

**Lesson Three:** Indigenous Pictorial History

**Goal:** This lesson will introduce students to the primary source materials available regarding the Spanish conquest of the Mexica and provide them with the interpretive tools to "read" codex pictures for themselves.

**Objectives:** Students will:

- understand the difference between primary and secondary sources.
- explain how primary sources can be biased.
- interpret codex drawings in order to explain the conquest.

**Duration:** Two class periods.

**Guiding Questions:**

- How do we know about the conquest?
- How were the Spanish able to defeat the Mexica?
- How should we evaluate sources?

**Assessment:** By the end of the class, the students should be able to answer questions all the remaining questions on the pretest correctly. In addition, the group presentations regarding the interpretation of the codex drawings should be assessed.

**Links to State Curriculum Standards:**

- NM History Strand I-D PS 2: Demonstrate the ability to examine history from the perspectives of the participants.
- NM History Strand II-C PS 1: Explain how differing perceptions of places, people and resources have affected events and conditions in the past.
- NM Language Arts Strand I-A PS 2: Respond to informational materials that are viewed by drawing inferences and generating questions.
- NM Language Arts Strand I-B PS 3: Develop informational products (a pictorial timeline) that cite multiple print and non-print sources by comparing, contrasting, and evaluating information from different sources about the same topic and evaluating information for extraneous details, inconsistencies, relevant facts, and organization.
- NM Language Arts Strand II-A PS 1: Choose precise and engaging language, well suited to the topic and audience.

**Materials for Class:**

Student: flow chart handout for taking notes

Picture analysis worksheet

One picture for every two students to analyze

Teacher: flow chart handout for taking notes (as a model)

3 picture analysis worksheets for the class demo

Notes on every picture for scoring analysis and providing clarification

Document camera or PowerPoint of picture slides for enlarging images

**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.

Fitch, Nancy. "A Brief Guide to the Sources," AHA Teaching and Learning in the Digital Age. <http://www.historians.org/TI/LessonPlans/ca/Fitch/cover.htm> 7/15/2009

Pohl, John. "Two Points of View," John Pohl's Mesoamerica. <http://www.famsi.org/research/pohl/index.html> 7/21/2009

See image notes for websites where the clearest image was found for each codex picture.

**Activities and Teaching Strategies (including opening and closing):**

1. Begin the class by asking students if they have ever read a graphic novel. If some hands shoot up, have those students explain what a graphic novel is for the rest of the class. Then ask students if they think that it is possible to present history in a graphic format. What advantages and disadvantages would a graphic or pictorial representation of history have. Tell them that the plan is to investigate the remainder of the Cortés expedition and conquest of the Mexica through graphic or pictorial representations made by the indigenous peoples of Mesoamerica.

2. **Background on indigenous sources.** Before analyzing the pictures, the teacher needs to explain the origin of the pictures and refresh student understanding of primary and secondary sources. Primary sources are firsthand accounts of an event made by someone who witnessed the event. Secondary sources are based on primary sources. Historians use primary sources, comparing them to each other to interpret what happened in the past. Secondary sources, then, are based upon the historian's individual interpretation. Primary sources, however, need to be considered carefully because they too may have been written for a particular audience and for a particular purpose. Ask students what kind of primary sources might exist surrounding the conquest of Mexico and who could have authored them. (Possible answers = letters, diaries, legal documents, drawings, Cortes, men on the trip, the Mexica etc...) Confirm at the close of this that we do have sources both from the Spanish perspective and the indigenous perspective. Ask how they think these sources might differ in the telling of the story. (If need be, bring up the analogy of two siblings fighting and then having to explain to the parents what happened. Do they have the identical accounts of what happened? Why or why not?)

**Background Information:** The people of Mesoamerica did have systems for recording their own histories. No purely alphabetical system of writing existed in Mesoamerica but many groups had some type of recording system. Most Nahuatl groups, including the Mexica, kept pictorial historical records as well as oral histories. A *tlacuilo* was an artist/scribe whose job was to draw accurate depictions of events. These pictures were put together into a *codex*. (The plural is *codices*.) Although the Spanish destroyed many codices, over 500 Mesoamerican codices still exist. Less than 20 of them are from before the arrival of the Spanish and most of the rest exhibit a strong European influence. After the arrival of the Spanish, many local groups also learned to write in Nahuatl. Within twenty years of the conquest, a Dominican priest, Fray Bernardino de

Sahagún and his Nahuatl students set about writing down oral histories and collecting drawings. This codex has been named the Florentine Codex and the entire twelfth part of it concerns the conquest of Tenochtitlan. Most of the men involved in writing this book were from Tlateloco which historians believe explains the rather negative comments they make about the Mexica leader Moctezuma. In addition, the Tlaxcalans (who were the greatest of help to the Spanish) wrote a pictorial history of the conquest and their role in it decades after the conquest to remind Spain how invaluable they had been in the conquest. Since these sources lived through the experiences they are depicting, they are primary sources. However, keep in mind that the authors had their own points of view. How would a Tlaxcalan view differ from a Tlateloco view?

3. **Review pretest questions.** Let students know that today's work is going to help us reconsider all the remaining questions on the pretest. Review those statements so that those concepts are fresh in student's minds when they start.

4. **Whole class analysis.** Together as a class, examine the first three pictures following the same procedure each time. Use the same worksheet that students will be using for their own analysis. The idea is to tell the entire story of the conquest through these pictures. Once the analysis for a picture has been done, the teacher will clarify any important information that students must glean from the picture. (See attached notes.) On the Conquest of Tenochtitlan worksheet, students should take brief notes about each picture presented.

5. **Paired analysis.** There are 15 pictures that cover the entire story. I have included an additional 4 pictures. Teachers should decide if they want all students to work in pairs, some to work in pairs and others alone. Depending on the class size, teachers can decide which pictures to include. Those pictures with only numbers are necessary to tell the whole story. Those with letters after the numbers can be added if you have more students. It is up to the teacher to decide how to distribute the work. Students will present their picture and their conclusions to the class in numerical order, thus establishing the narrative. Be sure to include pictures 1-18 (1-3 done together as a class). If additional pictures are needed add them into the mix in this order: 12A, 16A, 5A, and 15A. (See the included notes in order to evaluate student observations and to clarify important information to be gleaned from each picture.)

6. **Pulling the story together.** When students have had sufficient time to analyze their pictures, they should prepare to present that analysis to the class. In this way, the entire story of the conquest will emerge. Use a flow chart of boxes to help students take notes on the conquest. So, for example, in the first box, students can put a number 1 and summarize the first picture the class did together like this, "Mexica ambassadors met Cortes at Vera Cruz, giving gifts, and asking him not to come to Tenochtitlan." In box two, they can write, "The Spanish demonstrated their guns." And in box three they can put, "The ambassadors reported to Moctezuma."

At this point, you are ready for the team presentations of the pictures. Use a document camera or a PowerPoint slide show to project the pictures to the whole class. Allow students to present the image, their analysis, and then clarify any information either left out of or misinterpreted by the team. Finally, make sure that every picture receives a summary in the flow chart.

**6. Discussing pretest questions.** Once all the presentations have been given, follow the same procedure for allowing students to discuss the pretest statements and revote.

**Extension:**

Teachers could extend the lesson or assign homework by:

- Writing a journal entry from the perspective of a Spanish conquistador about one of the events covered during the lesson.
- Drawing a codex like picture documenting an event from their own life.

**ELL/SPED Accommodations**

Working with a partner should help both the ELL and SPED students. (So even if you have to assign individual students to pictures, make sure those students who need it are paired for this assignment.) In addition, the visual nature of the work should facilitate learning by both populations.

**Directions:** Using the maps and notes we have taken, analyze the picture. Be precise in your word choice. Complete all your *observations* before making your final *inferences*.

**Objects:** List in the space below, every object that you can identify in the picture.

**Actions:** Explain in the space below what people seem to be doing.

**People:** Identify in the space below who you think the people are & explain why you think that.

**Location:** Explain where you think this event is taking place and why you guessed that.

**Conclusions:** We think that this image represents \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Picture 1:**

**Objects:** Large ship, smaller boats, chair, helmets, sun, sails, water, sky, swords, capes, shirts, cloth, bells?

**Actions:** Holding up items, pointing, staring, talking

**People:** Indigenous people (clothing of loin cloths and capes), Cortés (placed in big chair in center of picture with a hat and beard), Malintzin (only woman, in dress, between indigenous group and Spanish), and conquistadors (group behind Cortés)

**Location:** Explain where you think this event is taking place and why you guessed that. in Lake Texaco or on the coast before heading inland, maybe Vera Cruz?

**Conclusions:** We think that this image represents a group of indigenous people coming to Cortés' ship to make friends with him. They seem to be offering him gifts and Malintzin is translating for him.

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This is, in fact, a group of ambassadors or representatives sent by Moctezuma to meet Cortés in Vera Cruz. Moctezuma had been hearing a lot about the Spanish and he sent his own men to check it out. They brought gifts and tried to dissuade Cortés from coming to Tenochtitlan. Malintzin is the translator and the fact that her hand is raised in the picture means that she is talking.

*Source is Florentine Codex. Image found at:*

[http://www.famsi.org/research/pohl/pohl\\_meeting.html](http://www.famsi.org/research/pohl/pohl_meeting.html)

**Picture 2:**

**Objects:** ship, helmets, sails, water, sky, shirts, guns, smoke, men

**Actions:** One man is shooting, others are watching, some are dead (or fainted)

**People:** Indigenous people (collapsed and not much clothing), and conquistadors (group with helmets and gun)

**Location:** in Lake Texcoco or on the coast before heading inland, maybe Vera Cruz?

**Conclusions:** We think that this image represents the Spaniards shooting the ambassadors from Moctezuma.

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This is, in fact, the same group of ambassadors sent by Moctezuma to meet Cortés in Vera Cruz. The Spanish have fired their weapons to impress/intimidate the Mexica. The Mexica had no guns nor steel swords at the time the Spanish first came to their lands.

*Source is Florentine Codex. Image found at:*

[http://www.famsi.org/research/pohl/pohl\\_meeting.html](http://www.famsi.org/research/pohl/pohl_meeting.html)

**Picture 3:**

**Objects:** Building (temple?), chair, sky, capes, snake, sacks? pipes?

**Actions:** staring, talking

**People:** Indigenous people (clothing of loin cloths and capes), a leader (he gets a chair)

**Location:** in some indigenous town because there do not seem to be and Spanish

**Conclusions:** We think that this image represents two indigenous men in trouble for something because they seem to be tied up.

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This is, in fact, the ambassadors reporting to Moctezuma about their encounter with Cortés and takes place in Tenochtitlan. The funny little floating commas are used to indicate that the men are speaking as does Moctezuma's raised hand.

*Source is Florentine Codex. Image found at:*

[http://www.famsi.org/research/pohl/pohl\\_meeting.html](http://www.famsi.org/research/pohl/pohl_meeting.html)

**Picture 4:**

**Objects:** tree, live birds, bowl of something, horses, sword, lances (spears), loin cloths, dress, hats, armor, shields, bird on a stick?

**Actions:** staring, talking, pointing, presenting gifts

**People:** Indigenous people (clothing of loin cloths and capes), Spaniards (maybe Cortés) because of their clothing and horses, Malintzin (woman talking)

**Location:** in some indigenous town that the Spanish have come to

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This picture represents the reception that the Spanish got in Cempoala. (See map.) The Cempoalans welcomed Cortés because the Mexica had only recently conquered them and they hated them. Although not a large group, they were the first indigenous allies of the Spanish. Important to note here are the hoof prints indicating that the Spanish have just arrived from that direction and the first exposure that this group had ever had to horses. Also important to note is that the Spanish did not have a food supply of their own. Their most important source of food was native allies.

*Source is Florentine Codex. Image found at:*

<http://www.precolumbianwomen.com/malinche.htm>

**Picture 5:**

**Objects:** Building (temple?), chair, capes, woman, horses, birds (live and cooked), feathered decoration, hats, baskets of food

**Actions:** staring, talking, greeting each other, offering food

**People:** one indigenous man (clothing of loin cloths and capes), two conquistadors (weapons and horses and clothing), Malintzin (only woman, dress), Cortés (hatted, speaking)

**Location:** in some indigenous town because we know Cortés is traveling

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents the Tlaxcalans becoming allies with the Spanish and providing them with food. (Look at maps.) Cortés is talking to a *tlatoani* or leader. The European chair came to represent authority in the drawings. Malintzin is there to translate. What the Lienzo de Tlaxcala does not show is that before befriendng the Spanish, the Tlaxcalans battled them for a full week. Ask students, "Why would the Tlaxcalans omit a picture of them battling the Spanish?" (Because they are writing to remind the Spanish of the important role they played in defeating the Mexica.)

*Source is Lienzo de Tlaxcala. Image found at:*  
[www.sscnet.ucla.edu/.../pictures/codex\\_beker.htm](http://www.sscnet.ucla.edu/.../pictures/codex_beker.htm)

**Picture 5A:**

**Objects:** chair, cups and art on ground ?, spears, flag, etc.

**Actions:** talking, counting, pointing

**People:** Indigenous people (clothing of loin cloths and capes), Spaniards (maybe Cortés) because of their clothing and hats, Malintzin (woman talking), other indigenous women

**Location:** in some indigenous town that the Spanish have come to

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This is another image of the negotiations that Cortés made with the Tlaxcalans. In addition to foodstuffs, about 2,000 Tlaxcalan warriors proceeded with Cortés to Tenochtitlan. The women were given in marriage to the Spanish to seal the "treaty."

*Source is Lienzo de Tlaxcala. Image found at:*  
[http://www.famsi.org/research/pohl/pohl\\_meeting.html](http://www.famsi.org/research/pohl/pohl_meeting.html)



**Picture 6:**

**Objects:** cross, flag, spears, sword

**Actions:** talking, shaking hands, talking

**People:** three indigenous men (clothing of loin cloths and capes), Malintzin (only woman, but hard to tell), Cortés (fancy clothing), priest?

**Location:** in some indigenous town because we know Cortés is traveling

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents the Tlaxcalans accepting the Christian god like the requerimiento asked them to do. Ask students, "Why would the Tlaxcalans include such a picture?" (Because it helps prove how accepting of the Spanish they were.)

*Source is Lienzo de Tlaxcala. Image found at:  
[mesoamerica.narod.ru](http://mesoamerica.narod.ru)*

**Picture 7:**

**Objects:** buildings, horse, temple?, body parts, spears, shields, stairs

**Actions:** fighting, death, talking, attacking

**People:** Indigenous people (clothing of loin cloths and capes), Spaniards (in armor, one on horse), Malintzin (woman talking)

**Location:** in some indigenous town that the Spanish have come to (maybe Chololla?)

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows the Tlaxcalans and the Spanish attacking the Cholulans. The burning temple signifies the defeat of the Cholulans. It is uncertain why this battle took place. Some sources say that the Spanish learned they were going to be ambushed; others say that the Tlaxcalans were getting revenge on the Cholulans. What is known is that the visit started peacefully and ended in a massacre.

*Source is Lienzo de Tlaxcala. Image found at:  
[www.motecuhzoma.de/Cholula.html](http://www.motecuhzoma.de/Cholula.html)*

**Picture 8:**

**Objects:** baskets of goods, flag with angel?, pikes and spears, shields, horse, armor

**Actions:** marching, carrying

**People:** three indigenous men (clothing of loin cloths and capes), Malintzin (only woman, but hard to tell), Cortés (fancy clothing), conquistadors, a black man?

**Location:** in some indigenous town because we know Cortés is traveling

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents Cortés march into Tenochtitlan. Before Cortés got there, Moctezuma sent his ambassadors once more with gifts to persuade Cortés that there was no need to come into the city. Important details in this image are the inclusion of a dark skinned Spaniard (explain that the moors had been in Spain for many years and some came as slaves to the Americas but could earn their freedom as this man has obviously done), and the indigenous porters. The indigenous allies not only fought along side the Spanish, they also provided other labor and sustenance. It is believed that the facing page probably featured Moctezuma.

*Source is Azcatitlan Codex. Image found at:  
mesoamerica.narod.ru*

**Picture 9:**

**Objects:** stage, chairs, animals, birds, pile of something, building?,

**Actions:** talking, pointing

**People:** Indigenous people (clothing of loin cloths and capes), an indigenous leader, maybe Moctezuma (seated in chair), Cortés (hatted, in chair) Malintzin (woman talking)

**Location:** in some indigenous town that the Spanish have come to (maybe Tenochtitlan?)

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows Cortés being greeted by Moctezuma and other officials in Tenochtitlan. Moctezuma was a gracious host, in fact, the Spanish spent 8 months living in Tenochtitlan. Not much is know about this time period although it is clear that Moctezuma was being cautious about how to deal with the newcomers and seemed to understand that killing them outright would not solve the problem. At this time, the Spanish became more familiar with Mexica customs.

*Source is Lienzo de Tlaxcala. Image found at:  
www.wmich.edu/dialogues/sitepages/cortez.html*

**Picture 10:**

**Objects:** drums, animal costumes, cape-like clothing, drums in center, decorations

**Actions:** marching, dancing, drumming,

**People:** many indigenous men (clothing of loin cloths and capes), no women?

**Location:** in some indigenous town

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents a Mexica festival with drumming and dancing. The drawing's perspective shows less European influence than some of the others we have seen. The Spanish would have experienced festivals like this during their stay in Tenochtitlan. The drumming, noise, and costumes may have created some anxiety among the Spanish.

*Source is Codex Tovar. Image found at:*

[www.mexicolore.co.uk/uploadimages/337\\_20\\_2.jpg](http://www.mexicolore.co.uk/uploadimages/337_20_2.jpg)

**Picture 11:**

**Objects:** shovel, plants, sack, cape, loin cloth, pants, shirt

**Actions:** digging, harvesting, resting

**People:** one indigenous man (clothing of loin cloth and cape), a European man (maybe? pants and shirt), same man appears in second picture

**Location:** in some farm fields

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows some men farming corn. The Mexica were an agricultural based empire. The main crop was corn, which supported the concentration of population found in Tenochtitlan and other large cities. Because corn did not have as much protein as the wheat and barley crops commonly grown in Europe, development of large population centers in the Americas had occurred later in the Americas than in Eurasia. The Spanish benefited from the fact that there were dependable food supplies.

*Source is Florentine Codex. Image found at:*

[www.mexicolore.co.uk/uploadimages/320\\_10\\_2.jpg](http://www.mexicolore.co.uk/uploadimages/320_10_2.jpg)

**Picture 12:**

**Objects:** pyramid (temple?), flag, blood, dead bodies

**Actions:** sacrificing, praying, talking, dying

**People:** indigenous men and women (clothing), an executioner (priest?)

**Location:** in some indigenous town

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents a ritual sacrifice. The Mexica believed that it was necessary to provide their gods with human blood in order to keep them satisfied: it was the only way to keep the world from slipping into chaos. The Spanish did not understand the religion and were horrified by the sacrifices complaining that at times the steps ran with blood as in the picture. Although there was some cannibalism involved in these sacrifices, this practice was ritualized and reserved for only some specialized groups in society.

*Source is Codex Mendoza. Image found at:*

<http://www.sbceo.k12.ca.us/~vms/carlton/Renaissance/Aztecs/AztecSacrifice2.jpg>

**Picture 12A:**

**Objects:** house, doors, cape, hat, tunic

**Actions:** talking, pointing, shouting

**People:** one indigenous man (in tunic), a European man (maybe Cortés because of his hat and beard) Malintzin (the only woman)

**Location:** in a town

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows Malintzin talking to an indigenous man in Tenochtitlan from the palace roof. She may be translating for Cortés. Well after the conquest, Malintzin was demonized for having "helped" the Spanish conquer "her" people. Although Malintzin was indigenous, she was not Mexica. In addition, she had been given to Cortés as a slave. She spoke Mayan, Nahautl, and (later) Spanish, which made her useful, and in turn added to the security of her life. It has also been proposed that she saved many indigenous people by explaining what she had quickly understood: she knew that not only did the Spanish have technological advantages but that even if you killed those in front of you, there were many more Spaniards yet to come.

*Source is Florentine Codex. Image found at:*

[chnm.gmu.edu/wwh/p/165.html](http://chnm.gmu.edu/wwh/p/165.html)

**Picture 13:**

**Objects:** house, horse, spears, carried items, shields, chain

**Actions:** stabbing, arresting, pointing, talking, watching, carrying

**People:** indigenous men (clothing), a priest?, Spanish men (clothing), Cortés (hat)

**Location:** in some indigenous town, vitslapan?

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents Spanish *disunity* for a change. Remember that Cortez had gone against the orders he had from Diego Velasquez when he marched inland to Tenochtitlan. Well, Velasquez sent almost a thousand men to capture and arrest Cortés. Cortés, however, heard about their arrival and marched to meet them rather than let them come to him. He routed Narvaez' forces and persuaded most of the men in the group to return with him to Tenochtitlan in order to earn fame and riches. Any predictions how things went in Tenochtitlan while Cortes was away?

*Source is Lienzo de Tlaxcala. Image found at:*

<http://www.motecuhzoma.de/Derrota.jpeg>

**Picture 14:**

**Objects:** courtyard or building, armor, drums swords, spears, drumsticks, dead bodies

**Actions:** stabbing, killing, guarding

**People:** several indigenous men (in tunics), many Spanish conquistadors (armor)

**Location:** inside a room in Tenochtitlan?

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows an event that happened in Tenochtitlan while Cortés was away fighting Narvaez. Like the massacre at Cholula, no one knows exactly what happened. (How can there be points in history at which no one knows what happened?) Cortes had left a man named Alvarado in charge of the conquistadors who remained in Tenochtitlan. During a festival that the Mexica had asked permission to hold, Alvarado and his men attacked the unarmed participants. Hundreds of noble were killed and the Mexica had finally reached the end of their patience. They surrounded the Spanish in the palace and cut them off from any resources (a siege). Cortés rushed back to Tenochtitlan and managed to get into the city only to find himself also besieged and Moctezuma dead. (How he died remains uncertain as well.)

*Source is ?. Image found at:*

[1519hernancortez\\_toxcatl-massacre.jpg](http://1519hernancortez_toxcatl-massacre.jpg)

**Picture 15:**

**Objects:** house, horse, spears, swords, clubs, cannon, animal costumes, body parts

**Actions:** stabbing, fighting, shooting cannon, attacking, surrounding

**People:** indigenous men (clothing) fighting with the Spanish and against the Spanish, Malintzin (woman at back), Spanish conquistadors (armor)

**Location:** inside a building where the Spanish are surrounded

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents the siege of the Spanish and their Tlaxcalan allies after the Toxcatl Massacre. There seems to be little hope for the Spanish. Notice that the Tlaxcalan warriors are in the front by the entrance. This image is from the Lienzo de Tlaxcala, which was the document the Tlaxcalans used to remind the Spanish, how important their help had been in defeating the Mexica. This is the situation Cortés returned to after confronting Narvaez's group.

*Source is Lienzo de Tlaxcala. Image found at:*

<http://historians.org/tl/lessonplans/ca/fitch/lienza13.gif>

**Picture 15A:**

**Objects:** temple, horses, clubs, spears, river, pitcher, priest

**Actions:** shouting, pointing, walking, looking back, getting water

**People:** several indigenous soldiers (in tunics with clubs), many Spanish conquistadors (armor and horses), a woman (dress), an indigenous man on the temple

**Location:** outside in a city? Tenochtitlan?

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows the Spanish and their Tlaxcalan allies trying to escape Tenochtitlan. A woman who had gone to the canal to get water has spotted them. She is calling out, as is the man on the temple to alert the people that the besieged Spanish are trying to escape in the night.

*Source is Florentine Codex. Image found at:*

[http://www.mexicolore.co.uk/uploadimages/aus\\_5\\_04\\_2.jpg](http://www.mexicolore.co.uk/uploadimages/aus_5_04_2.jpg)

**Picture 16:**

**Objects:** horse, spears, swords, clubs, shields, canoes, body parts, road/ causeway, water

**Actions:** stabbing, fighting, drowning, attacking, marching

**People:** indigenous men (clothing) fighting with the Spanish and against the Spanish, Spanish conquistadors (armor)

**Location:** on a lake or causeway

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents the flight of the Spanish and their Tlaxcalan allies from Tenochtitlan. They are on one of the causeways trying to get out of the city but the causeway has been cut in half. As they get to the gap, men are falling in and drowning. Men in the canoes are attacking others. Thousands of Tlaxcalans and hundreds of Spanish were killed including most of the men whom Cortés had recruited from the Narvaez forces. The Spanish called this event the Noche Triste (sad night). Where should Cortés take his defeated forces now? That is right, he retreated to Tlaxcala where he was warmly welcomed, he regrouped his forces and built ships that could be used for future attacks on the lake city. By the time he returned to Tenochtitlan, Cortés had over 75,000 indigenous warriors with him. (50,000 Tlaxcalans)

*Source is Lienzo de Tlaxcala. Image found at:*

<http://historians.org/tl/lessonplans/ca/fitch/lienza13.gif>

**Picture 16A:**

**Objects:** horses, chair, capes, gift, flag, bowl of food, hat, clothing

**Actions:** pointing, talking, giving gifts, feeding horses

**People:** indigenous man (clothing), Cortés (hat, clothing, beard), Malintzin (woman, at his side), Spaniard feeding horse in hat

**Location:** a town where the Spanish were welcome

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image represents the welcome the Spanish had in Tlaxcala. The Tlaxcalan is offering Cortés an emblem of a leader whom Cortés had defeated. The smallpox epidemic allowed Cortés to hand pick leaders for the groups allied with him.

*Source is Lienzo de Tlaxcala. Image found at:*

<http://www.famsi.org/research/pohl/images/meetfigure11.jpg>

**Picture 17:**

**Objects:** blankets, beds, pillows, spots on the people

**Actions:** talking, caring, dying

**People:** several indigenous people, both male and female (hair styles)

**Location:** in a hospital or home?

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows a smallpox epidemic, which hit Tenochtitlan after the Spanish fled. A slave in Narvaez's forces had brought it, apparently. Moctezuma's brother Cuitlahuac, who had become leader after Moctezuma's death, died of it. So many people were affected that they were unable to care for each other. Some historians predict that 40 percent of the population died during the outbreak. Many indigenous allies were also struck by the disease but with the Spanish (with their immunities to the disease) remained a strong source of leadership. Disease, in fact, became an important Spanish ally. Without natural immunities to European diseases, the indigenous population of the Valley of Mexico went from 12-25 million people in 1519 to only one million in 1580.

*Source is Florentine Codex. Image found at:*

[http://www.mexicolore.co.uk/uploadimages/aus\\_5\\_04\\_2.jpg](http://www.mexicolore.co.uk/uploadimages/aus_5_04_2.jpg)

**Picture 18:**

**Objects:** horses, spears, clubs, shields, chair, baskets of food, birds

**Actions:** talking, gifting, staring

**People:** Cortes (hat, chair, clothing), Malintzin (only woman, dress), indigenous allies (behind Cortes), indigenous leaders offering gifts (carrying things, hands up)

**Location:** in Tenochtitlan or Xalteloco

**Conclusions:** whatever they might say compare it to the clarification below

**Teacher Clarification:** (Tell them everything that they got right...and then proceed.) This image shows the offering of tribute at the close of the siege of Tenochtitlan. (Remember that Tlateloco was Tenochtitlan's neighbor.) When Cortés asked Cuauhtémoc (the new leader of the Mexica) to bring more gold and jewels, Cuauhtémoc told him that they had already taken it all and that the way to get more was through the same tribute system the Mexica had used. Cortés left the tribute system in place.

*Source is Florentine Codex. Image found at:*

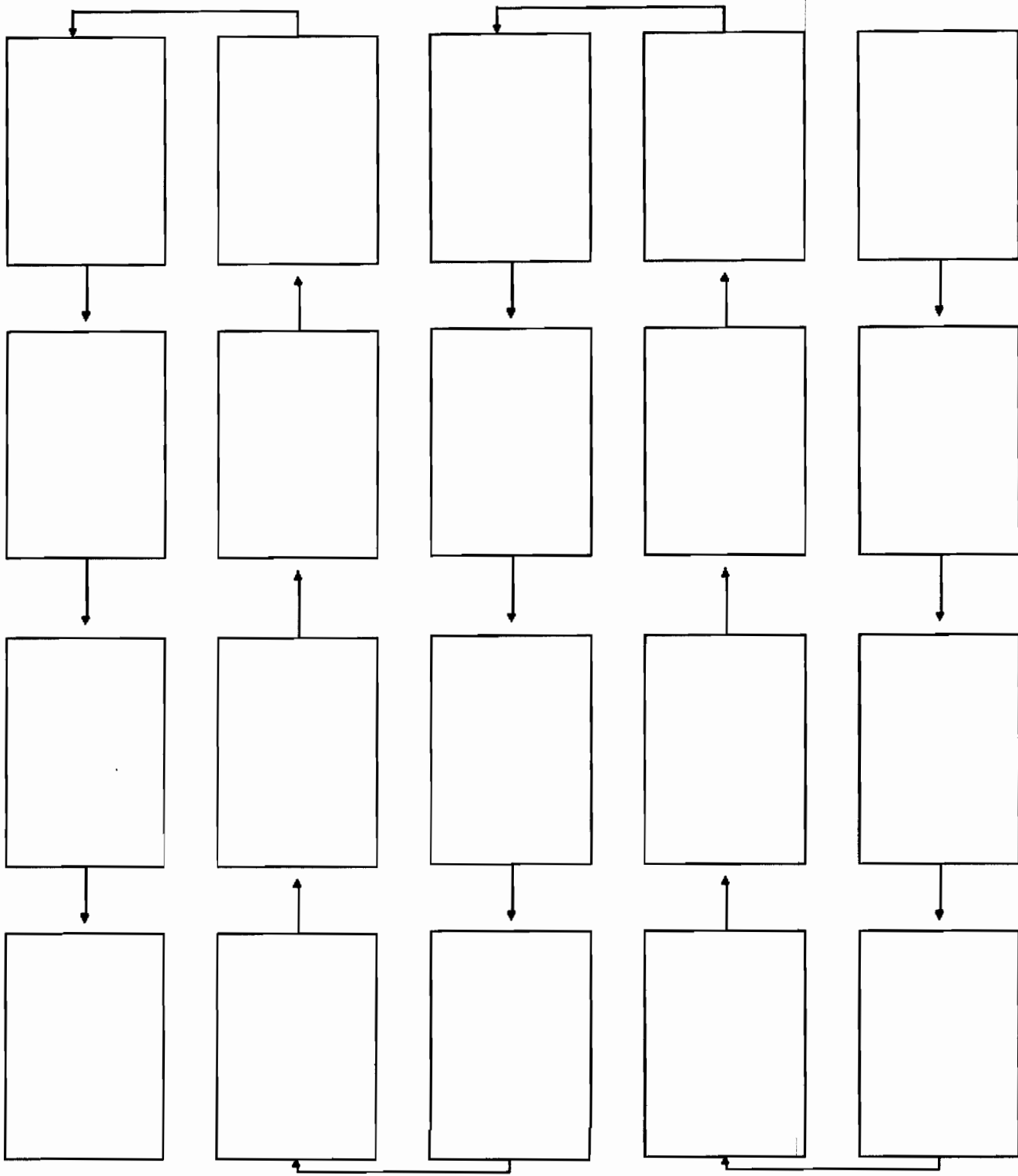
[http://frankejbypoulsen.files.wordpress.com/2008/07/739px-malinche\\_tlaxcala.jpg](http://frankejbypoulsen.files.wordpress.com/2008/07/739px-malinche_tlaxcala.jpg)

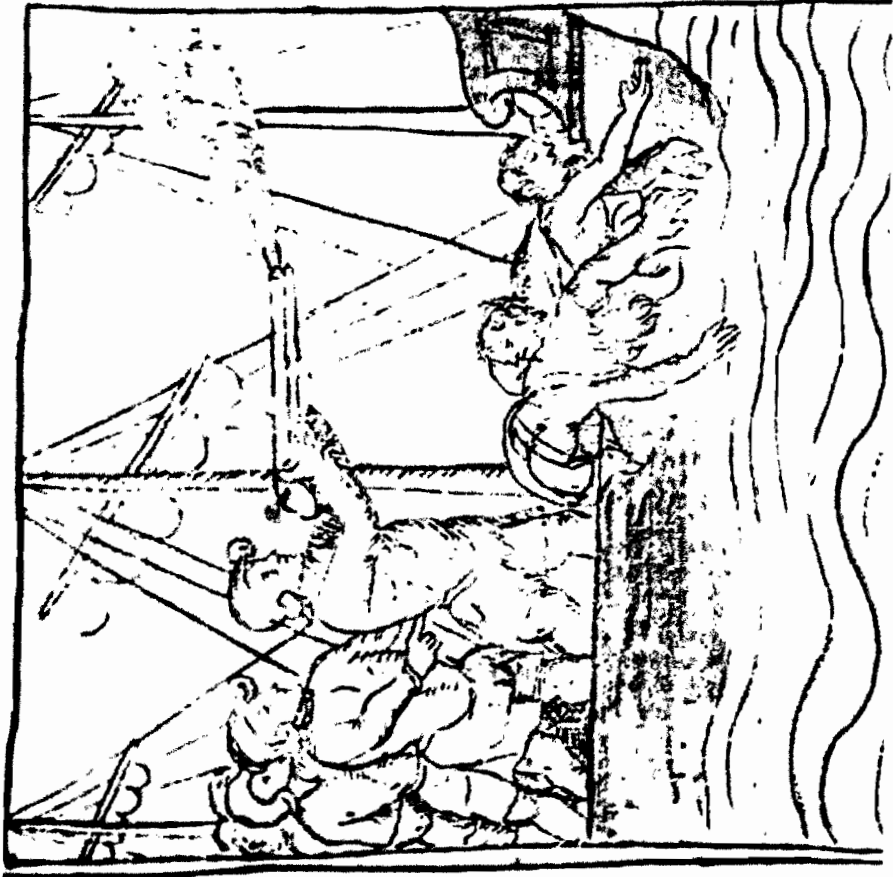
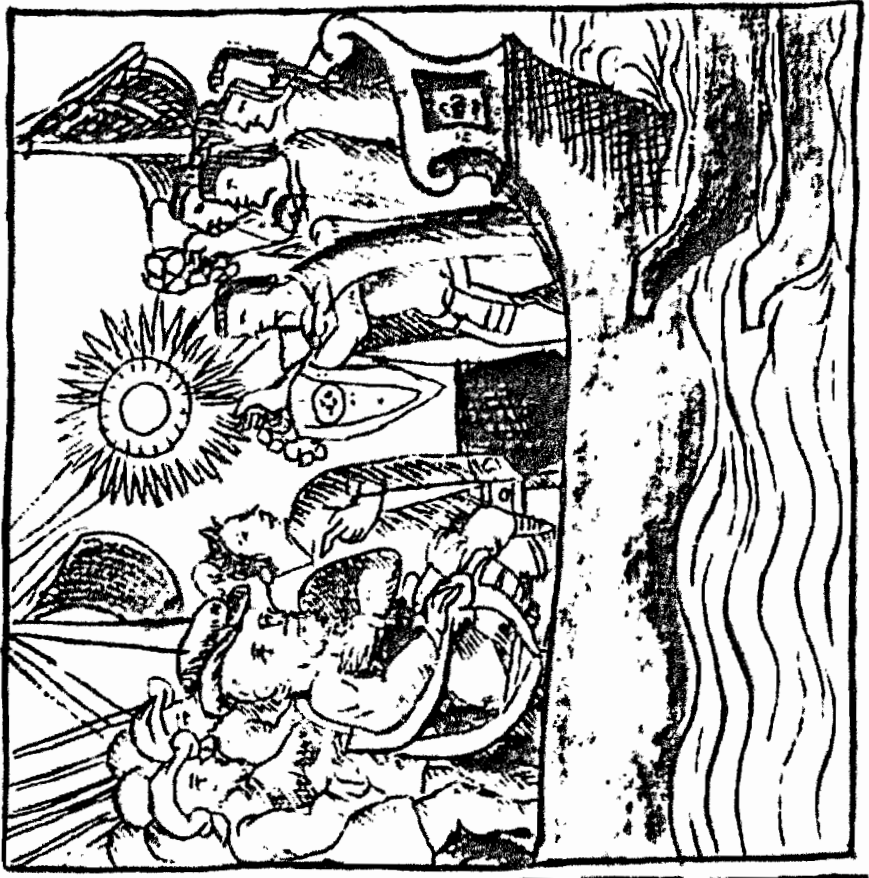


Name:

LO - To produce flow charts or diagrams to explain a process.

Date:





# Google **aztec ambassadors**

[Search images](#) [Back to image results](#)



**See full size image**

1126 x 568 - 233k - jpg - [www.famsi.org/.../pohl/images/meetfigure01.jpg](http://www.famsi.org/.../pohl/images/meetfigure01.jpg)  
Image may be subject to copyright.

Below is the image at: [www.famsi.org/research/pohl/pohl\\_meeting.html](http://www.famsi.org/research/pohl/pohl_meeting.html)

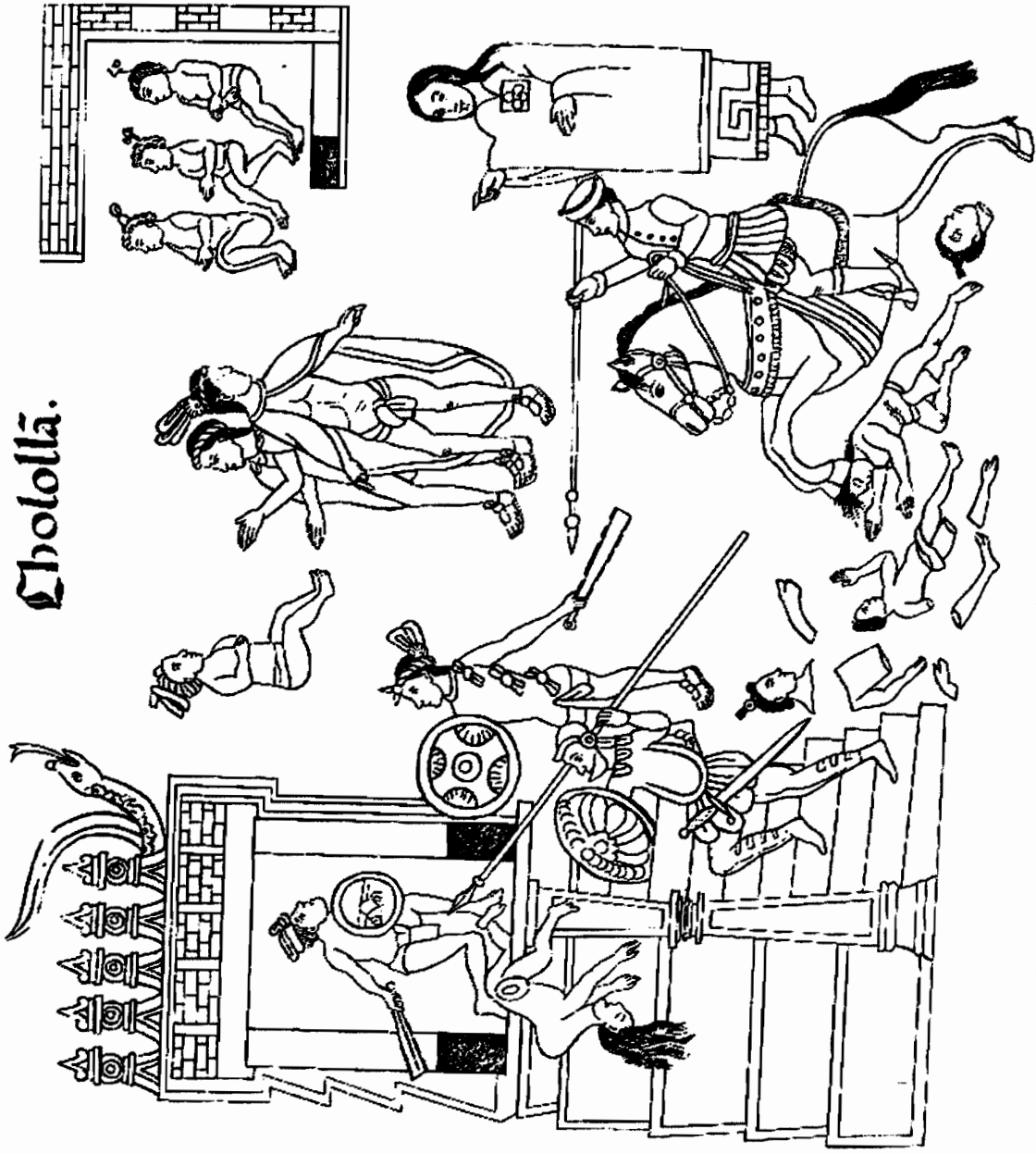
[Remove frame](#)

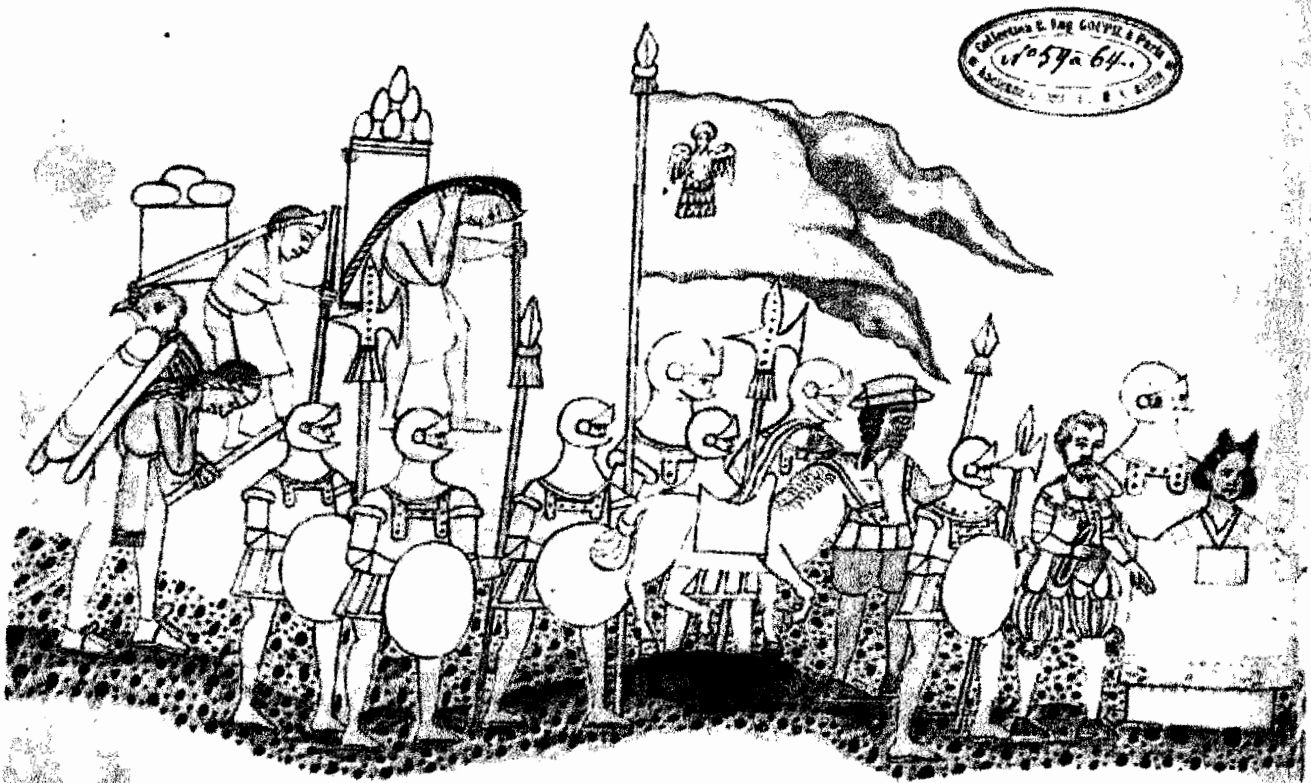


# ymon avatecque tlaxcallā.



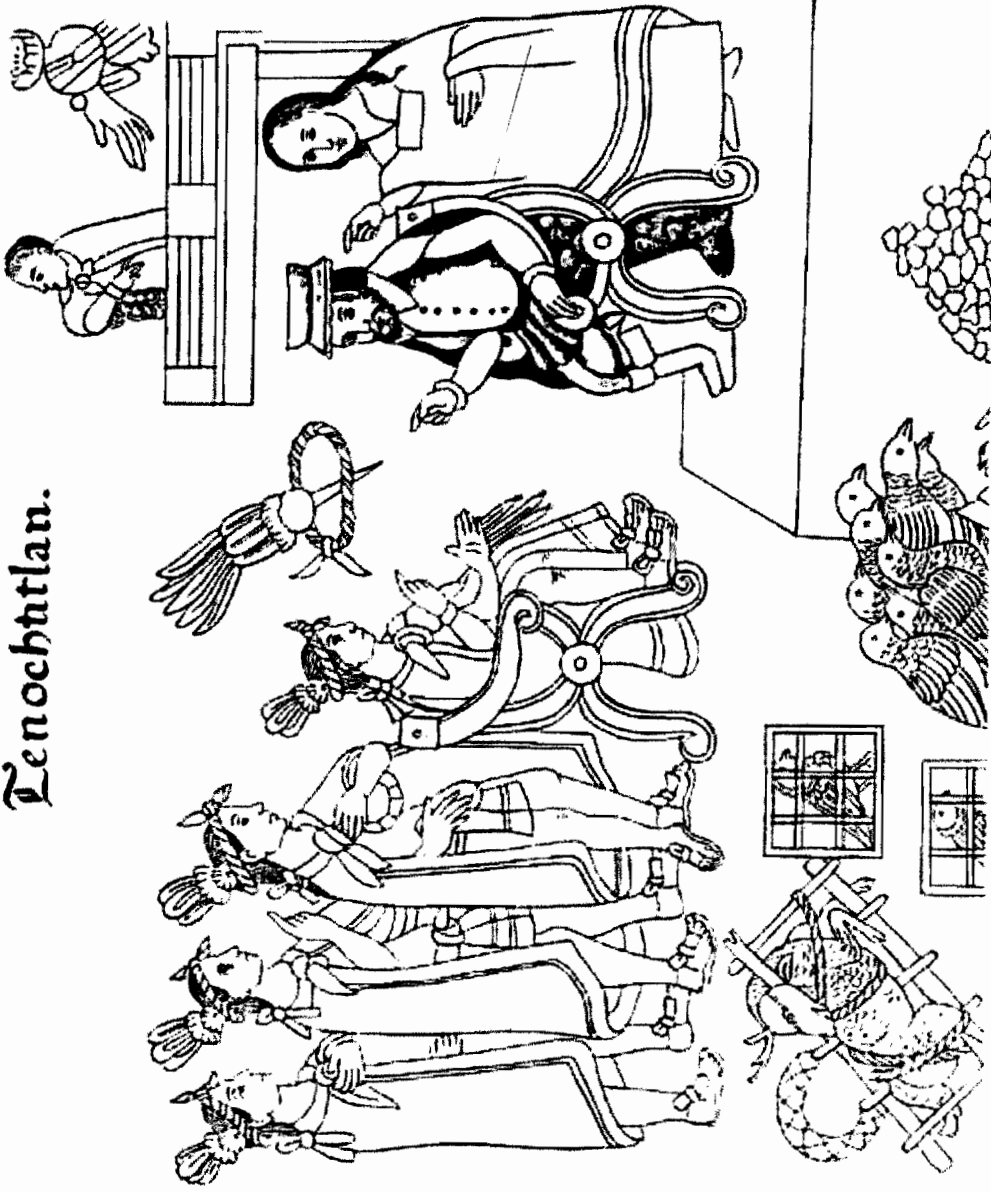
# Chollā.





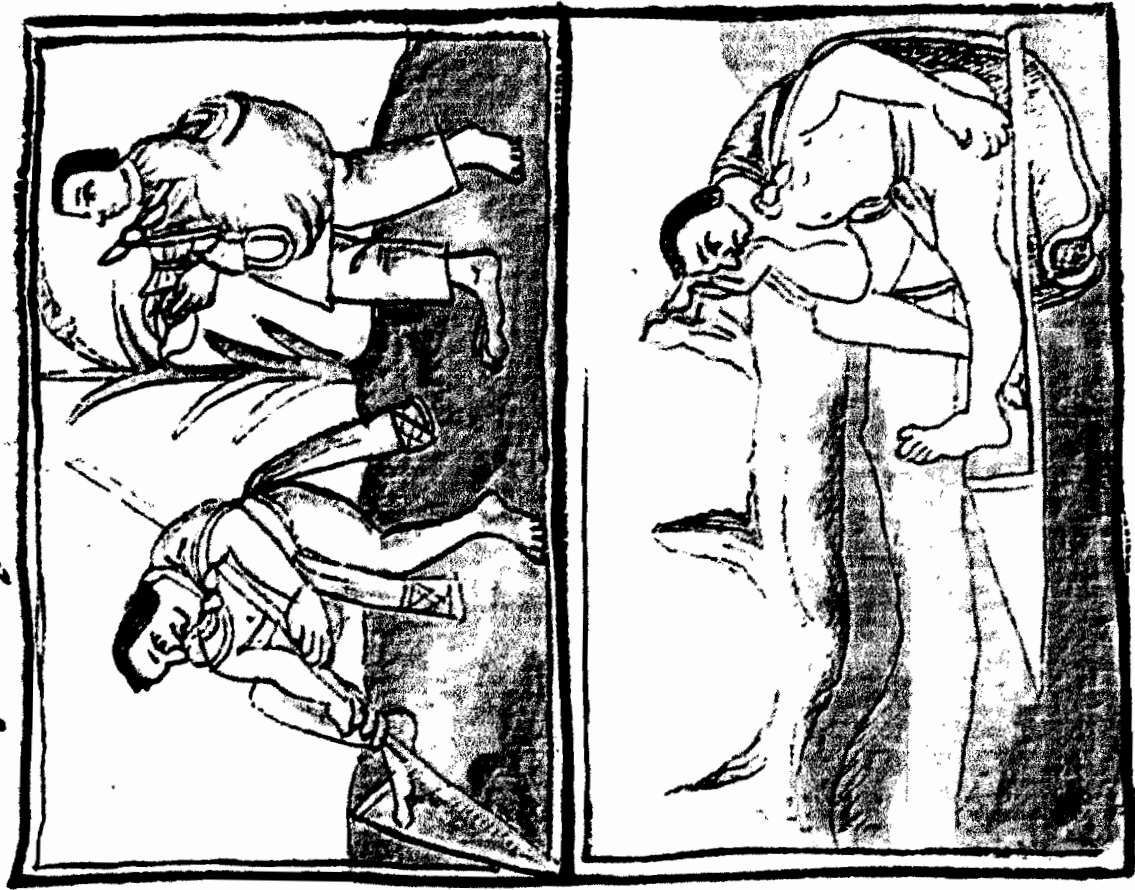
Skin color ?

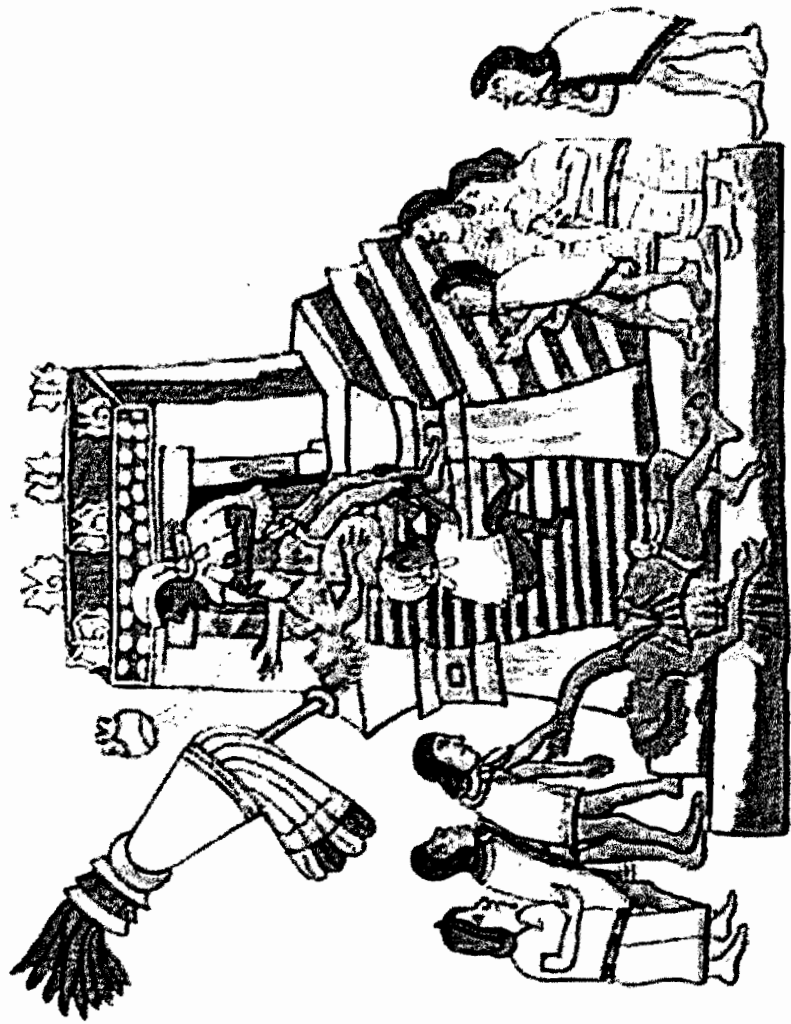
# Tenochtitlan.







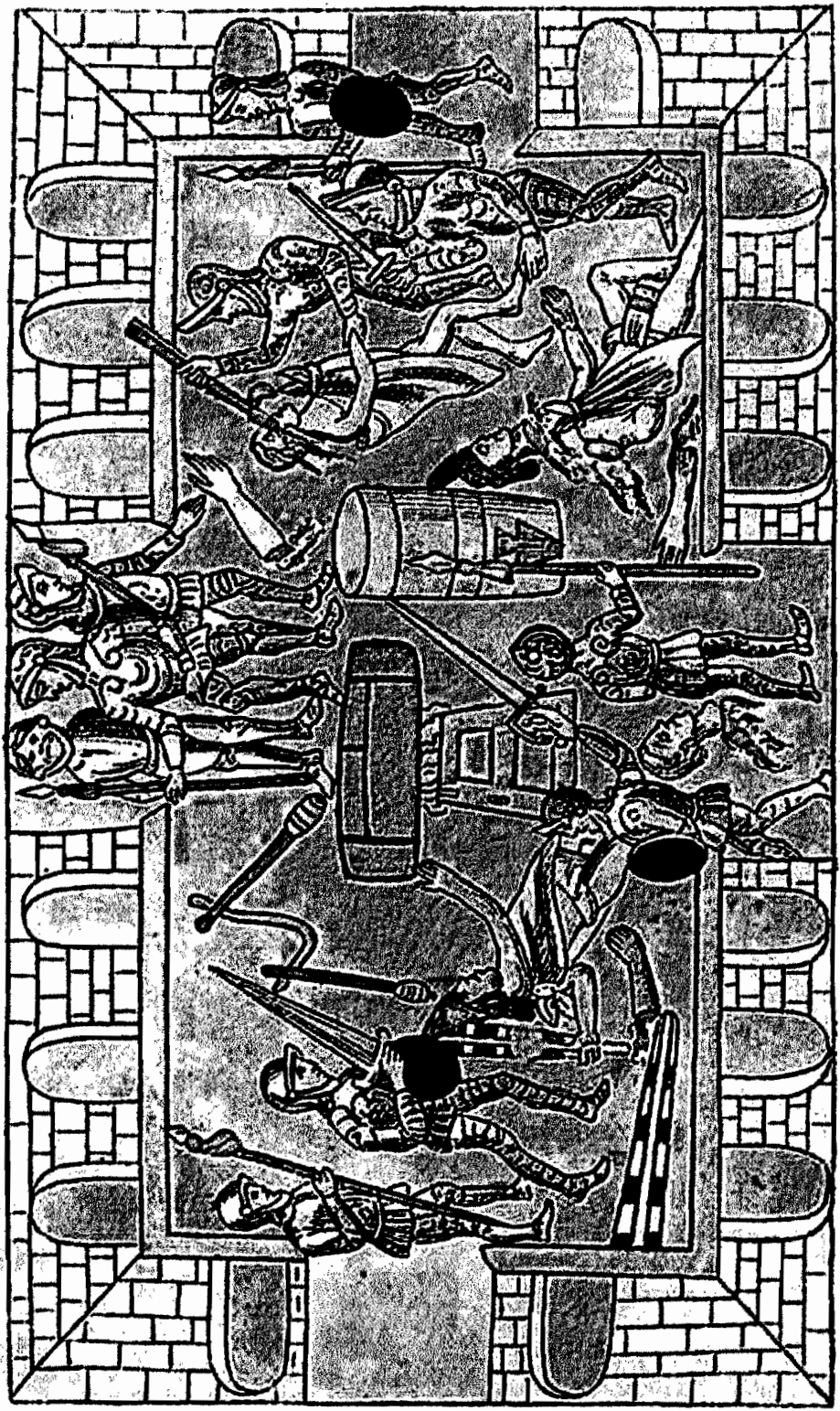




12A









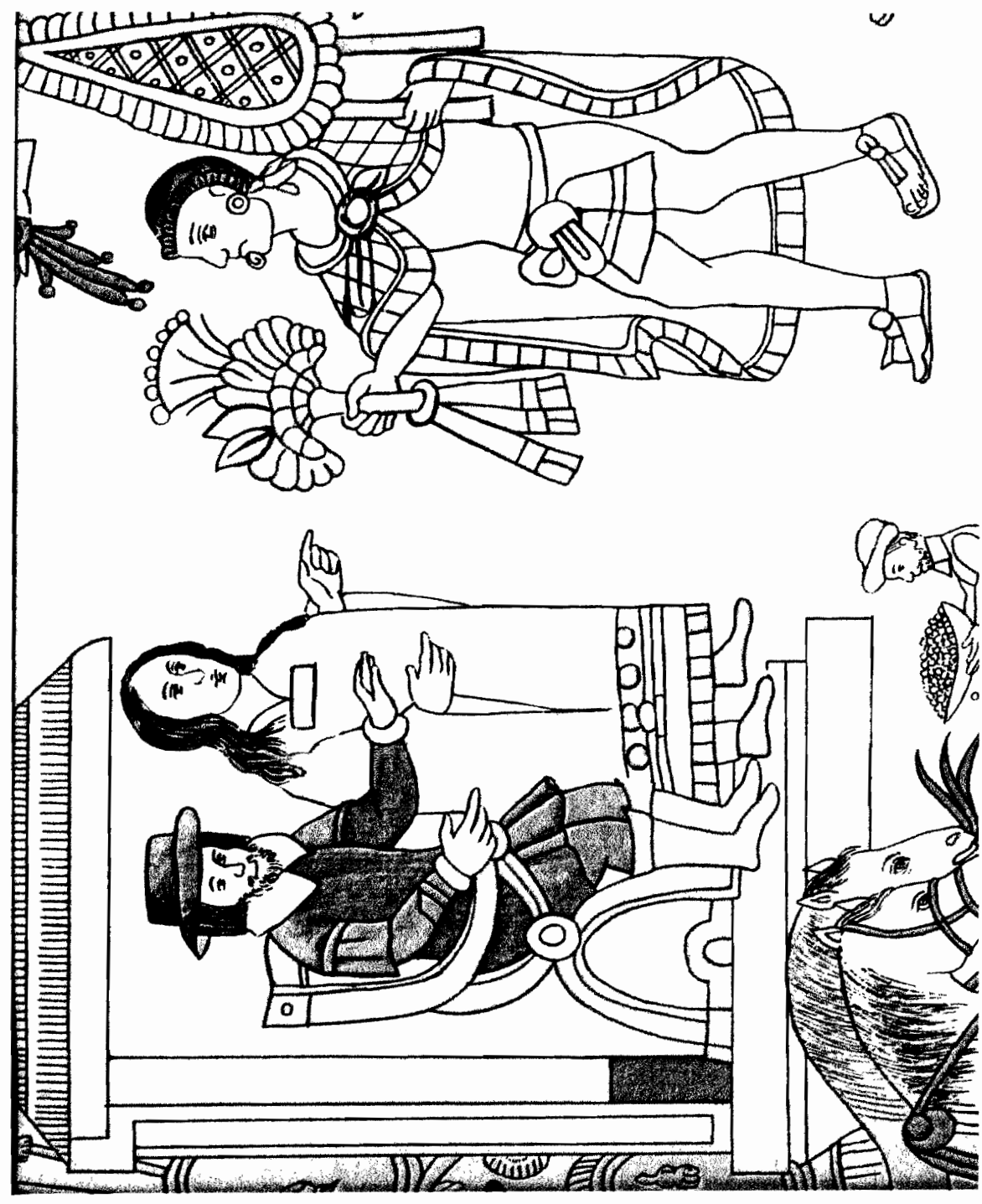


15A



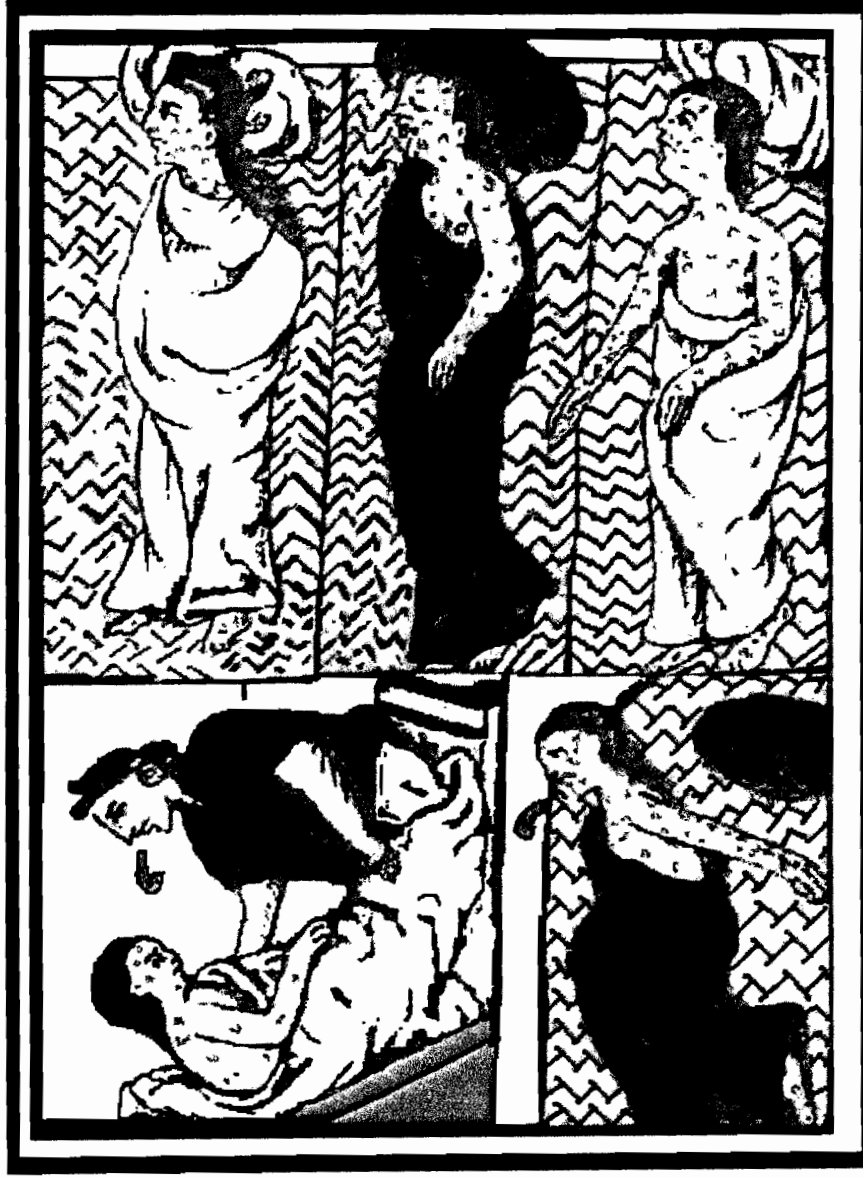
Hint: the  
pattered blue/gray  
background is  
meant to represent  
water.





16A

16A





Definition:

SPANISH  
EXPANSION

Analogy -

Analogy -

Analogy -

Characteristic

Characteristic

Characteristic