



Aztec Emperor
Moctezuma



The Inca and Aztec Empires

Teacher Guide

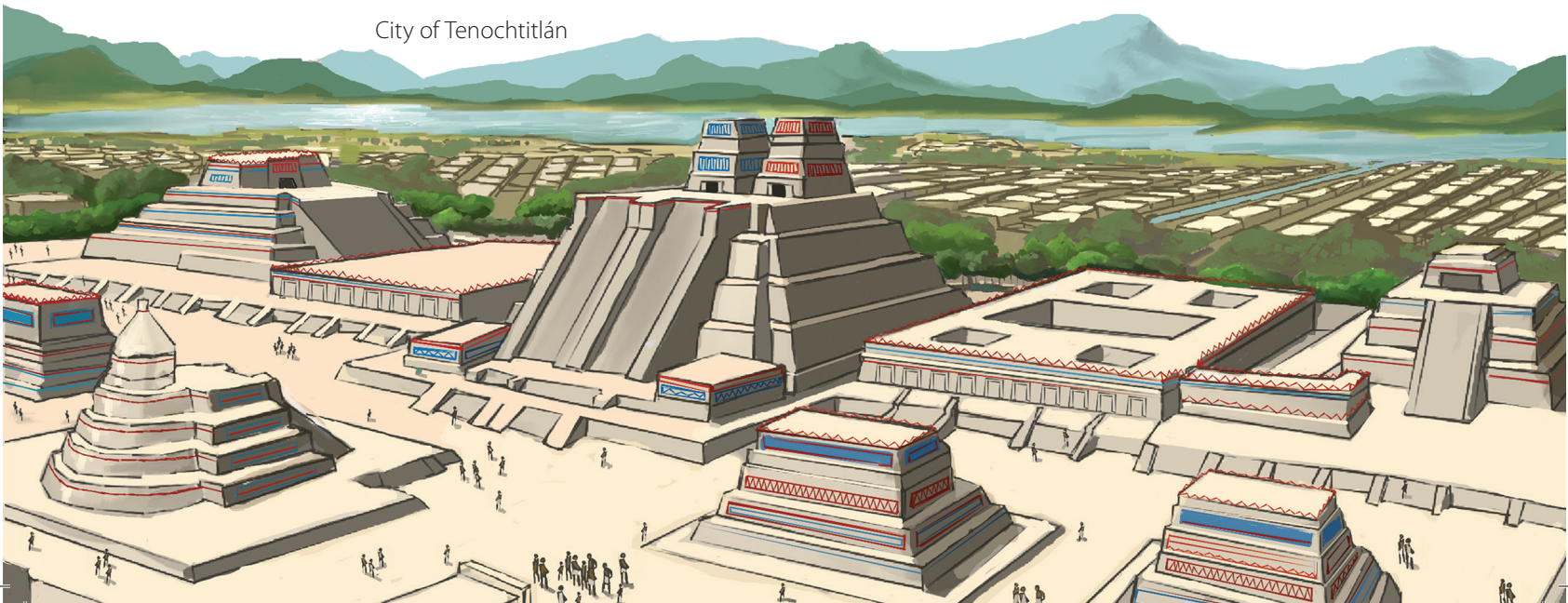
Machu Picchu



Inca messenger



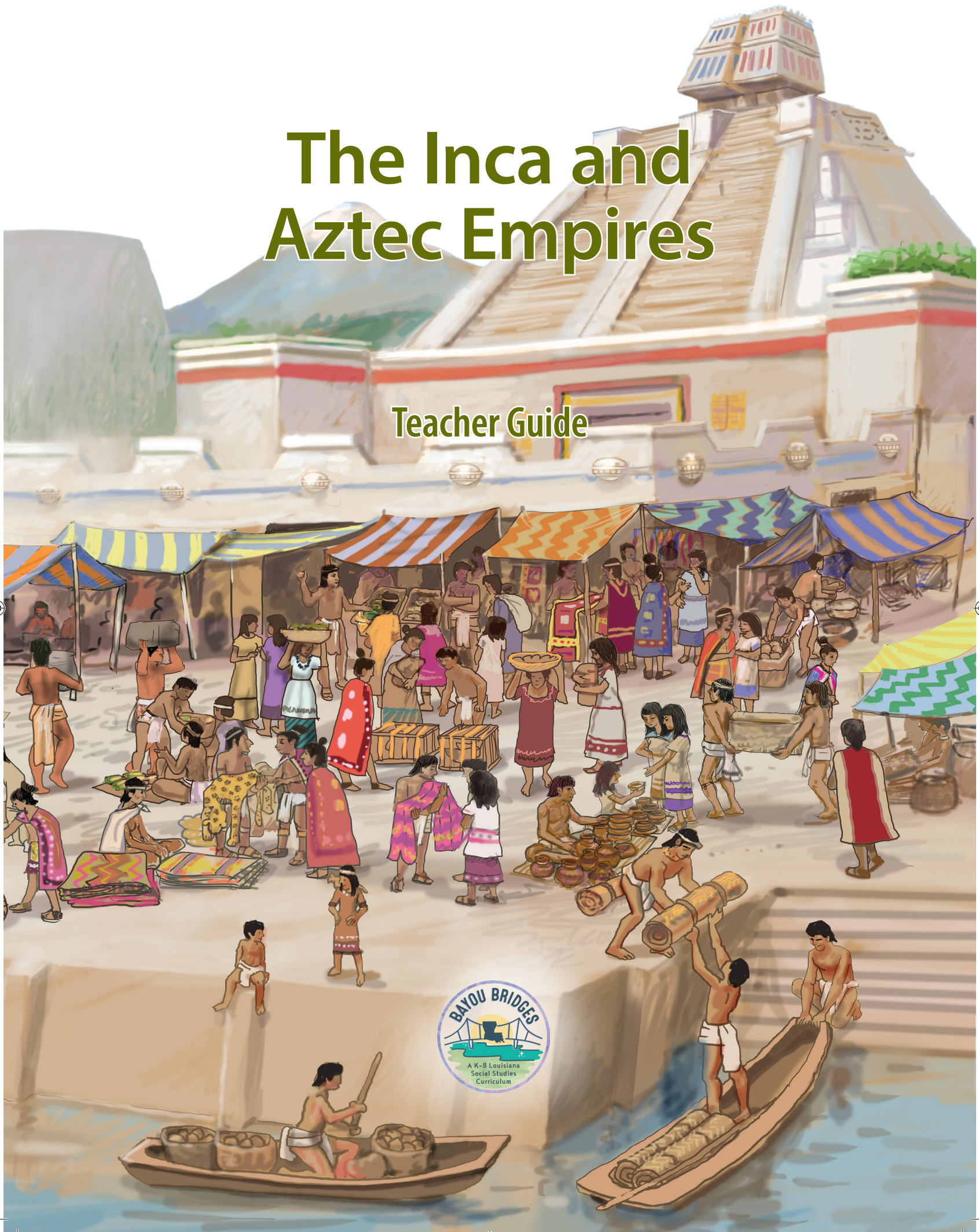
City of Tenochtitlán





The Inca and Aztec Empires

Teacher Guide



Copyright © 2023 the Louisiana Department of Education
for the additions to CKHG and the Core Knowledge
Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core
Knowledge History and Geography™, and CKSci™ are trademarks
of the Core Knowledge Foundation. Bayou Bridges is a trademark of
the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for
illustrative and educational purposes and are the property of their
respective owners. References herein should not be regarded as
affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-186-6

The Inca and Aztec Empires

Table of Contents

Introduction	1
<i>The Inca and Aztec Empires</i> Sample Pacing Guide	10
Chapter 1 TOPIC: The Inca Empire	14
Chapter 2 TOPIC: The Aztec Empire	27
Teacher Resources	38



The Inca and Aztec Empires
Teacher Guide
Bayou Bridges Louisiana Social Studies, Grade 5

UNIT 4

Introduction

ABOUT THIS UNIT

The Big Idea

The Inca and Aztec developed large, complex civilizations in South America and Mesoamerica in the years before European contact.

The Inca and Aztec civilizations that once flourished in South America and Mesoamerica were alike in many ways. They practiced farming and developed social structures. They raised animals and worshipped many gods. The Inca were skilled engineers who built a vast system of roads and bridges to unite their empire, located high in the Andes Mountains. This civilization reached its peak in the 1400s and early 1500s CE. From 1325 to 1521, the Aztec built a large and dense city at Tenochtitlán, located on a swampy lake in the middle of a semiarid basin in central Mexico.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- medieval Europe: feudalism, the role of the Catholic Church, the growth of monasteries, the rise of Charlemagne, the growth of towns, the Crusades, the Black Death, the Hundred Years' War, the Magna Carta
- origins and tenets of Islam
- growth of the Islamic empire across Southwest Asia and North Africa
- Europe: the Alps, Ural Mountains, North European Plain; English Channel, Mediterranean Sea
- Southwest Asia and North Africa: Arabian Peninsula; Persian Gulf, Arabian Sea, Red Sea, Black Sea, Caspian Sea
- trans-Saharan trade leading to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
- importance of camel caravans; trade in gold, iron, salt, ivory, and enslaved people; the city of Timbuktu as a center of trade and learning; the spread of Islam into West Africa through merchants and travelers
- great rulers of Mali: Sundiata Keita and Mansa Musa
- great rulers of Songhai: Sunni Ali and Askia Muhammad
- Niger River, Gulf of Guinea; the Sahara; Djenne and Timbuktu
- two ancient groups, the Mound Builders and the Ancestral Pueblo, who gave rise to many later societies
- spread of the Mound Builders to the east, from the Mississippi River to the East Coast
- spread of the Ancestral Pueblo throughout the Southwest
- independent development of other societies, both nomadic and settled nations, across the North American continent, including in the Southeast, Great Plains, Eastern Woodlands, Southwest, and Pacific regions
- sharing of culture and trade among groups for centuries
- major changes that came with the arrival of the Europeans, who brought weapons the Native Americans had few defenses against and diseases against which they had no immunity

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 1100s to the 1500s CE.

1100s CE	The Mexica people migrate to central Mexico.
1325 CE	The Aztec establish the city of Tenochtitlán.
1400s CE	The Inca create the largest empire in the Americas.
1500s CE	The Aztec Empire includes four hundred to five hundred city-states and controls much of present-day Mexico.

What Students Need to Learn

- how the Inca civilization flourished high in the Andes Mountains
- the use of quipu and runners to keep the Inca Empire together without written language; engineering advancements such as bridges, roads, and buildings with no mortar; use of terraced farming
- the structures of Inca society, culture, economy, and politics, including the absolute rule of the Sapa Inca, the census, bringing conquered peoples into the empire, and worship of the sun god
- how the Aztec civilization controlled much of what is now central Mexico from the island city of Tenochtitlán
- features of the densely populated city of Tenochtitlán, including chinampas, causeways, canals, pyramids, and markets
- the structures of Aztec society, culture, economy, and politics, including the importance of soldiers, religion with ritual sacrifice, and the reign of Moctezuma II

AT A GLANCE

The most important ideas in Unit 4 are the following:

- The Inca developed a large empire in the Andes Mountains, linked by a network of roads.
- The Aztec dominated central and southern Mexico through force and a tribute system.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

The Inca and Aztec Empires Student Reader—two chapters

Teacher Components

The Inca and Aztec Empires Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of *The Inca and Aztec Empires* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 38.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Inca and Aztec Empires Timeline Card Slide Deck—four individual images depicting significant events and individuals related to the Inca and Aztec Empires. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

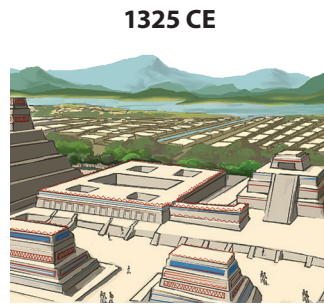
Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!



Chapter 2



Chapter 2



Chapter 1



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 4 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Each chapter discusses the rise and fall of one empire. These empires existed simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Inca and Aztec Empires Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Mexica people migrated south around the 1100s CE. We also know that the Aztec founded Tenochtitlán in 1325 CE.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Inca and Aztec Empires unit is one of six history and geography units in the Grade 5 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty days has been allocated to *The Inca and Aztec Empires* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to

respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Questions
1	How did the Inca manage and grow their empire?
2	What were the main characteristics of the Aztec Empire?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	litter, emperor, empire, geographical diversity, plateau, alpaca, llama, official, census, infrastructure, terrain, engineer, mortar, terrace
2	nomadic, causeway, canal, scribe, codex, pictogram, reign


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 50–58. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Artifact Study (AP 1.2)
- Chapters 1–2—Primary Source Analysis (AP 1.3)
- Chapter 2—Claims and Evidence (AP 1.4)
- Chapter 1—Flowchart (AP 1.5)
- Chapter 1—The Inca Empire (AP 1.6)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Amescua, Gloria. *Child of the Flower-Song People: Luz Jiménez, Daughter of the Nahua*. Illustrated by Duncan Tonahuih. New York: Abrams Books for Young Readers, 2021.

Baquedano, Elizabeth. *Aztec, Inca, & Maya*. DK Eyewitness. New York: DK Children, 2011.

Mathews, Sally Schofer. *The Sad Night: The Story of an Aztec Victory and a Spanish Loss*. Boston: HMH Books for Young Readers, 2001.

Newman, Sandra. *The Inca Empire*. A True Book. New York: Scholastic, 2010.

Zelz, Abigail Ewing. *Pass the Pandowdy, Please: Chewing on History with Famous Folks and Their Fabulous Foods*. Illustrated by Eric Zelz. Thomaston, ME: Tilbury House Publishers, 2016.

THE INCA AND AZTEC EMPIRES SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Inca and Aztec Empires

“The Inca Empire” Core Lesson (TG & SR, Chapter 1)	“The Inca Empire” Core Lesson (TG & SR, Chapter 1)	“Primary Source: Inca Artifacts” (TG & SR, Chapter 1, AP 1.2)	“The Rise and Fall of the Inca Empire” (TG, Chapter 1 Additional Activities, AP 1.5)	“Virtual Field Trip: The Inca Trail” (TG, Chapter 1 Additional Activities)
--	--	--	---	---

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Inca and Aztec Empires

“PRIMARY SOURCE ACTIVITY: Meet the Inca” (TG, Chapter 1 Additional Activities, AP 1.3)	“Inca Technology: Grass Bridge” (TG, Chapter 1 Additional Activities)	“PRIMARY SOURCE ACTIVITY: A Spanish Description of Cuzco” (TG, Chapter 1 Additional Activities, NFE 1, AP 1.3)	Chapter 1 Assessment	“The Aztec Empire” Core Lesson (TG & SR, Chapter 2)
---	--	--	----------------------	---

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Inca and Aztec Empires

“The Aztec Empire” Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)	“Primary Source: Plate from the Codex Borbonicus” (TG & SR, Chapter 2, AP 1.3)	“PRIMARY SOURCE ACTIVITY: The Founding of the Aztec Empire” (TG, Chapter 2 Additional Activities, AP 1.3)	“ARTIFACT STUDY: Chac Mool” (TG, Chapter 2 Additional Activities, AP 1.2)	“ARTIFACT STUDY: The Sun Stone” (TG, Chapter 2 Additional Activities, AP 1.2)
---	--	---	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Inca and Aztec Empires

"PRIMARY SOURCE ACTIVITY: A Spanish Description of Tenochtitlán" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.3)	"Amate Art" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 4 Performance Task Assessment	Unit 4 Performance Task Assessment
--	---	----------------------	---------------------------------------	---------------------------------------

THE INCA AND AZTEC EMPIRES PACING GUIDE

_____ 's Class

(A total of twenty days has been allocated to *The Inca and Aztec Empires* unit in order to complete all Grade 5 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Inca and Aztec Empires

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Inca and Aztec Empires

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Inca and Aztec Empires

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Inca and Aztec Empires

--	--	--	--	--

CHAPTER 1

TOPIC: The Inca Empire

The Framing Question: How did the Inca manage and grow their empire?

Primary Focus Objectives

- ✓ Identify the Inca, and describe where they lived. (5.6)
- ✓ Describe the Sapa Inca and how he maintained absolute rule. (5.13)
- ✓ Explain how the Inca organized their empire and met the needs of the people. (5.13.i)
- ✓ Explain how Inca engineers overcame geographic challenges to build infrastructure. (5.13.i)
- ✓ Describe how the Inca managed and controlled their empire without a written language. (5.13.j)
- ✓ Understand the meaning of the following domain-specific vocabulary: *litter, emperor, empire, geographical diversity, plateau, alpaca, llama, official, census, infrastructure, terrain, engineer, mortar, and terrace.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Inca Empire”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Artifact Study (AP 1.2)
- globe or world map
- image from the Internet of Inca terraces
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

litter, n. a chair attached to two beams and carried on the shoulders of several people (2)

Example: The Sapa Inca was carried in a golden litter that sat on the shoulders of several men.

Variations: litters

emperor, n. the ruler of an empire (2)

Example: The emperor of the Inca civilization held complete control over all activities in the land.

Variations: emperors, imperial (adj.)

empire, n. a group of countries or territories under the control of one government or one ruler (4)

Example: By conquering their neighbors, the Inca built a vast empire.

Variations: empires, imperial (adj.)

“geographical diversity” (phrase) the presence of many different kinds of landforms, waterways, or other geographic features in a region (4)

Example: The Inca Empire spanned a wide area and contained a great deal of geographical diversity.

plateau, n. a large area of high, flat ground (4)

Example: The city rested on a plateau between two mountain ranges.

Variations: plateaus/plateaux, plateau (v.)

alpaca, n. a South American mammal valued for its long, woolly coat (6)

Example: They wove warm clothes from the wool of the alpaca.

Variations: alpacas

llama, n. a South American mammal valued for its endurance, woolly coat, and meat (6)

Example: The Inca depended on the llama to carry large loads over great distances.

Variations: llamas

official, n. a person who has authority from a ruling power to carry out a specific duty (8)

Example: The official traveled the empire to make sure the rules of the Sapa Inca were obeyed.

Variations: officials, official (adj.)

census, n. a count of the number of people living in a certain area (8)

Example: The Inca official came to the village to carry out a census.

Variations: censuses

infrastructure, n. the public works system that includes roads, bridges, irrigation, public transportation, etc. (9)

Example: Inca rulers used the labor of conquered peoples to build an infrastructure of roads and bridges.

Variations: infrastructures

terrain, n. the landforms of a piece of land (9)

Example: The Inca Empire was built on the unforgiving terrain of the Andes Mountains.

Variations: terrains

engineer, n. a person who uses science and math to design useful objects or buildings (10)

Example: The Inca engineer designed strong walls by fitting stones together like a jigsaw puzzle.

Variations: engineers, engineer (v.), engineering (n.)

mortar, n. a material used in building that is soft at first but then gets hard and rocklike (10)

Example: Today, engineers use mortar to keep stones together.

terrace, n. a flat piece of land carved out of the side of a mountain or hill (11)

Example: The Inca cut terraces into the sloping mountains of the Andes so that they could farm.

Variations: terraces

THE CORE LESSON 35 MIN


Introduce *The Inca and Aztec Empires* Student Reader

5 MIN

Distribute copies of *The Inca and Aztec Empires* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the extent of the empires, their many feats of engineering and building, their belief in many gods and practice of human sacrifice, and their lives as farmers and warriors.

Introduce “The Inca Empire”

5 MIN

 Point out North America on a globe or world map, and remind students that in the last unit, they learned about Indigenous peoples of North America. In this chapter, they are going to learn about the Inca, one of the Indigenous peoples of South America. Point out South America and then the Andes Mountains on the globe or world map. Explain to students that the Inca created a large empire in and around the Andes Mountains of South America.

The Inca first lived in modern-day Peru. In the early 1400s CE, they began conquering neighboring lands and extending their empire. The Inca Empire

became the largest in the Americas, stretching more than two thousand miles (3,200 km) along the Pacific coast. The Inca did not have modern building tools and materials or a written language. Despite these facts, they were able to create large and advanced structures.

Call students' attention to the Framing Question. Tell them to look for reasons why the Inca were able to build and expand their empire.

Guided Reading Supports for "The Inca Empire"

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Here Comes the Sun," pages 2–3

Scaffold understanding as follows:

Invite volunteers to read the section on pages 2–3 aloud.

CORE VOCABULARY—Point out the vocabulary term *litter*, and explain its meaning.

SUPPORT—Explain that the word *litter* has more than one meaning. Students may be familiar with *litter* as it relates to trash or a group of newborn animals. In this instance, the word refers to a device used to transport an important person. Have students find the litter in the chapter opener image on page 3.

CORE VOCABULARY—Point out the vocabulary term *emperor*, and explain its meaning. Ask students to share another word they have encountered that has a similar meaning. (*king*)

SUPPORT—The Sapa Inca controlled everything that went on in the empire, including the food stores. The people considered him a god, and he lived a life of great luxury. His palace was decorated with the finest materials. He drank from gold cups and even wore silver shoes. The Sapa Inca was sometimes still consulted on important matters even after he died. Although he was revered, the Sapa Inca did have to be sure to keep the people of the empire happy. There is some evidence that Inca rulers were deposed or assassinated. Ask students to think of some reasons why the Inca people might have become unhappy with the Sapa Inca.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did the Inca people bow before the Sapa Inca? (5.13)

» The people bowed before the Sapa Inca because he was their emperor.

EVALUATIVE—Why was no one allowed to look at the Sapa Inca? (5.13)

» No one was allowed to look at the Sapa Inca because he was believed to be the son of Inti, the Inca sun god.

“The Empire of the Sun,” page 4

Scaffold understanding as follows:

Read the section on page 4 aloud.


CORE VOCABULARY—Point out the vocabulary term *empire*, and explain its meaning.

SUPPORT—Call students’ attention to the similarities between *empire* and *emperor*. Explain that *empire* refers to a place, a group of states or regions, and that *emperor* refers to the person who leads or rules this group. An emperor rules an empire.

CORE VOCABULARY—Point out the vocabulary terms *geographical diversity* and *plateau*, and explain their meanings.

SUPPORT—Explain that *geographical diversity* is a phrase made up of the words *geographical*, which means having to do with geography, and *diversity*, which means having many different types. Ask students if the United States has geographical diversity (*it does*) and if Louisiana has geographical diversity (*it does*). Invite volunteers to give examples of this diversity.

Note: The word *plateau* is pronounced (/pla*toe/). Say the word aloud, and have students repeat it after you. Explain that it is a French word meaning flat.

 **SUPPORT**—Draw students’ attention to the map of the Inca Empire on page 5. Explain that at its height, the empire spanned portions of the modern-day countries of Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina. Ask students to find the Andes Mountains on their map and trace the length with their finger. (5.6, 5.13)

SUPPORT—Today, the descendants of the Inca make up about 45 percent of the people living in the country of Peru. They also still live in parts of Ecuador and Bolivia. They continue many of the traditions that began during the Inca Empire. Textile production is still practiced, and they still farm and herd animals, using simple technologies used by their ancestors. Many of the people living in the countries that were once part of the empire still speak the traditional Inca language, Quechua. Some Inca descendants live separated from others on large plots of land that they farm, and some live in village communities. In the case of communities, the fields used for farming are outside the village, and residents farm cooperatively.

After reading the text, ask the following questions:

LITERAL—Where was the Inca Empire located? (5.7)

» The Inca Empire was located on the western coast of South America.

LITERAL—Where did the first Inca people live? (5.7)

- » The first Inca people lived in the area of Cuzco, in modern-day Peru.

EVALUATIVE—What details in the text support the claim that the Inca Empire was a land of great geographical diversity? (5.5.a, 5.7)

- » It was a large empire, stretching over two thousand miles (3,200 km) and covering parts of many modern-day countries. It had a long coastline, arid plains, huge mountain ranges, a high plateau, and thick forests.

“The Inca Civilization,” pages 4–7

Scaffold understanding as follows:

Have students read the section on pages 4–7 independently.

SUPPORT—Point out the word *clans* in the first sentence of the section. Remind students that they learned the word *clan* in Units 2 and 3. Help them recall that a clan is a group of families claiming a common ancestor.

CORE VOCABULARY—Point out the vocabulary terms *alpaca* and *llama*, and explain their meanings.

SUPPORT—Explain that alpacas and llamas are similar animals, both of which are related to the camel and are native to South America.

SUPPORT—Explain to students that llamas will eat just about anything and can go long periods without drinking, like camels. Llamas are also gentle animals. But if they are mistreated or overloaded, they will let you know it. A llama may simply sit down and refuse to move. An unhappy llama may hiss and spit to make its point. Llama spit is not just wet and nasty. It can include hard pellets of food, which can cause pain if they hit you.

After students read the text, ask the following questions:

LITERAL—What was the most common way of earning a living for an Inca family, as described in the text? (5.13, 5.13.i)

- » Most Inca were farmers who worked the land of their clan.

EVALUATIVE—What features of the llama made it so valuable to the Inca? (5.13.d)

- » It had great strength and endurance. It was able to find food anywhere and required little water, making it a useful animal for moving goods. The llama’s wool was used to make cloth, its waste was used for fuel, and its meat was a source of food.

INFERENTIAL—Why do you think a good pack animal was so important to the Inca people? (5.13.i)

- » Possible answer: They lived in a huge empire, so transporting goods over long distances was a common challenge.


“For the Good of the Empire,” pages 7–8

Scaffold understanding as follows:

Invite volunteers read the section on pages 7–8 aloud.

CORE VOCABULARY—Point out the vocabulary terms *official* and *census*, and explain their meanings.

SUPPORT—Explain that the word *official* in this situation is used as a noun: “An *official* was in charge of the decisions.” The word *official* can also be used as an adjective: “An *official* message was sent from the Sapa Inca.”

 **SUPPORT**—Explain to students that the United States also carries out a census of its population every ten years. During this census, the federal government counts the number of people living in the United States. The census helps determine congressional districts and influences how much money or resources the federal government gives to certain areas.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Inca people support the Sapa Inca and the empire? (5.13, 5.13.i)

- » In addition to working for themselves, the Inca had to spend part of their time working for the Sapa Inca and the empire.

LITERAL—How did the Sapa Inca make sure that his will was carried out throughout the empire? (5.13, 5.13.i)

- » Government officials, like He-Who-Sees-Everything, traveled the empire, making sure people obeyed laws and paid their taxes.

“Inca Engineering,” pages 8–10

Scaffold understanding as follows:

Read the first two paragraphs of the chapter on pages 8–9 aloud.

CORE VOCABULARY—Point out the vocabulary term *infrastructure*, and explain its meaning. Ask students to describe some of the infrastructure with which they are familiar. (Answers will vary but may include major roads, bridges, and tunnels.)

CORE VOCABULARY—Point out the vocabulary term *terrain*, and explain its meaning. Tell students that building infrastructure was made challenging because of the terrain, or landforms, of the Inca Empire. Point out that the beginning of the word *terrain*, *terr-*, means earth or land.

Have students read the remainder of the section on pages 9–10 with a partner.

CORE VOCABULARY—Point out the vocabulary term *engineer*, and explain its meaning. Ask students if they see another, familiar word embedded in this term. (*engine*) Point out that a person who would design an engine is an engineer.

CORE VOCABULARY—Point out the vocabulary term *mortar*, and explain its meaning. If possible, illustrate this term by pointing to a wall or building surface that uses mortar between bricks.

SUPPORT—When the width of the Royal Road is described, explain that in the United States, highways tend to have lanes that are twelve feet (3.7 m) wide. So the Royal Road was about the width of a two-lane highway today.

TURN AND TALK—Have students answer the question “What does the placement and design of the Royal Road tell us about the Inca people?” (Possible answers: *They were practical and resourceful. They made sure that travelers had water and shade on their journey. They also didn’t do more work than they needed to do. Instead of building the road around landforms such as mountains and valleys, they built it across them.*) (5.13.i)

After students read the text, ask the following questions:

LITERAL—Why is the Inca road system considered such a fine example of engineering? (5.13.i)

- » It was built without modern equipment or machinery. The paving stones were precisely cut so that they fit together snugly.

INFERENTIAL—How did the system of roads benefit the Inca Empire? (5.13.i)

- » The text implies that the Inca system helped promote trade and enabled government officials to quickly travel throughout the empire. The roads also allowed quick movement of troops.

CHALLENGE—Do you think the text’s comparison of the Inca Royal Road to a spine with nerves (other roads) branching out from it is a good comparison? Why or why not? (5.13.i)

- » Possible answer: The comparison of the road system to a spine and nerves is a good one because, like a spine, the roads connected the “head” of the empire to its distant parts. Like nerves, the roads allowed messages to travel throughout the “body” to coordinate movements and actions.

“Bridges Built for the Centuries” and “Mountain Staircases,” pages 10–11

Scaffold understanding as follows:

Invite volunteers to read the sections on pages 10–11 aloud.

SUPPORT—Reread the sentence “In heavy downpours, water runs downhill and washes out crops” in the first paragraph of the section “Mountain Staircases.” Explain that this process is called *erosion*.

CORE VOCABULARY—Point out the vocabulary term *terrace*, and explain its meaning. Display the image of Inca terraces, and direct students to the image of the fountain on page 9, which has terraces in the background. Emphasize this section’s title: “Mountain Staircases.” Explain that terraces on a hillside are similar to a staircase, with the terraced fields resembling the treads and the rest of the hillside resembling the risers.

SUPPORT—Remind students that the Inca Empire was very diverse. Some parts of the empire were located in very mountainous regions, while others were in low valleys. The higher into the mountains you go, the more likely you are to encounter cold temperatures.

SUPPORT—Show students the image of the grass bridge across the Apurímac River on page 11. Explain that this bridge has been rebuilt many times over the centuries by the local Indigenous people, using the same knowledge and technology that the Inca used to build it in the first place. It still exists to this day.

TURN AND TALK—Have students answer the question “What are the effects of the entire community coming together to build the grass bridge?” (*Possible answers: The community draws closer together by accomplishing this task as a group. They are all committed to making the bridge strong and safe.*) (5.13.i)

After the volunteers read the text, ask the following questions:

INFERENTIAL—What can you infer from the fact that one of the Inca bridges remained in use for hundreds of years after it was built? (5.13.i)

- » This fact implies that the bridge was built to such a high standard that it remained functional for hundreds of years. It speaks to the skill and quality of Inca engineering.

LITERAL—How did the Inca overcome the challenge of farming on mountainsides? (5.13.d, 5.13.i)

- » They built terraces into the mountainsides. They also built irrigation systems for their terraces.

“Keeping It All Together,” pages 12–13

Scaffold understanding as follows:

Have students read the section on pages 12–13 with a partner.

SUPPORT—The network of Inca messengers was able to transport a message over 1,500 miles (2,500 km) in a little over a week. Explain to students that this distance is equivalent to the distance between New Orleans, Louisiana, and Boston, Massachusetts.

After students read the text, ask the following questions:

LITERAL—How did the Inca overcome the challenge of not having a written language? (5.13.j)

- » One solution was the use of a quipu, an object that allowed for record-keeping and sharing of information throughout the empire. They also used a network of runners to convey messages.

LITERAL—How far was a message able to travel each day in the Inca Empire? (5.13.j)

- » A message could travel 150 miles (241 km) in a day.

CHALLENGE—Inca messengers traveled up to 150 miles (241 km) in a day. Shreveport is 314 miles (505 km) from New Orleans. How long would it take an Inca messenger to travel between these cities?

- » It would take a little more than two days.

EVALUATIVE—Explain how the roads and communication systems of the Inca helped keep the empire united and under control. (5.13, 5.13.i, 5.13.j)

- » Possible answer: Because all parts of the empire were at most just a few days from receiving news, instruction, or military intervention, the Inca government was able to maintain strict control over all parts of the empire. Problems and conflicts were less likely to grow and develop.

“City in the Clouds” and “Expanding the Empire,” pages 13–14

Scaffold understanding as follows:

Read the sections on pages 13–14 aloud.

SUPPORT—In the Inca religion, Inti, the sun god, was believed to be an ancestor of the Inca. As students read at the start of the chapter, the Sapa Inca was believed to be Inti’s son. Inti was thought of as all-powerful and benevolent. However, he could become angry, which the Inca believed was demonstrated through solar eclipses. Typically portrayed as a human, Inti was usually represented in gold. Inti’s sister was the moon god, and she was represented in silver, also with human features.

After reading the text, ask the following questions:

LITERAL—Where is Machu Picchu located? (5.13)

- » It is seven thousand feet (2,133 m) above sea level, in a high valley between two peaks in the Andes. It's located about fifty miles (80 km) northwest of Cuzco.

LITERAL—List one purpose the city of Machu Picchu served in the Inca Empire. (5.13)

- » Possible answers: It was a vacation spot for emperors. It was used as a fortress.

INFERENTIAL—What can you infer about the fate of neighboring people conquered and captured by the Inca? (5.13)

- » They were not used extensively as human sacrifices. Instead, they were taken into the empire and made into loyal subjects when possible.

LITERAL—What methods were used to help newly conquered people adapt, adjust, and become loyal Inca subjects?


- » The people were connected to the rest of the empire with roads and introduced to the Inca language and religion. Their native religion was not eliminated and in some cases was incorporated into the Inca religion. (5.13)

LITERAL—How did the Sapa Inca treat conquered people who were not cooperative? (5.13)

- » He focused on the troublemakers, removing them to places where they were surrounded by loyal Inca.

Primary Source Feature: "Inca Artifacts," page 15

Scaffold understanding as follows:

 **Background for Teachers:** In the Inca Empire, objects that were made using precious metals were made specifically for Inca nobles. The women who went to Machu Picchu had a particularly wide variety of gold and silver jewelry. For the Inca, gold was considered the sweat of the sun, and silver was referred to as the tears of the moon. Copper was also used to make objects. These were often embellished with precious stones.

Direct students to the Primary Source Feature on page 15.

Introduce the source to students by reminding them that the Inca did not have a writing system. Much of what we know about the Inca comes from the study of the artifacts from their civilization. These are three of those artifacts.

Have students study the artifacts and share what they notice about them.

Describe the artifacts for students:

- The stone head is a representation of a Sapa Inca. We know that because it is wearing the crown of imperial power.
- The bird is made of gold.
- The llama is made of silver.

TURN AND TALK—Have students answer the question “What do these artifacts tell us about the resources that were available to the Inca?” (*They had access to and knew how to use stone and precious metals. They were familiar with birds and llamas.*)

SUPPORT—Remind students of what they learned about llamas in the Inca culture. Farmers raised llamas, and the animals were used for all sorts of things, but especially as pack animals. How do you think the creation of a silver llama figurine reflects this role? (*It shows the importance of the llama to the Inca.*)

Activity Page



AP 1.2

Distribute Artifact Study (AP 1.2), and have students complete the Activity Page with a partner for at least one of the artifacts.

Note: You may choose to have students complete a separate Artifact Study for each artifact.

After students have completed the Activity Page, ask the following questions:

LITERAL—What shapes are the artifacts? (5.2.a)

- » They are shaped as a face, a bird, and a llama.

INFERENTIAL—What experience or knowledge was needed to create these artifacts? (5.2, 5.2.b, 5.5, 5.5.a)

- » Possible answer: A highly developed artistic skill was required to produce the objects, including a knowledge of metalwork. The artist had to know how to melt and form the metal and would have had to use specialized tools to create the shape of the object. The artist also had to be familiar with how the person, bird, and llama looked.

EVALUATIVE—Explain how these objects may have been used. (5.13)

- » Possible answer: They could have been used as decoration. They also could have been used to show status. Only nobles had objects of gold and silver. Displaying any of these objects would illustrate one’s rank within Inca society.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Card. Read and discuss the caption, making particular note of the date.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (5.1)
- Review and discuss the Framing Question: “How did the Inca manage and grow their empire?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Inca manage and grow their empire?”
 - » Key points students should cite include: the Inca began conquering neighboring lands and extending their empire in the 1400s; their social structure allowed for strict management of the growing empire; they used natural resources well, including animals such as llamas, and adapted to the difficult terrain of the Andes Mountains; residents and newly conquered people were made to contribute to the empire; officials took a census to keep track of the size of the population; the Inca’s advanced infrastructure, such as bridges and a road system, kept the empire connected and allowed for easy transport of troops; they developed ways to keep records, even without a written language, through the use of quipu.
- Choose one of the Core Vocabulary words (*litter, emperor, empire, geographical diversity, plateau, alpaca, llama, official, census, infrastructure, terrain, engineer, mortar, or terrace*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Aztec Empire

The Framing Question: What were the main characteristics of the Aztec Empire?

Primary Focus Objectives

- ✓ Explain the ways in which the Aztec founded and managed a powerful empire. (5.13.e)
- ✓ Describe the various aspects of Aztec religious beliefs and their links to Aztec tradition. (5.13.f)
- ✓ Describe the capital city of Tenochtitlán and the features of its surrounding landscape. (5.13.g)
- ✓ Identify Moctezuma II and describe the aspects and features of his reign. (5.13.h)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nomadic*, *causeway*, *canal*, *scribe*, *codex*, *pictogram*, and *reign*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Aztec Empire”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- images from the Internet of the flag of Mexico, a drawing of chinampas, and chinampas today
- globe or world map
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

nomadic, adj. moving around often, usually in search of food and water; not settled in one place (16)

Example: Before building their capital city, the nomadic Aztec wandered for years.

Variations: nomad (n.)

causeway, n. a raised road built over water to connect an island to a mainland (18)

Example: The causeway was used to transport goods to people living on nearby islands.

Variations: causeways

canal, n. a channel dug by people, used by boats or for irrigation (19)

Example: People used the canals like roads through the city, traveling by canoe.

Variations: canals

scribe, n. a person whose job is copying written information (21)

Example: The scribes wrote information about the emperors for future generations.

Variations: scribes, scribe (v.)

codex, n. an ancient book with handwritten pages or parts (21)

Example: The archaeologist studied all the pages of the codex but could not read the language in it.

Variations: codices (pl.)

pictogram, n. a picture or drawing that stands for a word or phrase (21)

Example: The pictogram of the snake drawn on the wall suggested that the tomb belonged to the emperor.

Variations: pictograms

reign, n. a period of time in which a ruler is in power (27)

Example: The empire reached its peak during the reign of the king.


Variations: reign (v.)

THE CORE LESSON 35 MIN

Introduce “The Aztec Empire”

5 MIN

Briefly review or ask students to recall (in general terms) what they read about the Inca. How was the civilization organized? Who was in charge? What did daily life look like for the Inca? What role did religion play?

 Explain to students that in this chapter, they are going to read about the Aztec, a civilization that existed around the same period, but in present-day Mexico. Show Mexico on the globe or world map. (5.6, 5.13.a)

Explain that the Inca and the Aztec were similar in some ways and different in others. One similarity is that they both had strong armies. Encourage students to look for other similarities and differences.

Call students' attention to the Framing Question. Tell them to look for details about Aztec society and religious beliefs and how the Aztec lived their daily lives.

Guided Reading Supports for “The Aztec Empire”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Empire Builders,” pages 16–18

Scaffold understanding as follows:

Read the first paragraph of the section on page 16 aloud.

CORE VOCABULARY—Point out the vocabulary term *nomadic*, and explain its meaning. Help students recognize that the word *nomadic* describes how the Aztec lived their lives before they settled to build a city.

SUPPORT—Show students the image of the flag of Mexico, and point out the eagle and the prickly pear cactus. Note how it reflects the myth of the founding of the Aztec Empire.

Read the remainder of the section on pages 17–18 aloud.

SUPPORT—Explain to students that the name *Aztec* is not what the people of this culture called themselves. *Aztec* is a name coined in the 1800s by a German scholar. Some historians use the name *Mexica* instead, but the Aztec were made up of more people than just the Mexica. Today, many descendants of the so-called Aztec prefer to be called *Nahua* (/na*hwah/), a name that includes all Nahuatl-speaking peoples.

SUPPORT—Help students make the connection that the name of the country Mexico comes from the name of the Mexica people.

After reading the text, ask the following questions:

 **LITERAL**—Where did the Aztec settle to build Tenochtitlán? (5.13.a)

» The Aztec built Tenochtitlán in present-day Mexico.

INFERENTIAL—What does the legend suggest about the life of the Aztec before the founding of Tenochtitlán? (5.13)

» The legend suggests that the Aztec lived difficult lives as nomads.

LITERAL—According to the legend, how did the Aztec choose the site on which to build their city? (5.13)

» The Aztec received a sign from the sun god directing them where to build their city.

“Conquering City-States,” pages 18–19

Scaffold understanding as follows:

Have students read the section on pages 18–19 independently.

CORE VOCABULARY—Point out the vocabulary terms *causeway* and *canal*, and explain their meanings. Explain that both of these terms relate to the city’s island location and the way residents traveled in and around the city. Causeways allowed travel on land, while canals allowed travel by water.

SUPPORT—Remind students that they have learned about other great empires in history—for example, the Mali Empire. The Mali Empire conquered extensive territory with a strong army and powerful leader. Ask students to recall what they have learned about the challenges of building and holding together such vast empires. (5.13, 5.13.e)

SUPPORT—Explain to students that chinampas are still used today in Mexico. First, show students the image of Aztec farmers building chinampas during the time of the Aztec Empire. Point out how the image reflects the description of chinampas in the Student Reader. Then show the image of chinampas in Mexico today.

After students have read the text, ask the following questions:

EVALUATIVE—What are some of the details that support the claim that the Aztec were strong warriors? (5.13.e)

- » The Aztec eventually conquered neighboring city-states and ruled more than five million people.

LITERAL—How large was the population of Tenochtitlán at its height? (5.13.g)

- » Between 150,000 and 200,000 people lived in Tenochtitlán at its height.


LITERAL—How did the Aztec people get around in Tenochtitlán? (5.13.d, 5.13.g)

- » A network of canals designed using a grid-like pattern linked different parts of the city. People used canoes to get around the island city by way of these canals and to travel between the island and the coast.

“Aztec Home Life” and “Aztec Schools,” pages 19–21

Scaffold understanding as follows:

Have students read the sections on pages 19–21 independently.

 **SUPPORT**—Have students use the map of the Aztec Empire on page 20 to locate Tenochtitlán. (5.6, 5.13.a)

CORE VOCABULARY—Point out the vocabulary terms *scribe*, *codex*, and *pictogram*, and explain their meanings. Invite a volunteer to explain how these terms are related to one another. (*All three have to do with the production of written works in the Aztec culture.*)

SUPPORT—Unlike some other empires that existed at the time, the Aztec Empire required all children to receive an education. Even if a child belonged to a family in the common class or a family of slaves, they had to attend school. However, there were separate schools based on social status. Sometimes commoner children who proved to be highly intelligent were placed in a school for nobles. Before children attended a formal school, all Aztec education began at home. Boys learned trades from their fathers, and girls learned how to run a household from their mothers.

After students read the text, ask the following questions:

LITERAL—How would you describe the homes of the Aztec people? (5.13)

- » They lived in small houses that sometimes were built with thatched roofs and mud walls and other times were made of mud bricks.

LITERAL—What special skills were involved in learning to be a priest? (5.13)

- » Students learning to be priests studied Aztec religion, astronomy, and reading and writing.

INFERENCE—Why do you think the Aztec used a social class system where people were trained for different roles? (5.13)

- » Possible answer: In a large city, it is necessary for people to take on different roles, including leadership roles.

“The Market,” pages 21–22

Scaffold understanding as follows:

Invite volunteers read the section on pages 21–22 aloud.

SUPPORT—The busy market at the center of Tenochtitlán was only one of the markets in the Aztec Empire. This central market was one of the largest and offered not only necessities but also a wide range of foods and luxury items for trade. The market was used by the nobles. Common people lived

outside of the city's central area and were organized into neighborhoods, called *calpulli*. Each neighborhood had its own temples and markets. Aztec people from every walk of life visited these regional markets.

TURN AND TALK—Have students answer the question “How were the Aztec markets similar to and different from the way we shop today?” (*Today, similar to the Aztec markets, we have stores where we can buy all kinds of necessities in one place. Our stores are different in that we pay with money or credit, while the Aztec traded for their goods.*) (5.4, 5.13.e)

After the volunteers read the text, ask the following questions:

LITERAL—What were some items commonly traded at the central market in Tenochtitlán? (5.13)

- » Cacao beans, cotton blankets, and animals were commonly traded at the central market.

INFERENTIAL—Why was the central market often so crowded that the people there could be heard a mile (1.6 km) away? (5.13)

- » The central market was not only where the Aztec traded for all of their daily needs but also where they socialized with others.

“Aztec Warriors” and “The Legend of the Five Suns,” pages 22–25

Scaffold understanding as follows:

Read the section “Aztec Warriors” on pages 22–23 aloud.

SUPPORT—Remind students that a cause and an effect are two related events. Every event has at least one cause, or reason why it happened. Every event also has certain consequences, called effects. Tell students to look for examples of cause-and-effect relationships in the description of the Aztec fighting force. Invite volunteers to share their findings.

Read the section “The Legend of the Five Suns” on pages 23–25 aloud.

Note: Explain to students that they are about to read about the Aztec belief in human sacrifice. Ask students to think about how human sacrifice is viewed today. In modern society, the idea of human sacrifice is considered unacceptable. During the time of the Aztec and Inca, human sacrifice was a part of everyday life. Other cultures around the world also practiced human sacrifice.

After reading the text, ask the following questions:

LITERAL—How was the Aztec army organized? (5.13)

- » Soldiers from the same village were usually kept together. These groups formed the building blocks of larger armies.

LITERAL—What happened to the people conquered by the Aztec? (5.13)

- » They were made to send items, such as cloth, animal skins, jade, feathers, or everyday goods, to Tenochtitlán, depending on the resources of their area. For example, people who lived by the ocean might also have to send seashells, fish, or turtles.

LITERAL—What did the Aztec believe about the end of the world? (5.13)

- » They believed that the world would end in terrible violence.

INFERENTIAL—How did the Aztec beliefs about the end of the world lead them to make human sacrifices? (5.13)

- » The Aztec believed that they could put off the coming end of the world by making sacrifices to the sun god. They believed that human sacrifices gave the sun god strength to make the sun rise every day.

“Religious Sacrifice” and “Success at War,” pages 25–26

Scaffold understanding as follows:

Note: These sections continue the explanation of human sacrifice in Aztec culture.

Have students read the section “Religious Sacrifice” on pages 25–26 independently.

SUPPORT—Explain that the Great Temple is also called the Templo Mayor.

TURN AND TALK—Have students answer the question “The Great Temple was a massive pyramid that was almost as large as a football field at its base. It was ninety feet (27 m) tall. Why do you think this temple was so large?” (to reflect the importance of the Aztec gods) (5.13.f)

Have students read the section “Success at War” on page 26 independently.

SUPPORT—Bravery was one of the most important qualities in Aztec culture. Citizens of Tenochtitlán had a deep respect for the soldiers of the empire. In fact, there were certain units of warriors that could only be joined by men who had performed twenty acts of bravery in battle. Women were also respected because of their ability to bring new warriors to the empire. If a woman died during childbirth, she was regarded in the same way as a soldier who died in battle.

After students read the text, ask the following questions:

LITERAL—To whom were the shrines on the Great Temple dedicated? (5.13)

- » One shrine was dedicated to the god of rain, and the other was dedicated to the god of the dry season.

LITERAL—Why were priests and soldiers key elements of Aztec life? (5.13)

- » The priests and soldiers had important jobs. The priests tended to the religious practices of the Aztec, and the soldiers defended the empire. (5.13.e, 5.13.f)

INFERENTIAL—What does the word *seemed* suggest in the sentence “They [the Aztec] could even point to events that seemed to prove that the sacrifices worked”? (5.13)

- » The word suggests that what were actually natural events or even coincidences were sometimes viewed as the results of the sacrifices.

LITERAL—What made being in the army desirable for the Aztec? (5.13)

- » As in many societies until recent times, Aztec people were born into a certain social class. Most people had relatively little chance of joining a higher social class, but the army provided one opportunity for brave men to better themselves.

“Moctezuma II,” pages 26–27

Scaffold understanding as follows:

Read the section on pages 26–27 aloud.

CORE VOCABULARY—Point out the vocabulary term *reign*, and explain its meaning. Explain that the word is pronounced /rayn/. Say the word, and have students repeat it after you.

SUPPORT—Moctezuma II was the last ruler of the Aztec Empire before the Spanish arrived. He was considered a god by some of his people. While there is no consensus on this theory, some historians believe that during his reign, the Aztec feared the return of the god Quetzalcóatl (/ketz*uhl*kuh*waa*tuhl/). Quetzalcóatl was believed to be a white, bearded god who would rule the empire. It is possible that a white, bearded Hernán Cortés was aware of this fear and exploited it when he arrived in Mexico, allowing the Aztec to think he was Quetzalcóatl.

SUPPORT—Tell students that in Unit 6, *Age of Contact*, they will find out what happened to the Aztec Empire when Spanish explorers arrived.

After reading the text, ask the following questions:

LITERAL—How was Moctezuma carried around when he left the palace? (5.13, 5.13.h)


- » He was carried in a fancy litter.

INFERENTIAL—By referring to some “disturbing things” that were happening during Moctezuma’s reign, what is the text suggesting? (5.13, 5.13.h)

- » The suggestion is that something bad was happening or about to happen.

Primary Source Feature: “Plate from the Codex Borbonicus,” page 28

Scaffold understanding as follows:

 **Background for Teachers:** The Codex Borbonicus is one of the most famous codices from the Aztec Empire. Historians believe that the codex, painted on paper that was made with agave plants, was created to celebrate the New Fire Ceremony around the year 1507 CE. The first twenty pages of the codex are a 260-day sacred almanac. There are twenty named days paired with thirteen numbers that advance by one each day. Using the codex, the sequence of numbers repeats twenty times, with each thirteen-day period creating a *trecena*. One of the uses of the codex was as a calendar to make predictions about a person based on the *trecena* in which they were born, much like modern-day horoscopes. The Codex Borbonicus now resides in the Bibliothèque de l’Assemblée nationale in Paris.

Direct students to the Primary Source Feature on page 28.

Introduce the source to students by reminding them what they learned about codices—ancient books with handwritten pages. Students of the Aztec religion learned how to record important information in these special books. Explain that the primary source is a page out of a codex.

Invite students to study the source.

SUPPORT—Explain that the Aztec organized their calendars into thirteen-day periods. Have students count the number of boxes on the right and bottom of the codex page. (*There are twenty-six boxes.*) Half of the boxes contain dots. These boxes indicate the thirteen days of the period. For example, the middle box along the bottom represents the day “Four Water.” The other boxes contain glyphs and gods. Also, the large image on the page represents the gods who ruled over this thirteen-day period. In this case, they are the moon god (on the left) and the sun god (on the right).

After students have studied the source, ask the following questions:

LITERAL—Do all the birds look alike? What might this indicate? (5.13, 5.13.f)

- » No, they do not look alike. This indicates that the Aztec were familiar with different species of birds.

LITERAL—Do any of the birds look familiar, like birds you might see today? (5.13, 5.13.f)

» Students may notice similarities to eagles, owls, and/or parrots.

EVALUATIVE—What can you conclude about the Aztec Empire based on the design and use of this calendar? (5.13, 5.13.f)

» The Aztec were organized and precise. They wanted to keep track of important information and dates, so they developed a system to do so. The calendar also incorporated their religious beliefs, which shows that these beliefs and their gods were an important part of their daily lives.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students work with a partner to complete the Activity Page.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What were the main characteristics of the Aztec Empire?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the main characteristics of the Aztec Empire?”
 - » Key points students should cite include: the capital, Tenochtitlán, was an enormous city with many features that enabled it to serve and support its large population; the development of the city, including the use of causeways, canals, and chinampas, demonstrates the great success and ingenuity of the Aztec and their great skill at building, organizing, and solving practical problems; the culture had a strong military; young boys attended school to receive moral instruction and learn how to be warriors; there was a strict social structure that Aztecs were born into; the Aztec were strongly affected by their religious beliefs about the influence of the gods in their world; they believed human sacrifices could possibly delay the violent end of the

world by giving the sun god the strength to make the sun rise again; Moctezuma II was a powerful Aztec emperor in the early 1500s.

- Choose one of the Core Vocabulary words (*nomadic, causeway, canal, scribe, codex, pictogram, or reign*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

UNIT 4

Teacher Resources

Chapter Assessments: <i>The Inca and Aztec Empires</i>	39
• Chapter 1: The Inca Empire	39
• Chapter 2: The Aztec Empire	42
Performance Task: <i>The Inca and Aztec Empires</i>	46
• Performance Task Scoring Rubric	47
• Performance Task Activity: <i>The Inca and Aztec Empires</i>	49
Activity Pages	50
• Letter to Family (AP 1.1)	50
• Artifact Study (AP 1.2)	51
• Primary Source Analysis (AP 1.3)	53
• Claims and Evidence (AP 1.4)	54
• Flowchart (AP 1.5)	55
• The Inca Empire (AP 1.6)	56
• Domain Vocabulary: Chapters 1–2 (AP 2.1)	58
2022 Louisiana Student Standards for Social Studies: Grade 5	59
Answer Key: <i>The Inca and Aztec Empires</i>—Chapter Assessments and Activity Pages	62

Assessment: Chapter 1—*The Inca Empire*

A. On your own paper, write the letter(s) that provides the best answer.

1. Which mountain range ran through the middle of the Inca Empire? **(5.13.a)**
 - a) Atlas
 - b) Andes
 - c) Rockies
 - d) Himalayas

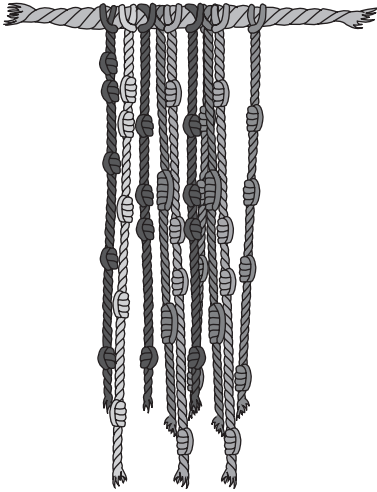
2. Who was the Sapa Inca? Select the **two** correct answers. **(5.13)**
 - a) the Inca high priest in charge of sacrifices
 - b) the most powerful clan of the Inca
 - c) the son of Inti, the Inca sun god
 - d) the emperor of the Inca Empire
 - e) the wife of the Inca emperor

3. He-Who-Sees-Everything was both _____ and _____. Select the **two** correct answers. **(5.13)**
 - a) a priest
 - b) a tax collector
 - c) the Sapa Inca
 - d) a matchmaker
 - e) the main Inca god

4. How were the Inca able to farm on mountainsides? **(5.13.d)**
 - a) They used alpacas to plow for them.
 - b) They planted crops with long roots.
 - c) They cut terraces into the land.
 - d) They built the Royal Road.

5. Which phrases best explain how roads and routes supported the Inca Empire? Select the **two** correct answers. **(5.13, 5.13.i)**
 - a) by protecting communities from disasters caused by humans and nature
 - b) by allowing for easy movement of armies and merchants
 - c) by establishing direct pathways for travel to other continents
 - d) by guarding cities from invasion by surrounding groups
 - e) by helping government officials send messages

6. Use the image to answer the question.



Which phrases describe the most likely purposes of the object above? Select the **two** correct answers. (5.13.j)

- a) to record payment of tribute
- b) to predict the weather
- c) to track the movements of warriors in combat
- d) to record the numbers of goods traded
- e) to negotiate with other civilizations

Use the map to answer questions 7 and 8.



7. Along which body of water was the Inca Empire located? (5.6, 5.13.a)
- a) Amazon River
 - b) Atlantic Ocean
 - c) Caribbean Sea
 - d) Pacific Ocean
8. Which geographical features of the Inca Empire are shown on the map? (5.6, 5.13.a)
- a) coastlines and mountains
 - b) plateaus and deserts
 - c) rivers and swamps
 - d) valleys and deserts

Use the image to answer questions 9 and 10.



9. Which of these animals is pictured and played a central role in the life and culture of the Inca? (5.13)
- a) camel
 - b) llama
 - c) horse
 - d) eagle
10. How was this animal used by the Inca? (5.13)
- a) It was worshipped as a divine being.
 - b) It was relied on for working the land used for crops.
 - c) It was used to transport goods and for clothing and food.
 - d) It was responsible for identifying the location of the Inca Empire.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The geography of western South America greatly impacted the Inca Empire. Use evidence from the chapter to support or refute this claim. (5.5, 5.5.a, 5.5.c, 5.7, 5.13, 5.13.d, 5.13.i)

Assessment: Chapter 2—The Aztec Empire

A. On your own paper, write the letter(s) that provides the best answer.

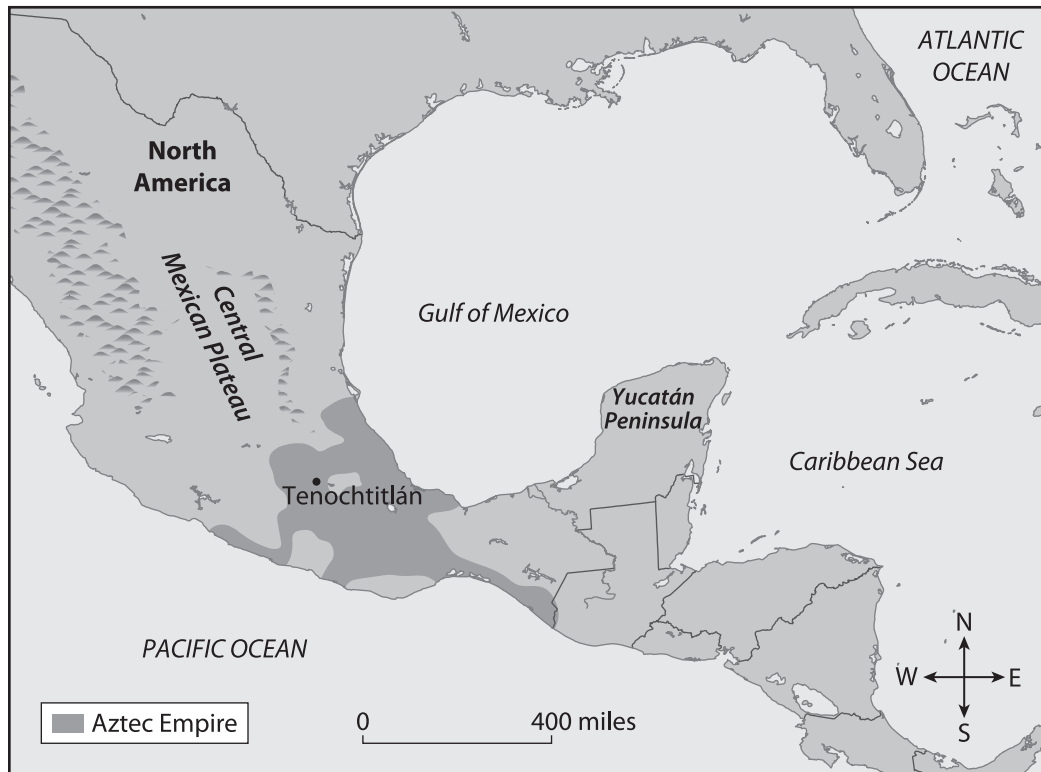
- Where did the Aztec build the capital of their civilization? (5.13.e)
 - in Cuzco, in present-day Peru
 - on an island in the Caribbean
 - in Tenochtitlán, in present-day Mexico
 - in the rainforests of the Yucatán Peninsula
- Which word best describes the Aztec *before* they built their empire? (5.13)
 - farmers
 - scientists
 - wanderers
 - conquerors
- The Aztec were known for being _____ and _____. Select **two** correct answers. (5.13)
 - fierce warriors
 - great conquerors
 - talented musicians
 - skilled road builders
 - impressive memorizers
- What was unusual about the Aztec capital Tenochtitlán? (5.7, 5.13, 5.13.d, 5.13.g)
 - It was built on an island.
 - It was built high in the mountains.
 - It was surrounded by dense rainforest.
 - It had a network of expertly built stone roads.
- What was one reason the Aztec waged war so often? (5.13, 5.13.e)
 - They needed more land for growing crops.
 - They wanted to expand their empire and power.
 - They were always under attack from their neighbors.
 - They believed the gods enjoyed seeing humans fight.

6. Use the image to answer the question.



Which of the following events is depicted in this image? (5.13, 5.13.g)

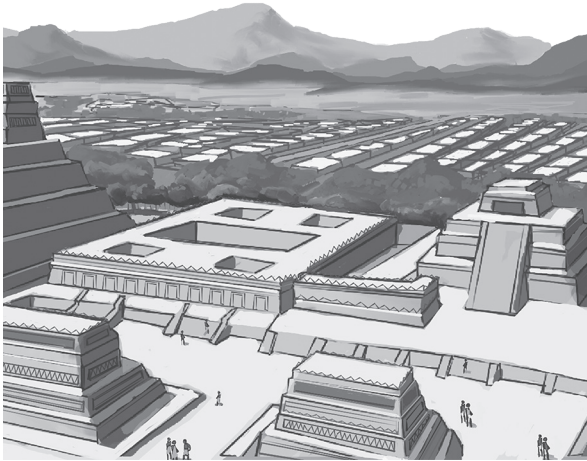
- a) The Aztec decide that the eagle is a sacred animal.
 - b) The Aztec understand that they are to become nomads.
 - c) The snake becomes a sign of coming disaster for the Aztec.
 - d) The sun god sends the Aztec a sign about where to build a great city.
7. Use the map to answer the question.



In which area of the Aztec Empire was Tenochtitlán located? (5.6, 5.13.a)

- a) the south
- b) the north
- c) the east
- d) the west

8. Use the image to answer the question.



Which phrases best explain the purposes of the Templo Mayor, or Great Temple? Select the **two** correct answers. (5.13.g)

- a) to hold important government documents
 - b) to celebrate the rulers
 - c) to perform religious ceremonies
 - d) to bury enslaved people
 - e) to store food supplies for winter
9. Use the image to answer the question.



What began occurring in the Aztec Empire during this leader's reign? (5.13.g)

- a) citizen revolts
- b) natural disasters
- c) appearances by the gods
- d) major infrastructure projects

10. Use the image to answer the question.



Which statements best describe this image? Select the **two** correct answers. (5.2, 5.2.a, 5.13.e)

- a) It was a system used to track traded items.
- b) It describes the history of the Aztec people.
- c) It shows the resources of the Aztec Empire.
- d) It was part of a book used to record information.
- e) It displays the names and identities of Aztec gods.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The strength of the Aztec Empire depended on its strong army. Use evidence from the chapter to support or refute this claim. (5.5, 5.5.a, 5.5.c, 5.13, 5.13.e)

Performance Task: *The Inca and Aztec Empires*

Teacher Directions: The Inca and Aztec Empires existed between the 1200s and 1500s CE and had distinct social, cultural, and economic structures.

Activity Page



AP 1.4

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their presentation.

Prompt:

The Aztec and Inca developed and maintained their empires in very different ways. Use evidence from the unit to support or refute this claim. (5.5.a, 5.5.b, 5.5.c, 5.5.d, 5.13, 5.13.d, 5.13.e, 5.13.i)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Aztec and Inca had similar ways of developing and maintaining their empires.
Reason:	The two civilizations used similar means of expanding their empires, organizing their information, and engineering solutions to overcome geographical challenges.
Evidence:	<p>The Inca and Aztec both conquered neighboring areas to expand their wealth and power.</p> <p>Both civilizations solved geographic challenges regarding transport and agriculture by engineering unique solutions, such as the Royal Road and terraced farming in the Inca Empire and canals, causeways, and floating gardens in the Aztec Empire.</p> <p>Both Inca and Aztec leaders held all the power in the empire.</p> <p>Both the Inca and the Aztec had systematic ways of keeping records and tracking time.</p>
Counterclaim and Answer:	The Aztec and Inca had very different ways of developing and maintaining their empires. In the Inca Empire, all citizens were expected to contribute to the empire to maintain it. The Inca Empire was also divided into four parts that were overseen by governors who reported to the Sapa Inca. The Aztec Empire kept a powerful standing army populated with men who had learned how to use weapons at an early age.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates strong understanding of the Inca and Aztec Empires; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The empires had powerful leaders who held absolute power and were considered gods or closely related to gods.• The empires had unique ways of recording information.• The empires expanded and grew stronger by conquering neighboring peoples.• The empires solved geographic challenges using new technologies and engineering.• Inca citizens and newly conquered people in the Aztec Empire were expected to contribute to the maintenance of the empires.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the Inca and Aztec Empires, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the Inca and Aztec Empires, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the Inca and Aztec Empires. The presentation may exhibit major issues with organization and/or focus.

Name _____

Date _____

Performance Task Activity: *The Inca and Aztec Empires*

The Inca and Aztec Empires existed between the 1200s and 1500s CE. They had distinct social, cultural, and economic structures. Use evidence from the unit to create a presentation supporting or refuting the claim that the Aztec and Inca developed and maintained their empires in very different ways.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Inca and Aztec Empires*, as well as from the sources and resources in the unit activities.

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

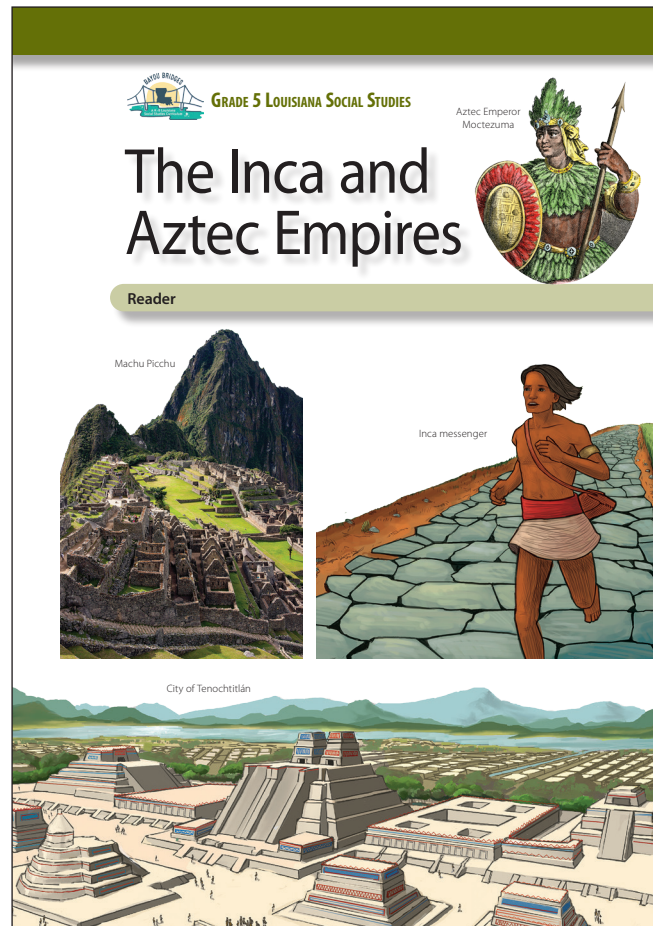
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the Inca and Aztec Empires. They will learn how the empires were established and maintained. They will also learn about the cultural and economic structures that developed in these empires. Students will view primary sources that will give them insight into the engineering capabilities and the habits and customs of these early Indigenous peoples.

In this unit, students will learn about the social structures of the Inca and Aztec, understand how they used their natural resources and built infrastructure to connect their communities, examine how they expanded their empires, and explore their religious beliefs and customs.

As part of their exploration, students will also learn about the role of human sacrifice in the Inca and Aztec Empires. While today we view this practice as unacceptable, the Inca and Aztec saw human sacrifice as an important part of their cultures and religions. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice, culture, or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What was its purpose?

10. Could it have been made by one person, or did it require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapters 1–2

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

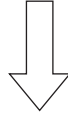
Date _____

Activity Page 1.4

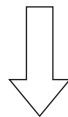
Use with Chapter 2

Claims and Evidence

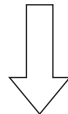
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

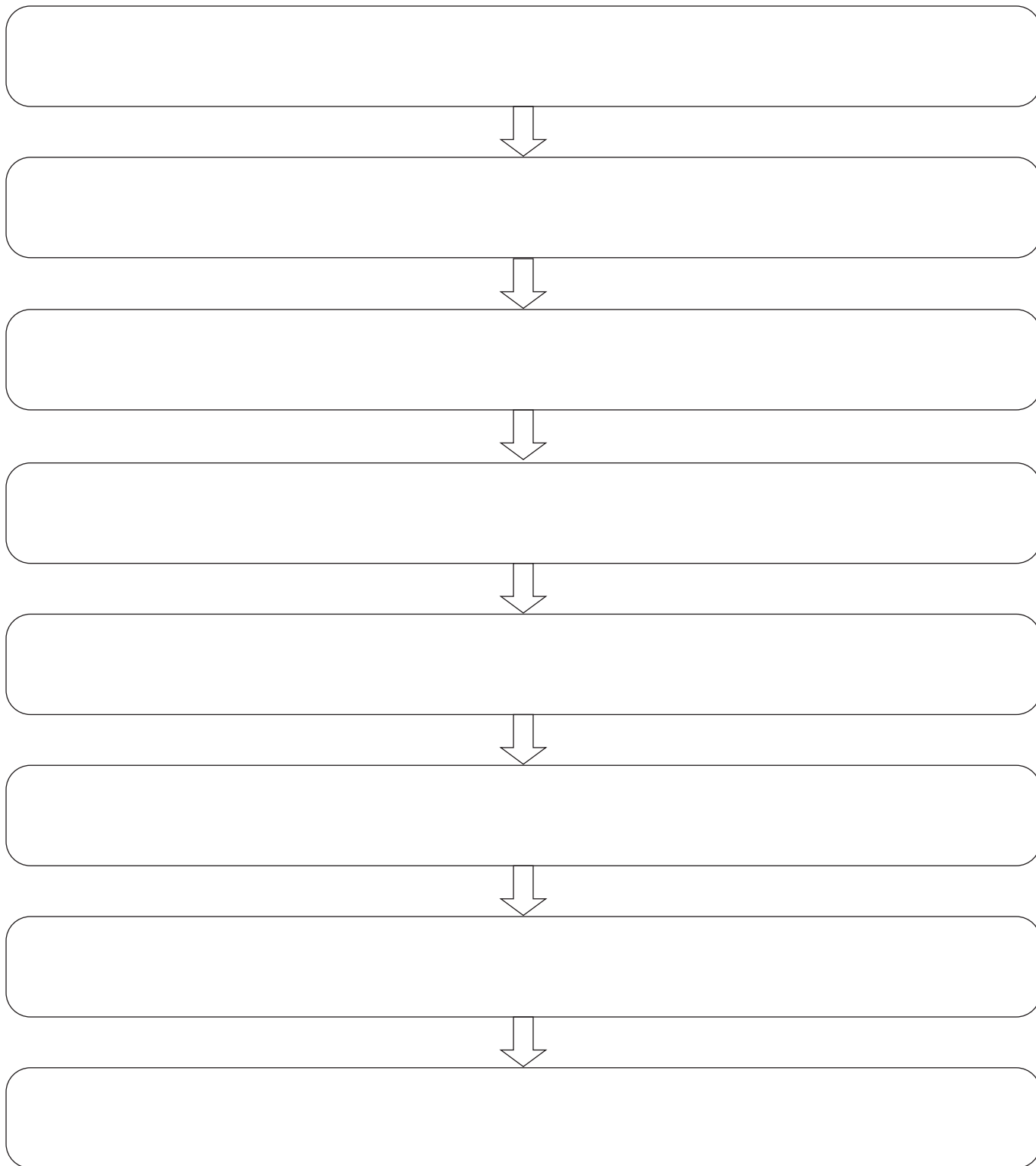
Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Flowchart



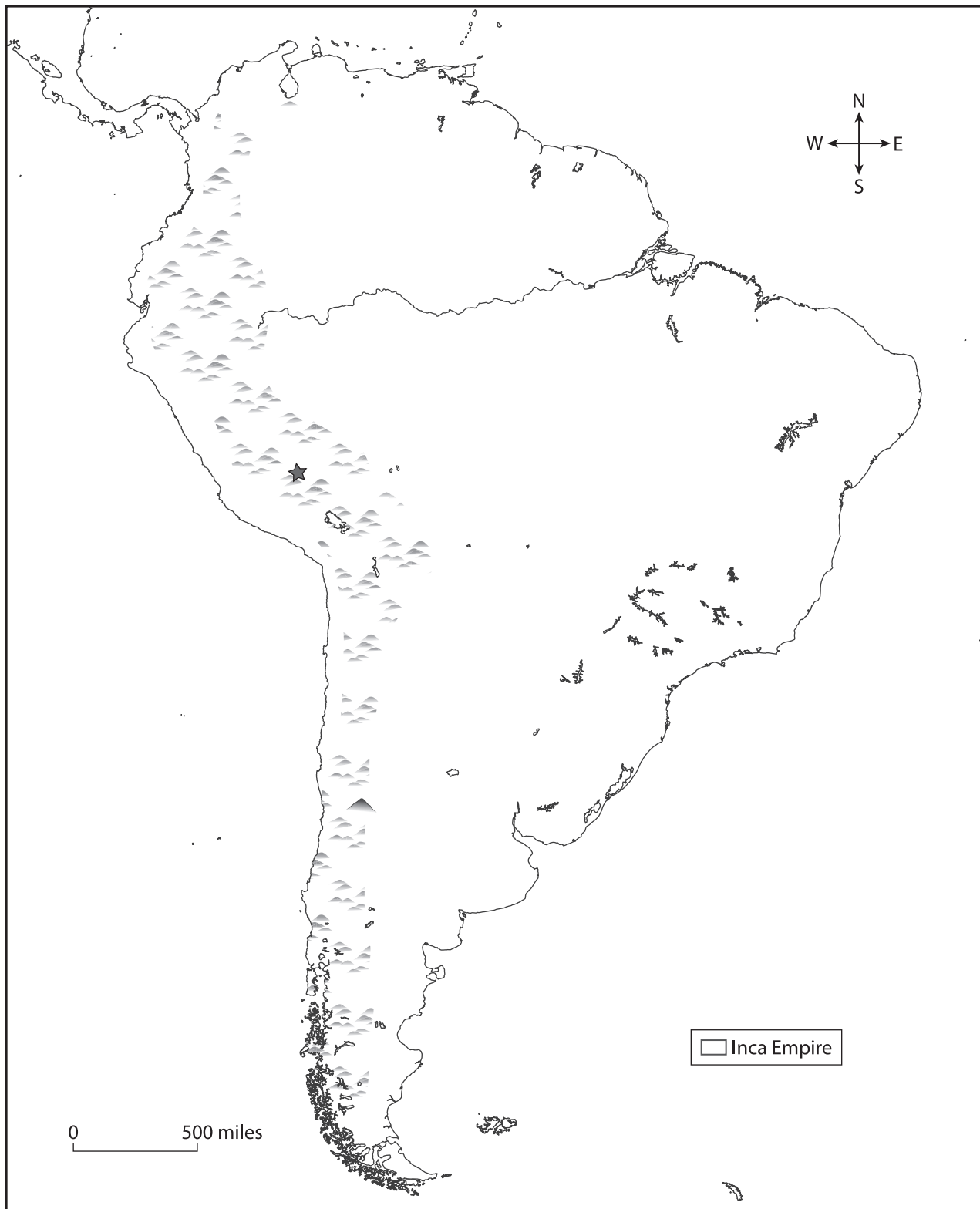
Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

The Inca Empire



Name _____

Date _____

Activity Page 1.6 (continued)

Use with Chapter 1

1. Label the following bodies of water:

Pacific Ocean

Caribbean Sea

Atlantic Ocean

Amazon River

2. Label the following landmasses:

South America

Central America

3. Label the Andes Mountains.

4. Draw in and shade the area of the Inca Empire. Note the color you used in the key.

5. On which part of the continent did the Inca build their empire?

6. Where on the continent is the Amazon River located?

7. Which body of water touched the area of the Inca Empire?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|----------------------------|---|
| _____ | 1. official | a) a chair attached to two beams and carried on the shoulders of several people |
| _____ | 2. scribe | b) a South American mammal valued for its endurance, woolly coat, and meat |
| _____ | 3. nomadic | c) a count of the number of people living in a certain area |
| _____ | 4. census | d) the public works system that includes roads, bridges, irrigation, public transportation, etc. |
| _____ | 5. causeway | e) the landforms of a piece of land |
| _____ | 6. llama | f) a person who has authority from a ruling power to carry out a specific duty |
| _____ | 7. empire | g) an ancient book with handwritten pages or parts |
| _____ | 8. canal | h) a person who uses science and math to design useful objects or buildings |
| _____ | 9. codex | i) a channel dug by people, used by boats or for irrigation |
| _____ | 10. terrain | j) a material used in building that is soft at first but then gets hard and rocklike |
| _____ | 11. pictogram | k) a flat piece of land carved out of the side of a mountain or hill |
| _____ | 12. engineer | l) the presence of many different kinds of landforms, waterways, or other geographic features in a region |
| _____ | 13. mortar | m) a person whose job is copying written information |
| _____ | 14. terrace | n) moving around often, usually in search of food and water; not settled in one place |
| _____ | 15. litter | o) a picture or drawing that stands for a word or phrase |
| _____ | 16. infrastructure | p) a group of countries or territories under the control of one government or one ruler |
| _____ | 17. geographical diversity | q) a raised road built over water to connect an island to a mainland |
| _____ | 18. plateau | r) a period of time in which a ruler is in power |
| _____ | 19. emperor | s) a large area of high, flat ground |
| _____ | 20. reign | t) a South American mammal valued for its long, woolly coat |
| _____ | 21. alpaca | u) the ruler of an empire |

2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 5

- 5.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.2** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Explain claims and evidence.
 - c) Compare and contrast multiple sources.
- 5.3** Explain connections between ideas, events, and developments in world history.
- 5.4** Compare and contrast events and developments in world history.
- 5.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Explain causes and effects.
 - d) Describe counterclaims.
- 5.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
- 5.7** Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.
- 5.8** Describe the origin and spread of major world religions as they developed throughout history.
- 5.9** Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.
- a) Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.
 - b) Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
 - c) Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
 - d) Describe the development of feudalism and manorialism and their role in the medieval European economy.
 - e) Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.

- f) Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.
- g) Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.
- h) Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

5.10 Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

- a) Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.
- b) Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.
- c) Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.

5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.

- a) Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
- b) Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- c) Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- d) Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.

5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

- a) Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
- b) Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- c) Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
- d) Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.
- e) Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.
- f) Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).
- g) Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a) Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.
- b) Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.
- c) Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.
- d) Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Inca civilizations.
- e) Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- f) Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- g) Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- h) Identify Moctezuma II and describe features of his reign.
- i) Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.
- j) Explain how the Inca kept their empire together without a written language.

5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.

- a) Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.
- b) Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
- c) Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.
- d) Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
- e) Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.
- f) Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.
- g) Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.

Answer Key: *The Inca and Aztec Empires*

Chapter Assessments

Chapter 1

- A.** 1. b 2. c, d 3. b, d 4. c 5. b, e 6. a, d 7. d 8. a
9. b 10. c
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as how the Inca people used terraced farming because they lived in the Andes Mountains; developed a method of building roads that crossed mountains, valleys, swamps, and desert to connect their communities; and built bridges to cross their waterways. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. c 2. c 3. a, b 4. a 5. b 6. d 7. b 8. b, c
9. b 10. d, e
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that the army was responsible for conquering neighboring areas, which is what allowed the empire to expand, and the people who were captured were used for human sacrifice. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Artifact Study (AP 1.2): Chapter 1 Primary Source Feature

Describe the artifact: Possible answer: The artifact is a bird made of gold. It was made during the Inca Empire and most likely belonged to a noble. Most objects that were made using precious metals were made specifically for Inca nobles.

Think about the artifact: The people who made these artifacts needed knowledge of how to work with metal and other precious materials, as well as the tools needed to make it. They also had to know where to find the materials to make the artifact.

Think about context: The artifact was made in a society that had a strict social hierarchy. An object like this would instantly reflect a high status in society.

Draw a conclusion: Status was important in the Inca Empire. Nobles wanted to be recognized, so they had objects and jewelry made of precious metals and stones.

The Inca Empire (AP 1.6)

- 1–4. See map on page 5 of the Student Reader.
5. The Inca built their empire on the western part of the continent.
6. The Amazon River is located on the north (or northeastern) part of the continent.
7. the Pacific Ocean

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature

Describe the source: The source is a primary source, a page of the Codex Borbonicus. This is one of the most famous codices from the Aztec Empire. Codices are ancient books with handwritten pages that were used to record important information. This page helped the Aztec track time and displayed some of the most important gods in their religion.

Connect the source to what you know: Modern societies use a 365-day calendar. The Aztec, however, followed a 260-day calendar. The page of the codex features twenty named days that are paired with thirteen numbers that advance by one each day.

Understand the source. Identify its message, purpose, and/or author: The purpose of the source is to show how the Aztec kept track of not only important events and ceremonies but also the daily passing of time.

Draw a conclusion from or about the source: The source supports the idea that the Aztec were precise and organized and that they honored their gods in everything they did.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | | |
|------|-------|-------|
| 1. f | 10. e | 19. u |
| 2. m | 11. o | 20. r |
| 3. n | 12. h | 21. t |
| 4. c | 13. j | |
| 5. q | 14. k | |
| 6. b | 15. a | |
| 7. p | 16. d | |
| 8. i | 17. l | |
| 9. g | 18. s | |



Core Knowledge®

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

Editorial Directors

Rosie McCormick

Ilene Goldman

in partnership with



Subject Matter Expert

Dr. Gary M. Feinman, PhD, MacArthur Curator of Mesoamerican, Central American, and East Asian Anthropology

Illustration and Photo Credits

Album / British Library / Alamy Stock Photo: 45

Avi Katz: i, iii

Dustin Mackay: Cover C, 50c

North Wind Picture Archives / Alamy Stock Photo: Cover A, 44b, 50a

Science History Images / Alamy Stock Photo: 5a

Scott Hammond: Cover D, 5b, 43a, 44a, 50d

Steve Allen Travel Photography / Alamy Stock Photo: Cover B, 50b

World History Archive / Alamy Stock Photo: 41

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org





Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

The Medieval World
West African Kingdoms
Civilizations in North America
The Inca and Aztec Empires
Renaissance and Reformation
Age of Contact

www.coreknowledge.org

ISBN: 979-8-88970-186-6