

# ALEXIS W. LÓPEZ: THE CAMINO REAL FROM MEXICO TO NEW MEXICO

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Recreation of Camino Real exploration. Reprinted under CC © from Bureau of Land Management.

Students will learn about pivotal people and events and how they shaped New Mexico history by “following” the Camino Real from Mexico through to New Mexico. It is important for students to have a framework for understanding the Spanish colonization of New Mexico and its effect on indigenous peoples here. This is also a unit focusing on change as it relates to a meeting of different cultures and the effects of human interaction. Artifacts, primary documents, literature and music will be used whenever possible to complete the historical picture. Use of these items will provide hands-on opportunities for students to participate in understanding and appreciating history.

- ☞ Why Start in Mexico?
- ☞ The Meeting: Spaniards and Aztec/Mexica
- ☞ Juan de Oñate and the Camino Real

TAH Final Project  
Alexis W. Lopez  
History 686, Summer 2009  
Dr. Gauderman

**Unit:** New Mexico History: The Camino Real from Mexico to New Mexico

**Grade Level:** 4<sup>th</sup>

**Duration:** 5 lessons, 45min.—1hr. each

**Objectives:** Students will learn about pivotal people and events and how they shaped New Mexico history by “following” the Camino Real from Mexico through to New Mexico. It is important for students to have a framework for understanding the Spanish colonization of New Mexico and its effect on indigenous people here. This is also a unit focusing on change as it relates to a meeting of different cultures and the effects of human interaction. Artifacts, primary documents, literature and music will be used whenever possible to complete the historical picture. Use of these items will provide hands-on opportunities for students to participate in understanding and appreciating history.

**State Standards**—The following standards will be covered at various points throughout the unit.

**1. History: Standard I**

- I-A New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.
- I-B United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.
- I-D Understand time passage and chronology.

**2. Geography: Standard II**

- II-A Understand the concept of location by using and construction maps, globes, and other geographic tools to identify and derive information about people, places, and environments.
- II-C Be familiar with aspect of human behavior and manmade and natural environments in order to recognize their impact on the past and present.
- II-E Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

**3. Economics: Strand IV**

- IV-C Understand the patterns and results of trade and exchange among individuals, households, business, governments, and societies, and their interdependent qualities.

#### **4. Research: Strand VI**

- **Content Standard:** The student conducts and compiles research data, synthesizes findings, and develops an original conclusion to increase personal and community depth of knowledge.

#### **5. Reading Analysis: Strand II**

- **Content Standard:** The student responds to, examines, and critiques historically and culturally significant issues and events portrayed in literature that both illustrate and affect people, society, and individuals.

**Note:** Within the Content Standards are also Performance Standards, which offer even more specific information. For the sake of length and sanity, I have included the Content Standards and Benchmarks as the unit guidelines.