

Important Concepts . . .

Preview Review



Social Studies Grade 8

W2 - Lesson 2: Spain Looks Westward

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Materials Required

Textbook Required

*Worldviews: Contact
and Change*

Social Studies Grade 8

Version 5

Preview/Review W2 - Lesson 2

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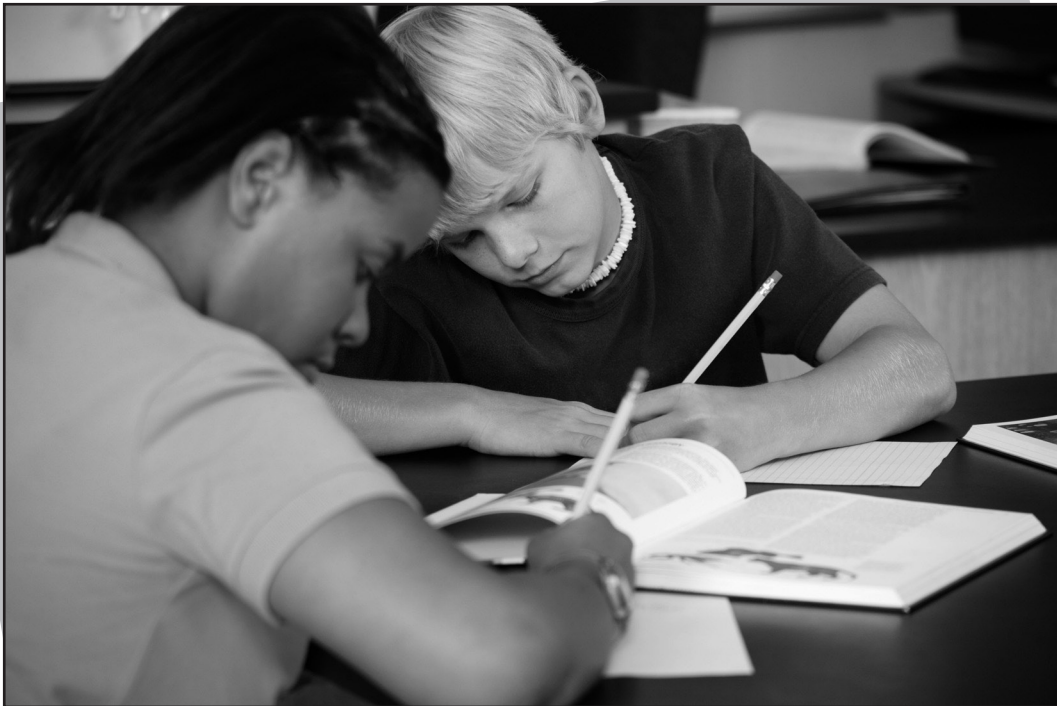
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Preview/Review Concepts for Grade Eight Social Studies



W2 – Lesson 2:

Spain Looks Westward

OBJECTIVES

By the end of this lesson, you should

- know the key elements of Spain's worldview, which encouraged Spain's desire to expand its empire

GLOSSARY

Al-Andaluz – the name given to the Iberian Peninsula by the Moors after they conquered Spain and Portugal

caliph – the civil and religious leader of a Muslim state

caliphate – a unified federal Islamic government for the Muslim world

chivalry – the honour code of a knight

El Cid – a Spanish hero who fought against the Moors

Granada – the capital city of the Moorish kingdom in Spain

hidalgos – the male children of poor noblemen

Iberian Peninsula – located on the south-western edge of Europe where Spain and Portugal are located

missionaries – individuals sent to convert others to a particular religion

monotheism – the belief in one god

Moors – Muslim people of Arab and Berber descent who conquered the Iberian Peninsula

polytheism – the belief in multiple gods

principalities – territories often ruled by a prince

Reconquista – the period of time that the Catholic kingdoms of Spain fought the Moors to retake the Iberian Peninsula

Spanish Inquisition – a Spanish court system in which non-Catholics were put on trial

W2 – Lesson 2: Spain Looks Westward

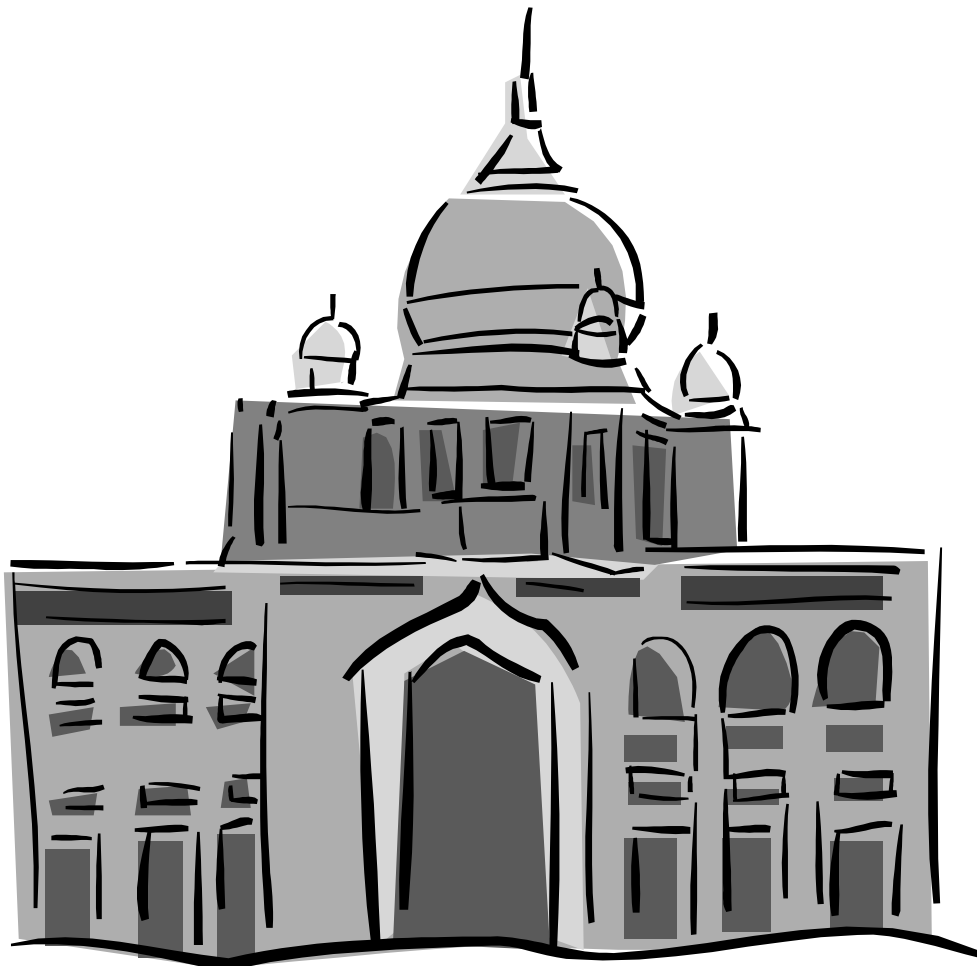
Reading 1: Geography and Religion

In the middle of the 600s, a religious prophet named Muhammad began to speak to the people of North Africa and the Middle East. A new religion called Islam was born. As the religion grew, Muhammad's teaching began to spread throughout the known world. Sometimes, this spread of Islam occurred by force.

A Muslim group known as the **Moors** landed on the southern edge of Spain in 711 and quickly conquered the **Iberian Peninsula**, with the exception of a few districts located in Spain's northern mountains. These districts remained Catholic.

Over time these Catholic districts gained strength and began the **Reconquista** of Spain.

To discover how the Muslims ruled Spain and how they were defeated, read pages 194, 196 to 197, and 200 in your textbook, *Worldview: Contact and Change*. Then complete Activity 1.



Activity 1: Geography and Religion

To complete Activity 1, use the list of words provided to choose the best word(s) to complete each statement. The words will be used only once and not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

Al-Andalus	caliphate	expand	principalities	religious
battlefield	converted	Islamic	unified	tolerant
caliph	empire	location	Reconquista	valued
Cordoba	trade	cultures	effective	

1. Spain's _____ between Africa and Europe was to have a great influence on its _____ history.
2. The Moors called Spain and Portugal _____.
3. To create a sense of national identity, the construction of a beautiful mosque in the city of _____ was begun.
4. The Arab Islamic world was a significant part of economic _____ and included people from many _____.
5. Learning was greatly _____ in Muslim society.
6. Scholars in the _____ world knew much more about natural science than Europeans.
7. Muslim Spain was a society that was relatively _____ of religious minorities.
8. The _____ in the early 1000s began to decline.
9. The loss of a _____ Muslim state led to a number of independent _____.
10. The decline of the Muslim state allowed the Christian-controlled kingdoms to begin a _____ of Spain.
11. The new way of fighting developed by the Spanish was very _____.

Reading 2: Creating a Christian Spain

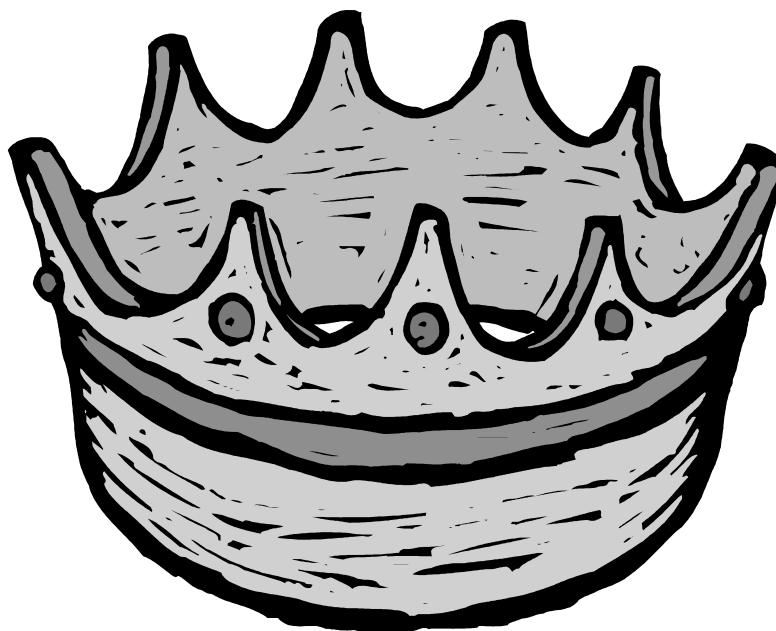
Over four hundred years had passed since the Spanish Christian forces had begun the Reconquista of Spain. In 1492, they were at the gates of **Granada**, the Muslims' last stronghold in Spain.

For ten long years, the Christian forces held siege to Granada. King Ferdinand II and Queen Isabella led the Christians. Since the time of Ferdinand and Isabella's marriage, the two largest districts in Christian-held Spain had united. Their marriage had also strengthened the Christian resolve to force the Muslims from Spain.

On the second day of a new year in 1492, the Christians attacked and the walls of Granada crumbled. This drove the Muslim forces from the Iberian Peninsula.

King Ferdinand II and Queen Isabella quickly realized their work had just begun. The cost of driving the Muslims from Spain had been steep. Because much of Spain's wealth had gone to support the military, the country's treasury was nearly empty. The king and queen also worried about the influence that Islamic beliefs still had on the people of Spain.

To discover what King Ferdinand II and Queen Isabella did to restore Spain to the Catholic faith, read pages 201 and 203 to 206 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 2.



Activity 2: Creating a Christian Spain

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, 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. The Pope gave King Ferdinand and Queen Isabella the title of Catholic Monarchs.

- _____ 2. The Reconquista of Spain was done in ten short years.

- _____ 3. The Spanish Inquisition was taken over by the Catholic Church.

- _____ 4. The expulsion of the Jews and Muslims had serious positive effects on Spain.

- _____ 5. The loss of many skilled financiers and business people made it difficult for Spain to maintain economic growth at the end of the 1400s.

- _____ 6. Converting as many people as possible to the Muslim faith, within Spain and outside its borders, became part of the Spanish worldview.

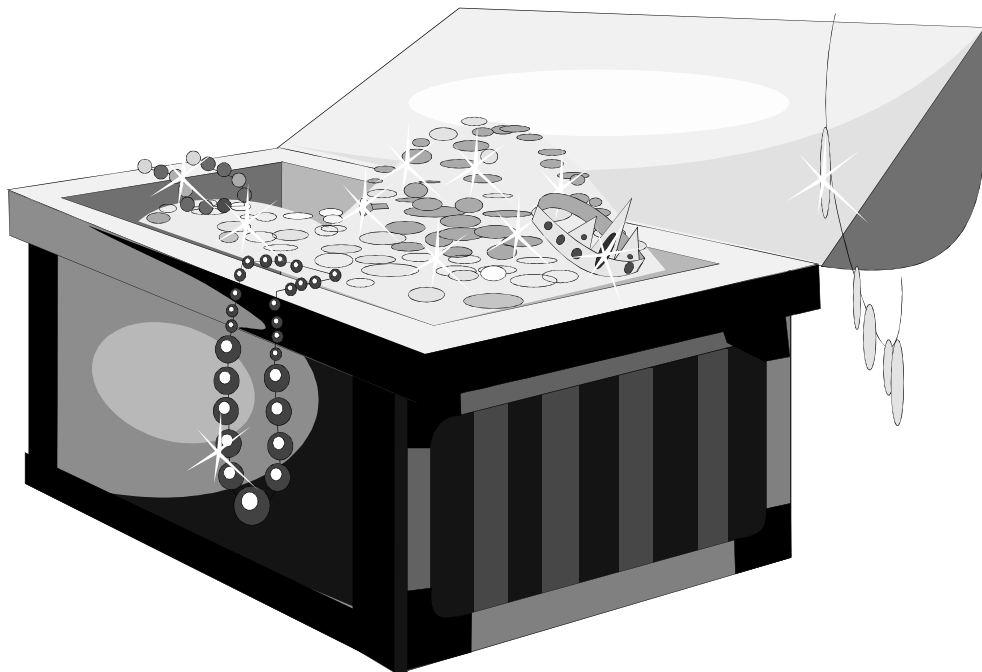
- _____ 7. Missionaries had the authority to teach and convert people to Catholicism.

Reading 3: Gold and Glory

The sun was reaching its highest point of the day. The sky was clear and a brilliant blue, but the man on the horse was sad. Years of trying to convince the leaders of several countries that they should support his desire to explore the western ocean had failed. His last chance had been with the king and queen of Spain, and they had finally turned him down. He did not look forward to returning to his home in Genoa, Italy, but what else could he do?

Suddenly, he heard shouting and the sounds of hoofbeats on the dusty trail. It was a messenger from Queen Isabella. She wanted him to return to the palace. “Could it be?” wondered Christopher Columbus.

To find out why the king and queen of Spain changed their mind and the result of their decision, read pages 207 to 209 and 211 to 212 in your textbook; ***Worldviews: Contact and Change***. Then complete Activity 3.



Activity 3: Gold and Glory

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss the questions as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. What role did gold play in the European economies?

2. What did King Ferdinand and Queen Isabella hope Columbus' mission would accomplish? What did Columbus do to justify their hopes?

3. What role did the hidalgos play in the exploration and settlement of the Americas?

4. During Spain's war with the Muslims, tales of chivalry became popular. El Cid, a Spanish knight, became famous in a poem that celebrated many of his qualities. Which of El Cid's qualities became part of the code of chivalry?

W2 – Lesson 2: Spain Looks Westward Review Assignment

Complete pages 8 to 11 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 5 marks.

- _____ 1. King Ferdinand and Queen Isabella were so devoted to their religion that the Pope in Rome gave them a special title. What was their title?
- A. Defenders of the Faith
 - B. The Reconquistas
 - C. Catholic Monarchs
 - D. Protectors of Jesus
- _____ 2. What was the last part of Spain to be freed from Muslim rule?
- A. Gibraltar
 - B. Granada
 - C. Castile
 - D. Aragon
- _____ 3. The first thing King Ferdinand and Queen Isabella did to unite Spain under one religion was to
- A. increase pressure on Muslims to leave Spain
 - B. send explorers to find new converts
 - C. ban all Muslims from Spain
 - D. take over the Spanish Inquisition

- _____ 4. The expulsion of the Jews and Muslims from Spain made it difficult for Spain to
- A. maintain economic growth
 - B. maintain the education system
 - C. maintain the banking system
 - D. maintain the military
- _____ 5. To increase membership to the Catholic faith, King Ferdinand and Queen Isabella sent
- A. explorers to new lands
 - B. military forces to Africa
 - C. missionaries with Spanish explorers
 - D. conquistadors to Portugal

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. The people of Spain have a saying: “La Geographia manda,” which means “Geography _____ everything.”
2. To create a sense of _____ identity, the Muslims built a large and very beautiful mosque.
3. Music, art, and architecture reflected Islamic _____.
4. A series of _____ Islamic rulers had led to a period of civil unrest.
5. During the _____, the Spanish developed a new way of fighting on the battlefield.
6. Tales of _____ became popular during Spain’s war with the Muslims.
7. Unlike the Muslims, the King and Queen of Spain were not _____ of other religions.
8. Muslims and Jews could either convert to the Catholic Church or be _____.
9. When Columbus arrived in the Americas, he found a _____ amount of gold on the island of Hispaniola.
10. There is no more expensive activity for any nation than fighting a _____.

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 10 marks.

1. What was the name of the nobles who did not own land? How did they help in the developments at home in Spain and abroad? (2 marks)

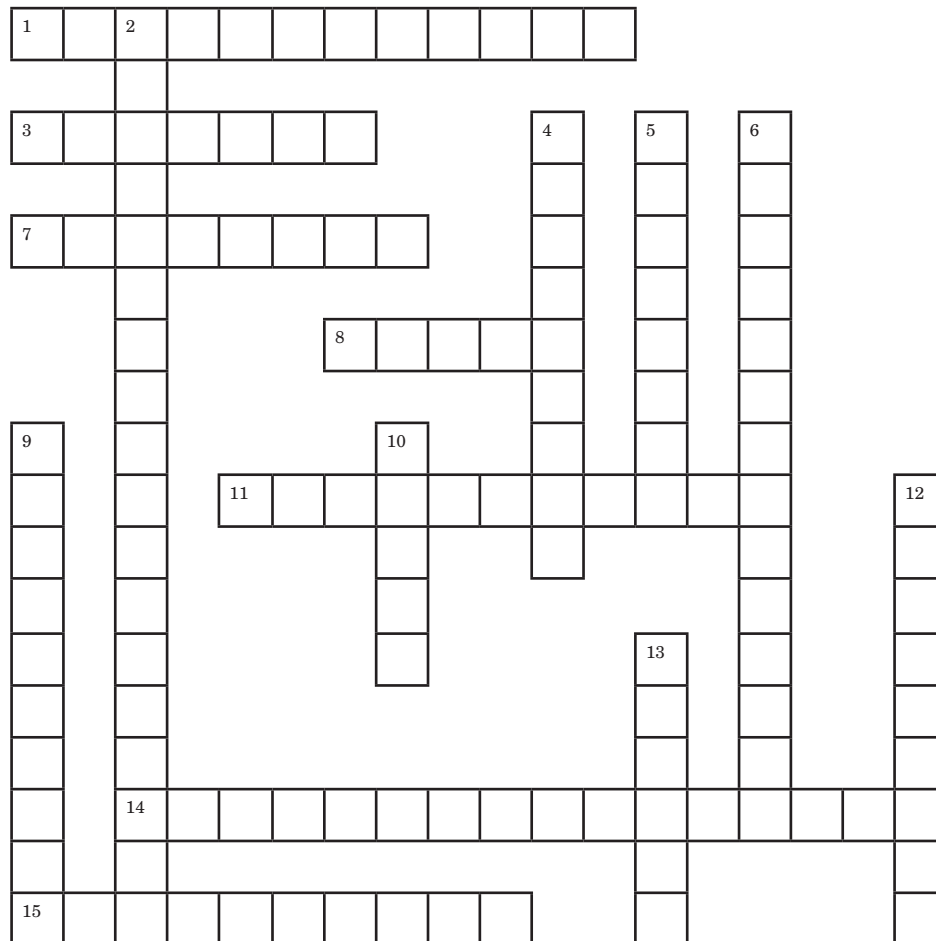
2. What were the qualities contained in the code of chivalry and what was the purpose of the code? (5 marks)

3. Why is it accurate to use the motto, *For God, Gold, and Glory*, when describing Spain's exploration and expansion? Address each part of the motto in your response. (3 marks)

Total: _____
25 marks

Spain Looks Westward Bonus Crossword Puzzle

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



Across

1. individuals sent to convert others
3. the capital city of the Moorish kingdom
7. an honour code of a knight
8. a Spanish hero who fought against the Moors
11. an event in which the Spanish fought the Moors to retake the Iberian Peninsula
14. the location of Spain and Portugal
15. the belief in one god

Down

2. a Spanish court system in which non-Catholics were put on trial
4. the name given to the Iberian Peninsula by the Moors
5. male children of poor noblemen
6. territories ruled by a prince
9. the belief in multiple gods
10. Muslim people of Arab and Berber descent
12. a unified federal Islamic government
13. a civil and religious leader of a Muslim state



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