

MAYA, INCA, AND AZTEC ANCIENT CIVILIZATIONS

Grade Level: First Grade

Presented by: Elizabeth Wilson and Sue Mashburn, Midway Elementary, Alpharetta, GA

Length of Unit: Thirteen Lessons

I. ABSTRACT

This unit is an introduction to the ancient civilizations of the Maya, Inca and Aztec. The students will be exposed to geographical locations, a variety of cultures, and historical events. Archeology is introduced with the question, “how do we know about these ancient civilizations?” Each lesson is designed so students can understand the world outside their locality. The students will experience what it was like to live in the past through role -playing, building and designing architecture, while learning the history of the time period. As the students “live” in a different period other than their own they develop an appreciation and tolerance for other cultures.

II. OVERVIEW

- A. The concept objectives are to develop a sense of historical empathy and to understand ideas people profess affect their behavior. The students will develop a tolerance and appreciation for other cultures, and develop geographical awareness.
- B. The content sequence has been taken from pages 28 and 29 of the 1998 edition of the Core Knowledge Sequence book (Early People and Civilizations, I A-B, II A-b and Modern Civilizations and Culture, III A-B).
- C. The following skills will be taught: Map and globe skills, time and chronology, reference skills, Earth Science- weather/climate, earth history, process skills, mathematics-numeration, reading and writing skills.

III. BACKGROUND KNOWLEDGE

- A. Resources:
 1. Larsen, Linda (1996) Thematic Unit-Mayans, Aztecs and Incas. Huntington Beach, CA: Teacher Created Materials, Inc., #595.
 2. Baquedano, Elizabeth. Aztec, Inca, & Maya. Eyewitness Books. New York: Alfred A. Knopf, Inc. 1993
- B. The first graders should have been exposed to the seven continents unit and have a basic understanding of beginning geography skills.

IV. RESOURCES

- A. Teacher thematic units on Mayan, Incas, Aztecs,
- B. Eyewitness books, series of books: New True.

V. LESSONS

Lesson One: What are the seven continents, four oceans and four directions?

- A. *Daily objectives:*
 1. *Lesson Content:* This lesson is a review of the names and location of the continents, oceans and basic directions by learning songs.
 2. *Concept Objective:* The students will develop geographical awareness.
 3. *Skill Objective:* To identify the names and locations of the continents, oceans and to learn North, South, East, West.
- B. *Materials:*

1. Globe
 2. Large (Poster size) world map, and pointer
 3. chart of songs “Do You Know the Continents?” and “The Earth has Four Oceans”(Appendix A)
 4. worksheet “Name the Continents”(Appendix B)
 5. green and blue play dough
 6. blue plastic tablecloth
- C. *Key Vocabulary:*
1. A globe is a model of the earth.
 2. A map is a flat drawing of all or part of the earth’s surface.
 3. A continent is a large piece of land that is composed of countries.
- D. *Procedures/Activities:*
1. The teacher will review the concept that a globe is a model of the earth and a map is a flat drawing of all or part of the earth’s surface.
 2. The students will locate on the globe and map the seven continents and four oceans with the teacher’s assistance.
 3. The class will read the words to the song “Do Your Know the Continents?” as the teacher points to the continents and directions on the map (appendix A). This song is to the tune of “Down By the Station” the students practice the new words.
 4. Repeat the same procedure with “The Earth has Four Oceans” sung to “My Bonnie Lies Over the Ocean” (appendix A).
 5. To learn the songs and thereby learn the content of each song they need to be repeated several times during the week.
 6. Students will locate and label continents and oceans on copies of world map (appendix B).
 7. The students can make salt maps of the world using green play dough for the continents, light blue for the oceans, and the map of the world (appendix B). After they lay the play dough on the map in the proper shapes, the students can label each continent and ocean with sticker labels.
 8. Extension-The teacher may draw the continents and oceans on a blue tablecloth with a permanent marker. The students may place the shapes and names on the cloth like a puzzle.
- E. *Evaluation/ Assessment:*
1. Have students take turns pointing to continents/oceans on the map as the class sings the song each day.
 2. Observe students as they sing and point to the locations.
 3. Check student copies of world map for accuracy.
- F. *Standardized Test/ State Test Connections:*
1. The student selects a picture depicting one characteristic of a globe.

Lesson Two: The land bridge

A. Daily Objectives:

1. *Lesson Content:* This lesson introduces students to the time period of the Ice Age and the area call the “land bridge,” and how and why people traveled on the “ land bridge.”
2. *Concept Objectives:* The students will develop geographical awareness.
3. *Skill Objective:* The students will identify land bridge, and Ice Age.

- B. *Materials:*
1. Globe and large world map
 2. one copy per student of “Top of the world” Map appendix C
 3. White glitter and glue
 4. Timeline showing 12,000 BC
 5. Pictures of Mammoth and Mastodon from books such as Wild and Woolly Mammoths: A Let’s Read and Find Out Book and Prehistoric Mammals: A New World
 6. Clear glass baking dish filled with sod and water which has been frozen overnight
 7. Pictures of first Americans from The First Americans: A History of the U.S.
- C. *Key Vocabulary:*
1. Beringia, see procedures
 2. Ice Age
 3. mammoth
 4. Prehistoric Mammals
- D. *Procedures/ Activities:*
1. On the time line, mark a section “Ice Age” with an arrow extending back and another arrow pointing to 12,000BC. At the other end of the room, mark the current year if not already marked for prior units of study. Discuss with students what might be meant by “Ice Age”. Read The Ice Age: A New True Book.
 2. Have students touch and observe the frozen sod model early in the day and discuss how it looks and feels.
 3. Using the globes and world maps, have student’s point out the continents of North America and Asia. On the globe point out the closeness of the two continents from the “top of the Earth”. Find the Bering Strait and discuss the “land bridge” known as Beringia.
 4. On their own maps (“Top of the World”- appendix C), students will locate the Bering straits and draw a small bridge between the two continents. Students will then label their maps and apply glitter to areas covered by ice during the last Ice Age.
 5. Read portions of Prehistoric Mammals and Wild and Woolly Mammoths showing pictures. Describe early man and his survival behaviors as hunters of these prehistoric mammals. Summarize information from The First Americans: A History of the U.S. and show pictures.
 6. Locate on the map the possible trails of prehistoric animals and their hunters across Asia, Beringia and into North America. Discuss what happened as the hunters entered North America and proceeded south.
 7. Observe and touch the melted sod. What has happened to the sod as the ice melted? As the ocean expanded what happened to Beringia? (This lesson may take two days.)
- E. *Evaluation/ Assessment:*
1. Teacher observation of discussion and student participation.
 2. Teacher will assess labels on maps.
- F. *Standardized Test/ State Test Connections:*
1. The students will select a picture depicting a landform.

Lesson Three: How do we know about “ancient civilizations?”

- A. *Daily Objectives:*
1. *Lesson Content:* The students will participate in an archeological dig in order to answer the question. How do we know about ancient civilizations?
 2. *Concept Objective:* The students will develop a sense of historical empathy.

3. *Skill Objective:* The students will learn how history is learned and what archeology is.
- B. *Materials:*
1. Webster's New Collegiate Dictionary
 2. antique items (such as jewelry, toys, dishes, etc.)
 3. Eyewitness Books Archeology
 4. toothpicks
 5. clean paintbrushes
 6. paper clips
 7. Popsicle sticks
 8. plastic spoons
 9. firm chocolate chip cookies (one per student)
 10. clay bases to flower pots
 11. paper lunch bags
 12. glue
- C. *Key Vocabulary:*
1. ancient
 2. civilization
 3. plumb
 4. picks
 5. archeology
- D. *Procedures/Activities:*
1. The teacher will read the definitions of "ancient" and "civilizations" from Webster's Collegiate Dictionary. The class will discuss the definitions for further understanding. It is also suggested that the teacher shows examples of antique items (such as old jewelry, toys, etc.) and discusses the difference between adjectives "old" and "ancient". A reference can also be made to the timeline, which was created previously.
 2. The teacher will introduce the science of archeology with the book Eyewitness Books Archeology. She will read about and discuss the job of an archeologist. The pictures in this book can be compared to the antique items that were shown previously.
 3. The teacher will read pg. 22-23 in Eyewitness Books Archeology and discuss the tools that archeologists use for their job.
 4. The students will be asked to simulate an archeological dig. They will be given pretend tools (such as toothpicks, paint brushes, paper clips, Popsicle sticks and plastic spoons). The students will pretend to excavate artifacts by digging the chocolate chips out of a chocolate chip cookie. They will try not to break the chips as they remove them from the cookie.
 5. Extension: The teacher will give each child the base to a clay flowerpot and a brown lunch bag. The child will place the clay pot into the bag, fold and staple the bag closed, and then drop the onto a concrete bag surface in order to break the base.
 6. The child will then simulate the work of an archeologist by trying to piece and glue the clay base back together again.
- E. *Evaluation/Assessment:*
1. At a later time, the teacher will ask the students to write and draw about "how we know about ancient civilizations" in their reflection journal.
- F. *Standardized Test/State Test Connections:*
1. The students will select a picture depicting an early tool.

Lesson Four: Identifying the Mayan Civilization

- A. *Daily Objectives:*
1. *Lesson Content:* The students will be involved in using technology to compare and contrast the civilizations of Native Americans and Mayans with the Kid Pix program.
 2. *Concept Objective:* The students will develop an appreciation for other cultures.
 3. *Skill Objective:* The students will recognize the commonalities between the Mayan Indians and the Indians of North America. They will be exposed to the skill of comparing and contrasting.
- B. *Materials:*
1. Globe or world map
 2. Kid Pix program on computer
- C. *Key Vocabulary:*
1. Native American
 2. Kid Pix
 3. compare
 4. contrast
- D. *Procedures/Activities:*
1. The teacher will brainstorm with the children, before going to the computer lab, how the Native Americans were similar and different from the Mayans. The stamps in the program are eagle, teepee, face of Indian, buffalo, pottery; woven basket, woven blankets, and horses.
 2. The teacher will have covered Native Americans prior to the lesson.
 3. The teacher will guide the students step by step through the lesson in the computer lab on the television monitor. The students will first create a Venn Diagram with the circle tool.
 4. The students will use the typewriter tool to label sections of the Venn Diagram- Native American, both, Mayans.
 5. The student will go to the stamp tool and go to the options, Goodies. The student will select Pick a stamp set.
 6. Pick the stamp set western and find stamps which can fill in Venn Diagram. The students may print and the results may be bound in a book called Comparing Cultures.
- E. *Evaluation/Assessment:*
1. The teacher can score the print outs of the Diagrams for accuracy.
 2. The teacher may keep antidotal records on student's proficiency.
- F. *Standardized Test/ State Test Connections:*
1. The student selects a picture depicting a Native American.

Lesson Five: The City of Chichen Itza

- A. *Daily objectives:*
1. *Lesson Content:* The students will research habitats and customs of Mayans.
 2. *Concept Objective:* The students will develop an appreciation of other cultures and customs.
 3. *Skill Objective:* The students will be introduced to how buildings in the past were made and they will discriminate between different habitats.
- B. *Materials:*
1. Assorted pictures of the Pyramids and other buildings at Chichen Itza
 2. Map of settlement at Chichen Itza - appendix D
 3. Graphics of Cenotes (water supply) -“ Maya Adventure” website

C. *Key Vocabulary:*

1. pyramids
2. shelter
3. burial
4. electricity
5. technology

D. *Procedures/Activities:*

1. Show pictures of Chichen Itza with explanations and purposes of buildings.
2. Compare pyramids with those in Egypt. What was the purpose in Egypt? Chichen Itza?
3. Using graphic of the Cenote (“Maya Adventure” website), discuss why the Mayans would want to build next to an endless supply of water.
4. Discuss cenote formation.
5. Using pictures of Chichen Itza, discuss how these buildings were built and how they could accomplish these tasks without electricity and technology.
6. Students should be allowed to use copies of the photographs to utilize in their comparisons.
7. Students will hear Mayan Rabbit Stories (“Mayan Rabbit Stories” website) and illustrate them.
8. The students will write their own version of a Rabbit Story.

E. *Evaluation/Assessment:*

1. The children will draw 2 pyramids and label each correctly with differences in architecture evident.
2. The teacher will observe students to see who is participating.

F. *Standardized Test/State Test Connections:*

1. The students will depict a social group.

Lesson Six: Acquiring a general knowledge of the Maya language and number system.

A. *Daily objectives:*

1. *Lesson Content:* The students will explore with the Maya language and number system by making a glyph with clay.
2. *Concept Objective:* The students will develop an appreciation for other cultures.
3. *Skill Objective:* To show knowledge of the Maya language and number system.

B. *Materials:*

1. Air drying clay
2. Craft sticks
3. paint
4. Copy of Maya alphabet symbols, appendix E
5. Copy of Maya number system – p. 18 Journey into Civilization the Maya, by Robert Nicholson. New York: Chelsea Juniors, 1993.

C. *Key Vocabulary:*

1. glyph
2. pendent
3. symbols

D. *Procedures/Activities:*

1. The teacher will brainstorm ideas with the children about the importance of writing.
2. The teacher will display the Maya system of writing and ask students to find letters.
3. The teacher will introduce and explain glyphs.

4. The teacher will show an example of a glyph of her name on it.
 5. The students will then make their own clay pendant by using a craft stick to write their name in the clay using the Maya language system.
 6. Bring students back together to explain the number system of the Maya. The teacher will discuss why the number zero is important to their writing. The student will use the Maya number system to translate our number system into the Mayan number system.
 7. The students will experiment with the symbols of mathematics of the Maya on another small piece of clay.
 8. Once the pendant has dried the students may play “Solve the glyph.” The students will be instructed to try to figure out what other student glyphs say.
 9. The students will take turns wearing the archaeologist’s “Solve the Glyph” hat and decode the glyphs.
- E. *Evaluation/Assessment:*
1. The teacher will record on a check sheet to make sure everyone got a turn to “Solve the Glyph.” Beside each person who solved a glyph she may record a plus, check, or minus if the student did not understand how to solve a glyph.
- F. *Standardized Test/ State Test Connections:*
1. The student selects on aspect of a communication system.

Lesson Seven: Aztec Culture

- A. *Daily Objectives:*
1. *Lesson Content:* The students will listen to a story of the Aztecs, and look for aspects of their culture in the book.
 2. *Concept Objective:* The students will gain an appreciation for other cultures.
 3. *Skill Objective:* The students will explain their understanding of the Aztec religion.
- B. *Materials:*
1. Copy of the mask of Tlaloc the God of rain-appendix F
 2. feathers
 3. markers
 4. beads
 5. string
 6. woodsy (gold or silver paint pens)
 7. picture of Tlaloc from the book What We Know About the Aztecs?
- C. *Key vocabulary:*
1. Tlaloc
 2. Aztecs
- D. *Procedures/ Activities:*
1. Make copies of the mask of Tlaloc (The God of Rain) - appendix F
 2. Explain and show the picture (mask) of Tlaloc the God of rain. The Aztecs believed there were different worlds or suns. They believed they were living during the fifth sun. The jaguars, winds, fire and water destroyed the previous suns or worlds. They believed that they had to keep feeding the sun in order to keep it rising. The Aztecs built temples for their Gods and made sacrifices. Tlaloc was the God of rain.
 3. Read from the book What we know about the Aztecs? Discuss the Aztecs dress and crafts. List aspects of culture on board.
 4. Students will color the mask with markers. Students must use many different colors.
 5. Decorate the top with woodsy.
 6. Decorate and punch a hole at one ear. Hang a thick string from the hole.

7. Decorate the string with beads and feathers.
 8. Place feathers at the top of the hat.
- E. *Evaluation/Assessment:*
1. Teacher observation of discussion and student participation.
- F. *Standardized Test / State Test Connections:*
1. The students will depict an event two cultures share.

Lesson Eight: Who were the Aztecs? (The Legend of Tenochtitlan)

- A. *Daily Objectives:*
1. *Lesson Content:* The students will hear a famous legend of Aztec times and learn about the people of the Aztecs.
 2. *Concept Objective:* The students will develop a sense of historical empathy and develop geographical awareness.
 3. *Skill Objective:* The students will demonstrate an understanding of the Aztec legend of Tenochtitlan.
- B. *Materials:*
1. cut outs of parts of legend
 2. Thematic Unit, Mayans, Aztecs, and Incas by Linda J. Larsen
 3. Footsteps in Time The Aztecs, by Sally Hewitt
 4. The Sad Night, by Sally Schoffer Mathews.
- C. *Key vocabulary:*
1. The Legend of Tenochtitlan
 2. Mexico City
 3. Aztec
 4. waterway
 5. legend
- D. *Procedures/Activities:*
1. Discuss who the Aztecs were. The Aztecs came hundreds of years after the Mayans. They built their city (Tenochtitlan-tay-nosch-tee-TLAHN) It was built in the area which is now Mexico City (one of the largest cities in the world), Their city was built on small islands in a lake and bridges and waterways (canals) connected the islands. They built huge stone temples for worship to gods (rain, corn, most Important Sun). See p. 28 Thematic Unit, Mayans, Aztecs, and Incas.
 2. Find Mexico City on the map. Talk about the area of Mexico. Discuss the terrain.
 3. Show students where the city is located on the map. (Practice the “The Legend of Tenochtitlan” before telling it to the students.) The Sun god commanded the people to keep moving until they saw an eagle sitting on a prickly pear cactus while eating a snake. This is where their city should be built. According to the Legend, Tenochtitlan, "place of the prickly pear cactus," is where they saw the sign. (The Mexican flag still has the symbol in the middle of the flag.) Tell the story of the legend using pictures, which are cut, colored, and laminated with magnetic tape on the back to stick to board as the story is told. Tell the story of the legend. The students may draw the main parts of the story, **snake, eagle, desert land, sun god, and Mexican flag**. Use pictures, which are cut, colored, and laminated with magnetic tape on the back to stick to board as the story is told.
 4. Discuss what a legend is. Ask students to add details to the story as they regenerate it.
 5. Extensions: The students can draw a Mexican Flag. The students can make a replica of

the Aztecs cities with sugar cubes and little branches for pyramids and trees. The students can make Aztec calendars. See p. 29 Thematic Unit Mayans, Aztecs, & Incas. Huntington Beach, CA: Teacher Created Materials, 1996, ISBN 1-55734-595-3. The students can bring in different kinds of cactuses and compare and contrast the plants. The students could survey Mexican Americans on their knowledge on the legend and chart the results on a graph. The students can research what Mexico City was like in the past and draw pictures of then and now. The students can make an eagle helmet. See p. 20 Footsteps in Time: The Aztecs, by Sally Hewitt. Read the story, The Sad Night, by Sally Schoffer Mathews. -The students may make a codex retelling the story of the Aztec victory and Spanish loss.

- E. *Evaluation/Assessment:*
 - 1. The teacher can listen for accuracy as the students retell the story or role-play the legend.
- F. *Standardized Test/ State Test Connections:*
 - 1. The student is able to note a detail in a passage.

Lesson Nine: How did the Aztecs communicate?

- A. *Daily Objectives:*
 - 1. *Lesson Content:* The students will learn how the Aztecs recorded information in a codex.
 - 2. *Concept Objective:* The students will develop a sense of historical empathy.
 - 3. *Skill Objective:* The students will follow directions and make a codex. The students will write a story in Aztecs times in their codex.
- B. *Materials:*
 - 1. books of Aztec people
 - 2. Footsteps in Time: The Aztecs, by Sally Hewitt
 - 3. a long narrow strip of white paper
 - 4. paint or markers
 - 5. cardboard.
- C. *Key vocabulary:*
 - 1. codex
 - 2. glyph
 - 3. oral tradition
- D. *Procedures/Activities:*
 - 1. Tell background knowledge on codices to students. See p. 12 Footsteps in Time, The Aztecs. Draw glyphs on a poster or word card for students to see. Glyphs are individual pictures, which were combined to tell a story. Some glyphs are footprint = travel. The glyphs were made of bright red, yellow, blue and green.
 - 2. Fold the paper like an accordion to make panels.
 - 3. Students will choose or create a story to tell.
 - 4. Use glyph pictures to tell story. Have students try to use some of the Aztecs glyphs in their story.
 - 5. Students may share codex with the class and the class may try to decode the glyphs.
- E. *Evaluation/ Assessment:*
 - 1. The students and teacher may give feedback to student's stories on codices. They may look for neatness, and fluency in the stories.
- F. *Standardized Test/State Test Connections:*
 - 1. The student selects a picture depicting one aspect of a communication system.

Lesson Ten: Identifying the Inca civilization

A. Daily Objectives:

1. *Lesson Content:* The students will see on a map where the Incas inhabited. The students will learn the term equator and identify Andes Mountains.
2. *Concept Objective:* The students will develop geographical awareness.
3. *Skill Objective:* The student will identify the location of the Inca civilization on a map.

B. Materials:

1. Globe
2. World Map
3. Student Map of South America- appendix B
4. Time Line picture of Machu Picchu to color- appendix G
5. egg cartons
6. shower curtain

C. Key Vocabulary:

1. Machu Picchu
2. Andes Mountains
3. equator

D. Procedures/ Activities:

1. Review the Continent song as a warm up.(See appendix A)
2. Using the classroom map and the globe, locate where the Inca Indians lived. Discuss how far it is from your state. Discuss how you would travel to where the Inca Indians lived. (I.e.: foot, car, boat, plane).
3. Introduce and explain the equator. Discuss how the equator affects the climate.
4. Point out the Andes Mountains and Peru. Introduce the name of the city Machu Picchu. The Inca Indians were from Peru on the continent of South America. They built a city from stone and clay called Machu Picchu, Machu Picchu means “A city in the clouds”. Machu Picchu is located in the Andes Mountains.
5. Explain the term equator. The equator affects the temperature and the climate of its surrounding areas. It is the center of the earth.
6. Show the Inca civilization and discuss the differences in the way they live and the way we live in North America. Why do you think they chose to live in this area?
7. Add the Inca civilization to our class timeline.
8. Students will be given a student map (appendix B) of the seven continents.
9. Students will locate the equator on the map.
10. Students will locate on the map the area where the Inca Indians lived and color in that area.
11. Students will put a star on the area where Machu Picchu (see appendix B) is located and color a picture of Machu Picchu (appendix G) to color and display.
12. Extension: The students may paint the part of an egg carton, which holds the eggs brown. They may turn these upside down to resemble a mountain and glue to shower curtain, which is cut as the shape of South America. The egg cartons depict the Andes Mountains.

E. Evaluation/Assessment:

1. The teacher will assess the accuracy of the student’s work.

F. Standardized Test/ State Connections:

1. The students select a picture depicting a landform.

Lesson Eleven: Comparing and contrasting Machu Picchu and our community.

A. *Daily Objectives:*

1. *Lesson Content:* The students will participate in summarizing a paragraph of information and constructing a city.
2. *Concept Objective:* The students will develop geographical awareness and gain an appreciation for another culture.
3. *Skill Objective:* The student will be able to compare and contrast their community with the Inca community of Machu Picchu

B. *Materials:*

1. Overhead projector
2. pictures of Machu Picchu
3. Boxes of various sizes
4. Various rocks and pebbles
5. Glue
6. K-W-L chart
7. Venn Diagram
8. Sand
9. Drawing paper
10. Water color paint

C. *Key Vocabulary:*

1. Inca Indians made the city Machu Picchu using clay and rock. No mortar was used. No wheel was used to transport the rocks.
2. Llamas were the only use of transportation.
3. Inca Indians used terrace farming.
4. Students will review the city of Machu Picchu and the Andes Mountains.

D. *Procedures/Activities:*

1. Using the overhead projector shows a picture of Machu Picchu. Have a short discussion on the physical appearance of the city. Looking at the transparency, students are asked to paint the city using watercolor paints and drawing paper.
2. Using the K-W-L chart, discuss what the students Know, Want to know. Explain that we will fill in the "What we have learned" section at the end of the lesson.
3. Read to the children a short paragraph from the book Empire of Mystery: The Inca, The Andes, and Lost Civilizations. Read about how the city was constructed. Looking at the overhead transparency, discuss the characteristics of the city of Machu Picchu. Chart the student's answers on a Venn Diagram.
4. Discuss and chart the characteristics of the community where the students live on the opposite side of the Venn Diagram.
5. Encourage students to find similarities between the two communities and chart them in the center of the Venn Diagram. Distribute boxes of varying sizes. Have the students glue rocks and pebbles of varying sizes to each of their boxes using sand to fill in the empty spots. Each student is responsible for the construction of his/her own Inca house. Combining the students' homes, make a classroom model of Machu Picchu to display.
6. Go back to the K-W-L chart and fill in What you have learned. Be sure to check and see if you answered all of the Want to know questions. (If not, encourage students to try and find these answers and share them with the class).

E. *Evaluation/Assessment:*

1. Students will be asked to write a sentence about the city to accompany their water color picture of Machu Picchu using the information from the K-W-L chart.

F. *Standardized Test/ State Test Connections:*

1. The student selects the object, which is about as tall as a given object. This is used with the boxes.
2. The student identifies a detail of a written passage.

Lesson Twelve: Inca Culture

A. *Daily Objectives:*

1. *Lesson Content:* The students will participate in Inca game and center activities.
2. *Concept Objective:* The students will develop a sense of historical empathy.
3. *Skill Objective:* Students will verbalize that Inca had no alphabet or picture writing. Students will name some of crafts and foods used by Inca. The student will recognize similarities and differences between our culture and that of the Inca. Students will demonstrate understanding that Inca were great architects, building extensive stone roads and buildings but had not invented the wheel.

B. *Materials:*

1. The Inca, A True Story, a book
2. Empires of Mystery, a book
3. Extension activities take place in centers requiring a sand table, blocks, weaving materials of cloth or yarn, clay, and cardboard for pan flutes
4. cloth ball and a folded poster paper 6" X 12" for name plate

C. *Key Vocabulary:*

1. Inca

D. *Procedures/Activities:*

1. Toss a cloth ball to children and each one says his or her name. Explain that Inca children were not named until the age of two. At ten, they chose new names. Each child picks a new name and writes it on the nameplate. This time toss the ball saying the child's new name. Using the resources listed, show photographs of Inca ruins, pottery, and weaving.
2. Stress the relationship between the geography of the area (no trees and many rocks) and the building materials used.
3. Read excerpts from The Inca, a True Story emphasizing the culture.
4. Create a Venn diagram to illustrate similarities and differences.
5. Discuss the culture with these facts: Inca actually meant king. He was the absolute ruler. Two class systems existed, the nobility and the peasant farmers. Every one had a job. Each family worked four farms. First, a family worked their own farm, which was determined by the size of their family. Secondly, a family worked a field owned by widows, the sick, or by soldiers' wives. Thirdly, a family worked on Temple land. Lastly, a family was to work on the Emperor's land. Man and wife worked side by side. If someone worked your farm you had to feed him, unless you were a widow or a soldier's wife. Inca's practiced terrace farming and irrigation. Water was sacred and they often prayed to Water. Time was measured in the time it took to boil a potato, about one hour. So if a person would do something in two boilings, it meant about two hours. Inca had many children. The mothers on cradleboards carried babies. Children were not named until one or two years of age. They got new names when they matured (age 10 for girls and 12 for boys.) They were usually named for a father, grandfather or family member. Inca wove cloth from llama or alpaca wool. They made clay, wooden, and gold pottery. The Spanish melted down most of gold pottery and jewelry. They built stone buildings, suspension bridges, and nearly 2,000 miles of rocky highways. They never invented the

wheel. The whole community was designated a specific job and had to work together to construct roads and bridges.

6. If the teacher would like to include the Inca culture in centers here are some examples:
Sand Table: Incas practiced terrace farming and canal building. Children must create a likeness of terracing in the sand table. Photos of terraced areas and of canals should be displayed nearby.
 7. *Math*: Make pan flutes from plastic straws. Measure and cut each straw. Glue to precut corrugated cardboard pan flute shapes. Children may either use rulers or may cut the straws to match the lengths of different colored unifix cubes. Very young children can use precut straws that must be matched to the cardboard backing.
 8. *Music/Listening*: Play pan flute music. Color the Inca playing a pan flute while listening to the music.
 9. *Blocks*: Using wooden blocks plus cubes, create an Inca village showing stone buildings and roads. Hang photos in the center to provide inspiration and design ideas.
 10. *Art center*: Do weavings made from yarn or cloth.
 11. *Pottery center*: Inca made clay pots were often shaped like human or animal heads. Use real clay or homemade dough to make reproductions, which would later be painted. Display photos of real artifacts in or near this area.
 12. *Science*: Food tasting can be done as a whole group or at a center. Provide freeze dried potatoes, beef jerky, hot chocolate and “insects” made from Chinese noodles and chocolate.
- E. *Evaluation/Assessment*:
1. Given a series of drawings or photos from present day, Egyptian, and Inca culture, the child will identify those items associated only with Incas. Children will create a mural of Inca life and architecture showing the hills, terrace farming, hanging bridges and stone buildings. They will draw people in Inca-like costumes doing tasks such as shepherding llamas, farming, weaving or making pottery.
 2. The teacher will observe children during small group/centers and question them as to what they are making and why.
- F. *Standardized Test/ State Test Connections*:
1. The student identifies an object according to height.

Lesson Thirteen: Llamas

A. *Daily Objectives*:

1. *Lesson Content*: The students listen to a story of a llama and are introduced to the importance of this animal in the Inca culture.
2. *Concept Objective*: The students will develop historical empathy.
3. *Skill Objective*: The student will be able to verbalize the role llamas played in the lives of the ancient Inca people.

B. *Materials*:

1. book, Llama and the Great Flood
2. book, Llama
3. drawing papers
4. crayons

C. *Key Vocabulary*:

1. expansion
2. llama
3. flood

4. Peru
- D. *Procedures/Activities:*
1. Read book on llamas.
 2. Include background information. In the Andes Mountains people have been raising llamas for more than four thousand years. Hundreds of years ago llamas played an important role in the rise and expansion of the ancient Inca Empire. They were the only means of transportation and the primary source of food, fuel, and clothing. They are still used to this day. In Spanish, the male llama is called El macho, the female la hembra, and the baby la cria. Llama feet have two toes. A tough, leathery sole covers each toe. The llama is a very sure-footed animal on rocky ground. This makes it an ideal pack animal. They have large lungs, big hearts, and more red blood cells, which help them survive the thin, cold air of the Andes. Llama and the Great Flood: Long ago in the Andes Mountains of Peru the native people believed a certain llama had a dream. In this dream he saw a terrible flood. The llama knew the only safe place was high up in the mountains. This is an ancient myth told in Peru similar to other stories of a Great Flood.
 3. Display pictures. List characteristics of llamas.
 4. Discuss why the llama was important to ancient Inca people. Read Llama and the Great Flood.
 5. Extension- the teacher can draw a life size picture of a llama and the students can paint or color it. The students could then write on sentence strips giving information about llamas.
- E. *Evaluation/ Assessment:*
1. Have students draw a picture of llama. The picture can show how the llama helped the Incas or the student can write information about llamas.
 2. The teacher can score the pictures for accurate information.
- F. *Standardized Tests/State Tests Connections:*
1. The student will identify a detail in a written passage.

VI. CULMINATING ACTIVITY

- A. *Daily Objectives:*
- The students will recreate Machu Picchu stone walls and gates by decorating the hallways outside classrooms as a backdrop for displays of student work. The students will showcase their knowledge and accomplishments for their parents and classmates during a “Back in Time” school wide even.
- B. *Materials:*
1. All projects, papers, reports, etc. which illustrate what the students have accomplished and learned throughout the unit.
 2. Bulletin Board Paper
 3. paint
- C. *Procedures/Activities:*
1. Review the structures in Machu Picchu.
 2. In-groups of three, have students cut large stone like shapes from brown bulletin board paper, (32” by 24”). Sponge paints (brown) lightly to give a rock-like texture. With black paint roughly draw Inca symbol, as it would have been carved in the stone.
 3. When stones are complete hot glue them to form walls and gates of Machu Picchu in the hallways outside the classrooms. A sign welcoming visitors could also be added. On tables in front of the decorated walls, display student work.
 4. Invite parents to join their students on a tour “Back in Time”. (The evening event should

be a culmination of a school wide unit on Ancient Civilizations in all grade levels, including units on Vikings, Ancient China, etc.

VII. HANDOUTS/WORKSHEETS

VIII. BIBLIOGRAPHY

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***Do You Know the Continents?**

Continents, Continents,
Do you know the continents?
North, south east and west,
All around the world.

Asia, Africa,
North and South America
Antarctica, Australia,
and Europe too.

Now I know the continents,
continents, continents.
Now I know the continents.
How about you?

* sung to "Down by the Station"

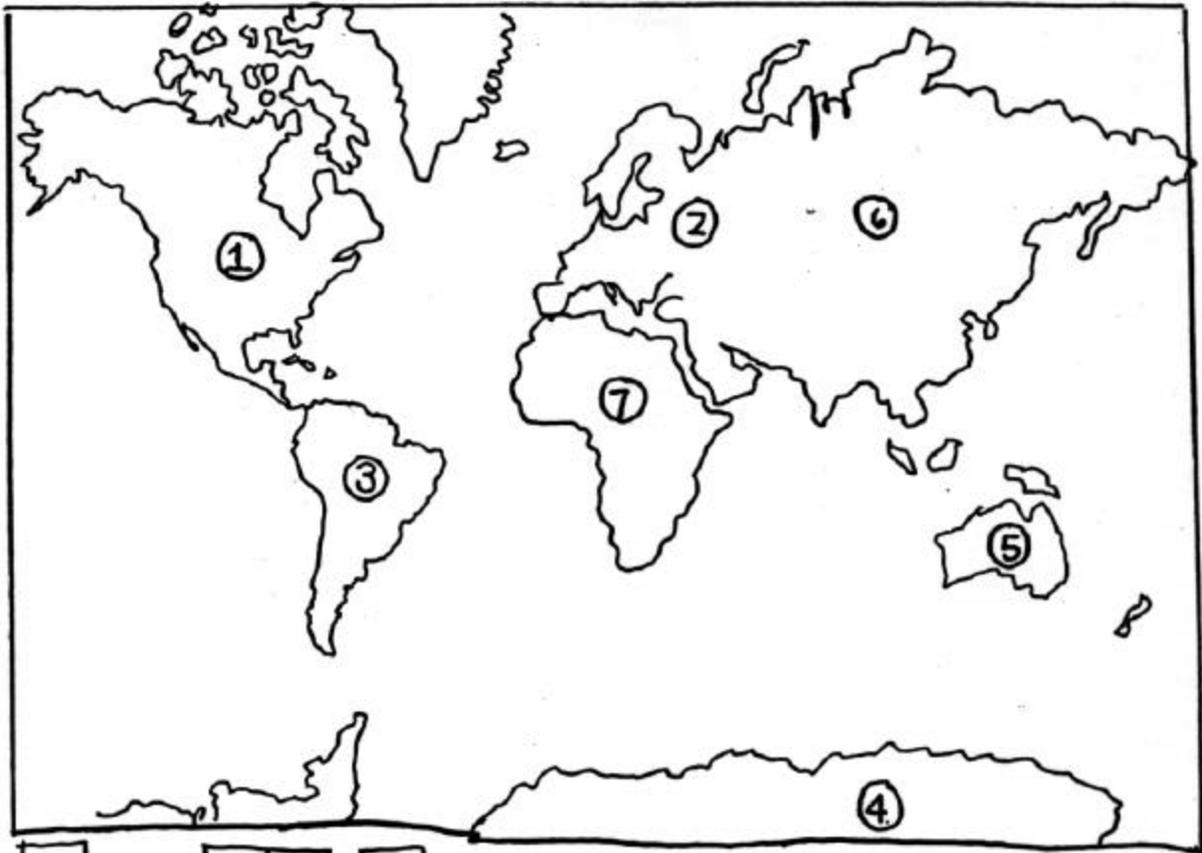
***Earth's Four Oceans**

Atlantic is one of our oceans.
Pacific and Indian too
the Arctic is often forgotten
I'll try to remember won't you?

Arctic, Atlantic, Pacific and Indian too
Earth's four oceans
I'll try to remember, won't you?

* sung to "My Bonnie Lies Over the Ocean"

Appendix B



1.

2.

3.

4.

5.

6.

7.

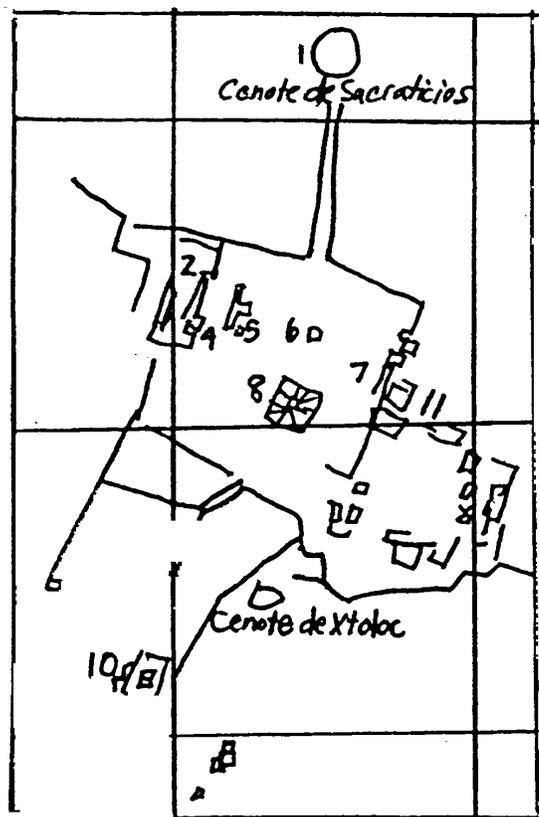
Words	
Africa	Europe
Antarctica	North America
Asia	South America

Appendix C



appendix C

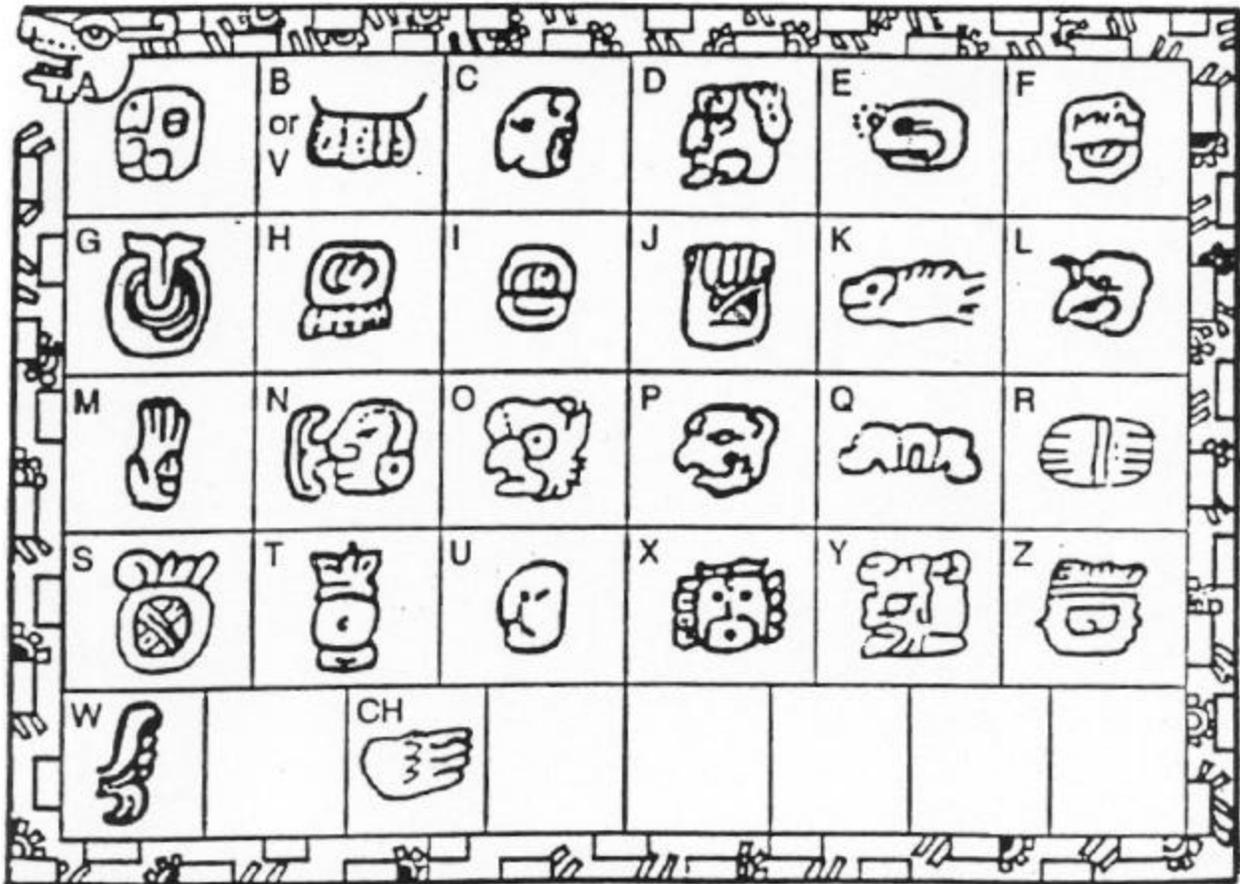
The Great City



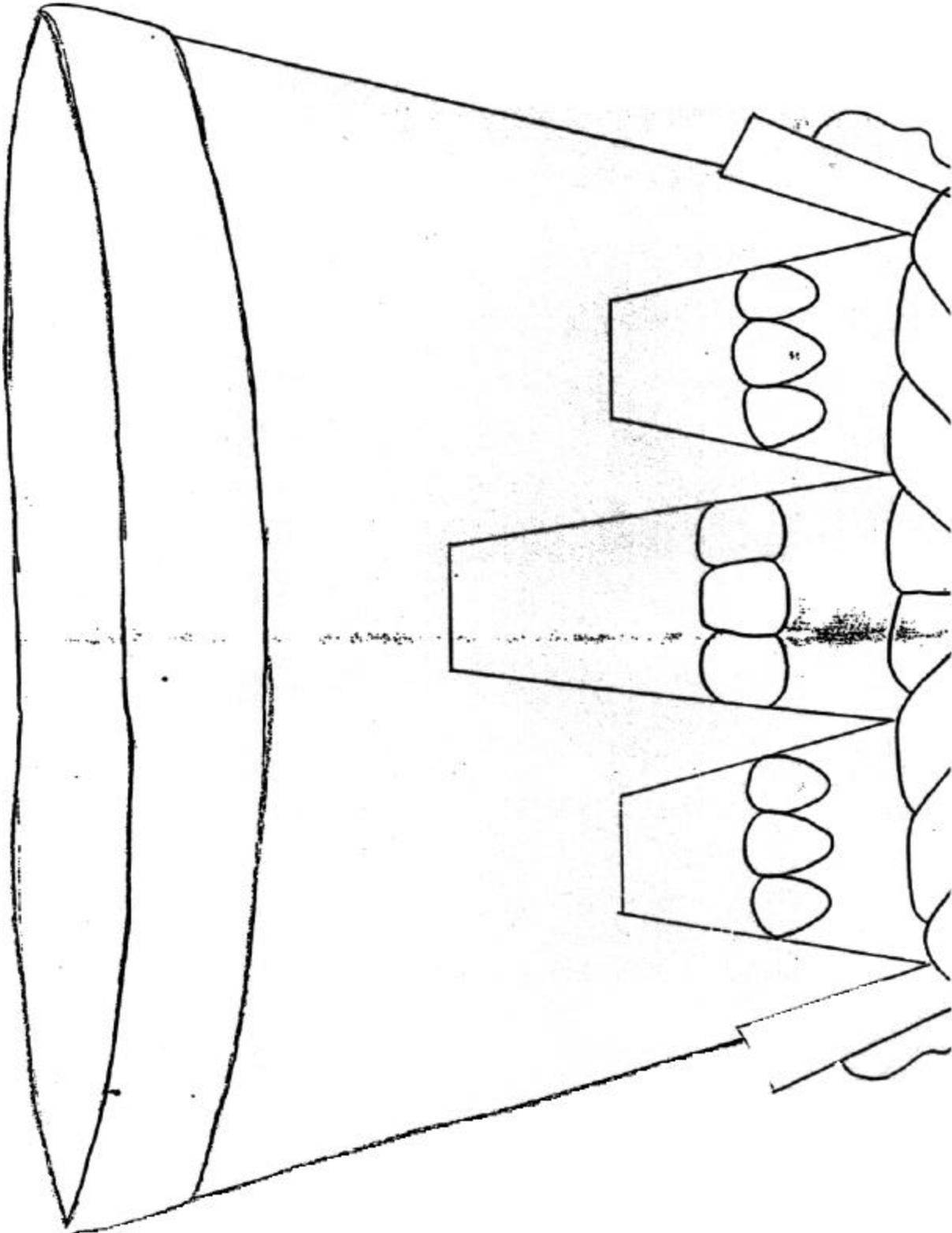
- 1- The Sacred Cenote
- 2- The Great Ball Court
- 3- Upper Temple of the Jaguar
- 4- Lower Temple of the Jaguar
- 5- Platform of the Tigers and Eagles
- 6- The Venus Platform
- 7- Temple of the Warriors
- 8- The Castillo
- 9- The Casa Colorada
- 10- The Caraool
- 11- The Nunnery Annex

Appendix E

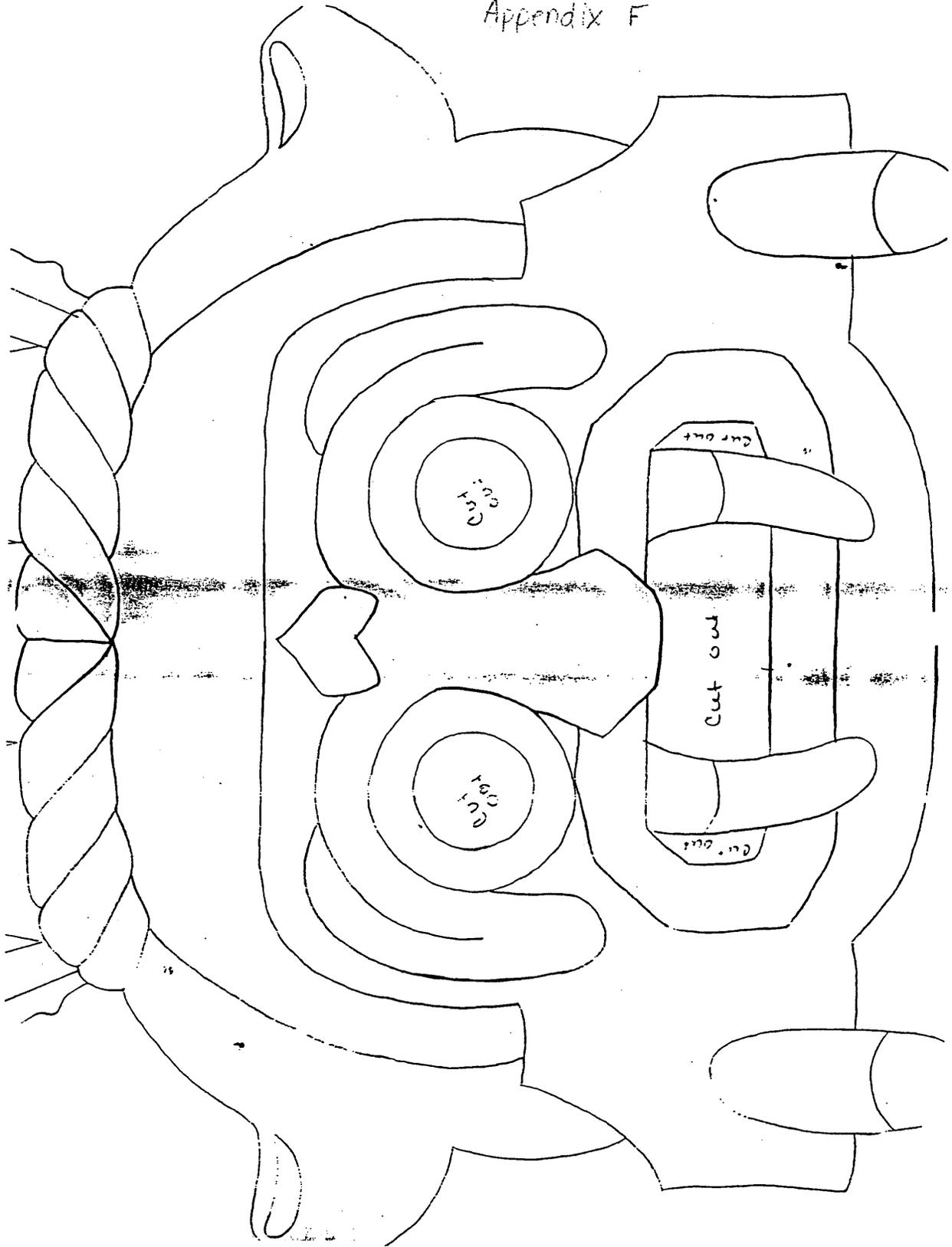
Mayan Cartouche Pendants



Appendix F



Appendix F





Machu Picchu