



March 13-15, 1997

Aztec, Inca, Maya

Grade Level: 5

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Length of Unit: 20 days

I. ABSTRACT

This is a unit written for fifth grade on the Maya, Aztec and Inca civilizations. It covers, in detail, the topics outlined in the world civilization strand of the Core Knowledge Sequence for fifth grade, as well as the geography topics related to those civilizations. The unit is comprised of fifteen lessons. The time needed to teach the unit may vary from three to six weeks.

This unit is mainly written for social studies, but it also offers suggestions for integration with language arts. The unit is currently being taught in an inclusion classroom setting, which includes special education students as well as those in our gifted and talented program. The unit provides suggestions for modifications and extensions to meet a wide variety of learning needs.

II. OVERVIEW

In studying the three great Meso-American civilizations of the Maya, Aztec, and Inca, it is hoped that the students will come to understand four main concepts that are woven throughout the unit. These are ideas that transcend the topics being studied--universal truths that students will remember and apply to other studies throughout their lives.

First, **that students will understand the complex nature of a given culture.** They will learn that a culture such as the Maya or Aztec is a rich combination of history, literature, art, religion, architecture, education, social structure and so on.

Second, **students will understand how belief systems affect a society's actions.** The religion of these three cultures permeated every aspect of the lives of the people, from the practice of human sacrifices to the game of pok-ol-pok. This unit will give students the opportunity to learn about those belief systems, and then evaluate how those systems positively or negatively affected each society.

Third, it is our goal **that students understand how thriving societies maximize their resources.** Economic success is based on this ability. All of these civilizations adapted to the conditions of the environment and made good use of their resources, and were thus flourishing civilizations that lasted many centuries.

Finally, we hope **that students will develop an awareness of place.** There are reasons why events occur in certain places, and the rise of these great civilizations is an excellent example of this concept. How did

the Andes Mountains influence the society of the Inca? What was the result of the Aztec nation being built on a swamp? These questions will help students begin to think about the importance of geography.

Each lesson in this unit will touch on one or more of these key concepts. In addition, every lesson targets a specific skill objective that students should meet. Examples of skills that are taught include summarizing, comparing and contrasting, map skills, research skills, descriptive writing, and so on.

The specific content taught in this unit is based on the Core Knowledge sequence for fifth grade in the world civilization strand. In some cases, that content has been elaborated upon to maintain fluidity and heighten student involvement. The unit is comprised of the following fifteen lessons:

Lesson One: Introduction to the Maya

Lesson Two: Maya Social Structure

Lesson Three: Maya Economic System

Lesson Four: Maya Daily Life

Lesson Five: The Maya Mystery

Lesson Six: Origins of the Aztec

Lesson Seven: The City of Tenochtitlan

Lesson Eight: Aztec Religion and Warrior Culture

Lesson Nine: Aztec Social Classes and Daily Life

Lesson Ten: Wrap-up on the Aztec

Lesson Eleven: Introduction to the Inca

Lesson Twelve: Origins of the Inca

Lesson Thirteen: Incan Agriculture and Food

Lesson Fourteen: Incan Social Structure

Lesson Fifteen: Incan Roads and Bridges

III. BACKGROUND KNOWLEDGE

As any teacher knows, it is difficult to teach content about which you know little or nothing. In doing research for this unit, much preparation time was devoted to reading about these fascinating cultures. There are many excellent books on the Aztec, Inca and Maya. No single source can answer every question a teacher might have in teaching this unit, but there are two we found to be invaluable. They are:

Mayan, Incan & Aztec Civilizations. (See below). This book is great for a little bit of information on just about any topic related to all three civilizations. For example, some of the topics on the Maya include religion, cities, writing, mathematics and astronomy, arts and crafts, agriculture, and trade. The book was written for high school teachers to use in the classroom. It is a great teacher reference, but also has corresponding activities on each topic that students can complete.

Aztec, Inca & Maya Eyewitness Books. (See below) This book is good because it provides an overview of many different topics which are taught in this unit. It also includes many photographs and illustrations of artifacts from all three cultures.

IV. RESOURCES

This unit made use of many resources, both for teacher information/ideas and for student reading. While many of these are interchangeable, in order to teach this unit as it is written there are several resources that are critical. They are as follows:

Teacher Resources

Baquedano, Elizabeth. Aztec, Inca & Maya Eyewitness Books. New York: Alfred A. Knopf, Inc., 1993. ISBN 0-679-83883-X

Hakim, Joy. The First Americans. (History of U.S. series). New York: Oxford University Press., 1993. ISBN 0-19-507746-6

3. Kramme, Michael. Mayan, Incan, & Aztec Civilizations. USA: Mark Twain Media Carson-Dellosa Publishing Company, Inc. 1996. (CD-1886)

Matthies, Susanna. Egyptians, Maya, Minoans. Santa Barbara, CA: The Learning Works, Inc., 1986. ISBN 0-88160-122-5

Nicholson, Robert and Claire Watts. The Aztecs. New York: Chelsea House Publishers, 1994. ISBN 0-7910-2725-2

Nicholson, Robert. The Maya. New York: Chelsea House Publishers, 1994.
ISBN 0-7910-2729-5

Strohl, Mary and Susan Schneck. Mayas, Aztecs, Incas: Cooperative Learning Activities. New York: Scholastic Professional Books, 1994. ISBN 0-590-49504-6.

B. Student Resources

The Maya Kids Discover Magazine. New York: KIDS DISCOVER, 1994. ISSN 1054-2868

McKissack, Patricia. The Aztec. Chicago: Childrens Press, 1985. ISBN 0-516-41936-6

McKissack, Patricia. The Inca. Chicago: Childrens Press, 1985. ISBN 0-516-41268-X

(We had class sets of these and used them for several lessons.)

Other Resources found later

1. Bartok, Mira and Christine Ronan. Ancient Mexico (Stencils). USA: GoodYear Books, 1993. ISBN 0-673-36055-5

2. *Bartok, Mira and Christine Ronan. The Incas and Their Ancestors (Stencils). USA: Good Year Books, 1994. ISBN 0-673-36156-X

3. Green, John. Life in Ancient Mexico Coloring Book. New York: Dover Publications, Inc., 1991. ISBN 0-486-26705-9
4. Jacobs, William Jay. Pizarro: Conqueror of Peru. New York: Franklin Watts, 1994.
ISBN 0-531-15725-3
5. * Larson, Linda. Thematic Unit Mayans, Aztecs and Incas. Huntington Beach, California,: Teacher Created Materials, Inc., 1996. ISBN 1-55734-595-3
6. * Maestro, Betsy and Giulio. The Discovery of the Americas. New York: Scholastic Inc., 1991. ISBN 0-590-46515-5
7. * National Geographic. "Lost Kingdoms of the Maya." 60 minutes

FICTION

- Clark, Ann Nolan. Secret of the Andes. New York: Puffin Books, 1980. ISBN 0-14-030926-8 (Inca chapter book)
- Dupre, Judith. The Mouse Bride. New York: Alfred A Knopf, Inc., 1993. ISBN 0-679-83273-4 (Maya folk tale)
- * Greger, C. Shana. The Fifth and Final Sun. Boston: Houghton Mifflin Company, 1994. ISBN 0-395-67438-7 (Aztec tale)
4. Lattimore, Deborah Nourse. The Flame of Peace. Mexico: Harper-Trophy, 1987. ISBN 0-06-443272-6 (Aztec tale)
- Mathews, Sally Schofer. The Sad Night. New York: Clarion Books, 1994.
ISBN 0-395-63035-5 (account of La Noche Triste--Aztec)
6. Parke, Marilyn and Sharon Panik. Quetzalcoatl--Tale of Chocolate. USA: Fearon Teacher Aids/Simon and Schuster Supplementary Education Group, 1992. ISBN 0-86653-965-4
7. Parke, Marilyn and Sharon Panik. Quetzalcoatl--Tale of Corn. USA: Fearon Teacher Aids/Simon and Schuster Supplementary Education Group, 1994. ISBN 0-86653-959-X
- Parke, Marilyn and Sharon Panik. Quetzalcoatl--Tale of the Ball Game. USA: Fearon Teacher Aids/Simon and Schuster Supplementary Education Group, 1992.
ISBN 0-86653-962-X
9. Rhoads, Dorothy. The Corn Grows Ripe. New York: Puffin Books, 1993.
ISBN 0-14-036313-0 (Maya chapter book)
- Wisniewski, David. Rain Player. New York: Clarion Books, 1991. ISBN 0-395- 55112-9 (Maya folk tale)

V. LESSONS

A. Lesson One: Introduction to the Maya (2 days)

1. Objectives

Students will distinguish between present-day and ancient Meso-America and identify the following on a map: Central America, Mexico, Guatemala, Yucatan Peninsula, Gulf of Mexico, Pacific & Atlantic oceans.

b. Students will work with a partner to find information in a magazine source.

2. Materials

Kids Discover magazines "The Maya" (class set)

b. Discovery of the Americas, by Maestro

World map

d. Student maps (Appendix A)

Scavenger hunt worksheets (Appendix B)

3. Prior Knowledge

Introduction to the civilizations of Meso-America (1st grade)

4. Key Vocabulary

Meso-America, civilization

5. Procedures

a. Using a large world map, tell students that we are about to begin a study of three great early civilizations that arose in Central and South America. Remind them that the countries we see today on the map were at first uninhabited lands.

Review how the first Americans crossed the land bridge, spread through the Americas, and eventually began to settle down, farm, and develop civilizations. Read Discovery of the Americas through p. 11. Tell students that the Maya are the first great civilization we will be studying and show pictures of some the great Mayan temples and cities to arouse their interest.

Locate on large map the regions, countries, and bodies of water listed above. Discuss climate and vegetation in the tropic region. Students will then label and color individual current-day maps correctly (Appendix A).

(Next class period)

d. Initiate study of the Maya by holding a class scavenger hunt using the Kids Discover magazine. Students will work with a partner to scour the magazine looking for answers to worksheet questions (Appendix B).

Go over the answers together and chart their responses to question #10. These should focus the students' interest and provide a starting point for the rest of the unit. This would also be a good time to do a KWL chart if desired.

6. Modifications

Provide a typed list of regions, countries, and bodies of water. Allow students to cut and paste list if necessary (for poor fine-motor skills). Plot points on the map for easy location. Provide a clear and

accurate map example.

Provide magazine page numbers next to each question. Shorten assignment; target main idea information. Highlight text, identifying the important information to answer questions. Use cooperative grouping and peer tutoring (select appropriate partners).

7. Evaluation

Assess student maps for accuracy and neatness. Scavenger hunt sheets may be graded if desired.

B. Lesson Two: Mayan Social Structure

1. Objective

a. Students will identify the four class levels of Mayan society, and describe the duties and privileges of each.

2. Materials

Overhead--class pyramid (Appendix C)

"Complex Social Structure" from Egyptians, Maya, Minoans pp. 62-63

2 sheets of plain white paper and 1 sheet of stiff paper per student

The Maya (Nicholson) or any book with pictures of peasant huts

and city temples

3. Prior Knowledge

Class distinctions in the feudal society of the Middle Ages (4th grade) Class distinctions in Ancient Rome (patricians and plebeians - 3rd grade)

4. Key Vocabulary

pyramid, social classes, priest, nobility, peasant, slave

5. Procedures

a. Discuss "pyramid of power." Use school hierarchy to model: principal, vice-principal, teachers, students

See if students can develop a pyramid for USA (do with partner and share).

Tell students that the Maya were divided into strict social classes that determined their way of life. Discuss pyramid of power in Mayan civilization using overhead of Appendix C:

ruler, priests, nobility: merchants, military, peasant farmers, slaves

Read about each of the levels from handout "Complex Social Structure" and The Maya pp. 10-11. Show the differences between peasant huts and the temples which the priests and nobility lived in.

Activity: Students will create a Maya pyramid of power (Dinah Zike flap book--see example in Appendix CC). Each level should include an illustration and several sentences describing the duties/privileges of that

level.

6. Modifications

a. Cooperative grouping and peer tutoring (select appropriate partners).

Highlight text, identifying important information. Provide outline of teacher lecture and key terms.

Provide a clear and accurate example of flap book. Pre-fold and pre-label flap book if necessary. Provide a typed list of sentences describing the duties/privileges of each level for student to cut, match, paste and illustrate.

7. Evaluation

Assess student pyramids for accuracy and depth of information.

8. Extension

a. Discuss with students which level they would want to be if they were Maya people. How do you think the peasants felt? etc.

*Thanks to Murray Mux at Serna Elementary in San Antonio for these great ideas!

C. Lesson Three: Mayan Economic System (2 days?)

1. Objectives

a. Students will describe the Mayan tribute system and identify the roles of each of the following: batab, plom, nacom, holpop, tupil, priest, lord and ruler, and peasant.

b. Students will compare and contrast the economic system of the Maya to that of the United States today.

2. Materials

Handout: "Trade is Lifeblood to the Maya" (Appendix D)

"Collecting Taxes" drama--1 copy per student (Appendix E)

Props for drama: paper sacks, construction paper, cookies

Pictures of Tulum

3. Prior Knowledge

Understanding of the purpose and effects of taxation in colonial America

(3rd grade)

4. Key Vocabulary

a. batab, plom, nacom, holpop, tupil, priest, lord and ruler, peasant

5. Procedures

Show students an American tax form. Ask if they know what it is and lead a discussion on how and why Americans support the government by paying taxes every year. If desired, review issues of taxation in Colonial

America.

Explain to students that all civilizations have some type of organized economic system to share goods and services. Review from Lesson Two the Mayan pyramid of power, and brainstorm how they think the Mayan system might work (point out that the Maya did not have money).

c. Write the following on the board: "Trade is lifeblood to the Maya." Allow for student analysis and then explain that the Maya met their need for goods and services through trade instead of money. Explain that because the climate was so conducive to farming, the Maya only had to work their land about 50 days out of the year. This gave them time to practice a trade as well, and time to provide services for the government. Trading took place at the market in cities. Have students read "Trade is Lifeblood to the Maya" (Appendix D) and highlight all the things that were traded in the market. List these on board; each student chooses one.

Activity: Explain tribute system, which was comprised of a tax and work-service, with the drama "Collecting Taxes" (Appendix E). List the following roles on the board to define as the drama is read: batab, plom, lord and ruler, priest, nacom, holpop, tupil and peasant. Read the drama as a class and act it out by trading market products.

6. Modifications

a. Highlight text, identifying important information. Provide outline of teacher lecture and key terms.

Preview vocabulary and specific participant roles. Assist students with selecting a role (short reading part).

7. Evaluation: Quick-write

Project: Maya marketplace from pp. 56-57 of Mayas Aztecs Incas (Strohl & Schneck)

D. Lesson Four: Daily Life (Research - 2 days)

1. Objectives

a. Students will develop an appreciation of the complex nature of the Maya culture, and how it compares to our own.

b. Students will develop research and social skills.

c. Students will describe Maya clothing, fashion, recreation, food and family life.

2. Materials

Articles from Egyptians, Maya, Minoans:

b. What Price Beauty (fashion) pp. 50-51

The Maya Look (clothing) pp. 48-49

d. Pok-a-Tok (recreation) pp. 64-65

Excerpts from The Maya

f. Food (pp. 9, 24)

Families and Children (pp. 20-21)

h. Note-taking sheet (Appendix F)

Legal size white paper and large construction paper

Filmstrip "The Maya" -- Ancient Civilizations of the Americas

3. Prior Knowledge

a. An understanding that different cultures have unique characteristics (all grades) 4. Procedures

a. Review from KWL chart what students want to learn.

Explain that in this lesson, each group of students will become an expert on one aspect of Maya daily life. Number the categories listed above on the board. Have a member from each group roll a die; the number rolled will determine which category that group will research.

Give to each group 4 copies of the appropriate handouts. (Each student should have a copy to use.) Instruct students that they will have the rest of the class period to read their material and come up with a way to present that information to the rest of the class. Presentations should include some sort of visual aid, and every member must take part in the presentation. (Students will continue work and additional research during project time and as homework if necessary.)

(Next class period)

Each group presents its information. The rest of the class should be taking notes (Appendix F) and asking questions. Participation as presenters and as audience should be evaluated.

e. Show filmstrip "The Maya" (Ancient Civilizations of the Americas) and have students add to their note-taking as appropriate.

Activity: Students will create a flap book with information and illustrations on each category (use legal size paper).

5. Modifications

a. Preview vocabulary and specific research topics. Assist students with selecting a topic (possibly a topic with low level reading material or a topic which is easy to research and present).

b. Highlight text identifying important information from handout. Provide outline of key terms and main idea for presentation. Provide a written outline of expectations and visual aid requirements. Provide examples of visual aids and materials if necessary.

Allow students to take notes; however, provide a clear concise copy of notes. Adjust grading requirements as needed.

Provide a clear and accurate example of flap book. Pre-fold and pre-label flap book if necessary. Provide a typed list of sentences describing the daily life of the Mayas for students to cut, match, paste and illustrate for each topic.

6. Evaluation

Students may be assessed on their group work, their participation in group presentation, their participation as audience members, and on their flap books.

E. Lesson Five: The Maya Mystery

1. Objective

a. Students will analyze existing theories of the Maya's disappearance.

2. Materials

"The Maya Mystery" from Egyptians, Maya, Minoans pp. 66-67

b. "The Great Mayan Mystery" from M, I, & A Civilizations p. 36

Construction paper

d. Template for booklet (Appendix G)

Video: "Lost Kingdoms of the Maya," National Geographic.

3. Key Vocabulary

theory, abandon, mystery

4. Procedures

Present the following scenario to students: Imagine that all of the people in Houston suddenly abandoned the city without leaving behind any indication of where they had gone or why they had left. Why might people abruptly abandon a city? Brainstorm ideas on board. (From Egyptians, Maya, Minoans)

Explain that something similar happened to the Maya between AD 850 and 900. (Add to class time line.) Read "The Maya Mystery" and/or "The Great Mayan Mystery" and discuss the theories presented.

c. Students will create a combination folder book to present theories of the Maya's sudden disappearance and to state what they think happened.

(Use construction paper for the cover, and template for writing on the inside--Appendix G.)

To wrap up study of the Maya, fill in the "L" portion of KWL chart.

e. Show *National Geographic* video on the Maya if time allows.

5. Modifications

a. Highlight text, identifying important information from handout. Provide outline of key terms and theories from teacher lecture and text.

Provide a clear and accurate example of folder book. Pre-fold and pre-cut folder book if necessary. Provide a typed list of sentences describing the theories of the Maya's sudden disappearance. To assess student understanding, add other unrelated theories requiring students to cut and paste only the correct theories. Adjust grading requirements as needed.

6. Evaluation

Assess folder books for accuracy and creativity, as well as for supporting their ideas.

F. Lesson Six: Origins of the Aztecs

1. Objective

a. Students will compare and contrast the historical and mythological accounts of the origins of the Aztec civilization.

2. Materials

"In Search of a Homeland" handout for students (Appendix H)

b. The Aztec (McKissack), pp. 9-15

Picture, overhead or example of Mexican flag

d. White paper for flap books

3. Prior Knowledge

Recognition of Mexico's flag (1st grade)

b. Legend of Rome's origins in myth of Romulus and Remus (3rd grade)

4. Key Vocabulary

origin, civilization, myth

5. Procedures

a. Show students a picture of the Mexican flag. Encourage them to hypothesize about the meaning of the cactus, eagle and serpent.

Using the maps from Lesson One, review where Mexico is and tell students we are now beginning our study of the second great Meso-American civilization, the Aztecs. **How did the Aztec civilization come into being?**

c. Draw the following chart on the board:

HISTORY MYTH

d. Students read "In Search of a Homeland" (Appendix H). Discuss the mythological origins of the Aztec nation. Chart information under "myth."

Now have students read from The Aztec, pp. 9-15. Chart information under "History" and give students additional information from other sources. Also add to "Myth" side. Note important dates and add them to class time line.

f. Compare and contrast the two versions of the origins of the Aztec civilization. Why did the Aztecs choose to believe the myth instead of the facts? Can you think of other civilizations who also did this? (the Romans--myth of Romulus and Remus) Why do you think these symbols still appear on the Mexican flag today?

Activity: Students will create a two-part flap book that explains the two accounts of the rise of the Aztec civilization.

6. Modifications

a. Highlight text, identifying important information from handout. Provide outline of key terms and information about the myth and the history from teacher lecture and text.

Provide a clear and accurate example of two-part flap book. Pre-fold and pre-cut flap book if necessary. Provide a typed list of sentences describing both the historical and the mythological origins of the Aztecs. Require students to determine on which side of the flap book the information belongs; cut and paste correctly.

7. Evaluation

Assess flap books for accuracy and presentation.

G. Lesson Seven: The City of Tenochtitlan

1. Objectives

- a. Students will understand how a society makes the most of its resources.
- b. Students will write a descriptive paragraph on the city of Tenochtitlan.
- c. Students will define: aqueduct, chinampa, and causeway.

2. Materials

a. The First Americans p. 96

The Aztecs (Nicholson & Watts) for pictures of the city

c. "Tenochtitlan: Clean!" handouts (Appendix I)

Paper for student writing (Appendix J)

e. Life in Ancient Mexico Coloring Book, p. 24-25 -- OPTIONAL

3. Prior Knowledge

Aqueducts in Roman architecture (3rd grade)

Uncleanliness of cities in Europe during the Middle Ages (4th grade)

4. Key Vocabulary

aqueduct, causeway, chinampa

5. Procedures

a. Review from Lesson Six the geographical area of Mexico where the Aztec civilization arose. Tell students that the Aztec people called their land Anahuac, which meant *the land on the edge of the waters*. Here they built an incredible city called Tenochtitlan.

Ask student to close their eyes as you read an account, written by a Spaniard, of what Tenochtitlan was like. Read "Place of the Prickly Pear Cactus Fruit" from The First Americans. Ask students to share their mental images of the city. Show them any pictures you can find of the city.

c. Have students read "Tenochtitlan: Clean!" (Appendix I). Define and discuss the following words on a chart: aqueducts, chinampas, causeways. How did the Aztecs make the most of their land?

d. Activity: Using Appendix J writing paper, students will write a descriptive paragraph which describes the city. The paragraph should include the words discussed in Appendix C. Label parts of picture.

6. Modifications

Highlight text, identifying important information from handout. Provide outline of key terms and main idea from text and lecture.

Provide a typed list of key terms to cut, paste and label the picture. Prepare a paragraph describing Tenochtitlan, including facts and relevant information as well as incorrect sentences; require students to draw a line

through a determined number of incorrect sentences.

7. Evaluation

Assess pictures and paragraphs for depth of description and neatness of labeling and coloring.

H. Lesson Eight: Aztec Religion and Warrior Culture

1. Objective

a. Students will understand how the belief system of a society affects its actions.

2. Materials

Excerpt from Mayan, Incan and Aztec Civilizations: "Aztec Religion" pp. 86-87

b. The Aztecs (Nicholson & Watts), pp. 8-13

Brown paper grocery sacks for codices

d. Teacher-made charts of the gods (not necessary but handy)

The Fifth and Final Sun (Greger) -- OPTIONAL

3. Prior Knowledge

a. World religions (1st grade)

4. Key Vocabulary

(names of gods)

5. Procedures

a. On the board, write " the Aztecs" and underneath it make a large number one: **The Aztecs**

#1

Tell students that for the Aztecs, there was one thing that was the number one concern; one thing that governed every day of their lives; one thing that was the most important to all of the people, nobility and commoners alike. What was it? (Allow for ideas) Then write underneath the #1 : PLEASING THE GODS.

b. Who were the Aztec gods? List on chart and discuss:

Huitzilopochtli:

patron god of the Aztecs

"blue hummingbird"

god of war, god of the sun

sacrifices made to keep him alive

needed blood to survive

2) **Quetzalcoatl:**

god of learning, hope and healing

"quetzal" = bird; "coatl" = snake

also god of the wind (Ehecatl)

leaders wore feathers of quetzal bird

friendly face

inventor of writing and the calendar

in legend, supposed to come back to decide the fate of the Aztecs

Tlaloc:

god of rain

symbolized by double-headed serpent

children drowned as sacrifice to him in drought

4) **Tezcatlipoca:**

supreme god and patron of rulers

Lord of the Night

the first sun

Chalchihuitlicue:

goddess of water from springs and seas

Tlaloc's wife

"Our Lady of the Turquoise Skirt"

Read together "Aztec Religion" and excerpts from The Aztecs and discuss their beliefs about the sun god and how it affected their culture. Talk about the 'flowery wars' fought in order to get victims for sacrifice. How would the surrounding city-states feel about these wars? (this will be important later, because those cities became allies of Cortes to fight against the Aztecs.) Discuss how it was an honor to be sacrificed!

(OPTIONAL) Obtain a copy of The Fifth and Final Sun by C. Shana Greger and read it to the class. This

book tells the myth of the sun's origin and includes many of the deities introduced in this lesson.

Activity: Students create codices out of paper bags (see directions in Mayas Aztecs Incas p. 36 Strohl and Schneck). Students cut a long strip of paper bag and fold it back and forth like a fan. Have them then use one page for each god, to illustrate and identify key attributes.

6. Modifications

a. Highlight text, identifying important information from handout.

Provide outline of key terms and main idea from text and lecture.

Provide list of gods and their attributes for students to cut, paste and illustrate.

7. Evaluation

Assess codices for neatness and accuracy.

b. Project: Make a serpent mosaic (Cooperative Learning Activities book, Strohl)

Extension: Moral analysis--Does the practice of human sacrifice make the Aztecs "bad" people? Discuss their system of law and order, which was not cruel or unfair. Did they not know any better?

I. Lesson Nine: Social Classes and Daily Life (Research - 2 days)

1. Objectives:

a. Students will develop an appreciation of the complex nature of the Aztec culture, and how it compares to our own.

b. Students will develop research and social skills.

c. Students will describe Aztec medicine, art, agriculture, warfare, and games.

2. Materials:

Questions for The Aztec (Appendix K)

b. The Aztec (McKissack)

Various articles for group reading from Mayan, Incan, & Aztec Civilizations:

d. "Aztec Medicine" p. 106

"Aztec Art" p. 97

f. "Aztec Agriculture" p. 103

"Aztec Warfare" p. 109

h. "Aztec Games" p. 100

Note-taking sheet (Appendix L)

Filmstrip "The Aztecs" (Ancient Civilizations of the Americas)

3. Prior Knowledge

An understanding that different cultures have unique characteristics (all grades)

4. Procedures

a. Show the Diego Rivera mural on the cover of The Aztec. Tell students that it depicts the three social classes of the Aztecs. Have the brainstorm in groups everything they can about the three classes. Encourage them to notice what the people are doing, wearing, etc. Share.

b. Students read from The Aztec, p. 23-41 with a partner and complete questions (Appendix K).

At the end of the class period:

Explain that to conclude this lesson, each group of students will become an expert on one aspect of Aztec daily life. Number the categories listed above on the board. Have a member from each group roll a die; the number rolled will determine which category that group will research.

d. Give to each group 4 copies of the appropriate handouts. (Each student should have a copy to use.) Instruct students that they will have the class period tomorrow to come up with a way to present that information to the rest of the class. Presentations should include some sort of visual aid and every member must take part in the presentation.

(Next class period)

e. Groups work together on their topic

Each group presents their information. The rest of the class should be taking notes (using Appendix L) and asking questions. Participation as presenters and as audience should be evaluated.

g. Show filmstrip "The Aztecs" (Ancient Civilizations of the Americas) and have students add to their note-taking as appropriate.

h. Activity: Students will create a flap book with information and illustrations on each category (use legal size paper).

6. Modifications

Highlight text, identifying the important information from handout. Provide outline of key terms and the main idea of the Aztec's social classes and daily life from text and lecture.

Preview vocabulary and specific research topics. Assist students with selecting a topic.

Highlight text, identifying important information from handout. Provide outline of key terms and main idea for presentation. Provide detailed notes for students to use during presentation. Provide a written outline of expectations and visual aid requirements. Provide examples of visual aids and materials if necessary.

Allow students to take notes, however, provide a clear concise copy of notes. Adjust grading requirements as needed.

Provide a clear and accurate example of flap book. Pre-fold and pre-label flap book if necessary. Provide a typed list of sentences describing the daily life and social classes of the Aztecs for students to cut, match,

paste and illustrate for each topic.

7. Evaluation

Students may be assessed on their group work, their participation in group presentation, their participation as audience members, and on their flap books.

J. Lesson Ten: Wrap-Up on the Aztecs

Work together as a class to create a comparison chart; discuss similarities & differences to Maya

2. Add dates to time line

Complete KWL chart

4. Video: "Aztec" (Indians of North America series)

Activity: Aztec ABC

Assign each student one letter of the alphabet. Each student will choose a word or concept beginning with his letter that best describes an aspect of Aztec life. (Example: T = Tenochtitlan: the capital city of the Aztec nation)

After completing a rough draft on notebook paper and checking with teacher, the final copy will be done on a sentence strip. Illustrations/decorations should be included. Compile all of the letters in a vertical display on butcher paper to hang in the hall.

Modification: Provide guidance and assistance to determine corresponding word for the letter assigned.

K. Lesson Eleven: Introduction to the Inca

1. Objectives

- a. Students will understand how geography affects a given culture.
- b. Students will infer elements of Inca society from artifacts
- c. Students will locate South America, Peru, Ecuador, Chile, Bolivia, and Argentina on a map

2. Materials:

Worksheet maps of South America (Appendix M)

Inca artifact cards from Mayas Aztecs Incas (Strohl and Schneck)

c. Paper bags

Small potatoes (one per group)

e. Large world map

3. Prior Knowledge

Geography of the Americas (2nd grade)

4. Key Vocabulary

artifact; archeologist

5. Procedures:

a. Divide class into groups of four. Give each group a paper bag filled with artifact cards and a small potato. Students spend about 15 minutes guessing what each artifact is and what it was used for.

Check group answers and confirm. Discuss what we can learn about the Incas from artifacts.

c. Locate South America on a world map and tell students that this is where the Inca lived. Point out the Andes mountains. How will the Inca society be different from Maya/Aztec?

Students use atlases to complete student maps (Appendix L).

6. Modifications:

a. Provide a typed list of regions, countries, and bodies of water. Allow students to cut and paste list if necessary (fine-motor skills). Plot points on the map for easy location. Provide a clear and accurate map example.

7. Evaluation:

Assess cooperative group behavior and maps for accuracy and neatness.

L. Lesson Twelve: Origins of the Inca

1. Objectives

a. Students will explain the rise of the Inca nation, and compare its historical and mythological origins.

b. Students will retell a story by summarizing.

2. Materials

a. Student copies of "The Sacred City" from The Incas and Their Ancestors

Handout "The Incas" (p.46) from Mayan, Incan and Aztec Civilizations

c. The Inca, by McKissack

Crayons

3. Prior Knowledge

a. Legend of Rome's origins in myth of Romulus and Remus (3rd grade)

4. Key Vocabulary

origin, myth, sacred

5. Procedures:

a. Review the historical/mythological origins of the Aztec from Lesson 6.

b. Students read "The Sacred City" with a partner. Check for understanding.

c. Model summarizing with the first paragraph. Ask students to help you put the first paragraph into one sentence. Write ideas and final sentence on

overhead.

Students work in pairs to write a sentence summary for the second paragraph. Share with class and put on overhead.

e. Students work independently to complete the remaining four paragraphs. All six could be written and illustrated in a fold book.

f. Read to class from The Inca pp. 4-8 or any source with information on the rise of the Inca nation. Compare this with the story and discuss. A Venn diagram is good for this.

g. Activity: Color coding

Give students the handout on the Incas. Read it aloud together. Then look at the questions on p. 46. Assign each question a color, which students indicate by the number. Have them look in the reading for the answers, underlining the answer in the passage when they find it in the color assigned. (This ensures that they actually look in the reading for the answer, not just guess!)

6. Modifications:

Highlight text, identifying the important idea in each paragraph.

b. Pre-summarize each paragraph into one sentence. Students will match sentences with corresponding paragraph.

Pre-color code each handout, underlining each answer in each paragraph.

Provide a matching list of answers in mixed order for students to correctly match the answers to the questions.

7. Evaluation:

Check worksheet for correct answers and highlighting. Evaluate summaries--did students keep the summary to one sentence while still including all pertinent information?

M. Lesson Thirteen: Incan Agriculture and Food

1. Objective

a. Students will explain terrace farming and identify the potato as the Incas primary food.

2. Materials:

Handout with Inca hut on the mountain (Appendix N)

Handout on "Incan Agriculture" or another source with information on terrace farming

c. Paper for students; preferably with space to both write and draw

3. Prior Knowledge

Geography of mountains and mountain ranges (4th grade)

4. Key Vocabulary

papa, chunu, sara, terrace farming, Andes Mountains

5. Procedures

a. Give students the sheet of paper that shows a house sitting on the side of a steep mountain (Appendix M). Ask them how they would farm on that mountain, and give them a few minutes to illustrate their ideas. Share and discuss.

b. Tell them that the Inca solved this problem with the use of terrace farming. Read the handout (p. 51) and emphasize key vocabulary. Check their understanding by asking the questions on p. 52.

Students write a paragraph answering the question " How did the Incas farm in the mountains?" and illustrate. They must use the key vocabulary introduced in the lesson in their paragraph.

6. Modifications:

a. Highlight text, identifying important information from handout.

Provide outline of key terms and main ideas. Provide a copy of new vocabulary and definitions.

c. Prepare a prewritten paragraph of true facts and false information on Inca farming. Have students determine which facts are true and which are false by drawing a line through the false information, or, provide a prewritten paragraph of true facts regarding the Inca farming and leave blanks for the vocabulary terms to be filled in.

7. Evaluation:

Paragraphs should demonstrate an understanding of terrace farming and of the key vocabulary.

N. Lesson Fourteen: Incan Social Structure

1. Objective

a. Students will describe and experience the Incan class system and how it works.

2. Materials

Sentence strips cut in half for name cards

b. Bag of M&Ms

Small cups

d. Plain white paper and stiff paper for flap books

The Inca by McKissack

3. Prior Knowledge

a. Feudal society in the Middle Ages (4th grade)

NOTE: Students may have participated in an activity like this one in 4th grade. If that is the case,

capitalize on it and compare between the two societies.

4. Key Vocabulary

Sapa Inca, governors, local rulers, leaders of household, commoners, mita

5. Procedures:

- a. Review Maya pyramid of power. Tell students that today we will be learning about the Inca pyramid of power.
 - b. Have prepared sentence strips of the following: Sapa Inca (1), Governor (2), Local Ruler (3), Leader of Household (5) and Commoner (10 or however many make the rest of your class.) Pass these out randomly to students.
 - c. Each child gets 10 M&Ms in a small cup. Explain that it is now time to pay their **mita**. Talk about taxes--they have no choice in paying them and must do what they are told.
 - d. First, the commoners must give half of their candy to the Leaders of household. Next, tell the leaders to give half of theirs to the local rulers, who in turn give half of theirs to the governors. Finally, the governors must give half of their M&Ms to the Sapa Inca, who will end up with a bunch!
 - e. Discuss: on which level of Incan society would you like to be? Why?
Read about how Atahualpa and his brother fought over who would be leader--after the M&M game, they'll be able to relate!
- *This activity is adapted from "Early Civilizations," a 1st grade unit written by Cyndi Hartman-Wells and Sheri Schneider.
- f. Read more about Incan society from The Inca, pp. 13-18.
 - g. Activity: Create an Incan pyramid of power flap book (see Lesson 2)

6. Modifications:

Provide a clear and accurate example of flap book. Pre-fold and pre-label books if necessary. Provide a typed list of sentences describing characteristics of each level for students to cut, match, paste and illustrate.

7. Evaluation:

Assess pyramids for demonstration of an understanding of the levels of Incan society.

O. Lesson Fifteen: Incan Roads and Bridges

1. Objective

- a. Students will describe the Incan system of transportation, and name at least one major engineering accomplishment of the Incas.

2. Materials:

Handout on "Incan Roads and Bridges" from M, I, & A Civilizations p. 60

b. Road map diagram (Appendix O)

National Geographic, December 1973 or other photographs of Incan roads and bridges

3. Prior Knowledge

a. Westward expansion and the Pony Express (2nd grade)

4. Key Vocabulary

tampu, chaca, maguey plant fibers, Royal Road, Coastal Highway

5. Procedures:

Focus students' attention by playing a message game. Arrange students in a long line with space in between each child (you might want to do this outside). Have the child who played the Sapa Inca in Lesson 14 decide on a 1-2 sentence message to be sent to the outskirts of the empire. He relays the message orally to the first child in line, who runs to the next child and tells it to him, and so on until it reaches the end. The last child should relay the message back to the Sapa Inca and check its accuracy.

b. Discuss: Why would the Incas base such a vital communications system on the fairly slow pace of humans? Do you think it was a good system?

How long do you think it would take to send messages? etc.

(Adapted from: World History Simulations, Teacher Created Materials.)

c. Post or write the key vocabulary terms on the board and predict meaning.

d. Read handout on Incan roads and bridges together. Emphasize vocabulary.

e. Show pictures of Incan roads and bridges from National Geographic or another source.

f. Students complete road map flap book with illustrations and definitions

using Appendix N. (The road map illustrates the Royal road, a chaca, a tampu, and the Coastal Highway.) Students should write two sentences about each underneath each flap.

6. Modifications:

Highlight text, identifying important information from handout. Provide outline of key terms and main ideas. Provide a copy of new vocabulary and definitions.

Provide a clear and accurate example of road map flap book. Provide a typed list of sentences describing the tampu, chaca, Royal Road, and Coastal Highway for students to cut, match and paste into booklet.

7. Evaluation:

Flap books should demonstrate understanding of key words and concepts.

VI. CULMINATING ACTIVITIES

A. Jeopardy Review Game

Students will compete in groups to answer questions in the following categories: RELIGION AND MYTH, DAILY LIFE, SOCIAL CLASSES, FOOD, and POTPOURRI. (Suggested Jeopardy 'answers' given in Appendix P)

B. Venn Diagram

Compare and contrast the three civilizations by completing a 3-way Venn diagram. Students may work in groups to brainstorm ideas and then contribute to a class diagram.

C. Travel Agency

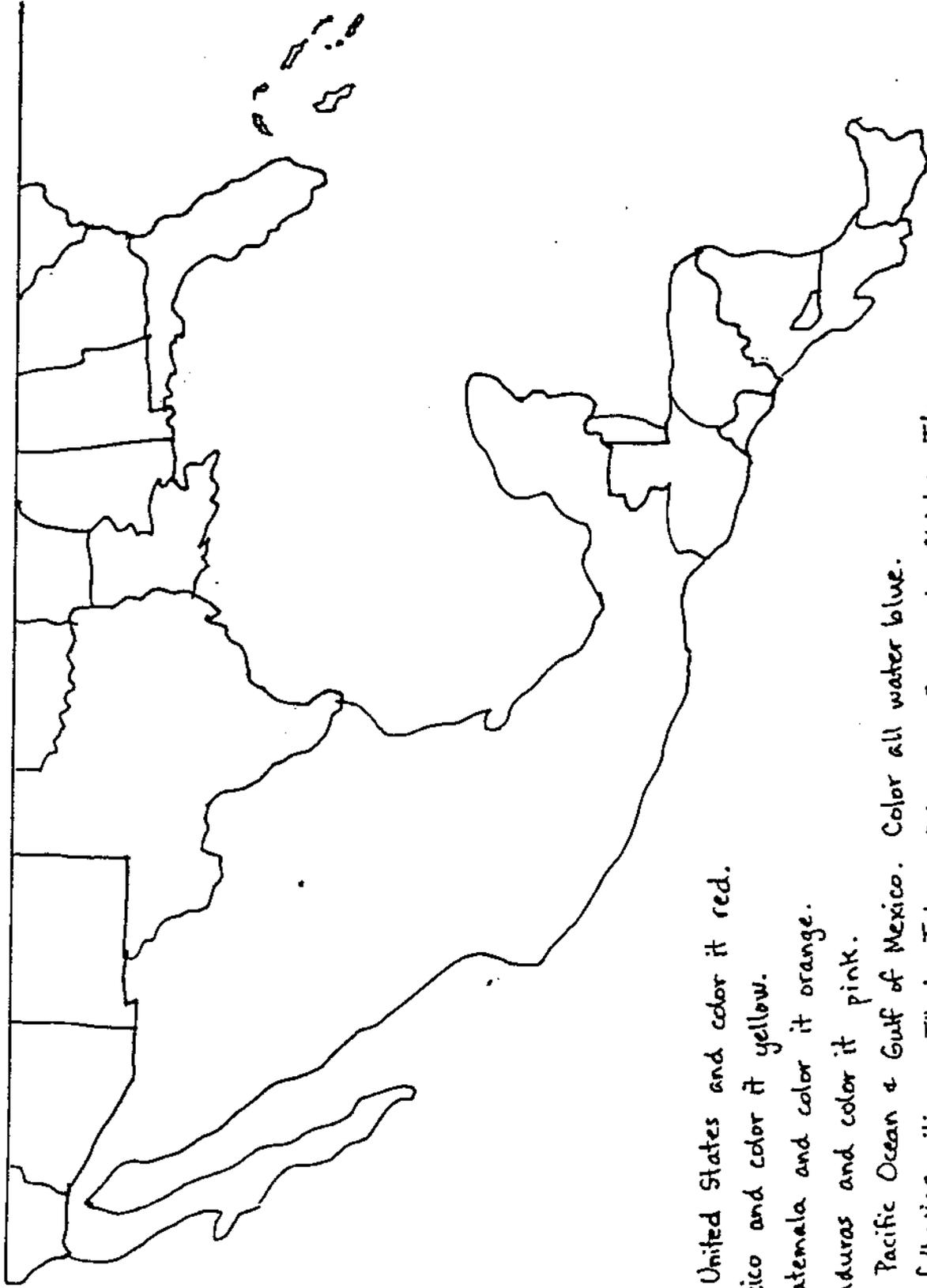
Each student will choose one civilization for which to design a travel poster highlighting the positive aspects and accomplishments of that society. Posters should be colorful, informative and persuasive.

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Mexico and Central America



1. Label the United States and color it red.
2. Label Mexico and color it yellow.
3. Label Guatemala and color it orange.
4. Label Honduras and color it pink.
5. Label the Pacific Ocean & Gulf of Mexico. Color all water blue.
6. Label the following cities: Tikal, Tulum, Palenque, Bonampak, Chichen Itza
7. Circle the Maya lands in purple.

Scavenger Hunt • The Maya

Kids Discover Magazine

Work with your partner to find the answers to these questions. Look carefully – the answers may be in the text, the illustrations, or the picture blurbs. See what you can discover about the Maya!

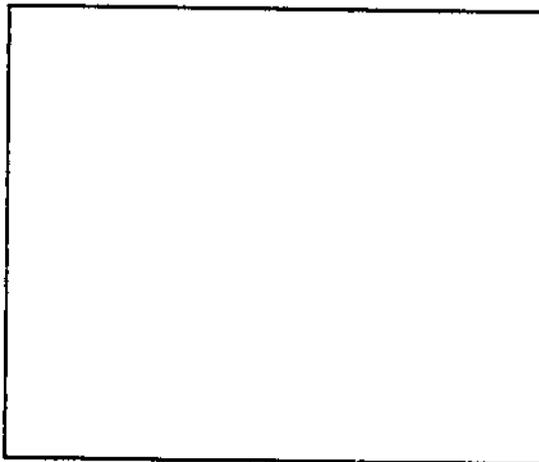
1. What **animals** were considered sacred (“holy”) by the Maya?

2. During what **time period** did the Maya reach the greatest heights?

_____ Dates: _____

3. What did the Maya people want to look like? Draw a face in the box and label what was important to them:

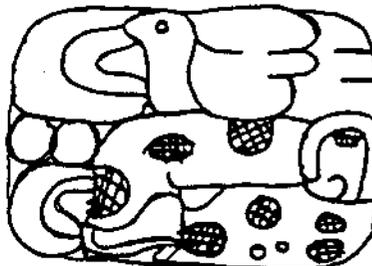
Hint!
p 4-5



4. What could you see if you went to the pyramid of **Bonampak**?

5. What is a **cenote**, and why was it so important to the Maya?

6. What does this **glyph** stand for?



Maya Scavenger Hunt, p. 2

7. Tell three things about **Mayan farming**:

1.

2.

3.

8. Tell three things about the **Maya people today**:

1.

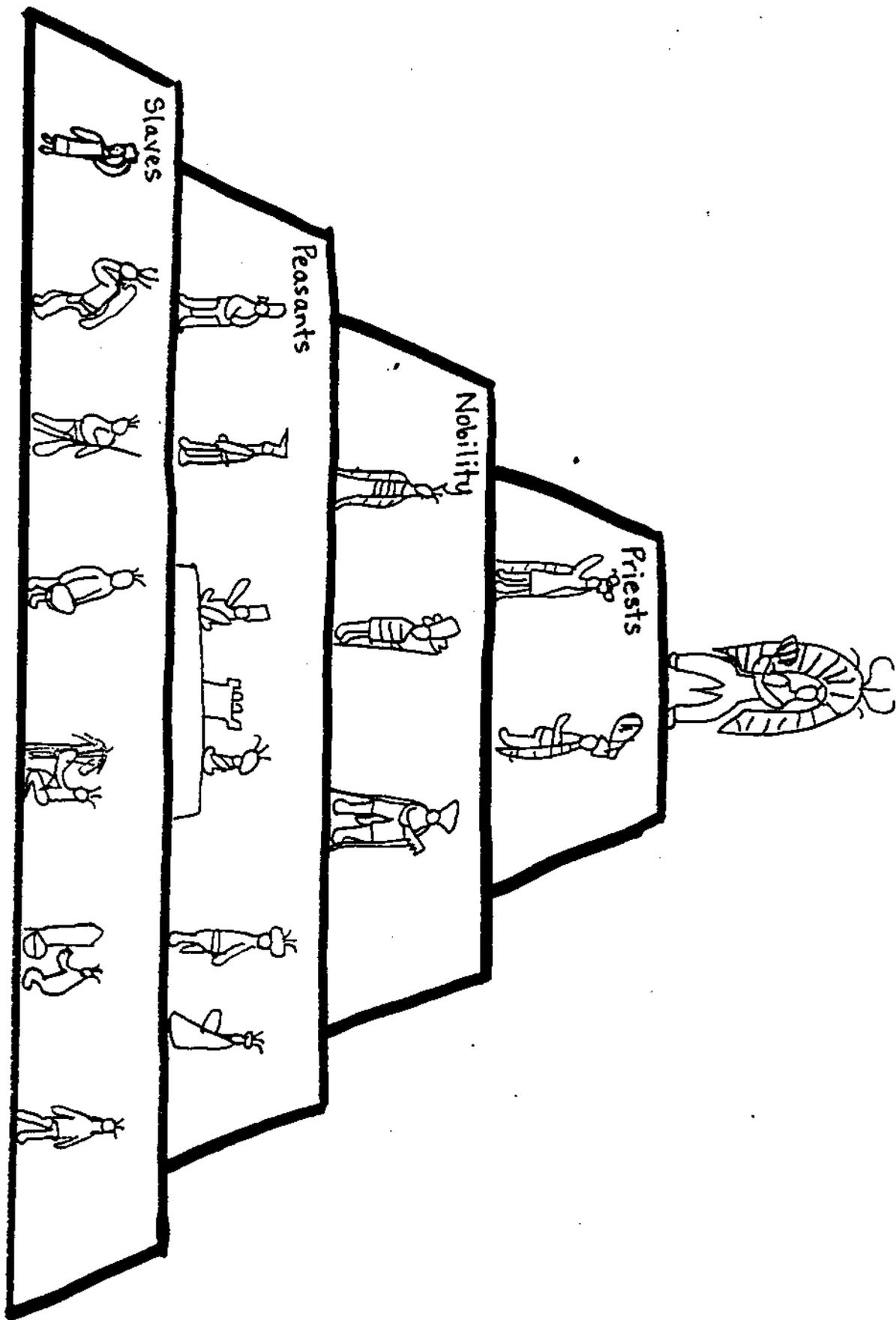
2.

3.

9. What important **concept in math** did the Maya use and understand?

Hint!
MAYA MATH MASTERS

10. Having looked at this magazine, what things about the Maya do you want to know more about?



TRADE IS LIFEblood TO THE MAYA

Diego has never been to the *yaab*, or market, until now. He was amazed by how huge it was--six hundred square feet in the plaza. As he looked around, he saw beautiful buildings and stone monuments. He remembered that this market was called "the place of the thousand monuments." The walls were painted bright blue, yellow and red. Behind the walls were the fat *ploms*, or merchants, who waited to begin the day's trading. The temples gleamed high above him.

His father had told him that trade is lifeblood to the Maya. He had explained that because the Maya only had to work a small part of the year to harvest their corn, and then have more than was needed, there was leisure time to learn a skill. Every family had their own specialty: products made by hand to trade with at the market.

He hugged his basket of feather headdresses tighter to his chest. This was his family's craft--bright, beautiful headdresses to exchange for what they needed. There was plenty of everything here at the *yaab*. Jeweworkers carved the sacred stone for jewelry and decoration. There were woodcarvers. Saltgatherers, who collected the pure white seasoning from the sea when the tide had receded, had brought sacks for trading.

Food was in another section. Just to see it all made Diego's mouth water. Hot little red peppers, sweet potatoes, tomatoes, squash, and many kinds of beans. Corn was there, and *macal*, and fruits, too. Nearby were the spice traders, who had brought vanilla, pepper and *chaya*.

If a Maya needed cloth, it too was here at the market. Women sat underneath the awnings, with beautifully woven cloth of every color. There were jewelers as well, who were highly respected men. They traded the popular jade and topaz, a small yellow stone. There were also jewels from sea shells, obsidian, turquoise, and even pearls. Diego knew you must have many cacao beans to afford such luxuries.

Diego smiled happily to himself. He was glad that after paying their taxes of cotton cloth and feather headdresses, his family still had plenty left over with which to trade. He would not have wanted to miss out on this day!

MAYA PYRAMID OF POWER



APPENDIX CC

Priests

Nobility

Peasants

Slaves

by _____

Collecting Taxes - Maya

Narrator I: It is February. The peasant families are hard at work preparing their tribute. March is tribute month, and the peasants work hard to be ready. Every six months all those who are ruled by the Maya lord and ruler in Tulum pay their taxes. They cannot pay taxes in money, because they don't have any.

Narrator II: The first thing they prepare is their manta or cotton cloth. Every household has to provide a piece of woven cotton cloth which they have to bring to the temple and present to the batab. Even now the peasants are working on their manta.

Batab: I am the batab, or governor, of the city of Tulum, and I am also the tax collector. I am one of the leaders of the city, so, I, of course, do not have to pay taxes.

Lord and Ruler: I am the lord and ruler of the city of Tulum. I am the most important and most powerful person in the city. My word is law. I think it is an honor for the citizens of Tulum to pay taxes to support me and my family.

Priest: I am the priest of the Great Temple of Tulum. I preside over all of the religious ceremonies at the temple. I foretell the future. I help people keep the gods happy so we have good fortune in Tulum. Tax and tribute help to support the temple and the priests.

Plom: I am the plom, or merchant. I trade with people in far off lands for things, such as gold and pearls and exotic feathers. These are things that we do not have in our land. I do not pay taxes, although I use tribute, which is paid to me, for my business.

Nacom: I am the nacom, or war captain. I was chosen to be the nacom by the members of my clan, because I am a brave person. I do not pay taxes either.

Holpop: I am the holpop of the city of Tulum. I make decisions about what to do with people who are accused of crimes. I am also in charge of the musical instruments used in religious ceremonies. I do not pay taxes.

Tupil: I am the tupil for the city of Tulum. I make sure that the decisions and orders of the batab are carried out. I am one of the minor officials of Tulum, but I still do not have to pay taxes.

[The batab, lord and ruler, priests, nacom, holpops and tupil are resting, reading, eating and drinking while the peasants are preparing their tributes.]

Narrator I: Each citizen, except those who are not taxed, pays his taxes in the product with which he trades. Beekeepers bring honey and wax; a fisherman might be called upon to provide dried fish. A family might provide pottery, blowguns, spears, feather headdresses, salt, shells, or food, such as corn, black beans, hot peppers, sweet potatoes, tomatoes or squash. [The peasants are preparing their tribute.]

Peasant I: It is time for us to journey to Tulum to pay our taxes. [Each peasant makes his or her way to the offices of the batab and presents to him their manta and their other tribute.]

Peasant II: Here, sir, are our taxes. [After presenting their taxes, they return home to continue working on their products.]

Batab: Thank you, peasants. [The batab goes to the priest and gives the manta to the priests. Then he goes to the lord and ruler, bows and presents half of all he has collected to the ruler.] Here, sir, is the tribute from your people.

[The batab goes to the plom and gives him a portion, and to the nacom, the holpop, and the tupil.]

[Everyone thanks the batab and pockets his portion of the tribute.]

Peasant III: Now, we can trade with each other what is left of our products, so we can get things we need but don't have.

Plom: Now that I have my tribute, I must set sail for distant lands to locate gold, pearls and other things which the Mayan peasants do not provide for their rulers and their city. [He departs.]

Peasant IV: Now, since we have finished working in our fields and we have finished trading amongst ourselves for the things we need, we must return to Tulum for the second part of our tax.

Peasant V: This is our work-service. Without our work-service the temples, buildings and roads of Tulum would never be built. Since we have sowed our crops and have some spare time, we must give some of our time to the state of Tulum.

Peasant VI: The buildings in the city of Tulum were built by peasants. The decorations on the buildings were done by peasants. The great white sacbe roads were built by peasants. [Peasants depart to work on Tulum projects.]

Plom: I have returned from far off lands with gold and pearls. I must go to the batab to present the things I have. [He presents the things he has gotten to the batab who keeps a little for himself and gives the bulk of the treasures to the lord and ruler and to the priests to decorate the temples and to clothe the rulers.]

Narrator II: The end.

Fashion and Beauty

Clothing

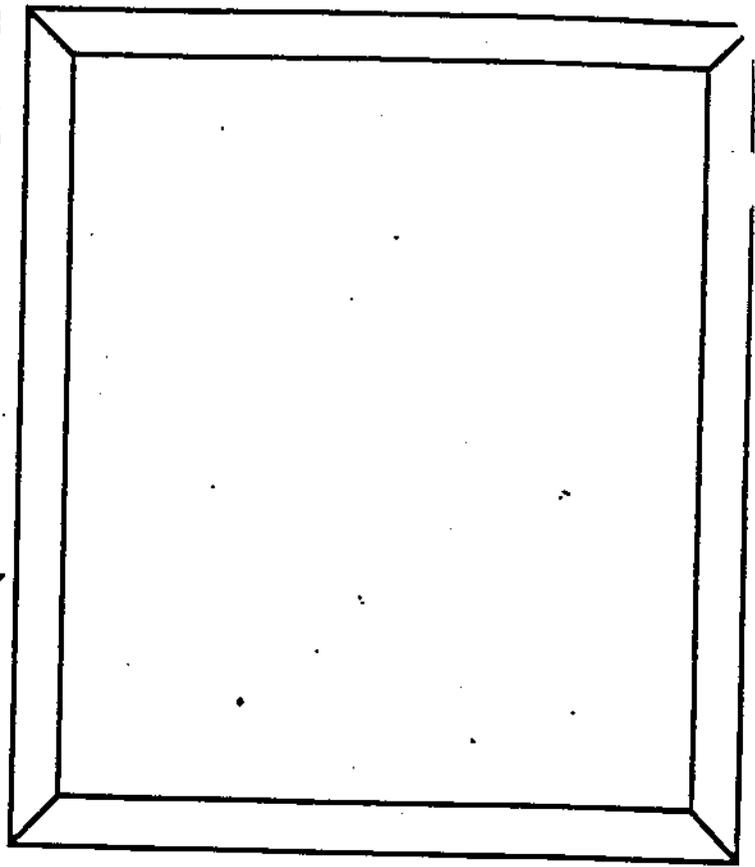
Notes on Group Reports
The Maya

Food

Family and Children

Recreation (Pok-ol-pok)

APPENDIX G



What happened to the Maya?

List the theories:

1.

2.

3.

4.

5.

What I think happened

to the Maya:

Handwritten notes on lined paper, including the text 'What I think happened to the Maya:' and several blank lines for writing.

IN SEARCH OF A HOMELAND

The year, 1325. The month and day, unknown. The place, the valley of Mexico.

When would their searching be over? The people had wandered for many long years, not even knowing where they were going. All they knew was that their god had promised them a homeland--somewhere. What would it be like? When would they get there? There were no answers.

Who was this god on whom the people waited? His name, Huitzilopochtli, meant "blue hummingbird of the south." But this god was nothing like a sweet small hummingbird who flies from flower to flower. Huitzilopochtli--god of the sun--was a fierce and terrifying god who was lord of hunting and war. This god would give them a sign.

So the priests had told the people. These priests led the way with the god's stone idol during the day, and at night they would wait for visions in their dreams. Yes, the god had told these priests that there would be a certain sign, and when it appeared, there the people would make their home.

On this day, the priests took a trail to the shore of an immense lake. The sun was shining brightly, shimmering off the lake. In the distance lay two rocky islands--pieces of rock jutting up into the sky, surrounded by mud and cattails. The people, who hoped to find a safe place away from the enemies that pursued them, built rafts and poled out to the islands.

As they splashed ashore, they noticed one particular rock with a prickly pear cactus growing out of a crevice. Perched on the cactus was a majestic golden eagle. Its talons held tightly to the plant, and its wings flapped up and down as it balanced there. A rattlesnake hung limply in the bird's curved beak.

It was the sign from their god. Here, on these desolate islands in the middle of the lake, the people would build their city.

TENOCHTITLAN: CLEAN!

Everything about Tenochtitlan sparkled with cleanliness. The city was much cleaner than any European city of that time, where filth was thrown from windows onto the unpaved streets to mix with the mud. In Tenochtitlan, a thousand men swept and washed the streets every day. Trash was collected and buried in the swamps at the edge of the city. There were public restrooms located all along the streets and causeways. Human waste was saved and used as fertilizer in the fields.

All Aztecs, whether rich or poor, took a bath every day in the lake or in a small, igloo-shaped sweatlodge attached to each house. The bather would build a fire outside the lodge and then crawl inside a small opening. Once inside, he or she would sit on the ground and splash water on the walls, creating hot, cleansing steam. Using the roots of a plant which made a soapy lather, the bather would vigorously rub arms, legs, back and chest. Compare this to the habits of the Europeans of the same time. Few, if any, Europeans bathed as often. Kings and noblemen merely doused themselves with perfume to cover the stench of their unclean bodies. In Sweden, a queen bragged about how black her hands were because she never washed them!

The drinking water of the Aztecs was just as clean as the rest of the city. Aqueducts brought fresh spring water from the springs at Chapultepec nearly four miles away. Each aqueduct had two channels, each about as wide as a man's body. Water was passed through only one channel at a time so that the one not in use could be cleaned.

When the Spaniards arrived in Tenochtitlan, they were astounded. They could not believe how clean it was compared to what they lived with at home. It was the cleanliness of the Aztecs that saved Tenochtitlan from the disease and epidemics that were so commonplace in European cities.

Describe an Aztec marriage ceremony:

Why do you think the Aztec people didn't use the wheel?

List five things the Aztec ate:

- (1) _____ (2) _____ (3) _____
(4) _____ (5) _____

What did the Aztec make from chicle? _____

Tell about the most interesting thing you read:

Name:

The Aztec by Patricia McKissack

Answer the following questions using the information you read on pages 23-41.

The Aztec had three social classes. What were they?

1.

2.

3.

Tell two things about the calpulli:

1.

2.

What did the peasants wear?

Men:

Women:

What were the children taught in school?

Boys:

Girls:

Notes on Group Reports

The Aztec

Food and agriculture

Medicine

Art

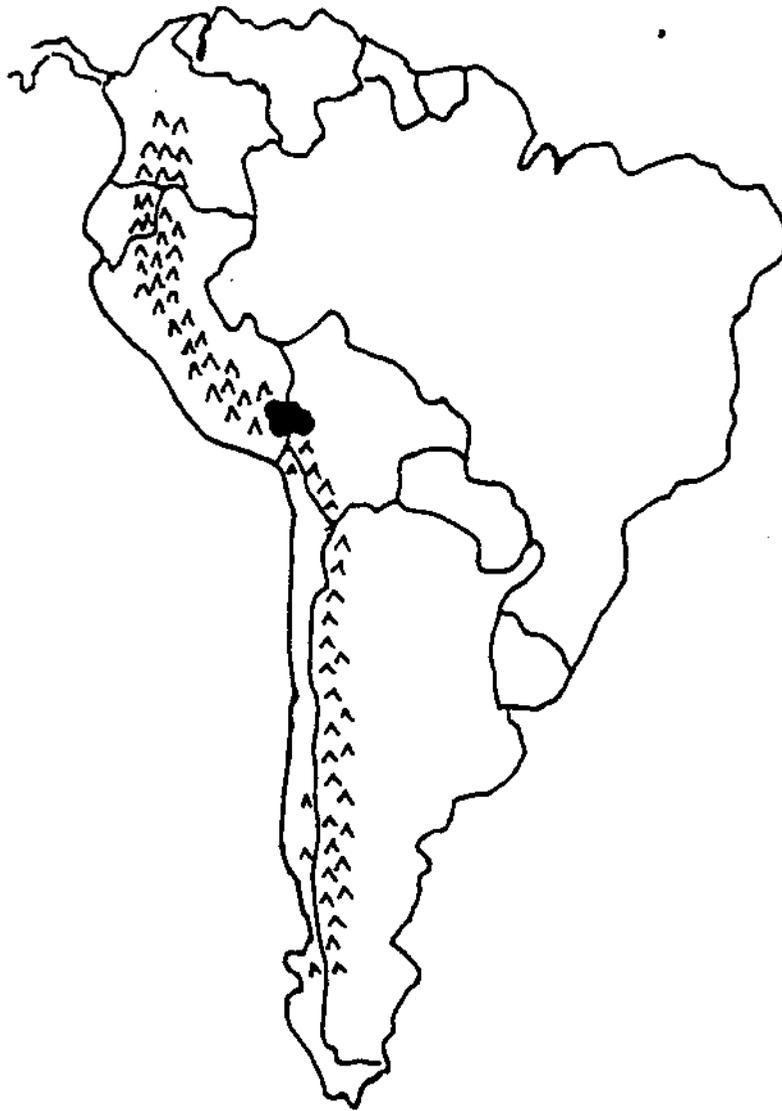
Warfare

Games

The Incas in South America

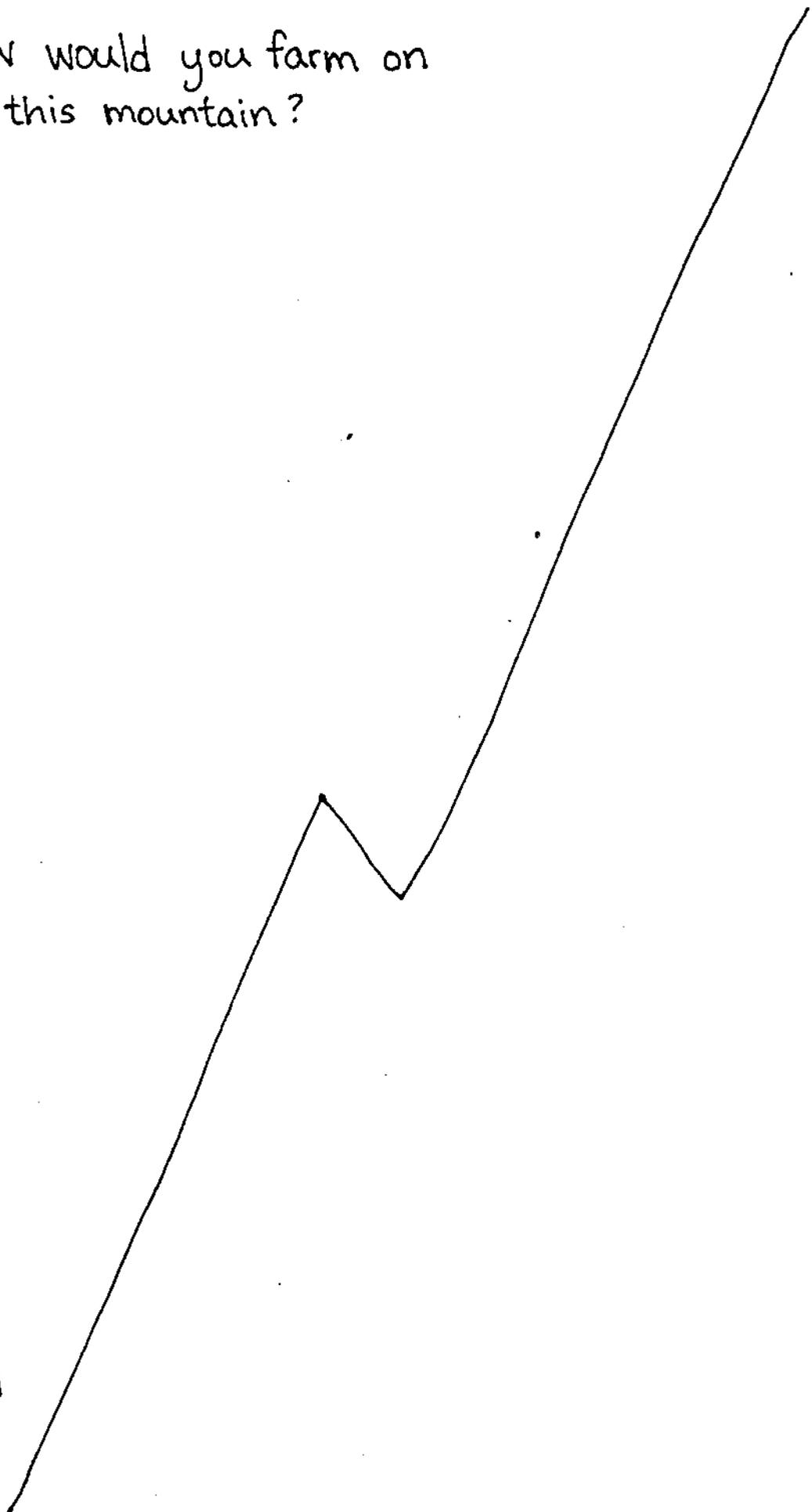
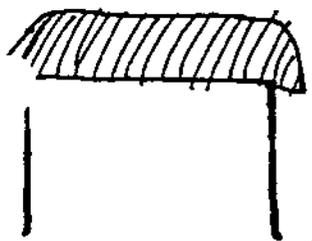
The empire of the Incas included parts of the countries that are now Argentina, Bolivia, Chile, Ecuador and Peru.

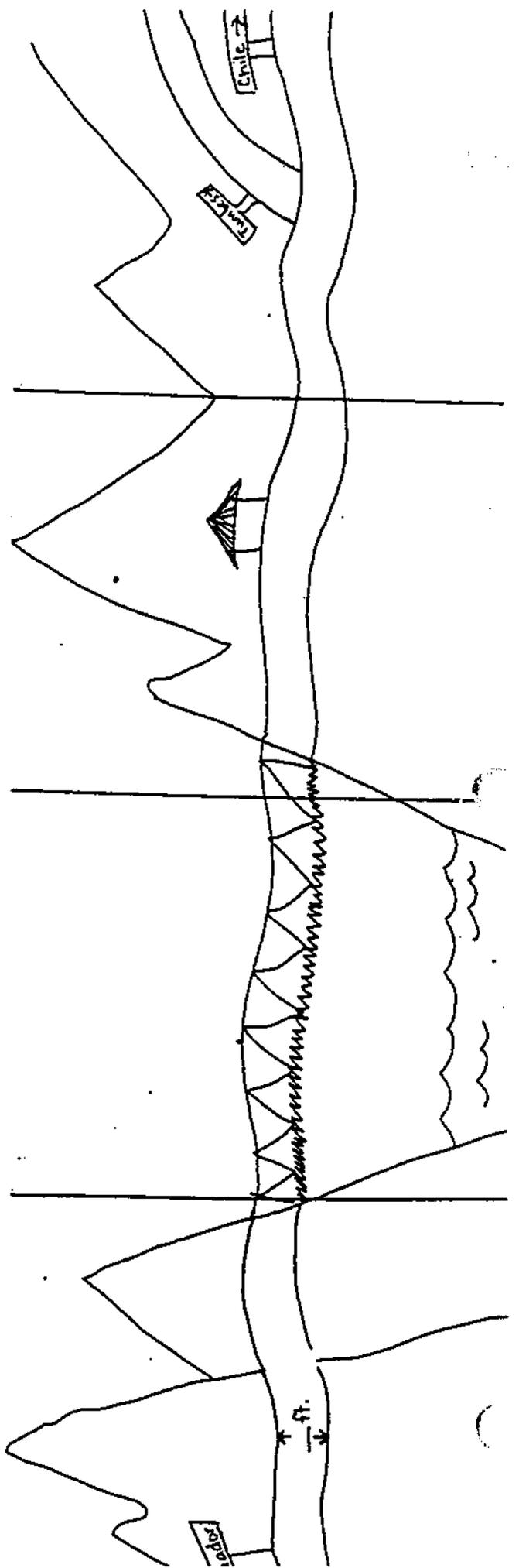
1. Use an atlas to label those countries on this map.
2. Label Lake Titicaca and the mountain range.
3. Label the Atlantic and Pacific oceans and the Caribbean Sea.
4. With a colored pencil, shade in the area of the Incan empire.



Adapted from Mayan, Incan and Aztec Civilizations

How would you farm on
this mountain?





INCA

Roads and Bridges

by _____

SUGGESTED JEOPARDY 'ANSWERS'

Note: These answers were written with my class in mind at the end of our unit. Some of them may be unique to what arose in our discussions or was presented by groups of my students. Your class may need different or modified answers depending on your studies.

Daily Life

People in this civilization dangled beads in front of their children's eyes to make them cross-eyed (Maya)

This animal was very important to the Inca (llama)

This game was an important part of Maya recreation; it also had religious symbolism (pok-ol-pok)

When an Aztec man and woman did this at a ceremony, it meant they were married (tied their cloaks together)

Incan children were not given a name at birth; instead they were called this, which means "baby" (wawa)

If an Aztec girl talked to a boy, this was her punishment (her head was held over burning chili peppers)

Religion and Myth

This Inca creator god told the sun to bring light to the world (Viracocha)

The Aztecs believed that this god of hope and healing would one day return to decide the fate of the Aztec nation (Quetzalcoatl)

In times of drought, the Mayas performed this ceremony to bring rain (Chac-Chac)

This sacred Inca city is said to have been founded by the two children of the sun (Cuzco)

The Aztecs settled in the middle of Lake Texcoco because the gods had given them this sign (an eagle with a dead snake in its beak on a prickly pear cactus)

This Aztec god was the sun god and the patron of Tenochtitlan (Huitzilopochtli)

Social Classes

The one person at the top of the Inca pyramid of power (Sapa Inca)

People in this Aztec class wore their tilmatlis tied at their necks (nobility)

This level of Maya society worked hard to pay tribute and were not allowed to get an education; they sometimes became victims of sacrifice (peasants)

The children of slaves in this civilization were born free (Aztec)

Besides the king, this Maya group was at the top of the pyramid of power; they controlled government, religion, warfare, and trade (priests)

Incas in every social class had to pay this tax to the king (mita)

Food

How the Incas farmed in the mountains; these look like stairsteps (terrace farming)

The main food of the Incas; they called it papa (potato)

A drink reserved only for the Aztec nobility; peasants had to drink water (cocoa)

The Aztecs made this popular item from chicle (chewing gum)

The main food of the Maya; they planted it in a milpa (corn)

The Maya only had to spend this many days out of the year on farming (50)

Potpourri

These 5 South American countries made up the Incan empire (Chile, Bolivia, Argentina, Peru, Ecuador)

This peninsula was part of the Mayan empire (Yucatan)

These amazing Inca structures were built from fibers of the maguey plant (chacas)

Aztecs wrote using glyphs in these books, made of tree bark (codices)

This one thing was the most important thing to the Aztecs (pleasing the gods)

The Incas used these to keep track of important records (quipus)