

A Window to the Past **CARC Social Studies**

Enduring Understanding:

Perspectives within a culture contribute to its society’s worldview, and can shape events in that society. In this task, students will analyse the worldview of individuals in different classes in the Aztec and 16th century Spanish societies to determine their effect on the domination of one culture over the other.

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

General Outcome(s)		
8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.		
Specific Outcomes		
Number	Heading and Outcome (and bullet where applicable)	Criteria
8.S.4 8.3.4.5	critically assess how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> to what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? 	infer worldview
8.S.1 8.S.1.2	develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> critically evaluate ideas, information and positions from multiple perspectives 	
8.S.2 8.S.2.1 8.S.2.3	develop skills of historical Thinking: <ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations analyze the historical context of key events in a given time period 	draw and support conclusions
8.S.7 8.S.7.15	apply the research process <ul style="list-style-type: none"> analyze and synthesize information to create a product 	
8.S.8.1	demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 	communicate ideas
If this project is done as a research project, the following outcomes will apply:		Criterion
8.S.7 8.S.7.1 8.S.7.2 8.S.7.3	apply the research process: <ul style="list-style-type: none"> integrate and synthesize concepts to provide an informed point of view on a research question or an issue develop a position that is supported by information gathered through research draw conclusions based upon research and evidence 	research information

**Grade 8 Social Studies
Performance Assessment: Student Task**

A Window to the Past

As a world renowned analyst of historical events, you have been contracted by CFCN to delve into the historical documents of two cultures, the Aztec and the 16th century Spanish. After investigating these documents, you will analyze the extent to which social class played a role in the dominance of the Spanish over the Aztecs. You will create a documentary which reveals a window to the past!

• **Infer Worldviews**

Knowing what you know about the social classes of the Aztecs and the 16th century Spanish societies, infer the worldviews of each class. How would society's worldview manifest itself in each class? How did members of each class see the world?

• **Draw and Support Conclusions**

Draw and support conclusions about the extent to which the worldview of the social classes contributed to the dominance of the Spanish over the Aztecs. Justify your position concisely and accurately.

• **Communicate Information**

Create a multi-media documentary which reflects the role of the social classes in the dominance of the Spanish over the Aztecs. In your documentary you must:

- describe your inferred worldview from each social class.
- describe the extent to which each social class was responsible for the Spanish dominance.
- justify your conclusions regarding the responsibility of each social class in the Spanish dominance

Your documentary may not be more than 10 minutes long and must include a form of multi-media. You may use such tools as Windows Moviemaker, video, Voice thread, PowerPoint with voice-over, or others approved by your teacher.

**A Window to the Past
Rubric**

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
Infers worldviews (8.3.4.5, 8.S.1.2)	Provides a perceptive and astute understanding of the social class's worldviews	Provides a thoughtful understanding of the social class's worldviews	Provides a predictable understanding of the social class's worldviews	Provides a simplistic understanding of the social class's worldviews	No score is awarded; there is insufficient evidence of student performance based on the requirements of the task.
Draws and supports conclusions (8.S.2.1, 8.S.2.3, 8.S.7.15)	Provides compelling support for contribution of class to Spanish dominance	Provides convincing support for contribution of class to Spanish dominance	Provides believable support for contribution of class to Spanish dominance	Provides weak support for contribution of class to Spanish dominance	
Communicates information (8.S.8.1)	Designs a multimedia presentation that skilfully features a variety of visual images and sounds appropriate to the audience	Designs a multimedia presentation that effectively features a variety of visual images and sounds appropriate to the audience	Designs a multimedia presentation that workable features a variety of visual images and sounds appropriate to the audience	Designs a multimedia presentation that ineffectively features a variety of visual images and sounds appropriate to the audience	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

TEACHER NOTES

This section provides suggestions for **additional instruction** and **assessment for learning support**. A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are **not** intended to be used for grading purposes, but rather to scaffold students along the way to successful completion of the performance task. As not all students will require the same type and/or amount of scaffolding, teachers make instructional and coaching decisions based on student needs.

After initial suggestions on preparing for the task, the information in this section is organized around the criteria for evaluation as found on the rubric. Thus, teachers can target the areas where they feel students require additional support and guidance.

To help **prepare students for the task**:

- Give students this task at the beginning of the Aztec unit to allow students to gather information during the unit.
- Review rubric with the class and discuss vocabulary within.
- To differentiate instruction, teachers may choose to have some members of the class work on the Spanish social classes while others work on the Aztec social classes to reduce the size of the task, or reduce the number of classes any student is analyzing.

To help students **infer worldviews** (criterion #1):

- have students complete the charts "Aztec Social Class Worldview Analysis" and "16th Century Spanish Social Class Worldview Analysis". Have students reference the handout "Clues for Identifying Worldview" from Learn Alberta found on:
http://www.learnalberta.ca/content/ssbi/pdf/cluesforidentifyingworldviews_bi.pdf

To help students **draw and support conclusions** (criterion #2):

- have students complete the ranking chart "Justify My Choice: The Aztec Society" and "Justify My Choice: The 16th Century Spanish Society."

To help students **communicate information** (criterion #3):

- discuss storyboarding with students. A useful website for storyboarding is <http://www.histori.ca/minutes/lp.do?id=10087>. It includes a sample storyboard at the end of the page. Have students complete a storyboard before beginning to use any multimedia.
- Brainstorm the qualities for an effective presentation. Some suggestions may include

To help students **reflect on their learning**:

- have students complete one or more of the checklists at the end of this document.

Students may wish to record a practice presentation and use the self-reflection tool to examine their performance.

Aztec Social Class Worldview Analysis

Feature	Emperor	Nobility	Merchants, Artisans, or soldiers	Farmers, fishers or women	Slaves
View of human nature					
View of the good life					
Equality with others					
Responsibility to others					
Relationship between individual and state					
Relationship of humans with nature					
Sources of ethical wisdom					

*Adapted from "Clues for Identifying Worldview" http://www.learnalberta.ca/content/ssbi/pdf/cluesforidentifyingworldviews_bi.pdf*Adapted from "Clues for Identifying Worldview" http://www.learnalberta.ca/content/ssbi/pdf/cluesforidentifyingworldviews_bi.pdf

16th Century Spanish Social Class Worldview Analysis

Feature	Pope	King	Nobility	Middle class	Commoner
View of human nature					
View of the good life					
Equality with others					
Responsibility to others					
Relationship between individual and state					
Relationship of humans with nature					
Sources of ethical wisdom					

*Adapted from "Clues for Identifying Worldview" http://www.learnalberta.ca/content/ssbi/pdf/cluesforidentifyingworldviews_bi.pdf*Adapted from "Clues for Identifying Worldview" http://www.learnalberta.ca/content/ssbi/pdf/cluesforidentifyingworldviews_bi.pdf

Justifying My Choice: The Aztec Society

On the following table, rate the extent to which the world view of each Aztec social class contributed to the Spanish dominance over the Aztecs.

Social class	Rating in Spanish Dominance	Justification
Emperor	5 4 3 2 1	
Nobility or priests	5 4 3 2 1	
Merchants, artisans or soldiers	5 4 3 2 1	
Farmers, fishers or women	5 4 3 2 1	
Slaves	5 4 3 2 1	

Justifying My Choice: The 16th Century Spanish Society

On the following table, rate the extent to which the world view of each Spanish social class contributed to the Spanish dominance over the Aztecs.

Social class	Rating in Spanish Dominance	Justification
Pope	5 4 3 2 1	
King	5 4 3 2 1	
Nobility: duke, marquis, count or don	5 4 3 2 1	
Middle Class: merchant, artisan, trader or shopkeeper	5 4 3 2 1	
Commoner: farmer or herdsman	5 4 3 2 1	

Student Self-reflection Checklist

Student Name _____ Date _____

Task: A Window to the Past

Criteria	Yes, because . . .	Not yet, but here's how I can make it better:
My worldview inferences are logically supported by evidence		
My justification is concise and accurate for each social class.		
My documentary includes powerful images		
The sounds in my documentary enhance the message		

NOTE: Many other variations exist for checklists and rating scales. AAC members can access them on the Tools and Templates section of the AAC website.