

# Meso-America

**Grade Level or Special Area:** 5<sup>th</sup> grade

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**Length of Unit:** Eight lessons, approximately three weeks (one hour each class)

## I. ABSTRACT

During the 16<sup>th</sup> century, Spanish explorers discovered two great civilizations; the Aztecs and Incas. They had a strong culture that revolved around centuries of traditions; however, due to many factors brought by the explorers, the civilizations were conquered. This unit revolves around the history and lives of these ancient civilizations as well as the Maya, who although lived before the Aztec and Inca, also left their mark on Central America.

## II. OVERVIEW

### A. Concept Objectives

1. Understand the meaning of time and chronology. Learn how major events relate to each other.
2. Develop a multicultural perspective that respects the dignity and worth of all people.
3. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
4. Develop an awareness of place. There are reasons why certain events occur in certain places.

### B. Content from the *Core Knowledge Sequence*

1. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
  - a. Geography
    - i. Identify and locate Central American and South America on maps and globes.
      - a) Largest countries in South America: Brazil and Argentina
    - ii. Amazon River
    - iii. Andes Mountains
  - b. Maya, Inca, Aztec Civilizations
    - i. The Mayas
      - a) Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendents still live there today.
      - b) Accomplishments as architects and artisans: pyramids and temples
      - c) Development of a system of hieroglyphic writing
      - d) Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero
    - ii. The Aztecs
      - a) A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.
      - b) The island city of Tenochtitlan: aqueducts, massive temples, etc.
      - c) Moctezuma (also spelled Montezuma)

- d) Ruler-priests; practice of human sacrifice
  - iii. The Inca
    - a) Ruled an empire stretching along the Pacific coast of South America
    - b) Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
  - c. Spanish Conquerors
    - i. Conquistadors: Cortes and Pizzaro
      - a) Advantage of Spanish weapons (guns, cannons)
      - b) Diseases devastate native peoples
- C. Skill Objectives
  1. Students will be able to locate and identify Central and South America, and their largest countries on a globe or map. (adapted from Colorado Geography Standard 1.2)
  2. Students will be able to locate and identify major relief features in Central and South America (the Amazon River, the Andes Mountains). (adapted from Colorado Geography Standard 1.2)
  3. Students will be able to locate the ancient Meso-American civilizations. (adapted from Colorado Geography Standard 1.2)
  4. Students will be able to locate the activities and voyages of the Conquistadors. (adapted from Colorado Geography Standard 1.2)
  5. Students will be able to compare the Aztec, Inca and Mayan civilizations. (adapted from Colorado History Standard 3)
  6. Students will be able to re-create ancient rituals of the Maya, Inca and Aztec civilizations.
  7. Students will use available technology to obtain historical information.
  8. Students will identify different traditions with-in the Meso-American civilizations.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Baquedano, Elizabeth. *Eyewitness Books: Aztec, Inca and Maya*
  2. Green, Jen, Fiona Macdonald, Philip Steele, Michael Stotter. *The Encyclopedia of the Ancient Americans*
  3. Mann, Elizabeth. *Machu Picchu*
- B. For Students
  1. *Core Knowledge Sequence: Grade 1: Early People and Civilizations* (p. 29)
  2. *Core Knowledge Sequence: Grade 1: Early Exploration and Settlement* (p. 29)

### IV. RESOURCES

- A. Baquedano, Elizabeth. *Eyewitness Books: Aztec, Inca and Maya* (Lesson Four)
- B. Green, Jen, Fiona Macdonald, Philip Steele, Michael Stotter. *The Encyclopedia of the Ancient Americans* (Lesson Five)
- C. Hawkes, Elmer. *Peru for Kids* (Video) (Lesson Six)
- D. Mann, Elizabeth. *Machu Picchu* (Lesson Seven)
- E. McDermott, Gerald. *Musicians of the Sun* (Lesson Four)
- F. Mora, Pat. *The Night the Moon Fell* Lesson Three)
- G. Schlessinger Media. *Explorers of the World: Cortes and Pizarro* (Lesson Eight)
- H. Slingshot Video. *Mystery of the Maya* (Lesson Two)

## V. LESSONS

### Lesson One: Geography of Central and South America (one hour)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Develop an awareness of place. There are reasons why certain events occur in certain places.
2. Lesson Content
  - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
    - i. Geography
      - a) Identify and locate Central American and South America on maps and globes.
        - 1) Largest countries in South America: Brazil and Argentina
      - b) Amazon River
      - c) Andes Mountains
3. Skill Objective(s)
  - a. Students will be able to locate the ancient Meso-American civilizations.
  - b. Students will be able to locate and identify major relief features in Central and South America (the Amazon River, the Andes Mountains).
  - c. Students will be able to locate and identify Central and South America, and their largest countries on a globe or map.

#### B. Materials

1. Appendix A (one per student) - copy South America on one side and Central America on the other side of one sheet of paper
2. Appendix B (one per student)
3. Student world atlas (one per student) - I recommend the *Rand McNally Classroom Atlas*
4. Colored pencils (one pack per student)
5. Pearson Learning Core Knowledge History Book - Level 5 (one per student)

#### C. Key Vocabulary

1. Map - a representation of a region of the Earth
2. Andes Mountains - a mountain system of western South America extending more than (5,000 mi) along the Pacific coast from Venezuela to Tierra del Fuego
3. Amazon River - a major South American river; flows into the South Atlantic; the world's 2nd longest river (4000 miles)

#### D. Procedures/Activities

1. Direct students' attention to the classroom map or globe. Ask: does anyone know where Central America is on this map? Does anyone know where South America is on this map? Ask for volunteers to come up to the front of the class and point out where they think these regions are. Ask a few students and if you don't get a correct answer after three or so, point out these regions (Central and South America) on the map. Once they know the region, ask them what countries are located in Central and South America. Tell the students that this next unit will take place in these regions.
2. Pass out Appendix B to each student. This is a KWL chart. Direct students (by modeling at the front of the class on an overhead or chalkboard) to try to think of everything they already know about Central and South America. Take volunteers first, then students will work on their own. This might range from Mexican food to Machu Picchu. Tell students to try to fill in everything that comes to their mind - there are no wrong answers.

3. Next, fill in the “W” part of the chart- what I want to learn in this unit. Again, students’ answers will vary, but prompt by stating: “Maybe you’d want to know what kind of people lived there long ago?” Students will fill in the “L” part of the chart at the end of the unit. They should either glue this KWL chart in their history spirals or hole-punch it and put it in their history binder. Remind students that they will be asked for this chart at the end of the unit so they should put it somewhere safe.
4. Pass out Appendix A to each student. Ask them to get out their colored pencils and atlas. Find the page(s) on which Central and South America are located. Have the students color Central America a light color (yellow) and South America a light color (pink). Students will then color the water surrounding Central and South America light blue. Remind them not to press too hard because you will be labeling countries, rivers and mountains.
5. Using the atlas, have students label with a black colored pencil or pen the following on their maps: Pacific Ocean, Atlantic Ocean, Brazil, Mexico and Peru. Remind students that words should be spelled correctly and CAPITALIZED!
6. Have students write vocabulary words and definitions in their history notebooks or spirals. Turn to page 18 in the Pearson Learning Core Knowledge History Book. Here you will see a map of the Maya, Inca and Aztec civilizations. Tell students that these are the ancient peoples you are going to be studying. Using the map on page 18, have students label the Andes Mountains and the Amazon River. Also from the map, have students shade in different colors the regions the Maya, Inca and Aztec people lived. This will give them a better understanding of the civilizations and how they flourished.

E. *Assessment/Evaluation*

1. If students do not finish labeling, this will be homework. Make sure they keep this map and KWL chart in their history notebooks/spirals. There will not be a formal assessment on this lesson as it is just an introduction to the unit; however check over their work the next day.

**Lesson Two: Maya History (two days - one hour each day)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  - b. Understand the meaning of time and chronology. Learn how major events relate to each other.
2. Lesson Content
  - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
    - i. Maya, Inca, Aztec Civilizations
      - a) The Mayas
        - 1) Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendents still live there today.
        - 2) Accomplishments as architects and artisans: pyramids and temples
        - 3) Development of a system of hieroglyphic writing

- 4) Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero
3. Skill Objective(s)
    - a. Students will be able to compare the Aztec, Inca and Mayan civilizations.
    - b. Students will be able to re-create ancient rituals of the Maya, Inca and Aztec civilizations.
    - c. Students will identify different traditions with-in the Meso-American civilizations.
- B. *Materials*
1. Appendix C (one per pair of students)
  2. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
  3. Drawing paper (either white computer paper or construction paper - one-two per pair)
  4. Pencils
  5. Video - *Mystery of the Maya*
- C. *Key Vocabulary*
1. City-states - a city that is an independent political state with its own ruling government
  2. Hieroglyph - a picture or symbol representing an idea, an object, or a sound
- D. *Procedures/Activities*
1. Tell students that the Maya settlements began as early as 2000 B.C. They flourished in the eastern part of Mesoamerica, in what is now southern Mexico and Central America. The Maya were very religious and built vast temples for their gods. They also had sophisticated systems of arithmetic, writing, astronomy, and calendars. They shared a common culture, but did not have a single capital or ruler. Instead, each city governed itself (city-states). The decline of the Maya was gradual, accelerating with the arrival of the Spanish in the 16th century.
  2. Watch video- *Mystery of the Maya*. Does Mr. Stevens' expedition to the Mayan ruins remind us of anything in American history (finding Native American ruins)?
  3. Read in Pearson Learning Core Knowledge history book page 18-20. Discuss what it might have been like to discover this ancient civilization. How is their game of pok-ta-pok similar of different the games of today? (It's similar to basketball with the object of throwing a ball in a hoop; different because we don't kill the losing teams!)
  4. Talk more about hieroglyphics. Are there any other civilizations that used them (Egyptians)? The Mayas were the first people in the Americas to have written language. It consisted of picture symbols called "hieroglyphs." Hieroglyphs were put in books to record historic events, instructions for planting crops, or how and when to perform ceremonies. They were also carved in stones called "stela." These tall stone statues were carved with an image of a person in the central portion (similar to totem poles). Hieroglyphic markings on the sides told of events in the person's life. The Mayas also painted beautiful wall murals.
  5. Divide the class into pairs. Hand out Appendix C to each pair. Explain: On a Maya calendar each day was a kin. A month (20 days) was a uinal. Each kin had a different glyph, or picture representing it. Some are shown on this page. With your partner write down both of your first names. Make up one kin name for each of seven days using letters from both your names. Draw a glyph for each

kin. Display your kin names and glyphs for the rest of the class to see.

**Example:** If Phillip and Megan are partners, their kin names might be: hegi, plae, glin, lagi, mehi, lina, and mapi.

E. *Assessment/Evaluation*

1. Rubric for Hieroglyphic project is Appendix D.
2. Collect the hieroglyphic projects and display them on a bulletin board or outside in the hall for other students to view.

**Lesson Three: Maya Civilization (two days - one hour each day)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop a multicultural perspective that respects the dignity and worth of all people.
  - b. Understand the meaning of time and chronology. Learn how major events relate to each other.
2. Lesson Content
  - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
    - i. Maya, Inca, Aztec Civilizations
      - a) The Mayas
        - 1) Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendents still live there today.
        - 2) Accomplishments as architects and artisans: pyramids and temples
        - 3) Development of a system of hieroglyphic writing
        - 4) Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero
3. Skill Objective(s)
  - a. Students will be able to re-create ancient rituals of the Maya, Inca and Aztec civilizations.
  - b. Students will identify different traditions with-in the Meso-American civilizations.
  - c. Students will use available technology to obtain historical information.

B. *Materials*

1. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
2. *The Night the Moon Fell*
3. Construction paper-light colors - (one-three per student)
4. White computer paper (one-three per student)
5. Colored markers/pencils/crayons (one pack per student)
6. Ribbon/yarn (optional)
7. Stapler

C. *Key Vocabulary*

1. Equinox - one of the two days in a year when there is an equal amount of daytime and nighttime
2. Myth - a traditional story of historical events that serves to unfold part of the world view of a people to explain a practice or belief

3. Personification - a figure of speech in which inanimate objects are given human qualities or are represented as possessing human form, as in *Hunger sat shivering on the road* or *Flowers danced about the law*.

D. *Procedures/Activities*

1. Begin class by reading in Pearson Learning History Book pages 21-23. This section talks a bit more about daily life. After reading, ask:
  - a. What was the main crop the Maya people grew? (Corn)
  - b. What kinds of houses did they live in? (Huts made from mud and grass)
  - c. Who was responsible for the farming? (Men and boys)
  - d. What do they think happened to the Maya people? (Various answers)
2. Talk about myths. What is a myth? Discuss definition and ask if anyone has heard of a myth before (Greek mythology). Tell the class you want to share a "special" story with them. Tell them that a special make-believe story or myth is a story that has been told over time and has become very important to that group's culture or family. They should listen very carefully to see what the story might be able to tell us about the people or culture that it represents. Use illustrations and visual aids if necessary. Ask for reactions.
3. Have students sit on the floor in a semicircle. You sit on a low stool. Ask students to pretend they are living 2000 years ago in a tropical region, which is now referred to as Central America. They are Mayan children and are waiting to hear one of their elders tell them an important story about their culture.
4. Next, read *The Night the Moon Fell*. This is an ancient Maya myth. Talk about the personification used in the book (personification is also a 5<sup>th</sup> grade Core Knowledge term!) Why do students think Mayan (and other cultures) give human traits to non-human objects? Can they think of other myths in American history that are similar to the Maya myth? **\*\*You can also read more Maya folktales found on <http://www.folkart.com/~latitude/folktale/folktale.htm>. The full stories are on this site. This might be helpful so that the students can have a better grasp on myths and folktales.**
5. Students will now begin to make their own myths. Their myth book does not have to be long, but needs to have a story and illustrations. Brainstorm ideas like: how the zebra got its stripes or why the sun shined so brightly. They can use the construction paper for the cover of the book and white computer paper as the pages. Fold construction paper and white paper in half and either staple or punch holes and use a ribbon to bind the books.

E. *Assessment/Evaluation*

1. Rubric for Myth books is Appendix

**Lesson Four: Aztec History (three days - one hour each day)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  - b. Develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
  - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
    - i. Maya, Inca, Aztec Civilizations
      - a) The Aztecs

- 1) A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.
  - 2) The island city of Tenochtitlan: aqueducts, massive temples, etc.
  - 3) Moctezuma (also spelled Montezuma)
  - 4) Ruler-priests; practice of human sacrifice
3. Skill Objective(s)
- a. Students will identify different traditions with-in the Meso-American civilizations.
  - b. Students will be able to re-create ancient rituals of the Maya, Inca and Aztec civilizations.

B. *Materials*

1. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
2. *Eyewitness Book: Aztec, Inca and Maya*
3. *Musicians of the Sun*
4. Appendix F (one per student)
5. Newspaper cut in 2 inch strips (it's best to get as much newspaper as possible for this- maybe have each child bring in two-three papers)
6. Glue (liquid) - enough to make the glue for the paper mache (1 liter bottle)
7. Paints - earth tones- brown, red, yellow, blue, red, orange (one tray per four students of each color)
8. Paint brushes (one per student)
9. Various objects students want to bring in one their own to add to their masks (shells, sticks, beads, feathers - NOT glitter, buttons, stickers)
10. White computer paper (one per student)
11. Round balloons

C. *Key Vocabulary*

There are no vocabulary words for this lesson.

D. *Procedures/Activities*

1. Introduce the Aztec Empire stating that it was known for its aggressive and cruel society and was a combination of several cultures, which became a single power in the early 1400s. The Aztec calendar included 18 months, each having its own sacrifice festival. They feared the world would end every 52 years. The Aztecs also used a numbering system and pictograms to record their trade. *\*\*Due to the sensitive nature of this lesson (learning about human sacrifice) you might want to contact parents prior to this lesson.*
2. Read pages 24-26 in Pearson Learning History Book. Discuss the differences between the Maya and the Aztec nations (Aztecs were primarily warriors while the Mayas were farmers). What was the main city of the Aztecs? (Tenochtitlan) How did the Aztec empire grow to be so strong? (By conquering other people and having the conquered people send their valuable goods to the capital city.)
3. After reading, your students will begin studying about ancient Aztec masks. Pass out the books mentioned in the Materials section (and a copy of Appendix F). Students are going to be creating their own masks in class out of paper mache, but first, they need to draw on paper what they want their mask to look like. I suggest using the rest of the class for students to brainstorm their ideas and finish the drawing of the mask for homework.
4. DAY TWO: Talk again about the Aztec masks and see if there are any volunteers who want to share their drawings. Remind students that these are PRIMITIVE masks so they won't have modern day symbols (hearts, stars, smiley faces)



5. Next, (**have this step prepared before beginning this lesson**) cut all newspaper into 2-inch strips. It's easier to tear newspaper vertically because the strips tear in a clean fashion. While students are tearing, mix the glue. You need about  $\frac{3}{4}$  part glue to  $\frac{1}{4}$  part water. Mixture should resemble split pea soup.
6. Blow up all balloons and tie on the end. Demonstrate how to make paper mache by dipping a newspaper strip into the glue mixture and laying it flat on a side of the balloon. Make sure the strip is flat and does not have creases (it needs to be a smooth surface). Remind students **NOT to cover up the tie to the balloon** as this is where we can cut the balloon into two halves.
7. Divide the class into pairs. Give one balloon to each pair. Students will work together on the paper mache balloon and when it is dried, cut the balloon in half so each student will get a half for their mask. When finished, have pairs put their masks on newspaper to dry and put a piece of masking tape in front of the pairs' balloon with their names on it. This way everyone can find their own balloons and will save many headaches!
8. DAY THREE: Cut the dried masks in half (starting where the tie is and going around). Students will now decorate their masks. If they want to cut out eyes, nose and mouths they can do so as well. Provide paint (colors mentioned in materials section) to a group of 4. Students can also bring materials from home mentioned in the materials section, but NO modern materials can be used. Set aside to dry. *\*\*Keep masks to use for culminating activity!*

E. *Assessment/Evaluation*

1. Rubric for masks is Appendix G

**Lesson Five: Aztec Civilization (one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
  - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
    - i. Maya, Inca, Aztec Civilizations
      - a) The Aztecs
        - 1) A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.
        - 2) The island city of Tenochtitlan: aqueducts, massive temples, etc.
        - 3) Moctezuma (also spelled Montezuma)
        - 4) Ruler-priests; practice of human sacrifice
3. Skill Objective(s)
  - a. Students will identify different traditions with-in the Meso-American civilizations.
  - b. Students will be able to re-create ancient rituals of the Maya, Inca and Aztec civilizations.

B. *Materials*

1. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
2. *Eyewitness Book: Aztec, Inca and Maya*
3. *The Encyclopedia of the Ancient Americans*
4. Rubber ball (used in gym classes for dodge ball or kickball)

5. Gym access
  6. Appendix H (one per student)
- C. *Key Vocabulary*
1. Causeways - a raised road built over water to connect islands to a mainland
  2. Litter - a chair attached to two beams and carried on the shoulders of several men
  3. Tlatchi - a game played by the ancient Americans that is a combination of basketball, volleyball and soccer
- D. *Procedures/Activities*
1. Read pages 27-29 in Pearson Learning History book. Discuss daily life in Tenochtitlan.
    - a. How is it different from students' neighborhoods?
    - b. How is Tenochtitlan a unique city? (It is built on a lake)
    - c. What types of items do they sell at the market that are similar to our society? (Cacao- chocolate, sandals, fruit, cotton blankets)
  2. Introduce the idea of re-creating a Meso-American market. This will be the culminating activity of the unit and will be shared with parents, the principal and other classrooms. Have the books in the material section of this lesson available to the students so that they can browse through them to get ideas of what to wear, what type of food to bring and what materials they might want to "sell." Their masks will also be on display during the market.
  3. Hand out Appendix H to each student and take turns reading aloud. The Aztec Indians of Mexico used to play a game called Tlatchli (tlach' tlee). It was a combination of basketball, volleyball and soccer. Tlatchli was played with a solid rubber ball about the size of a bowling ball. The sunken court, shaped like a capital letter I, was surrounded by spectators who looked down on the court. Two stone rings hung down (like earrings) from the walls at either end of the team's zone, as in basketball. The rings were 8 feet to 10 feet off the ground, and the hole was less than a foot wide. The ball was supposed to pass through this ring. The object of the game was to drive the ball over the centerline of the court and into the other side. The ball had to be kept in the air **at all times**, and although it could be bounced off the walls, it could not touch the ground. To score a point, the player had to send the ball across the goal line using his knees or hips. The ball could not be kicked or thrown, and a team could lose points if the ball was touched with any other part of the body. However, in the end, it did not matter how many points a team had. The real goal of the game was to pass the ball through one of the stone rings on either end of the court. Once that happened, the game was over, and the score did not matter. The team to pass the ball through the ring automatically won. There were rewards for playing such an impossible game. Skilled players were regarded as heroes, much like the athletes of today. People surrounded him wherever he went, and he was even allowed to wear a special uniform. He gained considerable wealth, because when a player won the game by scoring through the ring, he automatically was entitled to all of the spectators' jewelry and clothes. Not only was the game difficult, it was dangerous. The solid rubber ball weighed five pounds and players were hurt or even killed in the game. To protect themselves, the players wore thick leather belts and collars that covered their upper bodies. Kneepads, elbow pads and gloves protected them when they would dive after low balls. The game was taken so seriously that disputes were often settled when the opposing teams played tlachtli. Sometimes the game was a part of the Aztec's religious ceremonies. And occasionally, it became so serious that the losing team was sacrificed to the gods.

4. Go to the gym and play the game.
  5. Homework will be to write a 70 word essay comparing and contrasting our daily life to that of the Aztecs.
- E. *Assessment/Evaluation*
1. Rubric for essay is Appendix I.
  2. Remind students to really think about the Meso-American market. Check to make sure students understand what is expected (dressing up, bringing food, bringing items to “sell.”)

**Lesson Six: Inca History (one hour)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop a multicultural perspective that respects the dignity and worth of all people.
    - b. Understand the meaning of time and chronology. Learn how major events relate to each other.
  2. Lesson Content
    - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
      - i. Maya, Inca, Aztec Civilizations
        - a) The Inca
          - 1) Ruled an empire stretching along the Pacific coast of South America
          - 2) Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
  3. Skill Objective(s)
    - a. Students will be able to compare the Aztec, Inca and Mayan civilizations.
    - b. Students will be able to locate and identify major relief features in Central and South America (the Amazon River, the Andes Mountains).
- B. *Materials*
1. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
  2. *Peru for Kids*
  3. Appendix J (one per student)
  4. Appendix K (one per student)
- C. *Key Vocabulary*
1. Alpaca - a South American mammal valued for its long, wooly coat
  2. Conquistador - the Spanish word for “conqueror”
  3. Llama - a South American mammal valued for its endurance and for its wooly coat and meat
- D. *Procedures/Activities*
1. Read pages 30-32 in Pearson Learning History book. Discuss the Inca people.
    - a. Who was their god? (The Sapa Inca- son of the Sun God)
    - b. Where did they live? (Modern day Peru, near the city of Cuzco)
    - c. How big was their empire? (12 million people- stretching over 2,000 miles!)
    - d. Why were alpacas and llamas so important to Inca lifestyle? (They were an important source of food, clothes and they were also pack animals)
  2. Watch the short video *Peru for Kids*. This video informs us about the geography, cultures and people of Peru. It is good for the students to see the actual land and people of Peru in order to gain knowledge of its history.

3. Next, pass out Appendix J, which is a Venn diagram. Students will compare what they have learned about the Aztecs to what they have learned about the Incas. How were they similar? (Both were located in the Americas, both had a powerful ruler that watched over them) How were they different? (Aztecs were mighty warriors; they conquered many other tribes, believed in a sense of doom. Incas lived in the mountains, used llamas and alpacas for food, transportation and clothes, build bridges and roads.) Using Appendix J, have the students think of more similarities and differences among these people. Students need to have at least five differences and three similarities. **\*\*EXTENTION: If time is available, create another Venn diagram and compare and contrast the Aztecs and Mayas. Then the Mayas and Incas.**
- E. *Assessment/Evaluation*
1. Look over the Venn diagrams. There is no formal assessment of the diagrams, but collect them to ensure the students did their work.
  2. Appendix K is a quick quiz over the Inca people.

**Lesson Seven: Inca Civilization (one hour)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop a multicultural perspective that respects the dignity and worth of all people.
  2. Lesson Content
    - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p.112)
      - i. Maya, Inca, Aztec Civilizations
        - a) The Inca
          - 1) Ruled an empire stretching along the Pacific coast of South America
          - 2) Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
  3. Skill Objective(s)
    - a. Students will be able to re-create ancient rituals of the Maya, Inca and Aztec civilizations.
- B. *Materials*
1. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
  2. *Machu Picchu*
  3. Newspaper (again, you will need quite a bit for this activity so have each student bring in two-three newspapers)
  4. Five pound object (rock, brick)
  5. Box (at least a foot wide and a foot tall - a computer paper box works perfectly)
  6. Masking tape (three-four rolls)
  7. Appendix L (one per student)
  8. Appendix M (one per student)
- C. *Key Vocabulary*
1. Machu Picchu - an ancient Inca city that is located high in the Andes Mountains of South America
  2. Quipu - piece of string used as a device for counting and record keeping
  3. Terrace - a flat place of land carved out of the side of a mountain or hill

D. *Procedures/Activities*

1. Read pages 33-35 in the Pearson Learning History book. Discuss the different and innovative ways the Inca used engineering (cut terraces into mountains, built bridges and roads).
2. Next, show students pictures of the Andes Mountains and ruins from Inca cities.
  - a. Ask them what they notice about the land. (It is very mountainous.)
  - b. Where were many of the buildings and cities built? (Near the tops of mountains.)
  - c. What were they made of? (Stone.)Share other interesting facts about the Inca with your students:
  - a. The Inca farmed on the mountainside by cutting terraces or "steps" into the slopes, where they grew corn and potatoes.
  - b. Higher up in the mountains, the Inca herded llamas and alpacas (animals similar to sheep). These animals provided wool and food.
  - c. The Inca built long roads along the mountains to connect the villages. Special runners sent messages along these roads.
  - d. The Inca temples and fortresses were made of huge stones.
  - e. Their houses were made of stone and mud, with grass roofs.
  - f. The Inca were skilled craftsmen.
  - g. The Inca were very religious and believed that gods or goddesses were responsible for everything in nature.
  - h. They believed the sun god was the father of man.
3. The Inca people were very skilled engineers. Since they built many roads for traveling in South America, they also built bridges. Some of these bridges even stood for over 500 years! The project for this lesson will be to build a free-standing bridge out of nothing but newspaper and masking tape.
4. Divide the class into three-four groups of five to seven students in each group. Pass out Appendix L and go over the rules of this project with the class. Divide the newspaper among the groups with each group getting an equal amount (remember, the more newspaper you have on hand, the better the project). Each group also gets a roll of masking tape. Appendix L has detailed instructions. Check for understanding of this project as this is crucial!

E. *Assessment/Evaluation*

1. Pass out Appendix M for assessment.

**Lesson Eight: Spanish Conquistadors (one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  1. Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  2. Develop an awareness of place. There are reasons why certain events occur in certain places.
2. Lesson Content
  - a. Fifth Grade History and Geography: World History and Geography: Meso-American Civilizations (p. 112)
    - i. Spanish Conquerors
      - a) Conquistadors: Cortes and Pizzaro
        - 1) Advantage of Spanish weapons (guns, cannons)
        - 2) Diseases devastate native peoples

3. Skill Objective(s)
  - a. Students will be able to locate the activities and voyages of the Conquistadors.
- B. *Materials*
  1. Pearson Learning Core Knowledge History Book - Level 5 (one per student)
  2. *Explorers of the World: Cortes and Pizarro*
  3. Colored markers (one pack per student)
  4. Four pieces of white (or light colored) butcher paper - 2' x 2'
  5. Front page of a local newspaper
- C. *Key Vocabulary*
  1. There are no vocabulary words for this lesson.
- D. *Procedures/Activities*
  1. Read pages 36-39 in Pearson Learning History book. Discuss Cortes and Pizarro.
    - a. What kind of men were they? (Aggressive, strong leaders)
    - b. What were they looking for? (Riches!)
    - c. How do students feel about the end of the Inca and Aztec Empire?
    - d. How did smallpox and other European disease contribute to more deaths of native people? (Natives were not immune to these diseases. This also happened with Native Americans in North America.)
  2. Watch *Explorers of the World: Cortes and Pizarro*. Ask: Have any of you changed your views on these explorers after watching the video?
  3. Divide the students into four groups. Show the students what a front page of a newspaper looks like. The print is large; the pictures draw you in so that you want to read more.
  4. Explain that they should imagine they are newspaper reporters during the 16<sup>th</sup> century. Their task is to compose a front page newspaper article about the Spanish conquest of the Inca and or the Aztec (two groups will discuss the Inca; two groups will discuss the Aztec.) The focus on the will be on the fall of Tenochtitlan, Montezuma's reaction, spread of disease (Aztec group) or the attack on Cuzco, Sapa Inca's reaction and his untimely, unfair death (Inca group.) Students need to have written articles as well as illustrations on their front page articles. Students need to brainstorm with their group before handing out the butcher paper.
  5. Have the students use the butcher paper as the front page of there newspapers.
- E. *Assessment/Evaluation*
  1. Display the front page newspaper articles in the hallway or a classroom bulletin board.
  2. Appendix N is the rubric for the articles.

## VI. CULMINATING ACTIVITY

- A. Students will be re-creating a market for the lower grades and parents. Arrange the room so that all the desks are out of the way. Create rows of students (enough room for people to walk in between) and have the students bring in colorful blankets to sit on. They will all have their masks on display, but can also bring things they want to "sell." These objects should in some way relate to the Meso-Americans, not just a modern day toy. Also, parents and students can bring in food for the "merchants" to sell. I did this activity near Halloween so students really enjoyed dressing up for this activity. **Appendix O** is a letter to parents that discusses the market in more detail.
- B. Appendix P is a final unit test.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Map of Central and South America (Lesson One)
- B. Appendix B: KWL Chart (Lesson One)
- C. Appendix C: Maya Calendar Glyphs and Names (Lesson Two)
- D. Appendix D: Rubric for Hieroglyphic Project (Lesson Two)
- E. Appendix E: Rubric for Myth Books (Lesson Three)
- F. Appendix F: Examples of Aztec Masks (Lesson Four)
- G. Appendix G: Rubric for Aztec Masks (Lesson Four)
- H. Appendix H: Rules for Tlatchli (Lesson Five)
- I. Appendix I: Rubric for Aztec Essay (Lesson Five)
- J. Appendix J: Venn Diagram Comparing and Contrasting Incas and Aztecs (Lesson Six)
- K. Appendix K: Quiz on Inca People (Lesson Six)
- L. Appendix L: Rules for Building Bridges (Lesson Seven)
- M. Appendix M: Reflections on Bridge Building (Lesson Seven)
- N. Appendix N: Front Page Rubric (Lesson Eight)
- O. Appendix O: Letter to Parents (Culminating Activity)
- P. Appendix P: Final Unit Test and answers (Culminating Activity)

## VIII. BIBLIOGRAPHY

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- J. Slingshot Video. *Mystery of the Maya*. ISBN: R02152-44166

Appendix A, page 1

Map of South America



(adapted from <http://worldatlas.com/webimage/countrys/samerica/saoutl.htm>)



Appendix A, page 2

Map of Central America



(adapted from <http://geography.about.com/library/blank/blxcamerica.htm>)

**Appendix B**

**K-W-L Chart**

What I already <u>K</u> now about this topic	What I <u>W</u> ant to learn about this topic	What I <u>L</u> earned about this topic

## Appendix C

# Mayan Calendar Glyphs and Names

On a Maya calendar each day was a kin. A month (20 days) was a uinal. Each kin had a different glyph, or picture representing it. Some are shown on this page. With your partner write down both of your first names. Make up one kin name for each of seven days using letters from both your names. Draw a glyph for each kin. Display your kin names and glyphs for the rest of the class to see. You can also use page 21 in your history book to see some examples of some glyph pictures.

**Example:** If Phillip and Megan are partners, their kin names might be: hegi, plae, glin, lagi, mehi, lina, and mapi.

Example of glyphs:

(adapted from [www.teacher.scholastic.com](http://www.teacher.scholastic.com))

## Appendix D

# Hieroglyphics Project

Teacher Name: \_\_\_\_\_  
 Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Graphics – Originality</b>	Several of the graphics used on the project reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the po reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Several required elements were missing.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
<b>Graphics – Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

(adapted from [www.rublistar.4teachers.org](http://www.rublistar.4teachers.org))

**Appendix E**  
**Rubric: Myth Books**

Teacher Name: \_\_\_\_\_  
Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
<b>Illustrations</b>	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
<b>Characters</b>	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
<b>Action</b>	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.

(adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org))

## Appendix F

### Examples of Aztec Masks



(adapted from [www.mexarte.com](http://www.mexarte.com))

## Appendix G

# Rubric for Aztec Masks

Teacher Name: \_\_\_\_\_  
 Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Creativity</b>	Totally original design, no element is an exact copy of designs seen in source material.	Most of the mask elements are unique, but one element may be copied from source material.	Some aspects of the mask are unique, but several elements are copied from source materials or other students.	The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).	
<b>Knowledge about Culture/ Story</b>	The student can answer three questions correctly about how the mask relates to the culture or story being studied.	The student can answer two questions correctly about how the mask relates to the culture or story being studied.	The student can answer one question correctly about how the mask relates to the culture or story being studied.	The student does not understand how the mask relates to the culture or story being studied.	
<b>Time and Effort</b>	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	
<b>Working With Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	

Teacher Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org))

## Appendix H

### Rules for Playing Tlatchli

The Aztec Indians of Mexico used to play a game called Tlatchli (tlach' tlee). It was a combination of basketball, volleyball and soccer. Tlatchli was played with a solid rubber ball about the size of a bowling ball. The sunken court, shaped like a capital letter I, was surrounded by spectators who looked down on the court.

Two stone rings hung down (like earrings) from the walls at either end of the team's zone, as in basketball. The rings were 8 feet to 10 feet off the ground, and the hole was less than a foot wide. The ball was supposed to pass through this ring. The object of the game was to drive the ball over the centerline of the court and into the other side. The ball had to be kept in the air **at all times**, and although it could be bounced off the walls, it could not touch the ground. To score a point, the player had to send the ball across the goal line using his knees or hips. The ball could not be kicked or thrown, and a team could lose points if the ball was touched with any other part of the body. However, in the end, it did not matter how many points a team had.

The real goal of the game was to pass the ball through one of the stone rings on either end of the court. Once that happened, the game was over, and the score did not matter. The team to pass the ball through the ring automatically won. There were rewards for playing such an impossible game. Skilled players were regarded as heroes, much like the athletes of today. People surrounded him wherever he went, and he was even allowed to wear a special uniform. He gained considerable wealth, because when a player won the game by scoring through the ring, he automatically was entitled to all of the spectators' jewelry and clothes.

Not only was the game difficult, it was dangerous. The solid rubber ball weighed five pounds and players were hurt or even killed in the game. To protect themselves, the players wore thick leather belts and collars that covered their upper bodies. Kneepads, elbow pads and gloves protected them when they would dive after low balls. The game was taken so seriously that disputes were often settled when the opposing teams played Tlatchli. Sometimes the game was a part of the Aztec's religious ceremonies. And occasionally, it became so serious that the losing team was sacrificed to the gods.

#### YOUR TASK:

Divide into two teams. After studying all the rules of this ancient game, give it a try! Have fun!!

(adapted from <http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/tlatchtli.html>)



## Appendix I Aztec Essay

Teacher Name: \_\_\_\_\_  
 Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
<b>Accuracy of Facts (Content)</b>	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Teacher Comments:				

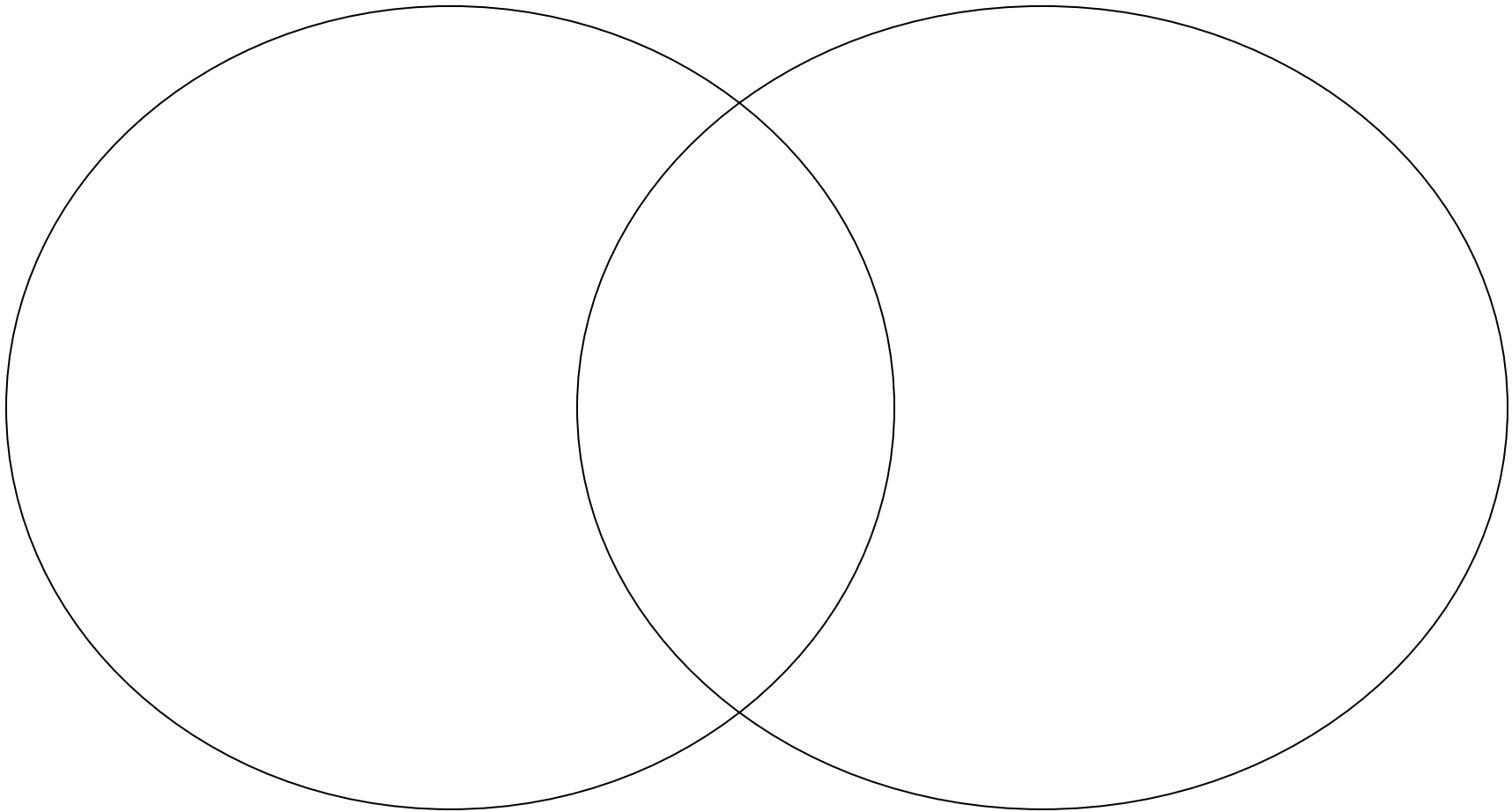
(adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org))

Appendix J

Venn Diagram

Aztecs

Incas



Appendix K, page 1

*Quiz on the Inca Empire*

Name \_\_\_\_\_

**Directions: Fill in the blank. Use the word box at the bottom of the page to help you.**

1. What region of the world did the Inca people rule? \_\_\_\_\_
2. Which mountain range extends through the Inca Empire? \_\_\_\_\_
3. Which MAJOR river runs through the Inca Empire? \_\_\_\_\_
4. Who was the sole ruler of the Inca Empire? \_\_\_\_\_
5. Which animal was important to the Inca people? \_\_\_\_\_
6. What is the famous ancient Inca city in the mountains? \_\_\_\_\_

**Word Bank**

Pacific coast of South America

Machu Picchu

Sapa Inca

Llama

Andes

Amazon

## Answers to Inca Quiz

1. Pacific coast of South America
2. Andes Mountains
3. Amazon River
4. Sapa Inca
5. Llama
6. Machu Picchu

## Appendix L

# Rules for Building Bridges

Assemble the collected stacks of newspaper, tape, rock (the weight) and the box (computer box) at the front of the classroom. Divide the class into groups. Each group is instructed to take a newspaper pile and a roll of masking tape to their work space.

Explain that the group will be responsible for building a stand alone bridge using **ONLY** the newspaper and tape. The bridge is to be constructed so that it will support the large rock (weight) and so that the box can pass underneath. Planning is **CRUCIAL!** A group can talk and plan together for 10 minutes. The bridge must be completed in 15 minutes.

During the planning time, students are **NOT ALLOWED TO TOUCH THE NEWSPAPER AND TAPE**, but they are encouraged to pick up the rock and make estimates of how high the box is, make a sketch of the bridge or assign group roles of responsibility.

At the end of the planning time, students are given 15 minutes to build their bridge. They may **NOT** handle the rock (weight) or the box- only the newspapers and tape. If a group finishes early, they can add some artistic flourishes to their bridge or watch the bridge building process in other groups, but **MUST** stay in their group area.

Stop all groups after 15 minutes. Survey the bridges with the class and allow each group to try to pass the two tests for their bridges (placing the weight on the bridge to see if it will support it and passing the box underneath to see if it is wide enough). Discuss the design of each bridge.

*\*\*\*To make this activity even more difficult, you can allow the students to talk during their 10 minute planning period, but **NOT** during the 15 minute actual bridge building. This is very difficult, but it encourages students to really listen to each other using no words.*

## Appendix M

# Reflections on Bridge Building

Name of each group member:

---

1. Describe this activity.
2. What problems did your group encounter?
3. What would have made this activity easier?
4. How do you think this activity relates to the Incas?

**Appendix N**  
**Rubric: Extra! Extra!**

Teacher Name: \_\_\_\_\_  
Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Spelling and Proofreading</b>	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than three spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
<b>Who, What, When, Where and How</b>	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).
<b>Knowledge Gained</b>	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
<b>Graphics</b>	Illustrations are in focus, are well-cropped and are clearly related to the articles they accompany.	Illustrations are in focus and are clearly related to the articles they accompany.	80-100% of the illustrations are clearly related to the articles they accompany.	More than 20% of the illustrations are not clearly related to the articles OR no illustrations were used.
Teacher Comments:				

(adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org))

## Appendix O

### *Growing up in Meso-America Unit Project*

Your student will be studying the ancient peoples of Central and South America, specifically, the Maya, Aztec and Inca civilizations. We will be learning about the complex nature of their cultures, how religious beliefs played a role in their society, their technological advances and location. At the end of the unit, the entire 5th grade will recreate a Meso-American market for the lower grades to enjoy. This market day should try it's best to replicate a real market day in Meso-America. The students will be creating crafts they can "sell" during the market day as well as games similar to those that the Maya, Aztecs and Incas played for market day participants to take part in and enjoy. If you would like, please donate supplies, candy, ect. that can be used as prizes for the games and as food goods for the merchants to sell such as hot chocolate, nachos, tortillas and cheese. Volunteers would also be most appreciated. Also, your student will want to come up with a simple costume that they will wear during the market that displays the type of clothing worn during this era.

The Project will be October 29th, but we will be doing some work in class to prepare. The market will be held on the morning of October 30th.

Please direct any questions to Ms. Jacobs. Thank you for your help!



## Meso-America Unit Test

Name \_\_\_\_\_

**Directions:** Replace the underlined word to make the sentence true.

1. Aztec were originally sailors.

\_\_\_\_\_

2. The Aztecs named the city they had built Texcoco.

\_\_\_\_\_

3. The Apurimac Bridge, built by the Inca people, was in service for three years.

\_\_\_\_\_

4. A very important animal for the Inca people was the pig.

\_\_\_\_\_

5. The Maya civilization settled in the United States.

\_\_\_\_\_

6. The Mayas played a game, similar to basketball, called Hide-and-go-seek.

\_\_\_\_\_

**Directions:** Circle the letter of the best answer.

7. Who was the ruler of the Aztec Empire in 1519?

Cortes

Montezuma

Sapa Inca

Pizarro

8. The Maya did NOT develop which of the following?

Scientific tools

calendar

system of numbers

system of writing

**Appendix P, page 2**

9. Which word best describes the Aztec people?

Scientists                  Writers                  Warriors                  Farmers

10. Which mountain range extends through the Inca Empire?

Rocky Mts.                  Andes Mts.                  Himalaya Mts.                  Sierra Nevada Mts.

11. Who led the Spanish invasion of the Aztec people?

Pizarro                  Cortes                  Sapa Inca                  Columbus

**Directions: Answer the following essay questions in COMPLETE SENTENCES.**

12. How is Inca life different from your life?

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---

13. Which of the three empires (Maya, Aztec or Inca) would you most like to have lived in? Why?

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## Meso-America Unit Test Answers

1. Warriors
2. Tenochtitlan
3. 540 years
4. Llama
5. Mexico (or Yucatan Peninsula)
6. Pok-ta-Pok
7. Montezuma
8. Scientific Tools
9. Warriors
10. Andes Mountains
11. Cortes