

The Ancient Maya, Aztec and Inca Civilizations

Grade Level: 1st Grade

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Length of Unit: 16 Lessons

I. ABSTRACT

- A. Come with me to Meso-America! Let's go back in time—to the early days of civilization in America. This first grade unit looks at the earliest people in Central and South America and focuses on the Maya, Aztec and Inca civilizations. Let's learn about their culture and appreciate their influence on us today!

II. OVERVIEW

- A. Concept Objectives
1. Understand how the crossing of the land bridge brought people to North America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
 2. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 3. Comprehend how past cultural exchanges influence present day life, including food, art, shelter and language. (SS1-F2 PO4)
 4. Respect these cultural differences in the people around us today.
- B. Content from the *Core Knowledge Sequence*
1. Crossing the Land Bridge from Asia to North America (page 29)
 - a) From hunting to farming
 - b) Gradual development of early towns and cities
 2. Maya in Mexico and Central America (page 29)
 3. Aztecs in Mexico (page 29)
 - a) Montezuma
 - b) Tenochtitlan
 4. Inca in South America: Peru, Chile (page 29)
 - a) Cities in the Andes
 - b) Machu Picchu
- C. Skill Objectives
1. The students will recognize a sequence of events by placing them on a timeline (SS1-F1)
 2. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 3. The students will identify and describe the symbols, icons, songs and traditions that exemplify cherished ideals and provide a sense of community across time. (SS2-F2)
 4. The students will construct and interpret maps to organize information about people, places and environments. (SS3-F1)
 5. The students will identify natural and human characteristics of places and how people interact with, and modify their environment. (SS3-F2)
 6. The students will predict what a text might be about. (R1:6:1)
 7. The students will employ strategies to comprehend a text. (R1:6)
 8. The students will relate information and events in a reading selection to life experiences and life experiences to text. (R1:6:2)

9. The students will recognize and apply knowledge of historical and cultural aspects of world literature. (R2:1)
10. The students will acquire and use new vocabulary. (R1:4)
11. The students will recognize the content of an oral presentation. (LP2-01)
12. The students will ask relevant questions regarding the content. (LP2-02)
13. The students will state opinions related to the content. (LP2-03)
14. The students will develop a summary of the content. (LP2-04)
15. The students will apply critical listening skills. (1WP-F3)
16. The students will share information with a group choosing vocabulary that communicates messages clearly, precisely and effectively. (1WP-F5)
17. The students will follow multiple-step directions accurately. (LS-F1)
18. The students will solve problems using a variety of mental computations. (M1:3:1)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Greene, J.D. *The Maya*. New York, NY: Franklin Watts, 1992, ISBN: 0-531-20067-1.
 2. Hewitt, S. *Footsteps in Time: The Aztecs*. New York, NY: Children's Press, 1996, ISBN 0-516-08071-7
 3. Hirsch Jr., E.D. *What Your First Grader Needs to Know*. New York, NY: Dell Publishing, 1997, ISBN 0-385-31987-8
 4. Newman, S. *The Inca*. New York, NY: Franklin Watts, 1992, ISBN: 0-531-20004-3.
 5. Walsh Shepherd, D. *The Aztec*. New York, NY: Franklin Watts, 1992, ISBN: 0-531-20064-7.
- B. For Students
 1. Use after teaching about Ancient Egypt and Ancient Mesopotamia—hieroglyphs and cuneiform and pyramids and ziggurats.

IV. RESOURCES

- A. Ganeri, A. *The Aztecs*. P.O. Box 26015 Austin, TX: Raintree Steck-Vaughn Publishers, 2000, ISBN: 0-7298-1352-8
- B. Hirsch Jr., E.D. *What Your First Grader Needs to Know*. New York, NY: Dell Publishing, 1997, ISBN 0-385-31987-8
- C. Internet site Maya Ruins at <http://mayaruins.com/>
- D. Internet site Write Like a Babylonian at <http://www.upennmuseum.com/cuneiform.cgi>
- E. Internet site Write Like an Egyptian at <http://www.upennmuseum.com/heioglyphsreal.cgi/>
- F. Keller, M. & Milliken, L. *Hands-on Heritage Inca, Aztec, Maya Activity Book*. Dana Point, CA: Edupress, Inc., 1999, ISBN 1-56472-150-7
- G. McKissack, P.C. *A New True Book: The Maya*. Chicago, IL: Children's Press, 1985, ISBN 0-516-01270-3
- H. Palacios, A. *The Llama's Secret a Peruvian Legend*. United States of America: Troll Associates, 2001, ISBN: 0-8167-3050-4
- I. Schofer Mathews, S. *The Sad Night The Story of an Aztec Victory and a Spanish Loss*. New York, NY: Clarion Books, 1994, 0-618-11745-8
- J. Wood, M. *Growing Up in Aztec Times*. United States of America: Troll Associates, 1994, ISBN: 0-8167-2724-4

V. LESSONS

Lesson One: Crossing the Land Bridge

A. *Daily Objectives*

1. Concept Objective(s):
 - a. Understand how the crossing of the land bridge brought people to North America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
2. Lesson Content:
 - a. Crossing the Land Bridge from Asia to North America (page 29)
 1. From hunting to farming
 2. Gradual development of early towns and cities
3. Skill Objective(s):
 - a. The students will construct and interpret maps to organize information
 - b. about people, places and environments. (SS3-F1)
 - c. The students will identify natural and human characteristics of places and how people interact with, and modify their environment. (SS3-F2)
 - d. The students will predict what a text might be about. (R1.6.1)
 - e. The students will employ strategies to comprehend a text. (R1:6)
 - f. The students will acquire and use new vocabulary. (R1:4)
 - g. The students will develop a summary of the content. (LP2-04)

B. *Materials*

1. Chart Paper and /or a Venn Diagram
2. Markers
3. Large World Map for students to see
4. Individual maps (Appendix A)
5. Crayons

C. *Key Vocabulary*

1. civilization—a high stage of culture developed over time
2. Land Bridge—a path made out of land over a body of water
3. nomads—people without a fixed home who wander from place to place

D. *Procedures/Activities*

1. Ask the students what they remember about the Ancient Mesopotamians and the Ancient Egyptians. Write these on chart paper or use a Venn diagram. If someone does not say that they both settled near water to begin farming, and therefore started towns or *civilizations*, lead them there with questions.
2. Show a world map. Point out the “Land Bridge”.
3. Prediction reasons why people would cross the land bridge. Write these down.
4. Read or summarize “Crossing the Land Bridge” in *What Your First Grader Needs to Know* pages 135-137.
5. Return to predictions and highlight reasons people crossed the Land Bridge.
6. Emphasize that now the people settled together in groups like the Ancient Egyptians and Mesopotamians establishing villages and towns.

E. *Assessment/Evaluation*

1. Teacher observation of student participation.

2. Pass out the world map. Have the students follow the directions on the map, and write and/or illustrate a reason the people crossed the Land Bridge. (Appendix A)
3. The teacher will check for accuracy.

Lesson Two: Where in Our World Are We?

A. Daily Objectives

1. Concept Objective:
 - a. Understand how the crossing of the land bridge brought people to North America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
2. Lesson Content:
 - a. Crossing the land bridge from Asia to North America (page 29)
 - b. Maya in Mexico and Central America (page 29)
3. Skill Objective(s):
 - a. The students will construct and interpret maps to organize information about people, places and environments. (SS3-F1)
 - b. The students will identify natural and human characteristics of places and how people interact with, and modify their environment. (SS3-F2)
 - c. The students will follow multiple-step directions accurately. (LS-F1)

B. Materials

1. A large world map
2. A student map for each child (Appendix B)
3. crayons

C. Key Vocabulary

Review vocabulary so far.

D. Procedures/Activities:

1. Review the reasons for Crossing the Land Bridge from the first lesson.
2. Retrace the path we constructed on the map during the first lesson on the large world map.
3. Tell the students that new land is called the Americas.
4. Locate North and South America on the map, and point out your state.
5. Explain that the area we are going to focus on is known today as Mexico.
6. Locate Mexico on a map, and look at it in relation to your home state.

E. Assessment/Evaluation

1. Teacher observation of student participation.
2. The students will complete a map labeling key areas by following the directions on the map. (Appendix B)
3. The teacher will check these for accuracy.

Lesson Three: Magnificent Maya

A. Daily Objectives

1. Concept Objective(s):
 - a. Understand how the crossing the Land Bridge brought people to North America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
 - b. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
2. Lesson Content:
 - a. Maya in Mexico and Central America (page 29)

3. Skill Objective(s):
 - a. The students will recognize sequence of events by placing them on a timeline. (SS1-F1)
 - b. The students will construct and interpret maps to organize information about people, places and environments. (SS3-F1)
 - c. The students will identify natural and human characteristics of places and how people interact with, and modify their environment. (SS3-F2)
 - d. The students will predict what a text might be about. (R1:6:1)
 - e. The students will employ strategies to comprehend a text. (R1:6)
 - f. The students will relate information and events in a reading selection to life experiences and life experiences to text. (R1:6:2)
 - g. The students will ask relevant questions regarding the content. (LP2-02)
 - h. The students will state opinions related to the content. (LP2-03)
 - i. The students will develop a summary of the content. (LP2-04)
- B. *Materials*
 1. A copy of the *Maya, Aztec and Inca* song (Appendix C)
 1. Chart paper and markers, or chalk/white board and chalk/markers
 2. A KWL Chart or Appendix D (Works best if made into an overhead)
 4. Large World Map or map of North and South America
 5. *The New True Book—The Maya*
- C. *Key Vocabulary*
 1. Religious—having to do with their beliefs
 2. Political—having to do with the government
 3. Village—a small group of homes, too small to be a town
 4. Famine—a great lack of food in an area
 5. Ruins—broken down remains of buildings
- D. *Procedures/Activities*
 1. Introduce the *Maya, Aztec, Inca* song by singing a line and having the students repeat the line back to you. (Appendix C)
 2. After singing the song, have the students chart things they might learn about the Maya, Aztec and Inca. (Appendix D) Save these for reference throughout the unit.
 3. Review the area of Mexico on the map. Locate the Yucatan on the map, and explain this is where the Maya people settled.
 4. Read pages 7-9 in *The New True Book—The Maya*.
 5. Stress these key points:
 - a. The earliest known Mayan city was Uaxactun dating back to 328 A.D.
 - b. The bigger Mayan cities were religious and political centers. Many of these cities were famous for their pyramids.
 - c. Most of the Maya people lived in small villages and went to the bigger cities only to worship.
 - d. It is believed that over farming helped cause the fall of the Mayan people. War, famine and changes in the climate added to their fall, and by 889, the Mayan cities lay in ruins.
- E. *Assessment/Evaluation*
 1. Teacher observation of student participation
 2. Pass out the timeline to the students. (Appendix E) Have the students add 328, the first known Mayan city, and 889, the fall of the Mayan people.
 3. *Save these for later use.

Lesson Four: Mayan People

A. *Daily Objectives*

1. Concept Objective(s):
 - a. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 - b. Comprehend how past cultural exchanges influence present day life, including food, art, shelter and language. (SS1-F2 PO4)
2. Lesson Content:
 - a. Maya in Mexico and Central America (page 29)
3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will identify natural and human characteristics of places and
 - c. how people interact with, and modify their environment. (SS3-F2)
 - d. The students will employ strategies to comprehend a text. (R1:6)
 - e. The students will relate information and events in a reading selection to life
 - f. The students will ask relevant questions regarding the content. (LP2-02)
 - g. The students will state opinions related to the content. (LP2-03)
 - h. The students will develop a summary of the content. (LP2-04)

B. *Materials*

1. *Maya, Aztec, Inca* song (Appendix C)
2. *The True Book The Maya*
3. White/chalk board and markers/chalk or chart paper and makers
4. Jobs Chart (Appendix F) (Works best as an overhead.)
5. Maya jobs activity sheet—one per student (Appendix G)
6. Writing Rubric (Appendix H)

C. *Key Vocabulary*

1. ruling class—people who make the rules/laws of the land
2. scribes—people who know how to write
3. priests—a person who performs religious rites
4. craftsman—a person who practices a skilled trade

D. *Procedures/Activities*

1. Sing *The Maya, Aztec, Inca* song the first two verses only.
2. Explain that the Mayan society was divided into several groups: the ruling class, scribes, priests, craftsmen, and common people.
3. Tell the students you are going to read about these groups. As you read, tell the students to remember the jobs each group had. Read pages 12-17 in *The New True Book—The Maya*.
4. As you read, stop and have the students repeat the key facts.
5. Once you read the section, chart the jobs the various people did. (Appendix F)
6. Compare to our jobs today.

E. *Assessment/Evaluation*

1. The students will write and illustrate one of the jobs the Mayan people held. (Appendix G)
2. The teacher will check these for completion and accuracy using the rubric. (Appendix H)

Lesson Five: Growing Up Mayan

A. *Daily Objectives*

1. Concept Objective(s):

- a. Develop an appreciation for the ancient Maya, Aztec and Inca’s culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 - b. Comprehend how past cultural exchanges influence present day life, including food, art, shelter and language. (SS1-F2 PO4)
 - c. Respect these cultural differences in the people around us today.
2. Lesson Content:
 - a. Maya in Mexico and Central America (page 29)
 3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will identify and describe the symbols, icons, songs and traditions that exemplify cherished ideals and provide a sense of community across time. (SS2-F2)
 - c. The students will relate information and events in a reading selection to life experiences and life experiences to text. (R1:6:2)
 - d. The students will recognize the content of an oral presentation. (LP2-01)
 - e. The students will ask relevant questions regarding the content. (LP2-02)
 - f. The students will state opinions related to the content. (LP2-03)
 - g. The students will develop a summary of the content. (LP2-04)
 - h. The students will apply critical listening skills. (1WP-F3)
- B. *Materials*
1. *Maya, Aztec, Inca* song (Appendix C)
 2. Chart paper and markers or chalk/white board and markers
 3. *A New True Book The Maya*
 4. white paper and paint for each student
 5. rubric to self assess work (Appendix K)
- C. *Key Vocabulary*
1. Profile—a side view of the head or face
 2. Pok-a-tok—a Maya ball game, similar to basketball
 3. Mural—a painting or design on a wall
- D. *Procedures/Activities*
1. Review the first two verses of the *Maya, Aztec, Inca* song.
 2. Review what we learned about the Mayan jobs from yesterday.
 3. Ask the students what they like to do for fun. Write these down on half the chart paper or the chalk/white board like a T chart.
 4. Explain that most of the Mayan children had to work in the fields or help around the house. Only the noble and priest’s children went to school, so the other children were taught at home.
 5. Tell the students you are going to read a section of a book about what the Mayan people liked to do for fun. Ask the children if they think any of the items from our list will be included in the Mayan’s list. If yes, circle these.
 6. Read pages 30-33 in *A New True Book The Maya*.
 7. Make a list of what the Maya did for fun on the other side of the board/paper. Compare this list to your list. Are any the same? How are they different?
 8. Explain that even though the Maya lived a long time ago, we still like some of the same things they did today!
- E. *Assessment/Evaluation*
1. Remind the students that the Mayan people “liked to paint murals on every available wall” (*A New True Book The Maya* page 33).

2. Tell them that the murals were brightly colored pictures that usually featured lifelike figures taking part in battles and festivals. The people in their murals were usually in profile.
3. Give each student a piece of white paper and some paint.
4. Have the students paint their own scene from a battle or festival.
5. Hang these together to create a large mural.
6. The students will use the rubric to assess their own work. (Appendix K)

Lesson Six: What a Stele!

A. Daily Objectives

1. Concept Objective(s):
 - a. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 - b. Comprehend how past cultural exchanges influence present day life, including food, art, shelter and language. (SS1-F2 PO4)
 - c. Respect these cultural differences in the people around us today.
2. Lesson Content:
 - a. Maya in Mexico and Central America (page 29)
3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will identify natural and human characteristics of places and how people interact with, and modify their environment. (SS3-F2)
 - c. The students will acquire and use new vocabulary. (R1:4)
 - d. The students will recognize the content of an oral presentation. (LP2-01)
 - e. The students will ask relevant questions regarding the content. (LP2-02)
 - f. The students will state opinions related to the content. (LP2-03)
 - g. The students will develop a summary of the content. (LP2-04)
 - h. The students will apply critical listening skills. (1WP-F3)
 - i. The students will share information with a group choosing vocabulary that communicates messages clearly, precisely and effectively. (1WP-F5)
 - j. The students will follow multiple-step directions accurately. (LS-F1)

B. Materials

1. Ancient Egyptians hieroglyph and Ancient Mesopotamian cuneiform samples from the internet site <http://www.upennmuseum.com/> or any other sample you may have available
2. Mayan Symbols from *Hands on Heritage Inca, Aztec, Maya Activity Book* page 43—one copy for each student, or one per group.
3. Scrap of paper and pencil—one for each student
4. Bar of Ivory soap and a craft stick—one for each student

C. Key Vocabulary

1. Hieroglyphs—ancient Egypt's form of writing
2. Cuneiform—ancient Mesopotamian form of writing
3. Stele—large stone slabs that were carved with Mayan symbols usually recording a special event or date
4. Gum resin—sap from a tree used to strengthen fig-tree book pages

D. Procedures/Activities

1. Ask the students what they remember about the Ancient Egyptian hieroglyphs and Mesopotamian cuneiform writing. Show samples of hieroglyphs and cuneiform writing from the internet site above, or from other books you may have.

2. Explain that these were the first forms of picture writing to tell a story.
3. Tell the children that the Mayan people also had a form of picture writing as well.
4. Explain that the Maya picture symbols recorded customs, rituals and literature.
 - The priests, rulers and scribes knew what these symbols meant.
 - The Mayan people recorded information on flat stone slabs called steles.
 - They would carve the symbols into the slab using stone tools.
 - The Mayan people also wrote in books made out of fig-tree bark. To strengthen these books, they would coat them with gum resin. When the writing was complete, the strips were folded like a fan and enclosed between two wooden or leather covers. (Taken from *The Maya* by Jacqueline D. Greene pages 37-42)

E. *Assessment/Evaluation*

1. The students will make their own steles by carving a picture symbols into a bar of Ivory soap to simulate the feeling of carving in stone.
2. Have the students choose a Mayan symbol from the list.
3. Practice drawing this symbol on a piece of paper.
4. Once the student knows how to draw their symbol, s/he will carve it into Ivory soap using a craft stick.
5. The students will use the rubric to self assess their carving and compare to our writing today. (Appendix J)

Lesson Seven: Mayan Pyramids

A. *Daily Objectives*

1. Concept Objective(s):
 - a. Understand how the crossing of the land bridge brought people to North America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
 - b. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
2. Lesson Content:
 - a. Maya in Mexico and Central America (page 29)
3. Skill Objective(s):
 - a. The students will ask relevant questions regarding the content. (LP2-02)
 - b. The students will state opinions related to the content. (LP2-03)
 - c. The students will develop a summary of the content. (LP2-04)
 - d. The students will apply critical listening skills. (1WP-F3)
 - e. The students will share information with a group choosing vocabulary that communicates messages clearly, precisely and effectively. (1WP-F5)
 - f. The students will follow multiple-step directions accurately. (LS-F1)
 - g. The students will acquire and use new vocabulary. (R1:4)
 - h. The students will problem solve using a variety of mental computations. (M1:3:1)

B. *Materials*

1. *Maya, Aztec, Inca* song (Appendix C)
2. pictures of ziggurats and pyramids
3. *What Your First Grader Needs to Know*
4. computer with internet to look up <http://mayaruins.ocm/>
5. Leggos and/or Duplos
6. Rubric (Appendix L), one for each group

C. *Key Vocabulary*

1. Pyramid—a structure of stone or earth that has four sides that meets at a point at the top
 2. Ziggurat—a step pyramid made by the Mesopotamians
- D. *Procedures/Activities*
1. Sing the first two verses of the *Maya, Aztec, Inca* song. (Appendix C)
 2. Show some pictures of the ziggurats and pyramids if you have some. Ask the children what they remember about the Mesopotamian ziggurats and the Egyptian pyramids. How were they the same? How were they different?
 3. Explain that the Maya built pyramids too.
 4. Ask the students to compare how the Mayan pyramids compare to the ziggurats and Egyptian pyramids as you read to them.
 5. Read page 137 to the middle of page 138 in *What Your First Grader Needs to Know*. Tell the students that they Maya built these great pyramids to worship their gods. The top of the pyramid had a temple on it.
 6. Show other pictures of Mayan ruins if available, or you can pull up <http://mayaruins.com/> for more pictures of the ruins.
 7. Compare and contrast the three types of pyramids.
- E. *Assessment/Evaluation*
1. Tell the students they are going to work in small groups to build a pyramid.
 2. They will need to problem solve how to make a step pyramid with Leggos or Duplos, and work together cooperatively to build it.
 3. Give the group time to build a step pyramid.
 4. When time is up, have the group share their pyramid.
 5. The group will complete a rubric on their pyramid. (Appendix L)

Lesson Eight: Amazing Aztec

- A. *Daily Objectives*
1. Concept Objective(s):
 - a. Understand how the crossing of the Land Bridge brought people to North America to settle into civilizations, which interacted with and modified the environment. (SS3-F2)
 - b. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 2. Lesson Content:
 - a. Aztecs in Mexico (page 29)
 3. Skill Objective(s):
 - a. The students will recognize sequence of events in order by placing them on a timeline (SS1-F1)
 - b. The students will construct and interpret maps to organize information about people, places and environments. (SS3-F1)
 - c. The students will identify natural and human characteristics of places and how people interact with and modify their environment. (SS3-F2)
 - d. The students will apply critical listening skills. (1WP-F3)
 - e. The students will employ strategies to comprehend a text. (R1:6)
 - f. The students will develop a summary of the content. (LP2-03)
 - g. The students will share information with a group choosing vocabulary that communicates the message clearly, precisely and effectively. (1 WP-F5)
- B. *Materials*
1. *Maya, Aztec, Inca* song (Appendix C)
 2. prediction chart from lesson 3 (Appendix D)

3. large world map
 4. timeline from lesson three (Appendix E)
 5. *The Sad Night* (Introduction through page 5)
 6. Mexican flag or a picture of a Mexican flag
 7. Rubric to assess work. (Appendix M)
- C. *Key Vocabulary*
1. Legend—a story passed down from generation to generation
 2. Tenochtitlan—city where the Aztec settled, today’s Mexico City
- D. *Procedures/Activities*
1. Sing the third verse to the *Maya, Aztec, and Inca* song by singing one line and having the students repeat after you.
 2. Refer to the prediction chart you made about the Maya, Aztec and Inca in lesson three. Check the predictions for the Maya. Were any correct? Can you add to the Maya list now? (Maybe add these changes in different color ink.)
 3. Reread the Aztec list. After learning about the Maya, does anyone want to add to or delete from the list?
 4. Refer to the large world map. Point out the Yucatan peninsula where the Maya lived, and then show Mexico City where the Aztecs lived. Compare these two areas.
 5. Refer to the timeline from lesson three. Review the time the Maya lived. Explain that the Aztec were a wandering people before they came to settle in Mexico in 1250. Have the students add 1250 to their timeline. Note the years between the Maya and the Aztec.
 6. Tell the children you are going to read a story about how the Aztec settled where they did. Tell them to listen carefully, so they can tell you the “Legend of Tenochtitlan”.
 7. Read the introduction and the first five pages of *The Sad Night The Story of Aztec Victory and Spanish Loss*. (Stop where it says, “Montezuma was the most powerful man in Mexico.”)
 8. Discuss the legend, and have the students retell it to a partner.
 9. Explain that the Mexican flag today has a picture of the eagle sitting on a cactus eating a snake. Show one or a picture of one if possible.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation.
 2. To assess the students understanding of the legend, the students can...
 - draw/paint the eagle sitting on the cactus eating a snakes,
 - they can draw/paint the legend after the format in *The Sad Night* book,
 - or they can make a Mexican flag reviewing the meaning of the symbol.
 3. The students will assess their work using a rubric (Appendix M).

Lesson Nine: Warriors

A. *Daily Objectives*

1. Concept Objective(s):
 - a. Develop an appreciation for the ancient Maya, Aztec and Inca’s culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 - b. Respect these cultural differences in the people around us today.
2. Lesson Content:
 - a. Aztecs in Mexico (page 29)
3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will employ strategies to comprehend a text. (R1:6)

- c. The students will relate information and events in a reading selection to life experiences. (R1:6:2)
 - d. The students will acquire and use new vocabulary. (R1:4)
 - e. The students will state opinions related to the content. (LP2-03)
 - f. The students will develop a summary of the content. (LP2-04)
 - g. The students will follow multi-step directions accurately. (LS-F1)
- B. *Materials*
- 1. Maya, Aztec, Inca song (Appendix C)
 - 2. *Growing Up in Aztec Times* **or** *The Aztecs*
 - 3. Feather headdress directions (Appendix N)
 - 4. poster board
 - 5. scissors
 - 6. stapler
 - 7. sequins, glitter, foil, etc.
 - 8. crayons or markers
 - 9. feathers or feather shapes cut from construction paper
 - 10. glue/tape
 - 11. Venn Diagram or board (if you choose to use it)
- C. *Key Vocabulary*
- 1. Warrior—a soldier
 - 2. Full Warrior—an Aztec warrior who captured three men in battle and kept them alive
 - 3. Headdress—a special hat worn by full warriors
- D. *Procedures/Activities*
- 1. Review the first three verses of the *Maya, Aztec, Inca* song.
 - 2. Explain that a warrior is like a soldier who fights for his country. In the Aztec days, every boy dreamed of becoming a great warrior.
 - 3. Read “Training to be a Warrior” in *Growing Up in Aztec Times* page 26-27, **or** “War and Warriors” in *The Aztecs* pages 24-25.
 - 4. Discuss how a warrior became a “full warrior”, and what they did with the prisoners. (They captured three prisoners alive, and kept them for slaves or used them as sacrifices to their gods.)
 - 5. Remind the students that a warrior needed to capture three prisoners to become a “full warrior”. Once he was a full warrior, he was rewarded with land, special names and important jobs. He also got to wear a special feathered headdress.
 - 6. Compare the warrior to our soldier today. You can use a Venn Diagram, the board or do this orally.
- E. *Assessment/Evaluation*
- 1. Teacher observation of student participation.
 - 2. The students will make a warrior’s feathered headdress. (Appendix N)
 - 3. When the teacher fits/staples the headdress, s/he will ask the students how an Aztec warrior earned his feathers (by capturing three prisoners alive) and what the benefits were of becoming a full warrior (land, special name, and important jobs). This one on one questioning will let the teacher know if the students comprehended the information.

Lesson Ten: Food

A. *Daily Objectives*

- 1. Concept Objective(s):
 - a. Comprehend how past cultural exchanges influence present day life, including food, art, shelter and language. (SS1-F2 PO4)

- b. Respect these cultural differences in the people around us today.
- 2. Lesson Content:
 - a. Maya in Mexico and Central America (page 29)
 - b. Aztecs in Mexico (page 29)
- 3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will identify how people interact with and modify their environment. (SS3-F2)
 - c. The students will relate information to their everyday life. (R1:6:2)
 - d. The students will acquire and use new vocabulary. (R1:4)
 - e. The students will recognize the content of an oral presentation. (LP2-01)
 - f. The students will state an opinion related to the content. (LP2-03)
 - g. The students will develop a summary of the content. (LP2-04)

B. *Materials*

- 1. board and chalk/markers
- 2. masa
- 3. water
- 4. bowl
- 5. spoon
- 6. wax paper
- 7. corn tortilla
- 8. cheese
- 9. electric skillet, hot plate and pan, microwave, or whatever you can find to use
- 10. spatula
- 11. plates
- 12. worksheet (Appendix P)
- 13. optional—refried beans, Crock-pot, salsa

C. *Key Vocabulary*

- 1. Maize—corn
- 2. Tlaxcalle—tortilla
- 3. Masa—corn flour

D. *Procedures/Activities*

- 1. Ask the children to name one of their favorite foods. Write these to one side of the board.
- 2. Remind the children that the Maya and the Aztec got most of their food from farming. Have the students predict what food they might have eaten. Write these down in a separate area. Are any of the foods the same as your favorite foods? Circle any matches.
- 3. Explain that both the Maya and Aztec's main ingredient was *maize* or corn. A thin cornmeal pancake called a *tlaxcalle* was eaten at every meal. Can anyone guess what we call this today? A tortilla!
- 4. Beans were second only to maize in their diet. Tomatoes, avocados, sweet potatoes, squash and prickly-pear cactus were also eaten. They liked to spice up their food by adding chili peppers to their dishes.
- 5. Go back to the prediction list. Did you guess any correctly? Put a box around these.
- 6. The students will feel the maize and mix dough for a tortilla.
- 7. (Note: This is great day to get some parent volunteers in to help! If you cannot get a volunteer in to help, team with another teacher, so one can cook, and one can demonstrate with the children.)

- Have a parent helper make cheese crisp in a tortilla maker, hot plate and fry pan, microwave, electric skillet or whatever else you may have available. To make the cheese crisp, make sure you buy the small **corn tortillas** and some shredded cheddar cheese. Put the tortilla on the pan, spread cheese on top and heat until the cheese is melted. We serve along with salsa or refried beans that were heated in a Crock-pot.
 - While the helper is making the cheese crisp, the teacher shows the children some masa (corn flour). Explain that this is ground up corn. Mix the masa with some water according to the directions on the package. Mix into a dough. Give each child a section of the dough. Let him/her feel the texture and try to flatten it into a thin pancake. I give the students a piece of wax paper to work on, so the dough does not stick to the desk. After the students have experimented, have them throw the dough away, wash their hands, and enjoy their tortilla.
 - Discuss the students' feeling on the tortilla—do they like it, could they imagine eating this as part of every meal?
8. Explain that even though the Maya and Aztec lived a long time ago, we can see their influence today in this food.
- E. *Assessment/Evaluation*
1. Teacher observation on student participation.
 2. Accuracy on completed worksheet. (Appendix P)

Lesson Eleven: Aztec Art and Music

A. Daily Objectives

1. Concept Objective(s):
 - a. Comprehend how past cultural exchanges influence present day life, including food, art, shelter and language. (SS1-F2 PO4)
 - b. Respect these cultural differences in the people around us today.
2. Lesson Content:
 - a. Aztecs in Mexico (page 29)
3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will identify how people interact with and modify their environment. (SS3-F2)
 - c. The students will relate information to their everyday life. (R1:6:2)
 - d. The students will acquire and use new vocabulary. (R1:4)
 - e. The students will recognize the content of an oral presentation. (LP2-01)
 - f. The students will state an opinion related to the content. (LP2-03)
 - g. The students will develop a summary of the content. (LP2-04)

B. Materials

1. board, chalk/markers
2. paper plates
3. markers/crayons
4. beans or macaroni
5. stapler
6. *Hands-on Heritage Inca, Aztec, Maya Activity Book*, page19

C. Key Vocabulary

1. Feast—a special meal with many kinds of food, usually a joyous event

D. Procedures/Activities

1. Ask the students what they do at special events or parties. Write these down on one side of the board.
 2. Explain that the Aztec had parties, but they were called feasts. The Aztecs included music and dance at their feasts.
 3. Return to the students' list. Did they list music and dancing? If not, write these on the board. If yes, circle them.
 4. Explain that the Aztec usually used two types of drums. The drums would keep a beat while the dancers performed. They also made rattles to play along with the drums. The dancers would tie stands of bone, shells and bells to their clothes, which would add to the beat of the music.
 5. The students are going to make a rattle and dance the Aztec way.
 - Give each student a paper plate.
 - Have him/her decorate the outside with markers.
 - Fold the plate in half and lay some beans or macaroni inside.
 - Staple the plate shut.
 6. The teacher will keep a steady beat using a drum, desk, coffee can, whatever you have available, while the students shake their rattle and dance around the room in a circle.
 7. After the students had the opportunity to dance, have them share their feeling about this type of dance. Compare it to our music and the way we dance.
- F. Assessment/Evaluation*
1. Teacher observation of student participation.

Lesson Twelve: The Sad Night

A. Daily Objectives

1. Concept Objective(s):
 - a. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 - b. Respect these cultural differences in the people around us today.
2. Lesson Content:
 - a. Aztecs in Mexico (page 29)
 - i. Montezuma
 - ii. Tenochtitlan
3. Skill Objective(s):
 - a. The students will recognize a sequence of events by placing them on a timeline. (SS1-F1)
 - b. The students will predict what the text might be about. (R1:6:1)
 - c. The students will employ strategies to comprehend the text. (R1:6)
 - d. The students will ask relevant questions regarding the content. (LP2-02)
 - e. The students will develop a summary of the content. (LP2-04)
 - f. The students will recognize and apply knowledge of historical and cultural aspects of world literature. (R2:1)
 - g. The students will apply critical listening skills. (1WP-F5)

B. Materials

1. *The Sad Night*
2. board and markers/chalk
3. timeline (Appendix E)
4. Sad Night activity sheet (Appendix O)

C. Key Vocabulary

1. Conquer—to defeat

- D. *Procedures/Activities*
1. Review the Legend of Tenochtitlan, and how the Aztecs settled in Mexico City.
 2. Tell the students that you are going to read them the rest of *The Sad Night* (page 6-the end starting at “Trouble for the Aztecs began...”).
 3. Have them share what they think “sad” means to them. Think of what “sad” thing might have happened to the Aztecs. The teacher may write these predictions down.
 4. Ask them to listen carefully to find out what happened to the Aztecs that was sad.
 5. Read the rest of the story. (Note: the story is very good, but very wordy. Taking your class into consideration, you may need to summarize the pages for your class instead of reading it.)
 6. After you read/summarized the story, have the students share the key points with you. Write these on the board. Compare them to your predictions.
 7. Explain that the Aztecs were finally defeated in 1521. Add this date to your timeline.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation.
 2. The students will complete the worksheet on *The Sad Night*. (Appendix O)
 3. The teacher will check these for accuracy.

Lesson Thirteen: Incredible Inca

- A. *Daily Objectives*
1. Concept Objective(s):
 - a. Understand how the crossing of the Land Bridge brought people to North America to settle into civilizations, which interacted with and modified the environment. (SS3-F2)
 - b. Develop an appreciation for the ancient Maya, Aztec and Inca’s culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
 2. Lesson Content:
 - a. Inca in South America: Peru, Chile (page 29)
 - i. Cities in the Andes
 3. Skill Objective(s):
 - a. The students will recognize sequence of events in order by placing them on a timeline (SS1-F1)
 - b. The students will construct and interpret maps to organize information about people, places and environments. (SS3-F1)
 - c. The students will identify natural and human characteristics of places and how people interact with and modify their environment. (SS3-F2)
 - d. The students will apply critical listening skills. (1WP-F3)
 - e. The students will employ strategies to comprehend a text. (R1:6)
 - f. The students will develop a summary of the content. (LP2-03)
 - g. The students will share information with a group choosing vocabulary that communicates the message clearly, precisely and effectively. (1 WP-F5)
- B. *Materials*
1. *Maya, Aztec, Inca* song (Appendix C)
 2. prediction chart from lesson 3 (Appendix D)
 3. large world map
 4. timeline from lesson three (Appendix E)
 5. graphic organizer (Appendix Q)
- C. *Key Vocabulary*
1. Empire—land under one ruler
 2. Legend—a story passed down from generation to generation

D. *Procedures/Activities*

1. Sing the last verse to the *Maya, Aztec, and Inca* song by singing one line and having the students repeat after you. After the students get the hang of it, sing the whole song.
2. Refer to the prediction chart you made about the Maya, Aztec and Inca in lesson three. Check the predictions for the Aztecs. Were any correct? Can you add to the Aztec list now? (Maybe add these changes in different color ink.)
3. Reread the Inca list. After learning about the Maya and Aztec, does anyone want to add to or delete from the list?
4. Refer to the large world map. Point out the Yucatan peninsula where the Maya lived, and then show Mexico City where the Aztecs lived. Now go to South America by Peru and Chile. Explain that is a very mountainous area. Compare the three areas.
5. Refer to the timeline from lesson three. Review the times the Maya and the Aztec lived. Explain that the Inca began to flourish in 1438 in Peru. Over the next 100 years, the Inca Empire grew from north to south along the western edge of South America. By 1532, the Inca empire came to an end when the Spanish under the leadership of Pizzaro, conquered the Inca empire. Have the students add 1438 and 1532 to their timeline. Note the years between the Maya, the Aztec and the Inca.
6. Explain to the children that the Inca have a legend about the birth of their civilization. They believe that the Sun God, Inti, sent a man named Manco Capac to live on the Island of the Sun in Lake Titicaca to teach people to build villages and grow crops. Then Inti gave Manco a golden rod and told him to travel away from the island. Inti told Manco, "Whenever you stop to rest, try to throw the rod into the earth. Build your city at the place where it sinks into the soil with a single thrust." The place where the rod sank into the ground is several miles north of the lake. Here the Inca built the city they called Cuzco, which means "the bellybutton of the world". (Story taken from *Imagine Living Here This Place Is High* by Vicki Cobb.)
7. Discuss the story with the students. Review the beginning, middle and end of the story. Why do they think they called it the "bellybutton of the world"? How does this story compare to the Aztec's legend?

E. *Assessment/Evaluation*

1. Teacher observation of student participation.
2. The students will complete the graphic organizer about the legend by drawing and/or illustrating the beginning, middle and end of the story.
3. The teacher can check these for accuracy. (Appendix Q)

Lesson Fourteen: Llama

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand how the crossing of the land bridge brought people to North America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
 - b. Develop an appreciation for the ancient Maya, Aztec and Inca's culture and traditions that exemplify cherished ideas and provide a sense of community. (SS2-F2)
2. Lesson Content:
 - a. Inca in South America (page 29)
3. Skill Objective(s):
 - a. The students will predict what the text might be about. (R1:6:1)
 - b. The students will employ strategies to comprehend the text. (R1:6)

- c. The students will ask relevant questions regarding the content. (LP2-02)
 - d. The students will develop a summary of the content. (LP2-04)
 - e. The students will recognize and apply knowledge of historical and cultural aspects of world literature. (R2:1)
 - f. The students will apply critical listening skills. (1WP-F5)
- B. *Materials*
- 1. *Maya, Aztec, Inca* song (Appendix C)
 - 2. picture of a llama
 - 3. *The Llama's Secret*
 - 4. Inca and Llama activity sheet (Appendix Q)
- C. *Key Vocabulary*
- 1. Legend—a story passed down from generation to generation
 - 2. Secret—information kept hidden from others
 - 3. Andes—mountains in South America
 - 4. Llama—an animal in the camel family without humps
- D. *Procedures/Activities*
- 1. Review the Inca verse of the *Maya, Aztec, Inca* song.
 - 2. Remind the students that the Inca lived in the Andes Mountains.
 - 3. Have the students list reasons why it would be hard to live here.
 - 4. Ask the students if they ever saw a llama. Show the picture of the llama on the cover of *The Llama's Secret*. Explain that the llamas are very surefooted and able to move around easily in the mountains. Llamas are also able to carry heavy items, and go for a while without water, like the camel. The llama was very important to the Inca.
 - 5. Tell the students you are going to read a legend to them about a llama. It's called *The Llama's Secret*. Ask them what a secret is. Ask them what kind of secret a llama might have.
 - 6. Read the story to the students.
 - 7. Discuss the story. Ask the students if they think the story was true. Why or why not?
- E. *Assessment/Evaluation*
- 1. Teacher observation of student participation.
 - 2. The teacher can check for accuracy on the Inca and Llama activity sheet. (Appendix R)

Lesson Fifteen: Machu Picchu

- A. *Daily Objectives*
- 1. Concept Objective(s):
 - a. Understand how the crossing of the Land Bridge brought people to South America to settle into early civilizations, which interacted with and modified the environment. (SS3-F2)
 - b. Comprehend how past cultural exchanges influence present day life. (SS1-F2 PO4)
 - 2. Lesson Content:
 - a. Inca in South America: Peru, Chile (page 29)
 - i. Machu Picchu
 - 3. Skill Objective(s):
 - a. The students will identify natural and human characteristics of places and how people interact with and modify their environment. (SS3-F2)
 - b. The students will apply critical listening skills. (1WP-F3)
 - c. The students will recognize the content of an oral presentation. (LP2-01)
 - d. The students will ask relevant questions regarding the content. (LP2-02)

- e. The students will acquire and use new vocabulary. (R1:4)
 - f. The students will develop a summary of the content. (LP2-03)
 - g. The students will share information with a group choosing vocabulary that communicates the message clearly, precisely and effectively. (1 WP-F5)
- B. *Materials*
- 1. *Maya, Aztec, Inca* song (Appendix C)
 - 2. Picture of Machu Picchu if available
 - 3. A brick wall/stone fence to view
 - 4. board and chalk/markers
 - 5. Inca writing activity (Appendix S)
- C. *Key Vocabulary*
- 1. Machu Picchu—a city built out of stone/rock in the mountains by the Inca
 - 2. Moat—a deep trench around a castle or city usually filled with water
 - 3. Palace—a royal residence
 - 4. Prison—a building where criminals are locked up, jail
 - 5. Canal—a man-made waterway
 - 6. Mortar—a mixture to hold bricks or blocks together
- D. *Procedures/Activities*
- 1. Sing the *Maya, Aztec, Inca* song.
 - 2. Ask the students why we remember the Maya.
 - 3. Remind the students of building the Mayan pyramid with the Leggos. Discuss the problems they had, and the solutions they came up with to actually build a pyramid.
 - 4. Tell the students that the Inca also built buildings out of rock and stone. The Inca built an amazing city called Machu Picchu. Machu Picchu was a city built on a mountainside. It was surrounded by a moat and was protected by a double stone wall with a wooden gate. (Show a picture if you can find one.) In the city were temples, a palace, homes, a prison and storage buildings. Water was brought into the city by canals and channeled to individual homes. The walls still stand today, because the Inca builders cut the stones into blocks and matched up so carefully they did not need mortar! The spaces between the stones were so small to even slip a piece of paper in there.
 - 5. Have the students look at a brick wall or fence to see how it is built. Explain that we use cement to make the bricks stick together. Compare ours to the Incas who did not need to use cement.
 - 6. Ask the students which one they think will last longer. Why? Which would be stronger? Why?
 - 7. Ask the students what other invention the Inca had that we use today. (Water to the houses, storage buildings, prisons, etc.) Write these on the board.
- E. *Assessment/Evaluation*
- 1. Teacher observation of student participation.
 - 2. Teacher can use the writing rubric (Appendix H) to grade the students' Inca summary. (Appendix S)

Lesson Sixteen: Life after Death

- A. *Daily Objectives*
- 1. Concept Objective(s):
 - a. Develop an appreciation for the ancient Maya, Aztec and Inca's cultures and traditions that exemplify cherished ideas and provided a sense of community. (SS2-F2)

- b. Comprehend how past cultural exchanges influence present day life. (SS1-F2 PO4)
 - c. Respect cultural differences in people around us today.
 - 2. Lesson Content:
 - a. Inca in South America: Peru, Chile (page 29)
 - 3. Skill Objective(s):
 - a. The students will describe everyday life in the past and recognize that some aspects stay the same and some change. (SS1-F2)
 - b. The students will identify and describe the symbols, icons, songs and traditions that exemplify cherished ideals and provide a sense of community across time. (SS2-F2)
 - c. The students will recognize the content of an oral presentation. (LP2-01)
 - d. The students will ask relevant questions regarding the content. (LP2-02)
 - e. The students will state opinions related to the content. (LP2-03)
 - f. The students will develop a summary of the content. (LP2-04)
 - g. The students will follow multiple-step directions accurately. (LS-F1)
- B. *Materials*
 - 1. *Hands-On Heritage Inca, Aztec, Maya Activity Book*, page 27
 - 2. paper plates
 - 3. watercolor paint and paint brush
 - 4. noodles, paper shapes, buttons, etc.
 - 5. hole punch
 - 6. brown or black yarn cut into 6-8 inch strips
 - 7. tissue paper
 - 8. stapler/tape
 - 9. student rubric (Appendix T)
- C. *Key Vocabulary*
 - 1. Mummified—being made into a mummy
 - 2. Mummy—a dead body preserved in wrappings
 - 3. Burial mask—a mask put over a dead person’s face
- D. *Procedures/Activities*
 - 1. Ask the students if they remember what the Egyptians put in their pyramids. If they cannot remember, remind them that they put their dead rulers who were mummified into the pyramid with their riches. Let them share what they remember about this. Ask the students if they remember why the Egyptians did this. (In preparation for their “next life”)
 - 2. Tell the students that the Inca also believed that after they died, they would live in another world. Therefore, they were also buried with many of the things they would need in their next life. Have the students list some of the items they think the Incas might have taken with them. Remind them this was a long time ago, so there were no TVs, video games, etc. Write these on the board.
 - 3. Remind the students how the Egyptian bodies were mummified and wrapped. Tell them the Inca followed the same practice. The Inca also made a mummy mask to cover the mummies face. The mummy would be decorated according to the status of the person who had died. Nobles and emperors would have precious metals and fine burial masks.
 - 4. Depending on your student population, you may get into rituals we do when someone dies today—have a funeral, bury in nice outfits, etc. You can the compare and contrast then and now.
 - 5. The students are going to make a burial mask. (Idea from *Hands-On Heritage Inca, Aztec, Maya Activity Book*, page 27)

- Paint a paper plate with light brown, orange or yellow paint and let dry.
 - When dry, punch holes at the top and bottom of the plate.
 - Glue noodle, buttons or paper shapes to the mask to make a face.
 - Cut long strands of yarn and tie to the holes to make hair and a beard.
 - Tape or staple a tissue paper headband to the top.
- E. Assessment/Evaluation
1. Teacher observation of student participation.
 2. Students will self-assess their work with a rubric. (Appendix T)
 3. When the teacher staples the headband on, s/he can ask the students the following questions:
 - What did the Inca think would happen when they died? (They would live in another world.)
 - What types of items did the Inca bury with their dead? (Things needed for the next life: food, furniture, toys/games, clothes, etc.)
 - Who had the fancy death masks? Why? (Nobles and emperors, because they were rich.)

VI. CULMINATING ACTIVITY

- A. The students can be divided into three groups—the Maya, Aztec and Inca. Each group will then summarize the key points about their civilization and present to the other groups. Key points may include: where their civilization lived, the time they lived, an interesting point or story about them, artifacts made, etc. A class rubric can be made to assess the presentations or you can use the attached one. (Appendix U)
- B. A final test maybe given on the content. (Appendix V)

VII. HANDOUTS/WORKSHEETS

1. Appendix A: Crossing the Land Bridge Map
2. Appendix B: Mapping the Americas
3. Appendix C: Maya, Aztec, Inca song
4. Appendix D: KLW about the Maya, Aztec, Inca
5. Appendix E: Timeline
6. Appendix F: Mayan Jobs Chart
7. Appendix G: Mayan Jobs
8. Appendix H: Writing Rubric
9. Appendix J: Mayan Symbol Rubric
10. Appendix K: Mayan Mural Rubric
11. Appendix L: Mayan Pyramid Rubric
12. Appendix M: Aztec Legend Rubric
13. Appendix N: Aztec Warrior Headdress
14. Appendix O: The Sad Night
15. Appendix P: *Maize*—Food of the Maya and Aztec
16. Appendix Q: Graphic Organizer
17. Appendix R: The Inca and the Llama
18. Appendix S: The Inca and Machu Picchu
19. Appendix T: Inca Burial Mask Rubric
20. Appendix U: Group Presentation Rubric
21. Appendix V: Maya, Aztec, Inca Test

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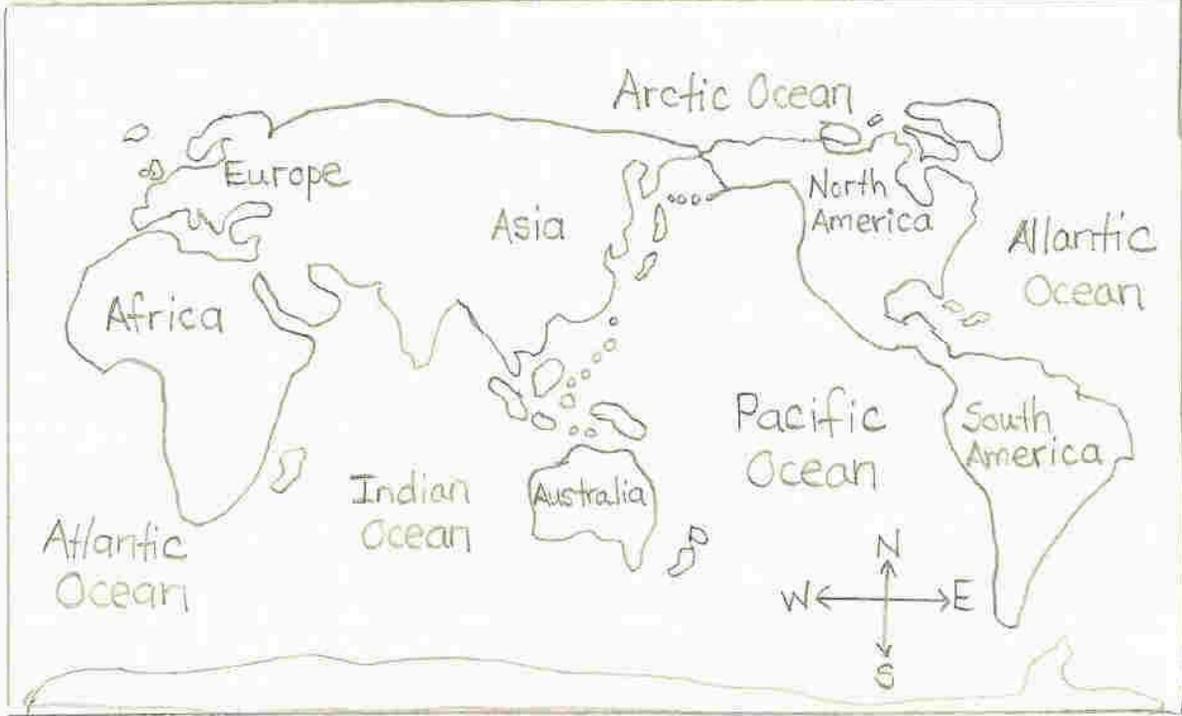
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(Appendix A)

Ancient Maya, Aztec and Inca Civilizations

Name: _____

Directions: Follow the directions on the bottom, and write one reason the people crossed the Land Bridge.



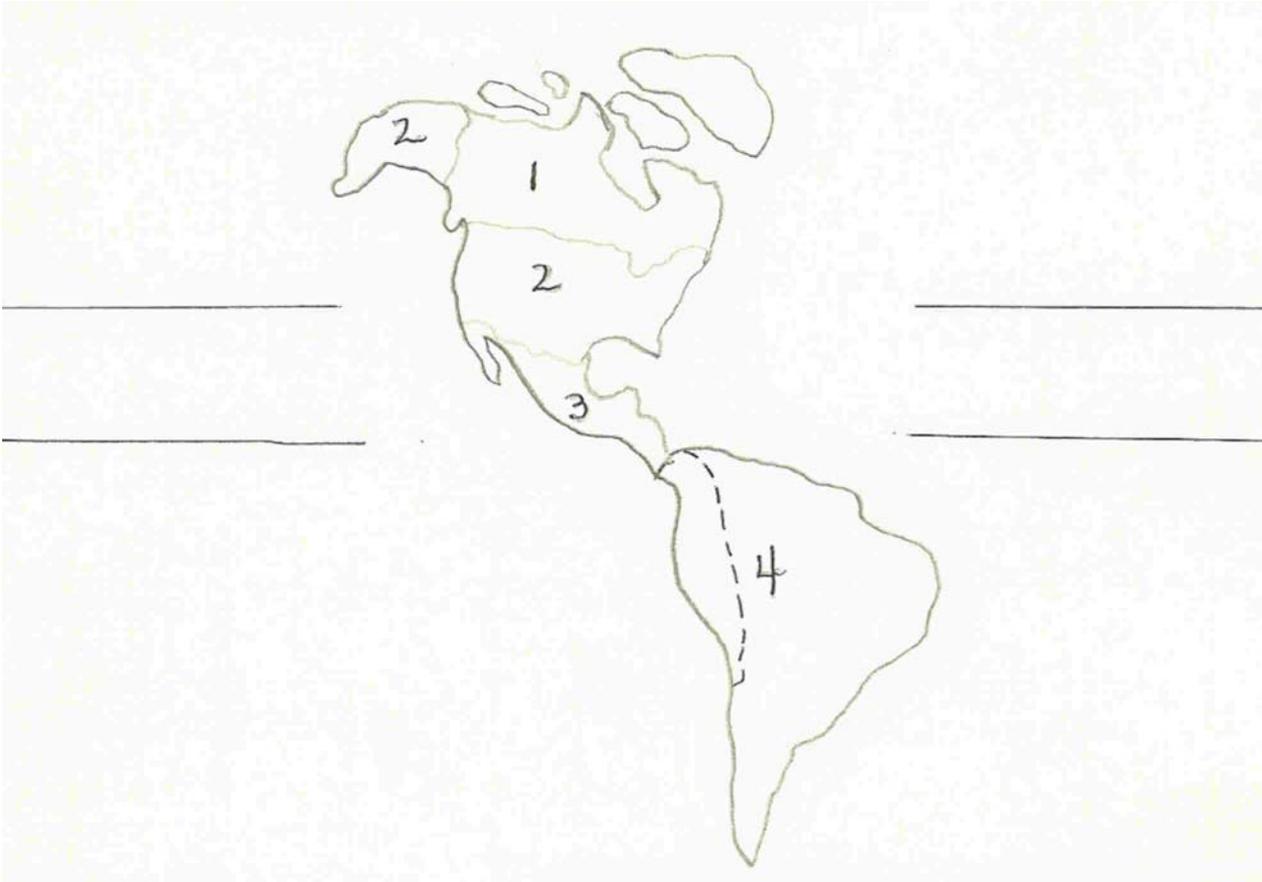
1. Circle "Asia" with a blue crayon.
2. Circle "North America" with a red crayon.
3. Put a brown X on the Land Bridge.
4. Draw a path from Asia across the Land Bridge to North America with a black crayon.
5. Write and illustrate one reason why the people crossed the Land Bridge.

The people crossed the Land Bridge...

(Appendix B)
Ancient Maya, Aztec and Inca Civilizations

Name: _____

Directions: Follow the steps at the bottom to complete the map work.



1. _____ is marked with a 1. Color it blue.
2. _____ is marked with a 2. Color it orange.
3. _____ is marked with a 3. Color it yellow.
4. _____ is marked with a 4. Color it green.
5. Label the Atlantic and Pacific Oceans.
6. Put an X on your state.
7. Put a around Mexico. This is where the Maya and Aztec lived.
8. Trace the dotted line in 4. This is where the Inca lived.

Maya, Aztec, Inca

Beverly Zwick

(Tune: "Good Night Ladies")

Maya, Aztec, Inca
Lived a long time ago.
They're interesting people
Who lived near Mexico.

The Mayan people
A long time ago,
Built great pyramids.
They're incredible!

The Aztec people
Had great might.
They were strong warriors.
You should've seen them fight!

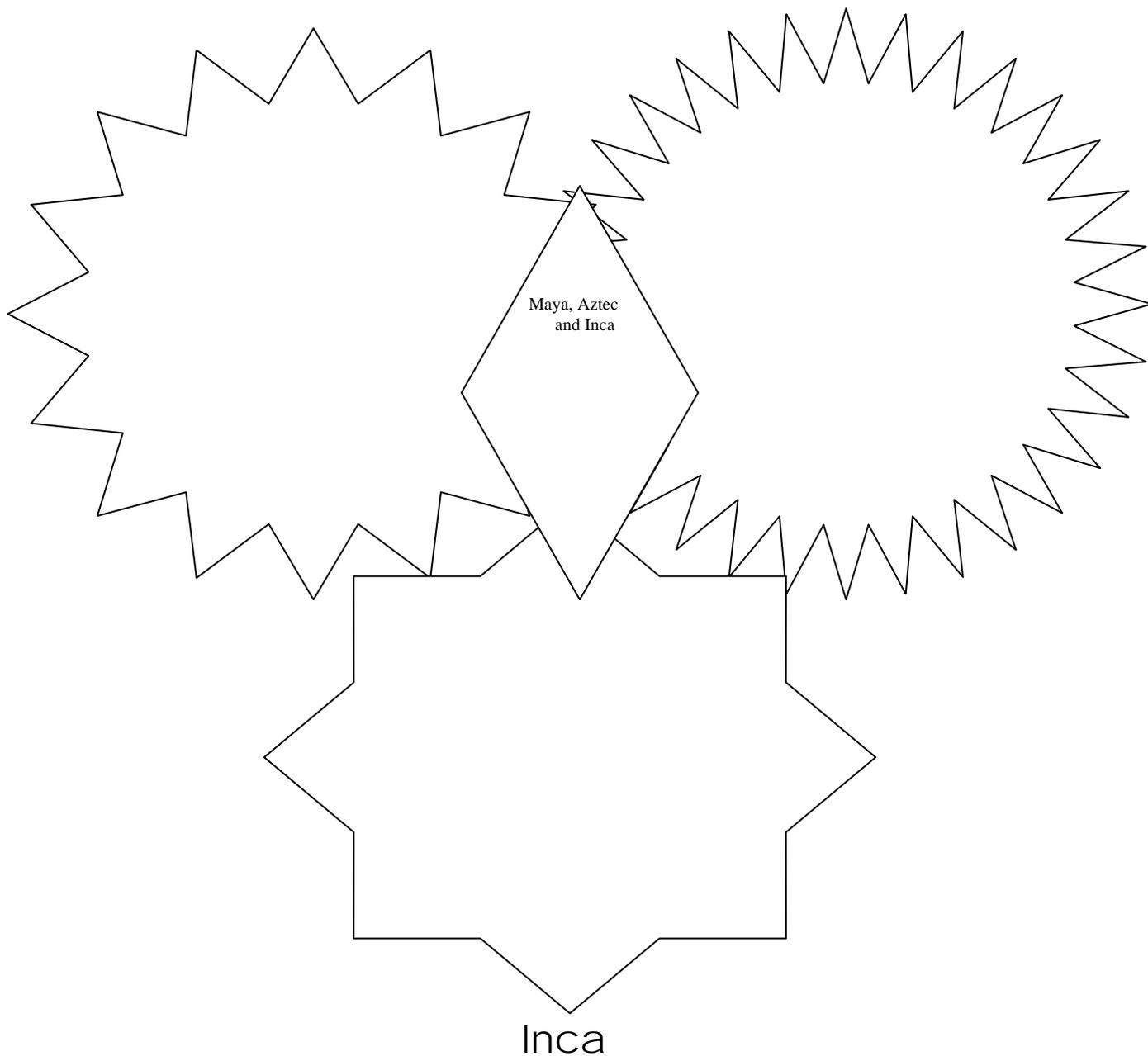
The Inca people
Up in the mountains would go.
They used the llama
To move things to and fro'.

(Appendix D)
Ancient Maya, Aztec and Inca Civilizations

KWL about the Maya, Aztec and Inca

Maya

Aztec



(Appendix E)
Ancient Maya, Aztec and Inca Civilizations

Name: _____

Timeline

300 325 350 375 400 425 450

475 500 525 550 575 600 625

650 675 700 725 750 775 800

825 850 875 900 925 950 975

1000 1025 1050 1075 1100

1125 1150 1175 1200 1225

1250 1275 1300 1325 1350

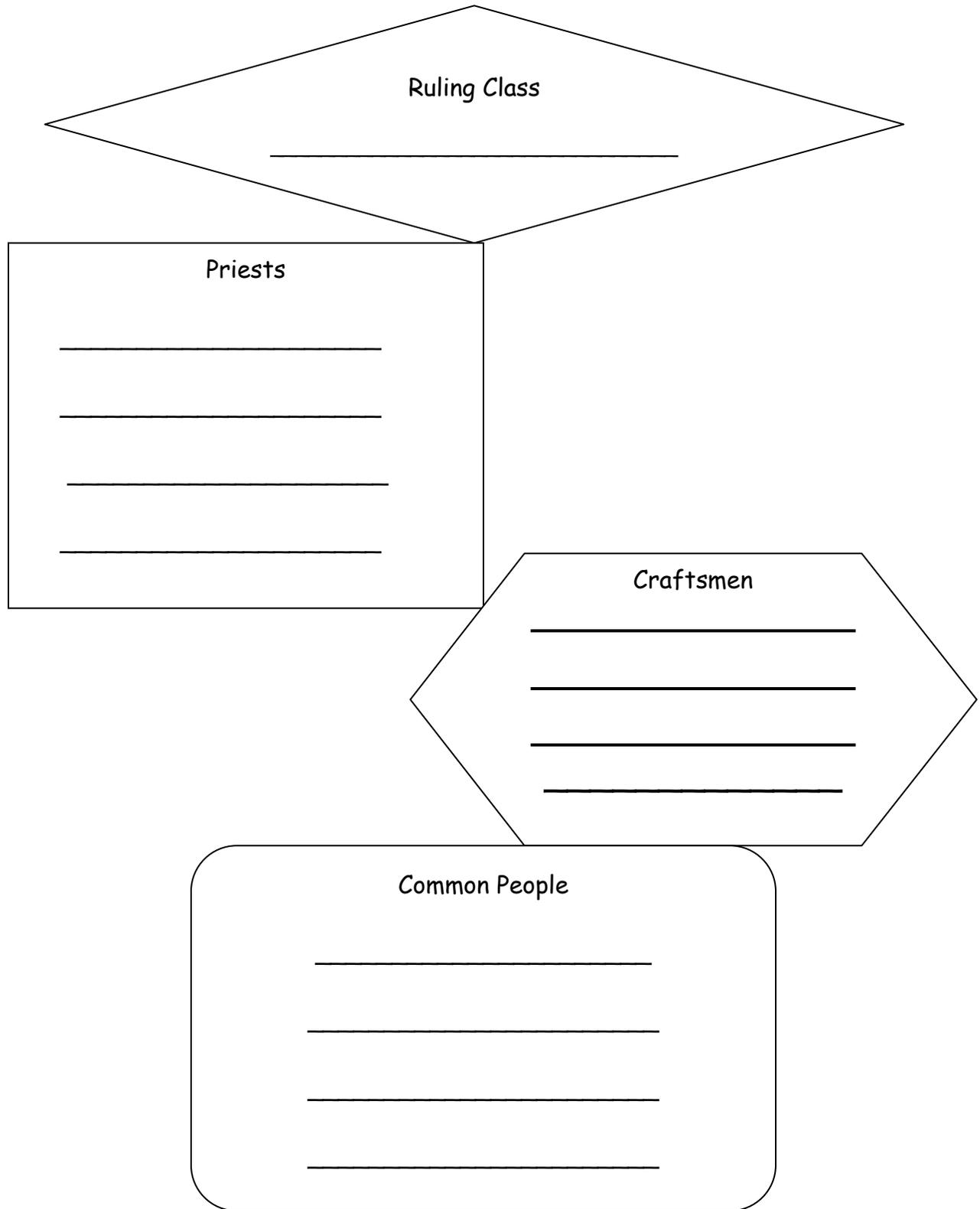
1375 1400 1425 1450 1475

1500 1525 1550 1575 1600

Timeline

1. The earliest known Maya city was in _____.
2. Put a **O** around 328 on the timeline in red.
3. The Mayan fall happened in _____.
4. Put a **O** around 889 on the timeline in red.
5. Trace the line from 328 to 889 in red.
6. Maya civilization lasted _____ years.
7. The Aztec first settled in Mexico in _____.
8. Put an **X** on 1250 on the timeline in green.
9. The Aztec were defeated in _____.
10. Put an **X** on 1521 on the timeline in green.
11. Trace the line from 1250 to 1521 in green.
12. The Aztec civilization lasted _____ years.
13. The Inca began to flourish in _____.
14. Put a **^** around 1438 in blue.
15. The Inca were defeated in _____.
16. Put a **^** around 1532 in blue.
17. Trace the line from 1438 to 1532 in blue.
18. The Inca civilization lasted _____ years.

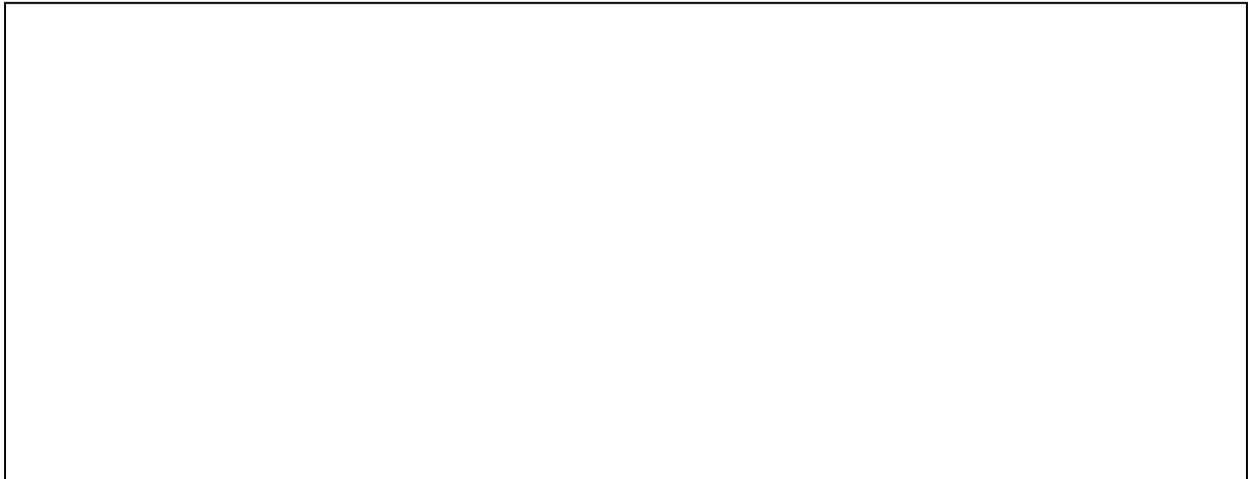
(Appendix F)
Ancient Maya, Aztec and Inca Civilizations
Mayan Jobs Chart



Name: _____

Mayan Jobs

The Mayan people had many jobs. Write and illustrate about a Mayan job you would have liked to have.



If I lived in Mayan times, I would have _____

because _____

_____.

(Appendix H)
Ancient Maya, Aztec and Inca Civilizations

_____’s Writing Rubric

	1	2	3	4	Points
Content Knowledge	Student does not have a grasp of the information, and cannot answer questions about the subject.	Student is uncomfortable with the topic and is able to demonstrate basic concepts only.	Student is on topic, but fails to elaborate.	Student thoroughly covers the topic (more than required).	_____
Illustration	Illustration does not match the writing sample, or there is no illustration present.	Illustration may or may not match writing sample—needs student’s interpretation.	Illustration matches writing sample, but lacks detail.	Detailed illustration matches writing sample.	_____
Neatness	Work is illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is done neatly.	_____
Total					_____

Teacher’s comments: _____

Point Scale: 3-4	Unsatisfactory
5-6	Approaching the Standard
7-9	Meets the Standard
10-12	Exceeds the Standard

_____’s Mayan Symbol Rubric

	yes	no
1. My carving looks like a Mayan symbol.		
2. I worked carefully and neatly.		
3. It was easy to carve my Mayan symbol.		
4. Mayan symbols look like our letters.		

_____’s Mayan Symbol Rubric

	yes	no
1. My carving looks like a Mayan symbol.		
2. I worked carefully and neatly.		
3. It was easy to carve my Mayan symbol.		
4. Mayan symbols look like our letters.		

_____’s Mayan Mural Rubric

- | | yes | no |
|---|---|---|
| 1. My mural tells about a battle or festival. |  |  |
| 2. I worked carefully and neatly. |  |  |
| 3. It was easy to tell a story with pictures. |  |  |
| 4. Mayan murals look like our pictures today. |  |  |

_____’s Mayan Mural Rubric

- | | yes | no |
|---|---|---|
| 1. My mural tells about a battle or festival. |  |  |
| 2. I worked carefully and neatly. |  |  |
| 3. It was easy to tell a story with pictures. |  |  |
| 4. Mayan murals look like our pictures today. |  |  |

(Appendix L)
Ancient Maya, Aztec and Inca Civilizations
Maya Pyramid Rubric

Group members: _____

	yes	no
1. Our pyramid looks like a Maya pyramid.		
2. We worked together well.		
3. It was easy to make the pyramid.		
4. Maya pyramids must have taken a long time to build.		

Maya Pyramid Rubric

Group members: _____

	yes	no
1. Our pyramid looks like a Maya pyramid.		
2. We worked together well.		
3. It was easy to make the pyramid.		
4. Maya pyramids must have taken a long time to build.		

_____ 's Aztec Legend Rubric

	yes	no
1. My picture tells about the Legend.		
2. I worked carefully and neatly.		
3. It was easy to tell a legend with pictures.		
4. I can retell the legend using my picture.		
5. Aztec pictures look kind of like Mayan pictures.		

_____ 's Aztec Legend Rubric

	yes	no
1. My picture tells about the Legend.		
2. I worked carefully and neatly.		
3. It was easy to tell a legend with pictures.		
4. I can retell the legend using my picture.		
5. Aztec pictures look kind of like Mayan pictures.		

Aztec Warrior Headdresses

Aztec warriors wore elaborate suits covered with many brightly colored feathers. Even a warrior's headdress was covered with feathers and worked into a beautifully designed pattern or design.

For this project, each student will make a feathered headdress that resembles the ones worn by Aztec warriors.

Materials:

- poster board or stiff paper
- scissors
- stapler, glue, tape
- sequins, glitter, foil
- feathers
- crayons or markers

Directions:

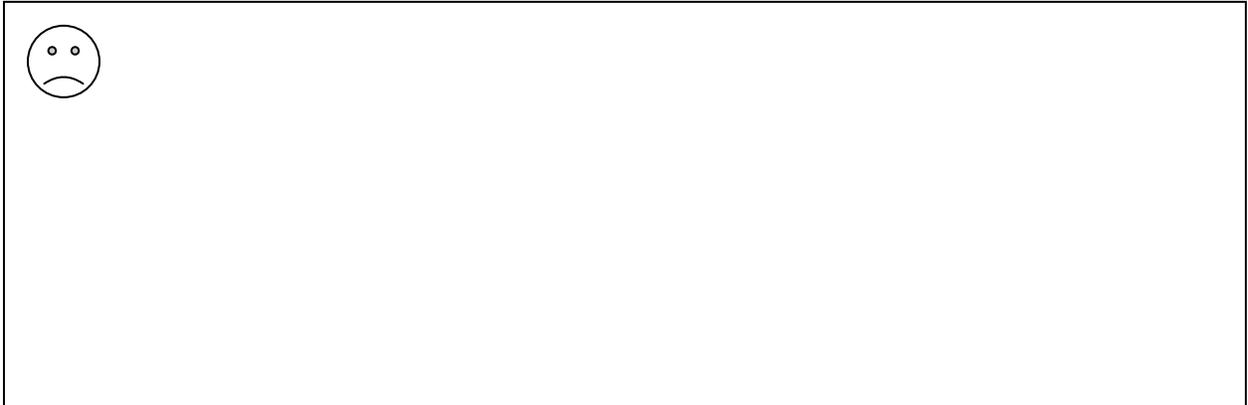
1. Cut a crown shape from poster board long enough to fit around a student's head. (Have these pre-cut.)
2. The student colors, decorates and glues on an assortment of decorations.
3. The student then staples or tapes on the feathers creating a pattern or design.
4. The teacher staples or tapes the headdress to size for each student's head.
5. While the teacher is fitting the headdress, s/he asks each student the following questions...
 - Who could be warriors? (Boys/Men)
 - How did a warrior become a "full warrior"? (By capturing 3 prisoners alive)
 - What was a benefit of becoming a "full warrior"? (They were rewarded with a special feathered headdress, land, a special name, and/or an important job)

Idea adapted from *Hands-on Heritage Inca, Aztec, Maya Activity Book*

The Sad Night

Directions: The student will define sad and illustrate a time when s/he has been sad. For the bottom part, fill in the blanks about the Aztec's Sad Night. (The last part can be done whole group.)

"Sad" means _____.



I get sad when _____.

The Aztecs had a "Sad Night" a long time ago...

1. _____ tricked the Aztec people. The

Aztecs thought he was a 2. _____.

3. _____ wanted the Aztec's 4. _____ and 5. _____.

The Aztec and the Spaniards got into a BIG 6. _____.

Many people were 7. _____ that night. That

battle was the 8. _____'s last victory.

Answers: 1. Cortez 2. god 3. Cortez 4. gold 5. riches 6. fight or battle 7. killed 8. Aztec

Name: _____

Maize—Food of the Maya and Aztec

Illustrate how the Maya and Aztec used *maize*—corn.



1. The Maya and Aztec were _____.

2. Their main crop was _____ which means
_____.

3. They made corn pancakes for every meal. These are like
our _____ today.

4. I _____ corn tortillas.

Word Bank

corn farmers
tortillas maize

like or do not like
(Choose one for #4)

(Appendix Q)
Ancient Maya, Aztec and Inca Civilizations

_____’s Graphic Organizer

1st--Beginning

2nd--Middle

3rd--End

(Appendix R)
Ancient Maya, Aztec and Inca Civilizations
The Inca and the Llama

Name: _____

Answer the following questions as true or false.

- | | | |
|---|------|-------|
| 1. The Inca settled in the mountains. | true | false |
| 2. The Inca used the camel. | true | false |
| 3. The llama is from the camel family. | true | false |
| 4. The llama slips when climbing mountains. | true | false |
| 5. The llama is strong. | true | false |
| 6. The llama can talk to people. | true | false |

The Inca and the Llama

Name: _____

Answer the following questions as true or false.

- | | | |
|---|------|-------|
| 1. The Inca settled in the mountains. | true | false |
| 2. The Inca used the camel. | true | false |
| 3. The llama is from the camel family. | true | false |
| 4. The llama slips when climbing mountains. | true | false |
| 5. The llama is strong. | true | false |
| 6. The llama can talk to people. | true | false |

Answers: 1. t 2. f 3. t 4. f 5. t 6. f

Name: _____

The Inca and Machu Picchu

Illustrate and/or write three reasons why we remember the Incas.

1.

2.	3.
----	----

_____ 's Inca Burial Mask Rubric

- | | yes | no |
|--|---|---|
| 1. My mask looks like an Inca burial mask. |  |  |
| 2. I worked carefully and neatly. |  |  |
| 3. I followed the directions carefully. |  |  |
| 4. I can tell why the burial mask was used. |  |  |
| 5. The nobles and emperors had the best masks. |  |  |

_____ 's Inca Burial Mask Rubric

- | | yes | no |
|--|---|---|
| 1. My mask looks like an Inca burial mask. |  |  |
| 2. I worked carefully and neatly. |  |  |
| 3. I followed the directions carefully. |  |  |
| 4. I can tell why the burial mask was used. |  |  |
| 5. The nobles and emperors had the best masks. |  |  |

Group Oral Presentation Rubric

Members of the Group: _____

	1	2	3	4	Points
Content Knowledge	Group does not have a grasp of the information, and cannot answer questions about the subject.	Group is uncomfortable with the topic and is able to demonstrate basic concepts only.	Group is on topic, but fails to elaborate.	Group thoroughly covers the topic (more than required).	_____
Artifacts	Artifact does not match the civilization or there is no artifact present.	Artifact may or may not match civilization—needs group's interpretation.	Artifact matches civilization, but group cannot elaborate on relationship.	Detailed artifact(s) matches civilization, and group explains why.	_____
Teamwork	Group did not work well together at all.	Group cooperated at times.	Group worked well together for the most part.	Group worked together very well.	_____
Total					_____

Teacher's comments: _____

Point Scale: 3-4	Unsatisfactory
5-6	Approaching the Standard
7-9	Meets the Standard
10-12	Exceeds the Standard

Name: _____

First Grade Test: Maya, Aztec, Inca

Directions: Fill in the circle next to the answer that best completes the sentence.

1. The Maya and Aztec lived in what is known today as
 Arizona United States Mexico Canada
2. The Maya wrote symbols and pictures on
 stones cardboard the ground notebooks
3. A Mayan *stela* is
 symbols and pictures carved on a stone
 a piece of metal
 when someone takes something that is not his or hers
4. The chief crop of the Maya and Aztec was
 flour corn carrots apples
5. The Aztecs were great
 cooks singers dancers warriors
6. The Aztec built their city (Tenochtitlan) on a
 mountain valley desert island in a lake
7. The Aztec built their city here because they saw
 an eagle sitting on a cactus eating a snake
 a snake on a mountain eating a rabbit
8. The Inca lived in the
 mountains valley desert island in a lake
9. An important animal to the Inca was
 sheep deer llama cow
10. The Inca believed that when they died,
 they would never wake up again
 they would live in another world
 they would become an animal

(Appendix V continued)
Ancient Maya, Aztec and Inca Civilizations

Answers:

1. Mexico
2. stones
3. symbols and pictures carved on a stone
4. corn
5. warriors
6. island in a lake
7. an eagle sitting on a cactus eating a snake
8. mountains
9. llama
10. they would live in another world