

RANDY MARTIN: THE CONQUEST OF EARLY LATIN AMERICA



Peruvian chess set involving Spanish conquistadores versus the Inca. Reprinted under CC © from LollyKnit.

From this unit students will gain new knowledge and understanding of what a “bias” is and how it comes to be. Using the events in the lives of the early Spanish Conquistadors, their Native allies, and their foes, they will be able to analyze and define the different shapes and symptoms of bias, and come to an understanding of how it is currently shaping their thoughts, culture, and world.

- ☞ Conquistadors and Historical Bias: The Colors of History
- ☞ Biases in Primary and Secondary Sources: Christopher Columbus
- ☞ Perspectives and Biases: Cultural “Heroes” and “Villains” Among the Early Conquistadors
- ☞ Don Juan de Oñate and Monuments of Bias: Ethnological Love and Hate

Biases, Agendas, and Conquistadors: The Conquest of Early Latin America



Unit Plan By:

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Desert Ridge Middle School

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Biases, Agendas, and Conquistadors: Early Latin American Conquest Unit Plan

Time Needed:

21 regular class periods

Unit Author and School:

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Unit Objectives:

Students will gain new knowledge and understanding of what a “bias” is and how it comes to be. Using the events in the lives of the early Spanish Conquistadors, their Native allies, and their foes, they will be able to analyze and define the different shapes and symptoms of bias, and come to an understanding of how it is currently shaping their thoughts, culture, and world.

Unit Questions/Essential Questions:

1. How should we look at history as students with our own biases?
2. How does the ways in which history is presented impact personal feelings and biases?
3. Who decides what constitutes a “hero” or a “villain”?
4. What role do cultural perspectives and historical biases take in the making of heroes and villains?
5. How can one figure or event in history be loved and hated simultaneously by different people groups?
6. What role does race, ethnicity, and history play in the development of biases?

Unit Contents (see individual lessons for overviews and standards):

Lesson One: Conquistadors and Historical Bias: The Colors of History

Lesson Two: Biases in Primary and Secondary Sources: Christopher Columbus

Lesson Three: Perspectives and Biases: Cultural “Heroes” and “Villains” Among the Early Conquistadors

Lesson Four: Don Juan de Onate and Monuments of Bias: Ethological Love and Hate