



A WebQuest in Three Acts

A World beyond Our Own
Worlds Collide
A World Falls Apart

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Purpose of the Unit	Students will use a WebQuest to understand the impact of the conflict between the Aztec and Spanish empires. Students will gather and use information to develop a new piece of currency (a paper bill) to commemorate the 500 th anniversary of the Aztec and Spanish conflict.
Unit Goals	<p>Students will be able to explain and apply the following concepts within the context of the exploration and colonization of Mexico:</p> <p>Change may create opportunities for communities to develop.</p> <p>Conflict may occur when two different communities interact.</p>
Evidence of Understanding	<p>Students will be able to explain Spain’s motivation for exploration.</p> <p>Students will be able to compare and contrast the representatives of the Aztecs and the Spanish empires.</p> <p>Students will be able to identify the location of the Aztec empire on a historical and present day map of Mexico.</p> <p>Students will be able to map out the actual path taken by the Spanish conquistadors to the Aztec empire.</p> <p>Students will be able to argue the advantages and disadvantages each empire possessed.</p> <p>Students will use artwork to extrapolate information related to the conflict between the Aztecs and the Spanish.</p> <p>Students will construct a product that will demonstrate their knowledge of the Aztec and Spanish conflict.</p>
Student Skills	<p>Students will use primary and secondary sources.</p> <p>Students will be able to use literacy strategies and the “artist tool kit” to extrapolate information from primary and secondary resources.</p> <p>Students will be able to construct a response to synthesize the information gathered from primary and secondary sources.</p>
Texas Essential Knowledge and Skills	<p>6.1 History. The student understands that historical events influence contemporary events.</p> <p>6.2 History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies.</p> <p>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.</p> <p>6.13 Citizenship. The student understands that the nature of citizenship varies among societies.</p>

Overview and Teacher Notes

This WebQuest is designed for the World Cultures (6th grade) class. This assignment may also be used for other grade levels with some modifications. The WebQuest is broken up into three parts.

- **Lesson 1: *A World Beyond Our Own*** – This lesson centers on the following:
 1. Leaders
 2. Reasons for Exploration
 3. Geography of Aztec Empire and Exploration Route

- **Lesson 2: *Worlds Collide*** – This lesson will use various interpretations of the meeting between the Aztecs and Spanish. Students will be able to:
 1. Identify key events leading up to the conflict between the Aztecs and Spanish
 2. Compare and contrast the Aztec and Spanish interpretations
 3. Evaluate the sources used to describe the meeting of the two empires

- **Lesson 3: *A World Falls Apart*** – In this lesson students will study the event called the Sad Night.

- **Performance Task:**
 1. Students will create a final product that will demonstrate their understanding of the conflict between the Aztec and Spanish empires.
 2. Students will use examples of money from around the world to assist in their design of the new piece of currency.

The final product for this assignment requires that students use the information gathered to create a new bill that will commemorate the 500th anniversary of the Aztec and Spanish encounter in 1519. Perhaps the most difficult part of this assignment may revolve around the design of the bill. It is the expectation that the piece of currency be authentic in its details and sensitive to the integrity of the people of Mexico and Spain.

The computer lab or laptops will be required for one week to complete the research portion of this project. The assembly of the final product may take place in the classroom.

The students will create research journals. The teacher is free to decide how the research journal is to be created. The research journals will be filled with the completed activity sheets to be reviewed by the teacher. Information sheets that are not completed satisfactorily may result in having the student or group redo the work until expectations are met. The rubric provided will assist in the overall grading of the final project and student effort.

Resources

Online

These resources can be accessed through the hyperlinks in each lesson.

Ancient Mexico Map of Mexico – “Map of Aztec empire then”

["http://www.ancientmexico.com/content/map/index.html"](http://www.ancientmexico.com/content/map/index.html)

Images of Currency – To be used as models for final product

<http://www.banknotes.com/images.htm>

Sad Night Resources – List of events leading up the battle

<http://home.freeuk.net/elloughton13/cortesc.htm>

Text, Images

These resources can be accessed through the hyperlinks in each lesson.

Portraits – Cortes (Sitter #1) and Montezuma (Sitter #2)

Background Reading

Timeline

Map of Spanish route to Mexico

“Aztec empire now” – image of Mexico City

Painting, “Disembarkation of the Spanish at Vera Cruz”

Aztec and Spanish accounts of meeting

Painting of meeting between Cortes and Montezuma

Painting of the conquest of Tenochtitlán

Painting of Aztec Eagle Knight

Mural, “From Conquest to 1930”

WebQuest

Introduction

History by definition is a collection of important events that affect a time, person, place or thing.

Mexico has a history of many changes and conflicts. The meeting of the Aztec and Spanish empires is one of the most important parts of Mexican history.

You have been asked by the governments of Mexico and Spain to design a new piece of money (a paper bill) that will commemorate the 500th anniversary of the meeting between the Aztec and Spanish empires.

Your team is expected to investigate this historical event and to create a design for the new bill.

The design of the bill is to be created so that both governments agree to the pictures used to commemorate this important part of history. It is important that your investigative team use the resources to get the real story behind the meeting of the Aztec and Spanish empires.

The team will consist of 4 members. Each team member will have a specific role:

- Mexican Representative – Ensures that the Aztec portion of the bill is a fair representation of their people. Collects information for each image that will best represent their country. Works with the Spanish representative to negotiate the details of the design.
- Spanish Representative – Ensures that the Spanish portion of the bill is a fair representation of their people. Collects information for each image that will best represent their country. Works with the Mexican representative to negotiate the details of the design.
- Art Historian – Identifies the key visuals that will be suitable for the creation of a bill. The art historian must be able to explain the reason why certain images were used in the design of the new bill.
- Currency Specialist – Assists in the creation of the bill. This person is concerned with making sure that the bill has all of the correct elements. The currency specialist will also be required to make sure that both countries are represented correctly and fairly. For example, making sure that the names of both countries appear on the bill.

Each of the teams will work in pairs during the investigative process. Once all group members have successfully completed the three-step process of this WebQuest, then the team will meet to plan the design of the new bill.

Follow the directions for each lesson. Be sure to record all of your answers in your investigative journal. Each lesson will have specific activity sheets that you will print out. All papers that are printed will be kept in your research journal. Make sure that each paper has your name, team name and date.

Web Quest

Lesson 1

[A World Beyond Our Own](#) – click on the title of this lesson to look at and print out your activity sheet. After you have completed all the parts of the activity sheet, glue it to your journal.

1. Portraits

- The person who is painted in a portrait is called a sitter. Look at the two portraits of the two sitters. Click on the links below to see the portraits.
 - [Sitter #1](#)
 - [Sitter #2](#)
- Use the **interview** part of your activity sheet to answer questions about each of the sitters.

2. Background Information

- Aztec empire
 - [Reading](#)
- Spanish empire
 - [Reading](#)
- Use the **background** part of your activity sheet to answer questions about each of the empires.

3. Timelines

- Timelines are used to keep track of when different events in history occurred.
- Open this [timeline](#) to answer the questions on your activity sheet.

4. Geography

- In this part of the lesson you will look at maps to investigate:
 - The [route Spain](#) took to Mexico
 - The [Aztec empire then](#) and the [Aztec empire now](#)
- Use the **geography** part of the activity sheet to answer question about each of the maps.

Lesson 2

[Worlds Collide](#) - click on the title of this lesson to look at and print out your activity sheet. After you have completed all the parts of the activity sheet, glue it to your journal.

1. The Arrival

- [Disembarkation of the Spanish at Vera Cruz](#) by Diego Rivera
- Use the **Arrival** part of your activity sheet to answer questions about each of the empires.

2. The Meeting

- [Aztec Version](#)
- [Spanish Version](#)
- [The Meeting of Cortés and Montezuma](#) painting
- Use the **Meeting** part of your activity sheet to answer questions about the meeting between the Aztecs and Spanish.

Lesson 3

[A World Falls Apart](#) – click on the title of this lesson to look at and print out your activity sheet. After you have completed all the parts of the activity sheet, glue it to your journal.

1. The Sad Night

- [Video](#) – Click to watch the video about the events that led up to the Sad Night.
- Use this [Web site](#) to get the details of what occurred the days before the Sad Night.
- [Painting #1](#)
- [Painting #2](#)
- [Painting #3](#)
- Use the **Sad Night** part of your activity sheet to answer questions about the different versions you have read.

Lesson 4

Creating Commemorative Currency – Now that you have completed the WebQuest you are going to use all of your information and resources to create the commemorative bill. Use this [Web site](#) to look at a library of currency from around the world. Pick three models and then begin the design process.

1. Expectations: The currency will

- be created on 8 ½” x 11” paper.
- use one historical scene on each side of the currency to tell the story of the Aztec and Spanish encounter
- include the names of the two countries creating this currency
- show the value of the currency on both sides
- display three symbols from each of the empires
- include a portrait of the leaders from each empire
- include the dates that this historical event occurred
- have one printing security feature to prevent counterfeiting
- use color to make this currency unique

2. Activity Sheets

- All members of the group will turn in their journals, with all activity sheets glued in the correct order.
- All activity sheets will be used to complete the final product for this WebQuest.
- All activity sheets will be turned in once the final product is completed

3. Final Evaluations

- Once the commemorative currency projects are completed, each group will present their final creation to the class. All of the finished products will be placed around the room so that students will vote on the best commemorative currency created.