

CORTEZ, THE KILLER

Social Studies (History)

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Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2014-2015, realitzada amb el formador del *British Council*

SG de Llengua i Plurilingüisme
Servei de Llengües Estrangeres

Abril, 2015



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Ten tips for learning success

- ❖ 1) Watch a short video clip about the conquest of Mexico to help orient you towards thinking about life, culture, society and technology from that important civilization.
- ❖ 2) Recall specific information from the video. Be sure to watch, listen and remember!
- ❖ 3) Think about the differences and similarities between Ancient Tenochtitlan and Ancient Hispanic Crown.
- ❖ 4) Learn specific vocabulary about the Aztec way of life.
- ❖ 5) Assess how a rock song can shock consciences and help us to denounce injustices.
- ❖ 6) Compare the old exploitation of the powerful over the poor with current conditions of economical subordination between countries.
- ❖ 7) Reflect on how the social sciences taught at the school have always served the government to rewrite the past.
- ❖ 8) Describe the appearance of two people and compare them using expressions learned and put into practice the new vocabulary.
- ❖ 9) Exchange points of view with a partner and agree on a common conclusion.
- ❖ 10) Use a rubric to evaluate myself and review each of my progress and failures.

“Cortez, The Killer”

The document selected is a video clip published by Jordy Tollefson one year ago in Vimeo, the famous video-sharing website.

The song is a Neil Young's cover performed by Dave Matthews Band. “Cortez, The Killer” is one of Young's best-known songs of the Canadian musician Neil Young, and it was released on 1975 on his album “Zuma” (Reprise Records, produced by Neil Young, David Briggs and Tim Mulligan).

Watch!

Link:

<http://vimeo.com/66699939>

Lyrics:

*He came dancing across the water
With his galleons and guns
Looking for the new world
In that palace in the sun.*

*On the shore lay Montezuma
With his coca leaves and pearls
In his halls he often wondered
With the secrets of the worlds.*

*And his subjects gathered 'round him
Like the leaves around a tree
In their clothes of many colors
For the angry gods to see.*

*And the women all were beautiful
And the men stood straight and strong
They offered life in sacrifice
So that others could go on.*

*Hate was just a legend
And war was never known
The people worked together
And they lifted many stones.*

*They carried them to the flatlands
And they died along the way
But they built up with their bare hands
What we still can't do today.*

And I know she's living there

*And she loves me to this day
I still can't remember when
Or how I lost my way.*

*He came dancing across the water
Cortez, Cortez, what a killer.*

Activities

Recalling (literal or explicit comprehension, identifying content)

- 1. Pay attention to the lyrics and prove to identify expressions relating to violence or death.
- 2. Watch the movie carefully and describe the clothing and equipment of the Spanish soldiers.
- 3. Attempt to locate the main Aztec cities on the map of Mexico and trace the route of the invading ships.

Understanding (reasoning, cause & effect, or implicit meaning)

- 4. Why did Cortez bring guns to Mexico?
- 5. What does it mean the expression "New World"?

Applying (Interpreting, evaluating, creating or developing critical thinking about the topic).

Most of the Spanish fascist historians claimed that the conquest of Mexico was heroic and Cortez was a brave strategist. On the contrary, many modern historians have written that the conquest of Mexico was a genocide.

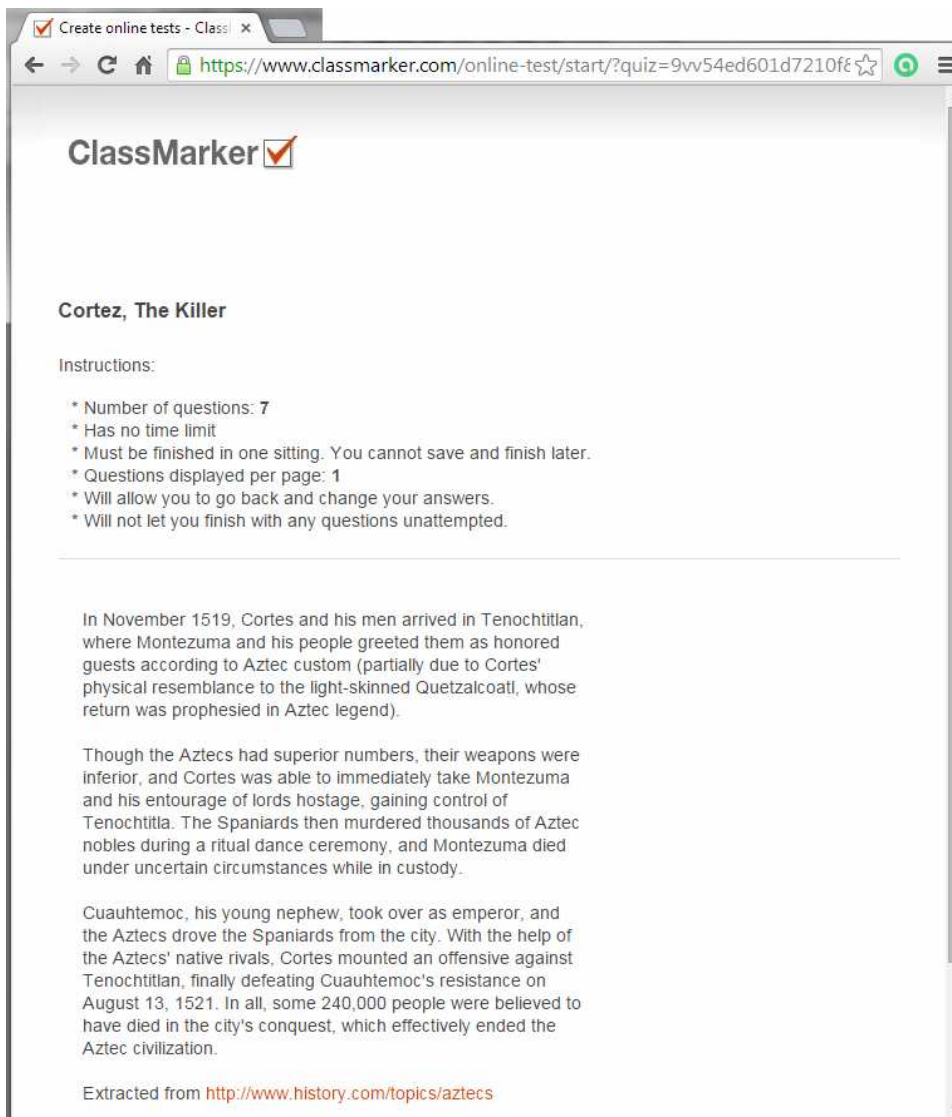
- 6. Which is the point of view of the songwriter and which is yours? Write a small conclusion and share with your classmates.
- 7. Discuss in pairs: Do you think the discovery of America has brought more advantages than disadvantages to the Americans? Write a small conclusion and share it with other couples. Posar les preguntes o activitats corresponents

Revision

Now it's time to revise our knowledge about Cortez and the Mexican Conquest. Use the link below and prove to answer the online questions.

<https://www.classmarker.com/online-test/start/?quiz=9vv54ed601d7210f>

You must enter your name and your final score will come to me via email. Good luck!



The screenshot shows a web browser window with the ClassMarker logo and a quiz titled "Cortez, The Killer". The page includes instructions for the test and a passage of text about the Aztec conquest.

ClassMarker ✓

Cortez, The Killer

Instructions:

- * Number of questions: 7
- * Has no time limit
- * Must be finished in one sitting. You cannot save and finish later.
- * Questions displayed per page: 1
- * Will allow you to go back and change your answers.
- * Will not let you finish with any questions unattempted.

In November 1519, Cortes and his men arrived in Tenochtitlan, where Montezuma and his people greeted them as honored guests according to Aztec custom (partially due to Cortes' physical resemblance to the light-skinned Quetzalcoatl, whose return was prophesied in Aztec legend).

Though the Aztecs had superior numbers, their weapons were inferior, and Cortes was able to immediately take Montezuma and his entourage of lords hostage, gaining control of Tenochtitlan. The Spaniards then murdered thousands of Aztec nobles during a ritual dance ceremony, and Montezuma died under uncertain circumstances while in custody.

Cuauhtemoc, his young nephew, took over as emperor, and the Aztecs drove the Spaniards from the city. With the help of the Aztecs' native rivals, Cortes mounted an offensive against Tenochtitlan, finally defeating Cuauhtemoc's resistance on August 13, 1521. In all, some 240,000 people were believed to have died in the city's conquest, which effectively ended the Aztec civilization.

Extracted from <http://www.history.com/topics/aztecs>



1. *Whence came the conquerors who occupied the Aztec empire?*

- (a) *They came from Portugal*
- (b) *They came from Mexico*
- (c) *They came from Spain*
- (d) *They came from Mars*

2. *When did the Spanish soldiers arrive to the Aztec empire for the first time?*

- (a) *By the early 16th century*
- (b) *During the 17th century*
- (c) *Late 20th century*
- (d) *Shortly after the birth of Jesus Christ*

3. *What weapons were used by the Aztec people to defend the Spanish invasion?*

- (a) *Shotguns*
- (b) *Bombs*
- (c) *Missiles*
- (d) *Stone weapons*

4. *What modern state currently occupied territories of the ancient Aztec empire?*

- (a) *Perú*
- (b) *Mexico*
- (c) *Spain*
- (d) *Cuba*

5. *Who was the military leader who led the Aztec conquest?*

- (a) *Francisco Pizarro*
- (b) *Hernan Cortes*
- (c) *Cristóbal Colon*
- (d) *Pancho Villa*

6. *Montezuma was the Aztec emperor during the arrival of Hernan Cortes.*

- (a) *True*
- (b) *False*

7. *Correct this phrase: "Though the Aztecs had superior numbers, their weapons were superior".*

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Extension

1. The Cortez Portrait

Now let's have fun and we test our artistic abilities. Observe very carefully the portrait of Cortez and in a new tab of the browser access to the flashface software and try to build a funny or realistic image of the Spanish conqueror (what a killer, as Neil Young's song said).

Hernán Cortés Monroy, with his coat of arms on the upper left corner. Painting reproduced in the book America, (R. Cronau 19th century).

Use the link below to study the Cortez face:

http://upload.wikimedia.org/wikipedia/commons/d/df/Hernan_Fernando_Cortes.jpg

Use the link below to draw the Cortez face:

<http://flashface.ctapt.de/>



2. The Cuahtemoc Puzzle

Description: The Torture of Cuauhtémoc

"The theatrically depicted scene portrayed in it was based on a popular tale about the tortures that were inflicted on Cuauhtémoc and his cousin, Tettlepanquetzal, Lord of Tlacopan, in order to make them reveal the location of Moctezuma's treasure to the greedy Spaniards. Reinterpreting the historical chronicles, the artist shows us figures located within an idealized environment, with garments, adornments and architectural features pertaining to the XVIth century. The ideological emphasis of this piece is on the laudable heroism of Cuauhtémoc, the last Aztec tlatoni (emperor) to rule before the fall of Tenochtitlan, who, according to legend, thrust his feet into the brazier of hot coals being used to torture him, while, wracked with pain, he turned to his cousin and asked him "Do you think I'm lying on a bed of roses?".

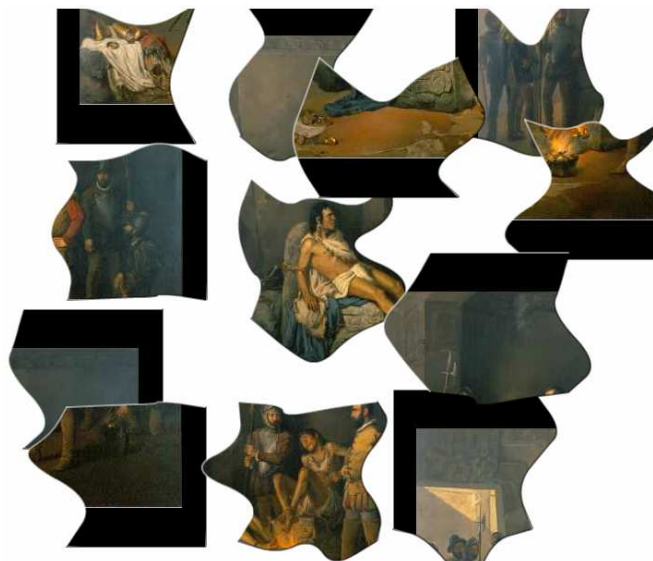


Image from "The Art Project"

https://www.google.com/culturalinstitute/asset-viewer/the-torture-of-cuauht%C3%A9moc/6QGgk9_EDfGctA?projectId=art-project

Use the link below to rebuild the picture:

<http://four.flash-gear.com/npuz/puz.php?c=v&id=3924303&k=32407269>



Project: collaborative problem solving


Solving a common problem: to make a comic

Hi guys! I propose you an interesting idea: let's create a page of comic book set in the years of the conquest of Mexico. Obviously the characters, settings and situations should be connected to the unit worked "Cortés, the killer" content. You can recreate the journey across the Atlantic, the landing of Spanish troops in Mexico, the living conditions of the Aztec indigenous, the search for gold, the meeting between King Montezuma and Cortes, or any other scene as an excuse to put in practice your English learning and your Modern history knowledge.

To make a good job I recommend you to use online tools, easy to use and filled with a lot of ideas and possibilities. Choose one of these or find another web page, free and easy:

<http://bitstrips.com/create/comic>

<http://www.pixton.com/uk/>



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- Private & secure space

ENTER **PIXTON FOR BUSINESS**

- For all other uses
- Add character to your message

Solving a common problem: to make a comic.



You must make groups of three students. First of all you have to agree the topic, since the conquest of Mexico can be approached from different points of view. Secondly, you must distribute the roles of this common project. Two of you will be the team of scriptwriters, and the third will be the partner computer designer.



About two writers, one of them will define the characters and the plot details. He (or she) should make a list of the characters involved in the story (not many people), specifying the name, personality and clothing. In addition, he will write a short text including the details of the plot. This document must also include the number of comic vignettes.







The another scriptwriter is the dialogues specialist. He must be coordinated with the first writer. The couple will made a pencil sketch page comic vignettes including a quick drawing with the location of the characters, landscapes and text balloons. The dialogues specialist will fill the text bubbles with sentences of the characters or the narrator notes. That bubbles should be short, simple sentences but well built and with an understandable vocabulary.







The third member of the team is the computer expert. He must configure the account and the password of the online tool chosen, coordinating with his two companions. He must try to reflex on the screen the sketch made by the scriptwriters. The computer expert must locate the characters, choose their physical appearance and their clothing, their facial expression and their body. He must choose the most suitable background, type the text and export to jpg image, print or publish the final link.

GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME

After you have done the project you must assess your progress:

THE COMIC RUBRIC				
Recalling information	You can easily remember and discuss the information of the video "Cortez, the killer" and extract a lot of ideas and topics to develop a short story.	You can remember and discuss most of the information of the video "Cortez, the killer" and extract enough ideas and topics to develop a short story.	You can remember and discuss some information of the video "Cortez, the killer" and extract some ideas and topics to develop a short story.	You can remember and discuss very little information of the video "Cortez, the killer".
Understanding information	You can understand very well the reasons of the quick conquest and its consequences.	You can fairly well understand the reasons of the quick conquest and its consequences.	You can understand somewhat the reasons of the quick conquest and its consequences.	You find it difficult to understand the reasons of the quick conquest and its consequences.
Applying information	You can easily use and apply the information to talk about the economic, social and human consequences of the conquest.	You can use most of the information to talk about the economic, social and human consequences of the conquest.	You can use some of the information to talk about the economic, social and human consequences of the conquest.	You can use little of the information to talk about the economic, social and human consequences of the conquest.
Group work	You have participated actively to solve your responsibility in the common project. You have worked extremely well and solved issues coordinating with group members.	You have participated to solve most of your responsibilities in the common project. You have worked well and solved issues coordinating with group members.	You have participated to solve some of your responsibilities in the common project. You have worked and solved some issues coordinating with group members.	You barely participated to solve your responsibility in the common project. You have worked little to solve issues coordinating with group members.

The final rubric to assess the whole project.

				
LISTENING AND WATCHING				
<i>Remembering information</i>	You can easily recall the information in the video	You can recall most of the information in the video	You can recall some of the information in the video	You can recall very little or none of the information in the video
<i>Understanding information</i>	You can easily understand the information in the video	You can understand most of the information in the video	You can understand some of the information in the video	You can understand very little or none of the information in the video
<i>Applying information</i>	You can understand very little or none of the information in the video	You can apply most of the information in the video	You can apply some of the information in the video	You can apply very little or none of the information in the video
MAKING A COMIC				
<i>Creativity of the comic</i>	You put a lot of thought into making the comic and it was well presented.	You put some thought into making the comic and it was well presented.	You put some thought into making the comic but some of the aspects are not too clear.	You put little thought into making the comic interesting and well presented
<i>Information gathering</i>	You were able to take information from many different sources and put a lot of effort into your story.	You were able to take information from several different sources and put some effort into your story.	You were able to take information from one or two sources and put some effort into your story.	You found it difficult to take information from various sources and put little effort into your story.
<i>Accuracy of plot</i>	All the information you gave was correct.	Most of the information you gave was correct.	Some of the information you gave was correct.	Very little information you gave was correct.
<i>Attractiveness and neatness of the comic</i>	There is a lot of visual appeal and the drawing is very neat	There is quite a lot of visual appeal and the drawing is quite neat.	There is a fair amount of visual appeal and the drawing is fairly neat.	There is little or no visual appeal and the drawing is not attractive
<i>Knowledge and conclusions</i>	You were able to reach clear conclusions and gain knowledge based on your plastic work.	You were able to reach fairly clear conclusions and gain a fair amount of knowledge based on your plastic work.	You were able to reach some conclusions and gain some knowledge based your plastic work.	You were not able to reach any conclusions, or very few, and gained little knowledge based on your plastic work.
COLLABORATIVE WORK				
<i>Collaboration with peers</i>	You listen well to your peers, you share well and are supportive of the efforts of others. You make sure everyone works together as a team.	You listen quite well to your peers, you share quite well and are quite supportive. You make some effort in maintaining a good team spirit.	You are not a good listener sometimes, but you do try to share and support the efforts of others.	You are not a good listener, you do not share very much and are not supportive of the efforts of others. You are often not a good team member.

Checklist

Read carefully this list and mark with a tick or a cross in the box. It is an individual exercise.

- 1) I watched a short video clip about the conquest of Mexico and I thought about life, culture, society and technology from that important civilization.
- 2) I recall specific information from the video.
- 3) I thought about the differences and similarities between Ancient Tenochtitlan and Ancient Hispanic Crown.
- 4) I learnt specific vocabulary about the Aztec way of life.
- 5) I assessed how a rock song can shock consciences and help us to denounce injustices.
- 6) I compared the old exploitation of the powerful over the poor with current conditions of economical subordination between countries.
- 7) I reflected on how the social sciences taught at the school have always served the government to rewrite the past.
- 8) I watched paintings and portraits of historical figures of our topic and tried to play their most characteristic facial features with the help of a computer tool.
- 9) I exchanged points of view with a partner and agree on a common conclusion.
- 10) I checked my most basic knowledge about the topic using a multiple-choice questionnaire.
- 11) I coordinated with my group to make a small comic on one of the topics studied.
- 12) I used a rubric to evaluate myself and review each of my progress and failures.

Crèdits de les imatges.

Pàgina 1:

<http://www.everystockphoto.com/photo.php?imageId=1759133&searchId=140b1c8962b9cc385ff5664d5212944b&npos=3>

Pàgina 9

https://www.google.com/culturalinstitute/asset-viewer/the-torture-of-cuauht%C3%A9moc/6QGgk9_EDfGctA?projectId=art-project

Pàgines 11 i 12

https://www.iconfinder.com/free_icons