MYSTERIOUS MAYAS, AMAZING AZTECS, & INVENTIVE INCAS

UNIT OVERVIEW

This thematic, integrated unit about the Mayas, Aztecs, and Incas will provide both the teacher and the students with a broad understanding of the topic. It is designed to provide a variety of teaching strategies, allowing students to explore the topic in many different ways. "Part I - Core Teaching Lessons" is a series of lessons presented in a direct instruction format. "Part II - Student Handbook" is a handbook that can be reproduced for each student. Its contents correlate with the lesson activities in Part I. "Part III - Optional Lessons" offers ideas for optional lessons to extend learning on the topic - if the teacher desires. "Part IV - Major Project" is a project designed to demonstrate student knowledge obtained throughout the unit. In addition, the unit's format allows for effective teaching of Ancient America because it addresses different ability levels and modalities in your classroom.

PART I - CORE TEACHING LESSONS

In this section, each ancient civilization is introduced individually. Student activities in each lesson allow students to demonstrate knowledge of what is learned. Due to all of the information contained in the lessons, plan on using at least two class periods for each lesson. The lesson titles and subsequent activities are as follows:

| 1) | Introduction to Ancient American Civilizations | Pre-test, Mapping activity, Sequencing dates and events |
|------|--|--|
| 2&3) | Mysterious Mayas | Folktale handout, Math problems, Compare/Contrast paper |
| 4&5) | Amazing Aztecs | Sunstone activity, Onion paper, Aztec cloak design |
| 6&7) | Inventive Incas | Pictorial story, Treasure mapping, Creative writing |

PART II - STUDENT HANDBOOK

This section contains information pages and activities for Part I lessons. It can be photocopied in booklet form for each student to use during the lessons.

PART III - OPTIONAL LESSONS

| 1) | Unit Post-Test | 7) | Ancient American Picture And Chapter Books |
|----|---------------------------|-----|--|
| 2) | Venn Diagram | 8) | Inca Headresses |
| 3) | Aztec Trading Post | 9) | Internet Sites |
| 4) | Clay Pottery | 10 | Ancient America Crossword Puzzle |
| 5) | Head Slings | 11) | Ancient America Wordsearch |
| 6) | Popcorn and Patolli Party | 12) | The Lost City Of Machu Picchu |

PART IV - MAJOR PROJECT

This section of the unit is designed to be a culmination activity in which students create Ancient American *codices* (books) that summarize interesting facts about the three civilizations studied in this unit. A step-by-step outline and grading scale are provided.

| <u>HO</u> | W MU | JCH DO YOU KNOV | W ABC | DUT THE ANCIENT AMERICAS? | | | | | | | |
|-------------|------------|---|------------|---------------------------------------|--|--|--|--|--|--|--|
| | | | 1 | Name: | | | | | | | |
| Directions: | | Answer the following multiple-choice questions about the Mayas, Aztecs, and Incas by circling the response you feel is the correct one. After you finish, add up your score and rate yourself on the scale at the bottom of the page. | | | | | | | | | |
| 1. | Wha | t does "Inca" mean in | the Ou | echua language? | | | | | | | |
| | a) | ink | b) | lord | | | | | | | |
| | c) | happy | ď) | farmer | | | | | | | |
| 2. | Whe | re were Ancient Ameri | ican ten | mples commonly built? | | | | | | | |
| | a) | on mountain tops | b) | on the coast | | | | | | | |
| | c) | on pyramids | ď) | in valleys | | | | | | | |
| | | | | | | | | | | | |
| 3. | Wha | t was the most valuabl | e natur | ral resource of the Ancient Americas? | | | | | | | |
| | a) | iron | b) | gold | | | | | | | |
| | c) | diamonds | d) | llama wool | | | | | | | |
| 4. | Who | t did the Ancient Am | | vear in their noses and ears? | | | | | | | |
| 4. | w па а) | plugs | (icans y | sticks | | | | | | | |
| | a) c) | cotton | d) | flowers | | | | | | | |
| | c) | cotton | ,,, | nowers | | | | | | | |
| 5. | How | were Ancient America | n child | lren raised? | | | | | | | |
| | a) | with no rules or punishments | | | | | | | | | |
| | b) | very harshly with strict discipline | | | | | | | | | |
| | c) | by their grandparents | | | | | | | | | |
| | d) | with a lot of extra love and affection | | | | | | | | | |
| 6. | How | How did the Ancient Americans calculate their calendar year? | | | | | | | | | |
| | | with ancient calculate | | - | | | | | | | |
| | b) | by the number of dea | ths in a | a year | | | | | | | |
| | c) | by the amount of rain | in a ye | ear | | | | | | | |
| | d) | by the position of the | cun | | | | | | | | |

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TIME LINE OF MAYAS, AZTECS, AND INCAS

| | | Name: |
|---|---|--|
| Directions: | Put the fo | llowing events in chronological order on the lines provided below: |
| | 1490 | Aztec Empire reaches height of power |
| | 1527 | Epidemic kills 250,000 Incas |
| | 900 | Mayan Empire declines |
| | 1200 | Inca civilization begins |
| | 1000 | Mayan cities abandoned |
| | 1492 | Christopher Columbus sails to West Indies |
| | 1532 | Spain attacks Incas resulting in downfall |
| | 200 | Mayan culture begins |
| | 1345 | Aztecs finally settle on two islands |
| | 300 | Mayan Empire begins to flourish |
| | 1450 | Incas begin to expand empire |
| | 1542 | Spain conquers Mayan Empire |
| | 1111 | Aztecs leave homeland in search of another |
| | 1521 | Spain conquers Aztecs |
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RAIN PLAYER WORKSHEET



Name:

Define the following Mayan words from the story by using your context skills to ligure

| 1. | Ah Kin Mai - | |
|------|--------------------------|---------------------|
| 2. | Kintunyaabil - | |
| 3. | Chac - | |
| 4. | Pok-a-tok - | |
| 5. | Uo - | |
| 6. | Hetzmek - | |
| 7. | Quetzal - | |
| 8. | Cenote - | |
| 9. | Otzilen - | |
| | | |
| Answ | ver the following questi | ons about the book: |
| 10. | Why was Chac an | gry with Pik? |

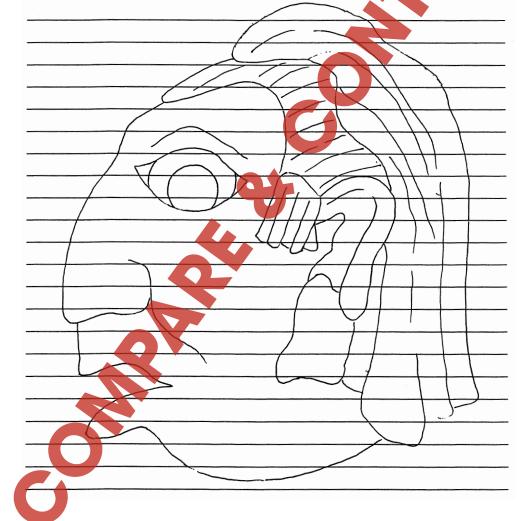
| 11. | How did Pik want to | earn his forg | iveness from Chac? |
|-----|---------------------|---------------|--------------------|

| 12. | Describe what would happen if Pik won or lost the game. |
|-----|---|
| | |
| | |

THEN AND NOW: COMPARE/CONTRAST WRITING ASSIGNMEN

Name: _

<u>Directions</u>: Now that you have learned about the fascinating Mayan civilization, compare and contrast it to our modern society. Write three paragraphs. The first paragraph will summarize a difference between the two cultures. The second paragraph will summarize a similarity between them. In the third paragraph, explain which of the two cultures you would like to live in - if you had the choice. Make sure you support your answers with examples.



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<u>Directions</u>: Choose ten of the following words that have to do with the Inca Empire and write a creative story.

1. Acllacuna "chosen women" who served as priestesses and servants to the Sapa Inca

dried mud bricks used for building 2. Adobe wise men who served as teachers and 3. Amauta

advisors

4. Ayllu a family clan that lived and worked

together

5. Catus marketplace

relay runners who carried messages 6. Chasquis

throughout the empire

a beer made out of corn 7. Chicha 8. Conquistador Spanish conqueror

9. Coya the wife and older sister of the Sapa Inca;

he Inca Queen

10.Cumbi fine hand-woven cloth

the capital city of the Inca Empire, 11.Cuzco

meaning "navel"

12.Fiesta religious festival honouring the gods

holy person, place, or thing 13.Huaca

14.Inti the Sun god

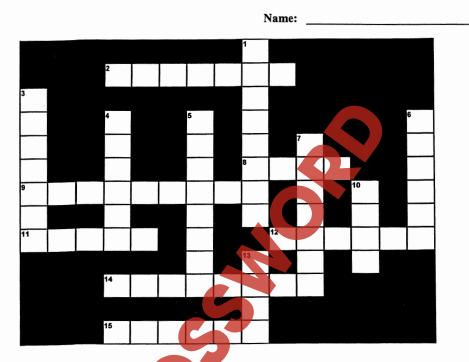
15.Llama type of camel that hauled goods; provided

wool for clothing and meat for eating

16.Locro meat and potato stew

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ANCIENT AMERICA CROSSWORD PUZZLE



| ACROSS: |
|---|
| 2. When Inca Emperors died they were made into |
| 8 was a popular crop that was used to make many different meals from. |
| 9. Ancient Americans used cacao beans to make |
| 11.Incas believed that gold was the " of the Sun". |
| 12.Incas kept a record of their inventories on coloured, knotted strings called |
| 14.The was what the Aztecs used to keep track of the days. |
| 15. Tenochtitlan was an with three causeways to the mainland. |
| DOWN: |
| 1. Inca crops were grown on or large steps cut out of the mountainside. |
| 3 Aztecs and Mayas created books called |

4. The special beer for Inca religious festivals was called 5. Temples were built on top of Mayan

_to haul goods, provide wool for clothing, and eat. 6. Incas used

7. Aztecs and Incas paid taxes called _ to the government and to their gods.

10. The Inca Emperor was called the Inca. 13.Pizarro held Atahualpa for ransom for a room full of

INTRODUCTION TO MAYAN CIVILIZATION

Historians estimate that the Mayan civilization could date by to as early as the year 2000 B.C. However, it wasn't until about 200 A.D. that the Mayan civilization began to significantly develop in an area known as the Yucatan Peninsula ("the land of turkey and deer"). This area is now know as parts of Mexico, Belize, Honduras, Guatemala, and El Salvador.

For several centuries, approximately 300 to 900 A.D., the culture thrived as grand cities were built deep in the hot and humid tropical rain forests of Central America. Around 1000 A.D., the Mayan cities were mysteriously abandoned - perhaps war, famine, drought, overpopulation, disease, or lack of resources were to blame. Only a few Mayas remained in the cities after that time. When Spanish conquistadors arrived in the 1500's, they easily captured the Mayan territory.

Many years later, around 1800, explorers rediscovered these Mayan cities that the rain forest had grown over and almost completely covered. They made many interesting discoveries about the long lost civilization. We now know that the Mayas were experts at mathematics, science, and astronomy. They developed calendars and built observatories to study the planets and stars. The study of Mayan books reveals the most complex writing system at that time. Palaces, temples, pyramids, and roads demonstrate the great architectural ability, as well as a very religious civilization that worshipped over 150 different gods. In addition, the Mayas were skilled farmers, artists, and craftsmen. They were truly an amazing culture.

Today, six million Mayan descendants continue to live in the Yucatan Peninsula. They still weave and make delicious tortillas like their ancestors did. Many choose to live very similar lifestyles to their ancestors by the clothes they wear, the food they eat, and the homes they live in. The mystery of what happened to the Mayas in 1000 A.D. may never be solved, but their legacy somehow survives and lives on even today.

ISBN: 978-1-55319-097-4

ANCIENT AMERICAN CODEX OUTLINE

Objective:

Each student will create an Ancient American codex summarizing different aspects of Ancient American life.

Directions:

You will need to complete the following:

- Choose one interesting topic about each of the Ancient American civilizations you have just learned about. (Use your student handbook as a resource.) You should find a total of three topics - one from each of the Mayan, Aztec, and Inca civilizations.
- Using a plain white piece of paper, fold it into quarters. Open it up and number each square from 1 to 4. (Each quarter will be used to sketch out a rough draft of your codex: 1 -cover, 2 - Maya, 3 - Aztec, and 4 -Inca.)
- Think of pictures or symbols that represent ideas or words related to 3. the topic. Begin sketching them into those three quarters of your paper. (Quarters 2, 3, & 4)
- When you have finished your sketching, write the title and your name on the cover quarter (1). Create a colourful border around the edge of vour cover.
- Now you are ready to make your codex. First, gather your materials: paper, paint or markers, ruler, etc.
- Fold your paper "accordion style" so that there are four pages. Use your ruler to measure carefully so that you fold it correctly.
- Use a pencil to lightly sketch your drawings on your codex.
- Use a black marker or paint to outline all the drawings by simply drawing over your pencil lines.
- Add colour inside your drawings with markers or paint.
- 10. On the back of each topic page, write one paragraph (in black pen) explaining your drawings and what they represent from that Ancient American civilization. (Make sure you write it on a piece of notebook paper first as a rough draft.) You are done!

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ANCIENT AMERICA WORDSEARCH

| Name: | | |
|-------|--|--|

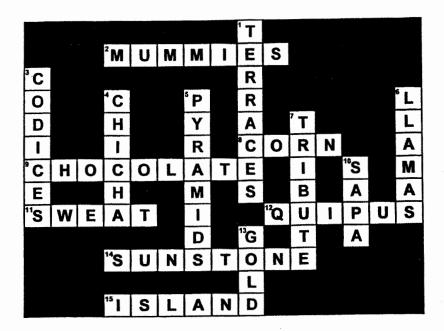
Find and circle all the vocabulary words listed below. The words can be found horizontally, vertically, or diagonally. Good luck!

| C | I | V | I | L | I | Z | A | T | I | 0 | N | H | W | В | |
|---|---|----|---------|---|---|----|---|---|---|-----|---|---|----------|---|--|
| M | 0 | N | T | E | Z | U | M | A | Y | Z | H | I | T | В | |
| T | G | N | P | S | A | С | R | I | F | I | С | E | В | В | |
| R | s | U | Q | N | A | H | U | A | T | L | N | R | E | L | |
| I | M | I | D | U | D | A | S | T | R | 0 | N | 0 | M | Y | |
| В | A | W | W | A | I | N | С | A | С | В | A | G | Q | D | |
| U | L | 0 | S | Z | L | S | S | H | L | T | K | L | U | С | |
| T | L | E | Z | T | L | P | T | U | M | A | W | Y | E | U | |
| E | P | I | D | E | M | I | C | A | N | Z | J | P | С | Z | |
| T | 0 | J | I | C | T | Z | Y | L | D | s | U | H | H | С | |
| Q | X | A | E | L | P | A | s | P | V | 0 | T | S | U | 0 | |
| T | R | E | A | S | υ | R | E | A | N | Z | R | 0 | A | R | |
| D | D | N | P | P | Y | R | A | M | I | D | X | F | N | T | |
| T | E | M | P | L | E | 0 | E | T | E | R | R | A | С | E | |
| v | D | NT | \circ | D | m | TT | D | - | * | *** | | - | M | | |

CUZCO ASTRONOMY NAHUATL SUNSTONE ATAHUALPA EPIDEMIC PIZARRO TEMPLE AZTEC HIEROGLYPHS PYRAMID TENOCHTITLAN CIVILIZATION INCA QUECHUA TERRACE CONQUISTADOR MAYA SACRIFICE TREASURE CORTES MONTEZUMA SMALLPOX TRIBUTE

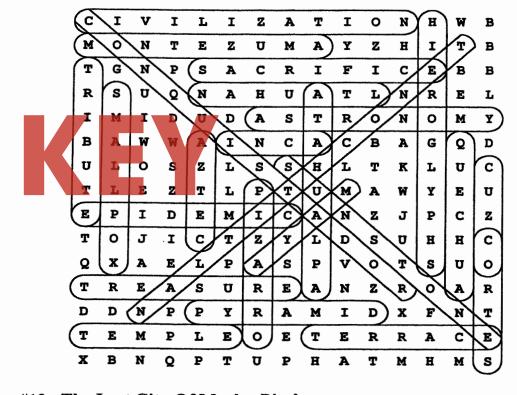
ers may wish to use this crossword puzzle as an enrichment or a review activity.

Answer Key



al Lesson #11 - Ancient American Wordsearch

wish to use this wordsearch as an enrichment or a review activity for the students.



al Lesson #12 - The Lost City Of Machu Picchu

chment, students use the internet to find out more about this once-great city.