

*Important Concepts . . .*

# Preview Review



**Social Studies Grade 8**

**W2 - Lesson 4: Worldviews in Conflict**

## Important Concepts of Grade 8 Social Studies

W1 - Lesson 1 .....	Introduction to Worldview
W1 - Lesson 2 .....	The Expansion of Trade and the ..... Development of a Humanist Approach
W1 - Lesson 3 .....	The Exchange of Ideas
W1 - Lesson 4 .....	The Age of Exploration
W1 - Lesson 5 .....	Quiz
W2 - Lesson 1 .....	The People of the Sun
W2 - Lesson 2 .....	Spain Looks Westward
W2 - Lesson 3 .....	A Deadly Meeting
W2 - Lesson 4 .....	Changing a Worldview
W2 - Lesson 5 .....	Quiz
W3 - Lesson 1 .....	Shaping a Unique Worldview
W3 - Lesson 2 .....	Japan Under the Shogun & Edo Japan: ..... A Closed Society
W3 - Lesson 3 .....	Contact and Change in Meiji Japan
W3 - Lesson 4 .....	Return to Roots
W3 - Lesson 5 .....	Quiz

## Materials Required

### Textbook Required

*Worldviews: Contact  
and Change*

Social Studies Grade 8

Version 5

Preview/Review W2 - Lesson 4

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirs

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Kelly Kennedy and Marlyn Clarke



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

### ALL RIGHTS RESERVED

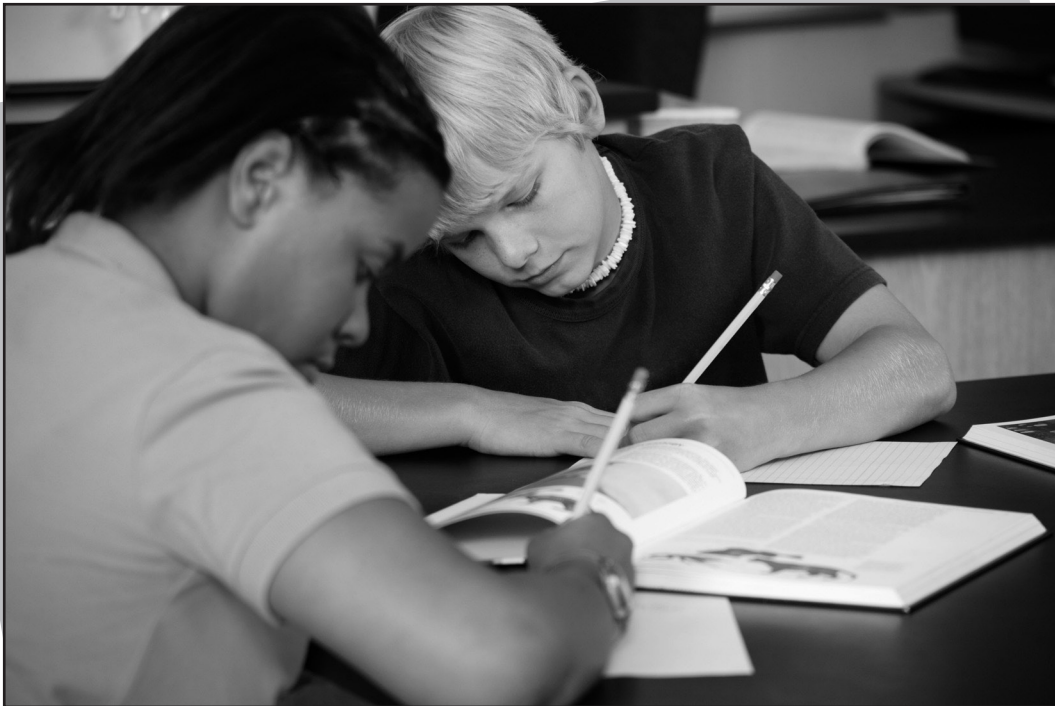
Copyright © 2009, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# **Preview/Review Concepts for Grade Eight Social Studies**



***W2 – Lesson 4:***

***Worldviews in Conflict***

# OBJECTIVES

By the end of this lesson, you should

- understand the extent to which the divergent worldviews of the Spanish and the Aztecs were factors in the dominance of one nation over the other

## GLOSSARY

**catastrophe** – an event resulting in great loss and misfortune

**Creoles** – descendants of early Spanish settlers in Mexico

**encomienda** – land grants given to Spanish settlers in the Spanish colonies

**Franciscans** – Roman Catholic priests who took vows of poverty, chastity, and obedience

**Frida Kahlo** – a skilled and influential Mexican painter

**imagery** – mental images of things or events

**Mestizo** – the race of people created after Spanish and Aztec intermarriages

**Octavio Paz** – a well-known Mexican writer

**plunder** – the act of stealing valuable things

**viceroy** – a representative of the king in the colonies

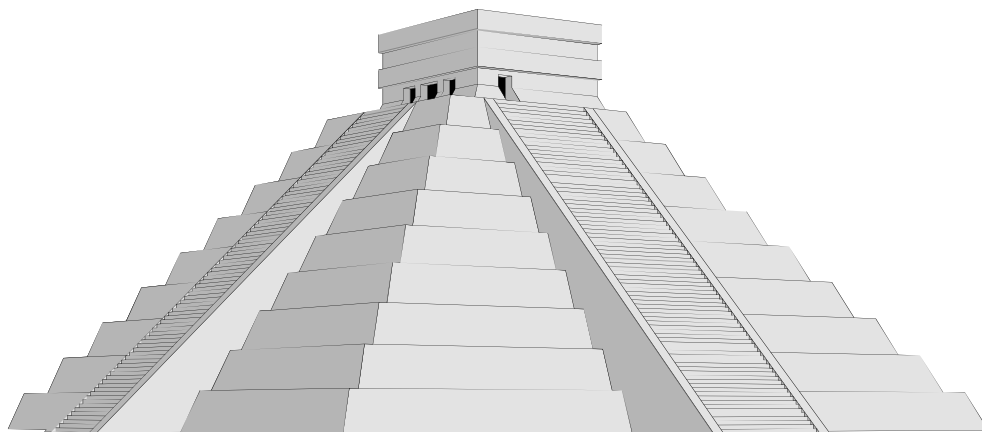
## W2 – Lesson 4: Worldviews in Conflict

### Reading 1: Changing a Worldview

Never had the Aztec people faced such a defeat. After months of prayers and sacrifices, the Aztec gods had done nothing to help them. The Aztecs looked around and all they saw was misery, destruction, and death. The battle between the Spanish and the Aztecs had been a **catastrophe** for the Aztecs.

During the battle, the Aztecs' glorious city of Tenochtitlan had been destroyed, the aqueducts had been broken, and their temples had been flattened.

The Aztecs' world had been crushed and their worldview shattered. They were about to face major changes in their way of life as the Spanish took control of the colony. To discover how the Aztec worldview of religion and economy changed, read pages 238 to 240 and 242 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 1.



## Activity 1: Changing a Worldview

This activity is in two parts. Part A requires you to complete statements with the correct word(s). Part B is a chart you will complete. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

### Part A: Fill-in-the-Blanks

To finish this part of the activity, you must complete each given statement with the correct word(s) on the line provided.

1. The conquest of the Aztecs by the Spanish was a \_\_\_\_\_ for the Aztecs.
2. Aztec priests kept telling their leaders that if the Aztecs continued to make \_\_\_\_\_ and say \_\_\_\_\_, the gods would lead them to victory.
3. \_\_\_\_\_ priests arrived at Veracruz three years after the conquest of the Aztecs.
4. When the priests arrived in \_\_\_\_\_, they were greeted by \_\_\_\_\_.
5. Many Aztecs were converted to the \_\_\_\_\_ faith. Aztec \_\_\_\_\_ were destroyed and Aztec codices were burned.
6. The Spanish changed the Aztec economic system by introducing the \_\_\_\_\_ system. In this system, settlers were allotted a number of \_\_\_\_\_ workers with each piece of land.
7. Workers were often abused by their \_\_\_\_\_. Laws passed to stop such abuses were ineffective because the \_\_\_\_\_ were so far from Spain.

## Part B: Chart

Complete the following chart. You should review Figure 11-7 on page 242 of your textbook, *Worldviews: Contact and Change*, to assist you in completing the chart.

Spanish Crown	
	He collected taxes to support himself, the colonial government, and the Spanish crown.
Conquistadors/Settlers	
	They did all the work on farms and in mines for little more than the basic necessities of food, clothing, and shelter.

### Spanish Economic System in New Spain

## Reading 2: A New Worldview Emerges

*“I have followed Hernán Cortés for over three years, ever since he spoke of the riches we would receive if we followed him to Mexico. It is true, I have seen the gold and silver of the Aztecs, but most of this treasure has been sent to Spain! Where are the riches Cortés promised my companions and me?”*

*Now, Cortés promises me an **encomienda** if I take a wife within six months. The Aztec women are beautiful and there is one who seems to like me. Perhaps I shall take an encomienda and make my own wealth.”*

To discover why the Spanish conquistadors took wives, read pages 246 to 247 and 249 to 250 in your textbook, **Worldviews: Contact and Change**. Then complete Activity 2.





## Activity 2: A New Worldview Emerges

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. How did Cortés solve his problems of providing his soldiers with wealth and developing a colony in Mexico?

---

---

---

---

2. What was the result of Cortés' plan?

---

---

---

---

3. Why did the King of Spain replace Cortés with a viceroy?

---

---

---

4. What were the causes of discontent in New Spain with the Spanish crown?

---

---

---

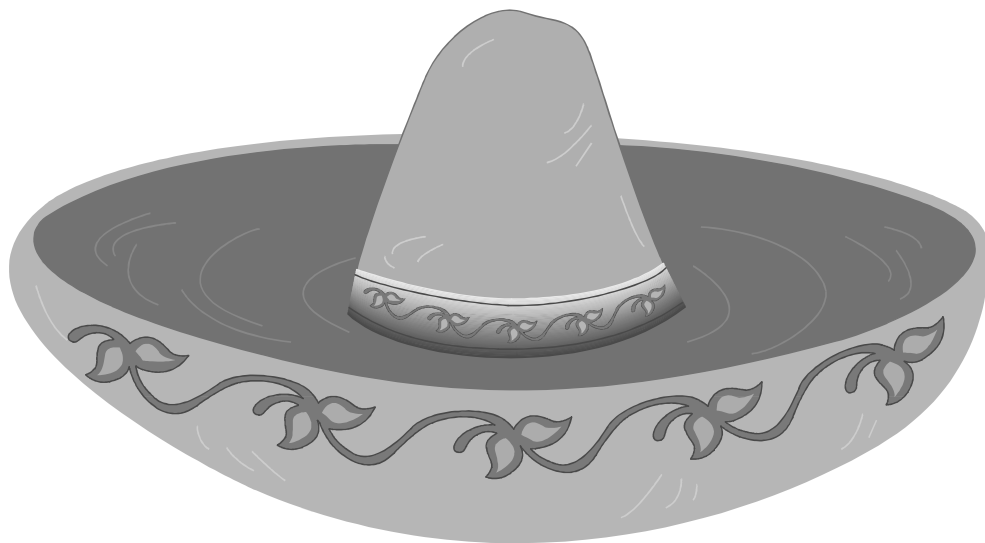
---

---

## Reading 3: Mexican Culture Today

In 1821, Mexico became independent of Spain. Today, over 90% of the Mexican population is either indigenous or **Mestizo**. The culture of Mexico is a mixture of Spanish, indigenous, and Mestizo traditions.

To discover how these traditions have been blended and how they have been maintained, read pages 252 to 254 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 3.



### Activity 3: Mexican Culture Today

Read each statement carefully. If the statement is true, write **T** on the lines provided. If the statement is false, write **F** on the lines provided. **Then rewrite the sentence correctly to make the statement true.** If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- \_\_\_\_\_ 1. Mexico's culture includes the traditions of the indigenous, Mestizo, and Spanish people.

---

---

- \_\_\_\_\_ 2. The Roman Catholic Church refused to include Aztec traditions.

---

---

- \_\_\_\_\_ 3. Mexican artists and writers blend Aztec and Spanish traditions in their work.

---

---

- \_\_\_\_\_ 4. Frida Kahlo was a skilled and influential poet.

---

---

- \_\_\_\_\_ 5. Octavio Paz's poem, *Sun-Stone*, includes **imagery** of symbols made by Aztec artists carved into calendar stones.

---

---

## W2 – Lesson 4: Worldviews in Conflict Review Assignment

Complete pages 8 to 12 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

### Section A: Multiple-Choice

Be sure to read each question carefully. Write the letter of the **best** answer on the line in front of each question. This section is worth 10 marks.

- \_\_\_\_\_ 1. How did the Aztecs feel after the siege of Tenochtitlan?
- A. They did not make enough sacrifices.
  - B. Their leaders had failed them.
  - C. Their gods had abandoned them.
  - D. Their allies had betrayed them.
- \_\_\_\_\_ 2. Hernán Cortés asked for “*religious persons of goodly life and character.*” The king of Spain sent
- A. Jesuits
  - B. Franciscans
  - C. Dominicans
  - D. Anglicans
- \_\_\_\_\_ 3. When the Aztecs saw Hernán Cortés kneel to kiss the robes of the priests, the Aztecs were
- A. terrified
  - B. bewildered
  - C. curious
  - D. amazed

- \_\_\_\_\_ 4. People conquered by the Aztecs began to hate them because the Aztecs demanded
- A. more tribute
  - B. an increase in human sacrifices
  - C. more “flower wars”
  - D. acceptance of the Aztec religion
- \_\_\_\_\_ 5. The introduction of the encomienda system by the Spanish resulted in the Aztecs becoming
- A. landowners
  - B. slaves
  - C. merchants
  - D. artists
- \_\_\_\_\_ 6. The Spanish crown passed laws to protect the Aztecs. The laws
- A. had little effect
  - B. were not needed
  - C. provided needed protection
  - D. were declared illegal by Mexican courts
- \_\_\_\_\_ 7. The amount of gold and valuables sent to the king of Spain was called
- A. a tribute
  - B. a tax
  - C. the king’s fifth
  - D. the king’s right
- \_\_\_\_\_ 8. The union between Spanish soldiers and indigenous women resulted in the birth of children called
- A. Métis
  - B. Sinutla
  - C. Mexicans
  - D. Mestizo

- \_\_\_\_\_ 9. King Carlos sent Don Antonio de Mendoza to New Spain to become the first
- A. governor
  - B. viceroy
  - C. mayor
  - D. prince
- \_\_\_\_\_ 10. The king of Spain demanded tribute from New Spain to pay for
- A. good roads in the colony
  - B. new schools in the colony
  - C. Spain's European wars
  - D. putting down revolts

## Section B: Fill-in-the-Blanks

Complete each of the following sentences by writing the correct word(s) on the lines provided. This section is worth 10 marks.

1. Today, Mexico's culture is a \_\_\_\_\_ of Indigenous, Mestizo, and Spanish \_\_\_\_\_.
2. Church festivals include \_\_\_\_\_ traditions that were \_\_\_\_\_ long before the arrival of the Spanish.
3. Frida Kahlo was the daughter of a \_\_\_\_\_ mother and a German father.
4. Frida Kahlo dressed in the style of \_\_\_\_\_ Mexicans.
5. Octavio Paz's longest \_\_\_\_\_ called *Sun-Stone* is based on an Aztec \_\_\_\_\_.
6. The Spanish conquest of the Aztecs was a \_\_\_\_\_ for the Aztec's way of life.



## Section C: Short Answer

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. What did Cortés do to provide his men with the wealth he promised and to establish a colony? (2 marks)

---

---

---

---

---

2. Identify the concerns the king of Spain had about Cortés. What did the king do about those concerns? (2 marks)

---

---

---

---

---

3. Why were the colonists of New Spain unhappy with the Spanish king's rule? (1 mark)

---

---

---

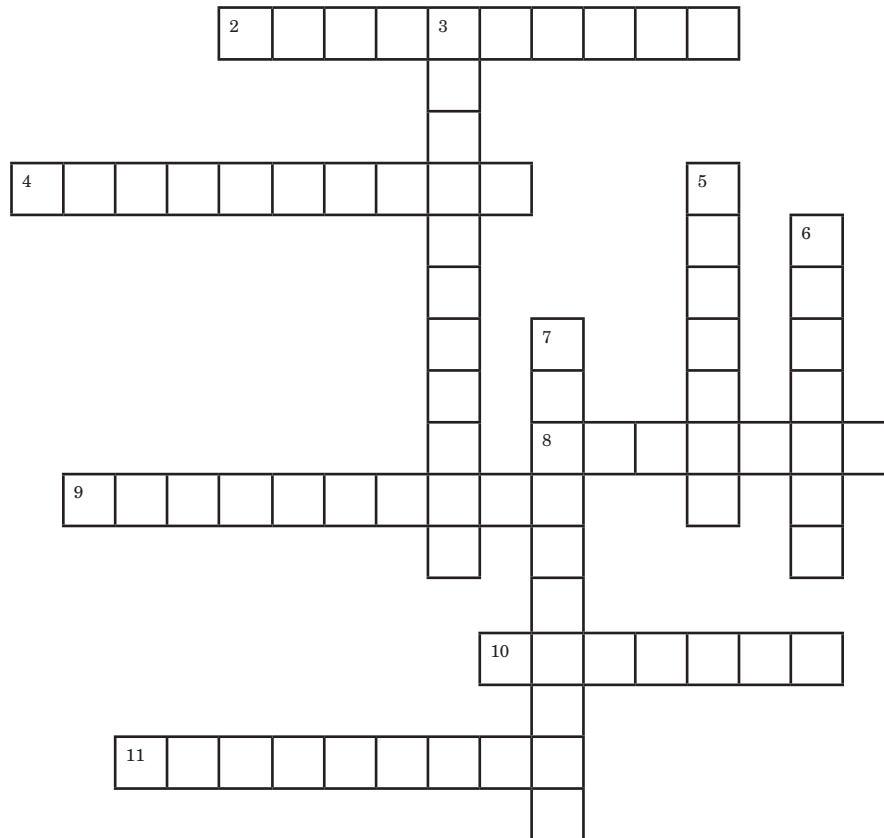
---

**Total:** \_\_\_\_\_  
**25 marks**



## Worldviews in Conflict Bonus Crossword Puzzle

Use the clues below to identify the word(s) in the crossword puzzle.



### Across

2. a Roman Catholic priest
4. a well-known Mexican writer
8. descendants of early Spanish settlers in Mexico
9. an influential Mexican painter
10. the race of people created after Spanish and Aztec intermarriages
11. stealing valuable things

### Down

3. an event resulting in great loss
5. the colonial representative of the king
6. mental images of things or events
7. land grants given to Spanish settlers



Printed on 10%  
Post-Consumer  
Recycled Paper  
Please Recycle

