



Unit 2

Teacher Guide

Grade 5

Early American Civilizations

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Introduction

AMERICAN CIVILIZATIONS

This introduction includes the necessary background information to teach the Early American Civilizations unit. This unit contains 15 daily lessons, plus four Pausing Point days that may be used for differentiated instruction. Each entire lesson will require a total of 90 minutes. Lesson 15 is devoted to a unit assessment.

As noted, four days are intended to be used as Pausing Point days. You may choose to use all four days at the end of the unit, or you may use one day immediately after Lesson 6 and three days at the end of the unit. If you use one Pausing Point day after Lesson 6, you may administer Activity Page PP.1 to assess students' understanding of the content at this midpoint, or you may use the day to focus on writing, spelling, grammar, or morphology skills covered in Lessons 1–6. It is recommended that you spend no more than 19 days total on this unit.

WHY THE EARLY AMERICAN CIVILIZATIONS UNIT IS IMPORTANT

The Big Idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. This unit orients students to the geography, climate, flora, and fauna of the Americas. It also presents an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations.

Prior Knowledge from CKLA™

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent background knowledge for this unit. For students who have not received prior CKLA instruction, introductory knowledge with particular focus on the bolded objectives that follow will be presented in the Core Connections lesson in Lesson 1.

Columbus and the Pilgrims (Kindergarten)

- Identify the continents of Europe, Africa, Asia, North America, and South America.
- Recall that 1492 was the year of Columbus's first voyage to America.
- Explain that native people were already living on the continent where Columbus's ships landed.

Early World Civilizations (Grade 1)

- Locate the area known as Mesopotamia on a world map or globe and identify it as part of Asia.
- Explain the importance of the Tigris and Euphrates Rivers and the use of canals to support farming and the development of the city of Babylon.
- Identify cuneiform as the system of writing used in Mesopotamia.
- Explain why a written language is important to the development of a civilization.
- Explain the significance of the Code of Hammurabi.
- Explain why rules and laws are important to the development of a civilization.
- Explain the ways in which a leader is important to the development of a civilization.
- Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia.
- Identify Mesopotamia as the “Cradle of Civilization.”
- Describe how a civilization evolves and changes over time.
- Locate Egypt on a world map or globe and identify it as part of Africa.
- Explain the importance of the Nile River and how its floods were important for farming.
- Identify hieroglyphics as the system of writing used in ancient Egypt.
- Explain the significance of gods/goddesses in ancient Egypt.
- Identify pyramids and explain their significance in ancient Egypt.
- Identify Hatshepsut as a pharaoh of ancient Egypt and explain her significance as pharaoh.
- Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance.
- Explain that much of what we know about ancient Egypt we have learned from the work of archaeologists.

Early American Civilizations (Grade 1)

Note: Students who received instruction in this Grade 1 CKLA unit will build upon this knowledge in the current Grade 5 unit.

- Explain that a shift occurred from hunting and gathering to farming among early peoples; compare and contrast hunter-gatherer societies and Maya society.
- Identify the areas in which the Maya/Aztec/Inca lived.
- Explain that the Maya/Aztec/Inca farmed.
- Explain that the Maya/Aztec/Inca developed large cities or population centers, or empires, many, many years ago.
- Explain that the Maya/Aztec/Inca had leaders (kings or emperors); identify by name the emperor of the Aztec, Moctezuma II.

- Explain that the Maya/Aztec/Inca each had a religion.
- Describe the significance of the stars and planets to the Maya.
- Explain the significance of the Maya calendar.
- Identify the Aztec capital as Tenochtitlán; identify Machu Picchu as an Inca city.
- Explain that much of what we know about the Maya/Aztec/Inca we have learned from the work of archaeologists.

Early Asian Civilizations (Grade 2)

- Locate Asia, India, and China on a map or globe.
- Explain the importance of the Indus and Ganges Rivers to the development of civilizations in ancient times.
- Describe the key components of a civilization.
- Identify Hinduism and Buddhism as major religions originating in Asia.
- Explain the importance of the Yellow and Yangtze Rivers to the development of civilizations in ancient times.
- Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall).

The Ancient Greek Civilization (Grade 2)

- Identify the area of ancient Greece on a map.
- Define the term *civilization*.
- Define the term *city-state*.
- Explain that the ancient Greeks worshipped many gods and goddesses.
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.
- Describe the Olympic Games of ancient Greece.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Describe the city-state of Sparta and the Spartan way of life.
- Describe the city-state of Athens.
- Explain what the Parthenon was.
- Identify Athens as the birthplace of democracy.
- Explain that women did not have as many rights as men in Greek society.

The Ancient Roman Civilization (Grade 3)

- Explain why ancient Rome was considered a civilization.
- Locate Rome on a map and identify it as the capital of present-day Italy and the approximate area where the ancient Roman civilization began.
- Identify the country of Italy as a peninsula.

- Define the terms BC/BCE and AD/CE.
- Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization.
- Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present.
- Explain the importance of the Tiber River to the ancient Romans.
- Explain that most ancient Romans worshipped many gods and goddesses.
- Identify Roman myths as a type of fiction.
- Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and enslaved people.
- Describe the evolution of government in ancient Rome: monarchy to republic to empire.
- Describe the Senate as part of the government of the Roman Republic.
- Describe the importance of forums in Roman society and government.
- Explain that women did not have as many rights as men in Roman society.
- Describe the life and contributions of Julius Caesar.
- Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters.
- Describe the life and contributions of Augustus Caesar as first emperor of Rome.
- Explain that Rome had favorable and unfavorable emperors, and give a few examples.
- Identify a few factors that led to the decline of the Roman Empire.
- Identify Constantine the Great as the first Roman emperor to make laws to end the persecution of Christians, and describe his other contributions.
- Identify Latin as the language of ancient Rome and the origin of the Romance languages.

Astronomy (Grade 3)

- Explain why the sun seems to rise in the east and set in the west.
- Explain what happens during a solar eclipse and a lunar eclipse.

READER

The Reader for this unit, *Maya, Aztec, and Inca*, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands aligned texts will present in later grades. *Maya, Aztec, and Inca* focuses on the Maya, Aztec, and Inca civilizations. Students will read about each civilization's geographic location, way of life, developments, and downfall.

The Reader also includes two selections that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students' needs and the time available in your school day.

WRITING

In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in “Teacher Resources” in this Teacher Guide and in “Student Resources” in the Activity Book), which lists spellings for each sound in the English language in order from most frequently used spelling to least frequently used spelling.

Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally (see Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse [2012] for additional research-based recommendations about writing in the elementary grades).

Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, the CKLA program provides numerous writing opportunities. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and on

individual sentence construction. Please encourage students to use the Individual Code Chart to spell challenging words while they engage in these writing activities.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available for download on the Amplify website. This component was created to accompany Core Knowledge Language Arts (CKLA) materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. For more information on implementation, please consult the supplement.

TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section information is included about the following:

- Core Connections Civilization Cards
- Pronunciation Guide for *Maya, Aztec, and Inca*
- Glossary for *Maya, Aztec, and Inca*
- Mini Personal Narrative Editing Checklist
- Mini Personal Narrative Rubric
- Codex Project Rubric
- Editing Checklist
 - The editing checklist found in the “Teacher Resources” is the teacher version of the one found in “Student Resources” in the Activity Book. You may wish to use the teacher version of the editing checklist for assessment of students’ final Codex Project.
- Resources for the Enrichment Selections in *Maya, Aztec, and Inca*
 - The enrichment selections in *Maya, Aztec, and Inca* are intended to be used at your discretion. They are intended for more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–9. You may wish to assign these selections to students who need more challenging reading material. An introduction to these selections appears in the “Teacher Resources” section of this Teacher Guide. Core vocabulary words for these selections are also listed in the “Teacher Resources” section. They are bolded in the Reader and appear in the glossary.
- Activity Book Answer Key

DIGITAL COMPONENTS

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available as digital components at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

1

The Maya, Aztec, and Inca Civilizations

PRIMARY FOCUS OF LESSON

Core Connections

Students will describe key components of a civilization and identify present-day regions in the Americas as the location of three ancient civilizations. [SL.5.3]

Reading

Students will describe, compare, and contrast the key geographical features of the regions in which Maya, Aztec, and Inca civilizations developed. [RI.5.1; RI.5.2; RI.5.3]

FORMATIVE ASSESSMENT

- Activity Page 1.1** ***Early American Civilizations Timeline*** Identify Early American civilizations on a timeline. [SL.5.3]
- Activity Page 1.3** ***Early American Civilizations Map*** Identify the Maya, Aztec, and Inca Civilizations on a map of the Americas. [SL.5.2]
- Activity Page 1.4** ***Excerpt from “The Rise of Early American Civilizations”*** Identify the geographical features of the region in which the Maya, Aztec, and Inca civilizations developed. [SL.5.2]

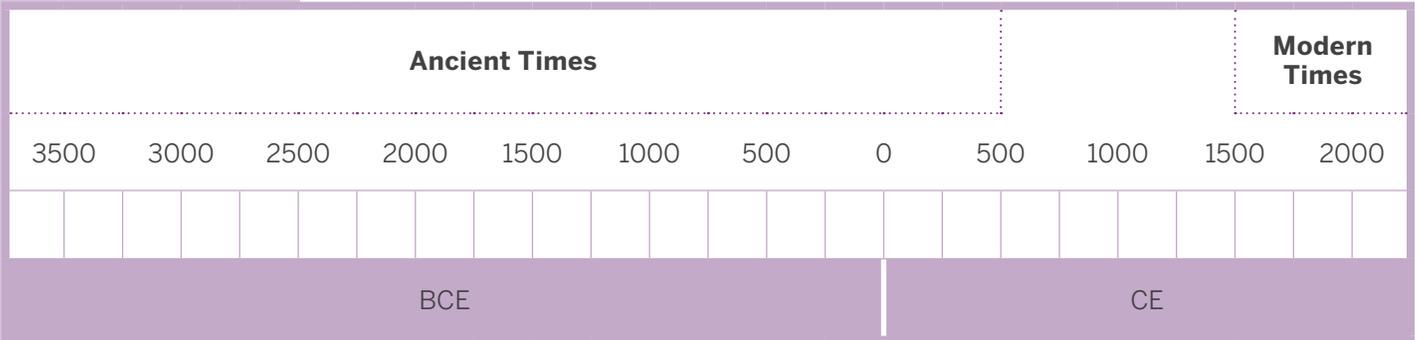
LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (45 min.)			
Review Prior Knowledge	Whole Group	10 min.	<input type="checkbox"/> Unit 2 timeline <input type="checkbox"/> Civilization Cards
Add Civilizations to a Horizontal Timeline	Whole Group	15 min.	<input type="checkbox"/> world map <input type="checkbox"/> four copies of world map (optional)
Introduce the Vertical Timeline	Whole Group	10 min.	<input type="checkbox"/> Activity Pages SR.1, 1.1 <input type="checkbox"/> yellow, red, and blue colored pencils
Lesson Wrap-Up	Whole Group	10 min.	<input type="checkbox"/> map of the Americas
Reading (45 min.)			
Read-Aloud: Chapter 1	Whole Group	25 min.	<input type="checkbox"/> <i>Maya, Aztec, and Inca</i> <input type="checkbox"/> Activity Pages 1.1–1.3
Lesson Wrap-Up	Whole Group	15 min.	<input type="checkbox"/> Answer Key for Activity Page 1.3 <input type="checkbox"/> yellow, red, and blue colored pencils
Word Work: <i>Diverse</i>	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Activity Pages 1.4, 1.5 <input type="checkbox"/> Fluency Supplement selection (optional)

ADVANCE PREPARATION

Core Connections

- Draw or project the Unit 2 timeline on the board/chart paper, allowing sufficient space to place the Civilization Cards.



- Prepare the following five Civilization Cards (found in the Teacher Resources section of this Teacher Guide). Alternatively, you may access digital versions in the digital components for this unit.
 - Ancient Mesopotamia
 - Ancient China
 - Ancient Egypt
 - Ancient Greece
 - Ancient Rome
- This lesson contains a Think-Pair-Share activity.
- This lesson contains a Think Aloud activity. During a Think Aloud, make your thinking visible to students by modeling the steps to solving a problem or completing a task. As you “think aloud” while working through an activity, students observe your approach to finding information, drawing conclusions, considering questions, and testing ideas.
- Display a map of the world. Alternatively, you may access a digital version in the digital components for this unit.
- Display a map of the Americas. Alternatively, you can access a digital version in the digital components for this unit.
- Plan for four groups of students to complete the activity in this lesson.

Note to Teacher

You may be more familiar with the terms BC and AD when discussing ancient and modern times. This system of dating links time to events related to Christianity. BC means “Before Christ” and is used to reference events before

the birth of Christ. AD means “Anno Domini, in the year of our Lord,” and is used for dates after the birth of Jesus.

Modern historians and archaeologists, however, now more frequently use the terms BCE, “before the Common Era,” and CE, “of the Common Era,” to provide reference points that are not linked solely to Christianity. These are the terms that are used throughout CKLA to distinguish between ancient times and modern times. BCE is the same as BC, and CE is the same as AD.

Reading

- Write The Big Question on the board/chart paper. Alternatively, you can access a digital version of The Big Question in the digital components for this unit.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

Universal Access

Activity Page SR.1, Components of a Civilization Chart

ACADEMIC VOCABULARY

category, n. a group of things that have similar characteristics

context, n. 1. words and/or sentences around a specific word or phrase that help explain its meaning; 2. conditions that exist when and where something happens

differentiate, v. to tell the difference between things

explanatory, adj. helps explain or make clearer

fact, n. something that is true

influence, 1. n. something that causes a change; 2. **v.** to cause a change

informative, adj. 1. providing information and facts about a topic; 2. useful or helpful

link, 1. n. a connection between multiple things; 2. **v.** to connect two or more things or ideas

linking, adj. connecting

reference, 1. **n.** a source used for gathering information; 2. **v.** to mention something; 3. **v.** to go to a source for information

subsequent, **adj.** coming after something else

Spanish Cognates

- categoría
- contexto
- diferenciar
- influencia; influenciar
- informativo
- referencia

Start Lesson

Lesson 1: The Maya, Aztec, and Inca Civilizations

Core Connections



Primary Focus: Students will describe key components of a civilization and identify present-day regions in the Americas as the location of three ancient civilizations. [SL.5.3]

REVIEW PRIOR KNOWLEDGE (10 MIN.)

Introduce a Horizontal Timeline

- Tell students they will begin a unit called “Early American Civilizations” and the Reader for this unit is called *Maya, Aztec, and Inca*. Ask students: Based on the title of this Reader, which early American civilizations do you think we will study in this unit? Students should identify the Maya, Aztec, and Inca civilizations.
- Explain that before reading the first chapter of the Reader, you will discuss some things students may already know that will help them understand what they will learn in this unit.
- Direct students to the timeline you created on the board/chart paper. Students may have worked with a similar timeline before.
- Ensure students know the format for a Think-Pair-Share activity.
 - Think-Pair-Share: Discuss the features of the timeline and its labels.



Check for Understanding

Ask students: What do you see/notice about this timeline? Student responses may include: timeline is horizontal; there are labels “BCE” and “CE;” the years span from 3500 BCE to present day, labeled as 2000 CE; there are labels for “ancient times” and “modern times.”

- Ensure students understand the following concepts, giving examples as needed:
 - Some historians use labels to divide history into general time periods so it is easier to study and talk about history. Although it is difficult to identify the specific end date of Ancient Times and beginning date of Modern Times, Ancient Times generally refers to events that occurred a very long time ago, and Modern Times generally refers to events that occurred more recently.
 - BCE and CE are labels applied to years. BCE stands for “before the Common Era” and refers to the years that happened a very long time ago. CE stands for “of the Common Era,” which refers to more recent years, including the current year.
 - The Common Era begins with the year 1 CE; years prior to that are referred to as BCE. Years in the Common Era are counted in the usual way: 1, 2, 3, and so on. Years labeled as BCE, however, are counted backward from 1. Because of this backward counting, something that happened in 1000 BCE occurred before something that happened in 500 BCE.
 - The arrow on the left side of the timeline indicates events that happened even before the dates noted on this timeline. The arrow on the right side of the timeline points to the future and indicates dates and events that have not yet happened.

ADD CIVILIZATIONS TO A HORIZONTAL TIMELINE (15 MIN.)

- Have students turn to Activity Page SR.1, Components of a Civilization Chart, located in the Student Resources section of the Activity Book. Tell students that we will learn about three ancient civilizations in the Americas.
- Ask students: Based on the information on Activity Page SR.1, what is a civilization?

Activity Page SR.1



Support

Remind students that years labeled as BCE are counted backward. A civilization that started in 3500 BCE started before a civilization that started in 1000 BCE.

Challenge

Have groups independently locate their civilization on the displayed world map using the information on their card. Alternately, you may wish to provide each group with its own world map.

- Think-Pair-Share. Circulate through pairs and listen to students as they develop a working definition of “civilization.” Ask several pairs of students to share their definition with the whole group.
- Tell students that a civilization is a group of people living together in a well-organized way. Explain that historians continue to discuss exactly which components, or characteristics, define a civilization and this list represents commonly accepted components. Review the list with students, noting any components that were mentioned by students during the Think-Pair-Share.
- Explain that students may have already learned about various ancient civilizations, such as ancient Rome or ancient Egypt, in earlier grades. Students may recognize some information or images and some information may be new. Explain that all students will be able to use the information provided to participate in the activity.
- Explain to students that they will be assigned to a small group to more closely examine the key facts about an ancient civilization. Tell students that each group will determine and share out with the whole group the following information: identify the components represented on the Civilization Card (students should refer to the Components of a Civilization chart); place the Civilization Card on the timeline during the period of history in which the civilization developed; using the world map, locate the region of the world in which this civilization developed.
- Model these steps for your students in a Think Aloud. Use one of the Civilization Cards to model this activity.
- Divide students into four groups. Provide each group with a Civilization Card. Tell students that the card includes a few key facts about the civilization as well as an image showing an important aspect of the civilization.
- Direct each group to examine its Civilization Card and determine which component(s) from the Components of a Civilization chart are represented on their card. Explain that not all civilization components are represented on their card.
- Have each group discuss amongst themselves where on the timeline its Civilization Card should be placed. Offer guidance as necessary, using the beginning date listed for each civilization to determine placement.



Check for Understanding

Have each group share its conclusions about which civilization components are represented on their Civilization Card and then place the Civilization Card on the timeline, one group at a time. If students have difficulty placing their civilization accurately on the timeline, ask other students for peer input.



Reading for Information

Reading/viewing closely

Entering/Emerging

Provide students with a sentence frame for sharing out with the whole group (e.g., One civilization component of Ancient Egypt is ____).

Transitioning/Expanding

Model clear, concise language for student to aid in a share out with whole group.

Bridging

Provide support for understanding key words and information on Civilization Card as needed.

- Give each group the opportunity to change the placement of its Civilization Card based on additional information they learn from other groups. Offer additional guidance as necessary to ensure proper placement of all cards and images.
- After all cards are properly placed on the timeline, note that all of these civilizations overlapped in terms of when they existed. Refer to specific dates as needed to discuss the overlap. Explain to students that they will also see some overlap in periods of time in which Early American Civilizations developed.
- Explain that the five early civilizations placed on the timeline developed in different places in the world. If students haven't already done so, point out the locations of these five civilizations on the world map. Explain to students that they will also learn about the unique locations within the Americas in which the Early American Civilizations developed.

INTRODUCE THE VERTICAL TIMELINE (10 MIN.)

- Tell students that in this unit they will study three ancient civilizations that developed mostly in Central and South America, as well as in the part of North America that is now Mexico. Tell students to point to Mexico on their map. Identify these locations on the class map after students have had the chance to identify these regions on their own maps.
- Ask students to name and point to the Atlantic Ocean and the Pacific Ocean on their map. Point to the Gulf of Mexico. Identify these locations on the class map after students have had the chance to identify these bodies of water on their own maps.
- Have students turn to Activity Page 1.1. Tell students that they will now look at a different type of timeline as an introduction to three ancient civilizations that developed in North and South America.
- Ask students how this timeline is different from the timeline used in the previous activity. Ensure students understand this timeline is vertical and the timeline created as a class is horizontal. You may wish to define *vertical* as something that is positioned up and down, and *horizontal* as something that is positioned side to side.
- Note that on the vertical timeline on the activity page, the earliest events occur at the top of the timeline and the most recent events occur at the bottom of the timeline. Remind students that on the horizontal timeline, the earliest events occur at the left side of the timeline and the most recent events occur at the right side of the timeline.
- Explain that the arrow at the top of the vertical timeline indicates very early events that occurred before the events noted on this timeline. Note that the arrow at the bottom of the timeline indicates future events.
- Explain that both timelines are used in the same way, to record historical events in sequential order. Tell students they will use the activity page timeline to record important events they learn about in this unit.
- Explain that the zigzag just below the arrow at the top of the timeline indicates an amount of time too long to show on this timeline. Share that for the thousands of years from 12,000 BCE to 5000 BCE people known as hunter-gatherers lived in the Americas.

Activity Page 1.1





Check for Understanding

Ask students to Think-Pair-Share and consider where on the timeline they would attach the label “Modern Times.” Circulate throughout the pairs and observe where students would place the label “Modern Times” and listen to student rationale. Ask several students to share their ideas about label placement and rationale with the whole group.

- Have students write *Modern Times* in the box at the bottom of the timeline labeled “2000 CE.”
- Refer to the mark in the middle of the timeline labeled “0.”
- Ask students to explain how we label the period in history that took place before the year “0” (BCE) and how we label the years following year “0” (CE). Ensure students understand that this marks the division between years labeled “BCE” and years labeled “CE.”
- Have students examine the vertical timeline and think about when the ancient civilization of the Maya existed.
 - Think-Pair-Share. Ask student pairs to report out to whole group. Ask the other students to give a “thumbs up” if they agree with the answer provided, or a “thumbs down” if they disagree with the answer provided.
- Refer to the area along the timeline from 1800 BCE to 900 CE. Explain that this part of the timeline represents the time period during which a civilization known as the Maya existed. Tell students that it began in a year that is labeled “BCE” and ended in a year that is labeled “CE.” Have students lightly shade this area with a yellow colored pencil.
- Have students examine the vertical timeline and think about when the ancient civilization of the Aztec existed.
 - Think-Pair-Share. Ask student pairs to report out to whole group. Ask the other students to give a “thumbs up” if they agree with the answer provided, or a “thumbs down” if they disagree with the answer provided.
- Refer to the area along the timeline from 1300 CE to 1521 CE. Explain that this part of the timeline represents a civilization known as the Aztec. Have students lightly shade this area with a red colored pencil.
- Have students examine the vertical timeline and think about when the ancient civilization of the Inca existed.

- Think-Pair-Share. Ask student pairs to report out to whole group. Ask the other students to give a “thumbs up” if they agree with the answer provided, or a “thumbs down” if they disagree with the answer provided.
- Refer to the area along the timeline from 1438 CE to 1532 CE. Explain that this part of the timeline represents a civilization known as the Inca. Have students lightly shade this area with a blue colored pencil.
- Tell students they will add more items to this timeline during today’s reading lesson and throughout the unit.

LESSON WRAP-UP (10 MIN.)



Check for Understanding

Post the following three questions on the board for students to discuss in Think-Pair-Share. Circulate throughout the room, listening to students as they discuss the answers to the three questions. Ask students to share out answers with the whole group. You may choose to revisit and reteach to the whole or to smaller groups.

1. What is the region of the world we will be studying in Early American Civilizations?
 - » the Americas
 2. What are the names of the three early American civilizations we will be reading and learning about in this unit?
 - » the Maya, Aztec, and Inca
 3. What are the components of a civilization that we learned about?
 - » farming and cities, religion, social classes, art and architecture, government, and system for recording information
- Tell students that in this unit they will learn about these components of the Maya, Aztec, and Inca civilizations.

Lesson 1: The Maya, Aztec, and Inca Civilizations

Reading



Primary Focus: Students will describe, compare, and contrast the key geographical features of the regions in which Maya, Aztec, and Inca civilizations developed. [RI.5.1; RI.5.2; RI.5.3]

READ-ALOUD: CHAPTER 1 (25 MIN.)

Introduce the Reader

- Ensure each student has a copy of the Reader, *Maya, Aztec, and Inca*.
- Read the title of the Reader with students. Tell students that this Reader mostly includes informational chapters. It is an informative or explanatory book that provides facts about real topics. However, the Reader also contains two literary chapters that include retellings of myths.
- Give students a few moments to flip through the Reader and comment on the images they see. Students may comment on: a map of the world; map of the Americas; illustrations of people; illustrations of tools; pictures of explorers.
- Ask students to share any comments they have about the Reader. Have students turn to the table of contents and read several titles from the table of contents.

Introduce the Chapter

- Tell students you will read aloud Chapter 1, “The Rise of Early American Civilizations.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *domesticate*.
- Have them find the word on page 2 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *domesticate*, and then have a student read the definition.

Student Reader:
Maya, Aztec, and Inca



Activity Page 1.2



- Instruct students to turn to a peer and explain what the word *domesticate* means. Provide clarification as needed.
- Explain the following:
 - The part of speech
 - Alternate forms of the word
- Have students reference Activity Page 1.2 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

VOCABULARY PREVIEW

domesticate, v. to raise and train animals to live around humans (domesticated) (2)

irrigate, v. to supply water using pipes or channels (3)

flourish, v. to be successful (flourished) (3)

isthmus, n. a narrow piece of land that connects two larger pieces of land (4)

diverse, adj. made up of different people or things (4)

lush, adj. healthy and full (4)

cenote, n. a natural well formed from a sinkhole (cenotes) (4)

descendant, n. a relative of someone who lived in the past (descendants) (4)

empire, n. a large territory or group of people under the total control of one ruler or government (5)

sieve, n. a tool with small holes for separating big and small pieces (sieves) (6)

textile, n. woven or knit fabric (textiles) (6)

Vocabulary Chart for Chapter 1 “The Rise of Early American Civilizations”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	cenote isthmus empire sieve textile	irrigate flourish diverse lush descendant domesticate
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - What were the key geographical features of the regions in which the Maya, Aztec, and Inca civilizations developed?

Note: Ensure that students understand the meaning of geographical features (the characteristics of the earth’s surface in a certain place). Ask students for an example of a geographical feature (mountains, rivers, plants, etc.).

Read “The Rise of Early American Civilizations”

- Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.
- At the top of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more unique content-related words.

Chapter 1

The Rise of Early American Civilizations

THE BIG QUESTION

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

Our understanding of the history of humans living and working together begins in Africa more than a million years ago. Over time, humans began to migrate and eventually inhabited six continents: Africa, Asia, Europe, Australia, and the two Americas.



For many thousands of years, early hunter-gatherers traveled from place to place. They fished, hunted animals, and gathered wild plants. Between 12,000 and 5000 BCE, some groups of people established more permanent villages. Often, these village-based societies relied on farming, raising their own crops for food. Some learned to **domesticate** animals. Over time, animals were used for more than food in some regions. They helped people plow and fertilize the soil. They supplied milk and provided wool for clothes.

2

Pronunciation Table

Word	CK Code
Tigris	/tie*gres/
Euphrates	/ue*frae*teez/

- Read the chapter title and The Big Question aloud. Explain that geographical features are the characteristics of the earth's surface in a certain place (e.g., mountains, rivers, etc.). Geographical features also include the types of plants and animals living in the same place.

- Read the paragraphs on page 2 aloud.
- Look at the arrows on the map showing the migration routes of early humans. Use your finger to trace the migration routes of early humans throughout the Americas. The arrows show how early humans moved from Africa into Europe and Asia. From there, some people moved into Australia. You can see on the map that people moved south through North America and into South America.

Inferential. Why do you think humans chose to migrate south through the Americas?

- » Answers may vary, but could include: humans were seeking a warmer climate; they were looking for more natural resources; humans were looking to settle close to a source of water.

Inferential. Using context clues, can you determine the meaning of the word *domesticate*?

- » Animals were used for more than just food in some regions.

Which sentence(s) help the reader to figure out the meaning of the word *domesticate*?

OR

What are some ways in which animals were domesticated?

- » “They helped people plow and fertilize soil. They supplied milk and provided wool.”

As people settled down to farm, their lives changed. People learned to **irrigate** fields. They developed ways to store food. Populations grew. Between 4000 and 2000 BCE, towns and villages in various places developed into cities. People constructed buildings and worshipped gods. They made pottery and wove cloth. The city-dwellers chose leaders and developed laws. Some people governed and others served. Civilizations were born.



Civilizations Develop from Africa to the Americas

The earliest civilizations arose in fertile river valleys in Africa and Asia. These civilizations **flourished** along the banks of the Nile, the Indus, the Yellow, the Tigris, and the Euphrates Rivers. By 1000 BCE, new civilizations arose in the Americas. These early American civilizations are called pre-Columbian civilizations. This is because they developed long before Christopher Columbus's first voyage to the Americas in 1492. Three of these pre-Columbian civilizations were the Maya, the Aztec, and the Inca.



River valleys provided people with water and fertile land.

3

- Read page 3 aloud.

Literal. What are some examples of characteristics of civilizations?

- » Answers may vary, but could include: people worked together to irrigate fields and store food; populations grew and cities were developed; people constructed buildings and worshipped gods; people made pottery and wove cloth; people chose leaders and developed laws.
- Page 3 of your reader includes a nonfiction text feature called a “heading.” Point to the heading on this page. Ask a student to read the heading aloud. (Civilizations Develop from Africa to the Americas)

Literal. Why were the Maya, Aztec, and Inca considered “pre-Columbian civilizations”? Use evidence from the text to support your answers.

- » These civilizations developed long before Columbus’s first voyage to the Americas in 1492.

Inferential. Why do you think so many civilizations started and flourished around rivers? The image and its caption may give you some ideas.

- » Answers may vary, but could include: river valleys had fertile soil for growing crops and a source of water for irrigating crops; rivers probably also provided a source of drinking water and a method of transportation.

Support

Remind students about the specific civilizations on the Civilization Cards placed on the timeline. Ask which civilizations developed along a river.

- » Ancient Mesopotamia,
Ancient China,
Ancient Egypt

Mesoamerica: The Maya and the Aztec

Mesoamerica, or Middle America, was home to the Maya and the Aztec civilizations. This region lies north of the Equator in an area called the tropics. It includes a portion of present-day Mexico in North America and parts of Central America. It occupies much of the **isthmus** that joins the continents of North and South America. The present Central American countries of Guatemala, Belize, Honduras, El Salvador, Nicaragua, and northern Costa Rica are all part of Mesoamerica. Mesoamerica has very **diverse** landscapes, including dry coastal deserts and wet inland rainforests.

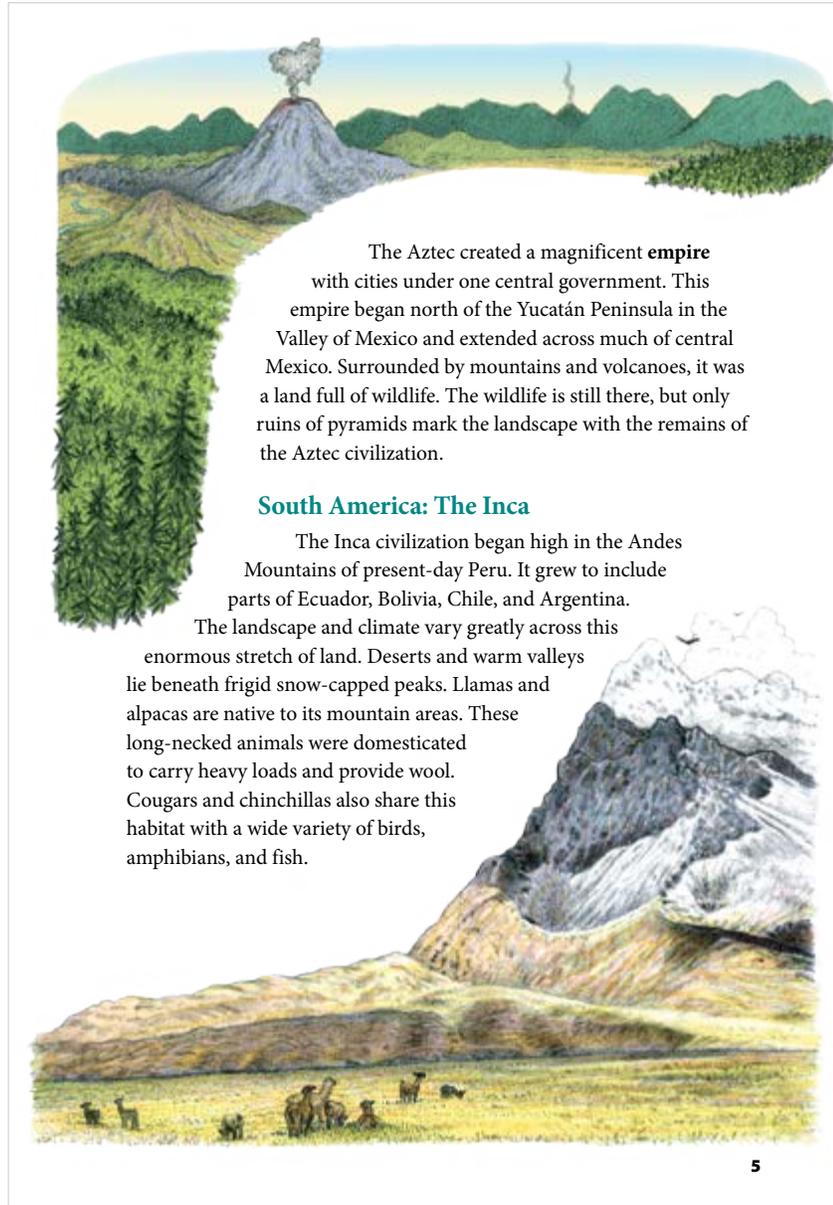
The Yucatán Peninsula is surrounded by water on three sides. It lies between the Gulf of Mexico and the Caribbean Sea, and was home to many Maya. Warm, humid rainforests cover the southern part of the peninsula. Its **lush** vegetation supports animals as varied as jaguars, snakes, bats, monkeys, toucans, and quetzal birds. The northern part of the Yucatán is drier and has no rivers, only lakes and swamps. The Yucatán's thousands of deep **cenotes** supply fresh water to the area—water needed in order for settlements to develop. Maya **descendants** are still there, living alongside the ruins of the ancient civilization.

4

Pronunciation Table	
Word	CK Code
Mesoamerica	/me*soe*.maer*i*k./
Belize	/bə*leez/
Yucatán	/ue*kə*tan/

Literal. What are the geographical features of the Yucatán Peninsula, which was home to many Maya?

- » It separates the Gulf of Mexico from the Caribbean Sea; water surrounds the peninsula on three sides; the northern part is drier and has no rivers, only lakes and swamps; and it has thousands of deep cenotes that contain fresh water.



The Aztec created a magnificent **empire** with cities under one central government. This empire began north of the Yucatán Peninsula in the Valley of Mexico and extended across much of central Mexico. Surrounded by mountains and volcanoes, it was a land full of wildlife. The wildlife is still there, but only ruins of pyramids mark the landscape with the remains of the Aztec civilization.

South America: The Inca

The Inca civilization began high in the Andes Mountains of present-day Peru. It grew to include parts of Ecuador, Bolivia, Chile, and Argentina. The landscape and climate vary greatly across this enormous stretch of land. Deserts and warm valleys lie beneath frigid snow-capped peaks. Llamas and alpacas are native to its mountain areas. These long-necked animals were domesticated to carry heavy loads and provide wool. Cougars and chinchillas also share this habitat with a wide variety of birds, amphibians, and fish.

- Read page 5 aloud.

Literal. What are the geographical features of the area where the Aztec created their empire?

- » It was north of the Yucatán Peninsula in the Valley of Mexico and included much of central Mexico; volcanoes and mountains surrounded the valley.

Literal. What are the geographical features in the area where the Inca civilization began?

- » It was high in the Andes Mountains of South America; it contained deserts, warm valleys, and frigid snow-capped peaks; it was home to wildlife including llamas and alpacas, cougars and chinchillas, and offered a wide variety of birds, amphibians, and fish.

Clues to Past Civilizations

Archaeologists have discovered much of what we know about the Maya, the Aztec, and the Inca. Archaeologists study the remains of past civilizations. They survey the land where ancient people lived, test the soil, and take photographs. They also map out areas to excavate, or dig, for artifacts. Archaeologists use shovels, scoops, brushes, and sieves to search for evidence of past human activity. Flaked stone, ceramic shards, bones, and **textiles** all tell a story.

Spanish letters and records also provide information about early American civilizations. Why were the Spanish in the Americas? Starting about 500 years ago, they came in search of riches. They were looking for gold and silver, spices and silk, adventure and conquest.



Archaeologists use various methods and tools to study past civilizations.

6

- Read page 6 aloud.

Inferential. What does the author mean by “Flaked stone, ceramic shards, bones, and textiles all tell a story”?

- » These objects were left behind; they provide evidence, or give proof, that tells a story about past human activity, because ceramics and textiles were items that were made by people. Flaked stone and bones are evidence of activities in which people engaged.

The image shows two different kinds of sieves. Archaeologists use various tools to place material from an archaeological site into a sieve. The loose dirt falls through or is washed through the holes in the sieve and small objects that may have been left behind from past human activity remain in the sieve.



Hernán Cortés



Francisco Pizarro

Spanish Conquests in the Americas

Hernán Cortés and Francisco Pizarro—distant cousins—were two early Spanish explorers. They sailed on separate expeditions from Spain to the Americas in the early 1500s. These Spanish conquistadors, or conquerors, were both interested in more than riches. They wanted to establish colonies for the Spanish king. They brought with them advanced weapons, new animals, and, unfortunately, devastating European diseases. Cortés conquered, or took control of, the Aztec Empire in present-day Mexico. Pizarro conquered the Inca in present-day Peru. The Spaniards imposed their language and religion on the native people. The Spanish wrote about their early experiences in the Americas.

As you explore these chapters, you will learn about the history of these three pre-Columbian civilizations: the Maya, the Aztec, and the Inca.



Spanish conquistadors sought riches such as the gold that was used to make this Aztec pendant.

7

- Read page 7 aloud.

Inferential. Based on the information in the text, what factors may have contributed to the decline of the Aztec and Inca empires?

- » Spaniards, led by Cortés and Pizarro, took over the lands, imposing their language and religious beliefs. The Europeans brought more advanced weapons, new animals, and devastating diseases to the Aztec and Inca civilizations. If students struggle to answer this question, redirect them back into the text and cite textual evidence to support these answers.

Inferential. Based on information in the text, what do *conquistador* and *conquered* each mean?

- » *Conquistador* is a person who takes control of a region by force. *Conquered* means took control of a region by force. *Conquered* is used to describe how Cortés took control of the Aztec Empire, and the author states that Pizarro conquered the Inca.
- Think-Pair-Share. Turn to a partner and develop a sentence for each word (*conquest*, *conquistador*, *conquered*). Ask students to share out sentences.

Challenge

The word *conquest* is a noun and means the act of taking control of a region by force. What are two other words in this paragraph that are formed from the same Latin root as *conquest*?

- » *conquistador* and *conquered*

Challenge

Identify the part of speech for each word.

- » *conquest*—noun;
conquistador—noun;
conquered—verb.

Challenge

How can we differentiate between these three words—*conquest*, *conquistador*, and *conquered*?

- » They are different parts of speech; they have the same word beginning but different endings.



Reading
for Information
Reading/viewing closely

Entering/Emerging

Provide one-to-one prompting and support for students during Activity Pages 1.1, 1.3, and 1.4.

Transitioning/Extending

Allow students to partner with a classmate to complete Activity Pages 1.1, 1.3, and 1.4.

Bridging

Preview/review directions for each activity page as needed to ensure students understand each task.

Activity Pages
1.1, 1.3, and 1.4



LESSON WRAP-UP (15 MIN.)

Discuss Chapter Questions

- For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers, and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.
 - Have students refer to Activity Page 1.1. Guide students in using pages 2 and 3 of the Reader to write the following information on the timeline:
 - 1492 CE: Columbus's first voyage to the Americas
 - Have students complete Activity Page 1.3 independently.
 - Using the Answer Key at the back of this Teacher Guide, review the answers for Activity Page 1.3 as a class.
- Note:** Activity Page 1.4 relates to The Big Question of the chapter.
- Tell students they will take home Activity Page 1.4 to read to a family member to build fluency, and then complete the activity.

WORD WORK: DIVERSE (5 MIN.)

1. In the chapter you read, “Mesoamerica has very diverse landscapes, including dry coastal deserts and wet inland rainforests.”
2. Say the word *diverse* with me.
3. *Diverse* means made up of different people or things.
4. The school I attend is diverse because students come from many different backgrounds.
5. What are some examples the author provides to explain why Mesoamerica is one of the most diverse places on Earth? Be sure to use the word *diverse* in your response.
 - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “There are diverse land features in Mesoamerica, such as ____ .”
6. What part of speech is the word *diverse*?
 - » adjective
 - Use a Making Choices activity for follow-up.
 - I will read a statement that is about something that is either diverse or not diverse. After I read the statement, you will say, “That is diverse,” or “That is not diverse.”
1. The families in my neighborhood come from all over the world.
 - » That is diverse.
2. My favorite market has every kind of fruit I know and some that are new to me.
 - » That is diverse.
3. The car dealer only had two car models for sale.
 - » That is not diverse.
4. Only a few kinds of fish have survived in the polluted river.
 - » That is not diverse.
5. My friends have all kinds of pets—horses, cats, dogs, fish, gerbils, parrots, rabbits, chickens—and one even has a ferret.
 - » That is diverse.

Lesson 1: The Maya, Aztec, and Inca Civilizations

Take-Home Material

READING

Activity Page 1.4



- Have students take home Activity Page 1.4 to read to a family member to build fluency, and use it to answer questions.
- Have students take home Activity Page 1.5 to use as a reference throughout the unit.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Activity Page 1.5



2

Maya Adaptations

PRIMARY FOCUS OF LESSON

Reading

Students will describe organizational structures of the Maya civilization and explain ways the Maya adapted to the diverse region in which their city-states thrived. [RI.5.1, RI.5.2; SL.5.1d, SL.5.2]

Grammar

Students will identify subjects and predicates in sentences and differentiate between action verbs and linking verbs. [L.5.1]

Morphology

Students will be able to distinguish between root words and words with the prefixes *il-* and *ir-* and apply these skills in sentence composition. [RF.5.3; L.5.4b]

Writing

Students will gather relevant facts about the geographical features of Mesoamerica and paraphrase sentences into note format for planning and drafting a paragraph. [W.5.8]

FORMATIVE ASSESSMENT

- Activity Page 2.2** **Golden Age of the Maya** Read the chapter excerpt and answer comprehension questions. [RI.5.1]
- Activity Page 2.3** **Subject and Predicate** Identify the subject and predicate in each sentence. [L.5.1]
- Activity Page 2.4** ***il-* and *ir-* Prefixes Meaning “Not”** Record notes from the chapter in paraphrase form. [W.5.8]



Writing Studio

If you are using Writing Studio, you may begin Unit 1, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Small Group: Chapter 2	Small Group	30 min.	<input type="checkbox"/> <i>Maya, Aztec, and Inca</i> <input type="checkbox"/> Answer Key for Activity Page 1.4 <input type="checkbox"/> Activity Pages 1.1, 1.4, 2.1, and 2.2 <input type="checkbox"/> writing journal (optional)
Lesson Wrap-Up	Whole Group	10 min.	
Word Work: <i>Game</i>	Whole Group	5 min.	
Language (30 min.)			
Grammar: Introduce Subject and Predicate	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.3
Morphology: Introduce Prefixes <i>ir-</i> and <i>il-</i>	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.4
Writing (15 min.)			
Paraphrase from a Text	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.5
Take-Home Material			
Language; Writing			<input type="checkbox"/> Activity Pages 2.3–2.5

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- You may wish to prepare to show a short video of the game pok-a-tok, a link to which is listed in the Recommended Resources list located in the digital components for this unit.

Language

Grammar

- Prepare and display the following Subject and Predicate Poster. Alternatively, you may access a digital version in the digital components for this unit. Display this poster for the duration of the unit.

Subject and Predicate

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)
- Write the following sentences on the board/chart paper. The first two sentences will be examined together, followed by the last two sentences.
 - Archaeologists study the remains of past civilizations.
 - They survey the land where ancient people lived.
 - Mesoamerica was home to the Maya civilization.
 - This book is about the Maya, Aztec, and Inca civilizations.

Morphology

- Prepare and display the following Prefixes Poster. Leave enough space at the bottom to list prefixes and their meanings throughout the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year. Alternatively, you may access a digital version in the digital components for this unit.

Prefixes

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

Start Lesson

Lesson 2: Maya Adaptations

Reading



Primary Focus: Students will describe organizational structures of the Maya civilization and explain ways the Maya adapted to the diverse region in which their city-states thrived. [RI.5.1, RI.5.2; SL.5.1d, SL.5.2]

SMALL GROUP: CHAPTER 2 (30 MIN.)

Review

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 1.4, which was assigned for homework in the previous lesson.
- Remind students they learned many details and facts about the geographical features of Mesoamerica and South America. Remind students that geography is the study of the characteristics of the earth's surface in a particular region, and that geographical features are the specific features of the land, as well as the plants and animals that are part of that area.

Introduce the Chapter

- Tell students they will read Chapter 2, "Golden Age of the Maya."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *incessant*.

- Have them find the word on page 8 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
 - Tell the students: In his journal, Désiré Charnay wrote, “The rain is incessant. The damp seems to penetrate the very marrow of our bones.” *Incessant* means continuing without stopping. Charnay was reflecting that on his journey to the jungles of Central America it rained and rained, without any sign that the rain would end. A child’s nagging may be incessant if he wants a particular item from the toy store, or the raucous noise from the neighbor’s barking dog may feel incessant if you are trying to fall asleep.
 - Tell the students to think about something they may have experienced that felt incessant. Direct students to turn and talk to a friend and use *incessant* in a sentence. Ask for some students to share their sentences with the whole group.
- Remind students that the glossary contains definitions of all the vocabulary words in this Reader.
- Have students reference Activity Page 2.1 while you read each word and its meaning, noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Activity Page 2.1



Vocabulary Preview

incessant, adj. continuing without stopping (8)

penetrate, v. to go through or into something (8)

temple, n. a building devoted to religious worship (temples) (8)

culture, n. the beliefs, traditions, and way of life shared by a group of people (9)

city-state, n. a city, and the area surrounding it, that governs itself (city-states) (9)

trade, 1. v. to give something in exchange for something else; **2. n.** a job that requires special training or skills (traded) (9)

arid, adj. dry and having little rain (11)

indigenous, adj. produced, living, or existing naturally in a particular area (11)

commerce, n. the buying and selling of goods and services (11)

game, n. 1. animals that are hunted; 2. an activity done for pleasure or sport (13)

symbolize, v. to stand for an idea or characteristic (symbolized) (14)

Vocabulary Chart for Chapter 2 “Golden Age of the Maya”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	temple city-state	incessant penetrate culture trade arid indigenous commerce game symbolize
Multiple-Meaning Core Vocabulary Words		game trade
Sayings and Phrases	golden age	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - How did Maya society adapt and thrive in such a large and diverse region?
- Ask students: What does it mean to “adapt” and “thrive”?
 - » To adapt is to make a change in order to get one’s needs met; to “thrive” is to gain in wealth and possessions—to be successful.
- Share the pronunciations for the following words and tell students they are listed on Activity Page 2.1.



Pronunciation Table	
Word	CK Code
Désiré Charnay	/dez*er*ae/ /shar*nae/
Chichén Itzá	/chee*chen/ /eet*sə/
quetzal	/ket*sol/
Bonampak	/boe*nom*pok/

Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:

Small Group 1: Students will complete Activity Page 2.2 with your support while they read.

Small Group 2: These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 2.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 2.2 correctly. You may choose to do one of the following to address this:

- Collect the pages and correct them individually.
- Provide an answer key for students to use to check their own or a partner's work after they have completed the activity page.
- Confer with students later, individually or as a group.

Over the course of the year, students may change groups, depending on their individual needs.

Read “Golden Age of the Maya”

Notes to Teacher

Before reading this chapter, remind students there are many strategies they can use to define unfamiliar words.

The following guided reading supports are intended for use with Small Group 1.

Chapter 2

Golden Age of the Maya

THE BIG QUESTION

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



Catherwood's illustrations

Désiré Charnay was a French archaeologist who visited the jungles of Central America in the 1800s. He wrote the words below in his journal.

“The rain is incessant. The damp seems to penetrate the very marrow of our bones; a vegetable mold settles on our hats which we are obliged to brush off daily; we live in mud, we are covered in mud, we breathe in mud; the ground is so slippery that we are as often on our backs as on our feet.”

Imagine slipping and sliding through mud all day long. Imagine constantly swatting at mosquitoes. Imagine pit vipers and tarantulas resting in trees overhead. Imagine constant heat and humidity. Mud, poisonous creatures, and muggy weather were all part of Charnay’s experiences in the rainforest.

Charnay visited Central America after reading a travel book written by John Lloyd Stephens and illustrated by Frederick Catherwood. He was fascinated by the book’s illustrations of ancient Maya ruins. Catherwood drew pictures of vine-choked **temples** poking through clouds. His drawings of carved masks looked like real people. Stephens and Catherwood portrayed abandoned cities, swallowed up by dense forest. Their book captured the imaginations of people from all around the world. “Who were these Maya?” people wondered.

8

Pronunciation Table

Word	CK Code
Désiré Charnay	/dez*er*ae/ /shar*nae/

- Read the chapter title as a group.

Literal. Look at the graphics on page 8 in the Reader. What do you see? What is represented in these illustrations?

- » Answers may vary. Responses may include: a journal entry; statues; wood carvings; a palace.

Support

If students require extensive support, you may want to only orally discuss the questions on Activity Page 2.2.



Language Evaluating language choices

Entering/Emerging

Provide direct support to student in completing chart on Activity Page 2.2. Rewrite Charnay's journal entry so that each sentence is placed on its own line.

Transitioning/Expanding

Provide small group support to student in completing the chart on Activity Page 2.2. Rewrite Charnay's journal entry so that each sentence is placed on its own line.

Bridging

Review activity directions and ensure the student understands the task. Clarify meaning of unknown words.

- Have students read page 8 silently. Once all students have read page 8, ask for a volunteer to read aloud paragraph 1 and the quotation from Charnay's journal.
- Discuss the chart in question 1 on Activity Page 2.2. The first row is completed for students. Review the word *incessant* and the example in row 1 of the chart.
- Guide students to write the following answers in the chart:
 - Second row: Mold grows on our hats because of all the moisture in the air.
 - Third row: We live in mud, we are covered in mud, we breathe in mud.
 - Fourth row: We feel the dampness deep inside our bodies.
- Select students to read aloud paragraphs 2 and 3.
 - Inferential.** Why were Charnay and others curious about the Maya?
 - » They may have wondered what happened to the people who used to live in the ruins and cities.

A Culture Flourishes

The Maya were one of many groups of people who settled in Mesoamerica. They formed agricultural villages at least as early as 1800 BCE. Over time, they established a civilization. As many as five million people inhabited an area that stretched from the highlands of Guatemala to the plains of Yucatán. Between 250 and 900 CE, writing, religion, and art flourished. In certain respects, this era was the golden age for the Maya **culture**.

The Maya were not ruled by a single ruler. The Maya lived in **city-states** scattered across considerable distances. Some of these city-states were larger than others. Each had a powerful lord who governed his own city and surrounding areas. The city-states both **traded** and fought with one another.

Maya society was divided into classes with lords in the highest class. Well-educated priests were also among the noble, or highest, classes. Both kings and priests lived in palaces close to city centers. Powerful nobles usually lived in the largest houses. Craftsmen lived in smaller homes that were often farther away from the city center. Farmers lived next to their fields that were even farther away.



Temples and pyramids dominated the center of Maya city-states.

9

- Have a student read aloud the heading, “A Culture Flourishes.” Have students silently read the first paragraph.

Inferential. What evidence is provided in this paragraph as to why this era was called the golden age for the Maya?

- » Answers may vary, but should reference the establishment of a civilization in which farming, writing, and religion flourished.

For struggling students, redirect attention back to the text and look for textual evidence to support this answer.

Inferential. Using context clues, can you work out the meaning of the word *flourish* as it is used in this text?

- » *Flourish* means to be successful.

Challenge

Ask students to point out the phrase or sentence from the text that helps them understand what a city-state is.

What clues in this paragraph show evidence of the civilization flourishing?

- » Answers may vary, but could include: five million people is a lot of people, which means the civilization had grown and expanded; the word *flourish* is used to describe what happened with writing, religion, and art, which indicates developments in these areas continued; the sentence referring to the golden age of Maya culture indicates all these things contributed to something positive and successful.

Evaluative. How does this heading relate to The Big Question of the chapter?

- » *Flourish* means to be successful; *thrive* also means to be successful—to grow in wealth and possessions.
- Have students read remaining paragraphs silently.

Literal. The Maya did not all live together. Instead they lived in separate city-states. Based on the information in the text, what is a city-state?

- » Answers may vary, but could include: city-states are like towns or villages, each governed by a different ruler.

Who ruled the city-states?

- » powerful lords; nobles; kings
- Have students complete question 2 on Activity Page 2.2 using information from the text.



Religious rituals, festivals, and ceremonies took place in the pyramid-temple complex.

Pyramids, Temples, Gods, and Sacrifice

Maya city-states were centers of both government and religion. Each center had some unique architectural designs. However, all centers had stone pyramids and temples. Some of the pyramids served as burial monuments to honor dead kings. Temples occupied the top level of the pyramids, purposefully close to the heavens and the gods. These temples were reserved for rulers and priests. Pyramid-temple complexes often surrounded a central plaza where public ceremonies and festivals took place.

10

Pronunciation Table

Word	CK Code
Chichén Itzá	/chee*chen/ /eet*sə/
quetzal	/ket*sol/

- Review the illustration on page 10 of the Reader.

Literal. Read the caption and tell me what structure is illustrated on this page.

- » Pyramid-temple complex.

- Have a student read aloud the heading.
- Silently read the next three paragraphs to find out how these words relate to Maya life.

Inferential. Why were pyramid-temple complexes important structures in Maya city-states?

- » They served as the location of important events in Maya culture: religious rituals, festivals, and ceremonies.

Inferential. Who were the most important members of Maya society?

- » Rulers and priests.

How do you know?

- » Temples occupied the top level of the pyramids, purposefully close to the heavens and gods, and these temples were reserved for rulers and priests.



Religion was important to most aspects of Maya life. The Maya's belief in gods and goddesses helped them explain the mystery of life itself. They believed that gods controlled everything. The gods were responsible for the rising and setting of the sun and the phases of the moon. They were certainly responsible for floods and droughts as well as sickness and health. The Maya gave thanks for a bountiful harvest, a cured disease, or a victory in battle. They offered sacrifices, or precious gifts, to the gods. Sacrificial blood, both of animals and humans, was a common offering. Kings, sometimes called holy lords, were in charge of hosting sacrificial rituals and ceremonies.

Toward the end of the Maya's golden age, the city-state Chichén Itzá served as an important Maya center. Chichén Itzá is located in an **arid** region of the northern Yucatán Peninsula. The Maya believed that Chichén Itzá's Well of Sacrifice was the home of gods who controlled the rain. The Maya offered sacrifices to the rain gods. They did so because they believed that their fields would be watered. This well continued to serve as a sacrificial site for centuries after Chichén Itzá's decline as a major Maya center.

Trading from Highlands to Lowlands

Trade routes followed rivers, seas, and roads across the Maya region, connecting these **indigenous** people to one another. Cities were hubs of **commerce** where people shared ideas and traded goods. The Maya used a barter system for exchanging daily necessities. People in the lowlands traded food, cotton, and jaguar skins for coastal salt and dried fish. People across Mesoamerica used obsidian, a volcanic glass from the highlands, for both jewelry and tools. Wealthy Maya valued precious gemstones and the brightly colored feathers of the rainforest's quetzal bird.



Quetzal bird

11

Literal. What role did religion play in daily Maya life?

- » Answers may vary, but should include that the Maya believed in the influence of the gods and goddesses in everyday life. They built temples and offered sacrifices to please and thank the gods and goddesses.

- Have a student read aloud the heading. Have students silently read the rest of the page.

Literal. What role did trade and commerce play in the Maya civilization?

- » Trade connected people to one another. Commerce made it possible to share ideas and trade goods.
- Have students answer question 3 on Activity Page 2.2.

Support

Based on the information in this paragraph, define the word *sacrifice*. A sacrifice is a precious gift offered to the gods.

Support

Why did the Maya believe it was important to offer sacrifices at Chichén Itzá's Well of Sacrifice? They believed that this well was home to the gods who controlled the rain.

Feeding City-States: Wetlands, Mountains, and Rainforests

Maya farmers worked hard to supply food to the city-states. Rainfall and soil quality varied throughout Mesoamerica. The Maya found clever ways to meet the challenges of their diverse landscapes.



Maya canals and wetlands

Some lowland areas received heavy rains from May through December, followed by drought from January through April. Because of this inconsistent rainfall, the Maya developed ways of redirecting and reusing rainwater. They created canals in the lowlands. They built raised-earth platforms above the canals and created wetlands. Aquatic plants helped keep the water clean and provided shade for the fish in the canals. The fish, in turn, provided both food and fertilizer for the fields.

In highland areas, the Maya cut terraces into the slopes of mountains. They practiced multicropping on this flat land, planting and harvesting the land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins. Maize, or corn, was the main food throughout Mesoamerica.



Crops grown by Maya

12

Support

Based on evidence in the text, what was the process of bartering in Mesoamerica?

- » The barter system is a way of trading or exchanging goods; people across Mesoamerica came together to trade items they brought with them.

- Have a student read aloud the heading.
- Remind students of the Big Question: *How did Maya society adapt and thrive in such a large and diverse region?*

Literal. What does it mean to *adapt*?

» *Adapt* means to change in some way to get one's needs met.

- As you read pages 12 and 13, look for examples of Maya adaptation.
- Have students read this page and the next page silently.

In forested areas, the Maya used a technique known as slash and burn. They slashed, or cut down, trees and then burned the area. Then they planted new crops. Ashes left from the fire added nutrients to the soil. After several years, the crops used up the nutrients in the soil. The Maya then repeated the process in another area.

The Maya also gathered tree crops. Fruit trees thrived in the rainforest. The Maya enjoyed the bountiful fruit of the breadnut tree. Similar to apricots in appearance, breadnut fruit has highly nutritious seeds. The Maya ate these seeds or ground them into flour. The Maya also used many rainforest plants for medicine.



Breadnut fruits



Male wild turkey

Some Maya hunted **game** in the forests, including deer, rabbits, and other small mammals. They raised turkeys and dogs for food. They raised stingless bees for honey, which they used to sweeten foods and drinks. In coastal communities, the Maya ate fish and turtles as well.

It is important to remember that the Maya were not the first civilization to live in Mesoamerica. The way they lived was often very similar to the way others in the area lived. The Maya did not invent the pyramid, nor were they the first to practice writing. Instead, the Maya often improved upon practices originally borrowed from other cultures.

13



Check for Understanding

Invite students to each share one example of an adaptation they identified in the text. If students have a difficult time identifying an example of adaptation, redirect them to the text to find supporting details.

Literal. Describe the methods Maya farmers used to farm the diverse landscapes.

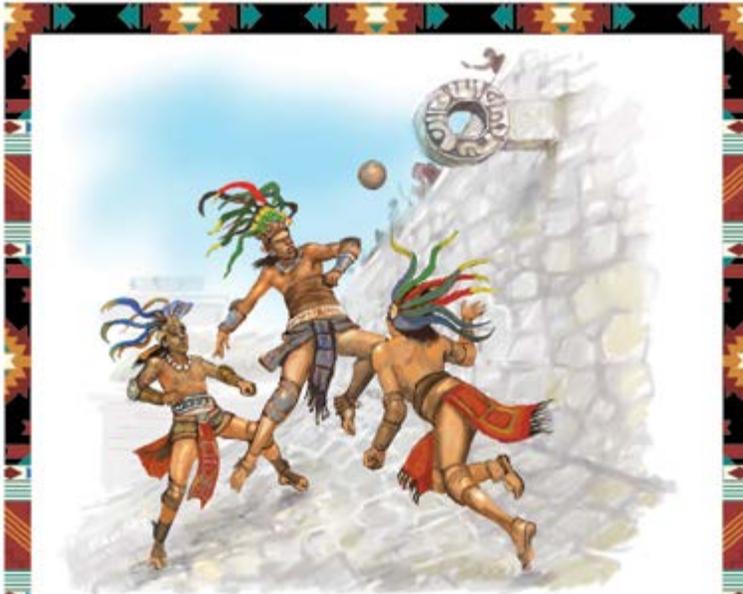
- » In lowland areas, farmers created canals and built raised-earth platforms above the canals, which became productive wetlands.

In the highlands, the Maya cut terraces into the slopes of the mountains and used multicropping to plant and harvest multiple times in a year.

In the forests, the Maya used a slash-and-burn technique to cut down and burn the trees in order to clear the land and provide ash to add nutrients to the soil.

Literal. In what ways did the Maya make use of the plants and animals of the rain forest?

- » The Maya gathered tree crops such as breadnut fruit; they used plants for medicine; and they hunted game.



An Important Ball Game

The Maya played a ball game called pok-a-tok that had religious significance. Nearly every Maya city had at least one ball court. Enclosed by parallel walls, the rectangular courts varied in size. Some were nearly as large as a modern-day football field. The game of pok-a-tok was played with a solid rubber ball that weighed as much as eight pounds. Players kept the ball in the air with their knees, hips, shoulders, and forearms. Thick, heavy padding protected them in this fast-paced game. Rules varied among the city-states. At Chichén Itzá's court, the object was to pass the ball through stone hoops. In some city-states, players were sacrificed to the gods at the end of the game. It's possible that the game **symbolized** the passage of the sun across the sky. This was believed to be an important daily task performed by the gods.

14

Pronunciation Table

Word	CK Code
Bonampak	/boe*nom*pok/

- Ask a student to read aloud the heading in the text box. Then read the paragraph aloud to students.
- Read aloud the heading. Ask a student to read the subheading. Then have students read the page silently.

Inferential. The author states that only the rich and powerful wore fancy clothes and jewels. Based on the text, what aspects of the nobles' dress could be described as fancy?

- » Answers may vary, but could include: beads, pendants, and earrings; feathered headdresses; and the inclusion of precious jade and quetzal plumes.

LESSON WRAP-UP (10 MIN.)

Discuss Chapter Questions

Note: Question 1 relates to The Big Question of the chapter: How did Maya society adapt and thrive in such a large and diverse region? Bring students back together in a single group to discuss the following questions.

Think-Pair-Share

- As time permits, allow students who completed the Challenge on Activity Page 2.2 to share their barter system dialogue.
- You may wish to show the short video of the game pok-a-tok, a link to which is located in the Recommended Resources list found in the digital components for this unit.

WORD WORK: GAME (5 MIN.)

1. In the chapter you read, “Some Maya hunted game in the forests, including deer, rabbits, and other small mammals.”
 2. Say the word *game* with me.
 3. In this sentence, *game* means animals that are hunted. The word *game* is also used in another way in this chapter. On page 13 the text says, “The Maya played a ball game called pok-a-tok that had religious significance.” In this sentence, *game* means an activity done for pleasure or sport.
 4. The hunters were familiar with the animals’ habits and knew the best places to hunt game. Many people enjoy the game of basketball.
 5. What are some words the author uses with the word *game* that help you understand which meaning of the word is being used?
 - Ask two or three students to use the target word in an oral sentence. If necessary, guide and/or rephrase students’ responses to facilitate use of the target word in complete sentences: “When the author uses the word *game* with the word(s) ____, it makes me think about ____.”
 6. What part of speech is the word *game*?
 - » noun
 - Use a Multiple-Meaning Word activity for follow-up. Tell students the word *game* has multiple meanings. Share the following with students.
 - Meaning #1: game—animals that are hunted
 - Meaning #2: game—an activity done for pleasure or sport
 - I am going to read several sentences. Listen to the context, or the text surrounding *game* in the sentence, for clues as to which meaning is being used. When you think a sentence is an example of meaning 1, hold up one finger. When you think a sentence is an example of meaning 2, hold up two fingers.
1. Pok-a-tok is a game the Maya played.
 - » 2
 2. Fish and turtles were common game the coastal Maya enjoyed.
 - » 1
 3. Soccer is a popular game around the world.
 - » 2

4. Deer and rabbits are game on many of the world's continents.

» 1

5. Mice and birds are game that foxes eat.

» 1

6. Chess is a type of game played with a board.

» 2

Lesson 2: Maya Adaptations

Language



GRAMMAR: INTRODUCE SUBJECT AND PREDICATE (15 MIN.)

Primary Focus: Students will identify subjects and predicates in sentences and differentiate between action verbs and linking verbs. [L.5.1]

- Remind students that a sentence has two parts: a subject and a predicate.
- Explain that the subject, which tells who or what the sentence is about, includes nouns (persons, places, things) and pronouns (words used to replace nouns, such as he, she, it, etc.). The predicate, which tells what the subject is doing, did, or will do, begins with a verb and often includes more information that helps to describe what the subject is doing, did, or will do.
- Refer to and read the Subject and Predicate Posters you prepared in advance.
- Refer to the first two sentences on the board/chart paper. Tell students these sentences are related, then read the sentences aloud.
 - Archaeologists study the remains of past civilizations.
 - They survey the land where ancient people lived.
- Have students find the subject of the first sentence, reminding them that the subject answers the question “Who?” or “What?” (Archaeologists)
- Remind students that *archaeologists* is a noun and ask them what kind of noun it is (common; plural). Tell students that archaeologists are scientists who study how people lived long ago. Circle *Archaeologists* to indicate that it is the subject.
- Next, have students search the first sentence for a verb, a part of speech often composed of an action word or words, and often at the beginning of the predicate. Explain that the action word is *study*. *Study* is the verb and the beginning of the predicate. Draw a wiggly line under *study* to indicate that it is a verb.

- Draw a vertical line between *Archaeologists* and *study*. (*Archaeologists* | *study* the remains of past civilizations.) Explain that this line divides the subject and the predicate. The line comes right before the verb. Have students read the entire predicate (*study the remains of past civilizations*). Repeat that the subject is *Archaeologists* and the predicate is *study the remains of past civilizations*.
- Read the second sentence and have students find the subject. Remind them that the subject answers “Who?” or “What?” (*They* is the subject.) Remind students that *They* is a pronoun and ask them what noun *they* replaces from the first sentence (*Archaeologists*). Circle *They* to indicate that it is the subject. Emphasize that *They* is a pronoun replacing the noun *Archaeologists*.
- Now look at the second sentence and ask, “What is happening? What is the action word?” (*Survey* is the action word.) *Survey* is the verb and the beginning of the predicate. Draw a wiggly line under *survey* to indicate that it is a verb. Have students read the entire predicate (*survey the land where ancient people lived*).
- Review that the subject is *They* and the predicate is *survey the land where ancient people lived*. Draw a vertical line between the subject and predicate, noting that the vertical line comes just before the verb (*They* | *survey the land where ancient people lived*). Remind students that this line divides the subject and the predicate.
- Refer to the last two sentences on the board/chart paper and read them aloud.
 - Mesoamerica was home to the Maya civilization.
 - This book is about the Maya, Aztec, and Inca civilizations.
- Ask if there is an action word in the first sentence.
 - » There is no action word in the first sentence.
- Explain that this sentence does not have an action verb, but instead has a special kind of verb called a linking verb. A linking verb is a word that connects or links the subject to a word or words in the predicate that describe it. Linking verbs show no action.
- Have students find the subject.
 - » *Mesoamerica*
- Have students find any words that may describe it.
 - » *home to the Maya civilization*
- Ask students which word follows the subject.
 - » *was*

Activity Page 2.3



Language
Using Verbs and
Verb Phrases

Entering/Emerging

Provide direct teacher support for Activity Page 2.3. Ask yes/no questions to support student in identifying subject/predicate.

Transitioning/Expanding

Provide small group support for Activity Page 2.3. Ask *wh-* questions to support student in identifying subject/predicate.

Bridging

Clarify directions and unknown words and phrases.

- Explain that *was* is a linking verb. It does not show action, but connects, or links, the subject to the words that describe it in the predicate.
- Have students find the verb *was* and draw the vertical line just before it. Remind students that this line divides the subject and the predicate. The subject is *Mesoamerica* and the predicate is *was home to the Maya civilization*. *Was* is the linking verb and the beginning of the predicate.
- Repeat the process for the second sentence, finding the subject (*This book*) and the words that describe it (*about the Maya, Aztec, and Inca civilizations*). The linking verb is the word *is* and the predicate is the phrase *is about the Maya, Aztec, and Inca civilizations*.
- Have students turn to Activity Page 2.3 and guide them through the first two sentences, making sure they use the words *subject* and *predicate* in reading the appropriate parts of each sentence. Have students complete Activity Page 2.3 for homework, or if you feel they need more assistance, complete the activity page as a teacher-guided activity.

MORPHOLOGY: INTRODUCE PREFIXES *IL-* AND *IR-* (15 MIN.)

Primary Focus: Students will be able to distinguish between root words and words with the prefixes *il-* and *ir-* and apply these skills in sentence composition.

[RF.5.3; L.5.4b]

- Point to the Prefixes Poster you have displayed in the classroom and read it with students.
- Tell students the two prefixes they will study are *il-* and *ir-*. Explain that *il-* and *ir-* mean “not.”
- Write the prefix *il-* on the poster and point out that it is pronounced /il/. Write the prefix *ir-* on the poster and point out that it is pronounced /eer/. Write the meaning of the prefixes (“not”) on the poster.
- Remind students there are other prefixes that mean “not.” Ask students: What are some other prefixes we have learned that mean “not”?
 - » *un-*, *non-*, *dis-*, *in-*, and *im-*.
- Share the following examples of words with other prefixes that mean “not”: *unhappy*, *nonessential*, *disagree*, *insignificant*, *immobile*. Ask students: What does *unhappy* mean?
 - » not happy
- What does *disagree* mean?
 - » to not agree

- Explain that adding the prefixes *il-* and *ir-* does not change the part of speech of the root word.
- Note that the prefix *il-* is added to the beginning of words that begin with the letter *l*. The prefix *ir-* is added to the beginning of words that begin with the letter *r*.
- Write *logical* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Logical* means making sense. It is logical to put your socks on before putting on your shoes.)
- Add the *il-* prefix to *logical* and have students read the new word; then discuss the meaning of the new word. (*Illogical* means “not making sense.”) Remind students that the prefix *il-* is added to the beginning of words that begin with the letter *l*. Also point out that the prefix *il-* does not change the part of speech of *logical*. Both *logical* and *illogical* are adjectives.
- Share the following example of *illogical* used in a sentence:
 - It was illogical to run out into the rain without an umbrella!
- Have students provide sentences using the word *illogical*. (Answers may vary.)
- Ask students for synonyms of *illogical*.
 - » silly, absurd, senseless
- Write *rational* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Rational* means operating based on reasons and facts. It is rational to check the weather before deciding what to wear each day.)
- Add the *ir-* prefix to *rational* and have students read the new word; then discuss the meaning of the new word. (*Irrational* means not operating based on reasons or facts.) Also point out that the prefix *ir-* does not change the part of speech of *rational*. Both *rational* and *irrational* are adjectives.
- Share the following example of *irrational* used in a sentence:
 - My brother’s love of pickles seemed irrational to me, as I hated their taste.



Check for Understanding

Have students provide sentences using the word *irrational*. (Answers may vary.) If students have a difficult time generating sentences using the word *irrational*, provide students with a sentence frame (e.g., “I found it to be irrational when my little brother. . .”).

- Ask students for synonyms of *irrational*.
 - » ridiculous, unreasonable, foolish
- Continue in this manner for the remaining *il-* and *ir-* words, using the following chart as a guide. Shaded columns indicate that the information does not need to be written on the board.
- As you introduce the words, have students complete the chart on Activity Page 2.4.

Note: You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. You might not complete all these examples, but complete as many as time permits.

Activity Page 2.4



Language Selecting Language Resources

Entering/Emerging

Ask simple *wh-* questions as prompts for chart completion. Highlight/underline the word not in the Activity Page heading and in column 2 of the chart.

Transitioning/Expanding

Review directions and ensure the student understands the task. As needed, highlight/underline the word not in the Activity Page heading and in column 2 of the chart.

Bridging

Review directions and ensure the student understands the task. Clarify meaning of unknown words on page 2.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
legible	(adjective) able to be read	illegible	(adjective) not able to be read	The document was so old that the writing was <u>illegible</u> .
legal	(adjective) allowed by law	illegal	(adjective) not allowed by law	It is <u>illegal</u> to drive through a red light instead of stopping.
responsible	(adjective) trusted to do what is right	irresponsible	(adjective) not trusted to do what is right	It was <u>irresponsible</u> for my older brother to stay up late the night before the test, as he was too sleepy the next day to concentrate.
replaceable	(adjective) capable of being duplicated or exchanged for another item	irreplaceable	(adjective) not capable of being duplicated or exchanged for another item	Her grandmother's necklace was one-of-a-kind and, therefore, <u>irreplaceable</u> .
regular	(adjective) normal or usual	irregular	(adjective) not normal or usual	It's difficult to plan a vacation around his <u>irregular</u> work schedule.

- Have students complete Activity Page 2.4 for homework.

Lesson 2: Maya Adaptations

Writing



Primary Focus: Students will gather relevant facts about the geographical features of Mesoamerica and paraphrase sentences into note format for planning and drafting a paragraph. [W.5.8]

PARAPHRASE FROM A TEXT (15 MIN.)

Model Paraphrasing

- Tell students that in this unit, they will write an explanatory text that provides factual information on a topic.
- Tell students that today they will work with sentences from the text to practice:
 - identifying important words and phrases, or fragments, that provide specific facts and details about geographical features of Mesoamerica;
 - paraphrasing, which is restating information in different words.
- Explain that in order to take notes on a topic and use information from an author, it is important to use the information without plagiarizing. Plagiarizing is taking ideas or words exactly or very closely as written by an author and using them in your own writing, without giving the author credit for the ideas or words.
- Explain that paraphrasing is an important step to use when taking notes from a text, to avoid plagiarizing.
- Have students turn to Activity Page 2.5.
- Explain that the sentences in this chart were selected because they contain details and facts about geographical features of Mesoamerica.

Activity Page 2.5



Check for Understanding

Ask students to explain what geographical features are and provide an example of a geographical feature.

- » Geographical features are characteristics of the earth's surface found in a particular region. Examples include mountains, rivers, and plants and animals found in a region.

- Have students turn and talk with a peer as a support for students struggling to recall the definition and examples of geographical features.
 - Remind students that Mesoamerica is the region where both the Maya and Aztec civilizations developed.
 - Explain that for each sentence in the chart, it is important to identify the fragments, or words and phrases, that give specific details about the topic. The fragments underlined in the first examples are the important facts or details to record as notes. The words in the Paraphrasing column are not the exact words of the author, but say the same thing the author says.
 - Share that when one is paraphrasing, articles such as *a*, *an*, and *the* can be dropped, as can linking verbs such as *are*, *is*, and *was*.
 - Using the following chart, point out that information from the first sentence has already been paraphrased. Explain that the paraphrased note does not include all the underlined words, which is appropriate.
1. Ask students: What does the paraphrasing tell us in example 1?
 - » It tells us that the Maya and Aztec civilizations developed in Mesoamerica.
 2. What articles were dropped during the paraphrasing of example 1?
 - » *or, to, the, and*
 - Explain that these articles can be dropped and the meaning of the note will still be understood by the reader.
 - For the next two sentences:
 - Use the chart to guide students as they read one sentence at a time and notice the underlined fragments related to the geographical features of Mesoamerica.
 3. Ask students: What are the important facts in example 2?
 - » Mesoamerica is north of the equator; this area is called the tropics.
 - Have students turn to a partner and orally paraphrase the important idea from the sentence. Discuss students' ideas and have them write a paraphrased note.
 - For the fourth sentence in the chart, have students underline or highlight the words and phrases that convey the important facts and details. Discuss students' ideas and guide them to write a paraphrased note.

Practice Paraphrasing

- As time permits, continue guiding students through the paraphrasing process to complete Activity Page 2.5, using the following chart as a reference.
- Allow increasing independence as students are ready. Tell students they will complete the Paraphrasing column on the activity page for homework and that the Planning Notes column should remain blank.
- Remind students that paraphrasing is restating information—keeping the same meaning, but putting it in one’s own words.



Writing
Writing

Entering/Emerging

Provide 1:1 teacher support for activity page. Ask yes/no questions to determine important facts.

Transitioning/Expanding

Provide small group support to complete the first five examples on Activity Page 2.5. Ask *wh*-questions to determine important facts

Bridging

Review activity directions and ensure the student understands the task. Clarify meaning of unknown words.

Geographical Features of Mesoamerica			
Page(s)	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	<u>Mesoamerica</u> , or Middle America, was <u>home to the Maya</u> and <u>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> .	parts of Mexico and Central America	
4	Mesoamerica has very diverse landscapes, including dry coastal deserts and wet inland rainforests.	variety of land types includes deserts on coasts and rainforests away from coasts	
4	The Yucatán Peninsula separates the Gulf of Mexico from the Caribbean Sea.	surrounded by large bodies of water	
4	The northern part of the Yucatán is drier.	some areas drier than others	
4	The Yucatán’s deep cenotes supply fresh water to the area.	Yucatán has deep natural wells for fresh water	
4	The rainforest’s lush vegetation supports a variety of animals.	lots of vegetation and animals	
12	Some lowland areas 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 highland areas, the Maya cut terraces into the slopes of mountains.	mountainous areas	

LESSON WRAP-UP

- Call on a couple of students to explain what it means to paraphrase text and why paraphrasing is important.

~~~~~~EndLesson~~~~~

### Lesson 2: Maya Adaptations

# Take-Home Material

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## LANGUAGE; WRITING

- Have students complete Activity Pages 2.3—2.5 for homework.

Activity Pages  
2.3 and 2.4



Activity Page 2.5





## 3

# Organization of the Maya Civilization

## PRIMARY FOCUS OF LESSON

### Reading

Students will describe the organizational structures of the Maya and explain ways in which they adapted to the diverse landscape in Mesoamerica.

[RI.5.1, RI.5.2; SL.5.1d, SL.5.2]

### Writing

Students will compose sentences from notes and construct a logical paragraph describing the geographical features of Maya civilization.

[W.5.2a]

## FORMATIVE ASSESSMENT

### Activity Page 3.1

**Excerpt from “Golden Age of the Maya”** Students read the chapter and answer comprehension questions. [RI.5.1, RI.5.2]

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                                                                                                                                          |
|-----------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>    |             |         |                                                                                                                                                                                                                    |
| Close Reading: Chapter 2    | Whole Group | 40 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> writing journal                                                                                                                  |
| Word Work: <i>Symbolize</i> | Whole Group | 5 min.  |                                                                                                                                                                                                                    |
| <b>Writing (45 min.)</b>    |             |         |                                                                                                                                                                                                                    |
| Plan and Draft a Paragraph  | Whole Group | 40 min. | <input type="checkbox"/> Activity Pages SR.2, SR.3, 2.5<br><input type="checkbox"/> Writing Process Graphic<br><input type="checkbox"/> Paragraph about a Paragraph<br><input type="checkbox"/> Paraphrasing Chart |
| Model Drafting a Paragraph  | Whole Group | 5 min.  |                                                                                                                                                                                                                    |
| <b>Take-Home Material</b>   |             |         |                                                                                                                                                                                                                    |
| Reading                     |             |         | <input type="checkbox"/> Activity Page 3.1                                                                                                                                                                         |

## ADVANCE PREPARATION

### Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Write the following writing prompt on the board/chart paper:  
Compare and contrast agricultural techniques used by the Maya. How are the techniques similar and different?

### Writing

- You may wish to prepare and display a copy of the Paragraph about a Paragraph on Activity Page SR.2. Alternatively, you may access a digital version in the digital components for this unit.

#### Paragraph About a Paragraph

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.

- You may wish to prepare and display a copy of the Writing Process Graphic on Activity Page SR.3. Alternatively, you may access a digital version in the digital components for this unit.
- Using the first chart located in the writing lesson, you will model the process of grouping and ordering notes, marking the decisions you have made and using the notes to draft a paragraph. Prepare and display a copy of the Paraphrasing Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare a surface (e.g., chart paper, dry-erase board, computer with projector) to display your writing as you draft the paragraph found at the end of the writing lesson. The paragraph you draft will remain on display through Lesson 4.

## Universal Access

- Graphic Organizer: Venn Diagram
- Graphic Organizer: Paragraph Template

## Language

### Grammar; Morphology

- Collect Activity Pages 2.3 and 2.4 to review and grade, as there are no grammar or morphology lessons today.

Start Lesson

## Lesson 3: Organization of the Maya Civilization

# Reading



**Primary Focus:** Students will describe the organizational structures of the Maya and explain ways in which they adapted to the diverse landscape in Mesoamerica. [RI.5.1, RI.5.2; SL.5.1d, SL.5.2]

### CLOSE READING: CHAPTER 2 (40 MIN.)

#### Review

- Remind students that in Lesson 2 they learned about the ancient Maya people and many of their accomplishments.
- Think-Pair-Share.

What interesting detail or fact have you learned about the ancient Maya civilization? Why do you find it interesting? Use information from the Reader to support your answer.

» Answers may vary, but students should refer to the text to support their answers.

#### Review the Chapter

- Tell students they will reread Chapter 2, “Golden Age of the Maya.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How did Maya society adapt and thrive in such a large and diverse region?

1. What does the word *adapt* mean? Turn to a friend and explain what it means to adapt.
    - » To make changes to get one's needs met.
  2. What does the word *thrive* mean? Turn to a friend and explain what it means to thrive.
    - » To gain in wealth and possessions; to be successful.
- Share ideas as a whole group. Clarify definitions as needed.

### **Read “Golden Age of the Maya”**

- Read the title of the chapter, “Golden Age of the Maya,” as a class. As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

## Chapter 2

# Golden Age of the Maya

### THE BIG QUESTION

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



Catherwood's illustrations

Désiré Charnay was a French archaeologist who visited the jungles of Central America in the 1800s. He wrote the words below in his journal.

*“The rain is **incessant**. The damp seems to **penetrate** the very marrow of our bones; a vegetable mold settles on our hats which we are obliged to brush off daily; we live in mud, we are covered in mud, we breathe in mud; the ground is so slippery that we are as often on our backs as on our feet.”*

Imagine slipping and sliding through mud all day long. Imagine constantly swatting at mosquitoes. Imagine pit vipers and tarantulas resting in trees overhead. Imagine constant heat and humidity. Mud, poisonous creatures, and muggy weather were all part of Charnay’s experiences in the rainforest.

Charnay visited Central America after reading a travel book written by John Lloyd Stephens and illustrated by Frederick Catherwood. He was fascinated by the book’s illustrations of ancient Maya ruins. Catherwood drew pictures of vine-choked **temples** poking through clouds. His drawings of carved masks looked like real people. Stephens and Catherwood portrayed abandoned cities, swallowed up by dense forest. Their book captured the imaginations of people from all around the world. “Who were these Maya?” people wondered.

8

### Pronunciation Table

| Word           | CK Code                |
|----------------|------------------------|
| Désiré Charnay | /dez*er*ae/ /shar*nae/ |

- Read to the end of the quote.

**Inferential.** Think-Pair-Share. The quote ends with, “the ground is so slippery that we are as often on our backs as on our feet.” What does Désiré Charnay mean by these words?

- » The ground is so muddy and slippery, people often fall down or slip off their feet onto their backs.

## Challenge

Good imagery sparks lots of different senses. Pick a sentence or phrase in this text that uses strong imagery, and explain which sense or senses it targets.

- Read aloud the paragraph below the quote.

**Evaluative.** In the opening paragraph, the author uses imagery, which is a literary device that helps the reader visualize something. Authors often use literary devices to better explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Authors also use literary devices simply to make the text more interesting or engaging.

In paragraph two, notice how many times the author asks the reader to “imagine” something. Why do you think this author asks the reader to imagine all the things that are described?

- » Answers may vary, but should include specific details from the text. Answers may include: The things the author describes could be considered unpleasant or frightening to encounter. The author is perhaps painting an image in the reader’s mind of a difficult environment for explorers, and more importantly, for early people to live in.

### A Culture Flourishes

The Maya were one of many groups of people who settled in Mesoamerica. They formed agricultural villages at least as early as 1800 BCE. Over time, they established a civilization. As many as five million people inhabited an area that stretched from the highlands of Guatemala to the plains of Yucatán. Between 250 and 900 CE, writing, religion, and art flourished. In certain respects, this era was the golden age for the Maya **culture**.

The Maya were not ruled by a single ruler. The Maya lived in **city-states** scattered across considerable distances. Some of these city-states were larger than others. Each had a powerful lord who governed his own city and surrounding areas. The city-states both **traded** and fought with one another.

Maya society was divided into classes with lords in the highest class. Well-educated priests were also among the noble, or highest, classes. Both kings and priests lived in palaces close to city centers. Powerful nobles usually lived in the largest houses. Craftsmen lived in smaller homes that were often farther away from the city center. Farmers lived next to their fields that were even farther away.



Temples and pyramids dominated the center of Maya city-states.

9

- Have students silently read the first paragraph.

**Inferential.** The author uses the idiom *a golden age* to describe the success of a particular period of the Maya civilization. Gold is a valuable metal and represents wealth and prosperity. Why might this period be described as a golden age?

- » Answers may vary, but should include specific details from the text.

The golden age was a period in which the Maya civilization thrived. What does it mean to “thrive”?

- » to gain in wealth and possessions; to be successful

What evidence of growth and prosperity is found in paragraph one?

- » During the golden age of the Maya, between 250 and 900 CE, writing, religion, and art flourished.

### Support

Remind students that an idiom is a literary device they learned about in the Personal Narratives unit. An idiom is an expression that cannot be understood by understanding the meaning of each of its words.

**Literal.** Which groups of people were considered to be in the highest social class?

- » The lords were in the highest social class; well-educated priests were among the noble, or highest, classes as well.

**Inferential.** Based on evidence from the text, how would you describe the social class of nobles, craftsmen, and farmers?

- » Answers may vary, but could include: other nobles are described as powerful and lived in the largest houses, which indicates a higher status; the fact that craftsmen lived in smaller homes that were farther away from the city center implies that they were not in the highest classes; farmers lived the farthest away from the city center, which also implies that they were in a lower class.

### Feeding City-States: Wetlands, Mountains, and Rainforests

Maya farmers worked hard to supply food to the city-states. Rainfall and soil quality varied throughout Mesoamerica. The Maya found clever ways to meet the challenges of their diverse landscapes.



Maya canals and wetlands

Some lowland areas received heavy rains from May through December, followed by drought from January through April. Because of this inconsistent rainfall, the Maya developed ways of redirecting and reusing rainwater. They created canals in the lowlands. They built raised-earth platforms above the canals and created wetlands. Aquatic plants helped keep the water clean and provided shade for the fish in the canals. The fish, in turn, provided both food and fertilizer for the fields.

In highland areas, the Maya cut terraces into the slopes of mountains. They practiced multicropping on this flat land, planting and harvesting the land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins. Maize, or corn, was the main food throughout Mesoamerica.



Crops grown by Maya

12

- Direct students to skip pages 10 and 11, turning to page 12. Ask them to silently read all of page 12.

**Inferential.** Would crops planted in the lowlands have grown well on their own, given the natural pattern of rainfall? Why or why not?

- » No, the rain was so heavy during certain times of the year that the crops would have been flooded. During other times of the year, there wasn't enough rain and the crops would have died.

**Inferential.** How did the Maya adapt to the challenges of growing food in the lowlands?

- » They collected water in canals during heavy rainfalls so that they could reuse the water for crops planted on raised-earth platforms when there was not enough rain.

In forested areas, the Maya used a technique known as slash and burn. They slashed, or cut down, trees and then burned the area. Then they planted new crops. Ashes left from the fire added nutrients to the soil. After several years, the crops used up the nutrients in the soil. The Maya then repeated the process in another area.

The Maya also gathered tree crops. Fruit trees thrived in the rainforest. The Maya enjoyed the bountiful fruit of the breadnut tree. Similar to apricots in appearance, breadnut fruit has highly nutritious seeds. The Maya ate these seeds or ground them into flour. The Maya also used many rainforest plants for medicine.



Breadnut fruits



Male wild turkey

Some Maya hunted **game** in the forests, including deer, rabbits, and other small mammals. They raised turkeys and dogs for food. They raised stingless bees for honey, which they used to sweeten foods and drinks. In coastal communities, the Maya ate fish and turtles as well.

It is important to remember that the Maya were not the first civilization to live in Mesoamerica. The way they lived was often very similar to the way others in the area lived. The Maya did not invent the pyramid, nor were they the first to practice writing. Instead, the Maya often improved upon practices originally borrowed from other cultures.

13

- Direct students to silently read the first two paragraphs on page 13.

**Inferential.** What are two ways the Maya adapted to the challenges of growing and getting food in the rain forest?

- » They cleared some land for space to plant crops by cutting down and burning the trees to improve the soil before they planted the crops.

They collected fruit, like that of the breadnut tree, from the trees that grew naturally in the rain forest.

## JOURNAL WRITING

- Have students respond to the writing prompt on the board/chart paper in their journals.
  - Compare and contrast agricultural techniques used by the Maya. How are the techniques similar and different?
- Remind students to reread pages 12 and 13 as a support for journal writing.
- Allow volunteers to share their writing and discuss the points students make.
  - » Answers may vary, but could include: the type of food obtained; the type of land; the way the land was prepared; the work involved in growing/gathering the food; and the effects on the land.

## LESSON WRAP-UP

- Have students turn to Activity Page 3.1. Tell them they will take home an excerpt from the chapter to read to a family member and use it to answer a question that follows.

**Note:** Activity Page 3.1 relates to The Big Question of the chapter.

## WORD WORK: SYMBOLIZE (5 MIN.)

### Making Connections

1. In the chapter you read the phrase, “It’s possible that the game pok-a-tok symbolized the passage of the sun across the sky.”
  2. Say the word *symbolize* with me.
  3. *Symbolize* means to stand for an idea or characteristic.
  4. The logo on the sign symbolizes a particular restaurant.
  5. What are some other examples of an object or a picture that symbolizes, or stands for, something else? Be sure to use a form of the word *symbolize* in your response.
- Ask two or three students to use the target word in an oral sentence. If necessary, guide students and/or rephrase students’ responses to make complete sentences: “\_\_\_ symbolizes \_\_\_.”



## Writing Writing

### Entering/Emerging

Provide student access to a graphic organizer (such as the Venn Diagram) to aid in recording information. Allow student to record ideas in one-word responses.

### Transitioning/Expanding

Review writing prompt to ensure the student understands the task. Provide student access to a graphic organizer (such as the Venn Diagram) to aid in recording information.

### Bridging

Review writing prompt to ensure the student understands the task. Clarify meaning of unknown words.

## Activity Page 3.1



6. What part of speech is the word *symbolize*?

» verb

**Note:** Use a Making Connections activity for follow-up.

- I am going to read several pairs of words or phrases. Decide which item symbolizes, or stands for, the other item. Then use the words or phrases in a sentence with the word *symbolizes* to correctly link the words or phrases.

1. a four-leafed clover AND good luck

» The four-leafed clover symbolizes good luck.

2. a well-known car company AND the simple design

» The simple design symbolizes a well-known car company.

3. love AND a simple heart

» A simple heart symbolizes love.

4. the sun AND the yellow color in the flag

» The yellow color in the flag symbolizes the sun.

5. the arrow AND the correct direction to travel

» The arrow symbolizes the direction to travel.

---

### Lesson 3: Organization of the Maya Civilization

# Writing



**Primary Focus:** Students will compose sentences from notes and construct a logical paragraph describing the geographical features of Maya civilization.

[W.5.2a]

## PLAN AND DRAFT A PARAGRAPH (40 MIN.)

### Review

- Remind students that in Lesson 2 and for homework, they paraphrased details and facts taken from Chapters 1 and 2 of *Maya, Aztec, and Inca*.
- Review the “Paraphrasing” column of the chart on Activity Page 2.5. Explain that not all of the words and phrases students used to paraphrase will be exactly the same as yours or others students, but they should all contain the same idea.

Activity Page 2.5



### 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</u> and <u>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</u> <u>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                                                                 |                |

## DISCUSS THE WRITING PROCESS

### Activity Page SR.2



- Have students look at the Writing Process Graphic on display. Ask students to identify what stage of the writing process we are working within as we paraphrase our notes and develop our paragraphs.
- Tell students that today they will plan by organizing notes about geographical features of the land where the Maya civilization developed and use these notes to draft an explanatory paragraph.
- Have students turn to Activity Page SR.2 (the Paragraph about a Paragraph) located in the Student Resources section of the Activity Book.
  - Remind students that they have seen a similar paragraph example when drafting a narrative paragraph. Explain to students that the same basic approach to paragraphs applies, but when they work on explanatory texts, they focus on one topic and main idea in each paragraph.
- Read the paragraph aloud. Tell students this paragraph provides a reference if they need to look back at it for reminders about the different parts of a paragraph. As you read the paragraph aloud, highlight the different parts of the paragraph as a visual support for students.
  - Writers often organize good paragraphs using a common set of guidelines.
    - Topic sentence
  - **First**, writers include a topic sentence to introduce the topic or main idea of the paragraph. —Supporting detail
  - The topic sentence tells what the paragraph will be about.
    - Supporting detail
  - **Next**, writers include supporting sentences to explain the topic or main idea. —Supporting detail
  - Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea.
    - Supporting detail
  - Including interesting facts and details helps make the paragraph informative and interesting to read. —Supporting detail
  - It is important that the sentences stick to the topic. —Supporting detail
  - **Finally**, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. —Supporting detail

- Using these guidelines can be helpful to writing a clear and informative paragraph. —Concluding sentence

### **Paragraph About a Paragraph**

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.

### **Model Planning a Paragraph**

- Explain that there is usually more than one good way to organize notes to create a paragraph. Tell students that the way you will model is just one possible way to group and order the fragments.
- Have students refer to the “Paraphrasing” column on Activity Page 2.5. Point out that you will model the process of making notes in the “Planning Notes” column to show how the paraphrased information will be used.
- Think aloud as you reference the notes in the Paraphrasing Chart to select and organize fragments for your paragraph. For this lesson, encourage students to contribute. However, be prepared to model completely.
- Demonstrate selecting information for a topic sentence. Remind students that the topic sentence of a paragraph introduces the topic or main idea of the paragraph or what the paragraph will be about.
- Choose two or three facts that you think would work well together in a topic sentence. Explicitly point out that rather than simply stating the topic, the topic sentence should say something about the topic.
- Think aloud as you mark the notes you choose to use in your topic sentence in the “Planning Notes” column of the chart.
  - For example, you could say, “The first note, ‘Maya and Aztec civilizations in Mesoamerica,’ gives a name for what the area is called. I will cross out *Aztec* because this paragraph will be about the Maya.”
  - Cross out *Aztec* in the first row and write *Topic Sentence* in the far-right column.

- The second note “north of Equator in tropics,” gives some information about where Mesoamerica is located in the world.
  - The fourth note “variety of land types,” tells us there were different types of land. A lot of the notes are about land types.
  - “I think I’ll use part of the first note for my topic sentence and save the second note for one of the supporting sentences. And I think I’ll use the fourth note for a supporting sentence about the different types of land. But I like the word *diverse*, which was in the original sentence, so I may use that in my topic sentence. It’s a good word, along with the term *geographical features*, to describe the main idea of this paragraph. I’ll circle these phrases.”
  - Circle *diverse* in the fourth row. Note *diverse* for the topic sentence in the “Planning Notes” column.
- Instruct students to use the same process to choose the notes they will use in their topic sentences and to label their charts as you have modeled.
  - Continue modeling the planning process in this manner. It is very important that you think aloud as you move through the process. Use the following chart as a reference as you model.
  - Remind students that the supporting sentences are included to explain the topic or main idea. Tell students there are usually three or more supporting sentences.
  - Instruct students to select at least three notes that they will use to develop supporting details in their paragraphs, and to label their charts as you have modeled.
  - Remind students that a concluding sentence ends the paragraph with a final thought about the topic or main idea. Tell students that sometimes concluding statements go beyond the facts to end the paragraph, sometimes with an opinion.
  - Explicitly point out that the concluding sentence links back to the topic sentence but uses different words.
  - Instruct students to select the note they will use to develop their concluding sentences, and to label their charts as you have modeled.

### 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                                       | topic sentence                                                                                             |
| 4    | This region lies <u>north of the Equator</u> in an area called the <u>tropics</u> .                                       | north of Equator in tropics                                                       | use for topic sentence?<br>supporting sentence—location                                                    |
| 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                                                        | supporting sentence—location                                                                               |
| 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 | supporting sentence—land use <i>diverse</i> in topic sentence<br>use <i>variety</i> in concluding sentence |
| 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                                               | supporting sentence—water/rain                                                                             |
| 4    | The <u>northern part</u> of the Yucatán is <u>drier</u> .                                                                 | some areas drier than others                                                      | supporting sentence—water/rain                                                                             |
| 4    | The <u>Yucatán's deep cenotes</u> <u>supply fresh water</u> to the area.                                                  | Yucatán has deep natural wells for fresh water                                    | supporting sentence —<br><del>water/rain</del> too specific                                                |
| 4    | The <u>rainforest's lush vegetation</u> supports a <u>variety of animals</u> .                                            | lots of vegetation and animals                                                    | might use for concluding sentence                                                                          |
| 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                              | supporting sentence— <del>land and water/rain</del> —too specific                                          |
| 12   | In <u>highland areas</u> , the Maya cut terraces into the slopes of <u>mountains</u> .                                    | mountainous areas                                                                 | supporting sentence—land                                                                                   |

## MODEL DRAFTING A PARAGRAPH (5 MIN.)

- Explain that you will reference the notes from the Paraphrasing Chart as you write your paragraph. Remind students that our paragraph is an explanatory paragraph about the geographical features of the land where the Maya civilization developed.
- Think aloud as you reference the notes about how to group information. Model the process you expect students to follow with their own notes. For this lesson, encourage students to contribute. However, be prepared to model completely.
- Demonstrate writing a topic sentence. Reread the notes you made and the fragments you identified to use in the topic sentence. You might say, “In the topic sentence, I want to include the name of the Maya and the name of Mesoamerica and mention the geographical features of the area.”
- Draft the topic sentence on the board/chart paper. Point out that the first sentence should be indented.
  - “Mesoamerica, home of the Maya civilization, has interesting and diverse geographical features.”
- Demonstrate writing supporting sentences. As you compose your sentences, continue to think aloud as you model.
  - “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 rain forests.”
  - “Even though the region is surrounded by water, some areas are drier than others.”
- Demonstrate writing a concluding sentence. Continue to think aloud as you model composing the sentence.
  - “The land on which the Maya civilization grew is full of variety, with different kinds of land, plants, and animals.”
- Instruct students to reread the paragraph to see if it makes sense and to determine if any words are missing.

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.

- Explain to students that they will use their paraphrased notes to draft their own paragraph on the geological features of the land where the Maya civilization developed. Students can begin the drafting process now if time allows, and complete the paragraph at home.

## LESSON WRAP-UP



### Check for Understanding

Have students record one or two things they learned today about planning and drafting a paragraph on a notecard, and turn it in as an “exit ticket.” Pull together a small group of students who struggle to identify something they learned. Remind students about new skills taught.

End Lesson

## Lesson 3: Organization of the Maya Civilization

# Take-Home Material

## READING

- Have students take home Activity Page 3.1 to read to a family member to build fluency, and then answer the question that follows.
- Have students complete the draft paragraph for homework.



## Writing Writing

### Entering/Emerging

Provide student with a checklist of elements of a paragraph that must be included, to ensure the student understands the task.

### Transitioning/Expanding

Provide student access to a graphic organizer (such as the Paragraph Template) to aid in drafting the paragraph.

### Bridging

Check in with student to ensure that they understand how to draft related topic and concluding sentences.

## Activity Page 3.1



## 4

# Ancient Hieroglyphics

## PRIMARY FOCUS OF LESSON

### Reading

Students will describe the importance of the Maya writing and mathematical systems and summarize some possible reasons for the decline of the Maya civilization. [RI.5.2; SL.5.2]

### Grammar

Students will identify subjects and predicates in sentences and identify run-on sentences, rewriting them into complete sentences. [L.5.3; W.5.5]

### Morphology

Students will distinguish between root words and words with the prefixes *il-* and *ir-* and use those words correctly in sentences. [L.5.4b]

### Writing

Students will revise, edit and rewrite a paragraph using the criteria outlined in a provided rubric. [W.5.5]

## FORMATIVE ASSESSMENT

### Activity Page 4.2

#### Excerpt from “Hidden Secrets in the Rainforest”

Read excerpt from Chapter 3 and answer comprehension questions. [RI.5.2]

### Activity Page 4.3

**Sentences** Correct errors in a given paragraph and rewrite run-on sentences. [L.5.3; W.5.5]

### Activity Page 4.4

**Practice Prefixes *il-* and *ir-*** Select word to complete sentences and develop original sentences. [L.5.4b]

### Activity Page 4.5

**Select a Topic for the Codex Project.** Choose a cultural aspect of a civilization as the topic for the Codex Project. [W.5.5]

## LESSON AT A GLANCE

|                                                         | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                                |             |         |                                                                                                                                                                                                                                                                                        |
| Whole Group: Chapter 3                                  | Whole Group | 30 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> Map of the Americas<br><input type="checkbox"/> Activity Pages 1.1, 3.1, 4.1, 4.2                                                                                                                    |
| Lesson Wrap-Up                                          | Whole Group | 10 min. |                                                                                                                                                                                                                                                                                        |
| Word Work: <i>Distinct</i>                              | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                        |
| <b>Language (30 min.)</b>                               |             |         |                                                                                                                                                                                                                                                                                        |
| Grammar: Practice Subject and Predicate                 | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 4.3                                                                                                                                                                                                                                             |
| Grammar: Run-On Sentences                               | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                        |
| Morphology: Practice Prefixes <i>il-</i> and <i>ir-</i> | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 4.4                                                                                                                                                                                                                                             |
| <b>Writing (15 min.)</b>                                |             |         |                                                                                                                                                                                                                                                                                        |
| Introduce the Codex Project and Rubric                  | Whole Group | 15 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> Codex Project Rubric<br><input type="checkbox"/> Website images of codices (optional)<br><input type="checkbox"/> Draft paragraph from Lesson 3<br><input type="checkbox"/> Activity Pages 4.5, SR.4 |
| <b>Take-Home Material</b>                               |             |         |                                                                                                                                                                                                                                                                                        |
| Writing                                                 |             |         | <input type="checkbox"/> Activity Page 4.5                                                                                                                                                                                                                                             |

## ADVANCE PREPARATION

### Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Display a map of the Americas. Alternatively, you may access a digital version in the digital components for this unit.
- Write the following questions on the board/chart paper for whole group discussion:
  - In what ways did the use of a writing system contribute to the development of the Maya civilization?
  - In what ways did the use of a number system contribute to the development of the Maya civilization?
  - Why does this label refer to a range of dates rather than a single date?

### Language

#### Grammar

- Write the following groups of words on the board/chart paper. The fragments and lack of punctuation and capitalization are intentional.
  - David Stuart began sketching carvings when he was only eight years old
  - developed a system of writing with about 800 distinct glyphs
- Write the following run-on sentence on the board/chart paper:
  - Traders used this early form of mathematics for business architects used it to build pyramids.

### Writing

- Display the paragraph you drafted in Lesson 3.
- Locate the Codex Project Rubric for use during this lesson in the Teacher Resources section of this Teacher Guide. Alternatively, you may access a digital version in the digital components for this unit.
- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, the Dresden Codex, and a compilation of images of Maya codices (Slides 1, 2, and 6–11; avoid Slide 12, which depicts gods smoking).

## Lesson 4: Ancient Hieroglyphics

# Reading



**Primary Focus:** Students will describe the importance of the Maya writing and mathematical systems and summarize some possible reasons for the decline of the Maya civilization. [RI.5.2; SL.5.2]

### WHOLE GROUP: CHAPTER 3 (30 MIN.)

#### Review the Chapter

- Refer to Activity Page 3.1. Have students share their answers to the question with a partner. Call on a couple of students to discuss reasons for the choices they made. Encourage students to reference specific words, phrases, and sentences in the excerpt on the activity page. Students' answers may vary, but should include a description of the chosen method and should logically explain why that method is a clever way of meeting the challenge of the landscape.

#### Introduce the Chapter

- Tell students they will read Chapter 3, "Hidden Secrets in the Rainforest."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *interpret*.
- Have them find the word on page 17 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students read paragraphs 1 and 2 on page 17. Ask students, "Using context clues, can you figure out the meaning of the word *interpret*?"
  - » to explain or determine the meaning of something
- Have students turn and talk with a peer about their working definition of *interpret*. Have some students share their definitions with the whole group. Ask students to identify the text that helped them to understand the meaning of the word *interpret*. Provide clarification as needed.
- Remind students that all highlighted vocabulary words can be found in the glossary at the back of the Reader.
- Have students reference Activity Page 4.1 while you read each word and its meaning.

#### Activity Page 3.1



#### Activity Page 4.1



## ACADEMIC VOCABULARY

**interpret, v.** to explain or determine the meaning of something (17)

**distinct, adj.** different in a noticeable way (distinctive) (17)

**pulley, n.** a simple machine made of a wheel or set of wheels used with a rope or chain to raise and lower objects (pulleys) (21)

**mortar, n.** a wet substance that hardens as it dries to hold bricks or stones together (21)

**stucco, n.** a type of plaster used as decoration or to cover walls (21)

**disperse, v.** to spread apart in different directions (dispersed) (22)

**epidemic, n.** a sudden, widespread illness (22)

**artisan, n.** a person who is skilled at making things by hand; a craftsperson (artisans) (22)

**tunic, n.** a knee-length piece of clothing, like a simple dress (tunics) (23)

**dwindle, v.** to become smaller or lessen over time (dwindled) (23)

| Vocabulary Chart for Chapter 3 “Hidden Secrets in the Rainforest” |                                       |                                                                   |
|-------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------|
| Vocabulary Type                                                   | Tier 3<br>Domain-Specific Words       | Tier 2<br>General Academic Words                                  |
| Core Vocabulary                                                   | pulley<br>mortar<br>stucco<br>artisan | interpret<br>distinct<br>disperse<br>epidemic<br>tunic<br>dwindle |
| Multiple-Meaning Core<br>Vocabulary Words                         |                                       |                                                                   |
|                                                                   |                                       |                                                                   |
| Sayings and Phrases                                               |                                       |                                                                   |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - What factors led to the development and decline of the ancient Maya civilization?

### Chapter 3

# Hidden Secrets in the Rainforest

#### THE BIG QUESTION

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



David Stuart, shown here (middle) at age 10

Do you like to solve puzzles and break codes? A boy named David Stuart did. The son of archaeologists, David often accompanied his parents to the ancient Maya ruins where they worked. There, he saw sights that he had never seen before. He was particularly fascinated by the sculpted stone monuments called stelae. Often located in the central plazas of Maya cities, these giant pillars featured carvings of images and symbols. David began sketching the carvings when he was only eight years old. One symbol looked like the head of a jaguar. Another resembled an open book. What did these glyphs, or combinations of symbols, mean?



Stelae featured detailed carvings like these. There could be many different symbols in various combinations.

16

## Read “Hidden Secrets in the Rainforest”

### Pronunciation Table

| Word     | CK Code     |
|----------|-------------|
| Knorosov | /ne*roe*su/ |

- Have students silently read page 16.
- *Stelae*—ending with the letter e—is the plural form of the word *stela*, which is a stone monument.

**Inferential.** Using context clues, can you determine the meaning of the word *glyphs*?

- » A combination of symbols.
- Turn and talk with a partner to share the meaning of the word *glyphs* and tell what words in the text helped you figure out the meaning of the word *glyphs*.

**Literal.** What are stelae?

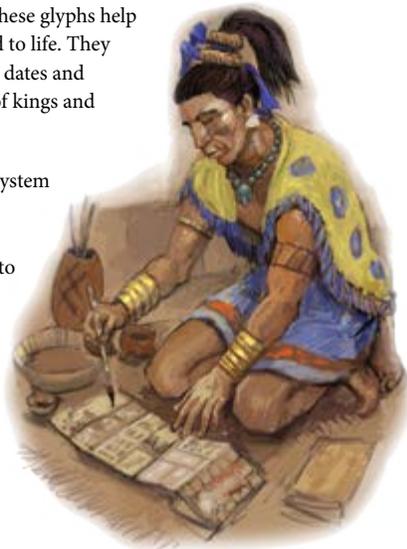
- » Carvings of symbols found in the central plazas of Maya cities.

### Decoding an Ancient Language

David soon learned that archaeologists were often puzzled by these carved symbols. Many of the carvings had survived despite thousands of years of erosion by humidity, heat, and tropical storms. Still, nobody knew what these sequences of symbols meant. Some scholars suspected that the symbols were largely decorative. Others were convinced that the symbols were a form of writing. Among these scholars was a young Russian named Yuri Knorosov, who began to decode, or translate, the hieroglyphics. His translations uncovered the true nature of the Maya writing system. Some glyphs were syllables, or parts of words, while others represented whole words. They were far from being just pretty pictures!

Knorosov published the results of his research in 1952. Some epigraphers, people who decode and **interpret** ancient writing systems, were doubtful of his work. Others, including David Stuart, were eager to decode more. Today, approximately 85 percent of the Maya glyphs have been decoded. These glyphs help bring the ancient Maya world to life. They provide records of important dates and events, including the reigns of kings and the movement of the stars.

The Maya developed a system of writing that used around 800 **distinct** glyphs. Scribes patiently painted symbols onto the folded bark paper of a codex. They created many of these ancient books, or codices. Many codices were destroyed or have disappeared. Hieroglyphics carved in stone, however, continue to tell stories from ancient Maya city-states even today.



Scribe painting glyphs on a codex

17

- Have students silently read page 17.

**Evaluative.** Epigraphers like Yuri Knorosov, David Stuart, and many others spent years learning to decode and interpret Maya glyphs. What made their work so important?

- » Answers may vary, but could include: they uncovered the true nature of the Maya writing system; their work helped bring the ancient Maya world to life; the glyphs provide information about important dates and events of the Maya civilization; the glyphs continue to tell stories from the ancient Maya city-states.

**Literal.** Look closely at the image of the scribe painting. He is working on a folded codex. What is a codex?

- » A codex is an ancient book of folded bark paper.

### Support

*Codices* is the plural form of *codex*.

### Buried Treasure in the Temple of Inscriptions

Palenque, in present-day Mexico, contains one of the longest carved hieroglyphic texts yet found. Elements of Palenque's history are carved on panels that form the walls of its Temple of Inscriptions. This temple was built to honor one of Palenque's kings, King Pakal.

K'inich Janaab' Pakal rose to power when he was only 12 years old. He ruled Palenque for nearly 70 years. Pakal, like other Maya rulers, spent many years planning his own burial tomb. The tomb inside Palenque's famous Temple of Inscriptions lay hidden for many years. In 1948, a Mexican archaeologist named Alberto Ruz Lhuillier discovered a trap door that led to the tomb.



Death mask of K'inich Janaab' Pakal

It took four years for Alberto Ruz Lhuillier and his team to carefully clear rubble from the opening beneath the trap door. There, they discovered a stairway leading down to the king's sarcophagus, or coffin. When archaeologists opened the coffin's ornate lid, they found what is presumed to be Pakal's skeletal remains. He was buried with an abundance of jade, the Maya's most precious stone. Jade necklaces, earrings, rings, and bracelets filled the coffin. The most magnificent of all the pieces was the mosaic death mask. It was common practice in Maya culture to place masks over rulers' faces to protect them in the afterlife. Pakal's mask is spectacular. Made from hundreds of pieces of green jade, the mask features decorative pieces of shell and dark obsidian.

18

### Support

What do epigraphers do?

» They translate ancient writing systems to figure out what the systems say.

### Pronunciation Table

| Word                  | CK Code                       |
|-----------------------|-------------------------------|
| Palenque              | /pə*leng*kae/                 |
| K'inich Janaab' Pakal | /kin*ik/ /jo*nab/ /pa*kəl/    |
| Lhuillier             | /loo*lee*ae/ or /loo*ee*yaer/ |

- Have a student read aloud the heading on page 18.

- As I read aloud page 18, listen for reasons why the Temple of Inscriptions is famous.
- Read aloud page 18.

**Evaluative.** What are several reasons the Temple of Inscriptions in Palenque is famous?

- » Answers may vary, but should include reference to the long walls of hieroglyphics detailing the history of Palenque; that the temple was built to honor one of Palenque's kings, King Pakal; and that it contained King Pakal's coffin with a magnificent death mask and other jewelry.

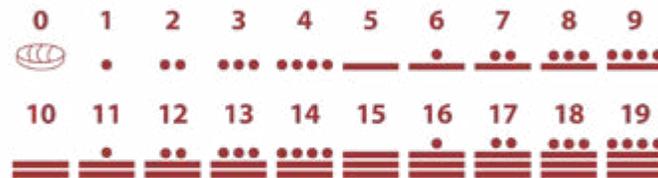
## Support

What did archaeologists discover behind a hidden trapdoor in the temple?

- » The tomb or burial place of King Pakal.

### From Numbers to Calendars and the Great Beyond

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.



Symbols for 0, 1, and 5 combine to form larger numbers.



Stone stela

#### Symbols Carved on Stelae

Sculpted stelae stood in Maya ceremonial centers for hundreds of years. Over time, the stones had various uses and the styles changed. Archaeologists have determined that the main purpose of the stelae was to glorify kings. These stone monuments boldly portrayed a king's wealth and important deeds.

Combinations of glyphs also recorded important events. The Maya used a complicated system for recording dates using the symbols for numbers. The position of a number on a stela determined how it was interpreted. The Maya symbols for numbers appear on many stelae.

19

- Have students silently read page 19.

**Think-Pair-Share. Inferential.** The Maya used different symbols to represent numbers. How might people from different social classes have used these numerical symbols?

- » Answers may vary, but should include that traders may have used them to keep track of the quantities of items they were trading; farmers may have used them to calculate how many crops to plant in a certain area; architects may have used them to calculate the measurements for building pyramids; astronomers may have used them to calculate the locations of things in the heavens.

Priests served as astronomers and charted the skies. Ceremonial centers housed observatory buildings where astronomers could watch the stars' movements over the course of a year. The Maya thought of time as moving in cycles rather than in a straight line. Cycles in nature were important to the Maya understanding of time. They accurately predicted solar eclipses. They mapped out the orbital cycle of the planet Venus. They studied the phases of the moon.

Based on their observations and their knowledge of mathematics, the Maya used two calendars. The solar, or sun, calendar contained 365.2420 days in a year. Compare that to modern-day calculations of 365.2422 days in a calendar year. Can you tell how far off the mark they were? Scientists agree that centuries-old Maya calculations are remarkably precise, or accurate. Their lunar, or moon, calendar contained 260 days. The Maya consulted it for favorable days to plant and harvest. It was also their key to deciding the best dates for ceremonies and celebrations.



- As I read page 20 aloud, listen for information that explains the role of an astronomer in the Maya civilization.
- Read aloud page 20.

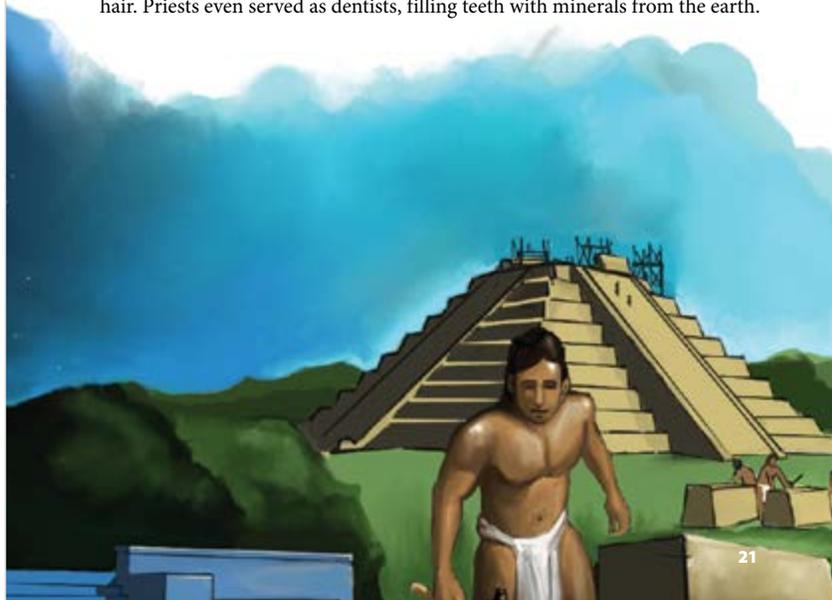
**Inferential.** The topic sentence of the first paragraph is “Priests served as astronomers and charted the skies.” Based on the supporting sentences in the paragraphs on this page, how would you summarize the role of astronomers?

- » Based on observations and the use of mathematics, they recorded the movements of the stars, planets, sun, and moon. They used these observations to create calendars that were consulted by the Maya.

### Early Engineers and Doctors

The Maya's many pyramids are proof of their advanced mathematical and engineering skills. Imagine building such structures without the use of wheels, **pulleys**, or metal tools. The Maya constructed four-sided platforms from earth and rubble to form the base of a pyramid. Then, they covered the rubble with limestone from local quarries. The plentiful limestone was ground into a fine powder and mixed with gravel and water. The Maya used this mixture for both **mortar** and **stucco** finishing. The Maya had no pack animals, so they carried materials on their backs. Without the use of metal tools, they cut stone with stone.

Priests had many different roles in Maya society. In addition to conducting religious ceremonies and practicing astronomy, priests served as doctors. Maya medicine was a combination of science and religion. The Maya used natural remedies, or treatments. They gathered plants to relieve headaches and settle upset stomachs. They combined herbal concoctions with various animal parts to cure ailments. When wounds required stitching, priests used sharp pieces of obsidian, a volcanic stone, and strands of human hair. Priests even served as dentists, filling teeth with minerals from the earth.



- Have students silently read page 21.

**Think-Pair-Share. Evaluative.** People use engineering skills to design and create large structures by using scientific methods. In what ways did the Maya pyramids reflect the Maya's use of scientific and mathematical skills?

- » They would have likely used math to design and measure the parts of the pyramid so the pieces would be the right size and fit together as they'd planned. They may have used knowledge of science to work with stone, mortar, and stucco to build a strong and lasting structure.

## The End of a Golden Age

The golden age of the Maya came to an end between 800 and 900 CE. City-states were mostly abandoned. No more stone statues were raised to kings. Populations decreased and farmers **dispersed**. People of the inland rainforests left for the drier Yucatán Peninsula. One of the most advanced pre-Columbian civilizations in the Americas crumbled. Why?

The change was gradual and probably resulted from a combination of things. It is possible that a lack of rainfall led to serious drought conditions. The Maya chopped down trees for additional fields and housing. This could have destroyed the ecological balance of the region. An **epidemic** or changing trade routes may have been partially responsible for the decline. Or, some theorize, the reason may rest with the Maya themselves. Was there a war between city-states? Did people revolt? Had the rulers become too controlling? Nobody knows for sure.

### Maya Blue

#### A Long-Lasting Color

The Maya were skilled **artisans**. They gathered clay to create beautiful ceramic vessels.

Like the stone stelae, these decorative vases often told stories on their elaborately painted surfaces. Artists made a distinctive blue paint known as Maya Blue.

It comes from a beautiful indigo dye produced from the leaves of a native plant. Many other colors made with natural pigments fade over time. Maya Blue is remarkable for the fact that it fades very little.



Flowers from the indigo plant



Mural background painted with Maya Blue

22

- Remind students of The Big Question: What factors led to the development and decline of the ancient Maya civilization? As you silently read page 22, look for information that will help you to answer the Big Question.
- Have students silently read page 22.

**Literal.** The author uses the word *crumbled*. *Crumble* means “to break down.” In the subsequent paragraph, the author gives many theories, or explanations, about why the Maya civilization crumbled. What are some reasons the author gives?

- » Answers may vary, but could include: a lack of rainfall may have led to serious drought conditions; the Maya chopped down trees for additional fields and housing, which could have destroyed the ecological balance of the region; an epidemic may have struck; trade routes may have changed; city-states may have

gone to war with one another; people may have revolted; or the elite rulers may have become too controlling.

**Evaluative.** *Drought* refers to a shortage of rain in an area that usually expects and depends on it. How could a lack of rainfall lead to serious conditions?

- » A lack of rainfall for a long enough time would mean not enough water for people, animals, and plants to drink, or for people to use for growing food crops; there may have been fewer game animals; plants may have been less plentiful for gathering and using as a food source..

## Challenge

One theory of the decline of the Maya civilization refers to the ecological balance of the region. How do you think chopping down trees for fields and housing could have a negative effect on the balance of living things in the area?

- » Answers may vary, but could include: clearing the forest might change the habitats available for animals by destroying their shelter and food sources; changing the health or ability to survive of some animals might affect other animals that depend on them; and reducing the number of trees and other plants might change the nutrients from decomposing plants that are available in the soil.

## Maya Cloth of Today

Many modern Maya women wear colored **tunics** that are similar to the ones worn by their ancestors. Each community has its own distinct designs. As they did long ago, many women today still weave cloth. Some even use thread that is colored with natural dyes. Traditional tunics are sold in modern-day marketplaces.



Maya designs



Maya woman weaving

At the close of the golden age, the remaining Maya scattered and their great civilization **dwindled**. Today, their descendants live in the ancestral homelands of modern-day Mexico, Belize, Guatemala, Honduras, and El Salvador. With the exception of Belize, where English is spoken, Spanish is the official language of the region. However, more than 21 Maya dialects are still spoken in Guatemala alone. If you visit Mesoamerica, your guide through the muggy rainforests to ancient ruins may be a descendant of the Maya.

The ancient Maya were once thought to be peaceful worshippers of the stars, gods, and time. However, their decorated vessels and translated glyphs provide clues to suggest otherwise. We are still learning about these people who populated south-central Mexico and parts of Central America.

23

- Have students silently read page 23.

**Support.** Ask students to find the sentence that names the modern countries in which descendants of the Maya live today. Refer to a classroom map of the Americas and guide students in locating and naming these countries.

- » “Today their descendants live in the ancestral homelands of modern-day Mexico, Belize, Guatemala, Honduras, and El Salvador.”

## LESSON WRAP-UP (10 MIN.)

### Chapter Discussion

**Note:** Questions 1 and 2 relate to The Big Question of the chapter. Remind students of the Big Question: What factors led to the development and decline of the ancient Maya civilization?



Speaking &  
Listening  
Exchanging  
Information & Ideas

#### Entering/Emerging

Ask student yes/no questions as support in answering questions 1 and 2. Clarify unknown words and phrases.

#### Transitioning/Expanding

Check in with student, asking *wh-* questions to answer questions 1 and 2. Clarify unknown words and phrases.

#### Bridging

Pair student with a capable partner for discussion. Clarify unknown words and phrases.

#### Activity Page 1.1



### Check for Understanding

Post the following three questions. Have students discuss these questions in Think-Pair-Share. Call on a few students to share their answers with the whole group. If students struggle to answer any of these questions, briefly reteach important concepts and, whenever possible, redirect the students to the text to find answers.

### Think-Pair-Share

- Evaluative.** In what ways did the use of a writing system contribute to the development of the Maya civilization?
  - » Answers may vary, but could include: their hieroglyphic writing system enabled the Maya to record important dates and events; it probably added to their ability to share information about current events and their history.
- Evaluative.** In what ways did the use of a number system contribute to the development of the Maya civilization?
  - » Answers may vary, but could include: the number system helped the Maya in business and in trade, architecture, farming, and astronomy. It may have enabled them to be more accurate in these activities. Perhaps the use of mathematics added knowledge and understanding that strengthened their success in these areas. For example, astronomers were able to create calendars that enabled them to more accurately predict patterns and events in nature.
- Have students refer to Activity Page 1.1. Guide students to use the text on page 22 to write the following information in the proper places on the timeline.
  - » 800–900 CE: Maya civilization declines

4. **Evaluative.** Why does this label refer to a range of dates rather than a single date?

- » The decline of the Maya civilization does not seem to have been caused by a single event or to have taken place all at once. The author tells us that populations decreased and farmers dispersed; people moved. A condition like drought, destruction of the ecological balance of the region, changing trade routes, war, or an epidemic could have had an effect over many years.

- Have students turn to Activity Page 4.2 and briefly review the directions. Have students take home these excerpts to read and use to complete the activity page for homework.

## Activity Page 4.2



### WORD WORK: *DISTINCT* (5 MIN.)

1. In the chapter you read, “The Maya developed a system of writing that used around eight hundred distinct glyphs.”
2. Say the word *distinct* with me.
3. *Distinct* means “different in a noticeable way.”
4. The park ranger recognizes the sound of the barred owl easily because it has a distinct call.
5. What are some other examples of things that are distinct? Try to use the word *distinct* in your response.
  - Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_ is distinct because \_\_\_.”
6. What part of speech is the word *distinct*?
  - » adjective
  - Use a Making Choices activity for follow-up.
  - I am going to read several sentences. If the sentence I read is an example of something that is distinct, show me a thumbs-up. If the sentence I read is not an example of something that is distinct, show me a thumbs-down.

1. All students in the school wear uniforms.
    - » not distinct, thumbs down
  2. My grandmother loves peacocks because she says they are unique and beautiful birds.
    - » distinct, thumbs up
  3. Because it was the tastiest, his dad's apple pie won first place in the pie baking contest.
    - » distinct, thumbs up
  4. It was hard to tell the two girls apart because they looked similar and wore matching clothes.
    - » not distinct, thumbs down
  5. My cousin is the only person with blue eyes in the whole family.
    - » distinct, thumbs up
- 

## Lesson 4: Ancient Hieroglyphics

# Language



### GRAMMAR: PRACTICE SUBJECT AND PREDICATE (10 MIN.)

**Primary Focus:** Students will identify subjects and predicates in sentences and identify run-on sentences, rewriting them into complete sentences.

[L.5.3; W.5.5]

- As a class, read the groups of words that you prepared in advance:

David Stuart began sketching carvings when he was only eight years old developed a system of writing with about 800 distinct glyphs
- Remind students that a subject tells who or what the sentence is about. Reread each group of words and have students identify the subject. If the group of words has a subject, underline it. If the group of words does not have a subject, do not underline anything. There may or may not be a subject in each group of words. Use the following chart to guide you.

| <b>Group of Words</b>                                                         | <b>Question to Ask Students</b>                                   | <b>Underlined Subject</b> |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------|
| <i>David Stuart began sketching carvings when he was only eight years old</i> | Who began sketching carvings when he was only eight years old?    | David Stuart              |
| <i>developed a system of writing with about 800 distinct glyphs</i>           | Who developed a system of writing with about 800 distinct glyphs? | ---                       |

- Next, remind students that the predicate tells what the subject is doing in the sentence. The predicate contains either an action verb or a linking verb that connects the subject to the other words in the predicate.
- Tell students to reread each group of words so they can identify the predicate. If the group of words has a predicate, draw a wiggly line below the predicate (including the verb). If the group of words does not have a predicate, do not draw a wiggly line below anything. Use the following chart to guide you.

| <b>Group of Words</b>                                                         | <b>Question to Ask Students</b> | <b>Wiggly-Underlined Predicate</b>                           |
|-------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------|
| <i>David Stuart began sketching carvings when he was only eight years old</i> | What did David Stuart do?       | began sketching carvings when he was only eight years old    |
| <i>developed a system of writing with about 800 distinct glyphs</i>           | What happened?                  | developed a system of writing with about 800 distinct glyphs |

- Finally, have students look at the groups of words and identify which groups of words have both an underline and a wiggly line below them. (*David Stuart began sketching carvings when he was only eight years old*)
- Remind students that the group of words identified is a sentence because it has both a subject and a predicate. Have students help you rewrite this sentence with correct punctuation. (*David Stuart began sketching carvings when he was only eight years old.*)
- Explain that the other group of words is a fragment because it does not have both a subject and a predicate.

## Activity Page 4.3



Language  
Selecting Language  
Resources

### Entering/Emerging

Allow student to complete Activity Page 4.3 in class with teacher support. Ask *wh*- questions to prompt student in correcting errors in paragraph.

### Transitioning/Expanding

Allow student to correct the errors in the paragraph in class with teacher support.

### Bridging

Preview/review instructions for Activity Page 4.3 and ensure understanding of task.

## GRAMMAR: RUN-ON SENTENCES (5 MIN.)

- Tell students that when two or more sentences run together because they do not have proper punctuation, it is called a *run-on sentence*.
- Read the following run-on sentence from the board/chart paper:

Traders used this early form of mathematics for business architects used it to build pyramids.
- Explain that this is an example of a run-on sentence. It is really two sentences that run together because they have not been punctuated properly.
- Model how to capitalize and punctuate the run-on sentence to create two simple sentences.

Traders used this early form of mathematics for business. Architects used it to build pyramids.
- Review the subject and predicate in each sentence. Remind students to use correct capitalization and punctuation when creating simple sentences from a run-on sentence. (subject: *Traders*; predicate: *used this early form of mathematics for business*; subject: *Architects* predicate: *used it to build pyramids*.)
- Have students turn to Activity Page 4.3. Briefly review the directions. Have students complete the activity page for homework.

## MORPHOLOGY: PRACTICE PREFIXES *IL-* AND *IR-* (15 MIN.)

**Primary Focus:** Students will distinguish between root words and words with the prefixes *il-* and *ir-* and use those words correctly in sentences. [L.5.4b]

- Review the definition of *prefix*: a prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.
- Remind students that the prefixes *il-* and *ir-* both mean “not” and are added to root words that are adjectives. The prefixes *il-* and *ir-* do not change the part of speech of the word; the new word is still an adjective.
- Tell students you will give them two word choices. Then you will read a sentence and they must decide which word choice the sentence demonstrates.
- Practice with the following example:
  - Logical or illogical? Rabbits worked in the fields with the Maya to help plant crops.
- Ask students if the sentence relates to the word *logical* or the word *illogical*.
  - » *Illogical*, because it doesn't make sense for rabbits to work in the fields to help plant crops.

- Continue in this manner with the remaining examples:
  - Responsible or irresponsible? Maya farmers worked hard to supply food to the city-states. (responsible)
  - Replaceable or irreplaceable? Made from hundreds of pieces of jade, King Pakal's death mask was found inside the Temple of Inscriptions after having been buried for many years. (irreplaceable)
  - Legible or illegible? He was in such a rush when he wrote the paragraph that it is difficult to read what he wrote. (illegible)
  - Regular or irregular? People from different classes of society used the Maya system of counting often in their daily lives. (regular)
  - Legal or illegal? If you are of the right age and have successfully passed a driving test, you can drive a car. (legal)



### Check for Understanding

In the time remaining, have students think of sentences that correctly use one of the root words or affixed words. The sentences can relate to the text the students have read or to their own lives. Have students write their sentence on an index card as an exit ticket. (Answers will vary.) If students struggle to develop a sentence, provide them with a sentence frame to support task initiation.

- Have students turn to Activity Page 4.4. Briefly review the directions and have students complete it for homework.

## Lesson 4: Ancient Hieroglyphics

# Writing



**Primary Focus:** Students will revise, edit and rewrite a paragraph using the criteria outlined in a provided rubric. [W.5.5]

### **INTRODUCE THE CODEx PROJECT AND RUBRIC (15 MIN.)**

- Have students refer to the image on page 17 of the Reader. Remind them that *codex* is the name for an early book created by scribes who painted glyphs



### Language Selecting Language Resources

#### **Entering/Emerging**

Review the meaning of root words with student. Ask student yes/no questions to determine proper word choice.

#### **Transitioning/Expanding**

Clarify meaning of root words. Ask *wh-* questions to determine proper word choice.

#### **Bridging**

Clarify meaning of root words and unknown words as needed.

### Activity Page 4.4



onto folded bark paper. Have students look at the image and observe the way the paper is folded.

- If you prepared online images of codices, display and discuss them now.
- Tell students they will create their own codex, an explanatory writing piece about some cultural aspect of different early American civilizations, as a writing project for this unit, and that you will refer to it as their Codex Project.
- Have students reread the paragraph about Maya geographical features that you drafted in Lesson 3 from the board/chart paper.

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.

- Have students turn to Activity Page SR.4, the Codex Project Rubric, found in the Student Resources section of the Activity Book. State that together, you and the students will assess the class paragraph using this rubric.
- Tell students they will reference this rubric when they draft paragraphs for the Codex Project in later lessons.
- Explain that features of paragraph writing are in the left column, and the criteria, or things you will be looking for in the writing, are listed in the “Exemplary” column. Explain that the descriptions listed in the “Exemplary” column represent the details you will assess. The descriptions are here to help students understand what skills they are expected to learn and use as they write paragraphs.

## Activity Page SR.4



### Writing Evaluating Language Choices

#### Entering/Emerging

Ask student yes/no questions to identify features of the paragraph that meet or do not meet the criteria outlined in the rubric.

#### Transitioning/Expanding

Ask student *wh*- questions to identify features of the paragraph that meet or do not meet the criteria outlined in the rubric.

#### Bridging

Prompt student to think about a specific element of the paragraph to examine for revision before calling upon that student for an answer.



### Check for Understanding

Read through each of the criteria listed in the “Exemplary” column. Ask students if the paragraph drafted in Lesson 3 meets each criterion. If it doesn't, ask students to offer suggestions to revise the paragraph to better match the criterion. Continue to model this process for each row of the rubric.

- Explain that you will use this rubric again at the end of the unit to assess students' writing as it relates to the Codex Project.

## Lesson Wrap-Up

- Have students turn to Activity Page 4.5 and read the directions. Tell students to start thinking about the cultural aspect that most interests them and to complete the activity page for homework.

End Lesson

Activity Page 4.5



## Lesson 4: Ancient Hieroglyphics

# Take-Home Material

### READING; LANGUAGE; WRITING

- Have students take home Activity Page 4.2 to read to a family member to build fluency, and then to answer the questions.
- Have students complete Activity Pages 4.3–4.5 for homework.

Activity Pages 4.2—4.5



## 5

# Myths of the Maya

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the purpose of ancient Maya myths and summarize the successful creation of the world and its people according to this Maya myth.

[RL.5.2]

### Writing

Students will identify and paraphrase key information relevant to their selected cultural aspect for the Codex Project. [W.5.8]

## FORMATIVE ASSESSMENT

- Activity Page 5.2** **Excerpt from “Myths of the Maya”** Read excerpt from the chapter and answer comprehension questions. [RL.5.2]
- Activity Page 5.3** **Take Notes** Take notes on Chapter 2 and paraphrase supporting details. [W.5.8]

## LESSON AT A GLANCE

|                                           | Grouping    | Time    | Materials                                                                                                          |
|-------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                  |             |         |                                                                                                                    |
| Read-Aloud: Chapter 4 “Myths of the Maya” | Whole Group | 30 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> Answer Key for Activity Page 4.2 |
| Lesson Wrap-Up                            | Whole Group | 10 min. | <input type="checkbox"/> Activity Pages 4.2, 5.1, 5.2                                                              |
| Word Work: <i>Vast</i>                    | Whole Group | 5 min.  |                                                                                                                    |
| <b>Writing (45 min.)</b>                  |             |         |                                                                                                                    |
| Taking Notes                              | Whole Group | 35 min. | <input type="checkbox"/> Activity Pages SR.3, 4.5, 5.3<br><input type="checkbox"/> <i>Maya, Aztec, and Inca</i>    |
| Lesson Wrap-Up                            | Whole Group | 10 min. | <input type="checkbox"/> Writing journal (optional)                                                                |
| <b>Take-Home Material</b>                 |             |         |                                                                                                                    |
| Reading                                   |             |         | <input type="checkbox"/> Activity Page 5.2                                                                         |

## ADVANCE PREPARATION

### Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.

### Writing

- Post the following writing prompts for the Challenge option:
  - Imagine if a clay man and a wood man met. Write a short dialogue of what they would say to each other about the gods who created them.
  - Compare and contrast the people created out of clay and the people created out of wood.

### Language

#### Grammar; Morphology

- Collect Activity Pages 4.3 and 4.4 to review and grade since there are no grammar or morphology lessons today.

#### Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

#### Universal Access

SR.3: The Writing Process Graphic

Start Lesson

### Lesson 5: Myths of the Maya

# Reading



**Primary Focus:** Students will explain the purpose of ancient Maya myths and summarize the successful creation of the world and its people according to this Maya myth. [RL.5.2]

Activity Page 4.2



## READ-ALoud: CHAPTER 4 “MYTHS OF THE MAYA” (30 MIN.)

### Review

- Using the Answer Key in Teacher Resources, review students' responses to Activity Page 4.2, which was assigned for homework in the previous lesson.

- Explain that chapters students have read so far in *Maya, Aztec, and Inca* have been informational. Tell students this chapter is literary and consists of a myth that is a retelling of a story that has been told for generations.

## Introduce the Chapter

- Tell students you will read aloud Chapter 4, “Myths of the Maya.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *generation*.
- Have them find the word on page 24 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.

Think-Pair-Share. Have students silently read page 24 in the Reader. Ask students to use context and picture clues to determine the meaning of the word *generation*.

» a group of people born and living at the same time

- Think-Pair-Share working definitions of *generation*.
- Remind students that the glossary contains definitions of all the vocabulary words in this Reader.
- Have students reference Activity Page 5.1 while you read each word and its meaning.

## ACADEMIC VOCABULARY

**generation, n.** a group of people born and living at the same time (generations) (24)

**sacred, adj.** holy or deserving respect (24)

**creation, n.** the act of making something new (24)

**vast, adj.** large or great in size, amount, or extent (25)

**nurture, v.** to care for something or someone so that it/he/she flourishes (27)

**rigid, adj.** stiff and inflexible (27)

**warp, v.** to bend or twist out of shape (27)

## Activity Page 5.1



| Vocabulary Chart for Chapter 4 “Myths of the Maya” |                                 |                                                                      |
|----------------------------------------------------|---------------------------------|----------------------------------------------------------------------|
| Vocabulary Type                                    | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                     |
| Core Vocabulary                                    |                                 | generation<br>sacred<br>creation<br>vast<br>nurture<br>rigid<br>warp |
| Multiple-Meaning Core<br>Vocabulary Words          |                                 |                                                                      |
|                                                    |                                 |                                                                      |
| Sayings and Phrases                                | put their heads together        |                                                                      |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How does this sacred Maya myth explain the creation of the earth and its people?

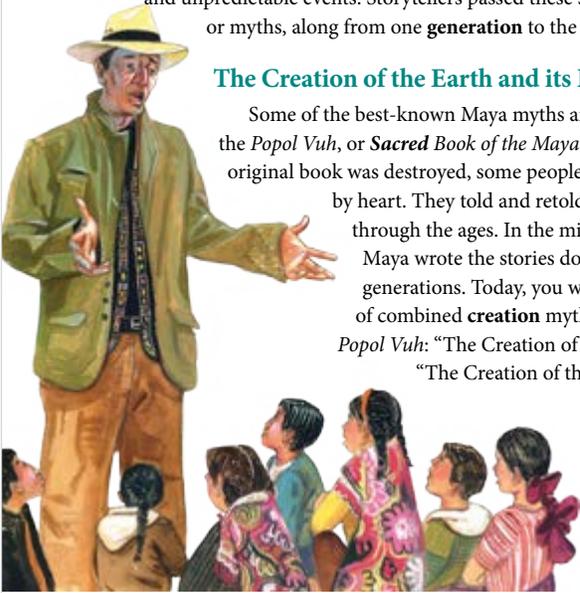
**Chapter 4**  
**Myths of the Maya**

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

Thousands of years ago, people all around the world began telling stories to help explain how and why things happen. Some things, like the rising and setting of the sun, are predictable. Others, like floods and earthquakes, are often unpredictable. People created stories to make sense of both predictable and unpredictable events. Storytellers passed these symbolic stories, or myths, along from one **generation** to the next.

**The Creation of the Earth and its People**

Some of the best-known Maya myths are recorded in the *Popol Vuh*, or *Sacred Book of the Maya*. Even though the original book was destroyed, some people knew the stories by heart. They told and retold the stories through the ages. In the mid-1500s, these Maya wrote the stories down for future generations. Today, you will read a retelling of combined **creation** myths taken from the *Popol Vuh*: “The Creation of the Earth” and “The Creation of the Men of Corn.”



24

**Read “Myths of the Maya”**

- Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.

| Pronunciation Table |                                      |
|---------------------|--------------------------------------|
| Word                | CK Code                              |
| Popol Vuh           | /po*pəl/ or /poe*pəl/ /voo/ or /boo/ |
| Tepew               | /tae*pae*ue/                         |
| Q’uk’umatz          | /goo*koo*mots/                       |

- Read page 24 aloud.

**Literal.** What is a myth?

- » A story to help explain how and why things happened; it is passed down from one generation to the next.

**Inferential.** How does the picture on page 24 of the Reader help us to determine the meaning of the word *generation*?

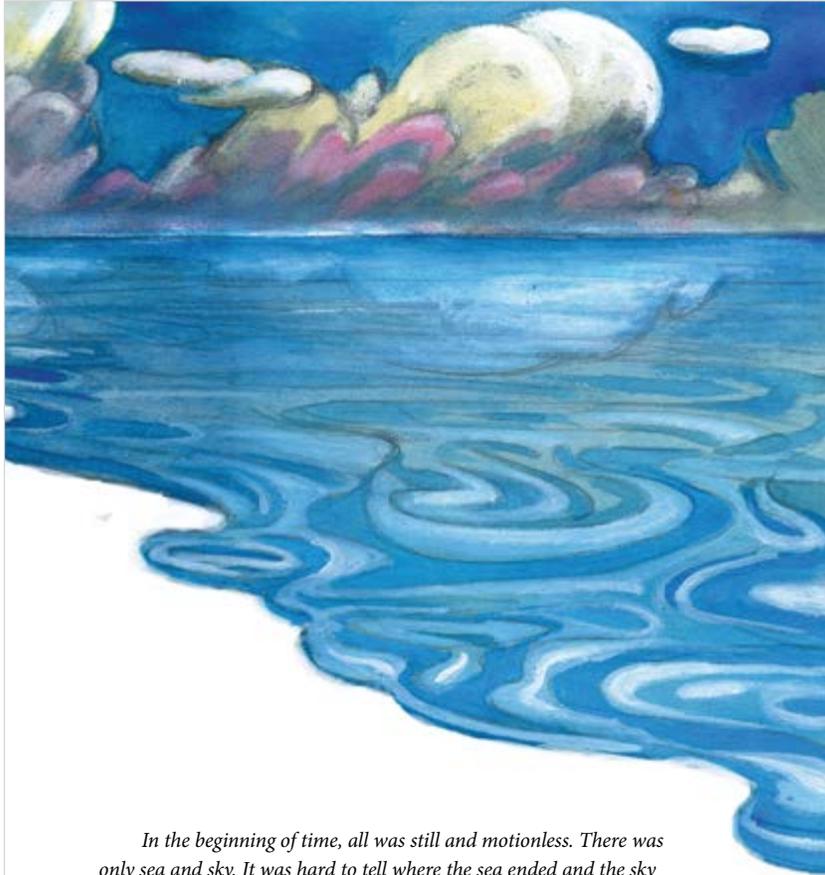
- » The picture shows an older man sharing the story with a group of children, all of whom are about the same age.

**Literal.** Why is the *Popol Vuh* also called the “Sacred Book of the Maya”?

- » It is holy or respected because it includes ancient Maya stories that have been retold for generations, including explanations of the creation of the earth and of people.

**Inferential.** What is happening in the image of the man and children?

- » The man is talking to the children. The Maya told and retold stories throughout the ages and he may be doing the same.



*In the beginning of time, all was still and motionless. There was only sea and sky. It was hard to tell where the sea ended and the sky began. Darkness filled the **vast** emptiness. There was no Earth. There were no mountains or streams. There were no animals or people.*

*The god of the heavens asked the gods Tepew and Q'uk'umatz to help create a middle ground between sea and sky. They agreed. Together, the three became known as the Creators and Makers.*

25

- Read page 25 aloud.

**Inferential.** What does the image at the top of the page show?

- » The image illustrates the Maya myth's description of what the beginning of time was like, when "there was only sea and sky."

What words does the narrator use in the first paragraph of the myth that relate to the image at the top of the page?

- » The words the narrator uses in the first paragraph that relate to the image include "all was still and motionless," "there was only sea and sky," "it was hard to tell where the sea ended and the sky began," "there was no Earth," "there were no mountains or streams," and "there were no animals or people."



*Tepew and Q'uk'umatz thought hard about what to create and how to create it. Finally they came up with a plan. Dressed in brilliant green and blue feathers, they shouted out the word earth. In an instant, Earth appeared. Part of the sea dried up and became land. Mountains rose up with valleys between their peaks. Then, the gods added fresh water. Lakes pooled in the foothills of the mountains. Rivers flowed from one end of the land to the other. Trees and plants sprang up along the river banks.*

*Though beautiful, Earth remained silent. It was too quiet. Tepew and Q'uk'umatz decided to add noisemakers. Suddenly, animals of every description filled the land. Jaguars and pumas crouched in the jungle. Deer and antelope roamed the plains. Snakes slithered along the ground. Eagles and turkey vultures perched high in the trees. The animals' screeching and roaring broke the silence. The gods were pleased. "Praise us for creating you," the gods begged of the animals. The animals just squawked, chattered, and howled in reply.*

*"Of what use are they?" Tepew and Q'uk'umatz asked. The gods wanted creatures to respect and honor them, to praise them, and to make sacrifices to them. Because the animals were unable to do these things, the gods declared a new purpose for animals. Animals would be food for people in the future. The next task was to create the people who would eat the animals.*



26

## Support

Ask students to name the kinds of noises the animals made in reply to the gods. Point out that these descriptive words help readers understand the different sounds that filled the jungle.

### Pronunciation Table

| Word       | CK Code        |
|------------|----------------|
| Tepew      | /tae*pae*ue/   |
| Q'uk'umatz | /goo*koo*mots/ |

- Read page 26 aloud.

**Inferential.** What does it mean that the animals' screeching and roaring "broke the silence"?

- » The silence of the jungle was suddenly interrupted by the animals' sounds.

**Inferential.** Why do you think the author may have chosen to use the idiom *broke the silence* instead of simply saying, “the animals screeched and roared”?

- » Answers may vary, but could include: the phrase emphasizes the silence that existed before they screeched and roared, and the sudden interrupting, or breaking, of the silence when the animals’ noises began; it enriches the description.

**Literal.** Why did the gods refer to the animals and say, “Of what use are they?”

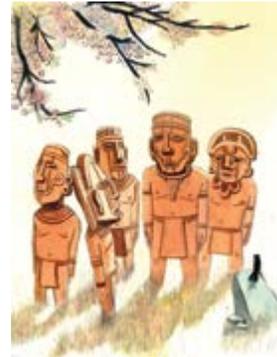
- » The animals could only squawk, chatter, and howl; the gods wanted creatures that could respect, honor, praise, and make sacrifices to them.

**Literal.** How did the gods solve the problem of having animals that were of no particular use?

- » The gods declared a new purpose for the animals; they would be food for people in the future.

First, Tepew and Q'uk'umatz made people from clay. The gods were pleased with how they looked, but the clay people were unable to move. They could not lift their arms or bend their legs to walk. When the sun shone down upon them, the clay people became soft and began to drip in the heat. When it rained, mud rolled off their gooey figures. Their mouths became mushy, and it was difficult to understand their speech. They could not communicate and

had no feelings. The gods decided to destroy these imperfect people.



Next, Tepew and Q'uk'umatz fashioned people out of wood. Surely, wooden people would be much sturdier than clay. They could honor and **nurture** the gods as the gods wished. At first, the wooden people seemed fine. They looked like humans and talked like humans, and they began to have children. Their

sons and daughters spread out into the mountains and valleys. But these **rigid** people did not develop well physically. Their wooden bodies began to **warp**. Without flesh and blood, the people were uncoordinated. Worst of all, they could not think. Without any memory of their creation, they made no effort to honor the gods with gifts of thanks. "What good," the gods wondered, "are these nonthinkers who wander aimlessly about the earth?" Tepew and Q'uk'umatz decided that these wooden people, too, must be destroyed.



27

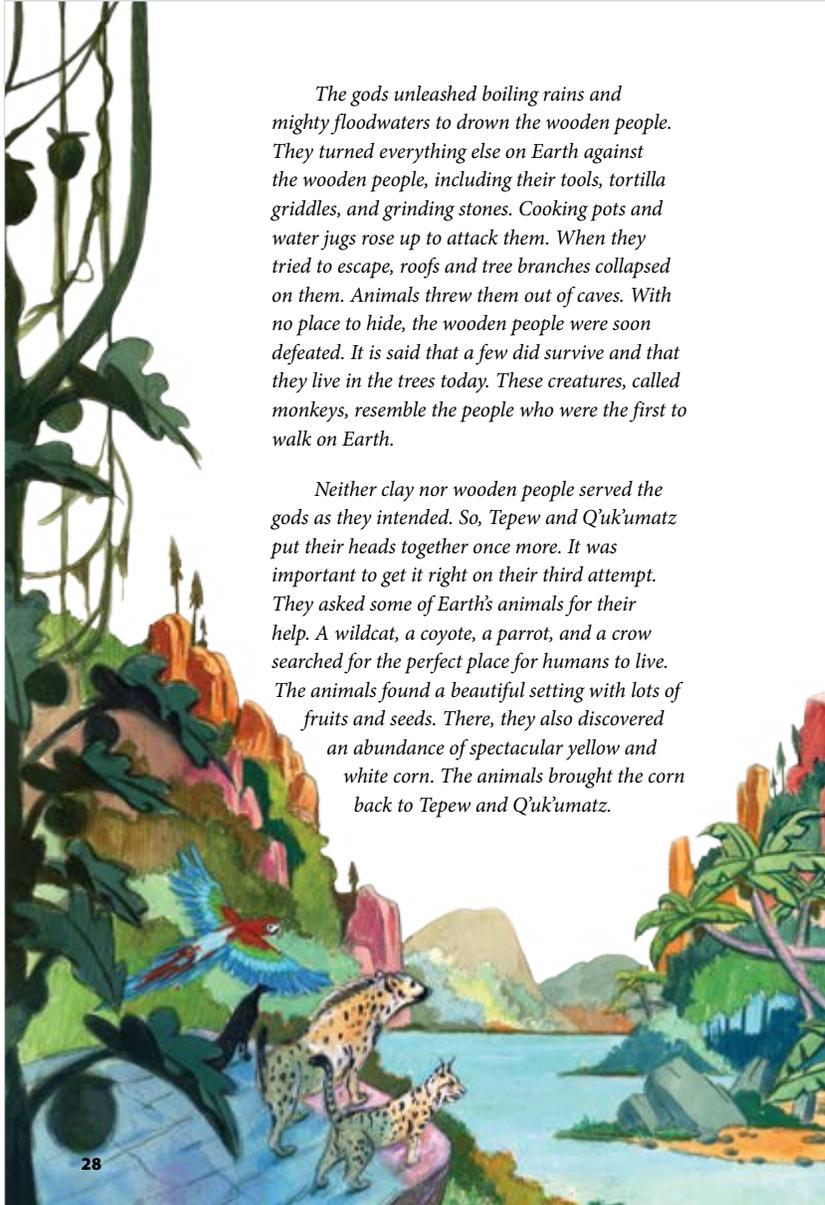
- Read page 27 aloud.

**Literal.** Why were the clay people "imperfect" in the eyes of the gods?

- » They were unable to move; they could not walk; they became soft and melted under the hot sun; they could not communicate and had no feelings.

**Literal.** Why were the wooden people "imperfect" in the eyes of the gods?

- » They were rigid and did not develop well physically; their bodies began to warp; they were uncoordinated; they could not think, and therefore could not praise and honor the gods.



*The gods unleashed boiling rains and mighty floodwaters to drown the wooden people. They turned everything else on Earth against the wooden people, including their tools, tortilla griddles, and grinding stones. Cooking pots and water jugs rose up to attack them. When they tried to escape, roofs and tree branches collapsed on them. Animals threw them out of caves. With no place to hide, the wooden people were soon defeated. It is said that a few did survive and that they live in the trees today. These creatures, called monkeys, resemble the people who were the first to walk on Earth.*

*Neither clay nor wooden people served the gods as they intended. So, Tepew and Q'uk'umatz put their heads together once more. It was important to get it right on their third attempt. They asked some of Earth's animals for their help. A wildcat, a coyote, a parrot, and a crow searched for the perfect place for humans to live. The animals found a beautiful setting with lots of fruits and seeds. There, they also discovered an abundance of spectacular yellow and white corn. The animals brought the corn back to Tepew and Q'uk'umatz.*

28

### Pronunciation Table

| Word       | CK Code        |
|------------|----------------|
| Tepew      | /tae*pae*ue/   |
| Q'uk'umatz | /goo*koo*mots/ |

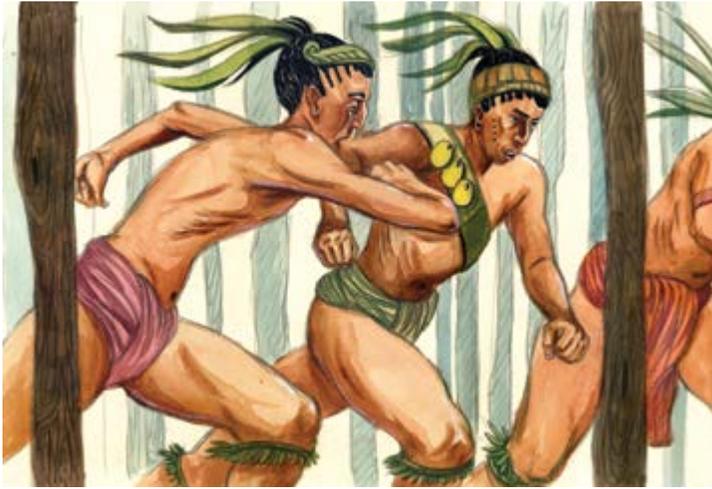
- Read page 28 aloud.

**Inferential.** Why was it important that Tepew and Q'uk'umatz put their heads together, or shared their ideas, to come up with a solution?

- » Their attempts at making people of clay and wood hadn't worked out as they had hoped, and it was important to get people right on their third attempt.

**Literal.** According to this Maya creation myth, how did monkeys come to exist?

- » A few wooden people escaped the attacks from animals and tools; they chose to live in safety in the trees.



*Tepew and Q'uk'umatz decided to create humans from this new food crop. So it was that the first men of corn came to be. Their flesh was made from corn kernels. The grain was ground with water to shape the arms and legs of four men. They fed these men with the same plentiful crop of which they were made.*

*These corn men seemed powerful indeed. They could hold onto things, move easily, and show feelings for one another. They could think, hear, speak, and see. In fact, their vision far surpassed that of the gods. They could see far into the distant heavens and deep into the oceans' depths. The corn men praised the gods and thanked them for their remarkable gifts. Tepew and Q'uk'umatz's third attempt at creating people was a success. Finally, these earthly creatures were grateful to their makers.*



#### **The Powerful Jaguar**

As the top predators in the jungle, jaguars symbolized powerful beings. The gods wanted their new creations to be just as powerful, so they named the first corn men after the jaguar.

29

- Read page 29 aloud.

**Inferential.** Why do you think the gods used corn on their third attempt at creating people?

- » Corn was a main food source for the Maya, so it was an important crop to them. It was plentiful, which meant that the gods could create a lot of people from it.

- Ask a student to read the fact box about the jaguar.

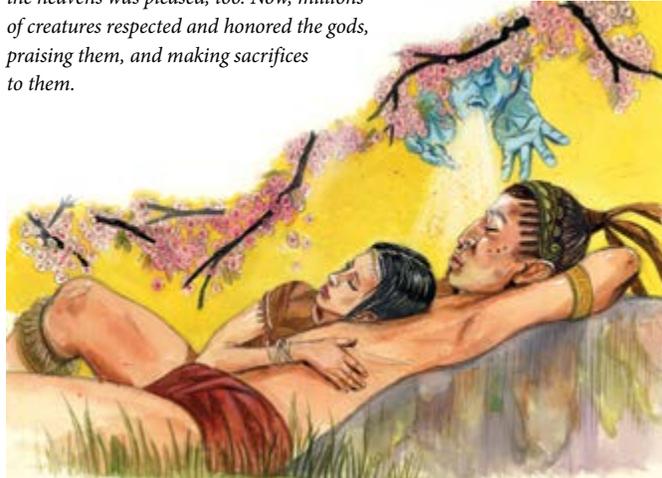
**Literal.** What words does the narrator use in the myth to show that the corn men were powerful like the jaguar, as the gods intended?

- » “These corn men seemed powerful indeed,” “they could hold onto things, move easily, and show feelings for one another,” and “their vision far surpassed that of the gods.”

*But all was not well. The corn men's sight was so good that the gods became jealous of them. The gods did not want to share supernatural powers with earthly beings. They wanted to make sure that gods remained more powerful than men on Earth. So, the gods decided to cloud the corn men's vision. They threw a mist over the corn men's eyes. Now, the corn men would only see things nearby. By blocking their distance vision, the gods destroyed some of the corn men's wisdom and knowledge.*

*When the corn men awoke the next day, they found corn women lying beside them. The gods had given them each a wife. Together with their wives, the corn people multiplied. In time, there were many nations of people. Some were light-skinned; others were dark. The people formed different classes and spoke many different languages. These multicultural people spread out across the land and filled every corner of it with praise for the gods.*

*Tepew and Q'uk'umatz thought back on their creation of Earth. They thought about the clay people. They thought about the wooden people. They thought about the corn people. On their third try, they had succeeded. They had created a world of thinking people who were grateful for their lives. The god of the heavens was pleased, too. Now, millions of creatures respected and honored the gods, praising them, and making sacrifices to them.*



30

### Pronunciation Table

| Word       | CK Code        |
|------------|----------------|
| Tepew      | /tae*pae*ue/   |
| Q'uk'umatz | /goo*koo*mots/ |

- Read page 30 aloud.

**Literal.** What words does the narrator use to suggest that the gods were pleased with their third attempt at creating people?

- » “On their third try, they had succeeded. They had created a world of thinking people who were grateful for their lives. The god of the heavens was pleased, too. Now, millions of creatures respected and honored the gods, praising them and making sacrifices to them.”



Reading  
Literature  
Reading/viewing closely

### Entering/Emerging

Provide direct teacher support when answering discussion questions.

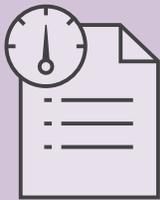
### Transitioning/Expanding

Pair student up with a strong partner for Think-Pair-Share.

### Bridging

Pair student up with a capable partner for Think-Pair-Share.

Activity Page 5.2



## LESSON WRAP-UP (10 MIN.)

### Chapter Discussion



#### Check for Understanding

Post the following questions for students to discuss in Think-Pair-Share format. Redirect students back into the text to find answers.

**Note:** Questions 2 and 3 relate to The Big Question of the chapter.

1. **Literal.** What is a Maya creation myth?
    - » A story that has been passed down from generation to generation in Maya culture to explain how and why things happened.
  2. **Literal.** According to the Maya myth, “In the beginning there was only sea and sky.” How was the earth created?
    - » Tepew and Q’uk’umatz shouted the word *earth* and part of the sea dried up and became land. There were rivers and mountains with trees and plants.
  3. **Literal.** How were people made?
    - » First Tepew and Q’uk’umatz made clay people, then they made wooden people. They were unhappy with these types of people and destroyed them. Finally Tepew and Q’uk’umatz made corn people, and were satisfied with their creation.
- Tell students they will take home Activity Page 5.2 to read to a family member to build fluency, and then to use the text to answer the questions.

## WORD WORK: VAST (5 MIN.)

1. In the chapter, you read, “Darkness filled the vast emptiness.”
2. Say the word *vast* with me.
3. *Vast* means “large or great in size, amount, or extent.”
4. The library has a vast collection of resources to use for research.
5. What are some other examples of things that are vast? Be sure to use the word *vast* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I have a vast \_\_\_ or "\_\_\_ is vast."

6. What part of speech is the word *vast*?

- » adjective

**Note:** Use a Synonyms and Antonyms activity for follow-up.

What does *vast* mean? What are some synonyms of, or words that have a similar meaning to, *vast*?

- » Prompt students to provide words like *big*, *huge*, *colossal*, *gigantic*, *tremendous*, *humongous*, and *grand*.

What are some words or phrases that are antonyms, or words that have the opposite meaning, of *vast*?

- » Prompt students to provide words like *miniature*, *tiny*, *little*, *microscopic*, and *small*. As students discuss synonyms and antonyms, guide them to use the word *vast* in a complete sentence: "An antonym of *vast* is *tiny*."

---

## Lesson 5: Myths of the Maya

# Writing



**Primary Focus:** Students will have identify and paraphrase key information relevant to their selected cultural aspect for the Codex Project. [W.5.8]

### TAKING NOTES (35 MIN.)

- Tell students that today they will practice identifying key information and paraphrasing text related to a cultural aspect of the Maya. Refer to the SR.3 Writing Process Graphic and explain to students that taking notes and paraphrasing key information is part of the planning process as outlined in the graphic.
- Remind students that for homework they chose the cultural aspect they will write about for the Codex Project. Allow several students to share the sentences they wrote on Activity Page 4.5.
- Have students turn to Activity Page 5.3.

Activity Page SR.3



Activity Page 5.3





## Writing Writing

### Entering/Emerging

Ask students yes/no questions to identify key information to highlight regarding selected cultural aspect, and when selecting words for paraphrasing.

### Transitioning/Expanding

Ask students *wh*-questions to identify key information to highlight regarding selected cultural aspect, and when selecting words for paraphrasing.

### Bridging

Pair student with a capable partner for this activity. Clarify unknown words and phrases as needed.

### Challenge

If any students complete their note-taking, have them respond to the writing prompt for the remaining time. Students can also read Chapter 3 to see if they can take additional notes on their topic.

- Point out that the chart contains three columns. Students will use the chart to record paraphrased notes. Remind students to also record the page number of the original sentence in the text. Explain that if they need to look back at the sentence in the text later, it will be easy to find using the page number. Explain that the “Planning Notes” column will be left blank for now.
- Have students complete the blank with their chosen cultural aspect: “My notes on: \_\_\_\_.”  
**Note:** This lesson will begin in whole group format and then transition into three small groups, based on the cultural aspect of early American civilizations students have selected for the Codex Project.
- Have students begin reviewing Chapter 2 in their Readers to identify information related to their topic. Students should start by identifying appropriate fragments from the chapter; paraphrasing will happen later.



### Check for Understanding

Circulate among students. Check in with students to determine if they need additional guidance. Provide support to students as needed.

- Divide students into small groups according to the cultural aspect they have selected for the Codex Project (architecture, farming methods, social class).
- Have students share with group members the key facts they highlighted in Chapter 2. Allow students to add to/delete from their highlights as desired.
- Once students have identified four to six key pieces of information, have them use the chart on Activity Page 5.3 to paraphrase appropriate fragments in the text.

### LESSON WRAP-UP (10 MIN.)

- Have each student select a partner from a different group and share one fragment they identified in the text and their paraphrased note about it.

Lesson 5: Myths of the Maya

# Take-Home Material

**READING**

- Have students take home Activity Page 5.2 to read and complete.

Activity Page 5.2



## 6

# The Creation of Earth and Its People

## PRIMARY FOCUS OF LESSON

### Reading

Students will determine that the theme of this Maya myth is an explanation of earth's creation and its people. [RL.5.2]

### Grammar

Students will identify words and phrases in sentences, and develop sentences, that compare and contrast ideas. [W.5.2c]

### Morphology

Students will explain how adding the prefix *inter-* changes a root word and how to correctly use words with the prefix *inter-* in sentences. [L.5.4b]

### Spelling

Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3]

## FORMATIVE ASSESSMENT

- |                   |                                                                                                                                                                                  |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity Page 6.1 | <b>Myths of the Maya</b> Partner-read Chapter 4 and answer comprehension questions. [RL.5.2]                                                                                     |
| Activity Page 6.2 | <b>Words and Phrases That Compare or Contrast</b> Identify words and phrases that compare and contrast, and develop original sentences. [W.5.2c]                                 |
| Activity Page 6.3 | <b>Prefix <i>inter-</i></b> Complete chart with missing words, parts of speech, and meanings; select words to complete sentences; develop sentences for a set of words. [RL.5.2] |
| Activity Page 6.4 | <b>Spelling Words</b> Practice writing spelling words. [RF.5.3]                                                                                                                  |
| Activity Page 6.5 | <b>Practice Spelling Words</b> Sort spelling words and list in alphabetical order. [RF.5.3]                                                                                      |

## LESSON AT A GLANCE

|                                            | Grouping    | Time    | Materials                                                                                                                |
|--------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                   |             |         |                                                                                                                          |
| Partner Reading: Chapter 4                 | Partner     | 30 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> Activity Pages 5.2, 6.1                |
| Lesson Wrap-Up                             | Whole Group | 10 min. | <input type="checkbox"/> Answer Key for Activity Page 5.2                                                                |
| Word Work: <i>Nurture</i>                  | Whole Group | 5 min.  |                                                                                                                          |
| <b>Language (45 min.)</b>                  |             |         |                                                                                                                          |
| Grammar: Words that Compare or Contrast    | Whole Group | 15 min. | <input type="checkbox"/> Words and Phrases that Compare or Contrast Poster<br><input type="checkbox"/> Activity Page 6.2 |
| Morphology: Introduce Prefix <i>inter-</i> | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 6.3                                                                               |
| Spelling: Introduce Spelling Words         | Whole Group | 15 min. | <input type="checkbox"/> Activity Pages SR.8, 6.4, 6.5                                                                   |
| <b>Take-Home Material</b>                  |             |         |                                                                                                                          |
| Language                                   |             |         | <input type="checkbox"/> Text selection (optional)                                                                       |

## ADVANCE PREPARATION

### Reading

- Write the Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.

### Language

#### Grammar

- Prepare and display the Words and Phrases that Compare or Contrast Poster. Alternatively, you may access a digital version in the digital components for this unit. This poster will be on display throughout the unit.

| <b>Words and Phrases That Compare or Contrast</b> |                                        |
|---------------------------------------------------|----------------------------------------|
| <b>Words and Phrases That Compare</b>             | <b>Words and Phrases That Contrast</b> |
| 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                                    |

- Write the following sentences on the board/chart paper:
  - The Maya built pyramids.
  - The Egyptians built pyramids.
  - The Inca used llamas as pack animals.
  - The Maya had no pack animals.

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10.

## Lesson 6: The Creation of Earth and Its People

# Reading



**Primary Focus:** Students will determine that the theme of this Maya myth is an explanation of earth's creation and its people. [RL.5.2]

### PARTNER READING: CHAPTER 4 (30 MIN.)

#### Review the Previous Chapter

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 5.2, which was assigned for homework.
- Remind students they read “The Creation of the Earth and Its People,” which is taken from the *Popul Vuh: The Sacred Book of the Maya*. In the myth, the gods were pleased with the corn people they had created.

In what ways does the explanation for the creation of the corn people have the characteristics of a myth?

- » Answers may vary, but could include: it is a story that was told and retold through generations of Maya; it explains how the earth was created, and why people exist and are the way they are; it includes historical elements, such as the use of corn, which was abundant in the Maya civilization.

#### Review the Chapter

- Tell students they will reread Chapter 4, “Myths of the Maya.”
- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

### ACADEMIC VOCABULARY

**generation, n.** a group of people born and living at the same time (generations) (24)

**sacred, adj.** holy or deserving respect (24)

#### Activity Page 5.2



#### Support

Review the characteristics of a myth with students.



### Reading Literature

Reading/viewing closely

#### Entering/Emerging

Preview questions on Activity Page 6.1 to ensure understanding of task. Partner student with a strong reader.

#### Transitioning/Expanding

Preview questions on Activity Page 6.1 to ensure understanding of task. Partner student with a capable reader.

#### Bridging

Preview directions for Activity Page 6.1 to ensure understanding of task.

### Activity Page 6.1



**creation, n.** the act of making something new (24)

**vast, adj.** large or great in size, amount, or extent (25)

**nurture, v.** to care for something or someone so that it/he/she flourishes (27)

**rigid, adj.** stiff and inflexible (27)

**warp, v.** to bend or twist out of shape (27)

- Remind students they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How does this sacred Maya myth explain the creation of the earth and its people?

### Read “Myths of the Maya”

**Note:** Pair students to read and discuss the chapter. As students read, circulate throughout the class, monitoring students’ focus and progress.

- Explain that both students will read the first page silently, then one partner will read that page aloud. Next they will both read the second page silently, then the other partner will read that page aloud, and so on. Students can ask their partners for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions so students can periodically stop and discuss the answers with their partners.
- Remind students of the following pronunciations:

| Pronunciation Table |                |
|---------------------|----------------|
| Word                | CK Code        |
| <i>Popol Vuh</i>    | /bgoo/         |
| Tepew               | /tae*pae*ue/   |
| Q'uk'umatz          | /goo*koo*mots/ |

- Have students complete Activity Page 6.1 with their partners while they read.

## Chapter Discussion



### Check for Understanding

Review the correct answers to Activity Page 6.1 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located. Redirect students to correct page of Reader for support in answering questions.

1. According to the text, what are the characteristics of a myth? Check all that apply.
  - » explains how and why things happen
  - » makes sense of predictable and unpredictable events
  - » passed on from generation to generation
  
2. Which point is the author supporting by including the following sentences in the text: “Some things, like the rising and the setting of the sun, are predictable. Others, like floods and earthquakes, are often unpredictable.”
  - » D. Myths help make sense of events by explaining why things happen. (24)
  
3. Part A: The gods wondered, “What good . . . are these nonthinkers who wander aimlessly about the earth?” What is the meaning of the term *nonthinkers*?
  - » B. beings who could not think about their lives and be thankful for what they had

Part B: Which of the following sentences from the text provides the best clue about or evidence of what the author means by the term *nonthinkers* when discussing the wooden people?

  - » A. Without any memory of their creation, they made no effort to honor the gods with gifts of thanks. (27)
  
4. What characteristics of a myth are included in “The Creation of the Earth and Its People”?
  - » Answers may vary, but could include: this is a story many people knew by heart and told and retold through the ages; it’s a story that explains how and why things happened, such as how the world was created and how animals and people were created; it explains many characteristics of animals and people, and how and why they came to be; the story contains some historical content, such as an explanation for the geographical features of their surroundings. (26, 28, 30)

### Challenge

Ask students to identify the words or phrases in the text that show the characteristics of a myth.

## WORD WORK: *NURTURE* (5 MIN.)

1. In the chapter you read, “They could honor and nurture the gods as the gods wished.”
2. Say the word *nurture* with me.
3. *Nurture* means to care for something or someone so that it/he/she flourishes.
4. Claire’s teacher asked students to nurture the plants in their new herb garden.
5. What are some other examples of things that need to be nurtured in order to flourish? Be sure to use the word *nurture* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “. . . must nurture . . . in order for them to flourish.”
6. What part of speech is the word *nurture*?
  - » verb

**Note:** Use a Discussion activity for follow-up. Tell students to talk with their partners about ways that other people (parents, teachers, and friends) nurture them to help them grow and develop. Make sure students use the word *nurture* in complete sentences as they discuss the word.

## Lesson 6: The Creation of Earth and Its People

# Language



## GRAMMAR: WORDS THAT COMPARE OR CONTRAST (15 MIN.)

**Primary Focus:** Students will identify words and phrases in sentences, and develop sentences, that compare and contrast ideas. [W.5.2c]

- Explain that today students will focus on words and phrases that compare or contrast. Remind them that words can show the relationship between sentences or parts of sentences by connecting, or linking, ideas and pieces of information.

- Refer to and read the Words and Phrases that Compare or Contrast Poster. Then refer to the first two sentences you wrote on the board/chart paper. Explain that these sentences go together and read them aloud.

The Maya built pyramids.

The Egyptians built pyramids.

- Ask how the information in these two sentences is linked or connected.
  - » The information is similar.
- Acknowledge that the information provided in these two sentences is similar: both the Maya and the Egyptians built pyramids.
- Have students look at the list of words and phrases that compare in the left column of the poster. Ask students to think of ways to link the two sentences together using words from the poster. Tell them that words within the sentences may change, but the meaning must remain the same.
- Read aloud the first possibility and write it on the board/chart paper. Underline the words or phrases that compare.

The Maya built pyramids. The Egyptians built pyramids also.

- Ask for examples of sentences using other words or phrases from the chart that compare. Ask students to signal with a thumbs-up or a thumbs-down whether the examples given make sense. Provide clarification for the whole group as needed.
  - » Answers may vary and include the following:

The Maya built pyramids just as the Egyptians built pyramids.

The Maya built pyramids. Similarly, the Egyptians built pyramids.

The Maya built pyramids. Likewise, the Egyptians built pyramids.

- Refer to the last two sentences on the board and read them aloud.

The Inca used llamas as pack animals.

The Maya had no pack animals.

- Ask students how the information in these two sentences is linked, or connected. Ask if the information provided is similar or different.
  - » The information is different).
- Acknowledge that the information provided in these two sentences is different:
- The Inca had pack animals. The Maya had no pack animals.
- Tell students to look at the list of words and phrases that contrast in the right column of the poster. Ask students to think of ways to link the two sentences together using words from the poster. Tell them that words within the sentences may change, but the meaning must remain the same.

- Read aloud the first possibility and write it on the board/chart paper. Underline the words or phrases that contrast.

The Incas used llamas as pack animals. In contrast, the Maya had no pack animals.

- Ask for examples of sentences using other words or phrases from the chart that contrast. Ask students to signal with a thumbs-up or a thumbs-down whether the examples given make sense. Provide clarification for the whole group as needed.

» Answers may vary and include the following:

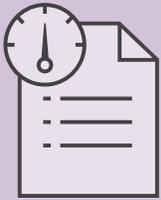
The Inca used llamas as pack animals. However, the Maya had no pack animals.

The Inca used llamas as pack animals whereas the Maya had no pack animals.

The Inca used llamas as pack animals, but the Maya had no pack animals

- Refer students to Activity Page 6.2. Review the directions and tell students they will complete the activity page for homework.

## Activity Page 6.2



Writing  
Connecting ideas

### Entering/Emerging

Allow students to complete Activity Page 6.2 in class with teacher support. Refer students to class examples as a guide for constructing sentences.

### Transitioning/Expanding

Allow students to complete Activity Page 6.2 in class with a partner. Preview directions to ensure understanding of task.

### Bridging

Preview directions to ensure understanding of task.

## MORPHOLOGY: INTRODUCE PREFIX *INTER-* (15 MIN.)

**Primary Focus:** Students will explain how adding the prefix *inter-* changes a root word and how to correctly use words with the prefix *inter-* in sentences.

[L.5.4b]

- Read aloud the Prefixes Poster you displayed in the classroom in Lesson 2.
- Tell students the prefix they will study next is *inter-*. Explain that *inter-* means “among,” “between,” or “together.”
- Write the prefix *inter-* and its meaning on the poster.
- Explain that the prefix *inter-* can be added to the beginning of nouns, verbs, and adjectives. Adding the prefix *inter-* does not change the part of speech of the root word.
- Write *personal* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Personal* means “related to one person.” When it comes to dessert, my personal preference is chocolate ice cream with sprinkles.)
- Add *inter-* to *personal* and have students read the new word. Then discuss the meaning of the new word. (*Interpersonal* means having to do with relationships between people.) Also point out that the prefix *inter-* does not change the part of speech of *personal*. Both *personal* and *interpersonal* are adjectives.

- Share the following example of *interpersonal* used in a sentence:
  - Discussing topics in groups of three or more often helps people develop and improve their interpersonal skills.



### Check for Understanding

Ask students to provide sentences using the word *interpersonal*. (Answers may vary.) Revisit the definition of *interpersonal* if students are having difficulty developing sentences.

- Continue in this manner for the remaining *inter-* words, using the following chart as a guide. Shaded columns indicate that the information does not need to be written on the board.
- As you introduce these words, have students complete the chart on Activity Page 6.3.

**Note:** You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. You may not complete all of these examples, but complete as many as time permits.

### Activity Page 6.3



| English Root Word | Meaning                                                                                                                    | Affixed Word  | Meaning and Synonyms                                                           | Sentence                                                                                                                            |
|-------------------|----------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| national          | (adjective) related to a country                                                                                           | international | (adjective) between or among countries                                         | She is an <u>international</u> traveler, as she's visited countries all over the world.                                             |
| action            | (noun) something that is done                                                                                              | interaction   | (noun) something that is done between or among people or things                | Anton had an exciting, once-in-a-lifetime <u>interaction</u> with his favorite baseball player when he met him at a game last week. |
| section           | (noun) part of a larger thing                                                                                              | intersection  | (noun) the place where parts come together                                     | My father got into a car accident after someone ran a red light at a busy <u>intersection</u> .                                     |
| N/A               | The word <i>cede</i> is found in <i>intercede</i> ; however, <i>cede</i> as a root does not apply to this <u>context</u> . | intercede     | (verb) to try to help settle an argument between people                        | The teacher had to <u>intercede</u> when two friends got into an argument during lunch break.                                       |
| N/A               | The Latin root <i>cept</i> means "taken."                                                                                  | intercept     | (verb) to take something while it's between its starting point and destination | The opposing player was able to <u>intercept</u> the football and run down the field for a touchdown.                               |

- Tell students to complete the rest of Activity Page 6.3 for homework.



Language  
Selecting language  
resources

### Entering/Emerging

Ask simple *wh*- questions as prompts for chart completion. Write *among*, *between*, or *together* next to the prefix *inter*- on page 1.

### Transitioning/Expanding

Review activity directions for pages 1–3 and ensure the student understands the task. Check in with student on completed chart to ensure proper completion.

### Bridging

Review directions for Activity Page 6.3 and ensure the student understands the task. Clarify meaning of unknown words and phrases.

## SPELLING: INTRODUCE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3]

- Explain that students will practice 10 words related to the content of the Reader, *Maya*, *Aztec*, and *Inca*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

### Spelling Words

- |               |                 |               |              |
|---------------|-----------------|---------------|--------------|
| 1. population | 4. empire       | 7. rainforest | 10. monument |
| 2. tropical   | 5. peninsula    | 8. indigenous |              |
| 3. pyramid    | 6. civilization | 9. temple     |              |

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

### Pronunciation/Syllabication Chart

| Pronunciation Table |                     |                             |
|---------------------|---------------------|-----------------------------|
| Word                | CK Code             | Syllable Type               |
| population          | /pop*ue*lae*shən/   | closed*digraph*open*ə       |
| tropical            | /trop*ik*əl/        | closed*closed*ə             |
| pyramid             | /peer*ə*mid/        | digraph*ə*closed            |
| empire              | /em*pier/           | closed*digraph              |
| peninsula           | /pə*nin*su*lə/      | ə*closed*open*ə             |
| civilization        | /siv*əl*iz*ae*shən/ | closed*ə*open*open*ə        |
| rainforest          | /raen*for*est/      | digraph*r-controlled*closed |
| indigenous          | /in*dij*ə*nəs/      | closed*closed*ə*ə           |
| temple              | /tem*pəl/           | closed*ə                    |
| monument            | /mon*ue*ment/       | closed*open*closed          |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition                                                                                  | Example Sentence                                                                                                               |
|---------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| population    | the number of people living in a particular place                                           | The <u>population</u> of Mesoamerica grew as more people migrated there.                                                       |
| tropical      | relating to the tropics, an area near the Equator where the weather is very warm            | Crops grew throughout the year in Mesoamerica's <u>tropical</u> climate.                                                       |
| pyramid       | a large structure with a square base and four triangular sides that form a point at the top | The Maya's <u>pyramid</u> -shaped structures provide evidence of their advanced engineering skills.                            |
| empire        | a large territory or group of people under the total control of one ruler or government     | The Aztec created a magnificent <u>empire</u> with cities under one central government.                                        |
| peninsula     | a piece of land almost entirely surrounded by water that is attached to a larger land area  | The Yucatán <u>Peninsula</u> separates the Caribbean Sea from the Gulf of Mexico.                                              |
| civilization  | a group of people living together in a well-organized way                                   | The Maya built a unique <u>civilization</u> made up of separate and independent city-states that shared a common culture.      |
| rainforest    | a tropical wooded area with very tall trees that gets a lot of rain                         | Désiré Charnay wrote about the challenges of being in the <u>rainforest</u> , like constant rain, mold, and mud.               |
| indigenous    | produced, living, or existing naturally in a particular area                                | Papaya, banana, and avocado trees are <u>indigenous</u> to the jungles of Mesoamerica.                                         |
| temple        | a building devoted to religious worship                                                     | In Maya society, a <u>temple</u> was part of a ceremonial center where priests lived and where religious ceremonies were held. |
| monument      | a building or statue that honors a person or an event                                       | After the king passed away, the government built a <u>monument</u> in his honor.                                               |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Pages 6.4 and 6.5 to practice spelling the words.

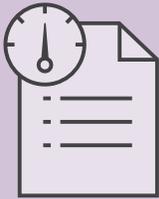
Activity Pages  
6.4 and 6.5



## Lesson 6: The Creation of Earth and Its People

## Take-Home Material

## Activity Pages 6.2–6.5


**Foundational Skills**  
 Foundational  
 Literacy Skills
**Entering/Emerging**

Review spelling word definitions with student, clarifying meaning of unknown words and phrases.

**Transitioning/Expanding**

Review spelling word definitions with student, clarifying meaning of unknown words and phrases.

**Bridging**

Preview directions to ensure student understanding of task.

**LANGUAGE**

- Have students complete Activity Pages 6.2, 6.3, and 6.5 for homework. Have students take home Activity Page 6.4 to use as a reference for practicing spelling words.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

**MID-UNIT CONTENT ASSESSMENT**

You may wish to pause one day before proceeding to Lesson 7, so you can assess students' comprehension of the domain content presented in the Reader thus far. During your next ELA period, administer the Mid-Unit Content Assessment (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may collect the assessments so you can assign grades, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment, including having students reread chapters or read Fluency Supplement selections.



## 7

# Tenochtitlán: Center of the Aztec Empire

## PRIMARY FOCUS OF LESSON

### Reading

Students will determine the main ideas and key details about the Aztec capital city of Tenochtitlán and use information to compare and contrast the Maya and Aztec civilizations. [RI.5.2; RI.5.3]

### Writing

Students will develop paraphrased information into a logical explanatory paragraph for their Codex Projects. [W.5.2a]

## FORMATIVE ASSESSMENT

**Activity Page 7.2**

**Aztec City on the Water's Edge** Read Chapter 5 and answer comprehension questions. [RI.5.2]

## LESSON AT A GLANCE

|                            | Grouping    | Time    | Materials                                                                                                                                                 |
|----------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>   |             |         |                                                                                                                                                           |
| Small Group: Chapter 5     | Small Group | 30 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> Activity Pages 1.1, 1.3, 7.1, 7.2                                       |
| Lesson Wrap-Up             | Whole Group | 10 min. | <input type="checkbox"/> writing journal (optional)                                                                                                       |
| Word Work: <i>Peaked</i>   | Whole Group | 5 min.  |                                                                                                                                                           |
| <b>Writing (45 min.)</b>   |             |         |                                                                                                                                                           |
| Plan and Draft a Paragraph | Whole Group | 40 min. | <input type="checkbox"/> Writing Process Graphic<br><input type="checkbox"/> Paragraph about a Paragraph<br><input type="checkbox"/> Codex Project Rubric |
| Lesson Wrap-Up             | Whole Group | 5 min.  | <input type="checkbox"/> Activity Pages 5.3, SR.3, SR.4<br><input type="checkbox"/> writing journal                                                       |

## ADVANCE PREPARATION

### Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- You may wish to provide pictures of objects that are peaked and not peaked to support the Word Work activity.
- Post the following questions on the board/chart paper:
  - What are some of the key details we learned about the ancient Maya civilization?
  - What are some possible explanations for why the ancient Maya civilization declined?

### Writing

- Display the Writing Process Graphic, the Paragraph about a Paragraph, and the Codex Project Rubric. Alternatively, you may access digital versions in the digital components for this unit.
- Plan for grouping students into two groups. Small Group 1 should consist of students who may benefit from more guided practice with composing sentences to draft a paragraph. Small Group 2 should consist of students who have demonstrated a strong understanding of composing sentences and are likely to be successful working independently.

### Language

#### Grammar; Morphology; Spelling

- Collect Activity Pages 6.2, 6.3, and 6.5 to review and grade, since there are no grammar, morphology, or spelling lessons today.

#### Universal Access

- SR.3 Writing Process Graphic
- SR.2 Paragraph about a Paragraph
- SR.4 Codex Project Rubric

## Lesson 7: Tenochtitlán: Center of the Aztec Empire

# Reading



**Primary Focus:** Students will determine the main ideas and key details about the Aztec capital city of Tenochtitlán and use information to compare and contrast the Maya and Aztec civilizations. [RI.5.2; RI.5.3]

### SMALL GROUP: CHAPTER 5 (30 MIN.)

#### Review



#### Check for Understanding

Discuss the following questions to review what students have learned about the Maya.

1. What are some of the key details we learned about the ancient Maya civilization?
  - » Answers may vary, but could include: the Maya adapted to the land in multiple ways to grow and harvest food; to honor the gods, Maya priests led religious ceremonies in the pyramid-temple complexes; Maya society included different social classes, from lords and priests to farmers; archaeologists have discovered lasting art and architecture from the Maya such as stelae, murals, pyramids, and temples, as well as decorative items; scattered city-states had their own rulers; the Maya developed a number system and a writing system of hieroglyphics.
2. What are some possible explanations for why the ancient Maya civilization declined?
  - » Nobody knows for sure, but it is thought that the city-states were gradually abandoned, and the population decreased and dispersed. The reason may have been serious drought, destruction of the ecological balance, an epidemic, changing trade routes, war, revolts, or some combination of these.

#### Introduce the Chapter

- Explain that students will read about the Aztec, another ancient civilization in Mesoamerica, in the next two chapters.
- Tell students that they will read Chapter 5, “Aztec City on the Water’s Edge.”

- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *swampy*.
- Have them find the word on page 32 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students silently read paragraph three on page 32 of their Reader.
- Explain that the word *swampy* means “resembling wet, spongy land often partly covered with water.” Ask students to think about another place near home or somewhere else in the world that they would describe as swampy. Have students turn and talk with a peer to share their ideas.
- Remind students that the glossary contains definitions of all the vocabulary words in this Reader.
- Have students reference Activity Page 7.1 while you read each word and its meaning.

### Activity Page 7.1



## ACADEMIC VOCABULARY

**swampy, adj.** resembling wet spongy land often partly covered with water (32)

**habitable, adj.** fit to live in (33)

**marsh, n.** soft, wet land often overgrown with grasses (marshes) (33)

**artificially, adv.** in a way that does not exist in nature (33)

**emperor, n.** a ruler who has total control of a region (34)

**commoner, n.** a person who is not part of the noble class (commoners) (35)

**peaked, adj.** pointed (35)

**transport, v.** to carry from one place to another (transported) (36)

**bustling, adj.** busy with activity (36)

**nourishment, n.** food and other things that are needed to live and be healthy (38)

### Vocabulary Chart for Chapter 5 “Aztec City on the Water’s Edge”

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                                               |
|----------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------|
| Core Vocabulary                        | emperor<br>commoner             | swampy<br>habitable<br>marsh<br>artificially<br>peaked<br>transport<br>bustling<br>nourishment |
| Multiple-Meaning Core Vocabulary Words |                                 | trade                                                                                          |
| Sayings and Phrases                    | heart of the city               |                                                                                                |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - What factors led to the success of the Aztec capital of Tenochtitlán?
- Share the pronunciations for the following words and tell students they are listed on Activity Page 7.1.

#### Pronunciation Table

| Word            | CK Code                                     |
|-----------------|---------------------------------------------|
| Tenochtitlán    | /te*nok*tit*lan/ or /tee*noch*teet*lan/     |
| Texcoco         | /tex*koe*koe/                               |
| chinampa        | /chee*nam*pə/                               |
| Huitzilopochtli | /weet*zip*oe*poecht*lee/                    |
| Tlaloc          | /tlo*lok/                                   |
| ullamaliztli    | /oo*lo*mə*leet*lee/ or /oo*ya*mə*leest*lee/ |
| calpullin       | /kow*pool*yin/                              |
| calpulli        | /kow*pool*yae/                              |
| maguey          | /ma*gee/ or /ma*gae/                        |



## Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:

**Small Group 1:** Students may complete Activity Page 7.2 with your support during reading.

**Small Group 2:** These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 7.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 7.2 correctly.

## Read “Aztec City on the Water’s Edge”

- The following guided reading supports are intended for use with Small Group 1.

| Pronunciation Table |                                            |
|---------------------|--------------------------------------------|
| Word                | CK Code                                    |
| Tenochtitlán        | /te*nok*tit*lan/ or<br>/tee*noch*teet*lan/ |
| Texcoco             | /tex*koe*koe/                              |
| chinampa            | /chee*nam*pə/                              |

## Chapter 5

# Aztec City on the Water's Edge

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

Have you heard of Mexico City? Did you know that this modern capital of Mexico was built on top of another city? If you visit Mexico City today, you can see archaeologists at work. They are busy uncovering the ancient city of Tenochtitlán.

Tenochtitlán was the capital of the Aztec Empire in the 1300s and 1400s. This empire existed more than 500 years after the Maya abandoned their great inland city-states. The ancestors of the people now known as the Aztec migrated from the north. By 1325 CE, they had settled in the Valley of Mexico.

Other people had lived in Mexico's fertile valley for thousands of years before the Aztec arrived. Many groups were competing for space. The Aztec had several temporary homes, all of which they were eventually forced to leave. The land the Aztec finally claimed may seem an unlikely choice—two **swampy** islands in the middle of Lake Texcoco.



32

- Have students preview question 1 on Activity Page 7.2. Have students silently read the page.

**Literal.** What were some geographical features of the area where the Aztec settled?

- » The valley was fertile. Swampy islands existed in the middle of Lake Texcoco. They settled where Mexico City is today, in the Valley of Mexico in the country of Mexico.

**Literal.** Based on the text, why was Tenochtitlán an important place?

- » Tenochtitlán was the capital of the Aztec Empire in the 14th and 15th centuries.

- Have students use this information to answer question 1 on Activity Page 7.2.

### Aztec Beginnings in Lake Texcoco

On the lakeshore, the Aztec built mud huts and lived on food from the lake: frogs, fish, and algae. They hunted deer, rabbits, coyotes, armadillos, and snakes. They raised bees, turkeys, and ducks. They gathered grasshoppers and worms for food.

The Aztec adapted to their swampy environment by creating **habitable** land from the lake bottom. They built gardens, called chinampas, in the middle of Lake Texcoco. They built bridges over the **marshes** and grew a variety of crops on the mainland as well. They cultivated corn, beans, squash, tomatoes, amaranth, and chilies. Members of the ruling class grew fruit trees in their small personal gardens. Crops grew throughout the year in Mesoamerica's tropical climate. As food supplies expanded, Tenochtitlán grew.

### Chinampas

#### Gardens Built from a Lakebed

The Aztec perfected a technique for building gardens in Lake Texcoco. First, they scooped up mud from the bottom of the shallow lake. Then, they piled layers of mud and aquatic plants on top of one another. They used reed posts to anchor these rectangular gardens



to the lake floor. They planted willow trees along the borders to help hold the **artificially** filled lakeshore in place. A series of canals crossed the chinampas, providing a year-round source of water for crops. Fish and other aquatic life lived in the canals and were another source of food.

33

- Have students preview question 2 on Activity Page 7.2 and then silently read the page.

**Inferential.** The author tells us that the two swampy islands in the middle of Lake Texcoco may seem like an unlikely choice. In what ways did this turn out to be a good place to settle?

- » There was plentiful wildlife to hunt for food; the Aztec built gardens and grew crops; and they could grow crops throughout the year in the tropical climate.
- Have students use the text box on chinampas to answer question 2 on Activity Page 7.2.

### Tenochtitlán: A Well-Planned City

Tenochtitlán was laid out on a grid. Its streets and canals formed a pattern of squares. Its religious and ceremonial center was located at the heart of the city. This Sacred Precinct, or pyramid-temple complex, was much larger than those at the Maya centers. Stone walls carved with serpents surrounded the precinct. The Great Temple, or Templo Mayor, dominated the space inside the walls. On top of Templo Mayor, the Aztec built shrines to honor their two most important gods. One shrine was dedicated to Huitzilopochtli, the sun god. The other honored Tlaloc, the rain god.

Social class determined where people lived, how they dressed, and how they earned a living. Aztec priests lived in palaces within the Sacred Precinct. Just outside the Sacred Precinct, the **emperor** and members of the noble class built carved stone palaces and beautiful gardens. Beyond its city center,



#### Pronunciation Table

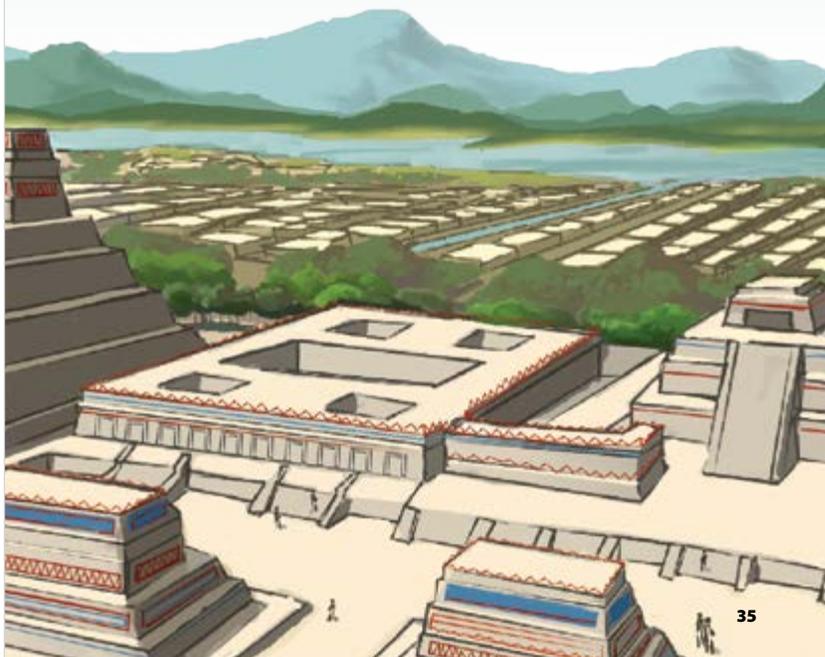
| Word            | CK Code                  |
|-----------------|--------------------------|
| Huitzilopochtli | /weet*zip*oe*poecht*lee/ |
| Tlaloc          | /tlo*lok/                |
| calpullin       | /kow*pool*yin/           |
| calpulli        | /kow*pool*yae/           |

- Have students preview question 3 on Activity Page 7.2.
- Ask a student to read aloud the heading on page 34. Then have students read pages 34 and 35 silently. As you read pages 34 and 35, look for aspects of the Aztec civilization that are similar to/can be compared to aspects of the ancient Maya civilization.
- Have a student locate and read aloud the sentence “On top of \_\_\_” Then have students answer question 3 on Activity Page 7.2.

Tenochtitlán was divided into four sections, or quadrants. Each quadrant was divided into 20 calpullin, or districts. Each one, by itself called a calpulli, had its own farm, marketplace, and school.

**Commoners**, including merchants, artisans, and farmers, lived together in the calpullin. They built their houses of sundried clay bricks called adobe. These one-story houses often had **peaked** thatch roofs. Others had flat earthen roofs used for planting gardens. Many people also built domed mud huts outside their homes. These huts were used as sweat baths. The Aztec lit fires outside the huts to warm the walls. They entered the sweat baths once the inside walls became hot. They threw water against the heated walls, producing steam. The effect was similar to modern-day steam baths and saunas.

**At Tenochtitlán, many people were employed to sweep the streets and get rid of garbage. Each neighborhood had public toilets.**



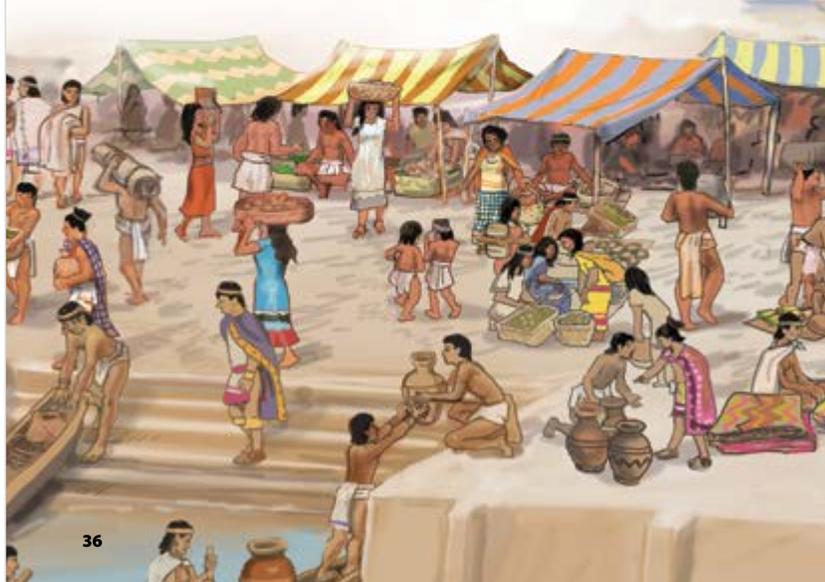
**Literal.** How were the religious and ceremonial centers in Tenochtitlán different from the Maya centers?

- » Tenochtitlán's pyramid-temple complexes were much larger than the pyramid-temple complexes of the Maya.

### Causeways, Aqueducts, and Marketplaces

Lake Texcoco contained salt water. Providing fresh water for the population of Tenochtitlán was a challenge. The Aztec used sand, dirt, rocks, and wooden stakes to build three wide causeways. Each causeway was about two and a half miles long. These wide, raised roads connected the city to natural springs on the mainland. Each causeway supported an aqueduct, a structure built to carry water. The aqueduct consisted of two clay pipes. One **transported** fresh water from the springs into Tenochtitlán for drinking and bathing. The second pipe was a spare, used only when the first pipe needed cleaning.

**Bustling** marketplaces filled Tenochtitlán and other cities. At the grand market in nearby Tlatelolco, thousands of people traded daily for goods such as clothing, food, and pottery. Merchants brought goods to exchange from all over central Mexico and even beyond.



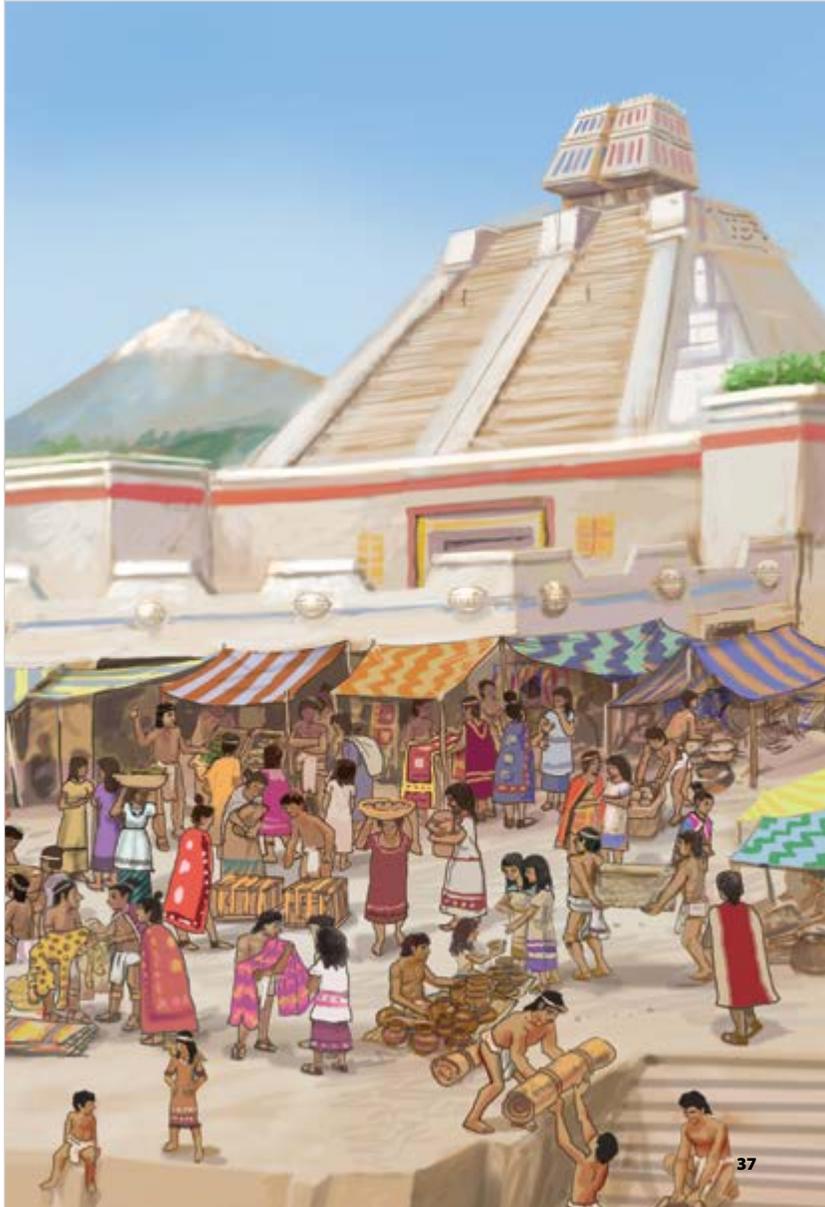
- Have a student read the heading and the remainder of page 36 aloud.

**Literal.** Tenochtitlán was built on a lake and surrounded by water. Why was it necessary to have aqueducts?

- » Even though the city was surrounded by a lake, and its canals were filled with water, the water was salt water. They needed the aqueducts to bring freshwater from the springs on the mainland.

**Inferential.** Why did the Aztec need freshwater?

- » Salt water, which filled the lake, is not suitable for drinking.
- Give students time to look at the image of the marketplace. Guide them in identifying some of the goods people are trading. For example, the image includes a jaguar pelt, pottery, stacks of cloth, and baskets of fruit and vegetables.



37



### Check for Understanding

What evidence can we find on pages 36 and 37 to support the claim that Tenochtitlán was a “well-planned city”?

- » They developed causeways to carry freshwater for drinking; thousands of people gathered in the local marketplace to trade goods such as clothing, food, and pottery.

## Gods, Goddesses, and Sacrifices

Like the Maya, the Aztec believed in multiple gods and goddesses. They believed in gods of nature, gods of health, and gods of war. The Aztec believed that the sun god, Huitzilopochtli, could not make his daily journey from east to west without **nourishment**. They believed that the sun would not rise and the world would end if they did not feed Huitzilopochtli.



Active volcano near Tenochtitlán

The Aztec believed that the gods, humans, and nature worked together. The Aztec lived in a region surrounded by volcanic mountains. It was an area where earthquakes were likely to occur. They believed that the gods controlled these forces of nature. If the people angered the gods, the gods might rattle the earth or release hot lava from the mountains. So, like the Maya, the Aztec made sacrifices to the gods. Many human sacrifices took place at the Templo Mayor inside the Sacred Precinct.

At the base of the temple steps, the Aztec built a rectangular ball court. The object of the ball game, called ullamalitzli, was to pass a rubber ball through a stone ring. Doesn't that sound a lot like the Maya game of pok-a-tok? Like pok-a-tok, the Aztec ball game was sometimes played as part of religious rituals. Sometimes players were sacrificed at the end of the game. Not far from the court at Tenochtitlán, archaeologists unearthed evidence of these sacrifices.

38

## Support

Tell students that many different people have myths about volcanoes. Native Hawaiians developed a different set of myths to explain the activity of volcanoes near their homes.

### Pronunciation Table

| Word            | CK Code                                        |
|-----------------|------------------------------------------------|
| Huitzilopochtli | /weet*zip*oe*poecht*lee/                       |
| ullamalitzli    | /oo*lo*mə*leet*lee/ or<br>/oo*ya*mə*leest*lee/ |
| maguey          | /ma*gee/ or /ma*gae/                           |

- Ask a student to read aloud the heading on page 38. Then have students read the page silently.

**Literal.** What is one example of the Aztec belief that gods, humans, and nature worked together?

- » They believed that “if the people angered the gods, the gods might rattle the earth or release hot lava from the mountains.”

**Inferential.** What forces of nature do you think “rattle the earth or release hot lava from the mountains” refers to?

- » Earthquakes and volcanoes.

## Everyday Life in the Aztec Empire

The Aztec valued education. Boys went to different schools depending upon their social status. Noble boys were taught by priests in the temples. They learned to read and write and trained to be future leaders. In addition, noble boys learned about religion, medicine, law, and astronomy. Boys from lower social ranks attended schools where they learned a trade, such as building roads or repairing temples. From an early age, all boys trained for battle. Girls were educated separately. They learned the arts of cooking, sewing, and weaving.

Women and girls used fibers from both cotton and maguey cactus plants to weave beautiful cloth. Commoners and nobles alike wore bright and colorful fabrics dyed with natural plant dyes. Clothing styles varied throughout the Aztec Empire, but all clothing was loose and simple. Men and boys wore loincloths and draped themselves in triangular cloaks. Women and girls wore long skirts and sleeveless blouses. Noble men and women preferred clothes made of cotton and added gold, feathers, and fur. Necklaces, earrings, and bracelets made of precious gems decorated their bodies.



Boy being trained for battle



Girl learning to weave

39

- Have students preview question 4 on Activity Page 7.2. Ask a student to read aloud the heading on page 39. Call on one student to read aloud the first paragraph. Call on another student to read aloud the second paragraph.  
**Literal.** You read the word *trade* earlier in this Reader. In that case it was used in a statement about a marketplace and meant “to give something in exchange for something else.” *Trade* has a different meaning in this context. When *trade* is used as a noun, it means “a job that requires special training or skills.” What jobs are listed as trades in the text?
  - » Building roads and repairing temples.
- Have students answer question 4 on Activity Page 7.2.
- If time allows, you may wish to have students complete the Challenge question on Activity Page 7.2.

## LESSON WRAP-UP (10 MIN.)

### Chapter Discussion

- Bring students back together to review and discuss Activity Page 7.2.
1. **Inferential.** Part A: Tenochtitlán isn't on the map on page 32. Use the text and image on page 32 to guide you in labeling Tenochtitlán on your copy of the map on Activity Page 1.3.

**Literal.** Part B: Use the text on page 32 to guide you in placing the following phrases on your copy of the timeline on Activity Page 1.1.

- » Aztec capital Tenochtitlán—1300s–1400s CE

2. **Literal.** Based on the information in the text, use the numbers 1–5 to put the following statements about chinampas in the correct order to show how they were built. Use 1 for the first step.

- » 2 The Aztec people piled layers of mud and aquatic plants on top of one another.
- 5 Fish and other aquatic life in the canals provided a source of food.
- 3 Reed posts were used to anchor the gardens to the lake floor.
- 1 Mud was scooped up from the bottom of the lake.
- 4 Willow trees were planted along the borders to help hold the newly created land in place. (33)

3. Part A: In paragraph 1 on page 34, what is the meaning of the word *shrine*?

- » C. a sacred place that people visit because it is connected with something that is important to them (34)

Part B: Which phrase best helps the reader determine the meaning of the word *shrine*?

- » B. “to honor their two most important gods” (34)

4. The Aztec people did many things that led to the success of Tenochtitlán. Match the cause and effect statements below.

- » B The Aztec created habitable land from the lake bed.
- F People frequently went to the marketplaces.
- A The Aztec valued education for their children.
- E The Aztec farmers built chinampas.
- C Causeways were constructed.
- D Aqueducts were built on the causeways. (33, 35, 36)



Reading  
Informational Texts  
Reading/viewing closely

**Entering/Emerging**

Provide student with a graphic organizer to compare/contrast aspects of Maya and Aztec civilizations, using one-word descriptors.

**Transitioning/Expanding**

Allow student access to a graphic organizer to compare/contrast aspects of Maya and Aztec civilizations, using short phrases or sentence fragments.

**Bridging**

Preview/review writing prompt with student to ensure understanding of task.

5. **Evaluative. Challenge.** Use your writing journal to answer this question. In what ways were the Aztec like the Maya? In what ways were they different from the Maya? Include information from the text in your answer. You may wish to reread sections of chapters 1, 2, and 3 to include details from the text in your answer.

- As time permits, allow students who responded to the Challenge question to share their writing.
- You may wish to allow additional students to complete the Challenge question for homework.

**WORD WORK: PEAKED (5 MIN.)**

1. In the chapter you read, “These one-story houses often had peaked thatch roofs.”
2. Say the word *peaked* with me.
3. In this sentence, *peaked* means “pointed.”
4. On a field trip to the city, students observed the peaked roof of the cathedral.
5. What are some examples of objects you have observed that are peaked? Be sure to use the word *peaked* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences. “The \_\_\_ is peaked.” or “The peaked \_\_\_ is \_\_\_.”
6. What part of speech is the word *peaked*?
  - » adjective

**Note:** Use a Making Choices activity for follow-up.

- I am going to read several sentences. If the sentence I read is an example of something that is peaked, say, “That is peaked.” If the sentence I read is an example of something that is not peaked, say, “That is not peaked.”
1. The pointed spire of the bell tower loomed high above us.
    - » That is peaked.
  2. The worker carefully made his way along the sharp ridgeline of the barn’s roof.
    - » That is peaked.
  3. The roof of the city’s stadium curves upward like half of a gigantic bubble.
    - » That is not peaked.

4. The brim of the army officer's cap tipped up sharply.
  - » That is peaked.
5. The curved top of the observatory rose gently above the large telescope.
  - » That is not peaked.



Writing  
Writing

### Entering/Emerging

Ask yes/no questions to determine Topic Sentence, Supporting Details, and Concluding Sentences. Provide a graphic organizer for support in drafting paragraph.

### Transitioning/Expanding

Ask *wh*-questions to support selection of Topic Sentence, Supporting Details, and Concluding Sentences. Allow access to a graphic organizer for support in drafting paragraph.

### Bridging

Check in with student once she or he has selected the notes to serve as the Topic Sentence, Supporting Details, and Concluding Sentence.

Activity Pages  
SR.3 and 5.3



## Lesson 7: Tenochtitlán: Center of the Aztec Empire

# Writing



**Primary Focus:** By the end of this lesson, students will have developed paraphrased information into a logical explanatory paragraph for their Codex Project. [W.5.2a]

### PLAN AND DRAFT A PARAGRAPH (40 MIN.)

#### Plan a Paragraph

- Refer to the Writing Process Graphic (Activity Page SR.3). Tell students that they will be working in the planning and drafting stages of the writing process.
- Explain that students will independently organize the notes they took on a Maya cultural aspect. Remind them that this will help them structure information about their topic to write an informative/explanatory paragraph.
- Tell students they will then compose sentences from fragments in their notes. Remind students that following this process will help them write a clear and informative paragraph about their topic.
- Have students take out the notes they recorded on Activity Page 5.3.
- Refer to the Paragraph about a Paragraph and the Codex Project Rubric as you review the three types of sentences in a paragraph. Use the three paragraph components listed below as a checklist for paragraph development.
  - A topic sentence introduces the topic or main idea of the paragraph and tells what the paragraph will be about.
  - Supporting sentences explain the topic or main idea using details and facts.
  - A concluding sentence ends the paragraph with a final thought about the topic or main idea. It goes beyond the facts to end the paragraph, sometimes with an opinion.

## Challenge

Have students revisit the Reader after completing their draft to look for connections between descriptions of Maya geographical features and statements in the paragraph they just drafted. Tell students to think about how geographical features may have influenced the cultural aspect they wrote about (e.g., limestone from local quarries was used to make the mortar and stucco for some of the buildings). If students find a connection, encourage them to add it to their draft paragraph.

## Activity Page SR.4



- Remind students of the paragraph you modeled and drafted together in Lesson 3 about Maya geographical features. Remind students to begin by choosing words and phrases to introduce the main idea or topic of the paragraph; to then choose supporting details that go together to add information or explain the main idea; and finally to think about words and phrases to state a final thought or opinion.
- Remind students to use the “Planning Notes” column of the chart on Activity Page 5.3 to write how they plan to use each of their notes.



## Check for Understanding

Circulate while students work with their notes and offer positive feedback, guidance, and support as appropriate.

## Draft a Paragraph

- Once students have identified the paraphrased notes they intend to use for drafting their Topic Sentence, Supporting Details, and Concluding Sentence, they should check in with the teacher for the go-ahead to start drafting their paragraph in their writing journal. They should use their notes to guide their writing.
- Offer small-group support to students who are not ready to work on drafting independently, so they can complete planning and drafting with support.
- Have students refer to the Codex Project Rubric (Activity Page SR.4) to see how well their writing fulfills the criteria listed in each category.

## LESSON WRAP-UP (5 MIN.)

- Have students turn to a partner to share an example of a sentence they composed from their notes.

End Lesson



## 8

# The Success of Tenochtitlán

## PRIMARY FOCUS OF LESSON

### Reading

Students will summarize how the city of Tenochtitlán was organized and identify factors that led to the success of the Aztec capital.

[RI.5.1, RL.5.2]

### Writing

Students will compose their reference list for the image they select and write a caption explaining how their image relates to their topic.

[W.5.8; W.5.2a]

## FORMATIVE ASSESSMENT

**Activity Page 8.1**

**Taking Notes** Take notes on Chapter 5 and paraphrase supporting details. [W.5.8]

## LESSON AT A GLANCE

|                                 | Grouping                | Time    | Materials                                                                                           |
|---------------------------------|-------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>        |                         |         |                                                                                                     |
| Close Reading: Chapter 5        | Whole Group             | 30 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> Activity Page 8.1 |
| Lesson Wrap-Up                  | Whole Group             | 10 min. |                                                                                                     |
| Word Work: <i>Trade</i>         | Whole Group             | 5 min.  |                                                                                                     |
| <b>Writing (45 min.)</b>        |                         |         |                                                                                                     |
| Model Incorporating an Image    | Whole Group             | 20 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i><br><input type="checkbox"/> computer          |
| Practice Incorporating an Image | Partners/<br>Individual | 15 min. | <input type="checkbox"/> projection system<br><input type="checkbox"/> Internet access              |
| Lesson Wrap-Up                  | Whole Group             | 10 min. | <input type="checkbox"/> sample codex<br><input type="checkbox"/> Activity Pages SR.5, SR.6         |
| <b>Take-Home Material</b>       |                         |         |                                                                                                     |
| Reading                         |                         |         | <input type="checkbox"/> Activity Page 8.1                                                          |

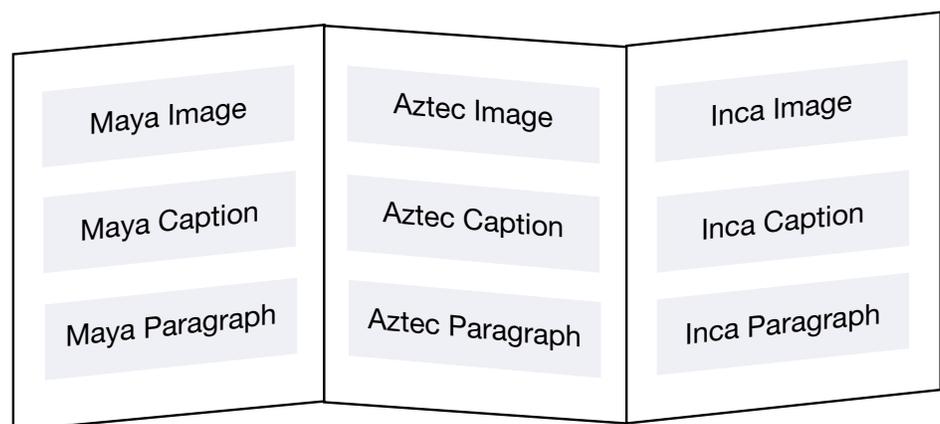
## ADVANCE PREPARATION

### Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Post the following discussion questions on the board/chart paper:
  - Describe what you consider the two most important things you learned about the ancient Aztec city of Tenochtitlán.

### Writing

- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, the Dresden Codex, and a compilation of images of Maya codices (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).
- Write the words *context* and *differentiate* on the board/chart paper.
- Prepare a sample codex in an early stage of development to use as an example of the codex students are making for the Codex Project.
  - The codex should have three pages in a trifold orientation, with only your Maya geographical features paragraph (drafted in Lesson 3) tentatively affixed to the first page. Space should remain for an image and caption to accompany the paragraph on the first page, and the two remaining pages should be blank.



- The prepared sample codex should utilize the same materials and structure students will use. The exact materials and structure are up to your discretion. A simple structure would be to staple two file folders together and cut and paste printed images and student writing. The file folders stapled into a trifold structure should be prepared for students in advance.
- **Challenge.** More complex options for creating the codex may be planned for if materials are available and time allows. You may wish to use parchment paper, stain the paper to “age” it, stitch the paper together with needle and thread, illustrate images, copy the text directly onto the codex paper, and/or enhance the Codex Project with additional images (e.g., Maya glyphs) around the border of each page and/or on the cover.
- Plan for student access to the Internet.
  - Refer to the Recommended Resources list in the digital components for this unit to find websites that you may provide for students. You may wish to have these sites loaded onto the class website or portal, or simply create a document from which students can click on the links.
  - Have access to a screen on which you will model accessing the Internet.
  - Ensure access to computers so students may work in pairs (e.g., reserve lab time or a mobile lab). If access to enough computers is not possible to allow all partners to work at the same time, plan for staggered partner work (see the “Practice Incorporating an Image” section of the lesson).
  - Decide how to pair students to search for and select images on the Internet. You may wish to pair students ahead of time according to topics, technology skills, or other criteria.
  - Establish guidelines for printing images, such as whether students may print in color or black and white, page orientation, size, and how many pages students may print.
  - Establish the process you want students to follow in gaining approval for an image before printing.
- Write the following references on the board/chart paper as samples for students to follow as they list their own references on the Reference Page in Student Resources.
  - *Maya, Aztec, and Inca*. 2014.
  - Timelines and Comparisons. March 3, 2014.
  - [http://www.ducksters.com/history/aztec\\_maya\\_inca.php](http://www.ducksters.com/history/aztec_maya_inca.php)

- You may wish to write the following sentence starters on the board/chart paper for caption writing:
  - The image shows \_\_\_\_.
  - My paragraph is about \_\_\_\_.
  - My caption could say \_\_\_\_.

Start Lesson

## Lesson 8: The Success of Tenochtitlán

# Reading



**Primary Focus:** Students will summarize how the city of Tenochtitlán was organized and identify factors that led to the success of the Aztec capital. [RI.5.1, RL.5.2]

### CLOSE READING: CHAPTER 5 (30 MIN.)

#### Review the Chapter

- Think-Pair-Share. Describe what you consider the two most important things you learned about the ancient Aztec city of Tenochtitlán.
  - » Answers may vary, but could include: the Aztec people settled in the Valley of Mexico and built Tenochtitlán on two swampy islands in the middle of Lake Texcoco; Tenochtitlán was the capital of the Aztec Empire in the thirteen hundreds and fourteen hundreds; the Aztec built gardens called chinampas from the lake bed that formed much of the city; Tenochtitlán was a well-planned city laid out in a grid; Tenochtitlán's pyramid-temple complex was called the Sacred Precinct, and was dominated by the Great Temple or Templo Mayor; social class determined where people lived within Tenochtitlán; and the Aztec built causeways, which contained roads and aqueducts, connecting Tenochtitlán to the mainland.
- Tell students they will reread Chapter 5, "Aztec City on the Water's Edge."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - What factors led to the success of the Aztec capital of Tenochtitlán?

## Close Reading

- There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:
  - Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
  - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
  - Following a question, have all students provide a written response before one student responds orally.

## Read “Aztec City on the Water’s Edge”

- Read the title of the chapter as a class: “Aztec City on the Water’s Edge.” Tell students: As we read today, look for evidence from the text to help us answer The Big Question: *What factors led to the success of the Aztec capital of Tenochtitlán?* As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

| Pronunciation Table |                                            |
|---------------------|--------------------------------------------|
| Word                | CK Code                                    |
| Tenochtitlán        | /te*nok*tit*lan/ or<br>/tee*noch*teet*lan/ |
| Texcoco             | /tex*koe*koe/                              |
| chinampa            | /chee*nam*pə/                              |

## Chapter 5

# Aztec City on the Water's Edge

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

Have you heard of Mexico City? Did you know that this modern capital of Mexico was built on top of another city? If you visit Mexico City today, you can see archaeologists at work. They are busy uncovering the ancient city of Tenochtitlán.

Tenochtitlán was the capital of the Aztec Empire in the 1300s and 1400s. This empire existed more than 500 years after the Maya abandoned their great inland city-states. The ancestors of the people now known as the Aztec migrated from the north. By 1325 CE, they had settled in the Valley of Mexico.

Other people had lived in Mexico's fertile valley for thousands of years before the Aztec arrived. Many groups were competing for space. The Aztec had several temporary homes, all of which they were eventually forced to leave. The land the Aztec finally claimed may seem an unlikely choice—two **swampy** islands in the middle of Lake Texcoco.



32

- Read this page silently.

**Evaluative.** The text tells us that many groups were competing for space in Mexico's fertile valley. Why might they have been competing to live in this particular place?

- » The word *fertile* means able to support the growth of many plants, which provides a clue. It means the valley had land full of things that support the growth of plants. That is an important feature of the land when people who grow their own food are looking for a place to live.

### Aztec Beginnings in Lake Texcoco

On the lakeshore, the Aztec built mud huts and lived on food from the lake: frogs, fish, and algae. They hunted deer, rabbits, coyotes, armadillos, and snakes. They raised bees, turkeys, and ducks. They gathered grasshoppers and worms for food.

The Aztec adapted to their swampy environment by creating **habitable** land from the lake bottom. They built gardens, called chinampas, in the middle of Lake Texcoco. They built bridges over the **marshes** and grew a variety of crops on the mainland as well. They cultivated corn, beans, squash, tomatoes, amaranth, and chilies. Members of the ruling class grew fruit trees in their small personal gardens. Crops grew throughout the year in Mesoamerica's tropical climate. As food supplies expanded, Tenochtitlán grew.

#### Chinampas

##### Gardens Built from a Lakebed

The Aztec perfected a technique for building gardens in Lake Texcoco. First, they scooped up mud from the bottom of the shallow lake. Then, they piled layers of mud and aquatic plants on top of one another. They used reed posts to anchor these rectangular gardens to the lake floor. They planted willow trees along the borders to help hold the **artificially** filled lakeshore in place. A series of canals crossed the chinampas, providing a year-round source of water for crops. Fish and other aquatic life lived in the canals and were another source of food.



33

- Read aloud the two paragraphs on this page.
- The author uses the word *habitable*, which is similar to the word *habitat*. *Habitable* and *habitat* share the Latin root *habit*, which means “to live.” Habitable means fit to live in and habitat means the place where an animal or plant lives and grows. Making land habitable means making it a good place to live and grow.
- Read the text box about chinampas.

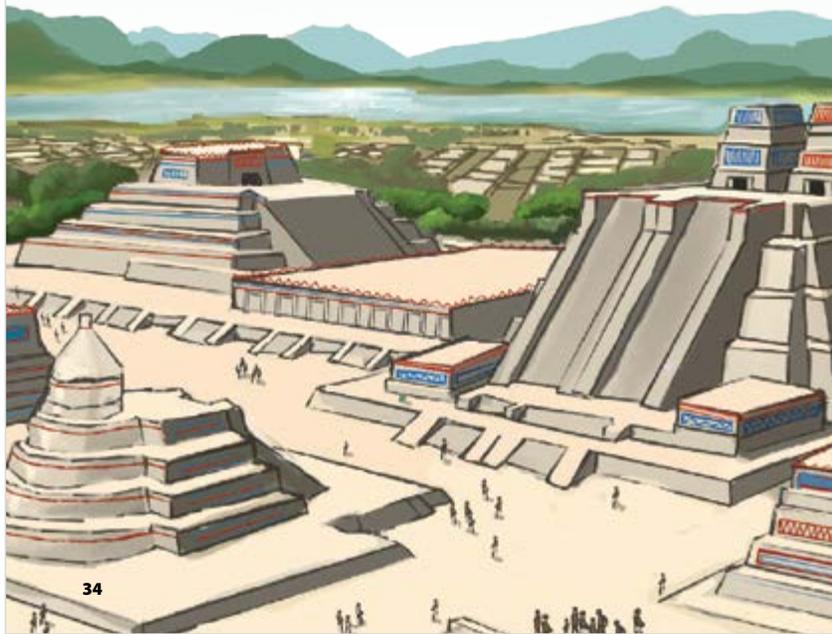
**Evaluative.** In what ways did the building of the chinampas in Lake Texcoco make the land more habitable?

- » The chinampas provided land on which crops could be grown in a place where land did not already exist. By building rectangular gardens this way, the Aztec also created canals between the gardens which provided another source of food fish and other aquatic life.

### Tenochtitlán: A Well-Planned City

Tenochtitlán was laid out on a grid. Its streets and canals formed a pattern of squares. Its religious and ceremonial center was located at the heart of the city. This Sacred Precinct, or pyramid-temple complex, was much larger than those at the Maya centers. Stone walls carved with serpents surrounded the precinct. The Great Temple, or Templo Mayor, dominated the space inside the walls. On top of Templo Mayor, the Aztec built shrines to honor their two most important gods. One shrine was dedicated to Huitzilopochtli, the sun god. The other honored Tlaloc, the rain god.

Social class determined where people lived, how they dressed, and how they earned a living. Aztec priests lived in palaces within the Sacred Precinct. Just outside the Sacred Precinct, the **emperor** and members of the noble class built carved stone palaces and beautiful gardens. Beyond its city center,



### Pronunciation Table

| Word            | CK Code                  |
|-----------------|--------------------------|
| Huitzilopochtli | /weet*zip*oe*poecht*lee/ |
| Tlaloc          | /tlo*lok/                |
| capullin        | /kow*pool*yin/           |
| calpulli        | /kow*pool*yae/           |

- Silently read the paragraph that begins with the words, “Tenochtitlán was laid out . . .” As you read, look for information from the text that helps you to answer The Big Question.

**Evaluative.** The author uses a metaphor in the sentence, “Its religious and ceremonial center was located at the heart of the city.” Why does the author compare the religious and ceremonial center to a heart? What do they have in common?

- » Answers may vary, but could include the following ideas: The heart of an animal plays an essential and life-supporting role in the body, making it possible for the animal to live and function. The heart is located in the center of the body, and yet is connected to the whole body. The religious and ceremonial center of Tenochtitlán also played an essential and life-supporting role to the city; this is where the priests lived and the temples and shrines dedicated to the gods were located. The Aztec believed the Sacred Precinct was an important place, allowing the city to function in a healthy way. It lay in the center, or the heart, of the city.

## Support

A grid is a pattern of lines that cross each other to form squares on a piece of paper or a map. A grid can also be formed from real objects laid out in a similar way. What does the author tell us formed the pattern of squares that make up the grid of Tenochtitlán?

- » The streets and canals.



Language  
Analyzing  
Language Choices

### Entering/Emerging

Ask student yes/no questions about the religious and ceremonial center to guide understanding of the importance of these facilities in Tenochtitlán.

### Transitioning/Expanding

Ask student questions about the religious and ceremonial center to guide understanding of the importance of these facilities in Tenochtitlán.

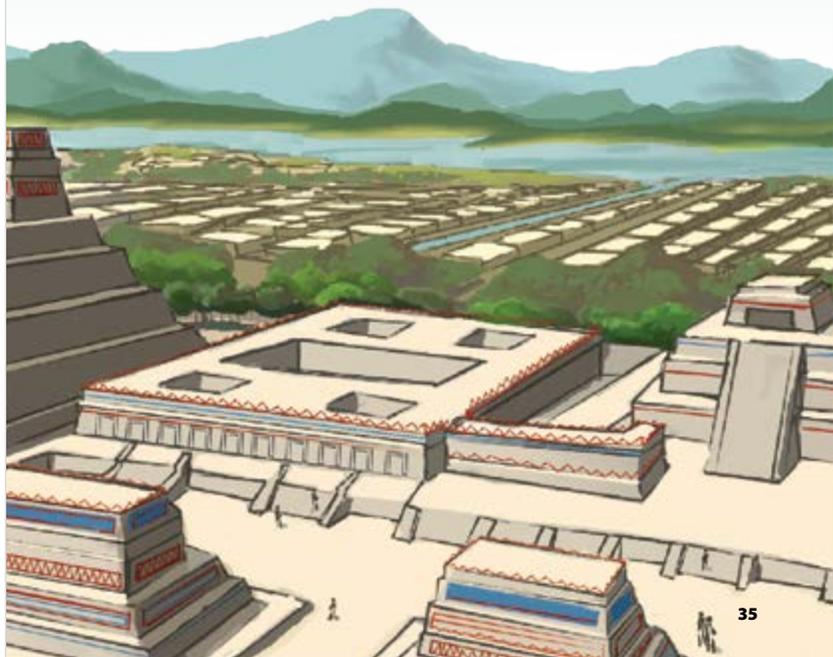
### Bridging

Ask student to explain what the author meant by the metaphor “the heart of the city.”

Tenochtitlán was divided into four sections, or quadrants. Each quadrant was divided into 20 calpullin, or districts. Each one, by itself called a calpulli, had its own farm, marketplace, and school.

**Commoners**, including merchants, artisans, and farmers, lived together in the calpullin. They built their houses of sundried clay bricks called adobe. These one-story houses often had **peaked** thatch roofs. Others had flat earthen roofs used for planting gardens. Many people also built domed mud huts outside their homes. These huts were used as sweat baths. The Aztec lit fires outside the huts to warm the walls. They entered the sweat baths once the inside walls became hot. They threw water against the heated walls, producing steam. The effect was similar to modern-day steam baths and saunas.

**At Tenochtitlán, many people were employed to sweep the streets and get rid of garbage. Each neighborhood had public toilets.**



**Inferential.** The author begins the third sentence with the word *this*, saying, “This Sacred Precinct . . .” This refers to the previous sentence. What phrase does this refer to?

- » *Its religious and ceremonial center.* Therefore, *This Sacred Precinct* is the name being given to Tenochtitlán’s religious and ceremonial center.

**Inferential.** One meaning of the word *dominate* is “to be the most important part of something.” What might it mean that the Great Temple, or Templo Mayor, dominated the space inside the walls of the Sacred Precinct?

- » The Great Temple was likely the largest and most important structure in the pyramid-temple complex.

**Inferential.** What words from the text help you find the Templo Mayor in the image across the pages?

- » The author states that the Great Temple dominated the space inside the walls; the structure in the center of the image dominates both the pyramid-temple complex within the walls and the image overall. The author tells us that on top of the Templo Mayor, the Aztec built shrines to honor their two most important gods; there are two structures on top of this central and dominant temple, which appear to be the shrines to the gods described in the text.

### Causeways, Aqueducts, and Marketplaces

Lake Texcoco contained salt water. Providing fresh water for the population of Tenochtitlán was a challenge. The Aztec used sand, dirt, rocks, and wooden stakes to build three wide causeways. Each causeway was about two and a half miles long. These wide, raised roads connected the city to natural springs on the mainland. Each causeway supported an aqueduct, a structure built to carry water. The aqueduct consisted of two clay pipes. One **transported** fresh water from the springs into Tenochtitlán for drinking and bathing. The second pipe was a spare, used only when the first pipe needed cleaning.

**Bustling** marketplaces filled Tenochtitlán and other cities. At the grand market in nearby Tlatelolco, thousands of people traded daily for goods such as clothing, food, and pottery. Merchants brought goods to exchange from all over central Mexico and even beyond.



#### Support

The Latin roots *aque* and *aqua* mean “water.” The Latin root *duct* means “to lead.” An aqueduct is a structure built to carry, or lead, water.

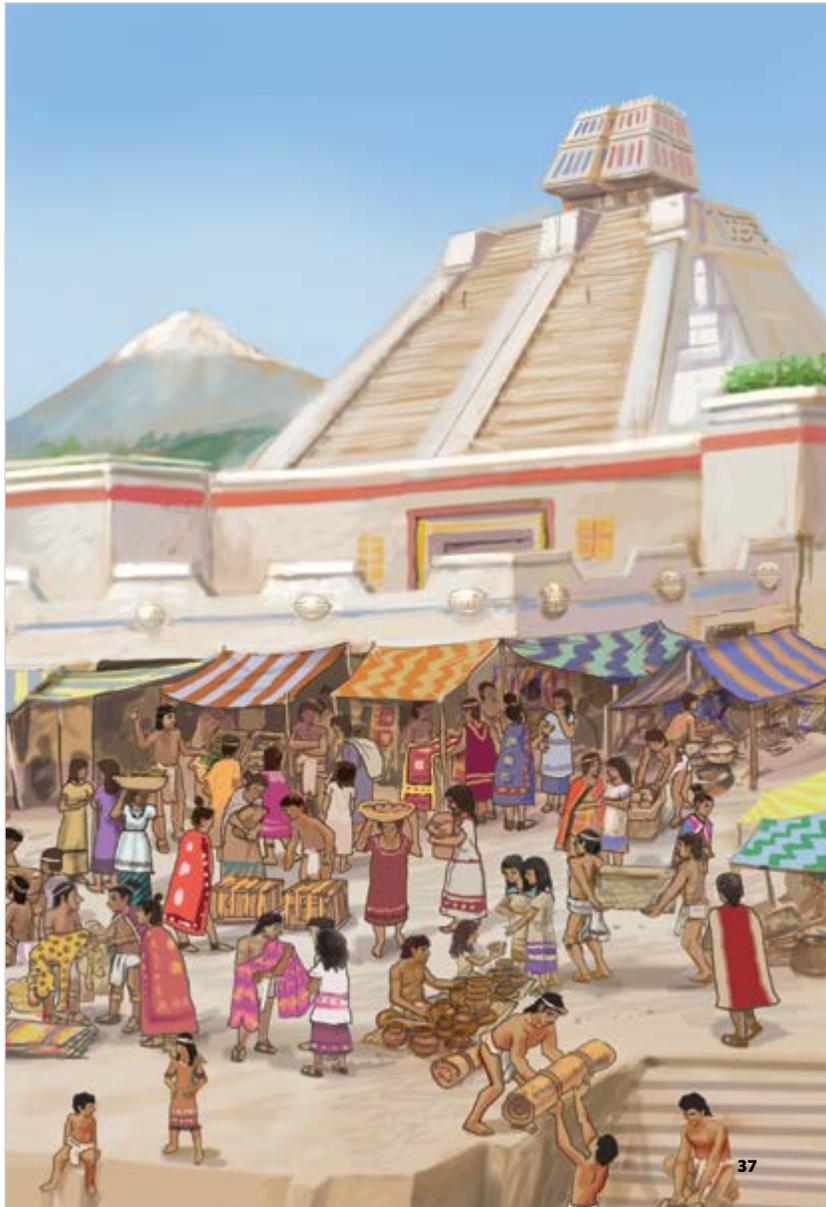
- Read the first paragraph aloud. Remind students to look for evidence from the text that will help them to answer The Big Question.

**Literal.** The author tells us that the aqueduct consisted of two pipes. How were the two pipes used?

- » One was to transport fresh water for drinking and bathing; the other was a spare used only when the first pipe needed cleaning.

**Inferential.** Based on its use in the text, what is a spare? Why would it be important to build a spare?

- » It is something that is not used most of the time, but is there when the item that is usually used is unavailable. In this case, when the first pipe was being cleaned, it couldn't be used to transport water. The spare was then used to carry water, probably so the people did not have to do without water for drinking and bathing.



37

### Pronunciation Table

| Word            | CK Code                                        |
|-----------------|------------------------------------------------|
| Huitzilopochtli | /weeet*zip*oe*poecht*lee/                      |
| ullamaliztli    | /oo*lo*mə*leet*lee/ or<br>/oo*ya*mə*leest*lee/ |
| maguey          | /ma*gee/ or /ma*gae/                           |

## Gods, Goddesses, and Sacrifices

Like the Maya, the Aztec believed in multiple gods and goddesses. They believed in gods of nature, gods of health, and gods of war. The Aztec believed that the sun god, Huitzilopochtli, could not make his daily journey from east to west without **nourishment**. They believed that the sun would not rise and the world would end if they did not feed Huitzilopochtli.



Active volcano near Tenochtitlán

The Aztec believed that the gods, humans, and nature worked together. The Aztec lived in a region surrounded by volcanic mountains. It was an area where earthquakes were likely to occur. They believed that the gods controlled these forces of nature. If the people angered the gods, the gods might rattle the earth or release hot lava from the mountains. So, like the Maya, the Aztec made sacrifices to the gods. Many human sacrifices took place at the Templo Mayor inside the Sacred Precinct.

At the base of the temple steps, the Aztec built a rectangular ball court. The object of the ball game, called ullamaliztli, was to pass a rubber ball through a stone ring. Doesn't that sound a lot like the Maya game of pok-a-tok? Like pok-a-tok, the Aztec ball game was sometimes played as part of religious rituals. Sometimes players were sacrificed at the end of the game. Not far from the court at Tenochtitlán, archaeologists unearthed evidence of these sacrifices.

38

- Silently read the three paragraphs on this page.

**Literal.** The author uses words and phrases to signal comparisons between the Maya and Aztec civilizations. Look for words and phrases that compare these two civilizations. Have students share findings.

- » The author uses the phrase *like the Maya* three times to say that both the Maya and the Aztec believed in multiple gods and goddesses and made sacrifices to the gods. The author uses a question to guide the reader to make a comparison between the Maya and Aztec ball games.

### Everyday Life in the Aztec Empire

The Aztec valued education. Boys went to different schools depending upon their social status. Noble boys were taught by priests in the temples. They learned to read and write and trained to be future leaders. In addition, noble boys learned about religion, medicine, law, and astronomy. Boys from lower social ranks attended schools where they learned a trade, such as building roads or repairing temples. From an early age, all boys trained for battle. Girls were educated separately. They learned the arts of cooking, sewing, and weaving.



Boy being trained for battle

Women and girls used fibers from both cotton and maguey cactus plants to weave beautiful cloth. Commoners and nobles alike wore bright and colorful fabrics dyed with natural plant dyes. Clothing styles varied throughout the Aztec Empire, but all clothing was loose and simple. Men and boys wore loincloths and draped themselves in triangular cloaks. Women and girls wore long skirts and sleeveless blouses. Noble men and women preferred clothes made of cotton and added gold, feathers, and fur. Necklaces, earrings, and bracelets made of precious gems decorated their bodies.



Girl learning to weave

39

- Silently read the paragraphs following the heading, “Everyday Life in the Aztec Empire.”

**Inferential.** Compare and contrast the types of education boys of different social classes received.

- » All boys trained for battle from an early age. Noble boys were taught by priests in the temples; boys from lower social ranks attended schools. Noble boys learned to read and write, and learned about religion, medicine, law, and astronomy; boys from lower social ranks learned a trade, such as building roads or repairing temples.

**Evaluative.** What did each type of education prepare them to do?

- » Noble boys' education trained them to be future leaders; boys from lower social ranks learned trades.

## LESSON WRAP-UP (10 MIN.)

### Chapter Discussion

**Note:** Question 1 relates to The Big Question of the chapter.

**Inferential.** What factors led to the success of the Aztec capital Tenochtitlán? If students have difficulty answering this question, direct them back into the chapter to find examples within the text.

- » Answers may vary, but could include: the Aztec built gardens called chinampas from the lake bed where a variety of crops could be grown; creating habitable land allowed the city to grow in size.
- Tell students to begin taking notes on the Aztec civilization for their Codex Project. Explain that their notes should be recorded in the chart on Activity Page 8.1. Show students that the chart is similar to the one they used to take notes on the Maya civilization.
- Refer to the “Planning Notes” column. Explain that students will use this column during the next part of the planning stage of the writing process and should leave it blank for now.

### Activity Page 8.1



## WORD WORK: TRADE (5 MIN.)

1. In the chapter you read, “At the grand market in nearby Tlatelolco, thousands of people traded daily for goods such as clothing, food, and pottery.”
2. Say the word *trade* with me.
3. In this sentence, *trade* means to give something in exchange for something else.
4. The coin collectors met regularly to trade coins they collected during their travels to other countries.
5. What are some other examples of when someone might trade an item for something else? Be sure to use the word *trade* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “One time I asked my sister to trade her \_\_\_ for my \_\_\_.” or “The \_\_\_ might trade \_\_\_.”
6. What part of speech is the word *trade*?
  - » verb

**Note:** Use a Multiple Meaning Word activity for follow-up. The word *trade* can have multiple meanings. Share the following with students.

**Meaning #1:** trade (verb)—to give something in exchange for something else

**Meaning #2:** trade (noun)—a job that requires special training or skills

- We have been talking about meaning 1 for trade, to give something in exchange for something else. You also read, “Boys from lower social ranks attended schools where they learned a trade, such as building roads or repairing temples.” This sentence is an example of meaning 2 for trade, a job that requires special training or skills.
- I am going to read several sentences. Listen to the context, or the text surrounding *trade*, in the sentence for clues as to which meaning is being used. When you think a sentence is an example of meaning 1, hold up one finger. When you think a sentence is an example of meaning 2, hold up two fingers.

1. When my grandmother was young, she liked to trade baseball cards with her friends.  
» 1
2. My brother and I search for shells and shark teeth on the beach, and then trade with each other.  
» 1
3. Common trades you learn about in history lessons include metalworking and weaving.  
» 2
4. Both the Maya and the Aztec frequented the marketplace to trade what they made and grew for other things they needed.  
» 1
5. Everyone in the family works in the construction trade to build houses.  
» 2

---

## Lesson 8: The Success of Tenochtitlán

# Writing



**Primary Focus:** Students will compose their reference list for the image they select and write a caption explaining how their image relates to their topic.

[W.5.8; W.5.2a]

### MODEL INCORPORATING AN IMAGE (20 MIN.)

- Tell students that while they are planning and drafting their paragraphs, they will:
  - Search the Internet for images related to their draft paragraph.
  - Select images from reputable websites and compose a caption for each to connect the image with the text.

- Present a codex in an early stage of development, such as the one you prepared in advance. Review the structure and function of a codex.
  - A codex is one of the earliest forms of books, which contained pages of text and images, often folded or stitched together.
  - The Codex Project will present information related to a specific cultural aspect of the three early American civilizations students are learning about.
  - The Codex Project will have three pages, one page each devoted to Maya, Aztec, and Inca civilizations respectively. Each page will have a paragraph with a supporting image and caption.
  - The completed Codex Project will allow students to compare and contrast cultural aspects across all three civilizations.
- Explain that you will explore specific websites with information about the Maya civilization to find and select an image related to the cultural aspects students have written about.
- Tell students you have preselected trusted websites for them to explore. Explain that students should look at sites that have information written or edited by people having expertise in the subject and that are as up-to-date as possible. Sometimes the web address offers clues about this. For example, the address may contain the name of a reputable organization, or may end in .gov (government) or .edu (education); these sites are often more dependable for information than sites ending in .com (commercial) or .net (network).
- Tell students that not all sites are trustworthy. Explain that sometimes websites are written by people who are not experts in the field or who have an interest in persuading the audience to agree with a particular point of view. Explain that even if information is found on what students consider a reputable website, they should try to verify the information by finding at least one other source that presents the same information.
- Tell students you will model searching for and choosing an image to support your paragraph about Maya geographical features.
- Reread the paragraph about Maya geographical features aloud. Tell students you are reading it aloud in order to have the content fresh in your mind as you search for a supporting image.
- With a screen visible to all students, demonstrate how to open the preselected sites, scroll around to view images, and skim the context of the image. Tell students *context* refers to the words and/or sentences around a specific word or phrase that help explain its meaning. In this case, the context is the surrounding words that may provide more information related to the image.

### Activity Page SR.5



- Explain the need to differentiate between images that catch students' attention and images that relate to their topic. Tell students it is important to find images that do both, but that selecting an image that relates to the topic is most important.
- Select an image and print it (or save it to print later).
- Have students turn to the Reference List on Activity Page SR.5, located in the "Student Resources" section of the Activity Book.
- Tell students that the word *references* means the materials used to gather information. Tell students that it is typical, at the end of an informative/explanatory writing project, for writers to list references following a certain style. For the Codex Project, this includes the book *Maya, Aztec, and Inca* and the websites from which they obtained their images.
- Tell students that noting the source for an image requires writing down the web address and the date you accessed the website to get the image. Write the web address on the board/chart paper using the format of the sample website reference written on the board/chart paper: title of the website; date accessed; web address. Point out where this information would be placed on the Reference List.

### Activity Page SR.6



- Have students turn to the Caption List on Activity Page SR.6, found in the "Student Resources" section of the Activity Book.
- Remind students that they have examined images with captions in the Reader. Captions are brief text (often one or two sentences) describing the image. Strong captions also connect with the text, helping the reader understand more about the topic.
- Have students record a caption for the image selected on the Caption List.
- Think aloud as you draft a caption for the image you selected. Write the caption on the board/chart paper. You could narrate your thinking by using the following sentence starters:
  - The image shows \_\_\_\_.
  - My paragraph is about \_\_\_\_.
  - My caption could say \_\_\_\_.
  - For example: "The image shows the mountainous rain forest where some of the Maya lived. My paragraph is about how diverse the land was where the Maya civilization developed. So my caption could be 'This mountainous rain forest is one example of the diverse geographical features of the location where the Maya lived.'"

### Support

For students who need additional support, refer them to specific captions in the Reader and point out how the captions connect the image to the topic in the text.

## PRACTICE INCORPORATING AN IMAGE (15 MIN.)

- Tell students they will work with a partner to look for an image related to their writing about a Maya cultural aspect. Remind students of the established guidelines for printing, including the process you want them to follow in getting approval to print a specific image.
- Before beginning the image search, have students read their draft paragraph to their partner to have the content in mind.
- Have students work in partners to search the preselected sites, view images and skim the context, select an image, and print the image (or save it to print later).



### Check for Understanding

Circulate while students work, to support their use of technology and selection of appropriate images.

- When students are ready, have them refer to the Reference List. Tell them to record the title of the Reader because the Reader is the source of the information they are including in their paragraphs. They should also record the date the book was published. Explain that the publishing, or copyright, date is usually found on the back of the title page of a book. Tell students to reference the style displayed in the sample book reference on the board/chart paper.
- Tell students to fill out the reference information about the websites from which they obtained their images. They can reference the sample website displayed in the sample reference chart. Explain that students should also record the date they accessed the website.
- Students should then draft a caption for their image on the Caption List.
  - The image shows \_\_\_\_.
  - My paragraph is about \_\_\_\_.
  - My caption could say \_\_\_\_.

### Support

For students who need additional support, reference the sentence starters on the board/chart paper.

### Challenge

For students who are ready for additional challenge, once they have chosen an image to support their Maya paragraph, have them complete other work, such as note-taking on the Aztec. You might allow students to work on other presentation elements of their Codex Project if more complex materials and structures are an option, as described in the “Advance Preparation” section of this lesson.

---

**LESSON WRAP-UP (10 MIN.)**

- Select a couple of students to share the image they selected and the caption they drafted. Ask students to explain why their caption is effective in helping the reader understand the content of the picture and its connection to the paragraph.

~~~~~End Lesson~~~~~

Lesson 8: The Success of Tenochtitlán

Take-Home Material

READING

- Have students take home Activity Page 8.1 to continue reading and taking notes on their topic for the Aztec civilization.

Activity Page 8.1



9

Fall of the Aztec Empire

PRIMARY FOCUS OF LESSON

Reading

Students will identify factors that contributed to the decline of the Aztec civilization and summarize the role of Hernán Cortés in the fall of the Aztec Empire. [RI.5.1, RI.5.2]

Grammar

Students will use words and phrases to write statements that compare and contrast the Maya and the Aztec. [W.5.9]

Morphology

Students will distinguish between root words and words with the prefix *inter-* and use those words correctly in sentences and to define unknown words. [L.5.4b]

Spelling

Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3a]

FORMATIVE ASSESSMENT

- | | |
|-------------------|--|
| Activity Page 9.2 | Emperors, Gods, and Foreign Invaders Partner-read and answer comprehension questions. [RI.5.1] |
| Activity Page 9.4 | Practice Words and Phrases That Compare and Contrast Partner-read and answer comprehension questions. [W.5.9] |
| Activity Page 9.5 | Prefix <i>inter-</i> Complete sentences; compose sentences using prefix <i>inter-</i> . [L.5.4b] |
| Activity Page 9.6 | Practice Spelling Words Select correct word to complete each sentence. [RF.5.3a] |

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|----------------------------|---------|---|
| Reading (45 min.) | | | |
| Introduce the Chapter | Whole Group | 5 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i>
<input type="checkbox"/> Activity Pages 1.1, 9.1–9.3 |
| Partner Reading: Chapter 6 | Partners | 25 min. | |
| Lesson Wrap-Up | Whole Group | 10 min. | |
| Word Work: <i>Resentment</i> | Whole Group | 5 min. | |
| Language (45 min.) | | | |
| Grammar: Words and Phrases That Compare or Contrast | Whole Group | 15 min. | <input type="checkbox"/> Words and Phrases That Compare or Contrast Poster
<input type="checkbox"/> Compare and Contrast Chart
<input type="checkbox"/> Activity Page 9.4
<input type="checkbox"/> writing journal |
| Morphology: Practice Prefix <i>inter-</i> | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 9.5 |
| Spelling: Practice Spelling Words | Whole Group;
Individual | 15 min. | <input type="checkbox"/> Activity Pages 9.6, SR.8 |
| Take-Home Material | | | |
| Language | | | <input type="checkbox"/> Activity Pages 9.3–9.5 |

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.

Post on the board/chart paper the following end-of-chapter discussion questions:

- What led to the rise of the Aztec Empire?
- What led to the rapid fall of the powerful Aztec Empire?
- Who or what do you think was ultimately responsible for the Aztec Empire's coming to an end? Use the text to support your argument.

Language

Grammar

- Display the Words and Phrases That Compare or Contrast Poster under "Grammar" in Lesson 6. Alternatively, you may access a digital version in the digital components for this unit.

| 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 |

- Prepare and display an enlarged version of the Compare and Contrast Chart on Activity Page 9.4. Alternatively, you may access a digital version in the digital components for this unit.

Comparing and Contrasting the Maya and Aztec Civilizations

| Fact about a Civilization | Maya | Aztec | Both |
|--|------|-------|------|
| 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 | |

Start Lesson

Lesson 9: Fall of the Aztec Empire

Reading



Primary Focus: Students will identify factors that contributed to the decline of the Aztec civilization and summarize the role of Hernán Cortés in the fall of the Aztec Empire. [RI.5.1,2]

INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that they will read Chapter 6, “Emperors, Gods, and Foreign Invaders.”
- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *dominance*.
- Have them find the word on page 40 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
 - Explain to students that *dominance* is the state of being more important, successful, or powerful than most or all others. Tell students that, as an example, *Wolves in a pack establish their dominance through fighting with other pack members*. Ask students to turn and talk with a peer and think of another example of dominance.



- Remind students that definitions of all of the chapter’s vocabulary words can be found in the glossary at the back of the Reader.
- Have students reference Activity Page 9.1 while you read each word and its meaning.

ACADEMIC VOCABULARY

dominance, n. the state of being more important, successful, or powerful than most or all others (40)

ambassador, n. a person sent to represent his or her government in another land (ambassadors) (40)

procession, n. a group of people or vehicles moving together as part of a ceremony (41)

appointed, adj. established or chosen in an official way (41)

elite, adj. most successful, powerful, or wealthy (41)

resentment, n. a feeling of displeasure or anger about something unfair (42)

might, n. power or force (43)

contagious, adj. able to be passed between people or animals (44)

fragile, adj. easily broken (45)

| Vocabulary Chart for Chapter 6 “Emperors, Gods, and Foreign Invaders” | | |
|---|------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | ambassador | dominance
procession
appointed
elite
resentment
might
contagious
fragile |
| Multiple-Meaning Core Vocabulary Words | | might |
| | | |
| Sayings and Phrases | | |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - What led to the rapid fall of the powerful Aztec Empire?



Reading for Information
Reading/viewing closely

PARTNER READING: CHAPTER 6 (25 MIN.)

- Pair students to read and discuss the chapter.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partners for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions for students so they can periodically stop and discuss the answers with their partners.
- Have students complete Activity Page 9.2 with their partners while they read.
- Share the pronunciations for the following words in the chapter:

Entering/Emerging

Pair student with a strong reader. Preview questions listed on Activity Page 9.2.

Transitioning/Expanding

Pair student with a capable reader. Preview questions and clarify meanings of unknown words and phrases.

Bridging

Preview directions with student and ensure understanding of task. Clarify meanings of unknown words and phrases.

Support

Have students listen to you pronounce the words from the pronunciation table. Then have them repeat them after you chorally.

Pronunciation Table

| Word | CK Code |
|-----------|-----------------------------------|
| tlatoani | /tla*toe*o*nee/ |
| Moctezuma | /mo*te*zoo*mə/ or /maw*te*soo*mə/ |
| cacao | /kə*kow/ |
| Veracruz | /vaer*ə*crooz/ or /baer*ə*kroos/ |

LESSON WRAP-UP (10 MIN.)

Chapter Discussion



Check for Understanding

Review the correct answers to Activity Page 9.2 with the whole class. You may wish to select a different student to read each question and share his or her response, including the number of the page where the answer was located.



Activity Page 9.2

- Ask students to signal their agreement with an answer by providing a simple thumbs-up.

1. Which of the following cities became the most important in Mesoamerica?

- » D. Tenochtitlán (40)

2. Summarize how the Aztec were able to expand their empire.

- » Answers may vary, but should include: the Aztec conquered many city-states, which helped them expand their empire by taking control of more people and more areas. (40)

Part A: How did people pay tribute to the Aztec emperor?

- » People paid tribute in goods, including cacao, rubber, seashells, cotton, feathers, and precious gems.

Part B: How was Tenochtitlán affected by the tribute people paid?

- » The goods people paid in tribute contributed to Tenochtitlán's wealth and greatness. (42)

3. Fill in the blank: The Spanish explorer ___ came to Mesoamerica with the purpose of ___.

- » Hernán Cortés; finding gold and gaining power (44)

4. Which of the factors below contributed to the city-states' dislike of the Aztec Empire? Check all that apply.

- » They had to send the emperor gifts or go to battle; the Aztec ruled with fear and might; the emperor demanded tribute from them. (42 and 43)

5. List two important reasons Cortés was able to put an end to the Aztec Empire.

- » Some Aztec city-states became his allies; the Spanish brought deadly European diseases with them, which killed thousands of people in the Aztec Empire. (44)

- Use the following questions to promote further discussion of the chapter.

Think-Pair-Share

Inferential. What led to the rise of the Aztec Empire?

- » Answers may vary, but should include multiple factors: the Aztec constantly waged war against neighboring city-states, which resulted in population growth and expansion of power; the Aztec emperor collected taxes from the people in the empire, which contributed to its great wealth.

Note: Question 2 relates to The Big Question of the chapter.

Inferential. What led to the rapid fall of the powerful Aztec Empire?

- » Answers may vary, but should include multiple factors: in waging war against other city-states, the emperor created resentment among those who were conquered; Hernán Cortés arrived with the intent to claim the empire for the Spanish; the resentful city-states supported Cortés's mission; European diseases killed thousands of people.

Evaluative. Who or what do you think was ultimately responsible for the Aztec Empire's coming to an end? Use the text to support your argument.

- » Answers may vary, but should include that, although many factors were at play in the Aztec Empire's coming to an end, Hernán Cortés is generally accepted as the person who defeated it. Additional possibilities include: Hernán Cortés was responsible because he brought people to help him take down the empire; the Spaniards were responsible for bringing disease, which led to the deaths of thousands of people.
- Guide students to place the following phrase in the proper place on the timeline on Activity Page 1.1.
 - 1521 CE: Cortés defeats Aztec Empire
 - Have students turn to Activity Page 9.3. Tell them they will take home a copy of the chapter to read to a family member to build fluency.

WORD WORK: *RESENTMENT* (5 MIN.)

1. In the chapter, you read, "The emperor's demands created resentment among the conquered city-states."
 2. Say the word *resentment* with me.
 3. *Resentment* means "a feeling of displeasure or anger about something unfair."
 4. The people waiting in line at the movie theater felt resentment when the usher allowed someone from the back of the line to come in before the people who had been waiting longer.
 5. What are some other examples of when someone might feel resentment about something? Be sure to use the word *resentment* in your response.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "Someone might feel resentment if ____" or "If ____ happened, someone might feel resentment because ____."

Challenge

Arrange students in pairs and have them debate which event or person was the most responsible for ending the Aztec Empire. Students should use evidence from the text to show why their event was most significant.

Activity Pages 1.1 and 9.3



6. What part of speech is the word *resentment*?

» noun

Note: Use a Sharing activity for follow-up.

- Turn to the person sitting next to you and share about a time when you felt resentment. Be sure to use the word *resentment* in your discussion.

Activity Page 9.4



Language
Writing

Entering/Emerging

Allow student to use a Graphic Organizer to compare and contrast Maya and Aztec civilizations using one-word descriptors.

Transitioning/Expanding

Provide student with a bank of sentence starters for drafting compare-and-contrast statements.

Bridging

Ensure the student understands how to read the Words and Phrases That Compare and Contrast the Maya and Aztec Civilizations chart.

Lesson 9: Fall of the Aztec Empire

Language



GRAMMAR: WORDS AND PHRASES THAT COMPARE OR CONTRAST (15 MIN.)

Primary Focus: Students will use words and phrases to write statements that compare and contrast the Maya and the Aztec. [W.5.9]

- Tell students they are going to work together to compare and contrast aspects of the Maya and Aztec civilizations using words and phrases that signal similarities (compare) or differences (contrast).
- Have students refer to the Compare and Contrast Chart on Activity Page 9.4.
- Refer to the enlarged version of this chart and tell students you will use it as a guide for identifying similarities and differences between the two civilizations. Ask a student which of the three columns refers to similarities between the two. (the column labeled *Both*) Have students identify the first place where the *Both* column is marked on the chart. Remind students this means the civilizations have something in common, or a similarity (*grew corns, beans, and squash*).
- Refer to the Words and Phrases That Compare or Contrast Poster.
- Have students find words or phrases from the left column of the poster that could be used to compare the facts that the Maya and the Aztec both grew corns, beans, and squash. Write a possible comparison statement on the board:

Similar to the Maya, the Aztec grew corns, beans, and squash.
- Have students write in their writing journal a comparison statement of their own using another word or phrase. Call on one or two students to share their statements.

- Next refer to the Maya and Aztec columns on the Compare and Contrast Chart. Remind students that any mark in the “Maya” column means that statement is unique to the Maya and does not apply to the Aztec. Similarly, any mark in the “Aztec” column means that statement is unique to the Aztec and does not apply to the Maya.
- Tell students you will use words or phrases to contrast the two cultures. Tell them that some words or phrases will fit better than others for contrasting.
- Read statement 2 aloud from the chart: “developed in the Valley of Mexico.” Ask students which civilization developed in the Valley of Mexico.
 - » the Aztec
- Read statement 3 aloud from the chart: “developed in the Yucatán Peninsula and parts of Central America.” Ask students which civilization developed in the Yucatán Peninsula and parts of Central America.
 - » the Maya
- Explain that these statements contrast where the two civilizations developed.
- Have students select words or phrases from the right column of the poster to contrast between the places where the Maya and Aztec civilizations developed. Write a possible contrast statement on the board:

In contrast to the Maya civilization, which developed in the Yucatán Peninsula and parts of Central America, the Aztec civilization developed in the Valley of Mexico.



Check for Understanding

Circulate around classroom, observing students’ sentence composition. If you observe students struggling to compose compare-and-contrast statements, you may choose to pull students into a small group for re-teaching and guided practice.

- Have students write a contrast statement in their writing journal using another word or phrase. Call on one or two students to share their statements.
- Explain that for homework, students should use the charts on Activity Page 9.4 as a guide to write additional statements that compare and contrast.

MORPHOLOGY: PRACTICE PREFIX *INTER-* (15 MIN.)

Primary Focus: Students will distinguish between root words and words with the prefix *inter-* and use those words correctly in sentences and to define unknown words. [L.5.4b]

- Review the definition of *prefix*: a prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.
- Briefly review the prefix *inter-* with students, reminding them it means “among, between, or together.”
- Remind students the prefix *inter-* can be added to root words that are nouns, verbs, or adjectives. The prefix *inter-* does not change the part of speech of the word; the affixed word has the same part of speech as the root.
- Tell students you will give them two word choices. Then you will read a sentence and students must decide which of the word choices the sentence demonstrates.
- Practice with the following example:
 - Action or interaction? Moctezuma II and Hernán Cortés had a positive meeting when Cortés arrived in Tenochtitlán.
- Ask students if the sentence relates to the word *action* or the word *interaction*.
 - » *Interaction*, because the meeting took place between two people, Moctezuma II and Hernán Cortés.
- Continue in this manner with the remaining examples:
- Personal or interpersonal? The use of technology in daily life has greatly changed how people communicate with each other.
 - » interpersonal
- Section or intersection? The “Creation of the Earth” myth is a part of the *Popol Vuh*, or *Sacred Book of the Maya*.
 - » section
- National or international? The American flag is an important symbol of the United States.
 - » national



Check for Understanding

Have students raise a fist to indicate that the correct response is the root word with no prefix, and to raise their pinky finger (American Sign Language for the letter *l*) if the correct response is the word that begins with *inter-*. Address incorrect responses with the whole group, revisiting how *inter-* changes the meaning of the root word.



Language
Selecting Language
Resources

Entering/Emerging

Allow student to complete the activity page in class with direct teacher support.

Transitioning/Expanding

Allow student to complete the activity page in class with teacher support as needed.

Bridging

Preview activity page with student to ensure understanding of directions and clarify unknown words and phrases.

- Have students think of sentences that correctly use *intercede* and *intercept*. Call on a few students to share their sentences.
 - » Answers may vary.
- In the time remaining, have students think of sentences that correctly use one of the root words or affixed words that have already been discussed. Have students turn to a neighbor and share their sentences orally.
 - » Answers may vary.
- Have students turn to Activity Page 9.5. Briefly review the directions and tell students to complete it for homework.

SPELLING: PRACTICE SPELLING WORDS (15 MIN.)

Primary Focus: Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3a]

- Tell students they will practice writing the spelling words. Remind students they may use the Individual Code Chart on Activity Page SR.8 while they practice.
- Have students turn to Activity Page 9.6, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from Lesson 6.
- Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank.

Activity Pages
9.5 and 9.6



Activity Page SR.8



Check for Understanding

Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.



Reading
Foundational Skills
Literacy in the Alphabetic
Writing System

Entering/Emerging

Provide student with direct teacher support to complete the Activity Page, clarifying word pronunciation and meaning.

Transitioning/Expanding

Review pronunciations and meanings of spelling words in the word bank.

Bridging

Ensure understanding of instructions and the meaning of word bank words.

Activity Page 9.3



Activity Pages
9.4 and 9.5



- Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the box.
- Have students move on to #2 and fill in the blank on their own.
- Have students complete the rest of the activity page in the same way.
- Collect Activity Page 9.6 to review and grade later.
- Remind students that they will have the spelling assessment in the next lesson.

End Lesson

Lesson 9: Fall of the Aztec Empire

Take-Home Material

LANGUAGE

- Have students take home Activity Page 9.3 to read aloud to a family member to build fluency.
- Have students take home Activity Pages 9.4 and 9.5 to complete.

10

Rise of the Inca Empire

PRIMARY FOCUS OF LESSON

Spelling

Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.5.3]

Reading

Students will identify key details about the Inca Empire and summarize how the Inca Empire grew to become the largest pre-Columbian empire. [RI.5.2]

Writing

Students will select specific words that reflect the relationship between two different cultures and apply these word choices to their paragraph writing within the Codex Project. [W.5.2c]

FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Assessment Students are assessed on spelling of targeted words from Unit 2. [RI.5.2]

Activity Page 10.3

Birth of the Inca Empire Answer comprehension questions while reading Chapter 7. [RI.5.2]

Activity Page 10.4

Taking Notes Read an excerpt from Chapter 7 and take paraphrased notes. [W.5.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|----------------------------|-------------|---------|---|
| Language (15 min.) | | | |
| Spelling Assessment | Individual | 15 min. | <input type="checkbox"/> Activity Page 10.1 |
| Reading (45 min.) | | | |
| Introduce the Chapter | Whole Group | 5 min. | <input type="checkbox"/> Board/chart paper
<input type="checkbox"/> <i>Maya, Aztec, and Inca</i> |
| Small Group: Chapter 7 | Small Group | 25 min. | <input type="checkbox"/> Activity Pages 1.3, 10.2, 10.3, 10.4 |
| Lesson Wrap-Up | Whole Group | 10 min. | |
| Word Work: <i>Litter</i> | Whole Group | 5 min. | |
| Writing (30 min.) | | | |
| Plan and Draft a Paragraph | Whole Group | 25 min. | <input type="checkbox"/> Board/chart paper
<input type="checkbox"/> Writing Process Graphic
<input type="checkbox"/> Paragraph about a Paragraph
<input type="checkbox"/> Codex Project Rubric
<input type="checkbox"/> Activity Pages 8.1, 9.4, SR.2, SR.4 |
| Incorporate Images | Independent | 5 min. | <input type="checkbox"/> Computer
<input type="checkbox"/> Projection system
<input type="checkbox"/> Internet access
<input type="checkbox"/> writing journal |
| Take-Home Material | | | |
| Reading | | | <input type="checkbox"/> Activity Pages 8.1, 10.4
<input type="checkbox"/> Aztec paragraph |

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words before the assessment.

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Post the Discussion Question for student Think-Pair-Share:
 - What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?

Writing

- As needed, plan for grouping students into two groups. Small Group 1 should consist of students who may benefit from more guided practice with composing sentences to draft a paragraph. Small Group 2 should consist of students who have demonstrated a strong understanding of composing sentences and are likely to be successful working independently.
- Plan for student access to the Internet.
- You may wish to write the following sentence starters on the board/chart paper for caption writing:
 - The image shows ____.
 - My paragraph is about ____.
 - My caption could say ____.
- **Challenge.** More complex options for creating the codex were described in Lesson 8. As time allows, plan for materials to be available. Suggested options were to use parchment paper, stain the paper to “age” it, stitch the paper together with needle and thread, illustrate images, copy the text directly onto the codex paper, and/or enhance the Codex Project with additional images (e.g., Maya glyphs) around the border of each page and/or on the cover.
- Display the Writing Process Graphic, the Paragraph about a Paragraph, and the Codex Project Rubric.

Language

- Collect Activity Pages 9.4 and 9.5 to review and grade, as there are no grammar or morphology lessons today.

Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Start Lesson

Lesson 10: Rise of the Inca Empire Language



SPELLING ASSESSMENT (15 MIN.)

Primary Focus: Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.5.3]

Note: This is a good opportunity to use the Tens scoring system to gather formative assessment data.

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Spelling Words

1. temple
 - During our travels, we visited an elaborate temple where people go to pray every day.
2. monument
 - When the king passed away, the royal family had a monument built in his honor.
3. rainforest
 - The dense jungles of the rainforest are home to many different animals.
4. peninsula
 - Florida is considered a peninsula because most of the state is between the Gulf of Mexico and the Atlantic Ocean.

Activity Page 10.1



Foundational Skills
Literacy in an Alphabetic
Writing System

Entering/Emerging

Assess student individually, allowing for extra time to complete assessment.

Transitioning/Expanding

Assess student in small group, allowing for extra time as needed to complete assessment.

Bridging

Repeat word and sentence as needed.

5. tropical

- When we visited the greenhouse at the Botanical Gardens, we saw lots of beautiful tropical plants for the first time.

6. pyramid

- Over the weekend, we constructed a three-dimensional puzzle that was in the shape of a pyramid.

7. population

- The population of Antarctica is very low and constantly changing because most residents are scientists who do not live there year-round.

8. indigenous

- It's good to plant trees that are native to your region in order to keep indigenous plants alive for future generations.

9. empire

- The emperor was beloved by all members of the empire because he ruled with a strong but gentle hand.

10. civilization

- We live in a modern civilization with written language, art and culture, and codes of conduct.
- After reading all the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson to identify and analyze students' errors is highly recommended.

Lesson 10: Rise of the Inca Empire

Reading



Primary Focus: Students will identify key details about the Inca Empire and summarize how the Inca Empire grew to become the largest pre-Columbian empire. [RI.5.2]

INTRODUCE THE CHAPTER (5 MIN.)

Review

- Remind students they have now learned about the Maya and the Aztec, both of which were civilizations located in Mesoamerica.
- Remind students that in Chapter 1, they read that the Inca civilization began in the Andes Mountains in present-day Peru.
- Point out that in Chapter 1, students also read that the Inca Empire grew to include parts of what is now Ecuador, Bolivia, Chile, and Argentina.

SMALL GROUP: CHAPTER 7 (25 MIN.)

- Tell students they will read Chapter 7, “Birth of the Inca Empire.”
- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *litter*.
- Have them find the word on page 48 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that *litter* has multiple meanings, which will be explored during Word Work, after they read Chapter 7. Explain that the word *litter* as used in Chapter 7 means “a covered bed with long poles at the bottom for carrying someone of high importance.” Ask students to think about a story they have read or a movie they have seen that may have featured a litter. Allow students to share ideas.
- Remind students that all bolded vocabulary words can be found in the glossary at the back of the Reader.
- Have students reference Activity Page 10.2 while you read each word and its meaning.

Activity Page 10.2



ACADEMIC VOCABULARY

litter, n. 1. a covered bed with long poles at the bottom for carrying someone of high importance; 2. trash lying on the ground; 3. a group of baby animals born at the same time (48)

quinoa, n. a plant that grows in the Andes Mountains with seeds used as food or ground into flour (50)

condemn, v. to say in a strong way that something is bad or wrong (condemned) (53)

primitive, adj. simple and basic (54)

suspension bridge, n. a crossing hung from cables attached to towers (suspension bridges) (54)

swift-footed, adj. quick (54)

| Vocabulary Chart for Chapter 7 “Birth of the Inca Empire” | | |
|---|---------------------------------|--|
| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Core Vocabulary | quinoa
suspension bridge | litter
condemn
primitive
swift-footed |
| Multiple-Meaning Core Vocabulary Words | | litter |
| | | |
| Sayings and Phrases | | |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?

- Share the pronunciations for the following words.

| Pronunciation Table | |
|---------------------|--------------------------------|
| Word | CK Code |
| Cuzco | /kooz*koe/ |
| Quechua | /kwe*choo*wə/ or /kae*choo*wə/ |
| Tawantinsuyu | /ta*wab*ten*soo*ue/ |
| manioc | /man*ee*ok/ |
| quinoa | /keen*wo/ |
| ayllu | /ie*yoo/ |
| Mita | /mee*tə/ |
| quipu | /kee*po/ |
| Quito | /kee*toe/ |

Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:

Small Group 1: Students may complete Activity Page 10.3 with your support during reading.

Small Group 2: These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 10.3. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 10.3 correctly.

Activity Page 10.3



Chapter 7

Birth of the Inca Empire

THE BIG QUESTION

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

Travel south in your mind now, leaving behind the volcanic mountains and jungles of Central America. As you wind your way down into South America, you will cross the Equator. You will pass through more lush rainforests in the Amazon River Basin. Continue west in the direction of the Pacific Ocean. You will soon discover that there is no way to reach the ocean without crossing the Andes Mountains. This mountain range is one of the highest and longest in the world.

46

Read “Birth of the Inca Empire”

- The following guided reading supports are intended for use with Small Group 1.

| Pronunciation Table | |
|---------------------|------------------------------------|
| Word | CK Code |
| Cuzco | /kooz*koe/ |
| Quechua | /kwe*choo*wə/ or /
kae*choo*wə/ |

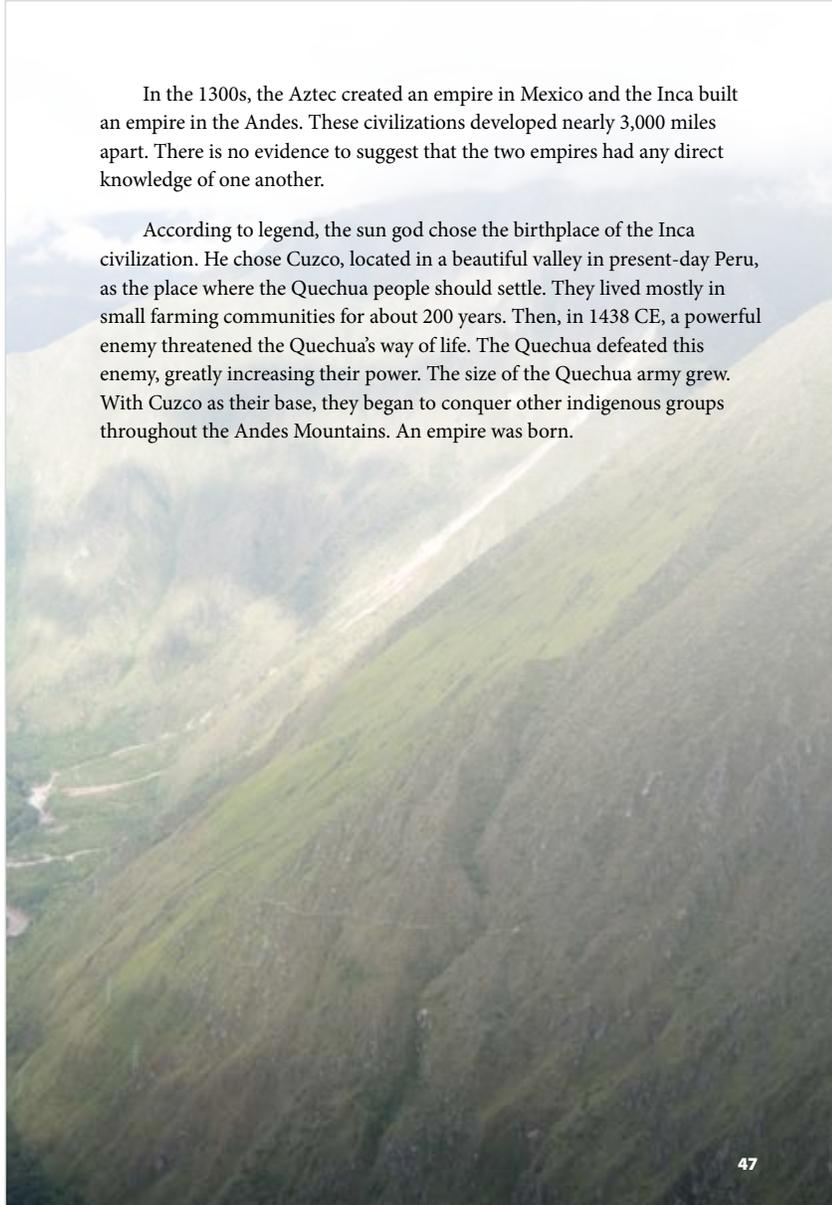
- Let's read the title of the chapter together.
- As I read aloud the opening paragraph, try to picture in your mind the landscape that is described.
- Read the first paragraph.

Literal. Based on this paragraph, where do you think the next civilization you're going to learn about was located?

- » the Andes Mountains

In the 1300s, the Aztec created an empire in Mexico and the Inca built an empire in the Andes. These civilizations developed nearly 3,000 miles apart. There is no evidence to suggest that the two empires had any direct knowledge of one another.

According to legend, the sun god chose the birthplace of the Inca civilization. He chose Cuzco, located in a beautiful valley in present-day Peru, as the place where the Quechua people should settle. They lived mostly in small farming communities for about 200 years. Then, in 1438 CE, a powerful enemy threatened the Quechua's way of life. The Quechua defeated this enemy, greatly increasing their power. The size of the Quechua army grew. With Cuzco as their base, they began to conquer other indigenous groups throughout the Andes Mountains. An empire was born.



- Have one student read aloud question 1 from Activity Page 10.3. Tell students that as they read page 47, they should look for words in the text that answer this question.

- Silently read the page.

Literal. At the same time that the Inca Empire was developing, what other empire was being created and where was it located?

» The Aztec were creating an empire in Mexico.

- Have students write this answer to question 1 on Activity Page 10.3.

Literal. What group of people is introduced in this passage?

» the Quechua

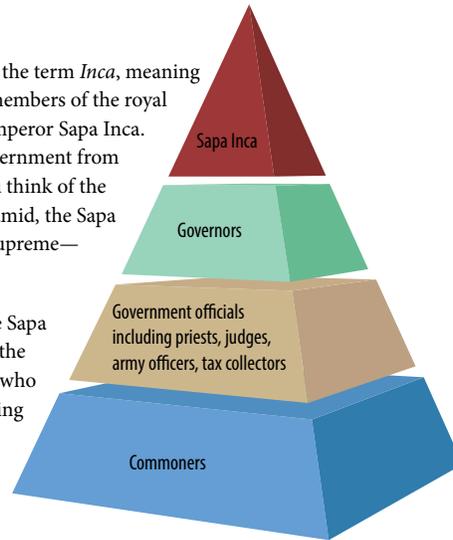
The Quechua called their empire Tawantinsuyu, meaning “Land of Four Quarters.” They divided the empire into four areas, or quarters, some much larger than others. Cuzco was at the center of the empire where the four quarters met. The empire extended across the high Andes Mountains. From there, it dipped into sheltered valleys, windy plains, and dry coastal deserts. In the 1500s, the Spanish changed the empire’s name to *Inca*. Today, we use the name *Inca* to describe the largest pre-Columbian empire ever built.

Pyramid of Power

In the days of the empire, the term *Inca*, meaning king or lord, referred only to members of the royal family. The Inca called their emperor Sapa Inca. He ran a strong, organized government from the capital city of Cuzco. If you think of the Inca society structure as a pyramid, the Sapa Inca was at the top. He ruled supreme—above all others.

The Inca believed that the Sapa Inca was descended from Inti, the sun god. Heredity determined who would become emperor, meaning that when the emperor died, his son would become the next ruler. If the Sapa Inca had more than one son, he chose the strongest of his sons to replace him.

People treated the Sapa Inca like a god. He lived in a magnificent palace, dressed in gold-fringed clothing, and ate off gold plates. Servants carried him on a golden **litter**. Powerful men surrounded the Sapa Inca. Four governors helped him rule each of the empire’s four quarters. Most government officials were nobles and members of the royal family. They included priests, judges, army officers, and tax collectors. The bottom of the pyramid consisted of the rest of society—commoners who worked for the emperor.



Nobles and members of the royal family held high-ranking government positions.

48

Pronunciation Table

| Word | CK Code |
|--------------|------------------------------|
| Tawantinsuyu | /ta*wab*ten* <u>soo</u> *ue/ |

- Have students preview question 2 on Activity Page 10.3 and look for evidence from the text to answer this question.
- Have students silently read the first paragraph.

Support

The word *litter* in this context means a covered bed with long poles along the bottom for carrying someone of high importance.

Literal. How was the Inca Empire organized?

- » The Quechua people divided their empire, which extended across the Andes Mountains, into four quarters. The Spanish changed the empire's name to Inca. It was the largest pre-Columbian empire.

Support. Literal. Where was Cuzco located, according to the text?

- » Cuzco was at the center of the Inca Empire, where the four quarters met.
- Have students read the rest of the page silently.
- Have students use the Pyramid of Power diagram to record the answers to question 2 on Activity Page 10.3.

Growing Food from Mountain Peaks to Coastal Plains

The success of the empire depended upon the commoners, most of whom were farmers. The Inca cultivated many different crops, including potatoes, corn, beans, peanuts, manioc, chili peppers, tomatoes, and squash. Cotton grew in the hot, dry coastal regions. **Quinoa** thrived in cooler, wetter mountain areas.

Terrace farming was a common practice in the Andes Mountains. Like the Maya, the Inca transformed hillsides with terraces, or steps of flat land. They built raised aqueducts and irrigated their crops with water from mountain springs. The terraces helped trap water, preventing erosion and run-off. The Inca produced an abundance of food for an ever-growing empire working with simple hoes, sod-breaking clubs, and foot plows.



Terraced fields trap water and prevent erosion.

50



Potatoes, Potatoes, Potatoes

Potatoes, native to the Andean highlands, provided food year round. The Inca grew different varieties of potatoes along terraced garden slopes. The mountainous climate, with hot days and cold nights, was perfect for freeze-drying. Potatoes baked in the sun during the day and froze at night. This early method of preserving crops meant the Inca could store food for later use.

Pronunciation Table

| Word | CK Code |
|--------|-------------|
| manioc | /man*ee*ok/ |
| quinoa | /keen*wo/ |
| ayllu | /ie*yoo/ |

- Have students preview question 3 from Activity Page 10.3. Tell students that key information for answering this question can be found on the next two pages of the Reader.

Support

Quinoa is a plant that grows in the Andes Mountains. Its seeds are used as food or ground into flour.

Support

What is the main idea of this text?

- » Answers may vary, but should include that potatoes were a main source of food and therefore important to Inca society.

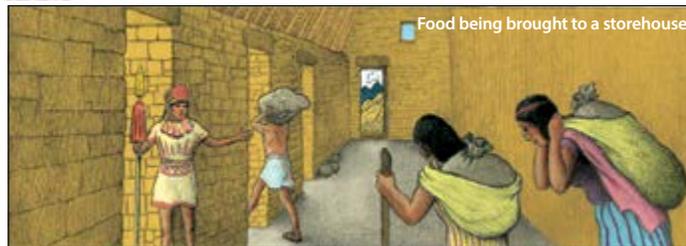
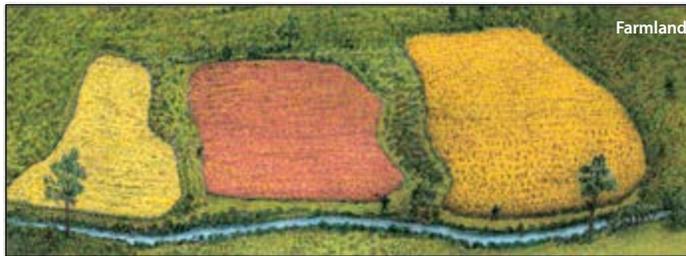
- Have a student read the heading “Growing Food from Mountain Peaks to Coastal Plains” aloud. Have another student read the first paragraph aloud.
- Have students read the second paragraph silently.

Literal. How did the Inca farm the land in the Andes Mountains?

- » The Inca used terrace farming. They transformed hills into terraces, built raised aqueducts, irrigated crops, and worked with different gardening tools to grow food.
- Have a student read aloud the “Potatoes, Potatoes, Potatoes” text.

Government Organization: Tribute Rules for the Commoners

With each new conquest, the emperor acquired new land and more commoners to work the land. The emperor controlled the land and the crops grown on it. Commoners were organized into family units of 10 to 20 people. Governors divided the land among each unit, or ayllu. Each ayllu cultivated three separate plots. One plot was for feeding the priests and gods, another for feeding the emperor and his nobles, and the other for feeding themselves. The governors collected some of the harvested crops and placed them in storehouses throughout the empire. Storehouse produce fed traveling armies and served as disaster relief in times of emergency.



51

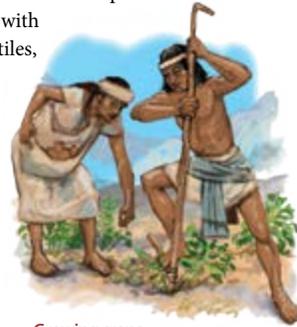
- Have students silently read the page.
 - Literal.** Why did each ayllu cultivate three separate plots?
 - » One plot was for feeding the priests and gods, another was for feeding the emperor and his nobles, and the third was for feeding themselves.
- Have students write this answer to question 3 on Activity Page 10.3.



Serving in the army

The Inca did not use any form of money. Like the Aztecs, they had a tribute, or tax, system. The government collected tribute in two ways. First, people paid a goods tax based on the number of people in their ayllu. For example, commoners only kept about one third of their harvest. They sent two thirds to the gods and nobles. People also paid tribute with pottery, textiles, and gems.

The second government tax was a service or labor tax, called a mita. Each household chose someone, often the father, to fulfill the government's mita requirement. Some people served in the army. Others built roads and buildings. Still others worked in the mines, mining copper, tin, gold, or silver. As a result of the mita tax, the Inca built the most advanced road system in pre-Columbian South America.



Growing crops



Mining



Constructing a wall

Pronunciation Table

| Word | CK Code |
|-------|--------------------|
| mita | /mee*tə/ |
| quipu | /kee* <u>poo</u> / |

- Have a student read the first page and second page aloud, stopping before the text box.

Literal. What main point is the author making in this passage?

- » The Inca paid a goods tax and a work tax to the Sapa Inca in exchange for food, shelter, and health care.
- Read the heading aloud. Have students study the images of quipus. Then ask a student to read the paragraph aloud.

Support

Condemn means “to say in a strong way that something is bad or wrong.”

In exchange for tribute, the government took care of people. It made sure that people did not go hungry. The government cared for the sick and elderly. It made sure people in the empire had homes so they were not homeless. As long as people obeyed the Sapa Inca's rules, they received good care. If people disobeyed, they received severe punishment. If a farmer took food from the emperor's fields, he risked being severely punished. If he **condemned** the gods, he would surely lose his life.

The Quipu

A Color-Coded System of Counting Knots

The governors used quipus to keep track of crop yields, taxes paid, and taxes owed. Each governor had his own quipu for keeping records. A quipu looked like a bundle of colorful threads. Strings hung from a central rope. The governors tied the strings in knots. The types of knots and the colors of the strings helped governors interpret calculations and records.



Quipus used to record information

53

Support

Interpret means "to explain or determine the meaning of something."

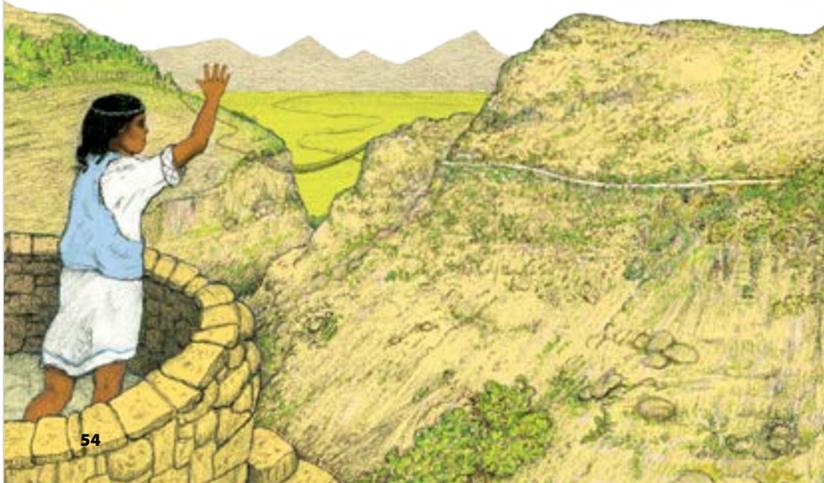
Evaluative. Reflecting back on the system the Maya used to record information, what clues might quipus provide about the Inca civilization?

- » The Maya had a written system for recording information. Because the Inca used colored ropes to record information, it might suggest they did not have a writing system.

A Superior Network of Roads

Inca roads created a network across different types of land. Using stone and **primitive** tools, mita workers followed the land's natural terrain. They chiseled stone out of mountainsides, building tunnels to connect cities from one end of the empire to the other. They laid steps up rocky cliffs. They stacked stones and floating reeds to form causeways over marshlands. Their rope bridges, probably the first **suspension bridges** in the world, spanned deep valleys and rivers along the way. They built low stone walls to keep desert sands from covering the flat, wide coastal roads. They edged the roads with stone gutters to prevent flooding. They even built tambos, or inns, for travelers. Thousands of workers maintained the empire's 24,000 miles of road.

The government primarily used the roads. Armies patrolled the roads, making sure commoners did not travel along them without permission. Because the Inca had no written language, the emperor kept in touch with his governors through **swift-footed** messengers. The emperor's messengers traveled across the empire carrying quipus. These knotted ropes contained records of everything from population figures to troop numbers to the size of animal herds. The messengers also memorized messages and transferred them orally from one person to another. They used relay stations that were set up about every mile along the roads.



Pronunciation Table

| Word | CK Code |
|-------|-----------|
| Quito | /kee*toe/ |

- Have students preview questions 4 and 5 from Activity Page 10.3. Explain that key details for answering these questions can be found on pages 54 and 55 in the Reader.
- Have students read the first paragraph silently.

Literal. The Inca did several things to create a superior network of roads. What were some of the specific things they did?

- » The Inca created a network across different types of land; they used stone and primitive tools; they followed the land's natural terrain; they chiseled stone out of mountainsides; they built tunnels to connect cities from one end of the empire to the other; they laid steps up rocky cliffs; they stacked stones and floating reeds to form causeways over marshlands; they built rope bridges; they built low stone walls; they edged the roads with stone gutters to prevent flooding; they built tambos for travelers.
- Ask students to read the rest of the page and the next page silently.

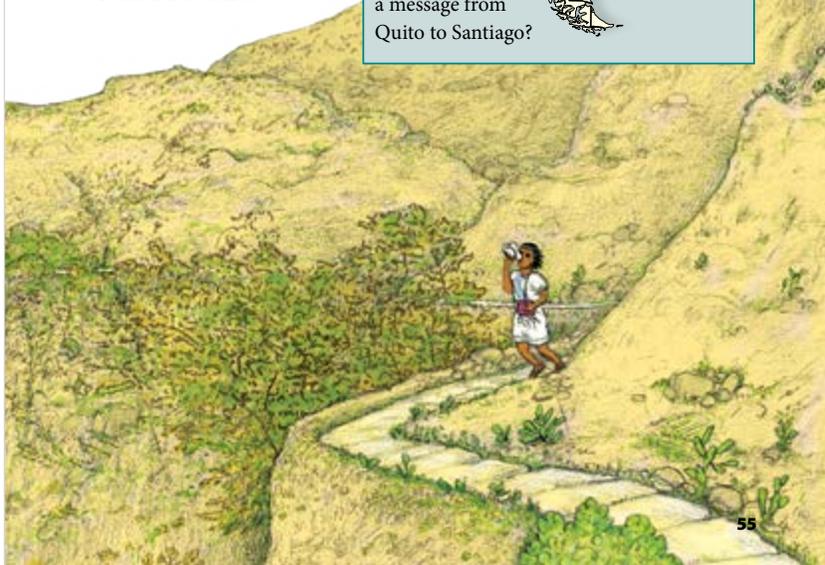
As one messenger approached another, he blew into a conch-shell trumpet, alerting the next messenger to be ready to run. The runner told his message to the next as the two ran side-by-side.

In this way, multiple messengers carried the same message from station to station across many miles. In fact, these highly trained sprinters traveled more than 100 miles in a single day in order to deliver messages. In this “Land of Four Quarters,” all roads led to Cuzco.

Math Challenge

Calculating Time

It is about 2,300 miles between the present-day cities of Quito, Ecuador and Santiago, Chile. Today, it takes about five hours to fly from one to the other. If Inca messengers traveled 100 miles a day, approximately how many days would it take them to deliver a message from Quito to Santiago?



Inferential. Why do you think it was important to the Inca to have a superior network of roads?

- » Answers may vary, but could include that the Inca used their roads in order to send messages back and forth via messengers. The roads allowed for the main source of communication among the government officials in the empire (as there was no written language). Therefore, the network of roads was important in helping to maintain the success of the empire.
- Have students write the answers to questions 4 and 5 on Activity Page 10.3.

Challenge

Ask a student to read the Math Challenge aloud. Discuss it with the group and ask if anyone has an answer.

- » The answer to the Math Challenge is 23 days. The distance from Quito to Santiago is 2,300 miles in total. Inca messengers could travel 100 miles a day. Divide 2,300 miles by 100 miles; this equals 23 days.



Reading
Informational Text
Reading/viewing closely

Entering/Emerging

Allow student to complete Activity Page 10.4 in class with direct teacher support. Ask students yes/no questions to identify key information when selecting words for paraphrasing.

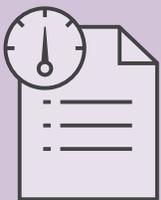
Transitioning/Expanding

Allow student to complete Activity Page 10.4 in class with a capable partner. Ask students *wh-* questions to identify key information when selecting words for paraphrasing.

Bridging

Review directions with student to ensure understanding of task. Clarify unknown words and phrases as needed.

Activity Page 10.4



LESSON WRAP-UP (10 MIN.)

Chapter Discussion

- Bring students back together and use The Big Question to discuss the chapter.

Note: Question 1 refers to The Big Question of the chapter.

- Think-Pair-Share. Read aloud question 1. Have students talk through their ideas with a partner. Ask several students to share their ideas with the whole group.

Inferential. What factors contributed to the Inca Empire's becoming the largest pre-Columbian empire?

- » The Sapa Inca conquered other groups, making the empire larger and more powerful; commoners cultivated crops, the government had a tribute system, and the empire had an advanced road system, all contributing to the wealth and success of the empire.
- If any of the above-stated factors are not included in student responses, make a point of adding those factors to the list, explaining how they contributed to the rise of the Inca Empire.
- Guide students to label Cuzco on the map on Activity Page 1.3.
- Call on several students to describe one thing they learned about the Inca civilization.
- Have students take home Activity Page 10.4 to read to a family member and then take notes in the chart.

WORD WORK: *LITTER* (5 MIN.)

1. In the chapter you read, “Servants carried him on a golden litter.”
2. Say the word *litter* with me.
3. In this sentence, *litter* means “a covered bed with long poles at the bottom for carrying someone of high importance.”
4. The prince was carried through the kingdom on an elaborately decorated litter.
5. What are some words the author uses that help you understand the meaning of the word *litter* in this context?
 - Ask two or three students to use *litter* in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “When the author uses the word *litter* together with the word *golden*, it makes you think that it belongs to someone important.” “When the author uses the phrase *carried him on*, it makes you think it’s something that has to be carried.”
6. What part of speech is the word *litter*?
 - » noun

Note: Use a Multiple-Meaning Word activity for follow-up. Tell students that *litter* is a word with multiple meanings. Share the following with students.

Meaning #1: litter—a covered bed with long poles at the bottom for carrying someone of high importance

Meaning #2: litter—trash lying on the ground

Meaning #3: litter—a group of baby animals born at the same time

- I am going to read several sentences. Listen to the context, or the text surrounding *litter*, in the sentence for clues as to which meaning is being used. When you think a sentence is an example of meaning 1, hold up one finger. When you think a sentence is an example of meaning 2, hold up two fingers, and so on.
1. My aunt’s German shepherd had a litter of puppies yesterday.
 - » 3
 2. The actress made a grand entrance at her movie premiere by arriving on a litter instead of in a car.
 - » 1

3. Over the weekend, we worked to clean up litter at the park.
 - » 2
 4. We visited a farm where we saw a mother pig and a litter of baby piglets.
 - » 3
 5. If my dad sees someone else's litter on the ground, he picks it up and throws it away.
 - » 2
 6. When we visited the museum, we saw a jeweled litter that was once used by a queen.
 - » 1
-

Lesson 10: Rise of the Inca Empire

Writing



Primary Focus: Students will select specific words that reflect the relationship between two different cultures and apply these word choices to their paragraph writing within the Codex Project. [W.5.2c]

PLAN AND DRAFT A PARAGRAPH (25 MIN.)

Plan a Paragraph

- Refer to the Writing Process Graphic. Tell students that today they will be working in the planning and drafting stages of the writing process.
- Explain that students will independently organize the notes they took on a cultural aspect of the Aztec civilization. Remind them that this will help them structure information about their topic in order to write an informative/explanatory paragraph.
- Tell students they will then compose sentences from fragments in their notes. Remind students that following this process will help them write a clear and informative paragraph about their topic.
- Have students take out the notes they recorded on Activity Page 8.1.
- Tell students they will organize information from their notes to write a paragraph about a cultural aspect of the Aztec.

Activity Page 8.1



- Remind students of the paragraph they drafted in Lesson 7 about a cultural aspect of the Maya civilization. Remind students to begin by choosing words and phrases to introduce the main idea or topic of the paragraph; to then choose supporting details that go together and add information or explain the main idea; and to then think about words and phrases they want to use to state a final thought or opinion.
- Three types of sentences in a paragraph:
 - A topic sentence introduces the topic or main idea of the paragraph and tells what the paragraph will be about.
 - Supporting sentences explain the topic or main idea using details and facts.
 - A concluding sentence ends the paragraph with a final thought about the topic or main idea. It goes beyond the facts to end the paragraph, sometimes with an opinion.
- Remind students to use the “Planning Notes” column of the chart to write about how they plan to use each of their notes.
- Remind students that in the Grammar section in Lesson 9 they practiced writing sentences using words and phrases to compare and contrast cultural aspects of the Maya and Aztec civilizations. Review two statements from the teacher modeling done in Lesson 9:
 - Similar to the Maya, the Aztec grew corns, beans, and squash.
 - In contrast to the Maya civilization, which developed in the Yucatán Peninsula and parts of Central America, the Aztec civilization developed in the Valley of Mexico.
- Tell students to look for at least two opportunities to use words or phrases that signal similarities to make comparisons between the Maya and the Aztec.

Support

Refer to Activity Page SR.2, the Paragraph about a Paragraph, and Activity Page SR.4, the Codex Project Rubric, as you review the three types of sentences that are part of a paragraph.



Check for Understanding

Circulate while students work with their notes and offer positive feedback, guidance, and support as appropriate. Redirect students to the Words and Phrases That Compare or Contrast chart (Activity Page 9.4) to encourage the development of sentences that compare the Maya and Aztec civilizations.



Writing Writing

Entering/Emerging

Provide student with a paragraph template and a bank of transitional words and phrases.

Transitioning/Expanding

Provide student with access to a bank of transitional words and phrases.

Bridging

Check in with student to ensure the development of a topic sentence, three supporting details, and a concluding sentence.

Draft a Paragraph

- Once students identify the following they are ready to begin drafting their paragraphs:
 - Note(s) for topic sentence development
 - Notes for at least three supporting details
 - Note(s) for concluding sentence development
 - At least two opportunities to use words or phrases that signal similarities to make a comparison between the Maya and the Aztec
- Students who are ready to draft the paragraph may start writing in their writing journal. They should use their notes to guide their writing.
- Work with students who are not ready to work on drafting independently so they can complete planning and drafting with your support.
- Have students refer to the Codex Project Rubric found in Student Resources to see if their writing meets the criteria listed in each category.
- **Challenge.** If any students are ready for additional challenge, have them revisit the Reader after completing their draft to look for connections between descriptions of Aztec geographical features and information in the paragraph they just drafted. Tell students to think about how geographical features may have influenced the cultural aspect they wrote about (e.g., building a city in a swampy environment affected the type of farming people were able to develop). If students find a connection, encourage them to add it to their draft paragraph. Students can also read Chapter 6 to see if there are additional notes they can take on their topic.

INCORPORATE IMAGES (5 MIN.)

- As students are ready, have them search for an image to support the Aztec paragraph.
- Tell students they will work with a partner to look for an image related to their writing about an Aztec cultural aspect. Remind students of the established guidelines for printing, including the process you want them to follow in getting approval to print a specific image.
- Before beginning the image search, have students read their draft paragraph to their partner to have the content in mind.
- Have students work in pairs to search the preselected sites, view images and skim the context, select an image each, and print the image (or save it to print later).



Check for Understanding

Circulate while students work to support their use of technology and selection of appropriate images. If students struggle to find images that relate to their paragraph, offer guidance in finding content-appropriate websites.

- Tell students that once they select an image, they should record the web address and date accessed on the Reference List.
- Tell students to then draft a caption for their image on the Caption List.

LESSON WRAP-UP

- Have students turn to a partner to share an example of a sentence they composed from selected notes, or the caption they wrote for their image.
- Tell students who have not finished the draft of their Aztec paragraph to complete it for homework.

End Lesson

Lesson 10: Rise of the Inca Empire

Take-Home Material

READING

- Have students take home Activity Page 10.4 to read to a family member to build fluency, and then to use it to take notes.
- Have students who have not finished the draft of their Aztec paragraph complete it for homework. Remind them they will need Activity Page 8.1.

Support

With students who need additional support, share the sentence starters you prepared in advance:

The image shows ____.
My paragraph is about ____.
So my caption could say ____.

Challenge

If any students are ready for additional challenge, once they have chosen an image to support their Aztec paragraph, allow them to work on the presentation elements of their Codex Project if more complex materials and structures are an option.

Activity Page 10.4



Spelling Assessment Analysis

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

| Pronunciation/Syllabication Chart | | |
|-----------------------------------|---------------------|-----------------------------|
| Word | CK Code | Syllable Type |
| population | /pop*ue*lae*shən/ | closed*digraph*open*ə |
| tropical | /trop*ik*əl/ | closed*closed*ə |
| pyramid | /peer*ə*mid/ | digraph*ə*closed |
| empire | /em*pier/ | closed*digraph |
| peninsula | /pə*nin*su*lə/ | ə*closed*open*ə |
| civilization | /siv*əl*iz*ae*shən/ | closed*ə*open*open*ə |
| rainforest | /raen*for*est/ | digraph*r-controlled*closed |
| indigenous | /in*dij*ə*nəs/ | closed*closed*ə*ə |
| temple | /tem*p əl/ | closed*ə |
| monument | /mon*ue*ment/ | closed*open*closed |

- Students might make the following errors:
 - *temple*: using pul or pel for ple
 - *tropical*: using k, ck, or cc instead of c for /k/
 - *pyramid*: using ee or i instead of y for /ee/
 - *indigenous*: using j instead of g for /j/; using us instead of ous
 - *civilization*: using shun instead of tion
- Although any of the above student-error scenarios may occur, other misspellings are possible. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllabic words, but not single-syllable words?

11

Understanding Literary Devices

PRIMARY FOCUS OF LESSON

Reading

Students will determine the meaning of words and phrases as they are used in the text and explain how they are used to support main ideas about the Inca Empire. [RL.5.4; RI.5.2; L.5.5a]

Grammar

Students will differentiate between action verbs and linking verbs and use these verbs to write sentences. [L.5.1]

Morphology

Students will use the root *tract* to determine the meaning of words and apply this knowledge to sentence composition. [L.5.4b]

Spelling

Students will correctly spell and determine the meaning and part of speech of targeted spelling words. [L.5.2e; RF.5.3]

FORMATIVE ASSESSMENT

- | | |
|---------------------------|--|
| Activity Page 11.1 | Action Verbs and Linking Verbs Identify the subject and predicate in sentences; compose sentences using action and linking verbs. [L.5.1] |
| Activity Page 11.2 | Practice Root <i>tract</i> Select from a range of activities to practice spelling targeted words. [RF.5.3] |
| Activity Page 11.3 | Spelling List Determine word meanings to select words to complete sentences. [L.5.4b] |
| Activity Page 11.4 | Practice Spelling Words Determine the meaning and part of speech of targeted words. [RF.5.3] |

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Reading (45 min.) | | | |
| Close Reading: Chapter 7 | Whole Group | 30 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i>
<input type="checkbox"/> Board/chart paper |
| Lesson Wrap-Up | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 1.1 |
| Word Work: <i>Primitive</i> | Whole Group | 5 min. | |
| Language (45 min.) | | | |
| Grammar: Introduce Action Verbs and Linking Verbs | Whole Group | 15 min. | <input type="checkbox"/> Action Verbs and Linking Verbs Poster
<input type="checkbox"/> Board/chart paper
<input type="checkbox"/> Activity Page 11.1 |
| Morphology: Introduce Root <i>tract</i> | Whole Group | 15 min. | <input type="checkbox"/> Roots Poster
<input type="checkbox"/> Activity Page 11.2 |
| Spelling: Introduce Spelling Words | Whole Group | 15 min. | <input type="checkbox"/> Activity Pages 11.3, 11.4, SR.8 |
| Take-Home Material | | | |
| Language | | | <input type="checkbox"/> Activity Pages 11.1–11.4
<input type="checkbox"/> Fluency Supplement selection (optional) |

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively you may access a digital version of The Big Question in the digital components for this unit.

Language

Grammar

- Prepare and display the Action Verbs and Linking Verbs Poster. Alternatively you may access a digital version in the digital components for this unit.

Action verb: shows action

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

- Write the following sentences on the board/chart paper:
 - The Inca grew many different crops.
 - Inca messengers traveled more than 100 miles in a day.
 - Cuzco was the capital city of the Inca Empire.
 - Inca governors were powerful.
 - The flowers smell fragrant.
 - The soup tastes good.

Morphology

- Prepare and display the following Roots Poster. Leave enough space at the bottom to list additional roots and their meanings. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year. Alternatively you may access a digital version in the digital components for this unit.

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.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 14.

Lesson 11: Understanding Literary Devices

Reading



Primary Focus: Students will determine the meaning of words and phrases as they are used in the text and explain how they are used to support main ideas about the Inca Empire. [RL.5.4; RI.5.2; L.5.5a]

CLOSE READING: CHAPTER 7 (30 MIN.)

Note: The review relates to The Big Question of the chapter.

- Think-Pair-Share. Read aloud The Big Question from Chapter 7: What factors contributed to the Inca Empire's becoming the largest pre-Columbian empire?
 - Ask students to summarize the answer to The Big Question, which was discussed at the end of Lesson 10.
 - » Various factors contributed to the Inca Empire's becoming the largest pre-Columbian empire, including the conquest of other groups, which made the empire larger and more powerful, while the cultivation of crops, the tribute system, and the advanced road system all contributed to the wealth and success of the empire.
- Ask students to explain why the Inca government collected tribute and how tribute was collected.
- Tell students they will reread Chapter 7, "Birth of the Inca Empire."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.



Reading
Informational Texts
Supporting Opinions

Entering/Emerging

Pair student with a strong partner for Think-Pair-Share; Ask student if he or she agrees with an idea presented in the whole group.

Transitioning/Expanding

Pair student with a capable partner; Provide student with a verbal cue prior to asking him or her to share aloud an idea with the whole group.

Bridging

Allow student to offer an idea at the start of the share out, if he or she is feeling confident with only one or two ideas.

Chapter 7

Birth of the Inca Empire

THE BIG QUESTION

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

Travel south in your mind now, leaving behind the volcanic mountains and jungles of Central America. As you wind your way down into South America, you will cross the Equator. You will pass through more lush rainforests in the Amazon River Basin. Continue west in the direction of the Pacific Ocean. You will soon discover that there is no way to reach the ocean without crossing the Andes Mountains. This mountain range is one of the highest and longest in the world.

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Read “Birth of the Inca Empire”

- Read the title of the chapter as a class: “Birth of the Inca Empire.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.
- Remind students that a *literary device* is a technique that an author uses for a particular purpose.

Pronunciation Table

| Word | CK Code |
|---------|-----------------------------------|
| Cuzco | /kooz*koe/ |
| Quechua | /kwe*choo*wə/ or
/kae*choo*wə/ |

- Read the first page aloud.

Inferential. The author uses a literary device called *imagery* in the opening paragraph. *Imagery* helps the reader visualize something. The author tells the reader to “travel south in your mind now.” What are some examples of the imagery used as you travel south in your mind?

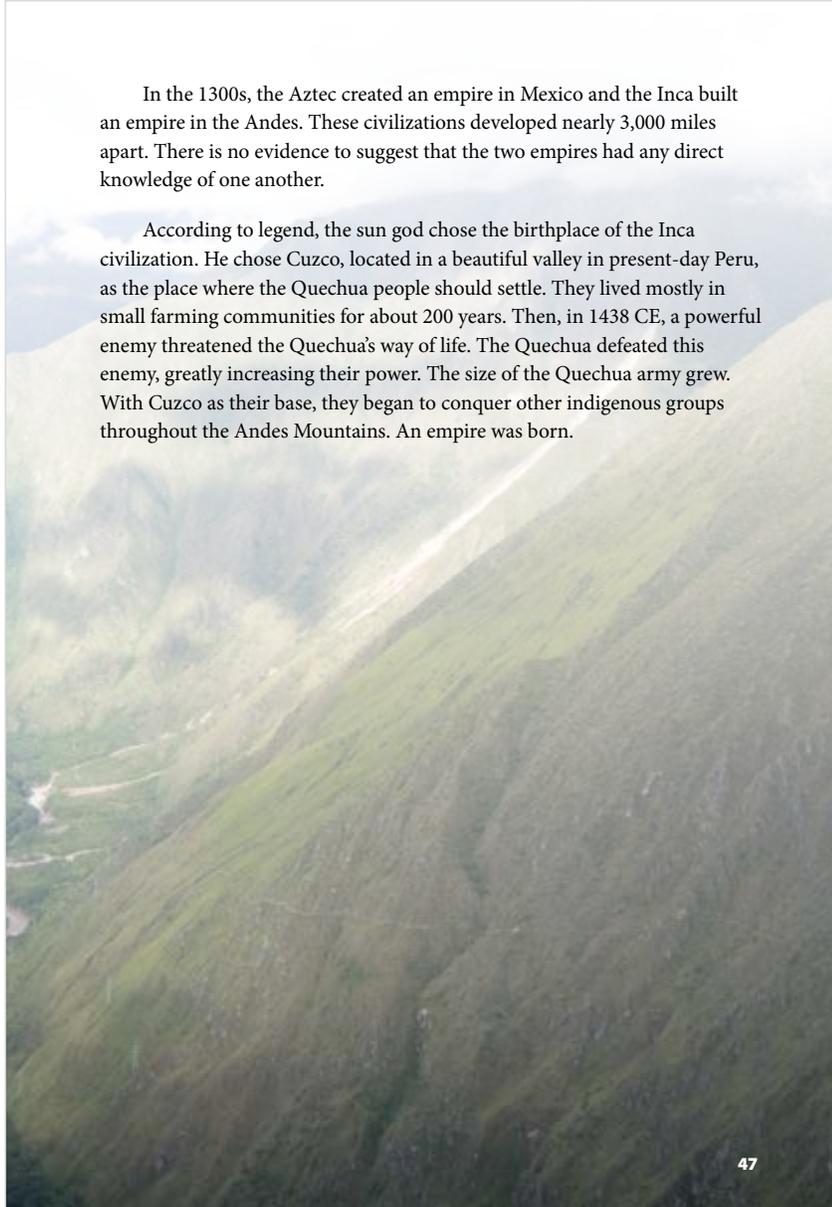
- » Answers may vary, but could include: “leaving behind the volcanic mountains and jungles of Central America,” “wind your way down into South America,” “lush rainforests,” “This mountain range is the highest and longest in the world.”

Support

Remind students they learned about the literary device imagery in the Personal Narratives unit. Imagery is descriptive, sensory language used to help the reader imagine something.

In the 1300s, the Aztec created an empire in Mexico and the Inca built an empire in the Andes. These civilizations developed nearly 3,000 miles apart. There is no evidence to suggest that the two empires had any direct knowledge of one another.

According to legend, the sun god chose the birthplace of the Inca civilization. He chose Cuzco, located in a beautiful valley in present-day Peru, as the place where the Quechua people should settle. They lived mostly in small farming communities for about 200 years. Then, in 1438 CE, a powerful enemy threatened the Quechua's way of life. The Quechua defeated this enemy, greatly increasing their power. The size of the Quechua army grew. With Cuzco as their base, they began to conquer other indigenous groups throughout the Andes Mountains. An empire was born.



- Silently read the first sentence of the second paragraph.

Another word for legend is *myth*.

Inferential. This sentence has a literary device called a *metaphor*. A *metaphor* is a comparison in which the words generally used to describe one thing are used to describe something else. What does the author mean by *birthplace*?

» *Birthplace* means “the place where someone or something is born.”

What is *birthplace* a metaphor for?

» The author uses this metaphor to say that the birthplace is where the Inca civilization first began.

- Silently read the rest of the paragraph.

Inferential. The phrase, “An empire was born,” is an example of a literary device called *personification*. *Personification* is descriptive language that assigns human characteristics to things. Why is this phrase an example of personification?

- » This phrase is an example of personification because it assigns the human characteristic of being born to a thing (an empire).

What does the phrase mean?

- » The phrase means that the empire began.

Challenge

Have students identify objects in the classroom and practice personifying them.

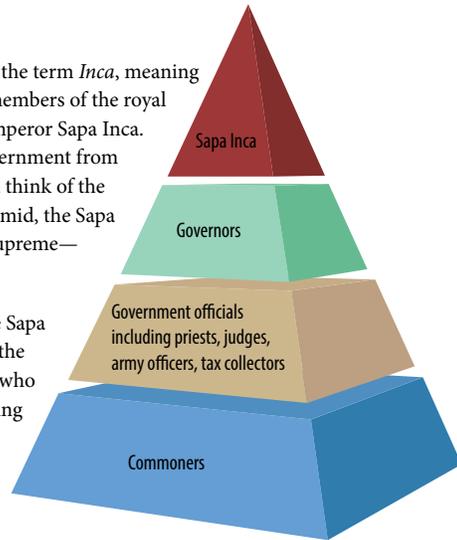
The Quechua called their empire Tawantinsuyu, meaning “Land of Four Quarters.” They divided the empire into four areas, or quarters, some much larger than others. Cuzco was at the center of the empire where the four quarters met. The empire extended across the high Andes Mountains. From there, it dipped into sheltered valleys, windy plains, and dry coastal deserts. In the 1500s, the Spanish changed the empire’s name to *Inca*. Today, we use the name *Inca* to describe the largest pre-Columbian empire ever built.

Pyramid of Power

In the days of the empire, the term *Inca*, meaning king or lord, referred only to members of the royal family. The Inca called their emperor Sapa Inca. He ran a strong, organized government from the capital city of Cuzco. If you think of the Inca society structure as a pyramid, the Sapa Inca was at the top. He ruled supreme—above all others.

The Inca believed that the Sapa Inca was descended from Inti, the sun god. Heredity determined who would become emperor, meaning that when the emperor died, his son would become the next ruler. If the Sapa Inca had more than one son, he chose the strongest of his sons to replace him.

People treated the Sapa Inca like a god. He lived in a magnificent palace, dressed in gold-fringed clothing, and ate off gold plates. Servants carried him on a golden **litter**. Powerful men surrounded the Sapa Inca. Four governors helped him rule each of the empire’s four quarters. Most government officials were nobles and members of the royal family. They included priests, judges, army officers, and tax collectors. The bottom of the pyramid consisted of the rest of society—commoners who worked for the emperor.



Nobles and members of the royal family held high-ranking government positions.

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Pronunciation Table

| Word | CK Code |
|--------------|---------------------|
| Tawantinsuyu | /ta*wab*ten*soo*ue/ |

- Read aloud the last three paragraphs on the page.

Literal. The phrase, “If you think of the Inca society structure as a pyramid,” is an example of a literary device called *simile*. A *simile* is a comparison of two things, generally using the word *like* or *as*. What is the author comparing to a pyramid?

» The author is comparing Inca society to a pyramid.

Inferential. How is Inca society like a pyramid?

- » The top of a pyramid is smaller than the bottom in the same way that the highest classes in Inca society consisted of fewer people than the lowest classes.

What words helped you to determine the meaning of the word *heredity*?

- » “. . .meaning that when the emperor died, his son would become the next ruler.”

Support

Using clues from the text, can you determine the meaning of the word *heredity*?

- » *Heredity* means “qualities passed down from a parent to a child.”

Support

The sentence, “The Inca believed that the Sapa Inca was descended from Inti, the sun god,” means that the Inca believed that the Sapa Inca came from, or was a relative of, the sun god. They believed, therefore, that he was godlike.

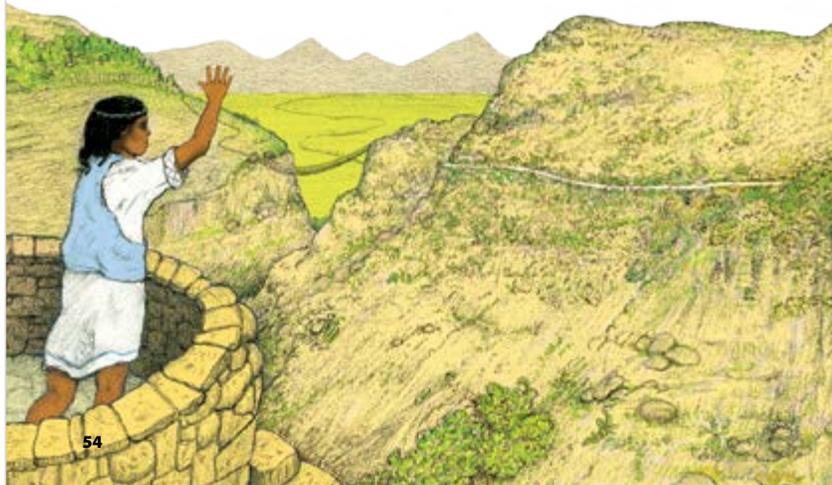
Support

“Four governors helped him rule each of the empire’s four quarters” means that each one of the four quarters had one governor. No two quarters had the same governor.

A Superior Network of Roads

Inca roads created a network across different types of land. Using stone and **primitive** tools, mita workers followed the land's natural terrain. They chiseled stone out of mountainsides, building tunnels to connect cities from one end of the empire to the other. They laid steps up rocky cliffs. They stacked stones and floating reeds to form causeways over marshlands. Their rope bridges, probably the first **suspension bridges** in the world, spanned deep valleys and rivers along the way. They built low stone walls to keep desert sands from covering the flat, wide coastal roads. They edged the roads with stone gutters to prevent flooding. They even built tambos, or inns, for travelers. Thousands of workers maintained the empire's 24,000 miles of road.

The government primarily used the roads. Armies patrolled the roads, making sure commoners did not travel along them without permission. Because the Inca had no written language, the emperor kept in touch with his governors through **swift-footed** messengers. The emperor's messengers traveled across the empire carrying quipus. These knotted ropes contained records of everything from population figures to troop numbers to the size of animal herds. The messengers also memorized messages and transferred them orally from one person to another. They used relay stations that were set up about every mile along the roads.



Pronunciation Table

| Word | CK Code |
|-------|-----------|
| Quito | /kee*toe/ |

- Silently read page 54 and 55.

Based on the sentence “Using stone and primitive tools, mita workers followed the land’s natural terrain,” what do you think *natural terrain* means?

» *Natural terrain* means “the landscape as it exists untouched by humans.”

Using word and picture clues, can you determine the meaning of *suspension bridges*?

- » *Suspension bridges* are crossings that are hung from cables attached to towers.

How do you know?

- » There is a picture of a suspension bridge in the illustration; “Their rope bridges . . . spanned deep valleys and rivers along the way.”

Inferential. Based on the phrase “Because the Inca had no written language,” how were the Inca different from the Maya and the Aztec?

- » The Maya and the Aztec used different forms of communication from the Inca. The Maya and Aztec each had an oral and a written language. The Inca had only an oral language; they did not have a written language.

Support

Primitive means “simple and basic.”

Support

Swift-footed means “quick.”



Check for Understanding

For students who struggle to understand the difference between the Inca and Maya/Aztec language systems, remind students about the Maya and Aztec glyphs and codices—these devices were used as written communication. The Inca had no such devices; instead they resorted to sending messengers by foot.

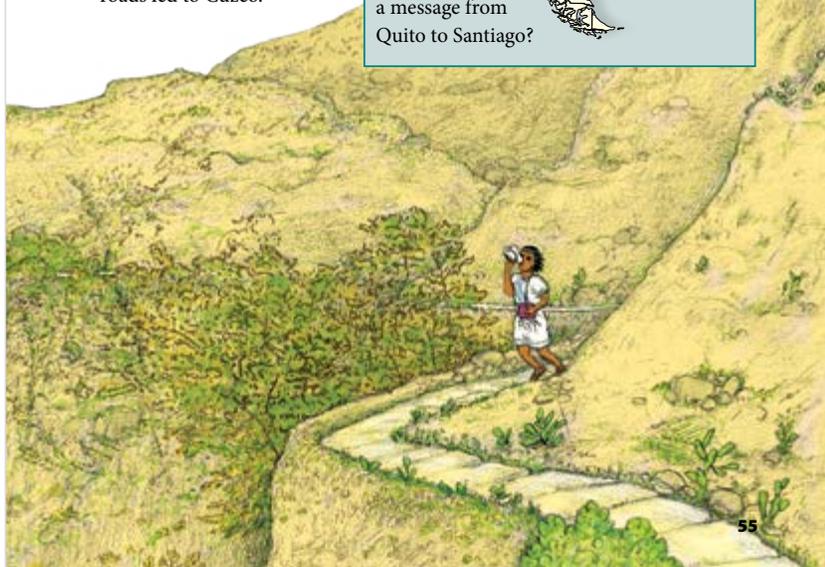
As one messenger approached another, he blew into a conch-shell trumpet, alerting the next messenger to be ready to run. The runner told his message to the next as the two ran side-by-side.

In this way, multiple messengers carried the same message from station to station across many miles. In fact, these highly trained sprinters traveled more than 100 miles in a single day in order to deliver messages. In this “Land of Four Quarters,” all roads led to Cuzco.

Math Challenge

Calculating Time

It is about 2,300 miles between the present-day cities of Quito, Ecuador and Santiago, Chile. Today, it takes about five hours to fly from one to the other. If Inca messengers traveled 100 miles a day, approximately how many days would it take them to deliver a message from Quito to Santiago?



Evaluative. What does the author mean when he says “all roads lead to Cuzco”?

- » As the capital city, Cuzco was the center of the government. The emperor used messengers to share information. The messengers used the roads to travel across the empire to share information. They carried information from the emperor to his governors and from the governors back to the emperor. All of the information came from or went back to Cuzco.

LESSON WRAP-UP (10 MIN.)

Chapter Discussion

- Guide students to write the following information in the proper place on the timeline on Activity Page 1.1.
 - 1438 CE: Inca Empire born

WORD WORK: *PRIMITIVE* (5 MIN.)

1. In the chapter you read, “Using stone and primitive tools, mita workers followed the land’s natural terrain.”
 2. Say the word *primitive* with me.
 3. *Primitive* means “simple and basic.”
 4. We stayed in a primitive cabin that had no electricity or running water.
 - What are some other examples of things that could be described as primitive? Ask two or three students to use *primitive* in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I would describe ___ as primitive” or “___ is primitive because ___.”
 5. What part of speech is the word *primitive*?
 - » adjective
- Use a Synonyms and Antonyms activity for follow-up.
 - What does *primitive* mean? What are some synonyms, or words that have a similar meaning, of *primitive*? (Prompt students to provide words like *simple*, *basic*, *undeveloped*, *early*, *essential*, and *archaic*.)
 - What are some words or phrases that are antonyms, or words that have the opposite meaning, of *primitive*? (Prompt students to provide words like *modern*, *sophisticated*, *advanced*, *new*, and *developed*. As students discuss synonyms and antonyms, guide them to use the word *primitive* in a complete sentence: “An antonym of *primitive* is *sophisticated*.”)

Activity Page 1.1



Lesson 11: Understanding Literary Devices

Language



GRAMMAR: INTRODUCE ACTION AND LINKING VERBS (15 MIN.)

Primary Focus: Students will differentiate between action verbs and linking verbs and use these verbs to write sentences. [L.5.1]

- Tell students that today they will be focusing on action verbs and linking verbs.
- Refer to the Action Verbs and Linking Verbs Poster. Read the poster with students.
- Refer to the first two sentences you have written on the board/chart paper and read them aloud to students.

The Inca grew many different crops.

Inca messengers traveled more than 100 miles in a day.

- Ask students, “Is there an action word in the first sentence? Thumbs up for ‘yes,’ thumbs down for ‘no.’” (yes, *grew*)
- Explain that the verb *grew* is an action verb because it shows action, as the Inca worked to raise or cultivate different crops.
- Have students find the verb *grew* and draw a vertical line just before it. Remind students that this line divides the subject and the predicate. The subject is *The Inca* and the predicate is *grew many different crops*. *Grew* is the action verb and the beginning of the predicate.
- Repeat the process for the second sentence. Read the sentence aloud and have students identify the action verb. (traveled) Then find the subject (Inca messengers) and the words that describe the action. (more than 100 miles in a day)
- Refer to the next two sentences on the board and read them aloud.

Cuzco was the capital city of the Inca Empire.
Inca governors were powerful.
- Ask students, “Is there an action word in the first sentence? Thumbs up for ‘yes,’ thumbs down for ‘no.’” (no)
- Explain that this sentence does not have an action verb, but instead has a special kind of verb called a *linking verb*. A *linking verb* is a word that connects or links the subject to a word or words in the predicate that describe it. Linking verbs show no action. Some linking verbs are forms of the verb to be (*am, is, are, was, were*) and others are *sense verbs* (*look, feel, smell, taste, sound*).

- Tell students the linking verb is *was*. It does not show action, but connects the subject to the words that describe it.
- Have students find the verb *was* and draw a vertical line just before it. Remind students that this line divides the subject and the predicate. The subject is *Cuzco* and the predicate is *was the capital city of the Inca Empire*. *Was* is the linking verb and the beginning of the predicate.
- Repeat the process for the second sentence. Read the sentence aloud, have students identify the linking verb. (*were*) Then find the subject (*Inca governors*) and the predicate. (*were powerful*)
- Refer to the last two sentences on the board and read them aloud.

The flowers smell fragrant.

The soup tastes good.



Check for Understanding

Ask students, “Is there an action word in the first sentence? Thumbs up for ‘yes,’ thumbs down for ‘no.’” (no) Ask students, “Is there a linking verb in the first sentence?” (yes, *smell*)

If several students answer incorrectly, explain to the class: to test whether a verb is a linking verb or an action verb, replace it with a *to be* verb.

- Repeat the process for the second sentence.
- Have students turn to Activity Page 11.1 and guide them through the first sentence, making sure they are able to use the terms *action verb* and *linking verb* in reading the appropriate parts of each sentence. Have students complete Activity Page 11.1 for homework or, if you feel they need more assistance, complete it as a teacher-guided activity.

MORPHOLOGY: INTRODUCE ROOT *TRACT* (15 MIN.)

Primary Focus: Students will use the root *tract* to determine the meaning of words and apply this knowledge to sentence composition. [L.5.4b]

- Refer to the Roots Poster you displayed in the classroom and read it with students.
- Tell students that the root they will study is *tract*. Explain that the origin of *tract* is Latin and that it means “draw” or “pull.”
- Write the root *tract* and its meaning on the board/chart paper.



Language
Understanding Verbs
and Verb Phrases;
Understanding Nouns and
Noun Phrases

Entering/Emerging

Provide student with a word bank of action and linking verb options for sentence composition.

Transitioning/Expanding

Provide student with a word bank of linking verb options for sentence composition.

Bridging

Ask student to give you examples of action verbs and linking verbs to ensure understanding of content.

Activity Page 11.1



Support

If students need help, explain that *at-* is a prefix that means “toward.”

- Explain that prefixes can be added to the beginning of *tract* and suffixes can be added to the end. Adding prefixes and suffixes can change the part of speech of the root.
- Write *attract* on the board. With the meaning of *tract* in mind, ask students to discuss the possible meaning of *attract*.
- Briefly discuss the meaning of the word and then use it in a sentence. (*Attract* means “to draw toward something.” “The smell of a freshly baked pie attracted Grandpa to the kitchen.”)



Check for Understanding

Ask students to provide sentences using the word *attract*. (Answers may vary.) Pull students struggling to develop sentences into a small group for a quick re-teach.

- Continue in this manner for the remaining *tract* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. You may not complete all these examples, but complete as many as time permits.

| Affixed Word | Meaning | Sentence |
|--------------|--|--|
| subtract | (verb) to draw or take away from something | Her dad <u>subtracted</u> five dollars from her allowance because she didn't finish all of her chores. |
| detract | (verb) to draw or take away some value or importance | The rain <u>detracted</u> from an otherwise fun field trip. The row of dead trees <u>detracts</u> from the appearance of the mansion's landscape. |
| tractor | (noun) a vehicle that pulls something, such as farm equipment or a trailer | My grandma drives a <u>tractor</u> to plow the fields on her farm. |
| distract | (verb) to draw or take attention away from something | If the television is on while I do my homework, I find that it <u>distracts</u> me. |
| extract | (verb) to remove something by pulling | The dentist had to <u>extract</u> the boy's tooth after it didn't fall out on its own. |
| retract | (verb) to draw or take back | The newspaper will <u>retract</u> its story now that inaccuracies have been discovered. The cat <u>retracted</u> its claws after it saw the dog walk away. |

- Have students turn to Activity Page 11.2. Briefly review the directions. Tell students they will complete Activity Page 11.2 for homework.

SPELLING: INTRODUCE SPELLING WORDS (15 MIN.)

Primary Focus: Students will correctly spell and determine the meaning and part of speech of targeted spelling words. [L.5.2e; RF.5.3]

- Explain that students will practice 12 words related to prefixes they have studied in morphology. Apart from the prefix, these words do not follow one single spelling pattern. Tell students they will be assessed on these words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

Note: Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

Spelling List

1. irrational
2. intercept
3. illegal
4. international
5. irresponsible
6. illegible
7. intersection
8. irregular
9. interaction
10. illogical
11. irreplaceable
12. intercede

Activity Page 11.2



Language
Reading/Viewing Closely

Entering/Emerging

Provide student with a key for meaning of prefixes found in the word bank.

Transitioning/Expanding

Check for student understanding of meaning of each prefix found in the word bank.

Bridging

Clarify meaning of prefixes/words as needed.

Pronunciation/Syllabication Chart

| Word | CK Code | Syllable Type |
|---------------|----------------------|---------------------------------------|
| irrational | /eer*ra*shən*əl/ | r-controlled*open*ə*ə |
| intercept | /in*ter*sept/ | closed*r-controlled*closed |
| Illegal | /il*lee*gəl/ | closed*open*ə |
| international | /in*ter*na*shən*əl/ | closed*r-controlled*open*ə*ə |
| irresponsible | /eer*re*spon*si*bəl/ | r-controlled*open*closed*open*ə |
| Illegible | /il*lej*i*bəl/ | closed*closed*open*ə |
| intersection | /in*ter*sek*shən/ | closed*r-controlled*closed*ə |
| irregular | /eer*reg*ue*ler/ | r-controlled*closed*open*r-controlled |
| interaction | /in*ter*ak*shən/ | closed*r-controlled*closed*ə |
| illogical | /il*loj*i*kəl/ | closed*closed*open*ə |
| irreplaceable | /eer*re*plaes*ə*bəl/ | r-controlled*ə*digraph*ə*ə |
| intercede | /in*ter*seed/ | closed*r-controlled*ə |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition | Example Sentence |
|---------------|--|---|
| irrational | not based on reasons or facts | My brother's love of pickles seemed <u>irrational</u> to me, as I hated their taste. |
| intercept | to stop and take something while it's between its starting point and destination | The opposing player was able to <u>intercept</u> the football and run down the field for a touchdown. |
| illegal | not allowed by law | It is <u>illegal</u> to drive through a red light instead of stopping. |
| international | between or among countries | She is an <u>international</u> traveler, as she's visited countries all over the world. |
| irresponsible | not trusted to do what is right | It was <u>irresponsible</u> for my older brother to stay up late the night before the test, as he was too sleepy the next day to concentrate. |
| illegible | not able to be read | The document was so old that the writing was <u>illegible</u> . |
| intersection | the place where parts come together | My father got into a car accident after someone ran a red light at a busy <u>intersection</u> . |
| irregular | not normal or usual | It's difficult to plan a vacation around his <u>irregular</u> work schedule. |
| interaction | something that's done between or among people | Anton had an exciting, once-in-a-lifetime <u>interaction</u> with his favorite baseball player when he met him at a game last week. |
| illogical | does not make sense | It was <u>illogical</u> to run out into the rain without an umbrella! |
| irreplaceable | not capable of being duplicated or exchanged for another item | Her grandmother's necklace was one-of-a-kind and, therefore, <u>irreplaceable</u> . |
| intercede | to try to help settle an argument between people | The teacher had to <u>intercede</u> when two friends got into an argument during lunch break. |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 11.3 and 11.4. Explain that they will take home Activity Page 11.3 to practice spelling the words for homework and complete Activity Page 11.4 for homework.

Activity Pages
11.3 and 11.4





Foundational Skills
Using Foundational
Literacy Skills

Entering/Emerging

Assign student to “copy the words onto paper” as the independent practice for Activity Page 11.3.

Transitioning/Expanding

Give student the option of “spell the words out loud” or “copy the words onto paper” as the independent practice for Activity Page 11.3.

Bridging

Review directions for Activity Pages 11.3 and 11.4 to ensure understanding of tasks.

Activity Pages
11.1—11.4



End Lesson

Lesson 11: Understanding Literary Devices

Take-Home Material

LANGUAGE

- Have students complete Activity Pages 11.1, 11.2, and 11.4.
- Have students use Activity Page 11.3 as a reference for practicing spelling words.

12

The Decline of the Inca Empire

PRIMARY FOCUS OF LESSON

Reading

Students will summarize the reasons for the decline of the Inca Empire and explain the role of Francisco Pizarro in the fall of this powerful civilization.

[RI.5.1, RI.5.2]

Writing

Students will synthesize the skills they have developed throughout the unit as they compose paragraphs about how their codex topic relates to the Inca.

[W.5.2]

FORMATIVE ASSESSMENT

Activity Page 12.2

All Roads Lead to Cuzco Read Chapter 8 and answer comprehension questions. [RI.5.1,2]

Activity Page 12.3

Excerpt from “All Roads Lead to Cuzco” Read excerpt from Chapter 8 and answer comprehension questions. [RI.5.1, RI.5.2]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|----------------------------|-------------|---------|--|
| Reading (45 min.) | | | |
| Introduce the Chapter | Whole Group | 5 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i>
<input type="checkbox"/> Board/chart paper
<input type="checkbox"/> Activity Pages 1.1, 1.3, 12.1–12.3 |
| Small Group: Chapter 8 | Small Group | 25 min. | |
| Lesson Wrap-Up | Whole Group | 10 min. | |
| Word Work: <i>Quarrel</i> | Whole Group | 5 min. | |
| Writing (45 min.) | | | |
| Plan and Draft a Paragraph | Whole Group | 30 min. | <input type="checkbox"/> Activity Pages 10.4, 12.3, SR.4–SR.6
<input type="checkbox"/> Writing Process Graphic
<input type="checkbox"/> Computer
<input type="checkbox"/> Projection system
<input type="checkbox"/> Internet access
<input type="checkbox"/> writing journal |
| Incorporating an Image | Individual | 5 min. | |
| Lesson Wrap-Up | Whole Group | 10 min. | |
| Take-Home Material | | | |
| Reading; Writing | | | <input type="checkbox"/> Activity Pages 10.4, 12.3
<input type="checkbox"/> Draft Inca paragraph |

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.

Writing

- During this lesson, you will reference the Writing Process Graphic (Activity Page SR.3) that is on display.
- As needed, plan for grouping students into two groups. Small Group 1 should consist of students who may benefit from more guided practice with composing sentences to draft a paragraph. Small Group 2 should consist of students who have demonstrated a strong understanding of composing sentences and are likely to be successful working independently.
- Plan for student access to the Internet.
- You may wish to write the following sentence starters on the board/chart paper for caption writing:
 - The image shows ____.
 - My paragraph is about ____.
 - My caption could say ____.
- More complex options for creating the codex were described in Lesson 8. As time allows, plan for materials to be available. Suggested options include using parchment paper, staining the paper to age it, stitching the paper together with needle and thread, illustrating images, copying the text directly onto the codex paper, and enhancing the Codex Project with additional images (e.g., Maya glyphs) around the border of each page and/or on the cover.

Language

Grammar; Morphology; Spelling

- Collect Activity Pages 11.1, 11.2, and 11.4 to review and grade since there are no grammar, morphology, or spelling lessons today.

Lesson 12: The Decline of the Inca Empire

Reading



Primary Focus: Students will summarize the reasons for the decline of the Inca Empire and explain the role of Francisco Pizarro in the fall of this powerful civilization. [RI.5.1, RI.5.2]

INTRODUCE THE CHAPTER (5 MIN.)

Review

- Remind students that they read about the Inca in the previous chapter, “Birth of the Inca Empire.”
- Ask students how the Inca Empire became the largest and most powerful pre-Columbian empire in the Americas.
 - » Answers may vary, but could include that the Inca often conquered other civilizations, giving the Inca more land, more resources, and more commoners; commoners grew crops that fed the entire empire and paid tribute, which provided the government with goods and services; the government took care of people in exchange for tribute; the empire had an organized government with strict rules and severe punishment for those who did not follow the rules; and the government had a superior network of roads, so messengers could deliver messages.



Check for Understanding

Make sure to share important ideas with the whole group if not offered by students during this discussion.

- Tell students they will read Chapter 8, “All Roads Lead to Cuzco.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *navel*.
- Have them find the word on page 56 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.



- Explain that a *navel* is a bellybutton. As we read the chapter, we will find out why the Inca named their capital city, Cuzco, “navel of the world.”
- Remind students that definitions for all bolded vocabulary words can be found in the glossary at the back of the Reader.
- Have students reference Activity Page 12.1 while you read each word and its meaning.

ACADEMIC VOCABULARY

navel, n. belly button (56)

fleece, n. the woolly coat of a sheep or related animal (57)

quarrel, n. an argument or disagreement (60)

| Vocabulary Chart for Chapter 8 “All Roads Lead to Cuzco” | | |
|--|---|-------------------------------|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | fleece | navel
quarrel |
| Multiple-Meaning Core Vocabulary Words | fleece | |
| Sayings and Phrases | navel of the world
kill two birds with one stone
at the eleventh hour
the city in the clouds | |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - What were the key causes of the decline of the powerful Inca Empire?
- Share the pronunciations for the following words:

| Pronunciation Table | |
|---------------------|------------------------------|
| Word | CK Code |
| Manco Capac | /man*koe/ /ko*po*kə/ |
| Coricancha | /kor*ee*kan*chə/ |
| acllas | /ak*yəs/ |
| vicuña | /vi*koo*yə/ or /bee*koon*yə/ |

| | |
|--------------|--------------------------------------|
| Pachacuti | /pə*chə*koo*tee/ |
| Sacsahuaman | /sak*sə*hue*man/ or /sak*sə*woo*man/ |
| Atahualpa | /at*ə*wel*pə/ |
| Huascar | /wəs*kar/ |
| Huayna Capac | /wie*no/ /ko*po*kə/ |
| Machu Picchu | /mo*choo/ /pee*choo/ |

Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:

Small Group 1: Students may complete Activity Page 12.2 with your support during reading.

Small Group 2: These students may work either as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 12.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 12.2 correctly.

SMALL GROUP: CHAPTER 8 (25 MIN.)

- The following guided reading supports are intended for use with Small Group 1.

| Pronunciation Table | |
|---------------------|-------------------------------|
| Word | CK Code |
| Manco Capac | /man*koe/ /ko*po*kə/ |
| Coricancha | /kor*ee*kan*chə/ |
| acllas | /ak*yəs/ |
| vicuña | /vi*koon*yə/ or /bee*koon*yə/ |

- Together as a group, let's read the title of the chapter, "All Roads Lead to Cuzco."
- Have students preview question 1 on Activity Page 12.2. Have students read page 56 to find the answer to this question.
- Ask a student to read the first page aloud.

Activity Page 12.2

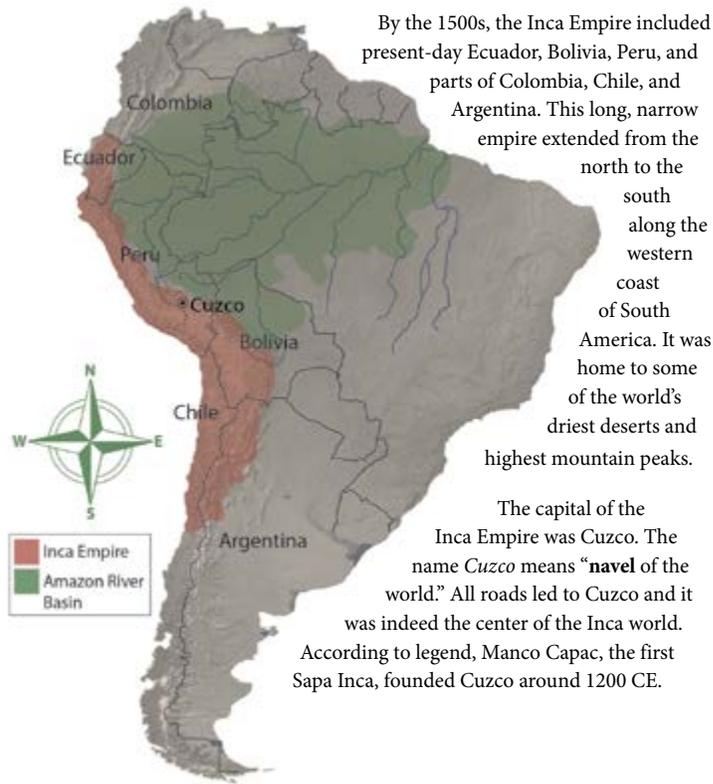


Chapter 8

All Roads Lead to Cuzco

THE BIG QUESTION

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



By the 1500s, the Inca Empire included present-day Ecuador, Bolivia, Peru, and parts of Colombia, Chile, and Argentina. This long, narrow empire extended from the north to the south along the western coast of South America. It was home to some of the world's driest deserts and highest mountain peaks.

The capital of the Inca Empire was Cuzco. The name *Cuzco* means “**navel** of the world.” All roads led to Cuzco and it was indeed the center of the Inca world. According to legend, Manco Capac, the first Sapa Inca, founded Cuzco around 1200 CE.

- Refer to the map. Tell students to focus on the Inca Empire's boundaries in red, noting where the empire's boundaries overlap with present-day countries.

Inferential. *Cuzco* means “navel of the world.” Knowing that *navel* is another word for belly button, why do you think the Inca would have named their capital city that?

- » The navel, or belly button, is at the center of the body. The Inca may have named their capital city the “navel of the world” because it was, geographically and culturally, the center of their empire. Thus, “navel of the world” is a metaphor for the center of their civilization.
- Have students write this answer to question 1 on Activity Page 12.2.

Cuzco was a city filled with impressive stone buildings. The Inca were master stonemasons. They used huge stone blocks, tightly fitted together to build palaces, temples, and government buildings. They did not use mortar to hold the stones in place.



Temple of the Sun

Important government officials came and went from Cuzco, carrying out the empire's business. Few commoners ever entered the city, unless invited to a special ceremony or gathering.

The Coricancha, or Temple of the Sun, dominated Cuzco's main plaza and served as the religious center of the empire. Covered with sheets of gold and silver, its walls gleamed. The temple was reserved for priests, the Sapa Inca, his family, and aclas, or chosen women.

Aclas

The Emperor's New Clothes

Aclas lived together, preparing ritual food, maintaining the sacred fire, and making daily offerings to the gods. Aclas wove fine textiles. They made all of Sapa Inca's clothes as well as the clothes of the nobility. They used nothing but the best wool—the fine, silky white **fleece** of the vicuña, a wild relative of the llama. These chosen women spent their entire lives working for the emperor.



57

- Have students silently read the page.

Inferential. What was unique about the buildings and the people in Cuzco?

- » The impressive stone buildings were constructed without mortar to hold the stones in place. Few commoners ever entered the city; important government officials came and went; and the Sapa Inca, his family, and Aclas all lived in the city.



The fortress of Sacsahuaman

Sapa Inca Pachacuti built a fortress in the hills surrounding Cuzco. The fortress, called Sacsahuaman, is one of the most important architectural masterpieces on Earth. Scientists think that it took 20,000 men about 60 years to complete the fortress. Nobody knows how its stone construction was possible. They did not use wheels to transport large stones or to lift them into place. The Inca may have used llamas—pack animals native to the Andes—to carry heavy materials. They may have used logs, ropes, and ramps to move massive limestone boulders into place. Stonemasons shaped the many-sided stones with pounding rocks and bronze chisels. The stones fit together like pieces of a jigsaw puzzle. Wedged so tightly together, not even a blade of grass could slide between the stones. These jagged walls have withstood earthquakes for more than 500 years!



Tightly wedged stones

58

Pronunciation Table

| Word | CK Code |
|-------------|---|
| Pachacuti | /pə*chə*koo*tee/ |
| Sacsahuaman | /sak*sə*hue*man/ or
/sak*sə*woo*man/ |

- Ask a student to read aloud the paragraph.

Evaluative. Why is it so amazing that Sascahuaman was constructed without the use of wheels?

- » The stones Sascahuaman is made from are extremely large and heavy. Using wheels as tools to help move very large, heavy objects would make moving those objects easier. For example, putting an object on a platform with wheels on the sides would make it easier to move the object. Without wheels, though, the Inca had to use other ways to get these stones in place. It is amazing that the Inca figured out some way to get these stones into place without wheels to help move them.

Everyday Life in the Inca Empire

Commoners lived in ayllu units in the surrounding countryside. Their homes had few windows and often filled with smoke from central fireplaces. Families lived in one-room rectangular huts made of adobe and thatch and slept on straw mats on cold earthen floors.

To make clothing, Inca women and girls wove animals' wool into cloth and dyed the cloth with vegetable dyes. Most people's clothing was made from the wool of domesticated llamas and alpacas native to the Andes. The much finer wool of vicuñas was used to make the clothing of royalty alone.



Inca woman wearing traditional cloak and sandals

Men and boys wore loincloths and knee-length tunics. Women and girls wrapped their bodies in one large cloth from head to toe. These loose cloths were belted at the waist and pinned at the shoulder. Males and females both wore cloaks and sandals. Clothing was much the same throughout the empire, but different regions wove distinctive patterns into their cloth. Every region had its own style of hats as well.



Traditional hats

Skilled artisans populated the hills and coastline long before the Inca Empire came to power. They used metal, stone, and clay to make both decorative and useful tools. Noble men and women received beautiful gold jewelry, paid to the emperor as part of the commoners' required taxes.

Commoners did not always stay in the same place. The government conquered new groups and moved people from existing ayllu units to different parts of the empire. These government-arranged relocations killed two birds with one stone, or served two purposes at once. First, the relocations stationed workers where they were needed. Perhaps one part of the empire needed masons and another needed skilled potters or weavers. Second, the relocations made it more difficult for the newly conquered tribes to remain unified. This helped prevent them from rebelling against the government.

59

Challenge

How might you be able to tell a commoner from a noble or royal person by looking at them?

- » Commoners' clothing was made from the wool of llamas and alpacas while nobles or royal people's clothing was made from finer wool; nobles sometimes wore gold jewelry and commoners did not.

- Have students preview questions 2 and 3 on Activity Page 12.2. Have students read page 59 to find answers to these questions.
- Read the page silently.
 - Literal.** What two things were distinct about clothing in every region?
- Have students write this answer to question 2 on Activity Page 12.2.
 - » Every region wove a distinctive pattern into their cloth and had its own style of hats.

Literal. What government action killed two birds with one stone, or served two purposes at once?

- Have students write this answer to Part B of question 3 on Activity Page 12.2.
- » Government-arranged relocations killed two birds with one stone, or served two purposes, because they stationed workers where they were needed and at the same time helped prevent newly conquered tribes from rebelling against the government.

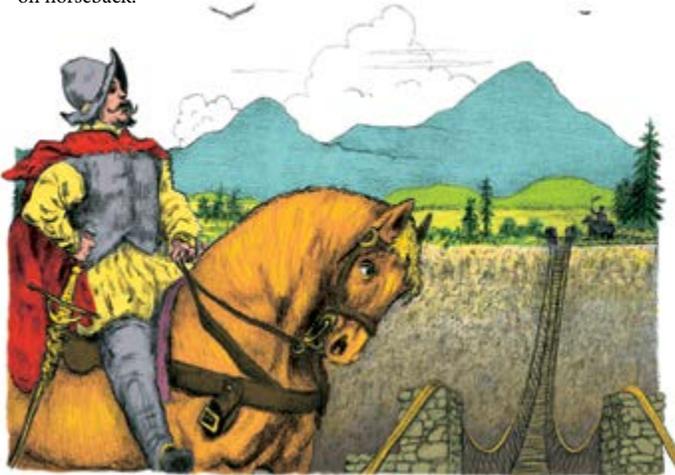
Royal Fighting, Pizarro, and the End of an Empire



Francisco Pizarro

The government kept tribal rebellions under control. However, a **quarrel** between two royal brothers nearly brought down the Inca Empire. Brothers Atahualpa and Huascar were fighting for control of the empire. Their father, Sapa Inca Huayna Capac, gave each brother separate parts of the empire to rule. When the emperor died, both brothers wanted to rule the entire kingdom. They were fighting with each other when the Spanish arrived in South America.

The year was 1532 CE. Francisco Pizarro, a Spanish conquistador, was exploring the Pacific coast of South America in search of gold. He led his men through deserts and over snow-capped mountains. The conquistadors were delighted to find that the Incas' swaying suspension bridges were strong enough to support their crossings on horseback!



Many suspension bridges could support horses.

60

Pronunciation Table

| Word | CK Code |
|--------------|---------------------|
| Atahualpa | /at*ə*wel*pə/ |
| Huascar | /wəs*kar/ |
| Huayna Capac | /wie*no/ /ko*po*kə/ |

- Revisit The Big Question with students: *What were the key causes of the decline of the powerful Inca Empire?* Tell students that as we read pages 60 and 61 in the Reader, we will find supporting details to help us answer this question.

- Ask a student to read aloud the first paragraph, starting with the heading.

Literal. What was the quarrel between the two royal brothers?

- » The two brothers were fighting for control of the empire. They both wanted to rule the entire kingdom after their father's death, not just their separate parts.
- Tell students to silently read the next paragraph and the following page.

Support

When did the Inca Empire end and how long did it last?

- » The Inca Empire ended in 1532 CE. It lasted barely 100 years.



Atahualpa, in chains, looks on as his prison cell is filled with treasure.

When Pizarro arrived, he found the city of Cuzco weakened from the fighting between the brothers. The Spanish joined forces in favor of Huascar. They imprisoned his brother, Atahualpa. Knowing that the Spanish had come in search of riches, Atahualpa made a deal with the Spanish. He offered to fill his prison cell with gold and silver in exchange for his life. The Spanish agreed. Then, at the eleventh hour, or the latest possible moment, the Spanish changed their minds. They killed Atahualpa and kept his room full of treasures.

The Inca civilization began slowly and lasted barely 100 years. Civil war had already weakened the Inca Empire before the Spanish conquerors arrived. European diseases killed 40 percent of the Inca population, quickening the end of the empire. When the Inca Empire ended, it was the largest pre-Columbian empire in the Americas. Descendants of the Inca still live in the Andes today, carrying on many of their traditions.

61

Inferential. What role did the Spanish, led by Francisco Pizarro, play in the brothers' quarrel?

- » The Spanish arrived to find Cuzco weakened by the brothers' quarrel. The Spanish sided with Huascar. Although the Spanish at first agreed to a deal with Atahualpa, eventually they changed their minds and killed him.

City in the Clouds

Machu Picchu is often called “the city in the clouds.” Its crumbling palaces and temples are perched on a mountain ridge, high in the Andes. Built in the 1400s, Machu Picchu probably served as a royal estate and ceremonial center for Inca emperors.

Machu Picchu is one of the world’s most important archaeological sites. Located about 45 miles from Cuzco, the Inca abandoned Machu Picchu before the Spanish arrived. Hidden in the mountains, Spanish conquerors never discovered this gem. It remained widely unknown until 1911, when Melchor Arteaga, a local Quechua-speaking man, led American archaeologist Hiram Bingham there. The Inca left no written records of their empire. Archaeologists must rely heavily on such sites for clues about how the Inca lived.

Today, tourists make the strenuous climb along the Inca Trail just to watch the sunrise over Machu Picchu’s surrounding peaks.



Llamas graze above the ruins of Machu Picchu.

62

Pronunciation Table

| Word | CK Code |
|--------------|--|
| Machu Picchu | /mo*ch <u>oo</u> / /pee*ch <u>oo</u> / |

- Have students preview question 4 on Activity Page 12.2. Have students read page 62 to find answers to this question.
- Have students silently read the text box.

Inferential. Why do you think Machu Picchu is often called “the city in the clouds”?

- Have students write this answer to question 4 on Activity Page 12.2.
 - » Machu Picchu is often called “the city in the clouds” most likely because of where it is located. According to the text, it is perched on a mountain ridge, high in the Andes Mountains. When something is high in the mountains, it is closer to the clouds in the sky. From down below, the top of a mountain might look like it is in the sky, touching the clouds.

Inferential. Why is Machu Picchu considered one of the world’s most important archaeological sites?

- » The Inca left no written records of their empire, and archeologists must rely on preserved sites like this for clues about how the Inca lived.

LESSON WRAP-UP (10 MIN.)

Chapter Discussion

Note: Question 1 relates to The Big Question of the chapter.

- Bring students back together and use The Big Question to discuss the chapter.
- **Think-Pair-Share. Inferential.** What were the key causes of the decline of the powerful Inca Empire?
 - » The Inca Empire came to an end as a result of several factors. Fighting between royal brothers Atahualpa and Huascar and civil war had weakened the Inca Empire. Then Spanish conquistador Francisco Pizarro and his men arrived, bringing with them European diseases. The diseases spread, killing 40 percent of the Inca population.
- Have students refer to Activity Page 1.1. Guide students to use the text on pages 60 and 61 to place the following phrase in the proper place on the timeline:
 - 1532 CE: Pizarro Invades Inca Empire
- Have students refer to Activity Page 1.3. Guide students to label Machu Picchu on the map.
- Tell students they will take home Activity Page 12.3 to read aloud to a family member to build fluency, and then answer questions.

WORD WORK: QUARREL (5 MIN.)

1. In the chapter you read, “However, a quarrel between two royal brothers nearly brought down the Inca Empire.”
2. Say the word *quarrel* with me.
3. *Quarrel* means an argument or disagreement.
4. My sister and I often have a quarrel about whose turn it is to do the dishes.
5. What are some other examples of things people might have a quarrel about?
 - Ask two or three students to use *quarrel* in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I had a quarrel with ___ when ___” or “___ and I had a quarrel because ___.”]
6. What part of speech is the word *quarrel*?
 - » noun

Note: Use a Making Choices activity for follow-up.



Speaking
and Listening
Supporting
Opinions

Entering/Emerging

Ask yes/no questions to prompt students in answering The Big Question.

Transitioning/Expanding

Provide student with a verbal cue prior to asking him/her to contribute ideas to the discussion in whole group.

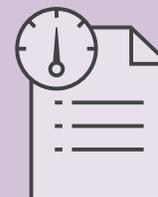
Bridging

Allow student to offer answers/ideas at the beginning of whole group share.

Activity Pages
1.1 and 1.3



Activity Page 12.3



- I am going to read several sentences. If the sentence I read is an example of a quarrel, say “That is a quarrel.” If the sentence I read is not an example of a quarrel, say “That is not a quarrel.”
1. My parents sometimes argue about what to cook for dinner.
 - » That is a quarrel.
 2. Her brother is very easy-going and gets along with everyone.
 - » That is not a quarrel.
 3. Everyone in my family wanted to do something different on Friday night, so we all decided that my little sister could pick an activity instead of fighting about it.
 - » That is not a quarrel.
 4. A group of friends got into an argument about which movie to watch at the sleepover, so they weren’t speaking to each other the next morning.
 - » That is a quarrel.
 5. My mom sent me to my room after we got into a disagreement.
 - » That is a quarrel.

Lesson 12: The Decline of the Inca Empire

Writing



Primary Focus: Students will synthesize the skills they have developed throughout the unit as they compose paragraphs about how their codex topic relates to the Inca. [W.5.2]

PLAN AND DRAFT A PARAGRAPH (30 MIN.)

Paragraph

- Have students take out the notes they created on a cultural aspect of the Inca on Activity Page 10.4.
- Refer to the Writing Process Graphic on display. Tell students that today they will be working in the planning and drafting stages of the writing process.
- Explain that now, students will organize the notes they took on a cultural aspect of the Inca civilization. Then they will compose sentences from fragments in their notes.

Activity Page 10.4



- Using notes they have written on Activity Page 10.4, tell students they should identify information to write a paragraph about their chosen cultural aspect of the Inca.
- Remind students to mark their notes in the “Planning Notes” column of the chart as they plan which phrases to use for their paragraph’s topic sentence, supporting sentences, and concluding sentences.



Check for Understanding

Circulate while students work with their notes and offer positive feedback, guidance, and support as appropriate.



Writing Writing

Entering/Emerging

Student develops paragraph with direct teacher support. Provide student with a paragraph template and a bank of transitional words and phrases.

Transitioning/Expanding

Student develops paragraph with teacher support as needed. Provide student access to a bank of transitional words and phrases.

Bridging

Check in with student to ensure the development of a topic sentence, three supporting details and concluding sentence. Provide access to transitional words and phrases as needed.

Draft a Paragraph

- Once students identify the following they are ready to begin drafting their paragraphs:
 - Note(s) for Topic Sentence development
 - Notes for at least three supporting details
 - Note(s) for Concluding Sentence development
- Students who are ready to draft the paragraph may start writing in their writing journal. They should use their notes to guide their writing.
- Remind students that in grammar in Lesson 9 they practiced writing sentences using words and phrases to compare and contrast cultural aspects of the Maya and Aztec civilizations and that they incorporated some words or phrases that compare or contrast into their paragraph about the Aztec. Tell students they should also incorporate these words or phrases into their Inca paragraph to compare and contrast the Inca and the other civilizations.
- Work directly with students who are not ready to draft independently to complete planning and drafting with your support.
- Remind students that when they are ready to review their draft, they should use the Codex Project Rubric on Activity Page SR.4 to see how their writing compares to the criteria listed in each category.
- **Challenge.** For students who are ready for additional challenge, have them revisit the Reader after completing their draft to look for connections between descriptions of Inca geographical features and the paragraph they

just drafted. Tell students to think about how geographical features may have influenced the cultural aspect they wrote about (e.g., in order to farm the mountainous land, the Inca developed a terracing method of growing crops). If students find a connection, encourage them to add it to their draft paragraph. Students can also read Chapter 8 to see if there are additional notes they can take on their topic.

INCORPORATING AN IMAGE (5 MIN.)

- As students are ready, have them search for an image to support the Inca paragraph, using the following guidelines from previous lessons.
 - Tell students they will work with a partner to look for an image related to their writing about an Inca cultural aspect. Remind students of the established guidelines for printing, including the process you want them to follow in getting approval to print a specific image.
 - Before beginning the image search, have students read their draft paragraph to their partner to have the content in mind.
 - Have students work in partners to search the preselected websites, view images and skim the context, select an image, and print the image (or save it to print later).



Check for Understanding

Circulate while students work to support their use of technology and selection of appropriate images. If students struggle to find images that relate to their paragraph, offer guidance in finding content appropriate websites.

- Tell students that once they select an image, students should record the web address and date accessed on the Reference List on Activity Page SR.5.

- Students should then draft a caption for their image on the Caption List on Activity Page SR.6.

The image shows

My paragraph is about

My caption could say

LESSON WRAP-UP (10 MIN.)

- Tell students who have not finished drafting their Inca paragraph to complete it for homework.
- You may need to identify another opportunity for students to find and select an image to supplement their Inca paragraphs if they were not able to do so in this lesson.

~~~~~  
End Lesson  
~~~~~

Lesson 12: The Decline of the Inca Empire

Take-Home Material

READING; WRITING

- Have students take home Activity Page 12.3 to read aloud to a family member to build fluency, then use the excerpt to complete the activity page.
- Have students who have not finished drafting their Inca paragraph complete it for homework. Remind students they will need to use their notes on Activity Page 10.4.

Support

For students who need additional support, share the sentence starters you prepared in advance.

Challenge

Allow students who are ready for additional challenge, and have chosen an image to support their Inca paragraph, to work on the presentation elements of their Codex Project if more complex materials and structures are an option.

Activity Page 12.3



Activity Page 10.4



13

Myths of the Aztec and Inca

PRIMARY FOCUS OF LESSON**Reading**

Students will identify and explain the similarities and differences between the Aztec and Inca creation myths. [RL.5.9]

Writing

Students will have edited a paragraph for their Codex Project, using the editing checklist criteria. [W.5.5]

FORMATIVE ASSESSMENT**Activity Page 13.2****Excerpt from “Myths of the Aztec and the Inca”**

Students read an excerpt from Chapter 9 and answer comprehension questions. [RL.5.9]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--------------------------------|-------------|---------|--|
| Reading (45 min.) | | | |
| Read-Aloud: Chapter 9 | Whole Group | 30 min. | <input type="checkbox"/> Activity Pages 12.3, 13.1, 13.2
<input type="checkbox"/> Answer Key for Activity Page 12.3 |
| Lesson Wrap-Up | Whole Group | 10 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i> |
| Word Work: <i>Suitable</i> | Whole Group | 5 min. | |
| Writing (45 min.) | | | |
| Model Editing a Paragraph | Whole Group | 20 min. | <input type="checkbox"/> Writing Process Graphic
<input type="checkbox"/> Editing Checklist
<input type="checkbox"/> Edit a Paragraph Poster or sample paragraph |
| Practice Editing the Paragraph | Individual | 20 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i> paragraphs/writing journal, images, and captions
<input type="checkbox"/> scissors
<input type="checkbox"/> glue or tape |
| Assemble the Pieces | Individual | 5 min. | <input type="checkbox"/> codex backing materials
<input type="checkbox"/> Activity Pages SR.3, SR.6, SR.7
<input type="checkbox"/> <i>Maya, Aztec, and Inca</i> |
| Take-Home Material | | | |
| Reading | | | <input type="checkbox"/> Activity Page 13.2
<input type="checkbox"/> Codex Project materials, as needed |

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Post the following Chapter Discussion questions:
 1. **Literal.** “The Five Suns” is an Aztec creation myth. What aspects of the Aztec world does it explain?
 2. **Literal.** “Viracocha, Creator of All Things” is an Inca creation myth. What aspects of the Inca world does it explain?
 3. **Evaluative.** Think-Pair-Share. Which of these two creation myths do you think is the most explanatory? Be sure to share with your partner specific details that explain your choice.

Writing

- In this lesson you will refer to the Writing Process Graphic that is on display.
- Copy on the board/chart paper, or prepare to project, the Maya paragraph you composed with the class in Lesson 3. This will allow students to follow along as you model editing a paragraph and assembling your codex. Alternatively you may access a digital version, titled “Edit a Paragraph Poster,” in the digital components for this unit.
 - Intentionally include misspellings, missing punctuation and capital letters, missing words, and incomplete sentences so students can assist you in editing the paragraph. You may wish to alter or add to the errors in the paragraph depending on students’ skill level; the edits should relate to the Editing Checklist criteria.
- You may wish to display the Editing Checklist on Activity Page SR.7. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare the materials students will need to assemble the pieces of their Codex Project. For example, paper will be needed if students will recopy their paragraphs and captions to produce a clean version with edits applied. Scissors and glue or tape will be needed if students will cut out and affix the paragraph, caption, and image for each page of the codex. Ensure each student has the materials for the codex backing, which is what the pieces will be attached to. Preparing the backings ahead of time will help ensure there is enough time to complete the project assembly as part of this lesson.

- Plan for grouping students into two groups. Small Group 1 should consist of students who may benefit from more guided practice with editing their paragraphs and assembling the pieces of their Codex Project. Small Group 2 should consist of students who are likely to be successful working independently.

Start Lesson

Lesson 13: Myths of the Aztec and the Inca

Reading



Primary Focus: Students will identify and explain the similarities and differences between the Aztec and Inca creation myths. [RL.5.9]

READ-ALoud: CHAPTER 9 (30 MIN.)

Review

- Using the Answer Key at the back of this Teacher Guide, review Activity Page 12.3, which students completed for homework.

Activity Page 12.3



Check for Understanding

Remind students that they read a chapter titled “Myths of the Maya.” Ask students to recall characteristics of myths.

- » Myths are stories people of long ago told to help explain how and why things happen; myths have been passed along from one generation to the next by being told and retold; myths may contain some historical information.

- Tell students that the Aztec and Inca people also had myths to explain the creation of their people and homelands.
- Explain that names and places they have learned about will be featured in the myths they will read and listen to in this chapter.

Introduce the Chapter

- Tell students you will read aloud Chapter 9, “Myths of the Aztec and the Inca.” They should follow along in their Reader as you read.

- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *engulf*.
- Have them find the word on page 65 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
 - Have students silently read paragraph 1 on page 65. Ask students if they can determine the meaning of the word *engulf* using context clues. (to surround or cover completely)
 - If students are unable to determine the meaning of *engulf* using context clues, clarify the meaning of the word and model how you could use context clues to figure out the definition.
- Remind students that definitions for all vocabulary words in bold can be found in the glossary at the back of the Reader.
- Have students reference Activity Page 13.1 while you read each word and its meaning.

Activity Page 13.1



ACADEMIC VOCABULARY

engulf, v. to surround or cover completely (engulfed) (65)

navigable, adj. deep and wide enough for ships to pass through (67)

emerge, v. to come into view (emerged) (67)

recede, v. to move back (receded) (67)

staff, n. a pole or rod used as a sign of authority or as support when walking (71)

suitable, adj. having the right qualities (71)

pierce, v. to make a hole in something (71)

Vocabulary Chart for Chapter 9 “Myths of the Aztec and the Inca”

| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|--|---------------------------------|--|
| Core Vocabulary | | engulf
navigable
emerge
recede
staff
suitable
pierce |
| Multiple-Meaning Core Vocabulary Words | | staff |
| Sayings and Phrases | | |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - How did the Aztec and Inca explain the creation of their land and people?

Read “Myths of the Aztec and the Inca”

| Pronunciation Table | |
|---------------------|------------------------------|
| Word | CK Code |
| Tezcatlipoca | /tes*kat*lee*poe*keə/ |
| Quetzalcoatl | /ket*sol*koe*otl/ |
| Chalchiuhtlicue | /chal*ch <u>oo</u> *lae*kue/ |
| Nanahuatzin | /na*not*sin/ |

Chapter 9

Myths of the Aztec and the Inca

THE BIG QUESTION

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

Aztec Myths

The Five Suns

Like the Maya, the Aztec passed down their own traditional stories, or myths, from one generation to the next. You have already learned that the sun played an important role in the life of the Aztec. The Aztec worshipped the sun god and made sacrifices to it. The sun is the subject of many Aztec myths, including a creation myth called “The Five Suns.” In this myth, each sun represents a separate world.

Aztec Calendar Stone

Archaeologists discovered this Aztec calendar stone beneath Mexico City’s central square in 1790. Although it is called a calendar stone, the 24-ton disk is not a calendar at all. It served as an altar and was dedicated to the sun god. The stone’s geometric face is covered with calendar signs and carvings that illustrate Aztec creation myths. The Aztec’s four previous worlds, or suns—jaguar, water, wind, and storm—are all represented. Two fire serpents are carved onto the sides of the disk. According to Aztec belief, these serpents played an important role by helping to carry the sun across the sky every day.



64

- Read page 64 aloud.

Literal. What word could replace *suns* in the title of the myth “The Five Suns”?

» *worlds*

One ton is 2,000 pounds. This 24-ton stone weighs 48,000 pounds. This is heavier than three full-grown male African elephants!

Tezcatlipoca, or Smoking Mirror, ruled the first world, known as Jaguar Sun. Monstrous giants inhabited Jaguar Sun. When jaguars swallowed the giants whole, the first world came to an end. Quetzalcoatl, or Feathered Serpent, ruled the second world, known as Wind Sun. A great hurricane swept across this world, killing large numbers of people. The few survivors fled to the treetops where they became monkeys. Tlaloc, He Who Makes Things Sprout, ruled the third world, or Storm Sun. Its inhabitants ate aquatic seeds, but very few survived the heavy rains that fell. Those people who did survive turned into birds. The goddess Chalchiuhtlicue, Lady of the Jade Skirts, ruled the fourth world, or Water Sun. A great flood **engulfed** the people of Water Sun and transformed the survivors into fish.

One of the gods had to be sacrificed before each new world could be created. After the fourth world ended, the brave god Nanahuatzin, Full of Sores, threw himself onto a flaming bonfire. He then became the ruler of the fifth world, called Earthquake Sun.



1. Smoking Mirror, ruler of Jaguar Sun; 2. Feathered Serpent, ruler of Wind Sun; 3. He Who Makes Things Sprout, ruler of Storm Sun; 4. Lady of the Jade Skirts, ruler of Water Sun; 5. Full of Sores, ruler of Earthquake Sun

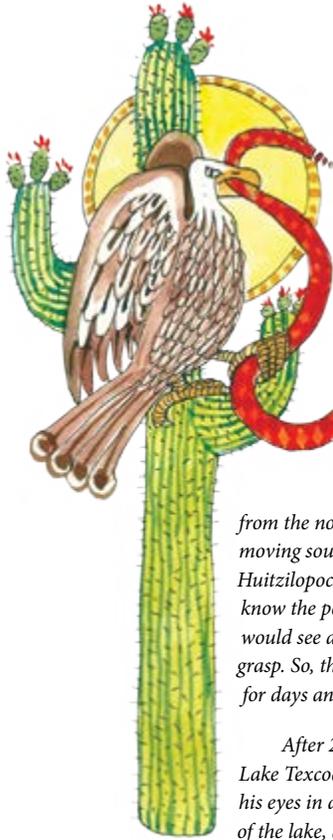
65

- Read page 65 aloud.

Literal. How does the description of each sun, or world, and its ruler align with its image? Use evidence from the text in your answer.

- » Image 1: Jaguar Sun was inhabited by monstrous giants who were swallowed by jaguars. In this image, Smoking Mirror looks as if he has been swallowed by a jaguar.
- » Image 2: A hurricane swept across Wind Sun. In this image, Feathered Serpent has swirls around him, representing the wind.
- » Image 3: Storm Sun had inhabitants who ate aquatic seeds, but few survived the heavy rains that fell. In this image, He Who Makes Things Sprout is surrounded by green, perhaps representing plants.

- » Image 4: Water Sun experienced a great flood, and survivors transformed into fish. In this image, it looks as if Lady of the Jade Skirts is walking on water.
- » Image 5: Full of Sores threw himself onto a bonfire. In this image, flames surround Full of Sores.



The Place of the Prickly Pear Cactus

You know that myths often explain how and why events happen. You have read myths that explain how the earth was created and populated by people. Some myths also explain why cultures arose in a particular place. These homeland myths are important as a means to explain how societies are shaped by their environment. The following retelling of the Aztec homeland myth explains why this group of people chose to settle in the middle of a swamp.

Long, long ago, a tribe of people traveled out from the northern part of what is now Mexico. They began moving south in search of a new place to live. Their god, Huitzilopochtli, guided them. He told them that they would know the perfect place to settle. Huitzilopochtli said they would see an eagle sitting on a cactus with a snake in its grasp. So, they continued to migrate south. They wandered for days and months and years in search of this place.

After 200 years, a priest rested one day on the edge of Lake Texcoco in Central Mexico. He looked up and rubbed his eyes in disbelief. There, on an island in the middle of the lake, an eagle sat perched on a cactus. The eagle was clutching a snake. The people had found their home at last. The Aztec built their capital city of Tenochtitlán on the island.

The country of Mexico takes its name from the Culhua-Mexica people, who later became known as the Aztec. Its modern-day flag bears the emblem of an eagle on a cactus clutching a snake.



66

Pronunciation Table

| Word | CK Code |
|-----------------|--------------------------------------|
| Huitzilopochtli | /weet*zip*oe*poecht*lee/ |
| Culhua | /kul*wə/ or /kool*wə/ |
| Viracocha | /veer*ə*koe*chə/ or /beer*ə*koe*chə/ |
| Titicaca | /ti*tee*ko*ko/ |

- Read page 66 aloud.

Inferential. Why is the image of an eagle sitting on a cactus and clutching a snake significant?

- » This image represents what Huitzilopochtli told the people to look for to find their new place to live. Tenochtitlán, the Aztec capital, was built in what is now Mexico. Mexico was named after the Aztec people's original name, Culhua-Mexica. This image is still important to Mexico today.

Inca Myths

Viracocha, Creator of All Things

Just like the Maya and the Aztec, the Inca of South America have their own creation myth to explain how things came to be. This retelling of the story begins at Lake Titicaca with the Inca sun god, Viracocha. Bordered by both Bolivia and Peru, this lake is the highest **navigable** lake in the world.

*In the beginning of time, total darkness blanketed the world. There was no land and no sky, only water. Then Viracocha **emerged** from the waters of Lake Titicaca, high in the Andes Mountains. He created land and sky. Next, he breathed life into stones, creating a giant race of men. These brainless men angered Viracocha and he turned many of them back into stone. Then he flooded the land so nothing but water remained.*

*Once the floodwaters **receded** and land reappeared, Viracocha rose up out of the lake once more. This time he brought light out of darkness. He created the sun, the moon, and the stars. He created thunder and lightning. He created time by commanding the sun to move across the sky. He created birds and animals, too. Then, Viracocha created figures who looked a lot like him.*



Viracocha rising up out of the lake

67

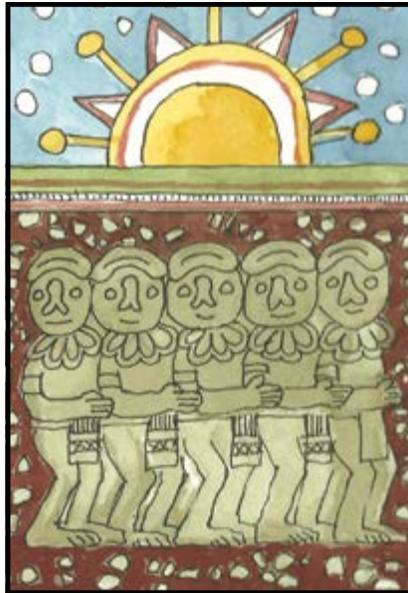
- Read page 67 aloud.

Literal. Contrast what Viracocha did the first and second times he emerged from Lake Titicaca.

- » The first time, Viracocha created land, sky, and men. He turned the men back into stone and flooded the land. By contrast, the second time Viracocha emerged, he created much more. He created the sun, moon, and stars, thunder, lightning, time, birds, animals, and figures like him.



Painted stone figures



Buried stone figures

68

Once again, Viracocha began with stones, but this time he chose much smaller ones. He painted a different figure onto each stone. He painted men and women, old and young. He painted boys and girls of different shapes and sizes. He painted pregnant women and women with babies. Some figures had long hair; some had short. Some had blue eyes; some had green. Each figure had colorful, patterned clothes. Viracocha gave them all cloaks and sandals to wear.

When he finished painting, Viracocha divided the stone figures into groups, or nations, and created a language for each group. He created different songs and different seeds to plant in the ground. Then Viracocha buried these silent, motionless figures in separate homelands. They lived in darkness until he was ready to breathe life into them.

Support

Literal. What kinds of characteristics did Viracocha give the small stone figures?

» He painted men and women; young and old; different shapes and sizes; pregnant or with babies; long or short hair; blue or green eyes; colorful and patterned clothing; wearing cloaks and sandals.

- Read page 68 aloud.

Inferential. What does the narrator say that suggests the figures Viracocha buried were not yet alive?

» “They lived in darkness until he was ready to breathe life into them.”



Viracocha breathing life into stone figures

When he was ready, Viracocha set out in the direction of Cuzco, awakening stone figures along the way. He taught each group how to live on each parcel of land. Meanwhile, two of his helpers branched out across the land. They, too, breathed life into the colorful stones. Then, the helpers taught the stone people how to live near the caves, streams, rivers, and waterfalls of their homelands.

When Viracocha and his helpers had finished, they met in Cuzco and set off in the direction of the sea. Pleased with their teachings, they rejoiced that new nations would rise up across the mountainous land. When they reached the Pacific Ocean, Viracocha and his helpers walked out over the waves and disappeared.

69

- Read page 69 aloud.

Evaluative. Why do you think Viracocha and his helpers disappeared?

- » They had awakened the stone figures and taught them how to live, and were pleased with their teachings. There was nothing left for them to do because the figures could live on their own now.

People say that Viracocha wandered Earth disguised as a beggar and continued to teach his people during his remaining days. Some say he performed miracles to help people with their troubled lives. Today, the places from which his stone figures emerged—caves, streams, rivers, and waterfalls—are huacas, or sacred places. The Inca depict Viracocha wearing the sun as his crown, holding thunderbolts in both hands, and crying tears of rain. He was the Creator of All Things.



Viracocha, the Inca Creator of All Things

70

Challenge

Ask students to compare and contrast Viracocha with other gods or creators they have read about in this unit.

- Read page 70 aloud.

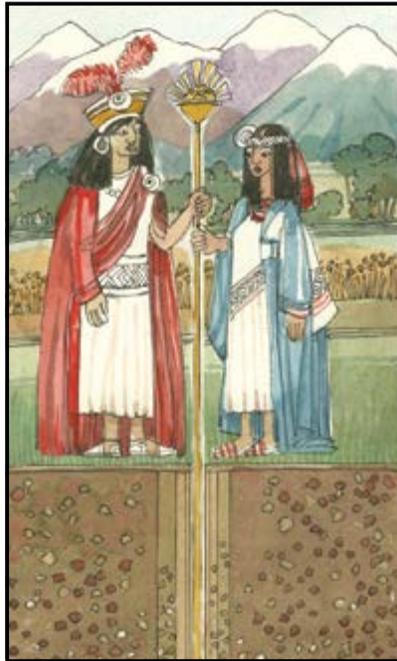
Inferential. Based on the text, how do we know that Viracocha cared about the well-being of the people he had created?

- » Answers may vary, but could include: Viracocha continued to teach the people; he performed miracles to help people with their troubled lives.

The Founding of Cuzco

The following myth is similar to the Aztec homeland myth. Lake Titicaca is featured in the Inca homeland myth just as it was in the Inca myth of creation. Viracocha, the sun god, is not named in the following retelling of the story, but he is the one who is given credit for choosing Cuzco as the homeland of the Inca.

Many years ago, two creatures emerged from a lake at the top of the world. Manco Capac and his wife, Mama Ocllo, rose up out of Lake Titicaca. They then began traveling south across the magnificent Andes Mountains. The sun god gave them a golden staff. He told them to search for a suitable spot to start a new nation of people. They would know they had arrived at this magical place when their staff sank easily into the ground. Manco Capac and Mama Ocllo traveled for many days and many nights. All along the way, they tested the ground with their staff, but it would not pierce the hard earth. One day they reached a beautiful valley. The staff sank deep into the ground with little effort. At last, they had found the land that the sun god had promised. They settled in the valley and named the city Cuzco. Manco Capac took leadership over other tribes in the area. He became the first ruler of the Inca. Cuzco, chosen city of the sun god, became the capital of a great empire.



Manco Capac and Mama Ocllo

71

- Read page 71 aloud.

Inferential. Why is the golden staff important to this myth?

- » The sun god gave Manco Capac and Mama Ocllo the golden staff to help them find a suitable spot to start a new nation. The sun god said that the staff would easily sink in the ground in the place where they should start the new nation. They had to use the staff to test the ground throughout their journey until they found the right spot.



Speaking
and Listening
Supporting Opinions

Entering/Emerging

Provide direct teacher support while discussing the three questions. Ask yes/no questions to prompt students in answering each question.

Transitioning/Expanding

Pair student with a strong partner for Think-Pair-Share. Provide student with a verbal cue before asking him or her to contribute ideas to the discussion in the whole group.

Bridging

Pair student with a capable partner. Allow student to offer answers and ideas at the beginning of whole-group share.

LESSON WRAP-UP (10 MIN.)

Chapter Discussion

- Use the following questions to discuss the chapter:

Note: Questions 1 and 2 relate to The Big Question of the chapter.

- Think-Pair-Share. Have students turn and talk to a partner about these three questions. Share out ideas as a whole group.
1. **Literal.** “The Five Suns” is an Aztec creation myth. What aspects of the Aztec world does it explain?
 - » This myth explains that there were five suns or worlds; each world was destroyed by a natural disaster, or something the people may have feared, and then was replaced by a new world; the destruction of each world explained how people died and how something else came to be on the earth, such as fish, monkeys, or birds.
 2. **Literal.** “Viracocha, Creator of All Things” is an Inca creation myth. What aspects of the Inca world does it explain?
 - » This myth explains how some things on earth were created, including the land and sky; the sun, moon and stars; thunder and lightning; time; birds and animals; and people, who were taught how to live near the caves, streams, rivers, and waterfalls of their homelands. The Inca creation myth details how the Inca people were created over time.
 3. **Evaluative.** Which of these two creation myths do you think is the most explanatory? Be sure to share with your partner specific details that explain your choice.
 - » Answers may vary. Accept student responses that are supported by reference to the text.
- Tell students they will take home Activity Page 13.2 to read aloud to a family member to build fluency, and then complete the activity page.

WORD WORK: SUITABLE (5 MIN.)

1. In the Inca settlement story, you read that the sun god told Manco Capac and Mama Ocllo “to search for a suitable spot to start a new nation of people.”
2. Say the word *suitable* with me.
3. *Suitable* means “having the right qualities.”
4. Bananas are a suitable snack to eat almost anywhere because they are easy to peel and they do not need to be refrigerated.
5. What are some other examples of suitable places and things? Be sure to use the word *suitable* in your response.
 - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The ___ was suitable because ___.”
6. What part of speech is the word *suitable*?
 - » adjective

Note: Use an Antonyms activity for follow-up.

- Adding the prefix *un-* to the word *suitable* gives it an opposite meaning. Suitable means “having the right qualities”; unsuitable means “not having the right qualities.” *Suitable* and *unsuitable* are antonyms, or words with opposite meanings. I will read several sentences that contain a blank. If the word *suitable* correctly completes the sentence, say “Suitable.” If the word *unsuitable* correctly completes the sentence, say “Unsuitable.”
1. A crowded bus is ___ for playing a game of freeze tag.
 - » unsuitable
 2. Serving fried chicken and steak to a group of vegetarians is _____.
 - » unsuitable
 3. Laughing when someone tells a joke is ___ behavior.
 - » suitable
 4. A library is a(n) ___ place to study.
 - » suitable
 5. A sleeveless shirt is ___ to wear in the snow.
 - » unsuitable

Lesson 13: Myths of the Aztec and the Inca

Writing



Primary Focus: Students will have edited a paragraph for their Codex Project, using the editing checklist criteria. [W.5.5]

MODEL EDITING A PARAGRAPH (20 MIN.)

Note: A modified version of the Editing Checklist is found in Teacher Resources for your own use in assessing students' writing.

Activity Page SR.3



- Refer to the Writing Process Graphic (Activity Page SR.3). Tell students that today they will edit their writing. As time allows, they will also recopy their edited paragraphs and assemble the pieces of their Codex Project. They will be able to read, look at, and learn from their classmates' codices. Tell students that displaying finished work is a form of publishing.
- Tell students they will use an editing checklist to edit their paragraphs and captions. Explain that editing will help them present writing that is free of errors, which would distract a reader from understanding the ideas.
- Remind students of the paragraph about Maya geographical features you modeled writing in Lesson 3. (You may wish to use the Edit a Paragraph Poster or your own sample paragraph.) Tell students you will use that paragraph to model editing.

Activity Page SR.7



- Have students look at the Editing Checklist on Activity Page SR.7 in Student Resources. Explain that there are errors in the paragraph and that together you will use the Editing Checklist to correct them.
- Explain the checklist and emphasize that it focuses on grammar, punctuation, and spelling according to the rules of standard English they have learned and practiced. For each question on the checklist, model reading the paragraph and correcting any errors noted for each. Enlist students' assistance in this process.

PRACTICE EDITING THE PARAGRAPH (20 MIN.)

- Tell students to use the Editing Checklist to review and make corrections to the paragraphs in their writing journal and their captions on Activity Page SR.6. Remind students to write their editing goals on the back of the activity page.
- Have students use various reference materials, such as beginning dictionaries, to check spelling. Remind them to use the glossary in *Maya, Aztec, and Inca* to check the spelling of content-related words.



Check for Understanding

Circulate among students, offering support when needed. Students may find it easier to focus on editing writing mechanics, like capitalization and punctuation, and may need to be reminded to look for subject/predicate in all sentences and to identify and correct run-on sentences.

- As time allows, you may wish to have students recopy their paragraphs to have clean copies for the Codex Project.

ASSEMBLE THE PIECES (5 MIN.)

- Demonstrate assembling the codex using the paragraph, image, caption, and references for Maya geographical features that you created as a model.
- As time permits, have students assemble the components for all three civilizations using the codex backing material you have prepared.
- You may wish to work with students in Small Group 1 who need assistance assembling the project pieces.
- You may need to identify another opportunity for students to finish assembling their Codex Projects.

Activity Page SR.6



Writing Writing

Entering/Emerging

Break down editing process into small chunks as outlined on the checklist, and take students through the sequence of steps.

Transitioning/Expanding

Highlight each of the five subheadings on the editing checklist as a visual cue to remind students to edit in all sections.

Bridging

Review editing checklist with student to ensure understanding of all five sections.

Challenge

Have students who have assembled the pieces share their Codex Project with another student who is also ready to share.

Lesson 13: Myths of the Aztec and the Inca

Take-Home Material

READING

Activity Page 13.2



- Tell students they will take home Activity Page 13.2 to read aloud to a family member to build fluency, and then to answer questions.
- As needed, allow students to take home materials to finish assembling their Codex Projects.

14

Comparing and Contrasting Myths

PRIMARY FOCUS OF LESSON

Reading

Students will identify and explain the similarities and differences between particular Maya, Aztec, and Inca creation myths. [RL.5.9]

Grammar

Students will differentiate between action verbs and linking verbs and identify them in sentences. [L.5.1]

Morphology

Students will complete sentences by selecting the correct word with the root *tract*. [L.5.4b]

Spelling

Students will apply grade level phonics and word analysis skills in decoding and encoding targeted words. [RF.5.3]

FORMATIVE ASSESSMENT

- Activity Page 14.1** **Myths of the Aztec and Inca** Partner-read Chapter 9 and answer comprehension questions. [RL.5.1, RL.5.2]
- Activity Page 14.2** **Action Verbs and Linking Verbs** Identify subjects and predicates in sentences, and differentiate between action and linking verbs. [L.5.1]
- Activity Page 14.3** **Practice Root *tract*** Select the correct word with the root *tract* to complete sentences. [L.5.4b]
- Activity Page 14.4** **Practice Spelling Words** Select the correct word to complete sentences, and compose sentences using targeted spelling words. [RF.5.3]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Reading (45 min.) | | | |
| Review the Chapter | Whole Group | 10 min. | <input type="checkbox"/> <i>Maya, Aztec, and Inca</i>
<input type="checkbox"/> Activity Pages 13.2, 14.1 |
| Read: "Myths of the Aztec and the Inca" | Partner | 20 min. | <input type="checkbox"/> Answer Key for Activity Page 13.2 |
| Lesson Wrap-Up | Whole Group | 10 min. | |
| Word Work: <i>Emerge</i> | Whole Group | 5 min. | |
| Language (45 min.) | | | |
| Grammar: Practice Action Verbs and Linking Verbs | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 14.2
<input type="checkbox"/> Inca paragraph for Codex Project |
| Morphology: Practice Root <i>tract</i> | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 14.3
<input type="checkbox"/> Practice Root <i>tract</i> Chart |
| Spelling: Practice Spelling Words | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 14.4 |
| Take-Home Material | | | |
| Language | | | <input type="checkbox"/> Activity Pages 14.2, 14.3 |

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively you may access a digital version of The Big Question in the digital components for this unit.

Language

Grammar

- Write the following sentences on the board/chart paper:
 - Cuzco was the center of the Inca Empire.
 - The Inca built palaces, temples, and government buildings with stone.
 - The Temple of the Sun was for priests, the Sapa Inca and his family, and acllas.
 - Atahualpa and Huascar fought for control of the Inca Empire.
 - Francisco Pizarro searched for gold.
 - The Inca Empire was the largest pre-Columbian empire in the Americas.
 - Machu Picchu is “the city in the clouds.”
 - The Inca left no written records of their empire.

Morphology

- Write the following word choices on the board/chart paper corresponding to the sentences in the following Practice Root *tract* Chart. Alternatively, you may access a digital version in the digital components for this unit.

| Word Choices | Sentences |
|---|--|
| 1. <i>distract, subtract, detract, attract</i> | 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. <i>refill, retract, distract, disconnect</i> | 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. <i>actor, inspector, tractor, sailor</i> | A ___ is often used in farming to help with a variety of tasks, like moving hay or plowing fields. |

| | |
|---|---|
| 4. <i>disobeyed, disliked, discolored, distracted</i> | The dog was fetching a bone until he became ___ by a ball and ran the other way. |
| 5. <i>attract, detract, retract, extract</i> | 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. <i>attracted, subtracted, extracted, detracted</i> | The wool of vicuñas ___ Inca royalty because it was much finer than the wool of llamas and alpacas. |
| 7. <i>subtract, detract, extract, retract</i> | Archaeologists work to ___ information from sites like Machu Picchu in order to learn about the Inca civilization. |

Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Start Lesson

Lesson 14: Comparing and Contrasting Myths

Reading



Primary Focus: Students will identify and explain the similarities and differences between particular Maya, Aztec, and Inca creation myths. [RL.5.9]

REVIEW THE CHAPTER (10 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 13.2, which was assigned for homework.
- Remind students that “The Five Suns” and “Viracocha, Creator of All Things” are creation myths. Remind students that “The Place of the Prickly Pear Cactus” and “The Founding of Cuzco” are homeland myths.

Think-Pair-Share. In what ways are the creation and homeland myths similar? How would you describe the difference between a creation myth and a homeland myth?

- » They are both stories that people told long ago to help explain how and why things happened; they have some historical information. A creation myth tells how people came to be on the earth. A homeland myth explains how the first people came to find the place where they settled.

Activity Page 13.2



Challenge

Ask students to think of other things important enough that people may want to explain them in a myth.



Check for Understanding

Circulate among student pairs and listen to discussion. Have students share out thoughts and ideas in the whole group. If students do not identify the similarities and differences listed below, make sure to remind students of these myth characteristics.

Note: The Review relates to The Big Question of the chapter.

- Tell students they will reread Chapter 9, “Myths of the Aztec and the Inca.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

ACADEMIC VOCABULARY

engulf, v. to surround or cover completely (engulfed) (65)

navigable, adj. deep and wide enough for ships to pass through (67)

emerge, v. to come into view (emerged) (67)

recede, v. to move back (receded) (67)

staff, n. a pole or rod used as a sign of authority or as support when walking (71)

suitable, adj. having the right qualities (71)

pierce, v. to make a hole in something (71)

- Remind students they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - How did the Aztec and Inca explain the creation of their land and people?

READ: “MYTHS OF THE AZTEC AND THE INCA” (20 MIN.)

- Pair students to read and discuss the chapter.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions for students to periodically stop and discuss the answers with their partners.
- Share the pronunciations for the following names:

| Pronunciation Table | |
|---------------------|--------------------------------------|
| Word | CK Code |
| Tezcatlipoca | /tes*kat*lee*poe*kə/ |
| Quetzalcoatl | /ket*sol*koe*otl/ |
| Chalchiuhtlicue | /chal*choo*lae*kue/ |
| Nanahuatzin | /na*not*sin/ |
| Huitzilopochtli | /weet*zip*oe*poecht*lee/ |
| Culhua | /kul*wə/ or /kool*wə/ |
| Viracocha | /veer*ə*koe*chə/ or /beer*ə*koe*chə/ |
| Titicaca | /ti*tee*ko*ko/ |

- Have students complete Activity Page 14.1 with their partners after reading.

LESSON WRAP-UP (10 MIN.)

Chapter Discussion

- Review the correct answers to Activity Page 14.1 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located.
1. What evidence is there in the text, captions, and images that suggests an eagle perched on a cactus and grasping a snake is an important image to the people of Mexico today? (page 66)
 - » This image is on Mexico’s flag today.



Reading Literature Reading/Viewing Closely

Entering/Emerging

Pair student with a strong partner. Preview questions on Activity Page 14.1, clarifying directions and unknown words.

Transitioning/Expanding

Pair student with a capable partner. Check for student understanding of directions and questions on Activity Page 14.1.

Bridging

Check for student understanding of directions and questions on Activity Page 14.1.

Activity Page 14.1



Support

Have students review what the text says about the cactus and eagle before they consider the images.

- Part A: Both the Maya creation myth, “The Creation of the Earth and Its People,” and the Inca creation myth, “Viracocha, Creator of All Things,” include multiple attempts to create people. There are similarities and differences between the people created in the successful attempts in each myth. Based on what you learned from both stories, write “Maya” in the blank if the statement relates to the Maya creation myth, and write “Inca” in the blank if the statement relates to the Inca creation myth. Each statement applies to just one myth.

| | |
|---|------|
| Men, women, boys, and girls were all created at the same time. | Inca |
| At first, the vision of these people surpassed that of the gods. | Maya |
| Each group of people within the civilization was given a language, different songs, and different seeds to plant. | Inca |
| Men were created first, then women were created and they had children. | Maya |
| Over time, these people spread out over the land and formed different nations with different languages. | Maya |
| The people were taught how to live on the land in their homelands. | Inca |
| These thinking people praised and made sacrifices to the gods. | Maya |

(Pages 29, 30, 68, 69)

- Part B: What similarity or difference between the Maya creation myth and the Inca creation myth did you find the most interesting? Why? Be sure to include specific details from the text in your answer. (pages 25–30, 67–70)
 - » Answers may vary but should include evidence from the text and the page(s) where the evidence is found.



Check for Understanding

Collect Activity Page 14.1. Gather students who did not correctly identify civilizations in question 2b for a brief reteach. Direct students back to the text and cite textual evidence to support correct responses. Use the following questions to discuss the chapter.

Note: Question 1 relates to The Big Question of the chapter.

1. **Literal.** How did the Aztec and Inca explain the creation of their land and people?
 - » The Aztec and Inca explained the creation of their land and people through myths. Myths are traditional stories passed down from one generation to the next. According to the myths, gods created people. They also chose the locations where the civilizations would begin and guided people to find those locations.
2. **Evaluative.** Think-Pair-Share. Of all of the Maya, Aztec, and Inca myths you have read in this unit, which did you like best? Be sure to share with your partner specific details that explain your choice.

WORD WORK: EMERGE (5 MIN.)

1. In the chapter you read, “Then Viracocha emerged from the waters of Lake Titicaca, high in the Andes Mountains.”
2. Say the word *emerge* with me.
3. To emerge means “to come into view.”
4. My father emerged in the doorway when I called his name.
5. What are some other examples of things that emerged? Try to use the word *emerged* in your response.
 - Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “___ emerged when ___.”
6. What part of speech is the word *emerge*?
 - » verb

Note: Use a Making Choices activity for follow-up.

- I am going to read several sentences. If the sentence I read is an example of something that emerged, say, “___ emerged.” If the sentence I read is not an example of something that emerged, say, “___ did not emerge.”
1. The stone I dropped into the lake water sank right to the bottom.
 - » The stone did not emerge.
 2. A baby owl appeared in the large hole in the tree where I thought there might be a nest.
 - » The baby owl emerged.

3. The sun suddenly came out from behind the cloud.
 - » The sun emerged.
 4. My brother needed to concentrate on his homework, so he went into his room and closed the door.
 - » My brother did not emerge.
 5. The fish suddenly leaped out of the water into the air.
 - » The fish emerged.
-

Lesson 14: Comparing and Contrasting Myths

Language



GRAMMAR: PRACTICE ACTION VERBS AND LINKING VERBS (15 MIN.)

Primary Focus: Students will differentiate between action verbs and linking verbs and identify them in sentences. [L.5.1]

- As a class, read the sentences you prepared in advance:

Cuzco was the center of the Inca Empire.

The Inca built palaces, temples, and government buildings with stone.

The Temple of the Sun was for priests, the Sapa Inca and his family, and acllas.

Atahualpa and Huascar fought for control of the Inca Empire.

Francisco Pizarro searched for gold.

The Inca Empire was the largest pre-Columbian empire in the Americas.

Machu Picchu is “the city in the clouds.”

The Inca left no written records of their empire.

- Use the following guidelines for examining each sentence:
 - Remind students that the subject tells who or what the sentence is about.
 - Read the sentence and ask students to identify the subject.
 - Circle the subject.
 - Remind students that a linking verb connects the subject to words in the predicate. Remind students that an action verb shows action.
 - Ask students to identify whether the verb is an action verb or a linking verb.
 - If there is an action verb, underline it with a straight line.
 - If there is a linking verb, underline it with a wiggly line.
- Use the following chart as a reference for examining the sentences.

| Sentence | Subject | Linking Verb | Action Verb |
|---|------------------------------|---------------------|--------------------|
| <i>Cuzco was the center of the Inca Empire.</i> | <i>Cuzco</i> | <i>was</i> | — |
| <i>The Inca built palaces, temples, and government buildings with stone.</i> | <i>The Inca</i> | — | <i>built</i> |
| <i>The Temple of the Sun was for priests, Sapa Inca and his family, and acllas.</i> | <i>The Temple of the Sun</i> | <i>was</i> | — |
| <i>Atahualpa and Huascar fought for control of the Inca Empire.</i> | <i>Atahualpa and Huascar</i> | | <i>fought</i> |
| <i>Francisco Pizarro searched for gold.</i> | <i>Francisco Pizarro</i> | | <i>searched</i> |
| <i>The Inca Empire was the largest pre-Columbian empire in the Americas.</i> | <i>The Inca Empire</i> | <i>was</i> | — |
| <i>Machu Picchu is “the city in the clouds.”</i> | <i>Machu Picchu</i> | <i>is</i> | — |
| <i>The Inca left no written records of their empire.</i> | <i>The Inca</i> | — | <i>left</i> |



Check for Understanding

Have students turn to the paragraph they wrote about the Inca for their Codex Project. Tell students to review their paragraph about the Inca and underline the linking verbs with a wiggly line and action verbs with straight lines. Circulate among students and observe student work. Gather students in need of re-teaching in a small group for a review of action verbs vs. linking verbs.

- Have students complete Activity Page 14.2 for homework.

MORPHOLOGY: PRACTICE ROOT *TRACT* (15 MIN.)

Primary Focus: Students will complete sentences by selecting the correct word with the root *tract*. [L.5.4b]



Language
Understanding Verbs
and Verb Phrases

Entering/Emerging

Clarify directions and provide 1:1 teacher support while student completes example 1.

Transitioning/Expanding

Clarify directions and unknown words and phrases.

Bridging

Check in with student to ensure that she or he understands directions for completing Activity Page 14.2 for homework.

- Review the definition of *root*.
 - A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning.
- Briefly review the root *tract* with students, reminding them that it means “to draw” or “to pull.”
- Direct students’ attention to the Practice Root *tract* Chart you prepared in advance.
- Tell students you will read a sentence aloud that is missing a word. Then students must decide which word from the four options in the chart best fits in the blank. Point out that the word choices are listed in the left column and the sentences are in the right column.
- Practice with the first sentence:
 1. 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.
- Have a student select the correct word to complete each sentence. (*subtract*, because it means to draw or take away from something) Ask remaining students to signal their agreement with their classmate’s answer with a thumbs-up or a thumbs-down. If students are having trouble, ask which words they could eliminate from the list to narrow down the options. Remind students of word meanings if necessary.



Language
Reading/Viewing Closely

Entering/Emerging

Clarify directions and provide 1:1 teacher support while student completes the challenge activity.

Transitioning/Expanding

Clarify directions and unknown words and phrases.

Bridging

Check in with student to ensure that he or she understands directions in order to complete Activity Page 14.3 for homework.

Activity Page 14.3



Activity Page 14.4



- Continue in this manner with the remaining as time permits.
- 2. The local news reporter does careful research and fact checking before reporting a story so there is less of a chance that he would have to ___ the story later due to misinformation.
 - » retract
- 3. A ___ is often used in farming to help with a variety of tasks, like moving hay or plowing fields.
 - » tractor
- 4. The dog was fetching a bone until he became ___ by a ball and ran the other way.
 - » distracted
- 5. We didn't let the cold weather ___ from our time spent playing in the park; we just bundled up in many layers of clothes.
 - » detract
- 6. The wool of vicuñas ___ Inca royalty because it was much finer than the wool of llamas and alpacas.
 - » attracted
- 7. Archaeologists work to ___ information from sites like Machu Picchu in order to learn about the Inca civilization.
 - » extract
- Have students turn to Activity Page 14.3. Briefly review the directions and have students complete it for homework. Remind students to read the sentences carefully, as not all the answers will be words with the root *tract*.

SPELLING: PRACTICE SPELLING WORDS (15 MIN.)

Primary Focus: Students will apply grade level phonics and word analysis skills in decoding and encoding targeted words. [RF.5.3]

- Tell students they will practice writing the spelling words. Remind students to use the Individual Code Chart while they practice.
- Have students turn to Activity Page 14.4. Explain that the spelling words are listed in the box on the activity page and on the board/chart paper from Lesson 11.



Language Reading/Viewing Closely

Entering/Emerging

Highlight the prefix *ir-*, *il-*, or *inter-* for each word in the word bank. Draw a key on Activity Page 14.4, outlining the meaning of the prefixes *ir-*, *il-* and *inter-*.

Transitioning/Expanding

Review the meanings of the prefixes *ir-*, *il-*, and *inter-* with the student. Clarify as needed.

Bridging

Ask student to tell you the meanings of the prefixes *ir-*, *il-*, and *inter-*. Clarify as needed.

Activity Pages 14.2 and 14.3



- Have students read example 1 silently and fill in the blank. After students complete example 1, call on one student to read it aloud with the spelling word in the blank. Ask students to signal their agreement with the answer with a thumbs-up or thumbs-down. Discuss the correct answer as a whole group to ensure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the table.
- Have students move on to example 2 and fill in the blank on their own.
- Have students complete the rest of the first section of the activity page in the same way.
- Have students work silently on the second section of the activity page. Call on a few students to share their sentences.
- Remind students that they will have a spelling assessment in the next lesson.

End Lesson

Lesson 14: Comparing and Contrasting Myths

Take-Home Material

LANGUAGE

- Have students complete Activity Pages 14.2 and 14.3 for homework.

15

Unit 2 Assessment

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Spelling (15 min.) | | | |
| Spelling Assessment | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 15.1 |
| Unit Assessment (75 min.) | | | |
| Unit Assessment for <i>Early American Civilizations</i> | Whole Group | 75 min. | <input type="checkbox"/> Activity Pages 15.2, 15.3
<input type="checkbox"/> Student Copy of Fluency Assessment (optional)
<input type="checkbox"/> Recording Copy of Fluency Assessment text, one for each student (optional)
<input type="checkbox"/> Fluency Scoring Sheet, one for each student (optional) |

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Cortes’s Letter to the King of Spain” and the Fluency Scoring Sheet.

Language

Grammar; Morphology

- Collect Activity Pages 14.2 and 14.3 to review and grade.

Start Lesson

Lesson 15: Unit 2 Assessment

Spelling



SPELLING ASSESSMENT (15 MIN.)

Note: This is a good opportunity to use the Tens scoring system to gather formative assessment data.

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: say the word, use it in a sentence, then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.
- After reading all the words, review the list slowly, reading each word once more.
- Collect all spelling assessments for grading later. Use of the template provided at the end of this lesson to identify and analyze students’ errors is highly recommended.

Activity Page 15.1



| Spelling Word | Example Sentence |
|------------------|---|
| 1. interaction | Watching the <u>interaction</u> between my dog and my cat can be very entertaining. |
| 2. irresponsible | My mom says it is <u>irresponsible</u> to throw things in the garbage that could be recycled. |

| | |
|------------------|--|
| 3. intercept | She was able to <u>intercept</u> the ball in football practice today. |
| 4. intercede | When the children were fighting over which board game to play, I decided to <u>intercede</u> and flip a coin to determine the game. |
| 5. irreplaceable | When her <u>irreplaceable</u> vase broke, my grandmother was very upset because it had been in our family for generations. |
| 6. illegal | The man was not aware that crossing the street without being in a crosswalk was <u>illegal</u> in the city until he received a ticket. |
| 7. international | The soccer player became an <u>international</u> superstar after he won the World Cup with his team. |
| 8. irrational | Some might say it is <u>irrational</u> to believe in aliens because it has not been proven that they exist. |
| 9. illegible | People often joke that our doctor's handwriting is <u>illegible</u> when she writes out prescriptions. |
| 10. irregular | I stopped taking the bus because it had a very <u>irregular</u> route and I couldn't depend on it to arrive on time. |
| 11. illogical | He decided the brainteaser must be <u>illogical</u> because he could not make sense of it no matter how long he tried. |
| 12. intersection | The city installed a traffic light at the busy <u>intersection</u> . |

Lesson 15: Unit 2 Assessment

Unit Assessment



UNIT ASSESSMENT FOR *EARLY AMERICAN CIVILIZATIONS* (75 MIN.)

Note: This is a good opportunity to use the Tens scoring system and to gather formative assessment data.

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections and answer questions about each. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.

Activity Page 15.2





Check for Understanding

Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Note to Teacher

The reading comprehension section of the Unit Assessment uses text adapted from the book *Inca Land: Explorations of the Highlands of Peru* by Hiram Bingham, published in 1922. Bingham was director of the Peruvian Expeditions of Yale University and the National Geographic Society, a member of the American Alpine Club, and a professor of Latin American history at Yale University. Bingham's book, which describes his expedition to Machu Picchu, was the first to bring this long-hidden site to the public's attention and has undoubtedly inspired many people to visit this historical area.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchievetheCore.org). These texts are considered worthy of students' time and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from the Early American Civilizations unit that students can draw on in service of comprehending the text.

FLUENCY (OPTIONAL)

- You may wish to assess students' fluency in reading using the selection "Cortés's Letter to the King of Spain."

Administration Instructions

- Turn to the student copy of "Cortés's Letter to the King of Spain" that follows these directions. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of "Cortés's Letter to the King of Spain" for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud, and that you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.

- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

| | |
|-------------------------------|---|
| Words read correctly | No mark is required. |
| Omissions | Draw a long dash above the word omitted. |
| Insertions | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| Words read incorrectly | Write an "X" above the word. |
| Substitutions | Write the substitution above the word. |
| Self-corrected errors | Replace original error mark with an "SC." |
| Teacher-supplied words | Write a "T" above the word (counts as an error). |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:
 1. **Literal.** What surrounded the Aztec capital city?
 - » water; specifically, a salt lake
 2. **Literal.** What are two things people sold in the Aztec market?
 - » Answers may vary, but could include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, or pottery.
 3. **Literal.** Along with the items for sale, name one other kind of building at the Aztec market.
 - » Possible answers are restaurants, barbershops, or a building like a courthouse.
 4. **Inferential.** Why were bridges important to the Aztec capital city?
 - » The capital city was surrounded by a lake; bridges served as the four entrances to the capital city; people and horses used the bridges to come and go.
- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word each student read at the one-minute mark.

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Pronunciation/Syllabication Chart

| Word | CK Code | Syllable Type |
|---------------|----------------------|---------------------------------------|
| irrational | /eer*ra*shən*əl/ | r-controlled*open*ə*ə |
| intercept | /in*ter*sept/ | closed*r-controlled*closed |
| illegal | /il*lee*gəl/ | closed*open*ə |
| international | /in*ter*na*shən*əl/ | closed*r-controlled*open*ə*ə |
| irresponsible | /eer*re*spon*si*bəl/ | r-controlled*open*closed*open*ə |
| illegible | /il*lej*i*bəl/ | closed*closed*open*ə |
| intersection | /in*ter*sek*shən/ | closed*r-controlled*closed*ə |
| irregular | /eer*reg*ue*ler/ | r-controlled*closed*open*r-controlled |
| interaction | /in*ter*ak*shən/ | closed*r-controlled*closed*ə |
| illogical | /il*loj*i*kəl/ | closed*closed*open*ə |
| irreplaceable | /eer*re*plaes*ə*bəl/ | r-controlled*ə*digraph*ə*ə |
| intercede | /in*ter*seed/ | closed*r-controlled*ə |

- Students might make the following errors:
 - words with prefix *il-*: using one *l* instead of *ll*
 - words with prefix *ir-*: using one *r* instead of *rr*
 - words with *-tion*: using *shun* instead of *tion*
- Although any of the above student-error scenarios may occur, other misspellings are possible. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels?
Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllabic words, but not single-syllable words?

UNIT ASSESSMENT ANALYSIS

The reading comprehension assessment texts adapted from the book *Inca Land: Explorations of the Highlands of Peru* by Hiram Bingham have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity” (CoreStandards.org/resources). Both selections fall within the Common Core 4–5 Grade Band.

Reading Comprehension Answer Key

Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item | Correct Answer | Standards | | | | | | |
|---|---|---|---|--|---|---|---|------------------------------|
| *1 Part A
<i>Inferential</i> | A | RI.5.1,
RI.5.4 | | | | | | |
| *1 Part B
<i>Literal</i> | C, D | RI.5.1,
RI.5.4 | | | | | | |
| *2 Part A
<i>Inferential</i> | B | RI.5.1,
RI.5.3 | | | | | | |
| *2 Part B
<i>Literal</i> | Paragraph 4 | RI.5.1,
RI.5.3 | | | | | | |
| 3 <i>Literal</i> | <table border="1"> <thead> <tr> <th>Evidence from the text for why someone should have discovered Machu Picchu sooner</th> <th>Evidence from the text for why more people had not discovered Machu Picchu sooner</th> </tr> </thead> <tbody> <tr> <td>People believe that several explorers came close to Machu Picchu, but missed it.</td> <td>[The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures.</td> </tr> <tr> <td>In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at “Huaina-Picchu or Matcho-Picchu.”</td> <td>[The author] also had to wind [his] way through gigantic canyons into the dense jungles of the Amazon Basin</td> </tr> </tbody> </table> | Evidence from the text for why someone should have discovered Machu Picchu sooner | Evidence from the text for why more people had not discovered Machu Picchu sooner | People believe that several explorers came close to Machu Picchu, but missed it. | [The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures. | In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at “Huaina-Picchu or Matcho-Picchu.” | [The author] also had to wind [his] way through gigantic canyons into the dense jungles of the Amazon Basin | RI.5.1,
RI.5.2,
RI.5.8 |
| Evidence from the text for why someone should have discovered Machu Picchu sooner | Evidence from the text for why more people had not discovered Machu Picchu sooner | | | | | | | |
| People believe that several explorers came close to Machu Picchu, but missed it. | [The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures. | | | | | | | |
| In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at “Huaina-Picchu or Matcho-Picchu.” | [The author] also had to wind [his] way through gigantic canyons into the dense jungles of the Amazon Basin | | | | | | | |
| 4 <i>Literal</i> | In that year, Agustín Lizárraga wrote his name on the walls of one of the finest buildings. | RI.5.1,
RI.5.8 | | | | | | |
| 5 <i>Inferential</i> | C | RI.5.1,
RI.5.4 | | | | | | |
| 6 <i>Evaluative</i> | D | RI.5.1,
RI.5.2,
RI.5.8 | | | | | | |

Grammar Answer Key

- For items 7, 8, 12, 13, and 14, see the Answer Key in Teacher Resources for placement of circles and underlines.
7. Archaeologists | study the remains of past civilizations.
 - Circled: *Archaeologists*. Wiggly-underlined: *study the remains of past civilizations*.
 8. Spanish letters and records | provide information about early American civilizations.
 - Circled: *Spanish letters and records*. Wiggly-underlined: *provide information about early American civilizations*.
 - Answers may vary for items 9–11, but should combine the two sentences using a word or phrase that compares or contrasts.
 9. Answers may vary but should combine the two sentences using a word or phrase that contrasts.
 10. Answers may vary but should combine the two sentences using a word or phrase that compares.
 11. Answers may vary but should combine the two sentences using a word or phrase that contrasts.
 12. The Inca divided their empire into four quarters. Some quarters were larger than others.
 - Circled: *The Inca* and *Some quarters*. Wiggly-underlined: *were*.
 13. The Inca lived in the Andes Mountains. The Andes Mountains are high and tall.
 - Circled: *The Inca* and *the Andes Mountains*. Wiggly-underlined: *are*.
 14. The tropics are near the Equator. Mesoamerica lies north of the Equator.
 - Circled: *The tropics* and *Mesoamerica*. Wiggly-underlined: *are*.

Morphology Answer Key

15. regular
16. logical
17. international
18. interact
19. extract
20. attract

Optional Fluency Assessment

- The following is the text for the Optional Fluency Assessment, “Cortés’s Letter to the King of Spain.” Turn to this copy of the selection each time you administer this assessment.
- You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need to have one for each student you assess.

Student Name _____ Date _____

Fluency Scoring Sheet

| | |
|--|------------------------------------|
| | Words Read in One Minute |
| | Uncorrected Mistake in One Minutes |
| | W.C.P.M. |

| W.C.P.M. | National Percentiles for Fall,
Grade 5 |
|------------------------------------|---|
| 166 | 90th |
| 139 | 75th |
| 110 | 50th |
| 85 | 25th |
| 61 | 10th |
| Comprehension Total _____/4 | |

CORTÉS'S LETTER TO THE KING OF SPAIN

The Aztec capital city is made up of two islands that sit in the middle of a salt lake. There are four entrances to this huge city. People use large bridges to cross over the lake into the city. The bridges are so wide that as many as ten horses walking side by side could cross them. The main streets are very wide and straight. Some of the smaller streets are made of land and some are made of water, similar to streams or canals. The people of the city use canoes to travel in the streets made of water.

There are several main squares, all of which contain markets. One of the squares is very large. On any given day there are thousands of people in it buying and selling things. Because there are so many different kinds of products, it would be impossible to name every single thing. Some of the items include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, pottery, and much more! Along with all the items that are for sale, there are also restaurants and barber shops. A building, like a courthouse, also sits in the market. People in this building are like judges, resolving arguments and ordering punishment for criminals.

Recording Copy

Cortés's Letter to the King of Spain

The Aztec capital city is made up of two islands that sit in the middle of a salt lake. There are four entrances to this huge city. People use large bridges to cross over the lake into the city. The bridges are so wide that as many as ten horses walking side by side could cross them. The main streets are very wide and straight. Some of the smaller streets are made of land and some are made of water, similar to streams or canals. The people of the city use canoes to travel in the streets made of water.

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Word Count: 210

Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.
1. Count the Words Read in One Minute. This is the total number of words that the student read, or attempted to read, in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled "Words Read in One Minute."
 2. Count the Uncorrected Mistakes in One Minute. You noted these in the Recording Copy. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled "Uncorrected Mistakes in One Minute" on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
 3. Subtract the Uncorrected Mistakes in One Minute from the Words Read in One Minute to get the Words Correct. Write the number in the box labeled "W.C.P.M." Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.
- As you evaluate W.C.P.M. scores, here are some factors to consider:
 - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with those of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administer the assessment during the fall of Grade 5, and a student scores 100 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

| Percentile | Fall W.C.P.M | Winter W.C.P.M | Spring W.C.P.M |
|------------|--------------|----------------|----------------|
| 90 | 166 | 182 | 194 |
| 75 | 139 | 156 | 168 |
| 50 | 110 | 127 | 139 |
| 25 | 85 | 99 | 109 |
| 10 | 61 | 74 | 83 |

Reference

- Hasbrouck, Jan and Gerald A. Tindal. "Oral fluency norms: A valuable assessment tool for teachers." *The Reading Teacher* 59 (2006): 636–44.

~~~~~End Lesson~~~~~

# Pausing Point

## CONTENT ASSESSMENT

- Make sure each student has a copy of Activity Page PP.2. You may have collected this activity page from students at the beginning of the unit.
- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately 30 minutes to 45 minutes.
- Tell students to read and answer the questions about what they have learned about Early American Civilizations. Encourage students to do their best and to review their work once they are finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Use the Remediation and Enrichment suggestions on the following page to plan activities for the remainder of the first Pausing Point day.

## CONTENT ASSESSMENT ANSWER KEY

- |                                                          |                           |
|----------------------------------------------------------|---------------------------|
| 1. A                                                     | 11. D                     |
| 2. Left box: Aztec; Right box: Maya;<br>Bottom box: Inca | 12. B                     |
| 3. D                                                     | 13. C                     |
| 4. B                                                     | 14. A, B, D, F, G         |
| 5. C                                                     | 15. B, D                  |
| 6. B                                                     | 16. A, C                  |
| 7. D                                                     | 17. B, C                  |
| 8. Technotitlán; Cuzco                                   | 18. C                     |
| 9. D                                                     | 19. A                     |
| 10. D                                                    | 20. E. Cortés; C. Pizarro |

## PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use three days of this unit to address results of the Content Assessment, Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and Spelling Assessment.

### Activity Page PP.2



Reading  
Informational Texts  
Reading/viewing closely

### Entering/Emerging

Allow student to take assessment 1:1 with teacher direction and support. Provide additional time as needed.

### Transitioning/Expanding

Allow student to take assessment in small group setting. Provide additional time as needed.

### Bridging

Preview/review instructions to ensure understanding of task. Provide additional time as needed.



## REMEDIATION

### Content

Students may be assigned PP.3-PP.8 to address specific skills.

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Grammar and Morphology, Spelling, and Writing, refer to the Program Guide.

## ENRICHMENT

If students have mastered the content and skills in the Early American Civilizations unit, their experience with the domain concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. One selection, “A Spanish Conqueror’s Impressions,” is an adaptation of a letter that Cortés wrote to Charles V, the king of Spain, describing the Aztec city of Tenochtitlán and its advanced civilization. Students will also be fascinated by “Ice Maiden of the Andes,” an account of the unexpected discovery of an ancient Inca mummy. The Activity Book contains activity pages (E1.1-E2.1) students can complete as they read these selections.
- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
  - In what ways is pok-a-tok similar to and different from modern games that people play today?
  - From my research about the quetzal bird, I learned \_\_\_\_.
  - The Inca people adapted to the high mountains in which they lived by \_\_\_\_.
  - My favorite mythological character in Maya, Aztec, and Inca was \_\_\_\_ because \_\_\_\_.
  - I would have liked/not liked to live in the ancient \_\_\_\_ civilization because \_\_\_\_.
  - If I had lived in one of these civilizations, I would have wanted to \_\_\_\_ because \_\_\_\_.
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

# Teacher Resources

**In this section, you will find:**

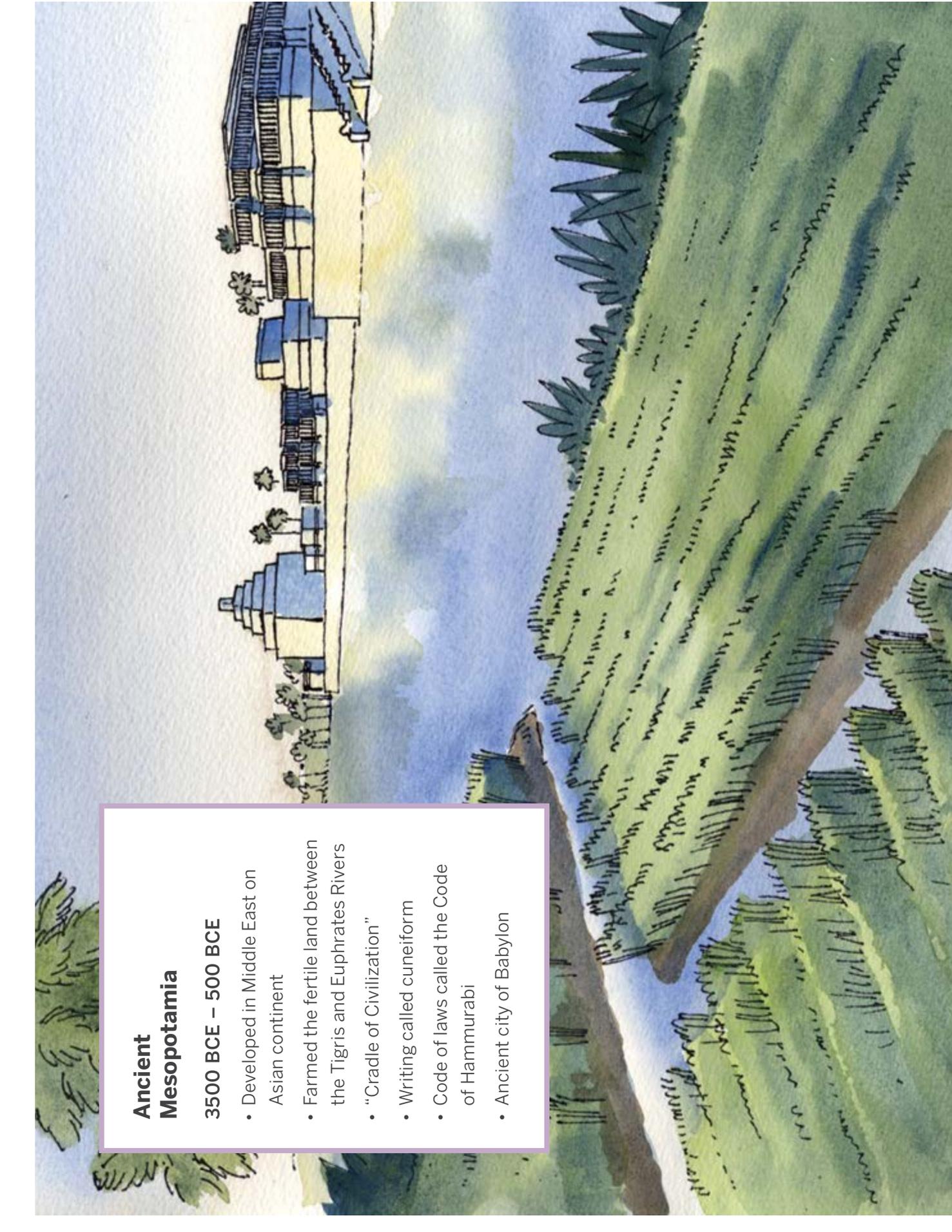
- Core Connections Civilization Cards
- Pronunciation Guide for Maya, Aztec, and Inca
- Glossary for Maya, Aztec, and Inca
- Codex Project Rubric
- Editing Checklist
- Resources for the Enrichment selections in Maya, Aztec, and Inca
- Activity Book Answer Key

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## CORE CONNECTIONS CIVILIZATION CARDS

The following five pages are the Civilization Cards for the Core Connections lesson in Lesson 1.





## Ancient Mesopotamia

3500 BCE – 500 BCE

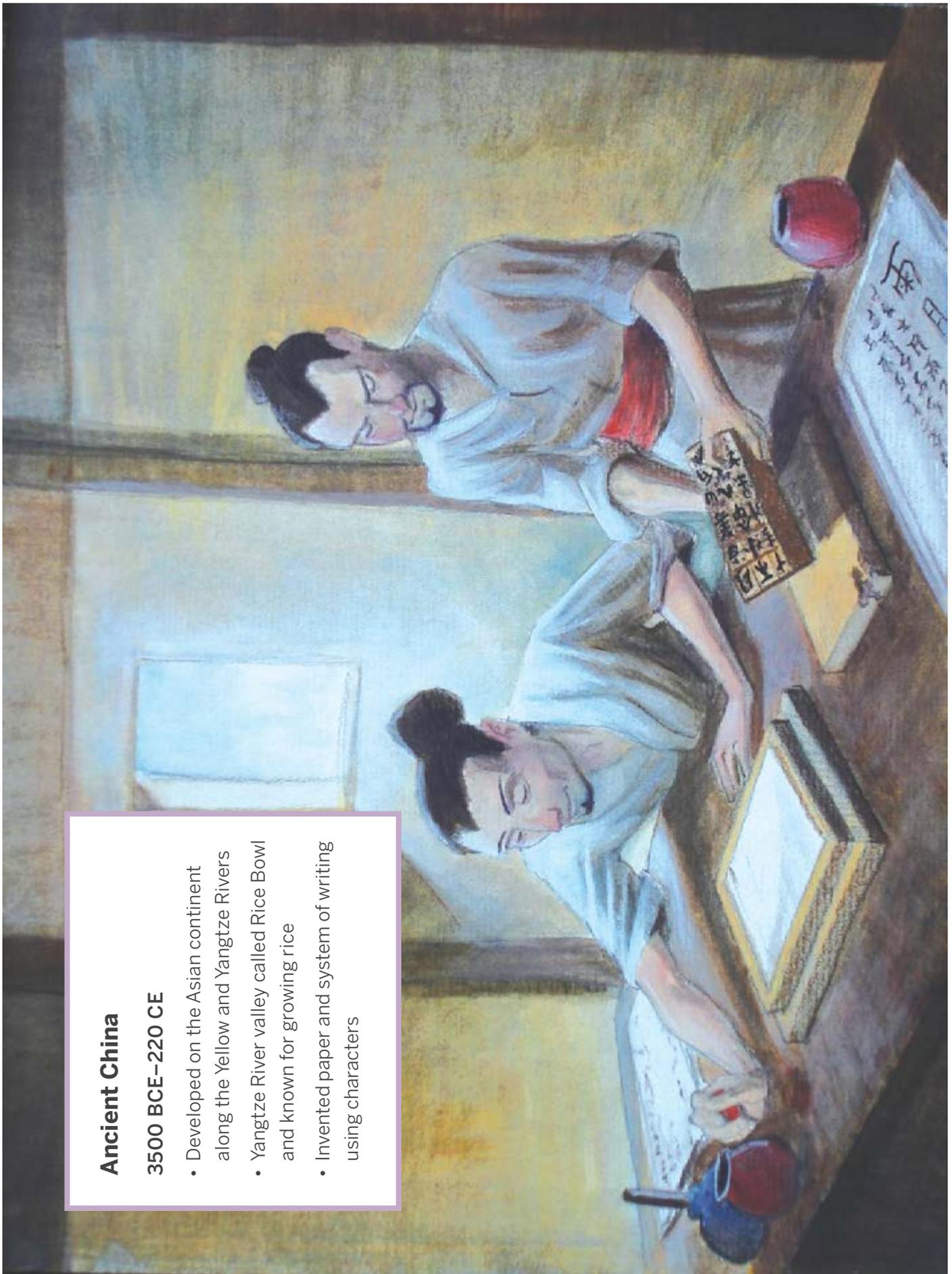
- Developed in Middle East on Asian continent
- Farmed the fertile land between the Tigris and Euphrates Rivers
- “Cradle of Civilization”
- Writing called cuneiform
- Code of laws called the Code of Hammurabi
- Ancient city of Babylon



## 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

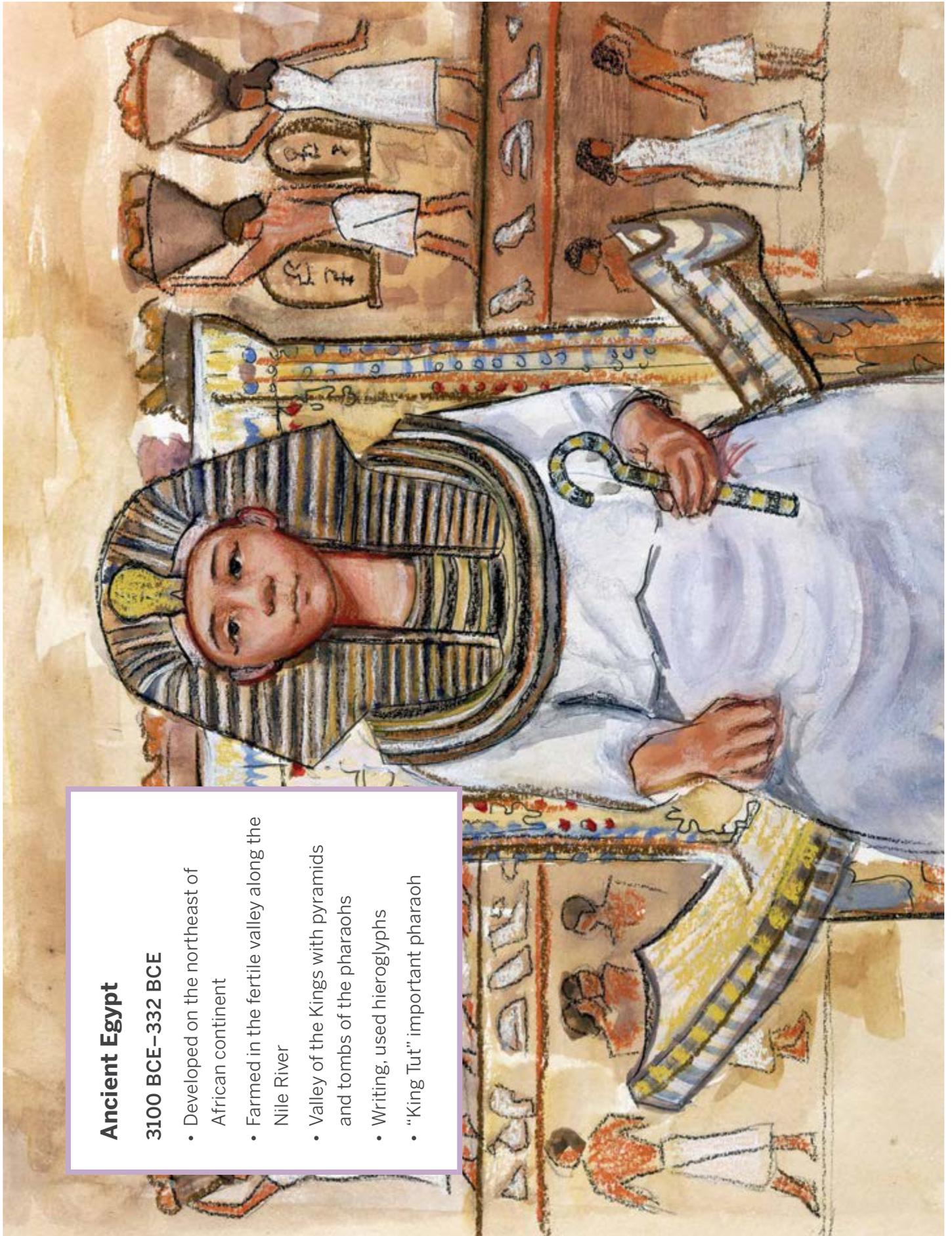




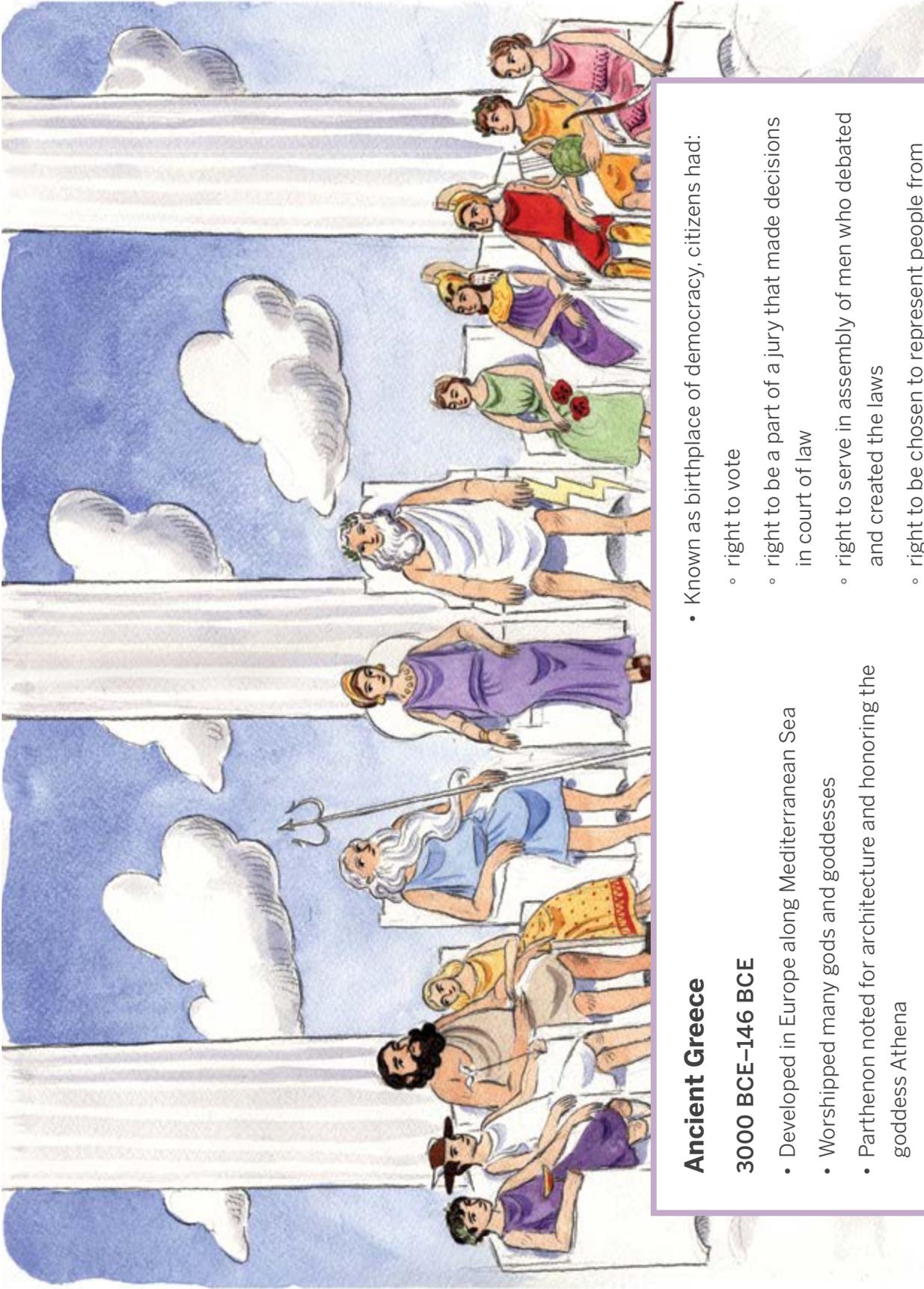
## Ancient Egypt

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

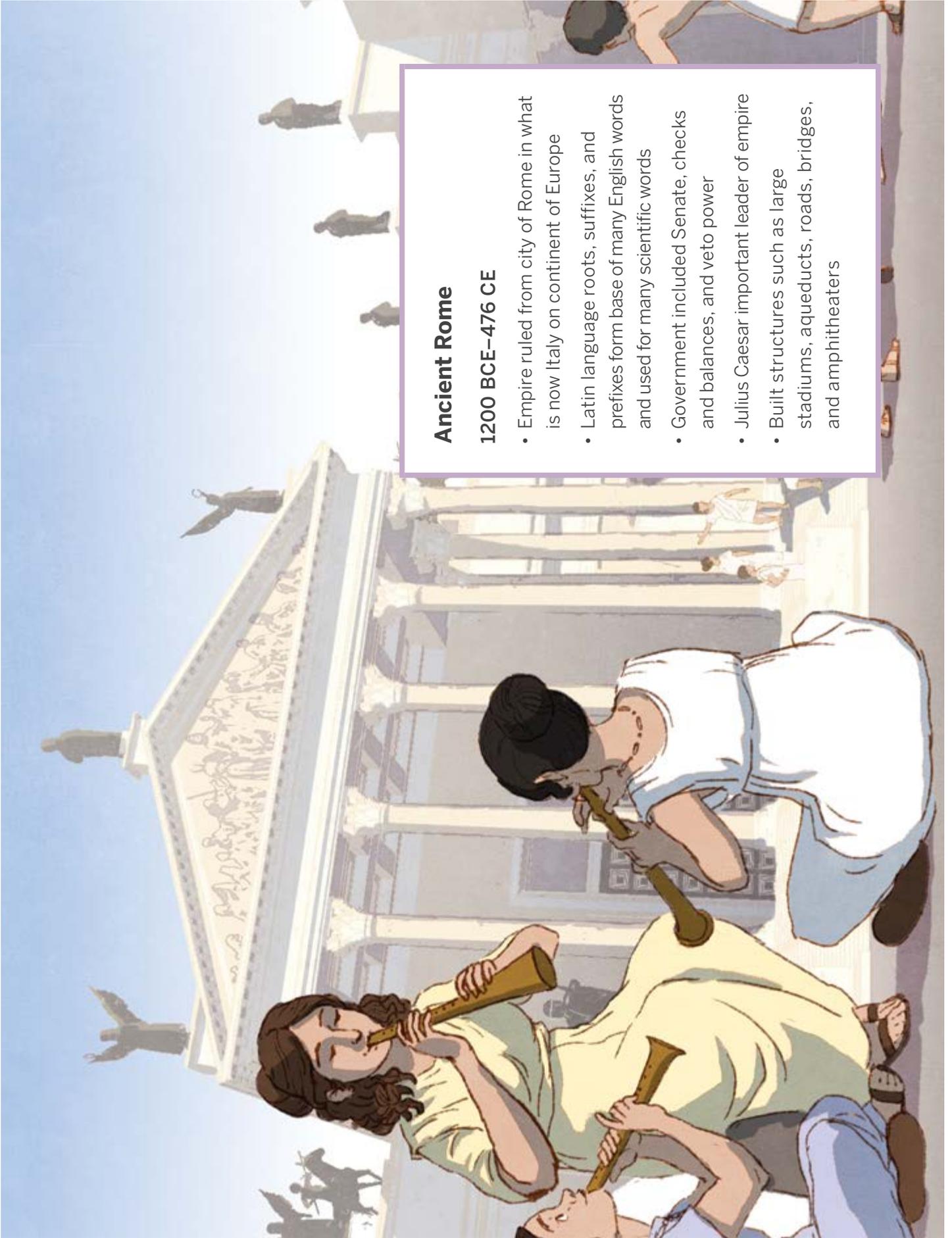
### 3000 BCE–146 BCE

- 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

## PRONUNCIATION GUIDE FOR MAYA, AZTEC, AND INCA

The following are pronunciations for unique words in the order they first appear in *Maya, Aztec, and Inca*, translated into Core Knowledge code. Syllables are divided with an asterisk (\*). When two pronunciations are provided, the first is the English pronunciation and the second is the Spanish pronunciation.

| <b>Chapter 1</b> |                      |
|------------------|----------------------|
| Tigris           | /tie*gres/           |
| Euphrates        | /ue*frae*teez/       |
| Mesoamerica      | /me*soe*ə*maer*i*kə/ |
| Belize           | /bə*leez/            |
| Yucatán          | /ue*kə*tan/          |

| <b>Chapter 2</b> |                        |
|------------------|------------------------|
| Désiré Charnay   | /dez*er*ae/ /shar*nae/ |
| Chichén Itzá     | /chee*chen/ /eet*sə/   |
| quetzal          | /ket*sol/              |
| Bonampak         | /boe*nom*pok/          |

| <b>Chapter 3</b>      |                               |
|-----------------------|-------------------------------|
| Knorosov              | /ne*roe*su/                   |
| Palenque              | /pə*leng*kae/                 |
| K'inich Janaab' Pakal | /kin*ik/ /jo*nab/ /pa*kəl/    |
| Lhuillier             | /loo*lee*ae/ or /loo*ee*yaer/ |

| <b>Chapter 4</b> |                                      |
|------------------|--------------------------------------|
| Popol Vuh        | /po*pəl/ or /poe*pəl/ /voo/ or /boo/ |
| Tepew            | /tae*pae*ue/                         |
| Q'uk'umatz       | /goo*koo*mots/                       |

**Chapter 5**

|                 |                                                |
|-----------------|------------------------------------------------|
| Tenochtitlán    | /te*nok*tit*lan/ or /tee*noch*teet*lan/        |
| Texcoco         | /tex*koe*koe/                                  |
| chinampa        | /chee*nam*pə/                                  |
| Huitzilopochtli | /weet*zip*oe*poecht*lee/                       |
| Tlaloc          | /tlo*lok/                                      |
| calpullin       | /kow*pool*yin/                                 |
| calpulli        | /kow*pool*yae/                                 |
| ullamaliztli    | /oo*lo*mə*leet*lee/ or<br>/oo*ya*mə*leest*lee/ |
| maguey          | /ma*gee/ or /ma*gae/                           |

**Chapter 6**

|           |                                   |
|-----------|-----------------------------------|
| tlatoani  | /tla*toe*o*nee/                   |
| Moctezuma | /mo*te*zoo*mə/ or /maw*te*soo*mə/ |
| cacao     | /kə*kow/                          |
| Veracruz  | /vaer*ə*crooz/ or /baer*ə*kroos/  |

**Chapter 7**

|              |                                |
|--------------|--------------------------------|
| Cuzco        | /kooz*koe/                     |
| Quechua      | /kwe*choo*wə/ or /kae*choo*wə/ |
| Tawantinsuyu | /ta*wab*ten*soo*ue/            |
| manioc       | /man*ee*ok/                    |
| quinoa       | /keen*wo/                      |
| ayllu        | /ie*yoo/                       |
| mita         | /mee*tə/                       |
| quipu        | /kee*poo/                      |
| Quito        | /kee*toe/                      |

**Chapter 8**

|              |                                         |
|--------------|-----------------------------------------|
| Manco Capac  | /man*koe/ /ko*po*kə/                    |
| Coricancha   | /kor*ee*kan*chə/                        |
| acllas       | /ak*yəs/                                |
| vicuña       | /vi*koo*nə/ or /bee*koo*nə/             |
| Pachacuti    | /po*chə*koo*tee/                        |
| Sacsahuaman  | /sak*sə*hue*man/ or<br>/sak*sə*woo*man/ |
| Atahualpa    | /at*ə*wel*pə/                           |
| Huascar      | /wəs*kar/                               |
| Huayna Capac | /wie*no/ /ko*po*kə/                     |
| Machu Picchu | /mo*choo/ /pee*choo/                    |

**Chapter 9**

|                 |                                      |
|-----------------|--------------------------------------|
| Tezcatlipoca    | /tes*kat*lee*poe*kə/                 |
| Quetzalcoatl    | /ket*sol*koe*otl/                    |
| Chalchiuhtlicue | /chal*choo*lae*kue/                  |
| Nanahuatzin     | /na*not*sin/                         |
| Huitzilopochtli | /weet*zip*oe*poecht*lee/             |
| Culhua          | /kul*wə/ or /kool*wə/                |
| Viracocha       | /veer*ə*koe*chə/ or /beer*ə*koe*chə/ |
| Titicaca        | /ti*tee*ko*ko/                       |

**Enrichment Selection: “Ice Maiden of the Andes”**

|                |                       |
|----------------|-----------------------|
| Johan Reinhard | /yoe*hon/ /rien*hart/ |
| Miguel Zarate  | /mee*gel/ /sə*rot*ae/ |
| Arequipa       | /aer*ə*kee*pə/        |

# Glossary

## A

**ambassador, n.** a person sent to represent his or her government in another land (ambassadors)

**apparent, adj.** easy to see or understand

**appointed, adj.** established or chosen in an official way

**arid, adj.** dry and having little rain

**artificially, adv.** in a way that does not exist in nature

**artisan, n.** a person who is skilled at making things by hand; a craftsman (artisans)

## B

**bustling, adj.** busy with activity

## C

**cenote, n.** a natural well formed from a sinkhole (cenotes)

**city-state, n.** a city, and the area surrounding it, that governs itself (city-states)

**commerce, n.** the buying and selling of goods and services

**commoner, n.** a person who is not part of the noble class (commoners)

**condemn, v.** to say in a strong way that something is bad or wrong (condemned)

**conservatory, n.** a special room used for growing plants (conservatories)

**contagious, adj.** able to be passed between people or animals

**creation, n.** the act of making something new

**culture, n.** the beliefs, traditions, and way of life shared by a group of people

## D

**descendant, n.** a relative of someone who lived in the past (descendants)

**disperse, v.** to spread apart in different directions (dispersed)

**distinct, adj.** different in a noticeable way (distinctive)

**diverse, adj.** made up of different people or things

**domesticate, v.** to raise and train animals to live around humans (domesticated)

**dominance, n.** the state of being more important, successful, or powerful than most or all others

**dwindle, v.** to become smaller or lessen over time (dwindled)

## E

**elite, adj.** most successful, powerful, or wealthy

**emerge, v.** to come into view (emerged)

**emperor, n.** a ruler who has total control of a region

**empire, n.** a large territory or group of people under the total control of one ruler or government

**engulf, v.** to surround or cover completely (engulfed)

**epidemic, n.** a sudden, widespread illness

## F

**fleece, n.** the woolly coat of a sheep or related animal

**flourish, v.** to be successful (flourished)

**fragile, adj.** easily broken

---

**G**

**game, n. 1.** animals that are hunted; 2. an activity done for pleasure or sport

**generation, n.** a group of people born and living at the same time (generations)

**grueling, adj.** very difficult and tiring

---

**H**

**habitable, adj.** fit to live in

---

**I**

**incessant, adj.** continuing without stopping

**indigenous, adj.** produced, living, or existing naturally in a particular area

**interpret, v.** to explain or determine the meaning of something

**irrigate, v.** to supply water using pipes or channels

**isthmus, n.** a narrow piece of land that connects two larger pieces of land

---

**L**

**lavish, adj.** much more than is needed, especially to show

**litter, n. 1.** a covered bed with long poles at the bottom for carrying someone of high importance; 2. trash lying on the ground; 3. a group of baby animals born at the same time

**lush, adj.** healthy and full

---

**M**

**magistrate, n.** a local government official similar to a judge (magistrates)

**marsh, n.** soft, wet land often overgrown with grasses (marshes)

**might, n.** power or force

**mortar, n.** a wet substance that hardens as it dries to hold bricks or stones together

---

**N**

**navel, n.** belly button

**navigable, adj.** deep and wide enough for ships to pass through

**nourishment, n.** food and other things that are needed to live and be healthy

**nurture, v.** to care for something or someone so that it/he flourishes

---

**O**

**orderly, adj.** arranged in a neat, tidy way

---

**P**

**peaked, adj.** pointed

**penetrate, v.** to go through or into something

**pierce, v.** to make a hole in something

**primitive, adj.** simple and basic

**procession, n.** a group of people or vehicles moving together as part of a ceremony

**pulley, n.** a simple machine made of a wheel or set of wheels used with a rope or chain to raise and lower objects (pulleys)

---

**Q**

**quarrel, n.** an argument or disagreement

**quinoa, n.** a plant that grows in the Andes Mountains with seeds used as food or ground into flour

---

**R**

**recede, v.** to move back (receded)

**resentment, n.** a feeling of displeasure or anger about something unfair

**rigid, adj.** stiff and inflexible

---

---

**S**

**sacred, adj.** holy or deserving respect

**sieve, n.** a tool with small holes for separating big and small pieces (sieves)

**staff, n.** a pole or rod used as a sign of authority or as support when walking

**stucco, n.** a type of plaster used as decoration or to cover walls

**suitable, adj.** having the right qualities

**suspension bridge, n.** a crossing hung from cables attached to towers (suspension bridges)

**swampy, adj.** resembling wet spongy land often partly covered with water

**swift-footed, adj.** quick

**symbolize, v.** to stand for an idea or characteristic (symbolized)

---

**T**

**temple, n.** a building devoted to religious worship (temples)

**textile, n.** woven or knit fabric (textiles)

**topple, v.** to remove a government from power

**trade, 1. v.** to give something in exchange for something else; **2. n.** a job that requires special training or skills (traded)

**transport, v.** to carry from one place to another (transported)

**tunic, n.** a knee-length piece of clothing, like a simple dress (tunics)

---

**V**

**vast, adj.** large or great in size, amount, or extent

---

**W**

**warp, v.** to bend or twist out of shape

## CODEX PROJECT RUBRIC

|                               | <b>Exemplary</b>                                                   | <b>Strong</b>                                                      | <b>Developing</b>                                            | <b>Beginning</b>                                                  |
|-------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Introduction</b>           | 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                             |
| <b>Body</b>                   | 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 |
| <b>Conclusion</b>             | Sentence includes new thinking about the topic, such as an opinion | Sentence includes new thinking about the topic, such as an opinion | Sentence loosely relates to the topic                        | Sentence does not relate to the topic                             |
| <b>Structure of the Piece</b> | 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                     |

## EDITING CHECKLIST

| Editing Checklist                                                                                                                                                                                                                                                                                                                                                                                                                     | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p><b>MEANING</b></p> <ul style="list-style-type: none"><li>• Is correct grammar used?</li><li>• Sentences are complete with subject and predicate.</li><li>• Sentences are appropriate length (no run-ons).</li><li>• The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structures.</li><li>• Linking words are used appropriately to convey compare and contrast</li></ul> |       |
| <p><b>FORMAT</b></p> <ul style="list-style-type: none"><li>• Does the student use appropriate formatting for the piece of writing?</li><li>• All paragraphs are intended.</li><li>• Project title is on the front.</li><li>• Each codex page has a heading.</li><li>• Each page has an image with a caption.</li><li>• There is a reference list on the back following the format taught.</li></ul>                                   |       |
| <p><b>CAPITALS</b></p> <ul style="list-style-type: none"><li>• Is capitalization appropriately applied?</li><li>• All sentences begin with a capital letter.</li><li>• All proper nouns are capitalized.</li></ul>                                                                                                                                                                                                                    |       |
| <p><b>SPELLING</b></p> <ul style="list-style-type: none"><li>• Are all words spelled correctly?</li><li>• All Core Knowledge Code is spelled appropriately.</li><li>• Taught spelling words and morphology are spelled accurately.</li><li>• The student has been supported in identifying other misspellings to be looked up in reference sources as needed.</li></ul>                                                               |       |
| <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"><li>• Is punctuation appropriately applied?</li><li>• All sentences have appropriate ending punctuation.</li><li>• Commas, quotation marks, and apostrophes are all used correctly for the ways they have been taught.</li><li>• Titles in the reference list are underlined or in italics.</li></ul>                                                                     |       |

## RESOURCES FOR ENRICHMENT

The enrichment selections in Maya, Aztec, and Inca are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–9. You may want to assign these selections to students who need more challenging reading material. An introduction to the selections is provided. Core vocabulary is listed for each selection; these words are bolded in the Reader and appear in the glossary. Activity Page E1.1 corresponds with “A Spanish Conqueror’s Impressions.” Activity Page E2.1 corresponds with “Ice Maiden of the Andes.”

“A Spanish Conqueror’s Impressions” contains a translated letter written by Spanish explorer Hernán Cortés in 1520 to Charles V, the king of Spain. Cortés describes the Aztec people he has encountered and their way of life.

The following core vocabulary words are bolded in the selection and appear in the glossary. Remind students they can look up a word in the glossary if needed.

**topple, v.** to remove a government from power (72)

**orderly, adj.** arranged in a neat, tidy way (73)

**magistrate, n.** a local government official similar to a judge (magistrates) (73)

**conservatory, n.** a special room used for growing plants (conservatories) (74)

**apparent, adj.** easy to see or understand (75)

**lavish, adj.** much more than is needed, especially to show wealth (75)

| Vocabulary Chart for “A Spanish Conqueror’s Impressions” |                              |                                   |
|----------------------------------------------------------|------------------------------|-----------------------------------|
| Vocabulary Type                                          | Tier 3 Domain-Specific Words | Tier 2 General Academic Words     |
| Core Vocabulary                                          | magistrate conservatory      | topple orderly apparent<br>lavish |
| Spanish Cognates for Core Vocabulary                     | magistrado conservatorio     | aparente                          |
| Multiple-Meaning Core Vocabulary Words                   |                              |                                   |
|                                                          |                              |                                   |
| Sayings and Phrases                                      |                              |                                   |

“Ice Maiden of the Andes” describes the accidental discovery of an Inca mummy made by anthropologist Dr. Johan Reinhard during a climb in the Andes Mountains of Peru in 1995. This discovery provided valuable information about the ancient Inca and led to more discoveries in the region.

The following core vocabulary word is bolded in the selections and appears in the glossary. Remind students they can look up a word in the glossary if needed.

**grueling**, *adj.* very difficult and tiring (77)

| Vocabulary Chart for “Ice Maiden of the Andes” |                                 |                                  |
|------------------------------------------------|---------------------------------|----------------------------------|
| Vocabulary Type                                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Core Vocabulary                                |                                 | <b>grueling</b>                  |
| Spanish Cognates for Core Vocabulary           |                                 |                                  |
| Multiple-Meaning Core Vocabulary Words         |                                 |                                  |
|                                                |                                 |                                  |
| Sayings and Phrases                            |                                 |                                  |

| Enrichment Selection: “Ice Maiden of the Andes” |                       |
|-------------------------------------------------|-----------------------|
| Johan Reinhard                                  | /yoe*hon/ /rien*hart/ |
| Miguel Zarate                                   | /mee*gel/ /sə*rot*ae/ |
| Arequipa                                        | /aer*ə*kee*pə/        |

# ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.1** ACTIVITY PAGE

### Early American Civilizations Timeline

The timeline shows the following events:

- 12,000–5,000 BCE: Early Hunter-Gatherers
- 1800 BCE: Maya agricultural villages existed
- 250–900 CE: golden age of the Maya
- 800–900 CE: Maya civilization declines
- 1300s–1400s CE: Aztec capital Tenochtitlán
- 1438 CE: Inca Empire born
- 1492 CE: Columbus's first voyage to the Americas
- 1521 CE: Cortez defeats Aztec Empire
- 1532 CE: Pizarro invades Inca Empire
- 2000 CE: modern times

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** ACTIVITY PAGE

### Early American Civilizations Map

- Using the map on page 4 of *Maya, Aztec, and Inca* as a reference, label the map on the back of this page with the names provided in the word bank. Three of the boxes will be left blank to be labeled during subsequent lessons.
- Each of the regions in which the Maya, Aztec, and Inca civilizations developed is represented by shadings on the map, which are also noted in the map key.
  - Refer to the text on pages 4–5 in the Reader to identify the location of each civilization on the map. Place each civilization name—Maya, Aztec, and Inca—in the correct place in the key.
  - Use a yellow colored pencil to lightly shade the Maya region on the map and in the key.
  - Use a red colored pencil to lightly shade the Aztec region on the map and in the key.
  - Use a blue colored pencil to lightly shade the Inca region on the map and in the key.

Gulf of Mexico      Andes Mountains      Mexico  
Equator      Yucatán Peninsula      Caribbean Sea

The map shows the following geographical features and civilizations:

- North America:** Mexico, Gulf of Mexico, Atlantic Ocean
- Central America:** Yucatán Peninsula, Caribbean Sea
- Equator**
- South America:** Machu Picchu, Cuzco, Andes Mountains, Pacific Ocean

**Civilization Key**

- Maya
- Aztec
- Inca

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.4** TAKE-HOME  
CONTINUED

### The Rise of Early American Civilizations

Each box below contains a description of the geographical features of a region. On the line in each box, write the name of the early American civilization—Maya, Aztec, or Inca—which developed in the region described there.

Geographical Features of Different Regions

| Aztec                                                   | Inca                                         | Maya                                     |
|---------------------------------------------------------|----------------------------------------------|------------------------------------------|
| Valley of Mexico, surrounded by mountains and volcanoes | snow-capped peaks, deserts, and warm valleys | warm, humid rainforests and deep cenotes |

Match the term with its description and write the letter on the line. Refer to the text in the excerpt to confirm your answers.

- Andes Mountains
- Yucatán Peninsula
- Mesoamerica
- Central America
- Equator
- The isthmus that joins North and South America
- Mesoamerica lies north of this imaginary line drawn on maps and globes
- The mountain range where the Inca civilization began
- Includes parts of present-day Mexico and Central America
- A part of southern Mexico surrounded on three sides by water

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

**Golden Age of the Maya**

As you read Chapter 2, "The Golden Age of the Maya," complete the following charts and answer the question using complete sentences.

- In the following chart, the left side has words Charnay wrote in his journal about the rainforest. On the right side, his words have been paraphrased, or restated in different words. Fill in the blank spaces in the chart. The first one has been completed as an example.

| Words Charnay Wrote                                                | What Charnay's Words Mean                                             |
|--------------------------------------------------------------------|-----------------------------------------------------------------------|
| "The rain is incessant."                                           | It rains all the time.                                                |
| "a vegetable mold settles on our hats"                             | <b>Mold grows on our hats because of all the moisture in the air.</b> |
| <b>"We live in mud, we are covered in mud, we breathe in mud."</b> | There was mud everywhere.                                             |
| "The damp seems to penetrate the very marrow of our bones."        | <b>We feel the dampness deep inside our bodies.</b>                   |

Page(s) 8

- In the following chart, label groups of people and where they lived in relation to their position in society (how close they lived to the pyramid-temple complex).

| Groups of People  | Places Where They Lived  |
|-------------------|--------------------------|
| Farmers           | Next to the fields       |
| Kings and Priests | Largest Houses           |
| Craftsmen         | Palaces near city center |
| Nobles            | Smaller Homes            |

|                         | Pyramid-Temple Complex   |                |               |                    | Fields |
|-------------------------|--------------------------|----------------|---------------|--------------------|--------|
| Groups of People        | Kings and Priests        | Nobles         | Craftsmen     | Farmers            |        |
| Places Where They Lived | Palaces near city center | Largest Houses | Smaller Homes | Next to the fields |        |

Page(s) 9

- Barter system* refers to a way of trading or exchanging goods. Imagine that you live on the coast of the Gulf of Mexico and have traveled to a nearby city-state to trade. What item might you bring to trade, and what do you think would be a desirable item to get in exchange? Explain why you think this would be a good trade.

**Answers may vary but should include:** coastal salt or fish traded for an item from another part of the region; logical explanation for why this is a good trade using evidence from the text

**Challenge:** In your journal, write a dialogue of the barter, or trade, exchange between you and the person with whom you are trading. Be sure to reread the paragraph on page 11 and include information from the text. You may also wish to reread pages 12 and 13 for additional ideas to include.

**Answers may vary but should include information from the text about items to trade and dialogue of what would be said between the two people.**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**2.3** TAKE-HOME

**Subject and Predicate**

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: (Craftsmen) | lived in smaller homes.

- (Some Maya farmers) | cut terraces into the slopes of mountains.
- (The Maya) | used many rainforest plants for medicine.
- (The Spanish) | were in the Americas in search of riches.
- (The diverse landscape of Mesoamerica) | includes mountains, lowlands, and rainforests.
- (Maya) | used a barter system to trade goods.
- (The Maya) | were one of many groups of people who settled in Mesoamerica.
- (The Maya) | were not the first people to practice writing.
- (The Yucatán Peninsula) | has many cenotes, or natural wells.
- (All Maya city-states) | had centers of government and religion with stone pyramids and temples.
- (Powerful kings) | ruled the Maya city-states.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**2.4** TAKE-HOME

**il- and ir-: Prefixes Meaning "not"**

Fill in the following chart with the missing words, parts of speech, and meanings.

| root word, (part of speech) meaning                                                | affixed word, (part of speech) meaning                                                   |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>legible, adj.</b> able to be read                                               | <b>illegible, adj.</b> not able to be read                                               |
| <b>legal, adj.</b> allowed by law                                                  | <b>illegal, adj.</b> not allowed by law                                                  |
| <b>responsible, adj.</b> trusted to do what is right                               | <b>irresponsible, adj.</b> not trusted to do what is right                               |
| <b>replaceable, adj.</b> capable of being duplicated or exchanged for another item | <b>irreplaceable, adj.</b> not capable of being duplicated or exchanged for another item |
| <b>regular, adj.</b> normal or usual                                               | <b>irregular, adj.</b> not normal or usual                                               |

Write the correct word to complete each sentence.

|             |               |           |               |
|-------------|---------------|-----------|---------------|
| responsible | irreplaceable | legible   | replaceable   |
| regular     | irregular     | illegible | irresponsible |

- It is fortunate that Désiré Charnay kept a neat, legible journal when he visited the jungles of Central America in the 1800s because people today can still read it and learn from his words.
- Using the barter system for exchanging goods was a(n) regular part of everyday Maya life.
- Maya kings were sometimes called holy lords and were trusted to perform certain duties. For example, they were responsible for leading rituals and ceremonies.
- It would be considered irregular and highly unusual to play pok-a-tok without a ball.
- The painted mural at Bonampak is a one-of-a-kind and, therefore, a(n) irreplaceable artifact that shows us how the wealthy Maya lived and dressed.
- Write your own sentence using one of the words left in the box.

Answers may vary but should include: a sentence that correctly uses one of the following words: illegible, replaceable, or irresponsible.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1** TAKE-HOME  
CONTINUED

The paragraphs in this excerpt describe a number of clever ways the Maya people met the challenges of their diverse landscapes to provide food for themselves. Which method or solution do you think was the most clever? Use specific details from the text to explain your answer.

Answers may vary but should include: a description from the text of the chosen method and a logical explanation about why that method is clever for meeting the challenge of the landscape.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.2** TAKE-HOME

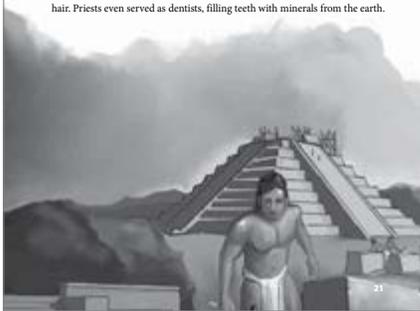
### Excerpt from "Hidden Secrets in the Rainforest"

Read the following excerpt and answer to questions that follow.

#### Early Engineers and Doctors

The Maya's many pyramids are proof of their advanced mathematical and engineering skills. Imagine building such structures without the use of wheels, pulleys, or metal tools. The Maya constructed four-sided platforms from earth and rubble to form the base of a pyramid. Then, they covered the rubble with limestone from local quarries. The plentiful limestone was ground into a fine powder and mixed with gravel and water. The Maya used this mixture for both mortar and stucco finishing. The Maya had no pack animals, so they carried materials on their backs. Without the use of metal tools, they cut stone with stone.

Priests had many different roles in Maya society. In addition to conducting religious ceremonies and practicing astronomy, priests served as doctors. Maya medicine was a combination of science and religion. The Maya used natural remedies, or treatments. They gathered plants to relieve headaches and settle upset stomachs. They combined herbal concoctions with various animal parts to cure ailments. When wounds required stitching, priests used sharp pieces of obsidian, a volcanic stone, and strands of human hair. Priests even served as dentists, filling teeth with minerals from the earth.



- Number the following steps in order to show how the Maya built pyramids. Use the number 1 for the first step.
  - Put mortar or stucco finishing on the structure
  - Mixed powder with gravel and water
  - Constructed four-sided platforms from earth and rubble
  - Ground limestone into fine powder
  - Covered platforms with limestone
- Fill in the following chart to show what natural remedies priests used when acting as doctors and dentists.

| Natural remedy                       | Used to                                  |
|--------------------------------------|------------------------------------------|
| plants                               | relieve headaches, settle upset stomachs |
| herbal concoctions with animal parts | cure ailments                            |
| obsidian and human hair              | stitch wounds                            |
| minerals from the earth              | fill teeth                               |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **4.2** TAKE-HOME  
CONTINUED

Read the excerpt and answer the question that follows.

**From Numbers to Calendars and the Great Beyond**

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.

|    |    |     |      |       |       |       |       |       |       |
|----|----|-----|------|-------|-------|-------|-------|-------|-------|
| 0  | 1  | 2   | 3    | 4     | 5     | 6     | 7     | 8     | 9     |
|    | •  | ••  | •••  | ••••  | ••••• | ••••• | ••••• | ••••• | ••••• |
| 10 | 11 | 12  | 13   | 14    | 15    | 16    | 17    | 18    | 19    |
|    | •• | ••• | •••• | ••••• | ••••• | ••••• | ••••• | ••••• | ••••• |

Symbols for 0, 1, and 5 combine to form larger numbers.

3. Compare the Maya mathematical system to the number system we use today. Describe one or more ways they are similar. Describe one or more ways they are different.

Answers may vary but should include: at least one similarity, such as both are used to count, and at least one difference, such as today's uses numbers and the Maya's used dots and bars.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **4.3** TAKE-HOME

**Sentences**

Read the following paragraph carefully. Correct errors by making sure all sentences are complete and adding capitalization and punctuation where needed. Then, copy the edited paragraph on the lines below.

in highland areas. The Maya cut terraces into slopes of mountains they practiced multicropping on this flat land planting and harvesting. The land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins Maize, or corn, was the main food throughout Mesoamerica.

In highland areas, the Maya cut terraces into slopes of mountains. They practiced multicropping on this flat land, planting and harvesting the land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins. Maize, or corn, was the main food throughout Mesoamerica.

Rewrite the following run-on sentences into two simple sentences. Remember to include correct capitalization and punctuation.

1. Maya medicine was a combination of science and religion the Maya used natural remedies to cure ailments

Maya medicine was a combination of science and religion. The Maya used natural remedies to cure ailments.

2. Spanish is the official language of Mesoamerica today there are also more than twenty-one Maya dialects spoken in Guatemala alone

Spanish is the official language of Mesoamerica. Today there are also more than twenty-one Maya dialects spoken in Guatemala alone.

3. many modern Maya women wear the same style of colored tunic as their ancestors each community has its own distinct designs

Many modern Maya women wear the same style of colored tunic as their ancestors. Each community has its own distinct designs.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **4.4** TAKE-HOME

**Practice Prefixes *il-* and *ir-***

Write the correct word to complete each sentence.

1. The museum holds many irreplaceable pieces of art.  
(irreplaceable, replaceable, logical, illogical)

2. Our regular Wednesday dinner is pasta.  
(logical, illogical, regular, irregular)

3. Dad wrote the shopping list quickly, so it was illegible and difficult to read.  
(illegible, legible, responsible, irresponsible)

4. My brother is responsible because he always remembers to feed the dog.  
(logical, illogical, irresponsible, responsible)

5. Today's schedule is irregular because our school is hosting parents for the art show.  
(logical, illogical, regular, irregular)

6. It is only legal to drive if you have a driver's license.  
(legal, illegal, regular, irregular)

For each word, write a sentence using the word.

1. *legible*

Answers may vary but should correctly use *legible*.

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2. *irresponsible*

Answers may vary but should correctly use *irresponsible*.

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3. *illegal*

Answers may vary but should correctly use *illegal*.

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4. *replaceable*

Answers may vary but should correctly use *replaceable*.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.5** TAKE-HOME

### Selecting a Topic for the Codex Project

Choose a cultural aspect of a civilization to be the topic for your Codex Project.

1. Think about which of the following cultural aspects seems the most interesting to you:

|              |                 |                |
|--------------|-----------------|----------------|
| architecture | farming methods | social classes |
|--------------|-----------------|----------------|

2. Circle the cultural aspect that you would like to write about for your Codex Project.

3. Write at least two sentences to explain why this topic interests you. Use the word *because* in your explanation.

Answers may vary but the chosen topic should be circled and there should be two sentences explaining why the topic was chosen.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.2** TAKE-HOME  
CONTINUED

1. What was happening to the wooden people that forced them to try and hide?

- A. The clay people were attacking them.
- B. The corn people were thinking, hearing, speaking, and seeing.
- C. The gods were punishing the wooden people by turning everything on Earth against them.
- D. The gods sent Earth's animals out to search for the perfect place for humans to live.

Page(s) 28

2. The most important reason that the gods were more pleased with the corn men than with their first two creations was:

- A. the corn men had a plentiful supply of corn to eat.
- B. the corn men had vision that surpassed that of the gods.
- C. the corn men praised the gods and thanked them.
- D. the corn men could hold onto things and move easily.

Page(s) 29

3. On the left are statements from the Maya creation myth about a cause, or an event that led to something else. On the right are statements about the effect, or the result of a cause. Read each cause carefully, and decide which effect was a result of it. Write the correct letter for the effect in the blank next to the cause.

| Cause                                                                                                      | Effect                                                                           |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input checked="" type="radio"/> C. 1. The corn men praised and thanked the gods.                          | A. The gods named the first corn men after the jaguar.                           |
| <input checked="" type="radio"/> D. 2. The clay and wooden people did not praise the gods.                 | B. The gods clouded the corn peoples' vision and destroyed some of their wisdom. |
| <input checked="" type="radio"/> A. 3. The gods wanted their new creations to be powerful like the jaguar. | C. Tepew and Q'uk'umatz's third attempt at creating people was a success.        |
| <input checked="" type="radio"/> B. 4. The gods wanted to remain the most powerful beings.                 | D. The gods destroyed them and created the corn men.                             |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1** ACTIVITY PAGE

**Myths of the Maya**

As you and your partner read Chapter 4, "Myths of the Maya," answer the following questions.

1. According to the text, what are the characteristics of a myth? Check all that apply.  
 Explains how and why things happen  
 Makes sense of predictable and unpredictable events  
 Passed on from generation to generation
2. Which point is the author supporting by including the following sentences in the text?

Some things, like the rising and the setting of the sun, are predictable.  
Others, like floods and earthquakes, are often unpredictable.

- A. Myths are largely works of imagination.
- B. Myths are important to the lives of people in some cultures.
- C. Some myths are considered sacred.
- D. Myths help make sense of events by explaining why things happen.

Page(s) 24

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** The gods wondered, "What good . . . are these nonthinkers who wander aimlessly about the earth?" What is the meaning of the term *nonthinkers*?
  - A. Beings who could not talk and communicate
  - B. Beings who could not think about their lives and be thankful for what they had
  - C. Beings who had no idea where they were going
  - D. Beings who were uncoordinated

**Part B:** Which of the following sentences provides the best clue or evidence of what the author means by the term *nonthinkers* when discussing the wooden people?

- A. Without any memory of their creation, they made no effort to honor the gods with gifts of thanks.
- B. They looked like humans and talked like humans, and they began to have children.
- C. Without flesh and blood, the people were uncoordinated.
- D. Their wooden bodies began to warp.

Page(s) 27

4. What characteristics of a myth are included in "The Creation of the Earth and its People"? Give specific examples in your answer.

Answers should include the following, each with an appropriate example: explains how and why things happen; and passed on from generation to generation.

Page(s) 26, 28, 30

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** TAKE-HOME

**Words and Phrases That Compare or Contrast**

Use words and phrases from the chart to compare each set of sentences.

| Words and Phrases That Compare                                                                            |
|-----------------------------------------------------------------------------------------------------------|
| similar to<br>similarly<br>likewise<br>in the same way<br>just as<br>at the same time<br>resemble<br>also |

1. A. House cats eat prepared food.  
B. Pet dogs eat prepared food.

Sentence comparing:

Answers may vary but should include correct use of linking words that compare.

2. A. The Aztec paid tribute, or taxes.  
B. The Inca paid tribute, or taxes.

Sentence comparing:

Answers may vary but should include correct use of linking words that compare.

3. A. Many people in the tropics wear hats.  
B. Many people in the arctic wear hats.

Sentence comparing:

Answers may vary but should include correct use of linking words that compare.

Use words from the chart to contrast each set of sentences.

| Words and Phrases That Contrast                                                                              |
|--------------------------------------------------------------------------------------------------------------|
| however<br>in contrast<br>on the contrary<br>alternatively<br>whereas<br>instead<br>on the other hand<br>but |

4. A. Tropical homes are made of adobe and thatch.  
B. Mountain homes are made of wood and stone.

Sentence contrasting:

Answers may vary but should include correct use of linking words that contrast.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** TAKE-HOME  
CONTINUED

5. A. Some people drink orange juice to prevent colds.  
B. Some people gargle with water to prevent colds.  
*Sentence contrasting:*

Answers may vary but should include correct use of linking words

that contrast.

6. A. The Maya had a written language for sharing information.  
B. The Inca used messengers and quipu for sharing information.  
*Sentence contrasting:*

Answers may vary but should include correct use of linking words

that contrast.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** TAKE-HOME

### Prefix *inter-*

Fill in the following chart with the missing words, parts of speech, and meanings.

| root word, (part of speech) meaning                 | affixed word, (part of speech) meaning                                            |
|-----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>section</b> , <i>n.</i> part of a larger thing   | <b>intersection</b> , <i>n.</i> the place where parts come together               |
| <b>national</b> , <i>adj.</i> related a country     | <b>international</b> , <i>adj.</i> between or among countries                     |
| <b>personal</b> , <i>adj.</i> related to one person | <b>interpersonal</b> , <i>adj.</i> having to do with relationships between people |
| <b>action</b> , <i>n.</i> something that is done    | <b>interaction</b> , <i>n.</i> something that's done between or among people      |

word, (part of speech) meaning

**intercede**, *v.* to try to help settle an argument between people

**intercept**, *v.* to take something while it's between its starting point and destination

Write the correct word to complete each sentence.

|              |               |               |         |
|--------------|---------------|---------------|---------|
| intersection | national      | intercede     | section |
| interaction  | interpersonal | international | action  |

- We watched a(n) international soccer tournament that took place between the United States, Italy, Germany, and Brazil.
- Myths, like the creation myths of the Maya, were generally shared on a(n) interpersonal level. They were told amongst many people and passed on through generations.
- David Stuart began sketching Maya carvings when he was only eight years old. Little did he know that this simple action would lead to a career in decoding glyphs!
- Our mom had to intercede during our argument to help resolve whose turn it was to do the dishes.
- Some might say that a myth is a(n) intersection between history and imagination because it's where the two come together.
- His mom's favorite part of the bookstore is the mystery section because she loves finding new suspenseful stories to read.

NAME: \_\_\_\_\_  
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**6.3** TAKE-HOME

For each word, write a sentence using the word.

1. *personal*

Answers may vary but should include correct use of personal in a sentence.

2. *intercept*

Answers may vary but should include correct use of intercept in a sentence.

3. *national*

Answers may vary but should include correct use of national in a sentence.

4. *interaction*

Answers may vary but should include correct use of interaction in a sentence.

NAME: \_\_\_\_\_  
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**6.5** TAKE-HOME

**Practice Spelling Words**

Sort the spelling words from the box into categories using the chart that follows. Try to spell the words syllable by syllable as you write them. Some words will be used in more than one category.

|            |            |              |            |          |
|------------|------------|--------------|------------|----------|
| population | empire     | civilization | indigenous | pyramid  |
| tropical   | rainforest | peninsula    | temple     | monument |

| Groups of People | Structures | Environment |
|------------------|------------|-------------|
| population       | pyramid    | tropical    |
| empire           | temple     | indigenous  |
| civilization     | monument   | rainforest  |
| indigenous       |            | peninsula   |

List the spelling words in alphabetical order. Remember to pronounce and spell the words syllable by syllable.

- |                 |               |
|-----------------|---------------|
| 1. civilization | 6. population |
| 2. empire       | 7. pyramid    |
| 3. indigenous   | 8. rainforest |
| 4. monument     | 9. temple     |
| 5. peninsula    | 10. tropical  |

NAME: \_\_\_\_\_  
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**7.2** ACTIVITY PAGE

**Aztec City on the Water's Edge**

As you read Chapter 5, "Aztec City on the Water's Edge," answer the following questions. The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Tenochtitlán isn't on the map on page 32. Use the text and image on page 32 to guide you in labeling Tenochtitlán on your copy of the map on Activity Page 1.3.

**Part B:** Use the text on page 32 to guide you in placing the following phrases on your copy of the timeline on Activity Page 1.1.

- Aztec capital Tenochtitlán

2. Based on the information in the text, use the numbers 1–5 to put the following statements about chinampas in the correct order to show how they were built. Use '1' for the first step.

- 2 The Aztec people piled layers of mud and aquatic plants on top of one another.
- 5 Fish and other aquatic life in the canals provided a source of food.
- 3 Reed posts were used to anchor the gardens to the lake floor.
- 1 Mud was scooped up from the bottom of the lake.
- 4 Willow trees were planted along the borders to help hold the newly created land in place.

Page(s) 33

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** In paragraph 1 on page 34, what is the meaning of the word *shrine*?

- A. the top part of an important building
- B. a pyramid-temple complex
- C. a sacred place related to one's religious beliefs
- D. the center of a city

**Part B:** Which phrase best helps the reader determine the meaning of *shrine*?

- A. stone walls carved with serpents
- B. to honor their two most important gods
- C. located at the heart of the city
- D. dominated the space within the walls

Page(s) 34

4. The Aztec people did many things that led to the success of Tenochtitlán. Match the cause and effect statements below.

| Cause                                                       | Effect                                                                          |
|-------------------------------------------------------------|---------------------------------------------------------------------------------|
| <u>B</u> The Aztec created habitable land from the lakebed. | A. Each quadrant of Tenochtitlán had a school.                                  |
| <u>F</u> People frequently went to the marketplaces.        | B. The city grew in size much larger than its beginnings on two swampy islands. |
| <u>A</u> The Aztec valued education for their children.     | C. People could travel to and from the mainland.                                |
| <u>E</u> The Aztec farmers built chinampas.                 | D. People in the middle of a salty lake had access to fresh water.              |
| <u>C</u> Causeways were constructed.                        | E. Farmers could produce a variety of crops.                                    |
| <u>D</u> Aqueducts were built on the causeways.             | F. There were many opportunities for trade between other cities and regions.    |

Page(s) 33, 35, 36

**Challenge:** Use your writing journal to answer this question. In what ways were the Aztec like the Maya? In what ways were they different? Include information from the text in your answer. You may wish to reread sections of Chapters 1, 2, and 3 to include details from the text in your answer.

See following page.

Answers may vary but could include the following, which should be appropriate supported with information from the text:

Similar: both had classes in their societies; both built pyramid-temple complexes; both worshipped multiple gods and offered sacrifices to the gods; both traded with others from the empire for a variety of things; both grew a variety of crops and hunted animals; both created canals around raised-earth platforms; both played a ball game

Different: the Maya had a writing and number system; the Aztec built causeways and aqueducts; Aztec boys went to schools based on social status

NAME: \_\_\_\_\_  
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**Emperors, Gods, and Foreign Invaders**

As you read Chapter 6, "Emperors, Gods, and Foreign Invaders," answer the following questions.

- Which one of the following cities became the most important in Mesoamerica?
  - Bonampak
  - Chichén Itzá
  - Palenque
  - D.) Tenochtitlán**

Page(s) 40

- Summarize how the Aztec were able to expand their empire.  
The Aztec formed an alliance with other cities in the Valley of Mexico and together they conquered neighboring cities.

Page(s) 40

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** How did people pay tribute to the Aztec emperor?  
in goods.

**Part B:** How was Tenochtitlán affected by the tribute people paid?

It's wealth and greatness grew.

Page(s) 42

- Fill in the blanks: The Spanish explorer, Hernán Cortés, came to Mesoamerica with the purpose of finding gold and power.

Page(s) 44

- Which of the factors below contributed to the city-states' dislike of the Aztec Empire? Check all that apply.
  - They had to send the emperor gifts or go to battle.
  - The Aztec ruled with fear and might.
  - The emperor allowed local governments to remain in place.
  - The emperor demanded tribute from them.

Page(s) 42, 43

- List two important reasons why Cortés was able to put an end to the Aztec Empire.
  - Some Aztec city-states became his allies.
  - The Spanish brought deadly European diseases with them that killed many Aztec.

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**Practice Words and Phrases That Compare and Contrast**

| Words and Phrases That Compare and 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                             |

| Comparing and Contrasting the Maya and Aztec Civilizations         |      |       |      |
|--------------------------------------------------------------------|------|-------|------|
| Fact about a civilization                                          | Maya | Aztec | Both |
| 1. grew corn, 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     |      |

NAME: \_\_\_\_\_  
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Statements 1 and 4 in Chart B are true of both the Maya and the Aztec. Write a comparison sentence for each statement using a word or phrase from Chart A.

- Answers may vary but should include appropriate statements comparing the Maya and Aztec for statements 1 and 4, using words and phrases that compare from the chart.

Statements 2 and 3 in Chart B give contrasting information about the Maya and the Aztec. Write a contrast sentence for the pair of statements using a word or phrase from Chart A.

- Answers may vary but should include appropriate statements contrasting the Maya and Aztec for statements 2 and 3, using words and phrases that contrast from the chart.

Statements 5 and 6 in Chart B give contrasting information about the Maya and the Aztec. Write a contrast sentence for the pair of statements using a word or phrase from Chart A.

- Answers may vary but should include appropriate statements contrasting the Maya and Aztec for statements 5 and 6, using words and phrases that contrast from the chart.

NAME: \_\_\_\_\_  
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**9.5** TAKE-HOME

### Prefix *inter-*

Write the correct word to complete each sentence. Words will not be used more than once.

1. My mom had to rush home and meet the mail carrier to intercept  
(interact, intercept, intercede, intersect)  
a package that contained a surprise for my brother.
2. When we went to the play, we were lucky to sit in the section  
(section, action, intersection, interaction)  
closest to the stage.
3. We were surprised that the interaction  
(section, action, intersection, interaction)  
between our dog and our neighbor's cat was pleasant.
4. Maya medicine was a(n) intersection  
(section, interception, intersection, action)  
of science and religion because doctors used both aspects of life to treat illness.
5. The international  
(national, interstate, international, intentional)  
movie star has been in successful movies in Spain, France, and India.
6. When the baseball players got into an argument on the field, the umpire had to intercede  
(interact, intercept, intercede, intersect)  
and put an end to the fight.
7. July 4 is a(n) national  
(intelligent, national, interchangeable, international)  
holiday in the United States known as Independence Day.

8. Demanding tribute was one action  
(interception, action, intersection, interaction)  
done by the emperor that caused resentment in the Aztec Empire.

9. Write a sentence containing one of the words with the prefix *inter-* that relates to the *Maya, Aztec, and Inca* text.

Answers may vary but should include the correct use of a word with the prefix *inter-* that relates to the Reader.

10. Write a sentence using the word *interrupt*, which means to break in between the beginning and end of something.

Answers may vary but should include the correct use of *interrupt*.

NAME: \_\_\_\_\_  
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**9.6** ACTIVITY PAGE

### Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once.

|            |            |              |            |          |
|------------|------------|--------------|------------|----------|
| population | empire     | civilization | indigenous | pyramid  |
| tropical   | rainforest | peninsula    | temple     | monument |

1. For their family vacation, the Jones family wanted to visit a sunny and warm destination, so they picked a tropical location near the Equator.
2. Over time, the Aztec civilization grew into a magnificent empire with cities under one supreme leader.
3. Growing naturally in Mexico, cacao was indigenous to the area ruled by the Aztec Empire. It was used by the people to pay tribute to the emperor.
4. Each Maya city-state had a temple at its center. These buildings for religious worship occupied the top level of pyramids and were reserved for rulers and priests.
5. Due to our area's quick rise in population, more houses and apartment buildings have been built so all of the people have a place to live.
6. From what it says in his journal, you might conclude that Désiré Charnay was not prepared for how humid and muddy the jungles of the Yucatán peninsula really would be.
7. A desert's climate is dry while a rainforest has a wet climate.
8. Pyramid ruins mark the landscape where the Aztec Empire once existed.

9. Religion, government, and social classes are components of a civilization.

10. A stela was a Maya stone monument that was mainly constructed to glorify a king.

NAME: \_\_\_\_\_  
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### Birth of the Inca Empire

As you read Chapter 7, "Birth of the Inca Empire," answer the following questions.

1. At the same time that the Inca Empire was developing in the Andes Mountains, what other empire was being created and where was it located?

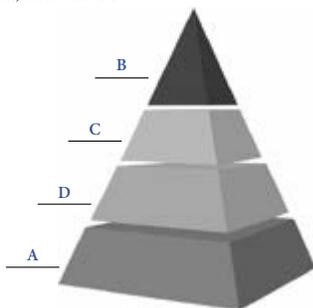
the Aztec Empire in Mexico

Page(s) 47

2. Label the following pyramid with the letters A–D based on the structure of Inca society with the highest ranking at the top and the lowest ranking at the bottom.

- A. Commoners
- B. Sapa Inca
- C. Four governors who ruled over the empire's four quarters
- D. Priests, judges, army officers, and tax collectors

Page(s) 48



3. How did the Inca farm the land in the Andes Mountains?

by using terrace farming on hillsides

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page(s) 50

4. List some of the things the Inca did to create a superior network of roads.

- A. Answers may vary but could include the following: built tunnels connecting cities
- B. across the empire; laid steps up rocky cliffs; stacked stones and floating reeds to
- C. form causeways; built rope bridges; built low stone walls to keep sand off roads;
- D. edged roads with stone gutters to prevent flooding; built inns for travelers.

Page(s) 54

5. Why do you think it was important to the Inca to have a working network of roads? Use evidence from the text to support your answer.

Answers may vary but could include: the government used the roads to send and receive messages from governors and without a writing system, the only way for the government to communicate with governors across the empire was through messengers traveling on the roads.

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### Action Verbs and Linking Verbs

For each sentence, circle the subject and underline the action verb.

Example: (The kite) flew high in the sky.

- 1. (We) ate lunch at the park.
- 2. (The Sapa Inca) controlled the Inca Empire and all of its citizens.
- 3. (My sister) takes photographs of trees.
- 4. (The Inca) ate potatoes year round.
- 5. (People) paid tribute with pottery, textiles, and gems.

For each sentence, circle the subject and draw a wiggly line under the linking verb.

Example: (The Sacred Precinct) was at the heart of the city.

- 6. (Inca roads) were for the government.
- 7. (Summer) is my favorite season.
- 8. (The Sapa Inca) was god-like in the eyes of the Inca people.
- 9. (We) were so excited yesterday.
- 10. (Inca) is another name for the Quechua people.

Write a sentence using an action verb.

Answers may vary but should include correct use of an action verb in a sentence.

Write a sentence using a linking verb.

Answers may vary but should include correct use of a linking verb in a sentence.

Challenge: Write a sentence using both an action verb and a linking verb.

Answers may vary but should include correct use of an action verb and a linking verb in a sentence.

NAME: \_\_\_\_\_  
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**11.2** TAKE-HOME

### Practice Root tract

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

|            |          |           |         |           |
|------------|----------|-----------|---------|-----------|
| distracted | tractor  | attracted | detract | extracts  |
| subtracted | retract  | distract  | attract | extracted |
| detracted  | subtract | retracted |         |           |

- We had a \$10 coupon, so the clerk needed to subtract \$10 from the total amount we owed at the grocery store.
- We waited for the man driving the large tractor to pick us up for the hayride.
- The Spanish agreed to spare Atahualpa's life in exchange for gold and silver but they later retracted their agreement and killed Atahualpa.
- Walking through Cuzco's main plaza, it would probably be easy to get distracted by the gold and silver walls of the Temple of the Sun and forget what you were doing.
- Even the crumbling palaces and temples do not detract from the impressive and unique qualities of Machu Picchu.
- She was attracted to the idea of taking a trip to Paris after seeing a great travel brochure.
- My dad extracted gel from his aloe vera plant to soothe sunburns.

NAME: \_\_\_\_\_  
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**11.4** TAKE-HOME

### Practice Spelling Words

Write each spelling word under its definition. Then identify the word's part of speech.

|               |              |           |               |
|---------------|--------------|-----------|---------------|
| irreplaceable | intersection | illegal   | irrational    |
| interaction   | illegible    | intercept | irregular     |
| international | illogical    | intercede | irresponsible |

- to try to settle an argument between people  
Spelling Word: intercede  
Part of Speech: verb
- does not make sense  
Spelling Word: illogical  
Part of Speech: adjective
- between or among people  
Spelling Word: interpersonal  
Part of Speech: adjective
- to stop something while it's between its starting point and destination  
Spelling Word: intercept  
Part of Speech: verb
- not allowed by law  
Spelling Word: illegal  
Part of Speech: adjective

- not capable of being duplicated or exchanged for another item  
Spelling Word: irreplaceable  
Part of Speech: adjective
- not normal or usual  
Spelling Word: irregular  
Part of Speech: adjective
- not able to be read  
Spelling Word: illegible  
Part of Speech: adjective
- not based on reasons or facts  
Spelling Word: irrational  
Part of Speech: adjective
- not trusted to do what is right  
Spelling Word: irresponsible  
Part of Speech: adjective
- the place where parts come together  
Spelling Word: intersection  
Part of Speech: noun
- between or among countries  
Spelling Word: international  
Part of Speech: adjective

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.2** ACTIVITY PAGE

### All Roads Lead to Cuzco

As you read Chapter 8, "All Roads Lead to Cuzco," answer the following questions.

- Knowing that *navel* is another word for *belly button*, why do you think the Inca would have named their capital city the "navel of the world"?  
Answers may vary but could include that a navel is at the center of the body and Cuzco was at the center of the empire.

Page(s) 56

- What two things were distinct about clothing in every region?

A. distinctive patterns woven into cloth

B. hat style

Page(s) 59

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** What does *killed two birds with one stone* mean?
  - in two places at once
  - served two purposes at once
  - agreed to something at the same time
  - in the same place at the same time



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**14.1** ACTIVITY PAGE

**Myths of the Aztec and Inca**

As you and your partner read Chapter 9, "Myths of the Aztec and Inca," answer the following questions.

1. What evidence is there in the text, captions, and images that suggests an eagle perched on a cactus grasping a snake is an important image to the people of Mexico today?  
This image is on Mexico's flag today.

Page(s) 66

The following question has two parts. Answer Part A, and then answer Part B. Refer to myths in Chapter 9 as well as Chapter 4.

2. **Part A:** Both the Maya creation myth, "The Creation of the Earth and its People," and the Inca creation myth, "Viracocha, Creator of All Things," include multiple attempts to create people. There are similarities and differences between the people created in the successful attempts in each myth. Based on what you learned from both stories, write *Maya* in the blank if the statement relates to the Maya creation myth; write *Inca* in the blank if the statement relates to the Inca creation myth. Each statement applies to just one myth.

|                                                                                                                   |             |
|-------------------------------------------------------------------------------------------------------------------|-------------|
| Men, women, boys, and girls were all created at the same time.                                                    | <u>Inca</u> |
| At first, the vision of these people surpassed that of the gods.                                                  | <u>Maya</u> |
| Each group of people within the civilization was given a language, different songs, and different seeds to plant. | <u>Inca</u> |
| Men were created first, then women were created and they had children.                                            | <u>Maya</u> |

|                                                                                                         |             |
|---------------------------------------------------------------------------------------------------------|-------------|
| Over time, these people spread out over the land and formed different nations with different languages. | <u>Maya</u> |
| The people were taught how to live on the land in their homelands.                                      | <u>Inca</u> |
| These thinking people praised and made sacrifices to the gods.                                          | <u>Maya</u> |

Page(s) 29, 30, 68, 69

**Part B:** What similarity or difference between the Maya creation myth and the Inca creation myth did you find the most interesting? Why? Be sure to include specific details from the text in your answer.

Answers may vary but should include evidence from the text and the page number(s) where the evidence is found.

Page(s) 25-30, 67-70

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**14.2** TAKE-HOME

**Action Verbs and Linking Verbs**

For each pair of sentences, circle the subjects. Underline the action verbs. Draw a wiggly line under linking verbs.

Example: (Mesoamerica's landscape) was diverse.

1. (The area around the Equator) is the tropics. (Mesoamerica) lies north of the Equator in the tropics.
2. (The field trip) was educational. (We) visited the science museum.
3. (The Inca Empire) began in the Andes Mountains. (This mountain range) is one of the highest and longest in the world.
4. (We) own two cats and one dog. (The animals) are lots of work but also lots of fun.
5. (The Inca) used a tribute system. (The government) collected tribute in two ways.
6. (The sun) hid behind the clouds for three days. (It) was very rainy.
7. (The Inca) divided their empire into four quarters. (Some quarters) were larger than others.
8. (They) arrived on the train yesterday. (We) met them at the train station.
9. (The Inca sun god) chose Cuzco as the birthplace of the civilization. (The Inca Empire) was one of the largest and most powerful pre-Columbian civilizations.
10. (I) asked my mom for a cookie. (She) refused my request.

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**14.3** TAKE-HOME

**Practice Root *tract***

Write the correct word to complete each sentence.

1. After much effort, archaeologists were able to extract King Pakal's tomb from the rubble inside Palenque's Temple of Inscriptions.  
(extract, expand, attract, retract)
2. Unlike most cats big and small, the cheetah cannot retract, or draw back, its claws.  
(reload, refill, retract, redo)
3. My mom thought we were watching too much television, so she disconnected it in order to make us stop watching it.  
(disagreed, distracted, disconnected, disapproved)
4. Stories of beauty and wealth began to attract European explorers, like Hernán Cortés, to Mesoamerica.  
(subtract, distract, attract, retract)
5. When my little sister fell down and started crying, I tried to distract her and make her feel better by telling her jokes.  
(disagree, disobey, distract, distrust)
6. The wear and tear of age could not detract from the beauty of the Aztec shield covered in colorful bird feathers. Now, hundreds of years after it was made, it is still extraordinary.  
(extract, retract, attract, detract)
7. I asked my friend to review the story I had written and give me feedback so that I could edit it.  
(review, retract, redo, rename)

8. If you subtract three from five, then you're left with two.  
(retract, subtract, rewrite, substitute)

**Challenge:** Write your own sentence using *tractor* and another *tract* word of your choosing.

Answers may vary but should include the correct use of the word

tractor and another tract word in a sentence.

---



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NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**14.4**

ACTIVITY PAGE

### Practice Spelling Words

Write the correct word to complete each sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.

|               |              |           |               |
|---------------|--------------|-----------|---------------|
| irreplaceable | intersection | illegal   | irrational    |
| interaction   | illegible    | intercept | irregular     |
| international | illogical    | intercede | irresponsible |

- Her dad thought her fear of spiders was irrational until she got bitten by one and had to go to the doctor.
- You could say that the interaction between the Spanish and the pre-Columbian civilizations in the Americas was not pleasant. In the case of both the Aztec and the Inca, the arrival of the Spanish brought on the end of their civilizations.
- The Spanish did not try to intercede and stop the argument between the two Inca brothers, Atahualpa and Huascar. Instead, they took the side of Huascar.
- My sister thought it sounded illogical to make the climb up to Machu Picchu to see the sunrise but, once we did it, she thought it made sense after all.
- My brother told me that he would pick me up on the corner at the intersection of Broad Street and Main Street.

- Because he forgot to feed his fish many times each week, his mother told him he was too irresponsible and could not be trusted to take care of a dog.
- Sacsahuaman is an irreplaceable fortress near Cuzco that could not be duplicated even with modern machinery.
- The heart is an international symbol for love. People recognize it in different parts of the world even if they don't speak the same language.

Write four sentences using the spelling words that have not been used. Be sure to use correct capitalization and punctuation.

1. Answers may vary but should include one sentence that correctly uses

each of the following words: illegible, illegal, irregular, and intercept.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**15.2**

ASSESSMENT

### Unit Assessment for Early American Civilizations

#### Reading Comprehension

You will read two book excerpts, or pieces, about Machu Picchu. An explorer named Hiram Bingham wrote the book in 1922. The first excerpt is from the book's preface, or introduction. The second excerpt is from Chapter 17 of the book. After reading the excerpts, you will answer several questions based on the texts. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

**Excerpt 1:** From the Preface of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

- This book describes parts of four of my journeys into Peru. Although my travels covered only a part of southern Peru, they took me into every kind of climate. My travels also forced me to camp at many different heights. I camped at very low heights when at sea level and at very high levels when in the mountains. On my journey, I had to cross the harsh and cold Andes Mountains. In the Andes, I experienced heavy snowfalls and low temperatures. I also had to wind my way through huge canyons into the dense jungles of the Amazon Basin. The Amazon Basin is as hot and humid a region as exists anywhere in the world. The Incas lived in a land of extremes. No deserts in the world have less vegetation than their deserts. No fertile tropical valleys have more plant life than their jungles. In Inca Land one may pass from glaciers to tree ferns within a few hours. Present-day writings about the last of the Incas illustrate this contrast. Historians shift rapidly from fact to fantasy and from observation to imagination in their writings. They also often omit important details and give conflicting statements. Because present-day writings are such a mix of fact and fantasy, the story of the Incas remains mysterious.
- Some wonderful pictures from an 1800's explorer first interested me in a relatively unknown region of Peru. The area is sometimes called "the Cradle of the Incas." I believe my photographs cannot compete with the imaginative pencil of such an artist. However, I hope that some of them may lead future travelers even farther into the Land of the Incas. I also hope my photographs inspire others to further explore the mysterious places mentioned in the stories.

**Excerpt 2:** From Chapter 17 of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

- 3 Under a carved rock the little boy showed me a cave beautifully lined with the finest cut stone. It was evidently intended to be a Royal Tomb. On top of this particular boulder a semicircular building had been built. The wall followed the natural curvature of the rock. It had one of the finest examples of masonry I have ever seen. This beautiful wall was made of carefully matched stones of pure white granite. It was the work of a master artist. The inside surface of the wall included slots and square stone-pegs. The outside surface was perfectly simple and plain. The lower rows, of large stones, made the structure look solid and strong. The upper rows, becoming smaller in size toward the top, made the structure look graceful and delicate. The flowing lines, symmetrical arrangement of the stones, and gradual movement from thicker to thinner rows, produced a wonderful effect. The look is softer and more pleasing than that of the marble temples of the Old World. Because there is no mortar, there are no ugly spaces between the rocks. They might have grown together.
- 4 I find this pure, undecorated surface to be mysteriously beautiful. The mason who built the wall did not have the same kinds of tools available that masons have today. He had no instruments of precision, so he had to depend on his eye. He had a good eye, an artistic eye, an eye for symmetry and beauty of form. His product lacks the harshness of mechanical and mathematical accuracy. The rectangular blocks are not really rectangular. The straight lines of the rows are not actually straight in the exact sense of that term.
- 5 I was amazed at how fine this wall and its adjoining semicircular temple over the cave were. They were as fine as the finest stonework in the famous Temple of the Sun in Cuzco. I continued to be surprised as I went farther. I climbed a marvelous great stairway of large granite blocks. Then I walked along a prairie where indigenous people had a small vegetable garden, and came into a little clearing. Here were the ruins of two of the finest structures I have ever seen in Peru. They were made of selected blocks of beautifully grained white granite. Their walls contained huge stones, ten feet in length, and higher than a man. The sight held me spellbound.
- 6 ... It seems incredible that this place remained undescribed by travelers for so long. It also seems incredible that it was relatively unknown to the Peruvians themselves. It was less than three days' journey from Cuzco. If the Spanish ever saw this wonderful place, they would have surely written about it. However, nothing can be found which

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**15.2**  
CONTINUED ASSESSMENT

clearly refers to the ruins of Machu Picchu. No one is sure when a Spanish-speaking person first saw it. People believe that several explorers came close to Machu Picchu, but missed it. The earliest local record of someone discovering Machu Picchu is from 1902. In that year, Agustín Lizárraga wrote his name on the walls of one of the finest buildings. Yet some one must have visited Machu Picchu long before that. In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at "Huaina-Picchu or Matcho-Picchu." He tried to find them but he failed. He did not reach Machu Picchu because there was no road through a nearby canyon. Also, he had to make a wide detour through another valley. His route brought him to the Urubamba River, twenty-five miles below Machu Picchu.

Adapted from Bingham, Hiram. *Inca Land: Explorations in the Highlands of Peru*. Boston and New York: Houghton Mifflin Company and The Riverside Press Cambridge, 1922.

### Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In paragraph 2 of excerpt 1, the author states he hopes that his photographs inspire others. What is the meaning of the word *inspire*?
- A. to make someone want to do something
  - B. to scare someone from doing something
  - C. to make someone take a picture of something
  - D. to explore a mysterious place

**Part B:** Which phrases from paragraph 2 of excerpt 1 best help the reader determine the meaning of *inspire*? [Choose two.]

- A. the imaginative pencil
- B. relatively unknown region
- C. to further explore
- D. lead future travelers
- E. some wonderful pictures
- F. in the stories
- G. "the Cradle of the Incas"

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A:** Based on *Inca Land: Explorations of the Highlands of Peru*, what inference can be made about how the author felt about the stone walls at Machu Picchu?
- A. He wished the stone walls had been discovered sooner.
  - B. He had great admiration and respect for the people who built the walls.
  - C. He believed someone had discovered the stone walls but kept them secret.
  - D. He believed marble walls would have been too expensive to build.

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**15.2**  
CONTINUED ASSESSMENT

**Part B:** In the text, circle the paragraph that provides evidence for the answer you selected above.

3. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives some reasons for why someone should have discovered Machu Picchu before the early 1900s and also gives some reasons for why more people had not discovered Machu Picchu sooner. The headings in the chart below list these two different ideas. Complete each row of the chart by writing facts and details from the text to support each idea.

|                                                                                                                               |                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Evidence from the text for why someone should have discovered Machu Picchu sooner                                             | Evidence from the text for why more people had not discovered Machu Picchu sooner                               |
| It was less than three days' journey from Cuzco                                                                               | Charles Wiener did not reach Machu Picchu because there was no road through a nearby canyon.                    |
| People believed that several explorers came close to Machu Picchu, but missed it.                                             | [The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures. |
| In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at "Huaina-Picchu or Matcho-Picchu." | [The author] also had to wind [his] way through gigantic canyons into the dense jungles of the Amazon Basin.    |
|                                                                                                                               |                                                                                                                 |
|                                                                                                                               |                                                                                                                 |

4. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives one piece of evidence for the discovery of Machu Picchu. Underline the sentence in the excerpt that best supports how we know when Machu Picchu was probably first discovered.

5. In paragraph 5 of the excerpt from *Inca Land: Explorations of the Highlands of Peru*, what is the meaning of the word *spellbound*?
- scared
  - bored
  - amazed
  - strengthened

6. Read the following sentence from paragraph 4.

If the Spanish ever saw this wonderful place, they would have surely written about it.

Which point is the author supporting by including this sentence?

- He thinks the Spanish found Machu Picchu.
- He believes someone found Machu Picchu but did not write about it.
- He thinks he was the first to find Machu Picchu.
- He believes no one discovered Machu Picchu until the early 1900s because no one wrote about it before that time.

Reading Comprehension total \_\_\_\_\_ of 6 points

To receive a point for a two-part question (i.e., 1 and 2) students must correctly answer both parts of the question.

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**15.2** ASSESSMENT  
CONTINUED

### Grammar

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

7. Archaeologists study the remains of past civilizations.
8. Spanish letters and records provide information about early American civilizations.

Read the pairs of sentences about the Maya myth "The Creation of the Earth" following the chart. If the information in a pair of sentences is similar, combine the sentences using a word or phrase that compares. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts.

| 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                         |
| also                           | on the other hand               |
| additionally                   | but                             |

9. The gods were pleased with how the clay people looked. The gods were not pleased that the clay people could not walk.
- Answers may vary but should combine the two sentences using a word or phrase that contrasts.

10. The gods were pleased that that wooden people looked like humans. The gods were pleased that the wooden people talked like humans.
- Answers may vary but should combine the two sentences using a word or phrase that compares.

11. The gods were pleased that that the corn people could think, hear, speak, and see. The gods were not pleased that the corn people's vision was even better than their own vision.
- Answers may vary but should combine the two sentences using a word or phrase that contrasts.

For each pair of sentences, circle the subject, underline the action verb with a straight line, and underline the linking verb with a wiggly line.

12. The Inca divided their empire into four quarters. Some quarters were larger than others.
13. The Inca Empire began in the Andes Mountains. The Andes Mountains are high and tall.
14. The tropics are near the equator. Mesoamerica lies north of the Equator.

Grammar total \_\_\_\_\_ of 8 points

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**15.2** ASSESSMENT  
CONTINUED

### Morphology

Write the correct word to complete each sentence.

16. Potatoes served as food for the Inca year round. They were a(n) regular part of the Inca diet. (regular, irregular, legal, illegal)
17. Mesoamerica was a(n) logical name for the area where the Maya and Aztec lived because Mesoamerica means Middle America. (legible, illegible, logical, illogical)
18. Conquistadors Cortés and Pizarro were international explorers who left their homeland to establish colonies for the Spanish king. (coastal, intercoastal, national, international)
19. Maya cities were places where people could interact with one another to exchange goods and ideas. (interact, act, interflow, flow)
20. Archaeologists were able to extract King Pakal's death mask from the rubble in his tomb. (attract, extract, tractor, subtract)
21. Beautiful pictures from an 1800s explorer seemed to attract Hiram Bingham to Peru. (distract, retract, tractor, attract)

Morphology total \_\_\_\_\_ of 6 points

Unit Assessment total \_\_\_\_\_ of 20 points

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**PP.1** ASSESSMENT

**Early American Civilizations Mid-Unit Content Assessment**

- The Maya and Aztec civilizations were located in \_\_\_\_\_. The Inca civilization was located in \_\_\_\_\_.
  - North America; Central America
  - Mesoamerica; South America
  - Central America; South America
  - South America; Mesoamerica
- The first chart below lists some key features of the regions where the Maya, Aztec, and Inca civilizations were located. Write the corresponding letter for each feature in the column of the correct civilization in the second chart. Some may be used more than once.

| Key Features                                |
|---------------------------------------------|
| A. Cenotes or natural wells for fresh water |
| B. Andes Mountains                          |
| C. Included Yucatán Peninsula               |
| D. Valley of Mexico                         |
| E. Variety of animals                       |

| Maya | Aztec | Inca |
|------|-------|------|
| A    | D     | B    |
| C    | E     | E    |
| E    |       |      |

- The text states, "The Maya found clever ways to meet the challenges of their diverse landscapes." Circle an example that supports the statement.
  - In dry areas, the Maya built aqueducts to bring water from other regions.
  - In lowland areas, the Maya created raised-earth platforms and canals to redirect and reuse the water.
  - The Maya used quetzal feathers to decorate headdresses.
  - The rain and mud of the rainforest presented many challenges.
- The text states, "Cities were hubs of commerce where people shared ideas and traded goods." What does *commerce* mean in this sentence?
  - the beliefs, traditions, and way of life shared by a group of people
  - a large territory or group of people under the total control of one ruler or government
  - an activity done for pleasure or sport
  - the buying and selling of goods and services
- Circle the correct statement about Maya developments and achievements.
  - The Maya civilization declined due to many wars.
  - The Maya developed a number system and a written language.
  - The Maya developed their own currency in the form of paper money, which was used throughout the civilization.
  - The Maya created Tenochtitlán, a well-planned city with aqueducts and causeways.
- The text states, "One of the most advanced pre-Columbian civilizations in the Americas, the Maya, crumbled. Why?" Circle the most accurate answer to this question.
  - The change was gradual and probably resulted from a combination of things.
  - A lack of rainfall led to serious drought conditions.
  - The Maya chopped down trees, destroying the ecological balance of the region.
  - War amongst city-states and an epidemic led to a significant decrease in the Maya population.

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**PP.1** CONTINUED ASSESSMENT

- Which of the following is a characteristic of myths?
  - They help explain the facts about how and why things happen.
  - They are songs that people sing.
  - They are passed along from one generation to the next.
  - They record the history of a group of people.
- According to the Maya creation myth, the Creators and Makers attempted to make people out of three different materials. Two attempts failed and the third was successful. Which material did they use to successfully create people?
  - clay
  - stone
  - corn
  - wood

Mid-Unit Content Assessment total \_\_\_\_\_ of 8 points

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.2** ASSESSMENT

**Early American Civilizations End-of-Unit Content Assessment**

- The Maya, Aztec, and Inca civilizations are called pre-Columbian civilizations because:
  - They developed before Christopher Columbus's first voyage to the Americas in 1492.
  - They developed after Christopher Columbus's first voyage to the Americas in 1492.
  - They developed before South America's Republic of Colombia in 1885.
  - They developed after South America's Republic of Colombia in 1885.

Choosing words from the following list, fill in the boxes on the map to show where the three early American civilizations existed.

Aztec

Mixtec

Huastec

Inca

Maya

Toltec

Zapotec

5. According to a myth passed down among the Aztec, one of their gods told them that they would know that they had found the perfect place to settle when they saw:
- a large lake with several small islands
  - a hawk circling over a lake
  - aqueducts and causeways
  - an eagle sitting on a cactus, holding a snake
6. The Maya, Aztec, and Inca had the following things in common:
- swamplands and underwater wells
  - multiple gods and religious ceremonies
  - llamas and toucans
  - metal tools and pulleys
7. Mesoamerica was home to:
- the Inca and the Aztec
  - the Inca and the Maya
  - the Maya and the Aztec
8. A sudden, widespread illness is called a(n) \_\_\_\_\_.
- isthmus
  - epidemic
  - marsh
  - quinoa
9. Glyphs and codices are proof that the Maya had:
- sacred temples
  - a number system
  - precious gemstones
  - a writing system

15. Both Aztec and Inca civilizations used tribute systems in which their citizens were forced to:
- become warriors
  - pay a goods tax
  - carve stelae
  - give gifts to the gods
16. All three early American civilizations:
- were frequently at war with one another
  - spoke the same language
  - passed down creation myths about how Earth and people were created
  - created advanced road systems
17. Circle any of the items below that are key characteristics of a civilization.
- development of farming and cities
  - a writing system
  - a national flag
  - government and laws
  - technology
  - art and architecture
  - religion and beliefs
18. The Maya adapted to their environment by (circle all that apply):
- building chinampas
  - creating step terraces
  - building aqueducts
  - using slash and burn techniques

NAME: \_\_\_\_\_ PP.2 ASSESSMENT  
CONTINUED

DATE: \_\_\_\_\_

Write the correct word from the box to complete sentence 10 and sentence 11.

|           |       |       |        |              |
|-----------|-------|-------|--------|--------------|
| Moctezuma | Cuzco | Pakal | Amazon | Tenochtitlán |
|-----------|-------|-------|--------|--------------|

10. Tenochtitlán, the capital and center of the Aztec civilization, was located in present day Mexico City.
11. Cuzco was the Inca capital.
12. Something that is holy or deserving respect is \_\_\_\_\_.
- vast
  - primitive
  - orderly
  - sacred
13. The end of early Maya civilization was caused by:
- a lack of rainfall, leading to serious drought
  - the spread of disease
  - Spanish conquest
  - no one knows for sure but it was probably a combination of factors
14. The Aztec created an empire in Mexico at the same time that:
- The Maya built an empire in the Yucatan.
  - The British built an empire in England.
  - The Romans built an empire in Italy.
  - The Inca built an empire in South America.

NAME: \_\_\_\_\_ PP.2 ASSESSMENT  
CONTINUED

DATE: \_\_\_\_\_

19. The Aztec adapted to their environment by (circle all that apply):
- building chinampas
  - creating step terraces
  - building aqueducts
  - using slash and burn techniques
20. The Inca adapted to their environment by (circle all that apply):
- building chinampas
  - creating step terraces
  - building aqueducts
  - using slash and burn techniques
21. The Aztec expanded their empire by \_\_\_\_\_.
- commerce and trade
  - offering sacrifices to the gods
  - constantly waging war against other city states
  - developing a writing system
22. Things that are produced, living, or existing naturally in a particular area are \_\_\_\_\_ to that place.
- indigenous
  - imported
  - cultivated
  - habitable

23. Identify the Spanish explorer associated with the decline of the following civilizations and write the correct letter on each line:

Aztec E

Inca C

- A. Columbus
- B. Manco Capac
- C. Pizarro
- D. Magellan
- E. Cortés

End-of-Unit Content Assessment total \_\_\_\_\_ of 23 points

NAME: \_\_\_\_\_  
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**PP.3** ACTIVITY PAGE

**Subjects and Predicates**

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: (Cuzco) | had impressive stone buildings.

1. (The Aztec) | valued education.
2. (Few commoners) | entered the city of Cuzco.
3. (The Inca Empire) | became the largest pre-Columbian empire.
4. (Bustling marketplaces) | filled Tenochtitlán and other cities.
5. (Machu Picchu) | is one of the world's most important archaeological sites.

**Run-On Sentences**

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to include correct capitalization and punctuation.

1. Cuzco was the center of the Inca Empire all roads led there  
Cuzco was the center of the Inca Empire. All roads led there.

2. The Aztec believed in multiple gods and goddesses they believed that the gods, humans, and nature worked together  
The Aztec believed in multiple gods and goddesses. They believed that the gods, humans, and nature worked together.

3. The Aztec had a tribute system the Inca had a tribute system as well  
The Aztec had a tribute system. The Inca had a tribute system as well.

4. The Inca Empire was divided into four quarters each quarter had its own governor  
The Inca Empire was divided into four quarters. Each quarter had its own governor.

5. Moctezuma I constantly waged war on neighboring groups this is how he expanded the Aztec Empire  
Moctezuma I constantly waged war on neighboring groups. This is how he expanded the Aztec Empire.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.4** ACTIVITY PAGE

**Words and Phrases That Compare and Contrast**

Use words and phrases from the chart to compare each set of sentences.

| Words and Phrases That Compare |
|--------------------------------|
| similar to                     |
| similarly                      |
| likewise                       |
| in the same way                |
| just as                        |
| at the same time               |
| resemble                       |
| also                           |

1. A. The Maya civilization developed in Mesoamerica.  
B. The Aztec civilization developed in Mesoamerica.  
Sentence comparing:  
Answers may vary but should include correct use of linking words that compare.
2. A. My brother plays baseball during the summer.  
B. My cousin plays baseball during the summer.  
Sentence comparing:  
Answers may vary but should include correct use of linking words that compare.

3. A. My grandmother likes to work in the garden.  
B. My dad likes to work in the garden.  
Sentence comparing:

Answers may vary but should include correct use of linking words

that compare.

Use words from the chart to contrast each set of sentences.

Words and Phrases That Contrast

however  
in contrast  
on the contrary  
alternatively  
whereas  
instead  
on the other hand  
but

1. A. The Maya civilization developed in Mesoamerica.  
B. The Inca civilization developed in the Andes Mountains.  
Sentence contrasting:

Answers may vary but should include correct use of linking words

that contrast.

NAME: \_\_\_\_\_

**PP.4**  
CONTINUED

ACTIVITY PAGE

DATE: \_\_\_\_\_

2. A. I like to read books about history topics.  
B. My sister likes to read books about science topics.  
Sentence contrasting:

Answers may vary but should include correct use of linking words

that contrast.

- A. Technotitlán was an important city in the Aztec Empire.  
B. Cuzco was an important city in the Inca Empire.  
Sentence contrasting:

Answers may vary but should include correct use of linking words

that contrast.

NAME: \_\_\_\_\_

**PP.5**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**Action Verbs and Linking Verbs**

For each pair of sentences, circle the subjects. Underline the action verbs. Draw a wiggly line under linking verbs.

Example: (Ben) chose two about archaeology. (He) is excited to read them.

- (He) eats carrots every day. (Carrots) are his favorite food.
- (The librarian) was very helpful today. (I) checked out three books from the library.
- (His sister) plays baseball on Saturdays. (She) pitches the ball very well.
- (She) goes on vacation every summer with her family. (They) visited the Grand Canyon last year.
- (He) loves field trips. (His favorite trip) was a visit to the science museum.
- (My siblings and I) asked our parents for more allowance money. (Our parents) gave us a longer list of chores.
- Write a sentence using an action verb.

Answers may vary but should correctly use an action verb in a sentence.

8. Write a sentence using a linking verb.

Answers may vary but should correctly use a linking verb in a sentence.

**Challenge:** Write a sentence using both an action verb and a linking verb.

Answers may vary but should correctly use an action verb and a linking verb in a sentence.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.6** ACTIVITY PAGE

**Prefixes *il-* and *ir-***

Write the correct word to complete each sentence.

1. It was **irresponsible** of him to lose his library book.  
(responsible, irresponsible, replaceable, irreplaceable)
2. My mom takes a walk every morning; it is her **regular** routine.  
(regular, irregular, logical, illogical)
3. I can't read my grandfather's note because his handwriting is sloppy and **illegible**.  
(legible, illegible, regular, irregular)
4. When I lost my dad's baseball, he told me it was okay because it was **replaceable** and he could just buy another one.  
(responsible, irresponsible, replaceable, irreplaceable)
5. He was arrested for the **illegal** act of taking something from a store without paying for it.  
(logical, illogical, legal, illegal)

For each word, write a sentence using the word.

1. **responsible**  
Answers may vary but should correctly use *responsible* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_

2. **irreplaceable**  
Answers may vary but should correctly use *irreplaceable* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_
3. **legal**  
Answers may vary but should correctly use *legal* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_
4. **illogical**  
Answers may vary but should correctly use *illogical* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_
5. **illegible**  
Answers may vary but should correctly use *illegible* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.7** ACTIVITY PAGE

**Prefix *inter-***

Write the correct word to complete each sentence. Words will not be used more than once.

1. In America, the **National** Anthem is often sung before sporting events.  
(National, International, Personal, Interpersonal)
2. My sister was embarrassed after my dad **intercepted** a phone call from her boyfriend and chatted with him for 10 minutes.  
(intersected, acted, intercepted, interacted)
3. A person's medical history is **personal**, which is one reason why it is kept confidential.  
(national, international, personal, interpersonal)
4. The grocery store is at the **intersection** between Grove Avenue and Maple Street.  
(section, intersection, action, interception)
5. My parents got into an argument with my grandparents at Thanksgiving, so we were worried that their **interaction** at Christmas would be tense.  
(interaction, intersection, section, action)

For each word, write a sentence using the word.

1. **action**  
Answers may vary but should correctly use *action* in a sentence.  
\_\_\_\_\_
2. **international**  
Answers may vary but should correctly use *international* in a sentence.  
\_\_\_\_\_
3. **interpersonal**  
Answers may vary but should correctly use *interpersonal* in a sentence.  
\_\_\_\_\_
4. **section**  
Answers may vary but should correctly use *section* in a sentence.  
\_\_\_\_\_
5. **intercede**  
Answers may vary but should correctly use *intercede* in a sentence.  
\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **PP.8** ACTIVITY PAGE

**Root tract**

Write the correct word to complete each sentence.

- My sister does her homework and listens to music at the same time. I can't listen to music while I do my homework because it distracts (disagrees, distracts, disconnects, disapproves) me from what I'm doing.
- I asked my friend to review (review, retract, redo, rename) my story and give me feedback about it so that I could edit it and make it better.
- My dentist extracted (attracted, retracted, extracted, expanded) two of my baby teeth when I went for my checkup.
- The sailor (tractor, actor, sailor, inspector) became a captain of his own ship after making successful voyages to Europe and Asia.
- The noisy crowd detracted (subtracted, detracted, retracted, attracted) from the experience of going to the movie theater because I couldn't hear the movie.

For each word, write a sentence using the word.

- retract  
Answers may vary but should correctly use *retract* in a sentence.  
\_\_\_\_\_
- attract  
Answers may vary but should correctly use *attract* in a sentence.  
\_\_\_\_\_
- tractor  
Answers may vary but should correctly use *tractor* in a sentence.  
\_\_\_\_\_
- subtract  
Answers may vary but should correctly use *subtract* in a sentence.  
\_\_\_\_\_
- distract  
Answers may vary but should correctly use *distract* in a sentence.  
\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **E1.1** ACTIVITY PAGE

**A Spanish Conqueror's Impressions**

As you read the enrichment selection, "A Spanish Conqueror's Impressions," answer the following questions using complete sentences.

- When Spaniards came to the Americas in the 1500s, what were they seeking?  
gold, silver, and riches; to topple empires and replace them with their own  
Page(s) 72
- According to the text, what were Cortés's reasons for writing this letter to the King of Spain?  
to tell the king about Tenochtitlán and the objects in it as well as the government and customs of the empire  
Page(s) 72
- The adaptation of Cortés's letter states, "For such a large market, it is very orderly." What do you think the author means by that?  
Answers may vary but should include that even though the market was very big, it was well organized.  
Page(s) 73

- Judging by this adaptation of his letter, what do you think was Cortés's opinion of Tenochtitlán? Use information from the text to support your answer.  
Answers may vary but should include information from the text to support the idea that Cortés thought Tenochtitlan was magnificent for a variety of reasons.  
Page(s) 72-75
- Using the text from previous chapters, write your own letter from the perspective of Francisco Pizarro to the King of Spain, describing the Inca Empire and the capital city of Cuzco. Use Hernán Cortés's letter as a guide.  
Answers may vary but should include information from the text to describe what an explorer might see and experience when traveling through the Inca Empire for the first time.  
Page(s) 46-62

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**E2.1**

ACTIVITY PAGE

**Ice Maiden of the Andes**

| Word from the Chapter | Pronunciation         | Page |
|-----------------------|-----------------------|------|
| Johan Reinhard        | /yoe*hon/ /rien*hard/ | 76   |
| Miguel Zarate         | /mee*gel/ /sa*ro*tae/ | 76   |
| Arequipa              | /aer*a*kee*pa/        | 77   |

As you read enrichment selection, "Ice Maiden of the Andes," answer the following questions using complete sentences.

The following question has two parts. Answer part A first and then answer part B.

1. **Part A:** What did Dr. Johan Reinhard and Miguel Zarate discover while climbing in the Andes Mountains of Peru?

a frozen body

Page(s) 76

**Part B:** Why do you think this discovery was important? Use information from the text to support your answer.

Answers may vary but should include evidence from the text to support the idea that the body provided information about the Inca.

Page(s) 76, 77

2. How did archaeologists determine that the mummy was female?

the shawl pin; hair

Page(s) 77

3. What did archaeologists learn from the mummy?

how Inca women wore their shawls

Page(s) 77

4. What is the significance of the Museum of High Inca Sanctuaries in Peru and the Museum of High Altitude Archaeology in Argentina?

Answers may vary but should include that these museums provide artifacts and information about the Inca people to learn about and celebrate their culture and civilization.

Page(s) 77

# Core Knowledge Language Arts

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