

Social Grade 8 K&E

Module 3

The Spanish & Aztecs:

Worldviews in Conflict

Name:

Date Received:

Date in:

Mark:


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Chapter 7

The People of the Sun

Name: _____ Date: _____

Knowledge and Employability: Chapter 7			
I Can	Read 	Do	Completed Student Teacher
<ul style="list-style-type: none"> • I can describe the worldview of the Aztecs before the arrival of the Spanish. 	<ul style="list-style-type: none"> • Workbook (p. 2) • Pages 152, 153, 154 • Workbook (p. 8) • Page 165 	<ul style="list-style-type: none"> • Split Page Vocabulary (SPV) (p. 1) • The Physical Landscape (p. 2) • Mapping (pp. 3-7) • Aztec Religion: The Aztecs (p. 8) • Aztec Gods (p. 9) • Religious Beliefs (p. 10) • Expanding the Empire (p. 11) • Creating Your Own Codex (p. 12) 	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>


Practice: Split Page Vocabulary

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Aztecs (p. 152) Glossary		
Aqueduct (p. 153) Glossary		
Chinampa (p. 154) Glossary		
Compulsory (p. 167) Glossary		
Tribute (p. 168) Glossary		



Name: _____ Date: _____

Practice: The Physical Landscape

1. Read the paragraph below.

The Aztecs listened to their god, Huitzilopochtli, who told them to move south from where they were living in Mexico. Their god told them to look for an eagle sitting on a cactus and they would know where to settle. After wandering for over 150 years, they came to the Valley of Mexico and saw an eagle sitting on a cactus. The problem was the land was swampy, with only one island. Religion and the message of their god was so powerful that they settled in the spot and named it Tenochtitlan.



2. Read pages 152, 153, and 154 in your Worldviews textbook.
3. Why were mountains so important to the Aztecs?

4. What problems were caused by the mountains surrounding their city? What did they build to solve the problem?

5. Why was living on an island beneficial for the Aztecs?



Practice: Mapping

Mapping Assignment

I. Map 1—Aztec Mexico

1. On the map of Mexico, identify the following places (use page 152 in your Worldviews textbook). Use a key as you won't be able to fit the names on the map.
 - Label the map—Mexico
 - Tenochtitlan
 - Ixtaccihuatl (volcano)
 - Popocatepetl (volcano)
 - Sierra Madre Occidental
 - Sierra Madre Oriental
 - Sierra Madre del Sur
 - Pacific Ocean
 - Gulf of Mexico
 - Baja California
2. Colour the map and make sure to outline in blue where water meets the land.



Name: _____ Date: _____



Practice: Aztec Mexico

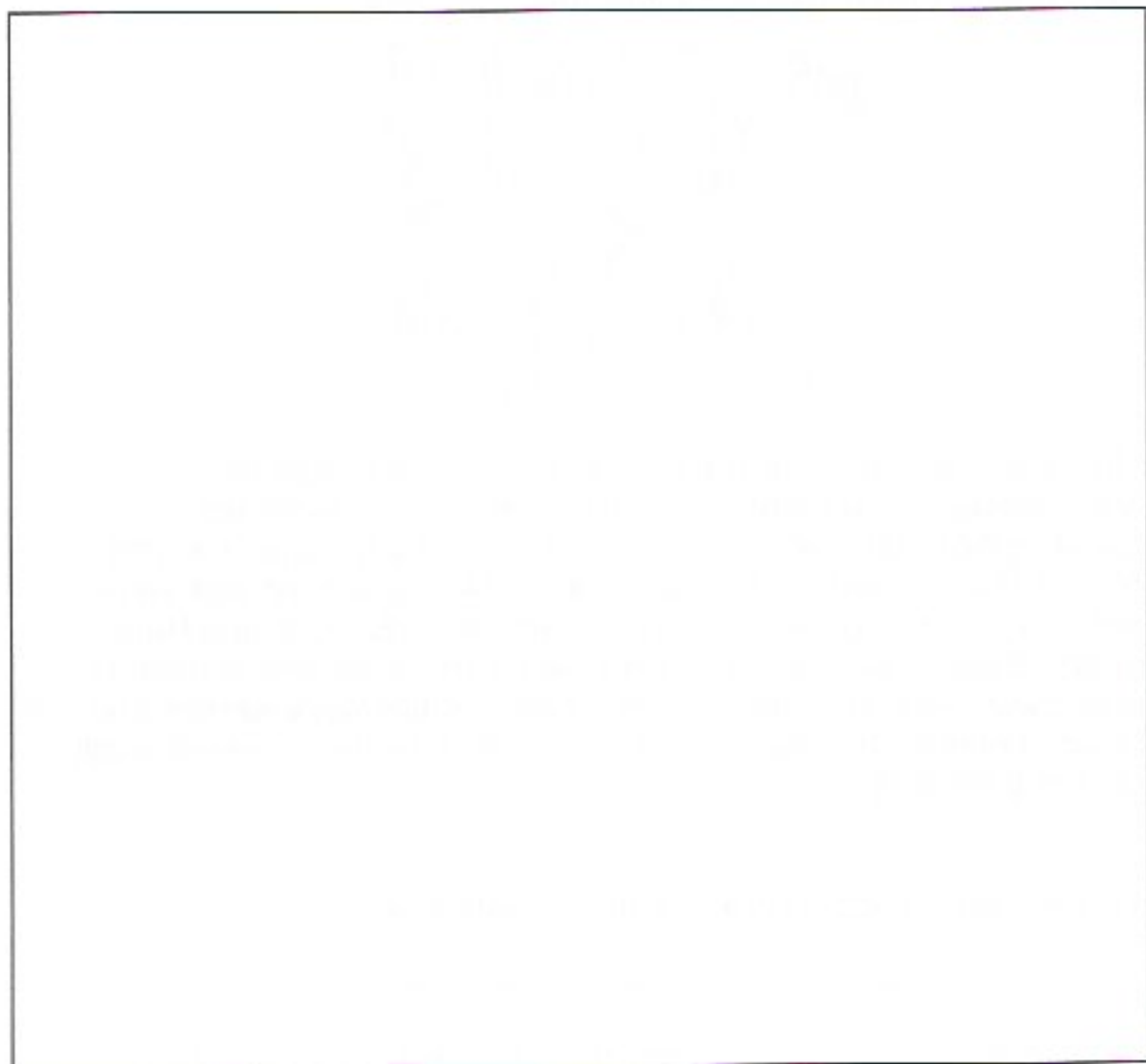




Practice: Map 2, Valley of Mexico

II. Map 2—Valley of Mexico 1519

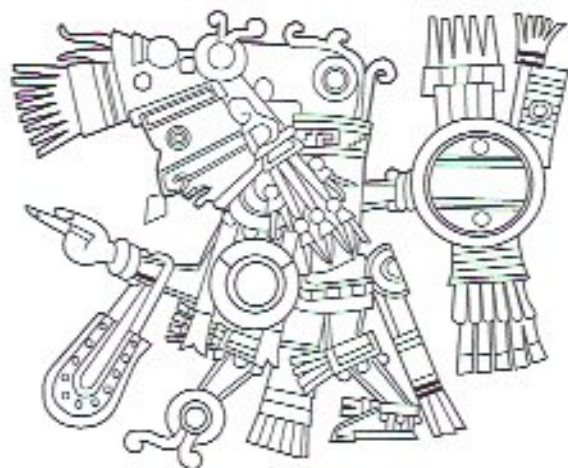
1. Draw your own map of the Valley of Mexico (1519). Use page 155 in your Worldviews textbook as your guide. Make sure to label all of the lakes and the cities.



**Practice: Aztec Religion: The Aztecs**

How did religious beliefs affect how the Aztecs saw the world?

The **Aztecs** were **deeply religious people**. They had numerous gods who represented natural phenomena and human existence. They believed the balance of the natural world, the processes that make life possible (like the rain or solar energy), and that the destiny of people depended on the will of these gods. While some deities were benevolent, others had terrifying characteristics.



The Aztecs thought that the power of the gods should be acknowledged and thanks given to them, so as to avoid the catastrophes that their rage or indifference could cause. For this reason, the monumental ceremonial centers were built and there were so many religious rites. The existence of the gods and their goodwill were maintained by offering up the most valuable human possession—life. This then, was the origin of **human sacrifice** and the ritual of bearing intense physical pain, which believers intentionally caused themselves.

1. Why did the Aztecs practise human sacrifice?




Practice: Aztec Gods

Aztec Gods

Religion controlled every part of Aztec life. The Aztecs had many gods, but some were more important than others.

1. Read page 159 and fill in the graphic organizer below.

God	Important Facts: Do these in point form
Huitzilopochtli 	Example: <ul style="list-style-type: none"> • Aztec believe he needs the blood of sacrificial victims to give him strength over night's darkness • Aztec tribal god • warlike
Tezcatlipoca	
Quetzalcoatl	
Tlaloc	

How do you think the Aztec religion led to their warlike nature?



Name: _____ Date: _____

Practice: Religious Beliefs

Using the Aztec Calendar

1. Go to <http://www.azteccalendar.com/>
2. Find out the Aztec equivalent of the date today. Go to the date calculator at <http://www.azteccalendar.com/>
3. Write the Aztec date below.

4. Enter your birthdate and discover your Aztec name.

5. Write your Aztec name below.

The Aztecs had two calendars.

1. A solar calendar.
2. A sacred calendar.
This is the great stone calendar that was dedicated to Huitzilopochtli and shows how the world began and how it will end.



<http://www.azteccalendar.com/>



Practice: Expanding the Empire

How did the Aztec worldview affect how they interacted with other people?

1. Read the second paragraph on page 165.
2. The Aztec had many conflicts with others on their way to find their homeland. Because of this they became:

- _____
- _____
- _____

3. What empire building strategies did the Aztecs use?
(pages 165–166)

- _____
- _____
- _____



Chocolate Anyone?

Did you know that the Aztec used cocoa beans as currency (money)? Cocoa beans are used to make chocolate.



Name: _____ Date: _____

Practice: Creating Your Own Codex

Creating Your Own Codex

The Aztec did not use written language as we do. Instead, they used pictures to write down what they wanted to record. Look at pages 160 and 168 to see examples.


Assignment: Creating Your Own Codex

1. Choose an important saying that means something to you.
Example: Just do it; never give up; friends forever.
2. Create your own codex to describe this saying. Include no more than three pictures.

A large, empty rectangular box with a thin black border, intended for the student to create their own codex.

Chapter 8 For the Good of the People

Name: _____ Date: _____

Knowledge and Employability: Chapter 8			Completed	
I Can	Read 	Do	Student	Teacher
<ul style="list-style-type: none"> • I can tell you about the roles of the Aztecs. • I can tell you about the education of the Aztecs. 	<ul style="list-style-type: none"> • Pages 178, 179 • Pages 180, 182, 183 • Pages 185, 187 	<ul style="list-style-type: none"> • Split Page Vocabulary (SPV) (pp. 13-14) • For the Good of the People <ul style="list-style-type: none"> - Graphic Organizer - Signs of Status (p. 16) - Note Page (p. 17) - Creating Your Own Motto (p. 17) 		

**Practice:** Split Page Vocabulary 1 of 2**Directions:**

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Omens (p. 171) Glossary		
Ocelot (p. 173) Glossary		
Calpolli (p. 174) Glossary		
Artisans (p. 175) Glossary		
Quetzal (p. 175) Glossary		



Name: _____ Date: _____


Practice: Split Page Vocabulary 2 of 2

Term	Definition	Example/Picture
Calmecac (p. 180) Glossary		
Telpochcalli (p. 180) Glossary		
Glyphs (p. 182) Glossary		
Retributive justice (p. 189) Glossary		
Restorative justice (p. 189) Glossary		

**Practice:** For the Good of the People

1 of 3

Complete the graphic organizer below.

Roles in the Aztec Society	
Emperor (p. 172)	
Nobles (p. 172) 	
Commoners (p. 172)	
Merchants (p. 174)	
Farmers (p. 175)	
Artisans (p. 175)	



Name: _____ Date: _____

Practice: For the Good of the People 2 of 3

Signs of Status:

1. Read pages 178 and 179.
2. What are the signs of status for the Aztec?

3. What are the signs of status in your school?



Practice: For the Good of the People 3 of 3

Do your own note page on the following four groups:

1. Nobles (page 180)

- _____
- _____
- _____

2. Military (page 182)

- _____
- _____
- _____

3. Commoners (page 183)

- _____
- _____
- _____

4. Women (page 183)


- _____
- _____
- _____

Assignment: Make your own motto.

1. Read pages 185 and 187.
2. Create your own motto to describe an important value.
3. On a blank page, design your motto. Make sure to include pictures and colour to support your message.
4. In the background, include words that describe the ideal Canadian citizen.

Chapter 9 Spain Looks Westward

Name: _____ Date: _____

Knowledge and Employability: Chapter 9			Completed	
I Can	Read 	Do	Student	Teacher
<ul style="list-style-type: none"> • I can tell you why the Spanish wanted to expand. 	<ul style="list-style-type: none"> • Workbook (p. 3) • Page 198 • Workbook (p. 4) • Page 202 • Page 203 • Page 204 • Page 205 • Page 207 	<ul style="list-style-type: none"> • Split Page Vocabulary (SPV) (p. 19) • Geography and Region (p. 20) • Muslim Spain (p. 21) • Christian Spain (pp. 22-23) • Exploration and Gold (p. 24) • Cartoon Assignment (p. 26) 		

**Practice:** Split Page Vocabulary**Directions:**

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

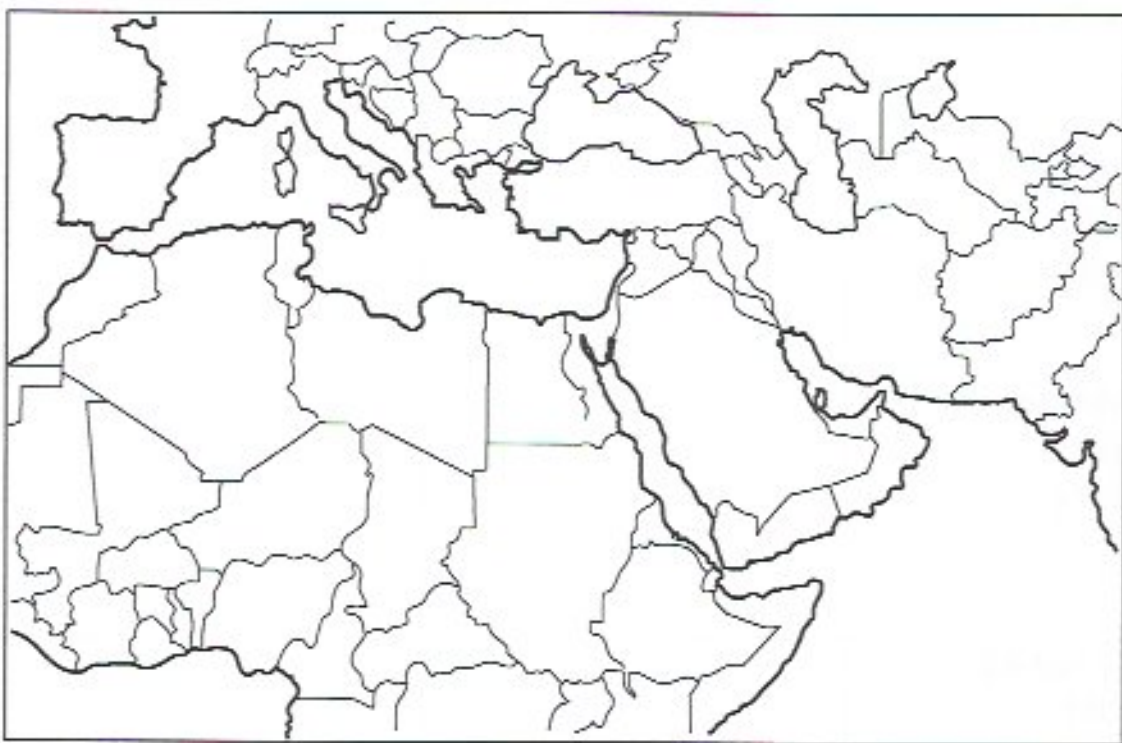
Term	Definition	Example/Picture
Reconquista (p. 199) Glossary		
Caliphate (p. 200) Glossary		
Spanish Inquisition (p. 203) Glossary		
Missionaries (p. 205) Glossary		
Hidalgos (p. 209) Glossary		



Name: _____ Date: _____

Practice: Geography and Region

1. Look at the map on page 194 of the Worldviews textbook.
2. Find Spain on the map.
3. On the map below, colour Spain yellow.
4. On the map below, colour the Islamic Caliphate green (page 194).



5. How do you think Spain and Portugal's locations led them to being part of the Islamic nation in 750?



Practice: Muslim Spain

At the beginning of the Middle Ages, almost every country in Europe, including Spain, was Christian. This changed when Tariq ibn-Ziyad landed with a Muslim force and eventually conquered Spain. Muslim art, music, architecture, and learning showed Islamic values in Spain. The world's first university was built in Cairo in 971. A beautiful mosque was built in Cordoba. Muslim scholars were advanced in medicine and science. They also translated books and essays from the ancient Greeks, whom they admired. Muslim Spain was tolerant of religious minorities.



1. Read page 198 in your Worldviews textbook.
2. Do you think that Canada is tolerant of religious minorities? Explain why or why not.

Source: Statistics Canada, Census of Population, "Religious Groups by Population," <http://www40.statcan.gc.ca/l01/cst01/demo30a-eng.htm>.

Total population	29,639,035
Catholic	12,936,905
Protestant	8,654,850
Christian Orthodox	479,620
Christian (not included elsewhere)	780,450
Muslim	579,640
Jewish	329,995
Buddhist	300,345
Hindu	297,200
Sikh	278,410
Eastern religions	37,550
Other religions	63,975
No religious affiliation	4,900,090



Name: _____ Date: _____

Practice: Christian Spain

The Reconquista

During the period of time from 1085 to 1492, the Christian forces of Spain set out to recapture the country. At the same time, a series of ineffective Islamic rulers had sectioned the area into smaller states and had lost their unified power. The Christian Spaniards developed a new way of fighting. They grouped together in tight formations that were difficult to beat.

It took many years and help from Christian crusaders from all over Europe, before Spain was Christian again.

Assignment: Christian Spain

1. Read the Fast Forward on page 202 of your Worldviews textbook.
2. What conflict is happening right now that can be compared to the times of the Crusades and the Reconquista?

3. What can you do to stop this kind of conflict?



Practice: Christian Spain

The Spanish Inquisition and the Spread of the Catholic Faith

1. Which groups were expelled from Spain? Read page 203.

2. Why were these groups expelled from Spain? Read page 203.

3. How does this compare with what happened to Canada's First Nations people? Read page 204.

4. Why were missionaries sent on voyages with explorers?
Read page 205.



Practice: Exploration and Gold

Gold

Spain had been at war for many years, which was very expensive. Soldiers needed to be paid, weapons needed to be bought, and during this time, Spain used up its gold and silver supply. The King and Queen of Spain, Ferdinand and Isabella, decided to support Columbus' voyage to the New World in hopes that he would bring back gold to help Spain.



Assignment: Exploration and Gold

1. Look at figure 9-17 on page 207. What is the hourly cost of fighting a war today?

2. Biography of Christopher Columbus

- Do a quick Internet search on Christopher Columbus.
- Go to www.biography.com
- Record what you learned in point form below.



Practice: Project

Assignment: Creating a Cartoon

1. Choose one of the major themes in this chapter.
 - Geography
 - Religion
 - Gold
2. Create a three-frame cartoon of the major events and ideas about your theme, using ideas from chapter 9 in your Worldviews textbook and your workbook.
3. Use drawings and words to help describe your theme and main ideas.
4. Take your time; be sure to sketch out a rough copy before you start on your good copy on the back of this page.



Name: _____ Date: _____

Practice: Cartoon Assignment


Practice: Cartoon Rubric 1 of 2


	Excellent 4	Good 3	Adequate 2	Needs Work 1
RESEARCH	<ul style="list-style-type: none"> Researches a variety of sources; text, workbook, library, internet 	<ul style="list-style-type: none"> Researches three sources 	<ul style="list-style-type: none"> Researches two sources 	<ul style="list-style-type: none"> Researches one source
VISUALS/GRAPHICS	<ul style="list-style-type: none"> Project uses visuals and designs to promote an excellent understanding of the topic 	<ul style="list-style-type: none"> Project uses visuals and designs to promote an understanding of the topic 	<ul style="list-style-type: none"> Project uses some visuals and designs to promote a basic understanding of the topic 	<ul style="list-style-type: none"> Project uses few or no visuals or designs to promote an understanding of the topic
ORGANIZATION	<ul style="list-style-type: none"> Includes thoughtful, interesting, easy-to-understand ideas about the topic 	<ul style="list-style-type: none"> Includes interesting, easy-to-understand ideas about the topic 	<ul style="list-style-type: none"> Includes ideas about the topic 	<ul style="list-style-type: none"> Includes few ideas about the topic
	<ul style="list-style-type: none"> Uses cartoon frames to promote understanding of topic 	<ul style="list-style-type: none"> Uses cartoon frames to promote understanding of topic 	<ul style="list-style-type: none"> Some use of cartoon frames to promote understanding of topic 	<ul style="list-style-type: none"> Limited or no use of cartoon frames to promote understanding of the topic
	<ul style="list-style-type: none"> Includes thoughtful and interesting dialogue 	<ul style="list-style-type: none"> Includes interesting dialogue 	<ul style="list-style-type: none"> May or may not include dialogue 	<ul style="list-style-type: none"> No dialogue included

**Practice: Cartoon Rubric** 2 of 2

	Excellent 4	Good 3	Adequate 2	Needs Work 1
CONTENT	<ul style="list-style-type: none"> Project promotes an excellent understanding of the topic Historical facts are accurate, detailed, and elaborate 	<ul style="list-style-type: none"> Project promotes a good understanding of the topic Historical facts are accurate and detailed 	<ul style="list-style-type: none"> Project promotes an adequate understanding of the topic Some historical facts are present 	<ul style="list-style-type: none"> Project shows limited understanding of the topic Historical facts are missing or inaccurate
TOTAL	WOW!			
	To think about...			

Chapter 10 A Deadly Meeting

Name: _____ Date: _____

Knowledge and Employability: Chapter 10			
I Can	Read 	Do	Completed
			Student
			Teacher
<ul style="list-style-type: none"> • I can tell you why the Spanish wanted to expand. 	<ul style="list-style-type: none"> • Cortés, the Conquistador (pp. 216–218) • Pages 223, 224, 226 • Page 227 • Page 229 • Page 231 	<ul style="list-style-type: none"> • A Deadly Meeting – Graphic Organizer (pp. 29–30) • Internet – Timeline (p. 31) • Paragraph – Cortés – Hero or Villain (pp. 32–33) 	

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

1955-1956

1956

1957

1958

1959

1960

1961

1962

1963

1964

1965

RESEARCH ASSISTANT

1966

1967

1968

1969

1970

**Practice:** A Deadly Meeting

1 of 5

Instructions: Using your Worldviews textbook, fill in the graphic organizer below. Answer in point form from the pages that are listed beside the main idea or person.

	Spanish Strategy (p. 229)
Cortés (pp. 216, 217) (Who was he and what did he do?)	(What did they want to do and what was their strategy to succeed?)
Conquistador (p. 218) (What was their formula?)	



Name: _____ Date: _____

Practice: A Deadly Meeting

2 of 5

<p>Weapons (pp. 223, 224, 226) (What weapons did the Spanish have? What weapons did the Aztecs use? Why wasn't it a 'fair fight'?)</p>	<p>Aztec Strategy (p. 231) (What choice did the Aztec leader make and what happened?)</p>
<p>Disease (p. 227)</p>	

**Practice: A Deadly Meeting**

3 of 5



Aztec Version of the Spanish Conquest
<http://ambergriscaye.com/pages/mayan/aztec.html>

Assignment: Timeline

1. Using the Internet, go to <http://www.pbs.org/opb/conquistadors/teachers/teachers.htm>
2. Investigate the site by clicking on:
 - Timeline of the Conquest—Disease and Events Timeline
 - Cortés and the Aztecs
3. In a paragraph answer the question, **Was Cortés a hero (good guy) or was he a villain (bad guy)?**
 - Make sure to include reasons for your answer.
 - Write a rough copy of your paragraph (on the next page), read it aloud and have someone else read it to help you correct any problems.
 - You are now ready to write your good copy.



Name: _____ Date: _____

Practice: A Deadly Meeting

4 of 5

Was Cortés a hero or a villain? (rough copy)

Name: _____ Date: _____



Practice: A Deadly Meeting

5 of 5

Was Cortés a hero or a villain? (good copy)

A series of 20 horizontal lines provided for writing a response to the question.

**Practice: Research Rubric** 1 of 2


	Excellent 4	Good 3	Adequate 2	Needs Work 1
RESEARCH	<ul style="list-style-type: none"> • Researches a variety of sources; text, workbook, library, internet 	<ul style="list-style-type: none"> • Researches three sources 	<ul style="list-style-type: none"> • Researches two sources 	<ul style="list-style-type: none"> • Researches one source
ORGANIZATION	<ul style="list-style-type: none"> • Includes thoughtful, interesting, and easy-to-read ideas about the topic • Includes thoughtful, interesting, and easy-to-read introduction that includes a hook and a thesis statement • Uses organized paragraphs supported by excellent details • Includes a thoughtful and interesting conclusion 	<ul style="list-style-type: none"> • Includes interesting, easy-to-read ideas about the topic • Includes interesting introduction that includes a hook and a thesis statement • Uses organized paragraphs • Includes an interesting conclusion 	<ul style="list-style-type: none"> • Includes ideas about the topic • Includes an introduction • Uses paragraphs • Includes a conclusion 	<ul style="list-style-type: none"> • Includes few ideas • Introduction is missing • Limited or no paragraph organization • Conclusion is missing


Practice: Research Rubric 2 of 2

	Excellent 4	Good 3	Adequate 2	Needs Work 1
CONTENT	<ul style="list-style-type: none"> Project promotes an excellent understanding of the topic Historical facts are accurate, detailed, and elaborate 	<ul style="list-style-type: none"> Project promotes a good understanding of the topic Historical facts are accurate and detailed 	<ul style="list-style-type: none"> Project promotes an adequate understanding of the topic Some historical facts are present 	<ul style="list-style-type: none"> Project shows limited understanding of the topic Historical facts are missing or inaccurate
TOTAL	WOW!			
	To think about...			

Chapter 11 Worldviews in Conflict

Name: _____ Date: _____

Knowledge and Employability: Chapter 11			
I Can	Read 	Do	Completed
			Student
			Teacher
<ul style="list-style-type: none"> • I can tell you how the Aztec beliefs changed. 	<ul style="list-style-type: none"> • Page 249 • Pages 252–253 	<ul style="list-style-type: none"> • Split Page Vocabulary (SPV) (pp. 37–38) • A Comparison—Graphic Organizer (p. 39) • Muslim Spain (workbook p. 39) • Worldviews in Conflict (p. 40) • Mexico Today (workbook p. 4) 	

**Practice:** Split Page Vocabulary

1 of 2

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example
Ideology (p. 237) Glossary		
Catastrophe (p. 238) Glossary		
Franciscan Order (p. 239) Glossary		
Encomienda (p. 242) Glossary		
Mestizo (p. 249) Glossary		



Name: _____ Date: _____

Practice: Split Page Vocabulary 2 of 2

Term	Definition	Example
Viceroy (p. 249) Glossary		
Creoles (p. 251) Glossary		
The Day of the Dead (p. 253) Glossary		



Practice: Muslim Spain

After the conquest by the Spanish, the life of the Aztecs became very different from the life they lived before the Spanish came.

Assignment: A Comparison

- Fill in the blanks below to show how life changed for the Aztecs after they were defeated by the Spanish.

Before the Spanish Conquest	After the Spanish Conquest
1. Aztecs gave _____ and _____ to their gods.	1. Aztecs felt they were _____ by their gods.
2. Aztecs had many _____ that they worshipped.	2. Missionaries converted the Aztecs to _____.
3. The Aztecs built beautiful temples.	3. The Spanish destroyed the _____ and codices that the Aztecs created.
4. The Aztecs based their life on _____, trade, war, and tribute to increase their wealth.	4. The Aztecs worked on farms and in mines for the Spanish and did not get _____ for their work.



Name: _____ Date: _____

Practice: Worldviews in Conflict

Reminder: Encomienda was a Spanish system that gave land grants to Spanish settlers in Mexico.

After conquering the Aztecs, Cortés ran into some problems. His men had not been paid and they had been fighting for years. They wanted some of the Aztec gold, but much of that had been sent back to Spain. Cortés wanted to stay in Mexico and make it a colony of Spain, but he needed his men to help him. Cortés came up with a solution.

- Encomienda—his men would get land
- Marriage Law—each of his men had to marry (they had to bring a wife over from Spain or marry an Indigenous woman) or they would lose their encomienda

Assignment: Worldviews in Conflict

1. What did Cortés achieve with his solution? Read page 249.

2. Why wasn't Cortés allowed to keep the governorship of Mexico? Read page 249.



Practice: Mexico Today

Assignment: Mexico Today

1. How did the two traditions of the Aztecs and the Spanish come together? Read pages 252 and 253.

2. How would you witness both cultures if you went to Mexico today?
