



GRADE 5 LOUISIANA SOCIAL STUDIES

The Inca and Aztec Empires

Aztec Emperor
Moctezuma



Student Workbook

Machu Picchu



Inca messenger

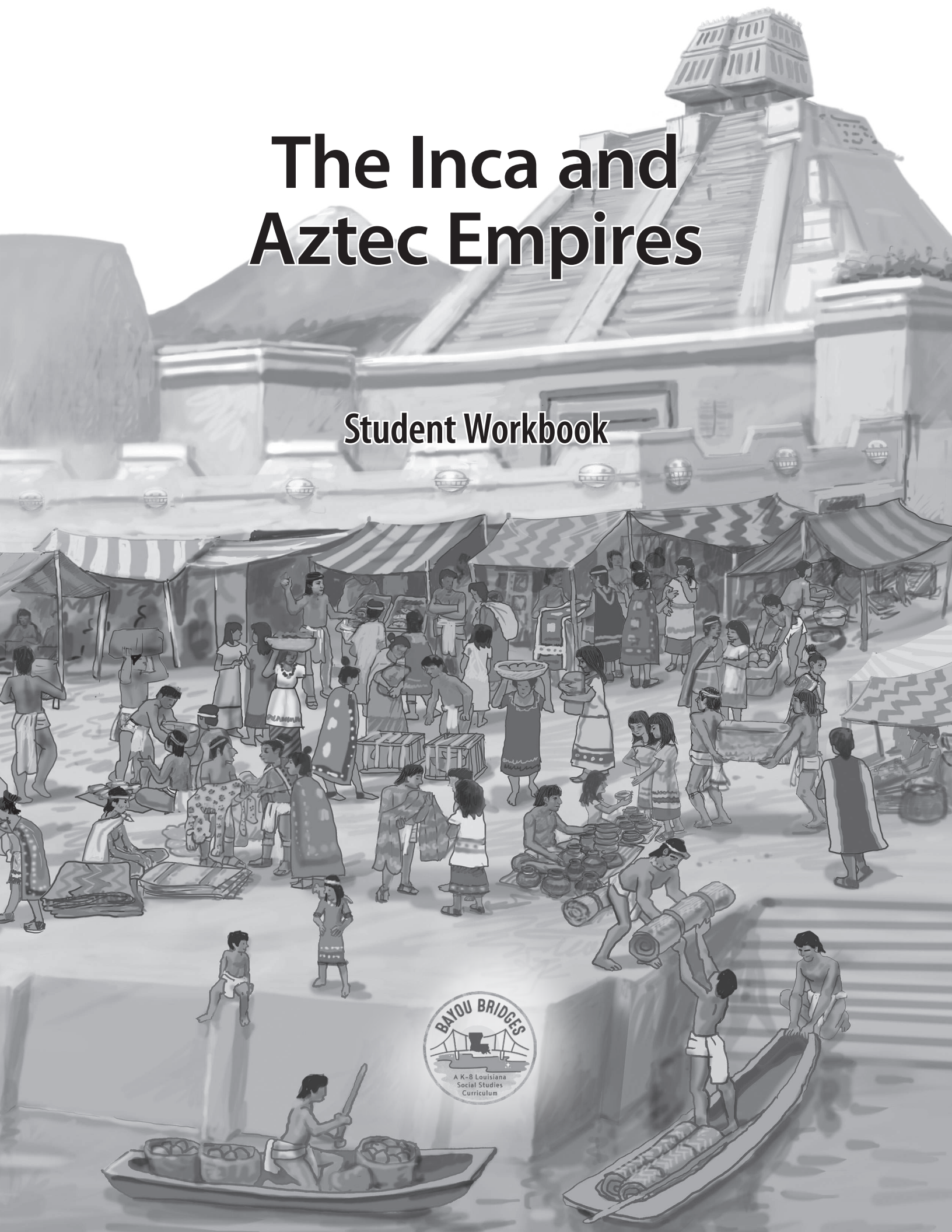


City of Tenochtitlán



The Inca and Aztec Empires

Student Workbook



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The Inca and Aztec Empires

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Chapter 1: The Inca Empire

Framing Question: How did the Inca manage and grow their empire?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Here Comes the Sun	
The Empire of the Sun	

The Inca Civilization	
For the Good of the Empire	
Inca Engineering	

Bridges Built for the Centuries	
Mountain Staircases	
Keeping It All Together	

City in the Clouds

Expanding the Empire

PRIMARY SOURCE A: INCA ARTIFACTS



NOTE: Go to page 15 of the Student Reader to see this source in full color.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What was its purpose?

10. Could it have been made by one person, or did it require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (*continued*)

Use with Chapters 1–2

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Chapter 1 Check for Understanding: How did the Inca manage and grow their empire?

[illegible]

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Flowchart

Follow your teacher's instructions to complete this flowchart.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]; E --> F[ ]; F --> G[ ]; G --> H[ ]
```

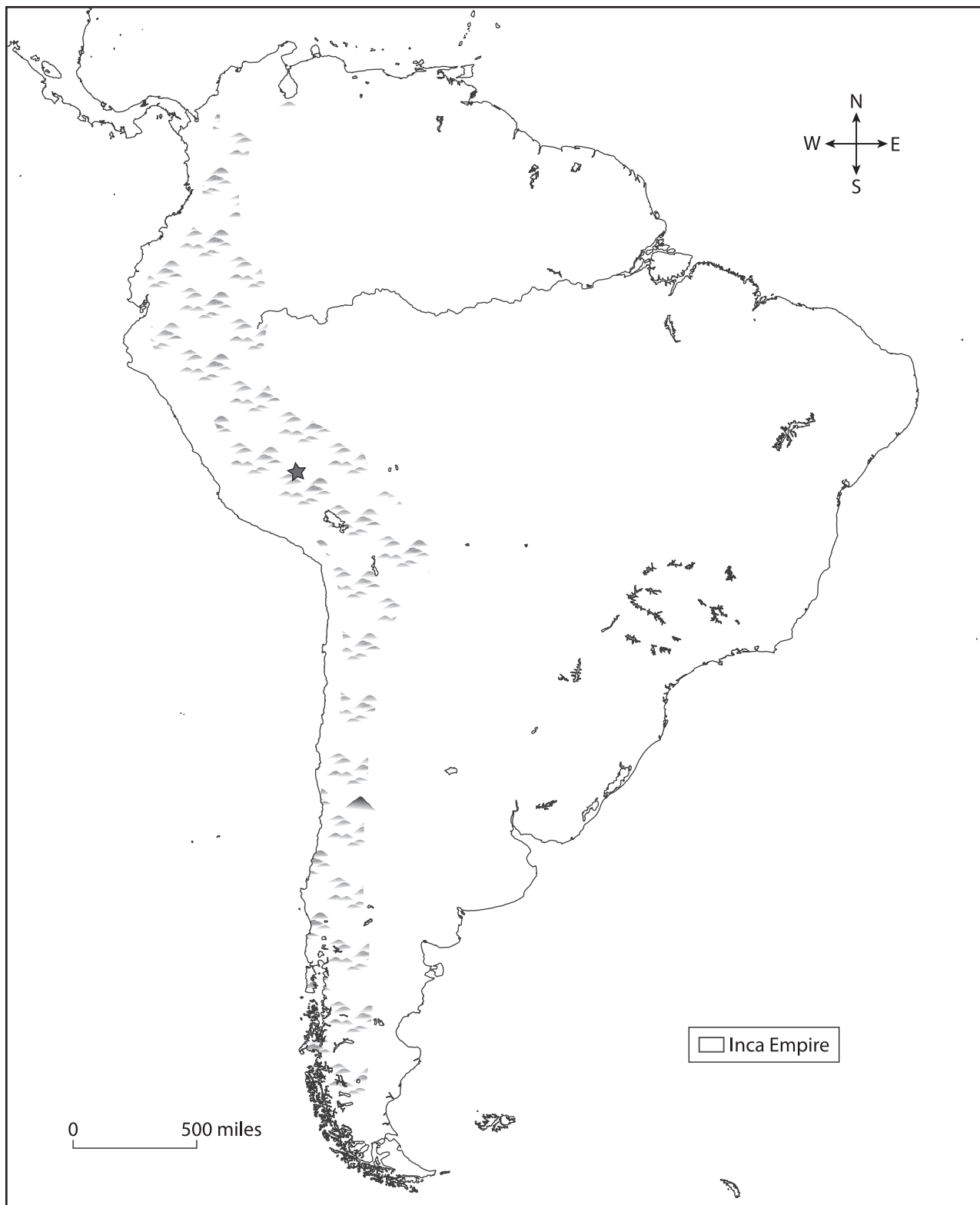
Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

The Inca Empire



Name _____

Date _____

Activity Page 1.6 (*continued*)

Use with Chapter 1

- 1.** Label the following bodies of water:

Pacific Ocean

Caribbean Sea

Atlantic Ocean

Amazon River

- 2.** Label the following landmasses:

South America

Central America

- 3.** Label the Andes Mountains.

- 4.** Draw in and shade the area of the Inca Empire. Note the color you used in the key.

- 5.** On which part of the continent did the Inca build their empire?

- 6.** Where on the continent is the Amazon River located?

- 7.** Which body of water touched the area of the Inca Empire?

Chapter 2: The Aztec Empire

Framing Question: What were the main characteristics of the Aztec Empire?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Empire Builders	
Conquering City-States	

Aztec Home Life	
Aztec Schools	
The Market	

Aztec Warriors	
The Legend of the Five Suns	
Religious Sacrifice	

Success at War	
Moctezuma II	

PRIMARY SOURCE B: PLATE FROM THE CODEX BORBONICUS



NOTE: Go to page 28 of the Student Reader to see this source in full color.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Chapter 2 Check for Understanding: What were the main characteristics of the Aztec Empire?

[illegible]

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|----------------------------|---|
| _____ | 1. official | a) a chair attached to two beams and carried on the shoulders of several people |
| _____ | 2. scribe | b) a South American mammal valued for its endurance, woolly coat, and meat |
| _____ | 3. nomadic | c) a count of the number of people living in a certain area |
| _____ | 4. census | d) the public works system that includes roads, bridges, irrigation, public transportation, etc. |
| _____ | 5. causeway | e) the landforms of a piece of land |
| _____ | 6. llama | f) a person who has authority from a ruling power to carry out a specific duty |
| _____ | 7. empire | g) an ancient book with handwritten pages or parts |
| _____ | 8. canal | h) a person who uses science and math to design useful objects or buildings |
| _____ | 9. codex | i) a channel dug by people, used by boats or for irrigation |
| _____ | 10. terrain | j) a material used in building that is soft at first but then gets hard and rocklike |
| _____ | 11. pictogram | k) a flat piece of land carved out of the side of a mountain or hill |
| _____ | 12. engineer | l) the presence of many different kinds of landforms, waterways, or other geographic features in a region |
| _____ | 13. mortar | m) a person whose job is copying written information |
| _____ | 14. terrace | n) moving around often, usually in search of food and water; not settled in one place |
| _____ | 15. litter | o) a picture or drawing that stands for a word or phrase |
| _____ | 16. infrastructure | p) a group of countries or territories under the control of one government or one ruler |
| _____ | 17. geographical diversity | q) a raised road built over water to connect an island to a mainland |
| _____ | 18. plateau | r) a period of time in which a ruler is in power |
| _____ | 19. emperor | s) a large area of high, flat ground |
| _____ | 20. reign | t) a South American mammal valued for its long, woolly coat |
| _____ | 21. alpaca | u) the ruler of an empire |

Name _____

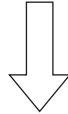
Date _____

Activity Page 1.4

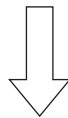
Use with Chapter 2

Claims and Evidence

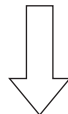
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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