

SS6H1: The Student will describe the impact of European contact on Latin America

A. Describe the encounter and consequences of the conflict between the Spanish and Aztec and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa

Day 1-- Aztecs

Warm-Up 3/21/2017

- Write in your agenda.
- What have the Incas done to make their culture so interesting?
- Why is terracing so important for the Incan people?

Aztec Response Prompts

In your notebook, answer the following questions regarding today's lesson. Be as detailed as possible...

1. Draw out a map of where this empire was located.
2. Name 4-5 things that this culture is known for.
3. Describe how this culture took a unique approach to farming/ agriculture.
4. Describe the religion of the this culture.
5. Describe who Cortez was and why he was significant in Aztec culture.
6. Describe who Montezuma II was and why he was significant in Aztec culture?
7. Retell the story of the fall of the Aztec empire in your own words.

The Aztec

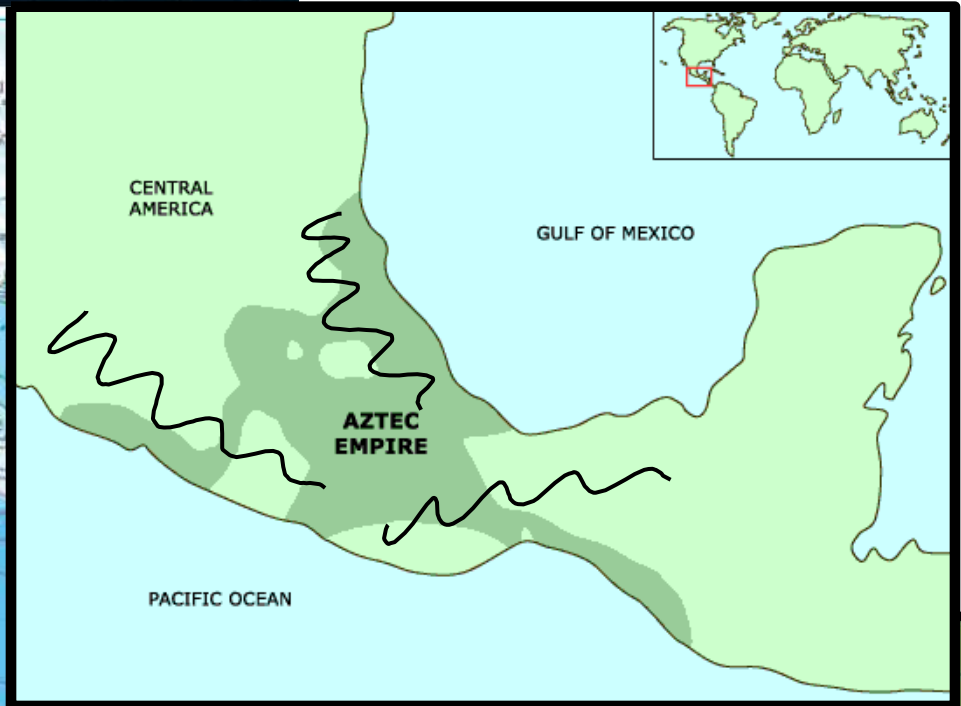
- At the time of European exploration, the **Aztec** civilization was the most powerful of all civilizations in central and southern **Mexico**.



- The Aztec controlled the area around their capital city of **Tenochtitlan**, now **Mexico City**.
- Their borders stretched from the **Gulf of Mexico** to the **Pacific** Ocean
- They controlled lands as far south as present-day **Guatemala**



WESTERN HEMISPHERE



- The Aztec were known for their artwork, architecture, unique agriculture methods, and complex canal system.
- They constructed a beautiful capital city on islands in a large lake
- A pyramid temple was at the center of this great city



- The Aztec had a farming system that was very efficient
- They used irrigation (water/lakes) to keep their crops growing even during dry periods
- They also developed a way to farm in the lake and marshy area surrounding their capital city by creating **chinampas**, or floating garden islands in the lakes.



<https://www.youtube.com/watch?v=9ay78bCwXe8> Explains Chinampas

AZTEC

Religion and mythology

Polytheistic

Human sacrifice was quite common

- 20,000-50,000 per year

Occasional cannibalism

Up to 100,000 priests employed in capital of Tenochtitlan



- An important part of the **culture** of the Aztec was the **sacrifice** of animals and **humans**. Their beating hearts would often be removed and used in rituals.
- People who were conquered by the Aztec were required to pay large **taxes**
- They also had to provide **people** to offer as sacrifice to the Aztec gods



- The Aztec had a complex and rich society
- They had a mathematical system to keep up with their empire
- They had two different calendar systems to organize their empire



- The Aztec civilization ended in **1521** when it was conquered by the **Spanish**
- The Spanish destroyed much of the Aztec buildings and artwork
- They destroyed the city of **Tenochtitlan** and built **Mexico City** in its place

[2 min. Video Explanation:](#)

<http://www.history.com/topics/aztecs/videos/aztec-encounter>



Hernan Cortes

- Hernan Cortes was a Spanish **conquistador**
- He is famous for conquering the **Aztec Empire** in Mexico in 1519-1521



- Cortes was born in Spain in 1485
 - As a young man, he heard stories of the expeditions of Columbus and the riches that were to be found in the ‘Indies’
 - When he was 19, he sailed to the New World and got a job as a clerk Cuba





- He learned how colonies were run
- He also made many contacts with Spanish explorers
- After Cuba was conquered, Cortes was made mayor of one of the towns in Cuba.

- In 1518, Cortes was told to take a group of ships to **Mexico**
- He was ordered to **conquer** the powerful **Aztec**



- He landed in Mexico in **1519** with eleven ships, **five hundred** soldiers, and one hundred sailors
601 people





- Cortes was concerned that some of his men would be frightened by the Aztec
- To make sure that no one tried to **escape** back to Cuba, Cortes had all the ships **destroyed**
 - Success or Death were their only options

<https://www.youtube.com/watch?v=40WKC-S0-OE> 2 min Spoken Word Poetry

- Cortes trained his men for several months
- He made friends with nearby **Indians** who did not like the Aztec
- By the time he marched on the Aztec capital city of **Tenochtitlan**, he had over 1,500 fighters. Over **1,000** were native people who wanted to fight the Aztec



Montezuma II

- Montezuma II was an **Aztec** ruler from about 1500 to 1520
- He is most famous for ruling the Aztec when their land was invaded by the Spanish conquistador **Hernan Cortes**



- Montezuma had spread the Aztec empire over a large part of central and southern Mexico
- The Native Americans conquered by Montezuma had to pay him high taxes and had to send him humans for sacrifice in the temples of the Aztec
- He was not a popular ruler.



- Because of the taxes and sacrifices, **Montezuma** was unpopular with those he conquered
- Montezuma was popular with his own people, however, and was considered a **great ruler**



- When Cortes and his army came to Tenochtitlan, **Montezuma** was alarmed
- Many people, including Montezuma, believed Cortes to be the returning god **Queztcoatl**



- Montezuma ordered that Cortes and his men be **welcomed** into the city
- They were given **grand gifts** and **gold**
 - Some believe that Montezuma acted this way in the hopes that Cortes would take the gifts and leave

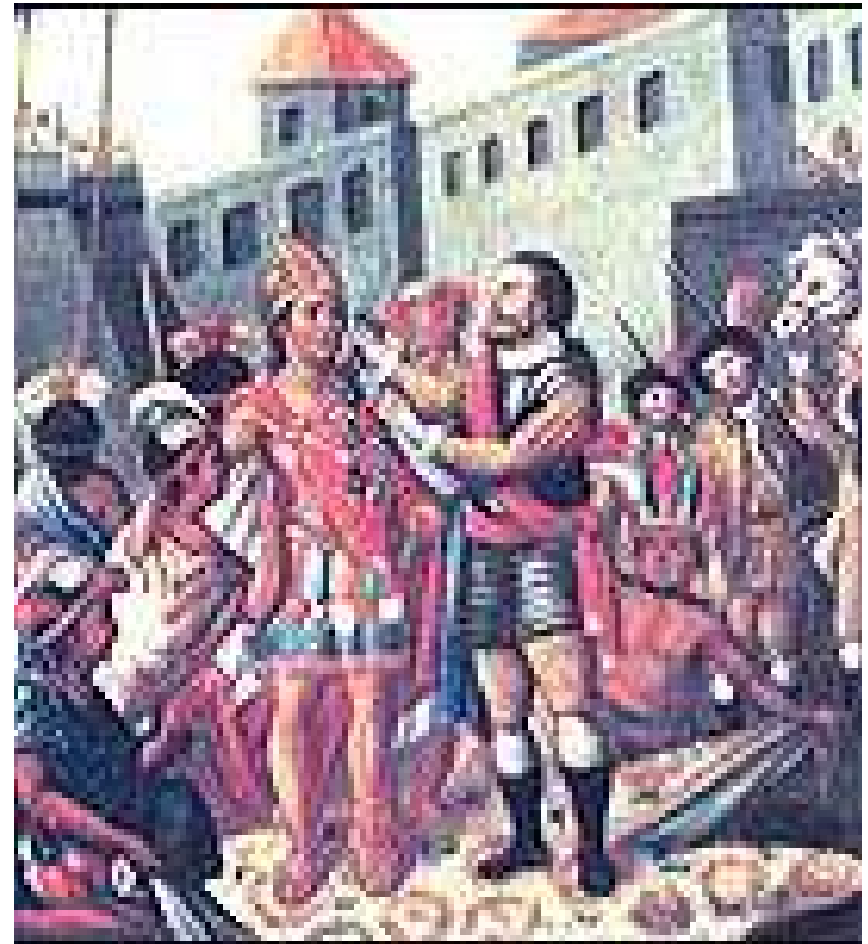


- Instead, Cortes took Montezuma **hostage** and ruled for some time while Montezuma was a prisoner in his own palace

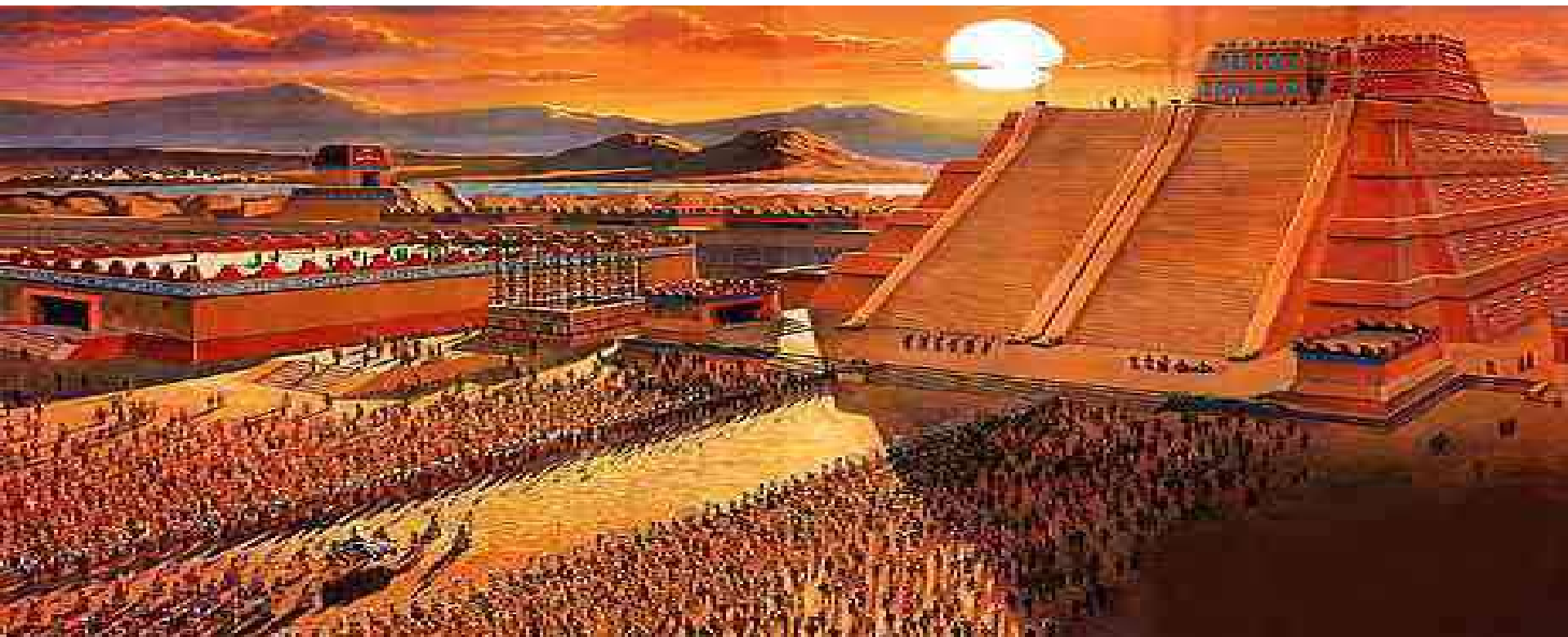


- Once inside the city, Cortes and his men quickly took **Montezuma** captive
 - Cortes believed that he could **control** the Aztec by keeping their leader hostage
 - Cortes was able to **rule** the lands of central Mexico for several months this way before problems began

[Conquest of the Aztec Empire \(5 min\):
https://www.youtube.com/watch?v=fonQEj8sKcg](https://www.youtube.com/watch?v=fonQEj8sKcg)



- A fight had broken out between Cortes' men and the Aztec while Cortes was away
- When Cortes returned, battles had to be fought to win back Tenochtitlan





- In 1520, a fight broke out between Spanish troops and Aztec warriors
- The battle grew and **Montezuma** was killed and the Spanish conquest was complete

- In 1521, Cortes led a military **victory** over the Aztec
- From this time forward, the **Spanish** sent more troops and settlers to Mexico so that the European settlers would grow to hopefully outnumber/ naturally overpower the Aztecs.



- They tore down the buildings of the Aztec and **destroyed** Tenochtitlan
- In its place, they built **Mexico City**
- For the next **300 years**, Mexico was under **Spanish** control



Aztec Response Prompts

In your notebook, answer the following questions regarding today's lesson. Be as detailed as possible...

1. Draw out a map of where this empire was located.
2. Name 4-5 things that this culture is known for.
3. Describe how this culture took a unique approach to farming/ agriculture.
4. Describe the religion of the this culture.
5. Describe who Cortez was and why he was significant in Aztec culture.
6. Describe who Montezuma II was and why he was significant in Aztec culture?
7. Retell the story of the fall of the Aztec empire in your own words.

Day 2-- Incas

Documentary (25 min):

<https://www.youtube.com/watch?v=31I3-IJpva8> or

<https://www.youtube.com/watch?v=Dwle-XrVTS8>

Inca Civilization summary:

<https://www.youtube.com/watch?v=3F7G0VeqAeY>

<https://www.youtube.com/watch?v=GcMHwLTURqU>

Warm-Up 3/20/2017

- Write in your agenda.
- In what Latin American country do you think the Incas may have lived in?
- Do you think that they were monotheistic or polytheistic?


Incan Response Prompts

In your notebook, answer the following questions regarding today's lesson. Be as detailed as possible...

1. Draw out a map of where this empire was located.
2. Name 4-5 things that this culture is known for.
3. Describe how this culture took a unique approach to farming/ agriculture.
4. Describe the religion of the this culture.
5. Describe who Pizarro was and why he was significant in Incan culture.
6. Describe who Atahualpa was and why he was significant in Incan culture?
7. Retell the story of the fall of the Incan empire in your own words.

Inca Civilization

- The Inca lived along the western coast of **South America**
- Their lands stretched over 2,000 miles from present-day **Colombia** south to **Chile**

 **Much of the Incan lands and temples were hidden and kept secret.**

within the Andes Mtns.





- Their empire was centered at their capital in **Cuzco**, Peru.
- They also controlled lands in present-day **Argentina, Bolivia,** and **Ecuador**

- The Inca were known for many great achievements & especially their **gold**
 - They made beautiful **gold, silver, and bronze** pieces
 - Their leader even had **rooms** of gold and silver in his palace



- Although it is not totally understood today, they had a system of **mathematics and accounting**

- These achievements helped the Inca become the **wealthiest** of the native peoples in the New World

\$

Americas

Taxes +
Trade is happening, so they have to keep records



- They were also known for skillfully made **textiles**
- They also built a network of **roads** allowing them to quickly move around their empire not paved, for cars or horses



Like hiking trails

- The Inca also managed to farm in difficult areas by building **terraces** on the mountainsides of the Andes mountains where they lived



<https://www.youtube.com/watch?v=KeQe3qEwQTs>

3 min Terracing & Construction

Inca Religious Beliefs

* **Taxes required** (like tithes today– momentary/ service offerings to the gods) **gold, silver, textile skills & time**...etc. *(many gods)*

* The belief system of the Incas was **polytheistic**, this meant that the Incas worshipped many gods and believed that there was a god for every aspect of the Earth such as the sun, the moon, wind, lightning, rain and all the other elements of the Earth.

Although the Incas believed in many gods **they believed that their creator was Viracocha who was worshipped before Inca times by people in Peru**. At the time it was believed that Viracocha created the earth and all living creatures and because of this many of the Inca beliefs and faith system is based on what was created by Viracocha.

* **One of the main gods** for the astral level **was Inti the sun god**. All major settlements throughout the Inca Empire had a Sun Temple.

* They did have **animal and human sacrifice**, especially that of children as they were considered pure.

Incan Social Structure

- **The Incas believed that the wealthy and the poor shouldn't interact with each other.** This belief is reflective in many aspects of their society. It was considered a privilege to wear clothing in Inca society, and the clothing you wore was generally reflective of your social class. The common peoples clothes were generally a lot plainer, while the upper class wore brighter colors, sandals and Jewelry.
- **Education was also only available to the wealthy and the Incas were really big on oral teaching.** Boys were taught religion, history and language, while girls learned how to weave and cook.
- It was also forbidden for you to marry someone who was richer or poorer than you. **Marry only within your social class.**

Incas...

- Historians believe that the Inca empire began in the early **1400s**
- They were in a time of **expansion** when the Spanish arrived *growing their empire*
- The Inca leader had been killed and, without a clear leader, the Inca people were unable to push back to invading Spanish

- The Spanish settlers wiped out much of the Inca **culture** and ruled for nearly **300 years**
- Today, however, there is still evidence of the Inca *(Many people of Peru)*
- Their language, **Quechua**, is still spoken and their terraces are still used for farming, and **textiles** made today are very similar to those made 500 years ago.

Francisco Pizarro & Atahualpa

- Francisco **Pizarro** was a Spanish **conquistador**
- He is famous for conquering the **Inca** Empire in South America between 1531 and 1533





- Pizarro was born in Spain in 1475
- He was a pig farmer as a boy
- As a young man he joined a ship traveling for the New World
(like Cortes)

- In 1502, at the age of 27, he landed on the island of Hispaniola (present day Haiti & Dominican Republic) (Cortez = Cuba)
- He learned a lot about exploration and conquering the native people

(like Cortez)



- He traveled with Vasco Nunez de **Balboa** on his famous exploration of **Central America** in which Europeans first sighted the **Pacific Ocean**



- In 1523, he led a voyage to explore the west coast of South America, south of Panama
- He came across some Indian traders who told of a rich country to the south



- He learned that these people were the Inca and that they lived in the area of what is now Peru
- Over the next few years, Pizarro went back to Spain to get permission to invade and conquer the Inca *(like Cortez)*



- The Spanish king gave Pizarro permission to take the Inca land and claim it as part of **Spain**

- ◉ He made Pizarro viceroy (**governor**) over the lands stretching six hundred miles south from Panama

Incan Land

(like Cortez)



- He also gave him three ships, about two hundred men, and three dozen horses to make his plan work
- Pizarro began his mission in **1531**





- **Atahualpa** was the last ruler of the Inca empire
- Inca land stretched 2,000 miles along the **Pacific Coast** of South America

- Atahualpa was the son of the Inca emperor Huayna Capac
- After his father's death, Atahualpa fought against his brother for control of the empire



- Atahualpa won the battle and became the **Sapa** Inca

- * (•) The Sapa Inca ^{Atahualpa} was thought to be a living descendant of the **sun god**





- The Sapa Inca was very **wealthy**
- He was carried by servants from place to place on a special chair called a **litter**
- He wore gold jewelry and ate from gold plates and cups

- He was considered to be **almost a god**
- Each day, he was given new clothes to wear, never wearing the same clothes more than once
- Even the walls of his palace were gold and silver

- Pizarro learned the location of Atahualpa
- In November 1532 a meeting between the two men was arranged at **Cajamarca**
- The small group of Spanish men hid in buildings around the town
 - The hid their **guns, cannons, and horses**





- Atahualpa arrived with thousands of men
- But, Atahualpa walked into a **trap**
- When Pizarro came out, the Spanish began shooting their cannons and guns, which were **unknown** to the Inca

- This startled and frightened the Inca warriors, and the guards around Atahualpa were killed

- Pizarro captured Atahualpa and demanded a **ransom**

(like Cortez)



- The Inca brought 24 tons of **gold** and **silver** in exchange for the life of Atahualpa
- The gold and silver were melted into bars, and most were sent back to **Spain** for the king
- However, Atahualpa was not **released**



[Conquest Video \(3 min\):](https://www.youtube.com/watch?v=f4FFw)

<https://www.youtube.com/watch?v=f4FFw>
[wBYtE](https://www.youtube.com/watch?v=f4FFw)

- Atahualpa was **executed** on August 29, 1533 by Pizarro and his men
- Atahualpa's death **ended** the empire of the Inca
- Even though some warriors still fought, the empire was gone because it had no recognized leader

↳ Like Aztecs



- The **Spanish settlements** in Peru began to grow
- Gold and silver continued to be **taken** from the Inca and shipped back to Spain
- Pizarro grew wealthy



- He founded the city of **Lima** and built a palace there
- Some of the other Spanish leaders were jealous of Pizarro's **wealth**
 - They tried to take over his palace in **1541**
 - Pizarro was **killed** in the attack
 - For nearly **300 years**, the Spanish ruled the lands once held by the Inca

Incan Response Prompts

In your notebook, answer the following questions regarding today's lesson. Be as detailed as possible...

1. Draw out a map of where this empire was located.
2. Name 4-5 things that this culture is known for.
3. Describe how this culture took a unique approach to farming/ agriculture.
4. Describe the religion of the this culture.
5. Describe who Pizarro was and why he was significant in Incan culture.
6. Describe who Atahualpa was and why he was significant in Incan culture?
7. Retell the story of the fall of the Incan empire in your own words.

Day 3:

Compare & Contrast the Aztecs & Incas

Students will be using the following information to complete the 3 handout packets that are linked on Ms. Holcombe's website in unit 6 over the Aztecs and Incas.

Opening 2/25/16

- 1) Copy down your homework in your agenda (*using EDMODO*)
- 2) Take out your handout with 7 questions over Aztec & Inca
- 3) Review #7 on Inca side and be ready to share it aloud if called on randomly.

Work Session 2/25/16

- 1) New handout given... Chart *Comparing & Contrasting Aztec & Incan Empires*.
- 2) Put your name & class per on it.
- 3) TOGETHER, AS A CLASS, we are going to work through the parts of this chart using your own content knowledge and the notes that you've taken so far.

Government:

Similarity: well organized, taxes collected, inventive, & well skilled

Difference: Incans had a totalitarian complex government whereas Aztecs had a government that focused on expansion

Significance: Since Aztecs never really had a lot of control over the conquered people, many of them were eager to fight for Cortez against the Aztecs which helped lead to their decline. Incas on the other hand had a very complex empire with a lot of control over their people. So, since they had such an established rule, it made it MUCH harder and took a lot longer for Pizzaro to defeat them.

<i>Aztec Empire</i>	<i>Incan Empire</i>
<p>--Aztec had Tenochtitlan, Texcoco, and Tlecopan that formed the Triple Alliance.</p> <p>--Aztec had a 'loose coalition of city-states under Tenochtitlan.'</p> <p>--Aztecs never consolidated complete leadership/administration over their empire.</p> <p>--Main goal of expansion was to get tribute from conquered people.</p> <p>-- Conquered were forced to give soldiers which led to more expansion.</p>	<p>--In the Incan empire, government was very strict.</p> <p>--TIGHT control like random house searches</p> <p>--Incas split their empire up into 4 parts that were all known as suyus. Each quarter was governed by a blood relative.</p> <p>--There is was about 1 official for every 10 peasants.</p> <p>--had harsh punishment for lazyness</p> <p>--examples of Incan punishment: they were thrown off a cliff, hands cut off or eyes cut out, or hung up to starve to death. Prisons were of no use because punishment usually consisted of death</p>

Society Structure:

Similarity: Families in both empires lived in groups(calpullis or ayllus).

Difference: Aztecs had more craftspeople (artisans, merchants) and therefore more diverse social classes, leading to specialization. Aztecs had individual advancement based on military ability. Incas had little social mobility.

Reason for difference: because the Incans had a totalitarian government, in order to keep control over people, the leader had to limit their mobility. Also, since the government required 2/3 of the crop, most people were stuck being farmers and had little time/resources to learn and use a new skill/craft.

Significance of difference: Since Aztecs had more artisans, craftsmen, and merchants, it may have led to more specialization and more trade.

<i>Aztec Empire</i>	<i>Incan Empire</i>
<p>--Calpulli were nuclear families organized into working groups. They claimed descent from a common ancestor. Each calpulli had a temple, armory to hold weapons, and land was divided among the heads of families according to their needs. Each calpulli regulated affairs, elected a council and officers, lead in war, dispense justice, maintained records.</p> <p>--Women didn't have much of a public role, but were honored by having sons that fought</p> <p>--under the ruler there was a noble class with priests, administration, etc. After that there was a class of commoners like artisans and merchants. Merchants were in a group known as pochteca. They had guilds and many rights. Finally there were the workers that farmed with their calpullis.</p>	<p>--Ayllu were family groups which worked on government land. If an Incan man wasn't married by age 20, then the head of ayllu chose a mate for him. The size varied. People lived and died inside the ayllu.</p> <p>--Women didn't have much of a public role, but were honored by having sons that fought</p> <p>--Besides a small minority of nobility, most Incas were farmers that worked the land all day.</p> <p>--Specially gifted boys were taught how to keep records or do a craft. Specially gifted girls became 'chosen women' who were put in the household of the emperor or nobles. Other than that, there was not much movement inside the social structure</p>

Religious Beliefs/ Practices:

Similarity: Both Incan and Aztec religions were polytheistic and had many rituals performed by priests.

Significance: Both used religion to unite civilizations, and gain control over people since both kings were considered divine.

Aztec Empire

- Most important to the Aztecs was the sun god, Huitzilopochtli.(meaning=blue hummingbird on the left)
- Another very important god was Quetzalcoatl.
- Aztecs had HUMAN SACRIFICES!!
- Priests also had bloodlettings.
- Calmecacs were religious schools that provided instruction on priesthood.
- They had a calendar of religious events.
- had MANY nature-related gods like Tlaloc(god of rain)
- priests had a 'new fire ceremony'

Incan Empire

- Very important to the Inca was the sun and war god, Inti
- Their most important god was Viracocha
- Priests had live ANIMAL SACRIFICES. Only in disaster did they sacrifice a child or woman.
- priests held funeral ceremonies
- religion was very formal and they had many priests
- had tombs called chullpas or huacas
- had MANY nature-related gods that were very important to getting a good harvest
- Priests prophecized future, healed people(used successful surgery)

Economics:

Difference: Currency for Aztecs was cacao beans, cloth, or salt. Currency for Incas was mined gold. When Incans farm, 2/3 is given to tax and redistributed. Aztecs bartered for other goods

Similarity: Agriculture was the basis of both economies. Both Incas and Aztecs had tributes, but Aztecs had it more.

Reason for difference: Since the Incas didn't have as many merchants or artisans, their economy was more heavily focused on agriculture. Since their food wasn't sold, but was rather 'redistributed' by the government, this led to much less trade than in the Aztec civilization, since the Aztecs actually traded and bartered for other things.

Significance of similarity: Since both economies were based on agriculture, agriculture became a very important part of their lives. So important in fact, that they made their religion based off of agriculture and had many nature-related gods that effected their harvest.

Aztec Empire

--Cacao beans were used as currency to buy tools, clothes, jewelry at market places. This currency was also used in longer distances of trade, in which merchants traveled to modern Belize, Honduras, Guatemala, mainly to buy rare items like rubber, cotton, exotic tropical feathers, jaguar skins and sell their jewelry.

--Also, sometimes cotton cloth and salt were used as mediums of exchange. Otherwise, people bartered. (Barter economy).

--During long distance trade to the south, Aztecs transported goods by canoe or by slaves (carrying things on their backs). Sometimes, warriors traveled with the caravans to protect the merchants, and merchants helped spy on enemies.

--The merchant class was called pochteca. It was a hereditary class. They lived in separate places in the city and in guilds. They were below nobles, priests, and warriors.

--Many tributary towns provided goods (feathers, beads, cloth, firewood, food), and was usually paid 2-4 times a year.

--Trade increased during the Aztec empire, because of better roads and communications.

Incan Empire

--every ayllu had its own farm from which everyone in the ayllu ate from. So, not much trade was necessary or existed.

--used terraces so that they could grow crop in mountains

--llamas and alpacas were used to carry heavy loads. They also gave the incas wool(to keep warm) and dung(an energy provider)

--had a lot of different kinds of food like potato, corn, cassava, peppers, squash, beans, quinoa, peanuts....

--had to built irrigation system due to drought/heavy rain

--mountains hindered agricultural development

--mined a LOT of gold and silver, which helped lead to decline since that's what the explorers were after

--trade was hard for Incas due to mountainous region

Comparing Inca and Aztec

- Both were successful with imperial and military organization.
- Both had intensive agriculture organized by the state that created a food surplus.
- Both redistributed resources to all classes.
- Both used nobles to run state machinery.
- Both recognized local ethnic groups - although the Inca did spread their culture and language.
- Both developed systems of roads and advanced engineering techniques
- Both were polytheistic and made human sacrifices to the Gods
- Both were defeated by the Spanish

Closing 2/25/16

Vocabulary Matching Game!

- Shuffle your color cards (be sure that you have 38 total cards in 1 color)
- Work together to place all of your cards under either the AZTEC or INCA category.

Opening & ½ of work Session 2/26/16

- 1) Write your homework in your agenda
- 2) Take out yesterday's chart over the Aztec & Inca Empires, & clear your desk completely.

Vocabulary Matching Game!

- 1) Shuffle your color cards (be sure that you have 37 or 38 total cards in 1 color (destroy the 1 duplicate card))
- 2) Work together to place all of your cards under either the AZTEC or INCA category. (there are 3-4 that could be both)
- 3) Do this twice! Time yourself each time and try to beat your time & your peers.
- 4) Then, break up the cards within each group into 5 sections (religion, agriculture, conquering story, location, and skills)
- 5) Use this & Edmodo to FINISH YOUR CHART!

2nd ½ of Work Session & Closing 2/26/16

- 1) Take the QUIZ over Aztec & Incan Empires
-- Bubble in your lunch # and write in title as “H1a Quiz”
-- Write ON the quiz, then transfer answers to be graded onto your zipgrade. Turn BOTH in.
- 2) Get the map handout and complete BOTH sides. Use your notes, the Reading books pgs. 87-94, &/or textbook pgs. 160-166.) *The writing should be a good strong paragraph!*
- 3) Work on FINISHING your textbook homework that is due on Monday (see the small white board on the wall in the classroom for your assignment.)

*****Everything you need to complete BOTH the handout and the homework is on Edmodo already.**

Location:

- Aztec:
 - Present day Mexico City and surrounding areas
 - Color this area in **blue** on the map
- Incan:
 - Present day Peru and down Pacific coast of South America
 - Color this area in **green** on the map
- **? Why did these groups settle in these particular areas? (note the key physical features here).**
(Geography standards- Where do people live and why?)



Written Response Essay Questions:

- 1.) What are all of the reasons that a small group of Spanish conquistadors were able to defeat such large groups of native (Aztec/ Incan) empires?**
- 2.) How did the introduction of the horse change the native American culture?**