

Aztecs Activity Sheets

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Aztec gods - Primary Resources

Aztec Gods Match the descriptions of the gods to the images!!! Tonatiuh (say Tona - tee - wah) In the centre of this Aztec calendar stone is an image of the Sun God His face is the face of the sun To the Aztecs everything revolved around the sun The hair is blond, due to the golden appearance of the sun The tongue, stuck out, is a knife, showing that he demands to be fed with blood and

Aztec Religion. - Collaborative Learning

2 Statement Sorting Activity Sheets 4 and 5 are the statement cards They need to be photocopied onto card The individual statement cards need to be cut and mixed up The pupils in their groups of 3/4 have to sort out which statements would have been made by the Spanish and which statements would have made by the Aztecs

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Aztecs Activity Sheets Student Activity Sheets and Teacher's Lesson Plans Grades 5- 12 rare objects, maps, documents, prints, and activity sheets for AZTECS ACTIVITY SHEETS - PDF DOWNLOAD â€

Aztec History Reading Comprehension Passage

The Aztecs were the last group of native people whose civilization dominated the Valley of Mexico The Valley of Mexico is located in central Mexico where the country narrows as the land between the Gulf of Mexico on the east and the Pacific Ocean on the west narrows The Valley of Mexico is a high plateau, around 7,000 feet above sea level, surrounded by volcanic mountains The first people

Aztecs Tributes Game - Mantra Lingua

To enhance the activity you could ask the students to create their own Aztec themed counters Print out the A4 sheets Stick together the left and right hand sides of the Game Board, and If possible, laminate it Cover the Chance, Collecting and Tribute Card sheets with 'clear pvc self adhesive book

cover film' before cutting up HOW TO PLAY:

AZTEC EDUCATION - Collaborative Learning

AZTEC EDUCATION Boardgame to introduce how the Aztecs organised education and the kind of punishments they used to encourage learning You answered your father back He burned your hair and shaved your head THROW A 6 OR 1 TO MOVE You disobeyed your mother 5he held you over a fire of hot chilli peppers and made you breathe in the smoke

Aztec, Maya, Olmec, and Incas

Aztec, Maya, Olmec, and Incas Goals of the Activity During this activity, you will complete the following tasks: ____ 1 On the map provided, you will identify where ...

Incas, Mayas, Aztecs

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• Length: The time frame needed to complete this unit is one week • unit description: This unit explores the rise and fall of the Aztec empireIt includes Geography, Place of the Prickly Pear Cactus, Human-Environment Interaction,

Unit 2 Early American Civilizations Maya, Aztec, and Inca

evidence of past human activity Flaked stone, ceramic shards, bones, and textiles all tell a story Spanish letters and records also provide information about early American civilizations Why were the Spanish in the Americas? Starting about 500 years ago, they came in search of riches They were looking for gold and silver, spices and silk,

Aztec, Inca, and Maya [5th grade] - Trinity University

Aztecs were expert ____ and masons They learned how to measure time and created complex ____ The Aztecs created their own picture writing on ____ that told their history and stories They were written on bark and carved in stone The Aztecs wandered for many years and were kicked out of many lands Finally, they settled in

Egyptian project 1

The pharaohs Use books to help you find out the answers to these questions 1) What was the name of the pharaoh who was a woman but ruled Egypt

Ancient Egyptian units of length - Scholastic UK

Maya, Benin or the Aztecs Vocabulary Chart, frequency table Resources QQ Large sheets of paper, metric measuring tapes or rulers, scissors and calculators CD-ROM: QQ Activity sheets: 'Ancient Egyptian measures', 'Ancient Egyptians data collection', 'Ancient Egyptian units of length' (also p19) and 'Egyptian measures data

A World beyond Our Own Worlds Collide A World Falls Apart

A World beyond Our Own Worlds Collide A World Falls Apart John Fernandez Fort Worth Independent School District Purpose of the Unit Students will use a WebQuest to understand the impact of the conflict between the Aztec and Spanish empires Students will gather and use information to develop a new piece of currency (a paper bill) to commemorate the 500th anniversary of the Aztec and Spanish

RESOURCES FOR TEACHERS KEY STAGES 2 AND 3

link to the activity sheets for students: • Moctezuma the ruler • Religion and the gods • Writing and the calendar • Warriors and warfare • Houses, palaces and temples • Trade and tribute: materials The Mexica The Mexica were migrant people who arrived in the basin of Mexico in the 1200s They were not accepted by the native people

Chocolate 1 Experience

The Spanish invaded the Aztecs and took many jewels, trinkets and foods back to Europe with them The cocoa bean and chocolate drinks were also taken 9 Look at the scene in front of you 8 Draw or describe what is going on between the Aztecs and the Spanish people Think about how they are different, their costume and the way they are standing

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details of Aztec life Historians have learned much about the Aztecs from these records DOCUMENT-BASED QUESTION How might you tell from the picture that the deceased was a noble? Aztec Codices Aztec codices are illustrated books Brightly painted pictures cover both sides of these long folded sheets of bark or deerskin Each

A L U The Road to El Dorado - Jacaranda

The Road to El Dorado he Road to El Dorado (DreamWorks 2000, PG 89 minutes) is an animated film set in the 16th century It tells the story of two scam artists called Miguel and Tulio who come into possession of a map to El Dorado, the Lost City of Gold They stow away on the ship of Spanish conqueror Cortes and use the map to find El Dorado

Maya and Inca Unit Supplement Grades 5 & 6 Reading ...

activity 4 Music Activity - Mexico Mariachi, folk song, and traditional Mayan music listening and singing activity with accompanying historical information 5 Music Activity - Peru Andean folk song listening activity with background information [music activity forms part of Peru Culture Box descriptions—panpipe]

TEACHER TEACHER GUIDE Includes Student Teacher Guide for ...

The next two days (day 3 and 4) should then be spent working on the activity sheets for that chapter, one per day The following day (day 5) is devoted to the My Timeline! page for that chapter The final day (day 6) is designed for maximum flexibility Students may either work on a Dig Deeper

The Incas - University of Manitoba

Materials (5-10): Five large sheets of white paper, 6-7 copies of each topic sheet; religion, agriculture, arts/ crafts, roads and bridges, cities of the Incas A large marker for each group, and a rubric for their presentation Five pieces of paper with a number 1-5 on it A sheet for students to take notes about each groups' presentation