

Lesson Plan 1 – Juan de Onate

Goals and Objectives – Through primary sources, lecture, and maps, students will understand the role of Onate in the settlement of New Mexico.

Duration – 1 ¼ hours

Materials – photographs of La Jornada and the Po'pay statue

Document analysis worksheet

Maps

I Am poem template or story even organizer

Lesson Closure graphic organizer

Primary Sources –

Contract of Don Juan de Onate for the Discovery and Conquest of New Mexico, September. 21, 1595.

-Instructions to Don Juan de Onate, October 21, 1595.

- General Muster of the Armed Men on Expedition to New Mexico -1597

-Discovery of the Buffalo - 1598

Sentence from the Trial of the Acoma – February 12, 598

-Oñate to the Viceroy of New Spain – March 2nd, 1599

Background Knowledge – Students will have had prior lessons on the origins of European exploration, including Cortez and the Mexica and the Coronado Expedition of 1540.

Hook – Introduction – Class discussion on monuments and memorials – Why do we make monuments and memorials?

Using the Document Reader, photos of the statues will be shown to the class. Observations will be made and as a class we will complete a compare and contrast of the statues either through a graphic organizer or through class discussion. Share with the students the controversy over the statues including the cut-off foot of one Oñate statue, the meetings, tears, and the strong feelings, created by the statues. Tell the students as we learn about some key events and people in New Mexican history, we will discover why there have been such strong feelings associated with the memorials. To pique interest, students will be told they will discover why the foot of the statue was cut off as they read the primary sources.

Teacher Led Component – A brief lecture on the Oñate expedition. We will look at maps on the document reader of his expedition and of existing pueblos at the time. A key point will be that while Coronado first explored the area, it is Oñate who is considered responsible for permanent settlement of the Spanish in the area.

Student Activities - In groups of four, students will analyze primary sources from the beginning of Oñate's request for the expedition to Oñate's continued request for support from the viceroy after the Acoma trials. Students will share the results from their document analysis worksheets

with the class. The sources will be presented in chronological order. Each group will also report whether their source refers to matters – geographic, economic, social, or political.

Closing/summarizing Activity – Discuss contributions of the Spanish – horses, cattle, sheep, fruit trees, irrigation, mining, silversmithing, and Christianity. Complete the graphic organizer together. (Lesson closure graphic organizer)

Assessment (individual) – pass out I Am template – students complete it as though they are Don Juan Oñate

Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the *engraving*

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this *engraving*

Step 3. Questions

A. What questions does this *engraving* raise in your mind?

B. Where could you find answers to them?

Name _____

Studying Documents

1. What kind of document are you studying?

- | | | |
|-------------------|-----------------------------|-------------------|
| _____ newspapers | _____ press releases | _____ diaries |
| _____ letters | _____ reports | _____ speeches |
| _____ patents | _____ advertisements | _____ other _____ |
| _____ memorandums | _____ congressional records | |
| _____ maps | _____ census reports | |
| _____ telegrams | _____ magazines | |

2. Describe in detail the physical characteristics or qualities of the document. Some of the things you should look for include:

- the format of the document—
typed or handwritten
- the letterhead
- language used on the document
- seals
- notations
- RECEIVED stamps
- other date stamps

3. What is the date of the document?

4. Who is the author (or creator) of the document?

5. Describe in detail the author's position or title.

Documents

Now let's look at how you can effectively weave different types of documents into your curriculum. Most documents you, your students, and historians will work with are textual documents. When you and your students work with these materials, you and they should define the type of document with which you are working.

- newspapers
- magazines
- letters
- diaries
- patents
- speeches
- memorandums
- maps
- telegrams
- press releases
- reports
- advertisements
- congressional records
- census reports
- postcards

Once you have done this, you will need to place the document within its proper historical context, which can be done when you examine the physical characteristics or unique physical qualities of the document. So, the next task for you and your students is to determine those characteristics or qualities of the document. Some of the things students should look for include: the format of the document (typed or handwritten), the letterhead, language used in the document, seals, notations, or date stamps.

Next students should complete the following:

- What is the date of the document?
- Who is the author (or creator) of the document?
- What is the author's position or title?
- Generate a list of audiences for which the document was written.
- Describe in detail the purpose or goal of the document—for what reasons was it written.
- Generate a list of evidence in the document that helps them know why it was written.
- Generate a list of things from the document that tell about life at the time it was written.
- Generate questions to the author that are left unanswered by the document.

Of course, the kind of document and how it is presented to the students will determine their responses to the points above. If you or they are working with a transcription of a document, some of the “feel” of the document will be lost and students might not be able to determine appropriate responses to the aforementioned questions. It is my preference to work with facsimile documents as they provide a better window to the past. Even better is working with actual documents as I do with the letters of my grandparents. There is a kind of magic and power in your hands when you are holding the original documents.

Reproducible student pages for this activity are provided on pages 230–231. These ideas are based on work from the Education Staff of the National Archives and Records Administration in Washington, D.C. (http://www.archives.gov/digital_classroom/index.html).

Studying Documents *(cont.)*

6. For what audience(s) was the document written?

7. Describe in detail the overall purpose or goal of the document. For what reasons was it written?

8. Describe in detail evidence in the document that helps you to know why it was written.

9. Generate a list of things from the document that tell about life at the time it was written.

10. Generate your own questions to the author that are left unanswered by the document.

Based on work from the Education Staff of the National Archives and Records Administration in Washington, D.C.
(http://www.archives.gov/digital_classroom/index.html).

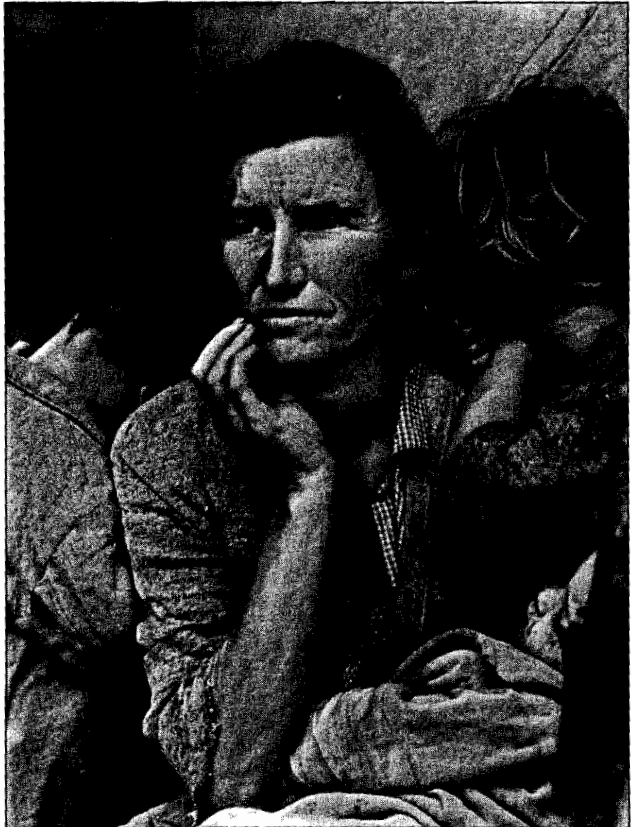
Photographs

Visuals such as photographs help us to understand the past. Have your students consider looking through their own family photograph albums. This serves as a perfect opportunity to have students intimately connect with their own pasts.

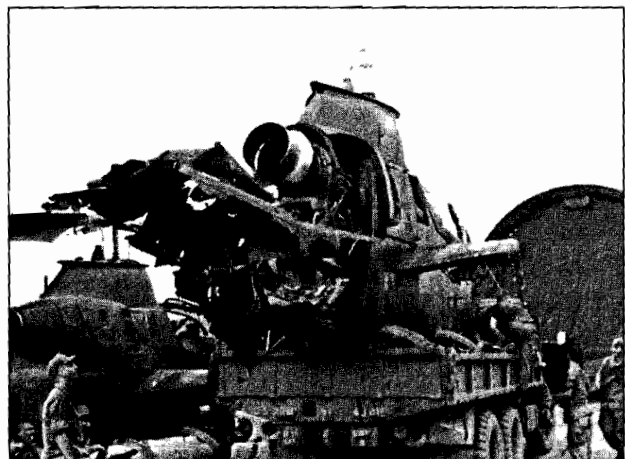
Let's say that you have some of the harrowing photographs taken in the aftermath of the Battle of Antietam, September 17, 1862, accessible for your students. These photographs are not only important because of the carnage that they document, but they are important in how they shaped people's images and opinions of the Civil War. Students need to know that photographs not only record history, but that they can often shape history. A case in point here would be to consider some photographs of more recent vintage such as from the Vietnam War. Many photographs of that conflict shown in newspapers or magazines had a direct bearing on the perceptions and opinions of people who saw them.

Once you provide students with the photographs, have students study them for two minutes and then respond to the following:

- Describe in detail their overall impressions of the photograph.
- Divide the photograph into quadrants and study each quadrant in depth. In what ways do new details become visible?
- Generate a list of all the people, objects, and activities in the photograph.
- Based on their observations, have students draw inferences from the photograph.
- Generate a list of questions that are raised in their minds, relative to the photograph.
- Make a list of possible places where they might find answers to these questions.



National Archives



Courtesy of Larry Nelson

A reproducible student page for this activity is provided on page 233. These ideas are based on work from the Education Staff of the National Archives and Records Administration in Washington, D.C. (http://www.archives.gov/digital_classroom/index.html).

Name _____

Studying Photographs

Directions: Study the photograph for two minutes and then respond to the following prompts.

1. Describe in detail your overall impression of the photograph.

2. Divide the photograph into quadrants and study each quadrant in depth. In what ways do new details become visible?

3. Generate a list of all the people, objects, and activities that you see in the photograph.

People	Objects	Activities

4. Based on your observations, describe in detail what you can learn from the photograph.

5. Generate a list of questions that are raised in your mind relative to the photograph.

6. Make a list of possible places where you might find answers to these questions.

Based on work from the Education Staff of the National Archives and Records Administration in Washington, D.C. (http://www.archives.gov/digital_classroom/index.html).

LESSON CLOSURE

Today's lesson.....

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..... . One key idea was

.....

..... . This is important because

.....

..... . Another key idea

.....

..... . This matters because

.....

..... . In sum, today's

lesson

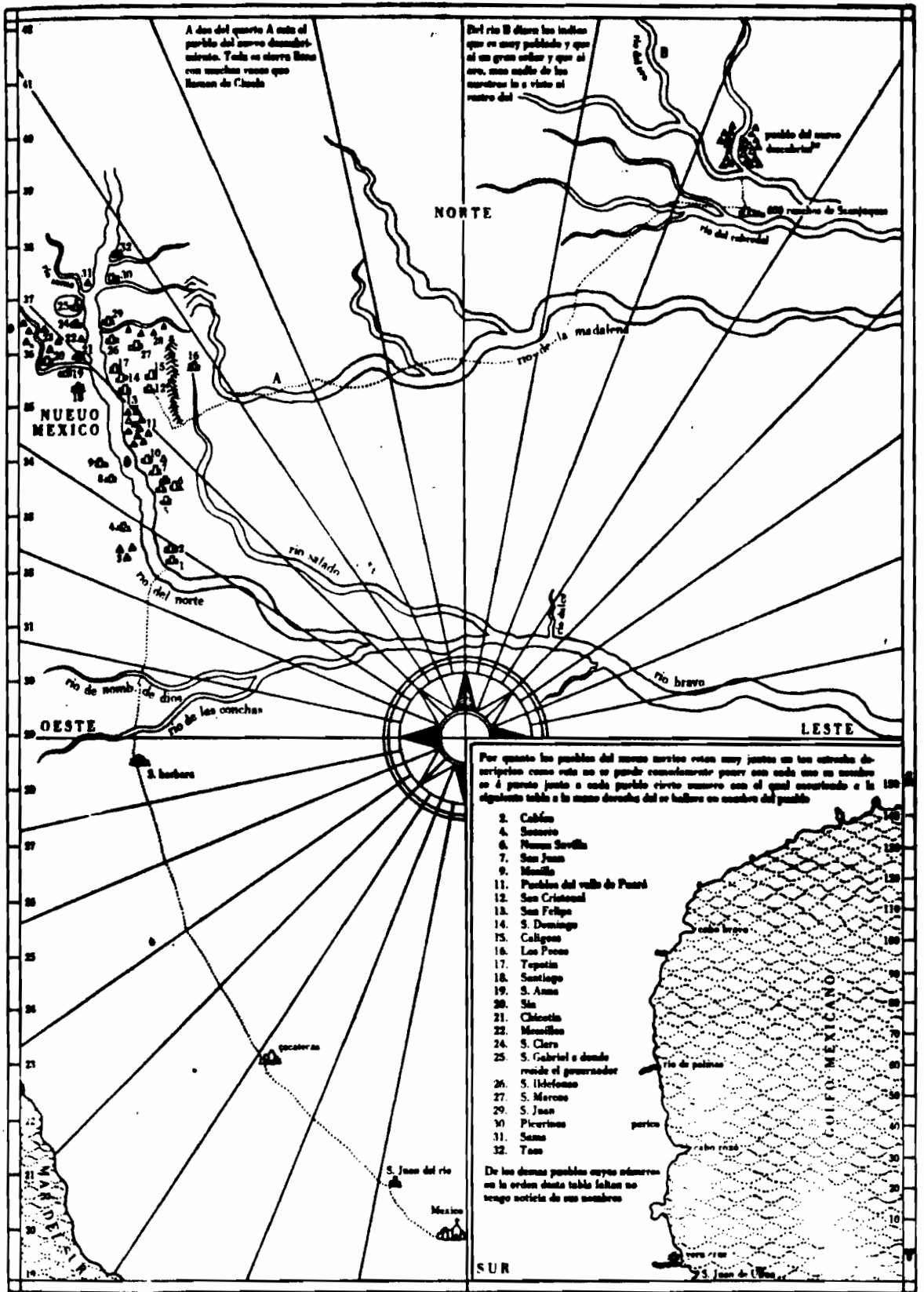
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Based on Nichols (1980): Paragraph Frames.

IN 1602



MAP OF 1602

Martínez: 1602