**Worldviews in Conflict: Spanish vs. Aztecs** 

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Through a historical interpretation of the demise of the Aztec people students will:

* Investigate the different worldviews of the Aztec and the Spanish.
	+ Identify key elements of Aztec worldview prior to contact.

 OR

* + Identify key elements of the Spanish worldview that led to imperialism.
* Explain how Aztec and Spanish identities and worldviews were affected by intercultural contact: Moors and Meso-American societies.
* Worldview influences choices influences choices and actions when interacting with others.
* Factors leading to dominance of +one over the other: technology, disease, and divergent worldviews.

**During this study you will explore two divergent worldviews and the factors that allowed for dominance of one culture over the other.**

**Your Assignment**: Create a personalized account from the perspective of an Aztec or Spanish person. This can be in a variety of formats. It must include reflections on both factors affecting and affected by worldview and how these play out during the conflict itself.

The Inquiry process is broken into 5 phases.

Planning Phase:

* Select the topic
* Develop a research plan
* Begin to gather information
* What presentation format will you use?
* Who is your audience?
* How will you determine if your project is successful?

Retrieving:

* Locate and collect resources
* Is your information accurate and trustworthy?

Processing

* Make connections and patterns among pieces of information
* What are the answers to some of your questions?

Creating and Sharing:

* Organize the information
* Answer questions in your own words
* Create your product/presentation
* Present findings to audience

Reflecting and Evaluating:

* What have you learned about inquiry?
* What will you improve during future inquiry projects?
* What did I do?
* How can I improve what I did?

 Inquiry Rubric Name:\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Presentation(x1) | Included visual representations explain all information thoroughly and are completely relevant to the subject matter. | Included visual representations explain information and are relevant. | Included visual representations explain information but require further clarification. | Included visual representations fail to explain information. |
| Content(x2) | Contains all required content and is completely and expertly accurate.Terminology is consistently content specific and used to appropriately. All inquiry questions are evident and answered completely. | Contains the majority of required content and is accurate.Terminology used is often appropriate with some care and attention given. Two of the three questions are evident and answered completely. | Contains half of the required content and is generally accurate.Terminology used is appropriately and accurately only half of the time.One of the three questions is evident and answered completely. | Contains little of the required content. Content is often inaccurate. Terminology is used is rarely accurate or appropriate. None of the questions are evident or answered completely  |
| Format(x1) | Project follows all format guidelines and is essentially error free. | Chosen format is mostly error free. | Chosen format contains errors that distract from the meaning. | Chosen format frequently contains errors. |
| Process(x2) | Project clearly shows evidence of history, worldview and how both influenced the conflict.All evidence is thorough, detailed and demonstrates an understanding of the process.  | Project shows evidence of history, worldview and how both influenced the conflict.The majority of evidence is thorough, detailed and demonstrates an understanding of the process.  | Project somewhat shows evidence of history, worldview and how both influenced the conflictHalf of the evidence is thorough detailed and demonstrates an understanding of the process. |  Project doesn’t show evidence of history, worldview and how both influenced the conflictLittle to no evidence is thorough detailed and demonstrates an understanding of the process.  |