

## **Online Adventure Teaching Ticklers:**

A variety of teaching activities and discussion questions related to Cabeza de Vaca.

### **Adventure 3: The Legacy of the Conquest**

#### **A. The Conquest Continues**

##### 1) Other Conquests

- Review and trace on a map the expeditions of other explorers in the American Southwest: Francisco Vasquez de Coronado (1540), Pedro de Alvarado (1541), Juan de Oñate (1598), Don Juan de Zaldivar (1598), and Vicente de Zaldivar (1599). What effect did their explorations have on Acoma and other pueblos?
- What were the “Seven Cities of Cibola?” What power did they hold over the conquistadors who searched for them? Read about these mythical cities built of solid gold. Write a play about the search for them and the tragedies that occurred to the conquistadors involved.
- Compare and contrast the history of the Spanish Conquest with the history of America in the Hawaiian Islands. How were the native people of Hawaii treated?
- Compare and contrast the history of the Spanish Conquest with the history of Great Britain’s treatment of the native peoples in Australia, Tasmania, and South Africa.
- Review the history of the United States and the American Indians. If possible, invite an American Indian spokesperson into the classroom to discuss US policy, the reservation system, the Indian schools, etc. How was this history similar to and different from the Spanish treatment of the native peoples in Mexico and Latin America?
- View the 1990 film, “Dances With Wolves”, which illustrates some of the issues of US/ American Indian relations. Write a film review of the movie and include whether you feel it accurately portrays these historical issues or not.
- Ask students to research the Spanish Missions that were built after the Spanish Conquest in the United States. Many people are now reconsidering whether they should be preserved as historical reminders of the abuses the native peoples suffered during the mission period. What do you think?

#### **B. Human Rights Today and Tomorrow**

##### 1) The United Nations Universal Declaration of Human Rights

- Debates about human rights continue in the world. Examine some of the rights listed in the articles of the Universal Declaration of Human Rights. Ask students whether, in their own community as well as in different places in the world, we have “the right to a free elementary education, reasonable access to generally available technical and higher education, and participation in the cultural life of the community and its scientific progress” or “the means necessary for maintaining physical and mental health and security.” What needs to be done to make these rights a reality? Is it even possible or desirable?
- Review the equal protection clause, Civil Rights legislation, the Americans with Disabilities Act, Title VII, etc. How are these related to the concept of human rights? What other protections of human rights do you think would be good?
- Research the organization Amnesty International. What are the goals of this organization? What are examples of its work? How successful is it in accomplishing its goals? If possible, invite representatives of this organization or other organizations who are working for human rights around the world to speak to the class and talk about progress in this area.
- Invite a lawyer into the classroom to discuss specific cases that deal with human rights. • Research recent examples of human rights abuses: Kosovo, Cambodia, Tibet, Rwanda, etc. Develop a set of criteria stating at what point you think human rights abuses justify the intervention of other nations or international agencies. Evaluate the effectiveness of this set of criteria by using it to examine other current examples that arise during the school year.

## 2. The Challenges of the Future

- What have we learned? Develop a “Bill of Rights” for possible future explorations of new lands with new environments and, perhaps, new peoples. What recommendations would you make to NASA to guide a future exploration?
- The challenge for the conquistadors was to conquer vast unknown worlds and to exploit their riches. What are our challenges today in our increasingly small world? Ask students to write short essays and send them to us. How do you think future generations will evaluate our efforts in meeting our current challenges?
- Ask students to reflect on which conquistador they would have wanted to travel with and why. What does the Spanish Conquest mean to them?

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