


Spanish Expansion: The Worldview Made Me Do It CARC Social Studies

Please note: all black line masters are after the lesson plan template beginning on page 5. Each black line master is linked in the lesson plan. Click on the red push pin () in each master to return to the lesson plan template.

Grade Level	8	General Outcome	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.
Time Frame	3 – 4 classes	Enduring Understanding (purpose of the lesson)	Students will work towards an understanding of the elements of worldview that led the Spanish to expand their empire into South America.
Developed By	Don Jardine, Kristen Gough, Teresa Bryanton		
Critical Challenge/Big Idea	Which element of worldview was most influential in Spain’s desire to expand their empire? (Persuasive Poster Challenge)		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
8.3.1. Appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies.	8.3.4 critically assess how the Aztecs were affected by the Spanish worldview 8.3.4.1 What key elements of Spain’s worldview led to the desire to expand the Spanish empire?	Historical thinking 8.S.2.3 analyze the historical contexts of key events of a given time period Research for Deliberative Inquiry 8.S.7.2 develop a position supported by information gathered through research 8.S.7.3 draw conclusions based upon research and evidence Oral, Written and Visual Literacy 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia	

		presentations and written and oral reports, taking particular audiences and purposes into consideration
Summative Assessment Strategies	Creating a Persuasive Poster Rubric	
Introductory Activity/ The Hook	<p style="text-align: center;">***** NOTE: Preview all videos prior to use in class*****</p> <p>Activity 1: Elements of Worldview</p> <ol style="list-style-type: none"> 1. Review the elements of worldview using the chart on P. 5 (In Worldviews: Contact and Change) or "Concept of Worldview" from http://www.learnalberta.ca/content/ssbi/pdf/conceptofworldview_bi.pdf (see "References" below for more information). There are useful video clips available on the internet that give overviews of the Aztec Empire. Have students look for examples of worldview any video clips you use. Discuss what they found in whole group or small group discussions. Optional: You could pose the preview question: Why and how did the Spanish end up here? <p>[Note: If the link for the video clip does not work and you have the Worldviews: Contact and Change teacher's guide, choose one of the pictures in the envelope at the back as an introductory guide (there are questions on the back of them). You can also choose another Spanish picture from your textbook and use it as an example of reading images.</p>	
Teaching/ Learning Strategies and Activities	<p>Activity 2: Deciphering Images</p> <ol style="list-style-type: none"> 1. Discuss the meaning of the words "explicit", "inference", and "evidence" as they apply to messages in the media. 2. Have students look at Deciphering the Explicit Message, and discuss how they will use this to analyze images. 3. Show the images listed in the Spanish Worldview Image Resources. This resource list includes additional information about each picture. Use the first picture to conduct a whole group discussion in which students analyze the "who, what, when, where, why"—the explicit messages—in the image. 4. Students can then work in small groups to analyze one of the other images. Students will also complete their inferences from the picture on the Deciphering the Explicit Message organizer. Have groups share their findings with the class. 5. Discuss the meaning of the term "implicit" as it applies to messages in the media. Give students the handout Deciphering the Implicit Message and allow them time to complete the inferences, evidence, and worldview elements that they were able to decipher. 	

Implicit messages are ideas which are indirectly understood and represented in a picture/text. In other words, these ideas are not always visible in the picture/text, but clues and inferences lead us to these “hidden” ideas. You need to decode these hidden messages based on the evidence you see (or don’t see) in the picture. You will then connect these messages to an understanding of how these pictures represent or symbolize different worldview elements. You may use a worldview element more than once.

Activity 3: Ranking Influence

1. Discuss what makes something influential our lives. Have students think about what has been most influential in their lives, e.g., friends, family, experiences, education. Then, have students discuss what made those things influential. This activity should help students identify criteria for determining how influential something can be.

Possible criteria include:

- degree of impact on life
- lasting impact
- degree of impact on one’s environment/community

(Optional introductory lesson)

2. As a class look at three elements of worldview that had a strong influence on Spanish worldview during the 1500s, e.g.,
 - sources of ethical wisdom, (a higher authority and the messages from that authority, as interpreted in the bible)
 - view of the good life, (bettering one’s life, enriching one’s life and what that meant to Spanish)
 - relationship between individual and state, (importance in the eyes of the state, honour, fame)

Students will rank the worldview elements in terms of their influence on Spain’s desire to expand their empire. The chart [*Influence of Worldview Elements*](#) can help scaffold this task. Once students have completed the chart, have them complete [*Reasons For My Ranking*](#) chart, ranking the elements and why they were significant.

Activity 4: Task

1. Students decide which element of worldview is the most important in compelling the Spanish to expand. They will then design a poster, with visual and textual evidence, to convince others of their viewpoint in a persuasive and visually-appealing manner.

	<p>2. Hand out the Poster Task and Poster Rubric for the instructions and assessment targets.</p>
<p>Resources</p>	<p>Fitton, A., Goodman, D.M., O'Connor, E. (2007). <i>Worldviews: contact and change</i>. Pearson Education Canada. Don Mills, Ontario.</p> <p>Florida Memory, State Library and Archives of Florida. (2000 – 2005). <i>Drawing of Christopher Columbus in Hispanola, 1492</i>. SirsiDynix. Retrieved March 29, 2010 from http://www.floridamemory.com/PhotographicCollection/displayphoto.cfm?IMGTITLE=PR02967</p> <p>Learn Alberta. (2007). <i>Background information: Clues for identifying worldview</i>. Retrieved March 26, 2010 from http://www.learnalberta.ca/content/ssbi/pdf/cluesforidentifyingworldviews_bi.pdf</p> <p>Learn Alberta. (2007). <i>Background information: Concept of worldview</i>. Retrieved March 26, 2010 from http://www.learnalberta.ca/content/ssbi/pdf/conceptofworldview_bi.pdf</p> <p>Learn Alberta. (2009). <i>Modelling the Tools: Interpreting and Reinterpreting Visual Images</i>. Retrieved March 26, 2010 from http://www.learnalberta.ca/content/ssmt/html/interpretingandreinterpretingvisualimages_mt.html</p> <p>Levin, P, Moline, T. et Redhead, P. (2007). <i>Visions du monde</i>, Thompson-Duval. Mont-Royal, Quebec.</p> <p>Levin, P, Moline, T. et Redhead, P. (2007). <i>Our worldviews</i>, Thompson-Nelson. Canada</p> <p>Sea Breeze Villas. (2005). <i>Interesting Information Spain and Frequently Asked Questions</i>. Retrieved March 26, 2010 from http://images.google.ca/imgres?imgurl=http://www.seabreezevillas.com/images/spain/all%2520spain%2520images/history/spanish%2520battle.jpg&imgrefurl=http://www.seabreezevillas.com/faq.htm&usq=kQZQw4ncvMp5ti79fauB_xZB-R4=&h=255&w=395&sz=38&hl=en&start=1&itbs=1&tbnid=KqucMm9l3LwEQM:&tbnh=80&tbnw=124&prev=/images%3Fq%3Dspanish%2Bbattle%26hl%3Den%26qbv%3D2%26tbs%3Disch:1</p> <p>Web Gallery of Art. <i>BERRUGUETE, Pedro</i>. Retrieved March 26, 2010 from http://www.wga.hu/frames-e.html?/html/b/berruque/pedro/index.html</p>
<p>Formative Assessment Strategies</p>	<p>Whole class discussions of retrieval charts.</p>

--	--

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Rubric for Persuasive Poster



Level Criteria	Excellent	Proficient	Adequate	Limited
Explains key elements of Spanish worldview (8.3.4.1)	Provides a comprehensive description of the factors that shaped the Spanish worldview.	Provides a substantial description of the factors that shaped the Spanish worldview.	Provides a rudimentary description of the factors that shaped the Spanish worldview.	Provides a undeveloped description of the factors that shaped the Spanish worldview.
Analyzes historical context (8.S.2.1)	Provides an insightful and accurate analysis of the relationship between worldview element and historical context.	Provides an logical and reasonable analysis of the relationship between worldview element and historical context.	Provides an simplistic and partial analysis of the relationship between worldview element and historical context.	Provides an unsupported and inaccurate analysis of the relationship between worldview element and historical context.
Develops and supports a conclusion (8.S.7.2, 8.S.7.3)	Synthesizes information to develop a perceptive position supported by significant evidence.	Synthesizes information to develop a convincing position supported by relevant evidence.	Synthesizes information to develop a plausible position supported by general evidence.	Synthesizes information to develop a vague position supported by weak evidence.
Communicates information (8.S.8.1)	Communicates information in a compelling manner to engage the audience.	Communicates information in a purposeful manner to interest the audience.	Communicates information in a straight-forward manner that generally holds the attention of the audience.	Communicates information in an ineffective manner that does little to sustain attention of the audience.

Values and Attitudes demonstrated:

Skills of cooperation, conflict resolution or consensus building demonstrated:

Overall Level: _____

Comments:



Spanish Worldview Image Resources

Teacher Resource

Note: See "Resources" list for bibliography.

1. Florida Memory, State Library and Archives of Florida. (2000 – 2005). *Drawing of Christopher Columbus in Hispanola, 1492*. SirsiDynix. Retrieved March 29, 2010 from

<http://www.floridamemory.com/PhotographicCollection/displayphoto.cfm?IMGTITLE=PR02967>

This image is about Spanish landing in North America. The image is often misinterpreted as Cortes.

Suggested Ideas: Religion/Culture – Christian dominance, conversion; Belief and Values: conversion; Knowledge – search for new land; Time – late 1400's

2. Web Gallery of Art. *BERRUGUETE, Pedro*. Retrieved March 26, 2010 from <http://www.wga.hu/frames-e.html?html/b/berrugue/pedro/index.html>

- a. **Burning of the Heretics** c. 1500, Oil on panel, 154 x 92 cm, Museo del Prado, Madrid (any image going against the church). Scroll down on page to find title.

Suggested Ideas for Elements: Values and Beliefs – Church all powerful and those who go against it are punished; Economy – church wealthy (dress); Society – hierarchy/class system; Political – Spanish Inquisition

- b. **Prince Federico da Montefeltro and his Son**, 1480-81, Oil on panel, 134 x 77 cm Galleria Nazionale delle Marche, Urbino. Scroll down on page to find title.

Suggested Ideas: Knowledge – value education, upper class has access to books; Beliefs and Values – son standing by his dad represents respect to elders, in the picture the symbols of wealth are shown by the clothing worn etc.; Economics – increase of trade; Politics – Symbols of war

3. Sea Breeze Villas. (2005). *Interesting Information Spain and Frequently Asked Questions*. Retrieved March 26, 2010 from

http://images.google.ca/imgres?imgurl=http://www.seabreezevillas.com/images/spain/all%2520spain%2520images/history/spanish%2520battle.jpg&imgrefurl=http://www.seabreezevillas.com/faq.htm&usq=__kQZQw4ncvMp5ti79fauB_xZB-R4=&h=255&w=395&sz=38&hl=en&start=1&itbs=1&tbnid=KqucMm9l3LwEQM:&tbnh=80&tbnw=124&prev=/images%3Fq%3Dspanish%2Bbattle%26hl%3Den%26gbv%3D2%26tbs%3Disch:1 Scroll down to 1492. Spanish Battle.

Suggested Ideas: Geography – warm climate (Aztec dress); Time – possible summer time, 14-1500's Spanish expansion; Beliefs and Values – Ethnocentrism, Spanish world dominance, Flags of both nations demonstrating their nationalism; Political – expansionism/militarism

Influence of Worldview Elements

For the elements of worldview, explain how each meets each of the criterion.

Worldview Element \ Criteria	Degree of impact on life	Lasting impact	Degree of impact on one's environment/community	Ranking
Sources of ethical wisdom				
View of the good life				
Relationship between individual and state				

Name: _____

Date: _____

Reasons For My Ranking



Rank the worldview elements in order, putting the most important and significant first, and the rest in the subsequent order. You must provide a well-informed reason, based on the criteria, why you are placing them in this order.

Rank	Reason
1st :	
2nd :	
3rd :	
4th :	

Persuasive Poster Task

After our analysis of the Spanish pictures, we have identified elements of the Spanish Worldview that led them to expand their empire. Next, you will determine which **one** of these elements was the **most** important towards achieving this goal. Your task is to **design a persuasive poster** to convince your audience that the worldview element you deemed as most significant is the **main** reason for the Spanish desire to expand their empire.

The following are required elements of your poster:

- ❖ Be sure to include evidence (visual images and text) to help persuade your audience and support your decision.
- ❖ Evidence must include: chosen worldview element, appropriate terms, facts, relationship between historical context and worldview elements
- ❖ Begin with a catchy heading to get the audience's attention
- ❖ Create a colorful, visually pleasing poster: a well-designed layout (simple to read, not cluttered, effective use of space) and visually-appealing images
- ❖ Your writing should include: powerful language, good reasoning, clearly developed supporting ideas, attention to spelling/grammar
- ❖ How are you going to make the poster grab people's attention? Think of persuasive tactics that you can use to convince your audience.

Persuasive Writing is a way to argue for a particular point of view, and to attempt to convince the reader/audience of that point of view.

Due Date: _____