10.1 Overview

10.1.1 Links With Our Times

Each year in October, much of the United States observes the holiday of Columbus Day, in recognition of the explorer who became synonymous with the discovery of the Americas. However, over the last century more and more people have begun to question whether Columbus Day is an appropriate celebration, given the subsequent effect European exploration had on the American continents and peoples.

The three largest and most powerful civilisations were the Inca, Maya and Aztec empires. The Inca people lived on the western side of South America, in the region that is now Chile and Peru. The Maya lived in eastern present-day Mexico, on what is called the Yucatan Peninsula, and bordering them to the west were the Aztecs. The two civilisations of the Aztecs and Maya make up the region known as Mesoamerica, a region of spectacular temples, architecture and a proud heritage. This topic focusses on how the Spanish conquest affected the Aztec civilisation.

Big Questions

As you work through this topic, look for information that will help you to answer these questions:
1. What was the Aztec civilisation like before the Spanish arrival?
2. What were the key events in the Spanish conquest?
3. Who were the most significant historical figures of the time?
4. Why were the Spanish eager to explore the Americas?
5. How can sources help us understand this period?
6. What was the impact of the Spanish colonisation?
7. What legacies of the Spanish conquest remain today?

Starter Questions

1. What do you already know about the Aztec Empire?
2. Do you think isolated tribes should be left alone to live without knowledge of the modern world? Why?
3. If modern people were to make contact with previously isolated tribes, what effects could this have on those people?
10.2 Examining the evidence

10.2.1 How do we know about the Spanish conquest of the Americas?

After the conquest of the Americas, the Spanish recorded the events that took place. However, as these accounts were almost always written by the Spanish themselves, they were very subjective. This means they told only one side of the story. As with any historical investigation, it is important for historians to consider a range of sources from all sides to gain a clearer understanding of the truth. The SkillBuilder for this topic will investigate the importance of understanding different historical perspectives in more depth.

10.2.2 European sources

It has been said that ‘history is written by the winners’. This is certainly the case with the Spanish conquest of the Americas. Both during and after the period of the conquest, many of the conquistadors maintained detailed accounts of their experiences. They were eager for their actions to be remembered. Hernan Cortes, who led the Spanish against the Aztecs, wrote many letters to King Charles V of Spain, providing a valuable eyewitness account of the events. However, these letters tended to glorify Cortes’ victories and downplay his failures.

There were some Spaniards whose first-hand accounts of the time have been recognised as highly important and less biased. For example, Bernardino de Sahagun was a missionary who travelled to the New World in 1529, about seven years after the conquest of the Aztecs. He would remain there for the rest of his life, and from 1545 he worked to compile a series of texts that would become known as the Florentine Codex. The original was written in the Aztec language of Nahuatl. De Sahagun learned to speak Nahuatl and could communicate with many surviving Aztec wise men. The Florentine Codex provides a remarkable history and description of the Aztec civilisation prior to the Spanish arrival.

Another useful source is the writing of Bartolome de las Casas. He was a Spanish priest who settled in the New World and was appalled at the treatment of the Native Americans by the Spanish colonists. He wrote to King Charles V of Spain defending the rights of the indigenous peoples. It is important to remember though, that no matter how sympathetic to the Aztec people these sources are, they are subjective because they were written by the European settlers and therefore from a European perspective.

10.2.3 Aztec sources

There are very few surviving written Aztec sources from before the conquest because many of them were destroyed by the Spanish, either intentionally or during the fighting for Tenochtitlan. Most of the sources that were created after the conquest can be useful to historians, but it is important to remember they were created under the supervision of the Spanish. This means that surviving Aztec sources may still suffer from Spanish subjectivity. In the following decades, some descendants of those who experienced the conquest began to record the events from an Aztec point of view.
10.2.4 How reliable are the sources?
All historical sources are subjective to a certain extent. This means that the authors of the sources are influenced by their own personal beliefs and feelings, rather than purely by the facts. An example of this would be the different attitudes the Spanish and Aztecs had toward human sacrifice. The Aztecs believed that their gods remained strong only through offerings of blood and human hearts, and so human sacrifice was one of the core aspects of their religion. On the other hand, the Spanish felt that the act of human sacrifice was barbaric and demonstrated the inferiority of the Aztec people compared with Europeans. Of course, the long-term actions of the Spanish in the Americas has come to be seen as questionable and destructive by a number of historians. You will have an opportunity to investigate different points of view and perspectives throughout this topic.

10.2 PUTTING IT ALL TOGETHER

USING HISTORICAL SOURCES
1 Explain why the perspectives of the Spanish missionaries might differ from those of the conquistadors.
2 Why are there differences between Cortes’ and de Sahagun’s accounts of the Spanish conquistadors? How could each source be useful to historians, despite their differences?
3 In what way are sources like the letter in SOURCE 1 useful for historians studying the Spanish conquest of the Aztecs?
4 How do you think images like those in SOURCES 2 and 4 might have affected the way the Spanish conquistadors viewed the Aztecs? Explain your answer.
5 Explain why all historical sources are subjective to some degree.

IDENTIFYING CONTINUITY AND CHANGE
6 Explain how the recording of events in the Aztec world changed after the arrival of the Spanish.
7 Do you think the arrival of the Spanish change the reliability of sources that depict or record the Spanish conquest? Explain your thoughts.
10.3 The Aztecs before Spanish arrival

10.3.1 Everyday life in Tenochtitlan
For more than three hundred years prior to the arrival of the Spanish conquistadors, the region that is now central and southern Mexico was dominated by the Aztecs. The structure of Aztec civilisation and culture was complex and highly organised with sophisticated architecture and well-developed agriculture.

The Aztec people arrived in what is now Mexico in the late 1100s. By 1250, they had settled near the shores of Lake Texcoco, and by 1325 they had begun building the magnificent city of Tenochtitlan.

The city of Tenochtitlan, one of the best planned and most elaborate cities anywhere in the world at the time, was built in the middle of Lake Texcoco on five swampy islands. Three long causeways connected the city to land around the lake’s edge. The city itself had a network of both canals and roads so that all sections could be accessed either on foot or by canoe.

School
The Aztecs were a highly organised society. They led rewarding lives, particularly the noble classes. Young boys went to school to learn to live prudently, govern, and understand history.
and the ways of the elders. Girls were mainly taught at home. At 15 years old, boys could attend one of two types of school: children of the nobility went to the calmcac, which had a focus on advanced learning, administrative skills and religion, or commoners went to the telpochcalli, which was basically a military school. However, all boys learned some fighting skills, regardless of the direction their working life took.

**Food**

There were generally two main meals a day, with one meal being eaten during the hottest part of the day. A staple of Aztec diet was maize but this was supplemented with a large variety of meat and vegetables. The Aztecs are famous for introducing the world to chocolate; however, this was reserved for warriors and nobility, and was mixed with ground maize to make a drink. Alcohol came in the form of a drink called octli. The sap from the maguey plant was fermented but, like chocolate, this was a drink strictly for nobles, royalty and warriors, with commoners being permitted to drink it only on special occasions.

**Crime and punishment**

By today’s standards, Aztecs had incredibly harsh punishments for most crimes. For example, if a commoner was found wearing cotton clothes, the punishment was death. Likewise, a death sentence was possible if someone was found guilty of adultery or even cutting down a living tree. The accused would be sentenced by a group of judges in a way that is not so different from Australia’s justice system today. Although the punishments seem harsh from our modern-day perspective, it is important to remember that Europeans from that period would not have been as shocked because punishments were equally harsh in Europe at that time.

### 10.3.1 Activities

**CHECK YOUR UNDERSTANDING**

1. In your own words, describe the city of Tenochtitlan.
2. What were some key differences between the diet of the nobility and that of the commoners?
3. Why might the Aztecs’ common use of the death penalty not have shocked the Spanish?

### 10.3.2 Aztec warfare

Life in the Aztec Empire was not peaceful; in fact, the Aztecs were in a state of perpetual war with the Tlaxcala people who also lived in the region that is now Mexico. The Aztec army was broadly organised into two layers. One was made up of commoners who were trained in basic fighting skills. The other consisted of the professional warrior class. Among the bravest and most skilled of these were the eagle and jaguar warriors, so named because of the distinguishing and fearful uniforms they wore. In the average battle, there were fewer casualties than compared with European battles because prisoners were highly valued as slaves or victims for human sacrifice. Most soldiers would try to disable rather than kill their opponent. This technique was used by the Tlaxcalans and other enemies, and it is likely that the Tlaxcalans used Aztec prisoners for human sacrifice just as the Aztecs did with Tlaxcalans.
10.3.2 Activities

CHECK YOUR UNDERSTANDING
1 a Do you think the Tlaxcalan people would have been likely or unlikely to help the Spanish conquer the Aztecs?
b What do you think they would gain from helping the Spanish?

USING HISTORICAL SOURCES AS EVIDENCE
2 Explain why Aztec warriors sometimes dressed as certain animals, as shown in SOURCE 2. What effect do you think this would have had on their enemies in battle?

10.3.3 Mythology and religion

Religion played a very important role in the lives of the Aztecs. They were a polytheistic culture, meaning they worshipped more than one god. In fact, they worshipped many hundreds of gods. They had wide-ranging religious beliefs, including some that were similar to those of Europeans.

SOURCE 3 Some of the most important Aztec gods

A Mictlantecuhtli — god of the dead
B Quetzalcoatl — god of knowledge, creation, priesthood and wind
C Tlaloc — god of rain
D Huitzilopochtli — god of war, sun and the nation
E Xipe Totec — god of spring, new life and suffering
at the time. They believed the Earth was flat and the Sun fought darkness every night so it could rise each morning. The importance of religion to the Aztecs was expressed in their art and architecture, with enormous and elaborate temples built to worship the hundreds of gods that ruled over different aspects of nature and human activity.

Central to Aztec religion was the belief in human sacrifice to please the gods. As many as twenty thousand people a year were sacrificed to the gods at a temple built specifically for that purpose. Most of those sacrificed were slaves or prisoners captured in wars with surrounding cities. The ritual involved priests stretching the subject over an altar and then lighting a fire on the victim’s heart. The priest then tore out the heart and placed it in a sacred dish before the bodies were rolled down the steps of the temple to lie in a heap. Many Aztecs believed that dying this way would ensure a quick passage to heaven. Like many other civilisations, the Aztecs believed in the afterlife. They believed that the key to reaching the afterlife quickly was in the way they died rather than the way they lived. Someone who died quietly of old age would have to pass through the underworld before reaching the realm of the dead. But a warrior who died in battle or a mother who died in childbirth would go straight to heaven.

SOURCE 4 A gold pendant representing Mictlantecuhtli

10.3.3 Activities

CHECK YOUR UNDERSTANDING

1 Outline the key aspects of Aztec religion.

USING HISTORICAL SOURCES AS EVIDENCE

2 How does SOURCE 4 support the argument that religion was important to the Aztecs?
3 Analyse SOURCE 3. Identify features of the illustrations that could help you identify the different gods if there were no labels.

10.3.4 Agriculture

Built in the middle of a lake, Tenochtitlan did not have easy access to any farmland, so the Aztecs had to use a special method to grow crops. This method involved using chinampas or ‘floating gardens’, although this second name is misleading. Chinampas were small man-made islands used for crops. An area of shallow lake bed was fenced off and gradually filled with mud, sediment and decaying vegetation until it rose above the water level. This provided a very fertile bed in which to plant a range of crops. This technique is still occasionally used today in some areas of Mexico.
10.3.4 Activities

**CHECK YOUR UNDERSTANDING**

1. How accurate is the term ‘floating island’ when describing a chinampa? Why?
2. Explain why chinampas are still used in parts of Mexico today.

**10.3 PUTTING IT ALL TOGETHER**

**USING HISTORICAL SOURCES AS EVIDENCE**

1. Using **SOURCE 3** as a reference, look back to 10.2 Examining the evidence and examine **SOURCE 4**. Can you identify which god is represented in the image? Justify your decision.
2. Compare and contrast **SOURCES 4** and **5** with reference to the image they portray of Aztec culture. If you referred to only one image, how accurate and reliable do you think your impression of the Aztecs would be?
3. Using your responses to question 2, explain the importance for students of history to refer to a number of different sources.
10.4 Columbus and the New World

10.4.1 Columbus’s voyages

The fifteenth and sixteenth centuries were a time of exploration and discovery for Europeans. The great sea-going powers of the time, Portugal and Spain, made important discoveries and opened up sea routes for trade and colonisation. But it was a young Italian who would end up having arguably the greatest impact of any European explorer.

Just like many other explorers of his time, Christopher Columbus set off with the aim of finding a sea route to the Indies (regions around South Asia and South-East Asia) so that spices could be found and trading routes established. But unlike the Portuguese explorers Bartholomew Dias and Vasco da Gama, who sailed south around the tip of Africa, Columbus sailed west from Portugal, convinced that this would lead him to the ‘Far East’ or the Indies. Unable to find financial support from the king of Portugal, Columbus turned to Portugal’s rivals, the king and queen of Spain, Ferdinand and Isabella. He convinced them that the voyage would bring them wealth and also help to convert the people of the Indies to Christianity.

He departed Spain on 3 August 1492, secure in his belief that his next landfall would be Asia. His fleet consisted of three ships: the Pinta and the Niña, both caravels (ships that were light and easy to manoeuvre), and his flagship the Santa Maria, a nao (a larger, heavier ship). Unfortunately Columbus had inaccurate knowledge of the distances involved and was completely unaware, as most Europeans were, that the continents of America blocked his path. After eight weeks his crew were becoming afraid that they would never see land again and begged Columbus to turn around. But when he sighted branches in the water he was sure that land was near.

SOURCE 1 A map showing the four voyages of Christopher Columbus

[Map of Christopher Columbus’ voyages]

Source: Map drawn by Spatial Vision.
Finally, after more than two months at sea, he set foot on land on 12 October 1492, naming the island San Salvador (modern-day Bahamas). He assumed he was in the Indies and so referred to the inhabitants as Indians.

Columbus continued to explore the region, ‘discovering’ the islands of Hispaniola (modern-day Haiti and the Dominican Republic) and Cuba. Although he suspected he wasn’t actually in China or India, Columbus thought that he couldn’t be far away. He arrived back in Spain in March 1493 and was made Admiral of the Ocean Sea as well as governor of the Indies. Queen Isabella requested that the Pope recognise Spain as the owner of the newly discovered land and this was granted that same year.

Over the following ten years, Columbus undertook three more voyages to the New World. He discovered Guadeloupe on his second voyage. He found the Venezuelan coast on his third voyage in 1498, which was the first time he actually set foot on the mainland of the Americas. While in Hispaniola, he served briefly as colonial administrator but failed so dismally that he was sent home in irons. The Spanish king and queen restored Columbus to favour and in 1502 he set sail for what would be his last great voyage, this time exploring the southern coast of the Gulf of Mexico.

Columbus died in 1506, two years after his return to Spain from his final expedition. He died still convinced that his voyages had been along the eastern coasts of Asia.

10.4.1 Activities

CHECK YOUR UNDERSTANDING

1 Which two European countries were the major sea powers of Columbus’s time?
2 What were the names of Columbus’s three ships on his first voyage? How did his flagship differ from the other two vessels?
3 Which explorers had previously sailed around the southern tip of Africa?
4 Why did Columbus call the inhabitants of the lands he discovered ‘Indians’?
5 How many days did it take Columbus’s fleet to sail from Spain to the New World?

6 How did Columbus’s route to the Indies differ from those of Dias and da Gama?
7 Create a timeline showing the voyages of Columbus. Label each voyage with a paragraph outlining the main discoveries.

USING HISTORICAL SOURCES AS EVIDENCE

8 Look closely at SOURCE 1. How many times did Columbus actually set foot on the mainland of the American continent?
9 SOURCE 2 was created more than 300 years after the events it depicts. Explain how this affects its usefulness for historians today.
10.4.2 Who ‘discovered’ America?
For centuries, it was generally accepted that Columbus discovered America when he sighted land in 1492. However, historians today regard this as inaccurate. Although Columbus was the first person to spread knowledge of the New World through western Europe, the Viking explorer Leif Eriksson likely sailed from Scandinavia to North America almost five centuries before Columbus’s voyage; however, the details of his expedition remain largely unknown. And, of course, Native Americans had inhabited North America for thousands of years before Columbus’s arrival.

10.4.2 Activities
CHECK YOUR UNDERSTANDING
1. Why is it inaccurate to claim that Columbus ‘discovered’ America?
2. What is a more accurate statement about America’s discovery?

10.4.3 How did Columbus’s arrival affect the Native Americans?
On 12 October each year, many Americans celebrate Columbus Day in memory of Columbus’s first landing on the island of Hispaniola. Many regard this as a very important date, as it led to the eventual establishment of the United States. But for Native Americans it often has the opposite meaning. It is seen as the beginning of a time of genocide, slavery and the extinguishing of much of the Americas’ indigenous culture.

SOURCE 3 An engraving from the sixteenth century, by Theodore de Bry, in which Native Americans are set upon by dogs while some Spaniards watch.
SOURCE 4 Two very different portraits, both supposedly depicting Columbus. The left image, published in the nineteenth century, is based on a sixteenth-century portrait. The image on the right is also a sixteenth-century painting.

SOURCE 5 Excerpts from Columbus’s journal, 1492

Thursday, 20 September. Saw a pelican coming from west-northwest and flying to the southwest; an evidence of land to the westward, as these birds sleep on shore, and go to sea in the morning in search of food.

Saturday, 22 September. My crew had grown much alarmed, dreading that they should never meet . . . with a fair wind to return to Spain.

Thursday, 11 October. The crew of the Niña saw a . . . stalk loaded with rose berries [in the ocean] . . . and they all grew cheerful.

[Friday, 12 October.] I saw some [natives] with scars of wounds upon their bodies . . . they answered . . . that there came people from the other islands in the neighbourhood who endeavoured to make prisoners of them, and they defended themselves. I thought then, and still believe, that these [other people] were from the continent.

DID YOU KNOW?
Despite his obvious importance to world history, nobody really knows what Columbus looked like. There have been hundreds of different portraits, but even the experts can’t find enough evidence to prove whether any are accurate representations.

10.4.3 Activities

CHECK YOUR UNDERSTANDING
1 Describe the different attitudes towards Columbus Day in the United States.

USING HISTORICAL SOURCES AS EVIDENCE
2 Why might the images of Columbus shown in SOURCE 4 be so different?
3 Read SOURCE 5.
   a What suggested to Columbus that he was nearing land?
   b Why was Columbus’s crew frightened on 22 September, and why were they cheered up when they saw rose berries in the sea on 11 October?
   c On 12 October, Columbus described some of the features of the indigenous people. Who did Columbus think they were referring to when describing ‘people from the other islands in the neighbourhood’? Who might the native population actually have been referring to?

10.4 PUTTING IT ALL TOGETHER

USING HISTORICAL SOURCES AS EVIDENCE
1 Compare and contrast the depictions of Europeans in SOURCES 2 and 3. What are their similarities and differences? Can you suggest an explanation for their different perspectives?
2 Is SOURCE 2 a primary or secondary source? Explain your answer.
3 It is sometimes said that historical sources can tell us more about the time in which they were created than the time they depict. Look back at SOURCE 2, which was painted by a Spanish artist. Discuss what this type of portrayal of Columbus could tell us about Spanish attitudes towards him in 1862.

DETERMINING HISTORICAL SIGNIFICANCE
4 a Divide into small groups and agree on a definition of ‘discover’. Using that definition, evaluate the significance of each of the following in the discovery of the Americas:
   i Native Americans
   ii Leif Eriksson (see topic 2)
   iii Christopher Columbus.
   b How difficult was it to come to a definite conclusion? Explain how all three could be said to have contributed in different ways.

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10.5 Cortes, the conquistadors and the Aztecs

10.5.1 Ambition and conquest

History is full of tales about conquest and colonisation. The fifteenth and sixteenth centuries saw a rapid expansion of European colonies throughout the world, particularly in the Americas. The Europeans clashed, often violently, with the indigenous inhabitants they encountered. In most cases, the two cultures could not coexist peacefully — one would dominate the other. The most well-known example is arguably that of Hernan Cortes and the Aztecs.

Born in 1485, Hernan Cortes was the son of a Spanish nobleman. He attended university at Salamanca but had a reputation for not working very hard. When he was 19, he moved to the Caribbean island of Hispaniola, which was then a growing Spanish settlement. About six years later, he took part in the conquest of Cuba under the command of Diego de Velasquez.

Cortes came to believe that the Aztecs in Mexico had much to offer the Spanish conquistadors. At this time the Spanish were interested in two things: gold and converting the Aztecs to Christianity. As a career explorer, Hernan Cortes was ambitious and greedy. He was obsessed with claiming land for Spain and glory for himself. He was also looking for gold and had heard rumours that the Aztecs had lots of it. In February 1519 Cortes set sail for Mexico. Upon reaching the coast in March, Cortes destroyed his ships to ensure his men did not have any thoughts about desertion.

He fought a battle against the indigenous people at a town called Tabasco before founding the town of Veracruz. He then began marching inland to the Aztec capital, Tenochtitlan. On the way, Cortes made contact with Tlaxcala, which was a kingdom that resented the rule of the Aztecs. The Tlaxcalans initially resisted the Spanish and soon they were fighting. The Spanish found themselves in trouble because the ground was broken and uneven, so they could not effectively use their horses and cannons. But as they fought their way to level ground the balance shifted in their favour. After the early violent encounters, the Tlaxcalans permitted the Spanish to enter their territory — no doubt they were terrified by the Spanish firearms and horses, neither of which they had ever seen before. For their part, the Spanish granted them a truce in return for their support against the Aztecs.

As he moved further inland, Cortes avoided the well-travelled route to Tenochtitlan to minimise the possibility of ambush. He was also trying to recruit more allies against the Aztecs. For three months the conquistadors made their way through a variety of terrain, from arid mountains to fertile valleys. They were forced to adapt to the daytime heat as their armour was not practical for a climate that was much hotter than what the Spanish were used to. On the journey they saw strange plants and animals that were completely different to what they knew in Europe.

Upon arrival at Tenochtitlan in November 1519, the Spaniards discovered a thriving, highly organised city. Built on the islands in the middle of Lake Texcoco, the city would have appeared to the approaching Spaniards as almost floating on an inland sea. The city had a population of about 250,000 people, and it controlled much of the surrounding countryside. It was from these lands that the city drew its wealth in the form of gold, jewels and crops.

Cortes was welcomed by Montezuma II, emperor of the Aztecs. One theory suggests that Montezuma thought Cortes was the god Quetzalcoatl, who was said to have fair skin and a beard, just like Cortes. After establishing a headquarters in Tenochtitlan, Cortes attempted to strengthen his position by taking Montezuma hostage. This was a common tactic in Europe but was seen as unacceptable to the Aztecs, who attacked and drove the Spanish from the city. During this uprising Montezuma himself was killed, possibly by his own people who thought him weak in the face of the Spanish. Cortes returned in 1521 and laid siege to the city before attacking. The battle lasted for two months and the Spanish were forced to fight fiercely for every street. Tenochtitlan was reduced to rubble and many thousands of Aztecs were killed. On 13 August 1521 Cortes was able to claim the city for Spain.
DID YOU KNOW?

Iron was a key factor behind the successful Spanish conquest of the Aztecs. The indigenous peoples of the New World did not use iron; they still used old technologies for weapons. Iron was so important because it formed the principal component in swords, daggers, lances and knives, and was a crucial element in the workings of crossbows. It was central to cannons and other firearms and it contributed to the effectiveness of armour, helmets and shields. Iron gave the Spanish an important advantage that helped ensure the defeat of the Aztecs.
10.5.1 Activities

**CHECK YOUR UNDERSTANDING**
1. What were the two main reasons for Spanish settlements in the New World?
2. How old was Cortes when he claimed Tenochtitlan for Spain?
3. Why did Cortes follow an indirect route from the coast to Tenochtitlan?

**USING HISTORICAL SOURCES AS EVIDENCE**
4. Study **SOURCE 2**. What might have been the advantages and disadvantages of the layout of Tenochtitlan if the city was under attack?
5. What impression do you get about the initial meeting between Cortes and Montezuma as shown in **SOURCE 3**? How reliable do you think this source is?

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10.5.2 End of a civilisation

It took about two years for the Spaniards to destroy the indigenous civilisation of the Aztecs. Many Aztecs died directly at the hands of the conquistadors. But thousands of others died not from violence but from famine and diseases that were introduced by the Europeans. Those who survived lost their dignity. Their wealth was stolen and their temples were destroyed. Because the Spaniards believed it was their duty to convert the Aztecs to Christianity, the Aztecs also lost much of their culture.

**SOURCE 4** An Aztec illustration of the Spanish conquest

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**Topic 10** The Spanish conquest of the Americas (c. 1492–1572)
The success of Cortes over the Aztecs led to an unprecedented period of European expansion in the Americas. The following two centuries saw the Spanish consolidate their rule over many Native American societies, including the Inca and Maya civilisations. The Inca civilisation occupied roughly the area of present-day Peru and Chile, which is one of the most mountainous regions in the world. The Spanish conquistador Francisco Pizarro first made contact with the Inca in 1526, but it took longer to conquer them than the Aztec Empire, largely because of the harsh geographical features. The tropical jungle and mountainous terrain hampered the progress of the conquistadors, who found their armour torturous in such a hot and humid climate. Ultimately though, the combination of superior Spanish weaponry and the longer term effect of introduced diseases meant that the Inca could not resist indefinitely. The city of Lima was founded by Pizarro in 1535 and the Viceroyalty of Peru, which was the name given to the region of South America ruled by Spain, was created in 1542.

The Maya proved more of a challenge for the Spanish, despite the fact that they were located in a less harsh geographical region. Occupying much of the Yucatan Peninsula in what is now southern Mexico, the Maya civilisation consisted of a number of independent city-states. There was no single capital city like the Aztec capital Tenochtitlan so the individual states had to be overpowered one by one, making the conquest a long and arduous one for the Spanish. It took more than 150 years before the last Maya city was conquered.

10.5.2 Activities

CHECK YOUR UNDERSTANDING
1. Approximately how long did it take the Spanish to destroy the Aztec civilisation?
2. Aside from violence, what else caused thousands of Aztec deaths?
3. Why did it take longer for the Spanish to conquer the Incan civilisation?
4. Why was the Mayan civilisation difficult to conquer?

10.5 PUTTING IT ALL TOGETHER USING HISTORICAL SOURCES AS EVIDENCE
1. Study SOURCE 4. You will see one of the conquistadors, possibly Cortes himself, embracing two Aztec warriors. Who could these people be? Why are they not fighting against Cortes?
2. Read SOURCE 5 and then look up the word ‘lament’ in a dictionary. Do you think it is an appropriate term to use for this poem?
3. How would you describe the battle for Tenochtitlan as portrayed in SOURCE 5? Do you think you would describe the battle differently if it had been portrayed in the art style used in SOURCE 3?

ANALYSING CAUSE AND EFFECT
4. Use a concept map to summarise the causes and effects of the Spanish invasion on the Aztec civilisation.

DETERMINING HISTORICAL SIGNIFICANCE
5. Explain what you think was the most significant advantage the Spanish had over the Aztecs during the conquest. For example, was it technology, or perhaps resistance to disease? Explain your reasoning.
6. Evaluate the significance of geographic features in the Spanish conquest of the Aztec, Inca and Maya civilisations.
7. Cortes was not the first, nor the only, Spanish conquistador in the Americas. Conduct some research into the actions of Balboa in 1510 or further research into Pizarro in 1531. In what ways were their actions, experiences and impacts on indigenous peoples similar or different to those of Cortes? In what ways were each significant in the colonisation of the Americas?
10.6 New Spain

10.6.1 A new empire

After the defeat of the Aztec Empire, Hernan Cortes founded the colony of New Spain, with Mexico City (formerly Tenochtitlan) as its capital. Over time, the colony would grow to encompass most of the region that is now the United States, Mexico and the islands in the Caribbean Sea. Later, it would extend across the Pacific Ocean as far as the Philippines. The Spanish domination of these regions was to last over four hundred years.

The establishment of New Spain meant the creation of a new part of the Spanish Empire. The lands that were brought under Spanish control after the conquest were very wealthy and complex, providing an opportunity for Spain to establish itself as a world power.

The viceroy (representative of the king or queen) was Antonio de Menoza, and he was eager to find out about the territory that Spain governed. In the years following the Spanish conquest, a series of expeditions were sent to explore and subdue New Spain. Throughout the sixteenth century many cities were established in North and Central America. As these cities were established, missionaries were also set up so that Christianity could be introduced to the native people. Many of the cities were named after particular saints and so begin with the Spanish words for saint — ‘san’ or ‘santa’. San Francisco is one of many cities of this kind.

The trade routes that developed between America and Europe became known as the ‘Columbian Exchange’. Plants, animals, diseases and technology all criss-crossed the oceans. Tomatoes, for example, now associated with Italian cuisine, were unknown to Europe until they were introduced from the New World. Other new plants included potatoes, corn and tobacco. For their part, the Europeans introduced, among other things, bananas, coffee beans and horses to America.

**SOURCE 1** A map showing the growth of New Spain in the Americas
Internally, the administration of New Spain was structured under the ‘encomienda system’. Established in 1521, it was created to regulate labour and behaviour of the indigenous population. The Spanish conquistadors and settlers received a ‘grant’ of land and labourers who offered tributes in return for protection and ‘Christianisation’. The idea was to ‘civilise’ and employ the indigenous population to work for the Spanish settlers. In reality, however, the encomienda descended into a system of forced labour and land seizure, and resulted in the quick spread of the introduced diseases against which the indigenous population had no resistance.

At the same time as the settlement of New Spain, an attempt was made to establish trade routes with the East Indies (modern-day South-East Asia). The Pacific Ocean had the potential to become a trading ‘superhighway’ for the Spanish by eliminating the need for the long sea voyage from Europe around the southern tip of Africa. A Spanish settlement was established in the Philippines in 1565 and soon a busy trade route developed. Silk, spices, silver and slaves were all transported from Asia to the Americas and then on to Europe.

By 1494 Spain and Portugal had become rivals, with both trying to establish world empires. In that year, they reached an agreement so that they could each explore and trade in a different part of the world without risking armed conflict with each other. This was called the Treaty of Tordesillas. Essentially, they divided the world in half, with Portugal having access to one side and Spain the other. **SOURCE 2** shows the dividing line as agreed by the two countries.

**SOURCE 2** A map indicating the division of the world under the Treaty of Tordesillas. Once Spain and Portugal reached Asia, a second division under the Treaty of Zaragoza was made.

**SOURCE 3**
A Spanish galleon at sea. The galleon was a common vessel used by most European nations in the sixteenth and seventeenth centuries. It had a large cargo-carrying capacity as well as a number of cannons for defence.

**10.6.1 Activities**

**CHECK YOUR UNDERSTANDING**
1. Why did Spain want to create an empire in the New World?
2. What does the Treaty of Tordesillas suggest about the power of Spain and Portugal in the fifteenth century?

**USING HISTORICAL SOURCES AS EVIDENCE**
3. Using **SOURCE 2**, explain why most people who live in Mexico and the western part of South America speak Spanish, but people in Brazil speak Portuguese.
10.6.2 Expansion and conflict
The signing of the Treaty of Tordesillas may have given peace of mind to the Spanish and Portuguese, but understandably it did not sit well with other European nations. In the late sixteenth century they began to establish their own colonies on the American continents. As the various colonies expanded, conflict was inevitable. The countries most active in the expansion and fight for the New World were Spain, Great Britain and France. The Dutch were also influential, but mainly in the north-east of North America. Their most famous act was founding the city of New Amsterdam, which would later become New York. All of these countries saw in the Americas the opportunity for wealth; because they were often at war with each other in Europe, no country wanted any of the others to succeed.

10.6.2 Activities
CHECK YOUR UNDERSTANDING
1. Aside from Spain and Portugal, which other European powers had a presence in North America?
2. Why might these other European powers have taken issue with the Treaty of Tordesillas when it was signed?
3. What was New York’s previous name?

10.6.3 The end of New Spain
Through three centuries of conflict, Spain had established itself as the governing power across much of the North American continent. But by the beginnings of the nineteenth century the first calls for independence began. The colonies that were under Spanish control felt that they were able to rule themselves. They wanted to play a role in the decisions that would affect them. In 1810, Mexico declared independence from Spain, leading to a ten-year war that would end with that independence finally being recognised. This in turn encouraged many other parts of New Spain to seek independence as well. Britain offered support against Spain because they wanted to end the Spanish monopoly on trade in the region. By the 1820s, almost all of the Spanish colonies in the Americas had won their independence. New Spain was disappearing.

10.6.3 Activities
CHECK YOUR UNDERSTANDING
1. What were the key threats to Spanish control over the North American continent?
2. Which countries or empires followed Spain as the major powers in North America?

10.6 PUTTING IT ALL TOGETHER

USING HISTORICAL SOURCES AS EVIDENCE
1. Using SOURCE 1 and an atlas, find some other cities on the west coast of North America that are named after saints. Use the internet or your library to find information about these particular saints and why these cities were given these names by the Spanish. What does the location of these cities tell you about the size of New Spain?
2. Using SOURCE 2 and an atlas, identify which modern-day countries would have been intersected by the line of the Treaty of Tordesillas.

IDENTIFYING CONTINUITY AND CHANGE
3. What changes might have resulted from the signing of the Treaty of Tordesillas?

DETERMINING HISTORICAL SIGNIFICANCE
4. Using the internet and other sources, prepare some promotional material about the Spanish galleon for other interested trading nations. What was it about the vessel that made it so effective in its role and so significant to Spain in its establishment of power in the Americas?
10.7 Slavery in the New World

10.7.1 Aztec slavery before the Spanish

Put simply, slavery is forced labour. A slave is a person legally owned by someone else. Because the slave is the ‘property’ of their owner, they have no legal rights of their own.

Although outlawed by the United Nations in 1948, slavery continues to this day in many parts of the world. There are approximately 20 million people around the world for whom slavery is a terrible reality. Forced to work in dangerous conditions or even to fight in armies against their will, slavery has been a feature of many civilisations for thousands of years. The Spanish colony of New Spain was one of many at the time that relied heavily on slave labour.

The Spanish did not bring slavery to the New World; they merely introduced a new form of it. Slavery had been an important part of Aztec culture but it was very different to the form of slavery that the Europeans practised. Aztec slaves could have possessions and often had the opportunity to buy their liberty. If an Aztec slave’s master died, the slave would sometimes be freed rather than sold to someone else. People could also sell themselves into slavery as a way of paying debts, and even a murderer could be offered as a slave to the family of the person killed, if requested. One key difference between Aztec and European slavery was its hereditary nature. The child of an Aztec slave was not automatically a slave, unlike the European system where a person could be born into slavery.

10.7.1 Activities

CHECK YOUR UNDERSTANDING
1. Approximately how many people live in slavery around the world today?
2. Identify the ways in which Aztec slavery differed from the kind of slavery introduced by Europeans.

10.7.2 Slavery in New Spain

Technically, slavery was not permitted in New Spain. In 1493, Pope Alexander VI, at the same time as granting Spain the right to colonise the New World, declared the native people were to be converted to Christianity but not enslaved. The encomienda system was intended to honour this arrangement by ensuring that indigenous people who were used for labour were protected and converted by missionaries. However, any that resisted the Catholic faith could be subjected to forced labour. For the conquistadors, this provided an easy excuse to declare that any slaves were merely natives who had refused to accept Christianity and had reverted to their own religion.

During the conquest of the Aztec Empire, many thousands of native people died not from violence but from diseases that were introduced by the Europeans. The native population did not have immunity to these introduced diseases and died by the hundreds of thousands in much the same way that Europe was ravaged by the Black Death a century earlier. After the establishment of New Spain, disease continued to claim a massive number of native lives as it followed the Europeans across the American continent. To combat the problem of losing workers, the Spanish began to import slaves from Africa. These areas had already been settled by Spain and so the native people had developed immunity from the common, but otherwise deadly, diseases. Over the course of four centuries, the colony of New Spain received approximately four million slaves from Africa.

10.7.2 Activities

CHECK YOUR UNDERSTANDING
1. Why did the Spanish begin to import slaves from Africa?
2. How might the conquistadors defy the law that stated slavery was not permitted in New Spain?

10.7.3 A slave’s journey

The African slave trade has been referred to as the ‘triangular trade’ because of the way the ships traversed the Atlantic Ocean. Trading vessels filled with non-human cargo would sail from Europe to the west coast of Africa. Once there, they would sell and trade the goods and load their ships with slaves. Laden with their valuable human cargo, they would sail west across the Atlantic
Ocean and deliver the slaves to the Americas. From there they would load the ships with more goods for the journey back to Europe.

A slave was useful to their master only if they were alive, and captains of slave ships made more money if more slaves survived the horrendous five-week journey across the Atlantic. Some captains packed their ships ‘loosely’ so that diseases could not spread as easily and slaves would arrive at their destination relatively healthy. Unfortunately, it was more common for captains to pack their ships ‘tightly’ on the assumption that the more slaves who began the journey, the more that would survive until the end, even if some died at sea. Conditions on board these ships were horrific. Slaves’ ankles and wrists were chained and they had no room to move. Poor quality food led to scurvy and lack of hygiene meant that diseases such as dysentery spread quickly. Suicide attempts were a tragic but common occurrence.

**SOURCE 1** A diagram from the eighteenth century outlining the placement of slaves in a ship for transportation

![Diagram of slave ship](image1)

**SOURCE 2** An illustration from a sixteenth-century codex showing native Aztecs suffering from smallpox

![Illustration of Aztecs suffering from smallpox](image2)

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**Topic 10** The Spanish conquest of the Americas (c.1492–1572) 379
DID YOU KNOW?

One way for an Aztec slave to win their freedom was to escape from the watch of their master while at the tianquiztli (marketplace) and run to the palace. If they reached the palace without being caught, they became free. Only the master or one of his relatives was allowed to chase the slave — if anyone else interfered, they risked being sold into slavery themselves. Look back at SOURCE 1 in 10.3.1 Everyday life in Tenochtitlan and see whether you can find the slave escaping from his master.

SOURCE 3 An illustration of sixteenth-century native slaves building Mexico City on the ruins of Tenochtitlan.

SOURCE 4 A map showing the 'triangular trade'.

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380 Jacaranda History Alive 8 Victorian Curriculum
10.7.3 Activities

CHECK YOUR UNDERSTANDING
1. Why would captains of the slave ships pack their ‘cargo’ so tightly?
2. What did poor food and hygiene lead to on board slave ships?

USING HISTORICAL SOURCES AS EVIDENCE
3. What could SOURCE 1 suggest to you about the attitude of slave traders towards their ‘cargo’?
4. Using the scale on SOURCE 4, estimate the distance travelled by a ship from Africa to North America with its cargo of slaves.

10.7.4 The end of slavery
The Spanish colonisation of the Americas and the slavery that followed led to discussion in Europe about the right to enslave Native Americans and Africans. As the terrible living conditions of slaves became more widely known, the anti-slavery movement gained momentum. Reverend Robert Walsh, an anti-slavery campaigner, wrote some important accounts of the conditions on board slave ships in his *Notices of Brazil in 1828 and 1829* (see SOURCE 6). He travelled around Brazil and at sea as part of the effort to abolish the slave trade completely. One of his proposals was to arrest any slavers and have them tried for piracy, even if they were not transporting slaves at the time. In the first half of the nineteenth century, a range of laws were passed throughout Europe that abolished the slave trade. However, in the United States, slaves were not freed until after the Emancipation Proclamation of 1863.

SOURCE 5 An illustration depicting the ‘cargo’ on a slave ship

SOURCE 6 Reverend Robert Walsh served aboard a ship that intercepted the illegal slave trade. This description of the conditions on board a ‘slaver’ appears in his *Notices of Brazil in 1828 and 1829*.

The slaves were all inclosed . . . between decks. The space was so low that they sat between each other’s legs . . . They were all branded like sheep with the owner’s marks . . . ‘burnt with the red-hot iron’ . . .

. . . The heat of these horrid places was so great and the odour so offensive that it was quite impossible to enter . . .

. . . Some water was brought . . . They shrieked and struggled and fought with one another for a drop of this precious liquid . . .

. . . While expressing my horror at what I saw I was informed by my friends . . . who had visited so many ships, that this was one of the best they had seen.
10.7.4 Activities

CHECK YOUR UNDERSTANDING
1 What helped the anti-slavery movement gain momentum?
2 What part did Reverend Robert Walsh play in ending slavery?
3 When did the United States abolish slavery? Was it earlier or later than Europe?

USING HISTORICAL SOURCES AS EVIDENCE
4 Read SOURCE 6.
   a Is this a primary or secondary source? Why?
   b Do you think this is a reliable source? Why or why not?
   c Why were slaves ‘branded like sheep’?

10.7 PUTTING IT ALL TOGETHER

USING HISTORICAL SOURCES AS EVIDENCE
1 Explain how SOURCE 3 helps to illustrate why the native population succumbed so quickly to disease.
2 How would you describe the relationship between the Spanish and the native slaves in SOURCE 3? Do you think this is an accurate representation? Why or why not? What other sources can you find to support or challenge your thoughts?
3 Using SOURCES 5 and 6 as a starting point, describe the conditions on board a slave ship in your own words.

DETERMINING HISTORICAL SIGNIFICANCE
4 Create a short biography of one of the key abolitionists, such as William Wilberforce or Reverend Robert Walsh. Investigate their beliefs about why slavery should be abolished and their significance on the slavery issue.

10.8 The impact and legacy of colonisation

10.8.1 Impact on the Aztecs

The Spanish conquest of the Americas had wide-ranging and long-term impacts. Initially those impacts were felt within the American continent, but as the Columbian Exchange and triangular trade developed, the impact was felt more widely and helped lay the foundations for the creation of the modern world.

The most obvious and significant impact of the Spanish conquest on the Aztec people was the severe decline in population over the years of the colonisation. As discussed previously, diseases introduced by the Europeans and the effects of slavery and malnutrition had serious consequences for the native population. It is estimated that the native population of Mexico had declined by 90 per cent by the early 1600s. SOURCE 1, discusses additional reasons for the declining population in Mexico.

SOURCE 1 From The Population of the California Indians, 1769–1970, written by Sherburne Cook

The first [factor] was the food supply . . . the second factor was disease . . . A third factor, which strongly intensified the effect of the other two, was the social and physical disruption visited upon the Indian. He was driven from his home by the thousands, starved, beaten, raped, and murdered . . . The utter devastation caused by the white man was literally incredible, and not until the population figures are examined does the extent of the havoc become evident.

The Spanish conquest led to a loss of culture. Traditional art and music, as well as native languages, were under threat of being lost forever. For example, it has been shown that the codex, the traditional written record of the Aztecs, changed because of Spanish influence. Codices were originally pictorial; however, after colonisation, Spanish and Latin text was introduced.
As New Spain grew, native labourers travelled with the Spanish so that they could be put to work under the arrangements of the encomienda system. By doing this, the Aztec, Mayan and Incan people who had lived apart for centuries were suddenly mixing together. This blurred the distinction between the three previously unique cultures. This loss of culture was exacerbated by the efforts of the Spanish to convert the native population to Christianity. In some cases, rather than converting outright, the native population merely incorporated aspects of Christianity to their pre-existing belief systems. Some of these variations survive to this day, and the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

**SOURCE 2** A graph showing the decline of the Aztec population in the sixteenth century

**SOURCE 3** A ceramic vase featuring the god Tlaloc from before the Spanish conquest. This artefact is held in the Museum of the Templo Mayor, which used to be a major Aztec temple, in Mexico City.

**SOURCE 4** A loss of Aztec culture means that museums are essential for the preservation of many Aztec artefacts. These artefacts are part of the National Museum of Anthropology in Mexico City.

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10.8.1 Activities

CHECK YOUR UNDERSTANDING
1 How did Aztec codices change after the Spanish conquest?
2 Summarise the effects of the expansion of New Spain on the Mayan and Incan cultures.

USING HISTORICAL SOURCES AS EVIDENCE
3 Read SOURCE 1. What reasons does Sherburne Cook offer for the decline in the Native American population?
4 Sherburne Cook was not a historian by training but he did pioneer population studies of the native peoples of America. He wrote widely on the subject of pre-conquest population levels. From this information, do you think SOURCE 1 is a reliable source? Why or why not?

5 Study SOURCE 2.
   a What was the estimated Native American population in Mexico in 1518?
   b By what year had the population dropped to approximately 3 million?
   c According to the graph, in what 15-year time period did the population drop most dramatically? Why might this rapid decline have slowed later?

10.8.2 Language and religion

Around the world, Spanish is now spoken by an estimated 420 million people. Only about 10 per cent of these people actually live in Spain, but the spread of the language around the globe during the expansion of the Spanish Empire has made it the one of the most widely spoken languages in the world. It is the official language of Mexico and most countries in South America, and is spoken widely throughout the United States. In fact, the vast majority of the world’s Spanish speakers live in North and South America. One major exception to this is Brazil. Because of the Treaty of Tordesillas of 1494, Portugal was able to colonise the eastern part of South America. This is why Portuguese is the official language of Brazil.

The introduction of the Roman Catholic faith to the Americas was spearheaded by the Spanish. Denounced as heathens, the Aztec, Mayan and Incan people were often forced to convert to Christianity, or face slavery or death. Today, the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

SOURCE 5 When Mexico declared independence from Spain in 1810, the Aztec Empire became the inspiration for the new national flag. The central emblem is based on the founding myth of Tenochtitlan. The migrating Aztec people were directed by the sun god to build a city on the site where they saw an eagle eating a serpent while perched on a cactus growing from a stone. Legend says that Tenochtitlan was that site.

10.8.2 Activities

CHECK YOUR UNDERSTANDING
1 Approximately how many people speak Spanish around the world?
2 Where do the majority of the world’s Spanish speakers live?
3 Why is Portuguese spoken in Brazil, but not elsewhere in South America?
4 What might have happened to the indigenous people of America if they had not converted to Christianity?
10.8.3 Impact on the Spanish

The colonisation of New Spain meant that the Spanish Empire became one of the world’s most powerful empires. The natural resources that the region contained — gold, silver, furs, sugar and cotton — helped Spain become wealthy. As the native population decreased, they were effectively replaced with huge numbers of Europeans who migrated to the region to make money.

New foods, previously unknown to Europeans, were found on the American continents; these included potatoes, tomatoes, avocados and chocolate.

SOURCE 6 The Columbian Exchange between Europe and the Americas introduced each to a range of new foods and resources, as well as diseases and slavery. Some iconic items, such as tomatoes in Italy or coffee in Brazil, were unknown before the trans-Atlantic trade began.

10.8.3 Activities

CHECK YOUR UNDERSTANDING

1. Why did Europeans migrate to the region of New Spain?
2. What key natural resources helped Spain become wealthy?

USING HISTORICAL SOURCES AS EVIDENCE

3. Look at SOURCE 6. What do you think were the positive and negative impacts of Spanish contact with the Americas?

10.8.4 A truly ‘New World’

The term ‘New World’ was originally applied to the Americas by Europeans. The meeting of different cultures and the exploration of new lands by Europeans led to an increase of geographic knowledge. Communication was established between civilisations that previously had no idea of each other’s existence, and as the centuries progressed, ideas and knowledge were shared, paving the way for the modern world in which we live today.
10.8.4 Activities

CHECK YOUR UNDERSTANDING
1 How do you think the term ‘New World’ could be misleading?

SOURCE 7 Legacies of colonisation can be interpreted differently depending on your perspective.

The conquest of the Aztecs opened up the New World for trade and exploration, and began an exchange of ideas and goods that continues to this day.

The Spanish conquest was a dark episode in history. It caused the collapse of an entire civilisation and signalled the beginning of four centuries of slavery and brutal Spanish rule.

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10.8 PUTTING IT ALL TOGETHER

USING HISTORICAL SOURCES AS EVIDENCE
1 What can SOURCES 3 and 4 tell you about the attitude towards the Aztec culture in modern-day Mexico?
2 Look at the two different views of the Spanish conquest shown in SOURCE 7.
   a How can two people have such different views of the same event?
   b Do you think one of them is more ‘right’ than the other? Why or why not?
   c Look back over this topic and decide which sources each person could have used to draw their conclusion.

IDENTIFYING CONTINUITY AND CHANGE
3 Fill in a diagram like the one shown to summarise the short- and long-term effects of the Spanish conquest of the Americas.

DETERMINING HISTORICAL SIGNIFICANCE
4 Using your response from Question 3, rank the long- and short-term effects from most significant to least significant. Compare and discuss your responses as a group, explaining why you ordered them the way you did. After discussing your thoughts, express your answer to the question in a paragraph response.
10.9 SkillBuilder: Evaluating roles and achievements

Why do historians evaluate roles and achievements?
Historians evaluate, or judge, the role of individuals, their achievements and events so they can support historical claims that are made.

Time to evaluate!

Go to your learnON course to access:
• An explanation of the skill (Tell me)
• The step-by-step process involved in developing the skill with an example (Show me)
• An activity to allow you to practise the skill (Let me do it)
• Questions to test your application of the skill (Applying skills)

10.10 Review

This final subtopic provides a range of opportunities for you to review and respond through:
• revising and checking your historical knowledge
• demonstrating your ability to apply historical concepts and skills.

Go to your learnON course to access:
• A key chronology of events relevant to the topic
• A summary of the key knowledge presented in the topic
• A ‘Big Questions’ activity
• A multiple choice topic test
• Short answer or extended writing responses

Interactivity
Spanish conquest of the Americas timeline
Create a visual timeline of key events in the Spanish conquest of the Americas (c.1492–1572)
int-2954