

Mission: Mexica Teacher's Guide

Who We Are

Welcome! We want to start by introducing ourselves: we are Erin Quinn and Tara Vandertoorn, former grade 8 Humanities partner teachers, where we lived and taught in Calgary, Alberta on Treaty 7 territory, home of the Blackfoot, Tsuut'ina, Stoney Nakoda, and Metis (Region 3) people. Since we designed this project together, Erin has moved to her hometown of Wetaskiwin, on Treaty 6 territory, the traditional territories and gathering place for the Cree, Saulteaux, Blackfoot, Métis, Dene, and Nakota Sioux and Anishinaabe. We have designed Mission: Mexica, a game-like project designed to teach about worldviews in conflict during the Spanish-Aztec conflict and are pleased to share it with any teacher who would use it! We post a lot of what we do in our classrooms at www.creativitycollective.ca if you're looking for more!



We'd love to hear from you if you try this in your classroom. We can be reached at quinn.erin@gmail.com and tabroshvandertoorn@cbe.ab.ca.

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What is Mission: Mexica?

In Mission Mexica, students are acting as secret agents called *Pochteca* (a Nahuatl word that referred to long-distance messengers, who also sometimes acted as spies), employed by The Empire Elite, an organization dedicated to repatriating stolen art and artefacts.

Mission: Mexica is a game-based approach to learning about worldviews before, during, and after the Spanish conflict with the Mexica (Aztec) people in Mesoamerica.

A Note About Colonialism

When learning about the conflict between the Spanish and the Mexica, we are really talking about colonialism, but the Alberta Social Studies Program of Studies doesn't really position it in this way. The common narrative we often hear about the conflict is that the Spanish came and wiped out the Aztec empire. This is a [single story](#) and doesn't tell the real and true history of the Mexica people. As an act of Reconciliation, we made deliberate efforts to address the colonial impact wherever we could.



The first act of Reconciliation we have done in this project is by referring to the people as Mexica rather than Aztec. Mexica is what the people called themselves. The word Aztec was actually created by European historians. We make sure our students know that Mexica and Aztec both refer to the same people, since most of the resources they will come across in textbooks and online will refer to them as Aztec.

The project itself is also centred around a reconciliatory concept of repatriation. The game is focused on artefacts that exist in museums and private collections around the world, with the aim of the game to repatriate these artefacts to Mexico.

An Overview

Mission: Mexica is made up of three parts:

1. **Basic Training:** This is the first part of the project, designed to “train” our secret agents in skills and knowledge about the Mexica and Spanish people’s worldviews. This background knowledge will be necessary for the next two parts of the game.
2. **Artefact Case Files:** Pochteca are placed in randomized groups for case files. In each case file, pochteca are assigned a different artefact to learn about, connect to worldview, and identify reasons why this artefact should be repatriated. Pochteca groups present their arguments to the Empire Elite. Through four rounds of presentations, artefacts get ranked through a voting process in terms of most desirable for repatriation.
3. **The Heist:** The game ends with a huge escape room-like heist, where pochteca work in groups to repatriate the most artefacts with the highest value that they can in the given time.

A slidedeck walks everyone through each part of the game step-by-step. We will go into each part of the game in more detail below.

Pochteca are earning money throughout this whole game, to be used during the Heist to purchase artefacts for repatriation. Each pochtecatl is paid individually because groups will not stay the same throughout the whole project. We used the \$100 bills from [here](#). You will need a LOT of them printed and cut.

One of the things we always want to make clear to people is that we are always iterating our plans based on the feedback from how things go, and the needs of the students we teach. To that end, there are several versions of this project. We’ll outline them below:



Original Version

In the original version, we took a couple of weeks to do the basic training. Then, we completed four case files. Each case file took a week. Finally, we did a outdoor Heist where we set up stations around the school yard to repatriate the artefacts.

We will share the original version of the case maps in this document as well as loose plans for the Heist. Because we didn't refine this version of the project, we share them in a "prototype state."

Condensed Version

In the condensed version, we completed the basic training in a couple of weeks. Because of time constraints due to Covid school interruptions, we eliminated one of the case files, combining the third and fourth case files into one - for a total of three weeks of case files. Rather than doing the Heist outdoors, we created a classroom version of the Heist. We liked these changes a lot and they worked well for our students and setting, so we kept them. Most of the links throughout this document are from this version of the project.

Parkdale Version

After Erin moved to Wetaskiwin, she adapted the Condensed version to meet the needs of her unique students. Her group of students did better with more extrinsic motivation and scaffolded research. We will share the materials and an explanation of the changes she made in this version in each section of this document.

Basic Training

Each pochtecatl receives a mission notebook at the beginning of basic training. A PDF copy of the notebook can be found [here](#). The notebook includes everything they need to complete Basic Training. For organizational purposes, we had our students put their notebook into a duotang, which we stamped with a top secret stamp. We also had students glue an envelope to the inside of their duotang in which they could keep their money.

Pochteca work in the same teacher-created group for the entirety of Basic Training. We used randomized groupings for these groups.



Basic training consists of four puzzles the pochteca will complete as a group. Each puzzle is based on learning about a different aspect of Mexico and Spanish worldviews. We deliberately gave them very few instructions for Basic Training to fuel the fun and to encourage students to collaborate with one another to solve the puzzle. Pochteca will work with their group to do the task, add notes to their notebook, and solve a puzzle to find a secret phrase or word.

Each day of Basic Training begins with a video to learn about elements of worldview of the Mexico and the Spanish. We will break down each day of basic training below, but first, we will address assessment and undercover missions.

Assessment of Basic Training

We use standard-based grading in our district, and align our assessment to the report card stems that connect with the standards. We use a four point indicator scale, with 1 being not meeting grade level expectations, 2 meaning a basic achievement of grade level expectations, 3 being a good achievement of grade level expectations, and 4 being an excellent achievement of grade level expectations.

We created a spreadsheet document, which we print and carry around with us on a clipboard. Assessment takes place during class, as we circulate to look at the work the student completed the day before. This allows us to give immediate and actionable feedback to students as they work their way through each of the basic training exercises.

We are assessing two things through the notes students take in their Mission: Mexica notebook: managing information and ideas and research. Here are our rubrics:

Manages and Evaluates Ideas and Information

Key information is accurately organized in notes

1. not organized
2. notes are copied
3. notes are paraphrased
4. notes are synthesized

Demonstrates Skills and Processes for Inquiry and Research

Information is accurate and includes a variety of details

1. factual errors
2. some general details
3. information is detailed
4. information is detailed, with specific examples

As mentioned, assessment takes place during class. Here's what that looks like: On Day 2, we will assess the notes from Day 1. We circulate to each group of pochteca and take a look at the notes. We assess them on our spreadsheet on our tracking sheet. We give verbal feedback to the student. Most often, this will involve a next step, such as "Today, when you are working on



your notes, try to put the ideas you learn into your own words.”

As we assess, we also give payment for the work done the previous day. It is very important to note that payment is NOT connected to assessment. This is incredibly important because we never want any student to feel shame when engaging in one of our games. Every student who completes the work, regardless of where they fall on the rubric, earns \$300 for Basic Training.

Undercover Missions

If pochteca finish their basic training early, undercover missions are opportunities to deepen and extend their understanding. The undercover missions are based on the concept of the secret agent creating an undercover identity and using their creative and critical thinking to imagine how this alter ego would interact with the Mexica artefacts.

Undercover Missions can be found [here](#). Each successfully completed undercover mission earns the pochtecl \$200. There is a hidden message in each undercover mission as well. If the pochtecl has eagle eyes to spot and can figure it out, they can earn an additional \$100.

Day 1 Basic Training: Language Training

To prepare for Day 1¹, you must print and cut as many copies of [these cards](#) as you have groups (we had six groups of 4-5 students).

The video for Day 1 begins on Slide 8 of the slidedeck. Pochteca are asked to add notes to their Mission: Mexica notebook as they watch the videos. We use this as an opportunity to teach and model effective note-taking strategies on the board as we watch.

We discuss the assessment of the basic training as well as the undercover missions. Then, pochteca groups receive their set of the vocabulary cards. We go over the instructions on Slide 11. We don't give them any more information than this - it's part of the fun!

Groups begin to work. Pochteca have access to textbooks to help them define words they don't know, but are not permitted to Google. Groups can also buy a hint if they are stuck - each pochtecl must pay \$100 for a hint. A hint could involve more direct instructions for how to complete the puzzle or guidance for how to figure out the secret word or phrase.

To decode the secret phrase, pochteca will use a reverse alphabet (atbash) cipher (<https://www.dcode.fr/atbash-cipher>), which is revealed by correctly matching the words with their definitions and then flipping the cards over. In an atbash cipher, the letter A becomes Z, B becomes Y, and so on. The phrase they are trying to decode is on the bottom of the notebook

¹ It may be helpful to know, logistics-wise, how much time we are working with as we've broken down the project by day. Each class period is about 55 minutes long, and each Day would equate to one class period.



page. ZMVZTOVKVIXSVH which becomes ANEAGLEPERCHES. Correctly decoded the unscrambled phrase is “An eagle perches.”



Day 2 Basic Training: Historical Background

To prepare for Day 2, print enough copies of the [Venn sort tool and cards](#) for the number of groups you have. Cut out the sortable items and paper clip them together.

View the video on Slide 12. Model note-taking.

Introduce the task on Slide 13. Pochteca will work together to sort the cards as “Mexica,” “Spanish,” or “Both.” To find the secret phrase, they will turn over the cards that are “Both” and unscramble the letters. The phrase they will find is “on a cactus.”

Here is the answer key:



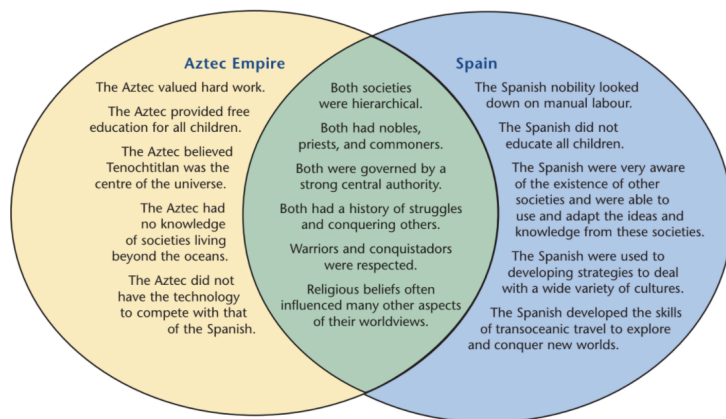


Image Credit: Nelson Publishing, *Our Worldviews*.

Day 3 Basic Training: Geographic Research

To prepare for Day 3, print as many copies of [the maps](#) as you have groups.

View the video on Slide 14 and complete notes.

Review the instructions on Slide 15. To find the secret word, students will use the *longitude* of the boxes at the top of the page in their notebook to find the word “devouring.”

Day 4 Basic Training: Timeline of Events

To prepare for Day 4, print as many copies of [the timeline](#) as you have groups. Cut out the events and paperclip together.

View the video on Slide 16 and complete notes.

Review the instructions on Slide 17. To find the secret word, add up the date of each Spanish event to know which random capitalized letter to use. For example, $7+1+1=9$. In the event from 711 the letter N is capitalized. Students will use the capitalized letters to find the phrase “a snake.”

Here is the answer key:



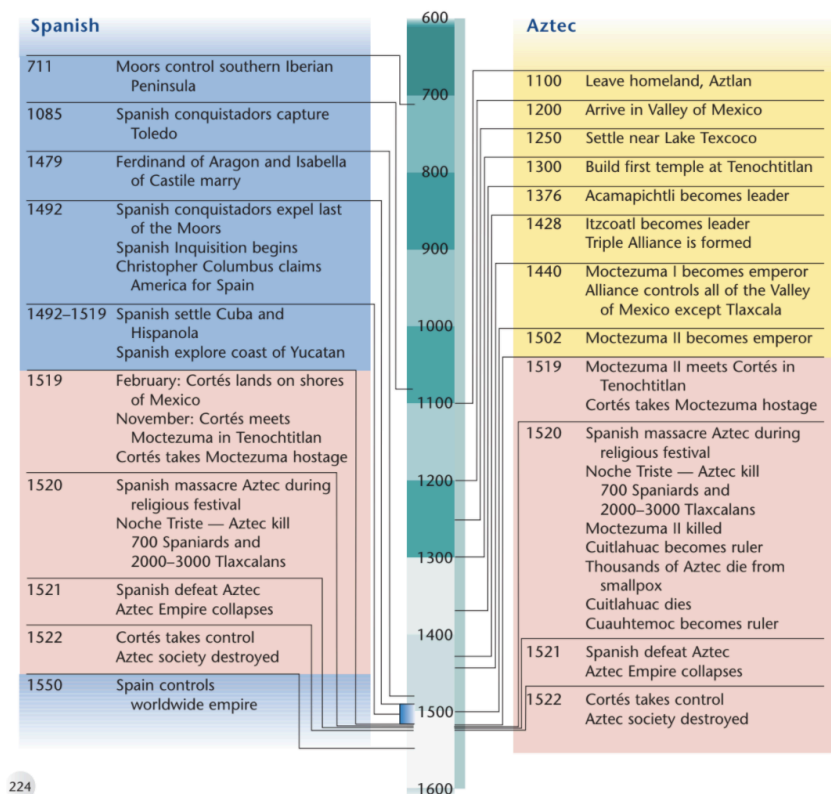


Image Credit: Nelson Publishing, *Our Worldviews*.

Day 5 Basic Training: Final Video & Check-in Prep

Use a final day to watch the video about the fall of Tenochtitlan and add notes to the notebooks. Students will use this day to prepare for a check-in (quiz). For us, this check-in is open book, meaning that students can use the notes in their notebook during the quiz. During their class time on Day 5, they can work on making sure their notes are complete, and add to notes using textbooks.

You can find a copy of the check-in by going to [the basic training folder](#). You'll need to make a copy of the check-in.

Day 6 Check-in & Introduce the Case Maps

On Day 6, students will complete the check-in.

When all students are finished, we used the remainder of our class time to introduce the next phase of the game, Case Maps.



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Once they complete their check-in, they have completed basic training and pochteca are cleared for active duty!

Basic Training, Parkdale Version

Erin didn't make many changes to the structure of the basic training, but she did change the [Basic Training student notebook](#) to make it more scaffolded for her students. For each video and activity, she provided students with a structure to help them take notes.

She also switched out one of the videos and changed the check-in to reflect this video. She adjusted the language of the quiz to make the language of the questions simpler. The Parkdale version of the slidedeck can be found [here](#).

You can find the [quiz](#) in this folder. To access a copy of the check-in, right click it and select "Make a Copy." Google Forms are a bit finicky and you can't easily access a copy of the form through any means other than this.

A note about assessment: Erin's school district uses percentages, so rather than a 1-4 grading scale, Erin used a 1-10 scale. She converted the grades as follows:

4 (Excellent) = 9 or 10/10

3 (Good) = 7 or 8/10

2 (Basic) = 5 or 6/10

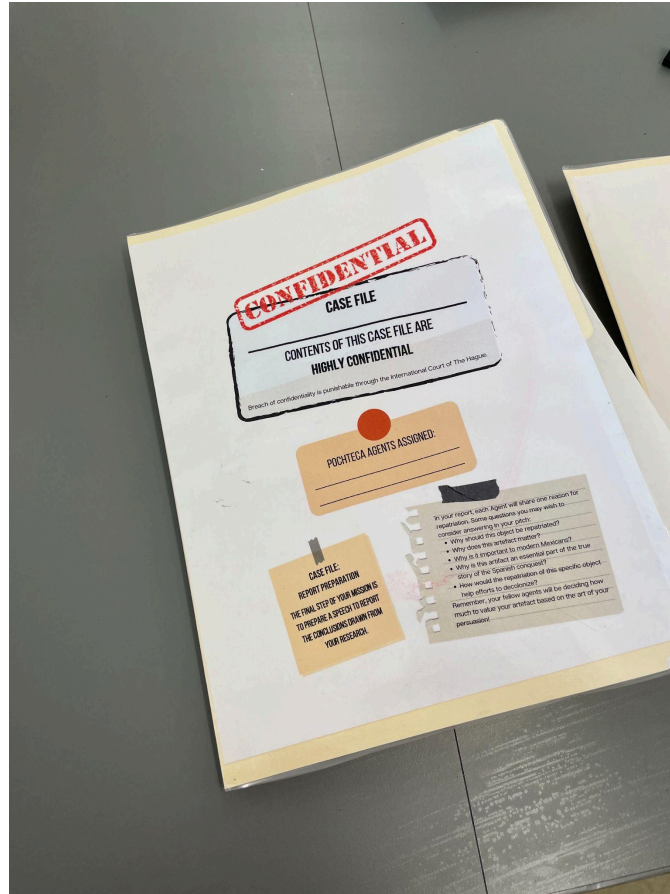
1 (Not Meeting) = 4/10

Artefact Case Maps

Whereas Basic Training is about becoming familiar with the worldviews of the Mexica and the Spanish and some of the history of the conflict between the groups, the Artefact Case Map part of the game is digging in with critical thinking. There are a few reasons why we designed this part of the game in the way we did. Firstly, it allows students to take their knowledge of worldview and apply it to build an understanding of how worldviews are reflected in the material culture and decisions of a culture. The case maps involve a pitch, and so they also allow students to hone and practice using evidence to support a claim and develop persuasive speaking skills.

We created these laminated folders to hold the case maps:

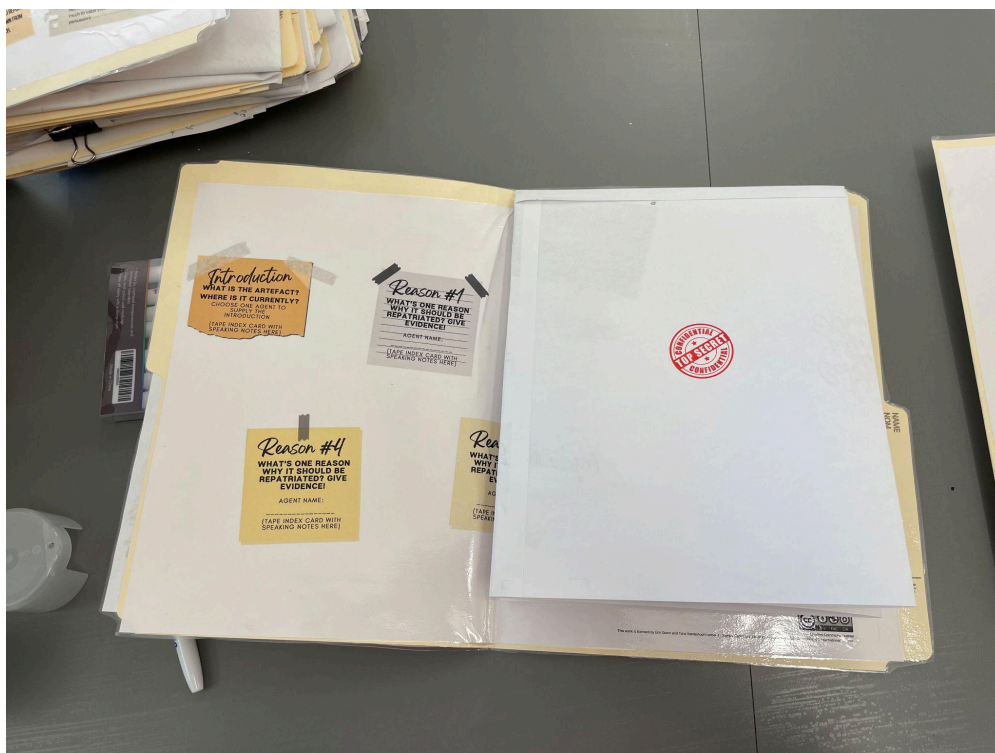




Download the outside cover of the folder [here](#).

We glued the pages to a manila file folder, and then laminated the folder. Inside the folder, we have a structure for the pitch mapped out, glued to the inside. For each new case file, we would write the student names where it says “Pochteca Agents Assigned” using a wet erase marker.





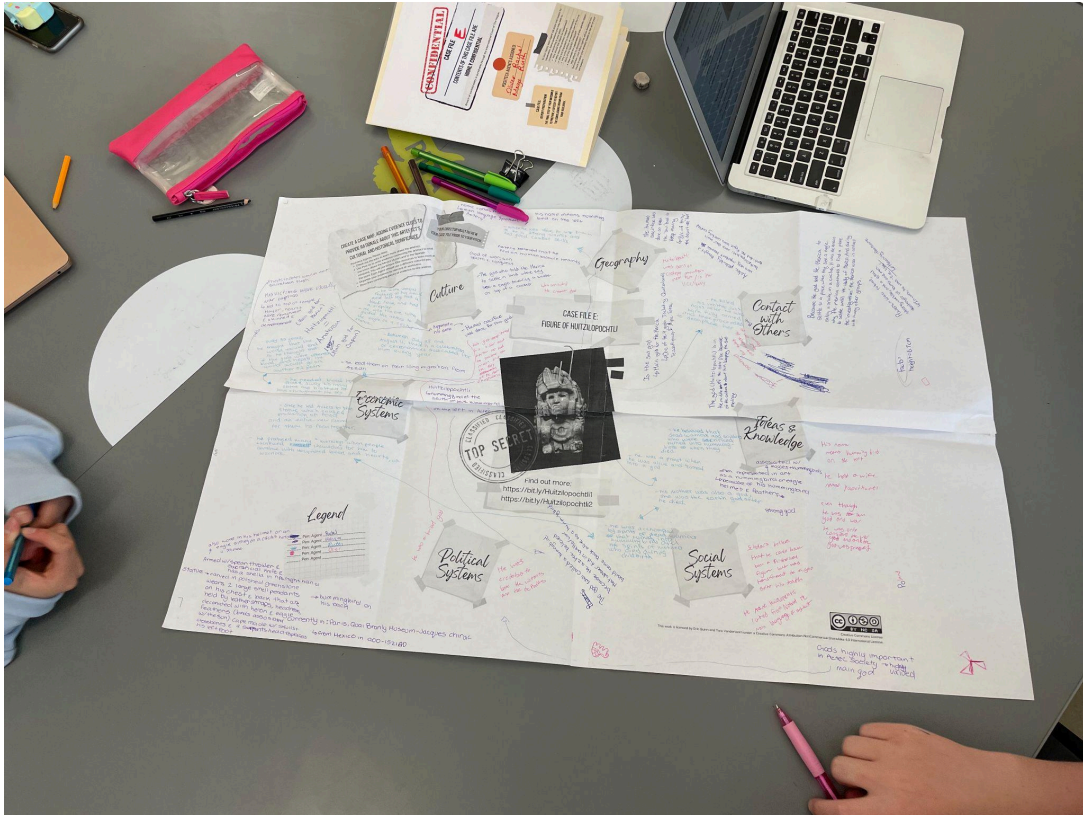
Download the inside for the case folder [here](#). This one is printed on 11x17 paper, which fits the inside double spread of the folder.

Finally, inside the case folder is a case map. There are 24 artefacts in total, and 24 different case maps. Each group will receive a different case map.

We used [rasterbator](#) to rasterize the case maps so they print on four pieces of 11x17 paper, which we then cut and glued together and folded up. The size was perfect, but it took a long time to print, cut, and glue, so take that into account in your timing.

The first time we did this project, we had four case files the students completed. In the second year, because of time constraints, we cut out some of the case maps. We actually found that the three case file version worked better as doing four was somewhat redundant. We will offer both versions of the maps here:





Here are links to the original PDFs and the rasterized case maps:

Four Case Map Version:

[Case Map 1 PDFs](#) (not rasterized)

[CASE FILE A: Teotihuacan Serpentine Mask](#)

[CASE FILE B: Statue of the Divinity Cihuateotl Veracruz, El Zapotal](#)

[CASE FILE C: Statuette of the Tlaloc God](#)

[CASE FILE D: Stone Bust of Quetzalcoatl](#)

[CASE FILE E: Figure of Huitzilopochtli](#)

[CASE FILE F: Mask of Tezcatlipoca](#)



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[Case Map 2 PDFs \(not rasterized\)](#)

[CASE FILE G: Stone of the Sun](#)

[CASE FILE H: Cuauhxicalli](#)

[CASE FILE I: Moctezuma's Penacho](#)

[CASE FILE J: Royal Turtle Shell Necklace](#)

[CASE FILE K: Double Headed Serpent Pectoral](#)

[CASE FILE L: Atlatl](#)

[Case Map 3 PDFs \(not rasterized\)](#)

[CASE FILE M: Florentine Codex](#)

[CASE FILE N: Codex Mendoza](#)

[CASE FILE O: Dr Dee's Magical Mirror](#)

[CASE FILE P: Pendent in the Shape of a Warrior](#)

[CASE FILE Q: Feathered Ahuizotl Shield](#)

[CASE FILE R: Statue of Man Carrying Cacao Pod](#)

[Case Map 4 PDFs \(not rasterized\)](#)

[CASE FILE S: Lienzo de Metlatoyuca](#)

[CASE FILE T: Gold Bullion](#)

[CASE FILE U: Mass of Saint Gregory Feather Mural](#)

[CASE FILE V: Woven Band](#)

[CASE FILE W: Life-Death Statue](#)

[CASE FILE X: Petaca](#)



Three Case Map Version:

[Case Map 1 PDFs](#) (not rasterized)

[CASE FILE A: Teotihuacan Serpentine Mask](#)

[CASE FILE B: Statue of the Divinity Cihuateotl Veracruz, El Zapotal](#)

[CASE FILE C: Statuette of the Tlaloc God](#)

[CASE FILE D: Stone Bust of Quetzalcoatl](#)

[CASE FILE E: Figure of Huitzilopochtli](#)

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[Case Map 3 PDFs](#) (not rasterized)

[CASE FILE M: Codex Mendoza](#)

[CASE FILE N: Statue of a Man Carrying a Cacao Pod](#)

[CASE FILE O: Gold Bullion](#)

[CASE FILE P: Mass of St. Gregory Feather Mural](#)

[CASE FILE Q: Woven Band](#)

[CASE FILE R: Petaca](#)



Before we begin, we watch a couple of videos about artefact repatriation. We watched a quick video of a comedian poking fun of the British for basically stealing everything from everywhere they colonized and putting it in a museum and then a more informational video about what artefact repatriation is. We have a quick discussion about repatriation, and we also make connections to reconciliation efforts closer to home.

We introduce the overarching structure of the case maps. Each student will complete four case maps, and for each case map, they will be working with a different randomly generated group. Each case map takes four days of class time to complete. A note about groups: This is the last game we do in our year, and students have had a whole school year to get to know one another. We find that randomly generated groups work well at this point in the year, allowing students to work with people they wouldn't have chosen to work with otherwise.

After sharing the structure of the four days, we dive right in, and explain what will happen during each day in more detail as we reach that day of the first case file.

Day 1 & 2 Case File: Research & Connections to Worldview

The first thing that happens on Day 1 is that students receive their new randomized group and their case file. We explore how we will interact with the case map using Slide 26. Our inspiration for the case map are those bulletin boards on old crime movies where clues are connected by string. In our case, we use pens instead of string. We ordered a package of multicoloured pens for each group, and ask each student to write in a different colour. This lets us easily see the contributions of each individual student to the collaborative task.

Armed with a couple of computers per group, pochteca use the links on the case map to learn more about the artefact. They also have access to their notebooks and the textbooks they used during basic training. The main objective of the first two days is to make connections between an artefact and elements of worldview. We use these elements all year long to unpack the complex idea of worldview (Here's a [link to a handout](#) we give students at the beginning of the year to unpack what each of these elements means and some [posters Erin made](#)). Another objective is to uncover how each of these elements is connected and related, and synthesize the connections between ideas.

Day 3 Case File: Pitch Preparation

After they've had a chance to unpack the artefact and its significance in Mexica culture, Day 3 is all about creating an argument: why should this artefact be repatriated to the Mexican people? Why is it important? What does it reveal about the Mexica worldview?



The organizer on the inside of the case file folder gives the groups a structure they can work from. Essentially, each pochectl will present one reason why the artefact should be repatriated, with evidence. We give each pochectl an index card to write their reason on. Two students will also take on an extra task: one will present an introduction and one will present a conclusion. We do make visible to our students that essentially they are collaboratively writing an essay here! Each index card is one argument to support their claim: this object should be repatriated.



Case Map Assessment

As the groups are working on their pitch, we are circulating to assess the case maps and give feedback. We use a [second spreadsheet](#) to keep track of assessment data during the case map phase of the project.

We are assessing the report card stem “**Demonstrates knowledge and understanding of citizenship and identity**” through the case map. Here is the criteria we use:

Demonstrates an understanding that citizenship and identity are shaped by multiple factors such as culture, economics, politics, social systems, contact with others, knowledge and ideas, and geography.

1. Connections to citizenship and identity are limited or factually wrong.
2. Connections summarize some aspects of citizenship and identity and identify similarities or differences between concepts.
3. Connections analyze and compare aspects of citizenship and identity, noting informed connections between concepts.
4. Connections synthesize and criticize aspects of citizenship and identity and make informed, in-depth extensions among concepts.

Once again, assessment is done in partnership with students so feedback is immediately actionable. Students have three more opportunities to practice these skills.



Day 4 Case File: Pitch

On Day 4, the pochteca groups present their pitches to the rest of the Empire Elite squad (AKA each other).

Each student receives a pitch notecatcher ([Original Version](#)) ([Condensed Version](#)) to jot some notes down about each artefact. This notecatcher will be helpful to them during the Heist.

Day 5 Case File: Vote

All groups share their pitch, as the rest of the Empire Elite listen and take notes. At the end of all six pitches, we enter into voting, which usually happens on Day 5. As an Empire Elite division, we are voting to determine the overall value of each artefact for the heist. We had students vote using a Google Form.

Google Forms are linked below (these links will take you to the folder where the forms can be found. Right click and make a copy and then move the resulting form to your own Google Drive).

[Case File 1](#)

[Case File 2](#)

[Case File 3](#)

Each student voted for three artefacts they thought should be repatriated. Students could not choose their own artefact. Then, students had to justify the reasons why they chose these three artefacts. Though we know students will vote for their friends, having to justify their answers meant that they could only vote based on popularity to a certain point. Their justifications were assessed.

Tara is an Excel master and created a formula to determine the rankings of the artefacts based on the votes.

Pitch Assessment

Assessment of the pitches occurred as the groups were presenting. We were assessing two objectives with the pitch. A summary of the criteria can be found on the assessment spreadsheet. The assessment information below was used for PowerSchool comments.



Pitch - Assignment Description

Students will present their understanding of the historical significance of a Mexican artefact, using research and critical thinking to create a well organized and thoughtfully evidenced argument that answers:

- What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?
- How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?
- What key elements of Spain's worldview led to the desire to expand the Spanish empire?
- In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?
- To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?

Pitch Leveled Comment - SS

4

You worked with a group to create a pitch for an artefact's repatriation to Mexico. You were able to successfully articulate a reason why this object has historical significance. You used organizational and persuasive strategies to communicate your perspective. Through your speech, you gave compelling and well-evidenced examples and evidence to support your claim. Through your speech, you persuasively addressed your audience and purpose.

3

You worked with a group to create a pitch for an artefact's repatriation to Mexico. You were able to articulate a reason why this object has historical significance. You used organizational and persuasive strategies to communicate your perspective, providing specific evidence to support your ideas. Through your speech, you successfully addressed your audience and purpose.

2

You worked with a group to create a pitch for an artefact's repatriation to Mexico. You spoke clearly and were able to articulate a reason why this object has historical significance. Your speech was organized and you provided general evidence and examples to support your claim.

1

You worked with a group to create a pitch for an artefact's repatriation to Mexico. Your speech is showing beginning steps towards an organizational structure and an awareness of purpose and audience. You provided vague rationale to support your reason for repatriation. Next steps include using research to support your ideas and using an organizational structure to communicate your ideas.



Pitch Leveled Comment - ELA

4

You worked with a group to create a pitch for an artefact's repatriation to Mexico. You were able to successfully articulate a reason why this object has historical significance. You spoke confidently and eloquently to address your audience and achieve your purpose, which was to persuade your peers.

3

You worked with a group to create a pitch for an artefact's repatriation to Mexico. You spoke confidently and were able to successfully articulate a reason why this object has historical significance. You spoke clearly to address your audience and achieve your purpose, which was to persuade your peers.

2

You worked with a group to create a pitch for an artefact's repatriation to Mexico. You spoke clearly and were able to articulate a reason why this object has historical significance. You spoke generally to address your audience. Your next step is to use speaking strategies to address your purpose, which was to persuade your peers.

1

You worked with a group to create a pitch for an artefact's repatriation to Mexico. Your speaking was sometimes difficult to understand, which impacted your ability to achieve your purpose. Your next step is to use speaking strategies to address your purpose, which was to persuade your peers.

Voting Assessment

ELA

Students will justify their choice for the most historically significant artefact using detailed and specific evidence to support a logically organized and well reasoned argument. Their response will also demonstrate their ability to construct meaning and make connections through listening.

SOCIAL

Students will justify their choice for the most historically significant artefact using detailed and specific evidence to support a logically organized and well reasoned argument that addresses the following key questions:

- What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?
- How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?
- What key elements of Spain's worldview led to the desire to expand the Spanish empire?



- In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?
- To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?

Pitch Leveled Comment - ELA & SS

4

Your explanation about which artefacts you think are most deserving to be repatriated shows that you were listening carefully as you have given ample specific and detailed evidence to support your decision.

Your writing is detailed and well organized, with effective use of grammatical structures.

3

Your explanation about which artefacts you think are most deserving to be repatriated shows that you were listening as you have given some specific and detailed evidence to support your decision.

Your writing is clear and organized, following the basic conventions of grammar.

2

Your explanation about which artefacts you think are most deserving to be repatriated shows that you were listening as you have given general evidence to support your decision.

Your writing is generally clear, with some sense of grammar and structure. Please use end punctuation and correct capitalization.

1

Your explanation as about which artefacts you think are most deserving to be repatriated was supported with vague evidence. This shows emerging listening skills during the pitches.

Your writing is related to the topic and has limited structure.

Case Maps, Parkdale Version

Erin used the same process used in the Condensed version of the Case Maps with a few changes to support the needs of her students.



Erin's students' came to her with lower overall literacy skills and the research of the case file information needed to be more supported. Erin turned to AI to help her with this.

Rather than using links and textbooks students used in the Condensed version, Erin created research packages for the students to use.

Because she learned her students thrived with extrinsic motivation to provide a boost to their intrinsic desires to learn. Each research package contained three levels of readings. The process her students followed was each group would receive Briefing #1, which the tool she used (Diffit) wrote at about a grade 4 reading level. Students would use this reading to add facts of their case maps, making connections to the elements of worldview. When they were done, they would have Erin come and look at it. She used one colour of pen and initialed beside the facts that were correct and categorized appropriately. Then, she would pay the students \$100 per idea they contributed to the case map. At that point, they would receive Reading #2, which was written at a grade 6 reading level. For each fact written on their case map, they would receive \$200 per idea. She would initial beside each fact on their case maps in another colour. They would then receive Briefing #3, written at a grade 7 or 8 reading level. She would initial facts in a third colour, and students would receive \$300 per fact. The time given for this task dictated how far students got in the Briefings, and some groups might not have received Briefing #3. The structure of this gamified "unlocking" of the more difficult readings encouraged collaboration and efficient use of class time.

Here are the Briefing packages for each artefact:

[CASE FILE A: Teotihuacan Serpentine Mask](#)

[CASE FILE B: Statue of the Divinity Cihuateotl Veracruz, El Zapotal](#)

[CASE FILE C: Statuette of the Tlaloc God](#)

[CASE FILE D: Stone Bust of Quetzalcoatl](#)

[CASE FILE E: Figure of Huitzilopochtli](#)

[CASE FILE F: Mask of Tezcatlipoca](#)

[CASE FILE G: Stone of the Sun](#)

[CASE FILE H: Cuauhxicalli](#)

[CASE FILE I: Moctezuma's Penacho](#)

[CASE FILE J: Royal Turtle Shell Necklace](#)

[CASE FILE K: Double Headed Serpent Pectoral](#)



[CASE FILE L: Atlatl](#)

[CASE FILE M: Codex Mendoza](#)

[CASE FILE N: Statue of a Man Carrying a Cacao Pod](#)

[CASE FILE O: Gold Bullion](#)

[CASE FILE P: Mass of St. Gregory Feather Mural](#)

[CASE FILE Q: Woven Band](#)

[CASE FILE R: Petaca](#)

Note: Because Erin was giving away more money through the project, she needed to set the value of the artefacts higher than in the Condensed version. She multiplied the ranking of the artefact by 10 (so, the artefact of the group that got first place and \$600 would be worth \$6000).

The Heist, Original Version (Prototype)

Before we get into this, we want to peel back the curtain and reveal a bit of what happens in the design process for us. When we plan something new, we think through all the possibilities and plan what we *think* is going to work, but like anything else, once you try it out, you learn some things. Through playtesting, we find out what works, what doesn't work, and what could be better. As teacher-designers, that leads us to iterations: the next time we do it, we tweak *this*, change *that*, and redesign *this*. This is why we playtest before we share. With the Heist, we were designing and putting this together at the end of the school year, under a tight timeline, and were trying something totally new that we had never ever done before. So. This caveat is all to say that it's a bit *loose* at this point. We are going to share as much as we can with you at this point, but please know that iterations are needed. We will share a more detailed and precise version of this the next time we do this project.

The Heist is the most time consuming amount of effort you'll ever spend on anything that doesn't matter one bit (curricularly) but that your students will have the most fun ever with. This was the activity we ended our year with, and it was a pretty awesome way to go out with a bang. There's a massive amount of prep work needed and some expense too, but if you do this project more than once, the prep time is one-time deal.



In essence, the Heist is a giant escape room, and is one last opportunity for the students to use what they've learned and apply it to puzzle-like situations. The preparation of the Heist involves setting up twenty-four stations. We used little plastic bins to hold the materials needed for each station.

We know that there are creative teachers out there who will hack this and change this and can help design *with us*, and we welcome that! We were limited by our own creative capacities and think there are probably people out there with expertise in different kinds of games or puzzles who could come up with many other ideas for puzzles at each station. If you do come up with other ideas for stations, as per our Creative Commons license, we do hope that you share alike back with people. Please e-mail us if you would allow us to post your ideas on our website!

It would be possible to do the Mission Mexica project up to the end of the pitches and leave it at that, though the project would lose a lot of the gamelike qualities (and fun!) if the Heist is removed.

We will detail as much of the the set up and organization of each station as we can below, but before, want to explain how the Heist works. Pochteca are organized into groups for the Heist. Unlike every other group during Mission: Mexica, this final group for the Heist is student-designed rather than randomly assigned. Typically, when we invite student input into group design, we ask students to make a list of students they would like to work with and we design the groups from there. This time, we asked the students to take full ownership over the group creation. We invited them to find a group of people who agreed to be in a group other by filling out [this form](#). We weren't sure how this would work out, but it actually went quite smoothly. There were a few tweaks we needed to make, but nothing that couldn't be troubleshooted easily. Because of the way we introduced this process, the students were kind - that was out #1 rule. We also saw some interesting groups that we wouldn't have expected *because* of the randomly-generated groups throughout the first two parts of this project. Students were sometimes surprised by the people they found they enjoyed working with.

The Heist took place in our schoolyard in June on a warm summer day. We did the Heist with all four grade 8 classes all at once, with our Math/Science team partners helping us out with supervision. We set aside 2 hours for this. We laid out the 24 stations around the schoolyard and gave each group [a guide](#) to help them navigate. Each group also received **one** diplomacy card (Found on the [last page of the card document](#)). The goal of the Heist was for the group to repatriate as many artefacts with the highest value they could during the given 2 hour time limit.

There is some strategy involved in how the artefacts are repatriated. The groups first needed to select an artefact to repatriate. The artefacts with higher values would be more desirable, but also more expensive to repatriate depending on the repatriation method chosen. Groups could decide which repatriation strategy they would use. They could buy it, use diplomacy, or steal it. The selection of a method might be dependent on how much money the group had, or how difficult the puzzle was to solve. Each method is outlined below.

1. Buy: If you chose buy, go see one of the Directors to pay for the cost of repatriation. You will receive an artefact card to show successful repatriation. To buy it, you must know the price, which can be found with the artefact.
2. Diplomacy: If you chose diplomacy, go see one of the Directors to trade a diplomacy card for the artefact card. You must know the current location of the artefact to use a diplomacy card.



3. Steal: If you chose steal, complete the challenge at the station to uncover the clue. Write the answer in this notebook. Go see one of the Directors to report your answer. If you are correct, you will receive the artefact card. If you are incorrect, you will be fined \$100.

We had a table set up on the schoolyard, and were armed with several materials:

- A box to collect the money
- [Artefact cards](#) for each of the 24 stations - one card per group, which is the maximum possible number of cards needed.
- An answer key (more on this later!)

The pochteca were instructed they had to travel together as a group - no divide and conquering - and so we set up at our table as a line of groups formed as they retrieved their artefact cards. We purposefully wanted there to be a line so groups had to wait to get their cards to slow things down a little bit. This was a good strategy as there was no time for things to go off the rails - groups were busy running around and solving puzzles for the entire 2 hours and probably could have gone longer.

When they reached the front of the line, they would tell us what artefact they wanted to repatriate and what method they were using. If they chose buy, they would give us the money for the artefact and we would give them the card. If they chose diplomacy, they would trade their diplomacy card for the artefact card. If they chose steal, the most common option, they would tell us the answer to the puzzle from the station they had just completed. If they were correct, we would give them the artefact card. If they were incorrect, they were fined \$100 and told to try again.

At the end of the 2 hours, we had groups total up the values of the artefacts they had managed to repatriate and declared one team the “winners.” The winners got to go first to get a freezie treat. Then everyone else got a freezie too.

Station Kits

This is the most disorganized share we’re ever going to do. As mentioned above, the composition of the different puzzles was the trickiest part of this, as well as the time required to set them up and get them ready to go. We will share with you the materials we used to put them together, but aren’t going to take the time to explain each one step-by-step at this point because we know that we will be changing some of them up this coming school year when we do it again. As we make those changes, we will share a more “packaged” set of instructions for each station. We never say this but here it is: please don’t e-mail us to ask us how a certain station worked. We know they are confusing. Even we are confused by some of them and we made them! This work is to come. In the meantime, steal what you can, make up your own puzzles/stations, and then share back with us!

Our considerations as we designed each station were:

- The station needed to be self-running. In other words, the group needed to be able to do the puzzle, figure out the answer, and then reset the puzzle for the next group independently. They needed to not need to rely on a human being to tell them if they



were correct or to set the puzzle back up. We were somewhat successful with this, though some needed human help. Because this was the first time doing this, we enlisted the help of the grade 5 students at our school. Next year, we would like to continue to work on the puzzles to design ways for them to require less human assistance. Another option would be to enlist parent volunteers to help run each station.

- We tried to come up with as many unique puzzle ideas as we could so there was little repetition of puzzle types. Coming up with 24 unique puzzles was a challenge!
- They needed to be a Goldielocks level of difficulty: not too easy, not too hard.
- We had a bit of money we could use, but cost would be a factor to consider as well. Many of the stations were just [laminated paper](#).

We bought 24 bins in which to store the stations. Each station had [a printed and laminated instruction card](#). We've added a space to include a photo of each station as well next year to help with organization. In the bin were all the materials needed to complete the puzzle. This could include just some paper, laminated cards, or purchased puzzles. We will make a list of some of the purchased puzzle materials we bought below.

In their [Heist booklet](#), each station had a clue and a space for them to write their answer. As mentioned above, we had an [answer key](#) with us to check their answers. We wanted to give a caveat here and say this document is quite... rudimentary. You might also have a poke around the paper materials we created for the stations [here](#). Something we will work on the next time we do this is packaging this up in a way that's easy to understand. By sharing this document with you now, though, we hope that you can see how we went about designing the stations so that it might help spark some ideas for you too. There are many [escape room/breakout ideas](#) out there on the web you could be inspired by, too.

As we mentioned, we *know* the Heist is a rough share at this point, and we won't have time or space to answer questions specific to the design of the puzzles at the stations. In our next iteration, we will share a more organized and complete design of the stations, but in the meantime, we have faith in you as designers! You can do it!

The Heist, Condensed Version

Overview

The Heist is where student Pochtecas use their knowledge gained through basic training and the case maps and pitches to repatriate the artefacts. The goal is to be the group that repatriates the artefacts with the highest value by the end of the Heist.



There are two options for how you organize the Heist. You could do one giant Heist at the end of all three rounds of case maps. Or, as Erin did, you could have a Heist after each round of Case Maps, with a total of three Heists.

Students make their own groups for the Heist. In Erin's three-part Heist, they kept their same self-selected group for all three rounds. In both versions of the Heist, groups were comprised of 3-4 students. The students in the group pooled their money for the Heist.

Each artefact is repatriated separately, in alphabetical order. The slidedeck guides the Heist. Here is a slidedeck for the original version where the Heist is at the end. Here is a slidedeck for Erin's version, where the Heists happened at the end of each of the three case maps.

For each artefact, there are two main ways to repatriate the artefact:

Steal It!

1. To steal the artefact, you must be the group to first correctly solve the puzzle. You'll need book smarts and street smarts to find the answer!
2. When you have solved the puzzle correctly, it will give you the answer to a clue in your notebook. The first group to correctly share the answer to the notebook clue will receive the artefact.
3. If you guess and the answer is wrong, you will be fined \$100.

In Erin's version, she put a 5 minute time limit on the puzzle. For some puzzles, this really wasn't enough time. You can set a time limit based on your own period length and what you know of your students.

Buy It!

1. After we have attempted the puzzle for 5 minutes, we will put the artefact on auction. The starting bid will be the value price of the artefact. If there are multiple bidders, we will increase the price by \$100 until one team remains.
2. They will pay the final amount to their Director immediately.

Teachers may determine the value of the artefact, to make it challenging enough to obtain given the economy in your classroom. Because Erin's students received more money as they went through the case maps, she multiplied the amount each group received during the pitches (ex. \$600 for first place) by 10, so the value of the artefacts ranged from \$1000 to \$6000. Her students who received the most money throughout the game did not find this too tricky - one student still had \$15,000 left at the end of the game! It may take some trial and error to figure out what is challenging enough for your students. If you do the Heist in three stages, it's also possible to increase the value of the artefacts exponentially each week since the students will be gaining more money before each Heist.



Diplomacy

There is a third way to obtain an artefact. The original version of the Heist, which took place over several hours, each group also received a [Diplomacy card](#) (the last two pages of the artefact card document), which they could trade for an artefact of their choice for free. Students must correctly identify the location of the artefact to successfully use their Diplomacy card.

Because there would only be six artefacts up for grabs in each Heist, Erin decided it would take away too much of the fun if they used them, so she eliminated these from this version of the Heist.

Preparation

Teachers must get their materials for the Heist ready beforehand. Teachers will need one copy of each resource for the number of groups in the class. Below, teachers will find instructions for each artefact and resources attached.

We printed one of each [artefact card](#) as a physical symbol to give to the group that repatriated each artefact. Each group also received a [Heist Notebook](#) to record their answers to the clues.

Some of the activities require purchased materials. These materials are noted in the Teacher Preparation note. Please know that these materials are in no way mandatory. If there are activities you don't want to do, or don't think are appropriate for your particular students, there are tonnes of escape room-style activities you can find online you could replace them with.

Heist 1 (if splitting into 3 parts)

A. Teotihuacan Serpentine Mask

Location: Christie's Auction Private Sale

Teacher Preparation: Print a copy of the True/False quiz and cipher for each group. DO NOT print double sided.

Instructions:

1. Correctly complete the T/F knowledge check.
2. When your team is confident in your answers, check with your Director to receive a secret code to decipher your clue.



Clue: The most important ritual and ceremonial activities in Aztec life took place here.

Answer: *Templo Mayor*

1. Give each group a copy of the [True/False quiz](#).
2. A Key for the answers is listed below:

Teotihuacan masks were made by the Aztecs.	1.True 2.False
The masks were used in weddings.	1.True 2.False
The masks were meant to be worn.	1.True 2.False
It is called Serpentine because it is the face of a snake.	1.True 2.False
Teotihuacan is located in Southern Mexico.	1.True 2.False
Teotihuacan masks honour the dead.	1.True 2.False
Mexico city is built upon Teotihuacan.	1.True 2.False
The Mexica had a rule against eating snakes	1.True 2.False
The masks were made out of stone	1.True 2.False
The masks were made to look like the emperor	1.True 2.False

3. When the group gets the answers correct, we give them the cipher on P2. The cipher decodes the answer in their notebook.

B. Statue of the Divinity Cihuateotl Veracruz, el Zapotal

Location: Brussels

Teacher Preparation: Print a copy of the [True/False Quiz](#) for each group. Print a copy of the [puzzle](#) for each group. Cut the puzzle into pieces (however many you think would be reasonably challenging for your students). Place pieces in an envelope.

Note: To make this station more fun, Erin laminated her envelopes and punched a hole in the middle of the flap. She placed the puzzle pieces inside the envelope and secured the envelope with a [combination lock](#). The combination lock code was 1-2-4 as per the correct answers to the T/F quiz.

Instructions:

1. Correctly complete the T/F knowledge check.
2. Recite the numerical code created by all TRUE statements in order to your Director.
3. If you are correct, you will receive a puzzle, which will reveal the answer to your notebook clue.

Clue: What happened to women who died in childbirth?

Answer: *Women who died in childbirth were honored as fallen warriors.*



Highlighted answers are TRUE:

1. The Aztec were polytheistic.
2. The Mexica believed that sacrifice was necessary to feed their gods.
3. Aztec gods were named after their Emperors.
4. The Mexica believed that childbirth is a battle.
5. After the Emperors died they became gods.
6. The Aztecs counted Christ as one of their gods.
7. Tlaloc was the god of war.
8. Mexica were monotheistic.

C. Statuette of the Tlaloc God

Location: Christie's Auction Private Sale

Teacher Preparation: Print a copy of the [Decoder Puzzle](#) for each group.

Instructions:

1. Decode the message to solve the puzzle.
2. Find the hidden word in the puzzle to answer your clue.

Clue: What were the ceremonies dedicated to this god called?

Answer: *Tozoztontli*.

The correct animals are:

1. Quetzal
2. Rabbit
3. Turkey
4. Crocodile
5. Dog
6. Serpent
7. Frog
8. Fish
9. Turtle
10. Monkey
11. Lizard

D. Stone Bust of Quetzalcoatl

Location: The British Museum, London, England

Teacher Preparation: Print a copy of the [word search](#) for each group. DO NOT print Page 2.



Instructions:

1. Complete the word search.
2. The unused letters will spell a phrase, which will answer your notebook clue. Show the word to your Director to steal this artefact.

Clue: What did Quetzalcoatl give to create the humans of this world?

Answer: *Blood and Bones.*

An answer key to the word search can be found on Page 2 of the word search document.

E. Figure of Huitzilopochtli

Location: Quai Branly Museum, Paris, France

Teacher Preparation: Print a copy of the [map of Meso-America](#) for each group. Print a copy of the [puzzle](#) for each group. Cut the puzzle into pieces (an appropriate number for your particular students), and place in envelopes.

Note: To make this station more fun, Erin laminated her envelopes and punched a hole in the middle of the flap. She placed the puzzle pieces inside the envelope and secured the envelope with a [combination lock](#). The combination lock code was 3-1-4 as per the correct answers on the map.

Instructions:

1. Label the map of Mesoamerica correctly. Some of the listed locations are not part of Mesoamerica and cannot be placed on the map.
2. Share the numbers of the locations that do correctly belong on the map in order from West to East with your Director.
3. If you are correct, you will receive a puzzle. The picture will reveal the answer to your clue.

Clue: What animal do fallen warriors return to earth as?

Answer: *Fallen warriors return to earth as hummingbirds.*

1. Lake Texcoco
2. Atlantic Ocean
3. Pacific Ocean
4. Gulf of Mexico
5. Mediterranean Sea
6. Naples
7. Papal States



8. Iberian Peninsula

The highlighted locations are the only North American locations that go on the map.

F. Mask of Tezcatlipoca

Location: The British Museum, London, England

Teacher Preparation: Purchase a set of metal puzzles, like [these](#). Purchase some invisible ink pens such as [these](#). Write the word BACK in invisible ink on one [card](#) for each group. Set aside one puzzle and one pen for each group.

Instructions:

1. Unlock the metal puzzle to earn the clue.
2. Relock the puzzle to get the pen that will allow you to read the clue.

Clue: Where was the mask of Tezcatlipoca worn?

Answer: *The skull is believed to represent Tezcatlipoca, or Smoking Mirror, and was probably worn as a **BACK** ornament.*

Heist 2 (if splitting into 3 parts)

G. Stone of the Sun

Location: American Museum of Natural History, New York City, New York, USA

Teacher Preparation: Print these [cards](#) double sided - one for each group. Cut the cards out along the lines. Place cards in an envelope for each group.

Instructions:

1. Correctly match the Mexica period of creation (or Sun) with the corresponding sign and mode of destruction.
2. Hint: Check Chapter 7 in your textbook to figure this out!
3. When the cards are correctly matched, turn them over to find the final answer.

Clue: The ending of each Sun represents what about the Mexica worldview?

Answer: *The Mexica lived with the constant threat of destruction.*



To solve this puzzle, students must match up the period of creation with a sign and mode of destruction. The correct answer is:

1. Ocelotl, giant jaguars
2. Ehecatl, hurricanes
3. Quiahuitl, rain of fire
4. Atl, great flood
5. Ollin, earthquakes

H. Cuauhxicalli

Location: The British Museum, London, England

Teacher Preparation: Print a copy of the [morse code puzzle and True/False Quiz](#) for each group, as well as the cipher. DO NOT print double sided.

Instructions:

1. Decide which statement from the list is TRUE. Tell your Director which statement # you chose.
2. When you have correctly identified the correct true statement, you'll receive a code to decipher the clue in your notebook.

Clue: Why did the Spanish use Cuauhxicalli to hold holy water in Christian baptisms?

Answer: *Using these sacred vessels in their own rituals showed the Spanish dominance.*

Note: If someone completed an undercover mission they may already have the cipher.

The correct answer is Statement #1.

I. Moctezuma's Penacho

Location: Weltmuseum Wien (Museum of Ethnology), Vienna, Austria

Teacher Preparation: Print a copy of the [word scramble](#) for each group. DO NOT print Page 2.

Instructions:

1. Unscramble the words to reveal the cipher to decode the clue.

Clue: What did the Mexica call their most valued feathers and feather work?

Answer: *The Shadows of the Sacred Ones.*



The correct answer to the word scramble can be found on Page 2 of the word scramble document.

J. Royal Turtle Shell Necklace

Location: The Met, New York City, New York, USA

Teacher Preparation: Find some Lego. Create a kit for each group with 16 pieces in each kit. Each kit needs:

- 1 base of any size
- 2 bricks sized 2x2 (only **one** must be yellow)
- 14 bricks sized 2x4

Instructions:

1. Use the lego pieces to build a symmetrical shape of an Aztec temple. Use your knowledge of this artefact and Aztec social systems to choose the correct colour for the top. All pieces must be used.

Clue: The Aztecs lived in a hierarchical society and which class you belonged to was obvious from a person's use of ornaments. Only the highest classes could wear _.

Answer: *The Aztecs lived in a hierarchical society and which class you belonged to was obvious from a person's use of ornaments. Only the highest classes could wear gold.*

The pyramid must be symmetrical (square) and the gold (yellow) piece must be on top.

K. Double Headed Serpent Pectoral

Location: The British Museum, London, England

Teacher Preparation: Print a copy of the [reading and questions](#) for each group.

Instructions:

1. Read the passage and answer the multiple choice questions.

Clue: This pectoral would have been worn to represent the god of war. What was he also known as?

Answer: *Huitzilopochtli = Maquizcoatli*

L. Atlatl

Location: The British Museum, London, England



Teacher Preparation: Get a blank piece of paper for each group. Print a copy of the [puzzle](#) for each group. Print Page 1 ONLY! Print a cipher for each group. You can choose between a [hard version](#), which only gives them some letters and they have to figure out the rest, or an [easy version](#) - print page 2, but cut off the completed puzzle below the cipher, like this:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
16	9	4	10	23	2	11	20	12	22	26	8	7	24	13	14	17	25	19	15	21	5	6	1	3	18

If you are putting a time limit on the challenge, we recommend the easier cipher.

Instructions:

1. Draw a picture of the Spanish weapon that was equivalent of the Mexica atlatl.
2. Hint: use your resources! Check out “Aztec Civilization, Military Tools and Training.”
3. If you correctly draw the weapon, you will receive a cipher to decode the clue.

Clue: What is the Nahuatl warrior’s song?

Answer:

*There is nothing like death in war,
nothing like the flowery death
so precious to Him who gives life:
far off I see it: my heart yearns for it!*

The group must draw a crossbow. The answer to this challenge is in the Pearson textbook *Our Worldviews* on page 223.

Heist 3 (If splitting into 3 parts)

M. Codex Mendoza

Location: Bodleian Library at Oxford University, Oxford, United Kingdom

Teacher Preparation: Print a copy of the hidden object puzzle for each group.

Instructions:

1. Find the hidden objects to reveal the letters for the clue.
2. Unscramble the letters for the final answer.

Clue: There were several codices that were created by the Mexica, one of which is the Florentine Codex. Which famous Italian family acquired the Florentine Codex?



Answer: *Medicis*

Note: Not all hidden objects have letters in them. They are distractors.

N. Statue of Man Carrying Cacao Pod

Location: Brooklyn Museum, Brooklyn, New York, USA

Teacher Preparation: Print a copy of the [images from the codex](#) for each group.

Instructions:

1. Determine what two concepts, related to Mexica history, are represented in the images from the codices provided.

Clue: How did the Aztecs acquire all their exotic feathers?

Answer: *These feathers were obtained through **trade** and **tribute**.*

O. Gold Bullion

Location: The Met, New York City, New York, USA

Teacher Preparation: Print a copy of the [sugar skulls](#) for each group. Print double sided. Cut out the skulls and place the resulting cards in an envelope to give to each group.

Instructions:

1. Determine which sugar skull is not like any of the others.
2. When you turn the correct skull over, you will find the name of the god in the clue below.

Clue: The Nahuatl word for gold, teocuitatl, translates as “excrement of the gods” and this god was the god of death.

Answer: Mictlantecuhtli

Here is a screenshot of which skull is unlike any of the others:





P. Mass of St. Gregory Feather Mural

Location: Musée des Jacobins (Museum of the Renaissance), Auch, France

Teacher Preparation: Print a copy of the [Wordle template](#) for each group.

Instructions:

1. Complete the Wordle.



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2. When you guess a word, get your Director to check it, who will show you with yellow or green if you have a correct letter and if it is the correct place.
3. When you successfully get the correct word, you will find the answer to the clue.

Clue: As shown in the mural, where did Christ's body appear?

Answer: *Altar*

As groups call you over to check their words, highlight letters with green if they are the correct letter AND in the correct placement, or yellow if they are a correct letter but the wrong placement.

Q. Woven Band

Location: Cooper Hewitt, New York City, New York, USA

Teacher Preparation: Print a copy of the [crossword puzzle](#) for each group. It's easiest to print NOT double sided so groups can see the clues and the puzzle at the same time.

Instructions:

1. Solve the crossword puzzle.
2. Unscramble the highlighted letters for the final answer.

Clue: What were the Aztec feather artists called?

Answer: *Amantecas*

R. Petaca

Location: The Met, New York City, New York, USA

Teacher Preparation: Print a copy of the [logic puzzle](#) and [chart](#) for each group.

Instructions:

1. Solve the logic puzzle to determine the correct answer to the clue.

Clue: Who is fascinated by the Aztecs? What shirt is she wearing, where is she standing, how old is she, what type of juice does she prefer, and what aspect of the Aztec culture is her favorite?

Answer: red, Ella, Aztec, economy, 11 years, grapefruit (See below)



	Girl #1	Girl #2	Girl #3	Girl #4	Girl #5
Shirt	blue	black	red	white	green
Name	Julia	Riley	Ella	Lily	Makayla
Civilization	Roman	Greek	Aztec	Chinese	Egyptian
Subject	science	art	economy	religion	architecture
Age	13 years	14 years	11 years	12 years	10 years
Juice	orange	cranberry	grapefruit	strawberry	apple

Students can use the chart to keep track of all the logic instructions.

Resources for this Project

All the resources needed for this project have been linked within this teacher's guide, but here they all are linked in one place:

If you would prefer to browse the resources in our Google Folder, you can find that [here](#).

Resources for the Whole Project

- [Slidedeck](#) Original Version
- [Slidedeck](#) Condensed Version

Resources for Basic Training

- [Basic Training Student Notebook](#)
- [Materials for the Basic Training Activities](#)
- [Basic Training Assessment Spreadsheet](#)
- [Undercover Missions](#)
- [Basic Training Check-in \(Quiz\)](#) - This will link you to the folder where the Google Form is located. Right click the file, and select "Make a Copy" and then move this copy to your own Google Drive.

Resources for the Case Maps

- Case File Folder [Front Cover](#) and [Inside](#)
- Case Maps for [Case 1](#), [Case 2](#), [Case 3](#), and [Case 4](#)
- Case Maps for Condensed Version: [Case 1](#), [Case 2](#), and [Case 3 \(Condensed\)](#)
- [Pitch Notecatcher](#) (Original Version)



- [Pitch Notecatcher](#) (Condensed Version)
- [Case Map Assessment Spreadsheet](#)

Resources for the Original Heist

Reminder: These shareables are not in a finished state and are intended to inspire rather than to instruct.

- [Heist Group Request Form](#)
- [Heist Student Booklet](#)
- [Artefact and Diplomacy Cards](#)
- [Heist Station Instructions](#)
- [Rough Document outlining the stations and the answer key](#)
- [Station Puzzle Materials](#)

Resources for the Condensed Heist

- [Puzzle Resources](#)
- [Heist Notebook](#)

Parkdale Resources

This [folder](#) contains all the resources that are DIFFERENT from the condensed version for the Parkdale version. All the rest of the resources were from the Condensed version.

