

# **-Lesson Plan Format**

*Copper Country ISD Workshop June 19-21, 2012*

## ***The Conquest of Mexico***

### **Lesson Overview:**

*Students will analyze a set of 17<sup>th</sup> century paintings on the Encounter of Spanish and Aztec cultures and the 1521 Spanish conquest of Mexico. Students will study, look closely at details, and draw conclusions about specific events as well as the entire conquest of the Aztecs and Mexico.*

### **Objectives:**

Students will be able to:

- Identify whether a source is primary or secondary
- Analyze secondary sources
- Use secondary sources to expand knowledge on a particular time period
- Be able to identify point of view
- Put research into action by writing an essay about what they have learned

### **Standards:**

#### **Michigan Department of Education – Social Studies Grade Level Content Expectations**

- HI.2.3 - Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- H1.2.5 - Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.2 - Describe and use themes of history to study patterns of change and continuity.
- W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads
- W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

**Time Required:**

- Three to Four class periods

**Recommended Grade Level(s):**

- 6-8

**Topic(s):**

- The conquest of the Aztecs and Mexico

**Era:**

- Three Worlds Meet, Beginnings to 1600

**Preparation:**

Before leading students through the exploration of photographs and details, students must have had some background knowledge about the Aztec Empire. This will be used as an extension to a broad unit on the ancient civilizations of the Americas. Teachers should provide students with a link to The Conquest of Mexico Paintings Interactive, via e-mail, classroom wiki, classroom website, or blog.

**Materials:**

- Computer access for each student
- Painting Analysis Worksheet
- Teacher computer with projector

**Resources:**

- [The Conquest of Mexico Paintings Interactive, Library of Congress](#)
- Resource Table - below

**Procedure:****Activities****Lesson One**

1. *Review the definitions of primary and secondary sources and difference between the two.*
2. *Have all students log onto their computer and gain access to The Conquest of Mexico Interactive on the Library of Congress website.*
3. *Read the description of the Interactive to students and have them follow along.*
4. *Take students through a guided analysis tour of Painting 1 as a model for students to learn how to analyze photographs/paintings. Begin by having each student choose painting 1, click "Enlarge", then click "Show Details"*

5. *Have each student click on each detail, starting with number 1 and moving in order. Read the details to the students and have them inspect and analyze the people and events they see depicted in the painting.*
6. *Pass out and walk students through the Painting Analysis Worksheet. Have a copy of the Painting Analysis Worksheet projected for students to observe how to fill out the worksheet and what to write down. Have students fill out their own chart along with you, beginning with listing people they see in the painting, the objects they see, and finally the activities happening in the painting.*
7. *Next, have students make inferences about the painting in the provided area on the worksheet. This is a place where the teacher can explain what it means to "infer" or gather information about a subject using paintings or photographs.*
8. *Lastly, have students write down any questions they may have about the photograph or the subject, and where they may find the answers.*

## **Lesson 2**

1. *Have students spend some time exploring each of the additional photographs in the Conquest of Mexico Paintings Interactive and their details. Students can click on each numbered detail to learn more about the painting itself.*
2. *Pass out a new Painting Analysis Worksheet to each student*
3. *Have each student choose one painting that was particularly interesting to them and fill out the Painting Analysis Worksheet, on their own, beginning with section "B" under Observation. Each student will list people, objects, and activities they see in their chosen painting.*

### **Extension Activities:**

Students will build on the skills developed during this project to other online sources throughout the year. For example, students may analyze photographs from other collections, such as the [Exploring Early Americans Exhibit](#) , [The Cultures & Histories of the Americas](#) ,

### **Evaluation:**

- Completion of Painting Analysis Worksheet
- Writing Assessment - Putting research into action
  - Writing Prompt: Use analysis form to complete an essay on what you have learned about the conquest of the Aztecs and Mexico by Cortez and the Spanish. You must include:
    - At least three paragraphs, explaining each one of the following: the people, the objects, and the activities depicted.
    - Provide one item of symbolism and the overall mood of the painting.

## Painting Analysis Worksheet - The Conquest of Mexico

### Step 1: Observation

**A:** Study each photograph for 2 minutes. Form an overall impression of the photograph and then examine the details. Next, choose one photograph to analyze.

**B:** Use the chart below to list people, objects, and activities in the chosen painting.

People	Objects	Activities

### Step 2: Inference






Based on what you have observed above, list three things you might infer (understand, gather, or conclude) from this painting?





### Step 3: Questions

**A:** What questions does this photograph raise in your mind?

**B:** Where could you find answers to them?

## Resource Table:

Image	Description	Citation	URL
	<p><b>“Entrance of Cortés La Conquista de Mexico”</b></p> <p>Cortés’s first major conflict with indigenous Mexicans occurred as he and his men made their way toward the city of Tabasco, located on the mainland of Mexico. The Spanish troops, most in full armor and on horseback, engage in a furious battle with the inhabitants of Tabasco.</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (090.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #1: Entrance of Cortes La Conquista de Mexico</b></p>
	<p><b>“Arrival of Cortés in Vera Cruz”</b></p> <p>Upon receiving word of Cortés’s arrival on the coast, Moctezuma, the leader of the Aztec empire, sends his ambassadors to meet the Spanish explorers. Cortés orders a show of military strength to impress the ambassadors.</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (091.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #2: Arrival of Cortes in Vera Cruz</b></p>
	<p><b>“Death of Moctezuma”</b></p> <p>Moctezuma, who was taken hostage by Cortés, appears in public on the upper level of the palace in an attempt to ease the hostility of his people</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (093.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #3: Death of Moctezuma</b></p>
	<p><b>“The Meeting of Cortés and Moctezuma”</b></p> <p>Moctezuma, leader of the Aztec empire, and Spanish <i>conquistador</i> Hernán Cortés meet for the first time outside the city on the shores of Lake Texcoco.</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (092.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #4: The Meeting of Cortes and Moctezuma</b></p>
	<p><b>“The Sad Night”</b></p> <p>After the death of Moctezuma, Cortés and his forces leave Tenochtitlán. The Mexica spot them and fiercely attack the Spanish and their allies. Second half of the seventeenth century.</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (094.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #5: The Sad Night</b></p>

	<p><b>“The Battle of Otumba”</b></p> <p>During this flight from Tenochtitlán, Cortés and his men encounter Cuitláhuac, the new Mexica leader of the Aztec empire, the brother of Moctezuma, who attacks the invaders.</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (095.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #6: The Battle of Otumba</b></p>
	<p><b>“The Capture of Tenochtitlán”</b></p> <p>Cortés leads his Spanish armies on horseback across one of the causeways and lays siege to Tenochtitlán. He orders the complete destruction of the city.</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (096.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #7: The Capture of Tecochtitlan</b></p>
	<p><b>“The Capture of Cuauhtémoc”</b></p> <p>After much of Tenochtitlán has been destroyed, Cuauhtémoc, the eleventh and last king of the Aztec empire, flees the city in a canoe and is captured by the Spanish</p>	<p>Second half of the seventeenth century. Oil on canvas. Jay I. Kislak Collection, Rare Book and Special Collections Division, Library of Congress (097.00.00)</p>	<p><a href="http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html">http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/Paintings/html/index.html</a></p> <p><b>Select Painting #8: The Capture of Cuauhtemoc</b></p>
	<p><b>The Conquest of Tenochtitlán</b></p> <p>The painting displayed, the seventh in the series, depicts the conquest of Tenochtitlán (now the site of Mexico City). The battle between the Spanish under Cortés and the Mexica under the last Aztec leader Cuauhtémoc is more properly called a siege. It began in May of 1521 and lasted into August. With newly built ships, the Spanish controlled the lake surrounding the island and blockaded the city. Ultimately Cortés ordered the complete destruction of Tenochtitlán, including its palaces, temples, and squares. This painting attempts to distill the excitement, bloodshed, and drama of the siege into a single moment. Cortés leads his Spanish armies across one of the causeways and into the city. The captains of the other parts of his army also lead their troops towards the center of the city and the main temple compound. The Mexica put up a spirited and skilled resistance, but by August the death of much of the population, as well as months of scarce food and water, meant that they could no longer defend the city. The surrender of</p>	<p>Mexico, second half of seventeenth century Oil on canvas Jay I. Kislak Collection Rare Book and Special Collections Division (26.2)</p>	<p><a href="http://www.loc.gov/exhibits/kislak/images/kc0026s.jpg">http://www.loc.gov/exhibits/kislak/images/kc0026s.jpg</a></p>

	the survivors, the destruction of the main temple, and the capture of Cuauhtémoc marked both the end of the battle for Tenochtitlán and the end of Aztec empire		
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