

To help your students achieve **Learning Objective 2**, here is a structured **Comparative Venn Diagram** and a "Look-for" guide. This layout is designed to help students analyze the economic and political structures of the Aztec and Inca empires as required by standard **SSWH8.b**.

**Comparative Economic Systems: Aztec vs. Inca**

Aztec Tribute System	Shared Characteristics	Incan Mit'a System
<p><b>Commodity-Based:</b> Conquered regions paid in goods (maize, cacao, gold, feathers, textiles).</p>	<p><b>State Requirement:</b> Both were mandatory systems used to support the ruling elite and the state.</p>	<p><b>Labor-Based:</b> Citizens paid "taxes" through physical labor on public works (roads, bridges, terraces).</p>
<p><b>Market Integration:</b> Relied heavily on long-distance traders (<i>pochteca</i>) to circulate tribute goods.</p>	<p><b>Political Control:</b> Both systems were used to maintain authority over vast, diverse territories.</p>	<p><b>Reciprocity:</b> The state provided feasts and protection in exchange for labor (The "Ayllu" system).</p>
<p><b>External Focus:</b> Often fueled by constant warfare to ensure a steady stream of tribute.</p>	<p><b>Economic Foundation:</b> Provided the resources necessary for empire expansion and monumental architecture.</p>	<p><b>Internal Focus:</b> Focused on infrastructure and food security (warehousing grain for the public).</p>

**Evaluation Criteria: "Look-for" Guide (Criticality Focus)**

When grading this diagram or facilitating the peer-review session, use these indicators to evaluate if students are meeting the **Criticality** pursuit:

- **Systemic Comparison:** Does the student identify that the Aztec system was about *wealth extraction* (goods) while the Inca system was about *human capital* (labor)?
- **Power Dynamics:** Does the student note how the Aztec tribute often led to resentment among subjects (contributing to their "fall"), whereas the Inca *mit'a* included a sense of state-provided social security?
- **Modern Connection:** In the "Criticality" reflection, does the student compare these systems to modern taxation or community service?
- **Impact on Equity:** Does the student analyze who benefited most from these systems and who bore the heaviest burden?

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### Feedback Strategy: "2 Glows and a Grow"

- **Glow 1:** "You accurately identified the specific items used in Aztec tribute, showing a strong grasp of their 'Economics' standard."
- **Glow 2:** "Your reflection on how the *mit'a* built the road system shows a great understanding of 'Technology' and state power."
- **Grow:** "Can you add one detail about how the unequal distribution of tribute might have made it easier for outside forces to overthrow the Aztecs?"