



# Aztecs, Incas, and Mayans – Oh My!

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<b>Grade Level</b>	4
<b>Duration</b>	1-2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: Places and Regions

4. The physical and human characteristics of places.

#### Element 5: Environment and Society

14. How human actions modify the physical environment

16. The changes that occur in the meaning, use, distribution, and importance of resources

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### Writing

##### Production and Distribution of Writing

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools help individuals understand their world.**

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

**Human-environment interactions are essential aspects of human life in all societies.**

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.

### HISTORY

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration

## Overview

Students need to understand that there were great civilizations that existed hundreds of years ago. Greece and Rome are often stressed. What about other parts of the world?

## Purpose

In this lesson students will learn about three early civilizations that developed into empires in Middle and South America.

## Materials

- Mesoamerica and South America map (labeled and unlabeled)  
[http://geoalliance.asu.edu/sites/default/files/map/s/Ancient\\_Empires\\_Labeled.pdf](http://geoalliance.asu.edu/sites/default/files/map/s/Ancient_Empires_Labeled.pdf) and  
[http://geoalliance.asu.edu/sites/default/files/map/s/Ancient\\_Empires.pdf](http://geoalliance.asu.edu/sites/default/files/map/s/Ancient_Empires.pdf)
- Aztec, Inca, & Mayan readings
- Aztec, Inca, & Mayan powerpoint
- Early Civilization Graphic Organizer and Answer Key

## Objectives

The student will be able to:

1. Identify the achievements and features of the Aztec, Incan, and Mayan cultures.
2. Locate places on a map.

## Procedures

### SESSION ONE and TWO

1. Project the powerpoint about the Aztecs, Incas, & Mayans. Have students discuss the images and look for similarities and differences.
2. Distribute the unlabeled Mesoamerica and South America map. Project the first slide of the powerpoint again. Have the student locate and label: Mesoamerica, South America, Chichen Itza, Machu Picchu, and Tenochitlan.
3. Distribute the Aztec, Inca, & Mayan readings and the Early Civilization Graphic Organizer. Have students take turns and orally read. Discuss unfamiliar terms and cultural elements.

4. After each civilization is read, have students together to work on the graphic organizer. Showing the powerpoint again, as the civilizations are discussed, would be a good idea.

## Assessment

### Social Science and ELA

The graphic organizer can be graded for completeness and accuracy. Mastery will be considered a score of 80% or higher.

## Extensions

Research what effect the Spanish had on each civilization.

Compare these early civilizations to the study of Native Americans in Arizona that are studied in the third grade. Use the same graphic organizer and then compare the results.

## Sources

Baquedano, Elizabeth. Aztec, Inca, & Maya. DK Eyewitness Book ISBN – 0-7566-1383-3

Greene, Jacqueline D. The Maya. ISBN – 0-531-20067-7

Hinds, Kathryn, Cultures of the Past – The Incas. ISBN – 0-7614-0270-5

Hull, Robert. The Ancient World – The Aztecs. ISBN – 0-8172-5056-5

Pratt, Richard. DK Discoveries – Aztecs the fall of the Aztec Capital. ISBN 0-7894-3957-3

Sayer, Chloe. The Ancient World – The Incas. ISBN – 0-8172-5125-1

Somervil, Barbara. Machu Picchu City in the Clouds. ISBN – 0-516-25123-6