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Maya, Aztec, and Inca Civilizations

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The Maya, Aztec, and Inca had developed large, complex civilizations prior to the arrival of the Spanish.

The Big Idea
The Maya, Aztec, and Inca had developed large, complex civilizations prior to the arrival of the Spanish.

The civilizations of the Maya, Aztec, and Inca that once flourished in Central and South America shared common elements. People practiced farming, developed social structures, raised armies, and worshipped many gods. The three civilizations were as diverse as the terrains in which they lived. The Maya, known for developing a system of mathematics, thrived in the rainforests of the Yucatán Peninsula, Belize, Honduras, and Guatemala from about 200 to 900 CE. From 1325 to 1521, the Aztec built a large and dense city at Tenochtitlán, located on a swampy lake in the middle of a semi-arid basin in central Mexico. The Inca were skilled engineers who built a vast system of roads and bridges to unite their empire located high in the Andes Mountains, reaching their peak in the 1400s and early 1500s.

It remains in question why and how the rainforest cities of the Classic Maya fell. We know that Spanish explorers precipitated the destruction of both the Aztec and Inca empires.
What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Kindergarten

- The voyage of Columbus in 1492
  - Queen Isabella and King Ferdinand of Spain
  - The Niña, Pinta, and Santa Maria
  - Columbus’s mistaken identification of “Indies” and “Indians”
  - The idea of what was, for Europeans, a “New World”

Grade 1

- Maya, Aztec, and Inca Civilizations
  - The development by the Maya of large population centers in the rainforests of Mexico and Central America
  - The establishment of a vast empire in central Mexico by the Aztec, its capital of Tenochtitlán, and its emperor Moctezuma (Montezuma)
  - The Inca’s establishment of a far-ranging empire in the Andes Mountains of Peru and Chile, including Machu Picchu
- Columbus
- The conquistadors
  - The search for gold and silver
- Hernán Cortés and the Aztec
- Francisco Pizarro and the Inca
- Diseases devastate Native American population

Grade 2

- The geography of South America
  - Brazil: largest country in South America, Amazon River, rainforests
  - Peru and Chile: Andes Mountains
  - Locate: Venezuela, Colombia, Ecuador
  - Bolivia: named after Simón Bolívar, “The Liberator”
  - Argentina: the Pampa (also known as the Pampas)
  - Main languages: Spanish and (in Brazil) Portuguese
**Time Period Background**

The items below refer to content in Grade 5. Use a classroom timeline with students to help them sequence and relate events from different periods and groups.

- **c. 1500 BCE** Early Mesoamerican villages
- **c. 200–900 CE** Peak of Maya civilization
- **c. 1300s** Beginning of Aztec Empire
- **c. 1300s** Beginning of Inca Empire
- **1400s** First cargo of enslaved people from Africa brought by Portuguese to their colonies
- **1492** Columbus’s first voyage to the Americas
- **1496** Santo Domingo on Hispaniola founded as first permanent Spanish settlement in Americas
- **1500s** Spanish brought the first cargo of enslaved Africans to Hispaniola
- **1513** Balboa “discovers” the Pacific Ocean
- **1517** Luther initiates Protestant Reformation
- **1517** Ponce de León lands in Florida
- **1519–21** Magellan circumnavigates the globe
- **1521** Conquest of the Aztec by Cortés
- **1534** Conquest of the Inca by Pizarro
- **1534** Cartier of France explores the St. Lawrence River
- **1535** Most of central Mexico in Spanish hands
- **1539–42** De Soto explores North America
- **1540** Most of Peru under Spanish control
- **1545–65** Major silver discoveries in Mexico and Peru
- **c. 1570** End of era of conquistadors

**What Students Need to Learn**

- **Identify and locate Central America and South America on maps and globes**
  - Largest countries in South America: Brazil and Argentina
- **Amazon River**
- **Andes Mountains**
- **The Maya**
  - Ancient Maya lived in what is now southern Mexico and parts of Central America; their descendants still live there today
  - Accomplishments as architects and artisans: pyramids and temples
  - Development of a system of hieroglyphic writing
  - Knowledge of astronomy and mathematics; use of a 365-day calendar; early use of the concept of zero
- **The Aztec**
  - At its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico
  - The island city of Tenochtitlán: aqueducts, massive temples, etc.
  - Moctezuma (also spelled Montezuma)
  - Ruler-priests; practice of human sacrifice
- **The Inca**
  - Ruled an empire stretching along the Pacific Coast of South America
  - Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
- **Conquistadors: Cortés and Pizarro**
  - Advantages of Spanish weaponry (guns and cannons)
  - Devastation of native peoples by European diseases
**At a Glance**

The most important ideas in Unit 2 are:

- Students should be able to locate Mexico, Central America, South America, and the major countries, rivers, and mountain chain in South America on maps and globes.
- Mesoamerica is a cultural area that covers central and southern Mexico as well as northern Central America.
- The Maya people constructed large monumental buildings, created a hieroglyphic writing system, employed a 365-day calendar, and developed the concept of zero.
- The Aztec dominated central and southern Mexico through force and a tribute system.
- The Inca developed a widespread empire in the Andes Mountains linked by a network of roads.
- Both the Aztec and the Inca empires were conquered by Spanish conquistadors; the Aztec Empire was conquered by Cortés, and the Inca Empire was defeated by Pizarro.
- The Spanish had an advantage over native peoples because the former had guns, cannons, and horses.
- European diseases killed thousands of native peoples, who had no natural immunity against them.

**What Teachers Need to Know**

**Geography Related to Central and South America**

Central America is part of North America and contains the countries of Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. It is bordered by the Caribbean Sea to the east and by the Pacific Ocean to the west. To the south is the continent of South America. Central America is an isthmus, or land bridge, that connects the two larger bodies of land.

South America is the fourth largest continent. To the east is the Atlantic Ocean, and to the west, the Pacific Ocean. The Caribbean Sea borders South America to the north. The Andes Mountains range from north to south on the far western side of South America. The northern portion of the continent, including much of Brazil, is covered by tropical rainforest.

**Brazil**

Brazil covers almost half of the South American continent and is the fifth largest country in the world. Brazil is so large that it borders all but two (Chile and Argentina).
and Ecuador) of the other twelve countries in South America. The word Brazil comes from the name of a tree found in the Amazon rainforest. Brazil lies mostly within the tropical zone, so its climate is mainly warm and wet.

Most of the people live in urban areas, and about thirty percent of the population lives on the coastal plain, a narrow strip along the Atlantic Ocean. About seven hundred thousand native people live within the rainforest, but many others live in cities and urban areas. The overall population is a mix of descendants of Portuguese, native peoples, and Africans. Brazil was conquered by Portugal, unlike most of South America, which was conquered by the Spanish. Its official language is Portuguese.

**Argentina**

Argentina is the second largest country in South America. A long, narrow country, Argentina extends east and south of the Andes and south of Paraguay and Uruguay. The Andes form the boundary between Argentina and Chile. The Gran Chaco, a region of low forests and grasslands, dominates Argentina’s northern region. The south is a collection of barren plateaus, known as Patagonia. The major economic area of Argentina is the Pampa (also known as the Pampas) in the center of the country. This region of tall grasslands and temperate climate is famous for its cattle ranches. About seventy percent of the population lives in this area.

Most Argentines are descendants of Spanish colonists, and Spanish is the official language.

**Amazon River**

The Amazon River forms at the junction of the Ucayali (/ooh*cah*yah*lee/) and Marañón (/marn*yeown/) Rivers in northern Peru and empties into the Atlantic Ocean through a delta in northern Brazil. The Amazon is the second longest river in the world after the Nile but has the largest volume of water of any river in the world. Hundreds of tributaries feed into it. The Amazon River basin drains more than forty percent of South America. With no waterfalls, the river is navigable for almost its entire length.

The Amazon flows through the world’s largest rainforest. This rainforest is home to more than 2.5 million species of insects, tens of thousands of plants, and over one thousand species of birds. In fact, almost half of all of the world’s known species can be found in the Amazon. Mammals in the Amazon rainforests include the tapir (a hoofed mammal), the nutria (an otter-like creature), the great anteater, and various kinds of monkeys. Insects include large, colorful butterflies. Birds include hummingbirds, toucans, and parrots. A famous reptile dweller is the anaconda, a huge snake that squeezes its victims to death; alligators are also common. Fish include flesh-eating piranhas and the electric eel, capable of discharging a shock up to 650 volts. In recent years, environmentalists have grown concerned about threats to the ecosystem posed by logging and deforestation in this rainforest.
The Amazon was named by a Spanish explorer, Francisco de Orellana, who explored the river in 1541 and named it after women warriors he encountered who reminded him of descriptions of the Amazons in ancient Greek mythology.

**Andes Mountains**

The Andes Mountains are over five thousand miles (8,047 km) in length, the longest mountain system in the Western Hemisphere. The mountains begin as four ranges in the Caribbean area on the northeastern coast of South America. In Peru and Bolivia, the mountains form two parallel ranges that create a wide plateau known as the Altiplano. The Andes then form a single range that separates Chile from Argentina.

With an average height of 12,500 feet (3,810 m), the Andes are the second highest mountain range in the world. (The Himalayas are the highest.) The tallest peak in the Western Hemisphere is the Andes’s Mount Aconcagua, which rises 22,835 feet (6,960 m) above sea level. Many of the mountains are volcanoes, either active or dormant.

Approximately fifty to sixty percent of Peru’s people live in the Altiplano. About a third of the country’s population lives in the narrow lowlands between the Andes and the Pacific Ocean. Because the Andes run north to south along the entire length of Chile, most Chileans live in the Central Valley region between the Andes and low coastal mountains. The Central Valley, a fertile area, is home to large cities, manufacturing centers, and agriculture.

The Andes Mountains were the home of the Inca people, whom students in Core Knowledge schools studied in Grade 1 and will study again as part of this unit. Core Knowledge students should also have learned about Mount Aconcagua and the Andes during the Grade 4 geography subsection “Mountains and Mountain Ranges.”

**Historical Background**

Students who studied the Core Knowledge curriculum in Grade 1 learned about how civilizations in the Americas grew. The Maya civilization was located in the Yucatán Peninsula and covered parts of Mexico, Belize, Honduras, and Guatemala. Maya cities were built with large centers that included large temples and often ball courts. Houses did not exist in the city centers, indicating that they were meant for religious purposes. It’s important to note that first-grade students were not exposed to the concept of human sacrifice as a part of both Maya and Aztec religions that will be discussed in this unit. Most Maya earned a living as farmers. Priests acted as the ruling class. The Maya civilization disappeared around the year 900 CE; some of their cities were in ruins by the time Spanish arrived in the 1600s.

The Aztec, also referred to as the Mexica, began as a group of nomadic peoples who settled on Lake Texcoco in central Mexico around the year 1325. Tenochtitlán, the Aztec capital, was the home to as many as three hundred thousand people at the time of Spanish arrival. Students learned that the Aztec
built a vast empire through conquest. They did not directly rule but relied on a tribute system to expand their wealth. Aztec rulers were seen as divine, part man and part god. Moctezuma II was ruler of the Aztec when Cortés first explored Mexico.

The Inca, like the Aztec, built an empire through conquest. From about 1438 to 1525, the Inca ruled an empire that stretched from Ecuador through parts of Peru, Chile, Bolivia, and Argentina. Students learned that the Inca built an advanced system of roads to maintain their empire. Roads, bridges, and other infrastructure made it easier to travel and communicate to administer a vast empire. Runners called chasquis carried messages throughout the Inca world.

To learn more background information about specific topics taught in Maya, Aztec, and Inca Civilizations, go to www.coreknowledge.org/about-maya-aztec-inca.

UNIT RESOURCES

Student Component

The Maya, Aztec, and Inca Civilizations Student Reader—seven chapters

Teacher Components

The Maya, Aztec, and Inca Civilizations Teacher Guide—seven chapters. This includes lessons aligned to each chapter of the Maya, Aztec, and Inca Civilizations Student Reader with a daily Check For Understanding and Additional Activities, such as virtual field trips and cross-curricular art activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, Activity Pages, and Nonfiction Excerpts of primary source documents are included at the end of this Teacher Guide in Teacher Resources, beginning on page 77.

» The Unit Assessment tests knowledge of the entire unit, using standard testing formats.

» The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Maya, Aztec, and Inca Civilizations Timeline Image Cards include nine individual images depicting significant events and individuals from the time when the Maya, Aztec, and Inca civilizations flourished. In addition to an image, each
card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

Timeline

Some advance preparation will be necessary prior to starting Unit 2. You will need to identify available wall space in your classroom of approximately 10 feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create five time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 1500 BCE
- 200 CE
- 1300s
- 1400s
- 1500s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards you will be adding to each time period, as per the following diagram.

<table>
<thead>
<tr>
<th>1500 BCE</th>
<th>200 CE</th>
<th>1300s</th>
<th>1400s</th>
<th>1500s</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Chapter 1 2 3, 5 7 7
You will want to post all the time indicators on the wall at the outset before you place any image cards on the timeline.

The Timeline in Relation to the Content in the Student Reader Chapters

You will see that the events highlighted in the Unit 2 Timeline are in chronological (date) order. The unit as a whole deals with large, thematic concepts that are reflected in the Timeline.

Understanding References to Time in the *Maya, Aztec, and Inca Civilizations* Unit

As you read the text, you will become aware that in some instances general time periods are referenced and that in other instances specific dates are cited. For example, Chapter 1 states that the Maya civilization thrived over a period of many centuries—200 CE to 900 CE. In addition, certain events are only
generally fixed in time—for example, that the Inca Empire gained strength in the 1400s. In contrast, there are many references to specific dates in history. Here are just a few:

The Aztec founded their capital city by 1325.

Hernán Cortés launched his final attack on Tenochtitlán in 1521.

Pizarro began his quest to find the Inca Empire in 1527.

Because of this, it is important to explain to students that some chapters deal with themes that were important throughout the entire era of civilization building in the Americas. It is also important to note that our knowledge of these times is inhibited by our limited understanding of or access to the record keeping of these great civilizations. It is sometimes difficult to know precisely when certain events took place. In some cases, however, the chapters deal with important people and particular events that occur in specific moments in time. In these instances, we do have specific knowledge and records. Therefore, these chapters tend to contain specific dates for key events in history. In addition, when citing specific dates, the abbreviation CE is used. It’s important that students understand that the abbreviation CE is used to denote “Common Era.” (BCE—before the Common Era—is also used here and in other units in this program.) Students may have encountered CE before, or they may be more familiar with the traditional abbreviations AD and BC. Both CE and AD refer to the time period from the time of Jesus Christ. BCE and BC refer to the time period before Christ.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE mean?
9. What is a timeline?
Pacing Guide

The *Maya, Aztec, and Inca Civilizations* unit is one of thirteen history and geography units in the Grade 5 *Core Knowledge Curriculum Series™*. A total of ten days have been allocated to the *Maya, Aztec, Inca* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Big Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What do the ruins of the Maya tell you about the importance of religion to their civilization?</td>
</tr>
<tr>
<td>2</td>
<td>Why is the 365-day solar calendar developed by the Maya particularly impressive?</td>
</tr>
</tbody>
</table>
Why did the Aztec make human sacrifices?

What does the description of Tenochtitlán reveal about the Aztec civilization?

Why were llamas so important to the Inca?

How did the Inca use their engineering skills to manage and grow their empire?

What were the factors that contributed to the end of the Aztec and Inca empires?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mesoamerica, Maya, civilization, architecture, archaeologist, city-state, temple, hieroglyph, sacrifice</td>
</tr>
<tr>
<td>2</td>
<td>astronomy, leap year, equinox, “initiation ceremony,” priest</td>
</tr>
<tr>
<td>3</td>
<td>Aztec, nomadic, empire, emperor</td>
</tr>
<tr>
<td>4</td>
<td>causeway, canal, scribe, codex, pictogram, litter, reign</td>
</tr>
<tr>
<td>5</td>
<td>Inca, conquistador, “geographical diversity,” plateau, clan, alpaca, llama, census</td>
</tr>
<tr>
<td>6</td>
<td>official, engineer, mortar, suspension bridge, terrace</td>
</tr>
<tr>
<td>7</td>
<td>expedition, “religious ceremony,” smallpox, immunity, epidemic</td>
</tr>
</tbody>
</table>

Activity Pages

The following activity pages can be found in Teacher Resources, pages 88 to 100. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—World Geography (AP 1.2)
- Chapter 1—Modern Map of North America, Central America, and South America (AP 1.3)
- Chapter 1—Geography of the Americas (AP 1.4)
- Chapter 1—Map of the Maya, Aztec, and Inca Civilizations (AP 1.5)
- Chapter 1—Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6)
• Chapters 2, 4, 6—Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1)
• Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)
• Chapter 4—Create a Codex (AP 4.2)
• Chapter 7—Domain Vocabulary: Chapters 5–7 (AP 7.1)

Nonfiction Excerpts

Two nonfiction excerpts can be found in Teacher Resources, pages 101 to 105. They may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Nonfiction Excerpts

Chapter 7—Primary Source Document: Cortés’s Second Letter to Charles V (NFE 1)

Chapter 7—History of the Conquest of Peru (excerpts from the book by William Hickling Prescott) (NFE 2)

Additional Activities

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

Books


# Maya, Aztec, and Inca Civilizations Sample Pacing Guide

For schools using the Core Knowledge Sequence and/or CKLA

TG – Teacher Guide; SR – Student Reader; AP – Activity Page; NFE – Nonfiction Excerpt

## Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td><strong>Maya, Aztec, and Inca Civilizations</strong></td>
<td><strong>Maya, Aztec, and Inca Civilizations</strong></td>
<td><strong>Maya, Aztec, and Inca Civilizations</strong></td>
<td><strong>Maya, Aztec, and Inca Civilizations</strong></td>
<td><strong>Maya, Aztec, and Inca Civilizations</strong></td>
</tr>
<tr>
<td>“World Map,” “Modern Map of North America, Central America, and South America,” and “Map and Geography of the Maya, Aztec, and Inca Civilizations” (TG, Chapter 1, Additional Activities, AP 1.1, 1.3, 1.5, and 1.6) Homework: “World Geography,” AP 1.2 and “Geography of North America, Central America, and South America,” AP 1.4</td>
<td>“The Maya: Rainforest Civilization” (TG &amp; SR, Chapter 1)</td>
<td>“Maya Science and Daily Life” Core Lesson (TG &amp; SR, Chapter 2)</td>
<td>“Summary of the Maya, Aztec, and Inca Civilizations” (TG, Chapter 2, Additional Activities, AP 2.1)</td>
<td>“The Aztec: Empire Builders” Core Lesson (TG &amp; SR, Chapter 3)</td>
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## CKLA

| “Personal Narratives” | “Personal Narratives” | “Personal Narratives” | “Personal Narratives” | “Personal Narratives” |

## Week 2

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<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
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<td><strong>Maya, Aztec, and Inca Civilizations</strong></td>
</tr>
<tr>
<td>“Tenochtitlán: City of Wonder” Core Lesson (TG &amp; SR, Chapter 4) Homework: “Summary of the Maya, Aztec, and Inca Civilizations” (TG, Chapter 4, Additional Activities, AP 2.1)</td>
<td>“The Inca: Lords of the Mountains” Core Lesson (TG &amp; SR, Chapter 5) Homework: “Domain Vocabulary: Chapters 1–4,” AP 4.1)</td>
<td>“Inca Engineering” Core Lesson (TG &amp; SR, Chapter 6) Homework: “Summary of the Maya, Aztec, and Inca Civilizations” (TG, Chapter 6, Additional Activities, AP 2.1)</td>
<td>“The End of Two Empires” Core Lesson (TG &amp; SR, Chapter 7) Homework: “Domain Vocabulary: Chapters 5–7,” AP 7.1)</td>
<td>Unit Assessment (TG)</td>
</tr>
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</table>

## CKLA

| “Personal Narratives” | “Personal Narratives” | “Personal Narratives” | “Personal Narratives” | “Personal Narratives” |
A total of ten days have been allocated to the *Maya, Aztec, and Inca Civilizations* unit in order to complete all Grade 5 history and geography units in the *Core Knowledge Curriculum Series™*.

### Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
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**CKLA**

### Week 2

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<th>Day 6</th>
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**CKLA**
CHAPTER 1

The Maya: Rainforest Civilization

The Big Question: What do the ruins of the Maya tell you about the importance of religion to their civilization?

Primary Focus Objectives

✓ Identify the Maya as one of the earliest civilizations in the Americas, located in parts of Mexico and Central America. (RI.5.2)

✓ Describe how archaeologists have been able to learn more about the Maya civilization by studying ancient ruins. (RI.5.2)

✓ Explain how religion was linked to Maya society. (RI.5.2)

✓ Understand the meaning of the following domain-specific vocabulary: Mesoamerica, Maya, civilization, architecture, archaeologist, city-state, temple, hieroglyph, and sacrifice. (RI.3.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-maya

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of the Maya, Aztec, and Inca Civilizations Student Reader, we strongly recommend that you first conduct the activities titled World Map (AP 1.1); World Geography (AP 1.2); Modern Map of North America, Central America, and South America (AP 1.3); Geography of the Americas (AP 1.4); Map of the Maya, Aztec, and Inca Civilizations (AP 1.5); and Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6) found in the Teacher Resources section beginning on page 88 and described at the end of this chapter under Additional Activities. By first providing students with an understanding of the geographical features of the Western Hemisphere and the relative and absolute locations of the Maya, Aztec, and Inca civilizations, you will help students more fully understand the world in which these great civilizations developed.
Materials Needed

- World Map (AP 1.1); World Geography (AP 1.2); Modern Map of North America, Central America, and South America (AP 1.3); Geography of the Americas (AP 1.4); Map of the Maya, Aztec, and Inca Civilizations (AP 1.5); and Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6) (Teacher Resources, pages 88 to 93) (Note: Maps 1.3 and 1.5 will be used again in Chapters 3, 5, 6, and 7)
- enlarged versions of the maps on AP 1.1, AP 1.3, and AP 1.5
- red and green pencils

Core Vocabulary (Student Reader page numbers listed below)

**Mesoamerica, n.** a historical region that includes what are today the central and southern parts of Mexico and the northern parts of Central America (2)

*Example:* The Maya were an early civilization of Mesoamerica.

*Variation(s):* Mesoamerican

**Maya, n.** a group of peoples who have inhabited a region that includes parts of present-day Mexico and Central America from thousands of years ago to the present. Before the arrival of Europeans, Maya cities thrived in rainforest locations between about 200 to 900 CE. (4)

*Example:* The Maya were skilled builders who constructed great stone structures.

*Variation(s):* Mayan, Mayas

**civilization, n.** a society, or group of people, with similar religious beliefs, customs, language, and form of government (4)

*Example:* The Maya civilization thrived for hundreds of years.

*Variation(s):* civilizations

**architecture, n.** the style and construction of a building (4)

*Example:* By studying the architecture, we have learned a great deal about the Maya.

*Variation(s):* architect

**archaeologist, n.** an expert in the study of ancient people and the objects from their time period that remain, generally including stones, bones, and pottery (5)

*Example:* In studying the ruins, the archaeologist made many key findings about the Maya.

*Variation(s):* archaeologists, archaeology

**city-state, n.** a city that is an independent political state with its own ruling government (5)

*Example:* Thousands of people lived in the city-state of Copán.

*Variation(s):* city-states
temple, n. a building with a religious use or meaning (5)
Example: The priest performed important rituals at the temple.
Variation(s): temples

hieroglyph, n. a picture or symbol representing an idea, an object, a syllable, or a sound (6)
Example: The scientist figured out what the hieroglyph meant.
Variation(s): hieroglyphs, hieroglyphic

sacrifice, v. to give or to kill something for a religious purpose (9)
Example: The loser of the ball game was doomed to be a human sacrifice.
Variation(s): sacrifices, sacrificed, sacrificial

**THE CORE LESSON 35 MIN**

**Introduce the Maya, Aztec, and Inca Civilizations Student Reader 5 MIN**

Distribute copies of the *Maya, Aztec, and Inca Civilizations* Student Reader. Give students a few minutes to examine the reader and flip through its pages, reading the Table of Contents and headings and looking at the illustrations. Invite students to call out words or phrases that identify what they see and what they should expect to be learning about in the unit. Record student observations on the board or chart paper. Students are likely to mention things such as buildings, carvings and writing, games, warfare, and cities—all of which are indicators of the development of civilization.

Introduce the vocabulary word *civilization* to students: “a society, or group of people, with similar religious beliefs, customs, language, and form of government.” Students who studied the Grade 1 Core Knowledge curriculum have seen this definition before. Review the meaning of the word with students. Explain that civilizations often include larger populations of people living in cities, as well as individuals who farm. Characteristics include some form of government directed by leaders and a common language with some form of writing, as well as religious beliefs that impact daily life. Ask students who have studied the Core Knowledge curriculum in earlier grades to think about civilizations they have studied. Students in Grade 1 studied the Inca, Aztec, and Maya. Students in Grade 2 studied ancient Greece. Students in Grade 3 studied ancient Rome.

It’s important for students to recognize that while the Maya civilization reached its peak from 200 to 900 CE and that this is the time period they will be learning about in more detail, the Maya culture began to emerge long before that time. There is evidence that Mesoamerican civilization began to emerge as early as 1500 BCE.

Tell students that they will be reading about events and developments that took place in the Americas before the Age of Exploration, a period that began
in the late 1400s with Christopher Columbus’s encounter with the New World. We know about this time mainly through the study of objects and buildings the people left behind. Students will also be writing about the first contacts between Europeans and these great civilizations. These events are known mainly based on the writings of the Europeans.

**Introduce “The Maya: Rainforest Civilization”**

5 MIN

Students who used this history program in earlier grades have already studied the rise and fall of the Maya, Aztec, and Inca civilizations. They have also studied the geography of South America. Remind them how the arrival of Europeans was a key turning point in the history of the great civilizations of the Americas. This began with the journey of Christopher Columbus in 1492. After Columbus’s encounter with what the people of Europe called a “new world,” European powers raced to send explorers and conquerors to exploit the land, extract wealth, and expand their empires.

Refer students to the map on page 3. If students have already completed the Map of the Maya, Aztec, and Inca Civilizations (AP 1.5) and the Modern Map of North America, Central America, and South America (AP 1.3), you may want to ask students to take out these activity pages for reference. You may also want to display enlarged versions of these activity pages for all students to look at while they refer to the map on page 3.

Orient students by explaining that the Maya civilization was largely located in the present-day country of Mexico and also in parts of Guatemala, Honduras, and Belize. Have students locate these places on the Modern Map of North America, Central America, and South America (AP 1.3) and circle them in green pencil. Explain that this is a tropical region, largely covered in rainforest. Ask: How do you think this environment may have influenced the rise and fall of these civilizations?

Ask students to first identify characteristics of a rainforest and tropical environment. Students may respond that rainforests have tall trees and dense greenery. Tropical environments are generally humid and can experience heavy rainfall. Students may also note that rainforests are the home to many different types of animals.

Select five different items (for example a glasses case, car keys, or a piece of fruit) and place them at the front of the room. Ask students to take a moment to look at the items. What can they tell about the person who owns these things? Have students share their responses out loud. Explain to students that much of what we know about past civilizations comes from the things they’ve left behind. We have learned many clues about what was important to the Maya from their buildings. Call attention to the Big Question. Encourage students to look for ways Maya ruins inform people today about the role of religion in Maya civilization.

**Note:** it is important to understand the distinction between the words *Maya* and *Mayan*. Explain to students that the word *Maya* is used as both a noun
and an adjective that describes the people and the various aspects of their civilization and culture. An example of the correct use of the word as a noun is, “The ancient Maya lived in parts of present-day Mexico until about the year 900 CE.” An example of the word as an adjective is, “Archaeologists study Maya writing to better understand the civilization’s history and culture.” The word Mayan describes the language spoken by the Maya people. An example of this word used correctly is, “People living in parts of Mexico continue to speak Mayan today.”

**Guided Reading Supports for “The Maya: Rainforest Civilization”** 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.

**“The Vanishing Civilization,” Pages 2–4**

**Scaffold understanding as follows:**

**Invite a volunteer to read the title of this section and the opening paragraph.**

**CORE VOCABULARY**—Note the term Mesoamerica when it is encountered in the text. Explain to the class that this term refers to a historical region, the place where certain civilizations emerged, and it is not used to describe or locate any modern-day place.

**SUPPORT**—Help students recognize that this illustration is a map showing the land that is today Mexico, Central America, and the northern part of South America.

**Ask students to read quietly to themselves the remainder of this section up to the next section entitled “Ruins in the Rainforest.”**

**After students read the text, ask the following questions:**

**LITERAL**—The text refers to a key question about the Maya civilization. What is the mystery?

» The mystery is the disappearance of the Maya cities that were part of the thriving Maya culture from 200 to 900 CE.

**SUPPORT**—The title of this section is “The Vanishing Civilization.” What is a synonym for vanishing?

» Disappearing is a synonym for vanishing.

**INFERENTIAL**—Why do you think the disappearance of the Maya cities is considered a mystery?

» The cities were thriving and strong, but then they ceased to exist. Nobody is sure why this happened.
Mayan hieroglyphs are complicated and include symbols meant. For a long time, however, figure out what the glyphs name all of the rulers of time. Each of the sixty-three steps has a story climb up this staircase is a journey back in (/hie*roe*glifs/) carved into Maya buildings.

Mysterious Writing

Archaeologists and historians are unsure as to what happened to the Maya people. Their historical records stop around the year 900 CE, and their temples and buildings fell into ruin.

INFERENTIAL—The text says that the brief history of the disappearance of the Maya’s cities reads like a movie plot. What do you think this means?

» The disappearance of the cities was abrupt and in some sense surprising, but it opens up key research questions for archaeologists.

Scaffold understanding as follows

CORE VOCABULARY—Choose a volunteer to read the first two paragraphs under the heading “Ruins in the Rainforest,” on pages 4 and 5. Discuss the meanings of the words architecture and archaeologist when they are encountered.

Ask students to refer to AP 1.5 and point to the city of Copán. Ask if Copán is located in North America (Mexico), Central America, or South America.

CORE VOCABULARY—Choose a volunteer to read the second full paragraph on page 5. Note the term city-state. Point out that this term is a compound word made up of two words—city and state. Ask students to examine the definition of the word included in their reader to explain the relationship between the two words that make it up.

CORE VOCABULARY—Have the students read the last paragraph beginning on the bottom of page 5 and continuing on page 6 to themselves. Point out the term temple. Use the illustration on the page to help define the term temple. Point out to students that the temple featured in the image is a pyramid. It has sloped sides, and the building on top is the temple.

CORE VOCABULARY—Call attention to the term hieroglyphs in the next section, “Mysterious Writing,” and clearly pronounce the word for students. Explain that Maya writing was often carved into stone structures, like the stairway shown in the picture. Have the students read the entire section of “Mysterious Writing” on pages 6–7 to themselves.
After students read the section, ask the following questions:

**LITERAL**—What did the two American explorers find in the rainforest in 1839?

» The explorers heard about ruins located in Copán. They found the Maya city and explored the area. They wrote a book that sparked worldwide interest in the civilization.

**LITERAL**—How was the Maya civilization organized?

» The Maya civilization was broken into city-states. The Maya people spoke a common language, but they were not a unified country. Instead, city-states allied with each other but also went to war and conquered each other.

**LITERAL**—Why were pyramids important in Maya culture?

» Pyramids were constructed as platforms for large temples that were used for religious purposes.

**LITERAL**—In what way are Maya hieroglyphs like a code?

» In hieroglyphic writing, each symbol represents, or is code for, something else. You can only understand the writing if you know the code.

**LITERAL**—Were the original American archaeologists able to translate and understand the meaning of the hieroglyphs? Why or why not?

» The original archaeologists could not understand the meaning of the hieroglyphs. It was like cracking a very complex code. Once later archaeologists determined the meaning of the “code,” however, they were able to learn much about the Maya civilization.

**INFERENTIAL**—Why do you think cracking the Maya code has enabled experts to learn a lot about the Maya?

» When people gained the ability to read Maya hieroglyphs, they could read what had been recorded during the time period when Maya civilization actually existed. These written records provided much information about Maya culture and history.

**CHALLENGE**—The Maya used hieroglyphs as a way to record events, history, and religious beliefs. What other civilization do you know of that used hieroglyphs as its form of writing?

» The ancient Egyptians also used hieroglyphs to write.
Imagine big, strong players stepping out onto the pok-ta-pok court. If you use your imagination, you can picture what a game might have looked like. Hundreds of spectators have gathered. They see the game as meaningful for their world and as a way of honoring the gods. The Maya sacred book, the Popol Vuh, explains that the gods created human beings because they wanted to explain the meaning of the world clearly and in detail. The only way to find out who’s good and who’s evil is to see who wins the game. Some people may think of it as a battle between good and evil. The Maya watched pok-ta-pok much like people today go to watch games such as football, baseball, or basketball. The Maya watched pok-ta-pok much like people today go to watch games such as football, baseball, or basketball.

Scaffold understanding as follows:

**CORE VOCABULARY**—Call attention to the word sacrifice on page 9, found in the section “Serious Play,” and discuss its meaning. Help students understand that human sacrifice was the greatest gift that could be made to the gods they worshipped.

**LITERAL**—What is pok-ta-pok?

» Pok-ta-pok is a ball game that the Maya played on the ball courts that are found at the sites of many Maya cities.
**SUPPORT**—Was *pok-ta-pok* just a game or sporting event to entertain the Maya who watched the game?

» No, the game had religious meaning.

**LITERAL**—In what way did *pok-ta-pok* have religious significance to the Maya?

» The game was seen as a contest between good and evil. The winners were considered the “good,” and the losers were considered “evil.”

**LITERAL**—What was the purpose of the Maya practice of sacrificing human beings?

» The Maya sacrificed humans in the hopes of pleasing the gods.

**EVALUATIVE**—Why do you think the Maya allowed the outcome of a game to determine who lived or died?

» Perhaps they believed the outcome of the game was actually in the hands of the gods.

**Timeline**

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What do the ruins of the Maya tell you about the importance of religion to their civilization?”
- Post the first image card as the very first image on the far left side of the Timeline, under the date referencing 1500 BCE.

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question, “What do the ruins of the Maya tell you about the importance of religion to their civilization?”
  
  » Key points students should cite include: Maya ruins contain writings and other remnants of their central religious practices, including pyramids and temples built for religious ceremonies, and ball courts on which the Maya played the sacred ball game that helped determine who would be sacrificed to the gods.

- Choose one of the Core Vocabulary words (*Mesoamerica, Maya, civilization, architecture, archaeologist, city-state, temple, hieroglyph,* or *sacrifice*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
Additional Activities

Background for Teachers: Before beginning any of the geography activities, review What Teachers Need to Know on pages 4–6 of the Introduction. The geography activities are best introduced prior to teaching the Chapter 1 Core Lesson, so they can serve as an introduction for students to the geography of the places in which the Maya, Aztec, and Inca civilizations developed and thrived.

World Geography (RI.5.7, RI.5.9)  10–20 min

Materials Needed: Display copy of (1) World Map (AP 1.1). Sufficient printed copies of the World Map (AP 1.1) and World Geography (AP 1.2) found in the Teacher Resources section (pages 88 and 89).

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for ten minutes of classroom time to work through the World Map (AP 1.1) and an additional ten minutes if you choose to assign World Geography (AP 1.2) during class.

Display the enlarged World Map (AP 1.1) for all students to see. Point first to the compass rose, and review each of the cardinal directions—north, south, east, and west—relative to the map. Then point to the United States and the approximate location of the state in which your students live to identify their current location.

Next, point to each of the continents in the following order, asking students to verbally identify each continent: North America, South America, Antarctica, Europe, Africa, Asia, and Australia. Review the names of various world oceans, as well as the use of the map scale.

Ask students to complete the questions on the World Geography page (AP 1.2). This can also be assigned as homework, if preferred.

Geography of the Americas (RI.5.7, RI.5.9)  10–20 min

Materials Needed: Display copy of (1) Modern Map of North America, Central America, and South America (AP 1.3). Sufficient printed copies of the Modern Map of North America, Central America, and South America (AP 1.3) and Geography of the Americas (AP 1.4), found in Teacher Resources (pages 90 and 91). Green, brown, and blue colored pencils or crayons should also be made available to students.

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for ten minutes of classroom time to work through the Modern Map of North America, Central America, and South America (AP 1.3) and an additional ten minutes if you choose to assign Geography of the Americas (AP 1.4) during class.
Tell students that during Unit 2 they will be learning about the Maya, Aztec, and Inca. They will focus primarily upon countries and areas included in the southern part of North America, often referred to as Central America, and in South America.

Now display the enlarged Modern Map of North America, Central America, and South America (AP 1.3), and distribute copies to all students. Explain that students are now looking at a map that shows the borders of the modern-day countries of North America, Central America, and South America in greater detail. Begin by identifying the country of Mexico, noting that it is in North America, just south of the United States. Have students circle the same area on their own maps. Then ask students to name and point to the following labeled areas: the Yucatán Peninsula, Guatemala, Honduras, and Belize. Have students color this area on the map green.

Next point out the continent of South America. Have students name and point to the Andes Mountains, Peru and the city of Cuzco, and the largest countries in South America (Brazil and Argentina). Have students color the Andes Mountains brown and have them draw a star next to Cuzco to show that it is an important city.

Ask students to identify the color typically used to depict large bodies of water on maps (blue). Take time to point out the following bodies of water on the displayed map as students use a blue pencil or crayon to shade these areas on their own maps: Atlantic Ocean, Caribbean Sea, Gulf of Mexico, Amazon River, and Pacific Ocean.

Now ask students to complete the questions on AP 1.4. These questions can also be completed for homework.

Tell students to put this modern map of North America, Central America, and South America aside but to keep it available for reference, if needed, during the remaining activities.

**Geography of the Maya, Aztec, and Inca Civilizations (RI.5.7, RI.5.9) 20–30 min**

**Materials Needed:** Display copies of (1) Map of the Maya, Aztec, and Inca Civilizations (AP 1.5) and (2) Modern Map of North America, Central America, and South America (AP 1.3). Sufficient printed copies of the Map of the Maya, Aztec, and Inca Civilizations (AP 1.5) and Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6) found in Teacher Resources (pages 92 and 93). Green, orange, and yellow colored pencils or crayons should also be made available to students.

**Note to Teachers:** Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for twenty minutes of classroom time to work through the Map of the Maya, Aztec, and Inca Civilizations (AP 1.5) and an additional ten minutes if you choose to assign Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6) during class.
Display the map of the Map of the Maya, Aztec, and Inca Civilizations (AP 1.5), and distribute copies to all students. Explain to students that this is a map that shows the same land areas of North America, Central America, and South America as the previous map but that it depicts these areas at an earlier time in history. Tell students that they will be studying the historical period represented by the map, so it will be useful to understand both the geography of this area and where the different civilizations they will study were located. Explain that the period of history began before the Europeans arrived in the Americas and before the kinds of political boundaries we recognize today were established.

Point out shaded areas of the map and the key that indicates that these shaded areas represented the territories that were part of the Maya, Aztec, and Inca civilizations. Students who used the Core Knowledge curriculum in Grade 1 have already studied these civilizations. Tell students that they may refer to their maps of North America, Central America, and South America as you discuss the following:

- On the displayed Map of the Maya, Aztec, and Inca Civilizations (AP 1.5), point to the shaded area representing the Maya civilization. Ask students to identify the name of this civilization and lightly shade the area of the Maya civilization green.

Then ask students to refer to the Modern Map of North America, Central America, and South America to describe the modern-day locations that the Maya civilization of 200 to 900 occupied. *(The Maya civilization was centered on the Yucatán Peninsula of modern-day Mexico and also occupied parts of Guatemala, Honduras, and Belize.)*

- Point to the shaded area representing the Aztec civilization. Ask students to identify the civilization and to describe the modern-day locations that the Aztec occupied. *(The Aztec occupied much of what is modern Mexico.)* Have students lightly shade the area of the Aztec civilization orange.

- Point to the shaded area representing the Inca civilization. Ask students to identify the civilization. Then ask students to refer to the Modern Map of North America, Central America, and South America (AP 1.3) to describe the modern-day locations that the Inca occupied. *(The Inca occupied much of what is present-day Peru, as well as parts of Colombia, Ecuador, Bolivia, Chile, and Argentina.)* Have students lightly shade the area occupied by the Inca yellow. Have students fill in the map key with each respective color that represents the civilizations on the map.

- Ask students to identify the key geographic features that dominated the historical empire of the Inca *(the Andes Mountains, as well as the coast of South America)*.

Have students complete the Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6). Depending on your students’ map skills, you may choose to do this as a whole-class activity so that you can scaffold and provide assistance. You may also choose to have students work with partners or small groups or assign AP 1.6 for homework. If students complete AP 1.6 with partners or small groups,
or for homework, be sure to review the answers to the questions with the entire class. Be certain that students save these activity pages for future reference throughout their study of the unit on the Maya, Aztec, and Inca civilizations.

**Visit Copán**

Take this opportunity to reinforce the domain-specific vocabulary words *city-state* and *archaeologist* by introducing students to the ruins of one of the most spectacular Maya cities, Copán.

**Background for Teachers:** Prior to discussing Copán with students, read the *Encyclopaedia Britannica* article about Copán. This primary unit link will take you to the Core Knowledge web page, where specific links to background information about Copán, a video for a virtual tour, and a gallery of images may be found.

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities

**Discuss City-States**

Tell students that you are going to explore the idea of a city-state in more detail. Observe that this term is made up of two words. A city is a large settlement of people. A state is an organized community that is united under a single government. A city-state, therefore, is a city that functioned as an independent state, like a small country. The Maya civilization was actually a collection of independent city-states that sometimes fought each other. They were linked, however, by a common culture. For example, they spoke related languages.

**Ask:** What is the role of cities in the United States today? (Students might observe that cities are part of a larger state. They have their own governments, but they are not independent.) Discuss how modern cities in our country do not fight among each other or have governments that can act independently of their state or national governments.

**Discuss Archaeology**

Explain to students that what we know about the city-states of the Maya comes from the study of the ruins that they left behind. That is because all of the city-states of the Maya collapsed and were abandoned hundreds of years ago. Ask students to recall what kind of experts study the ruins left behind by ancient peoples (*archaeologists*). Discuss the challenges involved with exploring ancient ruins and drawing conclusions about what happened there. What kinds of skills and tools do archaeologists need to learn about ancient peoples from the objects and remains they left behind? (Computers help break the “code” of ancient languages; knowledge about such topics as religion and architecture can help archaeologists understand the meaning and purpose of buildings and objects they find.)
Tell Students About Copán

The primary unit link to the Core Knowledge web page will take you to a UNESCO website about Copán. After visiting this site, tell students that some of the most famous Maya ruins are found in the city of Copán, located in present-day Honduras. This city was abandoned in the 900s. Europeans found the ruins in 1570, and much of the archaeological study of the site began in the 1800s.

The city of Copán may have been home to as many as thirty thousand people. The ruins include the characteristic temples, plazas, and ball courts of the Maya civilization. The people of Copán were also fine artists; sculptures and carvings among the ruins indicate a high level of skill and artistry.

Discuss with students how Maya building methods and materials helped their ruins survive for hundreds of years after they were abandoned. Explain that the use of stone has helped preserve much of the Maya culture.

Virtual Visit to Copán

Note to Teachers: The video found through the primary unit link references “beheading.” If you choose to show this video, discuss with students that the Maya used human sacrifice as a part of their religion. Be sure to treat the topic with sensitivity. This video is approximately three minutes long.

After watching the video exploring the ruins of Copán, discuss the following features:

• How Maya temples were built on top of each other
• The role of human sacrifice in Maya culture
• The event that may have triggered the decline of Copán

Finally, display images from the UNESCO gallery, also accessible through the primary unit link. Ask students to react to the skill and artistry they see in the carving and structures left behind by the Maya.
Maya Science and Daily Life

The Big Question: Why is the 365-day solar calendar employed by the Maya particularly impressive?

Primary Focus Objectives

✓ Identify the main achievements of the Maya civilization. (RI.5.2)
✓ Explain how religious beliefs led to the Maya’s scientific achievements. (RI.5.3)
✓ Identify some specific discoveries of the Maya. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: astronomy, leap year, equinox, and priest; and of the phrase “initiation ceremony.” (RI.5.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-maya

Core Vocabulary (Student Reader page numbers listed below)

- astronomy, n. the study of the stars, planets, and other features of outer space (11)
  Example: The Maya developed advanced knowledge of astronomy.
  Variation(s): astronomer

- leap year, n. a year that has 366 days, or one more than all other years, and occurs every four years (11)
  Example: Our calendar has a leap year every four years that has an extra day.
  Variation(s): leap years

- equinox, n. a day in which daytime and nighttime are about the same length, which happens twice every year (13)
  Example: Every spring and fall, an equinox occurs.
  Variation(s): equinoxes
“initiation ceremony,” (phrase) a special event to mark a person’s entry into a certain group or status (16)

Example: When they reached a certain age, boys underwent an initiation ceremony to mark their entry into adulthood.

Variation(s): initiation ceremonies

priest, n. a person who has the training or authority to carry out certain religious ceremonies or rituals (16)

Example: Maya priests carried out the initiation ceremonies for boys.

Variation(s): priests

THE CORE LESSON 35 MIN

Introduce “Maya Science and Daily Life” 5 MIN

Display a modern calendar. Ask students to identify features of our calendar, such as the twelve-month year, the seven-day week, and names of months and days. Ask why a calendar is an important tool, and have students discuss how a calendar helps them. Explain that the Maya civilization was probably the first in the Americas to create not just one but two calendars that measured time.

Call students’ attention to the Big Question, suggesting that as they read, they keep in mind that the Maya civilization developed hundreds of years before the “invention” of many of the modern tools we use today. Encourage students as they read to think about the Maya calendars compared to the modern calendar we use today.

Guided Reading Supports for “Maya Science and Daily Life” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.

“Wisdom in the Sky,” Pages 10–11

Scaffold understanding as follows:

CORE VOCABULARY—Invite a student to volunteer to read the two paragraphs of “Wisdom in the Sky.” Note the term astronomy. Make sure students recognize that astronomy is considered an advanced science that today depends on the use of telescopes, computers, and other complex equipment.
After the student reads the text, ask the following questions:

**LITERAL**—What did the Maya use to make their observations about the stars?

» The Maya used their eyes—and only their eyes—to make precise observations.

**INFERENTIAL**—What does the text imply, when it says that the Maya didn’t have telescopes, computers, or satellites?

» The Maya lacked the kinds of tools that we consider to be necessary to the study of astronomy. This makes their accomplishments especially impressive.

**CHALLENGE**—Other ancient civilizations, not just the Maya, looked to the heavens. Most of the planets in our solar system were named by an ancient civilization that students using Core Knowledge curriculum have already studied in an earlier grade. Who were the ancient people who provided the planet names we use today?

» The ancient Romans named most of the planets in our solar system, including Venus, Mars, and Jupiter.


Scaffold understanding as follows:

**CORE VOCABULARY**—Choose a volunteer to read the first paragraph under the heading “Maya Calendars” on page 11. Discuss the meaning of the term *leap year*. Make sure students recognize that the day added to the leap year is meant to account for the fact that each year has 365 and (roughly) a quarter days.

Call on three additional student volunteers to read the paragraphs on page 12.

**CORE VOCABULARY**—Note the term *equinox* in the next section “Astronomy at Work” on page 13. Explain that this term comes from two Latin words meaning “equal” and “night.” Putting the two Latin words together, an equinox is when the day and night are equal in length. Make sure students understand that the lengths of day and night are only equal on two days a year. The equinoxes usually occur around March 20 and September 22 each year.

**SUPPORT**—Call attention to the description of the shadows cast onto the pyramid at Chichén Itzá by the sun during the fall and spring equinoxes.

Have the students read the entire section of “Astronomy at Work” on page 13 to themselves, as well as “Inventing Zero,” which continues on page 14.
After students read the text, ask the following questions:

**LITERAL**—In what ways is the Maya solar calendar similar to the one we use today?

» It has a 365-day year that is divided into “months” or shorter segments of time.

**LITERAL**—In what ways is the Maya solar calendar different from the one we use today?

» It has eighteen months made up of twenty days, plus one extra five-day period.

**EVALUATIVE**—The Maya calculated a year to be 365.2420 days long. This calculation has since been confirmed by modern scientists using complex modern tools. What does this suggest about the Maya civilization?

» The Maya measurement is astoundingly accurate compared to the one modern scientists have arrived at using modern tools and equipment. While we do not know exactly how the Maya arrived at this calculation, it suggests that they were very advanced in the scientific methods they used.

**LITERAL**—What clues indicate that the builders of the pyramid at Chichén Itzá placed their structure precisely according to observations of the skies?

» On the two equinoxes each year, the sun strikes a sculpture in such a way as to cast the shadow of a serpent on the stairs, creating the illusion of a snake’s movement as the sun’s position changes.

**INFERENTIAL**—What does the text’s statement about the Maya system of numbers and use of zero suggest about the Maya?

» The Maya “invented” the highly useful concept of zero, suggesting that they had an advanced understanding of mathematics.

**“How They Lived” and “Coming of Age,” Pages 14–17**

Scaffold understanding as follows:

Have students volunteer to read the section “How They Lived” out loud. Call attention to the image of the Maya boy.

Ask the following question:

**LITERAL**—What was the most common job held by the Maya people of the past?

» Most of them worked as farmers.
CORE VOCABULARY—Have a student volunteer read from the bottom of page 14, continuing through the first full paragraph on page 16 in the section “Coming of Age.” Make sure students properly pronounce the Core Vocabulary phrase “initiation ceremony.” Make clear that these two words are related. Invite students to use the two words together in a sentence (for example, “The priest carried out the initiation ceremony”). Explain the meaning of the phrase and explain the meaning of the Core Vocabulary word priest in the text.

Have students read the rest of the section to themselves. After students read the text, ask the following questions:

**LITERAL**—At what age did Maya young people enter adulthood?

» Maya boys and girls became adults at the age of fourteen.

**INFERENTIAL**—Knowing that Maya priests picked the dates for initiation ceremonies and marriages, what does this tell you about Maya culture?

» This fact illustrates the central role that religion played in Maya life and how the Maya people consulted the gods for all major actions and decisions.

**LITERAL**—Believing that some gods were good and some were bad, how did the Maya believe that the gods impacted their daily lives?

» The existence of good and evil gods explained why life had both joys and sorrows.

“Where Did Everybody Go?” Pages 18–19

Scaffold understanding as follows:

Invite two student volunteers to read the first two paragraphs of the section “Where Did Everybody Go?” out loud. Have students finish reading the remainder of the section independently.

After students read the text, ask the following questions:

**LITERAL**—What evidence suggests to archaeologists that the Maya abandoned their cities sometime around 900?

» They stopped carving names and dates on their pyramids and temples as they had done before. The structures began to fall into disrepair.
LITERAL—What evidence argues against the theory that farmers rose up against their noble rulers?

» There is no indication that the old rulers were replaced with new ones.

INFERENTIAL—What is suggested by the fact that there are millions of people living today who speak languages related to ones spoken by the Maya?

» This fact suggests that the Maya people scattered from their cities but that they did not disappear.

CHALLENGE—What are some of the factors that may cause people to move away from a city to the surrounding countryside instead?

» Life in a city could become difficult if there were a shortage of food for the many inhabitants. It could become difficult if there were diseases that quickly spread from person to person. It could become difficult if some enemy were attacking rich targets.

CHALLENGE—What can we infer from the fact that we know a lot about Maya culture but not about what happened to Maya cities?

» The Maya did not write down information about the event or events that led to the changes affecting their civilization around 900.
their eyes, they were able to calculate with great accuracy the length of a year and create a calendar that closely matches our own.

- Choose one of the Core Vocabulary words or phrases (astronomy, leap year, equinox, “initiation ceremony,” or priest), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

**Summary of the Maya, Aztec, and Inca Civilizations (RI.5.1, RI.5.2, RI.5.3)** 15 MIN

**Materials Needed:** Copies of the Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1) found on page 94 in the Teacher Resources section.

Distribute copies of Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1). Have students complete the Maya sections of the graphic organizer. Encourage students to refer to Chapters 1 and 2 of the Student Reader to help them complete the chart. Remind students that they will be using this activity page through the duration of Unit 2, so they should store it in a place where it will not get lost.

**Maya Calendar, Math, and Astronomy (RI.5.7, RI.5.9)** 35 MIN

**Materials Needed:** Internet access

**Note to Teachers:** If you do not have Internet access in your classroom, printable activities and primary sources can be found on the Smithsonian National Museum of the American Indian “Resources” site to use in lieu of online activities. This primary unit link will take you to the Core Knowledge web page, where the specific link to the museum “Resources” site may be found:

[www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities](http://www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities)

**About Maya Math**

Help students learn more about the mathematical and astronomical skills of the Maya. Accompany students to the Smithsonian National Museum of the American Indian site, where they can learn about the basics of Maya mathematics and practice or play a game using the Maya math system. This primary unit link will take you to the Core Knowledge web page, where the specific link for the Maya math game may be found:

[www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities](http://www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities)
Discuss Maya Math

Talk with students about ways in which the Maya math system is similar to and different from the system we use. For example, ask:

- What is the biggest difference between Maya math and the system we learn today? (Students may observe that the Maya system uses only three symbols to represent all numbers.)
- How is the Maya system similar to ours? (Students should observe that the system uses symbols for each of three categories—1s, 20s, and 400s—just as we use numbers for 1s, 10s, and 100s.)

About the Maya Calendar

Accompany students to the Smithsonian National Museum of the American Indian site, where they can watch the brief video “Sun, Corn, and the Calendar” about the Maya calendar. The video is approximately 2.5 minutes long. Use this primary link to go to the Core Knowledge web page, where the specific link to the “Sun, Corn, and the Calendar” video may be found:

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities

About Maya Astronomy

Accompany students to the Smithsonian National Museum of the American Indian site, where they can watch the video “The Maya and the Sun” about the many ways in which the Maya built their astronomical observations into their pyramids, temples, and other structures. The video is approximately three minutes long. This primary unit link will take you to the Core Knowledge web page, where the specific link to “The Maya and the Sun” video may be found:

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities

Ask students to identify the main reasons that the Maya kept track of the movement of the sun. (Students should observe that the location of the sun was important to Maya farmers, telling them when to plant and when to get ready for harvest. The location of the sun also represented the activities of gods.)
The Aztec:
Empire Builders

The Big Question: Why did the Aztec make human sacrifices?

Primary Focus Objectives

✓ Explain how the Aztec built and controlled a powerful empire. (RI.5.2)
✓ Describe Aztec religious beliefs and how they were linked to the traditions of the society. (RI.5.3)
✓ Understand why the Aztec fought many wars. (RI.5.3)
✓ Understand the meaning of the following domain-specific vocabulary: Aztec, nomadic, empire, and emperor. (RI.5.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-aztec

Materials Needed

Activity Pages

AP 1.3
AP 1.5

• Modern Map of North America, Central America, and South America (AP 1.3) and Map of the Maya, Aztec, and Inca Civilizations (AP 1.5)
• Enlarged versions of the maps on AP 1.3 and AP 1.5 for reference

Core Vocabulary (Student Reader page numbers listed below)

**Aztec, n.** civilization that thrived in present-day central Mexico from 1325 to 1521 CE (20)

*Example:* The Aztec were ruthless warriors who dominated the region.

**nomadic, adj.** moving around often in search of food; not settled in one place (20)

*Example:* Before building their capital city, the nomadic Aztec wandered for years.

*Variation(s):* nomads
empire, n. a group of countries or territories under the control of one government or one ruler (23)

*Example:* By conquering their neighbors, the Aztec built a vast empire.

*Variation(s):* empires

emperor, n. the ruler of an empire (23)

*Example:* The Aztec emperor was thought to be a living god.

*Variation(s):* emperors

**THE CORE LESSON 35 MIN**

**Introduce “The Aztec: Empire Builders”** 5 MIN

Ask students to recall what they’ve learned about the Maya civilization. How was the civilization organized? Who was in charge? What did daily life look like for the Maya? What role did religion play? Have students share their responses aloud. Explain to students that they are going to learn about another civilization that also lived in Mexico but after the Maya civilization had come to an end. Explain that the Maya and the Aztec, the civilization they will learn about, had many similarities but also many differences. One similarity is that they practiced human sacrifice as a part of their religion. Call attention to the Big Question and encourage students to look for reasons why the Aztec practiced human sacrifice as they read the chapter.

**Guided Reading Supports for “The Aztec: Empire Builders”** 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.

**“The Eagle and the Cactus,” Pages 20–22**

**Scaffold understanding as follows:**

**SUPPORT**—Note that much of what students will be learning about the Aztec reflects Aztec legend and religious belief. Such information and beliefs are not necessarily based in fact or actual evidence. Yet these legends and beliefs can be very important to understanding the beliefs and values of a culture.

**CORE VOCABULARY**—invite a volunteer to read the first two paragraphs on page 20. Note the terms Aztec and nomadic when they are encountered, and help students recognize that the Aztec were a group of people and that the word nomadic describes how they lived their lives.

**SUPPORT**—Direct students’ attention to the illustration on pages 20–21.
Give students an opportunity to finish reading the section silently. Have students pull out Modern Map of North America, Central America, and South America (AP 1.3) and Map of the Maya, Aztec, and Inca Civilizations (AP 1.5). Have them compare the location of the Aztec civilization to what is shown on the Modern Map. Then ask the following questions:

**LITERAL**—Where on the modern map would Tenochtitlán be located?

» Students should identify central Mexico, specifically Mexico City, as the location of Tenochtitlán.

**LITERAL**—According to the text, when did the Aztec civilization begin its rise in what is today central Mexico?

» The Aztec civilization began its rise about three hundred years after the Maya civilization declined.

**INFERENTIAL**—What does the legend suggest about the life of the Aztec before the founding of Tenochtitlán?

» The legend suggests that the Aztec lived difficult lives as nomads.

**LITERAL**—According to the legend, how did the Aztec choose the site on which they built their city?

» The Aztec received a sign from a god directing them where to build their city.

**“Conquering City-States” and “The Legend of the Five Suns,” Pages 22–25**

**Scaffold understanding as follows:**

Read the title “Conquering City-States” on page 22, and remind students that they encountered the term *city-states* when reading about the Maya.

**CORE VOCABULARY**—Choose a volunteer to read the first paragraph under the heading “Conquering City-States,” which begins on page 22, continuing on to page 23 and the top of page 24.

Discuss the meaning of the words *empire* and *emperor* when they are encountered, and note the similarities between these two words. Explain that one term refers to a group of states or regions and that the other refers to the person who leads that organization.

**SUPPORT**—Remind students that they may have learned about other great empires in history—for example, the Roman Empire. The Roman Empire was initially based in Rome, but over time it included a vast area of conquered lands and peoples. Ask students to recall what they have learned about the challenges of building and holding together such far-flung empires.
Invite the class to follow along as you read the final section, “The Legend of Five Suns,” aloud. Before beginning, explain to students that they are about to read about the Aztec belief in human sacrifice. Ask students to think about how human sacrifice is viewed today. In modern society, the idea of human sacrifice is considered horrible. During the time of the Maya, Aztec, and Inca, human sacrifice was a part of everyday life. Other cultures around the world also practiced human sacrifice.

After reading the text, ask the following questions:

**LITERAL**—How large was the population of Tenochtitlán at its height?

» Between 150,000 and 200,000 people lived there.

**INFERENTIAL**—The text notes that no city in the United States was as large as Tenochtitlán, so what does this suggest?

» The Aztec and their city were highly advanced for their time. It would take centuries for people in the United States to build a city of that size and scale.

**EVALUATIVE**—What are some of the details that support the statement that the Aztec were fearsome warriors?

» The Aztec eventually conquered hundreds of city-states and ruled over five million people.

**LITERAL**—How did the conquest of neighboring groups help the Aztec build wealth?

» Conquered people were required to send valuable goods to the capital. These varied depending on what valuable items the people produced.

**LITERAL**—In addition to food and goods, what did conquered people supply to the Aztec?

» Soldiers captured in battle were used in the Aztec ritual of human sacrifice.

**LITERAL**—What did the Aztec believe about the end of the world?

» They believed that the world would end in terrible violence.

**EVALUATIVE**—How did the Aztec beliefs about the end of the world lead them to make human sacrifices?

» The Aztec believed that they could put off the coming end of the world by making sacrifices to the sun god. They believed that human sacrifices gave the sun god strength to continue the world.
“Religious Sacrifice” and “Success at War,” Pages 25–27

Before students read the text, scaffold understanding as follows:

**SUPPORT**—Remind students that a cause and an effect are two related events. Every event has at least one cause, or reason why it happened. Every event also has certain consequences, called effects. However, sometimes events seem related to each other when they’re really not. Tell students to look for examples of how the Aztec used cause-and-effect relationships—or what they thought were cause-and-effect relationships—to support their practice of human sacrifice.

**Direct students to read the sections silently to themselves. Then, ask the following questions:**

**LITERAL**—How did the Aztec sacrifice humans?

» Priests killed victims by removing their hearts.

**INFERENTIAL**—What does the word *seemed* suggest in the excerpt from the text, “They [the Aztec] could even point to events that *seemed* to prove that the sacrifices worked”?

» The word suggests that what were actually natural events or even coincidences could mistakenly be viewed as the results of the sacrifices.

**LITERAL**—How did the Aztec regard their warriors?

» They honored them. Being a soldier was one of the few ways an Aztec male could change his position in life.

**EVALUATIVE**—How did basic Aztec beliefs about their society and their religion help make war such a central part of Aztec life?

» Aztec religion required a steady supply of victims for sacrifice, and war provided one of the few ways for a person to advance socially. These two factors helped encourage warfare.

**Timeline**

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did the Aztec make human sacrifices?”
- Post the image card on the left side of the Timeline, under the date referencing the 1300s; refer to the illustration in the Unit 2 Introduction for further guidance on the placement of each image card to the Timeline.
CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

• Write a short answer to the Big Question, “Why did the Aztec make human sacrifices?”
  » Key points students should cite include: The Aztec were strongly affected by their religious beliefs about influence of the gods in their world. They believed human sacrifices could possibly delay the violent end of the world by giving the sun god the strength to continue.

• Choose one of the Core Vocabulary terms (Aztec, nomadic, empire, or emperor), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Aztec Arts (RI.5.7, RI.5.9) 25 MIN

Materials Needed: Internet access

The following activity introduces students to another side of Aztec life—the rich tradition of art.

Background for Teachers: Long before the Aztec civilization reached its peak, native people of Mesoamerica were building a rich tradition of stone sculpture. For example, the Olmec people, who thrived some 2,500 years before the Aztec, are famous for their massive stone head sculptures. The Aztec—the last great pre-Columbian civilization of Mesoamerica—were also highly skilled carvers of stone.

Aztec Sculpture Slide Show

Invite students to view the slide show of the Metropolitan Museum of Art’s Aztec stone sculptures. With students, click through the different images in the museum’s collection and read the description of each item aloud. This primary unit link will take you to the Core Knowledge web page, where the specific link to images of the museum’s Aztec stone sculptures may be found:

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities

Discuss Aztec Art

Ask students to describe the purpose of most of the Aztec sculpture they have viewed. (Most of the artwork has a clear religious purpose, representing a specific god or object with religious significance.) Remind students that these
stone sculptures were created with very simple tools. They are also threedimensional and involved great effort and skill to make.

Ask students why they think the Aztec devoted so much time and effort to the creation of these pieces of art. (Answers may vary. The stone representation of gods and goddesses must have been very important to their life.)

Creating Aztec Art (RI.5.7, RI.5.9) 25 min

Materials Needed: pencils, paper, modeling clay

The Aztec were skilled artisans. Their creations were an important part of their culture. From the Metropolitan Museum of Art site, print out images of Aztec sculptures to post around your room. Give students the opportunity to examine and sketch each image. Using modeling clay, have students create their own Aztec sculptures. This primary unit link will take you to the Core Knowledge web page, where the specific link for the Aztec sculpture images can be found.

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities
Tenochtitlán: City of Wonder

**The Big Question:** What does the description of Tenochtitlán reveal about Aztec civilization?

**Primary Focus Objectives**

- ✓ Describe Tenochtitlán and the surrounding landscape. (RI.5.2)
- ✓ Identify Moctezuma II and describe features of his reign. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: causeway, canal, scribe, codex, pictogram, litter, and reign. (RI.5.4)

**What Teachers Need to Know**

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-tenochtitlan

**Materials Needed**

- Map of the Maya, Aztec, and Inca Civilizations (AP 1.5)
- Enlarged version of AP 1.5

**Core Vocabulary** (Student Reader page numbers listed below)

- **causeway, n.** a raised road built over water to connect islands to a mainland (28)
  
  *Example:* The soldiers marched out of the city on the causeway.
  
  *Variation(s):* causeways

- **canal, n.** a channel dug by people, used by boats or for irrigation (28)
  
  *Example:* People used the canals like roads through the city, traveling by canoe.
  
  *Variation(s):* canals
**scribe, n.** a person whose job is copying written information (31)

*Example:* The scribes prepared copies of the codex.
*Variation(s):* scribes

**codex, n.** an ancient book with handwritten pages or parts (32)

*Example:* The archaeologist eagerly studied the codex.
*Variation(s):* codices

**pictogram, n.** a picture or drawing that stands for a word or phrase (32)

*Example:* The pictogram of the snake showed that the tomb belonged to the king.
*Variation(s):* pictograms

**litter, n.** a chair attached to two beams and carried on the shoulders of several people (34)

*Example:* The emperor entered the building carried on a litter.
*Variation(s):* litters

**reign, n.** a period of time in which a king or queen rules (34)

*Example:* The empire reached its peak during the reign of the king.
*Variation(s):* reigns

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**THE CORE LESSON 35 MIN**

### Introduce “Tenochtitlán: City of Wonder” 5 MIN

Prompt students to remember what they learned about the Aztec in Chapter 3. Record student responses on the board or chart paper. Remind students that they learned that the Aztec were a fierce warrior people. They used human sacrifice as a part of their religion. Explain to students that in this chapter, they are going to learn about the Aztec temple at Tenochtitlán. Call attention to the Big Question, and encourage students to look for ways the description of Tenochtitlán reveals important information about the Aztec civilization.

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### Guided Reading Supports for “Tenochtitlán: City of Wonder” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.
"A Lakeside Paradise," Pages 28–29

Scaffold understanding as follows:

**SUPPORT**—Ask students to refer to AP 1.5, and remind them that the location of Tenochtitlán is in the south-central part of what is present-day Mexico. There is a body of water—Lake Texcoco—on which the city was built.

**CORE VOCABULARY**—Invite a volunteer to read the two paragraphs on page 28. Note the terms *causeways* and *canals*. Explain that both of these terms relate to the city’s island location and the way residents traveled in and around the city. Causeways allowed travel on foot, while canals allowed travel by water.

Discuss the illustration on pages 28 and 29.

**Then ask the following questions:**

**LITERAL**—What made the city of Tenochtitlán so unusual to the first Europeans that visited the city?

» The city was large, and it was built in the middle of a lake. People traveled around the city in canoes.

**INFERENTIAL**—Why do you think that the first Europeans did not expect to see a city like Tenochtitlán?

» They may not have believed that people capable of creating such a great city were living in the Americas.

**City Tour,” “Aztec Home Life,” “Suburbs and Schools,” “The Market,” and “The Ceremonial Center” Pages 30–34

Scaffold understanding as follows:

Direct students to read the sections “City Tour” and “Aztec Home Life” to themselves. After students read the text, ask the following questions:

**INFERENTIAL**—Why do you think the Aztec went to the trouble of building the gardens described in the text?

» There may not have been a lot of farmland available for the large population, so the gardens were helpful in growing needed food. They were highly productive.
When he left the palace, he was carried in litter. A fancy litter! When he looked the emperor in the eye. When he entered the court of Moctezuma II, no one was allowed to speak. Moctezuma II (/mawk*te*soo*mah/) was the Aztec emperor in the early 1500s. In the palace, you will find the top steps are stained with the blood of human sacrifices. A fantastic sight. The top steps are made of red jade! It rises almost ninety feet in the air. A striking sight."

Tenochtitlán had a thriving market where people traded goods from around the empire. The pages of the codex are covered in pictures and writing that can be heard a mile away. Codexes are used to keep track of religious holidays, lists of rulers, to record payments, and other information. A person whose job is copying written information is called a scribe. A person whose job is keeping records of information is called a codex. The Codex is one of the biggest books ever made. It is twenty-four feet long! It is made of bark that folds up like an accordion. The pages of the Codex are covered with pictures and writing. The priest explains that the codexes are written and illustrated with pictures and writing."

The Market
Tenochtitlán has a market square in the central market. Here, people trade goods that are grown and made in the empire. The stands are made of wood and covered with painted grass. A very lively market. Here you see human beings with wooden collars around their necks. Noblemen mill around, inspecting them. The market is said to be more than twice the length of a football field! It rises almost ninety feet in the air.

Suburbs and Schools
You are about to visit a school. You will receive some instruction. Note about the height and strong eye of the teacher. The boys are dressed in green tunics and red sashes. They are neat and very solemn in their code. No one looks at the teacher more than he looks at the teacher. The boys are given books to study today. They study Aztec religion and astronomy and learn how to record information. They study Aztec religion, astronomy, and learning how to record information."

A visit to a school for the sons of Aztec nobles turns out to be a hair-raising experience. You only have to imagine being in the Aztec court. You must have been strong enough to have been able to lift the teacher. You will find that noblemen turn around the market. The teacher stands on the steps and asks questions. The students raise their hands and answer questions."

Students studied Aztec religion, astronomy, and reading and writing. A person whose job is copying written information is called a scribe. A person whose job is keeping records of information is called a codex. Students studied Aztec religion, astronomy, and reading and writing."

Possible answer: in a large city, it is necessary for people to take on different roles, including leadership roles.
Scaffold understanding as follows:

Have students read the sections “The Market” and “The Ceremonial Center” independently.

After students read the text, ask the following questions.

**INFERENTIAL**—You have read about the role of enslaved people in Aztec human sacrifices. What other role of enslaved people is suggested in the section “The Market”?

» The text suggests that noble families kept enslaved people as servants.

**LITERAL**—To what purpose is the center of the city dedicated?

» The center of the city is the religious ceremonial center, with many temples, including the great temple.

**INFERENTIAL**—What is suggested by the fact that the Aztec emperor’s palace is located in the city’s ceremonial center?

» The Aztec emperor is not only the leader of the state but also a religious figure and leader.

**“Moctezuma II,” Pages 34–35**

**CORE VOCABULARY**—Choose a volunteer to read the text on page 34 under the heading “Moctezuma II.” Discuss the meaning of the words *litter* and *reign*. Confirm with students their understanding of these terms and also the proper pronunciation of the term *reign*.

After the student reads the text, ask the following questions:

**EVALUATIVE**—What details in the first paragraph of the section “Moctezuma II” support the idea that he was a great and powerful leader?

» Nobody could look Moctezuma in the eye or stand in his presence. Servants carried him about and made sure his feet never touched the bare ground.

**INFERENTIAL**—By referring to some “disturbing things” that were happening during Moctezuma’s reign, what is the text suggesting?

» The suggestion is that perhaps Moctezuma is not as powerful or in control of things as he seems.
EVALUATIVE—Thinking about the Aztec and their beliefs, why might the disturbing signs that occurred during Moctezuma's reign have troubled the people of Tenochtitlán?

» The Aztec believed that their world would end violently and that they were in an ongoing struggle to persuade the gods to delay this violent end. The signs might have made people worry that they were not succeeding in this effort.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

• Write a short answer to the Big Question, “What does the description of Tenochtitlán reveal about the Aztec civilization?”

  » Key points students should cite include: Tenochtitlán was an enormous city that had many features that enabled it to serve and support its large population. It demonstrates the great success and ingenuity of the Aztec and their great skill at building, organizing, and solving practical problems.

• Choose one of the Core Vocabulary terms (causeway, canal, scribe, codex, pictogram, litter, or reign), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Summary of the Maya, Aztec, and Inca Civilizations (RI.5.1, RI.5.2, RI.5.3) 15 MIN

Materials Needed: Extra copies of the Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1) found on page 94 in the Teacher Resources section.

Have students take out Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1). Some students may have lost their copies; provide them with an extra activity page as necessary. Have students complete the Aztec sections of the graphic organizer. Encourage students to refer to Chapters 3 and 4 of the Student Reader to help them complete the chart. Remind students that they will be using this activity page through the duration of Unit 2, so they should store it in a place where it will not get lost.
**Domain Vocabulary: Chapters 1–4 (RI.5.4)**

**Materials Needed:** (1) Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.1), found in Teacher Resources, page 96; (2) pens and pencils; and (3) colored pencils or crayons.

Distribute the Domain Vocabulary: Chapters 1–4 activity page (AP 4.1). Allow students to work through the activity page independently or in pairs or groups, circling the correct terms to complete the sentences. You may also assign this page as homework. Have students select one statement from the activity page to illustrate.

**Create a Codex (AP 4.2) (RI.5.4)**

**Materials Needed:** (1) Sufficient copies of Create a Codex (AP 4.2), found in Teacher Resources, page 97; (2) pens and pencils; (3) crayons or colored pencils; and (4) construction paper.

Distribute the Create a Codex (AP 4.2) activity page as well as construction paper and crayons or colored pencils to students. Read directions with students aloud, and briefly discuss the hieroglyphs on the activity page. Have students brainstorm their trip to school each morning and jot down notes on a separate piece of paper. Instruct students to fold their construction paper like an accordion so that it has six different panels. This will be the students’ “codex.” Students should then select, draw, and color symbols that relate to their morning journey to school. Have students swap their codices with at least one partner to decipher the meaning of the codices.
CHAPTER 5

The Inca: Lords of the Mountains

The Big Question: Why were llamas so important to the Inca?

Primary Focus Objectives

✓ Identify the Inca and describe where they lived. (RI.5.2)
✓ Describe the Sapa Inca and how he maintained absolute rule. (RI.5.2)
✓ Explain how the Inca organized their empire and met the needs of the people. (RI.5.2)
✓ Compare and contrast the Inca and Aztec civilizations. (RI.5.3)
✓ Understand the meaning of the following domain-specific vocabulary: Inca, conquistador, plateau, clan, alpaca, llama, and census; and of the phrase “geographical diversity.” (RI.5.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-inca

Materials Needed

Activity Pages

- Modern Map of North America, Central America, and South America (AP 1.3) and Map of the Maya, Aztec, and Inca Civilizations (AP 1.5) for reference
- Enlarged versions of AP 1.3 and AP 1.5 for reference

Core Vocabulary (Student Reader page numbers listed below)

Inca, n. a civilization that thrived from 1438 to 1532 on the western coast of South America, covering most of modern-day Peru and part of Colombia, Ecuador, Bolivia, Chile, and Argentina (36)

Example: The Inca built a great civilization that relied on a high degree of engineering skill.
Variation(s): Incan
conquistador, n. the Spanish word for conqueror (38)
Example: The conquistadors came to the Americas looking for wealth.
Variation(s): conquistadors

“geographical diversity,” (phrase) the presence of many different kinds of landforms, waterways, or other geographic features in a region (39)
Example: The huge Inca Empire spanned a wide area and contained a great deal of geographical diversity.

plateau, n. a large area of high, flat ground (39)
Example: The city rested on a plateau between the mountain ranges.
Variation(s): plateaus

clan, n. a group of families (39)
Example: The clan to which his family belonged was one of several in the village.
Variation(s): clans

alpaca, n. a South American mammal valued for its long wooly coat (40)
Example: They wove warm clothes from the wool of the alpaca.
Variation(s): alpacas

llama, n. a South American mammal valued for its endurance and for its wooly coat and meat (40)
Example: The Inca depended on the llama to carry large loads over great distances.
Variation(s): llamas

census, n. a count of the number of people living in a certain area (42)
Example: The Inca official came to the village to carry out a census.

THE CORE LESSON 35 MIN

Introduce “The Inca: Lords of the Mountains” 5 MIN

Ask students what they remember about the Maya and Aztec civilizations. (They believed in many gods, they were farmers and warriors, they practiced human sacrifice, and they solved difficult problems by, for instance, creating a calendar and building islands for farmland.) Tell students that in this chapter they will learn about a third early American civilization: the Inca. Call attention to the Big Question, and encourage students to look for reasons why the llama was so important to the Inca as they read the chapter.
Guided Reading Supports for “The Inca: Lords of the Mountains” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.

“Here Comes the Sun,” Pages 36–38

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the Vocabulary box for the term Inca on page 36. Review the definition of this term by reading it aloud. Remind students that this is the third of the three great civilizations of the Americas that existed before the Age of Exploration that began in the 1400s.

SUPPORT—Encourage students to refer to AP 1.3 and AP 1.5 to review the location and key features of the Inca Empire.

Read the entire section aloud with the class, and discuss the illustration and caption on page 37. Then ask the following questions:

LITERAL—The text describes a scene from a dream. What is happening in that dream?

» An emperor—the Sapa Inca—is being carried on a litter through the streets of an Inca village.

LITERAL—Why did the Inca bow before the Sapa Inca?

» The Inca regarded the Sapa Inca as the son of a god, Inti.

EVALUATIVE—What are some similarities between the role of the Sapa Inca in Inca society and the role of Moctezuma in the life of the Aztec?

» Both were regarded with a combination of fear and awe. Both were carried on litters among the people, and in both cases ordinary people were considered unworthy to look directly at them.

CHALLENGE—What other cultures held their leaders in such high regard?

» Student responses will vary. The Aztec viewed their ruler as part man and part god.
Scaffold understanding as follows:

**CORE VOCABULARY**—Choose a volunteer to read the first paragraph of the section “The Empire of the Sun.” Discuss the meaning of the word *conquistador*. Explain that this term is a word in the Spanish language; in English it means “conqueror.” Ask students to identify any similarities between the Spanish and English words. (*For example, both begin with the letters c-o-n-q-u.*)

**CORE VOCABULARY**—Ask another volunteer to read the remaining two paragraphs that begin at the bottom of page 38 and continue to the top of page 39. Note the terms “geographical diversity” and *plateau*. Explain that “geographical diversity” is a term made up of the word *geographical*, which means “having to do with geography,” and *diversity*, which means “having many different types.” For the word *plateau*, help students properly pronounce the term. Explain it is a French word meaning “flat.”

**SUPPORT**—Call attention to the first paragraph on page 39 and reread the sentences, calling particular attention to, “Farther east, the twin ranges of the snow-capped Andes Mountains rise toward the skies.” Remind students that the Inca ruled an empire that was very geographically diverse.

When the students have finished reading, ask the following questions:

**LITERAL**—Can you describe the general geographical location of the Inca Empire?

» It was on the western coast of South America.

**LITERAL**—In what modern-day country did the Inca civilization originate?

» The Inca civilization originated in modern-day Peru.

**EVALUATIVE**—What details in the text support the statement that the Inca Empire was a land of great geographical diversity?

» It was a large empire, stretching over two thousand miles and covering parts of many modern-day countries. It had a long coastline, arid plains, huge mountain ranges, a high plateau, and thick forests.
Scaffold understanding as follows:

**CORE VOCABULARY**—Invite a volunteer to read the first paragraph under “Inca Life” on page 39. Point out the term *clan* and explain its definition. Ask another volunteer to use the word in a sentence, and correct any misunderstandings of the term’s proper use.

**CORE VOCABULARY**—Have student volunteers take turns reading the remainder of the section “Inca Life.” Discuss the meaning of the words *alpaca* and *llama*. Explain that these two words describe two similar animals, both of which are related to the camel. They are both native to South America and nowhere else.

**CORE VOCABULARY**—Have students read the section “For the Good of the Empire” independently. Before students begin reading, note the term *census*, and review the definition that appears beside it. Explain to students that the United States carries out a census of its population every ten years.

After students read the text, ask the following questions:

**LITERAL**—What was the most common way of earning a living for an Inca family as described in the text?

» Most Inca were farmers who worked the land of the clan. They lived in windowless stone huts.

**LITERAL**—Why was the potato the main crop of the Inca?

» It grew well in the high-altitude environment in which many Inca lived and farmed.

**EVALUATIVE**—What features of the llama made it so valuable to the Inca?

» Possible responses: It had great strength and endurance. It was able to find food anywhere and required little water, making it a useful animal for moving goods. The llama’s wool was used to make cloth, its waste was used for fuel, and its meat was a source of food.

**EVALUATIVE**—Why do you think a good pack animal was so important to the Inca people?

» Possible answer: they lived in a huge empire, so transporting goods over long distances was a common challenge.

**LITERAL**—How did the Inca support the Sapa Inca and the rest of the empire?

» In addition to working for themselves, the Inca had to spend part of their time working for the Sapa Inca and the empire.
**INFERENTIAL**—How did the Sapa Inca make sure that his will was carried out in his empire?

» Government officials, like the He-Who-Sees-Everything, traveled the empire, making sure people obeyed laws and paid their taxes.

**INFERENTIAL**—What can you infer about marriages in the Inca society based on the fact that the He-Who-Sees-Everything arranged many of them?

» Marriage was not a romantic matter. Instead, it was a matter of peace and good order in the empire.

**SUPPORT**—How were marriages arranged among the Inca?

» The He-Who-Sees-Everything arranged them on periodic visits to the villages.

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**Timeline**

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why were llamas so important to the Inca?”
- Post the image card in the middle of the Timeline, under the date referencing 1300s; refer to the illustration in the Unit 2 Introduction for further guidance on the placement of each image card to the Timeline.

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**Check for Understanding** 10 min

Ask students to:

- Write a short answer to the Big Question, “Why were llamas so important to the Inca?”
  
  » Key points students should cite include: Llamas provided several key resources to the Inca, including food, clothing, and transportation. They represented the efficient and effective approach the Inca took to building a thriving civilization in a harsh environment.
  
- Choose one of the Core Vocabulary words or the phrase (*conquistador*, “geographical diversity,” *Inca*, *plateau*, *clan*, *alpaca*, *llama*, and *census*), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.
**Additional Activities**

### Achievements of the Inca Empire (RI.5.7, RI.5.9) 45 MIN

**Materials Needed:** Internet access

The following activity introduces students to a study of Inca artifacts, enabling a more detailed look into Inca culture.

**Background for Teachers**

The Inca were a people of great skill and ingenuity. They were skilled artisans with a rich tradition of sculpture, pottery, and weaving, and they were especially noted for their gold and silver creations. Like Maya and Aztec art, Inca art and artifacts had sacred meaning and served religious purposes. Unfortunately, a great quantity of Inca art was destroyed by the Spanish. Gold and silver works were melted down and taken back to Spain.

The Inca were also highly skilled engineers, whose stone structures are remarkable for their grace and beauty. It is also important to note that so many of them have survived intact in a region known for earthquakes.

The Inca also applied astronomical and scientific knowledge at a high level. There is evidence, for instance, that they practiced a form of brain surgery.

For more background information, use this primary unit link to the Core Knowledge web page, which will take you to Discover Peru, a specific link about Inca art forms:

[www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities](http://www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities)

Guide students on an exploration of different forms of Inca art and artifacts by also using the primary unit link, which will take you to specific links about: the top ten Inca ruins (National Geographic); silver and gold of the Inca (Latin American Studies); pottery (Double Bowl, Metropolitan Museum of Art); and Inca textiles (Latin American Studies).

**Discuss Inca Accomplishments**

Discuss with students their reaction to what they have just learned about the artistic and scientific achievements of the Inca.

**Ask:** Which accomplishments are most impressive to you? Why?

Encourage students to explain the reasons for their opinions. For example, students who select the Inca building methods might defend that view by saying that the great structures were built without the aid of modern equipment and have stood for centuries in a harsh environment.
Inca Engineering

The Big Question: How did the Inca use their engineering skills to manage and grow their empire?

Primary Focus Objectives

✓ Explain how Inca engineers overcame challenges presented by the geography of the land. (RI.5.2)
✓ Describe how the Inca kept their empire together without a written language. (RI.5.2)
✓ Understand how the Sapa Inca united his empire. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: official, engineer, mortar, suspension bridge, and terrace. (RI.5.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-machu-picchu

Materials Needed

Activity Pages

- Modern Map of North America, Central America, and South America (AP 1.3) and Map of the Maya, Aztec, and Inca Civilizations (AP 1.5) for reference
- Enlarged versions of AP 1.3 and AP 1.5 for reference

Core Vocabulary (Student Reader page numbers listed below)

official, n. a person who carries out a government duty (45)

Example: The official came to the village to explain the new government rule.

Variation(s): officials

engineer, n. a person who uses science and math to build useful objects or buildings (46)

Example: The engineer made plans for a new bridge.

Variation(s): engineers, engineering
mortar, n. a material used in building that is soft at first but that then gets hard and rocklike (47)

Example: The builder used mortar to hold the bricks together.

suspension bridge, n. a type of bridge in which the road or pathway hangs from ropes or cables that are attached to anchors or towers (47)

Example: The tall towers of the suspension bridge rise high above the valley floor.

Variation(s): suspension bridges

terrace, n. a flat piece of land carved out of the side of a mountain or hill (49)

Example: The farmer’s crops were planted in a terrace on the hillside.

Variation(s): terraces, terraced

THE CORE LESSON 35 MIN

Introduce “Inca Engineering” 5 MIN

Ask students to think about the Aztec city of Tenochtitlán and how it was built (an island in the middle of a lake, causeways connecting it to the mainland, canals connecting parts of the city, and so on). Remind students that the Aztec did not have modern building tools or materials. Despite this fact, they were able to erect a large and advanced city for the time. Tell students that in this lesson they will learn about Inca engineering that is just as amazing—maybe even more so.

Guided Reading Supports for “Inca Engineering” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.

“The Royal Road,” Pages 44–47

Scaffold understanding as follows:

Invite a volunteer to read pages 44–45 of “The Royal Road” out loud.

CORE VOCABULARY—Call attention to the term officials when it is encountered in the second paragraph. Note that the word in this sense is used as a noun. The word official can also be used as an adjective. For example, an official document is one that carries authority.

SUPPORT—Discuss the illustration on pages 44–45.
The Inca Empire was linked by a vast network of well-built roads. The Inca knew nothing of ancient Rome. But they too were great road builders. Their Royal Road stretched over two thousand miles. It ran from the northern end of the empire to the southern tip. It was the longest road in the world at that time.

Inca builders cut and assembled stone with great precision to build roads and other structures. Parts of the Royal Road were made of packed dirt. Other stretches were paved. Inca engineers fitted paving stones together like pieces of a jigsaw puzzle. Modern builders use mortar between bricks. The Inca did not use mortar when they built their roads. Instead, they cut stones so exactly that they fit together snugly. The Inca did not use any mortar, a cement-like material, to keep stones together. The Inca Empire was linked by a vast network of well-built roads.

**CORE VOCABULARY**—Choose another volunteer to read the remainder of this section that begins on page 46 to the end of this section on page 47. Note the term **engineers**. Ask students if they see another familiar word embedded in this term (engine). Point out that a person who would design an engine is an engineer.

**CORE VOCABULARY**—Call attention to the word **mortar**. If possible, illustrate this term by pointing to a wall or building surface that uses mortar between bricks.

**Then ask the following questions:**

**LITERAL**—What key feature did the Inca Empire share with the Roman Empire?

» Both great empires had a network of roads that linked all parts of the empire.

**INFERENTIAL**—How did the system of roads benefit the Inca Empire?

» The text implies that, like the Roman road system, the Inca system helped to promote trade and enabled government officials to quickly travel throughout the empire. The roads also allowed quick movement of troops.

**LITERAL**—Why is the Inca road system considered to be such a fine example of engineering?

» It was built without modern equipment or machinery. The paving stones were precisely cut so that they fit together well.

**CHALLENGE**—Do you think the text’s comparison of the Inca Royal Road to a spine with nerves (other roads) branching out from it is a good comparison? Why or why not?

» Possible answer: The comparison of the road system to a backbone and nerves is a good one because, like a spine, the roads connected the “head” of the empire to its distant parts. Like nerves, the roads allowed messages to travel throughout the “body” and to coordinate movements and actions.
Scaffold understanding as follows:

**SUPPORT**—Have students refer back to AP 1.3 and AP 1.5 to review the location and key features of the Inca Empire, including the location of the Andes Mountains.

**CORE VOCABULARY**—Choose a volunteer to read the section “Bridges Built for the Centuries,” which begins on page 47 and continues to the top of page 48. Note the term suspension bridge. Call attention to the word suspension, and explain that to suspend something is to hang it. In a suspension bridge, therefore, the bridge deck is actually suspended—hanging—from its supports.

**CORE VOCABULARY**—Ask another volunteer to read the “Mountain Staircases” section, which begins at the bottom of page 48. Call attention to the word terraces. Note that this section is entitled “Mountain Staircases.” Explain that terraces on a hillside are similar to a staircase, with the terraced fields resembling the treads and the rest of the hillside resembling the risers.

**SUPPORT**—Remind students that the Inca Empire was very diverse. Some parts of the empire were very mountainous while others were in low valleys. The higher you went into the mountains, the more likely there would be cold temperatures.

After students read the text, ask the following questions:

**LITERAL**—How did the geography of the Inca Empire challenge Inca builders?

» They had to build roads through mountains and across streams, which required lots of bridges.

**INFERENTIAL**—What can you infer from the fact that one of the Inca bridges remained in use for hundreds of years after it was built?

» This fact implies that the bridge was built to such a high standard that it remained functional for hundreds of years. It speaks to the skill and quality of Inca engineering.

**LITERAL**—How did the Inca overcome the challenge of farming on mountainsides?

» They built terraces into the mountainsides. They also built irrigation systems for their terraces.
**“Keeping It All Together,” Pages 49–51**

**Scaffold understanding as follows:**

Have students read the section “Keeping It All Together” to themselves.

**After students read the text, ask the following questions:**

**LITERAL**—How did the Inca overcome the challenge of a lack of a written language?

» One solution was the use of a quipu, an object that allowed for record keeping and sharing of information throughout the empire. They also used a network of runners to convey messages.

**LITERAL**—How far was a message able to travel each day in the Inca Empire?

» A message could travel 150 miles in a day.

**EVALUATIVE**—Explain how the roads and communication systems of the Inca helped keep the empire united and under control.

» Possible answer: Because all parts of the empire were at most just a few days from news, instruction, or actual government force, the government was able to maintain strict control over all parts of the empire. Problems and conflicts were less likely to grow and develop.

**“City in the Clouds” and “Expanding the Empire,” Pages 51–53**

**Scaffold understanding as follows:**

Have students read through both sections to themselves. When they finish, ask the following questions:

**LITERAL**—Where is Machu Picchu located?

» It is seven thousand feet above sea level, in a high valley between two peaks in the Andes. It’s located about fifty miles northwest of Cuzco.

**LITERAL**—According to the text, what is one purpose that the city of Machu Picchu served in the Inca Empire?

» It was a vacation spot for emperors.
**INFERENTIAL**—What can you infer about the fate of neighboring people conquered and captured by the Inca?

» They were not used extensively as human sacrifices. Instead, they were taken into the empire and made into loyal subjects, when possible.

**LITERAL**—What methods were used to help newly conquered people adapt, adjust, and become loyal Inca subjects?

» They were connected to the rest of the empire with roads and introduced to the Inca language and religion. Their own native religion was not eliminated and in some cases was incorporated into the Inca religion.

**LITERAL**—How did the Sapa Inca treat conquered people who were not cooperative?

» He focused on the troublemakers, removing them to places where they were surrounded by loyal Inca.

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**CHECK FOR UNDERSTANDING 10 MIN**

Ask students to:

- Write a short answer to the Big Question, “How did the Inca use their engineering skills to manage and grow their empire?”

  » Key points students should cite include: They built a network of roads and bridges that enabled quick transportation and communication throughout the empire. They found ways to grow food, such as making terraces on mountainsides and developing irrigation systems.

- Choose one of the Core Vocabulary terms (**official**, **engineer**, **mortar**, **suspension bridge**, or **terrace**), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

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**Additional Activities**

**Summary of the Maya, Aztec, and Inca Civilizations (RI.5.1, RI.5.2, RI.5.3) 30 MIN**

**Materials Needed:** Extra copies of the Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1) found on page 94 in the Teacher Resources section.
Have students take out their Summary of the Maya, Aztec, and Inca Civilizations (AP 2.1). Some students may have lost their copies; provide them with an extra activity page as necessary. Have students complete the Inca sections of the graphic organizer. Encourage students to refer to Chapters 5 and 6 of the Student Reader to help them complete the chart. After the chart is completed, lead students in a discussion about the Maya, Aztec, and Inca. Ask students to explain in what ways the three civilizations are similar to and different from one another.

Virtual Field Trip to Machu Picchu (RI.5.7, RI.5.9) 45 MIN

Materials Needed: Internet access

The following activity is aimed at extending student understanding of and appreciation for Inca engineering accomplishments.

Background for Teachers: The Inca civilization is famed for its engineering and building techniques. Inca structures were built of stone, carefully cut and fitted so that they held together without mortar. Some of these structures have stood for centuries, withstanding the elements and seismic activity.

One of the most outstanding examples of Inca skill is seen in the ruins of Machu Picchu. This site, high in the Andes, reveals a great deal about Inca culture.

Background information about Machu Picchu may be found by using this primary unit link to the Core Knowledge web page, where specific links to UNESCO and National Geographic sites may be found:

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities

Explore Machu Picchu

Review with students the MachuPicchu360.org map of the layout of Machu Picchu, found by using the primary unit link. Help students gain an appreciation for the setting and scale of Machu Picchu by clicking on areas of the map to view Machu Picchu in panoramic format.

Note to Teachers: The top and bottom of the website feature site sponsors, including a beer company. Make sure to limit display of the website to just the map and not the portion below.

Accompany students to the UNESCO and National Geographic websites to see a number of photographs of Machu Picchu.
Discuss the Virtual Tour of Machu Picchu

Review with students what they have seen and learned about Machu Picchu.

Ask: How does Machu Picchu reveal the many environmental challenges that faced the Inca? (The mountain environment must have been very difficult to reach, to build in, and to raise food in.)

Ask: In what ways do the ruins of Machu Picchu reveal the great skill and ingenuity of the Inca? (The ruins demonstrate the great skill of Inca builders in cutting and fitting stone together to build long-lasting structures. The terraces that supported crops and livestock show the way the Inca managed to support themselves in an inhospitable setting. Also, there is evidence of their understanding of the stars and sun based on the placement of key buildings.)
CHAPTER 7

The End of Two Empires

The Big Question: What were the factors that contributed to the end of the Aztec and Inca Empires?

Primary Focus Objectives

✓ Describe the Aztec and Inca reactions to the Spanish conquistadors’ arrival in Mexico and South America. (RI.5.2)
✓ Identify Hernán Cortés and Francisco Pizarro as Spanish conquistadors who led invasions in Mexico and South America. (RI.5.2)
✓ Explain why the Spanish were rapidly able to conquer the Aztec and Inca Empires. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: expedition, smallpox, immunity, and epidemic; and of the phrase “religious ceremony.” (RI.5.4)

What Teachers Need to Know

For more background information about the content taught in this lesson, see:

www.coreknowledge.org/about-spanish-conquerors

Materials Needed

Activity Pages

- World Map (AP 1.1); Modern Map of North America, Central America, and South America (AP 1.3); and Map of Maya, Aztec, and Inca Civilizations (AP 1.5)
- Enlarged versions of AP 1.1, AP 1.3, and AP 1.5 for reference

Core Vocabulary (Student Reader page numbers listed below)

expedition, n. a special journey taken by a group that has a clear purpose or goal (56)

Example: The soldiers’ expedition was successful.

Variation(s): expeditions
“religious ceremony,” (phrase) a special gathering or event that has a religious purpose or theme (58)

*Example:* The two people were married in a religious ceremony.

*Variation(s):* religious ceremonies

**smallpox, n.** a serious disease that spreads from person to person and causes a fever and rash (58)

*Example:* Many people died of a disease called smallpox.

**immunity, n.** a body’s ability to remain free of illness even after being exposed to the cause of the illness (58)

*Example:* The disease spread quickly because nobody had immunity to it.

**epidemic, n.** a situation in which a disease spreads to many people in an area or region (59)

*Example:* As a result of the epidemic, nearly half the students were absent from school.

*Variation(s):* epidemics

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**The Core Lesson 35 min**

**Introduce “The End of Two Empires”**

Remind students that in 1492, the Spanish king and queen paid for Christopher Columbus’s trip that led to his encounter with the Americas, including the islands in the Caribbean. Explain that, after Columbus, many explorers from Spain and other European countries also set out on voyages to the Americas. Tell students that in this chapter they will learn about two groups of Spanish explorers, who encountered the Aztec and the Inca. Call attention to the Big Question, and encourage students to look for factors that led to the end of the Aztec and Inca civilizations as they read.

**Guided Reading Supports for “The End of Two Empires”**

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember also to provide classroom discussion opportunities.
Chapter 7
The End of Two Empires

The Question for Aztec poet and shaman Nezahualpilli, a native of the Aztec capital, Tenochtitlán, asked, “What could shake the foundation of Moctezuma II, the emperor of the Aztecs?” What could shake the foundation of the empire that MoctezumaII had so skillfully established?

Support—Review with students the World Map (AP 1.1), Modern Map of North America, Central America, and South America (AP 1.3), and Map of the Maya, Aztec, and Inca Civilizations (AP 1.5). Help students recognize that Spain is a country in Europe, which is separated from the Americas by thousands of miles and the Atlantic Ocean. In the early 1500s, the people living in the Aztec and Inca Empires did not know that Europe or Spain existed or that people lived there. The Spanish had only recently become aware of the existence of the land and people of the Americas.

Invite a volunteer to read “The Question” on page 54.

Ask students to independently read “The Answer,” beginning on page 54 and continuing to page 56.

After students read the text, ask the following questions:

Literal—How did Moctezuma II learn about the arrival of the Spanish in his territory?

» A traveler carried a report about what he had seen on the coast, including details about strange things and people.

Inferential—What can you infer from the strange description the traveler gave Moctezuma II about what he had seen?

» The Aztec had never seen any human beings so different from themselves, and they had never imagined things like the Spanish ships, weapons, and horses. They had no words for these things.

Literal—What made Moctezuma think that the newcomers to his land might be gods?

» They did not look like the Aztec people, and there had been strange and troubling signs in recent times.

Literal—What did Moctezuma do in response to the arrival of strangers in his land?

» He sent them gifts and tried to welcome them.
Scaffold understanding as follows:

Read aloud the “Hernán Cortés” section beginning on page 56.

Ask a volunteer to read the first two paragraphs of the “Cortés the Conqueror” section beginning on page 57. Call attention to the phrase “religious ceremony” on page 58. Ask students if they know the meaning of the two words that make up this term.

**CORE VOCABULARY**—Ask another volunteer to read the final paragraphs on pages 58 and page 59. Note the terms smallpox, immunities, and epidemic. Invite students to explain how these three terms are related. (The Aztec did not have immunity to European diseases, one of which was smallpox. As a result, epidemics occurred, killing many Aztec.)

After students read the text, ask the following questions:

**INFERENTIAL**—What do you think the text means when it says that the gifts that Moctezuma sent to Cortés caught Cortés’s attention?

» The gifts made Cortés aware that there were wealthy people living nearby who could help him fulfill his goal of becoming rich.

**LITERAL**—What did Cortés encounter as he traveled west toward Tenochtitlán?

» He encountered many conquered people who had been treated harshly by the Aztec and who wanted revenge on their conquerors.

**LITERAL**—What happened when the Spanish first arrived in Tenochtitlán?

» They were welcomed as guests.

**EVALUATIVE**—Do you think the Spaniards were correct to distrust the Aztec? Why or why not?

» Possible answer: It is true that Moctezuma had tried to stop the Spanish from entering the city and that the welcome given to the Spaniards may not have been sincere. The Spaniards had some basis for worrying that the Aztec would not put up with them for long.

**LITERAL**—What did the Spaniards do after they fled Tenochtitlán?

» They rebuilt their army using unhappy subjects of the Aztec Empire.

**LITERAL**—What factors helped enable the final Spanish conquest of the Aztec capital?

» The population was weakened by hunger and the effects of disease. The Spanish army was bolstered by many native fighters and by superior weapons.
Atahualpa was a prisoner, and thousands of Inca people lay dead. Time passed, and Francisco Pizarro and his soldiers grew bolder. They learned that the Inca had many rich treasures. Some of the captives had seen the gold and silver stored in secret places. The Inca had many enemies, and the Spaniards thought they might be able to control the Inca with clever promises and promises of gold.

Pizarro found Inca temples decorated with gold and silver, he guessed. He thought he might find the treasure the Inca had promised. He broke his promise. He demanded gold and silver, and the Inca paid a tremendous ransom in hopes of gaining his freedom from his Spanish captors. The ransom was worth millions of dollars today. But the ransom was never enough. Atahualpa was still treated as a prisoner. He was tortured, and his enemies plotted to kill him. Finally, the Spanish brought Atahualpa to Cajamarca. There, they killed him with a bullet to the head. The Inca Empire had been destroyed.

The Sapa Inca's death was the beginning of the end for the Inca Empire. The Inca had become weak and divided, and they were not able to resist the Spanish invaders. In 1532, the Inca were conquered by Pizarro and his army. The Inca Empire was destroyed, and the Sapa Inca was executed.

Spanish conquistadors led by Francisco Pizarro had conquered the Inca Empire in 1532. They brought Christianity to the Americas. However, their greed for gold and thirst for power also led to the destruction of two of the most amazing civilizations in history. The changes they had begun would lead to the deaths of millions of people. The Inca had no contact with the Europeans that had arrived in the Americas, so they were unable to fight off the invaders. But they had the natural ability to fight off the European germs. They became very ill and died by the thousands. The Inca had no way of knowing that the strange visitors were bringing deadly diseases.

The Sapa Inca himself had heard rumors of an empire in South America that was even richer than the Aztec Empire. In 1527, Francisco Pizarro had heard of this empire. Pizarro led a group of about 160 men to find this empire. When Pizarro found the Inca, he was marching into Cajamarca with six thousand unarmed nobles and attendants. He was looking for. Pizarro had heard rumors of a strange visitor who could hold the Inca in his hand. Pizarro was a brave and clever man. He knew that the Inca would not rest easy on his throne, however. Before long, Atahualpa would face his Spanish enemies.

The bearded strangers were Spanish conquistadors led by Francisco Pizarro. Pizarro had heard rumors of an empire in South America that was even richer than the Aztec Empire. This rumor was confirmed when he came upon an Inca temple decorated in gold and silver. Francisco Pizarro hoped to find even greater riches in South America than Cortés found in Tenochtitlán. This rumor was confirmed when he came upon an Inca temple decorated in gold and silver. He was marching into Cajamarca with six thousand unarmed nobles and attendants. He was looking for. Pizarro had heard rumors of a strange visitor who could hold the Inca in his hand. Pizarro was a brave and clever man. He knew that the Inca would not rest easy on his throne, however. Before long, Atahualpa would face his Spanish enemies.

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LITERAL—What did Pizarro do after he collected the ransom offered for Atahualpa?

» Pizarro ordered the Sapa Inca to be murdered.

INFERENTIAL—What can you infer about the state of the Inca Empire by its quick collapse following the death of Atahualpa?

» Possible answer: The Inca had had their spirit crushed by the impact of disease and the death of their leader. The empire quickly fell as a result of the Spanish attacks.

Timeline

- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the factors that contributed to the end of the Aztec and Inca Empires?”
- Post the image cards on the right side of the Timeline, under the dates referencing the 1400s and 1500s; refer to the illustration in the Unit 2 Introduction for further guidance on the placement of each image card to the Timeline.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were the factors that contributed to the end of the Aztec and Inca Empires?”

  » Key points students should cite include: The arrival of the Spanish placed a strain on both empires. The Spanish were able to defeat both the Aztec and Inca, in part, because they had weapons and technology that the Aztec and Inca did not have. The Aztec and Inca were also greatly weakened by disease, which the Spanish unintentionally introduced to the Americas. The Aztec were made vulnerable by their harsh treatment of conquered people.

- Choose one of the Core Vocabulary words or the phrase (expedition, “religious ceremony,” smallpox, immunity, or epidemic), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.
Additional Activities

**Domain Vocabulary: Chapters 5–7 (RI.5.4)**

**Materials Needed:** (1) Sufficient copies of the Domain Vocabulary: Chapters 5–7 (AP 7.1), (2) pens and pencils for all students.

Distribute Domain Vocabulary: Chapters 5–7 (AP 7.1) found on pages 98 and 99 of the Teacher Resources section. Ask students to use the words in the word box to complete the statements and then to use the number clues to find the mystery word. Allow students to work through the activity pages independently, or arrange students in pairs or groups.

**Cortés’s Letter to Charles V (RL.5.2, RI.5.8)**

**Materials Needed:** (1) Sufficient copies of “Cortés’s Letter to Charles V” (NFE 1), found in Teacher Resources, pages 101–102.

The following activity is aimed at helping students appreciate the cultural conflict and interaction that occurred when the Spanish conquistadors arrived in the Americas, looking to achieve wealth and spread the Catholic religion among populations they considered to be godless barbarians.

**Background for Teachers**

This activity focuses on a primary source document from Hernán Cortés to his king, Charles V. Cortés was among a number of enthusiastic Spaniards who came to the Americas in the aftermath of Christopher Columbus’s encounter with the native people of the Americas in 1492. Columbus’s experience motivated other explorers to set sail with the prospect of wealth and glory. To learn more about Columbus’s impact on the Americas and about Cortés, use this primary unit link to the Core Knowledge web page, where a specific link to an article about Cortés in the Encyclopaedia Britannica may be found:

www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities

Distribute copies of “Cortés’s Letter to Charles V” to students. Read through the document together as a class, helping students with some of the challenging vocabulary. For example, you can help students understand that:

- *situated* (paragraph 1) means “located”
- *league* (paragraph 1) is a unit of measure that equals about 3.5 miles
- *edifice* (paragraph 3) means “building”
- *habitations* (paragraph 3) means “places where people live”
- *domestic* (paragraph 5) means “having to do with the home”
• *appointments* (paragraph 5) means “furnishings”

• *prostrated* (paragraph 6) means “lay flat on the ground”

After students have finished reading the excerpt, briefly discuss the story as a class, using the following questions as a guide:

1. **What seems to be Cortés’s purpose in writing to his king?**
   - He seems to be writing to describe the most interesting aspects of Tenochtitlán for the king.

2. **Do you think Cortés is impressed with Tenochtitlán? Why or why not?**
   - In general, Cortés seems very impressed with Tenochtitlán.

3. **Cortés seems to admire many parts of the city. What are some examples of features he highlights and praises?**
   - Possible answers: Cortés praises the vitality of the marketplace, the construction of the buildings, the ingenious water system, and the fine quality of the houses.

4. **What does Cortés imply about the wealth of Moctezuma?**
   - Cortés implies that Moctezuma is very wealthy and lives in great splendor.

5. **What does this letter tell you about the attitude of the Spanish conquistadors toward the Aztec?**
   - Students should recognize that the letter shows that the Spanish were impressed by what they found in Tenochtitlán. The Spanish described the city as “grand” and made reference to the relative size of the city compared to ones in Spain, as well as referring to the “grandeur” of its buildings.

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**History of the Conquest of Peru (RL.5.2, RI.5.8)**

**Materials Needed:** (1) Sufficient copies of *History of the Conquest of Peru* (NFE 2) found in Teacher Resources, pages 103–105.

The following activity is aimed at helping students appreciate the military culture of the Inca civilization, including the advanced system they had developed to mobilize, transport, and care for troops who went to battle.

**Background for Teachers**

This activity focuses on a primary source document written in the year 1800 by William H. Prescott. Prescott’s book focuses on Pizarro’s conquest of the Inca. The excerpt selected for students to read, however, focuses on Inca military practices.
Go to the *Encyclopaedia Britannica* websites to learn more about Francisco Pizarro and William H. Prescott. The primary unit link will take you to the Core Knowledge web page, where the specific links for this information may be found:

[www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities](http://www.coreknowledge.org/hgca-g5-maya-aztec-inca-activities)

Distribute the *History of the Conquest of Peru* nonfiction excerpt to students. Read through the document together as a class, helping students with some of the challenging vocabulary. For example, you can help students understand that:

- **probable** (paragraph 1) means “likely to happen”
- **contemporaries** (paragraph 1) means “people who are about the same age living at the same time”
- **subaltern** (paragraph 1) means “low in status”
- **casque** (paragraph 2) means “helmet”
- **sufficed** (paragraph 3) means “to be enough”
- **magazines** (paragraph 4) means “places to store supplies”
- **traverse** (paragraph 4) means “to go across”
- **burghers** (paragraph 4) means “wealthy people” (this is a German word)
- **prevail** (paragraph 5) means “to win or succeed”
- **confederated** (paragraph 5) means “in an alliance”
- **maxim** (paragraph 6) means “a short saying”
- **benevolence** (paragraph 6) means “kindness”
- **prudence** (paragraph 6) means “caution”
- **protracted** (paragraph 7) means “long-lasting”
- **obstinate** (paragraph 7) means “stubborn”
- **annals** (paragraph 7) means “historical records”
- **sanguinary** (paragraph 7) means “causing bloodshed”

After students have finished reading the excerpt, briefly discuss the excerpt as a class, using the following questions as a guide:

1. **What was the role of the military in Inca culture?**
   
   » People from all levels of society fought in the military. They trained extensively and were ready to fight at a moment’s notice.

2. **How did the weapons and dress of Inca soldiers reflect their rank in society?**
   
   » People of lower ranks wore much simpler armor and carried simpler weapons. People of higher ranks in society adorned their weapons with gold and silver. They also decorated their armor with things like feathers.
3. What factors made it easier for the Inca to call together the army and march to war? What does this tell you about the Inca civilization?

» The Inca used their complex system of roads and bridges to move people from place to place. They also made sure that the soldiers would have places to stay and places where they would be fed. This shows that the Inca were well prepared for conflict.

4. The excerpt says about the Sapa Inca, “[H]e allowed his troops to commit no unnecessary outrage on person or property.” What does this statement tell you about the Inca?

» The Sapa Inca, even though his people were at war, did not want them to cause any damage that did not absolutely have to happen to win. This shows that the Inca were a benevolent people, even to their enemies. It also reflects the fact that the Inca wanted to include the people they conquered in their empire.

5. Why do you think the Inca took care of their soldiers by providing food and shelter and letting them return home if they had been gone for too long?

» The Inca knew it was important to take care of your soldiers. If the soldiers are unhappy or unhealthy, they’re less willing and able to fight for the empire.
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Unit Assessment: Maya, Aztec, and Inca Civilizations

Circle the letter of the best answer for each question.

1. Where was the Maya civilization located?
   a) in present-day Argentina
   b) in present-day Brazil
   c) in and around the Yucatán Peninsula
   d) in and around the Andes Mountains

2. What structures would an archaeologist most likely find among the ruins of a Maya city?
   a) canals
   b) suspension bridges
   c) causeways
   d) ball courts

3. The Maya had advanced scientific knowledge, but they did not develop
   a) telescopes.
   b) a system of numbers.
   c) an accurate calendar.
   d) a system of writing.

4. Which were the tallest and most important buildings in Maya cities?
   a) pyramids
   b) storehouses for food
   c) observatories to study the stars
   d) ball courts

5. Where did the Aztec build the capital of their civilization?
   a) in Cuzco in present-day Peru
   b) in Tenochtitlán in present-day Mexico
   c) on an island in the Caribbean
   d) in the rainforests of the Yucatán Peninsula

6. Which word best describes the Aztec before they built their empire?
   a) sailors
   b) farmers
   c) wanderers
   d) scientists
7. The Aztec were best known as  
   a) great road builders.  
   b) fierce warriors.  
   c) talented musicians.  
   d) kindly rulers.  

8. Which of the following was not found in both the Maya and Aztec civilizations?  
   a) the practice of human sacrifice  
   b) a number of independent city-states  
   c) impressive cities with grand buildings  
   d) life built around religion  

9. Who was the Aztec ruler in 1519?  
   a) Hernán Cortés  
   b) Moctezuma II  
   c) Atahualpa  
   d) Francisco Pizarro  

10. Which of the following best describes the Aztec government?  
    a) an empire united under a single ruler  
    b) a collection of city-states, each with its own ruler  
    c) tribal groups with no central government  
    d) a democracy with a president elected by the commoners  

11. What was unusual about the Aztec capital Tenochtitlán?  
    a) It was surrounded by dense rainforest.  
    b) It had a network of expertly built stone roads.  
    c) It was built on an island.  
    d) It was built high in the mountains.  

12. What was one reason the Aztec waged war so often?  
    a) They were always under attack from their neighbors.  
    b) They needed prisoners for human sacrifices.  
    c) They believed the gods enjoyed seeing humans fight.  
    d) They needed more land for growing crops.  

13. What region did the Inca rule?  
    a) central Mesoamerica  
    b) east coast of Central America  
    c) Gulf coast of South America  
    d) Pacific coast of South America
14. Which mountain range runs through the middle of the Inca Empire?  
   a) Atlas  
   b) Andes  
   c) Rockies  
   d) Himalayas

15. Who was the Sapa Inca?  
   a) sole ruler of the Inca Empire  
   b) Inca god of the sun  
   c) Inca high priest in charge of sacrifices  
   d) wife of the Inca emperor

16. The He-Who-Sees-Everything was  
   a) the main Inca god.  
   b) an Inca tax collector and matchmaker.  
   c) the Sapa Inca.  
   d) a priest who lived on top of Machu Picchu.

17. What animal played a central role in the life and culture of the Inca?  
   a) camel  
   b) llama  
   c) horse  
   d) eagle

18. For what purpose did the Inca use quipu?  
   a) to cross a river  
   b) to cure an illness  
   c) to kill an enemy  
   d) to record information

19. How were the Inca able to farm on mountainsides?  
   a) They used alpacas to plow for them.  
   b) They cut terraces into the land.  
   c) They planted crops with long roots.  
   d) They built the Royal Road.

20. What do Cuzco, Machu Picchu, and Quito have in common?  
   a) They were European diseases.  
   b) They were Inca gods.  
   c) They were Inca communities.  
   d) They were Inca rulers.
21. Inca stonework was especially impressive because
   a) the Inca had no way to cut stone.
   b) there were few flat stones in the Andes.
   c) the Inca did not use mortar.
   d) earthquakes often knocked down Inca buildings.

22. Which pair of adjectives best describes the way the Aztec and Inca first greeted the Spanish?
   a) threatening and violent
   b) curious and friendly
   c) bored and uninterested
   d) bold and angry

23. Who led the Spanish invasion of the Aztec Empire?
   a) Francisco Pizarro
   b) Christopher Columbus
   c) Hernán Cortés
   d) Huayna Capac

24. What did Moctezuma and Atahualpa have in common?
   a) They were Spanish conquerors.
   b) They were emperors taken hostage by the Spanish invaders.
   c) They were cities destroyed by the Spanish.
   d) They were languages spoken by the Inca and Aztec.

25. Which of the following is not a reason that the Spaniards were able to quickly conquer the Aztec and Inca empires?
   a) Epidemics weakened the native people.
   b) Native populations were not fully united behind native rulers.
   c) The Spanish had better weapons and military technology.
   d) The Spanish forces outnumbered the native forces.
Match each term to its definition.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. ____ empire</td>
<td>a) moving around often in search of food</td>
</tr>
<tr>
<td>27. ____ engineer</td>
<td>b) to give or to kill something for a religious purpose</td>
</tr>
<tr>
<td>28. ____ nomadic</td>
<td>c) a city that is an independent political state with its own ruling government</td>
</tr>
<tr>
<td>29. ____ temple</td>
<td>d) a period of time in which a king or queen rules</td>
</tr>
<tr>
<td>30. ____ hieroglyph</td>
<td>e) a building with religious use or meaning</td>
</tr>
<tr>
<td>31. ____ sacrifice</td>
<td>f) a body’s ability to remain free of illness even after being exposed to the cause of the illness</td>
</tr>
<tr>
<td>32. ____ city-state</td>
<td>g) a group of countries or territories under the control of one ruler</td>
</tr>
<tr>
<td>33. ____ immunity</td>
<td>h) a special journey taken by a group that has a clear purpose or goal</td>
</tr>
<tr>
<td>34. ____ expedition</td>
<td>i) someone who uses science and math to design useful objects or buildings</td>
</tr>
<tr>
<td>35. ____ reign</td>
<td>j) a picture or symbol representing an idea, an object, a syllable, or a sound</td>
</tr>
</tbody>
</table>
Performance Task: Maya, Aztec, and Inca Civilizations

Teacher Directions: The Spaniards who came to the Americas and eventually conquered the Aztec and Inca empires expressed admiration for the wealth and achievements of the civilizations they encountered.

Ask students to write a brief essay about the achievements of the Maya, Aztec, and Inca civilizations. Encourage students to use their Student Readers to take notes and organize their thoughts about the great achievements of the Maya, Aztec, and Inca on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide four to six specific examples or arguments about the great achievements of the Maya, Aztec, and Inca civilizations to use as the basis of their essay.

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Maya</th>
<th>Aztec</th>
<th>Inca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Mathematical, and Engineering Skill (Including Inventions and Architecture)</td>
<td>• Had a highly accurate calendar</td>
<td>• Built the city of Tenochtitlán on an island in a lake with complex of canals and causeways</td>
<td>• Built a network of roads, bridges, and cities with expert stonework</td>
</tr>
<tr>
<td></td>
<td>• Had detailed knowledge of stars</td>
<td>• Created floating gardens to help feed huge population</td>
<td>• Created terraced farms on mountainsides</td>
</tr>
<tr>
<td></td>
<td>• Math system had a zero and allowed for complex calculations</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Built enormous temples and pyramids</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Writing and Record Keeping</td>
<td>• Hieroglyphic writing system with more than eight hundred symbols</td>
<td>• Had a writing system featuring pictograms</td>
<td>• Used quipu to keep records</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>• Kept records in codices</td>
<td></td>
</tr>
<tr>
<td><strong>Rulers/Government</strong></td>
<td>• Created large city-states</td>
<td>• Created a huge city and conquered a large empire</td>
<td>• Created efficient administration to oversee a huge empire, with central control of a population of twelve million</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Cultural Features (Including Myths and Religious Practice)</strong></td>
<td>• Played sacred ball game</td>
<td>• Had complex religious beliefs featuring human sacrifice</td>
<td>• Skilled weavers, used cotton and wool from alpacas and llamas</td>
</tr>
</tbody>
</table>
**Performance Task Scoring Rubric**

**Note:** Students should be evaluated on the basis of their written responses, using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average</strong></td>
<td>Response is accurate and detailed and demonstrates strong background knowledge of the Maya, Aztec, and Inca civilizations. Student writing includes at least five examples of impressive achievements, including at least one from each of the three major civilizations of the Americas. Student writing uses linking words and phrases to connect ideas, demonstrating strong understanding of the subject discussed. A few minor errors may be present.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>Response is mostly accurate and somewhat detailed and demonstrates background knowledge of the Maya, Aztec, and Inca civilizations. Student writing includes at least four examples of impressive achievements, including at least one from each of the three major civilizations of the Americas. Student writing uses some linking words or phrases to connect ideas. Some minor errors may be present.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>Response is mostly accurate and demonstrates some background knowledge of the Maya, Aztec, and Inca civilizations, but the response lacks detail. The essay gives several facts about the achievements of the great civilizations of the Americas but does not give examples from each. Student writing may exhibit issues with organization, focus, and/or control of standard English grammar.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>Response is incomplete and demonstrates minimal background knowledge of content discussed in the unit. Student writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</td>
</tr>
</tbody>
</table>
Performance Task Activity: *Maya, Aztec, and Inca Civilizations*

The Spaniards who came to the Americas and eventually conquered the Aztec and Inca empires expressed admiration for the wealth and achievements of the civilizations they encountered. Write an essay that describes the great achievements of the three civilizations of the Americas—the Maya, Aztec, and Inca. In your writing, cite at least five different achievements, at least one from each civilization.

Use the table on the next page to take notes and organize your thoughts. You may look back at the chapters in *Maya, Aztec, and Inca Civilizations*. 
Maya, Aztec, and Inca Civilizations Performance Task Notes Table

Use the table below to help organize your thoughts about the achievements of the Maya, Aztec, and Inca civilizations. You do not need to complete the entire table to write your response, but you should try to list five different achievements, at least one from each of the three civilizations.

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Maya</th>
<th>Aztec</th>
<th>Inca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Mathematical, and Engineering Skill (Including Inventions and Architecture)</td>
<td>• Had a highly accurate calendar</td>
<td>• Created floating gardens to help feed huge population</td>
<td>• Created terraced farms on mountainsides</td>
</tr>
<tr>
<td>Writing and Record Keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rulers/Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Features (including Myths and Religious Practice)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Page 1.2: World Geography

1. What body of water separates the Americas from Europe and Africa?

2. About how many miles by sea are the Americas from Spain?

3. What body of water separates the Americas from Asia and Australia?

4. Which continent is Spain a part of?

5. Which continent is Peru a part of?
Activity Page 1.3: Modern Map of North America, Central America, and South America

Use with Chapter 1

Modern Map of the Americas
Activity Page 1.4: Geography of the Americas

1. In which country is the largest part of the Yucatán Peninsula found?

2. On which continent are the Andes Mountains located?

3. What major river is located in South America?

4. Name one country in North America.

5. Name three countries in South America.

6. Name the countries in South America that the Andes Mountains pass through.

7. What ocean borders the west coast of South America?
Activity Page 1.5: Map of the Maya, Aztec, and Inca Civilizations

Use with Chapter 1

Map of the Maya, Aztec, and Inca Civilizations
1. Which civilizations were located in present-day Mexico and Central America?

2. Which civilization was located in South America?

3. Use the distance scale to estimate the geographic size of the Maya civilization.
# Civilizations of the Maya, Aztec, and Inca

Fill in the table below with information about each civilization.

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Maya</th>
<th>Aztec</th>
<th>Inca</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dates of Existence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inventions/Developments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Elements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Civilizations of the Maya, Aztec, and Inca

Fill in the table below with information about each civilization.

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Maya</th>
<th>Aztec</th>
<th>Inca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language/ Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rulers/ Government</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Page 4.1: Domain Vocabulary: Chapters 1–4

Circle the correct term from the options presented to complete each sentence.

Example: The Maya were known for building great __________________ structures.

wood  stone  brick

1. An Aztec __________________ was a kind of book made out of folded bark.
codex  pictogram  scribe

2. The __________________ civilization rose in the rainforests of the Yucatán Peninsula.
Aztec  Maya  nomadic

3. Losers of a Maya pok-ta-pok game might be used as a human _________________.
initiation ceremony  sacrifice  priest

4. The Maya calendar included a(n) ________________ that fell every four years.
leap year  equinox  codex

5. The Aztec capital was an island connected by ________________ to the mainland.
litters  canals  causeways

6. The Maya civilization was made up of a number of different ________________ that often fought each other.
city-states  empires  emperors

7. Through the work of ________________, we have learned a lot about the ancient world of Mesoamerica.
architecture  astronomy  archaeologists

8. Tenochtitlán was known for its Great Temple, a ________________ that rose ninety feet into the air.
pyramid  hieroglyph  civilization

9. During the ________________ of Moctezuma, Tenochtitlán reached its height of glory.
civilization  reign  Mesoamerica

10. Maya ________________ were responsible for writing down important events in the empire.
scribes  hieroglyphs  emperors
Activity Page 4.2: Create a Codex

Create a Codex

Observe the pictures below. They are symbols from the Aztec writing system. These symbols represent words. A codex, with many symbols, can tell a story.

Directions

1. Think about the way you travel to school every day. Visualize what the roads are like and what you see out the window along the way. Write your thoughts down on a piece of notebook paper.

2. Fold a piece of construction paper six times in an accordion style to make a book.

3. Think of a symbol that represents each idea or object related to your journey to school. Use a pencil to draw these symbols on each page of the codex. Draw them in the order in which they occurred during your journey.

4. Color in each symbol.

5. Switch codices with a partner. Try to guess the story that your partner is telling through the symbols. Let your partner know if he or she is correct.
Activity Page 7.1: Domain Vocabulary: Chapters 5–7

Use the words to complete each statement. Then, use the number clues to solve the mystery word.

<table>
<thead>
<tr>
<th>llama</th>
<th>engineers</th>
<th>pictograms</th>
<th>suspension bridge</th>
<th>mortar</th>
</tr>
</thead>
<tbody>
<tr>
<td>smallpox</td>
<td>plateau</td>
<td>religious ceremony</td>
<td>alpaca</td>
<td>census</td>
</tr>
<tr>
<td>immunity</td>
<td>epidemics</td>
<td>conquistadors</td>
<td>expedition</td>
<td>litter</td>
</tr>
<tr>
<td>Inca</td>
<td>terraces</td>
<td>clans</td>
<td>geographical diversity</td>
<td>official</td>
</tr>
</tbody>
</table>

1. The pages of the Aztec codex were covered with ___ ___ ___ ___ ___ ___ ___ ___: 1 2 3 4 5 6 7 8 9 10

2. The ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ that crossed the Apurimac River in Peru got a new set of ropes every two years.

3. The Inca depended on the ___ ___ ___ ___ ___ for wool and the ___ ___ ___ ___ ___ as a pack animal.

4. In order to set taxes for a village, the Inca first took a ___ ___ ___ ___ ___ to count how many people lived there.

5. The world of the Inca included great ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ _, including coastlines, arid plans, and high mountains.

6. Because they had no ___ ___ ___ ___ ___ ___ against European diseases, the Aztec suffered terrible ___ ___ ___ ___ ___ ___ ___ ___ of diseases such as ___ ___ ___ ___ ___ ___ ___ ___.

7. The Inca were skilled ___ ___ ___ ___ ___ ___ ___ ___ ___ who were expert at construction.

8. Inca workers cut and fit stones together very carefully and did not use any ___ ___ ___ ___ ___ ___.

9. The Inca ___ ___ ___ ___ ___ ___ ___ traveled throughout the empire to make sure people obeyed the laws.
10. Hernán Cortés led the ___ ___ ___ ___ ___ ___ ___ ___ ___ on an ___ ___ ___ ___ ___ ___ ___ ___ ___ to the Aztec capital.

11. Human sacrifice was a kind of ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

12. Wherever he went, the Sapa Inca was carried on a ___ ___ ___ ___ ___.

13. The ___ ___ ___ ___ carved ___ ___ ___ ___ ___ ___ ___ ___ into the mountainsides to help them farm the rugged land.

14. Among the land ruled by the Sapa Inca was the broad ___ ___ ___ ___ ___ ___ between the twin ranges of the Andes Mountains.

15. All Inca people belonged to ___ ___ ___ ___ ___ that included several other families.

Mystery Word: We know about the great ancient civilizations of Mesoamerica and South America in part because of the work of these type of experts.
Answer Key: Maya, Aztec, and Inca Civilizations

Unit Assessment


Activity Pages

World Geography (AP 1.2)

1. the Atlantic Ocean
2. about 4,000 miles at the shortest point
3. the Pacific Ocean
4. Europe
5. South America

Geography of the Americas (AP 1.4)

1. Mexico
2. South America
3. Amazon River
4. Mexico, United States, Canada
5. Brazil, Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia, Paraguay, Uruguay, Guyana, Suriname, French Guiana
6. Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina
7. Pacific Ocean

Geography of the Maya, Aztec, and Inca Civilizations (AP 1.6)

1. Maya and Aztec
2. Inca
3. approximately 250 miles wide and 500 miles long

Domain Vocabulary: Chapters 1–4 (AP 4.1)

1. codex
2. Maya
3. sacrifice
4. leap year
5. causeways
6. city-states
7. archaeologists
8. pyramid
9. reign
10. scribes

Domain Vocabulary: Chapters 5–7 (AP 7.1)

1. pictograms
2. suspension bridge
3. alpaca, llama
4. census
5. geographical diversity
6. immunity, epidemics, smallpox
7. engineers
8. mortar
9. official
10. conquistadors, expedition
11. religious ceremony
12. litter
13. Inca, terraces
14. plateau
15. clans

Mystery word: archaeologists
Nonfiction Excerpt 1: Cortes’s Letter to Charles V

In 1520, Hernán Cortés wrote a letter to the king of Spain, Charles V. In this letter, Cortés describes Tenochtitlán.

This great city of Tenochtitlán is situated in a lake, and from the main land to the denser parts of it, by whichever route one chooses to enter, the distance is two leagues. There are four avenues or entrances to the city, all of which are formed by artificial causeways, two spears’ length in width. The city is as large as Seville or Cordova; its streets, I speak of the principal ones, are very wide and straight; some of these, and all the inferior ones, are half land and half water, and are navigated by canoes. All the streets at intervals have openings, through which the water flows, crossing from one street to another; and at these openings, some of which are very wide, there are also very wide bridges. . . . This city has many public squares, in which are situated the markets and other places for buying and selling. There is one square . . . where are daily assembled more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords. . . .

Every kind of merchandise is sold in a particular street or quarter assigned to it exclusively, and thus the best order is preserved. They sell everything by number or measure; at least so far we have not observed them to sell anything by weight. There is a building in the great square that is used as an audience house, where ten or twelve persons, who are magistrates, sit and decide all controversies that arise in the market, and order delinquents to be punished. . . .

This great city contains a large number of temples, or houses, for their idols, very handsome edifices, which are situated in the different districts and the suburbs; in the principal ones religious persons of each particular sect are constantly residing, for whose use, besides the houses containing the idols, there are other convenient habitations. . . . Among these temples there is one which far surpasses all the rest, whose grandeur of architectural details no human tongue is able to describe; for within its precincts, surrounded by a lofty wall, there is room enough for a town of five hundred families. Around the interior of the enclosure there are handsome edifices, containing large halls and corridors, in which the religious persons attached to the temple reside. There are fully forty towers, which are lofty and well built, the largest of which has fifty steps leading to its main body, and is higher than the tower of the principal tower of the church at Seville. . . . All these towers
are the burial places of the nobles, and every chapel in them is dedicated to a particular idol, to which they pay their devotions.

This noble city contains many fine and magnificent houses; which may be accounted for from the fact, that all the nobility of the country, who are the vassals of Moctezuma, have houses in the city, in which they reside a certain part of the year; and besides, there are numerous wealthy citizens who also possess fine houses. All these persons, in addition to the large and spacious apartments for ordinary purposes, have others, both upper and lower, that contain conservatories of flowers. Along one of these causeways that lead into the city are laid two pipes, constructed of masonry, each of which is two paces in width, and about five feet in height. An abundant supply of excellent water, forming a volume equal in bulk to the human body, is conveyed by one of these pipes, and distributed about the city, where it is used by the inhabitants for drink and other purposes. The other pipe, in the meantime, is kept empty until the former requires to be cleansed, when the water is let into it and continues to be used till the cleaning is finished.

Reservoirs resembling canals are constructed on the bridges, through which the fresh water is conveyed. These reservoirs are of the breadth of the body of an ox, and of the same length as the bridges.

In regard to the domestic appointments of Moctezuma, I know not where to begin. He was served in the following manner: Every day as soon as it was light, six hundred nobles and men of rank were in attendance at the palace, who either sat, or walked about the halls and galleries, and passed their time in conversation, but without entering the apartment where his person was. The meals were served in a large hall, in which Moctezuma was accustomed to eat, and the dishes quite filled the room, which was covered with mats and kept clean.

Both at the beginning and end of every meal, they furnished water for the hands; and the napkins used on these occasions were never used a second time; this was the case also with the plates and dishes, which were not brought again; but new ones in place of them. He is also dressed every day in four different suits, entirely new, which he never wears a second time. Whenever Moctezuma appeared in public, which is seldom the case, all those who accompanied him, or whom he accidentally met in the streets, turned away without looking towards him, and others prostrated themselves until he had passed.
Nonfiction Excerpt 2: *History of the Conquest of Peru*

(excerpts from the book by William Hickling Prescott)

It seems probable that every Peruvian, who had reached a certain age, might be called to bear arms. But the rotation of military service, and the regular drills, which took place twice or thrice in a month, of the inhabitants of every village, raised the soldiers generally above the rank of a raw militia. The Peruvian army, at first inconsiderable, came, with the increase of population, in the latter days of the empire, to be very large, so that their monarchs could bring into the field, as contemporaries assure us, a force amounting to two hundred thousand men. They showed the same skill and respect for order in their military organization, as in other things. The troops were divided into bodies corresponding with our battalions and companies, led by officers, that rose, in regular gradation, from the lowest subaltern to the Inca noble, who was entrusted with the general command.

Their arms consisted of the usual weapons employed by nations, whether civilized or uncivilized, before the invention of powder: bows and arrows, lances, darts, a short kind of sword, a battle-axe or partisan, and slings, with which they were very expert. Their spears and arrows were tipped with copper, or, more commonly, with bone, and the weapons of the Inca lords were frequently mounted with gold or silver. Their heads were protected by casques made either of wood or of the skins of wild animals, and sometimes richly decorated with metal and with precious stones, surmounted by the brilliant plumage of the tropical birds. These, of course, were the ornaments only of the higher orders. The great mass of the soldiery were dressed in the peculiar costume of their provinces, and their heads were wreathed with a sort of turban or roll of different-colored cloths, that produced a gay and animating effect. Their defensive armor consisted of a shield or buckler, and a close tunic of quilted cotton, in the same manner as with the Mexicans. Each company had its particular banner, and the imperial standard, high above all, displayed the glittering device of the rainbow,—the armorial ensign of the Incas, intimating their claims as children of the skies.

By means of the thorough system of communication established in the country, a short time sufficed to draw the levies together from the most distant quarters. The army was put under the direction of some experienced chief, of the blood royal, or, more frequently, headed by the Inca in person. The march was rapidly performed, and with little fatigue to the soldier; for, all along the great routes, quarters were provided for him, at regular distances, where he could find ample accommodations. The country is still covered with the remains of military works,
constructed of porphyry or granite, which tradition assures us were designed to lodge the Inca and his army.

At regular intervals, also, magazines were established, filled with grain, weapons, and the different munitions of war, with which the army was supplied on its march. It was the especial care of the government to see that these magazines, which were furnished from the stores of the Incas, were always well filled. When the Spaniards invaded the country, they supported their own armies for a long time on the provisions found in them. The Peruvian soldier was forbidden to commit any trespass on the property of the inhabitants whose territory lay in the line of march. Any violation of this order was punished with death. The soldier was clothed and fed by the industry of the people, and the Incas rightly resolved that he should not repay this by violence. Far from being a tax on the labors of the husbandman, or even a burden on his hospitality, the imperial armies traversed the country, from one extremity to the other, with as little inconvenience to the inhabitants, as would be created by a procession of peaceful burghers, or a muster of holiday soldiers for a review.

From the moment war was proclaimed, the Peruvian monarch used all possible expedition in assembling his forces, that he might anticipate the movements of his enemies, and prevent a combination with their allies. It was, however, from the neglect of such a principle of combination, that the several nations of the country, who might have prevailed by confederated strength, fell one after another under the imperial yoke. Yet, once in the field, the Inca did not usually show any disposition to push his advantages to the utmost, and urge his foe to extremity. In every stage of the war, he was open to propositions for peace; and although he sought to reduce his enemies by carrying off their harvests and distressing them by famine, he allowed his troops to commit no unnecessary outrage on person or property.

“We must spare our enemies,” one of the Peruvian princes is quoted as saying, “or it will be our loss, since they and all that belongs to them must soon be ours.” It was a wise maxim, and, like most other wise maxims, founded equally on benevolence and prudence. The Incas adopted the policy claimed for the Romans by their countryman, who tells us that they gained more by clemency to the vanquished than by their victories.

In the same considerate spirit, they were most careful to provide for the security and comfort of their own troops; and, when a war was long protracted, or the climate proved unhealthy, they took care to relieve their men by frequent
reinforcements, allowing the earlier recruits to return to their homes. But while thus economical of life, both in their own followers and in the enemy, they did not shrink from sterner measures when provoked by the ferocious or obstinate character of the resistance; and the Peruvian annals contain more than one of those sanguinary pages which cannot be pondered at the present day without a shudder. It should be added, that the beneficent policy, which I have been delineating as characteristic of the Incas, did not belong to all; and that there was more than one of the royal line who displayed a full measure of the bold and unscrupulous spirit of the vulgar conqueror.
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El Castillo, equinox in Chichen Itza, Mayan, Post Classic period (600–900 AD)/Chichen Itza, Yucatan, Mexico/Jean-Pierre Courau/Bridgeman Images: 32

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Mayan pictograms representing the months of the year (ink), French School, 20th c/Musee de l’Homme, Paris, France/Bridgeman Images: 32

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View of the Hieroglyphic Stairway, Late Classic Period (600–900 AD) c.760 AD/Copan, Honduras, Central America/Jean-Pierre Courau/Bridgeman Images: 21

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