

# Domain 5: Early American Civilizations

Tell It Again!™ Read-Aloud Supplemental Guide





Core Knowledge Language Arts®



# Domain 5: Early American Civilizations

## Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**GRADE 1**

Amplify learning.



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# Preface to the Transition Supplemental Guide

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This preface to the *Transition Supplemental Guide* provides information about the guide's purpose and target audience, and describes how it can be used flexibly in various classroom settings.

**Please note:** The *Supplemental Guides* for the first three domains in Grade 1 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

*Transition Supplemental Guides* for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students' needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

## ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

## ***Transition Supplemental Guide Contents***

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The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Introductory Content</b>	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
<b>Vocabulary Preview</b>	[There will be one or two vocabulary preview words per lesson.]	
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<p><b>Note:</b> It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
<b>Title of Read-Aloud</b>	[Materials that may help scaffold the read-aloud will be listed here.]	
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Extension Activities</b>	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English

language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *city*, *corn*, and *island*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *wealth*, *directions*, and *challenging*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *empire*, *maize*, and *temples*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the

Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

### **Vocabulary Instructional Activities**

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These

activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

### **English Language Learners**

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The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Entering</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use gestures (e.g., point, nod) to indicate comprehension</li> <li>• Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words</li> <li>• Use pre-taught words to complete sentence starters</li> <li>• Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”)</li> <li>• Use normal intonation, emphasize key words, and frequent checks for understanding</li> <li>• Model oral language and practice formulaic expressions</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>
<b>Emerging (Beginner)</b>	<ul style="list-style-type: none"> <li>• Responds with basic phrases</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use small-group activities</li> <li>• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary</li> <li>• Use illustrated core vocabulary words</li> <li>• Use pre-identified words to complete cloze sentences</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Allow for longer processing time and for participation to be voluntary</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>

<b>Transitioning (Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in simple sentences</li> <li>• Uses newly learned words appropriately</li> <li>• With appropriate scaffolding, able to understand and produce narratives</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex stories and books</li> <li>• Continue to focus on Tier 2 vocabulary</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Provide some extra time to respond</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> </ul>
<b>Expanding (Advanced)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work with academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use questions that require opinion, judgment, and explanation</li> <li>• Pair with native English speakers</li> </ul>
<b>Commanding (Proficient)</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Build high-level/academic language</li> <li>• Expand figurative language (e.g., by using metaphors and idioms)</li> <li>• Use questions that require inference and evaluation</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

## **Students with Disabilities and Students with Special Needs**

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Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

### ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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## Alignment Chart for Early American Civilizations

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

### Alignment Chart for Early American Civilizations

#### Lesson

	1	2	3	4	5	6	7	8	9	10	11
<b>Core Content Objectives</b>											
Explain that a shift occurred from hunting and gathering to farming among early peoples; compare and contrast hunter-gatherer societies and Maya society	✓										
Explain the importance of extended family to the Maya	✓	✓									
Identify the areas in which the Maya/Aztec/Inca lived	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that the Maya/Aztec/Inca farmed	✓					✓				✓	
Explain that the Maya/Aztec/Inca developed large cities or population centers, or empires, many, many years ago		✓	✓	✓	✓			✓	✓	✓	✓
Explain that the Maya/Aztec/Inca had leaders (kings or emperors); identify by name the emperor of the Aztec, Moctezuma			✓				✓	✓	✓		
Explain that the Maya/Aztec/Inca each had a religion				✓	✓				✓		
Describe the significance of the stars and planets to the Maya				✓							
Explain the significance of the Mayan calendar				✓							
Identify the Aztec capital as Tenochtitlan; identify that Machu Picchu is an Incan city							✓	✓			✓
Explain that much of what we know about the Inca is because of the work of archaeologists											✓

**Alignment Chart for  
Early American Civilizations**

**Lesson**

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

**Note:** The Language Arts Objectives in the Lessons may change depending on teacher’s choice of activities.

**Reading Standards for Informational Text: Grade 1**

**Key Ideas and Details**

<b>STD RI.1.1</b>	<b>Ask and answer questions about key details in a text.</b>													
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud										<input checked="" type="checkbox"/>			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships										<input checked="" type="checkbox"/>			
<b>STD RI.1.2</b>	<b>Identify the main topic and retell key details of a text.</b>													
<b>CKLA Goal(s)</b>	Identify the main topic and retell key details of a nonfiction/informational read-aloud									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>STD RI.1.3</b>	<b>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>													
<b>CKLA Goal(s)</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud			<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>				

**Craft and Structure**

<b>STD RI.1.4</b>	<b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>													
<b>CKLA Goal(s)</b>	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions										<input checked="" type="checkbox"/>			
<b>STD RI.1.6</b>	<b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>													
<b>CKLA Goal(s)</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

**Integration of Knowledge and Ideas**

<b>STD RI.1.7</b>	<b>Use the illustrations and details in a text to describe its key ideas.</b>													
<b>CKLA Goal(s)</b>	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas					<input checked="" type="checkbox"/>								

**Alignment Chart for  
Early American Civilizations**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11
<b>STD RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).											
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>Range of Reading and Level of Text Complexity</b>												
<b>STD RI.1.10</b>	With prompting and support, read informational texts appropriately complex for Grade 1.											
<b>CKLA Goal(s)</b>	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3						✓					
<b>Writing Standards: Grade 1</b>												
<b>Text Types and Purposes</b>												
<b>STD W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.											
<b>CKLA Goal(s)</b>	Plan and/or draft and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure			✓	✓			✓	✓		✓	✓
<b>Production and Distribution of Writing</b>												
<b>STD W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											
<b>CKLA Goal(s)</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓				✓				
<b>Research to Build and Present Knowledge</b>												
<b>STD W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds	✓					✓			✓	✓	✓
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Generate questions and gather information from multiple sources to answer questions	✓	✓					✓				

**Alignment Chart for  
Early American Civilizations**

**Lesson**

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

**Speaking and Listening Standards: Grade 1**

**Comprehension and Collaboration**

<b>STD SL.1.1</b>	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.																		
<b>STD SL.1.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).																		
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.																		
<b>STD SL.1.1b</b>	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.																		
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age																		
<b>STD SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.																		
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud																		
<b>STD SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																		
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud																		
<b>STD SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.																		
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic																		
<b>Presentation of Knowledge and Ideas</b>																			
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																		
<b>CKLA Goal(s)</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly																		

**Alignment Chart for  
Early American Civilizations**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.											
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings				✓							
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation.											
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation						✓					
<b>Language Standards: Grade 1</b>												
<b>Vocabulary Acquisition and Use</b>												
<b>STD L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.											
<b>STD L.1.5a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.											
<b>CKLA Goal(s)</b>	Provide examples of common synonyms and antonyms		✓		✓							
<b>STD L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).											
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy)						✓					
<b>STD L.1.5d</b>	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.											
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings									✓		
<b>STD L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).											
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases	✓										

**Alignment Chart for  
Early American Civilizations**

**Lesson**

	1	2	3	4	5	6	7	8	9	10	11
<b>Additional CKLA Goals</b>											
Distinguish text that describes events that happened long ago from those that describe contemporary or current events	✓									✓	
Prior to listening to a read-aloud, orally identify what they know or have learned that relates to the topic	✓	✓	✓	✓							✓
While listening to a read-aloud, orally predict what will happen and compare the actual outcome to the prediction	✓		✓	✓	✓					✓	
Identify new meanings of familiar words and apply them accurately		✓				✓					
Use object pronouns orally						✓					

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Early American Civilizations

## Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Early American Civilizations* domain. The *Early American Civilizations* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4, at the end of the Maya section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge.

**You should spend no more than fifteen days total on this domain.**

Week One				
Day 1	Day 2 #	Day 3	Day 4	Day 5 #
Lesson 1A: “The Maya: A Harvest and a Hurricane” (40 min.)	Lesson 2A: “The Maya: Journey to Baikal” (40 min.)	Lesson 3A: “The Maya: King Pakal’s Tomb” (40 min.)	Lesson 4A: “The Maya: The Festival of the First Star” (40 min.)	Pausing Point (60 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 ⑩#	Day 7	Day 8 ⑩	Day 9	Day 10
Lesson 5A: “The Aztec: The Legend of the Eagle and the Serpent” (40 min.)	Lesson 6A: “The Aztec: The Floating Gardens of Xochimilco” (40 min.)	Lesson 7A: “The Aztec: In the Palace of an Emperor” (40 min.)	Lesson 8A: “The Aztec: Cortes’s Letter” (40 min.)	Lesson 9A: “The Inca: Who Were the Inca” (40 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11	Day 12 ⑩	Day 13	Day 14	Day 15
Lesson 10A: “The Inca: The Runner” (40 min.)	Lesson 11A: “The Inca: Machu Picchu—A Lucky Discovery” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Lesson Implementation

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It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before 1) a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .); and, 2) supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.

### Student Grouping

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Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances, forming a group of three would benefit beginning ELLs, and pairing an older student or adult volunteer with students who have certain disabilities may prove to be the best arrangement. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language can work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and domain-wide activities are included to help students learn the content in the *Early American Civilizations* domain.

- Response Cards for *Early American Civilizations* (one per civilization, three total) can be used to review and compare characteristics of the three ancient American civilizations presented in this domain. Students may hold up these response cards or point to sections on

the response cards to answer class questions. **Note:** These Response Cards are part of Instructional Master 9B-1 after the Inca civilization—the last civilization covered in this domain—has been introduced. You may wish to incorporate the Response Cards for Maya and Aztec when you present these first two civilizations.

- Early American Civilizations Student Map (Instructional Master 1A-1)—This is a student copy of a map of Mexico and Central and South America. Cities and landmarks relevant to this domain are labeled or highlighted. Students may use their map to identify the areas where the Maya, Aztec, and Inca lived.
- *Early American Civilizations Chart and Image Sheet* (Instructional Masters 1B-1 and 1B-2) help students follow along with the class *Early American Civilizations Chart*. These charts remind students of the important components of a civilization. Students can show on these charts what they have learned about the ancient American civilizations presented in the read-alouds. Students may wish to cut and paste images from the image sheets provided with the chart, or they may wish to draw and/or write in the boxes.
- *Hunter-Gatherer-Farmer Chart*— Support student understanding of the progression from nomadic life to farming life using Image Cards. (Refer to Lesson 1 for chart details.)
- *Early American Civilizations Timeline*—Make a timeline to help students begin to differentiate between the present and ancient times by developing a general understanding that the Maya, Aztec, and Inca lived long, long ago.
- Story Summary Chart (Instructional Master 2A-2)—You may use this chart to provide students a structure for gathering the important ideas as they listen to a read-aloud. This chart uses *wh-* and *how* question words. **Note:** Story Summary Charts are provided before the read-aloud in the lessons where this chart can be applied.
- Prediction Chart (Instructional Master 3A-1)—You may wish to fill out a Prediction Chart in the *Making Predictions* sections of the lessons. **Note:** A suggested prediction question is provided in the lessons where a Prediction Chart can be used.
- Idea Web (Instructional Master 5A-1)—You may wish to fill out an Idea Web to help students describe a person or place. **Note:** Suggested

Idea Web topics are provided in the lessons where an Idea Web can be applied.

- **Art and Drama Connections**—You may wish to coordinate with the school’s drama teacher to help students act out parts of the read-alouds from this domain. Students may also enjoy creating a backdrop for the setting of the read-aloud. [Suggestions: “The Maya: Journey to Baakal”; “The Aztec: The Legend of the Eagle and the Serpent”; “The Inca: Who Were the Inca?” (story of Little Flower and Blue Sky); and “The Inca: The Runner.”]

## ***Anchor Focus in Early American Civilizations***

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

<b>Anchor Focus</b>	<b>CCSS</b>	<b>Description of Focus and Relevant Academic Language</b>
<b>Writing</b>	W.1.8	<i>Early American Civilizations Chart</i> and <i>Create Your Own Civilizations Chart</i> : Students will categorize and organize facts from the read-alouds onto a class chart. Then students will make their own civilizations chart based on the information that has already been charted. Relevant academic language: <i>chart, row, column, information, components, compare, similarities</i>
<b>Language</b>	L.1.1d	Use personal, possessive, and indefinite pronouns <b>Note:</b> The focus of the Syntactic Awareness Activities is on object pronouns.

## ***Domain Components***

Along with this Transition Supplemental Guide, you will need:

- *Tell It Again! Flip Book for Early American Civilizations*, which can also be found on the CKLA Teacher Resources website at <http://ckla.amplify.com>
- *Tell It Again! Image Cards for Early American Civilizations*
- *Tell It Again! Multiple Meaning Word Posters* located at the end of the *Tell It Again! Flip Book for Early American Civilizations*
- *Tell It Again! Read-Aloud Anthology for Early American Civilizations* for reference

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

## ***Why Early American Civilizations Are Important***

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This domain includes a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements. Specifically, students will learn about the ancient Mayan city of Baakal and about the Mayan king, Pakal II. Students will also learn about Moctezuma, the Aztec ruler, and about the Aztec city of Tenochtitlan. For the Inca, students will hear about the city of Machu Picchu and the role the Inca runners played in Incan society. Last, students will learn that much of what we know about the Maya, the Aztec, and the Inca today is due to the work of archaeologists.

You may wish to make connections to the Mesopotamian and Ancient Egyptian civilizations students just studied in the *Early World Civilizations* domain. In later grades, students will build upon the knowledge of civilizations they gain by listening to and discussing the read-alouds in this domain; the concepts and factual information they learn now will also serve as building blocks for later, more in-depth, learning.

### **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Early American Civilizations*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

### ***Native Americans***

- Explain that there are many tribes of Native Americans
- Identify the Lakota Sioux as a nomadic tribe
- Identify the Wampanoag as a settled tribe

### ***Kings and Queens***

- Describe what a king or queen does
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family are signs of respect for the importance of that person
- Describe kings as usually possessing gold and other treasures

### ***Columbus and the Pilgrims***

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Describe the accomplishments of Christopher Columbus

**Note:** It is important to help students understand that the Maya, Aztec, and Inca developed powerful civilizations prior to the arrival of Christopher Columbus, who students learned about in Kindergarten.

## Core Vocabulary for Early American Civilizations

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The following list contains all of the core vocabulary words in *Early American Civilizations* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### Lesson 1

canoe  
harvest  
hurricane  
maize  
shore

### Lesson 2

noiselessly  
plain  
temple  
thrilled

### Lesson 3

market  
pyramid  
tomb

### Lesson 4

accurate  
festivals  
invented  
observatories  
planets  
telescopes

### Lesson 5

awe  
island  
legend  
scouts  
valley

### Lesson 6

abundance  
dredged  
float  
stationary

### Lesson 7

emperor  
empire  
palace  
retreat  
wealth

### Lesson 8

courteous  
courthouse  
enormous  
royalty

### Lesson 9

collecting  
possessions  
villagers

### Lesson 10

forbidden  
gasping  
honor

### Lesson 11

challenging  
existence  
raging  
ruins  
trek

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

<b>Vocabulary Chart for The Maya: Journey to Baakal</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3 Domain-Specific Words</b>	<b>Tier 2 General Academic Words</b>	<b>Tier 1 Everyday-Speech Words</b>
<b>Understanding</b>	Baakal canoe <b>temple</b> tributaries village	dragging enormous excitement greatest* <b>noiselessly</b> occasion stare <b>thrilled</b>	city father/mother river/riverside ocean thanks traveling twice water
<b>Multiple Meaning</b>	crop paddles towers	<b>plain</b> <u>strained</u> trip wonder	
<b>Phrases</b>	extended family hollowing out		
<b>Cognates</b>	canoa templo tributarios villano	enorme estreñido excitación ocasion	ciudad padre/madre

### References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.

2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

## **Comprehension Questions**

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In the *Early World Civilizations* domain, there are three types of comprehension questions.

*Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.1.1) and Reading Standards for Informational Text 1 (RI.1.1).

*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.1.2–RL.1.4) and Reading Standards for Informational Text 2–4 (RI.1.2–RI.1.4).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.1.7) and Reading Standards for Informational Text 7 (RI.1.7) are addressed as well.

## ***Student Performance Task Assessments***

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In the *Transition Supplemental Guide for Early World Civilizations*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some *Extension* activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## ***Above and Beyond***

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In the *Transition Supplemental Guide for Early World Civilizations*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## ***Supplemental Guide Activities***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

## Recommended Resources for Early American Civilizations

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### Trade Book List

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The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

**Note:** We recommend that you preview all books before presenting them to determine whether the content is appropriate for your students. Because human sacrifice was a common practice in the Mayan, Aztec, and Incan cultures, a number of trade books mention this topic.

1. *Aztec, Inca & Maya (Eyewitness Books)*, by Elizabeth Baquedano (DK Children, 2011) ISBN 978-0756673208
2. *Early Civilizations of the Americas*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050409
3. *Hands-On Latin America: Art Activities for All Ages*, by Yvonne Y. Merrill (Kits Publishing, 1998) ISBN 978-0964317710
4. *Maya, Aztecs and Incas*, by Oldrich Ruzicka and illustrated by Pavla Kleinova (Firefly Books, 2011) ISBN 978-1554079339

### The Maya

5. *The Ancient Maya (True Books: Ancient Civilizations)*, by Jackie Maloy (Children's Press, 2010) ISBN 978-0531252291
6. *Mario's Mayan Journey*, by Michelle McCunney (Mondo Publishing, 1997) ISBN 978-1572552036
7. *The Maya (True Books: American Indians)*, by Stefanie Takacs (Children's Press, 2004) ISBN 978-0516279077

8. *Rain Player*, by David Wisniewski (Houghton Mifflin, 1995) ISBN 978-0395720837

### **The Aztec**

9. *The Aztec (True Books: American Indians)*, by Andrew Santella (Children's Press, 2003) ISBN 978-0516269733
10. *The Aztec Empire (True Books: Ancient Civilizations)*, by Sunita Apte (Children's Press, 2010) ISBN 978-0531241080
11. *The Aztec Empire: Excavating the Past*, by Nicholas Saunders and Tony Allan (Heinemann-Raintree, 2005) ISBN 978-1403448392

### **The Inca**

12. *The Inca (True Books: American Indians)*, by Stefanie Takacs (Children's Press, 2004) ISBN 978-0516278230
13. *The Inca Empire (True Books: Ancient Civilizations)*, by Sandra Newman (Children's Press, 2010) ISBN 978-0531252284
14. *Let's Go Up! Climbing Machu Picchu, Huayna Picchu and Putucusi*, by Tracy Foote (TracyTrends Publishing, 2009) ISBN 978-0981473703
15. *Lost City: The Discovery of Machu Picchu*, by Ted Lewin (Puffin, 2012) ISBN 978-0142425800
16. *Machu Picchu with Code (Virtual Field Trips)*, by Gillian Richardson, Heather Kisson (Weigl Publishers, 2012) ISBN 978-1619132566

## **Websites and Other Resources**

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### **Student Resources**

1. Continents Game  
<http://www.playkidsgames.com/games/continentNames/continentJig.htm>
2. The Mayans  
<http://www.mayankids.com>
3. Archaeology Game  
<http://www.history.org/kids/games/dirtDetective.cfm>
4. American Museum of Natural History  
<http://www.amnh.org>

5. Memory Game  
<http://www.mayankids.com/mmkgames/mkmemory.htm>

#### **Teacher Resources**

6. Mayan Calendar  
<http://www.webexhibits.org/calendars/calendar-mayan.html>

#### **Audio Resources**

7. *Flutes Indiennes*, by Los Incas (Essential World Classics, 2012) ASIN B007TXUXT0
8. *Wasichakuy*, by Expresion (Tumi Records, 1998) ASIN B000007NU4



# The Maya: A Harvest and a Hurricane

# 1

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Explain that a shift occurred from hunting and gathering to farming among early peoples
- ✔ Compare and contrast hunter-gatherer societies and Mayan society
- ✔ Explain the importance of extended family to the Maya
- ✔ Identify the area in which the Maya lived
- ✔ Explain that the Maya farmed

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Compare and contrast orally and in writing cultural elements of the Maya with the nomads and today (RI.1.9)
- ✔ With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” and includes a marker for the Maya between 1000 BCE and 1542 CE (W.1.8)
- ✔ With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart (W.1.8)
- ✔ Generate questions and gather information from a timeline and civilization chart to answer questions about the Maya culture (W.1.8)

- ✓ Discuss personal responses about how they get food and how the hunters got food (W.1.8)
- ✓ Explain the meaning of “The more the merrier” and use in appropriate contexts (L.1.6)
- ✓ Distinguish that read-aloud “The Maya: A Harvest and a Hurricane” describes events from long ago
- ✓ Prior to listening to “The Maya: A Harvest and a Hurricane,” identify orally what they know and have learned about nomads and how nomadic tribes, such as the Lakota Sioux, obtained food
- ✓ While listening to “The Maya: A Harvest and a Hurricane,” orally predict what will happen in the next read-aloud and then compare the actual outcome to the prediction

### Core Vocabulary

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**canoe, n.** A narrow, open boat with pointed ends

*Example:* People use paddles to make a canoe move through the water.

*Variation(s):* canoes

**harvest, v.** To pick or gather crops

*Example:* The girl and her father harvest lettuce every spring.

*Variation(s):* harvests, harvested, harvesting

**hurricane, n.** A severe storm with very strong winds and heavy rains

*Example:* Safe inside, the children could hear the wind and rain from the hurricane.

*Variation(s):* hurricanes

**maize, n.** Corn

*Example:* The farmer had a large crop of maize, which he planned to sell at the market.

*Variation(s):* none

**shore, n.** The land next to or at the edge of a lake, sea, or ocean

*Example:* Seashells often wash up on the shore.

*Variation(s):* shores

### Vocabulary Chart for The Maya: A Harvest and a Hurricane

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>canoe</b> chicle garment <b><i>hurricane</i></b> Maya/Mayan <b><i>maize</i></b> peninsula sapodilla <b>shore</b> upstream	arranged destroyed excitement hurried worried	afternoon boy cousin prepare tell/told relatives village year
<b>Multiple Meaning</b>	<b>harvest*</b>	damage help	drew fish
<b>Phrases</b>	extended family	knee-deep	
<b>Cognates</b>	canoa chicle huracán península	excitación	pez/pescar prepararse villano

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Domain Introduction</b>	Instructional Master 1A-1	Use the Early American Civilizations Student Map to help students point to and name North America, Central America, and South America.
	Images 4A-8, 5A-7, 9A-5	Use Flip Book images to help students visualize the Maya, Aztec and Inca.
<b>Essential Background Information or Terms</b>	Image 1A-1; Image Cards 1–6, chart paper, markers, tape	Support student understanding of the progression from nomadic to farm life by making a Hunting-Gathering-Farming Chart using the Flip Book Image and the Image Cards.
<b>Where Are We?</b>	Early American Civilizations Student Map, green crayon	Have students locate the Yucatán Peninsula on their map and color the area green.
	images of a rainforest	Show images of a rainforest, and discuss the characteristics of a rainforest.
<b>Vocabulary Preview: Hurricane, Maize</b>	satellite image of a hurricane; Image 1A-4	
<b>Purpose for Listening</b>	Hunting-Gathering-Farming Chart	Use the chart to help students differentiate between a nomad and a farmer.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Maya: A Harvest and a Hurricane</b>	Early American Civilizations Student Map	Use Student Map to locate the Yucatán Peninsula.
	Image of a sapodilla tree	Use the image of the sapodilla tree to explain that the gum-like part of the tree is inside the fruit.

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Harvest</b>	drawing paper, drawing tools	
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Early American Civilizations Timeline</b>	Chart paper, markers, tape, Image Card 6, class photo	
<b>Early American Civilizations Chart</b>	Image Card 7; Instructional Masters 1B-1 and 1B-2 (Early American Civilizations Chart and Image Sheet), chart paper, markers, tape	Used throughout the domain, this chart will help students organize the information they learn about the Maya, the Aztec, and the Inca.
<b>Sayings and Phrases: The More the Merrier</b>		
<b>Take-Home Material</b>		
<b>Family Letter</b>	Instructional Masters 1B-3–5	

### **Advance Preparation**

Make a copy of Instructional Master 1A-1 for each student. Refer to it as their copy of Mexico, Central, and South America. Consider duplicating the map onto cardstock or placing copies into plastic sleeves to preserve it throughout the domain. This map will be used throughout the domain.

Make a copy of Instructional Master 1B-1 and 1B-2 for each student. Refer to them as their copy of the Early American Civilizations Chart and Image Sheet for their chart.

Create a Hunting-Gathering-Farming Chart on large paper following the model below. Have markers available to add details and tape to fasten the Image Cards to the chart.

Hunting	Gathering	Farming
		
Image Card 1 (Hunter) Image Card 2 (Big Game) Image Card 3 (Small Game)	Image Card 4 (Wild Plants)	Image Card 6 (Mayan Farmers) Image Card 5 (Farm Vegetables)

Bring in images of a rainforest, a satellite image of a hurricane, and an image of a sapodilla tree.

For the Early American Civilizations Chart Extension, reproduce Instructional Master 1B-1 on chart paper. You may want to list only the Maya in the far-left column on the chart at this time. Each section will need to be large enough for an image card and student or teacher writing. Display this chart, and add to the chart throughout the domain.

**Notes to Teacher**

Have students point out and locate examples of how the Maya were farmers and fishermen, not nomads, throughout the read-aloud.



# The Maya: A Harvest and a Hurricane

1A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Domain Introduction

5 minutes

Explain to students that, over thousands of years, some people followed animals they were hunting, and slowly moved into different parts of North America, Central America, and South America. Tell students they will learn how some of these people eventually settled into three different parts of the Americas and became known as the Maya, Aztec, and Inca. Tell students that they will learn more about each of these groups over the next few weeks.

**Note:** Students should have already studied Mesopotamia and Ancient Egypt. You may wish to draw connections between these civilizations when applicable throughout this domain.

### Essential Background Information or Terms

10 minutes

Ask students to share how their families get food (grocery store, market, gardens, farms, etc.). Ask students if they have to travel far to get their food or if it is available near their homes. Ask students to repeat the word *nomad* with you, emphasizing that a nomad is a person who does not stay in one place for very long; a nomad moves from place to place often. Long, long ago, people did not have grocery stores from which to buy their food. And very long ago, there were no farmers or people who planted and grew food. The main way to get food was to hunt and eat animals. Nomads hunted large animals, and they ate their meat for food. The animals didn't stay in one place very long, so nomads would pack their things and move frequently to follow and hunt the animals.



← **Show image 1A-1: Buffalo**

Students who were part of the Core Knowledge Language Arts program in Kindergarten learned about the Lakota Sioux as part of the *Native Americans* domain. Remind students that the Lakota Sioux were nomads who followed the buffalo, their source of food and clothing. Show Image Card 1 (Hunters) and Image Card 2 (Big Game). Explain to students that in some areas there weren't enough large animals left to hunt and use for food. So, people began hunting smaller animals like deer and rabbits. Show Image Card 3 (Small Game). They also started looking for plants they could eat like nuts, berries, and seeds. Show Image Card 4 (Wild Plants). Tell students that searching for and picking plants that you find growing in the wild is called *gathering*.

Explain to students that, over the years, some people noticed that certain plants grew better in some places, and they began to collect, save, and plant these seeds to grow gardens. Some of the first plants that people planted in the Americas were peppers and pumpkins. Over time, some people chose to grow more plants to eat. Show Image Card 5 (Farm Vegetables). These people chose to live in one place for a much longer period of time and grow their own food on a farm. Other people continued to search for and gather food.

You may wish to place these Image Cards on chart paper to show the progression from hunting and gathering to farming.

**Where Are We?**

**5 minutes**

Tell students that today they will begin to learn about a group of people that lived and farmed together a long time ago called the Maya. Tell students that the Maya lived in the rainforests in Mexico and Central America. Point to Mexico (and the Yucatán Peninsula) on a world map or globe.

Tell students that a rainforest is a type of forest that is very warm and wet. Many evergreen plants live in the rainforest, which means that the rainforest is green all year long. (If necessary, review the term *evergreen* with students.)

### Hurricane

1. In today's read-aloud, a young boy named Pik is worried that a *hurricane* may damage his family's crop of corn.
2. Say *hurricane* with me three times.
3. A hurricane is a very strong storm with dangerous wind and rain. [Show students a satellite image of a hurricane.]
4. A hurricane can cause damage to buildings and roads. Everybody stayed indoors and away from the windows during the hurricane.
5. What should we do if we know a hurricane is coming? [Ask questions regarding hurricane safety, (e.g., Should we be outdoors? Should we be next to the windows to see the hurricane, or should we stay away from the windows?).]



### Maize

← Show image 1A-4: Maize

1. Pik, a character in "The Maya: A Harvest and a Hurricane," is very worried about gathering all the corn or *maize* his family has grown before a hurricane arrives. [Point to the maize.]
2. Say *maize* with me three times.
3. *Maize* is another word for corn.
4. Aruelo wished his mother would cook *maize* for dinner every night. Yun loved helping her parents grow *maize* on their small farm.
5. Do you enjoy eating *maize*? [Invite students to share about foods they enjoy eating that are made from corn or maize.]

### Purpose for Listening

Remind students that today they will hear a story about people called the Maya. Tell students to listen to find out how the Maya lived and how they got their food, and whether the Maya were nomads (meaning they followed and hunted animals for food) or farmers.

**Note:** Explain that the characters students will meet in the read-aloud are fictional but the setting and events tell about what life was really like during the time of the Maya.

## The Maya: A Harvest and a Hurricane



### ← Show image 1A-2: Kanal <sup>1</sup>

- 1 Tell me about this picture. You are going to hear about the boy in this picture in the read-aloud.
- 2 The Maya name their children for things they know, such as plants or animals or types of weather. Kanal means *snake*.
- 3 A peninsula is a piece of land nearly surrounded by water.
- 4 [Point to the image of Kanal and the point to the image of his cousin Pik.]

Once there was a Mayan boy named Kanal (kah-nahl).<sup>2</sup> Kanal lived with his family about three thousand years ago in an area that is now called the Yucatán Peninsula.<sup>3</sup> One day Kanal was working in a field near the village where his family lived, when he saw another Mayan boy coming his way.<sup>4</sup> It was his cousin Pik. Kanal smiled and said, “Hello. How are you?”



### ← Show image 1A-3: Pik is worried

- 5 A hurricane is a storm with very strong winds and heavy rains.
- 6 *Maize* is the Spanish word for *corn*.

Pik had been lost in thought. He answered, “Fine, thanks.” But he looked unhappy, so Kanal asked, “What’s wrong?” Pik said, “My father told me that he is certain there is a **hurricane** headed this way.<sup>5</sup> He is worried about being able to **harvest** the **maize** in our field before the hurricane reaches us.”<sup>6</sup>



### ← Show image 1A-4: Maize

- 7 Do you understand why Pik is upset? Pik is afraid that the hurricane will destroy their crop of maize, and then his family would not have enough food to eat.

Maize, or corn, was the main crop the Maya grew for food a thousand years ago, as it still is today. Like most plants we grow for food, maize should be picked when the time is right, to get it at its best. Kanal knew this, so he understood why Pik was upset.<sup>7</sup>

“That’s terrible!” Kanal said. “Let us go find my father. He will know what to do. He is one of the wisest men in the village.” So the two boys started down the dirt path toward their village.



← Show image 1A-5: Mayan village

8 [Point to the houses in the picture.]

9 [Point to the garment in the picture.] Based on the image, what would you say a garment is? (a piece of clothing)

As they drew nearer, they saw the houses ahead, each one made of stone.<sup>8</sup> Kanal’s younger sister, Ikal (eek-AHL), was sitting in front of their house weaving cotton to make a brightly colored garment.<sup>9</sup> When she saw the boys, she smiled. Kanal asked her, “Has Father returned from fishing?”

“Not yet,” said Ikal. “If you are looking for him, he said he would probably try the place where he caught the big fish last week.”

So the two boys continued on through the village. An old woman smiled and waved them over. “Here is a little something for you boys,” she said. She handed them some *chicle* (CHI-klay). “Fresh from the sapodilla (sa-po-DEE-yuh) tree,” she smiled. *Chicle* is like chewing gum, and the boys popped some into their mouths, said “thank you,” and continued on their way.



← Show image 1A-6: At the riverbank

10 [Point to the canoe in the picture.]  
Do you know what a canoe is?  
A canoe is a narrow, open boat with pointed ends that is moved through the water with paddles.

11 The shore is the land at the edge of the river.

Ten minutes later, they reached the riverbank. A little upstream, Kanal’s father, Tun (TOON), stood knee-deep in water while the other village men were getting out of a **canoe**.<sup>10</sup> Tun was strong and very smart, and everyone liked him. Kanal and Pik watched as Tun and the other men dragged a fishing net from the canoe to the **shore**.<sup>11</sup> As the boys hurried forward, Tun and the other men drew the fish in the net onto the riverbank and looked up.

“Hello, Pik,” he said. “Kanal, what are you doing here?”

“Father,” Kanal replied, “Uncle believes that a hurricane is headed this way. He is worried about the maize. It could be destroyed if it is not completely harvested before the hurricane hits.”

Tun listened, and then turned to Pik. “My brother can normally tell about these types of things,” he said. “We are family. We will all help you pick your corn. Tell Zuk (ZOOK)—that was Pik’s father’s name—that I will come this afternoon, and bring other family members to help.”



← **Show image 1A-7: Pik leaves to tell his father the good news**

The boys grinned with excitement. “Thank you, Uncle,” said Pik. “I will tell my father.” He ran off to tell him the news.

Kanal looked down and saw that his father had caught many fish. He picked some up, and Tun took the rest. Then they headed back to the village.



← **Show image 1A-8: Gathering help**

As they came to their village, Tun stopped each time he saw other relatives to ask if they would help harvest the maize for Zuk. Everyone agreed to help. Families all depended on each other in their efforts to grow plants, hunt and fish, and even build or repair one another’s homes. Each person knew that when it was his or her turn to ask for help, the extended family would be there.<sup>12</sup>

By the time Kanal and Tun reached home, everything was arranged.

Tun said, “This afternoon, your Uncle Zuk will find that he and Pik have all the help they need harvesting the maize. Then we need to prepare our house for the hurricane.”

12 An extended family includes people like aunts, uncles, grandparents, and cousins.



← **Show image 1A-9: Helping Zuk**

That afternoon, Kanal, Tun, and all their relatives helped Zuk and Pik harvest their maize. They all worked late into the evening, and then everyone went back to their houses to get ready for the hurricane. They hoped that the hurricane would not damage their homes, but they would have to wait and see.<sup>13</sup>

13 What do you think will happen?

## Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What group of people or civilization is today's read-aloud about? (the Maya)
2. *Literal* Where and when did this story take place? (the rainforests; in Mexico and Central America a long time ago; about three thousand years ago)
3. *Literal* What crop was very important to the Maya? (maize, which is the Spanish word for corn)
4. *Inferential* Why was Pik worried about his family's maize, or corn? (There was a hurricane coming, and he was worried that it would destroy the maize before they could harvest it. Then his family would not have enough food to eat.)
5. *Literal* Who helped Pik and Zuk harvest the maize? (Kanal and Tun, and other extended family members)
6. *Inferential* Remember, nomads hunt to get most of their food and move often to follow the animals they hunt. Were Kanal, Pik, and the Maya nomads? (no)

How can you tell? (The Maya farmed and lived in houses. They did not follow and hunt animals for food from place to place.)



← Show image 1A-5: Mayan village

7. *Evaluative* Describe the houses in this picture. How are the houses in this picture the same or different from your home? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share*: Do you think that Pik and Zuk would have been able to harvest all their maize without their extended family helping? (no)

Why or why not? (They wouldn't have had enough time to harvest the maize because the hurricane was coming. Because Pik and Zuk's extended family helped, it took less time to harvest the maize.)

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Harvest

5 minutes

1. In the read-aloud you heard, "[Pik's father] was worried about being able to *harvest* the maize in [their] field before the hurricane."
2. Say the word *harvest* with me.
3. *Harvest* means to pick or gather a crop (or crops).
4. Farmers harvest their tomatoes when they are plump and ripe, or ready to eat.
5. What kinds of fruits or vegetables would you want to harvest? Try to use the word *harvest* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I would want to harvest \_\_\_\_\_."]
6. What's the word we've been talking about?

Use a *Drawing Activity* for follow-up. Directions: Draw a picture of something you might harvest and write (or dictate) a sentence about it. Be sure to use the word *harvest*.



**Complete Remainder of the Lesson Later in the Day**



# The Maya: A Harvest and a Hurricane

1  
B

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Early American Civilizations Timeline

10 minutes

**[For teacher reference only:** The Maya was the earliest of the three civilizations covered in this domain and spanned more than two thousand years, from 1000 BCE (Before Common Era) to 1542 CE (Common Era). Both the Aztec and the Inca were later civilizations that overlapped briefly with the Maya and spanned a little over 200 years, from 1300 CE to 1533 CE. The goal of discussing the timeline is for students to begin to differentiate between present day and ancient times by developing a general understanding that the Maya lived long, long ago.]

- On a large piece of paper make a timeline of the domain for students. Draw a long, horizontal line, and mark the right side with the word *Today*. Write the current year, and put a class photo or other reminder on the timeline to help students understand the concept of *today*.
- Estimate a place about 3,000 years ago and make a vertical line. Tape Image Card 6 (Maya) above the vertical line.
- Tell students that this type of drawing is called a timeline. Explain to students that this timeline represents the time, in years, that has passed from when the Maya lived until today.
- Have students hold up one finger if they think the Maya lived long ago, in ancient times, or two fingers if they think the Maya lived more recently, in the present day. Visually survey student responses, and call on two students to comment. If necessary,

explain that the Maya lived about 3,000 years ago, or during ancient times.

- Display the timeline throughout the domain.

## Early American Civilizations Chart (Instructional Masters 1B-1 and 1B-2)

10 minutes

	Farming	Cities	Leaders	Religion
Maya	<b>Image Card 7 (Farming)</b> Raised maize in fields Extended families farmed together			

- Display the Early American Civilizations Chart. Explain to students that this chart will be used throughout the domain. Students will use this chart to identify and compare components of the Maya, Aztec, and Inca civilizations.
- Remind students that a civilization is a group of people that lived at a particular time and place. Ask students to name the early American civilization they are currently learning about. (the Maya)
- ➦ Above and Beyond: Any students who are ready to complete the chart on their own, may use Instructional Master 1B-1.
- Ask students to think about the read-aloud and the information they have learned about the Maya so far. Invite volunteers to suggest a symbol that the class can use to represent the Maya. Decide as a class on a symbol, and use it on charts when the word *Maya* appears. Possible symbols: corn or maize, a canoe, or a stone house.
- Show students Image Card 7 (Farming) with the right-side of the image covered so students can only see the Mayan farmers. Ask students to describe the Image Card. If necessary, explain that it is an image of Mayan people farming maize or corn. Ask students what they remember about how the Maya farmed; paraphrase student responses on the chart.
- Tape Image Card 7 to the chart under *Farming*. Explain to students that the image will be a reminder that the Maya were farmers.



## Sayings and Phrases: The More The Merrier

10 minutes

### ← Show image 1A-9: Helping Zuk

- Remind students that at the end of *The Maya: A Harvest and a Hurricane*, Kanal, Tun and all their relatives helped Zuk and Pik harvest their maize before the hurricane arrived.
- Explain to students that the saying “The more the merrier” would be a good way to describe the happiness Zuk and Pik felt each time another person came to help pick the maize.
- Have students repeat “The more the merrier!” with enthusiasm.
- Explain that the saying “The more the merrier” is another way of telling someone that you feel that the more people there are, the better.

Use a *Making Connections* activity for follow-up. Directions: I am going to read several sentences that are examples of times when you might say, “The more the merrier.” After each sentence, say, “The more the merrier!”

1. Marco and Tran were playing on the playground when Angelina and Abigail asked to join the game. Marco and Tran said, . . .
    - [The more the merrier!](#)
  2. Robert invited Annabelle to come over and play. Annabelle asked if her little sister could come too, Robert said, . . .
    - [The more the merrier!](#)
  3. Jayden and his mom were going to go to the park. Jayden’s dad asked if he could come too, Jayden’s mom said, . . .
    - [The more the merrier!](#)
  4. Mrs. Arroyo’s class went outside to play. Mrs. Smith’s class asked if Mrs. Arroyo’s class would share the playground with their class. Mrs. Arroyo said, . . .
    - [The more the merrier!](#)
- Ask students: “When you hear the saying ‘The more the merrier,’ what do you think about?”

- Say to students: “Tell your partner about a time when you would have used the saying ‘The more the merrier.’ Use the saying ‘The more the merrier’ when you tell about it.”  
[Allow 30 seconds for partners to talk. Help partners initiate their conversation, and encourage them to ask questions to get more information. Call on a few volunteers to share.]
- Find opportunities to use this saying when it applies to situations in the classroom.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-3–5.



# The Maya: Journey to Baakal

## 2

### ✔ Lesson Objectives

#### Core Content Objectives

Students will:

- ✔ Explain the importance of extended family to the Maya
- ✔ Identify the area in which the Maya lived
- ✔ Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago

#### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” and includes a marker for the Maya between 1000 BCE and 1542 CE (W.1.8)
- ✔ With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart (W.1.8)
- ✔ Generate questions and gather information from a timeline and civilization chart to answer questions about the Maya culture (W.1.8)
- ✔ Identify the correct usage of *noiselessly* and *noisily* and explain that they are antonyms (L.1.5A)
- ✔ Clarify information about “The Maya: Journey to Baakal” by asking questions that begin with *what* (SL.1.1c)

- ✓ Prior to listening to “The Maya: Journey to Baikal,” identify orally what they know and have learned about Mayan culture
- ✓ Identify new meanings for familiar words, such as *strained*, and apply them accurately

## Core Vocabulary

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**noiselessly, *adv.*** Without making a sound

*Example:* The cat crept noiselessly after the bird.

*Variation(s):* none

**plain, *n.*** A large, flat area of land

*Example:* The boy could see the shadows from the clouds move across the plain.

*Variation(s):* plains

**temple, *n.*** A building where people worship a god or gods

*Example:* Her family went to the temple on Saturdays to pray.

*Variation(s):* temples

**thrilled, *adj.*** Extremely excited

*Example:* The children were thrilled to have a new puppy.

*Variation(s):* none

### Vocabulary Chart for The Maya: Journey to Baakal

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Baakal canoe <b>temple</b> tributaries village	dragging enormous excitement greatest* <b>noiselessly</b> occasion stare <b>thrilled*</b>	city father/mother river/riverside ocean thanks traveling twice water
<b>Multiple Meaning</b>	crop paddles towers	<b>plain</b> <u>strained</u> trip wonder	
<b>Phrases</b>	extended family hollowing out		
<b>Cognates</b>	canoa templo tributarios villano	enorme estreñido excitación ocasion	ciudad padre/madre

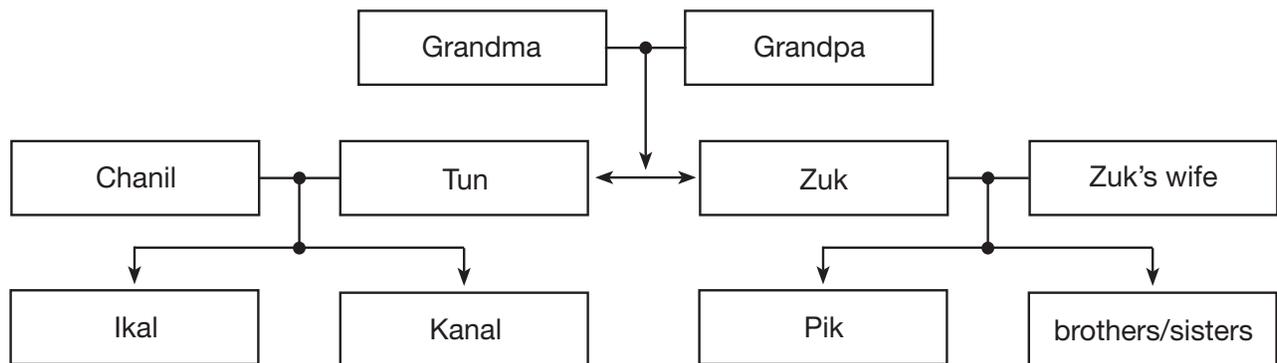
**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students locate where the Maya lived on their map.
<b>What Have We Already Learned?</b>	Hunting-Gathering-Farming Chart, images 1A-5, 1A-7, 1A-9	Use the Hunting-Gathering-Farming chart and Flip Book Images to help students answer the questions.
	Character Map (Instructional Master 2A-1, optional)	Create a Character Map to help students keep track of the characters.
	Meaning of a Name papers (Activity from Family Letter 1)	If any students have brought in papers with explanations of their names, provide sharing time, and then display their papers throughout the domain.
<b>Vocabulary Preview: Temple, Noiselessly</b>	Image Card 10	
<b>Purpose for Listening</b>	Instructional Master 2A-2 (Story Summary Chart), chart paper, markers, tape	Introduce the Story Summary Chart to provide students a structure for gathering the important ideas as they listen to today's read-aloud.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Maya: Journey to Baikal</b>	Story Summary Chart	Stop throughout the read-aloud to complete the Story Summary chart with students.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Thrilled</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Strained</b>	Poster 1M (Strained)	

Exercise	Materials	Details
<b>Syntactic Awareness Activity: Using Object Pronouns: Me</b>	Stickers, one per student	
<b>Vocabulary Instructional Activity: Horizontal Word Wall Greatest</b>	Image 2A-2, chart paper, index cards, tape, marker	
<b>Early American Civilizations Chart</b>	Image Card 9 (Mayan City); Early American Civilizations Chart and Image Sheet	Add information about Mayan Cities to the Civilizations Chart.
<b>Domain-Related Trade Book</b>	Select a trade book about the Maya from the list of recommended trade books in the domain introduction.	

### Advance Preparation

Create a Character Map of the fictional Mayan characters. This Character Map will help students keep track of the characters in the story and understand the relationships between the characters. The Character Map can also be used to teach vocabulary terms, such as *extended family* or *cousin*. Please note that some characters are not given a name, in which case, a generic term to describe their role in the family should be substituted for a name.



➦ Above and Beyond: Print individual copies of Instructional Master 2A-1 for any students able to complete the map on their own.

Reproduce a Story Summary Chart on a large sheet of paper using Instructional Master 2A-2 as a guide. Stop throughout the read-aloud to complete the chart with students.

 Above and Beyond: Print individual copies of Instructional Master 2A-2 for any students able to complete the Story Summary Chart on their own.

For the Vocabulary Instructional Activity, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *best, worst, greatest, fine, bad, bottom, inferior, superior, top, and acceptable.*

Find a trade book about the Maya to read aloud to the class.



# The Maya: Journey to Baakal

2A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Where Are We?**

**5** minutes

On a world map or globe, point out the area where the Maya lived. (the rainforests in Mexico and Central America, in and around what we now call the Yucatan Peninsula)

### **What Have We Already Learned?**

**10** minutes

Remind students that, in the last story, they heard about a Mayan boy named Kanal and his family. Review with students how the Maya got their food and where they lived. You may also wish to ask the following questions to review:

- Did the Maya move around like nomads, or did they stay in one place? (stayed in one place)
- What kind of houses did they have? (small houses made from stone)
- How did the Maya get their food? (fishing and farming)
- Who did the Maya depend on when they needed help? (extended family)

**Temple**

Show Image Card 10 (Pyramid)

1. Today you will hear Kanal's father say, "Now that we have enough food, I want to offer thanks at the great *temple* for the good things the gods have done for us." [Point to temple at the top of the pyramid in the image.]
2. Say *temple* with me three times.
3. A temple is a building used to honor a god or gods.
4. Baakal (bay-KAHL) is a great Mayan temple. Consuelo was excited to see the temple in Mexico when she went to visit her grandparents.
5. This Mayan temple was built in the rainforest of Mexico. Would you like to visit this temple? Turn and tell your partner why you would or would not like to visit this temple. Use the word *temple* when you talk with your partner.

**Noiselessly**

1. Today you will hear, "The [canoe] paddles *noiselessly* slid through the water."
2. Say *noiselessly* with me three times.
3. *Noiselessly* means something is happening without making any noise or any sound.
4. Marta and Abigail walked noiselessly through the halls to their next class.  
Raj noiselessly read a book at his desk.
5. What is something you or someone else might do noiselessly? Use the word *noiselessly* when you tell about it.

**Purpose for Listening**

Explain to students that today they will be hearing another story about Kanal and his family; this time they will be going on a trip. Tell students to listen to find out where Kanal and his family will be going on their trip and how they will get there.

Story Summary—The Maya: A Journey to Baakal	
Who?	Kanal and his family.
What?	They are taking a trip.
How?	They are traveling by canoe.
Where?	Baakal, an important Mayan city.
Why?	The family wants to honor the god of corn for their good harvest.

## The Maya: Journey to Baakal



### ← Show image 2A-1: The hurricane passes

1 [Students should have already studied Mesopotamia and ancient Egypt. Explain to students that the Maya also believed in many gods that controlled different things in nature.]

2 Baakal (bay-KAHL) is a city that is far away.

3 A temple is a building used to honor a god or gods.

Luckily, although the winds of the hurricane were very noisy, the storm did not damage Kanal’s home very much at all. A week after the hurricane, Tun announced to his family, “This was the largest crop of maize our field has ever given to us. The god of maize has been good to our people.<sup>1</sup> Your mother and I have decided that all of us should go to Baakal (bay-KAHL) for the Festival of the First Star to thank him!<sup>2</sup> Now that we have enough food, I want to offer thanks at the great **temple** for the good things the gods have done for us.”<sup>3</sup>



### ← Show image 2A-2: Kanal’s family excited about the journey

Well, you can imagine the excitement. Kanal’s sister, Ikal, couldn’t stay still. She kept rushing back and forth between her father and mother, hugging each of them. Their mother, Chanil (chah-NEEL), was the most delighted of all. She told them, “Wait until you see Baakal. There is no other place like it, they say, except of course for Puh, the greatest city in the world. But I have seen Baakal, and I cannot imagine any place more wonderful.”

The children knew that their mother had seen Baakal twice before—once with her parents, and once with Tun. Going there was a special occasion because Baakal was so far away.



← Show image 2A-3: Leaving for Baakal

It did not take them long to prepare, because their extended family members would make sure that everything at home would be all right while they were away. Early the next morning, they all set out. Pik’s brothers and sisters, who were too young to make such a long trip, stayed behind with their mother. But Pik and his father, Zuk, joined Kanal’s family, and they all entered canoes at the riverside. These canoes had been made by cutting down and hollowing out great trees from the forest.<sup>4</sup>

4 How many people are going to Baakal?

5 or without any noise

The paddles **noiselessly**<sup>5</sup> slid through the water. They were all used to traveling this way to other nearby villages. “But this time,” thought Kanal as they moved away from the shore, “we are going all the way to Baakal.”



← Show image 2A-4: The travelers put ashore at night

It took them three days to reach Baakal.<sup>6</sup> At night, they stopped at other small villages, dragging their canoes ashore so they would not drift away. Overnight, the six of them stayed with other extended family, who would also provide them with food for the night and the next day.

6 When it takes three days to get someplace, is that a long time or a short time?



← Show image 2A-5: The wide plain

At about noon on the third day, the river brought them out from among the trees onto an enormous, flat **plain**.<sup>7</sup> Kanal, Pik, and Ikal had never seen such a giant space without forest covering it. The two fathers, knowing this, stopped paddling so the young people could just stare.<sup>8</sup> Tun told them, “Many rivers flow into this plain and right through it. On the far side, some of them join into a mighty river that flows all the way to the Great Water!” By this he meant the ocean, which none of them had ever seen.

7 A plain is a large, flat area of land.

8 Why do you think that the children had never seen a plain before? (They live in the rainforest where there are lots of trees and other plants growing close together.)

9 The word *strained* means to try very hard to do something. *Strained* also means to separate liquid from solid pieces, such as pasta.

10 or very excited

They resumed their paddling, and a few hours later, Zuk called out in excitement, “Look! Baakal!” He pointed off in the distance, and the others strained to see what he saw.<sup>9</sup> They could just make out high, bright red towers. They were all **thrilled**,<sup>10</sup> but to Tun,

the best part of the moment was hearing the excitement in his brother's voice, for Zuk rarely let himself get excited.



← **Show image 2A-6: Arriving in Baakal**

A few more hours brought them to the very edge of the great city. As they came closer, more and more canoes and other boats crowded onto the river from other streams and tributaries—that is, smaller rivers that joined into the big one. By the time they reached Baakal, the water was covered with people in boats, and there were just as many people approaching on nearby roads.

Baakal was everything their parents had said it was. Pik called back over his shoulder to Kanal, “I can hardly wait to see it all.”

Chanil, Kanal’s mother, laughed. “We will be lucky to see even a part of it; there is so much to see.”

Tun, grabbing the end of the canoe as he waded through the water toward the shore, said, “Tomorrow we will see the greatest towers for ourselves. Then you will truly know the wonder of Baakal!”

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where are Kanal and his family going? (**Baakal**)  
What is Baakal? (**a Mayan city**)
2. *Literal* Is Baakal a big city or a little city? (**a big city**)
3. *Literal* How did they travel to Baakal? (**in canoes, along the river**)
4. *Literal* How long did it take for them to reach Baakal? (**a long time, three days**)

5. *Inferential* Where did they stay as they were traveling? (with relatives in villages along the way)

How did they find food along the way? (Their relatives shared food with them.)

6. *Inferential* Was extended family an important part of Mayan culture? (yes)

How do you know? (Answers may vary; but should include examples of how families depended on each other when they needed help.)



← Show image 2A-1: The hurricane passes

Reread this portion of the accompanying text:

*Tun announced to his family, “This was the largest crop of maize our field has ever given to us. The god of maize has been good to our people. Your mother and I have decided that all of us should go to Baakal for the Festival of the First Star to thank him! Now that we have enough food, I want to offer thanks at the great temple for the good things the gods have done for us.”*

7. *Inferential* Why were they going to Baakal? (to go to the Festival of the First Star to honor and thank their god of maize for the plentiful maize crop that they have just harvested)

[Please continue to model the *What? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative* *What? Pair Share*: Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about Kanal and his family in today’s story?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Thrilled

5 minutes

1. In the read-aloud you heard that, “They were all *thrilled*, but to Tun, the best part of the moment was hearing the excitement in his brother’s voice, for Zuk rarely let himself get excited.”
2. Say the word *thrilled* with me three times.
3. *Thrilled* means very excited.
4. Madeline was *thrilled* to learn she had been picked for the soccer team.
5. Have you ever felt *thrilled* about something? Turn and tell your partner about when you felt *thrilled* about something. [If necessary, guide student responses by using the sentence frame: “I felt *thrilled* when \_\_\_\_.”]
6. What is the word we have been talking about?

Use an *Antonyms* activity for follow-up. Directions: When someone feels the opposite of *thrilled*, they feel *bored*. Say the word *bored* with me. I will read some phrases and sentences. If what I say is an example of something that would make you feel *thrilled*, say, “I would feel *thrilled*.” If what I say is an example of something that would make you feel *bored*, say, “I would feel *bored*.”

[Explain that different things make people feel *thrilled* or *bored*. Remind students that there is no right or wrong answer for each question. Tell students to think about the situation and why they selected their answer.]

1. watching a soccer game with your family
2. taking care of a puppy
3. watching a movie about penguins
4. having nothing to do
5. going to a friend’s house to play

Optional Extension: Have partner pairs take turns suggesting and responding to different situations that could cause them to feel thrilled or bored.



**Complete Remainder of the Lesson Later in the Day**



# The Maya: Journey to Baakal

2<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### Context Clues: *Strained*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M: (Strained).] In the read-aloud you heard, “[Zuk] pointed off in the distance, and the others *strained* to see what he saw.” Here, *strained* means to try very hard to do something. Which picture shows this?
2. *Strained* also means to separate a liquid from solid pieces, usually when you are cooking, by using a tool called a strainer. Which picture shows this type of *strained*?
3. *Strained* also means that something or someone is breaking down from working too hard. Which picture shows this type of *strained*?
4. I’m going to say some sentences using the word *strained*. Hold up one finger if my sentence uses *strained* in picture one; hold up two fingers if my sentence uses *strained* in picture two; hold up three fingers if my sentence uses *strained* in picture three.
  - I strained the juice from the canned fruit.
  - Everyone strained to see the singer on stage.

- He squinted his eyes and strained to see who was coming up the road.
- My uncle strained his back at work when he lifted a heavy box.
- When my father is thinking very hard, he has a strained look on his face.

## ↔ Syntactic Awareness Activity

5 minutes

### Using Object Pronouns: Me

Object Pronoun Reference Chart			
number	person	gender	object pronouns
singular	1st	male/female	<b>me</b>

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

### Materials: One sticker per student

1. When we want to tell about something that happened to us or something that is given to us, we wouldn't use our own names, for example, "The principal gave a sticker to [insert your own name]." We replace our name with the object pronoun, *me*. "The principal gave a sticker to *me*."
2. Pronouns are words that we use in place of names, such as using *me*, instead of [insert your own name]. Object pronouns are words that we use in place of names when something happens to the person. These words usually come after the action that happens in a sentence.
3. Let's practice using the object pronoun *me*. I will give a sticker to a student. The class should say, "[Teacher's name] gave a sticker to [student's name]." The person I give the sticker to should say, "[Teacher's name] gave the sticker to *me*." [Practice this several times with different students.]

4. Now I will give each student one sticker. Choose one student to give the sticker to. When you give your sticker to another student, that student should say, “Thank you for giving a sticker to *me*.” When you receive a sticker, you should say, “Thank you for giving a sticker to *me*.”
5. Which word is the object pronoun in this sentence: “Thank you for giving a sticker to *me*.”? (*Me is the object pronoun.*)

Extension: Have partner pairs create a new sentence using the object pronoun *me*.

## ↔ Vocabulary Instructional Activity

10 minutes

### Horizontal Word Wall—*Greatest*



#### ← Show image 2A-2: Kanal’s family excited about the journey

1. In the read-aloud you heard, “There is no other place like [Baakal] . . . , except of course for Puh, the *greatest* city in the world.”
2. Chanil (Kanal’s mother) uses the word *greatest* to let others know something is the best.
3. Let’s create a Horizontal Word Wall that describes the qualities of something. [Show students the chart paper, and point out the horizontal line.]
4. [Hold up the card for the word *best*, and read the word aloud.] *Best* is a word to describe something that is excellent or great, like getting a 100 percent on your spelling test after you studied very hard.  
[Tape the card for *best* on the right-hand side of the line. Underneath the card draw a picture of a smiling face.]
5. What is a word that might be the opposite, or antonym, of the word *best*? *Worst* is an antonym of *best*.  
[Hold up the card for the word *worst*, and read the word aloud.] *Worst* is a word used to describe experiences such as receiving a zero on your spelling test. [Tape the card for *worst* on the left-hand side of the line. Underneath the card draw a picture of a frowning face.]

6. [Hold up the card for the word *greatest*, and read the word aloud.] Should the word *greatest* be placed closer to *best* or *worst*?  
[Tape the card next to *best* on the right-hand side of the line.]
7. [Hold up the card for the word *fine*, and read the word aloud.] Should the word *fine* be placed closer to *best* or *worst*?  
[Tape the card in the middle of the chart, and draw a face with a flat line for a smile.]
8. [Repeat this process with the remaining cards: *bad*, *bottom*, *inferior*, *superior*, *top*, and *acceptable*. When all the cards have been attached to the word wall, read over the words with students.]

[Display the Horizontal Word Wall throughout the domain, and encourage students to add additional words to the wall.]

## Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Maya	<b>Image Card 7 (Farming)</b> Raised maize in fields Extended families farmed together.	<b>Image Card 9 (Mayan City)</b> Baakal had markets, buildings, and a great tomb.  Many people traveled to the city for festivals and special events.		

- Display the Early American Civilizations Chart. Remind students that the chart is a type of graphic organizer that will be used throughout the domain to identify and compare components of the civilizations of the Maya, Aztec, and Inca.
- Show students Image Card 9 (Mayan City). Ask students to describe what they learned about the Mayan city of Baakal, and paraphrase student responses on the chart.
- Tape Image Card 9 to the chart in the *Cities* column. Tell students that the image will be a reminder that the Maya had cities.

## Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Maya to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# The Maya: King Pakal's Tomb

3

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Maya lived
- ✔ Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- ✔ Explain that the Maya had leaders (kings)

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Describe the characters and setting in the story “The Maya: Journey to Baikal” (RI.1.3)
- ✔ Compare and contrast orally the leaders and pyramids from the Mayan culture with those in the Egyptian culture (RI.1.9)
- ✔ Write and illustrate important details about the Maya and discuss with one or more peers (W.1.2, W.1.5)
- ✔ With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart (W.1.8)
- ✔ Clarify information about “The Maya: King Pakal’s Tomb” by asking questions that begin with *where* (SL.1.1c)
- ✔ Prior to listening to “The Maya: King Pakal’s Tomb,” identify orally what they know and have learned about Mayan culture and city life

- ✓ While listening to “The Maya: King Pakal’s Tomb,” orally predict what will happen in the next read-aloud and then compare the actual outcome to the prediction

## Core Vocabulary

**market, n.** A public space where people buy and sell food and other goods  
*Example:* On Saturday mornings, the boy and his mother bought fresh vegetables at the farmers’ market.

*Variation(s):* markets

**pyramid, n.** A structure with triangular sides and a rectangular base  
*Example:* Although the girl had only seen a pyramid in pictures, she wanted to travel to Egypt one day to see one up close.

*Variation(s):* pyramids

**tomb, n.** A place where the dead are buried

*Example:* The pharaoh was buried in a tomb.

*Variation(s):* tombs

### Vocabulary Chart for The Maya: King Pakal’s Tomb

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	headdress jade <b>pyramid</b> scepter temple <b>tomb</b>	buried exactly rarest* tools	bottom/top bowls buildings carried carved chair child feathers king/queen staircase stone
<b>Multiple Meaning</b>		<i>designs</i> <b>market*</b> shade treasure	great number place secret <u>story</u>
<b>Phrases</b>	extended family	long ago	
<b>Cognates</b>	jade <b>pirámide</b> templo <b>tumba</b>	exactamente mercado tesoro	bolos número plaza secreto

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students show their partner where the Maya lived (around the Yucatán Peninsula).
<b>What Have We Already Learned?</b>	Early American Civilizations Student Map	Use the map to show students where Palenque (Baikal) is located.
	Story Summary Chart, Character Map (from Lesson 2)	Use the Story Summary Chart and the Character Map from Lesson 2 to help students answer the review questions and recall the characters.
<b>Vocabulary Preview: Designs, Tomb</b>	Images 3A-3, 3A-2	
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Maya: King Pakal's Tomb</b>	Instructional Master 3A-1 (Prediction Chart)	Use the Prediction Chart to record student ideas about why King Pakal built a great tomb.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Market</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Story</b>	Poster 2M (Story)	
<b>Syntactic Awareness Activity: Using Object Pronouns: You</b>	stickers, one per student	
<b>Vocabulary Instructional Activity: T-Chart: Rarest</b>	Instructional Master 3B-1 (optional), chart paper, index cards, tape, marker, Images 1A-4, 2A-6, 3A-3, 3A-4	

Exercise	Materials	Details
<b>Early American Civilizations Chart</b>	Early American Civilizations Chart and Image Sheet, Image Card 8, tape	Add new details about Mayan leaders to the Civilizations Chart.
<b>Interactive Illustrations</b>	Interactive Illustrations	

### **Advance Preparation**

Prepare a Prediction Chart using Instructional Master 3A-1 as a model. At the top write the prediction question: *“Why did King Pakal build a great tomb?”*

For the Vocabulary Instructional Activity, reproduce a T-Chart based on Instructional Master 3B-1 on a large sheet of paper.

- Above and Beyond: Print individual copies of Instructional Master 3B-1 for students able to complete the T-Chart on their own.

### **Notes to Teacher**

The Mayan numbers that appear in the read-aloud are written as they are pronounced. See the chart below for the actual number names.

Number	Pronunciation	Number Name
one	hoon	hun
two	kah	ka
three	ohsh	ox
four	kahn	kan
five	ho	ho
six	wahk	uac
seven	wook	uuc
eight	washahk	uaxac
nine	bohlohn	bolon
ten	lah hoon	la hun

At the end of the read-aloud, when you are working with students to complete the Prediction Chart for King Pakal’s tomb, you may wish to remind students that making predictions is more than just trying to guess what happens next. When making a prediction, the reader should think carefully about what they have already learned or heard and use that information to form their prediction. Student predictions will be reviewed and discussed during Lesson 4.



# The Maya: King Pakal's Tomb

3A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Where Are We?**

**5** minutes

On a world map or globe, have students locate the area where the Maya lived. If students have trouble, point out the area where the Maya lived. (the rainforests in Mexico and Central America, in and around what we now call the Yucatan Peninsula)

### **What Have We Already Learned?**

**10** minutes

Remind students that in the last read-aloud, they heard about how Kanal and his family went on a trip. Ask students the following questions:

- Where did they go? (Baakal)
- What was Baakal? (a city) Was it a big city or a little city? (big)
- How did they get to Baakal? (in canoes)
- Why were they going to Baakal? (to honor and thank the maize god for the plentiful maize crop they just harvested)

Remind students about the names of the characters in the story: the main character, a young boy named Kanal; Kanal's father, Tun; Kanal's mother, Chanil; Kanal's little sister, Ikal; Kanal's Uncle Zuk (Tun's brother); and Kanal's cousin Pik (Zuk's son). You may wish to review the names in conjunction with pictures of the characters from the previous read-aloud. Explain to students that the city that Kanal and his family called Baakal long ago is called Palenque today. Find Palenque on a map, and show students where it is located.



### Designs

#### ← Show image 3A-3: Treasure found in Pakal's Tomb

1. Today you will hear about new buildings that the king's son had built and how roof lines of the temples on top were carved in wonderful *designs*. [Point to the building in the image and to the roof line. Point out the designs made in stone in the subsequent images.]
2. Say *designs* with me three times.
3. Designs are patterns.
4. Steven made designs with blocks during playtime at school. Ari drew designs with markers that were very complicated and colorful.
5. Have you ever made designs with blocks or markers? Turn and tell your partner about the designs you have made.



### Tomb

#### ← Show image 3A-2: Diagram of King Pakal's tomb

1. Today you will hear Tun say, "This is the *tomb* of the great King Pakal (PAH-cal)." [Point to the rectangular box at the bottom of the image.]
2. Say *tomb* with me three times.
3. A tomb is a place where someone is buried.
4. Ancient Egyptians buried their dead in a tomb. The Maya used some pyramids as both a tomb and a temple.
5. [Point to the tomb in the image.] What do you think it would be like inside King Pakal's tomb? Would it be dark? Would you find treasure?

## Purpose for Listening

Tell students to listen carefully to find out more about the city of Baikal.



## The Maya: King Pakal's Tomb

← Show image 3A-1: Pakal's tomb <sup>1</sup>

- 1 Do you have any idea what this might be?
- 2 [Use your fingers to count as you read the Maya numbers.]

*Bohlohn.* That is the Maya word for the number nine.

*Hoon, kah, ohsh, kahn, ho, wahk, wook, washahk, bohlohn, and lah hoon.* <sup>2</sup>

- 3 A story is one floor or level of a building. *Story* can also be a description of events that is told or read aloud for entertainment.
- 4 A pyramid is a structure with triangular sides and a rectangular base.

That is how you say the numbers from one to ten in the language of the Maya. Tun, his wife, Chanil, his brother Zuk, and the three children—Kanal, his sister Ikal, and his cousin Pik—stood looking up at the most amazing building any of them had ever seen. It was nine stories high, each story <sup>3</sup> smaller than the one below it. Wide stone steps ran up two of the four sides, reaching to the top level on which there stood a small building. It was made of stone, like the nine-stepped **pyramid** on which it stood. <sup>4</sup>



← Show image 3A-2: Diagram of Pakal's tomb

- 5 A tomb is a place where someone, usually someone important, is buried.
- 6 [Point to each part on the picture as you talk about the pyramid.]

“Nine stories high, plus the temple on the top,” Tun said. “This is the **tomb** of the great King Pakal (PAH-cahl).” <sup>5</sup> King Pakal lies buried in a great stone case at the very bottom of a hole that runs straight down the center of the temple. There is a staircase in the temple at the top of the pyramid that leads down into the tomb.” <sup>6</sup>

“Can we see it ourselves, Father?” Ikal asked.

“No. It is a special place. Only King Pakal's son, our great king Chan Bahlum (KAHN BAH-lahm), is allowed inside that temple.”

The children looked up with even greater interest, knowing that this was a place so special that only a king might enter it. Tun glanced around to see that no one else was listening, then added in a mysterious tone, “They say there is treasure buried with King Pakal.”



← Show image 3A-3: Treasure found in Pakal's tomb

- 7 Jade is a type of stone.
- 8 This picture shows part of the king's tomb, a sculpture of King Pakal, and a tablet located on an interior wall
- 9 A tale is a story. What is the other meaning of *story*?
- 10 Do you think there really was treasure?

The three children turned to look at him with wide eyes, unsure if he was teasing or serious. He went on, "Some say there is green jade carved to make all sorts of fabulous jewelry, bowls, tools, perhaps even furniture."<sup>7</sup> No one knows exactly."<sup>8</sup>

Chanil added, "Except for our king, Chan Bahlum. It was he who put it there. That is, if the tale is true."<sup>9</sup>

Pik looked at his father, Zuk. "Do you think it is true, Father? Is there really treasure?"<sup>10</sup>



← Show image 3A-4: King Pakal

- 11 A scepter is a wand or rod that can symbolize royal power.

Zuk was still staring up at the temple. He answered thoughtfully, "I saw King Pakal once, long ago. He was dressed in robes woven of the finest cotton in many colors, and he wore a headdress of magnificent feathers from the rarest birds. He wore magnificent jade necklaces, and carried a scepter carved into wonderful shapes."<sup>11</sup>

"He did not walk on the earth, as we do, but was carried through the streets on a great chair that sat atop two long poles laid flat. Important noblemen, for whom carrying the king through the streets was a great honor, carried the king anywhere he wanted to go." He turned to look at his son. "I think that if King Pakal wanted to be buried with a treasure of jade, then yes, there must be jade."

The children looked at one another in wonder, then back at the pyramid. But Tun and Chanil looked at one another, silently sharing a different thought. They were both thinking, "I have not heard Zuk speak so many words at once in many years." Finally Tun said to the others, "Let us go see what is on the other side of King Pakal's pyramid. I heard from a man in the **market** this morning that King Chan Bahlum is building more great buildings over there."<sup>12</sup> So they hurried off to see what other sights there might be.

- 12 [Ask students if they have ever been to a market, and choose a student to share. (a place where people buy and sell things)] During the time of Tun and Zuk markets were outdoor places where people bought and sold things.



← **Show image 3A-5: Other sights in Baakal**

Sure enough, Pakal's son, King Chan Bahlum, had ordered a whole series of buildings to be built. These new buildings were wonderful in their own way, for the roof lines of the temples on top were carved in wonderful designs.

When they tired from walking around, they all went to sit in the shade of some wide-spreading trees.



← **Show image 3A-6: Resting under a tree**

After a while, Kanak asked, "Father, why did King Pakal make such a wonderful place to be buried in? It is much greater than the places you showed us this morning where the other kings and queens are buried."

Tun answered quietly. "I will tell you, but you must not repeat it." The three children grew quiet, sensing that he was about to trust them with some special, grown-up sort of secret. Then Tun began to tell them about King Pakal.<sup>13</sup>

<sup>13</sup> What do you think the secret about King Pakal could be? Why do you think King Pakal built such a great tomb to be buried in? [Record students' predictions for review and discussion in Lesson 4.]

## Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What kind of leader ruled the Maya? (a king)



← Show image 3A-1: Pakal's tomb

2. *Literal* Was everyone allowed into the temple and pyramid? (no)

Who was permitted to enter the temple? (only the king)

3. *Literal* What did Tun say was in the tomb with King Pakal? (treasure, green jade jewelry, bowls, and tools)
4. *Literal* Describe how King Pakal dressed. (colorful robes, feathered headdress, jade necklaces; He carried a scepter.)
5. *Evaluative* Does this Mayan pyramid remind you of the ziggurat in Mesopotamia? How so? (have steps on the sides of the pyramid, have a temple at the top, only important people like the priest or the king were allowed in the temple)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Evaluative* *Where? Pair Share*: Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, "Where did today's story take place?" Turn to your neighbor and ask your *where* question. Listen to your neighbor's response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Market

5 minutes

1. In the read-aloud you heard Tun say, “I heard from a man in the *market* this morning that King Chan Bahlum is building more great buildings.”
2. Say the word *market* with me.
3. A market like the one that Kanal and his family went to would have been outside. Food, clothing, and other things would have been sold there. Today, a market is a place where things are bought and sold. Some people call supermarkets and grocery stores *markets*.
4. Evelyn went to the market to buy some fish for dinner.
5. What other kinds of things do you think you could buy at a market? Try to use the word *market* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I think you could buy \_\_\_\_\_ at a market.”]
6. What’s the word we’ve been talking about?

Use a *Sharing Activity* for follow-up. Directions: Tell your partner about the last time you went to a market. Who did you go with? What did you buy?



### Complete Remainder of the Lesson Later in the Day



# The Maya: King Pakal's Tomb

3<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Sentence in Context: Story*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Story).] In the read-aloud you heard, “Kanal, his sister Ikal, and his cousin Pik stood looking up at the most amazing building any of them had seen. It was nine stories high, each *story* smaller than the one below it.” Here, *story* means one floor or level of a building. Which picture shows this?
2. A story can also be a description of imaginary events like a fiction book. Which picture shows this type of *story*?
3. Story also describes a news article in a newspaper or information given as part of a television or radio broadcast. Which image shows this meaning of *story*?
4. Now, with your partner, make a sentence for each meaning of *story*. Use complete sentences, and try to be as descriptive as possible. I will call on some of you to share your sentences with the class.

## ↔ Syntactic Awareness Activity

### Using Object Pronouns: You

Object Pronoun Reference Chart			
number	person	gender	object pronouns
singular	1st	male/female	<b>me</b>
	2nd	male/female	<b>you</b>

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

#### Materials: One sticker per student.

1. When we want to tell about something that happened to someone or that something is given to him or her, we can use his or her name.  
[Point to a student nearby, and use his or her name as you give him or her a sticker.]  
For example, "I am giving a sticker to [insert student's name]." I could also replace [insert student's name] name with the object pronoun, *you*, when talking to them directly: "I am giving a sticker to *you*."
2. Pronouns are words that we use in place of names. Object pronouns are words that we use in place of names when something happens to the person. These words usually come after the action that happens in a sentence. Last time, we practiced using the object pronoun *me*. Today we will practice using the object pronoun *you*.
3. [Give each student a sticker.] Let's practice using the object pronoun *you*. I will give each student a sticker. When I stand in front of you, give your sticker to me. The class should say, "[Student's name] gave a sticker to [teacher's name]." The student giving me the sticker should say, "I gave a sticker to *you*." [Practice this several times with different students.]

4. Choose another student to give your sticker to, and say to him or her, “This sticker is for *you*.”
5. Ask students, “Which word in the sentence is the object pronoun? “This sticker is for you.” (*You is the object pronoun.*)

*Extension:* Have partner pairs create a new sentence using the object pronoun *you*. Call on one or two partner pairs to share their sentences.

## Vocabulary Instructional Activity

10 minutes

### T-Chart: *Rarest*



#### ← Show image 3A-4: King Pakal

1. In today’s read-aloud you heard a description of King Pakal: “He was dressed in robes woven of the finest cotton in many colors, and he wore a headdress of magnificent feathers from the *rarest* birds.” [Point to King Pakal’s headdress.]
2. *Rarest* describes something that is very uncommon or not often seen, such as finding a purple bird feather in the park.
3. Say *rarest* with me three times.
4. The opposite or antonym for *rarest* is *most common*.
5. *Common* describes something that is very easy to find or often easily found such as finding a brown bird feather in the park.
6. Say *common* with me three times.
7. Today we will make a T-chart to compare the *rarest* things with *common* things.  
[Write *rarest* on the top of the left-hand column, and draw a purple feather. Write *common* on the top of the right-hand column, and draw a brown feather.]



#### ← Show Image 3A-4: King Pakal

8. [Point to the King’s jade necklace and earrings.] Is jade one of the *rarest* things or a *common* thing?



#### ← Show Image 1A-4: Maize

9. Is maize one of the *rarest* things or a *common* thing?



← **Show Image 3A-3: Treasure found in King Pakal's tomb**

10. [Point to the pyramid on the left.] Is a tomb one of the *rarest* things or a *common* thing?

← **Show Image 2A-6: Arriving in Baakal**

11. Is a canoe one of the *rarest* things or a *common* thing to the Mayan people?

[Invite students to add to the chart throughout this domain.]

**Early American Civilizations Chart**

**10** minutes

	<b>Farming</b>	<b>Cities</b>	<b>Leaders</b>	<b>Religion</b>
<b>Maya</b>	<b>Image Card 7 (Farming)</b> Raised maize in fields Extended families farmed together.	<b>Image Card 9 (Mayan City)</b> Baakal had markets, buildings, and a great tomb. Many people traveled to the city for festivals and special events.	<b>Image Card 8 (King Pakal)</b> Ruled by a king The son becomes the next king. The king had great wealth.	

- Show students Image Card 8 (King Pakal). Ask students to describe what they see in the Image Card. If necessary, explain that it is a picture of a sculpture of King Pakal.
- Talk about the Image Card, and have students share what they learned from the read-aloud about the Mayan leaders, King Pakal and his son, King Chan Bahlum. Paraphrase student responses on the chart.
- Tape Image Card 8 to the chart in the *Leaders* column. Tell students that the image will be a reminder that the Maya had a leader called a king.

Explain to students that they will all get to be authors and illustrators in the next activity. Give every student a sheet of paper folded in half. First, ask students to think about all they have learned about the Maya in the read-alouds. Remind them of the following:

- The importance of maize and farming to the Maya
- Kanal's family and their journey to Baakal in canoes, as well as the importance of extended family who helped them along the way
- The Maya were ruled by kings.
- The city of Baakal, the markets, the buildings, and the amazing tomb

Then, have each student write a sentence about the Maya on one half of the paper.

Pair students with a partner. Ask them to read their sentence aloud and then trade papers. Using the second section on their partner's paper, have each student draw a picture that goes with his or her friend's sentence. Encourage each illustrator to ask the writer questions to make sure that they understand the sentence. Then have each illustrator hand the paper back to the original author.

Choose one student pair to model the following additional activity with the entire group. First copy the student's sentence on chart paper, a chalkboard, or a whiteboard, and then read it. Then show the class the accompanying picture. Encourage the author and his or her classmates to think of even more details and descriptive words to add to his or her original sentence. Remember to repeat and expand upon students' responses using richer and more complex language, including, if possible, any read-aloud vocabulary.

Now model the use of carets (wedge-shaped marks used to insert text) as needed to add these additional words to the original sentence on chart paper, a chalkboard, or a whiteboard. Reread the new sentence, and ask the illustrator and class what additional details might be added to the drawing, based on the new words. If time allows, repeat with other student examples.



# The Maya: The Festival of the First Star

## 4

### ✔ Lesson Objectives

#### Core Content Objectives

Students will:

- ✔ Identify the area in which the Maya lived
- ✔ Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- ✔ Explain that the Maya had a religion
- ✔ Describe the significance of the stars and planets to the Maya
- ✔ Explain the significance of the Mayan calendar

#### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Compare and contrast orally and in writing cultural elements of the Maya (RI.1.9)
- ✔ Write and illustrate three details from “The Maya: The Festival of the First Star” and discuss with one or more peers (W.1.2)
- ✔ With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart (W.1.8)
- ✔ Clarify directions by asking classmates about the order in which they should perform the task of drawing details from the read-aloud “The Maya: The Festival of the First Star” (SL.1.3)

- ✓ Draw and describe a scene from the read-aloud “The Maya: The Festival of the First Star” (SL.1.4)
- ✓ Draw three details from “The Maya: The Festival of the First Star” based on multi-step, oral directions (SL.1.5)
- ✓ Identify the correct usage of *accurate* and *inaccurate* and explain that they are antonyms (L.1.5A)
- ✓ Prior to listening to “The Maya: The Festival of the First Star,” identify orally what they know and have learned about the geographic area in which the Maya lived
- ✓ Prior to listening to “The Maya: The Festival of the First Star,” orally predict what will happen in the read-aloud based on previous read-alouds and the title of the read-aloud and then compare the actual outcome to the prediction

## Core Vocabulary

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**accurate, *adj.*** Correct

*Example:* The boy was pleased when his answer to the teacher’s question was accurate.

*Variation(s):* none

**festivals, *n.*** Big celebrations

*Example:* There are many different festivals in the spring.

*Variation(s):* festival

**invented, *v.*** Created something new

*Example:* The children invented a special game to play during recess.

*Variation(s):* invent, invents, inventing

**observatories, *n.*** Places where you can look at the stars, planets, and weather

*Example:* Ellen’s favorite hobby was visiting observatories and learning about the planets.

*Variation(s):* observatory

**planets, *n.*** Large round objects in outer space

*Example:* Mercury, Venus, and Earth are the first three planets in our solar system.

*Variation(s):* planet

**telescopes, *n.*** Tools that make distant objects seem larger and closer

*Example:* The girl and her father were able to see the stars very clearly through their telescopes.

*Variation(s):* telescope

### Vocabulary Chart for The Maya: The Festival of the First Star

Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Mayan <b>observatories</b> priest pyramid <b>telescopes</b> tomb tortoise Venus	<b>accurate*</b> buried crowned excitement <b>festivals</b> <b>invented</b>	built calendar died father/mother/son gods king/queen night noisy/quiet <b>planets</b> sky whispered worried
<b>Multiple Meaning</b>	ruler	market	great
<b>Phrases</b>	City of Baikal Festival of the First Star		
<b>Cognates</b>	observatorios pirámide presbitero telescopios tortuga tumba Venus	excitación festivos inventado mercado	calendario noche <b>planetas</b>

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map, image of a rainforest	Have students ask their partner to locate Mexico, Central America, and the Yucatán Peninsula. Have students discuss the characteristics of a rainforest.
<b>Making Predictions About the Read-Aloud</b>	Prediction Chart (from Lesson 3)	Review student predictions about King Pakal's tomb.
	Character Map	Using the Character Map, ask student volunteers to show you a cousin, uncle, aunt, mother, father, brother, sister, son, or daughter.
<b>Vocabulary Preview: Planets, Festivals</b>	Image 4A-7; images of the solar system	
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Maya: The Festival of the First Star</b>	Prediction Chart (from Lesson 3)	Revisit Prediction Chart after Image 4A-2 to check for accuracy.
	realia/images of telescope, an observatory, stars and planets	
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Accurate</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Early American Civilizations Chart</b>	Image Card 10; Early American Civilizations Chart and Image Sheet, marker, tape	
<b>Drawing the Read-Aloud</b>	Drawing paper, drawing tools	

### ***Advance Preparation***

For *Where Are We?*, pass around an image of a rainforest to refresh students' memory of the characteristics of the rainforest. Ask students to describe the rainforest habitat in which the Maya lived. Rainforest characteristics include hot, humid, jungle-like dense forest with an amazing diversity of plant and animal life.

Bring in images of the rainforest, solar system, stars and planets, a telescope, and an observatory.

### ***Notes to Teacher***

Some students might feel concerned if their predictions are inaccurate. Emphasize that the purpose of a prediction is to use all the clues in the story and to make an informed guess.



# The Maya: The Festival of the First Star

4<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

On a world map or globe, have students locate the area where the Maya lived. If students have trouble, point out the area where the Maya lived. (the rainforests in Mexico and Central America, in and around what we now call the Yucatán Peninsula.)

### Making Predictions About the Read-Aloud

10 minutes

Review with students the previous read-aloud and their predictions at the end of the read-aloud about why King Pakal built such a great tomb in which to be buried. You may also wish to review the names of the characters once again.

Read the title of the read-aloud, “The Maya: The Festival of the First Star,” to students. Ask them what they think the read-aloud is about. Do they have any guesses as to why the read-aloud might be named “The Maya: The Festival of the First Star”?

### Vocabulary Preview

5 minutes

#### Planets

1. Today you will hear, “The Maya believed the stars and *planets* were gods, so for hundreds of years, the Maya studied the sky very carefully.”
2. Say *planets* with me three times.

3. Planets are large, round objects in outer space along with the sun, moon, and stars. [Show students pictures of the solar system. Invite students to point out and name any planets they recognize.]
4. Earth is the third planet from the sun.  
Ariel checked out a book about the planets from the library.
5. Can you name any of the planets? How did you learn their names? Turn and tell your partner if you can name any of the planets.



### **Festivals**

#### **← Show image 4A-7: Festival of Venus**

1. Today you will hear how the Mayan people, “. . . had *festivals* centered on the appearance of stars and planets . . . ”
2. Say *festivals* with me three times.
3. Festivals are big celebrations. [Invite student volunteers to point out ways in which the Mayan people are celebrating in this image.]
4. Jamie and his family love to go to music festivals.  
Diamond’s school holds spring and fall festivals for families every year.
5. [You may wish to talk about the festivals held by the school or in the community. Ask students to share what they like about the festivals.]

### **Purpose for Listening**

Tell students to listen to find out why King Pakal built such a great tomb and why the read-aloud is called “The Maya: The Festival of the First Star.”

## The Maya: The Festival of the First Star



### ← Show image 4A-1: Resting under a tree

1 [Tell students that King Pakal was real Mayan king from a very long time ago. Tell students that the story Tun will say is called *historical fiction*—it is a made-up story about true people and facts.]

Tun began telling the others about King Pakal, the Mayan king who had ruled Baakal, and was buried in a magnificent pyramid tomb in that city. <sup>1</sup> Speaking softly so that other people might not overhear, Tun said, “Mayan kings become kings based on who their fathers were. When a king died, if he did not have a son, his brother or his nephew might become king.



### ← Show image 4A-2: King Pakal

2 He was the age of today’s sixth graders!  
3 or did not deserve to be a ruler  
4 So why did people think King Pakal built such a magnificent pyramid?

“But King Pakal was different. His mother was the queen. However, according to Mayan tradition, shortly after his twelfth birthday, his mother crowned Pakal king. <sup>2</sup> But he was worried some might say he was not worthy of being a ruler. <sup>3</sup> So, he always tried extra hard to show what a great ruler he could be. Some people think that is why he built such a great pyramid in which to be buried. <sup>4</sup>

“I do not know if that is why he built such a great pyramid, but I know that to this day, King Pakal was the greatest king who ever ruled Baakal. And now his son, King Chan Bahlam (KAHN BAH-lahm), is a great ruler like his father.



### ← Show image 4A-3: Resting under a tree

5 Do you understand why Tun told the story quietly? Chan Bahlam is afraid someone will say he cannot be king because his father, King Pakal, was the son of the queen.

“But all this is something we do not talk about openly, for King Chan Bahlam might not like it. He does not want anyone to remember that there was a question about his father being king, for then they might say the same thing about him—although after all this time, I do not think anyone would do so. Still, do you all understand why I say these things softly?” <sup>5</sup>

The children whispered, “Yes,” all at the same time. They felt very grown-up to have been told this story, and for a while they were quiet as they and the grown-ups rose to their feet and went on exploring the great city.



← Show image 4A-4: The market

Swiveling his head side to side, determined not to miss anything, Pik told Kanal, “I never knew there could be buildings so big.”

“Yes,” Kanal agreed, “or such a big market, with so many things for sale and so many people buying and selling.”

“Or so much noise!” Ikal said, and her brother laughed. “Well, it’s true!” she protested. “Our village is never this noisy.”<sup>6</sup>

Chanil said, “It is because of the Festival of the First Star. All of these people are here to celebrate the appearance of the first star and the god, Kukulcán (koo-kool-kan).”

6 [Point out how Ikal is covering her ears in the picture.]



← Show image 4A-5: Mayan astronomers<sup>7</sup>

The Maya believed the stars and **planets** were gods, so for hundreds of years, the Maya studied the sky very carefully.<sup>8</sup> They had no **telescopes** to make distant things look closer and clearer; no one had **invented** a telescope yet.<sup>9</sup> But the Maya built what we call **observatories** for studying the sky. To *observe* means to look carefully at something. So an observatory is a place to observe the sky.

The ancient Maya built observatories atop temples and high places, and the Maya priests studied the sky from them.<sup>10</sup> The Maya scheduled their holidays and many other events to match the movements of stars and planets. The Maya figured out exactly when planets and stars would appear in certain places in the sky. They used this knowledge to create the most **accurate** calendar in the world.<sup>11</sup> They had **festivals** centered on the appearance of stars and planets, like the Festival of the First Star.<sup>12</sup>

7 [Explain to students that you will be stopping the story for a moment to share some facts about the history of the Mayan people. Before you read the next few paragraphs, have students help you summarize what has happened so far in the story.]

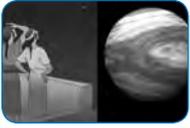
8 Planets are large bodies in outer space along with the sun, moon, and stars. The Maya believed that the stars and planets were gods that controlled different things.

9 No one had made a telescope yet.

10 Why do you think the Maya built their observatories on top of pyramids?

11 The word *accurate* means correct or without error.

12 Who can tell me what festivals are? (big celebrations)



← **Show image 4A-6: Two views of Venus**

Today we know that the Festival of the First Star was not really about a star at all. What Chanil called “the first star” is really a planet that looks like a star. We call this planet “Venus,” and like our own planet Earth, Venus travels in a wide circle around the sun. It is often the first star-like light we see in the evening sky when it is beginning to get dark. Of course, without a telescope, the Maya could not see Venus clearly enough to know it was a planet, so they called it a star. To them it was the “first star,” and very important.



← **Show image 4A-7: Festival of Venus**

So the festival celebrated the time each year when the “first star” (which was actually Venus) appeared at a certain place in the sky. People came from far away to take part. During the festival, there would be singing and dancing, and Mayan people would make offerings to the god that the first star represented to them—Kukulcán.<sup>13</sup>

13 [Explain to students that now you will return to the story.]

While Kanal, Pik, and their families were visiting the city of Baakal, thousands of other Mayan families were visiting, too. They all watched the lines of richly dressed nobles walking to the temples.



← **Show image 4A-8: King Chan Bahlam**

They watched the appearance of King Chan Bahlam with special excitement, as he was carried to the foot of a pyramid, walked slowly up the wide steps to the top, and disappeared into the temple. They waited the whole time he was inside, and when he reappeared, they cheered mightily, for they knew he had asked the gods to be kind to his people, and they hoped the gods would agree.<sup>14</sup>

14 Remember, the Maya believed in many different gods.

As the celebration stretched into the night, Kanal’s family looked around in wonder. But the greatest wonder was what was happening to Zuk. For as he watched the excitement and joy in his son’s face, Zuk’s face began to show those emotions, too.<sup>15</sup>

15 Why was Zuk’s excitement such a great wonder to his family?



← **Show image 4A-9: Sleeping children**

Well into the night, Pik fell asleep, and Zuk gently lifted his son into his own powerful arms and carried him, smiling down at his son's face. Kanal was awake long enough to see all this before he, too, fell asleep and was picked up by his own father. Ikal had already been asleep for an hour, cradled in her mother's arms.

They got a good night's sleep, before beginning the long canoe journey home.



← **Show image 4A-10: Journeying home**

The morning fog cleared in the first hour of their journey home. Pik, turning to call to his cousin Kanal in the other canoe, nearly lost his balance and fell into the river. His father grabbed him by the shoulder and steadied him in the canoe. And then Zuk laughed and joked, "My son, you are not a tortoise."<sup>16</sup> Do not leap into the water." And hearing his brother laugh, Tun smiled to himself and dipped his paddle once more into the water, glad to be going home.

<sup>16</sup> A tortoise is similar to a turtle.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Why do some believe King Pakal built such a great tomb to be buried in? (He was trying extra hard to prove he was a great ruler; he didn't want people to question his right to be king.)
2. *Inferential* Why was the read-aloud called "The Maya: The Festival of the First Star"? (The read-aloud was about how Kanal and his family attended the Festival of the First Star, which was a special Mayan celebration.)

3. *Evaluative* Do you think this was a good title for the read-aloud? Why or why not? (Answers may vary.)
4. *Literal* How did the Maya study the stars and planets? (They built observatories at the tops of temples and high places.) Why did the Maya study the stars and planets? (They believed the stars and planets were gods.)
5. *Inferential* Remember that the read-aloud said the Maya created a very accurate calendar. We have calendars today, too, but long, long ago someone had to invent calendars to keep track of the days, weeks, and months. Do you remember how the Maya made their calendar? What did they observe? (They looked at the stars and planets. They watched the movement of the stars and planets in the sky each night and used this knowledge to create an accurate calendar.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Would you want to go to the Festival of the First Star? Why or why not? If you went, what would you want to do there? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Accurate

5 minutes

1. In the read-aloud you heard, “[The Maya] used their knowledge of the stars and planets to create the most *accurate* calendar in the world.”
2. Say the word *accurate* with me.
3. When something is accurate, it is correct, or right.
4. Students hoped that their answers on the test would be accurate.
5. Tell about something or some time when it is important that you be accurate. Try to use the word *accurate* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I try to make sure \_\_\_\_\_ is/are accurate by . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: When something is the opposite of accurate, it is *inaccurate*. Say the word *inaccurate* with me. I will read some phrases and sentences. If what I say is an example of something that is accurate, say, “That is accurate.” If you hear something that is the opposite of accurate—in other words, inaccurate—say, “That is inaccurate.”

1. The sun comes up in the morning.
  - That is accurate.
2. You use your feet when you read.
  - That is inaccurate.
3. When it rains, clouds fall from the sky.
  - That is inaccurate.
4. Some trees lose their leaves in the fall.
  - That is accurate.



**Complete Remainder of the Lesson Later in the Day**



# The Maya: The Festival of the First Star

# 4B

## Extensions

20 minutes

### Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Maya	<b>Image Card 7 (Farming)</b> Raised maize in fields Extended families farmed together.	<b>Image Card 9 (Mayan City)</b> Baakal had markets, buildings, and a great tomb. Many people traveled to the city for festivals and special events.	<b>Image Card 8 (King Pakal)</b> Ruled by a king The son becomes the next king. The king had great wealth.	<b>Image Card 10 (Pyramid)</b> Many gods Pyramids are tombs for kings and temples for worship of gods.

- Show students Image Card 10 (Pyramid). Ask students to describe what they see in the Image Card. If necessary, explain that it is an image of Mayan pyramid. Ask students to explain why the Maya built pyramids. Paraphrase student responses on the chart.
- Tape Image Card 10 to the chart in the *Religion* column. Tell students that the image will be a reminder that the Maya had a religion with many gods.

### Drawing the Read-Aloud

10 minutes

- Ask students to think back to the Read-Aloud that they listened to earlier in the day: “The Maya: The Festival of the First Star.”

Explain to students the directions:

“The directions for this activity are that you should draw two details—or two facts or pieces of information— that you remember from the Read-Aloud. Your drawing does not need to be perfect and does not have to look like the images you saw today. You may draw any two things you remember from today’s read-aloud. After you have finished your drawings, label them using the letter-sound correspondences you have learned so far.”

- Remind students that asking questions is one way to make sure everyone knows what to do. Say, “Think of a question about the directions I just gave you. For example, you could ask, ‘How many things do we draw?’ Now, turn to your neighbor and ask you own question.”
- Circulate around the room, asking students to identify what they have drawn and written. Encourage students to use read-aloud vocabulary as they describe their drawings.
- Have students share their drawings and writing with their partner or with home-language peers. Have students compare their drawings to see if they drew the same things or different things.



# Pausing Point

PP

## **Note to Teacher**

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the Maya. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## **Core Content Objectives Up to This Pausing Point**

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Students will:

- ✓ Explain that a shift occurred from hunting and gathering to farming among early people
- ✓ Compare and contrast hunter-gatherer societies and the Mayan society
- ✓ Explain the importance of the extended family to the Maya
- ✓ Identify the area in which the Maya lived
- ✓ Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- ✓ Explain the significance of the Mayan calendar
- ✓ Explain that the Maya had a religion, leaders, towns, and farming

## Student Performance Task Assessment

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### 10 Make Your Own Civilizations Chart (Instructional Master PP-1)

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Use the Civilizations Chart to review what students have learned about the Maya. Divide the class into four groups. Give each group one of the Image Cards from the Civilizations Chart to discuss within the group. Ask each group to come up with three things to tell about each Image Card and the category it represents with respect to the Maya. Then have the groups come back together and share with the class. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Explain that the Mayan culture is considered a civilization because the people living there farmed, built cities, had leaders, and practiced a religion. Groups of people around the world, in ancient times and modern times, have done all of these things. There have been, and still are, many civilizations.

Give each student a copy of Instructional Master PP-1. Tell students that they are going to create their own Civilizations Chart to share with their families. Make the class Civilizations Charts available for reference, but let students know that they may think of other things to draw in addition to the pictures on the Image Cards. Have students draw pictures to show what they have learned about the various components of the Mayan civilization. Students who are ready may also write words or sentences. Save students' charts so that they can add Aztec and Inca information to it at a later time.

## Activities

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### The Yucatán Peninsula

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#### Materials: World map or globe

On a world map or globe, help students locate and identify the area in which the Maya lived. (Yucatán Peninsula) Talk about the Maya civilization that lived here many years ago.

## Image Review

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

You may choose to read an additional trade book to review a particular event or civilization; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

## Exploring Student Resources

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### Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of the Maya civilization.

## Videos of the Maya

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### Materials: Videos of the Mayan civilization

Carefully peruse the Internet for short (5 minute), age-appropriate videos related to Maya.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *when*, *where*, and *why* regarding what they see in the videos.

## You Were There: Living with the Maya

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Have students pretend they lived with the Maya. Choose an event from Lessons 1–4, and ask students to describe what they would have seen and heard if they had been at that event. For example, you may wish to have students pretend they were with Kanal at the Festival of the First Star in Baakal. Have students describe what they would be doing at the festival or what they would see other people doing.

## Class Book: Maya, Aztec, and Inca

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the Maya. You may wish to refer to the Civilizations Chart as you review with students. Have each student choose something they have learned about the Maya to draw a picture of, and then ask them to write a caption for the picture. Compile students' pages and save them to combine with later pages about the Aztec and the Inca.

## Venn Diagram

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### **Materials: Chart paper, chalkboard, or whiteboard**

You should have already covered Mesopotamia and ancient Egypt, so you may want to make a Venn diagram on chart paper, a chalkboard, or a whiteboard with students that compares and contrasts the Mayan pyramids to the Egyptian pyramids.

## Ancient Mayan Ruins

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To learn more about the ancient Mayan ruins, use the Internet (with adult assistance) to search to find pictures and descriptions of Mayan archaeological sites.



# The Aztec: The Legend of the Eagle and the Serpent

5

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Aztec lived
- ✔ Explain that the Aztec established a vast empire in central Mexico many, many years ago
- ✔ Explain that the Aztec had a religion

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Sequence five pictures illustrating the read-aloud of “The Aztec: The Legend of the Eagle and the Serpent” (RI.1.7)
- ✔ Compare and contrast orally and in writing cultural elements of the Maya and the Aztec (RI.1.9)
- ✔ With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart (W.1.8)
- ✔ While listening to “The Aztec: The Legend of the Eagle and the Serpent,” orally predict what will happen in the read-aloud based on a picture and previous knowledge of Aztec geography and then compare the actual outcome to the prediction

## Core Vocabulary

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**awe, n.** Wonder, or surprise

*Example:* The children stared in awe at the giant elephant.

*Variation(s):* none

**island, n.** Land surrounded completely by water

*Example:* During summer vacation, the boy's family visited a warm island.

*Variation(s):* islands

**legend, n.** A story that has been told for many, many years but may or may not be true

*Example:* Have you heard the legend about George Washington and the cherry tree?

*Variation(s):* legends

**scouts, n.** People sent ahead, or before others, to gather information about the area ahead

*Example:* The scouts rode ahead of the rest of the tribe to search for drinking water.

*Variation(s):* scout

**valley, n.** An area of lower land between hills or mountains

*Example:* Although Jing's family lived near the mountains, their house was actually in the valley.

*Variation(s):* valleys

### Vocabulary Chart for The Aztec: Legend of the Eagle and the Serpent

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Aztec cactus eagle generations gods <b>legend</b> priest serpent talons <b>valley</b>	<b>awe</b> journey leaders predicted* search suddenly wander	eating grandparents hungry <b>island</b> long parents rain year
<b>Multiple Meaning</b>	<b>scouts</b>	sight <i>sign</i>	home
<b>Phrases</b>	Lake Texcoco	move on that time has come	
<b>Cognates</b>	cacto generaciones <b>leyenda</b> serpiente valle	jornada <i>signo</i>	<b>isla</b>

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map; yellow crayon	Have students point out to their partner the region where the Maya lived. Have students locate the area where the Aztec lived (near Mexico City), and color it yellow.
	Image 5A-7	Use the image to help students visualize the Aztec.
<b>Essential Background Information or Terms</b>	Historic image of Lake Texcoco	Show students the image of Lake Texcoco, and explain that a lake is a large body of water that is surrounded by land.
	Instructional Master 5A-1 (Idea Web)	Make an Idea Web for the word <i>legend</i> on a large piece of chart paper. Write the word <i>legend</i> in the middle, and allow students to share the names of legends they know.
<b>Vocabulary Preview: Sign, Legend</b>	Image 5A-4; Idea Web for <i>legend</i>	
<b>Purpose for Listening</b>	Story Summary Chart for current read-aloud; chart paper, markers, tape	Introduce the Story Summary Chart to provide students a structure for organizing the information in the read-aloud.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Aztec: The Legend of the Eagle and the Serpent</b>	Story Summary Chart	Stop throughout the read-aloud to complete the Story Summary chart with students.
	images of a valley, island, and Mexican flag	Use the images to help students understand the vocabulary terms and the importance of the eagle and serpent as symbols of Mexico.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		

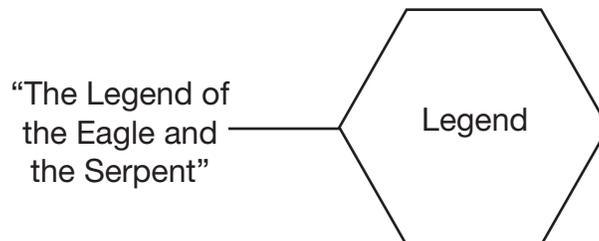
Exercise	Materials	Details
<b>Word Work: Predicted</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Early American Civilizations Chart</b>	Image Card 11; Early American Civilizations Chart and Image Sheet, markers, tape	
<b>Sequencing the Story</b>	Instructional Master 5B-1; scissors; glue or tape; paper	
<b>Take-Home Material</b>		
<b>Family Letter</b>	Instructional Masters 5B-2 and 5B-3	

### Advance Preparation

Bring in a historic image of Lake Texcoco (use “historic image of Lake Texcoco” as a search term) to share with students, gather images of a valley and an island (challenge students to locate these landforms in the Flip Book images), and locate an image of a Mexican Flag.

Create an Idea Map for the word *legends* on a large piece of chart paper, using Instructional Master 5A-1 as a guide. In the center of the hexagon, write *legend*. Display this chart throughout the domain. The chart will be used again in Lessons 6 and 9.

- ➦ Above and Beyond: Print individual copies of Instructional Master 5A-1 for any students able to complete the Idea Web on their own.



Reproduce a Story Summary Chart based on Instructional Master 2A-2 on a large sheet of paper. Stop throughout the read-aloud to complete the chart with students.

- ✈ Above and Beyond: Print individual copies of Instructional Master 2A-2 for any students able to complete the Story Summary Chart on their own.

### **Notes to Teacher**

For the Essential Background Information or Terms, many different cultures have their own legends, such as Paul Bunyan or Johnny Appleseed in American culture. Welcome student sharing of all legends by adding each legend to the chart.

You may wish to reproduce the Pronunciation Key and display it for student use.

<b>Pronunciation Key for Aztec Words and Names</b>		
<b>Word</b>	<b>Suggested Symbol</b>	<b>Pronunciation</b>
Aztec	(use class-selected symbol)	AZ-tek
Lake Texcoco	lake with an island in the middle	tesh-KO-KO



# The Aztec: The Legend of the Eagle and the Serpent

5<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

On a world map or globe, have students locate the area where the Maya lived. If students have trouble, point out the area where the Maya lived. (the rainforests in Mexico and Central America, in and around what we now call the Yucatán Peninsula)

Next, point to central Mexico (around Mexico City), and explain to students that the next civilization they will be hearing about, the Aztec civilization, was also located in what is now Mexico, north of the Maya.

### Essential Background Information or Terms

10 minutes

Explain to students that the type of story they will hear today is called a *legend*. Tell students that legends are kind of like folktales; they often tell a story about why things are the way they are. (You should have covered folktales already as part of the *Fables and Stories* domain, so you may wish to draw parallels between the legends and the folktales students may have heard.) Explain to students that legends may or may not be true, but there is no way to prove that they are true. Often, however, many people know and repeat a legend as an explanation for something.

One place that you will hear about in today's read-aloud is Lake Texcoco (tesh-ko-ko), a natural lake in the valley of central Mexico.



### Sign

#### ← Image 5A-4: The sign.

1. Today you will hear the Aztec people say, “It is the *sign*.” [Point to the eagle and the serpent on the cactus.]
2. Say *sign* with me three times.
3. A sign is a signal or information that tells you what to do when you might be unsure.
4. Muriel was not sure if she was still too sick to go to school, but when she ran up and down the sidewalk, her mom told her that was a sign that she was well enough for school again. Terrell decided that the bright sunshine in the morning was a sign he should go to the park after school.
5. Sometimes the weather can be a sign. When you see dark rain clouds, what do you think they are a sign of? Are they a sign that you should go swimming or stay home? Tell your partner about another sign you can get from the weather.

### Legend

1. In the read-aloud, you will hear a *legend* about how the Aztec people came to live on and around Lake Texcoco which is in Mexico.
2. Say *legend* with me three times.
3. A legend is a story that has been told over and over again for a very long time, but no one knows if it is true.
4. Justin’s grandmother told him the legend of Johnny Appleseed.
5. Have you ever heard a legend? Turn and tell your partner about a legend you have heard. [Add student suggestions to the Idea Web for *legends*.]

### Purpose for Listening

Explain to students that today they will be hearing a legend about the Aztec. Tell students to listen to find out why the Aztec chose a particular place to make their home.

Story Summary	
The Aztec: The Legend of the Eagle and the Serpent	
Who?	Aztec people and their leaders
What?	They have been walking for months, looking for a place to live.
How?	The gods said that when the Aztec people saw an eagle on a cactus eating a serpent, they would know that they had found their true home.
Where?	They made a home in Central Mexico, the area around Lake Texcoco.
Why?	They built their homes on an island in Lake Texcoco because they saw the sign of an eagle eating a serpent on a cactus.



- 1 Describe the people in this picture. Who do you think these people are? Where do you think they are going?
- 2 Why do you think the Aztec have been traveling so much?

## The Aztec: The Legend of the Eagle and the Serpent

### ← Show image 5A-1: Journeying Aztec <sup>1</sup>

The Aztec people had been walking every day for months now, searching for a new home. They carried the oldest and youngest among them. Some of the weakest were not able to complete the long journey. Some new Aztec had been born on the way, and were passing their first days of life in the constant motion of travel. They took short breaks to eat, stopping only at night to sleep. <sup>2</sup>



- 3 A valley is an area of low land between hills or mountains.
- 4 [Point to the priest in the illustration.]

### ← Show image 5A-2: The Aztec priest

Now the Aztec were in the center of a great **valley**. <sup>3</sup> Their leaders at the front of the long line strode once more to the old high priest. <sup>4</sup> “Is this the right place for us to stop?” the leaders asked. “Is this our new home?”

The priest was very old. His long hair was gray and wrinkles furrowed his brow, but he stood as straight as the mightiest warrior. When he spoke, it was always with a voice that was strong and sure. Once again he told them, “No, not yet. We are waiting for a sign from the gods. When they want us to stop and make a home, they will tell us.” So their journey continued.



← Show image 5A-3: Aztec scouts pointing to Lake Texcoco

5 Scouts are people who travel ahead of the group to see what lies ahead.

6 [Point to the island in the picture.] Who can describe what an island is? (An island is land that is completely surrounded by water.)

Finally, one day their forward **scouts** came back to report,<sup>5</sup> “There is a great lake ahead, in the center is an **island**.<sup>6</sup> There are no signs of enemies anywhere. There are not even any people to be seen.”

“Then we will camp on the shore,” said the Aztec leaders. “We can all use a rest, and we can wash the dust off ourselves.” So, they all moved forward.

In several hours, they had reached the lakeshore.



← Show image 5A-4: The sign

Suddenly, the high priest’s eyes opened wide. He raised his hand and pointed. “Look!” he exclaimed. “On the island.”

The people all turned to see what the priest had seen. On the island stood a tall, green cactus.<sup>7</sup> Sitting atop it, unharmed by the cactus’ sharp thorns, was a great bird, an eagle. One of its powerful hooked talons, or claws, held the eagle steady on the cactus branch. In its other talon was a long, wriggling snake. As the Aztec people looked on in wonder, the eagle began to eat the snake.

7 [Point to the cactus in the image.]

“It is the sign!” the people all muttered, and they fell to their knees on the green lakeshore.

A small boy knelt on the ground beside his mother, tugging at her robe and asking, “What sign?” The mother gathered her son close to her and promised that he would hear the story of the Aztec people before the end of the day. For now, they sat in **awe** of the sight that was before them.<sup>8</sup>

8 They sat in wonder of the sight they saw.



← Show image 5A-5: Storytelling Aztec priest

Other children were curious as well to know what this unusual sign was all about. Why were their parents and grandparents so amazed by the sight of the eagle eating the snake?<sup>9</sup> That afternoon, they sat in awe at the foot of the ancient priest, as he retold the story that had been passed down among the Aztec for generations.

9 What do you think? Why was everyone amazed at the eagle and the snake?



← **Show image 5A-6: Dying crops**

“Many, many years ago,” he began, “our people lived in the far north. One year no rain came to their lands. Their crops dried out and died in the sun-baked fields. They feared that the rain god was angry with them, though they did not know what they had done wrong.<sup>10</sup> So, the Aztec leaders turned to the wise priests and asked them, ‘What shall we do?’

10 Like the Maya, the Aztec also believed in many gods, each in charge of a different thing.

“The priests answered, ‘The gods wish us to leave our home. Our stories have told of a time when all our people would have to move on. That time has come.’

“‘We will go south,’ the Aztec leaders said to the hungry people.<sup>11</sup> ‘Some of our brothers have gone there already and are serving as soldiers for the rulers of other tribes. These brothers have sent back word that there is a huge valley there with plenty of water. They say we may have to fight the people who live there to force them to let us in. But we are Aztec! We fear no men, only the gods.’

11 The priest is telling the children the story of what the leaders had said before they began their journey.



← **Show image 5A-7: Journeying Aztec**

“And so, a few days later, they put all that they could carry onto their backs and set out for the promise of green valleys with plenty of water for drinking and growing crops. Day after day, month after month, they traveled, resting only at night.

“That was many years ago, but our people have never been settled for long. Every time we settled in the green valley around us, we have been forced to move, time after time, from one place to another.



← **Show image 5A-8: Close-up of the sign**

“For years we have sought the sign of our new home, predicted by the gods long ago. The gods said that when the Aztec people saw an eagle on a cactus eating a serpent,<sup>12</sup> they would know that they had found their true home. For nearly one hundred years now, our people have wandered in search of this sign from the gods.<sup>13</sup>

12 or snake

13 So the Aztec were traveling in search of a new home. They waited until they saw an eagle sitting on a cactus, eating a snake, to tell them where they should stop to make their home.



← Show image 5A-9: Storytelling Aztec priest

“And so,” the old priest continued, “you can see why this is such an important day for our people. At last, we have found our home.”

The children smiled at one another. They began to understand the importance of seeing the wondrous sight of the eagle eating the snake. They began to realize that they would no longer have to wander without a home. “We are home,” they said to one another. “Yes,” their parents said to them. “You are home. We are all home.”



← Show image 5A-10: Aztec city on the islands of Lake Texcoco

That is the **legend** of how the Aztec came to live on and around Lake Texcoco (tesh-ko-ko) in what is now Mexico.<sup>14</sup> The legend explains why they built their city on islands in the lake, beginning with the island on which they had seen the eagle.

14 A legend is a story that has been told over the years that may or may not be true.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Were the Aztec nomads—did the Aztec move around a lot or a little at the beginning of the story? (*The Aztec were nomads who moved around a lot.*)
2. *Literal* Why did the Aztec leave where they had been living and begin traveling to try to find a new home? (*The fields dried up, and they didn’t have enough food.*)
3. *Inferential* What did the Aztec see that made them decide to stay and live in this area around Lake Texcoco? (*They saw the*

sign that they believed was from the gods—the eagle on the cactus eating the snake, or serpent.)

4. *Evaluative* Was the ending of the story happy or sad? (happy) Why? (because the Aztec found a place for their home and didn't have to travel around anymore)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

5. *Evaluative Think Pair Share:* The Aztec used the story about the eagle and the serpent to explain where they should make their new home. What makes this story a legend? (Answers should reflect that a legend is a story told over the years; it may or may not be true, but there is no way to prove it either way; and that it was used as an explanation for why the Aztec had settled where they did.)
6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Predicted

5 minutes

1. In the read-aloud you heard that, "For years, we have sought the sign of our new home, *predicted* by the gods long ago."
2. Say the word *predicted* with me three times.
3. *Predicted* means someone has said what they think will happen in the future.
4. Steve's dad predicted it was going to rain during soccer practice.

5. Have you ever predicted something? Maybe you predicted you would get sick after playing with your friend who had a cough, or maybe you predicted you would receive a 100 percent on your spelling test because you worked hard to learn the spelling words. Turn and tell your partner about something you predicted would happen.  
[If necessary, guide student responses by using the sentence frame: “I predicted that \_\_\_\_\_.”]

6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If you think you would have predicted the event described, say, “I would have predicted that.” If you think you would not have predicted the event described, say, “I would not have predicted that.”

1. Snow falls in winter.
2. Rain falls after the clouds turn dark.
3. Dinosaur bones are dug up at your school.
4. Your teacher reads a book aloud to the class.
5. You have homework on the weekend.
6. There is corn growing on a farm.
7. Snow falls in summer.
8. You see the moon in the sky on a night with no clouds.
9. Red rain falls from the clouds.

*Extension:* Have students come up with their own scenarios to pose to their partner or to the class. Be sure to have students use the word *predicted* in their responses.



## Complete Remainder of the Lesson Later in the Day



# The Aztec: The Legend of the Eagle and the Serpent

5<sub>B</sub>

## Extensions

20 minutes

### Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Aztec				<b>Image Card 11 (The Eagle and the Serpent)</b> Many gods Believed gods gave signs to the people Temples built to worship gods

- Display the Civilization Chart, and ask the students to tell you the details they remember from their study of the Maya. Explain that you are going to add new information to the chart for the Aztec.
- Ask students to think about the Read-Aloud and the information they have learned about the Aztec. Invite volunteers to suggest a symbol that the class can use to represent the Aztec people. Decide as a class on a symbol, and use it on charts when the name Aztec appears.
- Show students Image Card 11 (The Eagle and the Serpent). Ask students to describe what they see in the Image Card.
- Tape Image Card 11 to the chart in the *Religion* column for the Aztec. Tell students that the image will be a reminder that the Aztec had a religion with many gods.
- Ask students how the Maya and Aztec religions were the same.
  - Both believed in many gods.

## 10 Sequencing the Story

15 minutes

- Show students Instructional Master 5B-1. Explain that the worksheet has pictures of events that are from the story they just heard.
- Tell students to think about the read-aloud. Point to the first picture on the worksheet, and then ask students, “What is happening in the picture?” [The picture shows the “sign”—the eagle with the serpent on a cactus—that the Aztec were looking for to tell them they had found their home.]
- Point to the second picture, and then ask students, “What is happening in the picture?” [The picture shows the Aztec walking while they wait for a sign to tell them that they have found their new home.]
- Point to the third picture, and then ask students, “What is happening in the picture?” [The picture shows an Aztec priest.] Repeat this process for the fourth and fifth pictures.
- Picture four: the Aztec city on the island of Lake Texcoco
- Picture five: Aztec scouts pointing to Lake Texcoco
- If necessary, revisit the Flip Book images that correspond to the sequencing images in this activity.
  - Image 5A-1 corresponds to worksheet image 1.
  - Image 5A-4 corresponds to worksheet image 2.
  - Image 5A-2 corresponds to worksheet image 3.
  - Image 5A-10 corresponds to worksheet image 4.
  - Image 5A-3 corresponds to worksheet image 5.
- Have students write their names on their blank papers, and then cut out the five pictures on Instructional Master 5B-1.
- Ask students to arrange the images so they show, in order, the events described in “The Legend of the Eagle and the Serpent.” They should double check the order before gluing the pictures on their own papers.

- Using their completed picture sequence, have partner pairs work together to tell what is happening in the pictures. Call on one or two partner pairs to share their sequence.

*Extension:* You may wish to have students write or dictate words or sentences that describe the pictures and retell the story.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 5B-2 and 5B-3.



# The Aztec: The Floating Gardens of Xochimilco

6

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Aztec lived
- ✔ Explain that the Aztec farmed

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Describe an illustration that depicts Aztec farming with *chinampas* (RI.1.6)
- ✔ Compare and contrast orally and in writing cultural elements of the Maya and the Aztec (RI.1.9)
- ✔ Discuss personal responses to whether they would prefer the farming style of the Maya or the Aztec (W.1.8)
- ✔ With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart (W.1.8)
- ✔ Clarify information about “The Aztec: The Floating Gardens of Xochimilco” by asking questions that begin with *where* (SL.1.1c)
- ✔ Identify new meanings for familiar words, such as *wing*, and apply them accurately
- ✔ Use object pronouns orally

## Core Vocabulary

**abundance, n.** A lot of; more than enough

*Example:* There is an abundance of different kinds of trees and animals in the rainforest.

*Variation(s):* none

**dredged, v.** Scooped up

*Example:* At the beach, the children dredged up sand from below the water and searched for shells.

*Variation(s):* dredge, dredges, dredging

**float, v.** To rest on top of a liquid, such as water

*Example:* The ice cubes float in my lemonade.

*Variation(s):* floats, floated, floating

**stationary, adj.** Not moving; set in one place

*Example:* The statue is a stationary object in the park.

*Variation(s):* none

### Vocabulary Chart for The Aztec: The Floating Gardens of Xochimilco

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Aztec <i>canals</i> chinampas ditches <b>dredged</b> raft reeds Xochimilco	<b>abundance*</b> moist narrow relatives solution	aunt/uncle brother father/son giant/tiny islands mud nephew/niece
<b>Multiple Meaning</b>	<b>stationary*</b> swamp	directions <b>float</b> roots sights	lost <u>wing</u>
<b>Phrases</b>	floating gardens cacao beans	as a matter of fact	
<b>Cognates</b>	Azteca canales <b>estacionario*</b>	<b>abundancia*</b> relativos solución <b>floatar</b>	gigante islas

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students show their partner where the Maya lived (the Yucatán Peninsula). Ask students to locate where the Aztec lived (in Mexico, north of the Maya).
<b>What Have We Already Learned?</b>	Story Sequence (from Lesson 5)	Have partner pairs retell “The Legend of the Eagle and the Serpent” using their picture sequences from Lesson 5.
	Legends papers from home (Activity from Family Letter 2), Legends Idea Web (from Lesson 5), marker	If any students have brought a legend paper from home, have a brief sharing time. Add legends to the Legends Idea Web from Lesson 5.
<b>Essential Background Information or Terms</b>	Image 6A-1; a photograph showing an underwater view of a lily pad	Point out the chinampas, and explain that floating means to rest on top of a liquid such as water. Use the lily pad image to explain how the roots go down into the mud, and relate that to how the gardens stay in place.
<b>Vocabulary Preview: Float, Canals</b>	Image 6A-1; a small container of water, objects that float: a cork, a ping-pong ball, bottle cap	Bring the word <i>float</i> to life with a quick science demonstration.
<b>Purpose for Listening</b>	Early American Civilizations Chart	Use the chart to help students recall details about the farming methods of the Maya.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Aztec: The Floating Gardens of Xochimilco</b>	Realia/images/samples: dredging equipment, swampy land, cacao beans, beans, squash, tomatoes, chili peppers.	Use these items to help students conceptualize and visualize the items in the read-aloud.

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Stationary		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Wing</b>	Poster 3M (Wing); Image 6A-1	
<b>Syntactic Awareness Activity: Using Object Pronouns: Him</b>	Stuffed animal, one pencil per partner pair	
<b>Vocabulary Instructional Activity: Horizontal Word Wall: Abundance</b>	Image 6A-3; chart paper, markers, tape, note cards	
<b>Early American Civilizations Chart</b>	Image Card 12; Early American Civilizations Chart and Image Sheet, tape, markers	

### **Advance Preparation**

For the Essential Background Information or Terms, locate an underwater view of a lily pad to show students how the roots grow into the mud and anchor the floating pad in place.

For the Vocabulary Preview, gather a few small items that float, such as a cork, a ping-pong ball, or a bottle cap. Prepare a small container of water large enough to place the floating objects inside.

Bring in realia/images/samples: dredging equipment, swampy land, cacao beans, beans, squash, tomatoes, and chili peppers. **Note:** Be sure to check with your school's policy regarding food distribution and allergies.

For the Vocabulary Instructional Activity, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *lack, plenty, abundance, much, many, few, little* and *need*.

### Notes to Teacher

You may wish to reproduce the Pronunciation Key and display it for student use. Adding drawings next to the names will help students remember the words.

Pronunciation Key for Aztec Words and Names		
Word	Suggested Symbol	Pronunciation
Aztec	(use class-selected symbol)	AZ-tek
Lake Texcoco	lake	tesh-KO-ko
chinampas	floating gardens	chin-AHM-pahs
Tenochtitlan	cactus	te-nawch-tee-TLAHN
Xochimilco	flower field	soh-chih-MIL-koh

The read-aloud images 6A-1, 6A-3 and 6A-5 are the same. This repetition is designed to help students conceptualize *chinampas* and the profound importance of water to the Aztecs living at Lake Xochimilco.



# The Aztec: The Floating Gardens of Xochimilco

6A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

On a world map or globe, have one student locate the area where the Maya lived. (in Mexico and Central America) Then, have another student locate the area where the Aztec lived. (in central Mexico, north of the Maya)

### What Have We Already Learned?

10 minutes

Remind students that in the last story, they heard a legend about how the Aztec people ended up living on Lake Texcoco. As a class, do a quick retelling of the legend. Ask students what they learned about the Aztec's religion from the legend.

### Essential Background Information or Terms

5 minutes

- Have students repeat the word *chinampas* (chin-AHM-pahs) after you. *Chinampas* are man-made islands appearing to float on the surface of the water; referred to as “floating gardens.”
- Tell students that they will hear about these places in today's read-aloud:
- *Tenochtitlan* (te-nawch-tee-TLAHN)—the capital city of the Aztec civilization (present-day Mexico City); means “Place of the Cactus”
- *Xochimilco* (soh-chih-MIL-koh)—an Aztec village named for the many flowers and other crops that were grown there on *chinampas*; there is also a lake by the same name; means “Flower Field”



### Float

#### ← Show image 6A-1: Torn Wing arriving in Xochimilco

1. Today you will hear how “The Aztec made . . . islands that appeared to *float* on the surface of the water. [Point to the chinampas (islands) and the water.]
2. Say *float* with me three times.
3. *Float* means to rest on the surface of the water.
4. Jose watched the boat float down the river.  
Maryelise wanted to float all day long in the swimming pool.
5. [Hold up and name each of the small objects with which you will demonstrate the word *float*.] Tell your partner which of the objects you think will float. Be sure to use the word *float* when you talk with your partner.  
[Invite volunteers to drop the objects into the water to see if they float.]

### Canals

**Note:** Students have heard about canals in the *Early World Civilizations* domain.

1. Today you will hear about how Torn Wing traveled through the *canals* or waterways of Xochimilco. [Point out the canals.]
2. Say *canals* with me three times.
3. Canals are long, narrow strips of water made for transportation and watering crops.
4. Canals were very helpful to the people in ancient civilizations. Marcus dug canals around his brother’s sandcastle when they were at the beach.
5. [Point to the canals.] Look at the canals in Xochimilco that Torn Wing is traveling through. The canals are like streets for canoes. What do you think it would be like to travel down the canals of Xochimilco in your canoe? What would you see? What would you hear?

## Purpose for Listening

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Review with students that the Maya were farmers and that they farmed in fields. Explain to students that the Aztec also farmed, but they used a different method of farming than the Maya. Tell students that the story they will hear today is considered historical fiction. This means it is a fiction story that tells true facts. Ask students to listen carefully to find out how the Aztec farmed a long time ago.



## The Aztec: The Floating Gardens of Xochimilco

### ← Show image 6A-1: Torn Wing arriving in Xochimilco

1 The young man's name is Torn Wing. The Aztec, like the Maya, named themselves for plants, animals, or types of weather that had special meaning to them. He was named for the wing of a bird. The word *wing* can also refer to a particular section of a building.

2 or rest on their own on top of the water

Paddling his canoe across the lake, the overpowering smell of blossoming flowers reached Torn Wing before he could even see them.<sup>1</sup> As he came closer, countless small islands, or *chinampas* (chin-AHM-pahs) came into view. He could see why people referred to these islands as “floating gardens.” The Aztec made these islands, that appeared to **float**<sup>2</sup> on the surface of the water. But *chinampas* could not actually float away. Each island was firmly attached by roots that grew down into the bottom of the lake.

As Torn Wing maneuvered, or steered, his narrow, flat-bottomed canoe among the canals, or waterways, separating them, he recalled his uncle's story about how the *chinampas* were formed.



### ← Show image 6A-2: Making the chinampas

3 or scooped

4 [Point to the raft in the picture.]

5 The islands no longer moved because roots from the trees on the raft anchored the rafts to the bottom of the lake.

6 Review the canals that the Mesopotamians used that were covered in the *Early World Civilizations* domain.

The Aztec had dug ditches out of the swampy land for water to flow through, then covered rafts made of reeds and branches with mud **dredged**<sup>3</sup> up from the bottom of the lake.<sup>4</sup> Over the years, layers upon layers of mud were added until finally, with the help of roots from the willow trees, the islands became **stationary**.<sup>5</sup> Hundreds of narrow rectangular islands, separated by a network of the water ditches called canals, covered the swamplands. For the people who had long sought a way to grow plants even in times when there was no rainfall, these island gardens provided a wonderful solution.<sup>6</sup>



### ← Show image 6A-3: Torn Wing arriving in Xochimilco

7 *Abundance* means in great supply. So there was a lot of maize, beans, squash, tomatoes, and chili peppers growing on the *chinampas*.

The surrounding water kept the earth moist all year long, irrigating and fertilizing the fields. Maize, beans, squash, tomatoes, and chili peppers grew in **abundance**,<sup>7</sup> supplying the large city of Tenochtitlan (te-nawch-tee-TLAHN) and beyond. The gardens of Xochimilco (soh-chih-MIL-koh) were truly a farmer's wonderland with plenty of crops growing everywhere!

Torn Wing's uncle, Wing Feather, had described Xochimilco to Torn Wing after the young man's father, who was Wing Feather's brother, had died.



← **Show image 6A-4: Torn Wing and Wing Feather**

His uncle had said, “My brother was a good man and a good farmer. Did he teach you everything that he knew?”

“Yes, Uncle,” Torn Wing had answered. “I worked at his side in the fields. We always had the best crop of any near our village.”

“Good,” his uncle had said. “I want you to know that even though your parents are gone now, you are not alone. Your aunt and I want you to come and live with us as our son. I can use your help in my business, and since we have no son of our own, when I grow too old to work, it will become yours. But Nephew, I do not want to make you leave your familiar home. If you prefer to stay in your own village, I will help you by giving you cacao beans.<sup>8</sup> But if you choose to live with us, you should know that the city of Tenochtitlan and its nearby floating gardens are a wonderful place to be.”

Torn Wing answered, “Then I will come, Uncle.”

← **Show image 6A-5: Torn Wing arriving in Xochimilco**

Torn Wing had easily followed his uncle's directions to Lake Xochimilco, but now that he was at last among the watery roads of the place, he had forgotten his uncle's warning: “There are so many sights to see that it is easy to become overwhelmed and lose your way.” Sure enough, Torn Wing was lost. He decided to retrace his route and to go back to the edge of the floating gardens and start again.

Just then, however, he heard an old woman's voice asking, “Are you lost? Perhaps I can help.”

← **Show image 6A-6: Torn Wing talking to Moon Wish**

Turning, he saw a short, gray-haired woman smiling warmly at him. She was sitting in a boat tied by a rope to the nearest *chinampa*. “If you *are* lost,” she said energetically, “you are not

8 Cacao beans were very valuable. The Aztec used cacao beans as a kind of money. Why would Torn Wing's uncle offer him cacao beans?



the first. When I was a girl and came here for the first time, it took weeks before I learned my way around.”

Torn Wing smiled back and said, “You are very kind. As a matter of fact, I *am* lost. I was trying to find my uncle. His name is Wing Feather.”

Her smile grew even wider. “I know him! He and my sons are friends. They can take you to him.” She squinted closely at the young man. “So you are Wing Feather’s nephew. He told us you were coming. My name is Moon Wish.” She turned and called over her shoulder, “Star Web! Loud Song! Come here!”



← **Show image 6A-7: Moon Wish and her sons**

From around the far side of a high, thick cluster of plants came two of the biggest men Torn Wing had ever seen. He thought to himself, “These two certainly do not look anything like their tiny mother.”

The two young giants grinned. “It is good to meet you,” the first one said. “I am Star Web. I am the good-looking brother,” he joked. “This is my little brother, Loud Song.” Actually, Loud Song was even bigger than Star Web, but he didn’t seem to mind this introduction. He laughed and gave his older brother a friendly pat. Then Star Web added, “Loud Song is especially glad to become friends of Wing Feather’s relatives.”<sup>9</sup>

9 Who can tell me who you would be talking about if you were talking about your relatives? (Relatives are family members.)



← **Show image 6A-8: Loud Song showing Torn Wing the way**

Then the younger brother, Loud Song, said, “I will lead you to your uncle.” Sliding into a canoe so smoothly that it hardly rocked beneath him, he said, “Follow me,” and started off. Torn Wing had just enough time to say good-bye to Moon Wish and Star Web, paddling off quickly in order to keep his guide in sight. “What a wonderful place!” he thought. “This is my new home!” All the tiredness of his journey was forgotten in his excitement as he rode further into the heart of the floating gardens of Xochimilco.



### Comprehension Questions

10 minutes

← Show image 6A-2: Making the *chinampas*

1. *Literal* What are *chinampas*? (*Chinampas* are islands called the “floating gardens.”)
2. *Literal* How did the Aztec make the *chinampas*, or floating gardens? (The Aztec dug canals out of the swampy land, and then used the mud dredged up from the bottom of the lake to cover rafts made of reeds and branches. Over the years, layers upon layers of mud were added until finally, with the help of roots from the willow trees, the islands became stationary.)
3. *Literal* How did the Aztec use the *chinampas*? (The Aztec used the *chinampas* to grow food and other crops.)
4. *Evaluative* How was this type of farming the same as Mayan farming? How was it different? (Both the Maya and the Aztec used canals. The Maya farmed in fields, and the Aztec made *chinampas* from the lakes.)
5. *Evaluative* Would you rather be a Mayan farmer or an Aztec farmer? Why? (Answers may vary.)

[Please continue to model the *Where? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Evaluative* *Where? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where does today’s read-aloud take place?” Turn to your neighbor and ask your *where* question. Listen to your neighbor’s response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Stationary

5 minutes

In the read-aloud you heard, “Over the years, layers upon layers of mud were added [to the *chinampas*] until finally, with the help of roots from the willow trees, the islands became *stationary*.”

Say the word *stationary* with me.

When something is stationary, that means it is not moving and is fixed in place.

When the bus is not moving, it is stationary.

Tell about something that is stationary. Try to use the word *stationary* when you talk about it. [Ask two or three students.

If necessary, guide and/or rephrase students’ responses:

“A \_\_\_\_\_ is stationary.”]

What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read a few phrases. If what I say describes something that is stationary, you should say, “That is stationary.” If what I say describes something that is not stationary, you should say, “That is not stationary.”

a leopard running (That is not stationary.)

a cat sleeping (That is stationary.)

a person sitting still (That is stationary.)

a ball rolling down the street (That is not stationary.)

a rubber duck floating in the bathtub (That is not stationary.)

a picture hanging on a wall (That is stationary.)

a person dancing (That is not stationary.)



**Complete Remainder of the Lesson Later in the Day**



# The Aztec: The Floating Gardens of Xochimilco

6<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### Definition Detective: *Wing*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate that image shows the meaning being described, or have a student walk up to the poster and point to the image being described.



#### ◀ Show Image 6A-1: Torn Wing arriving in Xochimilco

1. In the read aloud, you heard that the boy's name was Torn Wing. Working with your partner, try to think of as many meanings for the word *wing* as you can.
2. [Show Poster 3M (Wing).] In the read-aloud you heard that Torn Wing was named for the wing of a bird. Which picture in the image shows this meaning of *wing*?
3. A wing can also be the part of an airplane that comes out from the body of the airplane. Wings help the airplane to fly. Which picture shows this type of wing?
4. Wing also describes a section of a large building. Which image shows this meaning of *wing*?
5. Did you or your partner think of any of these definitions of *wing*?
6. Now with your partner, make a sentence for each meaning of *wing*. I will call on some of you to share your sentences with the class.

*Using Object Pronouns: Him*

Object Pronoun Reference Chart			
number	person	gender	object pronouns
singular	1st	male/female	<b>me</b>
	2nd	male/female	<b>you</b>
	3rd	male	<b>him</b>

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

1. [Hold up the stuffed animal. Give the animal a male name.] This is [male name], and he is a boy.
2. When we want to tell about something that happens to a boy or about something given to a boy, we can use his name. For example, “I am giving a pencil to [Alfonso the bear]. I could also replace [Alfonso the bear’s] name with the object pronoun *him* when saying the same sentence: “I am giving a pencil to *him*.”
3. Pronouns are words that we use in place of names. Object pronouns are words that we use in place of names when something happens to the person. These words usually come after the action that happens in a sentence. We have practiced using the object pronouns *me* and *you*. Today we will practice using the object pronoun *him*, which tells us an object is given to someone who is male or a boy.
4. [Give each partner pair a pencil.] Let’s practice using the object pronoun *him*. I will give each partner pair a pencil. When I stand in front of you, give your pencil to [name of animal]. The class should say, “[Names of partner pair] gave a pencil to [name of animal].” Then the partner pair should say,

“We gave a pencil to *him*.” [Practice this several times with different partner pairs.]

5. With your partner, choose a boy to give your pencil to. As you give the boy your pencil say, “We are giving the pencil to *him*.”
6. Which word in the following sentence is the object pronoun?  
“We are giving the pencil to him.” (*Him is the object pronoun.*)

Extension: Have partner pairs create new sentences using the object pronouns *me*, *you*, and *him*. Call on one or two partner pairs to share their sentences.

## Vocabulary Instructional Activity

10 minutes

### Horizontal Word Wall: Abundance



#### ← Show image 6A-3: Torn Wing arriving in Xochimilco

1. In today’s read-aloud you heard, “Maize, beans, squash, tomatoes and chili peppers grew in *abundance*, supplying the large city of Tenochtitlan and beyond.”
2. *Abundance* means more than enough or in a great amount.
3. Let’s create a Horizontal Word Wall that describes amounts of something. [Show students the chart paper, and point out the horizontal line.]
4. [Hold up the card for the word *lack*, and read the word aloud.] *Lack* means that you do not have enough of something. [Tape the card for *lack* on the left-hand side of the line.]
5. [Hold up the card for the word *plenty* and read the word aloud.] *Plenty* means you have more than enough or a lot of something. [Tape the card for *plenty* on the right-hand side of the line.]
6. [Hold up the card for the word *abundance* and read the word aloud.] Should the word *abundance* be placed closer to the word *lack* or the word *plenty*? [Tape the card near the word *plenty* on the right-hand side of the line.]
7. [Repeat this process with the remaining cards: *much*, *many*, *few*, *little*, and *need*. When all the cards have been attached to the word wall, read over the words with students.]

[Display the Horizontal Word Wall throughout the domain, and encourage students to add additional words to the wall.]

## Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Aztec	<b>Image Card 12 (Chinampas)</b> Used chinampas to farm Raised vegetables Used canals to water crops			<b>Image Card 11 (The Eagle and the Serpent)</b> Many gods Believed gods gave signs to the people Temples built to worship gods

- Show students Image Card 12 (Chinampas). Ask students to describe what they see in the Image Card. Have students tell you about Aztec farming. Paraphrase student responses on the chart.
- Tape Image Card 12 to the chart in the *Farming* column for the Aztec. Tell students that the image will be a reminder that the Aztec used chinampas to farm.
- Ask students, “How were Mayan farming and Aztec farming similar?” (Both civilizations raised maize.)
- Ask students, “How were Maya and Aztec farming methods different?” (The Maya farmed in fields. The Aztec farmed on chinampas.)



# The Aztec: In the Palace of an Emperor

7

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Aztec lived
- ✔ Explain that the Aztec had leaders (emperors)
- ✔ Identify by name the emperor of the Aztec, Moctezuma
- ✔ Identify the Aztec capital as Tenochtitlan

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Draw pictures, dictate, or write simple sentences to represent three details or information from “The Aztec: In the Palace of an Emperor” (RI.1.2, RI.1.3)
- ✔ Describe an illustration of Moctezuma (RI.1.6)
- ✔ Compare and contrast orally, and in writing, cultural elements of the Maya and the Aztec (RI.1.9)
- ✔ Write and illustrate three details from “The Aztec: In the Palace of an Emperor” and discuss with one or more peers (W.1.2, W.1.5)
- ✔ With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart (W.1.8)

- ✓ With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and 1542 CE, and indicates that Moctezuma lived approximately five hundred years ago (W.1.8)
- ✓ Clarify information about “The Aztec: In the Palace of an Emperor” by asking questions that begin with *why* (SL.1.1c)
- ✓ Clarify directions by asking classmates about the directions for an activity in which they are drawing details from “The Aztec: In the Palace of an Emperor” (SL.1.3)

### Core Vocabulary

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**emperor, n.** The ruler of an empire; similar to a king

*Example:* Everyone bowed down to the emperor when he entered the room.

*Variation(s):* emperors

**empire, n.** The land and people under the control of an emperor

*Example:* It took a long time to travel from one end of the empire to the other.

*Variation(s):* empires

**palace, n.** A very large house where a king or queen lives

*Example:* The emperor lived in a large palace.

*Variation(s):* palaces

**retreat, v.** To escape or turn around and run away

*Example:* The boys got on their bikes to retreat from the smelly skunks.

*Variation(s):* retreats, retreated, retreating

**wealth, n.** Valuable possessions or resources

*Example:* Precious stones made up most of the king’s wealth.

*Variation(s):* none

### Vocabulary Chart for The Aztec: In the Palace of an Emperor

Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<i>advisors</i> corridor <b>emperor*</b> <b>empire</b> enemies lawbreaker lords nobleman throne tropical	approaching fierce intend murmur presence <b>wealth</b>	army gold/silver hall important knew <b>palace</b>
<b>Multiple Meaning</b>	<b><i>retreat</i></b> stranger tokens	burning power	report room rules snake
<b>Phrases</b>		dining hall	wooden ships
<b>Cognates</b>	corredor <b>emperador*</b> imperio noble <b>retiro</b> trono extranjero	feroz intentar murmurio presencia poder	importante <b>palacio</b> reporte

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students show their partner where the Maya lived (the Yucatán Peninsula) and where the Aztec lived (in Mexico, north of the Maya). Ask students to tell their partner what the area was like where the Maya lived (rainforests) and where the Aztec lived (humid, swampy lands).
<b>What Have We Already Learned?</b>	Early American Civilizations Chart; whiteboard or chalkboard	Use the chart to help students remember details about how the Aztec farmed. Ask a student volunteer to draw a <i>chinampas</i> and to explain why these gardens were stationary.
<b>Essential Background Information or Terms</b>	T-Chart for <i>emperor</i> and <i>empire</i> ; Image 7A-1	Be sure that students are clear about the words <i>emperor</i> (a person) and <i>empire</i> (the people and place ruled by an emperor). You may wish to use a T-Chart to show the relationship between these two words. (See <i>Advance Preparation</i> section for completed T-Chart.)
<b>Vocabulary Preview: Advisors, Retreat</b>	Images 7A-4, 7A-7	Use the images to help students conceptualize the Vocabulary Preview words.
<b>Purpose for Listening</b>	Early American Civilizations Chart	Use the chart to help students recall details about Mayan leadership and to compare and contrast Mayan and Aztec leadership.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Aztec: In the Palace of an Emperor</b>	T-chart for <i>emperor/empire</i>	Have students add details to T-Chart for <i>emperor/empire</i> .
	Prediction Chart	Use the Prediction Chart to record student ideas about who the strangers will be. Use this chart at Image 7A-4.

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Emperor</b>	drawing paper, drawing tools	
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Early American Civilizations Chart</b>	Image Card 13; Early American Civilizations Chart and Image Sheet, tape, markers	
<b>Early American Civilizations Timeline</b>	Early American Civilizations Timeline; Image Card 14; tape, markers	Add the Aztec to the timeline, and discuss when each civilization lived as compared to “today.”
<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	

### **Advance Preparation**

Have a whiteboard and markers or other drawing tools available for a student volunteer to draw and explain what a *chinampas* is and how these floating islands were used to farm. (The chinampas were stationary islands that looked like they floated. They were made of reeds and branches. The reeds and branches were covered by mud dredged from the bottom of the lake. Layer after layer of mud was put on the *chinampas*, until the roots from the willow trees caused the islands to become stationary.)

Create a T-Chart using Instructional Master 3B-1 as a guide. Write the words *Aztec Emperor* at the top of the left-hand column, and write the words *Aztec Empire* at the top of the right-hand column. Use the T-Chart to record the differences between the two terms. A completed T-Chart might include the following phrases:

<b>Aztec Emperor</b>	<b>Aztec Empire</b>
Ruler who is like a king	People and land that have been conquered by Aztec emperor
Rules over people and land	People living in the empire give money to the emperor as a tax.
Very strict	
Has lots and lots of money and riches	
Lived in luxury	
People think he can speak to the gods to keep the gods happy with the Aztecs.	

Prepare a Prediction Chart using Instructional Master 3A-1 as a model. The prediction question should read: “Who are the strangers?” Pause and complete the chart with students after image 7A-4: Report of Strangers in the following lesson.

### **Notes to Teacher**

You may wish to reproduce the Pronunciation Key and display it for student use. Adding drawings next to the names will help students remember the words.

<b>Pronunciation Key for Aztec Words and Names</b>		
<b>Word</b>	<b>Suggested Symbol</b>	<b>Pronunciation</b>
Aztec	(use class-selected symbol)	AZ-tek
Lake Texcoco	lake	tesh-KO-ko
chinampas	floating gardens	chin-AHM-pahs
Tenochtitlan	cactus	te-nawch-tee-TLAHN
Xochimilco	flower field	soh-chih-MIL-koh
Moctezuma	feathered headdress	mok-te-zoo-ma



# The Aztec: In the Palace of an Emperor

7A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

On a world map or globe, have one student locate the area where the Maya lived. Then, have another student locate the area where the Aztec lived. If students have trouble locating the regions, remind them that the Maya lived in Mexico and Central America and that the Aztec lived in central Mexico, north of the Maya.

### What Have We Already Learned?

5 minutes

Ask students if they remember what they learned in the last read-aloud about how the Aztec farmed. Prompt students to discuss farming with the *chinampas* (floating gardens). Remind them that the gardens did not actually float but were held stationary because of the roots that formed over time.



### Essential Background Information or Terms

5 minutes

#### ← Show image 7A-1: Moctezuma and his entourage

Explain to students that this read-aloud is about *Moctezuma* (moke-te-zoo-ma) the Second, the emperor of the Aztec empire. Ask students if they know what an emperor is. If not, explain that an emperor is the ruler of an empire, like a king. This means that, like a king, he ruled people. Ask students if we have an emperor today who rules us. Guide discussion to help students understand that we do have people in power—for example presidents, senators, governors, and mayors—who help rule us, even though we do not

have an emperor. An emperor usually rules over people and their land. An empire is the people and the land that has been conquered and ruled by one king or emperor, often against their will.

## Vocabulary Preview

5 minutes



### Advisors

#### ← Show image 7A-7: Moctezuma meeting with his counselors

1. Today you will hear how “...Moctezuma and his chief *advisors* met together...” [Point to Moctezuma and to his chief advisors.]
2. Say *advisors* with me three times.
3. Advisors are people who give you advice about something or who tell you what they think you should do.
4. Maribel was happy that her mother and grandmother acted as advisors when she was trying to decide between playing soccer or taking swimming lessons. Rocco and Ignacio like to be the advisors when their friends do not know what game to play at recess.
5. Think about times you might need advisors to help you make a decision. Turn and tell your partner how advisors can help you.



### Retreat

#### ← Show image 7A-4: Report of strangers

1. Today you will hear one of the emperor’s advisors tell him about strangers who felt safe enough in Tenochtitlan that they would cut off their own *retreat*.
2. Say *retreat* with me three times.
3. To retreat from something means to move away from it or leave. In the read-aloud you will hear that the strangers burn their ships. Do you think they are planning to retreat, or are they planning to stay?

4. Sophie and Angela refused to retreat when their brothers tried to take over the swings.  
Bai pretended to make his action figures retreat under his blanket to escape the monsters.
5. [Point to the burning ships.] Tell your partner why you think the strangers do not want to retreat or leave Tenochtitlan. Try to use the word *retreat* when you talk with your partner.

### **Purpose for Listening**

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Ask students if they remember what type of leader the Maya had. What were the names of the two kings they learned about? (King Pakal and his son, King Chan Bahlam) If students have trouble, refer back to the Civilizations Chart, and review the Mayan leaders.

Explain to students that today they will hear a historical fiction story—or a made-up story about a real emperor, Moctezuma, who ruled the Aztec empire a long time ago. Tell students to listen carefully to find out what kind of leader the Aztec had and how it was the same or different from the leaders the Maya had.



- 1 [Point to Moctezuma in the picture.] So, Moctezuma was the emperor of a large empire.
- 2 [Ask students if they have ever heard of a palace before. Elicit their ideas about palaces, grand homes for kings, queens, and emperors.]

## The Aztec: In the Palace of an Emperor

### ← Show image 7A-1: Moctezuma and his entourage<sup>1</sup>

Moctezuma (mok-te-zoo-ma) the Second, **emperor** of the Aztec people, commander of the fierce Aztec army, highest of high priests, was moving through his immense **palace** in the city of Tenochtitlan (te-nawch-tee-TLAHN),<sup>2</sup> the capital of the Aztec **empire**. Before him walked one of the four most important Aztec nobles who served the emperor. Dressed in brightly colored clothing, the nobleman's head was encircled by magnificent tropical bird feathers that stuck out of a headdress made of gold.

This fancily dressed nobleman led the way through the halls of the palace toward the throne room, passing one of the enormous dining halls and turning down a corridor running between two large libraries. Far behind in the gigantic palace lay hundreds of bedrooms, including the great emperor's, where the bedsheets would be slept upon just once and then thrown away.

Behind him, the nobleman heard the steady slapping of the emperor's golden sandals upon the floor, and the swishing of leaves as nobles fanned the emperor's body to keep him cool as he walked.



### ← Show image 7A-2: Throne room

They entered the throne room. It was more than half full already with men and women looking down silently, for they knew that the emperor was approaching and no one was allowed to look at the emperor's face. Those who were wearing shoes had already slipped out of them, for they knew they must take them off in Emperor Moctezuma's presence. To break any of these rules would have seemed unthinkable to the Aztec, for everyone knew it would mean death to the lawbreaker.<sup>3</sup>

- 3 This means that if anyone looked at Moctezuma's face or wore shoes while Moctezuma was around, they would be sentenced to death. Why do you think these were the rules? Do you think the punishment for not obeying the rules is fair?



← **Show image 7A-3: Moctezuma sitting on a jeweled throne**

The feathered nobleman stopped as he approached the throne, standing aside and turning his eyes downward as Moctezuma walked forward and sat down upon his jeweled throne. Moctezuma was a man whose **wealth** could not even be measured.<sup>4</sup> In his palace were entire rooms filled with gold and silver, and everything from fabulous, hand-carved jewelry to masks.

4 This means that Moctezuma was so rich that it was impossible to figure out exactly how rich he was.

5 Remember, the Aztec believed in many gods that controlled different things.

6 Lords are owners of land or other property.

Now another of the Emperor's noblemen spoke. "O, Speaker," he began. This was the Emperor's most important title, for it meant that it was he who was thought to speak to the gods in order to keep them on the side of the Aztec.<sup>5</sup>

"Today there are lords here<sup>6</sup> from the eastern part of your empire. They come to pay their respects to you, but also to bring more details of the strangers who come from the east."



← **Show image 7A-4: Report of strangers**

The nobleman brought the lords forward. The emperor said, "We have reports of strangers riding upon huge deer. What have you seen with your own eyes, and what have you heard?"

Now the oldest of the visiting lords, forcing himself not to look upward upon Moctezuma's face, told the emperor, "I too have seen these men. But now their leader has done something we do not understand. He has ordered his people to burn the wooden ships at sea. They are now camped on the shore with their deer."<sup>7</sup>

7 Can you guess what the huge deer were that the strangers were riding? The Aztecs had never seen horses.

Moctezuma was giving his full attention to the man's words. Then he turned to the Snake Woman who stood beside his throne. Oddly, the Snake Woman, the second most important person in the government, was not a woman at all, but a man.



← **Show image 7A-5: Moctezuma and Snake Woman**

The title of Snake Woman was given to a man in honor of one of the Aztec goddesses whose importance was second only to the gods of the sun and the rain. The Snake Woman helped the emperor run the nation.

“Does the burning of the wooden ships mean that they intend to never leave our lands?” the emperor asked the Snake Woman.

The Snake Woman replied, “I do not know, O, Emperor, but it seems to show that the strangers feel safe enough here to cut off their own **retreat**.”<sup>8</sup>

The Snake Woman nodded to the nobleman, who continued, “There is other news. These strangers have made friends with the Totonacs (TOH-teh-NAHKS), the people of Cempoala (SEHM-poh-AH-lah). And together with them, they are starting in this direction.”

At this, a worried murmur ran through all those in the throne room, for the Totonacs, the people of Cempoala, were enemies of the Aztec.<sup>9</sup>

8 To retreat from something means to move away from it or leave. Since the visitors are burning their ships, they must be planning to stay, and not retreat, or leave.

9 Why would the strangers make friends with the Aztec’s enemies? Were they planning to attack the Aztec?



← **Show image 7A-6: Moctezuma’s feast**

The lords continued their report, followed by reports on other matters by other servants of Moctezuma. Afterward, the nobleman with the magnificent feathers once again led the emperor through the halls, this time to his main dining hall.<sup>10</sup> There, Moctezuma and hundreds of his nobles sat down to a feast, eating off beautiful plates that were given away after just one use.

10 A dining hall is a place where people eat meals. [You may want to reference the school cafeteria.]



← **Show image 7A-7: Moctezuma meeting with his counselors**

Later, Moctezuma and his chief advisors met together and the emperor said, “Send gold and silver to the leaders of these strangers. Let the nobles who bring these gifts tell the strangers that they are on Aztec land, ruled by Emperor Moctezuma, who sends these small tokens or gifts of his power and wealth.<sup>11</sup> They will know from these gifts the great wealth and power we have here, and perhaps they will turn and leave our empire.”<sup>12</sup>

11 The emperor wants to show off his riches, or his wealth, to assert, or prove, his power.

12 Who do you think these strangers are?

### Comprehension Questions

10 minutes

1. *Literal* Who was the emperor of the Aztec in the story? (Moctezuma)
2. *Literal* Was the capital of the Aztec empire Tenochtitlan or Baakal? (Tenochtitlan; Baakal was a Mayan city)
3. *Literal* Was the Snake Woman really a woman? (no, a man) Who was Snake Woman named after? (an Aztec goddess)
4. *Inferential* Why does Moctezuma want to send the strangers gifts? (to show his power and wealth in hopes that they will leave)
5. *Evaluative* Do you think the strangers will leave once they receive the gifts from Moctezuma? Why or why not? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Evaluative Why? Pair Share:* Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why didn’t people look at Moctezuma?” Turn to your neighbor and ask your *why* question. Listen to your neighbor’s response. Then your neighbor will ask a new *why* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Emperor

5 minutes

1. In the read-aloud you heard, “Moctezuma the Second was the *emperor* of the Aztec people.”
2. Say the word *emperor* with me.
3. An emperor is a ruler, kind of like a king. A female emperor is called an empress.
4. The emperor ruled his empire very strictly.
5. Moctezuma was the emperor of the Aztec, so people were not allowed to look at him, and every time he ate, he used new plates. What would it be like if you were an emperor or empress? Try to use the word *emperor* or *empress* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “If I were an emperor (empress), I would . . . ”]
6. What’s the word we’ve been talking about?

Use a *Drawing Activity* for follow-up. Directions: Pretend you are an emperor/empress, and draw a picture of your empire. What would you call your empire? Write or dictate one sentence to explain your drawing. Be sure to use the word(s) *emperor* (or *empress*) and, if you can, *empire* when you tell about it.



**Complete Remainder of the Lesson Later in the Day**



# The Aztec: In the Palace of an Emperor

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**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Aztec	<b>Image Card 12 (Chinampas)</b> Used chinampas to farm Raised vegetables Used canals to water crops		<b>Image Card 13 (Moctezuma)</b> Ruled by an emperor Emperor had great wealth Empire was large	<b>Image Card 11 (The Eagle and the Serpent)</b> Many gods Believed gods gave signs to the people Temples built to worship gods

- Display the Early American Civilizations Chart. Show students Image Card 13 (Moctezuma). Ask students to describe what they see in the Image Card. Have students tell you what they learned about Aztec leaders. Paraphrase student responses on the chart.
- Tape Image Card 13 (Moctezuma) to the chart in the *Leaders* column for the Aztec. Tell students that the image will be a reminder that the Aztec had leaders called emperors.
- Ask students, “How were Mayan leaders and Aztec leaders similar?” (Both civilizations had rulers. Their rulers were very wealthy.)
- Ask students, “How were Maya and Aztec leaders different?” (The Maya were led by a king, whereas the Aztecs were led by an emperor.)

**[For teacher reference only:** The Maya was the earliest of the three civilizations in this domain and spanned more than two thousand years, from 1000 BCE (Before Common Era) to 1542 CE (Common Era). Both the Aztec and the Inca were later civilizations that overlapped briefly with the Maya and spanned a little over 200 years, from 1300 CE to 1533 CE.]

- Display the Early American Civilizations Timeline from Lesson 1. Ask students what we call this type or kind of chart.
- Explain to students that currently, this Timeline represents the time, in years, that has passed from when the Maya lived until today.
- Have students hold up one finger if they think the Maya lived long ago, in ancient times, or two fingers if they think the Maya lived more recently, in the present day. Visually survey student responses, and call on one or two students to comment. If necessary, explain that the Maya lived about 3,000 years ago or during ancient times.
- Explain that you are going to add the Aztec civilization to the Timeline. Show students Image Card 14 (Picture of Moctezuma). Estimate about 500 years prior to the “today” marker on the Timeline, and draw a horizontal line from that point. Write Aztec on the at the line and draw the class-selected symbol for the Aztec on the chart. Tape Image Card 14 to the chart to remind students that Moctezuma was the leader or emperor of the Aztec people.
- Explain to students that the read-aloud they heard today took place a long time ago, but a number of years after King Pakal and the stories about the Maya.

[If students are having trouble conceptualizing this time difference, place the Timeline on the floor, and ask student volunteers to stand on the Timeline. Have the first volunteer stand on “today,” while the second and third volunteers stand on Aztec and Maya. Use the student names to discuss who is closer to the student who is representing “today,” and who is further away.]

## Drawing the Read-Aloud

15 minutes

- Ask students to think back to the read-aloud they listened to earlier in the day: “The Aztec: In the Palace of an Emperor.”
- Say, “For this activity I would like you to draw two details—two facts or pieces of information—that you remember from the read-aloud. Your drawing does not need to be perfect; it does not have to look like the images you saw today. You may draw any two things you remember from today’s read-aloud. After you have finished your drawings, label them using the letter-sound correspondences you have learned so far.”
- Remind students that asking questions is one way to make sure everyone knows what to do. Say, “Think of a question about the directions I just gave you. For example, you could ask, ‘Do my drawings need to look like the ones in the Flip Book?’ Now, turn to your neighbor and ask your own question.”
- Circulate around the room, asking students to identify what they have drawn and written. Encourage students to use read-aloud vocabulary as they describe their drawings.
- Have students share their drawings and writing with their partner or with home-language peers. Have students compare their drawings to see if they drew the same things or different things.



# The Aztec: Cortés's Letter

# 8

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Aztec lived
- ✔ Explain that the Aztec established a vast empire in central Mexico many, many years ago
- ✔ Explain that the Aztec had leaders (emperors)
- ✔ Identify by name the emperor of the Aztec, Moctezuma
- ✔ Identify the Aztec capital as Tenochtitlan

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Draw pictures, dictate, or write simple sentences to represent details or information about the Aztec civilization (RI.1.2, W.1.2)
- ✔ Describe an illustration that depicts Tenochtitlan (RI.1.6)
- ✔ Compare and contrast, orally and in writing, cultural elements of the Maya and the Aztec (RI.1.9)
- ✔ With assistance, categorize and organize information about aspects of the Maya and Aztec cultures into a Civilizations Chart (W.1.8)
- ✔ Distinguish shades of meaning among adjectives differing in intensity, such as *enormous* and *big* (L.1.5d)

## Core Vocabulary

**courteous, adj.** Polite

*Example:* Students were courteous toward their new teacher.

*Variation(s):* none

**courthouse, n.** A building where lawyers and judges work

*Example:* There were many lawyers at the courthouse for a big trial.

*Variation(s):* courthouses

**enormous, adj.** Very large

*Example:* The boy's hat was so enormous that it covered both of his eyes.

*Variation(s):* none

**royalty, n.** Kings and queens, and their families

*Example:* Because their father had been king, the children were also royalty.

*Variation(s):* none

### Vocabulary Chart for Aztec Cortés's Letter

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	aqueducts canal <b>courthouse</b> emperor empire servant temples <i>saltwater/ freshwater</i> valley	<b>courteous*</b> describe/ description <b>enormous*</b> entrances humble products resolving <i>wondrous</i>	bird buy/sell islands lake palaces street wide/narrow
<b>Multiple Meaning</b>	judges market <b>royalty</b>	<u>squares</u>	bridges pools
<b>Phrases</b>	City of Tenochtitlan precious metals		
<b>Cognates</b>	acueducto canal emperador imperio sirviente templos valle mercado	cortesano* describir/ descripción <b>enorme*</b> humilde productos resolver	islas lago palacios

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students ask their partner questions about where the Maya lived (the Yucatán Peninsula) and where the Aztec lived (in Mexico, north of the Maya). Ask students which civilization lived in a region that was swampy (Aztec) and which civilization lived in a region that was a rainforest (Maya).
<b>What Have We Already Learned?</b>	Prediction Chart (from Lesson 7)	Read over student predictions about the strangers that came to Moctezuma's empire.
	world map	Use the globe or world map to show students where Spain is located in relation to Mexico.
<b>Vocabulary Preview: Freshwater/Saltwater, Wondrous</b>	Image 8A-2; salt; images or samples of saltwater and freshwater fish	Use the image and samples to help students understand the Vocabulary Preview words.
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Aztec: Cortés's Letter</b>	Idea Web for Tenochtitlan	Use the Idea Web to help students describe Tenochtitlan based on Cortés letter and Flip Book images.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>	world map	
<b>Word Work: Courteous</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Squares</b>	Poster 4M (Squares), Image 8A-3	

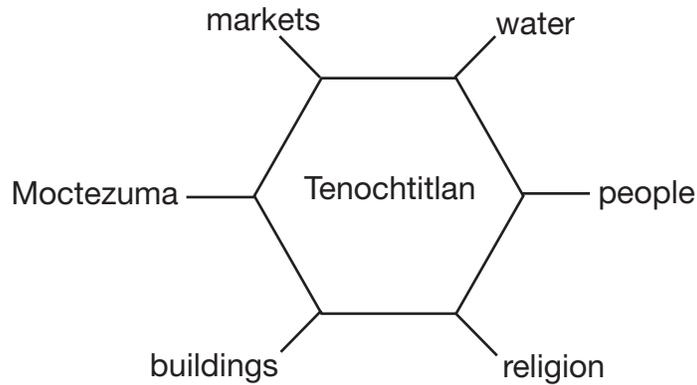
Exercise	Materials	Details
<b>Syntactic Awareness Activity: Using Object Pronouns: Her</b>	stuffed animal, one pencil per partner pair	
<b>Vocabulary Instructional Activity: Horizontal Word Wall—Enormous</b>	Image 8A-2; chart paper, markers, note cards, tape	
<b>Early American Civilizations Chart</b>	Image Card 15; Early American Civilizations Chart and Image Sheet; tape, markers	
<b>Make Your Own Civilizations Chart</b>	Early American Civilizations Chart; Instructional Master PP-1, drawing tools	
<b>Domain-Related Trade Book</b>	Select a trade book about the Aztec from the list of recommended trade books in the domain introduction.	

### **Advance Preparation**

Bring in samples of salt water and fresh water and images of freshwater and saltwater fish. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

Create an Idea Map for the city of Tenochtitlan using Instructional Master 5A-1 as a guide. In the center of the hexagon, write *Tenochtitlan*. Write the following categories on the sides: water (streets made of water, use canoes to travel on canals, aqueducts); markets (list items sold at the market); buildings (courthouse, temples, palaces); religion (priests); people (friendly and courteous); Moctezuma (rules a land as large as Spain, great wealth). Display this chart throughout this read-aloud, and tell students to raise their hand when they think something can be added to the Idea Web.

-  Print individual copies of Instructional Master 5A-1 for any students able to complete the Idea Web on their own.



For the Vocabulary Instructional Activity, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *enormous*, *large*, *small*, *huge*, *big*, *medium*, *mini* and *tiny*.

For the Domain-Related Trade Book, select a trade book about the Aztec from the list of recommended trade books in the domain introduction.

### Notes to Teacher

You may wish to reproduce the Pronunciation Key and display it for student use. Adding drawings next to the names will help students remember the words.

Pronunciation Key for Aztec Words and Names		
Word	Suggested Symbol	Pronunciation
Aztec	(use class-selected symbol)	AZ-tek
Lake Texcoco	lake	tesh-KO-ko
chinampas	floating gardens	chin-AHM-pahs
Tenochtitlan	cactus	te-nawch-tee-TLAHN
Xochimilco	flower field	soh-chih-MIL-koh
Moctezuma	feathered headdress	mok-te-zoo-ma
Hernán Cortés	image of Cortés	er-NAN KOR-tes



# The Aztec: Cortés's Letter

# 8<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

On a world map or globe, have one student locate the area where the Maya lived. Then, have another student locate the area where the Aztec lived. If students have trouble locating the regions, remind them that the Maya lived in Mexico and Central America and that the Aztec lived in central Mexico, north of the Maya.

### What Have We Already Learned?

5 minutes

Discuss the previous read-aloud with students. Who was the ruler of the Aztec? (Moctezuma) What was the name of the city where his palace was located? (Tenochtitlan)



← **Show image 8A-1: Portrait of Cortés**

Discuss with students their predictions about who the “strangers” were from the last read-aloud. Explain to students that those strangers were actually Spaniards (people from Spain), who sailed to the Aztec region on ships. Remind students that in Kindergarten, they studied about Christopher Columbus and his travels to the Americas. Tell students that many Spanish soldiers and explorers traveled to the Americas after Christopher Columbus made the first trip in 1492. One of those explorers was this man, Hernán Cortés, who led the Spaniards to Mexico. On a world map or globe, show students where Spain is located. Trace the path across the ocean from Spain to Mexico.

**Freshwater/Saltwater****← Image 8A-2: Aerial view of Tenochtitlan**

1. Today you will hear that there are two lakes that make up most of the city. One of the lakes is *freshwater*, and the other is a *saltwater* lake. [Point to the water surrounding Tenochtitlan, and show students some salt. You may wish to pass out small quantities for students to see, smell, taste, and touch.]
2. Say *freshwater* and *saltwater* with me three times.
3. Freshwater is water that is not salty. People can drink freshwater.  
Saltwater contains salt from the sea. Salt water is not pleasant to drink.
4. Some animals can only live in freshwater or salt water but not in both.  
Truman likes to play in the salt water at the beach. Marva likes to play in the freshwater at the lake.
5. [Show images of freshwater and saltwater fish.]  
Pretend you are a fish; would you like to live in freshwater or salt water?

**Wondrous**

1. Today you will hear how Cortés describes Tenochtitlan, “Within the city, there are quite a few palaces—so *wondrous* that I could not possibly describe them adequately.”
2. Say *wondrous* with me three times.
3. When something is wondrous, that means it is amazing or wonderful.
4. Chien always imagined that visiting the moon would be a wondrous experience.  
Anya thinks seeing the Great Pyramid in Egypt would be a wondrous sight.
5. Tell your partner about a wondrous place to visit. Why do you think that place would be a wondrous or amazing place to visit? [Call on a few partner pairs to share.]

## Purpose for Listening

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Tell students that you are about to read part of an actual letter from Cortés, the leader of the Spaniards who sailed to Mexico, to the king of Spain. In the letter, Cortés describes Emperor Moctezuma and the capital city of Tenochtitlan. Tell students to listen carefully to the read-aloud to find out more about the Aztec empire.



1 This is Hernán Cortés, the Spanish explorer who wrote this letter.

2 a polite way to address a king

## The Aztec: Cortés's Letter

← Show image 8A-1: Portrait of Cortés<sup>1</sup>

Your majesty,<sup>2</sup> in order to fully describe the city of Tenochtitlan and the emperor, Moctezuma, it would require more writers than just myself and would take a very long time. I will not be able to fully explain everything, but I will do my best to describe the amazing things we have seen.

The Aztec state is in the shape of a circle. It is completely surrounded by tall mountains. There are two lakes that take up almost the entire valley in which the city is located. One of the lakes is freshwater, and the other is a saltwater lake.



3 This picture shows just how enormous, or very large, Tenochtitlan was.

← Show image 8A-2: Aerial view of Tenochtitlan

The great city of Tenochtitlan is made up of two islands that sit in the middle of the salt lake, Lake Texcoco. There are four entrances to this **enormous** city.<sup>3</sup> In order to cross over the lake into the city, large bridges were constructed. 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.



4 Squares are open areas in a village or city. *Squares* can also mean shapes with four equal sides.

← Show image 8A-3: Busy Tenochtitlan market

There are several main squares, all of which contain markets.<sup>4</sup> One of the squares is very large and 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, but some of the items include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, pottery, and so much more!<sup>5</sup> 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.

5 This was more than two hundred years before the U.S. colonies began. The Aztecs were very advanced—even more than some European cities of the time.



6 or religious leaders

← **Show image 8A-4: Tenochtitlan temple and priest**

Also in Tenochtitlan, there are many beautiful temples. The priests<sup>6</sup> live in a part of each temple and dress in black. These priests wear the exact same clothing for their whole lives, and they never cut or comb their hair.



7 Aqueducts are special structures like pipes or bridges that carry water from one place to another. [Point to the aqueduct in the picture.]

← **Show image 8A-5: Getting water from an aqueduct<sup>7</sup>**

Since the lake surrounding the city is a saltwater lake, there are aqueducts that carry the water from the freshwater lake into the city. The aqueducts carry the water over the bridge. Once over the bridge, the water is distributed throughout the city to be used for drinking and for other purposes. The water from the aqueducts makes up the whole city's water supply! It is quite amazing to see.<sup>8</sup>

8 Do you think Cortés is impressed by the Aztec city? How can you tell?

9 The people are nice and helpful to each other, making the city a peaceful place to be where everything works well.

Order has been established and is well-kept in the city. The people of the city are very friendly and **courteous** to one another, and behave much in the same way as Spaniards. I found this most surprising because of how different they and their city look from ours.<sup>9</sup>



← **Show image 8A-6: Moctezuma**

10 This means that Cortés thinks that Moctezuma's empire is very big. It was as big as the state of Utah! [Point to Utah on a map of the U.S.]

In regard to Emperor Moctezuma, his empire is quite unbelievable. I have been unable to find out how large of an area he rules. I believe he rules a land at least as large as Spain.<sup>10</sup>

However, I have seen with my own eyes his great wealth. He possesses many, many objects made from gold, silver, and other precious metals, all made by wonderful craftsmen. Within the city, there are quite a few palaces—so wondrous that I could not possibly describe them adequately.



11 [Point to the balcony in the picture.]

← **Show image 8A-7: Inside the princes' palace**

One of the smaller palaces is attached to a beautiful garden with a balcony that runs over top of it.<sup>11</sup> Two high-ranking princes live inside this palace. Also, inside the palace are ten pools of water; some of the pools are of saltwater and some are of

12 or people who live inside the palaces, like kings, queens, princes, and princesses



13 Unfortunately for the Aztec people, Cortés's discovery led to Spain's conquest of Tenochtitlan and ultimately the end of the Aztec empire.

freshwater. In each of the pools live different kinds of birds. The birds that need saltwater live in the saltwater pools, and the birds that need freshwater live in the freshwater pools. Each type of bird is given the type of food that it likes best—whether it is worms, maize, seeds, or fish. The **royalty** here<sup>12</sup> are able to just look out a window and be amused by the birds in the various pools.

← Show image 8A-8: Aztec city of Tenochtitlan on the islands of Lake Texcoco

I have tried to write these descriptions as truthfully as I can, so that your Majesty may have an accurate picture of this part of the world.

Your humble servant,

*Hernán Cortés*

Hernán Cortés<sup>13</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Inferential* Who was Cortés writing this letter to? (the king of Spain) Do you think it would take a long time or a short time for his letter to reach the king? (a long time) [Trace the distance between Mexico and Spain on a world map.]
2. *Literal* Was Tenochtitlan a big city or a small city? (big city)
3. *Literal* Where is Tenochtitlan located? (in Mexico, on an island in the middle of a lake)
4. *Inferential* How big does Cortés say Moctezuma's empire is? (at least as large as Spain, he believes)
5. *Inferential* Describe the markets in Tenochtitlan. (lots of people; many different kinds of things sold there, such as food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, pottery, etc.)



← **Show image 8A-5: Getting water from an aqueduct**

5. *Inferential* How do the aqueducts supply the people in Tenochtitlan with water? (The aqueducts were like pipes or bridges that carry water from the freshwater lake to the city.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Would you want to visit a city like Tenochtitlan? Why or why not? (Answers may vary.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

**Word Work: Courteous**

5 minutes

1. In the read-aloud you heard, “The people of the city (Tenochtitlan) are very friendly and *courteous* to one another, and behave much in the same way as Spaniards.”
2. Say the word *courteous* with me three times.
3. Courteous describes people who act and behave in a kind and helpful manner.
4. My teacher is always courteous to me.
5. Are you courteous each day? Examples of courteous behavior include walking into the classroom and saying “hello” to your teacher each morning, or helping a friend clean up their trash after lunch. Turn to your partner and tell about one way that you are courteous.

[If necessary, guide and/or rephrase the students’ responses: “I am courteous when I \_\_\_\_\_.”]

6. What is the word we have been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *courteous* is *rude*. *Rude* is a word that describes people who do not act in a kind and helpful manner. I am going to describe someone's actions. If the actions I describe are courteous, say, "That is courteous." If the actions I describe are rude, say, "That is rude."

1. Maria cleaned up her dishes after eating breakfast. (That is courteous.)
2. Tran ate his sister's entire birthday cake. (That is rude.)
3. Xiomara helped Abigail tie her shoes. (That is courteous.)
4. Anthony held the door open for his father. (That is courteous.)
5. Tabitha left her trash on the floor. (That is rude.)
6. Jaylon would not share the crayons with anyone at his table. (That is rude)

➤ Above and Beyond: Have students suggest their own scenarios and determine if the behavior is courteous or rude.



### Complete Remainder of the Lesson Later in the Day



# The Aztec: Cortés's Letter

8<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### Definition Detective: Squares

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.



#### ◀ Show Image 8A-3: Busy Tenochtitlan market

1. In the read aloud, you heard, “There are several main *squares*, all of which contain markets.” Working with your partner, try to think of as many meanings for the word *squares* as you can.
2. [Show Poster 4M (Squares).] In the read-aloud, you heard that Tenochtitlan had several open squares that had markets in them. Which picture in the image shows this meaning of *squares*?
3. A square is also a shape with four sides of equal length. Which picture shows these types of *squares*?
4. Did you or your partner think of any of these definitions of *squares*?
5. Now with your partner, make a sentence for each meaning of *squares*. I will call on some of you to share your sentences with the class.

*Using Object Pronouns: Her*

Object Pronoun Reference Chart			
number	person	gender	object pronouns
singular	1st	male/female	<b>me</b>
	2nd	male/female	<b>you</b>
	3rd	male	<b>him</b>
		female	<b>her</b>

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations, in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

1. [Hold up the stuffed animal. Give the animal a female name.] This is [Isabella the cat], and she is a girl.
2. When we want to tell about something that happens to a girl or that something is given to a girl, we can use her name. For example, “I am giving a pencil to [Isabella the cat].” I could also replace [Isabella the cat’s] name with the object pronoun *her* when saying the same sentence: “I am giving a pencil to *her*.”
3. Pronouns are words that we use in place of names. Object pronouns are words that we use in place of names when something happens to the person. These words usually come after the action that happens in a sentence. We have practiced using the object pronouns *me*, *you*, and *him*. Today we will practice using the object pronoun *her*.
4. [Give each partner pair a pencil.] Let’s practice using the object pronoun *her*. I will give each partner pair a pencil. When I stand in front of you, give your pencil to [name of animal]. The class should say, “[Names of partner pair] gave a pencil to [name of animal].” Then the partner pair should say, “We

gave a pencil to *her*.” [Practice this several times with different partner pairs.]

5. With your partner, choose a girl to give your pencil to. As you give the girl your pencil say, “We are giving the pencil to *her*.”
6. Which word in the following sentence is the object pronoun?  
“We are giving the pencil to *her*.” (*Her is the object pronoun.*)

Extension: Have partner pairs create new sentences using the object pronouns *me*, *you*, *him*, and *her*. Call on one or two partner pairs to share their sentences.

## ↔ Vocabulary Instructional Activity

10 minutes

### Horizontal Word Wall: Enormous



#### ← Show image 8A-2: Aerial View of Tenochtitlan

1. In today’s read-aloud you heard, “There are four entrances to this *enormous* city.” Which word in the sentence describes how big the city of Tenochtitlan was? (*enormous*)
2. *Enormous* means very big. [Have students show you what *enormous* looks like.]
3. Let’s create a Horizontal Word Wall that describes the sizes of something.  
[Show students the chart paper, and point out the horizontal line.]
4. [Hold up the card for the word *small*, and read the word aloud.] Show me using body motions what it means to be small. [If necessary, explain to students that *small* is a word to describe something that is little, like a ladybug or a lowercase letter. Tape the card for *small* on the left-hand side of the line.]
5. [Hold up the card for the word *large*, and read the word aloud.] Show me using body motions what it means to be large. [If necessary, explain to students that *large* is a word to describe something that is big, like an elephant or an uppercase letter. Tape the card for *large* on the right hand-side of the line.]
6. [Hold up the card for the word *enormous*, and read the word aloud.] Show me using body motions what it means to be enormous. Should the word *enormous* be placed closer to the

word *small* or closer to the word *large*? [Tape the card near the word *large* on the right-hand side of the line.]

- [Repeat this process with the remaining cards: *huge*, *big*, *medium*, *mini*, and *tiny*. When all the cards have been attached to the Horizontal Word Wall, read over the words with students.]

[Display the Horizontal Word Wall throughout the domain, and encourage students to add additional words to the wall.]

## Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
<b>Aztec</b>	<b>Image Card 12 (Chinampas)</b> Used chinampas to farm Raised vegetables Used canals to water crops	<b>Image Card 15 (Tenochtitlan)</b> an island in the middle of a lake markets, temples, and palaces	<b>Image Card 13 (Moctezuma)</b> Ruled by an emperor Emperor had great wealth Empire was large	<b>Image Card 11 (The Eagle and the Serpent)</b> Many gods Believed gods gave signs to the people Temples built to worship gods

- Show students Image Card 15 (Tenochtitlan). Ask students to describe what they see in the Image Card. Have students tell you about this city. Paraphrase student responses on the chart.
- Tape Image Card 15 to the chart in the *Cities* column for the Aztec. Tell students that the image will be a reminder that the Aztec had great cities.
  - Ask students, “How were Mayan cities and Aztec cities similar?” (Both civilizations had large cities that contained buildings, temples, and markets. The Mayan City was called Baakal, and the Aztec city was called Tenochtitlan.)
  - Ask students, “How were Maya and Aztec cities different?” (The Maya built Baakal on the mainland. The Aztec built Tenochtitlan on an island.)

## 10 Make Your Own Civilizations Chart (Instructional Master PP-1)

20 minutes

Use the Civilizations Chart to review what students have learned about the Aztec. Divide the class into four groups. Give each group one of the Image Cards from the Civilizations Chart to discuss within the group. Ask each group to come up with three things to tell about each Image Card and the category it represents with respect to the Aztec. Then, have the groups come back together and share with the class. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Explain that the Aztec culture is considered a *civilization* because the people living there farmed, built cities, had leaders, and practiced a religion. Groups of people around the world, in ancient times and in the present day, have done all of these things. There have been, and still are, many civilizations.

Use Instructional Master PP-1. Tell students that they are going to create their own Civilizations Chart to share with their families. Make the class Civilizations Chart available for reference, but let students know that they may think of other things to draw in addition to the pictures on the Image Cards. Have students draw pictures to show what they have learned about the various components of the Aztec civilization. Students who are ready may also write words or sentences. Save students' charts so that they can add the Inca information to it at a later time.

### Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Aztec to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# The Inca: Who Were the Inca?

9

## ✔ **Lesson Objectives**

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Inca lived
- ✔ Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- ✔ Explain that the Inca had leaders (emperors) and a religion

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and 1542 CE, indicates that Moctezuma lived approximately five hundred years ago, and indicates that the Inca existed at the same time as the Aztec and Moctezuma (W.1.8)
- ✔ With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca cultures into a Civilizations Chart (W.1.8)

## Core Vocabulary

**collecting, v.** Gathering

*Example:* Sheri wandered down the beach collecting all the shells she could find.

*Variation(s):* collect, collects, collected

**possessions, n.** Things that someone owns

*Example:* Among the artist's possessions were paints, paintbrushes, and an easel.

*Variation(s):* possession

**villagers, n.** People living in a small town or village

*Example:* The villagers walked down the road through their village together.

*Variation(s):* villager

Vocabulary Chart for Inca: Who Were the Inca?			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined&gt;</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	emperor empire Inca llama Peru <b>villagers/village</b>	angry <b>collecting</b> <i>conquered</i> controlled <i>information</i> loads <b>possessions*</b> whispered worse	home miles mountain ocean people roads sad tired
<b>Multiple Meaning</b>	desert rules	forced ordered upset	move
<b>Phrases</b>			
<b>Cognates</b>	emperador imperio llama <b>villano</b> desierto	<i>conquistado</i> controlado forzado <i>información</i> <b>posesiones*</b> ordenado	Montaña océano mover

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map; orange crayon	Review where the Maya and Aztec lived. Help students use their map to locate the region where the Inca lived (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru) and color that region orange.
<b>Essential Background Information or Terms</b>	Image 9A-1	
<b>Vocabulary Preview: Conquered, Information</b>	Image 9A-3	
<b>Purpose for Listening</b>	Story Summary Chart for current read-aloud; chart paper, markers, tape	Introduce the Story Summary Chart to provide students a structure for organizing the information in the read-aloud.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Inca: Who Were the Inca?</b>	Story Summary Chart	Stop throughout the read-aloud to complete the Story Summary chart with students.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Possessions</b>	Items that can be owned, such as pencils, pens, jackets, shoes, photographs; Images of items that cannot be owned: the sun, clouds, rain, the moon, etc.	Show students the possessions you have collected and the images of items that cannot be owned to help them understand the idea that some things can be owned, whereas other things cannot be owned.
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>The Legend of Viracocha</b>	Legends Idea Web	Review the Legends Idea Web. After hearing <i>The Legend of Viracocha</i> , add it to the Idea Web, and invite a student volunteer to draw a supporting illustration such as a volcano.
<b>Early American Civilizations Chart</b>	Image Cards 16, 17; Early American Civilizations Chart and Image Sheet, tape, markers	Add Incan religion and leaders to the Civilizations Chart.
<b>Early American Civilizations Timeline</b>	Image Card 18; Early American Civilizations Timeline, tape, markers	Add the Inca to the Timeline.
<b>Early American Civilizations Review</b>	Instructional Master 9B-1 (Response Cards); envelope or sandwich-size plastic bag; scissors	Use Response Cards for a visual survey of student understanding of the three civilizations.

### **Advance Preparation**

Make a copy of Instructional Master 9B-1 for each student. Refer to it as their Response Cards for the Maya, Aztec, and Inca.

Bring in items that can be owned such as pencils, pens, jackets, shoes, photographs, and images of items that cannot be owned such as the sun, clouds, rain, the moon, etc.

Reproduce a Story Summary Chart based on Instructional Master 2A-2 on a large sheet of paper. Stop throughout the read-aloud to complete the chart with students.

- ✈️ Print individual copies of Instructional Master 2A-2 for any students able to complete the Story Summary Chart on their own.

### **Notes to Teacher**

You may wish to reproduce the Pronunciation Key and display it for student use. Adding drawings next to the names will help students remember the words.

Pronunciation Key for Aztec Words and Names		
Word	Suggested Symbol	Pronunciation
Inca	(use class-selected symbol)	ing-KUH
llama	llama	lah-MUH
Cuzco	city	KOOZ-ko
Viracocha	volcano	vee-ra-KOH-chuh

**Please note:** Information regarding Inca religious beliefs and practices is contained in *The Legend of Viracocha* Extension, not the read-aloud. Prior to completing the Early American Civilizations Chart Extension, it is recommended that you share *The Legend of Viracocha* with students.



# The Inca: Who Were the Inca?

9A

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Where Are We?**

**10** minutes

Review the locations of North, Central, and South America with the class. On a world map or globe, have one student locate the area where the Maya lived. If students have trouble locating where the Maya lived, remind them that the Maya lived in the rainforests in Mexico and Central America, in and around what we now call the Yucatán Peninsula. Point out the region on the map or globe.

Then have another student locate the area where the Aztec lived. If students have trouble locating where the Aztec lived, remind students that the Aztec lived in central Mexico, north of the Maya. Point out the region on the map or globe.

Tell students that today they are going to learn about a third civilization, the Incan civilization, that developed in South America. Have them repeat the word *Inca* after you. Tell students that the Inca ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Locate that area on the map. Tell students that today's read-aloud takes place in the area that is now called Peru. Point to Peru on the map.



## Essential Background Information or Terms

5 minutes

### ← Show image 9A-1: Llama

Ask students what they see in the picture. If they say *camel*, explain that this animal is similar to a camel, but it is called a llama. Ask them to repeat the word *llama*. Tell them that llamas do not have humps like a camel. Llamas were important to the Inca.

## Vocabulary Preview

5 minutes

### Conquered

### ← Image 9A-3: Inca roads

1. Today you will hear how the Inca controlled so much land because they *conquered* other nations.  
[Point to the roads, and explain that the Inca had to build roads so they had a way for all the different people in the empire to travel to see one another.]
2. Say *conquered* with me three times.
3. *Conquered* means that your empire or kingdom has taken over the land and people of another place.
4. The Aztec conquered other nations and added them to their empire.  
Laurel conquered her brother's fort and told him that it now belonged to her.
5. Imagine you were an Inca leader. Would you have conquered other groups of people? Why or why not?

### Information

1. Today you will hear how the Inca used the roads they built to share ideas and *information* with Inca who lived in far away parts of their empire.
2. Say *information* with me three times.
3. Information is knowledge.
4. Every [day of week] our school sends information home.  
Malik studied the information he needed to know for the test on Thursday.



5. What kind of information is important to you? Who among your family or friends shares important information with you?

### **Purpose for Listening**

---

Tell students that the Inca lands formed a large empire ruled by one leader. Explain that today's read-aloud is a made-up, or fiction, story, that tells about some true facts and information about the Inca. Ask students what kind of fiction this story is called. (historical fiction)

Ask students to listen to the read-aloud to see how the Inca leader is the same as the Maya and Aztec leaders and how the Inca leader is different.

Story Summary—The Inca: Who Were the Inca?	
Who?	Little Flower, Blue Sky and their family
What?	The people of the Village of Stone walls must move.
How?	The people are packing their belongings and will transport them on their llamas.
Where?	They will move to the tall mountains, near the City of Cuzco.
Why?	Their village has been conquered by the Inca, and the Incan emperor says they must move closer to the Inca.



**The Inca: Who Were the Inca?**

← Show image 9A-2: Map of the Inca Empire

The Inca were one of many groups of people who lived in North, Central, or South America long ago. They lived in the western part of South America, which you can see on the map. The Inca lived in parts of what we now call Bolivia, Ecuador, Argentina, Peru, and Chile.<sup>1</sup>

They controlled about twenty-five hundred miles of land in South America. That’s about the same distance as if you measured from one side of the United States to the other.

← Show image 9A-3: Inca roads

More incredibly, the Inca created almost twenty thousand<sup>2</sup> miles of roads. They walked or ran in order to share ideas and information with other Inca in faraway parts of their empire. Many of these roads are still used today.

The Inca controlled so much land because they conquered other nations of people. Each time they did, the size of their empire would grow.<sup>3</sup> When the Inca conquered other nations, the emperor of the Inca would often have the conquered **villagers** move to a new area.<sup>4</sup> The rest of this read-aloud is a story about a village that was forced to move.

1 [Point to the illustration.]



2 that’s *thousand* [You may want to emphasize the enormity of 20,000 miles. That’s 10 times the amount of land they controlled!]

3 Remember, to conquer is to take over other people, against their will, and control their land. Just as the Aztec conquered other people and had an empire, the Inca did as well, but in a different area.

4 A villager is like a small town. Can anyone tell me what a villager is? (Villagers are the people who live in a small town or village.)



← **Show image 9A-4: Little Flower and Blue Sky**

5 The girl's name is Little Flower. The Inca, like the Maya and the Aztec, named themselves for plants, animals, or types of weather that had special meaning to them.

"I do not understand," cried the girl. Her name was Little Flower, and she was five years old. "Why do we have to move? This is where we live."<sup>5</sup>

Her older sister, Blue Sky, tried to explain, as she had been trying for three days now. "The emperor of the Inca has ordered our people, the people of the Village of Stone Walls, to move."



← **Show image 9A-5: Emperor of the Inca**

"He says we must go and live up in the big, tall mountains closer to his city of Cuzco (kooz-ko). He says if we are living among his own people, we will not try to be so different from them. He says we will get to be friends with the Inca people. And before you ask me again, Little Flower, I will tell you one last time. The emperor of the Inca now rules the Village of Stone Walls. We have to do as he says or he will be very angry."



← **Show image 9A-6: Little Flower and Blue Sky**

Blue Sky thought about how much to tell Little Flower. She did not want to upset her sister, but even though she was usually a very, very patient older sister, she was so tired of talking about this over and over again. "After all," she thought, "I am not so old myself. I do not like to think about these things either." But then she looked once more at her little sister, whom she really did love, and said as gently as she could, "If the Inca emperor gets angry with all the people of the Village of Stone Walls, it will not be like when papa or mama gets mad at you or me. It will be much worse. So I think we had better do what he orders,<sup>6</sup> don't you?"

6 or says

Little Flower thought about this. "Yes," she answered, "I guess we had better do it." But as Blue Sky smiled and went back to **collecting**<sup>7</sup> their things, the smaller girl whispered to herself, "But I still don't like it."<sup>8</sup>

7 or gathering

8 How do you think Little Flower and Blue Sky feel about leaving their village?



← **Show image 9A-7: Preparing to leave the Village of Stone Walls**

Three days later, all the people who had lived in the Village of Stone Walls were almost ready to move. They were sad to leave their home, and even the oldest and wisest of them felt the way that Little Flower felt, for they were about to go somewhere no one from the Village of Stone Walls had ever even visited. The people from the Village of Stone Walls were used to living in the dry, flat desert lands down near the ocean coast of what is today called Peru. They had never been a mountain people, nor had they lived anywhere as cold as where they were moving. Yet the colder, high mountains is where they had to go.<sup>9</sup>

9 [Ask students to describe first some features of the desert (dry, hot) and then some features of the highest mountaintops (lush and green, snow caps, cold, streams).]



← **Show image 9A-8: Blue Sky and Little Flower leading their llama**<sup>10</sup>

The people of the Village of Stone Walls used llamas to carry loads for them. Llamas were very gentle, but strong enough to carry a lot on their backs. Blue Sky and Little Flower loaded all the **possessions**<sup>11</sup> they were able to take with them onto their llama. Early the next morning, Blue Sky, Little Flower, and the rest of the people from the Village of Stone Walls left their homes to make new ones in the mountains around Cuzco.

10 [Point to the picture, and ask students if they know what kind of animal is pictured.]

11 or things that they owned

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Inferential* The read-aloud says that the Inca created twenty thousand miles of roads. Why did they need so many? (The Inca had a very large empire, and as the empire grew, they built more and more roads to connect their newly conquered lands.)
2. *Evaluative* The read-aloud also tells us that the Inca walked or ran from one place to another, often long distances. Why wouldn't they get in their cars and drive from place to place or call someone on the phone to give them a message, like we do? (They did not have cars or phones back then; phones and cars weren't invented yet.)

3. *Evaluative* Why were all the people in the Village of Stone Walls moving at once? (They were forced to move by the emperor of the Inca, who had conquered the village. They had no choice.) How is this reason different from reasons we move today? (Answers may vary.)
4. *Inferential* What can you tell about the leaders of the Inca? (Answers may vary, but may include that the Inca were greedy, out to expand their empire; they appear bossy, or mean, making people move to other areas, away from their homes; they were feared.)
5. *Inferential* How was the Village of Stone Walls different from the city of Cuzco where Blue Sky, Little Flower, and the others are moving? (The Village of Stone Walls was located in flat, dry desert lands near the ocean coast. Cuzco was located high up in the mountains where it was much colder.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Blue Sky does not want her little sister, Little Flower, to be scared. How would you feel if you were moving to a new place that you had never seen before and that was very different from the place where you lived? Have you ever moved to a new place? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Possessions

5 minutes

1. In the read-aloud you heard, “Blue Sky and Little Flower loaded all the *possessions* they were able to take with them onto their llama.”
2. Say the word *possessions* with me.
3. The word *possessions* means things that you possess, or own.
4. Some of my favorite possessions are family photographs and my old, soft baby blanket.
5. What are your favorite possessions? If you had to move quickly and could only take one or two things with you, what would you choose to take? Tell us what they are, using the word *possessions*. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My favorite possessions are . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some pairs of things. If any of the things I name could be possessions, or things that somebody might own, say, “Those are possessions.” If they are not things that someone might own, say, “Those are not possessions.”

1. hat and scarf (Those are possessions.)
2. shoes and socks (Those are possessions.)
3. clouds and wind (Those are not possessions.)
4. pots and pans (Those are possessions.)
5. sun and rain (Those are not possessions.)



**Complete Remainder of the Lesson Later in the Day**



# The Inca: Who Were the Inca?

9<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### The Legend of Viracocha (vee-ra-KOH-chuh)

10 minutes

Tell students that people all over the world tell legends to one another. Say, “Legends are like folktales that are passed down from one generation to another. For example, your grandmother may have told your mother a story that she now tells to you. Legends are told as a true story, but in fact may really be false and only a myth, told to explain how something came to be.” Review with students the Aztec legend “The Eagle and the Serpent.”

The Maya, Aztec, and Inca all had legends to help explain how their worlds were created, or born—who made the sun, the moon, and the stars; who made the animals and plants on Earth; and who made people. The Inca passed along the legend of Viracocha, the creator of the world. Like the Maya and the Aztec, the Inca also believed in many mythical gods that controlled different things.



#### ← Show image 9B-1: Sun Temple in Cuzco

The following legend should be read to students to give them an idea of the mythical nature of the religion practiced by the Inca. Explain that Viracocha is the name of one of the gods the Incas believed in to try to explain how the world was created. Tell students this is an image of the Sun Temple.

#### *The Legend of Viracocha*

*It is told that Viracocha rose up from the Island of the Sun in the middle of Lake Titicaca (tit-i-KAH-kuh), near Peru’s capital city of*

Cuzco, the city that was close to Blue Sky and Little Flower's new mountain home. Viracocha created the earth and the heavens from nothing. Then he created all the beings of the earth, the animals and plants, and people.

Some say that Viracocha made the people out of mud; others say that he used the native stone that is so plentiful in the Andes Mountains of Peru. He divided the figures into groups, giving each group its own language, its own foods to grow, and its own legends to tell. Then it is said that he buried the creatures in mountain caves until he was ready to tell them what to do next.

One by one, Viracocha scattered these different groups of people in different places, from mountains to deserts to seas. He then traveled among them across many lands, awakening them, and teaching them how to live where he had put them. Viracocha gave them jobs to do and foods to eat. But when he arrived in the high mountains of Peru, the people were frightened by this strange white man with his long white beard. They drew their weapons, ready to kill him, thus angering Viracocha.



← **Show image 9B-2: Volcano**

Suddenly, fire poured out of the mountains around them and rolled down the slopes, burning everything in its path. When the people saw how powerful Viracocha was, they threw down their weapons and knelt before him. He put out the fire, telling the people that he was their creator. From then on, the Inca worshipped Viracocha as the creator of all things, the god of the sun that provides life to the people on Earth.

Once Viracocha finished his job on Earth, it is said that he wandered off into the sunset, walking across the waters of the Pacific Ocean.



← **Show image 9B-3: Viracocha**

The Inca believed that Viracocha was a magical and all-powerful god. They built huacas (wa-kas), or stone temples, to worship him and remember their good fortune. These huacas still

exist today around Cuzco, in the mountains of Peru. One large and famous huaca is at the Sun Temple in Cuzco.

## Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Inca			<b>Image Card 16 (Ruler)</b> Inca rulers conquered other groups of people. Inca rulers forced the other groups to become like Inca.	<b>Image Card 17 (Sun Temple)</b> many gods legends temples

- Display the Civilization Chart. Explain that you are going to add new information to the chart for the Inca. Ask students to suggest a class symbol for the Inca. After the group selects a symbol, add it to the chart alongside the word Inca.
- Show students Image Card 16 (Ruler). Ask students to describe what they see in the Image Card. Have students tell you about the Inca rulers. Paraphrase student responses on the chart.
- Tape Image Card 16 to the chart in the *Leaders* column for the Inca. Tell students that the image will be a reminder that the Inca had powerful rulers for their large empire.
  - Ask students, “How were the Mayan, Aztec, and Incan leaders similar?” (All three civilizations had strong leaders who ruled over great empires.)
  - Ask students, “How were the Mayan, Aztec, and Incan leaders different?” (The Maya were ruled by a king. The Inca and Aztec were ruled by emperors who made their empires larger by conquering the peoples of other nations.)
- Show students Image Card 17 (Sun Temple). Ask students to describe what they see in the Image Card. Have students tell you what they learned about the Incan religion from the “Legend of Viracocha.” Paraphrase student responses.
- Tape Image Card 17 to the chart in the *Religion* column for the Inca. Tell students that the image will be a reminder that the Inca built temples to worship their many gods.

- Ask students, “How were the Mayan, Aztec, and Incan religions similar?” (All three civilizations worshipped many gods.)
- Ask students, “How were Maya, Aztec, and Incan religions different?” (While all three civilizations built temples to worship their gods, the Maya only allowed the king to enter the most important temples.)

## Early American Civilizations Timeline

10 minutes

**[For teacher reference only:** The Maya was the earliest of the three civilizations in this domain and spanned more than two thousand years, from 1000 BCE (Before Common Era) to 1542 CE (Common Era). Both the Aztec and the Inca were later civilizations that overlapped briefly with the Maya and spanned a little over 200 years, from 1300 CE to 1533 CE.]

- Display the Early American Civilizations. Ask students what this type of chart is called.
- Point to the images of the Maya and Aztec already on the Timeline. Have students hold up one finger if they think the Maya and Aztec lived long ago, in ancient times, or two fingers if they think the civilizations lived more recently, in the present day. Visually survey student responses, and call on one or two students to comment. If necessary, explain that both civilizations lived in ancient times, over 500 years ago.
- Explain that you are going to add the Incan civilization to the timeline. Show students Image Card 18 (Inca) and then add it to the timeline underneath Image Card 13 (Picture of Moctezuma). Write Inca on the chart next to the Image Card and draw the class-selected symbol for the Inca on the chart.
- Discuss the Timeline with students. Explain to students that the read-aloud they heard today took place a long time ago, but around the same time as the stories they heard about Emperor Moctezuma and the Aztec people.

[If students are having trouble understanding this time difference, place the Timeline on the floor and ask student volunteers to stand on the Timeline. Have the first volunteer stand on “today,” while

the second, third and fourth volunteers stand on Aztec, Maya, and Inca. Use the student names to discuss who is closer to the student who is representing “today,” and who is further away. Also discuss how the student representing the Aztec civilization is standing on the same line as the student representing the Incan civilization. Relate the distances to the time periods in which the Maya, Aztec and Inca lived.]

## Early American Civilizations Review (Instructional Master 9B-1)

5 minutes

- Give students Instructional Master 9B-1. Ask students to relate each Response Card to one of the civilizations they have learned.
- Ask the students the following questions, and have students hold up their Response Cards to indicate their answers.
  - Which early American civilizations grew their empire by conquering other lands? (Inca and Aztec)
  - Which civilizations had emperors? (Aztec and Inca)
  - Which civilizations worshipped multiple gods? (Aztec, Maya, and Inca)
  - Which civilizations built temples to worship their gods? (Aztec, Maya, and Inca)



# The Inca: The Runner

10

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify the area in which the Inca lived
- ✓ Explain that the Inca farmed
- ✓ Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Draw pictures, dictate, or write simple sentences about farming with the *taclla* (RI.1.2, W.1.2)
- ✓ Describe an illustration that depicts conquistadors (RI.1.6)
- ✓ Compare and contrast, orally and in writing, cultural elements of the Maya, the Aztec, and the Inca (RI.1.9)
- ✓ Discuss personal responses about running and connect those to the character in the read-aloud (W.1.8)
- ✓ Clarify information about “The Inca: The Runner” by asking questions that begin with *who* (SL.1.1c)
- ✓ Distinguish the read-aloud “The Inca: The Runner,” describes events long ago
- ✓ While listening to “The Inca: The Runner,” orally predict what will happen in the read-aloud based on previous read-alouds and then compare the actual outcome to the prediction

## Core Vocabulary

**forbidden, *adj.*** Not allowed

*Example:* Unless you were royalty, you were forbidden from entering the palace.

*Variation(s):* none

**gasping, *v.*** Struggling to breathe; taking a short, quick breath

*Example:* After running a mile, the boy was gasping for breath.

*Variation(s):* gasp, gasps, gasped

**honor, *n.*** Sign of distinction or respect

*Example:* It is an honor to be picked as line leader for the class.

*Variation(s):* honors

### Vocabulary Chart for The Inca: The Runner

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	emperor governors Inca <i>messenger/ messages</i> runner servant	<b>forbidden*</b> <b>gasping</b> <b>honor</b> job obvious specific <i>sprint</i> shrugged	breath carry hungry news road village
<b>Multiple Meaning</b>	crop pouch strap	<u>bend</u> distant*	bag fast time
<b>Phrases</b>	even stride long-distance		
<b>Cognates</b>	emperador gobernadores <i>mensajero/ mensaje</i> sirviente	obvio <b>honra</b>	villano tiempo

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students to show their partner where the Inca lived (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru).
<b>Making Predictions About the Read-Aloud</b>	Image 10A-4; Prediction Chart	Use the Flip Book image and Prediction Chart to record student ideas about the person’s job and who the person works for.
<b>Vocabulary Preview: Messengers/Messages, Sprint</b>	Image 10A-6	
<b>Purpose for Listening</b>	Story Summary Chart for current read-aloud; chart paper, markers, tape	Introduce the Story Summary Chart to provide students a structure for organizing the information in the read-aloud.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Inca: The Runner</b>	Story Summary Chart	Stop throughout the read-aloud to complete the Story Summary chart with students.
	Prediction Chart	Pause at the end of the read-aloud to compare the actual job to student predictions.
		Make a diagram of how a relay works to help students understand the idea of the runner system. Time and space permitting, have students run an actual relay, handing off a bag to one another.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Forbidden</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Bend</b>	Poster 5M (Bend); Image 10A-8	
<b>Syntactic Awareness Activity: Using Object Pronouns: Us</b>	One paper circle (or cookie) per partner pair	<b>Note:</b> Be sure to check with your school's policy regarding food distribution and allergies
<b>Vocabulary Instructional Activity: Horizontal Word Wall—Distant</b>	Image 10A-4, chart paper, markers, note cards, tape	
<b>Survival in the Andes: The Tacla</b>	Image Card 19; potatoes; images: shovel, hoe, plow	Have students feel, smell, and look at the potato. Use the pictures of the gardening/farming tools to help students conceptualize the importance of such tools when farming potatoes.
<b>Early American Civilizations Chart</b>	Image Card 19; Early American Civilizations Chart and Image Sheet, tape, markers, Response Cards	
<b>On Stage</b>		Use a very simple message for this exercise.
<b>Early American Civilizations Review</b>	Response Cards	

### **Advance Preparation**

Prepare a Prediction Chart using Instructional Master 3A-1 as a model. The prediction question should read: “What is this person’s job and who does he work for?”

Reproduce a Story Summary Chart based on Instructional Master 2A-2 on a large piece of chart paper. Stop throughout the read-aloud to complete the chart with students.

For the Vocabulary Instructional Activity, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *near*, *far*, *distant*, *close*, *faraway*, *nearby*, *at arm’s length*, and *far, far, away*.

Bring in images of a shovel, a hoe, and a plow. Bring in potatoes for students to feel and smell. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

### Notes to Teacher

You may wish to reproduce the Pronunciation Key and display it for student use. Adding drawings next to the names will help students remember the words.

Pronunciation Key for Aztec Words and Names		
Word	Suggested Symbol	Pronunciation
Inca	(use class-selected symbol)	ing-KUH
<i>tacla</i>	<i>tacla</i>	tak-la

**Please note:** Information regarding Inca farming practices is contained in *Survival in the Andes: The Tacla* Extension, not the read-aloud. Prior to completing the Early American Civilizations Chart, it is recommended that you finish the *Survival in the Andes: The Tacla* Extension with students.



# The Inca: The Runner

10<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

Remind students that the previous read-aloud was about the Inca, who ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Locate this area on a world map or globe. Tell them that today's read-aloud continues the story of the Inca in this vast empire.

### Making Predictions About the Read-Aloud

10 minutes

Remind students that in the last read-aloud, they learned that the Inca built twenty thousand miles of roads. The roads were very important for the Inca emperor because he ruled over such a huge area of land. The roads helped connect the people from the Andes Mountains to the Pacific coast. Tell students that today's story is called "The Inca: The Runner."



#### ← Image 10A-4: The runner doing his job

Ask students to predict what this person's job is and who he works for.

### Vocabulary Preview

5 minutes

#### *Messengers/Messages*



#### ← Image 10A-4: The runner doing his job

1. Today you will hear how the emperor used *messengers* to send *messages* all over his empire. [Point to the runner.]

2. Say *messengers* and *messages* with me three times.
3. Messengers are people who carry messages in letters, boxes, or bags.  
Messages are information sent or told by one person to another.
4. Mikaela was very excited to be the class messenger and to bring many messages to and from the office each day.  
Tomaso would like to be a messenger when he grows up.
5. Imagine you were a messenger carrying important messages. Turn and tell your partner who you would bring the important messages to if you were a messenger. Use the sentence frame: "If I were a messenger, I would bring important messages to \_\_\_\_\_."

### **Sprint**

1. Today you will hear how young runners *sprint* once they see the next runner down the road.
2. Say *sprint* with me three times.
3. Sprint is a word to describe running very fast, usually for a short distance.
4. Roberto sprints to the slide in order to be the first one to go down it.  
In P.E. we practiced our sprint for a relay race.
5. Do you like to sprint? Have you ever sprinted before? How did you feel after you sprinted?

### **Purpose for Listening**

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Tell students to listen carefully to find out what an Incan runner does and who the runner works for.

Story Summary—The Inca: The Runner	
Who?	Incan runners—boys who are selected because they can run very fast They work for the emperor.
What?	The runner carries messages between two areas.
How?	The runner receives a bag or a message from another runner and then will run for many miles, until he meets the next runner. He will give the bag or message to the next runner.
Where?	Incan lands
Why?	The Inca did not have horses, so they had runners instead. It was too far for one runner to go across the empire, so a group of runners covered the same distance by each running a small part.



## The Inca: The Runner

### ← Show image 10A-1: Runner waiting for his message

He waited by the side of the road, glancing back every minute or so. He had already warmed up his muscles, stretching and bending, preparing for what he was about to do. Now he was ready. While he waited, he thought about a few years ago when he had first become a runner for the Inca.



### ← Show image 10A-2: The young runner

“You are the fastest runner in our village,” the old man had told him on that day five years before. “Everyone in our village farms. We pay the emperor by giving him part of our crop each season.<sup>1</sup> This is how we pay for soldiers to protect us and for priests to pray for us. But no matter how much we give, always the answer comes back to us: ‘More, you must give more.’ But you, boy, can change all that. If you become a runner, our people will not have to give as much of our crop to the emperor. If we do not have to give as much of our crop to the emperor, it will mean more food for hungry mouths. It will bring **honor** upon you, your family, and your tribe.”<sup>2</sup>

Looking into the old man’s eyes, he knew that he had no choice.<sup>3</sup>

- 1 The Inca were required to pay the emperor for the right to live on his land.
- 2 If someone honors you, they look up to you and respect you for what you have done.
- 3 Why do you think the boy had no choice in deciding whether to be a runner or not? (If he became a runner, he could help his village. His job would serve as payment to the emperor so that his people could keep more of their crops.)



← **Show image 10A-3: The runner proving his speed**

Soon after the old man told him this, the royal servants came to the village high upon a steep mountainside. They had heard how fast the boy could run, and they were there to see if he really was such a fast, long-distance runner.

The servants sent one man some distance down the mountain road, and then had the young runner sprint to the man as fast as he could. He raced along, loving the free feeling of running. The wind was blowing his hair, and his feet seemed to move as if they had minds of their own. He had run fast that day to show that he could, and that same day the servants took him from his village and his family—the only people and the only home he had ever known.



← **Show image 10A-4: The runner doing his job**

“Now you have the honor of being a runner,” he was told. “The emperor has commanded many roads to be built so that he can send orders and messages all over his mighty empire, and receive back news from even the most distant corners of his nation.<sup>4</sup> You will carry news, orders for the soldiers and governors who serve our emperor, and occasionally even small objects. Another runner will appear at a specific time and at a specific place to bring these things to you. Then you will carry them for many miles and hand them in turn to the next runner.<sup>5</sup> It is a great honor to serve the emperor in this way, and you will be cared for accordingly. You shall always be well fed. There will always be warm, comfortable places for you to rest or sleep at the end of your time running. And look, this bracelet of gold and copper is for you to wear.”

Since that time, the runner had carried news many times. Sometimes the runner before him handed off a leather bag with straps he could throw over his shoulders so that it would not get in the way of his even stride. He himself never knew what the bag contained. He was **forbidden** to look.<sup>6</sup> His job was simply to carry it onward.

4 The Inca did not have a written language, so these spoken, or oral, messages were their only way of communicating. They didn't write letters!

5 like a relay race

6 The word *forbidden* means you are not allowed to do something. Why do you think the runner was forbidden to look in the bag?



← **Show image 10A-5: Runner waiting for his message**

Now as he waited, he wondered what he was to carry this time. Was it news for him to memorize and pass on to the next runner? Would there be a bag this time?

How far was he to run before he would see the next runner waiting for him by the road as he himself now waited?

Then he looked once more along the road and saw another runner coming.



← **Show image 10A-6: New runner arriving**

But what was this? The man was having trouble standing upright. He was **gasp**ing for breath.<sup>7</sup> It was obvious he had run faster than he ever had before.

“What is it?” the runner said.

The other man answered, “Strangers . . . in metal. They are riding on . . . I cannot tell you. I do not . . . know what to call them.”<sup>8</sup>

7 Sometimes we say we have to “catch our breath” because we have been breathing so hard. When that happens, we gasp for breath.

8 Who do you think the strangers in metal were?



← **Show image 10A-7: Conquistadores<sup>9</sup>**

None of this made sense to the runner, but before he could speak, the man told him, “There is . . . no time. Take this.” He shrugged himself out of the straps and handed him the pouch. “Run . . . as you have never run before! There are enemies among us . . .”

9 How do the strangers get from one place to the other? (on horses)



← **Show image 10A-8: Running to report the invasion**

The other man gasped. “Run! Run, my brother!” So the runner swung the straps over his own shoulders. But before he left, he helped the other man sit down with his back to the trunk of a shady tree to rest. “Here is water,” he said, giving the other messenger his own supply. “I will take the news. I promise you the emperor will receive this message!”

Then, as he turned and sprang forward with all his might, he heard the other man repeat again in deep, gasping breaths, “Run!

<sup>10</sup> *Bend* is a curved part of something, like a road. *Bend* can also mean to move your body so that it is not straight.

Run, my brother!” After that, all he heard was the sound of his own footsteps as he settled into his running pace and turned the bend in the road, knowing he had a long way to go. <sup>10</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about who this runner worked for and what his job could be? (Answers may vary.)
2. *Literal* Why was the boy called a runner? What was his job? (He carried news, messages, and sometimes small objects from one place to another over long distances.)
3. *Literal* Who did the runner work for? (the emperor of the Inca)
4. *Literal* Why was the boy chosen to be the emperor’s runner? (He was the fastest runner in the village, and the emperor had been told about his speed.)
5. *Inferential* The read-aloud tells us that it was an honor, or something very special, to be chosen as a runner. Why was it considered an honor? (The runner helped his whole village. His job served as partial payment to the emperor so that his people could have more of the crops that they farmed to feed the hungry villagers.)
6. *Inferential* How did the Inca communicate between faraway villages? (using runners)
7. *Inferential* Is the runner the only runner in the empire? (no) How do we know that there are other runners? (The read-aloud tells us that the runner hands off messages to other runners, like relay race runners working as a team.) Why would the emperor need so many runners? (His empire was huge, and there was a lot of distance to cover.)
8. *Inferential* How do you know that the new runner has never before seen a horse? (He says the men in metal are riding on something but he doesn’t know what.)
9. *Evaluative* Why would the Inca use runners instead of horses for delivering messages to faraway villages? (They did not have horses.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *Evaluative Who? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who were the strangers in metal following the runners in today’s story?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Forbidden

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1. In the read-aloud you heard, “[The] runner was *forbidden* to look inside the bag that he carried for the emperor.”
2. Say the word *forbidden* with me.
3. If you are forbidden to do something, it means that you are not allowed to do it.
4. Cars are forbidden to drive through a red light because someone might get hurt.
5. Tell about something that you are forbidden to do. Perhaps you are forbidden to go certain places, stay up past a certain time, or eat certain foods. Use the word *forbidden* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I am forbidden to . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If what I describe is forbidden at school, say, “That is forbidden.” If what I describe is not forbidden at school, say, “That is not forbidden.”

[Please note that answers will vary.]

1. Bringing an elephant to school.
2. Bringing a new pencil to school.
3. Climbing onto the roof of the school.
4. Swinging as high as you can swing.
5. Yelling in the hallway.
6. Playing a game at recess.
7. Singing when the teacher tells you to sing.
8. Reading a book.
9. Running in the cafeteria.
10. Eating a snack.



**Complete Remainder of the Lesson Later in the Day**



# The Inca: The Runner

10<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### Definition Detective: Bend

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.



#### ◀ Show Image 10A-8: Running to report the invasion

1. At the end of the read-aloud, the runner “. . . turned the *bend* in the road, knowing he had a long way to go.”
2. With your partner, think of as many meanings for the word *bend* as you can.
3. [Show Poster 5M (Bend).] The runner in the read-aloud turned at the bend or the curved part of the road. Which picture in the image shows this meaning of *bend*?
4. *Bend* also means to use force to make something become curved. Which picture shows this type of *bend*?
5. *Bend* also means when you move your body so it is not straight. Show me how you can bend your body. Which picture shows this type of *bend*?
6. Did you or your partner think of any of these definitions of *bend*?
7. Now with your partner, make a sentence for each meaning of *bend*. I will call on some of you to share your sentences with the class.

**Using Object Pronouns: Us**

Object Pronoun Reference Chart			
number	person	gender	object pronouns
singular	1st	male/female	<b>me</b>
	2nd	male/female	<b>you</b>
	3rd	male	<b>him</b>
female		<b>her</b>	
plural	1st	male/female	<b>us</b>

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations, in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

1. [Hold up a paper circle.] I am going to give the pretend cookie to one pair of students in the class.
2. When I want to describe something that is happening to me and another person, I can use the object pronoun *us*.
3. Pronouns are words that we use in place of names. Object pronouns are words that we use in place of names when something happens to a person. These words usually come after the action that happens in a sentence. We have practiced using the object pronouns *me*, *you*, *him*, and *her*. Today we will practice using the object pronoun *us*. I use the object pronoun *us* when I want to tell someone that an object is given to me and someone else. I could say, “[insert student’s name] is giving a cookie to *us*.”
4. [Give each partner pair a cookie.] Let’s practice using the object pronoun *us*. I will give each partner pair a paper cookie. As I give you and your partner a cookie, say, “[Name of teacher] is giving a cookie to *us*.”

5. With your partner, choose another partner pair to give your paper cookie to. As you and your partner give the paper cookie to the other partner pair, they should say, “[Names of partner pair] are giving a cookie to *us*.”
6. Which word in this sentence is the object pronoun? “They are giving the cookie to *us*.” (*Us* is the object pronoun.)

Extension: Have partner pairs create new sentences using the object pronoun *us*. Call on one or two partner pairs to share their sentences. Time permitting, have partner pairs practice the object pronouns (*me, you, him, her, and us*) by taking turns pretending to give the cookie to one another or to another pair.

## ↔ Vocabulary Instructional Activity

10 minutes

### Horizontal Word Wall: Distant



#### ← Show image 10A-4: The runner doing his job

1. In today’s read-aloud you heard “The emperor has commanded many roads to be built so that he can send orders and messages all over his mighty empire, and receive back news from even the most *distant* corners of his nation.”
2. What does it mean when the runner traveled to the distant corners? (*The distant corners describe the places in the empire that are the furthest away.*)
3. Let’s create a Horizontal Word Wall that describes distances. [Show students the chart paper, and point out the horizontal line.]
4. [Hold up the card for the *word* *near*, and read the word aloud.] Using body motions show me what *near* means. [If necessary, explain to students that *near* is a word to describe when something is very close to you. Tape the card for *near* on the left-hand side of the line.]
5. [Hold up the card for the *word* *far*, and read the word aloud.] Using body motions show me what *far* means. [If necessary, explain to students that *far* is a word to describe when something is not very close to you. Tape the card for *far* on the right-hand side of the line.]

6. [Hold up the card for the word *distant*, and read the word aloud.] Should the word *distant* be placed closer to the word *near* or the word *far*? [Tape the card near the word *far* on the right-hand side of the line.]
7. [Repeat this process with the remaining cards: *close*, *faraway*, *nearby*, *at arm's length*, and *far, far away*. When all the cards have been attached to the word wall, read over the words with students.]

[Display the Horizontal Word Wall throughout the domain, and encourage students to add additional words to the wall.]

### Survival in the Andes: The *Taclla* (tak-la)

10 minutes

Ask students what the people in the read-aloud gave to the Inca emperor in payment for living on their lands. (crops) Ask students what people who grow crops for a living are called. (farmers) Ask them what tools farmers might use to harvest their crops. (Answers may vary.)

Then, show students Image Card 19 (*Taclla*). Tell them it is a picture of an ancient, or very old, farming tool used by the Inca at the time the runner lived, and that it is still being used today, hundreds of years later. Ask them if they can tell how the tool might be used. Ask them to think what crops it might be good for harvesting. (Ask one or two students to make a guess and tell why they think what they do.) Then ask if they remember what crops the Maya and Aztec grew. (maize, tomatoes, peppers, etc.)

Tell them that the Inca also grew some of these same crops but the Inca who lived in the Andes mountains, where the runner of today's story lived, were also probably the first people in the world to farm *potatoes*. Ask students:

- Do you know where potatoes grow? (under the ground)
- What would you use to dig up potatoes from under the ground? (shovel, hoe, plow, etc.)

Tell students that the *taclla* (tak-la), a foot plow or digging stick, is still better for digging up potatoes on steep mountain slopes than other modern tools because it is able to break up hard sod, or dirt.

Tell students that farming was a family activity and that the *taclla* was designed to be used by a team of workers. The men turned over the earth in long strips while the women and children crouched on either side of the row to get the sod out of the way in order to plant the seeds (or potatoes).

Next, have students imagine that they are living in the runner’s village and that they are farmers there. Tell students to draw a picture of themselves farming with the *taclla*. Use the picture to give students an idea of how they looked.

### Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Inca	<b>Image Card 19 (Taclla)</b> Farmed potatoes and other vegetables Extended families farmed together Taclla used to farm		<b>Image Card 16 (Ruler)</b> Inca rulers conquered other groups of people. Inca rulers forced the other groups to become like Inca.	<b>Image Card 17 (Sun Temple)</b> many gods legends temples

- Show students Image Card 19 (Taclla). Ask students to describe what they see in the Image Card. Have students tell you about Incan farming. Paraphrase student responses on the chart.
- Tape Image Card 19 (Taclla) to the chart in the *Farming* column for the Inca. Tell students that the image will be a reminder that the Inca were farmers.
  - Ask students, “How were the Mayan, Aztec, and Incan farming methods similar?” (All three civilizations farmed many of the same foods: maize, tomatoes, peppers, chili peppers, and squash.)
  - Ask students, “How were the Mayan, Aztec, and Incan farming methods different?” (The Inca were probably the first people to grow potatoes. The Inca used the taclla to farm on land. The Maya also farmed on land. The Aztec farmed on chinampas.)

## On Stage

10 minutes

Ask students to stand up and move to different parts of the room. Tell students to imagine that they are runners in an Incan village. Explain that they are going to play a game similar to one they might be familiar with called the “telephone” game, that will demonstrate how the runners relayed messages during the time of the Inca. Start by whispering a short message into one student’s ear (e.g., “The emperor would like more corn for payment to live on his land.”) Ask them to whisper the sentence into another student’s ear. As students are “runners,” ask that they be seated so that the remaining runners are easy to identify. See if the final message is the same as the one you started with.

Talk about whether this was an effective, or reliable, means of communicating. Tell students that *effective* means that it worked well, and *reliable* means that you could count on it being accurate, or right. Explain that because the Inca had no written language, there was no record of this time in history.

## Early American Civilizations Review

5 minutes

- Have students take out their Response Cards. If necessary, review which civilization corresponds to each Response Card.
- Ask the students the following questions, and have students hold up or touch their Response Cards to indicate their answers.
  - Which civilization farmed potatoes using the tacla? (Inca)
  - Which civilization used floating gardens or chinampas to grow food? (Aztec)
  - Which civilizations grew food on land? (Aztec and Maya)
  - Which civilizations grew maize? (Aztec, Maya, and Inca)
  - Which civilization was the first to grow potatoes? (Inca)



# The Inca: Machu Picchu— A Lucky Discovery

11

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✔ Identify the area in which the Inca lived
- ✔ Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- ✔ Identify that Machu Picchu is an Incan city
- ✔ Explain that much of what we know about the Inca is because of the work of archaeologists

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✔ Draw pictures, dictate, or write simple sentences to represent details or information about the Incan civilization (W.1.2)
- ✔ Retell orally important facts and information from “The Inca: Machu Picchu—A Lucky Discovery” (RI.1.2)
- ✔ Compare and contrast orally and in writing cultural elements of the Maya, the Aztec, and the Inca (RI.1.9)
- ✔ Add information to a civilization chart about the Inca based on multi-step, oral directions (W.1.8)
- ✔ With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and

1542 CE, indicates that Moctezuma lived approximately five hundred years ago, indicates that the Inca existed at the same time as the Aztec and Moctezuma, and indicates that Hiram Bingham located Machu Picchu in 1900 (W.1.8)

- ✓ With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca culture into a Civilizations Chart (W.1.8)
- ✓ Prior to listening to “The Inca: Machu Picchu—A Lucky Discovery,” identify orally what they know and have learned about the parts of South America in which the Inca lived

### Core Vocabulary

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**challenging, *adj.*** Difficult or hard

*Example:* The 100-piece puzzle looked challenging.

*Variation(s):* none

**existence, *n.*** The fact of being real

*Example:* We did not know the existence of some stars before the invention of the telescope.

*Variation(s):* existences

**raging, *v.*** Moving forcefully or violently

*Example:* The army of men were raging toward their enemy.

*Variation(s):* rage, rages, raged

**ruins, *n.*** The remaining pieces of something that has been destroyed.

*Example:* Archaeologists search for ruins of ancient civilizations.

*Variation(s):* ruin

**trek, *n.*** A long, difficult journey

*Example:* The trek along the trail from Maine to Georgia lasted for months.

*Variation(s):* treks

### Vocabulary Chart for Inca: Machu Picchu—A Lucky Discovery

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	archeologist <b>existence</b> huts peaks <b>trek*</b> rumor Vitcos	<b>challenging</b> clues companions discovery hinted mystery <b>raging</b> seldom stumbled	city climb hottest mountains river visitors
<b>Multiple Meaning</b>	<b>ruins</b> terrace	culture* dense <u>party</u> seeking struggle	weight
<b>Phrases</b>	dangerous slopes <i>Machu Picchu</i> rope suspension bridge	shaky-looking	
<b>Cognates</b>	arqueólogo <b>existencia</b> picos rumor terraza	compañeros denso misterio	ciudad

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Early American Civilizations Student Map	Have students show their partner where the Inca lived (present day countries of Bolivia, Ecuador, Argentina, Chile and Peru) and discuss the characteristics of this region (mountainous).
<b>Essential Background Information or Terms</b>	Image 11A-1	Remind students that they learned about the work of archaeologists in the <i>Early World Civilizations</i> domain.
<b>Timeline</b>	Image Card 20 (Bingham); Timeline, index card, marker, tape	Add Hiram Bingham's image to the Timeline.
<b>Vocabulary Preview: Challenging, Machu Picchu</b>	Images 11A-3, 11A-9	
<b>Purpose for Listening</b>	Story Summary Chart for current read-aloud; chart paper, markers, tape	Introduce the Story Summary Chart to provide students a structure for organizing the information in the read-aloud.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Inca: Machu Picchu—A Lucky Discovery</b>	Story Summary Chart	Stop throughout the read-aloud to complete the Story Summary chart with students.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Trek</b>	Image 11A-9	Point out the steep mountains when discussing the definition of <i>trek</i> .
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Party</b>	Poster 6M (Party); Image 11A-4	
<b>Syntactic Awareness Activity: Using Object Pronouns: Them</b>	One paper circle (or cookie) per partner pair	<b>Note:</b> Be sure to check with your school's policy regarding food distribution and allergies.
<b>Vocabulary Instructional Activity: Culture</b>	Image 11A-2	
<b>Early American Civilizations Chart</b>	Image Card 21; Early American Civilizations Chart and Image Sheet, tape, markers	Add Incan cities to the Civilizations Chart.
<b>Make Your Own Civilizations Chart</b>	Instructional Master PP-1; Early American Civilizations Chart	
<b>Early American Civilizations Review</b>	Response Cards	
<b>Domain-Related Trade Book</b>	Select a trade book about the Inca from the list of recommended trade books in the domain introduction.	

### **Advance Preparation**

Reproduce a Story Summary Chart based on Instructional Master 2A-2 on a large sheet of chart paper. Stop throughout the read-aloud to complete the chart with students.

- ✈️ Print individual copies of Instructional Master 2A-2 for any students able to complete the Story Summary Chart on their own.

Find a trade book about the Inca to read aloud to the class.

### Notes to Teacher

You may wish to reproduce the Pronunciation Key and display it for student use. Adding drawings next to the names will help students remember the words.

Pronunciation Key for Aztec Words and Names		
Word	Suggested Symbol	Pronunciation
Inca	(use class-selected symbol)	ing-KUH
conquistadores	pointed metal conquistador hat	kohn-KISS-tah-DOH-rays
Cuzco	city	KOOZ-ko
Manco the Second	number two	MAHN-ko
Vitcos	I-shaped building structure as seen in Image 11A-8	VIT-kohs
Arteaga	police badge	ahr-TAY-guh
Machu Picchu	mountaintop ruins	MAH-choo PEEK-choo



# The Inca: Machu Picchu— A Lucky Discovery

# 11A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### Where Are We?

5 minutes

Remind students that the two previous read-alouds were about the Inca, who lived in the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Have a student locate Peru on a world map or globe. Tell them that today's read-aloud also takes place in Peru.

### Essential Background Information or Terms

5 minutes



#### ← Show image 11A-1: Hiram Bingham

Remind students that because the Inca did not have a written language, there was no record of this time period in history. Explain to students that because there were no records, much of what we know about the Inca is because of the work of archaeologists like this man, Hiram Bingham.

Tell students that an archaeologist is a person who studies ancient civilizations by examining the remains of old buildings, graves, and tools dug from the ground. Archaeologists study these remains to learn how people lived a long time ago. Explain to students that the act of finding something other people don't know about is called a *discovery*, and that many archaeologists can spend their entire lives searching for just one special piece of history. Tell students that some discoveries may be very small, and in some cases, discoveries are amazingly large. Tell students that they will learn about the fascinating job of the archaeologist Hiram Bingham, and his amazing discovery, in the read-aloud they are about to hear.

## Timeline

5 minutes

Estimate the year 1900 on the timeline. Label it 1900, and place Image Card 20 (Hiram Bingham) on the timeline above 1900. Tell students that this was more than 500 years after the Inca lived and more than 100 years ago. (For reference, point out to students when the Inca civilization was on the timeline, when Hiram Bingham lived, and today.)

## Vocabulary Preview

5 minutes

### Challenging



#### ← Image 11A-3: Aerial view of the Andes and the jungles around Cuzco

1. Today you will hear that “Peru is high in the Andes Mountains, which include some of the world’s tallest, most *challenging* peaks.” [Point to the peaks.]
2. Say *challenging* with me three times.
3. Challenging is another way of saying really hard or difficult.
4. Jade felt the math test was challenging. Elijah told his uncle that learning how to ride a bicycle was challenging.
5. What is challenging to you? [Prepare a list of things that students might find challenging and ask what makes those things challenging.]

### Machu Picchu (MAH-choo PEEK-choo)



#### ← Image 11A-9: Machu Picchu today

1. Today you will hear about how an ancient city called *Machu Picchu* was discovered.
2. Say *Machu Picchu* with me three times.
3. Machu Picchu was a city built by the Inca for their emperors to spend their summers. Now, many people visit Peru to see this ancient city.
4. Consuelo wished to visit Machu Picchu with her family. Ryland wonders what it was like for Incan emperors to spend the summer at Machu Picchu.

5. Where does it look like Machu Picchu is located? (in the mountains)  
Why do you think Incan emperors spent their summers there? (The temperature is cooler on the mountains.)

### **Purpose for Listening**

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Tell students that Hiram Bingham, the archaeologist in today's read-aloud, travels to South America to explore near the city of Cuzco and discovers an ancient Incan city in Peru. Tell students to listen carefully to find out the name of the ancient Incan city that Bingham finds.

Story Summary—The Inca: Machu Picchu—A Lucky Discovery	
Who?	An archaeologist named Hiram Bingham and a Peruvian police sergeant named Arteaga
What?	Bingham is looking for the ruins of the ancient Incan city, Vitcos, but finds the city of Machu Picchu instead. Later, he also finds Vitcos.
How?	Bingham and Arteaga had to climb steep mountains, cross a shaky bridge, walk through a dense forest, and climb some more before they could see Machu Picchu.
Where?	The Andes mountains of Peru, 2,000 feet above the Urubamba River
Why?	Bingham’s discovery of Machu Picchu helped us understand how the Inca lived. They had no written language, so without ruins like Machu Picchu archaeologists had no way to learn about this early American civilization.



1 Do you remember the strangers in metal in the Inca story about the runner? These men were Spanish conquerors who attacked the Inca empire long ago.



2 A conqueror is someone who fights to take over.

## The Inca: Machu Picchu—A Lucky Discovery

### ← Show image 11A-1: Hiram Bingham

Now we come to the amazing tale of an archaeologist named Hiram Bingham, who stumbled upon an entire city while looking for something else!

Hiram Bingham was interested in learning more about the Inca’s struggle against the Spanish invaders.<sup>1</sup>

### ← Show image 11A-2: Conquistadores

Unfortunately, the Spanish conquerors<sup>2</sup>—the Spanish word for conquerors was conquistadores (kohn-KISS-tah-DOH-rays)—destroyed a lot of the Inca culture when they attacked the Inca Empire, so Bingham had to depend on legends and folktales for some of his information.

One of these legends told that the last Inca emperor, Manco (MAHN-ko) the Second, had built a city called Vitcos (VIT-kohs), using it as a headquarters to fight the Spanish invaders. The old story hinted that Vitcos might be down the Urubamba River toward the jungle, in the area now known as Peru, South America.



← **Show image 11A-3: Aerial view of the Andes and the jungles around Cuzco**

3 *Challenging* is another way of saying really hard. The Andes Mountains were really hard to climb.

Peru is high in the Andes Mountains, which include some of the world’s tallest, most **challenging** peaks.<sup>3</sup> Bingham decided he would begin his exploration for information in the ancient city of Cuzco. His only other clue about Vitcos was that the city was said to have been built where a huge white rock overlooked a pool in a river. Of course, Bingham didn’t know if all of these so-called clues and legends were true; there might never have been such a city. Bingham went looking for Vitcos anyway.



← **Show image 11A-4: Bingham meets Arteaga**

4 A *party* is a group of people who do something together, so the travel party was the group of people who were traveling together. What other kind of party do you know?

In Cuzco, Bingham started out with a small group of companions riding mules along roads that soon turned into trails. One night the small travel party camped near a river.<sup>4</sup> A bit later, a stranger appeared unexpectedly. He was a local police sergeant whose tiny house was nearby. “My name is Arteaga (ahr-TAY-guh),” he said holding out his hand, and Bingham shook it, replying, “I’m Hiram Bingham.” When Arteaga heard of Bingham’s interest in old **ruins**, he said, “Señor, I have heard of some ruins. If you like, I will take you there. However, it will be quite a climb.”<sup>5</sup>

5 Ruins are things that remain after something has decayed or been destroyed.

Bingham answered, “If you can take me, I can get there.”

They set out the next morning while the rest of Bingham’s companions waited behind, not willing to climb dangerous slopes because they were worried that the rumor of ruins was not true.



← **Show image 11A-5: Arteaga and Bingham standing above the Urubamba**

6 The water in the river was flowing very fast and looked dangerous.

After walking for nearly an hour, Arteaga led Bingham down to a cliff’s edge. Below lay a silvergray river **raging** into whitewater rapids.<sup>6</sup> Bingham could hear it roar as it raced along below. “Urubamba River,” said Arteaga casually. “We’re going there.” He pointed to a shaky-looking rope suspension bridge with wooden slats that looked as if it would collapse under the weight of a bird.<sup>7</sup> Bingham took a deep breath and started out onto the bridge. He picked his way carefully, testing each board before he put his weight on it and praying the ropes would hold. The bridge

7 So does the bridge sound sturdy and safe?

swung and swayed wildly with every step he took. He told himself, “Don’t look down. It will only frighten you more.” Finally he was across, and then Arteaga followed.



8 [Point to the terraces in the picture.]

← **Show image 11A-6: Arteaga and Bingham talking to a group of native Incas**

For hours, they walked on through dense forest. They came to an open spot where some Incas lived in huts and grew food on narrow, level strips of land called *terraces*.<sup>8</sup> These terraces, carved into the mountainside by their Inca ancestors, had been used this way for centuries. Arteaga and Bingham shared lunch with these people in a hut. It was clearly an important occasion for their hosts, who seldom saw visitors.

9 They came out on a flat place.

After lunch, Arteaga and Bingham climbed an additional one thousand feet and emerged from the trees onto a level place.<sup>9</sup> Although vines and bushes covered much of it, he could see stone walls had been built to make more terraces. Looking beyond, he saw a remarkable sight. “Look, Arteaga!” he shouted. Spread out across the mountain top lay an enormous set of stone buildings, their wooden roofs long since gone, but their carefully fitted stone walls still standing.



← **Show image 11A-7: Bingham seeing Machu Picchu**

This dramatic setting—two thousand feet above the raging river and with another, higher mountain peak thrusting up behind them—took Bingham’s breath away for a moment. Arteaga asked, “Señor, is this your lost city of Vitcos?”

“I do not know,” Bingham replied, “but whatever it is, it is amazing.”

10 Meaning no one knew the city was there.

Indeed, it later became clear that this was not the city of Vitcos. But this discovery, a city that seemed to float among the clouds, was even more fantastic. With no record of its **existence**,<sup>10</sup> Bingham named his discovery after the towering mountain: *Machu Picchu* (MAH-choo PEEK-choo), which means “Old Mountain” in the Incan language.

The Inca living nearby in the mountains did not know who had built the deserted city, nor did they know what had happened to the people who had built it.

Later, Bingham wrote that Machu Picchu might have been the last hiding place of Inca royalty, built so high that no Spaniard had even guessed it existed; or perhaps the city had been some special religious center for the Inca. He never learned the answer.



← **Show image 11A-8: Bingham seeing Vitcos**

A few weeks after reaching Machu Picchu, Hiram Bingham stood above a watery pool next to a huge white rock that was carved with Inca designs. Hiram Bingham had found the ruins of Vitcos, the place he had been seeking. But it was the discovery of Machu Picchu and its dramatic setting that would bring Hiram Bingham worldwide fame.



← **Show image 11A-9: Machu Picchu today**

As for Machu Picchu, its beauty remains today. Photographs have made it so famous that thousands of visitors make the long **trek**<sup>11</sup> there from all over the world. Machu Picchu has been chosen as one of the most important historic places for people to preserve and care for in the whole world.

We now know that Machu Picchu was used as a summer capital for earlier Inca emperors, where the royal court would go in the hottest months. Scientists found documents written by the ancient Inca that cleared up the mystery of Machu Picchu. Maybe someday you will be an archaeologist who finds answers to mysteries, like the mystery of Machu Picchu.

11 or journey

### Comprehension Questions

10 minutes

1. *Literal* Bingham hoped to find the city of Vitcos. Did he find it? (Yes, but it was not the first city he found.)
2. *Literal* What is the name of the city that Bingham found first, the one he named after the old mountain they had climbed to reach it? (Machu Picchu)
3. *Literal* What is the name of the people who built Machu Picchu? (Inca)
4. *Literal* Where is Machu Picchu? (in the Andes mountains of Peru, South America)

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

5. *Evaluative Think Pair Share:* With your partner, talk about some of the difficulties that Hiram Bingham faced on his journey to Machu Picchu. Would you like to be an archaeologist like Mr. Bingham? Why or why not? (Answers may vary.)
6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Trek

5 minutes

1. In the read-aloud you heard, “Photographs have made [Machu Picchu] so famous that thousands of visitors make the long *trek* there from all over the world.”
2. Say the word *trek* with me.
3. A trek is a long and difficult journey. The people making a trek are usually walking to a place that is difficult to reach, due sometimes to river or mountain crossings.
4. I wore out a pair of boots on the trek from one side of the mountain to the other.
5. In today’s read-aloud, Hiram Bingham made a long trek into the mountains of Peru. Think about some of the other read-alouds you have heard. Do you remember any other long treks that people made? [Ask two or three students. If necessary guide and/or rephrase students’ responses: “The Incan runner made a long trek; the Aztecs looking for the sign made a long trek.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say might be examples of a trek, say, “That is a trek.” If they are not examples of a trek, say, “That is not a trek.”

1. walking to the playground for recess (That is not a trek.)
2. walking across the United States (That is a trek.)
3. walking up and down the aisles of the grocery store (That is not a trek.)
4. walking to the cafeteria at school (That is not a trek.)
5. walking from your bedroom to your kitchen (That is not a trek.)
6. walking from the bottom of a mountain to the top (That is a trek.)



**Complete Remainder of the Lesson Later in the Day**



# The Inca: Machu Picchu— A Lucky Discovery

11B

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### Definition Detective: Party

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.



#### ◀ Show Image 11A-4: Bingham meets Arteaga

1. Today, you heard “One night the small travel *party* camped near a river.” [Point to the people.] With your partner, try to think of as many meanings for the word *party* as you can.
2. [Show Poster 6M (Party).] *Party* is a word that can be used to describe a group of people who do something together. Which picture in the image shows this meaning of *party*?
3. A party is also an event where people have fun. Which picture shows this type of *party*?
4. Did you or your partner think of any of these definitions of *party*?
5. Now with your partner, make a sentence for each meaning of *party*. I will call on some of you to share your sentences with the class.

*Using Object Pronouns: Them*

Object Pronoun Reference Chart			
number	person	gender	object pronouns
singular	1st	male/female	<b>me</b>
	2nd	male/female	<b>you</b>
	3rd	male	<b>him</b>
female		<b>her</b>	
plural	1st	male/female	<b>us</b>
	3rd	male/female	<b>them</b>

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

1. [Hold up a paper circle.] These are pretend cookies I have baked for the class, and I want to give some cookies to a pair of students.
2. When we want to describe something that is happening to someone, we can use their name or names. For example, I am giving cookies to \_\_\_\_\_ [insert student name] and \_\_\_\_\_ [insert student name].
3. Pronouns are words that we use in place of names. Object pronouns are words that we use in place of names when something happens to the person. These words usually come after the action that happens in a sentence. We have practiced using the object pronouns *me*, *you*, *him*, *her*, and *us*. Today we will practice using the object pronoun *them*, which tells us the object was given to two or more people. For example, instead of saying, I am giving cookies to \_\_\_\_\_ [insert student name] and \_\_\_\_\_ [insert student name], I could say, I am giving cookies to *them*.

4. [Give a paper cookie to each partner pair.] You and your partner should choose which partner pair you would like to give your cookie to. Give your cookie to the partner pair and say, “We are giving a cookie to *them*.”
5. Which word in this sentence is the object pronoun? “We are giving a cookie to them.” (*Them is the object pronoun.*)

Extension: Have partner pairs create a new sentence using the object pronoun *them*. Call on one or two partner pairs to share their sentences. Time permitting, have students practice using all the object pronouns—*me, you, him, her, us* and *them*—by taking turns pretending to give the cookie to one another or to another pair.

## ↔ Vocabulary Instructional Activity

5 minutes

### Word Work: Culture

#### ◀ Show image 11A-2: Conquistadores



1. In the read-aloud today you heard, “The Spanish conquerors destroyed a lot of the Inca *culture* when they attacked the Inca Empire . . . ”
2. Say the word *culture* with me three times.
3. *Culture* means the characteristic features of everyday life shared by people in a certain place or time, such as their food, language, and religion.
4. In school, we watched a movie to learn about Spanish culture.
5. Tell something interesting that you have learned about the culture of Early American civilizations (Inca, Aztec, or Maya). Try to use the word *culture* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Something interesting about the \_\_\_\_\_ culture is . . . ”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow up. Directions: Think about what makes a culture unique, or special. Share with your neighbor your thoughts. You should be able to explain your opinions to your

neighbor. Use the word *culture* when you talk about it. Remember to use complete sentences.

## Early American Civilizations Chart

10 minutes

	Farming	Cities	Leaders	Religion
Inca	<b>Image Card 19 (Tacla)</b> Farmed potatoes and other vegetables Extended families farmed together Tacla used to farm	<b>Image Card 21 (Machu Picchu)</b> Built large cities: Vitcos and Machu Picchu. Machu Picchu was built on the top of a mountain.	<b>Image Card 16 (Ruler)</b> Inca rulers conquered other groups of people. Inca rulers forced the other groups to become like Inca.	<b>Image Card 17 (Sun Temple)</b> many gods legends temples

- Show Image Card 21 (Machu Picchu). Ask students to describe what they see in the Image Card. Have students tell you about Incan cities. Paraphrase student responses on the chart.
- Tape Image Card 21 to the chart in the *Cities* column for the Inca. Tell students that the image will be a reminder that the Inca built large cities.
  - Ask students, “How were the Mayan, Aztec, and Incan cities similar?” (All three civilizations built large cities.)
  - Ask students, “How were the Mayan, Aztec, and Incan cities different?” (The Inca built Machu Picchu, one of their cities, on top of a mountain. The Maya built cities on rainforest land, and the Aztec built Tenochtitlan on an island in the middle of a lake.)

## 10 Make Your Own Civilizations Chart (Instructional Master PP-1)

20 minutes

Use the Civilizations Chart to review what students have learned about the Inca. Divide the class into four groups. Give each group one of the Image Cards from the Civilizations Chart to discuss within the group. Ask each group to come up with three things to tell about each Image Card and the category it represents with respect to the Inca. Then, have the groups come back together and share with the class. Remember to repeat and expand upon each response using richer and more complex language,

including, if possible, any read-aloud vocabulary. Explain that the Incan culture is considered a civilization because the people living there farmed, built cities, had leaders, and practiced a religion. Groups of people around the world, in ancient times and in the present day, have done all of these things. There have been, and still are, many civilizations.

Reuse Instructional Master PP-1. Tell students that they are going to continue to create their own Civilizations Chart to share with their families. Make the class Civilizations Chart available for reference, but let students know that they may think of other things to draw in addition to the pictures on the Image Cards. Have students draw pictures to show what they have learned about the various components of the Incan civilization. Students who are ready may also write words or sentences.

### Early American Civilizations Review

5 minutes

- Have students take out their Response Cards. If necessary, review which civilization corresponds to each Response Card.
- Ask the students the following questions, and have students hold up or touch their Response Cards to indicate their answers.
  - Which civilizations built large cities? ([Aztec](#), [Maya](#), and [Inca](#))
  - Which civilization built Machu Picchu? ([Inca](#))
  - Which civilization built Tenochtitlan? ([Aztec](#))
  - Which civilization built Baikal? ([Maya](#))

### Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Inca to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# Domain Review

**DR**

## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Explain that a shift occurred from hunting and gathering to farming among early peoples
- ✓ Compare and contrast hunter-gatherer societies and the Maya society
- ✓ Explain the importance of the extended family to the Maya
- ✓ Identify the areas in which the Maya, Inca, and Aztec lived
- ✓ Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- ✓ Explain that the Inca had a religion, leaders, towns, and farming
- ✓ Explain that much of what we know about the Inca is because of the work of archaeologists
- ✓ Explain that the Inca established a vast empire in the Andes Mountains of Peru and Chile many, many years ago
- ✓ Recall that Machu Picchu is an Incan city

## ***Review Activities***

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### **Image Review**

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

## Riddles for Core Content

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Prepare a list of riddles for students to answer about the three early American civilizations. Students may wish to hold up or refer to their Response Cards while they answer.

## Where in the World?

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### Materials: Early American Civilizations Student Map

Have partner pairs locate the area where each early American civilization lived:

- Maya: Yucatán Peninsula
- Aztec: Central Mexico
- Inca: Andes Mountains of South America in the present-day countries of Ecuador, Peru, Bolivia, Chile and Argentina

## You Were There: Aztec City

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### Materials: drawing paper, drawing tools

Have students pretend that they lived in the ancient Aztec city of Tenochtitlan. Review and discuss the images in Lesson 8, “The Aztec: Cortés’s Letter” to help students recall details about Tenochtitlan. Have students fold their paper in half and draw a picture on the top half of the paper of something they would see if they were living in Tenochtitlan. On the bottom half of the paper, have students write a sentence or sentences describing their drawings.

## Who’s Who

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### Materials: Student response cards

Have students take out their Response Cards. If necessary review which civilization corresponds to each Response Card. Ask the students the following questions, and have students hold up or touch their Response Cards to indicate their answers.

- Show me Moctezuma the Second, Aztec emperor. [Card 2—Aztec]

- Show me the Mayan king, King Pakal. [Card 1—Maya]
- Show me an Incan Emperor. [Card 3—Inca]
- Whose empire was in the Andes Mountains of South America? [Card 3—Inca]
- Whose empire was in Central Mexico, north of the Maya? [Card 2—Aztec]
- Which civilization lived in the rainforests of the Yucatán Peninsula and Guatemala? [Card 1—Maya]
- Who farmed with the tacla? [Card 3—Inca]
- Who farmed on chinampas? [Card 2—Aztec]
- Which civilization built observatories, scheduled holidays, and created a calendar based on the planets and stars? [Card 1—Maya]
- Who built a great city called Tenochtitlan on the islands of Lake Texcoco in Mexico? [Card 2—Aztec]
- Who built a great city called Machu Picchu on a mountain top in Peru? [Card 3—Inca]
- Which civilization believed in many gods? [Cards 1, 2, and 3]
- Which civilization grew maize and other vegetables? [Cards 1, 2, and 3]
- Which civilization is first on our timeline? [Card 1—Maya]
- Which two civilizations lived at the same time, but in different places? [Cards 2 and 3—Aztec and Inca]

## **Class Book: Maya, Aztec, and Inca**

### **Materials: Drawing paper, drawing tools**

You may have already begun a class book with students earlier in this domain. If so, continue to work with this book. Otherwise, tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Aztec.

You may wish to refer to the Civilizations Chart as you review with students. Have each student choose something they have learned about the Aztec civilization to draw a picture of, and then ask them to write a caption for the picture. Compile students' pages, and save them to combine with the pages about the Inca.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words as well as the core content targeted in *Early American Civilizations*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Early American Civilizations*.

## Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and in the domain. First, I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Legend:** A legend is a story that is told from generation to generation. A legend may or may not be true. (smiling face)
2. **Maize:** The spanish word for potato is maize. (frowning face)
3. **Emperor:** The emperor ruled over his people like a king. (smiling face)
4. **Empire:** An empire is a body of water. (frowning face)
5. **Culture:** Our culture includes our food, language, and religion. (smiling face)
6. **Civilization:** A civilization includes a group of people with a common leader, a religion, and a city. (smiling face)
7. **Ancient:** Ancient means from a long time ago. (smiling face)
8. **Emperor:** A farmer was called an emperor. (frowning face)

9. **Temples:** The temples were places for farmers to buy and sell goods. (frowning face)
10. **Village:** A village is a place where a group of people live. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Enormous:** An ant is enormous. (frowning face)
12. **Predicted:** She predicted correctly that it was going to rain when she saw dark storm clouds. (smiling face)
13. **Thrilled:** To be thrilled means to be very excited. (smiling face)
14. **Accurate:** To be correct means to be accurate. (smiling face)
15. **Stationary:** Something that is stationary does not move around. (smiling face)

## Part II (Instructional Master DA-2)

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Directions: I will read a sentence about an ancient civilization. If it is only true for the Maya, circle the letter 'M' in that row. If the sentence is only true for the Aztec, circle the letter 'A' in that row. If the sentence is only true for the Inca, circle the letter 'I' in that row. If the sentence is true for all of those three civilizations, circle all of the letters.

**Note:** It may be helpful for some students to have a bookmark to put under the row being used each time.

1. This civilization used farming as one way to get food. (all)
2. This civilization developed in the Andes Mountains of Peru, in South America. (Inca)
3. This civilization developed in the rainforests of Mexico and Central America. (Maya)
4. This civilization developed in Mexico and built their capital on an island in a lake. (Aztec)

5. This civilization had a city known as Machu Picchu. (Inca)
6. The capital of this civilization was Tenochtitlan. (Aztec)
7. A leader of this civilization was the emperor Moctezuma. (Aztec)
8. This civilization had cities. (all)
9. This civilization believed in many gods and goddesses. (all)
10. This civilization created a calendar based on their knowledge of the planets and stars. (Maya)



# Culminating Activities



## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## **Remediation**

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You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

## **Enrichment**

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### **Student Choice Trade Book**

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**Materials: Trade books related to the Maya, Aztec or Inca**

Select a series of trade books from the list of recommended books in the domain introduction at the front of this teacher's guide to read-aloud to the class. Allow students to select a book or books to read aloud. Pause throughout the text to talk about vocabulary and information that is presented in the book.

At the end of the trade book, ask students what they liked or disliked about the book. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Exploring Student Resources

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### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet for further exploration of the Aztec and Inca civilizations.

## Videos of the Aztec or Inca

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### **Materials: Videos of the Aztec or Inca civilization**

Carefully peruse the Internet for short (5-minute), age-appropriate videos related to the Aztec or Inca.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *when*, *where*, and *why* regarding what they see in the videos.

## Early American Name Book

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### **Materials: chart paper, drawing paper, drawing and writing tools**

Remind students that the Maya, Aztec, and Inca named their children for things they knew, such as plants or animals, or types of weather. Tell students that, as a class, you are going to make an early American name book. Brainstorm a list of things that would have been familiar to the Maya, Inca, or Aztec peoples, and write them down on chart paper. Next, have students draw a self-portrait on their paper. Then, have each student select a name that has special meaning for them and write it down on their paper. Last, compile all the papers into a name book. Read the name book aloud, and have students stand up when they are introduced by their early American name.

## Mayan Number Game

**Materials: a die, Mayan number chart, one sticker per student**

Review the Mayan number names up to number six. Have students repeat the names with you.

Number	Pronunciation	Number Name
one	hoon	hun
two	kah	ka
three	ohsh	ox
four	kahn	kan
five	ho	ho
six	wahk	uac

Have students sit in a circle on the floor. Ask students to count off from one to six using the Mayan numbers. Tell them to remember their number. Tell students that if they hear their number called, they should stand up. Sit in the center of the circle. Roll the die, and read out the number. Give a sticker to any student who hears their Mayan number and stands up. Keep rolling until all the numbers have been called and all students are standing up. Count off again, and have students return to their seats after saying their number.

## Moctezuma's Feast

Tell students that many of the foods we eat today originated with the Early American civilizations. For example, they ate corn, potatoes, peanuts, and beans every day. They grew nuts and fruits such as papayas, tomatoes, avocados, strawberries, and pineapple. They added flavor to their foods with spices such as cinnamon, nutmeg, and vanilla. It is believed that Moctezuma drank honey chocolate and the Inca king may have drunk coffee.

### *Honey Chocolate*

Add 1 tablespoon honey and 1/4 teaspoon vanilla extract to 6 ounces prepared hot cocoa. Pour 1 tablespoon of cream on the top of each cup of cocoa; do not stir. Dust with a pinch of cayenne pepper or cinnamon, and garnish with cinnamon sticks, if desired.

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.

## Ancient Ruins

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To learn more about the ancient ruins, use an Internet search to find pictures and descriptions of Aztec, Inca, or Maya.

## Incan Music

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Music was an important part of Incan culture. Select an audio CD or download Mp3 (or listen to samples) of music listed in the domain resources in the Introduction.

## Inca Weaving Project

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### **Materials: Cardboard; brightly colored yarn; tape**

Make mini looms from a 3 x 5 piece of cardboard; make cuts along two opposite edges (about 1/4- to 1/2-inch apart). For each loom, tape one end to the back of the cardboard. Then, fitting the yarn into the notches, wrap the yarn around the cardboard. Tape the other end of the yarn to the back of the cardboard.

Take another length of yarn, and tape one end to the back of the cardboard loom. Wrap a piece of tape around the end of the yarn. Have students thread the yarn in an over-under pattern, back and forth across the loom. When the weaving is done, turn over the cardboard, and take off the pieces of tape that are holding down the ends of the yarn. Peel off the loops of yarn over the tabs along one side of the weaving. Slide the other side of the weaving off over the other tabs. Tie a knot around each of the four loose ends, then cut off the extra threads of yarn.



**For Teacher Reference Only:**

Instructional Masters for  
*Early American Civilizations*





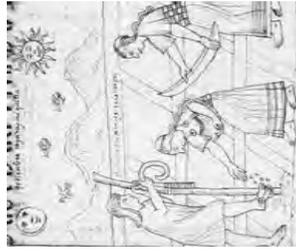




**Early American Civilizations Chart**

<i>Farming</i>	<i>Cities</i>	<i>Leaders</i>	<i>Religion</i>
<i>Maya</i>			
<i>Aztec</i>			
<i>Inca</i>			







Name \_\_\_\_\_



Dear Family Member,

Over the next several weeks, your child will be learning about the Maya as part of a domain on early American civilizations. Your child will learn that the Maya lived long ago and were farmers who grew corn (or maize). They will also learn that the Maya built great cities and were ruled by kings. Last, they will learn about the Maya's use of telescopes and observatories to create an accurate calendar based on the stars and planets.

Below are some suggestions for activities that you may do at home to continue to enjoy learning about the Maya.

### **1. Where are We?**

Have your child locate the Yucatán Peninsula where the Maya lived; use the attached map of Mexico and Central America. Help your child trace their finger around the outline of the Yucatán Peninsula. Discuss with your child that these areas are rainforests. The Maya lived in rainforests in Mexico and Central America. A rainforest is a hot, humid jungle area that gets lots of rain and is home to many different kinds of plants and animals.

### **2. Meaning of a Name**

The Maya named their children after things that were important to them, such as plants, animals, or even different kinds of weather. Talk to your child about what his or her name means. Have your child write their name on one side of a piece of paper. On the other side of the paper write the meaning of their name. Send the paper to school so your child can share the meaning of their name with the rest of the class.

### **4. Sayings and Phrases: The More the Merrier**

Today, your child learned the saying "the more the merrier." This saying is a way to say that the more people that come, help, or share, the more fun everything will be! For example, if your neighbor asks if their family can go to the park with your family, you might say, "The more the merrier." You may wish to find opportunities to use this saying when speaking with your child.

### **5. Read Aloud Each Day**

Set aside time to read to your child each day. The local library has many nonfiction books about the Maya and other early American civilizations. A list of books for this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

## ***Recommended Trade Books for Early American Civilizations***

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**Note:** I recommend that you preview all books before presenting them to determine whether the content is appropriate for your child. Because human sacrifice was a common practice in the Mayan, Aztec, and Incan cultures, a number of trade books mention this topic.

### **Trade Book List**

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1. *Aztec, Inca & Maya (Eyewitness Books)*, by Elizabeth Baquedano (DK Children, 2011) ISBN 978-0756673208
2. *Early Civilizations of the Americas*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050409
3. *Hands-On Latin America: Art Activities for All Ages*, by Yvonne Y. Merrill (Kits Publishing, 1998) ISBN 978-0964317710
4. *Maya, Aztecs and Incas*, by Oldrich Ruzicka and illustrated by Pavla Kleinova (Firefly Books, 2011) ISBN 978-1554079339

### ***The Maya***

5. *The Ancient Maya (True Books: Ancient Civilizations)*, by Jackie Maloy (Children's Press, 2010) ISBN 978-0531252291
6. *Mario's Mayan Journey*, by Michelle McCunney (Mondo Publishing, 1997) ISBN 978-1572552036
7. *The Maya (True Books: American Indians)*, by Stefanie Takacs (Children's Press, 2004) ISBN 978-0516279077
8. *Rain Player*, by David Wisniewski (Houghton Mifflin, 1995) ISBN 978-0395720837

### ***The Aztec***

9. *The Aztec (True Books: American Indians)*, by Andrew Santella (Children's Press, 2003) ISBN 978-0516269733
10. *The Aztec Empire (True Books: Ancient Civilizations)*, by Sunita Apte (Children's Press, 2010) ISBN 978-0531241080
11. *The Aztec Empire: Excavating the Past*, by Nicholas Saunders and Tony Allan (Heinemann-Raintree, 2005) ISBN 978-1403448392

*The Inca*

12. *The Inca (True Books: American Indians)*, by Stefanie Takacs (Children's Press, 2004) ISBN 978-0516278230
13. *The Inca Empire (True Books: Ancient Civilizations)*, by Sandra Newman (Children's Press, 2010) ISBN 978-0531252284
14. *Let's Go Up! Climbing Machu Picchu, Huayna Picchu And Putucusi*, by Tracy Foote (TracyTrends Publishing, 2009) ISBN 978-0981473703
15. *Lost City: The Discovery of Machu Picchu*, by Ted Lewin (Penguin Young Readers Group, 2012) ISBN 978-0142425800
16. *Machu Picchu with Code (Virtual Field Trips)*, by Gillian Richardson, Heather Kisson (Weigl Publishers, 2012) ISBN 978-1619132566





## Vocabulary List for Early American Civilizations (Part 1)

This list includes many important words your child will learn about in *Early American Civilizations*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- canoe
- harvest
- hurricane
- maize
- noiselessly
- temple
- market
- pyramid
- tomb
- accurate
- festivals
- invented
- observatories
- planets
- telescopes

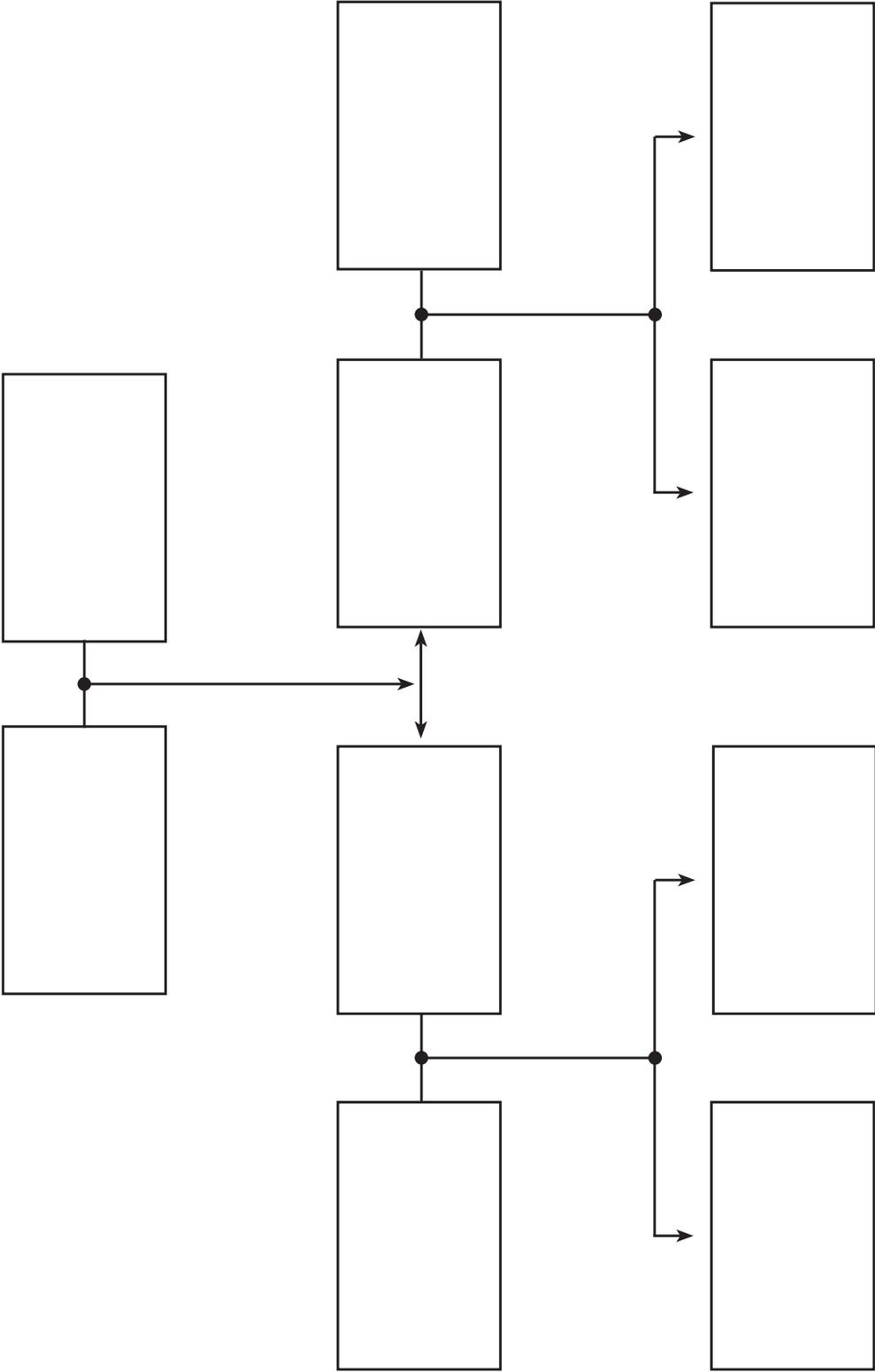
*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find one or two examples</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>











***Story Summary for***

<p><b><i>Who?</i></b></p>	
<p><b><i>What?</i></b></p>	
<p><b><i>How?</i></b></p>	
<p><b><i>Where?</i></b></p>	
<p><b><i>Why?</i></b></p>	



**Prediction Questions:**

<b>Student Name</b>	<b>Prediction</b>



Name \_\_\_\_\_



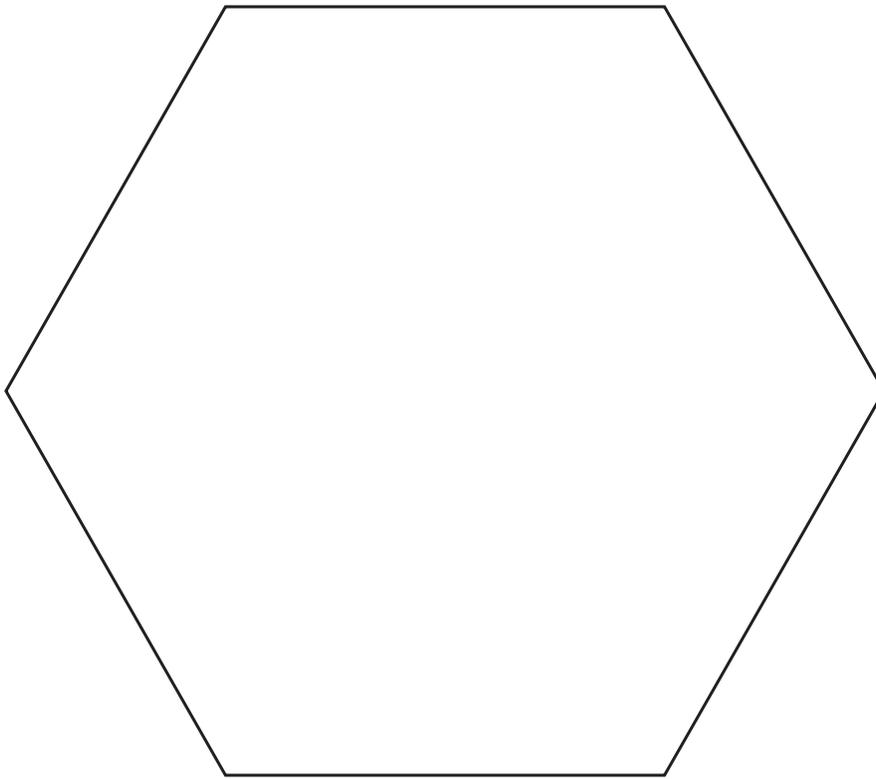

Directions: Draw a picture and/or write about what you have learned about each of these components of the Maya, Aztec, and Inca civilizations.

	Maya	Aztec	Inca
Farming			
Cities			
Leaders			
Religion			



Name \_\_\_\_\_

**Idea Web for** \_\_\_\_\_





Directions: Cut out the five pictures. Arrange the pictures in order to show the proper sequence of events in the legend. Once they have been sequenced, glue or tape the pictures onto a piece of paper.





Directions: Cut out the five pictures. Arrange the pictures in order to show the proper sequence of events in the legend. Once they have been sequenced, glue or tape the pictures onto a piece of paper.

1



4



2



5



3







Dear Family Member,

Your child has learned about the Maya. Over the next week, your child will be learning about the Aztec and Inca. Your child will learn that like the Maya, both the Aztec and Inca grew corn or maize and farmed. And like the Maya, the Aztec and Inca had rulers who were called emperors.

### 1. Where Are We?

Using the map sent home with the previous Family Letter, have your child locate the region where the Aztec lived in what is now central Mexico. Next, locate where the Inca lived. The Inca lived in the Andes Mountains in South America (the countries of Ecuador, Peru, Bolivia, Chile and Argentina).

### 2. Legends

Today, your child listened to an Aztec story called “The Legend of the Eagle and the Serpent.” This story is retold in pictures on the back side of this sheet. Use the pictures to retell this legend with your child. [Note: Explain that legends are a type of story about why things are the way they are. Legends may or may not be true.]

- Picture One—The Aztec people were looking for a new home.
- Picture Two—Their priest tells them that long ago the gods said that when the Aztec people saw an eagle on a cactus eating a serpent (snake), they would know that they had found their true home.
- Picture Three—Scouts report that there is an island in the middle of Lake Texcoco (tesh-ko-ko) that appears safe.
- Picture Four—At Lake Texcoco, the Aztec priest sees an eagle on a cactus eating a snake and believes this is the sign from the gods.
- Picture Five—The Aztec built their great city on the islands in Lake Texcoco, beginning with the island on which they had seen the eagle.

Tell your child about a legend you know. Write down the title of the legend, and have your child draw a picture to accompany the story. Send the paper to school so your child can share this legend with the rest of the class.

### 3. Read Aloud Each Day

Set aside time to read to your child each day. The local library has many nonfiction books about the Maya, Aztec, and Inca.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

1



4



2



5



3





## Vocabulary List for Early American Civilizations (Part 2)

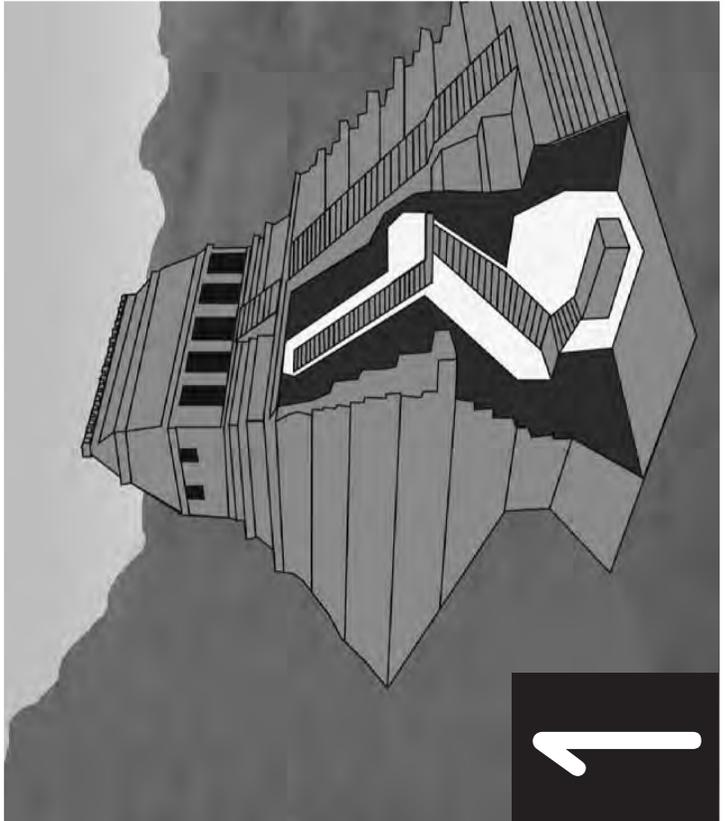
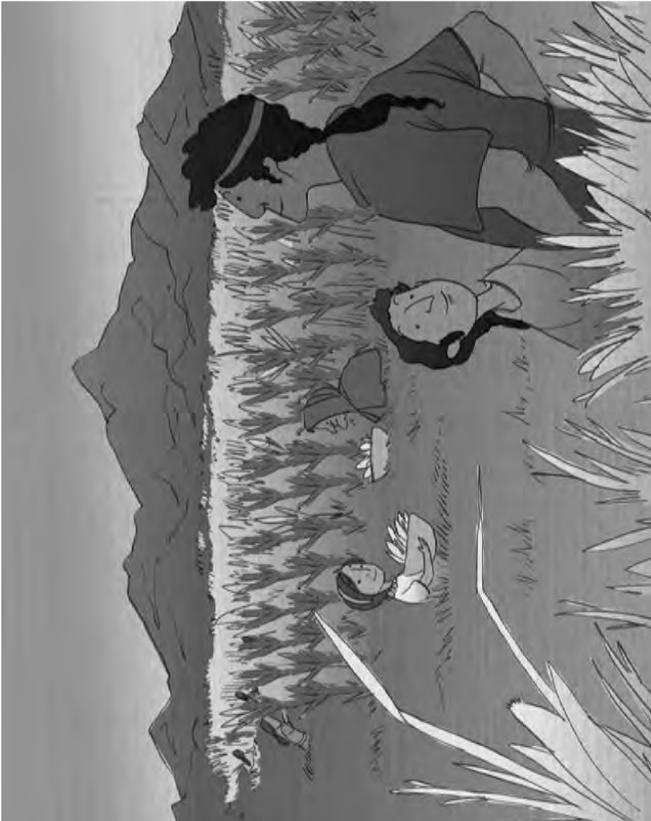
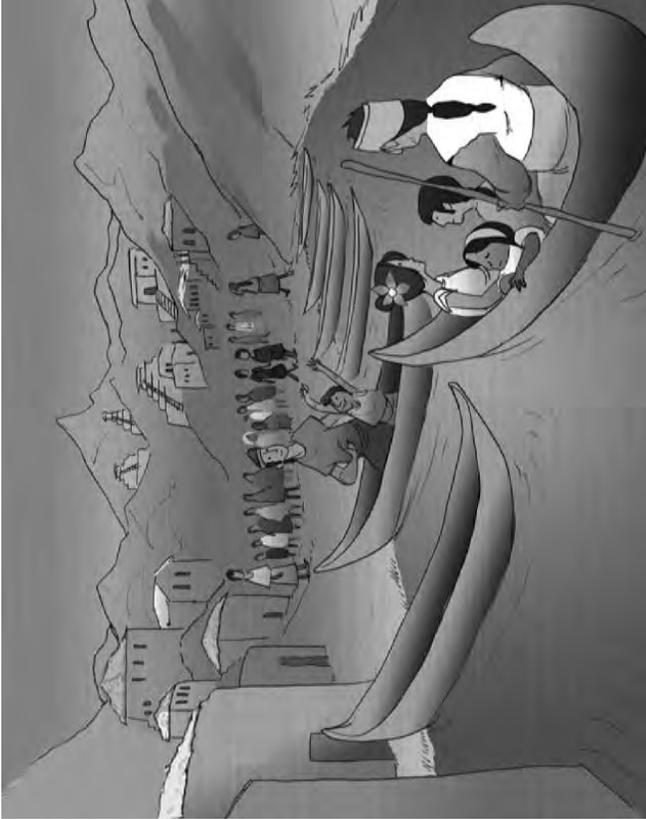
This list includes many important words your child will learn about in *Early American Civilizations*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- island
- legend
- float
- stationary
- emperor
- retreat
- courteous
- enormous
- royalty
- possessions
- villagers
- forbidden
- gasping
- ruins
- trek

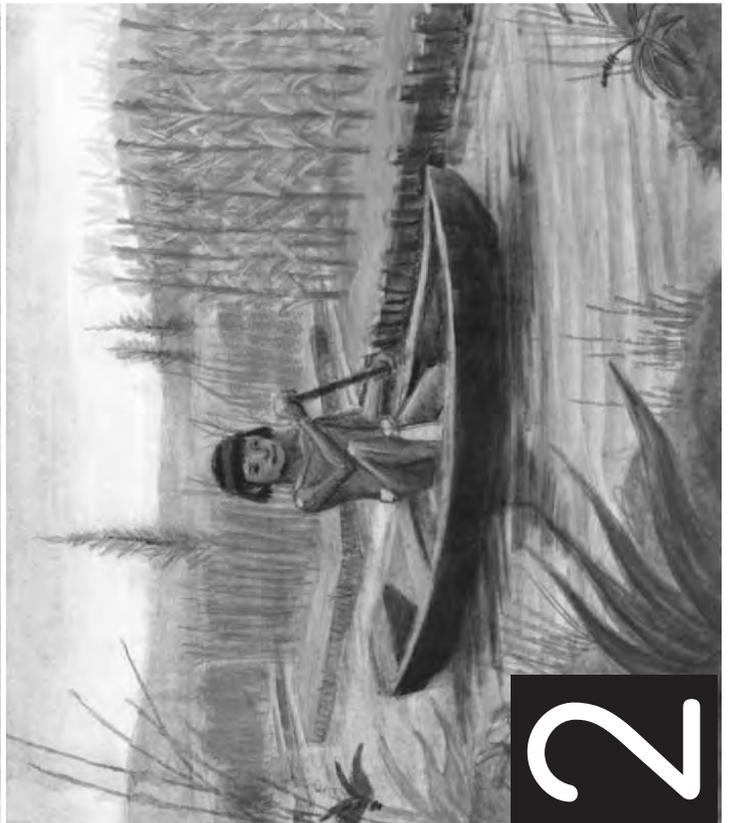
*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find one or two examples</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>

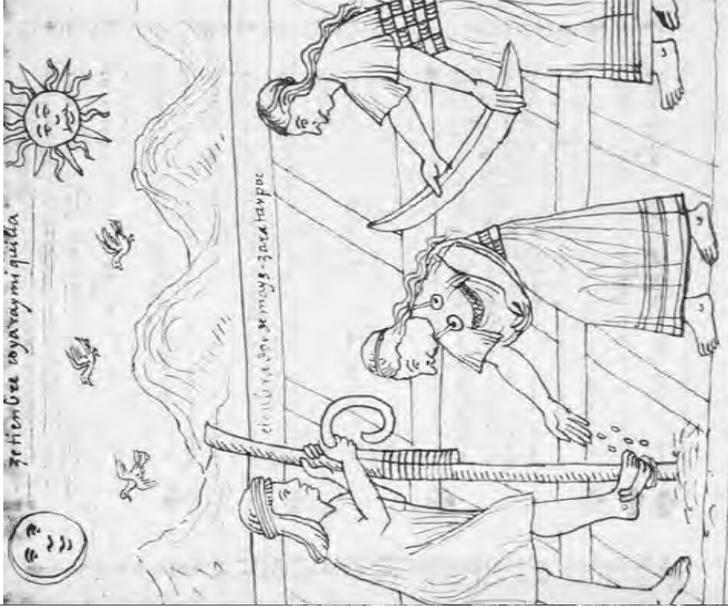














1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>

Directions: Listen to your teacher's instructions.



1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

Directions: Listen to the sentence read by the teacher. If the sentence is true for the Maya civilization, circle the 'M' in the row. If the sentence is true for the Aztec civilization, circle the 'A' in the row. If the sentence is true for the Inca civilization, circle the 'I' in the row. If the sentence is true for all civilizations, circle the 'M,' the 'A,' and the 'I' in the row.

- |     |   |   |   |
|-----|---|---|---|
| 1.  | M | A | I |
| 2.  | M | A | I |
| 3.  | M | A | I |
| 4.  | M | A | I |
| 5.  | M | A | I |
| 6.  | M | A | I |
| 7.  | M | A | I |
| 8.  | M | A | I |
| 9.  | M | A | I |
| 10. | M | A | I |



Directions: Listen to the sentence read by the teacher. If the sentence is true for the Maya civilization, circle the 'M' in the row. If the sentence is true for the Aztec civilization, circle the 'A' in the row. If the sentence is true for the Inca civilization, circle the 'I' in the row. If the sentence is true for all civilizations, circle the 'M,' the 'A,' and the 'I' in the row.

1.	M	A	I
2.	M	A	I
3.	M	A	I
4.	M	A	I
5.	M	A	I
6.	M	A	I
7.	M	A	I
8.	M	A	I
9.	M	A	I
10.	M	A	I



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# CORE KNOWLEDGE LANGUAGE ARTS

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Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

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Marilyn A. Masson, Michael E. Smith

## WRITERS

Rachel L. Shaw, James Weiss, Catherine S. Whittington

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