

Pre-Columbian Civilizations *(Maya, Aztec, and Inca)*

Grade 5 - Unit 1



Unit Overview

Students will begin the year by familiarizing themselves with globe and map skills. They utilize globes and maps throughout the school year to identify basic geographic terms, the locations of places, and to trace trade routes. In this unit, students will become familiar with the Maya, Aztec, and Inca civilizations and the impact cultures have on one another. Some major concepts such as government, slavery, social hierarchy, religious practices, inventions, war, and the decline of civilizations are introduced. This time period is very important to understand particularly in the way that Pre-Columbian civilizations first encounter European explorers. This collision of cultures had significant impacts on the Maya, Aztec, and Inca. Students will gain an understanding how civilizations evolved in the past so that they can compare them to modern-day civilizations.

Standards

- 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H,G,E)
- 5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)
- A. the encounters between Cortez and Montezuma
 - B. the encounters between Pizarro and the Incas
 - C. the goals of the Spanish conquistador
 - D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere
- 5.CS.2 Interpret timelines of events studies. (H)
- 5.CS.4 Use maps and globes to identify absolute locations (latitude and longitude). (G)
- 5.CS.5 Identify the location of the North and South Poles, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)

Essential Questions

- What influences people's decisions when selecting a location to live?
- What impact does the environment have on their lives?
- What are the benefits of living in a particular place? What are some of the disadvantages?
- How are we connected to the past?
- How can we learn about ancient civilizations?
- What do artifacts tell us about people?
- How does where I live influence how I live?
- What roles do people have in society?
- Which roles are most powerful?
- How does religion shape culture?
- How are goods and services distributed?
- Is new technology always better than that which it will replace?
- How are governments created, structured, maintained, and changed?
- Why do people fight?
- What happens when cultures collide?
- Why do civilizations enslave people?
- What is the price of greed?

Learning Objectives

1. Students will utilize/create maps and globes to identify locations and to understand how location and climate are related.
2. Students will identify the three major pre-Columbian civilizations and their locations.
3. Students will describe the political structures of the Maya, Aztec, and Inca.
4. Students will compare and contrast the religious practices of pre-Columbian civilizations.
5. Students will identify the goals of Spanish conquistadors.

- 6. Students will understand how superior weapons can impact the outcome of war.
- 7. Students will explain the role of exploration in the decline of the Aztec and Inca civilizations.

The Interactive Student Notebook

The lessons in this unit are designed for the Interactive Student Notebook (ISN). Students do all of their social studies work throughout the year in the ISN, which serves as an artifact of student learning. The ISN follows a very specific format:

<i>left side</i>	<i>right side</i>
<p>Preview Question</p> <p>Processing Activity</p>	<p>Activity</p>

This is a representation of the ISN. Each lesson begins with a Preview activity, which builds background knowledge, taps into prior knowledge, reviews the previous lesson, or introduces vocabulary. This is always at the top of the left-hand page. Next, the mini-lesson is taught. The content from the lesson is recorded on the Notes page, which is always the right-hand page. Finally, the lesson ends with a Processing activity, which asks students to apply the content and skills from the lesson and show mastery of the day’s objective. This is always at the bottom of the left-hand page. Thus, the flow of the ISN is top left- right - bottom left.

Lessons

The lessons for the unit were designed around an essential question and topic to build towards a cumulative understanding of the overall concept. The structure of the lessons is as follows: preview, mini-lesson, processing activity, extension. The preview is a warm-up to activate or build background knowledge; the mini-lesson is the explicit teaching time through modeling; the processing activity is the time for students to process the information taught and illustrate their understanding via the notebook or another form of communication; the extension is an activity that extends the students’ learning with an additional activity to be done for home-work or as a follow-up activity in class (can also be an opportunity for the students to extend their learning in a culminating task such as a research report, explanation, etc.). Lessons were designed with a 45-60 minute timeframe in mind but in some cases span the course of the more than a day (as indicated). Extension activities for the most part were intended to take place outside of this timeframe.

Unit Overview

Lesson 1 Timeline: 5 days	Lesson 2 Timeline: 1 day	Lesson 3 Timeline: 1 day	Lesson 4 Timeline: 2 days
<p>Topic: Paper Mache Globes</p> <p>Preview: How does climate differ in the world? What causes those differences?</p> <p>Activity: Students will create a Paper Mache globe or use a balloon globe to locate and record the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, Western Hemispheres, continents, oceans, and locations of the Maya, Inca, and Aztec civilizations.</p> <p>Processing Activity: In their Social Studies notebooks, students will predict what the climate and ecosystems of the Maya, Aztec, and Inca were like based on their location.</p> <p>Resources: http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/projects/globe.jsp</p>	<p>Topic: Biomes</p> <p>Preview: Look at the biome map. What is a biome? How does the biome a person lives in affect their daily lives? For example, does it affect what they eat and the types of homes they construct?</p> <p>Activity: Students will identify the biome that the Pre-Columbian civilizations inhabited by utilizing a biome map and atlas.</p> <p>Processing Activity: Students will locate Mexico City, the Yucatan Peninsula, and Cuzco, Peru on a map or atlas. Students will match the location on a biome map in order to determine the correct biome.</p> <p>Resources: http://www.marietta.edu/~biol/biomes/biome_main.htm</p>	<p>Topic: Timelines</p> <p>Preview: What do you think you have in common with someone who lived thousands of years ago? How do you think your life is similar or different?</p> <p>Activity: Students work in groups to create timelines for the Maya, Aztec, and Inca.</p> <p>Processing Activity: Once students have created these class timelines, they should discuss their observations.</p> <p>Resources: www.socialstudiesforkids.com/articles/howtomakeatimeline2.htm <u>Mayas Aztec Incas Cooperative Learning Activities</u> by Mary Strohl and Susan Schneck (page6)</p>	<p>Topic: Archaeological Digs</p> <p>Preview: Show a photo of the Maya vase that is on display at the Boston MFA. Ask student what this artifact tells them about the Maya?</p> <p>Activity: Students watch a brief film on archeological excavation.</p> <p>Processing Activity: Students will quadrant off a box with photographs of artifacts that are covered by sand. Students will “discover” them and record their findings.</p> <p>Resources: Google Images, <u>Mayas Aztecs Incas Cooperative Learning Activities</u> by Mary Strohl and Susan Schneck (Scholastic) <http://science.howstuffworks.com/environmental/earth/geology/excavate-archaeological-dig-site.htm> http://www.scholastic.com/browse/article.jsp?id=3757509</p>

<p align="center">Lesson 5 Timeline: 1 day</p>	<p align="center">Lesson 6 Timeline: 1 day</p>	<p align="center">Lesson 7 Timeline: 1 day</p>	<p align="center">Lesson 8 Timeline: 1 day</p>
<p>Topic: Architecture</p> <p>Preview: What are architects? What are the different types of buildings we have in Boston and what are their purposes?</p> <p>Activity: Students will view photos of ancient architecture, of the Maya, Aztec, and Inca. For example, pyramids, temples, palaces, houses, and ball courts. Students will identify similarities and differences among the architectural structures and the people who lived or frequented them.</p> <p>Processing Activity: In their Social Studies notebooks, students will compare and contrast ancient structures to modern ones and answer, “What do these structures reveal about us as a civilization? What do we have in common the Pre-Columbians? How are we different?”</p> <p>Resources: photos from links, articles</p>	<p>Topic: Hierarchy</p> <p>Preview: Who do you think is the most powerful person? How did they gain power?</p> <p>Activity: Students will read about and record the hierarchy of the pre-Columbian civilizations and the power of these roles in their social studies notebooks.</p> <p>Processing Activity: Students will compare and contrast two people that lived in pre-Columbian civilizations in their social studies notebooks. Students will then compare those roles to modern day roles. For example, how are Pre-Columbian priests the same or different from today’s priests? What is the importance of the role?</p> <p>Resources: http://tarlton.law.utexas.edu/exhibits/aztec/maya_social.html http://tarlton.law.utexas.edu/exhibits/aztec/aztec_social.html</p>	<p>Topic: Deities</p> <p>Preview: Students will discuss the role religion plays in our society and the importance they think religion might have played with the Maya, Inca, and Aztec.</p> <p>Activity: Students will utilize charts with descriptions of the different gods and goddesses to determine similarities and differences among the Aztec, Maya, and Inca gods and goddesses.</p> <p>Processing Activity: Students compare and contrast the gods and goddess. They will record their findings in their notebooks.</p> <p>Resources: http://www.mythencyclopedia.com/Le-Me/Mayan-Mythology.html http://www.mythencyclopedia.com/Ar-Be/Aztec-Mythology.html http://www.mythencyclopedia.com/Ho-Iv/Inca-Mythology.html</p>	<p>Topic: Food</p> <p>Preview: How does the amount of money you earn determine what types of food you eat? How do people’s opinions about food differ?</p> <p>Activity: Students will read pages 6-8 starting with the section, <i>Compare this description from Bernal Diaz: and ...with this banquet description from Aztec sources</i> on page 7. Students should then read, "What did the average person eat?" (pp. 7-8)</p> <p>Processing Activity: In their notebooks, students should then record who attended the two banquets and what they ate to what the average person ate. Students should also record any similarities or difference they notice from modern day civilizations? What does the average person eat compared to the wealthy?</p> <p>Resources:</p>

	http://www.ducksters.com/history/inca/society.php		http://www.foodtimeline.org/foodmaya.html
Lesson 9 Timeline: 2-3 days	Lesson 10 Timeline: 1 day	Lesson 11 Timeline: 1 day	Lesson 12 Timeline: 1 day
<p>Topic: Inca Kings of Peru</p> <p>Preview: How did geographic features affect pre-Columbian civilizations?</p> <p>Close Reading Lesson</p> <p>Resources: <i>Origin Myth of the Inca Kings of Peru</i> (see resources)</p>	<p>Topic: Inventions 1</p> <p>Preview: What are inventions? Why are they made?</p> <p>Activity: Students will read about the different inventions of Pre-Columbians.</p> <p>Processing Activity: Students will break up into three different groups and research Maya, Aztec, or Inca inventions. Students will create a poster to share with the class.</p> <p>Resources: http://patentednews.com/inventions/mayan-inventions/ http://www.history.com/topics/mayan-scientific-achievements http://library.thinkquest.org/11577/ http://www.aztec-history.com/aztec-inventions.html http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ac84 http://www.history.com/topics/mexico/videos#the-</p>	<p>Topic: Inventions 2</p> <p>Preview: What is government? Do we need it? Why?</p> <p>Activity: Students will work with a partner to read and graph the roles and responsibilities of those in the political systems of the Maya, Aztec and Inca worked.</p> <p>Processing Activity: Students will discuss the advantages and disadvantages of each system and the roles of the people.</p> <p>Resources: http://mayas.mrdonn.org/government.html http://aztecs.mrdonn.org/government.html http://incas.mrdonn.org/government.html</p> <p>Thematic Unit Mayans, Aztecs, and Incas (Teacher Created Resources), and Mayas, Aztecs, Incas Cooperative Learning</p>	<p>Topic: Weapons</p> <p>Preview: What are weapons used for? Do we need them? Why?</p> <p>Activity: The teacher will show a picture of a Pre-Columbian weapons and discuss the possible uses of the weapons.</p> <p>Processing Activity: Students will compare and contrast weapons used by Pre-Columbians and Spanish conquistadors. Students discuss which weapons would be most effective or least effective in war and why.</p> <p>Resources: http://library.thinkquest.org/TQ0310200/mayawp.html http://clio.missouristate.edu/chuchiak/HST%20350--Aztec_weapons.htm http://www.aztec-history.com/ancient-aztec-weapon.html http://incadigitalmuseum.wikispaces.com/Artifact+9.9-Inca+Weaponry</p>

	mayans Thematic Unit Mayans, Aztecs, and Incas (Teacher Created Resources), and Mayas, Aztecs, Incas Cooperative Learning Activities by Mary Strohl and Susan Schneck	Activities by Mary Strohl and Susan Schneck	You Wouldn't Want to Be a Mayan Soothsayer by Ruper Matthews, You Wouldn't Want to Be an Aztec Sacrifice by Fiona Macdonald, You Wouldn't Want to Be an Inca Mummy by Colin Hynson
Lesson 13 Timeline: 2 days	Lesson 14 Timeline: 1 day	Lesson 15 Timeline: 1 day	
<p>Topic: Explorers Arrive</p> <p>Preview: Why do people explore? Is exploration a good or bad thing? Why?</p> <p>Activity: Students will listen to the teacher read the article about the Sea Hunter and discuss why they are exploring off the coast of Cape Cod.</p> <p>Processing Activity: Students will utilize primary source documents to determine what caused the decline of the Aztec and Inca. Students will read the different theories about what happened to the Maya, make a claim, and support it.</p> <p>Resources: http://subsearesearch.com/news.htm http://www.inc.com/eric-markowitz/sub-sea-research-the-3-billion-treasure-hunt.htm www.pbs.org/conquistadors/pizarro/pizarro_flat.html</p>	<p>Topic: Slavery</p> <p>Preview: Why are people enslaved? Do you think slavery still exists?</p> <p>Activity: Students will watch a movie on modern day child slavery in the chocolate trade.</p> <p>Processing Activity: Students will read about slaves in Pre Columbian civilizations (see links). In their notebooks, students will compare and contrast slavery amongst the Maya, Aztec and Inca. Then students will compare Pre Columbian slavery to modern day slavery from the video.</p> <p>Resources: http://thecnnfreedomproject.blogs.cnn.com/2012/01/19/child-slavery-and-chocolate-all-too-easy-to-find/ http://histclo.com/chron/n</p>	<p>Topic: The Price of Exploration</p> <p>Preview: What do you think happened to Cortez and Pizarro? Do you think they had any regrets about exploration?</p> <p>Activity: Students watch film on Francisco Pizarro.</p> <p>Processing Activity: Students will discuss his impact on others and the price of his conquests.</p> <p>Resources: http://www.veoh.com/watch/v19955217q5pss5ag?hl=The+Most+Evil+Men+in+History+-+Francisco+Pizarro http://www.sheppardsoftware.com/Mexicoweb/factfile/Unique-facts-Mexico7.htm http://www.biography.com/people/francisco-pizarro-9442295</p>	

http://lastdaysoftheincas.com/wordpress/the-last-days-of-the-incas-peru-tour-9#.UdHz-OBWLap http://latinamericanhistory.about.com/od/Maya/p/What-Happened-To-The-Acient-Maya.htm	a/na/aztec/azt-sla.html http://slaveryinjustice.wordpress.com/slavery-in-ancient-aztec-mayan-and-inca/ http://mayas.mrdonn.org/dailylife.html http://aztecs.mrdonn.org/slaves.html		
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Supplemental Resources

Books

- *You Wouldn't Want to Be a Mayan Soothsayer* by Rupert Matthews
- *You Wouldn't Want to Be an Aztec Sacrifice* by Fiona Macdonald,
- *You Wouldn't Want to Be an Inca Mummy* by Colin Hynson
- *Hernando Cortes: Spanish Invader of Mexico* by John Paul Zronik
- *Hernando Cortes and the Conquest of Mexico* by Gina DeAngelis
- *Hernan Cortes: The Life of a Spanish Conquistador* by Jackie Gaff
- *The Sad Night: The Story of an Aztec Victory and a Spanish Loss* by Sally Schofer Matthews
- *Francisco Pizarro: A Primary Source Biography* by Lynn Hoogenboom
- *Francisco Pizarro: Destroyer of the Inca Empire (Wicked History)* by John DiConsiglio,
- *Francisco Pizarro: Journeys Through Peru and South America* by John Paul Zronik

Websites

(See grid and lesson plans)

Field Experiences

- The Peabody Museum at Harvard University
- There are a few artifacts at the Boston Museum of Fine Art
- The Boston Museum of Science has replica of a Aztec calendar stone.
- You can take virtual field trips at many museums

Lesson 1 – Paper Mache Globe

Essential Questions: What influences people’s decisions when selecting a location to live? What impact does the environment have on their lives?

Lesson Objectives: Students will identify the major locations on a globe and the areas (present day countries) that were inhabited by the Maya, Aztec, and Inca. Student should be able to locate the prime meridian, poles, hemispheres, continents, and oceans as well as Mexico, Guatemala, Belize, and Peru.

Standard: 5.5 Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)

1. **Preview:** Pose the following questions: How does climate differ in the world? What causes those differences? Turn to a partner and share.
2. **Mini-lesson:** This week you are going to create your own Paper Mache globe. Then you will locate and label important locations on your globe. I will demonstrate how to Paper Mache, paint, and later how to properly label your globe. Let’s look at a map of the world and identify what we should include on our globe. What locations do you think are important to include? (Teachers can also choose to use a balloon with the continents preprinted on it. In this case, the teacher can demonstrate how to label their globe with a permanent felt tip marker.)
3. **Processing Activity:** Students will create a globe to locate and record the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres, continents, oceans, and locations of the Maya, Aztec, and Inca civilizations.
4. **Extension:** In their Social Studies notebooks, students will predict the climate and ecosystems of the Maya, Aztec, and Inca based on their location.
5. **Resources:**



If you do not wish to Paper Mache, you can purchase globe balloons on Amazon. http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/projects/globe.jsp. Go to Lakeshore to for Paper Mache lesson and continent cut outs. You can increase the size of the continents on the copier to the appropriate size and make cardboard stencils for the students to trace onto their globes. There are many Paper Mache recipes you can use or you can purchase Elmer’s Paper Mache Paste at art stores. When covering their balloon, students should can rest the balloon on top of a yogurt cup.

Lesson 2 – Biomes

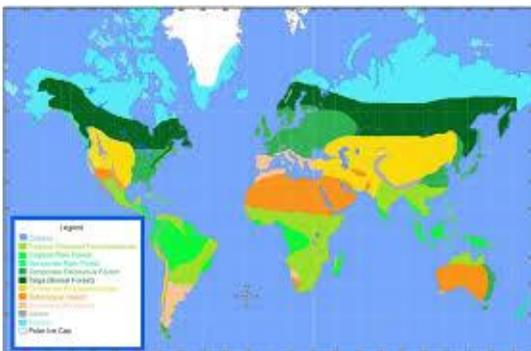
Essential Questions: What are the benefits of living in a particular place? What are some of the disadvantages?

Lesson Objectives: In order to gain a better understanding of the land the Maya, Inca, and Aztec inhabited, students will research their biome by using biome maps and latitude and longitude. Students will identify the biomes of Mexico City, the Yucatan Peninsula, and Cuzco, Peru.

Standard: 5.4 Use maps and globes to identify absolute locations (latitude and longitude). G

- Preview:** Look at the biome map. What is a biome? How does the biome a person lives in affect their daily lives? For example, does it affect what they eat and the types of homes they construct? Turn to a partner and share.
- Mini-lesson:** Today we are going to research the biomes of the Maya, Aztec, and Inca. We will use biome maps and latitude and longitude to be biome detectives. Remember when we located Pre-Columbian civilizations on our globes? We are going to use the present day names for those places to research the biomes in order to understand the habitat of the Maya, Aztec, and Inca.
- Processing Activity:** Students will use a biome map and the latitude and longitude to identify the biome(s) of locations such as Mexico's Yucatan Peninsula (Mayan), Mexico City (Aztec), and Cusco, Peru (Inca). Some biomes overlap and it may be tricky to identify the biome of a location. (Hint: Tropical forests are found between 23.5 degrees North and 23.5 degrees or roughly 30 degrees North and 30 degrees South.)
- Extension:** Research the plant and animal life as well as climate and landforms of the tropical forest biome.
- Resources:**

http://www.marietta.edu/~biol/biomes/biome_main.htm



Lesson 3 – Timelines

Essential Question: How are we connected to the past?

Lesson Objectives: Students will create timelines to gain a better understanding of just how long ago Pre-Columbian civilizations lived on Earth. Students will be able to differentiate between BC and AD.

- Preview:** What do you think you have in common with someone who lived thousands of years ago? How do you think your life is similar or different? Turn to a partner and share.
- Mini-lesson:** Recently, we learned about where the Maya, Aztec, and Inca lived, but today we want to get a clearer idea about how long ago these civilizations existed. In order to do this, we are going to create timelines for each of the three civilizations. (Teacher writes the following dates on the board or chart paper: 3114 BC (beginning of Mayan calendar), 1000 AD (Aztec enter Valley of Mexico) , and 400 AD (Inca settle in Andes Mountains). What do you notice about these dates? What does BC and AD mean? (In order to make the timelines students must understand what BC and AD mean and the order they must write them on their timelines.) Look at the sample timeline to see if it gives you any clues (show sample timeline with BC and AD). What increments of time are used on the timeline? What increment of time do you think you should use on your timelines?
- Processing Activity:** Students will create a timeline for the Maya, Aztec, and Inca in small groups. Students will display their timelines and discuss their observations. For example, how much further the Maya timeline go back. As students learn about major events in their civilizations history, they can record it on their timelines.
- Extension:** Students read the article “How to Make a Timeline” and create a timeline of their lives. Students will explain how/why they included the events on their timelines. This can be recalled when selecting what events to include on the Pre-Columbian timelines.
- Resources:**
www.socialstudiesforkids.com/articles/howtomakeatimeline2.htm
<http://blogs.psychcentral.com/relationships/2012/04/the-power-of-creating-a-timeline-of-your-lifes-story/>
<http://www.history.com/topics/mexico-timeline> (Mexican Timeline)
http://www.ducksters.com/history/inca/timeline_of_the_inca_empire.php (Inca Timeline)
<http://www.pbs.org/kcet/when-worlds-collide/timeline/> (World Timeline)

Lesson 4 – Archaeological Digs

Essential Question: How can we learn about ancient civilizations? What do artifacts tell us about people?

Lesson Objective(s): Students will “dig up” artifacts, categorize them, and discuss what it tells them about the civilization.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

- Preview:** Show a photo of the Maya vase that is on display at the Boston MFA. Ask student what this artifact tells them about the Maya? Turn and talk to your partner. (2-4 minutes)
- Mini-lesson:** Show a brief film about how archeologists excavate sites. We are going to perform our own archaeological digs. In the film, what did the archeologist do before they started excavating? (They quadrant off the area they were excavating in order to record where they found artifacts.) We will use string and masking tape to quadrant off the areas you excavate today. You will also need to label the quadrants. (Teacher should prepare a box for the Maya, Aztec, and Inca ahead of time. The top of a copier paper box is a great size. You place the pictures at the bottom of each corresponding box and cover it with sand. Then demonstrate how to quadrant it off and label.) Once you quadrant off your box and label the quadrants, you are ready to start digging. One student at a time will take a paintbrush to push aside the sand in that quadrant. If an artifact (photo of an artifact) is found, pick it up and record what the item is and where it was found. (You can use the images at the end of this unit or purchase *Mayas Aztecs Incas Cooperative Learning Activities* by Mary Strohl and Susan Schneck.)
- Processing Activity:** Each group of students will be given a box with that have photos of artifacts covered in sand for the Maya, Aztec, or Inca. Students use twine and masking tape to quadrant off the box and label the sections on the box. For example, A, B, C, D on the width and 1, 2, 3, 4 on the length. Students will dig for their artifacts and record what it is and where it was found. They will continue to do so until all the items are found. Then they will group the artifacts into categories and discuss why they grouped the items into those categories. Lastly, students will record what the artifacts tell them about the civilization. Once they finish, you can have students hide the artifacts and rotate the groups.
- Extension:** Students can investigate a more current dig, the Big Dig, and the artifacts that were unearthed.
- Resources:** The first website has a good video on how archeologists grid an area before excavation.
<http://science.howstuffworks.com/environmental/earth/geology/excavate-archaeological-dig-site.htm>
http://education.nationalgeographic.com/education/encyclopedia/archaeology/?ar_a=1
<http://kids.usa.gov/watch-videos/videos/archeologist/index.shtml>

<http://johnsmitchell.photoshelter.com/gallery/-/G0000pxbf1LmEH94/> (Good site with small photos of artifacts)

YouTube has a good video call Looting Inca Graves Peru

<http://www.mexicolore.co.uk/aztecs/music> (Good site on aztec instruments and music)

Links to Big Dig:

<http://www.nps.gov/archeology/ifora/caseBigDig.htm>

<http://www.sec.state.ma.us/mhc/mhcexh/musprv/prvidx.htm>

Maya Drinking Vessel Boston MFA <http://www.mfa.org/collections/object/drinking-vessel-501649>

Name: _____

Maya, Aztec or Inca Dig
Circle the civilization.

Record your findings.

A			
B			
C			
D			
1	2	3	4

What categories did you sort your artifacts into?

What do the artifacts tell you about the civilization?

Lesson 5 – Architecture

Essential Question: How does where I live influence how I live?

Lesson Objectives: Students will look at photos of Pre-Columbian architecture in order to understand the hierarchy of their civilizations. Students will compare these structures to modern day structures to determine how we are similar or different from ancient civilizations.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** What are architects? What are the different types of buildings we have in Boston and what are their purposes? What clues do they give us about the people who work or live in them? Turn to a partner and share.
2. **Mini-lesson:** Remember when we used photos from the archeological digs to help us understand what the Maya, Aztec, and Inca? Well today we are going to compare and contrast some photos of Pre-Columbian architecture, to help us understand the people that were members of the civilizations. For example, if I showed you this photo (of a Mayan palace) what does that tell you about the Maya? Who might have lived here?
3. **Processing Activity:** Students will view photos of ancient architecture. For example, pyramids, temples, palaces, houses, and ball courts. Students will identify similarities and differences among the architectural structures and the people who lived or frequented them. Were they wealthy or poor? What might their jobs have been? Students will create a poster that illustrates what Pre-Columbian structures have in common with modern day ones. Students will discuss what the similarities and differences among Pre-Columbian and modern structures.
4. **Extension:** In their Social Studies notebooks, students will compare and contrast ancient structures with modern ones and answer “What do these structures reveal about ancient and modern civilizations. What do we have in common with the Pre-Columbians? How are we different? Why do you think some structures have remained a part of civilizations throughout time?”
5. **Resources:** Photos of Architecture - View links or photos at the end of this document

Pyramids:

Maya – <http://www.chichenitza.com/>

Aztec – <http://science.nationalgeographic.com/science/archaeology/teotihuacan/>

Inca – http://www.machupicchu Peru.info/018_machu_picchu_intihuatana_pyramid.html

<http://lastdaysoftheincas.com/wordpress/ancient-pyramid-discovered-in-peru-by-satellite#.UdA6J-BWLao>

Temples:

Mayan - <http://news.nationalgeographic.com/news/2010/12/101216-maya-acoustics-speakers-audio-sound-archaeology-science/>

<http://www.bootsnall.com/articles/12-06/ruta-maya-ruins-in-central-america.html>

Aztec – <http://www.aztec-history.com/aztec-temples.html>

<http://www.fofweb.com/wgco/Print.aspx?iPin=NS110614&WinType=Free>

Inca -

http://www.machupicchu.org/ruins/the_temple_of_the_sun.htm

http://lastdaysoftheincas.com/wordpress/the-last-days-of-the-incas-peru-tour-9#.UdA_ouBWLao

(modern day with church built over Inca temple)

Palaces:

Maya – <http://www.wyattsailing.com/palenque.htm>

(This site has great photos of Palenque and temples)

<http://archive.archaeology.org/online/news/cancuen/>

(article on palace found in Guatemala)

Aztec - <http://library.thinkquest.org/10098/aztec.htm>

http://www.nbcnews.com/id/25100456/ns/technology_and_science-science/t/montezumas-palace-uneearthed-mexico/#.UdBEjeBWLao

(article on Montezuma's palace being unearthed with video)

<http://www.guardian.co.uk/world/2008/jun/10/mexico.archaeology>

<http://www.fofweb.com/wgco/Print.aspx?iPin=NS110614&WinType=Free>

(present day site of Montezuma's palace in Mexico City)

Inca - <http://www.flickr.com/photos/timgodby/82756299/>

<http://www.penn.museum/documents/publications/expedition/PDFs/30-3/Niles.pdf>

(dense article on palaces)

Homes:

Maya Homes - <http://168.144.10.120/ing/archaeology/architecture/house.htm>

Aztec Homes - <http://www.mexicolore.co.uk/aztecs/kids/aztec-houses>

Inca Homes - <http://www.allaboutsouthamericatravel.com/south-america-highlights-machu-picchu.htm>

Ball Courts: (They were called Tlachtli.)

Mayan - <http://news.yahoo.com/mexico-mayan-ball-court-celestial-marker-155035359.html>

Aztec - <http://www.aztec-history.com/aztec-ball-game.html>

Inca – According to a museum in Lima, Peru, the Inca played ball games. However, I could not find any evidence in ruins or other artifacts.

General Information Pok-A-Tok(ball game) There were other names for the ball games; such as the Aztec game ollama.

<http://www.ballgame.org/main.asp> (good site about game)

<http://haunty.hubpages.com/hub/Pok-A-Tok-The-Maya-Ball-Game>

(YouTube video of game)

<http://www.britannica.com/EBchecked/topic/597466/tlachtli>

Lesson 6 – Hierarchy

Essential Question: What roles do people have in society? Which roles are most powerful?

Lesson Objectives: Students will utilize their background knowledge to discuss what power is and who has the greatest and least amount of power. Students will gain a deeper understanding of the hierarchy in ancient societies and the limited amount of social mobility.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** Who do you think is the most power person? How did they gain power? Turn to a partner and share.
2. **Mini-lesson:** Yesterday, we looked at Pre-Columbian architecture. What are some things we learned about the Maya, Aztec, and Inca from looking at these structures? Today we are going to read about the social structure of these civilizations and the power these people possessed. Fold a page in your Social Studies notebook into thirds. Title the columns Maya, Aztec, and Inca. Record whom and what their roles were from most powerful to least powerful. (Teacher demonstrates)
3. **Processing Activity:** Students will read the articles with a partner and record their findings in their notebooks. Students will discuss their observations and compare it to modern civilization. Have similar people remained in power throughout history?
4. **Extension:** Students will research a powerful person and write about how they gained their power and how they used it? Did they use it for the good of mankind or did they abuse their power? What can you learn from them?
5. **Resources:**

Mayan Social Structure

http://tarlton.law.utexas.edu/exhibits/aztec/maya_social.html

Aztec Social Structure

http://tarlton.law.utexas.edu/exhibits/aztec/aztec_social.html

Inca Social Structure

<http://www.ducksters.com/history/inca/society.php>

Lesson 7 – Deities

Essential Question: How does religion shape culture?

Lesson Objective (s): Students will compare and contrast Maya, Aztec, and Inca gods and goddesses to determine what was important to them as people and what sacrifices were they willing to make for religion.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** What is religion? What do they have in common and how are they different? Turn and talk to your partner.
2. **Mini-lesson:** Can anyone remember the roles in Pre-Columbian civilizations? Did any of the roles have to do with religion? Today we are going to compare and contrast the different gods and goddesses and see if we notice any patterns. For example, if we look at these descriptions of the gods, does anyone see a similarity between the Maya, Aztec, and Inca? What is it? (Teacher models)
3. **Processing Activity:** Students compare and contrast the gods and goddess. They will record their findings in their notebooks. Students will discuss what they think these similarities or differences indicate about the civilizations. For example, if they all have a god of rain, then rain might be important to growing crops. They would want to keep that god happy and might make sacrifices to him. They should also be prepared to discuss how ancient religions are similar or different to modern religions.
4. **Extension:** Students will respond to: “Is religion important to you? Why or why not?” in their notebooks. Students could also research and respond to the negative aspects of religion such as war and excommunication.
5. **Resources:**
<http://www.mythencyclopedia.com/Le-Me/Mayan-Mythology.html>
<http://www.mythencyclopedia.com/Ar-Be/Aztec-Mythology.html>
<http://www.mythencyclopedia.com/Ho-Iv/Inca-Mythology.html>

Lesson 8 – Food

Essential Question: How are goods and services distributed?

Lesson Objectives: Students will read the primary and secondary documents from Food Timeline to identify the foods eaten by the Aztec. Students will record similarities and differences in diet amongst the people.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** How does the amount of money you earn determine what types of food you eat? How do people's opinions about foods differ? Turn and talk to your partner.
2. **Mini-lesson:** Have you and a friend ever tried the same food, but had a totally different experience? Sometimes when we are not used to certain foods or customs we may be hesitant to try the food or unsure on how to eat it. Today we are going to read descriptions from Bernal Diaz del Castillo who was with Cortez (an explorer) when they ate with the Aztec ruler, Motechuzoma (Montezuma). Then we are going to compare what he said about Aztec dining to a description from Aztec sources. (See pages 6-8 from the link below.)
3. **Processing Activity:** Students will read pages 6-8 starting with *Compare this description from Bernal Diaz* and *...with this banquet description from Aztec sources* on page 7. Students should then read, "What did the average person eat?" (pp. 7-8) In their notebooks, students should then record who attended the two banquets and what they ate to what the average person ate. Students should also record any similarities or difference they notice to modern day civilization? What does the average person eat compared to the wealthy?
4. **Extension:** Students will read the primary account of Sahagun (p.8) describing the Aztec street market and compare it with our supermarkets or farmer's markets today. Students might also want to consider why the average Aztec diet was so simple when they had such a wide variety of food.
5. **Resources:** <http://www.foodtimeline.org/foodmaya.html>
The document on this link is 21 pages long. It is a great resource on Maya, Aztec, and Inca food.

Lesson 9 – Topic: Inca Kings of Peru

Preview: How did geographic features affect pre-Columbian civilizations?

Close Reading Lesson



Educating for Global Understanding

Grade 5, Unit 1: Geography Skills and Pre-Columbian Civilizations

Origin Myth of the Inca Kings of Peru



Image Source: Brooklyn Museum of Art. Manco Capac. First Inca. 1 of 14 Portraits of Inca Kings. Artist Unknown.
http://www.brooklynmuseum.org/opencollection/objects/2297/Manco_Capac_First_Inca_1_of_14_Portraits_of_Inca_Kings/image/125205/image

MA Standards: Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

Common Core Standards: RL.5.6; RI.5.3; W.5.1; W.5.2 (depending on how source is used)

Curriculum Map Key Questions: How did geographic features affect pre-Columbian civilizations?

Curriculum Map Core Concepts, Skills, & Strategies: Demographic patterns and processes of growth and decline, migration, and settlement.

Resources: *Origin Myth of the Inca Kings of Peru* (see resources)

Lesson 10 – Inventions 1

Essential Question: Is new technology always better than that which it will replace?

Lesson Objective: Students will explore the inventions of Pre-Columbian civilizations to understand the purpose of inventions including their political structures.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** What are inventions? Why are they made? Turn and talk to your partner.
2. **Mini-lesson:** Today we are going to read about inventions of the Maya, Aztec, and Inca. Are inventions always things or can they also be ideas? Today we are going to focus on their inventions with the exception of forms of government. We will research political structures tomorrow.
3. **Processing Activity:** Students will break up into three different groups and research Maya, Aztec, or Inca inventions. Students will create a poster to share with the class. The whole group will discuss whether or not these inventions are used today? If so, which is their favorite?
4. **Extension:** Most of the students will probably say that chocolate is their favorite invention. Watch “How Chocolate Is Made” and have students record what they learned from the film in their notebooks. They should also record any questions they have. (www.youtube.com/watch?v=fiMjr3Rwdjs)
5. **Resources:**
Mayan Inventions:
<http://patentednews.com/innovations/mayan-inventions/>
<http://www.history.com/topics/mayan-scientific-achievements>
<http://www.history.com/topics/mexico/videos#the-mayans>
<http://library.thinkquest.org/11577/>
Aztec Inventions:
<http://www.aztec-history.com/aztec-inventions.html>
Inca Inventions:
<http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ac84>
http://www.slate.com/blogs/atlas_obscura/2013/06/10/the_last_incan_suspension_bridge_is_made_entirely_of_grass_and_woven_by.html

Lesson 11 – Inventions 2

Essential Question: How are governments created, structured, maintained, and changed?

Lesson Objective: Students research, identify, and record the political structures of Pre-Columbian civilizations as well as the roles and responsibilities.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** What is government? Do we need it? Why? Turn and talk to your partner.
2. **Mini-lesson:** Today we will continue with our work on inventions. We will read about and graph how the government of Pre-Columbian civilizations was structured from top to bottom. The people at the top had the most power and the people at the bottom had the least amount of power. We will also read about some of their laws.
3. **Processing Activity:** Students will work with a partner to read and graph the roles and responsibilities of those in the political systems of the Maya, Aztec and Inca. They will also record any laws mentioned in the article. Students will record their findings on the following worksheet. They will discuss the advantages and disadvantages of each system and the roles of Pre-Columbians with partners and in whole group.
4. **Extension:** In their notebooks, students will respond to the following question: Among the Pre-Columbian forms of government, which one did you think was the best system? Why?
5. **Resources:**
Mayan Government:
<http://mayaincaaztec.com/mainazgo.html>
<http://www.ducksters.com/history/maya/government.php>
Aztec Government:
<http://www.aztec-history.com/aztec-empire.html>
Inca Government:
<http://www.machupicchu-inca.com/inca-government.html>

Kid Friendly Site on Government:
<http://mayas.mrdonn.org/government.html>
<http://aztecs.mrdonn.org/government.html>
<http://incas.mrdonn.org/government.html>

Name: _____



What civilization does this chart represent? _____

What types of government is it? _____

Please record the most powerful person(s) to the least powerful and their responsibility.

Who am I?

What did I do?

What were some of their laws?

Lesson 12 – Weapons

Essential Question: Why do people fight?

Lesson Objective: Students will compare and contrast the weapons used by Pre-Columbians and Spanish conquistadors.

Standard: 5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)

- A. the encounter between Cortez and Montezuma
- B. the encounter between Pizarro and the Incas
- C. the goals of the Spanish conquistadors
- D. the effects of European disease, particularly smallpox, throughout the Western hemisphere

1. **Preview:** What are weapons used for? Do we need them? Why? Turn and talk to your partner.
2. **Mini-lesson:** Yesterday, we graphed the roles in the government of Pre-Columbians. Who among these people would most likely used weapons? (Warriors) Today we are going to look at photos of weapons used in Pre-Columbian civilizations and compare them to the weapons used by Spanish conquistadors.
3. **Processing Activity:** Students will look at pictures of weapons used Pre-Columbians and Spanish conquistadors. Students will compare and contrast the weapons and discuss which weapons were superior and inferior. Students will record their predictions in their notebooks.
4. **Extension:** Students will read the article (<http://lajhsslab.com/latin2/Aztec.htm>) to determine if their predictions about the weapons was correct or faulty. Students will also respond to the following questions in their notebooks: How have weapons changed over time? Do you think these changes are beneficial or unbeneficial?
Why?
5. **Resources:**
Mayan Weapons:
<http://library.thinkquest.org/TQ0310200/mayawp.html>
Aztec Weapons:
http://clio.missouristate.edu/chuchiak/HST%20350--Aztec_weapons.htm
<http://www.aztec-history.com/ancient-aztec-weapon.html>
<http://www.mexicolore.co.uk/aztecs/artefacts/chimalli>
Inca Weapons:
<http://incadigitalmuseum.wikispaces.com/Artifact+9.9-Inca+Weaponry>
<http://incaencyclopedia.pbworks.com/w/page/21104982/Weapons>
Weapons of Spanish Conquistador:
<http://latinamericanhistory.about.com/od/theconquest/a/09armsconquest.htm>
<http://www.history.com/>
<http://lajhsslab.com/latin2/Aztec.htm> - Good link that compares and contrast Spanish and Aztec weapons

Lesson 13 – Explorers Arrive

Essential Question: What happens when cultures collide?

Lesson Objectives: Students will understand the price of exploration for the Aztec and Inca. Students will decide what theory they believe about the decline of the Maya.

Standard: 5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)

- A. the encounter between Cortez and Montezuma
- B. the encounter between Pizarro and the Incas
- C. the goals of the Spanish conquistadors
- D. the effects of European disease, particularly smallpox, throughout the Western hemisphere

1. **Preview:** Why do people explore? Is exploration a good or bad thing? Why? Turn and talk to your partner.

2. **Mini-lesson:** Read the article about the Sea Hunter to the students and discuss why they are exploring off the coast of Cape Cod. What is the downside to exploration of the sea? We are studying Pre-Columbian civilizations. Why do you think they are called Pre-Columbian? Today we are going to read about the impact exploration had on Pre-Columbians.

3. **Processing Activity:** Students will read and discuss the decline of the Inca. What mistakes were made? What could they have done differently? What can we learn from the Inca?

(www.pbs.org/conquistadors/pizarro/pizarro_flat.html Caution: There is one part that mentions virgins, so you might want edit or omit that part. It is a great source that gives an account on the decline of the Inca and includes the role of smallpox.)

On day two, Students should also read the primary source “Cortes In Tenochtitlan” and answer the questions. Students will discuss their responses with a partner and then whole group. This could also be completed for homework.

4. **Extension:** Students will read about the different theories about the decline of the Maya. They must make a claim about one theory and support it with details from the text.

5. **Resources:**

Modern Day Exploration: (Sea Hunter)

<http://subsearesearch.com/news.htm>

<http://www.inc.com/eric-markowitz/sub-sea-research-the-3-billion-treasure-hunt.htm>

www.pbs.org/conquistadors/pizarro/pizarro_flat.html (Conquest of the Inca)

<http://lastdaysoftheincas.com/wordpress/the-last-days-of-the-incas-peru-tour-9#.UdHz-OBWLap> (Last Day of the Inca)

<http://latinamericanhistory.about.com/od/Maya/p/What-Happened-To-The-Ancient-Maya.htm> (What happened to the Maya article)

<http://www.learner.org/interactives/collapse/mayans.html> (Mayan article)

<http://www.pbs.org/conquistadors/> (articles on Cortes and Pizarro)

<http://www.history.com/topics/maya> (good videos)

<http://www.history.com/videos/prophecy-of-quexalcote#rob-and-dennis-go-bowling> (good video on Prophecy of Quexalcote which some same predicted the arrival of Cortes)

Name:

Date:

Cortés in Tenochtitlán

Hernando Cortés was a Spanish explorer and conquistador who landed on the coast of Mexico in 1519. Learning of the powerful Aztec empire and its capital city of Tenochtitlán, Cortés traveled over one hundred miles inland to find the city and claim the Empire for Spain. At the time, the city of Tenochtitlán was home to over 100,000 people and one of the largest cities in the world. In August 1521, the Spanish and their Native American allies defeated the Aztecs and conquered the city. The Spanish leveled Tenochtitlán and built Mexico City on the site of the Aztec capital. Primary sources, such as the accounts written by Hernando Cortés and other Spanish officials, are the only surviving writings we have of this once great city.

Read the following description of Tenochtitlán by Hernando Cortés. Use this description to help you answer the questions below. Discuss your answers with the class.

"This great city of Tenochtitlán is built on the salt lake, and no matter by what road you travel there are two leagues from the main body of the city to the mainland. There are four artificial causeways leading to it, and each is as wide as two cavalry lances. The city itself is as big as Seville or Córdoba. The main streets are very wide and very straight; some of these are on the land, but the rest and all the smaller ones are half on land, half canals where they paddle their canoes. All the streets have openings in places so that the water may pass from one canal to another. Over all these openings, and some of them are very wide, there are bridges. . . . There are, in all districts of this great city, many temples or houses for their idols. They are all very beautiful buildings. . . . Amongst these temples there is one, the principal one, whose great size and magnificence no human tongue could describe, for it is so large that within the precincts, which are surrounded by very high wall, a town of some five hundred inhabitants could easily be built. All round inside this wall there are very elegant quarters with very large rooms and corridors where their priests live. There are as many as forty towers, all of which are so high that in the case of the largest there are fifty steps leading up to the main part of it and the most important of these towers is higher than that of the cathedral of Seville. . . ."

1. What are some of the objects and structures that Cortés sees in Tenochtitlán?
2. What does this primary source tell you about the city? What does Cortés' account tell you about the Aztec people?
3. What technology does Cortés mention in his account that shows the Aztecs were able to adapt to this environment?

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Lesson 14 – Slavery

Essential Question: Why do civilizations enslave people?

Lesson Objective (s): Students will compare and contrast slavery amongst the Maya, Aztec, and Inca. Students will utilize that information to understand how slavery has changed and remained the same over the course of history.

Standard: 5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.

1. **Preview:** Why are people enslaved? Do you think slavery still exists? Turn and talk to your partner.
2. **Mini-lesson:** Once the Explorers went back to Europe they brought some of their discoveries like gold and cocoa home. The love of chocolate has spread across the world. I want you to think about how the use of cocoa affects people today as we watch a film. (The film is on modern day child slavery in the chocolate trade <http://thecnnfreedomproject.blogs.cnn.com/2012/01/19/child-slavery-and-chocolate-all-too-easy-to-find/>) Discuss the film with students. When we studied the hierarchy of Pre-Columbian civilizations, the slaves were at the bottom. Today we are going to learn more about Pre-Columbian slavery so we can compare it to modern day slaves like the children in the video.
3. **Processing Activity:** Students will read about slaves in Pre Columbian civilizations (see links). In their notebooks, students will compare and contrast slavery amongst the Maya, Aztec and Inca. Then students will compare Pre Columbian slavery to modern day slavery from the video.
4. **Extension:** Students will research which chocolate companies use child labor and which ones do not. Then students will consider what they can do to reduce child slavery.

5. Resources:

Video on child slave labor:

<http://thecnnfreedomproject.blogs.cnn.com/2012/01/19/child-slavery-and-chocolate-all-too-easy-to-find/>

Article and film on chocolate trade:

<http://topdocumentaryfilms.com/dark-side-chocolate/>

Good article on slavery of Maya, Aztec and Inca:

<http://slaveryinjustice.wordpress.com/slavery-in-ancient-aztec-mayan-and-inca/>

Brief overview on Mayan slavery:

<http://ed101.bu.edu/StudentDoc/current/ED101fa12/pirate/pirate/mayan-slavery.html>

Inca Slavery:

<http://www.worldtrek.org/odyssey/teachers/peruexcerpts/slaveexcerpt.html>

Aztec slavery:

<http://histclo.com/chron/na/na/aztec/azt-sla.html> (overview of Aztec slavery)

<http://mayas.mrdonn.org/dailylife.html> <http://aztecs.mrdonn.org/slaves.html>

Lesson 15 – The Price of Exploration

Essential Question: What is the price of greed?

Lesson Objective (s): Students will understand the results of exploration on Pre-Columbians and Spanish conquistadors.

Standard: 5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)

- A. the encounter between Cortez and Montezuma
- B. the encounter between Pizarro and the Incas
- C. the goals of the Spanish conquistadors
- D. the effects of European disease, particularly smallpox, throughout the Western hemisphere

1 Preview: What do you think happened to Cortez and Pizarro? Do you think they had any regrets about exploration? Turn and talk to your partner.

2 Mini-lesson: Today we are going to learn what happened to Cortez and Pizarro. We are going to watch a video on Pizarro. While you are watching, think about his life and how his life impacted others. Also, if you were Pizarro what would you have changed about your life?

3 Processing Activity: Students watch film on Francisco Pizarro and consider the impact of one man's life on others. What drove him to make the choices he made?

4 Extension: The teacher will read the article on Cortez with students. Why did the Aztec ask if the Spanish ate gold? What were the results of their greed?

5 Resources:

Video of Francisco Pizarro:

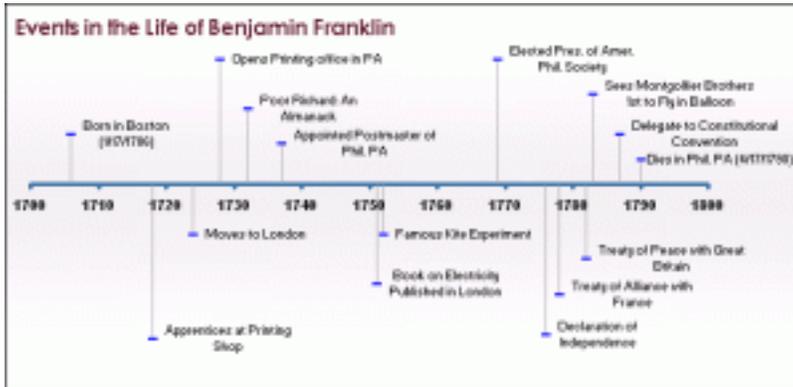
<http://www.veoh.com/watch/v19955217q5pss5ag?h1=The+Most+Evil+Men+in+History+-+Francisco+Pizarro>

Article on Pizarro: <http://www.biography.com/people/francisco-pizarro-9442295>

Article on Cortes: <http://www.sheppardsoftware.com/Mexicoweb/factfile/Unique-facts-Mexico7.htm>

Visuals:

Lesson 3: Timelines



Lesson 4: Archaeological Digs

Mayan Artifacts:



Mayan Calendar



Mayan Mask



Mayan Hieroglyphics



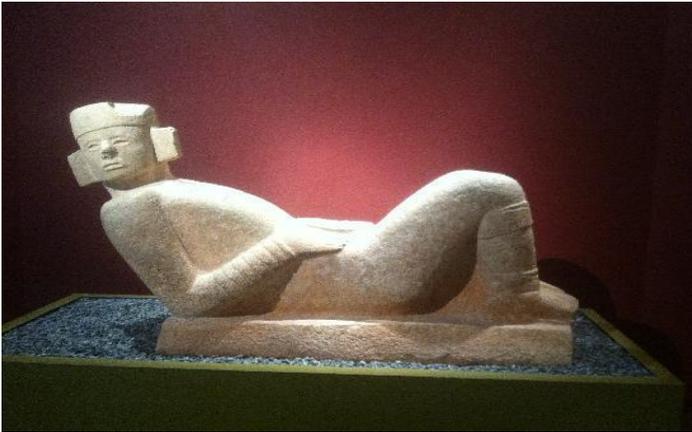
Mayan Jade Jewelry



Mayan Arrowheads



Mayan Book (Codex)



Mayan Offering Statue



Artifacts from Mayan ball game (Pok-A-Tok)



Mayan Musical Instruments



Moctezuma's Crown

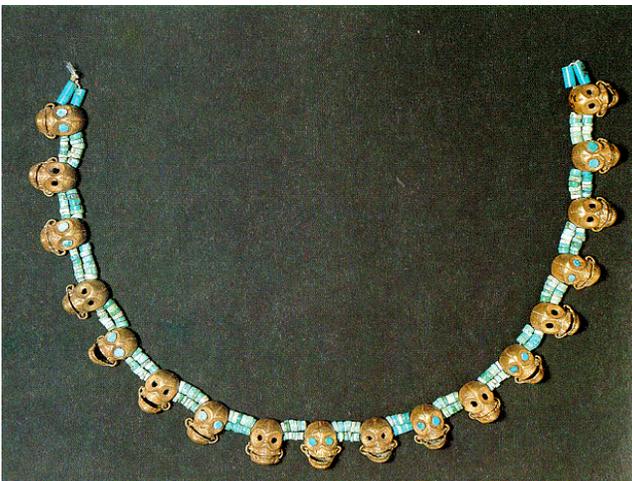
Aztec Artifacts



Aztec Musical Instruments



Aztec Calendar Stone



Shell necklace from the Great Temple at Tenochtitlan
Aztec



Aztec Ear pendants



Aztec Lip Plug



Aztec Mask



Aztec Medicine Man Statue



Aztec Sacrificial Knife



Aztec Clay Pot of Maize Goddess



Aztec Eagle Warrior Statue



Incense Burner with Chicomecoatl, Aztec, 1325-1521; found in Tlahuac, Mexico City,



Aztec Petate Mat- Woven mats used to sit and sleep on or put goods on at the market place

Inca Artifacts



Incan Golden Llama Statue



Vessel in the form of a digging stick, Peru



Inca Vessel with Hummingbirds



Inca Bronze Knife Pendant



Inca Bone Shawl Pin with two birds



Inca Reed Board



Inca Quipu



Mummy of Inca Girl



Items found buried with mummy



Inca Sling Shot



Inca Textile



Inca Musical Instrument

Lesson 5: Architecture



(Chichen Itza - Pyramid, Mexico/Maya)



(Chichen Itza - Ball Court, Mexico/Maya)



(Temple of the Warriors - Chichen Itza, Mexico/Mayan)



Mayan Home



Aztec Pyramid Teotihuacan



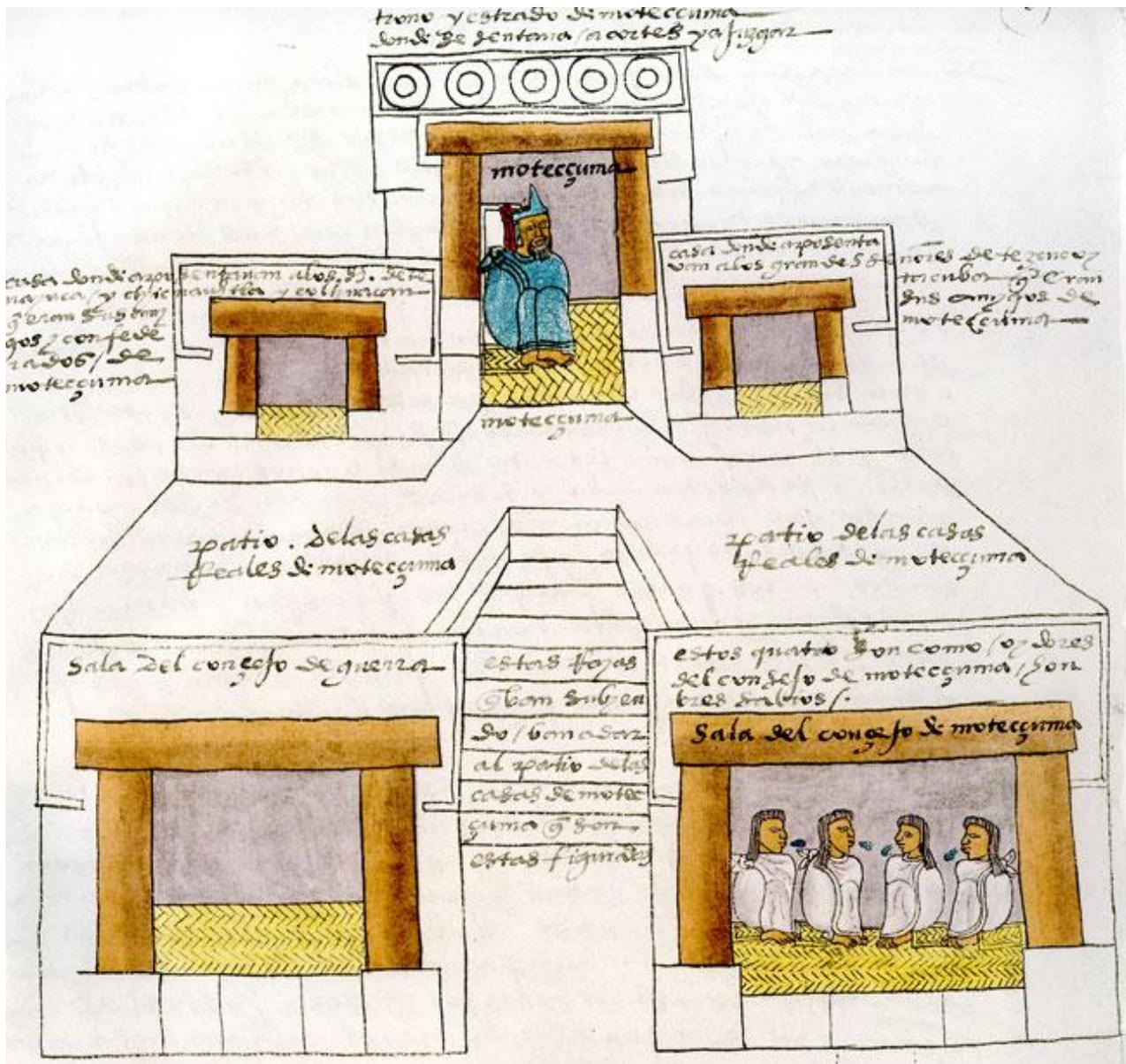
(The Temple of Quetzalcoatl - Basin of Mexico/Aztec)



Sacrificial Temple - Aztec



Aztec Royal Palace



Drawing of Montezuma's home - Aztec



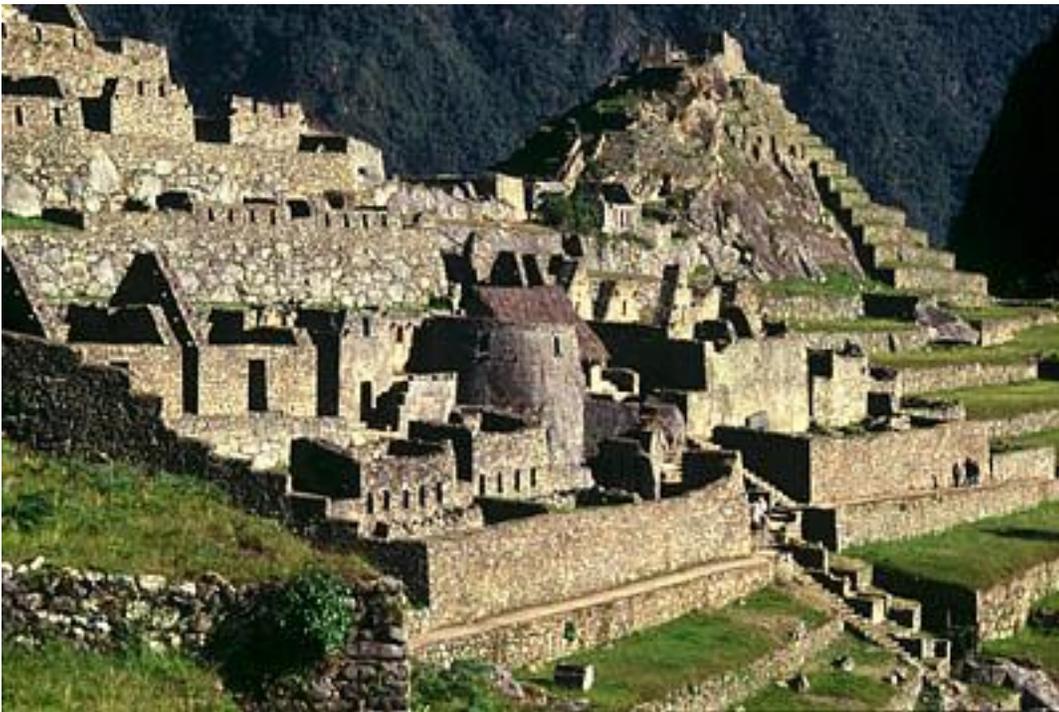
Aztec Home



Aztec Ball Court



Huallamarca Pyramid - Inca



Inca Temple Machu Picchu (top right)



Inca Home



Inca Home - Machu Picchu

Lesson 7 - Deities

Mayan Deities

Deity	Role
Ah Puch (Yum Cimil)	god of death and destruction, brought disease and was associated with war
Chac	rain god
Cizin (Kisin)	god of death, linked with earthquakes
Hun-Hunahpú (Ah Mun)	god of maize and vegetation
Hunahpú and Xbalanqúe	twin sons of Hun-Hunahpú, tricked the lords of the underworld
Itzamná	chief god, ruler of heaven, of night and day, and of the other deities
Ixchel	goddess of fertility, pregnancy, and childbirth
K'inich Ahau	sun god, sometimes considered an aspect of Itzamná
Kukulcan (Quetzalcoatl)	Feathered Serpent, god of learning and crafts

Aztec Deities

Deity	Meaning of Name	Role
Coatlicue	Lady of the Serpent Skirt	earth goddess
Huitzilopochtli	Hummingbird of the South	sun and war god
Ometecuhtli	Dual Lord	creator god
Quetzalcoatl	Feathered Serpent	god of twins and learning
Tezcatlipoca	Lord of the Smoking Mirror	god of the night sky
Tlaloc	Growth-maker	god of rain and fertility
Xipe Totec	Flayed Lord	god of vegetation, torture, and sacrifice

Inca Deities

Deity	Role
Cuichu	god of the rainbow
Illapu	god of weather
Inti	sun god and supreme god
Mama Kilya	moon goddess
Mama Qoca	sea mother
Paca Mama	earth mother
Viracocha	creator god

Lesson 11 - Weapons

Mayan Weapons:



Mayan War Club



Mayan Weapons



Aztec Warriors



Aztec Shield



Inca Warrior

**Aztec
Obsidian
Weapons**



Inca Sling Shot



Inca Club



Inca Bronze Tipped Spears



Club with spiked head (Inca)



Breastplate of Cortes



Conquistador's Helmet



Sword of Conquistador

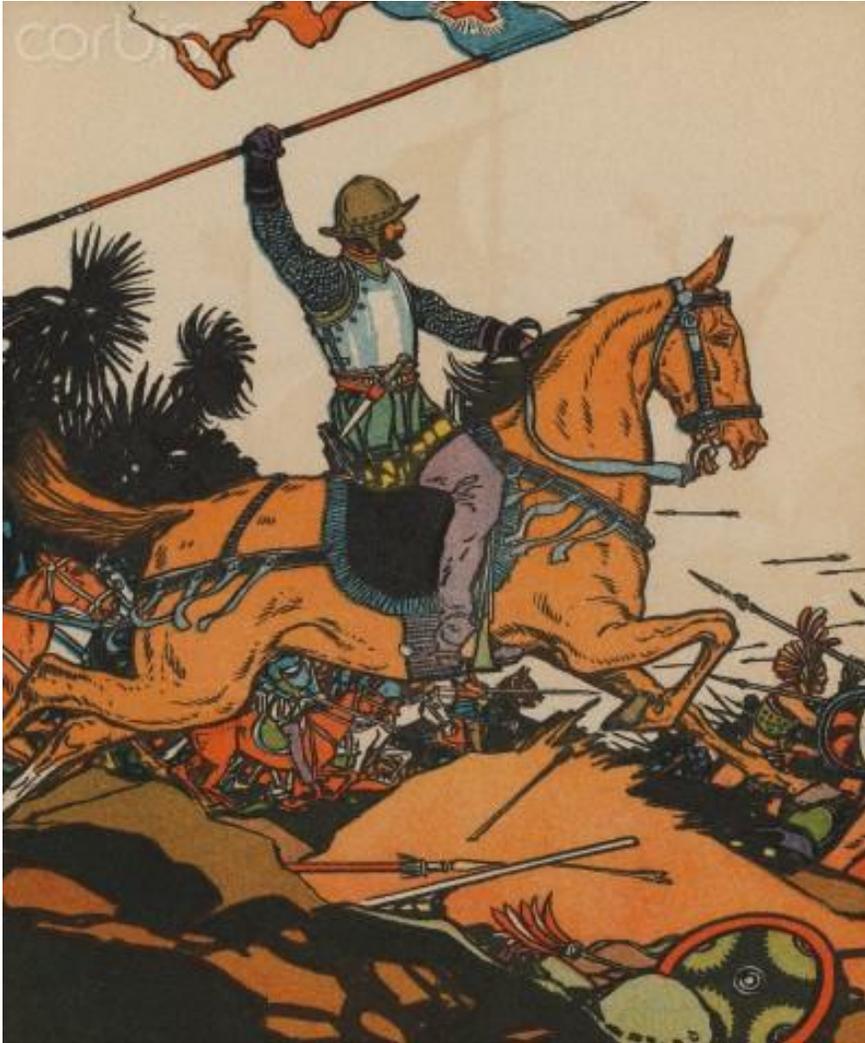


Illustration of what Cortes might have looked like in battle

1. Spanish swordsman, c.1520-50
2. Spanish arquebuser, c.1520-40
3. Spanish pikeman, c.1540



Weapons of Spanish Conquistadors