

MEET THE MAYAS, AZTECS AND INCAS

Grade Level: First Grade

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Length of Unit: 12 lessons (one lesson = 45-60 minutes)

I. ABSTRACT

Your students will be fascinated with these three ancient civilizations. They will learn the geography of where they lived and create a map book. They will share in stories and legends that reveal amazing facts and their unusual ideas during the times they lived. Creating artifacts and/or artistic illustrations of different aspects of their lives will help bring them to life. Join in to see why each of these great empires fell. Since these ancient people are studied in depth in 5th Grade, this unit of knowledge and fun is a way to “Meet the Mayas, Aztec and Incas”.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
2. Students will develop knowledge of Earth to locate people, places and environments. [Colorado State Std. Geography 1.2]
3. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
4. Students will understand how cooperation and conflict among people influence the division and control of Earth’s surface. [Colorado State Std. Geography 4.5]

B. Content from the *Core Knowledge Sequence*

1. American History and Geography: Early People and Civilizations
 - a. Maya in Mexico and Central America [p. 29]
 - b. Aztecs in Mexico [p. 29]
 - i. Moctezuma (also called Montezuma)
 - ii. Tenochtitlan (Mexico City)
 - c. Inca in South America (Peru, Chile) [p.29]
 - i. Cities in the Andes, Machu Picchu
2. American History and Geography: Early Exploration and Settlement
 - a. The Conquistadors [p. 29]
 - i. The search for gold and silver
 - ii. Hernan Cortes and the Aztecs
 - iii. Francisco Pizarro and the Inca
3. World History and Geography: Geography
 - a. Spatial Sense
 - i. Locate: Canada, United States, Mexico, Central America [p. 27]
 - b. Geographical Terms and Features [p. 27]
 - i. peninsula, harbor, bay, island

C. Skill Objectives

1. Students will pose and answer questions about the past [CSS History 2.1]
2. Students will listen to historical stories, myths, or legends, and compare, contrast, and discuss the different experiences of people in the various tales. [CSS History 2.1]
3. Students will guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. [CSS Geography 4.4]

4. Students will understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. [CSS Geography 4.5]
5. Students will create a tool, artifact or artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles.
6. Students will locate/create on a map important continents, countries, cities, and/or geographic features. [CSS Geography 1.2]
7. Students will define island and peninsula.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr., E. D. *What Your First Grader Needs to Know: Fundamentals of a Good First Grade Education (Revised Edition)*
 2. McKissack, Patricia C. *A New True Book – The Aztec*
 3. McKissack, Patricia C. *A New True Book – The Inca*
 4. McKissack, Patricia C. *A New True Book – The Maya*
- B. For Students
 1. Students should be able to name and identify the continents of North America, South America, and Europe plus the Atlantic and Pacific Oceans. (Core Knowledge Kindergarten and 1st Grade)
 2. Students should have already been taught about Ancient Egypt. (Core Knowledge 1st Grade)
 3. Students should have already been taught about the Ice Age and the movement of hunters and nomads across the land bridge and into the Americas. (Core Knowledge 1st Grade)
 4. Students should know what warm and cool colors are from Kindergarten.

IV. RESOURCES

- A. *What Your First Grader Needs to Know: Fundamentals of a Good First Grade Education (Revised Edition)* by E. D. Hirsh, Jr. (Lessons Two, Five, Six, Seven, and Ten)
- B. *A New True Book – The Maya* by Patricia McKissack (Lesson Two)
- C. *Journey into Civilization – The Maya* by Robert Nicholson (Lesson Two)
- D. Optional - *Mexico – A Literature Based Multi-Cultural Unit* by Betsy Franco (Lessons Two, Five, and Seven)
- E. *A New True Book – The Aztec* by Patricia McKissack (Lesson Six)
- F. *Journey into Civilization – The Aztec* by Robert Nicholson and Claire Watts. (Lesson Six)
- G. Optional - *Aztec and Other Mexican Indian Designs* by Caren Caraway (Lesson Eight)
- H. *The Sad Night – The Story of an Aztec Victory and a Spanish Loss* by Sally Mathews (Lesson Nine)
- I. *Montezuma and the Fall of the Aztecs* by Eric Kimmel (Lesson Nine)
- J. *Exploration and Conquest – The Americas after Columbus: 1500 – 1620* by Betsy and Giulio Maestro (Lessons Nine and Twelve)
- K. *A New True Book – The Inca* by Patricia McKissack (Lessons Ten, Eleven, and Twelve)

V. LESSONS

Lesson One: When and Where Did These Ancient People Live? (45-60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will develop knowledge of Earth to locate people, places and environments. [Colorado State Std. Geography 1.2]

2. Lesson Content
 - a. Maya in Mexico and Central America [p.29]
 - b. Aztecs in Mexico [p.29]
 - c. Inca in South America (Peru, Chile) [p.29]
 - d. Locate: Canada, United States, Mexico, Central America [p.27]
 3. Skill Objective(s)
 - a. Students will guess and/or explain the reasons for the location of certain cities/settlement in relation to the relief and resources available in the area. [CSS Geography 4.4]
 - b. Student will locate/create on a map important continents, countries, cities, and/or geographic features. [CSS Geography 1.2]
- B. *Materials*
1. Appendix A – Where did the Mayas, Aztecs, and Incas Live? – one copy per student
 2. Overhead copy of Appendix A
 3. Overhead projector
 4. Overhead markers
 5. Appendix B – When Did These Civilizations Live? – one copy for teacher or one per student if you want them to take it home as a sharing sheet with his/her family
 6. Appendix C – Map of North America - divided into three main parts – Canada, United States and Mexico – one copy per Student
 7. Overhead copy of Appendix C
 8. Pencil
 9. Colored crayons or colored pencils
 10. Large world map for teacher’s classroom presentation (especially if overhead is not available)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Teacher will have the children share what they remember of how hunters and nomads crossed the land bridge from Asia into North America. These people continued to migrate south into North America and eventually South America.
 2. Show this movement to the students on large world map.
 3. Explain that the three ancient civilizations we are going to study lived in parts of North and South America.
 4. Display overhead copy of Appendix C. Explain to the students that North America is divided into three main sections – Canada, United States, and Central America.
 5. Pass out student copies of Appendix C.
 6. Have the children get out crayons or colored pencils and a pencil.
 7. Have them write in pencil the names of the three sections on their maps as the teacher demonstrates on the overhead copy.
 8. Have the children color each section a different light color so the name can still be seen.
 9. Collect their maps to be put together into a map book at the end of this unit.
 10. Explain that the Maya and Aztec people lived in Central America (called that because it is in the center connecting the two American continents). The Inca people lived in South America.
 11. Display overhead copy of Appendix A.
 12. Pass out student copies of Appendix A.

13. Have the children choose one light-colored crayon or colored pencil. While you demonstrate on the overhead, have them color in the Aztec Empire and explain and show on the world map that this is where the country of Mexico is today.
 14. Have the children choose a second light color and color in the Mayan Civilization while you demonstrate on the overhead. Explain and show on the world map that this is part of Central America.
 15. Have the children choose a third light color and color in the Inca Civilization while you demonstrate on the overhead. Explain and show on the world map that this is the west coast of South America bordering the Pacific Ocean.
 16. Collect their maps to be put together into a map book at the end of this unit.
 17. Share with the students the information on Appendix B about when these civilizations lived. Emphasize that when they arrived is unknown because there was not much written history until the Spanish came.
 18. Allow time for the students to share anything they already know about these places or people.
 19. Tell the children that in our next lesson we will take a closer look at the Mayan Civilization.
- E. *Assessment/Evaluation*
1. Students will complete Appendix A correctly.
 2. Students will complete Appendix C correctly.

Lesson Two: Meet the Mayas (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
 - b. Students will develop knowledge of Earth to locate people, places and environments. [Colorado State Std. Geography 1.2]
 - c. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
2. Lesson Content
 - a. Maya in Mexico and Central America [p.29]
 - b. Locate: Canada, United States, Mexico, Central America [p.27]
 - c. Geographical Terms and Features [p. 27]
 - i. peninsula, harbor, bay, island
3. Skill Objective(s)
 - a. Students will pose and answer questions about the past. [CSS History 2.1]
 - b. Students will listen to historical stories, myths, or legends, and compare, contrast, and discuss the different experiences of people in the various tales. [CSS History 2.1]
 - c. Student will guess and/or explain the reasons for the location of certain cities/settlement in relation to the relief and resources available in the area. [CSS Geography 4.4]
 - d. Student will locate/create on a map important continents, countries, cities, and/or geographic features. [CSS Geography 1.2]
 - e. Students will define island and peninsula.

B. *Materials*

1. *What Your First Grader Needs to Know...* by E. D. Hirsh, Jr. [pgs.137 – 139- Cities in the Jungle: The Maya]
2. *A New True Book – The Maya* by Patricia McKissack
3. *Journey into Civilization – The Maya* by Robert Nicholson [pgs. 25 – 29]
4. Appendix D – Checklist of Classroom Participation – one copy for teacher
5. Appendix E – Maya Map (or use Map of Mexico out of Evan-Moor workbook *Mexico – A Literature Based Multi-Cultural Unit* p. 47) – one copy per student
6. Large world map for teacher presentation
7. Crayons or colored pencils
8. Pencil
9. Chalkboard and chalk

C. *Key Vocabulary*

1. Peninsula – a piece of land surrounded on three sides by water

D. *Procedures/Activities*

1. Teacher should read before class the information in Materials List Items 1 and 2 plus any other sources of background information available about the Mayas.
2. Introduce the Maya people and read *A New True Book – The Maya* to the class omitting pgs. 7 – 11 because it is too in-depth and the parts of pgs. 14-15 that refer to the types of priests and sacrifices.
3. Encourage discussion during and following the story. Teacher should have Appendix D available to record class participation.
4. Pass out Appendix E – the Maya map.
5. Show the children on a large world map where the Mayas live and explain that the Maya map is a close-up view of that area.
6. Explain that many of the Mayan cities were built on a peninsula called the Yucatan Peninsula.
7. Define a peninsula and have the children find the three sides on the map. Write the word and definition on the chalkboard.
8. Have the students color the Maya Civilization green to remind them that many of their cities were built in the jungle.
9. Have the students label in pencil “Yucatan Peninsula” on the lines provided.
10. Collect their maps to be put together into a map book at the end of this unit.
11. Explain that all ancient people told special stories to help explain things they did not understand about the world around them. Then read *Journey into Civilization – The Maya* by Robert Nicholson [pgs. 25 – 29 “The Hero Twins’ Revenge”]
12. Encourage discussion of this story and teacher should record participation on Appendix D.

E. *Assessment/Evaluation*

1. Teacher will continue to fill out Checklist of Class Participation (Appendix D).
2. Students will correctly complete Maya Map (Appendix E).
3. Have several students verbally define peninsula.

Lesson Three: Maya Math (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]

2. Lesson Content
 - a. Maya in Mexico and Central America [p.29]
 3. Skill Objective(s)
 - a. Students will create a tool, artifact or artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles.
- B. *Materials*
1. Appendix F – Mayan Number System - one copy per student
 2. Appendix G – Mayan Math Problems - one copy per student
 3. Pencils
 4. Chalkboard and chalk
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Share with students that the Mayas were excellent at math but their symbols for numbers were different from our number system.
 2. Pass out copies of Appendix F.
 3. Explain and answer questions about the Mayan Number System. Do several examples of math problems on the board.
 4. Encourage the students to notice the pattern of how the lines and circles are used.
 5. Call on some volunteers to do examples on the board.
 6. Pass out copies of Appendix G.
 7. Explain to the students that each will get the opportunity to make up some of their own Mayan Math Problems.
 8. Have students complete Appendix G in class individually, in small groups, or at home for a homework assignment. (Many parents enjoy doing this type of activity for a change.)
- E. *Assessment/Evaluation*
1. Students will correctly complete Appendix G – Mayan Math Problems.

Lesson Four: Mayan Pyramids (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
 2. Lesson Content
 - a. Maya in Mexico and Central America [p.29]
 3. Skill Objective(s)
 - a. Students will create a tool, artifact or artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles.
- B. *Materials*
1. Paper cutter
 2. 12" x 18" white or manila construction paper – one per student
 3. 1" x 18" strip of black construction paper – one per student
 4. 1" x 16" strip of black construction paper – one per student
 5. 1" x 14" strip of black construction paper – one per student
 6. 1" x 12" strip of black construction paper – one per student
 7. 1" x 10" strip of black construction paper – one per student

8. 1" x 8" strip of black construction paper – one per student
 9. 1" x 6" strip of black construction paper – one per student
 10. 3" x 5-1/2" rectangle of black construction paper – one per student
 11. Scissors
 12. Glue or glue sticks
 13. Water colors
 14. Wide (3/4"-1") paint brushes
 15. Cups of water for dipping
 16. Pencils
- C. *Key Vocabulary*
1. Silhouette – a likeness cut from dark material and mounted on a light background
- D. *Procedures/Activities*
1. Teacher will cut all strips and rectangle on a paper cutter before this lesson.
 2. Teacher will tell the students that religion was at the center of life for the Mayas. They buried their kings in the pyramids like the Egyptians even though they knew nothing about the Egyptians. The differences were that the Mayan pyramids usually had steps going all the way to the top and they built a temple at the very top for worshipping their gods. Usually only the special priests were allowed to go to the temple on top. Many Mayan pyramids have been found in the jungles of Central America and people can go visit them today.
 3. Tell the students that they are going to build their own Mayan pyramid today.
 4. Put one each of the black construction paper items together in a paperclip for each student before class if possible. Otherwise pass out each piece one at a time starting with #2 and ending with #10.
 5. Have students put their names on the back of the manila or white sheets.
 6. Have the students glue on each black strip starting with the longest one lined up perfectly with the bottom of the page.
 7. As they glue on each next smaller strip, show them that each strip should be centered on the one below so that the edges of the pyramids are forming 1" steps coming in on both sides.
 8. After gluing on the smallest strip (1" x 6"), have the students get out the black rectangle and scissors.
 9. Tell them that the very top piece will be their temple. They can cut it into any shape they want with window or doors of any shape.
 10. When they are finished cutting, have them glue their temple in the center on top of the last strip.
 11. Explain that the strips are black because we are creating a silhouette of a temple at either sunrise or sunset.
 12. Tell the children to choose whether they want to paint their skies using warm colors or cool colors. (Review if necessary what warm and cool colors are.)
 13. Pass out brushes, paints and water.
 14. Students will use the large brushes and do a color wash on all the manila or white exposed paper.
 15. Have students clean up their area.
 16. When pictures are done, they make a beautiful hall or classroom display.
 17. Encourage discussion with the children about what they know about Mayas and record participation on Appendix D.
- E. *Assessment/Evaluation*
1. Students will complete the pyramids.
 2. Teacher will continue to record participation on Appendix D.

Lesson Five: Mayan Masks and Mystery (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
 - b. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
2. Lesson Content
 - a. Maya in Mexico and Central America [p.29]
3. Skill Objective(s)
 - a. Students will pose and answer questions about the past. [CSS History 2.1]
 - b. Students will listen to historical stories, myths, or legends, and compare, contrast, and discuss the different experiences of people in the various tales. [CSS History 2.1]
 - c. Students will create a tool, artifact or artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles.

B. *Materials*

1. Appendix I – Mayan Mask (or use Maya Mask out of Evan-Moor workbook *Mexico – A Literature Based Multi-Cultural Unit* p. 45) – one copy per student
2. One-hole punch
3. Yarn (any color) – two 12” strings per student
4. Markers
5. Scissors
6. Feathers (optional)
7. Glue (optional)
8. *What Your First Grader Needs to Know...* pg. 139-An Unsolved Mystery
9. Appendix D

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Explain the Mayas had many ceremonies and celebrations. People would dress in many kinds of costumes. Frequently they wore masks. Today each student will get to create his or her own mask. They should be very colorful and the Mayas decorated with feathers, black obsidian, green jade, wood, turquoise, and coral.
2. Pass out Appendix I.
3. Have students get out their markers and scissors.
4. Give students time to color and/or decorate their masks. Pass out glue and feathers if available.
5. Go around the room while students are working and punch a hole in each side of the mask for the yarn to be tied through.
6. Pass out yarn.
7. Have students tie the yarn through the holes then help tie them on to cover their faces.
8. Allow children to wear them for the rest of class. You may want to collect them before sending home for a bulletin board or room display.

9. Share with the students about the Mayas mysterious disappearance from *Your First Grader Needs to Know...* pg. 139-An Unsolved Mystery and any other resources you may have.
 10. Allow time for brainstorming why the Maya people left their cities plus review, discuss and answer questions about any aspect of Maya History. Teacher will record participation on Appendix D.
- E. *Assessment/Evaluation*
1. Student will create a Mayan Mask.
 2. Teacher will continue to record participation on Appendix D.

Lesson Six: Meet the Aztecs (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
 - b. Students will develop knowledge of Earth to locate people, places and environments. [Colorado State Std. Geography 1.2]
 - c. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
 2. Lesson Content
 - a. Aztecs in Mexico [p.29]
 - i. Tenochtitlan (Mexico City)
 - b. Locate: Canada, United States, Mexico, Central America [p. 27]
 - c. Geographical Terms and Features [p. 27]
 - i. peninsula, harbor, bay, island
 3. Skill Objective(s)
 - a. Students will pose and answer questions about the past. [CSS History 2.1]
 - b. Students will listen to historical stories, myths, or legends, and compare, contrast, and discuss the different experiences of people in the various tales. [CSS History 2.1]
 - c. Student will guess and/or explain the reasons for the location of certain cities/settlement in relation to the relief and resources available in the area. [CSS Geography 4.4]
 - d. Student will locate/create on a map important continents, countries, cities, and/or geographic features. [CSS Geography 1.2]
 - e. Students will define island and peninsula.
- B. *Materials*
1. *What Your First Grader Needs to Know...* by E. D. Hirsch, Jr. [pgs. 139-142 – City in the Lake: The Aztecs]
 2. *A New True Book – The Aztec* by Patricia McKissack
 3. *Journey into Civilization – The Aztec* by Robert Nicholson and Claire Watts. [pgs. 25-29]
 4. Appendix D
 5. Appendix I – Aztec Map – one copy per student
 6. Large world map for teacher presentation
 7. Crayons or colored pencils
 8. Pencil
 9. Chalkboard and chalk

- C. *Key Vocabulary*
1. Island – a piece of land surrounded totally by water
 2. Tenochtitlan (TEH-noch-tit-LAHN) – the capital city of the Aztecs built on an island in a lake
 3. Mexico City – the capital of Mexico built on top of Tenochtitlan ruins
- D. *Procedures/Activities*
1. Teacher should read before class the information in Materials List Items 1 and 2 plus any other sources of background information available about the Aztecs.
 2. Introduce the Aztec people and read *A New True Book – The Aztec* to the class omitting the word “human” before sacrifice on pgs. 16 and 21 and omitting pgs. 42 and 43 because we will cover this story in better detail later.
 3. Encourage discussion during and following the story. Teacher should have Appendix D available to record class participation.
 4. Pass out Appendix I – the Aztec map.
 5. Show the children on a large world map where the Aztecs live and explain that the Aztec map is a close-up view of that area.
 6. Explain that the capital city of Tenochtitlan was built on an island in the middle of Lake Texcoco.
 7. Define an island. Write the word and definition on the chalkboard.
 8. Have the students color the Aztec Empire blue to remind them that the capital city is in the middle of a lake.
 9. Have the students label “Tenochtitlan” on the line provided. Explain that Mexico City is there today.
 10. Collect their maps to be put together into a map book at the end of this unit.
 11. Explain that all ancient people told special stories to help explain things they did not understand about the world around them. Then read *Journey into Civilization – The Aztec* by Robert Nicholson and Claire Watts [pgs. 25 – 29 “Quetzalcoatl Gives Food to the People”].
 12. Encourage discussion of this story and teacher should record participation on Appendix D.
- E. *Assessment/Evaluation*
1. Teacher will continue to fill out Checklist of Class Participation (Appendix D).
 2. Student will correctly complete Aztec Map (Appendix I).
 3. Have several students verbally define island.

Lesson Seven: Aztec Legend and the Mexican Flag (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
 - b. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
 2. Lesson Content
 - a. Aztecs in Mexico [p.29]
 - i. Tenochtitlan (Mexico City)
 3. Skill Objective(s)
 - a. Students will pose and answer questions about the past. [CSS History 2.1]

- b. Students will listen to historical stories, myths, or legends, and compare, contrast, and discuss the different experiences of people in the various tales. [CSS History 2.1]
 - c. Students will guess and/or explain the reasons for the location of certain cities/settlement in relation to the relief and resources available in the area. [CSS Geography 4.4]
- B. *Materials*
 - 1. A picture of the Mexican Flag (or a copy of the Mexican Flag from *Mexico – A Literature Based Multi-Cultural Unit* by Betsy Franco – pg. 46 – one copy per student)
 - 2. Option - One 9” x 12” piece of white drawing paper with a flag shaped rectangle divided into thirds already drawn on it - one per student to draw an illustration of the flag if a copy isn’t available
 - 3. Crayons
 - 4. Pencils
 - 5. *What Your First Grader Needs to Know...* by E. D. Hirsch, Jr. pgs. 140 and 141
 - 6. Chalk and chalkboard
 - 7. Appendix D
- C. *Key Vocabulary*
 - 1. Island – a piece of land totally surrounded by water
 - 2. Tenochtitlan (TEH-noch-tit-LAHN) – the capital city of the Aztec Empire built on an island in a lake
 - 3. Mexico City – the capital of present-day Mexico is built on top of Tenochtitlan ruins
- D. *Procedures/Activities*
 - 1. Retell the children the famous legend about why the Aztecs picked such a strange location for their capital. See *What Your First Grader Needs to Know...* pgs. 140-141.
 - 2. Ask various students to define island.
 - 3. Remind the students the Aztec capital was called Tenochtitlan and Mexico City is now in the same place but the lake dried up. Write Tenochtitlan = Mexico City on the board.
 - 4. Tell the students that Tenochtitlan actually means place of the prickly pear cactus.
 - 5. Explain that the legend still is told today and the country of Mexico pictures that legend on the flag for their country.
 - 6. Show the students a picture of the Mexican flag (or a real one).
 - 7. Pass out drawing paper (item #2) or a copy of the Mexican flag for them to color.
 - 8. Have the students get out a red and green crayon.
 - 9. Color the far left third green.
 - 10. Color the far right third red.
 - 11. The middle third is left white. Students can draw in “an eagle sitting on a cactus eating a snake” if not available on their copy.
 - 12. Have a time for discussion, questions and retelling of the legend and record participation on Appendix D.
- E. *Assessment/Evaluation*
 - 1. Teacher will continue to record participation on Appendix D.
 - 2. Students will complete a Mexican Flag.

Lesson Eight: Mosaic Aztec Shield (60-75 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand how cooperation and conflict among people influence the division and control of Earth's surface. [Colorado State Std. Geography 4.5]
2. Lesson Content
 - a. Aztecs in Mexico [p.29]
 - i. Moctezuma (also called Montezuma)
3. Skill Objective(s)
 - a. Students will understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. [CSS Geography 4.5]
 - b. Students will create a tool, artifact or artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles.

B. Materials

1. Paper plate – one per student
2. 2-1/2" x 10" strip of construction paper – one per student
3. Paper cutter
4. Stapler
5. 1" x 2" rectangles of many colors of construction paper (or scraps from other art projects) – approximately 100
6. Glue sticks – one per student
7. Scissors – one per student
8. Appendix D
9. Optional – *Aztec and Other Mexican Indian Designs* by Caren Caraway
10. Optional – a finished sample of this project

C. Key Vocabulary

1. Warrior – a person who fights in wars or struggles against other people
2. Mosaic – a surface decoration made by inlaying small pieces of various colored material to form a picture or pattern

D. Procedures/Activities

1. Remind the students that the Aztecs were fierce warriors and fought to conquer all the neighboring tribes to take their riches, food and women and children. All Aztec boys were trained to serve in the army. The Aztecs were feared and hated by all the surrounding peoples. All Aztec warriors carried a shield for protection. Montezuma was the name of one of their famous chiefs.
2. Tell the students that today we are going to make an Aztec shield to remind us of their warlike nature.
3. Explain that one of the artistic designs they made were mosaics. Define for them.
4. Tell the students that they will be cutting colored construction paper into small rectangles or triangles (about the size of the fingernail on their pinkie) to fit together into a mosaic pattern on the front of their shield.
5. Tell them that they will want to form a picture or design on their shield. (i.e. a snake, bird, a face, etc.)
6. OPTION – show or provide a copy to the students of one of the simpler designs or pictures in *Aztec and Other Mexican Indian Designs* and/or show them a finished sample.
7. Make sure that they understand that in mosaic design they will have small spaces all around each piece of colored paper – the pieces don't touch or overlap.

8. Pass out scissors and glue sticks.
 9. Have the students select a few of the different colored rectangles or scraps and cut them at their own desks. They can exchange and get other colors as they go.
 10. Pass out paper plates.
 11. Have the students turn the paper plate upside-down and create the design on the circular area on the bottom of the plate. Don't have them try to do mosaic on the rim.
 12. When students have completed their shields, pass out and staple the construction paper strips across the middle of the back of the plate for them to slip their hand into to hold their shield up for protection.
 13. You can send home or they make a great classroom or hallway display.
 14. Ask a variety of students to verbally tell why the Aztecs fought with everyone and who their chief was and record participation on Appendix D.
- E. *Assessment/Evaluation*
1. Teacher will continue to record participation on Appendix D.
 2. Students will complete a mosaic Aztec shield.

Lesson Nine: The Spanish Conquer the Aztecs (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how cooperation and conflict among people influence the division and control of Earth's surface. [Colorado State Std. Geography 4.5]
 2. Lesson Content
 - a. Aztecs in Mexico [p.29]
 - i. Moctezuma (also called Montezuma)
 - ii. Tenochtitlan (Mexico City)
 - b. The Conquistadors [p. 29]
 - i. The search for gold and silver
 - ii. Hernan Cortes and the Aztecs
 3. Skill Objective(s)
 - a. Students will understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. [CSS Geography 4.5]
 - b. Students will create a tool, artifact or artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles
- B. *Materials*
1. *Exploration and Conquest – The Americas after Columbus: 1500 – 1620* by Betsy and Giulio Maestro
 2. *The Sad Night – The Story of an Aztec Victory and a Spanish Loss* by Sally Mathews
 3. *Montezuma and the Fall of the Aztecs* by Eric Kimmel
 4. Appendix D
 5. Large world map for teacher presentation
- C. *Key Vocabulary*
1. Hernan Cortez – Spanish conqueror of the Aztecs
 2. Montezuma (also Moctezuma) – ruler of the Aztecs in the early 1500's
 3. Quetzalcoatl (ket sahl KWAHtl) – an Aztec god
- D. *Procedures/Activities*
1. Read pgs 8-11 from *Exploration and Conquest* as an introduction to this lesson.

2. Show the class on the large world map where Spain is and how they sailed the Atlantic Ocean to come to the Aztec area. Explain they were in search of land, gold, silver and any other riches they could claim for Spain.
 3. Discuss and record participation on Appendix D.
 4. Tell the students that you are going to read two stories about this time in Aztec history. One is about how the Aztecs won and the other about how the Spanish conquered them.
 5. Read *The Sad Night – The Story of an Aztec Victory and a Spanish Loss*. Tell the students to notice that the illustrations are based on actual Aztec artwork.
 6. Discuss and record participation on Appendix D.
 7. Read *Montezuma and the Fall of the Aztecs*.
 8. Discuss and record participation on Appendix D.
- E. *Assessment/Evaluation*
1. Teacher will continue to record participation on Appendix D.

Lesson Ten: Meet the Incas (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]
 - b. Students will develop knowledge of Earth to locate people, places and environments. [Colorado State Std. Geography 1.2]
 - c. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
 2. Lesson Content
 - a. Inca in South America (Peru, Chile) [p. 29]
 - i. Cities in the Andes, Machu Picchu
 3. Skill Objective(s)
 - a. Students will pose and answer questions about the past. [CSS History 2.1]
 - b. Students will listen to historical stories, myths, or legends, and compare, contrast, and discuss the different experiences of people in the various tales. [CSS History 2.1]
 - c. Student will guess and/or explain the reasons for the location of certain cities/settlement in relation to the relief and resources available in the area. [CSS Geography 4.4]
 - d. Student will locate/create on a map important continents, countries, cities, and/or geographic features. [CSS Geography 1.2]
- B. *Materials*
1. *What Your First Grader Needs to Know...* by E. D. Hirsch, Jr. [pgs. 142-143 – Cities in the Clouds: The Incredible Inca]
 2. *A New True Book – The Inca* by Patricia McKissack
 3. Appendix D
 4. Large world map for teacher presentation
 5. Crayons
 6. Pencils
 7. Scissors
 8. 3” x 3” square of brown construction paper – one per student
 9. Glue – one per student

10. Cotton ball – one per student
 11. Appendix J – Inca Map
 12. Optional – finished sample of Appendix J for students to see
 13. Appendix K – Machu Picchu chant
- C. *Key Vocabulary*
1. Machu Picchu – major Inca city whose ruins still exist today; it is known as the “City in the Clouds”
 2. Andes Mountains – a mountain range that extends the length of South America on the West bordering the Pacific Ocean
- D. *Procedures/Activities*
1. Teacher should read before class the information in Materials List Items 1 and 2 plus any other sources of background information available about the Incas.
 2. Introduce the Inca people and read *A New True Book – The Inca* to the class omitting pgs. 39 to 43 to share in a later lesson.
 3. Encourage discussion during and following the story. Teacher should have Appendix D available to record class participation.
 4. Pass out Appendix J – Inca Map.
 5. Show the children on the large world map where the Incas live and explain that the Inca Map is a close-up view of that area.
 6. Explain that the empire is built high in the Andes Mountains and the cities are often in the clouds. Remind them of what awesome road builders they were and that they built their cities out of stone. They were fabulous stonemasons and could fit the stones together so closely that not even a paper could slide between them.
 7. Have the students choose a crayon color to color in the area that represents the Inca Empire. Make sure they color the same color in the rectangular key at the bottom of the page. Remind them that the key/legend explains something about the map.
 8. Have the students label in pencil the city of Machu Picchu (top line) and the Andes Mountains (bottom line).
 9. Have the students choose a different color crayon to color the rest of South America making sure they can still read their labels.
 10. Optional – Show the students a finished sample.
 11. Pass out squares of construction paper, glue and scissors then have the students cut out many small triangles and glue them on the map for the Andes Mountains.
 12. Pass out cotton balls.
 13. Have the students glue all or part of their cotton ball over the star marking the city of Machu Picchu. This will remind them that it is a “city in the clouds”.
 14. Teach the children the Machu Picchu chant. (Appendix K)
 15. Collect their maps to be put together into a map book at the end of this unit.
- E. *Assessment/Evaluation*
1. Teacher will continue to fill out Checklist of Class Participation.
 2. Student will correctly complete Inca Map (Appendix J).

Lesson Eleven: Making a Quipu (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. [Colorado State Std. History 2.1]

- b. Students will understand the processes, patterns and functions of human settlement. [Colorado State Std. Geography 4.4]
 - 2. Lesson Content
 - a. Inca in South America [p.29]
 - 3. Skill Objective(s)
 - a. Students will pose and answer questions about the past. [CSS History 2.1]
 - b. Students will create a tool, artifact of artistic illustration from different civilizations to enhance their understanding of certain elements of their lifestyles.
- B. *Materials*
- 1. 15-20" piece of macramé rope (or similar material) – one per student
 - 2. Five different colors of yarn cut to different lengths varying from approximately 7" to 18" – five per student
 - 3. Appendix K
 - 4. *A New True Book – The Inca* by Patricia McKissack
 - 5. Appendix D
 - 6. Optional – a completed quipu
- C. *Key Vocabulary*
- 1. Quipu (KEE poo) – a counting tool that recorded information by types of knots, length of cord, and color and position of strings - used for census, taxes, crops, llamas, etc.
- D. *Procedures/Activities*
- 1. Review and say Machu Picchu chant (Appendix K).
 - 2. Tell the students they will each become an Inca today and create their own counting rope called a quipu.
 - 3. Share the definition above.
 - 4. Show the students the picture on pg. 38 of *A New True Book – The Inca*.
 - 5. Pass each student one piece of rope and they should select five pieces of yarn. Each piece of yarn should be a different color and length.
 - 6. Optional – Show the students a finished sample.
 - 7. Have the student tie each piece yarn to the rope.
 - 8. Then tell the student to choose a color string of yarn and tie a knot for every person in their family.
 - 9. Tell them to choose a different color string and tie a knot for each pet they have (or something else of their choice).
 - 10. Allow time for them to select other strings and tie knots to represent counting something. NOTE: Some children struggle with tying knots and will need help. Don't expect everyone to count and tie knots on every strand. Encourage them to take them home and share with their parents and choose something to count and tie with them.
 - 11. Encourage discussion about any aspect of the Incas and record participation on Appendix D.
- E. *Assessment/Evaluation*
- 1. Teacher will continue to record class participation on Appendix D.
 - 2. Students will complete a quipu.

Lesson Twelve: The Spanish Conquer the Incas (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how cooperation and conflict among people influence the division and control of Earth's surface. [Colorado State Std. Geography 4.5]
 2. Lesson Content
 - a. Inca in South America (Peru, Chile) [p. 29]
 - b. The Conquistadors [p. 29]
 - i. The search for gold and silver
 - ii. Francisco Pizarro and the Inca
 3. Skill Objective(s)
 - a. Students will understand that all human conflicts are based on competition for land and its resources and can give examples from content of their history lessons. [CSS Geography 4.5]
- B. *Materials*
1. *Exploration and Conquest – The Americas after Columbus: 1500 – 1620* by Betsy and Giulio Maestro (pgs. 12-14)
 2. *A New True Book – The Inca* by Patricia McKissock (pgs. 39-43)
 3. Appendix L – Pizarro Song
 4. Large world map for teacher presentation
 5. Appendix D
- C. *Key Vocabulary*
1. Francisco Pizarro – Spanish conqueror of the Incas
- D. *Procedures/Activities*
1. Read pgs. 12-14 from *Exploration and Conquest* as in introduction to this lesson.
 2. Read pgs. 39-43 from *A New True Book – The Inca*.
 3. Show the class on the large world map where Spain is and how they sailed the Atlantic Ocean to come to South America. Explain they were in search of land, gold, silver and any other riches they could claim for Spain.
 4. Teach the children the Pizarro song. (Appendix L)
 5. Discuss and record all participation on Appendix D.
- E. *Assessment/Evaluation*
1. Teacher will complete filling out Appendix D.

VI. CULMINATING ACTIVITY

- A. Have all students take the quiz independently – Appendix M. Teacher should read aloud all the questions and the choices, allowing time for students to select and write down the correct response. On the second page, students will place a capital letter(s) on the lines on the map as the teacher asks them to locate specific important places. Compile each student's maps and he/she can create a cover sheet for the book while you call each student to orally answer questions 8, 9 and 10. Use Appendix N – Answer Key.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Where did the Mayas, Aztecs and Incas Live?
B. Appendix B: When did the Mayas, Aztecs and Incas Live?
C. Appendix C: Map of North America
D. Appendix D: Checklist of Classroom Participation
E. Appendix E: Maya Map
F. Appendix F: Mayan Number System
G. Appendix G: Mayan Math Problems

- H. Appendix H: Mayan Mask
- I. Appendix I: Aztec Map
- J. Appendix J: Inca Map
- K. Appendix K: Machu Picchu Chant
- L. Appendix L: Pizarro Song
- M. Appendix M: Quiz on the Mayas, Aztecs and Incas
- N. Appendix N: Key for the Quiz on the Mayas, Aztecs and Incas

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Appendix A

Where Did the Mayas, Aztecs, and Incas Live?



Appendix B

When Did the Mayas, Aztecs, and Incas Live?

When these ancient people actually arrived in Central and South America is unknown because there was no written record that far back. Humans lived in these areas thousands of years ago and wandered north and south looking for food. As they learned to grow crops they settled and started their own cities. People were likely on these two continents at the same time as the Ancient Egyptians but they did not know about each other.

Much of what we know about the Maya comes from Spanish records. The Spanish did not arrive in Central America until 1511 but the Mayan civilization was at least 1100 years old then. The Maya kept records, but most of them have been lost or destroyed by the Spanish conquerors. We do have records of a first major city around 328 A.D. and the fall of the Mayan civilization by 900 A.D. Maya speaking people continued to exist in this area and are still there to this day.

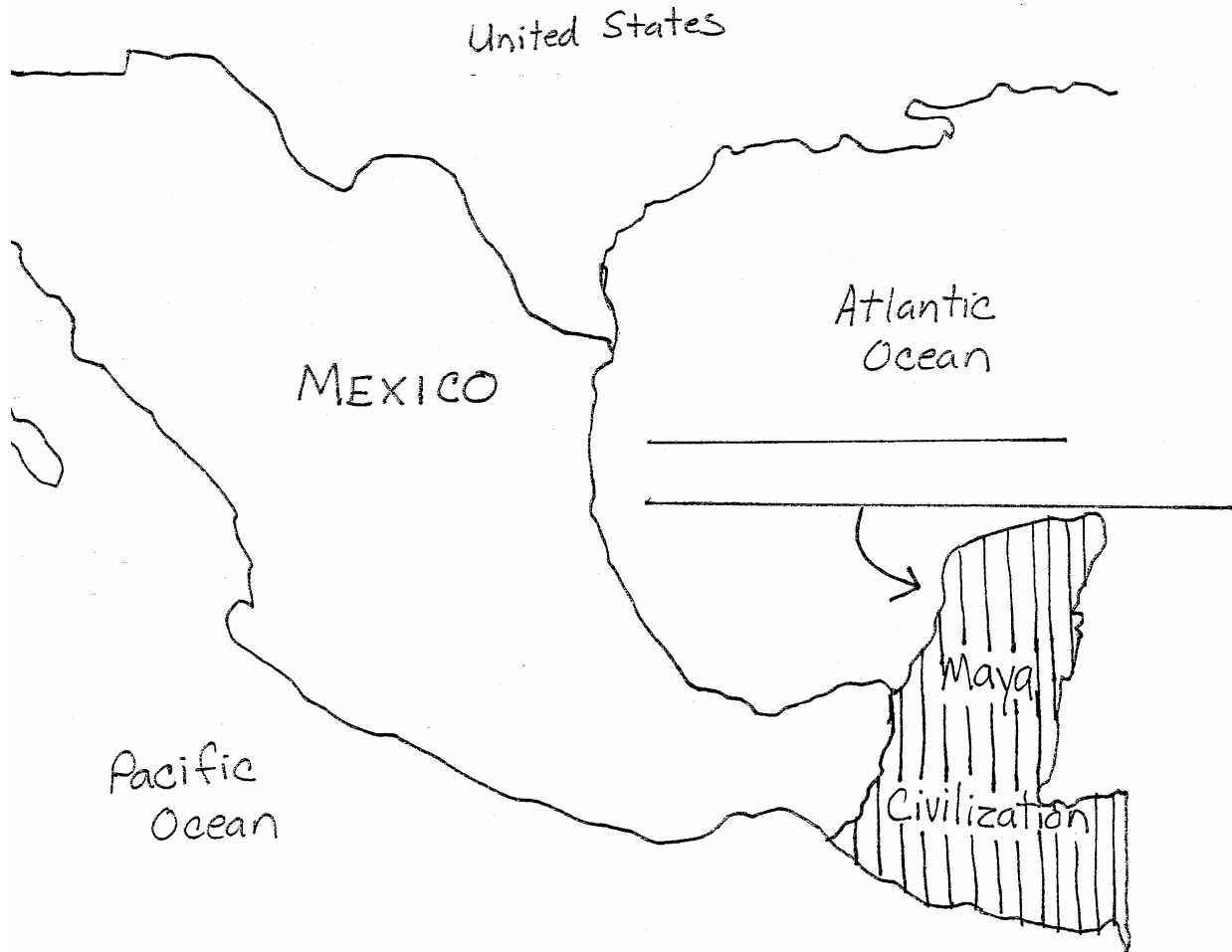
Most of what we know about the Aztec comes from Aztec picture books, diaries and Spanish records. The most detailed information we have about the Aztec nation is from 1325 A.D. to 1521 A.D. when the Spaniards conquered them. There are still Aztec people living in Mexico and speak the native language of their ancestors.

People lived in South America's Andes Mountains as early as 5000 B.C. Around 1200 B.C. the Quecha Indians began conquering other tribes and joined under one king, called an Inca. Inca later became the name for the whole nation. The most detailed information we have about the Inca is from 1438 A.D. when Pachacuti was the ninth king through 1534 A.D. when the Spaniards conquered the Incas and their king, Atahualpa. There are still 20 million Inca descendents living in the mountains of Peru today. Some speak the same language, wear the same type clothes and live much like their ancestors did 500+ years ago.


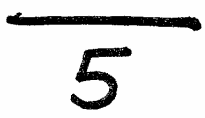
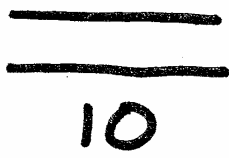
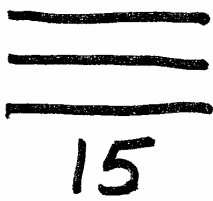
Appendix C
MAP OF NORTH AMERICA



Appendix E
MAYA MAP



Appendix F
Mayan Number System

 0	• 1	• • 2	• • • 3	• • • • 4
 5	• — —	• • — —	• • • — —	• • • • — —
 10	• — — —	• • — — —	• • • — — —	• • • • — — —
 15	• — — — —	• • — — — —	• • • — — — —	• • • • — — — —

Appendix G

Mayan Math Problems

NAME _____

MAKE UP 8 MATH PROBLEMS USING THE MAYAN NUMBER SYSTEM.

EXAMPLE: _____ + _____ = _____ or O + OOO = OOOO

1.

2.

3.

4.

5.

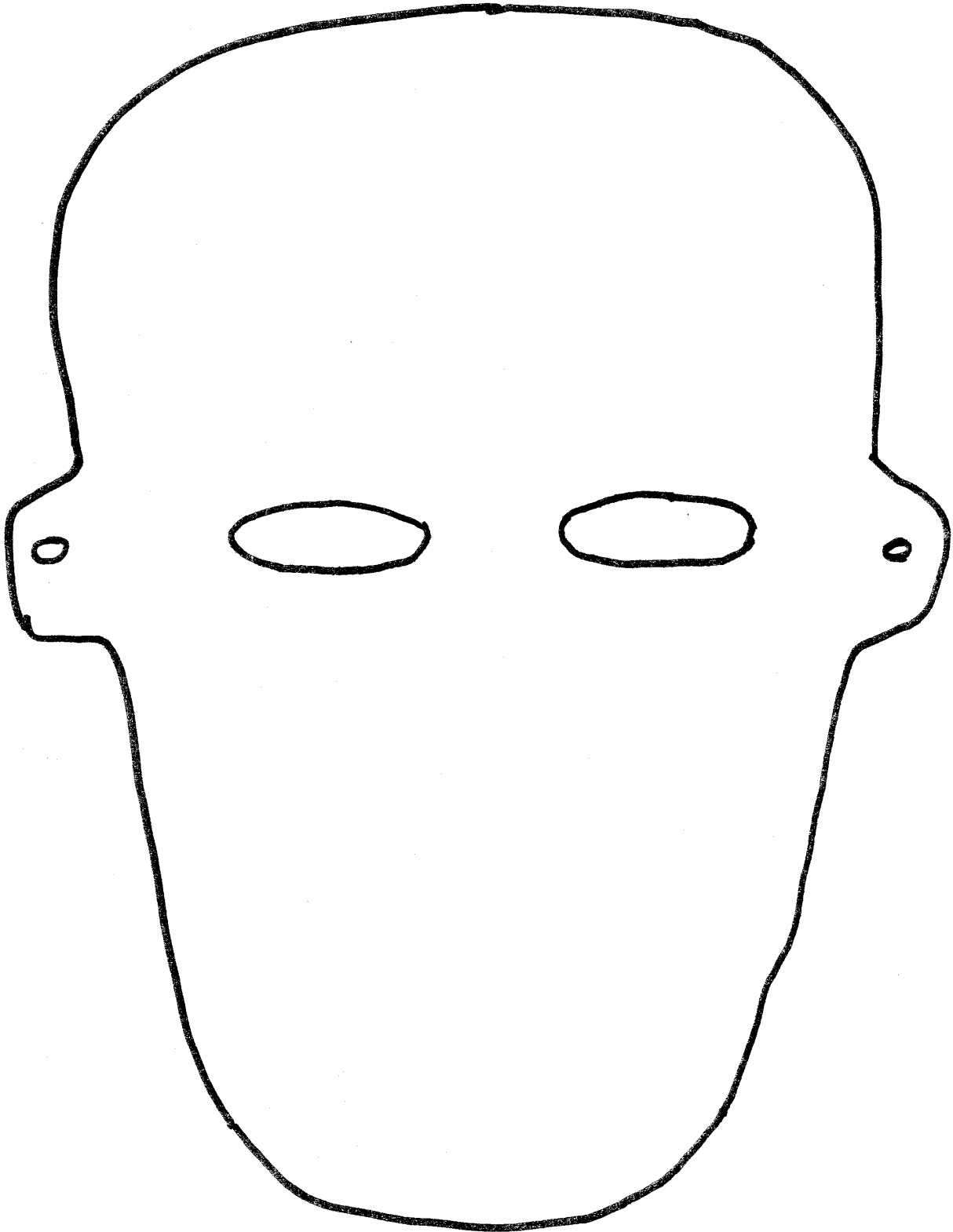
6.

7.

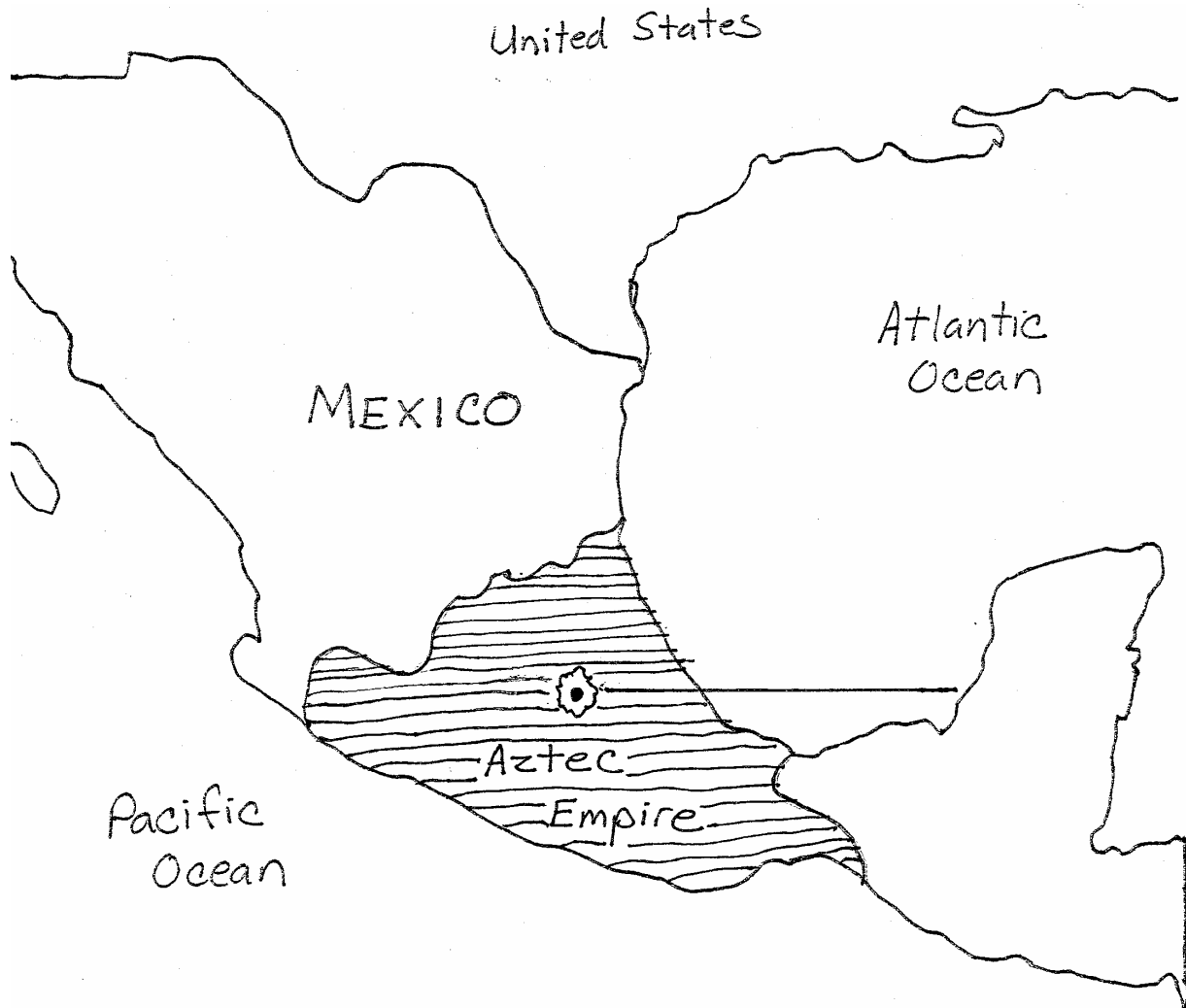
8.

WHAT WOULD THE NUMBER 23 LOOK LIKE IN MAYAN MATH?

Appendix H
Mayan Mask

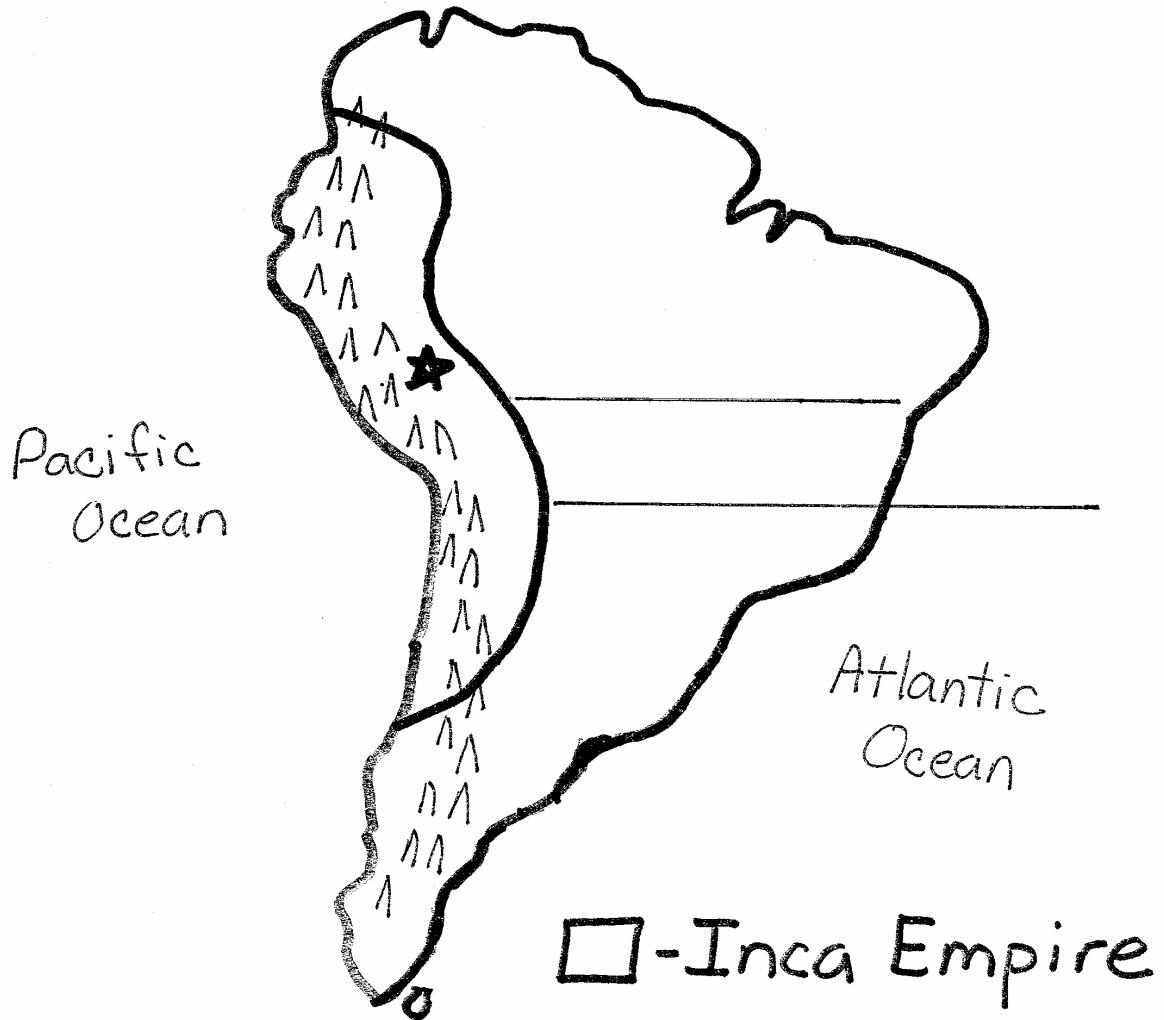


Appendix I
AZTEC MAP



Appendix J
INCA MAP

South America



Appendix K

MACHU PICCHU CHANT

Machu Picchu, city in the clouds

Machu Picchu, let's say it really loud!

MACHU PICCHU!!!

Machu Picchu, it's found in Peru

I'd like to go there, wouldn't you?

MACHU PICCHU!!!

Appendix L

PIZARRO SONG
(sung to the tune of La Cucaracha)

It was Pizarro!

It was Pizarro!

He conquered the Incas.

(Repeat once to finish)

QUIZ ON THE MAYAS, AZTECS AND INCAS

MATCH THE CORRECT ANSWER AT THE TOP TO THE STATEMENT BELOW BY WRITING THE LETTER OF THE ANSWER ON THE LINE.

- A. Machu Picchu B. Hernan Cortes C. Yucatan D. Andes
E. Tenochtitlan F. Francisco Pizarro G. Montezuma

- 1) Many of the Maya cities were built on this peninsula. _____
- 2) The name of the Aztec capital that was built on an island. _____
- 3) The name of the Aztec chief that was conquered by Spain. _____
- 4) The name of the conqueror of the Aztecs. They thought he was one of their gods. _____
- 5) The name of the mountains that the Incas lived in. _____
- 6) The city called “the city in the clouds”. _____
- 7) The name of the conqueror of the Incas. _____

GIVE THESE ANSWERS ORALLY TO THE TEACHER.

- 8) Define island.
- 9) Define peninsula.
- 10) Give two reasons the Spanish fought with these ancient people.

Appendix M, page 2



Appendix N

**KEY FOR THE QUIZ ON THE
MAYAS, AZTECS AND INCAS**

- 1) C
- 2) E
- 3) G
- 4) B
- 5) D
- 6) A
- 7) F
- 8) A piece of land surrounded totally by water
- 9) A piece of land surrounded on 3 sides by water
- 10) To gain land for Spain
To gain riches for Spain
To convert the people to the Spanish religion

Students will correctly label the map on page two (Teacher can use Appendix A as a reference)