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| **Unit Title:** | **Conquest** |
| **Task Title:** | **An investigative book on the Spanish Conquest of Meso-America** |
| **Key Concept:** | Change |
| **Related Concept:** | **Power, Culture and Identity** |
| **Global Context:** | Identity and Relationships |

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| **Description of Task:****Your job is to investigate the Spanish conquest of the Aztec and Inca civilizations.****You will Investigate:*** **Who** were the main characters in this historical period?
* **When** did this conquest takes place?
* **Where** did the Spanish travel from and how they arrived in Meso- America?
* **Why** were the Spanish able to over-power the Meso- Americans?
* **What** were the consequences of this conquest?

**The graphic organizer below – will help you with your action plan**  |
| **TASK: You and your partner will create a report (using Microsoft Word or Pages) with written paragraphs, pictures, timelines and maps – about the Spanish Conquest of the Aztec or the Inca!****FIRST: You must answer the questions below – make notes using Microsoft Word and save in a folder on your computer.** 1. When did Cortez and Pizarro first leave for the America’s? Where and when did they arrive? Why did they sail to the America’s?
2. Who was Montezuma II? How was he killed? Was this a mistake?
3. Who was Milanche (Dona Marina)? Why don’t the people of Mexico like her?
4. What is meant by the term Sapa Inca? Who was Atahuallpa?
5. Who did the Aztecs think Cortez was? Why is this important?
6. How did Pizarro trick Atahuallpa?
7. What did Atahuallpa do that made the Spanish attack? Do you think was fair? Why or why not?
* **Your book must have:**
	+ **At least 2 maps showing the route taken by the Spanish when going to both Mexico and Peru – there are examples on the Edublog to help you.**
	+ **Use visuals** (pictures, mind maps to make your answers clear and creative for your audience – label all visuals you used.
	+ Use the internet and the books for your information but **YOU MUST create a REFERENCE LIST** – see the **APA Guide** on the **Edu blog** and ask me for help with this.

**ASSESSMENT CRITERIA:** See Rubric at the end of this doc.**A = Knowing and understanding (using examples and words from the unit see below)****B = Investigating (finding the information, keeping good notes and references)****C = Communicating – (a creative, clear, well organized digital book)** |

**UNIT VOCABULARY/TERMS/WORD YOU should USE WHEN DEVELOPING YOUR BOOK:**

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| * Conquest
* Power
* Identity
* Culture
* Armor/weapons/guns
* Steel
* General
* Empire
* Civilization
 | * Agriculture
* Gold
* Architecture
* Llamas
* Horses
* Moat
* Intimidate
* Fertile
* Slaves
 | * Gods/goddesses
* Merchants
* Christianity
* Conversion
* King
* Resources
* Tenochtitlan
* Religion
* Sacrifice
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| **Achievement Level** | **Criteria A** | **Criteria B** | **Criteria C** |
| **Knowing and Understanding** | **Investigating** | **Communicating** |
| **0** | The student does not reach a standard described by any of the descriptors below.  | The student does not reach a standard described by any of the descriptors below.  | The student does not reach a standard described by any of the descriptors below.  |
| **1-2** | The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.  | The student: iii. collects and records information, to a limited extent iv. with guidance, reflects on the research process and results, to a limited extent.  | The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. inconsistently lists sources, not following the task instructions.  |
| **3-4** | The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples. **USE THE Vocabulary from the list** | The student: iii. uses a method or methods to collect and record some relevant information iv. with guidance, reflects on the research process and results with some depth.  | The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions.  |
| **5-6** | The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. **USE THE Vocabulary from the list** | The student: iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.  | The student: i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.  |
| **7-8** | The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples. **USE THE Vocabulary from the list** | The student: iii. uses methods to collect and record consistently relevant information iv. thoroughly reflects on the research process and results. | The student: i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively iii. lists sources in a way that always follows the task instructions. |