

# ¡conquista!



**NAME:**

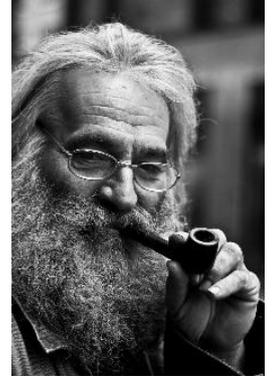
**CLASS:**

# welcome to the conquest

## Your quest

You are a scholar from the University of Salamanca, just near Madrid, the capital of Spain. You are learning under a professor who is writing a book about the Spanish Conquest of the Americas.

Your Professor has sent you on a mission to find out as much as you can about this “New World” that has been discovered by Christopher Columbus. You have managed to get a spot on a boat travelling with the Spanish conquistadors (which means conquerors in Spanish).



## Areas and missions

Your goal is to complete missions assigned to you by the Professor. There are four areas the Professor wants you to complete missions in:

1. Gaining knowledge
2. Recording information
3. Unearthing evidence
4. Questioning our sources

Each of the four areas has missions in it. The missions are of different levels. They start at Mission Rank A (easiest) and can go up to Mission Rank D (hardest).

Your professor knows that you like to work at things in your own way, so you can do the missions in any order you want. He does want you to complete at *least* all the Missions Rank A from each of the four areas. He also recommends that you do easier missions (Rank A), before you do harder missions. Check out the mission checklist on the back of your booklet and tick off your missions as you go.

## Levels

The University of Salamanca has an interesting way of grading students. When you complete missions, you get XP (experience points). The more experience you get, the higher the level you get to. You will also get a reward from the local Aztec people for being such a great scholar if you get to level 3 and again at level 6.

Level	XP	
1	0	
2	300	
3	900	Reward
4	2,700	
5	6,500	
6	14,000	Reward
7	23,000	

## Instructions

The professor wants you to complete all work in the booklet he has given you, unless the mission says to do it in your exercise book. Each time you complete a mission, show the professor and he'll let you know if it has been done to the standard he expects. If you are going to sit a test, you must come up and sit near the professor. He needs to know that you're being honest.

Your XP and your level will be visible to all the other scholars that the Professor has sent on this same journey.

You will receive a grade that will go towards your report mark for this learning adventure. It will be based on how much progress you make.

The Professor has already given you a pre-assessment to see what missions are the right level for you to start at. You won't get any XP for completing missions below your personal starting point. However, everyone starts at Mission Rank A for knowledge. The Professor assumes you don't know anything yet... 😊

**Good luck!**

## Timeline

c. 10,000 BCE	Humans first migrate to the Americas from Asia
2,000 - 900 BCE	Mayan civilisation flourishes in central America
1000	Leif Erikson (Viking) lands in North America
1325-1521	Peak of Aztec civilisation in central America
1400-1532	Peak of Incan civilisation in south America
1492	Columbus reaches the Americas
1494	Treaty of Tordesillas
1519	Cortes captures Tenochtitlan
1519-1521	Cortes conquers Aztecs
1532-1533	Pizarro conquers the Inca
1535-1821	Viceroyalty of New Spain
1607	First English settlement in North America
1807	Britain bans slave trading
1815	Britain bans all slavery
1865	US bans slavery



# knowledge

## Finding out what the Aztecs were like before we arrived

The Aztecs are a proud, complex and advanced group of people that lived in central America for a long time before being invaded by European explorers. Your Professor wants you to find out more about these honourable people.

### Mission Rank A

Read chapter 12.3 “The Aztecs before Spanish arrival”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-aztecs1](http://www.bit.ly/conquista-aztecs1)

### Mission Rank B

Read chapter 12.3 “The Aztecs before Spanish arrival”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-aztecs2](http://www.bit.ly/conquista-aztecs2)



## The sailor Christopher Columbus

Christopher Columbus, the Italian whose adventures were paid for by the Spanish monarchy, was a sailor and explorer who thought he could find a way to Asia by sailing west from Europe. Europeans had never done this before. You have always been interested in exploration, which is part of the reason you agreed to go on this study tour. You want to find out more about this Christopher Columbus character...

### Mission Rank A – 300 XP

Read chapter 12.4 “Columbus and the New World”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-columbus1](http://www.bit.ly/conquista-columbus1)

### Mission Rank B – 600 XP

Read chapter 12.4 “Columbus and the New World”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-columbus2](http://www.bit.ly/conquista-columbus2)

### Mission Rank C – 1,500 XP

The Professor wants you to be able to make some evaluations about this topic. He wants you to be able to use your judgement. Read chapter 12.4 “Columbus and the New World”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-columbus3](http://www.bit.ly/conquista-columbus3)



## Invasion of the conquistadors

Not everyone has come to the New World to improve trade though! Hernán Cortés was an adventurer from Spain, who decided to come to the New World for fame and fortune. The Professor, a very moral man, is not impressed with this character. Find out about him and what he got up to when he arrived in central America.

### Mission Rank A – 300 XP

Read chapter 12.5 “Cortes, the conquistadors and the Aztecs”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-cortes1](http://www.bit.ly/conquista-cortes1)

### Mission Rank B – 600 XP

Read chapter 12.5 “Cortes, the conquistadors and the Aztecs”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-cortes2](http://www.bit.ly/conquista-cortes2)



## Creating an Empire in the New World for Spain

Spain, like many European powers of the time, wanted to create a large global empire for itself. The New World was perfect for this. The Professor wants you to investigate how Spain set up this empire.

### Mission Rank A – 300 XP

Read chapter 12.6 “New Spain”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-newspain1](http://www.bit.ly/conquista-newspain1)

### Mission Rank B – 600 XP

Read chapter 12.6 “New Spain”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-newspain2](http://www.bit.ly/conquista-newspain2)



## Enslaving people

The Professor hates slavery. He hears that the Aztecs used slaves, and that the Europeans also begun to do so, using local people but also Africans. He wants you to find out as much as you can about this horrible practice to help stamp it out.

### Mission Rank A – 300 XP

Read chapter 12.7 “Slavery in the New World”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-slavery1](http://www.bit.ly/conquista-slavery1)

### Mission Rank B – 600 XP

Read chapter 12.7 “Slavery in the New World”. Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-slavery2](http://www.bit.ly/conquista-slavery2)



## The effects of the conquest, on us and them

For the Professor's book, the most important thing is going to be what effects the invasion and colonisation of the Americas there were. He knows that the locals *and* the Spanish were both deeply affected by this period in history.

### Mission Rank A – 300 XP

Read chapter 12.8 "Impact of colonisation on victims and victors". Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-impact1](http://www.bit.ly/conquista-impact1)

### Mission Rank B – 600 XP

Read chapter 12.8 "Impact of colonisation on victims and victors". Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-impact2](http://www.bit.ly/conquista-impact2)

### Mission Rank C – 1,500 XP

The Professor wants you to be able to make some evaluations about this topic. He wants you to be able to use your judgement. Read chapter 12.8 "Impact of colonisation on victims and victors". Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-impact3](http://www.bit.ly/conquista-impact3)

## Bringing it all together

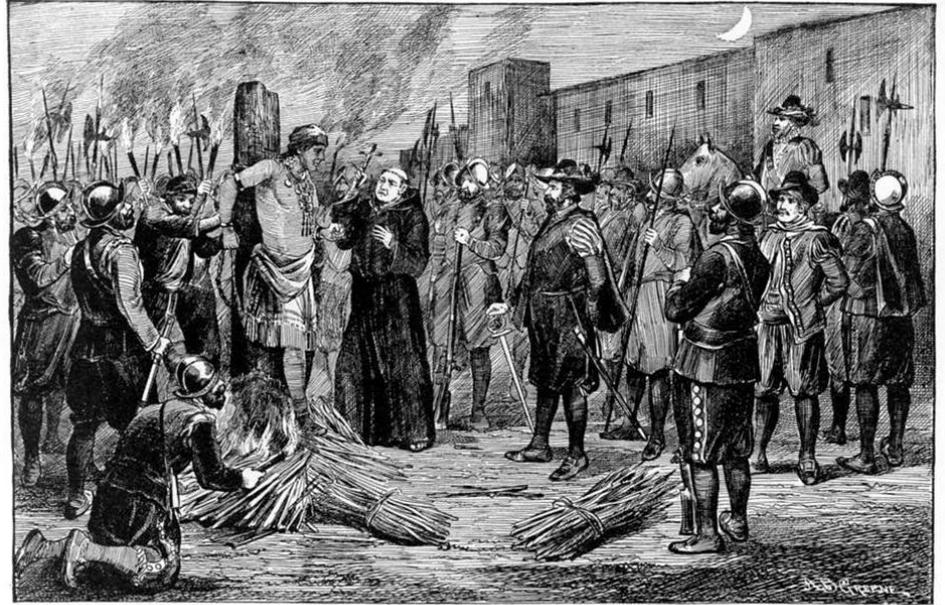
The Professor now wants to know that you've become a true knowledge scholar.

### Mission Rank D – 3,000XP!

He expects you to have read all the chapters (12.3, 12.4, 12.5, 12.6, 12.7 and 12.8) and the timeline and map in this booklet.

Then come up to the Professor and complete the test found here:

[www.bit.ly/conquista-deepknowledge](http://www.bit.ly/conquista-deepknowledge)



THE EXECUTION OF THE INCA.



# recording information

To be a good scholar, you need to be able to record information from a variety of sources. The Professor has given you a few missions to help you develop this skill. Firstly, he reminds you of how to take great notes:

1. Skim read the whole document
2. Re-read it, only writing the most important information down
3. Write in your *own words*
4. Write as briefly as you can
5. Look up words you don't understand and include them in your notes

For all the missions in this area, the Professor wants you to take the notes in your exercise book.

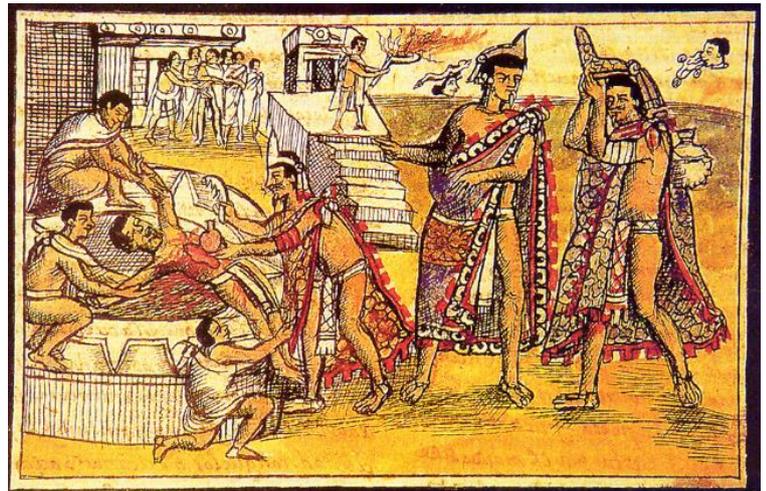
## Mission Rank A – 500 XP

The Professor wants you to go and meet some Aztec people and find out a bit more about them – especially about their amazing capital city Tenochtitlan, and their strange religion and art.

Go here:

[www.bit.ly/conquista-civilisation-notes](http://www.bit.ly/conquista-civilisation-notes)

Take one dot point under each heading – include the headings in your notes.



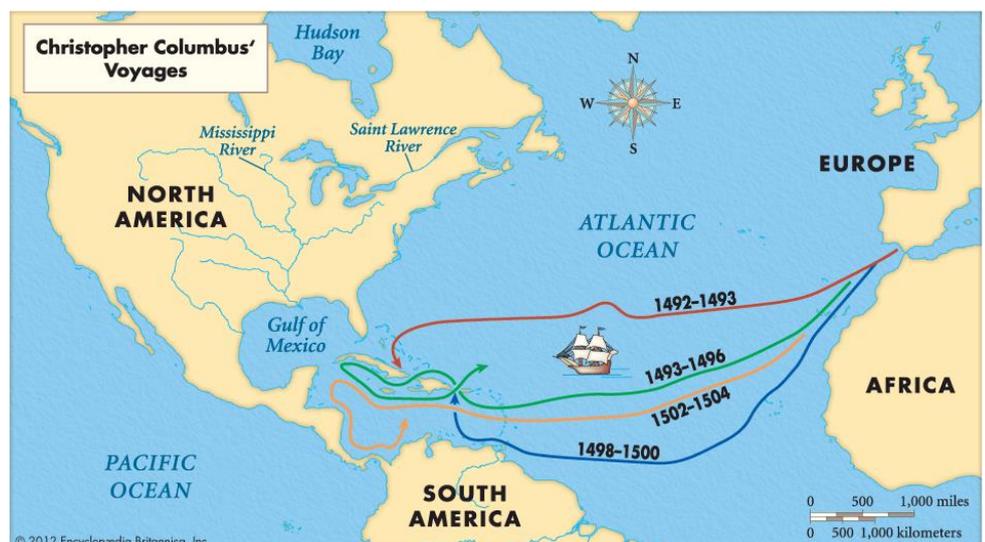
## Mission Rank A – 500 XP

Next, the Professor asks you to go and speak to some of the conquistadors who knew Columbus personally and find out more about him and the voyages that he took. This sailor changed the course of world history, so the Professor thinks any decent scholar should know about him!

Go here:

[www.bit.ly/conquista-christopher-notes](http://www.bit.ly/conquista-christopher-notes)

Take a total of seven dot points – at least one under each heading, and don't forget to include the headings in your notes.



## Mission Rank B – 700 XP

For the next level of difficulty, the Professor thinks you're ready to take notes without the headings to help you. Also, he thinks you're up for the challenge of taking notes from a video source!

The Professor wasn't that keen on Hernán Cortés, the bloodthirsty plunderer that he was. But he knows that any decent book about the Spanish Conquest needs to contain a lot of information about this man. Go and speak to some of the sailors who travelled on Cortés' boats to the New World and record what you learn.

Go here:

[www.bit.ly/conquista-cortes-notes](http://www.bit.ly/conquista-cortes-notes)

Take at least seven dot points as notes.



## Mission Rank B – 700 XP

The Professor is a Spanish noble so it is important to him how well the Spanish Empire does. New Spain was a 'vicerealty' (part of the Empire run by someone on behalf of the king) from 1535-1821. It was a big deal! The Pope created a treaty called the 'Treaty of Tordesillas', which said Portugal and Spain could colonise half of the planet each. As a scholar, you need to find out more about this important event.

Go here:

[www.bit.ly/conquista-treaty-notes](http://www.bit.ly/conquista-treaty-notes)

Take at least seven dot points as notes.



## Mission Rank C – 900 XP

As your recording information skills develop, the Professor asks you to start taking some notes with a purpose, to help him write chapters for his book. For the Rank C missions, you need to take notes as if you were writing an essay. So take notes, but then categorise your notes – find 3-4 main points in the document you are reading, and take notes under those headings. You need to come up with the headings yourself. Your notes should look like an essay plan. For example:

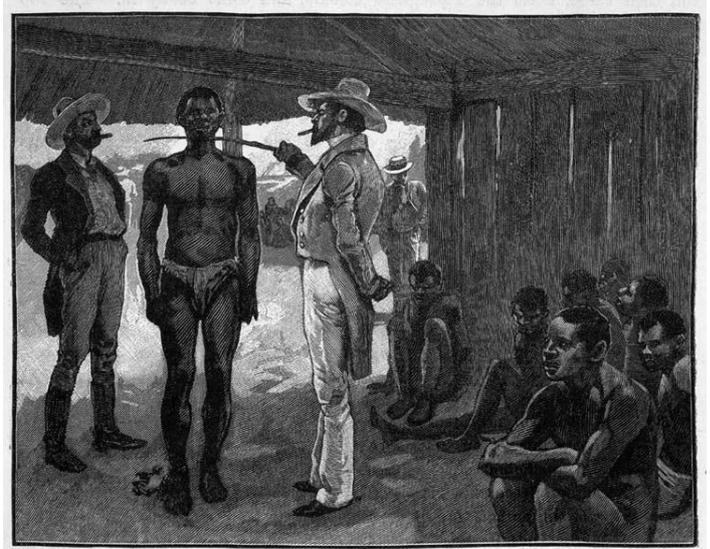
- Main point #1
  - Piece of information about main point
  - Another piece of information about main point
- Main point #2
  - Piece of information about main point
  - Another piece of information about main point

The Professor is appalled by slavery, as you know. He cannot believe that humans treat other human beings like this. It has been common practice across all human history and still exists today, however. He wants you to investigate the practice of slavery in the New World for a chapter he is writing called “How was important slavery in the New World?”

Go here:

[www.bit.ly/conquista-slavery-notes](http://www.bit.ly/conquista-slavery-notes)

Take notes as if you were creating an essay plan, with the topic “How important was slavery in the New World?” You should have 3-4 main points, with notes under each main point, like in the example above.



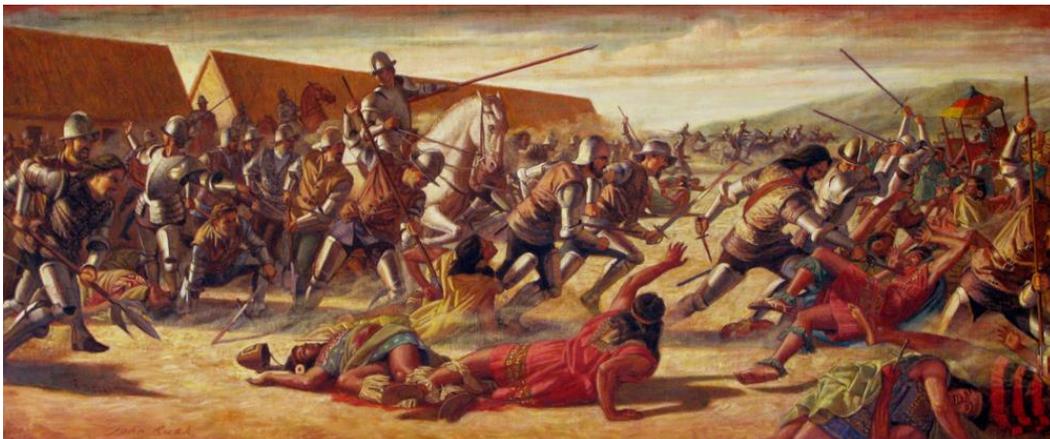
## Mission Rank C – 900 XP

The Professor’s final chapter is going to be called “The impact Spain had on the Aztecs”.

Go here:

[www.bit.ly/conquista-impact-notes](http://www.bit.ly/conquista-impact-notes)

Take notes as if you were creating an essay plan, with the topic “The impact Spain had on the Aztecs.” You should have 3-4 main points, with notes under each main point, like in the example above.



# unearthing evidence

The Professor says that being able to find good sources is a really important skill in history, but also in most academic subjects. He thinks you will find it useful for any activity where you're trying to find information or learn something new. There is so much information around (especially on the internet) that it can be tricky sometimes to work out what is the best to use for research.

For the Rank A missions in this area, the Professor wants you to demonstrate your skill in finding 'average' sources (i.e. ones that aren't that great), and then show him that you can find quality sources. A source is more likely to be high quality if it:

- is written by a respected or expert author
- is unbiased
- comes from a respected organization
- has been checked by other experts
- has its own bibliography
- is recent (or if it's a primary source, be from as close to the event be studied as possible)
- is helpful to use as an amateur historian
- is easy to access

Here is an example the Professor has completed. It shows the kinds of things you should talk about when comparing average sources with quality sources.

Complete these missions in pencil – they might be wrong!



Topic	Aztec weaponry
<i>Average source</i>	
URL:	<a href="http://azteccivilisations-justice.weebly.com/aztec-weapons.html">http://azteccivilisations-justice.weebly.com/aztec-weapons.html</a>
Why it is only 'average'?	1. Author only lists first names, and does not say what their level of expertise is (I think they are actually school students)
	2. Spelling and grammar mistakes in the text
	3. There is no bibliography. They say they got help from "Aztec History.com" but don't say which pages, or where <i>that</i> information came from.
<i>Quality source</i>	
URL:	<a href="https://www.historyonthenet.com/aztec-warriors-weapons-and-armor/">https://www.historyonthenet.com/aztec-warriors-weapons-and-armor/</a>
Why it is 'quality'?	1. Author is an expert – she is a historian and former history teacher (I found this by clicking on the "about us" section)
	2. Is written in language that is easy for an amateur historian (like a school student) to understand
	3. Has links to lots of other relevant features of Aztec life

## Mission Rank A – 400XP

The professor wants you to complete this source evaluation table like the example he did...

Topic	Aztec religion	
<i>Average source</i>		
URL:		
Why it is only 'average'?	1.	
	2.	
	3.	
<i>Quality source</i>		
URL:		
Why it is 'quality'?	1.	
	2.	
	3.	

## Mission Rank A – 400XP

The professor wants you to complete this source evaluation table like the example he did...

Topic	Tenochtitlan	
<i>Average source</i>		
URL:		
Why it is only 'average'?	1.	
	2.	
	3.	
<i>Quality source</i>		
URL:		
Why it is 'quality'?	1.	
	2.	
	3.	



## Mission Rank A – 400XP

The professor wants you to complete this source evaluation table like the example he did...

Topic	Hernan Cortes	
<i>Average source</i>		
URL:		
Why it is only 'average'?	1.	
	2.	
	3.	
<i>Quality source</i>		
URL:		
Why it is 'quality'?	1.	
	2.	
	3.	

## Mission Rank A – 400XP

The professor wants you to complete this source evaluation table like the example he did...

Topic	Christopher Columbus	
<i>Average source</i>		
URL:		
Why it is only 'average'?	1.	
	2.	
	3.	
<i>Quality source</i>		
URL:		
Why it is 'quality'?	1.	
	2.	
	3.	

## Mission Rank B – 800XP

Now that you know how to tell a quality source from just an average source, the Professor wants you to go a step further. He wants you to start being able to find 'authoritative' sources. By authoritative, the Professor means "the best, or one of the best, sources of information on this topic on the whole internet".

He says that the best research sources online for history topics will come from these *types* of websites:

- Museums
- Government websites
- Newspapers (especially about recent history and new findings)
- University websites
- Academic websites and journal articles
- Wikipedia – by checking the references section at the end of any entry for good sources (not Wikipedia itself)

Ask yourself this question: *would a historian use this website for research?*

The difficulty with some of these authoritative sources is that the language might be too complicated for school students, but for now, the Professor is just asking you to *find* the sources. An authoritative source will, most importantly, be from a highly respected source and written from an author who is an acknowledged expert.

The professor wants you to complete this source evaluation table... Complete it in pencil – it might be wrong!

Topic	New Spain
<i>Authoritative source</i>	
URL:	
Why it is authoritative?	1.
	2.
	3.
	4.
	5.

### Mission Rank B – 800XP

The Professor has also heard about another native group conquered by the Spanish – the Incans. Find an authoritative source about them. Complete it in pencil – it might be wrong!

Topic	Incans
<i>Authoritative source</i>	
URL:	
Why it is authoritative?	1.
	2.
	3.
	4.
	5.

### Mission Rank B – 800XP

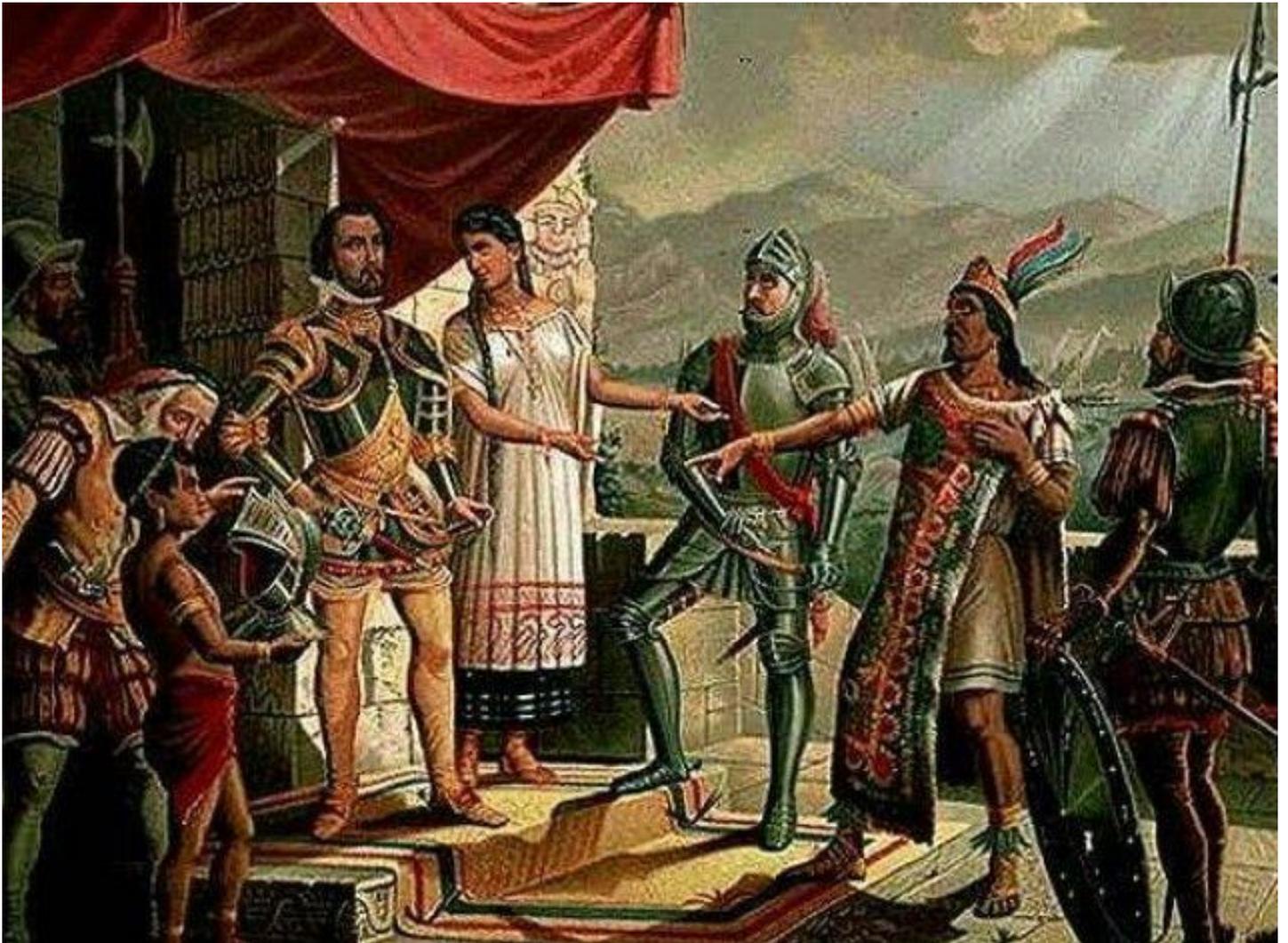
Find an authoritative source about slavery in New Spain. Complete it in pencil – it might be wrong!

Topic	Slavery in New Spain
<i>Authoritative source</i>	
URL:	
Why it is authoritative?	1.
	2.
	3.
	4.
	5.

## Mission Rank B – 800XP

Find an authoritative source about the impact of the Spanish conquest on the Aztecs. Complete it in pencil – it might be wrong!

Topic	Impacts of conquest and colonisation
<i>Authoritative source</i>	
URL:	
Why it is authoritative?	1.
	2.
	3.
	4.
	5.



# questioning our sources

The Professor doesn't just want you to be able to find quality sources, he wants you to be able to tell if a source is *quality*. As a scholar in training, he wants you to be able to use the language of reliability and validity.

## Mission Rank A – 600XP

For these two missions, the Professor has found you one visual primary source and one visual secondary source. He wants you to complete the table for it.

The source he wants you discuss is here: [www.bit.ly/conquista-primaryvisualsource](http://www.bit.ly/conquista-primaryvisualsource)

<b>BIBLIOGRAPHY INFORMATION</b>	Author
	Year
	Title
	Place of publication (if a book) / When accessed (if a website)
	Publisher (if a book) / URL (if a website)

<b>RELIABILITY Believable?</b>	<b>AUTHOR</b> Who is the author? (if you can't find one, this isn't a good sign) Is the author an expert? How do you know? (credentials?) Is the author an organisation or connected to one? Which one?
	<b>DATE</b> Is it current or recent? Is this important for this topic?
	<b>BIAS</b> <i>Might</i> the creator of the source have a reason to be biased? What is their <i>possible</i> bias? Do you think the author <i>is</i> biased?
	<b>PURPOSE</b> Why was this source was created? (remember – sources <i>aren't</i> generally created for historians to look at)

<b>VALIDITY True?</b>	Does it fit in with what you already know about the topic? What?
	How certain can you be that the information is true? Why?

## Mission Rank A – 600XP

The source he wants you to discuss is here: [www.bit.ly/conquista-secondaryvisualsource](http://www.bit.ly/conquista-secondaryvisualsource)

<b>BIBLIOGRAPHY INFORMATION</b>	Author
	Year
	Title
	Place of publication (if a book) / When accessed (if a website)
	Publisher (if a book) / URL (if a website)

<b>RELIABILITY</b>	<b>AUTHOR</b> Who is the author? (if you can't find one, this isn't a good sign) Is the author an expert? How do you know? (credentials?) Is the author an organisation or connected to one? Which one?
	<b>DATE</b> Is it current or recent? Is this important for this topic?
	<b>BIAS</b> <i>Might</i> the creator of the source have a reason to be biased? What is their <i>possible</i> bias? Do you think the author <i>is</i> biased?
	<b>PURPOSE</b> Why was this source was created? (remember – sources <i>aren't</i> generally created for historians to look at)

<b>VALIDITY</b>	Does it fit in with what you already know about the topic? What?
	How certain can you be that the information is true? Why?



## Mission Rank B – 900XP

The Professor now wants you to complete the table as you did before, but discuss what the *most important* factor that decides if the source is high quality or not. What stands out about the source that makes it worthwhile for a historian to use? Or, what makes it not great for use by historians?

The Professor has left you a source to discuss here: [www.bit.ly/conquista-primarywrittensource](http://www.bit.ly/conquista-primarywrittensource)

<b>RELIABILITY</b> Believable?	<p><b>AUTHOR</b> Who is the author? (If you can't find one, this isn't a good sign) Is the author an expert? How do you know? (credentials?) Is the author an organisation or connected to one? Which one?</p>
	<p><b>DATE</b> Is it current or recent? Is this important for this topic?</p>
	<p><b>BIAS</b> <i>Might</i> the creator of the source have a reason to be biased? What is their <i>possible</i> bias? Do you think the author <i>is</i> biased?</p>
	<p><b>PURPOSE</b> Why was this source was created? (remember – sources <i>aren't</i> generally created for historians to look at)</p>

<b>VALIDITY</b> True?	Does it fit in with what you already know about the topic? What?
	How certain can you be that the information is true? Why?

What is the most important of the factors above *for this source* when discussing its quality and why?

## Mission Rank B – 900XP

The Professor now wants you to complete the table as you did before, but discuss what the *most important* factor that decides if the source is high quality or not. What stands out about the source that makes it worthwhile for a historian to use? Or, what makes it not great for use by historians?

The Professor has left you a source to discuss here: [www.bit.ly/conquista-secondarywrittensource](http://www.bit.ly/conquista-secondarywrittensource)

<b>RELIABILITY</b> Believable?	<b>AUTHOR</b> Who is the author? (If you can't find one, this isn't a good sign) Is the author an expert? How do you know? (credentials?) Is the author an organisation or connected to one? Which one?
	<b>DATE</b> Is it current or recent? Is this important for this topic?
	<b>BIAS</b> <i>Might</i> the creator of the source have a reason to be biased? What is their <i>possible</i> bias? Do you think the author <i>is</i> biased?
	<b>PURPOSE</b> Why was this source was created? (remember – sources <i>aren't</i> generally created for historians to look at)

<b>VALIDITY</b> True?	Does it fit in with what you already know about the topic? What?
	How certain can you be that the information is true? Why?

What is the most important of the factors above *for this source* when discussing its quality and why?

### **Mission Rank C – 1600XP**

Now the Professor wants you to do some comparisons. Think about the two *primary sources* that he got you to look at. Which is more useful to the historian, and why? Answer this question in your exercise book. Your answer must be at *least* 200 words long.

### **Mission Rank C – 1600XP**

Now the Professor wants you to do some comparisons. Think about the two *secondary sources* that he got you to look at. Which is more useful to the historian, and why? Answer this question in your exercise book. Your answer must be at *least* 200 words long.

### **Mission Rank D – 2000XP**

Now here comes the most difficult part. The Professor wants you to be able to decide which of the four sources, primary / secondary / written / visual is the most useful, and why. Answer this question in your exercise book. Your answer must be at *least* 200 words long.

# MISSION CHECKLIST

## Knowledge

	XP	Relevant chapter	test link	✓
Mission Rank D	3000	All, plus timeline and map	<a href="http://www.bit.ly/conquista-deepknowledge">www.bit.ly/conquista-deepknowledge</a>	
Mission Rank C	1500	12.4 Columbus and the new world	<a href="http://www.bit.ly/conquista-columbus3">www.bit.ly/conquista-columbus3</a>	
Mission Rank C	1500	12.8 impact of colonisation	<a href="http://www.bit.ly/conquista-impact3">www.bit.ly/conquista-impact3</a>	
Mission Rank B	600	12.3 Aztecs before Spanish arrival	<a href="http://www.bit.ly/conquista-aztecs2">www.bit.ly/conquista-aztecs2</a>	
Mission Rank B	600	12.4 Columbus and the new world	<a href="http://www.bit.ly/conquista-columbus2">www.bit.ly/conquista-columbus2</a>	
Mission Rank B	600	12.5 Cortes and the conquistadors	<a href="http://www.bit.ly/conquista-cortes2">www.bit.ly/conquista-cortes2</a>	
Mission Rank B	600	12.6 a new Spain	<a href="http://www.bit.ly/conquista-newspain2">www.bit.ly/conquista-newspain2</a>	
Mission Rank B	600	12.7 slavery in the new world	<a href="http://www.bit.ly/conquista-slavery2">www.bit.ly/conquista-slavery2</a>	
Mission Rank B	600	12.8 impact of colonisation	<a href="http://www.bit.ly/conquista-impact2">www.bit.ly/conquista-impact2</a>	
Mission Rank A	300	12.3 Aztecs before Spanish arrival	<a href="http://www.bit.ly/conquista-aztecs1">www.bit.ly/conquista-aztecs1</a>	
Mission Rank A	300	12.4 Columbus and the new world	<a href="http://www.bit.ly/conquista-columbus1">www.bit.ly/conquista-columbus1</a>	
Mission Rank A	300	12.5 Cortes and the conquistadors	<a href="http://www.bit.ly/conquista-cortes1">www.bit.ly/conquista-cortes1</a>	
Mission Rank A	300	12.6 a new Spain	<a href="http://www.bit.ly/conquista-newspain1">www.bit.ly/conquista-newspain1</a>	
Mission Rank A	300	12.7 slavery in the new world	<a href="http://www.bit.ly/conquista-slavery1">www.bit.ly/conquista-slavery1</a>	
Mission Rank A	300	12.8 impact of colonisation	<a href="http://www.bit.ly/conquista-impact1">www.bit.ly/conquista-impact1</a>	

## Recording information

	XP	Link	✓
Mission Rank C	900	<a href="http://www.bit.ly/conquista-slavery-notes">www.bit.ly/conquista-slavery-notes</a>	
Mission Rank C	900	<a href="http://www.bit.ly/conquista-impact-notes">www.bit.ly/conquista-impact-notes</a>	
Mission Rank B	700	<a href="http://www.bit.ly/conquista-cortes-notes">www.bit.ly/conquista-cortes-notes</a>	
Mission Rank B	700	<a href="http://www.bit.ly/conquista-treaty-notes">www.bit.ly/conquista-treaty-notes</a>	
Mission Rank A	500	<a href="http://www.bit.ly/conquista-civilisation-notes">www.bit.ly/conquista-civilisation-notes</a>	
Mission Rank A	500	<a href="http://www.bit.ly/conquista-christopher-notes">www.bit.ly/conquista-christopher-notes</a>	

## Unearthing evidence

	XP	Research topic	✓
Mission Rank B	800	New Spain	
Mission Rank B	800	Incans	
Mission Rank B	800	Slavery in New Spain	
Mission Rank B	800	Impacts of colonisation	
Mission Rank A	400	Aztec religion	
Mission Rank A	400	Tenochtitlan	
Mission Rank A	400	Hernan Cortes	
Mission Rank A	400	Christopher Columbus	

## Questioning our sources

	XP	Link	✓
Mission Rank D	2000		
Mission Rank C	1600		
Mission Rank C	1600		
Mission Rank B	900	<a href="http://www.bit.ly/conquista-primarywrittensource">www.bit.ly/conquista-primarywrittensource</a>	
Mission Rank B	900	<a href="http://www.bit.ly/conquista-secondarywrittensource">www.bit.ly/conquista-secondarywrittensource</a>	
Mission Rank A	600	<a href="http://www.bit.ly/conquista-primaryvisualsource">www.bit.ly/conquista-primaryvisualsource</a>	
Mission Rank A	600	<a href="http://www.bit.ly/conquista-secondaryvisualsource">www.bit.ly/conquista-secondaryvisualsource</a>	