





Grade 5

Unit 2

# Early American Civilizations

**Digital Components**

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Early American Civilizations

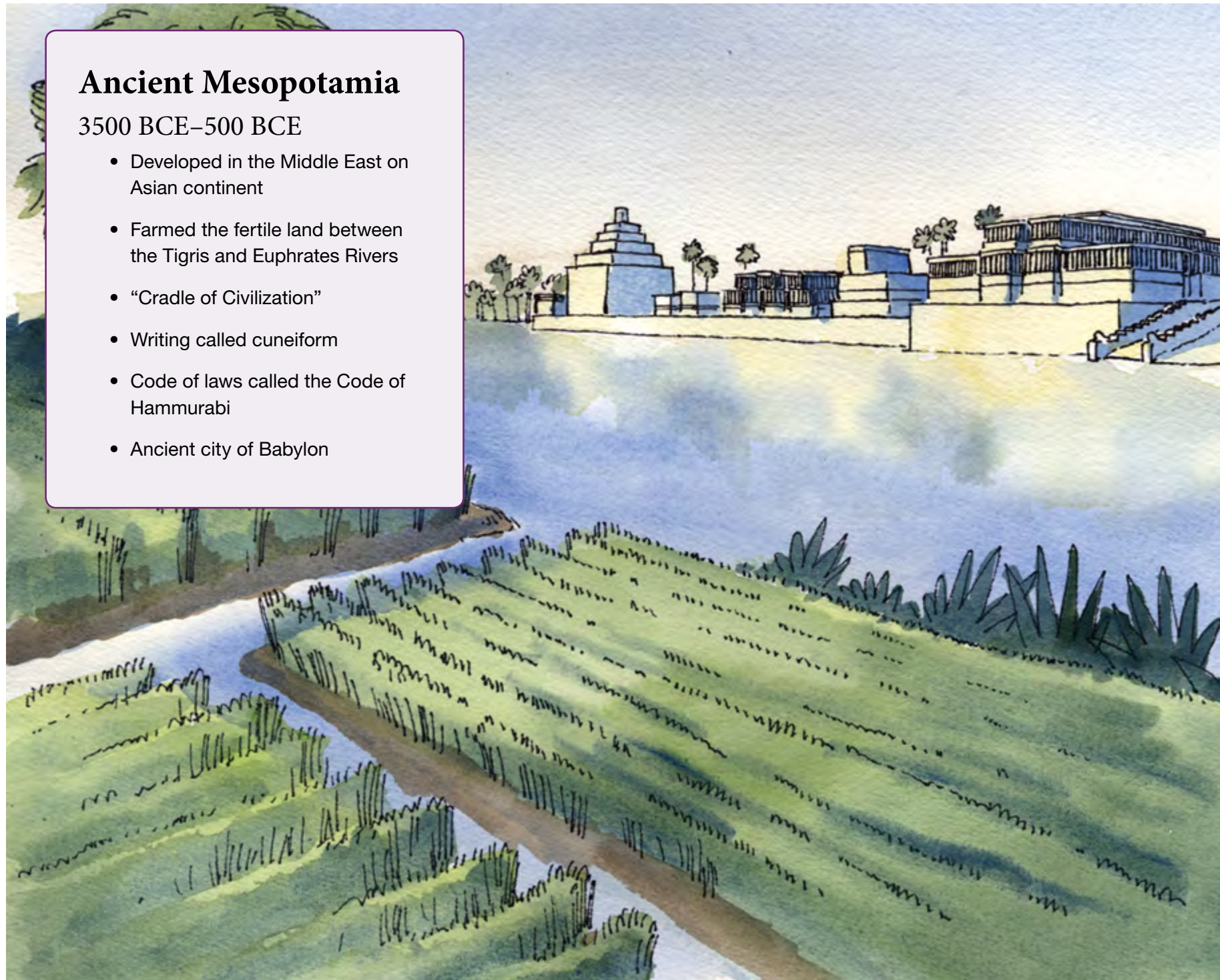
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## Ancient Mesopotamia

3500 BCE–500 BCE

- Developed in the Middle East on Asian continent
- Farmed the fertile land between the Tigris and Euphrates Rivers
- “Cradle of Civilization”
- Writing called cuneiform
- Code of laws called the Code of Hammurabi
- Ancient city of Babylon





## Ancient China

3500 BCE–220 CE

- Developed on the Asian continent along the Yellow and Yangtze Rivers
- Yangtze River valley called Rice Bowl and known for growing rice
- Invented paper and system of writing using characters

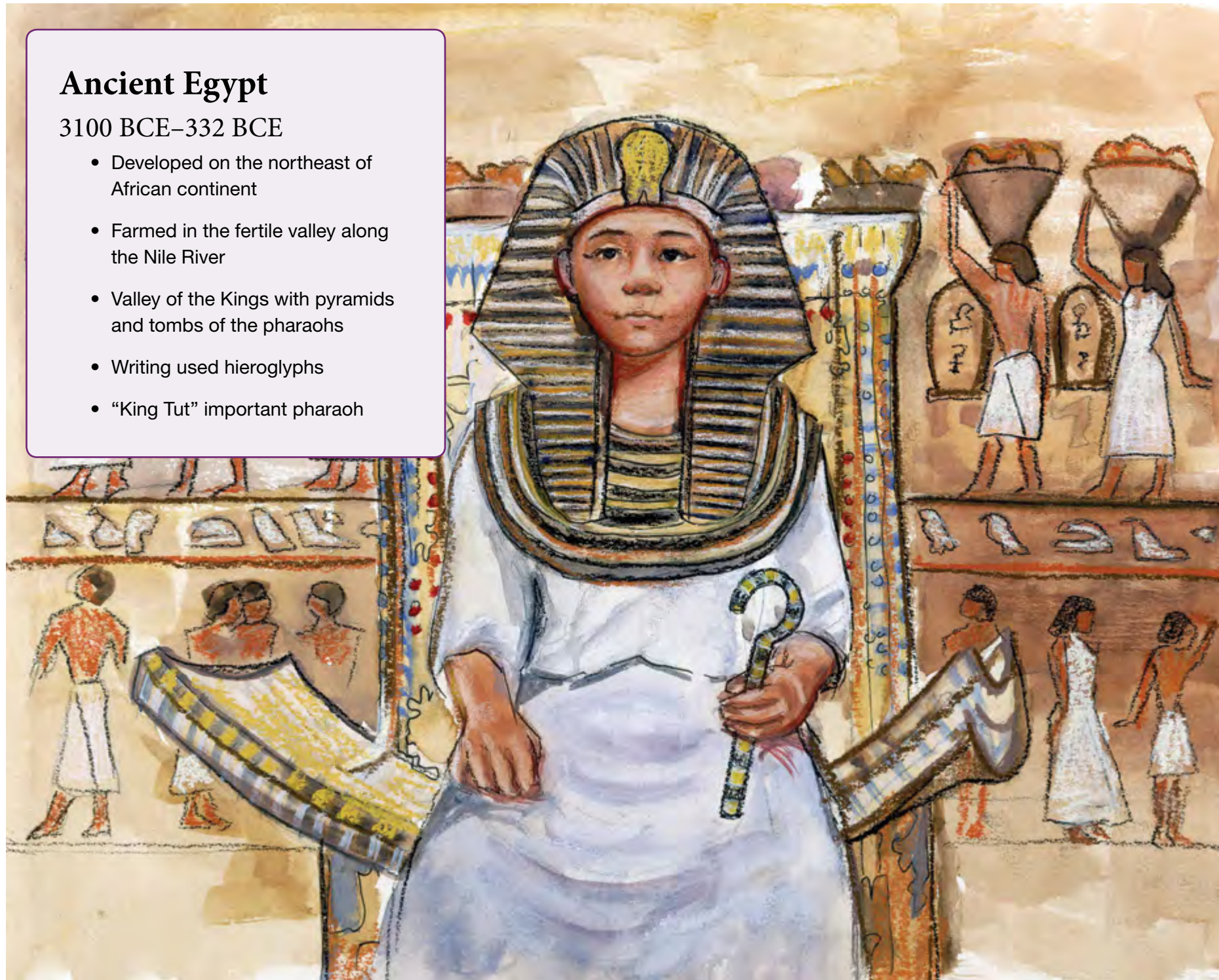




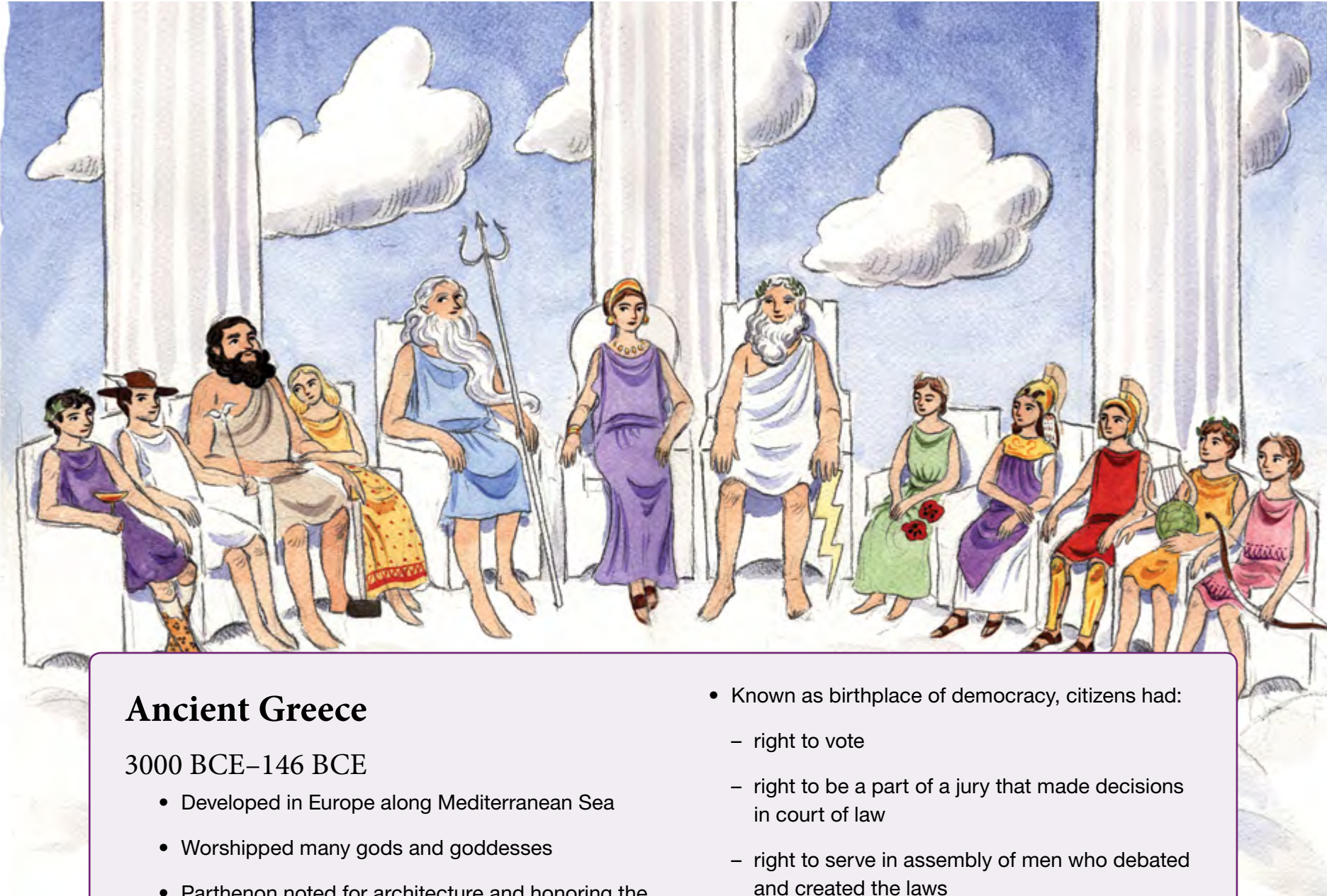
## Ancient Egypt

3100 BCE–332 BCE

- Developed on the northeast of African continent
- Farmed in the fertile valley along the Nile River
- Valley of the Kings with pyramids and tombs of the pharaohs
- Writing used hieroglyphs
- “King Tut” important pharaoh







## Ancient Greece

3000 BCE–146 BCE

- Developed in Europe along Mediterranean Sea
- Worshipped many gods and goddesses
- Parthenon noted for architecture and honoring the goddess Athena
- First Olympic Games held in honor of the god Zeus
- Known as birthplace of democracy, citizens had:
  - right to vote
  - right to be a part of a jury that made decisions in court of law
  - right to serve in assembly of men who debated and created the laws
  - right to be chosen to represent people from each area



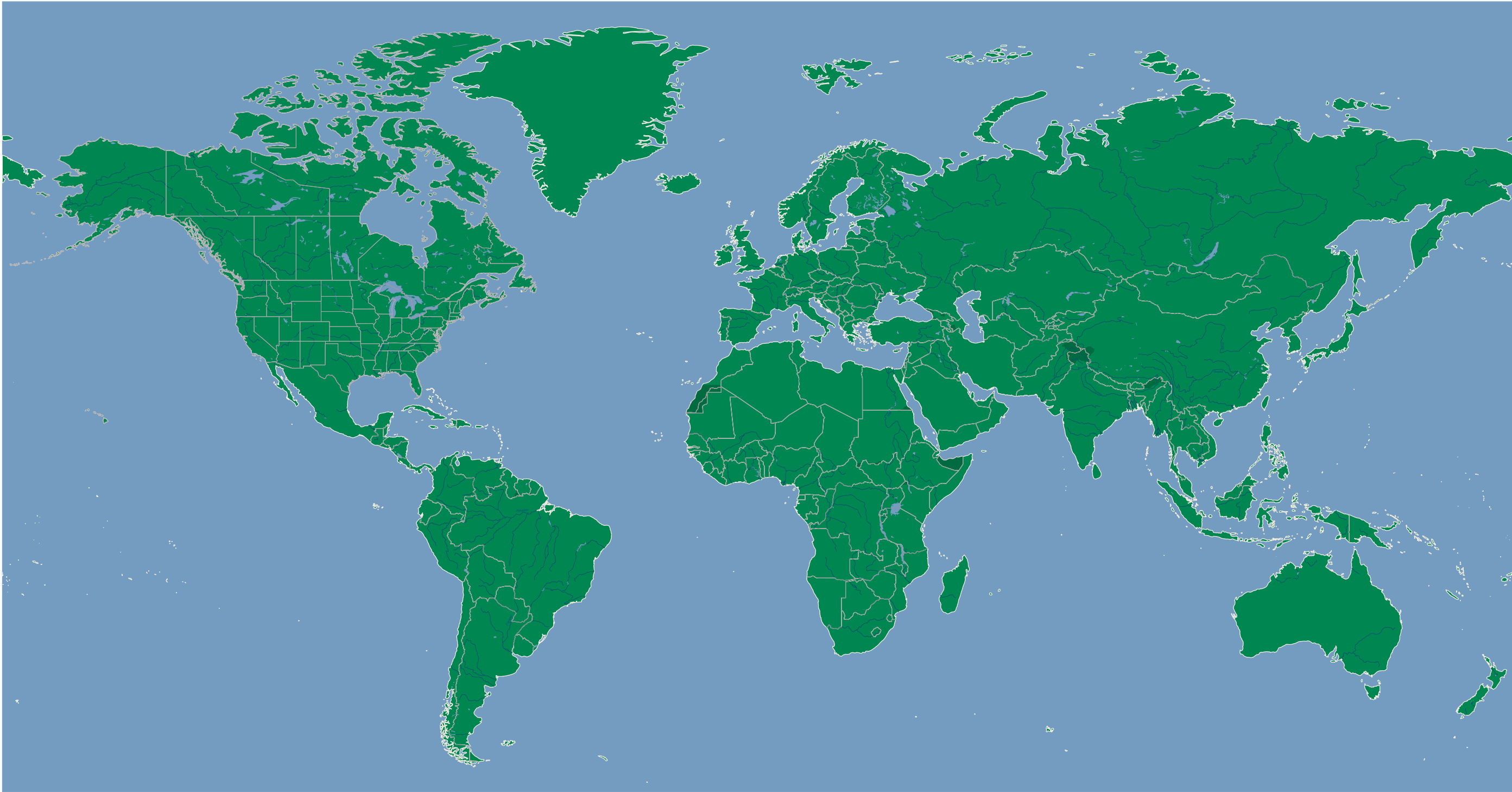


## Ancient Rome

1200 BCE–476 CE

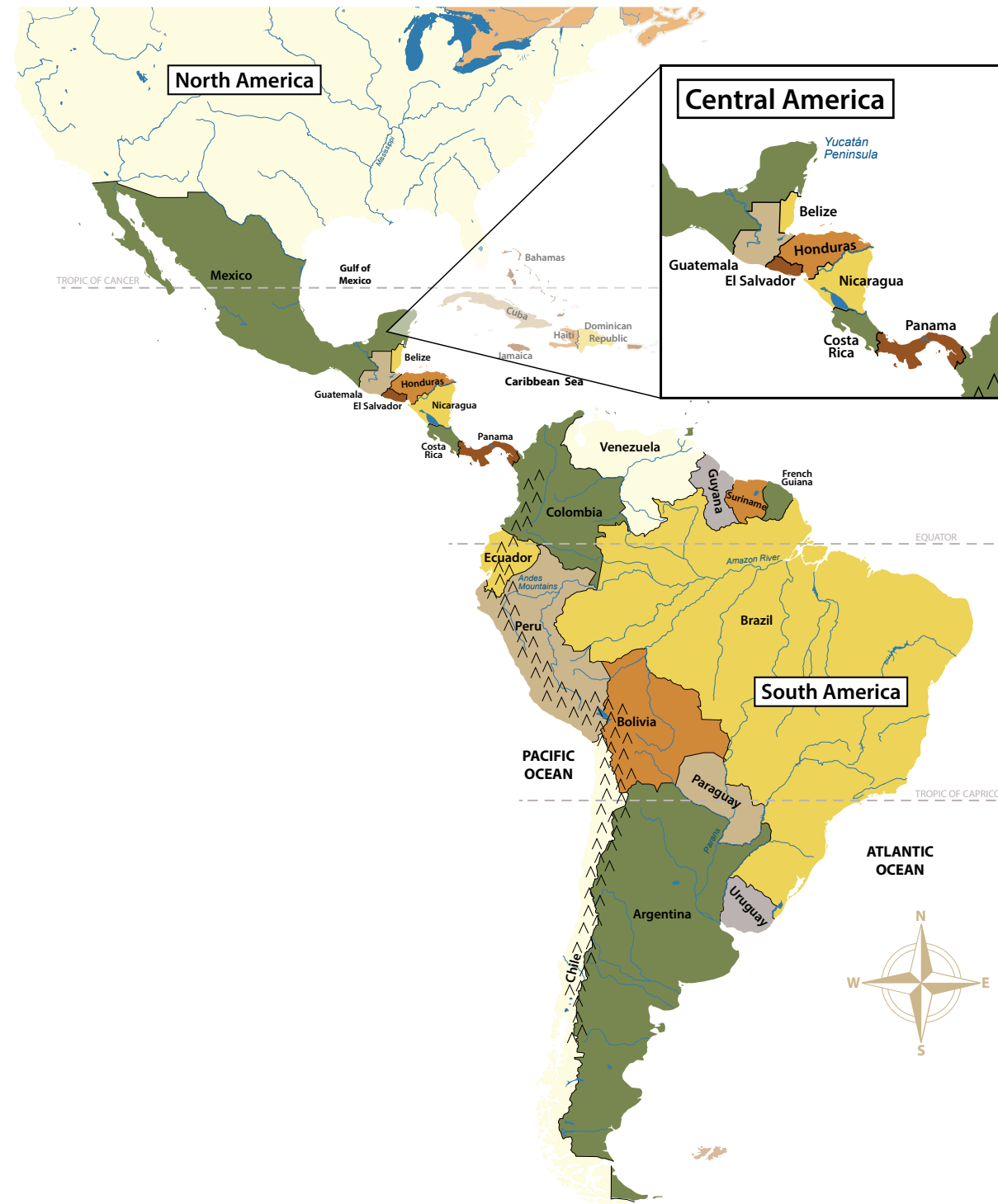
- Empire ruled from city of Rome in what is now Italy on continent of Europe
- Latin language roots, suffixes, and prefixes form base of many English words and used for many scientific words
- Government included Senate, checks and balances, and veto power
- Julius Caesar important leader of empire
- Built structures such as large stadiums, aqueducts, roads, bridges, and amphitheaters







## MAP OF THE AMERICAS





## PURPOSE FOR READING

**Listen and read carefully to learn about the unique locations of three early civilizations in the Americas.**

## THE BIG QUESTION

**What were the key geographical features of the regions in which the Maya, Aztec, and Inca civilizations developed?**



## PURPOSE FOR READING

**Read to learn how the Maya civilization was organized and how that organization supported the development of the Maya golden age throughout a very large, diverse region.**

## THE BIG QUESTION

**How did Maya society adapt and thrive in such a large and diverse region?**

**A sentence has two parts: a subject and a predicate.**

**Subject:** tells who or what the sentence is about

**Common noun:** general person/place/thing (not capitalized)

**Proper noun:** specific person/place/thing (capitalized)

**Predicate:** tells what the subject is doing, did, or will do

**Action verb:** shows action

**Linking verb:** connects the subject to word(s) in the predicate that describe the subject (does not show action)



# Prefixes

*A prefix is a syllable or syllables placed at the beginning of a root word to change the word’s meaning.*

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## PURPOSE FOR READING

**Read to closely examine the author's words, sentences, and literary devices for a deeper understanding of the development of the Maya golden age.**

## THE BIG QUESTION

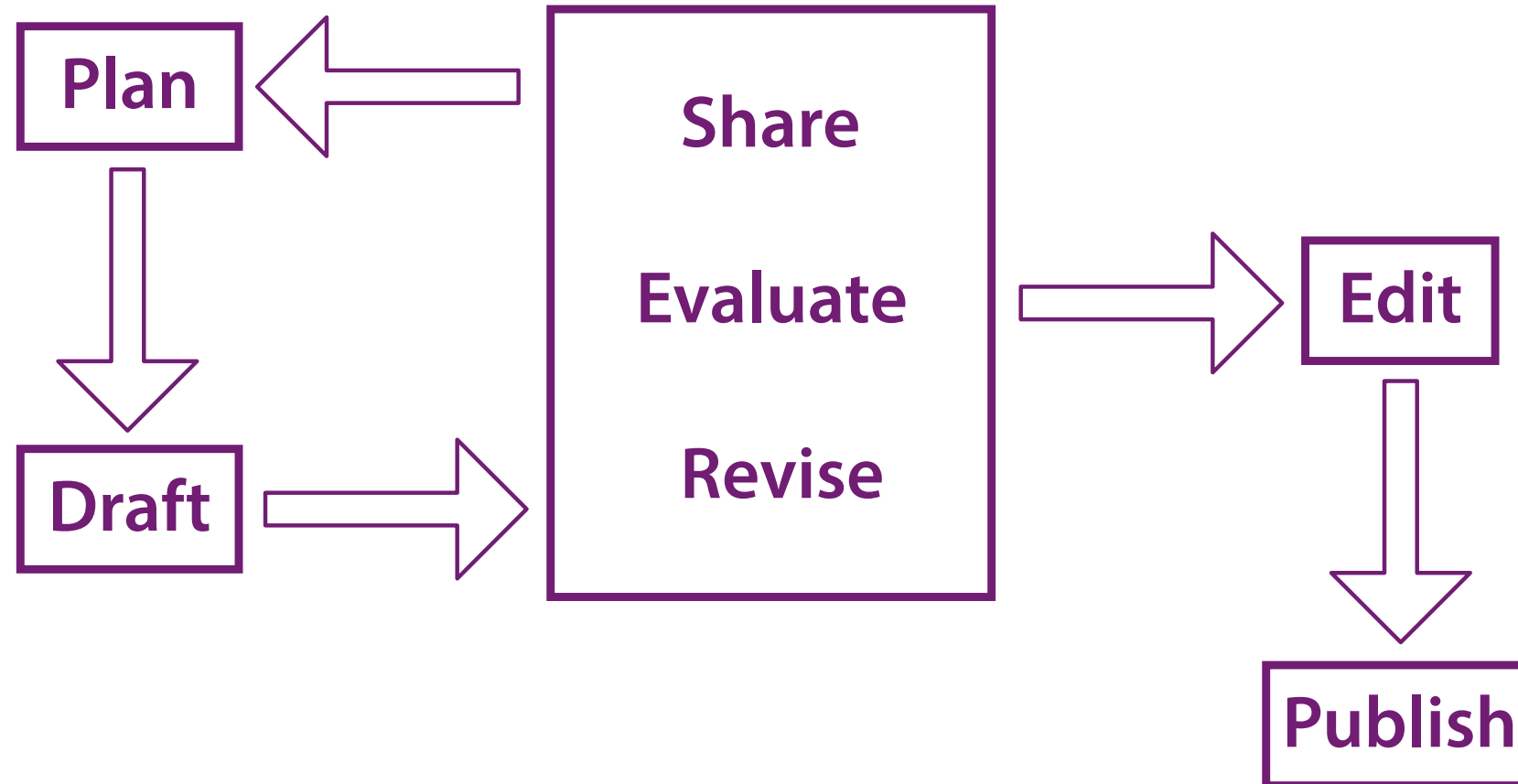
**How did Maya society adapt and thrive in such a large and diverse region?**



## Geographical Features of Mesoamerica

Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	<u>Mesoamerica</u> , or Middle America, was <u>home to the Maya and Aztec civilizations</u> .	Maya and Aztec civilizations in Mesoamerica	
4	This region lies <u>north of the Equator</u> in an area called the <u>tropics</u> .	north of Equator in tropics	
4	Mesoamerica includes a <u>portion of present-day Mexico</u> in North America and <u>parts of Central America</u> .	Mexico and Central America	
4	Mesoamerica has very <u>diverse landscapes</u> , including <u>dry coastal deserts</u> and <u>wet inland rainforests</u>	variety of land types includes deserts on coasts and rainforests away from coasts	
4	The <u>Yucatán Peninsula</u> separates the <u>Gulf of Mexico</u> from the <u>Caribbean Sea</u> .	surrounded by large bodies of water	
4	The <u>northern part</u> of the Yucatán is <u>drier</u> .	some areas drier than others	
4	The <u>Yucatán's deep cenotes supply fresh water</u> to the area.	Yucatán has deep natural wells for fresh water	
4	The <u>rainforest's lush vegetation</u> supports a <u>variety of animals</u> .	lots of vegetation and animals	
12	Some <u>lowland areas</u> received heavy rains from May through December, followed by drought from January through April.	some lowland areas had heavy rains and then droughts	
12	In <u>highland areas</u> , the Maya cut terraces into the slopes of <u>mountains</u> .	mountainous areas	

# The Writing Process





Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

#### PURPOSE FOR READING

**Read carefully to learn about the important developments of the Maya civilization and what may have led to its decline.**

#### THE BIG QUESTION

**What factors led to the development and decline of the ancient Maya civilization?**



## CODEX PROJECT RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	Sentence clearly expresses a big idea about the topic.	Sentence states the topic.	Sentence loosely relates to the topic.	Sentence does not relate to the topic.
Body	All details in supporting sentences are presented logically.	Most details in supporting sentences are presented logically.	Some details in supporting sentences are presented logically.	Few or no details in supporting sentences are presented logically.
Conclusion	Sentence includes new thinking about the topic, such as an opinion.	Sentence restates the topic.	Sentence loosely relates to the topic.	Sentence does not relate to the topic.
Structure of the Piece	All facts relate closely to the topic.	Most facts relate to the topic.	Some facts relate to the topic.	Few or no details relate to the topic.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little or no information has been paraphrased.

## PURPOSE FOR READING

**Read and listen to the Maya creation myth to differentiate between desirable and undesirable characteristics of the people created by the gods.**

## THE BIG QUESTION

**How does this sacred Maya myth explain the creation of the earth and its people?**



## PURPOSE FOR READING

**Read to better understand the characteristics of a myth that are included in “The Creation of Earth and its People.”**

## THE BIG QUESTION

**How does this sacred Maya myth explain the creation of the earth and its people?**

WORDS AND PHRASES THAT COMPARE OR CONTRAST POSTER	
Words and Phrases that Compare or Contrast	
Words and Phrases That Compare	Words and Phrases That Contrast
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way	alternatively
just as	whereas
at the same time	instead
additionally	on the other hand
also	but

## PURPOSE FOR READING

**Read to learn about the Aztec city of Tenochtitlán.**

## THE BIG QUESTION

**What factors led to the success of the Aztec capital of Tenochtitlán?**



## PURPOSE FOR READING

**Read to closely examine the author's words, sentences, and literary devices, and to more fully envision the organization of the city of Tenochtitlán.**

## THE BIG QUESTION

**What factors led to the success of the Aztec capital of Tenochtitlán?**

## PURPOSE FOR READING

**Read to find out how the Aztec empire rose to power and later crumbled, all within a short time period.**

## THE BIG QUESTION

**What led to the rapid fall of the powerful Aztec Empire?**

## COMPARISON AND CONTRAST CHART

**Comparing and Contrasting the Maya and Aztec Civilizations**

<b>Fact about a Civilization</b>	<b>Maya</b>	<b>Aztec</b>	<b>Both</b>
1. grew corns, beans, and squash			X
2. developed in the Valley of Mexico		X	
3. developed in the Yucatán Peninsula and parts of Central America	X		
4. played an important ball game			X
5. used the fresh water found in cenotes or natural wells	X		
6. built aqueducts to transport fresh water from nearby springs		X	



## PURPOSE FOR READING

**Read closely to find out how the Inca Empire developed into the largest pre-Columbian empire in the Americas.**

## THE BIG QUESTION

**What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?**

## PURPOSE FOR READING

**Read to closely examine the author's words, sentences, and literary devices and to gain a deeper understanding of the points the author is trying to make.**

## THE BIG QUESTION

**What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?**

**Action verb: shows action**

**Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)**



# Roots

*A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.*

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## PURPOSE FOR READING

**Read to learn how the Inca Empire came to an end after barely lasting 100 years.**

## THE BIG QUESTION

**What were the key causes of the decline of the powerful Inca Empire?**

## PURPOSE FOR READING

**Listen to and read myths to find similarities and differences in the way the Aztec and the Inca explain the beginning of their cultures.**

## THE BIG QUESTION

**How did the Aztec and Inca explain the creation of their land and people?**



**Mesoamerica, home of the maya civilization, has interesting and diverse geographical features located north of the Equator in the tropics, the Maya lands include part of Mexico and parts of Central America. Types of land include lowlands, mountains, coasts, and rainforests even though the region is surrounded by water, some areas are drier than others. The land on which the Maya civilization grew is full of variety, with different kinds of land, plants. And animals.**

EDITING CHECKLIST	
Editing Checklist	After checking for each type of edit, place a check here.
<i>Meaning (It sounds right when I read it aloud.)</i>	
All my sentences have a subject and predicate.	
I included all the words I wanted to write.	
I took out repeated words or information.	
I have checked how long my sentences are and split run-on sentences into two.	
My linking words appropriately convey compare or contrast.	
<i>Format</i>	
All my paragraphs are indented.	
I have a title on the front.	
Each codex page has a heading.	
Each page has an image with a caption.	
There is a reference list on the back in the format I was taught.	
<i>Capitals</i>	
I began each sentence with a capital letter.	
I used capital letters for all proper nouns.	
<i>Spelling</i>	
I have checked the spelling for any words I was unsure of or my teacher marked.	
<i>Punctuation</i>	
I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.	
I used commas, quotation marks, apostrophes in places where they belong.	
The titles in my reference list are underlined or in italics.	

## PURPOSE FOR READING

**Read to build fluency and to compare and contrast different myths.**

## THE BIG QUESTION

**How did the Aztec and Inca explain the creation of their land and people?**

PRACTICE ROOT TRACT CHART

Word Choices

Sentences

1. distract, subtract, detract, attract	If you were to _____ the number of people lost to civil war and European diseases from the total Inca population, you could see why the Inca Empire came to an end so quickly.
2. refill, retract, distract, disconnect	The local news reporter does careful research and fact checking prior to reporting a story so there is less of a chance that he would have to _____ the story later due to misinformation.
3. actor, inspector, tractor, sailor	A _____ is often used in farming to help with a variety of tasks, like moving hay or plowing fields.
4. disobeyed, disliked, discolored, distracted	The dog was fetching a bone until he became _____ by a ball and ran the other way.
5. attract, detract, retract, extract	We didn't let the cold weather _____ from our time spent playing in the park; we just bundled up in many layers of clothes.
6. attracted, subtracted, extracted, detracted	The wool of vicuñas _____ Inca royalty because it was much finer than the wool of llamas and alpacas.
7. subtract, detract, extract, retract	Archaeologists work to _____ information from sites like Machu Picchu in order to learn about the Inca civilization.



Recommended Resources for *Early American Civilizations*

You may wish to provide additional reading and resource material for students to access throughout the unit. Please preview the resources, as some images and descriptions may be unsettling to some students, such as animal and human sacrifices and the display of skulls.

For Students

*The Lost City: The Discovery of Machu Picchu*, by Ted Levin (Puffin, 2012) ISBN 978-0142425800

*Machu Picchu: The Story of the Amazing Inkas and Their City in the Clouds*, by Elizabeth Mann (Mikaya Press, 2006) ISBN 978-1931414104

*The Ancient Maya (True Books)*, by Jackie Maloy (Scholastic, 2010) ISBN 978-0531241103

*Aztec, Inca & Maya*, by Elizabeth Baquedano (Dorling Kindersley Eyewitness Books, 1993) ISBN 978-0773727182

*The Sad Night: The Story of an Aztec Victory and a Spanish Loss*, by Sally Schofer Mathews (HMH Books for Young Readers, 2001) ISBN 978-0618117451

*The Aztec Empire (True Books)*, by Sunita Apte (Children’s Press, 2010) ISBN 978-0531241080

*The Inca World: Ancient People and Places*, by David Jones (Lorenz Books, 2010) ISBN 978-0754817260

*The Aztecs*, by Tim Wood (Viking Juvenile, 1992) ISBN 978-0670844920

*Rain Player*, by David Wisniewski (HMH Books for Young Readers, 1995) ISBN 978-0395720837

*Mayas, Incas, and Aztecs: World Cultures Through Time*, by Wendy Conklin (Primary Source Readers, 2007) ISBN 978-0743904568

*The Inca Empire*, by Sandra Newman (Children’s Press, 2010) ISBN 978-0531241097

*National Geographic Investigates Ancient Aztec: Archaeology Unlocks the Secrets of the Aztec’s Past*, by Tim Cooke (National Geographic Children’s Books, 2007) ISBN 978-1426300721

*National Geographic Investigates Ancient Inca: Archaeology Unlocks the Secrets of the Inca’s Past*, by Beth Gruber (National Geographic Children’s Books, 2006) ISBN 978-0792278733

*National Geographic Investigates Ancient Maya: Archaeology Unlocks the Secrets of the Maya’s Past*, by Nathaniel Harris (National Geographic Children’s Books, 2008) ISBN 978-1426302275

Timelines and Comparisons

[http://www.ducksters.com/history/aztec\\_maya\\_inca.php](http://www.ducksters.com/history/aztec_maya_inca.php)

Aztec-History.com  
<http://www.aztec-history.com/>

Madrid Codex  
<http://www.britannica.com/EBchecked/topic/356145/Madrid-Codex>

Dresden Codex  
<http://www.britannica.com/EBchecked/topic/171367/Dresden-Codex>

Maya Codices (slides 1, 2, 6—11, avoid slide 12 which depicts Maya gods smoking):  
<http://mayacodices.org/help/teachres.htm>

Two-minute video about Maya hieroglyphic writing  
<http://www.britannica.com/EBchecked/topic/370875/Mayan-hieroglyphic-writing>

Mexicolore Kids Home Page  
<http://mexicolore.co.uk/aztecs/kids/>

### *For Teachers*

Pok-ta-Pok—Mayan ball game

<https://www.youtube.com/watch?v=jKvQjgC9sIY>

PBS Broadcast Maya

<http://www.pbs.org/wgbh/nova/ancient/maya.html>

Maps of Mesoamerica

<http://www.famsi.org/maps>

PBS Broadcast National Geographic Special: Quest for the Lost Maya

<http://www.pbs.org/program/quest-lost-maya/>

PBS Broadcast Cracking the Maya Code

<http://www.pbs.org/wgbh/nova/ancient/cracking-maya-code.html>

National Geographic article “Maya Rise and Fall”

<http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/gugliotta-text/1>

History.com Topics: Maya

<http://www.history.com/topics/maya>

Maya myths and legends

<http://www.native-languages.org/maya-legends.htm>

The Mesoamerica Center at the University of Texas at Austin

<http://www.utmesoamerica.org/about-mesoamerica>

Photographic tour of sites in Mexico, Belize, Guatemala, and Honduras

<http://mayaruins.com/>

Huffingtonpost.com article Maya Discovery: Ancient Sun Observatory May Help Explain Civilization’s Origins

[http://www.huffingtonpost.com/2013/04/26/maya-discovery-ancient-sun-observatory-civilization\\_n\\_3157378.html](http://www.huffingtonpost.com/2013/04/26/maya-discovery-ancient-sun-observatory-civilization_n_3157378.html)

Gale World History in Context article Daily Life in the Inca Empire

[http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?zid=bf3dd98047904fa6872f6173d833862a&action=2&catId=&documentId=GALE%7CCX3424400022&userGroupName=seat24826&jsid=2a346306b54fb8a28e38496240fd5b77)

[ReferenceDetailsWindow?zid=bf3dd98047904fa6872f6173d833862a&action=2&catId=&documentId=GALE%7CCX3424400022&userGroupName=seat24826&jsid=2a346306b54fb8a28e38496240fd5b77](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?zid=bf3dd98047904fa6872f6173d833862a&action=2&catId=&documentId=GALE%7CCX3424400022&userGroupName=seat24826&jsid=2a346306b54fb8a28e38496240fd5b77)

Maya Decipherment: Ideas on Ancient Maya Writing and Iconography

<http://decipherment.wordpress.com/>

Palenque Project Report

[http://www.mesoweb.com/palenque/dig/report/report\\_01.html](http://www.mesoweb.com/palenque/dig/report/report_01.html)

American Museum of Natural History

<http://www.amnh.org>

Foundation for the Advancement of Mesoamerican Studies: Writing in Maya Glyphs

<http://www.famsi.org/research/pitts/MayaGlyphsBook1Sect2.pdf>

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## Contributors

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