

# Early American Civilizations

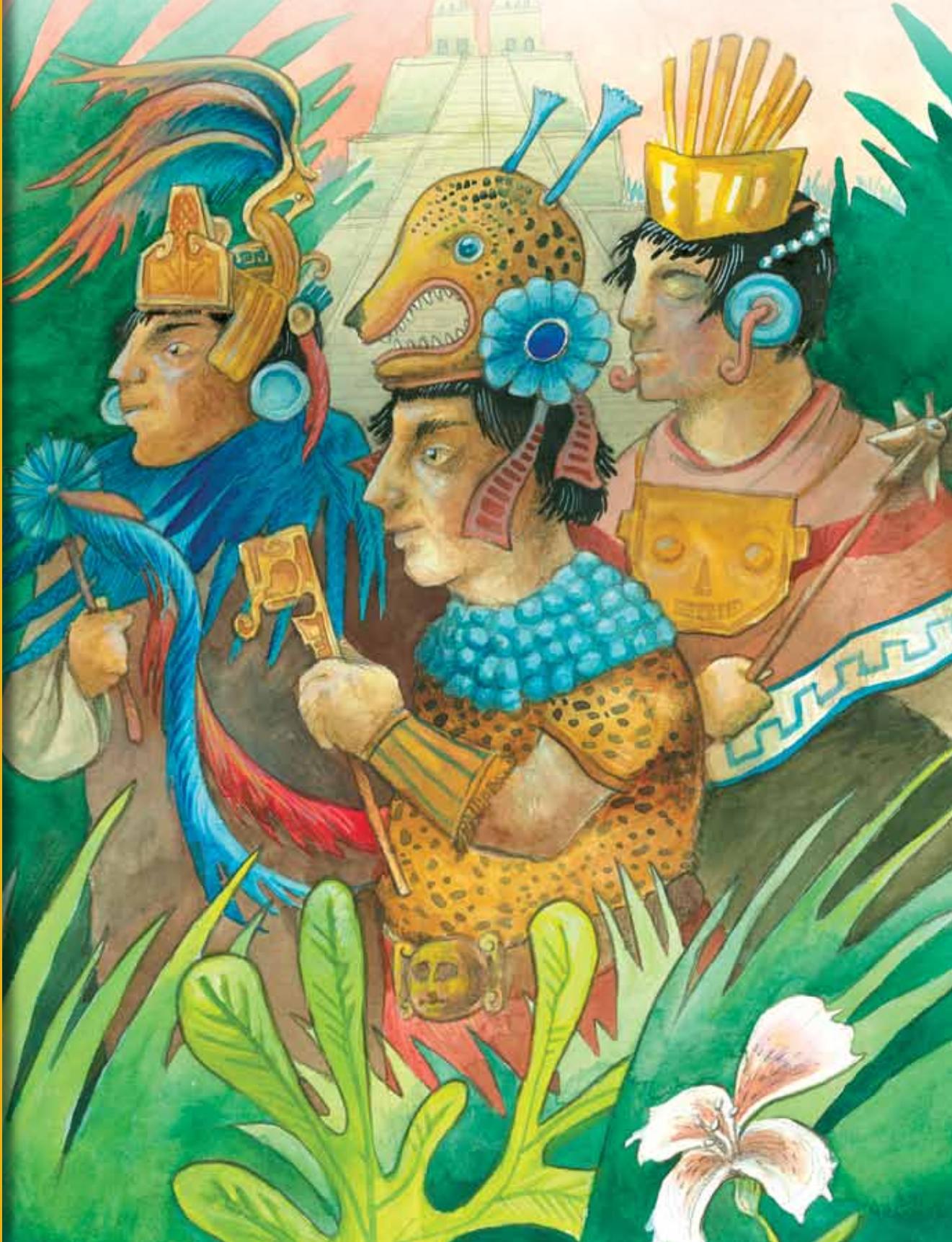
## Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand

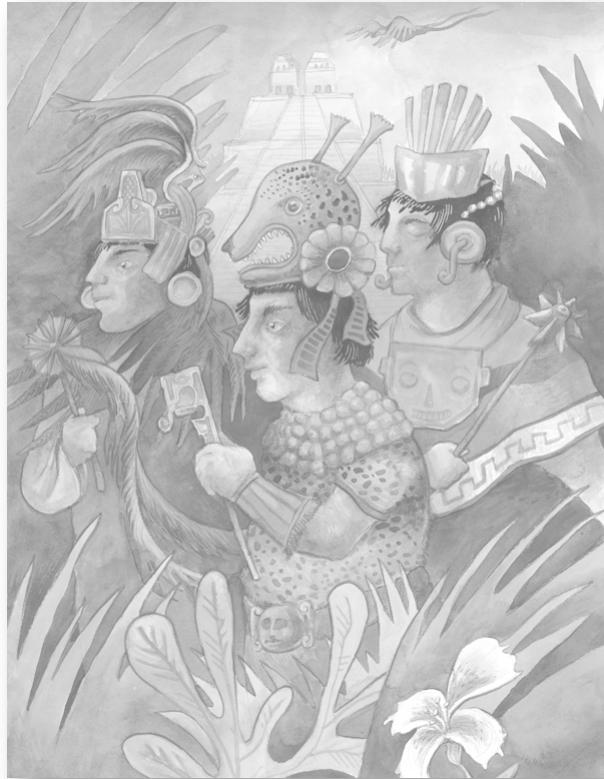


Core Knowledge®

**GRADE 1**







# **Early American Civilizations**

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 1**

Core Knowledge Language Arts®



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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.

<b><i>Alignment Chart for Early American Civilizations</i></b>	<b>Lesson</b>									
	1	2	3	4	5	6	7	8	9	10
<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 Mayan 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
---	---	---	---	---	---	---	---	---	----	----

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

**Key Ideas and Details**

STD RI.1.1	Ask and answer questions about key details in a text.										
CKLA Goal(s)	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										
	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										
STD RI.1.2	Identify the main topic and retell key details of a text.										
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud							✓	✓	✓	✓
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.										
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud			✓				✓			
<b>Craft and Structure</b>											
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.										
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions										

**Alignment Chart for  
Early American Civilizations**

**Lesson**

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

<b>STD RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.									
<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						✓	✓	✓	✓

**Integration of Knowledge and Ideas**

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

**Range of Reading and Level of Text Complexity**

<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						✓			

**Writing Standards: Grade 1**

**Text Types and Purposes**

<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			✓	✓			✓	✓	✓

**Alignment Chart for  
Early American Civilizations**

**Lesson**

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

**Production and Distribution of Writing**

<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			✓				✓			

**Research to Build and Present Knowledge**

<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	✓	✓				✓				

**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.							✓			

**Alignment Chart for  
Early American Civilizations**

**Lesson**

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

<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, what, where, 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				✓						
<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				✓						

**Alignment Chart for  
Early American Civilizations**

**Lesson**

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

<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										

**Language Standards: Grade 1**

**Vocabulary Acquisition and Use**

<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 <i>cozy</i> ).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> )										
<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  
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**Lesson**

1	2	3	4	5	6	7	8	9	10	11
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**Additional CKLA Goals**

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.





# Introduction to Early American Civilizations

This introduction includes the necessary background information to be used in teaching the *Early American Civilizations* domain. The *Tell It Again! Read-Aloud Anthology for 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 Baakal" (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

## **Domain Components**

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk or Tell It Again! Flip Book for Early American Civilizations*
- *Tell It Again! Image Cards for Early American Civilizations*
- *Tell It Again! Supplemental Guide for Early American Civilizations*
- *Tell It Again! Multiple Meaning Posters for Early American Civilizations*

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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The 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 that they gain by listening to and discussing the read-alouds in this domain; the concepts and factual information that 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 they 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. Boldfaced words in the list have an associated Word Work activity. 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.

<b>Lesson 1</b>	<b>Lesson 5</b>	<b>Lesson 9</b>
canoe	awe	collecting
<b>harvest</b>	island	<b>possessions</b>
hurricane	<b>legend</b>	villagers
maize	scouts	<b>Lesson 10</b>
shore	valley	<b>forbidden</b>
<b>Lesson 2</b>	<b>Lesson 6</b>	gasping
<b>noiselessly</b>	abundance	honor
plain	dredged	<b>Lesson 11</b>
temple	float	challenging
thrilled	<b>stationary</b>	existence
<b>Lesson 3</b>	<b>Lesson 7</b>	raging
<b>market</b>	<b>emperor</b>	ruins
pyramid	empire	<b>trek</b>
tomb	palace	
<b>Lesson 4</b>	retreat	
<b>accurate</b>	wealth	
festivals	<b>Lesson 8</b>	
invented	courteous	
observatories	courthouse	
planets	<b>enormous</b>	
telescopes	royalty	

## **Student Performance Task Assessments**

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In the *Tell It Again! Read-Aloud Anthology for Early American 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 in the *Tell It Again! Read-Aloud Anthology* 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 *Tell It Again! Read-Aloud Anthology for Early American Civilizations*, there are numerous opportunities in the lessons and the Pausing Point 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**

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist 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 children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell-It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell-It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: .

## **Recommended Resources for Early American Civilizations**

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### **Trade Book List**

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review 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 Kissock (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 gather a crop that is ready to be eaten

*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 edge of a lake, sea, or ocean

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

*Variation(s):* shores

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	Domain Introduction		10
	Essential Background Information or Terms	Image Cards 1–5; chart paper, chalkboard, or whiteboard	
	Where Are We?	world map or globe	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Maya: A Harvest and a Hurricane		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Harvest	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	Timeline	Image Card 6; chart paper, chalkboard, or whiteboard	20
	Civilizations Chart	Image Card 7; chart paper, chalkboard, or whiteboard	
	Sayings and Phrases: The More the Merrier		
<b>Take-Home Material</b>	Family Letter	Instructional Masters 1B-1, IB-2	*



# The Maya: A Harvest and a Hurricane

**1 A**

## **Introducing the Read-Aloud**

**10 minutes**

### **Domain Introduction**

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**

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 principle 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 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; while others continued to search for and gather food. 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.

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

### Where Are We?

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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.)

### Purpose for Listening

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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 their food) or farmers.



## 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.]



◀ 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*.



◀ 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.

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?”

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>

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.

13 What do you think will happen?



◀ **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>

## **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 and when did this story take place? (the rainforests; in Mexico and Central America a long time ago; about three thousand years ago)
2. *Literal* What crop was very important to the Maya? (maize, which is the Spanish word for corn)
3. *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.)
4. *Literal* Who helped Pik and Zuk harvest the maize? (Kanal and Tun, and other extended family members)
5. *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 their food from place to place.)



◀ **Show image 1A-5: Mayan village**

6. *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.

7. *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.)
8. 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

## Extensions

20 minutes

### Timeline

On a chalkboard, a whiteboard, or a long piece of chart paper, make a timeline of the domain for students. Draw a long horizontal line for the timeline. On the right side of the timeline, write “Today.” Estimate a place about three thousand years before today, make a vertical line, and place Image Card 6 (Maya) above the vertical line.

Explain to students that this is a timeline. A timeline represents days, weeks, or years, in the past or the future. Tell students that the story they heard today was about the Maya who lived a very long time ago. Explain that this timeline represents the time that has passed from when the Mayans lived until today.

**Note:** 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 only overlapped briefly with the Maya and spanned a little over 200 years, from 1300 CE to 1533 CE.

### Civilizations Chart

On chart paper, a chalkboard, or whiteboard, draw the following chart. You may want to only list the Maya in the far-left column of the chart at this time. Each section will need to be large enough for an Image Card. This chart will be used throughout the domain to identify and compare components of the civilizations of the Maya, Aztec, and Inca.

	Farming	Cities	Writing	Leaders	Religion
Maya					
Aztec					
Inca					

Show students Image Card 7 (Farming). Talk about the Image Card, and explain that it is an illustration of the Mayan people farming. Tell students that you are going to place the Image Card on the chart to help them remember that the Maya farmed. Have students share what they learned from the read-aloud about Mayan farming.

### Sayings and Phrases: The More the Merrier

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Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings that is, they mean exactly what they say many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying “the more the merrier.” Tell students that “the more the merrier” is a shorter way of saying “the more people there are, the merrier, or happier, we will be.” Have students repeat the saying after you.

Explain to students that in the read-aloud, they heard how Pik and his father, Zuk, were able to harvest their maize before the hurricane arrived, because their extended family of aunts, uncles, and cousins (more people) came to help. Ask students if they think that the saying “the more the merrier” applies to that part of the story, and ask why or why not.

Tell students they might say “the more the merrier” when they have lots of other friends to play with, instead of only one friend. Ask students if they can think of other times when they might use this saying.

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

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.



# 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 Baakal,” 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

**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, sometimes believed to be the place where the god or gods live

*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

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	What Have We Already Learned?		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Maya: Journey to Baakal		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Noiselessly		5
	 Complete Remainder of the Lesson Later in the Day		
<b>Extensions</b>	Civilizations Chart and Timeline		20
	Multiple Meaning Word Activity: Strained	Poster 1M (Strained)	
	Domain-Related Trade Book	trade book	



# The Maya: Journey to Baakal

**2A**

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

**10 minutes**

### **Where Are We?**

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?**

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)

### **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.



## The Maya: Journey to Baakal

◀ Show image 2A-1: The hurricane passes

- 1 [You 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

- 4 How many people are going to 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>

5 or without any noise



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



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



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.

◀ **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.

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.”*

6. *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.]

7. *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.
8. 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: Noiselessly

5 minutes

1. In the read-aloud you heard, “The paddles *noiselessly* slid through the water.”
2. Say the word *noiselessly* with me.
3. When someone does something noiselessly, it means without making noise, or any sound.
4. We walked noiselessly through the halls to our next class.
5. What is something you or someone else might do noiselessly? Try to use the word *noiselessly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I/We \_\_\_\_\_ noiselessly when . . . ”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: When something is the opposite of noiselessly, it is *noisily*. Say the word *noisily* with me. I will read some phrases and sentences. If what I describe is something that might be done noiselessly, say, “That would be done noiselessly.” If what I describe is something that might be done noisily, say, “That would be done noisily.”

sleeping (“That would be done noiselessly.”)

playing the trumpet (“That would be done noisily.”)

reading a book (“That would be done noiselessly.”)

sharpening a pencil (“That would be done noisily.”)

taking a test (“That would be done noiselessly.”)

playing basketball (“That would be done noisily.”)

swimming (“That would be done noiselessly.”)



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



# The Maya: Journey to Baakal

**2B**

## **Extensions**

**20 minutes**

### Civilizations Chart and Timeline

Take a few minutes to review the “Civilizations” chart with students. Remind them that the Maya were farmers.

Also review the timeline with students. Make sure that students understand that the stories about the Maya happened a long time ago.

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Strained*

1. [Show Poster 1M (Strained).] Students can refer to the numbers on the poster in their answers, or they can walk up to the poster and point to the picture of the sense of the word you are describing.
2. In the read-aloud you heard, “[Zuk] pointed off in the distance, and the others *strained* to see what he saw.”
3. In this sense, *strained* means to try very hard to do something. Which picture shows this type of strained? (1)
4. *Strained* also has other meanings. *Strained* also means to separate a liquid from solid pieces by using a special device, like a strainer. Which picture shows this type of strained? (3)
5. *Strained* also means to show the effect of too much work, use, or effort. Which picture shows this type of strained? (2)
6. Now that we have gone over the different meanings for *strained*, quiz your neighbor on these different meanings. Remember to use complete sentences. For example, you could say, “My dad strained the noodles to make macaroni and cheese.” And your neighbor should respond, “That’s ‘2’.”

## Domain-Related Trade Book

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Refer to the list of recommended trade books in the domain Introduction at the front of this Anthology, and choose an additional book about the Maya to read aloud to the class. As you read, use the same strategies that you have been using when presenting the read-alouds in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish reading the trade book, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

You may also ask students to write a sentence that tells the most interesting thing that was learned from listening to the trade book. You may suggest how to begin the sentence by writing on the board, “The most interesting thing I learned was . . .”

Some students may need to dictate to an adult what will be written. Others may write one complete sentence or several sentences. Give students the opportunity to share their writing with a partner or the class.



# 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 Baakal” (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

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	What Have We Already Learned?	world map	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Maya: King Pakal’s Tomb		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Market		5
	 Complete Remainder of the Lesson Later in the Day		
<b>Extensions</b>	Civilizations Chart	Image Cards 8, 9	20
	Interactive Illustrations	chart paper, chalkboard, or whiteboard; drawing paper, drawing tools	



# The Maya: King Pakal's Tomb

3A

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

**10** minutes

### **Where Are We?**

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?**

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.

### **Purpose for Listening**

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



### **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.]
- 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.



◀ **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.]

*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>

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>

“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?



◀ **Show image 3A-4: King Pakal**

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

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>

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.”

- 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)]

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.



◀ **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, Kanal 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>

- 13 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) [Have students compare and contrast the Mayan king with the leaders of Mesopotamia and Ancient Egypt covered in *Early World Civilizations*.]



◀ **Show image 3A-1: Pakal's tomb**

2. *Evaluative* [Ask students if they remember the pyramids from Ancient Egypt covered in *Early World Civilizations*.] How is this building the same, and how is it different? (Answers may vary.)
3. *Literal* Was everyone allowed into the temple and pyramid? (no) Who was? (only the king)
4. *Literal* What did Tun say was in the tomb with King Pakal? (treasure, green jade jewelry, bowls, and tools)
5. *Literal* Describe how King Pakal dressed. (colorful robes, feathered headdress, jade necklaces; He carried a scepter.)

[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: Talk about what you think you could buy at the market. Remind students to use the word *market* when they tell about it.



Complete Remainder of the Lesson Later in the Day



# The Maya: King Pakal's Tomb

**3B**

## **Extensions**

**20** minutes

### Civilizations Chart

Show students Image Card 8 (King Pakal), and 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 King Pakal and about his son, King Chan Bahlum. Tell students that you are going to place the Image Card on the chart to help them remember that the Maya had a leader called a king. Ask students if we have a king who is in charge today. Guide discussion to help students understand that our leader today is the United States president and there are both similarities and differences between a king and a president.

Show students Image Card 9 (Mayan City). Talk about the Image Card, and have students share what they have learned about the city of Baakal. Tell students that you are going to place the Image Card on the “Civilizations” chart to help them remember that the Maya had cities.

### Interactive Illustrations

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 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.*** Without error; exactly right; correct

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

*Variation(s):* none

**festivals, *n.*** Religious, cultural, or other kinds of celebrations

*Example:* Julie’s town had many festivals in the spring; her favorite was the strawberry festival.

*Variation(s):* festival

**invented, *v.*** Created something original and new or a new way to do something

*Example:* In class, the children invented a special game to play at the end of the day.

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

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

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

*Variation(s):* observatory

**planets, *n.*** Large bodies in outer space

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

*Variation(s):* planet

**telescopes, *n.*** Instruments with lenses inside them, which make distant objects appear closer

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

*Variation(s):* telescope

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	Making Predictions About the Read-Aloud	students' predictions from Lesson 3	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Maya: The Festival of the First Star		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Accurate		5
	 Complete Remainder of the Lesson Later in the Day		
<b>Extensions</b>	Civilizations Chart	Image Card 10	20
	Drawing the Read-Aloud	drawing paper, drawing tools	



# The Maya: The Festival of the First Star

**4A**

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

**10** minutes

### **Where Are We?**

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**

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”?

### **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.”



- 1 [Tell students that King Pakal was real a very long time ago and they will hear true facts about him in this made-up story.]



- 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?



- 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.

## The Maya: The Festival of the First Star

◀ **Show image 4A-1: Resting under a tree**

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**

“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**

“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>

Chanal 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.]

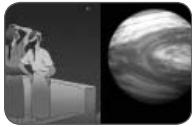
- 8 Planets are large bodies in outer space along with the sun, moon, and stars. The Maya believed that the stars and planets were gods that controlled different things.

- 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>

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.

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



◀ **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.

16 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* Were your predictions that you made at the end of the previous lesson correct? Why or why not? (Answers may vary.)
2. *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.)

3. *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.)
4. *Evaluative* Do you think this was a good title for the read-aloud? Why or why not? (Answers may vary.)
5. *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.)
6. *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.

7. *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.)
8. 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

### Civilizations Chart

Show students Image Card 10 (Pyramid). Talk about the Image Card, and have students share what they learned from the read-aloud about pyramids and religion in the Mayan civilization. Make sure that students understand that the pyramids were both temples to worship the gods, as well as burial places for kings. Ask students if we build pyramids today to bury people who have died. Guide discussion to help students understand that today we use caskets or urns when someone dies. Tell students that you are going to place the Image Card on the “Civilizations” chart to help them remember that the Maya had a religion with many gods.

### Drawing the Read-Aloud

Tell students to think about the read-aloud that they listened to earlier in the day: “The Maya: The Festival of the First Star.” Ask students to draw three details that they remember about the read-aloud, allowing no more than six to eight minutes for the drawing. Explain that the drawing does not have to recreate a “scene” from the read-aloud or represent a coherent, integrated drawing of the read-aloud; students may draw any three “things” that they remember about the read-aloud. As students draw, circulate around the classroom and help any group or student who has trouble remembering items from the read-aloud.

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor, and ask your own question now. I will call on several of you to share your questions with the class.”

Give students the opportunity to share their drawings with a partner or the class. As students share, expand their responses using richer and more complex language, including, if possible, any read-aloud vocabulary.



# Pausing Point

PP

## Note to Teacher

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

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)**

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**

#### **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)

## **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.

## **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.

## **Key Vocabulary Brainstorming**

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

Give students a key vocabulary word such as *harvest* or *tomb*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## **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.

## Salt Dough Mayan Sculptures

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### **Materials: Salt; all-purpose wheat flour; water**

Have students make salt dough miniatures of Mayan gods and treasures, or animals or plants (e.g., a bird, snake, fish, sun, or flower). To make a salt dough, combine two parts salt and one part all-purpose flour. Gradually add one part water until the mixture is workable and a type of modeling material. Dry overnight. Paint when dry.

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.



# 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

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

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

*Variation(s):* none

**island, *n.*** A body of land surrounded completely by water

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

*Variation(s):* islands

**legend, *n.*** A story told over the years that may or may not be true, but that many people know

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

*Variation(s):* legends

**scouts, *n.*** People sent ahead of a traveling group to gather information about what lies 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 low land between hills or mountains

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

*Variation(s):* valleys

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	Essential Background Information or Terms		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Aztec: The Legend of the Eagle and the Serpent		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Legend		5
	 Complete Remainder of the Lesson Later in the Day		
<b>Extensions</b>	Civilizations Chart	Image Card 11	20
	Sequencing the Story	Instructional Master 5B-1; scissors; glue or tape; paper	
<b>Take-Home Material</b>	Family Letter	Instructional Master 5B-2	



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

**5A**

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

**10 minutes**

### **Where Are We?**

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**

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), is a natural lake in the valley of central Mexico.

### **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.

## **Presenting the Read-Aloud**

**15 minutes**



- 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?



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



- 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.)

### **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>

◀ **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**

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."

7 [Point to the cactus in the image.]

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.

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

8 They sat in wonder of the sight they saw.



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



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

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>

◀ **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 wonderment at the foot of the ancient priest, as he retold the story that had been passed down among the Aztec for generations.

◀ **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?'

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



- 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.



“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.’

◀ **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>

◀ **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



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

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.

## ***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* Did the Aztec move around a lot or a little at the beginning of the story? (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: Legend

5 minutes

1. In the read-aloud you heard, "The *legend* of how the Aztec people came to live on and around Lake Texcoco in what is now Mexico."
2. Say the word *legend* with me.
3. A legend is a story that has been told over a long time, that cannot be proven to be true.
4. Kayla loved listening to the legend of Robin Hood.
5. Tell what you liked about "The Aztec: The Legend of the Eagle and the Serpent." Use the word *legend* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I liked that the children finally had a home in the legend about the eagle and the serpent."]
6. What's the word we've been talking about?

Use a *Sharing Activity* for follow-up. Directions: Share what you liked about the legend. Be sure to answer in complete sentences and use the word *legend* when you tell about it.



Complete Remainder of the Lesson Later in the Day



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

**5B**

## **Extensions**

**20** minutes

### Civilizations Chart

Show students Image Card 11 (The Eagle and the Serpent). Talk about the Image Card and have students share what they learned from the read-aloud about the sign that the Aztec were looking for and about the Aztec religion. (The Aztec believed in multiple gods that were responsible for different things. The Aztec believed the sign was from the gods and that they should make a home wherever they saw the sign.)

Review what students learned about the Maya religion. How are the Maya and Aztec religions the same? How are they different? Tell students that you are going to place the Image Card on the Civilizations Chart to help them remember that the Aztec had a religion.

### ⑩ Sequencing the Story (Instructional Master 5B-1)

Explain to students that this worksheet has pictures of events that are from the story they have just heard. Remind students what is happening in each image:

- The eagle and snake on the cactus—the “sign” (4)
- The journeying Aztec (1)
- The Aztec priest (2)
- The Aztec city on the islands of Lake Texcoco (5)
- The Aztec scouts pointing to Lake Texcoco (3)

Have students cut out the five pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in order to show the proper sequence of events. Check to see if students are able to correctly sequence the pictures. Have students glue or tape the pictures on paper once they have been sequenced.

As students complete this activity, have individual students retell the story referring to their sequenced pictures. You may also want 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 Master 5B-2.



# 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.*** In a great amount; 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 the surface or 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

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	What Have We Already Learned?		
	Essential Background Information or Terms		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Aztec: The Floating Gardens of Xochimilco		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Stationary		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Civilizations Chart	Image Card 12	20
	Multiple Meaning Word Activity: Wing	Poster 3M (Wing)	
	Syntactic Awareness Activity: Object Pronouns		



# The Aztec: The Floating Gardens of Xochimilco

**6A**

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

**10** minutes

### **Where Are We?**

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?**

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**

- 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*”

## 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 today they will hear a made-up story that tells true facts about the way the Aztec farmed and 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



- 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.



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

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 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

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

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 an agricultural wonderland!



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 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 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.

## **Discussing the Read-Aloud**

**15 minutes**



### **Comprehension Questions**

**10 minutes**

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

1. *Literal* Did the floating gardens or *chinampas* really float? (No, the *chinampas* only looked like they were floating on their own, but were really anchored by mud and roots from the trees used to make them.)
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

**6B**

## **Extensions**

**20** minutes

### Civilizations Chart

Show students Image Card 12 (*Chinampas*). Talk about the Image Card, and have students share what they learned from the read-aloud about Aztec farming with the *chinampas*. Review with students how this is similar to Mayan farming and how it is different. Tell students that you are going to place the Image Card on the chart to help them remember that the Aztec used *chinampas* to farm.

### ↔ Multiple Meaning Word Activity

#### *Definition Detective: Wing*

1. In the read-aloud you heard, the young man's name was Torn Wing.
2. With your neighbor, think of as many meanings for wing as you can or discuss ways you can use the word *wing*.
3. [Show Poster 3M (Wing).] Point to the picture on the poster that shows how the word *wing* is used in the lesson. (a bird wing) [Have students hold up one, two, or three fingers to show the correct picture for this sense of the word.]
4. *Wing* can also mean other things. *Wing* can mean a part of a plane that makes it possible to fly. [Have students hold up one, two, or three fingers to show the correct picture for this sense of the word.]
5. *Wing* can also mean a particular section of a large building, e.g. specifically a part sticking out from the main part of a house. [Have students hold up one, two, or three fingers to show the correct picture for this sense of the word.]
6. Did you or your neighbor think of any of these definitions?

## ↔ Syntactic Awareness Activity: Object Pronouns

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.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

### *Teacher Model and Group Practice*

We use **object pronouns** to replace words that stand for people when something happens to them or is given to them. These words usually come after the action that happens in a sentence. (Whenever you see a person's name in brackets, please replace that name with the name of a student or co-teacher in your class.)

**Note:** You may wish to provide students with stickers or other common classroom objects that they can give to each other as they practice using the object pronouns.

Object Pronoun	Sentence 1	Sentence 2	Replacement
<b>Me</b>	[Point to yourself and use your name as you say the sentence.] The principal gave a sticker to [my name, Ms. Harris].	The principal gave a sticker to <b>me</b> .	The word <b>me</b> replaces [my name, Ms. Harris].
<i>Now you try: Work with your neighbor to create a sentence about something you have been given, using the word <b>me</b> to replace your name. Use this sentence starter to help you begin, “[Ms. Harris] gave <b>me</b> . . .”</i>			
<b>You</b>	[Point to a student nearby and use his or her name as you give them a sticker.] I am giving a sticker to [Isabelle].	I am giving a sticker to <b>you</b> .	The word <b>you</b> replaces [Isabelle].
<i>Now you try: Work with your neighbor to create a sentence about something you will give to your neighbor, using the word <b>you</b> to replace your neighbor's name. Use this sentence starter to help you begin, “I am giving <b>you</b> . . .”</i>			
<b>Him</b>	[Point to a male student close by and give a sticker to him.] I am giving a sticker to [Rodolfo].	I am giving a sticker to <b>him</b> .	The word <b>him</b> replaces [Rodolfo].
<i>Now you try: Work with your neighbor to create a sentence about something you will give to a male student in the class, using the word <b>him</b> to replace the male student's name. Use this sentence starter to help you begin, “I am giving <b>him</b> . . .”</i>			
<b>Her</b>	[Point to a female student close by and give her a sticker.] I am giving a sticker to [Isabelle].	I am giving a sticker to <b>her</b> .	The word <b>her</b> replaces [Isabelle].
<i>Now you try: Work with your neighbor to create a sentence about something you will give to a female student in the class, using the word <b>her</b> to replace the female student's name. Use this sentence starter to help you begin, “I am giving <b>her</b> . . .”</i>			

<b>Us</b>	[Point to yourself and your co-teacher and give a sticker to both you and your co-teacher.] I am giving a sticker to [my name, Ms. Harris] and [my co-teacher, Ms. Fernandez].	I am giving a sticker to <b>us</b> .	The word <b>us</b> replaces [Ms. Harris] and [Ms. Fernandez].
<i>Now you try: Work with your neighbor to create a sentence about something you will give to yourself and your neighbor, using the word <b>us</b> to replace your name and your neighbor's name. Use this sentence starter to help you begin, "I am giving <b>us</b> . . ."</i>			
<b>Them</b>	[Point to students in the back of the class and give them a sticker.] I am giving a sticker to [Caroline] and [Katherine].	I am giving a sticker to <b>them</b> .	The word <b>them</b> replaces [Caroline] and [Katherine].
<i>Now you try: Work with your neighbor to create a sentence about something you will give to two other students in the class, using the word <b>them</b> to replace the names of the two other students. Use this sentence starter to help you begin, "I am giving <b>them</b> . . ."</i>			



# 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

*Example:* Her favorite tale was the one about the emperor and his new clothes.

*Variation(s):* emperors

**empire, *n.*** The people and land conquered and ruled by one king or emperor, often against their will

*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 and rules his or her kingdom

*Example:* The king and queen lived in a palace on a hill outside of town.

*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

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	What Have We Already Learned?		
	Essential Background Information or Terms		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Aztec: In the Palace of an Emperor		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Emperor		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Civilizations Chart	Image Card 13	20
	Timeline	Image Card 14	
	Drawing the Read-Aloud	drawing paper, drawing tools	



# The Aztec: In the Palace of an Emperor

7 A

## Introducing the Read-Aloud

10 minutes

### Where Are We?

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?

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

- ◀ Show image 7A-1: Moctezuma and his entourage



Explain to students that this read-aloud is about *Moctezuma* (mok-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.

## Purpose for Listening

---

Ask students if they remember what type of leader the Maya had. What were the names of the two kings that 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 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.



### **The Aztec: In the Palace of an Emperor**

◀ **Show image 7A-1: Moctezuma and his entourage<sup>1</sup>**

- 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.]

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), the capital of the Aztec **empire**.<sup>2</sup> Before him walked one of the four most important Aztec nobles who served the emperor. Dressed in brightly colored, cotton 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**



- 3 This means that if anyone looked at Moctezuma's face or wore shoes while Moctezuma was around, they would be sentenced to death. Do you think that seems like a reasonable punishment?

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>



◀ 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.



◀ 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.



◀ 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.

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?



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



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?

"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 form of **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>

◀ **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.

◀ **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 of his power and wealth.<sup>11</sup> They will know from these gifts the great wealth and power we wield here, and perhaps they will turn and leave our empire."<sup>12</sup>

## **Discussing the Read-Aloud**

**15 minutes**

### **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

7 B

## Extensions

20 minutes

### Civilizations Chart

Show students Image Card 13 (Moctezuma). Explain to students that this is a picture of Moctezuma, the emperor of the Aztec, who they heard about in today's read-aloud. Talk about the Image Card, and have students share what they learned from the read-aloud about Moctezuma. Ask students how this is similar to the Maya. (They both had rulers. Both Pakal and Moctezuma were very rich.) Ask students how this is different from the Maya. (Pakal was a king, and Moctezuma was an emperor.) Tell students that you are going to place the Image Card on the "Civilizations" chart to help them remember that the Aztec had leaders called emperors.

### Timeline

Show students the timeline. Remind students that this timeline represents all that has passed, from the time of the Mayan Civilization, until today. Show students Image Card 14 (Moctezuma and His Entourage). Estimate about five hundred years prior to the "today" marker on the timeline, and place Image Card 14 there. 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 they heard.

**Note:** The Maya was the earliest civilization and spanned more than 2000 years, from 1000 BCE to 1542 CE. Both the Aztec and the Inca were later civilizations that only overlapped briefly with the Maya and spanned a little over two hundred years, from 1300 CE to 1533 CE.

## Drawing the Read-Aloud

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Tell students to think about the read-aloud they listened to earlier in the day: “The Aztec: In the Palace of an Emperor.” Ask students to draw three details that they remember about the read-aloud, allowing no more than six to eight minutes for the drawing. Explain that the drawing does not have to recreate a “scene” from the read-aloud or represent a coherent, integrated drawing of the read-aloud; students may draw any three “things” they remember about the read-aloud. As students draw, circulate around the classroom, and help any group or student who has trouble remembering items from the read-aloud.

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

Give students the opportunity to share their drawings with a partner or the class. As students share, expand their responses using richer and more complex language, including, if possible, any read-aloud vocabulary.



# 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 or thoughtful toward others

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

*Variation(s):* none

**courthouse, n.** A place with lawyers and judges, where cases are tried in order to uphold the law or rules

*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.** People of royal blood or ancestry

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

*Variation(s):* none

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	What Have We Already Learned?	world map or globe	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Aztec: Cortés's Letter		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Enormous		5
	 Complete Remainder of the Lesson Later in the Day		
<b>Extensions</b>	Civilizations Chart	Image Card 15	20
	Make Your Own Civilizations Chart	Instructional Master PP-1; drawing tools	



# The Aztec: Cortés's Letter

**8A**

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

**10** minutes

### **Where Are We?**

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?**

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.

### **Purpose for Listening**

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.



## The Aztec: Cortés's Letter

◀ Show image 8A-1: Portrait of Cortés<sup>1</sup>

1 This is Hernán Cortés, the Spanish explorer who wrote this letter.

2 a polite way to address a king

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.



◀ Show image 8A-2: Aerial view of Tenochtitlan

3 This picture shows just how enormous, or very large, Tenochtitlan was.

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.



◀ Show image 8A-3: Busy Tenochtitlan market

4 Squares are open areas in a village or city. *Squares* can also mean shapes with four equal sides.

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.

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.



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?

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>



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.]

◀ **Show image 8A-6: Moctezuma**

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. *Literal* Was Tenochtitlan a big city or a small city? (big city)
2. *Literal* Where is Tenochtitlan located? (in Mexico, on an island in the middle of a lake)
3. *Inferential* How big does Cortés say Moctezuma's empire is? (at least as large as Spain, he believes)
4. *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: **Enormous**

**5 minutes**

1. In the read-aloud you heard, "There are four entrances to this *enormous* city."
2. Say the word *enormous* with me.
3. If something is enormous it means that it is really big.
4. The boy's suitcase was so enormous that he couldn't carry it himself.
5. Think of some things that are enormous. Try to use the word *enormous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses:  
"A(n) \_\_\_\_\_ is enormous . . . "]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name several items or places. If the thing I name is enormous, say, “That’s enormous.” If the thing I say is not enormous, say, “That’s not enormous.” In some cases, either answer may be accurate, or correct, so I will ask you to explain why you think it is or is not enormous.

1. a mouse (That’s not enormous.)
2. an elephant (That’s enormous.)
3. the United States (Answers may vary. Ask students to explain why they think the United States is/is not enormous.)
4. a whale (That’s enormous.)
5. an acorn (That’s not enormous.)
6. your school (Answers may vary. Ask students to explain why they think their school is/is not enormous.)

☞ Above and Beyond: You may want to make a Horizontal Word Wall for *enormous*.

**Materials:** long horizontal chart paper; words written on index cards: **large, huge, big, enormous (in red); medium, regular (in yellow); tiny, mini, small (in green)**

1. [Place *big* on the far left of the chart and place *small* on the far right. Now hold up *enormous* and ask whether it should be placed closer to *big* or *small*. Hold up the rest of the cards and ask where it should be placed on the horizontal word wall. In the end, the order should be: *enormous, huge, large, big, medium, regular, small, mini, tiny*. Some words may overlap.]
2. Talk with your neighbor using the different words on the Horizontal Word Wall. Remember to use complete sentences.

Encourage students to continue thinking about this Horizontal Word Wall and add additional words to the word wall. Some suggestions: *gigantic, miniature, average*.



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



# The Aztec: Cortés's Letter

**8B**

## **Extensions**

**20 minutes**

### Civilizations Chart

Show students Image Card 15 (Tenochtitlan). Talk about the Image Card, and have students share what they learned from the read-aloud about the Aztec city Tenochtitlan. Ask students how this is similar to the Mayan city Baakal. (They both had temples and markets.) Ask students how this is different from the Mayan city Baakal. (The names and locations were different. Tenochtitlan was on an island in the middle of a lake. Baakal was on the mainland, not an island.) Tell students that you are going to place the Image Card on the Civilizations Chart to help them remember that there were cities in the Aztec civilization.

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

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 modern times, 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.



# 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

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	Essential Background and Terms		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Inca: Who Were the Inca?		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Possessions		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	The Legend of Viracocha		20
	Civilizations Chart	Image Cards 16, 17	
	Timeline	Image Card 18	



# The Inca: Who Were the Inca?

**9**  
**A**

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

**10** minutes

### **Where Are We?**

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**



◀ **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.

## Purpose for Listening

---

Tell students that the Inca lands formed a large empire ruled by one leader. Also tell them that today they will hear some true facts about the Inca as a part of the made-up story. Ask them 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.



## 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>

1 [Point to the illustration.]



◀ 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.

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 village 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

“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>

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.

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?”

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>

6 or says

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>

10 [Point to the picture, and ask students if they know what kind of animal is pictured.]

11 or things that they owned

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.

## ***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?

9B

## Extensions

20 minutes

### The Legend of Viracocha (vee-ra-koh-chuh)

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.

## Civilizations Chart

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Take a few minutes to review the Civilizations Chart with students. Remind them of the read-aloud they heard this morning, which told of the Inca's very strong rulers. The Inca rulers created a large empire, often requiring people to give up their homes and learn new ways of living in very different places. Place Image Card 16 (Ruler) under Inca leaders on the Civilizations Chart.

Then, show them Image Card 17 (Sun Temple), and tell them that it is a picture of the sun temple at Cuzco. Ask them where they think this card might belong on the Civilizations Chart. (under "Religion") Place the card in its appropriate spot.

## Timeline

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Show students the timeline. Remind students that this timeline represents all that has passed, from the time of the Mayan Civilization, until today. Review that the Maya stories they heard about happened prior to the Aztec empire. Explain to students that the Inca, whom they have been hearing about today, lived at the same time as the Aztec and their Emperor Moctezuma. Place Image Card 18 (Inca) right below and at the same vertical marker as Image Card 14 (Moctezuma and His Entourage) on the timeline.

**Note:** The Maya was the earliest civilization and spanned more than 2000 years, from 1000 BCE to 1542 CE. Both the Aztec and the Inca were later civilizations that only overlapped briefly with the Maya and spanned a little over 200 years, from 1300 CE to 1533 CE.



# 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 was a great honor to be picked line leader of the class.

*Variation(s):* honors

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Inca: The Runner		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Forbidden		5
	 Complete Remainder of the Lesson Later in the Day		
<b>Extensions</b>	Survival in the Andes: The Taclla	Image Card 19; drawing paper, drawing tools	20
	On Stage		
	Civilizations Chart	Image Card 19	



# The Inca: The Runner

**10**  
**A**

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

**10** minutes

### **Where Are We?**

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**

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." Ask them what comes to mind when they think about runners. (Responses might include names of famous Olympians or their own joy of running.) Then tell them that the runner in today's read-aloud runs for his job. Ask them to predict who this runner works for and what his job could be.

### **Purpose for Listening**

Tell students to listen carefully to find out if their predictions are correct.



### **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>



- ◀ **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

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

7 Sometimes we say we have to "catch our breath" because we have been breathing so hard. When that happens, we gasp for breath.

But what was this? The man was having trouble standing upright. He was **gasping** for breath.<sup>7</sup> It was obvious he had run faster than he ever had before.

- 8 Who do you think the strangers in metal were?



- 9 How do the strangers get from one place to the other? (on horses)



- 10 *Bend* is a curved part of something, like a road. *Bend* can also mean to move your body so that it is not straight.

"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>

◀ **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 . . ."

◀ **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! 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**

**5 minutes**

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. We 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. Whatever it is, try to 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 *Writing Activity* for follow-up, tell students that what is forbidden for some students may not be forbidden for others. Ask them to write one sentence, using the word *forbidden*, to tell about something they are forbidden to do. For example, “I am forbidden to leave the house without permission.”



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



# The Inca: The Runner

**10B**

## **Extensions**

**20 minutes**

### **Survival in the Andes: The *Taclla* (tak-la)**

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 that 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 that 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.

### On Stage

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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 that 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.

### Civilizations Chart

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Take a few minutes to review the Civilizations Chart with students. Show Image Card 19 (*Taclla*). Remind students that it is a picture of a *taclla*, the tool they have just been learning about. Tell students that you are going to place the Image Card on the chart to help them remember that the Inca were farmers.



# 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 state or fact of being real as opposed to imagined

*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, with swords drawn, were raging toward their enemy.

*Variation(s):* rage, rages, raged

**ruins, n.** Things that remain after something has decayed or been

destroyed, such as a building or a city

*Example:* There were no buildings left after the fire; only ruins remained.

*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

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	Where Are We?	world map or globe	10
	Essential Background Information or Terms		
	Timeline	Image Card 20	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Inca: Machu Picchu—A Lucky Discovery		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Trek		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	Civilizations Chart	Image Card 21	20
	Vocabulary Instructional Activity: Culture		
	Make your Own Civilizations Chart	Instructional Master PP-1; drawing tools	



# The Inca: Machu Picchu— A Lucky Discovery

**11 A**

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

**10 minutes**

### **Where Are We?**

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**



◀ **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**

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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.)

## **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.



### **The Inca: Machu Picchu—A Lucky Discovery**

◀ **Show image 11A-1: Hiram Bingham**

- 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.



- 3 *Challenging* is another way of saying really hard. The Andes Mountains were really hard to climb.

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 (vih-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**

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?

- 5 Ruins are things that remain after something has decayed or been destroyed.



◀ Show image 11A-5: Arteaga and Bingham standing above the Urubamba

- 6 The water in the river was flowing very fast and looked dangerous.

- 7 So does the bridge sound sturdy and safe?



- 8 [Point to the terraces in the picture.]

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>

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.

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 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.

◀ 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

9 They came out on a flat place.



people in a hut. It was clearly an important occasion for their hosts, who seldom saw visitors.

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.

11 or journey

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.

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

**15 minutes**

### **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

**11**  
**B**

## **Extensions**

**20** minutes

### Civilizations Chart

Show students Image Card 21 (Machu Picchu). Talk about the Image Card, and have students share what they learned from the read-aloud about Machu Picchu. Tell students that you are going to place the Image Card on the chart to help them remember that the Inca built large cities.

### ↔ Vocabulary Instructional Activity

#### *Word Work: Culture*

1. In the read-aloud today you heard, “The Spanish conquerors destroyed a lot of the Inca *culture* while they were attacking the Inca Empire”
2. Say the word *culture* with me.
3. *Culture* means the characteristic features of everyday life shared by people in a certain place or time (such as the Inca).
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). The culture could refer to the beliefs, social practices, and other characteristics of the civilization. Try to use the word *culture* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Calendars were an important part of the Mayan culture.”]
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.

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

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 modern times, 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.



# Domain Review

**DR**

## **Note to Teacher**

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**

Students will:

- ✓ Explain that a shift occurred from hunting and gathering to farming among early peoples
- ✓ Compare and contrast hunter-gatherer societies and the Mayan 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**

### **Image Review**

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

## Where in the World?

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### **Materials: World map or globe**

Help students locate and identify the area where the Aztec lived (central Mexico) and the area where the Inca lived (South America). Then have them locate and identify the area where the Maya lived. (Yucatán Peninsula) Point out to students the distance between the three areas.

## Domain-Related Trade Book or Teacher 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 domain Introduction. You may also select a read-aloud to be heard again.

## Key Vocabulary Brainstorming

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

Give students a key vocabulary word such as *harvest* or *tomb*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## You Were There: Aztec City

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Have students pretend that they were part of an ancient Aztec city. Ask students to describe what they would have seen and heard. For example, students could pretend they were in Moctezuma's throne room. What did they see? What did they hear? Consider also extending this activity by adding group or independent writing opportunities associated with the "You Were There" concept. For example, ask students to pretend they are newspaper reporters in Moctezuma's throne room and write a group news article describing it.

## **Class Book: Maya, Aztec, and Inca**

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### **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 thus far in the 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 and 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 the domain. First I will say the word and then 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, that may or may not be true. (smiling face)
2. **Maize:** The Spanish word for potato is maize. (frowning face)
3. **Market:** The Aztec people went to a market to worship their leader. (frowning face)
4. **Empire:** The empire was a body of water. (frowning face)
5. **Culture:** Our culture includes our beliefs and behaviors. (smiling face)
6. **Civilization:** A civilization includes a group of people with a common leader, a religion, and a city. (smiling face)
7. **Ancient:** Archaeologists discovered ancient ruins from a long time ago. (smiling face)

8. **Emperor:** A farmer was called an emperor. (frowning face)
9. **Pyramid:** The pyramids were a places for farmers to buy and sell goods. (frowning face)
10. **Traditions:** One of my favorite traditions is our family breakfast on Sunday. (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:** The needle was so enormous we could not find it in the grass. (frowning face)
12. **Wing:** We went to a special wing of the hospital to visit my new baby cousin. (smiling face)
13. **Strained:** We strained the rope during our tug-of-war. (smiling face)
14. **Accurate:** To answer something right means it is accurate. (smiling face)
15. **Noiselessly:** The cat noiselessly walked into the room. (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 the 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 built observatories, scheduled holidays, and created a calendar based on their knowledge of the planets and stars. (Maya)



# Culminating Activities

CA

## Note to Teacher

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

You may choose to regroup students according to particular area 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
- reading the corresponding lesson in the *Supplemental Guide*, if available

## Enrichment

### Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## **Chocolate Chip Archaeologists**

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**Materials:** Chocolate chip cookies, toothpicks (one for each student)

Remind students that archeologists are scientists who study the ruins and remains of a society to learn more about that society. Tell students that they are going to be archaeologists for the day. Explain to students that they should pretend the chocolate chips in the cookies are the ruins of the Mayan civilization. In order to learn more about the civilization, they will have to dig up the ruins (the chocolate chips) with a toothpick. Tell students that they should be very careful not to break or chip the chocolate chips as they dig them out.

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.

## **Moctezuma's Feast**

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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 drank coffee.

### ***Honey Chocolate***

Add 1 tablespoons 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.

### Aztec Legend Retell

Reinforce the legend of the Aztec (Lesson 5) by having students draw key elements of the legend. (snake, eagle, cactus, desert, god) Have students retell the story using these pictures.

You may also wish to point out to students that the “sign” in the legend—an eagle with a snake in its mouth and perched on top of a cactus—is on the Mexican flag.

### Ancient Ruins

To learn more about the ancient ruins, use an Internet search to find pictures and descriptions of Aztec, Inca, or Mayan.

### Incan Music

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

#### **Materials: Cardboard; brightly colored yarn; tape**

Make mini looms from 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:**  
Copies of *Tell It Again! Workbook*







Dear Family Member,

During the next several days, your child will be learning about the Maya as part of a domain on early American civilizations. S/he will learn about the importance of farming and the cities that grew where people settled. Your child will also learn about the existence of leaders called kings as well as the importance of the stars and planets in the Mayan religion. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the Maya.

### **1. Where Are We?**

Have your child locate the region where the Maya lived (Yucatán Peninsula and Guatemala) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography of this area. (rainforest, hot)

### **2. Draw and Write**

Have your child draw and/or write about what s/he has learned about the Maya and then share the drawing with you. Ask questions to help your child use the vocabulary learned at school.

### **3. Compare Civilizations**

Compare/contrast the farming, cities, leaders, and religion of the Maya relative to the present-day United States. Talk about the importance of each of these components in any civilization.

### **4. Sayings and Phrases: The More the Merrier**

Your child has learned the saying “the more the merrier.” Talk with your child about the meaning of this saying. (The more people who are involved in something, the more fun it will be.) Point out times when the saying applies in your daily life.

### **5. The Meaning of a Name**

Your child has learned that the Maya named their children after names of plants or animals or even types of weather that were significant to them. Over the next week, talk with your child about the meaning of his or her name. Write his or her name on a note card, and then write the meaning of his or her name on the other side. Send the note card to school so that your child can share the meaning of his or her name with the rest of the class.

## **6. Read Aloud Each Day**

It is very important that you read to your child each day. The local library has many books about Early American Civilizations, including books about the Maya and Mayan civilizations. A list of books and other resources relevant to 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 Kissock (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>

#### ***Family Resources***

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

#### ***Audio Resources***

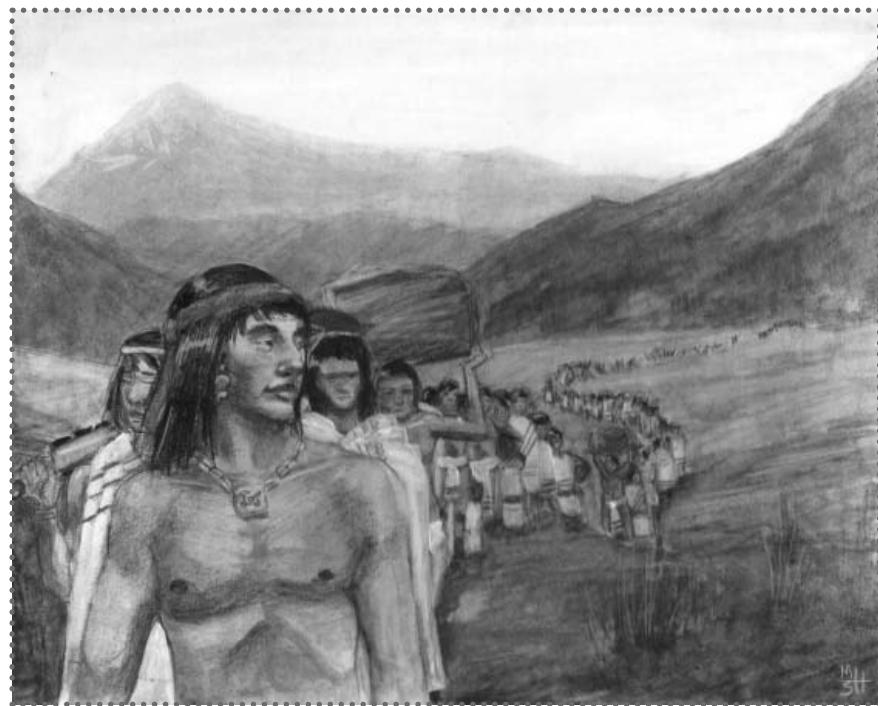
7. *Flutes Indiennes*, by Los Incas (Essential World Classics, 2012) ASIN B007TXUXT0
8. *Wasichakuy*, by Expresion (Tumi Records, 1998) ASIN B000007NU4

*Directions: Draw a picture and/or write about what you have learned about each of these components of the Maya, Aztec, and Inca civilizations.*

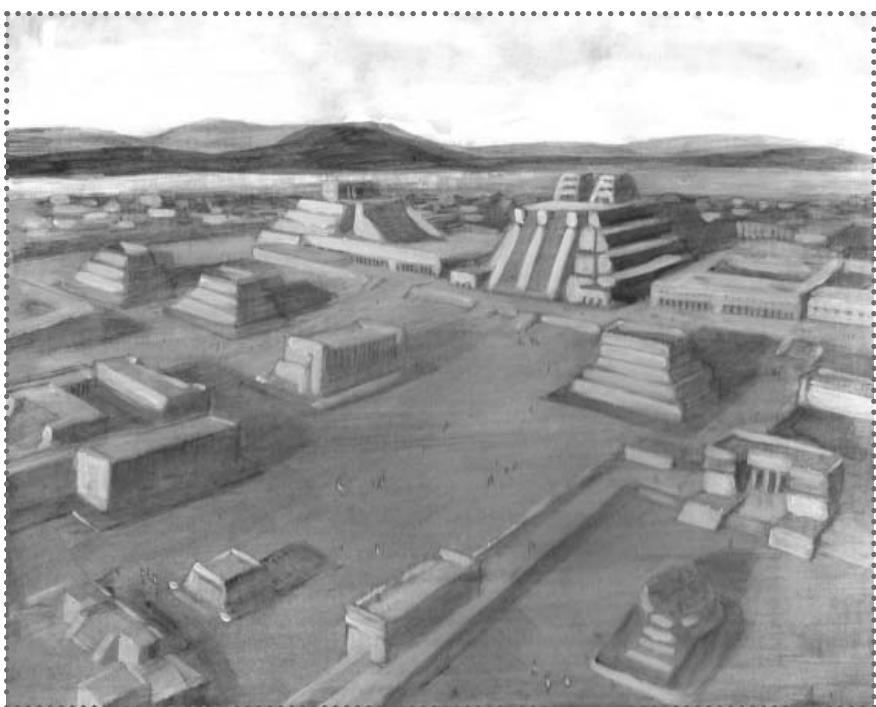
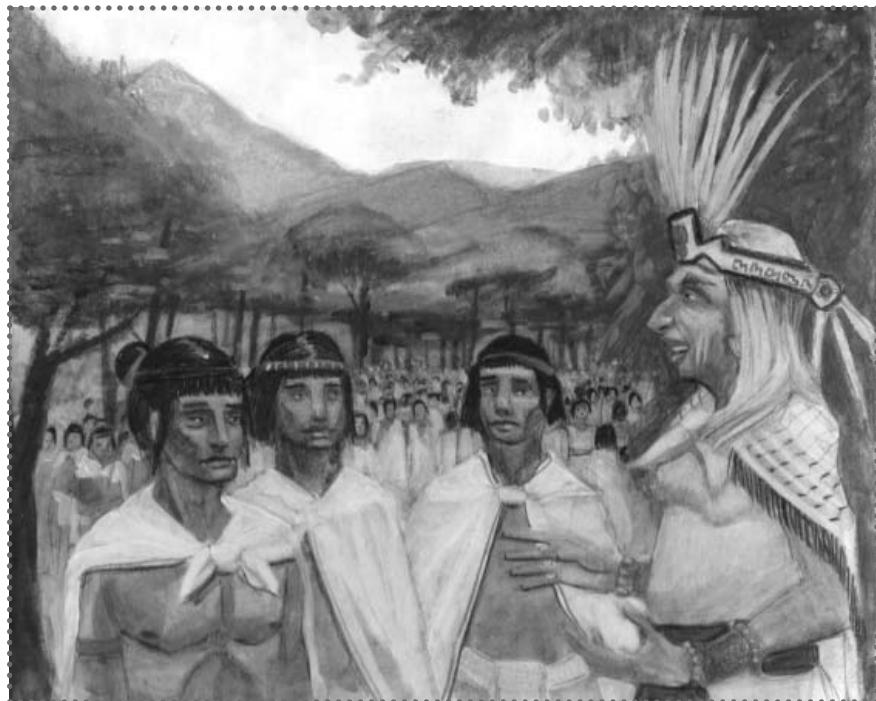
Maya	Inca		
	Aztec		
Farming	Cities	Leaders	Religion



*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.*



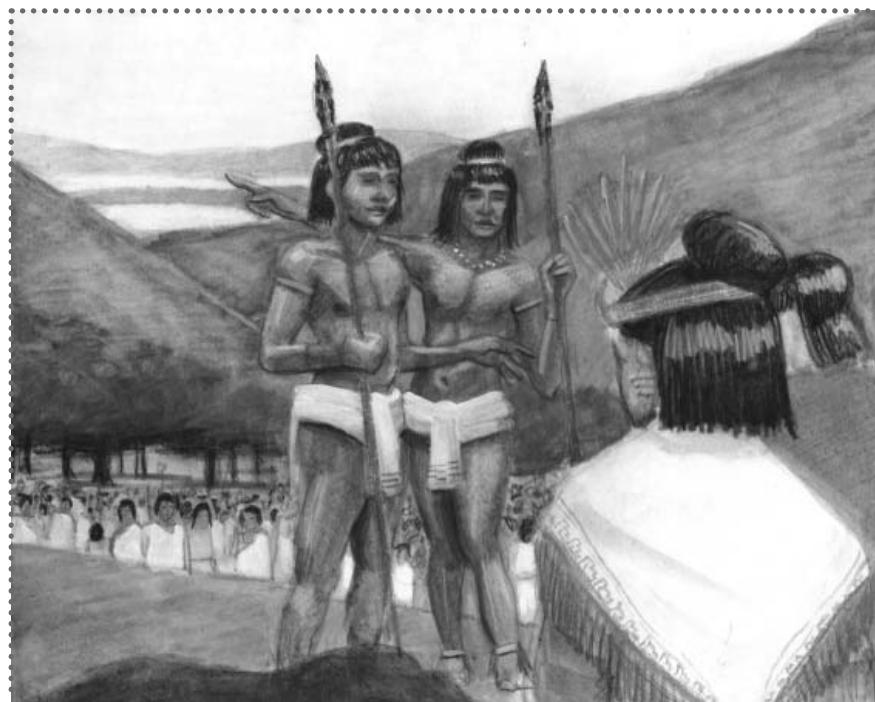






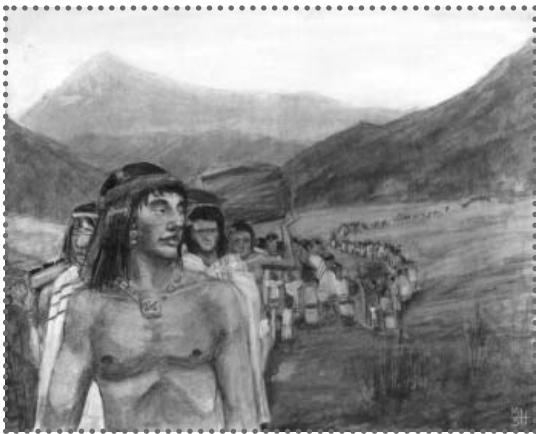
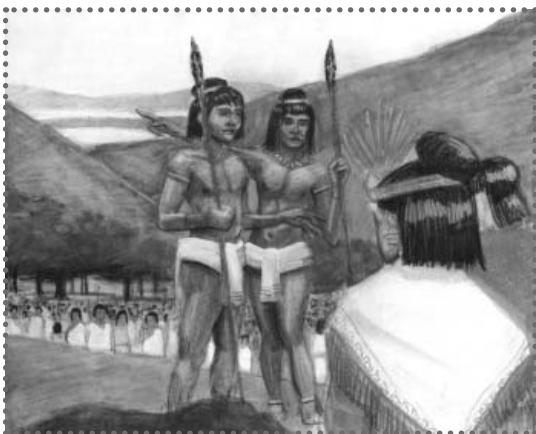
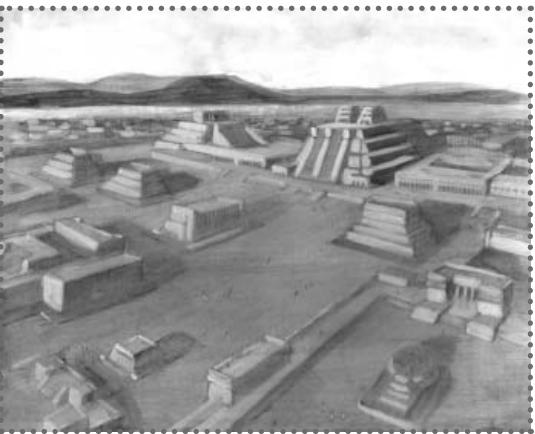
**5B-1**

cont. Name \_\_\_\_\_





*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****2****3****4****5**





Dear Family Member,

During the next several days, your child will be learning about two other ancient civilizations called the Aztec and Inca civilizations. S/he will learn about the importance of farming and the cities that grew where people settled. Your child will also learn about the existence of leaders called emperors. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the Aztec and Inca.

### **1. Where Are We?**

Have your child locate the region where the Aztec lived (central Mexico, around Mexico City, north of the Maya) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography of this area. (swampland, lakes) Do the same for the Inca. The Inca lived in the Andes Mountains along the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru).

### **2. Draw and Write**

Have your child draw and/or write about what has been learned about the Aztec and Inca and then share the drawing with you. Ask questions to help your child use the vocabulary learned at school.

### **3. Compare Civilizations**

Compare/contrast the farming, cities, leaders, and religion of the Aztec and Inca relative to the present-day United States. Talk about the importance of each of these components in any civilization.

### **4. Read Aloud Each Day**

It is very important that you read to your child each day. The local library has many books about Early American civilizations, including books about the Aztec and Inca and their civilizations. Refer to the list of books and other resources relevant to this topic that was sent home with the previous family letter.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.





*Directions: Listen to your teacher's instructions.*

11.



12.



13.



14.



15.



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.



2.

M

A



3.



A

I

4.

M



I

5.

M

A



6.

M



I

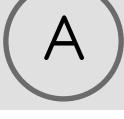
7.

M



I

8.



9.



10.



A

I



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

# 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	0	10																			
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	9	10		
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	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

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## ADDITIONAL CONSULTING SERVICES

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## ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

## CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

## SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



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The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

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