

Lesson 1: the Controversy

Overview: This is an introductory lesson on Juan de Oñate designed to stimulate student's interest about who he was and why there is a controversy. Students will discover the controversy over public art celebrating Oñate in El Paso and Albuquerque. Students will develop note-taking skills for both a film and a lecture. At the end of this lesson students will be ready for the next set of lessons that cover the background of Oñate and primary source documents written by him.

Objectives:

- Students will be introduced to the controversy surrounding Oñate and challenged to discover his story.
- Students will practice Cornell note taking during a short film clip.

Duration: One 90-minute block period

Materials:

- Film clip from *The Last Conquistador*:
http://www.pbs.org/pov/lastconquistador/video_classroom1.php
- Cornell notes template-I for each student
- Images of Albuquerque Oñate sculpture
- Handout: Oñate Controversy Background
- Entrance/exit slips-copied front/back-1 for each student

Resources:

- *POV: The last Conquistador* lesson plan:
http://www.pbs.org/pov/lastconquistador/lesson_plan.php
- Article from *The Albuquerque Tribune*:
http://www.accessmylibrary.com/coms2/summary_0286-2859834_ITM
- New Mexico Office of the State Historian:
<http://www.newmexicohistory.org/filedetails.php?fileID=312>

Procedure:

Introduction

1. **Bellringer:** Hand each student an entrance/exit slip as they enter the classroom. While you are taking attendance, etc., have them fill out the entrance side: "Who was Don Juan de Oñate?" using complete sentences. Take 5 minutes to do a quick whip-around as students share their answers. Have students keep the slips-they will fill out the back exit slip at the end of the lesson.

Teacher-led Component

2. Hand out the Oñate Background and guide students as they read side 1: El Paso. This can be done using a Cloze method to help ESL students or any other method the teacher prefers to use.
3. Distribute a Cornell notes template to each student (when students are familiar with this note taking strategy, plain notebook paper may be used).

For more information on Cornell notes:

<http://www.west.net/~ger/notetaking.html>

4. Instruct students to take notes in the large area of their Cornell notes template during the film clip from *The Last Conquistador*. Show the clip (it runs approximately 9 1/2 minutes).
5. Allow students at least 15 minutes after the film to complete the left-hand column of their notes and the reflection/summary section.
6. Guide students as they read the Oñate Background side 2: Albuquerque.
7. Display and discuss the Albuquerque Oñate sculpture images. Use either a powerpoint presentation or a document camera to display the images.
8. Divide students into groups of 3 or 4 (depending on your preferences and classroom needs).
9. Distribute one discussion question to each group. You can pick and choose which questions to use depending on the number of groups you have.
 - Should tax dollars be spent on public art when there is significant need in the city for better housing, education, safety, and so on?
 - How can art contribute to a community's sense of history?
 - What role does the public play in determining the value of a piece of art?
 - How does the sculptor's intent compare with the public's interpretation?
 - Is it a function of art to be pleasing? Is the answer to that question different if the art is funded by tax dollars? Why or why not?
 - To what degree, if any, does the statue of Oñate help encourage dialogue and healing about painful events in history?
 - How might the sculpture look different if an Acoma Pueblo Indian were the sculptor? How do artists influence how history is told and remembered?
 - Whose stories in history should be given public voice?
 - Is there a way to represent the diverse perspectives in the community about Oñate the man? If so, how?
10. Allow groups approximately 10 minutes to discuss the question in their group and take brief notes on the answer.
11. Have each group appoint a speaker and allow 2-3 minutes for each group to present their questions and answers.

Student Activity

12. If time allows, hold a class discussion about the things they have learned today.

Homework

13. Distribute Juan de Oñate homework reading (or have available online).

Closing Activity

14. Exit slips: instruct students to fill out the backside of their entrance/exit slip sheet-use complete sentences. Collect these slips as the students exit the classroom.

Homework: read Oñate article for class tomorrow.

Assessment:

- **Formative:** entrance/exit slips can be assessed to see what students learned from this activity.
- **Summative:** Cornell notes can be assessed for a more formal grade.

ELL/ESL:

Cornell notes are an especially good strategy for these students because it helps them to organize and think critically about a topic, and allows room in the left column for questions/terms/etc.

Cornell Notes

Title: _____ Date: _____

Reduce & then Recite <ul style="list-style-type: none">- Create questions which elicit critical thinking, not 1 word answers- Write questions directly across from the answers in your notes- Leave a space or draw a pencil line separating questions	Record for Review <ul style="list-style-type: none">- Write headings and key words in colored pencil- Take sufficient notes with selective (not too much verbiage) & accurate paraphrasing- Skip a line between ideas and topics- Use bulleted lists and abbreviations- Correctly sequence information- Include diagrams or tables if needed for clarification
Reflect & Recapitulate <p>In your own words and in complete sentences, write a 3 – 4 sentence summary paragraph. Your summary should cover the main concepts of the notes, be accurate, and have adequate details.</p>	

Templates for Entrance (Admit) or Exit Slips



Entrance Slip

Topic: Who was Don Juan de Oñate?

Name (first & last):

Date:

Teacher:

Exit Slip

Topic: Why are statues/sculptures of Oñate so controversial?

Name (first & last):

Date:

Teacher:

Juan de Onate Homework

Juan de Oñate was born circa 1550 in the frontier settlement of Zacatecas, Mexico, the son of Cristóbal de Oñate and Catalina de Salazar. His father was a prominent Zacatecas mine owner and encomendero. Juan de Oñate married Isabel de Tolosa Cortés Moctezuma, a descendant of the famous conquistador Hernán Cortés and the Aztec emperor Moctezuma.

By the time he was in his early twenties Juan de Oñate was leading military campaigns against the Chichimec Indians and had begun his early career prospecting for silver. He also aided the establishment of missions in the newly conquered territory of Northern New Spain.

On 21 September 1595, **King Philip II** of Spain awarded Oñate a contract to settle New Mexico, after receiving reports from the Franciscans about their growing missionary work in the area. Numerous delays held up the expedition, but in early 1598 Oñate finally departed from Zacatecas. After making a formal declaration of Spanish possession of New Mexico on 30 April 1598, Oñate continued ahead and forded the Rio Grande at the famous crossing point of El Paso del Norte in May. By late May he had made contact with the first of many Pueblos villages in the northern Rio Grande valley. In July 1598 he established the headquarters of the New Mexico colony near San Juan Pueblo at La Villa de San Gabriel, thus effectively extending the Camino Real by more than 600 miles. While awaiting the slow-moving main caravan of colonists, Oñate explored the surrounding area and solidified his position. Some of Oñate's men explored further east, moving beyond Pecos pueblo toward the present-day Texas border in search of buffalo; they likely reached the headwaters of the Canadian River, twenty-five miles northwest of the site of present Amarillo. Oñate visited Acoma Pueblo as well as the Hopi and Zuni villages far to the west. One party in Oñate's group even traveled as far as the San Francisco Mountains in Arizona, where they found silver ore and staked a claim.

The Franciscans also continued their own work, and began the construction of a mission at San Francisco and at San Juan. However, mutiny, desertion, and dissent plagued the new Spanish colony when the Spanish failed to find riches. Oñate dealt with these problems with a firm hand.

In December 1598, on their way to Zuni, Capt. **Juan de Zaldívar** and his soldiers stopped at Acoma for provisions. While there the Acomas accused one of Zaldívar's soldiers of stealing, and violating an Acoma woman. The Acomas proceeded to kill Zaldívar and nearly a dozen of his men, later claiming that the soldiers had demanded excessive amounts of provisions. A Spanish punitive expedition ascended on Acoma resulting in a three-day battle. When the fighting ended, several hundred Indians were dead, and hundreds of surviving Acomas were held prisoner and taken to Santa Domingo Pueblo to stand trial. Oñate severely punished the people of Acoma. Men over twenty-five had one foot cut off and were sentenced to twenty years of personal servitude to the Spanish colonists; young men between the ages of twelve and twenty-five received twenty years of personal servitude; young women over twelve years of age were given twenty years of servitude; sixty young girls were sent to Mexico city to serve in the convents there, never to see their homeland again; and two Hopi men caught at the Acoma battle had their right hand cut off and were set free to spread the news of Spanish retribution.

Spanish prospecting expeditions continued in an attempt to provide wealth and prosperity for the colony. The Spanish crown provided reinforcements for the colony in late 1600, but hardships continued, including persistent cold weather and a shortage of food supplies. On 23 June 1601, Oñate set out onto the Great Plains, to Quivira in search of wealth and an outlet to the sea. He headed northeast, following the Canadian River across the Texas Panhandle and near the Oklahoma border. In what is now likely the central part of Kansas, Oñate's expedition arrived at the first of several Quivira villages. However, the great settlements of Quivira proved disappointing to the soldiers who had traveled there in search of easy wealth and they soon turned back. While Oñate was away, conditions deteriorated in the New Mexico colony due to the poor quality of the land, continued Indian resistance, and failure to unearth silver. The colony was subsequently abandoned except by some of Oñate's most devoted followers. Upon their return to New Spain deserters spread news of the colony's failing conditions, and the government soon initiated an inquiry into the situation in New Mexico and Oñate's treatment of Indians. At the same time Oñate launched his last major expedition, starting from the Zuni villages down to the Gulf of California.

In 1606 King Philip III summoned Oñate to Mexico City, where he would stay until allegations against him could be investigated further. Unaware of the order, Oñate resigned as governor in 1607 because of the condition of the colony and financial problems. He remained in New Mexico to witness the establishment of the new capital at Santa Fe. King Philip III decided to continue his financial support of the colony, and appointed a new governor in 1608, and Oñate was once again called back to Mexico City. In 1613 the Spanish government accused Oñate of several violations including the use of excessive force during the Acoma rebellion, the hanging of two Indians, the execution of mutineers and deserters, and lastly adultery. He was fined, banned from Mexico City for four years, and banished from New Mexico forever. Oñate spent much of the rest of his life trying to clear his name, with some evident success. Eventually he went to Spain, where the king assigned him to the position of mining inspector. He died in Spain in 1626.

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Oñate Sculpture at the Albuquerque Museum









