

The Heart of Human Experience: Cultura Azteca

Grade Level/Special Area: Spanish, Music & Physical Education (1st Grade)

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Length of Unit: Seven lessons (1 week)

I. ABSTRACT

The unit is designed to help teachers introduce Aztec culture in the areas of Spanish, Music, and Physical Education in the first grade level. By teaching specific skills through song and instrumental music, range and movement through space, and through various forms of cultural pedagogy, the students will be presented with an introductory knowledge of the intelligence, creativity, a mystical aspects of the Aztec civilization.

II. OVERVIEW

A. Concept Objectives

1. Develop an understanding of the relationship between music, recreation and culture.
2. Appreciate cultural aspects of early civilizations.
3. Develop a multicultural perspective that respects the dignity and worth of all people.

B. Content

1. Content from *Core Knowledge Sequence*
 - a. Listening and Understanding (pg. 34)
 - i. Music can tell a story: instrumental music; familiarize children with other types of dance
 - b. Elements of Music (pg. 33)
 - i. Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.): recognize a steady beat; moving to a beat; play a steady beat; recognize accents; move responsively to music (marching, walking, hopping, swaying, etc.); play simple rhythms and melodies
 - c. Early People and Civilizations (pg. 29)
 - i. Aztecs in Mexico: Moctezuma; Tenochtitlan (Mexico City)
 - d. Modern Civilization and Culture: Mexico (pg. 28)
 - i. Geography: locate Mexico relative to Canada and the United States; Pacific Ocean; Gulf of Mexico; Rio Grande; Mexico City
 - ii. Culture: Indian and Spanish heritage; Traditions
2. Content not from the *Core Knowledge Sequence*
 - a. Song
 - i. ?Que tiempo hace hoy?
 - b. Sport
 - i. Use at least three different body parts to strike a ball toward a target [Colorado Model Content Standards: Physical Education Standard 1]

C. Skill Objectives

1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments [Colorado Model Content Standards: Geography Standard 1].
2. Students understand that societies are diverse and have changed over time [Colorado Model Content Standards: History Standard 3].

3. Students sing or play on instruments a varied repertoire of music, alone or with others [Colorado Model Content Standards: Music Standard 1].
4. Students will relate music to various historical and cultural traditions [Colorado Model Content Standards: Music Standard 5].
5. Students will understand and demonstrate dance skills [Colorado Model Content Standards: Dance Standard 1].
6. Students will understand and relate the role of dance in culture and history [Colorado Model Content Standards: Dance Standard 4].
7. Students demonstrate competent skills in a variety of physical activities and sports [Colorado Model Content Standards: Physical Education Standard 1].
8. Students will be able to identify and understand pronunciation of instruments related to Aztec culture.
9. Students will understand and pronounce Aztec and/or Spanish vocabulary.
10. Students will recognize significant symbols and traditions derived from Aztec culture.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Eyewitness Book: Aztec, Inca, and Maya*, by E. Baquedano
 2. *History Detectives: The Aztecs*, by P. Ardagh
 3. *The Ancient World: The Aztecs*, by P. Odjik
- B. For Students (adapted from the Colorado Model Content Standards for Kindergarten)
 1. Reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs if available.
 2. Describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado.
 3. Singing, playing, and moving to music from different traditions and cultures.
 4. Identifying musical examples as vocal sounds, instrumental sounds, and/ or environmental sounds.
 5. Demonstrating appropriate audience behavior.
 6. Doing movements using more than one body part at time.
 7. Talking about why people dance.

IV. RESOURCES

- A. Acona, G. *Pablo Remembers: The Day of the Dead* (Lesson Three)
- B. Ardagh, P. *History Detectives: The Aztecs* (Lesson One)
- C. Baquedano, E. *Eyewitness Books: Aztec, Inca and Maya* (Lessons Four and Six)
- D. Bunson, M.R. & Bunson, S.M. *Encyclopedia of Ancient Mesoamerica* (this is an excellent resource for the Aztec ball game, pictures of music instruments, and illustrations of the calendars and gods which can be incorporated as teacher made handouts for the lessons)
- E. Helly, M. & Courceon, R. *Montezuma and the Aztecs* (Lessons Two and Seven)
- F. Odijk, P. *The Ancient World: The Aztecs* (Lesson Two)
- G. Palka, J.W. *Historical Dictionary of Ancient America* (use this resource to obtain the pronunciation of the Aztec words)
- H. Platt, R. *Aztecs: The Fall of the Aztec Capital* (Lesson One)
- I. Tanaka, S. *Lost Temple of the Aztecs* (Lessons Two, Three, and Seven)
- J. Warburton, L. *World History Series: Aztec Civilization* (teachers will find several illustrations and information for music instruments, gods, and glyphs of the Aztec language)
- K. Werner, M.S. "Music: Mesoamerica through Seventeenth Century"

- L. Find your favorite Aztec and Mexican music CDs

V. LESSONS

Lesson One: Who Are the Aztecs?

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the relationship between music, recreation and culture.
 - b. Appreciate cultural aspects of early civilizations.
 - c. Develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
 - a. Early People and Civilizations
3. Skill Objective(s)
 - a. Students understand that societies are diverse and have changed over time.
 - b. Students will understand and pronounce Aztec and/or Spanish vocabulary.

B. *Materials*

1. Coloring Pages: Aztec Calendar, Aztec Gods, Aztec Warriors (this can be created using illustrations found in the books listed below)
2. Crayons
3. Paper
4. Writing instruments
5. Book: *Aztecs: The Fall of the Aztec Capital* (pages 40-43 and 45)
6. Book: *History Detectives: The Aztecs* (page 14 and 15)

C. *Key Vocabulary*

1. Aztecs (aka Mexica) – a people that lived in what is now known as Mexico
2. Tenochtitlan – capital city of the Aztec empire built on a lake and now known as Mexico City
3. Moctezuma (aka Montezuma) – Aztec emperor
4. Nahuatl – the language spoken by the Aztecs

D. *Procedures/Activities*

1. Students will place their desks in a circle.
2. Teacher will discuss the tradition of speaking and listening in a circle is based on respect for one another and themselves.
 - a. Teacher will encourage children to participate by having the children choose an adjective that describes the child starting with the first letter of their name. (i.e. Courageous Carlos)
 - b. Teacher will encourage children to ask questions throughout the lesson.
3. The teacher will discuss the beginning of the Aztec Empire.
 - a. The Aztecs had seven tribes. The tribe that founded Tenochtitlan (Mexico City) was the Mexica.
 - b. The Aztecs had about 1,600 gods.
 - c. Gold jewelry suggested high status and feathered garments identified high rank officials and warriors.
 - d. “Childhood” lasted only to the age of six or seven when they would begin apprenticeships.
 - e. The Aztecs built large pyramids.

4. The student will repeat pronunciation of vocabulary words (the pronunciation of the words can be found in *The Historical Dictionary of Ancient America* by J.W. Palka):
 - a. Aztec/Azteca
 - b. Mexica
 - c. Moctezuma
 - d. Tenochtitlan
 - e. Nahuatl
 5. Show illustration of the Aztec calendar and discuss the significance of the sun to the Aztecs.
 - a. Teacher will make a copy of the Sunstone (a picture of the Sunstone can be found in *Aztecs: The Fall of the Aztec Capital*) and/or use as a handout). Therefore, the teacher will explain to the students that artifacts like the Sunstone helped archaeologists understand how Aztec calendars worked. The Aztecs had a Religious and a Solar calendar. The Religious year had 20 days and 13 numbers (260 days). The Solar year had 18 months each, 20 days long and 5 spare days (365 days).
 6. The students will select and color picture: Aztec Calendar, Aztec Gods, Aztec Warrior, etc. Pictures and Illustrations of these examples can be researched in the books listed in the Materials section of this lesson.
- E. *Assessment/Evaluation*
1. Teacher will assess students through participation in activities.
 2. Teacher will informally assess students' ability to repeat and pronounce key vocabulary.

Lesson Two: Aztec and Spanish Contributions to Mexico

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop a multicultural perspective that respects the dignity and worth of all people.
 2. Lesson Content
 - a. Modern Civilizations and Culture: Mexico
 3. Skill Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students will understand and pronounce Aztec and/or Spanish vocabulary.
- B. *Materials*
1. Book: *Montezuma and the Aztecs* (pages 36 and 37)
 2. Paper
 3. Colored pencils
 4. Overheads/pictures:
 - a. Book: *The Ancient World: The Aztecs* (page 8)
 - b. Book: *Lost Temple of the Aztecs* (pages 6 and 7)
 5. A map of the Western Hemisphere (teacher's choice)
- C. *Key Vocabulary*
1. Rubber – comes from a rubber tree plant native to Mexico; ulli was the name of a rubber ball used by the Aztecs
 2. Maize – corn native to the Americas
 3. Turkey – pavo (Spanish); a wild bird domesticated by the Aztecs

4. Tomatoes – tomate (Spanish)
5. Coca – the Aztecs made a drink by drying coca beans (makes chocolate)
6. Jaguar – a large carnivorous cat; the Aztecs considered their kings to be descendants of the jaguar god
7. Horse – caballo (Spanish); was introduced to the Aztecs by the Spanish
8. Cow – vaca (Spanish); was introduced to the Aztecs by the Spanish
9. Pig – cerdo (Spanish); was introduced to the Aztecs by the Spanish

D. *Procedures/Activities*

1. Students will place their desks in a circle.
2. Teacher will discuss the tradition of speaking and listening in a circle is based on respect for one another and themselves.
 - a. Teacher will encourage children to participate by having the children chose an adjective that describes the child starting with the first letter of their name. (i.e. Crazy Carla)
 - b. Teacher will encourage children to ask questions throughout the lesson.
3. Present and define key vocabulary to the students.
4. Students will repeat the pronunciation of Aztec and Spanish vocabulary.
 - a. Ulli – rubber ball (Nahautl)
 - b. Maize – corn (Spanish)
 - c. Pavo – turkey (Spanish)
 - d. Tomate – tomato (Spanish)
 - e. Coca or Chocolate – chocolate (Spanish)
 - f. Caballo – horse (Spanish)
 - g. Vaca – cow (Spanish)
 - h. Cerdo – pig (Spanish)
5. Teacher will write the words AZTECS and SPANISH on the chalkboard and divide them with a vertical line.
6. Students will write the key vocabulary words in the appropriate column.
7. Teacher will reinforce the importance of the contributions from both cultures.
8. Teacher will issue handouts related to geographical maps (refer to literature in materials and/or utilize classroom maps).
9. Students will first identify the following from the maps provided:
 - a. Mexico relative to Canada and the United States
 - b. Pacific Ocean and Atlantic Ocean
 - c. Gulf of Mexico
 - d. Rio Grande
 - e. Mexico City
10. Students will label and color different geographical locations.

E. *Assessment/Evaluation*

1. Teacher will assess students based on the completion of their handout assignments.
2. Teacher will informally assess participation throughout the lesson:
 - a. Chalkboard activity
 - b. Discussion and inquiry
 - c. Aztec and Spanish pronunciation of key words

Lesson Three: Celebration of Heritage

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the relationship between music, recreation and culture.

- b. Appreciate cultural aspects of early civilizations.
 - c. Develop a multicultural perspective that respects the dignity and worth of all people.
 - 2. Lesson Content
 - a. Modern Civilization and Culture: Mexico
 - 3. Skill Objective(s)
 - a. Students recognize significant symbols and traditions derived from Aztec culture.
 - b. Students will relate music to various historical and cultural traditions.
 - c. Students will understand and pronounce Aztec and/or Spanish vocabulary.
- B. *Materials*
 - 1. A Mexican flag (the teacher can choose whether to use a real flag, picture, or teacher made handout of the flag)
 - 2. List of Spanish adjectives to describe students
 - 3. Book: *Pablo Remembers: The Day of the Dead*
 - 4. Food: Chocolate, fruits, and pan dulce (sweet bread)
 - 5. Book: *Lost Temple of the Aztecs*
 - 6. CD player
 - 7. Mexican music (choose a CD of Mexican music with traditional songs in Mariachi or Banda instrumentation)
- C. *Key Vocabulary*
 - 1. Fiesta (Spanish) – feast, festival, or holy day
 - 2. Dia De Los Muertos (Spanish) – Day of the Dead Fiesta
 - 3. Ninos (Spanish) – children
 - 4. Flores (Spanish) – flowers
 - 5. Gracias (Spanish) – thank you
- D. *Procedures/Activities*
 - 1. Students will place their desks in a circle.
 - 2. Teacher will discuss the tradition of speaking and listening in a circle is based on respect for one another and themselves.
 - a. Teacher will encourage children to participate by having the children chose a Spanish adjective that describes the child starting with the first letter of their name. (i.e. Loca Lupe) Teacher will have a list of Spanish adjectives for suggestions. See Appendix A for suggestions.
 - b. Teacher will encourage children to ask questions throughout the lesson.
 - 3. Teacher will have two students hold up a Mexican flag for the class.
 - 4. Teacher will ask if anyone knows what country the flag is from.
 - 5. The teacher will then ask if anyone knows why an eagle holding a serpent is in the center of the flag.
 - 6. The teacher will share the Aztec legend of the eagle and serpent (this information can be found in the book *Lost Temple of the Aztecs* by S. Tanka).
 - 7. Teacher will ask if the students had ever heard the story and encourage questions.
 - 8. Teacher will ask if they know of any traditions or holidays that the United States shares with Mexico. Refer to Appendix B, Holiday that the United States shares with Mexico.
 - 9. Teacher will field responses and encourage personal stories from students that are related to the lesson.
 - 10. The teacher will ask if the students have heard of Dia De Los Muertos. Then, translate to English (Day of the Dead Fiesta).

- a. Teacher will explain the Aztec origin of the tradition and make connection to the celebration of Halloween (refer to literature in materials, specifically in the book, *Pablo Remembers: The Day of the Dead* by G. Ancona).
- 11. Class will have a fiesta!
 - a. Children will eat chocolate, fruits, and pan dulce (sweet bread) in celebration of Dia De Los Muertos.
 - b. Teacher will play Mexican music.
- E. *Assessment/Evaluation*
 - 1. Teacher will assess students' ability to orally pronounce key vocabulary.
 - 2. Teacher will informally observe students listening and comprehension of the lesson.

Lesson Four: Introduction to Instruments

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Appreciate cultural aspects of early civilizations.
 - b. Develop a multicultural perspective that respects the dignity and worth of all people.
 - 2. Lesson Content
 - a. Listening and Understanding
 - b. Elements of Music
 - c. Early People and Civilizations
 - 3. Skill Objective(s)
 - a. Students will relate music to various historical and cultural traditions.
 - b. Students will be able to identify and understand pronunciation of instruments related to Aztec culture.
- B. *Materials*
 - 1. Eyewitness Book Reference: *Aztec, Inca, and Maya*
 - 2. Illustrations of instruments (can be found in the following book: *Music: Mesoamerica through Seventeenth Century* by M.S. Werner; also, teacher will provide information presented in Appendix C)
 - 3. Dry erase board
 - 4. Markers
 - 5. Xylophone
 - 6. Hand Drum
- C. *Key Vocabulary*
 - 1. Rhythm – a pattern of music form repeated
 - 2. Timbre – quality of sound determined by the intensity of the overtones
 - 3. Xylophone – percussion instrument consisted of metal or wood bars struck to produce sound
 - 4. Huehuetl and Teponaztli – Aztec drums
- D. *Procedures/Activities*
 - 1. Teacher will review the history of the Aztec musical instruments prior to lesson [appendix C].
 - 2. Teacher will summarize the history of the Aztec musical instruments to students.
 - 3. Students will look at illustrations of different instruments (use materials listed).
 - 4. Teacher will initiate dialogue through discussion questions:
 - a. What do you think the instruments look like?
 - b. Why did the Aztecs play the instruments?
 - c. How do the instruments produce sound?

5. Students will practice pronunciation of instrument names through call and response/echo play. Also, as the teacher reads the words of the instrument aloud, have the student/students point to the appropriate pictures. Pictures of the instruments are placed on the overhead so the student will associate words with the object. Have students point to the picture as you name or describe the instrument. Then, have students repeat vocabulary after you for pronunciation practice.
- E. *Assessment/Evaluation*
1. Teacher observations of the students' ability to orally identify and pronounce instruments from the lesson.

Lesson Five: Interpretation of Song

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the relationship between music, recreation and culture.
 - b. Appreciate cultural aspects of early civilizations.
 - c. Develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
 - a. Elements of Music
3. Skill Objective(s)
 - a. Students sing or play on instruments a varied repertoire of music, alone or with others.
 - b. Students will relate music to various historical and cultural traditions.

B. *Materials*

1. Xylophone
2. Hand Drum
3. Song: "¿Que tiempo hace hoy?" (this can be found in the song book *Cantos, Ritmos y Rimas* by Lonnie Dai Zovi, 1990, and can be purchased at The Bookies in Denver)
4. Handouts of song for students

C. *Key Vocabulary*

1. Beat – a metrical or rhythmic stress in music
2. Rhythm – musical form repeated
3. Form – the way music is played
4. Melody – the organized succession of musical tones of given pitches and duration

D. *Procedures/Activities*

1. Teacher will explain rates (slow to fast) and procedures of the xylophone and the hand drum by actual demonstration.
2. Students will learn techniques on playing both the xylophone and the drum by mirroring the teacher through melodic echo play.
 - a. How to position your body to play the instruments.
 - b. How the range of motion affects to sound produced from the instrument.
 - c. How to play solo.
 - d. How to play in a group.
3. Students will establish the steady beat of a song by listening and mirroring the teacher.
4. Students will learn the words to the song "¿Que Tiempo Hace Hoy?" by using rhythmic speech and melodic echo play.

5. Students will combine the instruments and the song and bring to a credible performance level.
- E. *Assessment/Evaluation*
1. Teacher will assess students by observing and listening.
 - a. Make sure that students are singing in rhythm and keeping steady beat on the xylophone and the hand drum in groups in preparation for a classroom culminating activity.

Lesson Six: The Ball Game (Tlachtli)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Appreciate cultural aspects of early civilizations.
 - b. Develop a multicultural perspective that respects the dignity and worth of all people.
2. Lesson Content
 - a. Use at least three different body parts to strike a ball toward a target.
3. Skill Objective(s)
 - a. Students demonstrate competent skills in a variety of physical activities and sports.
 - b. Students will understand and pronounce Aztec and/or Spanish vocabulary.

B. *Materials*

1. Chalkboard or overhead projector with appropriate writing utensils
2. Video on the Aztec Ball Game: Tlachtli (National Geographic)
3. Television (Big Screen!)
4. VCR
5. Five miniature soccer balls
6. Indoor and outdoor basketball
7. Aztec CD (Since there is no recorded history of a note of Aztec music, recording artists do have an idea and there are samples of Latin American flute music. We have decided to use the following CD: ENTRE AMIGOS, produced by Imbaya Jaime Vega, recorded in Old West Sante Fe Studio, Billiglem, Germany.)
8. CD Player
9. Overheads/pictures: (Eyewitness Book: *Aztec, Inca, and Maya* – pages 58 & 59)
 - a. Tlachtli ball court
 - b. Palmas
 - c. Yugos
 - d. Ball target rings
10. Map of the Aztec Empire (refer to literature in materials)

C. *Key Vocabulary*

1. Tlachtli – the paramount sport of the Aztecs
2. Ball Court – an I-shaped 65 ½ yard long court where teams and players dressed and played the game
3. Ulli – rubber ball
4. Palmas – hand stones
5. Yugos – waist protectors
6. Ball Court Ring – stone ring affixed to ball courts at 27 feet high, one on each side
7. Rubber ball – a round, hard, ball used to propel through ball court rings
8. Aztecs (aka Mexica) – a people that lived in what is now known as Mexico

A. *Procedures/Activities*

1. The P.E. teacher will begin this lesson by having the students sit in a big circle at mid-court of the gymnasium court.
2. The P.E. instructor will then stand in the middle of the circle to facilitate the lesson making sure to make eye contact with students.
3. The P.E. teacher will then ask students what they know about the Aztecs and about the game (tlachtli).
4. Students will pronounce the name of the game as a group several times.
5. The P.E. instructor will show overheads/pictures about the brief history of the Aztecs and the ball court game called tlachtli and then follow up student questions and discuss. Overheads/pictures will be pronounced as a group and will include: (refer to materials)
 - a. The word tlachtli
 - b. A picture of the ball court
 - c. A picture of palmas
 - d. A picture of yugos
 - e. A picture of ball court rings
 - f. A picture of Aztecs playing the game
6. The P.E. teacher will then insert the video (Lost Kingdom of the Maya), which has a section specifically about the ball game tlachtli. This video will help familiarize the students on history, rules, and regulations on how to play the game.
7. The P.E. instructor will then debrief rules, regulations, teamwork, and other key words about the video with the students.
8. Start Aztec background music from CD.
9. The P.E. teacher will now facilitate skill exercises with the students that will help them to play the game tlachtli.
 - a. Skill Exercise I: Practice hitting and passing soccer balls with both knees with a partner (for five minutes).
 - b. Skill Exercise II: Practice hitting and passing soccer balls with hips and feet with a partner (for five minutes).
 - c. Practice Skill Exercise I and II toward a basketball goal with the objective of using those skills to propel the ball through the basket (with partner for ten minutes).
10. **PLAY THE GAME TLACHTLI!!!**
 - a. The P.E. instructor will divide the students into two even teams on the basis of gender and skill ability.
 - b. The P.E. teacher will direct team members to their side of the court reminding them about teamwork used by the Aztecs.
 - c. The P.E. instructor will then place the soccer ball at mid-court and pick one member from each team to face off (remind both teams that first soccer ball in a basket wins the game).
 - d. The P.E. teacher will help students during the game by giving back positive feedback when students perform skills aloud during the game of tlachtli. Also the teacher will reinforce to students that kicking the ball, hitting the ball with their knees and hips is the only way to make contact with ball.
 - e. When the soccer ball is put through the basketball goal the team will yell **TLACHTLI!!!**
11. The P.E. teacher will now end the lesson praising the youth for their energy, knowledge of the game, and teamwork.

- B. *Assessment/Evaluation*
1. Teacher will assess students by observing and listening for the following items:
 - a. Make sure students are pronouncing key vocabulary correctly.
 - b. Observe that students are participating and playing tlachtli correctly.
 - c. Make sure students are capable of range and motion through space.

Lesson Seven: Aztec Jungle Adventure (Elements of Space)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an understanding of the relationship between music, recreation and culture.
 - b. Appreciate cultural aspects of early civilizations.
 - c. Develop a multicultural perspective that respects the dignity and worth of all people.
 2. Lesson Content
 - a. Early People and Civilizations
 - b. Elements of Music
 3. Skill Objective(s)
 - a. Students will relate music to various historical and cultural traditions.
 - b. Students demonstrate competent skills in a variety of physical activities and sports.

- B. *Materials*
1. Indoor gymnasium or park if season/weather permits
 2. Sound system
 3. CD with Aztec music
 4. Five jump ropes (various sizes and colors)
 5. Five hula hoops (various sizes and colors)
 6. 10 cones (various sizes and colors)
 7. Book: *Montezuma and the Aztecs*
 8. Animal illustrations (Montezuma book)
 - a. jaguars
 - b. pumas
 - c. pelicans
 - d. turkeys
 - e. monkeys
 9. Landscape illustrations (Montezuma book)
 - a. trees
 - b. plants
 - c. stream
 - d. waterfalls
 10. Book: *Lost Temple of the Aztecs* (map of the Aztec empire pages 6 and 7)
 11. Teacher created overheads of the map of Central Mexico and of the Aztec empire, pictures of a jungle and subtropical landscapes, and pictures of jungle animals
 12. Overhead projector

- C. *Key Vocabulary*
1. Aztecs (aka Mexica) – a people that lived in what is now known as Mexico
 2. Direction – guiding, command, course taken by moving objects
 3. Jungle – rain forest, wild, uncultivated land, with thick undergrowth
 4. Streams – waterways
 5. Jaguar – a large carnivorous cat

6. Pelican – large, fish eating water bird, with food storing pouch
7. Turkey – large, edible fowl of the peasant family
8. Monkey – any of the primates

D. *Procedures/Activities*

1. The P.E. teacher will get the students together in a large circle with him or herself in a visible location for all students to observe.
2. The P.E. teacher will then introduce the lesson with a brief history of the Aztecs on an overhead consisting of the following illustrations:
 - a. Map of the Aztec empire
 - b. Pictures of the jungle
 - c. Illustrations of animal and landscapes
3. Introduce the jungle theme and tell students that we will be exploring the Aztec jungle together later.
4. The P.E. instructor will facilitate warm-up activities with the students to get our bodies ready for our Aztec jungle adventure. Start Aztec CD.
5. The P.E. instructor will now have students perform the following locomotor and non-locomotor exercises.
 - a. Exercise I: Stretch on your toes to the sky.
 - b. Exercise II: Jumping Aztecs (jumping jacks).
6. The P.E. teacher will now have students perform the following stretching exercises:
 - a. Exercise I: Reach for your toes.
 - b. Exercise II: Reach for the sky.
 - c. Exercise III: Sit on the jungle floor and reach for your toes.
7. The P.E. instructor will now begin an Aztec jungle adventure.
 - a. The jungle adventure will consist of an Aztec obstacle course.
 - b. The course will consist of hula-hoops, jump ropes, and cones arranged in different locations on the gym floor.
 - c. The students will go through hula-hoops as though they were in a jungle climbing through a log. Teacher will hold hula-hoops.
 - d. The jump ropes will symbolize a stream and the students will have to leap over them.
 - e. The cones will symbolize boulders and the students will need to travel around them in a zigzag, curved, or a straight pathway. (Arrange the Aztec jungle prior to class!)
8. The P.E. teacher will lead the students through the Aztec jungle. Students will combine locomotor movements, pathways, and directions in this activity.
9. The P.E. instructor will also hold up pictures of the Aztec jungle animals placed on the course and then facilitate and demonstrate the movements and sounds each animal makes. The students will then perform the same movements and sounds.
10. The P.E. teacher may lead the students through the Aztec jungle several times.
11. The P.E. instructor can close the lesson if time permits to review Aztec history and jungle animals.
12. The P.E. teacher will then dismiss class and praise the students for their hard work and participation as they leave the Aztec jungle.

E. *Assessment/Evaluation*

1. The P.E. instructor will assess the students by the following observations:
 - a. Teacher will make sure that students display a proficiency of locomotor and non-locomotor movements
 - b. Teacher will make sure students show adequate participation and respect for other students.

- c. Teacher will make sure students have a working knowledge of key vocabulary words.

VI. CULMINATING ACTIVITY (Optional)

- A. For the end of the unit students and teachers from all areas (Spanish, Music, and Physical Education) will attend a live performance by an Aztec dance group. Students will listen to traditional music, participate in dance, and observe a part of Aztec culture.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Spanish Adjectives
- B. Appendix B: Holidays
- C. Appendix C: Aztec Musical Instruments

VIII. BIBLIOGRAPHY

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Appendix A: The Heart of the Human Experience

Spanish Adjectives

1. **alto, alta (tall); atractiva, atractivo (attractive)**
2. **bonito, bonita (pretty); bueno, buena (nice)**
3. **contento, contenta (happy); cuidadoso, cuidadosa (careful)**
4. **diferente (different); dulce (sweet)**
5. **estupendo, estupenda (great); emocionado, emocionada (excited)**
6. **flaco, flaca (skinny); feo, fea (ugly)**
7. **gordo, gorda (fat); grande (big)**
8. **helado, helada (cold); hermoso, hermosa (wonderful)**
9. **inteligente (intelligent); inocente (innocent)**
10. **jabonosa, jabonoso (soapy); jarifo, jarifa (showy)**
11. **kilo (kilo); khan (chief, prince)**
12. **loca, loco (crazy); librado, librada (liberty)**
13. **mejorado, mejorada (better); menor (younger)**
14. **nuevo, neuva (new); naranjada, naranjado (orange)**
15. **oval (oval); opuesto, opuesta (opposite)**
16. **pobre (poor); perfecto, perfecta (perfect)**
17. **quieto, quieta (still); querido, querida (dear)**
18. **rico, rica (rich); rubia, rubio (blonde)**
19. **super (super); sereno, serena (calm)**
20. **tocayo, tocaya (of same name as one); tanto, tanta (so much, so many)**
21. **ultimo, ultima (ultimate); ultrado, ultrada (ultra)**
22. **verde (green); Viejo, vieja (old)**
23. **w does not belong to the Spanish alphabet**
24. **there are a very limited amount of words for X**
25. **yanqui (Yankee); yerto, yerta (rigid)**
26. **zurdo, zurda (lefty); zumoso, zumosa (juicy)**

Appendix B: The Heart of the Human Experience

Holidays That the United States Shares with Mexico

Here are some examples of holidays and/or national celebrations which are important to both countries:

- **January 1-*Ano Nuevo*-New Year's Day**
- **May 5-*Cinco de Mayo*-The celebration of Mexico's victory over the French army at Puebla in 1862**
- **May 10-*Dia de la Madre*-Mother's Day**
- **October 12-*Dia de la Raza*-Means literally "day of the race," commemorating Columbus' discovery of the New World and the founding of the Mexican (mexitizo) people**
- **November 1-*Dia de Todos Santos*-All Saints' Day**
- **November 2-*Dia de los MUERTOS*-Day of the Dead**
- **December 25-*Dia de Navidad*-Christmas Day**

Appendix C: The Heart of the Human Experience

Aztec Musical Instruments

Refer to the *Historical Dictionary of Ancient America* for the pronunciation of the Aztec instruments.

- **Huehuetl** – wooden drum, played with the hands
- **Tepnatzli** – slit gong, made of a single piece of wood that produced two sounds when struck in different places with mallets
- **Pentatonic** – five note flute which was made of wood and/or pottery
- **Other instruments** – trumpets of cut conch shells, pottery flutes (two notes), whistles, and rattles

Resources:

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