

Don Juan de Onate and Monuments of Bias: Ethnological Love and Hate

Author and School Information	
Teacher Name	Randy Martin
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Lesson Overview	
Curriculum Framing Question (Essential Question, Unit Question)	<p>How can one figure or event in history be loved and hated simultaneously by different people groups?</p> <p>What role does race, ethnicity, and history play in the development of biases?</p>
Lesson Summary	<p>After a brief lecture on Onate and the Acoma Revolt, the students will perform biographical research on the life of Onate. The necessary items that need to be included will be provided to the students on a directions page (see attached). Students will then create a "Comic Book" or Flowchart Thinking Map graphically displaying their knowledge of Onate. The students will then write a paragraph explaining their own opinion on Onate as a historical figure, and discuss how people of other races or backgrounds might view Onate.</p> <p>We will then discuss the creation of any public monument that may be offensive to certain people and debate the purpose of public art as it relates to Onate. After viewing pictures of Onate monuments, the students will be challenged to design their own Onate monument that will simultaneously display every possible bias about him and the controversies that he carries.</p>
Subject Area(s)	Social Studies
Grade Level	7
Student Objectives and Learning Outcomes	<p>Students will understand differences of opinion based on racial and ethnological history as they relate to Don Juan de Onate.</p> <p>Students will evaluate the purpose and meaning of art and artistic expressions of sensitive historical events and figures.</p>

New Mexico: Analyze and interpret the major eras and important turning points in New Mexico history to develop an understanding of the complexity of the human experience.

Standards:

II Time, Continuity and Change

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

Learner Expectations

The study of time, continuity, and change allows learners to understand their historical roots and to locate themselves in time. Learning how to read and reconstruct the past allows them to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions? Learners also draw on their knowledge of history to make informed choices and decisions in the present.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change. They should:

- assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;

- help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

- enable learners to identify and describe significant historical periods and patterns of change within and across

cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;

- guide learners as they systematically employ processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;

- provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Procedure

After a brief lecture on Onate, student will receive attached direction sheet. This sheet instructs the students to research Onate, create a flowchart of the events in his life (disguised as a comic book), and evaluate his positive and negative impact on history.

The class will then view multiple Onate monuments via computer and projector and discuss the value and purpose of public art. The students will then receive large pieces of white drawing paper so that they may design their own Onate monuments. The monument design should include multiple biases from a variety of perspectives.

Approximate Time Needed
(Minutes, Days, Hours, etc)

5 Regular Class Periods

Accommodations for Differentiated Instruction

Resource Student

Review the students' IEP and adjust lesson accordingly

Gifted Student

Optional visitation of local Onate monuments to evaluate them as both artistic pieces and historical representations. The gifted students may also compare actual historical events to what is being represented in the piece.

Assessment

Student Assessment

Onate Biography Notes
Onate Comic Book
Onate Monument Design

Don Juan de Onate Research Assignment

Mr. Martin, Social Studies 7

Directions:

Section 1: Research the following information about Don Juan de Onate. You may write or type your information. Make sure to label each item. You can write in paragraph form or use bullet points on a SEPARATE sheet of paper.

Section 1: Biographical information including:

- a. Place of Birth
- b. Parents Names
- c. All the places he lived (describe)
- d. Titles (Governor, General, etc.)
- e. Place of death
- f. Children and other decedents (does he have any living relatives today?)
- g. Legacy

Section 2: Research the major events in the life of Don Juan de Onate listed below. After you have good information on those events, create a comic book of his life on a large (11"x17") piece of paper.

Section 2: Comic Book of the life of Don Juan de Onate including:

- a. Birth
- b. Order to settle New Mexico
- c. Claiming New Mexico for Spain
- d. The Acoma Revolt
- e. Return for a trial in Mexico City
- f. The publication of *Historia de Nuevo México*
- g. Death

Section 3: Using the information you gathered about the life of Don Juan de Onate, write your opinion on whether or not Don Juan de Onate was a hero or a villain. Make sure to have AT LEAST one page worth of information handwritten, or half a page typed.

Section 3: Opinion

- h. Was Don Juan de Onate a hero or a villain?
- i. Why?
- j. Who might disagree with you?

