



Antes de Mis Padres

Using the Internet to Explore Hispanic History
and Genealogy in New Mexico

LEVEL II

The New Mexico Coalition for Literacy

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and Genealogy in New Mexico

Acknowledgments

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INTRODUCTION

Antes de Mis Padres (Before My Fathers) is a set of curriculum materials designed to assist readers of all levels in improving their reading comprehension skills. The content of the curriculum is the rich history of New Mexico and the history of common Hispanic family names.

The materials are presented in three levels of difficulty in two different formats: printed workbooks and in interactive format on the Internet at <http://www.literacynet.org/newmexico>. Both the workbooks and the Internet website include guided exercises using Internet resources to take the student beyond the basic text.

All three levels are designed to be most effective when used by tutors and students working together. Each level of difficulty contains a set of instructions for tutors.

These materials are designed to accomplish the following objectives:

- 1) improve a student's reading ability
- 2) provide information about basic events and personalities in New Mexico's history
- 3) provide instructions on how to construct a pedigree chart
- 4) provide information on how to use Internet resources to research family histories

While the primary focus of the materials is on raising reading levels of students, they can also be used as basic texts for teaching New Mexico history. Specific performance objectives, however, should be developed with students based on their individual learning goals.

INSTRUCTIONS FOR LEVEL II:

Level II includes two sections. Part I: *New Mexico, the Land of My Fathers* contains six short chapters each with review questions followed by an Internet exercise instructing the student to investigate a website devoted to New Mexico history. Part II: *New Mexico Family Names* includes two short reading segments with review questions followed by a written exercise on constructing a pedigree chart and three Internet exercises using genealogy websites. For the Internet exercises on this level the student is instructed to consult websites to find answers to specific questions which he then records in his workbook.

Instructions for tutors working with students:

- 1) Have two copies of the workbook on hand, one for yourself and one for your student.
- 2) Begin by introducing the content and highlights of the material about to be read. Try to engage the student in discussion around the subject, soliciting personal comparisons and ideas.

- 3) Read aloud as your student follows silently. Ask the student to identify words or content that are difficult and either underline them in his workbook or highlight them on screen.
- 4) Discuss difficult words and content by using them in context and working through the difficulty. Your student may want to add words to the *Word Review*, located in the back of the workbook.
- 5) Read the entire passage aloud chorally. If your student is stumbling over the same words, stop the reading and work on the words again. Resume by having your student read alone. If your student becomes fatigued, stop and discontinue the practice until the next session. Don't attempt more reading at this point.
- 6) At your next session, and at each subsequent session, review the content from the previous session as well as the homework assignment, if any. Review the words in the *Word Review*, then have the student read the passage out loud alone. Discuss the material and conduct a verbal, nonthreatening comprehension check. Begin the next section of the workbook.
- 7) Assist the student with any difficulties in accessing and navigating the Internet to find answers to the questions in Parts I and II and III and in constructing a pedigree chart at the end of Part II.

Part I: New Mexico, The Land of My Fathers

Chapter One

The first people living in New Mexico were the Native Americans. Some Indians lived in Pueblos and some did not. There were many different tribes. Most of the Indian Pueblos existed from the south around Socorro, up to Taos, in the north. Other tribes in the area at that time included the Apache and the Navajo. The tribes all spoke different languages.



During the year 1540 the Spaniards, led by Coronado, came to New Mexico to find gold and other riches. They stayed three years and found nothing. They went back to Spain. But the Spaniards came back in 1583. Small groups would move around New Mexico for several years.

In 1598 the Spaniards came to New Mexico to live. They brought their families in 83 covered wagons. They brought sheep, cows and many horses. The names of these families were: Chavez, Jaramillo, Montoya, Martin, Romero and Archuleta. There were other Spanish names, too.

The leader of this group was Don Juan de Onate. There were about 400 men, women and children, as well as Mexican Indians and Africans.

* * *

Review

1. Who were the first people living in New Mexico? _____
2. When did the Spaniards first come to New Mexico? _____
3. Is your name one of the Spanish names in the story? _____
4. Write the name of your father's father. _____
5. Write the name of your mother's father. _____

Assignment

Did Chapter One make sense to you? Mark the areas you don't understand. Re-read them.

Do they make sense now? If not, talk to your tutor about what you don't understand.



Chapter Two

In the past the Spaniards, called *conquistadors*, came to New Mexico for a while and then left. First they came from Spain, in Europe. They traveled all the way to Mexico. In those days they called Mexico *New Spain*. So when they left New Mexico, they would go back to Spain or New Spain.

The group who came to settle in New Mexico with Don Juan de Oñate, called their new colony *Santa Fe*, meaning “the City of Faith.” Oñate became the first governor.

Soon after coming to Santa Fe, the colonists became very unhappy with Oñate, saying that he was a cruel man, mean to the Indians and a bad governor. They reported this to the Viceroy in New Spain (Mexico) and Oñate was removed from New Mexico and ordered never to return. After that, the people of Santa Fe had a new governor every three years. Spain would send someone to hold that office and there were no elections. Most of the governors tried to make money for themselves. Then they would go back to Spain. The governors didn’t care much about the people.

Life was very hard for the Spanish settlers. Most of them were very poor. But life was even harder for the Indians. Their land was taken from them.

* * *

Review

1. What name did the Spaniards have for Mexico? _____
2. Why was Oñate returned to Spain? _____

3. Why was it so easy for the governors to be cruel? _____
 4. What would have been a better way to choose a governor?
-

Assignment

Tell someone in your family about what you have read. Tell them why it is important.

Chapter Three

In the next 70 years there were many changes for the Indians. It was because the Spanish came and took land. The Indians had to work in the Spaniards' fields. This made it hard for Indians to raise food. Their families had very little to eat.

Most of the food crops went to the Spaniards.

Another change was that the Indians had to pay taxes. The Spaniards made them pay by giving food or blankets. The Indians didn't have money. This was very difficult for Indian families.

The Indians could not have their own religion. That was the worst change. They had to worship their Kachinas in secret. At one point, 47 of the Indian religious leaders were brought to Santa Fe and put in jail. The Catholic church said some of the leaders were witches. Three leaders were hanged, one killed himself and the rest were beaten.

The Spanish Catholic priests told Indians to stop practicing their religion. The Priests destroyed all religious things. Those things belonged to the Indians.

The Spanish families were not like the priests. Some of them were kind and respectful of Indian people. Some would share food crops. Some Spanish families became friends with Indian people. But still, they took Indian land.

* * *

Review

1. What were some of the changes for the Indians after the colonists came?

2. How were the Spanish families different from the priests?

Assignment

Some people say the priests were bad and were very cruel. Other people think that they were truly afraid that the Indians were doomed without the church. They would do anything to frighten the Indians into believing in their church. What do you think? Could there have been a better way for the priest to accomplish their goal?

Chapter Four

The Pueblo Uprising of 1680

Finally the Indians had enough! Pueblo leaders planned a revolt. They were lead by a great man named Pope. It was not easy for them to plan because they all



spoke different languages, but they managed. The secret plan was to wait for a signal to attack. Each pueblo received a cord with many knots in it. The cords were delivered by special runners. One knot was to be untied each day. When all the knots were untied, the pueblos would attack the Spaniards.

Some pueblo leaders in the south didn't want to attack. Pope, the leader of the uprising, threatened to attack them if they did not participate. First they would attack the settlers around Santa Fe. Then they would attack everyone in Santa Fe. They would kill all the priests. But they would not kill all the Spanish families. They only wanted them to be afraid. If they were afraid, they would leave New Mexico.

About 400 Spaniards fled to the Palace of the Governors when the attack began. This happened on August 10, 1680 before dawn. The settlers were trapped there for two weeks. There were about 200 other Spanish people who lived south of Santa Fe. Commander Alonso Garcia got them together and took them farther south for safety. The 400 people who were trapped in the palace escaped and ran south for safety, also.

Pope's plan worked. All the Spaniards left for 13 years!

* * *

Review

1. What was the name of the great pueblo leader who planned the uprising?

2. Why was it hard for the Indians to make plans?

3. Where did the people in Santa Fe hide? _____

4. Who was the Spanish Commander who rescued the people living south of Santa Fe? _____

Assignment

Re-read the portion of this chapter that outlines Pope's plan of attack. After you have read it, discuss his plans with someone else.

* * *

Chapter Five

The Return to New Mexico

When the Spaniards left New Mexico, they moved to what is now Juarez, Mexico. They left everything behind and were, once again, very poor. Things were bad back in New Mexico, too.

The pueblos were no longer united against a common enemy. They were

being raided and people were killed by Apaches.

Don Diego de Vargas came to New Mexico. He was very famous. He understood why the Indians were so angry. He tried to convince them that things would be different. He wanted Spanish settlers to come back to New Mexico in peace. Some Pueblo leaders agreed because they needed protection from the Apaches. Some leaders did not agree.

The Spanish settlers came back to Santa Fe. There were some conflicts with the Indians but after three years there was peace. De Vargas allowed the Indians to keep their religion. He treated them more fairly. The Spaniards were still poor. The Indians were poor, too.

Before the Pueblo Uprising, there was only one town, Santa Fe. Most of the people lived on scattered ranches from Taos to Belen. De Vargas created new towns such as Bernalillo, in 1695 and Santa Cruz in 1696. He set up the town of Atrisco in 1698. De Vargas died in 1704 while chasing Apache cattle thieves.

* * *

Review

1. When the Spaniards left Santa Fe during the Pueblo Uprising, where did they go?

2. Name three towns Don Diego de Vargas created between 1695 and 1698.

3. Why did the Indians allow the Spanish colonists to return? _____

Assignment

Why do you think the return of the Spaniards was in relative peace?

* * *

Chapter Six

Spaniards were not the only invaders of New Mexico. In 1706, the Comanches made an appearance. They moved from what is now Wyoming to Colorado and crossed into New Mexico to raid. They captured Spanish horses and became expert horsemen. They would ride into New Mexico and raid both the pueblos and the Spanish ranchers. They even chased the Apaches! The Comanches had rifles. They wiped out entire settlements.

Because of this, new settlements were being formed for protection. Pojoaque

was formed in 1706, Alameda in 1710, Ranchos de Taos in 1716, Los Chavez in 1738, Tome in 1739, Belen in 1740, Las Trampas in 1751, Truchas in 1752, Abiquiu in 1754, and Placitas in 1760. Every town had a plaza. The plaza was a safe place from invaders. They kept their livestock on the plaza at night.

In 1841 the Texans decided to take New Mexico land. They failed.

New Mexico became a U.S. territory in 1846. That's not the same as being a state. It meant that Americans would come. They came from the North and the East. They would start businesses. Americans would bring wealth to the poor Spaniards. They would also bring headaches. There was unhappiness as well as new security. It was the beginning of a new life for many people.

* * *

Review

1. Who were the next three groups to invade New Mexico after the Spaniards?

2. How many new settlements were formed between 1706 and 1760? _____

3. What was the reason for the rapid formation of towns at that time?

4. Why were plazas created in all the towns? _____

5. When did New Mexico become a U.S. territory? _____

Assignment

Discuss what the advantages and disadvantages may have been when the Americans came to New Mexico?

* * *

Chapter Seven

By the summer of 1861, the Civil War had already spread to Texas. This was referred to as “the war between the states.”

The Confederate army wanted to capture the rich mining fields in Colorado, northern Mexico and California. Texas and Arizona were already Confederate states.



In 1862 a battle between the Confederate and Union soldiers was fought in a town called Valverde, near Socorro. The Union soldiers retreated. Then the Confederates captured Socorro and went on to the Albuquerque plaza. They then moved onward to Fort Union.

On March 26 there was a decisive battle at Apache Canyon and Glorieta. The battle lasted for two days.

New Mexicans served as soldiers in the Civil War. Manuel Armijo Chavez was a hero. He led Union soldiers. He helped them attack the Confederates. He helped make them go back to Texas.

After the Civil War, there were many problems. New Mexico was growing. The economy was developing. The “wild west” was a reality in New Mexico. There were many famous names from those days. “Billy the Kid,” Pat Garrett, and others. One of the most famous was Elfego Baca. He was important in history.

In 1912, New Mexico became the 47th state of the Union.

* * *

Review

1. Where in New Mexico were two major battles fought during the Civil War?

2. Who did New Mexico support, the Confederates or the Union soldiers?

3. What was the name of the New Mexican who helped the Union soldiers attack the Confederates? _____

4. What did the Confederate soldiers want?

Assignment

Make a list of every Spanish name in this section of the book. Do you know anyone with one of these names? Call them, if you do, and tell them about this project.

Exercise 1: The Rocks Tell A Story

In this exercise you will explore an Internet site containing pictures of the gravesites and tombstones of some of the wild west's most interesting characters.

Go to this site on the Internet:

<http://www.csn.net/~nulevich/graves.html>

Roam around this site and discover what happened in 1849 in Springer, New Mexico. Write your answer below:

Part II: New Mexico Family Names

The history of New Mexico is your history, particularly if you are Hispanic or Native American. You may have ancestors in our history books! Here are some examples:

Martinez: Your history may go back to Onate. Hernan Martin Serrano was a soldier with Onate's men and was one of the first explorers in Texas.

Romero: Your family history may go all the way back to Bartolome Romero. He was Onate's Captain of Artillery.

Griego: Your history may go back to Juan Griego. He was a Greek who came with Onate in 1598.

Gonzales: Sebastian Gonzales was a Portugese man who came about the time Onate came.

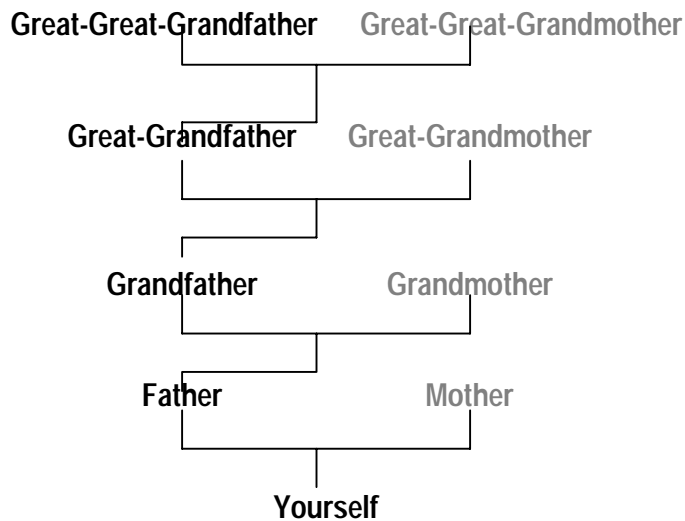
Jaramillo: Your family may trace back to Roque Jaramillo who came in De Vargas' time. Or you may trace back to Alonso Varela Jaramillo, who came from Spain in 1598.

New Mexican Hispanics can trace history through the *Catholic Church*, which has kept records since the 1500's. The church recorded marriages and births as well as deaths and burials.

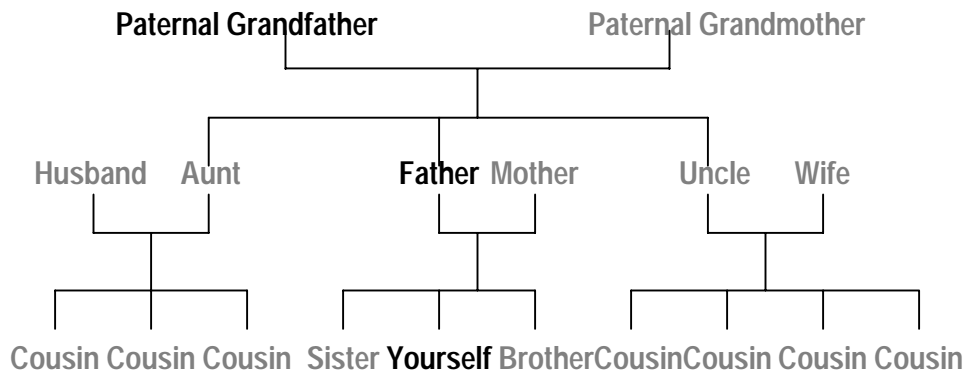
Other ways to search are through the *census*. You can look at *military records*. *Family wills* and *land grants* are also helpful.

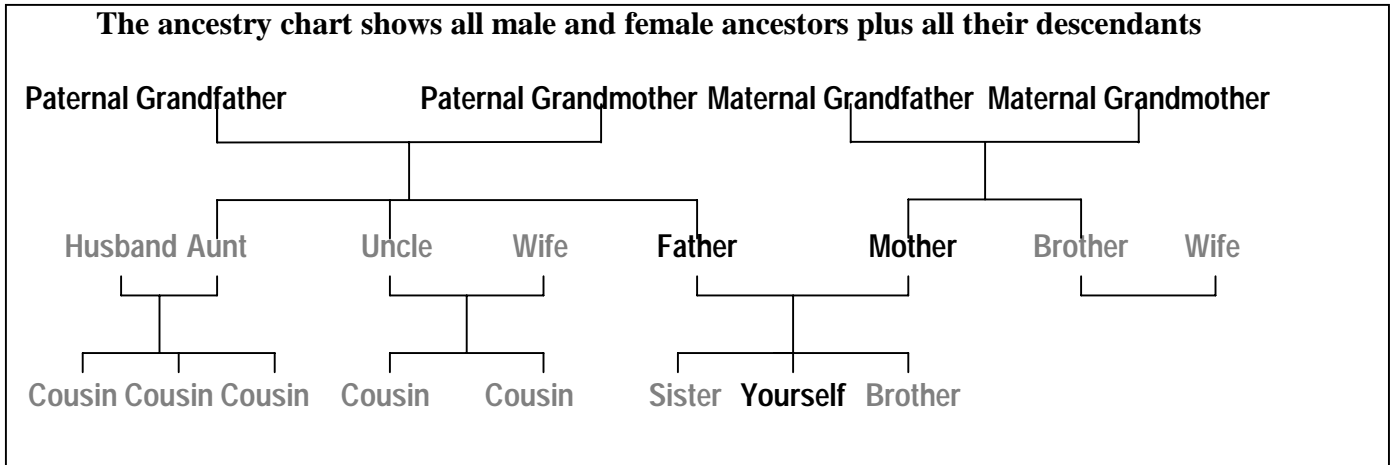
A useful way to show you and your ancestors is a “family tree.” There are three kinds: The *basic* family tree, the *extended* family tree and the *ancestry chart*. Here are examples of the three charts.

The basic family tree shows male-line ancestors along with wives, brothers, and sisters.



The extended family tree shows your male-line ancestors and all their descendants.





* * *

Review

1. Is your name listed among the seven on page 16? _____

2. Why is New Mexico history important to Hispanics in this state? _____

3. List five places you can trace family history.

1) _____

2) _____

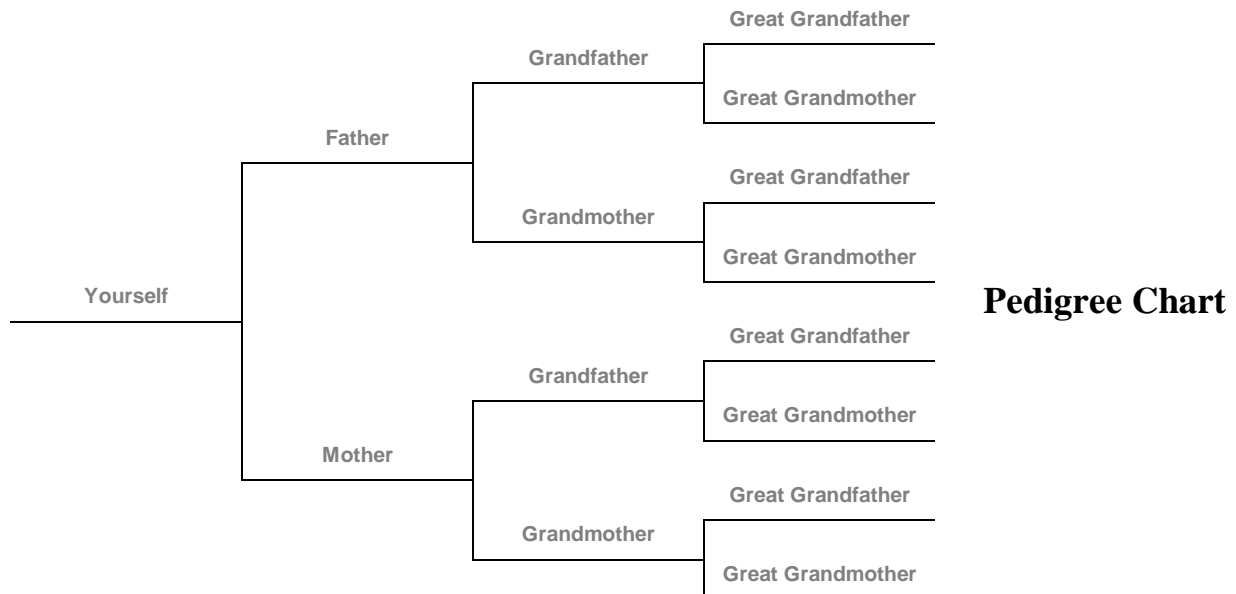
3) _____

4) _____

5) _____

How to Get Started

You will need a loose leaf notebook. You will have to be a detective because you will look for clues. This project is like a puzzle. Write everything down. You will make a *pedigree chart* for your family. Here's an example:



To begin, you need to ask questions. Start by writing down your own information. Write down your date of birth and marriage date if you are married. Write down the same information about your wife or husband. If you write information about a wife, use her maiden name.

Then go to your parents. Write their names, dates of birth, places of birth and their marriage date. Also write the date of death if they have passed away.

Continue on to your grandparents. Then go on to your great-grandparents. Go as far back as you can. Include their full names, not initials. If someone was a doctor, write "Doctor" and the name. Write any formal titles with the names.

Record all the information on pedigree charts. Write details and clues in your notebook.

Don't be afraid to ask questions. But be careful not to embarrass your family since there may be sensitive issues. Sometimes aunts and uncles will tell you things that your mother or father don't remember.

* * *

Review

1. Why will you be like a detective? _____

2. List the names of family members you should talk to below.

Searching Written Records

Another way to find information is from written records. There are many places you can find clues to your family history.

For example, do your parents or grandparents have an old family Bible? Sometimes there are records about your family stored in the Bible.

There are many other places to find written records. You can find birth records at the *State Vital Records Bureau*. Churches, hospitals and County records may also have information about births.

To find marriage records, go to the *county courthouse* in the counties where your ancestors were married. Remember, the names of counties may be different now. Some county names changed from what they were 100 years ago.

You can also use military records. There is a form called *DD Form 214*, which you can get at the County Courthouse. Military records date back before the Civil War. You can write a letter asking for military information to *Archives of the United States* in Washington D.C.

Churches can also help you find information. Many of the Catholic Churches' records are at the *New Mexico Archives* in Santa Fe. The *Mormons*, located all over New Mexico, also have good records.

Professional organizations also have information about New Mexico history and families. Two important organizations in new Mexico are the *New Mexico Genealogical Society* and the *Hispanic Genealogy Research Center of New Mexico*.

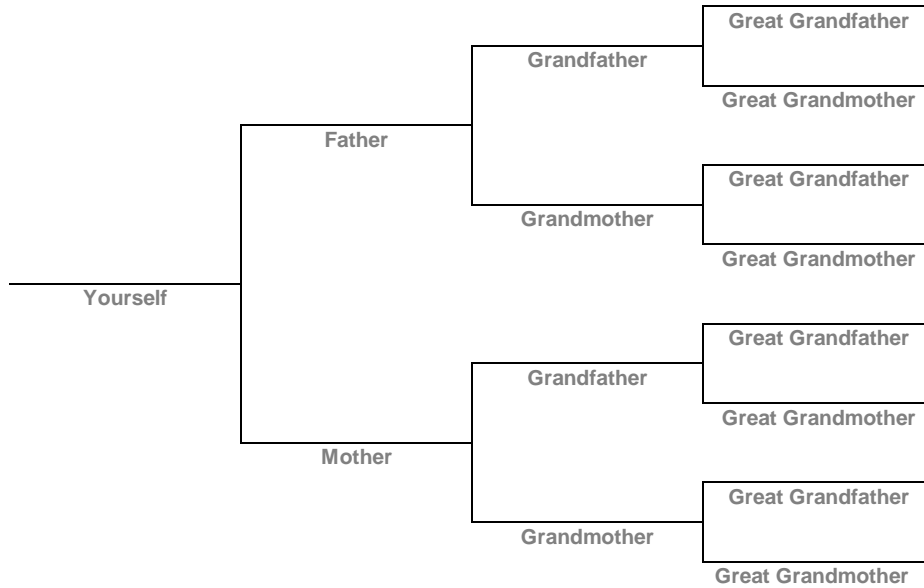
* * *

Review

1. List the counties in New Mexico where your relatives have lived.
2. List three kinds of written records that can help you construct a pedigree chart.

Exercise 2: Make Your Family's Pedigree Chart

Fill in the blanks in the chart below with your family. Start with yourself. Next, fill in your parents. Try to go back as far as you can.



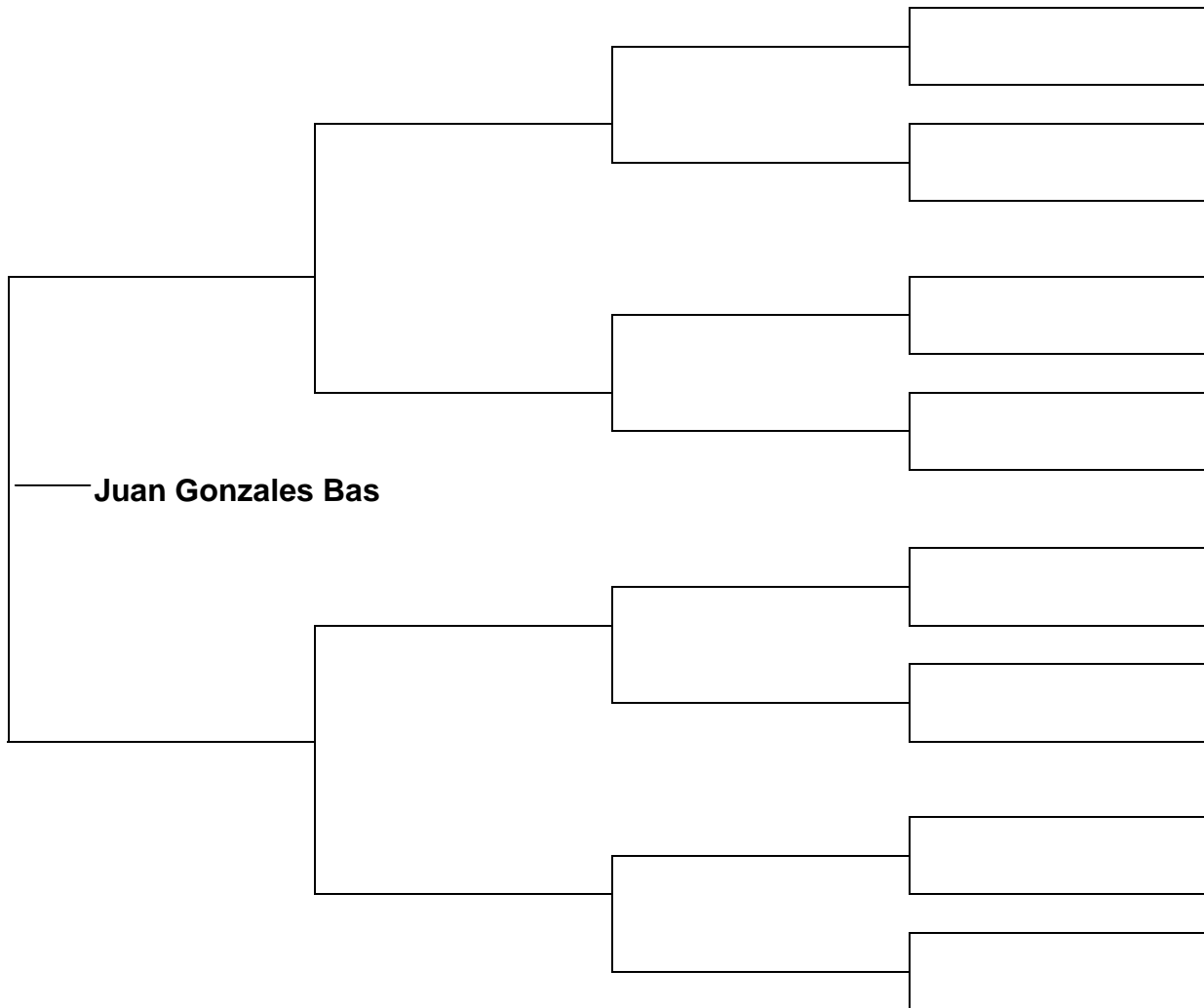
Now fill in the dates of birth below:

	Yourself	_____
	Father	_____
	Mother	_____
Father's Side:	Grandfather	_____
	Grandmother	_____
	Great-Grandfather	_____
	Great-Grandfather	_____
Mother's Side	Grandfather	_____
	Grandmother	_____
	Great-Grandfather	_____
	Great-Grandfather	_____

Exercise 3: Meet Juan Gonzales Bas

Now you will go to a website on the Internet and find out about one of the early Gonzales families of New Mexico. This will help you to do research on the *net*.

1. Go to the web site at this address: <http://www.hgrc-nm.org>.
2. On the HGRC main page find and double-click on ● **Great New Mexico Pedigree Database**.
3. Go down the page and double-click on GNMPD.html\surnames.html.
4. On the **Index of Surnames** page find and double-click on GONZALES BAS.
5. On the **Index of Persons** page find and double-click on Juan GONZALES BAS (I).
6. Go down the page and find the pedigree chart with Juan GONZALES BAS.
7. Fill in the blanks with his family.



Exercise 4: How Old Are You Really?

Now you will go to the same website on the internet and see if you can find your family's name. Then you will look for the first person in New Mexico with that name. If your name is not Hispanic in origin, try this exercise with the name "Martinez" or another that interests you.

1. Go to the web site at this address: **http://www.hgrc-nm.org**.
2. On the HGRC main page find and double-click on ● **Great New Mexico Pedigree Database**.
3. Go down the page and double-click on GNMPD.html\surnames.html.
4. On the **Index of Surnames** page, try to find your last name in the list.
5. If you find your last name, double-click on it.
6. On the **Index of Persons** page find a person with your last name that lived in the 1600s.

Example:

Fernando GONZALES BAS (1736 -)
Gaspar GONZALES BAS (-)
Gregoria GONZALES BAS (1713 -)
Jose Nerio GONZALES BAS (12 MAY 1759 -)
Juan GONZALES BAS (I) (1643 - 1678) ←
Juan GONZALES BAS (III) (10 JAN 1710 -)
Juan GONZALES BAS (II) (1668 - 14 NOV 1743)
Juan Angel GONZALES BAS (- 6 APR 1741)
Juana GONZALES BAS (30 JUL 1701 -)

***Notice that in this list,
Juan GONZALES BAS I
lived in the 1600s***

7. Double-Click on that person.
8. Go down the page and find the pedigree chart for that person with your last name.
9. Find that person's oldest ancestor and double-click on them.
10. Repeat step 7 for that person.
11. Keep double-clicking on the oldest ancestor with your name until you find the oldest of all.

Write the oldest ancestor in the space below.

Exercise 5: The Castellano Legacy in New Mexico

Go to Jose Esquibel's Home Page at this internet address:

http://pages.prodigy.net/indigo_beyondorigins.htm

Find the Castellano name in the first volume of "Beyond Origins of New Mexico Families." Read the section on the Castellano family and find answers to the following questions:

1. What is the earliest recorded date for this family in New Mexico?
2. Who brought this family name from Mexico City to New Mexico?
3. How many children did they have?
4. How did the Castellano name become associated with San Juan Pueblo?

WORD REVIEW

On this page keep a list of the words that are difficult for you. Write down the word and its definition along with a sentence using the word:
