

- For centuries, the English spread tales of the “black legend”— a reference to bloody Spanish atrocities against the native populations of the Americas. Ask students what they think of how the English portrayed the Spanish colonization of the New World. Based on what they know, have students compare and contrast how the English and Spanish treated Native Americans during the settlement of the New World.

### Follow-up Activities

- Have students research the life of Hernán Cortés and the history of the Aztec Empire, documenting the initial arrival of the Spanish conquistadors in Mexico. Then, have students write journal entries for the conquistadors in the days following their arrival in the New World.
- Using a map of the American Southwest, have students chart the expedition of Francisco Vázquez de Coronado. Mark the rivers the conquistadors crossed, the Indian settlements they encountered and landmarks such as the Rio Grande, the Grand Canyon and the Great Plains region.
- Through detailed investigations, have students construct a model of a Pueblo village, identifying important features and structures. In addition, have students research living conditions of Pueblo domestic life and compare them with that of the Spanish.
- Have students research the food eaten by the Pueblo Indians and make a meal for the class. Demonstrate how corn and other regional vegetables are used in their recipes.
- While the Pueblos and Spaniards were often at odds with each other, they both united to ward off the encroachment of the Plains Indians. Have students research this uneasy alliance and determine what long-term effects came out of this period of warfare.
- The Pueblo were highly skilled artisans in the craft of pottery-making. Each Pueblo region had a distinct pottery style, color and shape. Encourage students to search for images of Pueblo pottery. Using those images for inspiration, students can either draw a piece of pottery with traditional Pueblo decorations or form their own vessels using clay or play-dough.

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com).

- [mcclungmuseum.utk.edu/specex/singclay/singclay.htm](http://mcclungmuseum.utk.edu/specex/singclay/singclay.htm)  
“Singing the Clay: Pueblo Pottery of the Southwest—Yesterday and Today” is an online exhibit sponsored by the McClung Museum that offers photos of traditional pottery, a glossary of Pueblo pottery terms and directions on making a clay vessel.

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- [tarlton.law.utexas.edu/rare/aztec/Home.htm](http://tarlton.law.utexas.edu/rare/aztec/Home.htm)  
The Tarlton Law Library of the University of Texas provides “Law in Mexico Before the Conquest”, a site filled with interesting and unusual facts about the social rules governing the Maya and Aztec before European involvement.
- [www.pbs.org/opb/conquistadors/home.htm](http://www.pbs.org/opb/conquistadors/home.htm)  
Find out about Spanish explorers and *conquistadors* using the PBS sponsored “Conquistadors On-Line Learning Adventure.”
- [www.nmai.si.edu/subpage.cfm?subpage=exhibitions&second=online](http://www.nmai.si.edu/subpage.cfm?subpage=exhibitions&second=online)  
From rattlesnake pipes to Native American jokes told through artwork, the Smithsonian’s National Museum of the American Indian showcases over 20 online exhibits.
- [www.indianpueblo.org](http://www.indianpueblo.org)  
This site presents information on the Pueblo Indians of New Mexico, courtesy of the Indian Pueblo Cultural Center located in Albuquerque, NM.

### Suggested Print Resources

- Burgan, Michael. *New Mexico, Land of Enchantment*. World Almanac Library, Milwaukee, WI; 2003.
- Doak, Robin S. *Coronado: Francisco Vázquez de Coronado Explores the Southwest*. Compass Point Books, Minneapolis, MN; 2002.
- Kalman, Bobbie & Amanda Bishop. *Life in a Pueblo*. Crabtree Pub. Co., New York, NY; 2003.
- McIntosh, Kenneth. *Pueblo*. Mason Crest Publishers, Philadelphia, PA; 2004.

### TEACHER'S GUIDE CONSULTANT

Michael Zuckerman

Professor of History, University of Pennsylvania

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# THE SPANISH & COLONIAL SANTA FE

Grades 3–7

This guide is a supplement designed for teachers to use when presenting *Colonial Life for Children: The Spanish & Colonial Santa Fe*.

**Before Viewing:** Give students an introduction to the program by relaying aspects of the historical overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up questions and activities to inspire further discussion. Encourage students to research the topic further with the Internet and reading resources provided.



## Historical Overview

The settlement of Santa Fe has its roots in the Spanish conquest of the Americas. Following Columbus' arrival in the New World in 1492, the Spanish sent out explorers to claim the land and its riches for Spain. Equipped with guns, horses and armor, Hernán Cortés and his fellow conquistadors set foot on Mexican soil in 1519. Marching on the capital city of Tenochtitlán, Cortés took control of the vast Aztec empire. Tenochtitlán was renamed Mexico, and the empire itself became known as New Spain, from which the Spanish took vast shipments of gold and silver back to their homeland.

Soon, the conquistadors began sending expeditions north in search of more mines and the legendary Seven Cities of Gold. In 1540, Francisco Vásquez de Coronado led a crusade beyond the northern reaches of New Spain into the land the Spaniards called New Mexico. There, they became the first Europeans to lay eyes on the Rio Grande, the Grand Canyon and the Great Plains — but no gold.

During his journeys, Coronado encountered the Pueblo Indians, and in 1598, the Spanish returned to New Mexico to mine silver and to missionize the Pueblos. In 1610, Don Pedro de Peralta established the settlement of Santa Fe, which served as the northernmost outpost of New Spain. Although the Spanish were unique in that they granted citizenship to anyone who converted to Catholicism, through much of the next century, a small force of Spanish priests and government officials forced a far larger number of Pueblo Indians to work for them. In 1680, under the leadership of a medicine man named Popé, the Pueblos rebelled and drove the Spanish out of New Mexico. Although the Spanish returned to reclaim New Mexico as a colony a dozen years later, this important uprising by the Pueblo Indians is sometimes considered the first American Revolution.

## Time Line

**1492** — Christopher Columbus arrives in the New World.

**1519** — Spaniards led by Hernán Cortés conquer the Aztecs and take control of their extensive empire, renaming it New Spain.

**1540** — Francisco Vásquez de Coronado leads an expedition from Mexico north into present-day New Mexico in search of the fabled Seven Cities of Gold.

**1565** — The Spanish establish St. Augustine, the first permanent European settlement in the New World.

**1573** — Spain establishes the Ordinances of Discovery, a law that gives Spanish citizenship to anyone who converts to Catholicism.

**1581** — The Franciscans, a group of Spanish priests, set out to establish missions in the region populated by the Pueblo Indians.

**1598** — Don Juan de Oñate forces the Pueblos to submit to Spanish rule.

**1610** — Don Pedro de Peralta establishes Santa Fe, the northernmost outpost in New Spain.

**1680** — Under the leadership of Popé, the Pueblos drive the Spanish from Santa Fe and its outlying areas.

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**1693–1700** — The Spanish re-establish their authority over the Pueblos of the Upper Rio Grande Valley and restore about twenty of the seventy missions that existed before 1680.

## Vocabulary

**conquistadors** — The Spanish warriors who explored and conquered much of the Americas.

**Pueblo Indians** — A tribe of Indians residing in the American Southwest, comprised of several distinct nations, including the Zunis, Tewas and Hopis.

**Moors** — Muslims from Africa who invaded Spain in the 8th century C.E.

**Aztec Indians** — The Indian people whose empire dominated central Mexico for two centuries before being conquered by the Spanish in 1519.

**mestizos** — People of mixed European and American Indian ancestry.

**Seven Cities of Gold** — Fabled cities of gold detailed in a Spanish legend, built in a far-off land by Catholic bishops who had escaped the invasion of Spain by the Moors.

**viceroy** — The governor of a country or province who rules an area in the name of a king or queen.

**pueblo** — The communal dwelling of an Indian village in the American Southwest, consisting of flat-roofed stone or adobe houses.

**adobe** — A brick or building material composed of sun-dried earth and straw.

**cavalry** — Troops trained to ride on horseback.

**Grand Canyon** — A vast, spectacular gorge of the Colorado River, located in modern-day Arizona.

**Great Plains** — The grasslands of the western United States, bordered by the Mississippi River and the Rocky Mountains, and characterized by high plateaus, few trees and little rainfall.

**kiva** — A religious ceremonial structure of the Pueblo Indians, usually round and partially underground.

**medicine man** — A Native American religious leader with special powers of healing.

**silversmithing** — The art of making articles of silverware such as bowls, plates and utensils, as well as jewelry.

**drought** — A long period when no rain falls and water becomes scarce.

**servitude** — A situation where one lacks liberty and is forced to act as another's servant or slave.

**mission** — A religious outpost established for the purpose of converting the local inhabitants.

## Pre-viewing Discussion

- Using a modern map, have students find Mexico, Mexico City, New Mexico and the city of Santa Fe. Explain to the class that New Spain was the name given to the vast Spanish empire in the New World, in what is now modern-day Mexico. Also explain that what the Spanish called Mexico was not a country, but rather the city we now call Mexico City.

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- Ask students to speculate as to what might have attracted the Spaniards to this region of the New World. Explain that unlike other Europeans who would follow, the Spanish were less interested in settlement and more attracted to the material gains of conquest i.e., the land, its riches and slave labor.

- Throughout the program, students will encounter three distinct groups of people whose legacies are intricately linked to the history and culture of Santa Fe: the conquistadors, the missionaries and the Pueblo Indians. Have students note the goals of each of these groups, and watch how they interacted with each other.

## Focus Questions

1. Who were the conquistadors and what were their reasons for coming to the Americas?
2. Who was Hernán Cortés? What role did he play in Mexico?
3. Who led the 1540 expedition into New Mexico?
4. What was the legend of the Seven Cities of Gold? Did Friar Marcos de Niza and Estéban find these mythical cities?
5. How did Coronado's small group of conquistadors overtake the Zunis, even though the Zunis outnumbered them?
6. Did the Spanish find gold in New Mexico?
7. Who were the Pueblos? What other tribes were part of the Pueblos?
8. What did Pueblo houses look like? What were they made of?
9. What is a kiva?
10. Why was Don Juan de Oñate sent to Mexico?
11. Which Spanish governor settled Santa Fe?
12. What does Santa Fe mean in Spanish?
13. Why did the Pueblos revolt against the Spanish?
14. What caused the Pueblos and the Spanish to become allies?

## Follow-up Discussion

- Taking into account that the Pueblo Indians clearly outnumbered the Spanish in New Mexico, discuss why the Pueblos took so long to revolt against their oppressors. What finally prompted them to revolt?
- Despite their often-turbulent relationship, both the Spanish and the Pueblo Indians contributed much to each other's cultures. Ask students to name some of the items exchanged between these two groups, and discuss the impact these items had on each culture.
- Based on the information presented in the program, ask students to describe what a typical day was like for a child growing up in Santa Fe. How was it different from a child's life today? What was schooling like?

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