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TSL 518: Content-based Instruction for English Language Learners
Spring Semester 2012

Unit: The Ancient Americas
6th Grade Social Studies Unit
Marilyn Rosario-Cosme
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TSL 518 – Content Based Instruction for ELLs

**Introduction to Content Based Unit Selected**

I decided to develop a Social Studies unit for a 6th grade mainstream class integrated with ELL students. There are currently 9 ELL students in 6th grade who are receiving ESL or Bilingual services. The levels range from Beginning (Level 1) all the way to Proficient (Level 4), as measured by the LAS Links.

Student will be reading from the textbook *Medieval Times to Today*, which was published by Prentice Hall. I have chosen Chapter 3, pages 58-81, where students will be learning more about “The Ancient Americas”. Upon completion of this unit, I want my ELL students to know:

- which civilizations and cultures developed in the Americas,
- how geography and the environment affected the lives of people in each society,
- about the achievements of each society being studied,
- the forms of communication used by some of the groups, and
- the differences and similarities between the cultures studied.

After having a conversation with the Grade 6 teachers at my school, I discovered that we only have copies of the Student Editions as well as the Teacher’s Edition. We don’t have additional resources that are components to this program, which can be used to deliver each lesson and support students’ learning. Therefore, I will be pulling from other resources from the Literacy Room or from the internet, as well as creating activities and worksheets that can be used to support my ELL students as they learn more about the Ancient Americas.
Lesson 1
<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expressions</th>
<th>Essential Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Describe</td>
<td>Accomplishments and achievements</td>
<td>The ________ was created by the ________. The Mayans used the land to grow ________. The Mayans planted ________. The most important crop was ________.</td>
<td>Slash-and-burn agriculture crops, farmers, land, maize calendar hieroglyphs temples created, developed, burned</td>
<td>Pronouns: they</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Similarities and differences between civilizations</td>
<td>The Aztecs were unlike the Mayans because ... Both civilizations were the same/alike because ...</td>
<td>causeways, aqueducts warriors, emperor artisans, slaves ceremonies worshipped, ruled</td>
<td>Question Words: who, what, where, when, why and how</td>
</tr>
<tr>
<td>Writing sentences</td>
<td>Using verbs in the past tense</td>
<td>The Mayans grew ________. The Aztecs built ________.</td>
<td>&quot;grow&quot; → &quot;grew&quot; &quot;build&quot; → &quot;built&quot; &quot;make&quot; → &quot;made&quot;</td>
<td>Past Tense Irregular</td>
</tr>
</tbody>
</table>
Marilyn Rosario-Cosme  
6th Grade Unit: The Ancient Americas

**Content Objectives**
By the end of this lesson, students will:
- identify the accomplishments & achievements of Mayan and Aztec civilizations on text.
- compare and contrast the Mayan and Aztec empires.
- learn the rules for forming past tense verbs.

**Language Objectives**
So they can...
- orally paraphrase the accomplishments & achievements of each civilization.
- read and identify the similarities and differences between each civilization.
- write a summary/sentences using use past tense verbs.

<table>
<thead>
<tr>
<th>Domain/Task</th>
<th>Level 5: Advanced (Fluent)</th>
<th>Level 4: Proficient (intermediate fluency)</th>
<th>Level 3: Intermediate (Speech Emergent)</th>
<th>Level 2: Early Intermediate (Early Production)</th>
<th>Level 1: Beginner (Preproduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking: Paraphrase</td>
<td>Independently identify 3 accomplishments of each civilization and explain why these accomplishments were important.</td>
<td>With a partner, use complete sentences to identify 3 accomplishments of each civilization.</td>
<td>With a partner, recall 3 accomplishments of each civilization using short phrases.</td>
<td>Using given expressions, tell what each civilization accomplished or achieved.</td>
<td>Hold up a picture that best completes the given expression to show what each civilization accomplished/achieved.</td>
</tr>
<tr>
<td>Reading: Identify/compare</td>
<td>Independently read to find similarities and differences between the Mayans and Aztecs.</td>
<td>With partner, read to find similarities and differences between the Mayans and Aztecs.</td>
<td>With a partner, read and highlight the similarities and differences between the Mayans and Aztecs.</td>
<td>Read modified text in small group and highlight similarities and differences between the Mayans and Aztecs.</td>
<td>Listen to Sort pictures in each section of a Venn diagram to show how the Mayans &amp; Aztecs were alike and different.</td>
</tr>
<tr>
<td>Writing: Summarize using past tense verbs</td>
<td>Independently write two paragraphs &amp; summarize the similarities and differences between the Mayans and Aztecs.</td>
<td>With partner, write a paragraph summarizing similarities/differences between the Mayans &amp; Aztecs with support of Venn diagram.</td>
<td>Write two complete sentences explaining one similarity and one difference between the Mayans &amp; Aztecs using sentence starters and support of Venn diagram.</td>
<td>Use word bank containing past tense verbs to complete a cloze passage summarizing differences &amp; similarities.</td>
<td>Match present tense verb with its past tense form and copy verbs on teacher created chart.</td>
</tr>
</tbody>
</table>
Background

Theme: The Ancient Americas

Lesson Topic: Cultures of Middle America

Grade: 6

Duration: 5 to 6 days, 45 minutes each lesson

Content Objectives:
- Students will identify the accomplishments of Mayan and Aztec civilizations on text.
- Students will compare and contrast the Mayan and Aztec empires.
- Students will learn the rules for using verbs in the past tense.

Language Objectives:
- Students will orally paraphrase the accomplishments of each civilization.
- Students will orally explain the similarities and differences between the Mayan and Aztec empires.
- SWBAT write a summary using past tense verbs to write sentences.

Learning Strategies: Use T-charts and graphic organizer; pictures for better understanding of essential vocabulary; how to write a summary using key information from Venn diagram

Key Vocabulary: slash-and-burn agriculture, civilization, crops, land, calendar, hieroglyphs, aqueducts, temples, empire, bridges, ceremonies

Materials
- list of key vocabulary written on chart paper, accompanied with pictures
- Pocket chart of Venn diagram graphic organizer
- Copy of highlighted text for Beginner and Early Intermediate students
- T-Chart on chart paper and markers

Building Background Knowledge (Allow at least 2 days to Frontload lesson)
- Begin by introducing today’s objectives (both Content and Language). Teacher will prepare a two column chart titled Where We Come from and Our Culture & Customs. Working with a partner, students will be asked to share where their family is from. List the places they come from on the chart. Then proceed to discuss their culture and traditions. Students can partner up to share what they already know about their culture. Students will be asked to think about what their grandparents and parents have shared about life as they were growing up, customs and celebrations passed on. Remember to allow sufficient wait time prior to calling on students to share their responses orally. Responses can be written on
chart paper. Some sentence scaffolds that could be used to support ELL participation may include:

- My family is from _____.
- The language mainly spoken at home is _____.
- Some foods we eat include _____.
- We celebrate _____ (holiday).
- In my house _____ music.

Next, begin a discussion on the terms accomplishments and achievements. Present definition of each word. Accomplishment is something you achieve or are able to do well, especially after a lot of effort. Achievement is something important that you succeed in doing through skill and hard work. To help students better understand the terms accomplishments and achievements, teacher will present a timeline showing examples of “Everyday Inventions”. This timeline can be supported by showing visuals of these inventions on the Smartboard, maybe through a slide show leading all the way back to the Mayans and Aztecs.

Proceed to inform class that we will be learning about the Ancient Americas, beginning with the Mayans and Aztecs. Using a map of North and South America, show students where the Mayans and Aztecs civilization developed. Explain to class that today we will discover what the Mayans and Aztecs accomplished and achieved centuries ago. As a lesson wrap up, students will orally identify and paraphrase these accomplishments and achievements.

Distribute listening guides containing pictures and introduce key vocabulary (see first page of lesson plan). Ask students to write the vocabulary next to the pictures they already know. Students at Preproduction stage will be asked to point and identify the pictures they may already know, using either L1 or L2. Then inform class that as we read the text, we will discuss the vocabulary and they will be able to fill in the remaining words for the pictures they didn’t know.

Next, present the Venn diagram pocket chart graphic organizer and ask students to explain purpose of a Venn diagram. After having a brief discussion, explain to students that in the second part of this lesson, we will be comparing and contrasting the Mayan and Aztec empires.

Pose question “what is a verb?” Explain to class that we will be exploring verbs in the past tense and they will notice that using verbs in the past tense is essential to identifying the accomplishments/achievements and will be used to summarize the similarities/differences between both civilizations.

Presentation and Practice (Day 3)
HOTS: What were some of the accomplishments and achievements of both the Mayans and Aztecs?

Students will be directed to open textbook to Lesson 1 of Cultures of Middle America. Some students will be asked to read independently, with a partner or in small guided reading with the teacher. In the first section of this lesson, ELL students who are level 3 or higher will be asked to use sticky notes to identify the accomplishments and achievements of both the Mayan and Aztec
civilizations. Level 1 and 2 ELL students will participate in small guided group reading with the teacher, and students will read photocopied text with sections highlighted to help them focus as they identify the accomplishments and achievements of each civilization. After completing first reading task, students will convene as a whole group to discuss and orally paraphrase what they discovered. Teacher will provide sentence stems from functional/notion chart and responses will be written on T-chart labeled the Mayans and the Aztecs (refer to Performance Indicators Chart).

Presentation and Practice (Day 4)
HOTS: How were the Mayan and Aztec empires alike? How were the empires different? Support you answers with evidence from the text.

- Today, students will read to identify the similarities and differences between the Mayans and Aztecs. Students will either engage in partner reading or participate in small guided reading with the teacher. After reading assigned section, teacher will model and guide students on how to complete the Venn diagram. Students will discuss and orally share and the similarities and differences between each civilization. Students will be required to prove their findings by indicating where in the text they found information. Teacher will provide sentence stems to help students formulate their answers, such as:

1. On page ____, it states that the Mayans ..., and the on page ____ it states that the Aztecs... This shows how the Mayans and Aztecs were alike or different.

2. In paragraph number ____ on page ____, I learned that ...

Student’s responses will be written on sentence strips and placed in the Venn diagram pocket chart. Inform students that we will come back to use the Venn diagram as a resource/tool when they complete a written summary (refer to Performance Indicator chart).

Presentation and Practice (Day 5- Grammar Lesson)

- Today students will learn more about using verbs in the past tense. After reviewing and discussing what verbs are, students will be partnered up and using Lesson 1 of their textbook, students will go on a scavenger hunt for 5 minutes and search for verbs (action words). Students will write the verbs on index cards and then teacher will allow students to sort the verb cards on a chart paper labeled Present and Past Tense Verbs. After verbs have been sorted, teacher will engage students in a brief discussion as to how and why they placed the verbs on the chart. Teacher will ask students to observe what they notice about the verbs in present tense and past tense before explaining the rules for writing verbs in the past tense. Teacher can also present a brief lesson on Irregular Verbs. Teacher will have the irregular verbs found in text written on index cards and model how to use each verb in both present tense and past tense in complete sentence. The irregular verbs are: grow/grew, build/built; and make/ made.
• Students are now ready to write a summary or sentences using the past tense verbs to explain how the Mayan and Aztec civilization were alike and different (see Performance Indicator Chart for activities).

(Day 6) - Review and Assess
Today students will review key vocabulary. Teacher will display pictures on Smartboard and students can play a matching game, matching key vocabulary with picture. Then working with a partner, students will select two key words and tell how they are both related, as they recall key information about what they learned in this lesson. Then they will complete a Ticket to Leave form where they can write what they have learned about the cultures of America. Students have to name the two cultures we talked about as well as name and/or point on the map and tell where the civilizations arrived. Lastly, students have to name an accomplishment and achievement for both the Mayans and Aztecs. Students can be encouraged to share and read their written responses aloud. Teacher will post the content and language objectives on the Smartboard and ask class if all objectives have been covered for Lesson 1.

Finally, administer Section 1 Quiz, taken from actual Unit. The quiz covers key terms and concepts as well as the main ideas presented in Lesson 1.

Extension Activities:
Color and label the civilizations on a map of North, South and Central America.

Complete Compare and Contrast graphic organizer to show differences between each civilization studied.

Critical Thinking Activity: Students can decide which empire they think was the strongest, the Mayan or the Aztec? Students can write a paragraph defending their reasons why.
South America is the fourth largest continent in the world by area.

It includes the countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela.
North America is the third largest continent in the world by area.

It includes the countries: Canada, USA, Mexico, Greenland, a number of Caribbean Island countries (such as Barbados, Cuba and Jamaica), and the Central American countries (such as Costa Rica, Nicaragua and Panama).
Essential Vocabulary with Pictures for Lesson 1

- crops
- corn (maize)
- slash-and-burn agriculture
- temples
Listening Guide for Essential Vocabulary with Pictures
Compare and Contrast Chart

Cultures of Middle America

Mayans

Where they settled

Way of life

How they used land

What they created

Aztecs
Cloze Passages for Lesson 1

Cultures of Middle America: The Mayans and the Aztecs

The Mayans ___________ in southern Mexico and Central America. The Mayans ___________ heavily on farming. Mayan farmers ___________ different crops, such as beans, squash, peppers, avocados and papayas. However, the corn was the most important crop for the Mayans because they ___________ a god of corn. In order to grow their corn, the Mayans first ___________ the land by cutting down trees. Then they ___________ the tree stumps and ___________ the ashes to fertilize the land where the crops were grown. This farming technique was known as slash-and-burn agriculture. In addition to farming, the Mayans ___________ a calendar to help them plan when they were to celebrate their religious festivals. Lastly, the Mayans ___________ a system of writing called hieroglyphs. In this form of writing, the Mayans ___________ with each other by using signs and symbols.

Word Bank of Past Tense Verbs

burned  cleared  communicated  created
depended  developed  used  worshiped
The Aztecs _________ in the Valley of Mexico. They _________ the land in Central Mexico between the Gulf of Mexico and the Pacific Ocean. The Aztecs _________ Tenochtitlan for their capital. The capital was _________ by pyramid-temples, palaces and large stone houses. They _________ canals that crisscrossed the city to transport things and to get around the city. The Aztecs _________ they needed more land for farming, so they _________ to build "floating gardens" that looked like islands. The Aztecs used rafts, _________ dirt onto the rafts, and _________ trees on the rafts. Later the roots of the trees _________ down to the lake which _________ the "floating gardens" to stay in one place. Lastly, the Aztecs _________ aqueducts that were designed to carry fresh water from the mainland to storage areas in the city.

Word Bank of Past Tense Verbs

allowed    arrived    built    chose
controlled    decided    grew    piled
planted    realized    surrounded    used
TICKETS OUT

TICKET OUT

The most important thing I learned today

TICKET OUT

One question I have about what I learned today

A. Key Terms and Concepts

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a type of corn</td>
<td>a. artisan</td>
</tr>
<tr>
<td>2. a raised street of hard earth</td>
<td>b. causeway</td>
</tr>
<tr>
<td>3. signs and symbols that form a writing system</td>
<td>c. maize</td>
</tr>
<tr>
<td>4. a skilled worker, such as a jeweler or potter</td>
<td>d. aqueduct</td>
</tr>
<tr>
<td>5. a pipe or channel designed to carry water from far away</td>
<td>e. hieroglyphs</td>
</tr>
</tbody>
</table>

B. Main Ideas

Directions: Write the letter of the correct answer in each blank.

6. Which statement describes the agriculture of the Mayas?
   a. Each year, they rotated the kinds of crops planted.
   b. When an area of soil wore out, they cleared and planted a new area.
   c. They grazed cattle in their cornfields to thin the crops.
   d. They left trees in the field to shade the growing corn.

7. Which crop was the most important to the Mayas?
   a. corn
   b. beans
   c. squash
   d. peppers

8. Which of the following was an achievement of the Mayas?
   a. a system of canals in their main city
   b. the city of Tenochtitlán
   c. a calendar
   d. a strong army

9. Who was in the highest social class in Aztec society?
   a. military leaders
   b. farmers
   c. artisans
   d. traders

10. One way in which the Aztecs increased their farmlands was by
   a. using slash-and-burn agriculture.
   b. studying their year-round calendar.
   c. building floating gardens.
   d. buying lands from other peoples.
In about A.D. 1325, the Aztec people of central Mexico began looking for a place to build a new capital city. Legend says that they asked Huitzilopochtli (hwits il uh PAWCH lee), their god of war, where they should build. He told them to build the city at the place where they saw an eagle perched on a cactus and holding a snake in its beak.

When the Aztecs found the sign their god had described, they were dismayed. It was such an unlikely setting for a city. The eagle was perched on a cactus growing on a rocky outcrop in a swamp. But their god had given them this sign. Therefore, they built Tenochtitlán (tay nawch tee TLAHNI), the world’s finest city of the time, on a swampy island at the center of Lake Texcoco.

This carving shows the sign that told the Aztecs where to build their capital. Legend says that they were told to build where they saw an eagle perched on a cactus and holding a snake in its beak.

The Aztecs were not the first civilization or culture to develop in the Americas. Many Native American peoples had lived here for thousands of years. These various peoples developed ways of life that fit their geographic setting.

The land in the Americas has great variety. Rugged mountains and highland plateaus stretch from the icy north of North America all the way down the spine of South America to the tip of the continent. Other parts of the two continents are covered by vast plains or deserts.
The first people who settled the Americas lived in many different natural settings. Some groups made their homes in dense woodlands (below). Other groups settled the high plateaus of South America (right).

The Americas also have many different climates. North American climates range from extreme cold in the far north to hot, almost tropical, in the south. Middle and South American climates also vary, but the most common climate is tropical.

The Mayas

It was in the tropical climate of southern Mexico and Central America that one important civilization, the Mayas, developed. The Mayan way of life, which was based on farming, flourished from about A.D. 300 to 900. Today, descendants of the early Mayas still live in Mexico and Central America. Many still practice some of their ancient traditions.

A Farming Culture Mayan farmers grew many different crops, such as beans, squash, peppers, avocados, and papayas. But maize, or corn, was their most important crop. They held maize in such high regard that they worshipped a god of corn.

To plant their corn, the Mayas first had to clear the land. They cut down the trees. Then they burned the tree stumps, later using the ash as fertilizer. Finally, they planted seeds. After a few years, the soil was worn out. The Mayas then chose a new area to clear and plant. This technique is called slash-and-burn agriculture.
Religion and Cities  Crops need the sun and the rain to grow. It is not surprising then, that the Mayas worshipped the forces of nature as well as a corn god. To honor their gods, the Mayas held great festivals.

The Mayas conducted the most important of these festivals in large temples. The temples stood atop soaring pyramids in the centers of Mayan cities. Each Mayan city had one ruler, who governed the city and the area around it. Priests and nobles assisted him. These people of power and high position lived in large houses that surrounded the temples. The ordinary people lived on the outskirts of the city. Beyond the city limits lay the farms.

Mayan Achievements  Mayan priests created a calendar to plan when to hold important religious festivals. The Mayas also developed a system of writing using signs and symbols called hieroglyphs.

About A.D. 900, the Mayas suddenly left their cities. No one knows why. Crop failures, war, disease, drought, or famine may have killed many Mayas. Or perhaps people rebelled against their leaders. When the Mayas left their cities, their civilization declined.

An Accurate Calendar  The Mayas were great astronomers. They watched the skies and plotted the movements of the sun, moon, and stars. Using their observations, they designed a calendar of 365 days. It had 18 "months," each of which was 20 days long. The extra five days fell at the end of the year. These were considered bad luck days.

Mayan Wall Paintings

This picture shows one of the murals, or wall paintings, found in a Mayan temple in Bonampak, Mexico. The murals were painted in the late A.D. 700s, probably to celebrate the birth of a prince. This mural portrays a battle scene. The figure on the right is wearing a jaguar headdress. The jaguar was one of the Mayan gods of war.

Critical Thinking  Why do you think the Mayas included battle scenes among pictures celebrating the birth of a prince?
Another ancient civilization of Middle America was that of the Aztecs. They arrived in the Valley of Mexico in the A.D. 1100s. Within 100 years, they controlled all the land in central Mexico between the Gulf of Mexico and the Pacific Ocean. In the center of their empire was Tenochtitlán, the capital they had built on Lake Texcoco.

**Tenochtitlán: City in the Lake** You have already read about how the Aztecs chose a spot for their capital. In spite of its swampy location, Tenochtitlán was a magnificent city. At the center was a huge square. All around it stood pyramid-temples, palaces, and large stone houses. Canals crisscrossed the city. People used the canals to transport goods and to move about the city. Causeways, or raised streets of hard earth, connected the city to the mainland.

As the city grew, the Aztecs realized that they needed more farmland. Their answer to the problem was to build “floating gardens.” These were islands the size of football fields. The Aztecs made them by piling rich earth from the bottom of Lake Texcoco onto rafts made of wood. After a while, the roots of plants and trees grew down to the lake bottom, anchoring the rafts.

In addition, the Aztecs built aqueducts, pipes or channels designed to carry water from distant sources. These carried fresh springwater from the mainland to storage areas in the city.

The Aztecs began building a floating garden by driving a wooden frame into the lake bed. Next, they placed a raft of reeds or mud inside the frame. Then, they piled layers of weeds, mud from the lake bottom, and earth on the raft. They planted trees to root the raft to the lake bed and to provide shade for the garden. Over time, mud and earth fell through the raft, filling the space underneath. Critical Thinking Why did the Aztecs need to build floating gardens?
A Warlike Way of Life  Although Tenochtitlán was a peaceful place, the Aztecs themselves were a warlike people. In the 1400s, Aztec warriors began conquering the other people in the region. Soon, the Aztecs controlled a huge empire. One ruler, the emperor, ruled over all the Aztec lands.

The Aztecs forced the people they conquered to pay tributes, or taxes, in the form of food, gold, or slaves. They also took thousands of prisoners of war to serve as human sacrifices. The Aztecs believed that they had to sacrifice humans so that the sun would have enough strength to rise every day. Human blood was what gave the sun strength. If the sun did not rise, crops could not grow, and the people would starve. Priests made the offerings daily. In very bad times, members of noble Aztec families were sometimes sacrificed to please the sun god.

Because of their respect for war, it is not surprising that the upper class of Aztec society was made up of military leaders as well as members of the royal family, priests, and nobles. The next class of
The Role of Aztec Women

In these paintings, made during the 1500s, Aztec mothers teach their daughters to grind corn into flour (right and far right) and to weave cloth (right). In Aztec society, girls of 13 were expected to grind flour, make tortillas, and cook meals. By the time they became adults, they had to be skilled at weaving. Some of the cloth they wove was made into capes and used for trade. Some was used to decorate temples. The finest cloth went to make clothes for the nobles to wear.

Critical Thinking: How did the skills required of Aztec men and Aztec women differ?

Society was made up of warriors. Below them came artisans and traders. Artisans, or skilled workers who practice a trade, created jewelry, garments, pottery, sculptures, and other goods. Most people, however, were farmers. Slaves—most of whom were prisoners captured in battle—were at the bottom of Aztec society.

Aztecs spent much of their time in religious practices. Like the Mayas, they worshipped hundreds of gods and held many religious ceremonies. The main purpose of these ceremonies was to win the favor of the gods and bring about good crops or a victory in war.

SECTION 1 REVIEW

1. Define: (a) maize, (b) slash-and-burn agriculture, (c) hieroglyph, (d) causeway, (e) aqueduct, (f) artisan.

2. Identify: (a) Tenochtitlan, (b) Lake Texcoco.

3. What were some of the achievements of the Mayas?

4. What do you think made the Aztec empire strong?

Critical Thinking

5. Making Comparisons: In what ways were the Mayan and Aztec empires alike?

Activity

6. Writing to Learn: List the three features you found most interesting about Mayan or Aztec life. Use these to write a poem about either the Mayas or the Aztecs.
Timeline of Everyday Inventions

Copycats

1875
Typewriter

1900
Photocopying (camera takes a photo of an original)

1906
Photostats (copies made on light-sensitive paper instead of film)

1938
Xerography (a dry process, with no liquid developer)

1938
Tape recorder

1963
Home video recorder

1988
Facsimile (fax) machine

What Counts

3000 B.C.
Abacus (board with beads for mathematical functions)

1623 A.D.
Mechanical calculator
1642
Adding machine

1946
Electronic computer

1963
Disk storage for computer

1969
The Internet

1970
Floppy disk

1971
Pocket calculator

1972
Compact disk

1975
Desktop computer

1976
Apple computer

1981
IBM Personal computer

1984
Laserdisc storage

1998
More than 20 percent of all U.S. households are online

1995
DVD (digital video disk)

For information on the origins of the Internet, see the Internet Timeline.
Let There Be Light

1906
Light bulbs (tungsten)

1910
Neon light

1915
Searchlight arc

1936
Fluorescent light

1960
Laser light used in U.S.

High-Tech Talking

1876
Telephone patented

1893
Motion pictures (movies)

1899
Tape recorder

1927
Television

1933
FM radio

1951
Long-distance dialing in the U.S.

1956
Transatlantic telephone cable

1963
Pushbutton telephone in U.S.
Home video recorder

1972
Compact disk

1979
Sony Walkman

1983
Cellular phones in U.S.: mobile phones for cars, transportable phones carried in a case, and portable phones carried in hand

1994
Digital camera

1995
DVD (digital video disk)

2003
Camera phones

Making Life Easier: Household Heroes

1810
Canned food is introduced.

1834
The first refrigerator is invented.

1836
Gas stoves are used in homes.

1869
Margarine is produced.

1901
Electric washing machine is invented.
1906
The lightbulb is introduced.

1907
Electric vacuum cleaner is introduced.

1909
Electric toaster is made.

1911
Air conditioning is invented.

1928
Sliced bread is introduced.

1940
Automatic dishwasher is manufactured.

1967
Compact microwave ovens are sold.

Bits and Pieces

1832
Matches

1845
Rubber bands

1879
Mechanical pencil

1888
Ball-point pen

1900
Paper clips

1937
Cellophane tape

1960

A 13-year-old boy received a patent for biodegradable golf tees in 1991.
For more inventions, see

Inventions & Discoveries.

More on Timeline of Everyday Inventions from Fact Monster:

Timeline Archive - A collection of all timelines on the site—categories include World History, U.S., Countries, Entertainment, Sports, War, Health & Science, and more

Comics Timeline - The history of the funnies in America

AIDS Timeline - Timeline: AIDS Epidemic Key events, important people, activism and breakthroughs by David Johnson ...

Chechnya Timeline - Timeline of Key Events in Chechnya, 1830-2006 by David Johnson and Borgna Brunner 1800s 1900s ...

Lebanon Timeline - Timeline of Key Events in Lebanon by David Johnson and Beth Rowen 1920 1940s 1960s 1970s 1980s ...
Lesson 2
Lesson 2: The Incas

Original Lesson Taken Directly from Teacher's Guide

- In building background knowledge, students have to think of ways to help bring about unity among classmates.
- Make a concept web asking students to add what they know about the Incas.

My Lesson with SIOP Modifications

What I Kept the Same

- Students will create a chart showing the advantages and disadvantages of the Incas' way of ruling.
- Utilized some of the questions presented in the lesson.
- Use quiz already included in lesson

Made connections to schoolwide expectations to build a more meaningful understanding of how to bring about unity.

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- Made connections to schoolwide expectations to build a more meaningful understanding of how to bring about unity.
# Functional/Notion Chart

**6th Grade Social Studies Unit: The Ancient Americas**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expressions</th>
<th>Essential Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and complete a chart</td>
<td>Evaluate how Incas ruled an empire</td>
<td>People had to _____</td>
<td>ruler/emperor, language/communication, record/note, unified, empire, government, quipos</td>
<td>Synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People were expected to _____</td>
<td></td>
<td>Multiple Meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The quipos was used to _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent information visually and orally explain</td>
<td>Explore how Incas built roads &amp; bridges and discuss its importance</td>
<td>The Incas built _____ because _____</td>
<td>runners, messengers, roads, highways, bridges</td>
<td>Question Words: who, what, where, when, why and how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This picture/visual shows _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building roads &amp; bridges was important because _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a main idea paragraph and include details</td>
<td>Summarize how the Incas used land for farming</td>
<td>The Incas prepared the land for farming by building _____</td>
<td>canals, aqueducts, terrace</td>
<td>Verbs: Present to Past Cognates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The canals allowed water to _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Incas grew _____</td>
<td></td>
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</tr>
</tbody>
</table>

Extended Activity:
Marilyn Rosario-Cosme
6th Grade Unit: The Ancient Americas

**Content Objectives**

- By the end of this lesson, students will:
  - evaluate how the Incas established a system of government to rule a vast empire
  - explore why the Incas built a system of roads and bridges
  - learn how to find the main idea and supporting details

**Language Objectives**

- So they can...
  - complete a chart and orally explain what the Incas did to bring the empire together (to unify the empire)
  - write and/or visually represent information to explain how the Incas used a system of roads and bridges to control the empire.
  - identify how the Incas prepared their land for farming

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong> Identify and explain using completed chart</td>
<td>Students will identify and explain up to 3 ways the Incas unified and ruled the empire, using grammatically correct and complete sentences.</td>
<td>Students will identify &amp; explain up to 3 ways the Incas unified and ruled the empire using complete sentences, with minor grammatical errors.</td>
<td>Students will use short phrases to identify &amp; explain up to 2 ways the Incas unified and ruled the empire.</td>
<td>Using given expressions, students will identify 2 ways the Incas unified and ruled the empire.</td>
<td>Using one or two word responses, students will point to the picture included on the chart that depicts what the Incas did to unify and rule the empire.</td>
</tr>
<tr>
<td><strong>Writing:</strong> Explain and/or visually represent</td>
<td>Students will write 3 to 4 reasons in complete sentences explaining why they bridges were important for controlling the Incan empire.</td>
<td>Students will write 2 to 3 complete sentences with minor grammatical and spelling errors to explain why bridges were important for controlling the empire.</td>
<td>Using sentence starters, students will write 2 ways the Incas used bridges to control the empire.</td>
<td>Draw a picture and include a sentence depicting how the Incas used bridges to control the empire.</td>
<td>Students will draw &amp; label a picture depicting how the Incas used bridges to control the empire.</td>
</tr>
<tr>
<td><strong>Reading &amp; Writing:</strong> Identify main idea &amp; supporting details</td>
<td>Using main idea graphic organizer, students will independently read and write a paragraph showing how the Incas prepared the land for farming.</td>
<td>With a partner read &amp; write a paragraph showing how the Incas prepared land for farming, with minor spelling/grammatical errors.</td>
<td>With a partner, students will complete main idea graphic organizer and write complete sentences using sentence starters.</td>
<td>In small group, students will supply missing words or phrases to complete sentences on main idea graphic organizer.</td>
<td>After listening to passage read aloud, students will illustrate &amp; label how the Incas prepared the land for farming, using graphic organizer.</td>
</tr>
</tbody>
</table>
Background
Theme: The Ancient Americas

Lesson 2: The Incas

Content Objectives:
♦ Students will evaluate how the Incas established a system of government to rule a vast empire.
♦ Students will explore why the Incas built a system of roads and bridges.
♦ Students will locate information and summarize how the Incas prepared and used the land for farming.

Language Objectives:
♦ Students will orally explain what the Incas did to bring the empire together (to unify the empire).
♦ Students will visually represent and/or orally explain how the Incas used a system of roads and bridges.
♦ Students will identify in writing the main idea and supporting details explaining what the Incas did to prepare the land for farming.

Learning Strategies: Use T-charts and graphic organizer; pictures for better understanding of essential vocabulary; how to write a summary using key information from Main Idea Graphic Organizer

Key Vocabulary: ruler/emperor, language/communication, record/note, unified, empire, government, quipos, runners, messengers, roads, highways, bridges, canals, aqueducts, terrace

Materials
♦ Chart paper, markers or colored pencils
♦ Strips of paper to create chained link
♦ Batons and timer for relay race
♦ Wall map and individual copies of map for students to color
♦ Main Idea Graphic Organizer

Grade: 6
Duration: 5 days
Building Background Knowledge

HOTS: What do you think are some responsibilities of an emperor? How is an emperor able to keep his/her empire working together?

Day One: Teacher will begin lesson by asking students to name the school’s four expectations: Be Safe, Be Respectful, Be Responsible and Be a Problem Solver. Working with a partner, teacher will partner students to do a Think-Pair-Share activity, where students have to think of two ways the school expectations bring our classroom together as a community. For example, think about our daily morning routines and what the entire school does before beginning our instructional day. All students recite the Mayberry expectations on a daily basis and students are encouraged to follow these expectations throughout their school day. Think about how these expectations help us follow classroom rules. A discussion will follow and students’ responses will be written on chart paper. Next, teacher will ask partners to write one of their ideas on strips of rectangular paper and then we will create a chained link of their generated ideas. Teacher will proceed to inform class that the school wide expectations along with their ideas have unified us as a classroom community. The chained link represents our “oneness”. Teacher will then proceed to explain that in order to ensure our classroom stays unified, we will need an emperor. Teacher will ask class to share some of their ideas on what they think some of an emperor’s responsibilities include. Teacher will explain an emperor’s role and inform the class that their teacher will serve as their emperor and our class is now an empire.

Day 2 of Building Background Knowledge

HOTS: How and why is teamwork important in a community?

For the second frontloading activity, teacher will inform class that they will now participate in a baton relay race. Prior to going out, teacher will ask class the question “What is a signal?” and “What kind of signals could be used during a relay race that will let their teammates know when to be ready?” Some examples of a signal include whistling, clapping, shouting, etc. Once outside, teacher will divide students into two teams and conduct a running relay race using batons. As a team, they must decide on a signal that they will like to use to let the next team member know that they need to be ready to receive the baton. The relay race will be timed to see how long it takes each team to pass the baton to their teammates. Upon completion of the relay race, teacher (the emperor) will announce which team has won the relay race. The winning team will be informed that they will now serve as assistance to the emperor. Students will return to the classroom, where teacher will ask students what they learned and/or observed during the relay race. To wrap up this lesson, teacher will inform students that the purpose of the relay race was to give them a better understanding of how the Incas delivered messages to neighboring towns.
Presentation and Practice: Teacher will remind students that we are working towards understanding and evaluating how the Incas established a system of government to rule a vast empire and that they will be completing a chart that shows what the Incas did to unify their empire. Today, the teacher will refer to a map and use colored sticker dots to show how big the Incan empire was. Teacher will place a dot on the countries of Ecuador, Peru, Bolivia, Chile and Argentina. As teacher places each dot, students will follow along by coloring each country on their individual copy of the map.

Review & Assess: As a wrap up, students will be asked to respond in their journal and decide if they would have liked to be a relay runner and explain why. Students could also respond to how they think the messenger would have felt to be a runner during the Incan empire. Students will then share written responses in groups of four so that they can compare their reactions/responses.

Day 3- Presentation and Practice:
HOTS: Why were bridges important in controlling the Incan empire?

Today students will learn how the Incas were able to unify, or bring together a vast empire, including why the Incas built a system of roads and bridges. Teacher will begin today's lesson by having students orally share their written responses to the previous day wrap up activity. After sharing their reactions, teacher will proceed to divide students into groups of four. Each student within each group will be assigned a role: the reader, the recorder, the illustrator and the presenter. Each group will be asked to read two sections titled “The Rule of the Incas” and “A System of Roads and Bridges”. Students then have to identify up to four ways that the Incas were able to rule and unify such a vast empire. Refer to Performance Indicator chart for more details. As the reader reads each section, all students will follow along and highlight some of the ways the Incas ruled the empire. After both sections have been read, students will share information they highlighted and decide which information they would like to include on the chart. Responses will be written on the teacher created chart by the recorder, followed by the illustrator depicting something about each way the Incan empire was unified. Then students have to brainstorm and decide what they think were some advantages and disadvantages of the Incas way of ruling and unifying the empire. Completed charts will be displayed in the classroom and students will have the chance to review each chart and compare their group responses. Teacher will then proceed to call the presenter for each group where they can read what their group included on the chart.

Review and Assess: Students will respond in their writing journal to the following question- Why were bridges important in controlling the Incan empire? Students will provided the following sentence starters:

1. The bridges allowed the Incas to …
2. The Incas build the bridges so they could …
3. Building roads and bridges was important because …
Teacher will also provide following key words to aid students in writing their response: runner, messenger, roads, message.

ELL Level 1 students will draw a picture that shows what the messengers did to deliver an important message.

Day 4 – Presentation and Practice:
HOTS: How did the Incas prepare their land for farming? Today students will learn how to identify the main idea (tell what a section was mainly about) and include supporting details, so they can summarize how the Incas prepared the land for farming. Students will identify three supporting details showing how the Incas used their land for farming. Teacher will model a lesson on finding the main idea and supporting details using the scaffold model on finding the main idea, taken from the book That's a Great Answer! Advance level students will be asked to read the section on “More Land for Farms” independently. Students at the Proficient and Intermediate level will be partnered up with a peer to read assigned section together. ELL students at Levels One and Two will join the teacher for small guided group reading. During small guided reading group, teacher will read aloud section and show pictures showing important details on what the Incas did to prepare their land for farming. Pictures will include a canal, an aqueduct, a terrace and potatoes. Teacher will guide students on how to complete the main idea graphic organizer. Level 1 students will include drawings to show what the Incas did to prepare the land for farming and Level 2 students will complete the scaffold taken from That's a Great Answer. Refer to the Performance Indicators for more details on what all students will be required to do for this lesson.

Day 5 - Review and Assess: Teacher will post both content and language objectives on Smartboard. Advance and Proficient ELL students will reread Lesson 2 and complete the Guided Reading and Review worksheet on the Incas. ELL students in levels 2 and 3 will use Key Vocabulary to orally share and summarize what they learned about the Incas. Students will select two words from the Word Wall and tell how they go together and tell one important fact they learned about the Incas. Beginning Level students can use the Smartboard to match the key vocabulary with its correct picture.

OPTIONAL: Use Lesson 2 Quiz included in Unit to assess students.

Key Vocabulary: ruler/emperor, language/communication, record/note, unified, empire, government, quipos, runners, messengers, roads, highways, bridges, canals, aqueducts, terrace
Essential Vocabulary for Lesson 2: The Incas

- canals
- potatoes
- terrace
- aqueducts
- bridges
The Continent of SOUTH AMERICA
Lesson 2: The Incas

<table>
<thead>
<tr>
<th>Way of Ruling and Unifying the Empire</th>
<th>Example of Drawing</th>
<th>Advantage</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
A1-c: What is this book/article mainly about? (nonfiction)

Strategy for reading
As you read, stop every so often and think about what the author is talking about in that part of the text. When you are done reading, think of one word or phrase that describes what the reading is mostly about. Now turn that idea into a whole sentence. That is the main idea! If you have found the “real” main idea, you should be able to find some details that show that this is the main idea. Look for at least two details!

Strategy for writing
1. Tell what the main idea is.
2. Give one detail that shows how you know this is the main idea.
3. Give another detail that shows how you know this is the main idea.

The main idea is ________________________________________________________________
______________________________________________________________
______________________________________________________________

One detail that shows this is the main idea is: ________________________________________________________________
______________________________________________________________
______________________________________________________________

Another detail that shows this is the main idea is: ________________________________________________________________
______________________________________________________________
______________________________________________________________
Standard 2: Exploring and Responding to Literacy
Use a specific organizer to show how this passage best organized

MAIN IDEA/SUPPORT
**The Incas**

**A. As You Read**

*Directions: As you read Section 2, complete the statements below.*

1. The Incas depended on ___________ to carry messages to and from the capital at Cuzco.

2. In the Incan system of government, the emperor was the only person who owned the ___________.

3. All people in the Incan empire were expected to pay ___________.

4. The Incan government took care of the ___________, the ___________, and the ___________.

5. In order for messengers to travel, the Incas built a vast system of ___________ and ___________.

6. Incan roads allowed the ___________ to travel quickly in times of trouble.

7. Without any modern power tools, the Incas built huge ___________.

8. When the Incas built a ___________, the fit of the stones was so tight that not even a very thin knife blade could be slipped between them.

9. The ancient stone buildings of Cuzco have withstood major storms and earthquakes for ___________.

10. The Incas increased their farmland by building a system of ___________ and ___________ and by cutting ___________ into mountainsides.

**B. Reviewing Key Terms**

*Directions: In the blanks provided, write the key terms for the following definitions.*

11. knotted strings used by the Incas to record information about taxes, births, deaths, and harvests ___________.

12. a ledge cut into a mountainside and used for growing crops ___________.

---

The Ancient Americas.
A. Key Terms and Concepts

Directions: Fill in the blanks in Column I with the terms in Column II. Write the correct letter in each blank.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Incan capital was</td>
<td>a. Quechua</td>
</tr>
<tr>
<td>2. The Incan language, ____, was the empire’s official language.</td>
<td>b. Sapa Inca</td>
</tr>
<tr>
<td>3. Important information, such as births and deaths, was recorded on a(n)</td>
<td>c. terrace</td>
</tr>
<tr>
<td>____.</td>
<td>d. quipu</td>
</tr>
<tr>
<td>4. By cutting a step-like ledge, or ____, into the mountain, an Incan</td>
<td>e. Cuzco</td>
</tr>
<tr>
<td>farmer kept the soil from washing away.</td>
<td></td>
</tr>
<tr>
<td>5. The ruler of the Incan empire was called the</td>
<td></td>
</tr>
</tbody>
</table>

B. Main Ideas

Directions: Write the letter of the correct answer in each blank.

6. What is one way in which Incan rulers unified their empire?
   a. They educated conquered peoples.
   b. They included conquered people in government decisions.
   c. They sent out daily written reports.
   d. They learned the customs of conquered peoples.

7. What is one important achievement of the Incas?
   a. a written language
   b. a system of democratic government
   c. a system of roads and bridges
   d. an accurate calendar

8. What did Incan runners do?
   a. prepare sacrifices to the gods
   b. carry messages to and from the capital
   c. make up stories
   d. divide the land among the people

9. What is one way in which the Incas increased their farmlands?
   a. They developed crops suited to the dry lands.
   b. They built floating gardens.
   c. They irrigated dry lands with canals and aqueducts.
   d. They flattened the mountains.

10. In exchange for the people’s taxes, the Incan government cared for
    a. artisans.
    b. government officials.
    c. conquered people.
    d. the poor, the sick, and the elderly.
The Incas

Reach Into Your Background
Throughout history, rulers have tried to promote the unity, or oneness, of their empire and their people.

Suggest two ways in which you might help bring about unity among your classmates. Name two things you could do to encourage unity in your neighborhood.

Questions to Explore
1. How did Incan rulers establish a system for effectively ruling their vast empire?
2. What were some accomplishments of the Incas?

Key Terms
quipu
terrace

Key Place
Cuzco

High in the mountains, a young boy races along a narrow stone highway. He breathes heavily, relieved that he has almost reached his goal. He lifts a conch-shell trumpet and blows. It is the signal telling the next runner to get ready.

The boy is a relay runner, chosen for his speed and endurance. The Incas depended on runners to carry messages to and from the capital at Cuzco. Like every other royal messenger, the boy knows his stretch of royal highway so well that he could run it on the darkest night.

As the runner reaches the end of his stretch of road, he passes the message to the next runner. He recites the message he memorized at the start of his run.

Securing the Empire

Incan relay runners covered a lot of territory, for the Incan empire was huge. It stretched some 2,500 miles (4,023 km) through the Andes Mountains from what is now the country of Ecuador through the
The Incas believed that gold was the sweat of the sun god and that the gleaming metal reflected the sun god's glory. All the gold belonged to the emperor. It was used only for ceremonial objects, like these decorated knives.

countries of Peru, Bolivia, Chile, and Argentina. But this great empire had small beginnings. In about the year 1200, the Incas settled in Cuzco (koo-s koh), a small village high in the Andes. Through wars and conquests they extended their control practically the length of this mountain range, about 2,500 miles (4,023 km). Many different peoples lived within the borders of this huge empire.

The Rule of the Incas

The Incas developed their own system of government to rule their empire. At its head was a ruler called "Sapa Inca," or "the emperor." People believed that he was descended from the sun god. He, and only he, owned the land and divided it among the people.

Incan rulers used interesting methods to unify the huge empire and its people. One ruler, for example, made the Incan language, Quechua (kech-wah), the official language of the empire. He sent people into newly conquered lands to teach Incan customs and laws and to set up schools that taught Incan religion and history.

All people were expected to pay taxes to the empire. Men had to work on public projects. They might farm land, mine gold, or build roads. Women wove cloth for government officials. Farmers and their families gave the government parts of the crops they raised. In return, the government took care of the poor, the sick, and the elderly.
Although the Incas did not have a written language, they did create an unusual system for keeping detailed records. Government officials recorded information about births, deaths, taxes, and harvests on knotted strings called quipus (kee poos). Every quipu had a main cord with several colored strings attached. Each color represented a different item. Knots of varying sizes stood for numbers.

**A System of Roads and Bridges** To control the empire, the emperor and his officials had to know what was going on. To accomplish this, they needed a communication system—the runners. But these messengers needed roads to travel on. The Incas, therefore, built a large system of highways and bridges.

The roads served another purpose besides communication. In times of trouble, they allowed the army to travel quickly. As the soldiers traveled, they picked up supplies at stations along the way. Thus, the emperor could keep control of every part of the empire.

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**Bridges From the Past**

This rope bridge, strung across a gorge in the Andes, is similar to those used by the Incas. Incan bridges were made with strong cords of braided vines and reeds. The bridges were part of the huge road network that linked every part of the empire. Only soldiers and government officials were allowed to use this system of roads and bridges. **Critical Thinking** Why were bridges important in controlling the Incan empire?
These finely fitted granite stones are part of a building that still stands in the old Incan capital of Cuzco. Using hammers and chisels, skilled Incan stoneworkers carved 12 corners in the large stone. Then they fitted other stones around it to make a sturdy wall. If the stones of this wall were rocked by earthquakes, they simply moved, then settled back into place.

Incan Achievements

A network of roads was not the only Incan achievement. Incan engineering feats still amaze people today. For example, they changed the direction of rivers. And they were master builders.

Building With Stone Without any of our modern power tools, Incas built magnificent bridges and huge cities. They built fortresses on mountaintops. Much of what they built is still standing.

The Incas built these fortresses and cities mainly with stone. Sometimes they chose huge stones and used them just as they came from the mountains. Other times they broke the stones into smaller blocks. To break up the stone, they cut a long groove in the surface of the rock. Then they drove stone or wooden wedges into the groove until the rock split.

When the Incas made a wall, they made sure its large, many-sided stones fit together almost perfectly. After a wall was finished, the fit was so tight that not even a very thin knife blade could be slipped between two stones. They did all this with only hammers of stone and chisels of bronze.

Many examples of Incan stonework can still be seen in the Peruvian city of Cuzco, once the capital of the Incan empire. Its ancient stone walls and buildings have withstood major storms and earthquakes for centuries.
Machu Picchu (MAHCH oo PEEK choo), too, is a great example of Incan building and engineering. The Incas built this city on a high and row ridge between two peaks in the Andes Mountains. Using huge stone blocks from the mountaintops, they created acres and acres of buildings, walls, and plazas. They carved stairs into the face of the mountain to connect city buildings. They also cut roads into the bare rock. More than 500 years later, people still use these roads. In fact, the workers who built Machu Picchu did more than build a city. They changed the shape of the mountain landscape.

The ancient city of Machu Picchu (below) is located high in the Andes about 54 miles (87 km) from Cuzco. It was home for several thousand people. It also served as a religious center. Some of the buildings located on higher ground (left) housed stones that the Incas considered holy.
Terrace Farming

The Incas built their terraces using stone walls. The area behind the wall was leveled out and lined with a layer of gravel to help with drainage. Then, earth was piled over the gravel. Finally, stone-lined channels were built to carry water to the terraces. These terraces in the mountains near Cuzco are still in use today. Critical Thinking: How did the building of terraces help Incan farmers?

More Land for Farms

Because they lived among steep, dry, and rugged mountains, the Incas had little natural farmland. They did two things to increase the amount of land available for farming.

First, they built a system of canals and aqueducts. The water that flowed through this system turned dry land into fertile fields.

To make use of the land on the slopes of the mountains, the Incas built terraces. These steplike ledges cut into the mountainside could then be used as fields for crops. The terraces also stopped soil from being washed away by rain. Incan farming techniques such as terracing are still used in the Andes today.

SECTION 2 REVIEW

1. Define (a) quipu, (b) terrace.
2. Identify Cuzco.
3. What were the main features of the Incan system of government?
4. Why did the Incas build a system of roads and bridges?
5. What advances did the Incas make in building and farming?

Critical Thinking

6. Recognizing Cause and Effect: Why do you think that unity was an important goal of Incan rulers?

Activity

7. Writing to Learn: You are an explorer seeing an Incan city for the first time. Write a description of what you see. In your description, include building methods and materials, farming techniques, and other interesting points of information.
Lesson 3
Lesson 3: Cultures of North America

Name: Marilyn Rosario-Cosme
Date: 5/11/12

Original Lesson Taken Directly from Teacher's Guide
- Activating prior knowledge
  - Focuses on how weather and building materials available influenced how buildings were made
  (See enclosed copy of lesson 3 taken from Teacher's Guide)

What I Kept the Same
- Utilizing actual text
- Used some of the questions included in lesson
- Focused tremendously on activating prior knowledge
- Writing to learn activity
- Used Guided Reading Questions

My Lesson with SIOP Modifications
- Using pictures to help students make predictions on why they think mounds were built
- Implemented a lesson on using our senses to help students visualize what will be read aloud about the Anasazi and Pueblo people
- Activity of Free-form mapping
- Selected particular questions for Level 1 ELLs to respond to as they reviewed the lesson
- Ample opportunities for peer interaction
### Functional/Notion Chart

<table>
<thead>
<tr>
<th><strong>6th Grade Social Studies Unit: The Ancient Americas</strong></th>
<th><strong>Lesson 3: Cultures of North America</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions</strong></td>
<td><strong>Expressions</strong></td>
</tr>
<tr>
<td>Read, identify and orally explain/summarize</td>
<td>The mounds were built by using ...</td>
</tr>
<tr>
<td></td>
<td>The mounds were used for ...</td>
</tr>
<tr>
<td>Visually represent and orally describe</td>
<td>Visually represent facts about Anasazi and Pueblo</td>
</tr>
<tr>
<td></td>
<td>In my head, I saw ...</td>
</tr>
<tr>
<td></td>
<td>I pictured ____ because ...</td>
</tr>
<tr>
<td></td>
<td>I visualized _______ because ...</td>
</tr>
<tr>
<td>Write ideas learned by creating a list</td>
<td>Generate list of learned facts</td>
</tr>
<tr>
<td></td>
<td>I remember ...</td>
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<tr>
<td></td>
<td>One important fact I would like to share ...</td>
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<tr>
<td></td>
<td>I disagree because ...</td>
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</tbody>
</table>
Marilyn Rosario-Cosme  
6th Grade Unit: The Ancient Americas  

**Content Objectives**

By the end of this lesson, students will -

- identify & summarize how the native North Americans used the mounds they built.
- visually represent their new knowledge of the Anasazi and Pueblo people through free form mapping (created drawings).
- how to generate answers to questions about the Cultures of North America, and respond to the comments of peers on a group list.

**Language Objectives**

So they can ... 

- read to identify the different usage of the Mounds of Cahokia and the Great Serpent Mound.
- orally explain/summarize how the native North Americans used the mounds they built.
- orally describe what they visualized about how the Anasazi and Pueblo people used the land using key phrases.
- write, read and discuss the facts learned about the Cultures of North America.

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</thead>
<tbody>
<tr>
<td>Reading and/or Writing</td>
<td>Independently read, identify &amp; write in complete sentences with no errors, showing how the mounds were used at each location. Students will then write a concluding sentence showing what they learned on T-Chart.</td>
<td>Read independently and with a partner, identify &amp; write in complete sentences with few errors, showing how mounds were used at each location. Students will then write a concluding sentence showing what they learned on T-Chart.</td>
<td>In paired reading, students will identify and write complete sentences showing how mounds were used, using sentence starters.</td>
<td>Students will generate a list using short phrases that shows how mounds were used at each location.</td>
<td>Teacher will read aloud sentences with students and students will sort sentences to show how mounds were used at each location.</td>
</tr>
<tr>
<td>Writing, Speaking &amp; Listening</td>
<td>Students will speak in complete sentences, sharing 3 ideas they visualized or learned with detailed explanations.</td>
<td>Students will speak in complete sentences, sharing 2-3 ideas they visualized or learned with explanations.</td>
<td>Students will explain in complete sentences 2 ideas they visualized or learned using sentence starters.</td>
<td>Students will speak in short phrases or sentences, as they point and share what they pictured or learned.</td>
<td>Students will share what they visualized by pointing and saying I saw ... or I learned...</td>
</tr>
</tbody>
</table>

**NOTE:** The last performance indicator on this chart applies to the last three Language Objectives noted.

4/20/12  

Lesson 3: Cultures of North America
Theme: The Ancient Americas  Grade: 6th
Lesson 3: Cultures of North America  Duration: 4 days

Content Objectives:
1. Students will identify & summarize how the native North Americans used the mounds they built.
2. Students will visually represent their new knowledge of the Anasazi and Pueblo people through free form mapping (created drawings).
3. Students will learn how to generate answers to questions about the Cultures of North America, and respond to the comments of peers on a group list.

Language Objectives:
1a.) Students will read to identify the different usage of the Mounds of Cahokia and the Great Serpent Mound.
1b.) Students will orally summarize how the native North Americans used the mounds they built.
2a.) Students will orally describe what they visualized about how the Anasazi and Pueblo people used the land through the use of given key phrases. (see Function/Notion Chart)
3a.) Students will write their ideas showing what they learned about the Cultures of North America on the group list, followed by reading and discussing with group members the answers that have been generated.

Day One - Building Background Knowledge
Begin lesson by informing class that today they will begin to explore the cultures of North America, beginning with how the native North Americans used the mounds. Using the Smartboard, teacher will show students pictures of mounds taken from up above in an airplane. Teacher will prompt students to think about the pictures with the following HOTS questions:
♦ What do the mounds look like to you? After showing the picture of the Great Serpent Mound, ask the students why they think it looks like a snake?
♦ What could these mounds be made of?
♦ What tools do you think the mound builders used to build the mounds?

Next, teacher will show a map of North America showing the areas where the Eastern Woodlands, including the Mound Builders, lived.

Pre-Reading Activity: Making Predictions:
After engaging in a discussion about the pictures, teacher will ask students to make predictions before reading the section on Mound Builders, focusing on this question:
♦ Why do you think the mounds were built?

Students’ predictions will be written on chart paper. After reading the selection, these predictions will be revisited. Teacher can call on students to read each prediction and teacher will check off each prediction that was proven in our reading. This will be a great opportunity for teacher to remind students that predictions help us to think about what we will be reading and that it is important to come back and check our predictions as a way to monitor our reading.

Sentence starters for making predictions:
I think the mounds were built because ...
Maybe the mounds were built ...

Day 2 - Practice, Application and Interaction:
Today, students will learn about why and how mounds were built. Teacher will tell students that they learn how the native North Americans used the mounds. Students will be asked to read the
first section about the Mound Builders. Some students will read independently, some will engage in partner reading and Level 1 and 2 ELL students will participate in small guided group reading with the teacher. Students will read to confirm their predictions, using the CSR- Collaborative Strategic Reading. Using this strategy, students will stop at the end of each paragraph and decide if they get the information or if they have to go back and reread. After reading, students will required to identify and write down two to three ways the mounds were used, focusing specifically on the Mounds of Cahokia and the Great Serpent Mound. Student responses will be written or drawn on a T-chart (refer to Performance Indicators Chart). Once students have read the first section, we will convene in whole group, revisit the predictions made about the mounds and share the big ideas they discovered in their readings.

**Day 3– Building Background Knowledge:**
Today, teacher will inform students that they will learn about how the Anasazi and the Pueblo people used the land they lived on. Teacher will engage students in discussion on using their five senses to help them visualize and understand what they are reading. To assist students in generating a list of describing words that pertains to our five senses, teacher will play select sounds such as water flowing in an aqueduct, and bring in sand, dirt, clay, corn and other crops for students to see, touch, and sample. All sounds, objects and foods will be related to the theme we’ve been studying. Generated list of describing words will be displayed for students to use as a reference guide for today’s activity.

**Practice, Application and Interaction:**
In whole group, teacher will read aloud the second section titled the People of the Southwest. As teacher is reading, students will be asked to close their eyes and make mind movies as they listen carefully to what the teacher is reading. After participating in the listening activity, students will be split into cooperative groups of 4 students each. They will be given a blank piece of chart paper and markers and students will work cooperatively to complete post-reading activity known as Free-Form Mapping. Free-form Mapping is derived from Project CRISS-Creating Independence through Student-owned Strategies. In this activity, students will create their own text representation using drawings that depict what they visualized as the teacher read the section about the Anasazi and the Pueblo. Before students begin drawing they will share what they each visualized using sentence frames (see Function/Notion Chart). After each student shares their mind movie, they will now draw their text representation. Students can use words, pictures or diagrams to represent the main ideas. Students will have 15-20 minutes to complete this Free-Form Mapping activity. Upon completion, students will convene in whole group and each group will have the opportunity to present and orally explain their completed maps to the class. Another possibility is for students to display their completed drawings and the class can then participate in a Gallery Walk. Then students can convene in whole group and share what they noticed and what they liked. These maps can then be posted throughout the classroom and referred to later for reviewing content for unit test. If opting to do the presentation, teacher can provide the following sentence starters for language support:

1. Our map shows ...
2. This is a ...
3. In my head, I saw ...
4. As I listened to the selection, I visualized ...
5. I decided to draw this picture because ...
Day 4 - Review and Assess: Simultaneous Round Table

Today, teacher will inform her class that they will learn how to generate or provide answers to questions about the Cultures of North America. Levels 2 through 5 ELL students will be mixed heterogeneously and they will participate in a simultaneous round table discussion as they respond both orally and in writing to questions about the Cultures of North America using the Guided Reading and Review worksheet that came with the unit. This will serve as the culminating activity for Lesson 3. After students have responded to the questions, teacher will convene the whole class and discuss their responses in whole group. During this time, students will listen to each other responses and learn how to respond to the comments of peers on a group list using I agree or I disagree cards. As an accommodation, ELL Beginners can respond to following questions by drawing pictures:

- What items were found in serpent mounds?
- What crops did the Anasazi grow? How did they bring water to dry farmlands?
- Where did the Anasazi people of the Southwest build their villages?

Extended Activity:
As a culminating project for this lesson, students can engage in one of the following activities. They can pretend a visit to one of the mounds they have read about and describe the feelings they have looking at the mound from either up above or the ground. They can do this as a journal entry. Encourage students to include drawings or pictures they find on the internet. You may even allow them to use the pictures already included with this lesson.

OR

Students can write a narrative or descriptive paragraph telling what their life may be like if they were a teenager living in a pueblo. This can also be done as a journal entry and students can include pictures they find on the internet or include their own drawings.

UNIT WRAP UP: Using page 48 of teaching resources, students can complete this page to review the content learned in this unit. Students can create concept webs for each civilization and include the information included on this page to complete their webs. They can also use the pictures provided in this unit to support what they learned.
Lesson 3: T-Chart on Cultures of North America

| The Mounds of Cahokia | The Great Serpent Mound |

I believe mounds were important to the Mound Builders because

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Simultaneous Round Table

COMPONENT: Review/Assessment

(Kagan, 1994)

Grade Levels: All
Grouping Configuration: Small groups
Approximate Time Involved: About 10 minutes
Materials: Paper and pencils

Description:
Simultaneous Round Table encourages students to work with each other as they review. Each student at the table group (four or five students) is given a paper and a pencil. The papers are labeled with a team number (rather than students' own names) because the paper will be passed around the group. The teacher poses a question with multiple short answers. Students are given two minutes to respond to the question and then they pass the papers to each group member four or five times. Each time the paper is passed to a student, he or she must read what is already on the list and then add additional ideas. Students may write an answer they have seen on another piece of paper or create a new answer. This allows students to review individually, yet with the support of their team members.

For example, through the activity of Simultaneous Round Table, students review what they learned about pioneers and wagon trains by reading their peers' thoughts and adding their own ideas. The lists circulate around the table until complete, and each student then reads his or her list to the rest of the team. When the teams report, the teacher can generate one class list of information about the pioneers' wagon trains.

SIOP® Connection

Content Objective:
Students will be able to (SWBAT) . . .

- Generate answers to questions about (a topic), and respond to the comments of peers on a group list.

Language Objective:
Students will be able to (SWBAT) . . .

- Write their ideas about (the topic) on the group list.
- Read and discuss with group members the listed ideas.
Cultures of North America

A. As You Read

Directions: As you read Section 3, answer the questions below in the space provided.

1. When did the Native Americans called the Mound Builders live?

2. What was Cahokia? Where was it located?

3. How were most of the mounds in Cahokia shaped? How were they built?

4. What was the purpose of the great serpent mound in Ohio?

5. What items have researchers found in serpent mounds?

6. What did researchers notice about some of the items that they found in serpent mounds?

7. What does the word Anasazi mean?

8. In what region did the Anasazi people settle?

9. What crops did the Anasazi grow? How did they bring water to dry farmlands?

10. Why did the Anasazi build their villages into steep cliffs or on top of mesas?

11. When the Pueblo people wanted to please rain spirits, what did they do?

B. Reviewing Key Terms

Directions: Complete the sentence by writing the correct term in the blank provided.

12. The Anasazi people of the Southwest built villages called ___________________ into the side of steep cliffs.
The Ancient Americas

Directions: Use the information in Chapter 3 of your textbook to help you place the letter of each phrase in the box below under the name of the group that it describes.

a. built huge mounds in the Eastern Woodlands by moving basketfuls of dirt by hand
b. built large pyramids with temples on top and developed a system of writing using signs and symbols called hieroglyphs
c. built the capital city of Tenochtitlán on Lake Texcoco and created floating gardens in the lake
d. built a great empire that spanned almost the length of the Andes and featured fortresses and cities made from closely fitted stones
e. were a warlike people who controlled a huge empire in central Mexico and used prisoners of war as human sacrifices
f. practiced slash-and-burn agriculture in Mexico and Central America, with maize as the most important crop
g. built a vast system of highways and bridges, over which messengers and soldiers traveled
h. built their villages, called pueblos, into the sides of steep cliffs and on the tops of mesas
i. built temples and ceremonial buildings on top of pyramid-shaped mounds and used animal-shaped mounds as graves
j. built canals in the Southwest to irrigate the dry lands

1. Mayas
2. Aztecs
3. Incas

4. Builders
5. Anasazi
Looking out of the airplane window, you see a huge earthen snake. It twists and turns across the landscape. You realize that the shape of the snake was created with mounds of dirt. What could those mounds be? It is obvious that they were formed centuries ago. Who could have made them? And why would anyone make such an effort to form a shape that could only be seen from above?

For years after they were discovered, these ancient mounds baffled scientists. Archaeologists found different kinds of mounds in other parts of the country. But nobody knew what they were or who had built them. Only now are scientists beginning to solve this ancient mystery.

\[ \text{Monk's Mound, the largest mound in Cahokia, Illinois, measures about 1,000 feet (300 m) by 800 feet (240 m) at its base. It rises to a height of about 100 feet (30 m).} \]
Built between 1,300 and 3,000 years ago, the Great Serpent Mound in Ohio is the largest image of a snake in the world. The "uncoiled" length of the serpent is about 1,300 feet (396 m). Critical Thinking For what purpose was the Great Serpent Mound built?

**The Mound Builders**

Separate groups of Native American peoples built different kinds of mounds. The groups were known by different names and lived at various times from about 1000 B.C. to the A.D. 1600s. Today, all of these people are known as Mound Builders.

The Mound Builders were just some of the Native Americans who lived in the region called the Eastern Woodlands. This region lies between southern Canada and the state of Tennessee, and between the Mississippi River and the Atlantic Ocean.
The Mounds of Cahokia The once-great city of Cahokia (kuh HOH k ee uh) in what is now Illinois offers an example of one type of mound found in the Eastern Woodlands. Cahokia was a large city. Many of the buildings in the city were built on mounds. Some of these mounds were shaped like flat-topped pyramids. Temples for worshipping gods and buildings used for ceremonies once stood on top of these mounds. The largest mound in Cahokia has a base bigger than that of the Great Pyramid in Egypt.

Cahokia’s mounds are not natural. Thousands of workers built them by moving basketfuls of dirt by hand. They accomplished all this with simple tools of wood, stone, and shell.

The Great Serpent Mound The serpent mound in Ohio served a very different purpose from that of Cahokia’s pyramid mounds. This twisting, snakelike structure was a cemetery. Called the Great Serpent Mound, it is just one of many similar mounds in Ohio. When you look at these mounds from above, they are shaped like animals. Some served as graves for as many as 1,000 people.

The mounds also hold some of the precious belongings of the Mound Builders. Researchers probing the serpent mounds have found jewelry made of shell and copper, clay statues, and other works of art. Some of these items are made from materials that are not from Ohio. Researchers, therefore, believe that the Mound Builders must have been involved in extensive trading.

People of the Southwest

The mounds of the Eastern Woodlands are truly amazing. However, they are just a small part of the fascinating story of Native Americans in North America. Other Native American groups made their homes in the rocky deserts and forested mountains of the Southwest. Today, this region includes the states of New Mexico, Arizona, Utah, and Colorado. Here, too, environment affected the Native American way of life. One present-day Pueblo elder explained it like this:

"The story of my people and the story of this place are one single story. No man can think of us without thinking of this place. We are always joined together."
The Anasazi: The Ancient Ones  The Anasazi (an uh sah zee) were among the first cultures to develop in the Southwest. The word Anasazi means "ancient ones." These people lived long ago and came from outside the region. Centuries ago, the Anasazi moved into the Southwest from the far north. At first, they wandered the Colorado Plateau and other nearby areas. In time, they settled and began growing corn, beans, squash, and other vegetables. They built complicated systems of canals to bring water to dry lands where they had settled. They also grew cotton and wove it into cloth, and made pottery and baskets.

By A.D. 100, permanent Anasazi villages dotted the landscape. At first, the people lived in pit houses, circular houses built partly underground. However, they found that such dwellings were not easy to protect against enemy attack. Therefore, they built some of their villages into the sides of steep cliffs. And sometimes they built villages on top of mesas, or high, flat-topped hills. These villages, called pueblos, were a lot like our high-rise apartment buildings. As many as 1,200 people might live in one village.

The Pueblo Peoples  Anasazi customs lived on among later groups we call the Pueblo people. The Pueblos used the same apartment-type villages built into cliffs. And, like the Anasazi, they were
farmers. Their crafts included weaving, basket making, and pottery making.

The Pueblos believed in many spirits. They wanted to please these spirits, who controlled the rain that watered their plots of corn, beans, and squash. Many times during the year, men gathered in an underground room called a kiva to ask the spirits to send rain. They appealed to kachinas, or cloud spirits, by performing special rain dances.

**SECTION 3 REVIEW**

1. Define pueblo.
2. Identify Cahokia.
3. Why did the Native Americans of the Eastern Woodlands build mounds?
4. How did the Anasazi and Pueblo peoples use the land?

**Critical Thinking**

**5. Drawing Conclusions**

It took a lot of time and hard work to build the mounds. What might this effort tell you about the values and beliefs of the cultures that built the mounds?

**Activity**

6. Writing to Learn

Write two paragraphs telling what your life might be like if you were a teenager living in a pueblo.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>p.4-5</td>
<td>p.23</td>
<td>p.31-40</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>p.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>p.8,9,10</td>
<td>p.26-29</td>
<td>p.42-44</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>p.25</td>
<td>p.31</td>
<td></td>
</tr>
<tr>
<td>I.E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>p.14</td>
<td>p.30</td>
<td>p.45</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>p.15-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td>12-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td>p.31</td>
<td></td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>p.27</td>
<td>p.24</td>
<td>p.41</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td></td>
<td>p.24</td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td></td>
<td></td>
<td>p.41</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td></td>
<td>p.41</td>
<td></td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td></td>
<td></td>
<td>p.46</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td></td>
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<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
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</tbody>
</table>
Original Lessons
Marilyn Rosario-Cosme  
January 31, 2012  
TSL 518 – Content Based Instruction for ELLs  

**Introduction to Content Based Unit Selected**

I decided to develop a Social Studies unit for a 6th grade mainstream class integrated with ELL students. There are currently 9 ELL students in 6th grade who are receiving ESL or Bilingual services. The levels range from Beginning (Level 1) all the way to Proficient (Level 4), as measured by the LAS Links.

Student will be reading from the textbook *Medieval Times to Today*, which was published by Prentice Hall. I have chosen Chapter 3, pages 58-81, where students will be learning more about "The Ancient Americas". Upon completion of this unit, I want my ELL students to know:

- which civilizations and cultures developed in the Americas,
- how geography and the environment affected the lives of people in each society,
- about the achievements of each society being studied,
- the forms of communication used by some of the groups, and
- the differences and similarities between the cultures studied.

After having a conversation with the Grade 6 teachers at my school, I discovered that we only have copies of the Student Editions as well as the Teacher's Edition. We don't have additional resources that are components to this program, which can be used to deliver each lesson and support students' learning. Therefore, I will be pulling from other resources from the Literacy Room or from the internet, as well as creating activities and worksheets that can be used to support my ELL students as they learn more about the Ancient Americas.
<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expressions</th>
<th>Essential Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Describe</td>
<td>Accomplishments and achievements</td>
<td>The _______ was created by the _______.</td>
<td>Slash-and-burn agriculture crops, farmers, land, maize calendar</td>
<td>Pronouns: they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Mayans used the land to grow _______.</td>
<td>hieroglyphs, temples</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The Mayans planted _______.</td>
<td>created, developed, burned</td>
<td>Past Tense Verbs</td>
</tr>
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<td></td>
<td>The most important crop was _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Similarities and differences</td>
<td>The Aztecs were unlike the Mayans because ...</td>
<td>causeways, aqueducts, warriors, emperor artisans, slaves ceremonies</td>
<td>Question Words: who, what, where, when, why and how</td>
</tr>
<tr>
<td></td>
<td>between civilizations</td>
<td>Both civilizations were the same/alike because ...</td>
<td>worshipped, ruled</td>
<td>Past Tense Verbs</td>
</tr>
<tr>
<td>Writing sentences</td>
<td>Using verbs in the past tense</td>
<td>The Mayans grew _____.</td>
<td>&quot;grow&quot; → &quot;grew&quot;</td>
<td>Past Tense Irregular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Aztecs built _____.</td>
<td>&quot;build&quot; → &quot;built&quot;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;make&quot; → &quot;made&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Very nice!
**Marilyn Rosario-Cosme**  
**6th Grade Unit: The Ancient Americas**  

**Content Objectives**
- By the end of this lesson, students will:
  - identify the accomplishments & achievements of Mayan and Aztec civilizations on text.
  - compare and contrast the Mayan and Aztec empires.
  - learn the rules for forming past tense verbs.

**Lesson 1: Cultures of Middle America**  

**Language Objectives**
- So they can:
  - orally paraphrase the accomplishments & achievements of each civilization.
  - read and identify the similarities and differences between each civilization.
  - write a summary/sentences using use past tense verbs.

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</thead>
<tbody>
<tr>
<td>Speaking: Paraphrase</td>
<td>Hold up a picture that best completes the given expression to show what each civilization accomplished/achieved.</td>
<td>Using given expressions, tell what each civilization accomplished or achieved.</td>
<td>With a partner, recall 3 accomplishments of each civilization using short phrases.</td>
<td>With a partner, use complete sentences to identify 3 accomplishments of each civilization.</td>
<td>Independently identify 3 accomplishments of each civilization and explain why these accomplishments were important.</td>
</tr>
<tr>
<td>Reading: Identify/compare</td>
<td>Listen to Sort pictures in each section of a Venn diagram to show how the Mayans &amp; Aztecs were alike and different.</td>
<td>Read modified text in small group and highlight similarities and differences between the Mayans and Aztecs.</td>
<td>With a partner, read and highlight the similarities and differences between the Mayans and Aztecs.</td>
<td>With partner, read to find similarities and differences between the Mayans and Aztecs.</td>
<td>Independently read to find similarities and differences between the Mayans and Aztecs.</td>
</tr>
<tr>
<td>Writing: Summarize using past tense verbs</td>
<td>Match present tense verb with its past tense form and copy verbs on teacher created chart.</td>
<td>Use word bank containing past tense verbs to complete a cloze passage summarizing differences &amp; similarities.</td>
<td>Write two complete sentences explaining one similarity and one difference between the Mayans &amp; Aztecs using sentence starters and support of Venn diagram.</td>
<td>With partner, write a paragraph summarizing similarities/differences between the Mayans &amp; Aztecs with support of Venn diagram.</td>
<td>Independently write two paragraphs &amp; summarize the similarities and differences between the Mayans and Aztecs.</td>
</tr>
</tbody>
</table>
Background

Theme: The Ancient Americas

Lesson Topic: Cultures of Middle America

Grade: 6

Duration: 2-3 days

Content Objectives:
- Students will identify the accomplishments of Mayan and Aztec civilizations on text.
- Students will compare and contrast the Mayan and Aztec empires.
- Students will learn the rules for using verbs in the past tense.

Language Objectives:
- Students will orally paraphrase the accomplishments of each civilization.
- Students will orally explain the similarities and differences between the Mayan and Aztec empires.
- SWBAT write a summary using past tense verbs to write sentences.

Learning Strategies: Use T-charts and graphic organizer; pictures for better understanding of essential vocabulary; how to write a summary using key information from Venn diagram

Key Vocabulary: slash-and-burn agriculture, civilization, crops, land, calendar, hieroglyphs, aqueducts, temples, empire, bridges, ceremonies

Materials
- list of key vocabulary written on chart paper, accompanied with pictures
- Pocket chart of Venn diagram graphic organizer
- Copy of highlighted text for Beginner and Early Intermediate students
- T-Chart on chart paper and markers

Building Background Knowledge
- Teacher will prepare a two-column chart titled Where We Come From and Our Culture & Customs. Begin lesson by asking students to share where their family is from and to share what they already know about culture. Students will be asked to think about what their grandparents and parents have shared about life as they were growing up, customs and celebrations passed on. Responses will be written on chart paper.
- Proceed to inform class that we will be learning about the Ancient Americas, beginning with the Mayans and Aztecs. Using a map of North and South America, show students where the Mayans and Aztecs civilization developed. Proceed to explain the words accomplishments and achievements. Explain to...
class that today we will discover what the Mayans and Aztecs accomplished and achieved centuries ago and they will be required to orally identify these accomplishments and achievements.

- Distribute listening guides containing pictures and introduce key vocabulary. Ask students to write the vocabulary next to the pictures they already know. Students at Preproduction stage will be asked to point and identify the pictures they may already know, using either L1 or L2. Then inform class that as we read the text, we will discuss the vocabulary and they will be able to fill in the remaining words for the pictures they didn’t know.

- Present the Venn diagram pocket chart graphic organizer and ask students to explain purpose of a Venn diagram. After having a brief discussion, explain to students that in the second part of this lesson, we will be comparing and contrasting the Mayan and Aztec empires.

- Pose question “what is a verb?” Explain to class that we will be exploring verbs in the past tense and they will notice that using verbs in the past tense is essential to identifying the accomplishments/achievements and will be used to summarize the similarities/differences between both civilizations.

Presentation and Practice

- Students will be provided with copies of Lesson 1. Some will branch off in the room to read independently, with a partner or in small guided reading with the teacher. In the first section of this lesson, students will be asked to use sticky notes or highlighters to identify the accomplishments and achievements of each civilization. After completing first reading task, students will convene as a whole group to discuss and orally paraphrase what they discovered. Provide sentence stems from functional/notion chart. Responses will be written on T-chart labeled the Mayans and the Aztecs.

- In the next section of the lesson, students will read to identify the similarities and differences between each civilization in the same way we did for the first part of the lesson. We will convene in whole group to share our findings and teacher will guide students in completing the Venn diagram. Students’ responses will be written on sentence strips and placed in the Venn diagram pocket chart. Inform students that the Venn diagram will be used as a resource/tool to complete a written summary.

- Grammar lesson on past tense verbs- After reviewing and discussing what verbs are, students will be asked to go on scavenger hunt in their text and identify the verbs. These verbs will be written on chart paper labeled Present and Past Tense Verbs. After verbs have been written on the past tense side, teacher may call on students to tell the verb in the present tense. Teacher will ask students to observe what they notice about the verbs in present tense and past tense before explaining the rules for writing verbs in the past tense.

- Also present a brief lesson on Irregular Verbs. Teacher will have the irregular verbs found in text written on index cards and model how to use each verb in both present tense and past tense in complete sentence. The irregular verbs are: grow/grew, build/built, and make/made.
Students will now write a summary or sentences using the past tense verbs to explain how the Mayan and Aztec civilization were alike and different.

Review (Ticket to Leave)
Now that we have explored and learned more about the cultures of America, name the two cultures we talked about today. Can you name and/or point to the map and tell where the civilizations arrived.

Homework and/or Extension Activities:
Color and label the civilizations on a map of North, South and Central America.

Students can also write a BRIEF summary describing the accomplishments and achievements of both the Mayans and Aztecs.

Complete Compare and Contrast graphic organizer to show differences between each civilization studied.
Descriptive Narrative

I chose this unit on The Ancient Americas after talking with the 6th grade teacher. The goal is to co-teach the unit since there are currently 10 ELL students enrolled in the 6th grade. This is my first time presenting and teaching this unit. Since I had no original lesson, I decided to include a copy of the instructional plan that came along with the unit. The lesson I submitted contains most of the components discussed in class. As I was preparing the lesson, I referred to the SIOP unit on lesson preparation.

Though I have 12 years of teaching experience as a Bilingual teacher, I am eager to become more knowledgeable of the SIOP model so that I can share what I learn with my colleagues. In the first lesson, I was able to include sections on building background knowledge, learning strategies and even some activities that I'm hoping will make content comprehensible for my students. I feel that introducing new vocabulary has always been my strongest area. I always display word walls with pictures in my classroom and students are encouraged to use them daily. My next step is to continue searching for images to complete my listening guide using the essential vocabulary presented on the functional/notion chart. Secondly, instead of adapting the text, I chose to highlight pertinent information using the text already provided by the district. Lastly, I feel that the activities presented on the Performance Indicator sheet will serve as informal assessments because students will be able to demonstrate orally and in writing what they have learned about the cultures of Middle America.
In this chapter, students will read about the ancient cultures of Middle, South, and North America. Content in this chapter thus corresponds to the following Guiding Questions:

- How did physical geography affect the development of societies around the world?
- What accomplishments in technology, learning, or artistic expression were found in each society?

Have students read the names of the civilizations and cultures on the map. Then have small groups find the names of the present-day countries in which these cultures are located.

- Mayas, Aztecs, Incas, Mound Builders, Anasazi
- Guatemala, Costa Rica; Mexico; Peru, Bolivia, Chile, Argentina; the United States

The following Teacher's Edition strategies are suitable for heterogeneous groups.

**Critical Thinking**
Recognizing Cause and Effect  p. 61

**Interdisciplinary Connections**
Math  p. 66

**Cooperative Learning**
Partnering a Tour  p. 74

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**Map Activities**

In ancient times, several different civilizations and cultures developed in North and South America. To help you to get to know the names and locations of these civilizations and cultures, do the following activities.

**Locate a civilization**
Find the areas labeled North America, Middle America, and South America. Which civilizations and cultures developed in each area?

**What country is it today?**
Find the locations of these civilizations and cultures on the maps in the Atlas at the back of your book. In what present-day countries were these cultures located?

**Media and Technology**

A Trip To Machu Picchu, from the World Video Explorer, enhances students’ understanding of Incan civilization.
Cultures of Middle America

Key Terms
- maize
- slash-and-burn agriculture
- hieroglyph
- causeway
- aqueduct
- artisan

Key Places
- Tenochtitlan
- Lake Texcoco

In about A.D. 1325, the Aztec people of central Mexico began looking for a place to build a new capital city. Legend says that they asked Huitzilopochtli (Hwitz-ee-loh-pock-tee), their god of war, where they should build. He told them to build the city at the place where they saw an eagle perched on a cactus and holding a snake in its beak.

When the Aztecs found the sign their god had described, they were dismayed. It was such an unlikely setting for a city. The eagle was perched on a cactus growing on a rocky outcrop in a swamp. But their god had given them this sign. Therefore, they built Tenochtitlan (Tay nawch-tee Tlah-n), the world's city of the time, on a swampy island at the center of Lake Texcoco.

The Geographic Setting

The Aztecs were not the first civilization or culture to develop in the Americas. Many Native American peoples had lived here for thousands of years. These various peoples developed ways of life that fit their geographic setting.

The land in the Americas has great variety. Rugged mountains and highland plateaus stretch from the icy north of North America all the way down the spine of South America to the tip of the continent. Other parts of the two continents are covered by vast plains or deserts.

Teaching Resources

- Reproducible Lesson Plan in the Chapter and Section Support booklet, p. 37, provides a summary of the section lesson.
- Guided Reading and Review in the Chapter and Section Support booklet, p. 38, provides a structure for mastering key concepts and reviewing key terms in the section. Available in Spanish in the Spanish Support booklet, p. 24.

Program Resources

- Material in the Primary Sources and Literature Readings booklet extends content with a selection related to the concepts in this chapter.
- Outline Maps Central America and the Caribbean: Political, p. 9

Lesson Objectives

1. Relate Mayan civilization to its physical geographic setting.
2. Summarize the accomplishments of Mayan and Aztec civilizations.
3. Compare the Mayan and Aztec empires.

Lesson Plan

1 Engage

Warm-Up Activity

Have students read Reach Into Your Background in the Before You Read Box. Ask students what studying other cultures and civilizations can teach us. Define civilization as a society in which there are cities, social classes, and an organized economic system and government.

Activating Prior Knowledge

Have student partners create K-W-L charts about the Mayas and the Aztecs. Work with the students as they fill in information in the What We Know and What We Want to Know columns. Encourage them to add to the final column, What We Learned, as they read the section.
2 Explore
After students read the second section, have them contribute to a chart describing the Mayan and Aztec civilizations. Discuss and record the political and economic organizations, religions, cities, and social classes in these two societies. Discuss why there are social classes with specific tasks in an advanced society. Remind students that in an advanced society, farmers raise enough food to support everyone. This frees some people to become artisans, warriors, priests, and leaders.

3 Teach
Student partners will use the information from the chart and discussion to make a Venn diagram that compares and contrasts the civilizations of the Mayas and the Aztecs. This activity should take about 15 minutes.

4 Assess
See the answers to the Section Review. You may also use the students’ diagrams for assessment.

Acceptable diagrams list at least two similarities and one difference.

Commendable diagrams show three similarities and two differences.

Outstanding diagrams show a complete understanding of the similarities and differences between the two cultures.

The Americas also have many different climates. North American climates range from extreme cold in the far north to hot, almost tropical, in the south. Middle and South American climates also vary, but the most common climate is tropical.

The Mayas
It was in the tropical climate of southern Mexico and Central America that one important civilization, the Mayas, developed. The Mayan way of life, which was based on farming, flourished from about A.D. 300 to 900. Today, descendants of the early Mayas still live in Mexico and Central America. Many still practice some of their ancient traditions.

A Farming Culture Mayan farmers grew many different crops, such as beans, squash, peppers, avocados, and papayas. But maize, or corn, was their most important crop. They held maize in such high regard that they worshipped a god of corn.

To plant their corn, the Mayas first had to clear the land. They cut down the trees. Then they burned the tree stumps, later using the ash as fertilizer. Finally, they planted seeds. After a few years, the soil was worn out. The Mayas then chose a new area to clear and plant. This technique is called slash-and-burn agriculture.

Resource Directory
Program Resources
Nystrom Desk Atlas

Media and Technology
Color Transparencies 66, 68
Planet Earth CD-ROM includes satellite images and physical maps of Latin America, plus World Wonders, Cultural: Chichen Itza, Mexico.
Religion and Cities  Crops need the sun and the rain to grow.
It is not surprising then, that the Mayas worshipped the forces of nature
as well as a corn god. To honor their gods, the Mayas held great
festivals.

The Mayas conducted the most important of these festivals in large
temples. The temples stood atop soaring pyramids in the centers of
Mayan cities. Each Mayan city had one ruler, who governed the city and
the area around it. Priests and nobles assisted him. These people of
power and high position lived in large houses that surrounded the
temples. The ordinary people lived on the outskirts of the city. Beyond
the city limits lay the farms.

Mayan Achievements  Mayan priests created a calendar to
plan when to hold important religious festivals. The Mayas also devel-
oped a system of writing using signs and symbols called hieroglyphs.
About A.D. 900, the Mayas suddenly left their cities. No one knows
why. Crop failures, war, disease, drought, or famine may have killed
many Mayas. Or perhaps people rebelled against their leaders. When
the Mayas left their cities, their civilization declined.

Mayan Wall Paintings

This picture shows one of the murals, or wall
paintings, found in a Mayan temple in Bonampak,
Mexico. The murals were painted in the late
A.D. 700s, probably to celebrate the birth of a
prince. This mural portrays a battle scene. The
figure on the right is wearing a jaguar headdress.
The jaguar was one of the Mayan gods of war.

Critical Thinking
An Accurate Calendar
The Mayas were great
astronomers. They
watched the skies and
plotted the movements of
the sun, moon, and stars.
Using their observations,
they designed a calendar
of 365 days. It had 18
"months," each of which
was 20 days long. The
extra five days fell at the
end of the year. These
were considered bad
luck days.

Verbal, Auditory

Background

Hieroglyphics  The ancient civilizations of Egypt
and Sumer in Mesopotamia also developed hieroglyphics
in which signs and symbols stand for ideas, things, or
sounds. In contrast, the signs and symbols of Mayan
hieroglyphics stood for sounds, ideas, or individual
words.

Mayan Wall Paintings

Answers to . . .

Mayan Wall Paintings

Answers may vary. Students
might suggest that the
Mayas hoped the new prince
would be successful in battle.

Section I  61
The Aztecs

Another ancient civilization of Middle America was that of the Aztecs. They arrived in the Valley of Mexico in the A.D. 1100s. Within 100 years, they controlled all the land in central Mexico between the Gulf of Mexico and the Pacific Ocean. In the center of their empire was Tenochtitlán, the capital they had built on Lake Texcoco.

Tenochtitlán: City in the Lake You have already read about how the Aztecs chose a spot for their capital. In spite of its swampy location, Tenochtitlán was a magnificent city. At the center was a huge square. All around it stood pyramid-temples, palaces, and large stone houses. Canals crisscrossed the city. People used the canals to transport goods and to move about the city. Causeways, or raised streets of hard earth, connected the city to the mainland.

As the city grew, the Aztecs realized that they needed more farmland. Their answer to the problem was to build "floating gardens." These were islands the size of football fields. The Aztecs made them by piling rich earth from the bottom of Lake Texcoco onto rafts made of wood. After a while, the roots of plants and trees grew down to the lake bottom, anchoring the rafts.

In addition, the Aztecs built aqueducts, pipes or channels designed to carry water from distant sources. These carried fresh springwater from the mainland to storage areas in the city.

Floating Gardens

The Aztecs began building a floating garden by driving a wooden frame into the lake bed. Next, they placed a raft of reeds or wood inside the frame. Then, they piled layers of weeds, mud from the lake bottom, and earth on the raft. They planted trees to roost the raft to the lake bed and to provide shade for the garden. Over time, mud and earth fell through the raft, filling the space underneath.

Critical Thinking Why did the Aztecs need to build floating gardens?
A Warlike Way of Life  Although Tenochtitlán was a peaceful place, the Aztecs themselves were a warlike people. In the 1400s, Aztec warriors began conquering the other people in the region. Soon, the Aztecs controlled a huge empire. One ruler, the emperor, ruled over all the Aztec lands.

The Aztecs forced the people they conquered to pay tributes, or taxes, in the form of food, gold, or slaves. They also took thousands of prisoners of war to serve as human sacrifices. The Aztecs believed that they had to sacrifice humans so that the sun would have enough strength to rise every day. Human blood was what gave the sun strength. If the sun did not rise, crops could not grow, and the people would starve. Priests made the offerings daily. In very bad times, members of noble Aztec families were sometimes sacrificed to please the sun god.

Because of their respect for war, it is not surprising that the upper class of Aztec society was made up of military leaders as well as members of the royal family, priests, and nobles. The next class of
Section 1 Review

1. (a) corn (b) process in which trees are felled and (c) signs and symbols used as writing (d) raised street (e) pipes or channels designed to carry water from distant sources (f) skilled worker who practices a trade or creates jewelry, clothing, pottery, sculptures, or other goods.

2. (a) capital city of the Aztecs (b) lake in central Mexico with an island on which the Aztecs built Tenochtitlán.

3. The Maya's built cities and located temples atop pyramids. They developed a calendar and a system of hieroglyphic writing.

4. Aztec society was well organized. The Aztecs were very skilled engineers, creating canals, causeways, and aqueducts for their city.

5. Both civilizations were based on farming and had cities, temples, and pyramids. Their political organizations consisted of a ruler, priests, nobles, warriors, and the social classes beneath them, which were made up of artisans, farmers, and slaves. Both societies had strong religions. Both groups had a system of writing.

6. Answers will vary. Accept any reasonable answer.

Answers to...

THE ROLE OF AZTEC WOMEN

Possible answer: Men were expected to fight in wars. Women were expected to raise and train their daughters, prepare food, and weave cloth.

In these paintings, made during the 1500s, Aztec mothers teach their daughters to grind corn into flour (right) and to weave cloth (right). In Aztec society, girls of 13 were expected to grind flour, make tortillas, and cook meals. By the time they became adults, they had to be skilled at weaving. Some of the cloth they wove was made into capes and used for trade. Some was used to decorate temples. The finest cloth went to make clothes for the nobles to wear.

Critical Thinking How did the skills required of Aztec men and Aztec women differ?

SECTION 1 REVIEW

1. Define (a) maize, (b) slash-and-burn agriculture, (c) hieroglyph, (d) causeway, (e) aqueduct, (f) artisan.

2. Identify (a) Tenochtitlán, (b) Lake Texcoco.

3. What were some of the achievements of the Maya?

4. What do you think made the Aztec empire strong?

Critical Thinking

5. Making Comparisons In what ways were the Mayan and Aztec empires alike?

Activity

6. Writing to Learn List the three features you found most interesting about Mayan or Aztec life. Use these to write a poem about either the Mayas or the Aztecs.

Teaching Resources

Section Quiz in the Chapter and Section Support booklet, p. 39, covers the main ideas and key terms in the section. Available in Spanish in the Spanish Support booklet, p. 25.
Lesson Objectives

Upon completion of this lesson, students will be able to
- relate Mayan civilization to its physical geographic setting,
- summarize the accomplishments of Mayan and Aztec civilizations,
- compare the Mayan and Aztec empires.

Engage Motivate Students to Learn

Warm-Up Activity Have students read Reach Into Your Background in the Before You Read Box. Ask students what studying other cultures and civilizations can teach us. Define civilization as a society in which there are cities, social classes, and an organized economic system and government.

Activating Prior Knowledge Have student partners create K-W-L charts about the Mayas and the Aztecs. Work with the students as they fill in information in the What We Know and the What We Want to Know columns. Encourage them to add to the final column, What We Learned, as they read the section.

Explore Develop Main Ideas

After students read the section, have them contribute to a chart describing the Mayan and Aztec civilizations. Discuss and record the political and economic organizations, religions, cities, and social classes in these two societies. Discuss why there are social classes with specific tasks in an advanced society. Remind students that in an advanced society, farmers raise enough food to support everyone. This frees some people to become artisans, warriors, priests, and leaders.

Teach Solicit Student Participation

Student partners will use the information from the chart and discussion to make a Venn diagram that compares and contrasts the civilizations of the Mayas and the Aztecs. This activity should take about 15 minutes.

Assess Assess Evidence of Learning

See answers to Section Review questions. Students may also demonstrate evidence of learning by completing the Guided Reading and Review and the Section Quiz from the Teaching Resources. If students are doing a book project, that may also demonstrate evidence of learning by showing progress on project preparation.
# Cultures of Middle America

## A. As You Read

*Directions:* As you read Section 1, fill in the table below with details about the cultures of the Mayan and the Aztec people. Write one or two items for each number.

<table>
<thead>
<tr>
<th>The Mayas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>Achievements</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenochtitlán</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>Way of Life</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>Society and Religion</td>
</tr>
<tr>
<td>6.</td>
</tr>
</tbody>
</table>

## B. Reviewing Key Terms

*Directions:* In the blanks provided, write the definitions for the following key terms.

7. maize
8. slash-and-burn agriculture
9. hieroglyphs
10. causeway
11. aqueduct
12. artisan
### Functional/Notion Chart

**6th Grade Social Studies Unit: The Ancient Americas**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expressions</th>
<th>Essential Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and complete a chart</td>
<td>Evaluate how Incas ruled an empire</td>
<td>People had to _____</td>
<td>ruler/emperor, language/communication, record/note, unified, empire, government, quipos</td>
<td>Synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People were expected to _____</td>
<td></td>
<td>Multiple Meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The quipos was used to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent information visually and orally explain</td>
<td>Explore how Incas built roads &amp; bridges and discuss its importance</td>
<td>The Incas built _____ because _____</td>
<td>runners, messengers, roads, highways, bridges</td>
<td>Question Words: who, what, where, when, why and how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This picture/visual shows ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building roads &amp; bridges was important because ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a main idea paragraph and include details</td>
<td>Summarize how the Incas used land for farming</td>
<td>The Incas prepared the land for farming by building _____</td>
<td>canals, aqueducts, terrace</td>
<td>Verbs: Present to Past Cognates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The canals allowed water to _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Incas grew _____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extended Activity:**
- Students can write a descriptive paragraph describing the features of an Incan city.
Background
Theme: The Ancient Americas  
Grade: 6

Lesson Topic: The Incas  
Duration: 2-3 days

Content Objectives:
♦ Students will evaluate how the Incas established a system of government to rule a vast empire.
♦ Students will explore why the Incas built a system of roads and bridges.
♦ Students will learn how to identify the main idea and include supporting details.

Language Objectives:
♦ Students will complete a chart by showing what the Incas did to bring the empire together (to unify the empire).
♦ Students will visually represent and orally explain how the Incas used a system of roads and bridges.
♦ Students will locate information and summarize how the Incas prepared and used the land for farming.

Learning Strategies: Use T-charts and graphic organizer; pictures for better understanding of essential vocabulary; how to write a summary using key information from Venn diagram

Key Vocabulary: ruler/emporer, language/communication, record/note, unified, empire, government, quipos, runners, messengers, roads, highways, bridges, canals, aqueducts, terrace

Materials
♦ Chart paper, markers or colored pencils
♦ Strips of paper to create chained link
♦ Batons and timer for relay race
♦ Wall map and individual copies of map for students to color
♦ Main Idea Graphic Organizer

Building Background Knowledge

Day One: Teacher will begin lesson by asking students to name the school’s four expectations: Be Safe, Be Respectful, Be Responsible and Be a Problem Solver. Working with a partner, teacher will ask students to Think-Pair-Share two ways the school expectations bring our classroom together as a community. A discussion will follow and students’ responses will be written on chart paper. Next, teacher will ask partners to write their suggestions on strips of rectangular paper and then we will create a
chained link of these suggestions. Teacher will proceed to inform class that the school wide expectations along with their suggestions have unified us as a classroom community. The chained link represents our “oneness”. Teacher will then proceed to explain that in order to ensure our classroom stays unified, we will need an emperor. Teacher will explain an emperor’s role and inform the class that their teacher will serve as their emperor.

For the second frontloading activity, teacher will bring students out to the field, divide students into two teams and conduct a running relay race using batons. As a team, they must decide on a signal that they will like to use to let the next team member know that they need to be ready to receive the baton. The relay race will be timed to see how long it takes each team to pass the baton to their teammates. Upon completion of the relay race, teacher (the emperor) will announce which team has been chosen to serve as relay runners and assist the emperor. Students will return to the classroom, where teacher will inform students that they are now familiar with how the Incas delivered messages to neighboring towns.

Presentation and Practice: Teacher will refer to a map and use colored sticker dots to show how big the Incan empire was. Teacher will place a dot on the countries of Ecuador, Peru, Bolivia, Chile and Argentina. As teacher places each dot, students will follow along by coloring each country on their individual copy of the map.

Day One Closure: As a wrap up, students will be asked to respond in their journal and decide if they would have liked to be a relay runner and explain why. Students could also respond to how they think the messenger would have felt to be a runner during the Incan empire.

Presentation and Practice on Day Two: Today students will learn how the Incas were able to unify, or bring together a vast empire, including why the Incas built a system of roads and bridges. Teacher will begin today’s lesson by having students orally share their written responses to the previous day wrap up activity. After sharing their reactions, teacher will proceed to divide students into groups of four. Each student within each group will be assigned a role: the reader, the recorder, the illustrator and the presenter. Each group will be asked to read two sections titled “The Rule of the Incas” and “A System of Roads and Bridges”. Students then have to identify up to four ways that the Incas were able to rule and unify such a vast empire. As the reader reads each section, all students will follow along and highlight some of the ways the Incas ruled the empire. After both sections have been read, students will share information they highlighted and decide which information they would like to include on the chart. Responses will be written on the teacher created chart by the recorder, followed by the illustrator depicting something about each way the Incan empire was unified. Then students have to brainstorm and decide what they think were some advantages and disadvantages of the Incas way of ruling and unifying the empire. Completed charts will be displayed in the classroom and students will have the chance to review each chart and compare their group responses. Teacher will then proceed to call the presenter for each group where they can read what their group included on the chart.
Day Two Closure: Students will respond in their writing journal to the following question—Why were bridges important in controlling the Incan empire?

Day Three: Today students will learn how to identify the main idea (tell what a section was mainly about) and include supporting details, so they can summarize how the Incas prepared the land for farming. Students will have to identify three supporting details showing how the Incas used their land for farming. Teacher will model a lesson on finding the main idea and supporting details using the scaffold model on finding the main idea, taken from the book That's a Great Answer! Advance level students will be asked to read the section on “More Land for Farms” independently. Students at the Proficient and Intermediate level will be partnered up with a peer to read assigned section together. ELL students at Levels One and Two will join the teacher for small guided group reading. During small guided reading group, teacher will read aloud section and show pictures showing important details on what the Incas did to prepare their land for farming. Pictures will include a canal, an aqueduct, a terrace and potatoes. Teacher will guide students on how to complete both the scaffold and the main idea graphic organizer. Refer to the Performance Indicators for more details on what all students will be required to do for this lesson.

Lesson Closure: Students use Key Vocabulary to orally share and summarize what they learned about the Incas. Students will select two words from the Word Wall and tell how they go together and tell one important fact they learned about the Incas.

Key Vocabulary: ruler/emperor, language/communication, record/face, unified, empire, government, quipos, runners, messengers, roads, highways, bridges, canals, aqueducts, terrace
Reach Into Your Background
Throughout history, rulers have tried to promote the unity or oneness of their empire and their people.

1. How did Incan rulers establish a system for effectively ruling their vast empire?

2. What were some accomplishments of the Inca?

Key Terms
quipu
terrace

Key Place
Cuzco

High in the mountains, a young boy races along a narrow stone highway. He breathes heavily, relieved that he has almost reached his goal. He lifts a conch-shell trumpet and blows. It is the signal telling the next runner to get ready.

The boy is a relay runner, chosen for his speed and endurance. The Incas depended on runners to carry messages from the capital of Cuzco. Like every other royal messenger, the boy knows his stretch of royal highway so well that he could run it on the darkest night.

As the runner reaches the end of his stretch of road, he passes the message to the next runner. He recites the message he memorized at the start of his run.

Securing the Empire
Incan relay runners covered a lot of territory, for the Incan empire was huge. It stretched some 2,500 miles (4,023 km) along the Andes Mountains from what is now the country of Ecuador through the

Teaching Resources
- Reproducible Lesson Plan in the Chapter and Section Support booklet, p. 40, provides a summary of the section lesson.
- Guided Reading and Review in the Chapter and Section Support booklet, p. 41, provides a structure for mastering key concepts and reviewing key terms in the section. Available in Spanish in the Spanish Support booklet, p. 26.
Lesson Plan continued

2 Explore

After students read the section, have them contribute to the web on the chalkboard that describes Incan civilization. Discuss how the Incan leaders created an effective system for ruling places that were far away. How did they need to communicate with faraway parts of the empire lead to great achievements in building and engineering?

Interdisciplinary Connections

Math Invite interested students to find out more about the quipus created by the Incas and how they were used. Students can present the information to the class in an oral report accompanied by a demonstration of how they keep count on a quipu.

The Incas believed that gold was the sweat of the sun god and that the gleaming metal reflected the sun god's glory. All the gold belonged to the emperor. It was used only for ceremonial objects, like these decorated knives.

An Official Census High government officials made sure that the Incan empire ran smoothly. They decided where people would live and what kind of work they would do. They used a census, or official count of the people, to keep track of everyone in the land. Such records helped officials make sure that the people paid taxes and registered to work on public projects.

The Rule of the Incas The Incas developed their own system of government to rule their empire. At its head was a ruler called "Sapa Inca," or "the emperor." People believed that he was descended from the sun god. He, and only he, owned the land and divided it among the people.

Incan rulers used interesting methods to unify the huge empire and its people. One ruler, for example, made the Incan language, Quechua (KECH wah), the official language of the empire. He sent people into newly conquered lands to teach Incan customs and laws and to set up schools that taught Incan religion and history.

All people were expected to pay taxes to the empire. Men had to work on public projects. They might farm land, mine gold, or build roads. Women wove cloth for government officials. Farmers and their families gave the government parts of the crops they raised. In return, the government took care of the poor, the sick, and the elderly.

Resource Directory

Program Resources

[☐ Outline Maps Latin America: Physical, p. 6; Latin America: Political, p. 7]

Media and Technology

[☐ Color Transparencies 64, 86]
Although the Incas did not have a written language, they did create an unusual system for keeping detailed records. Government officials noted information about births, deaths, taxes, and harvests on knotted strings called quipus (kee poos). Every quipu had a main cord with several colored strings attached. Each color represented a different item. Knots of varying sizes stood for numbers.

A System of Roads and Bridges To control the empire, the emperor and his officials had to know what was going on. To accomplish this, they needed a communication system—the runners. But these messengers needed roads to travel on. The Incas, therefore, built a large system of highways and bridges.

The roads served another purpose besides communication. In times of trouble, they allowed the army to travel quickly. As the soldiers traveled, they picked up supplies at stations along the way. Thus, the emperor could keep control of every part of the empire.

### Bridges From the Past

This rope bridge, strung across a gorge in the Andes, is similar to those used by the Incas. Incan bridges were made with strong cords of braided vines and reeds. The bridges were part of the huge road network that linked every part of the empire. Only soldiers and government officials were allowed to use this system of roads and bridges. Critical Thinking: Why were bridges important in controlling the Incan empire?

### 3 Teach

Have student partners evaluate how the Incas ruled their empire by making a chart similar to this chart.

<table>
<thead>
<tr>
<th>Way of Unifying the Empire</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(one language)</td>
<td>(Everyone can communicate)</td>
<td>(Some groups might resent using the Incan language)</td>
</tr>
</tbody>
</table>

Next to each means of unifying the empire, have students list advantages and disadvantages of the idea. This activity should take about 20–25 minutes.

### Background

**Links Across Time**

**All Roads Lead to Rome**

The Roman Empire (31 B.C.–A.D. 476) was composed of far-flung provinces with foreign cultures. The Romans unified their empire physically with roads and bridges. They used the Latin language to unify the disparate cultures. They also set up schools to teach Roman customs, religion, and history. Roman law was the law of the entire empire. Centuries later, the Incas used similar methods to unify their empire.

**Answers to ...**

**BRIDGES FROM THE PAST**

Along with roads, bridges made possible quick communication and the timely dispatch of armies if trouble arose.
**Assess**

See the answers to the Self-Review. You may also use students' charts for assessment.

Acceptable charts list at least three items in column one and logical evaluations.

Commendable charts show a more complete list of items and a deeper understanding of how the Incas united their empire.

Outstanding charts show original thinking about advantages and disadvantages of these attempts to unify the empire.

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**Background**

**Global Perspectives**

**Stonework** The Incas transported stones from quarries in the mountains across great distances using human power exclusively. They had no horses or wheeled vehicles to drag loads and no levers to lift heavy stones. Even so, their monumental stone buildings can be compared to the pyramids of ancient Egypt. Researchers know that the Egyptians used sleds and wooden rollers to move huge blocks of stone that they had brought by barge across the Nile from the quarries in the western desert. Workers dragged and pushed these stone blocks up ramps to add them to the pyramid. At present, archaeologists are not sure how the Incas lifted the huge stones used in their buildings.

**Incan Achievements**

A network of roads was not the only Incan achievement. Incan engineering feats still amaze people today. For example, they changed the direction of rivers. And they were master builders.

**Building With Stone** Without any of our modern power tools, Incas built magnificent bridges and huge cities. They built fortresses on mountaintops. Much of what they built is still standing.

The Incas built these fortresses and cities mainly with stone. Sometimes they chose huge stones and used them just as they came from the mountains. Other times they broke the stones into smaller blocks. To break up the stone, they cut a long groove in the surface of the rock. Then they drove stone or wooden wedges into the groove until the rock split.

When the Incas made a wall, they made sure its large, many-sided stones fit together almost perfectly. After a wall was finished, the fit was so tight that not even a very thin knife blade could be slipped between two stones. They did all this with only hammers of stone and chisels of bronze.

Many examples of Incan stonework can still be seen in the Peruvian city of Cuzco, once the capital of the Incan empire. Its ancient stone walls and buildings have withstood major storms and earthquakes for centuries.
Machu Picchu (MAWCH oo PEEK choo), too, is a great example of Incan building and engineering. The Incas built this city on a high and narrow ridge between two peaks in the Andes Mountains. Using huge stone blocks from the mountaintops, they created acres and acres of buildings, walls, and plazas. They carved stairs into the face of the mountain to connect city buildings. They also cut roads into the bare rock. More than 500 years later, people still use these roads. In fact, the workers who built Machu Picchu did more than build a city. They changed the shape of the mountain landscape.

The ancient city of Machu Picchu (below) is located high in the Andes about 54 miles (87 km) from Cuzco. It was home for several thousand people. It also served as a religious center. Some of the buildings located on higher ground (left) housed stones that the Incas considered holy.

**Daily Life**

**Incan Food** The Incan farmers grew hundreds of types of potatoes, the staple food of their diet. These potatoes had a variety of shapes, colors, and flavors. Potatoes were so important that the Incas developed a way of freeze-drying them so that they could be stored for years. First, the potatoes were left out overnight to freeze. The next day, people stepped on piles of potatoes to stamp out the moisture and to take off the peel. Again, the potatoes were left out in the cold mountain air to freeze for several nights. Finally, they were put in the sun to dry and then stored in a dark, cool place.

**Teaching Resources**

- Critical Thinking Activity in the Chapter and Section Support booklet, p. 50, helps students apply the skill of drawing conclusions.
The Incas built their terraces using stone walls. The area behind the wall was leveled out and lined with a layer of gravel to help with drainage. Then, earth was piled over the gravel. Finally, stone-lined channels were built to carry water to the terraces. These terraces in the mountains near Cuzco are still in use today. Critical Thinking. How did the building of terraces help Incan farmers?

More Land for Farms. Because they lived among steep, dry, and rugged mountains, the Incas had little natural farmland. They did two things to increase the amount of land available for farming.

First, they built a system of canals and aqueducts. The water that flowed through this system turned dry land into fertile fields.

To make use of the land on the slopes of the mountains, the Incas built terraces. These step-like ledges cut into the mountainside could then be used as fields for crops. The terraces also stopped soil from being washed away by rain. Incan farming techniques such as terracing are still used in the Andes today.

1. Define (a) quipu, (b) terrace.
2. Identify Cuzco.
3. What were the main features of the Incan system of government?
4. Why did the Incas build a system of roads and bridges?
5. What advances did the Incas make in building and farming?
6. Recognizing Cause and Effect. Why do you think that unity was an important goal of Incan rulers?

Activity
7. Writing to Learn. You are an explorer seeing an Incan city for the first time. Write a description of what you see. In your description, include building methods and materials, farming techniques, and other interesting points of information.
Theme: The Ancient Americas  
Lesson 3: Cultures of North America  
Grade: 6th  
Duration: 4 days

Content Objectives:
1. Students will identify & summarize how the native North Americans used the mounds they built.
2. Students will visually represent their new knowledge of the Anasazi and Pueblo people through free-form mapping (created drawings).
3. Students will learn how to generate answers to questions about the Cultures of North America, and respond to the comments of peers on a group list.

Language Objectives:
1a.) Students will read to identify the different usage of the Mounds of Cahokia and the Great Serpent Mound.
1b.) Students will orally summarize how the native North Americans used the mounds they built.
2a.) Students will orally describe what they visualized about how the Anasazi and Pueblo people used the land through the use of given key phrases. (see Function/Action Chart)
3a.) Students will write their ideas showing what they learned about the Cultures of North America on the group list, followed by reading and discussing with group members the answers that have been generated.

Day One - Building Background Knowledge
Begin lesson by informing class that today they will be learning about the cultures of North America. Using the Smartboard, teacher will show students pictures of mounds taken from up above in an airplane. Teacher will prompt students to think about the pictures with the following HOTS questions:
- What do the mounds look like to you? After showing the picture of the Great Serpent Mound, ask the students why they think it looks like a snake?
- What could these mounds be made of?
- What tools do you think the mound builders used to build the mounds?

Next, teacher will show a map of North America showing the areas where the Eastern Woodlands, including the Mound Builders, lived.

Pre-Reading Activity: Making Predictions:
After engaging in a discussion about the pictures, teacher will ask students to make predictions before reading the section on Mound Builders, focusing on this question:
- Why do you think the mounds were built?
Students’ predictions will be written on chart paper. After reading the selection, these predictions will be revisited. Teacher can call on students to read each prediction and teacher will check off each prediction that was proven in our reading. This will be a great opportunity for teacher to remind students that predictions help us to think about what we will be reading and that it is important to come back and check our predictions as a way to monitor our reading.
Sentence starters for making predictions:
I think the mounds were built because...
Maybe the mounds were built...

Day Two - Practice, Application and Interaction:
Today, students will learn about why and how mounds were built, as well as the different purposes the mounds served. Students will be asked to read the first section about the Mound Builders.
Some students will read independently, some will engage in partner reading and Level 1 and 2 ELL students will participate in small guided group reading with the teacher. Students will read to confirm their predictions, using the CSR Collaborative Strategic Reading strategy. During this strategy, students will stop at the end of each paragraph and decide if they get the information or if they have to go back and reread. After reading, students will be required to identify and write down two to three ways the mounds were used, focusing specifically on the Mounds of Cahokia and the Great Serpent Mound. Student responses will be written or drawn on a T-chart (refer to Performance Indicators Chart). Once students have read the first section, we will convene in whole group, revisit the predictions made about the mounds and share the big ideas they discovered in their readings.

Day 3 – Building Background Knowledge:
Today, students will learn about the Anasazi and the Pueblo people and how they used the land they lived on. Teacher will engage students in discussion on using their five senses to help them visualize and understand what they are reading. To assist students in generating a list of words that pertain to our five senses, teacher will play select sounds, bring in realia of different sizes for students to see and touch, as well as provide food for students to sample. All sounds, objects and foods will be related to the theme we’ve been studying. The sounds students will hear may include the sound of water flowing in an aqueduct, sand and dirt, clay, corn and other crops, etc. Generated list will be displayed for students to use as a reference guide for today’s activity.

Practice, Application and Interaction:
In whole group, teacher will read aloud the second section titled the People of the Southwest. As teacher is reading, students will be asked to close their eyes and make mind movies as they listen carefully to what the teacher is reading. After participating in the listening activity, students will be split into cooperative groups of 4 students each. They will be given a blank piece of chart paper and markers and students will work cooperatively to complete post-reading activity known as Free-Form Mapping. Free-Form Mapping is derived from Project CRIS-Creating Independence through Student-owned Strategies. In this activity, students will create their own text representation using drawings that depict what they visualized as the teacher read the section about the Anasazi and the Pueblo. Before students begin drawing they will share what they each visualized using sentence frames (see Function/Notion Chart). After each student shares their mind movie, they will now draw their text representation. Students can use words, pictures or diagrams to represent the main ideas. Students will have 15-20 minutes to complete this Free-Form Mapping activity. Upon completion, students will convene in whole group and each group will have the opportunity to present and orally explain their completed maps to the class. These maps can then be posted throughout the classroom and referred to later for reviewing content for unit test.

Day 4 - Review and Assess: Simultaneous Round Table
Today, students will participate in a simultaneous round table discussion as they respond both orally and in writing to questions about the Cultures of North America. Students will also learn how to respond to the comments of peers on a group list using I agree or I disagree cards. Students will write their ideas showing what they learned about the Cultures of North America on the group list, followed by reading and discussing with group members the answers that have been generated.
Questions for Review:
◆ Why did the Native Americans of the Eastern Woodlands build mounds? Think about the uses of the mounds built.
◆ How did the Anasazi and Pueblo peoples used the land?

Extended Activity:
As a culminating project for this lesson, students can engage in one of the following activities. They can pretend a visit to one of the mounds they have read about and describe the feelings they have looking at the mound from either up above or the ground. They can do this as a journal entry. Encourage students to include drawings or pictures they find on the internet. You may even allow them to use the pictures already included with this lesson.

OR

Students can write a narrative or descriptive paragraph telling what their life may be like if they were a teenager living in a pueblo. This can also be done as a journal entry and students can include pictures they find on the internet or include their own drawings.
# Functional/Notion Chart

**6th Grade Social Studies Unit: The Ancient Americas**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expressions</th>
<th>Essential Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Describe</td>
<td>Accomplishments and achievements</td>
<td>The _______ was created by the _______.</td>
<td>Slash-and-burn agriculture crops, farmers, land, maize calendar, hieroglyphs, temples</td>
<td>Pronouns: they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Mayans used the land to grow _______.</td>
<td>created, developed, burned</td>
<td>Past Tense Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Mayans planted _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The most important crop was _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Similarities and differences between civilizations</td>
<td>The Aztecs were unlike the Mayans because ...</td>
<td>causeways, aqueducts, warriors, emperor, artisans, slaves, ceremonies, worshipped, ruled</td>
<td>Question Words: who, what, where, when, why and how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both civilizations were the same/alike because ...</td>
<td></td>
<td>Past Tense Verbs</td>
</tr>
<tr>
<td>Writing sentences</td>
<td>Using verbs in the past tense</td>
<td>The Mayans grew _______.</td>
<td>&quot;grow&quot; &quot;grew&quot; &quot;build&quot; &quot;built&quot; &quot;make&quot; &quot;made&quot;</td>
<td>Past Tense Irregular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Aztecs built _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Speaking:</td>
<td>Independently identify 3 accomplishments of each civilization and explain why these accomplishments were important.</td>
<td>With a partner, use complete sentences to identify 3 accomplishments of each civilization.</td>
<td>With a partner, recall 3 accomplishments of each civilization using short phrases.</td>
<td>Using given expressions, tell what each civilization accomplished or achieved.</td>
</tr>
<tr>
<td>Paraphrase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td>Independently read to find similarities and differences between the Mayans and Aztecs.</td>
<td>With partner, read to find similarities and differences between the Mayans and Aztecs.</td>
<td>With a partner, read and highlight the similarities and differences between the Mayans and Aztecs.</td>
<td>Read modified text in small group and highlight similarities and differences between the Mayans and Aztecs.</td>
</tr>
<tr>
<td>Identify/compare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td>Independently write two paragraphs &amp; summarize the similarities and differences between the Mayans and Aztecs.</td>
<td>With partner, write a paragraph summarizing similarities/differences between the Mayans &amp; Aztecs with support of Venn diagram.</td>
<td>Write two complete sentences explaining one similarity and one difference between the Mayans &amp; Aztecs using sentence starters and support of Venn diagram.</td>
<td>Use word bank containing past tense verbs to complete a cloze passage summarizing differences &amp; similarities.</td>
</tr>
<tr>
<td>Summarize using past tense verbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Functional/Notion Chart**

**6th Grade Social Studies Unit: The Ancient Americas**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
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<th>Essential Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and complete a chart</td>
<td>Evaluate how incas ruled an empire</td>
<td>People had to _____.</td>
<td>ruler/emperor, language/communication, record/note, unified, empire, government, quipos</td>
<td>Synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People were expected to _____.</td>
<td></td>
<td>Multiple Meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The quipos was used to _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent information visually and orally explain</td>
<td>Explore how Incas built roads &amp; bridges and discuss its importance</td>
<td>The Incas built _____. because _____.</td>
<td>runners, messengers, roads, highways, bridges</td>
<td>Question Words: who, what, where, when, why and how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This picture/visual shows _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building roads &amp; bridges was important because _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a main idea paragraph and include details</td>
<td>Summarize how the Incas used land for farming</td>
<td>The Incas prepared the land for farming by building _____.</td>
<td>canals, aqueducts, terrace</td>
<td>Verbs: Present to Past</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The canals allowed water to _____.</td>
<td></td>
<td>Cognates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Incas grew _____.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extended Activity:**
- Students can write a descriptive paragraph describing the features of an Inca city.
**Lesson 2: The Incas**

### Content Objectives

By the end of this lesson, students will:
- evaluate how the Incas established a system of government to rule a vast empire
- explore why the Incas built a system of roads and bridges
- learn how to find the main idea and supporting details

### Language Objectives

So they can...
- complete a chart and orally explain what the Incas did to bring the empire together (to unify the empire).
- write and/or visually represent information to explain how the Incas used a system of roads and bridges to control the empire.
- identify how the Incas prepared their land for farming.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong> Identify and explain using completed chart</td>
<td>Using one or two word responses, students will point to the picture included on the chart that depicts what the Incas did to unify and rule the empire.</td>
<td>Using given expressions, students will identify 2 ways the Incas unified and ruled the empire.</td>
<td>Students will use short phrases to identify &amp; explain up to 2 ways the Incas unified and ruled the empire.</td>
<td>Students will identify &amp; explain up to 3 ways the Incas unified and ruled the empire using complete sentences, with minor grammatical errors.</td>
<td>Students will identify and explain up to 3 ways the Incas unified and ruled the empire, using grammatically correct and complete sentences.</td>
</tr>
<tr>
<td><strong>Writing:</strong> Explain and/or visually represent</td>
<td>Students will draw &amp; label a picture depicting how the Incas used bridges to control the empire.</td>
<td>Draw a picture and include a sentence explaining how the Incas used bridges to control the empire.</td>
<td>Using sentence starters, students will write 2 ways the Incas used bridges to control the empire.</td>
<td>Students will write 2 to 3 complete sentences with minor grammatical and spelling errors to explain why bridges were important for controlling the empire.</td>
<td>Students will write 3 to 4 reasons in complete sentences explaining why they bridges were important for controlling the Incan empire.</td>
</tr>
<tr>
<td><strong>Reading &amp; Writing:</strong> Identify main idea &amp; supporting details</td>
<td>After listening to passage read aloud, students will illustrate &amp; label how the Incas prepared the land for farming, using graphic organizer.</td>
<td>In small group, students will supply missing words or phrases to complete sentences on main idea graphic organizer.</td>
<td>With a partner, students will complete main idea graphic organizer and write complete sentences using sentence starters.</td>
<td>With a partner &amp; read a paragraph showing how the Incas prepared land for farming, with minor spelling/grammatical errors.</td>
<td>Using main idea graphic organizer, students will independently read and write a paragraph showing how the Incas prepared the land for farming.</td>
</tr>
</tbody>
</table>
### Functional/Notion Chart

**6th Grade Social Studies Unit: The Ancient Americas**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expressions</th>
<th>Essential Vocabulary</th>
<th>Grammar/Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, identify and orally explain/summarize</td>
<td>Identify how Mound builders built and/or used mounds</td>
<td>The mounds were built by using ...</td>
<td>Mounds, region, cemetery, Cahokia</td>
<td>Review Past Tense Verbs</td>
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<td></td>
<td></td>
<td>The mounds were used for ...</td>
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<td></td>
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<tr>
<td>Visually represent and orally describe</td>
<td>Visually represent facts about Anasazi and Pueblo</td>
<td>In my head, I saw ...</td>
<td>Anasazi, Pueblo, village, crafts, customs, cliffs, canals, weaving, pottery</td>
<td>Understanding our 5 Senses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I pictured _____ because ...</td>
<td></td>
<td>Descriptive words (adjectives)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I visualized __________ because ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write ideas learned by creating a list</td>
<td>Generate list of learned facts</td>
<td>I learned ...</td>
<td>*Encourage students to include essential vocabulary listed above.</td>
<td>Writing complete sentences to present information clearly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I remember ...</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>One important fact I would like to share ...</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I agree, but would like to add on ...</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I disagree because ...</td>
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</table>
### Marilyn Rosario-Cosme
6th Grade Unit: The Ancient Americas

#### Content Objectives
- Identify & summarize how the native North Americans used the mounds they built.
- Visually represent their new knowledge of the Anasazi and Pueblo people through free form mapping (created drawings).
- How to generate answers to questions about the Cultures of North America, and respond to the comments of peers on a group list.

#### Language Objectives
- So they can...
  - Read to identify the different usage of the Mounds of Cahokia and the Great Serpent Mound.
  - Orally explain/summarize how the native North Americans used the mounds they built.
  - Orally describe what they visualized about how the Anasazi and Pueblo people used the land using key phrases.
  - Write, read and discuss the facts learned about the Cultures of North America.

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<tbody>
<tr>
<td>Reading and/or Writing</td>
<td>Independently read, identify &amp; write in complete sentences with no errors, showing how the mounds were used at each location. Students will then write a concluding sentence showing what they learned on T-Chart.</td>
<td>Read independently and with a partner, identify &amp; write in complete sentences with few errors, showing how mounds were used at each location. Students will then write a concluding sentence showing what they learned on T-Chart.</td>
<td>In paired reading, students will identify and write complete sentences showing how mounds were used, using sentence starters.</td>
<td>Students will generate a list using short phrases that shows how mounds were used at each location.</td>
<td>Teacher will read aloud sentences with students and students will sort sentences to show how mounds were used at each location.</td>
</tr>
<tr>
<td>Writing, Speaking &amp; Listening</td>
<td>Students will speak in complete sentences, sharing 3 ideas they visualized or learned with detailed explanations.</td>
<td>Students will speak in complete sentences, sharing 2-3 ideas they visualized or learned with explanations.</td>
<td>Students will explain in complete sentences 2 ideas they visualized or learned using sentence starters.</td>
<td>Students will speak in short phrases or sentences, as they point and share what they pictured or learned.</td>
<td>Students will share what they visualized by pointing and saying I saw... or I learned...</td>
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</table>

*NOTE: The last performance indicator on this chart applies to the last three Language Objectives noted.*
Looking out of the airplane window, you see a huge earthen snake. It twists and turns across the landscape. You realize that the shape of the snake was created with mounds of dirt. What could those mounds be? It is obvious that they were formed centuries ago. Who could have made them? And why would anyone make such an effort to form a shape that could only be seen from above?

For years after they were discovered, these ancient mounds baffled scientists. Archaeologists found different kinds of mounds in other parts of the country. But nobody knew what they were or who had built them. Only now are scientists beginning to solve this ancient mystery.

![Mound's Mound, the largest mound in Cahokia, Illinois, measures about 1,000 feet (300 m) by 800 feet (240 m) at its base. It rises to a height of about 100 feet (30 m).](image)

### Lesson Objectives

1. Learn about the uses of the mounds built by native North Americans.
2. Relate the ways of life of the people of the Southwest to their environment.
3. Describe the relationship between the Anasazi and Pueblo cultures.

### Lesson Plan

**1 Engage**

**Warm-Up Activity**

Have students preview this section by reading the first two paragraphs and looking at the photographs on this page. Invite them to speculate on what these structures might have been built for and why the pictured mound has the shape of a snake.

**Activating Prior Knowledge**

Have students read Reach Into Your Background in the Before You Read box. Ask students how the weather, the building materials available, and landforms influence what the buildings are made of and look like.

### Teaching Resources

- Reproducible Lesson Plan in the Chapter and Section Support booklet, p. 43, provides a summary of the section lesson.
- Guided Reading and Review in the Chapter and Section Support booklet, p. 44, provides a structure for mastering key concepts and reviewing key terms in the section. Available in Spanish in the Spanish Support booklet, p. 28.

### Program Resources

- Outline Maps. The United States and Canada: Physical, p. 12;
  The United States and Canada: Political, p. 13
2 Explore
After students read the section, discuss the following questions: What were the two different uses of the mounds? How were the mounds in Cahokia similar to Aztec pyramids? (There were temples on top where ceremonies were held.) How did the desert environment affect the way of life of the Anasazi in the Southwest? How did the Pueblos use the mesas that surrounded them? Why did they perform rain dances?

3 Teach
Have students work in groups of four to make up a quiz that covers the information in the section. When the quizzes are completed, have them exchange and answer one another’s quizzes. Then suggest that groups evaluate their quizzes by comparing them to the Section Review. This activity should take about 30 minutes.

Predict: Why did Native American peoples build mounds?

Built between 1,300 and 3,000 years ago, the Great Serpent Mound in Ohio is the largest image of a snake in the world. The “uncoiled” length of the serpent is about 1,300 feet (396 m). Critical Thinking: For what purpose was the Great Serpent Mound built?

Separate groups of Native American peoples built different kinds of mounds. The groups were known by different names and lived at various times from about 1000 B.C. to the A.D. 1600s. Today, all of these people are known as Mound Builders.

The Mound Builders were just some of the Native Americans who lived in the region called the Eastern Woodlands. This region lies between southern Canada and the state of Tennessee, and between the Mississippi River and the Atlantic Ocean.

Media and Technology

Answers to...

The Great Serpent Mound

is a cemetery.
The Mounds of Cahokia  

The once-great city of Cahokia (kah oh kia) in what is now Illinois offers an example of one type of mound found in the Eastern Woodlands. Cahokia was a large city. Many of the buildings in the city were built on mounds. Some of these mounds were shaped like flat-topped pyramids. Temples for worshiping gods and buildings used for ceremonies once stood on top of these mounds. The largest mound in Cahokia has a base bigger than that of the Great Pyramid in Egypt.

Cahokia's mounds are not natural. Thousands of workers built them by moving basketfuls of dirt by hand. They accomplished all this with simple tools of wood, stone, and shell.

The Great Serpent Mound  

The serpent mound in Ohio served a very different purpose from that of Cahokia's pyramid mounds. This twisting, snake-like structure was a cemetery. Called the Great Serpent Mound, it is just one of many similar mounds in Ohio. When you look at these mounds from above, they are shaped like animals. Some served as graves for as many as 1,000 people.

The mounds also held some of the precious belongings of the Mound Builders. Researchers probing the serpent mounds have found jewelry made of shell and copper, clay statues, and other works of art. Some of these items are made from materials that are not from Ohio. Researchers, therefore, believe that the Mound Builders must have been involved in extensive trading.

People of the Southwest  

The mounds of the Eastern Woodlands are truly amazing. However, they are just a small part of the fascinating story of Native Americans in North America. Other Native American groups made their homes in the rocky deserts and forested mountains of the Southwest. Today, this region includes the states of New Mexico, Arizona, Utah, and Colorado. Here, too, environment affected the Native American way of life. One present-day Pueblo elder explained it like this:

"The story of my people and the story of this place are one single story. No man can think of us without thinking of this place. We are always joined together."

Native Americans of the Southwest made their pottery by hand. To make the black dye used in decorating the pottery, they boiled the roots of various plants.

Teaching Resources

- **Section Quiz** in the Chapter and Section Support booklet, p. 48, provides a structure for students who may need additional help in mastering chapter content.

4 Assess

See the answers to the Section Review. You may also use students' quizzes for assessment.

- **Acceptable** quizzes cover the main facts of the section.
- **Commentable** quizzes ask questions that require critical thinking.
- **Outstanding** quizzes show originality and present thought-provoking questions on this material.

Background

Global Perspectives

**Burial Mounds and Pyramid Tombs**  

In the Great Serpent Mound near Hillsboro, Ohio, built by the Adena peoples, important persons were buried in coffins made from hollowed-out logs. They were buried with gifts to their spirits, such as jewelry, pottery, tools, and tobacco pipes made of intricately carved clay or stone. The practice of burying people with gifts or supplies for the afterlife dates back to prehistoric times. For example, Egyptian nobles and pharaohs were buried with lavish luxuries. In China, an ancient ruler was buried with an entire army of life-size terra-cotta soldiers, each with a unique face.
The Anasazi: The Ancient Ones

The Anasazi (ah na saw zee) were among the first cultures to develop in the Southwest. The word Anasazi means "ancient ones." These people lived long ago and came from outside the region. Centuries ago, the Anasazi moved into the Southwest from the far north. At first, they wandered the Colorado Plateau and other nearby areas. In time, they settled and began growing corn, beans, squash, and other vegetables. They built complicated systems of canals to bring water to dry lands where they had settled. They also grew cotton and wove it into cloth, and made pottery and baskets.

By A.D. 100, permanent Anasazi villages dotted the landscape. At first, the people lived in pit houses, circular houses built partly underground. However, they found that such dwellings were not easy to protect against enemy attack. Therefore, they built some of their villages into the sides of steep cliffs. And sometimes they built villages on top of mesas, or high, flat-topped hills. These villages, called pueblos, were a lot like our high-rise apartment buildings. As many as 1,200 people might live in one village.

The Pueblo Peoples

Anasazi customs lived on among later groups we call the Pueblo people. The Pueblos used the same apartment-type villages built into cliffs. And, like the Anasazi, they were

Enrichment in the Chapter and Section Support booklet, p. 49, extends chapter content and enriches students' understanding.

Spanish Glossary in the Spanish Support booklet, pp. 82-91, provides key terms translated from English to Spanish as well as definitions in Spanish.

Chapter Summary in the Chapter and Section Support booklet, p. 46, provides a summary of chapter content. Available in Spanish in the Spanish Support booklet, p. 30.
During the 1100s, Native Americans in southwestern Colorado built these cliff dwellings at Mesa Verde (left). Families stored goods in rooms at the back of the cliff and lived in rooms near the front. They used the circular underground rooms, or kivas, in the foreground of the picture for religious ceremonies. People used ladders to go from level to level (below).

farmers. Their crafts included weaving, basket making, and pottery making.

The Pueblos believed in many spirits. They wanted to please these spirits, who controlled the rain that watered their plots of corn, beans, and squash. Many times during the year, men gathered in an underground room called a kiva to ask the spirits to send rain. They appealed to ichinos, or cloud spirits, by performing special rain dances.

SECTION 3 REVIEW

1. Define pueblo.
2. Identify Cahokia.
3. Why did the Native Americans of the Eastern Woodlands build mounds?
4. How did the Anasazi and Pueblo peoples use the land?
5. Drawing Conclusions It took a lot of time and hard work to build the mounds. What might this effort tell you about the values and beliefs of the cultures that built the mounds?

Activity

6. Writing to Learn Write two paragraphs telling what your life might be like if you were a teenager living in a pueblo.

Using the Writing Process

You may introduce the skill by reviewing the steps of the writing process: prewriting, in which students write down their ideas on the topic and begin to organize them; writing a first draft; revising; and publishing or sharing the final copy. Have students practice and apply the skill by writing a story about life in a Pueblo "apartment house." As prewriting, students can generate ideas about characters and plots. Then they can write a first draft as a homework assignment, and go over the draft with a writing partner. Using the suggestions from this peer conference, they can revise their story, again as homework, and then bring in a final copy to share with their classmates. Publish these stories in a class book for your classroom library.

Activity

Journal Writing

Visit to a Mound Tell students to describe a mound they have read about as if they were visiting the site. Then have them describe the feelings they have looking at the mound from the air or the ground. If students are keeping an Explorer's Journal, as described in the opening pages of their books, you may wish to do this writing activity as part of that journal.

Section 3 Review

1. village built on top of high hills, they were like high-rise apartment buildings
2. large city of the Mound Builders in present-day Illinois
3. Some of the mounds were for burials, and others were flat-topped pyramids with ceremonial buildings or chief's dwellings on top.
4. The Anasazi and Pueblo people used the land to grow corn, beans, squash, other vegetables, and cotton, and they built irrigation canals to bring water to dry areas. They both used the mesas for their dwellings.
5. Student answers should show an awareness of the fact that the burial of their people was extremely important to the Mound Builders and that the building of temples meant that they had a strong religion. They might also mention that the people were cooperative and organized enough to undertake large building projects.
6. Students' answers will vary but should mention what it is like to live in a multi-family dwelling.