Student Notes Chapter 8: Good For the People

Omens *calpolli* artisans quetzal conscription glyphs retributive justice restorative justice

Name:

Read Chapter Opening Story: pg 171

Questions:

1. How might a belief in fate affect eh action an emperor might take?

The Aztec Social Hierarchy

There were two main classes – novels and commoners. A person’s position in society was generally determined by which class he or she was born into. Both classes has their own subdivisions, with some people having more wealth and power than others within the same level.

**DRAW** the social hierarchy of the Aztecs from pg. 172 below:

**COMPARE**: To what extent was this hierarchy similar to Medieval European society? Rate it on a scale of 1-10 (1= no similarities, 10=completely similar). Give ONE REASON behind your ranking.

Role of the Emperor

Top of the Hierarchy was the Emperor (aka = , which mean “Great Speaker”)

The Aztecs knew that their emperor was a human being; they treated him as if he were a god. The Aztecs showed respect by obeying him without question and by giving the emperor every possibly privilege and luxury. He lived in an enormous palace with spectacular gardens and private zoo. Servants carried him through the streets on a screened platform draped with ocelot skins.

**DRAW** your best ocelot below:

Other servants ran ahead, sweeping the street. Yet with all his privileges, the emperor’s responsibilities as chief priest, commander-in-chief, and head of state were just as great.

|  |  |
| --- | --- |
| Commander of the Army |  |
| Head of State |  |

Family Clans

Aztec society was organized into units called . Members of lived in the same neighborhood and worshipped at the same temple. Some were based on the work that people did. The owned the land where its members lived and farmed. Each *calipolli* elected a captain and a council.

What did the council of the *calipolli* do?

Fill in the boxes to detail each *calipolli* group:

MERCHANTS:

FARMERS:

ARTISANS:

Aztec Education

Aztec children were educated at home until they started school. Estimates on when school began range from 10 – 15 years.

**IMAGINE** not going to school until you were 15, how would this affect you?

Codices (ancient writings) tell us that all classes in Aztec society pampered their children until the age of . After that, they were expected to be hard-working and obedient; if not, they were harshly punished. The aim of this discipline was to turn them into citizens with…(fill in the quote below):

WHAT does this quote mean to you?

Education was valued in Aztec society; all schooling was and every child went to school. There were two types of schools.

1. Calmecac = for .
2. Telpochcalli = for .

Fill in the chart below with information from pg. 180-182 about the two types of schools and about Educating Aztec Women.

|  |  |
| --- | --- |
| *Calmecac* |  |
| *Telepochcalli* |  |
| Educating Aztec Women |  |

*Think it Through pg. 184*

2.You read that Aztec society wanted citizens to have a “stone heart and a stone face.” What kind of citizen do you think modern Canadian society wants? Discuss in a group (if possible) and then share your thoughts in the space below.

Contributing to Society

Aztec society focused on producing citizens who would contirubte to the community. Lessons in good citizenship were part of Aztec children’s education.

Virtues of the Ideal Aztec Citizen (pg. 187)

* Draw a symbol or image to identify these virtues that were important to Aztec society.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Courage | Self-Sacrifice | Modesty | Clean Living | Obedience |
|  |  |  |  |  |

Law and Lawmaking (pg. 187)

How were laws made in Aztec society? Describe this process in point form below

Slave Laws (pg. 189)

How did the Aztecs view slavery?