

# **Grade 8 Social Studies Unit Plan**

## ***Worldviews in Conflict: The Spanish and the Aztecs***

**Contact between the Spanish and the Aztec**

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## **Grade 8 Social Studies Unit Plan**

### **Worldviews in Conflict: The Spanish and the Aztecs**

#### **Unit Introduction:**

##### *Why is the Unit Taught:*

Throughout the grade 8 social studies program, students explore the idea of worldview; what it means, how it shapes the identity of a society, and how it influences that societies interactions with people both internally and externally. As stated in the Program of Studies (2007), “students will learn how intercultural contact between societies leads to significant change and alters each society’s worldview” (pg. 1). The unit *Worldviews in Conflict: The Spanish and the Aztecs*, is part of the exploration of this topic in which students must begin to question what happens when two cultures with different values, beliefs, and ways of life meet. These ideas of worldview and intercultural contact are important for students to think about and question, as such interactions are a constant of both historical and present day life.

Before this unit students will have learned about the different worldviews held by the Spanish and the Aztec societies before contact in the sixteenth century. They will have a basic knowledge of each societies values, beliefs, government structure, knowledge, economy, and geography which make up that societies worldview. In this unit students will learn how the worldview of these two separate societies is effected and changed after intercultural contact. Throughout the unit, students will seek to answer the critical inquiry question, to what extent did the conflict between the Spanish and the Aztec change the worldviews of the two societies? Students will answer the question through their summative

assignment, where they will write a museum exhibit proposal that demonstrates their knowledge and understanding about each societies worldview before and after contact.

### *Citizenship and Identity:*

Within this unit the concepts of citizenship and identity are addressed through the exploration of what a worldview is, and how a societies specific worldview will shape and influence individual identity and what it means to be a citizen. By looking at how worldview shaped individuals in the past and how it changed overtime, students will continue to grow and develop the skills they need in order to critically think about and understand their own concepts of citizenship and identity in the world today. Two key ideas of Citizenship and Identity that will be specifically addressed in this unit include; “respect the dignity and support the equality of all human beings”( pg. 3), and “understand that with empowerment comes personal and collective responsibility for the public good” (pg. 4). Students will look at these two ideas as they learn about many of the negative consequences that can come with intercultural contact and the abuse of power one society may inflict upon another.

### *Aboriginal, Francophone, Pluralistic Perspectives:*

By exploring the idea that different societies have different worldviews, the concepts of both aboriginal and pluralist perspectives will also be examined throughout the unit. Similar to the grade 7 social studies program, this grade 8 unit will look at the results of a European powers encounter with an indigenous *New World* people. Students will be encouraged to make connections between what happened to the aboriginal people in Canada and what happened to the Aztec’s in Mexico. These connections will be made by looking at both the

Spanish and Aztec perspectives at the time of contact, and how the results of those intercultural interactions still affect perspectives today.

*Approach to Planning and Teaching:*

This unit builds upon an understanding of Spanish and Aztec worldview before contact. To ensure that students have a good grasp of these concepts, the first few lessons will have some form of review integrated into them, which will ensure that all students have at least a basic understanding of those concepts. Another consideration to make when planning this unit was that it covers a lot of history in a very short period of time. The main goal of the unit is to help students understand that a worldview can change, especially after intercultural contact. As the historical facts are important but not vital to the understanding of this concept, students will create a timeline booklet that they will use to record basic, dates, people, and events. Students will then be allowed to bring this booklet into their final exam with them, allowing them to focus their understanding on the main concept of changing worldview, rather than the detailed historical facts.

*Meaningful*

This unit addresses the important topic of what factors influence an individual's worldview. By looking at how the worldview of societies in the past direct their decisions and interaction with each other, students will begin to develop an understanding of their own worldview and what influences them. This meaningful look at worldview and its influence on an individual's actions and decisions will help students to think critically about the past and the present day world around them.

### *Value-based*

Throughout the unit students will need to question and think about the actions of the Spanish towards the Aztec. They will need to take into consideration the worldview and perspectives of both the Aztec and Spanish when looking at the actions of the two societies. By looking at the consequences of the contact and defeat of the Aztec, students will also explore the idea that actions of those in the past influence the present.

### *Challenging*

As this is a fast paced unit, with a lot of history and big concepts for students to understand, they will be challenged throughout. To understand the worldview of the societies students must look beyond themselves and begin to look at events from the perspectives of others. Students will also have to answer challenging questions and evaluate the importance of key events, people, and worldview elements that affected the meeting between the Spanish and the Aztec.

### *Active*

In the unit students will have many opportunities to participate and demonstrate their ability to look at the past from the perspectives of others to understand how a worldview influence a societies decisions and can change over time. Students will need to answer guiding questions throughout daily lesson activities to help build their understanding of changing worldview.

### *Knowledge and Skills in Place:*

This unit is based upon the assumption that students will already have an understanding of the concept of worldview. Prior to this unit students should have been introduced to the term, its meaning, and have some practical knowledge of its implications

based upon the unit *Origins of a Western Worldview: Renaissance Europe*. It is also assumed that students will have already looked at the Spanish and Aztec worldviews before contact, and understand the basic worldviews of these two cultures; religion, economy, values, knowledge, geography, etc. As knowledge of these concepts is vital to this unit a review and repetition of them will be integrated throughout the unit.

#### *Family and Community Issues:*

At this school there is a mixture of different cultural backgrounds which may need to be taken into consideration when talking about some of the ideas behind worldview. This diversity will likely make discussions on worldview and its influences on an individual and society more dynamic and realistic as students may have a variety of cultural perspectives. Another factor to be considered is the gap in family income; some students at the school come from very affluent homes while others come from lower income families. Due to this the technology student have access to at home may differ. As the summative assignment involves some online research and the use of computer programs such as word processing software and powerpoint, all students will be given computer time to work on the assignment in class.

#### *Integration into other Subject Areas:*

In this unit students will not only meet social studies outcomes but will also address content from the ICT, Language Art, and Art programs. As mentioned the summative assignment that students will complete involves the use of technology to research artifacts and write up a museum proposal. Outcomes that this project may address are;

- C.1 - Students will access, use and communicate information from a variety of technologies.
  - 3.4 access and retrieve information through the electronic network

- 3.5 analyze and synthesize information to create a product
- C.4 - Students will use organizational processes and tools to manage inquiry.
  - 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic
- F.3 - Students will demonstrate a moral and ethical approach to the use of technology.
  - 3.1 use time and resources on the network wisely
  - 3.3 understand the need for copyright legislation
  - 3.4 cite sources when using copyright and/or public domain material
- P.3 - Students will communicate through multimedia.

In addition to these ICT outcomes students will cover some Language Arts outcomes as they use writing to communicate their understanding of concepts both in lessons and in their summative assignment. Art outcomes will also be addressed both in lessons, as Spanish and Aztec art is used to show changing worldviews, and potentially in the summative assignment, should students choose to use art as one of their artifacts.

*Individual Differences:*

The first lesson of the unit will have a pre-assessment in which students will demonstrate their understanding of key concepts already covered in other units, and show their degree of readiness in moving forward. Based upon this pre-assessment and information about individual students provided by the T.A., all individual student learning needs will be accommodated for both in daily lessons and within the summative assignment. Within the performance task individual differences have been accommodated for, as students have the choice to select the format they use for their museum proposal. This will allow students to demonstrate their knowledge in a way that suits their individual learning style.

## Unit Planning Organizer

Subject: Social Studies

Grade: 8

Unit/Topic: Worldviews in Conflict: The Spanish and the Aztecs

Date and Duration: March 4 to March 19, 2014: 12 Lessons

### Unit Overview- Critical Inquiry Question

To what extent did the conflict between the Spanish and the Aztec change the worldviews of the two societies?

### General Learning Outcomes for Unit

General Outcome 8.3

Worldviews in Conflict: The Spanish and the Aztecs

Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

### Focusing Questions for Unit (Related Questions)

- What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?
- How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?
- What key elements of Spain's worldview led to the desire to expand the Spanish empire?
- In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?
- To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?
- What were the reasons Spain decided to go westward?
- What were Hernan Cortes' motives for wanting to "explore" mainland Mexico?
- What technology did the Spanish bring with them to the "New World"?
- What were the Aztec's views on this new technology?
- How did the Spanish use other indigenous people to help them defeat the Aztec?
- Why did Montezuma's responded to the Spanish the way he did?
- Which factor made the biggest difference in the Spanish being able to conquer the Aztec?
- How did the transfer of goods (food, technology, weapons) affect the Spanish and Aztecs?
- How did the Columbian exchange affect European society?
- What affect did the Spanish conquering of the Aztec have on the rest of the world?
- What elements of the Spanish and the Aztec can we see today in Modern day Mexico?



## Key Concepts for Unit

Spanish, Aztec, worldview, social structures, society, social context, technology intercultural, imperialism, expansionist, contact, “Gold, Glory, God”, domination, epidemic, “Columbian exchange”, encomienda system, geography, time, knowledge, values, beliefs, economy

## Specific Learning Outcomes for Unit

### Knowledge:

- 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:
  - What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)
  - How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions and customs? (TCC, CC, PADM)
  - What key elements of Spain’s worldview led to the desire to expand the Spanish empire? (TCC, I, PADM)
  - In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)
  - To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

### Skills:

- 8.S.1 develop skills of critical thinking and creative thinking:
  - analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue
  - evaluate ideas, information and positions from multiple perspectives
  - generate creative ideas and strategies in individual and group activities
  - access diverse viewpoints on particular topics by using appropriate technologies
- 8.S.2 develop skills of historical thinking:
  - distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations
  - use historical and community resources to organize the sequence of historical events
  - analyze the historical contexts of key events of a given time period
- 8.S.3 develop skills of geographic thinking:
  - interpret historical maps to broaden understanding of historical events
  - use thematic maps to describe cultural and political regions
  - construct and interpret various maps to broaden understanding of given topics
  - define geographic problems and issues and pose geographic questions
- 8.S.8 demonstrate skills of oral, written and visual literacy:
  - communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration

Attitude:

- 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C, I)
- 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

## Unit Overview

Grade 8 Social Studies

Unit/Topic: Worldviews in Conflict: The Spanish and the Aztecs

March 4 to March 19, 2014: 12 Lessons

Date	Length	Lesson	Outcomes	Procedure	Assessment
Tues. March 4, 2014	50 min	Intro./ Making Predictions  Guiding Question: Based on what you know about the worldview of the Spanish and the Aztec, what do you think will happen when the two societies meet?	8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies. 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>• What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?</li> <li>• How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?</li> <li>• What key elements of Spain's worldview led to the desire to expand the Spanish empire?</li> <li>• In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</li> <li>• To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?</li> </ul>	Bell Work: <ul style="list-style-type: none"> <li>• Personal interest pre-assessment activity</li> </ul> Intro: <ul style="list-style-type: none"> <li>• Who am I- background</li> <li>• Who are you- pre-assessment</li> </ul> Body: <ul style="list-style-type: none"> <li>• Slideshow of artifacts, students will identify the object, the culture it comes from and what it represents about their worldview</li> <li>• Give students the summative performance task handout and describe what they will need to do.</li> <li>• Students will make predictions about what they think will happen when the Spanish and Aztec meet, from what they know about the two cultures they will also pick three aspects of each culture they think will be meaningful/ important / change the most when they meet. Students will rank these elements from most to least important and write 3-4 sentences defending their ranking. Students will hand in their predictions at the end of class.</li> </ul> Materials: <ul style="list-style-type: none"> <li>• Personal interest handouts</li> <li>• Artifact slideshow</li> <li>• Prediction handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-assessment about student interest</li> <li>• Slideshow: are students able to answer questions about the artifacts and identify elements of the Spanish and Aztec worldviews before contact</li> <li>• Can students make predictions based on the previous chapters about what will happen when the two cultures meet</li> <li>• Can students rank and defend their ranking of elements that will affect the meeting between the two.</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Wed. March 5, 2014	50 min	<p>The Spanish and Hernan Cortes</p> <p>What aspects of the Spanish worldview led them to expand westward?</p>	<p>8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies</p> <p>8.S.2 develop skills of historical thinking</p> <p>8.S.3 develop skills of geographic thinking</p> <p>8.S.1 develop skills of critical thinking and creative thinking</p> <p>8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• What key elements of Spain's worldview led to the desire to expand the Spanish empire?</li> <li>• In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</li> <li>• To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?</li> </ul>	<p>Bell Work:</p> <ul style="list-style-type: none"> <li>• Students will define the word conquistador to the best of their ability. They will then get to see the actual definition and compare it to their definition.</li> </ul> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Review of why the Spanish wanted to expand Westward</li> <li>• Gold, Glory, God</li> <li>• Introduce students to Historical timeline booklet (get them started on it)</li> </ul> <p>Body:</p> <ul style="list-style-type: none"> <li>• Video of Hernan Cortes</li> <li>• Why did he want his own expedition?</li> <li>• Letter to Charles V except, what does the letter tell us about Cortes' motivation</li> <li>• From the letter do you think the Spanish king would be pleased from what you know about Spain's goals in expanding Westward</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Scissors</li> <li>• PPT. Slideshow</li> <li>• Letter Excerpt handout</li> </ul>	<ul style="list-style-type: none"> <li>• Start of historical timeline</li> <li>• Primary Source analysis</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Thurs. March 6, 2014	40 min	<p>Technology, Disease and Indigenous people</p> <p>In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</p>	<p>8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies</p> <p>8.S.1 develop skills of critical thinking and creative thinking</p> <p>8.S.8 demonstrate skills of oral, written and visual literacy</p> <p>8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</li> <li>• To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?</li> </ul>	<p>Bell Work:</p> <ul style="list-style-type: none"> <li>• Question: If you were a looking to conquer another society what would be your strategy?</li> </ul> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Review of Technology the Spanish had (guns, cannons, horses, ships)</li> <li>• What else would help the Spanish?</li> </ul> <p>Body:</p> <ul style="list-style-type: none"> <li>• Cortes' use of other indigenous people</li> <li>• Totonacs, Tlaxcalans, Chululans</li> <li>• If you were a member of an indigenous race what reasons would you have for wanting to help the Spanish?</li> <li>• Malinche, Hero or Traitor: Based on what you know about the worldview of the Spanish how do you think they viewed her? How do you think the Aztec viewed her? What do you think, was she a hero or traitor? How does your own worldview affect your answer?</li> </ul>	<ul style="list-style-type: none"> <li>• Historical timeline</li> <li>• Reflection about Malinche based on worldview</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Fri. March 7, 2014	40 min	<p>Technology, Disease and Indigenous people</p> <p>In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</p>	<p>8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies</p> <p>8.S.1 develop skills of critical thinking and creative thinking</p> <p>8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</li> <li>• To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?</li> </ul>	<ul style="list-style-type: none"> <li>• The Aztec and Spanish Montezuma's response to the Spanish</li> <li>• How did the Aztec view the Spanish <ul style="list-style-type: none"> <li>• As gods? As rivals? Potential Allies?</li> </ul> </li> <li>• Battle of Tenochtitlan, Death of Montezuma</li> <li>• Role of Disease- Is that really what allowed the Spanish to be victorious?</li> <li>• Prediction, from what you know about the Spanish worldview how do you think the Aztec worldview will change now that they are the dominate power?</li> </ul>	<ul style="list-style-type: none"> <li>• Historical timeline</li> <li>• Prediction</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Mon. March 10, 2014	50 min	<p>Revised Ranking and Defense Paper</p> <p>What factor do you think made the biggest difference in the Spanish being able to conquer the Aztec?</p>	<p>8.S.1 develop skills of critical thinking and creative thinking</p> <p>8.S.8 demonstrate skills of oral, written and visual literacy</p> <p>8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?</li> <li>• To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have their original predictions about the outcome of the Spanish and Aztec meeting handed back</li> <li>• Four corner activity: which element Guns, Spanish desire, Disease, or Help from Indigenous people lead to the Spanish victory over the Aztec</li> <li>• Students will write a defense paper, ranking the importance of elements in the Spanish domination over the Aztec and defending their choices</li> </ul>	<ul style="list-style-type: none"> <li>• Defense paper</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Tues. March 11, 2014	50 min	Columbian Exchange  What were some of the other affects that the Spanish and the Aztec intercultural contact had?	8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge	Body: <ul style="list-style-type: none"> <li>• Ask students to think of some ways that these changes might have affected other societies during that time period. Provide prompts such as; <ul style="list-style-type: none"> <li>• What comes to mind when you think of First Nations people in Canada in the past? (There were no horses before the Spanish came in North America) What type of food comes to mind when you think of Ireland or Italy? (Potatoes, Pizza/ tomatoes both New world foods) What else do students think made a difference in the world at this type?</li> </ul> </li> <li>• Contact between the Spanish and Aztec had a big effect on the world as a whole.</li> <li>• Explain that this type of trade of cultural aspects between the New World and Old World is known as the Columbian Exchange.</li> <li>• Watch Crash course history video</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Worldview Activity starts</li> </ul>
Wed. March 12, 2014	50 min	Lasting effects of intercultural contact  In what ways did the Spanish change the Aztec's worldview?	8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge	<ul style="list-style-type: none"> <li>• Encomienda system</li> <li>• New Religion</li> <li>• Changing Worldview activity</li> </ul>	<ul style="list-style-type: none"> <li>• Historical timeline</li> <li>• Changing Worldview Activity</li> </ul>



Date	Length	Lesson	Outcomes	Procedure	Assessment
Thurs. March 13, 2014	40 min	<p>Lasting effects of intercultural contact</p> <p>In what ways did the Spanish change the Aztec's worldview?</p>	<p>8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact</p> <p>8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge</p>	<ul style="list-style-type: none"> <li>• Discontent in New Spain</li> <li>• Indigenous peoples, The Mestizos, The Creoles</li> <li>• Today, An examination of the Mexican flag</li> <li>• Artistic representations of Cortes, the Spanish, and the Aztec</li> <li>• Brainstorming: What elements of the Spanish and the Aztec can we see today in Modern day Mexico?</li> </ul>	<ul style="list-style-type: none"> <li>• Historical timeline</li> <li>• Art analysis</li> <li>• Brainstorming activity</li> </ul>
Fri. March 14, 2014	40 min	Museum proposal work period	<p>8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact</p> <p>8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge</p> <p>8.S.1 develop skills of critical thinking and creative thinking</p> <p>8.S.2 develop skill of historical thinking</p> <p>8.S.8 demonstrate skills of oral, written and visual literacy.</p> <p>8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> <li>• Students will be given time to work on their performance task, creating a museum proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Museum proposal</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Mon. March 17, 2014	50 min	Formative Quiz/ Go over quiz	<ul style="list-style-type: none"> <li>• 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies</li> <li>• 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact</li> <li>• 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge</li> <li>• 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given a formative quiz which focuses on key concepts</li> <li>• After students have completed the quiz the answers will be looked at as a class</li> <li>• Students will then need to select one concepts that they understand well and two that they need to spend a bit more time on.</li> <li>• They will then use this information to prepare for the final test</li> </ul>	<ul style="list-style-type: none"> <li>• Formative quiz</li> </ul>
Tues March 18, 2014	50 min	Museum Peer Feedback	<p>8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact</p> <p>8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge</p> <p>8.S.1 develop skills of critical thinking and creative thinking</p> <p>8.S.2 develop skill of historical thinking</p> <p>8.S.8 demonstrate skills of oral, written and visual literacy.</p> <p>8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> <li>• Students will bring a draft of their museum proposal. They will have an opportunity to share their proposal with a small group of peers, giving and receiving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Peer feedback checklist</li> </ul>

Date	Length	Lesson	Outcomes	Procedure	Assessment
Wed. March 19, 2014	50 min	Final Test	<ul style="list-style-type: none"> <li>• 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies</li> <li>• 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact</li> <li>• 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge</li> <li>• 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take a final unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test</li> </ul>
Fri. March 21, 2014	40 min	Museum proposal due.			

## Worldviews in Conflict: Museum Proposal

**Guiding Question:** To what extent did the conflict between the Spanish and the Aztec change the worldviews of the two societies?

The Glenbow museum is planning on creating a new exhibit entitled *Colliding Cultures*. As the new curator at the museum you have been given the task of creating a display about the Spanish and the Aztec worldview, and the changes these two cultures went through after contact with each other. You will be creating an exhibit proposal for the museum board. Your exhibit proposal must include:

- 1 artifact that represent the Spanish worldview before contact
- 1 artifact that represent the Aztec worldview before contact
- 2 artifacts that represent the Spanish and Aztec culture after contact
- 1 Modern day example of Mexican culture that shows the influence of the Spanish and Aztec in today's world

Artifacts could include:

- Physical Items
- Art
- Primary Sources

You **may choose** to focus on a worldview theme in your exhibit. Some themes you may wish to look at include:

- Religion/ Belief system
- Economy
- Daily life
- Time
- Geography
- Society/ Government
- Values
- Knowledge

For **each artifact** you must write a **paragraph explaining** how that artifact represents the worldview of the society at that time. You may choose the format of your exhibit proposal.

- Powerpoint
- Video
- Poster
- Written Proposal
- Model of the Exhibit
- Other: needs to be approved by instructor

## Worldviews in Conflict: Museum Proposal Rubric

Category	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient / Blank *
<b>Artifacts</b>  8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.S.8	All four artifacts selected are <b>accurate</b> representations of a specific worldview.	Artifacts selected are <b>logical</b> representations of a specific worldview.	Artifacts selected are <b>partially accurate</b> representations of a specific worldview.	Artifacts selected are <b>not accurate</b> representations of a specific worldview.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Explanation x2</b>  8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.S.8	Written explanations of each artifact are <b>in-depth</b> and provide <b>explicit</b> connections to a specific worldview.	Written explanations of each artifact are <b>sufficient</b> and provide <b>logical</b> connections to a specific worldview.	Written explanations of each artifact are <b>partial</b> and provide <b>reasonable</b> connections to a specific worldview.	Written explanations of each artifact are <b>incomplete</b> and provide <b>vague</b> connections to a specific worldview.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

\* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

## Annotated List of Resources

### Websites

n.a. (2006-2013) *Aztec History*. Retrieved Feb 28, 2014 from <http://www.aztec-history.com>

This website is a wonderful resources for students to use when looking for artifacts that represent the Aztec worldview to use in their museum proposal. The site offers a comprehensive overview of the Aztec civilization. It offers a short description of the Aztec Empire, and has a timeline of events from the first Nahuatl speaking people settling in Mexico in the 6th century, to 1525. In addition to general information it offers specific information about Aztec family life, food, art, clothing, games, government, weapons, language, and the calendar. The information on the website is extensive but not overwhelming and will be easy for grade 8 students to navigate through.

Wood, M. (2000) *Conquistadors* . Oregon Public Broadcasting and PBS Online, Retrieved Feb 28, 2014 from <http://www.pbs.org/opb/conquistadors/home.htm>

This website offers both student and teacher resources. Students information is divided up into Montezuma and the Aztecs, Cortes and the Spanish, and Legacy of Conquest, allowing students to find the information they need quickly. The site also information at the relationship between other indigenous people and Europeans allowing students to compare the Aztec's with people with Peru, Amazonia, and America. For teachers the site offers 6 lesson guides about the Spanish and Aztec.

n.a. *Worldviews. Learn Alberta*. Retrieved from <http://www.learnalberta.ca/content/sswv/index.html>

This interactive website allows students to explore the meaning of worldview. If students are having a hard time understanding the concept of worldview this game will provide a fun and interactive way for them to learn more about the meaning behind a societies worldview. In the game students take on the role of a researcher who is gathering evidence about a fictitious society to determine what their worldview consists of.

### Books: Non-fiction

Fitton, Avis, Donna Goodman, and Edward O'Connor. (2007) *Worldviews: Contact and Change*. Toronto: Pearson: Education Canada.

This is the textbook that students will use throughout the grade 8 social studies program. The book focuses on the meaning of worldview and uses examples from Renaissance Europe, Aztec and Spanish contact, and Japanese Isolation to explore the idea that worldviews affect

all elements of a society and can change with time, geography, and interactions with other societies.

## **Fiction**

Tanaka, Shelley. (1999) *Lost temple of the Aztecs : what it was like when the Spaniards invaded Mexico*. Richmond Hill, ON: Scholastic Canada.

This illustrated book looks at Aztec culture and the effects that contact with the Spanish had on it. It starts with the arrival of Cortes and moves through events to the defeat of the Aztec. This book offers a simplified version of how intercultural contact affect the Aztec worldview. It is a great resource for students struggling with ideas behind changing worldview. It is also good for visual learners.

Zronik, John Paul. (2007) *Hernando Cortés : Spanish invader of Mexico*. St. Catharines, ON. Crabtree Publishers.

This easy to read chapter book is recommended for ESL students and intermediate readers. It examines the exploration and conquering of Mexico. It emphasis the conquest as being a quest for gold and silver, and looks at the cost of this quest as being the slaughter of the Aztecs and Mayans.

## **Audio-visual**

Hernán Cortés. (2014). *The Biography Channel website*. Retrieved Feb 28, 2014, from <http://www.biography.com/people/hern%C3%A1n-cort%C3%A9s-9258320>

This 3 minute video offers a mini-biography of Hernan Cortes. The short length of the video makes it perfect to introduce students to Hernan Cortes, his personality and achievements. Below the video is a written biography of Cortes. This website also offers biographies of Diego Velazquez, and Christopher Columbus.

Green, John. (2012) The Spanish Empire, Silver, and Runaway Inflation. *Crash Course: World History*. Retrieved Feb 28, 2014 from <http://www.youtube.com/watch?v=rjhlzemLdos>

This educational video offers an entertaining look at the influence the Spanish expansion westward to North America had on the economy of Spain and the rest of the world. This video is a good overview of the effects that the conquest of the Aztec and Inca had on the world. One of Spain's reasons for going westward was to find gold. In the video the result of this desire is discussed. Students will learn about how the silver the Spanish did find affected their economy.

## **Community**

The Glenbow museum. <http://www.glenbow.org>

The Glenbow museum in Calgary offers many resources which look at European contact with First Nations people in North America. Students can use these resources to further explore the concept of intercultural contact changing the worldview of societies. They can also compare the experience of First Nation's people in Canada and the USA with the experience's of the Aztec.