

The Marvels of Meso-America: Aztec, Inca, and Maya

Grade Level: Fifth Grade

Presented By: Linda Heck, Dysart Elementary, El Mirage, AZ

Length of Unit: Nineteen Days

I. ABSTRACT

The focus of this thematic unit is the geography and culture of the Meso-American civilizations. It is based on hands-on activities, written for social studies content. It also integrates a rich strand of language arts through various reading, writing, listening and speaking skills. The makeup of each civilization's culture will be studied and the Spanish conquerors involved with these people groups will be examined as well.

II. OVERVIEW

A. Concept Objectives

1. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
2. Students will develop an understanding of the rise and fall of empires and civilizations.
3. Students will develop a sense of historical empathy for these cultures.

B. Content From the *Core Knowledge Sequence*

1. Geography-Identify and locate the Central America and South America on maps and globes. Largest countries in South America: Brazil and Argentina, (Amazon River and Andes Mountains) pg. 112
2. Maya, Inca, and Aztec Civilizations-The Mayas, Ancient Mayas lived in what in now southern Mexico and parts of Central America; their descendants still lives there today. Accomplishments as architects and artisans: pyramids and temples; Development of a system of hieroglyphic writing; Knowledge of astronomy and mathematics; development of a 365 day calendar; early use of concept of zero (pg.112.)

The Aztecs- a warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico. The island city of Tenochtitlan: aqueducts, massive temples, etc. Moctezuma (also spelled Montezuma); Ruler-priests; practice of human sacrifice (pg. 113)

The Inca- ruled an empire stretching along the Pacific coast of South America; built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads

3. Spanish Conquerors- conquistadors: Cortes and Pizzaro; Advantage of Spanish weapons (guns, cannons); Diseases devastate the native peoples. pg. 113

C. Skill Objectives

1. Students will identify and locate Central and South America on maps and globes. They will also label specific locations within these regions.
2. Students will support their research findings of these cultures through writing activities and oral presentations.
3. Students will use the 6 trait writing rubric to summarize information regarding history and culture.
4. Students will create pictorial representation of content through hands-on activities that will summarize the information learned.
5. Students will use reading strategies to gather information in a concise and organizational way.
6. Students will understand the impact a culture has on society.

7. Students will use inference and generalization skills to discuss literature that corresponds to these cultures.
8. Students will identify and explain roles of people within their society group.
9. Students will use technology and media to support ideas from this unit and to gather information.
10. Students will use decoding skills and context clues to decipher information.
11. Students will differentiate between fact and opinion.
12. Students will compare and contrast cultural aspects.
13. Students will use the 6 traits to write in a variety of ways for a variety of purposes.
14. Students will create historical timelines and discuss chronological order.
15. Students will use drama and debate to explain concepts discovered

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Baquedano, *Aztec, Inca, and Maya*, London, Eyewitness Books, 1993. 0-7894-6115-3
2. Hirsch, E.D; “*What Your 5th Grader Needs to Know*”, Dell Publishing, New York, New York. 0-385-31464-7
3. Kramme, M. *Mayan, Incan, and Aztec Civilizations*, USA, Mark Twain Media Inc, 1996. 1-580-37-051-9

B. For Students:

1. Wood, Tim. *The Aztecs*, Proost, Belgium. Reed International Books Ltd. 1992. 0-670-84492-6
2. Chrisp, Peter. *The Maya*, New York, Thomson Learning, 1994. 1-56847-170-X
3. Chrisp, *The Incas*, New York, Thomson Learning, 1994. 1-56847-171-8

IV. RESOURCES

- A. Coulter, *Secrets In Stone*, USA, Madison Press Book, 2002. 0-316-15883-6
- B. Gard, C. “The Grandest Roads in the World,” *Cobblestone* [On-line]. Available URL: <http://www.incanroads.com> 1996.
- C. Kramme, M. *Mayan, Incan, and Aztec Civilizations*, USA, Mark Twain Media, Inc, 1996. 1-58037-051-9
- D. Larsen, L. *Thematic Unit on Mayans, Aztecs, and Incans*, USA, Teacher Created Materials, 2001. 1-55734-595-3
- E. Macdonald, F. *You Wouldn't Want To Be An Aztec Sacrifice*, New York, Franklin Watts Inc. 2002. 0-531-16209-5
- F. McKissak, P. *The Inca: A True Book*, Chicago, Children's Press, 1985. 0-516-01268-1
- G. McKissak, P. *The Maya: A True Book*, Chicago, Children's Press, 1985. 9-516-41270-1
- H. Palacios, A. *The Llamas Secret*, USA, Troll Associates, 2001. 0-8167-3050-4.
- I. Rees, R. *The Incas*, Chicago, Heinemann Library, 1999. 157572889-3
- J. Reinhard, J. *Incan Ice Maiden*, USA, National Geographic Society, 1998. 0-7922-7142-4
- K. Reinhard, J. “Ice Treasures of the Inca,” *National Geographic*, [On-line] Available URL: <http://www.nationalgeographic.com/mummy/splash/splash.html>
- L. Shuter, J. *The Aztecs*, Chicago, Heinemann Library, 2002. 1-4034-0024-5
- M. Shuter, J. *The Incas*, Chicago, Heinemann Library, 2002. 140340025-3
- N. Shuter, J. *The Mayas*, Chicago, Heinemann Library, 2002. 1-4034-0026-1

V. LESSONS

Lesson One: Geography of Incas

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 2. Lesson Content
 - a. Geography and history of Incan civilization
 3. Skill Objectives
 - a. The student will listen to and read about the Incan civilization and summarize their findings in writing.
 - b. Create an Incan feather fan that demonstrates this culture.
- B. *Materials*
1. Hirsch, *What Your 5th Grader Needs to Know*
 2. Chart paper
 3. Larsen, *Mayans, Aztecs, Incas* (reproducible book)
 4. Rees, *The Incas*
 5. Feathers, pencil, ruler, scissors, crayons, twine or yarn
 6. Appendix A
- C. *Key Vocabulary*
1. archeologists- scientists who study cultures by digging them up
 2. tribes- group of people living with one another and sharing a culture
 3. Incas- a tribe living in South America in the 1400s
- D. *Procedures/Activities*
1. Go over words and pictures on pages 6-11 of Rees book for background information.
 2. Verbally go over material from pages 115-116 of *What Your 5th Grader Needs To Know* book.
 3. As you teach this lesson, have student involvement by asking questions about what you just explained.
 4. Have children turn to their neighbor and explain the vocabulary words to one another.
 5. Pass out pages 44 and 47 from the Larsen, reproducible book and read about the Incan Empire together. Students will follow directions and label the map.
- Appendix A**
6. Have children come to “Big Group” and discuss and show them pictures from the Inca books on geography, history, religion, art, and architecture.
 7. Have students get into their learning groups (5-6 students per group) and thumb through Incan books as they rotate the books between groups. They will then draw pictures of what comes to their mind when they think of the Incan culture. We will hang these up and refer to them each day as we accumulate more knowledge.
- E. *Assessment/Evaluation*
1. Teacher observation of brainstorm activity.
 2. Completion points for making the feather fan.
 3. Students will get a straight percentage for correct labeling of the Empire of the Incas activity.

Lesson Two: Early History/The Llama

- A. *Daily Objectives*
1. Concept Objectives

- a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
2. Lesson Content
 - a. Structure of Incan cities
 - b. Llamas Secret/Andes Mountains
 3. Skill Objectives
 - a. The students will read and answer comprehension questions about the Incan culture.
 - b. The student will listen to *The Llamas Secret* and create a parts of speech diagram of this story.
- B. *Materials*
1. Kramme, *Mayan, Incan, and Aztec Civilization*
 2. Shuter, *The Incas*
 3. Palacios, *The Llamas Secret*
 4. Appendices B, C, D, E and F
- C. *Key Vocabulary*
1. llama- animal used by Incas to help with work
 2. transportation system- method of traveling
- D. *Procedures/Activities*
1. Read pgs. 7-16 of *The Incas* (Shuter)
 2. Pass out various sheets from Kramme reproducible book. Each cooperative group gets a different topic. Religion, pgs. 48-49, Agriculture, pgs. 51-52, Roads and Bridges, pgs. 60-61, Spanish Conquest, pgs. 72-73. **Appendices B, C, D, and E.**
 3. Students will read their assigned piece in their group and answer the questions. They will then present this information to the class via their questions and a group made poster of facts.
 4. Each group will ask the class questions at the end of their presentation to check for listening and understanding. (Stickers will be given to correct answers)
 5. Teacher will read the *Llamas Secret to the Class*.
 6. Students will draw a picture from the book and make a chart of nouns, verbs, and adjectives to go with the book and picture. **Appendix F**
- E. *Assessment/Evaluation*
1. Presentations will be assessed by way of the rubric.
 2. *Llamas Secret* parts of speech chart will be grades as well by straight percentage.

Lesson Three and Four: Incan Cities and Food

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 2. Lesson Content
 1. Structure of cities
 2. Incan food
 3. Skill Objectives
 1. Students will discuss and debate Incan building techniques
 2. Students will build an Incan city of out sugar cubes after
- B. *Materials*
1. Shuter, *The Incas*

2. Ruler, pencil, card stock, wood chips, glue, straw craft sticks, crayons, construction paper, sugar cubes
 3. Larsen, Mayans, Aztecs, and Incas (reproducible book)
 4. Gard, *The Grandest Roads in the World*
 5. Appendices G and H
- C. *Key Vocabulary*
1. mortar- sticky substance holding cement together
 2. temples- an Incan structure where worship took place
 3. Cuzco and Machu Picchu- famous Incan cities
- D. *Procedures/ Activities*
1. Read pages 20-23 in the book, *The Incas*, by Shuter
 2. Pass out article called, *The Grandest Roads in the World* by Carolyn Garb.
Appendix G
 3. Read this together and discuss it.
Students will create a city of Machu Picchu or Cuzco from sugar cubes. (See rubric) **Appendix H**
- E. *Assessment/Evaluation*
1. Sugar cube cities to be graded according to rubric

Lesson Five: The Ice Maiden

- A. *Daily Objectives*
1. Content Objectives
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 2. Lesson Content
 - a. Ice Maiden
 - b. Archeologists and clues to past
 3. Skill Objectives
 - a. The students will have an understanding of the Ice Maiden and explain the details of this important discovery.
 - b. The students will use the Internet to explore this discovery and gather information about the Ice Maiden.
- B. *Materials*
1. Internet web page www.nationalgeographic.com/mummy/splash/splash/html
 2. Reinhard, *Inca Ice Maiden*
 3. Appendix I
- C. *Key Vocabulary*
1. Ice Maiden- an Incan mummy found in the Andes Mountains
 2. artifact- an object from a period in history
 3. preserved body- how a dead body is taken care of so that it will not decay
- D. *Procedures/Activities*
1. Show the students the Ice Maiden book and give them an overview of this book's content as well as reading the students some highlights and showing pictures.
 2. Take student to the computer lab and give them directions. They are to go to the website: www.nationalgeographic.com/mummy/splash/splash/html and read through this science adventure. They are then to answer the questions about their findings. **Appendix I**
- E. *Assessment/Evaluation*
1. Computer lab assignments will be graded on a straight percentage

Lesson Six: The Fall of the Incan Empire

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will develop an understanding of the rise and fall of empires and civilizations.
 - b. Students will develop a sense of historical empathy for these cultures.
 - 2. Lesson Content
 - a. Francisco Pizarro
 - b. Spanish weapons/advantages of them
 - 3. Skill Objectives
 - a. The students will explain verbally and in the writing the fall of the Incan Empire.
 - b. The students will comprehend how disease devastated the native people.
- B. *Materials*
 - 1. Internet
 - 2. Macdonald, *The Incas: Peoples of the Past*
 - 3. Language arts journals
 - 4. Appendix J
- C. *Key Vocabulary*
 - 1. Francisco Pizarro- a Spanish Conqueror who defeated the Incas
 - 2. devastate- to greatly affect or wipe out
 - 3. Atahualpa- an Incan noble leader
- D. *Procedure/Activities*
 - 1. I will read pages 48-49 from *The Incas*, By MacDonald.
 - 2. We will discuss how the empire ended and what Incas are doing today.
 - 3. Students record their version of this true story in their journals.
 - 4. Students will take a short quiz about our Incan studies. **Appendix J**
- E. *Assessment/Evaluation*
 - 1. Quiz will be graded on a straight percentage

Part 2 of Unit: The Mayas

Lessons Seven and Eight: Mayan Geography and Society

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 - 2. Lesson Content
 - a. Mayan Geography
 - b. Highlights of Mayan culture
 - 3. Skill Objectives:
 - a. The student will make and label a Mayan map with geographical features.
 - b. The students will write about Mayan contributions to society.
 - c. The students will use writing skills to summarize facts about the Mayan civilization.
- B. *Materials*
 - 1. Hirsch, *What Your 5th Grader Needs to Know*
 - 2. Shuter, *The Maya*
 - 3. Coke flats, flour, oil, salt, construction paper, paint, and paper

4. Language arts journal
 5. White drawing paper
 6. Appendix K
 7. selection of Mayan books from the local library
- C. *Key Vocabulary*
1. city-states- the individual villages where the Mayan people lived
 2. Chichen Itza- the central city of living of the Mayans
 3. ajaw- a Mayan ruler
 4. astronomy- the study of the heavens
- D. *Procedures/Activities*
1. I will begin by inviting children to “Big Group” and I will read to them pages 4-11 of the Maya book by Shuter as an introduction to this people group.
 2. We will discuss comparisons and contrast to the Incan culture.
 3. We will read together pages 107-110 out of the What Your 5th Grader Needs To Know book.
 4. Students will discuss the Mayan contributions to society and explain to their partner how these were helpful inventions etc. They will end this particular activity by summarizing these contributions in their language arts journals.
 5. Students will be given Mayan library books to explore and read while others get started on the map project. (Students will rotate between these two activities)
 6. Teacher will call students in small groups to go outside and begin work on their geography maps of the Mayan culture. They will use flour, salt, oil and water to make the shape of the map by putting it into the Coke flat. Students will use the rubric as a guideline to construct this map. (Students will have to wait until next day to paint maps.) **Appendix K**
- E. *Assessment/Evaluation*
1. The Mayan map will be graded according to the rubric.

Lessons Nine and Ten: Hieroglyphics, Architecture, and Astronomy

- A. *Daily Objective*
1. Concept Objective
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 2. Lesson Content
 - a. Mayan development of hieroglyphics and codices
 - b. Features of Mayan structures and architecture
 - c. Importance of study of astronomy to the Mayans
 3. Skills Objectives
 - a. The student will do various reading comprehension exercises dealing with specific facts regarding the Mayan culture.
 - b. Students will summarize information in the form of a pop-out.
- B. *Materials*
1. Kramme, Mayan, Incan and Aztec Civilizations
 2. Coulter, Secrets In Stone: All About Maya Hieroglyphics
 3. A selection of library books
 4. Appendix L
- C. *Key Vocabulary*
1. hieroglyphics- symbols that represented words; used in Mayan writing
 2. codices- Mayan books that used hieroglyphics
 3. Mayan Calendar- system of keeping track of days that Mayans

- developed. They used three calendars
- D. *Procedures/Activities*
1. Pass out handouts called Mathematics and Astronomy from Kramme’s reproducible book. **Appendix L**
 2. Students will come to “Big Group” and listen as I read and explain passages from the book, *Secrets in Stone: All About Maya Hieroglyphics*.
 3. Students will then work in small cooperative groups to explore library books about the Mayan writing.
 4. Although students may work together for ideas, they must create their own pop-out about Mayan writing from the books that they read.
- E. *Assessment/Evaluation*
1. Reading comprehension questions will be graded on a straight percentage.
 2. The pop-out will be graded according to the 6 trait writing rubric on sentence fluency and conventions.

Lesson Eleven: What Happened To the Mayans?

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will develop an understanding of the rise and fall of empires and civilizations.
 - b. Students will develop a sense of historical empathy for these cultures
 2. Lesson Content
 - a. End of the Mayan civilization
 3. Skill Objective
 - a. The students will compare the end of the Mayan civilization to the end of the Incan civilization.
- B. *Materials*
1. Shuter, *The Maya*
 2. Language Arts journal
 3. Appendix M
- C. *Key Vocabulary*
1. abandoned- to leave a city behind
 2. influenced- to learn from others and change your ways accordingly
- D. *Procedures/Activities*
1. Read page 30 in *The Maya* book by Shuter. Students will discover what happened to the Mayan Civilization.
 2. Students will summarize the end of the Mayan civilization in their language arts journals.
 3. Pass out quiz on the Mayan Indians. Students will take this quiz independently.
- Appendix M**
- E. *Assessment/Evaluation*
1. The quiz will be collected and graded according to a straight average of points.
 2. Language arts journals will checked for completion points.

Part Three: The Aztecs

Lessons Twelve and Thirteen: The Legend of the Aztec Settlement

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.

2. Lesson Content
 - a. Aztec legends
 - b. City of Tenochtitlan
 3. Skill Objectives
 - a. The student will retell the legend of the Aztec settlement with details in sequential order.
 - b. Students will develop a model of the city Tenochtitlan that depicts the symbolical features.
- B. *Materials*
1. Hirsch, *What Your 5th Grader Needs to Know*
 2. Shuter, *The Aztecs*
 3. Larsen, *Mayans, Aztecs, and Incans* (reproducible book)
 4. construction paper, markers, glue
 5. Appendix N
- C. *Key Vocabulary*
1. Tenochtitlan- the capital city of the Aztecs
 2. aqueduct- a system of transporting water in the ground
- D. *Procedures/Activities*
1. Students will read pages 110-112 out of the *What Your 5th Grader Needs To Know* book.
 2. Have class discussion on how Tenochtitlan came to be.
 3. Show students excerpts from *The Aztecs*, by Shuter pages 4, 12,
 4. Review this information in the form of a prewritten chart for students.
 5. Students will retell story of beginning of Aztecs to their neighbor. I will ask a few students to volunteer for the class.
 6. Students will create the giant city of Tenochtitlan using art supplies in their cooperative groups. They will be encouraged to use library books as examples. A rubric will be provided for direction. **Appendix N**
- E. *Assessment/Evaluation*
1. The building of Tenochtitlan will be graded according to the rubric.

Lessons Fourteen and Fifteen: Aztec Rulers and Religion

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 2. Lesson Content
 - a. Many gods of the Aztecs
 - b. Aztec rulers and the class system
 3. Skill Objectives
 - a. The student will create a 3 three dimensional portrait of Montezuma with factual descriptions of this king.
 - b. The student will list at least five facts about Aztec religious ceremonies and create an Aztec religious headdress.
- B. *Materials*
1. Macdonald, *You Wouldn't Want To Be An Aztec Sacrifice*
 2. Shuter, *The Aztecs*
 3. feathers, paper plate, Coke flats, glue, construction paper, beads
- C. *Key Vocabulary*
1. human sacrifice- killing people as an offering to the Aztec gods

2. Montezuma- the head Aztec leader
 3. Quetzalcoatl- a feathered serpent god of the Aztecs
 4. shrine- a special place for worshipping gods or dead relatives
- D. *Procedures/Activities*
1. Read the following items: *The Aztecs* by Shuter pages 6-11 and 20, and samples from the book, *You Wouldn't Want to be an Aztec Sacrifice*.
 2. Ask students to rephrase what we just learned about religion and leaders of the Aztecs.
 3. Students will complete two tasks: a 3 dimensional portrait of Montezuma on a Coke flat, and also they will create a headdress of a warrior or leader. Students will write five facts about each of these projects according to their research from the library books.
- E. *Assessment/Evaluation*
1. The 2 projects will be graded according to the conventions and sentence fluency part of the 6-trait rubric.

Lesson Sixteen: The Aztec Way of Life

- A. Daily Objectives
1. Concept Objectives
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop a sense of historical empathy for these cultures.
 2. Lesson Content
 1. How was their calendar used?
 2. Basic Foods For Aztec Daily Survival
 3. Skill Objectives
 - a. The student will create his or her own calendar with explanations.
 - b. The student will create a sample of an Aztec restaurant menu.
- B. *Materials*
1. Kramme, *Mayan, Incan, and Aztec Civilizations* (reproducible book)
 2. Shuter, *The Aztecs*
 3. construction paper, markers
 4. Appendices O and P
- C. *Key Vocabulary*
1. hearth- flat bed of stones for lighting a fire on
 2. chinampa- piece of land for growing crops that is built to float on top of a lake
 3. reed- tall, thick grass that grows in wet areas
- D. *Procedures/Activities*
1. Show and discuss the following pages: *The Aztecs* by Shuter pages 26-27
 2. After discussing these items, students will be shown examples of the Aztec calendar and discuss its importance to society.
 3. Students will design their own Aztec calendar. It must have at least 6 celebrations with their explanations on it. **Appendix O**
 4. After reviewing Aztec foods, students will work in pairs to create an Aztec menu for an Aztec restaurant. **Appendix O**
 5. Students will take a quiz over the Aztecs. **Appendix P**
- E. *Assessment/Evaluation*
1. Aztec calendar will be graded according to the rubric
 2. The Aztec menu will be graded according to rubric.
 3. The quiz will be graded by a straight percentage.

Lesson Seventeen: Culminating Test

- A. *Daily Objective*
 - 1. Concept Objective
 - a. Students will explore and understand the complex nature of these three cultures, including geography, history, religion, and architecture.
 - b. Students will develop an understanding of the rise and fall of empires and civilizations.
 - c. Students will develop a sense of historical empathy for these cultures.
 - 2. Lesson Content
 - a. Unit Exam
 - 3. Skills Objective
 - a. The student will complete the culminating test over the Aztecs, Incas and Mayans. **Appendix Q**
- B. *Materials*
 - 1. A copy of the cumulative test for each student. Appendix Q
- C. *Key Vocabulary*
 - 1. Students should have an understanding of **all** unit vocabulary words.
- D. *Procedures/Activities*
 - 1. Pass out the test and go over the directions thoroughly with students.
 - 2. Students are to complete the test independently and turn it over, face down of their desk, when they are finished. Teacher will collect tests.
- E. *Assessment/Evaluation*
 - 1. Teacher will grade cumulative tests by a straight percentage and keep tests for student portfolios. The test is worth 20 points.

VI. Culminating Activities: (Days 18-19)

- A. The students will select a culture: Aztec, Inca or Maya and create a giant poster filled with fun facts and information about their chosen culture.
- B. Students will go to the computer lab and select one of the three cultures to research. They will find an interesting web page, print it, and complete a quick article review on it.

VII. HANDOUTS/WORKSHEETS

- Appendix A (The Inca Empire), Larsen, L. Thematic Unit, Mayans, Aztecs, and Incas, USA, Teacher Created Materials, 2001, pg. 44 (*not included with this unit*)
- Appendix A (The Inca Empire), Kramme, M. Mayan, Incan, and Aztec Civilizations, USA Mark Twain Media, Inc., 1996, pg. 47 (**continued appendix**) (*not included with this unit*)
- Appendix B (Incan Agriculture), Kramme, M. Mayan, Incan, and Aztec Civilizations, USA, Mark Twain Media, Inc., 1996, pg. 51-52 (*not included with this unit*)
- Appendix C (Incan Roads and Bridges), Kramme, M. Mayan, Incan, and Aztec Civilizations, USA, Mark Twain Media, Inc, 1996, pg. 60-61 (*not included with this unit*)
- Appendix D (The Incas and the Spanish Conquest), Kramme, M. Mayan, Incan, and Aztec Civilizations, USA, Mark Twain Media, Inc, 1996, pg. 72-73
- Appendix E (Incan Religion), Kramme, M. Mayan, Incan, and Aztec Civilizations, USA, Mark Twain Media, Inc, 1996, pg. 48-49 (*not included with this unit*)
- Appendix F The Llamas Secret
- Appendix G The Grandest Roads In The World. Gard. C. "The Grandest Roads In The World," Calliope [On-line]. Available URL: <http://www.incanroads.com> 1996. (*not included with this unit*)
- Appendix H Building Machu Picchu

Appendix I	Mummy, Internet, Scavenger Hunt
Appendix J	Quiz Over Incas
Appendix K	Rubric for Mayan Geography Map
Appendix L	(Mayan Mathematics and Astronomy), Kramme, M. <i>Mayan, Incan, and Aztec Civilizations</i> , USA, Mark Twain Media, Inc, 1996, pg. 24 and 25 (<i>not included with this unit</i>)
Appendix M	Mayan Quiz
Appendix N	Building the Magical City of Tenochtitlan
Appendix O	Aztec Calendar and Menu
Appendix P	Aztec Quiz
Appendix Q	Culminating Test

VIII. BIBLIOGRAPHY

- A. Baquedano, E. *Aztec, Inca, and Maya*, USA, Eyewitness Books, 1993. ISBN 0-7894-6115-3
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- E. Core Knowledge Foundation, *Core Knowledge Sequence*, USA, Core Knowledge Foundation, 1999. 1-890517-20-8
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Appendix F: The Llamas Secret

Name: _____



Draw a picture from the story, The Llama's Secret
Down below, list nouns, verbs and adjectives that would describe this picture.
5 points for each correct part of speech/spelling counts

Picture From Story

	Adjectives	Nouns	Verbs
1.			
2.			
3.			
4.			
5.			
6.			

Appendix H: Building Machu Picchu

Name: _____

Directions: Use library books to research information about Incan cities. Then write 10 facts about what your findings were.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Rubric

- _____ 10 points (1 for each correct fact)
- _____ 10 points for correct conventions
- _____ 20 points for building the city neatly
- _____ 10 points for labeling (at least 5 things need to be labeled on city)
- _____ 5 points for compass rose on city map

Total points _____



Grade _____

Appendix I: Mummy, Internet, Scavenger Hunt



Go to www.nationalgeographic.com/mummy/splash/splash/html

Answer the following questions.

1. What was the name of the man who went on this excursion?
2. What mountain did he climb?
3. This man spent 30 years doing what?
4. Why did the two men contribute an offering and what was the offering?
5. What do they do before an expedition starts?
6. Why do you think this would be important?
7. At times, the footing was treacherous. What do you think this means? Feel free to use a dictionary.
8. Why would it have been difficult to get an injured climber back to camp?
9. What did they discover below the summit ridge?
10. What does it mean by the altitude makes you lightheaded?
11. What did they spot from a distance just beyond an icy backdrop?
12. Why was the mummy so heavy?
13. What do you have to do before removing something from the mountain?
14. How much is 80 pounds in metrics?
15. What does it mean to have a watchful eye on the artifacts?
16. Why was finding the mummy so valuable?

Appendix J: Quiz Over Incas

1. Where would you find the Incas geographically?
2. What are the names of the two most famous Inca cities
 - a.
 - b.
3. Explain what is so unique about the Incan cities. (5 points)
4. What was the Ice Maiden and why was her discovery so important? (5 points)
5. Tell at least two differences in the roles of an Incan boy and girl. (2 points)
6. Write down two events from the book, The Llamas Secret (2 points)
7. Define noble
8. Define empire
9. What happened to the Incan empire?

Total Points _____
Grade _____



Appendix K: Rubric For Geography Map

Draw an outline of the area where the Mayans were found on your Coke flat.

Get the salt dough from your teacher.

Spread the salt dough out to cover the area being careful to show mountains and other geographical features. Let it dry.

When the dough is dry, paint and label your map.

____ (5 points) dough is spread to cover area of the Mayan Map

____ (10 points) painted neatly

____ (5 points) compass rose

____ (10 points) symbols and map key

____ (5 points) rainforest is indicated

____ (5 points) Pacific Ocean is indicated

____ (5 points) Chichen Itza is indicated

____ (10 points) at least 2 Mayan structures

____ (10 point) 2 of your own features added

Total _____



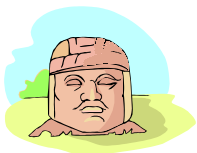
Grade _____

Appendix M: Mayan Quiz



Total _____ Grade _____

1. What type of writing system did the Mayans create? (1 point)
2. Show an example of this type of writing. (2 points)
3. What type of architecture are the Mayans famous for? (2 points)
4. What mathematical concept did the Mayans develop and why was this so important? (2 points)
5. Describe the geographical location of the Mayan people. (2 points)
6. Define Mayan temple (2 points)
7. Define irrigation



Total _____ Grade _____

Appendix N: Building The Magical City of Tenochtitlan



Rubric: (5 points each)

___ all members worked together cooperatively

___ final product in neatly done

___ compass rose

___ map scale

___ map key with symbols (20 points)

___ spelling conventions

___ paragraph with facts about this city

___ everyone participated in presentation to class

Total _____ Grade _____

Appendix O: Aztec Calendar and Menu

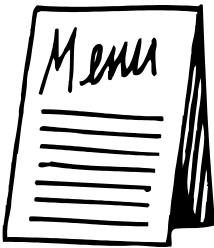
Calendar Rubric

5 points each

- ___ calendar is drawn and colored on large construction paper
- ___ there are at least six holidays listed
- ___ explanations of holidays are given
- ___ spelling conventions
- ___ sentence fluency



Aztec Menu Rubric



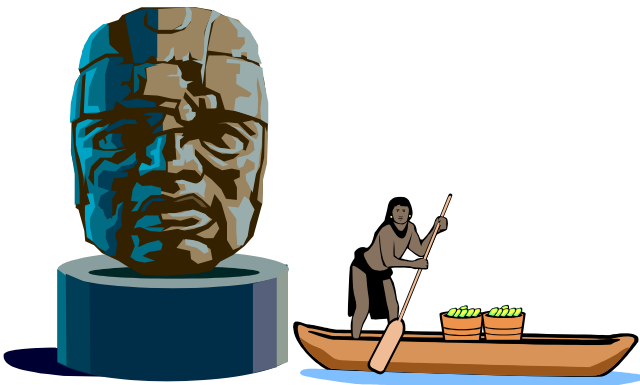
Rubric: (10 points each)

- ___ menu is filled out on all 4 sides (folded paper)
- ___ decorative cover with name of restaurant
- ___ prices listed
- ___ creative names
- ___ spelling conventions
- ___ pictures of food
- ___ drink list
- ___ dessert list
- ___ sentence fluency

Total _____ Grade

Appendix P: Aztec Quiz

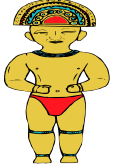
1. What is the name of the city where the Aztecs settled?
2. This city is now called _____ . (present day)
3. Summarize the Aztec legend regarding where they settled.
4. Who is the Spanish conquistador that defeated the Aztecs?
5. What does it mean when we say that the Aztecs had a warrior culture?
6. Identify at least two different foods that the Aztec people ate daily.
 - a.
 - b.



Appendix Q: Cumulative Test Over Meso-America

Name: _____ Date: _____

1. Describe where the Incan civilization is located.
2. What animal was most important to the Incas and why?
3. What is so special about the way that Incan cities are built?



4. What are the names of the two most important Incan cities?
 - A.
 - B.
5. Why is it said that the Incas built the grandest roads in the world
6. Describe where you would find the location of the Mayans on a map.
7. What is the name of the writing system that the Mayans developed?
8. Define shrine
9. What was so unique about the Mayan calendar?
10. What does the term “warrior culture” mean?
11. Who was Montezuma?
12. Retell the Aztec legend regarding why they chose their location.
13. Who were the Meso-Americans?
 - A.
 - B.
 - C.

