

Name: _____

HOMEWORK DUE _____

Aztecs/Incas DBQ

Learning Target: I can annotate and analyze documents, using evidence to create and outline that answers the question: How should the Aztecs/Incas be remembered?

Historical Context

The civilizations of Mesoamerica were advanced in many ways. In fact, the accomplishments of the Maya, Aztec, and Inca Empires rivaled the advances of their European counterparts. Their achievements in math, science, government, and record-keeping left a mark on their world.

Historians, archeologists, and anthropologists studying these civilizations have taught us even more about these cultures by analyzing the clues left by these peoples. However, there are many things still left to discover.

As you read and annotate your documents consider the question: How should the ancient Aztecs and Incas be remembered?



A maquahuitl, an Aztec sword, which was said to be able to decapitate a man



Machu Picchu, an Incan City designed to be a retreat for the Emperor Pachacuti

*****Be sure you have 2 purposeful annotations for each document*****

AZTECS Document A: Hernando Cortés, Letter to Charles V

When he arrived in 1519, the Spanish conquistador, Cortés, described the magnificent Aztec capital of Tenochtitlan with these words to his king:

“The city has many squares where markets are held and trading is carried on. There is one square . . . where there are more than 60,000 souls, buying and selling . . . all kinds of merchandise . . . including food products, jewels of gold and silver, lead, brass, copper, zinc, bones, shells, and feathers. . . Every kind of merchandise is sold in a particular street or quarter assigned to it exclusively, and thus the best order is preserved. They sell everything by number or measure. . . . There is a building in the great square that is used as an audience house, where ten or twelve persons, who are magistrates, sit and decide all controversies that arise in the market, and order delinquents to be punished. In the same square there are other persons who go constantly about among the people observing what is sold, and the measures used in selling.”

<u>Shows evidence of (circle those that apply) :</u>				
manageability	control	organization	politeness	refinement
technology	savageness	cruelty	order	problem solving
ignorance	lack of sophistication		brutality	primitiveness

AZTECS Document B: Young Scribe's Impression of Ritual Sacrifice

"When I saw this ceremony last year as a member of the priestly school, I was amazed by the physical beauty of the enemy warrior who was killed at the end of the festival. This seasoned warrior, whom we change from a human into the god Tezcatlipoca, can have no blemish upon his body, and he is treated like our most royal family member during the long year leading up to his sacrifice. During that time he is given all the finest luxuries from the nobles' storehouses, including foods, clothes, teachers, women, and instruction...Many of us become attached to this living god, and a terrible sadness comes over some of the women when, at the end of the year, he is taken to Chalco and dismembered in public view."



Source: Friar Bernardino de Sahagun, Florentine Codex, II, circa 1555, in Carrasco

Shows evidence of (circle those that apply) :

	humanity	politeness	refinement
manageability	control	organization	order
technology	savageness	cruelty	brutality
ignorance	lack of sophistication		primitiveness

AZTECS Document C: Picture of an Aztec Castle

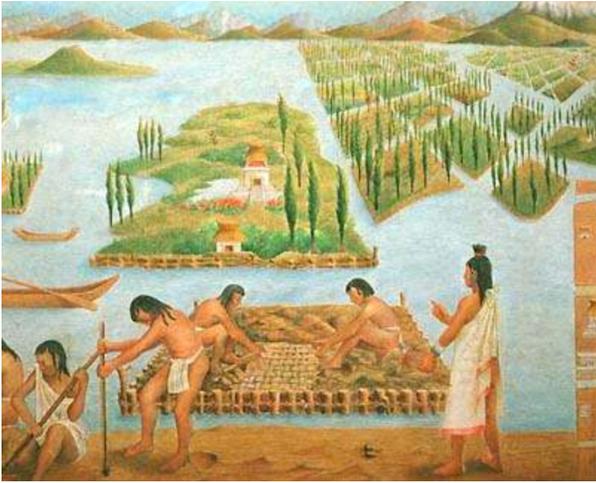


The central plaza of an Aztec castle included a pyramid temple to the war god, left, temples to other gods, and palaces. This reconstruction was created by Ignacio Marquina.

Shows evidence of (circle those that apply) :

	humanity	politeness	refinement
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technology	savageness	cruelty	brutality
ignorance	lack of sophistication		primitiveness

AZTECS Document D: Chinampas



Depiction of the floating gardens, or chinampas, of Tenochtitlán. The city of Tenochtitlán was built on an island, and the Aztecs cultivated year-round gardens along the banks of the island

Shows evidence of (circle those that apply) :

	humanity	politeness	refinement	
manageability	control	organization	order	problem solving
technology	savageness	cruelty	brutality	primitiveness
ignorance	lack of sophistication			

INCAS Document 1: Farming in the Incan Empire, 1539

This description of farming in the Incan Empire was provided by Garciasco de la Vega, a son of an Incan princess and a Spanish explorer.

“As soon as the Incan ruler had conquered any kingdom and set up his government, he ordered that the farmland used to grow corn be extended. For this purpose, he ordered irrigation channels to be constructed. The engineers showed great cleverness and skill in supplying water for the crops, since only scattered sections of the land could grow corn. For this reason, they endeavored to increase its fertility as much as possible.”

Source: <http://tinyurl.com/mww7ea5>, 2014

Shows evidence of (circle those that apply) :

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INCAS Document 2: Incan Roads

Incan Roads: A Technological Marvel Traversing the Andes Mountains

For the Incans, the Incan Road was a way to administer their empire. It was there to help them transport goods, communicate, and served as a way to divide the empire into four different divisions.



A major road came out of the capital, Cusco

Chinchaysuyo – which covered Ecuador and Northern Peru

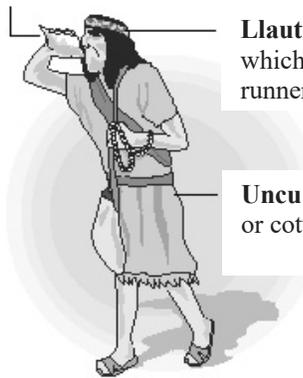
Antisuyo – which extended east to the mountains

Contisuyo – which went west to the coast

Collasuyo – which covered S. Peru, part of Chile and a part of Argentina

The Chasquis or Incan Runners

They were typically men between 18 and 25 years old, who traveled the Incan roads to deliver messages. They stayed in huts located 2 km away from each other. Each runner received the mail or message and ran to the next hut where he was replaced by another chasquis. Chasquis' shifts changed every 15 days



Llautos were headbands which indicated where the runner was from.

Uncu were tunics of wool or cotton.

Fuente: John Hyslop "Chapaqñan. El Sistema Vial Inkaico", INC

EL COMERCIO

Shows evidence of (circle those that apply) :

manageability	control	organization	politeness	refinement
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ignorance	lack of sophistication		brutality	primitiveness

INCAS Document 3: Pedro de Cieza de León – Incan Storehouses, 1540

“As this kingdom was so vast, in each of the many provinces there were many storehouses filled with supplies and other needful things; thus, in times of war, wherever the armies went they drew upon the contents of these storehouses, without ever touching the supplies of their confederates or laying a finger on what they had in their settlements. . . . Then the storehouses were filled up once more with the tributes [or taxes] paid the Inca. If there came a lean year, the storehouses were opened and the provinces were lent what they needed in the way of supplies; then, in a year of abundance, they paid back all they had received. No one who was lazy or tried to live by the work of others was tolerated; everyone had to work. Thus on certain days each lord went to his lands and took the plow in hand and cultivated the earth, and did other things.”



Incan Grain Storehouses

Source:

<http://www.fordham.edu/halsall/mod/1540cieza.asp>, 2014

Shows evidence of (circle those that apply) :

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INCAS Document 4: Mummified Inca Child Sacrifices

Source: <http://tinyurl.com/mjxsqk7>, 2014



This mummy, a seven year old boy, was one of three children found to have been sacrificed during a special Incan ceremony. The children had walked or been brought to the top of Mt. Llullaillco, in northern Argentina, elevation 22,000 feet (6706 meters), a volcano near the Chilean border today. According to archaeologists and cultural historians, the children were victims of a sacrificial ritual called *capacocha*. The children were chosen for their beauty and possibly nobility, honored by their selection, and well-fed and cared for before their ritual deaths. According to Inca beliefs, such children were to serve as guardians over their villages from the heights of the mountains, joining the ancestors and honored in death.

Shows evidence of (circle those that apply) :

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****Choose which civilization you are going to write about: INCAS or AZTECS**



Claim: Answers the question: **How should the ancient _____ be remembered?**
(Incas or Aztecs)

Topic of my **first body paragraph** would be (*Incas or Aztecs should be remembered . . .*) :

The quote/image description I would use as evidence of this conclusion would be: _____

_____ From (Doc _____)

Argument: my conclusion and analysis as to why this shows evidence that _____

Topic of my **second body paragraph** would be: _____

The quote/image description I would use as evidence of this conclusion would be: _____

_____ From (Doc _____)

Argument: my conclusion and analysis as to why this shows evidence that _____

Topic of my **third body paragraph** would be: _____

The quote I would use as evidence of this conclusion would be: _____

_____ From (Doc _____)

Argument: my conclusion and analysis as to why this shows evidence that _____

0	1	2	3	4
Please complete as soon as possible	No annotations. Claim does not take a perspective or have 3 key points that apply to that perspective. Evidence is weak or incorrect. Citations are not present.	Annotations are weak or missing. Claim takes a perspective and attempts to establish strong key points. Evidence is present but lacks connection to claim.	You mostly have it. Annotations show you can focus on the important ideas of documents as you analyze them. Claim makes sense, evidence matches claim, citations are correct.	

