

9th Grade Aztecs Inquiry

What do the Buried Secrets of Tenochtitlán Tell Us About the Aztecs?			
Staging the Question: Look at photographs of the excavation of Tenochtitlán in 2012 and use the Question Formulation Technique (QFT) to generate questions about the Aztec city.			
Social Studies Practices		● Gathering, Using, and Interpreting Evidence ● Geographic Reasoning ● Economics and Economic Systems ● Comparison and Contextualization	
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where was Tenochtitlán?	What do three archaeological artifacts tell us about the Templo Mayor?	How did Tenochtitlán sustain itself?	How was Tenochtitlán buried?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List key features found on a series of maps and describe how each map uniquely answers the questions “Where is Tenochtitlán?”	Write a description of three archaeological artifacts found at the Templo Mayor Site.	Develop a <i>chaîne opératoire</i> (operational sequence) for three Aztec economic innovations.	Develop a claim with evidence about the demise of Tenochtitlán.
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Uses sources to acquire background information and brainstorm ideas for further inquiry by generating a variety of questions centered on a quote and accompanying images from the <i>NYT</i> article “Mexico City’s Aztec Past Reaches Out to Present.” Graphic Organizer: Connect#11	Connect: States and verifies what is known and makes connections to prior knowledge about artifacts. Graphic Organizer: Connect#14	Connect:	Connect: Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest about Tenochtitlán. Graphic Organizer: Connect#20
Wonder: Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about Tenochtitlán. Graphic Organizer: Wonder#8	Wonder: Refines questions to guide the search for different types of information. Graphic Organizer: Wonder#15	Wonder: Analyzes and evaluates what is known, observed, or experienced to form a tentative thesis or hypothesis about how Tenochtitlán sustained itself. Graphic Organizer: Wonder#12	Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.
Investigate: Uses different formats as sources of information while examining a collection of maps featuring Tenochtitlán at different scales and with different purposes in mind. Graphic Organizer: Investigate#75	Investigate: Analyzes pictures and other information presented visually to determine main ideas and supporting details while examining an image of the Coyolxauhqui Stone, the remnants of a skull rack, and an Aztec calendar stone.	Investigate: Recognizes the effect of different perspectives and points of view on information while reading an excerpt from Cortés’s 1520 letter to Charles V as well as while examining an annotated codex of the tribute system and a model of <i>chinampas</i> . Graphic Organizer: Investigate#76	Investigate: Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information while reading an excerpt from <i>Guns, Germs, and Steel</i> and an excerpt from <i>Daily Life of the Aztecs: People of the Sun and Earth</i> . Graphic Organizer: Investigate#85 C3 Resources
Construct: Lists key features found on a series of maps and describes how each map uniquely answers the questions “Where is Tenochtitlán?”	Construct: Draws conclusions based on explicit and implied information about what the objects tell us about Templo Mayor. Graphic Organizer: Construct#30 and Construct#31	Construct: Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. Graphic Organizer: Construct#36 and Construct#37	Construct: Combines ideas and information to develop and demonstrate new understanding.
Express:	Express: Writes a description of three archaeological artifacts found at the Templo Mayor Site.	Express: Develops a <i>chaîne opératoire</i> (operational sequence) for three Aztec economic innovations.	Express: Develops a claim about the demise of Tenochtitlán.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21
Summative Performance Task: Argument: What do the buried secrets of Tenochtitlán tell us about the Aztecs? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Extension: Create an exhibition card for an artifact from Tenochtitlán to make a classroom archaeological/museum exhibit.			