

Worlds of the Mayas, Aztecs, and Incas

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Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by Mary Lee Nolan

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia at:
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FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

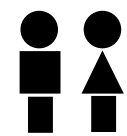
After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

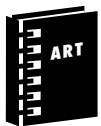
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

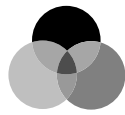


Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read *Worlds of the Mayas, Aztecs, and Incas Themes, Overview, and Objectives* to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *Worlds of the Mayas, Aztecs, and Incas* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

Worlds of the Mayas, Aztecs, and Incas

Themes

In their different ways, the Mayas, the Aztecs, and the Incas created highly advanced cultures that we can learn about through the work of archeologists. All of these people built magnificent cities and created great works of art. The Mayas and the Aztecs had written languages. Now that these languages can be read, we understand much more about them and their histories. Although the Incas ruled a vast empire, they did not have a written language, but they kept records through techniques of memorization aided by knotted strings called quipas.

The conquest of the Americas by the Spaniards marked the end of these Native American civilizations, but the descendents of the people who created them live in Mexico, Central America and the Andean region of South America.

Overview

This fascinating program on the Worlds of the Mayas, Aztecs, and Incas is designed to acquaint students with the ancient American civilizations created by the Maya of southern Mexico and adjacent Central America, the Aztecs of Central Mexico, and the Incas who created an empire in the Andean region of western South America. The teen narrator's mother is from South America. He has lived in Ecuador and traveled in the Maya region of southern Mexico and the Yucatan Peninsula. This background and experience allows Marcos Nolan y Marquez to add a uniquely personal touch to this informative program on three great pre-Columbian cultures in the Americas.

The Classic Period of Maya culture devel-

oped in the rain forest regions of southern Mexico, Belize, Guatemala, and Honduras. The magnificent cities of the Classic Period flourished from about 250 until 900 AD and then were abandoned. No one knows exactly what caused this catastrophe, but a combination of factors such as overpopulation; deforestation, environmental degradation, warfare and drought were probably to blame. Other classic cities on the Yucatan Peninsula thrived for several more centuries. One of the most famous was Chichen Itza, a city that shows Central Mexican influences. When the Spanish conquerors arrived in Yucatan in the sixteenth century they found numerous smaller city-states that were often at war with each other.

Aztec civilization was based on the achievements of earlier peoples in central Mexico, including the people who built the great city of Teotihuacan, and the later Toltecs who ruled an empire from Tula. The Aztecs came from the north and did not arrive in the Valley of Mexico until the fourteenth century. They established their capital of Tenochtitlan on an island in Lake Texcoco in about 1345. After forming alliances with other cities along the lakeshore, the Aztecs conquered most of central Mexico. Their empire was at its height when the Spanish conqueror Hernan Cortez arrived on the Mexican Gulf Coast in 1519. The Aztec Emperor, Moctezuma II believed that Cortez was the Toltec god-king Quetzalcoatl whose return had been foretold in the very year that the Spanish expedition landed. Tenochtitlan fell to the Spaniards and their Indian allies in 1521 and Mexico City was built over the ruins of the Aztec capital.

When the Spaniards arrived in the Andes Mountain region of western South America, the Incas controlled a vast empire that

stretched from the modern country of Ecuador southward through Peru and Bolivia and deep into Argentina and Chile. Like the Aztecs, the Incas had learned much from the cultures that preceded them. From a mythical origin on the Island of the Sun in Lake Titicaca, the first Inca and his tribe migrated to the Valley of Cuzco in Peru. The growth of the Inca state began in the early fourteenth century after the eighth Inca ruler had a dream in which the creator god Viracocha appeared to him and told him to expand his domains. As the Inca Empire grew, fortresses and temple cities were built in the region around Cuzco. One of the most famous is Machu Picchu, a sacred city in a spectacular mountain location. As their empire expanded, the Incas spread their religion and their Quechua language to many parts of the Andean region. After Francisco Pizarro conquered the Inca Empire in 1537 the city of Cuzco was rebuilt as a Spanish colonial town.

Objectives

- To learn about the great civilizations that existed in the Americas before Europeans arrived
- To gain a better appreciation for the art and architecture created by the people of these American civilizations
- To become aware of the mysterious decline of Classic Period of Maya civilization and examine the possible explanations for it
- To understand how the Aztec mythology and the Aztec calendar aided the Spaniards in their conquest of Mexico
- To create awareness of the role of the Inca Empire in explaining cultural similarities, including language, found over a large area in the Andean Mountain region of western South America

Introduction to the Program

Ask students to name all of the important ancient civilizations they can think of and make a list on the blackboard. The list should include ancient Mesopotamia, Egypt, Greece, Rome, and China as well as the civilizations of the Mayas, the Aztecs, and the Incas. Students should then discuss what kinds of things characterize a culture that we call a "civilization." Among the traits that should be mentioned are cities, different social classes with the most benefits going to priests, nobles and rulers, a division of labor generally associated with differing social statuses, monumental art and architecture, and a written language. Point out that both the Mayas and the Aztecs had a written language, but the Inca did not. Should the Inca Empire still be considered a "civilization"? Why or why not? Also point out that all ancient civilizations were based on an agricultural economy.

Introduction to Vocabulary

Andean Altiplano - a high plain located between Andes Mountain chains with an average elevation of about 12,000 feet

cenote - a water-filled sinkhole in a region with limestone bedrock

Chac - the Maya rain god, usually shown with large round eyes and a trunk-like nose

chinampas - gardens grown on reed rafts covered with mud that eventually become anchored to a lake bottom by the roots of trees

civilization - a high culture with cities, monumental art and architecture, a class-structured society with a division of labor, and usually a written language

Huitzilopochtli - the Aztec tribal god

Inti - the Inca sun god

Quetzalcoatl - a Toltec god associated with the feathered serpent and called Kukulcan by the Maya in Yucatan

stelae - large upright stones covered with carvings representing people and glyphic writing that described events in the lives of Maya rulers

Toltec - a people who created an important empire in central Mexico during the tenth century

Viracocha - the Inca creator god

Discussion Ideas

After viewing the program have students discuss the similarities and differences between the Aztec Empire and the Inca Empire. The teacher might want to point out that the Aztec Empire was primarily a tribute state in which conquered peoples paid tribute but kept their own religions, languages, and customs. In contrast, the Inca were in the process of creating a true empire in which conquered people were required to adopt the Inca religion, language, and customs and to abide by the laws laid down by the Inca.

Focus

Before showing the program, have students write down their ideas about what it would have been like to live in a Classic Period Maya city in the wet tropics of southern Mexico. Would it have been very different from their actual present day lives? If so, how would it be different? Have them explain how farmers living near these cities might have lived differently from the kings and nobles. Then have them compare what they think might be the differences between city life in the same region today as compared with life in small, remote, farm villages. Tell them that this comparison will form part of your post-screening discussion.

SUGGESTED ACTIVITIES

Writing

Ask students to choose a person or a place from the list below. Have each student write a one-page biography of his or her chosen person or a one-page description of his or her chosen place. Students should explain why their chosen person or place is important for understanding Peruvian history. Encourage students to use library books and encyclopedia articles to learn more about their subjects.



Extended

People or Deities

Cuauhtemoc
Chac
Feathered Serpent
Francisco de Montejo
Francisco Pizarro
Hernan Cortez
Huitzilopochtli
Inti
Lord Pacal of Palenque
Manco Capac
Moctezuma II
Quetzalcoatl
Toltec
Viracocha
Virgin of Guadalupe

Places

Chichen Itza
Cob-
Cuzco
Island of the Sun
Lake Texcoco
Lake Titicaca
Machu Picchu
Mayapan
Mexico City
Palenque
Teotihuacan
Tenochtitlan
Tiahuanaco
Tula
Uxmal
Yucatan

Meeting Individual Needs

Ask students to write sentences using the following words. Encourage them to use a dictionary if they are unclear on the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.



15 Minutes

corbelled arch - an arch capped with a single large stone. Can be contrasted with a true arch that is topped with a keystone

glyph - symbolic character used by the Mayas in their system of writing

Quechua - language of the Incas, still spoken today by many people in Peru, Ecuador and Bolivia

Connection to Art

The ancient Incas wove garments and tapestries from cotton and from the wool of llamas and alpacas and their descendents are still noted for their ability to design and weave beautiful textiles.

Use library resources to find examples of ancient and modern weavings from Peru. Divide students into groups of four or five. Supply each group with a large sheet of butcher paper and markers or tempera paints. Ask each group to work together to produce a design that could be woven into a work of textile art. Students might use themes from Inca mythology, portrayals of village life, or the dramatic landscapes of the country.



2 Hours

When the drawings are complete, display them on a wall entitled Designs from Peru.

Link to the World

Can you imagine not having corn to eat? Corn, or maize, is native to Mexico and it was here that the grain was first cultivated as a food crop. No one in Europe or any other part of the world outside South America had corn until after the conquest and colonization of Mexico by the Spanish.

Corn was taken from the Americas to many other parts of the world. It became a very important food crop in sub-Saharan Africa and in some parts of Europe. In other parts of Europe it is raised primarily for livestock feed. Ask students to discuss the spread of corn from the Americas to the rest of the world and work together to make a list of all the meals they enjoy that include corn or foods made from cornmeal.



30 Minutes

Critical Thinking

The video program presents some ideas about what might have caused the catastrophic decline of the Classic Period of Maya civilization in the humid lowlands of southern Mexico and Central America. Have students discuss the implications of overpopulation and environmental degradation in a modern world. Is there a lesson for us in the story of the Maya catastrophe? What kinds of things might we learn? What, if anything, might the Maya have been able to do to prevent the decline of their civilization?



30 Minutes

In the Newsroom

Stories about archeological finds or interpretations in Mexico, Central America and the Andean region of South America appear in newspapers and magazines fairly often. These locations are also very popular as tourist attractions. Ask each student to find an article on an ancient site built by the Mayas, the Aztecs or the Incas. The article might be about new discoveries, new archeological theories or interpretations, or about the site's importance as a tourist attraction.



2 Hours

Have students write a summary of their articles, along with their own thoughts on the significance of the information. Ask students to attach a copy of their articles to the summaries.

Connection to Literature

As indicated in this program, the Mayas, the Aztecs and the Incas created a variety of myths to explain features of the land and the heavens. They also used their myths to justify their rise to power and dominance in their parts of the world. The Mayas, Aztecs, and Incas had many more gods and culture heroes than those mentioned in the video program. Divide students into groups and assign Mayas to one, Aztecs to another, and Incas to a third. Ask each group to identify and describe as many gods and culture heroes as they can find using library and Internet resources. Each group should prepare a printed list that can be distributed to the rest of the class. Next, ask each student to select a god or hero from one of the American myths and to compare and contrast that god or hero with a counterpart from Greek, Roman, or Egyptian mythology. For example, the Inca sun god, Inti, might be compared with the Greek sun god, Apollo. Each student should turn in a one- or two-page written report of his or her comparison.



Extended

Connection to Biology

Many of our most important crop plants were domesticated in the Americas. Have students use library and Internet resources to compile a list of important American plants. Amongst other crops, the lists should include potatoes, corn (maize), tomatoes, chili peppers, beans, and squashes. After the list is compiled, students should discuss the importance of foods domesticated in the Americas in their own diets.



Extended

Cultural Diversity

Mexico is a country with a great deal of cultural diversity. Its citizens include descendents of the Mayas, the Aztecs, many other Native American groups and the Spanish conquistadors. A majority of the nation's people have both Native American and Spanish or other European ancestors. Have students use library and Internet resources to draw a map of Mexico showing the regions where different Native American languages are still spoken by a fairly large number of people. Students should be sure to include the areas where Maya is spoken and where Nahuatl, the Aztec language, is spoken. Several other languages might be mapped including Tarascan, Zapotec, and Mixtec.



Culminating Activity

Travel is an exceptional learning experience. Ask each student to use atlases, tourist guidebooks, and the Internet to plan a two-week vacation that takes them to visit important Maya archeological sites in Mexico. Students can assume that they have a rental car available and should plan to visit one or more sites during each day of the journey and should describe the most important historical and/or architectural features of each site. Each report should include a map showing the places to be visited, the planned overnight stops, and the distances between stops. Suggest that students begin their journeys in either Cancun or Merida, both of which have international airports. Plan a class period during which students can share their vacation plans with the class and discuss the feasibility of developing a class trip to the Yucatan.



VOCABULARY

The following terms are from Worlds of the Mayas, Aztecs, and Incas. Fill in the number of each term next to its closest definition.

1. cenote
2. Chac
3. chinampas
4. civilization
5. Huitzilopochtli
6. Quetzalcoatl
7. stelae
8. Toltec
9. Viracocha

- _____ a high culture with cities, monumental art and architecture, a class- structured society with a division of labor, and usually a written language
- _____ the Maya rain god
- _____ a people who created an important empire in central Mexico during the tenth century
- _____ large upright stones covered with carvings representing people and glyphic writing that described events in the lives of Maya rulers
- _____ the Aztec tribal god
- _____ the Inca creator god
- _____ a water-filled sinkhole in a region with limestone bedrock
- _____ gardens grown on reed rafts covered with mud that eventually become anchored to a lake bottom by the roots of trees
- _____ a Toltec god associated with the feathered serpent and called Kukulcan by the Maya in Yucatan

HISTORY OF EVENTS

Place the events below in order - from earliest to most recent - by numbering them 1 through 8, 1 being earliest. Use an encyclopedia or history text if you need help.

1. _____ Francisco Pizarro and his men invade the Inca Empire.
2. _____ Archeologists learn how to read Classic Period Maya glyphs.
3. _____ During the Classic Period, Maya begin building cities in the rain forest regions of southern Mexico and Central America.
4. _____ Chichen Itz- begins to show a strong central Mexican influence in its art and architecture, suggesting either conquest by Toltecs or very strong trade influences.
5. _____ The Aztec and Inca Empires reach a high point of expansion.
6. _____ Hernan Cortez conquers the Aztec Empire.
7. _____ Classic Period Maya cities in the rainforest are abandoned.
8. _____ Francisco de Montejo wins control of Yucatan and the Spanish capital of Merida is established.

WORLDS OF THE MAYAS, AZTECS AND INCAS: A CLOSER LOOK

Each topic below relates to a Native American civilization. Use the Internet and library resources to prepare a 3-to-5-page paper on a topic that interests you. Check with your teacher if you have an idea for another topic.

The Mysterious Abandonment of the Classic Maya Cities in the Humid Tropics

The Olmecs: Precursors to the Rise of Middle American Civilization

The Great City of Teotihuacan

Aztec Mythology

The Rise and Fall of the Toltec Empire

Cortez and the Conquest of Mexico

Chichen Itz' and Central Mexican Influences in Yucatan

Art and Architecture in the Cities of the Puuc

Moche and other Cultures of pre-Inca Peru

Inca Expansion in Ecuador

Music in the Maya World

Cooking traditions in Aztec Mexico

These hints will make your paper more successful:

1. Write a brief outline of your paper. Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. Add interest. Personal stories, interesting facts, and quotes will make your paper more memorable.
3. Include your own thoughts. Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it changed your attitude?

FACTS ABOUT THE MAYAS, AZTECS, AND INCAS

Circle the best answer to complete each sentence below.

1. The Aztec capital was called _____.
A. Teotihuac·n B. Tenochtitl·n
2. The first Inca was told to migrate to the Cuzco area from an island in _____.
A. Lake Titicaca B. Lake Texcoco
3. The Aztecs believed that Cortez was the god _____ who had come to reclaim his kingdom.
A. Huitzilopochtli B. Quetzalcoatl
4. The main sources of water for Chichen Itz· and other Maya cities of northern Yucatan were _____.
A. chinampas B. cenotes
5. The ruler of the Aztec Empire when Cortez landed on the Mexican Gulf Coast was _____.
A. Lord Pacal B. Moctezuma II
6. Which of the following cities was located high on the Andean Altiplano near Lake Titicaca?
A. Teotihuac·n B. Tiahuanaco
7. The Maya of Yucatan were conquered by _____.
A. Francisco de Montejo B. Francisco Pizarro
8. The year in which the god-king Quetzalcoatl was said to have been born was
A. rabbit two B. reed one
9. The Maya name for the Quetzalcoatl, the feathered serpent, was _____.
A. Inti B. Kukulkan
10. The capital of the Inca Empire was _____.
A. Uxmal B. Cuzco

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. _____ According to the glyphs on the Classic Period Maya stelae, the Maya were a very peaceful people ruled by kindly god-kings.
2. _____ In contrast to Egypt, pyramids in Maya cities were never used as tombs.
3. _____ Chac was the Maya rain god and offerings to this deity were sometimes thrown into cenotes.
4. _____ Cuzco is located in the Puuc region.
5. _____ Machu Picchu is a famous Inca city in Peru.
6. _____ The Aztecs used chinampas to grow enough food to feed the large population of Tenochtitlan.
7. _____ The Aztecs had lived in central Mexico for at least a thousand years before they established an empire.
8. _____ Aztec life was regulated by a solar calendar of 365 days that was combined with a ceremonial calendar of 260 days.
9. _____ According to tradition, the Aztecs were led to the place where they founded their city by the god Viracocha.
10. _____ Most people who were conquered by the Incas were required to learn Quechua.

TEST

Circle the phrase that best answers each question.

1. Which of the following cities was built over the ruins of Tenochtitl-n?
 - a) Cuzco, Peru
 - b) Merida, Mexico
 - c) Mexico City, Mexico
 - d) Teotihuac-n, Mexico

2. The Aztecs believed that Cortez was the returning god _____.
 - a) Chac
 - b) Huitzilopochtli
 - c) Quetzalcoatl
 - d) Viracocha

3. Students of the Maya think that the collapse of Maya civilization was probably caused by _____.
 - a) deforestation and environmental degradation
 - b) a drought that lasted many years
 - c) overpopulation
 - d) all of the above in combination

4. Which of the following American civilizations did NOT have a written language?
 - a) the Aztecs
 - b) the Incas
 - c) the Mayas

5. Which of the following was an important Classic Period Maya city?
 - a) Cuzco
 - b) Machu Picchu
 - c) Palenque
 - d) Tenochtitl-n

TEST (CONTINUED)

6. The Aztecs grew food on _____.
a) cenotes
b) chinampas
c) corbels
d) quipas
7. Which of the following Spaniards conquered the Inca Empire?
a) Christopher Columbus
b) Francisco de Montejo
c) Francisco Pizarro
d) Hernan Cortez
8. Chac was the Maya god of _____.
a) maize
b) rain
c) the sun
d) war
9. The god that was also known as the feathered serpent was _____.
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10. Which of the following cities was the capital of the Inca Empire?
a) Cuzco
b) Machu Picchu
c) Tiahuanaco
d) Uxmal

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Isabelle in Mexico Visiting the Mayas

Juanita's Dream: A Mayan's Guide to Guatemala

Mexican Way of Life, The

The Mayan Mystery

The Mexican Way of Life

Countries and Cultures of the Andes: Peru

Peru: Inca Heritage

ANSWER KEY for page 11

VOCABULARY

The following terms are from Worlds of the Mayas, Aztecs, and Incas. Fill in the number of each term next to its closest definition.

1. cenote
2. Chac
3. chinampas
4. civilization
5. Huitzilopochtli
6. Quetzalcoatl
7. stelae
8. Toltec
9. Viracocha

- 4 a high culture with cities, monumental art and architecture, a class- structured society with a division of labor, and usually a written language
- 2 the Maya rain god
- 8 a people who created an important empire in central Mexico during the tenth century
- 7 large upright stones covered with carvings representing people and glyphic writing that described events in the lives of Maya rulers
- 5 the Aztec tribal god
- 9 the Inca creator god
- 1 a water-filled sinkhole in a region with limestone bedrock
- 3 gardens grown on reed rafts covered with mud that eventually become anchored to a lake bottom by the roots of trees
- 6 a Toltec god associated with the feathered serpent and called Kukulcan by the Maya in Yucatan

ANSWER KEY for page 12

HISTORY OF EVENTS

Place the events below in order - from earliest to most recent - by numbering them 1 through 8, 1 being earliest. Use an encyclopedia or history text if you need help.

1. 6 Francisco Pizarro and his men invade the Inca Empire.
2. 8 Archeologists learn how to read Classic Period Maya glyphs.
3. 1 During the Classic Period, Maya begin building cities in the rain forest regions of southern Mexico and Central America.
4. 3 Chichen Itz- begins to show a strong central Mexican influence in its art and architecture, suggesting either conquest by Toltecs or very strong trade influences.
5. 4 The Aztec and Inca Empires reach a high point of expansion.
6. 5 Hernan Cortez conquers the Aztec Empire.
7. 2 Classic Period Maya cities in the rainforest are abandoned.
8. 7 Francisco de Montejo wins control of Yucatan and the Spanish capital of Merida is established.

ANSWER KEY for page 13

WORLDS OF THE MAYAS, AZTECS AND INCAS: A CLOSER LOOK

Each topic below relates to a Native American civilization. Use the Internet and library resources to prepare a 3-to-5-page paper on a topic that interests you. Check with your teacher if you have an idea for another topic.

Evaluate papers by the criteria given. The best papers should have an introduction that grabs interest, followed by a purpose statement, facts to back up the purpose, and a conclusion. Consider interest added by personal stories, interesting facts, and quotes.

The Mysterious Abandonment of the Classic Maya Cities in the Humid Tropics

The Olmecs: Precursors to the Rise of Middle American Civilization

The Great City of Teotihuac·n

Aztec Mythology

The Rise and Fall of the Toltec Empire

Cortez and the Conquest of Mexico

Chichen Itz· and Central Mexican Influences in Yucatan

Art and Architecture in the Cities of the Puuc

Moche and other Cultures of pre-Inca Peru

Inca Expansion in Ecuador

Music in the Maya World

Cooking traditions in Aztec Mexico

These hints will make your paper more successful:

1. Write a brief outline of your paper. Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. Add interest. Personal stories, interesting facts, and quotes will make your paper more memorable.
3. Include your own thoughts. Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it changed your attitude?

ANSWER KEY for page 14

FACTS ABOUT THE MAYAS, AZTECS, AND INCAS

Circle the best answer to complete each sentence below.

- The Aztec capital was called _____.
A. Teotihuac-n **B. Tenochtitl-n**
- The first Inca was told to migrate to the Cuzco area from an island in _____.
A. Lake Titicaca B. Lake Texcoco
- The Aztecs believed that Cortez was the god _____ who had come to reclaim his kingdom.
A. Huitzilopochtli **B. Quetzalcoatl**
- The main sources of water for Chichen Itz- and other Maya cities of northern Yucatan were _____.
A. chinampas **B. cenotes**
- The ruler of the Aztec Empire when Cortez landed on the Mexican Gulf Coast was _____.
A. Lord Pacal **B. Moctezuma II**
- Which of the following cities was located high on the Andean Altiplano near Lake Titicaca?
A. Teotihuac-n **B. Tiahuanaco**
- The Maya of Yucatan were conquered by _____.
A. Francisco de Montejo B. Francisco Pizarro
- The year in which the god-king Quetzalcoatl was said to have been born was
A. rabbit two **B. reed one**
- The Maya name for the Quetzalcoatl, the feathered serpent, was _____.
A. Inti **B. Kukulkan**
- The capital of the Inca Empire was _____.
A. Uxmal **B. Cuzco**

ANSWER KEY for page 15

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F According to the glyphs on the Classic Period Maya stelae, the Maya were a very peaceful people ruled by kindly god-kings.
2. F In contrast to Egypt, pyramids in Maya cities were never used as tombs.
3. T Chac was the Maya rain god and offerings to this deity were sometimes thrown into cenotes.
4. F Cuzco is located in the Puuc region.
5. T Machu Picchu is a famous Inca city in Peru.
6. T The Aztecs used chinampas to grow enough food to feed the large population of Tenochtitlan.
7. F The Aztecs had lived in central Mexico for at least a thousand years before they established an empire.
8. T Aztec life was regulated by a solar calendar of 365 days that was combined with a ceremonial calendar of 260 days.
9. F According to tradition, the Aztecs were led to the place where they founded their city by the god Viracocha.
10. T Most people who were conquered by the Incas were required to learn Quechua.

ANSWER KEY for page 16

TEST

Circle the phrase that best answers each question.

1. Which of the following cities was built over the ruins of Tenochtitl-n?
 - a) Cuzco, Peru
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 - c) Mexico City, Mexico**
 - d) Teotihuac-n, Mexico

2. The Aztecs believed that Cortez was the returning god _____.
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ANSWER KEY for page 17

TEST (CONTINUED)

6. The Aztecs grew food on _____.
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