



Unit 2

Early American Civilizations

Teacher Guide





Unit 2
Early American Civilizations
Teacher Guide

GRADE 5

Core Knowledge Language Arts®



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Introduction

Unit 2: Early American Civilizations

Unit 2: Early 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. Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards-English Language Arts (CCSS-ELA): reading, writing, spelling, grammar, and morphology. A chart indicating which lessons in the *Early American Civilizations* unit address content from the Core Knowledge Sequence (Core Content Objectives) and Common Core State Standards (CCSS) is located on the CKLA Teacher Resources website at <http://ckla.amplify.com>. 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 prior to the arrival of Europeans. This unit orients students to the geography, region, 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.

Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent background knowledge for this unit. Units in which students have been taught this relevant background knowledge are:

- *Columbus and the Pilgrims* (Kindergarten)
- *Early World Civilizations* (Grade 1)
 - 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

Note

To prepare for this unit, read this entire introduction, preview the unit and content assessments, and preview the Teacher Resources section of this Teacher Guide. You may wish to collect assessment Activity Pages 15.2, PP.1, and PP.2 from students before beginning the unit.

- Explain why a written language is important to the development of a civilization
- 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
- Identify hieroglyphics as the system of writing used in ancient Egypt
- Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance
- *Early American Civilizations* (Grade 1)
- *Early Asian Civilizations* (Grade 2)
 - Describe the key components of a civilization
 - Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- *The Ancient Greek Civilization* (Grade 2)
 - Define the term *civilization*
 - Explain that the ancient Greeks worshipped many gods and goddesses
- *The Ancient Roman Civilization* (Grade 3)
 - Explain why ancient Rome was considered a civilization
 - Define the terms *BC/BCE* and *AD/CE*
 - Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters
- *Astronomy* (Grade 3)

Overview

The following is an overview of the unit schedule.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Core Connections 45 min. Review Prior Knowledge	Reading 45 min. Small Group: Chapter 2 "Golden Age of the Maya" Word Work: <i>Game</i>	Reading 45 min. Close Reading: Chapter 2 "Golden Age of the Maya" Word Work: <i>Symbolize</i>	Reading 45 min. Whole Group: Chapter 3 "Hidden Secrets in the Rainforest" Word Work: <i>Distinct</i>	Reading 45 min. Read Aloud: Chapter 4 "Myths of the Maya" Word Work: <i>Vast</i>
Reading 45 min. Read-Aloud: Chapter 1 "The Rise of Early American Civilizations" Word Work: <i>Diverse</i>	Grammar 15 min. Introduce Subject and Predicate Morphology 15 min. Introduce Prefixes <i>il-</i> and <i>ir-</i> Writing 15 min. Paraphrase from a Text	Writing 45 min. Plan and Draft a Paragraph	Grammar 15 min. Practice Subject and Predicate; Introduce Run-On Sentences Morphology 15 min. Practice Prefixes <i>il-</i> and <i>ir-</i> Writing 15 min. Introduce the Codex Project and Rubric	Writing 45 min. Take Notes

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Reading 45 min. Partner: Chapter 4 "Myths of the Maya" Word Work: <i>Nurture</i>	Reading 45 min. Small Group: Chapter 5 "Aztec City on the Water's Edge" Word Work: <i>Peaked</i>	Reading 45 min. Close Reading: Chapter 5 "Aztec City on the Water's Edge" Word Work: <i>Trade</i>	Reading 45 min. Partner: Chapter 6 "Emperors, Gods, and Foreign Invaders" Word Work: <i>Resentment</i>	Spelling 15 min. Assessment
Grammar 15 min. Introduce Words and Phrases or Compare and Contrast	Writing 45 min. Plan and Draft a Paragraph	Writing 45 min. Incorporate an Image	Grammar 15 min. Practice Words and Phrases that Compare or Contrast	Reading 45 min. Small Group: Chapter 7 "Birth of the Inca Empire" Word Work: <i>Litter</i>
Morphology 15 min. Introduce Prefix <i>inter-</i>			Morphology 15 min. Practice Prefix <i>inter-</i>	Writing 30 min. Plan and Draft a Paragraph
Spelling 15 min. Introduce Spelling Words			Spelling 15 min. Practice Spelling Words	

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Reading 45 min. Close Reading: Chapter 7 "Birth of the Inca Empire" Word Work: <i>Primitive</i>	Reading 45 min. Small Group: Chapter 8 "All Roads Lead to Cuzco" Word Work: <i>Quarrel</i>	Reading 45 min. Read-Aloud: Chapter 9 "Myths of the Aztec and the Inca" Word Work: <i>Suitable</i>	Reading 45 min. Partner: Chapter 9 "Myths of the Aztec and the Inca" Word Work: <i>Emerge</i>	Spelling 15 min. Assessment
Grammar 15 min. Introduce Action Verbs and Linking Verbs	Writing 45 min. Plan and Draft a Paragraph	Writing 45 min. Edit Paragraphs and Prepare Codex Project for Display	Grammar 15 min. Practice Action Verbs and Linking Verbs	Unit Assessment 75 min.
Morphology 15 min. Introduce Root <i>tract</i>			Morphology 15 min. Practice Root <i>tract</i>	
Spelling 15 min. Introduce Spelling Words			Spelling 15 min. Practice Spelling Words	

Pausing Point Day 1	Pausing Point Day 2	Pausing Point Day 3	Pausing Point Day 4
Content Assessment Pausing Point 90 min.			

Core Connections

During the Core Connections lesson, students will review information about early civilizations studied in Grade 1 *Early World Civilizations*, Grade 2 *Early Asian Civilizations and The Ancient Greek Civilization*, and Grade 3 *The Ancient Roman Civilization*. Students will review use of a horizontal timeline as well as the concepts of BCE and CE and will place informational cards for five early civilizations on a timeline. Students will also compare a horizontal timeline to a vertical timeline that will be used throughout the unit. Using a map of the Americas, students will review the continents and oceans of the Western Hemisphere.

Reading

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.

Pronunciation Guide

For your reference, Teacher Resources includes a Pronunciation Guide for unique content-related words found in *Maya, Aztec, and Inca*. You will also find the pronunciations listed by chapter in the reading lessons.

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, that 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.

Grammar

In this unit, students will identify subjects and predicates in sentences. In addition, they will compare sentences to fragments and identify what is needed to expand fragments into sentences. Students will also examine run-on sentences and edit them into shorter, distinct sentences, using appropriate punctuation. Students will identify words and phrases that compare and contrast and use them in sentences to

compare and contrast. Students will also identify action verbs and linking verbs in sentences and use them to write sentences. These skills will be applied to more in-depth writing projects throughout Grade 5.

Spelling

During this unit's spelling lessons, students will practice spelling words related to the content of the Reader as well as words related to the morphology features taught. Each set of spelling words will consist of between 10 and 12 words. Although the words do not follow specific spelling patterns, you may detect certain gaps or misunderstandings in students' knowledge of the CKLA code through careful analysis of their spelling errors.

Morphology

In this unit, students will learn the common prefixes *il-*, *ir-*, and *inter-*. Students will also learn about the Latin root *tract*. Oral and written activities present opportunities to apply morphology skills.

Fluency

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 5. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order or frequency.

Assessment

Each unit includes a variety of assessment tools, including formal and informal assessments, formative and summative assessments, and progress-monitoring assessments targeting specific skills. Each unit concludes with a multipart unit assessment that assesses content knowledge (informational units only), reading comprehension, grammar, morphology, and fluency (optional). Assessment of the content knowledge students acquired by reading *Maya, Aztec, and Inca* is administered after Lesson 6 (optional) and as part of the Pausing Point days.

The grammar and morphology portions of the assessment address grammar and morphology skills taught throughout the unit. Specifically, the grammar portion of the unit assessment for *Early American Civilizations* addresses subject and predicate; words and phrases that compare and contrast; and action verbs and linking verbs. The morphology portion addresses the Latin root *tract* and the prefixes *il-*, *ir-*, and *inter-*.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” This section contains materials needed for instruction of this unit. Additional teacher resources for the entire year can be found in the Teacher Resources section of the Unit 1 Teacher Guide.

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.

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from the Recommended Resources list. In addition, if you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this list to reinforce the concepts covered in this unit. Please preview the resources, as some images and descriptions may be unsettling to some students, such as animal and human sacrifices and the display of skulls.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families. The expanded Recommended Resources list, including online resources, can be found online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Lesson 1

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the key components of a civilization
- ✓ Identify present-day southern Mexico and parts of Central America (also called Mesoamerica) as the location of ancient Maya city-states
- ✓ Identify present-day central Mexico as the location of the ancient Aztec Empire
- ✓ Identify the Andes Mountains as the center of the ancient Inca Empire, an empire that stretched along the Pacific coast of South America

LESSON AT A GLANCE	TIME	MATERIALS
Core Connections		
Review Prior Knowledge	45 min.	Unit 2 timeline; Civilization Cards; world map; five copies of a world map (optional); Activity Pages SR.1, 1.1; yellow, red, and blue colored pencils; map of the Americas
Reading		
Read-Aloud: Chapter 1 “The Rise of Early American Civilizations”	40 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 1.1–1.3; Answer Key for Activity Page 1.3; yellow, red, and blue colored pencils
Word Work: Diverse	5 min.	
Take-Home Material		
Reading	*	Activity Pages 1.4, 1.5; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Core Connections: By the end of this lesson, students will be able to explain background information relevant to a study of early American civilizations.

Reading: By the end of this lesson, students will be able to locate and describe the geographical features of the areas where ancient Maya, Aztec, and Inca civilizations existed.

ACADEMIC VOCABULARY

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general

academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. These words may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places. These words are underlined in lessons wherever they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **category, *n.*** a group of things that have similar characteristics
2. **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
3. **differentiate, *v.*** to tell the difference between things
4. **explanatory, *adj.*** helps explain or make clearer
5. **fact, *n.*** something that is true
6. **influence, **1. *n.***** something that causes a change; **2. *v.*** to cause a change
7. **informative, *adj.*** **1.** providing information and facts about a topic; **2.** useful or helpful
8. **link, **1. *n.***** a connection between multiple things; **2. *v.*** to connect two or more things or ideas
9. **linking, *adj.*** connecting
10. **reference, **1. *n.***** a source used for gathering information; **2. *v.*** to mention something; **3. *v.*** to go to a source for information
11. **subsequent, *adj.*** coming after something else

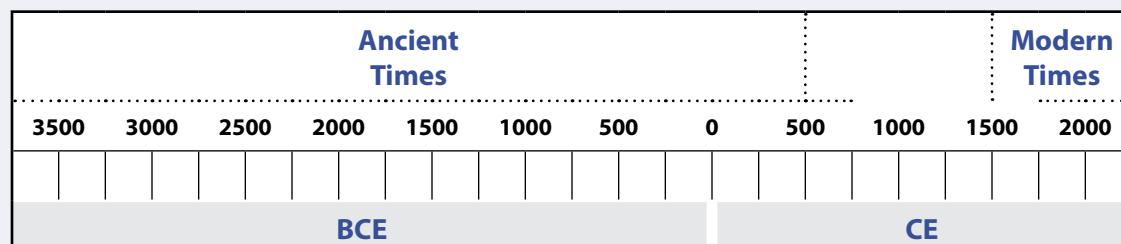
Spanish Cognates for Academic Vocabulary in Early American Civilizations

categoría contexto	diferenciar influencia; influenciar	informativo referencia
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ADVANCE PREPARATION

Core Connections

- Draw 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

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*.

- This lesson contains a *Think Pair Share* activity. *Think Pair Share* activities encourage students’ participation in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year. In *Think Pair Share* activities, you will begin by asking students to listen to the question you pose. You will then allow students some time to think about the question and their response to the question. Next, you will prompt students to discuss their response in pairs. Finally, you will select several students to share their responses with the class.

- Display a map of the world. Alternatively, you can 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 five groups of students to complete the activity in this lesson.

Reading

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

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

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 the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

CORE CONNECTIONS

45 minutes

Review Prior Knowledge

Introduce a Horizontal Timeline

10 minutes

Materials

- Unit 2 timeline
- Civilization Cards
- world map
- five copies of a world map (optional)
- Activity Pages SR.1, 1.1
- yellow, red, and blue colored pencils
- map of the Americas

- Tell students they will begin a unit called *Early American Civilizations* and the Reader for this unit is called *Maya, Aztec, and Inca*.
- 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.
- 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

20 minutes

- Have students turn to Activity Page SR.1, Components of a Civilization chart, found in the Student Resources section of the Activity Book. 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.
- Explain that students may have already learned about various ancient civilizations 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.
- Divide students into five 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 their 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 their Civilization Card should be placed. Offer guidance as necessary, using the beginning date listed for each civilization to determine placement.
 - **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.

- Have each group share their conclusions about which civilizations are represented on their Civilization Card and then place the Civilization Card on the timeline, one group at a time.
- Give each group the opportunity to change the placement of their 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.

Ancient Mesopotamia 3500 BCE–500 BCE	Ancient China 3500 BCE–220 CE	Ancient Egypt 3100 BCE–332 BCE	Ancient Greece 3000 BCE–146 BCE	Ancient Rome 1200 BCE–476 CE
				

- 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 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.

Introduce Early American Civilizations and a Vertical Timeline

10 minutes

- Using a map of the Americas, have students identify North and South America. Tell students that the narrow strip of land joining the two continents is called Central America. Also tell students this region of the world is known as the Americas.
- 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. Identify Mexico on the map.
- Ask students to name and point to the Atlantic Ocean and the Pacific Ocean. Identify the Gulf of Mexico.
- 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 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 5,000 BCE people known as hunter-gatherers lived in the Americas.
- Have students write *modern times* in the box at the bottom of the timeline labeled 2,000 CE.
- Refer to the mark in the middle of the timeline labeled “0.” Ensure students understand that this marks the division between years labeled “BCE” and years labeled “CE.”
- 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.
- 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.
- 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.

Wrap Up

5 minutes

- Have students name the region of the world they will be studying in *Early American Civilizations*.
 - the Americas
- Have students name the three early American civilizations they will be reading and learning about in this unit.
 - the Maya, Aztec, and Inca
- Have students name the components of a civilization they 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.

READING

45 minutes

Read-Aloud: Chapter 1 “The Rise of Early American Civilizations”

40 minutes

Introduce the Reader

5 minutes

- 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.
- 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

5 minutes

- 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.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun-n.; verb-v.; adjective-adj.; adverb-adv.
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original 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.

Materials

- *Maya, Aztec, and Inca*
- Activity Pages 1.1–1.3
- Answer Key for Activity Page 1.3
- yellow, red, and blue colored pencils

- Words are listed in the order in which they appear in the chapter.

1. **domesticate**, *v.* to raise and train animals to live around humans (**domesticated**) (2)
2. **irrigate**, *v.* to supply water using pipes or channels (3)
3. **flourish**, *v.* to be successful (**flourished**) (3)
4. **isthmus**, *n.* a narrow piece of land that connects two larger pieces of land (4)
5. **diverse**, *adj.* made up of different people or things (4)
6. **lush**, *adj.* healthy and full (4)
7. **cenote**, *n.* a natural well formed from a sinkhole (**cenotes**) (4)
8. **descendant**, *n.* a relative of someone who lived in the past (**descendants**) (4)
9. **empire**, *n.* a large territory or group of people under the total control of one ruler or government (5)
10. **sieve**, *n.* a tool with small holes for separating big and small pieces (**sieves**) (6)
11. **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
Spanish Cognates for Core Vocabulary	istmo imperio textil	irrigar florecer diverso descendiente domesticar
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

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

- 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?

Read “The Rise of Early American Civilizations”

15 minutes

Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson, and other lessons in this Teacher Guide, you will see certain questions or activities labeled either Support or Challenge. These questions and activities are not intended to be used in all situations. The items labeled Support provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled Challenge should be used with classes that would benefit from additional enrichment opportunities.

At the top of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more unique content-related words found in the Reader that you may need assistance in pronouncing. In addition, the pronunciations for each chapter are listed on the activity pages with the chapter vocabulary.

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

A [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.]

B [Read the paragraphs on page 2 aloud.]

C Look at the arrows on the map showing the migration routes of early humans. 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.

Chapter 1

The Rise of Early American Civilizations

A

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

B 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.



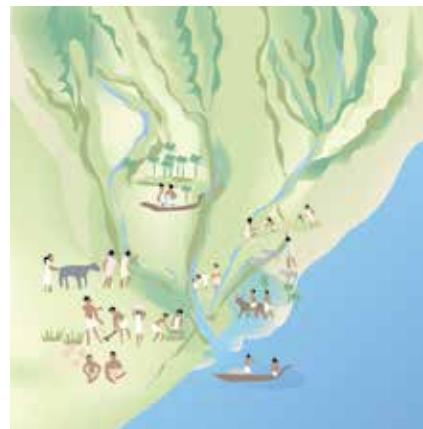
C For many thousands of years, early hunter-gatherers traveled from place to place. They fished, hunted animals, and gathered wild plants. Between 12,000 and 5000 BCE, some groups of people established more permanent villages. Often, these village-based societies relied on farming, raising their own 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.

D 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 **E**

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.

F

3

D [Read page 3 aloud.]

E Headings like this one provide an idea of what the subsequent paragraphs will detail.

F *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.

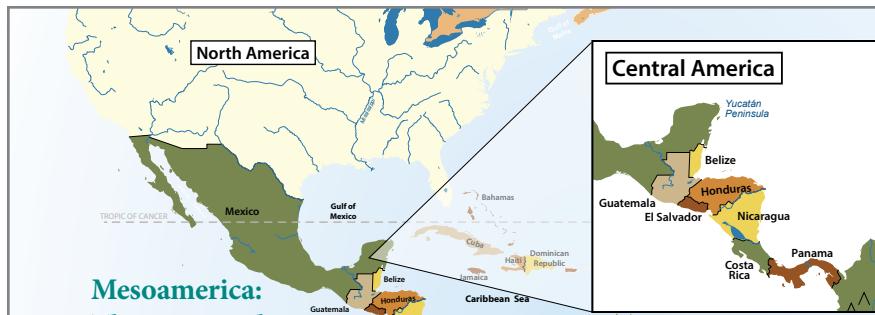
» Ancient Mesopotamia, Ancient China, Ancient Egypt

Word	CK Code
Mesoamerica	/me*soe*ə*maer*i*kə/
Belize	/bə*leez/
Yucatán	/ue*kə*tan/

A [Read page 4 aloud.]

B *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.



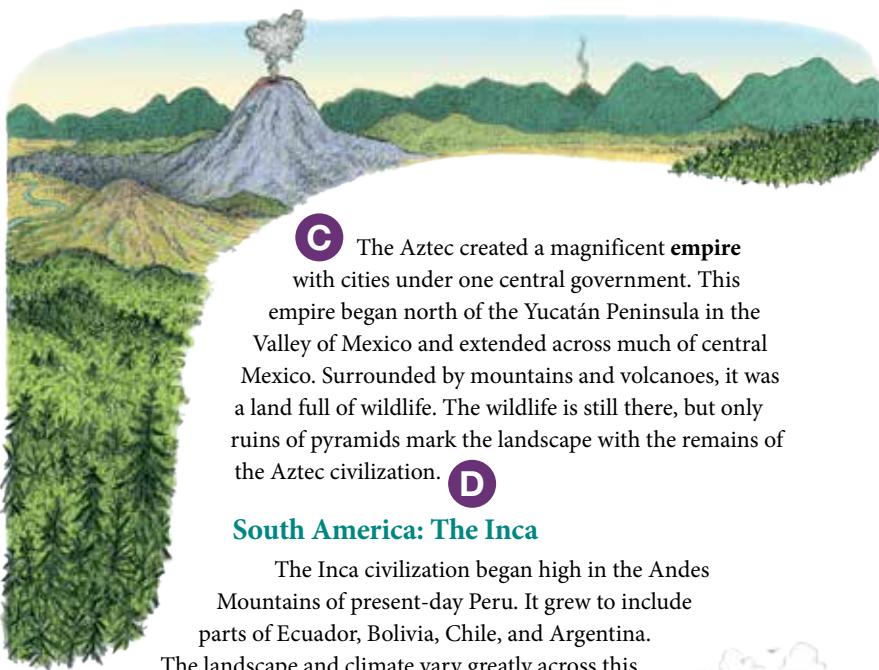
Mesoamerica: The Maya and the Aztec

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.

B



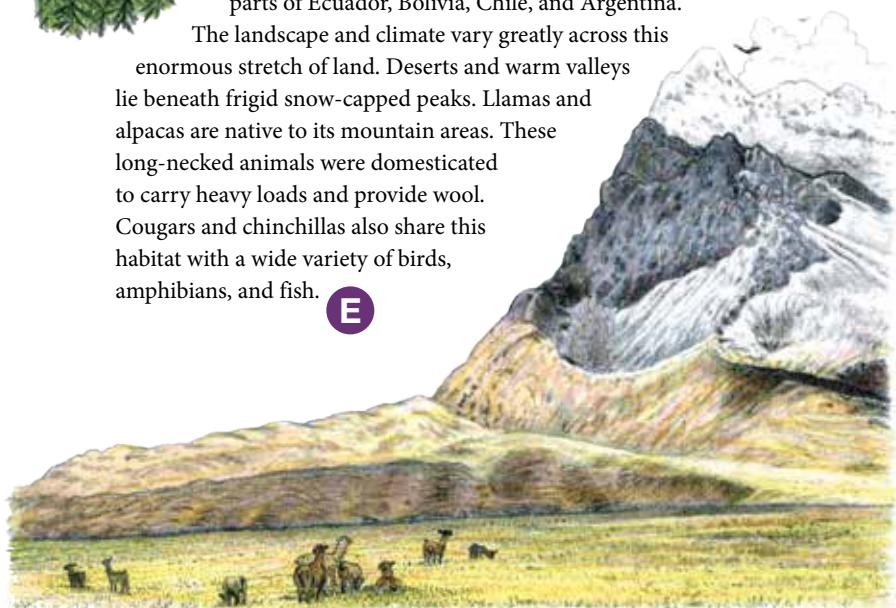
C The Aztec created a magnificent **empire** with cities under one central government. This empire began north of the Yucatán Peninsula in the Valley of Mexico and extended across much of central Mexico. Surrounded by mountains and volcanoes, it was a land full of wildlife. The wildlife is still there,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

D

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.

E



5

C [Read page 5 aloud.]

D *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; the valley was surrounded by volcanoes and mountains.

E *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.

A [Read page 6 aloud.]

B *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.

C 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.

A **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. **B**

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. **C**



Hernán Cortés



Francisco Pizarro

D 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.



E

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

7

D [Read page 7 aloud.]

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

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

Challenge 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.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

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.
- Tell students they will take home Activity Page 1.4 to read to a family member to build fluency, and then complete the activity.

Note

Activity Page 1.4 relates to The Big Question of the chapter.

Word Work: Diverse

5 minutes

Word Work is a brief, explicit vocabulary exercise, based on the work of Beck, McKeown, and Kucan (2002). The criteria used in selecting a word for the exercise include: (1) the relative importance of understanding the word for overall comprehension of the text selection (2) whether the meaning of the word is difficult to deduce from the content and context of the text and (3) the usefulness of the word, either as general academic vocabulary (also called Tier 2 words) or as domain specific vocabulary (also called Tier 3 words).

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.

TAKE-HOME MATERIAL

Reading

- 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.

Materials

- Activity Pages 1.4, 1.5

Lesson 2

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the Maya lived in separate city-states spread across eastern Mesoamerica
- ✓ Explain that Maya kings ruled from population centers that included pyramid-temple complexes
- ✓ Describe the ways the Maya adapted to the diverse landscape and used the land's resources to meet their needs

LESSON AT A GLANCE	TIME	MATERIALS
Reading <i>Small Group: Chapter 2 "Golden Age of the Maya"</i>	40 min.	<i>Maya, Aztec, and Inca; Answer Key for Activity Page 1.4; Activity Pages 1.1, 1.4, 2.1, 2.2; writing journal (optional)</i>
Word Work: Game	5 min.	
Grammar <i>Introduce Subject and Predicate</i>	15 min.	Subject and Predicate Poster; Activity Page 2.3
Morphology <i>Introduce Prefixes <i>il-</i> and <i>ir-</i></i>	15 min.	Prefixes Poster; Activity Page 2.4
Writing <i>Paraphrase from a Text</i>	15 min.	Activity Page 2.5
Take-Home Material <i>Grammar; Morphology; Writing</i>	*	Activity Pages 2.3–2.5

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe ways the Maya adapted to the diverse region in which their city-states thrived.

Grammar: By the end of this lesson, students will be able to identify subjects and predicates in sentences and identify the relationship between subjects and predicates in sentences. They will also be able to differentiate between action verbs and linking verbs.

Morphology: By the end of this lesson, students will be able to distinguish between root words and words with the prefixes *il-* and *ir-* and use those words correctly in sentences.

Writing: By the end of this lesson, students will be able to paraphrase sentences into a note format for use in planning and drafting a paragraph.

ADVANCE PREPARATION

Reading

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

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

- You may wish to prepare to show a short video of the game pok-a-tok, a link for which is listed in the Recommended Resources list located in the digital components for this unit.

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.

READING

45 minutes

Small Group: Chapter 2 “Golden Age of the Maya”

40 minutes

Review

5 minutes

- 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.
- Tell 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. Remind students 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

5 minutes

- 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.
- 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 *incessant*, and then have a student read the definition.

Materials

- *Maya, Aztec, and Inca*
- Answer Key for Activity Page 1.4
- Activity Pages 1.1, 1.4, 2.1, 2.2
- writing journal (optional)

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun-n.; verb-v.; adjective-adj.; adverb-adv.
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- 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.

1. **incessant**, *adj.* continuing without stopping **(8)**
2. **penetrate**, *v.* to go through or into something **(8)**
3. **temple**, *n.* a building devoted to religious worship (**temples**) **(8)**
4. **culture**, *n.* the beliefs, traditions, and way of life shared by a group of people **(9)**
5. **city-state**, *n.* a city, and the area surrounding it, that governs itself (**city-states**) **(9)**
6. **trade**, **1. v.** to give something in exchange for something else; **2. n.** a job that requires special training or skills (**traded**) **(9)**
7. **arid**, *adj.* dry and having little rain **(11)**
8. **indigenous**, *adj.* produced, living, or existing naturally in a particular area **(11)**
9. **commerce**, *n.* the buying and selling of goods and services **(11)**
10. **game**, *n.* **1.** animals that are hunted; **2.** an activity done for pleasure or sport **(13)**
11. **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
Spanish Cognates for Core Vocabulary	templo	incesante penetrar cultura árido indígena comercio simbolizar
Multiple-Meaning Core Vocabulary Words		game trade
Sayings and Phrases	golden age mystery of life	

- Read the purpose for reading from the board/chart paper:

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

- 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?

- Share the pronunciations for the following words and tell students they are listed on Activity Page 2.1.

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:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 2.2 with your support while they read.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. 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 to students to check their own or a partner’s work after they have completed the activity page
 - confer with students individually or as a group at a later time

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

Read “Golden Age of the Maya”

20 minutes

Prior to reading this chapter, remind students there are many strategies they can use to define unfamiliar words. In addition to using the glossary to define core vocabulary words, students should try to use context clues, or the text surrounding an unfamiliar word, to determine its meaning. If students encounter unfamiliar words while reading, they should look for surrounding text that helps define the unfamiliar word. Also, you may suggest that if students do not know the meaning of any word that is not in the glossary, and they are not able to define it by looking at the surrounding text, they should write that word in a notebook, along with the page number where it appears, so they can get help in defining that word.

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

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

- A** [Read the chapter title as a group.]
- B** [Read aloud the quote from archaeologist Désiré Charnay's journal.]
- C** [Discuss the chart in question 1 on Activity Page 2.2. 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.*

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

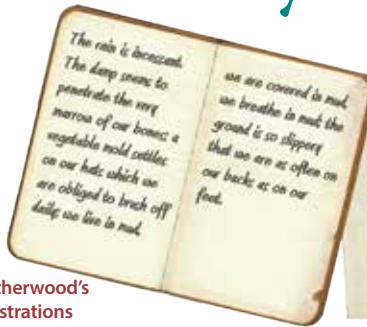
- D** [Have students read the rest of the page silently.]
- E** *Inferential* Why were Charnay and others curious about the Maya?

» They may have wondered what happened to the people who used to live in the ruins and cities.

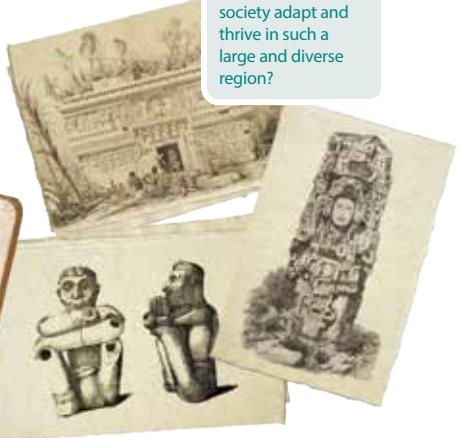
Chapter 2

A 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



- B** 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." **C**

- D** 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. **E**

F 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.**

G

H 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.

I

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

G **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.

Support *Flourish* means to be successful. What clues in this paragraph show evidence of the civilization flourishing?

- » Answers may vary, but could include: 5 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 of these things contributed to something positive and successful.

H [Have students read remaining paragraphs silently.]

I [Have students complete question 2 on Activity Page 2.2 using information from the text.]

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

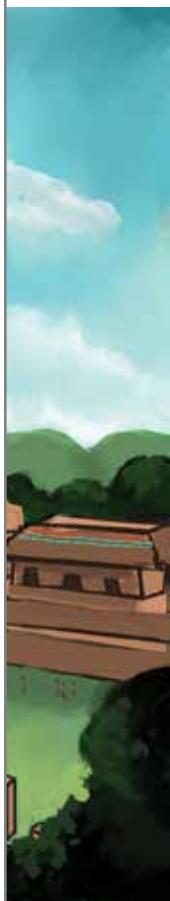
A [Have a student read aloud the heading.] Silently read the next three paragraphs to find out how these words relate to Maya life.



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

A 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.



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. **B**

Trading from Highlands to Lowlands

C 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.



D **E**

11

B *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.

Support Based on the information in this paragraph, define the word **sacrifice**.

» 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. Because this part of the Yucatán Peninsula was arid, or very dry, the Maya believed their sacrifices to the gods would bring rain.

C [Have a student read aloud the heading. Have students silently read the rest of the page.]

D *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.

Support Based on evidence in the text, how do you think the barter system worked?

» Answers may vary, but could include: the barter system is a way of trading or exchanging goods; people across Mesoamerica came together to trade items they brought with them.

E [Have students answer question 3 on Activity Page 2.2.]

- A** [Have a student read aloud the heading.]
- B** [Have students read this page and the next page silently.]

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

B 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

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. **C**

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

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. **D**



Male wild turkey

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

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

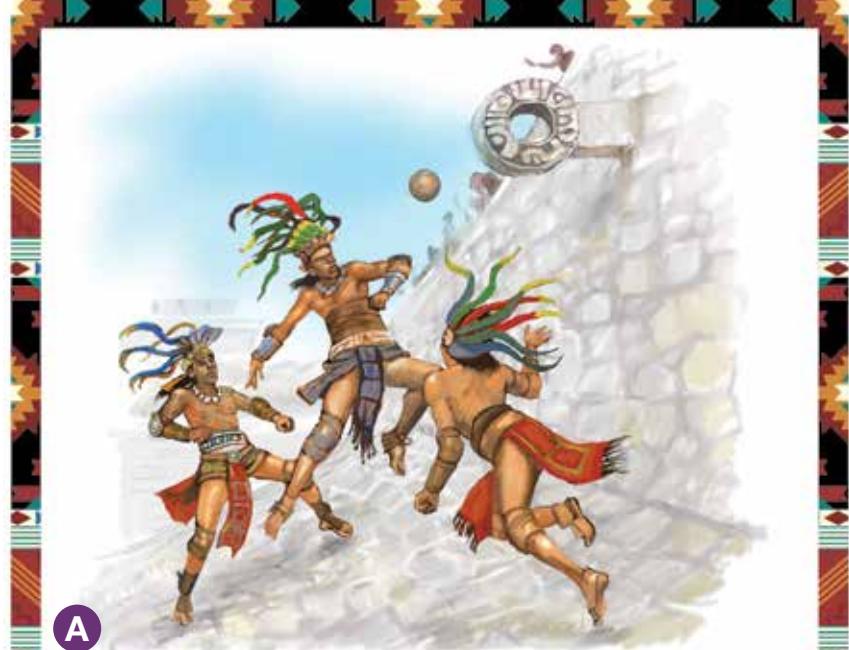
- » In lowland areas, farmers created canals and built raised-earth platforms above the canals, which became productive wetlands.
- » In the highlands, the Maya cut terraces into the slopes of the mountains and used multicropping to plant and harvest multiple times in a year.
- » In the forests, the Maya use 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.

D Literal In what ways did the Maya make use of the plants and animals of the rainforest?

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

Word	CK Code
Bonampak	/boe*nom*pok/

A [Ask a student to read aloud the heading in the text box. Then read the paragraph aloud to students.]



A

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.

B

Painted Mural at Bonampak

Life in a Royal Court

This mural was painted on a temple wall at Bonampak in southern Mexico. It shows that members of the king's royal court lived lives of luxury. Rulers grew wealthy from trade among city-states. The mural depicts how members of the royal court lived and dressed. Loose-fitting clothing was typical of all social classes. Noble women wore beads, pendants, and earrings made of precious jade. Noble men covered their heads with feathered headdresses made of quetzal plumes. Only the rich and powerful wore fancy clothes and jewels. **C**



15

B [Read aloud the heading. Ask a student to read the subheading. Then have students read the page silently.]

C *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.

Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Bring students back together and use the following questions to discuss the chapter.

- Evaluative** What were some ways the Maya worked with the diverse and sometimes difficult features of the land to meet their needs?
 - Answers may vary, but could include: they used a method called slash and burn to clear forested land to create farmland and add nutrients to the soil; they built raised-earth platforms in lowland areas to create land for growing crops and canals for fish; they cut terraces into mountain slopes to create farmland; they practiced multicropping to plant and harvest the land multiple times; they gathered plants from the jungle for food and medicine; they hunted animals in the jungle for food; and they used products they gathered from the land to trade.
- Literal** Have students refer to Activity Page 1.1. Guide students to use the text on page 9 to write the following information in the proper place on the timeline.
 - 1800 BCE: Maya agricultural villages existed
 - 250–900 CE: golden age of the Maya

- 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 for which is located in the Recommended Resources list found in the digital components for this unit.

Word Work: Game

5 minutes

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 *game* 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* is a word with 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

GRAMMAR

15 minutes

Introduce Subject and Predicate

Materials

- Subject and Predicate Poster
- Activity Page 2.3

- 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) or 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 Poster 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, which is 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*) *Survey* is the verb and the beginning of the predicate. Draw a wiggly line under *dig* 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 *dig for artifacts across Central America*. Draw a vertical line between the subject and predicate, noting that the vertical line comes just before the verb. (*They | dig for artifacts across Central America*.) 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*) and any words that may describe it (*home to the Maya civilization*).
- Ask students which word follows the subject. (*was*)
- 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

15 minutes

Introduce Prefixes *il-* and *ir-*

Materials

- Prefixes Poster
- Activity Page 2.4

- Point to the Prefixes Poster you 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 on the poster. (“not”)
- Remind students there are other prefixes that mean “not,” such as *un-*, *non-*, *dis-*, *in-*, and *im-*.
- Share the following examples of words with other prefixes that mean “not”: *unhappy*, *nonessential*, *disagree*, *insignificant*, *immobile*.
- 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 makes 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 does not make 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 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 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.
- Have students provide sentences using the word *irrational*. (Answers may vary.)
- 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 may not complete all these examples, but complete as many as time permits.

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.

WRITING

15 minutes

Paraphrase from a Text

Model Paraphrasing

10 minutes

- 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 practice
 - working with sentences from the text related to geographical features of Mesoamerica;
 - identifying important words and phrases, or fragments, in the text that provide specific facts and details; and
 - 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.
- Remind students that Mesoamerica is the region where both the Maya and Aztec civilizations developed. Remind students that geographical features are characteristics of the earth's surface found in a particular region.
- 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 paraphrasing, articles like *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 of the underlined words, which is appropriate.
- 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.

Materials

- Activity Page 2.5

- 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

5 minutes

- 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.

Geographical Features of Mesoamerica

Page(s)	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	Mesoamerica, or Middle America, was home to the Maya and Aztec civilizations.	Maya and Aztec civilizations in Mesoamerica	
4	This region lies north of the Equator in an area called the tropics.	north of Equator in tropics	
4	Mesoamerica includes a portion of present-day Mexico in North America and parts of Central America.	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	

Wrap Up

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

TAKE-HOME MATERIAL

Grammar; Morphology; Writing

- Have students complete Activity Pages 2.3, 2.4, and 2.5 for homework.

Materials

- Activity Pages 2.3–2.5

Lesson 3

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the Maya lived in separate city-states spread across eastern Mesoamerica
- ✓ Explain that Maya kings ruled from population centers that included pyramid-temple complexes
- ✓ Describe the ways the Maya adapted to the diverse landscape and used the land's resources to meet their needs

LESSON AT A GLANCE	TIME	MATERIALS
Reading Close Reading: Chapter 2 “Golden Age of the Maya”	40 min.	<i>Maya, Aztec, and Inca</i> ; writing journal
Word Work: <i>Symbolize</i>	5 min.	
Writing Plan and Draft a Paragraph	45 min.	Activity Pages SR.2, SR.3, 2.5; The Writing Process Graphic; Paragraph about a Paragraph; Paraphrasing Chart
Take-Home Material Reading	*	Activity Page 3.1

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe ways the Maya adapted to the diverse landscape and used the land's resources to meet their needs.

Writing: By the end of this lesson, students will be prepared to use paraphrased notes to plan and draft a paragraph.

ADVANCE PREPARATION

Reading

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

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

- 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.

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 then using the notes to draft a paragraph. Prepare and display a copy of this 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.

Grammar; Morphology

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

READING

45 minutes

Close Reading: Chapter 2 “Golden Age of the Maya”

40 minutes

Review

5 minutes

- 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.
- Read the purpose for reading from the board/chart paper:

Read to closely examine the author’s words, sentences, and literary devices for a deeper understanding of the development of the Maya 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?

Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 2, “Golden Age of the Maya,” are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.

Materials

- Maya, Aztec, and Inca
- writing journal

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

- *LIT* indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

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 “Golden Age of the Maya”

25 minutes

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

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

A [Read to the end of the quote.]

B *SYN 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.

C [Read aloud the paragraph below the quote.]

D *LIT Evaluative* In the opening paragraph, the author uses imagery, which is a literary device that helps the reader visualize something. Why do you think the author asks the reader to imagine all the things that are described?

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

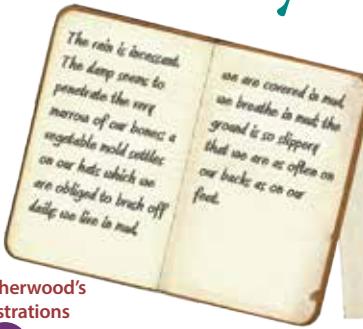
[Encourage students to notice and discuss the way in which the author repeats the word *imagine* at the beginning of these sentences. The things the author describes could be considered unpleasant or frightening to encounter. The author is perhaps painting an image in the reader's mind of a difficult environment for explorers, and more importantly, for early people to live in.]

Support [Remind students that imagery is a literary device they learned about during the *Personal Narratives* unit. Review that authors 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.]

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



A 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.

B

C 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.

D

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.

E **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**.

F 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. **G**



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

9

E [Have students silently read the first paragraph.]

F **LIT 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.

[Guide students to understand that the golden age of a civilization represents a period during which the civilization has wealth and prosperity. During the golden age of the Maya, writing, religion, and art flourished. These are signs that the civilization was healthy and successful.]

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

G **COMP 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.

COMP Inferential Based on evidence from the text, how would you describe the social class of other 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.

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

B *COMP 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, the crops would have been flooded. During other times of the year, there wasn't enough rain and the crops would have died.

COMP Inferential How did the Maya cleverly address the challenges of growing food in the lowlands?

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

A 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.

B

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

C 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

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.



Male wild turkey

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

C [Direct students to silently read the first two paragraphs on page 13.]

COMP Inferential What are two ways the Maya cleverly addressed the challenges of growing and getting food in the rainforest?

- » 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 rainforest.

Journal Writing

10 minutes

- 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?

- 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.

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 then use it to answer a question that follows.

Word Work: *Symbolize*

5 minutes

1. In the chapter you read, “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 and/or rephrase students’ responses to make complete sentences: “ . . . symbolizes . . . ”]
6. What part of speech is the word *symbolize*?
 - » verb

[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.

Note

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

1. a four-leaved clover *AND* good luck
 - » The four-leaved 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.

WRITING

45 minutes

Plan and Draft a Paragraph

Review

5 minutes

- 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 they used to paraphrase will be exactly the same as yours or other students’ notes, but they should all contain the same idea.

Materials

- Activity Pages SR.2, SR.3, 2.5
- The Writing Process Graphic
- Paragraph about a Paragraph
- Paraphrasing Chart

Geographical Features of Mesoamerica			
Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	Mesoamerica, or Middle America, was home to the Maya and Aztec civilizations.	Maya and Aztec civilizations in Mesoamerica	
4	This region lies north of the Equator in an area called the tropics.	north of Equator in tropics	
4	Mesoamerica includes a portion of present-day Mexico in North America and parts of Central America.	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	

Discuss the Writing Process

5 minutes

- Have students look at The Writing Process Graphic on display. Remind students this is a reference that was introduced in Unit 1 and you will refer to it as you progress through the different stages of the writing process.
- Tell students that today they will plan by organizing notes about geographical features of the land where the Maya civilization developed.
- Have students turn to Activity Page SR.2 (the Paragraph about a Paragraph) located in the Student Resources section of the Activity Book.
- Read aloud the paragraph. Tell students this paragraph provides a reference if they need to look back at it for reminders about the different parts of 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

25 minutes

- 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 *and 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* that was in the original sentence, so I may use that in my topic sentence. It’s a good word, along with the words *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.]

- 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.
- 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 tend to 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.

Geographical Features of Mesoamerica

Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	Mesoamerica, or Middle America, was home to the Maya and Aztec civilizations.	Maya and Aztec civilizations in Mesoamerica	topic sentence
4	This region lies north of the Equator in an area called the tropics.	north of Equator in tropics	use for topic sentence? supporting sentence—location
4	Mesoamerica includes a portion of present-day Mexico in North America and parts of Central America.	Mexico and Central America	supporting sentence—location
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	supporting sentence—land Use <i>diverse</i> in topic sentence Use <i>variety</i> in concluding sentence
4	The Yucatán Peninsula separates the Gulf of Mexico from the Caribbean Sea.	surrounded by large bodies of water	supporting sentence—water/rain
4	The northern part of the Yucatán is drier.	some areas drier than others	supporting sentence—water/rain
4	The Yucatán's deep cenotes supply fresh water to the area.	Yucatán has deep natural wells for fresh water	supporting sentence—water/rain too specific

Geographical Features of Mesoamerica

Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	The rainforest's lush vegetation supports a variety of animals.	lots of vegetation and animals	might use for concluding sentence
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	supporting sentence—land and water/rain—too specific
12	In highland areas, the Maya cut terraces into the slopes of mountains.	mountainous areas	supporting sentence—land

Model Drafting a Paragraph

10 minutes

- Explain that you will reference the notes from the Paraphrasing Chart as you write your paragraph.
- 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 *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 rainforests.

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 where the Maya civilization developed is full of variety, with different kinds of land, plants, and animals.

Explain that after all of the sentences for the paragraph have been drafted, it is a good idea to reread the paragraph to see if it makes sense and 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.

Wrap Up

- Have students turn to a partner and share one or two things they learned today about planning and drafting a paragraph.

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.

Materials

- Activity Page 3.1

Lesson 4

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the Maya developed a hieroglyphic writing system
- ✓ Describe ways in which the Maya used their advanced number system
- ✓ Explain that the Maya civilization gradually ended between 800 and 900 CE

LESSON AT A GLANCE	TIME	MATERIALS
Reading Whole Group: Chapter 3 “Hidden Secrets in the Rainforest”	40 min.	<i>Maya, Aztec, and Inca</i> ; map of the Americas; Activity Pages 1.1, 3.1, 4.1, 4.2
Word Work: <i>Distinct</i>	5 min.	
Grammar Practice Subject and Predicate	10 min.	Activity Page 4.3
Introduce Run-On Sentences	5 min.	
Morphology Practice Prefixes <i>il-</i> and <i>ir-</i>	15 min.	Activity Page 4.4
Writing Introduce the Codex Project and Rubric	15 min.	<i>Maya, Aztec, and Inca</i> ; Codex Project Rubric; website images of codices (optional); draft paragraph from Lesson 3; Activity Pages 4.5, SR.4
Take-Home Material Reading; Grammar; Morphology; Writing	*	Activity Pages 4.2–4.5

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe the importance of the Maya writing and mathematical systems and explain some possible reasons for the decline of the Maya civilization.

Grammar: By the end of this lesson, students will be able to identify subjects and predicates in sentences and identify the relationship between them. Students will also be able to identify run-on sentences and rewrite them into complete sentences.

Morphology: By the end of this lesson, students will have gained additional practice distinguishing between root words and words with the prefixes *il-* and *ir-* and in using those words correctly in sentences.

Writing: By the end of this lesson, students will have selected the cultural aspect that will be the topic of their Codex Project.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and the big question in the digital components for this unit.

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

- Display a map of the Americas. Alternatively, you may access a digital version in the digital components for this unit.

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, found 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, Dresden Codex, and a compilation of Maya codices images (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).

READING

45 minutes

Whole Group: Chapter 3 “Hidden Secrets in the Rainforest” 40 minutes

Review

5 minutes

- 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

5 minutes

- 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.
- 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 *interpret*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 4.1 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.

Materials

- Maya, Aztec, and Inca*
- map of the Americas
- Activity Pages 1.1, 3.1, 4.1, 4.2

1. **interpret**, *v.* to explain or determine the meaning of something (**17**)
2. **distinct**, *adj.* different in a noticeable way (**distinctive**) (**17**)
3. **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**)
4. **mortar**, *n.* a wet substance that hardens as it dries to hold bricks or stones together (**21**)
5. **stucco**, *n.* a type of plaster used as decoration or to cover walls (**21**)
6. **disperse**, *v.* to spread apart in different directions (**dispersed**) (**22**)
7. **epidemic**, *n.* a sudden, widespread illness (**22**)
8. **artisan**, *n.* a person who is skilled at making things by hand; a craftsman (**artisans**) (**22**)
9. **tunic**, *n.* a knee-length piece of clothing, like a simple dress (**tunics**) (**23**)
10. **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 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	pulley mortar stucco artisan	interpret distinct disperse epidemic tunic dwindle
Spanish Cognates for Core Vocabulary	mortero estuco artesano	interpretar distinto dispersar epidemia tunica
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

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

- 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?

Read “Hidden Secrets in the Rainforest”

20 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

Word	CK Code
Knorosov	/ne*roe*su/

A [Have students silently read page 16.]

B *Stelae*—ending with the letter *e*—is the plural form of the word *stela*, which is a stone monument.

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

A 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?

16



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

B

C 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. **D**



E Scribe painting glyphs on a codex

17

C [Have students silently read page 17.]

D **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.

E **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.

Codices is the plural form of *codex*.

Support What are glyphs?

» Glyphs are symbols that represent syllables or parts of words. The Maya used glyphs to make written records of important information.

Support What do epigraphers do?

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

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

A [Have students silently read page 18.]

B *Evaluative* What are several reasons why 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; the fact 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 trap door in the temple?

- » the tomb or burial place of King Pakal

A 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.

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. **B**

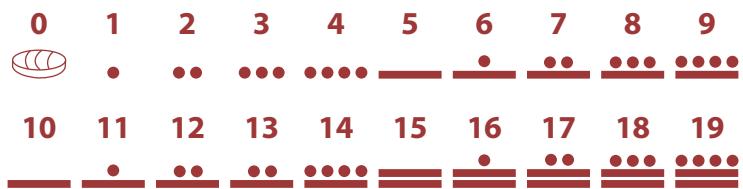


Death mask of K'inich Janaab' Pakal

C 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.

D



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

C [Have students silently read page 19.]

D *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 planning how to build pyramids; astronomers may have used them to calculate the locations of things in the heavens.

A [Have students silently read page 20.]

B *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.

A 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. **B**



C

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. **D**

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.



C [Have students silently read page 21.]

D *Evaluative* Engineering skills are used 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 planned. They may have used knowledge of science to work with stone, mortar, and stucco to build a strong and lasting structure.

A [Have students silently read page 22.]

B *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 that 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; changing trade routes; a war between city-states; a revolt; or the elite rulers became too controlling.

C *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 period of time would cause people, animals, and plants to not have enough water for drinking and growing food crops; there may have been fewer game animals; and plants may have been less plentiful for gathering and using as a food source.

D *Challenge* One theory of the Maya civilization decline 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 conditions for health or survival for some animals might affect other animals that depend on them; and reducing the number of trees and other plants might change the nutrients from the decomposing plants that might be available in the soil.

A **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. **B C D**

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.



Mural background painted with
Maya Blue



Flowers from the indigo plant

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

E 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. **F**

23

E [Have students silently read page 23.]

F **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 Mexico, Belize, Guatemala, Honduras, and El Salvador.*

Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

1. **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; this probably added to their ability to share information about current events and their history.
2. **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 contributed to the Maya in business and in trade, architecture, farming, and astronomy. This may have increased their ability 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 which enabled them to more accurately predict patterns and events in nature.
3. [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 place on the timeline.]
 - » 800–900 CE: Maya civilization declines

Evaluative Why does this label refer to a range of dates rather than a single date?
 - » Answers may vary, but could include: the decline of the Maya civilization does not seem to have been caused by a single event that took place all at once. The author tells us that populations decreased and farmers dispersed; people moved. Conditions like drought, destroying 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.

Word Work: *Distinct*

5 minutes

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 not 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 the most unique and beautiful bird.
» 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

GRAMMAR

15 minutes

Practice Subject and Predicate

10 minutes

Materials

- Activity Page 4.3

David Stuart began sketching carvings when he was only eight years old
developed a system of writing with about 800 distinct glyphs

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

Group of Words	Question to Ask Students	Underlined Subject
<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.

Group of Words	Question to Ask Students	Wiggly-Underlined Predicate
<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.

Introduce Run-On Sentences

5 minutes

- 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

15 minutes

Practice Prefixes *il-* and *ir-*

- 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 new 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.

Materials

- Activity Page 4.4

- Ask students if the sentence relates to the word *logical* or *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 below:
 - 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 being 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*)
- 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. Call on a few students to share their sentences orally. (Answers may vary.)
- Have students turn to Activity Page 4.4. Briefly review the directions and have students complete it for homework.

WRITING

Introduce the Codex Project and Rubric

15 minutes

Materials

- Maya, Aztec, and Inca*
- Codex Project Rubric
- website images of codices (optional)
- draft paragraph from Lesson 3
- Activity Pages 4.5, SR.4

- 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 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 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 you are going to model assessing your paragraph using this rubric.
- Tell students they will reference this rubric when they draft paragraphs 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.
- 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, think aloud to revise the paragraph to better match the criteria. 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.

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.

TAKE-HOME MATERIAL

Reading; Grammar; Morphology; Writing

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

Materials

- Activity Pages 4.2–4.5

Lesson 5

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that Maya creation myths have been passed down from one generation to the next
- ✓ Explain that Maya creation myths tell of multiple attempts by the gods to create people
- ✓ Describe the successful creation of the world according to the Maya creation myths

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Read-Aloud: Chapter 4 "Myths of the Maya"	40 min.	<i>Maya, Aztec, and Inca</i> ; Answer Key for Activity Page 4.2; Activity Pages 4.2, 5.1, 5.2
Writing		
Word Work: <i>Vast</i>	5 min.	
Take-Home Material		
Take Notes	45 min.	Activity Pages 4.5, 5.3; <i>Maya, Aztec, and Inca</i> ; writing journal (optional)
Reading; Writing	*	Activity Page 5.2

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe the characteristics of the earth and the people the Maya believed the gods created.

Writing: By the end of this lesson, students will have taken notes on their Maya cultural aspect.

ADVANCE PREPARATION

Reading

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

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

Writing

- Plan for grouping students into two groups. Small Group 1 should consist of students who may benefit from more guided practice and taking notes in two steps: identifying fragments in text first and then working to paraphrase. Small Group 2 should consist of students who have demonstrated a strong understanding of note-taking and are likely to be successful working independently.
- 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.

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 to the Teacher Guide for Unit 1, Personal Narratives, for more information on using the *Fluency Supplement*.

READING

45 minutes

Read-Aloud: Chapter 4 “Myths of the Maya”

40 minutes

Review

5 minutes

- 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

5 minutes

- 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 then turn to the first page of the chapter.

Materials

- *Maya, Aztec, and Inca*
- Answer Key for Activity Page 4.2
- Activity Pages 4.2, 5.1, 5.2

- 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.
- 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 *generation*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 5.1 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

1. **generation, *n.*** a group of people born and living at the same time (**generations**) (**24**)
2. **sacred, *adj.*** holy or deserving respect (**24**)
3. **creation, *n.*** the act of making something new (**24**)
4. **vast, *adj.*** large or great in size, amount, or extent (**25**)
5. **nurture, *v.*** to care for something or someone so that it/he flourishes (**27**)
6. **rigid, *adj.*** stiff and inflexible (**27**)
7. **warp, *v.*** to bend or twist out of shape (**27**)

Vocabulary Chart for Chapter 4 “Myths of the Maya”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		generation sacred creation vast nurture rigid warp
Spanish Cognates for Core Vocabulary		generación sagrado creación vasto nutrir rígido
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	through the ages broke the silence put their heads together	

- Read the purpose for reading from the board/chart paper:

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

- 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”

20 minutes

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

Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Word	CK Code
Popol Vuh	/po*pəl/ or /poe*pəl/ /voo/ or /boo/
Tepew	/tae*pae*ue/
Q'uk'umatz	/goo*koo*mots/

A [Read page 24 aloud.]

B *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 people.

C *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.



Chapter 4

Myths of the Maya

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

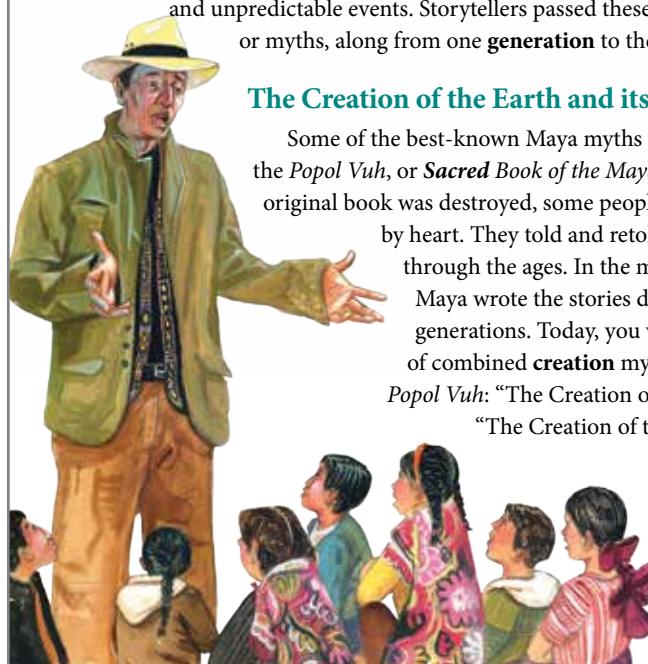
A

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

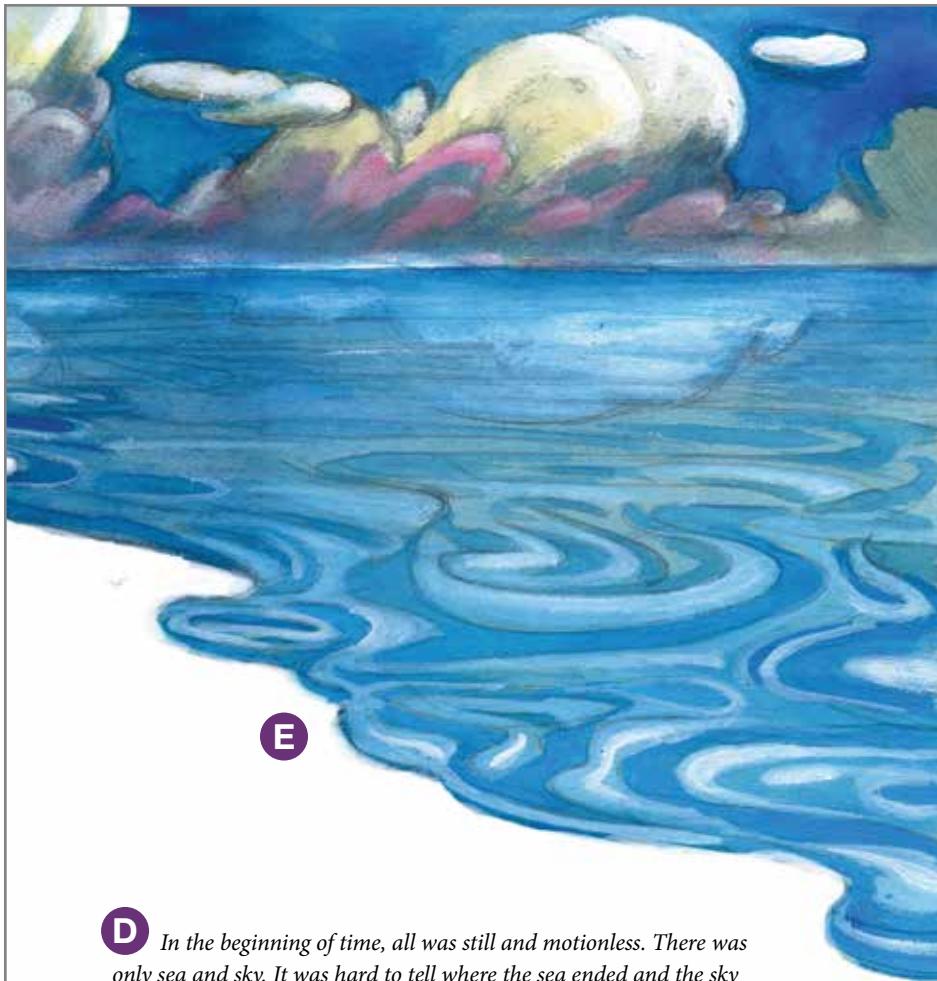
Some of the best-known Maya myths are recorded in the *Popol Vuh*, or *Sacred Book of the Maya*. Even though the original book was destroyed, some people knew the stories by heart. They told and retold the stories through the ages. In the mid-1500s, these Maya wrote the stories down for future generations. 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.”

B



24

C



D *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

D [Read page 25 aloud.]

E *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.*

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

A [Read page 26 aloud.]

B *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.

C *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.

D *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.

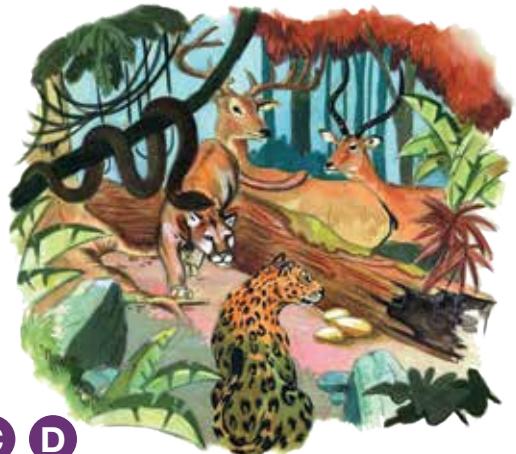


A Tepew and Q'uk'umatz thought hard about what to create and how to create it. Finally they came up with a plan. Dressed in brilliant green and blue feathers, they shouted out the word earth. In an instant, Earth appeared. Part of the sea dried up and became land. Mountains rose up with valleys between 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.

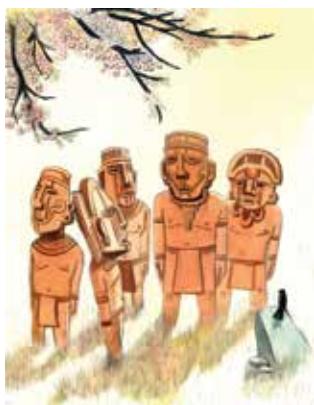
Though beautiful, Earth remained silent. It was too quiet. Tepew and Q'uk'umatz decided to add noisemakers. Suddenly, animals of every description filled the land. Jaguars and pumas crouched in the jungle. Deer and antelope roamed the plains. Snakes slithered along the ground. Eagles and turkey vultures 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.

C **D**



E 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. **F**



27

E [Read page 27 aloud.]

F *Literal* What features or characteristics of the wooden people are described in the text?

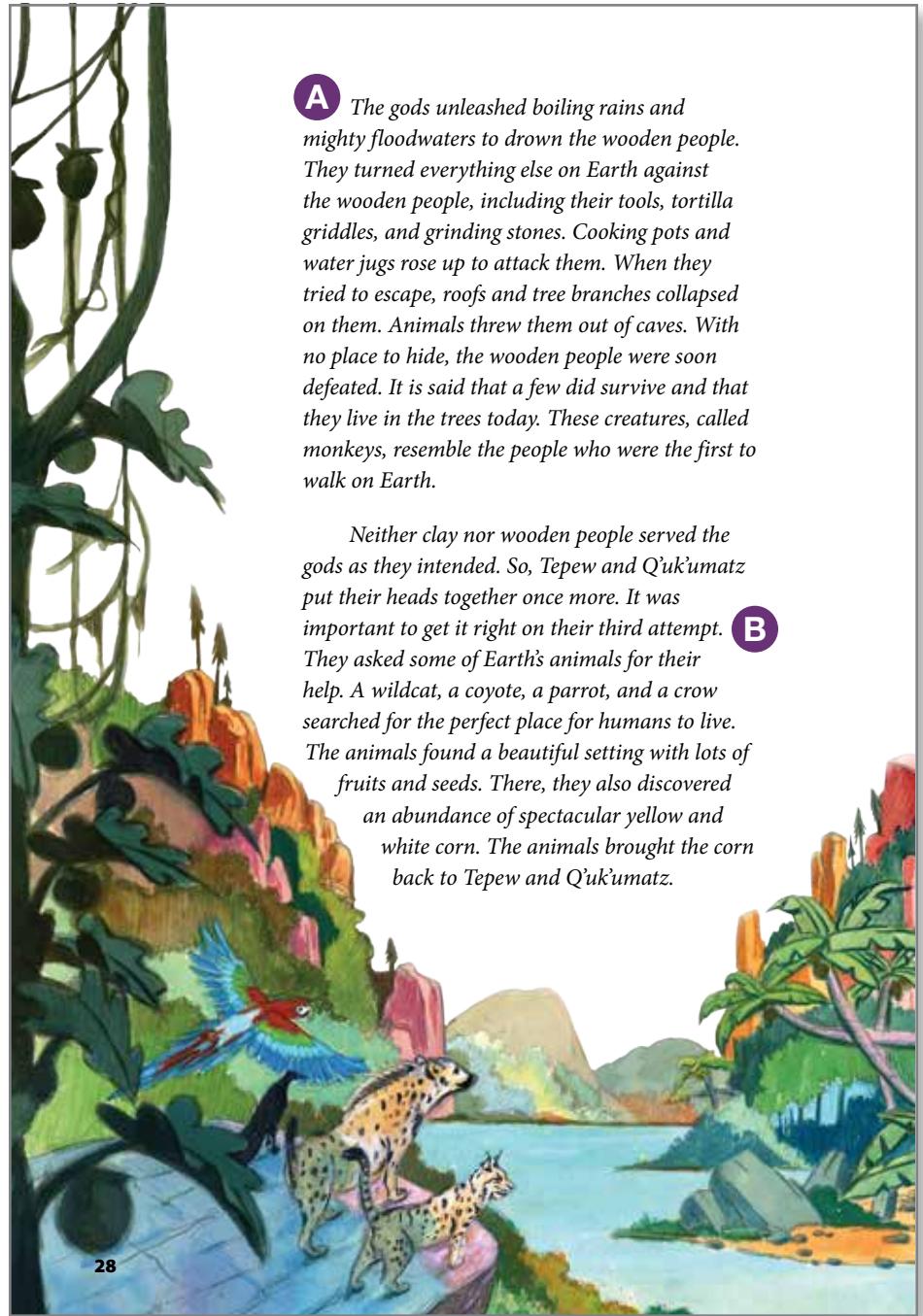
- » They looked like humans and talked like humans; they had children; they were wooden and rigid.

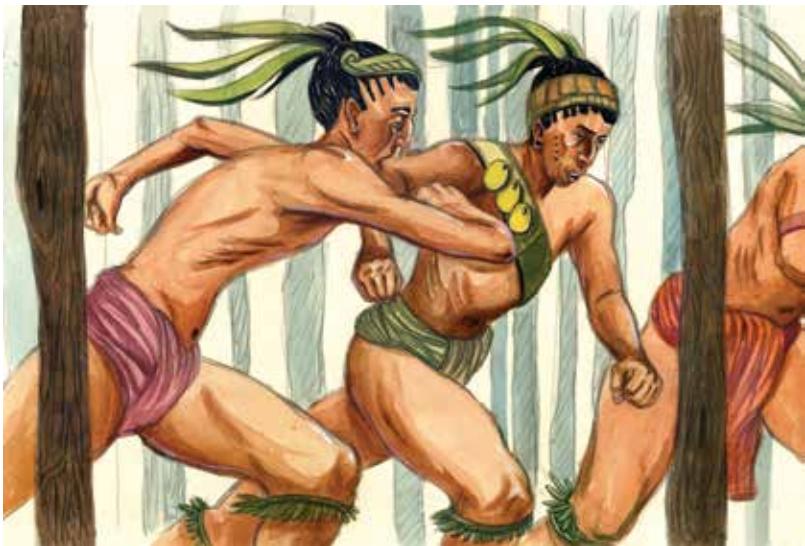
Word	CK Code
Tepew	/tae*pae*ue/
Q'uk'umatz	/goo*koo*mots/

A [Read page 28 aloud]

B *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.





C 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. **D**

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. **E**

29

C [Read page 29 aloud.]

D *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.

E *Literal* [Ask a student to read the fact box about the jaguar.] 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; their vision far surpassed that of the gods.*

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

A [Read page 30 aloud.]

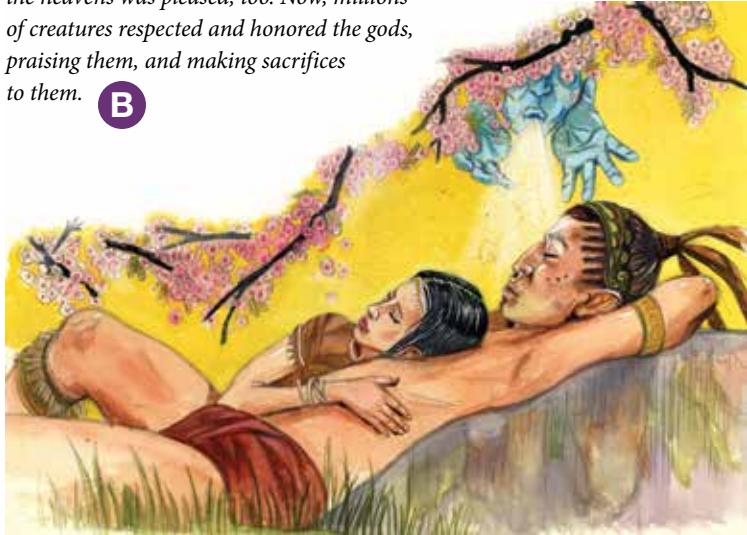
B Literal What words does the narrator use to suggest that the gods were pleased with their third attempt at creating people?

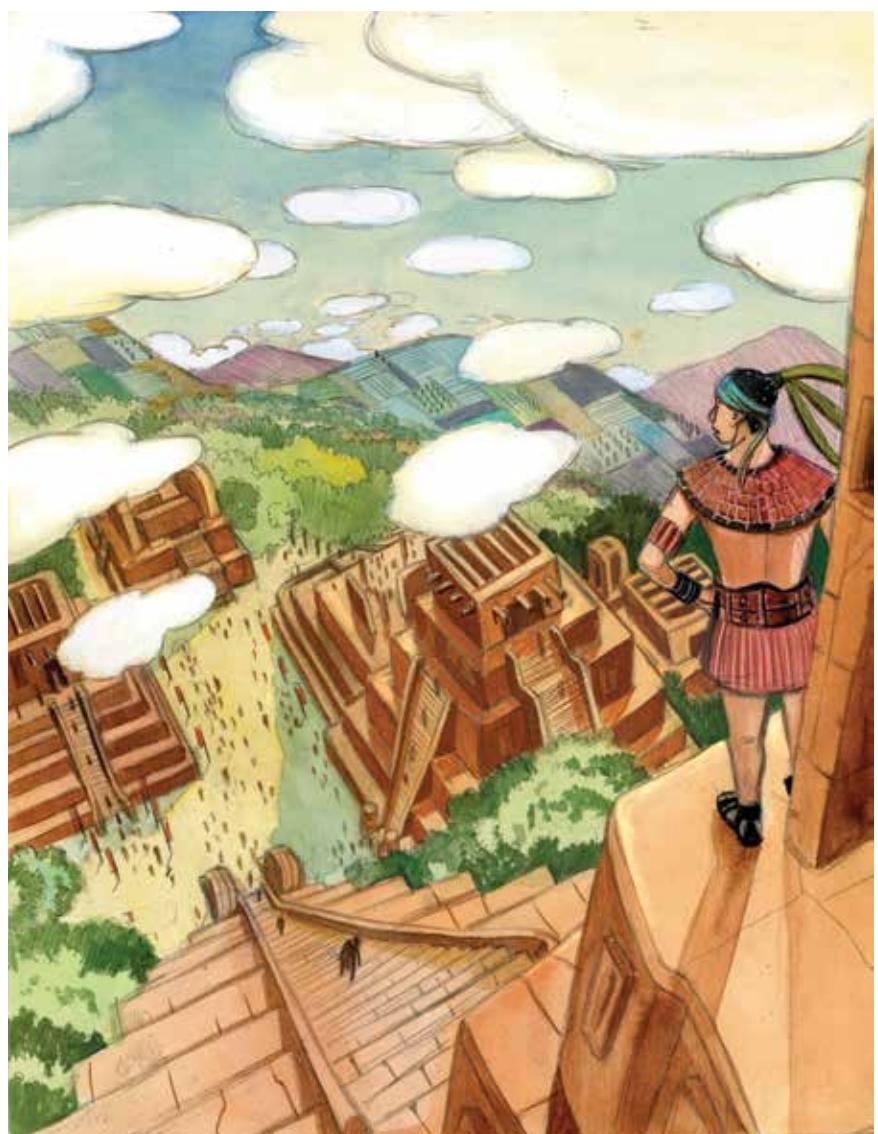
» *On their third try, they had succeeded. They had created a world of thinking people who were grateful for their lives. The god of the heavens was pleased, too. Now, millions of creatures respected and honored the gods, praising them and making sacrifices to them.*

A 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. **B**





31

Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

1. **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.
2. **Literal** How were people created?
 - » 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 use the text to answer the questions.

Word Work: *Vast*

5 minutes

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 for 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

[Use a *Synonyms and Antonyms* activity for follow-up.] What does *vast* mean? What are some synonyms, or words that have a similar meaning, of *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*.”]

WRITING

45 minutes

Take Notes

- Tell students that today they will practice paraphrasing text related to a cultural aspect of the Maya.
- Remind students that for homework they chose the cultural aspect they will write about for their Codex Project. Allow several students to share the sentences they wrote on Activity Page 4.5.
- Have students turn to Activity Page 5.3.
- 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 for *My notes on:* _____.
- Divide students into the two groups you planned for in advance.
- Have students begin reviewing Chapter 2 in their Readers to identify information related to their topic. Students in Small Group 1 should start by identifying appropriate fragments from the chapter; paraphrasing will happen later. Students in Small Group 2 may begin paraphrasing text and writing phrases in the chart on Activity Page 5.3 while identifying appropriate fragments.
- Circulate among students. Check in with all Small Group 2 students to determine if they need additional guidance.
- Spend the rest of the lesson working with Small Group 1 to support students as they identify fragments in the text from Chapter 2. As students are ready, have them use the chart on Activity Page 5.3 to paraphrase appropriate fragments identified in the text.
 - **Challenge** For students who complete their note-taking, have them respond to the writing prompt for the remaining time. Students can also read Chapter 3 to see if there are additional notes they can take on their topic.

Wrap Up

- With a partner, have students share one fragment they identified in the text and their paraphrased note about it.

Materials

- Activity Pages 4.5, 5.3
- *Maya, Aztec, and Inca*
- writing journal (optional)

TAKE-HOME MATERIAL

Reading; Writing

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

Materials

- Activity Page 5.2

Lesson 6

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that Maya creation myths have been passed down from one generation to the next
- ✓ Explain that Maya creation myths tell of multiple attempts by the gods to create people
- ✓ Describe the successful creation of the world according to Maya creation myths

LESSON AT A GLANCE	TIME	MATERIALS
Reading Partner: Chapter 4 “Myths of the Maya”	40 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 5.2, 6.1; Answer Key for Activity Page 5.2
Word Work: <i>Nurture</i>	5 min.	
Grammar Introduce Words and Phrases That Compare or Contrast	15 min.	Words and Phrases That Compare or Contrast Poster; Activity Page 6.2
Morphology Introduce Prefix <i>inter-</i>	15 min.	Prefixes Poster; Activity Page 6.3
Spelling Introduce Spelling Words	15 min.	Activity Pages 6.4, 6.5, SR.8
Take-Home Material Grammar; Morphology; Spelling	*	Activity Pages 6.2–6.5; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to identify Maya myths as a way to explain the creation of the earth and its people.

Grammar: By the end of this lesson, students will be able to identify words and phrases in sentences that compare and contrast ideas. Students will also be able to write complete sentences about similar and different ideas using words and phrases.

Morphology: By the end of this lesson, students will be able to explain how adding the prefix *inter-* changes a root word and how to correctly use words with the prefix *inter-* in sentences.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

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

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

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.

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

- 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. See the introduction of the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

READING

45 minutes

Partner: Chapter 4 “Myths of the Maya”

40 minutes

Review

10 minutes

- 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 *Sacred Book of the Maya*. In the myth the gods were pleased with the corn people they had created.
- Ask students the following question:
 - In what ways does the explanation for the creation of the corn people have characteristics of a myth?
 - » Answers may vary, but could include: it is a story that has been told and retold; it explains 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 then turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

1. **generation, *n.*** a group of people born and living at the same time (**generations**) (24)
2. **sacred, *adj.*** holy or deserving respect (24)
3. **creation, *n.*** the act of making something new (24)
4. **vast, *adj.*** large or great in size, amount, or extent (25)
5. **nurture, *v.*** to care for something or someone so that it/he flourishes (27)
6. **rigid, *adj.*** stiff and inflexible (27)
7. **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.

Materials

- *Maya, Aztec, and Inca*
- Activity Pages 5.2, 6.1
- Answer Key for Activity Page 5.2

- Read the purpose for reading from the board/chart paper:

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

- 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”

20 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- 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.
- Remind students of the following pronunciations:

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

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

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- 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.

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. (Page 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 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. (Page 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. (Pages 26, 28, 30)

Word Work: *Nurture*

5 minutes

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 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

[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.]

GRAMMAR

15 minutes

Introduce Words and Phrases That Compare or Contrast

Materials

- Words and Phrases That Compare or Contrast Poster
- Activity Page 6.2

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.

- Then, give oral examples using other words or phrases from the chart that compare, such as 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.

- Then, give oral examples using other words or phrases from the chart that contrast, such as 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.

MORPHOLOGY

15 minutes

Introduce Prefix *inter-*

Materials

- Prefixes Poster
- Activity Page 6.3

- 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.
- Ask students to provide sentences using the word *interpersonal*. (Answers may vary.)
- 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.

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.

SPELLING

15 minutes

Introduce Spelling Words

- 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.

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.

Materials

- Activity Pages 6.4, 6.5, SR.8

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

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

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided for your information so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades

Students who participated in CKLA instruction in Grades K–2 have been taught to read and spell using an explicit, systematic phonics approach. These students will be most successful in learning to spell increasingly challenging words if they are encouraged to segment each word into manageable syllables and then make use of the specific letter-sound code knowledge they were taught in earlier grades. This letter-sound knowledge is summarized on the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in the Teacher Resources section of the Unit 1 Teacher Guide and in the Activity Book (Activity Page SR.8).

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spelling are reflected on the Individual Code Chart. For example, you might note that the word *fatal* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /təl/, but spelled ‘tal’) and then point out the ‘al’ spelling for /əl/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resource section of the Unit 1 Teacher Guide helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 5 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t/*l//ee/. In Grade 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For

example, the word *costly* is now notated as /kost*lee/.

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.

TAKE-HOME MATERIAL

Grammar; Morphology; Spelling

- Have students complete Activity Page 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 choose to collect the assessments so a grade can be assigned 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 Reader chapters or read *Fluency Supplement* selections.

Materials

- Activity Pages 6.2–6.5

Materials

- Activity Page PP.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Teacher Resources section of the Unit 1 Teacher Guide.

Lesson 7

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the center of the Aztec Empire in the 1300s and 1400s CE was located in Tenochtitlán, present-day Mexico City
- ✓ Explain that people of all social classes lived in Tenochtitlán, a well-planned city with causeways, aqueducts, and marketplaces
- ✓ Explain that the Aztec believed gods and goddesses controlled all aspects of Aztec life, and that the Aztec made sacrifices to the gods in exchange for the gods' daily gifts

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapter 5 "Aztec City on the Water's Edge"	40 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 1.1, 1.3, 7.1, 7.2; writing journal (optional)
	5 min.	
Writing Plan and Draft a Paragraph	45 min.	The Writing Process Graphic; Paragraph about a Paragraph; Codex Project Rubric; Activity Pages 5.3, SR.2, SR.4; writing journal

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain key details about the Aztec Empire and the capital city of Tenochtitlán and use the information they have read to compare and contrast the Maya and Aztec civilizations.

Writing: By the end of this lesson, students will be able to use their notes on a cultural aspect of the Maya civilization to plan and draft a paragraph.

ADVANCE PREPARATION

Reading

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

Read to learn about the Aztec city of Tenochtitlán.

- You may wish to provide pictures of objects that are *peaked* and *not peaked* to support the Word Work activity.

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.

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.

READING

45 minutes

Small Group: Chapter 5 “Aztec City on the Water’s Edge”

40 minutes

Review

5 minutes

- Discuss the following questions to review what students have learned about the Maya.
 - What are some of the components of 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 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.
 - 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 reasons may have included serious drought, destruction of the ecological balance, an epidemic, changing trade routes, war, revolts, or some combination of these.

Introduce the Chapter

5 minutes

- Explain that students will read about another ancient civilization in Mesoamerica—the Aztec—in the next two chapters.

Materials

- *Maya, Aztec, and Inca*
- Activity Pages 1.1, 1.3, 7.1, 7.2
- writing journal (optional)

- 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 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 *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.
- 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 *swampy*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 7.1 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.

1. **swampy, *adj.*** resembling wet spongy land often partly covered with water (**32**)
2. **habitable, *adj.*** fit to live in (**33**)
3. **marsh, *n.*** soft, wet land often overgrown with grasses (**marshes**) (**33**)
4. **artificially, *adv.*** in a way that does not exist in nature (**33**)
5. **emperor, *n.*** a ruler who has total control of a region (**34**)
6. **commoner, *n.*** a person who is not part of the noble class (**commoners**) (**35**)
7. **peaked, *adj.*** pointed (**35**)
8. **transport, *v.*** to carry from one place to another (**transported**) (**36**)
9. **bustling, *adj.*** busy with activity (**36**)
10. **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 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	emperor commoner	swampy habitable marsh artificially peaked transport bustling nourishment
Spanish Cognates for Core Vocabulary	emperador	habitable artificialmente transportar
Multiple-Meaning Core Vocabulary Words		trade
Sayings and Phrases	heart of the city	

- Read the purpose for reading from the board/chart paper:

Read to learn about the Aztec city of Tenochtitlán.

- 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.

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:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 7.2 with your support during reading.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. 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. You may choose to do one of the following to address this:
 - collect the pages and correct them individually
 - provide an answer key to students to check their own or a partner’s work after they have completed the activity page
 - confer with students individually or as a group at a later time

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

Read “Aztec City on the Water’s Edge”

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

Word	CK Code
Tenochtitlán	/te*nok*tit*lan/ or /tee*noch*teet*lan/
Texcoco	/tex*koe*koe/
chinampa	/chee*nam*pə/

- A** [Have students silently read the page.]
- B** *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.
- C** *Literal* Based on the text, why was Tenochtitlán an important place?
- » Tenochtitlán was the capital of the Aztec Empire in the 1300s and 1400s.
- D** [Have students use this information to answer question 1 on Activity Page 7.2.]

Chapter 5

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

Aztec City on the Water's Edge

A 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.

B **C** **D**

E 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.

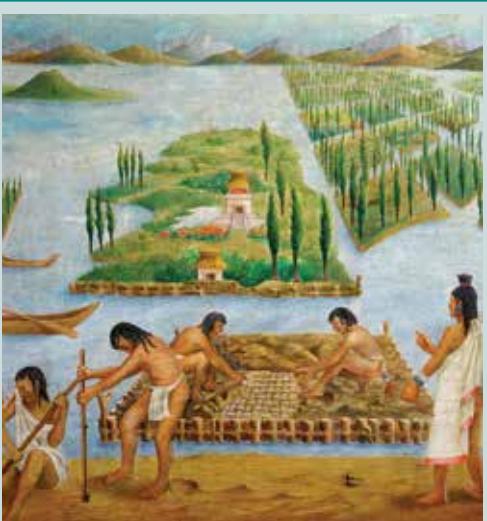
The Aztec adapted to their swampy environment by creating **habitable** land from the lake bottom. They built gardens, called chinampas, in the middle of Lake Texcoco. They built bridges over the **marshes** and grew a variety of crops on the mainland as well. They cultivated corn, beans, squash, tomatoes, 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.

F

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.

G

33

E [Have students silently read the page.]

F *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; they could grow crops throughout the year in the tropical climate.

G [Have students use the text box on chinampas to answer question 2 on Activity Page 7.2.]

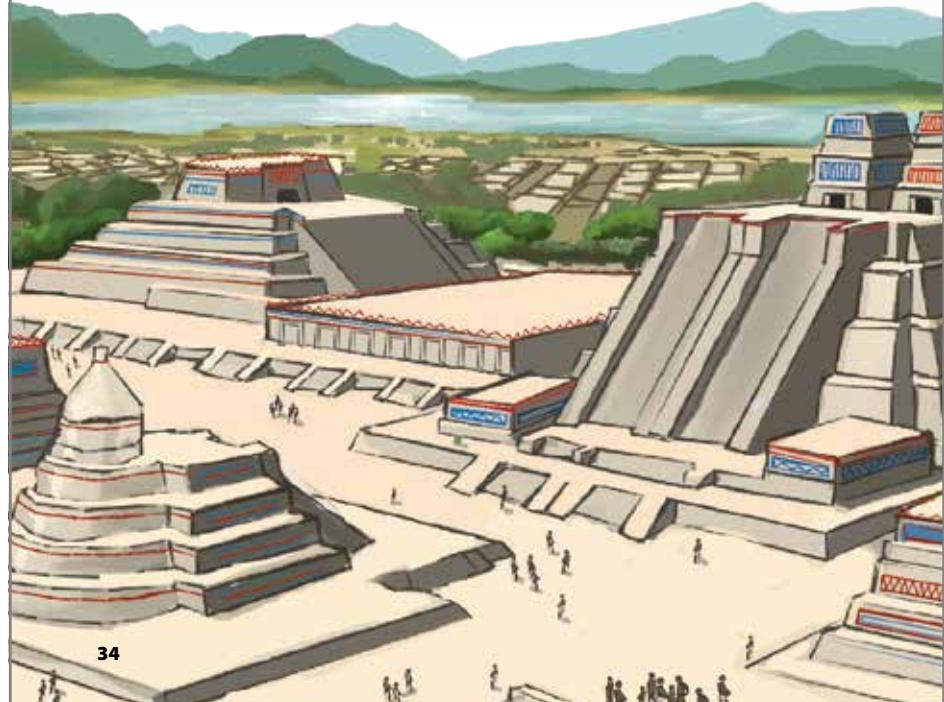
Word	CK Code
Huitzilopochtli	/weet*zip*oe*poecht*lee/
Tlaloc	/tlo*lok/
calpullin	/kow*pool*yin/
calpulli	/kow*pool*yae/

- A** [Ask a student to read aloud the heading on page 34. Then have students read pages 34 and 35 silently.]
- B** [Have a student locate and read aloud the sentence “On top of . . . ” Then have students answer question 3 on Activity Page 7.2.]

A 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. **B**

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,



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 capullin. 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.

C

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



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

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

A [Have a student read the heading and the remainder of page 36 aloud.]

B *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, it was salt water. They needed the aqueducts to bring fresh water from the springs on the mainland.

Inferential Why did they need fresh water for drinking?

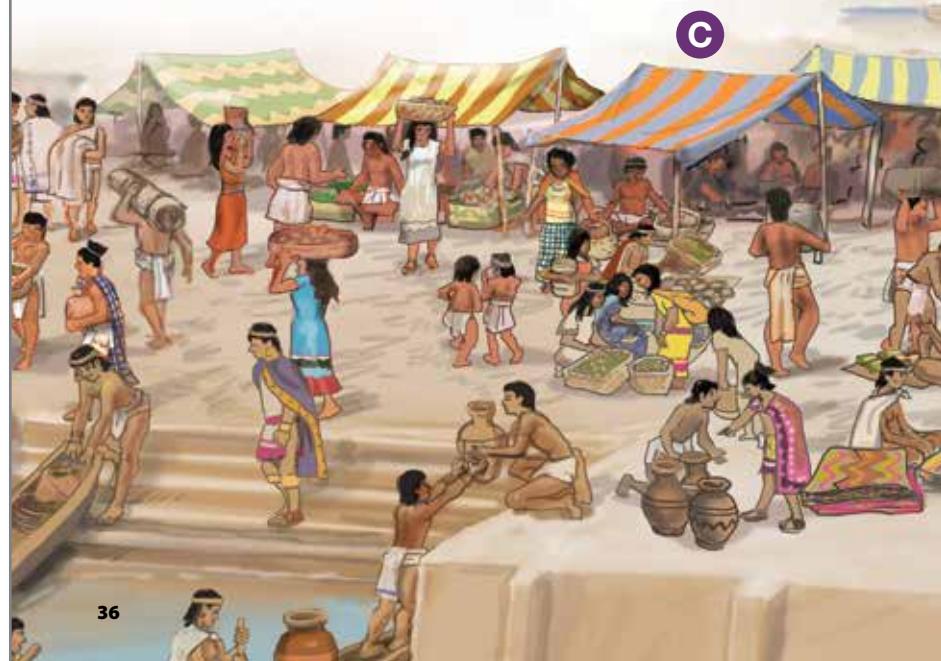
» Salt water, which filled the lake, is not suitable for drinking.

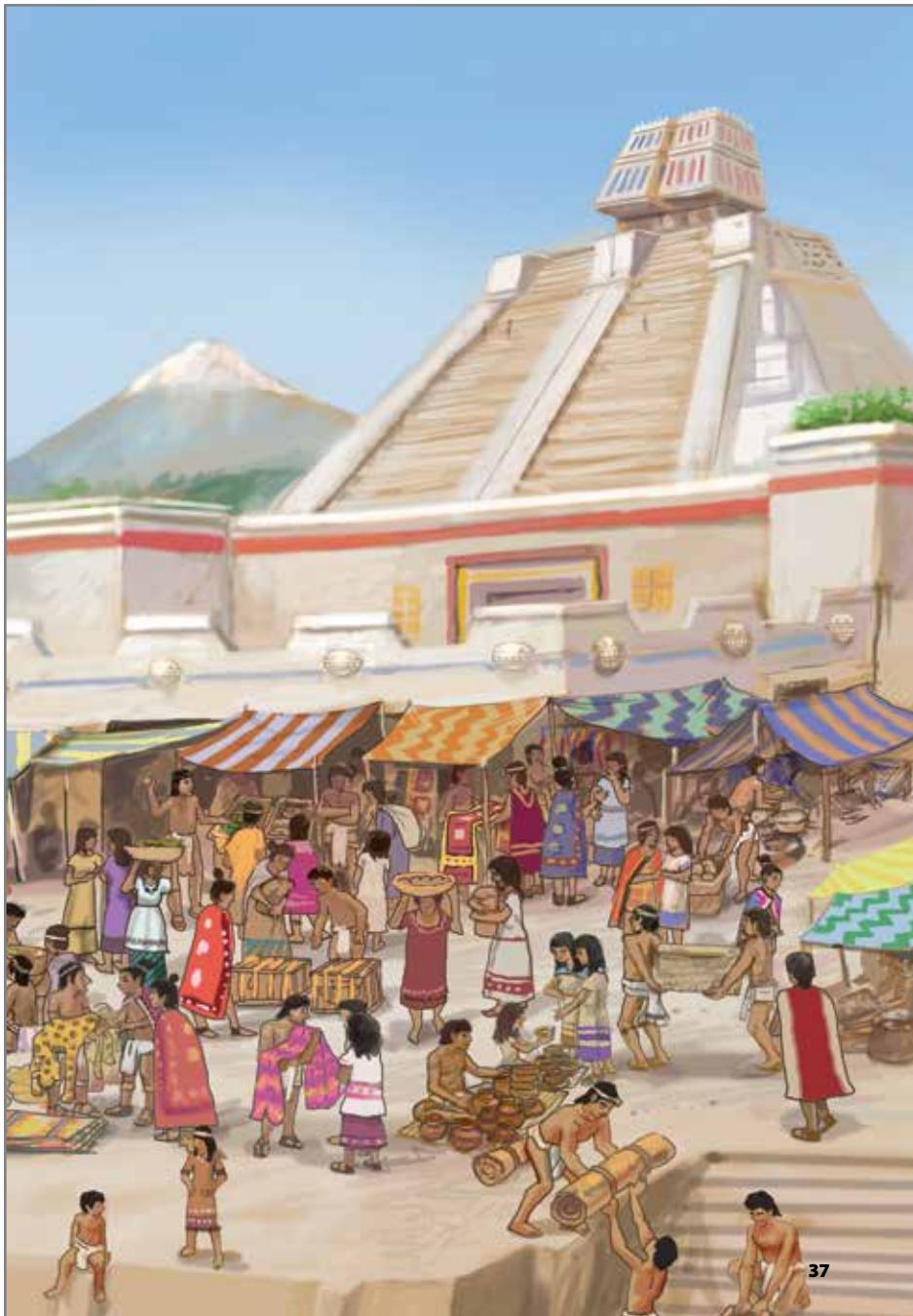
C [Give students time to look at the image of the marketplace. Guide them in identifying some of the goods people are trading. For example, the image includes a jaguar pelt, pottery, stacks of cloth, and baskets of fruit and vegetables.]

A 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. **B**





37

Word	CK Code
Huitzilopochtli	/weet*zip*oe*poecht*lee/
ullamalitztli	/oo*lo*mə*leet*lee/ or /oo*ya*mə*leest*lee/
maguey	/ma*gee/ or /ma*gae/

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

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

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

Inferential What forces of nature do you think *rattle the earth and release hot lava from the mountains* refer to?

- » earthquakes and volcanoes

A 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

god. Many human sacrifices took place at the Templo Mayor inside the Sacred Precinct. **B**

At the base of the temple steps, the Aztec built a rectangular ball court. The object of the ball game, called ullamalitztli, 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.

C 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.

E

F



Girl learning to weave

C [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.]

D *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

E [Have students answer question 4 on Activity Page 7.2.]

F [If time allows, you may wish to have students complete the Challenge question on Activity Page 7.2.]

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- 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—1300–1400s 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. (Page 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 (Page 34)

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

» B. to honor their two most important gods (Page 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 lakebed.

» 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. (Pages 33, 35, 36)

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? 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 minutes

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

[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

45 minutes

Materials

- The Writing Process Graphic
- Paragraph about a Paragraph
- Codex Project Rubric
- Activity Pages 5.3, SR.2, SR.4
- writing journal

Plan and Draft a Paragraph

Plan a Paragraph

25 minutes

- Refer to The Writing Process Graphic. 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 for writing 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.
 - 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 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; choosing the supporting details that go together to add information or explain the main idea; and then thinking 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.
- Circulate while students work with their notes and offer positive feedback, guidance, and support as appropriate.

Draft a Paragraph

20 minutes

- Signal students who are ready to draft the paragraph to start writing in their writing journal. They should use their notes to guide their writing.
- Group students who are not ready to work on drafting independently to complete planning and drafting with support.
- Have students refer to the Codex Project Rubric to see how their writing compares to the criteria listed in each category.

- For students who are ready for additional challenge, have them revisit the Reader after completing their draft to look for connections between descriptions of Maya 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., limestone from local quarries was used to make the mortar and stucco for some of their buildings). If students find a connection, encourage them to add it to their draft paragraph.

Wrap Up

- Have students turn to a partner to share an example of a sentence they composed from their notes.

Lesson 8

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the center of the Aztec Empire in the 1300s and 1400s CE was located in Tenochtitlán, present-day Mexico City
- ✓ Explain that people of all social classes lived in Tenochtitlán, a well-planned city with causeways, aqueducts, and marketplaces
- ✓ Explain that the Aztec believed gods and goddesses controlled all aspects of Aztec life, and that the Aztec made sacrifices to the gods in exchange for the gods' daily gifts

LESSON AT A GLANCE	TIME	MATERIALS
Reading <i>Close Reading: Chapter 5 "Aztec City on the Water's Edge"</i>	40 min.	<i>Maya, Aztec, and Inca; Activity Page 8.1</i>
Writing <i>Incorporate an Image</i>	5 min.	<i>Maya, Aztec, and Inca; computer; projection system; Internet access; sample codex; Activity Pages SR.5, SR.6</i>
Take-Home Material <i>Reading; Writing</i>	*	<i>Activity Page 8.1</i>

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how the city of Tenochtitlán was organized and why it was significant.

Writing: By the end of this lesson, students will be able to incorporate an appropriate image and caption to support a paragraph.

ADVANCE PREPARATION

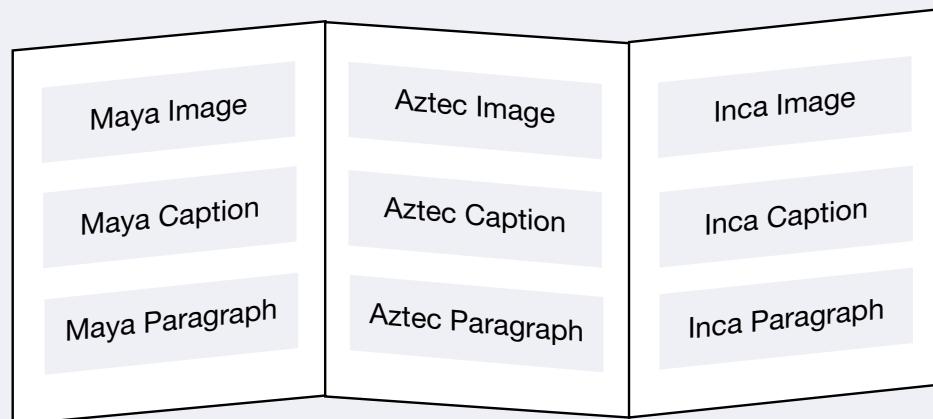
Reading

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

Read to closely examine the author's words, sentences, and literary devices, and to more fully envision the organization of the 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, Dresden Codex, and a compilation of Maya codices images (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

- 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 _____.

READING

45 minutes

Close Reading: Chapter 5 “Aztec City on the Water’s Edge” 40 minutes

Review the Chapter

5 minutes

- *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 1300s and 1400s; they built gardens called chinampas from the lakebed 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, which 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.
- Read the purpose for reading from the board/chart paper:

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

- 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?

Materials

- *Maya, Aztec, and Inca*
- Activity Page 8.1

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 5, "Aztec City on the Water's Edge," are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

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”

25 minutes

- Read the title of the chapter as a class, “Aztec City on the Water’s Edge.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

Word	CK Code
Tenochtitlán	/te*nok*tit*lan/ or /tee*noch*teet*lan/
Texcoco	/tex*koe*koe/
chinampa	/chee*nam*pə/

A Read this page silently.

B COMP 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.

Chapter 5

Aztec City on the Water's Edge

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

A 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. **B**



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. **C D**

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. **E F**



C Silently read the two paragraphs on this page.

D **VOC** 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.

E Read the text box about chinampas.

F **COMP 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.

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

A Silently read the paragraph that begins with the words, “Tenochtitlán was laid out . . .”

Support VOC 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

B LIT 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.

C SYN Inferential The author begins the third sentence with the word *this*, saying *This Sacred Precinct . . . This* refers back to the previous sentence. What phrase does *this* refer to?

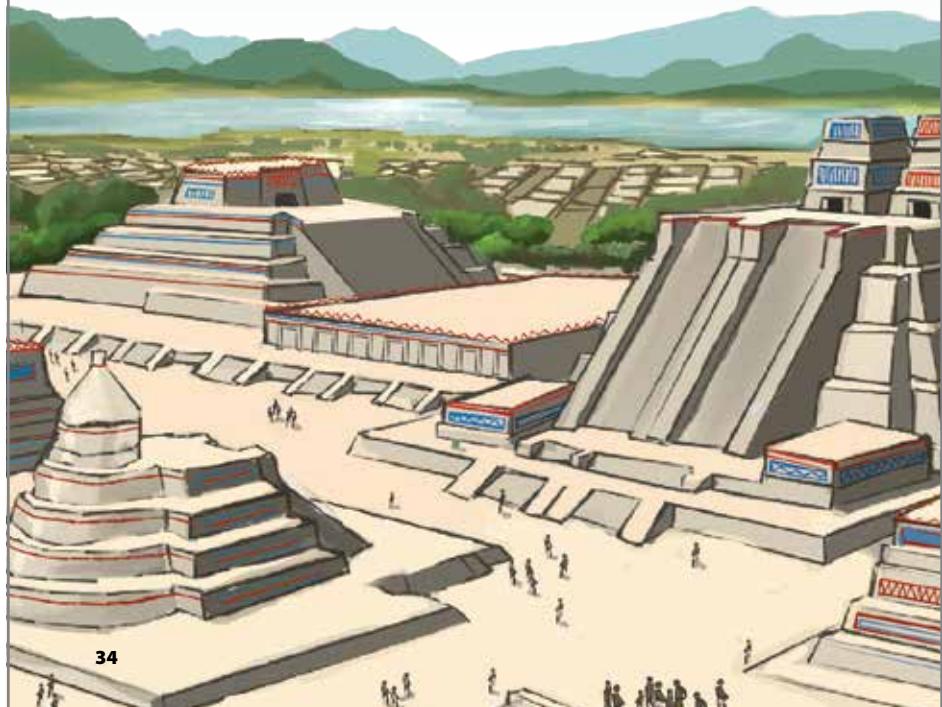
» *Its religious and ceremonial center*

Therefore, *This Sacred Precinct* is the name being given to Tenochtitlán’s religious and ceremonial center.

A Tenochtitlán: A Well-Planned City

B 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. **D**

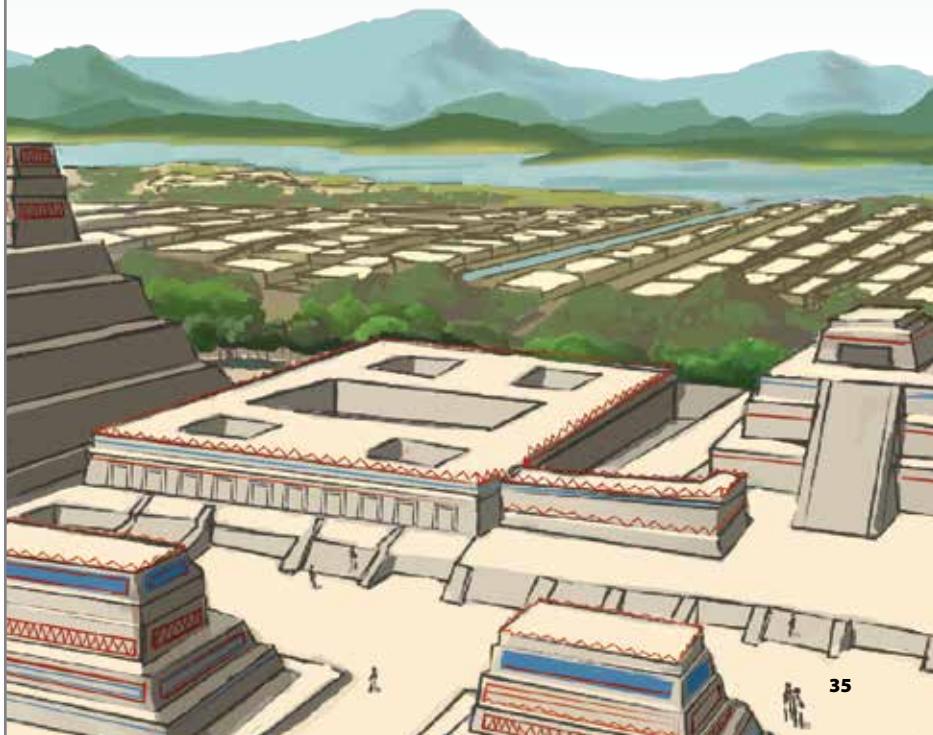
Social class determined where people lived, how they dressed, and how they earned a living. Aztec priests lived in palaces within the Sacred Precinct. Just outside the Sacred Precinct, the **emperor** and members of the noble class built carved stone palaces and beautiful gardens. Beyond its city center,



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 capullin. 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.



D VOC 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 would likely be the largest and most important structure in the pyramid-temple complex.

COMP 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 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.

A Silently read the first paragraph.

B *COMP 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.

Support VOC 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.

VOC Inferential Based on its use in the text, what is a spare? Why would it be important to build a spare?

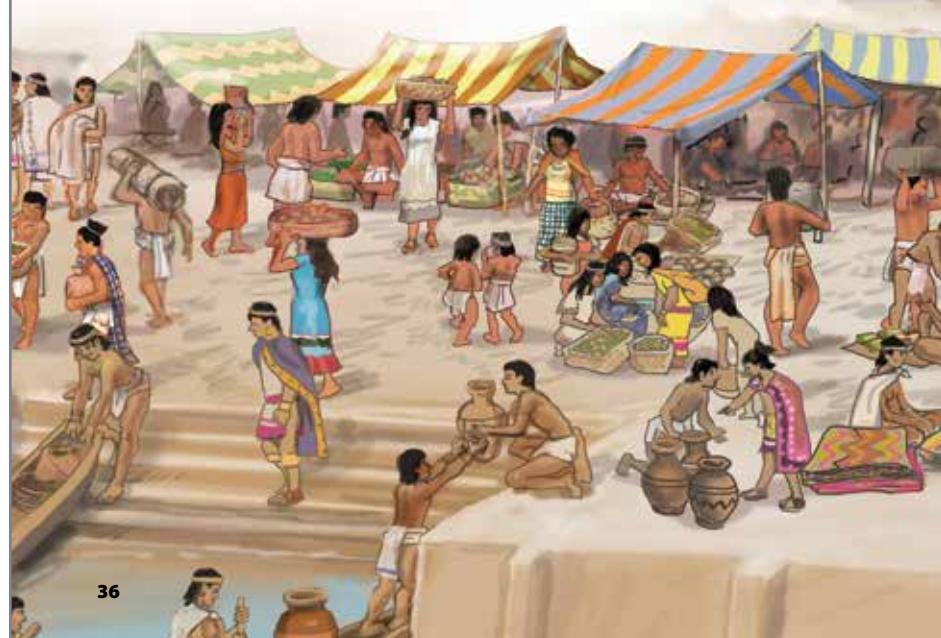
- » It is something that is not used most of the time, but is there when the item that is usually used is unavailable. In this case, when the first pipe was being cleaned, it couldn’t be used to transport water. The spare was then used to carry water, probably so the people did not have to do without water for drinking and bathing.

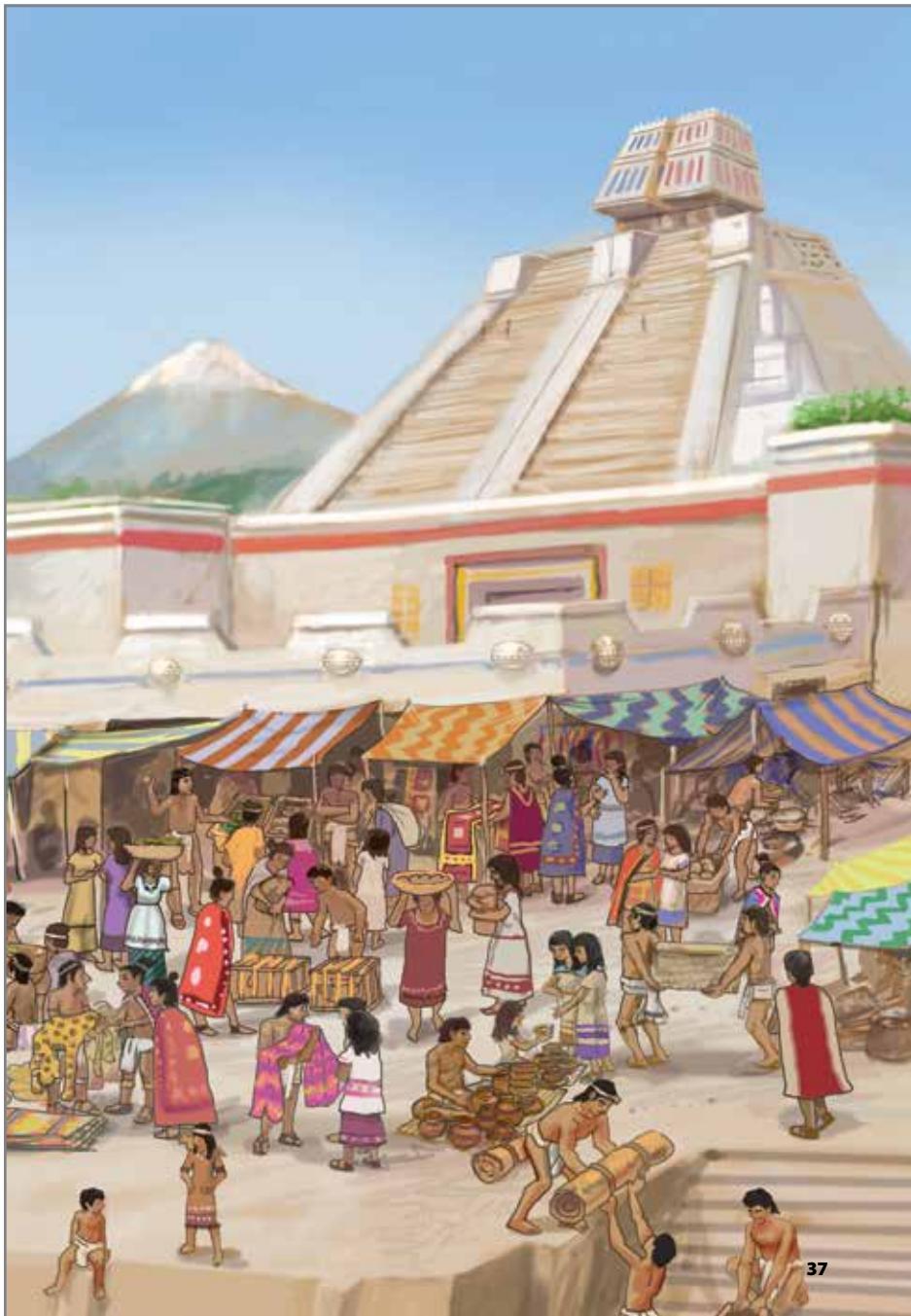
A **Causeways, Aqueducts, and Marketplaces**

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.

B 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.





37

Word	CK Code
Huitzilopochtli	/weet*zip*oe*poecht*lee/
ullamaliztli	/oo*lo*mə*leet*lee/ or /oo*ya*mə*leest*lee/
maguey	/ma*gee/ or /ma*gae/

- A** Silently read the three paragraphs on this page.
- B** *SYN Literal* The author uses words and phrases to signal comparisons between the Maya and Aztec civilizations. What words and phrases that compare does the author use?

» 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.

A 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

god. 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.

B

C 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.

D



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

C Silently read the paragraphs following the heading, “Everyday Life in the Aztec Empire.”

D *COMP 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.

Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

1. *Inferential* What factors led to the success of the Aztec capital Tenochtitlán?
 - » Answers may vary, but could include: the Aztec built gardens called chinampas from the lakebed where a variety of crops could be grown; creating habitable land allowed the city to grow in size; Tenochtitlán was a well-planned city laid out in a grid with a large and elaborate pyramid-temple complex called the Sacred Precinct; the Aztec built advanced causeways connecting Tenochtitlán to the mainland; the causeways had aqueducts that transported fresh water; and Tenochtitlán had bustling marketplaces where goods were traded with people from other cities and regions.

- 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 stage of the planning stage of the writing process and should leave it blank for now.

Word Work: *Trade*

5 minutes

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

[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

WRITING

45 minutes

Incorporate an Image

Model Incorporating an Image

20 minutes

Materials

- *Maya, Aztec, and Inca*
- computer
- projection system
- Internet access
- sample codex
- Activity Pages SR.5, SR.6

- 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 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 have the name of a reputable organization, or may end in .gov (government) or .edu (education), which is 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 having 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 Maya geographical features paragraph 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 accessible for viewing by 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 refers to the surrounding words that may provide more information related to the image.
- 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 selecting an image that relates to the topic is most important.
- Select an image and print the image (or save it to print later).
- Have students turn to the Reference List on Activity Page SR.5, found 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.
- 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 rainforest 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 rainforest 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

25 minutes

- 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).
- 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 references 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.
 - **Support** For students who need additional support, reference the sentence starters on the board/chart paper.

The image shows _____.

My paragraph is about _____.

My caption could say _____.

- **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.

Wrap Up

- Select a couple of students to share the image they selected and the caption they drafted.

TAKE-HOME MATERIAL

Reading; Writing

- Have students take home Activity Page 8.1 to continue reading and taking notes on their topic for the Aztec civilization.

Materials

- Activity Page 8.1

Lesson 9

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the Aztec expanded their empire by constantly waging war against neighboring city-states
- ✓ Explain that Aztec rulers collected taxes, or tribute
- ✓ Describe the end of the Aztec Empire and identify Hernán Cortés as the Spanish leader responsible for its demise

LESSON AT A GLANCE	TIME	MATERIALS
Reading Partner: Chapter 6 “Emperors, Gods, and Foreign Invaders” Word Work: <i>Resentment</i>	40 min. 5 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 1.1, 9.1–9.3
Grammar Practice Words and Phrases That Compare or Contrast	15 min.	Words and Phrases That Compare or Contrast Poster; Comparison and Contrast Chart; Activity Page 9.4; writing journal
Morphology Practice Prefix <i>inter-</i>	15 min.	Activity Page 9.5
Spelling Practice Spelling Words	15 min.	Activity Pages 9.6, SR.8
Take-Home Material Reading; Grammar; Morphology	*	Activity Pages 9.3–9.5

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how the Aztec Empire rose to power and how it came to an end.

Grammar: By the end of this lesson, students will be able to use words and phrases to write compare and contrast statements.

Morphology: By the end of this lesson, students will have gained additional practice in distinguishing between root words and words with the prefix *inter-* and using those words correctly in sentences. In addition, students will be able to apply their knowledge of the prefix *inter-* to define and use unfamiliar words.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

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

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

Grammar

- Display the Words and Phrases That Compare or Contrast Poster from grammar 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 Comparison 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	

READING

45 minutes

Partner: Chapter 6 “Emperors, Gods, and Foreign Invaders” 40 minutes

Introduce the Chapter

5 minutes

Materials

- *Maya, Aztec, and Inca*
- Activity Pages 1.1, 9.1–9.3

- 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 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 *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 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 *dominance*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 9.1 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.

- 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
Spanish Cognates for Core Vocabulary	embajador	dominio élite procesión resentimiento contagioso frágil
Multiple-Meaning Core Vocabulary Words		might
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

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

- 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?

Read “Emperors, Gods, and Foreign Invaders”

25 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- 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.
- Have students complete Activity Page 9.2 with their partners while they read.
- Share the pronunciations for the following words in the chapter:

Word	CK Code
tlatoani	/tla*tœ*o*nee/
Moctezuma	/mo*te*zoo*mə/ or /maw*te*soo*mə/
cacao	/kə*kow/
Veracruz	/vaer*ə*crooz/ or /baer*ə*kroos/

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Review the correct answers to Activity Page 9.2 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.

- Which of the following cities became the most important in Mesoamerica?
» D. Tenochtitlán (Page 40)
- 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. (Page 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 tribute in contributed to Tenochtitlán's wealth and greatness.
- » (Page 42)

4. Fill in the blank: The Spanish explorer, _____, came to Mesoamerica with the purpose of _____.
 - » Hernán Cortés; finding gold and gaining power (Page 44)
5. 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. (Pages 42, 43)
6. 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, which killed thousands of people in the Aztec empire. (Page 44)

- As time permits, use the following questions to promote further discussion of the chapter.

1. *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.

2. *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 amongst 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.

3. *Evaluative* Who or what do you think was ultimately responsible for the Aztec Empire 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 coming to an end, Hernán Cortés is generally accepted as the person who defeated the Aztec Empire. 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 death of thousands of people; the emperor led fiercely, which turned city-states against him, ultimately helping Cortés.

Note

Question 2 relates to The Big Question of the chapter.

- 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 minutes

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 . . . ”]
6. What part of speech is the word *resentment*?
» noun

[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.

GRAMMAR

15 minutes

Practice Words and Phrases That Compare or Contrast

- 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 Comparison 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 the “Both” column is marked on the chart. Remind students this means the civilizations have something in common, or a similarity (grew corn, beans, and squash).

Materials

- Activity Page 9.4
- Words and Phrases That Compare or Contrast Poster
- Comparison and Contrast Chart
- writing journal

- 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 fact that both the Maya and the Aztec grew corn, 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 a comparison statement of their own using another word or phrase in their writing journal. Call on one or two students to share their statements.
- Next, refer to the “Maya” and “Aztec” columns on the Comparison 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 each civilization developed.
- Have students select words or phrases from the right column of the poster to contrast 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.

- Have students write a contrast statement using another word or phrase in their writing journal. 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:

15 minutes

Practice Prefix *inter-*

Materials

- Activity Page 9.5

- 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 new word; the affixed word has the same part of speech as the root word.
- 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 *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*)
- 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 their 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

15 minutes

Practice Spelling Words

- 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.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure 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 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 manner.
- Collect Activity Page 9.6 to review and grade at a later time.
- Remind students that they will have the spelling assessment in the next lesson.

Materials

- Activity Pages 9.6, SR.8

TAKE-HOME MATERIAL

Reading; Grammar; Morphology

- 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.

Materials

- Activity Pages 9.3–9.5

Lesson 10

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the Inca Empire developed in Peru at the same time the Aztec Empire developed in Mexico
- ✓ Explain that the Inca paid goods and work taxes to the Sapa Inca in exchange for food, shelter, and healthcare
- ✓ Describe the advanced road system the Inca developed

LESSON AT A GLANCE	TIME	MATERIALS
Spelling Assessment	15 min.	Activity Page 10.1
Reading Small Group: Chapter 7 “Birth of the Inca Empire” Word Work: Litter	40 min. 5 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 1.3, 10.2, 10.3
Writing Plan and Draft a Paragraph	30 min.	The Writing Process Graphic; Paragraph about a Paragraph; Codex Project Rubric; Activity Pages 8.1, SR.2–SR.4; computer; projection system; Internet access; writing journal
Take-Home Material Reading; Writing	*	Activity Pages 8.1, 10.4; Aztec paragraph

Primary Focus of Lessons

Spelling: Students will be assessed on their knowledge of the correct spelling of targeted words.

Reading: By the end of this lesson, students will be able to identify key details about the Inca Empire and be able to explain how the Inca Empire grew to become the largest pre-Columbian empire.

Writing: By the end of this lesson, students will be able to work with increasing independence to plan and draft a paragraph using notes.

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Reading

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

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

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.
 - Refer again to the Recommended Resources list in the digital components for this unit for websites 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.
 - 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.
 - Decide how to pair students for their work in searching for and selecting images on the Internet. You may wish to pair students ahead of time according to topic, technology skills, or other criteria.
 - Remind students of the guidelines you have established for printing images, such as whether students may print in color or in black/white, page orientation, size, and how many pages students may print.
 - Remind students of the process you want them to follow in gaining approval for an image before printing.

- 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 included 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.
- Display The Writing Process Graphic, the Paragraph about a Paragraph, and the Codex Project Rubric.

Grammar; Morphology

- 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. See the introduction of the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

SPELLING

15 minutes

Assessment

- 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.

Materials

- Activity Page 10.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Teacher Resources section of the Unit 1 Teacher Guide.

1. temple	During our travels, we visited an elaborate <u>temple</u> where people go to pray every day.
2. monument	When the king passed away, the royal family had a <u>monument</u> built in his honor.
3. rainforest	The dense jungles of the <u>rainforest</u> are home to many different animals.
4. peninsula	Florida is considered a <u>peninsula</u> because most of the state is between the Gulf of Mexico and the Atlantic Ocean.
5. tropical	When we visited the greenhouse at the Botanical Gardens, we saw lots of beautiful <u>tropical</u> plants for the first time.
6. pyramid	Over the weekend, we constructed a three-dimensional puzzle that was in the shape of a <u>pyramid</u> .
7. population	The <u>population</u> 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 <u>indigenous</u> plants alive for future generations.
9. empire	The emperor was beloved by all members of the <u>empire</u> because he ruled with a strong but gentle hand.
10. civilization	We live in a modern <u>civilization</u> with written language, art and culture, and codes of conduct.

- After reading all of 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 is highly recommended to identify and analyze students' errors.

READING

45 minutes

Small Group: Chapter 7 “Birth of the Inca Empire”

40 minutes

Review

5 minutes

- 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.

Introduce the Chapter

5 minutes

- Tell students they will read 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.

Materials

- Maya, Aztec, and Inca*
- Activity Pages 1.3, 10.2, 10.3

- 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 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 *litter*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 10.2 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.

1. **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**)
2. **quinoa, *n.*** a plant that grows in the Andes Mountains with seeds used as food or ground into flour (**50**)
3. **condemn, *v.*** to say in a strong way that something is bad or wrong (**condemned**) (**53**)
4. **primitive, *adj.*** simple and basic (**54**)
5. **suspension bridge, *n.*** a crossing hung from cables attached to towers (**suspension bridges**) (**54**)
6. **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
Spanish Cognates for Core Vocabulary		litera primitivo
Multiple-Meaning Core Vocabulary Words		litter
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

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

- 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.

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*poo/
Quito	/kee*toe/

Establish Small Groups

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

➊ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 10.3 with your support during reading.

➋ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. 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. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

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

Read “Birth of the Inca Empire”

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

Word	CK Code
Cuzco	/kooz*koe/
Quechua	/kwe*choo*wə/ or /kae*choo*wə/

A Let's read the title of the chapter together.

B 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?

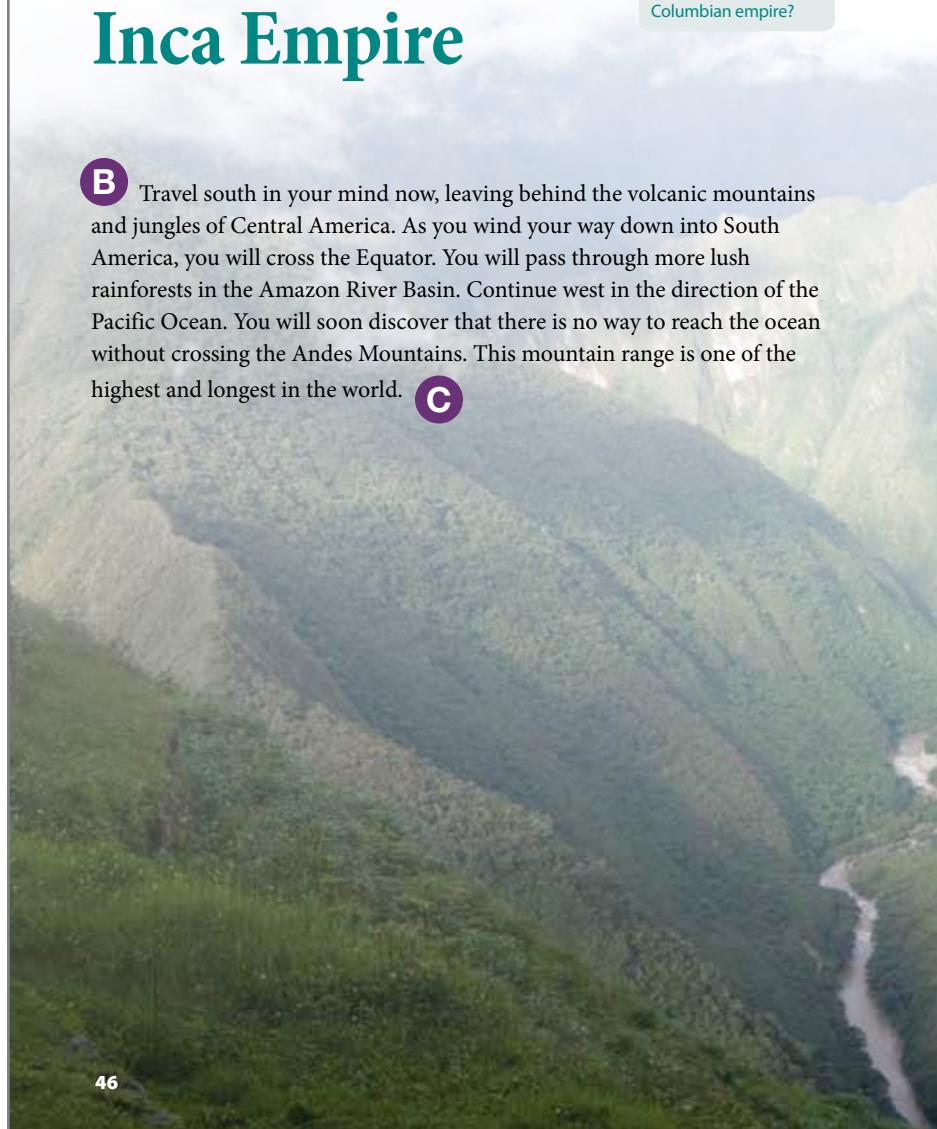
» the Andes Mountains

Chapter 7

A Birth of the Inca Empire

THE BIG QUESTION
What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?

B 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. **C**



46

D 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. **E**

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. **F**



C Silently read the page.

D *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.]

E *Literal* What group of people is introduced in this passage?

» the Quechua

Word	CK Code
Tawantinsuyu	/ta*wab*ten*soo*ue/

A [Have students silently read the first paragraph.]

B *Literal* Describe the Inca Empire.

- » 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.

C [Have students read the rest of the page silently.]

D [Have students use the “Pyramid of Power” diagram to record the answers to question 2 on Activity Page 10.3.]

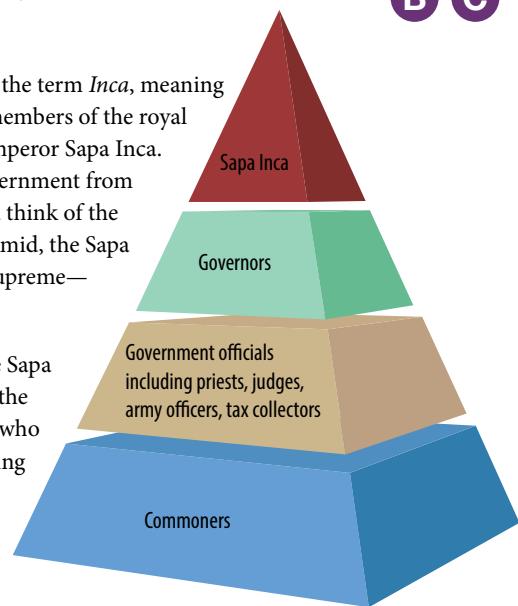
E **Support** The word *litter* in this context means a covered bed with long poles along the bottom for carrying someone of high importance.

A 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. **B** **C**

D **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.



Nobles and members of the royal family held high-ranking government positions.

E 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.



Word	CK Code
manioc	/man*ee*ok/
quinoa	/keen*wo/
ayllu	/ie*yoo/

- A** [Have a student read the heading “Growing Food from Mountain Peaks to Coastal Plains” aloud. Have another student read the first paragraph aloud.]

Support Quinoa is a plant that grows in the Andes Mountains. Its seeds are used as food or ground into flour.

- B** [Have students read the second paragraph silently.]

- C** *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 students write this answer to question 3 on Activity Page 10.3.]

- D** [Have a student read aloud the “Potatoes, Potatoes, Potatoes” text.]

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.

A 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. **B**

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. **C**



Potatoes, Potatoes, Potatoes **D**

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.

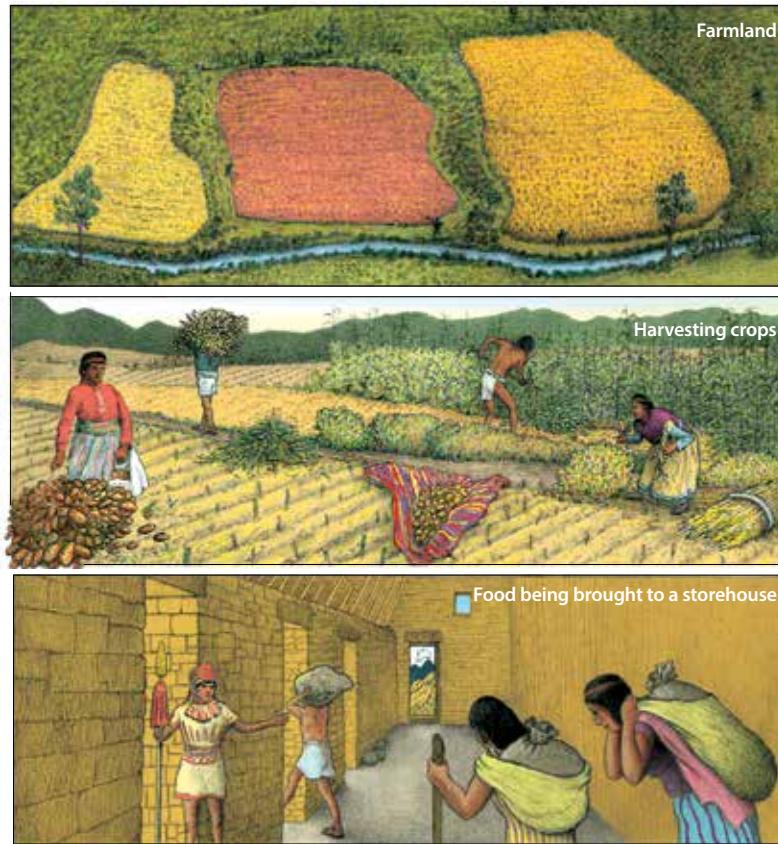


Terraced fields trap water and prevent erosion.

E 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.

F



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E [Have students silently read the page.]

F *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 other was for feeding themselves.

Word	CK Code
mita	/mee*tə/
quipu	/kee*poo/

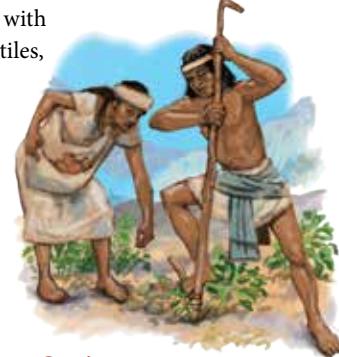
A [Have a student read the first page and second page aloud, stopping before the text box.]

Support *Condemn* means to say in a strong way that something is bad or wrong.

A 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.



Serving in the army



Growing crops

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.



Mining



Constructing a wall

B 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.

C

The Quipu



A Color-Coded System of Counting Knots

D 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

B *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 healthcare.

C [Read the heading aloud. Have students study the images of a quipu. Then ask a student to read the paragraph aloud.]

D *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.

Support *Interpret* means to explain or determine the meaning of something.

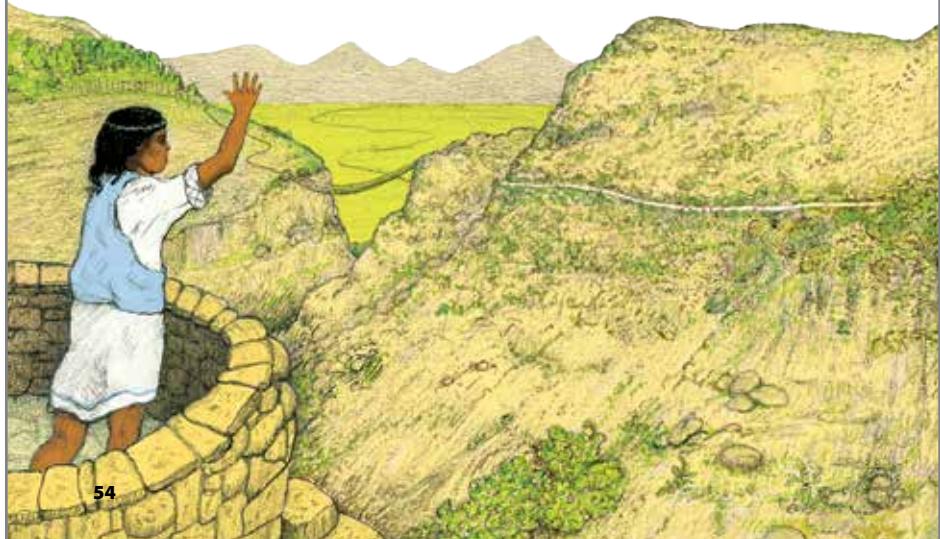
Word	CK Code
Quito	/kee*tOE/

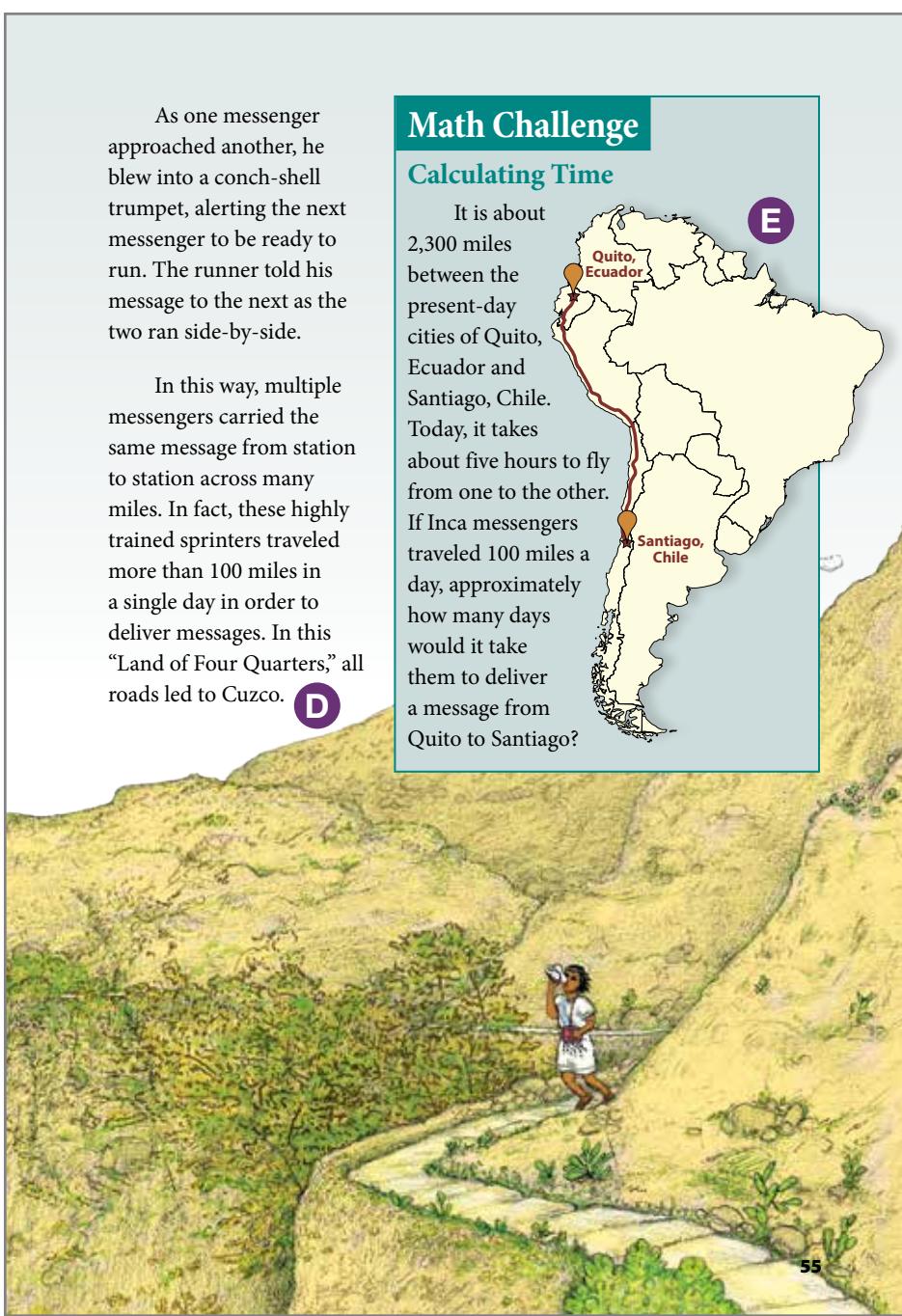
- A** [Have students read the first paragraph silently.]
- B** *Literal* The Inca did several things to create a superior network of roads. What were some of the specific things they did?
- » The Inca created a network across different types of land; they used stone and primitive tools; they followed 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.
- [Have students write these answers to question 4 on Activity Page 10.3.]
- C** [Ask students to read the rest of the page and the next page silently.]

A 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. **B**

C 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.





D 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 this answer to question 5 on Activity Page 10.3.]

E 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 2300 miles in total. Inca messengers could travel 100 miles a day. Divide 2300 miles by 100 miles; this equals 23 days.

Note

Question 1 refers to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Bring students back together and use The Big Question to discuss the chapter.

- Inferential** What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?
 - Answers may vary, but should include the following factors: 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.

- 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 minutes

- In the chapter you read, “Servants carried him on a golden litter.”
- Say the word *litter* with me.
- In this sentence, *litter* means a covered bed with long poles at the bottom for carrying someone of high importance.
- The prince was carried through the kingdom on an elaborately decorated litter.
- 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.”]
- What part of speech is the word *litter*?
 - noun

[Use a *Multiple-Meaning Word* activity for follow-up. Tell students that the word *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. When you think a sentence is an example of Meaning #3, hold up three fingers.

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

WRITING

30 minutes

Plan and Draft a Paragraph

Plan a Paragraph

10 minutes

- 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 for writing 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.

Materials

- The Writing Process Graphic
- Paragraph about a Paragraph
- Codex Project Rubric
- Activity Pages 8.1, SR.2–SR.4
- computer
- projection system
- Internet access
- writing journal

- 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; then choose the supporting details that go together and add information or explain the main idea; and then think about words and phrases that you want to use to state a final thought or opinion.
 - **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.
 - » 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 grammar 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 grammar in Lesson 9:
 - Similar to the Maya, the Aztec grew corn, 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.
- Circulate while students work with their notes and offer positive feedback, guidance, and support as appropriate.

Draft a Paragraph

15 minutes

- Signal students who are ready to draft the paragraph to 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 to complete planning and drafting with your support.
- Have students refer to the Codex Project Rubric found in Student Resources 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 Aztec 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., building a city in a swampy environment affected the type of farming the 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 minutes

- 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 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).
- Circulate while students work to support their use of technology and selection of appropriate images.
- Tell students that once they select an image, students 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.
 - Support** For 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** For students who 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.

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.

TAKE-HOME MATERIAL

Reading; Writing

Materials

- Activity Page 10.4
- Activity Page 8.1
- Aztec paragraph/writing journal

- Have students take home Activity Page 10.4 to read to a family member to build fluency, and then 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.

Spelling Analysis Chart

Spelling Assessment Analysis

- It may be helpful to refer back to the 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, misspellings may be due to many other factors. 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 end of the words?
 - Is the student consistently making errors in multisyllable words, but not single-syllable words?

Lesson 11

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the Inca Empire developed in Peru at the same time the Aztec Empire developed in Mexico
- ✓ Explain that the Inca paid goods and work taxes to the Sapa Inca in exchange for food, shelter, and healthcare
- ✓ Describe the advanced road system the Inca developed

LESSON AT A GLANCE	TIME	MATERIALS
Reading <i>Close Reading: Chapter 7 “Birth of the Inca Empire”</i>	40 min.	<i>Maya, Aztec, and Inca; Activity Page 1.1</i>
Word Work: Primitive	5 min.	
Grammar <i>Introduce Action Verbs and Linking Verbs</i>	15 min.	Action Verbs and Linking Verbs Poster; Activity Page 11.1
Morphology <i>Introduce Root <i>tract</i></i>	15 min.	Roots Poster; Activity Page 11.2
Spelling <i>Introduce Spelling Words</i>	15 min.	Activity Pages 11.3, 11.4, SR.8
Take-Home Material	*	Activity Pages 11.1–11.4; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to identify important literary devices and explain how they are used to support the main points about the Inca Empire.

Grammar: By the end of this lesson, students will be able to differentiate between action verbs and linking verbs and identify them in sentences. They will also be able to write sentences using action verbs and linking verbs.

Morphology: By the end of this lesson, students will be able to identify the meaning of words with the root *tract* and use these words correctly in sentences.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

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

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

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. See the introduction of the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

READING

45 minutes

Close Reading: Chapter 7 “Birth of the Inca Empire”

40 minutes

Review the Chapter

10 minutes

- Ask students to summarize the answer to The Big Question that was discussed at the end of Lesson 10.
 - Various factors contributed to the Inca Empire 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 the ways 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.
- Read the purpose for reading from the board/chart paper:

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

Materials

- Maya, Aztec, and Inca*
- Activity Page 1.1

Note

The Review relates to The Big Question 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 contributed to the Inca Empire becoming the largest pre-Columbian empire?

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 7, "Birth of the Inca Empire," are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

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 “Birth of the Inca Empire”

25 minutes

- 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.

Word	CK Code
Cuzco	/kooz*koe/
Quechua	/kwe*choo*wə/ or /kae*choo*wə/

A [Read the first page aloud.]

B *LIT 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.”

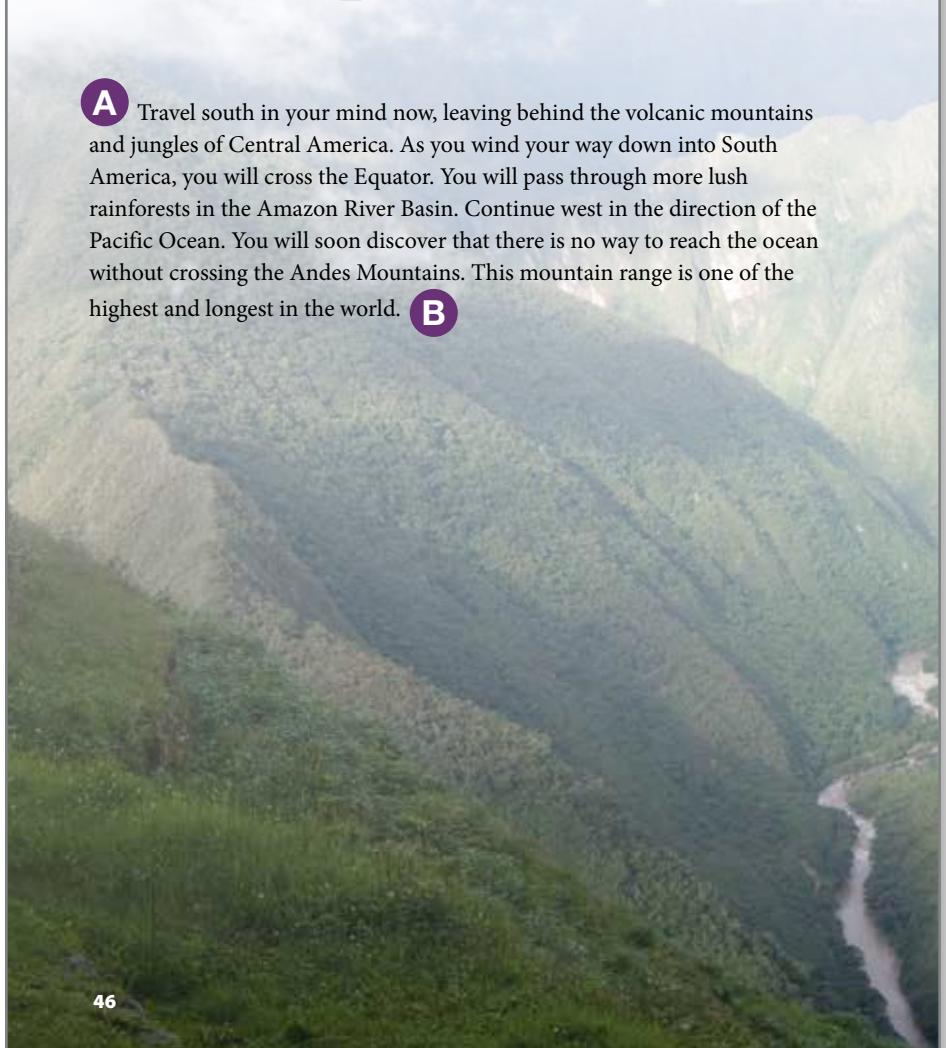
Support [Remind students they learned about the literary device imagery in the *Personal Narratives* unit. Imagery is descriptive, sensory language used to help the reader imagine something.]

Chapter 7

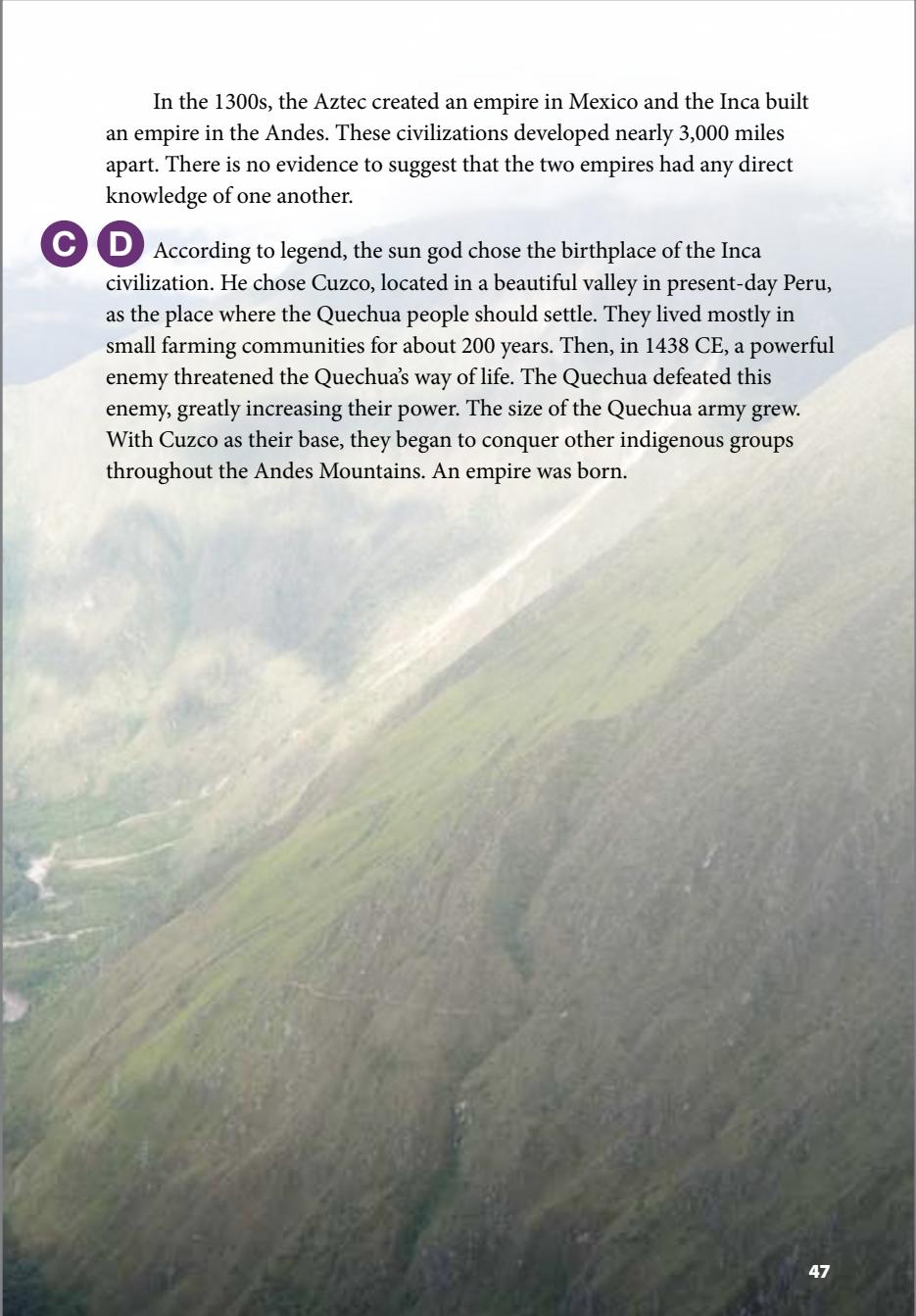
Birth of the Inca Empire

THE BIG QUESTION
What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?

A 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. **B**



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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.

- C** **D** 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.

- C** Silently read the first sentence of the second paragraph.

VOC Another word for *legend* is *myth*.

LIT 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.

- D** Silently read the rest of the paragraph.

LIT Inferential The sentence *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 sentence an example of personification?

» This sentence is an example of personification because it assigns the human characteristic of being born to a thing (an empire).

What does it mean?

» The sentence means that the empire began.

Word	CK Code
Tawantinsuyu	/ta*wab*ten*soo*ue/

- A** [Read aloud the last three paragraphs on the page.]
- B** *LIT 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 *like* or *as*. What is the author comparing to a pyramid?
- » The author is comparing Inca society to a pyramid.
- Interential* How is Inca society like a pyramid?
- » The top of the pyramid is smaller than the bottom in the same way that the highest classes in Inca society were smaller and consisted of fewer people than the lowest classes.
- C** **Support VOC** 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 he was, therefore, god-like.
- D** **Support VOC** Heredity means qualities passed down from a parent to a child.
- E** **Support VOC** *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.

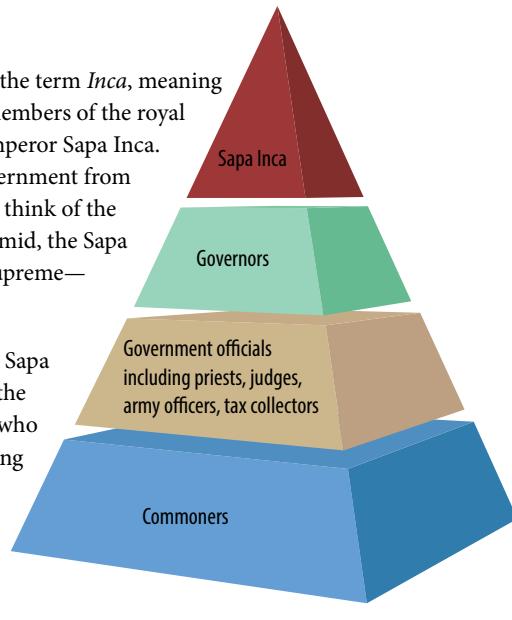
The Quechua called their empire Tawantinsuyu, meaning “Land of Four Quarters.” They divided the empire into four areas, or quarters, some much larger than others. Cuzco was at the center of the empire where the four quarters met. The empire extended across the high Andes Mountains. From there, it dipped 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.

A **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.

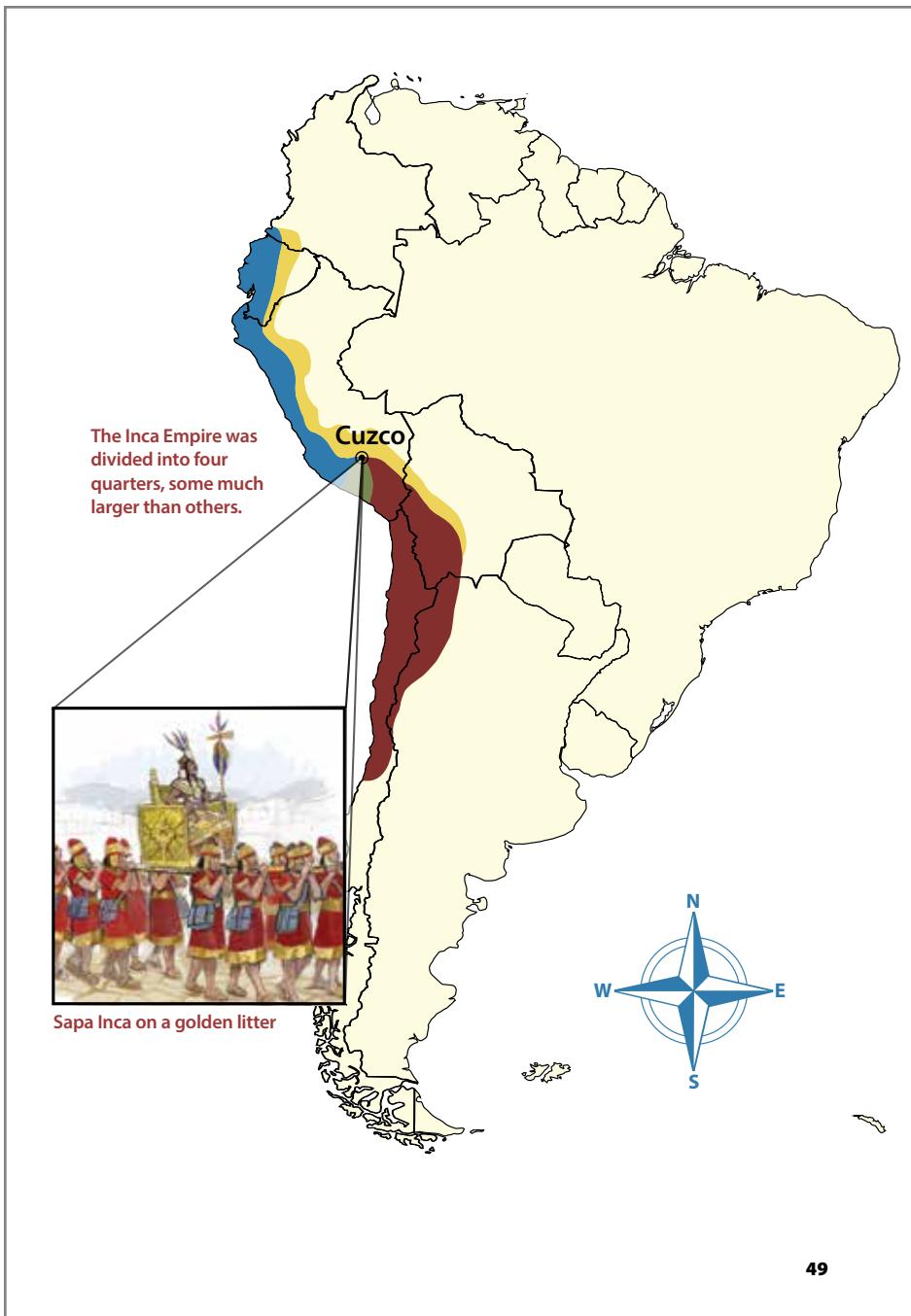
He ran a strong, organized government from the capital city of Cuzco. If you think of the Inca society structure as a pyramid, the Sapa Inca was at the top. He ruled supreme—above all others.

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.



Nobles and members of the royal family held high-ranking government positions.

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.



Word	CK Code
Quito	/kee*tOE/

A Silently read both pages.

LIT 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.

Support VOC *Primitive* means simple and basic.

B **VOC** Suspension bridges are crossings that are hung from cables attached to towers.

C **COMP Inferential** Based on the phrase *Because the Inca had no written language* and what you have already learned from previous chapters, how were the Inca different from the Maya and the Aztec?

- » The Maya and the Aztec used different forms of communication than the Inca. The Maya and Aztec each had an oral and written language. The Inca only had an oral language; they did not have a written language.

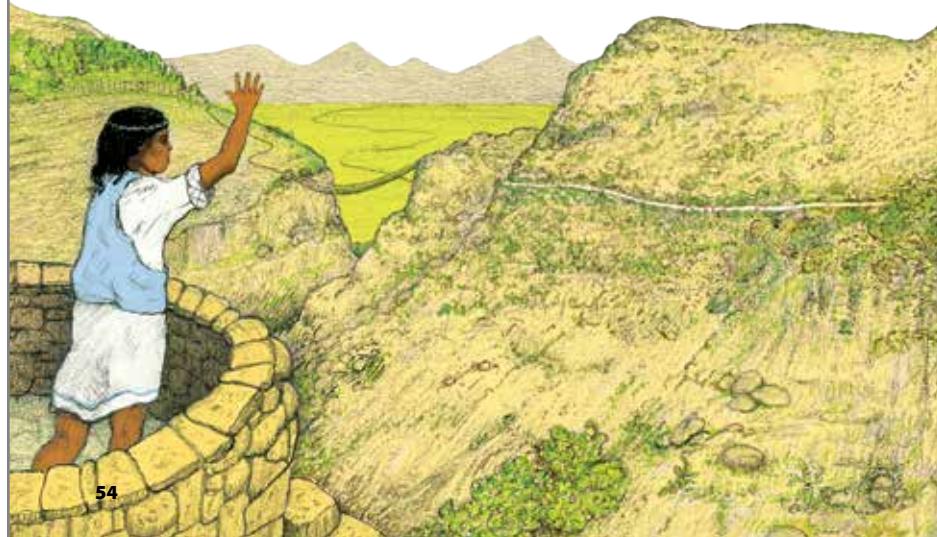
D **VOC** *Swift-footed* means quick.

A Superior Network of Roads

A 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.

C 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.



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.

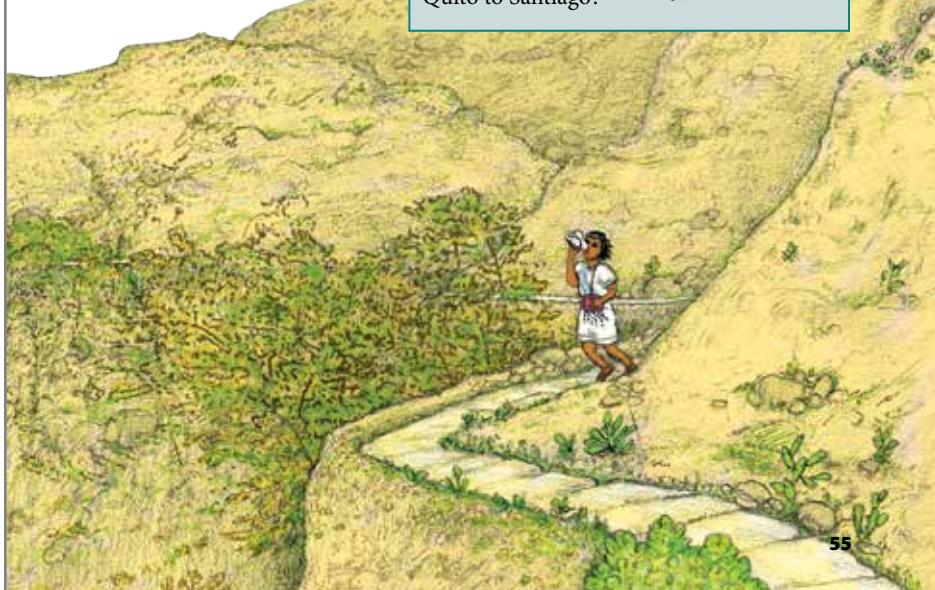
In this way, multiple messengers carried the same message from station to station across many miles. In fact, these highly trained sprinters traveled more than 100 miles in a single day in order to deliver messages. In this “Land of Four Quarters,” all roads led to Cuzco.

E

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?



E COMP 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.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- 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 minutes

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.
5. 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 . . .”]
6. 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*. ”]

GRAMMAR

15 minutes

Introduce Action Verbs and Linking Verbs

Materials

- Action Verbs and Linking Verbs Poster
- Activity Page 11.1

- 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?” (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, 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?” (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.

- Ask students, “Is there an action word in the first sentence?” (no) Ask students, “Is there a linking verb in the first sentence?” (yes, *smell*)
- One way to test whether a verb is a linking verb or an action verb is to replace it with a “to be” verb (am, is, are, was, were). If you can replace the verb with a “to be” verb and the sentence makes sense, it is a linking verb. If not, it is an action verb. For example, if you change *The flowers smell fragrant* to *The flowers are fragrant*, the sentence would make sense (linking verb). However, if you change *I smelted the flowers* to *I was the flowers*, the sentence would not make sense (action 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

15 minutes

Introduce Root *tract*

Materials

- Activity Page 11.2

- 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.
- 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*.
 - Support** If students need help, explain that *at-* is a prefix that means *toward*.
- 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.”)
- Ask students to provide sentences using the word *attract*. (Answers may vary.)
- Continue in this manner for the remaining *tract* words, using the following chart as a guide.

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.

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.

- Have students turn to Activity Page 11.2. Briefly review the directions. Tell students they will complete Activity Page 11.2 for homework.

SPELLING

15 minutes

Introduce Spelling Words

- 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.

- | | |
|------------------|-------------------|
| 1. irrational | 7. intersection |
| 2. intercept | 8. irregular |
| 3. illegal | 9. interaction |
| 4. international | 10. illogical |
| 5. irresponsible | 11. irreplaceable |
| 6. illegible | 12. intercede |

Materials

- Activity Pages 11.3, 11.4, SR.8

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

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided for your information so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *fatal* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /təl/, but spelled ‘tal’) and then point out the ‘al’ spelling for /əl/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resources section of the Unit 1 Teacher Guide helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 5 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t/*l//ee/. In Grade 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

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*leه*gəل/	closed*open*ə
international	/in*ter*na*shəن*əل/	closed*r-controlled*open*ə *ə
irresponsible	/eer*re*spon*si*bə l/	r-controlled*open*closed*open*ə
illegible	/il*leجِibəل/	closed*closed*open*ə
intersection	/in*ter*sek*shəن/	closed*r-controlled*closed*ə
irregular	/eer*reg*ue*ler/	r-controlled*closed*open*r-controlled
interaction	/in*ter*ak*shəن/	closed*r-controlled*closed*ə
illogical	/il*loجِikəل/	closed*closed*open*ə
irreplaceable	/eer*re*plaes*ə*bəل/	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.

TAKE-HOME MATERIAL

Grammar; Morphology; Spelling

- 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.

Materials

- Activity Pages 11.1–11.4

Lesson 12

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that Cuzco was the capital city and, in many ways, the center of the Inca Empire
- ✓ Explain that the Inca created mortar-free stone structures that are still standing today
- ✓ Describe the end of the Inca Empire in 1532 CE and identify Francisco Pizarro as the Spanish leader responsible for its demise

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Small Group: Chapter 8 “All Roads Lead to Cuzco”	40 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 1.1, 1.3, 12.1, 12.2
Word Work: <i>Quarrel</i>	5 min.	
Writing		
Plan and Draft a Paragraph	45 min.	Activity Pages 10.4, 12.4, SR.4–SR.6; The Writing Process Graphic; computer; projection system; Internet access; writing journal
Take-Home Material		
Reading; Writing	*	Activity Pages 10.4, 12.3; draft Inca paragraph

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how, after becoming one of the largest and most powerful civilizations in the world, the Inca Empire came to an end, barely lasting 100 years.

Writing: By the end of this lesson, students will be able to work with increasing independence to plan and draft a paragraph using notes.

ADVANCE PREPARATION

Reading

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

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

Writing

- During this lesson, you will reference The Writing Process Graphic 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.
 - Refer to the Recommended Resources list in the digital components for this unit for 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.
 - 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, then plan for staggered partner work.
 - Decide how to pair students for their work in searching for and selecting images on the Internet. You may wish to pair students ahead of time according to topics, technology skills, or other criteria.
 - Remind students of the guidelines you have established for printing images, such as whether students may print in color or in black and white, page orientation, size, and how many pages students may print.
 - Remind students of the process you want them to follow in gaining approval for an image before printing.
- 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.

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.

Materials

- *Maya, Aztec, and Inca*
- Activity Pages 1.1, 1.3, 12.1, 12.2

READING

45 minutes

Small Group: Chapter 8 “All Roads Lead to Cuzco”

40 minutes

Review

5 minutes

- 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.

Introduce the Chapter

5 minutes

- 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 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 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 *navel*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 12.1 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.

- 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
Spanish Cognates for Core Vocabulary		
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	

- Read the purpose for reading from the board/chart paper:

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

- 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:

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	/po*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:

➊ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 12.2 with your support during reading.

➋ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. 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 12.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 12.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

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

Read “All Roads Lead to Cuzco”

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

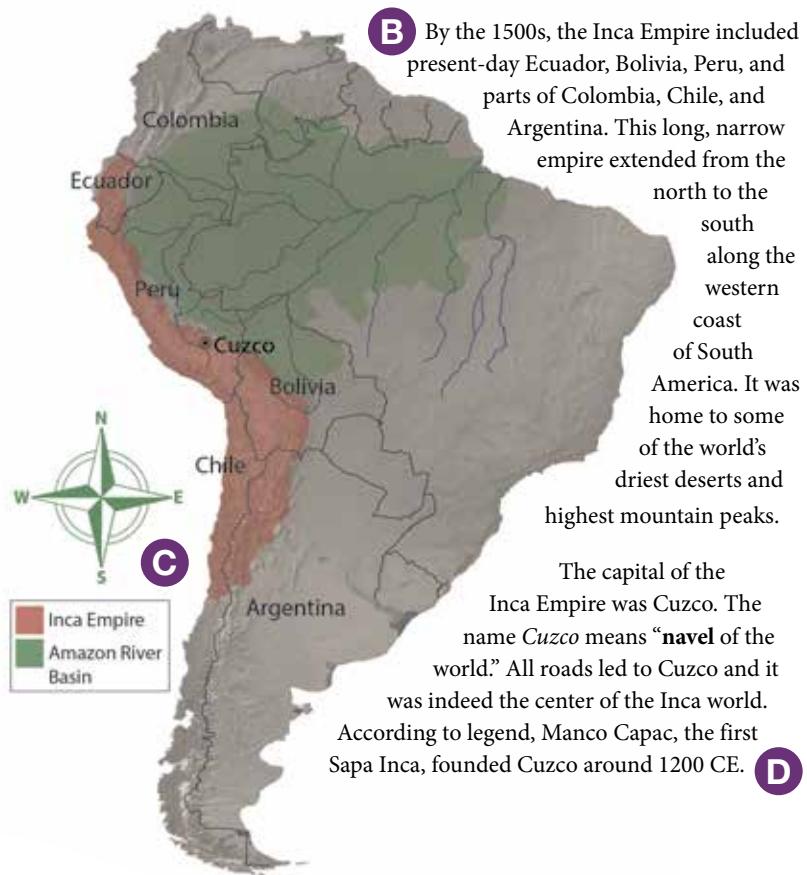
Word	CK Code
Manco Capac	/man*koe/ /ko*po*kə/
Coricancha	/kor*ee*kan*chə/
acllas	/ak*yəs/
vicuña	/vi*koon*yə/ or /bee*koon*yə/

- A** Let's read the title of the chapter together as a group, "All Roads Lead to Cuzco."
- B** [Ask a student to read the first page aloud.]
- C** [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.]
- D** *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?
[Have students write this answer to question 1 on Activity Page 12.2.]
- » 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. So "navel of the world" is a metaphor for the center of their civilization.

Chapter 8

A All Roads Lead to Cuzco

THE BIG QUESTION
What were the key causes of the decline of the powerful Inca Empire?



56

E 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 acllas, or chosen women.

Acllas

The Emperor's New Clothes

Acllas lived together, preparing ritual food, maintaining the sacred fire, and making daily offerings to the gods. Acllas 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.



F

57

E [Have students silently read the page.]

F *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 acllas all lived in the city.

Word	CK Code
Pachacuti	/po*chə*koo*tee/
Sacsahuaman	/sak*sə*hue*man/ or /sak*sə*woo*man/

A [Ask a student to read aloud the paragraph.]

B *Evaluative* Why is it so amazing that Sacsahuaman was constructed without the use of wheels?

» The stones Sacsahuaman 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.



The fortress of Sacsahuaman

A 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! **B**



Tightly wedged stones

C 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.



Inca woman
wearing traditional
cloak and sandals

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.

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. **D**



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. **E**

59

C Read the page silently.

D 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.

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.

E 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.

Word	CK Code
Atahualpa	/at*ə*wel*pə/
Huascar	/wəs*kər/
Huayna Capac	/wie*no/ /ko*po*kə/

- A** [Ask a student to read aloud the first paragraph, starting with the heading.]
- B** *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.
- C** [Tell students to silently read the next paragraph and the following page.]

A Royal Fighting, Pizarro, and the End of an Empire

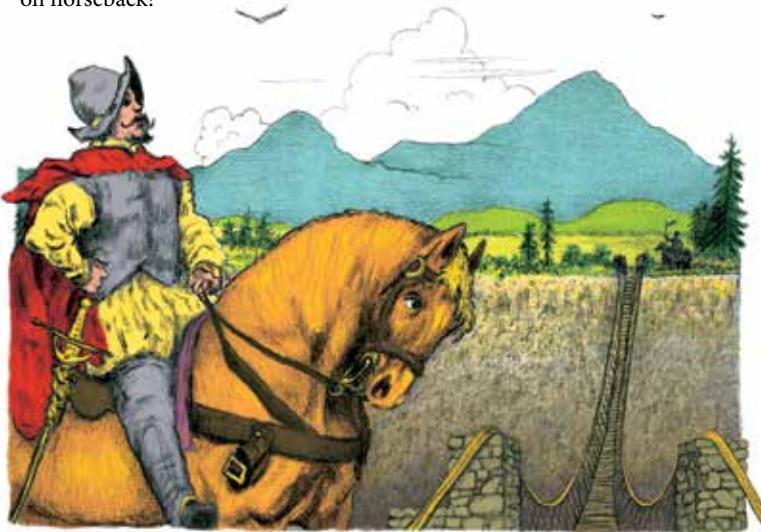


Francisco Pizarro

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.

B

C 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 Inca's swaying suspension bridges were strong enough to support their crossings on horseback!



Many suspension bridges could support horses.



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. **D**

61

D Inferential What role did the Spanish 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.

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.

Word	CK Code
Machu Picchu	/mo*choo/ /pee*choo/

A [Have students silently read the text box.]

B *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.

A

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. **B**



Llamas graze above the ruins of Machu Picchu.

62



Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Bring students back together and use The Big Question to discuss the chapter.

- 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 minutes

- In the chapter you read, “However, a quarrel between two royal brothers nearly brought down the Inca Empire.”
- Say the word *quarrel* with me.
- Quarrel* means an argument or disagreement.
- My sister and I often have a quarrel about whose turn it is to do the dishes.
- 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 . . .”]
- What part of speech is the word *quarrel*?
 - » noun

[Use a *Making Choices* activity for follow-up.] 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.

WRITING

45 minutes

Plan and Draft a Paragraph

Plan a Paragraph

15 minutes

- 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.
- 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.
- Circulate while students work with their notes and offer positive feedback, guidance, and support as appropriate.

Materials

- Activity Pages 10.4, 12.4, SR.4–SR.6
- The Writing Process Graphic
- computer
- projection system
- Internet access
- writing journal

Draft a Paragraph

15 minutes

- Signal students who are ready to draft the paragraph to 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

15 minutes

- 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).
 - Circulate while students work to support their use of technology and selection of appropriate images.
 - 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.
 - » **Support** For 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** 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.

Wrap Up

- 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.

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.

Materials

- Activity Pages 10.4, 12.3
- draft Inca paragraph/writing journal

Lesson 13

Unit 2: Early American Civilizations

LESSON OBJECTIVES

Core Content Objectives

Students will:

- ✓ Explain that the creation myths of both the Aztec and the Inca include multiple attempts to create perfect people
- ✓ Explain how in both the Aztec and Inca myths the people followed the guidance of their gods in searching for a homeland

LESSON AT A GLANCE	TIME	MATERIALS
Reading Read-Aloud: Chapter 9 “Myths of the Aztec and the Inca” Word Work: <i>Suitable</i>	40 min.	Activity Pages 12.3, 13.1, 13.2; Answer Key for Activity Page 12.3; <i>Maya, Aztec, and Inca</i>
	5 min.	
Writing Edit Paragraphs and Prepare Codex Project for Display	45 min.	The Writing Process Graphic; Editing Checklist; Edit a Paragraph Poster or sample paragraph; Maya, Aztec, and Inca paragraphs/writing journal, images, and captions; scissors; glue or tape; codex backing materials; Activity Pages SR.6, SR.7; <i>Maya, Aztec, and Inca</i>
Take-Home Material Reading; Writing	*	Activity Page 13.2; Codex Project materials, as needed

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to identify and explain similarities and differences between the Aztec and Inca creation myths.

Writing: By the end of this lesson, students will be able to edit their writing using a checklist and prepare to share their Codex Project.

ADVANCE PREPARATION

Reading

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

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

Writing

- In this lesson, you will refer to The Writing Process Graphic that is on display.
- Copy or prepare to project the Maya paragraph you composed with the class in Lesson 3 on the board/chart paper. 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 use 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 and paste 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 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.

READING

45 minutes

Read-Aloud: Chapter 9 “Myths of the Aztec and the Inca”

40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review Activity Page 12.3 that students completed for homework.

Materials

- Activity Pages 12.3, 13.1, 13.2
- Answer Key for Activity Page 12.3
- *Maya, Aztec, and Inca*

- Remind students that they read a chapter titled “Myths of the Maya.” Ask students to recall characteristics of myths.
 - » Answers may vary, but could include: 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; they 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

5 minutes

- 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.
- 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 *engulf*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun-n.; verb-v.; adjective-adj.; adverb-adv.
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 13.1 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.

- 1.** **engulf**, *v.* to surround or cover completely (**engulfed**) (65)
- 2.** **navigable**, *adj.* deep and wide enough for ships to pass through (67)
- 3.** **emerge**, *v.* to come into view (**emerged**) (67)
- 4.** **recede**, *v.* to move back (**receded**) (67)
- 5.** **staff**, *n.* a pole or rod used as a sign of authority or as support when walking (71)
- 6.** **suitable**, *adj.* having the right qualities (71)
- 7.** **pierce**, *v.* to make a hole in something (71)

Vocabulary Chart for Chapter 9 “Myths of the Aztec and Inca”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		engulf navigable emerge recede staff suitable pierce
Spanish Cognates for Core Vocabulary		navegable emergere
Multiple-Meaning Core Vocabulary Words		staff
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

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

- 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 minutes

Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Word	CK Code
Tezcatlipoca	/tes*kat*lee*poe*kə/
Quetzalcoatl	/ket*sol*koe*otl/
Chalchiuhlicue	/chal*choo*lae*kue/
Nanahuatzin	/na*not*sin/

A [Read page 64 aloud.]

B *Literal* What word could replace *suns* in the title of the myth “The Five Suns”?

» *worlds*

C One ton is 2000 pounds. This 24-ton stone weighs 48,000 pounds. This is heavier than three full-grown male African elephants!

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?

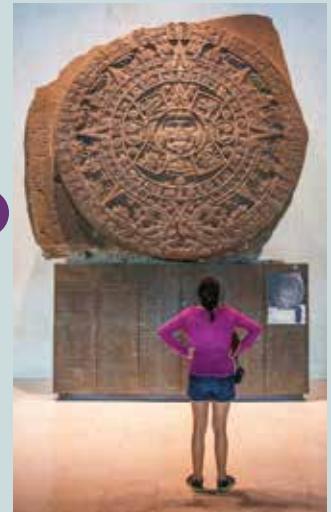
A Aztec Myths

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. **B**

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

D 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 Chalchiuhlicue, *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*. **E**



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

D [Read page 65 aloud.]

E *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 like 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 like *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*.

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/

A [Read page 66 aloud.]

B *Inferential* Why is the image of an eagle sitting on a cactus 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.



A 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.

B

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.



C 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.

D



Viracocha rising
up out of the lake

67

C [Read page 67 aloud.]

D *Literal* Contrast what Viracocha did the first and second times he emerged from Lake Titicaca.

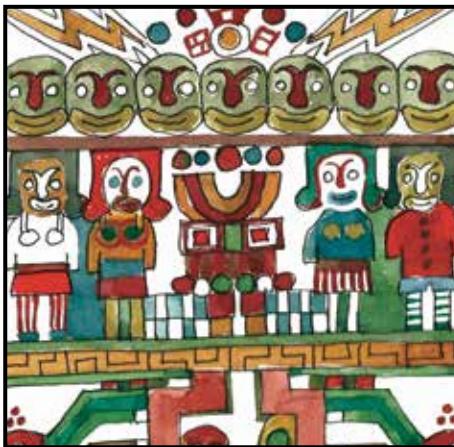
» The first time, Viracocha created land, sky, and men. He turned the men back into stone and flooded the land. In contrast, the second time Viracocha emerged, he created much more. He created the sun, moon, stars, thunder, lightning, time, birds, animals, and figures like him.

A [Read page 68 aloud.]

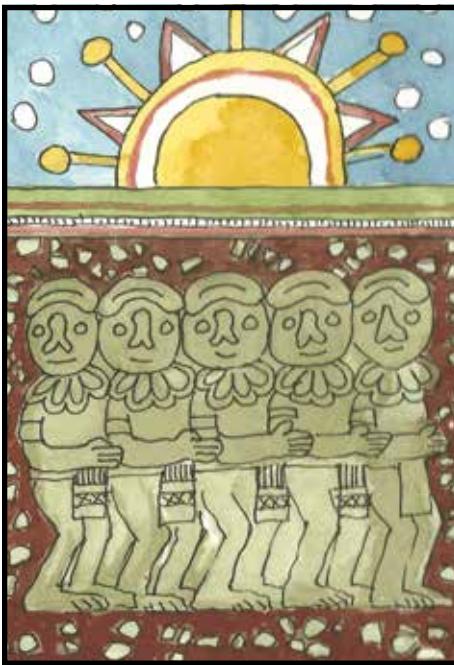
B **Support Literal** What kinds of characteristics did Viracocha give the small stone figures?

- » 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; cloaks and sandals to wear.

C **Inferential** What does the narrator say that suggests the figures Viracocha buried were not yet alive?



Painted stone figures



Buried stone figures

A 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. **B**

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. **C**



Viracocha breathing life into stone figures

D 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. **E**

69

D [Read page 69 aloud.]

E *Evaluative* Why do you think Viracocha and his helpers disappeared?

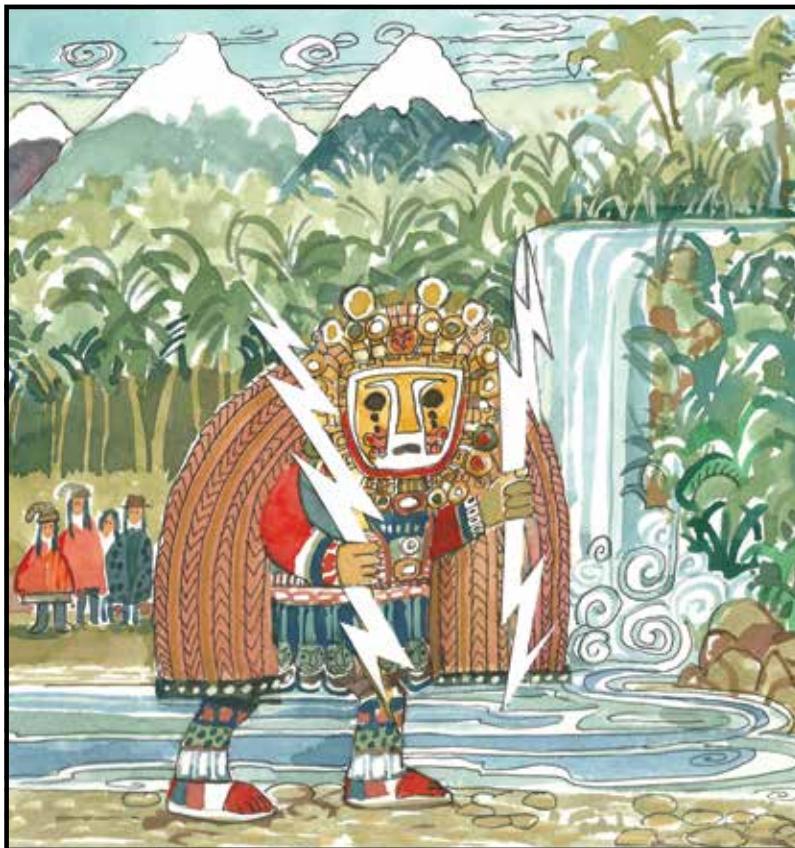
» They had awakened the stone figures, taught them how to live, and were pleased with their teachings. There was nothing left for them to do because the figures could live on their own now.

A [Read page 70 aloud.]

B *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.

A 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. **B**



Viracocha, the Inca Creator of All Things

C The Founding of Cuzco

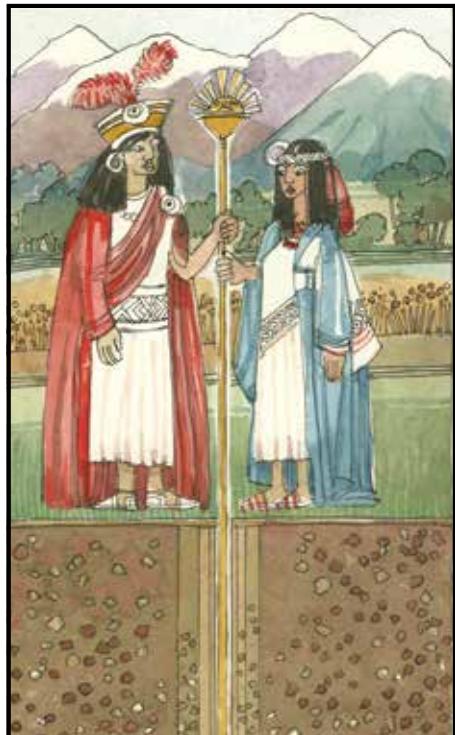
The following myth is similar to the Aztec homeland myth. Lake Titicaca is featured in the Inca homeland myth just as it was in the Inca myth of creation. Viracocha, the sun god, is not named in the following retelling of the story, but he is the one who is given credit for choosing Cuzco as the homeland of the Inca.

Many years ago, two creatures emerged from a lake at the top of the world. Manco Capac and his wife, Mama Ocloo, 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 Ocloo 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.

D



Manco Capac and Mama Ocloo

71

C [Read page 71 aloud.]

D *Inferential* Why is the golden staff important to this myth?

» The sun god gave Manco Capac and Mama Ocloo the golden staff to help them find a suitable spot to start a new nation. The sun god said 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.

Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter:

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; each time a world was destroyed, it was the explanation for 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 includes an explanation for how some things on earth were created, including 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 gives a lot of detail about how the Inca people were created over time.
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.

- 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 minutes

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

[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, or having the wrong 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

WRITING

45 minutes

Edit and Prepare Codex Project for Display

Editing checklists allow students and teachers to evaluate students’ command of language conventions and writing mechanics within unit writing projects. They serve a different purpose than rubrics. Rubrics measure the extent to which students apply specific instructional criteria across a project or unit whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. With regard to expectations for accountability, use the Editing Checklist to measure students’ command of language conventions and writing mechanics only when students have received the appropriate instructional support and opportunity to review their writing for that purpose. A modified version of the Editing Checklist is found in Teacher Resources for your own use in assessing students’ writing.

Model Editing a Paragraph

20 minutes

- Refer to The Writing Process Graphic. Tell students that today they will edit their writing. 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.

Materials

- The Writing Process Graphic
- Editing Checklist
- Edit a Paragraph Poster or sample paragraph
- writing journal
- Maya, Aztec, and Inca paragraphs, images, and captions
- scissors
- glue or tape
- codex backing materials
- Activity Pages SR.6, SR.7
- *Maya, Aztec, and Inca*

- 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 use your own sample paragraph.) Tell students you will use that paragraph to model editing.
- Have students look at the Editing Checklist on Activity Page SR.7 in Student Resources. Explain that there are errors in the paragraph and together you will use the Editing Checklist to correct the errors.
- 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 Paragraphs

20 minutes

- Tell students to use the Editing Checklist to review and make corrections to their paragraphs in their writing journal and 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, including beginning dictionaries, to check spelling. Remind them to use the glossary for *Maya, Aztec, and Inca* to check the spelling of content-related words.
- Circulate among students, offering support when needed.
- As time allows, you may wish to have students recopy their paragraphs to have clean copies of the paragraphs for the Codex Project.

Assemble the Pieces

5 minutes

- 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 Project.
 - **Challenge** For students who have assembled the pieces, have them share their Codex Project with another student who is also ready to share.

TAKE-HOME MATERIAL

Reading; Writing

- Tell students they will take home Activity Page 13.2 to read aloud to a family member to build fluency, and then answer questions.
- As needed, allow students to take home materials to finish assembling their Codex Project.

Materials

- Activity Page 13.2
- Codex Project materials, as needed

Lesson 14

Unit 2: Early American Civilizations

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that the creation myths of both the Aztec and the Inca include multiple attempts to create perfect people
- ✓ Explain how in both Aztec and Inca myths the people followed the guidance of their gods in searching for a homeland

LESSON AT A GLANCE	TIME	MATERIALS
Reading Partner: Chapter 9 “Myths of the Aztec and the Inca” Word Work: <i>Emerge</i>	40 min. 5 min.	<i>Maya, Aztec, and Inca</i> ; Activity Pages 13.2, 14.1; Answer Key for Activity Page 13.2
Grammar Practice Action Verbs and Linking Verbs	15 min.	Activity Page 14.2; Inca paragraph for Codex Project
Morphology Practice Root <i>tract</i>	15 min.	Activity Page 14.3; Practice Root <i>tract</i> Chart
Spelling Practice Spelling Words	15 min.	Activity Pages 14.4, SR.8
Take-Home Material Grammar; Morphology	*	Activity Pages 14.2, 14.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe similarities and differences between particular Maya, Aztec, and Inca myths.

Grammar: By the end of this lesson, students will have gained additional practice differentiating between action verbs and linking verbs and identifying them in sentences.

Morphology: By the end of this lesson, students will be able to correctly use words with the root *tract* in sentences.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

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

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

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. See the introduction of the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

READING

45 minutes

Partner: Chapter 9 “Myths of the Aztec and the Inca”

40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher’s 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.

Review the Chapter

5 minutes

- 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:

1. **engulf**, *v.* to surround or cover completely (**engulfed**) (65)
2. **navigable**, *adj.* deep and wide enough for ships to pass through (67)
3. **emerge**, *v.* to come into view (**emerged**) (67)
4. **recede**, *v.* to move back (**receded**) (67)
5. **staff**, *n.* a pole or rod used as a sign of authority or as support when walking (71)
6. **suitable**, *adj.* having the right qualities (71)
7. **pierce**, *v.* to make a hole in something (71)

Materials

- *Maya, Aztec, and Inca*
- Activity Pages 13.2, 14.1
- Answer Key for Activity Page 13.2

Note

The Review relates to The Big Question of the chapter.

- Remind students they can look up a word in the glossary if they forget its meaning.
- Read the purpose for reading from the board/chart paper:

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

- 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 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- 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:

Word	CK Code
Tezcatlipoca	/tes*kat*lee*poe*kə/
Quetzalcoatl	/ket*sol*koe*otl/
Chalchiuhltlicue	/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.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- 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 grasping a snake is an important image to the people of Mexico today? (Page 66)
 - » This image is on Mexico's flag today.
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.	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 number(s) where the evidence is found.

- Use the following questions to discuss 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.

Note

Question 1 relates to The Big Question of the chapter.

Word Work: *Emerge*

5 minutes

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

[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.

GRAMMAR

15 minutes

Practice Action Verbs and Linking Verbs

- 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.

Materials

- Activity Page 14.2
- Inca paragraph for Codex Project

- 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>

- 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.
- Have students complete Activity Page 14.2 for homework.

MORPHOLOGY

15 minutes

Practice Root tract

- 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 students that it means “draw” or “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.

Materials

- Activity Page 14.3
- Practice Root *tract* Chart

- 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.

- Ask students if they know which is the correct word to complete each sentence. (*Subtract*, because it means to draw or take away from something.) 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.
- Continue in this manner with the remaining as time permits.

2. 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. (*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 of the answers will be words with the root *tract*.

SPELLING

15 minutes

Practice Spelling Words

Materials

- Activity Pages 14.4, SR.8

- 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.
- 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.

- Ask students if anyone had a different answer. Discuss the correct answer 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 #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 manner.
- 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.

TAKE-HOME MATERIAL

Grammar; Morphology

- Have students complete Activity Pages 14.2 and 14.3 for homework.

Materials

- Activity Pages 14.2, 14.3

Lesson 15

Unit 2: Early American Civilizations

LESSON AT A GLANCE	TIME	MATERIALS
Spelling Assessment	15 min.	Activity Page 15.1
Unit Assessment Reading Comprehension; Grammar; Morphology; Fluency (optional)	75 min.	Activity Pages 15.2, 15.3; Student Copy of Fluency Assessment (optional); Recording Copy of Fluency Assessment text, one for each student (optional); 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.

Grammar; Morphology

- Collect Activity Pages 14.2 and 14.3 to review and grade.

SPELLING

15 minutes

Assessment

- 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, 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.

Materials

- Activity Page 15.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Teacher Resources section of the Unit 1 Teacher Guide.

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> .

- After reading all of 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 is highly recommended to identify and analyze students' errors.

UNIT ASSESSMENT

75 minutes

Unit Assessment

- 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.
- 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.

Reading Comprehension

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, Member of the American Alpine Club, and 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 to read 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.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Materials

- Activity Page 15.2

Note

This is a good opportunity to use the Tens scoring system and to gather formative assessment data. Information about the Tens scoring system is found in the Teacher Resources section of the Unit 1 Teacher Guide.

Optional Fluency Assessment

You may wish to assess students' fluency in reading, using the selection "Cortés's Letter to the King of Spain." Assessing fluency requires that you work one-on-one with individual students to administer the assessment. Because this assessment requires you to work with one student at a time, you may wish to administer it either while other students complete the unit assessment or at a different time while students read enrichment selections and complete accompanying activity pages. Alternately, you may have other time during the school day when you can administer this assessment as well.

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 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; 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.
 - » restaurants, barber shops, 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 students read after one minute elapsed.

SPELLING ASSESSMENT ANALYSIS

Spelling Analysis Chart

- It may be helpful to refer back to the 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, misspellings may be due to many other factors. 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 end of the words?
 - Is the student consistently making errors in multisyllable 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 4th–5th 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>	Evidence from the text for why someone should have discovered Machu Picchu sooner People believe that several explorers came close to Machu Picchu, but missed it. In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at “Huaina-Picchu or Matcho-Picchu.”	Evidence from the text for why more people had not discovered Machu Picchu sooner [The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures. [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
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, titled “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, having one for each student you assess.

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 14
middle of a salt lake. There are four entrances to this huge city. People 28
use large bridges to cross over the lake into the city. The bridges are so 43
wide that as many as ten horses walking side by side could cross them. 57

The main streets are very wide and straight. Some of the smaller streets 70
are made of land and some are made of water, similar to streams or 84
canals. The people of the city use canoes to travel in the streets made of 99
water. 100

There are several main squares, all of which contain markets. 110
One of the squares is very large. On any given day there are thousands 124
of people in it buying and selling things. Because there are so many 137
different kinds of products, it would be impossible to name every 148
single thing. Some of the items include food, precious stones, shells, 159
feathers, medicines, wood, coal, sleeping mats, clothing, pottery, and 168
much more! Along with all the items that are for sale, there are also 182
restaurants and barber shops. A building, like a courthouse, also sits in 194
the market. People in this building are like judges, resolving arguments 205
and ordering punishment for criminals. 210

Word Count: 210

Student Name _____ Date _____

Fluency Scoring Sheet

	<input type="text"/>	Words Read in One Minute
—	<input type="text"/>	Uncorrected Mistakes in One Minute
	<input type="text"/>	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	

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 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 Uncorrected Mistakes in One Minute from Words Read in One Minute to get 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 the score 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 administered the assessment during the fall of Grade 5, and a student scored 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): 636–644

Pausing Point

Unit 2: Early American Civilizations

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 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
2. Left box: Aztec; Right box: Maya; Bottom box: Inca
3. D
4. B
5. C
6. B
7. D
8. Technotitlán; Cuzco
9. D
10. D
11. D
12. B
13. C
14. A, B, D, F, G
15. B, D

16. A, C
17. B, C
18. C
19. A
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. Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Content

If students demonstrate a need for remediation on any of the *Early American Civilizations* content, refer to the Reader chapters covering that content. You may wish to reteach any such chapter as a teacher read-aloud, regardless of the type of reading lesson initially used for that chapter. Additionally, you should focus more heavily on the questions labeled Support in the Teacher Guide materials for that chapter.

Reading Comprehension

If students demonstrate a need for remediation in reading comprehension, including any issues pertaining to decoding, consult the *CKLA Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific skills related to decoding and letter-sound correspondences.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may have them either reread selections from the Reader or choose an excerpt from the *Fluency Supplement*.

Grammar and Morphology

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 5, consult the CKLA Grade 3 Skills Strand materials or the Grade 4 materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in *Early American Civilizations*, you may provide a more targeted remediation by reteaching only those lessons in this unit. For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the additional Pausing Point activity pages in the Activity Book.

Spelling

If students demonstrate a need for remediation in spelling, but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. You can access the *Decoding and Encoding Remediation Supplement* online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Writing

If students demonstrate a need for remediation in writing skills, refer to the individual lessons in this unit in which particular skills were addressed. You may wish to create specific writing prompts targeting the particular skill in which students need additional practice.

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 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

Unit 2: Early American Civilizations

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

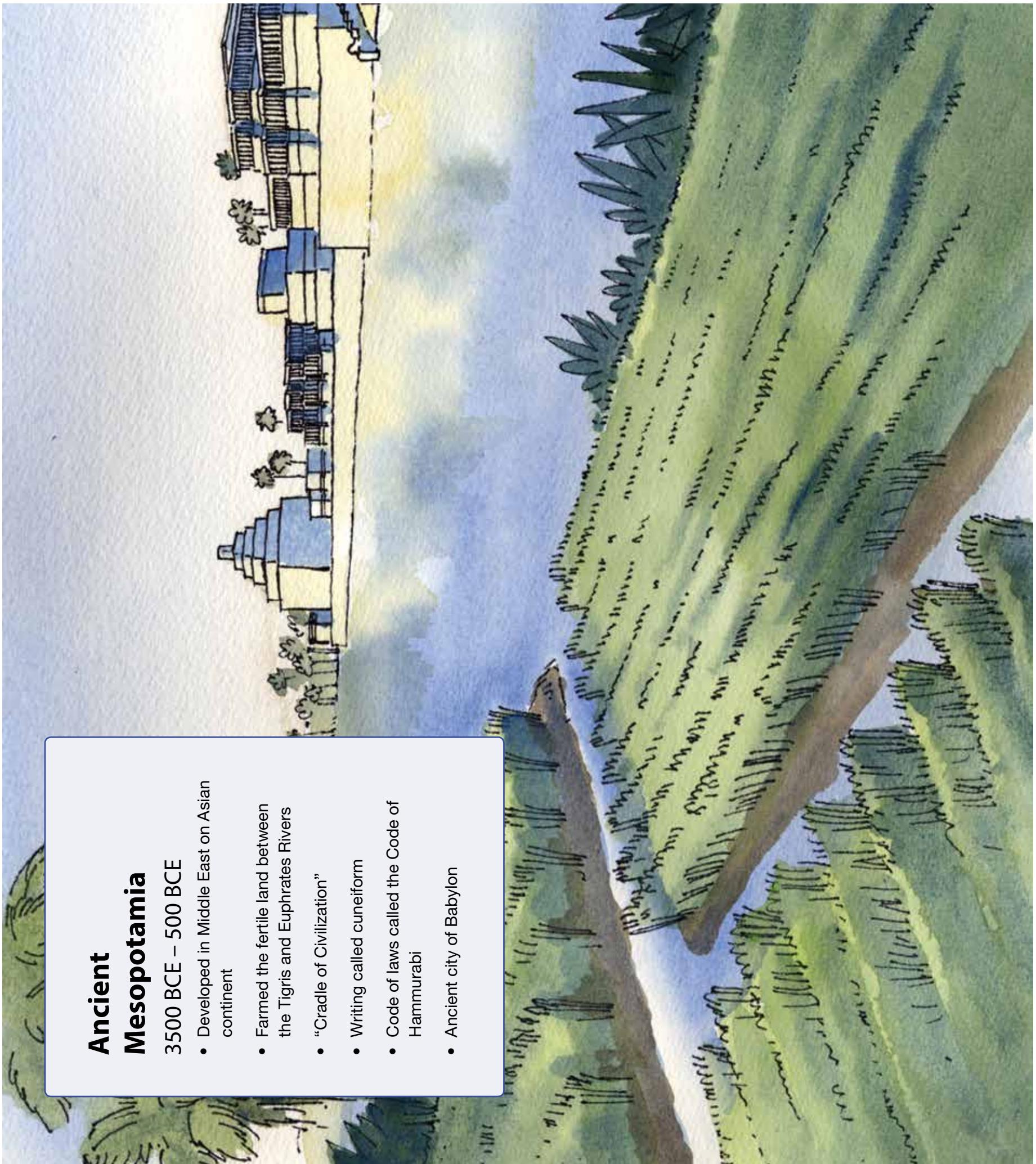
Core Connections Civilization Cards

The following five pages are the Civilization Cards for the Core Connections lesson in Lesson 1.

Ancient Mesopotamia

3500 BCE – 500 BCE

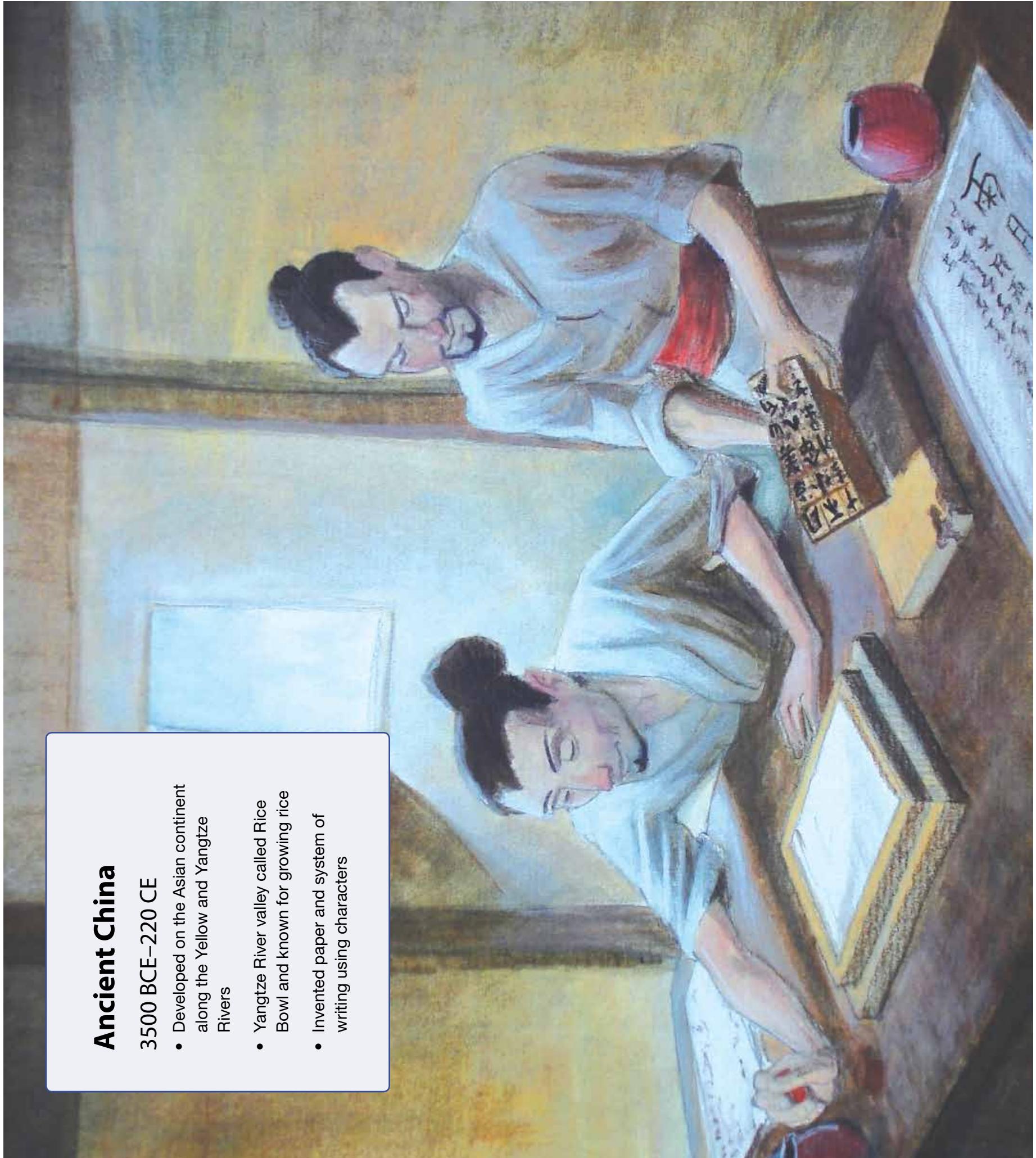
- Developed in Middle East on Asian continent
- Farmed the fertile land between the Tigris and Euphrates Rivers
- “Cradle of Civilization”
- Writing called cuneiform
- Code of laws called the Code of Hammurabi
- Ancient city of Babylon



Ancient China

3500 BCE–220 CE

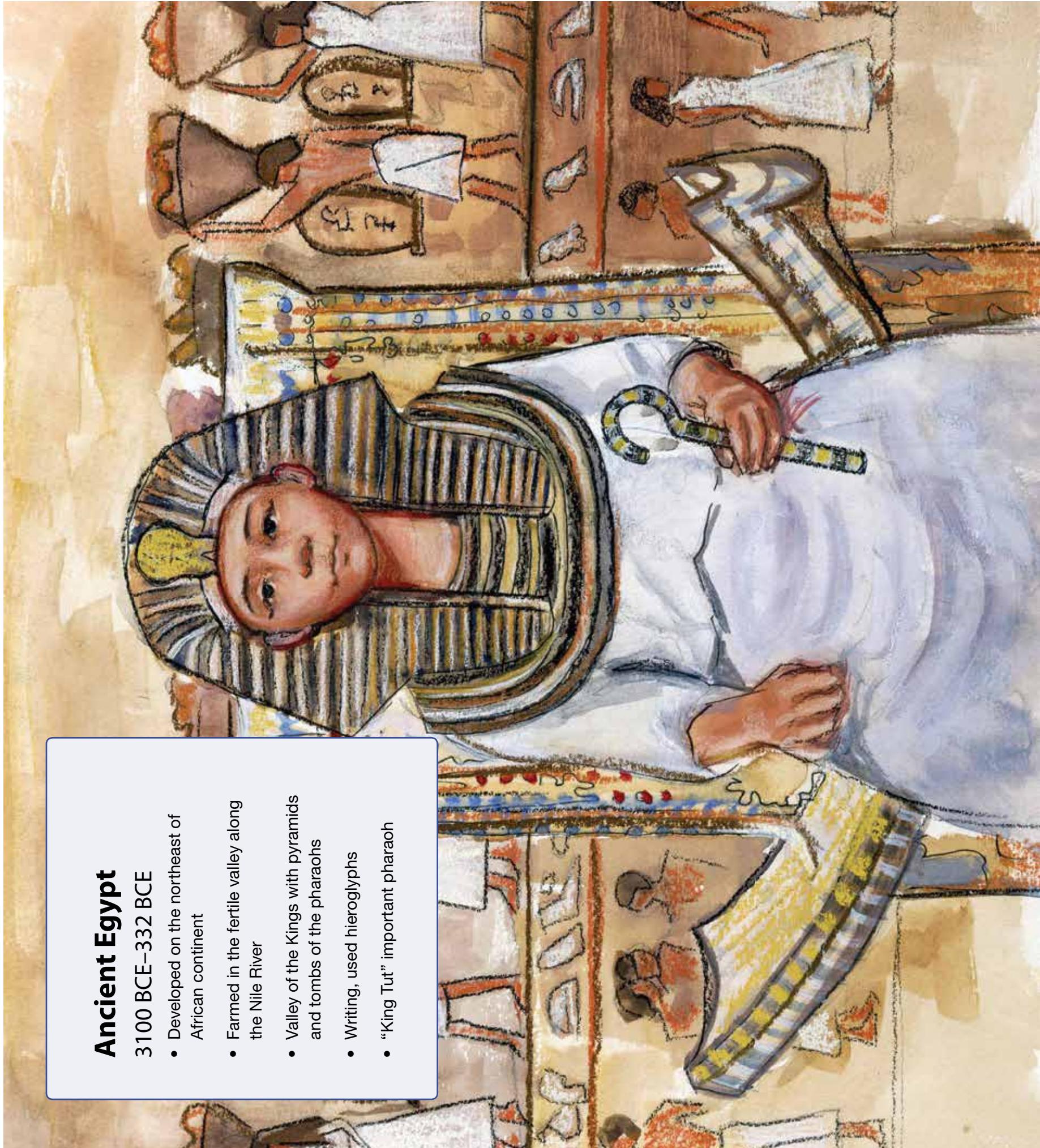
- Developed on the Asian continent along the Yellow and Yangtze Rivers
- Yangtze River valley called Rice Bowl and known for growing rice
- Invented paper and system of writing using characters

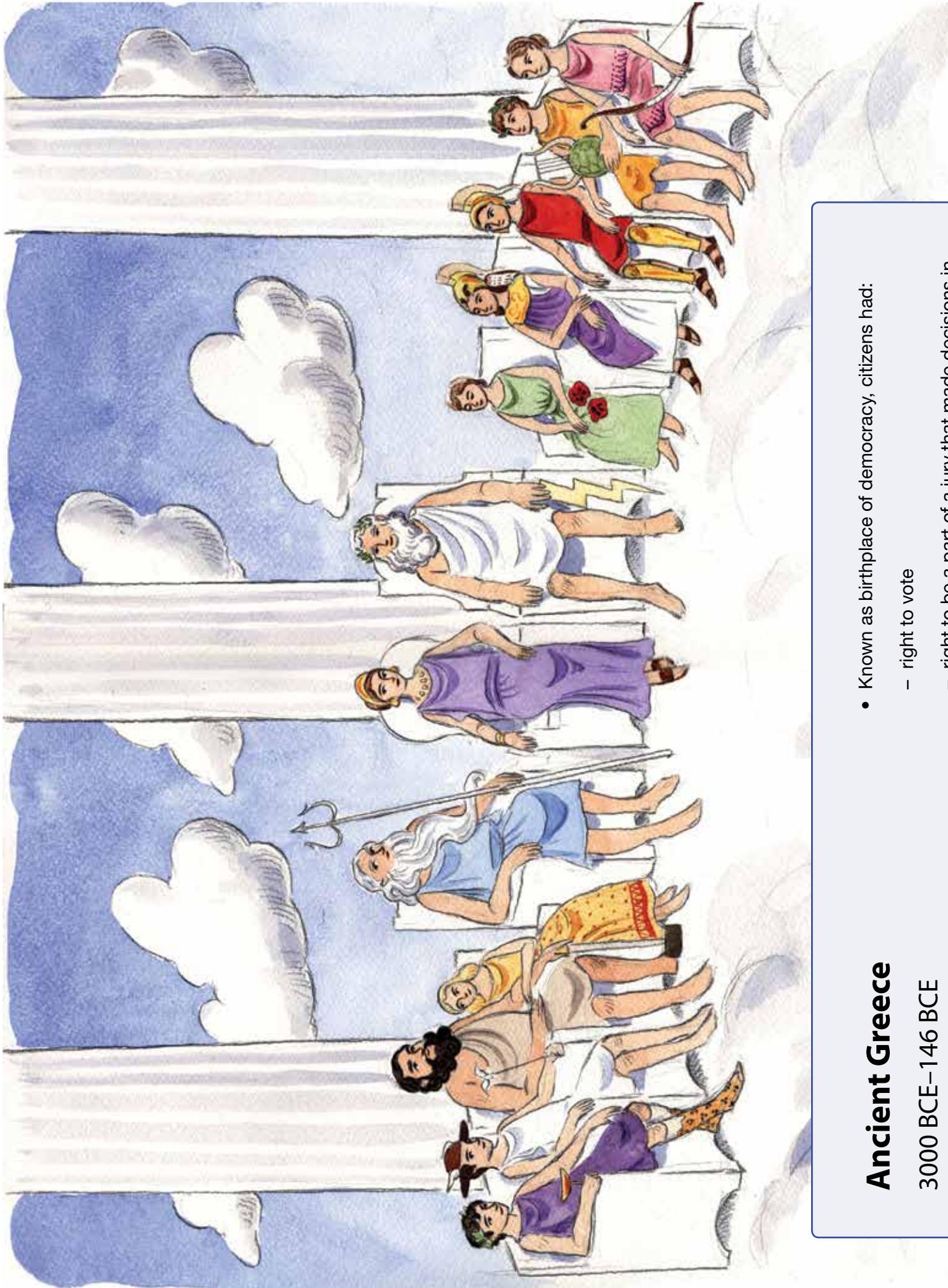


Ancient Egypt

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

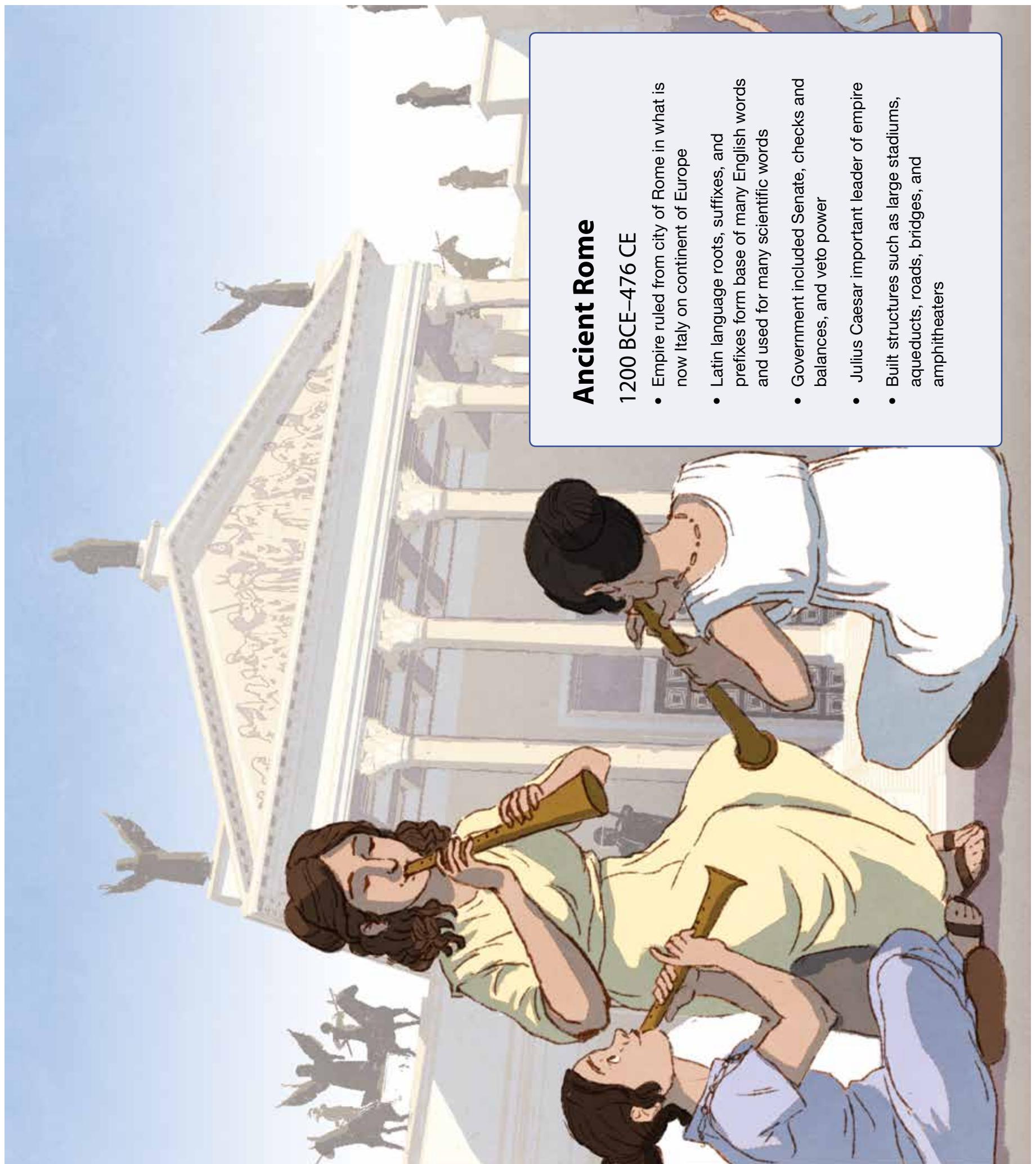




Ancient Greece

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.

Chapter 1

Tigris	/tie*gres/
Euphrates	/ue*frae*teez/
Mesoamerica	/me*soe*ə*maer*i*kə/
Belize	/bə*leez/
Yucatán	/ue*kə*tan/

Chapter 2

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

Chapter 3

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/

Chapter 4

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 /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 /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/
Chalchiuhltlicue	/chal*choo*lae*kue/
Nanahuatzin	/na*not*sin/
Huitzilopochtli	/weet*zip*oe*poecht*lee/
Culhua	/kul*wə/ or /koo*l*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 for Maya, Aztec, and Inca

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

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

Editing Checklist

Editing Checklist	Notes
<p>MEANING</p> <p>Is correct grammar used?</p> <ul style="list-style-type: none"> • Sentences are complete with subject and predicate. • Sentences are appropriate length (no run-ons). • The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structures. • Linking words are used appropriately to convey compare and contrast 	
<p>FORMAT</p> <p>Does the student use appropriate formatting for the piece of writing?</p> <ul style="list-style-type: none"> • All paragraphs are indented. • Project title is on the front. • Each codex page has a heading. • Each page has an image with a caption. • There is a reference list on the back following the format taught. 	
<p>CAPITALS</p> <p>Is capitalization appropriately applied?</p> <ul style="list-style-type: none"> • All sentences begin with a capital letter. • All proper nouns are capitalized. 	
<p>SPELLING</p> <p>Are all words spelled correctly?</p> <ul style="list-style-type: none"> • All Core Knowledge Code is spelled appropriately. • Taught spelling words and morphology are spelled accurately. • The student has been supported in identifying other misspellings to be looked up in reference sources as needed. 	
<p>PUNCTUATION</p> <p>Is punctuation appropriately applied?</p> <ul style="list-style-type: none"> • All sentences have appropriate ending punctuation. • Commas, quotation marks, and apostrophes are all used correctly for the ways they have been taught. • Titles in the reference list are underlined or in italics. 	

Resources for 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 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.

1. **topple**, *v.* to remove a government from power (72)
2. **orderly**, *adj.* arranged in a neat, tidy way (73)
3. **magistrate**, *n.* a local government official similar to a judge (magistrates) (73)
4. **conservatory**, *n.* a special room used for growing plants (conservatories) (74)
5. **apparent**, *adj.* easy to see or understand (75)
6. **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 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.

1. **grueling, *adj.*** very difficult and tiring (77)

Vocabulary Chart for “Ice Maiden of the Andes”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		grueling
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Enrichment Selection: “Ice Maiden of the Andes”

Johan Reinhard	/yoē*hon/ /riēn*hart/
Miguel Zarate	/mēē*gel/ /sō*rot*ae/
Arequipa	/aer*ə*kee*pə/

Activity Book Answer Key

NAME: _____
DATE: _____

1.1 ACTIVITY PAGE

Early American Civilizations Timeline

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2

1

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.

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2

5

Gulf of Mexico	Andes Mountains	Mexico
Equator	Yucatán Peninsula	Caribbean Sea

Core Knowledge Language Arts | Grade 5

6 Unit 2 | Activity Book

Grade 5 | Core Knowledge Language Arts

NAME: _____
DATE: _____

1.4 CONTINUED TAKE-HOME

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 Valley of Mexico, surrounded by mountains and volcanoes	Inca snow-capped peaks, deserts, and warm valleys	Maya 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.

- A. Andes Mountains
- B. Yucatán Peninsula
- C. Mesoamerica
- D. Central America
- E. Equator

- D** The isthmus that joins North and South America
- E** Mesoamerica lies north of this imaginary line drawn on maps and globes
- A** The mountain range where the Inca civilization began
- C** Includes parts of present-day Mexico and Central America
- B** A part of southern Mexico surrounded on three sides by water

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2

9

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"	Mold grows on our hats because of all the moisture in the air.
"We live in mud, we are covered in mud, we breathe in mud."	There was mud everywhere.
"The damp seems to penetrate the very marrow of our bones."	We feel the dampness deep inside our bodies.

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

Groups of People	Pyramid-Temple ComplexFields			
Places Where They Lived	Kings and Priests	Nobles	Craftsmen	Farmers
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
legible, adj. able to be read	illegal, adj. not able to be read
legal, adj. allowed by law	illegal, adj. not allowed by law
responsible, adj. trusted to do what is right	irresponsible, adj. not trusted to do what is right
replaceable, adj. capable of being duplicated or exchanged for another item	irreplaceable, adj. not capable of being duplicated or exchanged for another item
regular, adj. normal or usual	irregular, adj. not normal or usual

Activity Book Answer Key

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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Grade 5 | Core Knowledge Language Arts

Activity Book | Unit 2

NAME: _____

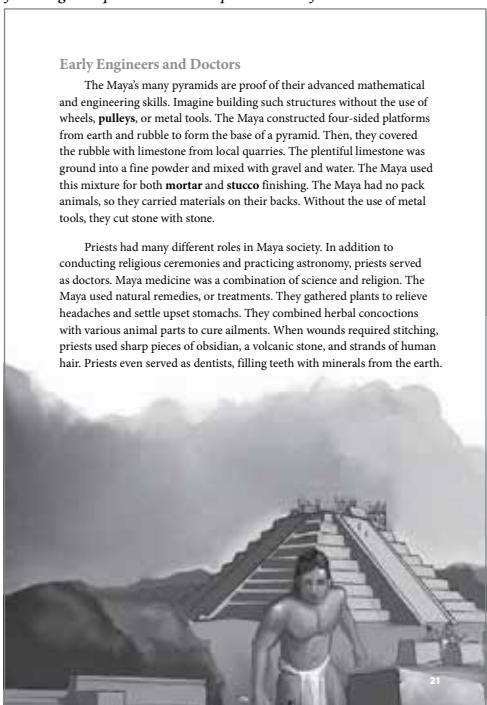
Read the following excerpt and answer to questions that follow.

4.2 TAKE-HOME

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 also caused filling tooth with minarels from the earth.



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3.1

CONTINUED

NAME: _____

DATE: _____

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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- Number the following steps in order to show how the Maya built pyramids. Use the number 1 for the first step.
 - 5 Put mortar or stucco finishing on the structure
 - 4 Mixed powder with gravel and water
 - 1 Constructed four-sided platforms from earth and rubble
 - 3 Ground limestone into fine powder
 - 2 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

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Activity Book Answer Key

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.



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.

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2 **33**

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.

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Activity Book | Unit 2 **35**

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.

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NAME: _____
DATE: _____

4.4 TAKE-HOME

Practice Prefixes *il-* and *ir-*

Write the correct word to complete each sentence.

- The museum holds many irreplaceable pieces of art.
(irreplaceable, replaceable, logical, illogical)
- Our regular Wednesday dinner is pasta.
(logical, illogical, regular, irregular)
- Dad wrote the shopping list quickly, so it was illegal and difficult to read.
(illegal, legible, responsible, irresponsible)
- My brother is responsible because he always remembers to feed the dog.
(logical, illogical, irresponsible, responsible)
- Today's schedule is irregular because our school is hosting parents for the art show.
(logical, illogical, regular, irregular)
- It is only legal to drive if you have a driver's license.
(legal, illegal, regular, irregular)

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Activity Book | Unit 2 **37**

For each word, write a sentence using the word.

1. *legible*

Answers may vary but should correctly use *legible*.

2. *irresponsible*

Answers may vary but should correctly use *irresponsible*.

3. *illegal*

Answers may vary but should correctly use *illegal*.

4. *replaceable*

Answers may vary but should correctly use *replaceable*.

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NAME: _____

DATE: _____

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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Activity Book | Unit 2 39

NAME: _____
DATE: _____

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.

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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

- C 1. The corn men praised and thanked the gods.
- D 2. The clay and wooden people did not praise the gods.
- A 3. The gods wanted their new creations to be powerful like the jaguar.
- B 4. The gods wanted to remain the most powerful beings.

Effect

- A. The gods named the first corn men after the jaguar.
- B. The gods clouded the corn peoples' vision and destroyed some of their wisdom.
- C. Tepew and Q'uk'umatz's third attempt at creating people was a success.
- D. The gods destroyed them and created the corn men.

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Activity Book Answer Key

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.

- 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
- 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

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Activity Book | Unit 2 **49**

The following question has two parts. Answer Part A and then answer Part B.

- 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.

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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 similarly likewise in the same way just as at the same time resemble also

- 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.

- 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.

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Activity Book | Unit 2 **51**

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 in contrast on the contrary alternatively whereas instead on the other hand but

- 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.

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Activity Book Answer Key

NAME: _____ DATE: _____

6.2 CONTINUED

TAKE-HOME

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.

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Activity Book | Unit 2 53

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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
section, n. part of a larger thing	intersection, n. the place where parts come together
national, adj. related to one country	international, adj. between or among countries
personal, adj. related to one person	interpersonal, adj. having to do with relationships between people
action, n. something that is done	interaction, n. 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

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Activity Book | Unit 2 55

Write the correct word to complete each sentence.

intersection	national	intercede	section
interaction	interpersonal	international	action

1. We watched a(n) international soccer tournament that took place between the United States, Italy, Germany, and Brazil.

2. 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.

3. 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!

4. Our mom had to intercede during our argument to help resolve whose turn it was to do the dishes.

5. Some might say that a myth is a(n) intersection between history and imagination because it's where the two come together.

6. His mom's favorite part of the bookstore is the mystery section because she loves finding new suspenseful stories to read.

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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.

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Activity Book | Unit 2 57

NAME: _____
DATE: _____

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 |

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2 **61**

NAME: _____
DATE: _____

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.

- 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
- 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.

<u>2</u>	The Aztec people piled layers of mud and aquatic plants on top of one another.
<u>5</u>	Fish and other aquatic life in the canals provided a source of food.
<u>3</u>	Reed posts were used to anchor the gardens to the lake floor.
<u>1</u>	Mud was scooped up from the bottom of the lake.
<u>4</u>	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.

- Part A: In paragraph 1 on page 34, what is the meaning of the word *shrine*?
 - the top part of an important building
 - a pyramid-temple complex
 - a sacred place related to one's religious beliefs
 - the center of a city

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Activity Book | Unit 2 **65**

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

- stone walls carved with serpents
- to honor their two most important gods
- located at the heart of the city
- 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.

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Activity Book Answer Key

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9.2 ACTIVITY PAGE

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?
 - A. Bonampak
 - B. Chichén Itzá
 - C. 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.

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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.
 - A. They had to send the emperor gifts or go to battle.
 - B. The Aztec ruled with fear and might.
 - C. The emperor allowed local governments to remain in place.
 - D. 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.
 A. Some Aztec city-states became his allies.

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9.4 TAKE-HOME

Practice 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	

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9.4 ACTIVITY PAGE

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.

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Activity Book Answer Key

NAME: _____
DATE: _____

9.5 TAKE-HOME

Prefix *inter-*

Write the correct word to complete each sentence. Words will not be used more than once.

- 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.
- When we went to the play, we were lucky to sit in the section (section, action, intersection, interaction) closest to the stage.
- We were surprised that the interaction (section, action, intersection, interaction) between our dog and our neighbor's cat was pleasant.
- Maya medicine was a(n) intersection (section, interception, intersection, action) of science and religion because doctors used both aspects of life to treat illness.
- The international (national, interstate, international, intentional) movie star has been in successful movies in Spain, France, and India.
- 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.
- July 4 is a(n) national (intelligent, national, interchangeable, international) holiday in the United States known as Independence Day.

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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: _____
DATE: _____

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

- For their family vacation, the Jones family wanted to visit a sunny and warm destination, so they picked a tropical location near the Equator.
- Over time, the Aztec civilization grew into a magnificent empire with cities under one supreme leader.
- 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.
- 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.
- 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.
- 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.
- A desert's climate is dry while a rainforest has a wet climate.
- Pyramid ruins mark the landscape where the Aztec Empire once existed.

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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.

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10.3 CONTINUED ACTIVITY PAGE

Birth of the Inca Empire

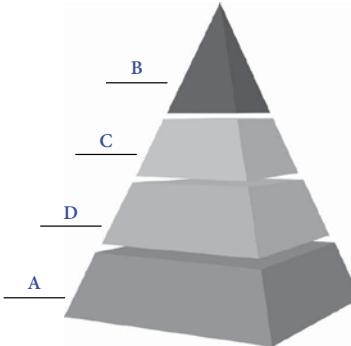
As you read Chapter 7, "Birth of the Inca Empire," answer the following questions.

- 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

- 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



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3. How did the Inca farm the land in the Andes Mountains?
by using terrace farming on hillsides

Page(s) 50

- 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.

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- 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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11.1 TAKE-HOME

Action Verbs and Linking Verbs

For each sentence, circle the subject and underline the action verb.

Example: The kite flew high in the sky.

- We ate lunch at the park.
- The Sapa Inca controlled the Inca Empire and all of its citizens.
- My sister takes photographs of trees.
- The Inca ate potatoes year round.
- 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.

- Inca roads were for the government.
- Summer is my favorite season.
- The Sapa Inca was god-like in the eyes of the Inca people.
- We were so excited yesterday.
- Inca is another name for the Quechua people.

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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.

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NAME: _____
DATE: _____

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	rettracted		

- 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.

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NAME: _____
DATE: _____

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

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Activity Book | Unit 2 **117**

- 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

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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?
 A. in two places at once
 B. served two purposes at once
 C. agreed to something at the same time
 D. in the same place at the same time

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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>

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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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NAME: _____
DATE: _____

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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DATE: _____

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. (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, distract)
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)

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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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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.

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- 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.**
-
-
-
-

- 2.
-
-
- 3.
-
-
- 4.
-
-

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15.2

ASSESSMENT

NAME: _____

DATE: _____

Unit Assessment for Early American Civilizations

Reading Comprehension

Today 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.

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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 ASSESSMENT
CONTINUED

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.

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Activity Book | Unit 2 145

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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DATE: _____

15.2 ASSESSMENT
CONTINUED

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.

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Activity Book | Unit 2 147

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.

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

NAME: _____
DATE: _____

Morphology

Write the correct word to complete each sentence.

16. Potatoes served as food for the Inca year round. They were a(n) regular (regular, irregular, legal, illegal) part of the Inca diet.

17. Mesoamerica was a(n) logical (legible, illegible, logical, illogical) name for the area where the Maya and Aztec lived because Mesoamerica means Middle America.

18. Conquistadors Cortés and Pizarro were international (coastal, intercoastal, national, international) explorers who left their homeland to establish colonies for the Spanish king.

19. Maya cities were places where people could interact (interact, act, interflow, flow) with one another to exchange goods and ideas.

20. Archaeologists were able to extract (extract, attract, tractor, subtract) King Pakal's death mask from the rubble in his tomb.

21. Beautiful pictures from an 1800s explorer seemed to attract (distract, retract, tractor, attract) Hiram Bingham to Peru.

Morphology total _____ of 6 points

Unit Assessment total _____ of 20 points

Activity Book Answer Key

NAME: _____
DATE: _____

PP.1

ASSESSMENT

Early American Civilizations Mid-Unit Content Assessment

- The Maya and Aztec civilizations were located in _____. The Inca civilization was located in _____.
 A. North America; Central America
 B. Mesoamerica; South America
 C. Central America; South America
 D. 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		

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Activity Book | Unit 2 **153**

- 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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DATE: _____

PP.1

ASSESSMENT

- Which of the following is a characteristic of myths?
 A. They help explain the facts about how and why things happen.
 B. They are songs that people sing.
 C. They are passed along from one generation to the next.
 D. 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?
 A. clay
 B. stone
 C. corn
 D. wood

Mid-Unit Content Assessment total _____ of 8 points

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2 **155**

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



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Activity Book | Unit 2 **157**

Activity Book Answer Key

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. a large lake with several small islands
 B. a hawk circling over a lake
 C. aqueducts and causeways
 D. an eagle sitting on a cactus, holding a snake
6. The Maya, Aztec, and Inca had the following things in common:
 A. swamplands and underwater wells
 B. multiple gods and religious ceremonies
 C. llamas and toucans
 D. metal tools and pulleys
7. Mesoamerica was home to:
 A. the Inca and the Aztec
 B. the Inca and the Maya
 C. the Maya and the Aztec
8. A sudden, widespread illness is called a(n) _____
 A. isthmus
 B. epidemic
 C. marsh
 D. quinoa
9. Glyphs and codices are proof that the Maya had:
 A. sacred temples
 B. a number system
 C. precious gemstones
 D. a writing system

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NAME: _____
 DATE: _____

PP.2
CONTINUED

ASSESSMENT

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 _____.
 A. vast
 B. primitive
 C. orderly
 D. sacred
13. The end of early Maya civilization was caused by:
 A. a lack of rainfall, leading to serious drought
 B. the spread of disease
 C. Spanish conquest
 D. 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:
 A. The Maya built an empire in the Yucatan.
 B. The British built an empire in England.
 C. The Romans built an empire in Italy.
 D. The Inca built an empire in South America.

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Activity Book | Unit 2 159

15. Both Aztec and Inca civilizations used tribute systems in which their citizens were forced to:
 A. become warriors
 B. pay a goods tax
 C. carve stelae
 D. give gifts to the gods
16. All three early American civilizations:
 A. were frequently at war with one another
 B. spoke the same language
 C. passed down creation myths about how Earth and people were created
 D. created advanced road systems
17. Circle any of the items below that are key characteristics of a civilization.
 A. development of farming and cities
 B. a writing system
 C. a national flag
 D. government and laws
 E. technology
 F. art and architecture
 G. religion and beliefs
18. The Maya adapted to their environment by (circle all that apply):
 A. building chinampas
 B. creating step terraces
 C. building aqueducts
 D. using slash and burn techniques

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NAME: _____
 DATE: _____

PP.2
CONTINUED

ASSESSMENT

19. The Aztec adapted to their environment by (circle all that apply):
 A. building chinampas
 B. creating step terraces
 C. building aqueducts
 D. using slash and burn techniques
20. The Inca adapted to their environment by (circle all that apply):
 A. building chinampas
 B. creating step terraces
 C. building aqueducts
 D. using slash and burn techniques
21. The Aztec expanded their empire by _____.
 A. commerce and trade
 B. offering sacrifices to the gods
 C. constantly waging war against other city states
 D. developing a writing system
22. Things that are produced, living, or existing naturally in a particular area are _____ to that place.
 A. indigenous
 B. imported
 C. cultivated
 D. habitable

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 2 161

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: _____

DATE: _____

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 raged war on neighboring groups. This is how he expanded the Aztec Empire.

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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.

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PP.4 ACTIVITY PAGE

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.

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PP.5 ACTIVITY PAGE

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.

1. (He) eats carrots every day. (Carrots) are his favorite food.

2. (The librarian) was very helpful today. (I) checked out three books from the library.

3. (His sister) plays baseball on Saturdays. (She) pitches the ball very well.

4. (She) goes on vacation every summer with her family. (They) visited the Grand Canyon last year.

5. (He) loves field trips. (His favorite trip) was a visit to the science museum.

6. (My siblings and I) asked our parents for more allowance money. (Our parents) gave us a longer list of chores.

7. Write a sentence using an action verb.
Answers may vary but should correctly use an action verb in a sentence.

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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.

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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.*

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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.*

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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)

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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.*

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Activity Book Answer Key

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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.

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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.

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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.

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- 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 Technotitlan was magnificent for a variety of reasons.

- 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

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E2.1 ACTIVITY PAGE

Ice Maiden of the Andes

Word from the Chapter	Pronunciation	Page
Johan Reinhard	/yoē*hon/ /riēn*hard/	76
Miguel Zarate	/mēē*gel/ /sā*ro*tae/	76
Arequipa	/aer*ā*kee*pā/	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.

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