

**Title of Lesson:** Societal Organization of the Late Colonial Period in Perú

**Dominique Gálvez, East Hampton High School**

**Subject Areas:** Upper Level Spanish, Global Studies, or World History

**Time Frame to Allow for Lesson:** 1-2 days

**Introduction:** In this learning activity, students will experience being a part of late colonial Peruvian society. Students will research the racial, ethnic, social, and economic conditions that lead to the movement for Peruvian independence. Students will unfold the key concepts related to the time period through an experiential learning activity.

**Geographic Connections:** (c3 frameworks)

**D2.Geo.1.9-12.** Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

**D2.Geo.3.9-12.** Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

**Vocabulary:** La época colonial, los criollos, el virrey, los mestizos, los peninsulares, las castas, los indios/los indígenas, los esclavos, los mulatos, los zambos, el curaca, el cacique, la mita, el tributo, la intendencia, el intendente, los nobles, el virreinato, la corona española, los recursos, la explotación colonial, la audiencia, los oidores, la hacienda, la minería, la producción agraria, el oro, la plata, los textiles, los obrajes, el azúcar, el algodón, la cascarilla, el comercio, los impuestos coloniales, las minas, la coca, los tejidos, el acceso a la tierra, los yanaconas, las reformas borbónicas, las órdenes religiosas

**Content Standards:**

World Language:

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Presentation of Knowledge and Ideas:**

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Essential Question:** How can ideas and interests that conflict with existing governments cause revolutions?

**Placement of Lesson within Broader Curriculum/Context:** This lesson plan would follow a unit on the early colonial period in Perú and will prepare students to understand the conditions that lead to revolution in Perú.

**Learner Background:** This activity is designed for intermediate high or advanced low Spanish students who have been studying Peruvian history in the target language. A translation of this activity is provided for high school world history or global studies classrooms.

**Objective for Lesson:** Students will be able to narrate historical experiences in the target language.

**Integration of 21st century skills:** Interactive learning experiences, higher level thinking skills, critical thinking, and communicating effectively.

**Materials/Resources:** Teachers may look for more information in the *Compendio de la histórica económica de Perú*: <http://www.bcrp.gob.pe/publicaciones/libros/compendio-de-historia-economica-del-peru.html>

Handouts and back stories are attached below (English and Spanish language).

### **Lesson Development/Instructional Strategies**

- Students choose their “societal role” and do the research prior to this learning activity to ensure that they have a historically accurate story to tell based on the character they have been given. Teacher may choose to assign them randomly or allow students to choose based on their personal interests. Students will have already learned key concepts in understanding Peruvian colonial society.
- **Lesson Introduction** Students will introduce themselves to the class in character. Students may want to wear signs identifying their role in society and / or use costumes or props for effect.
- **Options for presentation/characterization representation** Students may tell their stories in small groups, individual presentations to the whole class, or by circulating through the room and mingling with other members of Peruvian colonial society. Time allowed for this activity will depend on class size. Teacher will interact with students and ask them questions about the story they tell.
- After students have shared their story, ask the “pro-revolution” and the “royalists” to divide themselves accordingly and state their reasons for supporting or opposing the revolution.

### **Possible Follow Up/ Extension/ Assessment Activities**

- Students submit a journal entry sharing their story and tell about three other people that they “met” during the activity. Students must summarize the point of view of other members of Peruvian society and share their own reactions to the stories they heard.
- Students illustrate their own story and one other person’s story with captions in the target language.
- Students work in pairs or small groups to create minidramas that show interactions between different colonial society members. Students present their skits to the class.

- Students “interview” the same characters after the Peruvian Independence period to see how their lives have changed.
- Students submit an analysis or have an in class discussion explaining to what extent racial, ethnic, social, and economic conditions lead to revolution in Perú.
- Students develop a museum exhibit on the causes and effects of Peruvian independence.
- Read and interpret historical documents related to this time period, such as the letter of Micaela Bastidas to her husband Tupac Amaru.
- Analyze art work or literature from late colonial Perú.
- Write a series of simulated letters back and forth between:
  - An indigenous wife and her husband who is meeting his mita obligation in the silver mines
  - A wealthy Spanish merchant and his family back in Cádiz
  - A yanacona working at a hacienda and his/her family in Cuzco
  - A priest reporting anti royalist confessions of the Indigenous people and the oidor of the audiencia of Cuzco
 or Create your own historical scenario
- Students say what they would do and what would they fight for if they lived in colonial Perú. Teacher may ask students to choose which social position they would prefer and why.
- Write an editorial for the Peruvian newspaper following the declaration of Independence sharing your view point on the following question: Was the break with Spanish rule inevitable?

**Students Needing Differentiated Instruction:**

- Allow student to choose their society role based on ability level or interest.
- Provide students with the option to choose their own assessment to demonstrate their understanding.
- Allow students to develop their own questions related to the colonial period for a more in depth exploration of the key ideas.
- Provide flexible grouping options.

**Resource Materials (below)**

**Periodo colonial tardío en Perú** Actividad de caracterización de personajes

*¿Lucharás por la independencia o apoyarás a la corona?* Asume el rol de una persona de la época colonial de Perú antes de su independencia. Investiga como sería tu vida si fueras esa persona y cuenta tu historia desde su punto de vista. Después, decide si apoyarás la corona española o si te unirás a la revolución.

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| Eres el <i>Virrey Francisco Teodoro de Croix</i> .   | Cultivas la coca en la intendencia de Cuzco.   | Eres curaca de Ayacucho y tu trabajo principal es coleccionar el tributo de los indígenas.  |
| Eres de la nobleza incaica.  | Eres <i>Túpac Amaru</i> .  | Eres <i>Micaela Bastidas</i> .  |
| Trabajas en la mita minera.  | Vives en Cuzco y produces pellones.  | Eres artesano(a) de cuero de Huamanga.  |
| Eres profesor en la universidad de San Marcos.   | Eres la hija del cacique de Chachapoyas y tu padre te va a casar con un aristocrático español. | Eres soldado del ejército real español.   |
| Eres oidor de la audiencia de Cuzco.   | Eres una monja de Cuzco.   | Eres <i>Manuel Ruiz Urries de Castilla</i> , el intendente de las minas de Huancavelica, Gobernador General de Cuzco y Presidente de la Audiencia de Cuzco. |
| Eres <i>Matías Maestro Alegría</i> sacerdote, arquitecto, pintor, músico, escritor y escultor. | Eres esclavo(a) en una hacienda azucarera en Lambayeque.                                       | Eres José Antonio de Lavalle y Cortés, un comerciante importante.   |
| Eres un padre jesuita.   | Eres la hija ilegítima del intendente de Trujillo.   | Eres médico criollo.  |
| Eres mulata y eres sirvienta doméstica en la casa de una familia peninsular en Lima.           | Eres Simón Bolívar.  | Trabajas en una pulpería de Lima.   |
| Eres <i>Antonio de Areche</i> .  | Cultivas tabaco en Chachapoyas.  | Eres india y trabajas en un obraje de textiles en Cuzco.  |

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| Eres dueño de un viñedo en Cañete. | Eres mestiza de Moyobamba que trabaja en una herrería | Exportas la cascarilla a España. |
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### Late Colonial Period in Perú Role Playing Activity

*Would you fight for independence or support the Spanish crown? Assume the role of one of the following individuals from the late colonial period in Perú before independence. Research how your life would be if you were that person and tell your story from his/her point of view. Then, decide if you would support the colonial system or if you would join the revolution.*

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| You are the <i>viceroys Francisco Teodoro de Croix</i> .   | You are a worker on the Intendencia of Cuzco and you help cultivate coca leaves.   | You are a curaca from Ayacucho and your main role is to collect tribute payments from the indigenous population.   |
| You are a descent of inca nobility.  | You are <i>Túpac Amaru</i> .   | You are <i>Micaela Bastidas</i> .  |
| You are paying your mita obligation by working in the silver mines.                                  | You make sheep skin saddle blankets in Cuzco.  | You do leather work in Huamanga.   |
| You are a professor at the University of San Marcos.   | You are the beautiful daughter of the cacique of Chachapoyas and your father is planning to marry you off to a Spaniard. | You are a soldier in the Spanish royal army.   |
| You are an oidor (municipal judge) in the la audiencia of Cuzco.                                     | You are a nun from Cuzco.  | You are <i>Manuel Ruiz Urries de Castilla</i> , the <i>intendente</i> of the mines of Huancavelica, the governor of Cuzco and the president of the Audiencia of Cuzco. |
| You are <i>Matías Maestro Alegría</i> , a priest, architect, painter, musician, writer and sculptor. | You are a slave at the sugar hacienda of Lambayeque.   | You are José Antonio de Lavalle y Cortés, a wealthy businessman from Lima.   |

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| <p>You are a Jesuit priest.</p>  | <p>You are the illegitimate daughter of the intendente of Trujillo.</p>       | <p>You are a creole doctor.</p>                                   |
| <p>You are a mulatta domestic servant in the house of a “peninsular” family in Lima.</p> | <p>You are Simón Bolívar.</p>   | <p>You work at a pulpería in Lima.</p>                            |
| <p>You are <i>Antonio de Areche</i>.</p>   | <p>You work in a tobacco field in Chachapoyas.</p>                            | <p>You are an indigenous textile worker in Cuzco.</p>             |
| <p>You own a vineyard in Cañete.</p>   | <p>You are a <i>mestiza</i> from Moyobamba and you work for a blacksmith.</p> | <p>You export the herbal medicine <i>cascarilla</i> to Spain.</p> |