


Immersion Week Breakdown March 7 – 11, 2011 F.E. Osborne Jr. High School Grade 8 Humanities

As has been the norm over the duration of my field experience, immersion week provided me with numerous insights into the intricacies of the teaching profession. Building on my time spent in the classroom, my previous educational experiences, and what I have learned from the MT program, I have been empowered to channel my naturally creative side to produce rewarding, valuable, interesting, and overall fun educational activities for the students I have had the opportunity to teach.

The purpose of this document is to breakdown my immersion week experience, with the overarching aim of better understanding my strengths and weaknesses, improving my lessons, and evaluating my growth as a new teacher. There will be no real finality to this breakdown, for as I have learned and come to truly appreciate, there never should be any finality in teaching. Teaching is a profession that demands constant revision, practice, and evolution. That being said this document itself must come to a close, and so it will be its aim to draw together a week's worth of experience with some summary. Through brief explanations of each lesson I taught, the inclusion of documents I created (including lesson plans, Prezi's, and handouts), and a summary of how each day went, I hope to achieve this aim.

Period	Day 2 Monday 01/03/2007	Day 3 Tuesday 01/03/2008	Day 4 Wednesday 01/03/2009	Day 5 Thursday 01/03/2010	Day 6 Friday 01/03/2011
1	Grade 8 (F) Humanities: Class 1 Lecture: Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World	Grade 8 (B) Humanities: Class 3 Introduction of class activity: Welcome to Tlateloco Market- Class Expectations, "shopping lists" & "Recipes"	Grade 8 (F) Humanities: Class 5 Open Class: Opportunity for Students to finish work leading up to and including Tlateloco Market Activity	Grade 8 (B) Humanities: Class 7 Open Class: Final opportunity for students to finish work leading up to and including Aztec Codices Booklet	Grade 8 (F) Humanities: Class 9 Open Class: Opportunity for Students to continue working on their piece of the class Aztec Calendar
2		Grade 8 (F) Humanities: Class 3 Introduction of class activity: Welcome to Tlateloco Market- Class Expectations, "shopping lists" & "Recipes"		Grade 8 (F) Humanities: Class 7 Open Class: Final opportunity for students to finish work leading up to and including Aztec Codices Booklet	
3	Grade 8 (B) Humanities: Class 1 Lecture: Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World		Grade 8 (B) Humanities: Class 5 Open Class: Opportunity for Students to finish work leading up to and including Tlateloco Market Activity		Grade 8 (B) Humanities: Class 9 Opportunity for Students to continue working on their piece of the class Aztec Calendar
4	Grade 8 (F) Humanities: Class 2 Tlateloco Lecture Continued: Class discussion and breakdown of lecture and Fill-in-the-blank		Grade 8 (F) Humanities: Class 6 An introduction to Aztec Codices: Understanding the People of the Aztec Empire through Pictures		Grade 8 (F) Humanities: Class 10 Opportunity for Students to continue working on their piece of the class Aztec Calendar
LUNCH					
5		Grade 8 (B) Humanities: Class 4 Class Activity: Welcome to Tlateloco Market		Grade 8 (B) Humanities: Class 8 Class Activity: Constructing a Class "Aztec Calendar"	
6		Grade 8 (F) Humanities: Class 4 Class Activity: Welcome to Tlateloco Market		Grade 8 (F) Humanities: Class 8 Class Activity: Constructing a Class "Aztec Calendar"	
7	Grade 8 (B) Humanities: Class 2 Tlateloco Lecture Continued: Class discussion and breakdown of lecture and Fill-in-the-blank		Grade 8 (B) Humanities: Class 6 An introduction to Aztec Codices: Understanding the People of the Aztec Empire through Pictures		Grade 8 (B) Humanities: Class 10 Opportunity for Students to continue working on their piece of the class Aztec Calendar

March 7th 2011, Immersion Day 1, Schedule Day 2

Period	Day 2 Monday 01/03/2007
1	Grade 8 (F) Humanities: Class 1 Lecture: Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World
2	
3	Grade 8 (B) Humanities: Class 1 Lecture: Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World
4	Grade 8 (F) Humanities: Class 2 Tlateloco Lecture Continued: Class discussion and breakdown of lecture and Fill-in-the-blank
LUNCH	=====
5	
6	
7	

Period 1 & 3: Grade 8 (F and B) Humanities: Class 1 Lecture: Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World

Period 4 & 7: Grade 8 (F and B) Humanities: Class 2 Tlateloco Lecture Continued: Class discussion and breakdown of lecture and Fill-in-the-blank

My first day of immersion week began with total chaos, despite my best efforts to be fully prepared and ready to go. I came into school just after 7:00am, nearly 40 minutes earlier than normal with the intention of printing out all of the materials I would need, and getting set up to conduct my first lesson. I spent the weekend, most of the week before, and a few days after my field experience in the weeks past, developing an exploration of Aztec culture through way of an inquiry based activity centered on the Tlateloco marketplace of the Aztec capital city, Tenochtitlan. In preparation for this activity, I constructed 136 trading cards, built a massive Prezi, painted a marketplace rules poster, and developed several handouts to enrich the activity. As already mentioned, despite my extensive preparation the day began with pure chaos.

Moments before the bell rang for the first period, I was under impression that the first class I would be teaching wouldn't be until period 3, and was busy photocopying the handouts I had prepared to accompany my lesson. While I was in the

photocopying room, two grade 8 students came down to let me know the class was waiting for me upstairs. I panicked, and had to frantically make my way up to the room where I was met by the entire class waiting in anticipation. To make things worse, the school had changed their wireless network the week before, and the schools resident tech expert wasn't able to assist me with the new password until he arrived moments before the bell rang for first period. Even the overhead screen flew back up into its housing unit and slammed against the wall while I was trying to get set up to begin.

Obviously flustered, I allowed the usual chirping of the grade 8 boys to distract me, and ultimately throw me off of the game plan I had established to ensure the smooth conduction of my lesson. At the end of the period, I needed to reset myself for the next class, which would follow the same lesson plan as outlined for the first. Thanks to my experience and developing intuition, I managed to channel my thoughts and observations from the first class into making the second go more successfully than the first. In the other two classes I taught that day, which were for the same 2 classes I taught in the morning, I felt more in control, and able to clarify the confusion I could see in the classes after their first lesson.

At the end of the day I was physically and emotional drained from feeling limited in my ability to manage and command respect in the classroom from the students who seemed to be testing my

authority. This feeling was not exclusively new to my teaching experience, as coming to establish authority and develop my classroom management techniques has been a challenge given the time limitations of my physical presence in the classroom. Not wanting to feel like I was grasping for control the entire week, I decided to take charge, and came to the realization that the time to take control of the classroom was now, despite the fact that it would only be mine for a week. The first day was chaotic, tested my patience, and demanded that I put into place everything I have learned from the MT program.

The following is a visual representations of the materials constructed for the first day of immersion week. The actual files will be available as attachments included with this document.

NAME: _____

TLATELOCO

GRAND MARKETPLACE FOR TENOCHTITLAN & SHOW WINDOW OF THE AZTEC WORLD

/2 Tenochtitlan was founded by the _____ in 1325, 12 years prior to Tlateloco, which was founded by the _____.

/1 This truncated stepped pyramid, found in the center of the market was used for celebrations, ceremonies, and other public events _____.

/2 The total area of the Tlateloco market was _____ & according to Hernando Cortes may have had up to _____ visitors daily.

/1 The _____ were the sellers of the market, and were usually the producers as well.

/1 _____ were used at times to cook food. By wrapping these around meat and vegetables, moisture was sealed in. Typically they were covered by hot coals or were placed on top of a hot surface.

/2 This other Mesoamerican society (_____) had a god of Maize, similar to those of the Aztecs, who believed in Centeotl and his wife _____.

/1 What ritual practice did the Aztec perform before cooking Maize? _____.

/1 The Aztec would cook their maize grains in alkaline solutions to improve the nutritional value of the food. This process was called _____.

/1 Cacao beans are an example of a _____ being used as currency.

/2 Just like many other institutions in pre-Columbian Mexico, the Tlateloco market operated on a _____ basis, meaning "Correct and Fair" in Nahuatl.

/1 The Tlateloco market serves as evidence of the importance of _____ to a society that is primarily concerned with agriculture like the Aztecs.

BONUS

IN WHAT YEAR DID HERNANDO CORTES MAKE FIRST CONTACT WITH THE AZTECS?

/1 _____.


BONUS-BONUS

IN WHICH MONTH DID CORTES ARRIVE ON THE OUTSKIRTS OF TENOCHTITLAN?

/1 _____.

Tlateloco – Grand Marketplace for Tenochtitlan & Show Window of the Aztec World fill-in-the-blank: To accompany the Tlateloco Prezi and Lecture.

March 8th 2011, Immersion Day 2, Schedule Day 3

Day 3 Tuesday 01/03/2008	
Period	
1	Grade 8 (B) Humanities: Class 3 Introduction of class activity: Welcome to Tlateloco Market - Class Expectations, "shopping lists" & "Recipes"
2	Grade 8 (F) Humanities: Class 3 Introduction of class activity: Welcome to Tlateloco Market - Class Expectations, "shopping lists" & "Recipes"
3	
4	
LUNCH	=====
5	Grade 8 (B) Humanities: Class 4 Class Activity: Welcome to Tlateloco Market
6	Grade 8 (F) Humanities: Class 4 Class Activity: Welcome to Tlateloco Market
7	

Period 1 & 2: Grade 8 (B & F) Humanities: Class 3 Introduction of class activity: Welcome to Tlateloco Market, Class Expectations, "shopping lists" & "Recipes"

Period 5 & 6: Grade 8 (B) Humanities: Class 4
Class Activity: Welcome to Tlateloco Market

Building on the previous day, I began my second day with a renewed confidence in my ability to teach, hold the class together, and establish my authority. My partner teacher backed me up in this by removing some of the more distractive students who were also missing assignments. In doing so, the message being enforced was that without proper class conduct and accountability for completing assignments, participation in more fun activities would not be an option. Although this approach is not one I necessarily would have taken at the time, I was glad that it was. I feel like it garnered the attention of the students for the remainder of the week, and allowed me to conduct the class in a more collaborative way than would have been possible otherwise. I followed up the students' removal from the class by approaching the reasoning behind it with the students, as well as with some members of the class. I explained that the environment I was trying to create was one which was fun but also required responsibility.

Once the classes were underway, I was able to slip back into the comfort I had built up over my field experience that I had lost the day before. The first two periods of the day, I continued a more in-depth

exploration of the material introduced the day before, and had the students begin working on “shopping lists” and “recipes” for the Tlateloco Market activity which would take place in periods 5 and 6. I must admit that if not for a renewed sense of confidence in my ability to comfortably manage the class, the marketplace activity had the potential to be a total write-off. Thankfully it was not.

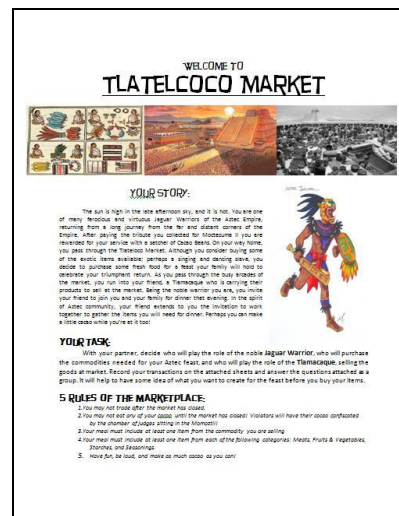
Over lunch, before periods 5 and 6, I spent time arranging the materials for the marketplace activity in the center of the class on an island of 4 desks which I referred to as the *Momoztli* (the central command center of sorts in the Tlateloco Market). When students came in after lunch, they were instructed to take their places behind their desks with their partner, and were then invited to collect their set of trading cards, chocolate, and worksheets for the activity. In the previous classes, students were given more thorough instructions on the procedure for the activity, and were assigned the commodity they would be selling in the market. Overall, the marketplace inquiry activity went better than I had ever imagined it would have, and it was easy to see how invested and interested the students were. I felt very proud.

At the end of the day, I began to reflect on the four periods I had the chance to teach that day and the day before, and was able to draw out some valuable insights.

First, no matter how much planning you put into an activity, its successful completion is never a given. The onus rests on the teacher to prepare the students with both expectations and the knowledge they will need to understand the assignment.

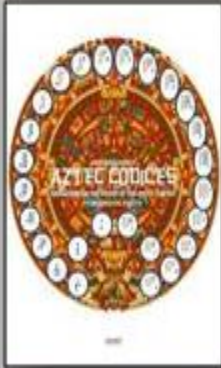
Secondly, the day’s events and what I had planned needed to be flexible enough to allow for more time to spend on them. Originally I had planned for the marketplace activity to take place Monday afternoon, but didn’t actually enact it until Tuesday afternoon. I learned that flexibility must not only be expected, but built into the lessons them self. Certain classes will move faster than others, and there really is no way to determine how long an activity will take until it has been done at least once. Nor can it be reasonable estimated without truly understanding the capabilities of the class.

The following is a visual representations of the materials used on the second day of immersion week.



Welcome to Tlateloco Market Activity Booklet: To accompany the Tlateloco Market Trading game

March 9th 2011, Immersion Day 3, Schedule Day 4

Period	Day 4 Wednesday 01/03/2009
1	Grade 8 (F) Humanities: Class 5 Open Class: Opportunity for Students to finish work leading up to and including <i>Tlateloco Market Activity</i>
2	
3	Grade 8 (B) Humanities: Class 5 Open Class: Opportunity for Students to finish work leading up to and including <i>Tlateloco Market Activity</i>
4	Grade 8 (F) Humanities: Class 6 An introduction to Aztec Codices; Understanding the People of the Aztec Empire through Pictures
LUNCH	
5	
6	
7	Grade 8 (B) Humanities: Class 6 An introduction to Aztec Codices; Understanding the People of the Aztec Empire through Pictures

Period 1 & 3: Grade 8 (F & B) Humanities: Class 5 Open Class: Opportunity for Students to finish work leading up to and including Tlateloco Market Activity

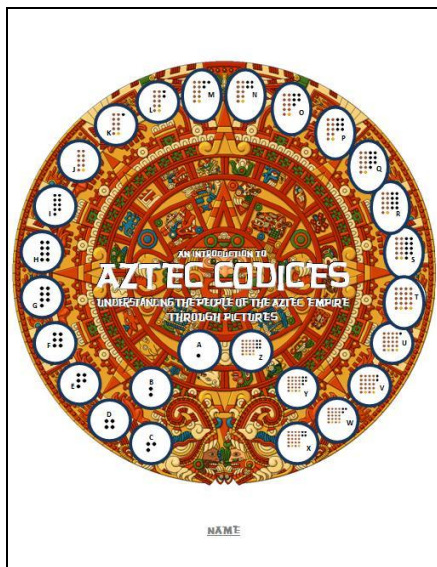
Period 4 & 7: Grade 8 (F) Humanities: Class 6 An introduction to Aztec Codices; Understanding the People of the Aztec Empire through Pictures

My third day was relaxed while structure, and the most enjoyable day of the week up to that point. As a continuation of the flexibility necessary in teaching that I have become more aware of, I opted to spend the first two periods of the day as an open class for students to finish up the work they had began the previous day. This allowed me to move about the classroom and spend a little bit of one on one time with each of the groups in the class. This was not only beneficial to the students, as it allowed me to answer any questions they had, but also for me. By moving around the class, I was able to comment on the students work and reiterate my expectations for the assignment. As I have learned, instructions and expectations need to be laid out more than just once, and in more than one way.

In the class before lunch, I introduced the next assignment for the week, which built upon the theme for the week of understanding the Aztec people through their food, culture, and use of symbolism. Although I had some idea pre-immersion week of what to do to carry on with the theme, it wasn't until Monday and Tuesday that I figured out what exactly it would be. Creating an activity booklet


which featured a decoding activity and some interpretation of Aztec codices built on the material introduced earlier on in the week, and also built on the Renaissance Art Critique activity and lesson I conducted last semester. At first I was a bit hesitant in constructing an activity booklet, for I thought maybe it was just “busy work”. My partner teacher reassured me that it wasn’t busy work if it had some purpose, which looking back on it, it did.

The following is a visual representations of the materials used on the third day of immersion week.



An Introduction to Aztec Codices; Understanding the people of the Aztec Empire through pictures: To build on the theme for the week, previous activities, and introduce new knowledge.

March 10th 2011, Immersion Day 4, Schedule Day 5

Day 5	
Period	Thursday 01/03/2010
1	Grade 8 (B) Humanities: Class 7 Open Class: Final opportunity for students to finish work leading up to and including <i>Aztec Codices Booklet</i>
2	Grade 8 (F) Humanities: Class 7 Open Class: Final opportunity for students to finish work leading up to and including <i>Aztec Codices Booklet</i>
3	
4	
LUNCH	
5	Grade 8 (B) Humanities: Class 8 Class Activity: Constructing a Class "Aztec Calendar"
6	Grade 8 (F) Humanities: Class 8 Class Activity: Constructing a Class "Aztec Calendar"
7	

Period 1 & 2: Grade 8 (B & F) Humanities: Class 7 Open Class: Final opportunity for students to finish work leading up to and including Aztec Codices Booklet

Period 5 & 6: Grade 8 (B & F) Humanities: Class 8 Class Activity: Constructing a Class "Aztec Calendar"

Day 4 of my immersion week experience began with two consecutive periods in which students were given the opportunity to finish up any and all work leading up to and including the Aztec Codices booklet which was given to them the previous day. At the end of the class period, I collected all the completed assignments and began to enact the formative assessment my lessons were designed to include.

I noticed while "marking" the assignments that many of the students were able to respond openly to the personal opinion or observation based questions that the assignments included. However it was also evident that many of the students were over concerned with what each question was going to be worth, or what the right answer was. I tried to stress that there was no such thing as a definitively correct answer, and that the point of the questions was to get the students to respond without the apprehension of being "wrong". I tried to reinforce this objective by responding positively and with specific comments on the students work.

In periods 5 & 6 I introduced the final activity for the week, which I had begun designing early on in the semester. Building on the lessons introduced earlier in the week (Aztec Codices, the Marketplace, Hierarchy and social structure) the final activity asked the students to visually and textually express their understanding by designing and drawing a piece of a giant Aztec calendar.

As an introduction to the final activity of the week, I made certain to build on my budding understanding of the need to explicitly describe every activity, its expectations, instructions, and the supplemental information needed to complete it. For this activity, this required some explanation of the Aztec Calendar and the symbolism which was embedded with it.

→On a side note, although the concept of symbolism is somewhat above grade level, and not necessarily the easiest of concepts for grade 8's to understand, I was surprised at how well most of the students responded to it. As a creative individual with a background in communication studies from my undergraduate degree, I believe there is unquestionable value in teaching the concept of symbolism and was happy to see it achieved if even at a basic level. Many of the students were able to grasp the basic concept and some were even able to fully delve into the symbolism found in Aztec codices, culture, and social structure.

March 11th 2011, Immersion Day 5, Schedule Day 6

The following is a visual representation of the materials used on the fourth day of immersion week.

Name: _____

AZTEC CALENDAR

The Aztec calendar was used by the Aztecs as well as other Mesoamerican peoples of central Mexico. It is one of many Mesoamerican calendars, and shares the basic structure of other calendars found throughout ancient Mesoamerica. The calendar consisted of a 360-day calendar cycle called *Xuhuilquilli* (year count) and a 280-day ritual cycle called *Tonalpohualli* (day count). Together, these two cycles form a 52-year "century," which is sometimes called a "calendar round." The *xuhuilquilli* is considered to be the agricultural calendar, since it is based on the sun, and the *tonalpohualli* is considered to be the sacred calendar.

The Aztecs were excellent at communicating their traditions, both oral history through the stories they created. Though many of the original codices created prior to contact with the Spanish were, many other codices still exist. One does remain of the original codices has provided many deep insights into Aztec society. Just like the calendar we know, the Aztec calendar has gods, weeks, and years. However, the names are obviously different. The Aztec calendar's days were given names. Its months were known as *Tzotzotl* (360-day) Periods, and its years were called the *Ximil* (Solar Year).

IN THIS ASSIGNMENT...

Our class will create a code to demonstrate our evolving understanding of Aztec culture, social order, codices, the marketplace, and the people of Aztec society. Each of you will be provided with a piece of the code, which you will need to fill with the following:

1. As shown in the above example, you will need to visually represent (draw) the Tonalpohualli, Tzotzotl, and the Ximil of your birthday. You will find the symbols and information required to fulfill this requirement at <http://www.azteccalendar.com/>, where you can enter your birth date and get useful information for this assignment. Feel free to use the images on the back of this sheet for inspiration for the symbols you draw.

2. In the larger portion of the code piece, you will need to visually represent (draw) some aspect of your own life which relates to some aspect of Aztec society. Consider the activities we did in class this week. For example, perhaps you could draw a picture of you cooking your Aztec meal, or going shopping in a mall, playing sports, or even performing a sacrifice! Whatever your personal interest is, find some way to connect it to Aztec society.

Aztec Calendar Activity: To build on the theme for the week, previous activities, and introduce new knowledge.

Day 6	
Friday 01/03/2011	
1	Grade 8 (F) Humanities: Class 9 Open Class: Opportunity for Students to continue working on their piece of the class Aztec Calendar
2	Grade 8 (B) Humanities: Class 9 Opportunity for Students to continue working on their piece of the class Aztec Calendar
3	Grade 8 (B) Humanities: Class 9 Opportunity for Students to continue working on their piece of the class Aztec Calendar
4	Grade 8 (F) Humanities: Class 10 Opportunity for Students to continue working on their piece of the class Aztec Calendar
LUNCH	
5	
6	
7	

Period 1 & 3: Grade 8 (F & B) Humanities: Class 9 Open Class: Opportunity for Students to continue working on their piece of the class Aztec Calendar

Period 4 & 6: Grade 8 (F & B) Humanities: Class 10 Opportunity for Students to continue working on their piece of the class Aztec Calendar

The fifth and final day of my immersion week experience took place on the schools condensed schedule and late entry day. This as an interesting and welcome change to the routine of the week and definitely brought a new dynamic to the operation of each class. Similar to other classes during the week, both classes for 8B and 8F were conducted as open classes where students would have the opportunity to finish up any unfinished work, and to continue working on their piece of the Aztec Calendar.

By the end of the week, I felt that my presence as an authority figure in the class had become solidified, and I found that it took less effort to persuade students to adjust their behaviour than it did on the first and second days. Most importantly, I felt confident in conducting the class, and felt that I had earned the respect of the students when they complied with my requests.

As I have learned from experiences leading up to immersion week, and definitely from those during the week itself, “classroom environment” is an intensely personal element of the teaching

profession. What works for one teacher, won't necessarily work for another. Although I have been working to uncover my own personal teaching style and preferences for the classroom environment, immersion week showed me that like so many other things in life, perhaps balance is the answer. While the energy and excitement that filled the classroom this past week during the marketplace activity was amazing, I can't imagine having 7 classes a day with similar energy and commotion five days a week. It would be nice however to have the same interest and involvement from the students though.

Through all of the activities and lessons I coordinated over immersion week, I must admit that I couldn't resist feeling quite proud about what I had put together. I used a lot of my creative talent to come up with some fairly original ideas, and although many of them need some definite revision, I feel confident that with time, these activities, and ones which I create in the future will only get better.

I learned a lot about my limits in the classroom, and also learned a lot about the way in which one needs to communicate with students who are only 14 years old. Directions need to be verbalized, put into text, and then refreshed throughout the process. The activities I planned, what with some of their inherent complexities, were for the most part as I could tell understood by the students, which is encouraging because as my communication skills improve I feel that

results I can yield will be even more positive than those which came from this past week.

Overall, Immersion week was a very positive experience. Thanks to my partner teacher, I was given the support I needed to deal with issues I felt needed dealing with in class, and was given the freedom to conduct the classes as I saw fit. Moreover, the week was yet another rewarding experience from my field placement that affirms I am heading in to a very rewarding career where my personal talents and education will serve me well.

Please find the attached following materials:

Day 1: Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World – Prezi Web URL

Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World – Fill-in-the-blank

Tlateloco; Grand Marketplace for Tenochtitlan & Shop Window of the Aztec World – Lesson Plan

Day 2: Welcome to Tlateloco Market – Handout

Welcome to Tlateloco Market – Lesson Plan

Day 3: An introduction to Aztec Codices; Understanding the people of the Aztec Empire through pictures – Work Booklet

An introduction to Aztec Codices – Lesson Plan

Day 4: Aztec Calendar - Handout

Building an Aztec Calendar – Lesson Plan

DAY 1



Tlatelolco

The Grand Marketplace for
Tewochtitlan
&
Shop Window of the Aztec World

A collage of images and text related to Aztec agriculture and the Tlatelolco marketplace. The collage includes various agricultural products like corn, beans, and fruits, as well as text boxes with titles such as 'Tlatelolco', 'Agriculture', 'Beans', and 'What does the Tlatelolco Marketplace say about Aztec Society?'. The text boxes contain information about the importance of agriculture in Aztec society and the role of the marketplace in distributing goods.

<https://prezi.com/secure/39046a9862aeaa57490842866966fa6ebc6fc11c/>

NAME: _____

TLATELOCO

GRAND MARKETPLACE FOR TENOCHTITLAN & SHOP WINDOW OF THE AZTEC WORLD

- /2 Tenochtitlan was founded by the _____ in 1325, 12 years prior to Tlateloco, which was founded by the _____.
- /1 This truncated stepped pyramid, found in the center of the market was used for celebrations, ceremonies, and other public events. _____.
- /2 The total area of the Tlateloco market was _____ & according to Hernando Cortes may have had up to _____ visitors daily.
- /1 The _____ were the sellers of the market, and were usually the producers as well.
- /1 _____ were used at times to cook food. By wrapping these around meat and vegetables, moisture was sealed in. Typically they were covered by hot coals or were placed on top of a hot surface.
- /2 This other Mesoamerican society (_____) had a god of Maize, similar to those of the Aztecs, who believed in Centeotl and his wife _____.
- /1 What ritual practice did the Aztec perform before cooking Maize? _____.
- /1 The Aztec would cook their maize grains in alkaline solutions to improve the nutritional value of the food. This process was called _____.
- /1 Cacao beans are an example of a _____ being used as currency.
- /2 Just like many other institutions in pre-Columbian Mexico, the Tlateloco market operated on a _____, _____ basis, meaning "Correct and Fair" in Nahautl.
- /1 The Tlateloco market serves as evidence of the importance of _____ to a society that is primarily concerned with agriculture like the Aztecs.

BONUS:

IN WHAT YEAR DID HERNANDO CORTES MAKE FIRST CONTACT WITH THE AZTECS?

/1 _____.

BONUS-BONUS:

IN WHICH MONTH DID CORTEZ ARRIVE ON THE OUTSKIRTS OF TENOCHTITLAN?

/1 _____.

Tlateloco: The Grand Marketplace of Tenochtitlan & Shop Window of the Aztec World

Overview & Purpose	KSA & POS Relevance
<p>This lesson will introduce students to the marketplace as a Reflection of the agrarian nature of Aztec society. Through an investigation of the history of the market suburb of Tlateloco and through exploring what products were being sold, who was selling them, and what rules governed the marketplace, students will come to appreciate the role of the marketplace in keeping Tenochtitlan literally fed, and by extension fuelled for the Expansion that characterized the Aztec Empire.</p>	<p>8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies</p> <p>8.3.4 How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions and customs?</p>
Objectives	Materials
<p>Students will come to understand the terms: Tlamacaque, <i>Momoztli</i> Agrarian society, and Commodity. Further, students will learn The societal importance of food, and how religious beliefs and Worldview can and is engrained within the culture of food. (<i>Corn and Cacao as the primary examples</i>) Also, Students will understand the concept of “commodity as currency” By examining the role the cacao bean played as a currency for Aztec society.</p>	<ul style="list-style-type: none"> • Online Prezi - Presentation • Laptop Computer • Handout / worksheet
Information	Other Resources
<p>Information from this <i>Prezi</i> presentation will be delivered lecture Style and will be accompanied by a fill in the blank which Corresponds to the information from the presentation.</p>	<p>none</p>
Activity	Summary
<p><i>TITLE: Tlateloco: Grand Marketplace of Tenochtitlan & Shop Window to the Aztec World</i></p> <p>Students will participate in the lecture by completing a fill-in-the Blank that corresponds to the information being presented. Results from the worksheet will be used to formulate further Questions, verify Learning through formative assessment, and Be used to create a rank for an activity and lesson to follow Entitled: Welcome to Tlateloco Market.</p>	<p>To be added later</p>
TIME ALLOTTED: 1 full class ACTUAL TIME NECESSARY:	Additional Notes
	<p>To be added later</p>

Day 2
WELCOME TO
TLATELCOCO MARKET



YOUR STORY:

The sun is high in the late afternoon sky, and it is hot. You are one of many ferocious and virtuous Jaguar Warriors of the Aztec Empire, returning from a long journey from the far and distant corners of the Empire. After paying the tribute you collected for Moctezuma II you are rewarded for your service with a satchel of Cacao Beans. On your way home, you pass through the Tlatelco Market. Although you consider buying some of the exotic items available; perhaps a singing and dancing slave, you decide to purchase some fresh food for a feast your family will hold to celebrate your triumphant return. As you pass through the busy arcades of the market, you run into your friend, a Tlamacaque who is carrying their products to sell at the market. Being the noble warrior you are, you invite your friend to join you and your family for dinner that evening. In the spirit of Aztec community, your friend extends to you the invitation to work together to gather the items you will need for dinner. Perhaps you can make a little cacao while you're at it too!



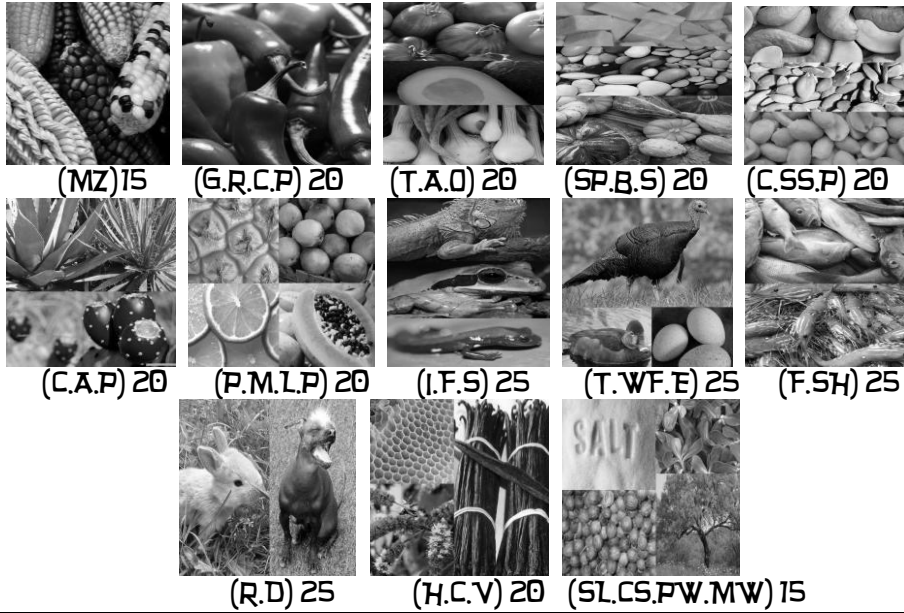
YOUR TASK:

With your partner, decide who will play the role of the noble **Jaguar Warrior**, who will purchase the commodities needed for your Aztec feast, and who will play the role of the **Tlamacaque**, selling the goods at market. Record your transactions on the attached sheets and answer the questions attached as a group. It will help to have some idea of what you want to create for the feast before you buy your items.

5 RULES OF THE MARKETPLACE:

1. You may not trade after the market has closed.
2. You may not eat any of your cacao until the market has closed! Violators will have their cacao confiscated by the chamber of judges sitting in the Momoztli!
3. Your meal must include at least one item from the commodity you are selling
4. Your meal must include at least one item from each of the following categories: Meats, Fruits & Vegetables, Starches, and Seasonings.
5. Have fun, be loud, and make as much cacao as you can!

COMMODITY CODES & VALUES



YOUR NAME: _____

YOUR CHARACTER: **JAGUAR WARRIOR / TLAMACAQUE**

Please Circle

TRANSACTION #	COMMODITY	QUANTITY / COST	BALANCE
EACH	TEAM	STARTS	210
EXAMPLE	MZ	2 / 15c	180
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

ONCE YOU HAVE FINISHED TRADING YOUR COMMODITIES AND HAVE ACQUIRED ALL THAT YOU WILL NEED TO CONSTRUCT YOUR AZTEC MEAL, PLEASE RESPOND TO THE 3 QUESTIONS BELOW WITH YOUR PARTNER:

2 SHEETS / GROUP

JAGUAR WARRIOR:
TLAMACAQUE:.....

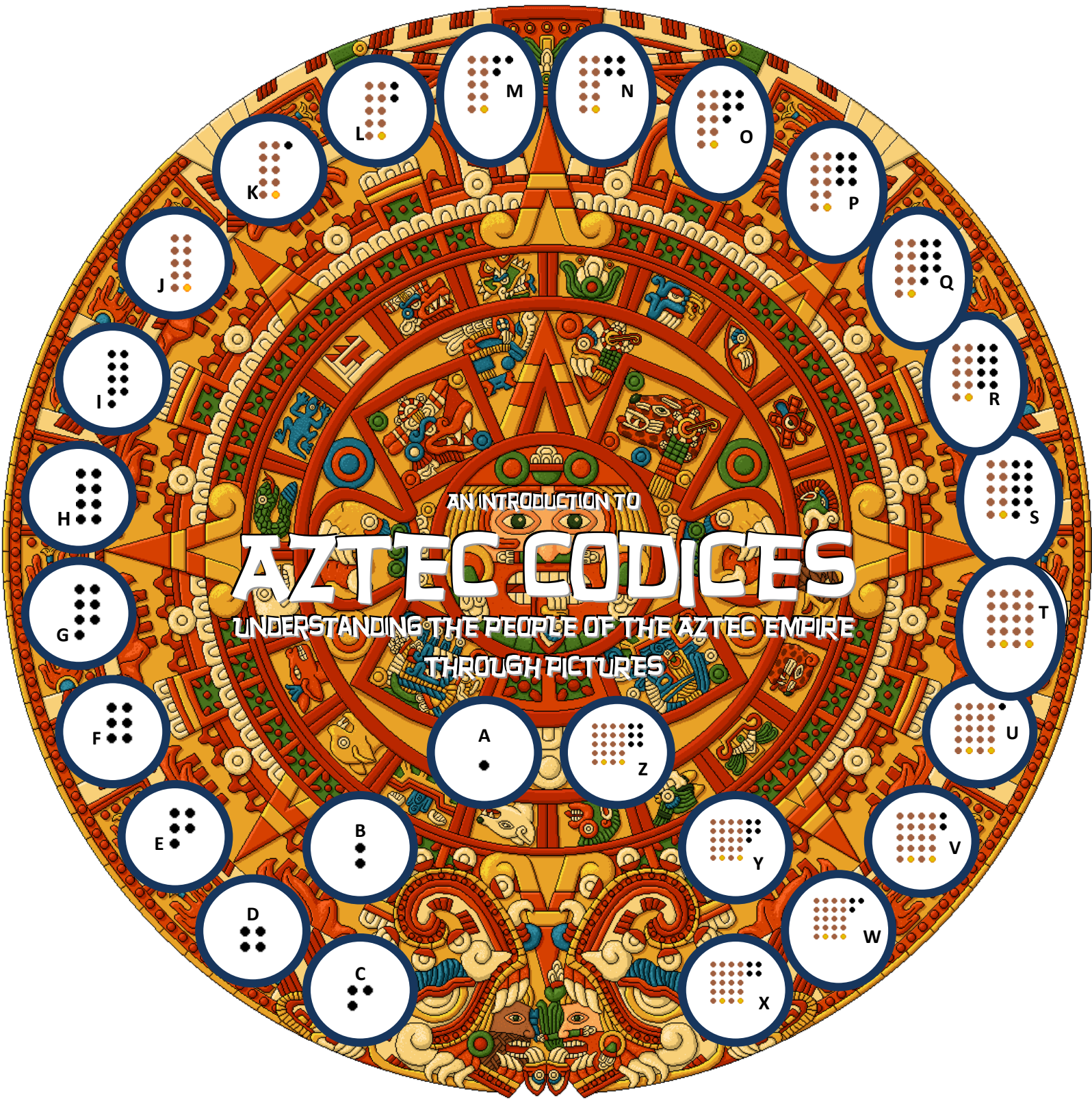
What struggles or challenges did your group have with the commodity you chose to sell? What challenges do you think the Tlamacaque would have had selling their goods?

Consider the environment of the classroom today: How do you think this would have compared to the actual environment of Tlateloco Market? How important would you say good verbal communication was while trying to sell anything in the market?

List at least 1 thing that each of you learned from today's classes, no matter how insignificant or unrelated you believe it may be.

Name: _____
Name: _____

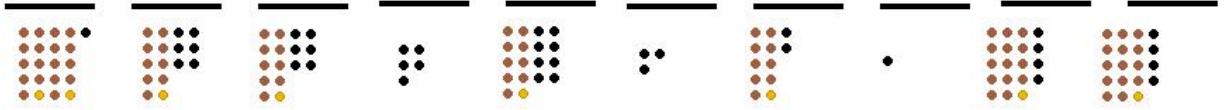
DAY 3



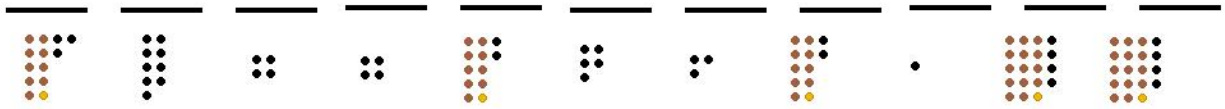
AN INTRODUCTION TO
AZTEC CODICES
UNDERSTANDING THE PEOPLE OF THE AZTEC EMPIRE
THROUGH PICTURES

Use the alphabet-to-Nahautl Codex from the front page of this booklet to define the words below, which relate to Aztec Society

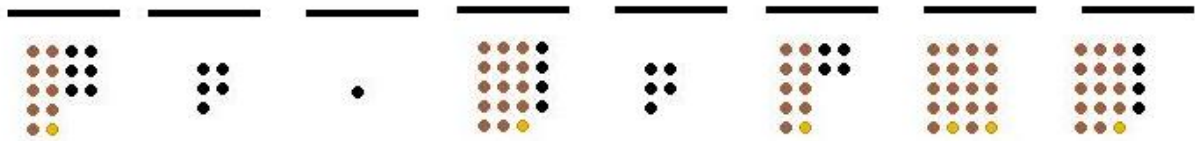
PIPILTIN



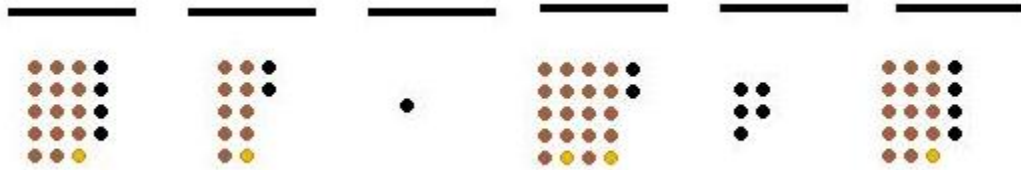
MACEHUATIA



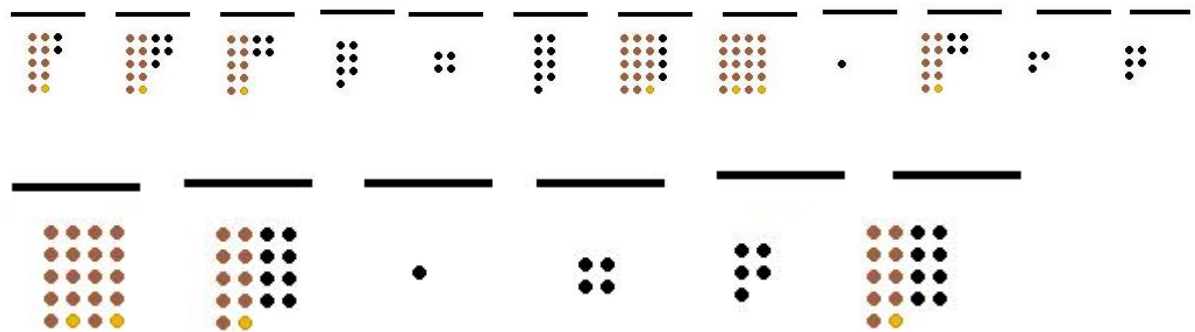
MAYEQUES



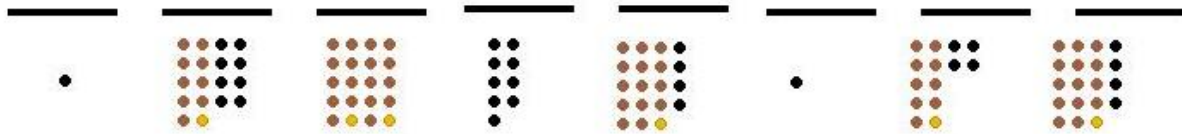
TLACOTIN



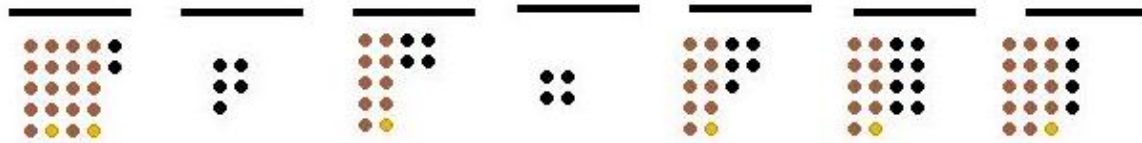
POCHTECA



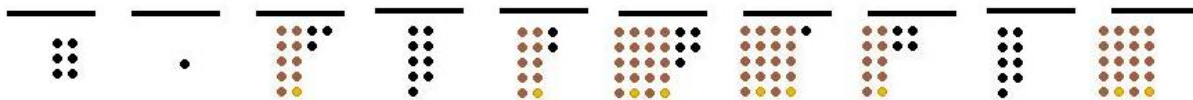
TOLTECAH



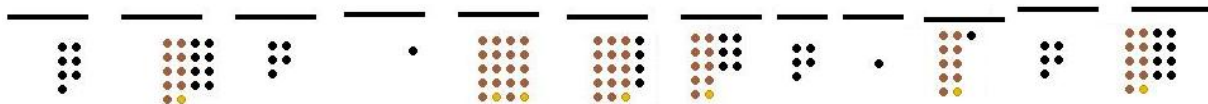
TLAMACAQUE



CALPULLI



HUEY TLATOANI



Once you are finished decoding the words above, please answer the questions below. Feel free to use your textbook, the internet, or group discussion to come up with answers.

1. Describe the **Hierarchy** of Aztec society. Who would the people from each of the classes be? What kind of social responsibilities would they have? What kind of jobs, tasks, or duties?
2. What were the roles of **Men and Women** in Aztec society? How did these roles change over the duration of an Aztec citizen's life? How do these roles compare with the *Western Worldview* of the Spanish? What about from a Canadian perspective?

3. Describe the **Codices** below. What is going on in each picture? What *story* is being told? Who might the people in the picture be? Use specific terms from work contained in this booklet...





An Introduction to Aztec Codices

<p>Overview & Purpose</p> <p>The purpose of this activity is for students to investigate the Symbolism that exists within Aztec codices as a means to better Understand the social structure of Aztec society. Similar to the Renaissance Art Critique project students conducted last term, This activity asks students to look behind the lines of Aztec Codices, similar to those which Anthropologists would have used To build the understanding of the Aztecs we have today. In Addition to interpreting codices, students will have a word-Scramble of definitions and 2 short stories to support the purpose</p>	<p>POS Relevance</p> <p>8.3.4 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish</p> <p>8.S.1 Develop skills of critical and creative thinking</p> <p>8.S.2 Develop skills of Historical thinking</p>
<p>Objectives</p> <p>Students will refresh their understanding of how symbolism and Art in general can provide valuable insight into the culture and History of any society. Students will also learn about the hierarchy System of the Aztec, the roles of men and women in Aztec Society And will support this learning by incorporating terminology and or Definitions from the textbook and worksheet.</p>	<p>Materials</p> <p>Textbook Activity / Work Booklet</p>
<p>Information</p> <p>Information for this activity will come from reviewing work done Earlier on in the week, from the textbook, from group discussion, And from the images and text displayed in the work booklet.</p>	<p>Other Resources</p> <p>Students will be invited to use group Discussion, the internet, and notes to support Their completing the assignment / activity</p>
<p>Activity* Worksheet*</p> <p>TITLE: An introduction to Aztec codices: Understanding the people of the Aztec Empire through pictures</p> <p>See Attached</p>	<p>Summary</p>
<p><i>TIME ALLOTTED: 1 – 2 classes</i> <i>ACTUAL TIME NECESSARY:</i></p>	<p>Additional Notes</p>

DAY 4

AZTEC CALENDAR

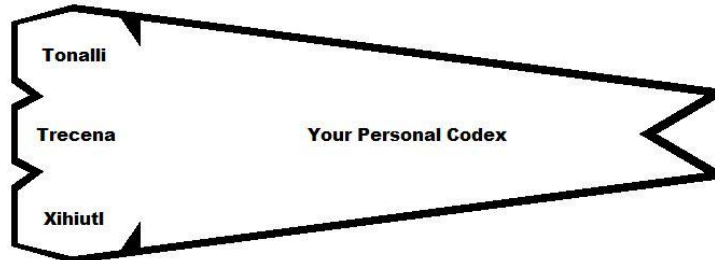
The **Aztec calendar** was used by the Aztecs as well as other Pre-Columbian peoples of central Mexico. It is one of many Mesoamerican calendars, and shares the basic structure of other calendars found throughout ancient Mesoamerica. The calendar consisted of a 365-day calendar cycle called ***Xiuhpohualli*** (year count) and a 260-day ritual cycle called ***Tonalpohualli*** (day count). Together, these two cycles form a 52-year "century," which is sometimes called a "calendar round". The *xiuhpohualli* is considered to be the agricultural calendar, since it is based on the sun, and the *tonalpohualli* is considered to be the sacred calendar.

The Aztecs were excellent at communicating their traditions, beliefs and history through the codices they created. Though many of the original codices created prior to contact with the Spanish exist, many other codices still exist. What does remain of the original codices has provided many deep insights into Aztec Society. Just like the calendar we know, the Aztec Calendar has days, weeks, and years. However, the names are obviously different. The Aztec calendar's days were called ***Tonalli***, its months were known as ***Trecena*** (13-Week Period), and its years were called the ***Xihiutl*** (Solar Year).



IN THIS ASSIGNMENT...

Our class will create a codex to demonstrate our evolving understanding of Aztec culture, social order, codices, the marketplace, and the people of Aztec society. Each of you will be provided with a piece of the codex, which you will need to fill with the following:



1. As shown in the above example, you will need to visually represent (draw) the Tonalli, Trecena, and the Xihiutl of your birthday. You will find the symbols and information required to fulfill this requirement at <http://www.azteccalendar.com/> where you can enter your birth date and get useful information for this assignment.





















Feel free to use the images on the back of this sheet for inspiration for the symbols you draw →

2. In the larger portion of the codex piece, you will need to visually represent (draw) some aspect of your own life which relates to some aspect of Aztec society. Consider the activities we did in class this week. For example, perhaps you could draw a picture of you cooking your Aztec meal,

or going shopping in a mall, playing sports, or even performing a sacrifice! Whatever your personal interest is, find some way to connect it to Aztec society.

3. On the back of your codex piece, you will need to attach with glue or clear tape a brief response describing your codex (10 – 15 sentences of good quality) as well as 5 – 10 quality sentences describing how the symbols you drew on the front describe your personality. The goal here is to connect some aspect of your life to Aztec society.
4. Codex pieces must be coloured, and should be as close to completely covered as possible. You will have plenty of time to work on your pieces. You can use paint, pencil crayons, etc to cover the front of your codex piece.

The assignment will be due next Wednesday, March 16th at the beginning of class. There will be an opportunity for everyone to talk about their piece before we assemble all of the pieces to form a gigantic class codex!

	<i>Cipactli</i>	Crocodile Alligator Caiman Crocodilian Monster		<i>Malīnalli</i>	Grass
	<i>Ehēcatl</i>	Wind		<i>Ācatl</i>	Reed
	<i>Calli</i>	House		<i>Ocēlōtl</i>	Jaguar
	<i>Cuetzpalin</i>	Lizard		<i>Cuāuhtli</i>	Eagle
	<i>Cōātl</i>	Serpent Snake		<i>Cōzcacuāuhtli</i>	Vulture
	<i>Miquiztli</i>	Death		<i>Ollīn</i>	Movement Quake Earthquake
	<i>Mazātl</i>	Deer		<i>Tecpatl</i>	Flint Flint Knife
	<i>Tōchtli</i>	Rabbit		<i>Quiyahuitl</i>	Rain
	<i>Ātl</i>	Water		<i>Xōchitl</i>	Flower
	<i>Itzcuintli</i>	Dog			
	<i>Ozomatli</i> <i>Ozomahtli</i>	Monkey			

Building an Aztec Calendar

<p>Overview & Purpose</p> <p>In this lesson, students will amalgamate their understanding of Aztec social structure and hierarchy, symbolism, and codices by Building a piece of an Aztec Calendar. The Aztec Calendar serves As the most iconic symbol of Aztec society, and as such is a Perfect means to bring together a several lessons encompassing The theme of Aztec Culture and People.</p>	<p>KSA & POS Relevance</p> <p>8.S.1 Develop skills of critical and creative thinking</p> <p>8.S.2 Develop skills of Historical thinking</p> <p>8.S.8 Demonstrate skills of oral, written and visual literacy</p>
<p>Objectives</p> <p>Students will create an artefact that visually depicts their Understanding of Aztec Culture and People.</p> <p>Students will incorporate their own interests, beliefs, worldview, etc. and find some visual and textual way of expressing how this relates to the worldview, culture, history, ritual, social practice of Aztec Society.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Custom designed Aztec Calendar piece • Pens, Pencils, Pencil-Crayons, Markers • Handout: "Aztec Calendar"
<p>Information</p> <p>Information in this class activity will be delivered verbally at the Beginning of class, as well as on the handout explaining the Activity. Further information will be provided as needed Throughout the activity. Information to enrich the content of the Assignment will come from prior lessons, group discussion, the Textbook, or the internet.</p>	<p>Other Resources</p> <p>Students will be invited to use group Discussion, the internet, the textbook, notes, And previously completed work to assist the Construction of their piece of the calendar</p>
<p>Activity</p> <p style="text-align: center;"><i>TITLE: Aztec Calendar</i></p> <p>Each student will receive an individually engineered piece of an Aztec calendar, which will connect with others' pieces to form a Complete Aztec Calendar (5' 0" in diameter). Students will be instructed through Both verbal instruction and text on the specific requirements of the assignment. Students will be asked to complete visual and textual evidence conveying their understanding of Aztec social structure and hierarchy, symbolism, and codices.</p> <p><i>TIME ALLOTTED: 3 – 4 classes</i> <i>ACTUAL TIME NECESSARY:</i></p>	<p>Summary</p> <p>Additional Notes</p> <p>*Students will be invited to share their pieces Of the Aztec Calendar with the class as we Physically build the calendar on the wall of the Class.</p>

