

Social Studies Eight

Unit Three: Aztecs

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Social Studies Eight
Unit Three – The Spanish & the Aztecs
WS 1

Begin by reading page 152 of your textbook:

- Define Aztec:
- Why were mountains so important to the Aztec people?
- What two elements made up the world according to the Aztec?
- **Based on figure 7-2**, how can you prove that the Aztec lived in Mountain regions?
- What were some negatives about the location the Aztec lived at?
- Why did the Aztec choose the site despite its issues?

- Your textbook speaks of one advantage the mountain offered the Aztec. Identify this advantage and how it helped the Aztec
- How did the Aztec solve the problem of flash floods in the mountain regions?
- Define Aqueduct:
- Why were aqueducts required in the mountain regions?
- In your own words, describe how an aqueduct worked?

Read "Floating Islands" on page 154 of your text:

- What was a chinampa?
- Briefly describe how a chinampa was made?
- What were some common goods grown on the chinampas?
- Based on your text, why did the Aztec not utilize farmland like we do today?
- How were chinampa accessed by the Aztec people?

Read **“Mexico City is Sinking”** on page 157 of your text:

- What two major factors are causing Mexico City to sink?
- Based on our increasing population, could this problem occur elsewhere? Explain:

Move to page 158 of your textbook:

- Why were gods so important in Aztec life?
- **On page 159 of your text**, there are 4 Aztec gods... Below, list two of them and some points about them:
- Huitzlopochtli was very influential on the life of the Aztec. What profound decision did he lead them to make?
- Why did the Aztec fear Tlaloc?

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Begin on page 161 of your textbook:

- Why did the Aztecs value human sacrifice?
- How did human sacrifice help the Aztec gods?
- Why was war especially important, in regards to satisfying specific gods, such as Tonatiuh?
- According to the Aztecs, what was the physical make-up of the world? (P. 163)
- Why did the Aztecs believe that Tenochtitlan was so important?

- Describe the middle of the city of Tenochtitlan:
- Why was this city seen as the center of the world?
- Why were temples often built at the top of mountains?
- Aztec's were described as "traders" and "warriors". Describe how both helped them expand their empire:
- Based on the physical location of the Aztec's, why did they rely so much on food trading?

- Give examples of goods/valuables that could not be found in Tenochtitlan:
- What role did slaves play in Aztec trading?
- What influence did the maps and reports of the merchants have on the Aztec empire?

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Begin by reading page 172 of your text:

- Copy figure 8-2 from your text
- How was the class of a person usually determined in Aztec society?
- How was the Aztec class system different from the Japanese class system?
- Describe the role of the Emperor:
- Describe the role of the Nobles:

- Describe the role of the Commoners:
- How did the Aztec people treat their emperor like a "god"?
- List the privileges that were afforded to the Emperor by the Aztec people:
- What were the responsibilities of the Emperor as head of the army?
- Define Calpolli:
- Provide two examples of groups who would form a Calpolli in Aztec society:

- Why were merchants so important in the Calpolli system?
- How did merchants gain significant wealth?
- How did the success of the merchants benefit the Calpolli?
- As members of society, taxes needed to be paid. How did farmers contribute without paying taxes?
- Define Artisans:
- What type of workers comprised the artisan group?

- What was the main way of to improve your class standing in Aztec society?

- What two motivations did warriors have for taking prisoners during battles?

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Begin on page 180 of your text:

- Describe how children were educated when they were young, and when they officially started going to school:
- Young children experienced two very different lifestyles in their early years. What were these two lifestyles, and how were they different?
- What was the goal of the harsh discipline following the age of three?

- In short, do you agree with this parenting goal? Will strict rules and punishment lead to an obedient and productive member of society? Explain:

- Schooling in Alberta is a right for all people and is publicly funded. What evidence can you find that Aztec education was very similar?

- What were the names of the two types of schools Aztec children could attend? What was the main difference between these two schools?

- Define Glyphs:

- How were nobles and commoners educated differently? How did this system enforce social order in Aztec society?
- How were young boys trained to become warriors and fight in Aztec society?
- How were educational opportunities for girls much different in Aztec society than in other societies, such as Edo Japan?
- What happened to girls at the age of sixteen? And what role did they play in the education of their own children?
- List 2 examples of valuable roles women held in Aztec society:

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Begin on page 185 of your textbook:

- **Read the “Fast Forward” on page 186:**
- Why did the Canadian government recognize each of the following as outstanding citizens?
 - Raul Wallenberg:

 - Nelson Mandela:

 - The Dalai Lama:

- Why would the government of Canada celebrate citizenship in people not from Canada?

- List the Five virtues of an Ideal Aztec Citizen:

- In your opinion, why was obedience a quality of citizenship?

- In your opinion, why was modesty a quality of citizenship?
- What was the role of the law in Aztec society?
- The law is not always administered evenly to all groups in society... Does this statement hold true in Aztec society? Explain or provide an example:
- Explain the “appeal” system within the Aztec legal structure: **(Link lesson to Grade 9 Justice Module)**
- What is the purpose of an appeal?
- How can the appeal process help those who have been wrongfully accused?

- **Read “Exploring Sources” on page 188:**
 - What was Montezuma able to accomplish?
 - Based on what Montezuma created, how was he able to ensure strict obedience?

- Describe how judges examined and processed complaints in Aztec society?

- What assistance did judges obtain/utilize when making a decision?

- Describe the difference in punishment for lesser and severe crimes:

- **Read “What kind of Justice” on page 189 of your text: (Grade 9 Justice Module Connection)**
 - Define Retributive and Restorative justice:

 - Compare some common aspects of both kinds of justice:

- In your own words, what is the purpose of retributive justice?

- In your own words, what is the purpose of restorative justice?

- The Aztec had a two-fold way of dealing with slaves... Explain the process:

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WS 6

Begin on page 194 of your text:

1. At the beginning of the middle ages, what was the most common religion in Spain?
2. Who rules Spain at the time? And where did they originate from?
3. What occurred in Spain in the year 711?
4. After the events of the year 711... What type(s) of religion remained in Spain?
5. For the next five centuries, Spain was part of the Arab Islamic World... Why was this empire so influential and strong?

6. Based on what you have read... Was the region an area of conformity, or acceptance?
Explain:

- Why was learning and education so highly valued by Muslim society?
- What proof can you provide in regards to the advanced state of education in the Muslim world as compared to Europe?
- In regards to religious freedom, how was Muslim Spain similar to present day Canada?
- What evidence can you provide that proves that Sayyid Khattab supported religious freedoms and religious minorities?

- Read **“Religious Tolerance”** on page 198 of your text:

- Describe the reasons each of the four individuals give for favoring religious tolerance:

- Define Caliphate:

- What was beginning to occur in the Muslim Spain Empire by the year 1000?

- Define Reconquista:

- As a result of the Reconquista... a new style of fighting was developed. Explain the type of fighting and comment on its success:

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WS 7

Begin on page 203 of your textbook:

1. Define Spanish Inquisition:

2. According to your textbook... Why did the king and queen start the Spanish Inquisition?

3. What decision did non-Catholic believers face during the Inquisition?

4. In response to the new system... what actions did Muslims and Jews take?

5. **Read “The Expulsion of the Jews” on page 203: (Connection to WW II Holocaust).**
 - How long did the Jews have to leave Spain?

 - What is the estimate of the number of Jews who had to leave Spain?

· Before the Jews left... What were they forced to do?

· Other than religion, what other possible reason may exist for the expulsion of the Jewish people?

6. What were some negative effects that resulted from the expulsion of the Muslims and Jews?

8. **Read "Fast Forward" on page 205 of your text:**

Based on the reading, how is the influence of the Spanish Inquisition still present in Spain today?

9. In what parts of world were the expelled people collecting?

10. What did the king and queen believe was their religious duty?

11. Define Missionaries:

12. Why were missionaries aboard all exploring voyages?

13. In the year 2000, what did Pope John Paul call for in regard to the Spanish Inquisition?

14. Based on the point of view of the pope... were the acts of the Spanish Inquisition in line with normal Christian beliefs? Explain:

15. How is the Spanish Inquisition similar to the treatment of Jews during the Second World War?

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WS 8

Begin on page 207 of your textbook:

- Based on your textbook, why were European countries so motivated to explore new locations?
- List 4 or 5 benefits that came with increased wealth:
- Why was Spain so short on money in the year 1492?
- People usually believe that Columbus was simply exploring for new land... What was another reason for his travels?

- Why was Cortes disappointed when he reached the new world?
- What was Cortes' first experience in regards to battle and conquest?
- In point form, briefly state the formula for conquest used by the Spanish:
- What was the goal of inviting a powerful leader for an exchange of gifts? What did it allow them to accomplish?
- In regards to fighting, how did the Spanish manipulate the situation so they would be guaranteed a victory?

- After eight years in Cuba, what location did Cortes become interested in?
- When the Spanish discovered a new and strong society (the Aztec's) in the region... Describe their response and what they sent to the new region:
- Based on the speech made by Cortes... why did he feel his exploration and upcoming conquest of the Aztec's was justified?
- Describe another example in history when an outside force has sought and claimed land that belonged to another group of people?

- Consider Moctezuma sending his ambassadors to the Spanish leaders... What was their intentions at this point in time?

- **Read “Exploring Sources” on page 224:**

- Why did Cortes want to show his weapons to the Aztec ambassadors?

- Why did he not kill the ambassadors during their visit?

- Why was the horse such a great weapon for the Spanish?

- Cortes always displayed his horses when he met a new group of people. What was his motivation in doing so?
- Define Epidemic:
- What role did disease play in the conflict between the Spanish and the Aztec?

