from the previous night, and to prepare to share something with the class. After the bell rings, the teacher calls on a few students to share their thoughts and conducts a brief discussion in English about the importance of looking at history from multiple points of view. Students pause to look at their SQA charts and evaluate their progress. Have they added much to the *Learned* category? Are there any new questions that they want answered? After spending a couple of minutes reflecting on their individual SQA charts, the teacher asks for input regarding the class chart and fills in what she needs to according to the students' responses. Students watch clip 4 of *La Otra Conquista*, in which the main character of the movie is creating the codices from the scene that he sees in front of him. The students are then told that they will be working with some of the only remaining codices. Students are then put into pairs of two and each student is given a bag containing the codices and accompanying text on individual slips of paper (out of order).

Focused Learning Phase:

The students work together in pairs to put the codices in order. Students also retell the sequence of events in their own words, using the preterit tense to describe the series of events. The teacher circulates helping students when necessary and making sure each person is contributing to the task at hand. The teacher will check student work and formation/use of the preterit tense as she circulates, giving students feedback so that they can adjust/edit their work before turning it in.

Expansion Phase:

Students comment on what is included in this version of the events and what is not, discussing what the Spanish would have included/thought about the version of history presented in the codices. Students then take time to fill in their own SQA chart and direct the teacher to fill in the larger, class version of the chart.

Students view clip 8: burning the codices, in which the Spanish discover and burn the codices created in the scene the students viewed at the beginning of the class, and clip 16 about falsifying the truth vs. destroying it, in which the codex writer and a priest discuss the effects of burning the codices. Students are told to answer the following questions in their journal in Spanish for homework: Why did the Spanish burn the codices? What do you think the Spanish hoped to achieve by burning the codices? Were they successful? Can you think of other instances of book or record burning in history?

Evidence:

Lesson Level Formative Assessment Procedures:

The teacher will walk around and monitor pair-work to note which students are actively participating and which students are passive. Students will turn in their summaries to be assessed on both content (correct sequence of events) and language (correct formation and use of the preterit).

The students will need to respond to questions regarding the video clips they watched in class. These will be turned in the following day and assessed for content.

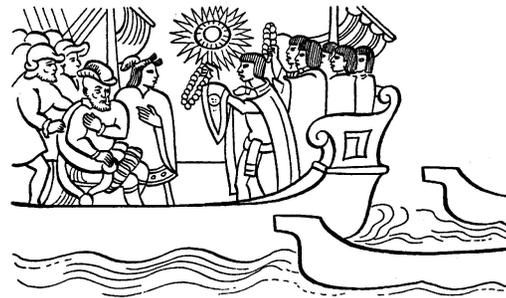
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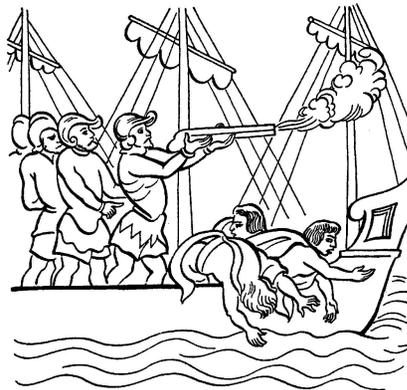
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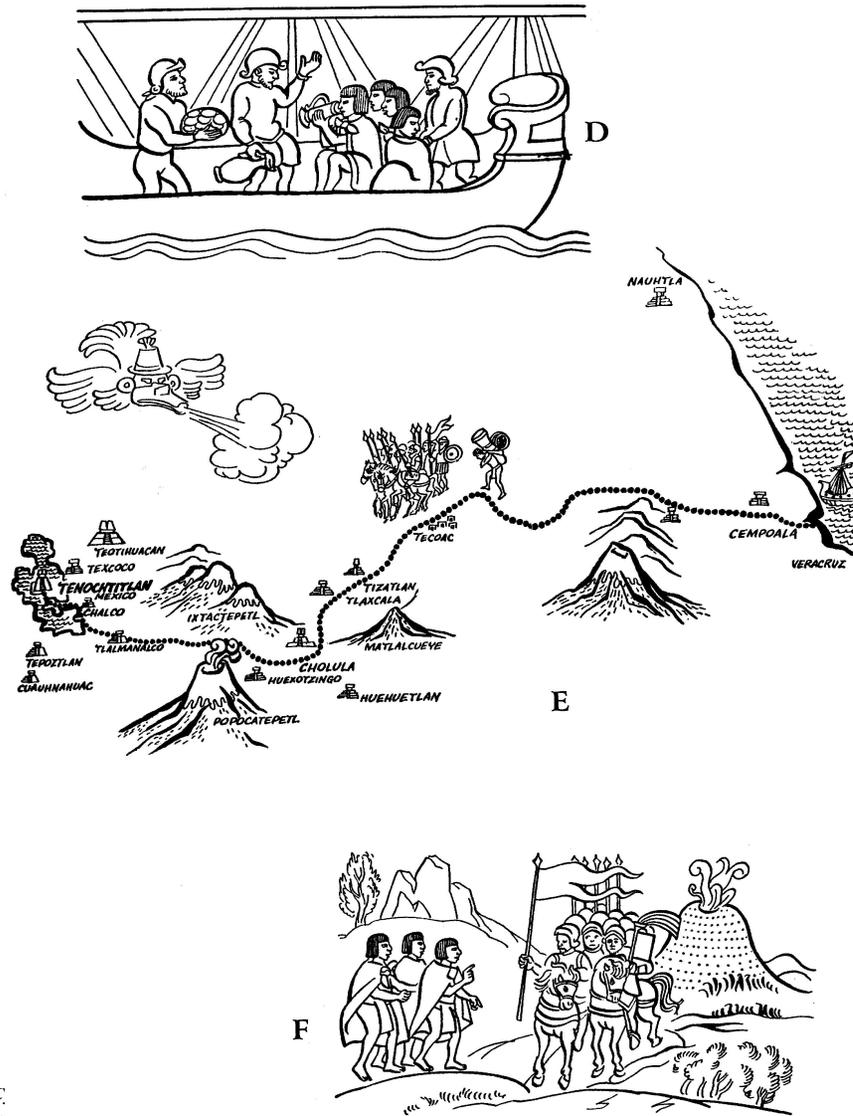
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LEGGRE V CURELL



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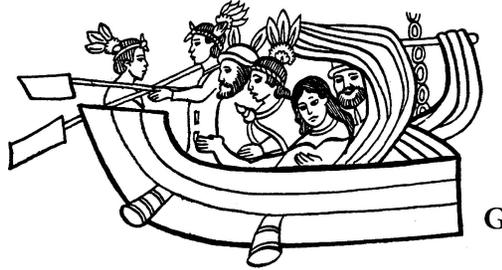
Many Faces of Mexico

For Advanced Research on Language Acquisition, contact CARLA. This content must be sought from the CARLA

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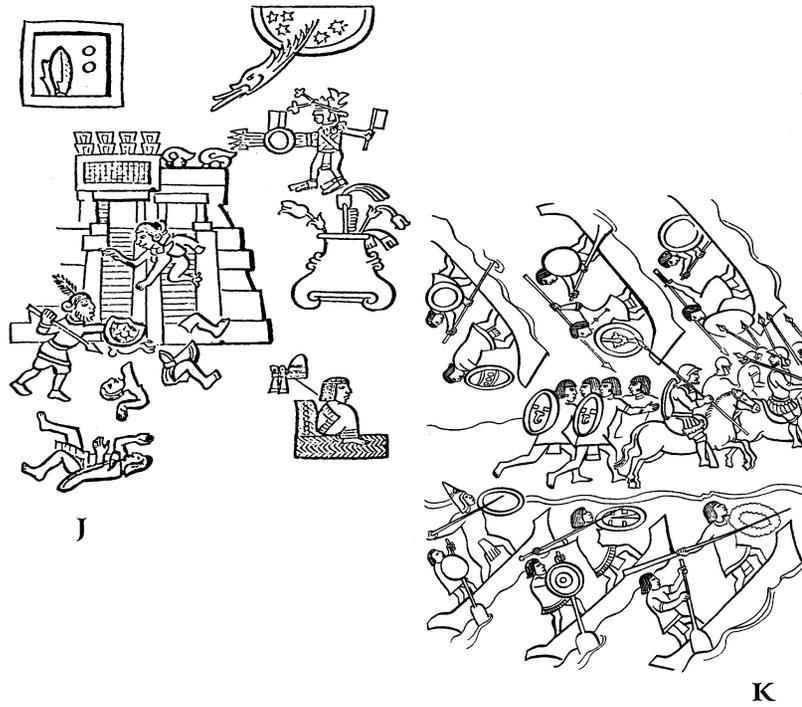


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Lesson 6 — Codices

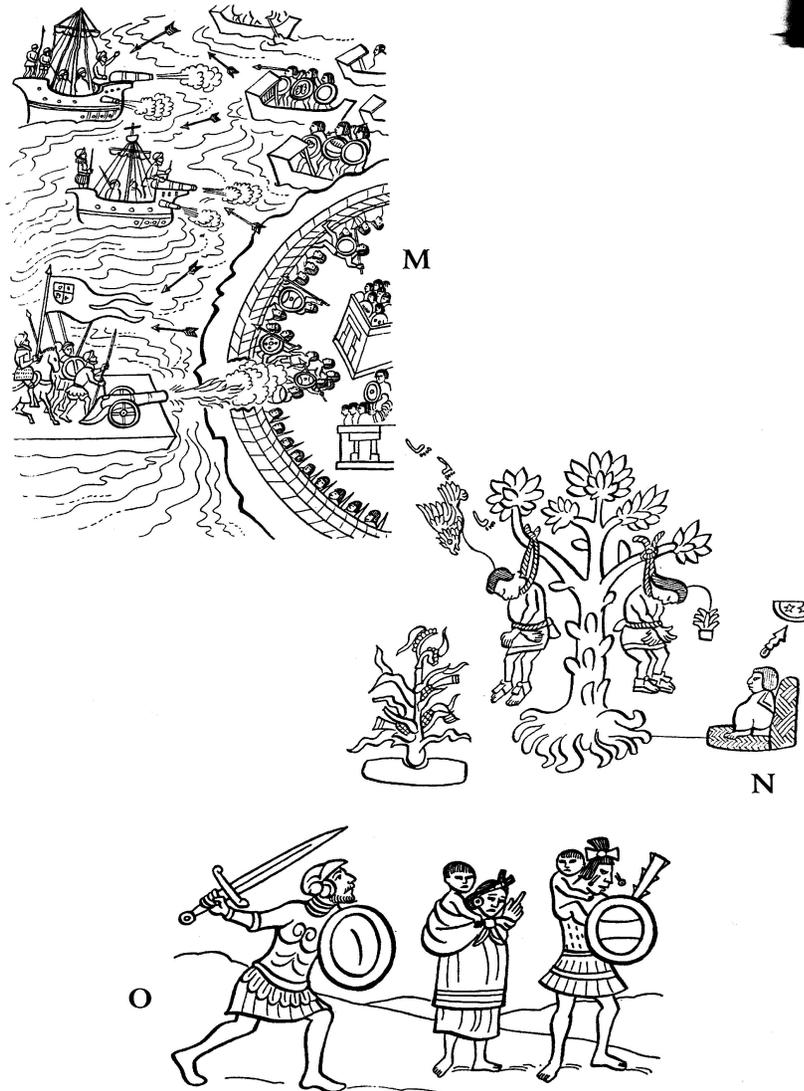


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Lesson 6 — Codices



Códices Aztecas

Los aztecas escribían su historia en códices o manuscritos que incluían símbolos y dibujos que ilustraban sus acciones, conceptos y emociones. La mayoría de los dibujos utilizados en esta lección para describir la conquista provienen del Libro Doce del Código Florentino y del código Lienzo de Tlaxcala.

- A. Diez años antes de la llegada de los españoles, los aztecas vieron un cometa que parecía ser una mazorca que parecía sangrar fuego. Cuando los aztecas vieron este raro fenómeno se sorprendieron y asustaron, y hablaban de él constantemente tratando de interpretar su significado. Fue visto como un signo de mal augurio.
- B. Los mensajeros aztecas trajeron regalos de bienvenida para los españoles a bordo de sus barcos.
- C. Los españoles después de recibir los regalos encadenaron a los mensajeros y dispararon un cañón. Los aztecas se desmayaron de miedo.
- D. Los españoles revivieron a los mensajeros aztecas dándoles vino para beber y después algo para comer.
- E. Los españoles siguieron esta ruta desde Veracruz hasta Tenochtitlan a través de Tlaxcala.
- F. Los españoles marcharon hacia Tenochtitlan, pasando por el volcán Popocatepetl. En su marcha reclutaron aliados de Tlaxcala.
- G. Doña Marina fue vendida como esclava y fue regalada a Cortés.
- H. En la reunión entre Cortés, Moctezuma y los caciques aztecas, el primero fue obsequiado con comida, flores y collares de oro. Doña Marina fue la intérprete.
- I. Los españoles reunieron todos los regalos de oro y los fundieron en lingotes.
- J. La masacre española de los aztecas durante su celebración del Toxcatl en honor de sus dios Huitzilopochtli.
- K. Los españoles y sus aliados huían cruzando el terraplén hacia tierra firme mientras eran atacados por los guerreros aztecas. Esto se conoce como la *Noche Triste*.
- L. Una terrible peste de viruela se propagó por Tenochtitlan, matando y debilitando a miles de hombres, mujeres y niños.
- M. Los españoles regresaron. Reconstruyeron sus barcos en el lago que rodeaba Tenochtitlan y capturaron la ciudad en 80 días.
- N. Los aztecas nunca se rindieron, pero murieron más de 240.000.
- O. Los aztecas que sobrevivieron huyeron de Tenochtitlan, mientras los españoles buscaban oro.

Lesson 5: Legacies (2 days of instruction)

Desired Results:

Lesson Topic: Legacy of the conquest; impact of disease; The Spanish left an indelible impression on Mexican culture because of the totality of the conquest; Parallels to the British colonization of the US

Learning Objectives:

Students will:

- Analyze the demographic shifts that occurred after the conquest
- Understand the role of indirect causes of the population decline
- Recognize Spanish roots of Mexican religious expression
- Identify motives behind British colonization of the US and compare with Spanish motives
- Identify practices of modern Mexico that are a result of the Spanish conquest
- Recognize the devastation of Aztec culture that took place during the conquest.
- Attend to a lecture in Spanish
- Analyze the impact of word choice (conquest versus colonization) on our perception of events.

Learning Strategies:

LS1: Distinguish between essential information and details in a lecture

LS2: Summarize information

Learning Experience/Instruction:

Materials Needed:

- Pre-contact chart (from days 2 and 3)
- Slide presentation on demographic changes
- Note sheet
- English reasons for colonization (appendix)

Time Frame:

Learning Activities/Tasks (WHERE TO & CAPRII)

Day One:

Preview Phase:

The class will begin by taking a look at the pre-contact chart they filled in on the second day. They will look at both sides, and try to answer the question, “Which column most closely looks like your idea of modern Mexico?” This lesson will dive into the reasons why Mexico looks more like pre-contact Spanish than pre-contact Aztec society.

Focused Learning Phase:

Today’s class will involve a lecture on demographic changes in Mexico during and immediately following the conquest. Students will listen and fill in their note sheet, assisted by slides. Presentation will focus on both statistics and causes of the devastating drop in population.

We will continue by looking at pictures of art and architecture from both Spain and Mexico. Most early cathedrals and churches were direct copies of Spanish architecture. Students will see that Mexican religious expression post-conquest became very similar to Spanish religion.

Students will work in pairs to summarize their notes. Students will work together to try to create an answer to the question based on synthesis of the data they have received in this unit: Why does modern Mexico resemble Spain so much?

Expansion Phase:

We will discuss students’ responses to the question. They will do this in a Pair-Share format (presumably, the thinking already took place when they wrote). They will share in groups of four (two sets of partners), then choose the most convincing aspects of each person’s response to share with the class. The teacher will write answers in abbreviated form on the board. Next, students will be responsible for identifying another aspect of modern Mexico that was either borrowed from or strongly influenced by Spanish culture, including language, religion, government. They will draw on their prior knowledge of Mexican culture, which they have been learning

through brief cultural sections in their textbooks. They will be responsible for creating a brief explanation in Spanish of their cultural element, which will be shared before the end of class.

Day Two:

Preview Phase:

Today's class will focus on drawing parallels between the Spanish conquest of Mexico and the British colonization/conquest of the US. We will begin by creating a mind map of what students already know about the British colonization (which they have learned in US history class). Some of the categories the teacher will be looking for are technological advantages, motives, and British perceptions of native people, although students may have additional categories. This will be done in English because the students learned this information (and vocabulary) in their L1.

Focused Learning Phase:

Students will look at British motivations for colonization of what is now the US. This activity previews what they will be expected to do in their summative assessment, but is a more scaffolded activity because it is in English and draws on a more extensive prior knowledge base. The students will read an excerpt from a book written at the time of English colonization, explaining some of the primary motives for colonization and conquest. They will answer questions based on the reading (see appendix).

Expansion Phase:

Students have now become familiar with two parallel but different conquests. The big questions for today are these: What is the difference between a conquest and a colonization? Why is what the Spanish did considered a conquest, but we say that the British colonized the US? Is it a matter of our perceptions, or was there an actual difference? The teacher will lead a class discussion along these questions. The students will do a TPS of each question, and the teacher will encourage divergent thinking because there are no definite answers to these questions.

Evidence:

Lesson Level Formative Assessment Procedures:

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Participation in pair work (TPS); Completion and depth of understanding in their explanation of a cultural element (checklist);
Completion of English colonization worksheet; Participation in discussion.

English motivations for colonization/conquest:

Richard Hakluyt, Reasons for Colonization (1585)

“Richard Hakluyt (1552?-1616), wrote at length about the topic of English colonization and was an especially strong advocate for colonizing North America, in the hopes of establishing northern passages to the Orient. His colonial interests can be seen in his major work, “The Principal Navigations, Voyages, Traffics, and Discoveries of the English Nation (1598- 1600).”

1. *The glory of God by planting of religion among those infidels.*
2. *The increase of the force of the Christians.*
3. *The possibility of the enlarging of the dominions of the Queen’s Most Excellent Majesty, and consequently of her honour, revenues, and of her power by this enterprise.*
4. *An ample vent in time to come of the woollen cloths of England, especially those of the coarsest sorts, to the maintenance of our poor, that else starve or become burdensome to the realm; and vent also of sundry our commodities upon the tract of that firm land, and possibly in other regions from the northern side of that main.*
15. *The great plenty of buff hides and of many other sundry kinds of hides there now presently to be had, the trade of whale and seal fishing and of divers other fishings in the great rivers, great bays, and seas there, shall presently defray the charge in good part or in all of the first enterprise, and so we shall be in better case than our men were in Russia, where many years were spent and great sums of money consumed before gain was found.*
20. *Where there be many petty kings or lords planted on the rivers’ sides, and [who] by all likelihood maintain the frontiers of their several territories by wars, we may by the aid of this river join with this king here, or with that king there, at our pleasure, and may so with a few men be revenged of any wrong offered by any of them; or may, if we will proceed with extremity, conquer, fortify, and plant in soils most sweet, most pleasant, most strong, and most fertile, and in the end bring them all in subjection and to civility. . . .*

The ends of this voyage are these:

1. *To plant Christian religion.*

2. *To traffic.*

3. *To conquer.*

Or, to do all three.

To plant Christian religion without conquest will be hard. Traffic easily followeth conquest; conquest is not easy. Traffic without conquest seemeth possible and not uneasy. What is to be done is the question.

If the people be content to live naked and to content themselves with few things of mere necessity, then traffic is not. So then in vain seemeth our voyage, unless this nature may be altered, as by conquest and other good means it may be, but not on a sudden. The like whereof appeared in the East Indies, upon the Portugals seating there.

If the people in the inland be clothed, and desire to live in the abundance of all such things as Europe doth, and have at home all the same in plenty, yet we cannot have traffic with them, by means they want not anything that we can yield them.

Admit that they have desire to your commodities, and as yet have either gold, silver, copper, iron, nor sufficient quantity of other present commodity to maintain the yearly trade, what is then to be done?"

1. *Hakluyt mentions "traffic" as one of the motivations for colonization. It is clear that our common definition of "traffic" is not what he means. What could "traffic" be referring to? (See reasons 4 and 15 for clarification.)*

2. *In addition to "traffic," what were the other motives for colonization, according to Hakluyt? Give the motives and explain them, using evidence from Hakluyt's writing.*

3. *What can we infer about Hakluyt's religious background? What was his opinion of the religious state of the Native Americans?*

4. *What are Hakluyt's unresolved questions? Based on your knowledge of what happened during the British colonization, which took precedence: religion, "traffic", or conquest?*

<http://www.netlexfrance.info/2005/07/28/reasons-for-colonization/>

Lessons 7 and 8

Lesson Topic: Legacy of the conquest; impact of disease; The Spanish left an indelible impression on Mexican culture because of the totality of the conquest

Learning Objectives:

Students will:

- Analyze the demographic shifts that occurred after the conquest
- Understand the role of indirect causes of the population decline
- Recognize Spanish roots of Mexican religious expression
- Identify practices of modern Mexico that are a result of the Spanish conquest
- Recognize the devastation of Aztec culture that took place during the conquest.
- Attend to a lecture in Spanish

Learning Strategies:

LS1: Distinguish between essential information and details in a lecture

LS2: Summarize information

Learning Experience/Instruction:

Materials Needed:

- Pre-contact chart (from days 2 and 3)
- Slide presentation on demographic changes
- Note sheet (appendix)

Time Frame:**Learning Activities/Tasks (WHERE TO & CAPRII)****Day One:****Preview Phase:**

The class will begin by taking a look at the pre-contact chart they filled in on the second day. They will look at both sides, and try to answer the question, “Which column most closely looks like your idea of modern Mexico?” This lesson will dive into the reasons why Mexico looks more like pre-contact Spanish than pre-contact Aztec society.

Focused Learning Phase:

Today’s class will involve a lecture on demographic changes in Mexico during and immediately following the conquest. Students will listen and fill in their note sheet, assisted by slides. Presentation will focus on both statistics and causes of the devastating drop in population. Students will work in pairs to summarize their notes. For homework students write an answer to this question: Why does modern Mexico resemble Spain so much?

Day Eight:**Expansion Phase:**

We will return to the question from the yesterday’s class by looking at pictures of art and architecture from both Spain and Mexico. Most early cathedrals and churches were direct copies of Spanish architecture. Students will see that Mexican religious expression post-conquest became very similar to Spanish religion. Then, we will discuss students’ responses to yesterday’s homework question. They will do this in a Pair-Share format (presumably, the thinking already took place when they wrote). They will share in partners, then choose the most convincing aspects of each person’s response to share with the class. The teacher will write answers in abbreviated form on the board. Next, students will be responsible for identifying another aspect of modern Mexico that were either borrowed from or strongly influenced by Spanish culture, including language, religion, government. They will be responsible for creating a brief explanation in Spanish of their cultural element, which will be shared in class.

Evidence:**Lesson Level Formative Assessment Procedures:**

Completion of homework question; Completion and depth of understanding in their explanation of a cultural element (checklist)

Professional Curriculum Development References and Resources

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VAC

www.carla.umn.edu/assessment/vac/

Teacher-developed IPA from the Virtual Assessment Center (VAC) at CARLA

Development.