

Exploring the Culture and Customs of the Aztec

Grade Level: High School

Subject: History

Key words: See below

Suggested Time Frame: 10 days total, 50 minutes this section

Designed by: William Gillispie

School District:

Standards (High School, History):

WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- evaluating a broad variety of primary and secondary sources
- comparing and contrasting varied points of view
- determining the meaning of words and phrases from historical texts (sources)

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

Student Objectives: Students will be able to address the following questions.

Essential/Driving Questions

- What are some of the key differences between the Aztec and the Incan empires? (1.1)
- How were Native American communities of North America different than the empires of South America? (1.2)
- Why did Europeans begin exploring? (2.1)
- What circumstances allowed for Europeans to explore in both the East and the New World? (2.1)
- Describe and explain the causes of European exploration in the Indian Ocean region. (2.1)
- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World? (2.2)
- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people. (2.3)

- Explain the Columbian Exchange and describe the factors that led to the development of global trade. (2.4)

Lesson Plan

1. 1 – Native American Empires, Aztec and Inca

Key Terms:

- Aztec Empire
- Incan Empire
- Maya
- Nahuatl
- Tenochtitlan
- Tribute Empire
- Chinampas
- Cuzco
- Quipu

Essential Questions:

- What are some of the key differences between the Aztecs and the Incan empires?

1.2 – Native American Communities North America

Key Terms:

- Cherokee
- Choctaw
- Iroquois Confederacy
- Pueblo
- Inuit

Essential Questions:

- How were Native American communities of North America different than the empires of South America?

2.1 – Early European Exploration

Key Terms:

- Ottoman Empire
- Henry the Navigator
- Vasco da Gama
- Swahili Coast
- Portuguese

- India
- Treaty of Tordesillas
- Isabella and Ferdinand
- Hispaniola

Essential Questions:

- Why did Europeans begin exploring?
- What circumstances allowed for Europeans to explore in both the East and the New World?
- Describe and explain the causes of European exploration in the Indian Ocean region.

2.2 – Conquest of the New World

Key Terms:

- Charles V
- Hernando Cortes
- conquistadores
- Montezuma
- Atahualpa
- Pizarro

Essential Questions:

- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World.

2.3 – Spain Builds an American Empire

Key Terms:

- Phillip II
- New Spain
- Peru
- mestizos/criollos/mulattoes
- haciendas
- encomienda
- Potosì
- Popé
- Pueblo Revolt

Essential Questions:

- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people.

2.4 – The Columbian Exchange and Global Trade

Key Terms:

- Columbian Exchange
- mercantilism

Essential Questions:

- Explain the Columbian Exchange and describe the factors that led to the development of global trade.

Unit 1 Calendar

Date	Major Topics	Reading/Assignment Due
Day 1	Introduction to Course 1.1 Native American Empires, Aztec and Inca Aztec Art Piece/Codex Page Analysis	
Day 2	1.1 Native American Empires, Aztec and Inca <u>Assign Louisiana Native American Presentations</u>	Sign up for Google classroom Signed Parent Letter <u>Aztec Art Piece/Codex Page Analysis Due</u>
Day 3	1.2 Native American Communities North America Maya Stations Activity (Half-Class)	1 - King Moctezuma, <i>Laws, Ordinances, and Regulations</i> (1450) / Diego Duran <i>Book of the gods and Rites</i> , (1574-1576)
Day 4	1.2 Native American Communities North America	<u>Quiz on Reading Maya Station Activity Due</u>
Day 5	2.1 European Exploration 2.2 Conquest of the New World <u>Assign Columbus DBQ</u>	
Day 6	2.3 Spain Builds an American Empire	
Day 7	2.4 The Columbian Exchange and Global Trade Time to Work on Project	2 - Juan Sepúlveda, <i>On the Causes of Just War with the Indians</i> (1547) <u>Columbus DBQ Due</u>
Day 8	Time to Work on Project	
Day 9	<u>Louisiana Native American Presentations</u>	<u>Louisiana Native American Presentations Due</u>
Day 10	UNIT 1 TEST	<u>STUDY FOR UNIT 1 TEST</u>

Aztec Content Exploration

Name _____

(Instructions for teacher: Upon completion of the PowerPoint, give the students somewhere between 10-20 minutes to explore the artwork and documents at the site below, then, they should do one (or even two) worksheets on an art piece or document they select. Once they've finished, it may also be useful to look at a few of the pieces from the site together as a full class and ask students what they see in a piece/document and what they like or do not like about it (Answering 1 and 4.))

Explore the different art pieces/documents at the following website. Be sure to look at and skim the description of at least 7 unique works:

<https://smarthistory.org/americas-before-1900/north-america-to-1500/mesoamerica/aztec-mexica-art/>

Now, select one of those pieces and fill out the following form. If you select the codex, you may talk about it in a more general sense or focus on a specific page or symbol.

1. What kinds of things do you see in the art piece/codex you select? What most stands out about the piece?

2. What could this art/piece or document tell you about Aztec Society?

3. What kinds of limitations exist in what this art piece/document can tell us? (Think about the Spanish influence/the timing of when the piece was created).

4. Do you like this art piece? Why or why not? (at least three sentence answer)
