

Lesson Two: People, Places, and Patterns

Goal: This lesson will introduce the important players, places, and patterns of the conquest so that when it comes time to look at primary sources, students have the background knowledge that they need to make educated decisions about what the sources mean.

Objectives: Students will:

- compare three maps and make predictions regarding the conquest based on their content.
- apply vocabulary words from the pretest to the appropriate places or players.

Duration: Two class periods.

Guiding Questions:

- Where did the conquest take place?
- Who was involved in the conquest?
- What patterns in Spanish behavior emerge from the story?

Assessment: By the end of the class, the students should be able to answer questions 2, 3, and 4 of the pretest correctly. In addition, a score can be given for their completion of the People, Places and Patterns vocabulary sheet. Throughout the lesson, critical thinking and map interpretations will allow the teacher to make informal assessments via class discussion.

Links to State Curriculum Standards:

- NM History Strand I-A PS 4: Describe how important individuals, groups, and events (the conquest of Mexico) impacted the development of New Mexico from the 16th century to the present.
- NM History Strand II-A PS 2: Describe factors affecting location of human activities, including land use patterns in urban, suburban and rural areas.
- NM History Strand III-B PS 2: Describe ways in which different groups maintain their cultural heritage.

Materials for Class:

Student: Handout of three maps
People, Places and Patterns Handout (with blanks)

Teacher: Lesson plans with extensive notes
People, Places and Patterns Key
World map to illustrate location of the student maps

Resources Used:

Restall, Matthew. *Seven Myths of the Spanish Conquest*. Oxford: Oxford University Press, 2004.

Schwartz, Stuart B. *Victors and Vanquished: Spanish and Nahua View of the Conquest of Mexico*. Bedford/Saint Martin's, 2000.

Townsend, Camilla. *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*. University of New Mexico Press, 2006.

Jimenez, Alfredo, "Don Juan de Oñate and the Founding of New Mexico: Possible Gains and Losses from Centennial Celebrations," *Colonial Latin American historical Review* 7.2(Spring 1998): 109-128.

For access to the English version of the Requerimiento see
<http://users.dickinson.edu/~borges/Resources-Requerimiento.htm>

For access to the Spanish version of the Requerimiento see
<http://www.historiasdechile.cl/historias-de-la-historia/requerimiento-espanol>

Activities and Teaching Strategies (including opening and closing):

1. The teacher begins class with a reading of a portion of the **requerimiento** (in Spanish if possible...maybe have a bilingual colleague record it for you).

Y si así no lo hicieseis o en ello maliciosamente pusieseis dilación, os certifico que con la ayuda de Dios nosotros entraremos poderosamente contra vosotros, y os haremos guerra por todas las partes y maneras que pudiéramos, y os sujetaremos al yugo y obediencia de la Iglesia y de Sus Majestades, y tomaremos vuestras personas y de vuestras mujeres e hijos y los haremos esclavos, y como tales los venderemos y dispondremos de ellos como Sus Majestades mandaren, y os tomaremos vuestros bienes, y os haremos todos los males y daños que pudiéramos, como a vasallos que no obedecen ni quieren recibir a su señor y le resisten y contradicen; y protestamos que las muertes y daños que de ello se siguiesen sea a vuestra culpa y no de Sus Majestades, ni nuestra, ni de estos caballeros que con nosotros vienen.

At the close of the reading, the teacher should ask the students if they agree to the terms. When they fail to answer, the teacher should (in English) ask why they were unwilling to agree. After some discussion, tell the students that this is a primary source from the period of the conquest and is a legal document which was read to indigenous peoples (in Spanish) asking them to surrender to the authority of the king of Spain and to accept Spanish religion. The portion that they just heard explains what will happen if they do not surrender.

But, if you do not do this (surrender and accept our god), and maliciously make delay in it, I certify to you that, with the help of God, we shall powerfully enter into your country, and shall make war against you in all ways and manners that we can, and shall subject you to the yoke and obedience of the Church and of their Highnesses; we shall take you and your wives and your children, and shall make slaves of them, and as such shall sell and dispose of them as their Highnesses may command; and we shall take away your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey, and refuse to receive their lord, and resist and contradict him; and we protest that the deaths and losses which shall accrue from this are your fault, and not that of their Highnesses, or ours, nor of these cavaliers who come with us.

to, so Cortés drilled holes in the bottom of the ships to prevent the men from taking them. He sent a trusted friend in the single remaining ship off to Spain to petition the king and queen directly for their support. In a letter to them, Cortés explains that he had to scuttle the ships to prevent them from falling into the hands of the *indigenous* people. He also says that he had sent far more than a fifth of the treasure they had collected as proof of his honorable intentions.

Have student fill in the blank in the **Vera Cruz** definition (leaders), and the **Tenochtitlan** definition (200,000).

6. Before continuing with the Cortés story, we need to talk about the power structure in the Valley of Mexico. To do this, move on to the second map. Again, have students take some time to look at the map, ask questions and make observations. Of primary interest here is to get students to understand that between the dotted lines was the land under domination of the **Mexica** whose capital city was Tenochtitlan and whose leader was **Moctezuma**. The grey areas were groups that the Mexica had been unable to subjugate/conquer. Explain that the Mexica had a very developed cult of war. They were fierce and feared by those they had conquered. The weapons that they used were designed for close combat and intended to wound rather than kill. One of the common weapons was a wooden club with obsidian shards (a glass-like rock) protruding from the sides. The Mexica believed that the only way to keep the necessary balance between chaos and order was to make human sacrifices to their gods. Groups that had been conquered by the Mexica had an annual responsibility to send **tribute** (like a tax) to Tenochtitlan in the form of foodstuffs and other material goods as well as human victims for sacrifice. (This is one reason that they would rather wound than kill their enemy.) Those groups who had remained independent had to work hard to stay that way and those who had been conquered resented the tribute they had to pay every year. Ask students, is there any way that you think the Spanish might take advantage of all the people who resented the Mexica? The key players and places in our story are the **Mexica** (from Tenochtitlan), the **Tlaxcalans**, and the **Tlatelocos**,

Have students fill in their definitions: **Mexica** (empire), **tribute** (tax and Mexica), **Tlaxcalans** (enemies and 50,000), **Tlatelocos** (neighbors), **Moctezuma** (leader), **Tlateloco** (neighbor) and **Tlaxcala** (home). Discuss the definition as you go.

7. Now look at the third map. Explain that Tenochtitlan was built in the center of Lake Tezcoco and was attached by three causeways to the mainland. Although **Tlateloco** was once independent, it was now part of the Mexica Empire as were all the surrounding towns. Ask students what advantages and disadvantages might come from living in a city surrounded by a lake.

8. At this point, ask students to summarize the material from the day. Do this any way that makes sense for the class. Then, have them review and change if necessary their answers to questions 2, 3, and 4. Follow the same procedure from Lesson One allowing discussion of every set of statements before re-voting. Be sure to document the changes in response. If the correct changes have not been made (or all students are not getting at the correct answers, have students explain their answers in an attempt to improve understanding. Then re-tally the class.) Let them know that the stage has now been set for Cortés march into and final conquest of Tenochtitlan.

Tomorrow, students will have a chance to look at primary sources to glean the story of how it was done.

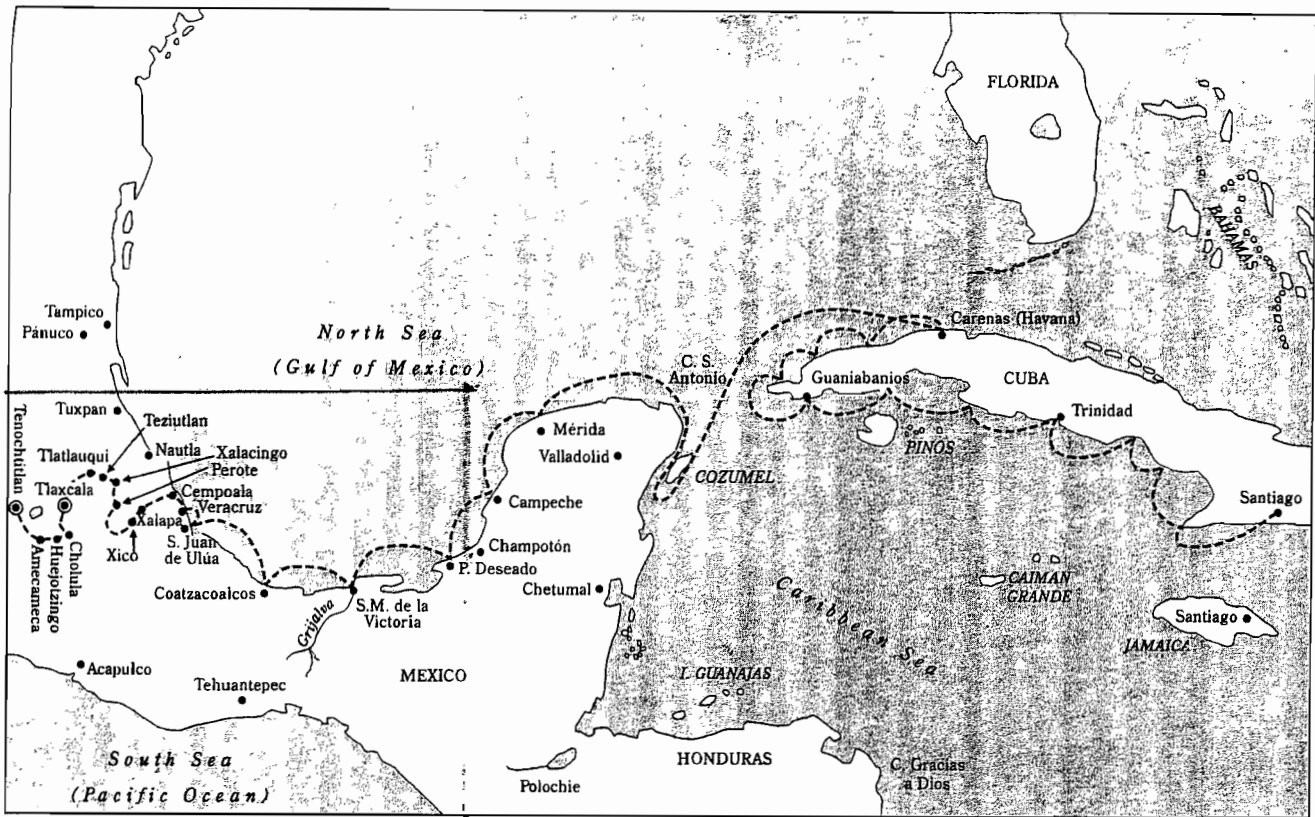
Extension:

Teachers could extend the lesson or assign homework by:

- Asking students to predict how Cortés managed to conquer the Mexica.
- Asking students to imagine what Moctezuma should do and write about it.
- Asking students to pretend that they are Diego Velasquez and have just found out that Cortés has betrayed you. Plan his revenge.

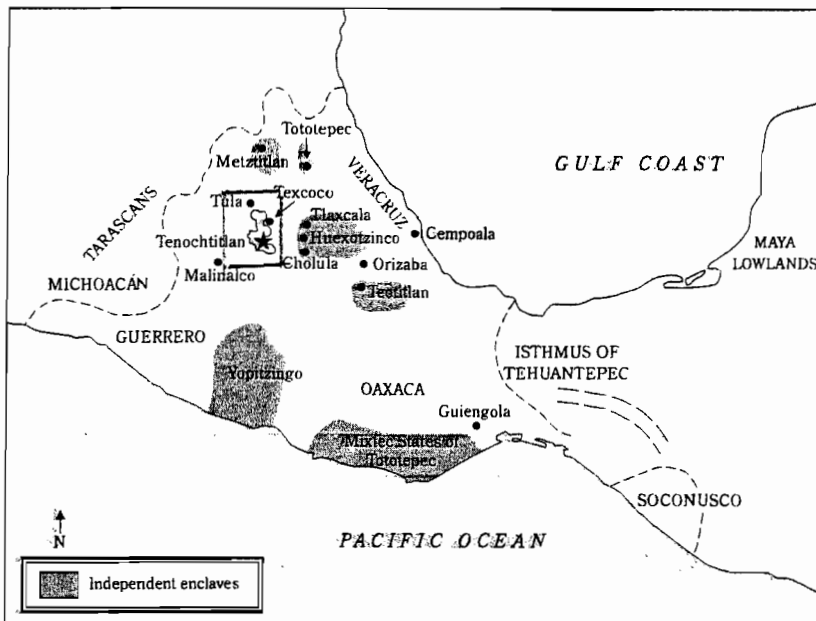
ELL/SPED Accomodations

The CLOZE note strategy should support needs of both populations. These students can be given a copy of the lecture notes with which they can follow along and take their notes. This is a lot of information however.



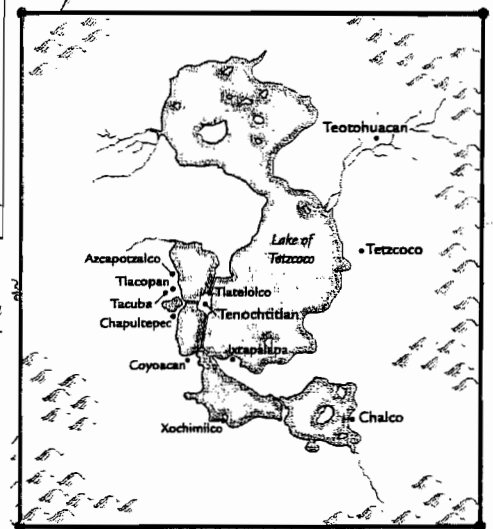
Map 1. The early Caribbean and the route of Cortés.

Source: Adapted from Itinerario de Hernán Cortés from inside cover of *Hernán Cortés: Letters from Mexico* by Anthony Pagden. Copyright © 1986, 1992 by Yale University Press. Reprinted by permission.



Map 2. The Mexica Empire and the independent enclaves, c. 1519.

Source: Adapted from Figure 11 in *Religion and Empire: The Dynamics of Aztec and Inca Expansion* by Geoffrey W. Conrad and Arthur A. Demarest (Cambridge: Cambridge University Press, 1984, 1995), 45. Reprinted with permission.



Map 3.

People

Christopher Columbus: the Italian navigator who while trying to sail to _____ for Spain stumbled across the "Americas" **king and/or queen of Spain:** the rulers who granted _____ and rewards to explorers and conquistadors

Diego Velásquez: the governor of Cuba in 1518, in charge of Spain's continued exploration of the _____

Hernán Cortés: leader of an _____ group who, after breaking the rules, ultimately conquered the Mexico **conquistadors:** late twenties, semi-literate men seeking _____ for conquering a wealthy/populated area (on average)

Jerónimo de Aguilar: Spanish to _____ interpreter for Cortés

Malintzin: indigenous _____ given to Cortés, spoke Mayan, Nahuatl (& Spanish) Cortés' primary interpreter (& mistress)

Mexica: the holders of the most powerful farming _____ in Central America at the time Cortés arrived in 1519

Tlaxcalans: _____ of the Mexica, allies of Cortés: they provided up to _____ warriors for in the conquest

Tlatelocos: next-door _____ of the Mexica in Lake Texcoco, primary authors of the Florentine Codex

Bernal Díaz: member of Cortés party, wrote the "true" history of the conquest of Tenochtitlan (over _____ years later)

Bernardino de Sahagún: priest responsible for collecting the _____ stories of the conquest (Florentine Codex)

Moctezuma: _____ of the Mexica, discouraged Cortés from coming, then hosted him for 8 months in Tenochtitlan

Places

Hispaniola: the first island colonized (_____) by the Spanish

Cuba: _____ colony of Spain, island from which Cortés **Vera Cruz:** the town Cortés founded whose _____

then authorized his exploration of the mainland

Tenochtitlán: the capital city of the Mexica (in Lake Texcoco), had population of 150,000- _____ in 1520

Tlateloco: Tenochtitlan's _____ in Lake Texcoco

Tlaxcala: _____ of the Tlaxcalans

Patterns

Requerimiento: a _____ document the Spanish read to each indigenous group they met requesting _____

chain of conquest: a relay system whereby a colony is established and from there new _____ and _____ are launched

the king's fifth: the 20 % portion of all _____ found in the "New World" to be paid to the king of _____

encomienda: a reward granted to the most _____

conquistadors which provided them indigenous laborers **tribute:** a _____ paid by conquered peoples to their

conquerors, the Spanish continued the _____

tribute system after conquering Tenochtitlan

People

- Christopher Columbus:** the Italian navigator who while trying to sail to Asia for Spain stumbled across the "Americas"
- king and/or queen of Spain:** the rulers who granted permission and rewards to explorers and conquistadors
- Diego Velázquez:** the governor of Cuba in 1518, in charge of Spain's continued exploration of the mainland
- Hernán Cortés:** leader of an exploratory group who, after breaking the rules, ultimately conquered the Mexica
- conquistadors:** late twenties, semi-literate men seeking rewards for conquering a wealthy/populated area (on average)
- Jerónimo de Aguilar:** Spanish to Mayan interpreter for Cortés
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- Mexica:** the holders of the most powerful farming empire in Central America at the time Cortés arrived in 1519
- Tlaxcalans:** enemies of the Mexica, allies of Cortés: they provided up to 50,000 warriors for in the conquest
- Tlatelocos:** next-door neighbors of the Mexica in Lake Texcoco, primary authors of the Florentine Codex
- Bernal Díaz:** member of Cortés party, wrote the "true" history of the conquest of Tenochtitlan (over 40 years later)
- Bernardino de Sahagún:** priest responsible for collecting the indigenous stories of the conquest (Florentine Codex)

Moctezuma: leader of the Mexica, discouraged Cortés from coming to Tenochtitlan, then hosted him for 8 months in city

Places

- Hispaniola:** the first island colonized (settled) by the Spanish
- Cuba:** second colony of Spain, island from which Cortés sailed
- Vera Cruz:** the town Cortés founded whose leaders then authorized his exploration of the mainland
- Tenochtitlán:** the capital city of the Mexica (in Lake Texcoco), had population of 150,000-200,000 in 1520
- Tlateloco:** Tenochtitlan's neighbor in Lake Texcoco
- Tlaxcala:** home of the Tlaxcalans

Patterns

- Requerimiento:** a legal document the Spanish read to each indigenous group they met requesting surrender
- chain of conquest:** a relay system whereby a colony is established and from there new explorations and conquests are launched
- the king's fifth:** the 20 % portion of all fortunes found in the New World to be paid to the king of Spain
- encomienda:** a reward granted to the most successful conquistadors providing indigenous laborers to them
- tribute:** a tax paid by conquered peoples to their conquerors, the Spanish continued the Mexica tribute system after conquering Tenochtitlan