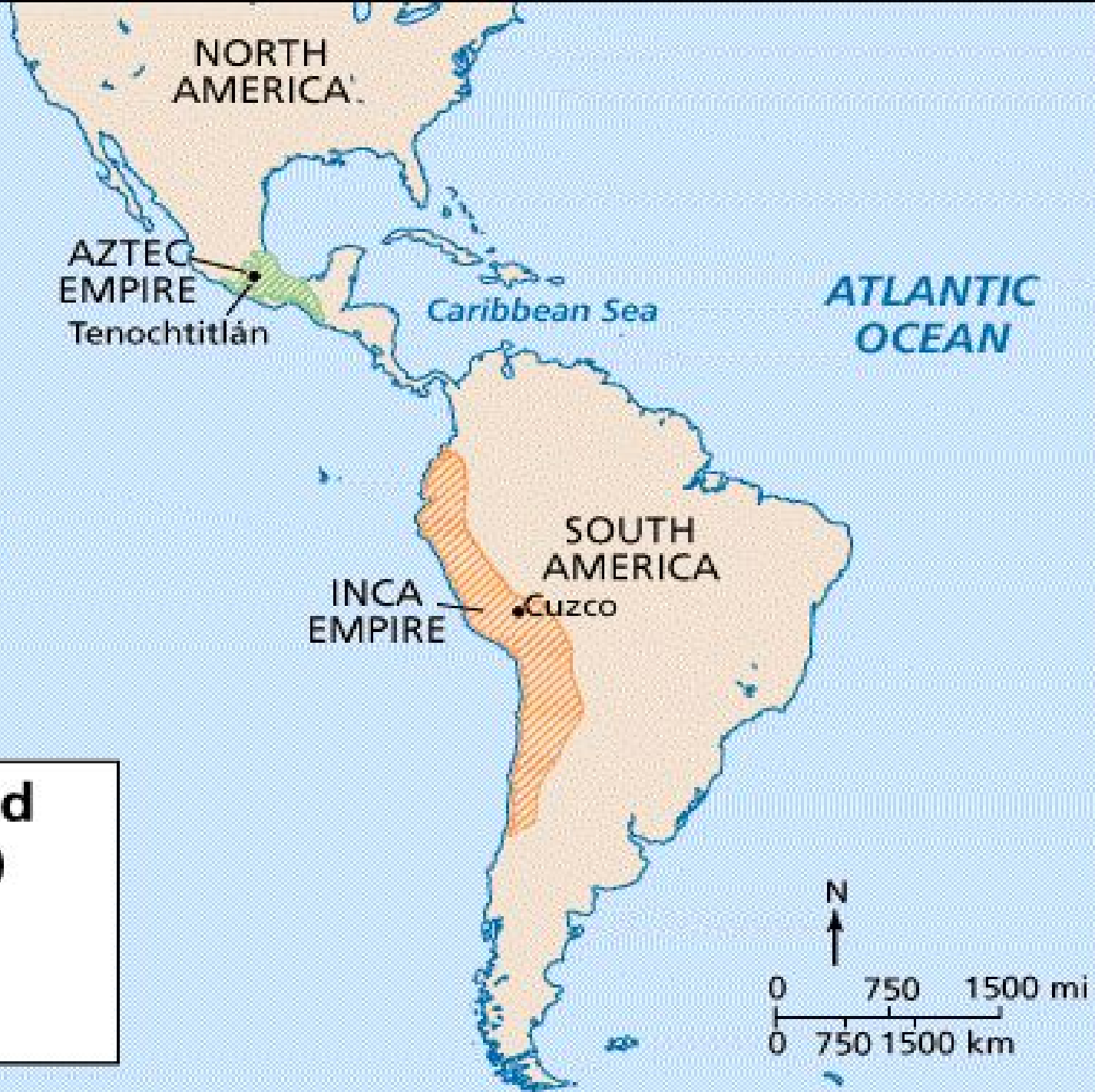


**Who were the  
Aztecs and Incas?**

**The Aztec and Inca, c. 1500**

-  Aztec
-  Inca



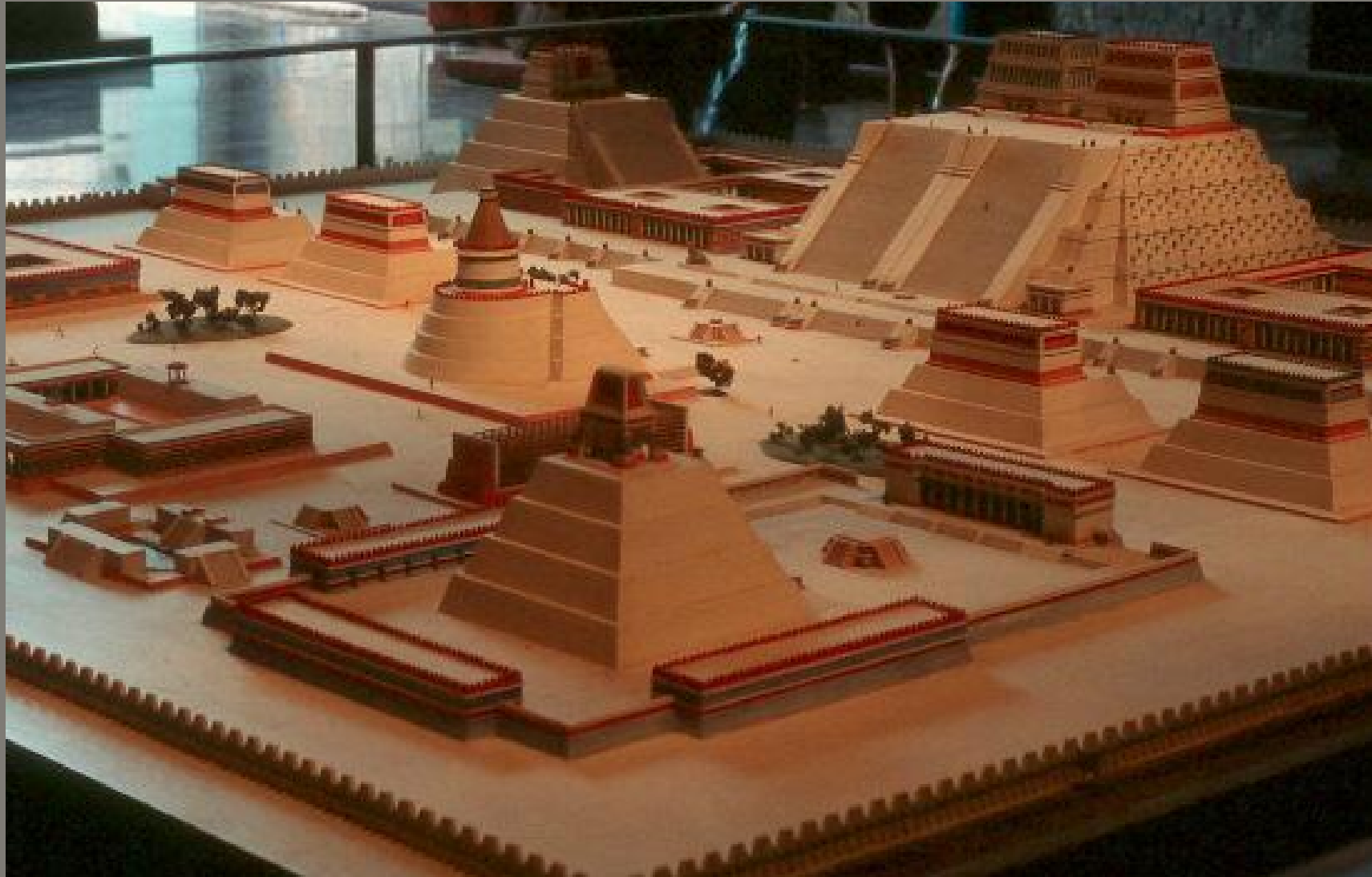
# The Aztecs

# Aztec Civilization

- Aztecs arrived in the Valley of Mexico in 1100s (central Mexico, including present day Mexico City).
- They wandered about looking for a home site until 1325.
- Aztecs finally settled on an island in the middle of Lake Texcoco.
  - They built a magnificent city called Tenochtitlan (now Mexico City).



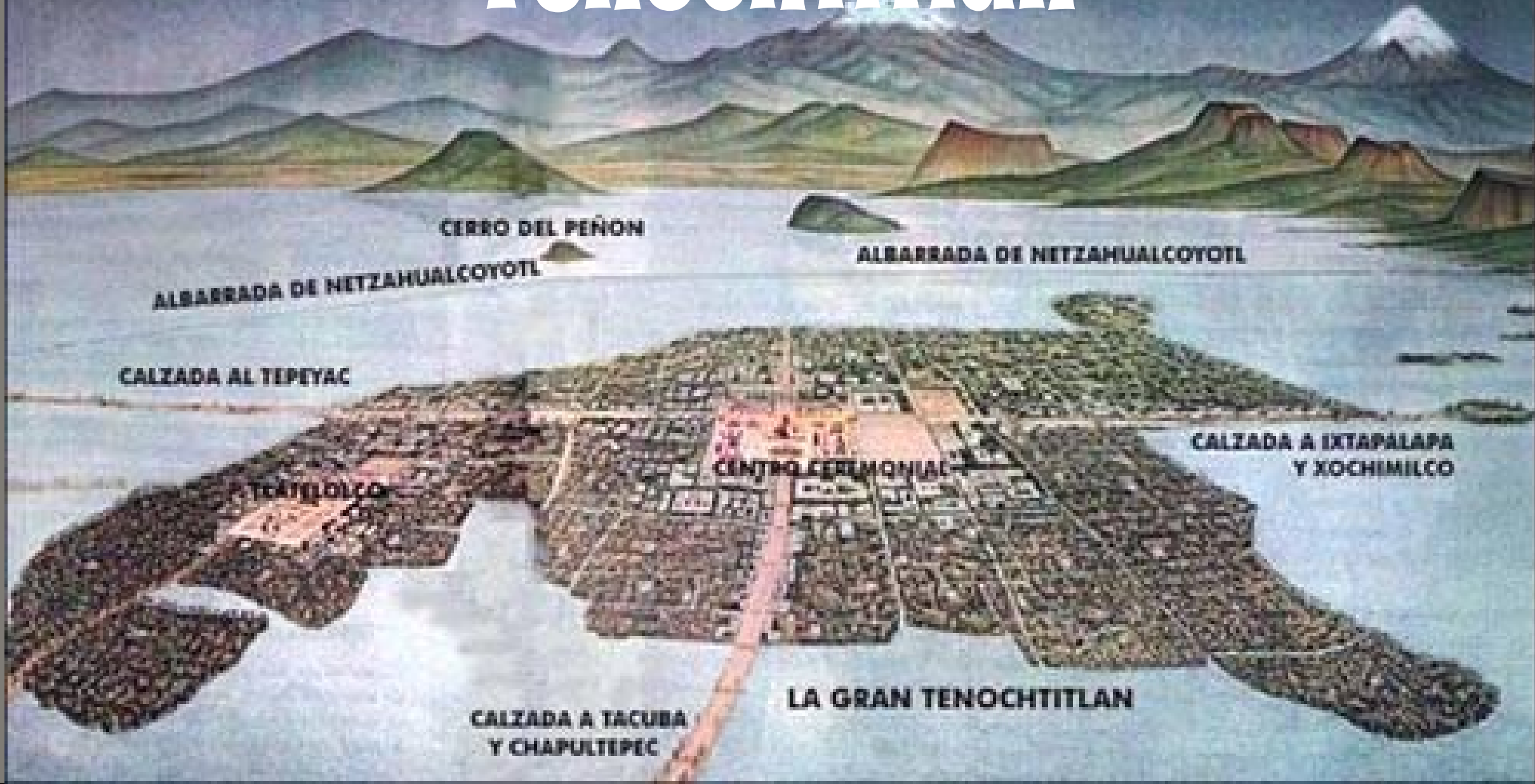
# Diorama of Tenochtitlan



# Tenochtitlan

- This was the Aztec's capital.
- It was created in the center of a lake!
- They built floating islands called "chinampas" by piling rich earth from the bottom of the lake onto rafts made of wood.
  - Roots of plants grew down to bottom, anchoring the rafts .

# Tenochtitlan







# Chinampas



# Expanding Empire

- In the 1400s, Aztec warriors began conquering other people.
- They made them pay taxes; noble Aztecs grew rich.
- Aztecs had an emperor; the nobles and priests helped the emperor—all were very wealthy.
  - Not everyone was rich—most people were farmers.



**Eagle Warrior  
Sculpture**

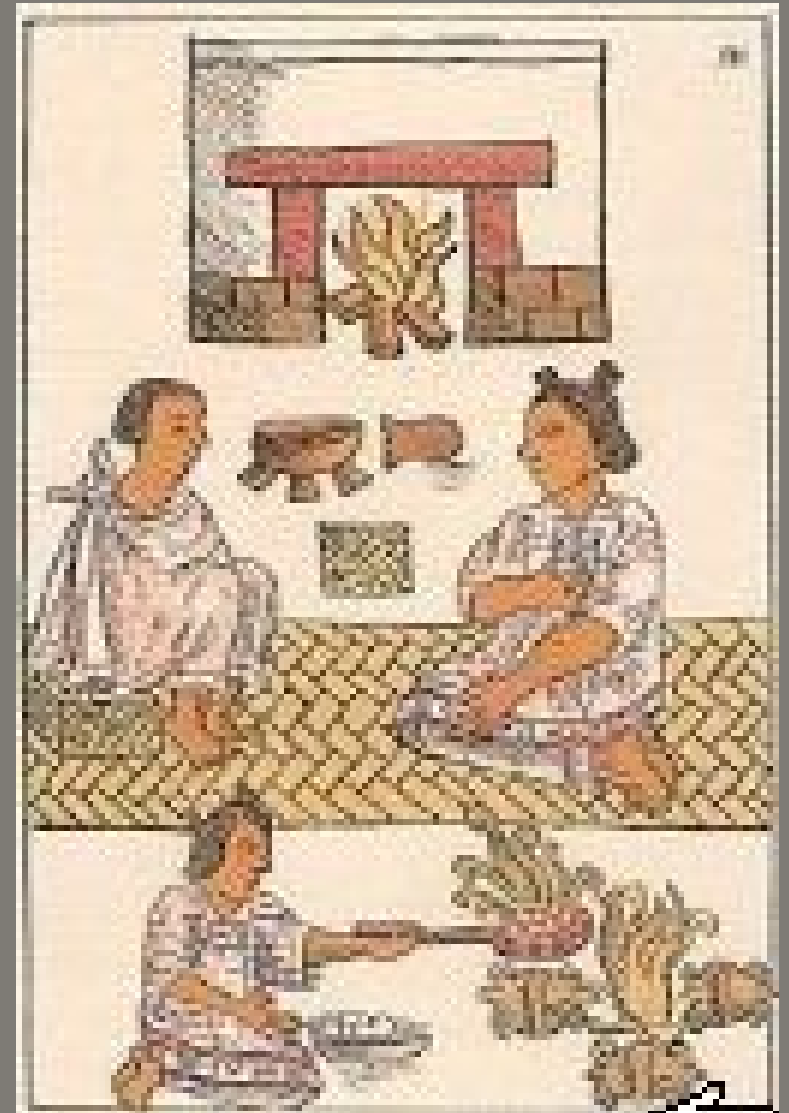
# Men's Work

- The Aztec were very involved in agriculture.
- They used chinampas (man-made floating islands) to grow crops of vegetables, flowers, grasses, and medicinal plants.
- They also hunted and fished.

# Women's Work

- The Aztec women spent the day taking care of the children, cooking, knitting, and doing housework.

# Women's Work



# Achievements

- Doctors developed 1,000s of medicines from plants.
- Astronomers predicted movements of the planets; designed an accurate calendar!
- Priests kept extensive records using hieroglyphics.
- Schooling - Boys studied either religion or military skills; girls learned cloth spinning and cooking.



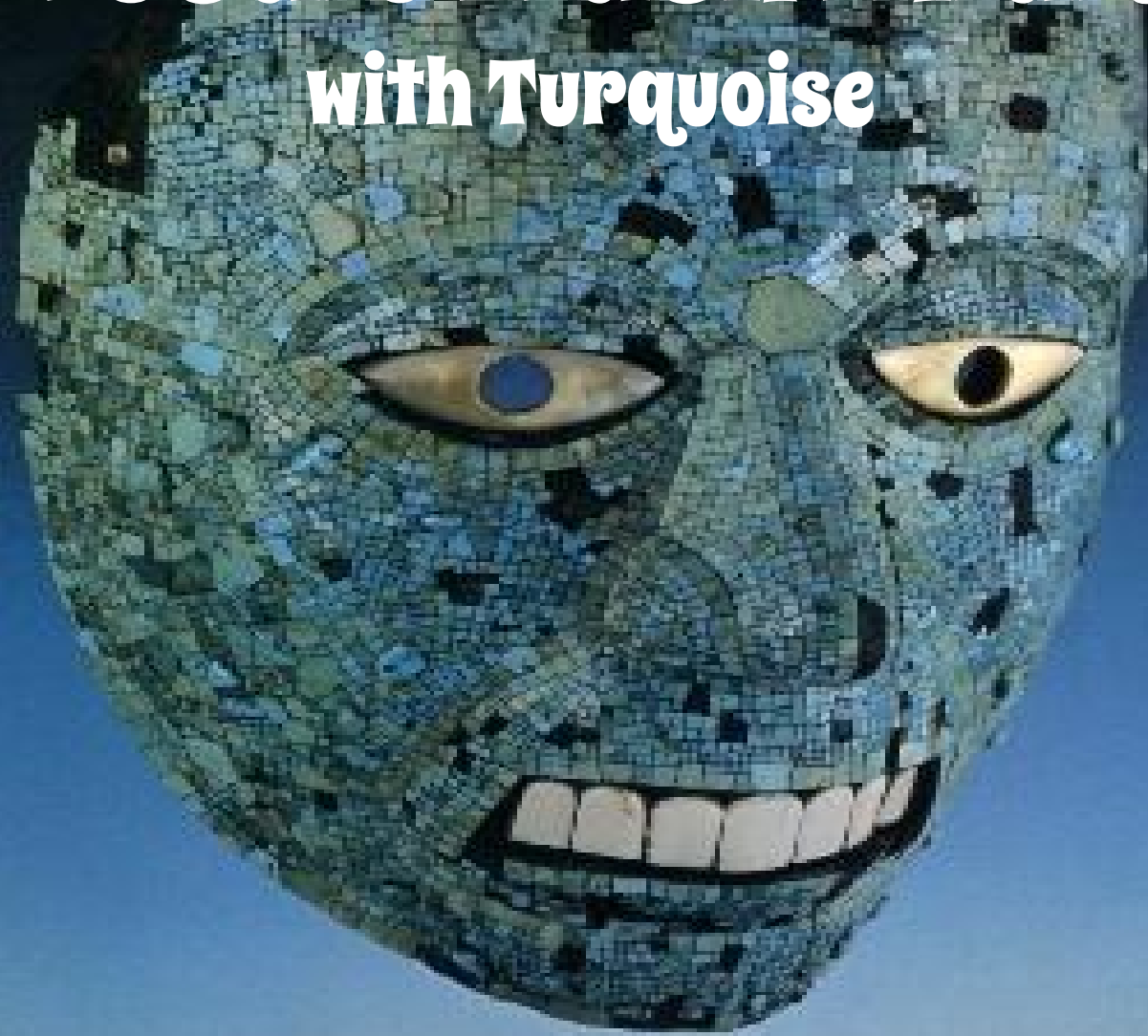
# Aztec Sun Stone (Calendar)



# Aztec Golden "Ear"



# Mosaic Mask Inlaid with Turquoise



# Discipline

- How did the Aztecs discipline children?
- Some punishments included making them inhale smoke, holding them over fire in which spicy peppers were thrown, and puncturing their skin with thorns!
- Maybe that's what made the warriors so tough!

# Aztec Discipline



# Religion

- Cities were religious centers; they worshipped their gods in pyramid-shaped temples.
- Sacrifice was an important part of the religious ceremonies (meant to honor the gods).
- Polytheistic (worshipped many gods): Sun, Death, Maize, Rulers, Rain, etc.

# Aztec Temple



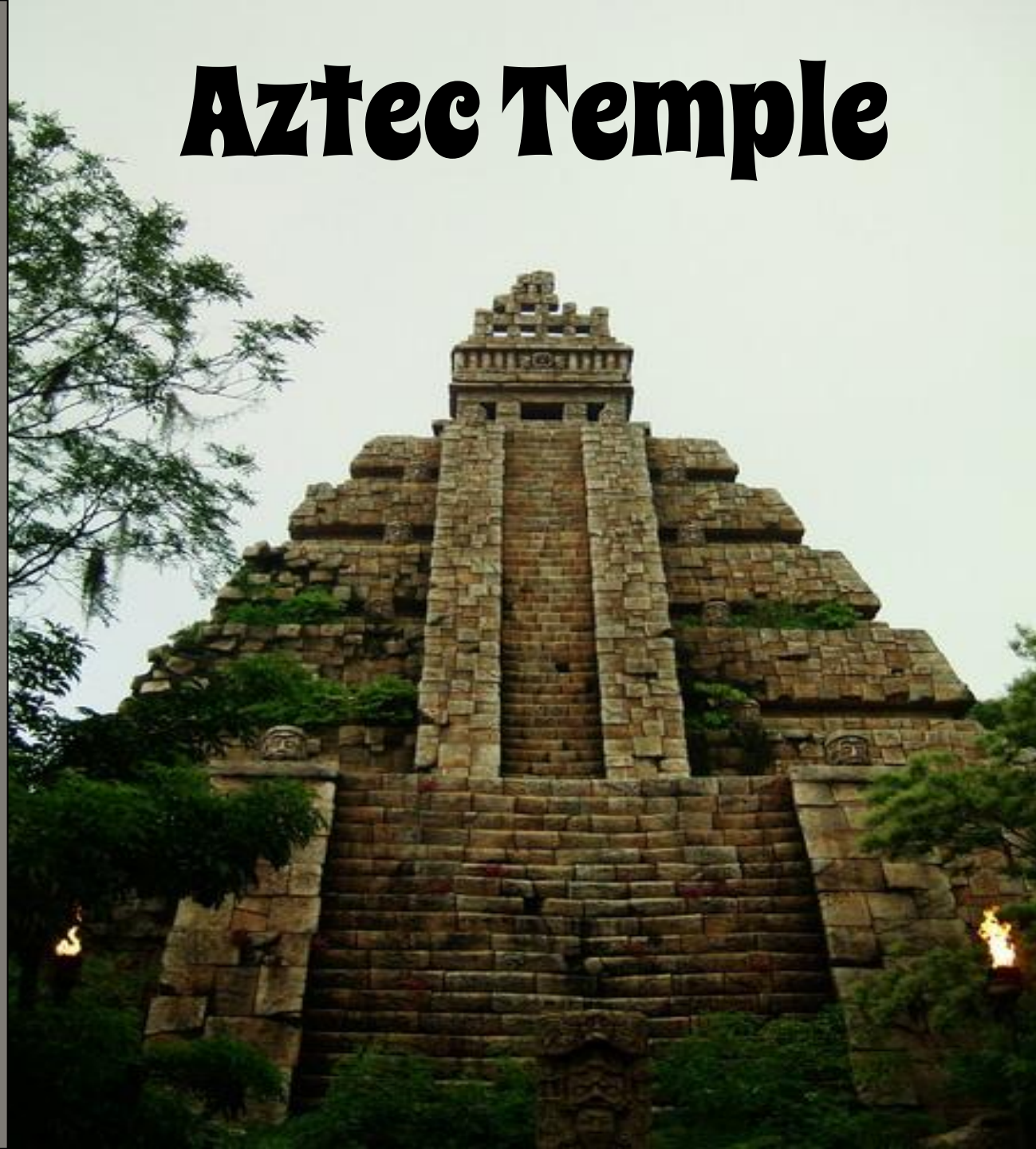
# Temples

- Instead of tearing down old temples, Aztec would just keep adding levels to the existing one.
- This one was built over 6 times!
- Rooms for sacrificing are at the top.





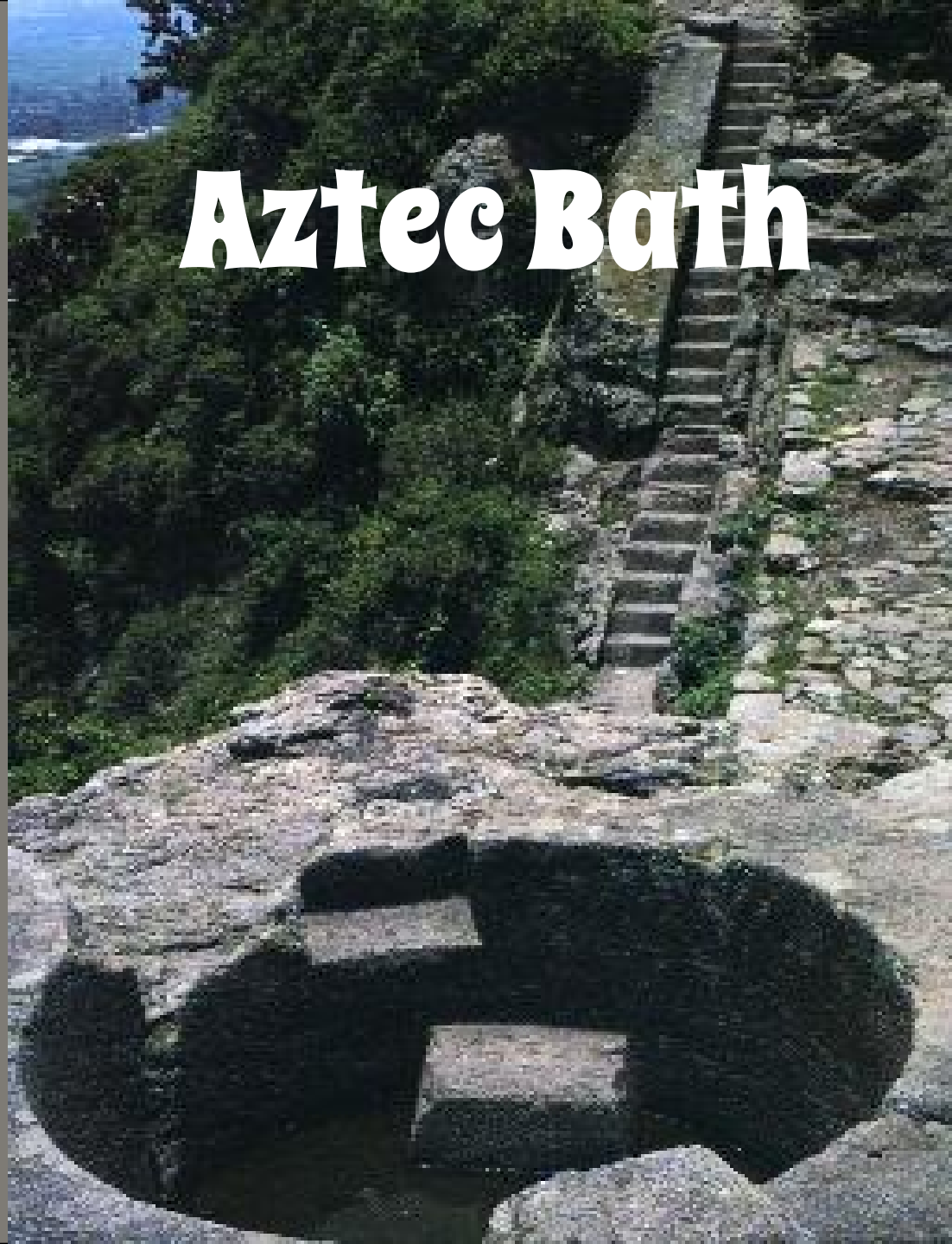
# Aztec Temple



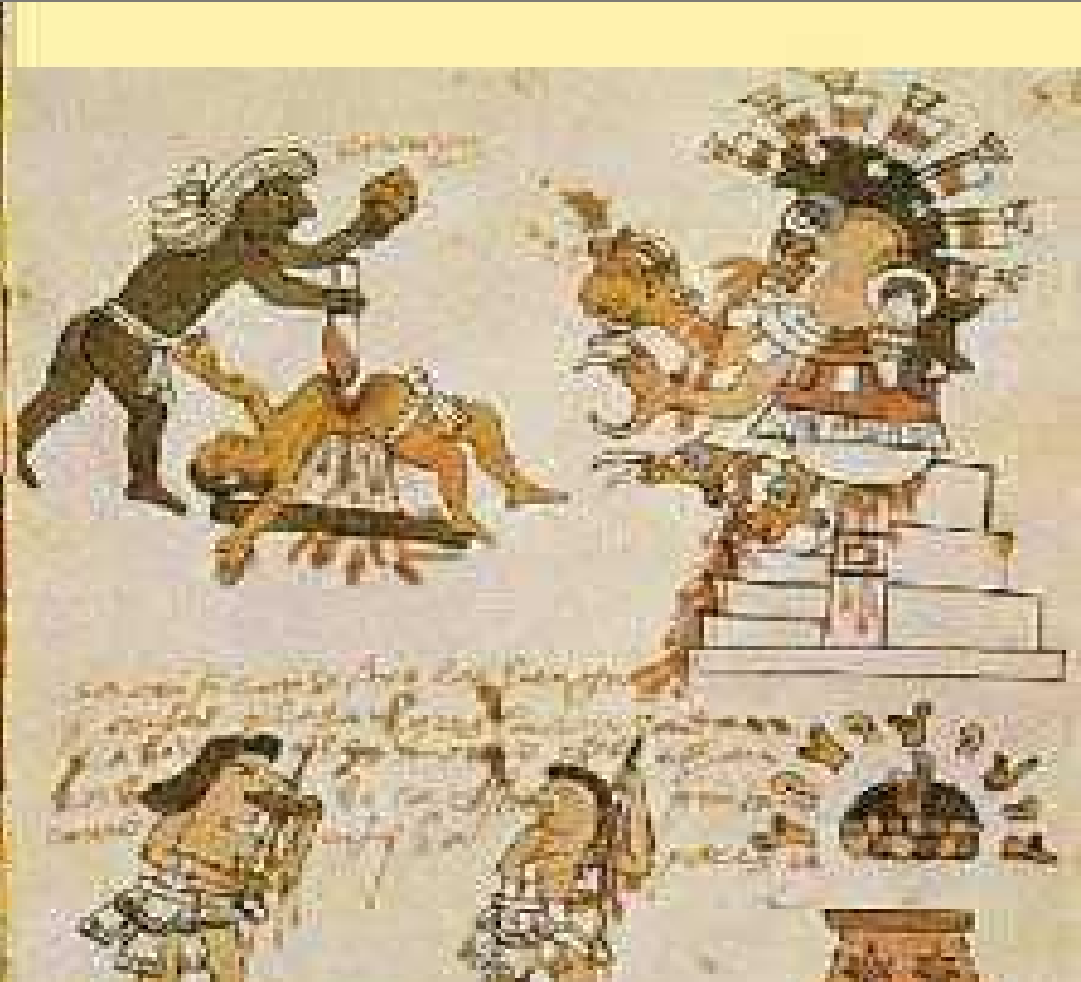
# Religious Ceremonies

- The bath was an important part of daily life--not only to be cleaned, but also to be religiously purified.
- Most homes had a steam room attached to living quarters.
- Other religious ceremonies included human sacrifices:
  - usually children or prisoners of war
  - felt that human hearts and blood strengthened the gods

# Aztec Bath



**Aztec human sacrifice was on a greater scale than anywhere or anytime in human history.**



# The Incas

# Rise of the Inca

- In 1200 AD, Incas settled in Cuzco, a village in the Andes Mountains (now in Peru).
  - Most were farmers.
- In 1438 AD, Pachacuti became ruler of the Incas and conquered more lands/people.
  - The empire stretched 2,500 miles and ruled 12 million people.
  - They used runners to spread news—at a rate of 250 miles a day!



# Machu Picchu







# Accomplishments

- They were excellent farmers, builders, and managers.
- Roads and aqueducts:
  - Incans built more than 19,000 miles of roads (over mountains)!
  - They also built canals and aqueducts to carry water to dry areas.
    - aqueduct—pipe or channel designed to carry water to a distant source; irrigated dry land





# Accomplishments

- Farming:
  - The Inca cut terraces into the Andes to create farmland.
  - They developed a large variety of foods.
  - They also discovered ways to store and preserve food.
    - The potato was a staple food (due to it being able to grow in the high altitudes of the Andes).
    - Other foods: tomatoes, maize, lima beans, peppers, grains

# Terrace Farming



# Terrace Farming



# Architecture

- Incan ruins are some of the most impressive works of architecture in the world.
- They cut stone with such precisions that each block fit exactly with its neighbor.
  - The fit was so tight, even a thin knife wouldn't fit in the cracks.





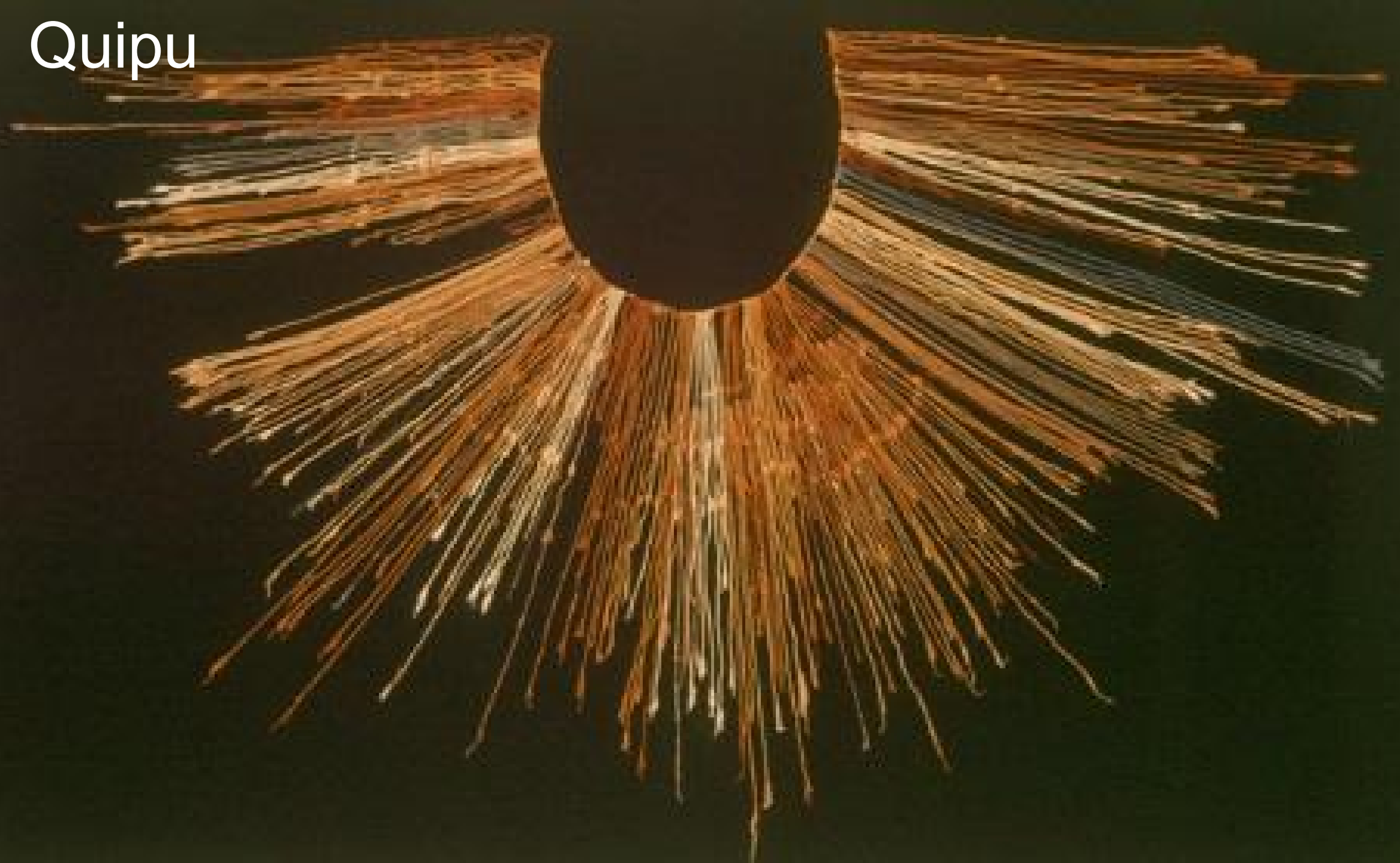




# Record Keeping

- The nobles conducted a census to count people so they could be taxed.
- They did not have a written language.
- They recorded information on knotted strings called quipus.
  - Each color represented a different item and knots of different sizes at different intervals stood for numbers.

# Quipu



# Religion

- Like the Aztec, the Inca were also polytheistic.
  - The main god was the sun god.
- Sacrifice was a big part of their religion—usually a white llama was used, but sometimes they sacrificed small children.
- They also believed in reincarnation.

# Sun God



**Incan Mummy  
(Over 500  
Years Old!)**





# Part Two

Fall of the  
Aztec & Inca Civilizations

# Fall of the Aztec & Incan Empires

Part Two

# Let's Review

Discuss with your Elbow Buddy:

1. Describe the Incan Empire.
2. Describe the Aztec Empire.
3. How are they similar and different?

# Spain Vs. Portugal

- Christopher Columbus asks both countries to sponsor his voyage--Spain agrees.
- Portugal soon saw the wealth that Spain was gaining, and wanted to be part of the action.
- The two countries became rivals and tried to stop each other from claiming land in the Americas.

# Spain Vs. Portugal

- In 1494, the countries signed Treaty of Tordesillas.
  - This set the Line of Demarcation (imaginary line from the North Pole to the South Pole at 50 degrees longitude).
- Spain got everything to the west, while Portugal got everything to the east.
  - What language is spoken in most of Latin America today?
  - What language is spoken in Brazil?



# Spanish Conquistadors

- “Conquistadors” = soldier-explorers who settled in the Americas in hopes of finding treasure
- They were inspired by Columbus to seek fortune in the New World.
- Many came from the part of Spain called Extremadura.
  - Poor soil, icy winters, & blistering hot summers held little chance for wealth.
  - Hernan Cortes and Francisco Pizarro were born in this province.

What are some words that describe us?







# Fall of the Inca

# The Inca

- In the 1530s, the Incan empire was HUGE!
- Inca thought they ruled most of the world; two threats from the north soon proved they did not...
  1. They couldn't stop the spread of smallpox.
  2. They couldn't scare away Pizarro.



# Francisco Pizarro

- Pizarro was from the Extremadura.
  - He was not of noble birth; could not even write his name.
  - At age 16, Pizarro fled a job herding pigs in Italy.
- In 1502, he arrived in the Americas and became very wealthy by exploring Panama.
  - He heard a rumor that there was a great empire filled with gold in the mountains of South America...



# Pizarro & the Inca

- Pizarro led 160 soldiers to the Incan homeland.
  - They raided Incan storehouses & fired guns at villagers.
- Incan emperor, Atahualpa, thought Pizarro was crazy. How could he stand up to an army of 80,000 Incan warriors?
- In 1532, Pizarro came up with a plan to defeat the Inca...

# Atahualpa







# Pizarro Defeats the Inca

- Spanish messengers invited Atahualpa to a meeting.
- He agreed & left most of his army behind--brought only 5,000 bodyguards.
- Pizarro's 160 soldiers attacked the Inca & kidnapped Atahualpa.
- Pizarro offered to free Atahualpa if he filled one room with gold & one with silver.
- Atahualpa kept his end of the bargain, but Pizarro killed him in 1533.



# After Conquering the Inca

- The Spanish king made Pizarro the governor of Peru.
- Pizarro's conquest of Peru opened most of South America to Spanish rule.
  - Spain controlled a vast territory covering 375,000 miles with almost seven million inhabitants.





# Fall of the Aztec



# Hernan Cortes

- Cortes was a Spanish conquistador who reached Mexico in 1519 in search of treasure.
  - He arrived in Mexico with only 550 soldiers, 16 horses, 14 cannons, & a few dogs.
- His group was met by Aztec emperor, Montezuma II...



HERNAN CORTES



# Cortes Invades Mexico

How could such a small force conquer a huge empire?

1. Cortes knew how to use Spanish horse and guns to shock Aztecs.
2. Malintzin (a Mayan woman) gave Cortes the inside scoop on the Aztec empire & helped him form alliances against Montezuma.
3. Cortes had invisible help--diseases that killed more Aztecs than Spanish swords.
4. Montezuma believed Cortes to be Quetzalcoatl--an important Aztec god.



# Cortes Defeats Aztecs

- Cortes traveled 400 miles to reach Tenochtitlan.
- Montezuma did not attack right away because he first thought Cortes was Quetzalcoatl.
- The Spanish were able to take control of the city & took Montezuma hostage.
- Cortes ordered the Aztec to stop sacrificing people.



# Cortes Defeats Aztecs

- Cortes' orders angered the Aztecs, so they planned a rebellion.
- Fighting broke out & Montezuma was killed.
- The Spanish were outnumbered, so they fled the city.
- Before they could prepare a 2<sup>nd</sup> attack, smallpox broke out in Tenochtitlan & greatly weakened the large Aztec empire.
- In 1521, the Spanish destroyed the Aztec capital.

# After Conquering the Aztec

- Cortes took part in one more expedition to Honduras.
- He served as Governor General of New Spain.
- He returned to Spain a very wealthy man.
- He died in Seville, Spain in 1547.



# Aztec Civilization Recipe

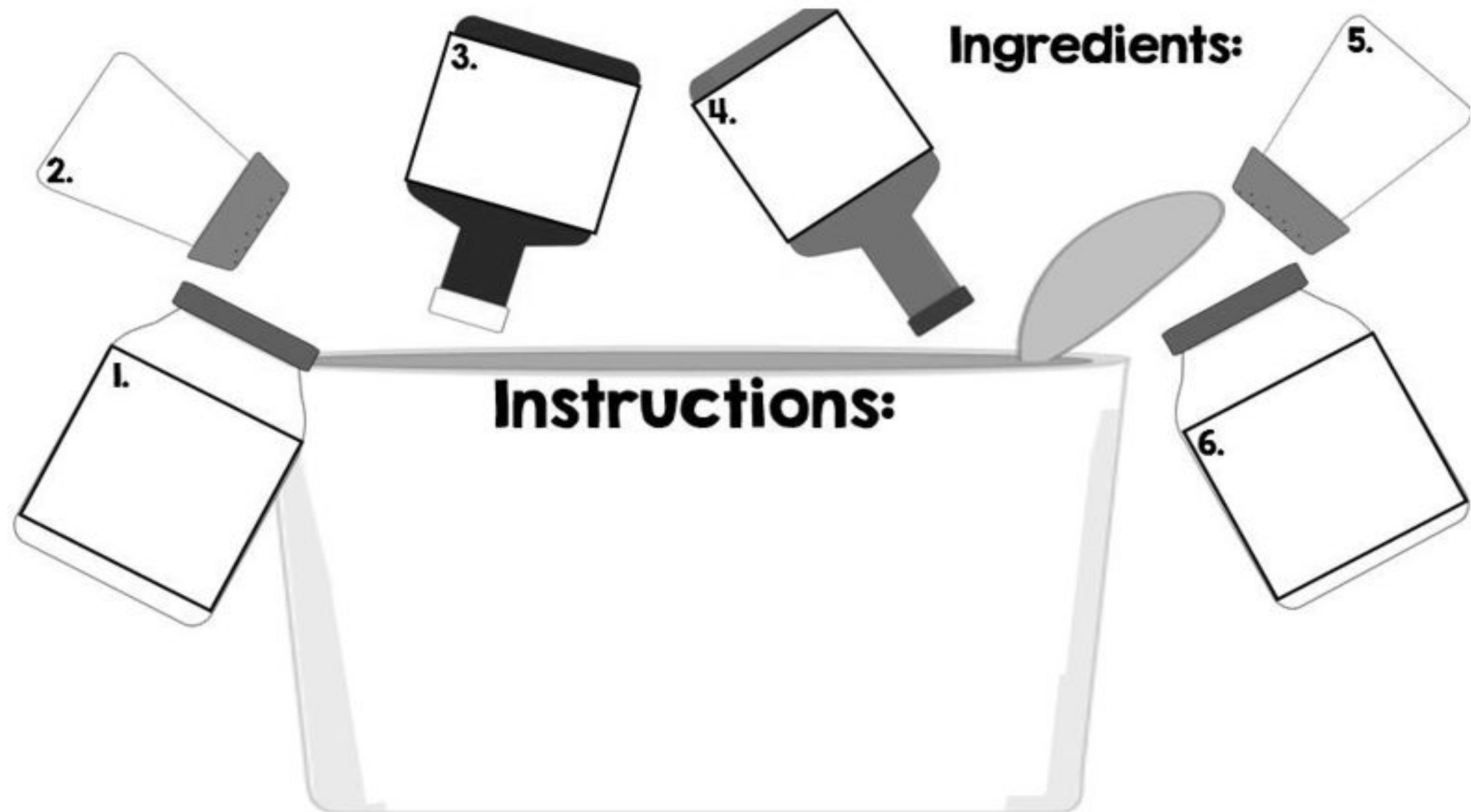
Your Task: Write a “recipe” for the Aztec civilization.

1. Include the “ingredients” that went into forming that civilization.
2. Write the special instructions for bringing the “ingredients” together.



# COOKIN' UP A CIVILIZATION

Your Task: Write a "recipe" for either the Aztec or Inca civilizations. Include 6 ingredients that were used to form the civilization and several cooking instructions for bringing the civilization together.

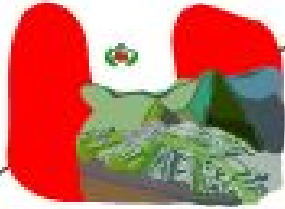


# "FALL OF THE AZTEC & INCA EMPIRES"

Compare & Contrast

**Directions:** Complete the Venn diagram below with information from the "Fall of the Aztec & Inca Empires" PowerPoint notes.

Inca



Aztec



# HIS-story

Your Task: Imagine that you are one of the following men: Hernan Cortes, Montezuma, Francisco Pizarro, or Atahualpa.

Write a journal entry that details the experience of the man on the day that the corresponding civilization fell.

# Teachers

- **Alphabet Sentences:**
  - Place alphabet letters into a container and have each student draw one letter from the container.
  - Tell students to create a sentence that begins with that letter to summarize either the Aztec or Incan civilization.
  - Allow students to share their sentences.
  - Have the class determine whether the sentence was written for the Aztecs or the Incas.
- (Note: You may want to exclude letters that may be difficult for students to use at the beginning of their sentences.)

# Alphabet Sentences

## Your Task:

- Draw one letter from the container.
- Write a sentence that begins with that letter to summarize either the Aztec or Incan civilization.
- Next, you will share your sentence.
- Finally, The class will determine whether the sentence was written for the Aztecs or the Incas.

# Teachers

Cut out the cards below and tape them on students' backs. The students will walk around the classroom and "collect" clues from other students until they can guess the name on the card.

# Meet & Greet Cards

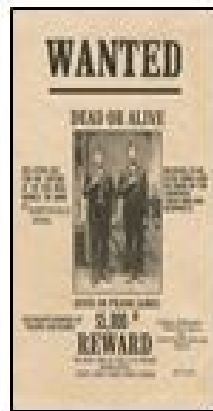
Montezuma	Atahualpa
Pizarro	Cortes
Montezuma	Atahualpa
Pizarro	Cortes

# WANTED POSTER

Your Task: Create a Wanted/Hero poster for either Hernan Cortes or Francisco Pizarro. If you consider the person to be a villain you will create a Wanted poster. If you think the person was good you will create a Hero poster.

Your poster must include:

1. A sketch of what the person probably looks like.
2. A reward amount listing the specific crime or heroic action the person did.
3. A made-up quote from a person living at the time showing what people might have said about this person.
4. The approximate date this poster would have been found.
5. A written description of what the person has done in their life.

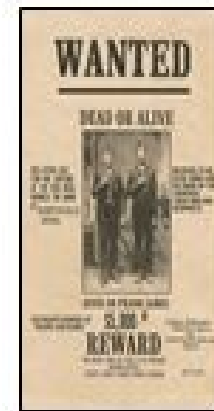


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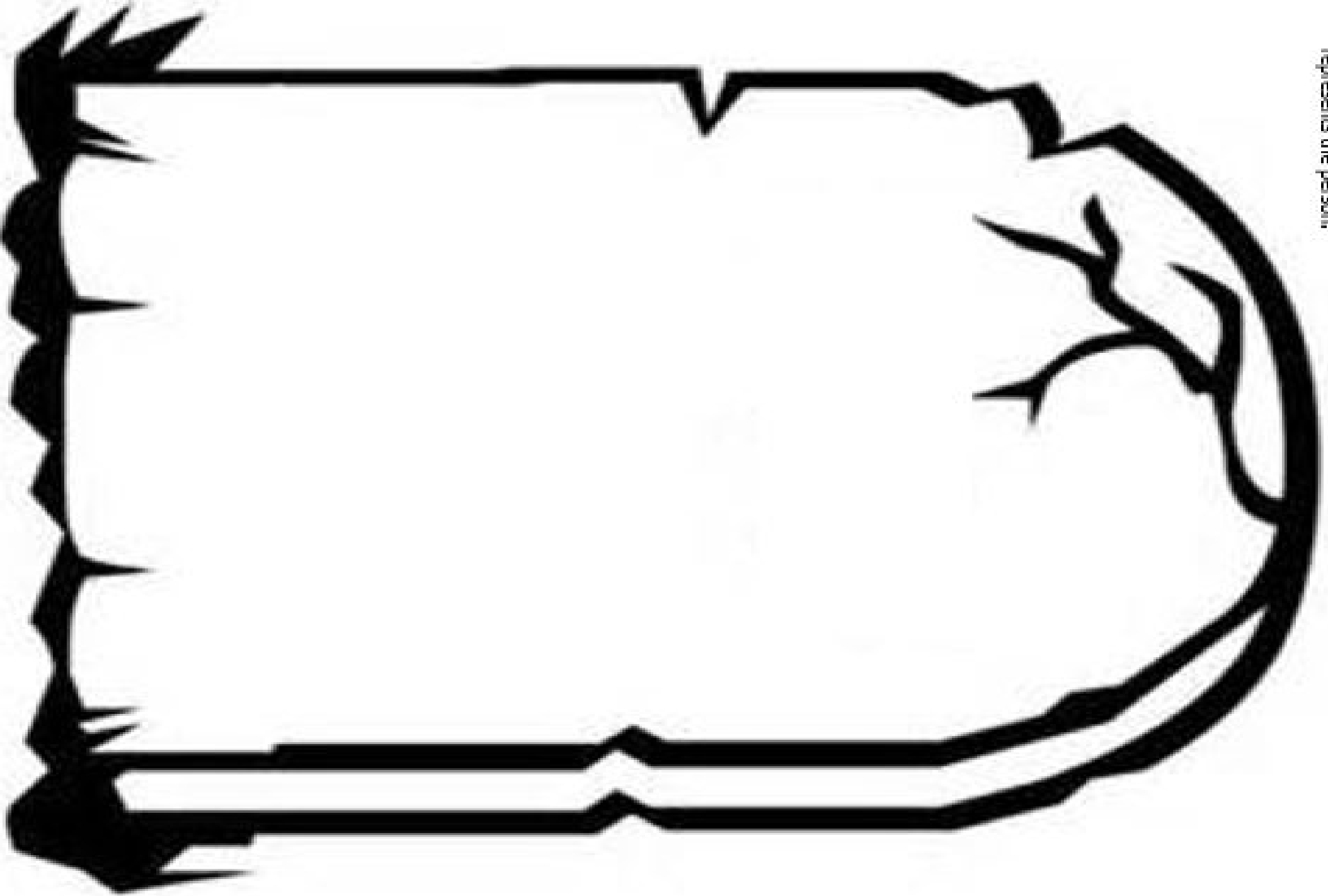
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3. A made-up quote from a person living at the time showing what people might have said about this person.
4. The approximate date this poster would have been found.
5. A written description of what the person has done in their life.





# Epitaph

**Your Task:** Write the epitaph (a summary statement of commemoration for a dead person) like you'd find on a gravestone for one of the key figures that we've studied in this unit. Your gravestone should include: Here lies... Born... Died... Famous for... Remembered for... and a picture that represents the person.



Group Members: \_\_\_\_\_

# "FALL OF AZTEC & INCA EMPIRES"

Role Plays

**Directions:** With your group, create a skit that depicts the fall of one of the early civilizations that we have studied.

Here are the two options for your skit:

- If you chose the Aztec civilization, be sure to include Hernan Cortes and Montezuma in your skit.
- If you chose the Inca civilization, be sure to include Francisco Pizarro and Atahualpa in your skit.

Before you get started, your group needs to brainstorm ideas for your skit. Next, fill in the storyboard below with the scenes of your role play. You can choose to either draw your scenes or use words to describe what you are going to do. You will need to show me this so that I can approve your skit.

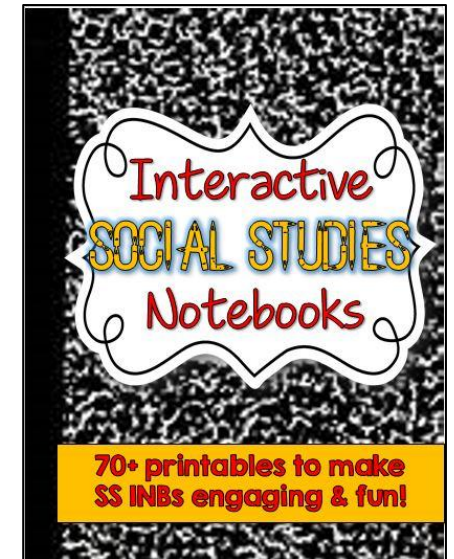
Introduction/Scene 1	Scene 2	Scene 3	Scene 4
Scene 5	Scene 6	Scene 7	Conclusion

# Thank You!



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