



Spanish Settlement and Hispanic History of Denver and Colorado

Goals 2000 - Partnerships for
Educating Colorado Students

In Partnership with the **Denver Public Schools**
and the **Metropolitan State College of Denver**

El Alma de la Raza Project



Spanish Settlement and Hispanic History of Denver and Colorado

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Grades 3-4

Implementation Time
for Unit of Study: 3-4 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

Loyola A. Martinez, Project Director

El Alma de la Raza Series

Spanish Settlement and Hispanic History of Denver and Colorado

Unit Concepts

- Geographical analysis of Spanish settlements in Colorado
- Early settlements in Colorado and New Mexico
- Impact of the Spanish on the life of the indigenous people of North America
- Contributions of Hispanics to Colorado history
- Concepts of immigration, migration, and settlement

Standards Addressed by This Unit

History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the process and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students understand how the physical processes shape the Earth's surface patterns and systems. (G3)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Reading and Writing

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students use appropriate technology to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

Introduction

When the settlement or colonization of the western New World is discussed, it always begins with the expedition of Lewis and Clark and the fur traders. The interactions and migrations of people to discover gold seems to have an east-west focus. The settlements that resulted from migrations from south to north are rarely discussed. However, the early settlements and exploration by the Spanish made a lasting imprint on Colorado history. People like Don Juan de Onate, Juan de Archuleta, Juan de Ulibarri, Antonio Valverde y Cosio are seldom highlighted. The contributions of Spanish culture, religion, and language, and the people whose names have been given to cities, counties, mountain ranges, rivers, and states are rarely taught.

Spanish influence in Colorado occurred in three phases: (1) exploration, (2) Mexican land grants which established Spanish settlements and (3) Hispanic expansion after American colonization. Although there were attempts to create settlements in Colorado in the late 1700s, none were successful until the middle of the nineteenth century when the town of San Luis was founded in 1851. Trinidad was not far behind. Settlement was encouraged by issuing land grants for people to settle in "New Mexico."

The impact of the Spanish and Mexicans on the indigenous cultures shaped much of the West as we know it today. Although the first explorers came in search of gold, the expansion that followed imprinted Spanish culture on the southwest. Because of the isolated character of the Spanish settlements in southern Colorado, much of Spanish culture in these locations has been unaffected by assimilation. In many ways the southern Colorado Spanish way of life remains the same today as it was when it was formed.

Background knowledge of the country prior to Spanish exploration is important to provide historical perspective on the region. This includes history of the Native Americans or indigenous people to best understand the impact diverse cultures had on each other and this land.

Implementation Guidelines

This unit is recommended for third and fourth grade classes, but can be adapted for other grades. The lessons are designed to follow a unit on the Plains Indians which is necessary to build background knowledge of pre-colonization civilization.

Instructional Resources and Materials

Lesson Summary

- Lesson 1 **Discovery of the New World.**
Students will use a KWLS to measure what they already know about the arrival of the European to the New World. The arrival of the Spaniard to the New World will be discussed and experienced through a read aloud based on a book told from a the point of view of an indigenous child. Establishing.. background knowledge in a concrete telling of this first encounter will help students understand this more complex idea of discovery and diverse civilizations.
- Lesson 2 **Life in the Pre-Hispanic Southwest**
Students will use maps to locate important geographical landmarks of the location of the first arrival in regards to that of and present-day Colorado.
- Lesson 3 **Exploration of Present-Day New Mexico and Colorado**
Students will use a chronological timeline to understand how the Spanish affected the indigenous population.
- Lesson 4 **Spanish Settlements**
Students will understand Spanish migration and settlements through historical fiction.
- Lesson 5 **Spanish Settlement in the Southwest**
Students will compare and contrast fiction to understand how societies have changed over time.
- Lesson 6 **Land Grants**
The Spanish-Mexican Americans settled in the Southwest initially through land grants.
- Lesson 7 **Cuento of the Mexican/Spanish Southwest**

Lesson 1: Discovery of the New World.

What will students be learning?

STANDARD(S)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARK(S)

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVE(S)

Students will understand that the arrival of the Spanish in the New World was the first encounter between two diverse cultures.

Students will understand the differences between the two cultures.

Students will understand that first encounters took place in various locations in the New World.

SPECIFICS

Christopher Columbus landed in San Salvador on his second trip to the New World. He claimed this island for King Ferdinand and Queen Isabella of Spain. *Encounter* by Jane Yolen is a story about his encounter with the Taino Indians, told from the point of view of an Indian child. The descriptions and pictures present the native people as curious, friendly, and humble. The strangers are depicted as greedy, suspicious, and strong by the looks on their faces and the weapons which they bring.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

KWLS chart

Teacher read aloud

Comprehension questions

Post-reading synthesis

ACTIVITIES

Discuss with the teacher what you know about diverse societies, indigenous peoples, and the Spanish explorers. Use your own KWLS chart and complete the K (know), and W (want to know) sections. The teacher will model how to use a KWLS chart and complete these sections on the class chart.

The teacher will introduce the book *Encounter* by Jane Yolen and then read the book aloud, stopping to ask questions and to point out pertinent information. When the story is completed, the teacher will ask comprehension questions about the story. With the teacher's help, complete the L (learned), and S (still want to know) sections of the chart. Write a reading synthesis, retelling the story from your point of view. Create a drawing to illustrate the story.

Lesson 1 (cont.)

RESOURCES/MATERIALS

KWLS charts for students, chart paper version or overhead for teacher

Encounter by Jane Yolen

Lesson 1 Comprehension Questions

Reading Synthesis worksheet

ASSESSMENT

Assess the L and S sections of the KWLS worksheets. Assess the Reading Synthesis for understanding that the indigenous people had a civilization prior to contact with the Spanish and for knowledge of the differences between the cultures before the encounter. Students should also understand how the cultures merged and changed. Assess pictures on their detail.

Explore a Story

K = what I **K**now

W = what I **W**ant to know

L = what I have **L**earned

S = what I **S**till want to know

Lesson 1 Comprehension Questions

Encounter by Jane Yolen

VOCABULARY

historical fiction	fiction with historical information
encounter	meeting
hammock	cot which is hung from posts; used for sleeping in Island villages
Island	land surrounded on all sides by water
canoe	small boat; in story used to describe Nina, Pinta, Santa Maria
trade	exchange, barter, swap
custom	practice, habit
pepper pot	food of the tribe
Zemis	name of a god of the Taino people

COMPREHENSION QUESTIONS

Why did the boy say “Do not welcome them”?

What is meant by the passage “their skin was moon to my sun”?

Why did he say that the stranger had a “serpents” smile with no lips and all teeth?

What was the sharp stick he was talking about which was described as a sharp silver stick which bit his palm so hard the blood cried out?

Why did he think the stranger pat their heads as one pats a yellow dog?

How were the Indians dressed and how did they communicate?

What were the strangers wearing and how were they greeted?

Lesson 2: Life in Pre-Hispanic Southwest U.S.

What will the students be learning?

STANDARD(S)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. (G1)

BENCHMARK(S)

Students develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will use maps to locate San Salvador, Mexico, Tenochtitlan (present-day Mexico City), Santa Fe, and present-day Colorado

Students will be able to label the Gulf of Mexico, the Atlantic Ocean, the Pacific Ocean, Mexico City, and know the approximate boundaries of old Mexican and present-day Colorado.

SPECIFICS

The territory which includes present-day Colorado was first explored and later settled by the Spanish. This territory was explored by men such as Francisco Vasquez de Coronado, Juan de Onate, Juan de Ullibarri, Padre Silvestre Velez de Escalante, Fray Anastasio Dominguez, and Francisco Diego de Vargas.

Mexico won Independence from Spain in 1821. The land previously claimed by Spain reverted to the Mexicans which included the territory of present-day Colorado. The Mexicans encouraged settlements through land grants, as did the Spanish before them. The Camino Real was the main path used to transport people and goods from Mexico City to Santa Fe. The Spanish-Mexicans migrated further north to the southwestern part of present-day Colorado. Ranchos, missions and presidios were erected to protect and assimilate the Native Americans. San Luis was settled in 1851.

Bent's Fort was constructed in Colorado and the Santa Fe Trail was established. Fur trappers began to explore this area and the country was expanding in the east. Hunger for land and the idea of Manifest Destiny influenced the United States to force an eventual war with Mexico. The Mexican-American War took place between 1846 and 1848 with the U.S. ultimately being the victor. Mexico gave up its northern territory between the Rio Grande and the Pacific Ocean. Colorado became part of the United States and the Treaty of Guadalupe Hidalgo redefined the boundaries of Mexico and protected the landholding rights of Mexicans who resided in U.S. territory. Mexicans could return to Mexico or stay and become U.S. citizens. About 80,000 Mexican remained in the U.S.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher guided

Analyzing geographic and map features

Vocabulary

Comparison/contrast

Lesson 2 (cont.)

ACTIVITIES

The teacher will demonstrate how to locate important points of interest on a class map. Practice locating and labeling these places on your own map. The teacher will describe the isthmus of Florida as a distinguishing feature in locating North America. Locate San Salvador and the Pacific Ocean, St. Augustine, Florida, Mexico City, Santa Fe, and trace El Camino Real. Locate the Atlantic Ocean and estimate where present-day Colorado is in relation to these places. Locate and indicate on your map Mexican boundaries pre-1848 and in the present. Discuss how the boundaries have changed.

VOCABULARY

desert	barren land, hot
pueblos	villages, type of home
trail	path

RESOURCES/MATERIALS

current North American map

student atlases

North American map without states labeled

Hispano-Indio map—1620 Exploration

map on page 76 of *Meet Josefina: An American Girl* by Valerie Tripp

maps from page 80 of *It's Your Misfortune and None of My Own* by Richard White

ASSESSMENT

Assess completed maps with Mexican boundaries pre-1848 and in the present. Students should be able to approximate where Colorado is situated in comparison to Mexico City, where Santa Fe is located, and the shape of the state of Colorado.

Lesson 3: Exploration of the Geographical Area that is Present-Day New Mexico and Colorado

What will students be learning?

STANDARD(S)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand how political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict. (G4)

BENCHMARK(S)

Students use chronology to organize historical events.

Students know the processes, patterns, and functions of human settlement.

OBJECTIVES

Students will use chronology to understand the settlement of Colorado.

Students will understand that the Spanish affected the indigenous population in the areas of religion, architecture, food, animals, and the names of places and things.

SPECIFICS

Students should have some background knowledge of indigenous cultures to better understand what the Spanish encountered when they arrived. Plains Indians and Pueblo Indians inhabited Colorado and the southwest region of the United States. Indian tribes of the Southwest should include the Zuni, Acoma, Apache, Comanche, Ute, Cheyenne, and Arapahoe. It is important to know which tribes relied on agriculture and which were nomads of the Plains.

What will be done to help children learn this?

SPECIFICS

Teacher should create a blank timeline for students to use. Teacher should create large scale version of timeline on chart paper or overhead.

INSTRUCTIONAL STRATEGIES

Timeline

Think alouds

Teacher-directed questions

Visualization

ACTIVITIES

Using a timeline (chart paper or overhead), the teacher will discuss important dates and events, creating a chronological picture of the early travel and exploration by the Spaniards. The teacher will model how to place entries on a timeline. Visualize how the country might have looked prior to Spanish exploration, using pictures in books as guides. Construct your own timeline, using a blank timeline.

VOCABULARY

rebellion	revolt
land grant	distribution of land by government
encomendero	early grants of land for the faithful
mercedes	grants that were communal and rewarded
ejidos	communal grants
presidio	type of forts which included churches and were inhabited by soldiers and priests
genizaros	lowest people in caste system; Indians

RESOURCES/ MATERIALS

“The Contributions of the Spanish Surnamed American to Colorado” by L.A.R.A.S.A.

The West: An Illustrated History for Children by Dayton Duncan

“*It’s Your Misfortune and None of My Own*” by Richard White

blank timeline (teacher prepared)

large version of timeline on chart paper or overhead to model where and how to place event on the actual time line.

ASSESSMENT

Assess students for knowledge of at least five of the important dates in Colorado history.

Time Line Narrative

- 300–1300** Anasazi Basket Makers, Chaco Canyon.
- 1350-1519** Aztec Empire, Mexico.
- 1500-1526** Mayan Empire.
- 1492** Christopher Columbus lands in New World.
- 1518** Juan de Grijalva explores the east coast of Mexico and names New Spain.
- 1519** Hernan Cortes enters Mexico.

Time Line Narrative (cont.)

- 1528** Cabeza de Vaca traveled with Estavancio a runaway Black slave and Marcos de Niza when they become lost and were found by the Zuni Indians. Estevancio was the scout and was killed by the Zunis he made angry and Niza was able to trade his presents for freedom and returned to tell the Viceroy Mendoza about his Journey.
- 1540** Francisco de Coronado, a Spanish explorer looking for the Seven Cities of Cibola, conquers New Mexico.
- 1565** St. Augustine—first permanent European settlement in Florida and the United States.
- 1598** Don Juan de Onate(his wife was a great granddaughter of Montezuma, and granddaughter of Cortes) established the first pueblo in the southwest naming it San Juan de los Caballeros and was the first known European to set foot in present day Colorado.
- 1599** Sky City was the name of the Acoma village which de Oñate burned and terrorized. Encomenderos was a labor grant which imposed slavery on Indians.
- 1620** Pilgrims arrive in Jamestown.
- 1680** The Pueblo Rebellion was led by Tewe medicine man, Popé.
- 1691** Francisco de Vargas—Spaniard who was Governor and is credited with the Reconquista, shortly after the encomienda was abolished and replaced with the repartimiento which encouraged an alliance with the Pueblo Indians.
- 1706** Juan de Ulibarri crossed into Colorado in pursuit of Indians to El Quartejejo and as far as present day Kiowa County.
- 1713** St. Denis—the emergence of the French in Colorado.
- 1720** Captain Pedro de Villasur helped force the Pueblos and Spanish to fight together against the French.
- During the 1700's horses reached most Indian tribes, changing their lives forever.
- 1750** Comanches replaced the eastern Apaches on the Plains and the Utes became an imposing presence.

Time Line Narrative (cont.)

- 1776** Escalante and Dominguez—the first to record the observation of Mesa Verde. They reached the area around Montrose and Ridgeway and supplied one of the first maps based on eyewitness accounts of the Southwest. They named many rivers such as Piedras, Los Pinos, Florida, Las Animas, La Plata, Rio Mancos. Smallpox and other diseases spread to the tribes and the epidemic greatly diminishes the Indian population
- 1803** Louisiana Purchase—the boundaries begin to change in the West.
- 1806** Explorer Zebulon Pike discovers Pikes Peak and is captured by the Spanish
- 1819** Adams-Onis Treaty establishes the boundaries firmly.
- 1821** Mexican Independence from Spain. This impacts the Southwest greatly because the land that was ruled by Spain is now ruled by Mexico. The Southwest becomes part of Mexico.
Land grants emerge as the last Mexican governor, Manuel Armijo, promises to colonize this region of southwest Colorado, especially the San Luis Valley and northwest New Mexico.
- 1833** Bent's Fort is established in Colorado to trade among the trappers, settlers, and Indians as well as to provide protection for settlers.
- 1846** Mexican American War: President Polk, following the idea of Manifest Destiny, wanted to expand the borders of the United States and reached as far as Mexico, conquering Mexico City in 1847.
- 1848** Treaty of Guadalupe Hidalgo—Mexico ceded the northwest portion of their country to the U.S. The Treaty brought the war to a conclusion and established the present boundaries between the U.S. and Mexico.
- 1850** Purchase of Texas the U.S. acquires land of Texas and boundaries expand
- 1851** San Luis was established as the first permanent Hispano settlement in Colorado.
- 1857** Mexicans prospect for gold in the Platte River in present-day Denver.
- 1858** Gold discovered in Colorado by Americans.
- 1864** Sand Creek Massacre: Black Kettle and other peaceful Cheyenne and Arapahoe massacred near Sand Creek in one of the most tragic and shameful events in Colorado history.

Lesson 4: Spanish Settlements

What will students be learning?

STANDARDS

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading and writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students write and speak for a variety of purposes.

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing;

OBJECTIVES

Students will understand the impact of Spanish settlements on the southwest.

What will be done to help the students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud or guided reading

Venn Diagram

Cause and effect

ACTIVITIES

Teacher will read aloud the first two chapters of *Meet Josefina* or students will read their own copies (guided reading). Locate Josefina's rancho on the map from Lesson 2. Locate Josefina's first home in Mexico City and from where her family traveled. After reading the first two chapters, write a prediction about the story, using appropriate vocabulary words.

VOCABULARY

rancho	Presidio or ranch where crops are grown and animals raised
yucca	Plant indigenous to desert
rebozos	Long shawl worn by women
caravan	Long line of wagons, animals, soldiers, people travelling long distances
Camino Real	"Royal Road" or main road from Mexico City to Santa Fe
courtyard	Outside patio
fandango	Party or fiesta
gully	Ditch
sala	Large room

RESOURCES/MATERIALS

Meet Josefina: An American Girl by Valerie Tripp

map from Lesson 2

Lesson 4 (cont.)

ASSESSMENT

Assess predictions, making sure vocabulary words are used properly.

Lesson 5: Spanish Settlement in the Southwest

What will the students be learning?

STANDARD(S)

Students know how to use the process and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS(S)

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

OBJECTIVE(S)

Students will understand the many contributions of the Spanish settlers to the Southwest and how these contacts affected the Indians.

Students will understand historical fiction as a particular genre which relates history through fiction.

Students will compare history with historical fiction.

SPECIFICS

Meet Josefina portrays life on a rancho within fortress walls. The final chapter is called “Looking Back” and it provides historical information about the Spanish exploration and contributions, and reinforces the facts in the historical timeline.

What will be done to help children learn this?

INSTRUCTIONAL STRATEGIES

Read aloud or guided reading

Venn Diagram

Cause and effect

ACTIVITIES

After finishing the story, *Meet Josefina*, hold a discussion, comparing and contrasting the life of the early settlers as presented in historical fiction and what you know about their real life. The teacher will demonstrate how to fill out the Venn Diagram. Meet in small groups to discuss and compare life in Josefina’s days with that of the present day. List five ways life is different or the same. Write a response to the story in your writing journal.

VOCABULARY

orchard	Grove of trees
weaving	Making fabric
husks	Outsides of corn
acequias	Ditches used for irrigation

Lesson 5 (cont.)

RESOURCES/MATERIALS

Meet Josefina by Valerie Tripp

Compare/Contrast (Venn Diagram)

writing journals

ASSESSMENT

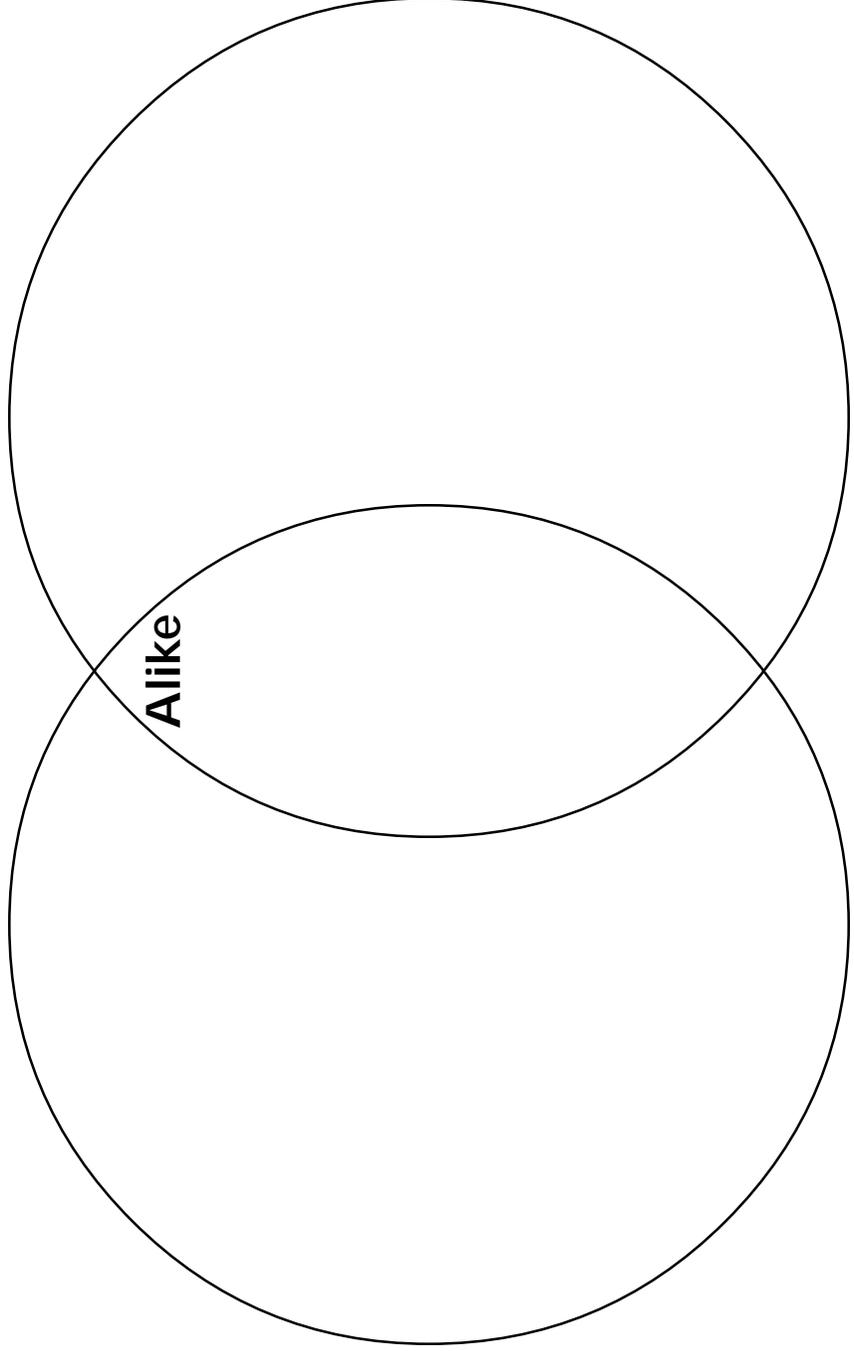
Assess Venn Diagrams and response to book.

Name _____

Date _____

Class _____

Compare/Contrast



Lesson 6: Land Grants

What will the students be learning?

STANDARD(S)

Students understand that societies are diverse and have changed over time.(H3)

BENCHMARK(S)

Students understand the history of social organization in various societies.

OBJECTIVES

Students will understand how the land grants were established and how they changed over time.

Students will draw a picture of a rancho.

SPECIFICS

There were three different types of land grants issued to colonists: (1) the community grant, which included a plot of land or a residence, some irrigated land, and community grazing land for animals; (2) the proprietary grant, which was granted to a proprietor or patron who would secure settlers, distribute land, and provide irrigation and protection. (3) sitios or mercedes, which was land rewarded to people for their service to the government. Land grants were given to people who promised to settle in the region of New Mexico, which included present-day Colorado.

Ranchos or sitios were organized much like the mestas of Spain, which were rich with sheep, cattle, and horses. The Spaniards brought mustangs or mestenos, which adapted well to the arid environment. They also brought longhorns or cattle and the churros, the merino sheep. These tracts of land were very large, but their size was essential to grazing cattle. The rancho was the owner or patron and the cowboy or worker was called a vaquero. The vaquero wore a large sombrero. This sombrero had many uses. By day it protected from the heat and served as a drinking cup for the vaquero or his horse; at night it was a pillow. It could also be used to flag other vaqueros.

The Mexicans/Spanish improved agriculture in the Southwest. They also incorporated some of the methods of the Indians. The first settlement in present day Colorado was in the San Luis Valley.

What will be done to help children learn this?

INSTRUCTIONAL STRATEGIES

Comprehension strategies

Think aloud

Drawing pictures

ACTIVITIES

Locate San Luis on your map and discuss El Valle, the San Luis Valley. Share what you have learned about ranchos. Imagine that you were the alcalde or jefe of a rancho, what would you have on your ranch? Draw a picture of your ranch.

Lesson 6 (cont.)

VOCABULARY

vaquero	Cowboy
colonization	Settle, establish
irrigation	Send, direct
agriculture	Gardens
isolation	Alone, private
jefe	Boss
churros	Sheep

RESOURCES /MATERIALS

map from *Its your Misfortune and None of My Own*

A Mexican American Chronicle

The People of “El Valle”

Spanish and Mexican Land Grants and the Law, edited by Malcom Ebright

Word Search

drawing paper, colored pencils

ASSESSMENT

Assess diagram or picture of rancho. Assess Word Search.

Words for Word Search

Down

San Luis	oldest permanent settlement, founded in 1851
alcalde	boss
settlement	place to live
Indians	indigenous people
Ulibarri	Juan de Ulibarri, pursuing Indians into El Quartejejo, claimed it for Spain in 1706, naming this area Santo Domingo
migration	process of movement of people from one place to another
vaqueros	Mexican cowboys of west whose methods of branding and ranching would greatly influence the cattle and ranch life
Colorado	state named for the reddish color of the soil and river named for its reddish color
acequia	name for irrigation ditches that the Spaniards brought to this desert location.
Casimiro	Casimiro Barela dedicated 40 years to the Colorado State Legislature and helped write the Colorado Constitution
Cabeza de Vaca	explored Arizona, Texas, and New Mexico (present-day Colorado) in 1528
Niza	name of explorer
Ute	Indian tribe that battled Spanish settlers
Hidalgo	name of the Treaty which ended the Mexican-American War and set the boundaries between the U.S. and Mexico

Across

pueblo	means town or village in Spanish
Spanish	language that was brought to the Indians
Apaches	Jicarilla Apaches lived in the Sangre de Cristo mountains and the adjacent plains in southern Colorado and northeastern New Mexico
Archuleta	county named for Senator Anton Archuleta from Conejos
adobe	adobe mud was used to build dwellings of the Pueblo Indians and the Spanish
horse	introduced to the Plains Indians by the Spaniards
colonization	process of settling
Criollos	first generation born Spanish American in America
Denver	capital of Colorado
presidio	fort which included soldiers
grants	land given for establishing settlement
Escalante	Spanish explorer who first observed Mesa Verde
land	portion of the Earth

Words for Word Search (cont.)

Mestizo	mixed-blood
Mexican	people who reside in Mexico
Barela	last name of Senator

Word Search

P U E B L O T Z S P A N I S H M
A N O A P A C H E S A H N U B I
B S C L T R E A T Y D I D L E G
C A R C H U L E T A N D I I O R
Q N F A W H I L L M C A A B P A
N L Q L A D O B E M A L N A O T
B U R D Y Z O R M N B G S R P I
C I S E H O R S E A E O B R Q O
H S T U C O L O N I Z A T I O N
R V W X O C D G T E A S H E E P
C R I O L L O S U X D E N V E R
P O L L O N P R P R E S I D I O
A B C G R A N T S T V O Z R S P
F M V L A C L E S C A L A N T E
G L A N D E C O M A C H E O E I
H C Q D O Q U U B S A D F L I P
W F U H J U R M A I Z E D J N S
X M E S T I Z O L M E X I C A N
B A R E L A O C H I L E R J D T
P C O R N A C H U R C H J B A G
R W S L C U E N T O S G O L D V
Z A B R B R A C E R O S A Y N D

Lesson 7: Cuento of the Mexican/Spanish Southwest

What will the students be learning?

STANDARD(S)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)

Students read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will understand the meaning and purpose of cuentos (legends).

SPECIFICS

Cuentos or legends are stories passed down and adapted from generation to generation. The legend of La Llorona is a classic story that helped keep children close to home for their own safety.

What will be done to help children learn this?

INSTRUCTIONAL STRATEGIES

Read aloud

Questioning and summarizing

ACTIVITIES

The teacher will read aloud “The Story of La Llorona” by Rudolfo Anaya in *Mayas Children: Tales from the Hispanic Southwest*. Discuss the meaning of the story and why stories or legends are told to scare or warn children. Recap your understanding of the legend and draw a picture as a summary.

Extension: Students may want to write and illustrate their own version of the legend of La Llorona.

RESOURCES/MATERIALS

Maya’s Children: Tales from the Hispanic Southwest by Jose Griego y Maestas and Rudolfo Anaya

ASSESSMENT

Assess recap of legend and summary picture.

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

Students will write and perform a play about the Spanish settlements in Colorado. The class will be divided into two groups and then each group will divide themselves into two groups so that each half has settlers and Native Americans. Half of the class will serve as the audience for the other half. The settlers should have some understanding of their contributions and the role they play as the people exploring and beginning a new life. The Native Americans should have an understanding of how their life was changed by the coming of the Spanish/Europeans. The parts for each play should be written out and all members of the groups should participate. Each group should develop an appropriate backdrop for their play. Important issues to include in the plays:

Settlers

- What kinds of animals do they travel with and bring?
- What kinds of weapons do they bring ?
- Are they friendly; how do they treat the indigenous people?
- How are they dressed?
- What language do they speak?
- What kind of skills do they bring?
- How do they build their homes?
- Why do they come?
- What is their religion like?

Indians

- How do their villages look?
- Do they welcome visitors?
- What kind of impression do they make on the Spaniards?
- What kind of weapons do they have?
- What kind of food do they offer?
- How do they dress?
- How are they affected by the Spaniards; how is their life changed?
- What is their religion like?
- Do the tribes unite and change?

Unit Assessment (cont.)

SCORING RUBRIC

4. Play makes sense and is sequential. At least six of the important issues are included. The play has all parts written out. Everyone in the group participates in some form. Excellent, relevant background picture or backdrop.
3. Play makes sense and is sequential. At least five of the important issues are covered. Play has most parts written out. Everyone in the play participates in some form. Relevant backdrop is provided.
2. Play is presented. At least three important issues are mentioned. Few or no written parts. Most people participate. Some effort to provide a backdrop.
1. Some people attempt the play. None of the important issues covered. None of the parts is written. No picture or backdrop.

Bibliography

- Acuna, Rudy. *A Mexican American Chronicle*. California: American Book Company, 1971.
Information is written for and is easily used by younger children. Interesting reading about Colorado history.
- Anaya, Rudolfo. *Maya's Children*. New York: Hyperion Books for Children, 1997.
Retelling of the cuento of La Llorona which is one of the most well-known Mexican and Spanish folktales. This version does not have the protagonist killing her children yet is beautifully told. Provides authentic literature allowing for a richer experience for the student. Illustrated by Maria Baca.
- Covault, Ruth. *Pablo and Pimienta*. Flagstaff: Northland Publishing Company, 1993.
May be used as a supplemental book to help with vocabulary. The story deals with a ten-year-old boy who has fallen from the back of his father's pick-up truck and must find his way across the border. A concrete picture of a modern day border situation. Use as a read aloud.
- de Onis, Jose. *The Hispanic Contribution to the State of Colorado*. Boulder: Westview Press, 1976.
Fourteen essays sponsored by the University of Colorado Centennial Commission with information on the participation of Hispanic people in the development of the state of Colorado. Recommended background reading for teacher.
- Ebright, Malcolm, ed. *Spanish and Mexican Land Grants and the Law*. Manhattan, KS: Sunflower University Press, 1988.
Informative history of Spanish and Mexican land grants. Good teacher resource.
- Griego y Maestas, Jose and Rudolfo Anaya. *Cuentos: Tales from the Hispanic Southwest*. Santa Fe: The Museum of New Mexico Press, 1980.
Nice collection of cuentos. The reader will be able to understand the messages and acquire an understanding of the people who told and retold these stories.
- Hughes, J. Donald. *American Indians in Colorado*. Boulder: Pruett Publishing Company, 1977.
This book traces the history of Colorado's Indians from early bison days to the meeting with the "strangers" who would change their lives forever. Also covers the the Indian Removal days.
- LARASA/ *Report* (May 1994). "Spanish-Mexican History in Colorado, Part I."
Facts about Spanish American history. A lot of information in a condensed format.
- LARASA/ *Report* (June 1994). "Mexican-American History in Colorado, Part II."
Also recommended for factual information.
- LARASA (1976). "The Contribution of the Spanish Surnamed American to Colorado."
Brief history of the Spanish surnamed places and the remarkable people for whom these places were named. There is history of the counties as well as the rivers, peaks, and mountain ranges.
- Mayberry, Jodine. *Mexicans: Recent American Immigrants*. New York: Franklin Watts, Inc., 1990.
Children can read this book and develop a feeling for the Mexican people, their early history in the United States, and their contributions to our society. Discusses immigration in four different time periods: 1513–1900, 1900–1940, 1940–1990s and today.

Bibliography (cont.)

Schmidt, Cynthia and Virginia Brew. *Colorado: Su Origen*. Arizona: Cloud Publishing, 1996.
Complete, yet short version of Colorado history which includes timelines of regional and national events. Good section on vaqueros. Written in Spanish.

Tripp, Valerie. *Meet Josephina: An American Girl*. Middleton, WI: Pleasant Company, 1997.
First book in the American Girl series designed not just for girls. Provides a nice historical view from the eyes of a child growing up in the past. Josephina is one of four daughters being raised in Sante Fe in 1824 when it was a part of Mexico. This can be a very good read aloud or independent reader for students who are studying early settlements. The story describes the how the ranchos were built and the way of life for those living in the rancho. Fun to read.

White, Richard. *"It's Your Misfortune and None of My Own": A History of the American West*. Norman, Oklahoma: University of Oklahoma Press, 1991.

Very complete and detailed book about the American western experience from the origins through the Reagan years. Interesting details which are organized chronologically with a good index.

Yolen, Jane. *Encounter*. New York: Harcourt Brace & Company, 1992.

Deals with the arrival of Christopher Columbus to San Salvador and is told through the eyes of a young Taino boy. Excellent easy-to-follow story with beautiful illustrations.

About the Author

Frances was a member of Denver Model Cities as a community activist in the early 1970s. Denver Model Cities helped to establish neighborhood health stations throughout the city of Denver. During her undergraduate studies, Frances worked for the city-based Summer Youth Employment Programs. She especially enjoyed working with disadvantaged youth and developing work sites and related work training in public institutions.

Frances taught Spanish for six years in a Montessori preschool and was a classroom volunteer in Denver Public Schools. She graduated from the University of Colorado with a Degree in Spanish and a minor in communications. She traveled throughout Mexico, Guatemala, and Belize while studying at the Universidad Veracruzana in Jalapa, Vera Cruz, Mexico. She has her Masters Degree in Instruction and Curriculum from the University of Colorado at Denver.

Frances Mora, a Denver native, wife and mother of two sons, is currently a bilingual elementary teacher for Denver Public Schools.