Earliest Man to the Creation of Early Civilizations

Grade Level: First Grade
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Length of Unit: 8 Lessons

I. ABSTRACT
This unit introduces the progression of earliest man to the creation of early civilizations. It begins with the first humans coming into the western hemisphere, the rise of three great Native American civilizations and their eventual conquest. Students will demonstrate their knowledge through hands-on, multi-sensory activities. This unit will raise awareness of the importance of agriculture, architecture, social class systems, and other achievements. Overall students will gain deeper understanding and appreciation of the earliest peoples’ hard work and accomplishments and the impact on modern civilizations.

II. OVERVIEW
A. Concept Objectives
1. 1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same
   a. PO3. How past cultural exchanges influence present-day life, including food, art, shelter, and language
2. 3SS-F1. Construct and interpret maps and other geographic tools, including the use of map elements to organize information about people, places, and environments
   a. PO1. Identifying the characteristics and purposes of maps, globes and other geographic tools
   b. PO2. Identifying and using symbols; the compass rose, cardinal directions, and a grid system to locate places of significance on maps and globes
   c. PO3. Making a map using a title, compass rose, legend, scale, and grid system
   d. PO4. Using a spatial perspective to plan a safe route from a home to school
3. 3SS-F2. Identify natural and human characteristics of places and how people interact with and modify their environment with an emphasis on:
   a. PO1. Natural characteristics of places, including landforms, bodies of water, natural resources and weather
   b. PO2. Human characteristic of places, including houses, schools, neighborhoods and communities
   c. PO3. The relationship between the physical features and the location of human activities
   d. PO4. How people depend on the physical environment and its natural resources to satisfy their basic needs
   e. PO6. The ways in which people have used and modified resources in the local region including dam constructions, building roads, building cities, and raising crops
4. 4SS-F1. Describe how scarcity affects students’ daily lives, with emphasis on
   a. PO1. The opportunity cost of choice
   b. PO2. Natural resources, human resources, and capital resources, and how they are used to produce goods and services
B. Content from the Core Knowledge Sequence
1. Crossing the land bridge from Asia to North America
2. From hunting to farming
3. Gradual development of early towns and cities
4. Maya in Mexico and Central America
5. Aztecs in Mexico
6. Moctezuma (also called Montezuma)
7. Tenochtitlan (Mexico City)
8. Inca in South America (Peru, Chile)
9. Cities in the Andes, Machu Picchu

C. Skill Objectives
1. The student will trace the route from Asia to North America on a map.
2. The student will describe the everyday life of nomadic hunters and gathers who crossed the Bering Strait land bridge.
3. The student will demonstrate their knowledge of the nomadic lifestyle by acting out the daily life of a nomadic hunter.
4. The student will show their understanding of the nomadic lifestyle by creating a picture.
5. The student will explain how and why some early people changed from hunting/gathering to raise crops.
6. The student will understand the process of planting and harvesting crops.
7. The student will illustrate a picture that shows his/her knowledge of the living conditions of the earliest settlements.
8. The student will show how the development of farming led to the building of permanent settlements.
9. The student will show a model of how dwellings change with the move from hunting to farming.
10. The student will illustrate a picture that shows his/her knowledge of the first towns and cities.
11. The student will recognize the Maya lived in the rain forests of Central America by locating where the Maya lived on a map.
12. The student will recognize the Maya accomplishments in architecture, astronomy, writing, math, and farming.
13. The student will speculate on what happened to the Maya.
14. The student will describe the everyday life and social structure of the Aztecs.
15. The student will recognize that the Aztecs built their city on a lake.
16. The student will recognize that the Aztecs were fierce warriors.
17. The student will recognize that the Incas built their cities up in the mountains.
18. The student will locate where the Incas lived on a map.
19. The student will describe the achievements of the Incas.
20. The student will trace Pizarro’s journey from Panama to the west coast of Peru.
21. The student will explain Pizarro’s motivation for his exploration and conquest of Peru.

III. BACKGROUND KNOWLEDGE
A. For Teachers
B. Background Knowledge for Students
   1. The student will have identified the oceans and the seven continents.
   2. The students will have experience using maps.

IV. RESOURCES
A. Braman, Arlette N. *The Inca: Activities and Crafts from a Mysterious Land.*
D. Dillehay, Thomas D. *Settlement of the Americas: A New Prehistory.*
E. Greger, C. Shana. *Fifth and Final Sun: An Ancient Aztec Myth of the Sun’s Origin.*
G. Kimmel, Eric A. *Two Mountains: An Aztec Legend.*
H. Lewin, Ted. *Lost City: The Discovery of Machu Picchu*.
J. Lourie, Peter. *Mystery of the Maya: Uncovering the Lost City of Plaquen.*
K. Mann Elizabeth. *Machu Picchu.*
L. McDermott, Gerald. *Musicians of the Sun.*
M. Merriman, Nick. *Early Humans.*
O. Morgan, Nina Morgan.
Q. Petersen, Patricia. *Magali: An Aztec Legend About Good Fortune.*
R. Rees, Rosemary. *The Incas (Understanding People in the Past).*
S. scheff, Duncan. *Incas (Ancient Civilizations).*
V. Somerville, Barbara A. *Machu Picchu: City in the Clouds.*
W. Steele, Philip. *The Incas and Machu Picchu* Steele, Philip. *The Incas (Find Out About Series).*
X. Takacs, Stephanie. *Inca.*
Y. Takacs, Stephanie. *Maya*
Z. Two-Can. *Aztecs*
AA. Wilkinson, Phil. *Early Humans (Eyewitness Book Series).*
BB. Wood, Tim. *The Incas*
CC. Wroble, Lisa A. & Levchuck, C.M. *Kids in the Time of the Maya.*
DD. Decendents of the Incas- [www.incas.org](http://www.incas.org)
EE. Incas- [http://coe.fgeu.edu/students/webb/meso/inca.htm](http://coe.fgeu.edu/students/webb/meso/inca.htm)
FF. Ice Mummies of the Inca- [www.pbs.org/wgbh/nova/peru/worlds/index.html](http://www.pbs.org/wgbh/nova/peru/worlds/index.html)
HH. Aztec Creation Story- [www.indians.org/welker/aztecs.htm](http://www.indians.org/welker/aztecs.htm)
II. Ancient Mesoamerican Civilization- [www.angelfire.com/ca/humanorigins](http://www.angelfire.com/ca/humanorigins)
JJ. Organization of the Aztec Empire- [www.elbalero.gob.mx/kids/history/html/conquista/imperio.html](http://www.elbalero.gob.mx/kids/history/html/conquista/imperio.html)

V. LESSONS

Lesson One: Nomadic Hunters and Gatherers
A. Daily Objectives
   1. Concept Objectives:
      a. 3SS-F2. Identify natural and human characteristics of places and how people interact with and modify their environment with an emphasis on:
      1. PO1. Natural characteristics of places, including landforms, bodies of water natural resources and weather
2. PO3. The relationship between the physical features and the location of human activities
3. PO4. How people depend on the physical environment and its natural resources to satisfy their basic needs.
b. 4SS-F1. Describe how scarcity affects students’ daily lives, with emphasis on
1. PO1. The opportunity cost of choice

2. Lesson Content:
a. The first people’s arrival in North America by crossing a “land bridge” between Asia and North America.
b. The early people as hunters.

3. Skill Objectives:
a. The student will trace the route from Asia to North America on a map.
b. The student will describe the every day life of nomadic hunters and gathers who crossed the Bering Strait land bridge.
c. The student will demonstrate his/her knowledge of the nomadic lifestyle by acting out the daily life of a nomadic hunter.
d. The student will show his/her understanding of the nomadic lifestyle by creating picture.

B. Materials
1. Overhead of the map of the Bering Strait (See Appendix A)
2. Overhead marker
3. Map of the Bering Strait (See Appendix A)-Student Copy
4. Paper Grocery Bags
5. Animal masks (See Appendix F, G H, I, J)
6. Teacher made story book titled Nomadic Hunters and Gathers (See Appendix C)
7. Scissors
8. Crayons/Colored Pencils
9. Strips of black paper (12 inches long 2 inches wide)
10. Stapler
11. Student backpacks with school supplies in them (hunters need these for the reenactment activity)
12. Book The Discovery of the America: From Prehistory Through the Age of Columbus by Betsy Maestro

C. Key Vocabulary
1. Hunter- one who hunts game
2. Gatherer- one who collects fruits and vegetables from their surroundings
3. Land Bridge- land connecting two continents
4. Bering Strait- a narrow stretch of water separating Alaska from Siberia and connecting the Arctic Ocean with the Bering Sea It is believed that during prehistoric times the strait formed a land bridge by which the original inhabitants of North America arrived in Asia.
5. Nomad- A person with no permanent place to live; someone moving in search of food.
6. Wooly mammoth- An extinct animal resembling an elephant. It had long hair and long curved tusks.

D. Procedures/Activities
1. Show students the western hemisphere on a map or a globe. Point out that it is surrounded by water. Then, as you point to the Bering Strait, explain that long ago there was land where the water is now.
2. Tell the students they will learn how and why people may have crossed there from Asia to the Americas.
3. Read pages 3-7 from *The Discovery of the America: From Prehistory Through the Age of Columbus* by Betsy Maestro
4. Discuss how the first peoples did not cross the land bridge on purpose that they crossed because they were following animals to hunt.
5. Discuss with the students the kinds of foods people ate during that time. Explain that the people who lived at that time were hunters and gatherers. They hunted animals for meat, they fished, and gathered eggs, berries, roots, and seeds. They didn’t know how to farm.
6. Discuss the prehistoric animals that lived during that time. Show pictures of bison, wooly mammoths, elk, deer, and saber toothed tigers. (See Appendix F, G, H, I, J)
7. Explain how the wooly mammoths, and saber toothed tigers died out long ago. Some experts think they were killed by hunters and others think they could not adapt to the many climate changes.
8. Pass out the paper copies of the map of the Bering Strait to the students. Using the map on the overhead, help the children to see the route the hunters traveled as they crossed the Bering Strait. Students will trace the route on their paper maps.
9. Explain to the students that they will be acting out the movement of the hunters crossing the Bering Strait. Choose half of the students to be hunters and half of the students to be animals.
10. The hunters will make a paper bag vest to simulate the animal skin clothing the hunters wore. Students can use the scissors to cut arm holes and fringe for their vests.
11. The hunters will need to get their backpacks and fill them with their school supplies. Explain that their backpack is going to be like the pack that the nomadic hunters carried with them. Discuss how the nomadic hunters carried their tents and tools inside their packs and every time they moved they had to pack their things up to follow the animals.
12. The students who are animals can color and cut their animal masks with crayon or color pencils. Staple their mask to the black paper strip so that the animal mask rests on their heads.
13. Take the students outside and have the animals spread out as herds. The hunters will travel in groups of four or five to follow the herds of animals walking around the land. The animals can run but the hunters have to walk to conserve energy. Let the children walk around for a bit and then have the hunters sit and unpack their backpacks like they were setting up camp. Once they see herds of animals near have them pack up their backpacks and follow the herds.
14. When you are done outside gather the students back into the classroom and discuss what it was like to be hunters and following the animals across the land. Was there anything that made things difficult for the hunters?
15. Pass out the teacher made storybook open to the page titled Nomadic Hunters and Gatherers. In the teacher made book, have students draw a scene of the hunters crossing the Bering Strait following the animals on the page titled Nomadic Hunters and Gatherers (See Appendix C).

E. Assessment/ Evaluation
1. Student participation during the discussion and the drama.
2. The map correctly traces the route from Asia to North America.
3. The picture in the storybook accurately portrays hunting.

Lesson Two: From Hunting to Farming
A. Daily Objectives
1. Concept Objectives:
   a. 4SS-F1. Describe how scarcity affects students’ daily lives, with emphasis on
1. PO1. The opportunity cost of a choice
2. PO2. Natural resources, human resources, and capital resources, and how they are used to produce goods and services
b. 3SS-F1. Construct and interpret maps and other geographic tools, including the use of map elements to organize information about people, places, and environments
1. PO1. Identifying the characteristics and purposes of maps, globes, and other geographic tools
2. PO2. Identifying and using symbols, the compass rose, cardinal directions, and a grid system to locate places of significance on maps and globes

2. Lesson Content:
a. Explain how and why some early people changed from hunting and gathering to raising crops.
b. Show how the development of farming led to the development of permanent settlements.

3. Skill Objectives:
a. The student will explain how and why some early people changed from hunting/gathering to raising crops.
b. The student will understand the process of planting and harvesting crops.
c. The student will illustrate a picture that shows his/her knowledge of the living conditions of the earliest settlements.

B. Materials
1. Teacher-made storybooks. (See Appendix D)
2. Crayons/colored pencils/colored markers
3. Popcorn to plant
4. Garden or soil and paper cup to plant seeds in.
5. Small hand shovel or plastic spoons
6. Water

C. Key Vocabulary
1. Big game – large animals that people hunt
2. Small game – small animal and game that people hunt for food
3. Extinct – no longer exists
4. Seeds – the grains of plants used to grow new plants
5. Plant - to put or set in the ground to grow
6. Domestication – planting and harvesting of wild plants and animals by humans
7. Harvest – gathering a crop
8. Farming – raising crops or animals

D. Procedures/Activities
1. Review previous day’s lesson on Nomadic Hunters and Gatherers. Reinforce students’ understanding of the limitations of the nomadic lifestyle. Ask students what these people might do to make life easier for themselves?
2. Write key vocabulary on the board and introduce to students.
3. Write key content objectives on the board and review with students.
4. Read “From Hunting to Farming” from Core Knowledge Teacher Handbook, 143-144.
5. Ask “Why do you think the big game animals died out?” Ask “What could the people eat if there were no large animals to hunt?”
6. Explain to students that at some point, the early people in the Americas realized that they could plant seeds from the plants they ate. Over time, they realized they could store and
save the seeds until they were needed to make sure they had a food supply. Later, they began selecting and planting seeds from plants that grew the best; those that produced the most plants and grew the biggest. We call this process domestication. Plants were changed and controlled to benefit man rather than just exist in the wild. At about the same time as the earliest people began to farm and domesticate plants, they started to domesticate the wild ox and gather sheep into herd.

7. Ask students, “What are some of the benefits of raising our own plants and animals?” Make sure that students understand that once the earliest people were able to feed themselves by planting and harvesting plants, and raising their own animals for food, they could settle in one place. Explain that not all people decided to settle in one place and farm. Some people still lived the nomadic lifestyle.

8. Tell students that corn was one of the first plants that people grew for food. Let them know that they are now going to grow their own corn plants. Ask students if they have ever planted anything? Have them share their experiences and develop a list of steps students will follow to plant their own plant. List steps on the board or overhead projector. Make sure all the necessary steps are included. If you have a garden available at your school, have students plant the seeds in the garden. Have them dig small holes with a small shovel or spoon, drop in popcorn kernels, cover with soil, and then water. If you don’t have a garden available, or the weather doesn’t permit growing the corn outside (winter in Chicago), provide students with styrofoam cups, soil, a spoon, and popcorn kernels. Have each student fill their cup 2/3 of the way with soil. Have them make a small hole in the soil with the spoon and drop the popcorn kernels in. Have them cover the popcorn kernel with soil, and water it. Place the students’ planters on a table with a sunny exposure. As a precaution, you may want to put a tray under the planters to prevent any water damage from draining water.

9. Tell students that just like the earliest farmers, they have to take care of their plants. They should check it every day to see if it is dry. If so, they will need to give it some water.

10. Pass out the teacher made storybook open to the page titled From Hunting to Farming. Have students draw a picture showing the living conditions of the earliest settlements.

11. At the conclusion of the day’s lesson, review the content objectives with the students to make sure all points have been addressed, and to assess students’ understanding.

E. Assessment/Evaluation
1. Students participation
2. Accuracy of picture depicting the living conditions of the earliest settlements.

Lesson Three: The Development of Early Cities and Towns

A. Daily Objectives

1. Concept Objective(s):
   a. 4SS-F1. Describe how scarcity affects students’ daily lives, with emphasis on
       1. PO2. Human characteristics of places, including houses, schools, neighborhoods, and communities

2. Lesson Content:
   a. Farming led to the gradual development of towns and cities by some native peoples.

3. Skill Objectives:
   a. The student will show how the development of farming led to the building of permanent settlements.
   b. The student will show a model of how dwellings change with the move from hunting to farming.
   c. The student will illustrate a picture that shows his/her knowledge of the first towns and cities.

B. Materials
1. Pretzels
2. Small stones
3. Salt dough
4. Plastic plate
5. Teacher made story book page titled *The Development of Early Cities and Towns* (See Appendix E)
6. Crayons/colored pencils
7. Book *The Discovery of the America: From Prehistory Through the Age of Columbus* by Betsy Maestro

C. Key Vocabulary
1. Settlement - the act of populating a place with permanent residents or becoming a permanent resident in a place
2. Villages - a group of houses and other buildings in a rural area, smaller than a town
3. Dwellings - house or other building or place in which somebody lives

D. Procedures/Activities
1. Read pages 8 and 9 of *The Discovery of the Americas: From Prehistory Through the Age of Columbus* by Betsy Maestro.
2. Discuss how farming required people to stay in one place to take care of the crops. Farming is what leads to the development of simple homes and permanent settlements.
3. Explain how when people began farming, the groups they lived in got bigger and bigger. Soon the groups became small villages. Because people no longer had to move they stopped making tents made from animal skins and bones and started making houses of mud, stone, straw, and wood.
4. Review the pictures of the simple houses on pages 8 and 9 of *The Discovery of the Americas: From Prehistory Through the Age of Columbus* by Betsy Maestro and discuss what the early dwellings looked like and how they were different from the tents.
5. Students will work in groups of 3 or 4 to create a model of a permanent dwelling home on a plastic plate by using pretzels, straw, salt dough, and small stones.
6. When the projects are complete the students will walk around the classroom to view the finished work.
7. Students will work in their teacher made story book on the page titled, “The Development of Early Cities and Towns” to draw a picture of an early town or city that includes farming. (See Appendix E)
8. Bring the students back together as a class and review the importance of how farming led to the development of permanent settlements and how those permanent settlements were different from the nomadic times.

E. Assessments/Evaluations
1. Student participation during the discussion.
2. The picture in storybook accurately portrays farming with an image of what an early dwelling looked like.
3. The model accurately portrays an early permanent settlement.

Lesson Four: Maya
A. Daily Objectives
1. Concept Objectives:
   a. 1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same
   b. PO3. How past cultural exchanges influence present-day life, including food, art, shelter, and language
b. 3SS-F1. Construct and interpret maps and other geographic tools, including the use of map elements to organize information about people, places and environments
   1. PO1. Identifying the characteristics and purposes of maps, globes, and other geographic tools
   2. PO3. Making a map using a title, compass rose, legend, scale, and grid system

2. Lesson Content:
   a. Recognize the Maya lived in the rain forests of Central America.
   b. Recognize the Maya accomplishments in architecture, astronomy, writing, math, and farming.
   c. Speculate on what happened to the Maya.

3. Skill Objectives:
   a. The student will recognize the Maya lived in the rain forests of Central America by locating where the Maya lived on a map.
   b. The student will recognize the Maya accomplishments in architecture, astronomy, writing, math, and farming.
   c. The student will speculate on what happened to the Maya.

B. Materials
   1. Map of Central and South America in the teacher-prepared storybook. (See Appendix K)
   2. Crayons/colored pencils/colored markers
   3. Worksheet on Mayan numbers. (See Appendix O)
   4. Tic-Tacs
   5. Nerds
   6. Pull and Peel Twizzlers
   7. *The Rain Player* by David Wisniewski
   8. Transparency of the Map of the North and Central America (See Appendix K)
   9. Transparency of the Mayan Numbers worksheet (See Appendix O)
   11. Overhead projector
   12. Colored markers to use with transparencies.
   14. Pictures of ancient Maya temples, ceremonial centers, etc. from books or printed off the internet

C. Key Vocabulary
   1. Central America – region of North America located between the southern border of Mexico and the northwest border of Colombia, South America, including the republics of Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, & Belize
   2. Yucatan Peninsula – separates the Caribbean Sea from the Gulf of Mexico.
   3. Pyramid – a building standing on a triangular or square base, and coming to a point at the top.
   4. Temple – a building used as a place of worship.
   5. Ceremonial centers – large areas with temples in the form of pyramids, ball courts, and marketplaces.
   6. Civilization – an advanced society
   7. Glyphs- word pictures; one of the first systems of writing.
   8. Cenotes – sinkholes; they were the main source of water for ancient and present day Mayan people
   9. Warrior – someone who is trained to fight

D. Procedures/Activities
1. Tell the students that they will be studying the ancient civilizations that lived in the Americas, and will be learning about the Maya, the Inca, and the Aztecs. Explain that some groups of people continued to hunt for game, and some groups settled into small communities to farm and hunt small game. However, some of the native people in Central America developed cultures that were based on large population centers. Today we will start by learning about the Maya.

2. Write key vocabulary on the board and review with students.

3. Write content objectives on board and go over with students.

4. Build background: by asking students what they know about the earliest Maya people.

5. Introduce the location of the Maya Empire using a large map of the world. Show the students North America, South America, and Central America. Point out that the Maya lived in the rainforests of Central America. Tell students that they Maya were one of only two civilizations that lived in a rainforest.

6. Have students turn to the map of Central and South America in the teacher prepared storybook. Put the transparency of the map on the overhead projector. On the overhead projector, color the area of the Maya Empire in green marker. Have students color the same area on their maps in green. Explain to the students that the Mayans lived on the Yucatan Peninsula. Label this on the map, and have students do the same on their maps. Ask students if they remember what a peninsula is. Explain to students that a peninsula is a narrow piece of land that juts out from the mainland into an area of water.

7. Read Ancient Civilizations: Maya by Tami Deedrick or “Maya in Mexico and Central America” in the Core Knowledge Teacher Handbook. If using the Core Knowledge Teacher Handbook, print or have books available to show pictures of the ancient Maya temples, ceremonial centers, etc.

8. Discuss with students the important contributions of the Maya: architecture/building, math, making a calendar, astronomy (studying the stars), writing, and farming. Invite students to share what they think the most important contribution of the Maya was. Have them share the reason behind their choice.

9. Ask students to speculate on what happened to the ancient Maya. Write plausible answers on the board or chart. Have students discuss these possibilities.

10. Next, tell students that they are going to learn more about the Maya number system. The Maya math system was one of the most advanced math systems ever developed in the Americas. The Maya counting system had only three symbols: zero (oval), one (dot), and five (line). Tell students that the Maya were able to show all the numbers with just these three symbols. The Maya were one of the first civilizations to understand the value of zero! The Maya considered some numbers more sacred than others. One of these special numbers was 20, as it represented the number of fingers and toes a human being could count on. Another special number was five, as this represented the number of digits on a hand or foot. Thirteen was sacred as the number of original Maya gods. Another sacred number was 52, representing the number of years in a "bundle", a unit similar in concept to our century. Another number, 400, had sacred meaning as the number of Maya gods of the night.

11. The teacher will distribute copies of the Mayan Number Worksheet, Tic-tacs, Nerds, and cut-up Pull and Peel Twizzlers to students. The teacher will explain to the students that they are going to translate our number system into the Maya number system. To do this, we will use Tic-Tacs to represent the oval/shell figure (show students the oval/shell on the worksheet), Nerds to represent the dots, and Pull and Peel Twizzlers to represent the lines. Students will be instructed to recreate the Mayan numbers using the different candies. Using a transparency of the worksheet, the teacher will model the first number on the worksheet by placing the correct candies on the overhead projector to translate the number, and then drawing the symbols on the worksheet. The teacher will then call on a
student to translate the second number on the worksheet using the candies, and then draw the symbols on the worksheet transparency. Show and review with the class. Correct as necessary. Students will then work independently to translate the remaining numbers on the worksheet using the Maya number system, and then draw it on the worksheet. The teacher will walk around the room to monitor and assist students as needed, as well as assess how well they are able to understand and apply the concept of the Maya number system.

12. The teacher will then call on students to go over the worksheet, writing the correct translations on the overhead transparency. Students will self-correct their worksheets as needed.

13. If time allows, or during Read Aloud/Story Time, read *The Rain Player* by David Wisnieski to introduce students to the Mayan culture.

14. Discuss the story with students, and how it reflects the culture of the Maya.

15. Review key content objectives with class to make sure everything was covered and to assess students’ understanding.

E. Assessment/Evaluation
1. Students’ participation in class discussions.
2. Accurately locating where they Maya lived on a map.
3. Accuracy in depicting Mayan numbers using Tic-Tacs, Nerds, and Twizzlers Twist and Peel Licorice.

**Lesson Five: The Aztec Empire**

A. Daily Objectives
1. Concept Objectives:
   a. 3SSF2. Identify natural and human characteristics of places and how people interact with and modify their environment with an emphasis on:
      1. Natural characteristics of places, including land forms, bodies of water, natural resources and weather (PO1)
      2. Human characteristics of places, including houses, schools, neighborhoods and communities (PO2)
      3. The relationship between the physical features and the location of human activities (PO3)
      4. How people depend on the physical environment and its natural resources to satisfy their basic needs (PO4)
      5. Describe everyday life in the past and recognize that some aspects change and others stay the same (1SS-F2)
   b. 1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same
      1. How past cultural exchanges influence present-day life, including food, art, shelter, and language (PO3)

2. Lesson Content:
   a. Describe the life of the Aztec in Central Mexico.
   b. Understand that Montezuma was the leader of the Aztec people.
   c. Describe the city of Tenochtitlan.

3. Skill Objective
   a. The student will describe the everyday life and social structure of the Aztecs.
   b. The student will recognize that the Aztecs built their city on a lake.
   c. The student will recognize that the Aztecs were fierce warriors.

B. Materials
1. *The Aztec* by Andrew Santella
2. Appendix K – map of Central and South America (student copy)
3. Appendix K – map of Central and South America (overhead teacher copy)
4. Appendix N – Picture of Tenochtitlan
5. Appendix P – eagle, prickly pear, and snake collage cut-outs
6. Appendix L – Social structure of the Aztec pyramid
7. scissors
8. glue or glue stick
9. crayons or markers

C. Key Vocabulary
1. Social structure – the idea that society is separated into different groups based on race, class or gender
2. Lake Texcoco – the lake in the central valley of Mexico where the Aztecs built their city
3. Tenochtitlán – the center of the Aztec empire. It was an island in Lake Texcoco
4. Warrior – a soldier
5. Agriculture – the growing of crops for food

D. Procedures/Activities
1. Explain that the students will be learning about another early civilization of the Americas.
2. Read pages 5-8 of The Aztec. Discuss the location and formation of the Aztec civilization.
3. Locate central Mexico on a map and show students where Mexico City is located.
4. Explain to students that this is where the city of Tenochtitlan was during the Aztec empire.
5. Show students the map of Central and South America on the overhead. Students will locate central Mexico on their map and color it orange.
6. Read pages 9-20 of The Aztec.
7. Discuss how the Aztec knew where to build their city. Show students the drawing of Tenochtitlan. Show students a picture of the Mexican flag. Show students that the flag also has the eagle sitting on a prickly pear, holding a snake.
8. Explain that students will be creating a collage of the city Tenochtitlan. Give them the cut-outs of the eagle, prickly pear, and snake found in Appendix P. Tell students to include the canals, waterways, farming and houses of the Aztecs.
9. Read pages 29-33 of The Aztec. Discuss the Aztec agricultural accomplishments, including the canals and the use of Lake Texcoco for farming.
10. Read pages 34-37 of The Aztec. Show students the social structure pyramid and discuss the social structure of the Aztec. Generate a discussion with students on the fairness of the Aztec social structure.

E. Assessment/Evaluation
1. Student participation in discussion
2. Student completion of the map.
3. Student completion of the Tenochtitlan collage. It should include the eagle sitting on a prickly pear holding a snake, canals, waterways, farming and houses.

Lesson Six: The Aztecs and the Spanish Conquest
A. Daily Objectives
1. Concept Objectives
   a. 1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same
   1. PO3. How past cultural exchanges influence present-day life, including food, art, shelter, and language

B. Lesson Content
1. Describe the life of the Aztec in Central Mexico.
2. Understand that Montezuma was the leader of the Aztec people.
3. Describe the city of Tenochtitlan.

C. Skill Objective
1. The student will recognize that the Aztecs were fierce warriors.
2. The student will describe the confrontation between the Aztecs and Cortes.
3. The student will examine the effects of Cortes’ conquest of the Aztecs.

D. Materials
1. The Aztec by Andrew Santella
2. Appendix M – Aztec coloring page
3. crayons

C. Key Vocabulary
1. Warrior – a soldier
2. Conquer – to acquire by force; to win in a war

E. Procedures/Activities
1. Before beginning the lesson the teacher will pre-select several students to be the Spanish and several students to be the Aztecs. The Spaniards will be taking the Aztecs classroom supplies, so select students that will handle it well.
2. Review what students learned in the previous lesson about the Aztec empire.
3. Review key vocabulary.
4. Read the chapter ‘The Spanish Conquest’ in The Aztec.
5. Discuss the Spanish conquest and the behavior of the Aztecs and the Spanish.
6. Pass out Appendix M – the Aztec coloring page. Have students color the coloring sheet.
7. While students are working, pull the students you have chosen to be Spaniards aside. Tell them that they will be acting out the part of the Conquistadors. Tell them which student or students that they will be ‘conquering’ by taking their supplies. Do not let the other students know what is about to take place.
8. Signal the Conquistadors to take students supplies.
9. After the conquest, call all students together for a discussion. Ask the students how they felt after their things had been taken. Relate this to the Spanish conquest of the Aztecs.
10. Discuss the effects the conquest on the Aztec empire.

F. Assessment/Evaluation
1. Student participation in discussion

Lesson Seven: The Incas

A. Daily Objectives
1. Concept Objectives:
   a. 1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same
   1. PO3. How past cultural exchanges influence present-day life, including, food, art, shelter, and language
   b. 3SS-F2. Identify natural and human characteristics of places and how people interact with and modify their environment with an emphasis on
   1. PO1. Natural characteristics of places, including land forms, bodies of water, natural resources, and weather
   2. PO3. The relationship between the physical features and the location of human activities
   3. PO6. The ways in which people have used and modified resources in the local region including dam construction, building roads, building cities, and raising crops

2. Lesson Content:
   a. Students will gain an understanding of the Inca’s accomplishments, and their establishment of an empire in the Andes Mountains.
3. Skill Objectives:
   a. The student will recognize that the Incas built their cities up in the mountains.
   b. The student will locate where the Incas lived on a map.
   c. The student will describe the achievements of the Incas.

B. Materials
1. *The Inca* by Stefanie Takacs
2. *The Incas* by Tim Wood
3. Appendix K -map of Central and South America
4. florists foam blocks, cut in half to create a triangle
5. knife to cut florist foam
6. toothpicks
7. popsicle sticks
8. overhead projector
9. overhead copy of map of Central and South America
10. vis-à-vis marker
11. crayons/colored pencils

C. Key Vocabulary
1. Cuzco: city in Peru
2. Machu Picchu: ancient Inca city in Peru
3. divine: of, relating to, or coming from a god
4. terraced: one of a group of horizontal ridges made in a hillside to conserve moisture and prevent loss of soil for agriculture
5. irrigation: to supply with water by artificial means

D. Procedures/Activities
1. The teacher will explain to students they will be learning about another ancient civilization, the Inca.
2. The teacher will read the following sections to students from the book, *The Inca* by Stefanie Takacs: Beginnings, The Inca Empire.
3. The teacher will hold a discussion with students, focusing on the location of the Inca in South America.
4. On a world map, the teacher will show students Central and South America.
5. Students will be given their map of Central and South America. A teacher example will be displayed on the overhead. As a class, students will identify where the Incas lived, and the teacher will shade in this area brown.
6. Students will color and label their maps, including the map key, where the Incas lived in brown, using the teacher example displayed on the overhead for guidance.
7. The teacher will read the following sections to students from the book, *The Inca* by Stefanie Takacs: Great Builders, Skilled Farmers. Direct students’ attention to the pictures.
8. The teacher will guide a discussion on the great achievements of the Incas, focusing on the building of cities in the mountains, architecture, and the farming and irrigation system they developed.
9. To assist in the discussion and promote learning, the teacher will show students pictures from *The Inca* by Tim Wood in sections Engineering the Land and Food and Farming.
10. The teacher will discuss how building cities and farms on a mountain is a great accomplishment and why the Inca built their cities this way.
11. The teacher will explain that a foam florist’s block cut into a triangle represents a mountain. Toothpicks and popsicle sticks represent tools that the Incas would have used to build.
12. Using a foam block cut into a triangle, a toothpick, and a popsicle stick, the teacher will demonstrate how to carve terraces on the side of the foam block, much like the Incas carved terraces on the sides of mountains to build cities and farms on.
13. The teacher will further demonstrate how to carve stepped fields into the foam to represent the farming system that the Incas developed.
14. Each student will be given a triangle foam block, a popsicle stick, and a toothpick to carve terraces and a stepped farming system into his or her mountain.
15. The teacher will circulate the room, monitoring students’ understanding and work while students carve their mountains.
16. After collecting students’ mountains, the teacher will hold a concluding discussion about the activity they just completed and the importance of the Inca’s achievements.

E. Assessment/Evaluation
1. Student participation during discussions.
2. Accuracy of student map and label of where the Incas lived.
3. Accurate portrayal of terraces and stepped farming system in student created mountain.

Lesson Eight: The Incas and Pizarro
A. Daily Objectives
1. Concept Objectives:
   a. 1SS-F2 Describe everyday life in the past and recognize that some aspects change and others stay the same
      1. PO3. How past cultural exchanges influence present day life, including food, art, shelter, and language.
   b. 3SS-F2. Identify natural and human characteristics of places and how people interact with and modify their environment with an emphasis on:
      1. PO1. Natural characteristics of places, including land forms, bodies of water, natural resources, and weather
      2. PO3. The relationship between the physical features and the location of human activities
2. Lesson Content:
   a. Students will gain an understanding of Pizarro’s motivation for and conquest of the Inca.
3. Skill Objectives:
   a. The student will trace Pizarro’s journey from Panama to the west coast of Peru.
   b. The student will explain Pizarro’s motivation for his exploration and Conquest of Peru.

B. Materials
1. *The Inca* by Stefanie Takacs
2. *Pizarro Conqueror of Peru* by William Jay
3. Appendix K: map of Central and South America
4. overhead projector
5. overhead copy of map of Central and South America
6. vis-à-vis marker
7. colored pencils

C. Key Vocabulary
1. Pizarro: Spanish conqueror of Peru
2. conquistador: a leader in the Spanish conquest of the Americas
3. Atahualpa: leader of the Inca

D. Procedures/Activities
1. The teacher will read the following section to students from the book, *The Inca* by Stefanie Takacs: The End of the Inca Empire. In addition, the teacher will read the following from *Pizarro Conqueror of Peru*: Chapter 1: A Dream of Conquest and Chapter
5: Fall of the Inca Empire. This book is a higher leveled book and concepts should be carefully explained to students throughout the reading.

2. The teacher will hold a discussion with students following the sections, focusing on Pizarro’s journey and reasons for conquering the Incas. The teacher will ensure that students understand Pizarro was searching for wealth and glory and felt he was a “conquistador without a conquest,” the relationship between Pizarro and Atahualpa, and the eventual conquest of the Inca.

3. On a world map, the teacher will show students Central and South America, focusing on the location of Panama and Peru in relation to the location of the Inca.

4. Students will be given their map of Central and South America. A teacher example will be displayed on the overhead. As a class, students will trace Pizarro’s journey from Panama to the west coast of Peru.

5. Students will add this journey to their map, using the teacher example on the overhead for guidance. Students will label the journey and their key.

6. The teacher will hold a concluding discussion, focusing on Pizarro’s motivation for and actual conquest of the Inca.

E. Assessment/Evaluation
   1. Student participation during discussion.
   2. Accuracy of student map with labeled journey.

VI. Handouts/Worksheets
A. Appendix A: Map of the Bering Strait
B. Appendix B: Teacher made book cover
C. Appendix C: Teacher made book page “Nomadic Hunters and Gathers”
D. Appendix D: Teacher made book page “From Hunting to Farming”
E. Appendix E: Teacher made book page “The Development of Early Cities and Towns”
F. Appendix F: Wooly Mammoth Mask
G. Appendix G: Saber Toothed Tiger Mask
H. Appendix H: Deer Mask
I. Appendix I: Bison Mask
J. Appendix J: Elk Mask
K. Appendix K: Map of Central and South America
L. Appendix L: The Social Structure of the Aztecs
M. Appendix M: Aztec Coloring Page
N. Appendix N: Picture of Tenochtitlan
O. Appendix O: Maya Number System Worksheet
P. Appendix P: Eagle, Prickly Pear, and Snake

VII. Bibliography
Appendix A

The Bering Strait

Arctic Ocean

North America

Atlantic Ocean

Asia

Pacific Ocean
Appendix B

Earliest Man to the Creation of Early Civilizations
Appendix C

Nomadic Hunters and Gathers
Appendix D

From Hunting to Farming
Appendix E

The Development of Early Cities and Towns
Appendix F

woolly mammoth
Central and South America

Atlantic Ocean

Pacific Ocean

Appendix K
Appendix L

The Social Structure of the Aztecs

- Great Speaker
- Nobles
- Army Leaders
- Priests
- Middle Class
- Peasants
- Slaves
Aztec Warriors
Maya Number System Worksheet

The Maya had a number system consisting of only three symbols: a dot representing a value of one, a bar representing five, and a shell representing zero. The Maya were one of the earliest civilizations the understood the concept of zero. This made it possible for them to write very large numbers.

\[
\begin{array}{ccc}
\text{Shell} & \text{Dot} & \text{Bar} \\
\text{Represents 0} & \text{Represents 1} & \text{Represents 5}
\end{array}
\]

These three symbols combine to make all other numbers:

\[
\begin{array}{ccc}
\text{Three Dots} & \text{One Dot} & \text{TWO Bars} \\
\text{Represents 3} & \text{Represents 6} & \text{Represents 10}
\end{array}
\]

Write the answers to these questions using Maya symbols.

1. The number of fingers you have on both hands

2. The number of days in a week

3. Your age

4. The number of wheels on a bicycle

5. The number of months in a year

6. The number of letters in your first name