Introduction

*American Histories: Native Peoples and Europeans in the Americas*, a curricular unit for high school students, is intended to reflect the central idea that studying the past, including studying the stories of cultures in contact and interaction, is essential to understanding the present. Over 500 years have passed since Europeans and native peoples met. Often we hear the following words used when discussing the contact and interaction of these cultures:

- autonomy, collaboration, collision, conflict, conquest, encounter, endurance, genocide, identity, indigenous rights, marginalized, mestizaje, mestizo, preservation, rebellion, resistance, removal, repatriation, revolt, slavery, survival, survivance, syncretism, the other, transculturation, victors and vanquished

What images of the native peoples and Europeans in the Americas do these words evoke? Is the tone positive or negative? Has this been a harmonious or contentious encounter? What is the legacy of the initial contact?
American Histories: Native Peoples and Europeans in the Americas -Lesson 1 Our World begins with discussions of some of the global events that reflect cultural, historical, legal, political, spiritual and social themes relating to 21st century indigenous peoples of the Americas. Class discussions should ascertain how much students know about indigenous cultures and lay the groundwork for understanding native peoples and Europeans in contact and interaction. How have these interactions affected indigenous cultures over time? How have these interactions affected other cultures of the world, including Europeans?

Lesson 1 is about indigenous peoples of the Americas in general, but later lessons focus on Mexico. Teachers are encouraged to adapt the other lessons to other cultural groups in the Americas according to their classes, teaching specialties or content area.

Lesson 1 Our World
Activity 1 Vocabulary of Contact
Activity 2 Native Peoples in the News
Activity 3 Introduction to the Mixteca, by Aurora Pérez and Maarten Jansen
Activity 4 Enduring Traditions

Lessons 2 When Worlds Collide: Ferdinand and Isabel includes activities that set the scene for the encounter by helping students understand the Spanish Empire at the end of the fifteenth century, including their motivations for exploration, conquest, and religious conversion and the social structure of the caste system.

Lesson 2 When Worlds Collide: Ferdinand and Isabel
Activity 1 Ferdinand and Isabel
Activity 2 Image Search and Presentation of 15th Century Spain
Activity 3 Spanish Society

The activities in Lesson 3 When Worlds Collide: How Contact Changed the Old World focus on the impact of the “discovery” of the Americas on Europe, including the exchange of products, challenges for Europeans and the vision of the Americas in Europe.

Lesson 3 When Worlds Collide: How Contact Changed the Old World
Activity 1 Columbian Exchange Discussion
Activity 2 Changes in the Old World
   Part 1 Video, Lecture, Comprehension
   Part 2 Debate
Activity 3 Collage of New World Products
Activity 4 Reflection of the New World in European Art
Activity 5 In the News

Lesson 4 When Worlds Collide: How Contact Changed the New World includes activities on the religious and social impact of the Conquest of Mexico.

Lesson 4 When Worlds Collide: How Contact Changed the New World
Activity 1 Religious and Social Impact of Conquest
Activity 2 La Virgen de Guadalupe
Activity 3 La Llorona
Activity 4 Analysis of a Painting
Activity 5 Cross Cultural Cuisine

Activities in Lesson 5 Voices and Visions of the Conquest introduce students to primary source documents that tell the story of the invasion and conquest of Mexico from multiple European and indigenous perspectives. Students will use pictorial documents and written accounts to study perspectives on these worlds clashing. Students also will be encouraged to think about how examining these past historical events is essential to understanding current societal structures and other issues of local and global importance.

Lesson 5 Voices and Visions of the Conquest
Activity 1 History vs. Propaganda
Activity 2 Introduction to the conquest of Mexico
Activity 3 Overview of the Conquest of Mexico
Activity 4 Examining the Lienzo de Tlaxcala
Activity 5 Group Research: Voices of the Conquest
Activity 6 Concluding Activities

Lesson 6 Indigenous Rights and Cultural Property is forthcoming. This lesson will focus on autonomy and sovereignty; customs and traditions; individual, collective and universal rights; resistance and assimilation; and issues relating to cultural property and repatriation.
Lesson 1 Our World
Examine native peoples and Europeans in contact and interaction by learning what students know about native peoples, discussing current events, examining stereotypes, listening to indigenous voices, considering sources of knowledge about indigenous people (including anthropology) and learning about a festival that has endured over centuries and that exemplifies the syncretism of pre-Hispanic and European colonial traditions.

Suggested activities for exploring contemporary indigenous life are:

- Activity 1 Define vocabulary and use in context.
- Activity 2 Study and discuss indigenous peoples in the news and examine stereotypes of indigenous peoples in the news, online and on television.
- Activity 3 Listen to Aurora Pérez discuss life in the Mixteca region of Oaxaca, Mexico and how it was impacted by European contact. Listen to Maarten Jansen discuss the role of the anthropologist in Mixtec communities.
- Activity 4 Watch a video and read about the Danza de La Pluma in Teotitlán del Valle, Oaxaca, Mexico. Learn about endangered languages in Mexico, obstacles to languages revitalization and creative solutions to revitalization.
- Concluding Activity and introduction to When Worlds Collide

Essential Questions
How can we study the past in order to understand the present?
How has contact and interaction with Europeans and other cultures affected indigenous cultures?
How can we learn about what is most important to indigenous peoples by studying current events?
What do stereotypes tell us about past and present images and prejudices of about indigenous peoples?
How do cultural traditions endure across time?
How can cultural traditions be preserved for future generations?

Objectives
Students will:
define vocabulary and complete the word search activity.
read and discuss a variety of news sources to access information about Native Peoples research news and write reflection
discuss stereotypes of indigenous peoples.
create a Glogster or Mural.ly online collage of stereotypes
Assessment
definitions
discussion
written reflection

Materials

Handout #1 Native Peoples-Europeans in Contact and Interaction Word Search
Handout #2 *Sure You Can Ask Me a Personal Question* by Diane Burns
Handout #3 *Those Anthropologists* by Lenore Keeshig-Tobias
Handout #4 La Danza De La Pluma, Teotitlán del Valle, Oaxaca, Mexico
Name: _____________________________

Lesson 1 Our World

In this curricular unit, *American Histories: Native Peoples and Europeans in the Americas*, you will be studying Native Americans and Europeans in contact and interaction. You will begin by discussing 21st-century Native Americans and then exploring their past histories in contact with Europeans.

**Lesson 1 Activity 1 Vocabulary of Contact**

Define the following words often heard in connection with Native Americans and Europeans relations. Choose 10 of the words on the list and write a sentence for each relating to events of the last decade regarding native peoples of the Americas.

*autonomy, clash, collaboration, collide, conflict, conquest, encounter, endurance, exchange, genocide, identity, indigenous rights, marginalized, mestizaje, mestizo, preservation, rebellion, resistance, removal, repatriation, revolt, slavery, survival, survivance, syncretism, the other, transculturation, victors and vanquished*

Complete the Handout #1 Native Peoples-Europeans in Contact and Interaction Word Search and prepare to discuss these words in context.

**Lesson 1 Activity 2 Native Peoples in the News**

**Part 1**

Read the following news briefs about Native Peoples that occurred in the news in 2013 and 2012. In groups of 3, read the list and discuss your reactions to the information. Make a list of thematic categories (human rights, social, legal etc.) for these news briefs.

In June, 2013 news concerning native peoples included the following:

- Members of the Achuar people say they won't allow Petroperu to enter their territory.
- In the United States, the Feds toss Michigan complaint to ban Indian mascots
- A tribal land buy-back program has begun.

May, 2013

- James Czywczynski wanted to auction The Massacre site at Wounded Knee on the Pine Ridge Reservation.
- The Rios Montt trial, a fight over Guatemala genocide dominated the news
- Mexican Huichol farm workers suffer poisoning from pesticides
• In Brazil, representatives of the indigenous communities demonstrate in Sao Paulo against the construction of Belo Monte dam at Xingu River in the Brazilian state of Para.
• Pharmaceutical companies would need to compensate indigenous people for using their knowhow in creating new medicines.

April, 2013

• The Hopi tribe objected to a Paris auction house selling Hopi masks and the Court ruled against the Hopi.
• The sequester hit the reservation and 5% cut impacted Indian Health Services.
• Native Americans and the Violence Against Women Act was in the NewYork Times, discussions continued about rescinding the Wounded Knee medals of honor.

In February, 2013 a petition to halt oil exploration in Ecuadorean Amazon got 1 million signatures to stop exploration threatening indigenous communities and in January the eviction of a Triqui protest camp in Oaxaca resulted in the death of a newborn.

In 2012

• Zapatistas can still change the rules of Mexico's politics: A mass silent protest in Chiapas shows the indigenous movement remains a formidable political force
• The last Plains Indian war chief still fights for his home, his people and their way of life.

Part 2
Find out more about Native Americans in the news by reading newspapers, magazines, online sources, video or audio. Include sources that reflect Native American perspectives. Create an organizer in which you include the:

<table>
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<tr>
<th>News source</th>
<th>Theme of the news</th>
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<tbody>
<tr>
<td>Geographical region</td>
<td>A quote from the text and your reaction or opinion</td>
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<tr>
<td>Culture</td>
<td>Connection to –Self, Global Connection</td>
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Part 3
Search for examples of stereo types of Native Americans and create an online collage to share with classmates and use as a springboard for conversation about how to recognize and combat racism, stereotyping and Eurocentricism. Consider the following:

distortion of history
looking at children’s books lifestyle
generalizations occupation
commercials and advertisements racist adjectives
portrayal of Native peoples as savages, primitives, simple people
Read Handout #2 *Sure You Can Ask Me a Personal Question* by Diane Burns and write a reflection about the poem. Have you had a similar experience or felt stereotyped or marginalized? If so, include your thoughts.
Lesson 1 Activity 3 Introduction to the Mixteca, by Aurora Pérez and Maarten Jansen
Listen to Aurora Pérez discuss the Mixteca region of Oaxaca, Mexico before and after the conquest of Mexico and listen to Maarten Jansen discuss the responsibilities of anthropologists.

Essential Questions
How has European contact impacted the spirit, identity, economy and social position of indigenous people in Mexico?
What is the future of indigenous languages?
How can indigenous languages be preserved in the 21st century?
Are indigenous languages fluid or static?
Are indigenous cultures frozen in time, or do they adapt?
Why is it necessary to read the ancient codices in the context of contemporary culture?
How do contemporary practices appear in the ancient Codex Nuttall?
What is internal colonialism?

Objectives
Students will:
listen to a description of Mixtec landscape, lifestyle, worldview and life today in the Mixteca
listen to and discuss the sound of spoken Mixtec
discuss the role and responsibilities of the anthropologist or other researchers
write an essay discussing the changes and challenges to Mixtec culture as a result of contact with Europeans

Assessment
Discussions
Essay

Enrichment Activity
Read Handout # 3 Those Anthropologists by Lenore Keeshig-Tobias then write a reaction to the poem. Incorporate Maarten Jansen’s comments about the responsibilities of the anthropologist from the Mesolore Scholar Lecture in the previous activity.

Materials
Mesolore Scholars: Introduction to the Mixteca by Aurora Pérez and Maarten Jansen
Lesson 1 Activity 3 Introduction to the Mixteca, by Aurora Pérez and Maarten Jansen

Aurora Pérez and Maarten Jansen consider the Mixteca, Land of the Rains, in Oaxaca, Mexico from both an indigenous and a researcher’s perspective. Aurora Pérez discusses the Mixteca before and after the conquest, internal colonialism, syncretism and the importance of understanding contemporary Mixtec customs by looking at the ancient codices. Read and discuss the following quote by Sra. Pérez:

*All that was written in the ancient, sacred books we barely understand, because most everything was stripped from us the day the Spaniards invaded: they imposed a different god, a different language, a different history, and we became unfamiliar with our own history.*

What does she mean that everything was stripped away? How did they impose a different god, language and history?


- listen to a description of the Mixtec landscape, lifestyle, worldview and life today in the Mixteca. Take notes in your notebook and reflect on this Mesolore lecture. Include comments you may have about the lecture that you can share with the class.
- listen to and discuss the sound of spoken Mixtec
- look at a linguistic map of Mesoamerica and discuss the future of indigenous languages
- discuss the role and responsibilities of the anthropologist or other researcher
- write an essay discussing the changes and challenges to Mixtec culture as a result of contact with Europeans
- make a list of questions you may have about the Pérez/ Jansen discussion. What other information do you think you need in order to understand the history of indigenous peoples in this region?

**Enrichment Activities**

Read Handout # 3 Those Anthropologists by Lenore Keeshig-Tobias, then write a reaction to the poem. Incorporate Maarten Jansen’s comments about the responsibilities of the anthropologist from the Mesolore Scholar Lecture in the previous activity.
Lesson 1 Activity 4 Enduring Traditions

Even in the face of obstacles, cultures persist for many reasons. One is because people continue to practice traditions inherited from their ancestors; they keep these traditions alive but often modify them based on new experiences or creative impulses. For indigenous people in Mexico, enduring traditions often include a mix of pre-Hispanic and colonial European elements as well as new elements that people have added over the centuries. The Danza de la Pluma, Teotitlán del Valle, Oaxaca, Mexico, indigenous languages (some endangered) and traditional dress in Chiapas, Mexico are examples of enduring traditions to explore with students.

Essential Questions
What are cross-cultural traditions?
How can cultures keep endangered languages alive?
How have pre-Hispanic political and social systems survived the Colonial period and into the 21st century?
How does a strong sense of community and commitment impact individuals who leave the community?
How is a community affected by members of the community who migrate to the United States?
How does a community in contact with outsiders keep sacred traditions alive?

Objectives
Students will:
watch a video about the Danza de La Pluma
respond to questions
use Facebook to learn about indigenous fashion in the 21st century
make an online poster

Materials
Cultural Survival http://www.culturalsurvival.org/programs/elc/program


FAMSI http://www.famsi.org/maps/linguistic.htm


Nahuatl Summer Language Institute http://www.yale.edu/macmillan/lais/summer.html


http://www.openculture.com/2013/03/speaking_in_whistles_the_whistled_language_of_oaxaca_mexico.html

Enrichment Activities
Curricular materials prepared for the Yale University 2012 Summer Institute for Educators Indigenous Peoples of the Americas Institute: Maya Cultures Across Time, include Cultural Heritage-Traditional Mexican Cuisine Across Time. Lesson 1 Cultural Heritage focuses on Mexican cuisine as an example of intangible cultural patrimony.

2012 Weisenbach Cultural Heritage-Traditional Mexican Cuisine Across Time (1).docx
Weisenbach_Lesson 1 Cultural Heritage.pdf

“Life in the Rain Place,” a Mesolore.org tutorial features an interesting mix of indigenous fashion in the Mixteca, including traditional and contemporary dress,
http://www.mesolore.org/tutorials/learn/11/Life-in-the-Rain-Place.
Lesson 1 Activity 4 Enduring Traditions

Overview
There are many examples of traditions in the indigenous communities of the Americas that have continued from pre-Hispanic times into the 21st century. The Danza de la Pluma is a syncretic mix of indigenous and colonial traditions. Communities are creating new ways to keep endangered languages alive. The textiles of highland Chiapas are an example of indigenous fashion mixing with modern Western fashion trends. In Activity 3 you will explore cultural heritage that reflects a blend of cultural elements from indigenous and European traditions as well as 21st century elements.

Part 1 La Danza de la Pluma, Teotitlán del Valle, Oaxaca, Mexico
Visit the Metamorfosis Documentation Project http://www.metamorfosisdp.org/ to learn about the importance of the Danza de la Pluma to the Teotitlán del Valle, Oaxaca, Mexico community. Next, Watch a short documentary film about the personal experience of Uriel Santiago, a Dance of the Feather dancer. http://www.youtube.com/watch?v=Cpr4dBi-6h4 then complete Handout #4 La Danza De La Pluma, Teotitlán del Valle, Oaxaca, Mexico

Part 2 Endangered languages
Listen to the following languages and prepare to discuss the importance of language to cultural survival. Write your suggestions about ways to encourage language preservation and share with the class in a brainstorming activity.


Part 3 Fashion in the Highlands
Visit Chip Morris’ Facebook page https://www.facebook.com/chip.morris.58/photos to learn about indigenous fashion from pre-Hispanic times, the Colonial period and into the 21st century. Make a Glogster, or other online poster, of your favorite pictures. Just for fun try to find girls from San Lorenzo Zinacantán wearing high heels and platform shoes with traditional huipiles.

Lesson 1 Our World Concluding Activities
Upon completion of Lesson 1 Our World you have read, seen, listened to and discussed
indigenous peoples in the 21st century. In groups of three, review the Essential Questions of this lesson and take notes on your discussion of each.

1. How can we use the past to understand the present?
2. How has conflict and interaction affected indigenous cultures?
3. How can we learn about what is most important to indigenous peoples by studying current events?
4. What do stereotypes tell us about past images and prejudices of indigenous peoples?
5. How do cultural traditions survive across time?
6. How can cultural traditions be preserved for future generations?
7. How has European contact impacted the spirit, identity, economy and social position of indigenous people in Mexico?
8. What is the future of indigenous languages?
9. How can language be preserved in the 21st century?
10. Are indigenous languages fluid or static?
11. Are indigenous cultures frozen in time or do they adapt?
12. Why is it necessary to read the ancient codices in context of contemporary culture?
13. How do contemporary practices appear in the ancient Codex Nuttall?
14. What is internal colonialism?
15. What are cross-cultural traditions?
16. How have Native Peoples’ customs changed in contact and interaction with Europeans?
17. Which questions #1-16 was your group able to discuss?
18. Do you think you could have answered some of these questions more completely with a better understanding of the relationship between indigenous peoples and Europeans from early contact? Through the Colonial period and into the 21st century? What kind of information or research would you need?

**When Worlds Collide**

In order to have a better understanding of Native Peoples in contact and interaction with Europeans, watch the PBS video When Worlds Collide [http://www.pbs.org/kcet/when-worlds-collide/video/](http://www.pbs.org/kcet/when-worlds-collide/video/). Narrator Rubén Martínez begins by explaining that this is a new look at the first century after contact:

Two worlds that for thousands of years had developed completely independent of one another suddenly came into contact. It’s a story that matters today for one reason above all other. In the years after contact, those two worlds painfully and haltingly began to merge. And as a result, the nature of identity and ethnicity in the Americas was dramatically transformed right down to our own times. This is an entirely new look at the first century after contact.
Why do you think he said “painfully and haltingly”? What does he mean by “merge”? How was identity and ethnicity in the Americas transformed? Relate this quote to the information you learned in *Lesson 1 Our World* in an essay.
**Lesson 1 Our World Name:** ________________________________

**Handout #1 Native Peoples and Europeans In Contact and Interaction**

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Sure You Can Ask Me A Personal Question

How do you do?
No, I am not Chinese.
No, not Spanish.
No, I am American Indian, Native American.

No, not from India.
No, not Apache
No, not Navajo.
No, not Sioux.
No, we are not extinct.
Yes, Indian.

Oh?
So that's where you got those high cheekbones.
Your great grandmother, huh?
An Indian Princess, huh?
Hair down to there?
Let me guess. Cherokee?

Oh, so you've had an Indian friend?
That close?

Oh, so you've had an Indian lover?
That tight?

Oh, so you've had an Indian servant?
That much?

Yeah, it was awful what you guys did to us.
It's real decent of you to apologize.
No, I don't know where you can get peyote.
No, I don't know where you can get Navajo rugs real cheap.
No, I didn't make this. I bought it at Bloomingdales.

Thank you. I like your hair too.
I don't know if anyone knows whether or not Cher
is really Indian.
No, I didn't make it rain tonight.


No, I didn't major in archery.
Yeah, a lot of us drink too much.
Some of us can't drink enough.

This ain't no stoic look.
This is my face.
Those Anthropologists

Those anthropologists, sociologists and historians who poke at our bones, our social systems and past events try to tell us who we are.

When we don’t read their book they think we are rejecting our heritage.

So, they feel sorry for us and write more books for themselves

~Lenore Keeshig-Tobias
Handout #4 La Danza De La Pluma, Teotitlán del Valle, Oaxaca, Mexico

Read about the Metamorfosis Documentation Project (MDP), an artistic and educational project that collaborates with mestizo and indigenous communities. Complete the following thoughtfully after looking at each area of the site http://www.metamorfosisdp.org/.

1. What is the Danza de la Pluma Project?
2. Explain why is the Danza de la Pluma called a cross-cultural dance.
3. Why is the dance called La Danza de La Pluma, Fe, Sacrificio y Tradición (faith, sacrifice and tradition)?
4. Which is your favorite picture of the Danza de la Pluma? Why?
5. How does this project benefit the Teotitlán community? The global community?
6. Define usos y costumbres according to the MDP.
7. What is Tequio? What do usos y costumbres and Tequio tell you about the values and traditions of this community?

Listen to Uriel Santiago discuss the importance of the Danza de la Pluma on Youtube http://youtu.be/Cpr4dBi-6h4

1. Describe the responsibilities of the dancer.
2. What are the challenges for the dancer?
3. What does Santiago’s explanation teach you about the values of the community?
Lesson 2 When Worlds Collide: Ferdinand and Isabel

Overview
Comprehending Spanish exploration and conquest in the Americas requires an understanding of the Spanish Empire at the end of the fifteenth century. When Worlds Collide-Chapter 3 Ferdinand and Isabel describes the economic, political, social and spiritual climate in Spain. When Worlds Collide narrator Rubén Martínez explains the Spanish efforts to eliminate Muslim control and discusses how Spain changed during the reign of Ferdinand and Isabel. He notes that:

For centuries the Christians of Spain had lived in the shadow of the Muslims. And even after they were able to push the Muslims to the south and established several independent Christian kingdoms, each of those jealously guarded its independence from the others, but that all changed with Ferdinand and Isabella. By calling for a holy war against their common enemy, the Muslims, Ferdinand and Isabella succeeded in taking the reins of power throughout Christian Spain. Then, in the name of God and king, the Christians conquered Granada.

Essential Questions
What was the political, social and religious climate in Spain in 1492, the year Christopher Columbus arrived in the Americas?
How did the policies of Ferdinand and Isabel impact events in Europe and the Americas?
How did the crown create policies to create a social structure that kept people at the bottom of the social scale?
What is the impact of social inequality and social stratification on individuals and society?

NOTE: Teachers can develop a similar lesson to consider the political, social, and religious climate of Early Modern England or France in order to perform a study of England’s activities in exploring and colonizing North America.

Objectives
Students will:
watch a video about Ferdinand and Isabel and then respond to comprehension questions
participate in a class discussion about 15th century Spain
create a presentation of images that highlight people, places and events in 15th century Spain

Assessment
Class discussions
Comprehension question responses
Presentation of images

Materials
"Cities of Light The Rise & Fall of Islamic Spain." PBS.
http://www.pbs.org/programs/citiesofflight/
Documentary film, teacher lesson plans on Islamic Spain.

http://www.pbs.org/kcet/when-worlds-collide/essays/the-spanish-empire.html
*When Worlds Collide* Video Chapter 3 - Ferdinand and Isabel (15:21-21:15)
http://www.pbs.org/kcet/when-worlds-collide/video/
*When Worlds Collide* The Story Chapter 2 Isabella and Ferdinand
*When Worlds Collide* The People Isabella (1451-1504) Ferdinand (1452-1560)
http://www.pbs.org/kcet/when-worlds-collide/people/queen-isabella-and-king-ferdinand-i.html

**Additional Resources**


This resource includes video clips, readings and activities that focus on the expansion and decline of the Spanish empire, Isabel and Ferdinand, Charles V and Philip II as well as conflicts in Europe.

“Introduction to the Alvarado Vocabulario: From Image to Alphabet,” a *Mesolore.org* tutorial, has information on Ferdinand and Isabel and their language policies.
http://www.mesolore.org/tutorials/learn/9/Introduction-to-the-Alvarado-Vocabulario/37/From-Image-to-Alphabet
Lesson 2: When Worlds Collide: Ferdinand and Isabel

Overview
Comprehending Spanish exploration and conquest in the Americas requires an understanding of the Spanish Empire at the end of the fifteenth century. *When Worlds Collide-Chapter 3 Ferdinand and Isabel* describes the economic, political, social and spiritual climate in Spain. *When Worlds Collide* narrator Rubén Martínez explains the Spanish efforts to eliminate Muslim control and discusses how Spain changed during the reign of Ferdinand and Isabel. He notes that:

> For centuries the Christians of Spain had lived in the shadow of the Muslims. And even after they were able to push the Muslims to the south and established several independent Christian kingdoms, each of those jealously guarded its independence from the others, but that all changed with Ferdinand and Isabella. By calling for a holy war against their common enemy, the Muslims, Ferdinand and Isabella succeeded in taking the reins of power throughout Christian Spain. Then, in the name of God and king, the Christians conquered Granada.

What was the political, social and religious climate in Spain in 1492?
How did the policies of Ferdinand and Isabel impact events in Europe and the Americas?
How did the crown create policies to create a social structure that kept people at the bottom of the social scale?
What is the impact of social inequality and social stratification on individuals and society?

Complete the following activities to learn more about Spain during the reign of Ferdinand and Isabel and to be able to discuss these essential questions.

Activity 1 Ferdinand and Isabel
Watch the *When Worlds Collide* video Chapter 3 Ferdinand and Isabel
Read *When Worlds Collide The People: Isabella (1451-1504) Ferdinand (1452-1516)*
Read *When Worlds Collide The Story Chapter 2 Isabella and Ferdinand*

Answer the following questions about Spain during the reign of Ferdinand and Isabel.

1. What are some of the important events that occurred in Spain in 1492, the year Christopher Columbus arrived in the Americas?
2. When did the Muslim occupation of Spain begin? What are some noteworthy achievements of the Muslim occupation?
3. Why did Ferdinand and Isabel want to be buried in Granada, Spain?
4. How did Ferdinand and Isabel take control of power for Christian Spain?
5. What did Isabel promise the Muslims after the fall of the Alhambra?
6. How did Isabel break that promise?
7. What was the Inquisition and who did it affect?
8. What was life like for the Jews under Ferdinand and Isabel?
9. What is a caste system? Why was it effective tool for the crown?
10. Who were the conversos?
11. Who were the primary enemies of the Spanish?
12. What did Ferdinand and Isabel do to consolidate power against their enemies?

Activity 2 Image Search and Presentation of 15th Century Spain
Locate, save and cite images of 15th century Spain to be used in a presentation such as Glogster, Prezi, PowerPoint or Mural.ly. Include the following elements and an explanation of the historical significance of the images in your presentation:
- map of 15th century Spain, highlight Aragon, Castile and Granada
- image of the Romanesque cathedral in Santiago de Compostela
- image of the Alhambra, Court of the Lions, Hall of the Abencerrajes, Palace of the Generalife
- image of the Church inside the Great Mosque of Cordoba portraits of Ferdinand and Isabel, Boabdil
- images of the Reconquista, El Cid
- images of the Spanish Inquisition
- explain the historical significance of the images in your presentation

Activity 3 Spanish Society
Prepare to discuss the essential questions about the political, social and religious climate in Spain, including how the crown’s policies created a system that kept some members of society at the bottom of the social scale and how this social policy was manifest in the Americas. In your discussion, include social stratification and social inequality in the United States and globally. Consider the following:

How do we rank or categorize people in the United States?
How does social categorization impact lives?
Do attitudes towards social stratification change?
How do changes transpire?
What are examples of social stratification or social inequality in other cultures?
Relate your ideas to previous discussions in Lesson 1 about Native Americans in the news and stereotyping of indigenous peoples. Consider the impact of 16th century attitudes and policies towards indigenous peoples in the Americas and how this set the standard for colonial and contemporary policies, education, health and social services.
Lesson 3 When Worlds Collide: How Contact Changed the Old World

Overview
The news that Christopher Columbus discovered a “new world” had great impact on Europe as well as in the Americas. Rubén Martinez, narrator of When Worlds Collide: How Contact Changed the Old World, believes that:

We’re used to thinking about how that incredible event would transform life in the Americas. But we’re not so used to thinking about how it changed the Old World. In fact, New World inventions, commodities and treasure radically transformed life in Europe.

Gold and silver were a boon to the Spanish economy, new plants were incorporated into the European diet, and Europeans had to consider the “new humans” that Columbus brought to Europe.

Essential Questions
What was the impact of New World animals, plants, products and technology on the Old World?
What challenges confronted the Old World?
How did European ideas about human beings, the soul and slavery change after contact with the Americas?
How can we use works of art to document the impact of the New World on the Old World?
How can art conservationists help us uncover information about the past?

Objectives
Students will:
- discuss food origins
- write a list of New World contributions to the Old World
- answer comprehension questions about the Columbian Exchange
- debate the intellectual and religious capabilities of indigenous peoples
- make a collage of New World products that impacted the Old World
- study a Spanish painting that includes American products
- discuss current events articles about recent finds at the Vatican

Assessment
Responses to questions
Discussions
Collage and essay
Debate

Materials
Activity 1
Handout #1 Columbian Exchange Graphic Organizer

“Guiding Student Discussion and Scholars Debate.” *The Columbian Exchange, Native Americans and the Land, Nature Transformed, TeacherServe*, National Humanities Center. 
http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/columbianc.htm

**Activity 2**
PBS *When Worlds Collide*

**Activity 3**
Arqueología Mexicana http://www.facebook.com/arqueomex/photos_stream
Cultura Gastronómica de México http://www.facebook.com/pages/Cultura-Gastron%C3%B3mica-de-M%C3%A9xico/188626847815417?ref=ts&ref=ts
FAMSI http://www.famsi.org
Mesolore http://www.meslo lore.org
Mexicolore http://www.mexicolore.co.uk/aztecs/
Virtual Mesoamerican Archive http://vma.uoregon.edu/

**Activity 4**
Handout #2 Reflection of the New World in European Art *Still Life with an Ebony Chest*  
Graphic Organizer

**Activity 5**
Handout #3 Handout #3 As One Renaissance Door Closes, Others Open

Handout #4 Long Hidden, Vatican Painting Linked To Native Americans
Additional Activities
Columbian Exchange Lesson Plan
*When Worlds Collide Lesson 5: Food and the Columbian Exchange*
http://www.pbs.org/kcet/when-worlds-collide/education/lesson-5.html
Lesson plan on the Columbian Exchange with multi-media resources.

An Ethnobotanist’s Perspective

Read the following quote from Mesolore scholar Ellen Messer.
*And so, the next time you take your candy bar, realize that you are taking a commercial product that has an origin that had a basic, elemental, fundamental, symbolic significance in the society, economy, and the cosmology of Mesoamerican peoples.*

In groups of three, brainstorm what you think this quote means, and then share your ideas with the whole class.

Listen to ethnobotanist Ellen Messer explore the relationship between people and foods in ancient Mesoamerica and how ancient traditions survive over time.

Define ethnobotany. How is this different from botany?

Additional Materials
https://www.gilder Lehrman.org/history-by-era/american-indians/essays/columbian-exchange


Janick, Jules. "New World Crops: Iconography and History." *Department of Horticulture and Landscape Architecture, Purdue University.*

http://media.museumofnewmexico.org/audio/norton_081123.mp3

http://books.google.com/books?id=sHgkwaFhxv4C&printsec=frontcover#v=onepage&q&f=false

http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1043&context=tsaconf.
Lesson 3 When Worlds Collide: How Contact Changed the Old World

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We're used to thinking about how that incredible event would transform life in the Americas. But we’re not so used to thinking about how it changed the Old World. In fact, New World inventions, commodities and treasure radically transformed life in Europe.

What was the impact of New World animals, plants, products and technology on the Old World? What challenges confronted the Old World? How did European ideas about human beings, the soul and slavery change after contact with the Americas?

Activity 1 Columbian Exchange Discussion
Brainstorm the plants, animals, diseases and technologies that are indigenous to the Americas and had great impact on the Old World. Use Handout # 1 Columbian Exchange to organize your ideas.

What did you eat for dinner last night? Analyze the meal and determine where in the world the food originated. Use these links to help you find information then share with the class:


Activity 2 Changes in the Old World
Part 1 Video, Lecture, Comprehension
Watch When Worlds Collide How Contact Changed the Old World Video Chapter 4
http://www.pbs.org/kcet/when-worlds-collide/video/ (21:15-
Read The Story: Chapter 3 How Contact Changed the Old World

Answer the following questions based on the video and reading.
1. Explain the impact of the New World on the economy of the Old World. Give specific examples.
2. Why were Mexico, Peru and Bolivia very important to the Spanish crown?
3. How did the artist Rembrandt include New World technology in his art?
4. Why did the Europeans question the eternal salvation of indigenous peoples?
5. How did Europeans categorize Africans?
6. How did Europeans categorize indigenous peoples of the Americas?
7. Why was the treatment of indigenous peoples a challenge for Isabel?
8. Do you think that her decisions regarding the treatment of indigenous peoples were hypocritical or justified? Defend your position.
Part 2 Debate
Role-play the 16th century debate at the Council of Valladolid between Dominican friar and human rights activist Bartolomé de las Casas and Juan Ginés de Sepúlveda, Spanish scholar over the intellectual and religious capabilities of indigenous peoples.


When Worlds Collide People: Bartolomé de las Casas (1484-1566) [http://www.pbs.org/kcet/when-worlds-collide/people/bartolome-de-las-casas.html](http://www.pbs.org/kcet/when-worlds-collide/people/bartolome-de-las-casas.html)

Activity 3 Collage of New World Products
Make a collage, poster, Prezi, Mural.ly or Glogster of the New World contributions to the Old world. Use primary source examples of the animals, diseases, plants, products and technology that are found in codices, lienzos, murals, ceramics and sculpture. Include at least one from each of these categories. Use the following resources to locate images for your presentation

FAMSI [http://www.famsi.org](http://www.famsi.org)
FLAAR: Plants Utilized by the Maya From Classic Times through Today [http://www.maya-archaeology.org/include-maya/free_pdf_reports.php](http://www.maya-archaeology.org/include-maya/free_pdf_reports.php)
The Kerr Collections [http://www.famsi.org/research/kerr/](http://www.famsi.org/research/kerr/)
The Maya Vase Database a PreColombian Portfolio [http://research.mayavase.com/kerrportfolio.html](http://research.mayavase.com/kerrportfolio.html)
Mesolore [http://www.meslore.org](http://www.meslore.org)
Mexicolore [http://www.mexicologe.co.uk/aztecs/](http://www.mexicologe.co.uk/aztecs/)
Virtual Mesoamerican Archive [http://vma.uoregon.edu/](http://vma.uoregon.edu/)

Ancient Americas on Facebook
Cultura Gastronómica de México [https://www.facebook.com/pages/Cultura-Gastron%C3%B3mica-de-M%C3%A9xico/188626847815417?ref=ts&fref=ts](https://www.facebook.com/pages/Cultura-Gastron%C3%B3mica-de-M%C3%A9xico/188626847815417?ref=ts&fref=ts)
Activity 4 Reflection of the New World in European Art
Examine *Still Life with an Ebony Chest* (1652) by Antonio de Pereda. Write a paragraph explaining your observations about the influence of the New World on European art. Use Handout #2 Reflection of the New World in European Art to note your ideas and the details you notice.

Activity 5 In the News
Read and discuss recent discoveries at the Vatican that shed light on early examples of the New World in Old World art.

Discovery of New World legumes during the restoration of the Vatican’s “Fire in the Borgo” (1514-1517).

Recent cleaning of the Vatican’s *The Resurrection* (1494) by Renaissance master Pinturicchio reveals what may be an early depiction of Native Americans.
## Impact of the New World on the Old World

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## Impact of the Old World on the New World

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Weisenbach
Examine the painting by Antonio de Pereda, *Still Life with an Ebony Chest* (1652) then note your ideas on the organizer.

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<thead>
<tr>
<th>1. Look at the painting for 2-3 minutes. What do you see in the painting?</th>
<th>2. What do you notice? Spend 5 minutes with a partner to note the details that you observe.</th>
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<td>3. What portrayed items or materials originated in the Americas? Or in Europe? Are there items or materials that come from other places?</td>
<td>4. Apply what you know about the history of the Americas and Europe in the XVI- XVII centuries to your observations.</td>
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<td>5. Why do you think Antonio de Pereda made this painting? Why did he choose to include the various items together in this painting?</td>
<td>6. Look at the painting again. Have your ideas about the painting changed since first glance? Write your conclusions.</td>
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Figure 5:
Antonio de Pereda, *Still Life with an Ebony Chest* (1652). This masterpiece (which is reproduced in color on the cover) is dedicated to New World sensory delights. On the left is a *chocolatera*, in which chocolate paste and sugar were dissolved together. The *molinillo* for frothing chocolate is to its right. On the tray below are three kinds of *jícaras* (chocolate-drinking cups); the two in front are made of Iberian ceramics, and the one in back is likely a porcelain piece imported from Asia. The spoon—a conventional element in early modern chocolate still lifes—was probably meant to scoop the foam off the top, a European variant of the tortoiseshell spoons used by Mesoamericans for the same purpose. On the right, wooden containers contain cacao paste, and a clump of white sugar is ready for use. Among the vessels sitting on top of the chest is another *jícara*, a splendidly decorated gourd imported from New Spain. Biscuits, favored for eating alongside chocolate, rest in the foreground. The chest could have been a storehouse for the cacao; the lock and key remind viewers of the value of its luxurious contents. The painting also illustrates another American-inflected sensory tradition: the red ceramic vessels, probably manufactured in Tonolá (outside Guadalajara in New Spain) and known as *búcaros*, were celebrated for the aromatic earthy qualities they imparted to water. Oil on canvas, 80 x 94 cm. Collection of William Coesvelt, Britain, 1815. Reproduced courtesy of the State Hermitage Museum, St. Petersburg, Russia.
Vavilov Centers of Origin - regions of the world where major food crops were domesticated.

Handout #3 As One Renaissance Door Closes, Others Open

February 22, 2013

By ELISABETTA POVOLEDO

VATICAN CITY — One of the most popular attractions of the Vatican Museums, Michelangelo’s Sistine Chapel, will be closed to the public over the next few weeks, as cardinals gather there to elect the successor of Pope Benedict XVI. But visitors will be able to find some artistic consolation by lingering in the rooms that Raphael painted in the second-floor apartment of the Pontifical palace used by Pope Julius II (and his successors until the mid-16th century), their 30-year restoration now finally complete.

Raphael, an artist and an architect, was summoned to Rome in 1508, and the four frescoed rooms where the pope conducted his business were a prized commission. The rooms were originally decorated during the reigns of Popes Alexander VI (1492-1503) and Pius III (whose papacy lasted less than a month in 1503), by renowned Renaissance artists like Piero della Francesca, Luca Signorelli and Bramantino. Julius II brought in other luminaries to complete the work before deciding to give Raphael carte blanche to start fresh.

The restoration campaign brought new insights into how Raphael worked, including how he transferred his drawings from a nearly nine-yard-wide cartoon onto the walls, the methods he used to apply plaster, how quickly he painted and the organization of his workshop. One example: A recipe Raphael invented to copy the stucco of antiquity that he saw on an underground visit to Nero’s palace buried under the Colle Oppio in Rome. “Raphael was a very adventurous artist, and continually experimented, so from this point of view these frescoes are more unique than Michelangelo’s,” said Prof. Arnold Nesselrath, delegate for the scientific department and laboratories of the Vatican Museums, and the only member of the original restoration team still involved.

The restoration also provided some clues to understanding more mundane aspects of the period. Some beans found inside a small hole in the fresco of the “Fire in the Borgo,” painted from 1514 to 1517, suggests that it didn’t take long for these legumes, indigenous to the Americas and imported by Columbus some 20 years earlier, to become part of the common man’s diet in Europe.

“Sadly, they were cooked,” making it impossible to replant them and replicate their taste, Professor Nesselrath said Thursday, during a preview tour of the frescoes, whose official inauguration has been postponed because of the unexpected conclave next month.

Begun in 1982, the restoration was carried out one fresco at a time so that visitors could continue to see Raphael’s famed works.

Restorers now believe that significant traces of the earlier frescoes remain, including the fresco depicting the delivery of the Pandects (a legal code) to the Emperor Justinian, in the Room of the Segnatura, now attributed to the Renaissance artist Lorenzo Lotto, who had been drafted by Julius
Il before Raphael was brought in. Lotto ended up working in Raphael’s workshop, on several the frescoes, Professor Nesselrath said.

The restoration of several frescoes was funded by the Patrons of the Arts in the Vatican Museums, an association founded in 1982 after a show of Vatican paintings toured the United States.

“They help us to fund restorations and keep the Vatican beautiful and young and attractive, despite the wear and tear to the museums caused by five million visitors a year,” said the Rev. Mark Haydu, the group’s international coordinator. A list of projects is drafted each year — the Borgia apartments are a recent addition, for example — and money is set aside for restoration.

Tests will be undertaken this year, with a proper project planned for next year, for the restoration of the Room of Constantine, a huge banquet hall whose frescoes were designed by Raphael but executed mostly after his death, in 1520, by his workshop, Professor Nesselrath said.
This recently restored painting in the Vatican, created in 1494 by the Renaissance master Pinturicchio, has a small depiction of naked men with feathered headdresses. This may be the first European depiction of Native Americans. The scene, just above the tomb of Jesus, is too small to be seen in this view of the entire painting but is shown in the photo below.

_Courtesy of Vatican Museums_

Centuries of grime was removed during the recent restoration, revealing the men with the headdresses. For close to 400 years, the painting was closed off to the world. For the past 124 years, millions of visitors walked by without noticing an intriguing scene covered with centuries of grime. Only now, the Vatican says a detail in a newly cleaned 15th century fresco shows what may be one of the first European depictions of Native Americans.

The fresco, _The Resurrection_, was painted by the Renaissance master Pinturicchio in 1494—just two years after Christopher Columbus first set foot in what came to be called the New World. Antonio Paolucci, director of the Vatican Museums, told the Vatican daily _L’Osservatore Romano_ that after the soot and grime were removed, in the background, just above the open coffin from where Christ has risen, "we see nude men, decorated with feathered headdresses who appear to be dancing." One of them seems to sport a Mohican cut. The image dovetails with Columbus’ description of having been greeted by dancing nude men painted black or red.

_Commissioned By The Pope_

The painting was commissioned by Pope Alexander VI. Anyone who has followed the TV series _The Borgias_ knows he was the infamous Rodrigo Borgia, a Spaniard who fathered several children and became a
symbol of church corruption. Alexander VI became pope in 1492, only a few months before Columbus made landfall. Art historian Paolucci is convinced the entire Pinturicchio fresco cycle for the Borgia Apartments inside the Vatican had been completed by the end of 1494. "The Borgia pope was interested in the New World, as were the great chancelleries of Europe," Paolucci told *L'Osservatore Romano*. Columbus' four trips to the New World were financed by the Spanish royals Ferdinand and Isabella. On his return to Spain in March 1493 from his first journey, Columbus handed over his travel journal to the sovereigns who, according to Paolucci, had every interest in keeping it secret.

**A Secret That Spread Quickly**

But word of Columbus' sensational discovery soon spread throughout Europe. "It is hard to believe," Paolucci said, "that the Borgia papal court would be unaware of what Columbus saw when he reached the ends of the earth." Hence, the art historian believes, the dancing figures in Pinturicchio's *Resurrection* could be "the first depiction of Native Americans."

The Borgia pope's links to the New World do not end there. Alexander VI played a key role in determining how history would play out in what would become The Americas and who would reap the benefits: While Pinturicchio was painting his cycle, Alexander was busy drafting the Tordesillas treaty of June 1494 that divided up the newly discovered territories between the two major naval powers of the time, Spain and Portugal.

One can't help but imagine Alexander pondering the implications of Columbus' discovery while Pinturicchio was concentrating on his brush strokes on the fresh plaster of the Vatican walls. Pope Alexander has a prominent position in the painting — he's the large figure in ornate robes kneeling on the left, his hands clasped in prayer. But it's not clear whether he's more transfixed by the image of the risen Christ or by the potential spoils of the New World, represented by the nude dancing figures.

Until now, it was believed that the first known European depictions of Native Americans were those of the British artist John White, who was governor of the colony at Roanoke Island. But he wasn't even born until nearly half a century after the discovery of the New World. Pinturicchio's nude figures remained forgotten because the Borgia Apartments were sealed off after Pope Alexander's death in 1503. His successor, Julius II, said he would never live in the rooms of the pope who had so tainted the church's reputation. And Julius ordered that all paintings made for the Borgias be covered in black crepe. It was not until 1889 that the Borgia Apartments were reopened and dedicated to the display of religious art.
Lesson 4 When Worlds Collide: How Contact Changed the New World

Overview
Rubén Martínez, narrator of *When Worlds Collide: How Contact Changed the New World*, examines the impact of the Old World on the New World in the section 5 of the video. Not only did it mean the fall of the Mexica capital of Tenochtitlan and of the Inca Empire, but also the death of millions of indigenous people from diseases that the Europeans brought to the Americas. He says, “But part of the story that’s been missing is that New World culture did not disappear as a result. Indigenous Americans would continue to be just as powerful a force as the Spanish in shaping the culture of the Americas right down to the present day.”

Essential Questions
What was the impact of contact on the New World?
How did indigenous people continue to be a powerful force in the shaping of the Americas after contact with the Europeans?
How did different kinds of indigenous cultures react to contact with the Europeans?
How was contact with Europeans different for indigenous peoples at the top of the social structure as opposed to those at the bottom?
In what ways did indigenous peoples react to the new religion that the Europeans brought to the New World?
What were some of the tools of religious conversion?
How do vanquished peoples maintain their cultural identity?
What is the legacy of the conquest?
500 years after contact, what is the state of indigenous peoples of the Americas?

Objectives
Students will:
complete comprehension questions based on the video and readings
research and write an essay on the historical and cultural impact of the Virgin of Guadalupe across time
prepare a visual presentation of the Virgin of Guadalupe across time
read and discuss the Mexican legend of La Llorona, the crier
analyze a *casta* painting by Luis de Mena

Assessment
Graphic Organizer
Responses to questions
Presentation and essay
Discussions

Materials


“La Virgen de Guadalupe from Criolla to Guerrillera”. *University of Oregon Digital Teaching Units*. [http://server.fhp.uoregon.edu/dtu/entry/dtu.shtml](http://server.fhp.uoregon.edu/dtu/entry/dtu.shtml).

Teaching unit includes textual materials, image galleries, video clips, sound files, links teaching resources.(English/Spanish) Password protected contact [eweisenbach@branfordschools.org](mailto:eweisenbach@branfordschools.org) for user name and password.


Handout #1 Organizer for Examining a Casta Painting

**Suggested Activities**

Facilitate a class discussion to explore Rubén Martínez’ statement about the impact of the New World On the Old World that is quoted in the Lesson 4 Overview. Consider that some might disagree that indigenous Americans were just as powerful a force as the Spanish in shaping the culture of the Americas. Consider that it was partly the legacy and partly active work on the part of indigenous people.

Role-play the 16th century debate at the Council of Valladolid between Dominican friar and human rights activist Bartolomé de las Casas and Juan Ginés de Sepúlveda, Spanish scholar over the intellectual and religious capabilities of indigenous peoples “Bartolomé de las Casas Debates the Subjugation of the Indians, 1550”. [Gilder Lehrman Institute of American History](http://www.gilderlehrman.org/history-by-era/american-indians/resources/bartolom%C3%A9-de-las-casas-debates-subjugation-indians-1550).


*When Worlds Collide People: Bartolomé de las Casas (1484-1566)* [http://www.pbs.org/kcet/when-worlds-collide/people/bartolome-de-las-casas.html](http://www.pbs.org/kcet/when-worlds-collide/people/bartolome-de-las-casas.html)
Lesson 4 When Worlds Collide: How Contact Changed the New World

Overview
Rubén Martinez, narrator of *When Worlds Collide: How Contact Changed the New World*, examines the impact of the Old World on the New World in section 5 of the video. Not only did it mean the fall of the Mexica capital of Tenochtitlan and of the Inca Empire, but also the death of millions of indigenous people from diseases that the Europeans brought to the Americas. He says, “But part of the story that’s been missing is that New World culture did not disappear as a result. Indigenous Americans would continue to be just as powerful a force as the Spanish in shaping the culture of the Americas right down to the present day.”

Essential Questions
What was the impact of contact on the New World?
How did indigenous people continue to be a powerful force in the shaping of the Americas after contact with the Europeans?
How did indigenous peoples react to new religion that the Europeans brought to the New World?
How do vanquished peoples maintain their cultural identity?
What is the legacy of the conquest? What is the state of indigenous peoples of the Americas 500 years after contact?

Activity 1 Religious and Social Impact of Conquest
Watch *When Worlds Collide* Video: Contact Changes the New World
http://www.pbs.org/kcet/when-worlds-collide/video/ (27:40-45:25) and read
*When Worlds Collide* Essay: Social Order in the Spanish New World by María Elena Martínez

- Define the following terms: casta, mestizo, religious syncretism
- Identify the following: Juan Diego, Lady of Guadalupe, Nahuatl, Tonantzin, Zapotec
- Answer the following comprehension questions to be used in class discussion.
  1. How did Isabel fulfill her call to convert the indigenous peoples to Catholicism
  2. Why is El Cerro del Tepeyac an important sacred site?
  3. How is the Virgin of Guadalupe an indigenous story? Spanish Catholic? Mestizo?
  4. What is the significance of the Virgin appearing to an indigenous person?
  5. Why do you think that Rubén Martínez says that “maybe there is a bit of negotiation going on behind the scenes”?
  6. Describe the relationship between indigenous women and the Spanish conquistadors.
  7. How did Spanish conquistadores benefit financially and politically from unions with noble native women?
  8. Why did the Spanish crown say that children born to Spanish men and indigenous women have to be raised in a Spanish house with Spanish ways?
  9. What was the role of Spanish Convents in New World society?
  10. Why did the Spanish believe their power, wealth and identity were being threatened?
11. What steps did the Spanish take to preserve power, wealth and identity?
12. Explain the social consequences of the casta system.
13. Discuss why the casta system was doomed to failure?
14. Explain why casta paintings came into being.
15. Has the casta system imposed onto Spanish America continued to influence the lives of indigenous people in Latin America today?
16. Thinking globally, discuss examples of casta systems in other societies, how the system works and how it affects society.

Activity 2 La Virgen de Guadalupe
Read When Worlds Collide The People: Lady of Guadalupe and listen to the video clip to learn about the miraculous appearance of the Virgin of Guadalupe to Juan Diego. http://www.pbs.org/kcet/when-worlds-collide/people/lady-of-guadalupe.html
Research and write an essay on the historical and cultural impact of the Virgin of Guadalupe across time. Use JSTOR or other database to access information about the Virgin as she relates to history, politics and national identity.
Create a virtual poster or other creative presentation featuring examples of the Virgin of Guadalupe over time from 16th century religious works to 21st pop art. See the Branford High School Library/Class Resources/All Disciplines/ Presentation Tools for suggested tools.
Share presentations and draw conclusions about the impact of the Virgin of Guadalupe on Mexican history and culture.

Activity 3 La Llorona
Read “La llorona” in English http://www.inside-mexico.com/lallorona2.htm or Spanish “La llorona” (versión colonial de Leyendas del mundo hispano, Capítulo 7).
Write an essay/prepare for class discussion to explore who is to blame for the tragedy described in “La Llorona”; The woman? The man? Society?

Activity 4 Analysis of a Painting
Study a casta painting by Luis de Mena, c. 1750, from the Museo de América, Madrid. Use Handout #1 Organizer for Examining a Casta Painting to organize your ideas. Write an essay in which you relate this painting to what you have learned about the impact of the Old World on the New World.
Activity 5 Cross Cultural Cuisine
Conclude discussions about *When Worlds Collide* with an in-class food day featuring recipes that combine products from both the Americas and Europe.

- Divide students into groups to search for recipes that incorporate the ingredients of the Old World with those of the New World.
- Give your food day a global twist by adding Italian food with tomatoes, Hawaiian food with pineapples and sweet potatoes, Swiss and German chocolate and Thai food with chiles and peanuts incorporated.
- Analyze the recipes to note which ingredients are indigenous to the Americas and which originate in the Old World.

Shanti Morrell-Hart, who researches paleoethnobotany in Central and North America, suggests, “Mexican cuisine that incorporates limes, shredded cabbage, tamarind, onions (the non-wild variety), garlic, wheat, chicken/lamb/beef, cilantro-- or some combination—are good examples”.

Consider the following dishes:
Moros y Cristianos (black beans and rice)
Mole Poblano
http://www.mexonline.com/molepoblano
Cactus Paddle Nopales
Sopa de Lima – a taste of the Yucatan
Tlayudas Oaxaqueñas http://gomexico.about.com/od/fooddrink/ss/oaxacan-food_5.htm
Recipes for edible insects

Initiate class discussions about the topic listed below.

- Traditional Mexican Cuisine as intangible cultural patrimony.

  *According to UNESCO (United Nations Educational, Scientific and Cultural Organization) “Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration” http://whc.unesco.org/en/about/.
UNESCO’s World Heritage mission is to protect cultural heritage and, in 2010, Traditional Mexican Cuisine was listed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity.*

  Weisenbach_Lesson 1 Cultural Heritage.pdf
• The effects of the North American Free Trade Association (NAFTA) and Genetically Modified Foods and “junk food” on traditional Mexican cuisine. 
  Weisenbach_Lesson 4 Threats to Traditional Mexican Cuisine.pdf

• The historical and cultural origins of the name of the “Moros y Cristianos” dish. Do you think there are any problems with using this name for a dish?

Handout #1 Organizer for Examining a Casta Painting

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>At first look, what do you see in the painting?</td>
<td></td>
</tr>
<tr>
<td>What details do you notice in the painting after studying it for a few minutes?</td>
<td></td>
</tr>
<tr>
<td>Do you notice any patterns in the eight images in the center?</td>
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</tr>
<tr>
<td>How are they similar, and how are they different? Think about skin color, dress, and other portrayed elements.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>What are the images at the top and bottom? Why did the painter choose to include these?</td>
<td></td>
</tr>
<tr>
<td>What is the historical or social context of this work?</td>
<td></td>
</tr>
<tr>
<td>What is the artist’s message?</td>
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</tbody>
</table>
Luis de Mena, pintura casta, c. 1750. Museo de América, Madrid.
Lesson 5 Voices and Visions of the Conquest

Overview
Historian Matthew Restall defines ethnohistory as the study of the history of native or indigenous peoples. His historiographical survey of the history and development of “New Philology,” which involves studying documents in indigenous American languages as well as European ones, highlights the focus on the ethnohistorian’s historical-linguistic approach to understanding indigenous societies. This approach is known as the Lockhart School, named after the prominent historian James Lockhart. Restall notes that the study of Nahua sources has had great impact on our understanding of native history.

*Its two great contributions, not just to Mesoamerican ethnohistory but to colonial Latin American history, are the placing of native-language sources at the center of ethnohistorical study and the reorientation of colonial history around indigenous perspectives, thereby demarginalizing native peoples.* - Mathew Restall, “A History of the New Philology and the New Philology in History.”

This lesson will focus on the study of the conquest from multiple indigenous and European perspectives and is framed by discussions of history as propaganda.

Essential Questions
Who were the chroniclers of the conquest of Mexico?
What were the motivating factors for writing about the conquest?
Who were the intended audiences of the chronicles, letters and other documents?
How can we study history from multiple perspectives?
Are historical documents history or propaganda?
How can we use pictorial documents to learn about the conquest from indigenous perspectives?

Objectives
Students will:
- discuss history vs. propaganda
- complete a KWL Conquest of Mexico organizer
- define vocabulary
- answer comprehension questions based on *Conquistadors* by Michael Wood
- read about the conquest of Mexico from multiple perspectives
- examine the *Lienzo de Tlaxcala* cell 9
- take notes and comment using *Evernote*
- create a presentation about the conquest of Mexico

Assessment
organizers
responses to questions
discussions
presentation

NOTE: This lesson can be adapted for the study of the English or French colonizations of North America in the present day United States or Canada.

Materials


Indigenous perspectives of the Spanish conquest through study of the Florentine Codex and the Lienzo de Tlaxcala. (English/Spanish)


Online learning adventure by PBS, companion to Conquistadors video.


Handouts
Handout #1 KWL Conquest of Mexico
Handout #2 Multiple Perspectives of the Conquest of Mexico
Handout #3 Conquistadors Comprehension Questions
Handout # 4 El Lienzo de Tlaxcalta (cell 9)
Handout #5 Resources for Primary and Secondary Sources of the Conquest

Additional Activities

  “It’s the fault of the Tlaxcaltecas.” [http://wings.buffalo.edu/epc/rift/rift02/wahl0201.html](http://wings.buffalo.edu/epc/rift/rift02/wahl0201.html) (English)
• Explore the importance of La Malinche (Doña Marina) in Mexican history over time. 
  http://server.fhp.uoregon.edu/dtu/entry/malinche.shtml
  University of Oregon Digital Teaching Units: Women of Mesoamerica La Malinche.  
  http://server.fhp.uoregon.edu/dtu/entry/dtu.shtml.
  Teaching unit include textual materials, image galleries, video clips, sound files, links to teaching resources. Password protected-contact eweisenbach@branfordschools.org for user name and password.

• Create a Meograph presentation or Voicethread of the Conquest of Mexico, focus on the Mexican Muralists.
  Denver Public Schools, El Alma de la Raza Project

  Sullivan, Mary Ann. “Murals by Diego Rivera in the Palacio Nacional de México.”
  http://www.bluffton.edu/~sullivanm/mexico/mexicocity/rivera/muralsintro.html

• Study the Mapa de Cuauhtlantzinco, a pictorial manuscript that describes the relationship between indigenous elite and the Spanish conquerors. The manuscript is in the form of storyboards to be acted out.
  http://mapas.uoregon.edu/mapa_single_intro.lasso?&mapaid=cuauh
Voices and Visions of the Conquest of Mexico

Overview
In this lesson you will learn about the conquest of Mexico from two indigenous and two Spanish points of view. Begin by exploring the motivating factors for creating alphabetic or pictorial documents. Think about what ways documents can be considered history or propaganda and for whom. Next, after reading an overview of the conquest, the class will be divided into groups to study the conquest from 4 different points of view using primary and secondary sources including visual images. Finally, you will present your findings about the Tlaxcaltecas, Mexica, Bernal Díaz del Castillo and Hernán Cortès to the class by using one of the presentation tools recommended on the Branford High School library reference site. You will demonstrate your ability to determine the central ideas of the sources, cite textual evidence to support analysis and evaluate differing points of view on the conquest of Mexico by assessing the authors’ claims and evidence. You will integrate and evaluate multiple sources presented in diverse formats and media.

Activity 1 History vs. Propaganda

• In groups of 3, read and discuss the following quote about objective history by Linda Schele.

The whole idea that there’s such a thing as objective history, to me is a misnomer. If history were objective, we would never have to rewrite it. But history, even among the greatest university historians, is a continual process of redrawing, reevaluating and reconfiguring our understanding of the past to match our expectations for the future with the tools of the present….All history of all time is a kind of propaganda. Linda Schele, Mesolore.org

http://mesolore.org/scholars/debates/22/History-vs.-Propaganda

What does Linda Schele mean when she says that objective history is a misnomer? Explain what she means by “…understanding of the past to match our expectations for the future with the tools of the present” (mesolore.org). Brainstorm examples of how and why events in our history have been revised. What are historical or current events in the United States that can be told from various perspectives? Give examples of propaganda and how it affects people and policy. Share your ideas during class discussion.

• For homework your group will be assigned to listen to or read one of the Mesolore History vs. Propaganda debates. Scholars include archaeologists, anthropologists, art
critics, historians, journalists and writers (http://mesolore.org/scholars/debates/22/History-vs.-Propaganda).
The discussions include:

Myth or History? By Elizabeth H. Boone
Myth or History? by Joyce Marcus
Mixtec History? by John Pohl
History? by William T. Sanders
Is History Objective? by Linda Schele
History vs. Propaganda: A Brazilian Example by Thomas E. Skidmore

A Journalist's Perspective by Jane Bussey
Fiction and Reality by Elena Poniatowska
"Official" History by Rodolfo Stavenhagen
Propaganda and Art by Raquel Tibol

Use Evernote to take notes about your assigned discussion and to record your personal comments. The note should include the author’s main argument and an example used to support the argument. Share your Evernote comments and notes with your group members and be prepared to present your information to the class and participate in a discussion about History vs. Propaganda.

Activity 2 Introduction to the conquest of Mexico

• Complete the KWL sheet to record what you know and want to learn about the conquest of Mexico. (See Handout #1 KWL Conquest of Mexico)
• Share the information you wrote in the KWL chart with the class and add to the chart as necessary.
• Define the vocabulary listed below then read the following prompt for discussion about the Spanish invasion and its aftermath. Prepare notes and comments to share during class discussion.

- colonialism
- ethnohistorian
- evangelization
- historiography
- monochromatic
- myriad
- pastiches

Discussion Prompt
In the opening chapter to Transcending Conquest: Nahua Views of Spanish Colonial Mexico, ethnohistorian Stephanie Wood reviews the historiography of the conquest of Mexico. She aims to demonstrate that:

…the Spanish invasion and its aftermath were not monochromatic. They were pastiches of cultural experience enveloping those who were defeated and lost power, their neighbors who helped the European invaders, some who experienced the heat of battle, others who never raised a weapon, citizens of cities and members of small rural communities who survived the epidemics, some who felt early
and intense evangelization, others who saw a generation pass before the first priests came to visit regularly, and then the descendants of all of the above, who learned myriad techniques for coping with the emerging colonialism, its economic, social, and cultural diversity, and its exacting demands. (Wood 21-22)

• Class discussion: Share your ideas about the quote with the class. Does Dr. Wood set forth ideas that surprise you or challenge your previous understanding of the conquest? Incorporate previous class discussions about history, propaganda and multiple perspectives of events into this conversation.

Activity 3 Overview of the Conquest of Mexico

• Read John Pohl’s overview of the conquest at FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc) The Meeting: Two Points of View and Historical Records of the Conquest (http://www.famsi.org/research/pohl/pohl_meeting.html).
• Record information on the graphic organizer for multiple perspectives of the conquest of Mexico. (See Handout #2 Multiple Perspectives of the Conquest of Mexico)
• Watch Michael Wood’s PBS video Conquistadors at http://www.youtube.com/watch?v=jSJrqEwo0NA and respond to the comprehension question handout based on this video. (See Handout #3 Conquistadors Comprehension Questions)
• Learn more about the culture and traditions of indigenous peoples and the impact of contact with the Europeans at the online learning adventure http://www.pbs.org/conquistadors/cortes/cortes_flat.html

Activity 4 Examining the Lienzo de Tlaxcala
Examine cell 9 of the Lienzo de Tlaxcala and use Handout #4 Lienzo de Tlaxcala cell 9 as a guide for studying pictorial documents of the conquest.

Activity 5 Group Research: Voices of the Conquest
The class will be divided into groups to learn about the Spanish conquest of Mexico from the perspective of the Tlaxcalans, Mexica, Hernán Cortés and Bernal Díaz del Castillo.

• Create a presentation of the conquest of Mexico from your assigned perspective. Include primary sources and visuals in your presentation. Your presentation must demonstrate your ability to determine central ideas of the sources, cite textual evidence to support analysis and evaluate authors’ differing points of view on the conquest of Mexico by assessing the authors’ claims and evidence. Use Handout #4 Resources for Primary and Secondary Sources of the Conquest for suggested resources.
• You may select from the following three presentation options.
1. Create a presentation using one of the presentation tools listed on the Branford High School library resource page
   https://docs.google.com/a/branfordschools.org/document/d/1xSs9qJjqxiQTMEurMy2laANHsXF8vL-2as2C0MZhp3Q/edit
2. Role-play the conquest from the perspective of your assigned topic.
3. Debate the events of the conquest with another group that represents a different interpretation of the conquest.

**Activity 6 Concluding Activities**

- Complete the KWL and the graphic organizer for multiple perspectives of the conquest.
- Review the essential questions and prepare to share your thoughts on using primary sources to examine an historical event from a variety of perspectives.
- Draw conclusions about the value of listening to the many voices of history. Consider Linda Schele’s statement:

  *The people who create the history create filters by which the past is understood by the living. And you can create those filters in such a way that they enhance your own position and they deflate the other position, and that's been happening to Native Americans for five hundred years.* Linda Schele-Mesolore.org

Why do people write history? What is their motivation? Who is the intended audience? What does Linda Schele mean by “filters”? Why is it important to consider various viewpoints?
<table>
<thead>
<tr>
<th>What I Know (about people, places, events)</th>
<th>What I Want to Know</th>
<th>Sources where I can find information? (books, magazines, archives, databases, web)</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout #2 Multiple Perspectives of the Conquest of Mexico
Name:______________________

Hernán Cortés

Bernal Díaz del Castillo

Conquest of Mexico
Multiple Perspectives

Tlaxcalteca

Mexica
Conquistadors Comprehension Questions

Part 1/5 The Fall of the Aztecs [http://www.youtube.com/watch?v=jSJrqEwo0NA](http://www.youtube.com/watch?v=jSJrqEwo0NA)

1. Describe Hernán Cortés.
2. Where in Mexico is Vera Cruz? The Yucatan?
3. Describe the area where Hernán Cortés landed in April of 1519
4. What did Cortés receive in Frontera?
5. Who is Malinalli, and why is she an important figure in Mexican history?
6. Who did Cortés meet in Veracruz?
7. Why did they surprise him?
8. What is the illness of the heart that Cortés described to the indigenous peoples?
10. In what way were the Aztecs stunned by the Spanish?

Parte 2/5 [http://www.youtube.com/watch?v=EALZBkZZQCw](http://www.youtube.com/watch?v=EALZBkZZQCw)

1. Describe the Aztec prophesies and omens.
2. How does the god Quetzalcoatl relate to the conquest of Mexico?
3. Why did Cortés burn his boats?
4. What is the name of the Aztec capital? Who was the emperor when Cortés arrived?
5. What did Cortés see in Xico that disgusted him?
6. Why did this culture confuse the Spaniards?
7. How was chocolate important to the Aztecs?
8. What is the importance of chocolate today in Mexico? Culturally? Economically?
9. How many people accompanied Cortés to Tenochtitlán? Who were they?
10. What motivated the Spanish or Tlaxcaltecato travel with Cortés.

Part 3/5 [http://www.youtube.com/watch?v=NCwf2AP5oUo](http://www.youtube.com/watch?v=NCwf2AP5oUo)

1. Describe the weather from the coast to the mountains en route to Tenochtitlán?
2. Who is Bernal Díaz del Castillo?
3. Describe Tlaxcala.
4. Describe the initial relationship between the Tlaxcaltecas and the Spanish.
5. How did this relationship change?
6. Explain why Cholula is important to this story.
7. Who were the friends of the Cholulans?
8. What happened when the Spanish and Tlaxcaltecas arrived in Cholula?
9. Explain why Cortés was very impressed by the view of Tenochtitlán in the distance.
Part 4/5

1. What is the importance of day 1 Wind or November 8, 1519?
2. Describe Tenochtitlán.
3. What frightened the Spanish about Tenochtitlán?
4. How was Moctezuma insulted by Cortés?
5. How did Moctezuma lose the confidence of the Aztec people?
6. Describe the Spanish plan to escape Tenochtitlán.

Part 5/5

1. After the Noche Triste, what did Cortés do to prepare for his return to Tenochtitlán?
2. Explain why the reconquest of Tenochtitlán was unique.
3. What did Cortés receive as a result of the conquest? Include the positive and the negative.
1. Examine cell 9 of the Lienzo de Tlaxcala and write what you see at first glance.

2. What details stand out?
3. Write a paragraph explaining what this image relates. Consider these questions: “Who are the people? What are they doing? What details do you notice from your studies of Mesoamerican culture? What do you recognize from your studies of the conquest?

4. Why do you think that Malinche is wearing shoes instead of indigenous sandals? ***

5. Based on details in the image, what do you think the artist was thinking or trying to express in this image?

6. Go to Mesolore http://mesolore.org/tutorials/learn/19/Introduction-to-the-Lienzo-de-Tlaxcala- and to FAMSI The Meeting: Two Points of View-The Lienzo de Tlaxcala in order to learn more about Malinche.

7. Choose another cell from the Lienzo de Tlaxcala to investigate (http://mesolore.org/viewer/view/2/Lienzo-de-Tlaxcala), and then write an essay in order to conclude this activity of the conquest of Mexico. Include:

   • what you learned about lienzos
   • the importance of the Lienzo de Tlaxcala
   • your analysis of the cell you investigated

*** Read more about Malinche’s red shoes on Mesolore’s Facebook page (https://www.facebook.com/Mesolore/photos/a.360537853965602.93894.122616124424444/731065543579496/?type=1&theater).
Handout #5 Resources for Primary and Secondary Sources of the Conquest

Spanish text, documents, North America-South America culture areas, photographs,

Narrative overviews that contain links to primary sources and images, contrast and comparison exercises, and image exercises.

Book 12 of the Florentine Codex.

Leibsohn, Dana. *Women in World History: Doña Marina, Cortes Translator.* Roy Rosenzweig Center for History and new Media, George Mason University.
Letters and personal accounts of Hernan Cortés and Bernal Díaz del Castillo pertaining to La Malinche (Doña Marina).(English/Spanish).

Scenes of the Conquest of Mexico from a Native American point of view, painted on cloth. A seven-by-thirteen grid of cells with scenes depicts how the Tlaxcalans and their Spanish allies defeated the Aztecs.

Focus on excerpts from two 16th-century sources: Bernal Díaz del Castillo’s *The True History of the Conquest of New Spain* and fray Bernardino de Sahagún’s collection of Nahua accounts in *The Florentine Codex.*

[http://www.famsi.org/research/pohl/pohl_meeting.html](http://www.famsi.org/research/pohl/pohl_meeting.html)
Indigenous perspectives of the Spanish conquest through study of the *Florentine Codex* and the *Lienzo de Tlaxcala.*
Primary sources, images; multiple perspectives of the Spanish conquest.

Primary sources on the conquest. (Spanish)

