

**Activity Page 1.1****Use with Chapter 1****Letter to Family**

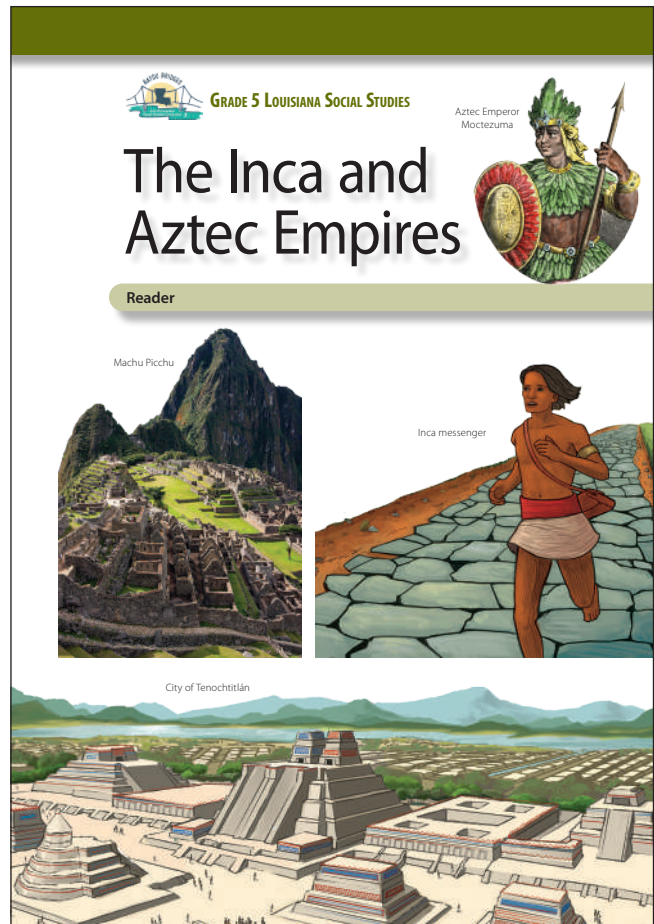
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the Inca and Aztec Empires. They will learn how the empires were established and maintained. They will also learn about the cultural and economic structures that developed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

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

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

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

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–2**

**Artifact Study**

**Describe the artifact.**

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

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What was its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapters 1–2**

**Think about context.**

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

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–2**

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**Think about the artifact.**

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapters 1–2**

**Think about context.**

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

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**Draw a conclusion about the artifact.**

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Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–2**

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Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapters 1–2**

**Think about context.**

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

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

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

**SOURCE:**



Name \_\_\_\_\_ Date \_\_\_\_\_

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<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
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**SOURCE:**

Name \_\_\_\_\_

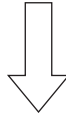
Date \_\_\_\_\_

**Activity Page 1.4**

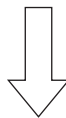
**Use with Chapter 2**

**Claims and Evidence**

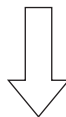
**STATE THE CLAIM** *What opinion or position are you defending?*



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



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



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

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

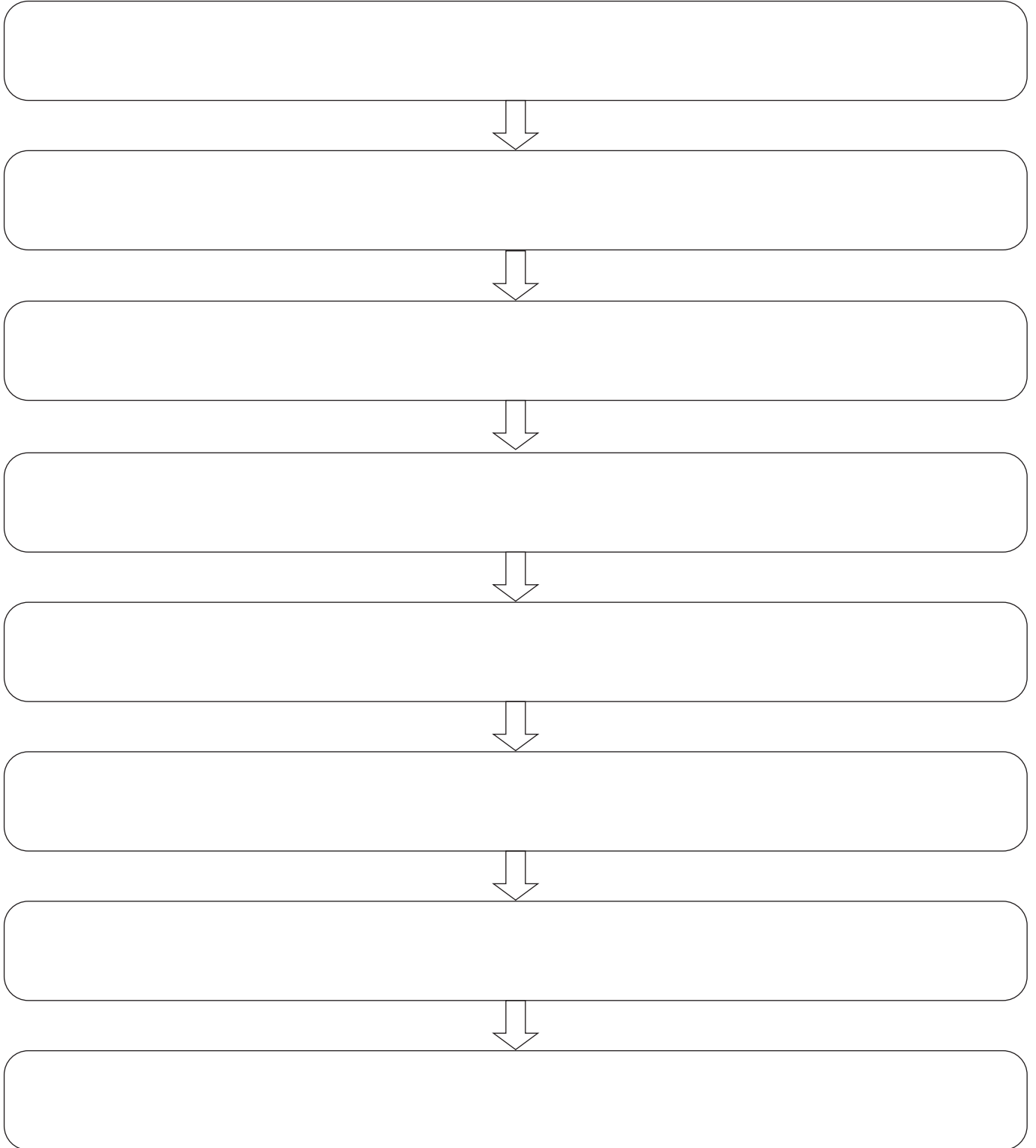
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5**

**Use with Chapter 1**

**Flowchart**



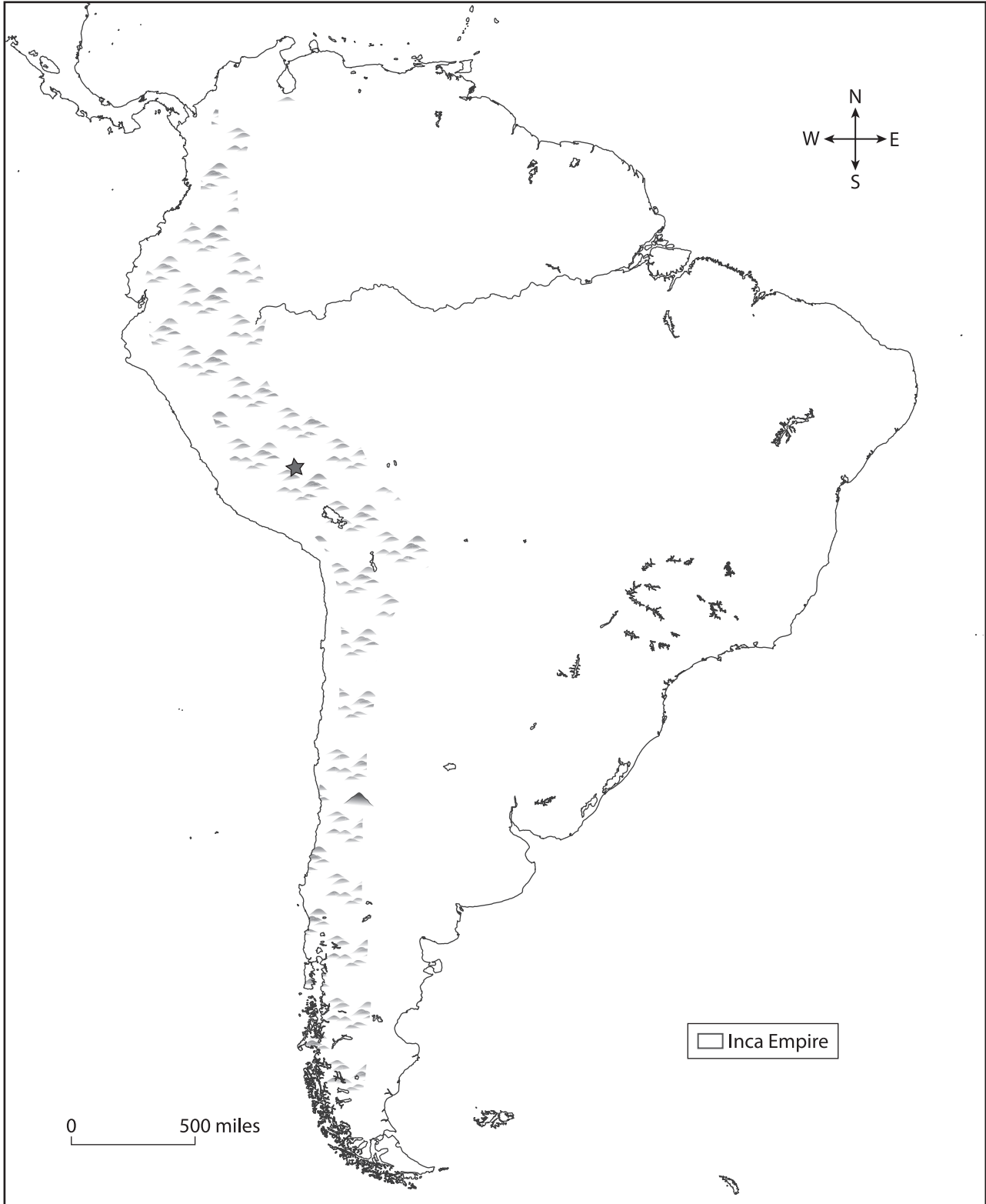
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6**

**Use with Chapter 1**

**The Inca Empire**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6 (continued)**

**Use with Chapter 1**

1. Label the following bodies of water:

Pacific Ocean

Caribbean Sea

Atlantic Ocean

Amazon River

2. Label the following landmasses:

South America

Central America

3. Label the Andes Mountains.

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



## Activity Page 2.1

## Use with Chapter 2

## Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

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

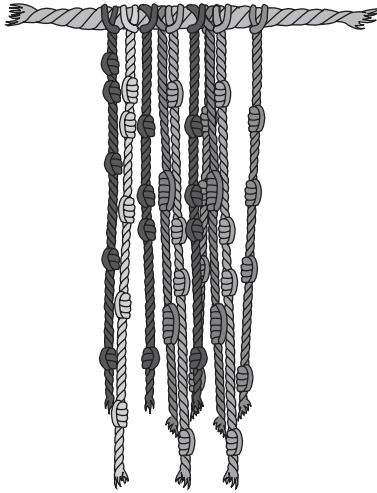
## Assessment: Chapter 1—*The Inca Empire*

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

1. Which mountain range ran through the middle of the Inca Empire? (5.13.a)
  - a) Atlas
  - b) Andes
  - c) Rockies
  - d) Himalayas
  
2. Who was the Sapa Inca? Select the **two** correct answers. (5.13)
  - a) the Inca high priest in charge of sacrifices
  - b) the most powerful clan of the Inca
  - c) the son of Inti, the Inca sun god
  - d) the emperor of the Inca Empire
  - e) the wife of the Inca emperor
  
3. He-Who-Sees-Everything was both \_\_\_\_\_ and \_\_\_\_\_. Select the **two** correct answers. (5.13)
  - a) a priest
  - b) a tax collector
  - c) the Sapa Inca
  - d) a matchmaker
  - e) the main Inca god
  
4. How were the Inca able to farm on mountainsides? (5.13.d)
  - a) They used alpacas to plow for them.
  - b) They planted crops with long roots.
  - c) They cut terraces into the land.
  - d) They built the Royal Road.
  
5. Which phrases best explain how roads and routes supported the Inca Empire? Select the **two** correct answers. (5.13, 5.13.i)
  - a) by protecting communities from disasters caused by humans and nature
  - b) by allowing for easy movement of armies and merchants
  - c) by establishing direct pathways for travel to other continents
  - d) by guarding cities from invasion by surrounding groups
  - e) by helping government officials send messages

6. Use the image to answer the question.



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

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

Use the map to answer questions 7 and 8.



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

Use the image to answer questions 9 and 10.



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

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

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

## Assessment: Chapter 2—*The Aztec Empire*

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

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

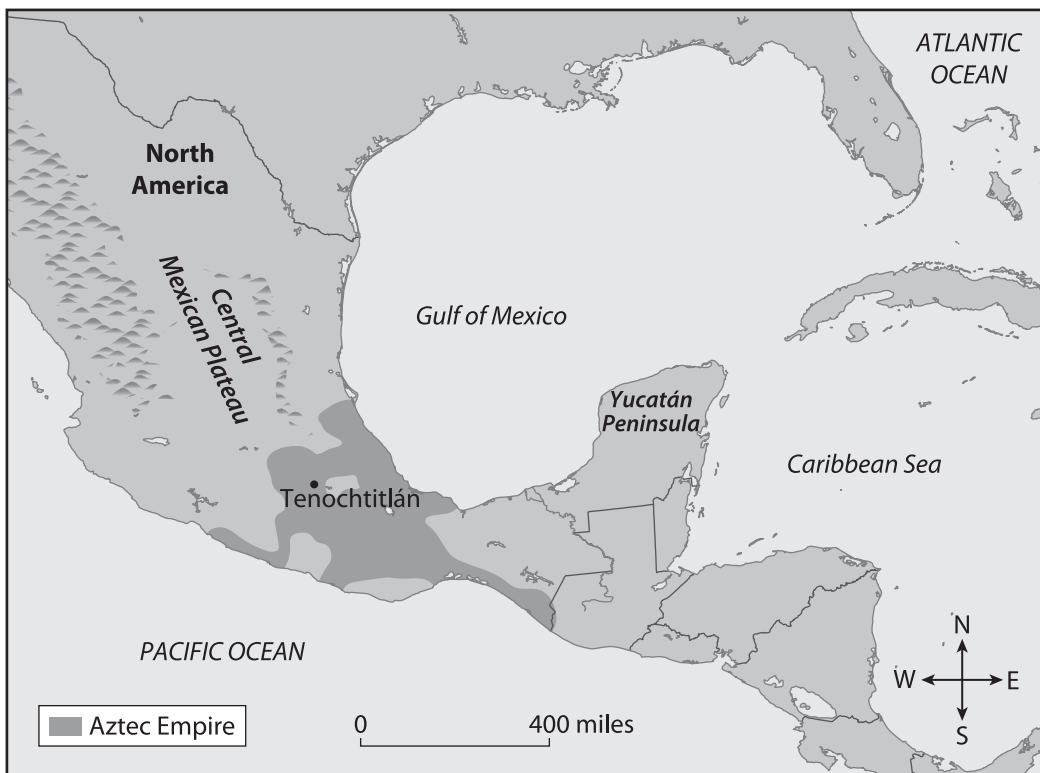
6. Use the image to answer the question.



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

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

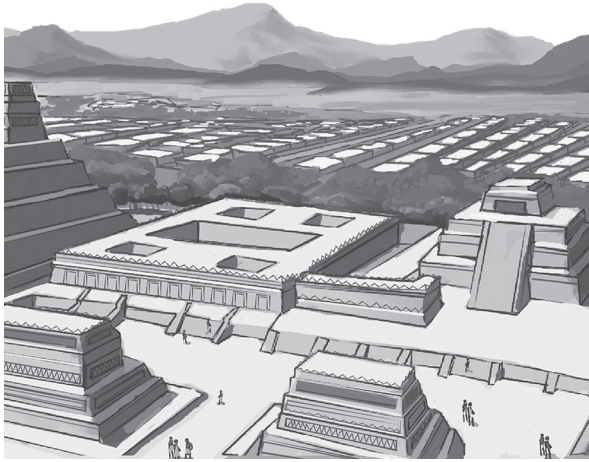
7. Use the map to answer the question.



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

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

8. Use the image to answer the question.



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

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



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

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



10. Use the image to answer the question.



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

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

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

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



