


Which Was More Barbaric? CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 6. Each support page is linked in the lesson plan. Click on the red push pin () in each support page 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 periods	Enduring Understanding (purpose of the lesson)	By analysing and deconstructing a visual representation of the Spanish Inquisition and the Aztec sacrificial religious ceremony, the students will make a judgment as to which practice, the Aztec sacrifice or Spanish Inquisition, was the most barbaric
Developed By	Sonia Hiebert, Martin Rhéaume		
Critical Challenge/Big Idea	Determine which practice, the Aztec sacrifices or the Spanish Inquisition, was more barbaric - uncivilized.		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes		Skills and Processes Outcomes
8.3.1 appreciate how a society's worldview influences its choices, decisions and interactions with others (C, I)	8.3.4 critically assess how the Aztecs were affected by the Spanish worldview 8.3.4.1 What were the key elements of the worldview of the Aztecs civilization prior to contact with the Spanish? (TCC, I, CC)		develop skills of critical thinking and creative thinking 8.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue develop skills of historical thinking

		<p>8.S.2.3 analyze the historical contexts of key events of a given time period</p> <p>apply the research process</p> <p>8.S.7.1 integrate and synthesize concepts to provide an informed point of view on a research question or issue</p> <p>8.S.7.2 develop a position supported by information gathered through research</p> <p>8.S.7.3 draw conclusions based upon research and evidence</p> <p>demonstrate skills of oral, written and visual literacy</p> <p>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</p>
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Summative Assessment Strategies	Judgment Day Rubric
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<p>Introductory Activity/ The Hook</p>	<p>NOTE: PREVIEW ALL VIDEOS AND IMAGES PRIOR TO USE.</p> <p>Activity 1: First viewing of Aztec human sacrifices image</p> <ol style="list-style-type: none"> 1. Using Aztec images from the "Resources" list, students write an initial impression of one of the images on a piece of paper. 2. Handout Les sacrifices humaines par les Aztèques or Aztec Human Sacrifice and have students review the image using a Think-Pair-Share technique, i.e., independently, the students attempt to fill in their observations of the image; then discuss with a partner. 3. Human Sacrifices background knowledge – have students read the appropriate page in their text:
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	<ul style="list-style-type: none"> • Visions du monde, Nelson, page 285 • Worldviews, Nelson, page 285 • Worldviews: Contact and Change, Pearson, page161 <p>4. Discuss, as a class, their observations.</p> <p>5. Conclusion: What can we conclude about the importance of human sacrifices in Aztec society?</p>
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: First viewing of Spanish Inquisition tribunal scene (torture) image</p> <p>6. Using Spanish images and information from the “Resources” list, students write an impression of one of the images on a piece of paper to be put away until later (teacher will seal in an envelope).</p> <p>7. Handout L’Inquisition Espagnole or Spanish Inquisition and have students review image using a Think-Pair-Share technique, i.e., independently, the students attempt to fill in their observations of the image; then discuss with a partner.</p> <p>8. Have students read Spanish Inquisition background information from their text:</p> <ul style="list-style-type: none"> • Worldviews: Contact and Change, Pearson, pages 203 – 204 (not a lot of information) • Visions du Monde, Nelson, page 238 • Worldviews, Nelson, page 238 <p>9. As a class, discuss their observations.</p> <p>10. Conclusion: What can we conclude about the importance of the inquiry methods in the Spanish Inquisition?</p> <p>Activity 3: Venn Diagram</p> <p>11. Compare and contrast the two societies’ religious practices, either in partners or small groups, using the Pratiques religieuses or the Comparing Religious Practices Venn diagrams.</p> <p>Activity 4: Establishing Criteria</p>

12. Establish, as a class, criteria for what makes an act civilized or “barbaric”.

- Barbarism: Picture an act you think is Barbaric: Criteria for barbarism:
 - number of people harmed;
 - manner in which they are harmed,
 - degree of harm.

- Civil:
 - ❖ honours and protects the people (rule of law);
 - ❖ respects the views of others
 - ❖ allows participation in all aspects of that society
 - ❖ there is an established order in that society

Question: Is our classroom an example of a civil society? Or is it more barbaric?

13. Choice and Judgment

- ❖ Students are required to judge which practice they believe to be more barbaric and use evidence to support their judgment.
- ❖ [Quelle société était la plus brutale?](#) or [Which Society is More Barbaric?](#) can help students reach and justify their choices.

Activity 5: Task: Judgement Day:

14. Based on answers given from “Choice and Judgment” section, in a written response, such as a paragraph form, students will write their judgment on the following question: Which practice was more barbaric?

Resources

Blötzer, J. (1910). *Inquisition. in the Catholic encyclopedia*. New York: Robert Appleton Company. Retrieved March 29, 2010 from <http://www.newadvent.org/cathen/08026a.htm>

Fitton, A., Goodman, D.M., O’Connor, E. (2007). *Worldviews: contact and change*. Pearson Education Canada. Don Mills, Ont.

Hannam, J. (2003) *Frequently asked questions about the inquisition*. Bede’s Library. Retrieved March 29, 2010 from <http://www.bede.org.uk/inquisition.htm>

	<p>Levin, P, Moline, T. et Redhead, P. (2007). <i>Visions du monde</i>, Thompson-Duval. Mont-Royal (Quebec) Canada.</p> <p>Levin, P, Moline, T. et Redhead, P. (2007). <i>Our worldviews</i>, Thompson-Nelson. Canada</p> <p>The Columbia Electronic Encyclopedia. (1994, 2000-2006 on Infoplease, 200-2007 Pearson Education, publishing as Infoplease). <i>Inquisition: The Spanish Inquisition</i>. Retrieved March 29, 2010 from http://www.infoplease.com/ce6/society/A0858834.html</p> <p>You Tube resources on "The Aztec Empire" and "The Spanish Inquisition Museum"</p>
Formative Assessment Strategies	<p>Teacher monitors student progress using the black line masters by observing and discussing them.</p> <p>Students self-evaluate work using their own copy of the rubric as well as the Self-Assessment of My Arguments Rubric</p>
Extension	<p>Develop a constitution for a civil society with visuals and written rules as well as justification</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)

JUDGMENT DAY!

Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
Explains key elements of Aztec world-view (8.3.4.1)	Provides a comprehensive description of the factors that shaped Aztecs' worldview.	Provides a substantial description of the factors that shaped Aztecs' worldview.	Provides a rudimentary description of the factors that shaped Aztecs' worldview.	Provides an undeveloped description of the factors that shaped Aztecs' worldview.
Analyzes historical context (8.S.2.1)	Analysis of the historical context is insightful and offers accurate comparisons.	Analysis of the historical context is logical and offers reasonable comparisons.	Analysis of the historical context is simplistic and offers partial comparisons.	Analysis of the historical context is unsupported and offers inaccurate comparisons.
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.

Les sacrifices humaines par les Aztèques

Tableau d'observations, d'inférences et de conclusions

5 questions clés	Preuves observables (Que vois-tu dans l'image?)	Preuves indirectes (Que peux-tu inférer de ce que tu vois et de ce que tu connais au sujet de l'image?)
Qui est dans la scène?		
Qu'est ce que ce passe dans la scène?		
Où est-ce que la scène se déroule?		
Quand est-ce que cette scène a-t-elle prit place?		
Pour quelles raisons est-ce que les Aztèques ont pratiqué les sacrifices humains?		
Conclusion: Que peut-on conclure au sujet de l'importance de la pratique des sacrifices humaines aux Aztèques?		

Aztec Human Sacrifice



Record your observations, inferences and conclusions below.

Questions	Observations (What do you see in the image?)	Inferences (What can you infer from your observations of the image?)
Who is in the image?		
What is happening in the image?		
Where is the scene in the image taking place?		
When is the scene taking place?		
For what reason did the Aztecs practice human sacrifice?		
Conclusion: What can we conclude about the importance of human sacrifices in Aztec society?		

L'Inquisition Espagnole

Tableau d'observations, d'inférences et de conclusions

5 questions clés	Preuves observables (Que vois-tu dans l'image?)	Preuves indirectes (Que peux-tu inférer de ce que tu vois et de ce que tu connais au sujet de l'image?)
Qui est dans la scène?		
Qu'est ce que ce passe dans la scène?		
Où est-ce que la scène se déroule?		
Quand est-ce que cette scène a-t-elle prit place?		
Pour quelles raisons est-ce que les Espagnoles ont torturé les hérétiques?		
Conclusion: Que peut-on conclure au sujet de l'importance de l'Inquisition espagnole?		

Spanish Inquisition

Record your observations, inferences and conclusions below.

Questions	Observations (What do you see in the image?)	Inferences (What can you infer from your observations of the image?)
Who is in the image?		
What is happening in the image?		
Where is the scene in the image taking place?		
When is the scene taking place?		
For what reason did the Spanish torture heretics?		
Conclusion: What can we conclude about the importance of torturing heretics in the Spanish Inquisition?		

Quelle pratique était la plus brutale?



Je pense que les _____ étaient plus brutaux
parce que :

Critères	Preuves

Which Practice was More Barbaric?



I think that the _____ was more barbaric
because:

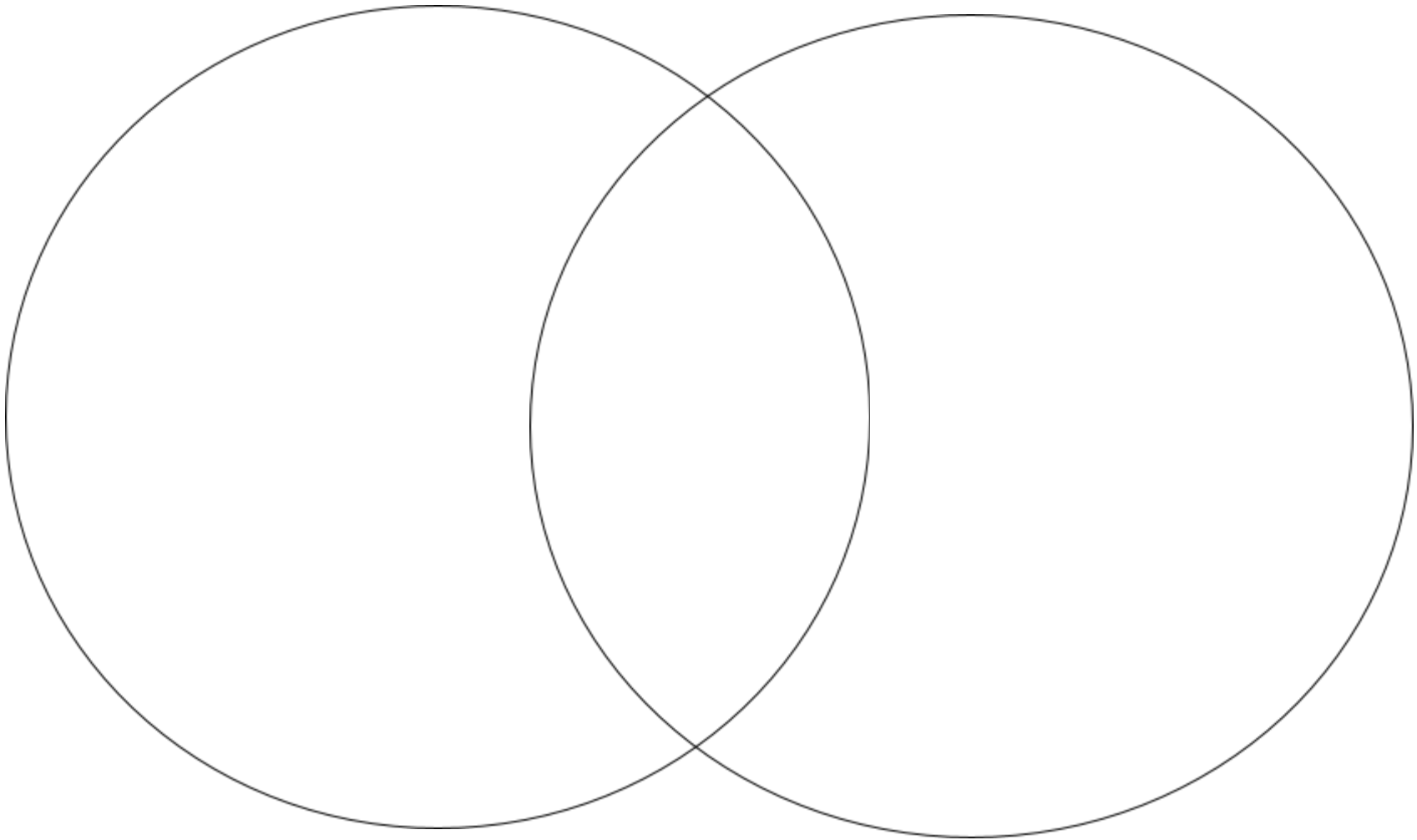
Criteria	Proof

Pratiques religieuses



Azèques

Espagnoles

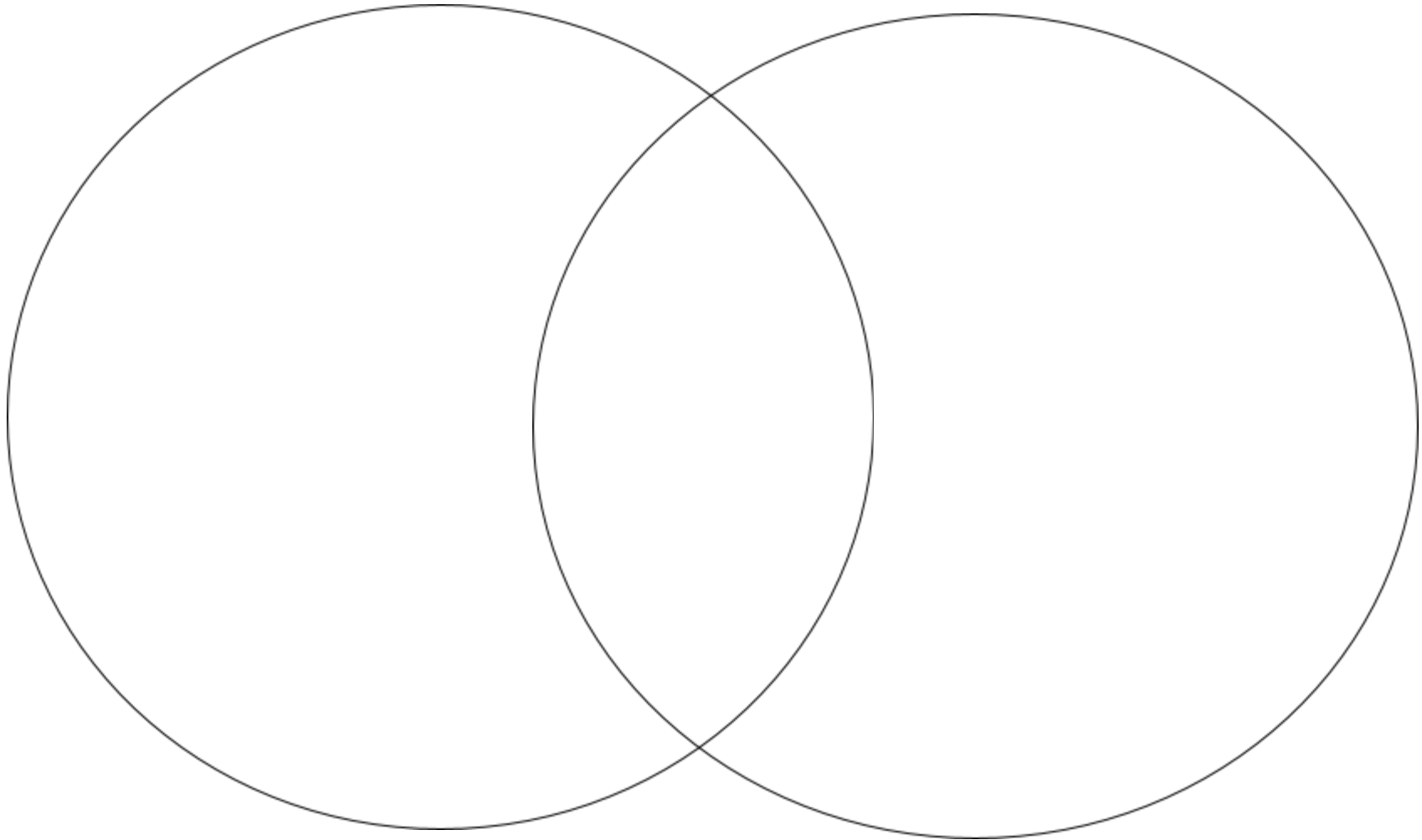


Comparing Religious Practices



Aztecs

Spanish



Self-Assessment of My Arguments



	Well Developed	Competent	Underdeveloped
Relevant, convincing reasons	The reasons clearly relate to the position and are stated in a very convincing manner.	The reasons relate to the position, to some extent, but are not stated in a very convincing manner.	The reasons do not relate to the position and are not stated in a convincing manner.
Supporting factual details	A significant number of factual details are included and they relate directly to the argument and help to clarify it.	A few factual details are included and they relate to the argument.	Few factual details are included and/or those that are do not support the argument.
Clarity of communication	Excellent use of conventions (punctuation, sentence structure, etc) and choice of vocabulary and language.	Satisfactory use of conventions and language to convey judgment.	Poor use of conventions and language render the judgment difficult to understand.

Comments: