



# DRAFT

---

## For Review Purposes Only

---

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on [EngageNY.org](http://EngageNY.org).





The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology  
Early American Civilizations



Published by the Core Knowledge Foundation

[www.coreknowledge.org](http://www.coreknowledge.org)

Copyright © 2010 Core Knowledge Foundation, with the exception of the read-aloud selections written solely by James Weiss (noted on the credits page), which are copyrighted by James Weiss.

All Rights Reserved.

PRINTED IN CANADA

10 9 8 7 6 5 4 3 2 1

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

No part of this work may be photocopied or recorded, added to an information storage or retrieval system, posted to the Web, or otherwise reproduced or transmitted in any form or by any means, electronic or mechanical, without prior written permission of the Core Knowledge Foundation, unless said reproduction or transmission is expressly permitted by federal copyright law. Inquiries regarding permissions should be addressed to the Core Knowledge Foundation, 801 E. High Street, Charlottesville, VA 22902.

# TABLE OF CONTENTS

## The Core Knowledge Language Arts Program

### Early American Civilizations

Introduction to Early American Civilizations . . . . .	iv
Lesson 1 The Hunters. . . . .	1
Lesson 2 The Land Bridge . . . . .	13
Lesson 3 A Harvest and a Hurricane . . . . .	24
Lesson 4 Journey to Baakal. . . . .	36
Lesson 5 King Pakal's Tomb . . . . .	45
Lesson 6 The Festival of the First Star. . . . .	55
Pausing Point 1. . . . .	66
Lesson 7 The Legend of the Eagle and the Serpent. . . . .	70
Lesson 8 The Floating Gardens of Xochimilco. . . . .	80
Lesson 9 In the Palace of an Emperor. . . . .	90
Lesson 10 Cortés's Letter . . . . .	101
Pausing Point 2. . . . .	112
Lesson 11 Who Were the Inca? . . . . .	115
Lesson 12 The Runner . . . . .	125
Lesson 13 Machu Picchu: A Lucky Discovery . . . . .	136
Pausing Point 3. . . . .	146
Domain Assessment . . . . .	149
Appendix . . . . .	151

# Introduction to Early American Civilizations



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

We have included three Pausing Points in this domain, one after Lesson 6 at the end of the Maya section, one after Lesson 10 upon covering the lessons on the Aztec, and another after Lesson 13 at the end of the Inca section. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. You should spend no more than nineteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Early American Civilizations
- *Tell It Again! Image Cards* for Early American Civilizations
- *Tell It Again! Workbook* for Early American Civilizations

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

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

The domain begins with two read-alouds about hunters who wandered over a land bridge linking Asia to North America, explaining to students how the first people of the Americas arrived. Students will learn that a shift occurred among early peoples, from

hunting and gathering to farming. The domain continues with a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements. Specifically, students will learn about the ancient Mayan city of Baakal and about the Mayan king, Pakal II. Students will also learn about Moctezuma, the Aztec ruler and about the Aztec city of Tenochtitlan. For the Inca, students will hear about the city of Machu Picchu and the role the Inca runners played in Incan society. Lastly, 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.

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

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

---

The following kindergarten domains are particularly relevant to the read-alouds your students will hear in Early American Civilizations:

- Native Americans
- Kings and Queens
- Columbus and the Pilgrims

Listed below are the specific kindergarten content objectives that your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Explain that there are many tribes of Native Americans

- Identify the Sioux as a nomadic tribe
- Identify the Wampanoag as a settled tribe
- Describe what a king or queen does
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family are signs of respect for the importance of that person
- Understand that kings usually possess gold and other treasures
- Identify the continents of North America, South America, Europe, Africa, and Asia
- Describe the accomplishments of Christopher Columbus

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

## ***Instructional Objectives for Early American Civilizations***

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

## Early American Civilizations Overview

Objectives	Lessons												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Core Content</b>													
Locate the continents of Asia and North America on a world map or globe	✓	✓											
Understand that prehistoric nomads followed the animals they hunted	✓	✓											
Explain the importance of hunting among early peoples	✓	✓											
Understand that the first people in North America arrived by crossing a “land bridge” between Asia and North America		✓											
Understand that a shift occurred from hunting and gathering to farming among early peoples			✓										
Compare and contrast hunter-gatherer societies and Mayan society			✓										
Understand the importance of extended family to the Maya			✓	✓									
Identify the area in which the Maya, Aztec, and Inca each lived			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago				✓	✓	✓							
Understand the significance of the Mayan calendar						✓							
Describe the significance of the stars and planets to the Maya						✓							
Understand that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming			✓		✓	✓	✓	✓	✓	✓	✓	✓	
Understand that much of what we know about the Inca is because of the work of archaeologists													✓
Understand that the Aztec established a vast empire in central Mexico many, many years ago							✓			✓			
Identify the Aztec capital as Tenochtitlan									✓	✓			
Recognize by name the emperor of the Aztec, Moctezuma									✓	✓			
Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago											✓	✓	✓
Recall that Machu Picchu is an Incan city													✓

Objectives	Lessons												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Language Arts</b>													
Use agreed-upon rules for group discussions (L.1.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify classroom routines (L.1.2)	✓	✓							✓				
Carry on and participate in a conversation . . . (L.1.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations (L.1.4)		✓											
Follow multi-step, oral directions (L.1.5)	✓					✓				✓			✓
Learn common sayings and phrases such as “The more the merrier” (L.1.9)			✓										
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.1.10)		✓	✓	✓	✓	✓							✓
Listen to and understand a variety of texts (L.1.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Make predictions (orally or in writing) prior to and during a read-aloud (L.1.12)			✓		✓	✓	✓					✓	
Describe illustrations (orally or in writing) (L.1.13)	✓				✓			✓	✓	✓			
Use pictures accompanying the read-aloud to check and support understanding (L.1.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn new words from read-alouds and discussions (L.1.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn synonyms and antonyms (L.1.16)		✓				✓							
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud (L.1.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify information or the topic in a read-aloud (L.1.18)				✓	✓	✓	✓	✓	✓				
Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)					✓	✓							
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.1.20)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.1.21)		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Make personal connections (orally or in writing) (L.1.22)	✓	✓						✓		✓			
With assistance, create and interpret timelines . . . (L.1.23)	✓		✓	✓					✓		✓		✓

Objectives	Lessons												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Language Arts</b>													
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)	✓	✓							✓	✓		✓	✓
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)								✓					
Share writing with others (L.1.29)	✓				✓	✓			✓				
Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)		✓											
Sequence four to six pictures illustrating events in a story (L.1.31)							✓						
Retell (orally or in writing) important facts and information from a read-aloud (L.1.36)	✓	✓											✓
With assistance, categorize and organize facts and information . . . (L.1.38)			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Distinguish read-alouds that describe events that happened long ago . . . (L.1.39)	✓											✓	✓

## Core Vocabulary for Early American Civilizations

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

**Lesson 1**

hunt  
scent  
shelter  
signal  
spear

**Lesson 2**

herd  
retreat  
tracks  
warrior  
weak

**Lesson 3**

canoe  
harvest  
hurricane  
maize  
shore

**Lesson 4**

noiselessly  
plain  
temple  
thrilled  
tributaries

**Lesson 5**

market  
pyramid  
tomb

**Lesson 6**

accurate  
festivals  
invented  
observatories  
planets  
telescopes

**Lesson 7**

awe  
island  
legend  
scouts  
valley

**Lesson 8**

abundance  
chinampas  
dredged  
float  
stationary

**Lesson 9**

emperor  
empire  
palace  
retreat  
wealth

**Lesson 10**

aqueducts  
courteous  
courthouse  
enormous  
royalty

**Lesson 11**

collecting  
possessions  
villagers

**Lesson 12**

forbidden  
gasping  
honor

**Lesson 13**

challenging  
existence  
raging  
ruins  
trek

## ***Student Choice and Domain-Related Trade Book Extensions***

In the *Tell It Again! Read-Aloud Anthology* for Early American Civilizations, a Student Choice activity is suggested in Lesson 8B. Domain-Related Trade Book activities are suggested in the Pausing Points and in Lesson 4B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***Early American Civilizations Image Cards***

There are twenty-one Image Cards for Early American Civilizations. The Image Cards include illustrations from the read-alouds that may be used to sequence and retell the story, as well as enhance factual knowledge required for understanding. In the *Tell It Again! Read-Aloud Anthology* for Early American Civilizations, Image Cards are referenced in Lessons 1, 3, and 5-13.

## ***Instructional Masters and Parent Take-Home Letters***

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Early American Civilizations, Instructional Masters are referenced in the Domain Assessment and in the following lessons: 2B, 6B, 7B, 10B, and 13B. The Parent Letters are referenced in the following lessons: 3B, 7B, and 11B.

## ***Assessments***

In the *Tell It Again! Read-Aloud Anthology* for Early American Civilizations, Instructional Masters 6B-1, 7B-1, and DA-1 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

# Tens Conversion Chart

		Number Correct																																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
1	Number of Questions	0	10																																				
2	Number of Questions	0	5	10																																			
3	Number of Questions	0	3	7	10																																		
4	Number of Questions	0	3	5	8	10																																	
5	Number of Questions	0	2	4	6	8	10																																
6	Number of Questions	0	2	3	5	7	8	10																															
7	Number of Questions	0	1	3	4	6	7	9	10																														
8	Number of Questions	0	1	3	4	5	6	8	9	10																													
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																												
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																											
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																										
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																									
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																								
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																							
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																						
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																					
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																				
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																			
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																		
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																	
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10															
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10														
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10													
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10												
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10											
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10										
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10									
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10								
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10							

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

## **Recommended Trade Books for Early American Civilizations**

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts.

1. *Early Civilizations of the Americas*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050409

### **The Maya**

---

2. *Mario's Mayan Journey*, by Michelle McCunney (Mondo Publishing, 1997) ISBN 1572552034
3. *The Maya (True Books)*, by Stephanie Tukacs (Children's Press, 2004) ISBN 0516279076\*
4. *Rain Player*, by David Wisniewski (Sandpiper, 1995) ISBN 0395720834

### **The Aztec**

---

5. *The Aztec (True Books: American Indians)*, by Andrew Santella (Children's Press, 2003) ISBN 0516269739

### **The Inca**

---

6. *The Inca (True Books)*, by Stephanie Tukacs (Children's Press, 2003) ISBN 0516227769\*
7. *This Place Is High: The Andes Mountain of South America*, by Vicki Cobb (Walker, 1993) ISBN 0802774067

\*Note: These books include mention of human sacrifice.



# 1

## *The Hunters*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Locate the continents of Asia and North America on a world map or globe
- Understand that prehistoric nomads followed the animals they hunted
- Explain the importance of hunting among early peoples

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.1.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Follow multi-step, oral directions (L.1.5)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Share writing with others (L.1.29)
- Retell (orally or in writing) important facts and information from a read-aloud (L.1.36)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.1.39)

## Core Vocabulary

---

**hunt, v.** To look for an animal to catch or kill it

*Example:* Lions hunt for food at night.

*Variation(s):* hunts, hunted, hunting

**scent, n.** A smell left by an animal or person; a particular odor or smell

*Example:* The girl’s dog could always find the treats by following their scent.

*Variation(s):* scents

**shelter, n.** Something that covers or protects

*Example:* The umbrella provided shelter from the rain.

*Variation(s):* shelters

**signal, n.** A message without words

*Example:* When the teacher gave the signal, the children started the race.

*Variation(s):* signals

**spear, n.** A long weapon with a sharp end

*Example:* Long ago, people would use a spear to hunt animals.

*Variation(s):* spears

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>		10
	<b>Where Are We?</b>	world map or globe	
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Hunters</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Signal</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Timeline</b>	Image Card 1 chart paper, chalkboard, or whiteboard	20
	<b>Interactive Illustrations</b>	drawing paper, drawing tools, chart paper, chalkboard, or whiteboard	

# 1A

## The Hunters



### Introducing the Read-Aloud

10 minutes

#### Domain Introduction

---

Tell students that they will learn how prehistoric people lived thousands of years ago. Explain that the word *prehistoric* can be used to describe a time long ago before there were books, newspapers, televisions, or even radios that let people know what was happening in the world; the word *prehistoric* describes a time *before* history was recorded, or written down, by people. Tell the class that they will learn that, over thousands of years, some prehistoric people followed animals they were hunting and slowly moved from Asia to North America. Explain to students that they will learn how some of these people settled into three different parts of the Americas and became known as the Maya, Aztec, and Inca. Tell students that they will learn more about each of these groups over the next few days. If students have already studied Mesopotamia and Ancient Egypt, you may wish to draw connections between the civilizations when applicable throughout this domain.

#### Where Are We?

---

On a world map or globe, have students locate the continents of Asia and North America. If students cannot find the continents themselves, point to the continents. Tell students that today's read-aloud takes place in Asia.

#### Essential Background Information or Terms

---

Ask students to share how their families get food. (grocery store, market, gardens, farms, etc.) Ask students if they have to travel far to get their food or if it is available near their homes. Tell students that in today's read-aloud, they will learn about a group of prehistoric people called nomads. Long, long ago people did not have grocery stores from which to buy their food. And very

long ago, there were no farmers or people who planted and grew food. The principle way to get food was to hunt and eat animals. Nomads hunted large animals, and they ate their meat for food. The animals didn't stay in one place very long, so nomads had to pack their things and move frequently to follow the animals. Ask students to repeat the word *nomad* with you, emphasizing that a nomad is a person who does not stay in one place for very long; a nomad moves from place to place often.

### **Purpose for Listening**

---

Tell students that the name of today's read-aloud is "The Hunters." Ask them to listen carefully to find out if these hunters were nomads.



## The Hunters

### ← Show image 1A-1: Two hunters<sup>1</sup>

- 1 Tell me about what you see in this picture. Who do you think these people are? How are they dressed? Describe the weather in this picture.
- 2 The hunter used the bear's fur as a warm coat.
- 3 A shelter is something that provides cover or protection.

It was cold, and getting colder. The man pulled up the collar of the fur covering he wore, trying to protect his neck from the strong wind. He had killed a gigantic bear for its meat, but now he was even more grateful for its fur.<sup>2</sup> Shivering, he leaned forward into the cold, blowing snow, trying to see his friend and hunting partner who was walking in front.

For a moment, the man imagined his family back at their camp. He thought, "I am sure they are huddled as close as they can get to the fire." He pictured his wife leaning forward to throw on more wood, then quickly drawing back into the **shelter**<sup>3</sup> of a rocky overhang they had been camping under for a few days. "I hope she and the children are safely out of this terrible wind," he told himself. He shivered again, looking carefully in front of him so he could keep his eyes on his friend.



### ← Show image 1A-2: An animal ahead

- 4 Remember, to hunt is to look for an animal to kill it for food.
- 5 (Imitate the hand signals as you read.)
- 6 A signal is a message without words.
- 7 A scent is a smell left by an animal or person.
- 8 Why do you think the man wanted to be sure that the animal would not smell his scent or hear him?

He saw his friend stop suddenly. Was there danger? Did he see an animal they might **hunt**?<sup>4</sup> Slowly, the friend raised his arm and pointed to one side.<sup>5</sup> This was the **signal** that he had spotted an animal to hunt.<sup>6</sup> But then he held his hand flat to show he was not sure what it was. Even with this warning, the first man felt safe in moving forward, thinking, "The wind is blowing at my face, not from behind me, so whatever animal is up ahead will not pick up my **scent**."<sup>7</sup> If it does not smell me, I think I can be quiet enough not to be heard, especially with this wind howling."<sup>8</sup>

The man moved off in the direction his friend had pointed. Moving his eyes quickly from side to side, he placed his fur boots carefully so he would not make noise. Was that a movement up ahead? He stopped, trying to see through the snow. Yes, something was up ahead, something big in fact, something

- 9 What do you think will happen?  
Does the animal know the hunters are there?



← **Show image 1A-3: Angry mammoth**

gigantic! “What is that?” he wondered as the huge, dark shape stopped moving. The giant animal seemed to be listening so the hunter stopped, too, standing still for a long moment.<sup>9</sup>

- 10 A spear is a long weapon with a sharp end.

All of a sudden, the great, dark shape turned and came charging straight toward the hunter with surprising speed. The man raised his **spear**, ready to fight.<sup>10</sup> But as he saw clearly what it was, all thought of battle disappeared and he fled in terror. “Mammoth!” he shouted as a giant, fur-covered animal, its long trunk raised high in anger, ran with its long, deadly tusks aiming for the man’s back. It was a woolly mammoth, the ancestor of today’s elephant, but much larger. The man was frightened to see the heavy animal quickly heading for him.<sup>11</sup>

- 11 Mammoths were like elephants.  
Can you name some ways that they look the same? Different? There are no mammoths alive in the world today. They are extinct.

The man ran for his life. Usually mammoths ran away from hunters if they could, but when they turned to fight, they were deadly. Only a large number of hunters working together would ever go after one, and today the man’s friend was the only other hunter with him.

- 12 What’s he going to do?



← **Show image 1A-4: Climbing a tree**

Running as fast as he could, the man saw a tree ahead. It was his only chance, for the mammoth was too close for him to reach any other safe shelter.<sup>12</sup>

Throwing down his spear and his knife, the man leaped for a branch, caught it, and swung himself up. He began to climb up and up, as fast as he could go. “If I can climb high enough, it cannot reach me,” he gasped.

But just at that moment, the whole tree shook. The mammoth stood at the bottom of the tree, slamming its long tusks against it and trumpeting loudly in fury. Holding on tightly, the man watched as the mammoth turned and, setting its enormous body against the trunk, began to push. The whole tree began to lean. Terrified, the hunter looked around for his friend, but the other man had run away. The hunter shouted, “Help! Help!” but there was no answer.

13 Did his friend just leave him?



14 Where did these other hunters come from? Can you guess now what his friend did?

15 Phew! Is the man safe?

16 Do you think the man's friend made a good decision? Why?



The mammoth kept pushing and the tree tipped farther over.<sup>13</sup>

← **Show image 1A-5: Friends to the rescue**

Just then, six hunters ran through the heavy snow, waving spears and knives and shouting loudly.<sup>14</sup> The mammoth turned to see what was making so much noise. Then, seeing how many hunters there were, it trumpeted one last time, turned, and disappeared into the snowstorm.<sup>15</sup>

The man held onto the tree until the other hunters arrived, his friend among them. As the hunter climbed down, his friend rushed forward to make sure he was not hurt, explaining, "I heard the others coming and ran to get them. I am glad we got back here in time."<sup>16</sup>

← **Show image 1A-6: Reunion**

The hunter thanked him, adding, "I thought I would never see you again." He walked back and picked up the spear he had dropped on his way to the tree. "Where do you think the mammoth went?" he asked.

His friend answered, "There is no way to follow it in this storm. But in the morning, if the storm ends, we will follow its tracks. There is enough meat to feed our whole tribe, and its fur will clothe our new babies. But for now, we had better get back to our camp while we can still find the way."

"But we are returning without food," the hunter said.

"We have all gone hungry before," said his friend. "Tomorrow we will move our camp if we have to and follow that mammoth until we have all the food we need. At least we are alive."

"Yes," said the hunter as they joined the others once more, "at least we are alive."

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

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

1. Where and when did this story take place? (in Asia during prehistoric times a long, long time ago)
2. At the time that this read-aloud takes place, where were the hunter and his family staying? (The hunter and his family were sheltered under a rocky overhang for a few days.) Were the hunters nomads? (yes)
3. What did the people in the tribe usually eat? (They ate the meat of animals they hunted.)
4. What kind of animal did the hunters see in the snowstorm? (woolly mammoth) What did it look like? (Woolly mammoths are similar to today's elephants, but they are furry and much bigger. Mammoths have long trunks and tusks like elephants do today.)
5. How did the hunters try to save themselves from the mammoth? (One hunter ran to get help; the other hunter climbed a tree.)
6. Why do you think the hunters planned to come back in the morning, after the snowstorm, to follow the mammoth? (Their tribe was hungry and needed to hunt the mammoth so they could eat its meat and make warm clothes.)
7. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask,

“What did you learn about nomads in today’s read-aloud?”  
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: Signal**

**(5 minutes)**

1. In the read-aloud today, we heard that the hunter raised his arm as a *signal* that he had spotted an animal to hunt.
2. Say the word *signal* with me.
3. A signal is a message that people give without words.
4. Mom put her finger to her mouth as a signal that we should be quiet while the baby was sleeping.
5. When might a person need to use a signal? (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Someone might use a signal if/when . . .”)
6. What’s the word we’ve been talking about?

For follow-up, have the students draw a picture of a time when they used or saw a signal. Talk with the students about why the signal was used. Be sure that students use the word *signal* when they talk about it. If time allows, have students write or dictate a sentence that describes the picture.



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

# 1B

## *The Hunters*



### **Extensions**

**20** minutes

#### **Timeline**

---

On the board or on a long piece of paper, make a timeline of the domain for students. Draw a long horizontal line for the timeline. On the right side of the timeline, write “Today.” Estimate a spot about thirty thousand to fifteen thousand years before today, make a vertical line, and place Image Card 1 (nomads) above the vertical line.

Explain to students that this is a timeline. A timeline represents days, weeks, or years in the past or the future. Tell students that this timeline represents all that has passed from prehistoric times until today. Explain to the students that the people they heard about in today’s read-aloud lived a very long time ago, during a period when people did not keep written records. Scientists today are not sure when prehistoric people lived, but they think prehistoric people lived about thirty thousand to fifteen thousand years ago. That’s a really long, long time ago!

#### **Interactive Illustrations**

---

Explain to students that they will all get to be authors and illustrators in the next activity. Give every student a sheet of paper folded in half. First, ask students to think about the read-aloud and try to remember why hunting was so important to prehistoric nomads. Then on one half of the paper have each student write a sentence about the read-aloud they just heard.

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

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

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

# 2

## The Land Bridge



### Lesson Objectives

#### Core Content Objectives

---

Students will:

- Locate the continents of Asia and North America on a world map or globe
- Understand that prehistoric nomads followed the animals they hunted
- Understand that the first people in North America arrived by crossing a “land bridge” between Asia and North America
- Explain the importance of hunting among early peoples

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.1.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)
- Retell (orally or in writing) important facts and information from a read-aloud (L.1.36)

### Core Vocabulary

---

**herd, n.** A large group of animals

*Example:* The girl and her dog were in charge of watching the herd of sheep.

*Variation(s):* herds

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

*Example:* The boys used their bikes to retreat from the smelly skunk.

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

**tracks, n.** Marks left in the ground by something or someone that moves

*Example:* The children’s sled left tracks in the snow.

*Variation(s):* track

**warrior, n.** A soldier or a person or animal that is fighting

*Example:* The warrior threw his spear at his enemy.

*Variation(s):* warriors

**weak, adj.** Not having much strength or power

*Example:* The girl was weak while she was sick with the flu.

*Variation(s):* weaker, weakest

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Where Are We?</b>	world map or globe	10
	<b>What Have We Already Learned?</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Land Bridge</b>	world map or globe	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Weak</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Dramatization</b>	note cards or paper	20
	<b>Somebody Wanted But So Then</b>	Instructional Master 2B-1 (optional) chart paper	

# 2A

## The Land Bridge



### Introducing the Read-Aloud

10 minutes

#### Where Are We?

---

On a world map or globe, have students locate Asia and North America. If students cannot find the continents themselves, point to the continents. Ask students if it looks like these continents are separate or connected together. Point to the body of water now known as the Bering Strait. Tell students that although the continents are now separate, there once was land that connected the two continents together, but that land is now underwater. Tell students the land that connected the continents is called the “land bridge.” Ask students why it might be called a bridge. Have students share any knowledge they have of other bridges. Tell them they will learn how the land bridge was used in prehistoric times.

#### What Have We Already Learned?

---

Ask students to briefly retell what they remember from yesterday’s read-aloud. Within the course of that retelling, ask students what they learned about how prehistoric nomads got their food. Remind students that nomads moved frequently to follow the animals they hunted. Ask students to describe other things they remember about nomads.

#### Purpose for Listening

---

Tell students they will hear more about the two hunters from the previous read-aloud. Ask students to listen carefully to find out how these hunters found the land bridge.



## The Land Bridge

### ← Show image 2A-1: Tribal movement

The tribe was on the move, following the mammoth that had almost ended the hunter's life two days earlier. The sun was out now, but low and dim in the sky.

Looking at the sky, the woman said quietly, "Do you think it will snow again?"

The hunter answered, "I do not know. But we have to keep moving. The old hunting grounds are empty of animals for food, for they ate all the grasses there and moved on; and we have eaten any plants that are safe for us to eat. If we do not find food soon, we will die."

Then, hearing voices, he looked ahead as another hunter ran toward them. He was a young man whose face had a scar from a battle with a panther, and he was one of their best trackers. The other hunters gathered around as he told them, "A little ahead, the mammoth's **tracks** join with those of other mammoths. It must be a **herd** of mammoths.<sup>1</sup> We will have all the meat we need if we can catch up."<sup>2</sup>

"If we have strength enough to get it," muttered the hunter's partner, for everyone was **weak** from lack of food, and uncomfortable from the cold.<sup>3</sup>

- 1 They saw mammoth tracks, or footprints, in the ground. Tracks are marks left in the ground by something or someone that moves. Remember that after the snowstorm, they went back to the last place they had last seen the mammoth and then followed its tracks to try to find it. Now, they are seeing many tracks in the snow, so they think these are the tracks of a large group, or herd, of mammoths.
- 2 Why do you think they will have plenty of meat if they catch up?
- 3 *Weak* means not having strength. How do you feel after you eat: weak, or strong and full of energy?



### ← Show image 2A-2: First sight of the sea

A little later, they reached the top of a small hill and saw a beautiful scene. Stretching out as far as they could see, water ran along the edge of the land. They were looking at the seacoast. They enjoyed the view until suddenly, the young hunter with the scar said, "Look!" He pointed to a small herd of mammoths in the distance, moving along the coastal land.

The hunter and his partner were standing next to him. "That is

- 4 Why are they following the mammoths?
- 5 (Using a map, remind students of the location of the land bridge and the continents of Asia and North America. Explain that the hunters just found the land bridge, but they don't know that.)



← **Show image 2A-3: On the land bridge**

where we must go, too,” said the hunting partner. “We must follow them.”<sup>4</sup>

The hunter nodded. “But where are they leading us? Look at all the water there. Does the land end up ahead, and is there only water?”<sup>5</sup>

His friend answered, “If the land does end, we will find it easy to get food, for the animals will be caught between us and the water.”

- 6 Fresh water is water that animals and people can drink.



← **Show image 2A-4: Reaching North America**

The tribe moved on. For many days they followed the herd over the narrow land. They could not drink the water they saw to the side on their journey because it was salty ocean water, but luckily there were ponds and streams of fresh water in many places on the way.<sup>6</sup>

One day two men they had sent ahead came back to report, “The land widens out again up ahead. We must catch up to the herd or we might lose sight of them. They could wander off in many different directions.”

Everyone started to walk faster. Soon they came to another hill high enough to let them see far in the distance. The ocean was still off to the side, but now the coastline turned off to the right and the narrow land got wider. They all walked over to the edge of the land and looked over the ocean. The animals were spreading out once they got to the wider land.

“Look!” said a woman. “One of the smaller mammoths has fallen and cannot stand.”

The tribe knew this was their best chance to get meat for food, warm fur to make clothing, and fat for cooking and other uses. One of the hunters said, “The tusks will make fine knives.”<sup>7</sup>

“And sewing needles,” his wife said. “They will last forever.”

Down the hill went the hunters, followed by the boys and the women. The older people in the tribe stayed behind, and the girls stayed to care for the younger children.

- 7 Tusks are two long, pointed teeth that stick out of a mammoth's mouth. Elephants also have tusks. Animals use their tusks for eating and fighting. But long ago, hunters used them to make sharp tools, like knives.



← **Show image 2A-5: Hunting the mammoth**

Reaching the foot of the hill, the people spread out in a wide half circle like the letter 'U' and moved forward.

The mammoth saw them coming. Trumpeting, it tried to stand, but it seemed hurt and could not get to its feet. The chief hunter called out, "Close in from all sides. Hunters, be ready with your spears. The rest of you make noise from all sides to keep it from focusing too much on one group of hunters. Don't get too close. If it starts to charge, **retreat.**"<sup>8</sup>

They closed in slowly. Each time the mammoth turned one way, the people on the other sides made loud noises to make it turn. The hunters came closer and closer. "Now!" shouted their chief. The mammoth fought bravely, but before long, it fell dead.<sup>9</sup>

Turning to his partner, the first hunter said, "We will take what we need from this animal, and bury it." Then, looking back he said, "I can admire the spirit of this animal. It is almost a pity that we must kill such a **warrior** in order to live."<sup>10</sup>

8 To retreat is to escape or turn around and run away.

9 Why did they kill the mammoth?

10 When the hunter calls the woolly mammoth a 'warrior,' he is saying that the mammoth was a brave fighter against all of the hunters.



← **Show image 2A-6: Moving on**

His partner looked at the herd still moving on. "When we are done here, we must follow the trail before it grows too hard to follow." He sniffed the air. "I think there will be snow soon. At least we know there will be food." And they set to work.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

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

Show the map or globe again, pointing to Asia and North America. Remind students that today the two continents are separated. Also remind them this was not the case long, long ago.



← **Show image 2A-3: On the land bridge**

Point to the land on which the hunters were walking. Explain that this picture shows the land that connected the continents of Asia and North America long, long ago. Remind students that the hunters were in Asia in the previous read-aloud. In this picture, they are walking across the land that connects Asia and North America. They are leaving Asia and walking across the land bridge to North America!

1. Why was it so important for the tribe to find the mammoth? (The tribe was hungry, and they could use the mammoth for food.)
2. What were some of the other ways nomads used the mammoths they hunted? (They used the fur to make warm clothes and boots. They used the fat for cooking and made knives and needles from the tusks.)
3. How did the hunters find the land bridge? (They followed the herd of mammoths to the land bridge.)
4. Why did the tribe decide to cross the land bridge? (The herd of mammoths crossed the land bridge, and the tribe needed to follow them for food.)
5. After the tribe killed the mammoth, did they make plans to stay there or move on? (The tribe decided to follow the trail of the mammoth herd as soon as they could.)

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

6. *Think Pair Share:* Do you think the nomads knew they were crossing a land bridge and moving onto a new continent? (Answers may vary, but may include that the nomads most likely did not know they were crossing a land bridge or that they were on a different continent.)

### Word Work: Weak

(5 minutes)

1. In the read-aloud today, we heard that the hunters and everyone in their tribe felt *weak* from not having enough food.
2. Say the word *weak* with me.
3. When someone or something is weak, it has little strength or power.
4. Sarah felt weak and tired after running in the race.
5. When do you feel weak? Try to use the word *weak* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "I feel weak when . . .")
6. What's the word we've been talking about?

For follow-up, use a *Synonyms and Antonyms* exercise. Explain to students that the opposite of *weak* is *strong*. Have them say the word *strong* with you. Tell students that you will read them some sentences. If what they hear is an example of something that is weak, they should say, "weak." If what they hear is something that is the opposite of weak, they should say, "strong."

1. The winter sun could barely shine through the dark clouds. (weak)
2. The man easily lifted the heavy box above his head. (strong)
3. The kitten could hardly move right after it was born. (weak)
4. The large tree did not fall down during the storm. (strong)



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

# 2B

## The Land Bridge



### Extensions

20 minutes

#### Dramatization

---

Tell students that they will act out the story from “The Land Bridge.” Divide students into three groups. One group will play the nomads, another group will play the woolly mammoths, and the third group will form a land bridge. Give someone in each group a note card or piece of paper that states the name of the group. Designate one side of the room as North America and the other side as Asia, and have the nomads and mammoths stand on the Asia side. Ask the students in the land bridge group to divide into two lines facing one another, join hands, and stretch their arms to form a “bridge” across the room. Now ask the class which group should cross the land bridge first, the woolly mammoths or the nomads. Have the woolly mammoths cross the land bridge to North America. Next, have the nomads cross the land bridge. Review by asking students why the nomads followed the woolly mammoths across the land bridge.

#### Somebody Wanted But So Then (Instructional Master 2B-1, optional)

---

Put the following blank summary chart on a piece of chart paper:

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

Show images 2A-1, 2A-2, 2A-4, and 2A-6 in sequential order. Tell students that they are going to talk about the read-aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still

learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget and tell them that you will read the words to them. Modeling this type of writing will help prepare students to do this type of activity on their own.

Ask students who is in the image shown. Tell them that you are going to write nomads (hunters) on the chart.

Ask students what the nomads wanted. Tell them that you are going to write the nomads needed food (mammoth) to survive.

Ask students why it was difficult to find food. Tell them that you are going to write that the nomads had to keep moving, following the mammoth wherever they went so they could hunt them for meat and clothing.

Ask students what the nomads decided to do. Tell them that you are going to write that the nomads followed the mammoth across the land bridge.

Ask students what happened once the nomads crossed the land bridge. Tell them that you are going to write that the nomads were able to hunt the mammoth and provide food and clothing for their people.

<b>Somebody</b>	The nomads (hunters)
<b>Wanted</b>	Wanted food (mammoth)
<b>But</b>	But they had to keep moving and following the mammoth
<b>So</b>	So the nomads crossed the land bridge
<b>Then</b>	Then the nomads were able to hunt and feed their people

Read the completed chart to the class.

An optional instructional master has been included if you have students who are ready to fill in the chart on their own.

# 3

## *A Harvest and a Hurricane*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

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

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Learn common sayings and phrases such as “The more the merrier” (L.1.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

## Core Vocabulary

---

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

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

*Variation(s):* canoes

**harvest, v.** To gather a crop that is ready to be eaten

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

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

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

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

*Variation(s):* hurricanes

**maize, n.** Corn

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

*Variation(s):* none

**shore, n.** The edge of a lake, sea or ocean  
*Example:* Seashells often wash up on the shore.  
*Variation(s):* shores

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>	Image Cards 2–5 chart paper	
	<b>Where Are We?</b>	world map or globe	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>A Harvest and a Hurricane</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Harvest</b>	drawing paper drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Timeline</b>	Image Card 6	20
	<b>Civilizations Chart</b>	Image Card 7 chart paper	
	<b>Sayings and Phrases: The More the Merrier</b>		
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Master 3B-1	

# 3A

## A Harvest and a Hurricane



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Remind students that in the previous read-aloud, they heard about a tribe of people who crossed the land bridge into North America. Ask students the following questions:

- How did the tribe in the previous read-aloud find food? (hunting)
- Did the tribe have permanent homes or did they move around? (moved around)
- Why did the tribe move around? (The tribe was hungry and followed the mammoths for food and clothing.)
- What is the name for tribes of people who move around and follow animals for food? (nomads)

#### Essential Background Information or Terms

---

On a world map or globe, show students the area where the nomads crossed into North America. Remind students that this area was where the nomads followed the mammoths, their source of food and clothing. Show Image Card 2 (big game). Explain to students that many years after the nomads followed the woolly mammoths and other large animals across the land bridge, these very large animals started to die. There weren't enough large animals left to hunt and use for food. So, people began hunting smaller animals like deer and rabbits. Show Image Card 3 (small game). They also started looking for plants they could eat like nuts, berries, and seeds. Show Image Card 4 (wild plants). Tell students that searching for and picking plants that you find growing in the wild is called gathering.

Explain to students that over the years, people noticed that certain plants grew better in some places, and they began to collect, save, and plant these seeds to grow gardens. Some of the first

plants that people planted in the Americas were peppers and pumpkins. Over time, people were able to grow more plants and no longer had to search for and gather food. Show Image Card 5 (farm vegetables). People could now live in one place for a much longer period of time and grow their own food on a farm.

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

## **Where Are We?**

---

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

If you have already taught the *Animals and Habitats* domain, have students talk about the climate and the plants and animals of the rainforest. If you have not already taught the *Animals and Habitats* domain, tell students that a rainforest is a type of forest that is very warm and wet. Many evergreen plants live in the rainforest, which means that the rainforest is green all year long. (If necessary, review the term *evergreen* with students.)

## **Purpose for Listening**

---

Remind students that today they will hear a story about people called the Maya. Tell students to listen to find out how the Maya lived and how they got their food, and whether the Maya were nomads.

## A Harvest and a Hurricane



### ← Show image 3A-1: Kanal<sup>1</sup>

- 1 Tell me about this picture. You are going to hear about the boy in this picture in the read-aloud. He is a Mayan boy, and his name is Kanal (kah-NAHL).
- 2 Do you know what your name means? You might want to ask an adult to research what your name means.
- 3 (Point to the image of Kanal and then point to the image of cousin Pik.)

Once there was a boy named Kanal (kah-NAHL). Now “Kanal” might seem like a strange name to you, but on the other hand, your name would probably sound strange to him. He would tell you, “We Maya name ourselves for things we know, such as plants or animals or types of weather. My name means ‘snake.’ But what does your name mean?”<sup>2</sup>

One day Kanal was working in a field near the village where his family lived when he saw another Mayan boy coming his way. It was his cousin, Pik.<sup>3</sup> Kanal smiled and said, “Hello. How are you?”



### ← Show image 3A-2: Pik is worried

- 4 A hurricane is a storm with very strong winds and heavy rains.
- 5 Pik’s father is worried about being able to gather the maize in time.

Pik had been lost in thought. He answered, “Fine, thanks.” But he looked unhappy, so Kanal asked, “What’s wrong?”

Pik said, “My father told me that he is certain there is a **hurricane** headed this way.<sup>4</sup> He is worried about being able to **harvest** the **maize** in our field before the hurricane reaches us.”<sup>5</sup>



### ← Show image 3A-3: Maize

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

Maize is corn and was the main crop the Maya grew for food a thousand years ago, as it still is today. As with most plants we grow for food, it should be picked when the time is right, to get it at its best. Kanal knew this, so he understood why Pik was upset.<sup>6</sup>

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



← **Show image 3A-4: Mayan village**

7 (Point to the houses in the picture.)

8 (Point to the garment in the picture.) A garment is a piece of clothing.

As they drew nearer, they saw the houses ahead, each one made of stone.<sup>7</sup> Kanal’s younger sister, Ikal (eek-AHL), was sitting in front of their house weaving cotton to make a brightly colored garment.<sup>8</sup> When she saw the boys, she smiled. Kanal asked her, “Has Father returned from fishing?”

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

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



← **Show image 3A-5: At the riverbank**

9 (Point to the canoe in the picture.) A canoe is a narrow, open boat with pointed ends and is moved through the water with paddles.

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

Ten minutes later they reached the riverbank. A little upstream Kanal’s father, Tun, stood knee-deep in water while the other village men were getting out of a **canoe**.<sup>9</sup> Tun was strong and very smart, and everyone liked him. Kanal and Pik watched as Tun and the other men dragged a fishing net from the canoe to the **shore**.<sup>10</sup> As the boys hurried forward, Tun and the other men drew the fish in the net onto the riverbank and looked up.

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

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

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



← **Show image 3A-6: 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 carry 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 3A-7: 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, their extended family would be there.<sup>11</sup>

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

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

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



← **Show image 3A-8: Helping Zuk**

That afternoon, Kanal, Tun, and all their relatives helped Zuk and Pik harvest their maize. They all worked late into the evening, and then everyone went back to their houses to get ready for the hurricane. They hoped that the hurricane would not damage their homes, but they would have to wait and see.<sup>12</sup>

12 What do you think will happen?

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

**15** minutes

### **Comprehension Questions**

**(10** minutes)

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

1. Were the Maya nomads? (no) How can you tell? (The Maya farmed and lived in houses. They did not follow their food



from place to place. Nomads hunt to get most of their food and move often to follow the animals they hunt. Nomads stop and stay in camps for only a short time while they are hunting.)

← **Show image 3A-4: Mayan village**

2. [Have students describe the houses.] How are the houses in this picture the same or different from the houses in which you live? (Answers may vary.)
3. What crop was very important to the Maya? (maize, which is corn)
4. Why was Pik worried about his family's maize? (There was a hurricane coming, and he was worried it would destroy the maize. Then his family would not have enough food to eat.)
5. Who helped Pik and Zuk harvest the maize? (Kanal, and other extended family members)

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

6. *Think Pair Share:* Do you think that Pik and Zuk would have been able to harvest all their maize without their extended family helping? (no) Why or why not? (They wouldn't have had enough time to harvest the maize because the hurricane was coming. Because Pik and Zuk's extended family helped, it took less time to harvest the maize.)

**Word Work: Harvest**

(5 minutes)

1. In the story today, we heard that Pik's father was worried about being able to *harvest* the maize in their field before the hurricane.
2. Say the word *harvest* with me.
3. *Harvest* means to pick or gather a crop or crops.
4. Farmers harvest their tomatoes when they are plump and ripe.

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 the students' responses: "I would want to harvest \_\_\_\_.")
6. What's the word we've been talking about?

For follow-up, have the class draw a picture of something they might harvest and write or dictate a sentence about it using the word *harvest*.



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

# 3B

## A Harvest and a Hurricane



### Extensions

20 minutes

#### Timeline

Estimate about three thousand years prior to the “today” marker, make a vertical line, and place Image Card 6 (Maya) on the timeline.

Explain to the students that the story they heard today was about the Maya who lived a very long time ago. However, the nomads from the first few stories lived even before the Maya. [Note for teacher’s reference only: The Maya was the earliest of the three civilizations in this domain and spanned more than 2000 years from 1000 BCE to 1542 CE. Both the Aztec and the Inca were later civilizations that only overlapped briefly with the Maya and spanned a little over 200 years from 1300 CE to 1533 CE.]

#### Civilizations Chart

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

	Farming	Cities	Writing	Leaders	Religion
Maya					
Aztec					
Inca					

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

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

(5 minutes)

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

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

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

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

### **Parent Letter**

Send home Instructional Master 3B-1.

# 4

## *Journey to Baakal*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

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

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

## Core Vocabulary

---

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

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

*Variation(s):* none

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

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

*Variation(s):* plains

**temple, n.** A building where people worship a god or gods, sometimes believed to be the place where the god or gods live

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

*Variation(s):* temples

**thrilled, adj.** Extremely excited

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

*Variation(s):* none

**tributaries, n.** Streams that flow into a larger stream or other body of water

*Example:* The Mississippi River has many tributaries.

*Variation(s):* tributary

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

# 4A

## *Journey to Baakal*



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

**10** minutes

#### **Where Are We?**

---

On a world map or globe, point out the area where the Maya lived.

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

---

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

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

#### **Purpose for Listening**

---

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



## Journey to Baakal

### ← Show image 4A-1: The hurricane passes

- 1 (If you have already studied Mesopotamia and ancient Egypt, explain to students that the Maya also believed in many gods that controlled different things in nature.)
- 2 Baakal (bay-KAHL) is a city that is far away.
- 3 A temple is a building used to honor a god or gods.

Luckily, although the hurricane was very scary, it did not damage Kanal’s home very much at all. So, a week after the hurricane, Tun announced to his family, “This was the largest crop of maize our field has ever given to us. The god of maize has been good to us, so I have a surprise for you.<sup>1</sup> Your mother and I have decided that all of us should go to Baakal (bay-KAHL) for the Festival of the First Star to thank him!<sup>2</sup> Now that we have enough food, I want to offer thanks at the great **temple** for the good things the gods have done for us.<sup>3</sup> Your Uncle Zuk and Cousin Pik will be going as well.”



### ← Show image 4A-2: Kanal’s family excited about the journey

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

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



### ← Show image 4A-3: Leaving for Baakal

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

4 How many people are going to Baakal?

5 or without any noise



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



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

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

9 or very excited



hollowing out great trees from the forest.<sup>4</sup>

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

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

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

← **Show image 4A-5: The wide plain**

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

They resumed their paddling, and a few hours later, Zuk called out in excitement, “Look! Baakal!” He pointed off in the distance, and the others strained to see what he saw. They could just make out high, bright red towers. They were all **thrilled**,<sup>9</sup> but to Tun, the best part of the moment was hearing the excitement in his brother’s voice, for Zuk rarely let himself get excited.

← **Show image 4A-6: Arriving in Baakal**

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

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

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

Tun, reaching over to grasp the edge of a dock so they could go ashore, said, “Tomorrow we will see the greatest towers for ourselves. Then you will truly know the wonder of Baakal!”

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

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

1. Where are Kanal and his family going? (Baakal) What is Baakal? (a Mayan city)
2. Is Baakal a big city or a little city? (a big city)
3. How did they travel to Baakal? (in canoes, along the river)
4. How long did it take for them to reach Baakal? (a long time, three days)
5. 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.)



← **Show image 4A-1: The hurricane passes**

Reread this portion of the accompanying text:

Tun announced to his family, “This was the largest crop of maize our field has ever given to us. The god of maize has been good to us, so I have a surprise for you. Your mother and I have decided that all of us should go to Baakal for the Festival of the First Star

to thank him! Now that we have enough food, I want to offer thanks at the great temple for the good things the gods have done for us.”

6. Why were they going to Baakal? (to go to the Festival of the First Star to honor and thank their god of maize for the plentiful maize crop that they have just harvested)
7. *What? Pair Share:* Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about Kanal and his family in today’s story?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Thrilled

(5 minutes)

1. In the read-aloud today, we heard that Kanal’s family was *thrilled* when they could see the red towers in the distance.
2. Say the word *thrilled* with me.
3. When someone is thrilled about something, it means that they are really happy and excited.
4. Elizabeth was thrilled when her baby brother was born.
5. What is something you might be thrilled about? Try to use the word *thrilled* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would be thrilled if/when . . .”)
6. What’s the word we’ve been talking about?

For follow-up, have students share a time when they were thrilled. Talk with students about why they were thrilled. Be sure that students use the word *thrilled* when they talk about it.



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

# 4B

## *Journey to Baakal*



### **Extensions**

**20** minutes

#### **Civilizations Chart and Timeline**

---

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

Also review the timeline with students. Be sure that students understand that the stories about the Maya happened a long time ago and that the stories about the land bridge happened *even* longer ago.

#### **Domain-Related Trade Book**

---

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

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

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

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

# 5

## King Pakal's Tomb



### Lesson Objectives

#### Core Content Objectives

---

Students will:

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

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Share writing with others (L.1.29)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

### Core Vocabulary

---

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

*Variation(s):* markets

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

*Variation(s):* pyramids

**tomb, n.** A place where the dead are buried  
*Example:* The pharaoh was buried in a tomb.

*Variation(s):* tombs

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

# 5A

## King Pakal's Tomb



### Introducing the Read-Aloud

10 minutes

#### Where Are We?

---

On a world map or globe, have students locate the area where the Maya lived. If students have trouble, point out the area where the Maya lived.

#### What Have We Already Learned?

---

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

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

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

#### Purpose for Listening

---

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



## King Pakal's Tomb

← Show image 5A-1: Pakal's tomb <sup>1</sup>

- 1 Does anyone have any idea what this might be?
- 2 (Use your fingers to count as you read the Maya numbers.)
- 3 A story is a set of rooms on the same floor or level of a building.
- 4 A pyramid is a structure with triangular sides and a rectangular base.

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

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

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



← Show image 5A-2: Diagram of Pakal's tomb

- 5 A tomb is a place where someone is buried.
- 6 (Point to each part on the picture as you talk about the pyramid.)

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

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

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

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



← Show image 5A-3: Treasure found in Pakal's tomb

The three children turned to look at him with wide eyes, unsure if he was joking or serious. He went on, “Some say there is green

7 Jade is a type of stone.

8 or story

9 Do you think there really was treasure.?



← **Show image 5A-4: King Pakal**

jade carved to make all sorts of fabulous jewelry, bowls, tools, perhaps even furniture.<sup>7</sup> No one knows exactly.”

Chanil added, “Except for our king, Chan Bahlum. It was he who put it there. That is, if the tale<sup>8</sup> is true.”

Pik looked at his father, Zuk. “Do you think it is true, father? Is there really treasure?”<sup>9</sup>

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

Zuk was still staring up at the temple. He answered thoughtfully, “I saw King Pakal once, long ago. He was dressed in robes woven of the finest cotton in many colors, and he wore a headdress of magnificent feathers from the rarest birds. He wore magnificent jade necklaces, and carried a scepter carved into wonderful shapes.”<sup>10</sup>

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

The children looked at one another in wonder, then back at the pyramid. But Tun and Chanil looked at one another, silently sharing a different thought. They were both thinking, “I have not heard Zuk speak so many words at once in many years.” Finally Tun said to the others, “Let us go see what is on the other side of King Pakal’s pyramid. I heard from a man in the **market** this morning that King Chan Bahlum is building more great buildings over there.”<sup>11</sup> So they hurried off to see what other sights there might be.

11 A market is a place where people buy and sell things.



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

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



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

← **Show image 5A-6: Resting under a tree**

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

Tun answered quietly. “I will tell you, but you must not repeat it.” The three children grew quiet, sensing that he was about to trust them with some special, grown-up sort of secret. Then Tun began to tell them about King Pakal.<sup>12</sup>

12 What do you think the secret about King Pakal could be? Why do you think King Pakal built such a great tomb to be buried in? (Record students’ predictions for review and discussion in Lesson 6.)

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

(10 minutes)

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

1. What kind of leader ruled the Maya? (a king) [If you have covered *Early World Civilizations*, have students compare and contrast the Mayan king with the leaders of Mesopotamia and Ancient Egypt.]



← **Show image 5A-1: Pakal’s tomb**

2. [If you have covered *Early World Civilizations*, ask students if they remember the pyramids from Ancient Egypt.] How is this building the same and how is it different? [If you have not covered this domain, have students describe the tomb of Pakal.]
3. Was everyone allowed into the temple and pyramid? (no) Who was? (only the king)

4. What did Tun say was in the tomb with King Pakal? (treasure, green jade)
5. Describe how King Pakal dressed. (colorful robes, feathered headdress, jade necklaces, and a scepter)
6. *Where? Pair Share:* Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where did today’s story take place?” Turn to your neighbor and ask your “where” question. Listen to your neighbor’s response. Then your neighbor will ask a new “where” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Market

(5 minutes)

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

For follow-up, have the rest of the class talk about what they think they could buy at the market. Remind students to use the word *market* when they tell about it.



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

# 5B

## King Pakal's Tomb



### Extensions

20 minutes

#### Civilizations Chart

---

Show students Image Card 8 (King Pakal) and explain that it is a picture of a sculpture of King Pakal. Talk about the image card and have students share what they learned from the read-aloud about King Pakal and about his son, King Chan Bahlum. Tell students that you are going to place the image card on the chart to help them remember that the Maya had a leader called a king.

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

#### Interactive Illustrations

---

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

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

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

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

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

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

# 6

## *The Festival of the First Star*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

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

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Follow multi-step, oral directions (L.1.5)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Share writing with others (L.1.29)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

### Core Vocabulary

---

**accurate, *adj.*** Without error; exactly right; correct

*Example:* The boy listened very well; his answers to the teacher’s questions were always accurate.

*Variation(s):* none

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

*Example:* Julie’s town had many festivals in the spring; her favorite was to celebrate the state flower.

*Variation(s):* festival

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

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

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

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

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

*Variation(s):* observatory

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

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

*Variation(s):* planet

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

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

*Variation(s):* telescope

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Where Are We?</b>	world map or globe	10
	<b>Making Predictions About the Read-Aloud</b>	students’ predictions from Lesson 5	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Festival of the First Star</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Accurate</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Civilizations Chart</b>	Image Card 10	20
	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	
	<b>Make Your Own Civilizations Chart</b>	Instructional Master 6B-1 drawing tools	

# 6A

## *The Festival of the First Star*



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

**10** minutes

#### **Where Are We?**

---

On a world map or globe, have the students locate the area where the Maya lived. If students have trouble, point out the area where the Maya lived.

#### **Making Predictions About the Read-Aloud**

---

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

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

#### **Purpose for Listening**

---

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

## The Festival of the First Star



← Show image 6A-1: Resting under a tree

Tun began telling the others about King Pakal, the Maya king who had ruled Baakal, and was buried in a magnificent pyramid tomb in that city. Speaking softly so that other people might not overhear, Tun said, “Mayan kings become kings based on who their fathers were. A king is the son of a king, or his brother, or his nephew.



← Show image 6A-2: King Pakal

“But King Pakal was different. His mother was queen, but Pakal was the king’s stepson, not his son by birth. Pakal did become king, but I think he was always worried someone might say he was not worthy of being a ruler.<sup>1</sup> So, he always tried extra hard to show what a great ruler he could be. Some people think that is why he built such a great pyramid in which to be buried.<sup>2</sup>

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

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

“But all this is something we do not talk about openly, for King Chan Bahlam might not like it. He does not want anyone to remember that there was a question about his father being king, for then they might say the same thing about him—although after all this time, I do not think anyone would do so. Still, do you all understand why I say these things softly?”<sup>3</sup>

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

1 or did not deserve to be a ruler

2 So why did people think King Pakal built such a magnificent pyramid?

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



← Show image 6A-4: The market

Swiveling his head side to side, determined to miss nothing, 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.”

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



← Show image 6A-5: Mayan astronomers

The Maya believed the stars and **planets** were gods, so for hundreds of years, the Maya studied the sky very carefully.<sup>4</sup> They had no **telescopes** to make distant things look closer and clearer; no one had **invented** a telescope yet.<sup>5</sup> But the Maya built what we call **observatories** for studying the sky. To *observe* means to look carefully at something. So an observatory is a place to observe the sky.

The ancient Maya built observatories atop pyramids, and the Maya priests studied the sky from them.<sup>6</sup> The Maya scheduled their holidays and many other events to match the movements of stars and planets. The Maya figured out exactly when planets and stars would appear in certain places in the sky, and used this knowledge to create the most **accurate** calendar in the world.<sup>7</sup> They had **festivals**<sup>8</sup> centered on the appearance of stars and planets, like the Festival of the First Star.

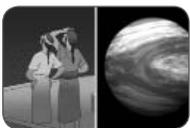
4 Planets are large bodies in outer space along with the sun, moon, and stars. The Maya believed that the stars and planets were gods that controlled different things.

5 No one had made a telescope yet.

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

7 *Accurate* means correct or without error.

8 or big celebrations



← Show image 6A-6: Two views of Venus

Now 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. Of course, without a telescope the Maya could not see Venus clearly enough

to know it was a planet. To them, it was the “first star,” and very important.



← **Show image 6A-7: Festival of Venus**

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

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



← **Show image 6A-8: King Chan Bahlam**

They watched with special excitement the appearance of King Chan Bahlam as he was carried to the foot of a pyramid, walked slowly up the wide steps to the top, and disappeared into the temple. They waited the whole time he was inside, and when he reappeared, they cheered mightily, for they knew he had asked the gods to be kind to his people, and they hoped the gods would agree.<sup>9</sup>

As the celebration stretched into the night, Kanal’s family looked around in wonder. But the greatest wonder was what was happening to Zuk. For as he watched the excitement and joy in his son’s face, Zuk’s face began to show those emotions, too.<sup>10</sup>

9 Remember, the Maya believed in many different gods.

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



← **Show image 6A-9: Sleeping children**

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

They all slept late the next morning, before beginning the long canoe journey home.



← **Show image 6A-10: Journeying home**

11 A tortoise is similar to a turtle.

The morning fog cleared in the first hour of their journey home. Pik, turning to call to Kanal in the other canoe, nearly lost his balance and fell into the river. His father grabbed him by the shoulder and steadied him in the canoe. And then Zuk laughed and joked, “My son, you are not a tortoise.”<sup>11</sup> Do not leap into the water.” And hearing his brother laugh, Tun, smiled to himself and dipped his paddle once more into the water, glad to be going home.

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Why did King Pakal build such a great tomb to be buried in? (He was trying extra hard to prove he was a great ruler; he didn't want people to question his right to be king since he was the previous king's stepson.) [Compare students' predictions that they made in Lesson 5 with this answer. What was correct? Incorrect?]
2. Why was the read-aloud called “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. Do you think this was a good title for the read-aloud? Why or why not? (Answers may vary.)
4. How did the Maya study the stars and planets? (They built observatories at the tops of temples and high places.) Why did the Maya study the stars and planets? (They believed the stars and planets were gods.)
5. Remember that the read-aloud said the Maya created a very accurate calendar. We have calendars today, too, but long, long ago someone had to invent calendars to keep track of the days, weeks, and months. Do you remember how the Maya made their calendar? What did they observe? (They looked at the stars and planets. They watched the movement of the stars and planets in the sky each night and used this knowledge to create an accurate calendar.)

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

6. *Think Pair Share:* Would you want to go to the Festival of the First Star? Why or why not? If you went, what would you want to do there? (Answers may vary.)

### Word Work: Accurate

(5 minutes)

1. In the read-aloud today, we heard that 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 completely correct.
4. The students hoped that their answers on the test would be accurate.
5. How could you make sure that your answers on a test are 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 could make sure that my answers on a quiz or test are accurate by . . .")
6. What's the word we've been talking about?

For follow-up, use a *Synonyms and Antonyms* exercise. Explain to students when something is the opposite of *accurate*, it is *inaccurate*. Have them say the word *inaccurate* with you. Tell students that you will read them some phrases and sentences. If what they hear is an example of something that is accurate, they should say, "That is accurate." If they hear something that is the opposite of accurate, in other words, inaccurate, they should say, "That is inaccurate."

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



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

# 6B

## *The Festival of the First Star*



### **Extensions**

**20** minutes

#### **Civilizations Chart**

---

Show students Image Card 10 (pyramid). Talk about the image card and have students share what they learned from the read-aloud about pyramids and religion in the Mayan civilization. Be sure students understand that the pyramids were both temples to worship the gods, as well as burial places for kings. Tell the students that you are going to place the image card on the Civilizations Chart to help them remember that the Maya had a religion with many gods.

#### **Drawing the Read-Aloud**

---

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

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

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



## **Make Your Own Civilizations Chart (Instructional Master 6B-1)**

---

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

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

Give each student a copy of Instructional Master 6B-1. Tell students that they are going to create their own Civilizations Chart 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 Mayan civilization. Students who are ready may also write words or sentences. Save students' charts so that they can add Aztec and Inca information to it at a later time.

This instructional master may be used as an assessment.

# PP1

## *Pausing Point 1*



### **Note to Teacher**

This is the end of the read-alouds about the land bridge and the Maya. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

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

Students will:

- Locate the continents of Asia and North America on a world map or globe
- Understand that prehistoric nomads followed the animals they hunted
- Explain the importance of hunting among the early peoples
- Understand that the first people of North America arrived by crossing a “land bridge” between Asia and North America
- Understand that a shift occurred from hunting and gathering, to farming among early people
- Compare and contrast hunter-gatherer societies and the Mayan society
- Understand the importance of the extended family to the Maya
- Identify the area in which the Maya lived
- Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago

- Understand that the Maya had a religion, leaders, towns, and farming

## Activities

### Land Bridge

---

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

Help students locate and identify Asia and North America. Remind students that the land bridge was formed long ago and help students find the area once known as the land bridge.

### The Yucatan Peninsula

---

#### **Materials: World map**

On a world map, help students locate and identify the area in which the Maya lived. (Yucatan Peninsula) Trace the path from where the land bridge would have been, down to the area where the Maya lived, to remind students where the nomads crossed into the Americas and to exemplify how far south the Maya lived.

### Image Review

---

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

### Domain-Related Trade Book or Student Choice

---

#### **Materials: Trade book**

You may choose to read an additional trade book to review a particular event or civilization; refer to the books listed in the domain introduction. You may also 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. Choose an event from Lessons 3–6, and ask students to describe what they would have seen and heard if they had been at that event. For example, you may wish to have students pretend they were with Kanal at the Festival of the First Star in Baakal. Have students describe what

they would be doing at the festival or what they would see other people doing.

## Key Vocabulary Brainstorming

---

### Materials: Chart paper

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

## Class Book: Maya, Aztec, and Inca

---

### Materials: Drawing paper and drawing tools for each student

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

## Venn Diagram

---

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

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

## Ancient Mayan Ruins

---

To learn more about the ancient Mayan ruins, use an internet search to find pictures and descriptions of Mayan archaeological sites.

## Model Land Bridge

---

**Materials: Salt, non-self-rising wheat flour, water, note cards**

Create a salt-map land bridge with the class. To make a salt-map modeling mixture, combine two parts salt and one part non-self-rising wheat flour. Gradually add one part water until the mixture is workable as a type of modeling material.

Students can make small representations of the animals and the hunters from that time period. Then, have note cards with the words *Bering Strait*, *Asia*, and *Alaska* on them. Students can have the hunters and animals “act out” the crossing of the land bridge, and label geographical terms.

# 7

## *The Legend of the Eagle and the Serpent*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

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

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)

- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Sequence four to six pictures illustrating events in a story (L.1.31)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

## Core Vocabulary

---

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

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

*Variation(s):* none

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

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

*Variation(s):* islands

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

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

*Variation(s):* legends

**scouts, n.** People sent ahead of a traveling group to gather information about what lies ahead.

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

*Variation(s):* scout

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

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

*Variation(s):* valleys

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	world map or globe	10
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Legend of the Eagle and the Serpent</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Legend</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Civilizations Chart</b>	Image Card 11	20
	<b>Sequencing the Story</b>	Instructional Master 7B-1 scissors, glue, paper	
<b><i>Take-Home Material</i></b>	<b>Parent Letter</b>	Instructional Master 7B-2	

# 7A

## The Legend of the Eagle and the Serpent



### Introducing the Read-Aloud

10 minutes

#### Where Are We?

---

On a world map or globe, have students locate the area where the Maya lived. If students have trouble, point out the area where the Maya lived. (Mexico and Central America)

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 Mexico north of the Maya.

#### Essential Background Information or Terms

---

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

#### Purpose for Listening

---

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



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



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



- 5 Scouts are people who travel ahead of the group to see what lies ahead.
- 6 (Point to the island in the picture.) An island is land that is completely surrounded by water.

## The Legend of the Eagle and the Serpent

### ← Show image 7A-1: Journeying Aztec<sup>1</sup>

The Aztec people had been walking every day for months now, searching for a new home. They carried the oldest and youngest among them. Some of the weakest had died on the long journey, and the people had buried them by the side of the road. Some new Aztec had been born on the way, and were passing their first days of life in the constant motion of travel, with short breaks to eat, only stopping at night to sleep.<sup>2</sup>

### ← Show image 7A-2: The Aztec priest

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

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

### ← Show image 7A-3: Aztec scouts pointing to Lake Texcoco

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

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

In several hours, they had reached the lakeshore.



← **Show image 7A-4: The sign**

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

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

7 (Point to the cactus in the image.)

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

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

8 They sat in wonder of the sight that was before them.



← **Show image 7A-5: Storytelling Aztec priest**

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

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



← **Show image 7A-6: Dying crops**

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

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

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

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



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

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

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



← **Show image 7A-8: Close-up of the sign**

“For years we have sought the sign of our new home, predicted by the gods long ago. The gods said that when the Aztec people saw an eagle on a cactus eating a serpent,<sup>11</sup> they would know that they had found their true home. For nearly one hundred years now, our people have wandered in search of this sign from the gods.<sup>12</sup>

11 or snake

12 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 7A-9: Storytelling priest**

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

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

the snake. They began to realize that they would no longer have to wander without a home. “We are home,” they said to one another. “Yes,” their parents said to them. “You are home. We are all home.”



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

← **Show image 7A-10: Aztec city of Tenochtitlan on the islands of Lake Texcoco**

That is the **legend** of how the Aztec came to live on and around Lake Texcoco (tesh-ko-ko) in what is now Mexico.<sup>13</sup> The legend explains why they built their city on islands in the lake, beginning with the island on which they had seen the eagle.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

1. Did the Aztec move around a lot or a little at the beginning of the story? (a lot)
2. Why did the Aztec leave where they had been living and begin traveling to try to find a new home? (The fields dried up and they didn't have enough food.)
3. What did the Aztec see that made them decide to stay and live in this area around Lake Texcoco? (They saw the sign that they believed was from the gods—the eagle on the cactus eating the snake or serpent.)
4. Was the ending of the story happy or sad? Why? (happy, because the Aztec found a place for their home and didn't have to travel around anymore)

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

5. *Think Pair Share:* The Aztec used the story about the eagle and the serpent to explain where they should make their new home. What makes this story a legend? (Answers should reflect that a legend is a story told over the years; it may or may not be true, but there is no way to prove it either way; and that it was used as an explanation for something.)

## Word Work: Legend

(5 minutes)

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

For follow-up, allow the rest of the class to share what they liked about the legend. Make sure they use the word *legend*.



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

# 7B

## The Legend of the Eagle and the Serpent



### Extensions

20 minutes

#### Civilizations Chart

---

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

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



#### Sequencing the Story (Instructional Master 7B-1)

---

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

As students complete this activity, have individual students retell the story referring to their sequenced pictures. You may also want to have students write or dictate words or sentences that describe the pictures and retell the story.

#### Parent Letter

---

Send home Instructional Master 7B-2.

# 8

## *The Floating Gardens of Xochimilco*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Understand that the Aztec farmed
- Identify the area in which the Aztec lived

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)

- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

## Core Vocabulary

---

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

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

*Variation(s):* none

**chinampas, n.** Man-made islands of land anchored to the bottom of a body of water and used for agriculture

*Example:* The village used their chinampas to plant crops like berries and pumpkins.

*Variation(s):* chinampa

**dredged, v.** Scooped up

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

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

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

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

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

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

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

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	world map or globe	10
	<b>What Have We Already Learned?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Floating Gardens of Xochimilco</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Stationary</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Civilizations Chart</b>	Image Card 12	20
	<b>Student Choice</b>		

# 8A

## *The Floating Gardens of Xochimilco*



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

**10** minutes

#### **Where Are We?**

---

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

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

---

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

#### **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 to listen carefully to find out how the Aztec farmed.



## The Floating Gardens of Xochimilco (soh-chieh-MIL-koh)

### ← Show image 8A-1: Torn Wing arriving in Xochimilco

- 1 The young man's name is Torn Wing. The Aztec, like the Maya, named themselves for plants, animals, or types of weather that had special meaning to them.
- 2 or rest on their own on top of the water

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

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



### ← Show image 8A-2: Making the *chinampas*

- 3 or scooped up
- 4 (Point to the raft in the picture.)
- 5 The islands no longer moved because roots formed from the trees on the raft and anchored the rafts to the bottom of the lake.
- 6 If you have already covered the *Early World Civilizations* domain, review the canals that the Mesopotamians used.

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



### ← Show image 8A-3: Torn Wing arriving in Xochimilco

- 7 This means there was a lot of maize, beans, squash, tomatoes, and chili peppers growing on the *chinampas*.

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

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



← **Show image 8A-4: Torn Wing and Wing Feather**

His uncle had said, “My brother was a good man and a good farmer. Did he pass along his skills to you?”

“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 both 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 force you to leave your familiar home. If you prefer to stay in your own village, I will help you with a little 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 8A-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 8A-6: Torn Wing talking to Moon Wish**

Turning, he saw a short, plump, 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 8A-7: Moon Wish and her sons**

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

The two young giants grinned. “It is good to meet you,” the first one said. “I am Star Web. I am the good-looking brother. 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.”



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

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

## Discussing the Read-Aloud

15 minutes



### Comprehension Questions

(10 minutes)

← Show image 8A-2: Making the *chinampas*

1. How did the Aztec make the chinampas or floating gardens? (The Aztec dug canals out of the swampy land, and then used the mud dredged up from the bottom of the lake to cover rafts made of reeds and branches. Over the years, layers upon layers of mud were added until finally, with the help of roots from the willow trees, the islands became stationary.)
2. Did the floating gardens or *chinampas* really float? (No, the *chinampas* only looked like they were floating on their own, but were really anchored by roots from the trees used to make them.)
3. How did the Aztec use the *chinampas*? (The Aztec used the *chinampas* to grow food and other crops.)
4. How was this type of farming the same as Mayan farming? How was it different? (Both the Maya and the Aztec used canals. The Maya farmed in fields, and the Aztec made *chinampas* from the lakes.)
5. Would you rather be a Mayan farmer or an Aztec farmer? Why? (Answers may vary.)
6. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where does today’s read-aloud take place?” Turn to your neighbor and ask your “where” question. Listen to your neighbor’s response. Then your neighbor will ask a new “where” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

## Word Work: Stationary

(5 minutes)

1. In the story today we heard that, over the years, layers upon layers of mud were added to the *chinampas* until finally, with the help of roots from the willow trees, they 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 car is not running, 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 the students' responses: "A \_\_\_\_ is stationary.")
6. What's the word we've been talking about?

For follow-up, use a *Making Choices* activity. Tell students that you will say a few phrases. If what you read describes something that is stationary, they should say, "That is stationary." If what you read describes something that is not stationary, they should say, "That is not stationary."

1. a leopard running (That is not stationary.)
2. a cat sleeping (That is stationary.)
3. a person sitting still (That is stationary.)
4. a ball rolling down the street (That is not stationary.)
5. a rubber duck floating in the bathtub (That is not stationary.)
6. a picture hanging on a wall (That is stationary.)
7. a person dancing (That is not stationary.)



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

# 8B

## The Floating Gardens of Xochimilco



### Extensions

20 minutes

#### Civilizations Chart

---

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

#### Student Choice

---

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

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

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

# 9

## *In the Palace of an Emperor*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

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

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.1.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Share writing with others (L.1.29)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

## Core Vocabulary

---

**emperor, n.** The ruler of an empire

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

*Variation(s):* emperors

**empire, n.** Foreign peoples and their lands conquered and ruled by one king or emperor, often against their will

*Example:* It took two months for the letter to travel from one end of the empire to the other.

*Variation(s):* empires

**palace, n.** A very large house where a king or queen lives and rules his or her kingdom

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

*Variation(s):* palaces

**retreat, n.** The act of escaping, withdrawing, or turning around

*Example:* The boys had their bikes nearby in case they needed to make a retreat.

*Variation(s):* retreats

**wealth, n.** A great deal of valuable possessions or resources  
*Example:* Precious stones made up most of the king's wealth.  
*Variation(s):* none

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

# 9A

## In the Palace of an Emperor



### Introducing the Read-Aloud

10 minutes

#### Where Are We?

---

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

#### What Have We Already Learned?

---

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

#### Purpose for Listening

---

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

Explain to students that today they will hear a story about an Aztec leader. Tell the students to listen carefully to find out what kind of leader the Aztec had and how it was the same or different from the leaders the Maya had.



## In the Palace of an Emperor

← Show image 9A-1: Moctezuma and his entourage<sup>1</sup>

- 1 (Point to Moctezuma in the picture.) Moctezuma was the emperor of a large empire. This means that he, like a king, ruled people. An emperor usually rules over foreign people and their lands.
- 2 (Ask students if they have ever heard of a palace before. Elicit their ideas about palaces, grand homes for kings, queens, and emperors.)

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

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

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



← Show image 9A-2: Throne room

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

- 3 This means that if anyone looked at Moctezuma's face or wore shoes while Moctezuma was around, they would be sentenced to death.



← **Show image 9A-3: Moctezuma sitting on a jeweled throne**

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

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

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

6 Lords are owners of land or other property.

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

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



← **Show image 9A-4: Report of strangers**

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

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

7 Can you guess what the huge deer were that the strangers were riding?

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



← **Show image 9A-5: Moctezuma and Snake Woman**

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

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

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

The Snake Woman nodded to the nobleman, who continued, “There is other news. These strangers have made friends with the Totonacs, the people of Cempoala. 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?

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



← **Show image 9A-6: Moctezuma’s feast**

The lords continued their report, followed by reports on other matters by other servants of Moctezuma. Afterward, the nobleman with the magnificent feathers once again led the emperor through the halls, this time to his main dining hall.<sup>9</sup> There, Moctezuma and hundreds of his nobles sat down to a feast, eating off beautiful plates which were given away after just one use.

- 9 A dining hall is a place where people eat meals.



← **Show image 9A-7: Moctezuma meeting with his counselors**

Later, Moctezuma and his chief advisors met together and the emperor said, “Send gold and silver to the leaders of these strangers. Let the nobles who bring these gifts tell the strangers that they are on Aztec land, ruled over by Emperor Moctezuma, who sends these small tokens of his power and wealth.<sup>10</sup> They will know from these gifts the great wealth and power we wield here, and perhaps they will turn and leave our empire.”<sup>11</sup>

- 10 The emperor is a very rich man, and he wants to show off his riches or his wealth.
- 11 Who do you think these strangers are?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Who was the emperor of the Aztec in the story? (Moctezuma)
2. Was the capital of the Aztec empire Tenochtitlan or Baakal? (Tenochtitlan)
3. Describe Snake Woman's clothing. (brightly colored robes, feathers around head)
4. Who was Snake Woman named after? (an Aztec goddess)  
Was the Snake Woman really a woman? (no, a man)
5. Why does Moctezuma want to send the strangers gifts? (to show his power and wealth in hopes that they will leave)
6. Do you think the strangers will leave once they receive the gifts from Moctezuma? Why or why not? (Answers may vary.)
7. *Why? Pair Share:* Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, "Why didn't people look at Moctezuma?" Turn to your neighbor and ask your "why" question. Listen to your neighbor's response. Then your neighbor will ask a new "why" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Empire

(5 minutes)

1. In the read-aloud today, we heard that Moctezuma was the *emperor* of the Aztec.
2. Say the word *emperor* with me.
3. An emperor is a ruler, kind of like a king. A female emperor is called an empress.
4. The emperor ruled his empire very strictly.

5. Moctezuma was the emperor of the Aztec, so people were not allowed to look at him, and every time he ate, he used new plates. What would it be like if you were an emperor or empress? Try to use the word *emperor* or *empress* when you talk about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "If I were an emperor (empress), I would . . .")
6. What's the word we've been talking about?

For follow-up, have students describe what they would do as an emperor. Remind students to use the word *emperor* when they tell about it.



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

# 9B

## *In the Palace of an Emperor*



### **Extensions**

**20** minutes

#### **Civilizations Chart**

---

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

#### **Timeline**

---

Show students the timeline. Remind students that this timeline represents all that has passed from the time of the land bridge, when the first prehistoric people came to the Americas, until today. Show students Image Card 14 (picture of Moctezuma). Explain to students that this is a picture of Moctezuma, the emperor of the Aztec who was talked about in today's read-aloud. Estimate about five hundred years prior to the "today" marker on the timeline, and place Image Card 14 there. Explain to students that the read-aloud they heard today took place a long time ago, but a number of years after King Pakal and the stories about the Maya they heard. [Note for teacher's reference only: The Maya was the earliest civilization and spanned more than 2000 years from 1000 BCE to 1542 CE. Both the Aztec and the Inca were later civilizations that only overlapped briefly with the Maya and spanned a little over two hundred years from 1300 CE to 1533 CE.]

## Drawing the Read-Aloud

---

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

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

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

# 10

## Cortés's Letter



### Lesson Objectives

#### Core Content Objectives

---

Students will:

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

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Follow multi-step, oral directions (L.1.5)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

## Core Vocabulary

---

**aqueducts, n.** Structures like bridges that carry water to faraway places

*Example:* The aqueducts brought water to the girl’s home at the very edge of the city.

*Variation(s):* aqueduct

**courteous, adj.** Being polite or thinking of others

*Example:* The students were courteous toward their new teacher.

*Variation(s):* none

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

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

*Variation(s):* courthouses

**enormous, adj.** Very large

*Example:* The boy’s hat was enormous, covering both of his eyes.

*Variation(s):* none

**royalty, n.** People of royal blood or ancestry

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

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	world map or globe	10
	<b>What Have We Already Learned?</b>	world map or globe	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Cortés's Letter</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Courteous</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Civilizations Chart</b>	Image Card 15	20
	<b>Make Your Own Civilizations Chart</b>	Instructional Master 6B-1 drawing tools	

# 10A

## Cortés's Letter



### Introducing the Read-Aloud

10 minutes

#### Where Are We?

---

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

#### What Have We Already Learned?

---

Discuss the previous read-aloud with students. Who was the ruler of the Aztec? (Moctezuma) What was the name of the city where his palace was located? (Tenochtitlan)

Discuss with students their predictions about who the “strangers” were from the last read-aloud. Explain to the students that those strangers were actually Spaniards (people from Spain) that sailed to the Aztec region on ships. Remind students that in kindergarten, they studied about Christopher Columbus and his travels to the Americas. Tell students that many Spanish soldiers and explorers traveled to the Americas after Christopher Columbus made the first trip in 1492. One of those explorers was Hernán Cortés, who led the Spaniards to Mexico. On a world map or globe, show students where Spain is located. Trace the path across the ocean from Spain to Mexico.

#### Purpose for Listening

---

Tell students that you are about to read part of a letter from Cortés, the leader of the Spaniards who sailed to Mexico, to the king of Spain. In the letter, Cortés describes Emperor Moctezuma and the capital city of Tenochtitlan. Tell students to listen carefully to the read-aloud, to find out more about the Aztec empire.



- 1 This is the Spanish explorer who wrote this letter.
- 2 a polite way to address a king

## Cortés's Letter

### ← Show image 10A-1: Portrait of Cortés<sup>1</sup>

Your majesty,<sup>2</sup> in order to fully describe the city of Tenochtitlan and the emperor, Moctezuma, it would require more writers than just myself and would take a very long time. I will not be able to fully explain everything, but I will do my best to describe the amazing things we have seen.

The Aztec state is in the shape of a circle. It is completely surrounded by tall mountains. There are two lakes that take up almost the entire valley in which the city is located. One of the lakes is fresh water and the other is a saltwater lake.



- 3 If you look at the picture, you will see just how enormous, or huge, Tenochtitlan was.

### ← Show image 10A-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. There are four entrances to this **enormous** city.<sup>3</sup> In order to cross over the lake into the city, large bridges were constructed. The bridges are so wide that as many as ten horses walking side by side could cross them. The main streets are very wide and straight. Some of the smaller streets are made of land and some are made of water, similar to streams or canals. The people of the city use canoes to travel in the streets made of water.



### ← Show image 10A-3: Busy Tenochtitlan market

There are several main squares, all of which contain markets. 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, mattresses, clothing, pottery, and so much more! Along with all the items that are for sale, there are also restaurants and barber

shops. A building, like a **courthouse**, also sits in the market. People in this building are like judges, resolving arguments and ordering punishment for criminals.



4 or religious leaders

← **Show image 10A-4: Tenochtitlan temple and priest**

Also in Tenochtitlan, there are many beautiful temples. The priests<sup>4</sup> live in a part of each temple and dress in black. These priests wear the exact same clothing for their whole lives and they never cut or comb their hair.



5 (Point to the aqueduct in the picture.) Aqueducts are special structures like pipes or bridges that carry water from one place to another.

← **Show image 10A-5: Getting water from an aqueduct**<sup>5</sup>

Since the lake surrounding the city is a salt lake, there are **aqueducts** that carry the water from the fresh water lake. 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 entire city's water supply! It is quite amazing to see.<sup>6</sup>

6 Do you think Cortés is impressed by the Aztec city? How can you tell?

7 The people are nice and helpful to each other, making the city a peaceful place to be where everything works well.

Order has been established and is well-kept in the city. The people of the city are very friendly and **courteous** to one another, and behave much in the same way as Spaniards. I found this most surprising because of how different they and their city look from us.<sup>7</sup>



← **Show image 10A-6: Moctezuma**

8 This means that Cortés thinks that Moctezuma's empire is very big.

In regard to Emperor Moctezuma, his empire is quite unbelievable. I have been unable to find out how large of an area he rules. I believe he rules a land at least as large as Spain.<sup>8</sup>

However, I have seen with my own eyes his great wealth. He possesses many, many objects made from gold, silver, and other precious metals, all made by wonderful craftsmen. Within the city, there are quite a few palaces—so wondrous that I could not possibly describe them adequately.



9 (Point to the balcony in the picture.)

← **Show image 10A-7: Inside the princes' palace**

One of the smaller palaces is attached to a beautiful garden with a balcony that runs over top of it.<sup>9</sup> Two high-ranking princes

10 or people who live inside the palaces, like kings, queens, princes, and princesses



live inside this palace. Also, inside the palace are ten pools of water; some of the pools are of salt water and some are of fresh water. In each of the pools live different kinds of birds. The birds that need salt water live in the saltwater pools, and the birds that need fresh water 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**<sup>10</sup> here are able to just look out a window and be amused by the birds in the various pools.

← **Show image 10A-8: Aztec city of Tenochtitlan on the islands of Lake Texcoco**

I have tried to write these descriptions as truthfully as I can, so that your Majesty may have an accurate picture of this part of the world.

Your humble servant,

*Hernán Cortés*

Hernán Cortés

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

1. Was Tenochtitlan a big city or a small city? (big city)
2. Where is Tenochtitlan located? (in Mexico, on an island in the middle of a lake)
3. How big does Cortés say Moctezuma’s empire is? (too big to describe)
4. Describe the markets in Tenochtitlan. (lots of people; many different kinds of things sold there, such as food, precious stones, shells, feathers, medicines, wood, coal, mattresses, clothing, pottery, etc.)



← **Show image 10A-5: Getting water from an aqueduct**

5. How do the aqueducts supply the people in Tenochtitlan with water? (The aqueducts are special structures like pipes or bridges that carry water from the freshwater lake to the city.)

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

6. *Think Pair Share:* Would you want to visit a city like Tenochtitlan? Why or why not? (Answers may vary.)

### **Word Work: Courteous**

**(5 minutes)**

1. In the story today we heard that the people of the Tenochtitlan were very friendly and *courteous* to one another.
2. Say the word *courteous* with me.
3. When someone is being courteous, that means they are being nice, helpful, and polite.
4. It is courteous to help someone carry his or her bags or to open the door for someone else.
5. Think of other ways to be courteous. Try to use the word *courteous* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "It would be courteous to . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read you a sentence or phrase. If the sentence or phrase describes something that is courteous, say, "That's courteous." If the sentence or phrase describes something that is not courteous, say, "That's not courteous."

1. taking a toy that someone else is already playing with (That's not courteous.)
2. saying "please" and "thank you" (That's courteous.)
3. pushing your friend (That's not courteous.)
4. listening carefully when someone is talking to you (That's courteous.)
5. waiting patiently for someone else to finish their turn (That's courteous.)
6. talking while someone else is talking (That's not courteous.)



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

# 10B

## Cortés's Letter



### Extensions

20 minutes

#### Civilizations Chart

---

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



#### Make Your Own Civilizations Chart (Instructional Master 6B-1)

---

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

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

Use Instructional Master 6B-1. Tell students that they are going to create their own Civilizations Chart to share with their families.

Make the class civilizations chart available for reference, but let students know that they may think of other things to draw in addition to the pictures on the image cards. Have students draw pictures to show what they have learned about the various components of the Aztec civilization. Students who are ready may also write words or sentences. Save students' charts so that they can add the Inca information to it at a later time.

This instructional master may be used as an assessment.

# PP2

## Pausing Point 2



### Note to Teacher

This is the end of the read-alouds about the Aztec. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### Core Content Objectives Up to This Pausing Point

Students will:

- Identify the area in which the Aztec lived
- Understand that the Aztec had a religion, leaders, towns, and farming
- Understand that the Aztec established a vast empire in central Mexico many, many years ago
- Identify the Aztec capital as Tenochtitlan
- Recognize by name the emperor of the Aztec, Moctezuma

### Activities

#### Central Mexico

---

##### Materials: World map or globe

Help students locate and identify the area where the Aztec lived. (central Mexico) Then have them locate and identify the area where the Maya lived. (Yucatan Peninsula) Point out to students the distance between the two areas.

## Image Review

---

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

## Domain-Related Trade Book or Student Choice

---

### Materials: Trade book

You may choose to read an additional trade book to review a particular event; refer to the trade books listed in the domain introduction. You may also have the students choose a read-aloud to hear 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 newspaper reporters in Moctezuma's throne room and write a group news article describing it.

## Key Vocabulary Brainstorming

---

### Materials: Chart paper

Give students a key vocabulary word such as *empire*. Have them brainstorm everything that comes to mind when they hear the word, such as, Moctezuma, Aztec, etc. Record their responses on a piece of chart paper for reference.

## Class Book: Maya, Aztec, and Inca

---

### Materials: Drawing paper and drawing tools

You may have already begun a class book with students earlier in this domain. If so, continue to work with this book. Otherwise, tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in the domain. Have the students brainstorm important information

about the Aztec. You may wish to refer to the Civilizations Chart as you review with students. Have each student choose something they have learned about the Aztec civilization to draw a picture of, and then ask them to write a caption for the picture. Compile students' pages and save them to combine with the pages about the Inca.

### **Aztec Legend Retell**

---

Reinforce the legend of the Aztec (Lesson 7) by having students draw key elements of the legend. (snake, eagle, cactus, desert, god) Have students retell the story using these pictures.

You may also wish to point out to students that the “sign” (the eagle with a snake in its mouth on a cactus) in the legend is on the Mexican flag.

### **Ancient Aztec Ruins**

---

To learn more about the ancient Aztec ruins, use an internet search to find pictures and descriptions of Aztec archaeological sites.

# 11

## Who Were the Inca?



### Lesson Objectives

#### Core Content Objectives

---

Students will:

- Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Understand that the Inca had leaders (emperors), and a religion
- Identify the area in which the Inca lived

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)

- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)

### Core Vocabulary

**collecting, v.** gathering

*Example:* Sheri wandered down the path collecting all the flowers she could find.

*Variation(s):* collect, collects, collected

**possessions, n.** Things that someone owns

*Example:* Among the artist’s possessions were paints, paintbrushes, and an easel.

*Variation(s):* possession

**villagers, n.** People living in a small town or village

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

*Variation(s):* villager

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Where Are We?</b>	world map or globe	10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Who Were the Inca?</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Possessions</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>The Legend of Viracocha</b>		20
	<b>Civilizations Chart</b>	Image Cards 16 and 17	
	<b>Timeline</b>	Image Card 18	
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Master 11B-1	

# 11A

## Who Were the Inca?



### Introducing the Read-Aloud

10 minutes

#### Where Are We?

---

First, review the locations of North, Central, and South America with the class. On a world map or globe, have one student locate the area where the Maya lived. If students have trouble locating where the Maya lived, remind them that the Maya lived in the rainforests in Mexico and Central America, in and around what we now call the Yucatan Peninsula. Point out the region on the map or globe.

Then have another student locate the area where the Aztec lived. If students have trouble locating where the Aztec lived, remind students that the Aztec lived in central Mexico, north of the Maya. Point out the region on the map or globe.

Tell students that today they are going to learn about a third civilization, the Incan civilization, that developed in South America. Have them repeat the word *Inca* after you. Tell students that the Inca ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Locate that area on the map. Tell students that today's read-aloud takes place in the area that is now called Peru. Point to Peru on the map.

#### Purpose for Listening

---

Tell students that the Inca lands formed a large empire ruled by one leader. Ask them to listen to the read-aloud to see how the Inca leader is the same as the Maya and Aztec leaders and how the Inca leader is different.



## Who Were the Inca?

### ← Show image 11A-1: Map of the Inca Empire

Who were the Inca? Where did they live? How were they like the Maya or the Aztec about whom we have already heard?

The Inca were one of many groups of people who lived in North, Central, or South America long ago. They lived in the western part of South America, which you can see on the map. The Inca lived in parts of what we now call Bolivia, Ecuador, Argentina, Peru, and Chile.<sup>1</sup>

1 (Point to the illustration.)

They controlled about twenty-five hundred miles of land in South America. That's about the same distance as travelling from one side of the United States to the other.



### ← Show image 11A-2: Inca roads

More incredibly, the Inca created almost twenty thousand miles of roads. They walked or ran in order to share ideas and information with other Inca in faraway parts of their empire.

2 Remember, to conquer is to take over other people, against their will, and control their lands. Just as the Aztec conquered other peoples and had an empire, the Inca did as well, but in a different area.

The Inca controlled so much land because they conquered other nations of people. Each time they did the size of their empire would grow.<sup>2</sup> When the Inca conquered other nations, the emperor of the Inca would often have the conquered **villagers** move to a new area.<sup>3</sup> Here is a story about a village that was forced to move.

3 Villagers are the people who live in a small town or village.



### ← Show image 11A-3: Little Flower and Blue Sky

"I do not understand," cried the girl. Her name was Little Flower, and she was five years old. "Why do we have to move? This is where we live."<sup>4</sup>

4 The girl's name is Little Flower. The Inca, like the Maya and the Aztec, named themselves for plants, animals, or types of weather that had special meaning to them.

Her older sister, Blue Sky, tried to explain, as she had been trying for three days now. "The emperor of the Inca has ordered our people, the people of the Village of Stone Walls, to move."



← **Show image 11A-4: Emperor of the Inca**

“He says we must go and live up in the big, tall mountains closer to his city of Cuzco (kooz-ko). He says if we are living among his own people, we will not try to be so different from them. He says we will get to be friends with the Inca people. And before you ask me again, Little Flower, I will tell you one last time. The emperor of the Inca now rules the Village of Stone Walls. We have to do as he says or he will be very angry.”



← **Show image 11A-5: Little Flower and Blue Sky**

Blue Sky thought over how much to tell Little Flower. She did not want to really scare 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 scary 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, don’t you?”

Little Flower thought about this. “Yes,” she answered, “I guess we had better do it.” But as Blue Sky smiled and went back to **collecting**<sup>5</sup> their things, the smaller girl whispered to herself, “But I still don’t like it.”<sup>6</sup>

5 or gathering

6 How do you think Little Flower and Blue Sky feel about leaving their village?



← **Show image 11A-6: 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 in places as cold as those to which they were moving. Yet it was to the colder, high mountains they were about to go.<sup>7</sup>

7 So the villagers are moving from the ocean coast to the mountains, where it is much colder.



← Show image 11A-7: Blue Sky and Little Flower leading their llama<sup>8</sup>

8 (Point to the picture and ask students if they know what kind of animal is pictured.)

9 or things that they owned

The people of the Village of Stone Walls used llamas to carry loads for them. Llamas were very gentle, but strong enough to carry a lot on their backs. Blue Sky and Little Flower loaded all the **possessions**<sup>9</sup> they were able to take with them onto the llamas. Early the next morning, Blue Sky, Little Flower, and the rest of the people from the Village of Stone Walls, left their homes to make new ones in the mountains around Cuzco.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. The read-aloud says that the Inca created twenty thousand miles of roads. Why did they need so many? (The Inca had a very large empire, and as the empire grew, they built more and more roads to connect their conquered lands.)
2. The read-aloud also tells us that the Inca walked or ran from one place to another, often long distances. Why wouldn't they get in their cars and drive from place to place as we do? (Cars had not been invented back then.)
3. 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.)
4. What can you tell about the leaders of the Inca? (Answers may vary but may include that the Inca were greedy, out to expand their empire; they appear bossy, making people move to other areas, away from their homes; they were feared.)
5. 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.)

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

6. *Think Pair Share:* Blue Sky does not want her little sister, Little Flower, to be scared. How would you feel if you were moving to a new place that you had never seen before and that was very different from the place where you lived? Has that ever happened to you before? (Answers may vary.)

### Word Work: Possessions

(5 minutes)

1. The read-aloud says that Blue Sky and Little Flower loaded all the *possessions* they were able to take with them onto the llamas.
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 oldest, most comfortable pair of shoes.
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 the students' responses: "My favorite possessions are . . . ")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some pairs of things. If any of the things I name could be possessions, or things that somebody might own, say, "possessions." If they are not things that someone might own, say, "not possessions."

1. hat and scarf (possessions)
2. shoes and socks (possessions)
3. clouds and wind (not possessions)
4. pots and pans (possessions)
5. sun and rain (not possessions)



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

# 11B

## Who Were the Inca?



### Extensions

20 minutes

#### The Legend of Viracocha (vi-ra-co-cha)

Tell students that people all over the world tell legends to one another. Say, “Legends are like folktales that are passed down from one generation to another. For example, your grandmother may have told your mother a story that she now tells to you. Legends are told as a true story, but in fact may really be false and only a myth, told to explain how something came to be.” Review with students the Aztec legend, “The Eagle and the Serpent.”

The Maya, Aztec, and Inca all had legends to help explain how their worlds were created, or born—who made the sun, the moon, and the stars; who made the animals and plants on Earth; and who made people. The Inca passed along the legend of Viracocha, the creator of the world. Like the Maya and the Aztec, the Inca also believed in many mythical gods that controlled different things.



#### ← Show image 11B-1: Viracocha

The following legend should be read to the students to give them an idea of the *mythical* nature of the religion practiced by the Inca. Explain that Viracocha is the name of one of the gods the Incas believed in to try to explain how the world was created. Tell students this is an image of Viracocha.

#### *The Legend of Viracocha*

It is told that Viracocha rose up from the Island of the Sun in the middle of Lake Titicaca (tit-i-KAH-kuh), near Peru’s capital city of Cuzco, the city that was close to Blue Sky and Little Flower’s new mountain home. Viracocha created the earth and the heavens from nothingness. Then he created all the beings of the earth, the animals and plants and people.

Some say that Viracocha made the people out of mud; others

say that he used the native stone that is so plentiful in the Andes Mountains of Peru. He divided the figures into groups, giving each group its own language, its own foods to grow, and its own legends to tell. Then he buried the creatures in mountain caves until he was ready to tell them what to do next.

One by one, Viracocha scattered these different groups of people in different places, from mountains to deserts to seas. He then traveled among them across many lands, awakening them, and teaching them how to live where he had put them. Viracocha gave them jobs to do and foods to eat. But when he arrived in the high mountains of Peru the people were frightened by this strange white man with his long white beard. They drew their weapons, ready to kill him, thus angering Viracocha.

Suddenly, fire poured out of the mountains around them and rolled down the slopes, burning everything in its path.<sup>1</sup> When the people saw how powerful he was, they threw down their weapons and knelt before Viracocha. He put out the fire, telling the people that he was their creator. From then on, they worshipped Viracocha as the creator of all things, the god of the sun that provides life to the people on Earth.

Once Viracocha finished his job on Earth, it is said that he wandered off into the sunset, walking across the waters of the Pacific Ocean. Clearly, the Inca believed that Viracocha was a magical and all-powerful god. They built *huacas* (WA-kas), or stone temples, to worship him and remember their good fortune. These *huacas* still exist today around Cuzco, in the mountains of Peru. One large and famous huaca is the Sun Temple in Cuzco.

1 Can you guess what the fire is called that comes out of the mountains like this in and around where the Inca lived? Yes, it is lava, and mountains like this one are called volcanoes.

## Civilizations Chart

---

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

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

## **Timeline**

---

Show students the timeline. Remind students that this timeline represents all that has passed from the time of the land bridge, when the first prehistoric people came to the Americas, until today. Review that the Maya stories they heard about happened prior to the Aztec empire. Explain to students that the Inca, whom they have been reading about today, lived at the *same* time as the Aztec and their Emperor Moctezuma. Place Image Card 18 (Inca) right below and at the same vertical marker as Image Card 14 (picture of Moctezuma/Aztec) on the timeline. [Note for teacher's reference only: The Maya was the earliest civilization and spanned more than 2000 years from 1000 BCE to 1542 CE. Both the Aztec and the Inca were later civilizations that only overlapped briefly with the Maya and spanned a little over 200 years from 1300 CE to 1533 CE.]

## **Parent Letter**

---

Send home Instructional Master 11B-1.

# 12

## The Runner



### Lesson Objectives

#### Core Content Objectives

---

Students will:

- Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Understand that the Inca farmed
- Identify the area in which the Inca lived

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)

- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Draw pictures, dictate or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.1.39)

### Core Vocabulary

---

**forbidden, *adj.*** Not allowed

*Example:* Unless you were royalty, you were forbidden from entering the palace.

*Variation(s):* none

**gasping, *v.*** Struggling to breathe; taking a short, quick breath

*Example:* After running a mile, the boy was gasping for breath.

*Variation(s):* gasp, gasps, gasped

**honor, *n.*** Sign of distinction or respect

*Example:* It was a great honor to be picked line leader of the class.

*Variation(s):* honors

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

# 12A *The Runner*



## **Introducing the Read-Aloud**

**10** minutes

### **Where Are We?**

---

Remind students that the previous read-aloud was about the Inca who ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Locate this area on a world map or globe. Tell them that today's read-aloud continues the story of the Inca in this vast empire.

### **Making Predictions About the Read-Aloud**

---

Remind students that in the last read-aloud they learned that the Inca built twenty thousand miles of roads. The roads were very important for the Inca emperor because he ruled over such a huge area of land. The roads helped connect the people from the Andes Mountains to the Pacific coast. Tell students that today's story is called "The Runner." Ask them what comes to mind when they think about runners (from famous Olympians to their own joy of running). Then tell them that the runner in today's read-aloud runs for his job. Ask them to predict who this runner works for and what his job could be.

### **Purpose for Listening**

---

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



## The Runner

← **Show image 12A-1: Runner waiting for his message**

He waited by the side of the road, glancing back every minute or so. He had already warmed up his muscles, stretching and bending, preparing for what he was about to do. Now he was ready. While he waited, he thought about a few years ago when he had first become a runner for the Inca.



← **Show image 12A-2: The young runner**

“You are the fastest runner in our village,” the old man had told him on that day five years before. “Everyone in our village farms. We pay the emperor by giving him part of our crop each season. This is how we pay for soldiers to protect us and for priests to pray for us. But no matter how much we give, always the answer comes back to us: ‘More, you must give more.’ But you, boy, can change all that. If you become a runner, our people will not have to give as much of our crop to the emperor. If we do not have to give as much of our crop to the emperor, it will mean more food for hungry mouths. It will bring **honor** upon you, your family, and your tribe.”<sup>1</sup>

Looking into the old man’s eyes, he knew that he had no choice.<sup>2</sup>

← **Show image 12A-3: The runner proving his speed**

Soon after the old man told him this, the royal servants came to the village high upon a steep mountainside. They had heard how fast he could run, and they were there to see if he really could run that fast. Was he really such a fast long-distance runner?

The servants had sent a man some way along the mountain road, and then had the young runner sprint to the man down the road as fast as he could. He had raced along, loving the free feeling of running. The wind was blowing his hair, and his feet

- 1 If someone honors you, they look up to you and respect you for what you have done.
- 2 Why do you think the runner had no choice in deciding whether to be a runner or not? If he became a runner, he could help his village. His job would serve as payment to the emperor so that his people could keep more of their crops.



seemed to move as if they had minds of their own. He had run fast that day to show that he could, and that same day the servants had taken him from his family and his village—the only people and the only home he had ever known.



← **Show image 12A-4: The runner doing his job**

Now he was a runner. He was told, “The emperor has commanded many roads to be built so that he can send orders and messages all over his mighty empire, and receive back news from even the most distant corners of his nation. Now you have the honor of being a runner. You will carry news, orders for the soldiers and governors who serve our emperor, and occasionally even small objects. Another runner will appear at such and such a time and at such and such a place to bring these things to you. Then you will carry them for many miles and hand them in turn to the next runner. It is a great honor to serve the emperor in this way, and you will be cared for accordingly. You shall always be well fed. There will always be warm, comfortable places for you to rest or sleep at the end of your time running. And look, this bracelet of gold and copper is for you to wear.”

3 The word *forbidden* means you are not allowed to do something. Why do you think the runner was forbidden to look in the bag?



← **Show image 12A-5: Runner waiting for his message**

Since then the runner had carried news many times. Sometimes the runner before him handed off a leather bag with straps he could throw over his shoulders so that it would not get in the way of his even stride. He himself never knew what the bag contained. He was **forbidden** to look. His job was simply to carry it onward.<sup>3</sup>

Now as he waited, he wondered what he was to carry this time. Was it news for him to memorize and pass on to the next runner? Would there be a bag this time?

How far was he to run before he would see the next runner waiting for him by the road as he himself now waited?

Then he looked once more along the road and saw another runner coming.



← **Show image 12A-6: New runner arriving**

- 4 Sometimes we say we have to “catch our breath” because we have been breathing so hard. When that happens, we gasp for breath.
- 5 Who do you think the strangers in metal were?

But what was this? The man was having trouble standing upright. He was **gasp**ing for breath. It was obvious he had run faster than he ever had before.<sup>4</sup>

“What is it?” the runner said.

The other man answered, “Strangers . . . in metal. They are riding on . . . I cannot tell you. I do not . . . know what to call them.”<sup>5</sup>



← **Show image 12A-7: Conquistadores**<sup>6</sup>

- 6 What do you see in this picture?

None of this made sense to the runner, but before he could speak, the man told him, “There is . . . no time. Take this.” He shrugged himself out of the straps and handed the pouch on. “Run . . . as you have never run before! There are enemies among us . . . ”



← **Show image 12A-8: Running to report the invasion**

The other man gasped. “Run! Run, brother!” So the runner swung the straps over his own shoulders. But before he left, he helped the other man sit down with his back to the trunk of a shady tree to rest. “Here is water,” he said, giving the other messenger his own supply. “I will take the news. I promise you the emperor will receive this message!”

Then, as he turned and sprang forward with all his might, he heard the other man repeat again in deep, gasping breaths, “Run! Run, brother!” After that, all he heard was the sound of his own footsteps as he settled into his running pace and turned the bend in the road, knowing he had a long way to go.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Who did the runner work for? (the emperor of the Inca) Were your predictions correct about who this runner worked for and what his job could be? (Answers may vary.)
2. Why was the boy chosen to be the emperor's runner? (He was the fastest runner in the village, and the emperor had been told about his speed.)
3. What was the boy's job? (He carried news, messages, and sometimes small objects from one place to another over long distances.)
4. The read-aloud tells us that it was an honor, or something very special, to be chosen as a runner. Why do you think it was an honor? (The runner helped his whole village. His job served as partial payment to the emperor so that his people could have more of the crops that they farmed to feed the hungry villagers.)
5. What did the emperor give him for being a runner? (He was given food and a place to sleep. He was also given a gold and copper bracelet.)
6. Is the runner the only runner in the empire? (no) How do we know that there are other runners? (The read-aloud tells us that the runner hands off messages to other runners, like relay race runners working as a team.) Why would the emperor need so many runners? (His empire was huge and there was a lot of distance to cover.)
7. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who were the strangers in metal following the runners in today's story?" Turn to your neighbor and ask your "who" question. Listen to your neighbor's response. Then your neighbor will ask a new "who" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

## Word Work: Forbidden

(5 minutes)

1. In the read-aloud today, you heard that the runner was *forbidden* to look inside the bag that he carried for the emperor.
2. Say the word *forbidden* with me.
3. If you are forbidden to do something, it means that you are not allowed to do it.
4. We are forbidden to drive through a red light because someone might get hurt.
5. Tell about something that you are forbidden to do. Perhaps you are forbidden to go certain places, stay up past a certain time, eat certain foods, or talk or dress in certain ways. Whatever it is, try to use the word *forbidden* when you tell us about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I am forbidden to . . .")
6. What's the word we've been talking about?

For follow-up, tell students that what is forbidden for some students may not be forbidden for others. Ask them to write one sentence, using the word *forbidden*, to tell about something they are forbidden to do or say. For example, "I am forbidden to tear up my books."



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

# 12B

## The Runner



### Extensions

20 minutes

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

Ask students what the people in the read-aloud gave to the Inca emperor in payment for living on their lands (*crops*). Ask students what people who grow crops for a living are called (*farmers*). Ask them what tools farmers use to harvest their crops. (Answers may vary, but will probably include tractors.)

Then, show students Image Card 19 (*taclla*). Tell them it is the picture of an ancient, or very old, farming tool used by the Inca at the time that the runner lived, and that it is still being used today, hundreds of years later. Ask them if they can tell how the tool might be used. Ask them to think what crops it might be good for harvesting. (Ask one or two students to make a guess and tell why they think what they do.) Then ask if they remember what crops the Maya and Aztec grew (*maize, tomatoes, peppers, etc.*)

Tell them that the Inca also grew some of these same crops but that the Inca who lived in the Andes mountains, where the runner of today's story lived, were also probably the first people in the world to farm *potatoes*. Ask students:

- Do you know where potatoes grow? (*under the ground*)
- What would you use to dig up potatoes from under the ground? (*shovel, hoe, plow, etc.*)

Tell students that the *taclla* (tak-la), a foot plough or digging stick, is still better for digging up potatoes on steep mountain slopes than other modern tools because it is able to break up hard sod, or dirt.

Tell students that farming was a family affair and that the *taclla* was designed to be used by a team of workers. The men turned over the earth in long strips while the women and children crouched on either side of the row to get the sod out of the way in order to plant the seeds.

Next, have students imagine that they are living in the runner's village and that they are farmers there. Tell the students to draw a picture of themselves farming with the *taclla*. Ask students to try to draw themselves to look like the Inca in the pictures they have seen. Use the pictures from the Flip Book or Media Disk to give students an idea of what the Inca wore and how they looked.

### **Civilizations Chart**

---

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

# 13

## *Machu Picchu: A Lucky Discovery*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city
- Understand that much of what we know about the Inca is because of the work of archaeologists
- Identify the area in which the Inca lived

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Follow multi-step, oral directions (L.1.5)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Retell (orally or in writing) important facts and information from a read-aloud (L.1.36)
- With assistance, categorize and organize facts and information within a given domain (L.1.38)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.1.39)

## Core Vocabulary

---

**challenging, *adj.*** Difficult or hard

*Example:* The 100-piece puzzle looked challenging.

*Variation(s):* none

**existence, *n.*** The state or fact of being real as opposed to imagined

*Example:* We did not know the existence of some stars before the invention of the telescope.

*Variation(s):* existences

**raging, *v.*** Moving forcefully or violently

*Example:* The army of men, with swords drawn, were raging toward their enemy.

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

**ruins, n.** Things that remain after something has decayed or been destroyed, such as a building or a city  
*Example:* There were no buildings left after the fire; only ruins remained.  
*Variation(s):* ruin

**trek, n.** A long, difficult journey  
*Example:* The trek along the trail from Maine to Georgia lasted for months.  
*Variation(s):* treks

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Where Are We?</b>	world map or globe	10
	<b>Essential Background Information or Terms</b>		
	<b>Timeline</b>	Image Card 20	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Machu Picchu: A Lucky Discovery</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Trek</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Civilizations Chart</b>	Image Card 21	20
	<b>Make your Own Civilizations Chart</b>	Instructional Master 6B-1 drawing tools	

# 13A

## *Machu Picchu: A Lucky Discovery*



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

**10** minutes

#### **Where Are We?**

---

Remind students that the two previous read-alouds were about the Inca who lived in the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Have a student locate Peru on a world map or globe. Tell them that today's read-aloud also takes place in Peru.

#### **Essential Background Information or Terms**

---

Explain to students that in the read-aloud they are about to hear, they will learn about the fascinating job of an archaeologist. Tell students that an archaeologist is a person who studies ancient civilizations, by examining the remains of old buildings, graves, and tools dug from the ground. Archaeologists study these remains to learn how people lived a long time ago. Explain to students that the act of finding something other people don't know about is called a *discovery*, and that many archaeologists can spend their entire lives searching for just one special piece of history. Tell students that some discoveries may be very small, and in some cases, discoveries are amazingly large.

#### **Timeline**

---

Estimate the year 1900 on the timeline. Label it 1900 and place Image Card 20 (Bingham) on the timeline above 1900. Tell students that this was more than 100 years ago.

#### **Purpose for Listening**

---

Tell students that Hiram Bingham, the archaeologist in today's read-aloud, travels to South America to explore near the city of Cuzco and discovers an ancient Incan city in Peru. Tell students to listen carefully to find out the name of the ancient Incan city that Bingham finds.



## Machu Picchu: A Lucky Discovery

### ← Show image 13A-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 the Inca's struggle against the Spanish invaders.



### ← Show image 13A-2: Conquistadores

Unfortunately, the Spanish conquerors—the Spanish word was conquistadores (kohn-KISS-tah-DOH-rays)—destroyed a lot of the Inca culture while they were attacking the Inca Empire, so Bingham had to depend on legends and folktales for some of his information.<sup>1</sup>

One of these legends told that the last Inca emperor, Manco (MAHN-ko) the Second, had built a city called Vitcos (VIT-kohs), using it as a headquarters to fight the Spanish invaders. The old story hinted it might be down the Urubamba River toward the jungle, in the area now known as Peru, South America.

1 Do you remember the strangers in metal in the Inca story about the runner? These men were Spanish conquerors who attacked the Inca empire long ago.



### ← Show image 13A-3: Aerial view of the Andes and the jungles around Cuzco

Peru is high in the Andes Mountains, which include some of the world's tallest, most **challenging** peaks.<sup>2</sup> Bingham would begin his exploration in the ancient city of Cuzco. His only other clue was that Vitcos was said to have been built where a huge white rock overlooked a pool in a river. Of course, all of these so-called clues and legends might have been false; there might never have been such a city. Bingham went looking anyway.

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



### ← Show image 13A-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 little party camped near a river. A bit later, a stranger

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

appeared unexpectedly. He was a local police sergeant whose tiny house was nearby. “My name is Arteaga (ahr-TAY-guh),” he said holding out his hand, and Bingham shook it, replying, “I’m Hiram Bingham.” When Arteaga heard of Bingham’s interest in old **ruins**,<sup>3</sup> 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.



← **Show image 13A-5: Arteaga and Bingham standing above the Urubamba**

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

After walking for nearly an hour, Arteaga led Bingham down to a cliff’s edge. Below lay a silver grey river **raging** into white water rapids.<sup>4</sup> Bingham could hear it roar as it raced along below. “Urubamba River,” said Arteaga casually. “We’re going there.” He pointed to a shaky-looking rope suspension bridge with wooden slats that looked as if it would collapse under the weight of a bird. Bingham took a deep breath and started out onto the bridge. He picked his way carefully, testing each board before he put his weight on it and praying the ropes would hold. The bridge swung and swayed wildly with every step he took. He told himself, “Don’t look down. It will only frighten you more.” Finally he was across, and then Arteaga followed.



← **Show image 13A-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.” 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 one thousand feet and came out from the trees onto a level 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 were still standing.



← **Show image 13A-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**, Bingham named it after the towering mountain: “Machu Picchu,” which means “Old Mountain” in the Incan language.<sup>5</sup>

5 No one knew the city was there.

The Inca living nearby in the mountains did not know who had built the deserted city, nor did they know what had happened to the people who had built it.

Later, Bingham wrote that Machu Picchu might have been the last hiding place of Inca royalty, built so high that no Spaniard had even guessed it existed; or perhaps the city had been some special religious center for the Inca. He never learned the answer.



← **Show image 13A-8: Bingham seeing Vitcos**

However, 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.



6 or journey

← **Show image 13A-9: Machu Picchu today**

As for Machu Picchu, its beauty remains. Photographs have made it so famous that visitors make the long **trek**<sup>6</sup> there from all over the world. Machu Picchu has been chosen as one of the most important historic places for people to preserve and care for in the whole world.

Today, we know that Machu Picchu was used as a summer capital for earlier Inca emperors, to which the royal court would go in the hottest months. Scientists found documents written by the ancient Inca which cleared up the mystery of Machu Picchu. Maybe someday you will be an archaeologist who finds answers to mysteries like the mystery of Machu Picchu.

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

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Bingham hoped to find the city of Vitcos. Did he find it? (Yes, but it was not the first city he found.)
2. What is the name of the city that Bingham found first, the one he named after the old mountain they had climbed to reach it? (Machu Picchu)
3. What is the name of the people that built Machu Picchu? (Inca)
4. Where is Machu Picchu? (in the Andes mountains of Peru, South America)

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

5. *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 minutes)

1. The read-aloud says, “Photographs have made [Machu Picchu] so famous that visitors make the long *trek* there from all over the world . . . ”
2. Say the word *trek* with me.
3. A *trek* is a long and difficult journey. The people making a trek are usually walking to a place that is difficult to reach, due sometimes to river or mountain crossings.
4. I wore out a pair of shoes on the trek from one side of the mountain to the other.
5. In today’s read-aloud, Hiram Bingham made a long trek into the mountains of Peru. Think about some of the other read-alouds you have heard. Do you remember any other long treks that people made? (Ask two or three students. If necessary guide and/or rephrase students’ responses: “The Incan runner made a long trek . . . ”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say might be examples of a trek, say, “trek.” If they are not examples of a trek, say, “not a trek.”

1. walking to the playground for recess (not a trek)
2. walking across the United States (trek)
3. walking up and down the aisles of the grocery store (not a trek)
4. walking from your bedroom to your kitchen (not a trek)
5. walking from the bottom of a mountain to the top (trek)



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

# 13B

## Machu Picchu: A Lucky Discovery



### Extensions

20 minutes

#### Civilizations Chart

---

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



#### Make Your Own Civilizations Chart (Instructional Master 6B-1)

---

Use the Civilizations Chart to review what students have learned about the Inca. Divide the class into four groups. Give each group one of the image cards from the Civilizations Chart to discuss within the group. Ask each group to come up with three things to tell about each image card and the category it represents with respect to the Inca. Then, have the groups come back together and share with the class. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Explain that the Incan culture is considered a *civilization* because the people living there farmed, built cities, had leaders, and practiced a religion. Groups of people around the world, in ancient times and modern times, have done all of these things. There have been and still are many civilizations.

Reuse Instructional Master 6B-1. Tell students that they are going to continue to create their own civilizations chart to share with their families. Make the class Civilizations Chart available for reference, but let students know that they may think of other things to draw in addition to the pictures on the image cards. Have students draw pictures to show what they have learned about the various components of the Incan civilization. Students who are ready may also write words or sentences.

This instructional master may be used as an assessment.

# PP3

## Pausing Point 3



### Note to Teacher

This is the end of the read-alouds about the Inca. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### Core Content Objectives Up to This Pausing Point

Students will:

- Identify the area in which the Inca lived
- Understand that the Inca had a religion, leaders, towns, and farming
- Understand that much of what we know about the Inca is because of the work of archaeologists
- Understand that the Inca established a vast empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

### Activities

#### South America

---

##### Materials: World map or globe

Help students locate and identify the area where the Inca lived. Then have them locate and identify the area where the Maya and the Aztec lived. Point out to students the distances between the three areas.

## Image Review

---

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

## Chocolate Chip Archaeologists

---

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

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

## Domain-Related Trade Book or Student Choice

---

**Materials: Trade book**

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

## Key Vocabulary Brainstorming

---

**Materials: Chart paper**

Give students a key vocabulary word such as *trek*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on a piece of chart paper for reference.

## Class Book: Maya, Aztec, and Inca

---

**Materials: Drawing paper and drawing tools**

You may have already begun a class book with students earlier in this domain. If so, continue to add to this book. Otherwise, tell the class or a group of students that they are going to make a

class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Inca. You may wish to refer to the Civilizations Chart as you review with students. Have each student choose something they have learned about the Inca to draw a picture of, and then ask them to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

### **Ancient Incan Ruins**

---

To learn more about the ancient Incan ruins, use an internet search to find pictures and descriptions of Incan archaeological sites.



This domain assessment evaluates each student's retention of the core content targeted in *Early American Civilizations*.



## Domain Assessment (Instructional Master DA-1)

Directions: I will read a sentence about an ancient civilization. If it is only true for the Maya, circle the letter 'M' in that row. If the sentence is only true for the Aztec, circle the letter 'A' in that row. If the sentence is only true for the Inca, circle the letter 'I' in that row. If the sentence is true for all of the civilizations, circle all of the letters. Note: It may be helpful for some students to have a bookmark to put under the row being used each time.

1. This civilization used farming as one way to get food. (all)
2. This civilization developed in the Andes Mountains of Peru, in South America. (Inca)
3. This civilization developed in the rainforests of Mexico and Central America. (Maya)
4. This civilization developed in Mexico and built their capital on an island in a lake. (Aztec)
5. This civilization had a city known as Machu Picchu. (Inca)
6. The capital of this civilization was Tenochtitlan. (Aztec)
7. A leader of this civilization was the emperor, Moctezuma. (Aztec)
8. This civilization had cities. (all)
9. This civilization believed in many gods and goddesses. (all)
10. This civilization built observatories, scheduled holidays, and created a calendar based on their knowledge of the planets and stars. (Maya)



**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*





Directions: Think about what you have heard in the story to fill in the chart using words or sentences.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	





Dear Parent or Guardian,

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

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

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

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

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

### **3. Compare Civilizations**

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

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

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

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

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

## **6. Borrow a Book**

Reading to your child is the single most important thing that you can do to encourage his/her literacy development. The local library has a variety of books about the Maya. Check one out and read it with your child.

Be sure to praise your child whenever s/he shares what has been learned at school.

Farming

Cities

Leaders

Religion

Maya

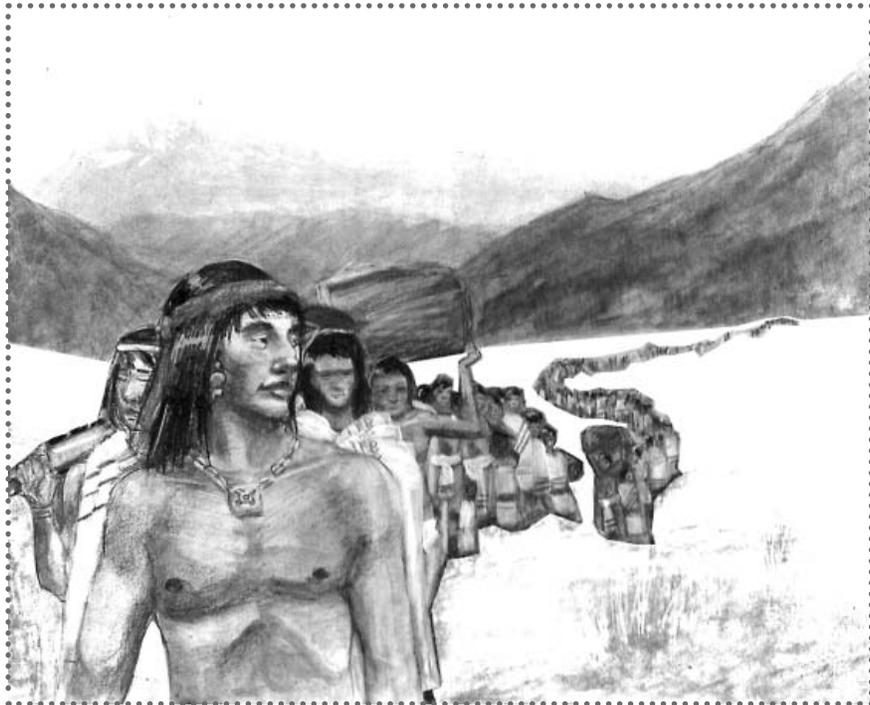
Aztec

Inca

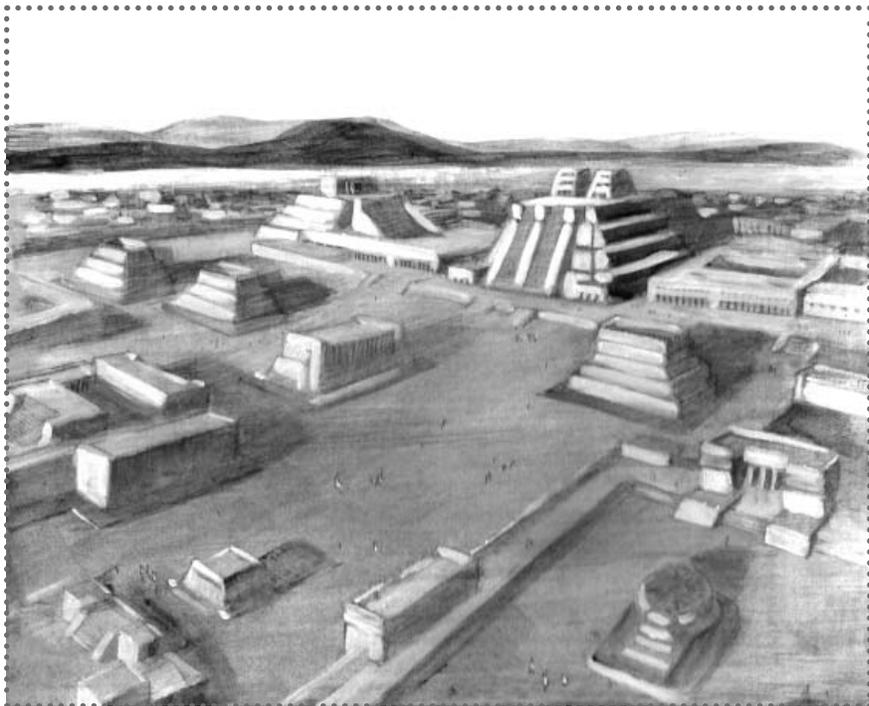
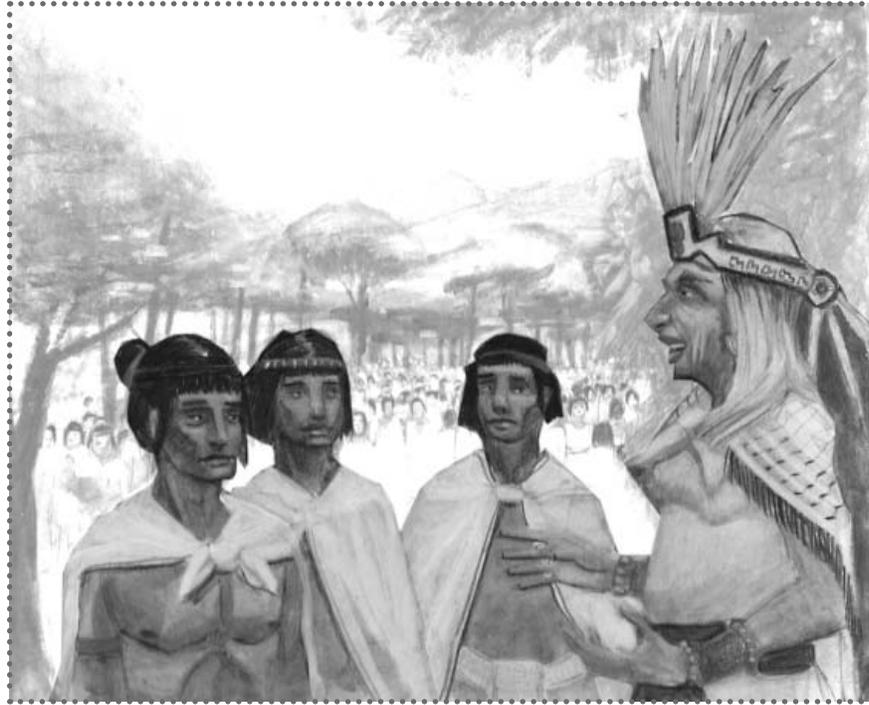
Directions: Draw a picture and/or write about what you have learned about each of these components of the Maya, Aztec, and Inca civilizations.



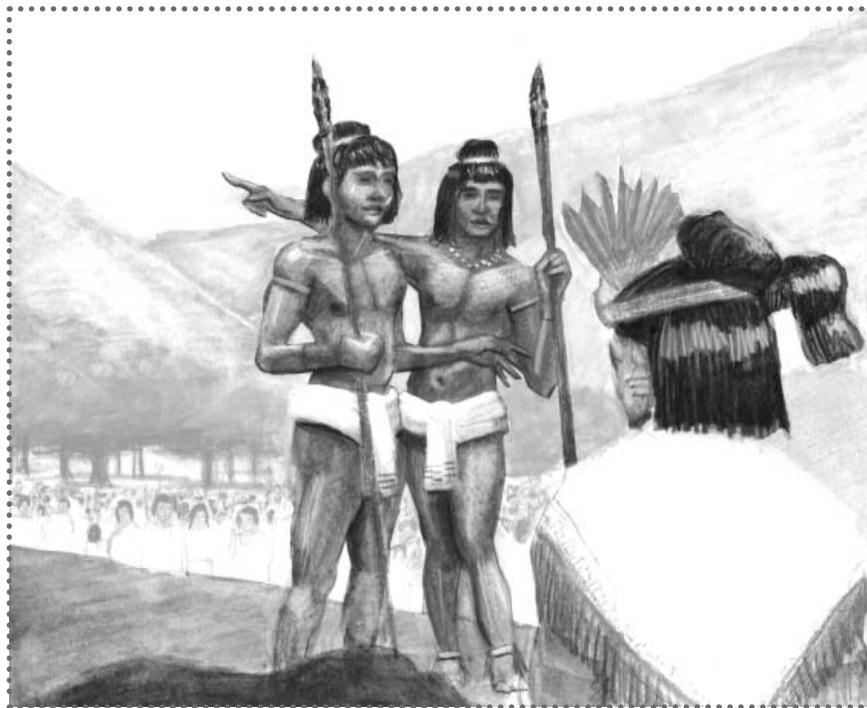

Directions: Cut out the five pictures. Arrange the pictures in order to show the proper sequence of events in the legend. Once they have been sequenced, glue the pictures onto a piece of paper.







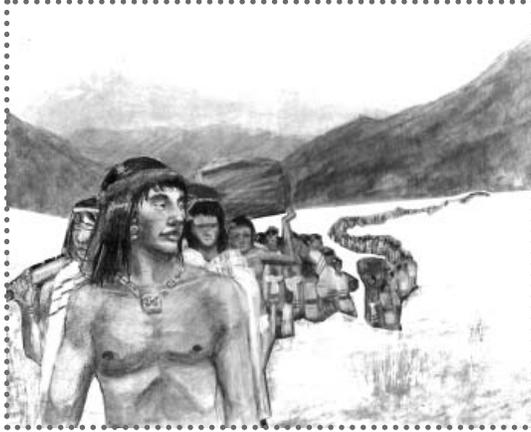






Directions: Cut out the five pictures. Arrange the pictures in order to show the proper sequence of events in the legend. Once they have been sequenced, glue the pictures onto a piece of paper.

1



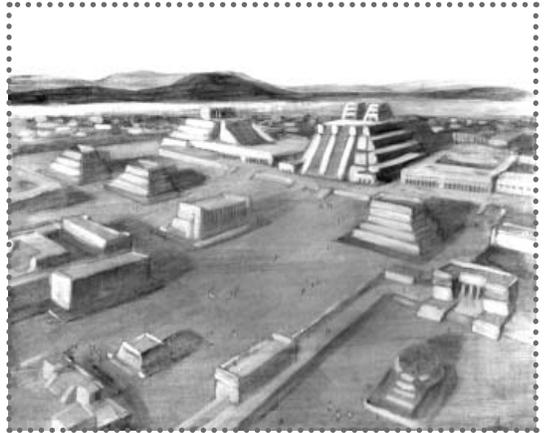
4



2



5



3







Dear Parent or Guardian,

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

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

Have your child locate the region where the Aztec lived (central Mexico, around Mexico City, north of the Maya) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography of this area. (swampland, lakes)

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

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

### **3. Compare Civilizations**

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

### **4. Borrow a Book**

Reading to your child is the single most important thing that you can do to encourage his/her literacy development. The local library has a variety of books about the Aztec. Check one out and read it with your child.

Be sure to praise your child whenever s/he shares what has been learned at school.





Dear Parent or Guardian,

I hope you've enjoyed talking with your child about the Maya and the Aztec. For the next several days, your child will be learning about one other civilization, the Inca. S/he will learn about the importance of farming and the cities that grew where people settled. Your child will also learn about the existence of leaders called emperors as well as the importance of the stars and planets in the Incan religion. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the Inca.

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

Have your child locate the region where the Inca lived (South America; lands along the Andes Mountains and the Pacific Ocean) 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. (desert, rainforest, mountains, coastal)

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

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

### **3. Compare Civilizations**

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

### **4. Borrow a Book**

Reading to your child is the single most important thing that you can do to encourage his/her literacy development. The local library has a variety of books about the Inca. Check one out and read it with your child.

Be sure to praise your child whenever s/he shares what has been learned at school.



Directions: Listen to the sentence read by the teacher. If the sentence is true for the Maya civilization, circle the 'M' in the row. If the sentence is true for the Aztec civilization, circle the 'A' in the row. If the sentence is true for the Inca civilization, circle the 'I' in the row. If the sentence is true for all civilizations, circle the 'M,' the 'A,' and the 'I' in the row.

1.	M	A	I
2.	M	A	I
3.	M	A	I
4.	M	A	I
5.	M	A	I
6.	M	A	I
7.	M	A	I
8.	M	A	I
9.	M	A	I
10.	M	A	I



Directions: Listen to the sentence read by the teacher. If the sentence is true for the Maya civilization, circle the 'M' in the row. If the sentence is true for the Aztec civilization, circle the 'A' in the row. If the sentence is true for the Inca civilization, circle the 'I' in the row. If the sentence is true for all civilizations, circle the 'M,' the 'A,' and the 'I' in the row.

1.	<input checked="" type="radio"/> M	<input checked="" type="radio"/> A	<input type="radio"/> I
2.	<input type="radio"/> M	<input type="radio"/> A	<input checked="" type="radio"/> I
3.	<input checked="" type="radio"/> M	<input type="radio"/> A	<input type="radio"/> I
4.	<input type="radio"/> M	<input checked="" type="radio"/> A	<input type="radio"/> I
5.	<input type="radio"/> M	<input type="radio"/> A	<input checked="" type="radio"/> I
6.	<input type="radio"/> M	<input checked="" type="radio"/> A	<input type="radio"/> I
7.	<input type="radio"/> M	<input checked="" type="radio"/> A	<input type="radio"/> I
8.	<input checked="" type="radio"/> M	<input checked="" type="radio"/> A	<input checked="" type="radio"/> I
9.	<input checked="" type="radio"/> M	<input checked="" type="radio"/> A	<input checked="" type="radio"/> I
10.	<input checked="" type="radio"/> M	<input type="radio"/> A	<input type="radio"/> I





## **ACKNOWLEDGMENTS**

### **CHAIRMAN OF THE BOARD AND SERIES EDITOR-IN-CHIEF**

E. D. Hirsch, Jr.

### **PRESIDENT**

Linda Bevilacqua

### **PROJECT DIRECTOR, DIRECTOR OF SKILLS STRAND**

Matthew M. Davis

### **VP AND PROJECT DIRECTOR, DIRECTOR OF LISTENING AND LEARNING STRAND**

Souzanne A. Wright

### **DOMAIN EDITOR**

Rachael L. Shaw

### **READ-ALOUD AUTHORS**

Lessons 1, 2, 4-6, 7-9, 11A, 12-13, James Weiss; Lesson 3, Rachael L. Shaw and James Weiss;  
Lesson 10, Rachael L. Shaw; Lesson 11B, Catherine S. Whittington

### **CONTRIBUTING EDITORS**

Michelle De Groot, Mary E. Forbes, Martha G. Mack, Elizabeth B. Rasmussen,  
Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

### **EXPERTS ON SUBJECT MATTER**

Marilyn A. Masson (Maya), Michael E. Smith (Aztec, Inca)

### **ART DIRECTOR**

James K. Lee

### **GRAPHIC DESIGNERS**

Kim Berrall, Scott Ritchie

### **ILLUSTRATORS**

Scott Hammond, Anthony Holden, Dustin Mackay, Steve Morrison

### **COVER DESIGNER**

Steve Morrison

### **CONSULTING PROJECT MANAGEMENT SERVICES**

ScribeConcepts.com

## ***Credits***

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

## ***Text Credits***

All read-alouds in this domain are written solely by Jim Weiss for exclusive use by the Core Knowledge Foundation, with the exception of the following read-alouds:

Lesson 3, Rachael L. Shaw and James Weiss

Lesson 10, Rachael L. Shaw

Lesson 11B, Catherine S. Whittington