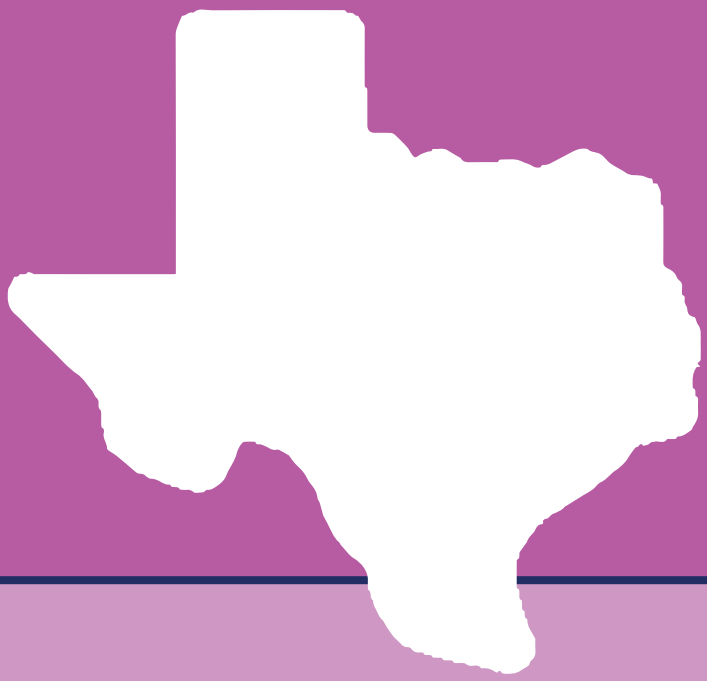
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

EARLY AMERICAN CIVILIZATIONS:

MYTHS, PYRAMIDS, AND KINGS



GRADE 5 UNIT 3 | ACTIVITY BOOK

EDITION 1

Grade 5 | Unit 3

Early American Civilizations: Myths, Pyramids, and Kings

Activity Book

Acknowledgement:

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

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Unit 3
Early American Civilizations: Myths, Pyramids, and Kings
Activity Book

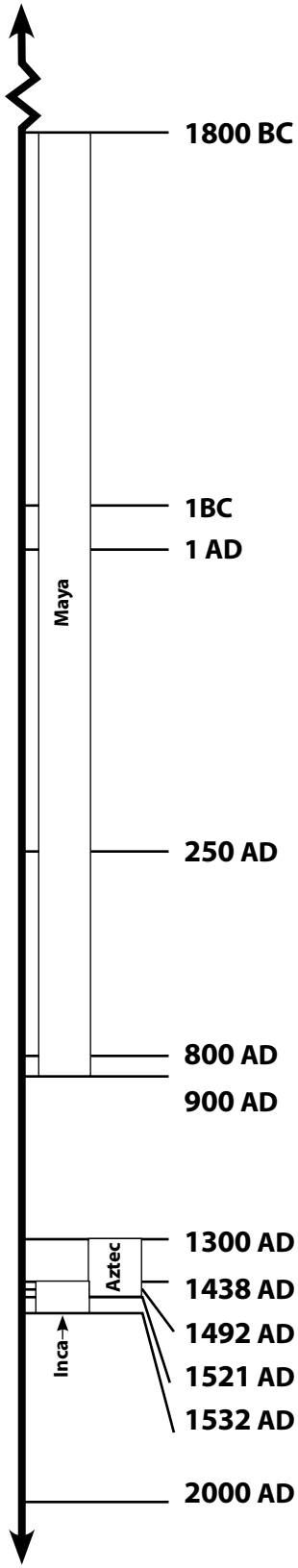
This Activity Book contains activity pages that accompany the lessons from the Unit 3 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 ACTIVITY PAGE

Early American Civilizations Timeline



1800 BC

250–900 AD

800–900 AD

1300s–1400s AD

1438 AD

1492 AD

1521 AD

1532 AD

2000 AD

NAME: _____

DATE: _____

1.2 ACTIVITY PAGE

Vocabulary for "The Rise of Early American Civilizations"

1. **domesticate**, ***v.*** to raise and train animals to live around humans (**domesticated**) (**2**)

2. **irrigate**, ***v.*** to supply water using pipes or channels (**3**)

3. **flourish**, ***v.*** to be successful; to grow or develop in a healthy way (**flourished**) (**3**)

4. **isthmus**, ***n.*** a narrow piece of land that connects two larger pieces of land (**4**)

5. **diverse**, ***adj.*** made up of different people or things (**4**)

6. **lush**, ***adj.*** healthy and full (**4**)

7. **cenote**, ***n.*** a natural well formed from a sinkhole (**cenotes**) (**4**)

8. **descendant**, ***n.*** a relative of someone who lived in the past (**descendants**) (**4**)

9. **empire**, ***n.*** a large territory or group of people under the total control of one ruler or government (**5**)

10. **sieve**, ***n.*** a tool with small holes for separating big and small pieces (**sieves**) (**6**)

11. **textile**, ***n.*** woven or knit fabric (**textiles**) (**6**)

Word from the Chapter	Pronunciation	Page
Tigris	/tie*gres/	3
Euphrates	/ue*frae*teez/	3
Mesoamerica	/me*soe*ə*maer*i*kə/	4
Belize	/bə*leez/	4
Yucatán	/ue*kə*tan/	4

NAME: _____

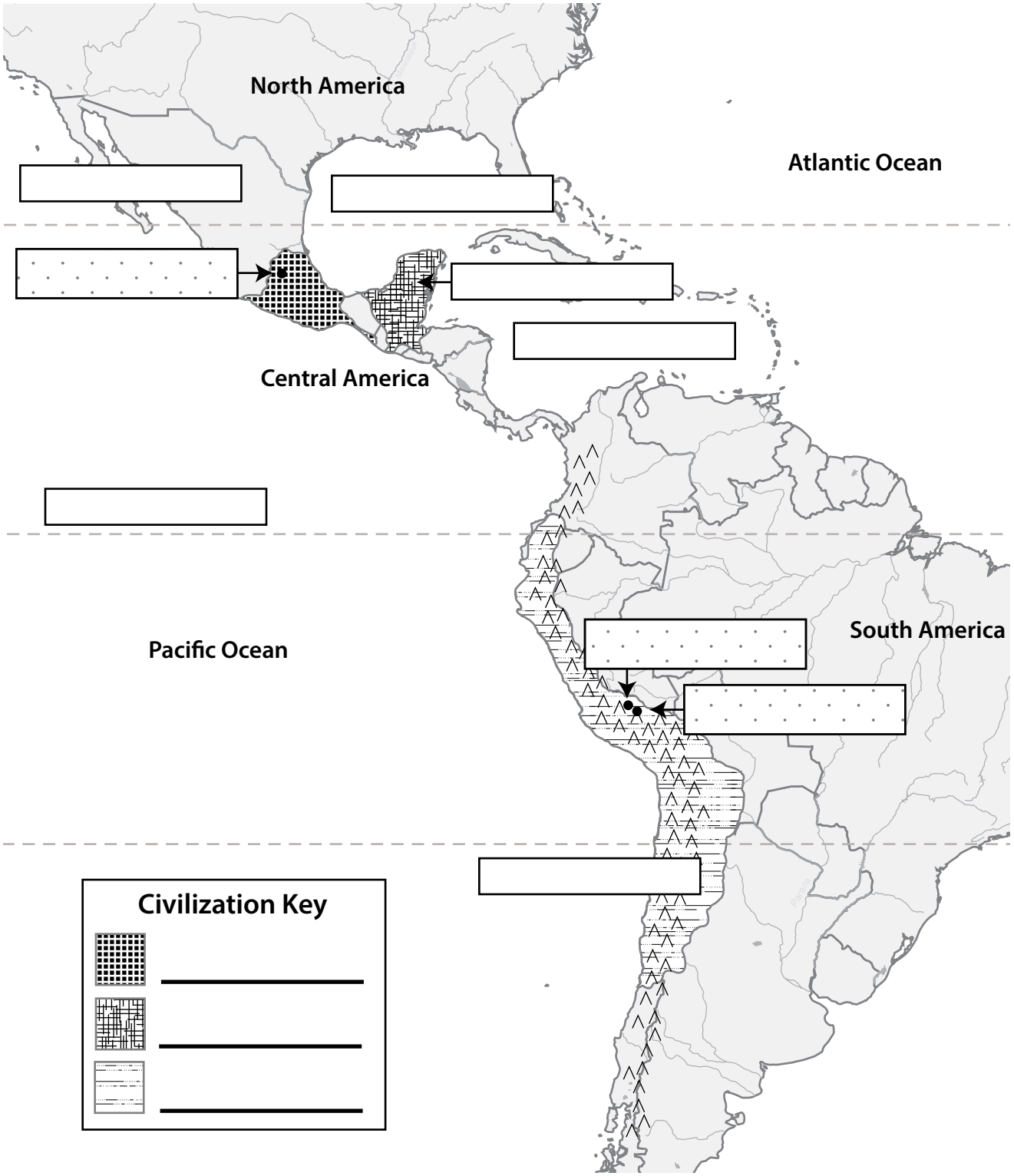
DATE: _____

Early American Civilizations Map

1. Using the map on page 4 of *Maya, Aztec, and Inca* as a reference, label the map on the back of this page with the names provided in the word bank. Three of the boxes will be left blank to be labeled during subsequent lessons.

2. Each of the regions in which the Maya, Aztec, and Inca civilizations developed is represented by shadings on the map, which are also noted in the map key.
   A. Refer to the text on pages 4–5 in the Reader to identify the location of each civilization on the map. Place each civilization name—Maya, Aztec, and Inca—in the correct place in the key.
   B. Use a yellow colored pencil to lightly shade the Maya region on the map and in the key.
   C. Use a red colored pencil to lightly shade the Aztec region on the map and in the key.
   D. Use a blue colored pencil to lightly shade the Inca region on the map and in the key.

Gulf of Mexico	Andes Mountains	Mexico
Equator	Yucatán Peninsula	Caribbean Sea



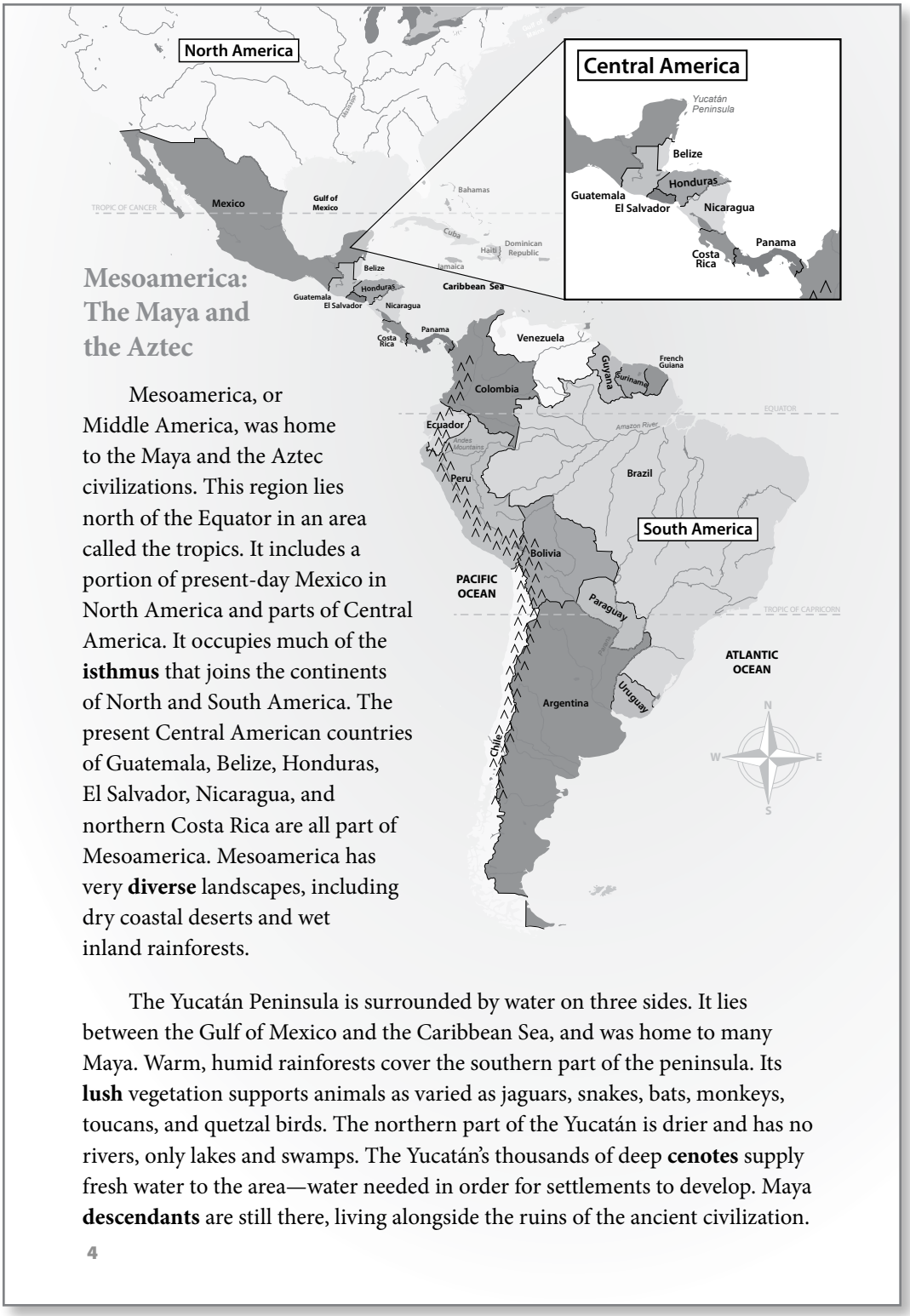
NAME: _____

DATE: _____

1.4 TAKE-HOME

Excerpt from "The Rise of Early American Civilizations"

Read the excerpt and complete the activity that follows.

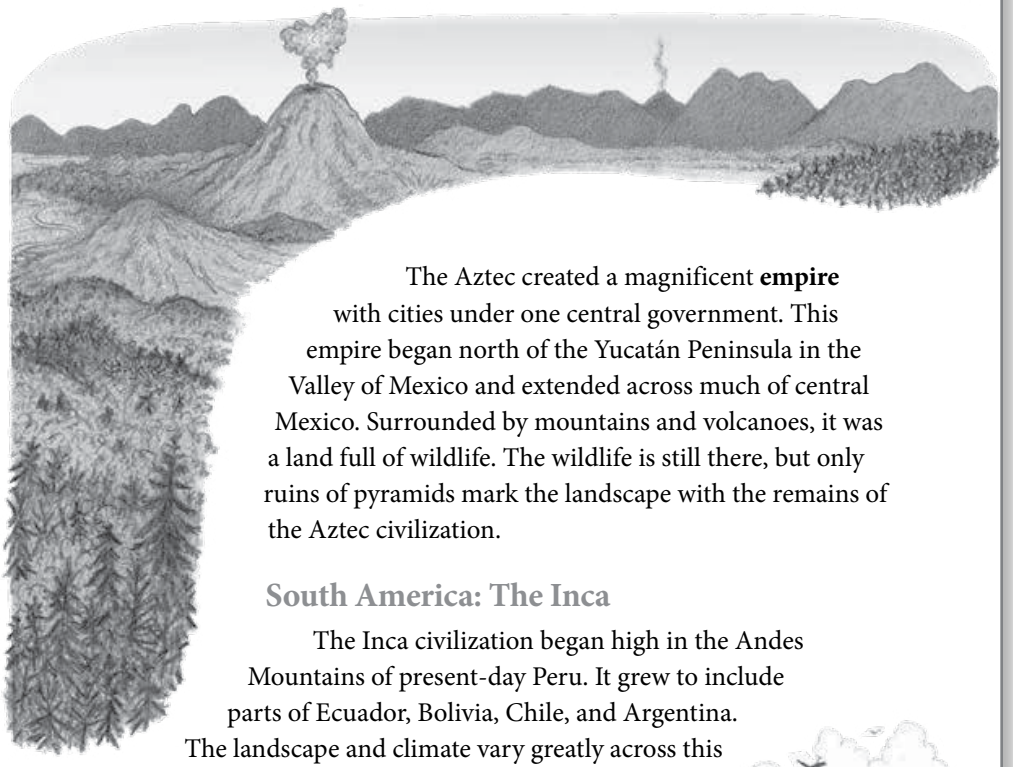


Mesoamerica: The Maya and the Aztec

Mesoamerica, or Middle America, was home to the Maya and the Aztec civilizations. This region lies north of the Equator in an area called the tropics. It includes a portion of present-day Mexico in North America and parts of Central America. It occupies much of the **isthmus** that joins the continents of North and South America. The present Central American countries of Guatemala, Belize, Honduras, El Salvador, Nicaragua, and northern Costa Rica are all part of Mesoamerica. Mesoamerica has very **diverse** landscapes, including dry coastal deserts and wet inland rainforests.

The Yucatán Peninsula is surrounded by water on three sides. It lies between the Gulf of Mexico and the Caribbean Sea, and was home to many Maya. Warm, humid rainforests cover the southern part of the peninsula. Its **lush** vegetation supports animals as varied as jaguars, snakes, bats, monkeys, toucans, and quetzal birds. The northern part of the Yucatán is drier and has no rivers, only lakes and swamps. The Yucatán's thousands of deep **cenotes** supply fresh water to the area—water needed in order for settlements to develop. Maya **descendants** are still there, living alongside the ruins of the ancient civilization.

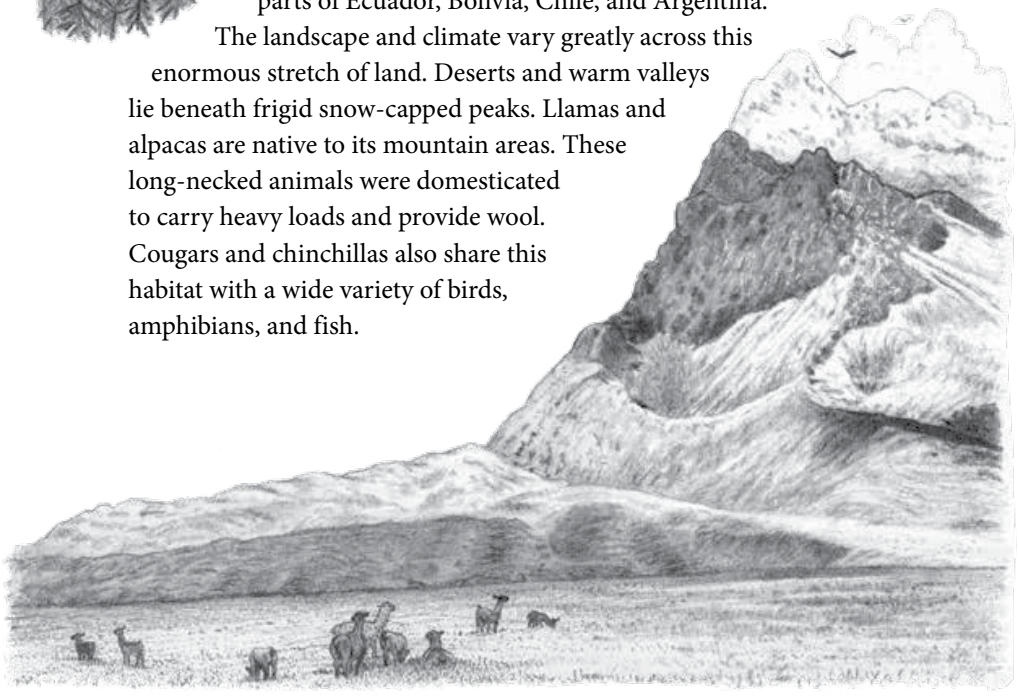
4



The Aztec created a magnificent **empire** with cities under one central government. This empire began north of the Yucatán Peninsula in the Valley of Mexico and extended across much of central Mexico. Surrounded by mountains and volcanoes, it was a land full of wildlife. The wildlife is still there, but only ruins of pyramids mark the landscape with the remains of the Aztec civilization.

South America: The Inca

The Inca civilization began high in the Andes Mountains of present-day Peru. It grew to include parts of Ecuador, Bolivia, Chile, and Argentina. The landscape and climate vary greatly across this enormous stretch of land. Deserts and warm valleys lie beneath frigid snow-capped peaks. Llamas and alpacas are native to its mountain areas. These long-necked animals were domesticated to carry heavy loads and provide wool. Cougars and chinchillas also share this habitat with a wide variety of birds, amphibians, and fish.



The Rise of Early American Civilizations

Each box below contains a description of the geographical features of a region. On the line in each box, write the name of the early American civilization—Maya, Aztec, or Inca—which developed in the region described there.

Geographical Features of Different Regions



_____	_____	_____
Valley of Mexico, surrounded by mountains and volcanoes	snow-capped peaks, deserts, and warm valleys	warm, humid rain forest and deep cenotes

Match the term with its description and write the letter on the line. Refer to the text in the excerpt to confirm your answers.

A. Andes Mountains

B. Yucatán Peninsula

C. Mesoamerica

D. Central America

E. Equator

_____ The isthmus that joins North and South America

_____ Mesoamerica lies north of this imaginary line drawn on maps and globes

_____ The mountain range where the Inca civilization began

_____ Includes parts of present-day Mexico and Central America

_____ A part of southern Mexico surrounded on three sides by water

NAME: _____

DATE: _____

Glossary for *Maya, Aztec, and Inca*

A

ambassador, ***n.*** a person sent to represent his or her government in another land (**ambassadors**)

apparent, ***adj.*** easy to see or understand

appointed, ***adj.*** established or chosen in an official way

arid, ***adj.*** dry and having little rain

artificially, ***adv.*** in a way that does not exist in nature

artisan, ***n.*** a person who is skilled at making things by hand; a craftsman (**artisans**)

B

bustling, ***adj.*** busy with activity

C

canopy, ***n.*** cover

cenote, ***n.*** a natural well formed from a sinkhole (**cenotes**)

city-state, ***n.*** a city, and the area surrounding it, that governs itself (**city-states**)

coati, ***n.*** an animal similar to a raccoon

commerce, ***n.*** the buying and selling of goods and services

commoner, ***n.*** a person who is not part of the noble class (**commoners**)

condemn, ***v.*** to say in a strong way that something is bad or wrong (**condemned**)

conservatory, ***n.*** a special room used for growing plants (**conservatories**)

contagious, ***adj.*** able to be passed between people or animals

creation, ***n.*** the act of making something new

culture, ***n.*** the beliefs, traditions, and way of life shared by a group of people

D

descendant, ***n.*** a relative of someone who lived in the past (**descendants**)

disperse, ***v.*** to spread apart in different directions (**dispersed**)

distinct, ***adj.*** different in a noticeable way (**distinctive**)

diverse, ***adj.*** made up of different people or things

domesticate, ***v.*** to raise and train animals to live around humans (**domesticated**)

dominance, ***n.*** the state of being more important, successful, or powerful than most or all others

dwindle, ***v.*** to become smaller or lessen over time (**dwindled**)

E

elite, ***adj.*** most successful, powerful, or wealthy

emerge, ***v.*** to come into view (**emerged**)

emperor, ***n.*** a ruler who has total control of a region

empire, ***n.*** a large territory or group of people under the total control of one ruler or government

engulf, ***v.*** to surround or cover completely (**engulfed**)

epidemic, ***n.*** a sudden, widespread illness

F

fleece, ***n.*** the woolly coat of a sheep or related animal

flourish, ***v.*** to be successful; to grow or develop in a healthy way (**flourished**)

fragile, ***adj.*** easily broken

G

game, ***n.*** **1.** an activity done for pleasure or sport; **2.** animals that are hunted

generation, ***n.*** a group of people born and living at the same time (**generations**)

grueling, ***adj.*** very difficult and tiring

H

habitable, ***adj.*** fit to live in

I

incessant, ***adj.*** continuing without stopping

indigenous, ***adj.*** produced, living, or existing naturally in a particular area

interpret, ***v.*** to explain or determine the meaning of something

irrigate, ***v.*** to supply water using pipes or channels

isthmus, ***n.*** a narrow piece of land that connects two larger pieces of land

K

kaleidoscope, ***n.*** changing pattern of colorful objects or elements

L

lavish, ***adj.*** much more than is needed, especially to show

lineage, ***n.*** connections between families

litter, ***n.*** a covered bed with long poles at the bottom for carrying someone of high importance; **2.** trash lying on the ground; **3.** a group of baby animals born at the same time

lore, ***n.*** traditions passed by word of mouth

lush, ***adj.*** healthy and full; growing thickly and strongly in a way that is abundant

M

magistrate, ***n.*** a local government official similar to a judge (**magistrates**)

marsh, ***n.*** soft, wet land often overgrown with grasses (**marshes**)

might, ***n.*** power or force

mortar, ***n.*** a wet substance that hardens as it dries to hold bricks or stones together

myths, ***n.*** fictional stories that have been passed down from generation to generation to explain how and why things happened

N

navel, ***n.*** center

navigable, ***adj.*** deep and wide enough for ships to pass through

nourishment, ***n.*** food and other things that are needed to live and be healthy

nurture, ***v.*** to care for something or someone so that it/he flourishes

O

orderly, ***adj.*** arranged in a neat, tidy way

P

peaked, ***adj.*** pointed

penetrate, ***v.*** to go through or into something

pierce, ***v.*** to make a hole in something

phenomenon, ***n.*** something remarkable

plumage, ***n.*** feathers of a bird

primitive, ***adj.*** simple and basic

procession, ***n.*** a group of people or vehicles moving together as part of a ceremony

pulley, ***n.*** a simple machine made of a wheel or set of wheels used with a rope or chain to raise and lower objects (**pulleys**)

Q

quarrel, ***n.*** an argument or disagreement

quetzal, ***n.*** a bird with green feathers and a red body

quinoa, ***n.*** a plant that grows in the Andes Mountains with seeds used as food or ground into flour

R

recede, ***v.*** to move back (**receded**)

resentment, ***n.*** a feeling of displeasure or anger about something unfair

resplendent, ***adj.*** impressive or attractive due to being colorful

rigid, ***adj.*** stiff and inflexible

S

sacred, ***adj.*** holy or deserving respect

sieve, ***n.*** a tool with small holes for separating big and small pieces (**sieves**)

staff, ***n.*** a pole or rod used as a sign of authority or as support when walking

stucco, ***n.*** a type of plaster used as decoration or to cover walls

suitable, ***adj.*** having the right qualities

suspension bridge, ***n.*** a crossing hung from cables attached to towers (**suspension bridges**

swampy, ***adj.*** resembling wet spongy land often partly covered with water

swift-footed, ***adj.*** quick

symbolize, ***v.*** to stand for an idea or characteristic (**symbolized**)

symphony, ***n.*** combination of musical sounds

T

tapir, ***n.*** a large and sturdy animal with a short nose trunk

temple, ***n.*** a building devoted to religious worship (**temples**)

textile, ***n.*** woven or knit fabric (**textiles**)

till, ***v.*** prepare land for crops

trade, **1.** ***v.*** to give something in exchange for something else; **2.** ***n.*** a job that requires special training or skills (**traded**)

transport, ***v.*** to carry from one place to another (**transported**)

tunic, ***n.*** a knee-length piece of clothing, like a simple dress (**tunics**)

V

vast, ***adj.*** large or great in size, amount, or extent

verdant, ***adj.*** green grass or vegetation

W

warp, ***v.*** to bend or twist out of shape

NAME: _____

DATE: _____

Vocabulary for "Golden Age of the Maya"

1. **incessant**, ***adj.*** continuing without stopping (**8**)

2. **penetrate**, ***v.*** to go through or into something (**8**)

3. **temple**, ***n.*** a building devoted to religious worship (**temples**) (**8**)

4. **culture**, ***n.*** the beliefs, traditions, and way of life shared by a group of people (**9**)

5. **city-state**, ***n.*** a city, and the area surrounding it, that governs itself (**city-states**) (**9**)

6. **trade**, **1.** ***v.*** to give something in exchange for something else; **2.** ***n.*** a job that requires special training or skills (**traded**) (**9**)

7. **arid**, ***adj.*** dry and having little rain (**11**)

8. **indigenous**, ***adj.*** produced, living, or existing naturally in a particular area (**11**)

9. **commerce**, ***n.*** the buying and selling of goods and services (**11**)

10. **game**, ***n.*** **1.** animals that are hunted; **2.** an activity done for pleasure or sport (**13**)

11. **symbolize**, ***v.*** to stand for an idea or characteristic (**symbolized**) (**14**)

Word from the Chapter	Pronunciation	Page
Désiré Charnay	/dez*er*ae/ /shar*nae/	8
Chichén Itzá	/chee*chen/ /eet*sə/	11
quetzal	/ket*sol/	11
Bonampak	/boe*nom*pok/	15
cenote	/si*no*tee/	4

NAME: _____

DATE: _____

2.2 ACTIVITY PAGE

Golden Age of the Maya

As you read Chapter 2, "Golden Age of the Maya," complete the following charts and answer the question using complete sentences.

1. In the following chart, the left side has words Charnay wrote in his journal about the rain forest. On the right side, his words have been paraphrased, or restated in different words. Fill in the blank spaces in the chart. The first one has been completed as an example.

Words Charnay Wrote	What Charnay's Words Mean
"The rain is incessant."	It rains all the time.
"a vegetable mold settles on our hats"	
	There was mud everywhere.
"The damp seems to penetrate the very marrow of our bones."	

Page(s) _____

2. In the following chart, label groups of people and where they lived in relation to their position in society (how close they lived to the pyramid-temple complex).

Groups of People	Places Where They Lived
Farmers	Next to the fields
Kings and Priests	Largest Houses
Craftsmen	Palaces near city center
Nobles	Smaller Homes

| | Pyramid-Temple Complex · · ·

NAME: _____

DATE: _____

2.3 TAKE-HOME

Subject and Predicate

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: (Craftsmen) | lived in smaller homes.

1. Some Maya farmers cut terraces into the slopes of mountains.

2. The Maya used many rain forest plants for medicine.

3. The Spanish were in the Americas in search of riches.

4. The diverse landscape of Mesoamerica includes mountains, lowlands, and rain forests.

5. Maya used a barter system to trade goods.

6. The Maya were one of many groups of people who settled in Mesoamerica.

7. The Maya were not the first people to practice writing.

8. The Yucatán Peninsula has many cenotes, or natural wells.

9. What change is needed in this sentence? Circle the best answer.

The Spanish was in the Americas in search of riches.

A. Change *Spanish* to *spanish*

B. Change *riches* to *rich's*

C. Change *was* to *were*

D. Change *of* to *for*

5. This sentence needs to be revised. Write it correctly on the line.

The Maya uses many rain forest plants for medicine.

_____

NAME: _____

DATE: _____

2.4 TAKE-HOME

il– and *ir–*: Prefixes Meaning "not"

Fill in the following chart with the missing words, parts of speech, and meanings.

root word, (*part of speech*) meaning	affixed word, (*part of speech*) meaning
	illegible, ***adj.*** not able to be read
legal, ***adj.*** allowed by law	
	irresponsible, ***adj.*** not trusted to do what is right
replaceable, ***adj.*** capable of being duplicated or exchanged for another item	
	irregular, ***adj.*** not normal or usual

Write the correct word to complete each sentence.

responsible	irreplaceable	legible	replaceable	
regular	irregular	illegible	irresponsible	interact

1. It is fortunate that Désiré Charnay kept a neat, _____ journal when he visited the jungles of Central America in the 1800s because people today can still read it and learn from his words.

2. Using the barter system for exchanging goods was a(n) _____ part of everyday Maya life.

3. Maya kings were sometimes called holy lords and were trusted to perform certain duties. For example, they were _____ for leading rituals and ceremonies.

4. It would be considered _____ and highly unusual to play pok-a-tok without a ball.

5. The painted mural at Bonampak is a one-of-a-kind and, therefore, a(n) _____ artifact that shows us how the wealthy Maya lived and dressed.

6. It was important for players to _____ with one another during the pok-a-tok games. Some people believe the games had religious significance.

7. Write your own sentence using one of the words left in the box.

_____

_____

_____

_____

NAME: _____

DATE: _____

2.5 TAKE-HOME

Prefix *inter–*

Fill in the following chart with the missing words, parts of speech, and meanings.

root word, *(part of speech)* meaning	**affixed word, *(part of speech)* meaning**
section, ***n.*** part of a larger thing	
national, ***adj.*** related a country	
	interpersonal, ***adj.*** having to do with relationships between people
	interaction, ***n.*** something that's done between or among people

word, *(part of speech)* meaning
intercede, ***v.*** to try to help settle an argument between people
intercept, ***v.*** to take something while it's between its starting point and destination

Write the correct word to complete each sentence.

intersection	national	intercede	section
interaction	interpersonal	international	action

1. We watched a(n) _____ soccer tournament that took place between the United States, Italy, Germany, and Brazil.

2. Myths were generally shared on a(n) _____ level. They were told amongst many people and passed on through generations.

3. David Stuart began sketching Maya carvings when he was only eight years old. Little did he know that this simple _____ would lead to a career in decoding glyphs!

4. Our mom had to _____ during our argument to help resolve whose turn it was to do the dishes.

5. Some might say that a myth is a(n) _____ between history and imagination because it's where the two come together.

6. His mom's favorite part of the bookstore is the mystery _____ because she loves finding new suspenseful stories to read.

For each word, write a sentence using the word.

1. *personal*

_____

_____

_____

2. *intercept*

_____

_____

_____

3. *national*

_____

_____

_____

4. *interaction*

_____

_____

_____

NAME: _____

DATE: _____

Paraphrase from a Text

First, underline the fragments in each sentence that are important facts about geographical features of Mesoamerica. Then, paraphrase the important information and write your words and phrases in the Paraphrasing column.

Geographical Features of Mesoamerica			
Page	**Sentences Identified in the Text**	**Paraphrasing**	**Planning Notes**
4	Mesoamerica, or Middle America, was home to the Maya and Aztec civilizations.	Maya and Aztec civilizations in Mesoamerica	
4	This region lies north of the Equator in an area called the tropics.		
4	Mesoamerica includes a portion of present-day Mexico in North America and parts of Central America.		
4	Mesoamerica has very diverse landscapes, including dry coastal deserts and wet inland rainforests.		
4	The Yucatán Peninsula separates the Gulf of Mexico from the Caribbean Sea.		
4	The northern part of the Yucatán is drier.		
4	The Yucatán's deep cenotes supply fresh water to the area.		

Geographical Features of Mesoamerica			
Page	**Sentences Identified in the Text**	**Paraphrasing**	**Planning Notes**
4	The rainforest's lush vegetation supports a variety of animals.		
12	Some lowland areas received heavy rains from May through December, followed by drought from January through April.		
12	In highland areas, the Maya cut terraces into the slopes of mountains.		

NAME: _____

DATE: _____

Excerpt from "Golden Age of the Maya"

Read the excerpt and answer the question that follows.

Feeding City-States: Wetlands, Mountains, and Rain Forests

Maya farmers worked hard to supply food to the city-states. Rainfall and soil quality varied throughout Mesoamerica. The Maya found clever ways to meet the challenges of their diverse landscapes.



Maya canals and wetlands

Some lowland areas received heavy rains from May through December, followed by drought from January through April. Because of this inconsistent rainfall, the Maya developed ways of redirecting and reusing rainwater. They created canals in the lowlands. They built raised-earth platforms above the canals and created wetlands. Aquatic plants helped keep the water clean and provided shade for the fish in the canals. The fish, in turn, provided both food and fertilizer for the fields.

In highland areas, the Maya cut terraces into the slopes of mountains. They practiced multicropping on this flat land, planting and harvesting the land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins. Maize, or corn, was the main food throughout Mesoamerica.

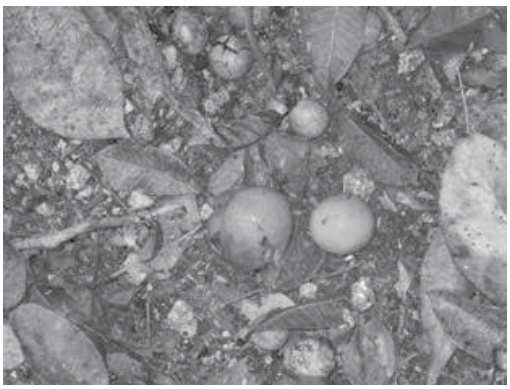


Crops grown by Maya

12

In forested areas, the Maya used a technique known as slash and burn. They slashed, or cut down, trees and then burned the area. Then they planted new crops. Ashes left from the fire added nutrients to the soil. After several years, the crops used up the nutrients in the soil. The Maya then repeated the process in another area.

The Maya also gathered tree crops. Fruit trees thrived in the rainforest. The Maya enjoyed the bountiful fruit of the breadnut tree. Similar to apricots in appearance, breadnut fruit has highly nutritious seeds. The Maya ate these seeds or ground them into flour. The Maya also used many rainforest plants for medicine.



Breadnut fruits



Male wild turkey

Some Maya hunted **game** in the forests, including deer, rabbits, and other small mammals. They raised turkeys and dogs for food. They raised stingless bees for honey, which they used to sweeten foods and drinks. In coastal communities, the Maya ate fish and turtles as well.

It is important to remember that the Maya were not the first civilization to live in Mesoamerica. The way they lived was often very similar to the way others in the area lived. The Maya did not invent the pyramid, nor were they the first to practice writing. Instead, the Maya often improved upon practices originally borrowed from other cultures.

The paragraphs in this excerpt describe a number of clever ways the Maya people met the challenges of their diverse landscapes to provide food for themselves. Which method or solution do you think was the most clever? Use specific details from the text to explain your answer.

NAME: _____

DATE: _____

Vocabulary for "Hidden Secrets in the Rainforest"

1. **interpret**, ***v.*** to explain or determine the meaning of something (**17**)

2. **distinct**, ***adj.*** different in a noticeable way (**distinctive**) (**17**)

3. **pulley**, ***n.*** a simple machine made of a wheel or set of wheels used with a rope or chain to raise and lower objects (**pulleys**) (**21**)

4. **mortar**, ***n.*** a wet substance that hardens as it dries to hold bricks or stones together (**21**)

5. **stucco**, ***n.*** a type of plaster used as decoration or to cover walls (**21**)

6. **disperse**, ***v.*** to spread apart in different directions (**dispersed**) (**22**)

7. **epidemic**, ***n.*** a sudden, widespread illness (**22**)

8. **artisan**, ***n.*** a person who is skilled at making things by hand; a craftsman (**artisans**) (**22**)

9. **tunic**, ***n.*** a knee-length piece of clothing, like a simple dress (**tunics**) (**23**)

10. **dwindle**, ***v.*** to become smaller or lessen over time (**dwindled**) (**23**)

Word from the Chapter	Pronunciation	Page
Knorosov	/ne*roe*su/	17
Palenque	/pə*leng*kae/	18
K'inich Janaab' Pakal	/kin*ik/ /jo*nab/ /pa*kəl/	18
Lhuillier	/l<u>oo</u>*lee*ae/ or /l<u>oo</u>*ee*yaer/	18

NAME: _____

DATE: _____

Excerpt from "Hidden Secrets in the Rain Forest"

Read the following excerpt and answer to questions that follow.

Early Engineers and Doctors

The Maya's many pyramids are proof of their advanced mathematical and engineering skills. Imagine building such structures without the use of wheels, **pulleys**, or metal tools. The Maya constructed four-sided platforms from earth and rubble to form the base of a pyramid. Then, they covered the rubble with limestone from local quarries. The plentiful limestone was ground into a fine powder and mixed with gravel and water. The Maya used this mixture for both **mortar** and **stucco** finishing. The Maya had no pack animals, so they carried materials on their backs. Without the use of metal tools, they cut stone with stone.

Priests had many different roles in Maya society. In addition to conducting religious ceremonies and practicing astronomy, priests served as doctors. The Maya used natural remedies, or treatments. They gathered plants to relieve headaches and settle upset stomachs. They combined herbal concoctions with various animal parts to cure ailments. When wounds required stitching, priests used sharp pieces of obsidian, a volcanic stone, and strands of human hair. Priests even served as dentists, filling teeth with minerals from the earth.



1. Number the following steps in order to show how the Maya built pyramids. Use the number 1 for the first step.

   _____ Put mortar or stucco finishing on the structure

   _____ Mixed powder with gravel and water

   _____ Constructed four-sided platforms from earth and rubble

   _____ Ground limestone into fine powder

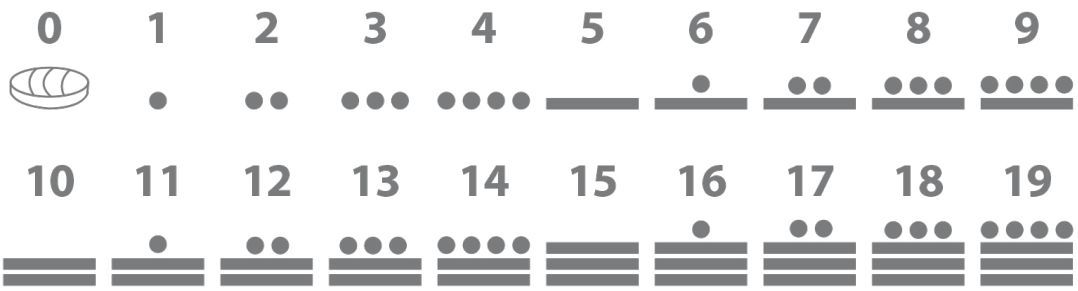
   _____ Covered platforms with limestone

2. Fill in the following chart to show what natural remedies priests used when acting as doctors and dentists.

Natural remedy	**Used to**

Read the excerpt and answer the question that follows.

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.



Symbols for 0, 1, and 5 combine to form larger numbers.

3. Compare the Maya mathematical system to the number system we use today. Describe one or more ways they are similar. Describe one or more ways they are different.

NAME: _____

DATE: _____

Sentences

Read the following paragraph carefully. Correct errors by making sure all sentences are complete and adding capitalization and punctuation where needed. Then, copy the edited paragraph on the lines below.

in about 1100 bc. The Maya cut terraces into slopes of mountains they practiced multicropping on this flat land planting and harvesting. The land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins Maize, or corn, was the main food throughout Mesoamerica.

Rewrite the following run-on sentences into two simple sentences. Remember to include correct capitalization and punctuation.

1. Spanish is the official language of Mesoamerica today there are also more than twenty-one Maya dialects spoken in Guatemala alone

2. Many modern Maya women wear the same style of colored tunic as their ancestors each community has its own distinct designs

NAME: _____

DATE: _____

4.4 TAKE-HOME

Practice Prefixes *il–* and *ir–*

Write the correct word to complete each sentence. If necessary, use a print or digital resource to define words, determine syllabication, pronunciation, and word origin.

1. The museum holds many _____ pieces of art.
   (irreplaceable, replaceable, logical, illogical)

2. Our _____ Wednesday dinner is pasta.
   (logical, illogical, regular, irregular)

3. Dad wrote the shopping list quickly, so it was _____ and difficult to read.
   (illegible, legible, responsible, irresponsible)

4. My brother is _____ because he always remembers to feed the dog.
   (logical, illogical, irresponsible, responsible)

5. Today's schedule is _____ because our school is hosting parents for the art show.
   (logical, illogical, regular, irregular)

6. It is only _____ to drive if you have a driver's license.
   (legal, illegal, regular, irregular)

For each word, write a sentence using the word.

1. *legible*

2. *irresponsible*

3. *illegal*

4. *replaceable*

NAME: _____

DATE: _____

Selecting a Topic for the Codex Project

Choose a cultural aspect of a civilization to be the topic for your Codex Project.

1. Think about which of the following cultural aspects seems the most interesting to you:

architecture	farming methods	social classes

2. Circle the cultural aspect that you would like to write about for your Codex Project.

3. Write at least two sentences to explain why this topic interests you. Use the word *because* in your explanation.

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Vocabulary for "The Hummingbird's Gown"

1. **myths**, ***n.*** fictional stories that have been passed down from generation to generation to explain how and why things happened (**25**)

2. **generation, *n.*** a group of people born and living at about the same time (**25**)

3. **phenomenon, *n.*** an event or occurrence that is remarkable (**25**)

4. **plumage, *n.*** feathers of a bird (**26**)

5. **coati, *n.*** an animal similar to a raccoon (**29**)

6. **quetzal, *n.*** a bird with green feathers and a red body (**30**)

7. **resplendent, *adj.*** impressive or attractive due to being colorful (**30**)

8. **tapir, *n.*** a large and sturdy animal with a short nose (**30**)

9. **kaleidoscope, *n.*** changing pattern of colorful objects or elements (**30**)

10. **canopy, *n.*** cover **(30)**

Word from the Chapter	Pronunciation	Page
Tzunuum	/Tzoo-NOOM/	26
Coati	*/Koh-AH-tee/*	29
Quetzal	*/Ket-SAHL/*	30
Tapir	*/TAY-pir/*	30

NAME: _____

DATE: _____

5.2 TAKE-HOME

Excerpt from "The Hummingbird's Gown"

Read the excerpt and answer the questions that follow.

The wise old **quetzal** *(Ket-SAHL),* **resplendent** *in its green plumage, then fluttered forward. "Tzunuum brings joy to our jungle with her cheerful humming, so let's adorn her with colors as lively as her spirit. I will offer some of my long tail feathers." This idea was met with a chorus of enthusiastic calls and chirps, as each animal began to think of what they could contribute.*

Each creature, from the smallest insect to the largest **tapir** *(TAY-pir), wanted to be a part of Tzunuum's celebration. The entire jungle wanted to show their gratitude for the happiness she brought to their world.*

"So it is settled," the Mayan boy said with a smile. "We will gift her with feathers that will light up the jungle for her wedding." All the jungle birds agreed to provide the hummingbird with bright plumage as a sign of their affection for her.

Joyfully, they called for Tzunuum to join them to receive her wedding gift.

The flycatcher fluttered over, his red feathers gleaming in the sun. "Dear Tzunuum," he chirped, "...your heart is as bright as the sunniest day. You can have feathers from my crimson head for your gown, to match the warmth of your spirit."

Then the bluebird swooped down, saying, "And I will give some of my finest blue feathers!"

One by one, other birds came forward, each donating a feather or two, adding to the colorful array. The parrot offered feathers that shimmered like the sun-dappled leaves. The toucan brought feathers the color of fiery sunsets over the Mayan cities. Tzunuum's eyes shimmered with tears as more of her friends offered their feathers. The oriole, with his skillful beak, and the spider, with her delicate webs, wove the feathers into a gown of extraordinary beauty. Soon, Tzunuum was a vision of radiant colors.

From that day forth, Tzunuum, the once-plain hummingbird, donned her beautiful gown. In her **kaleidoscope** *of colors, she became a fluttering jewel under the* **canopy** *of the great jungle. Her plumage became a symbol of the shared bond among all creatures and a reminder of how kindness can transform the world.*

30

To the Maya, the tale of Tzunuum and her friends served as a memorable explanation for something they saw in the natural world around them. It was a story that celebrated the joy of friendship, the beauty of nature, and the power of kindness. Every time a Mayan child spotted a hummingbird darting among the flowers, they were reminded of the value of generosity. The colors of Tzunuum's gown became a symbol, reminding the Maya of how each being, no matter how small, contributes to the colorfulness of the world.

The myth of Tzunuum and her radiant feathers lived on in the Maya people, passed down through generations, a vibrant tale of generosity and friendship.



Tzunuum with Bright Feathers

1. Why were the birds giving Tzunuum their feathers?

   A. The birds were being unkind.

   B. The birds were flying south in search of food.

   C. The birds were preparing for a long migration journey.

   D. The birds did not think the color matched her personality.

   Page(s) _____

2. When a Mayan child saw a hummingbird, what did they think of?

   A. Value

   B. Beauty

   C. Kindness

   D. Generosity

   Page(s) _____

Use the whole story of "The Hummingbird's Gown" to answer the following multiple-choice question.

3. Which is the best summary of "The Hummingbird's Gown"?

   A. The tale of Tzunuum and the animals of the jungle was an explanation for something they saw in the natural world around them. It was a story that celebrated the joy of friendship, the beauty of nature, and the power of kindness.

   B. Tzunuum, a happy hummingbird who was getting married soon, wanted to look beautiful for her big day. As a sign of generosity and friendship, each bird in the jungle gave her a feather to make a gown for her wedding.

   C. Tzunuum wanted to be beautiful like the other birds, so she tricked them into giving her their feathers. Because she was a hummingbird, she could fly away and was never caught.

   D. A young boy in the jungle took all of Tzunuum's feathers. With the help of her jungle friends, she was able to get them back in time for her wedding and make a beautiful gown.

NAME: _____

DATE: _____

5.3 ACTIVITY PAGE

Take Notes

Take notes on Chapter 4 by filling out the following chart.

My notes on: _____ **Taken from Chapter 4: "The Hummingbird's Gown"**		
Page(s)	**Paraphrased Supporting Details**	**Planning Notes**

NAME: _____

DATE: _____

Words and Phrases That Compare or Contrast

Use words and phrases from the chart to compare each set of sentences.

Words and Phrases That Compare
similar to similarly likewise in the same way just as at the same time resemble also

1. A. House cats eat prepared food.
   B. Pet dogs eat prepared food.
   Sentence comparing:

_____

_____

_____

2. A. The Aztec paid tribute, or taxes.
   B. The Inca paid tribute, or taxes.
   Sentence comparing:

_____

_____

_____

3. A. Many people in the tropics wear hats.
   B. Many people in the artic wear hats.
   Sentence comparing:

_____

_____

_____

Use words from the chart to contrast each set of sentences.

Words and Phrases That Contrast
however
in contrast
on the contrary
alternatively
whereas
instead
on the other hand
but

4. A. Tropical homes are made of adobe and thatch.
   B. Mountain homes are made of wood and stone.
   Sentence contrasting:

_____

_____

_____

5. A. Some people drink orange juice to prevent colds.
   B. Some people gargle with water to prevent colds.
   Sentence contrasting:

_____

_____

_____

6. A. The Maya had a written language for sharing information.
   B. The Inca used messengers and quipu for sharing information.
   Sentence contrasting:

_____

_____

_____

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

Vocabulary for "Aztec City on the Water's Edge"

1. **swampy**, ***adj.*** resembling wet, spongy land often partly covered with water (**32**)
2. **habitable**, ***adj.*** fit to live in (**33**)
3. **marsh**, ***n.*** soft, wet land often overgrown with grasses (**marshes**) (**33**)
4. **artificially**, ***adv.*** in a way that does not exist in nature (**33**)
5. **emperor**, ***n.*** a ruler who has total control of a region (**34**)
6. **commoner**, ***n.*** a person who is not part of the noble class (**commoners**) (**35**)
7. **peaked, *adj.*** pointed (**35**)
8. **transport**, ***v.*** to carry from one place to another (**transported**) (**36**)
9. **bustling**, ***adj.*** busy with activity (**36**)
10. **nourishment**, ***n.*** food and other things that are needed to live and be healthy (**38**)

Word from the Chapter	Pronunciation	Page
Tenochtitlán	/te*nok*tit*lan/ or /tee*noch*teet*lan/	32
Texcoco	/tex*koe*koe/	32
chinampa	/chee*nam*pə/	33
Huitzilopochtli	/wee*tsee*loh*pohch*tlee/	34
Tlaloc	/tlo*lok/	34
calpullin	/kow*p<u>oo</u>l*yin/	35
calpulli	/kow*p<u>oo</u>l*yae/	35
ullamaliztli	/<u>oo</u>*lo*mə*leet*lee/ or /<u>oo</u>*ya*mə*leest*lee/	38
maguey	/ma*gee/ or /ma*gae/	39

NAME: _____

DATE: _____

Aztec City on the Water's Edge

As you read Chapter 5, "Aztec City on the Water's Edge," answer the following questions.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: Tenochtitlán isn't on the map on page 32. Use the text and image on page 32 to guide you in labeling Tenochtitlán on your copy of the map on Activity Page 1.3.

   Part B: Use the text on page 32 to guide you in placing the following phrases on your copy of the timeline on Activity Page 1.1.

   - *Aztec capital Tenochtitlán*

2. Based on the information in the text, use the numbers 1–5 to put the following statements about chinampas in the correct order to show how they were built. Use '1' for the first step.

   ____ The Aztec people piled layers of mud and aquatic plants on top of one another.

   ____ Fish and other aquatic life in the canals provided a source of food.

   ____ Reed posts were used to anchor the gardens to the lake floor.

   ____ Mud was scooped up from the bottom of the lake.

   ____ Willow trees were planted along the borders to help hold the newly created land in place.

   Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: In paragraph 1 on page 34, what is the meaning of the word *shrine*?

   A. the top part of an important building

   B. a pyramid-temple complex

   C. a sacred place related to one's religious beliefs

   D. the center of a city

Part B: Which phrase best helps the reader determine the meaning of *shrine*?

A. stone walls carved with serpents

B. to honor their two most important gods

C. located at the heart of the city

D. dominated the space within the walls

Page(s) _____

4. The Aztec people did many things that led to the success of Tenochtitlán. Match the cause and effect statements below.

Cause		**Effect**
____	The Aztec created habitable land from the lakebed.	A. Each quadrant of Tenochtitlán had a school.
____	People frequently went to the marketplaces.	B. The city grew in size much larger than its beginnings on two swampy islands.
____	The Aztec valued education for their children.	C. People could travel to and from the mainland.
____	The Aztec farmers built chinampas.	D. People in the middle of a salty lake had access to fresh water.
____	Causeways were constructed.	E. Farmers could produce a variety of crops.
____	Aqueducts were built on the causeways.	F. There were many opportunities for trade between other cities and regions.

Page(s) _____

Challenge: Use your writing journal to answer this question. In what ways were the Aztec like the Maya? In what ways were they different? Include information from the text in your answer. You may wish to reread sections of Chapters 1, 2, and 3 to include details from the text in your answer.

NAME: _____

DATE: _____

6.3 TAKE-HOME

Spelling Words

The following is a list of spelling words. These words are content words related to the Maya, Aztec, and Inca *Reader.*

During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. population
2. tropical
3. pyramid
4. empire
5. peninsula
6. civilization
7. rainforest
8. indigenous
9. temple
10. monument

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
population	the number of people living in a particular place
tropical	relating to the tropics, an area near the Equator where the weather is very warm
pyramid	a large structure with a square base and four triangular sides that form a point at the top
empire	a large territory or group of people under the total control of one ruler or government
peninsula	a piece of land almost entirely surrounded by water that is attached to a larger land area
civilization	a group of people living together in a well-organized way
rainforest	a tropical wooded area with very tall trees that gets a lot of rain
indigenous	produced, living, or existing naturally in a particular area
temple	a building devoted to religious worship
monument	a building or statue that honors a person or an event

NAME: _____

DATE: _____

6.4 TAKE-HOME

Practice Spelling Words

Sort the spelling words from the box into categories using the chart that follows. Try to spell the words syllable by syllable as you write them. Some words will be used in more than one category.

population	empire	civilization	indigenous	pyramid
tropical	rain forest	peninsula	temple	monument

Groups of People	Structures	Environment
		rain forest

List the spelling words in alphabetical order. Remember to pronounce and spell the words syllable by syllable.

1.
2.
3.
4.
5.
6.
7.
8. rain forest
9.
10.

NAME: _____

DATE: _____

Excerpt from "Aztec City on the Water's Edge"

Read the excerpt and take notes using the chart that follows.

Chapter 5

Aztec City on the Water's Edge

THE BIG QUESTION
What factors led to the success of the Aztec captial of Tenochtitlán?



Have you heard of Mexico City? Did you know that this modern capital of Mexico was built on top of another city? If you visit Mexico City today, you can see archaeologists at work. They are busy uncovering the ancient city of Tenochtitlán.

Tenochtitlán was the capital of the Aztec Empire in the 1300s and 1400s. This empire existed more than 500 years after the Maya abandoned their great inland city-states. The ancestors of the people now known as the Aztec migrated from the north. By 1325 AD, they had settled in the Valley of Mexico.

Other people had lived in Mexico's fertile valley for thousands of years before the Aztec arrived. Many groups were competing for space. The Aztec had several temporary homes, all of which they were eventually forced to leave. The land the Aztec finally claimed may seem an unlikely choice—two **swampy** islands in the middle of Lake Texcoco.

32

Aztec Beginnings in Lake Texcoco

On the lakeshore, the Aztec built mud huts and lived on food from the lake: frogs, fish, and algae. They hunted deer, rabbits, coyotes, armadillos, and snakes. They raised bees, turkeys, and ducks. They gathered grasshoppers and worms for food.

The Aztec adapted to their swampy environment by creating **habitable** land from the lake bottom. They built gardens, called chinampas, in the middle of Lake Texcoco. They built bridges over the **marshes** and grew a variety of crops on the mainland as well. They cultivated corn, beans, squash, tomatoes, amaranth, and chilies. Members of the ruling class grew fruit trees in their small personal gardens. Crops grew throughout the year in Mesoamerica's tropical climate. As food supplies expanded, Tenochtitlán grew.

Chinampas

Gardens Built from a Lakebed

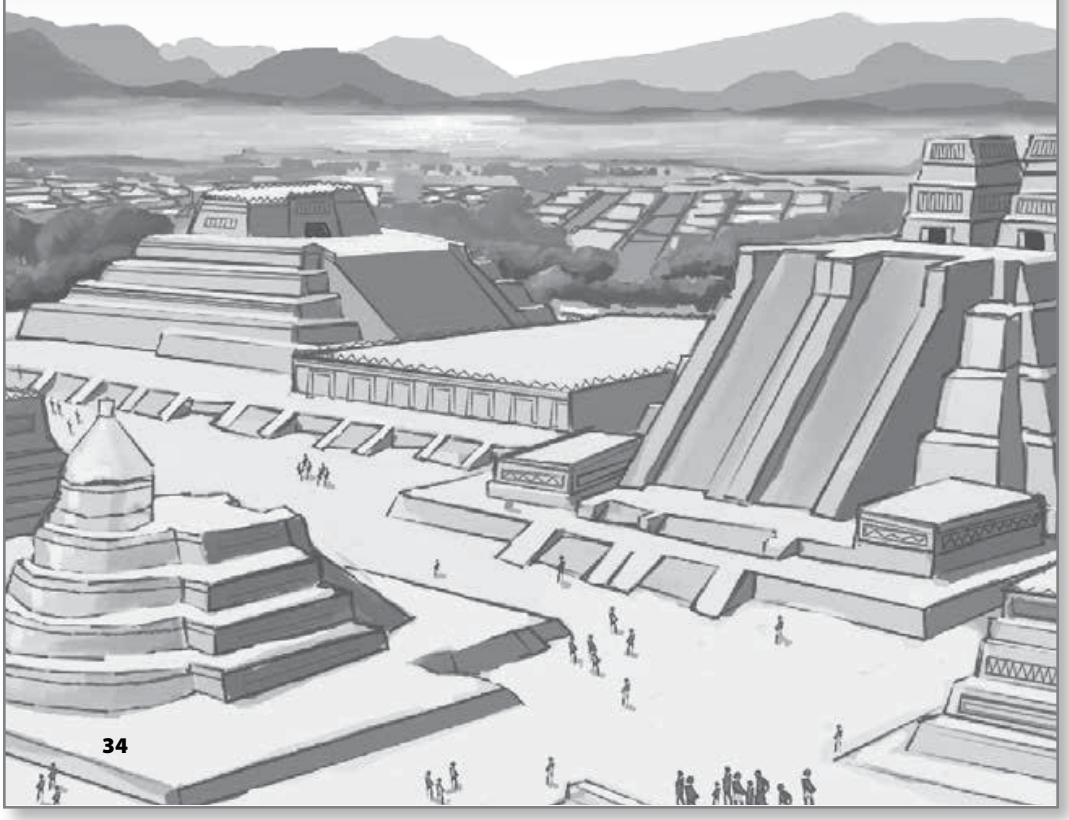


The Aztec perfected a technique for building gardens in Lake Texcoco. First, they scooped up mud from the bottom of the shallow lake. Then, they piled layers of mud and aquatic plants on top of one another. They used reed posts to anchor these rectangular gardens to the lake floor. They planted willow trees along the borders to help hold the **artificially** filled lakeshore in place. A series of canals crossed the chinampas, providing a year-round source of water for crops. Fish and other aquatic life lived in the canals and were another source of food.

Tenochtitlán: A Well-Planned City

Tenochtitlán was laid out on a grid. Its streets and canals formed a pattern of squares. Its religious and ceremonial center was located at the heart of the city. This Sacred Precinct, or pyramid-temple complex, was much larger than those at the Maya centers. Stone walls carved with serpents surrounded the precinct. The Great Temple, or Templo Mayor, dominated the space inside the walls. On top of Templo Mayor, the Aztec built shrines to honor their two most important gods. One shrine was dedicated to Huitzilopochtli, the sun god. The other honored Tlaloc, the rain god.

Social class determined where people lived, how they dressed, and how they earned a living. Aztec priests lived in palaces within the Sacred Precinct. Just outside the Sacred Precinct, the **emperor** and members of the noble class built carved stone palaces and beautiful gardens. Beyond its city center,

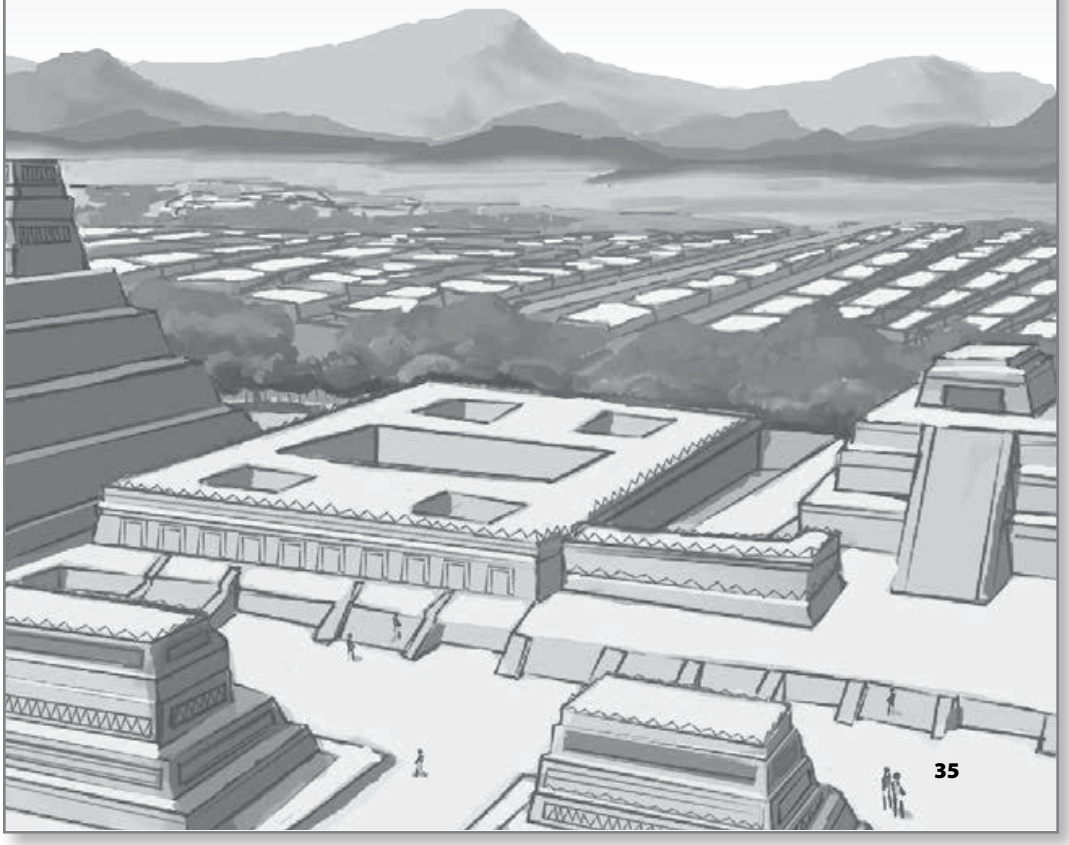


34

Tenochtitlán was divided into four sections, or quadrants. Each quadrant was divided into 20 calpullin, or districts. Each one, by itself called a calpulli, had its own farm, marketplace, and school.

Commoners, including merchants, artisans, and farmers, lived together in the capullin. They built their houses of sundried clay bricks called adobe. These one-story houses often had **peaked** thatch roofs. Others had flat earthen roofs used for planting gardens. Many people also built domed mud huts outside their homes. These huts were used as sweat baths. The Aztec lit fires outside the huts to warm the walls. They entered the sweat baths once the inside walls became hot. They threw water against the heated walls, producing steam. The effect was similar to modern-day steam baths and saunas.

At Tenochtitlán, many people were employed to sweep the streets and get rid of garbage. Each neighborhood had public toilets.



35

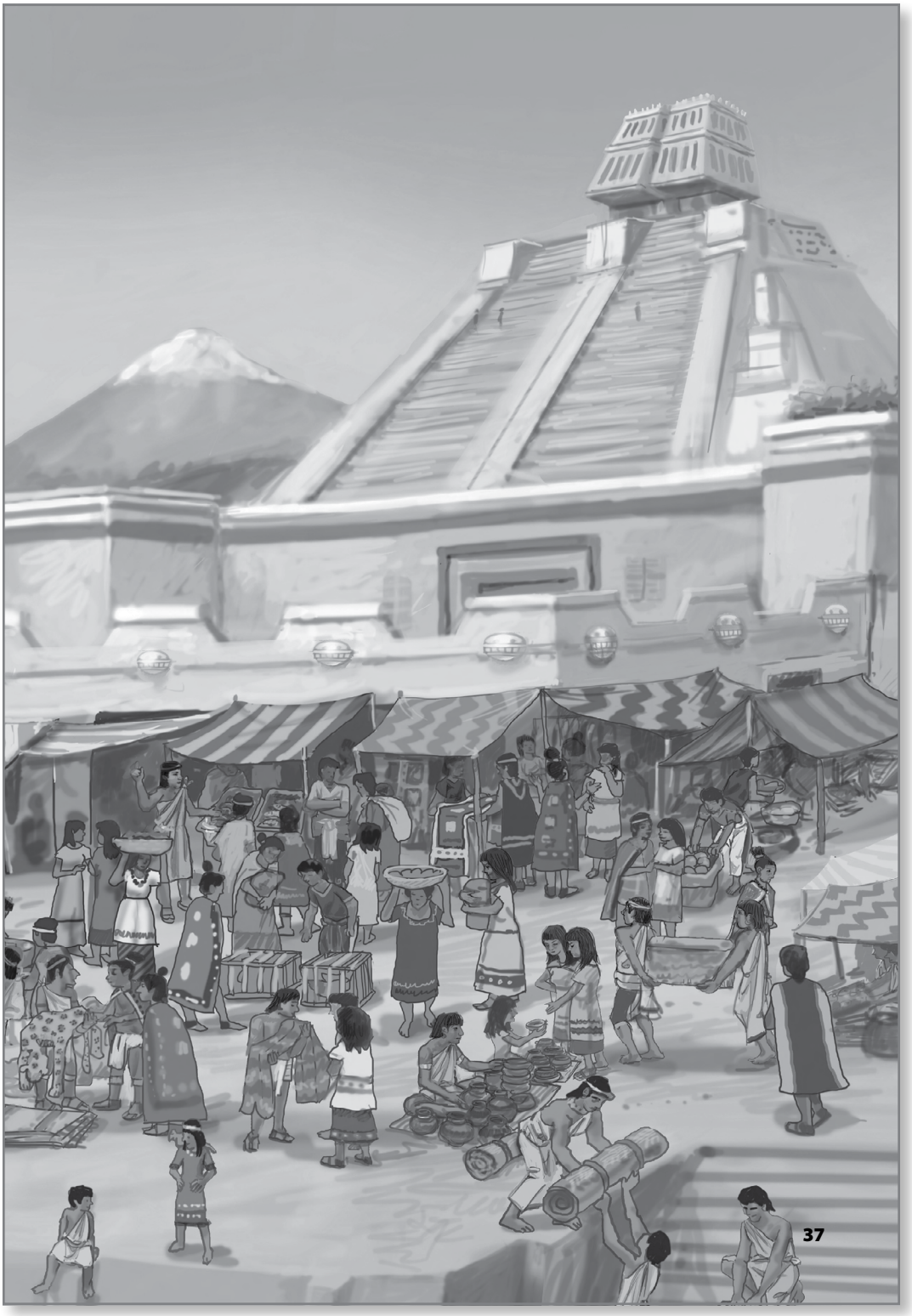
Causeways, Aqueducts, and Marketplaces

Lake Texcoco contained salt water. Providing fresh water for the population of Tenochtitlán was a challenge. The Aztec used sand, dirt, rocks, and wooden stakes to build three wide causeways. Each causeway was about two and a half miles long. These wide, raised roads connected the city to natural springs on the mainland. Each causeway supported an aqueduct, a structure built to carry water. The aqueduct consisted of two clay pipes. One **transported** fresh water from the springs into Tenochtitlán for drinking and bathing. The second pipe was a spare, used only when the first pipe needed cleaning.

Bustling marketplaces filled Tenochtitlán and other cities. At the grand market in nearby Tlatelolco, thousands of people traded daily for goods such as clothing, food, and pottery. Merchants brought goods to exchange from all over central Mexico and even beyond.

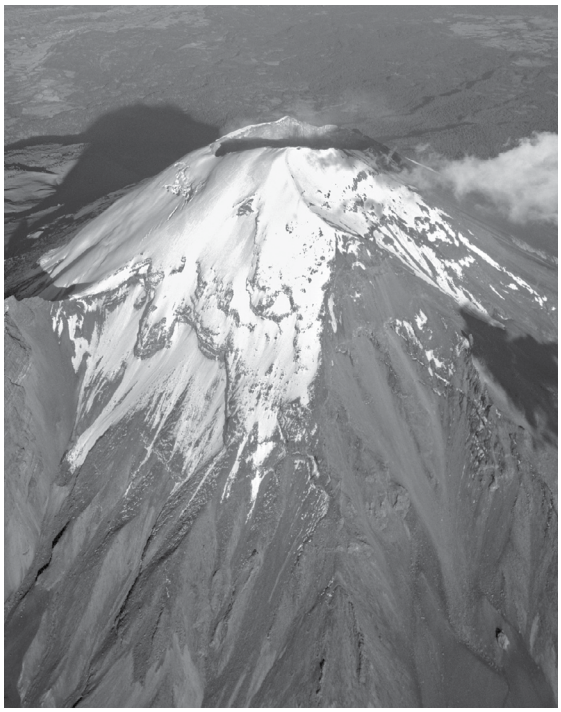


36


37

Sacrifices

Like the Maya, the Aztec believed in multiple gods and goddesses. They believed in gods of nature, gods of health, and gods of war. The Aztec believed that the sun god, Huitzilopochtli, could not make his daily journey from east to west without **nourishment**. They believed that the sun would not rise and the world would end if they did not feed Huitzilopochtli.



Active volcano near Tenochtitlán

The Aztec believed that the gods, humans, and nature worked together. The Aztec lived in a region surrounded by volcanic mountains. It was an area where earthquakes were likely to occur. They believed that the gods controlled these forces of nature. If the people angered the gods, the gods might rattle the earth or release hot lava from the mountains. So, like the Maya, the Aztec made sacrifices to the gods.

At the base of the temple steps, the Aztec built a rectangular ball court. The object of the ball game, called ullamaliztli, was to pass a rubber ball through a stone ring. Doesn't that sound a lot like the Maya game of pok-a-tok? Like pok-a-tok, the Aztec ball game was sometimes played as part of religious rituals.

Everyday Life in the Aztec Empire

The Aztec valued education. Boys went to different schools depending upon their social status. Noble boys were taught by priests in the temples. They learned to read and write and trained to be future leaders. In addition, noble boys learned about religion, medicine, law, and astronomy. Boys from lower social ranks attended schools where they learned a trade, such as building roads or repairing temples. From an early age, all boys trained for battle. Girls were educated separately. They learned the arts of cooking, sewing, and weaving.



Boy being trained for battle

Women and girls used fibers from both cotton and maguey cactus plants to weave beautiful cloth. Commoners and nobles alike wore bright and colorful fabrics dyed with natural plant dyes. Clothing styles varied throughout the Aztec Empire, but all clothing was loose and simple. Men and boys wore loincloths and draped themselves in triangular cloaks. Women and girls wore long skirts and sleeveless blouses. Noble men and women preferred clothes made of cotton and added gold, feathers, and fur. Necklaces, earrings, and bracelets made of precious gems decorated their bodies.



Girl learning to weave

NAME: _____

DATE: _____

Taking Notes

Take notes on Chapter 5 by filling out the following chart.

My notes on: _____ **Taken from Chapter 5: "Aztec City on the Water's Edge"**		
Page(s)	**Paraphrased Supporting Details**	**Planning Notes**

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Vocabulary for "Foreign Invaders"

1. **dominance**, ***n.*** the state of being more important, successful, or powerful than most or all others (**40**)

2. **ambassador**, ***n.*** a person sent to represent his or her government in another land (**ambassadors**) (**40**)

3. **procession**, ***n.*** a group of people or vehicles moving together as part of a ceremony (**41**)

4. **appointed**, ***adj.*** established or chosen in an official way (**41**)

5. **elite**, ***adj.*** most successful, powerful, or wealthy (**41**)

6. **resentment**, ***n.*** a feeling of displeasure or anger about something unfair (**42**)

7. **might**, ***n.*** power or force (**43**)

8. **contagious**, ***adj.*** able to be passed between people or animals (**44**)

9. **fragile**, ***adj.*** easily broken (**45**)

Word from the Chapter	Pronunciation	Page
tlatoani	/tla*toe*o*nee/	40
Moctezuma	/mo*te*zoo*mə/ or /maw*te*soo*mə/	40
cacao	/kə*kow/	42
Veracruz	/vaer*ə*crooz/ or /baer*ə*kroos/	44

NAME: _____

DATE: _____

8.2 ACTIVITY PAGE

Foreign Invaders

As you read Chapter 6, "Foreign Invaders," answer the following questions.

1. Which one of the following cities became the most important in Mesoamerica?

   A. Bonampak

   B. Chichén Itzá

   C. Palenque

   D. Tenochtitlán

   Page(s) _____

2. Summarize how the Aztec were able to expand their empire.

   _____

   _____

   _____

   Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: How did people pay tribute to the Aztec emperor?

   _____

   _____

Part B: How was Tenochtitlán affected by the tribute people paid?

_____

_____

Page(s) _____

4. Fill in the blanks: The Spanish explorer, _____, came to Mesoamerica with the purpose of _____.

   Page(s) _____

5. Which of the factors below contributed to the city-states' dislike of the Aztec Empire? Check all that apply.

   A. ___ They had to send the emperor gifts or go to battle.

   B. ___ The Aztec ruled with fear and might.

   C. ___ The emperor allowed local governments to remain in place.

   D. ___ The emperor demanded tribute from them.

   Page(s) _____

6. List two important reasons why Cortés was able to put an end to the Aztec Empire.

A. _____

_____

B. _____

_____

Page(s) _____

NAME: _____

DATE: _____

8.3 TAKE-HOME

Excerpt from "Foreign Invaders"

Read the excerpt aloud to a family member to build fluency.

Chapter 6

Foreign Invaders

THE BIG QUESTION
What led to the rapid fall of the powerful Aztec Empire?

As the city of Tenochtitlán grew, the Aztec fought for **dominance** over other city-states in the area. In 1428 AD, Tenochtitlán formed a Triple Alliance with the cities of Texcoco and Tlacopan in the Valley of Mexico. These three cities were allies, or on the same side. They united to conquer neighboring cities. Tenochtitlán quickly became the most powerful city of the three, and the most important city in Mesoamerica.

The Aztec had an organized social structure. You have already learned that Aztec families lived in districts called calpullin. Each calpulli elected a leader. Together, these leaders formed a city council. Each city council elected its own tlatoani, or leader, to govern the city. The tlatoani of Tenochtitlán was not only the leader of the city, but the leader of the empire as well. This supreme leader was called the Huey Tlatoani, or Great Speaker. He was the emperor, or king, of the Aztec.

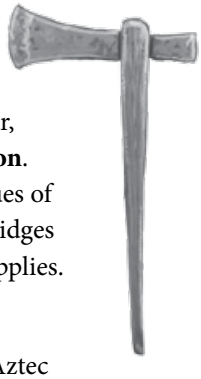


Moctezuma I

In 1440 AD, Moctezuma I became the Huey Tlatoani. He expanded the Aztec Empire beyond the Valley of Mexico by constantly waging war. Before going to war, Moctezuma sent **ambassadors** to neighboring groups of people. He gave these groups the option of sending him gifts of gold to avoid battle. If they refused, the emperor prepared his troops for battle.

40





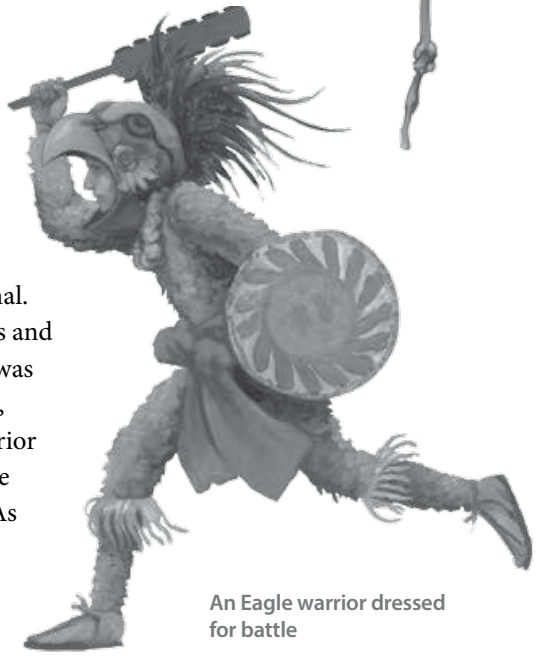
War as a Way of Life

Priests determined the date of battle. As the day drew near, citizens gathered in the Sacred Precinct for the battle **procession**. Many people marched with the warriors. Priests strapped statues of the gods to their backs. Engineers carried materials to build bridges and towers along the way. Young boys carried weapons and supplies. Women and girls cooked and later cared for the injured.

When preparing for attack, smoke signals rose from the Aztec camps. These signals announced the **appointed** day of battle. The Aztec beat on drums and blew shrill whistles. At the sound of the commander's trumpet, young archers charged into battle. They were armed with bows and obsidian-tipped arrows. Warriors used a variety of wooden and stone weapons, many edged with razor-sharp pieces of obsidian. They threw darts. They hurled rocks over long distances using slingshots made from the fibers of maguey cactus plants. Spears, hatchets, and clubs were all common weapons of battle.



Success on the battlefield was the only way commoners could become nobles. If they captured four prisoners in battle, they were allowed to join one of the **elite** warrior societies. Each of these warrior societies named and identified itself with a specific animal. The warriors dressed in the feathers and pelts of their namesake animals. It was easy to spot these warriors in battle, especially the Eagles. An Eagle warrior wore a fancy headdress with his face peeking out from the eagle's beak. As soldiers advanced in rank, their costumes became more and more elaborate.



An Eagle warrior dressed for battle







Cacao (*top*), Cotton (*middle*), Feathers (*bottom*)

Unrest in the Empire

The size of the Aztec army grew with each new conquest. Because the Aztec outnumbered the other groups, they won nearly every battle. By the time Mocteczuma II took the throne in 1502, the Aztec had fought numerous battles and made many conquests. The Aztec Empire extended from the Pacific Ocean to the Gulf of Mexico.

The emperor demanded tribute, or taxes, from all parts of the empire. When he conquered new lands, he allowed local governments to remain in place, but tribute had to be paid. People paid tribute in goods, including cacao, rubber, seashells, cotton, feathers, and precious gems. These goods contributed to Tenochtitlán's wealth and greatness. The emperor's demands created **resentment** among the conquered city-states.

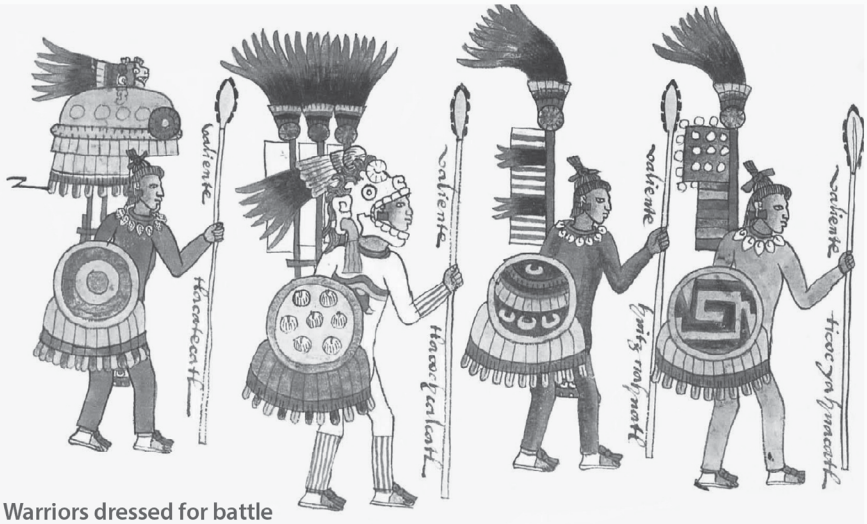
By the early 1500s, the Aztec ruled about 500 smaller city-states and millions of people. Tenochtitlán was the most densely populated city in Mesoamerica. And at the time, it was one of the largest cities in the world. Rumors of Tenochtitlán's wealth spread far beyond its boundaries.

Flower Wars

The Aztec ruled with fear and **might**. They believed Huitzilopochtli, the sun god, needed food daily, so they held ceremonial battles called "flower wars." The best warriors, dressed in their finest battle clothes, fought in these ritual wars. Some groups avoided the flower wars by paying tribute, or taxes, to the Aztec.



The sun god



Warriors dressed for battle

43

NAME: _____

DATE: _____

8.4 TAKE-HOME

Practice Words and Phrases That Compare and Contrast

Words and Phrases That Compare and Contrast	
Words and Phrases That Compare	**Words and Phrases That Contrast**
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way	alternatively
just as	whereas
at the same time	instead
additionally	on the other hand
also	but

Comparing and Contrasting the Maya and Aztec Civilizations			
Fact about a civilization	**Maya**	**Aztec**	**Both**
1. grew corn, beans, and squash			x
2. developed in the Valley of Mexico		x	
3. developed in the Yucatán Peninsula and parts of Central America	x		
4. played an important ball game			x
5. used the fresh water found in cenotes or natural wells	x		
6. built aqueducts to transport fresh water from nearby springs		x	

Statements 1 and 4 in Chart B are true of both the Maya and the Aztec. Write a comparison sentence for each statement using a word or phrase from Chart A.

A. _____

_____

B. _____

_____

Statements 2 and 3 in Chart B give contrasting information about the Maya and the Aztec. Write a contrast sentence for the pair of statements using a word or phrase from Chart A.

A. _____

_____

B. _____

_____

Statements 5 and 6 in Chart B give contrasting information about the Maya and the Aztec. Write a contrast sentence for the pair of statements using a word or phrase from Chart A.

A. _____

_____

B. _____

_____

NAME: _____

DATE: _____

8.5 TAKE-HOME

Prefix *inter–*

Write the correct word to complete each sentence. Words will not be used more than once.

1. My mom had to rush home and meet the mail carrier to _____ (interact, intercept, intercede, intersect) a package that contained a surprise for my brother.

2. When we went to the play, we were lucky to sit in the _____ (section, action, intersection, interaction) closest to the stage.

3. We were surprised that the _____ (section, action, intersection, interaction) between our dog and our neighbor's cat was pleasant.

4. Maya medicine was a(n) _____ (section, interception, intersection, action) of science and religion because doctors used both aspects of life to treat illness.

5. The _____ (national, interstate, international, intentional) movie star has been in successful movies in Spain, France, and India.

6. When the baseball players got into an argument on the field, the umpire had to _____ (interact, intercept, intercede, intersect) and put an end to the fight.

7. July 4th is a(n) _____ (intelligent, national, interchangeable, international) holiday in the United States known as Independence Day.

8. Demanding tribute was one _____ done by the emperor
(interception, action, intersection, interaction)
that caused resentment in the Aztec Empire.

9. Write a sentence containing one of the words with the prefix *inter–* that relates to the *Maya, Aztec, and Inca* text.

_____

_____

_____

10. Write a sentence using the word *interrupt*, which means to break in between the beginning and end of something.

_____

_____

_____

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once.

population	empire	civilization	indigenous	pyramid
tropical	rain forest	peninsula	temple	monument

1. For their family vacation, the Jones family wanted to visit a sunny and warm destination, so they picked a _____ location near the Equator.

2. Over time, the Aztec civilization grew into a magnificent _____ with cities under one supreme leader.

3. Growing naturally in Mexico, cacao was _____ to the area ruled by the Aztec Empire. It was used by the people to pay tribute to the emperor.

4. Each Maya city-state had a _____ at its center. These buildings for religious worship occupied the top level of pyramids and were reserved for rulers and priests.

5. Due to our area's quick rise in _____, more houses and apartment buildings have been built so all of the people have a place to live.

6. From what it says in his journal, you might conclude that Désiré Charnay was not prepared for how humid and muddy the jungles of the Yucatán _____ really would be.

7. A desert's climate is dry while a _____ has a wet climate.

8. _____ ruins mark the landscape where the Aztec Empire once existed.

9. Religion, government, and social classes are components of a _____.

10. A stela was a Maya stone _____ that was mainly constructed to glorify a king.

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAME: _____

DATE: _____

Vocabulary for "Birth of the Inca Empire"

1. **litter**, ***n.*** **1.** a covered bed with long poles at the bottom for carrying someone of high importance; **2.** trash lying on the ground; **3.** a group of baby animals born at the same time (**48**)

2. **quinoa**, ***n.*** a plant that grows in the Andes Mountains with seeds used as food or ground into flour (**50**)

3. **condemn**, ***v.*** to say in a strong way that something is bad or wrong (**condemned**) (**53**)

4. **primitive**, ***adj.*** simple and basic (**54**)

5. **suspension bridge**, ***n.*** a crossing hung from cables attached to towers (**suspension bridges**) (**54**)

6. **swift-footed**, ***adj.*** quick (**54**)

Word from the Chapter	Pronunciation	Page
Cuzco	/kooz*koe/	47
Quechua	/kwe*choo*wə/ or /kae*choo*wə/	47
Tawantinsuyu	/ta*wab*ten*soo*ue/	48
manioc	/man*ee*ok/	50
quinoa	/keen*wo/	50
ayllu	/ie*yoo/	51
mita	/mee*tə/	52
quipu	/kee*poo/	53
Quito	/kee*toe/	55

NAME: _____

DATE: _____

Birth of the Inca Empire

As you read Chapter 7, "Birth of the Inca Empire," answer the following questions.

1. At the same time that the Inca Empire was developing in the Andes Mountains, what other empire was being created and where was it located?

   _____

   _____

   Page(s) _____

2. Label the following pyramid with the letters A–D based on the structure of Inca society with the highest ranking at the top and the lowest ranking at the bottom.

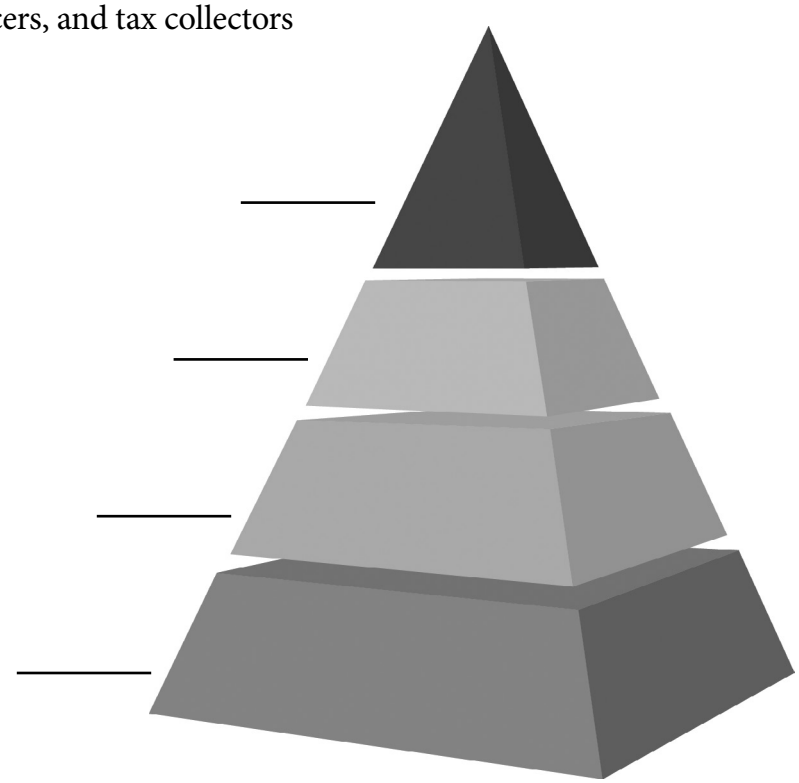
   A. Commoners

   B. Sapa Inca

   C. Four governors who ruled over the empire's four quarters

   D. Priests, judges, army officers, and tax collectors

   Page(s) _____



3. How did the Inca farm the land in the Andes Mountains?

Page(s) _____

4. List some of the things the Inca did to create a superior network of roads.

A. _____

B. _____

C. _____

D. _____

Page(s) _____

5. Why do you think it was important to the Inca to have a working network of roads? Use evidence from the text to support your answer.

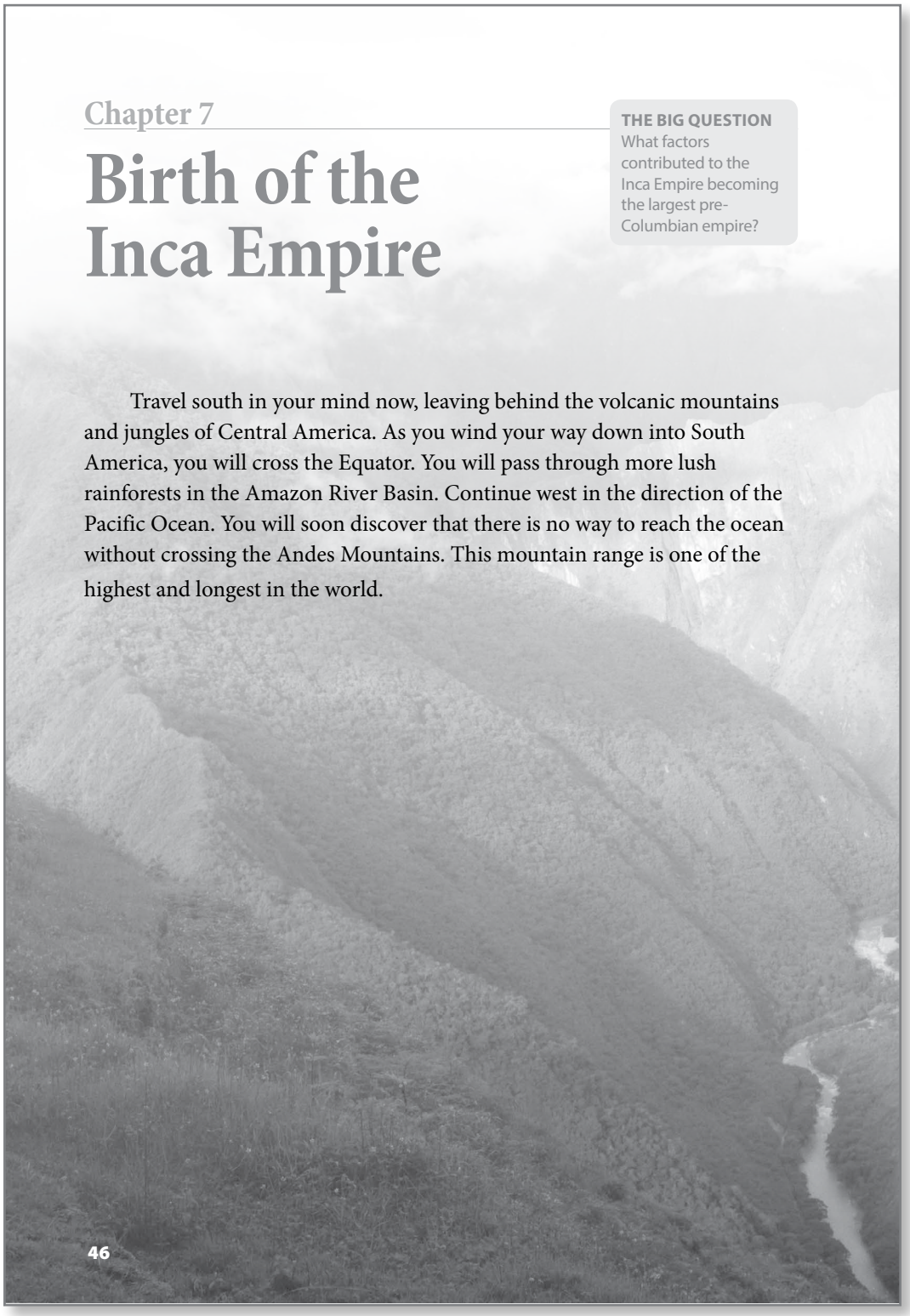
Page(s) _____

NAME: _____

DATE: _____

Excerpt from "Birth of the Inca Empire"

Read the excerpt and then take notes in the chart that follows.



Chapter 7

Birth of the Inca Empire

THE BIG QUESTION
What factors contributed to the Inca Empire becoming the largest pre-Columbian empire?

Travel south in your mind now, leaving behind the volcanic mountains and jungles of Central America. As you wind your way down into South America, you will cross the Equator. You will pass through more lush rainforests in the Amazon River Basin. Continue west in the direction of the Pacific Ocean. You will soon discover that there is no way to reach the ocean without crossing the Andes Mountains. This mountain range is one of the highest and longest in the world.

46

In the 1300s, the Aztec created an empire in Mexico and the Inca built an empire in the Andes. These civilizations developed nearly 3,000 miles apart. There is no evidence to suggest that the two empires had any direct knowledge of one another.

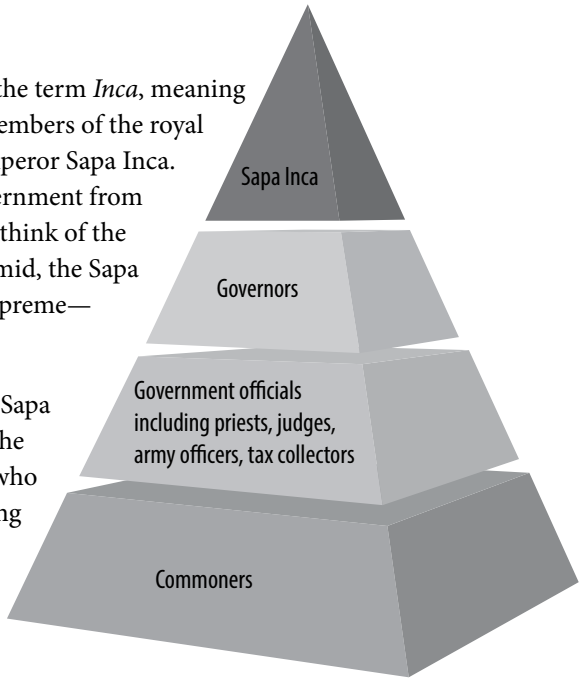
According to legend, the sun god chose the birthplace of the Inca civilization. He chose Cuzco, located in a beautiful valley in present-day Peru, as the place where the Quechua people should settle. They lived mostly in small farming communities for about 200 years. Then, in 1438 AD, a powerful enemy threatened the Quechua's way of life. The Quechua defeated this enemy, greatly increasing their power. The size of the Quechua army grew. With Cuzco as their base, they began to conquer other indigenous groups throughout the Andes Mountains. An empire was born.

The Quechua called their empire Tawantinsuyu, meaning "Land of Four Quarters." They divided the empire into four areas, or quarters, some much larger than others. Cuzco was at the center of the empire where the four quarters met. The empire extended across the high Andes Mountains. From there, it dipped into sheltered valleys, windy plains, and dry coastal deserts. In the 1500s, the Spanish changed the empire's name to *Inca*. Today, we use the name *Inca* to describe the largest pre-Columbian empire ever built.

Pyramid of Power

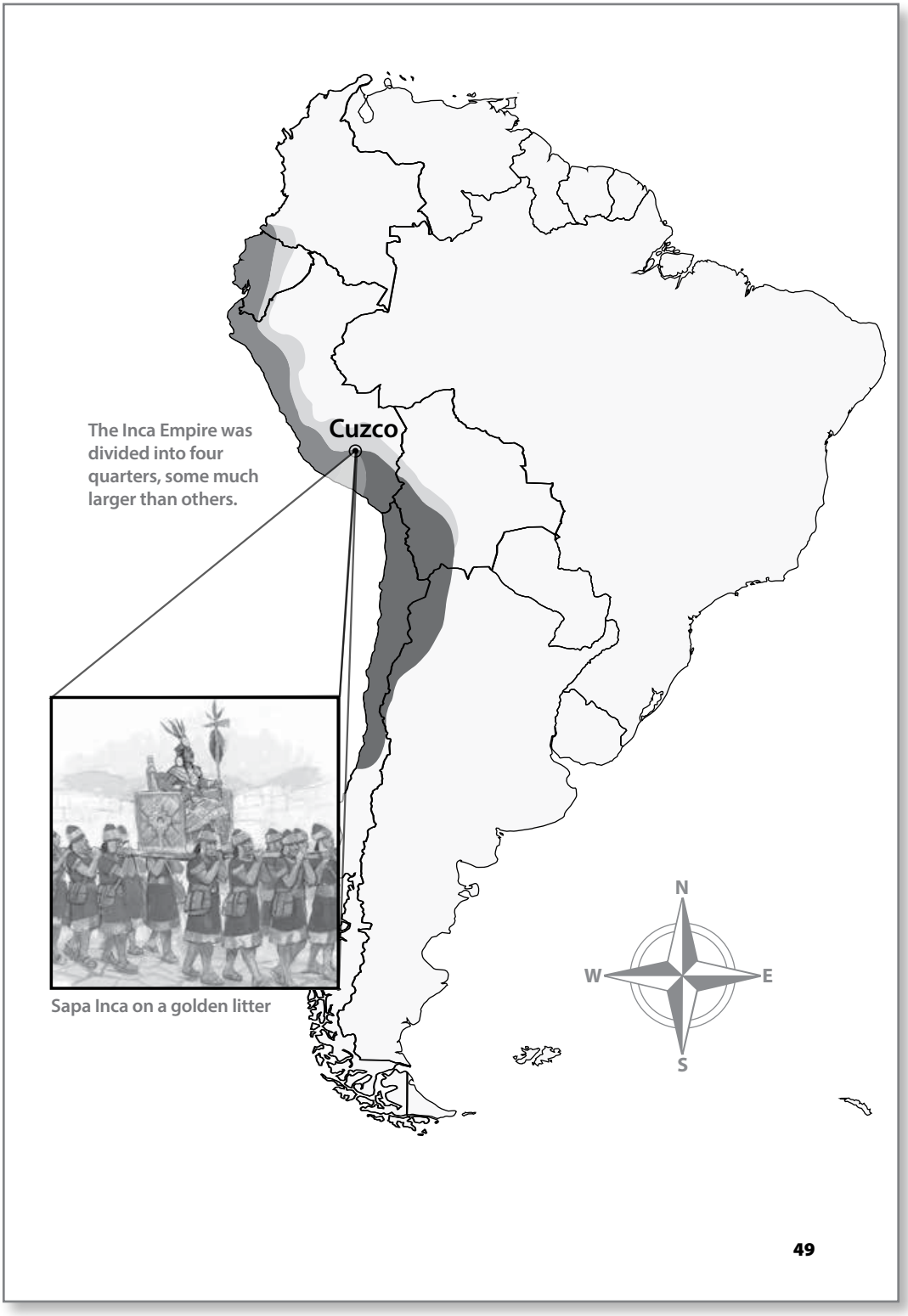
In the days of the empire, the term *Inca*, meaning king or lord, referred only to members of the royal family. The Inca called their emperor Sapa Inca. He ran a strong, organized government from the capital city of Cuzco. If you think of the Inca society structure as a pyramid, the Sapa Inca was at the top. He ruled supreme—above all others.

The Inca believed that the Sapa Inca was descended from Inti, the sun god. Heredity determined who would become emperor, meaning that when the emperor died, his son would become the next ruler. If the Sapa Inca had more than one son, he chose the strongest of his sons to replace him.



Nobles and members of the royal family held high-ranking government positions.

People treated the Sapa Inca like a god. He lived in a magnificent palace, dressed in gold-fringed clothing, and ate off gold plates. Servants carried him on a golden **litter**. Powerful men surrounded the Sapa Inca. Four governors helped him rule each of the empire's four quarters. Most government officials were nobles and members of the royal family. They included priests, judges, army officers, and tax collectors. The bottom of the pyramid consisted of the rest of society—commoners who worked for the emperor.


Cuzco
The Inca Empire was divided into four quarters, some much larger than others.
Sapa Inca on a golden litter
N
W
E
S
49

Growing Food from Mountain Peaks to Coastal Plains

The success of the empire depended upon the commoners, most of whom were farmers. The Inca cultivated many different crops, including potatoes, corn, beans, peanuts, manioc, chili peppers, tomatoes, and squash. Cotton grew in the hot, dry coastal regions. **Quinoa** thrived in cooler, wetter mountain areas.

Terrace farming was a common practice in the Andes Mountains. Like the Maya, the Inca transformed hillsides with terraces, or steps of flat land. They built raised aqueducts and irrigated their crops with water from mountain springs. The terraces helped trap water, preventing erosion and run-off. The Inca produced an abundance of food for an ever-growing empire working with simple hoes, sod-breaking clubs, and foot plows.



Potatoes, Potatoes, Potatoes

Potatoes, native to the Andean highlands, provided food year round. The Inca grew different varieties of potatoes along terraced garden slopes. The mountainous climate, with hot days and cold nights, was perfect for freeze-drying. Potatoes baked in the sun during the day and froze at night. This early method of preserving crops meant the Inca could store food for later use.



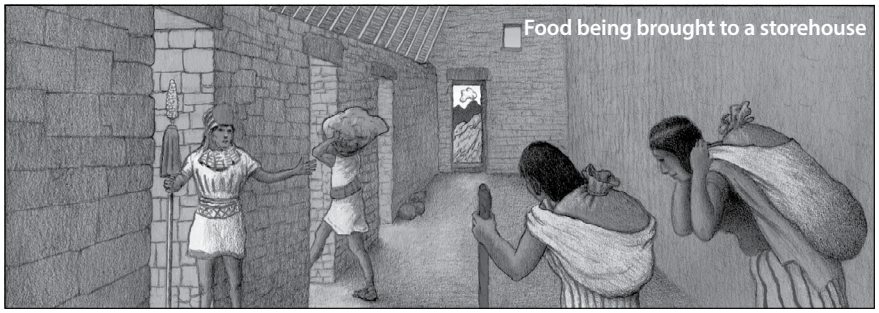
Terraced fields trap water and prevent erosion.

Government Organization: Tribute Rules for the Commoners

With each new conquest, the emperor acquired new land and more commoners to work the land. The emperor controlled the land and the crops grown on it. Commoners were organized into family units of 10 to 20 people. Governors divided the land among each unit, or ayllu. Each ayllu cultivated three separate plots. One plot was for feeding the priests and gods, another for feeding the emperor and his nobles, and the other for feeding themselves. The governors collected some of the harvested crops and placed them in storehouses throughout the empire. Storehouse produce fed traveling armies and served as disaster relief in times of emergency.


Farmland


Harvesting crops

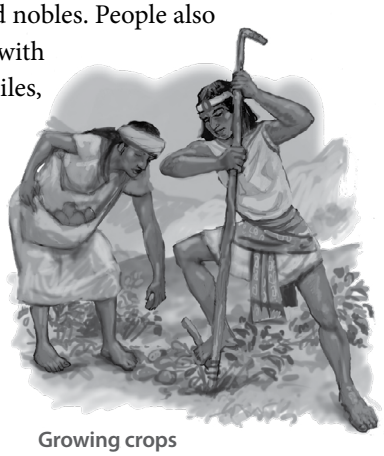

Food being brought to a storehouse

51



Serving in the army

The Inca did not use any form of money. Like the Aztecs, they had a tribute, or tax, system. The government collected tribute in two ways. First, people paid a goods tax based on the number of people in their ayllu. For example, commoners only kept about one third of their harvest. They sent two thirds to the gods and nobles. People also paid tribute with pottery, textiles, and gems.



Growing crops

The second government tax was a service or labor tax, called a mita. Each household chose someone, often the father, to fulfill the government's mita requirement. Some people served in the army. Others built roads and buildings. Still others worked in the mines, mining copper, tin, gold, or silver. As a result of the mita tax, the Inca built the most ad road system in pre-Columbian South America.



Mining



Constructing a wall

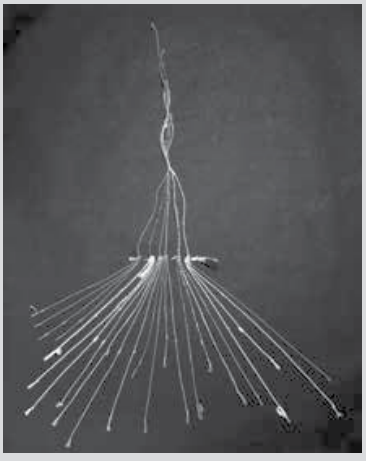
52

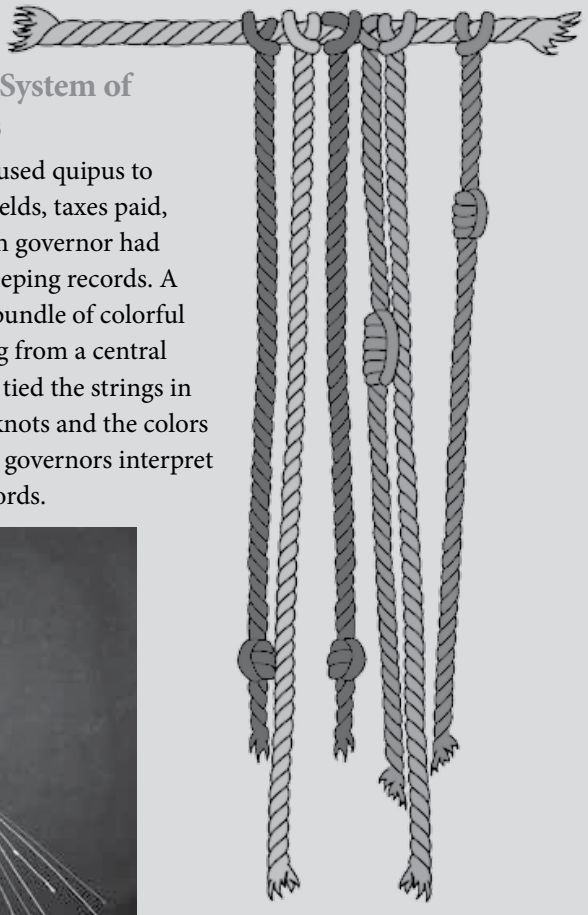
In exchange for tribute, the government took care of people. It made sure that people did not go hungry. The government cared for the sick and elderly. It made sure people in the empire had homes so they were not homeless. As long as people obeyed the Sapa Inca's rules, they received good care. If people disobeyed, they received severe punishment. If a farmer took food from the emperor's fields, he risked being severely punished. If he **condemned** the gods, he would surely lose his life.

The Quipu

A Color-Coded System of Counting Knots

The governors used quipus to keep track of crop yields, taxes paid, and taxes owed. Each governor had his own quipu for keeping records. A quipu looked like a bundle of colorful threads. Strings hung from a central rope. The governors tied the strings in knots. The types of knots and the colors of the strings helped governors interpret calculations and records.





Quipus used to record information

A Superior Network of Roads

Inca roads created a network across different types of land. Using stone and **primitive** tools, mita workers followed the land's natural terrain. They chiseled stone out of mountainsides, building tunnels to connect cities from one end of the empire to the other. They laid steps up rocky cliffs. They stacked stones and floating reeds to form causeways over marshlands. Their rope bridges, probably the first **suspension bridges** in the world, spanned deep valleys and rivers along the way. They built low stone walls to keep desert sands from covering the flat, wide coastal roads. They edged the roads with stone gutters to prevent flooding. They even built tambos, or inns, for travelers. Thousands of workers maintained the empire's 24,000 miles of road.

The government primarily used the roads. Armies patrolled the roads, making sure commoners did not travel along them without permission. Because the Inca had no written language, the emperor kept in touch with his governors through **swift-footed** messengers. The emperor's messengers traveled across the empire carrying quipus. These knotted ropes contained records of everything from population figures to troop numbers to the size of animal herds. The messengers also memorized messages and transferred them orally from one person to another. They used relay stations that were set up about every mile along the roads.



As one messenger approached another, he blew into a conch-shell trumpet, alerting the next messenger to be ready to run. The runner told his message to the next as the two ran side-by-side.

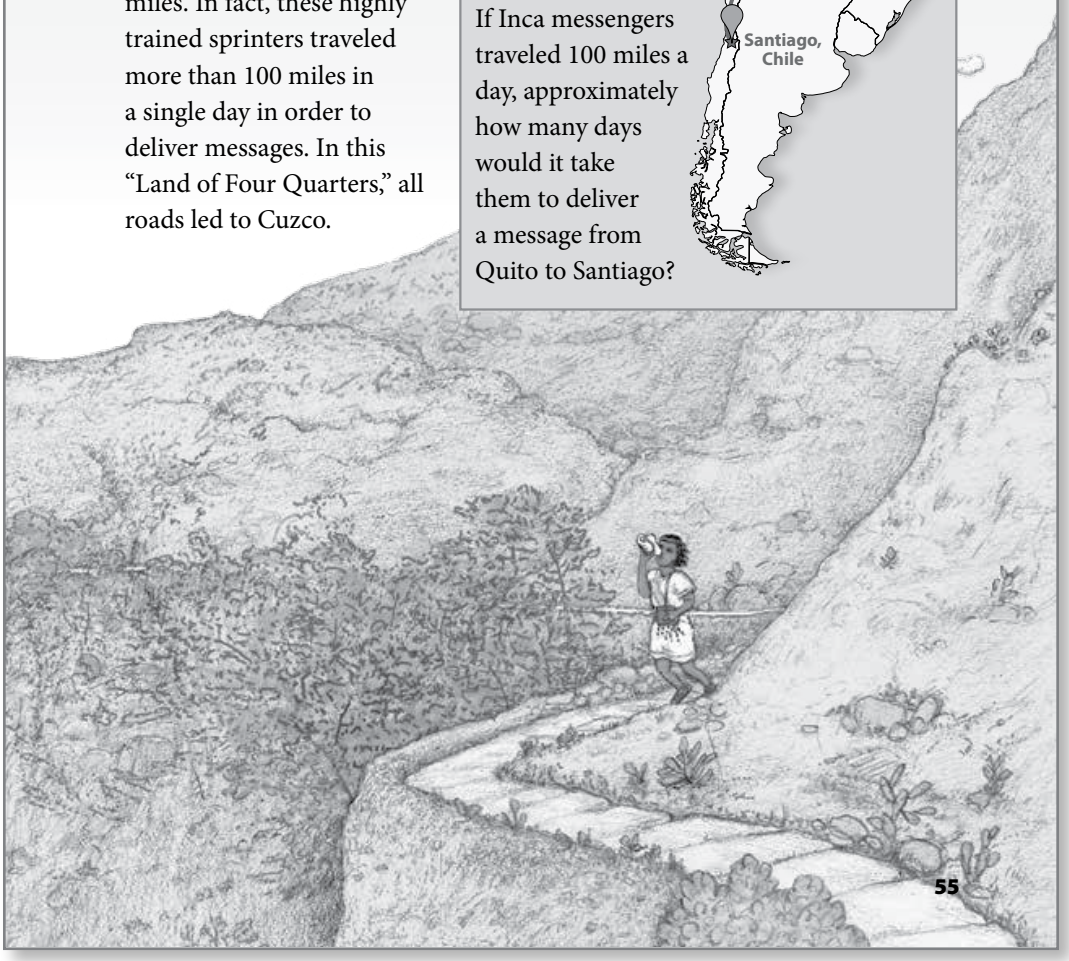
In this way, multiple messengers carried the same message from station to station across many miles. In fact, these highly trained sprinters traveled more than 100 miles in a single day in order to deliver messages. In this "Land of Four Quarters," all roads led to Cuzco.

Math Challenge

Calculating Time

It is about 2,300 miles between the present-day cities of Quito, Ecuador and Santiago, Chile. Today, it takes about five hours to fly from one to the other. If Inca messengers traveled 100 miles a day, approximately how many days would it take them to deliver a message from Quito to Santiago?





NAME: _____

DATE: _____

Taking Notes

Take notes on Chapter 7 by filling out the following chart.

My notes on: _____ Taken from Chapter 7: "Birth of the Inca Empire"		
Page	**Paraphrased Supporting Details**	**Planning Notes**

NAME: _____

DATE: _____

10.1 TAKE-HOME

Action Verbs and Linking Verbs

For each sentence, circle the subject and underline the action verb.

Example: (The kite) flew high in the sky.

1. We ate lunch at the park.
2. The Sapa Inca controlled the Inca Empire and all of its citizens.
3. My sister takes photographs of trees.
4. The Inca ate potatoes year round.
5. People paid tribute with pottery, textiles, and gems.

For each sentence, circle the subject and draw a wiggly line under the linking verb.

Example: (The Sacred Precinct) was at the heart of the city.

6. Inca roads were for the government.
7. Summer is my favorite season.
8. The Sapa Inca was god-like in the eyes of the Inca people.
9. We were so excited yesterday.
10. Inca is another name for the Quechua people.

Write a sentence using an action verb.

Write a sentence using a linking verb.

Challenge: *Write a sentence using both an action verb and a linking verb.*

NAME: _____

DATE: _____

10.2 TAKE-HOME

Practice Root *tract*

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

distracted	tractor	attracted	detract	extracts
subtracted	retract	distract	attract	extracted
detracted	subtract	retracted		

1. We had a $10 coupon, so the clerk needed to _____ $10 from the total amount we owed at the grocery store.

2. We waited for the man driving the large _____ to pick us up for the hayride.

3. The Spanish agreed to spare Atahualpa's life in exchange for gold and silver but they later _____ their agreement and killed Atahualpa.

4. Walking through Cuzco's main plaza, it would probably be easy to get _____ by the gold and silver walls of the Temple of the Sun and forget what you were doing.

5. Even the crumbling palaces and temples do not _____ from the impressive and unique qualities of Machu Picchu.

6. She was _____ to the idea of taking a trip to Paris after seeing a great travel brochure.

7. My dad _____ gel from his aloe vera plant to soothe sunburns.

NAME: _____

DATE: _____

10.3 TAKE-HOME

Spelling List

The following is a list of spelling words. These words include prefixes you have learned in morphology lessons.

During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. irrational
2. intercept
3. illegal
4. international
5. irresponsible
6. illegible
7. intersection
8. irregular
9. interaction
10. illogical
11. irreplaceable
12. intercede

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
irrational	not based on reasons or facts
intercept	to stop and take something while it's between its starting point and destination
illegal	not allowed by law
international	between or among countries
irresponsible	not trusted to do what is right
illegible	not able to be read
intersection	the place where parts come together
irregular	not normal or usual
interaction	something that's done between or among people
illogical	does not make sense
irreplaceable	not capable of being duplicated or exchanged for another item
intercede	to try to help settle an argument between people

NAME: _____

DATE: _____

10.4 TAKE-HOME

Practice Spelling Words

Write each spelling word under its definition. Then identify the word's part of speech.

irreplaceable	intersection	illegal	irrational
interaction	illegible	intercept	irregular
international	illogical	intercede	irresponsible

1. to try to settle an argument between people

   Spelling Word: _____

   Part of Speech: _____

2. does not make sense

   Spelling Word: _____

   Part of Speech: _____

3. between or among people

   Spelling Word: _____

   Part of Speech: _____

4. to stop something while it's between its starting point and destination

   Spelling Word: _____

   Part of Speech: _____

5. not allowed by law

   Spelling Word: _____

   Part of Speech: _____

6. not capable of being duplicated or exchanged for another item

   Spelling Word: _____

   Part of Speech: _____

7. not normal or usual

   Spelling Word: _____

   Part of Speech: _____

8. not able to be read

   Spelling Word: _____

   Part of Speech: _____

9. not based on reasons or facts

   Spelling Word: _____

   Part of Speech: _____

10. not trusted to do what is right

    Spelling Word: _____

    Part of Speech: _____

11. the place where parts come together

    Spelling Word: _____

    Part of Speech: _____

12. between or among countries

    Spelling Word: _____

    Part of Speech: _____

NAME: _____

DATE: _____

Vocabulary for "All Roads Lead to Cuzco"

1. **navel**, ***n.*** belly button or center (**56**)

2. **fleece**, ***n.*** the woolly coat of a sheep or related animal (**57**)

3. **quarrel**, ***n.*** an argument or disagreement (**60**)

Word from the Chapter	Pronunciation	Page
Manco Capac	/man*koe/ /ko*po*kə/	56
Coricancha	/kor*ee*kan*chə/	57
acllas	/ak*yəs/	57
vicuña	/vi*koon*yə/ or /bee* koon*yə /	57
Pachacuti	/po*chə*koo*tee/	58
Sacsahuaman	/sak*sə*hue*man/ or /sak*sə*woo*man/	58
Atahualpa	/at*ə*wel*pə/	60
Huascar	/wəs*kar/	60
Huayna Capac	/wie*no/ /ko*po*kə/	60
Machu Picchu	/mo*choo/ /pee*choo/	62

NAME: _____

DATE: _____

11.2 ACTIVITY PAGE

All Roads Lead to Cuzco

As you read Chapter 8, "All Roads Lead to Cuzco," answer the following questions.

1. Knowing that *navel* is another word for *belly button*, why do you think the Inca would have named their capital city the "navel of the world"?

_____

_____

_____

Page(s) _____

2. What two things were distinct about clothing in every region?

A. _____

_____

B. _____

_____

Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: What does *killed two birds with one stone* mean?

   A. in two places at once

   B. served two purposes at once

   C. agreed to something at the same time

   D. in the same place at the same time

Part B: What government action killed two birds with one stone? Why?

Page(s) _____

4. Why do you think Machu Picchu is often called "the city in the clouds"?

Page(s) _____

NAME: _____

DATE: _____

Excerpt from "All Roads Lead to Cuzco"

Read the following excerpt and answer the questions that follow.

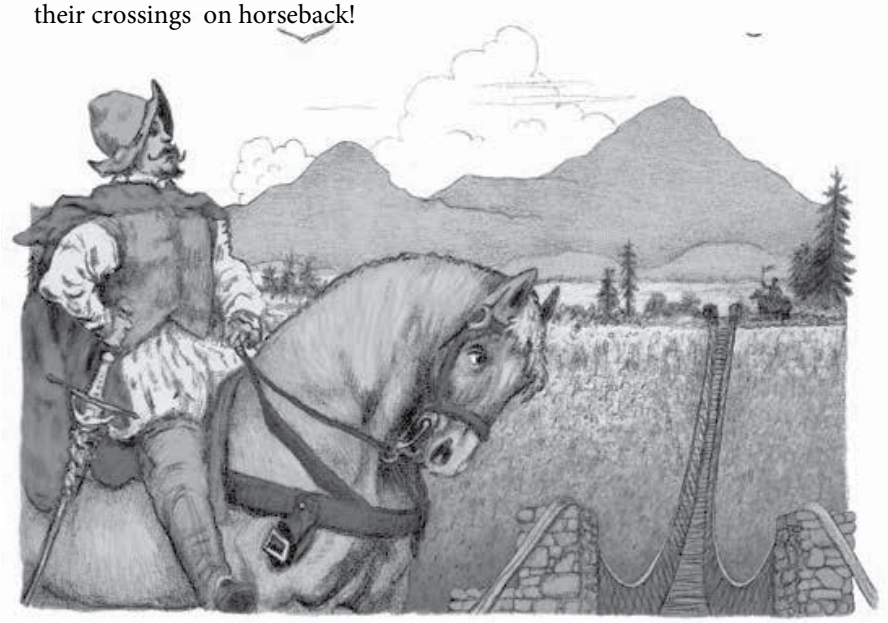
Royal Fighting, Pizarro, and the End of an Empire



Francisco Pizarro

The government kept tribal rebellions under control. However, a **quarrel** between two royal brothers nearly brought down the Inca Empire. Brothers Atahualpa and Huascar were fighting for control of the empire. Their father, Sapa Inca Huayna Capac, gave each brother separate parts of the empire to rule. When the emperor died, both brothers wanted to rule the entire kingdom. They were fighting with each other when the Spanish arrived in South America.

The year was 1532 AD. Francisco Pizarro, a Spanish conquistador, was exploring the Pacific coast of South America in search of gold. He led his men through deserts and over snow-capped mountains. The conquistadors were delighted to find that the Inca's swaying suspension bridges were strong enough to support their crossings on horseback!



Many suspension bridges could support horses.

60



Atahualpa, in chains, looks on as his prison cell is filled with treasure.

When Pizarro arrived, he found the city of Cuzco weakened from the fighting between the brothers. The Spanish joined forces in favor of Huascar. They imprisoned his brother, Atahualpa. Knowing that the Spanish had come in search of riches, Atahualpa made a deal with the Spanish. He offered to fill his prison cell with gold and silver in exchange for his life. The Spanish agreed. Then, at the eleventh hour, or the latest possible moment, the Spanish changed their minds. They killed Atahualpa and kept his room full of treasures.

The Inca civilization began slowly and lasted barely 100 years. Civil war had already weakened the Inca Empire before the Spanish conquerors arrived. European diseases killed 40 percent of the Inca population, quickening the end of the empire. When the Inca Empire ended, it was the largest pre-Columbian empire in the Americas. Descendants of the Inca still live in the Andes today, carrying on many of their traditions.

1. What do you think the following sentence means?

> However, a quarrel between two royal brothers nearly brought down the Inca Empire.

_____

_____

_____

_____

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A**: What does *at the eleventh hour* mean?

   A. at just the right time

   B. when it was already too late

   C. at the latest possible moment

   D. when it was really early

   Part B: When the Spanish changed their minds at the eleventh hour, what does that mean actually happened?

_____

_____

_____

_____

Page(s) _____

3. In the end, do you think Huascar was victorious? Why or why not? Use evidence from the text to support your answer.

NAME: _____

DATE: _____

12.1 ACTIVITY PAGE

Vocabulary for "Mama Uqllu and the King of the Winds"

1. **lush, *adj.*** growing thickly and strongly in a way that is abundant (**64**)

2. **flourish, *v.*** to develop successfully> with <be successful; to grow or develop in a healthy way (**64**)

3. **textile, *n.*** a material or product made out of woven fabric (textiles) (**65**)

4. **verdant, *adj.*** fresh and green (**65**)

5. **navel, *n.*** center (**65**)

6. **lore, *n.*** traditions passed by word of mouth (**65**)

7. **till, *v.*** to prepare land for crops (**66**)

8. **lineage, *n.*** connections between families (**66**)

9. **yearns, *v.*** wants something badly (**68**)

10. **symphony, *n.*** combination of musical sounds (**69**)

Word from the Chapter	Pronunciation	Page
Mama Uqllu	mama oo-kloo	64
Manco Cápac	man-co ka-pack	65
Cuzco	kooz-ko	65
Tezcatlipoca	tes-kat-lee-POH-ka	67
Quetzalcoatl	KET-sahl-KOH-ah-tl	67

NAME: _____

DATE: _____

Excerpt from "Mama Uqllu and the King of the Winds"

Read the excerpt and answer the questions that follow.

And yet, they were not done learning from Mama Uqllu. Read more in the legend below:

One clear night, as the moon bathed the land in pale light, Mama Uqllu went forth to walk amongst her people. She strolled through the fields of maize and the streets of paved stones, her steps gentle upon the earth. The people of Cuzco, awed by her presence, gathered to hear her speak.

"My children," Mama Uqllu began, her voice soothing as a mother's lullaby, "I come from the stars, bearing wisdom from the sun and the moon. You have built a great city, a testament to your strength and unity. But remember, true strength lies in harmony. Harmony between the land and the sky, the sun and the moon, the people and the world."

A young girl, brave beyond her years, stepped forward. "Mama Uqllu, how can we live in harmony?" she asked.

Mama Uqllu smiled, bending down to meet the girl's earnest gaze. "By learning and sharing what you learn, child. Just as I taught the women the art of spinning thread and sewing, you too must share your knowledge with each other. For in wisdom, there is harmony."

The people of Cuzco listened intently as Mama Uqllu spoke of nurturing the land that fed them. "You must care for the land you ***till****," Mama Uqllu told them. "And you must care for the people who till the soil with you. Both flourish together. This is my final lesson for you before I return to my home among the stars. Just as I have been guided by my compassion for you, you should seek to be guided by your compassion for who and what is around you."*

Years passed, and the teachings of Mama Uqllu flourished in Cuzco. The women spun beautiful cloth, the men built fine homes, and the fields yielded bountiful harvests. The city became a beacon of the harmony that Mama Uqllu had taught.

And so, the story of Mama Uqllu lived on, a tale of wisdom, balance, and compassion. The myth of Mama Uqllu became interwoven with the very identity of the Inca people. Each Inca ruler traced their **lineage** back to the family of Mama Uqllu and Manco Capac, evidence of the lasting impact of her story.

As you listen, see if you can spot the similarities between the myth of Mama Uqllu and the tale of the Aztec king of the winds, Quetzalcoatl (/KET-sahl-KOH-ah-tl/). To the Aztecs, Quetzalcoatl was a feathered serpent, a flying reptile much like a dragon, who was known as the god of wind and air among other areas of significance to the Aztecs. Read more in the legend below:

In a time long forgotten, the world was wrapped in a deep quiet. Tezcatlipoca (/Tes-kat-lee-POH-ka/), the god of the sky, grew restless with the endless stillness. He summoned Quetzalcoatl, the king of the winds, to his side. Quetzalcoatl would become known to the Aztec as the Feathered Serpent, and for good reason. He was a serpent adorned with colorful feathers rather than dry scales. Tezcatlipoca greatly respected him for his wisdom.

"We live in a world of silence," Tezcatlipoca pointed out, his voice echoing across the land. "But this world yearns for the joy of music to fill the ears of our people."

Quetzalcoatl nodded in agreement. "You are right. It is time we brought the songs of the sky to these lands."

"You are a child of both the earth and the sky," Tezcatlipoca pointed out. "You alone can travel to the House of the Sun and return to the jungle. Do so, and bring music down from the heavens."

Determined to fill the world with song, Quetzalcoatl set off for the House of the Sun. He soared over vast oceans and towering mountains, never slowing or tiring. As he approached the sun's palace, he found himself within a maze of towering walls and shimmering gates.

Amidst this splendor, he heard a melody, a harmony so enchanting that it guided him through the twisting paths. There, in the grand courtyard of the sun, musicians played songs of absolute beauty. They were dressed in all the colors of the rainbow. The flute players wore golden yellow, the harpists wore bright blue, the singers wore white and ruby red. Each added to the symphony in the House of the Sun.

Quetzalcoatl, with a voice as powerful as a storm, called out to the singers. "Come with me and awaken our world with your music!"

With the musicians following, Quetzalcoatl descended back to the world below.

As they touched the earth, the musicians began to play. Their music spread like ripples across a pond, reaching across the world. The birds began to sing, the trees swayed to the rhythm, and even the rivers hummed along. The world, once silent, now thrummed with music.

From that day forward, the earth was never quiet again. The melodies of the House of the Sun had found a new home.

The Aztec myth of how music came to the world was a reminder of the power of art and song for generations. How is this myth similar to the story of Mama Uqllu? Through these myths, we see a world where unity, creativity, and the power of nature work in harmony to create a world filled with wonder and beauty.

1. How did Mama Uqulla believe people could live in harmony?

Page(s) _____

2. What did Tezcatlipoca believe could cure the world's silence?

Page(s) _____

3. How are the Inca and Aztec myths similar?

Page(s) _____

NAME: _____

DATE: _____

13.1 ACTIVITY PAGE

Myths of the Aztec and Inca

As you and your partner read Chapter 9, "Mama Uqllu and the King of the Winds," answer the following questions.

1. What evidence is there in the text, captions, and images that suggests Inca weaving became an important part of their identity?

   _____

   _____

   Page(s) _____

The following question has two parts. Answer Part A, and then answer Part B. Refer to myths in Chapter 9 as well as Chapter 4.

2. **Part A**: Both the Maya myth, "The Hummingbird's Gown", and the Aztec myth, "Quetzalcoatl", include animals as symbols. There are similarities and differences between the characteristics of these animals and their impact on Maya and Aztec culture. Based on what you learned from both stories, write *Maya* in the blank if the statement relates to the Maya myth; write *Inca* in the blank if the statement relates to the Inca myth. Each statement applies to just one myth.

The Feathered Serpent was also known as King of the Skies.	_____
At first, the bird's feathers were dull and somber.	_____
The god of the sky wanted the world to be filled with the joy of music.	_____
The bird was friends with a young boy.	_____
The young boy was inspired by the bird's kindness, and coordinated a special wedding gift for it.	_____

The sounds and rhythms of nature were introduced by the musicians who sang in the House of the Sun.	_____
The many birds of the jungle gave their colorful feathers to the bird, causing her features to be as beautiful as her character.	_____

Page(s) _____

Part B: What similarity or difference between the Maya myth and the Inca myth did you find the most interesting? Why? Be sure to include specific details from the text in your answer.

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

13.2 TAKE-HOME

Action Verbs and Linking Verbs

For each pair of sentences, circle the subjects. Underline the action verbs. Draw a wiggly line under linking verbs.

Example: (Mesoamerica's landscape) was diverse.

1. The area around the Equator is the tropics. Mesoamerica lies north of the Equator in the tropics.

2. The field trip was educational. We visited the science museum.

3. The Inca Empire began in the Andes Mountains. This mountain range is one of the highest and longest in the world.

4. We own two cats and one dog. The animals are lots of work but also lots of fun.

5. The Inca used a tribute system. The government collected tribute in two ways.

6. The sun hid behind the clouds for three days. It was very rainy.

7. The Inca divided their empire into four quarters. Some quarters were larger than others.

8. They arrived on the train yesterday. We met them at the train station.

9. The Inca sun god chose Cuzco as the birthplace of the civilization. The Inca Empire was one of the largest and most powerful pre-Columbian civilizations.

10. I asked my mom for a cookie. She refused my request.

NAME: _____

DATE: _____

13.3 TAKE-HOME

Practice Root *tract*

Write the correct word to complete each sentence.

1. After much effort, archaeologists were able to _____ King Pakal's tomb from the rubble inside Palenque's Temple of Inscriptions.
   (extract, expand, attract, retract)

2. Unlike most cats big and small, the cheetah cannot _____, or draw back, its claws.
   (reload, refill, retract, redo)

3. My mom thought we were watching too much television, so she _____ it in order to make us stop watching it.
   (disagreed, distracted, disconnected, disapproved)

4. Stories of beauty and wealth began to _____ European explorers, like Hernán Cortés, to Mesoamerica.
   (subtract, distract, attract, retract)

5. When my little sister fell down and started crying, I tried to _____ her and make her feel better by telling her jokes.
   (disagree, disobey, distract, distrust)

6. The wear and tear of age could not _____ from the beauty of the Aztec shield covered in colorful bird feathers. Now, hundreds of years after it was made, it is still extraordinary.
   (extract, retract, attract, detract)

7. I asked my friend to _____ the story I had written and give me feedback so that I could edit it.
   (review, retract, redo, rename)

8. If you _____ three from five, then you're left with two.
(retract, subtract, rewrite, substitute)

Challenge: Write your own sentence using *tractor* and another *tract* word of your choosing.

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct word to complete each sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.

irreplaceable	intersection	illegal	irrational
interaction	illegible	intercept	irregular
international	illogical	intercede	irresponsible

1. Her dad thought her fear of spiders was _____ until she got bitten by one and had to go to the doctor.

2. You could say that the _____ between the Spanish and the pre-Columbian civilizations in the Americas was not pleasant. In the case of both the Aztec and the Inca, the arrival of the Spanish brought on the end of their civilizations.

3. The Spanish did not try to _____ and stop the argument between the two Inca brothers, Atahualpa and Huascar. Instead, they took the side of Huascar.

4. My sister thought it sounded _____ to make the climb up to Machu Picchu to see the sunrise, but, once we did it, she thought it made sense after all.

5. My brother told me that he would pick me up on the corner at the _____ of Broad Street and Main Street.

6. Because he forgot to feed his fish many times each week, his mother told him he was too _____ and could not be trusted to take care of a dog.

7. Sacsahuaman is an _____ fortress near Cuzco that could not be duplicated even with modern machinery.

8. The heart is an _____ symbol for love. People recognize it in different parts of the world even if they don't speak the same language.

Write four sentences using the spelling words that have not been used. Be sure to use correct capitalization and punctuation.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Unit Assessment for *Early American Civilizations*

Reading Comprehension

Today you will read two book excerpts, or pieces, about Machu Picchu. An explorer named Hiram Bingham wrote the book in 1922. The first excerpt is from the book's preface, or introduction. The second excerpt is from Chapter 17 of the book. After reading the excerpts, you will answer several questions based on the texts. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Excerpt 1: From the Preface of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

1 This book describes parts of four of my journeys into Peru. Although my travels covered only a part of southern Peru, they took me into every kind of climate. My travels also forced me to camp at many different heights. I camped at very low heights when at sea level and at very high levels when in the mountains. On my journey, I had to cross the harsh and cold Andes Mountains. In the Andes, I experienced heavy snowfalls and low temperatures. I also had to wind my way through huge canyons into the dense jungles of the Amazon Basin. The Amazon Basin is as hot and humid a region as exists anywhere in the world. The Incas lived in a land of extremes. No deserts in the world have less vegetation than their deserts. No fertile tropical valleys have more plant life than their jungles. In Inca Land one may pass from glaciers to tree ferns within a few hours. Present-day writings about the last of the Incas illustrate this contrast. Historians shift rapidly from fact to fantasy and from observation to imagination in their writings. They also often omit important details and give conflicting statements. Because present-day writings are such a mix of fact and fantasy, the story of the Incas remains mysterious.

2 Some wonderful pictures from an 1800's explorer first interested me in a relatively unknown region of Peru. The area is sometimes called "the Cradle of the Incas." I believe my photographs cannot compete with the imaginative pencil of such an artist. However, I hope that some of them may lead future travelers even farther into the Land of the Incas. I also hope my photographs inspire others to further explore the mysterious places mentioned in the stories.

Excerpt 2: From Chapter 17 of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

3 Under a carved rock the little boy showed me a cave beautifully lined with the finest cut stone. It was evidently intended to be a Royal Tomb. On top of this particular boulder a semicircular building had been built. The wall followed the natural curvature of the rock. It had one of the finest examples of masonry I have ever seen. This beautiful wall was made of carefully matched stones of pure white granite. It was the work of a master artist. The inside surface of the wall included slots and square stone-pegs. The outside surface was perfectly simple and plain. The lower rows, of large stones, made the structure look solid and strong. The upper rows, becoming smaller in size toward the top, made the structure look graceful and delicate. The flowing lines, symmetrical arrangement of the stones, and gradual movement from thicker to thinner rows, produced a wonderful effect. The look is softer and more pleasing than that of the marble temples of the Old World. Because there is no mortar, there are no ugly spaces between the rocks. They might have grown together.

4 I find this pure, undecorated surface to be mysteriously beautiful. The mason who built the wall did not have the same kinds of tools available that masons have today. He had no instruments of precision, so he had to depend on his eye. He had a good eye, an artistic eye, an eye for symmetry and beauty of form. His product lacks the harshness of mechanical and mathematical accuracy. The rectangular blocks are not really rectangular. The straight lines of the rows are not actually straight in the exact sense of that term.

5 I was amazed at how fine this wall and its adjoining semicircular temple over the cave were. They were as fine as the finest stonework in the famous Temple of the Sun in Cuzco. I continued to be surprised as I went farther. I climbed a marvelous great stairway of large granite blocks. Then I walked along a prairie where indigenous people had a small vegetable garden, and came into a little clearing. Here were the ruins of two of the finest structures I have ever seen in Peru. They were made of selected blocks of beautifully grained white granite. Their walls contained huge stones, ten feet in length, and higher than a man. The sight held me spellbound.

6 … It seems incredible that this place remained undescribed by travelers for so long. It also seems incredible that it was relatively unknown to the Peruvians themselves. It was less than three days' journey from Cuzco. If the Spanish ever saw this wonderful place, they would have surely written about it. However, nothing can be found which

clearly refers to the ruins of Machu Picchu. No one is sure when a Spanish-speaking person first saw it. People believe that several explorers came close to Machu Picchu, but missed it. The earliest local record of someone discovering Machu Picchu is from 1902. In that year, Agustín Lizárraga wrote his name on the walls of one of the finest buildings. Yet some one must have visited Machu Picchu long before that. In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at "Huaina-Picchu or Matcho-Picchu." He tried to find them but he failed. He did not reach Machu Picchu because there was no road through a nearby canyon. Also, he had to make a wide detour through another valley. His route brought him to the Urubamba River, twenty-five miles below Machu Picchu.

Adapted from Bingham, Hiram. *Inca Land: Explorations in the Highlands of Peru*. Boston and New York: Houghton Mifflin Company and The Riverside Press Cambridge, 1922.

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: In paragraph 2 of excerpt 1, the author states he hopes that his photographs inspire others. What is the meaning of the word *inspire*?

   A. to make someone want to do something

   B. to scare someone from doing something

   C. to make someone take a picture of something

   D. to explore a mysterious place

   Part B: Which phrases from paragraph 2 of excerpt 1 best help the reader determine the meaning of *inspire*? [Choose two.]

   A. the imaginative pencil

   B. relatively unknown region

   C. to further explore

   D. lead future travelers

   E. some wonderful pictures

   F. in the stories

   G. "the Cradle of the Incas"

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A**: Based on *Inca Land: Explorations of the Highlands of Peru*, what inference can be made about how the author felt about the stone walls at Machu Picchu?

   A. He wished the stone walls had been discovered sooner.

   B. He had great admiration and respect for the people who built the walls.

   C. He believed someone had discovered the stone walls but kept them secret.

   D. He believed marble walls would have been too expensive to build.

Part B: In the text, circle the paragraph that provides evidence for the answer you selected above.

3. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives some reasons for why someone should have discovered Machu Picchu before the early 1900s and also gives some reasons for why more people had not discovered Machu Picchu sooner. The headings in the chart below list these two different ideas. Complete each row of the chart by writing facts and details from the text to support each idea.

Evidence from the text for why someone should have discovered Machu Picchu sooner	**Evidence from the text for why more people had not discovered Machu Picchu sooner**
It was less than three days' journey from Cuzco	Charles Wiener did not reach Machu Picchu because there was no road through a nearby canyon.

4. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives one piece of evidence for the discovery of Machu Picchu. Underline the sentence in the excerpt that best supports how we know when Machu Picchu was probably first discovered.

5. In paragraph 5 of the excerpt from *Inca Land: Explorations of the Highlands of Peru*, what is the meaning of the word *spellbound*?

   A. scared

   B. bored

   C. amazed

   D. strengthened

6. Read the following sentence from paragraph 4.

   > If the Spanish ever saw this wonderful place, they would have surely written about it.

   Which point is the author supporting by including this sentence?

   A. He thinks the Spanish found Machu Picchu.

   B. He believes someone found Machu Picchu but did not write about it.

   C. He thinks he was the first to find Machu Picchu.

   D. He believes no one discovered Machu Picchu until the early 1900s because no one wrote about it before that time.

Reading Comprehension total _____ of 6 points

To receive a point for a two-part question (i.e., 1 and 2) students must correctly answer both parts of the question.

Grammar

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

7. Archaeologists study the remains of past civilizations.

8. Spanish letters and records provide information about early American civilizations.

Read the pairs of sentences about the Maya myth "The Hummingbird's Gown" following the chart. If the information in a pair of sentences is similar, combine the sentences using a word or phrase that compares. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts.

Words and Phrases That Compare	Words and Phrases That Contrast
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way	alternatively
just as	whereas
at the same time	instead
also	on the other hand
additionally	but

9. At first the hummingbird's feathers were dull and somber. The other birds of the jungle had colorful features.

_____

_____

10. The coati wanted to give the hummingbird a wedding gift that made her beautiful on her special day. The spider sewed the features into an extraordinary gown.

_____

_____

11. The myth of the hummingbird shows the joy of friendship. The myth of the hummingbird shows the beauty of nature.

_____

_____

For each pair of sentences, circle the subject, underline the action verb with a straight line, and underline the linking verb with a wiggly line.

12. The Inca divided their empire into four quarters. Some quarters were larger than others.

13. The Inca Empire began in the Andes Mountains. The Andes Mountains are high and tall.

14. The tropics are near the equator. Mesoamerica lies north of the Equator.

Grammar total _____ of 8 points

Morphology

Write the correct word to complete each sentence.

15. Potatoes served as food for the Inca year round. They were a(n) _____ (regular, irregular, legal, illegal) part of the Inca diet.

16. Mesoamerica was a(n) _____ (legible, illegible, logical, illogical) name for the area where the Maya and Aztec lived because Mesoamerica means Middle America.

17. Conquistadors Cortés and Pizarro were _____ (coastal, intercoastal, national, international) explorers who left their homeland to establish colonies for the Spanish king.

18. Maya cities were places where people could _____ (interact, act, interflow, flow) with one another to exchange goods and ideas.

19. Archaeologists were able to _____ (attract, extract, tractor, subtract) King Pakal's death mask from the rubble in his tomb.

20. Beautiful pictures from an 1800s explorer seemed to _____ (distract, retract, tractor, attract) Hiram Bingham to Peru.

Morphology total _____ of 6 points

Unit Assessment total _____ of 20 points

NAME: _____

DATE: _____

Early American Civilizations Mid-Unit Content Assessment

1. The Maya and Aztec civilizations were located in _____. The Inca civilization was located in _____.

   A. North America; Central America

   B. Mesoamerica; South America

   C. Central America; South America

   D. South America; Mesoamerica

2. The first chart below lists some key features of the regions where the Maya, Aztec, and Inca civilizations were located. Write the corresponding letter for each feature in the column of the correct civilization in the second chart. Some may be used more than once.

Key Features
A. Cenotes or natural wells for fresh water B. Andes Mountains C. Included Yucatán Peninsula D. Valley of Mexico E. Variety of animals

Maya	**Aztec**	**Inca**

3. The text states, "The Maya found clever ways to meet the challenges of their diverse landscapes." Circle an example that supports the statement.

   A. In dry areas, the Maya built aqueducts to bring water from other regions.

   B. In lowland areas, the Maya created raised-earth platforms and canals to redirect and reuse the water.

   C. The Maya used quetzal feathers to decorate headdresses.

   D. The rain and mud of the rain forest presented many challenges.

4. The text states, "Cities were hubs of commerce where people shared ideas and traded goods." What does *commerce* mean in this sentence?

   A. the beliefs, traditions, and way of life shared by a group of people

   B. a large territory or group of people under the total control of one ruler or government

   C. an activity done for pleasure or sport

   D. the buying and selling of goods and services

5. Circle the correct statement about Maya developments and achievements.

   A. The Maya civilization declined due to many wars.

   B. The Maya developed a number system and a written language.

   C. The Maya developed their own currency in the form of paper money, which was used throughout the civilization.

   D. The Maya created Tenochtitlán, a well-planned city with aqueducts and causeways.

6. The text states, "One of the most advanced pre-Columbian civilizations in the Americas, the Maya, crumbled. Why?" Circle the most accurate answer to this question.

   A. The change was gradual and probably resulted from a combination of things.

   B. A lack of rainfall led to serious drought conditions.

   C. The Maya chopped down trees, destroying the ecological balance of the region.

   D. War amongst city-states and an epidemic led to a significant decrease in the Maya population.

7. Which of the following is a characteristic of myths?

   A. They help explain the facts about how and why things happen.

   B. They are songs that people sing.

   C. They are passed along from one generation to the next.

   D. They record the history of a group of people.

Mid-Unit Content Assessment total _____ of 7 points

Early American Civilizations End-of-Unit Content Assessment

1. The Maya, Aztec, and Inca civilizations are called pre-Columbian civilizations because:
   - A. They developed before Christopher Columbus's first voyage to the Americas in 1492.
   - B. They developed after Christopher Columbus's first voyage to the Americas in 1492.
   - C. They developed before South America's Republic of Colombia in 1885.
   - D. They developed after South America's Republic of Colombia in 1885.

Choosing words from the following list, fill in the boxes on the map to show where the three early American civilizations existed.

Aztec
Mixtec
Huastec
Inca
Maya
Toltec
Zapotec



5. According to a myth passed down among the Aztec, one of their gods told them that they would know that they had found the perfect place to settle when they saw:
   A. a large lake with several small islands
   B. a hawk circling over a lake
   C. aqueducts and causeways
   D. an eagle sitting on a cactus, holding a snake

6. The Maya, Aztec, and Inca had the following things in common:
   A. swamplands and underwater wells
   B. multiple gods and religious ceremonies
   C. llamas and toucans
   D. metal tools and pulleys

7. Mesoamerica was home to:
   A. the Inca and the Aztec
   B. the Inca and the Maya
   C. the Maya and the Aztec

8. A sudden, widespread illness is called a(n) _____
   A. isthmus
   B. epidemic
   C. marsh
   D. quinoa

9. Glyphs and codices are proof that the Maya had:
   A. sacred temples
   B. a number system
   C. precious gemstones
   D. a writing system

Write the correct word from the box to complete sentence 10 and sentence 11.

Moctezuma	Cuzco	Pakal	Amazon	Tenochtitlán

10. _____ , the capital and center of the Aztec civilization, was located in present day Mexico City.

11. _____ was the Inca capital.

12. Something that is holy or deserving respect is _____.
    A. vast
    B. primitive
    C. orderly
    D. sacred

13. The end of early Maya civilization was caused by:
    A. a lack of rainfall, leading to serious drought
    B. the spread of disease
    C. Spanish conquest
    D. no one knows for sure but it was probably a combination of factors

14. The Aztec created an empire in Mexico at the same time that:
    A. The Maya built an empire in the Yucatan.
    B. The British built an empire in England.
    C. The Romans built an empire in Italy.
    D. The Inca built an empire in South America.

15. Both Aztec and Inca civilizations used tribute systems in which their citizens were forced to:

    A. become warriors

    B. pay a goods tax

    C. carve stelae

    D. give gifts to the gods

16. All three early American civilizations:

    A. were frequently at war with one another

    B. spoke the same language

    C. passed down myths about Earth

    D. created advanced road systems

17. Circle any of the items below that are key characteristics of a civilization.

    A. development of farming and cities

    B. a writing system

    C. a national flag

    D. government and laws

    E. technology

    F. art and architecture

    G. religion and beliefs

18. The Maya adapted to their environment by (circle all that apply):

    A. building chinampas

    B. creating step terraces

    C. building aqueducts

    D. using slash and burn techniques

19. The Aztec adapted to their environment by (circle all that apply):
    A. building chinampas
    B. creating step terraces
    C. building aqueducts
    D. using slash and burn techniques

20. The Inca adapted to their environment by (circle all that apply):
    A. building chinampas
    B. creating step terraces
    C. building aqueducts
    D. using slash and burn techniques

21. The Aztec expanded their empire by _____.
    A. commerce and trade
    B. offering sacrifices to the gods
    C. constantly waging war against other city states
    D. developing a writing system

22. Things that are produced, living, or existing naturally in a particular area are _____ to that place.
    A. indigenous
    B. imported
    C. cultivated
    D. habitable

23. Identify the Spanish explorer associated with the decline of the following civilizations and write the correct letter on each line:

Aztec _____

Inca _____

A. Columbus

B. Manco Capac

C. Pizarro

D. Magellan

E. Cortés

End-of-Unit Content Assessment total _____ of 23 points

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Subjects and Predicates

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: (Cuzco) | had impressive stone buildings.

1. The Aztec valued education.

2. Few commoners entered the city of Cuzco.

3. The Inca Empire became the largest pre-Columbian empire.

4. Bustling marketplaces filled Tenochtitlán and other cities.

5. Machu Picchu is one of the world's most important archaeological sites.

Run-On Sentences

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to include correct capitalization and punctuation.

1. Cuzco was the center of the Inca Empire all roads led there

_____

_____

_____

2. The Aztec believed in multiple gods and goddesses they believed that the gods, humans, and nature worked together

3. The Aztec had a tribute system the Inca had a tribute system as well

4. The Inca Empire was divided into four quarters each quarter had its own governor

5. Moctezuma I constantly waged war on neighboring groups this is how he expanded the Aztec Empire

NAME: _____

DATE: _____

Words and Phrases That Compare and Contrast

Use words and phrases from the chart to compare each set of sentences.

Words and Phrases That Compare
similar to similarly likewise in the same way just as at the same time resemble also

1. A. The Maya civilization developed in Mesoamerica.
   B. The Aztec civilization developed in Mesoamerica.
   Sentence comparing:

_____

_____

_____

2. A. My brother plays baseball during the summer.
   B. My cousin plays baseball during the summer.
   Sentence comparing:

_____

_____

_____

3. A. My grandmother likes to work in the garden.
   B. My dad likes to work in the garden.
   Sentence comparing:

_____

_____

_____

Use words from the chart to contrast each set of sentences.

Words and Phrases That Contrast
however
in contrast
on the contrary
alternatively
whereas
instead
on the other hand
but

1. A. The Maya civilization developed in Mesoamerica.
   B. The Inca civilization developed in the Andes Mountains.
   Sentence contrasting:

_____

_____

_____

2. A. I like to read books about history topics.
   B. My sister likes to read books about science topics.
   Sentence contrasting:

_____

_____

_____

3. A. Tenochtitlán was an important city in the Aztec Empire.
   B. Cuzco was an important city in the Inca Empire.
   Sentence contrasting:

_____

_____

_____

NAME: _____

DATE: _____

Action Verbs and Linking Verbs

For each pair of sentences, circle the subjects. Underline the action verbs. Draw a wiggly line under linking verbs.

Example: (Ben) chose two about archaeology. (He) is excited to read them.

1. He eats carrots every day. Carrots are his favorite food.

2. The librarian was very helpful today. I checked out three books from the library.

3. His sister plays baseball on Saturdays. She pitches the ball very well.

4. She goes on vacation every summer with her family. They visited the Grand Canyon last year.

5. He loves field trips. His favorite trip was a visit to the science museum.

6. My siblings and I asked our parents for more allowance money. Our parents gave us a longer list of chores.

7. Write a sentence using an action verb.

_____

_____

_____

8. Write a sentence using a linking verb.

Challenge: Write a sentence using both an action verb and a linking verb.

NAME: _____ **PP.6** ACTIVITY PAGE

DATE: _____

Prefixes *il–* and *ir–*

Write the correct word to complete each sentence.

1. It was _____ of him to lose his library book.
   (responsible, irresponsible, replaceable, irreplaceable)

2. My mom takes a walk every morning; it is her _____ routine.
   (regular, irregular, logical, illogical)

3. I can't read my grandfather's note because his handwriting is sloppy and _____.
   (legible, illegible, regular, irregular)

4. When I lost my dad's baseball, he told me it was okay because it was _____ and he could just buy another one.
   (responsible, irresponsible, replaceable, irreplaceable)

5. He was arrested for the _____ act of taking something from a store without paying for it.
   (logical, illogical, legal, illegal)

For each word, write a sentence using the word.

1. *responsible*

_____

_____

_____

2. *irreplaceable*

3. *legal*

4. *illogical*

5. *illegible*

NAME: _____ **PP.7** ACTIVITY PAGE

DATE: _____

Prefix *inter–*

Write the correct word to complete each sentence. Words will not be used more than once.

1. In America, the _____ Anthem is often sung
   (National, International, Personal, Interpersonal)
   before sporting events.

2. My sister was embarrassed after my dad _____a
   (intersected, acted, intercepted, interacted)
   phone call from her boyfriend and chatted with him for 10 minutes.

3. A person's medical history is_____, which is
   (national, international, personal, interpersonal)
   one reason why it is kept confidential.

4. The grocery store is at the _____ between Grove
   (section, intersection, action, interception)
   Avenue and Maple Street.

5. My parents got into an argument with my grandparents at Thanksgiving, so we were worried that their _____ at Christmas would
   (interaction, intersection, section, action)
   be tense.

For each word, write a sentence using the word.

1. *action*

2. *international*

3. *interpersonal*

4. *section*

5. *intercede*

NAME: _____

DATE: _____

Root *tract*

Write the correct word to complete each sentence.

1. My sister does her homework and listens to music at the same time. I can't listen to music while I do my homework because it _____ me from what I'm doing.
   (disagrees, distracts, disconnects, disapproves)

2. I asked my friend to _____ my story and give me feedback about it so that I could edit it and make it better.
   (review, retract, redo, rename)

3. My dentist _____ two of my baby teeth when I went for my checkup.
   (attracted, retracted, extracted, expanded)

4. The _____ became a captain of his own ship after making successful voyages to Europe and Asia.
   (tractor, actor, sailor, inspector)

5. The noisy crowd _____ from the experience of going to the movie theater because I couldn't hear the movie.
   (subtracted, detracted, retracted, attracted)

For each word, write a sentence using the word.

1. *retract*

2. *attract*

3. *tractor*

4. *subtract*

5. *distract*

NAME: _____

DATE: _____

E1.1 ACTIVITY PAGE

A Spanish Conqueror's Impressions

As you read the enrichment selection, "A Spanish Conqueror's Impressions," answer the following questions using complete sentences.

1. According to the text, what were Cortés's reasons for writing this letter to the King of Spain?

_____

_____

_____

Page(s) _____

2. The adaptation of Cortés's letter states, "For such a large market, it is very orderly." What do you think the author means by that?

_____

_____

_____

Page(s) _____

3. Judging by this adaptation of his letter, what do you think was Cortés's opinion of Tenochtitlán? Use information from the text to support your answer.

Page(s) _____

4. Using the text from previous chapters, write your own letter from the perspective of Francisco Pizarro to the King of Spain describing the Inca Empire and the capital city of Cuzco. Use Hernán Cortés's letter as a guide.

Page(s) _____

NAME: _____

DATE: _____

E2.1 ACTIVITY PAGE

Ice Maiden of the Andes

Word from the Chapter	Pronunciation	Page
Johan Reinhard	/yoe*hon/ /rien*hard/	76
Miguel Zarate	/mee*gel/ /sə*ro*tae/	76
Arequipa	/aer*ə*kee*pə/	77

As you read enrichment selection, "Ice Maiden of the Andes," answer the following questions using complete sentences.

The following question has two parts. Answer part A first and then answer part B.

1. **Part A**: What did Dr. Johan Reinhard and Miguel Zarate discover while climbing in the Andes Mountains of Peru?

_____

_____

Page(s) _____

Part B: Why do you think this discovery was important? Use information from the text to support your answer.

_____

_____

_____

Page(s) _____

2. How did archaeologists determine that the mummy was female?

Page(s) _____

3. What did archaeologists learn from the mummy?

Page(s) _____

4. What is the significance of the Museum of High Inca Sanctuaries in Peru and the Museum of High Altitude Archaeology in Argentina?

Page(s) _____

Student Resources

In this section, you will find:

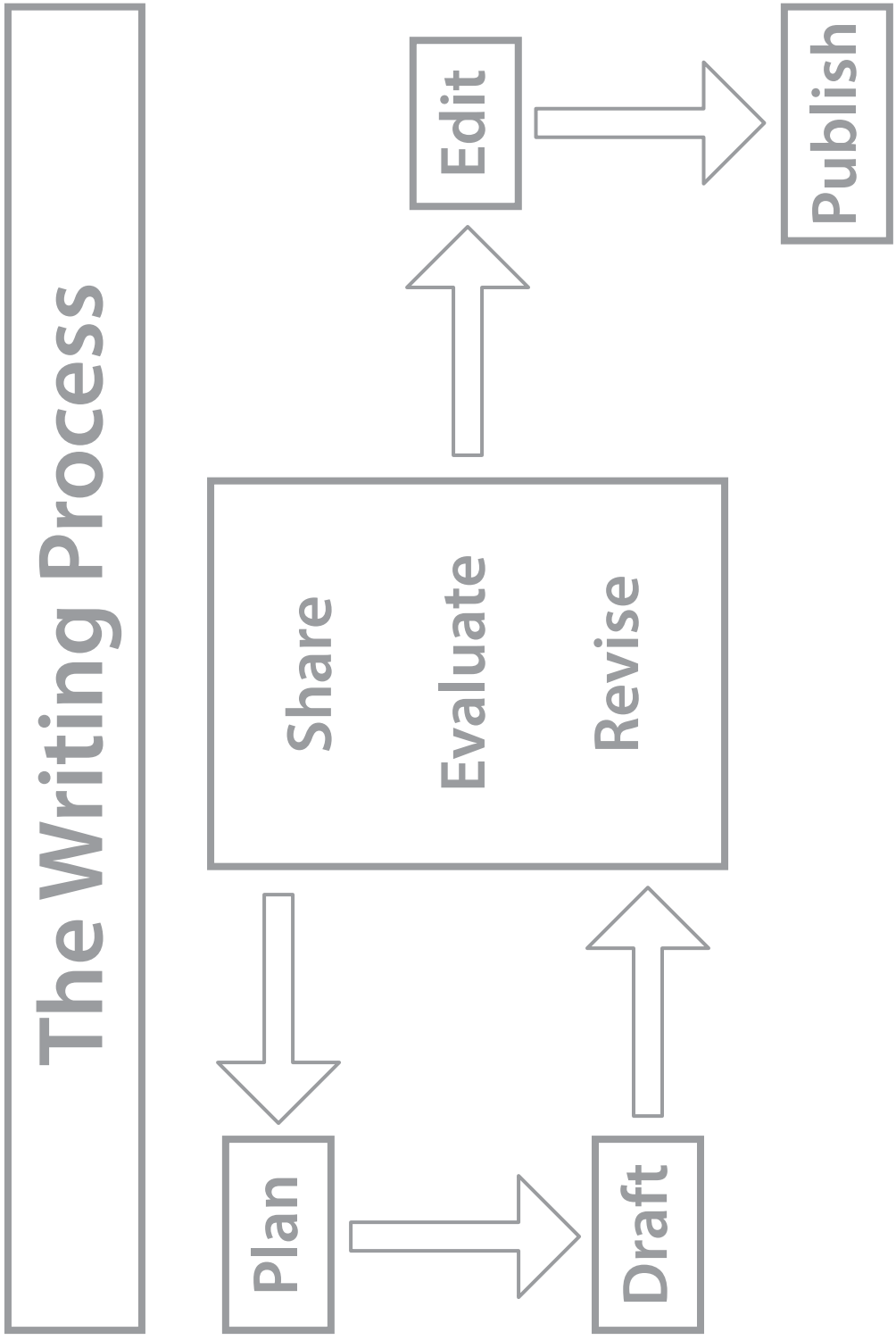
- SR.1—Components of a Civilization
- SR.2—Paragraph about a Paragraph
- SR.3—The Writing Process Graphic
- SR.4—Codex Project Rubric
- SR.5—Reference List
- SR.6—Caption List
- SR.7—Editing Checklist
- SR.8—Individual Code Chart

Components of a Civilization

Farming and Cities	As people settled in fertile river valleys and began to farm, populations grew. Small settlements eventually grew into cities.
Religion	Religious beliefs and ceremonies reflected a complex relationship between nature, humans, and gods.
Social Classes	Groups of people fulfilled different roles and jobs in the society and had differing social status.
Art and Architecture	Often lasting for long periods of time, art and structures conveyed the beliefs and values of a society.
Government	Organized governments developed to oversee the needs and business of the society. They included different kinds of laws and styles of leadership.
System for Recording Information	Records were used for accounting and to convey information. Writing systems were used to express more complex ideas.

Paragraph about a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea. Using these guidelines can be helpful to writing a clear and informative paragraph.


The Writing Process
Plan
Draft
Share
Evaluate
Revise
Edit
Publish

Codex Project Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Sentence clearly expresses a big idea about the topic	Sentence states the topic	Sentence loosely relates to the topic	Sentence does not relate to the topic
Body	All details in supporting sentences are presented logically	Most details in supporting sentences are presented logically	Some details in supporting sentences are presented logically	Few or no details in supporting sentences are presented logically
Conclusion	Sentence includes new thinking about the topic, such as an opinion	Sentence restates the topic	Sentence loosely relates to the topic	Sentence does not relate to the topic
Structure of the Piece	All facts relate closely to the topic	Most facts relate to the topic	Some facts relate to the topic	Few or no details relate to the topic
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little or no information has been paraphrased

Reference List

Record the sources for your notes and images in the chart below. Reference the sample chart for the proper format to use when you record your sources.

References for [project title]

Title	Date	Source (Book or Web Address)
Maya, Aztec, and Inca	2014	Book
Top 10 Famous Volcanoes	March 3, 2014	http://content.time.com/time/specials/packages/article/0,28804,2014572_2014574_2014626,00.html

References for _____

Title	Date	Source (Book or Web Address)

Caption List

Caption:

Caption:

Caption:

Editing Checklist

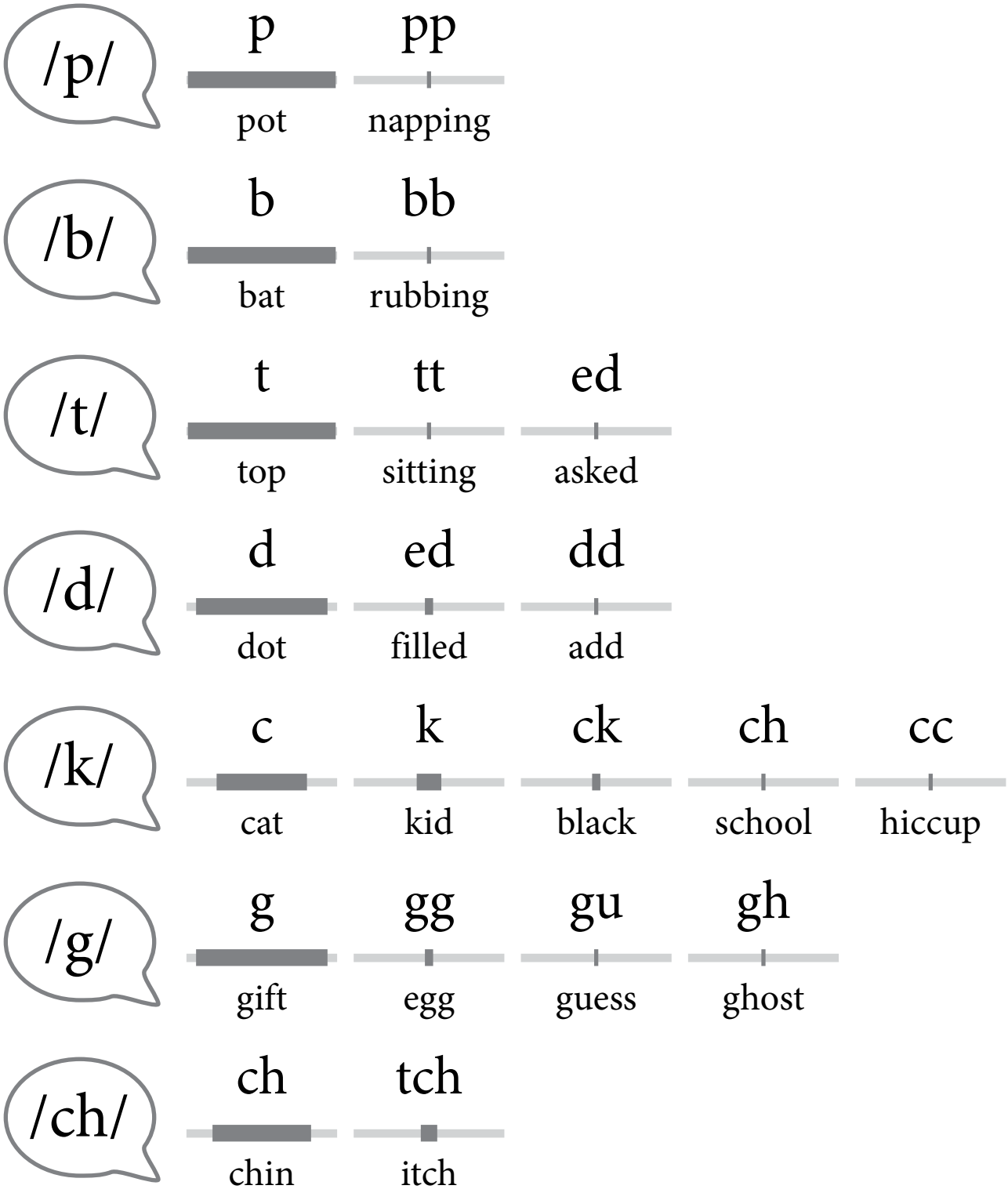
Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I took out repeated words or information.	
• I have checked how long my sentences are and split run-on sentences into two.	
• I use words and phrases to appropriately convey similarities (compare) or differences (contrast)	
Format	
• All my paragraphs are indented.	
• I have a title on the front.	
• Each codex page has a heading.	
• Each page has an image with a caption.	
• There is a reference list on the back in the format I was taught.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.	
• I used commas, quotation marks, apostrophes in places where they belong.	
• The titles in my reference list are underlined or in italics.	

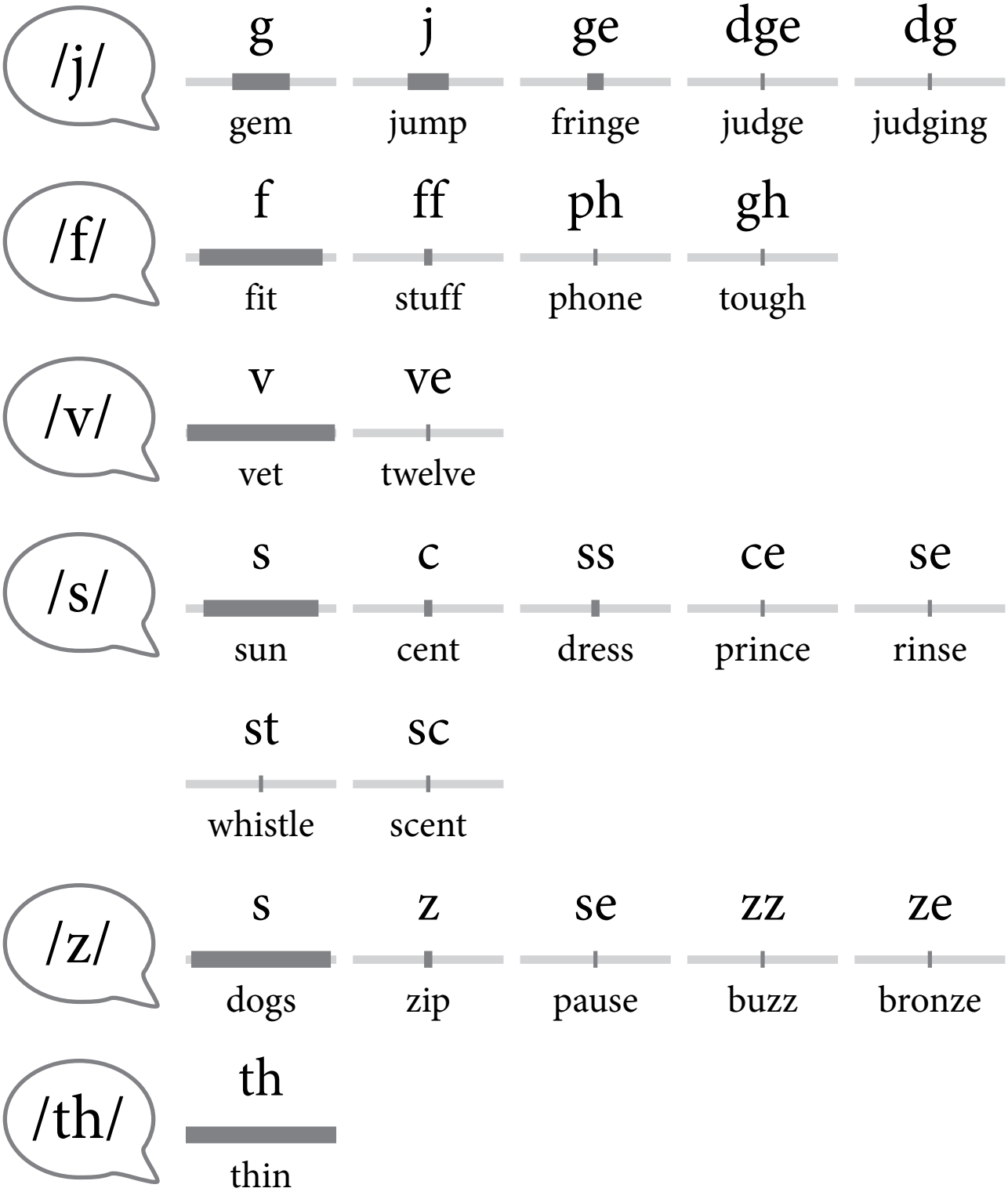
Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for:

Editing Goal 1:

Editing Goal 2:

Individual Code Chart

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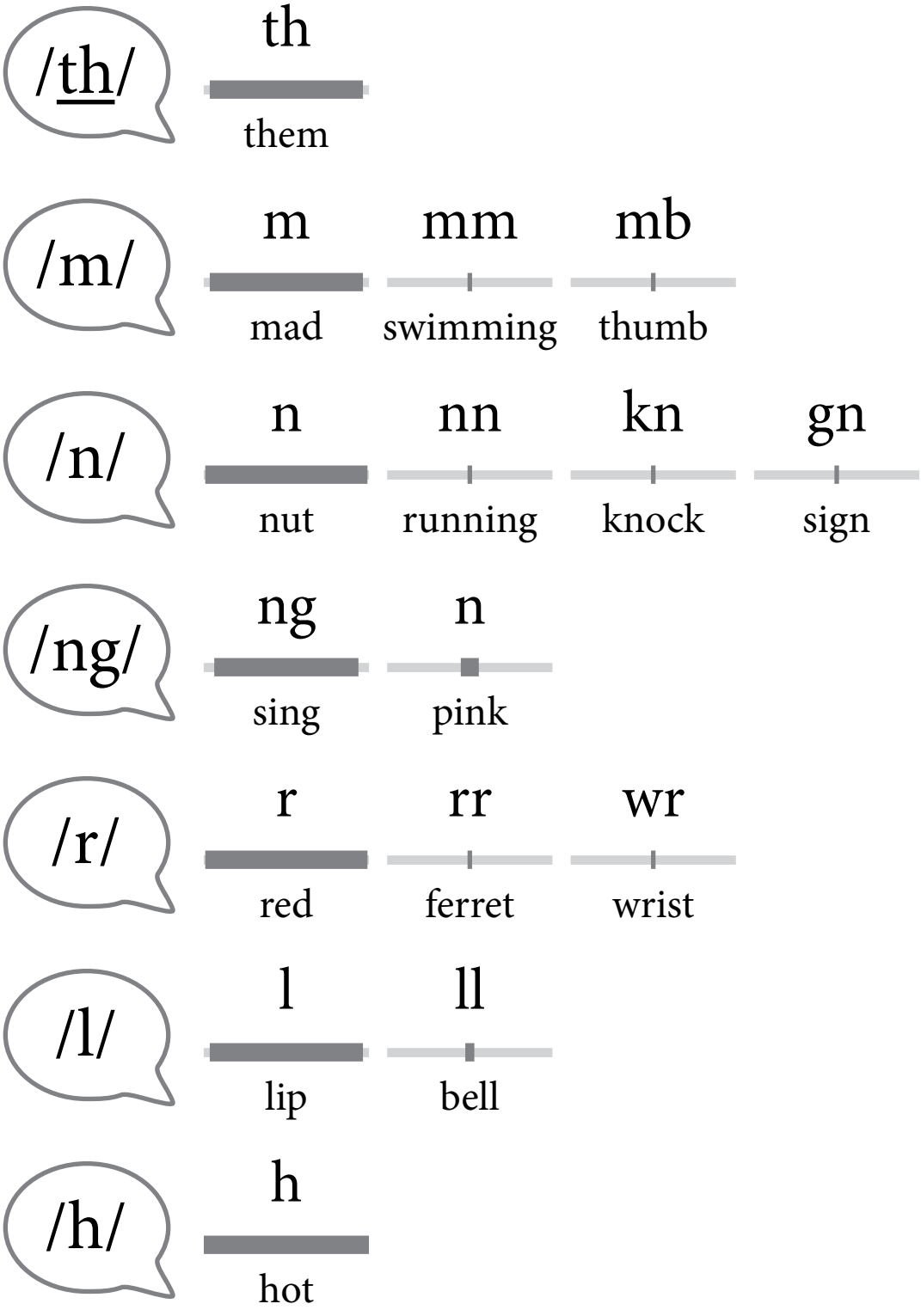
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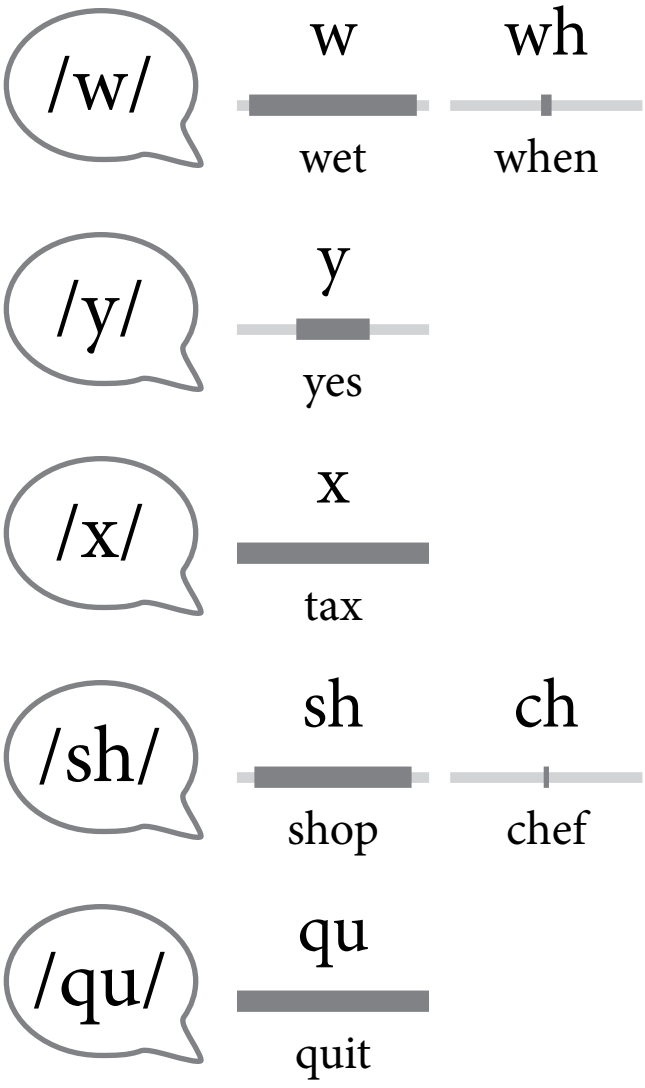
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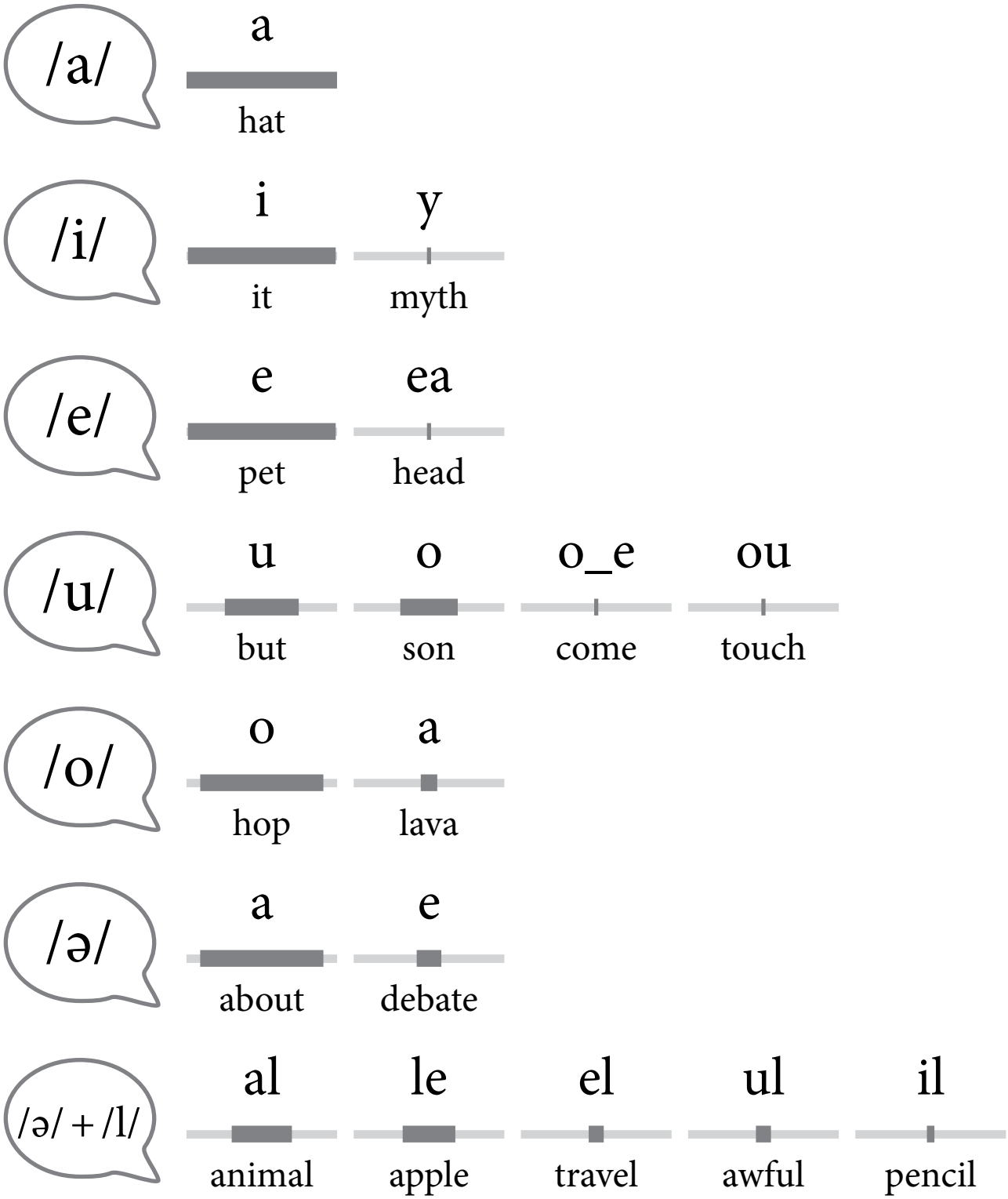
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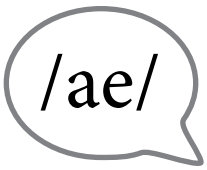

a	a_e	ai	ay	ey
paper	cake	wait	day	hey

eigh	ea
weight	great



y	e	i	ea	ee
funny	me	ski	beach	bee

ie	ey	e_e
cookie	key	Pete



i	i_e	y	ie	igh
biting	bite	try	tie	night



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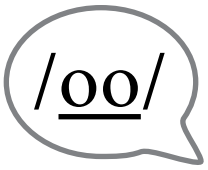
open	home	snow	boat	toe



u	u_e	ue
unit	cute	cue



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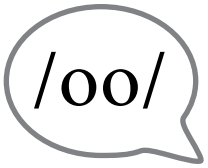
ou	ui	o	o_e
soup	fruit	do	move



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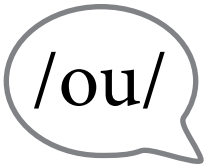

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oi	oy
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au	aw	al	ough	augh
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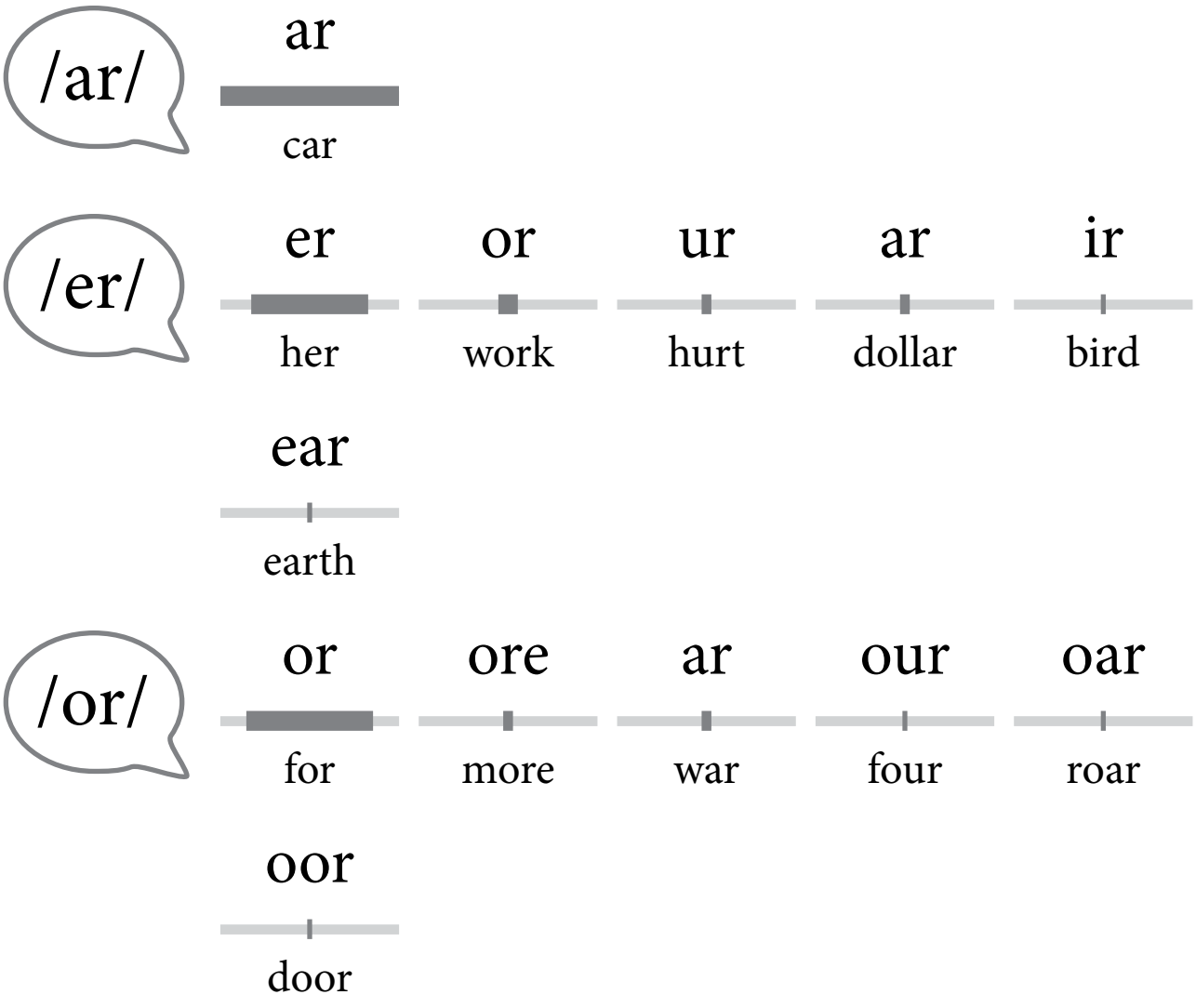
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