

Important Concepts . . .

Preview Review



Social Studies

Grade 8

TEACHER KEY

W2 - Lesson 4:

Worldviews in Conflict

Important Concepts of Grade 8 Social Studies

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W1 - Lesson 2	The Expansion of Trade and the Development of a Humanist Approach
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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

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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



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

viceroys – a representative of the king in the colonies

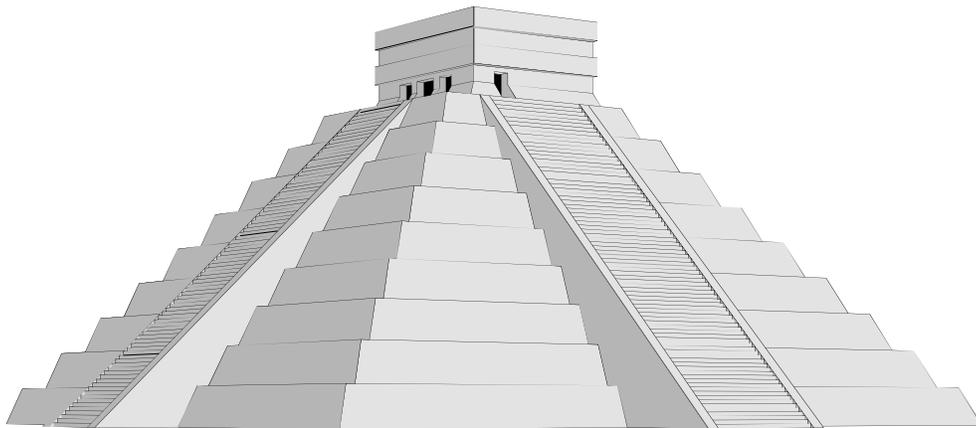
W2 – Lesson 4: Worldviews in Conflict

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 *catastrophe* for the Aztecs.
2. Aztec priests kept telling their leaders that if the Aztecs continued to make *sacrifices* and say *prayers*, the gods would lead them to victory.
3. *Franciscan* priests arrived at Veracruz three years after the conquest of the Aztecs.
4. When the priests arrived in *Mexico* *City*, they were greeted by *Hernán* *Cortés*.
5. Many Aztecs were converted to the *Catholic* faith. Aztec *temples* were destroyed and Aztec codices were burned.
6. The Spanish changed the Aztec economic system by introducing the *encomienda* system. In this system, settlers were allotted a number of *Aztec* workers with each piece of land.
7. Workers were often abused by their *landowners*. Laws passed to stop such abuses were ineffective because the *colonies* 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.

<p>Spanish Crown</p>	<p><i>20% of all gold and other valuables from New Spain went to the King of Spain. This was referred to as the “King’s fifth”.</i></p>
<p><i>Governor/Viceroy</i></p>	<p>He collected taxes to support himself, the colonial government, and the Spanish crown.</p>
<p>Conquistadors/Settlers</p>	<p><i>They were given encomiendas with Aztec workers. After paying taxes, they kept the remaining profits.</i></p>
<p><i>Aztec people</i></p>	<p>They did all the work on farms and in mines for little more than the basic necessities of food, clothing, and shelter.</p>

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?

The land grants (called encomiendas) provided the soldiers the opportunity for wealth. The marriage law Cortés passed required men in New Spain to have a wife (from Spain or the colony) within six months in order to keep their encomiendas.

2. What was the result of Cortés' plan?

Giving the men land in the colony shifted the focus from finding their fortune and returning to Spain to colonizing New Spain. The marrying of Spanish men to indigenous women also strengthened the men's ties to the colony.

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

The king may have feared that Cortés would declare himself king of the new colony. The king also thought that Cortés would put his own personal interests ahead of the king's interests.

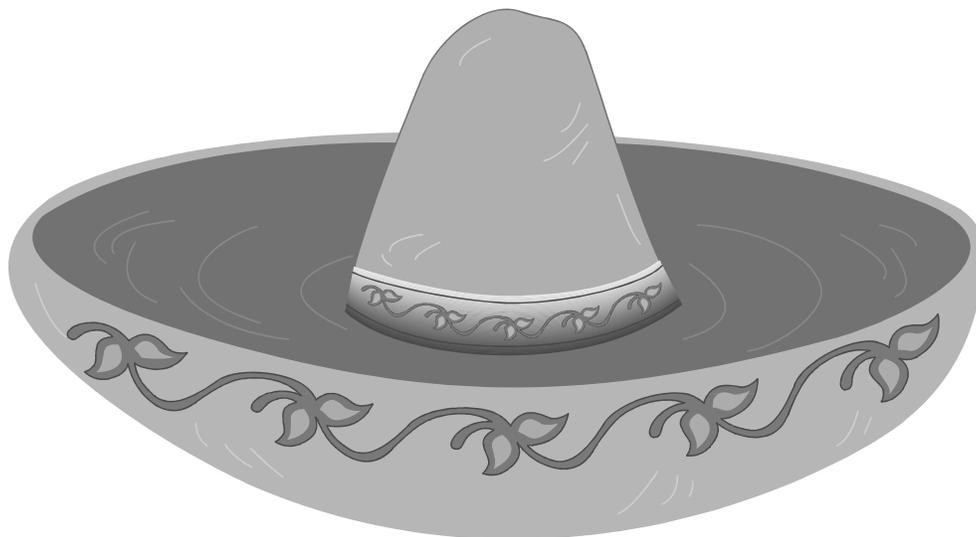
4. What were the causes of discontent in New Spain with the Spanish crown?

The colonists saw the king of Spain getting rich at the expense of the people of New Spain. The interests of Spain appeared to come before the interest of the colony. New Spain lacked good roads, schools, and housing.

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.

 T 1. Mexico’s culture includes the traditions of the indigenous, Mestizo, and Spanish people.

 F 2. The Roman Catholic Church refused to include Aztec traditions.
The Roman Catholic Church included Aztec traditions.

 T 3. Mexican artists and writers blend Aztec and Spanish traditions in their work.

 F 4. Frida Kahlo was a skilled and influential poet.
Frida Kahlo was a skilled and influential painter.

 T 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.

- C** 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.
- B** 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
- D** 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

- A** 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
- B** 5. The introduction of the encomienda system by the Spanish resulted in the Aztecs becoming
- A. landowners
 - B. slaves
 - C. merchants
 - D. artists
- A** 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
- C** 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
- D** 8. The union between Spanish soldiers and indigenous women resulted in the birth of children called
- A. Métis
 - B. Sinutla
 - C. Mexicans
 - D. Mestizo

- B** 9. King Carlos sent Don Antonio de Mendoza to New Spain to become the first
- A. governor
 - B. viceroy
 - C. mayor
 - D. prince
- C** 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 fusion of Indigenous, Mestizo, and Spanish traditions.
2. Church festivals include Aztec traditions that were developed long before the arrival of the Spanish.
3. Frida Kahlo was the daughter of a Mestizo mother and a German father.
4. Frida Kahlo dressed in the style of indigenous Mexicans.
5. Octavio Paz's longest poem called *Sun-Stone* is based on an Aztec calendar stone.
6. The Spanish conquest of the Aztecs was a catastrophe 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)

The land grant system, called the encomienda system, provided a source of wealth for his men. Cortés' marriage law ensured the development of a colony by requiring men to take a wife within six months to keep their encomiendas.

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

The king feared that Cortés might declare himself king of the new colony. The king also thought that Cortés would look after his own interests before the king's. The king appointed a viceroy to run the colony who would answer directly to the king.

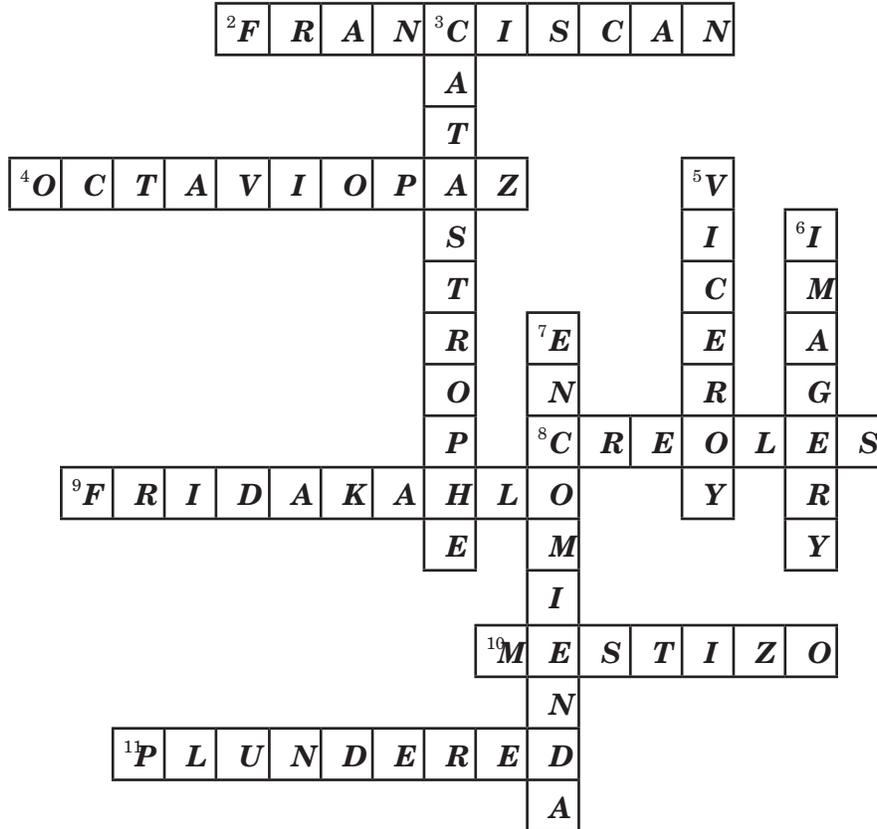
3. Why were the colonists of New Spain unhappy with the Spanish king's rule? (1 mark)

The people of New Spain realized that what was good for the king was not always good for the colony. They saw the wealth of the colony going to Spain with nothing being returned to the colony. Discontent rose among all classes in the colony.

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



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