

Important Concepts . . .

Preview Review



Social Studies

Grade 8

TEACHER KEY

W2 - Lesson 3:

A Deadly Meeting

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
W1 - Lesson 3	The Exchange of Ideas
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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

TEACHER KEY

Version 5

Preview/Review W2 - Lesson 3

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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W2 – Lesson 3:

A Deadly Meeting

OBJECTIVES

By the end of this lesson, you should

- understand the factors such as technology and disease that contributed to the dominance of the Spanish over the Aztec civilization

GLOSSARY

conquistadors – individuals who sailed from Spain to the Americas wanting to obtain gold, silver, and other treasures

epidemic – a widespread outbreak of an infectious disease

halberd – a spear fitted with a blade, axe head, and a hook

Hernán Cortés – a Spanish conquistador who led an expedition that resulted in the fall of the Aztec empire

intermediary – someone who acts as a go-between for conflicting persons or groups

Malinche – the female indigenous slave who knew the Mayan and Nahuatl languages and acted as an intermediary for Cortés

Mayan – a member of an American Indian people of Yucatan, Belize, and Guatemala

Mexico – a republic in southern North America, which became independent from Spain in 1810

Moctezuma – the Aztec emperor who encountered Hernán Cortés

muskets – muzzle-loading shoulder guns with a long barrel

Nahuatl – the language of the Aztec at the time of the Spanish conquest

smallpox – a contagious viral disease that has killed hundreds of millions of people through history

strategy – a long-term plan of action designed to achieve a particular goal

Velázquez – a Spanish governor of Cuba

Yucatan – a peninsula in southeast Mexico

W2 – Lesson 3: A Deadly Meeting

Reading 1: Cortés, the Conquistador

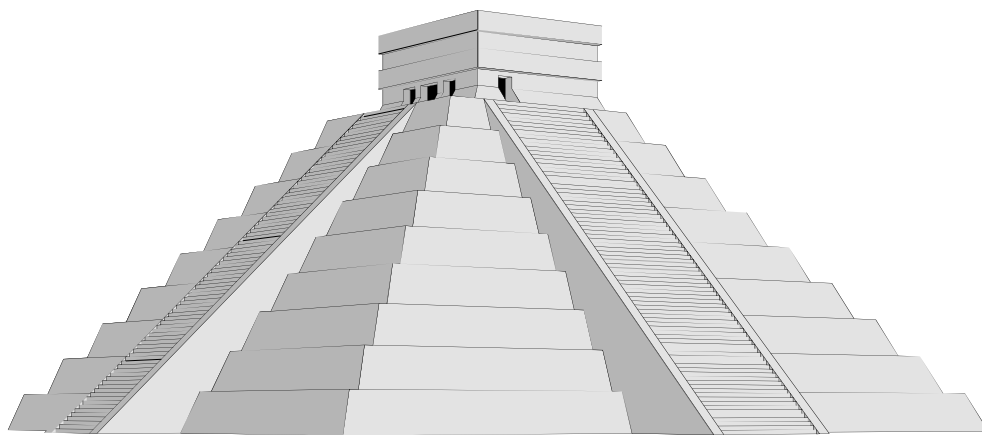
Hernán Cortés came from a wealthy family and had been trained in the ways of the military. Spain no longer fought the Moors, so he yearned for action. He was adventurous, ambitious, and young.

Cortés decided that his future lay in the Caribbean, where Spain was building colonies on the edge of the frontier.

Upon his arrival in Hispaniola, Cortés was given a large farm. Shortly after, he joined an expedition to conquer Cuba. He had become a **conquistador**!

Soon, stories came from the West of even larger lands and more powerful people than the Spanish had yet to encounter. With the stories came samples of riches only imagined by the Spanish.

The call to explore, and if need be to conquer, these new lands became too strong for Hernán Cortés to resist. To discover how Cortés was able to lead an expedition to the **Yucatan**, read pages 216 to 218 and pages 221 and 222 in your textbook, **Worldviews: Contact and Change**. Then complete Activity 1.



Activity 1: Cortés, the Conquistador

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

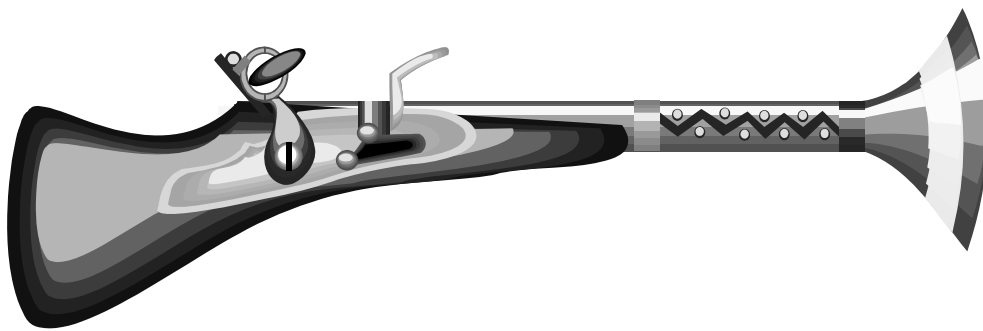
1. **Hernán** **Cortés** was an adventurous and ambitious young man.
2. Cortés decided, at the age of **19**, to go to the **New** **World**.
3. Cortés believed that the Caribbean would be a good place to make his **fortune**.
4. When Cortés arrived on the island of **Hispaniola**, he was given a large **farm**.
5. Cortés was asked to join an **expedition** to conquer **Cuba**.
6. After landing in a region, the Spanish aim was to **discover** which group of indigenous people was the most **powerful**.
7. The Spanish had a huge advantage over the indigenous people because of their horses, **armour**, and weapons.
8. With the support of Governor **Velázquez**, Cortés put together an expedition to the **Yucatan**.
9. Cortés established a town on the coast of Mexico and declared an **independent** government.
10. Cortés sent one ship to Spain with treasure and then **sank** the rest of the fleet.
11. Sinking the ships made it impossible for any soldiers loyal to Governor Velázquez to **defect** and return to **Cuba**.

Reading 2: An Unequal Fight

Many nations produce brave and courageous warriors. They are skilled in the ways of warfare. Great nations have warriors who understand tactics and **strategies** of war. When two equal nations wage war against each other, the war can be long and costly to both sides. However, if one side has superior weapons and the knowledge to use them to its advantage, there is little doubt about the outcome of the conflict.

The Aztecs were the most powerful people in Mexico. Their warriors were brave, courageous, and very skillful in the use of powerful weapons. However, the Aztec warriors were not a match for the Spanish weapons.

To discover the types of weapons the Aztecs and the Spanish used and a weapon that even the Spanish were not aware they had, read pages 223 and 224, and 226 to 227 in your textbook, ***Worldview: Contact and Change***. Then complete Activity 2.



Activity 2: An Unequal Fight

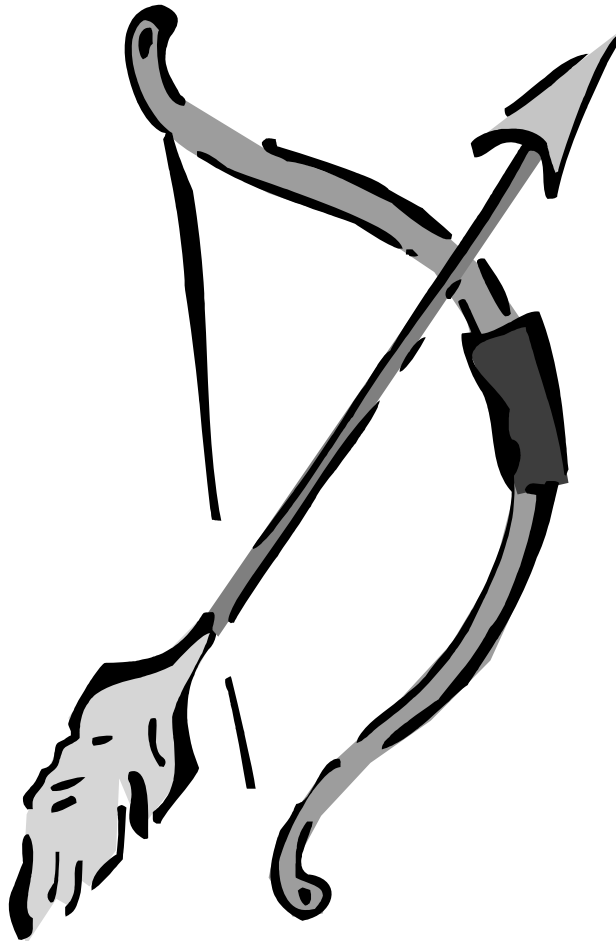
To complete this activity, you must finish the chart below and answer the question that follows. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Complete the following chart to show the difference between Spanish and Aztec weapons. An example is provided.

Aztec Weapon	Spanish Weapon
War Club <i>It could cut like a knife but shattered against hard surfaces.</i> <i>It was designed for swinging or chopping, but both hands were needed to swing it.</i>	Sword <i>They were double edged, needle pointed, and sharp as a razor.</i> <i>They could be used to slash and stab with one hand.</i>
Wooden Spear <i>Ends of the spear were sharpened wood hardened by fire</i> <i>Needed to get close to the enemy to thrust at unprotected areas.</i>	Halberd <i>It was two metres long with a spear blade, an axe point, and a hook.</i>
Atlatl <i>It was a piece of jointed wood that allowed a spear to be thrown great distances with greater force.</i>	Crossbow <i>This weapon could shoot wooden arrows with enough force to penetrate the thickest armour.</i>
Muskets <i>The Aztecs did not have this weapon.</i>	Muskets <i>These long rifle-like guns fired from the shoulder.</i>
Horses <i>The Aztecs did not have horses.</i>	Horses <i>These gave the Spanish mobility and an advantage in attacking enemies who were on foot.</i>

2. How did the exposure to European diseases affect the Aztecs?

Many Aztecs were killed by exposure to various European diseases (particularly smallpox). This loss weakened the Aztecs' ability to resist and/or fight the Spanish.



Reading 3: Invasion

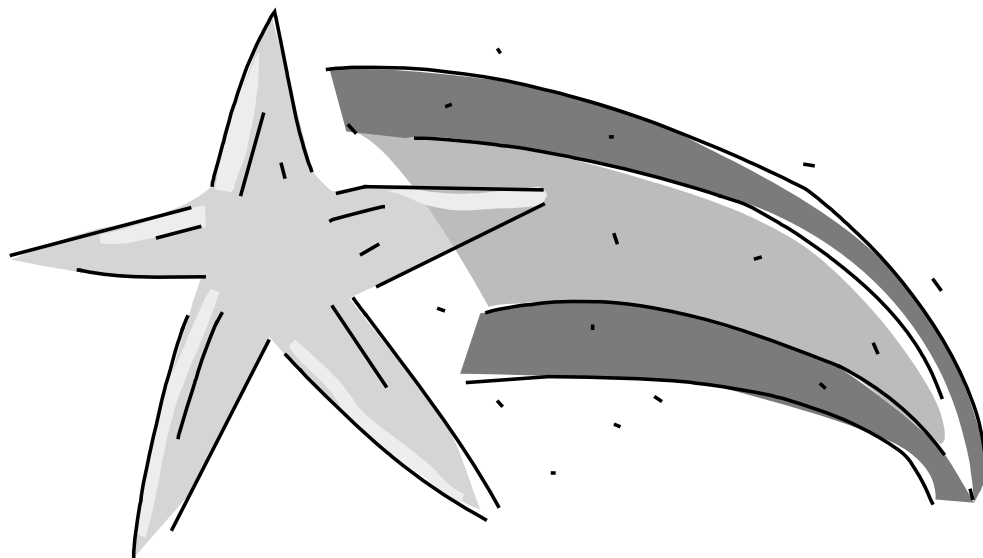
The Aztec emperor, Moctezuma, was worried. A few days earlier, he watched a fiery image cross the skies. It was a star serpent. As beautiful as the serpent looked, it still terrified him!

Now messages from the east brought news that was most disturbing. Strange men had arrived in ships as big as small mountains. They had strange four-legged animals that carried these strangers from place to place. When people approached these strangers, thunder would roar and some of his people would fall dead.

Was this Quetzalcoatl returning to destroy the Aztec Empire, or was this merely another enemy to be destroyed?

If it was Quetzalcoatl returning, there was not much the Aztecs could do. If this was another enemy, the Aztecs would fight. “What to do?” wondered Moctezuma.

To discover Moctezuma’s decision, read pages 229 to 233 in your textbook, ***Worldview: Contact and Change***. Then complete Activity 3.



Activity 3: Invasion

Be sure to read each question carefully. Write the letter of the **best** answer on the line in front of each question. 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.

- C** 1. The principle use of the “flower wars” for the Aztecs was to
- A. acquire trade goods
 - B. conquer neighbouring nations
 - C. get victims for human sacrifice
 - D. force neighbouring nations to pay tribute
- B** 2. Who did Cortés choose to be an intermediary between him and Moctezuma?
- A. Nahuatl
 - B. Malinche
 - C. Marquardt
 - D. Zempoala
- C** 3. What was the purpose of Cortés’ intermediary?
- A. To guide Cortés’ troops in battle
 - B. To keep Governor Velázquez informed of Cortés’ progress
 - C. To advise Cortés and act as his spy
 - D. To keep Moctezuma away from Tenochtitlan
- A** 4. Which indigenous people fought the Spanish and then added their soldiers to the Spanish forces?
- A. Tlaxcalans
 - B. Tabascans
 - C. Totonacs
 - D. Cholulans

C

5. Which indigenous group was a loyal ally of the Aztec and eventually conquered by Cortés?

- A. Totonacs
- B. Tabascans
- C. Cholulans
- D. Tlaxcalans

D

6. Moctezuma decided that the Aztecs should

- A. attack the Spanish immediately
- B. draw the Spanish into a trap
- C. let the Spanish take over
- D. observe the Spanish before taking action

A

7. When Cortés realized how much gold was available, he

- A. arrested Moctezuma
- B. established trade relations with the Aztecs
- C. killed all the Aztec leaders
- D. brought in missionaries to educate the Aztecs in Spanish ways

D

8. Governor Velázquez sent Spanish troops to

- A. help defend Spanish colonies from the Aztecs
- B. assist Cortés in his battle with the Aztecs
- C. escort the gold back to Spain
- D. arrest Cortés

B

9. The Spanish were able to defeat the Aztecs by

- A. burning the homes of the Aztecs
- B. cutting the aqueducts to the city
- C. killing Emperor Moctezuma
- D. destroying the city of Tenochtitlan

W2 – Lesson 3: A Deadly Meeting Review Assignment

Complete pages 9 to 13 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 30 marks.

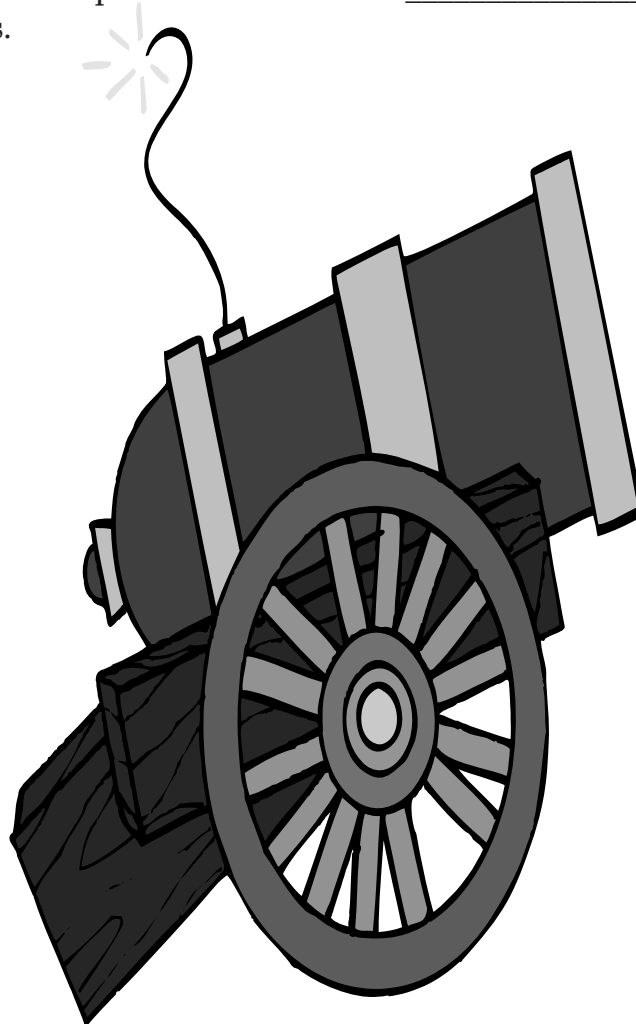
Section A: Fill-in-the-Blanks

Use the list of words provided to choose the **best** word to complete each statement. Write the correct word(s) on the line provided. Not all the words will be used. This section is worth 12 marks.

aqueducts	confront	firearms	intermediary
befriend	Cuba	Hispaniola	powerful
cancel	epidemic	horses	strategy
Caribbean	festival	independent	Yucatan
armour	gold		

1. It was the Spanish worldview that encouraged Hernán Cortés to **confront** and conquer the Aztec people.
2. Cortés believed that the **Caribbean** would be a good place to make his fortune.
3. Just before Cortés was set to sail, Governor Velázquez tried to **cancel** the expedition to Mexico.
4. Cortés established a town on the coast of Mexico and declared an **independent** government.
5. When the Aztecs first heard **firearms** go off, they thought it was thunder and lightening.
6. During the conflict between the Spanish and the Aztecs, an **epidemic** broke out that killed large numbers of the Aztecs.

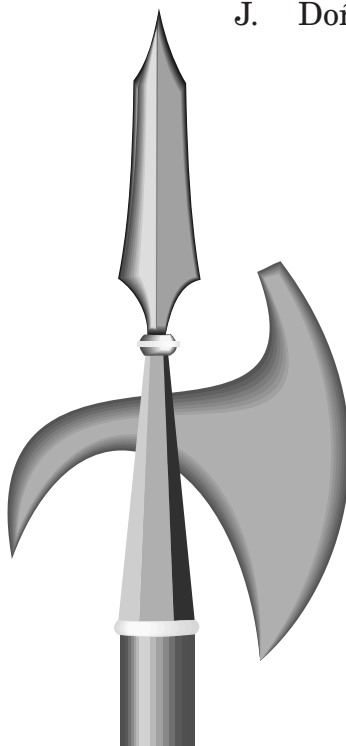
7. Cortés used an **intermediary** between him and Moctezuma.
8. As Cortés marched towards the Aztec capital city, he encountered numerous groups of people who viewed the Spanish differently. Cortés was forced to adapt his **strategy** to deal with each group.
9. The Spanish allowed the Aztecs to hold a **festival**, and then they killed all of the dancers.
10. The Spanish laid siege to Tenochtitlan and cut off the **aqueducts** to the city.
11. The Spanish had the advantages of muskets, cannons, and **horses** in their battle with the Aztecs.
12. It was the Spanish conquistadors' desire for **gold** that led Cortés to attack the Aztecs.



Section B: Matching

Match the individual or item on the left with the correct accomplishment or description on the right. Write the letter of the **best** answer on the line provided. This section is worth 10 marks.

<u> G </u>	Hernán Cortés	A. the capital city of the Aztecs
<u> H </u>	Governor Velázquez	B. an Aztec emperor
<u> F </u>	Carlos I	C. left in command of Tenochtitlan
<u> J </u>	Malinche	D. a Spanish weapon
<u> I </u>	Cholulans	E. the language of the Aztecs
<u> B </u>	Moctezuma	F. a King of Spain
<u> C </u>	Pedro de Alvarado	G. defeated the Aztecs
<u> E </u>	Nahuatl	H. tried to arrest Cortés
<u> A </u>	Tenochtitlan	I. allies of the Aztecs
<u> D </u>	halberd	J. Doña Marina



Section C: Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 8 marks.

1. Identify **three** aspects of the conquistadors' formula for conquest. (3 marks)
Students must identify three of the following factors.

- ***An expedition set out from an established colony.***
- ***The conquistadors met peacefully with indigenous groups to see who was the most powerful.***
- ***The conquistadors then invited the leader of the most powerful group to a meeting. The Spanish seized him and ordered his followers to obey the Spanish.***
- ***The conquistadors would fight only on open ground where they had a huge advantage with their horses, armour, and weapons.***
- ***The conquistadors' leader would remain as governor and his second-in-command would then lead the next expedition. The indigenous peoples were forced into slavery.***

2. Why did Governor Velázquez try to cancel the Cortés expedition? (1 mark)
The governor was worried that Cortés would get all the glory and not recognize his authority over the new lands Cortés might conquer.
-
-

3. How did Cortés convince the Totonacs to join him against the Aztecs? (1 mark)
The Totanacs complained about the tribute they had to pay the Aztecs. Cortés agreed to protect the Totonacs from the Aztecs if the Totonacs would provide the Spanish with warriors.
-
-

4. Below is a list of factors that led to the Spanish defeat of the Aztecs.

- Spanish military advantages
- Malinche was Cortés' intermediary
- Smallpox epidemic

Choose **one** of the factors identified above. Explain why this factor was **most** important to the success of the Spanish. (3 marks)

Students' responses will vary. Look for students to provide reasonable explanation for why the factor they chose is most significant to the defeat of the Aztecs. Possible answers are below.

• *Spanish military advantages - The skilled Aztec warriors were no match for the advanced weapons (muskets, cannons, horses) of the Spanish.*

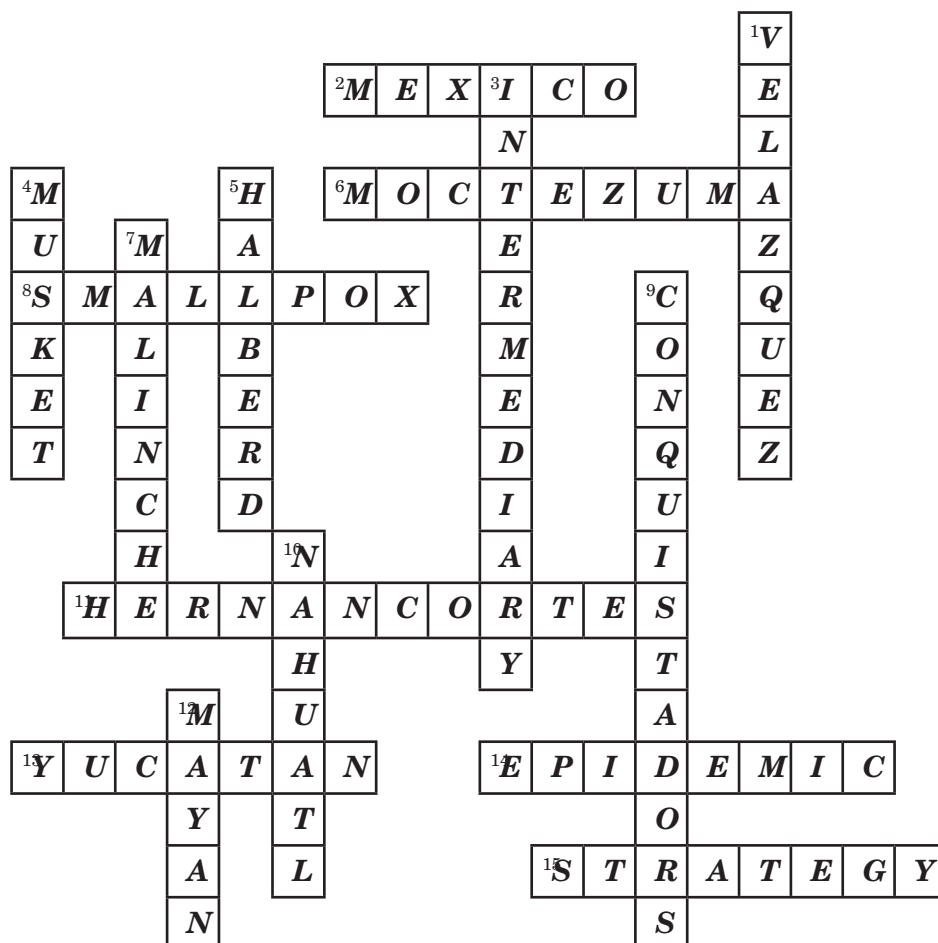
• *Malinche - She provided Cortés with invaluable information as his advisor and spy. Her knowledge of the Aztec culture and language aided Cortés greatly.*

• *Smallpox epidemic - The Aztecs did not have immunity to European diseases, and as much as 25% of the Aztec population was killed by smallpox. This weakened the Aztecs in general but seriously weakened the Aztec's ability to fight/resist the Spanish attack.*

Total: _____
30 marks

A Deadly Meeting Bonus Crossword Puzzle

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



Across

2. a republic in southern North America
6. an Aztec emperor
8. a contagious viral disease
11. a Spanish conquistador
13. a peninsula in southeast Mexico
14. an outbreak of an infectious disease
15. a long-term plan of action

Down

1. a governor of Cuba
3. a person acting as a go-between for conflicting individuals or groups
4. a muzzle-loading shoulder gun
5. a spear fitted with an axe head
7. the female slave who acted as Cortés' intermediary
9. Spanish explorers who sailed to the Americas
10. the language of the Aztecs at the time of the Spanish conquest
12. the American Indian people of Yucatan



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