

TEO

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CITY OF WATER
CITY OF FIRE

SCHOOL CURRICULUM

Dear Educator,

Thank you for supporting your students' visit to the exhibition *Teotihuacan: City of Water, City of Fire*.

One of the earliest, largest, and most important cities in the ancient Americas, Teotihuacan is now the most visited archaeological site in Mexico. This exhibition features never-before-seen archaeological discoveries and explores how artifacts from the ancient city shape our understanding of Teotihuacan as an urban environment. Monumental and ritual objects from Teotihuacan's three pyramids are shown alongside mural paintings, ceramics, and stone sculptures from the city's apartment compounds.

The information assembled here will help you prepare for an impactful museum visit. Classroom encounters with these images and topics will ready your students to look closely and create dialogues in the galleries. This document includes lesson plans, posters, and a postcard for each student. Though the curricula were created with third- and seventh-grade classrooms in mind, we hope that you will be able to adapt the materials to meet the needs of your students. Also included are an exhibition map and didactic texts from the gallery walls that are meant to give you as much information as possible. The map describes the way in which the narrative of the exhibition unfolds; it will inform your students' movement throughout the galleries. The didactics provide a general overview of the exhibition and highlight the major themes. Additional resources, including the PowerPoint presentation mentioned within each lesson, are compiled on the Teotihuacan Resources Website. For further reading, please review the Digital Story, an in-depth online exhibition guide at dystories.org/teo.

If you have any questions prior to your visit, please contact us at schooltours@famsf.org.

Materials prepared by:

Heidi Avelina Smith, James Lick Middle School, SFUSD
Maureen Sullivan, Fairmount Elementary, SFUSD

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FAMSF Posters of *Teotihuacan: City of Water, City of Fire*

- Standing Figures
- Tassel Headdress *Almena*
- Old Fire God
- Feathered Serpent Head and Sculpture Fragment
- Tripod Vessel
- *Mano* and *Metate*
- Basin
- Incised Shell
- *Incensario*
- Figurines
- Timeline
- Site Map

Postcard of the Feathered Serpent and Flowering Trees Mural for each student

Exhibition Map

Didactic Texts

Examining Place and Purpose: Symbolism, Migration, and Community in the Ancient City of Teotihuacan

3rd Grade

DESCRIPTION

In this two-part lesson, students will have an opportunity to imagine what it might have been like to live as a Teotihuacano. They will preview and analyze objects featured in *Teotihuacan: City of Water, City of Fire*, and think critically about how migrant communities identified as Teotihuacanos.

OBJECTIVES

Observe and Describe: Students will explore objects from the exhibition and identify important symbols in Teotihuacan culture (Feathered Serpent, Storm and Old Fire Gods, water). They will write informative descriptions of these artifacts according to Common Core Writing standards.

Interpret and Analyze: Students will use their observations and descriptions to create questions that can be answered through historical inquiry. Students recognize that interpretations of history are subject to change as new information is uncovered. Students will write a short narrative in accordance with Common Core Writing standards about what it would be like to live in a community in Teotihuacan.

PART 1 | SYMBOLISM, ART, AND ARCHITECTURE: THE BUILDING BLOCKS OF CULTURAL IDENTITY

Approximately 1 hour 30 minutes

Materials

- Postcards of the mural fragment, Feathered Serpent and Flowering Trees
- Video of Feathered Serpent Pyramid (Teotihuacan Resources Website: <https://sites.google.com/view/deyoungteotihuacan/home>)
- FAMSF posters of *Teotihuacan: City of Water, City of Fire*
- Appendix I: Chart Paper Guide
- Index cards or Post-its
- Chart paper

Glossary

- **Symbolism:** the practice of assigning importance or significance to an object that represents another idea, belief or object
- **Artifact:** an object from a culture or particular time period that shows human craftwork
- **Archaeologist:** a person who studies human history by looking at cultural artifacts
- **Conjecture:** an inference, opinion, or conclusion that is supported by limited evidence

Focus Question: *What can we learn about Teotihuacanos from their objects?*

Introduction: What have we here? (10–15 minutes)

1. Pass out the postcards of the Feathered Serpents and Flowering Trees mural. Give students think time to examine the mural without giving them any background information. Ask them to pay attention to color, shape, and design, and to think about what the mural could represent. Students may take notes individually or as a class. Divide a piece of chart paper or the board into three sections: observations, questions, and conjecture (see Appendix I). Chart students' comments by section so that they may see and reflect upon each other's ideas. Draw students out with the following statements and questions: Tell me more; Explain what you are thinking; What did you see that made you say that?

Collect information (10–15 minutes)

2. Watch the Feathered Serpent Pyramid video from the Teotihuacan Resources Website. After watching the video, ask students how their ideas have changed? Have students revisit the chart and add their new ideas in a different color to track their changes. It is important to tell them that the murals were located in a different section of the city and were made three hundred years later than the facade of the pyramid.

Artifacts: Building a story of Teotihuacan by examining its objects (25–30 minutes)

3. Explain to students that archaeologists do not have the opportunity to interview Teotihuacanos about the objects they created. They can only conjecture based on what they know from the artifacts themselves, and what they think they know about that particular time in history. Introduce the concept of symbolism by identifying cultural icons (e.g., Golden Gate Bridge, American flag, San Francisco Giants, Golden State Warriors logo) and explaining how archeologists have come to determine an artifact's importance based on where it is found and how often the symbol is repeated throughout an archeological site. Introduce the Storm God by sharing the poster of the Tassel Headdress Almena. As a whole class, chart observations, questions, and conjecture. Ask students to consider why such a deity might be important to Teotihuacanos.

Gallery Walk (10–15 minutes)

4. Place all of the posters except the Timeline and Site Map around the room so that the space resembles a gallery. Have students walk around the room and examine each artifact in small groups of two or three. Have students write their observations on one side of a piece of chart paper and questions on the other. Have them conjecture what the artifact's significance could be, and how it might have been useful or important to Teotihuacanos. Explain that archeologists are still learning what significance these objects had to Teotihuacanos.

More to know (10–15 minutes)

5. Have students write questions to ask docents on index cards or Post-its to take with them to the museum. Share the Timeline and Site Map to begin to build a narrative about the city.

PART 2 | A MIGRANT CITY: CREATING A PLACE FOR EVERYONE TO CALL HOME

Approximately 1 hour 10 minutes

Materials:

- Yarn
- Appendix II: A Day in the Life of a Teotihuacano
- 3rd grade PowerPoint presentation
(Teotihuacan Resources Website: <https://sites.google.com/view/deyoungteotihuacan/home>)

Glossary

- **Community:** a group of people with common interests living in a particular area
- **Migrate:** the act of moving from one country or place to live or work in another
- **Cultural contributions:** the spread of cultural beliefs or practices from one group to another through cross-cultural interaction

Focus Question: *What can we learn about how Teotihuacanos contributed to their community?*

Migration: Why do people move? (5 minutes)

1. Have students brainstorm and chart reasons why people would **migrate** to a new place (e.g., war, famine, lack of resources, economic, religious freedom, natural disaster). Explain that Teotihuacan was a city made up of immigrants from different regions and that each regional group contributed something to Teotihuacano identity.

Cultural Contributions (15 minutes)

2. The San Francisco Bay Area is a diverse community of immigrants. Ask students: Why people come here? What **cultural contributions** do they offer? What does it mean to be from the Bay Area? Ask students to think about the diverse community of your classroom. Ask each student to think about a skill or something special that they contribute to the classroom community. Are they good at telling jokes? Do they know how to play a game well? Are they bilingual? Do they like to read? After think time, have students sit in a circle and pass the ball of yarn to across the circle while sharing their special gifts. After each student takes a turn, they should hold onto a section of the yarn and pass the ball on. When everyone has finished sharing, lift up the web so that students can see how every student contributes to make their unique classroom community. Ask one student to release their section of yarn to illustrate how the community is changed when just one person is missing. Explain that the Teotihuacano community was based upon individual skills and cultural contributions.

A Day in the Life of a Teotihuacano (10 minutes)

3. Teotihuacanos lived in apartment complexes complete with kitchens, bedrooms, and waste-management systems. Scientists have been able to trace architectural styles from different regions within these apartment complexes. They show that people came from all over Central America to live in Teotihuacan. Residents brought their skills of working with different materials, such as carving stones, shaping ceramics, and etching shells. Show the slide presentation, focusing on where people lived.

Activity: Journal entry (20 minutes)

4. Ask students to select one or two objects from the Posters and write a journal entry about the object from the perspective of a Teotihuacano (you may photocopy each poster so that every student has a copy of their chosen object.) Have them use the following questions to describe a day in the life of a Teotihuacano: Where did they go during the day? What did they do with their family? How did they interact with this object? What is something special that they contribute to their community? Students may use the word bank and sentence starters (see Appendix II) to help them with their journal entry.

Final Reflection (15–20 minutes)

5. Have students read their journal entries in the author's chair, and then chart new questions for Teotihuacanos.

Extension Activities

- Take on the role of an archaeologist. Be interviewed for a documentary and explain your findings.
- Read and discuss the Newsela article about the discovery of the objects in the tunnel below the Feathered Serpent Pyramid from the Teotihuacan Resources Website.
- Create a travel brochure about Teotihuacan to entice ancient people to come live in the city, or create one for modern people to visit and learn about what there is to see there.

ADDITIONAL RESOURCES

Find more videos and articles on the Teotihuacan Resources Website:

<https://sites.google.com/view/deyoungteotihuacan/home>

California State Common Core Standards

Grade 3

Reading Informational Text

3.1, 3.3, 3.6, 3.7

Writing

3.2, 3.3

Anchor Standards for College and Career Readiness

1, 2

Symbolism, Art, and Architecture: Cultural Identity and the Ancient Metropolis of Teotihuacan

7th Grade

DESCRIPTION

In each of the two 55-minute lessons, students will have an opportunity to creatively explore what we know about Teotihuacan while practicing historical thinking skills. They have a chance to preview and evaluate objects featured in the Teotihuacan exhibition while focusing on the relationship between the city of Teotihuacan, migrant communities living there, and their complex identity as Teotihuacanos.

OBJECTIVES

Identify and Describe: Students will practice their role as archaeologists and identify the artistic and architectural symbols associated with the civilization of Teotihuacan. They will do this by describing the characteristics of the Teotihuacan civilization and drawing conclusions about daily life through a close evaluation of the artifacts featured in the exhibition. Students will use what they learn to describe how the distinctive symbolism evident throughout the city created a cultural identity for the Teotihuacanos.

Observe and Analyze: As archaeologists in training, students will use their observations and analysis to frame questions that can be answered by historical inquiry and to recognize that interpretations of history are subject to change as new information is uncovered.

PART 1 | A MIGRANT CITY: CREATING A PLACE FOR EVERYONE TO CALL HOME

Approximately 55 minutes

Materials:

- FAMSF posters of *Teotihuacan: City of Water, City of Fire*
- Appendix I: Student Worksheet
- Appendix II: Focus Questions and Cornell Notes Guidelines
- 7th grade PowerPoint presentation and video segment (Teotihuacan Resources Website: <https://sites.google.com/view/deyoungteotihuacan/home>)
- Chart paper (optional)

Glossary

- **Migrant:** a person who moves from one country or place to live or work in another
- **Artifact:** an object from a culture or particular time period that shows human craftwork
- **Cultural diffusion:** the spread of cultural beliefs or practices from one group to another through cross-cultural interaction
- **Belief system:** a set of principles or values that together form the basis for a moral code, religion, or spirituality

Focus Question: *How was Teotihuacan similar to other ancient civilizations we have studied, and what made it unique?*

Do Now: Object exploration gallery walk (10 minutes)

1. Before the lesson, prepare the classroom by hanging the posters so that the space resembles a gallery. You may also want to write the questions featured on the student worksheet (Appendix I) on the board or chart paper. Begin the lesson by having students walk through the gallery of images and look closely at the **artifacts**. Thinking like archaeologists, they should consider what kinds of objects they are seeing, what they are made of, what they could have been used for, what they might represent, and where they could have been found. Remind students that looking closely at objects can reveal secrets about the ancient civilization. Like archaeologists, they are detectives of the past looking to solve the mystery of Teotihuacan. Give time for silent contemplation and then have students record their thoughts on the worksheet.

Introduction (5 minutes)

2. Introduce the lesson to class: *We will learn about Teotihuacan over the next couple of days by looking closely at its art and architecture, social structure, government, and forms of communication, as we have with other ancient civilizations we have studied. Before the end of the day we will discover what makes Teotihuacan unique.* Read the bullet pointed information aloud.

- Like the San Francisco Bay Area, Teotihuacan was known as a complex metropolis, a center of trade, and a city of migrants.
- Archaeologists have found evidence in skeletal remains from Teotihuacan that indicate many citizens were born elsewhere but spent the greater part of their lives in Teotihuacan.
- Archaeologists theorize that art and architecture in Teotihuacan helped to unite these diverse communities and communicate a sense of cultural belonging within a diverse multiethnic society.

- Excavations of the multifamily apartment complexes that housed Teotihuacan’s large urban population have provided evidence of established migrant ethnic communities or “barrios” from Michoacan, the Gulf Coast (Veracruz), Oaxaca, and the Maya region of modern Mexico bringing **cultural diffusion** of their practices and **belief systems**.

Activity: Slide presentation and note taking (25 minutes)

3. Review slides 1–18 of the PowerPoint presentation and watch the video segment *Teotihuacan’s Lost Kings, Secrets of the Dead* (0:00-14:00) on the Teotihuacan Resources Website. While reviewing the slides, students should use the Focus Questions and Cornell Notes Guidelines (Appendix II) to gather background information for tomorrow’s activity. Remind students that taking organized notes can help us make sense of important ideas and new information, as well as lead us to our own new discoveries through the questions these ideas raise.

Final Reflection (15 minutes)

4. Tell the class: *We know that people in Teotihuacan migrated from all over Mesoamerica to make their home there. As in Teotihuacan, today many people leave their homes and immigrate to other cities and countries to live.*

- **Think-pair-share:** Ask students to use what they just learned about Teotihuacan to answer these questions: What are some push factors that might cause someone to leave their homeland? What do you think might be some pull factors that could attract someone to live in a new city or country? (Students may share answers such as: Natural disasters, religious reasons, economic opportunity of trade, relatives living in the city.) Chart student responses under the heading **Migration: Push Factors/Pull Factors**

5. At the end of this conversation, ask students to return to the focus question for the day. Have students write a quick reflection and/or brainstorm some answers as a class.

6. Finish the day’s lesson by telling the class: *Tomorrow we are going to learn more about this fascinating civilization and how archaeologists think these diverse communities came together to create a unified culture as Teotihuacanos.*

Extension Activity

- Go to the Teotihuacan Resources Website to read the news article: “Mexico’s ancient city guards its secrets but excavation reveals new mysteries” and continue watching segments of *Teotihuacan’s Lost Kings, Secrets of the Dead*. Students share one new idea they learned with their classmates.

PART 2 | SYMBOLISM, ART, AND ARCHITECTURE: THE BUILDING BLOCKS OF CULTURAL IDENTITY

Approximately 55 minutes

Materials:

- FAMSF posters of *Teotihuacan: City of Water, City of Fire*
- A photocopy of the back of each poster
- 7th grade slide presentation and video clips
(Teotihuacan Resources Website: <https://sites.google.com/view/deyoungteotihuacan/home>)
- 4 poster boards
- Appendix III: Poster Guidelines
- Appendix IV: Detailed Timeline of Teotihuacan
- Student notes from part 1
- Teacher-created poster sample
- Glue, scissors, markers

Glossary

- **Symbolism:** the practice of assigning importance or significance to an object that represents another idea, belief, or object
- **Archaeologist:** a person who studies and excavates cultural artifacts
- **Conjecture:** an opinion or conclusion that is supported by little or no evidence
- **Monumental:** something great in importance, size, or extent

Focus Questions: *How did the state shape a single identity from various migrant communities? What were the symbols of the state identity at Teotihuacan?*

Do Now (5 minutes)

1. Ask students to answer the following questions: *What symbols in your community do you identify with? What do they say about you? Why?* You may choose to share a recognizable example of community identity (e.g., a Warriors jersey) and model responses to the questions.
2. Ask students to share their response with an elbow or table partner.

Introduction (15 minutes)

3. Tell the class: **Archaeologists** use **artifacts** and monuments to tell a story about a place, but the story is often incomplete. Teotihuacan's distinct art and architectural style featured repetition of prominent images, and its **monumental** architecture was imbued with **symbolism**. This gave visitors an overwhelming sense of state or national identity and a distinct message: "This is what Teotihuacan is." Yet, archaeologists still wonder whether it was the city of Teotihuacan that shaped the identity of its citizens, or rather if it was the citizens who shaped the identity of Teotihuacan. To tell the story of a civilization archaeologists ask: What are these objects or images associated with? How do I know? What does it tell us about the place? The people? What information is missing?

Activity: Video Presentation and Note Taking (10-15 minutes)

4. Remind the class: *One interesting facet of Teotihuacan is how the culture was created by a cross-pollination of ideas and beliefs due to trade and migration.* Review slide 19 from the slide presentation.

5. Watch the three short clips from the documentary *Teotihuacan, City of the Gods* from the Teotihuacan Resources Website. Ask students to review their notes from the day before, adding any new details they have learned.

Activity: Object Analysis and Teaching Posters (40 minutes)

6. Tell the class: *Yesterday we learned information about specific objects found at Teotihuacan. Today you are going to use what you've learned to make teaching posters. You will work in small groups to examine specific artifacts.*

You will create a poster that describes how your objects provide evidence that Teotihuacan

- *was a bustling urban center with a social structure*
- *had a strong central government*
- *had an organized belief system*
- *had city-specific art and architecture*

Review the poster guidelines (Appendix III) and briefly model the exercise showing a poster sample for an artifact of your choice.

7. Divide the class into four groups:

- Group 1: Urban Center with Social Structure (posters: Standing Figures; *Mano* and *Metate*; Figurines)
- Group 2: Strong Central Government (posters: Tassel Headdress *Almena*; Incised Shell)
- Group 3: Organized Belief System (posters: Tripod Vessel; Basin; *Incensario*)
- Group 4: Distinct Art and Architecture (posters: Old Fire God; Feathered Serpent Head and Sculpture Fragment)

8. Pass out to each group: assigned artifact posters, photocopies of the back of assigned posters, poster board, Poster Guidelines (Appendix III), Detailed Timeline of Teotihuacan (Appendix IV), glue, scissors, and markers. Remind them that they may also use any information from the PowerPoint, documentary clips, Timeline, and Site Map.

Student Presentations (20 minutes)

9. Ask each group to briefly present their teaching poster to the class.

Homework: Final Reflection

10. Tell the class: *Over the last two lessons we've talked about what archaeologists conjecture about Teotihuacan and how there is so much left to be discovered. What is one thing you would like to know more about? Have students prepare a list of questions to ask docents during their upcoming visit to the museum.*

Extension Activities

- Create profiles for two different individuals who would have lived in Teotihuacan in 250 CE. Where did they live? What did they do? What did they believe? How did they get there? What was their daily life like?
 - You hear there will be a new ritual dedication of the temple of the Feathered Serpent, how does your character feel about the new construction? Why?
- Imaginative narrative: Watch one of the documentaries from the Teotihuacan Resources Website. The Aztecs referred to Teotihuacan as the “city of the gods” and visited regularly as a ritual of spiritual renewal.
 - What do you think happened to the Teotihuacanos based on what you've read and seen? Where did they go? Do you believe Aztec culture is an example of cultural continuity of this civilization?

- Comparative analysis: Based on what you know, how was the city of Teotihuacan designed in comparison to the city you live in? Describe the day-to-day urban experience of Teotihuacanos and how the sophistication of the city's design impacted their lives. How is your modern-day city structured in comparison? Do you believe city planning influences the creation of cultural identity? How do you know? Provide examples of your arguments.
- For the following options, students should include a description of one or two artifacts of their choice and can choose to focus on their area of interest (e.g., the monumental scale of the pyramids, the use of symbolism in art, migrant communities in the city, centralized government, murals, or belief systems).
 - Imagine you are a merchant visiting the metropolis of Teotihuacan for the first time and staying with a family in one of the apartment complexes. In two paragraphs describe your visit and first impression of the city.
 - Imagine you are an archaeologist today participating in a new excavation and have discovered two artifacts never found before. In two paragraphs describe them and the first impressions of the archaeologist.

APPENDIX I: STUDENT WORKSHEET

Gallery Walk: Spend ten minutes silently walking around the room and examining the artifacts featured in the exhibit. When you return to your seat, use what you have seen to help you answer the questions below.

What do these objects tell you about the people living in Teotihuacan?

How do you know?

What does the object tell you about the daily life of Teotihuacanos?

What information is missing?

APÉNDICE I: HOJA DE TRABAJO DEL ESTUDIANTE

Paseo por la galería: Toma diez minutos para caminar en silencio por el salón, observando los artefactos antiguos en exhibición. Cuando regreses a tu asiento, usa lo que has visto para contestar las preguntas a continuación.

¿Qué nos indican estos objetos acerca de la gente que vivía en Teotihuacán?

¿Cómo lo sabes?

¿Qué nos dice un objeto acerca de la vida diaria de los teotihuacanos?

¿Qué información falta?

APPENDIX II: FOCUS QUESTIONS AND CORNELL NOTES GUIDELINES

Consider:

- Where is Teotihuacan located?
- When was the civilization in power?
- What are some important sites at Teotihuacan?
- What do archaeologists know about the civilization?
- What was unique about this civilization?

MAIN IDEAS	KEY WORDS, IMPORTANT DATES, PEOPLE, AND PLACES, ETC.
Urban Center with Social Structure:	
Strong Central Government:	
Distinct Art and Architecture:	
Organized Belief System:	
<p>Lesson Summary: (How was Teotihuacan similar to other ancient civilizations we have studied, and what made it unique? How did the state shape a single identity from various migrant communities? What were the symbols of the state identity at Teotihuacan?)</p>	

APÉNDICE II: PREGUNTAS DE ENFOQUE E INSTRUCCIONES PARA NOTAS EN MÉTODO CORNELL

Ten en cuenta:

- ¿Dónde está ubicada Teotihuacán?
- ¿Cuándo floreció su civilización?
- ¿Cuáles son algunos sitios importantes en Teotihuacán?
- ¿Qué han aprendido los arqueólogos acerca de esta civilización?
- ¿Qué cualidades exclusivas tenía esta civilización?

IDEAS PRINCIPALES	PALABRAS CLAVE, FECHAS, PERSONAS Y LUGARES IMPORTANTES, ETC.
Centro urbano con una estructura social:	
Gobierno centralizado y poderoso:	
Arte y arquitectura característicos:	
Sistema organizado de creencias religiosas:	
<p>Resumen de la lección: (¿Cómo era Teotihuacán similar a otras antiguas civilizaciones que hemos estudiado? ¿Qué características la hacían excepcional? ¿Cómo moldeaba el Estado una identidad unificada que abarcaba las diversas comunidades de inmigrantes? ¿Cuáles eran los símbolos de esa identidad</p>	

APPENDIX III: POSTER GUIDELINES

Examine your artifacts together as a group and create a poster to present them to the class. Organize the information in an interesting way using text and symbols.

Include the following information about your artifacts:

- name of the civilization
- theme assigned to your group
- names of group members
- sketch or photos of artifacts with titles

Answer the following questions about each of your artifacts:

- Where was it found?
- What is it made of?
- What is its purpose?
- What is its importance?
- How does it provide evidence of your theme?
- What information is missing?
- What new questions does it raise about the civilization?

APÉNDICE III: INSTRUCCIONES PARA EL CARTEL

Examinen sus artefactos cooperativamente en grupo y creen un cartel para presentárselos a la clase. Organicen la información de manera creativa, usando texto y símbolos.

Incluyan la siguiente información sobre sus artefactos:

- nombre de la civilización
- tema asignado a su grupo
- nombres de los miembros del grupo
- dibujos o fotos de los artefactos, cada uno con su nombre

Respondan las siguientes preguntas acerca de cada uno de sus artefactos:

- ¿Dónde fue hallado?
- ¿De qué material o materiales está hecho?
- ¿Para qué servía?
- ¿Cuál es su importancia?
- ¿Por qué ofrece evidencia que apoya el tema del grupo?
- ¿Qué información nos falta sobre él?
- ¿Qué nuevas preguntas nos plantea acerca de esta civilización?

APPENDIX IV: DETAILED TIMELINE OF TEOTIHUACAN

Five Phases

150–1 BCE

- Population grew tremendously, from very few people to around 20,000
- The first phase of the Moon Pyramid was built; it was a very small structure

1–250 CE

- Population grew to 60,000–80,000
- All of the main streets and ceremonial buildings and were constructed: the Street of the Dead, the Sun Pyramid, the Moon Pyramid, and the Ciudadela
- The Moon Pyramid was enlarged several times to include tombs with human and animal sacrifices and luxurious objects such as jade and marine shells
- Teotihuacan presence as far south as Belize and Guatemala

250–450 CE

- Apartment complexes became more common
- The city reached its height and had a strong influence all over Mesoamerica. There were established colonies in Veracruz, Chiapas, and Guatemala.
- 300–350 CE: The Feathered Serpent Pyramid was intentionally burned and damaged

450–650 CE

- 450–500 CE: Teotihuacan state began a gradual decline. City shrank in size and population declined by half.
- 550 CE: Monumental structures were burned and stone sculptures were smashed to pieces and scattered. The apartment compounds were abandoned.

650–850 CE

- Some people continued living in Teotihuacan while groups from Western Mexico moved in
- The city was never fully abandoned but the Teotihuacan state had fully collapsed

APÉNDICE IV: CRONOLOGÍA DETALLADA DE TEOTIHUACÁN

Cinco etapas

150–1 AEC

- La población creció prodigiosamente, de solo unas cuantas personas a más de 20,000
- Primera etapa de la construcción de la Pirámide de la Luna; comenzó como una estructura muy pequeña

1–250 EC

- La población alcanzó una cifra de 60,000 a 80,000 habitantes
- Se construyeron todas las calles principales y todos los edificios ceremoniales: la Calzada de los Muertos, la Pirámide del Sol, la Pirámide de la Luna, y la Ciudadela
- La Pirámide de la Luna se amplió varias veces para incluir tumbas con sacrificios humanos y de animales, así como artículos de lujo, tales como jade y conchas marinas
- La influencia de Teotihuacán se extendió hacia el sur hasta Belice y Guatemala

250–450 EC

- Los complejos de apartamentos se hicieron más comunes
- La ciudad alcanzó su apogeo y tuvo una fuerte influencia en toda Mesoamérica. Se establecieron colonias en Veracruz, Chiapas y Guatemala.
- 300–350 EC: Se incendió intencionalmente la Pirámide de la Serpiente Emplumada, y sufrió grandes daños

450–650 EC

- 450–500 EC: El poder de Teotihuacán declinó gradualmente. El tamaño de la ciudad disminuyó y la población se redujo a la mitad.
- 550 EC: Se prendió fuego a las estructuras monumentales, y las esculturas de piedra fueron intencionalmente destrozadas y sus piezas dispersadas. Se abandonaron los complejos de apartamentos.

650–850 EC

- Algunas personas continuaron viviendo en Teotihuacán a medida que llegaban grupos del oeste de México
- La ciudad nunca fue totalmente abandonada, pero el gobierno de Teotihuacán se había derrumbado totalmente

ADDITIONAL RESOURCES

Find more videos and articles on the Teotihuacan Resources Website:

<https://sites.google.com/view/deyoungteotihuacan/home>

California State Common Core Standards

Grades 6–8

Historical Thinking:

1, 3

Historical Interpretation:

1, 3, 5

Content Standard:

7.7