

MUNDOS de MESTIZAJE: A DIGITAL EXPLORATION

MS 4/5

Lesson Title: Making Inferences and Developing Empathy:

Impact of Camino Real, Pueblo Revolt, and the Missionaries on the People of NM

Grade Level 6-8

Estimated Time: 1-2 Hours

MAKING INFERENCES AND DEVELOPING EMPATHY: Impact of Camino Real, Pueblo Revolt, and the Missionaries on the People of NM

STANDARDS AND BENCHMARKS:
National Standards for Social Studies
IA, IB, IC, ID

MATERIALS/RESOURCES

- Online Supplemental Materials: Thoughts and Dialogue (2-sheets), Sample Primary Resource: Pueblo Revolt, Note-taking Guide
- Access to Computers to Search for Primary and Secondary Resources

VOCABULARY

Empathy
Mission
Missionary
Friar
Revolt
Pueblo
Carreta

OBJECTIVES

Using the Thoughts and Dialogue sheets from the Supplemental Materials students will:

- Analyze and read primary and secondary sources about events from New Mexico history.
- Compare and contrast visual images from *Mundos de Mestizaje* with source documents.
- Make inferences about the experiences of the individuals depicted in the images.
- Understand the significance of people and places from New Mexico history depicted in the mural.

PROCEDURE

Phase I - Building Background

1. Divide the students into groups. Each group receives primary and secondary source material about an image depicted in the mural:
 - a. Camino Real de Tierra Adentro
 - b. Pueblo Revolt
 - c. Catholic Missionaries
2. Students use their New Mexico history textbooks and other history resources to research the topic they have been assigned.
3. Students write notes that capture key information about the historical event they have been assigned.

Phase II - Group Discussion

1. With large chart paper (or a Smart/Promethean Board) share the Note-taking Rubric.
2. As groups discuss important information about their event, the class (with teacher modeling at the board) takes notes on their organizer.

3. Students discuss the following question: What was life like for the different people involved in each of the events?

Phase III - Thoughts and Dialogue

1. Students receive a copy of the Thoughts and Dialogue sheets.
2. Teacher facilitates a discussion on empathy.
3. Teacher projects one of the images on the large screen.
4. Teacher asks students to imagine what the people in the image were thinking and saying.
5. Use dialogue bubbles to add thoughts and dialogues to the people in the image.
6. Students use their own copies of the images to add thought and dialogue bubbles.
7. Encourage and require students to incorporate some of the information learned in the Building Background phase into their dialogues.
8. In their groups, students share/read their thought/dialogue bubbles to one another.
9. Post the dialogue images around the room and have students do a gallery walk for viewing.

EXTENSION

Students conduct additional research and locate other primary source documents related to the Camino Real, Pueblo Revolt, and Catholic Missionaries. Students summarize the documents and add the document to the timeline created in Lesson 3.

ASSESSMENT

- Online Supplemental Resources: Field Trip Scoring Roster, Scoring Rubric for Notes
- Participation with Dialogue Bubbles Exercise

ADDITIONAL RESOURCES

Primary Resource: The Pueblo Revolt

Online Supplemental Materials: Document Resource for Teachers, Thoughts and Dialogue Sample

Other online Resources:

New Mexico History Museum: *Shifting Boundaries* <http://www.nmhistorymuseum.org/boundaries>,
Treaty of Guadalupe Hidalgo <http://www.nmhistorymuseum.org/treaty>, *Threads of Memory/ Spiritual Conquest: The Missions* <http://online.nmhistorymuseum.org/threadsofmemory/exhibition/spiritual-conquest-the-missions.php>

PBS *Mexican American War: Interactive Timeline*
http://www.pbs.org/kera/usmexicanwar/timeline_flash.html

COMMON CORE

- CCSS.ELA-Literacy.RH.6-8.1
- CCSS.ELA-Literacy.RH.6-8.2
- CCSS.ELA-Literacy.RH.6-8.3
- CCSS.ELA-Literacy.RH.6-8.7
- CCSS.ELA-Literacy.RH.6-8.9

Primary Resource: The Pueblo Revolt

EXCERPT from Letter of the governor and captain-general, Don Antonio de Otermin, from New Mexico, in which he gives him a full account of what has happened to him since the day the Indians surrounded him. [September 8, 1680.]

...On the next day, Friday, the nations of the Taos, Pecuries, Jemez, and Queres having assembled during the past night, when dawn came more than 2,500 Indians fell upon us in the villa, fortifying and entrenching themselves in all its houses and at the entrances of all the streets, and cutting off our water, which comes through the arroyo and the irrigation canal in front of the casas reales. They burned the holy temple and many houses in the villa. We had several skirmishes over possession of the water, but, seeing that it was impossible to hold even this against them, and almost all the soldiers of the post being already wounded, I endeavored to fortify myself in the casas reales and to make a defense without leaving their walls. The Indians were so dexterous and so bold that they came to set fire to the doors of the fortified tower of Nuestra Senora de las Casas Reales, and, seeing such audacity and the manifest risk that we ran of having the casas reales set on fire, I resolved to make a sally into the plaza of the said casas reales with all my available force of soldiers, without any protection, to attempt to prevent the fire which the enemy was trying to set. With this endeavor we fought the whole afternoon, and, since the enemy, as I said above, had fortified themselves and made embrasures in all the houses, and had plenty of harquebuses, powder, and balls, they did us much damage. Night overtook us and God was pleased that they should desist somewhat from shooting us with harquebuses and arrows. We passed this night, like the rest, with much care and watchfulness, and suffered greatly from thirst because of the scarcity of water.

On the next day, Saturday, they began at dawn to press us harder and more closely with gunshots, arrows, and stones, saying to us that now we should not escape them, and that, besides their own numbers, they were expecting help from the Apaches whom they had already summoned. They fatigued us greatly on this day, because all was fighting, and above all we suffered from thirst, as we were already oppressed by it. At nightfall, because of the evident peril in which we found ourselves by their gaining the two stations where the cannon were mounted, which we had at the doors of the casas reales, aimed at the entrances of the streets, in order to bring them inside it was necessary to assemble all the forces that I had with me, because we realized that this was their [the Indians'] intention. Instantly all the said Indian rebels began a chant of victory and raised war whoops, burning all the houses of the villa, and they kept us in this position the entire night, which I assure your reverence was the most horrible that could be thought of or imagined, because the whole villa was a torch and everywhere were war chants and shouts. What grieved us most were the dreadful flames from the church and the scoffing and ridicule which the wretched and miserable Indian rebels made of the sacred things, intoning the alabado and the other prayers of the church with jeers. Finding myself in this state, with the church and the villa burned, and with the few horses, sheep, goats, and cattle which we had without feed or water for so long that many had already died, and the rest were about to do so, and with such a multitude of people, most of them children and women, so that our numbers in all came to about a thousand persons, perishing with thirst-for we had nothing to drink during these two days except what had been kept in some jars and pitchers that were in the casas reales-surrounded by such a wailing of women and children, with confusion everywhere, I determined to take the resolution of going out in the morning to fight with the enemy until dying or conquering.

(Translation from C. W. Hackett, ed., Historical Documents relating to New Mexico, Nueva Vizcaya, and Approaches Thereto, to 1773, vol. III [Washington: Carnegie Institution of Washington, 1937] pp. 327-35.)

Directions:

Use a variety of sources to learn more about the events depicted in the *Mundos de Mestizaje* mural. Locate primary and secondary sources related to the event. Begin by identifying the source you are using. In the empty boxes below the Source box include facts and information you are learning about your topic.

Name of Historical Event: _____

Source:

Source:

Source:

Source:

Source:

Source:

Scoring Rubric For Notes

	Excellent: 2 Points	Good: 1 Point	Unsatisfactory: 0 Points
SOURCE	Sources are listed completely and accurately for each group of facts and information	Some of the information related to the source of the facts and information is missing	Source is not identified accurately
CONTENT	Notes contain the main idea, concepts followed by supporting details and/or evidence	Notes are missing a few of the main ideas, AND/OR all ideas did not contain supporting details	Notes are missing many main ideas OR are missing many supporting details and/or evidence
LEGIBILITY	ALL notes are neat and legible. They will be beneficial as a study aid independently or with a partner	Most notes are neat and legible. They will be beneficial as a study aid independently of with a partner	Notes are messy and illegible, making them difficult to use as a study tool
Name:		Total Points:	

Cut Here

Scoring Rubric For Notes

	Excellent: 2 Points	Good: 1 Point	Unsatisfactory: 0 Points
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Name:		Total Points:	

Thoughts and Dialogue

The Pueblo Revolt



Camino Real
Spanish Missions



Thoughts and Dialogue

SAMPLE:

After studying historical documents related to each of the three events: *Establishment of the Catholic Missions*, *The Pueblo Revolt*, and *The Development of the Camino Real* consider the thoughts and feelings of the individuals impacted. Examine the image of the event. Imagine what the people in the image are thinking. Imagine what they are saying to each other.

