

Key Question

What makes underground cities interesting and unusual places to live?

Vocabulary

Academic vocabulary: *constant (adj.), construct (v.), features (n.), purposes (n.), reveals (v.), structures (n.)*

Discuss each academic vocabulary word with students. Point out the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

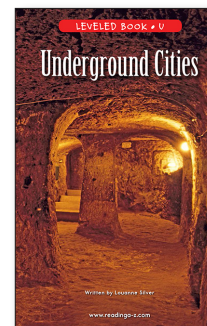
Story words

- *complex (n.), dwellings (n.), engineering (n.), excavated (v.), mine (n.), subterranean (adj.)*

Enrichment words

- *archaeologists (n.), circulation (n.), humidity (n.), pillars (n.), preserved (adj.), residents (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Underground Cities*.



Ask and answer questions

Before they read, have students take a picture walk through the book and have them annotate the text by writing questions and wonderings in the margins of the text. While they read, encourage students to answer their original questions or pose new ones. After reading, have students discuss their annotations with a partner.

Text features: Photographs and captions

While they are reading, have students review several photographs throughout the book. Draw students' attention to the captions. Ask students what information is being provided by the captions. Ask students how the photographs and captions are helpful for understanding the text.

Graphic organizer: Main ideas and details

Review or explain what the main idea and details are. Model and discuss how to complete the lesson [graphic organizer](#), using evidence from the text. Have students share their summaries with a partner.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information to answer the questions.

- *Where are underground cities located?* (level 1)
- *List some possible reasons why people may have chosen to live underground?* (level 2)
- *Why don't archaeologists know when Derinkuyu was built?* (level 2)
- *How did the people of Derinkuyu breathe?* (level 1)
- *What are some amazing facts about Derinkuyu?* (level 2)
- *How is the City of Caves different from Derinkuyu?* (level 2)
- *Which city has an underground hotel?* (level 1)
- *What advantages are there to living underground? What disadvantages are there to living underground?* (level 3)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: After you have read each section in the book, discuss and record the main idea for that section in the first column. Then, write the supporting details in the second column. Underline the most important details for each section.

Ancient Cities	
Main Idea	Details

Modern Cities	
Main Idea	Details

Underground Cities	
Main Idea	Details