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| 1. ***How do we explain what happened in the past?***   ***To explain is to tell what, how, and why something happened. The past refers to any time before now. It could be yesterday, last year, or 100 years ago. People study and reconstruct, or piece together, the past to try to explain it. The woman holding the plate in the photograph on page 218 of the Reading/Writing Workshop is trying to piece together remnants, or small remaining pieces, of the past. She is at a temple in Luxor, Egypt. This can help us learn what life was like long ago. Archaeologists are scientists who study the past. They excavate, or dig up, and study artifacts from long ago. Artifacts such as the plate help us learn about lives, technology, and problems of people long ago. In “String Theory,” the text says that archaeologists do not know for sure how the Incas used the quipu. The quipu is made*** |

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| ***evidence to support their opinions. Page 257 describes Machu Picchu as too small to be a city, but its proximity to the capital city made it a perfect location for a royal retreat. On page 258, the description of how the Temple of the Sun tracked the sun’s movements supports the claim that Machu Picchu could have been an observatory. In “Dig This Technology!” three-dimensional images and GPR have allowed researchers to study Machu Picchu without disrupting the site. The author of “Eyes on the Skies” asserted that Machu Picchu’s main use was an observatory. Scientists could use a 3-D scanner to look at the site from different angles and see if any other structure align with the objects in the sky. Evidence: On pages 260 and 261, I read about how 3-D images help researchers see the city from any distance at any angle. The diagram on page 261 shows how the GPR uses radio*** |

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| ***waves to find objects underground. On page 258, I read that the Temple of the Sun at Machu Picchu is believed to be an observatory. On page 260, I read about how 3-D images are used to study archaeological sites. Technology has advanced greatly since Machu Picchu was discovered in 1911. According the “Machu Picchu: Ancient City,” researchers originally relied on studying artifacts and historical writings to learn about Mach Picchu and the people who lived there. To study artifacts, researchers first had to locate them. “Dig This Technology!” describes how researchers did this-they would trek 7000 feet to the ancient site and then carefully remove earth to find artifacts. In contrast to earlier research methods, today’s technology has made it much easier to study archaeological sites. For example, “Dig This Technology!” tells about a 3-D scanner that uses laser beams to build a*** |

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| ***cotton or wool and was used for calculating numbers by knots that were tied to certain sections of the quipu. So, Inca officials likely used the quipu to record and keep track of data. In “Spinning a Yarn,” the author says that the biggest mystery surrounding the Inca civilization is how it stayed together without a written language. So, he argues, the quipu must have been a form of language. Proof that the quipu is a form of language is an old manuscript that says the quipus were woven symbols and matches the symbols to a list of words. The author of “String Theory” thinks quipus were used for adding number. The author of “Spinning a Yarn” thinks they were a form of language. In “The Royal Treatment” and “Eyes on the Skies,” different views of history allow people to consider multiple kinds of evidence to form their own opinions. The authors used details that provide specific*** |

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| ***three-dimensional picture of Machu Picchu, helping researchers examine the city from every angle and distance. Another new tool is a ground penetrating radar, or GPR, which bounces radio waves off objects, telling researchers the depth of buried artifacts. The techniques used to study cities like Machu Picchu have changed dramatically from a process where researchers spent long, hard hours finding artifacts to one where modern technology does the work. Today’s technology has many advantages over the early methods of studying Machu Picchu. Through all these texts, I understand how reconstructing and researching the past helps people learn more because knowing why and how things happened in the past can teach us lessons for the present and possibly change our future for the better.*** |

4A

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| 1. ***Archaeologist: An archaeologist is a person who digs up and studies remains of ancient towns and cities.*** 2. ***Era: An era is a period of time or history.*** 3. ***Fragments: Fragments are small, broken pieces.*** 4. ***Historian: A historian is a person who knows a great deal about history.*** 5. ***Intact: Something that is intact is whole or complete.*** 6. ***Preserved: Something that is preserved is protected so that it does not decay or get damaged.*** 7. ***Reconstruct: When you reconstruct something, you put its parts back together.*** 8. ***Remnants: Remnants are small pieces or parts of something that are left over.*** |

4B

“String Theory” and “Spinning a Yarn”

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| 1. ***How do the details in the first paragraph of “String Theory” introduce the topic and the author’s point of view?***   ***Readers are asked to imagine doing math problems without a calculator. The author mentions the quipu, a tool invented by the Incas. The author will argue that the Incas used the quipu as a mathematical tool.***   1. ***What is the author’s point of view in “Spinning a Yarn”?***   ***The first paragraph describes unsolved mysteries about the Incas, such as how their empire survived without a written language. The second paragraph suggests the answer might be an object called as a quipu. The author will argue that quipu may have been used for language rather than math.*** |

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| 1. ***How can we access complex text in “Spinning a Yarn”?***   ***Connection of Ideas:***  ***Many Native American tribes pass down and preserve information through oral tradition. When Native Americans retell their history through oral tradition, they are recalling real-life facts about their tribe’s history. Folktales are simply fictional stories meant to teach a lesson. Quipus may have been a visual form of language used to reinforce oral traditions.***   1. ***What comprehension strategy can we use in “String Theory”?***   ***Summarize:***  ***Summarizing persuasive articles as we read is a good way to keep track of how the authors make important points. We should summarize sections as we read and then summarize the whole article to check our understanding. When reading multiple articles on the same topic, we can use our summaries to compare information. The Incas’ quipu had different patterns of knots on strings. Experts think the quipu may have been a calculator, and the patterns may have stood for numbers of different values.*** |

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| 1. ***What is the genre of the text in “String Theory”?***   ***Persuasive Article:***  ***A persuasive article tries to persuade a reader to support a position or idea, includes opinions that are supported with details, reasons, and evidence, and includes text features, such as diagrams. We can tell that “String Theory” is a persuasive article. The article states an idea of how a quipu was used. Details about how the quipu worked and how the Incas used it support the idea. A diagram illustrates the information. A diagram is a simple visual representation of an object, place, idea, or event. Labels show how parts relate to one another and to the whole.*** |

6B

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| 1. ***What vocabulary strategy can we use in “String Theory”?***   ***Context Clues:***  ***When you come across an unfamiliar or multiple meaning word, context clues found in the same sentence may help you learn its meaning. Sentence clues are words that help support the meaning of an unfamiliar word in the same sentence. In the first paragraph of “String Theory,” on page 223, we may not know the meaning of the word* calculator*. The words* do math problems *and* electronic *in the sentence suggest that a calculator is a mini-computer that solves math problems.*** |

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| 1. ***What comprehension skill can we use in “Spinning a Yarn”?***   ***Author’s Point of View:***  ***In arguing for or against an idea in a persuasive article, an author is giving his or her point of view, or position, about the topic. Supporting details such as word choice, evidence, and reasons give clues to the author’s point of view.***   |  | | --- | | ***Details:*** | | ***“Incas had language in thread”*** | | ***Knots may not mean numbers.*** | | ***Patterns may be symbols.*** | | ***Old manuscript shows code.*** | | ***Author’s point of View:*** | | ***The author is in favor of quipu as a form of language.*** | |

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| 1. ***What evidence exists to support the researchers’ theory that quipus were a form of language?***   ***One of the most important pieces of evidence researchers have to suggest quipus were a form of language is a similar pattern of knots found in many different quipus. These patterned knots have led researchers to believe these quipus have a code for the name of an Incan city. In addition, stronger evidence comes from a handwritten manuscript from the 17th century that was found with a piece of quipu. The manuscript states that quipus were woven symbols. It matches up these symbols to a list of words. These logical reasons suggest that researchers could be correct about the quipu.*** |

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| 1. ***How does the author of “The Royal Treatment” organize the information to help you understand his point of view? (C)***   ***The author organizes the information to share his point of view by presenting evidence from experts, giving a counterargument and then refuting it, and drawing a conclusion from the evidence. The text says, “Some experts have concluded…,” “Historians of this opinion argue…,” and “it is only reasonable to conclude…” The author concludes that the evidence suggests that Machu Picchu was used as a royal estate for the emperor.***   1. ***How can we connect to content in “The Royal Treatment”?***   ***Primary vs. Secondary Sources:***  ***To study ancient civilizations, historians rely on primary sources: original documents or objects created at the time of the civilization. The Inca artifacts discussed on page 257 are example of primary sources. Secondary sources are interpretations of primary resources, such as a scientific article based on field research. This article is a secondary source.*** |

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| 1. ***What is the genre of “Eyes on the Skies”?***   ***Persuasive Article:***  ***A persuasive article tries to convince a reader to support a position. The author’s position in “Eyes on the Skies” is that Machu Picchu was used as an Inca observatory.***   1. ***How does the author of “Eyes on the Skies” help you visualize the Temple of the Sun? (C)***   ***The author helps me visualize the Temple of the Sun by using descriptive words and phrases that help me picture what it looks like and perhaps how it worked. The author tells me that the Temple of the Sun looked like a partially enclosed room with curved walls and a stone lined up with a window facing east. The photograph shows some of the details that the author mentions in the text.*** |

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“The Royal Treatment” and “Eyes on the Skies”

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| 1. ***How can we access complex text on page 257?***   ***Prior Knowledge:***  ***Machu Picchu is in the Andes Mountains. The meaning of the word “retreat” in “A Reasonable Retreat” is a quiet, secluded place used for rest and relaxation. World leaders often have special retreats. The U.S. president uses a retreat called Camp David.***   1. ***What vocabulary strategy can we use on page 257?***   ***Context Clues:***  ***The word* dwellings *means homes. The context clues are “750 people” and “lived there.”***   1. ***Why does the author of “The Royal Treatment” think that Machu Picchu was a royal estate?***   ***Artifacts and details about the structure of Machu Picchu, as well as its size and proximity to Cuzco, suggest that it was a royal vacation retreat.*** |

9A

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| 1. ***How can we access complex text in “The Royal Treatment” and “Eyes on the Skies”?***   ***Connection of Ideas:***  ***Both articles show how archaeologists work to figure out as much as they can about a historic site. According to the articles, Machu Picchu may have been built to be a royal estate or to be an observatory to study the sun, stars, and planets. It is possible that both authors could be right because the author of the second article says that the royal family could have traveled there as a retreat and used the observatory at the winter solstice.***   1. ***Whys is it important to learn about different views of history?***   ***Different views of history allow people to consider multiple kinds of evidence to form their own opinions. The authors used details that provide specific evidence to support their opinions. Page 257 describes Mach Picchu as too small to be a city, but its proximity to the capital city made it a perfect location for a royal retreat. On page 258, the description of how the Temple of the Sun tracked the sun’s movements supports the claim that Machu Picchu could have been an observatory.*** |

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| 1. ***How have new tools helped historians get information about the past?***   ***Three-dimensional images and GPR have allowed researchers to study Machu Picchu without disrupting the site. The author of “Eyes on the Skies” asserted that Machu Picchu’s main use was an observatory. Scientists could use a 3-D scanner to look at the site from different angles and see if any other structure align with the objects in the sky. Evidence: On pages 260 and 261, I read about how 3-D images help researchers see the city from any distance at any angle. The diagram on page 261 shows how the GPR uses radio waves to find objects underground. On page 258, I read that the Temple of the Sun at Machu Picchu is believed to be an observatory. On page 260, I read about how 3-D images are used to study archaeological sites.*** |

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| 1. ***Compare the techniques researchers used to originally study Machu Picchu with the technology today.***   ***Technology has advanced greatly since Machu Picchu was discovered in 1911. According the “Machu Picchu: Ancient City,” researchers originally relied on studying artifacts and historical writings to learn about Mach Picchu and the people who lived there. To study artifacts, researchers first had to locate them. “Dig This Technology!” describes how researchers did this-they would trek 7000 feet to the ancient site and then carefully remove earth to find artifacts. In contrast to earlier research methods, today’s technology has made it much easier to study archaeological sites. For example, “Dig This Technology!” tells about a 3-D scanner that uses laser beams to build a three-dimensional picture of Machu Picchu, helping researchers examine th city from every angle and distance. Another new tool is a ground penetrating radar, or GPR, which bounces radio waves off objects, telling researchers the depth of buried artifacts. The techniques used to study cities like Machu Picchu have changed dramatically from a process where researchers spent long, hard hours finding artifacts to one where modern technology does the work. Today’s technology has many advantages over the early methods of studying Machu Picchu.*** |

9B

“Dig This Technology!”

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| 1. ***How does the diagram help you understand how scientists find and analyze artifacts? (C)***   ***The diagram helps me understand what the radar does and that scientists can find and analyze artifacts without having to dig them up. The caption explains the steps, and the diagram shows the parts of the machine. They work together to explain the machine.***   1. ***How can we access complex text in “Dig This Technology!”?***   ***Genre:***  ***While the author uses a diagram on page 261 to help readers understand how ground penetrating radar works, readers must visualize the text on page 260 to understand the 3-D scanner. A 3-D scanner scans the site with laser beams, and it reconstructs the site as a three dimensional picture.*** |

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