Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

EARLY AMERICAN CIVILIZATIONS:
AZTECS, MAYA, INCAS



GRADE 1 UNIT 3 | ACTIVITY BOOK

EDITION 1

Grade 1 | Unit 3

Early American Civilizations: Aztecs, Maya, Incas

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be learning about the Maya as part of a unit on early American civilizations. Your student will learn about the importance of farming and the cities that grew where people settled. Your student will also learn about the existence of leaders called kings as well as the importance of the stars and planets in Mayan traditions. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Maya.

1. Where Are We?

Have your student locate the region where the Maya lived (Yucatán Peninsula and Mexico) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography and climate of this area. (tropical rainforest, hot)

2. Draw and Write

Have your student draw and/or write about what they have learned about the Maya and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

3. Sayings and Phrases: "The More the Merrier"

Your student has learned the saying "the more the merrier." Talk with your student about the meaning of this saying. (The more people who are involved in something, the more fun it will be.) Point out times when the saying applies in your daily life.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Maya and Mayan civilizations.

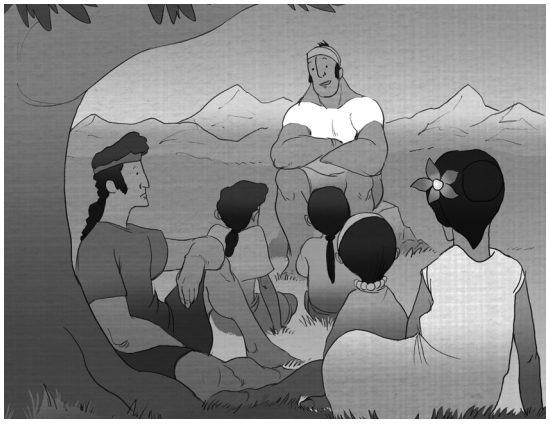
Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

PP1.1 **Activity Page**

Directions: Circle the image that shows what is being described.

1.		
2.		
3.		

Unit 3

4.		
5.		
6.		
7.		
8.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

PP1.2 **Activity Page**

Directions: Draw a picture and/or write about what you have learned about each of these components of the Maya civilization.

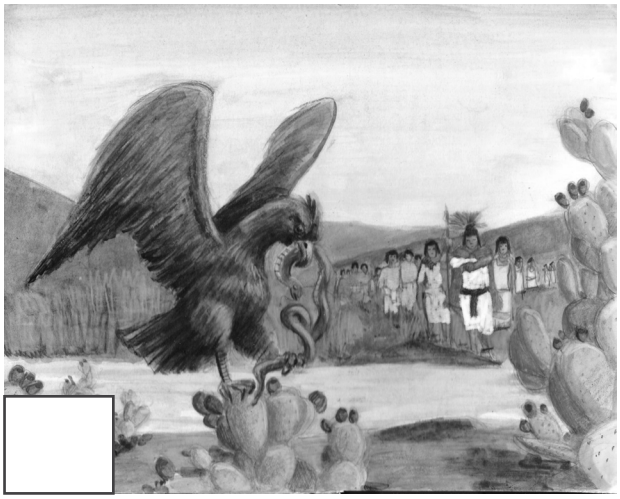
Maya	
Traditions	
Leaders	
Cities	
Farming	

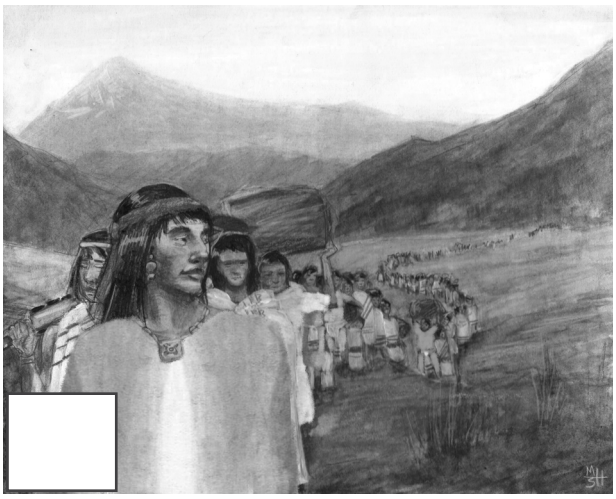
NAME: _____

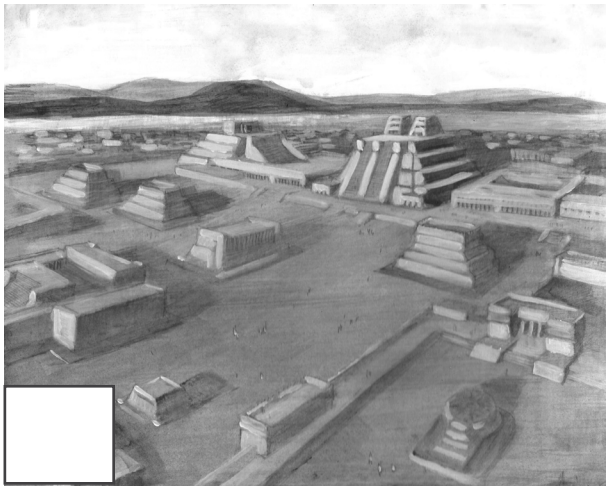
DATE: _____

5.1 **Activity Page**

Directions: Number the pictures in order to show the proper sequence of events in the legend.









NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be learning about another ancient civilization called the Aztec. Your student will learn about the importance of farming and the cities that grew where people settled. Your student will also learn about the existence of leaders called emperors. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Aztec.

1. Where Are We?

Have your student locate the region where the Aztec lived (central Mexico, around Mexico City, north of the Maya) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography of this area. (swampland, lakes)

2. Draw and Write

Have your student draw and/or write about what has been learned about the Aztec and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

3. Read Aloud Each Day

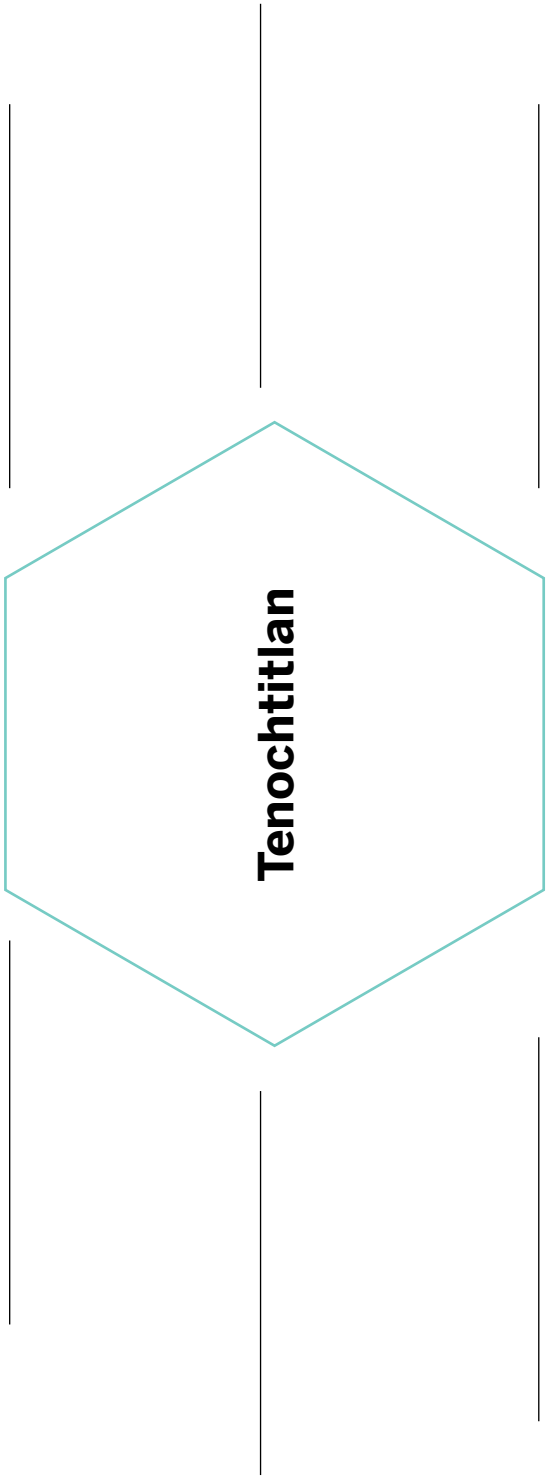
It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Aztec and their civilizations.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

Directions: Fill in the Idea Web with ideas that relate to Tenochtitlan as you listen to the Read-Aloud.



NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Directions: *Listen to your teacher's instructions*

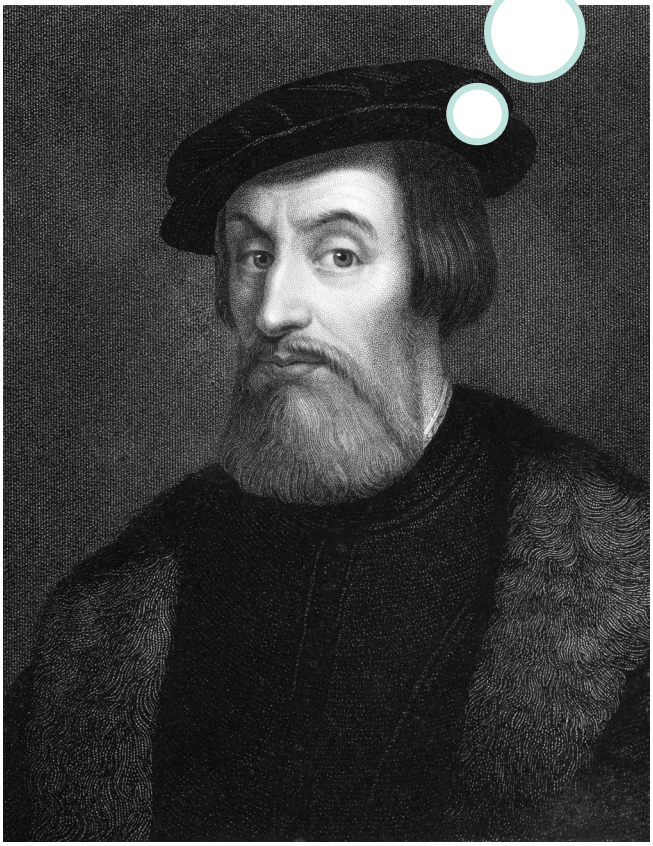
NAME: _____

DATE: _____

PP2.2

Activity Page

Directions: Fill in the thought bubble with Cortés's thoughts and impressions after visiting the Aztec city of Tenochtitlan.



Unit 3

NAME: _____

DATE: _____

PP2.3

Activity Page

Directions: Draw a picture and/or write about what you have learned about each of these components of the Aztec civilization.

Aztec	
Traditions	
Leaders	
Cities	
Farming	

NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be learning about another ancient civilization called the Inca. Your student will learn about the importance of farming and the cities that grew where people settled. Today, your student read the ancient Inca legend of Viracocha, whom the Inca people believed was the creator of the earth and all creatures that inhabit it. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Inca.

1. **Where Are We?**

Have your student locate the region the Inca lived in the Andes Mountains along the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru).

2. **Draw and Write**

Have your student draw and/or write about what has been learned about the Inca and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

3. **Compare Civilizations**

Compare/contrast the farming, cities, leaders, and traditions of the Inca relative to Maya, Aztec, and present-day Americans. Talk about the importance of each of these components in any civilization.

4. **Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Inca and their civilizations.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

Directions: Draw a picture and/or write about what you have learned about each of these components of the Inca civilization.

Inca	
Traditions	
Leaders	
Cities	
Farming	

NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		

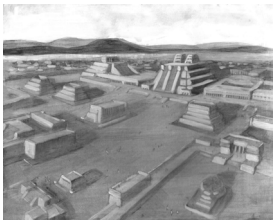
Directions: Listen to your teacher's instructions.

8.		
9.		
10.		
11.		

NAME: _____

DATE: _____







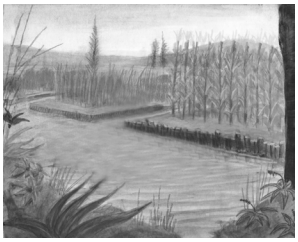
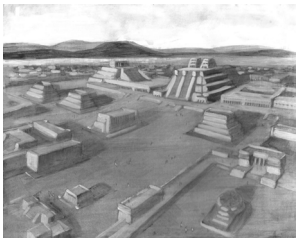
1.	M	A	I
2.	M	A	I
3.	M	A	I
4.	M	A	I
5.	M	A	I
6.	M	A	I
7.	M	A	I
8.	M	A	I

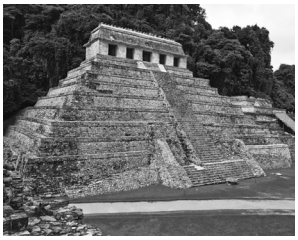
Directions: Listen to your teacher's instructions.

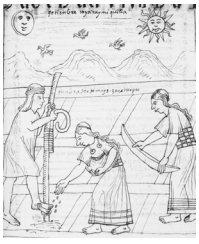
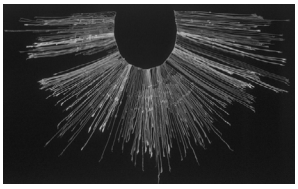
9.	M	A	I
10.	M	A	I
11.	M	A	I

NAME: _____

DATE: _____

_____			
Farming	**Cities**	**Leaders**	**Traditions**
			

_____			
Farming	**Cities**	**Leaders**	**Traditions**
			

_____			
Farming	**Cities**	**Leaders**	**Traditions**
			

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

CA.1 **Assessment**



Directions: Cut out the words and place them under the correct category.

terraces	pyramids	most accurate calendar
Moctezuma	Machu Picchu	emperors
Tenochtitlan	emperors	pyramids
kings	llamas and alpacas	studied stars and planets
eagle and serpent	Cuzco	Quipu

NAME: _____

DATE: _____

Maya	Aztec	Inca

Directions: Cut out the words and place them under the correct category.

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