

# AZTEC AND INCA EMPIRES STUDY GUIDE : UNIT 1 CHEAT SHEET

All assignments must be turned in by **FILL IN THE BLANK**. Late work will not be accepted that was given before the progress report a week after the progress report had been submitted (unless we have spoken). Turning in work does NOT mean you are passing. Make sure you are completing your work correctly and striving to show understanding. Please review the [History Rubric](#) to make sure you are meeting the standards to pass the class when submitting your work. If you don't understand or have questions...**ASK QUESTIONS!!!** Saying you don't know, or you don't understand will not excuse you from completing assignments or the expectations of the class. If you are not able to complete assignments that are assigned for homework because you don't understand, create questions that demonstrate you tried to complete the assignment. These questions should lead you to the answer once you have the answer and should provide an enlightening moment that required assistance.

<b>Objectives, Assignment Due Dates, &amp; Possible Quiz Dates</b> <i>*Additional assignments maybe added.</i>						
Take notes daily in your Notebook to help answer the Supporting Questions that lead up to your assessments.						
<b>PERSPECTIVE FOCUS - Progress &amp; Equity - Progress vs. Equity/Equality vs. Justice</b>						
	DAY 1 - 8/30/2021	DAY 2 - 8/31/2021	DAY 3 - 9/1/2021	DAY 4 - 9/2/2021	DAY 5 - 9/3/2021	
<b><u>INTRO WEEK</u></b> starts on <u>Monday,</u> <u>August 30,</u> <u>2021</u>	<b>TOPIC - INTRODUCTION TO THE CLASS</b>	<b>TOPIC - Perspectives at work</b>	<b>TOPIC - PERSIA and PERSPECTIVES</b>	<b>TOPIC - Class System</b>		
	<b>OBJECTIVE: Students will explain the class system and the system of learning and compare the differences between the 5 levels of learning and how to show complete understanding</b>					
	<b><u>Intro Activities &amp; Assignment(s)</u></b>  1. Syllabus Review 2. Edwin/Crazy Story 3. Ohio vs. DC?	<b><u>Intro Activities &amp; Assignment(s)</u></b>  1. Review of Yesterday's Key Points. 2. Objective Personal Connection 3. Covid Game	<b><u>Intro Activities &amp; Assignment(s)</u></b>  1. Review of Yesterday's Key Points. 2. Introduction of PERSIA and Perspectives	<b><u>Intro Activities &amp; Assignment(s)</u></b>  1. Introduce How to Understand Objectives 2. Introduction of Goals ▪ Videos on Website 3. Do Now/Exit Ticket 4. Complete Goals	<b><u>Intro Activities &amp; Assignment(s)</u></b>  1. Introduce History Rubric, How to Answer Historical Questions, Study Guide, Important Documents in the System 2. Class Discussion on Perspectives. 3. Exit Ticket Test	
	<b>Exit Ticket:</b> What key points did you learn about the class you will be taking?	<b>Exit Ticket:</b> What key points did you learn about the class you will be taking?	<b>Exit Ticket:</b> What Perspectives do you see yourself using? Which Perspectives do you want to work on mastering?	<b>Exit Ticket:</b> What are objectives and how will you use objectives to learn in this class? How will you connect your goals to the class? Why should you make sure to complete your Do Now and Exit Ticket?	<b>Exit Ticket:</b> How will the resources shown help you succeed in class?	


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<b>WHAT MAKES AN EMPIRE SUCCESSFUL?   PERSPECTIVE FOCUS - Progress &amp; Equity - Need vs. Want</b>						
<b>Week 1</b> starts on <u>Monday,</u> <u>September</u> <u>6, 2021</u>	<b>DAY 0 - 9/6/2021</b>	<b>DAY 6 - 9/7/2021</b>	<b>DAY 7 - 9/8/2021</b>	<b>DAY 8 - 9/9/2021</b>	<b>DAY 9 - 9/10/2021</b>	
	<b>LABOR DAY - NO SCHOOL</b>	<b>ASSESSMENT</b>	<b>TOPIC - Aztec Civilization</b>			
	<b>OBJECTIVE #1: Students will compare and analyze how PERSIA, Perspectives, and HIPPOS (IREADY) help discuss history.</b>					
	<b>EVERYDAY   OBJECTIVE #4: Students will compare and analyze the geography of Central and South America and connect geography to civilization success.</b>					
	<b>EVERYDAY   OBJECTIVE #5: Students will compare and analyze the characteristics of a civilization</b>					
	<b>OBJECTIVE #2: Students will identify and discuss if the Aztec civilization was successful.</b>					
	<b>SAGE TEST</b>	How can we study empires?	What made the Aztec Empires successful?	What made the Aztec Empires successful?		
	<b>Day 1 Activities &amp; Assignment(s)</b>	<b>Day 1 Activities &amp; Assignment(s)</b>	<b>Day 2 Activities &amp; Assignment(s)</b>	<b>Day 3 Activities &amp; Assignment(s)</b>		
	<ol style="list-style-type: none"> <li>1. Turn in Student Goals.</li> <li>2. Set up OneNote Notebook</li> <li>3. Learn how to use HIPPOS when researching information                             <ul style="list-style-type: none"> <li>▪ Choose topic and compare Perspectives</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review how to use the Study Guide</li> <li>2. Question Breakdown</li> <li>3. Gallery Walk w/ Videos</li> </ol>	<ol style="list-style-type: none"> <li>1. Secondary Resources</li> <li>2. IREAD</li> <li>3. SS Rubric vs. History Rubric                             <ul style="list-style-type: none"> <li>▪ Connection to Reasoning</li> <li>✓ How to discuss importance</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Primary Resources</li> <li>2. IREAD</li> <li>3. Exit Ticket Test</li> </ol>		
	<b>No Exit Ticket</b>	<b>Exit Ticket #1:</b> What examples have you identified to support whether the Aztec empire was successful or not?	<b>Exit Ticket #2:</b> How does the secondary resources support or go against your view of the Aztec empire?	<b>Exit Ticket #3:</b> How does the primary resources support or go against your view of the Aztec empire?		
<b>PERSPECTIVE FOCUS - Progress &amp; Equity - GRIT   Malcolm vs. Martin</b>						
<b>Week 2</b> starts on <u>Monday,</u> <u>September</u> <u>13, 2021</u>	<b>DAY 10 - 9/13/2021</b>	<b>DAY 11 - 9/14/2021</b>	<b>DAY 12 - 9/15/2021</b>	<b>DAY 13 - 9/16/2021</b>	<b>DAY 14 - 9/17/2021</b>	
	<b>TOPIC - Incan Civilization</b>			<b>Inca and Aztec RCT DRAFT</b>	<b>Inca and Aztec RCT Final Draft</b>	
	<b>OBJECTIVE #1: Students will compare and analyze how PERSIA, Perspectives, and HIPPOS (IREADY) help discuss history.</b>					
	<b>OBJECTIVE #3: Students will identify and discuss if the Incan civilization was successful.</b>			<b>OBJECTIVE #4: Students will write a two-paragraph response on evidence from the Aztec and Incan Empires to explain what makes a successful empire.</b>		
	<b>Day 4 Assignment(s)</b>	<b>Day 5 Assignment(s)</b>	<b>Day 6 Assignment(s)</b>	<b>Day 7 Assignment(s)</b>	<b>Day 8 Assignment(s)</b>	
	<ol style="list-style-type: none"> <li>1. Gallery walk</li> </ol>	<ol style="list-style-type: none"> <li>1. Secondary Resources</li> <li>2. IREAD</li> <li>3. SS Rubric vs. History Rubric                             <ul style="list-style-type: none"> <li>▪ Connection to Reasoning</li> <li>✓ How to discuss importance</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Primary Resources</li> <li>2. IREAD</li> <li>3. Complete Exit Ticket Week 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Review over how to write an essay.</li> <li>2. Write two-paragraph essay with Goals connection.</li> <li>3. Peer Review</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer Review</li> <li>2. Teacher Review</li> </ol>	
<b>Exit Ticket #4:</b> What examples have you identified to support whether the Incan empire was successful or not?	<b>Exit Ticket #5:</b> How does the secondary resources support or go against you're view of the Incan empire?	<b>Exit Ticket #6:</b> How does the primary resources support or go against you're view of the Incan empire? What was the impact of Europeans on the Aztec and Inca?	<b>Exit Ticket #7:</b> What have you identified that you know vs. what you understand?	<b>No Exit Ticket</b>		

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## INSTRUCTIONS

1. **This document is a summation and a cheat sheet** of what you need to learn for the summer.
  - The **Summary** gives a summation of the unit and gives answers to the Supporting Questions while also helping you make **person connections** to the Unit.
  - The **Main Ideas** will give you some of the answers and examples you are looking for.
  - The **DC Standards** will tell you what to look for and will give you some answers.
    - Most answers are underlined. You will just need to find the examples.
  - The **Supporting Questions** will give you the examples you need to answer the Compelling Questions.
  - The **Guiding Questions** will help you answer the Supporting Questions.
  - The **Purpose for Learning** questions will allow you to make personal connections to what you are studying.
2. Review the resource below and be able to answer the questions as we analyze each unit.
3. Quizzes and Exit Ticket Assessments will align with the overview below.
  - This is a Study Resource/Cheat Sheet.
  - This can be used to assist in completing all your assignments.
  - **WHEN YOU DON'T KNOW, LOOK HERE FIRST AFTER READING THE OBJECTIVE.**
4. CER - Your answers need to be at least 2 to 3 sentences long and incorporate Perspectives and ISPICE.
5. Don't be shy, ashamed, or intimidated. Don't guess or assume...**ASK QUESTIONS!!!**
  - *Billionaires became billionaires because they asked questions. Work on strengthening your billionaire's mindset.*

<b>INQUIRY ARC</b>	<b>WHAT MAKES AN EMPIRE SUCCESSFUL?</b>	
<p><b>Purpose for Learning</b> <i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> <li>1. Do you know where you are going in life (what you want to be) and what people you want to surround yourself around?</li> <li>2. When do you feel you will be ready to break away from your family and be successful on your own?</li> <li>3. When do you see yourself settling down (having a career/deciding what you want to do) instead of moving around (preparing for or not sure of what you want to do)?</li> <li>4. What is it you need to be able to survive on your own?</li> <li>5. What conflicts have you experienced or will experience as you pursue your goals?</li> <li>6. What are the pillars that you need to have established in order to establish a strong foundation as you pursue your goals?</li> <li>7. Who and what do you need to limit or erase from your life as you pursue your goals?</li> <li>8. Who do you need to work with that you may not like but is necessary as you pursue your goals?</li> </ol> <p>How will you make this relationship work?</p>		<p><b>UNIT SUMMARY</b> - In 8th grade U.S. History, students will have studied the United States from colonization to Reconstruction, so they should have some prior knowledge about the Americas and native populations of North America. As the first unit of 9th grade World History I, this unit also builds on 7th grade Ancient History where students studied the characteristics of civilizations from Egypt to Rome. In this unit, students will investigate the inquiry arc question – What makes an empire successful? This question and unit lay the foundation for studying empires through different themes and lenses throughout the course. Students will explore the thriving, cultural exchanges of the Aztecs and Inca before the arrival of Europeans as an introduction to the PERSIAN framework of characteristics of civilizations, which they will build upon in subsequent units. Students will synthesize evidence from examining inquiry questions and different Perspectives to develop a two-paragraph response to the inquiry arc question, using the Aztec and Inca Empires as examples.</p> <p><b>Personal Connection</b> What makes you successful? As you live day to day and eventually look back on your life what will you identify as key moments, experiences, actions, and decisions that will shape how successful you will be and the type of legacy you will leave. <i>Friends and enemies who keep you from your dreams are just like the Europeans who came over and destroyed the Native American civilizations. How will you identify and keep the colonizers from destroying your dreams and keeping you from the success you desire?</i></p> <ol style="list-style-type: none"> <li>1. How are the foundations of societies developed and how do the ideas of those societies help create peace, cooperation, and conflict?</li> <li>2. Who is a part of your alliance or who do you feel you should team up with to help put you in a better situation to succeed?</li> <li>3. What is your role now and what role do you see yourself having when you are established as an adult?</li> <li>4. What conflicts of your past do you need to overcome as you pursue a successful life?</li> <li>5. Would you rather be told what to be in life based on your class and gender or would you prefer to figure it out on your own?</li> <li>6. How will you stop others from keeping you from your dreams?</li> </ol>

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<b>UNIT 1 – Aztec &amp; Inca Empires</b>   <i>What made Aztec and Incan Empires Successful?</i>	
<p><b>Course Summary</b></p> <p>The 9th grade year is a study of world history and geography during the medieval and early modern eras. Students evaluate how empires developed, changed, and became increasingly connected using social, political, geographic, cultural, and economic lenses. In the first half of the course, students learn about the “golden age” of empires from the Aztecs and Inca to the Kingdom of Ghana. Students conclude their study with an exploration of scientific, political, and philosophical revolutions which gave way to the modern era, preparing them for their 10th grade year.</p>	<p style="text-align: right;"><b>Estimated 77 Total Days</b></p> <p><b>Unit 1 – Aztec &amp; Inca Empires</b> <span style="float: right;"><b>10</b></span></p> <p>Inquiry Arc: What makes an empire successful?</p> <ul style="list-style-type: none"> <li>• Required Curricular Task: Aztec &amp; Inca Paragraphs/ SAGE Pre-test Administration Window: Sep. 7th – Sept. 24th or Jan 31st – Feb 18th (1 day)</li> </ul>
<p><b>Big Ideas (Main Ideas)</b></p> <ul style="list-style-type: none"> <li>➤ Before the arrival of the Europeans, the Aztec and Inca Empires were thriving, complex civilizations.</li> <li>➤ Examining social, political, environmental/geographic, cultural, economic characteristics of a society or empire is a framework that can be applied throughout this course to analyze and compare empires.</li> <li>➤ Only Primary and Secondary resources should be used when creating perspectives. Beware of opinion-based text.</li> <li>➤ HIPPOS allows you to understand the authenticity of the text.</li> <li>➤ PERSIA, HIPPOS, and Perspectives allows you to study history.</li> <li>➤ PERSIA should not only be seen as individual concepts but how each concept <b>EFFECTS</b> or works together with the other concepts.               <ul style="list-style-type: none"> <li>○ <b>Religion</b> – Human sacrifice                   <ul style="list-style-type: none"> <li>▪ <b>Area Intellect and Economics</b>   Human sacrifices were done to please the gods. Their gods would respond to the human sacrifices by showing favor by allowing them to grow healthy crops. The Incan and Aztec cultures created religious buildings to perform these sacrifices.</li> <li>▪ <b>Political and Social</b>   Ancient leaders allowed these sacrifices to occur and often created big social events to celebrate the human sacrifices.</li> </ul> </li> </ul> </li> </ul>	<p><b>Unit 2 – Innovation and Honor: China and Japan</b> <span style="float: right;"><b>10</b></span></p> <p>Inquiry Arc: What gives an empire power?</p> <ul style="list-style-type: none"> <li>• Required Curricular Task: China &amp; Japan Power Essay</li> </ul>
	<p><b>Unit 3 – Islamic Empires</b> <span style="float: right;"><b>11</b></span></p> <p>Inquiry Arc: How does an empire maintain its power?</p> <p>Required Curricular Task: Islamic Empires Essay</p>
	<p><b>Unit 4 – Kingdoms, Caravans, and Contact: West African Empires</b> <span style="float: right;"><b>12</b></span></p> <p>Inquiry Arc: How does trade impact an empire’s power?</p> <p>Required Curricular Task: African Griot Oral History</p>
	<p><b>Unit 5 – Europe: Medieval to Modern</b> <span style="float: right;"><b>12</b></span></p> <p>Inquiry Arc: How can power change over time?</p> <p>Required Curricular Task: Europe Change &amp; Continuity Essay</p>
	<p><b>Unit 6 – The Transatlantic Slave Trade</b> <span style="float: right;"><b>10</b></span></p> <p>Inquiry Arc: How did the Transatlantic slave trade change the world?</p> <ul style="list-style-type: none"> <li>• Required Curricular Task: Slave Trade Legacy Informed Action</li> </ul>
	<p><b>Unit 7 – Enlightenment &amp; Revolution</b> <span style="float: right;"><b>12</b></span></p> <p>Inquiry Arc: Did the enlightened revolutions create enlightened societies?</p> <ul style="list-style-type: none"> <li>• Required Curricular Task: Enlightened Revolutions Essay / SAGE Post-test Administration Window: Jan. 5th – Jan. 21st (2 days) or May 23rd – June 10th (2 days)</li> </ul>

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## UNIT 1 – What makes an empire successful? THINK AHEAD – How Does an Empire Maintain Its Power?



What does a successful empire look like?

### DISCOVERY ONLINE BOOK RESOURCE

<a href="#">The Mayan Empire</a>	<a href="#">Primary and Secondary Sources</a>	<a href="#">Review of the Mayan Empire</a>
<a href="#">The Aztec Empire</a>	<a href="#">Primary and Secondary Sources</a>	<a href="#">Review of the Aztec Empire</a>
<a href="#">The Incan Empire</a>	<a href="#">Primary and Secondary Sources</a>	<a href="#">Review of the Incan Empire</a>
<a href="#">Link to Additional Resources</a>		

#### DC Power Standards

#### Compelling Questions

#### Supporting Questions

**Use the Supporting questions to answer the DC Content Power Standards and Compelling Question.**

**9.6.3:** Explain how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16<sup>th</sup> century).

**D3.3:** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

HIPPOS Connects with ISPICE to help you identify and analyze documents

➤ **HIPPOS**

- Historical Context
- Intended Audience
- Point of View
- Purpose
- Organization/Outside Information
- Significance

➤ **IREAD**

- Identify
- Read
- Assess
- Determine

**PERFORMANCE TASK OBJECTIVE #4:**

Students will write a two-paragraph response on evidence from the Aztec and Incan Empires to explain what makes a successful empire.

CQ 1: NO COMPELLING QUESTION...ANSWER INQUIRY ARC

**What makes an empire successful?**

1. What are the components that make up an empire?
2. How does PERSIA help you learn about the Aztec and Incan civilizations?
3. How does HIPPO help you distinguish from credible information and opinionated writings?
4. What Perspectives were you able to identify and can incorporate in your essay?
5. Which civilization do you think was more successful?
6. After studying the Aztec and Incan civilizations, think about how successful America is. Why do you think the United States is successful?

**EVERYDAY | OBJECTIVE #1:**

Students will compare and analyze how PERSIA, Perspectives, and HIPPOS (IREADY) help discuss history.

SQ 1: How can we study empires?

**Assignment** – Students answer reflection questions

- Which PERSIAN Category do you understand best?
- Which PERSIAN Category do you have more questions about?
- How do PERSIAN Categories help us study empires?
- Which Perspective Category do you understand best?
- Which Perspective Category do you have more questions about?
- How do Perspectives Categories help us study empires?

**Guiding Questions to Ask/Answer**

1. How does PERSIA help with identifying and discussing history?
2. How does PERSIA connect with Perspectives to help discuss history?
3. How does HIPPOS (IREAD) help you understand the importance of primary and secondary documents?

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		<p><b>DAY 1 - 3   OBJECTIVE #2:</b>  <b>Students will identify and discuss if the Aztec civilization was successful.</b></p> <p>SQ 2: What made the Aztec Empire successful?</p> <p><b>Assignment</b> – Students write a claim about whether or not the Aztecs were a successful empire based on what they’ve learned.</p> <p><b>Guiding Questions to Ask/Answer</b></p> <ol style="list-style-type: none"> <li>1. How is each concept of PERSIA shown in the Incan empire?</li> <li>2. How does each example show success or failure for the Aztec Empire?</li> <li>3. Do you consider the Aztec empire successful?</li> <li>4. Could the Incan empire have been more successful?</li> </ol>
		<p><b>DAY 4 - 6   OBJECTIVE #3:</b>  <b>Students will identify and discuss if the Incan civilization was successful.</b></p> <p>SQ 3: What made the Inca Empire successful?</p> <p><b>Assignment</b> – Students write a claim about whether or not the Inca were a successful civilization based on their characteristics.</p> <p><b>Guiding Questions to Ask/Answer</b></p> <ol style="list-style-type: none"> <li>1. How is each concept of PERSIA shown in the Incan empire?</li> <li>2. How does each example show success or failure for the Incan Empire?</li> <li>3. Do you consider the Incan empire successful?</li> <li>4. Could the Incan empire have been more successful?</li> </ol>
<p style="text-align: center;"><b>PERFORMANCE TASK</b></p>	<p><b>PERFORMANCE TASK OBJECTIVE #4:</b>  <b>Students will write a two-paragraph response on evidence from the Aztec and Incan Empires to explain what makes a successful empire.</b></p> <p>Required Curricular Task: Students write a two-paragraph response drawing on evidence from the Aztec and Inca Empires to answer the Inquiry Arc - <i>What Makes an Empire Successful?</i> Students will follow a peer review protocol using the student-friendly rubric. Then, students will use this feedback to complete their final drafts.</p>	
<p><b><u>Prove Your Perspective by Answering the Standards</u></b></p> <ol style="list-style-type: none"> <li>1. What examples will you use to show that you understand while proving your point?</li> <li>2. Are these examples credible?</li> <li>3. Are these examples bias?</li> <li>4. What are the most important/powerful examples?</li> <li>5. Give your perspective without showing bias.</li> </ol>	<p><b><u>Assignments to Complete</u></b></p> <ol style="list-style-type: none"> <li>1. Student Goals</li> <li>2. Students answer reflection questions</li> <li>3. Students write a claim about whether or not the Aztecs were a successful empire based on what they’ve learned.</li> <li>4. Students write a claim about whether or not the Inca were a successful civilization based on their characteristics.</li> <li>5. Complete assigned Exit Tickets</li> </ol>	