

Date:

**The Aztecs: Who, Where, When?**

Objectives

That the children will know who the Aztecs were.

That they will know when their civilisation existed, and relate this to the Tudor period.

That they will know where this civilisation was placed.

*(Knowledge elements)*

Tasks

1. WHEN?

Look at Ginn book back cover. Discuss timeline. Ask pupils whether they can relate this to any other periods they have studied – give prompts if needed – before or after Victorians? Ancient Greeks? Ancient Egyptians? Tudors? (Try to get pupils to suggest approximate dates without reference to their books). *(Chronology element)*. Make the point that the Aztec empire actually began around 1300. Give out books and ask pupils to leave one page blank for title page.

Pupils copy timeline 1300 – 2000. One line equals 50 years. From chart, copy start and end of Aztec empires in first column. Leave third column blank for homework.

2. WHERE?

In atlas, find Central America on world map. Look at continent map and identify Mexico. Give out maps and identify Mexico on these. Pupils stick maps in books.

Homework

On timeline, fill in the dates of the Tudor and Victorian periods in the Europe column. Fill in any others you know if you want to.

Resources

Ginn textbook (Exploration and Encounters)

Atlas 90

Map sheets

Support sheet

Date:

**What Does It Tell You?**

Objectives

That pupils will consider pictures of Aztec artefacts.

That pupils will make deductions from these pictures.

(Awareness of archaeology).

Tasks

Review where and when. Explain that they are going to be historians today. Ask them how we find out about the past and list different sources of information on the board. Tell them that one major source of information is from objects from the past, and that today they are going to look at some pictures of objects and try to work out what they can deduce from them. Another is written sources, and this work contains these as well.

Put pupils in approximate ability groups (to help with use of different levels of question sheets. Explain that they have to work as a group and all discuss and record the same answers. They can look at the different pieces of evidence in any order, but must check with me before moving on to another object.

At end of lesson spend last 10 minutes collecting observations and going through pieces of evidence.

Resources

Picture sheets and question sheets. Picture sheets show various artefacts eg Aztec temple, codex, Aztec picture of sacrifice, written description of the Aztecs by Europeans, written description of a feast at Montezuma's palace. No explanation of what they are. Questions are open ended, designed to get pupils to suggest possible answers, to deduce.

NB: Next week's history lessons in IT room.

Date:

**Landmarks: Aztecs**

Objectives

That pupils will find out about an Aztec city and its appearance, as well as some customs. (*Using IT*)

That pupils will ask questions to obtain information (*Use of information*)

Tasks

Introduce pupils to Landmarks Aztecs computer program. Tell pupils that they must find out as much as they can about Jade Doll, her family, her home and her way of life, and they should make notes on this using the prompt questions I will put on the board.

Questions:

What is her mother called? father?

How old is she? When is her birthday?

Describe her clothes.

Describe her home.

What jobs does she have to do? How do her mother and father spend their time?

How does she travel around?

Which places in the city does she like? Why?

Are there any places she does not like? Why?

Spend last 5 minutes shutting down and filling in IT record books.

Support

Pair pupils up, put a weak reader with a stronger one if needed.

Resources

Maps for program.

Date:

**Jade Doll**

Objectives

That pupils will write a biography of Jade Doll based on their use of the computer.

Tasks

Talk, as a class, about the program. Which parts did they enjoy? Which did they find difficult? Name one thing you found out?

Talk more specifically about Jade Doll. Gather information about her and list it on the board. Ask pupils to share all they found out. List on board.

Explain that all the pupils are going to write about Jade Doll. There are three tasks:

Support

A sheet to fill in with questions; stress that presentation and accurate spelling are vital.

Core

Write a description of Jade Doll, as if you were writing about a friend.

Extension

Write an article for a newspaper, describing your journey back in time and your exploration of the city with Jade Doll.

Homework

Complete and illustrate your work.

Resources

Support sheets.

Date:

## **Tenochtitlan**

### Objectives

That pupils will understand that Tenochtitlan was a city on a lake. (*Knowledge*)

That they will know and identify some of the buildings in the city. (obtaining information)

### Tasks

Ask pupils how they think we know anything about Aztec cities. Explain that the main source of information is archaeological remains. (Look at Folens book page 36, 47, Ginn page 29, 47).

We also have maps drawn by the Europeans who discovered it (Folens page 26), and Aztec plans in their codices (books) (Folens page 34).

There are models of temples (Folens page 32).

There are Aztec pictures from their books (Folens page 31).

Recap on information from Landmarks about how the island was formed. Explain that the Aztecs never invented the wheel and discuss why they had no need of it.

Look at Ginn book pages 22 – 23. Put questions on the board from BLM 12 for pupils to answer in sentences in their books. Explain that they will need to read the text carefully to answer the questions. Give out a picture of Tenochtitlan and get them to stick this in their books; explain that after answering the questions they should identify and label the following sites on the drawing: main temple, skull rack, chinampas, palaces.

### Support

Less able pupils to have a copy of the sheet to write on; they will not need to answer in sentences.

### Resources

Folens and Ginn textbooks (both called Explorations and Encounters), support sheet, pictures of Tenochtitlan.

### Homework

Title page for this unit.

Date:

**Aztec Gods**

Objectives

That pupils will use sources of information to answer questions. (Using sources)

That they will present their information in a way which is interesting to others.

Tasks

Explain that the Aztecs worshipped many Gods, each representing an aspect of everyday life. Look at picture of statue of Coatlicue on page 28 of Ginn, and mask of Sun God on p20 of Folens book.

Explain to pupils that they will have two lessons and one homework to research one of these Aztec Gods. They should produce a brief written description of the God, explaining their name, and what they were the God of. They need to produce an illustration, which may be a mask (using the mosaic technique used by the Aztecs - discuss this) an Aztec style picture (look at page 34 of Ginn) or their own picture.

Gods:

Chalchiuhtlicue

Quetzalcoatl

Tezcatlipoca

Tlacloc

Xihtecutil

Chicomecoatl

Mictecacihuatl

Resources

Sheets on the gods (in various support photocopiable books – Ginn, Folens, Scholastic), Ginn and Folens textbooks.

Date:

**The Calendar**

Objectives

That pupils will find out about the Aztec calendar. (*Knowledge*)

That pupils will use a computer program. (*Using IT*)

Tasks

Use Aztecs Demo (or full version of program – Sherston Software, I believe) work through program; pupils identify their date of birth and record it and its glyphs in their History book, together with their partner's and some which I will put on the board.

They can then write a brief explanation of how the Aztec calendar worked.

Resources

IT room.

Support

None needed.

Date:

### Aztec Glyphs

#### Objectives

That pupils will understand that the Aztecs used glyphs.

That they will design their own Aztec style glyphs.

#### Tasks

Look at Ginn p35. Explain that the Aztecs used these signs instead of writing and that these are called glyphs. Ask pupils if they know of any other cultures which used pictures for writing (*links between cultures*) and compare these with Egyptian hieroglyphics.

Look at Folens p19. Explain that tribes conquered in battle by the Aztecs had to pay taxes to the emperor, Montezuma. These taxes were recorded in glyphs.

Ask pupils to find on the picture a feathered shield, a battledress for a soldier, beads, a bunch of quetzal feathers (remind pupils that these were highly prized) a bag of beans, a sack of chilli peppers. How many bags of beans were sent? How many bundles of feathers? What do you think the feathers were used for?

Give out Aztec Writing sheet for pupils to look at. Explain that the Aztecs sometimes put two or three glyphs together, as on p35 of Ginn book. Show on board –

Quauhtitlan – Quauilt = tree, titlan = teeth, so they would draw a tree with teeth.

In History books, pupils choose 3 Aztec glyphs to copy and label. Then they try to draw their own glyphs for place names listed on board. Give example of Barking – they could draw an iron bar and a king.

Places: Dartmouth, Bath, Braintree, Gateshead, Hertford, Rugby, Liverpool.

#### Support

None needed.

#### Resources

Aztec Writing sheet, Ginn book; Folens book.

#### Homework

Create a glyph for your own name.

Date:

**Aztec Houses**

Objectives

That pupils will find out about Aztec houses for poor people. (*knowledge*)

That they will draw and label a diagram of a house.

Tasks

Discuss with pupils what they found out about Aztec houses from the Landmarks program. Remind them of the major features. Look at Folens p40-41 and Ginn p26 at diagrams of an Aztec house. Ask pupils how these are different from their own houses (*comparing between cultures*) and why this is. List all features on board:

Walls of mud and stone.

Thatched roof.

Broom for sweeping.

Digging stick.

Mud floor.

Open fire.

Storage bins for food.

Handmade pots.

Water jar.

Straw mat.

Hearth god.

Core

Pupils draw and label a cottage.

Support

BLM 10

Extension

Draw diagram, then write an explanation of as many of the features as you can.

Resources

BLM 10 for less able pupils. Ginn and Folens textbooks.

## The Encounter

### Objectives

That pupils will find out about the initial Spanish / Aztec encounter (*Knowledge*)

That pupils will consider why the different parties reacted as they did.

### Tasks

Lesson 1; Date:

Tell pupils about the European exploration drive of the 1600s. Discuss why these explorers were now able to set out and why they wanted to – look at Ginn p2. Discuss the new technologies which now enabled explorers to travel further – see Ginn p12 – 13. Talk about conditions on ship.

Watch Explorations and Encounters video (?) No3.

Make a collage of the side of a ship – use OHP of Worksheet 4 to make this. Pupils draw items on the ship and explain why they are there – one item each..

Astrolabe; hour glass; log, compass, quadrant, barrels of water, barrels of ale, cannons, handguns, coloured cloth, combs, little bells, crystals, cows, pigs, hens, food for animals, dried peas, beans and lentils, onions, flour, rice, cheeses, raisins and currants, salt, firewood, fishnets, candles, small boats, leg irons, ropes, spare sails, spare masts, timber, blacksmith's tools, grindstone, wooden buckets, stone ballast, mustard, dried and salted meat, seamen's chests, armour, red caps, handkerchiefs, cheap knives, iron cooking pots.

Add a short piece of writing to explain item; stick onto outline.

Extension:

List items on board; pupils write each under items for sailing 1546, and items for sailing today.

(radio equipment, dried foods, vitamin pills, pigs, salted meat, life jackets, astrolabe, tinned food, ropes, flares, compass, firewood, passport, fruit, hour-glass, candles, cannons, clock, torch, quadrant.

### Resources

Outline of ship. Video. Ginn books. Paper. Glue. Scissors. TV and video plus tape.

Lesson 2; Date:

Eventually Spaniards, led by Cortes, reached Tenochtitlan. Explain Aztec legend and read Folens p26-29.

Put list of words on board to discuss – do they fit Aztecs or Spaniards. Pupils work in groups for this, discussing, giving reasons. (*points of view*).

Record ideas in books, in two boxes – one for Aztecs and one for Spaniards.

Discuss as a class.

### Resources

Folens.

Lesson Plans: Y6 History  
Aztecs; Spring Term

Lesson 3; Date:

Copies of The Defeat of the Aztecs. Look at pictures. Discuss story shown by them.  
Read Ginn p38-39.

As class, discuss and identify reasons why the Aztecs were defeated. Watch video 6  
(if available).

Core: Why were the Aztecs defeated in Tencochtitlan? (essay)

Support: Use the pictures to list the reasons for the Aztec defeat in battle.

Extension (after essay): In GWB, using textbooks, list the things which were new to  
the Europeans when they met the Aztecs.

Resources

Ginn. TV and Video and tape, The Defeat of the Aztecs sheet.

Lesson 4; Date

Read Folens page 44-45. Talk about the variety of things which came from the Aztec  
empire, and the range of things which Europeans introduced to the Aztecs. List these  
on board.

Talk about whether these were useful or harmful.

Core: Pupils fill in items on a chart, under useful or harmful.

Support: As above, but using copies of worksheet.

Extension: Was the European discovery of Mexico a good or a bad thing?

Resources

Folens. BLM 19 as support.