

Domain-Based Unit Overview

Title of Domain: Maya, Aztec, and Inca Civilizations

Big Idea

The Maya, Aztec, and Inca had developed large, complex civilizations prior to the arrival of the Spanish.

What Students Need to Learn

1. Identify and locate Central America and South America on maps and globes
 - a. Largest countries in South America: Brazil and Argentina
 - b. Amazon River
 - c. Andes Mountains
2. The Maya
 - a. Ancient Maya lived in what is now southern Mexico and parts of Central America; their descendants still live there today -
 - b. Accomplishments as architects and artisans: pyramids and temples
 - c. Development of a system of hieroglyphic writing -
 - d. Knowledge of astronomy and mathematics; use of a 365-day calendar; early use of the concept of zero
3. The Aztec
 - a. At its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico
 - b. The island city of Tenochtitlán: aqueducts, massive temples, etc.
 - c. Moctezuma (also spelled Montezuma)
 - d. Ruler-priests; practice of human sacrifice
4. The Inca - Ruled an empire stretching along the Pacific Coast of South America -
 - a. Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads
 - b. Conquistadors: Cortés and Pizarro - Advantages of Spanish weaponry (guns and cannons)
 - c. Devastation of native peoples by European diseases
Gutenberg's printing press made the Bible widely available.

MN Academic Standards

5.4.1.1.1
5.4.1.2.2
5.4.2.3.1

Pre-Assessment

- 1) Have students list what qualities make up civilizations.
- 2) Distribute maps and worksheet 1.2 (Geography questions)

Domain Chapter 1	The Maya: Rainforest Civilization
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ <i>Identify the Maya as one of the earliest civilizations in the Americas, located in parts of Mexico and Central America.</i></p> <p>✓ <i>Describe how archaeologists have been able to learn more about the Maya civilization by studying ancient ruins.</i></p> <p>✓ <i>Explain how religion was linked to Maya society</i></p>
Vocabulary	Mesoamerica, Maya, civilization, architecture, archaeologist, city-state, temple, hieroglyph, and sacrifice.
Procedure	<ol style="list-style-type: none"> 1) Start unit with drone tour of Chichen Itza and Yucatan peninsula. https://www.youtube.com/watch?v=m7LFODaiyE4 2) Teacher creates a Timeline starting with 2020. noting the height of Ancient Greeks and Roman times, the start of the Renaissance, and 2020 (present). Highlight and write the height of the Aztec, Inca, and Maya civilization, noting how they can overlap. 3) On the “World Map” (AP 1.1) and have students point out civilizations locations. present-day country of Mexico and also in parts of Guatemala, Honduras, and Belize. Have students brainstorm about rainforests: what animals and fauna could be found there, have students imagine what life would be like is the lived there. 4) Identify the lesson’s vocabulary words.

	5) Identify the big Question: What do the ruins of the Maya tell you about the importance of religion to their civilization? 6) Teacher reads chapter 1 7) Exit ticket: Write a sentence using one of the vocabulary words. 8) Homework sheets 1.3- 1.6 (maps and locating civilization)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 2	Maya Science and Daily life
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<i>✓ Identify the main achievements of the Maya civilization. ✓ Explain how religious beliefs led to the Maya's scientific achievements. ✓ Identify some specific discoveries of the Maya.</i>
Vocabulary	astronomy, leap year, equinox, and priest; and of the phrase "initiation ceremony."
Procedure	1) Start with Brainpop about Maya Civilization. Ask students to think about the scientific thinkings this culture explored. 2) Pass out Activity page 2.1 (Students will be using this packet for chapters 2, 4, 6. 3) Ask Big Question: Why is the 365-day solar calendar employed by the Maya particularly impressive? 4) Introduce vocabulary words. 5) Popcorn read chapter 2. 6) As a group fill in Activity page 2.1 in regards to Maya civilization. 7) Exit ticket: answer big question.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>

Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	The Aztec: Empire Building
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Explain how the Aztec built and controlled a powerful empire. ✓ Describe Aztec religious beliefs and how they were linked to the traditions of the society. ✓ Understand why the Aztec fought many wars.
Vocabulary	Aztec, nomadic, empire, and emperor
Procedure	<ol style="list-style-type: none"> 1) Start with the Aztec Civilization video from Brainpop 2) Explain that in this lesson students will hear a lot about legends and religious traditions of the Aztecs. 3) Ask big question: Why did the Aztec make human sacrifices? 4) Introduce vocabulary. 5) Students independently read chapter 3. 6) Take a look at images of the museum's Aztec stone sculptures may be found: www.coreknowledge.org/ckhg-online-resources 7) Answer big question!
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 4	Tenochtitlán: City of Wonder
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	✓ Describe Tenochtitlán and the surrounding landscape.

	<i>✓ Identify Moctezuma II and describe features of his reign</i>
Vocabulary	causeway, canal, scribe, codex, pictogram, litter, and reign
Procedure	<ol style="list-style-type: none"> 1) Ask big question: What does the description of Tenochtitlán reveal about Aztec civilization? 2) Watch short video on Tenochtitlán. Ask students to write down three impressive facts from the video. https://www.youtube.com/watch?v=laMZlaTT1LU 3) Go over vocabulary 4) Whole group read chapter 4. 5) Answer big question. 6) Have students fill out Activity page 2.1 regarding the Aztec.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	The Inca: Lords of the Mountains
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<i>✓ Identify the Inca and describe where they lived.</i> <i>✓ Describe the Sapa Inca and how he maintained absolute rule.</i> <i>✓ Explain how the Inca organized their empire and met the needs of the people</i>
Vocabulary	Inca, conquistador, plateau, clan, alpaca, llama, and census; and of the phrase “geographical diversity
Procedure	<ol style="list-style-type: none"> 1) The Aztec were in the swappy regions, Maya were in the rainforests, ask if anyone knows what region the Inca were located? The Andes Mountains 2) Ask how the mountains helped shape the civilization as students watch the Brainpop video about the Inca civilization. 3) Ask the big Question: Why were llamas so important to the Inca? 4) Go over vocabulary.

	<p>5) Popcorn read chapter and ask comprehension questions.</p> <p>6) Answer Big Question and how mountains are important to the Inca.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	Inca Engineering
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Explain how Inca engineers overcame challenges presented by the geography of the land.</p> <p>✓ Describe how the Inca kept their empire together without a written language.</p> <p>✓ Understand how the Sapa Inca united his empire</p>
Vocabulary	official, engineer, mortar, suspension bridge, and terrace
Procedure	<p>1) Start with video on Machu Pichu https://www.youtube.com/watch?v=5cVSWA37xiI</p> <p>2) Ask Big Question: : How did the Inca use their engineering skills to manage and grow their empire?</p> <p>3) Go over vocabulary.</p> <p>4) Independent read Chapter 6.</p> <p>5) Answer big question</p> <p>6) Complete Activity page 2.1 in regards to Inca Civilization.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 7	The End of Two Empires
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Describe the Aztec and Inca reactions to the Spanish conquistadors' arrival in Mexico and South America.</p> <p>✓ Identify Hernán Cortés and Francisco Pizarro as Spanish conquistadors who led invasions in Mexico and South America.</p> <p>✓ Explain why the Spanish were rapidly able to conquer the Aztec and Inca Empires.</p>
Vocabulary	expedition, smallpox, immunity, and epidemic; and of the phrase "religious ceremony."
Procedure	<ol style="list-style-type: none"> 1) Ask Big Question: What were the factors that contributed to the end of the Aztec and Inca Empires? 2) Go over vocabulary. 3) Teacher reads Chapter 7 to class and asks comprehension questions throughout. 4) Answer big question. 5) Introduce letter from Cortes to King Charles V. 6) As the teacher reads the letter have students draw colorful pictures that relate to Tenochtitlán. 7) Homework is Activity page 7.1
Poetry	<i>If Applicable</i>
Fiction/ Nonfiction	<i>Letter from Cortes to King Charles V of Spain</i> Primary Source http://www.coreknowledge.org/wp-content/uploads/2017/02/CKHG_G5_U2_NFE-1-Letter-from-Cortes.pdf
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● Look and discuss wood carvings, stone art, and Mayan architecture
Media	<ul style="list-style-type: none"> ● Read and discuss "Colibri," "The Ancient Maya (Maloy)," "You Wouldn't

	<p>Want to Be an Aztec Sacrifice!,” “Ancient Maya (Somervill),” “The Storm Runner,” “The Maya (Orr),” “Aztec, Inca & Maya,” “The Ancient Maya (Perl),” “Kids During the Time of the Maya,” “Time Warp Trio: Me Oh Maya,” “Aztec Treasure Hunt,” “The Aztec Empire (Apte),” “The Mystery of the Aztec Warrior,” “Ancient Aztecs (Burgan),” “Inca Town,” “You Wouldn’t Want to Be an Inca Mummy!,” “Secret of the Andes,” “Machu Picchu (Crehore)”</p>
Music	<ul style="list-style-type: none"> ● Explore music of the Mayan, Aztec, and Inca cultures.
P.E.	<ul style="list-style-type: none"> ●