

ENGLISH

# EARLY AMERICAN CIVILIZATIONS: AZTECS, MAYA, INCAS



**GRADE 1 UNIT 3 | TEACHER GUIDE**

EDITION 1

Grade 1

Unit 3

# **Early American Civilizations: Aztecs, Maya, Incas**

## **Teacher Guide**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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# Introduction

This introduction includes the necessary background information to be used in teaching the *Early American Civilizations* unit. The Teacher Guide for *Early American Civilizations* contains ten daily lessons in addition to six days across two Pausing Points, a Unit Review, a Unit Assessment, and two days of Culminating Activities in the order presented in this Teacher Guide. You should spend no more than sixteen days total on this unit.

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## UNIT COMPONENTS

Along with this Teacher Guide, you will need the:

- Flip Book for *Early American Civilizations*
- Image Cards for *Early American Civilizations*
- Activity Book for *Early American Civilizations*
- Digital Components for *Early American Civilizations*

All unit components materials can also be found in the digital version provided in the online materials.

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## WHY EARLY AMERICAN CIVILIZATIONS ARE IMPORTANT

This unit includes a study of the Maya, Aztec, and Inca civilizations. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming and the establishment of cities and government. 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 the Aztec city of Tenochtitlan. For the Inca, students will hear about the city of Machu Picchu. 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.

In later grades, students will build upon the knowledge of civilizations that they gain by listening to and discussing the Read-Alouds in this unit; the concepts and factual information that they learn now will also serve as building blocks for later, more in-depth, learning.

The text that students will be reading and discussing provides opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strands of Geography, Government, History, and Culture from the Social Studies TEKS. This content is not a replacement for grade level social studies instruction.

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## WHAT STUDENTS HAVE ALREADY LEARNED

The following units, and the specific core content that was targeted in those units, 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:

### **Colonial and Native Americans (Kindergarten)**

#### **Kings and Queens (Kindergarten)**

## CORE VOCABULARY FOR EARLY AMERICAN CIVILIZATIONS

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>harvest</b> hurricane maize shore	<b>Lesson 5</b> <b>awe</b> island legend scouts valley	<b>Lesson 9</b> collecting <b>possessions</b> villagers
<b>Lesson 2</b> plain goods <b>thrilled</b>	<b>Lesson 6</b> abundance dredged float <b>stationary</b>	<b>Lesson 10</b> archaeologist existence raging ruins <b>trek</b>
<b>Lesson 3</b> <b>constructing</b> market pyramid	<b>Lesson 7</b> <b>emperor</b> empire palace retreat wealth	
<b>Lesson 4</b> <b>accurate</b> festivals invented observatories telescopes	<b>Lesson 8</b> courteous <b>enormous</b> royalty	

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## CORE CONTENT OBJECTIVES

- 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 and empires many years ago
- Explain that the Maya/Aztec/Inca had leaders
- Identify the name of one emperor of the Aztec, Moctezuma
- Explain that the Maya/Aztec/Inca had traditions
- Identify the significance of the stars and planets to the Maya
- Identify the significance of the Mayan calendar
- Identify the Aztec capital as Tenochtitlan; Machu Picchu as an Inca city
- Explain archaeologists help us better understand ancient civilizations

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## WRITING

In this unit, students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after informational Read-Alouds. They will practice collecting and synthesizing information by note-taking as a group with Civilization Charts and other graphic organizers. Students will work independently to write one-phrase or one-sentence responses to Read-Alouds and activities throughout the unit. In Lesson 2, you will model informational paragraph writing. Then in small groups, students will synthesize their response statements into a paragraph.

The following activities may be added to students' writing portfolios to showcase student writing within and across units:

- Civilization Chart responses (Lessons 1–3, 5–7, 9, 10)
- Write About It informational paragraphs (Lessons 4, 8, 10)
- Any additional writing completed during Pausing Point, Unit Review, or Culminating Activities






## EARLY AMERICAN CIVILIZATIONS

# The Maya: A Harvest and a Hurricane

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will identify where and how the ancient Maya lived.

 **TEKS 1.1.A; TEKS 1.6.E**

**Reading**

Students will explain the importance of farming to the ancient Maya.

 **TEKS 1.6.F**

**Language**

Students will demonstrate an understanding of the Tier 3 word *harvest*.

 **TEKS 1.3.B**

Students will demonstrate an understanding of the phrase “the more the merrier.”

 **TEKS 1.3.B**

**Writing**


Students will explain the importance of farming to the ancient Maya.

 **TEKS 1.7.B**

**FORMATIVE ASSESSMENT****Exit Pass**

**Civilization Chart** Students will write a phrase or sentence about the Maya and farming.

 **TEKS 1.7.B**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Unit Introduction	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> Class Timeline <input type="checkbox"/> Image Cards 1, 2 (optional) <input type="checkbox"/> image of a tropical rainforest (optional)
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Characters in “The Maya” (optional) (Digital Components) <input type="checkbox"/> Flip Book: 1A-1–1A-7 <input type="checkbox"/> images of hurricane and sapodilla (optional) <input type="checkbox"/> images/samples of items that may or may not be harvested (optional)
“The Maya: A Harvest and a Hurricane”			
Comprehension Questions			
Word Work: <i>Harvest</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: "The More the Merrier"	Whole Group	20 min.	<input type="checkbox"/> Class Timeline (Digital Components) <input type="checkbox"/> Image Cards 3, 4 <input type="checkbox"/> Civilization Chart: Maya <input type="checkbox"/> paper and writing tools
Lesson 1: Class Timeline (Digital Components)			
Civilization Chart			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to locate the Maya in Mexico and the Yucatán Peninsula of Central America. Alternatively, you may access a digital version of a map showing the early American civilizations in the online materials for this unit.
- Prepare and display a timeline, and be prepared to add Image Card 3 on the range of 1000 BC–1542 AD. Explain to students that scholars today use BC and AD to date historic events, but students may sometimes see BCE/CE. Alternatively, you may access a digital version of a timeline in the online materials for this unit. You may also choose to create and maintain a class timeline throughout the entire year, showing 3000 BC–present.

### Application

- Prepare and display a Civilization Chart like the one below for the Maya on a wall or board in your classroom. Each section should be large enough to contain an Image Card. You will add at least one card to this chart at the end of each of the first four lessons. Leave the chart displayed throughout the unit.

Maya			
Farming	Cities	Leaders	Traditions

### Note to Teacher

The first four lessons of this unit focus on the Maya. It is important to understand that the Maya were a unique civilization in that they did not have a single ruler or economy. City-states, rather, acted independently with their own power structures, laws, traditions, customs, and economies. The Maya were united, however, through political bonds between those city-states. In the Read-Alouds that follow, we present information on a large and important city-state, Baikal.

**Universal Access**

- Gather images of a tropical rainforest, a satellite image of a hurricane, and an image of a sapodilla tree, and images/samples of various items that are and are not things that are harvested (maize, a kitten, a mailbox, wheat, green beans, etc.) to share with students.

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

- Prepare and display a characters chart with the following characters on chart paper, a chalkboard, or a whiteboard. Alternatively, a digital version may be accessed in the online materials for this unit.

Characters in “The Maya”			
Kanal	Tun (Kanal’s father)	Chanil (Kanal’s mother)	Ikal (Kanal’s little sister)
Zuk (Kanal’s uncle, Tun’s brother)	Pik (Zuk’s son, Kanal’s cousin)		

## CORE VOCABULARY

**harvest, v.** to gather a crop

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: The meteorologist predicted strong winds and rain would come as the hurricane hit the east coast.

Variation(s): hurricanes

**maize, n.** corn

Example: The farmer had a large crop of maize he sold 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

**Vocabulary Chart for “The Maya: A Harvest and a Hurricane”**

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	harvest ( <i>cosechar</i> ) hurricane ( <i>huracán</i> ) maize ( <i>maíz</i> )		
Multiple Meaning	shore		
Sayings and Phrases	extended family knee-deep		

## Lesson 1: The Maya: A Harvest and a Hurricane



# Introducing the Read-Aloud

**Speaking and Listening:** Students will identify where and how the ancient Maya lived.



**TEKS 1.1.A; TEKS 1.6.E**

## UNIT INTRODUCTION (5 MIN.)

- Tell students that, in this unit, they will learn about a group of early civilizations that developed within the last 500-3,000 years in a place close to them: the Americas.
- Ask students if they know the name of the continent on which they live. (*North America*)
- Point to this continent on a world map.
- Tell students that they will learn about three important civilizations of native people that existed in the Americas: the Maya, the Aztecs, and the Inca. Explain that these civilizations existed before the arrival of Columbus and other explorers. Some civilizations, such as the Maya, were still around during the colonial period when Europeans began to colonize America.
- Tell students that in this unit, they will learn about the way of life and important contributions made by these civilizations.
- Ask students if they have ever heard of these civilizations before. If so, have students share what they know.

### Support

Show students Image Cards 1 (Ship) and 2 (Columbus) when discussing Columbus.



**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

**Note:** If students share misunderstandings, it is not necessary to correct them at this point. However, make sure that misunderstandings are addressed and corrected during appropriate Read-Alouds.

- Tell students that the first of the civilizations they will learn about is the Mayan civilization. Explain that the Maya were unique because they did not have a single government. Each city-state that made up the Mayan civilization had its own government, traditions, and economy. Still, as they will learn in the next several lessons, some things were similar across these different city-states.

### WHERE ARE WE? (5 MIN.)

- Tell students that the people they will learn about today—the Maya—lived in the tropical rainforests in Mexico and Central America.
- Point to Mexico and the Yucatán [/yook\*ə\*tan/] Peninsula on a world map or globe.
- Ask students to share what they know about rainforests.
- 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.
- Ask students what questions they may have about rainforests.

### Support

Display an image of a tropical rainforest to help students identify the characteristics of this habitat.

Remind students that evergreen plants have leaves that remain green throughout the year.



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### Speaking and Listening

#### Exchanging Information and Idea

##### Beginning

Ask students yes/no questions about the tropical rainforests (e.g., “Do you think it rains often in the rainforest?”).

##### Intermediate

Provide students with a specific sentence frame (e.g., “One thing I know about rainforests is . . .”).

##### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “The rainforest is a habitat that is warm and wet.”).

**ELPS 2.D; ELPS 2.G;**

**ELPS 3.C**

## Lesson 1: The Maya: A Harvest and a Hurricane

# Read-Aloud

30M

**Reading:** Students will explain the importance of farming to the ancient Maya.

TEKS 1.6.F

**Language:** Students will demonstrate an understanding of the Tier 3 word *harvest*.

TEKS 1.3.B

### PURPOSE FOR LISTENING

- Remind students that today they will hear a story about a Mayan family. Tell students to listen to find out how the Maya lived and how they got their food.

### “THE MAYA: A HARVEST AND A HURRICANE” (15 MIN.)

#### Support

Display the Characters Chart you prepared in advance to help students recall the names and relationships of the characters in the images.

#### Support

Look at the Yucatán Peninsula on a map. Point out to students that water surrounds three sides of it, making it a peninsula.

#### Support

A hurricane is a storm with very strong winds and heavy rains. Display a satellite image of a hurricane for students.



#### Show Image 1A-1: Pik is worried

Tell me what you notice about this image. You are going to hear about the boy in this image in the Read-Aloud.

Once there was a Mayan boy named Kanak [/ko\*nol/]. Kanak lived with his family about 1,300 years ago in an area that is now called the Yucatán Peninsula. A *peninsula* is a piece of land nearly surrounded by water.

One day Kanak was working in a field near the village where his family lived, when he saw another Mayan boy coming his way. [Point to the image of Kanak and the point to the image of his cousin, Pik.] It was his cousin, Pik. Kanak smiled and said, “Hello. How are you?”

Pik had been lost in thought. He answered, “Fine, thanks.”

But he looked unhappy, so Kanak asked, “What’s wrong?”

Pik said, “My father told me that he is certain there is a **hurricane** headed this way. He says that he knows a hurricane is coming because the wind has been whistling more loudly through the holes and conch shells in the walls of the buildings. He is worried about being able to **harvest** the **maize** in our

TEKS 1.6.F Make inferences and use evidence to support understanding with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

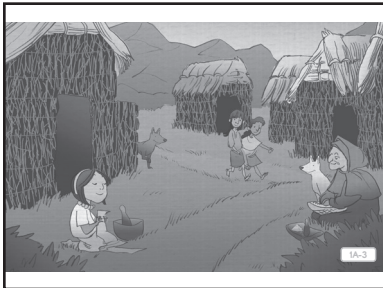


field before the hurricane reaches us." Maize is another word for corn. Pik's father is worried about being able to harvest, or gather, all the maize in time.

### Show Image 1A-2: Maize

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. Why is Pik upset? (Pik is afraid that the hurricane will destroy their crop of maize, and then his family will not have enough food to eat.)

"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-3: Mayan village

As they drew nearer, they saw the houses ahead, each one made of mud, stone, and palm leaves. [Point to the houses in the picture.] Kanal's younger sister, Ikal [/eek\*ol/], was sitting in front of their house weaving cotton to make a brightly colored garment. [Point to the garment in the picture.]

Based on the image, what would you say a garment is? (a piece of clothing) 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 [/chee\*klæe/]. "Fresh from the sapodilla [/sap\*ə\*dil\*ə/] tree," she smiled. Chicle is like chewing gum, and the boys popped some into their mouths, said "thank you," and continued on their way.



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STUDENTS**

## Speaking and Listening

### Listening Actively

#### Beginning

Ask students simple yes/no questions (e.g., "Is Pik upset because he is afraid of hurricanes?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "Pik is upset because . . .").

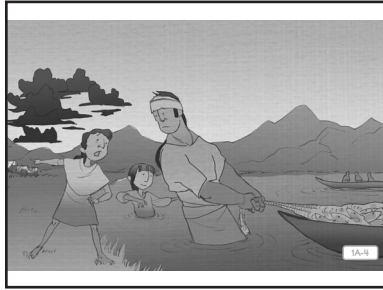
#### Advanced/ Advanced High

Encourage students to use key words in complete sentences (e.g., "Pik is upset because he is worried the hurricane will destroy his family's crops.").

**ELPS 2.D; ELPS 2.H;  
ELPS 3.C**

### Support

Display an image of a sapodilla tree to explain that the gum-like part of the tree is inside the fruit.



#### Show Image 1A-4: At the riverbank

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. *[Point to the canoe in the picture.] What is a canoe? A canoe is a narrow, open boat that is moved through the water with paddles.* 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**. *The shore is the land at the edge of the river.* 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 your father, Zuk [/zook/], that I will come this afternoon, and bring other family members to help."



#### Show Image 1A-5: 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-6: 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. *An extended family includes people like aunts, uncles, grandparents, and cousins.*

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."



### Show Image 1A-7: 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. *What do you think will happen?*

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the setting of this story, or where did this story take place? (*the tropical rainforests in Mexico and Central America a long time ago*)
2. **Literal.** What crop was very important to the Maya? (*maize, which comes from maíz, the Spanish word for corn*)

### Show Image 1A-3: Mayan village

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



### Check for Understanding

**Think-Share:** 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.*)

## Challenge

Think-Pair-Share with a partner to discuss what kinds of things could happen if the hurricane hits. What weather is associated with hurricanes? What effects would it have on everyday life?

## Challenge

Based on the Read-Aloud, what other foods do you think were important to the Maya? (*chicle, fish*)

## Flip Book 1A-3



4. **Literal.** Who helped Pik and Zuk harvest the maize? (*Kanal and Tun, and other extended family members*)
  - **Evaluative.** *Think-Pair-Share:* Would Pik and Zuk 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. Since Pik and Zuk's extended family helped, it took less time to harvest the maize.*)
5. **Inferential.** Was farming important to the Maya? (*yes*) How do you know this? (*Answers may vary, but may include that in the story, the family is upset that they could lose their maize crop.*)

### WORD WORK: HARVEST (5 MIN.)

1. In the Read-Aloud you heard, "[Pik's father] is 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 gather a crop.
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? (The word we have been talking about is harvest)

### Support

Show images or samples of various items, including those listed here, and ask students if they could be harvested.

**Use a Making Choices activity for follow-up.** I am going to say some items. If you think you would be able to harvest that item, say "I could harvest that." If you think you would not be able to harvest that item, say "I could not harvest that."

- maize (*I could harvest that.*)
- kitten (*I could not harvest that.*)
- mailbox (*I could not harvest that.*)
- wheat (*I could harvest that.*)
- green beans (*I could harvest that.*)

## Lesson 1: The Maya: A Harvest and a Hurricane

# Application



**Language:** Students will demonstrate an understanding of the phrase “the more the merrier.”

**TEKS 1.3.B**

**Writing:** Students will explain the importance of farming to the ancient Maya.

**TEKS 1.7.B**

### SAYINGS AND PHRASES (5 MIN.)

#### The More the Merrier

- 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 (i.e., 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. (*Yes, because having more people allowed Pik and Zuk to harvest their maize in time.*)



#### Check for Understanding

**Turn and Talk:** You might say “the more the merrier” when you have lots of other friends to play with, instead of only one friend. With a partner, come up with examples of other times when you might use the saying, “the more the merrier.”



**EMERGENT  
BILINGUAL  
STUDENTS**

#### Reading

##### Offering Opinions

##### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think the phrase applies/ does not apply to this part of the story.”).

##### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think ‘the more the merrier’ applies/does not apply to this part of the story, because . . .”).

##### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G; ELPS 4.G;  
ELPS 4.J**

**TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts.

Image Card 3



Image Card 4



### TIMELINE (5 MIN.)

- Referencing the prepared timeline in your classroom, explain to students that this is a timeline that shows the span of time in the past they are studying.
- On the timeline, identify the spectrum of time for students.
- Tell students the story they heard today was about the Maya, whose civilization peaked between 250 AD and 900 AD. Tell students that there are still Mayan people today, but because their civilization was at its height earlier in history, we put them on the timeline in this location.
- Ask students to point out where you should place Image Card 3 (Maya).  
Note: Image Card 3 and Image Card 4 are identical.

### CIVILIZATION CHART (10 MIN.)

- Refer to the Civilization Chart: Maya on display.

#### Show Image Card 4: Farming maize

- Ask if farming was important to the Mayan people, as they learned in today's Read-Aloud. (yes) Ask students how they know this. (*Pik's family farmed for food; they were very distressed when they thought they might lose their maize crop.*)
- Ask students to recall what happened to the family's farm in the Read-Aloud. (*They feared it would be destroyed by a hurricane, so the family pulled together to harvest the maize quickly.*)
- Place the Image Card on the chart to help students remember that the Maya farmed.

Maya			
Farming	Cities	Leaders	Traditions
Image Card 4 (Farming maize)			

- Ask students to share what they learned from the Read-Aloud about farming. (*Answers will vary, but may include that the Maya raised maize in fields and extended families farmed together.*)



### Exit Pass

- On a piece of paper, have students write a phrase or sentence about what they learned about the Maya and farming.
- Collect students' phrases or sentences. Return these to students by Lesson 4, when they will be used in a writing project.

End Lesson

## Lesson 1: The Maya: A Harvest and a Hurricane

# Take-Home Material

### FAMILY LETTER

- Send home Activity Page 1.1.

### Activity Page 1.1



## 2

## EARLY AMERICAN CIVILIZATIONS

# The Maya: Journey to Baakal


**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will explain the importance of farming to the ancient Maya.

 **TEKS 1.1.C; TEKS 1.6.E**


**Reading**

Students will identify and explain important aspects of the traditions of the ancient Maya.

 **TEKS 1.6.E; TEKS 1.6.F**

**Language**

Students will demonstrate an understanding of the word *thrilled*.

 **TEKS 1.3.B; TEKS 1.6.E**

**Writing**


Students will identify and explain important aspects of the traditions of the ancient Maya.

 **TEKS 1.7.B**

**FORMATIVE ASSESSMENT****Exit Pass**

**Civilization Chart** Students will write a phrase or sentence about the Maya and their traditions.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts.



## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> World Map (Digital Components)
Essential Background Information and Terms			
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Characters in “The Maya” (optional) (Digital Components) <input type="checkbox"/> Flip Book: 2A-1–2A-6
“The Maya: Journey to Baakal”			
Comprehension Questions			
Word Work: <i>Thrilled</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civilization Chart	Whole Group	20 min.	<input type="checkbox"/> Civilization Chart: Maya <input type="checkbox"/> Image Card 5 <input type="checkbox"/> paper and writing tools <input type="checkbox"/> Model Paragraph (prepared in advance) (Digital Components)
Model Write About It			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the ancient Maya and the city of Palenque. Alternatively, you may access a digital version of a map showing these locations in the online materials for this unit.

### Application

- Prepare to add Image Card 5 to the Civilization Chart.
- Prepare and display the following model paragraph for the Write About It activity. Alternatively, a digital version may be accessed in the online materials for this unit.

#### Model Paragraph

##### **Farming**

Farming was important to the Maya. They raised maize, or corn, in fields. Extended families farmed together and helped each other while doing this. The maize they grew provided the family with food. They also traded maize for other goods and services.

- Prepare to place students in four groups of roughly equal numbers during the writing project: farming, cities, traditions, and leaders. Students will work together in Lesson 4 to craft an informational paragraph on their topic.

### Universal Access

- Display the Characters Chart to help students keep track of the characters in the Read-Aloud.

## CORE VOCABULARY

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

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

Variation(s): plains

**goods, n.** items that can be sold or exchanged for something else

Example: Her family exchanged the goods for clothing.

Variation(s): none

**thrilled, adj.** extremely excited

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

Variation(s): none

**Vocabulary Chart for “The Maya: Journey to Baakal”**

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		goods thrilled	
Multiple Meaning	plain		
Sayings and Phrases	hollowing out hearing the excitement the wonder of		

## Lesson 2: The Maya: Journey to Baakal

10M

# Introducing the Read-Aloud

**Speaking and Listening:** Students will explain the importance of farming to the ancient Maya.



**TEKS 1.1.C; TEKS 1.6.E**

## WHAT HAVE WE ALREADY LEARNED?

- Remind students that in the last Read-Aloud they heard about a Mayan boy named Kanal and his family.
- Review with students how the Maya got their food and where they lived by asking the following questions:
  - How did the Maya get their food? (*fishing and farming*)
  - What crop was very important to the Maya? (*maize*)
  - Who did the Maya depend on when they needed help? (*extended family*)

**EMERGENT  
BILINGUAL  
STUDENTS**



### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Have students answer yes/no questions about the Read-Aloud (e.g., “Did the Maya get their food by farming?”).

##### Intermediate

Have students contribute using a short sentence or completing the sentence frame: “The Maya got their food by . . .”

##### Advanced/

##### Advanced High

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

**ELPS 2.D; ELPS 2.H;**

**ELPS 3.C**



### Check for Understanding

**Think of a Word:** In the last Read-Aloud, something was threatening to ruin Pik and Zuk’s maize crop. Quietly to yourself, think of what this problem was. [Pause.] Think of one word or phrase that describes why it was important to overcome this obstacle. [Ask several students to share.] (*Answers may vary, but may include food, family, etc.*)



**TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

### ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- Tell students that in today's Read-Aloud they will hear more about the Mayan civilization, including their way of life and traditions. Students will learn about how traditions are passed down within civilizations in order to help people better understand the world around them.
- Explain that in the Mayan civilization, different people and city-states had many different types of traditions. In the Read-Aloud, they will hear another story about Kanal and his family, as they make a special journey.

### WHERE ARE WE? (5 MIN.)

- Have a different student locate the area where the Maya lived on a world map. (*in Mexico and Central America, in and around the Yucatán Peninsula*)
- Tell students Kanal and his family will travel to a city in the Read-Aloud today. Explain to students that the city Kanal and his family will travel to—Baakal—has a different name today—Palenque.
- Show students where Palenque is located on the map.

## Lesson 2: The Maya: Journey to Baakal

# Read-Aloud

30M

**Reading:** Students will identify and explain important aspects of the traditions of the ancient Maya.



**TEKS 1.6.E; TEKS 1.6.F**

**Language:** Students will demonstrate an understanding of the word *thrilled*.



**TEKS 1.3.B; TEKS 1.6.E**

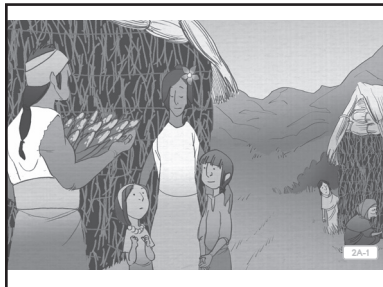
### PURPOSE FOR LISTENING

- 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 why they go there.

### Support

Display the Characters Chart from Lesson 1 to help students recall the names and relationships of the characters in the images.

### “THE MAYA: JOURNEY TO BAAKAL” (15 MIN.)



#### Show Image 2A-1: The hurricane passes

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 rain from the hurricane was good for our crops. Your mother and I have

decided that all of us should go to Baakal [/bak\*al/] for the Festival of the First Star to trade our maize for other goods and services. *Baakal is a city that is far away.* We will celebrate the maize harvest in Baakal.”



**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.

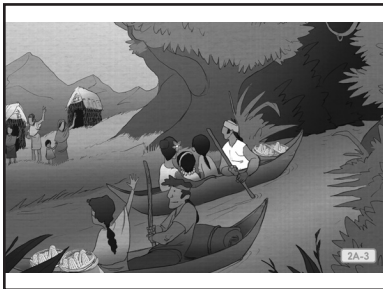


### Show Image 2A-2: Kanak's family excited about the journey

Well, you can imagine the excitement. Kanak'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 [/chon\*eel/], was the most delighted of all. She told them, "Wait until you see Baakal. There

is no other place like it, they say, except of course for Puh, the greatest city in the world. But I have seen Baakal, and I cannot imagine any place more wonderful."

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

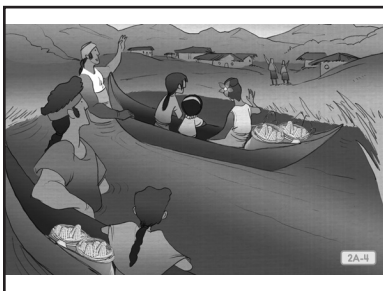


### Show Image 2A-3: Leaving for Baakal

It did not take them long to prepare, because their extended family members would make sure that everything at home would be all right while they were away. Early the next morning, they all set out. Pik's brothers and sisters, who were too young to make such a long trip, stayed behind with their mother. But Pik and

his father, Zuk, joined Kanak'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. *How are they going to Baakal? (by canoe) Have you ever been in a canoe or seen one before?*

The paddles noiselessly slid through the water. They were all used to traveling this way to other nearby villages. "But this time," thought Kanak 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. *When it takes three days to get someplace, is that a long time or a short time?* At night, they stopped at other small villages, dragging their canoes ashore, or onto the shore, 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.



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Have students answer using a sentence frame (e.g., “I think the children have never seen a plain before because. . .”).

#### Intermediate

Encourage students to respond by agreeing or disagreeing with what the previous student said (e.g., “I agree with. . .”). Then have students offer their opinion using a sentence frame (e.g., “I think the children have never seen a plain before because. . .”).

#### Advanced/

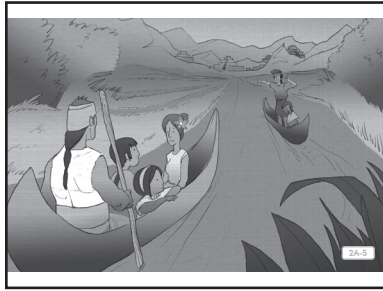
#### Advanced High

Have students agree or disagree with what the previous student said (e.g., “I agree with. . .”) and follow up with their own opinion.

**ELPS 2.H; ELPS 3.G**

### Challenge

What is so special about Baakal? Compare the scale of the city in image 2A-6 with the homes in which Kanal and his family live, as shown in image 1A-4.



### Show Image 2A-5: The wide plain

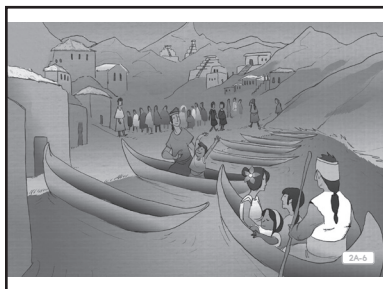
At about noon on the third day, the river brought them out from among the trees onto an enormous, flat **plain**. [Here, plain means a large, flat area of land. Plain can also be used to describe something as simple or clear.] Kanal, Pik, and Ikal had never seen such a giant space without forest covering it. The two fathers,

knowing this, stopped paddling, so the young people could just stare.

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

They could just make out high, bright red towers. They were all **thrilled**, or **very excited**, 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. Everyone was there to celebrate the maize harvest. 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. *Why do you think there were other people in boats everywhere?* (Answers may vary but should include that there is a festival or that this is a big city.)

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!”

## COMPREHENSION QUESTIONS (10 MIN.)



### Check for Understanding

**Recall:** Why did Kanal and his family travel to the Mayan city of Baakal? *(to celebrate the good harvest of maize this year, and to trade the maize for other goods and services; to attend the Festival of the First Star)*

1. **Literal.** How did Kanal and his family travel to the Mayan city of Baakal? *(in canoes, along the river)*
  - **Literal.** How long did it take for them to reach Baakal? *(a long time, three days)*
  - **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.)*
2. **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 rain from the hurricane was good for our crops. Your mother and I have decided that all of us should go to Baakal for the Festival of the First Star to trade our maize for other goods and services. We will celebrate the maize harvest in Baakal.”*

3. **Inferential.** *Think-Pair-Share:* What do we learn about the Maya through this passage? *(they enjoy celebrating harvest, they value their extended families, and they attend festivals)*

## Support

Here, *wonder* means the thing(s) that cause admiration. So “the wonder of Baakal” means the things that make Baakal a great city. *Wonder* can also mean to want to know something.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## Flip Book 2A-1



### WORD WORK: THRILLED (5 MIN.)

1. In the Read-Aloud you heard, “They were all thrilled, but to Tun, the best part of the moment was hearing the excitement in his brother’s voice, for Zuk rarely let himself get excited.”
2. Say the word *thrilled* with me.
3. When someone is thrilled, they are very excited.
4. The teacher was thrilled to learn he had won an award.
5. Describe a time when you were thrilled about something. Try to use the word *thrilled* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was thrilled when . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** Describe a time when you did something that thrilled someone else. Use the word *thrilled* when you tell about it.

Lesson 2: The Maya: Journey to Baakal

# Application



**Writing:** Students will identify and explain important aspects of the traditions of the ancient Maya.

 **TEKS 1.7.B**

**CIVILIZATION CHART (15 MIN.)**

- Refer to the Civilization Chart: Maya on display in the classroom.

**Show Image Card 5: Trading Goods**

- Remind students that the Maya harvested maize, which is another word for corn.
- Tell students that this image shows Mayan people trading maize for other goods and services.
- Ask students to recall how Kanal and his family celebrate the maize harvest in the Read-Aloud. *(They visit Baakal during the Festival of the First Star and they traded the maize for other goods and services.)*
- Place the Image Card on the chart to help students remember that the Maya traded the maize for other goods and services.

Image Card 5



Maya			
Farming	Cities	Leaders	Traditions
Image Card 4 (Mayan Farming)			Image Card 5 (Trading Goods)

- Ask students to share what they learned from the Read-Aloud about the Mayan traditions. *(Answers will vary, but may include that the Maya would attend the Festival of the First Star.)*

 **TEKS 1.7.B** Write brief comments on literary or informational texts.



### Exit Pass

- On a piece of paper, have students write a phrase or sentence about what they learned about the Maya and their traditions.
- Collect students' phrases or sentences to review their understanding of the importance of traditions to the Maya. Return these to students by Lesson 4, when they will be used in a writing project.



### MODEL WRITE ABOUT IT (5 MIN.)

TEKS 1.7.B

- Tell students that throughout this unit, they will write about things they have learned about the civilizations they are studying. The first civilization they will write about will be the Mayan civilization.
- Tell students that each day they have and will continue to work individually to write a sentence about each of the important aspects of the Maya. Explain that they will later work in groups, using the sentences and information on the Civilization Chart: Maya, to create a written paragraph about one aspect of the Mayan civilization.
- Model for students what this could look like, using an aspect of Mayan civilization they have already learned about: farming. Point to the Image Card on the Civilization Chart: Maya and show students the model paragraph you prepared in advance about farming.
- Read the paragraph aloud to students.
- Tell students this is an informational paragraph. Point out the following parts:
  - introductory sentence [Reread this sentence.]
  - body sentence(s) [Reread this sentence.]
  - concluding sentence [Reread this sentence.]
- Assign students to their groups and topics that you prepared in advance. Point out to students that these groups match a category on the Civilization Chart: Maya.
- Tell students that in a later lesson, they will work together to combine the sentences they wrote individually into a paragraph.

### Challenge

Would you add any additional information to this paragraph on farming?

End Lesson



TEKS 1.7.B Write brief comments on literary or informational texts.

## EARLY AMERICAN CIVILIZATIONS

# The Maya: King Pakal's Pyramid

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will identify and explain important aspects of how the ancient Maya civilization was organized.

 **TEKS 1.1.C**

### Language

Students will demonstrate an understanding of the Tier 2 word *constructing*.

 **TEKS 1.3.B; TEKS 1.3.D**

### Reading

Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

 **TEKS 1.6.E; TEKS 1.6.G; TEKS 1.6.H**

Students will write brief comments on literary or informational texts.

 **TEKS 1.7.B**

### Writing

Students will illustrate important aspects of the cities and leaders of the ancient Maya.


 **TEKS 1.7.E**

## FORMATIVE ASSESSMENT

### Exit Pass

**Civilization Chart** Students will write a phrase or sentence about Mayan cities and leaders.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	❑ world map (Digital Components)
What Have We Already Learned?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Characters in “The Maya” (optional) (Digital Components)  ❑ Flip Book: 3A-1–3A-6  ❑ list of numbers 1–10 (optional)  ❑ images of a multistory building, pyramid, and market (optional)  ❑ board/chart paper
“The Maya: King Pakal’s Pyramid”			
Comprehension Questions			
Word Work: <i>Constructing</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civilization Chart	Whole Group/ Independent	20 min.	❑ Civilization Chart: Maya  ❑ Image Cards 6, 7  ❑ paper and writing and drawing tools
Illustrate It			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the ancient Maya and the city of Palenque. Alternatively, you may access a digital version of a map showing these locations in the online materials for this unit.

### Application

- Prepare to add Image Cards 6 and 7 to the Civilization Chart.
- Be prepared to record student predictions about why King Pakal built a great pyramid on a board/chart paper.

## Universal Access

- Display the Characters Chart you created in Lesson 1 to help students keep track of the characters in the Read-Aloud.
- Prepare and display a list of the numerals 1–10 on the board/chart paper for reference during the Read-Aloud.
- Gather images of a multistory building, Egyptian pyramid, and market for use during the Read-Aloud.

## CORE VOCABULARY

**constructing, v.** building; putting together

Example: After spending time constructing her tower of blocks, the girl was disappointed when it was knocked over.

Variation(s): construct, constructs, constructed

**inscription, n.** words or pictures that are carved or cut into a material

Example: The inscription on the rock showed the visitors which way to go.

Variation(s): inscriptions, inscribed

**market, n.** a public space where people buy and sell 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 that meet at a point

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

### Vocabulary Chart for “The Maya: King Pakal’s Pyramid”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	pyramid ( <i>pirámide</i> ) inscription ( <i>inscripción</i> )	constructing ( <i>construyendo</i> )	
Multiple Meaning		market ( <i>mercado</i> )	
Sayings and Phrases	long ago		

## Lesson 3: The Maya: King Pakal's Pyramid

# Introducing the Read-Aloud

**Speaking and Listening:** Students will identify and explain important aspects of how the ancient Maya civilization was organized.



TEKS 1.1.C

## WHERE ARE WE? (5 MIN.)

- Have a student locate the area where the Maya lived on a world map. (*in Mexico and Central America, in and around the Yucatán Peninsula*)



### Check for Understanding

**One-Word Answer:** What was the name of the city Kanal and his family visited? (*Baakal*)

- Remind students that the city called Baakal long ago is called Palenque today.
- Show students where Palenque is located on the map.

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## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students respond by pointing to images in the Flip Book.

#### Intermediate

Have students respond by using images and complete sentences.

#### Advanced/ Advanced High

Have students respond by answering in complete, detail-rich sentences.

ELPS 2.E



**TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- 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 Kanal and his family go? (*Baakal*)
  - What was Baakal? (*a city*) Was it a big city or a little city? (*big*)
  - Why were they going to Baakal? (*to celebrate the harvest and to trade maize for other goods and services; to attend the Festival of the First Star*)



### Lesson 3: The Maya: King Pakal's Pyramid

# Read-Aloud



**Reading:** Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

Students will make predictions about King Pakal.

TEKS 1.6.E; TEKS 1.6.G; TEKS 1.6.H; TEKS 1.6.C

**Language:** Students will demonstrate an understanding of the Tier 2 word *constructing*.

TEKS 1.3.B; TEKS 1.3.D

## PURPOSE FOR LISTENING

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

## “THE MAYA: KING PAKAL’S PYRAMID” (15 MIN.)



**Show Image 3A-1: Pakal's pyramid** *What do you think this building is?*

Bohlohn [/boe\*loen/]. That is the Maya word for the number nine.

Hoon [/hoon/], kah [/kaw/], ohsh [/oesh/], kahn [/kawn/], ho [/hoe/], wahk [/wawk/], wook [/wook/], washahk [/wosh\*alk/], bohlohn [/boe\*loen/], and lah hoon [/law/]

[/hoon/]. *[Use your fingers to count as you read the Maya numbers.]*

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 lkal, 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 smaller than the one below it. *[Have students count the stories in this image.]* 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. *A pyramid is a structure with triangular sides and a rectangular base.*

TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.6.H Synthesize information to create new understanding with adult assistance; TEKS 1.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

## Support

Display a list of the numerals 1–10 on the board/chart paper for students to reference.

## Support

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.

## Support

Point out the way the general shape of the Mayan pyramid is a pyramid. Ask students to compare the shape of the pyramids with the shape of the school building.



## Speaking and Listening

## Offering Opinions

## Beginning

Have students answer using a sentence frame (e.g., “I think/do not think there really was treasure.”).

## Intermediate

Encourage students to respond by agreeing or disagreeing with what the previous student said (e.g., “I agree with . . .”).

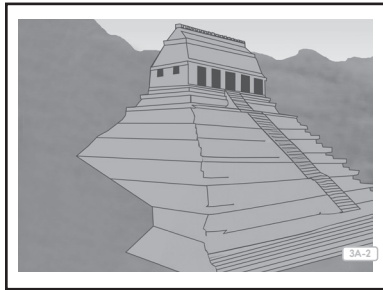
Then have students offer their opinion using a sentence frame (e.g., “I think there was treasure because . . .”).

## Advanced/

## Advanced High

Have students agree or disagree with what the previous student said (e.g., “I agree with . . .”) and follow up with their own opinion.

ELPS 2.H; ELPS 3.G



## Show Image 3A-2: King Pakal's pyramid

“Nine stories high, plus the building on top,” Tun said. “This is the **pyramid** of the great King Pakal [/pa\*kəl/]. This pyramid was built over many years. King Pakal wanted it built to remember his time as king. The building at the top of the pyramid is full of inscriptions, or words and pictures carved into stone, that

explain our people's great history and traditions.” *[Point to each part on the picture as you talk about the pyramid.]*

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

“No. It is a special place. Only King Pakal's son, our great king Chan Bahlum [/kon/] [/bo\*lom/], is allowed inside the pyramid.”

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 King Pakal wanted treasure to be put inside when he died. Some say the pyramid is full of treasure from top to bottom.”



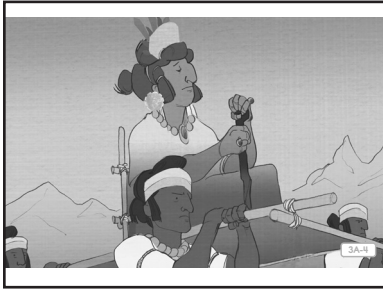
## Show Image 3A-3: Treasure found in Pakal's pyramid

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. **Jade is a type of stone.** No one knows exactly.” *This*

*picture shows part of the king's pyramid, a sculpture of King Pakal, and a tablet located on an interior wall.*

Chanil added, “Except for our king, Chan Bahlum. It was he who put it there. That is, if the tale is true.” *A tale is a story. What is the other meaning of story?*

Pik looked at his father, Zuk. “Do you think it is true, Father? Is there really treasure?” *Do you think there really was treasure? What do you think these three images show?*



### Show Image 3A-4: King Pakal

Zuk was still staring up at the building. 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." *A scepter is a wand or rod that can symbolize royal power.*

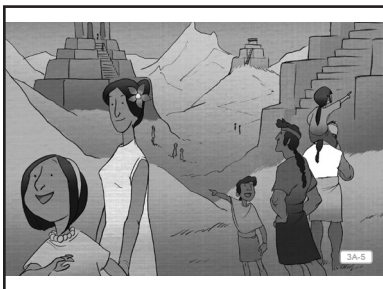
"He did not walk on the earth, as we do, but was carried through the streets on a great chair that sat atop two long poles laid flat. Important noblemen, for whom carrying the king through the streets was a great honor, carried the king anywhere he wanted to go." He turned to look at his son. "I think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

The children looked at one another in wonder, then back at the pyramid. But Tun and Chanil looked at one another, silently sharing a different thought. They were both thinking, "I have not heard Zuk speak so many words at once in many years." Finally Tun said to the others, "Let us go see what is on the other side of King Pakal's pyramid. I heard from a man in the **market** this morning that King Chan Bahlum is **constructing** more great buildings over there." *To construct means to build something.*

So they hurried off to see what other sights there might be.

### Support

A market is a place where people buy and sell goods. Show students an image of a market. Ask students if they have ever been to a market, and choose a student to share his or her experience.



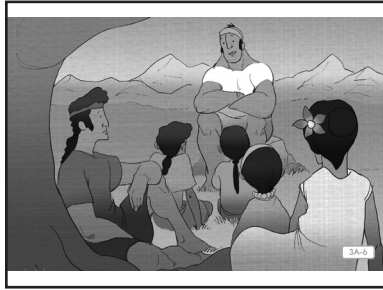
### Show Image 3A-5: Other sights in Baakal

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 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.

## Support

Remind students that making predictions is more than just trying to guess what happens next. When making a prediction, the reader should think carefully about what they have already learned or heard and use that information to form their prediction.



### Show Image 3A-6: Resting under a tree

After a while, Kanak asked, “Father, why did King Pakal make such a wonderful pyramid? It is much greater than the places you showed us this morning.”

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. *What do you think the secret about King Pakal could be? Why do you think King Pakal built such a great pyramid? [Pause to record students’ predictions for review and discussion in Lesson 4.]*

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kind of leader ruled the Maya? (*a king*)
2. **Evaluative.** When telling the children about King Pakal, why do you think Zuk spoke more words than he had in years? (*Answers will vary, but may include that he admires King Pakal or that he likes talking about the past.*)
3. **Literal.** In addition to the pyramid, what new things did Kanak find in Baakal? (*market, pyramid, new buildings, many more people*)
4. **Literal.** Describe how King Pakal dressed. (*colorful robes, feathered headdress, jade necklaces; He carried a scepter.*)
  - **Inferential.** What other special things did the king of Baakal have? (*access to the pyramids and buildings, treasure, green jade jewelry, bowls, and tools*)
  - **Inferential.** Why do you think the king was carried through the streets? (*Answers will vary, but may include that he was very important, wealthy, etc.*).



### Check for Understanding

**Recall:** Think about the stories we have read about this Mayan family. What are some ways in which the family members depend on one another? (*Answers may vary, but may include helping to harvest the maize, making sure everything at home would be all right while they were in Baakal, or paddling the river together.*)

### WORD WORK: CONSTRUCTING (5 MIN.)

1. In the Read-Aloud you heard Tun say, “I heard from a man in the market this morning that King Chan Bahlum is constructing more great buildings.”
2. Say the word *constructing* with me.
3. *Constructing* means building something or putting something together.
4. The workers spent eight months constructing the new house.
5. What other kinds of things do you think would be worth constructing? Try to use the word *constructing* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: “I think constructing a \_\_\_\_\_ would be good because . . .”]
6. What's the word we've been talking about?

**Use a Movement activity for follow-up.** Silently and gently, repeat my actions—the actions a worker might do while constructing something. After you act it out, say what you might be building (e.g., “I am constructing \_\_\_\_\_”). [Act out hammering, drilling, sawing, etc.]

### Challenge

Have students come up with their own movements and explain what they are constructing while acting them out.

### Lesson 3: The Maya: King Pakal's Pyramid

# Application

20M

**Reading:** Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

 **TEKS 1.6.G**

**Writing:** Students will illustrate important aspects of the cities and leaders of the ancient Maya.

 **TEKS 1.7.E**

Students will write brief comments on informational texts.

 **TEKS 1.7.B**

#### CIVILIZATION CHART (10 MIN.)

- Refer to the Civilization Chart: Maya on display in the classroom.
- Tell students that in Mayan civilizations, different city-states had different government forms. Some were under the rule of priests. Others, like the one we learned about today, were under the rule of kings.
- Ask students to recall the name of the kings of Baakal they learned about in today's Read-Aloud. (*Pakal, Chan Bahlum*)

#### Show Image Card 6: King Pakal

- Tell students this Image Card shows a sculpture of King Pakal.
- Ask students to share what they learned from the Read-Aloud about King Pakal. (*had great wealth, ruler of city-state, had special privileges*)
- Remind students that in today's Read-Aloud they also heard about the city that King Pakal ruled over, Baakal.

#### Show Image Card 7: Baakal

- Ask students to share what they have learned about the city of Baakal. (*was very large; contained markets and buildings; many people traveled there for festivals and special events*)
- Place the Image Cards on the chart to help students remember that the Maya had rulers like King Pakal as well as large cities like Baakal.

#### Image Card 6



#### Image Card 7



#### Challenge

Have students explain what they can infer about King Pakal based on this sculpture.

 **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.7.B** Write brief comments on literary or informational texts.

Maya			
Farming	Cities	Leaders	Traditions
Image Card 4 (Mayan Farming)	Image Card 7 (Baakal)	Image Card 6 (King Pakal)	Image Card 5 (Trading Goods)

- Remind students that Baakal is called Palenque today.



### Exit Pass **TEKS 1.7.B**

- On a piece of paper, have students write a phrase or sentence each about what they learned about the leaders of the Maya and Mayan cities like Baakal.
- Collect students' phrases or sentences to evaluate their understanding of the important aspects of Mayan cities and leaders. Return these to students by Lesson 4, when they will be used in a writing project.

### ILLUSTRATE IT (10 MIN.)

- Tell students that they will get to be illustrators in this activity.
- Referring to the Civilization Chart: Maya, remind students of the following:
  - Maize and farming were important to the Maya.
  - The Maya were ruled by leaders and kings like King Pakal.
  - The city of Baakal included markets, buildings, and pyramids.
- Have each student draw a detail they remember about the Read-Alouds they have heard thus far. Explain that this does not have to recreate a scene from the Read-Aloud. Students may draw anything they remember about the Maya.
- As students draw, circulate around the classroom and help any students who have trouble remembering information from the Read-Alouds.
- Give students the opportunity to share their drawings with the class. As students share, expand their responses using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

End Lesson



**TEKS 1.7.B** Write brief comments on literary or informational texts.



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### Writing

#### Writing

#### Beginning

Referencing the Civilization Chart: Maya, students will write a response phrase with the help of an adult.

#### Intermediate

Referencing the Civilization Chart: Maya, students will write a short sentence with the starters "\_\_\_\_\_ was a Mayan leader." and "Cities like Baakal contained . . ."

#### Advanced/ Advanced High

Students will independently write a detailed sentence on topic.

**ELPS 5.G**

### Support

Use the Flip Book images from the Read-Aloud to help students recall important information.

### Challenge

Add a caption explaining the drawing.



## 4


## EARLY AMERICAN CIVILIZATIONS

# The Maya: The Festival of the First Star

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

 **TEKS 1.1.A; TEKS 1.6.B**


**Reading**

Students will identify and explain an important celebration of the ancient Maya.

 **TEKS 1.6.C; TEKS 1.6.G**

**Language**

Students will demonstrate an understanding of the Tier 2 word *accurate*.

 **TEKS 1.3.B; TEKS 1.7.F**

**Writing**

In collaboration with peers, students will write about the ancient Maya.


 **TEKS 1.6.H**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Write About It** In small groups, students will write a paragraph about an important aspect of the ancient Maya.

 **TEKS 1.6.H**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.



## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> Civilization Chart: Maya
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-1–4A-10 <input type="checkbox"/> Characters in “The Maya” (optional) (Digital Components) <input type="checkbox"/> images of stars, planets, telescope, observatory, and tortoise (optional) <input type="checkbox"/> predictions list
“The Maya: The Festival of the First Star”			
Comprehension Questions			
Word Work: <i>Accurate</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Write About It	Small Group	20 min.	<input type="checkbox"/> Civilization Chart: Maya <input type="checkbox"/> Model Paragraph (Digital Components) <input type="checkbox"/> Write About It: Maya organizers

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the ancient Maya. Alternatively, you may access a digital version of a map in the online materials for this unit.

### Read-Aloud

- Display the list of predictions you created on the board/chart paper in Lesson 3.

### Application

- Make four copies of each of the Write About It: Maya organizers found in Teacher Resources on page 167: one copy for each group.
- Display the Model Paragraph you created in Lesson 2.

### Note to Teacher

During the Application for this lesson, students will work together in groups to craft informational paragraphs. If students do not have enough time to finish, you may choose to offer them additional time during the Pausing Point that follows. Additionally, one of the suggested activities during the Pausing Point that follows this lesson is to have students present their paragraphs as part of a museum exhibit.

### Universal Access

- Display the Characters Chart you created in Lesson 1 to help students keep track of the characters in the Read-Aloud.
- Gather images of stars, planets, a telescope, an observatory, and a tortoise to share with students during the Read-Aloud.

## CORE VOCABULARY

**accurate, adj.** correct; right

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

Variation(s): none

**festivals, n.** celebrations that are centered around traditions and/or culture

Example: Aaliyah's town had many festivals in the spring; her favorite was the strawberry festival.

Variation(s): festival

**invented, v.** created something new

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

Variation(s): invent, invents, inventing

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

Example: Ellen's favorite hobby was visiting observatories to observe and learn about the planets.

Variation(s): observatory

**telescopes, n.** instruments that make distant objects appear closer when you look through them

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

Variation(s): telescope

**Vocabulary Chart for "The Maya: The Festival of the First Star"**

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	observatories ( <i>observatorios</i> ) telescopes ( <i>telescopios</i> )	accurate ( <i>correcto</i> ) festivals ( <i>festivales</i> ) invented ( <i>inventó</i> )	
Multiple Meaning			
Sayings and Phrases			

## Lesson 4: The Maya: The Festival of the First Star

10M

# Introducing the Read-Aloud

**Speaking and Listening:** Students will identify and explain important aspects of the cities and leaders of the ancient Maya.



**TEKS 1.1.A; TEKS 1.6.B**

## WHERE ARE WE?

- Have a student locate the area where the Maya lived on a world map. (*in Mexico and Central America, in and around the Yucatán Peninsula*)

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that in the previous Read-Aloud, Kanak and his family arrived in and explored the city of Baakal.
- Review the previous Read-Aloud with students by asking the following questions:
  - What kind of leaders ruled Baakal? (*kings*)
  - How did King Pakal dress? (*wore colorful robes, feathered headdress, jade necklaces; carried a scepter*)
  - What was in the pyramid with King Pakal? (*treasure*)
- Remind students that the way King Pakal dressed tells us that he was very wealthy.



## Check for Understanding

**Turn and Ask:** Referring to the Civilization Chart: Maya, think of one question you could ask. Turn to a partner and ask your question. Then respond to your partner's question.



**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that in today's Read-Aloud, they will hear about a great festival celebrated by the Mayan people of Baakal.
- Explain that a festival is a big celebration of something that is important to a group of people.
- Ask students if they have ever attended a festival. Have a few students share their experiences at festivals.



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## Speaking and Listening

### Presenting

#### Beginning

Have students very briefly name a festival they attended and one thing they remember from the experience.

#### Intermediate

Encourage students to briefly recount an experience they had while attending a festival.

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences while recounting the experiences they had while attending a festival.

**ELPS 1.A; ELPS 3.I**

## Lesson 4: The Maya: The Festival of the First Star

# Read-Aloud

30M

**Reading:** Students will identify and explain an important celebration of the ancient Maya.

TEKS 1.6.C; TEKS 1.6.G

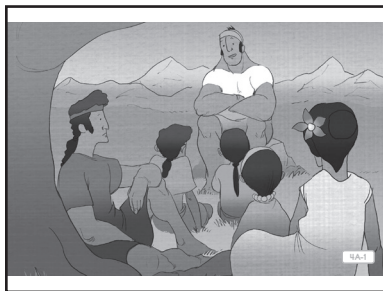
**Language:** Students will demonstrate an understanding of the word *accurate*.

TEKS 1.3.B; TEKS 1.7.F

### PURPOSE FOR LISTENING

- Tell students to listen to find out what the Mayan people were celebrating and why it was important to them.

### “THE MAYA: THE FESTIVAL OF THE FIRST STAR” (15 MIN.)



#### Show Image 4A-1: Resting under a tree

Tun began telling the others about King Pakal, the Mayan king who had ruled Baakal. *[Tell students that King Pakal really did live a very long time ago and they will hear true facts about him in this made-up story.]* Speaking softly so that other people might not overhear, Tun said, “Mayan kings become kings based on who their

fathers were. When a king dies, if he does not have a son, his brother or his nephew might become king.



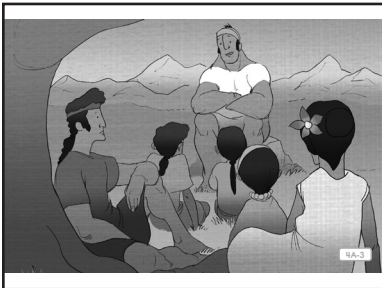
#### Show Image 4A-2: King Pakal

“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. *He was the age of today’s sixth graders!* But he was worried some might say he was not worthy of being a ruler *or did not deserve to be a ruler.* So, he

TEKS 1.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.7.F Respond using newly acquired vocabulary as appropriate.

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 Bakaal. *So why did people think King Pakal built such a magnificent pyramid? (to show what a great ruler he was)*

"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 Bahlum, is a great ruler like his father.

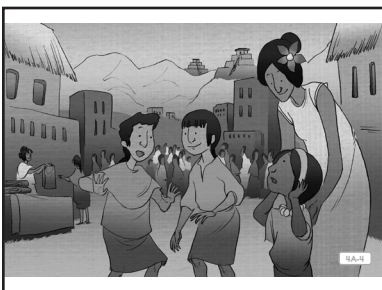


#### **Show Image 4A-3: Resting under a tree**

"But all this is something we do not talk about openly, for King Chan Bahlum 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. Do you all understand why I say these things softly?" *Do you understand why*

*Tun told the story quietly? Chan Bahlum is afraid someone will say he cannot be king because his father, King Pakal, was the son of the queen.*

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

Chanil said, "It is because of the Festival of the First Star. All of these people are here to celebrate the end of the maize harvest with the appearance of the first star."

### Support

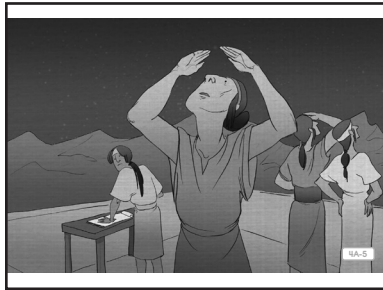
Display images of stars and planets for students.

### Support

Display images of a telescope and an observatory for students.

### Challenge

Why might the Maya think Venus was a star? How is a star different from a planet?



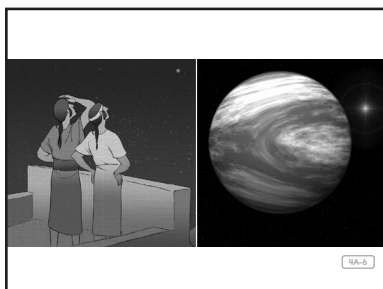
#### Show Image 4A-5: Mayan astronomers

[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.]

The Maya believed the stars and **planets** were in the sky to act as a calendar that would help with growing crops, so for hundreds of years, the Maya studied the sky very carefully. *Planets are large bodies in outer space along with the sun, moon, and stars.* The Maya believed that the stars and planets controlled different things, like when crops could grow and how the tide in the ocean moves. They had no **telescopes** to make distant things look closer and clearer; no one had **invented** a telescope yet. *No one had made a telescope, an instrument for looking at things as far away as the stars, yet.*

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 buildings and high places, and the Maya leaders studied the sky from them. The ancient Maya built observatories atop temples and high places, and the Maya priests studied the sky from them. *Why do you think the Maya built their observatories on top of pyramids?*

The Maya scheduled their holidays and many other events to match the movements of stars and planets. Over many years, 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. *The word accurate means correct or without error.* The Mayans kept track of their calendar by making inscriptions, or carved writings into stone. They also used their **calendar** to plan festivals, like the Festival of the First Star. *Who can tell me what festivals are? (big celebrations)*

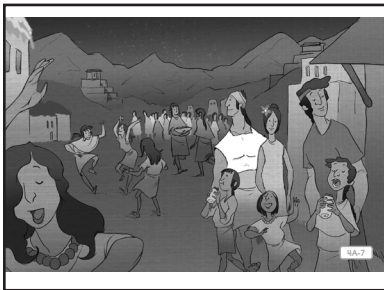


#### Show Image 4A-6: Two views of Venus

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.

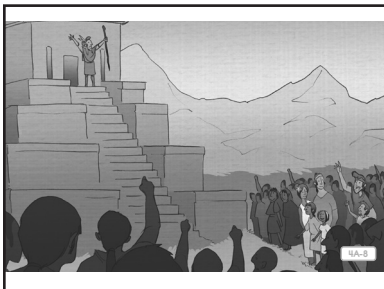


#### **Show Image 4A-7: Festival of Venus**

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 the Mayan people would

celebrate all of the good things that had happened! *[Explain to students that now you will return to the story.]*

While Kanal, Pik, and their families were visiting the city of Baakal, thousands of other Mayan families were visiting, too.

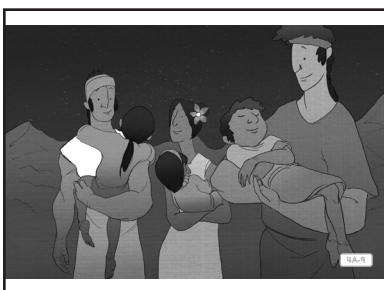


#### **Show Image 4A-8: King Chan Bahlum**

They watched the appearance of King Chan Bahlum 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 pyramid. They waited the whole time he was inside, and when he reappeared, they cheered mightily, showing their excitement for

the start of the festivities.

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. *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

## Support

Display an image of a tortoise for students.

**EMERGENT  
BILINGUAL  
STUDENTS**



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions about the tropical rainforests (e.g., “Did the Maya study the stars and planets?”).

#### Intermediate

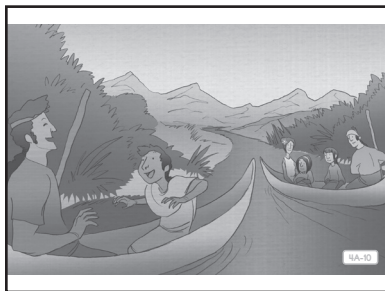
Provide students with a specific sentence frame (e.g., “The Maya studied the stars and planets because . . .”).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “The Maya studied the stars and planets in observatories because they believed the stars and planets gave them information about their land, such as when to plant and harvest their crops and when they should have their festivals.”).

**ELPS 2.D; ELPS 2.G;  
ELPS 3.C**

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 turtle. 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.

## COMPREHENSION QUESTIONS (10 MIN.)



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** In the previous Read-Aloud, you predicted why you thought King Pakal built such a great pyramid in Baakal. [Read each of the predictions you recorded in Lesson 3.] Give me a thumbs up if your predictions were correct, and a thumbs down if not. How was your prediction different from what really happened? (*Answers will vary, but should include that King Pakal built the pyramid to prove he was a great ruler and didn't want people to question his right to be king.*)

1. **Literal.** How did the Maya study the stars and planets? (*They built observatories at the tops of buildings and high places.*)
  - **Literal.** Why did the Maya study the stars and planets? (*They believed the stars and planets gave them information about their land, such as when to plant and harvest their crops and when they should have their festivals.*)
2. **Inferential.** Why was the Read-Aloud called “The Maya: The Festival of the First Star”? (*The Read-Aloud was about how Kanal and his family attended the Festival of the First Star, which was a special Mayan celebration.*)

3. **Literal.** 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. How did the Maya make 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.*)
4. **Evaluative.** *What? Pair Share* Asking questions after a Read-Aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the Read-Aloud that starts with the word *what*. For example, you could ask, “What did the Maya build to study the stars and planets?” 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.

---

### WORD WORK: ACCURATE (5 MIN.)

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.** 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 say, “That is not accurate”

- The sun comes up in the morning. (*That is accurate.*)
- You use your feet when you read. (*That is not accurate.*)
- When it rains, clouds fall from the sky. (*That is not accurate.*)
- Some trees lose their leaves in the fall. (*That is accurate.*)



## Speaking and Listening

## Reading/Viewing Closely

**Beginning**

Point to the different sections of the Civilization Chart: Maya and help students identify what is already there.

**Intermediate**

Point to the different sections of the Civilization Chart: Maya and ask students if anything they learned in the Read-Aloud could be added to the chart.

**Advanced/  
Advanced High**

Have students point to the applicable section of the Civilization Chart: Maya and name something that could be added based on the Read-Aloud.

**ELPS 3.B; ELPS 3.J**

## Lesson 4: The Maya: The Festival of the First Star

## Application



**Writing:** In collaboration with peers, students will write about the ancient Maya.

**TEKS 1.6.H****WRITE ABOUT IT****TEKS 1.6.H**

## Check for Understanding

**Brainstorm:** What other information could we add to the Civilization Chart: Maya based on today's Read-Aloud? (*Answers may vary, but may include that the Maya believed the stars and the sky gave them information about when to plant their crops, made accurate calendars, used the calendar to plan festivals, believed only a king's son could be ruler, etc.*) [You may wish to write these words or phrases in the given space on the chart.]

- Have students sit with their preassigned groups for the writing activity.
- Remind students that throughout this unit, they have been individually writing sentences about each of the important aspects of the Maya.
- Explain that today they will work with their groups, using their sentences and the information on the Civilization Chart: Maya to create a written paragraph about one aspect of the Mayan civilization.
- Refer to the model paragraph you prepared in advance about farming, and remind students that they should include an introductory sentence, body sentence(s), and a concluding sentence. Also remind students of the requirements for a complete sentence. (punctuation, capitalization, subject, verb etc)
- Give each group a copy of the Write About It: Maya organizer.
- Have students assign a scribe, or writer, for each group. Alternatively, you may choose to assign this person.

**TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

- Explain that the introductory sentence has already been started. Students will fill in the blank with their topic.
- Then, tell groups that each person should share their sentence for the given topic, and then they will combine and elaborate on the sentences as a group.
- Explain that these sentences should be combined to be the body sentence(s) of the paragraph. Then, the group will work together to create a concluding statement.
- As students work with their groups, circulate and check in with students to ensure they are sharing and working together to write their paragraphs. If students are struggling, you may choose to reread portions of a Read-Aloud that relate to their given topic.



### Exit Pass

Collect the group paragraphs to evaluate student understanding of the important aspects of the Mayan civilization.

End Lesson

### Challenge

If a group finishes composing its paragraph, members may choose to draw an illustration to accompany it for their presentation.

# Pausing Point 1

## NOTE TO TEACHER

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

It is highly recommended you use the Mid-Unit Assessment to assess students' knowledge of the Maya. You may also choose to do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught thus far.

## CORE CONTENT OBJECTIVES

- Identify the areas in which the Maya lived
- Explain that the Maya farmed
- Explain that the Maya developed large cities and empires many years ago
- Explain that the Maya had leaders
- Explain that the Maya had traditions
- Identify the significance of the stars and planets to the Maya
- Identify the significance of the Mayan calendar

## MID-UNIT ASSESSMENT

### Aspects of the Ancient Mayan Civilization

**Materials:** Activity Page PP1.1

**Directions:** I will read a sentence that names or describes something about the ancient Mayan civilization. Circle the image on Activity Page PP1.1 that shows what I am naming or describing.

1. Circle the image that shows a Mayan king.
2. Circle the image showing a Mayan pyramid.
3. Circle the image that best shows one way the Maya got their food.

**Directions:** I will ask you a question about the ancient Mayan civilization. If the answer to the question is “yes,” circle the thumbs up. If the answer is “no,” circle the thumbs down.

Activity Page PP1.1



4. Was the city of Baakal very large, containing markets and buildings, and a place where many people traveled for festivals? (*thumbs up*)
5. Did the ancient Maya build homes near a lake? (*thumbs up*)
6. Did leaders like King Pakal have great wealth and special privileges? (*thumbs up*)
7. Could anyone live inside a pyramid? (*thumbs down*)
8. Were coconuts the most important crop of the Maya? (*thumbs down*)

## ACTIVITIES

### Museum Exhibit

**Materials:** illustrations from the Illustrate It activity in Lesson 3, Image Cards, students drawings

- In the groups they wrote their informational paragraphs with, have students choose images from the illustrations their classmates drew for the Illustrate It activity in Lesson 3, their own drawings, and Image Cards that relate to their topic.
- Have students arrange these images in a designated space in the classroom to form an “exhibit.”
- Have the class visit each “exhibit” while the given topic’s group reads their prewritten paragraph on the topic.
- At each exhibit, ask students if they have any questions about the content.
- After all groups have presented, you may wish for students to write a response statement about their experience.

### 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

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images.
- You may also choose to have students select a Read-Aloud to be heard again.

### You Were There: Living with the Maya

- Have students pretend they lived with the Maya.

### Support

Show images of a (history) museum exhibit to support students in curating their own.

## Activity Page PP1.2



### Challenge

Students who are ready may also write words or sentences in the Civilization Chart on PP1.2.

- Have students 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 Kanak 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

#### Materials: board/chart paper

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

### Make Your Own Civilization Chart

#### Materials: Image Cards, Activity Page PP1.2

- Divide the class into four groups. Give each group one of the Image Cards from the Civilization Chart: Maya 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 Maya culture is considered a civilization because the people living there farmed, built cities, and had leaders. 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.
- Have students create their own Civilization Chart using Activity Page PP1.2 to share with their families. Make the class Civilization 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 Maya civilization.

### Ancient Mayan Ruins

- To learn more about the ancient Mayan ruins, help students use approved local resources to find pictures and descriptions of Mayan archaeological sites.



## Unit-Related Trade Book or Student Choice

- Read this unit's trade book or reread one of the previous lessons' read-aloud texts to learn about a different civilization.

## Multiple Meaning Word Activity: Strained

### Materials: Poster 1M: Strained

- Tell students that in the Read-Aloud from Lesson 2 they heard, "[Zuk] pointed off in the distance, and the others strained to see what he saw."
- Explain that in this sense, *strained* means to try very hard to do something. Ask students which picture shows this type of strained. (1)
- Explain that *strained* also has other meanings. *Strained* also means to separate a liquid from solid pieces by using a special device, like a strainer. Ask students which picture shows this type of strained. (3)
- Explain that *strained* also means to show the effect of too much work, use, or effort. Ask students which picture shows this type of strained. (2)
- Ask students to quiz their neighbor on the different meanings, remembering to use complete sentences. For example, one student could say, "My dad strained the noodles to make macaroni and cheese." And their neighbor could respond, "That's '2'."

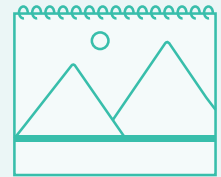
## Salt Dough Mayan Sculptures

### Materials: salt, all-purpose wheat flour, water

- 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.
- Have students make salt dough miniatures of Mayan buildings and treasures.
- Dry overnight.
- Students may paint when dry.

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

### Flip Book Poster 1M



## 5

## EARLY AMERICAN CIVILIZATIONS

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

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will identify the characteristics of a folktale.

 **TEKS 1.9.A****Reading**

Students will explain the importance of traditions to the Aztec, as well as their contributions to architecture.

 **TEKS 1.6.G; TEKS 1.8.B****Language**

Students will demonstrate an understanding of the Tier 2 word *awe*.

 **TEKS 1.3.B; TEKS 1.6.D****Reading**

Students will sequence the events of an Aztec legend.

 **TEKS 1.7.D****Writing**

Students will explain the importance of traditions to the Aztec or describe their contributions to architecture. **TEKS 1.7.B**



## FORMATIVE ASSESSMENT


**Exit Pass**

**Civilization Chart** Students will write a summary statement about the traditions or contributions to architecture of the Aztec.

 **TEKS 1.7.B**

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> historic image of Lake Texcoco (optional)
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-1–5A-10 <input type="checkbox"/> images of a valley, island, and the Mexican flag (optional)
“The Aztec: The Legend of the Eagle and the Serpent”			
Comprehension Questions			
Word Work: Awe			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing the Story	Independent	20 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> timeline (Digital Components) <input type="checkbox"/> Image Cards 8, 9 <input type="checkbox"/> Civilization Chart: Aztec <input type="checkbox"/> paper and writing tools
Timeline			
Civilization Chart			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 5.2

 **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.B** write brief comments on literary or informational texts.

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the ancient Maya as well as the Aztec in Mexico and Lake Texcoco. Alternatively, you may access a digital version of a map showing these locations in the online materials for this unit.

### Application

- Prepare and display a timeline, and be prepared to add Image Card 8 on the range of 1300 AD–1533 AD. Alternatively, you may access a digital version of a timeline in the online materials for this unit.
- Prepare and display a Civilization Chart like the one below for the Aztec on a wall or board in your classroom. Each section will need to be large enough for an Image Card. You will add information to this at the end of each lesson. Leave the chart displayed for student reference throughout the unit.

Aztec			
Farming	Cities	Leaders	Traditions

- You may wish to place students in four groups of roughly equal numbers: farming, cities, leaders, and traditions. Students will work together in Lesson 8 to craft an informational paragraph on their topic.

### Universal Access

- Gather a historic image of Lake Texcoco, and images of a valley, island, and the Mexican flag to share with students.

## CORE VOCABULARY

**awe, n.** wonder; surprise

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

Variation(s): none

**element, n.** a specific or necessary part of something

Example: Reading is an important element of learning in school.

Variation(s): elements

**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 cannot be proven true

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

Variation(s): legends

**scouts, n.** people sent 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 Jing's family lived near the mountains, their house was actually in the valley.

Variation(s): valleys

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

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	legend ( <i>leyenda</i> ) valley ( <i>valle</i> )	awe element	island ( <i>isla</i> )
Multiple Meaning	scouts		
Sayings and Phrases			



## Reading

## Reading/Viewing Closely

**Beginning**

Point to the area on the map and ask students to name the group that lived there.

**Intermediate**

Have students point to the area on the map showing where the Maya lived.

**Advanced/  
Advanced High**

Have students point to the area on the map showing where the Maya lived and say the name of this area (Mexico, Central America, Yucatán Peninsula).

**ELPS 3.J; ELPS 4.F**

## Support

Show students a historic image of Lake Texcoco and explain that the lake is a large body of water that is surrounded by land.

## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify the characteristics of a folktale.



**TEKS 1.9.A**

**WHERE ARE WE? (5 MIN.)**

- On a world map, have students locate the area where the Maya lived. (*the tropical 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.
- Tell students one place they will hear about in today's Read-Aloud is Lake Texcoco [/tex\*koe\*koe/], a natural lake in the valley of central Mexico.
- Point to Lake Texcoco on the map.



**TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- 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.



### Check for Understanding

**Recall:** What were some of the folktales you heard during the *Sharing Stories* unit? (“*The Little Half-Chick [Medio Pollito]*,” “*The Crowded, Noisy House*,” “*The Tale of Peter Rabbit*,” “*The Boy Who Cried Wolf*”) What are some of the important characteristics of folktales? (*fiction stories made up long ago that were told again and again from one generation to the next, usually explain why an event or a place is important, etc.*)

- You may wish to draw parallels between legends and the folktales students 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.

## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

# Read-Aloud

30M

**Reading:** Students will explain the importance of folktales to the Aztec people.

✚ **TEKS 1.6.G; TEKS 1.8.B**

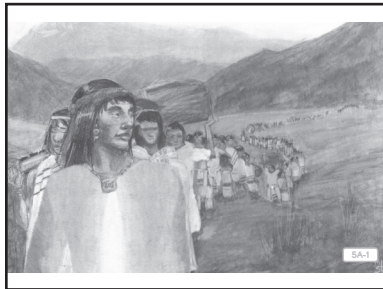
**Language:** Students will demonstrate an understanding of the word awe.

✚ **TEKS 1.3.B; TEKS 1.6.D**

### PURPOSE FOR LISTENING

- Explain to students that today they will hear a legend about the Aztec. Tell students to listen to find out why the Aztec chose a particular place to make their home, and what that showed about the importance of traditions to the Aztec.

### “THE AZTEC: THE LEGEND OF THE EAGLE AND THE SERPENT” (15 MIN.)



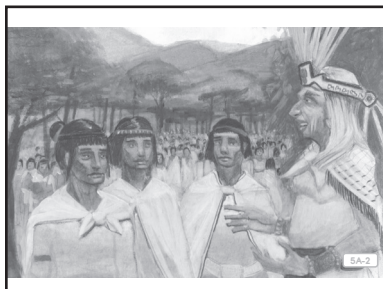
#### Show Image 5A-1: Journeying Aztec

*Describe the people in this picture. Who do you think these people are? Where do you think they are going?*

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.



#### Show Image 5A-2: The Aztec leader

Now the Aztec were in the center of a great **valley**. *A valley is an area of low land between hills or mountains.* The men at the front of the long line strode once more to the old leader. *[Point to the leader in the illustration.]* “Is this the right place for us to stop?” the men asked. “Is this our new home?”

### Support

Show students an image of a valley to help them understand the term.

✚ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance.



The leader 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. Our stories tell us to look for certain **elements** in nature. [An element is an important and necessary part of something.] These elements are important to us. All of our people know these elements. When we see one, we will know it is time to stop.” So their journey continued.



### Show Image 5A-3: Aztec scouts pointing to Lake Texcoco

Finally, one day their forward **scouts** came back to report, *Scouts are people who travel ahead of the group to see what lies ahead.*

“There is a great lake ahead, in the center is an **island**. *What is an island? (An island is land that is completely surrounded by water.)* 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.

After several hours, they reached the lakeshore.



### Show Image 5A-4: On the island

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

The people all turned to see what the old leader had seen. On the island stood a tall, green cactus. *[Point to the cactus in the*

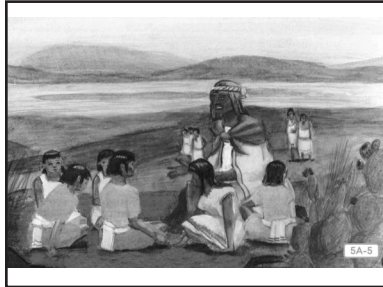
*image.]* Sitting atop it, unharmed by the cactus’ sharp thorns, was a great bird, an eagle. One of its powerful hooked talons, or claws, held the eagle steady on the cactus branch. In its other talon was a long, wriggling snake. As the Aztec people looked on in wonder, the eagle began to eat the snake.

The older Aztec people knew they were seeing something important. They had all been told the story of the eagle and the snake when they were children. “This is our new home!” the people all muttered as they gathered along the green lakeshore.

### Support

Show students an image of an island to help them understand the term.

A small boy knelt on the ground beside his mother, tugging at her robe and asking, “What does this mean?” 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. *They sat in wonder of the sight they saw.*



### Show Image 5A-5: Storytelling

Other children were also curious about what they were seeing on the island. Why were their parents and grandparents so amazed by the sight of the eagle eating the snake? *Why do you think everyone was amazed at the eagle and the snake?* That afternoon, they sat in wonderment at the foot of the ancient leader,

as he retold the legend that had been passed down among the Aztec for generations.

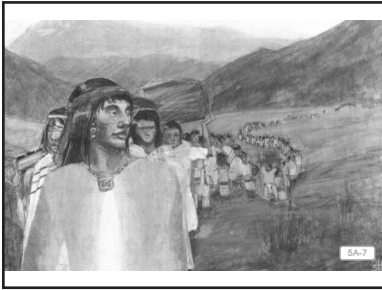


### Show Image 5A-6: Dying crops

“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. *[Like the Maya, the Aztec also had many traditions.]* So, the Aztec leaders turned to the older, wise leaders among them and asked them, ‘What shall we do?’

“The wise leaders answered, ‘We must leave our home. Our stories have told of a time when all our people would have to move on. That time has come.’

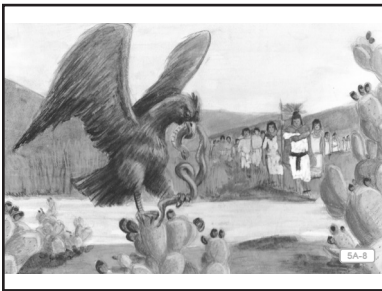
“‘We will go south,’ the Aztec leaders said to the hungry people. *[The leader is telling the children the story of what was said to the people before they began their journey.]* ‘Some of our brothers have gone there already and are serving as soldiers for the rulers of other tribes. These brothers have sent back word that there is a huge valley there with plenty of water. It will be a difficult journey with many dangers, but we are Aztec! We are not afraid!’



### 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.

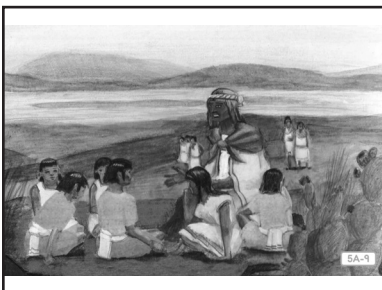
“That was many years ago, but our people have never settled for long. Every time we settled in the green valley around us, we were forced to move. Our crops have dried out again and again, or the rain has stopped, or another ruler has said we cannot stay on their land. We have not yet found our home.”



### Show Image 5A-8: Close-up of the sign

“Our stories say that when the Aztec people see an eagle on a cactus eating a serpent, or snake, we would know that we had found our true home. For nearly one hundred years now, our people have wandered in search of the eagle and snake atop a cactus. [So the Aztec were traveling in search of a new home. They

waited until they saw an eagle sitting on a cactus, eating a snake, to tell them where they should stop to make their home].



### Show Image 5A-9: Storytelling Aztec leader

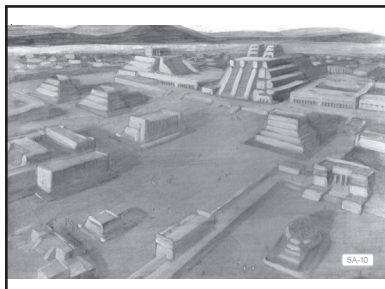
“And so,” the old leader continued, “you can see why this is such an important day for our people. At last, we have found our home.”

The children smiled at one another. They began to understand the importance of seeing the wondrous sight of the eagle eating the

snake. “We are home,” they said to one another. “Yes,” their parents said to them. “You are home. We are all home.”

## Support

Show students an image of the Mexican flag to help students understand the importance of the eagle and serpent as symbols of Mexico.



### 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 in what is now Mexico. *A legend is a story that has been told over the years that may or may not be true.*

The legend explains why they built their city on islands in the lake, beginning with the island on which they had seen the eagle.

Over many years, the Aztec's city grew in size, with many more buildings. Since the Aztec people had finally settled, they would go on to build some of the largest and grandest buildings of the ancient world. Their city included roads, streets for boats (which are called canals), pyramids, and palaces. In this spot on the lake, the Aztecs would go on to build their people's capital, or main city, called Tenochtitlan [/te\*nok\*tit\*lan/] or [/tee\*noch\*teet\*lan/]. You will learn more about Tenochtitlan in future lessons.



### Check for Understanding

**Think-Share:** In the middle of the story, you heard that everyone was amazed at the sight of the eagle and the snake. Why was this? *(The Aztec knew from their legends that the sight of the eagle and the snake was important. It meant they should stay in that place and make it their home.)*

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

### COMPREHENSION QUESTIONS (10 MIN.)

- 1. Literal.** Did the Aztec move around a lot or a little at the beginning of the story? *(a lot)*
  - **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.)*
- 2. Literal.** What did the Aztec see that made them decide to stay and live in this area around Lake Texcoco? *(They saw the sight of the eagle and the serpent, which was an important sight, according to their legends. It meant they should stay in that place.)*
  - **Literal.** What did the leader tell the children about the Aztec's history? *(Answers may vary, but may include that the Aztecs had been wandering in search of a home for a long time, and that their legends said they would see*

*an eagle and serpent on a cactus when they had found their home.)*

3. **Inferential.** 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*)
4. **Inferential.** What do we know about Aztec traditions and contributions to architecture based on today's Read-Aloud? (*Answers may vary, but should include that the Aztec had many legends that told them about the world, they believed natural sights would tell them important information, they built a city on islands in a lake, they built some of the largest and grandest buildings of the ancient world, etc.*)
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 may vary, but 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.*)

### WORD WORK: AWE (5 MIN.)

1. In the Read-Aloud you heard, "... they sat in awe of the sight that was before them."
2. Say the word *awe* with me.
3. Awe means wonder or surprise.
4. We were in awe of the beautiful sunset over the Grand Canyon.
5. Tell something you have been or could be in awe of. Use the word *awe* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was in awe of \_\_\_\_\_ when ..."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to name some imaginary scenes or moments. If you think you would be able in awe of that scene or moment, say "I would be in awe of that." If not, say "I would not be in awe of that." (*Answers may vary for all.*) Ask students to explain their reasoning.

- a penguin eating a pineapple
- seeing the ruins of an Aztec building
- your teacher reading a book
- your baby sister reading a book
- going to a new city for the first time



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### Reading

#### Evaluating Language Choices

##### Beginning

Have students respond to different situations (e.g., "Would you be in awe if you saw your teacher reading a book?") with "I would be in awe" or "I would not be in awe."

##### Intermediate

Prompt and support students in a recount of a time they were in awe.

##### Advanced/ Advanced High

Challenge students to think of other situations in which they would be in awe.

**ELPS 4.F**

### Challenge

Have students name some synonyms for *awe*. (*wonder, surprise, astonishment, etc.*)

## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

# Application



**Reading:** Students will sequence the events of an Aztec legend.

**TEKS 1.7.D**

**Writing:** Students will explain how folktales influenced and were important to the Aztec. **TEKS 1.7.B**

### SEQUENCING THE STORY (5 MIN.)

- Have students turn to Activity Page 5.1.
- Explain to students that Activity Page 5.1 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” (3)
  - The journeying Aztec (1)
  - The Aztec city on the islands of Lake Texcoco (4)
  - The Aztec scouts pointing to Lake Texcoco (2)
- Have students think about what is happening in each picture.
- Students should then number the pictures in order to show the proper sequence of events.
- As students complete this activity, students can retell the story to a partner, referring to their sequenced pictures.

### TIMELINE (5 MIN.)

- Referencing the prepared timeline in your classroom, remind students that this is a timeline, representing the span of time in the past they are studying.
- On the prepared timeline, identify the spectrum of time for students. On the range of 1300 AD–1533 AD, place Image Card 8 (Aztec City).
- Tell students that the story they heard today was about the Aztec, whose civilization existed long ago, but more recently than the peak of the Mayan civilization.

**TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.B** write brief comments on literary or informational texts.

### Activity Page 5.1



### Challenge

If students are able, have them write a short sentence summarizing the story.

### Image Card 8





## CIVILIZATION CHART (10 MIN.)

- Refer to the Civilization Chart: Aztec on display.
- Tell students that, as they heard in the story, the Aztec believed that they saw a sign that they should make their home at Lake Texcoco.
- Ask students what the Aztec saw that told them they should stay by the lake. (*an eagle and snake on a cactus*)

### Show Image Card 9: Eagle and Serpent

- Place the Image Card on the chart to help students remember what they learned about the Aztec's traditions.

Aztec			
Farming	Cities	Leaders	Traditions
			Image Card 9 (Eagle and Serpent)

- Ask students to share what they have learned about the Maya traditions, and how the Maya and Aztec traditions are the same and different.
- Tell students that just as they did for the last group they studied, the Maya, they will work in groups later to write a paragraph about one of the topics on the Civilization Chart: Aztec. Alternately, students may choose to write a paragraph describing the Aztecs' contributions to architecture. You may wish to assign students their groups so they are prepared.



### Exit Pass

- Have students write a phrase or sentence about what they learned about the traditions or contributions to architecture of the Aztec.
- Collect students' phrases or sentences to evaluate their understanding of the Aztec traditions or contributions to architecture. Return these to students by Lesson 8, when they will be used in a writing project.

## Image Card 9



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## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Have students answer yes/no questions about the Read-Aloud (e.g., "Did the Aztec in the legend believe they found the right place to settle?").

#### Intermediate

Have students contribute using a short sentence (e.g., "In the legend, the Aztec believed/did not believe they found the right place to settle.").

#### Advanced/ Advanced High

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

**ELPS 2.D; ELPS 2.G;  
ELPS 3.C**

Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

# Take-Home Material

Activity Page 5.2



## FAMILY LETTER

- Send home Activity Page 5.2.



## EARLY AMERICAN CIVILIZATIONS

# The Aztec: The Floating Gardens of Xochimilco

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe the plot of a legend.

 **TEKS 1.8.C**

Students will explain the importance of farming to the Aztec.

 **TEKS 1.6.G; TEKS 1.7.C**

**Language**

Students will demonstrate an understanding of the Tier 2 word *stationary*.

 **TEKS 1.3.B; TEKS 1.7.F**

Students will practice identifying and using object pronouns.

 **TEKS 1.11.D.vii**

**Writing**


Students will explain the importance of farming to the Aztec.

 **TEKS 1.6.E; TEKS 1.7.B**

**FORMATIVE ASSESSMENT****Exit Pass**

**Civilization Chart** Students will write a summary statement about Aztec farming.

 **TEKS 1.7.B**

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.11.D.vii** Edit drafts using standard English conventions including pronouns, including subjective, objective, and possessive cases; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> images of modern chinampas (optional)
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-8 <input type="checkbox"/> images/samples of floating objects, dredging equipment, swampy land, cacao beans, beans, squash, tomatoes, and chili peppers (optional)
“The Aztec: The Floating Gardens of Xochimilco”			
Comprehension Questions			
Word Work: <i>Stationary</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity	Whole Group	20 min.	<input type="checkbox"/> stickers or other common classroom items (optional) <input type="checkbox"/> Civilization Chart: Aztec <input type="checkbox"/> Image Card 10 <input type="checkbox"/> paper and writing tools
Civilization Chart			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the ancient Maya as well as the Aztec. Alternatively, you may access a digital version of a map in the online materials for this unit.

### Application

- Prepare to add Image Card 10 to the Civilization Chart: Aztec.

### Universal Access

- Gather images of modern chinampas, dredging equipment, swampy land, cacao beans, beans, squash, tomatoes, and chili peppers.
- Gather a few small items that float or sink (e.g., a cork, ping-pong ball, and coin) to place in a container of water to demonstrate the term *floating*.
- Gather stickers or other common classroom items for students to give to each other during the Syntactic Awareness Activity.

## CORE VOCABULARY

**abundance, n.** a great amount; more than enough

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

Variation(s): none

**dredged, v.** gathered or dug out

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 at the top of a liquid such as water

Example: The ice cubes float in my lemonade.

Variation(s): floats, floated, floating

**stationary, adj.** still; set in one place

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

Variation(s): none

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

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		abundance ( <i>abundancia</i> ) float ( <i>flotar</i> ) dredged stationary ( <i>estacionario/a</i> )	
Multiple Meaning			
Sayings and Phrases	as a matter of fact		

## Lesson 6: The Aztec: The Floating Gardens of Xochimilco

## Introducing the Read-Aloud



**Reading:** Students will describe the plot of a legend.

**TEKS 1.8.C**

## WHERE ARE WE?

- Have two different students locate the area where the Maya lived and where the Aztec lived on a world map. (*Maya in Mexico and Central America; Aztec in central Mexico, north of the Maya*)

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that in the last story, they heard a legend about how the Aztec people ended up living on Lake Texcoco.



## Check for Understanding

**Beginning-Middle-End:** What happens at the beginning of the legend? (*The Aztec people are searching for a new home again.*) What happens in the middle of the legend? (*After considering a few places, they come upon an island where an eagle sat atop a cactus with a serpent in its talon.*) What happens at the end of the legend? (*The leader explains that the Aztec stories say that they had found their true home.*)

- Ask students what they learned about the Aztec settlement on Lake Texcoco (*Answers may vary, but may include that the Aztec journeyed for many years to get there; the Aztec settled on Lake Texcoco when they saw the eagle and the serpent as told by their stories; the city was built on a lake in a valley, etc.*)

**TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

## Support

Show students Flip Book images from the Lesson 5 Read-Aloud to help them recall important parts of the legend.



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## Speaking and Listening

## Exchanging Information and Ideas

## Beginning

Have students answer yes/no questions about the Read-Aloud (e.g., “Did the Aztec find a land of their own?”).

## Intermediate

Have students contribute using a short sentence or completing the sentence frame (e.g., “The Aztec did/did not find their own land.”).

Advanced/  
Advanced High

Have students contribute a complete sentence using key details from the Read-Aloud.

**ELPS 2.D; ELPS 3.C**

## Support

Show students images of modern chinampas.

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Have students repeat the word *chinampas* [/chee\*nam\*pəs/] after you.
- Tell students 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 two new places in today’s Read-Aloud:
  - Tenochtitlan [/te\*nok\*tit\*lan/] or [/tee\*noch\*teet\*lan/]: the capital city of the Aztec civilization (present-day Mexico City); means “Place of the Cactus”
  - Xochimilco [/soe\*chee\*mil\*koe/]: 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”
- Have a student locate present-day Mexico City on a map.
- Tell students this is the capital of Mexico today and also where Tenochtitlan, the capital city of the Aztec, was.

## Lesson 6: The Aztec: The Floating Gardens of Xochimilco

# Read-Aloud



**Reading:** Students will explain the importance of farming to the Aztec.

**TEKS 1.6.G; TEKS 1.7.C**

**Language:** Students will demonstrate an understanding of the Tier 2 word *stationary*.

**TEKS 1.3.B; TEKS 1.7.F**

### PURPOSE FOR LISTENING

- 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” (15 MIN.)



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

Paddling his canoe across the lake, the overpowering smell of blossoming flowers reached a young man before he could even see them. The young man's name was Torn Wing. The Aztec, like the Maya, named themselves for plants, animals, or types of weather that had special meaning to them. Torn Wing was named for the wing of a bird.

As he came closer, countless small islands, or chinampas came into view. He could see why people referred to these islands as “floating gardens.” The Aztec made these islands, that appeared to **float** or *rest on their own on top of the water* 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.

**TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

#### Support

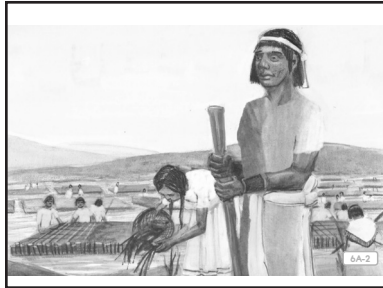
The word *wing* can also refer to a particular section of a building.

#### Support

You may wish to demonstrate floating by gathering a few small items (e.g., a cork, ping-pong ball, and bottle cap) and placing them in a container of water large enough to float them in.

## Support

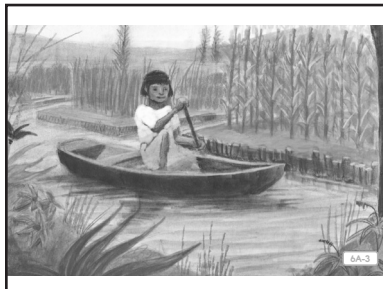
Show students images of swampy land and dredging equipment.



### 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** or scooped up from the bottom of the lake. [Point to the raft in the picture.] 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**. *The islands no longer moved because roots from the trees on the raft anchored the rafts to the bottom of the lake.* 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.



### 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**, supplying the large city of Tenochtitlan and beyond.

*Abundance means in great supply. So there was a lot of maize, beans, squash, tomatoes, and chili peppers growing on the chinampas.* The gardens of Xochimilco were truly an agricultural wonderland!

## Support

Show students images of beans, squash, tomatoes, chili peppers, and cacao beans.

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. *Cacao beans were very valuable. The Aztec used cacao beans as a kind of money.* 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.”

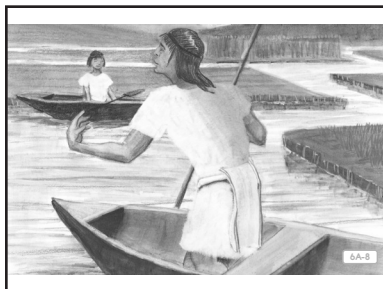
Her smile grew even wider. “I know him! He and my sons are friends. They can take you to him.” She squinted closely at the young man. “So you are Wing Feather’s nephew. He told us you were coming. My name is Moon Wish.” She turned and called over her shoulder, “Star Web! Loud Song! Come here!”



**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 brothers grinned. “It is good to meet you,” the first one said. “I am Star Web. I am the tall 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.” *Who would you be talking about if you were talking about your relatives? (Relatives are family members.)*



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

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

## COMPREHENSION QUESTIONS (10 MIN.)

### Show Image 6A-2: Making the chinampas

1. **Literal.** How did the Aztec make their chinampas? (*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.*)
2. **Literal.** How did the Aztec use the chinampas? (*The Aztec used the chinampas to grow food and other crops.*)
3. **Evaluative.** *Think-Pair-Share:* Explain why farming was important to the Aztec. How do you know this based on the Read-Aloud? (*Answers may vary, but may include that the Aztec created unique ways of farming in an area that wouldn't normally be suited to it.*)

## WORD WORK: STATIONARY (5 MIN.)

1. 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."
2. Say the word *stationary* with me.
3. When something is stationary, that means it is not moving and is fixed in place.
4. When the bus is not moving, it is stationary.
5. 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."]
6. What's the word we've been talking about?

## Flip Book 6A-2



**EMERGENT  
BILINGUAL  
STUDENTS**

## Reading

### Reading/Viewing Closely

#### Beginning

Have students answer simple yes/no questions (e.g., "Did the gardens really float?").

#### Intermediate

Have students respond to the question using a sentence frame (e.g., "The gardens did/did not float. I know this because . . .").

#### Advanced/

#### Advanced High

Have students respond to the question in complete sentences, using key details from the illustration and Read-Aloud.

**ELPS 2.H; ELPS 4.G**



### Check for Understanding

**Making Choices:** 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 picture hanging on a wall (*That is stationary.*)
- a person dancing (*That is not stationary.*)

Lesson 6: The Aztec: The Floating Gardens of Xochimilco

# Application



**Language:** Students will practice identifying and using object pronouns.

**TEKS 1.11.D.vii**

**Writing:** Students will explain the importance of farming to the Aztec.

**TEKS 1.6.E; TEKS 1.7.B**

**SYNTACTIC AWARENESS ACTIVITY (10 MIN.)**

**Object Pronouns**

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

- Tell students object pronouns are used 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.
- Use the following chart to introduce and practice using different object pronouns with students.

Object Pronoun	Sentence 1	➔ Sentence 2	Explain the 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 me.	The word <i>me</i> replaces [my name, Ms. Harris].
Now you try: Work with your neighbor to create a sentence about something you have been given, using the word <i>me</i> to replace your name. Use this sentence starter to help you begin, “[Ms. Harris] gave me . . .”			

**Support**

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.



**EMERGENT BILINGUAL STUDENTS**

**Writing**

**Adapting Language Choices**

- Beginning**  
Students complete the sample sentence with prompting and support.
- Intermediate**  
Students come up with their own sentences using *them* correctly.

**Advanced/Advanced High**  
Students explain why the word *me* was a good word to use in their example sentence.

**ELPS 5.D; ELPS 5.E**

**TEKS 1.11.D.vii** Edit drafts using standard English conventions including pronouns, including subjective, objective, and possessive cases; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts.

## Challenge

Turn to a partner and talk about a time it would be helpful to replace a name with an object pronoun.

Object Pronoun	Sentence 1 → Sentence 2	Explain the Replacement
<b>You</b>	<p>[Point to a student nearby and use his or her name as you give them a sticker.]</p> <p>I am giving a sticker to [Isabelle].</p>	<p>I am giving a sticker to you.</p> <p>The word <i>you</i> replaces [Isabelle].</p>
Now you try: Work with your neighbor to create a sentence about something you will give to your neighbor, using the word <i>you</i> to replace your neighbor's name. Use this sentence starter to help you begin: "I am giving you . . ."		
<b>Him</b>	<p>[Point to a male student close by and give a sticker to him.]</p> <p>I am giving a sticker to [Rodolfo].</p>	<p>I am giving a sticker to him.</p> <p>The word <i>him</i> replaces [Rodolfo].</p>
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 <i>him</i> to replace the male student's name. Use this sentence starter to help you begin: "I am giving him . . ."		
<b>Her</b>	<p>[Point to a female student close by and give her a sticker.]</p> <p>I am giving a sticker to [Isabelle].</p>	<p>I am giving a sticker to her.</p> <p>The word <i>her</i> replaces [Isabelle].</p>
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 <i>her</i> to replace the female student's name. Use this sentence starter to help you begin: "I am giving her . . ."		

Object Pronoun	Sentence 1 → Sentence 2	Explain the Replacement
<b>Us</b>	<p>[Point to yourself and your co-teacher and give a sticker to both yourself and your co-teacher.]</p> <p>I am giving a sticker to [my name, Ms. Harris] and [my co-teacher, Ms. Fernandez].</p>	<p>I am giving a sticker to us.</p> <p>The word <i>us</i> replaces [Ms. Harris] and [Ms. Fernandez].</p>
<p>Now you try: Work with your neighbor to create a sentence about something you will give to yourself and your neighbor, using the word <i>us</i> to replace your name and your neighbor's name. Use this sentence starter to help you begin: "I am giving us . . ."</p>		
<b>Them</b>	<p>[Point to students in the back of the class and give them a sticker.]</p> <p>I am giving a sticker to [Caroline] and [Katherine].</p>	<p>I am giving a sticker to them.</p> <p>The word <i>them</i> replaces [Caroline] and [Katherine].</p>
<p>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 <i>them</i> to replace the names of the two other students. Use this sentence starter to help you begin: "I am giving them . . ."</p>		

### CIVILIZATION CHART (10 MIN.)

- Refer to the Civilization Chart: Aztec on display.
- Remind students that the Aztecs farmed using a special system.
- Ask students to recall name of the manmade islands appearing to float around Lake Texcoco. (*chinampas*)

### Show Image Card 10: Chinampas

- Place the image card on the chart to help students remember that the Aztec farmed with chinampas.

Image Card 10



Aztec			
Farming	Cities	Leaders	Traditions
Image Card 10 (Chinampas)			Image Card 9 (Eagle and Serpent)

- Ask students to share what they have learned from the Read-Aloud about Aztec farming with chinampas.



### Check for Understanding

**Compare/Contrast:** Compare and contrast what you know about Mayan farming with what you have just learned about Aztec farming. How are they similar? How are they different? (*Answers will vary, but may include that both relied on farming as a main source of food, but the Aztecs had a specific way of creating farms: chinampas.*)



### Exit Pass

- Have students write a phrase or sentence about what they learned about Aztec farming.
- Collect students' phrases or sentences to evaluate their understanding of Aztec farming. Return these to students by Lesson 8, when they will be used in a writing project.

End Lesson



## EARLY AMERICAN CIVILIZATIONS

# The Aztec: In the Palace of the Emperor


**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will compare the civilizations of the Maya and Aztec.

 **TEKS 1.1.C; TEKS 1.6.E**


**Reading**

Students will describe the actions and characteristics of an Aztec ruler.

 **TEKS 1.6.C; TEKS 1.6.E**

**Language**

Students will demonstrate an understanding of the Tier 3 words *emperor*, *empress*, and *empire*.

 **TEKS 1.3.B; TEKS 1.6.D**

**Writing**

Students will identify important aspects of Aztec cities and leaders.

 **TEKS 1.7.B**


Students will illustrate key information about the Aztec.

 **TEKS 1.7.E**

**FORMATIVE ASSESSMENT****Exit Pass**

**Civilization Chart** Students will write a summary statement about Aztec cities and leaders.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> Flip Book: 7A-1
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-7 <input type="checkbox"/> board/chart paper
“The Aztec: In the Palace of the Emperor”			
Comprehension Questions			
Word Work: <i>Emperor</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civilization Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Civilization Chart: Aztec <input type="checkbox"/> Image Cards 11, 12 <input type="checkbox"/> paper and writing and drawing tools
Illustrate It			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the Mayan civilization as well as the location of the Aztec in Mexico and Lake Texcoco. Alternatively, you may access a digital version of a map showing these locations in the online materials for this unit.

### Read-Aloud

- Be prepared to record student predictions about who the strangers are at the end of the Read-Aloud on the board or piece of chart paper.

### Application

- Prepare to add Image Cards 11 and 12 to the Civilization Chart: Aztec.

## CORE VOCABULARY

**emperor, n.** the male 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 controlled by one ruler

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

Variation(s): empires

**empress, n.** the female ruler of an empire or the wife of an emperor

Example: The empress owned many jewels and fine clothing.

Variation(s): empresses

**palace, n.** grand homes for kings or queens or emperors

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

Variation(s): palaces

**retreat, v.** to move away from something or leave

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

Variation(s): retreats, retreated, retreating

**wealth, n.** valuable possessions

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

Variation(s): none

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


Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	emperor ( <i>emperador</i> ) empire empress	wealth	palace ( <i>palacio</i> )
Multiple Meaning		retreat	
Sayings and Phrases			

## Lesson 7: The Aztec: In the Palace of the Emperor

# Introducing the Read-Aloud



**Speaking and Listening:** Students will compare the civilizations of the Maya and Aztec.

 **TEKS 1.1.C; TEKS 1.6.E**

## WHERE ARE WE?

- Have a student locate the area where the Maya lived. (*Yucatán Peninsula*)
- Have another student locate where the Aztec lived on a world map. (*in Mexico and Central America; in central Mexico, north of the Maya*)

## WHAT HAVE WE ALREADY LEARNED?

- Ask students what they learned in the last Read-Aloud about how the Aztec farmed.
- Prompt students to discuss farming on the chinampas. (*floating gardens*)
- Ask students if they remember what types of leaders the Maya had. (*many kinds, including kings and chosen leaders.*)
- Ask students to name the two Mayan kings they learned about. (*King Pakal and his son, King Chan Bahlum*)
- 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.

## Support

If students have trouble, refer back to the Civilization Chart: Maya and review the Mayan leaders.



**EMERGENT  
BILINGUAL  
STUDENTS**

## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students respond by pointing to images in the Flip Book.


#### Intermediate

Have students respond by using images and complete sentences.

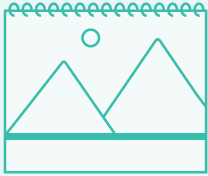
#### Advanced/ Advanced High

Have students respond by answering in complete, detail-rich sentences.

**ELPS 3.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

## Flip Book 7A-1



### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

#### Show Image 7A-1: Moctezuma and his entourage

- Explain to students that this Read-Aloud is about Moctezuma [mäk-tə-'zü-mə] the Second, an 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 or queen. This means that, like a king or queen, he ruled people.
- Tell students an emperor usually rules over people and their land. The people and land the emperor rules over is called an empire.
- Ask students what the Aztec civilization would be considered if it had an emperor? (*an empire*)



#### Check for Understanding

**Turn and Talk:** During the previous lessons, you learned that the Maya had many different rulers, including kings and chosen leaders. How is the Aztec civilization different? (*Unlike the Maya, the Aztec civilization is an empire, or a group of people and land that is ruled by a single ruler.*)

## Lesson 7: The Aztec: In the Palace of the Emperor

# Read-Aloud



**Reading:** Students will describe the actions and characteristics of an Aztec ruler.

**TEKS 1.6.C; TEKS 1.6.E**

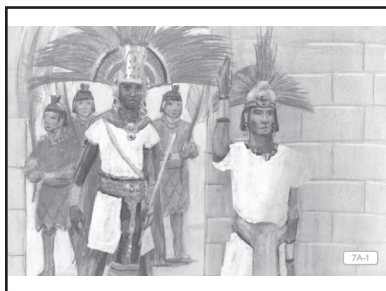
**Language:** Students will demonstrate an understanding of the Tier 3 words *emperor*, *empress*, and *empire*.

**TEKS 1.3.B; TEKS 1.6.D**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what kind of leader the Aztec had and how this was the same or different from the leaders the Maya had.

### “THE AZTEC: IN THE PALACE OF THE EMPEROR” (15 MIN.)



**Show Image 7A-1: Moctezuma and his entourage** *[Point to Moctezuma in the picture.] So, Moctezuma was the emperor of a large empire. Moctezuma [mäk-tə-'zü-mə] or the Second, emperor of the Aztec people, commander of the fierce Aztec army, was moving through his immense palace in the city of Tenochtitlan, the capital of the Aztec empire. What are palaces?*

*(grand homes for kings, queens, and emperors)* 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.

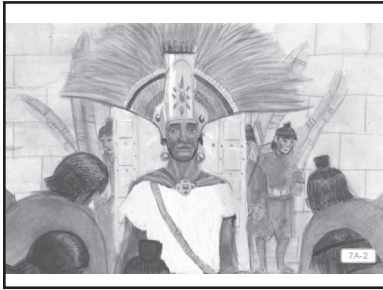
This fancily dressed nobleman led the way through the halls of the palace toward the throne room, passing one of the enormous dining halls and turning down a corridor running between two large libraries. Far behind in the gigantic palace lay hundreds of bedrooms, including the great emperor's, where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

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

### Support

Do you throw away your sheets after sleeping on them once? What does this tell you about the emperor? *(Answers will vary, but should include that the emperor had great riches, an extravagant lifestyle, etc.)*

**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance.



### Show Image 7A-2: Throne room

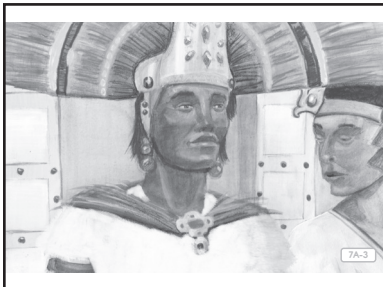
They entered the throne room. Like the kings and queens in Europe, Moctezuma had a large room with his special seat, called a throne. The people of the empire came to the throne room to hear Moctezuma speak. It was more than half full already with men and women looking down silently, for they knew that Moctezuma was

approaching and no one was allowed to look at his 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.



### Check for Understanding

**Think of a Word:** Quietly to yourself, think of what an emperor is. [Pause.] Think of one word that describes Emperor Moctezuma. [Ask several students to share.] (*Answers may vary, but may include wealth, power, empire, palace, etc.*)



### 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. *This means*

*that Moctezuma was so rich that it was impossible to figure out exactly how rich he was.* In his palace were entire rooms filled with gold and silver, and everything from fabulous, hand-carved jewelry to masks.

Now another of the Emperor's noblemen spoke. "O, Speaker," he began. Speaker was the Emperor's most important title. *Like many kings and rulers around the world, the Aztec believed that the emperor was the keeper, or leader, of their traditions.* The people listened to the emperor and did what he said.

"Today there are lords here from the eastern part of your empire. *Lords are owners of land or other property in the empire.* They come to pay their respects to you, but



also to bring more details of the strangers who come from the east." *In large empires, emperors or other rulers like kings, need help ruling the land. Lords follow the ruler's laws and make sure the people on their land do too.*

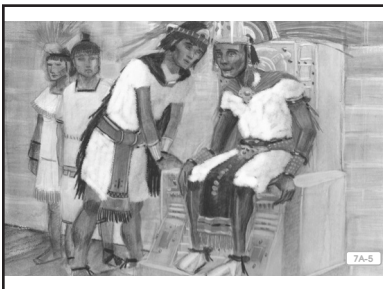


#### Show Image 7A-4: Report of strangers

The nobleman brought the lords forward. Moctezuma 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." *Can you guess what the huge deer were that the strangers were riding? The Aztecs had never seen horses.*

Moctezuma was giving his full attention to the man's words. Then he turned to the Snake Woman who stood beside his throne. The Snake Woman was the title given to the second most important person in the government.



#### Show Image 7A-5: Moctezuma and Snake Woman

The title of Snake Woman was given in honor of one of the most important characters from the Aztec traditions and stories. The Snake Woman helped Moctezuma run the nation.

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

The Snake Woman replied, "I do not know, O, Emperor Moctezuma, but it seems to show that the strangers feel safe enough here to cut off their own form of **retreat**." *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.*

The Snake Woman nodded to the nobleman, who continued, "There is other news. These strangers have made friends with the Totonacs [tōtə'näk], the people of Cempoala [/sem\*poe\*al\*ə/]. And together with them, they are starting in this direction."

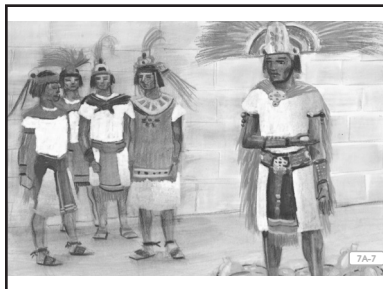
At this, a worried murmur ran through all those in the throne room, for the Totonacs, the people of Cempoala, were enemies of the Aztec. *Why would the strangers make friends with the Aztec's enemies? Were they planning to attack the Aztec?*



#### **Show Image 7A-6: Moctezuma's feast**

The lords continued their report, followed by reports on other matters by other servants of Moctezuma. Afterward, the nobleman with the magnificent feathers once again led the emperor through the halls, this time to his main dining hall. *A dining hall is a place where people eat meals. [You may want to reference*

*the school cafeteria.]* 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: Emperor Moctezuma meeting with his counselors**

Later, Emperor Moctezuma and his chief advisors met together and Moctezuma 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. *The emperor wants to show off his riches, or his wealth, to assert, or prove, his power.* They will know from these gifts the great wealth and power we wield here, and perhaps they will turn and leave our empire." *Who do you think these strangers are? [Record students' predictions for review and discussion in Lesson 8.]*

#### **Support**

Remind students that making predictions is more than just trying to guess what happens next. When making a prediction, the reader should think carefully about what they have already learned or heard and use that information to form their prediction.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who was the emperor of the Aztec in the story? (*Moctezuma*)
2. **Inferential.** Why does Moctezuma want to send the strangers gifts? (*to show his power and wealth in hopes that they will leave*)
3. **Evaluative.** Do you think the strangers will leave once they receive the gifts from Moctezuma? Why or why not? (*Answers may vary.*)
4. **Evaluative.** *Think-Pair-Share:* Compare and contrast Moctezuma with the Mayan king, King Pakal. (*Answers may vary, but may include that both were rich and privileged, and that King Pakal was a king while Moctezuma was an emperor.*)

## WORD WORK: EMPEROR (5 MIN.)

1. In the Read-Aloud you heard, “Moctezuma the Second, emperor of the Aztec people . . .”
2. Say the word *emperor* with me.
3. An emperor is a ruler of an empire. 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 Sharing activity for follow-up.** Pretend you are an emperor/empress. Tell a partner what your life would be like. What would you call your empire? How would you let people know you are the emperor/empress? Be sure to use the word(s) *emperor* (or *empress*) and, if you can, *empire* when you tell about it.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Maya or Aztec Read-Aloud and/or refer to specific images.



**EMERGENT  
BILINGUAL  
STUDENTS**

## Speaking and Listening

### Presenting

#### Beginning

Have students name their empire if they were an emperor/empress.

#### Intermediate

Have students give a more detailed description of their empire if they were an emperor/empress.

#### Advanced/

#### Advanced High

Have students give a detailed description of their empire and their life if they were an emperor/empress.

**ELPS 3.H; ELPS 3.I**

## Challenge

Imagine you are an emperor/empress. Draw a picture of your empire. and write a sentence about your drawing.

## Lesson 7: The Aztec: In the Palace of the Emperor

# Application

20M

**Writing:** Students will identify important aspects of Aztec cities and leaders.

 **TEKS 1.7.B**

Students will illustrate key information about the Aztec.

 **TEKS 1.7.E**

### CIVILIZATION CHART (10 MIN.)

- Refer to the Civilization Chart: Aztec on display.
- Remind students that the Aztec were ruled by an emperor.
- Ask students to recall the name of the emperor they learned about in today's Read-Aloud. (*Moctezuma*)

#### Show Image Card 11: Moctezuma

- Ask students to share what they have learned from the Read-Aloud about Moctezuma. (*Answers may vary, but may include that he was a wealthy emperor.*)

#### Show Image Card 12: Tenochtitlan

- Ask students to share what they learned from the Read-Aloud about the Aztec city, Tenochtitlan.
- Place the Image Cards on the chart to help students remember that the Aztec were ruled by an emperor and had great cities like their capital, Tenochtitlan.

Aztec			
Farming	Cities	Leaders	Traditions
Image Card 10 (Chinampas)	Image Card 12 (Tenochtitlan)	Image Card 11 (Moctezuma)	Image Card 9 (Eagle and Serpent)

- Ask students how this city is similar to and different from the Mayan city Baikal. (*both had palaces and markets; names and locations are different*)


 **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

Image Card 11



Image Card 12





### Exit Pass

- Have students write a phrase or sentence each about what they learned about the Aztec emperor and the capital city, Tenochtitlan.
- Collect students' phrases or sentences to evaluate their understanding of Aztec cities and leaders. Return these to students by Lesson 8, when they will be used in a writing project.

### ILLUSTRATE IT (10 MIN.)

- Explain to students that they will be illustrators in this activity.
- Remind students of the following:
  - The Aztec people decided to make their home at a place where they saw a special sign.
  - The Aztec created chinampas to farm.
- Have each student draw a detail that they remember about the Read-Alouds they have heard thus far about the Aztec. Explain that students may draw anything they remember from the Read-Alouds.
- As students draw, circulate around the classroom and help any group or student who has trouble remembering information from the Read-Alouds.
- 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.

End Lesson



**EMERGENT  
BILINGUAL  
STUDENTS**

### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Have students answer yes/no questions about the Read-Aloud (e.g., "Was Tenochtitlan a large city?").

##### Intermediate

Have students contribute using a short sentence or by completing the sentence frame (e.g., "Baakal and Tenochtitlan both ...").

##### Advanced/

##### Advanced High

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

#### ELPS 3.H

### Challenge

Write a sentence describing the illustration.

## 8

## EARLY AMERICAN CIVILIZATIONS

The Aztec:  
Cortés's Letter

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will respond to questions about the Aztec.

 **TEKS 1.1.C**

## Writing

Students will identify the parts of a letter.

 **TEKS 1.10.B**

## Reading

Students will identify the central idea using details from the text about the

 Aztec empire. **TEKS 1.9.D.i**

## Language

Students will demonstrate an understanding of the Tier 2 word *enormous*.

 **TEKS 1.3.B**

## Writing

In collaboration with peers, students will write about the Aztec.


 **TEKS 1.1.D; TEKS 1.12.B**

## FORMATIVE ASSESSMENT

## Exit Pass

**Write About It** In small groups, students will write a paragraph about an important aspect

 **TEKS 1.1.D; TEKS 1.12.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.10.B** Discuss how the use of text structure contributes to the author's purpose; **TEKS 1.9.D.i** Recognize characteristics of informational text including the central idea and supporting evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> Letter Format poster (Digital Components) <input type="checkbox"/> Flip Book: 8A-1
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Idea Map (Digital Components) <input type="checkbox"/> Flip Book: 8A-1–8A-8 <input type="checkbox"/> Activity Page 8.1
“The Aztec: Cortés’s Letter”			
Comprehension Questions			
Word Work: <i>Enormous</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Write About It	Small Group	20 min.	<input type="checkbox"/> Civilization Chart: Aztec <input type="checkbox"/> Model Paragraph (Digital Components) <input type="checkbox"/> Write About It: Aztec organizers

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the Mayan civilization, the location of the Aztec in Mexico and Lake Texcoco, and Spain. Alternatively, you may access a digital version of a map showing the early American civilizations in the online materials for this unit.
- Prepare and display a Letter Format poster showing the main parts of a letter as below. Alternatively, you may access a digital version in the online materials for this unit.

Letter Format Poster	
<b>Greeting</b>	Dear Ms. Bland,
<b>Body</b>	Thank you for the letter you sent last week, as well as the flowers. I hope you have a wonderful day.
<b>Closing Signature</b>	Love, Anna

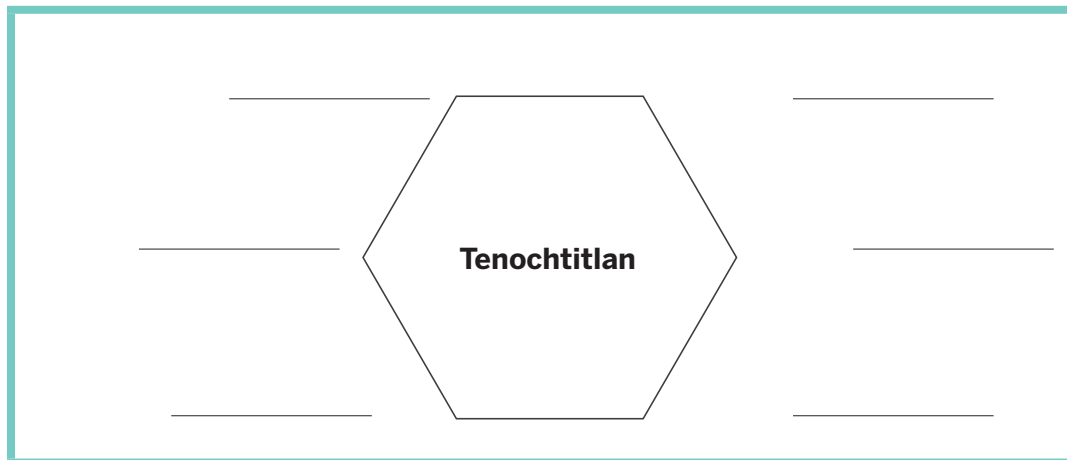
### Application

- Make four copies of each of the Write About It: Aztec organizers found in Teacher Resources: one copy for each group.
- Display the Model Paragraph you created in Lesson 2.



## Universal Access

- Prepare and display an enlarged version of the following Idea Web for the city of Tenochtitlan. Alternatively, you may access a digital version in the online materials for this unit. A completed version can be found in Teacher Resources. Display this chart throughout this Read-Aloud, and tell students to raise their hand when they think something can be added to the Idea Web.



## CORE VOCABULARY

**courteous, adj.** polite; thoughtful toward others

Example: Students were courteous toward their new teacher and helped her learn everyone's names.

Variation(s): none

**enormous, adj.** very large

Example: I saw an enormous elephant at the zoo; it weighed two tons!

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

### Vocabulary Chart for "The Aztec: Cortés's Letter"

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	royalty	courteous ( <i>cortés</i> ) enormous ( <i>enorme</i> )	
Multiple Meaning			
Sayings and Phrases			

## Lesson 8: The Aztec: Cortés's Letter

## Introducing the Read-Aloud

EMERGENT  
BILINGUAL  
STUDENTS

## Speaking and Listening

Exchanging Information  
and Ideas

## Beginning

Have students answer yes/no questions (e.g., "Was Moctezuma the ruler of the Aztec?").

## Intermediate

Have students contribute by completing the sentence frame: "The leader of the Aztec was \_\_\_\_\_"

Advanced/  
Advanced High

Have students contribute a complete sentence using key details from the Read-Aloud.

## ELPS 3.C

## Flip Book 8A-1



**Speaking and Listening:** Students will respond to questions about the Aztec.

**TEKS 1.1.C**

**Writing:** Students will identify the parts of a letter.

**TEKS 1.10.B**

## WHERE ARE WE?

- Have a student locate the area where the Maya lived. (*Yucatán Peninsula*)
- Have another student locate where the Aztec lived on a world map. (*in Mexico and Central America; in central Mexico, north of the Maya*)

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Discuss the previous Read-Aloud with students. Ask 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.
- Tell students that many Spanish soldiers and explorers traveled to the Americas after Christopher Columbus made his 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.

**TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.10.B** Discuss how the use of text structure contributes to the author's purpose.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students the Read-Aloud they will hear today is a letter that Hernán Cortés, the leader of the Spaniards who sailed to Mexico, wrote to the king of Spain.
- Ask students why people write letters. (*Letters are a way of talking to people who live far away.*)
- Remind students that the king is in Spain and Cortés is all the way across the Atlantic in what is now Mexico.
- Ask students what they know about the format of a letter, or how a letter is organized.
- Referencing the Letter Format poster, point out the greeting, body, closing, and signature.
- Point to and describe the different parts of the letter as you name them:
  - greeting: the opening words and often the person's name you are writing to *Who is this letter being written to? (Ms. Bland)*
  - body: all the writer's thoughts or the main message of the letter *What is the main message in this letter? (The writer is thanking Ms. Bland for the letter and the flowers.)*
  - closing: the words used to finish the letter, such as *From, Love, Your friend; What closing words are used in this letter? (Love)*
  - signature: the writer's name *Who wrote this letter? (Anna)*

### Challenge

Encourage students to pick out the different parts of a letter as they listen to the Read-Aloud.



### Check for Understanding

**Find It:** On the Letter Format poster, have students point to and restate the parts of the letter as you name them: greeting, body, closing, and signature.

## Lesson 8: The Aztec: Cortés's Letter

# Read-Aloud



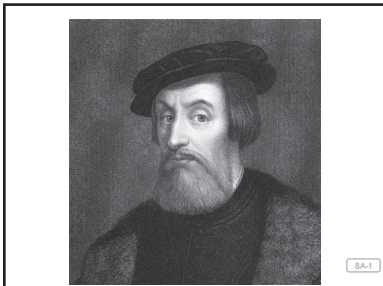
**Reading:** Students will identify the central idea using details from the text about the Aztec empire. **TEKS 1.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *enormous*. **TEKS 1.3.B**

### 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” (15 MIN.)

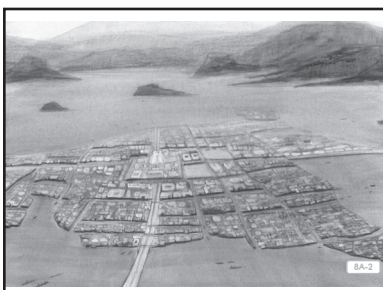


**Show Image 8A-1: Portrait of Cortés** *This is Hernán Cortés, the Spanish explorer who wrote this letter.*

Your majesty, 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**

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. *This picture shows just how enormous, or very large, Tenochtitlan was.* In order to cross over the lake into the city,

### Support

Display the Idea Web for the city of Tenochtitlan you created in advance. Tell students to raise their hand when they think something can be added to the Idea Web.

### Challenge

Students can complete an Idea Web on their own using Activity Page 8.1.

### Support

“Your majesty” is a polite way to address the king, and also the greeting in Cortés’s letter. [Reference the Letter Format poster.]

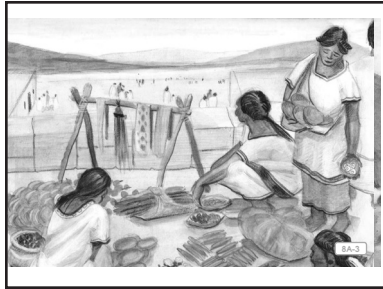
**TEKS 1.9.D.i** Recognize characteristics of informational text including the central idea and supporting evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

## Support

Here, squares are the public spaces outside.

Squares can also be shapes with four equal sides.

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. *[Have students point to the bridges, canals, and roads Cortés mentions in the Flip Book image.]*

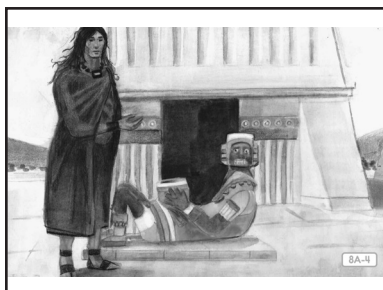


### Show Image 8A-3: Busy Tenochtitlan market

There are several main squares, all of which contain markets. *Squares are open areas in a village or city.* One of the squares is very large and on any given day there are thousands of people in it buying and selling things.

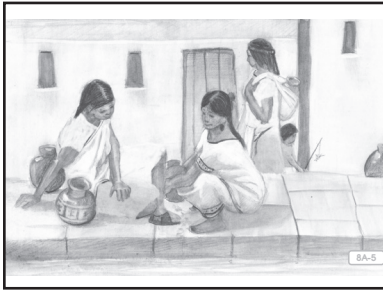
Because there are so many different kinds of products, it would be impossible to name

every single thing, but some of the items include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, and pottery. *This was more than 200 years before the U.S. colonies began. The Aztecs were very advanced—even more than some European cities of the time.* 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. *A courthouse is a building where lawyers and judges try cases to uphold the law or rules.* People in this building are like judges, resolving arguments and ordering punishment for criminals.



### Show Image 8A-4: Tenochtitlan building and leader

Also in Tenochtitlan, there are many beautiful buildings. Some leaders of Tenochtitlan live in these buildings. They dress in black and wear the exact same clothing for their whole lives, and they never cut or comb their hair.



### Show Image 8A-5: Getting water from an aqueduct

Since the lake surrounding the city is a saltwater lake, there are aqueducts that carry the water from the freshwater lake into the city. *Aqueducts are special structures like pipes or bridges that carry water from one place to another. [Point to the aqueduct in the picture.]*

The aqueducts carry the water over the bridge.

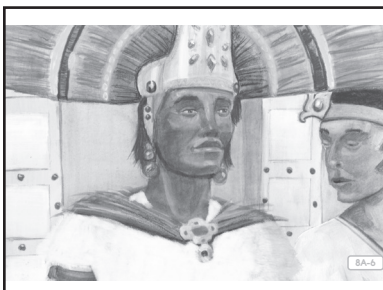
Once over the bridge, the water is distributed throughout the city to be used for drinking and for other purposes. The water from the aqueducts makes up the whole city's water supply! It is quite amazing to see.



### Check for Understanding

**Think-Share:** Do you think Cortés is impressed by the Aztec city? How can you tell?

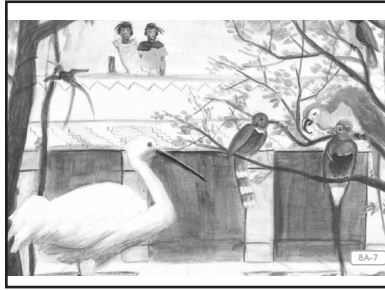
Order has been established and is well-kept in the city. The people of the city are very friendly and **courteous** to one another, and behave much in the same way as Spaniards. I found this most surprising because of how different they and their city look from ours. *The people are nice and helpful to each other, making the city a peaceful place to be where everything works well.*



### 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. *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 U.S. map.]*

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.

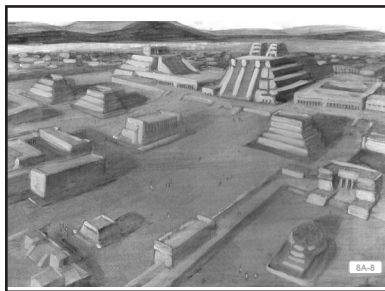


### Show Image 8A-7: Inside the princes' palace

One of the smaller palaces is attached to a beautiful garden with a balcony that runs over top of it. *[Point to the balcony in the picture.]*

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 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 *or people of royal blood, like kings, queens, princes, and princesses* 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

*The Aztecs were considered a great civilization due to their advanced irrigation systems, urban planning, and architecture, which led to the flourishing city of Tenochtitlan, ruled by Emperor Montezuma.*

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images and the idea web.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Where is Tenochtitlan located? (*in Mexico, on an island in the middle of a lake*)
2. **Literal.** How big does Cortés say Moctezuma's empire is? (*at least as large as Spain, he believes*)
3. **Literal.** How does Cortés describe the markets in Tenochtitlan? (*lots of people; different things sold there, such as food, precious stones, feathers, medicines, wood, coal, clothing, pottery, etc.*)
4. **Inferential.** What is the central idea of today's Read-Aloud? (*Tenochtitlan is a great Aztec city.*) How do you know? (*Answers may vary, but should include details from the story.*)



## 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.*)
6. **Inferential.** Other than the title, how would you know this Read-Aloud was a letter? (*the letter parts that appear, like the greeting, closing, and signature*) Did you hear any of the parts of a letter during the Read-Aloud? (yes)
  - **Inferential.** *Think-Pair-Share:* Describe one of the parts you heard and what its purpose was in the letter. (*Answers may vary.*)

### WORD WORK: ENORMOUS (5 MIN.)

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.** 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.

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



**EMERGENT  
BILINGUAL  
STUDENTS**

## Speaking and Listening

### Listening Actively

#### Beginning

Have students answer the central question: How do you know this is a letter? using the oral sentence frame: “I know this is a letter because \_\_\_\_\_.”

#### Intermediate

Have students contribute using a short sentence or completing the sentence frame: “I realize this is a letter because it contains letter parts such as \_\_\_\_\_.”

#### Advanced/ Advanced High

Have students contribute a complete sentence using key details from the Read-Aloud.

### ELPS 3.C

## Lesson 8: The Aztec: Cortés's Letter

# Application

20M

**Writing:** In collaboration with peers, students will write about the Aztec.

 **TEKS 1.1.D; TEKS 1.12.B**

### WRITE ABOUT IT

**EMERGENT  
BILINGUAL  
STUDENTS**



### Speaking and Listening

#### Reading/Viewing Closely

##### Beginning

Point to the different sections of the Civilization Chart: Aztec and help students identify what is already there.

##### Intermediate

Point to the different sections of the Civilization Chart: Aztec and ask students if anything they learned in the Read-Aloud could be added to the chart.

##### Advanced/ Advanced High

Have students point to the applicable section of the Civilization Chart: Aztec and name something that could be added based on the Read-Aloud.


**ELPS 3.H; ELPS 3.J**



### Check for Understanding

**Brainstorm:** What other information could we add to the Civilization Chart: Aztec based on today's Read-Aloud? (*Answers may vary, but may include that the Aztec had grand cities; the Aztec designed ways to move water; the Aztec built beautiful buildings.*) [You may wish to write these words or phrases in the given space on the chart.]

- Have students sit with their preassigned groups for the writing activity.
- Pass back the Exit Tickets to students completed during lessons 5-7
- Remind students that throughout the last several lessons, they have been individually writing sentences about each of the important aspects of the Aztec.
- Explain that today they will work with their groups, using their sentences and the information on the Civilization Chart: Aztec to create a written paragraph about one aspect of the Aztec civilization. Later, they will present on that topic to the rest of the class so their fellow students can become experts as well.
- Refer to the model paragraph you prepared in Lesson 2 about farming, and remind students that they should include an introductory sentence, body sentence(s), and a concluding sentence.
- Give each group a copy of the Write About It: Aztec organizer.

 **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

- Have students assign a scribe, or writer, for each group. Alternatively, you may choose to assign this person.
- Explain that the introductory sentence has been started. Students will fill in the blank with their topic.
- Then, tell groups that each person should share their sentence for the given topic, and then they will combine and elaborate on the sentences as a group.
- Explain that these sentences should be combined to be the body sentence(s) of the paragraph. Then, the group will work together to create a concluding statement.
- As students work with their groups, circulate and check in with students to ensure they are sharing and working together to write their paragraphs. If students are struggling, you may choose to reread portions of a Read-Aloud that relate to their given topic.

### Challenge

If a group finishes composing its paragraph, members may choose to draw an illustration to accompany it for their presentation.



### Exit Pass

Collect the group paragraphs to evaluate student understanding of the important aspects of the Aztec civilization.

End Lesson

# Pausing Point 2

## NOTE TO TEACHER

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

It is highly recommended you use the Mid-Unit Assessment to assess students' knowledge of the Maya and Aztec. You may also choose to do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught thus far.

## CORE CONTENT OBJECTIVES

- Identify the areas in which the Maya/Aztec lived
- Explain that the Maya/Aztec farmed
- Explain that the Maya/Aztec developed large cities and empires many years ago
- Explain that the Maya/Aztec had leaders
- Identify the name of one emperor of the Aztec, Moctezuma
- Explain that the Maya/Aztec had traditions
- Identify the significance of the stars and planets to the Maya
- Identify the significance of the Mayan calendar
- Identify the Aztec capital as Tenochtitlan

## MID-UNIT ASSESSMENT

### Aspects of the Ancient Mayan and Aztec Civilizations

#### Materials: Activity Page PP2.1

- I will ask you a question about the ancient Mayan and/or Aztec civilizations. If the answer to the question is “yes,” circle the thumbs up. If the answer is “no,” circle the thumbs down.
1. Were Tenochtitlan and Baakal both small towns? (*thumbs down*)
  2. Was maize an important crop for the Maya? (*thumbs up*)
  3. Did the ancient Maya and Aztec both have pyramids and special buildings? (*thumbs up*)

Activity Page PP2.1



4. Was Moctezuma an emperor of the Maya? (*thumbs down*)
5. Did both the Maya and the Aztec farm using chinampas? (*thumbs down*)
6. Did the Aztec choose to make their home at the place where an eagle held a serpent on a cactus? (*thumbs up*)
7. Is an emperor the ruler of an empire? (*thumbs up*)
8. Was King Pakal of Baikal an emperor? (*thumbs down*)

## ACTIVITIES

### Museum Exhibit

**Materials:** illustrations from the Illustrate It activity in Lesson 7, student drawings, and Image Cards

- In the groups they wrote their informational paragraphs with, have students choose images from the illustrations their classmates drew for the Illustrate It activity in Lesson 7, their own drawings, and Image Cards that relate to their topic.
- Have students arrange these images in a designated space in the classroom to form an “exhibit.”
- Have the class visit each “exhibit” while the given topic’s group reads their prewritten paragraph on the topic.
- At each exhibit, ask students if they have any questions about the content.
- After all groups have presented, you may wish for students to write a response statement about their experience.

### Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images.
- You may also choose to have students select a Read-Aloud to be heard again.

### You Were There: Aztec City

- 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 in Moctezuma’s throne room and write a sentence describing it.

### Support

Show images of a (history) museum exhibit to support students in curating their own.

### Activity Page PP2.2



### Activity Page PP2.3



## Key Vocabulary Brainstorming

### Materials: board/chart paper

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

## Thought Drop

- Using Activity Page PP2.2, have students fill in Cortés's thought bubble with words and images showing his thoughts and impressions after visiting the Aztec city of Tenochtitlan.
- You may wish to re-read "Cortés's Letter" from Lesson 8.

## Make Your Own Civilization Chart

- Divide the class into four groups. Give each group one of the Image Cards from the Civilization Chart: Aztec 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, and had leaders. 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.
- Have students create their own Civilization Chart using Activity Page PP2.3 to share with their families. Make the class Civilization 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.

## Multiple Meaning Word Activity

### Definition Detective: Wing

- Remind students that in the Read-Aloud for Lesson 6, the young man's name was Torn Wing.
- Ask students, with their neighbor, to think of as many meanings for *wing* as they can or discuss ways they can use the word *wing*.

### Show Poster 2M: Wing

- Ask students to 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.
- Tell students that *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.
- Tell students that *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.

## Vocabulary Instructional Activity

### Word Wall

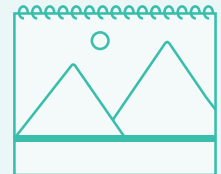
**Materials:** long horizontal chart paper; words written on index cards: *large, huge, big, enormous* (in red); *medium, regular* (in yellow); *tiny, mini, small* (in green)

- Have students make a Horizontal Word Wall for *enormous*. Place *big* on the far left of the chart and place *small* on the far right. Place other cards on the horizontal word wall ordering them from biggest to smallest. In the end, the order should be: *enormous, huge, large, big, medium, regular, small, mini, tiny*. Some words may overlap.
- Have students talk with their neighbor using the different words on the Horizontal Word Wall, using complete sentences.
- Encourage students to continue thinking about this Horizontal Word Wall and add additional words to the word wall. Some suggestions: *gigantic, puny, average*.

## Challenge

Students who are ready may also write words or sentences.

## Flip Book Poster 2M



## 9

## EARLY AMERICAN CIVILIZATIONS

# The Inca: Who Were the Inca?

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will identify and discuss the location of early American civilizations.

 **TEKS 1.1.C; TEKS 1.6.E**


**Reading**

Students will identify and explain important aspects of the leaders and traditions of the Inca.

 **TEKS 1.6.E; TEKS 1.6.G; TEKS 1.6.H**

**Language**

Students will demonstrate an understanding of the Tier 2 word *possessions*.

 **TEKS 1.3.B; TEKS 1.7.B**

**Reading**

Students will describe important aspects of the Inca traditions.

 **TEKS 1.9.A**

**Writing**

Students will identify and explain important aspects of the leaders and traditions of the Inca.


 **TEKS 1.12.B**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Civilization Chart** Students will write a summary statement about Inca leaders and traditions.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.



## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 9A-1 <input type="checkbox"/> Image Card 13 <input type="checkbox"/> timeline (Digital Components)
Essential Background Information or Terms			
Timeline			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-2–9A-8 <input type="checkbox"/> images of the desert and mountaintops <input type="checkbox"/> images/samples of items that can and cannot be owned
“The Inca: Who Were the Inca?”			
Comprehension Questions			
Word Work: Possessions			
This is a good opportunity to take a break.			
Application (20 min.)			
“The Legend of Viracocha”	Whole Group	20 min.	<input type="checkbox"/> Flip Book: 9B-1–9B-3 <input type="checkbox"/> Civilization Chart: Inca <input type="checkbox"/> Image Cards 14, 15, 16
Civilization Chart			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 9.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the ancient Mayan and Aztec civilizations, as well as the location of the Inca in South America. Alternatively, you may access a digital version of a map showing these locations in the online materials for this unit.
- Prepare and display a timeline, and be prepared to add Image Card 13 on the range of 1300 AD–1533 AD. Alternatively, you may access a digital version of a timeline in the online materials for this unit.

### Application

- Prepare and display a Civilization Chart like the one below for the Inca on a wall or board in your classroom. Each section will need to be large enough for an Image Card. You will add information to this at the end of each lesson. Leave the chart displayed for student reference throughout the unit.

Inca			
Farming	Cities	Leaders	Traditions

- You may wish to place students in four groups of roughly equal numbers: farming, cities, leaders, and traditions. It is recommended that you place students who need an extra challenge in the “cities” category, as they will have the least amount of time. Students will work together in Lesson 10 to craft an informational paragraph on their topic.

### Universal Access

- Bring in items that can be owned, such as pencils, pens, jackets, shoes, photographs, and images of items that cannot be owned, such as the sun, clouds, rain, the moon, etc.

## 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

**terrace, n.** flat areas that have been cut into a slope, like a hill or mountain

Example: The farmers cut terraces into the mountainside so they could grow crops.

Variation(s): terraces

**villagers, n.** people living in a small town

Example: The villagers walked down the road through their village together.

Variation(s): villager

**Vocabulary Chart for “The Inca: Who Were the Inca?”**

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		collecting possessions ( <i>posesiones</i> ) villagers	
Multiple Meaning	terraces ( <i>terrazza</i> )		
Sayings and Phrases			

## Lesson 9: The Inca: Who Were the Inca?

10M

# Introducing the Read-Aloud

**Speaking and Listening:** Students will identify and discuss the location of early American civilizations.



**TEKS 1.1.C; TEKS 1.6.E**

## WHERE ARE WE? (5 MIN.)

- Review the locations of North, Central, and South America with the class.
- On a world map, 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 tropical rainforests in Mexico and Central America, in and around what we now call the Yucatán Peninsula.
- 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.
- Tell students that today they are going to learn about a third civilization, the Inca civilization, that developed in South America.
- Have students 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.

**EMERGENT  
BILINGUAL  
STUDENTS**



Reading

### Reading/Viewing Closely

#### Beginning

Point to the area on the map and ask students to name the group that lived there.

#### Intermediate

Have students point to the areas on the map showing with where the Maya and Aztec lived.

#### Advanced/

#### Advanced High

Have students point to the areas on the map showing where the Maya and Aztec lived and say the names of these areas.

**ELPS 3.J; ELPS 4.F**



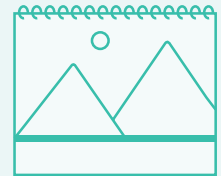
**TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

### Show Image 9A-1: Llama

- Ask students what they see in the picture. (*llama*) If they say camel, explain that this animal is similar to a camel, but it is called a llama.
- Ask students to repeat the word *llama*.
- Tell students that llamas do not have humps like a camel. Llamas were important to the Inca.
- In the story, you will hear about how llamas were used by the Inca.

### Flip Book 9A-1



## TIMELINE (5 MIN.)

- Referencing the prepared timeline in your classroom, explain to students that this is a timeline, representing the span of time in the past they are studying.
- On the prepared timeline, identify the spectrum of time for students. On the range of 1300 AD–1533 AD, place Image Card 13 (Inca).
- Tell students that the story they heard today was about the Inca, whose civilization existed long ago, at the same time as the Aztec, and more recently than the peak of the Mayan civilization.

## Lesson 9: The Inca: Who Were the Inca?

# Read-Aloud

30M

**Reading:** Students will identify and explain important aspects of the leaders and traditions of the Inca.

TEKS 1.6.E; TEKS 1.6.G; TEKS 1.6.H

**Language:** Students will demonstrate an understanding of the Tier 2 word *possessions*.

TEKS 1.3.B;

### PURPOSE FOR LISTENING

- Tell students that the Inca lands formed a large empire ruled by one leader. Tell them that today they will hear some facts about the Inca as a part of the made-up story.
- Ask students to listen to the Read-Aloud to see how the Inca leader is the same as the Maya and Aztec leaders and how the Inca leader is different.

### “THE INCA: WHO WERE THE INCA?” (15 MIN.)



#### 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. *[Point to the illustration.]*

They controlled about 2,500 miles of land in South America. That’s about the same distance as if you measured from one side of the United States to the other.

TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.6.H Synthesize information to create new understanding with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



### Show Image 9A-3: Inca roads

More incredibly, the Inca created almost 20,000 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. *In this image, people are walking on Inca roads that were built long ago.*

The Inca controlled so much land because they conquered other nations of people. Each time they did, the size of their empire would grow. *Remember, to conquer is to take over other people, against their will, and control their land. What is another civilization that we read about that conquered other people and had an empire? (the Aztec) Just as the Aztec conquered other people and had an empire, the Inca did as well, but in a different area.* When the Inca conquered other nations, the emperor of the Inca would often have the conquered **villagers** move to a new area. *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.)* The rest of this Read-Aloud is a story about a village that was forced to move.



### 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." *The girl's name is Little Flower. The Inca, like the Maya and the Aztec, were named 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."

### Support

Emphasize the enormity of 20,000 miles. That's 10 times the amount of land they controlled!



## Speaking and Listening

### Offering Opinions

#### Beginning

Have students answer using a sentence frame (e.g., “I think they feel \_\_\_\_\_”).

#### Intermediate

Encourage students to respond by agreeing or disagreeing with what the previous student said (e.g., “I agree with . . .”). Then have students offer their opinion using a sentence frame (e.g., “I think Little Flower and Blue Sky feel sad because . . .”).

#### Advanced/

#### Advanced High

Have students agree or disagree with what the previous student said (e.g., “I agree with . . .”) and follow up with their own opinion.

**ELPS 2.H; ELPS 3.G**



### 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 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, *or says*, 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 or gathering** their things, the smaller girl whispered to herself, “But I still don’t like it.” *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. *[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).]*

## Support

Show students images of the desert and mountaintops.



### Show Image 9A-8: Blue Sky and Little Flower leading their llama

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

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** or things that they owned

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.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** In the story, how are llamas used to help the people of the Village of Stone Walls? *(The llamas were used to carry loads of possessions for them as they traveled to Cuzco.)*

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



### Check for Understanding

**Think-Share:** The Read-Aloud says that the Inca created 20,000 miles of roads. Why did they need so many roads? *(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. **Literal.** 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.)*
3. **Inferential.** What is the most important part of this story? *(when Blue Sky told Little Flower that the emperor would be angry if they did not do as he said)* How do you know? *(The talk helped Little Flower understand why they had to move.)*

4. **Inferential.** What can you tell about the leaders of the Inca? (*Answers may vary, but may include that the Inca wanted to expand their empire; they appear bossy, making people move to other areas, away from their homes; they were feared.*)
5. **Literal.** 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.*)

### WORD WORK: POSSESSIONS (5 MIN.)

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.** 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.”

- hat and scarf (*Those are possessions.*)
- shoes and socks (*Those are possessions.*)
- clouds and wind (*Those are not possessions.*)
- pots and pans (*Those are possessions.*)
- sun and rain (*Those are not possessions.*)

### Support

Show students the possessions you have collected and the images of items that cannot be owned to help them understand the idea that some things can be owned, whereas other things cannot.

### Challenge

To possess means you have something in your possession. Have you ever wanted to possess something that you couldn’t have? Tell a partner about such a time.

## Lesson 9: The Inca: Who Were the Inca?

# Application



**Reading:** Students will describe important aspects of the Inca traditions.

**TEKS 1.9.A**

**Writing:** Students will identify and explain important aspects of the leaders and traditions of the Inca.

**TEKS 1.12.B**

### “THE LEGEND OF VIRACocha” (10 MIN.)

- Tell students that people all over the world tell legends to one another.



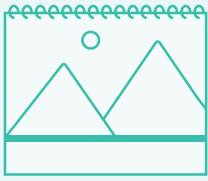
#### Check for Understanding

**Recall:** What is a legend? (*a story that often explains why things are the way they are; they may or may not be true, but there is no way to prove that they are true; they are passed down from generation to generation.*)

- Tell students the Maya, Aztec, and Inca all had legends to help explain the natural world around them. The Inca passed along the legend of Viracocha [/veer\*ə\*koe\*chə/] or [/beer\*ə\*koe\*chə/], the creator of the world.
- Read the following legend to students. Explain that Viracocha is the name of a mythical being the Incas believed in to try to explain how the world was created.

**TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

### Flip Book 9B-1



### Show Image 9B-1: Peru

- Tell students that the Inca had a legend about the start of their people. Remind students that a legend is a story that is passed down between generations. Remind students that a legend may or may not be true.
- Tell students they will learn more about the Inca.

### The Legend of Viracocha

It is told that Viracocha rose up from the Island of the Sun in the middle of Lake Titicaca [/ti\*tee\*ko\*ko/], near Peru's capital city of Cuzco, the city that was close to Blue Sky and Little Flower's new mountain home. Viracocha built the earth and the sky from nothing. He formed the moon and sun. 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.

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-2: Terrace farming

Like the Maya and Aztec, the Inca were powerful rulers. Like the legend says, the empire was full of different groups of people with different languages and traditions. Families like Blue Sky and Little Flower's, who were conquered by the Inca, could keep their language. To show respect for their new emperor, they would help build roads, serve in their army, and grow food for the empire.

The Inca were hard workers. Most were farmers. A mountain is too steep to grow crops, so the Inca cut **terraces** into the mountain to plant crops. A *terrace is a flat area of land cut into a mountain.* They grew potatoes, beans, avocados, and maize.

Many Inca took care of llamas and alpacas. The Inca would shear, or cut, the fur off of the animals to make fleece. The fleece was used to make clothing, bags, string, and other useful items. Taking care of crops and animals was a difficult job in the mountains where the Inca lived.

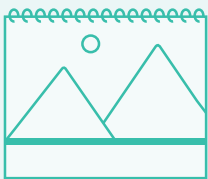
### Show Image 9B-3: Quipu

The Aztec and Maya kept track of their stories and calendar with inscriptions, or writing carved into wood and stone. The Inca did not have a written language like the Maya and Aztec. Instead, the Inca kept track of their

### Flip Book 9B-2



### Flip Book 9B-3



history by telling stories. They also used strings that were full of knots called, quipu (KEE-poo). Quipu means “knot” in the main Inca language.

**CIVILIZATION CHART (10 MIN.)**

- Refer to the Civilization Chart: Inca on display.
- Tell students that as they heard in the story, the Inca had strong rulers who created a large empire.
- Ask students to recall from the story they heard today what the characters had to do because the emperor required it. (*leave their homes and move closer to the emperor*)

**Show Image Card 14: Inca ruler**

- Place the Image Card on the chart to help students remember what they learned about the rulers of the Inca.

**Show Image Card 15: Quipu**

- Remind students this is a picture of quipu. Quipu was knotted string that the Inca used to keep track of their history. Ask them where they think this card might belong on the Civilization Chart: Inca. (*traditions*)
- Place the Image Card on the chart.

**Show Image Card 16: Farming**

- Place the Image Card on the chart to help students remember what they learned about Inca farming.

Inca			
Farming	Cities	Leaders	Traditions
Image Card 16 (Farming)		Image Card 14 (Inca Ruler)	Image Card 15 (Quipu)



**Exit Pass**

- Have students write a phrase or sentence each about what they learned about the Inca leaders and traditions.

**Challenge**

Did you learn anything today that could go in another category of the Civilization Chart: Inca?

**Image Cards 14, 15, 16**



**EMERGENT  
BILINGUAL  
STUDENTS**

**Writing**

**Writing**

**Beginning**

Referencing the Civilization Chart: Inca, students will write a response phrase with the help of an adult.

**Intermediate**

Referencing the Civilization Chart: Inca, students will write a short sentence with the starters, “The Inca had \_\_\_\_\_ as rulers.” and “Quipu is an example of a . . .”

**Advanced/  
Advanced High**

Students will independently write a detailed sentence on topic.

**ELPS 5.B**

- Collect students' phrases or sentences to evaluate their understanding of Inca rulers and cities. Return these to students by Lesson 10, when they will be used in a writing project.

End Lesson

### Lesson 9: The Inca: Who Were the Inca?

# Take-Home Material

## Activity Page 9.1



### FAMILY LETTER

- Send home Activity Page 9.1.

## EARLY AMERICAN CIVILIZATIONS

# The Inca: Machu Picchu— A Lucky Discovery

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will identify the circumstances by which Hiram Bingham discovered Machu Picchu.

 **TEKS 1.1.C; TEKS 1.6.E; TEKS 1.6.H**

**Reading**

Students will describe Hiram Bingham's journey and discovery.

 **TEKS 1.6.G**

**Language**

Students will demonstrate an understanding of the Tier 3 word *trek*.

 **TEKS 1.3.B; TEKS 1.6.H**

**Writing**

In collaboration with peers, students will write a paragraph about the Inca.


 **TEKS 1.6.H; TEKS 1.12.B**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Write About It** In small groups, students will write a paragraph about an important aspect

 **TEKS 1.6.H; TEKS 1.12.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> world map (Digital Components) <input type="checkbox"/> timeline (Digital Components) <input type="checkbox"/> Flip Book: 10A-1 <input type="checkbox"/> Image Card 17
Essential Background Information or Terms			
Timeline			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-9
“The Inca: Machu Picchu—A Lucky Discovery”			
Comprehension Questions			
Word Work: <i>Trek</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Civilization Chart		20 min.	<input type="checkbox"/> Civilization Chart: Inca <input type="checkbox"/> Image Card 18 <input type="checkbox"/> Model Paragraph (Digital Components) <input type="checkbox"/> Write About It: Inca organizers
Write About It			



## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to point out the location of the civilizations of the ancient Maya, Aztec, and Inca. Alternatively, you may access a digital version of a map in the online materials for this unit.
- Prepare and display a timeline, and be prepared to add Image Card 17 on the year 1900. Alternatively, you may access a digital version of a timeline for this unit only in the online materials for this unit.

### Application

- Prepare to add Image Card 18 to the Civilization Chart.
- Make four copies of each of the Write About It: Inca organizers found in Teacher Resources: one copy for each group.
- Display the Model Paragraph you created in Lesson 2.

## CORE VOCABULARY

**archaeologist, n.** a scientist who studies past humans and the objects they used

Example: The archaeologist discovered pottery from the Ming dynasty in China.

Variation(s): archaeologists

**existence, n.** the condition of being real, not imagined

Example: We did not know the existence of some stars before the invention of the telescope.

Variation(s): existences

**raging, v.** acting forcefully; 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 been destroyed

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

### Vocabulary Chart for “The Inca: Machu Picchu—A Lucky Discovery”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	archaeologist ( <i>arqueólogo/a</i> ) existence ( <i>existencia</i> ) trek	raging	
Multiple Meaning	ruins ( <i>ruinas</i> )		
Sayings and Phrases	take . . . breath away		

**Beginning**

Point to the area on the map and ask students to name the group that lived there.

**Intermediate**

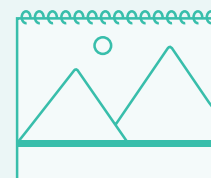
Have students point to the areas on the map showing where the Inca lived.

**Advanced/  
Advanced High**

Have students point to the areas on the map showing where the Inca lived and say the names of these areas.

**ELPS 3.J; ELPS 4.D**

## Flip Book 10A-1

**Challenge**

Ask students what an old building or tool might tell about how people lived. (Answers may vary, but may include that people use tools in everyday life, and people often live and work in buildings.)

## Lesson 10: The Inca: Machu Picchu—A Lucky Discovery

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify the circumstances by which Hiram Bingham discovered Machu Picchu.


 **TEKS 1.1.C; TEKS 1.6.E; TEKS 1.6.H**

**WHERE ARE WE?**

- On a world map or globe, have one student locate the area where the Maya lived. (*in Mexico and Central America, in and around the Yucatán Peninsula*)
- Then have another student locate the area where the Aztec lived. (*in central Mexico, north of the Maya*)
- Have another student locate the area where the Inca lived. (*the land that stretches along the Andes Mountains and Pacific Ocean*)

**ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)****Show Image 10A-1: Hiram Bingham**

- Explain to students that much of what we know about the Inca is because of the work of archaeologists like this man, Hiram Bingham.
- Explain to students that an archaeologist is a scientist who studies the way people lived in the past by looking at what they left behind, such as tools or pottery.
- Tell students that 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, or discovery.
- Tell students that some discoveries may be very small, and in some cases, discoveries are amazingly large.

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

- Tell students that they will learn about the fascinating job of the archaeologist Hiram Bingham, and his amazing discovery, in the Read-Aloud they are about to hear.

---

**TIMELINE (5 MIN.)**

- Estimate the year 1900 on the timeline. Label it 1900, and place Image Card 17 (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.
- Ask students to identify where the Inca civilization was on the timeline, when Hiram Bingham lived, and today.

## Lesson 10: The Inca: Machu Picchu—A Lucky Discovery

# Read-Aloud



**Reading:** Students will describe Hiram Bingham's journey and discovery.

**TEKS 1.6.G**

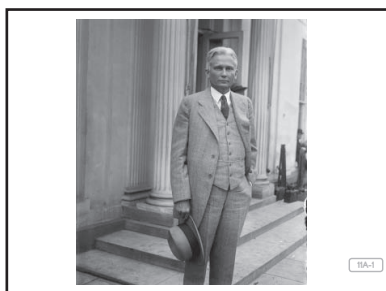
**Language:** Students will demonstrate an understanding of the Tier 2 word *trek*.

**TEKS 1.3.B; TEKS 1.6.H**

### PURPOSE FOR LISTENING

- Tell students that Hiram Bingham traveled to South America to explore and discovered something amazing. Tell students to listen carefully to find out what Hiram Bingham discovered.

### “THE INCA: MACHU PICCHU—A LUCKY DISCOVERY” (15 MIN.)



#### Show Image 10A-1: Hiram Bingham

Now we come to the amazing tale of an **archaeologist** named Hiram Bingham, who stumbled upon an entire city while looking for something else!

Hiram Bingham was interested in learning more about the Inca's struggle against the Spanish invaders.



#### Show Image 10A-2: Conquistadores

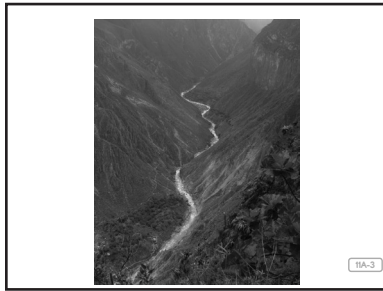
Unfortunately, the Spanish conquerors—the Spanish word for conquerors was *conquistadores* [/kon\*kees\*tə\*dor\*aez/] *A conqueror is someone who fights to take over.*—destroyed a lot of the Inca possessions when they attacked the Inca Empire, so Bingham had to depend on legends and

folktales for some of his information.

### Support

Have you learned the names of any other conquerors from history? Share with a partner.

**TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.



### Show Image 10A-3: Aerial view of the Andes and the jungles around Cuzco

One of these legends told that the last Inca emperor, Manco [/man\*koe/] the Second, had built a city called Vitcos [/veet\*koes/], 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.

Peru is high in the Andes Mountains, which include some of the world's tallest, most challenging peaks. *Challenging is another way of saying really hard. The Andes Mountains were really hard to climb.* 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.

### Support

Here, 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 meaning of *party* do you know?



### Show Image 10A-4: Bingham meets Arteaga

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. A bit later, a stranger appeared unexpectedly. He was a local police sergeant whose tiny house was nearby. "My name is Arteaga

[/ar\*tæ\*əg\* ə/]," 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."

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.

### Support

Here, ruins are things that remain after something has decayed or been destroyed. *Ruin* can also mean the act of destroying something.



### Show Image 10A-5: Arteaga and Bingham standing above the Urubamba

After walking for nearly an hour, Arteaga led Bingham down to a cliff's edge. Below lay a silver-gray river **raging** into whitewater rapids. *The water in the river was flowing very fast and looked dangerous.* 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. *So does the bridge sound sturdy and safe?* Bingham took a deep breath and started out onto the bridge. He picked his way across 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 10A-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. *[Point to the terraces in the picture.]* These terraces, carved into the mountainside by their Inca ancestors,

had been used this way for centuries. Arteaga and Bingham shared lunch with these people in a hut. It was clearly an important occasion for their hosts, who seldom saw visitors.

After lunch, Arteaga and Bingham climbed an additional 1,000 feet and emerged from the trees onto a level place. *They came out on a flat place.* 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.

### Support

Have students mimic walking across the unsteady bridge.

## Support

Taking someone's breath away is a phrase meaning that someone was in wonder or awe.



### Show Image 10A-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."

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**, *meaning no one wrote down what its name was, who lived there, etc.*, Bingham named his discovery after the towering mountain: Machu Picchu [/mo\*choo/] [/pee\*choo/], which means "Old Mountain" in the Inca 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.

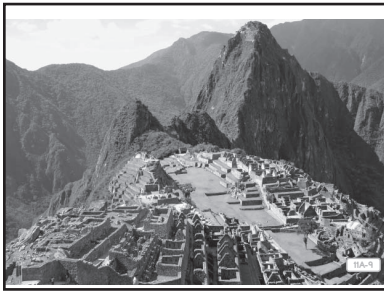
Later, Bingham wrote that Machu Picchu might have been the last hiding place of Inca royalty, built so high that no Spaniard had even guessed it existed; or perhaps the city had been some special center for Incan traditions. He never learned the answer.



### Show Image 10A-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 10A-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, or journey**, 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.

Scientists found evidence that cleared up the mystery of Machu Picchu. 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. Maybe someday you will be an archaeologist who finds answers to mysteries, like the mystery of Machu Picchu.

### COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the setting of this story? (*Peru, in South America*) [Have students point out Peru on a map.]
2. **Literal.** Bingham hoped to find the city of Vitcos. Did he find it? (*Yes, but it was not the first city he found.*)
  - **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*)
  - **Literal.** Where is Machu Picchu? (*in the Andes mountains of Peru, South America*)



### Check for Understanding

**Think of a Word:** Think about Hiram Bingham's journey to Machu Picchu. Choose one word to describe his trek. (*Answers may vary, but may include difficult, long, frightening.*)

3. **Inferential.** What is the most important part of this story? (*when Hiram Bingham discovered Machu Picchu.*) How do you know? (*The discovery made Hiram Bingham famous, and Machu Picchu is known as a historic place visited by thousands of people every year.*)

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

**EMERGENT  
BILINGUAL  
STUDENTS**



**Reading**

**Evaluating Language Choices**

**Beginning**

Have students respond to different situations (e.g., Is it a trek to walk to the playground for recess?), with “That is a trek” or “That is not a trek.”

**Intermediate**

Prompt and support students in a recount of a time they went on a trek.

**Advanced/**

**Advanced High**

Challenge students to think of other situations that would be considered a trek.

**ELPS 1.A; ELPS 4.F**

4. **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.*)

**WORD WORK: TREK (5 MIN.)**

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, perhaps because they must cross a river or mountain.
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 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.** I am going to name some situations. If any of the situations 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.”

- walking to the playground for recess (“*That is not a trek.*”)
- walking across the United States (“*That is a trek.*”)
- walking up and down the aisles of the grocery store (“*That is not a trek.*”)
- walking to the cafeteria at school (“*That is not a trek.*”)
- walking from your bedroom to your kitchen (“*That is not a trek.*”)
- walking from the bottom of a mountain to the top (“*That is a trek.*”)

## Lesson 10: The Inca: Machu Picchu—A Lucky Discovery

# Application



**Writing:** In collaboration with peers, students will write a paragraph about the Inca.

**TEKS 1.6.H; TEKS 1.12.B**

### CIVILIZATION CHART (5 MIN.)

- Refer to the Civilization Chart: Inca on display.
- Tell students that in the Read-Aloud they heard about a city Hiram Bingham found in the 1900s.
- Ask students to recall the name of that city. (*Machu Picchu*)

### Show Image Card 18: Machu Picchu

- Place the Image Card on the chart to help students remember what they learned about great Inca cities.

Inca			
Farming	Cities	Leaders	Traditions
Image Card 16 (Farming)	Image Card 18 (Machu Picchu)	Image Card 14 (Inca Ruler)	Image Card 15 (Quipu)

- Lead the class in writing a phrase or sentence about what they learned about Inca cities on the board/chart paper.

### Image Card 18



**TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.



## Speaking and Listening

### Reading/Viewing Closely

#### Beginning

Point to the different sections of the Civilization Chart: Inca and help students identify what is already there.

#### Intermediate

Point to the different sections of the Civilization Chart: Inca and ask students if anything they learned in the Read-Aloud could be added to the chart.

#### Advanced/ Advanced High

Have students point to the applicable section of the Civilization Chart: Inca and name something that could be added based on the Read-Aloud.

**ELPS 1.C; ELPS 2.E;**

**ELPS 3.J**

### Challenge

If a group finishes composing its paragraphs, members may choose to draw an illustration to accompany it for their presentation.

### Support

If students need extra time to finish, they may complete their paragraphs during the Unit Review.

## WRITE ABOUT IT (15 MIN.)



### Check for Understanding

**Brainstorm:** What other information could we add to the Civilization Chart: Inca based on today's Read-Aloud? (*Answers may vary, but may include that the Inca had another city called Vitcos or that the Inca royalty went to Machu Picchu in the summer.*) [You may wish to write these words or phrases in the given space on the chart.]

- Have students sit with their preassigned groups for the writing activity.
- Remind students that throughout this unit, they have been individually writing sentences about each of the important aspects of the Inca.
- Explain that today they will work with their groups, using their sentences and the information on the Civilization Chart: Inca to create a written paragraph about one aspect of the Inca civilization.
- Refer to the model paragraph you prepared in Lesson 2 about farming, and remind students that they should include an introductory sentence, body sentence(s), and a concluding sentence.
- Give each group a copy of the Write About It: Inca organizer.
- Have students assign a scribe, or writer, for each group. Alternatively, you may choose to assign this person.
- Tell groups that each person should share their sentence for the given topic, and then they will combine and elaborate on the sentences as a group.
- Explain that these sentences should be combined to be the body sentence(s) of the paragraph.
- Explain that students will create the full paragraph as a group.
- As students work with their groups, circulate and check in with students to ensure they are sharing and working together to write their paragraphs. If students are struggling, you may choose to reread portions of a Read-Aloud that relate to their given topic.

End Lesson

# Unit Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this unit. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## CORE CONTENT OBJECTIVES

- 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 and empires many years ago
- Explain that the Maya/Aztec/Inca had leaders
- Identify the name of one emperor of the Aztec, Moctezuma
- Explain that the Maya/Aztec/Inca had traditions
- Identify the significance of the stars and planets to the Maya
- Identify the significance of the Mayan calendar
- Identify the Aztec capital as Tenochtitlan; Machu Picchu as an Inca city
- Explain archaeologists help us better understand ancient civilizations

## REVIEW ACTIVITIES

### Write About It

- You may wish to offer students an opportunity to finalize their group paragraphs from Lessons 4, 8, and/or 10.

### 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?

- 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.

## Activity Page UR.1



### Challenge

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.

## Key Vocabulary Brainstorming

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

## You Were There: Aztec City

- 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?

## Make Your Own Civilization Chart

- Divide the class into four groups. Give each group one of the Image Cards from the Civilization Chart: Inca 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 Inca culture is considered a civilization because the people living there farmed, built cities, had leaders, and practiced traditions. 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.
- Have students create their own Civilization Chart using Activity Page UR.1 to share with their families. Make the class Civilization 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 Inca civilization.

## Vocabulary Instructional Activity

### Word Work: Culture

- Remind students that in the Read-Aloud from Lesson 10 they heard, “The Spanish conquerors destroyed a lot of the Inca culture while they were attacking the Inca Empire”
- Have students say the word *culture* with you.
- Tell students that *culture* means the characteristic features of everyday life shared by people in a certain place or time (such as the Inca).
- Ask students to tell something interesting that they 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. Encourage students to use the word *culture* when they 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.”
- Have students think about what makes a culture unique, or special. Have them share with their neighbor, explaining their opinions and using the word *culture* in complete sentences.

### Challenge

Students who are ready may also write words or sentences.

# Unit Assessment

This unit assessment evaluates each student's retention of unit 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 unit-related vocabulary and the second assesses academic vocabulary. Part II and Part III of the assessment addresses the core content targeted in *Early American Civilizations*.



## PART I

TEKS 1.6.G; TEKS 1.7.F

**Directions:** I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is “yes,” circle the thumbs up on your paper. If the answer to the question is “no,” circle the thumbs down on your paper.

I will read each question two times.

Let's do the first question together.

1. **Legend:** Is a legend a story that is told from generation to generation, that may or may not be true? (*thumbs up*)
2. **Maize:** Is *maize* another word for potato? (*thumbs down*)
3. **Market:** Would the Aztec people go to a market to visit a special leader? (*thumbs down*)
4. **Empire:** Is an empire a body of water? (*thumbs down*)
5. **Civilization:** Does a civilization include a group of people with a common leader, traditions, and a city or cities? (*thumbs up*)
6. **Emperor:** Is an emperor someone who farms and gives money to a leader? (*thumbs down*)
7. **Archaeologist:** Does an archaeologist study the ruins of ancient civilizations to learn about them? (*thumbs up*)

## Activity Page UA.1





**Directions:** I will now read more sentences using other words you have heard and practiced. If the answer to the question is “yes,” circle the thumbs up on your paper. If the answer to the question is “no,” circle the thumbs down on your paper.

I will say each sentence two times.

8. **Enormous:** If something was enormous, would it be easy to find in a field of grass? (*thumbs up*)
9. **Accurate:** If something is accurate, does that means it is right? (*thumbs up*)
10. **Noiselessly:** If you walked noiselessly into a room, would you be very quiet? (*thumbs up*)
11. **Thrilled:** Would you be thrilled if you felt you did poorly during a soccer game? (*thumbs down*)



## PART II TEKS 1.6.G

**Directions:** I am going to read sentences about ancient civilizations. If the sentence 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 developed in the Andes Mountains of Peru, in South America. (*Inca*)
2. This civilization developed in the tropical rainforests of Mexico and Central America. (*Maya*)
3. This civilization developed in Mexico and built their capital on an island in a lake. (*Aztec*)
4. This civilization had a city known as Machu Picchu. (*Inca*)
5. This civilization used farming as one way to get food. (*all*)
6. According to legend, this civilization developed at a place where people found an eagle and serpent atop a cactus. (*Aztec*)

## Activity Page UA.2



7. The capital of this civilization was Tenochtitlan. (*Aztec*)
8. A leader of this civilization was the emperor Moctezuma. (*Aztec*)
9. This civilization had cities. (*all*)
10. This civilization used terraces to grow crops on the steep mountainsides. (*Inca*)
11. This civilization built observatories, scheduled holidays, and created a calendar based on their knowledge of the planets and stars. (*Maya*)



### PART III

### TEKS 1.6.G

**Directions:** Tell students to turn to Activity Page UA.3. Each chart reflects the civilization of one of the groups you have learned about. If the chart is about the Maya, write “Maya” on the line at the top of the chart. If the chart is about the Aztec, write “Aztec” on the line at the top of the chart. If the chart is about the Inca, write “Inca” on the line at the top of the chart.

### Activity Page UA.3



# Culminating Activities

## NOTE TO TEACHER

Please use these final two days to address class results of the Unit Assessment. Based on the results of the Unit Assessment and students' formative assessments, 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 unit knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with unit concepts.

## REMEDIATION

Remediation opportunities include:

- targeting review activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds

## ENRICHMENT

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

### Museum Exhibit

**Materials:** Image Cards

- In the groups they wrote their informational paragraphs with, have students choose images from their own drawings and Image Cards that relate to their topic.
- Have students arrange these images in a designated space in the classroom to form an "exhibit."
- Have the class visit each "exhibit" while the given topic's group reads their prewritten paragraph on the topic.

### Image Cards



### Support

Show images of a (history) museum exhibit to support students in curating their own.

- At each exhibit, ask students if they have any questions about the content.
- After all groups have presented, you may wish for students to write a response statement about their experience.

### Comparing Civilizations

**Materials:** Civilization Chart: Maya, Civilization Chart: Aztec, Civilization Chart: Inca, Venn diagram (optional)

- Lead students in a discussion of what they have learned in each of the three museum days they have participated in.
  - Ask students to recall information from each aspect of the civilizations.
  - Ask students to compare and contrast aspects of one civilization with another.
  - Looking at all aspects of civilizations, ask students how they were similar and different.
- You may wish to have the class or individual students fill in a Venn diagram comparing and contrasting the three societies.

### Word Sort

**Materials:** Activity Page CA.1

- Have students cut out the words and place them under one of the correct categories: Aztec, Maya, or Inca.

### Student Choice

- Have students select a Read-Aloud to be heard again.
- 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. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

### Caption the Image

- Display a Flip Book image from any Read-Aloud.
- Have students write a caption for the image describing what is happening and/or a key idea from the Read-Aloud.

### Ancient Ruins

- To learn more about the ancient ruins, use approved local resources to find pictures and descriptions of Aztec, Inca, or Maya.

## Activity Page CA.1



### Support

If necessary, reread the titles of recent Read-Alouds to refresh students' memories. You may also want to choose one yourself.

## **Inca Music**

- Music was an important part of Inca culture. Select an audio CD or download Mp3 (or listen to samples) of music listed in the online materials for this unit.

## **Inca Weaving Project**

- 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 of the yarn 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.



# Teacher Resources

Grade 1	Unit 3
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## Teacher Guide

# Teacher Resources

In this section you will find:

- Write About It: Maya
- Idea Map
- Write About It: Aztec
- Write About It: Inca
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart



## WRITE ABOUT IT: MAYA

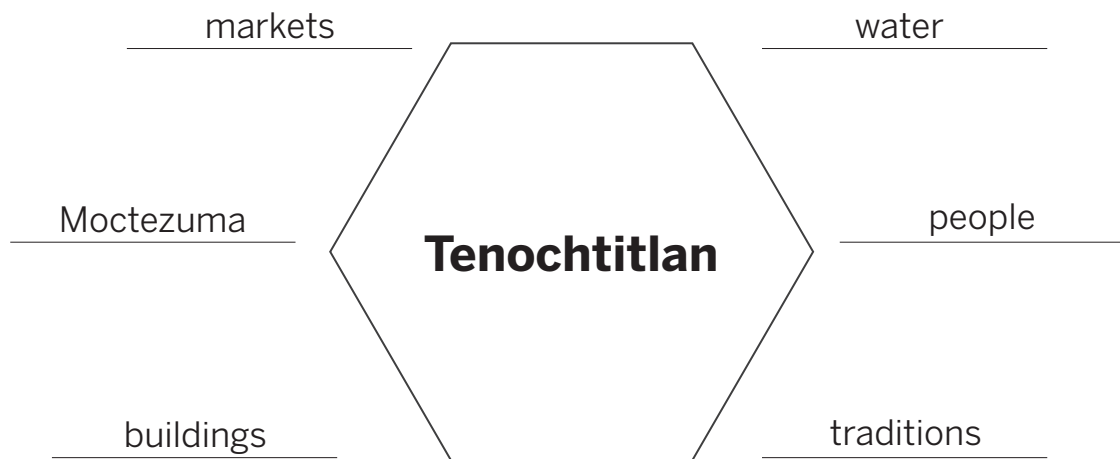
Group Members:

---

\_\_\_\_\_ was important to the Maya.

[illegible]

## IDEA MAP



### WRITE ABOUT IT: AZTEC

Group Members:

---

\_\_\_\_\_ was important to the Aztec.

[illegible]

## WRITE ABOUT IT: INCA

Group Members:



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\_\_\_\_\_ was important to the Inca.



[illegible]

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ PP1.1 Activity Page  
DATE: \_\_\_\_\_



1.  



2.  



3.  



Directions: Circle the image that shows what is being described.



Knowledge 3 Early American Civilizations

4.  

5.  

6.  


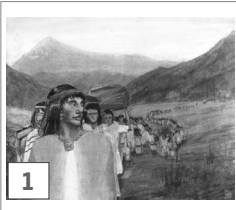
7.  

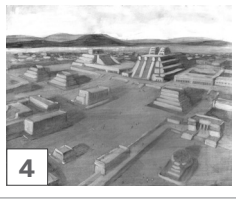
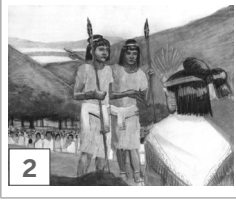
8.  

Directions: Listen to your teacher's instructions.

Knowledge 3 Early American Civilizations

NAME: \_\_\_\_\_ 5.1 Activity Page  
DATE: \_\_\_\_\_

3  1 

4  2 

Directions: Number the pictures in order to show the proper sequence of events in the legend.

Knowledge 3 Early American Civilizations

NAME: \_\_\_\_\_ 5.2 Take-Home  
DATE: \_\_\_\_\_

**Dear Family Member,**

During the next several days, your student will be learning about another ancient civilization called the Aztec. Your student will learn about the importance of farming and the cities that grew where people settled. Your student 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 student is learning about the Aztec.

**1. Where Are We?**

Have your student 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)

**2. Draw and Write**

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

**3. Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Aztec and their civilizations.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

Knowledge 3 Early American Civilizations

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1Activity Page

water

people

traditions

Tenochtitlan

markets

Moctezuma

buildings

Knowledge 3

Directions: Fill in the Idea Web with ideas that relate to Tenochtitlan as you listen to the Read-Aloud.

Knowledge 3 Early American Civilizations

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP2.1Activity Page

1.

2.

3.

4.

5.

6.

7.

8.

Knowledge 3

Directions: Listen to your teacher's instructions.

Knowledge 3 Early American Civilizations

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

UA.1Assessment

1.

2.

3.

4.

5.

6.

7.

Knowledge 3

Directions: Listen to your teacher's instructions.

Knowledge 3 Early American Civilizations

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8.

9.

10.

11.

Knowledge 3 Early American Civilizations

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NAME: \_\_\_\_\_ UA.2 **Assessment**  
 DATE: \_\_\_\_\_



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

Directions: Listen to your teacher's instructions.

Knowledge 3

Knowledge 3 Early American Civilizations

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9. M A I
10. M A I
11. M A I

Knowledge 3 Early American Civilizations

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NAME: \_\_\_\_\_ UA.3 **Assessment**  
 DATE: \_\_\_\_\_

Aztec			
Farming	Cities	Leaders	Traditions

Maya			
Farming	Cities	Leaders	Traditions

Inca			
Farming	Cities	Leaders	Traditions

Directions: Listen to your teacher's instructions.

Knowledge 3

Knowledge 3 Early American Civilizations

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NAME: \_\_\_\_\_ CA.1 **Assessment**  
 DATE: \_\_\_\_\_

Maya	Aztec	Inca
<ul style="list-style-type: none"> <li>• kings</li> <li>• pyramids</li> <li>• most accurate calendar</li> <li>• studied stars and planets</li> </ul>	<ul style="list-style-type: none"> <li>• Moctezuma</li> <li>• Tenochtitlan</li> <li>• eagle and serpent</li> <li>• pyramids</li> <li>• emperors</li> </ul>	<ul style="list-style-type: none"> <li>• terraces</li> <li>• Machu Picchu</li> <li>• emperors</li> <li>• llamas and alpacas</li> <li>• Cuzco</li> <li>• Quipu</li> </ul>

Directions: Cut out the words and place them under the correct category.

Knowledge 4

Knowledge 4 Early American Civilizations

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## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	p. 7, p. 12, p. 46, p. 50
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	p. 22, p. 26, p. 35, p. 38, p. 95, p. 99, p. 108, p. 113, p. 126, p. 130, p. 141, p. 145
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	p. 108, p. 120
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

### Unit 3

### Correlation—Teacher’s Guide

TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including <i>-ed</i> , <i>-s</i> , and <i>-es</i>	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	p. 7, p. 14, p. 19, p. 22, p. 28, p. 35, p. 39, p. 46, p. 52, p. 64, p. 70, p. 79, p. 85, p. 95, p. 101, p. 108, p. 115, p. 126, p. 132, p. 141, p. 147
TEKS 1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 35, p. 39
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	p. 46, p. 50
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	p. 46, p. 52, p. 95, p. 101
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	p. 64, p. 70, p. 95, p. 101
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	p. 7, p. 12, p. 22, p. 26, p. 28, p. 35, p. 39, p. 79, p. 91, p. 95, p. 99, p. 101, p. 126, p. 130, p. 132, p. 141, p. 145
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	p. 7, p. 14, p. 22, p. 28
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 35, p. 39, p. 44, p. 46, p. 52, p. 64, p. 70, p. 79, p. 85, p. 126, p. 132, p. 141, p. 147, p. 158, p. 159, p. 160
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	p. 35, p. 39, p. 46, p. 58, p. 126, p. 132, p. 141, p. 145, p. 147, p. 153
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	p. 7, p. 19, p. 22, p. 33, p. 34, p. 35, p. 44, p. 45, p. 64, p. 76, p. 79, p. 91, p. 95, p. 106, p. 126, p. 132
TEKS 1.7.C	use text evidence to support an appropriate response	p. 79, p. 85
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 64, p. 76
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	p. 35, p. 44, p. 95, p. 106
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	p. 46, p. 52, p. 79, p. 85, p. 158
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	p. 64, p. 70

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	p. 79, p. 83
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	p. 64, p. 68, p. 126, p. 137
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	p. 108, p. 115
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	p. 108, p. 113
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and third- person texts	
TEKS 1.10.E	listen to and experience first- and third- person texts	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	p. 79, p. 91
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	p. 108, p. 120, p. 126, p. 137, p. 141, p. 153
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 51, p. 152
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 154
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	p. 13, p. 15, p. 26, p. 56, p. 77, p. 83

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 38, p. 154
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	p. 13, p. 56, p. 77
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	p. 15, p. 26, p. 30, p. 40, p. 89, p. 134
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	p. 58, p. 99
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	p. 13, p. 15, p. 26, p. 56, p. 77, p. 83, p. 113, p. 119
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Unit 3		Correlation—Teacher's Guide
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 19, p. 30, p. 40, p. 134
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	p. 105, p. 107, p. 120
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	p. 51, p. 105
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	p. 58, p. 68, p. 120, p. 130, p. 145, p. 154
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	p. 145
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

### Unit 3

### Correlation—Teacher's Guide

ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	p. 68, p. 75, p. 130, p. 152
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 19, p. 89
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	p. 19
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	p. 139
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	



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ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	p. 91
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	p. 91
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 45

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