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| Unit 7: Identity in the Context of Mesoamerican Cultures  DBQ: Did the Spanish “Conquer” the Aztecs and Mesoamerica? | Topic/time period: Meosamerica: Post-classic to Modern Era (Republic of Mexico)  Cross-cutting concepts: Freedom  Disciplinary Thinking concepts: Evidence and Accounts  4 weeks, Precolumbian Mesoamerian culture  2 week, modern implications of this historical event | No. of weeks:  4-6 |
| Standards: CCSS  Determine central themes and concepts, write arguments based on content  RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | Misconceptions:  Precolumbian Mesoamerican history is irrelevant to modern foreign/immigration policy  The Spanish “conquered” the Aztecs  Mesomaerican culture didn’t influence European colonists, or contribute to the Columbian Exchange  Essential Questions  1) What were the enduring achievements of the Mesoamerican civilizations?  2) How do these achievements influence European explorations of the Americas?  3) What happened when Cortez met Montezuma? | |  |
| **Goals:**  -Analyze how cultures interact when their values, language, religion, and customs are complex, diverse, and very different  -Develop research processes, such as identifying primary sources and determining their meaning and relevance  -Predict the outcomes of these interactions. Bases on a specific cultures’ values and beliefs, how will they interact and explain your reasoning  -Compare and contrast other sources on the Spanish Conquest, and determine how each source gathers evidence and the type of sources used (primary/secondary)  -Create a framework for critical thinking on an historical event, transfer skills developed in this activity, and apply it to a different historical context | Unit Summary:  Analyze Pohl’s “The Seven Myths of the Spanish Conquest” and the Florentine Codex and determine what happened between Cortes and Montezuma, then create your hypothesis on the Spanish/Aztec interaction  -Read “The Seven Myth’s of the Spanish Conquest”  -Analyze the Florentine Codex, then determine the bias of these sources  **ELA**  -Create your hypothesis (5-7 paragraphs, using supporting evidence from the text/sources | |  |

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| HOW DO THEY THINK? WHAT DO THEY CREATE? | | | | |
| Cognitive dimension->  Knowledge dimension | **Apprentice**  Remember or Understand | **Practitioner**  Apply or Analyze | **Expert**  Evaluate or Create | GOAL: TRANSFER of learning |
| Factual Knowledge | Identify the time period, geography, agricultural practices, religion, language, and culture of the Olmecs, Aztecs, and Zapotecs | Explain the Mesoamerican influences Columbian Exchange and the impact on slavery, trade, economics, and colonial life  Identify modern influences of Mesoamerican cultures | Create a hypothesis on how conflicts occur based on cultures, and how/why which sources are a credible resource | Historian Task:  Constructing historical arguments from primary source evidence |
| Conceptual Knowledge | Illustrate the various methods that individuals and groups use to fight for justice and WHY they select these methods by writing a clear and precise argument and supporting it with logical reasoning. | Compare the central ideas from conflicting secondary source documents about European settlement in the Americas to und erstand that Historical accounts are theories based on inferences. Compare primary source documents and make inferences based on the accounts presented. | *Deconstruct ideas about European exceptionalism and the swift/simple conquest of the Aztec* |
| Procedural Knowledge |  | *Research outside source materials, and analyze the first-hand accounts of this event* | Judge the historian’s interpretation then write a precise and clear claim distinguishing the claim from alternate or opposing claims |

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| Essential  Questions/Tasks | Monday  August 25 | Tuesday  8/26 | Wednesday 8/27 | Thursday  8/28 | Friday 8/29 |
| Week 1  Introduce the Preclassic-postclassic era of Zapotecs through timelines, maps, images who, what, when, where why | Identify several characteristics of the Zapotecs in the Preclassic-postclassic era, how historians and archaelogists determine civilizations | Analyze the geographical regions, and determine how they influence Zapotec culture | Examine the agricultural practices of the Zapotecs, the importance of maize, beans, and squash, and how they found other uses for these materials | Evaluate the city of Mont Alban, the social and cultural practices (buildings, ballcourts, tombs, techonology and glyphs) | Create a poster describing one aspect of the Zapotec culture, use primary sources and share with the class |
| Week 2  Analyze the origins of the Aztec civilizations, compare and contrast to the Zapotec, and create an identity chart explaining the culture of Aztecs | Identify several sources about the origins of the Aztec culture, and the social structures of the civilization | Analyze the geographical regions and agricultural practices, and determine how they influence Aztecs **(maize)** | Examine the linguistic and cultural diversity of peoples and languages within the Aztecs, and their specific contributions (Mixtec aritisans and textiles, Nahua languages and speakers) | Evaluate the spiritual practices of the Aztecs through looking at glphys, codices, arts, and poetry | **Create an identity chart based on your position in Aztec society** |
| Week 3-4  Identify similarities and differences between Mesoamerican cultures (Zapotec/Mixtec, Olmec/Toltec/Aztec) | **Monday**  **Choose an Precolumbian Mesoamerican histories, and identify several similarities and differences on one aspect of their culture, such as sports/ballgame, agriculture practices/diet, religion, or architecture, then research and create a short presentation on these aspects** | **Tuesday**  Predict how one of the Mesoamerican cultures, will interact with 15-16th Century European explores, by comparing and contrasting their values/cultures | **Wednesday**  Analyze how historians and archaeologists determine what happened during a specific historical event  Examples: Las Casas journals about the Spanish/Arawaks (Howard Zinn reading, Young People’s history/US) | **Week 4**  **Introduce the Florentine Codex and have students analyze this source, author, audience, and historical context** | **Assign Essay:**  **Hypothesis on the Spanish Conquest**  **Allow time to research, 4-5 paragraphs** |