



Ethnic Studies Lesson 3B:

Latino Americans—Spanish Colonialism and North American Missions

TOPIC:

LATINO AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement
3. Systems of Power

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze the interactions between individuals, events, and ideas in a text, including how studying Spanish exploration, colonization, and missionizing in the Americas helps us understand modern Latino/Hispanic Americans. (RI.11-12.3)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Evaluate the significance of Spanish exploration, colonization, and missionizing in shaping the cultural, linguistic, and demographic diversity of modern Latino/Hispanic Americans. (History-Social Science Content Standard 4.2)

Lesson Purpose

Students will revisit their understanding of Spanish exploration, colonization, and missionizing of the Americas with a focus on understanding where the ancestors of modern Latino/Hispanic Americans might have come from and when.

Essential Questions

How does studying Spanish exploration, colonization, and missionizing in the Americas help us understand modern Latino/Hispanic Americans?

How has life changed for Latino/Hispanic Americans in the last 250 years?

Materials

[How Spain Became the World's First Superpower](#) (video 23 minutes, 29 seconds)

[C-Span Classroom: The Spanish Empire and Missions in North America](#)

[KWL Chart for Unit 3](#)

Vocabulary

colonization	smallpox	missions
Meso-America	Mestizos	conscription

Lesson Steps**Step 1:**

- As a whole class, present the KWL chart for this unit. Ask students how understanding the history of the Spanish in Latin America might help us answer some questions about Latin Americans today. Remind students of some of the Want to Know questions from the last lesson:
 - What other countries or regions could someone come from who is Hispanic? Latino? (Where and Who)
 - When and how did Hispanic/Latino people come to the US? (When)
 - What US states have the largest Hispanic/Latino populations and why?
 - What do you already know about ancient cultures in Central and Meso-America?
- Acknowledge that students have already learned a lot about early explorers to the Americas in previous grades, but this overview is a reminder to look at that history from a different point of view. We will be reviewing that world history with an eye towards this question, “How does studying Spanish

exploration, colonization, and missionizing in the Americas help us understand modern Latino/Hispanic Americans?”

Step 2:

- Create five student groups. Let students know that they’ll be watching a 25-minute video, but they are responsible as a group for creating a five-slide slideshow to reteach just a portion of the film. The slideshow can be created in Google slides or another application and can use screen captures from the video to accent their text. Text should explain who, what, when, and where, and is meant for a fifth-grade level audience. As an aside, let students know that restating, summarizing, or reteaching information for a lower-level audience is an effective studying technique. Assign the groups these responsibilities:
 - Isabella, Ferdinand, and Columbus (minutes 1.22-5.10)
 - Early Meso-American colonization (minutes 6.50-10.05)
 - Florida/Desoto and the California missions (minutes 12.10-13:00 & 17.23-19.10)
 - Mestizos and Latin American class system (minutes 16.05-17.11 & 19.15-20.04)
 - Latin American Wars of Independence (minutes 20.05-23.29)
- Have students watch this entire video, while focusing primarily on their section: [How Spain Became the World’s First Superpower](#) (video 23 minutes, 29 seconds). Make sure their slides answer the question, “How does studying Spanish exploration, colonization, and missionizing in the Americas help us understand modern Latino/Hispanic Americans?”

Step 3:

- As a whole class, ask the groups to present their slideshows. Make sure to clarify vocabulary and assist groups that were not able to make the connection between the ancient concept and modern Latino/Hispanic Americans. In the same groups, ask students to create a single slide for one of the missions presented in the C-Span Classroom. The videos can be found at [C-Span Classroom: The Spanish Empire and Missions in North America](#). The slide should answer the following questions:
 - Where is the mission which is being discussed and when was it founded?
 - How was the mission used to further the goals of Spanish colonization?
 - What evidence is still available at this mission about the impact of Spain on North America? The videos can be found at [C-Span Classroom: The Spanish Empire and Missions in North America](#).
- The Spanish Mission System: The Old Mission at Santa Barbara, Clip 1
- The Spanish Empire in Western Florida, Mission San Luis in Tallahassee, Florida, Clip 2
- The Spanish Empire and San Antonio Spanish Missions, Clip 3
- Father Junipero Serra and California Missions, Carmel Mission, Clip 4
- Native Americans and Spanish Missions, San Luis Obispo Mission Plaza, Clip 5

Step 4:

- Have students return to the whole class discussion. Explain the term *conscriptio* for those students that ran into that term. Have students present their single slide and ask how this information answers the question, “How does studying Spanish exploration, colonization, and missionizing in the Americas help us understand modern Latino/Hispanic Americans?” Remind students that Latin America and the continent of South America are as diverse as the US. There are people from all over the world that live there. Also warn them that *mestizo* is a historical term but is not used to describe people today. Also ask this unit’s question, “How has life changed for Latino/Hispanic Americans in the last 250 years?” Add to this unit’s KWL chart on what was learned about modern Latino/Hispanic Americans.

Essential Question Assessment, Application, Action, and Reflection

Ask students to interview someone they know who identifies as Hispanic or Latino. Consider revisiting the examples from Duke Medical School (found [HERE](#)). Students should transcribe their interview and be sure to address the following questions:

- Interviewee's name and age
- What is their family background?
- What term do they prefer? (E.g., Columbian, Hispanic, Chicano, Latino, Latina, Puerto Rican, Cuban, Mexican American, Indigenous Mexican American, etc.)
- Why do they feel this way?
- How does understanding their ancestors help them understand themselves?

If time permits, students may want to present their slideshows to a 4th or 5th grade classroom.

Additional Readings and Resources

Duke School of Medicine. "Ask the OEDI: Hispanic, Latino, Latina, Latinx: Which is Best?"

Interview with John McWhorter. "The Debate over 'LatinX' and How Words Get Adopted—or Not."

<https://www.npr.org/transcripts/g-s1-432>

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 259, 269-281.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 245-246.

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 3A: KWL Chart

KNOW**WONDER****LEARNED**

What do we think we already know about this topic?

What do we wonder about this topic? Write your questions below.

After the research is completed, what did we learn? Make sure to cite your source.

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>