

How should the Aztecs be remembered?

1. Read the documents slowly. Using the document analysis boxes, record the main idea of each document.
2. Categorize the document. The categories could be different aspects of Aztec life.
3. Finally, answer the following question: "How should the Aztecs be remembered?" in an essay using a minimum of SIX documents.

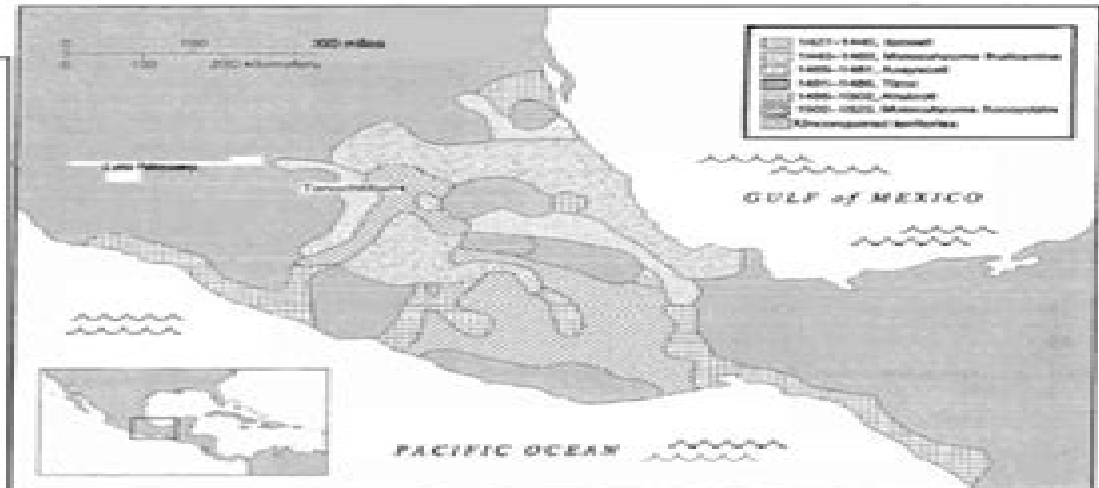
Document 1: Growth of the Aztec Empire**Document 1**

Author (s) or source _____

Title _____

Type of document _____

What is the MAIN IDEA of the document?

_____**Territorial Acquisitions by Aztec Rulers**

Notes: • This map illustrates the major Aztec conquests from the reign of Itzcoatl in 1427 to the reign of Motecuhzoma I in 1520.

• Aztec warriors had the reputation of being fierce fighters, and most territories shown on the map were acquired by force. Independent territories on the map were sometimes the result of a deliberate policy of leaving unconquered lands available for future "flower wars." "Flower wars" were waged to provide an ongoing supply of captured sacrifice victims.

Document 2: Justification for Aztec Reign Over Central Mexico

Sources: Friar Diego Duran, *The History of the Indies of New Spain*, 1581, Doris Heyden, translator, University of Oklahoma Press, 1994.

[The priest Cuauhtlequetzqui is speaking] According to the revelation of our god when he appeared to me this night, a prickly pear cactus, standing upon a rock has grown from this heart and has become so tall and luxuriant that a fine eagle has made his nest there. When we discover it we shall be fortunate, for there we shall find our rest, our comfort, and our grandeur. There our name will be praised and our Aztec nation made greatOur god orders us to call this place Tenochtitlan.

Document 2

Author (s) or Source _____

Title _____

Type of Document _____

What is the MAIN IDEA of the document?

Aztecs Mini Q Answers

Padhraic Smyth



Aztecs Mini Q Answers:

Mayans, Aztecs, & Incas , **1001 Questions & Answers** Helena Spiteri,1995 Entertaining quiz on nature science technology and history tests general knowledge *The Big Book of Questions & Answers* Ann Kramer,Theodore Rowland-Entwistle,John Farndon,1999-10 *The Beginner's Guide to Cooperative Learning* Drew Howard,Jakob Werdelin,2021-12-15 The Education Endowment Foundation s Teaching and Learning Toolkit describes collaborative learning as an approach which involves pupils working together on activities or learning tasks and in such a way that enables everyone to participate on a collective task that has been clearly assigned In the context of this book Cooperative Learning relates to a number of such activities from simple memorising to more complex analysis and debating which are designed to boost learners interdependence participation and interaction Drawing upon both research informed theory and real world examples Jakob Werdelin and Drew Howard present both an insightful introduction to Cooperative Learning as a practice and philosophy and a practical guide to classroom application The authors share their expertise on how to amplify the effect of current pedagogical approaches and schemes of work simplify performance management as an empowering tool for teachers and leaders and create an inclusive environment in which every pupil is able to fulfil their learning potential Jakob and Drew also discuss how Cooperative Learning relates to a range of other aspects of teaching including assessment metacognition and Rosenshine s Principles The book focuses on Catch1Partner as an exemplary Cooperative Learning Interaction Pattern CLIP as by fully grasping the principles of staging and running Catch1Partner in its many forms readers will then be better equipped with the foundational know how to deploy other CLIPs such as Sage and Scribe Word Round and Rotating Role Reading The authors also provide a variety of ready to photocopy and downloadable sample teaching materials tools guidelines and an activity transcript in the appendices Suitable for teachers and leaders in both primary and secondary school settings The Journal of Social Studies ,1987 Non-Fiction Text Structures for Better Comprehension and Response Gail Saunders-Smith,2009 Non fiction text structures organize information into comprehensible patterns Knowing how to recognize and use these structures to navigate non fiction text greatly improves students understanding of what they read Gail Saunders Smith simplifies the process by providing teachers of grades 4 8 with ways to teach each of the five non fiction text structures compare contrast cause effect sequence procedure question answer and exemplification engaging whole class and small group activities using written verbal image three dimensional and technology responses study skills for locating recording and using information tools for assessing student understanding and explanations of the text features that organize information within the text structures and mini lessons for whole class small group and independent application of students text structure knowledge Examples photographs student samples and graphic organizers support your teaching and a bibliography of professional books and resources for locating leveled non fiction texts make this a complete ready to use guide for improving student comprehension **The Archaeology of Food and Warfare** Amber M. VanDerwarker,Gregory

D. Wilson, 2015-08-03 The archaeologies of food and warfare have independently developed over the past several decades. This volume aims to provide concrete linkages between these research topics through the examination of case studies worldwide. Topics considered within the book include the impacts of warfare on the daily food quest, warfare and nutritional health, ritual foodways and violence, the provisioning of warriors and armies, status-based changes in diet during times of war, logistical constraints on military campaigns, and violent competition over subsistence resources. The diversity of perspectives included in this volume may be a product of new ways of conceptualizing violence not simply as an isolated component of a society nor as an attribute of a particular societal type but instead as a transformative process that is lived and irrevocably alters social, economic, and political organization and relationships. This book highlights this transformative process by presenting a cross-cultural perspective on the connection between war and food through the inclusion of case studies from several continents.

Town Crier, 1998 *Flying Magazine*, 1980-10 ENC Focus, 1994 **The Dynamics of Modern Society** William Goode, 2017-09-05 Social research efforts are often more concerned with basic social processes or patterns than with the dynamic relationship between social processes and social institutions. In this classic collection, contributors posit generalizations drawn from contemporary sociology. Their analyses go beyond elementary principles; they interpret them, qualify them, or state them more precisely. Each of the contributors focuses on the modern American social structure, and they are either explicitly comparative or have made observations that clearly are meant to apply to many countries. This volume both embodies and draws attention to newer developments in sociology. Like most steps forward in an advancing science, this orientation does not reject the older knowledge accumulated during earlier generations but incorporates and expands upon it. The differences are in emphasis rather than any denial of the main body of accepted theory. On the other hand, the collection may be said to represent a response to the many criticisms by humanists and sociologists alike of the mainstream of contemporary sociology as it existed at the time of original publication in the late 1960s. Inquiries into social changes like sociological studies of historical phenomena may be viewed as modes of a comparative sociology. They permit us to test more fully sociological generalizations. The emphasis in this volume on historical and comparative studies and on social change parallels the growing attention of sociology to these problems. During the 1960s, social science turned from a nearly exclusive preoccupation with middle-class populations to a concern with social relations in other societies past as well as present. In addition to enriching our knowledge, this broader view has increased both the precision and generalizing power of sociological principles.

World Studies: Latin America Heidi Hayes Jacobs, Michal L. LeVasseur, 2005 Latin America physical geography Latin America shaped by its history Cultures of Latin America Mexico and Central America The Caribbean South America Reference section DK atlas Glossary of geographic terms Gazetteer Glossary **The Preacher and Homiletic Monthly**, 1878 **Comparative Studies in the Development of Complex Societies** T. C. Champion, 1986 **The World Archaeological Congress, 1-7 September 1986, Southampton and London:**

Comparative studies in the development of complex societies (3 v.) ,1986 *Metropolitan Pulpit and Homiletic Monthly* ,1879 **The School Librarian** ,1992 English Mechanic and World of Science ,1873 *Celebrating Diversity*
Luther B. Clegg,Etta Miller,William H. Vanderhoof,1995 Is your month by month day by day guide to recognizing and
observing the people events and institutional practices of multicultural significance *Homiletic Review* ,1879

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