

# Conquest and Colonization of Latin America Task Cards



# Conquest and Colonization of Latin America Task Cards

I hope you enjoy your *Conquest and Colonization of Latin America Task Cards*. There are 32 question cards that are a combination of recall questions, primary source quotes, vocabulary terms and true and false questions. **Challenge your students at a variety of levels!** Differentiate by giving certain cards to your students. A blank template is included at the end if you wish to include more questions. The Answer Sheet has space for up to 40 questions. I recommend that you laminate the cards so that you can use them year after year.

These task cards have multiple uses in your classroom. You can:

- Set up centers to review for a test
- Play a game of "Scoot". Place the task cards around the room and allow students to travel from one card to the next as they answer the questions.
- Need a quick formative assessment? Pass out a few of these task cards and have students answer them at the end of a lesson.

I have also included cards for *Kaboom!* Here are the directions:

Place all of the task cards in a stack facing down. Add in the action cards from the following pages. Make sure you shuffle the stack.

Take turns choosing questions and answering them.

If you get the question correct, keep it and you earn one point.

If you choose a *Kaboom!* card, all of the questions you answered go back in the stack.

The person with the most correct questions at the end of the game - wins!

### Why Use Task Cards

- Students can complete task cards one at a time or with a group
- Many activities involve movement
- Play games using task cards to increase engagement and motivate students
- Task cards can be completed at home to reinforce concepts taught during class
- Used to review for tests
- Can be used during small group instruction
- Task Cards can be added as an anchor station activity
- Early finisher for students
- Use task cards to check for understanding during a lesson
- Use as an exit slip in class
- Post a few task cards on a bulletin board. Can be used as extra credit.
- You can pull a small group while others are working on task cards



### Helpful Hints for Using Task Cards

- If task cards require students to use the textbook, do a "book walk" through the section in the textbook. You can do the same thing using notes.
- If using task cards in a center, be sure to introduce them first.
- Rotate throughout the room and provide encouragement and feedback.
- Ensure students have enough time to complete the task cards.
- Can use QR codes for the answer key
- Post along wall and students have until Friday to answer

### Task Card Games

- Scoot Game - Students will be given different cards to answer for a certain period of time, perhaps 2 to 3 minutes will do (depending on the questions or tasks and grade level of the students). Students will then answer it on their own. It can be written in their notebooks, papers, or in a task cards journal. When the allotted time is up, the teacher will say "Scoot!" All students must move and answer another card that awaits them. (Another version of this is to let the students pass on the task cards to his or her seatmate once the time to answer is up.)
- Quiz, Quiz, Trade - Kagan Learning Structure; write the answer (using dry erase pens) on the back of card; two students work as a pair, and each have a card. Person 1 asks the question and Person 2 answers the question. Person 1 confirms/corrects answer. Then Person 2 asks question.
- Stations - Place 2-3 task cards at each station around the room. Students rotate through the stations.
- Back-to-Back Game - In this game, a pair of students will be given the same task card to answer. They will either sit or stand with their backs against each other. The teacher will read the task aloud so the whole class will have the chance to hear it. The students will then answer it, either by personal whiteboards or hand signal and turn to each other to find out if they have same answers. Discussion will follow after that.
- Board Games - Unanswered or incorrect answers would mean a miss turn. Students must answer his or her task card first before taking turns. Better yet, let the students make up the rules.
- Speed Racer - Divide the class into teams. Place the task cards face down in a basket. Team member selects card at random and completes the task for a point.
- Around Room Game - Place task cards all over the room hidden. Students find and answer the cards. You can give extra points for students who can answer correctly.
- Order Up Game - Create an answer card for each question. Two cards will have the "Start" and "Finish" clues, which obviously will go on the first and last spot. The "Start" clue has a question and you will have to find its answer to be glued next to its spot. This also contains another question for you to answer. You will repeat the directions until you come up with the "Finish" card.
- Bingo - Make bingo board out of task cards.



Kaboom!



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Kaboom!



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Kaboom!



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Kaboom!



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Skip a  
turn!



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Skip a  
turn!



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Skip a  
turn!



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Skip a  
turn!



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Take another  
player's question



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Take another  
player's question



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Take another  
player's question



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Take another  
player's question



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# REVERSE



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# REVERSE



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# REVERSE



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# REVERSE



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# Conquest and Colonization of Latin America Task Cards

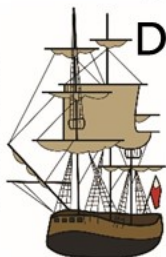
- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 11. _____ | 21. _____ | 31. _____ |
| 2. _____  | 12. _____ | 22. _____ | 32. _____ |
| 3. _____  | 13. _____ | 23. _____ | 33. _____ |
| 4. _____  | 14. _____ | 24. _____ | 34. _____ |
| 5. _____  | 15. _____ | 25. _____ | 35. _____ |
| 6. _____  | 16. _____ | 26. _____ | 36. _____ |
| 7. _____  | 17. _____ | 27. _____ | 37. _____ |
| 8. _____  | 18. _____ | 28. _____ | 38. _____ |
| 9. _____  | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |



1

Who was living in the Caribbean Islands in the 1400s?

- A – The Aztec
- B – The Taino
- C – The Inca
- D – The Olmec



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2

Who were the first Europeans to explore and settle in the Americas?

- A – The Spanish
- B – The French
- C – The Vikings
- D – The Dutch



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3

Which term best completes this sentence?

The Spanish brought priests to -?- the Indigenous people to the Catholic faith, warriors to fight and claim the land, and settlers to build farms

- A – punish
- B – diaspora
- C – epidemic
- D – convert



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4

Which term best completes this sentence?

The -?- refers to the transfer of plants, animals, culture, people, technology, diseases, and ideas between the Americas, Europe, and Africa.

- A – middle passage
- B – diaspora
- C – Columbian Exchange
- D – Atlantic Slave Trade



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5

What is the definition of this term?

# Conquistador



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6

What is the definition of this term?

# epidemic



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7

*"There were 60,000 people living on this island [when I arrived in 1508], including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery and the mines. Who in future generations will believe this?"*

- Bartolomé de las Casas, 1561, Spanish Priest, *History of the Indies*

What were people searching for in the mines?



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8

*"They traded with us and gave us everything they had, with good will ... they took great delight in pleasing us ... They are very gentle and without knowledge of what is evil; nor do they murder or steal...Your highness may believe that in all the world there can be no better people ..."*

Who is Columbus describing in this quote?

- A – The Aztec
- B – The Taino
- C – The Inca
- D – The Olmec



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9

*"When has it ever happened, either in ancient or modern times, that such amazing exploits have been achieved? Over so many climes, across so many seas, over such distances by land, to subdue the unseen and unknown? Whose deeds can be compared with those of Spain? Not even the ancient Greeks and Romans."*

Who would have said this quote?



- A – Aztec
- B – priest
- C – conquistador
- D – mestizo

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10

What event is being portrayed in this painting?



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11

What event is being portrayed in this image?



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12

Which Spanish conquistador conquered the Aztecs?

- A – Cortes
- B – Pizzaro
- C – Las Casas
- D – Cabeza de Vaca



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13

What advantages in battle did the Spanish have over the indigenous people of the Americas? Choose all that apply.

- A – horses
- B – armor
- C – religion
- D – guns
- E – disease



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14

What elements of the Aztec culture can be found in Mexico today? Choose all that apply.

- A – Dia de Los Muertos
- B – medical practices
- C – popcorn
- D – advanced weapons
- E – Catholic religion



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15

Cortes was able to conquer the Aztecs because of – (Choose all that apply.)

- A – smallpox epidemic
- B – allies with other indigenous people
- C – gold from the mines
- D – support from Pizzaro
- E – multiple invasions from the Maya



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16

What happened to the Taino after Columbus sailed to their land? (Choose all that apply.)

- A – they joined the Spanish army
- B – they were enslaved
- C – they were forced to work in gold mines
- D – they died of disease
- E – they traded their wealth for Spanish guns



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17

The practice of honoring past ancestors called dia de Los Muertos is a/an -?- tradition.

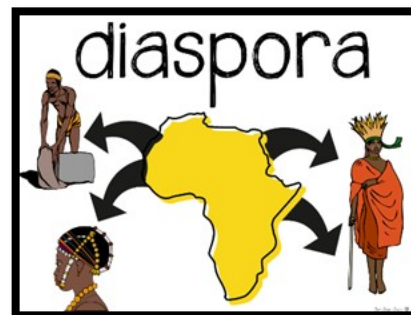
- A – Inca
- B – Aztec
- C – Mayan
- D – European



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18

What is the definition of this term?



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19

Millions of indigenous people died from -?- after the Spanish arrived in Latin America. (Choose all that apply).

- A – heart attacks
- B – smallpox
- C – measles
- D – cancer
- E – starvation



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20

New animals brought transported during the Columbian exchange include - (Choose all that apply).

- A – llama
- B – sheep
- C – horses
- D – pigs
- E – jaguar



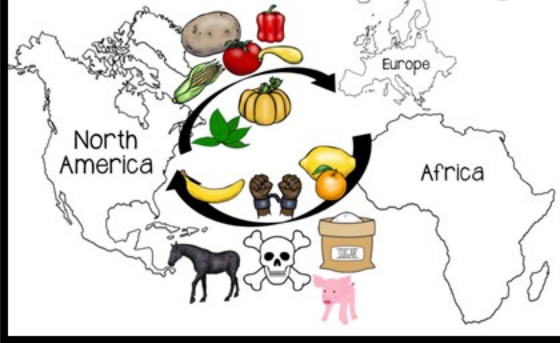
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21

What is the definition of this term?

## Columbian Exchange



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22

-?- was one of the most important economic goods in the world.

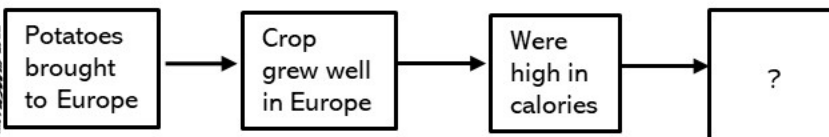
- A – cattle
- B – potatoes
- C – chocolate
- D – sugar



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23

What was the effect of this diagram?



- A – helped fight hunger in Europe
- B – caused people to become ill
- C – killed the nutrients in the soil
- D – the population decreased



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24

New foods like the manioc and the sweet potato were introduced to Africa, making them the basis of many African meals.

True or False



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25

Starting in the 1500's over how many Africans were enslaved and sold in the America's?

- A – 12.5 million
- B – 5 million
- C – 1 million
- D – 7 million



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26

All of the following plants were brought into Europe by the Americans except -?

- A – potatoes
- B – tomatoes
- C – corn
- D – sugarcane



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27

What is the definition of this term?



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28

This is an image of Our Lady of Guadalupe, an Aztec goddess who protects Mexico.



True or False

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29

Millions of African men, women and children died during the -?- , the inhumane journey across the Atlantic Ocean.

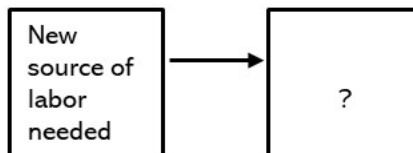


- A – slave passage
- B – Mestizo Path
- C – Middle Passage
- D – Underground Railroad

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30

What effect best completes the diagram?



- A – population increased
- B – Transatlantic slave trade
- C – millions died
- D – many crops died



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31

In the Americas, enslaved Africans blended their -?- with both those of the Europeans and the indigenous population creating a culture and people unique to each area. (Choose all that apply)



- A – religion
- B – language
- C – traditions
- D – money

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32

The world we live in today is a direct result of the Columbian Exchange and its impact on the land and people of the Americas.

True or False



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# Conquest and Colonization of Latin America

## Task Cards Key

- 1 – B
- 2 – C
- 3 – D
- 4 – C
- 5 – Conqueror of the Americas
- 6 – widespread disease
- 7 – gold
- 8 – B
- 9 – C
- 10 – Columbus landing in the Caribbean
- 11 – Cortes conquering the Aztecs
- 12 – A
- 13 – A, B, D, E
- 14 – A, B, C
- 15 – A, B
- 16 – B, C, D
- 17 – B
- 18 - the dispersion of any people from their original homeland
- 19 – B, C, E
- 20 – B, C, D
- 21 - the exchange of diseases, ideas, food, crops, and populations between the Americas and Europe/Africa following the voyage to the Americas by Christopher Columbus in 1492.
- 22 – D
- 23 – A
- 24 – True
- 25 – A
- 26 – D
- 27 - A part of the global slave trade that transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century
- 28 – False
- 29 – C
- 30 – B
- 31 – A, B, C
- 32 - True



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