



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 2

**KNOWLEDGE 2**

Early Asian Civilizations

**TEACHER GUIDE**

Grade 2

Knowledge 2

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# Early Asian Civilizations

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## Teacher Guide

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# Introduction

This introduction includes the necessary background information to be used in teaching the *Early Asian Civilizations* domain. The Teacher Guide for *Early Asian Civilizations* contains fourteen daily lessons, each of which is composed of three distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 7. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than eighteen days total on this domain.

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## DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Early Asian Civilizations*, which can also be found on the program's digital components site.
- Image Cards for *Early Asian Civilizations*
- Activity Book
- Digital Components for *Early Asian Civilizations*



## WHY EARLY ASIAN CIVILIZATIONS ARE IMPORTANT

This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 *Early World Civilizations* domain. These features include the advent of farming, establishment of cities and government, and other practices such as writing and religion. (You may wish to borrow the *Early World Civilizations* and *Early American Civilizations* Teacher Guides from your Grade 1 teachers for your personal review of these features.)

Students will first learn about early India and will be introduced to the basics of Hinduism and Buddhism—two religions from this area—as major forces shaping early Indian civilization. They will also hear two works of fiction originally from India: “The Tiger, the Brahman, and the Jackal” and “The Blind Men and the Elephant.” Then, students will learn about early Chinese civilization and the many contributions made by the early Chinese, including paper, silk, and the Great Wall of China.

The content in this domain is reinforced through the informational/explanatory writing genre.

This domain will lay the foundation for further study of Asia in later grades and will help students better understand world history in later years.

**Note:** The study of world religions such as Hinduism and Buddhism is important because religion has been such a central force in shaping the development of civilizations, and it is difficult to teach world history without referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to the importance of the Christian Church. The Crusades cannot be taught without reference to the development of Islam. Thus, the program introduces students at various grade levels to different world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history. The goal of the program is to familiarize students with major ideas and facts in world history—it is not to proselytize—and it is imperative to look at the curriculum as a whole. Students who participated in the program in Grade 1 studied very basic similarities and differences among world religions. In that program, the emphasis was on fostering an understanding of and respect for those similarities and differences. Those concepts provide the foundation for the study of other religions, such as the study of Hinduism and Buddhism in this domain.

It is recommended that, when teaching these topics, the tone be one of respect and balance. Should questions about truth and rightness come up in discussion, an appropriate answer is, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.”

Teachers are also advised to inform parents and caregivers of this rationale prior to covering these topics so that families understand that teachers are teaching historical and cultural facts and are not preaching.

<b>Lesson 1</b> common cultivate <b>fertile</b> Indus River irrigation canals	<b>Lesson 6</b> archer <b>custom</b> Diwali prosperity	<b>Lesson 11</b> barriers <b>emerge</b> <b>plunged</b> trade
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## CORE CONTENT OBJECTIVES

- Locate Asia, India, and China on a map or globe
- Explain the importance of mountains in the development of early Asian civilizations
- Explain the importance of the Indus and Ganges Rivers for the development of civilizations in ancient times
- Describe the key components of a civilization
- Identify Hinduism and Buddhism as religions originating in Asia
- Describe the basic principles of Hinduism and Buddhism
- Identify important figures in Hinduism and Buddhism

- Identify Diwali as an important holiday in Hinduism
- Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- Identify trickster tales and folktales as a type of fiction
- Demonstrate familiarity with the poem “The Blind Men and the Elephant”
- Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- Demonstrate familiarity with the folktale “The Magic Paintbrush”
- Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”
- Describe silk making
- Explain the significance of the Great Wall of China
- Identify Confucius
- Describe the teachings of Confucius
- Describe the Chinese New Year

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## WRITING

In this domain students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after fictional read-alouds. They will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students will work independently to write one to three sentence responses to read-alouds and vocabulary activities, and will learn how to improve their writing by editing or revising with peer feedback. Finally, students will work in small groups over multiple days using the writing process to plan, draft, publish, and present an informational book about writing in ancient China.

The following activities may be added to students’ writing portfolios:

- Interactive Writing (Lesson 6)
- Bookmakers (Lessons 9–11, 13)



## 1

## EARLY ASIAN CIVILIZATIONS

# The Indus River Valley, Part I

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review key components of a civilization and locate Asia, India, and China on a map or globe.

✚ **TEKS 2.1.A**

### Reading

Students will explain the importance of the geography of Asia in the development of ancient civilizations in that region.

✚ **TEKS 2.1.A; TEKS 2.9.D.iii**

### Language

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

✚ **TEKS 2.3.B**

### Writing

Students will write a short description of the development of the early Asian civilization.

✚ **TEKS 2.7.B; TEKS 2.7.E; TEKS 2.10.D**

## FORMATIVE ASSESSMENT

### Activity Page 1.2

**Write About It: The Indus River Valley** Write a short description of the development of the early Asian civilization.

✚ **TEKS 2.7.B**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
Core Connections	Whole Group	10 min	<input type="checkbox"/> world map or globe
Domain Introduction			
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> world map or globe
“The Indus River Valley, Part I”			
Comprehension Questions			
Word Work: <i>Fertile</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Map Quest	Whole Group	20 min	<input type="checkbox"/> world map or globe <input type="checkbox"/> Class Map <input type="checkbox"/> Activity Pages 1.1, 1.2 <input type="checkbox"/> blue, red, and brown drawing utensils
Write About It: The Indus River Valley			
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.3

## ADVANCE PREPARATION

### Read-Aloud

- Display a world map or globe. Alternatively, display the Class Map you create for the Application activities so you can reference it in addition to the world map or globe.

### Application

- Post a large Class Map to display throughout the domain by creating an enlarged version of the map on Activity Page 1.1. Alternatively, you may access a digital version in the digital components for this unit.

### Universal Access

- On the world map or globe, highlight, or draw large arrows to China and ancient India (which includes present-day countries of Pakistan and India). This will draw students' attention to these parts of Asia in the context of the world.

## CORE VOCABULARY

**common, adj.** known by most people; ordinary

Example: Almost every student in Mr. Davis's class was out sick with the common cold.

Variation(s): none

**cultivate, v.** to grow or tend to a crop or plant

Example: Every summer, Trevon and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

**fertile, adj.** rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Kiara's farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

**Indus River, n.** the river at the center of the first civilization in early India

Example: The Indus River flows through the countries of Pakistan and India.

Variation(s): none

**irrigation canals, n.** ditches cut into the ground to send water where needed

Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.

Variation(s): irrigation canal

### Vocabulary Chart for "The Indus River Valley, Part 1"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Indus River irrigation canals	cultivate ( <i>cultivar</i> ) fertile ( <i>fértil</i> )	
Multiple Meaning			
Sayings and Phrases	sprung up river valley		



## Lesson 1: The Indus River Valley, Part I

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review key components of a civilization and locate Asia, India, and China on a map or globe.

TEKS 2.1.A

## CORE CONNECTIONS (5 MIN)

### What Do We Know?

- Students who used this program in Grade 1 should have an idea of what an ancient civilization is and be able to describe the key components, or parts, of a civilization (cities, jobs, leaders, writing, religion). This knowledge provides the foundation for understanding the civilizations discussed in this domain.
- Review the key components of ancient civilizations:
  - What does the word *ancient* mean? (*Ancient means very old.*)
  - What does the word *civilization* mean? (*A civilization is an advanced or very developed society that often has cities, farming, leaders, writing, and/or a religion.*) So, an ancient civilization is one that is very old and was formed many, many years ago.
  - What ancient civilizations do you remember learning about in first grade? (*Maya, Aztec, Inca, Egyptian, Mesopotamian*) What do you remember about them? (*Answers may vary.*)
- Use the following Flip Book images to help students visualize and recall the key components of civilizations. (*cities, jobs, leaders, writing, religion*)



### Show image 1A-1: Three pyramids

An important job in many ancient cities was farming. Cities often formed around large rivers so that people could farm, the ancient Egyptian civilization in Africa along the Nile River. This is an image of that civilization. Which two components of a civilization are represented by this image? (*jobs and cities*)

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Does *ancient* mean really young?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “*Ancient* means really ...”).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “An ancient civilization is one that existed a long time ago.”).

ELPS 3.C



**Show image 1A-2: Map of Nile, Tigris, and Euphrates Rivers**

One of the first civilizations was called Mesopotamia. It developed in the area now known as the Middle East. This is a map showing the area in which the Mesopotamian civilization developed, between the Tigris and Euphrates Rivers.

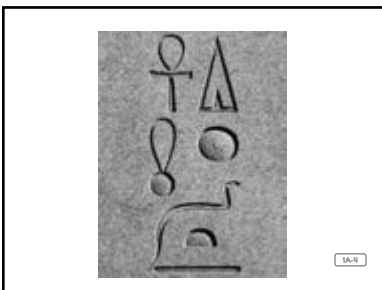
Like all ancient civilizations, Mesopotamia had a government and laws. One of Mesopotamia's leaders, King Hammurabi, created a written set of laws known as the Code of Hammurabi.



**Show image 1A-3: Machu Picchu today**

Most civilizations have large cities with a form of government. The Incan civilization, an early American civilization, had a city known as Machu Picchu. This is Machu Picchu today.

Early civilizations, such as the Maya, Aztec, Inca, Egyptian, and Mesopotamian civilizations, all had a religion. In all of these civilizations, the people believed in many gods and goddesses.



**Show image 1A-4: Hieroglyphs carved in stone**

Civilizations also had a system of writing. This is an image of hieroglyphs used by the people of ancient Egypt.



**Show image 1A-5: Cuneiform**

This is an example of writing from Mesopotamia known as cuneiform.

## DOMAIN INTRODUCTION (5 MIN)

- Tell students that they will learn about two ancient civilizations in this domain—the Indus River Valley civilization (or ancient Indian civilization) and ancient Chinese civilization. These civilizations will have many of the key components that they just reviewed.
- Using a world map or globe, ask students to locate Asia.
- Tell students that the two most populous countries (or those with the most people) are located in Asia: India and China. Point to India and China on the world map or globe.
- Explain that more than a billion people live in each of these countries today.
- Tell students they are going to learn about the ancient Indus River Valley civilization that began in India, Ancient India included the modern-day countries of India and Pakistan. Point to India and Pakistan on a world map.
- Tell students they will also learn about the ancient Chinese civilization in China. Point to China on the map.
- Tell students that they will hear what life was like for the people who lived in these two ancient civilizations all those years ago. Explain that they will also learn about some of the inventions created in these ancient (or early) civilizations—inventions that are still used in Asia and around the world today.

### Support

To compare the populations of China and India with that of the United States, have students form the following groups:

- (1) three students for the United States (approx. 316 million people);
- (2) 12 students for India (approx. 1.2 billion people);
- (3) 13 students for China (approx. 1.3 billion people).

## Lesson 1: The Indus River Valley, Part I

# Read-Aloud



**Reading:** Students will explain the importance of the geography of Asia in the development of ancient civilizations in that region.

📌 **TEKS 2.1.A; TEKS 2.9.D.iii**

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

📌 **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen closely to find out where these civilizations developed.

### “THE INDUS RIVER VALLEY, PART I” (15 MIN)



#### Show image 1A-6: Snow-covered Himalayan Mountains

*[Show the location of the Himalayas on a world map, globe, or your Class Map.]* These snow-covered peaks are part of the Himalayas, a mountain range that stretches for miles across Asia, forming the highest mountain peaks in the world. Can you guess what happens to the

snow on these peaks as it melts? *[Pause for student responses.]* That's right: the snow turns into water and travels down the mountainsides to form rivers in the valleys below.



#### Show image 1A-7: River flooding its banks

Water from the melting snows of the Himalayas combines with heavy spring rains, which fills rivers and causes them to regularly overflow their banks. **Fertile** soil *or soil that is good for growing food* from the rivers' beds spreads out over nearby fields. As the water floods the valleys, it leaves behind this nutrient-rich soil, perfect for growing crops.

📌 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

### Support

What two words do you hear in the word *overflow*? So the water flows over the river banks.

### Support

Here the word *beds* means the ground at the bottom of a river. The word *beds* can also refer to the pieces of furniture on which people sleep.

Let's act out this process. We are going to pretend to be the snow-covered peaks of the Himalayas. Let's all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas. Now, let's be the melting snow rushing into the river. Everyone move your hands toward the floor and make a whooshing sound to represent the melting snow, the water flowing over the river banks, and the fertile soil left on the land around the river.



**Show image 1A-8: Images of two river cultures—Egyptian and Aztec**

Great civilizations all around the world have sprung up in river valleys. Taking advantage of the rich, fertile soil in these valleys, people learned to grow their own crops. Because of this, people began to stay in one place instead of constantly moving in search of food. *What does the word fertile mean?*

**Support**

Using a world map or globe, show the location of the Indus River in relation to the Himalayas.



**Show image 1A-9: Indus River Valley**

Beneath the Himalayan Mountains in Asia, along the banks of the mighty **Indus River**, one such civilization was born. Every year snow from the Himalayas melts. The water from the melting snow and heavy spring rains floods the Indus River, leaving rich soil on the land around the river. More than 4,000 years ago, people spread out across the Indus River Valley. Taking advantage of the rich soil, they settled near the river and began to **cultivate** or *grow and take care of* wheat and barley, peas, dates, melons, and bananas. *Why were people able to settle and cultivate crops around the Indus River?* (because the river overflowed and left fertile soil on its banks)



**Show image 1A-10: Irrigation canals among crops in the Indus River Valley**

These people knew that if they wanted to live near the river, they would have to control the floodwaters. They developed ways to control the rising waters by building **irrigation canals** to hold some of the water back and to release some of the water into the fields when needed.

As their communities grew, these people worked together to plan and build permanent cities by the river. *An irrigation canal is a ditch cut into the earth that directs water to needed areas.*



**Show image 1A-11: Mohenjo-daro, layout, walls, citadel**

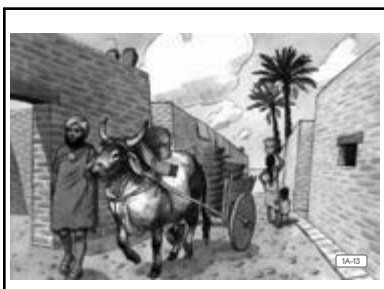
There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro [/moe\*hen\*joe-dar\*oe], one of the most thriving cities of the ancient Indus River Valley. A city enclosed by brick walls, Mohenjo-daro

was designed in a square, grid-like pattern. The citadel, the fortress *or protected area* at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do: some farmed the land outside the city walls; some made bricks from the river's muddy soil; and others fashioned these baked bricks into buildings. *What key components of a civilization did the Indus River Valley have?* (city of Mohenjo-daro, religion, jobs such as farmers, brick makers, bricklayers)



**Show image 1A-12: Stone seal**

Other people in the Indus River Valley had different jobs. For example, fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers, a form of writing. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.



**Show image 1A-13: City street with bull cart**

And all over the city, merchants bought and sold their wares *or goods they made to sell, such as pottery, jewelry, or bread.* The city's wide streets, lined with flat-topped, brick buildings, were easy for their **common** bull carts to navigate.

**Support**

Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus River.



## Support

Explain that the wide streets made it easy for common or ordinary carts pulled by bulls to get around.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas

### Beginning

Reframe questions as simple yes/no questions (e.g., “Did the Indus River make it possible for civilizations to form in this part of Asia?”).

### Intermediate

Provide students with a specific sentence frame (e.g., “Civilizations were able to form around the Indus River in Asia because ...”).

### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “A civilization developed because the Indus River flooded and left fertile soil for farming.”).

**ELPS 3.C**

The city of Mohenjo-daro was part of the Indus River Valley civilization. We say that certain groups have a civilization when they have cities with large buildings, a division of labor—meaning everyone has a certain job to do—and some form of writing, to name a few things. The city of Mohenjo-daro had all of these things. In the next lesson, you will hear what it might have been like to live in the city of Mohenjo-daro, a part of the Indus River Valley civilization.

## COMPREHENSION QUESTIONS (10 MIN)

1. **Literal** Where did this civilization develop? (*the Indus River*)
2. **Inferential** How did the Himalayas contribute to the formation of civilizations in the Indus River Valley? (*The very tall mountains were snow-covered, and, when the snow melted, it ran down the mountainsides to form rivers such as the Indus River.*)

### Show image 1A-10: Irrigation canals among crops in the Indus River Valley

3. **Literal** What was the purpose of digging irrigation canals? (*to direct water to different fields and to water the crops*)
4. **Inferential** *Think Pair Share:* What were some features of Indus River communities that were common among ancient civilizations? (*cities with large buildings, different people performing different jobs, a religion and a government*)



### Check for Understanding

**Evaluate:** Why was a civilization able to form in the Indus River Valley on the continent of Asia? (*The land near the river became fertile because of the regular flooding of the river. This fertile soil allowed people to stay in one place and grow many crops, which enabled a larger community to settle in the area.*)

What caused the Indus River to flood in the spring? (*heavy spring rains; snow melting from the peaks of the Himalayan Mountains*)

What did the floodwaters leave behind? (*fertile soil*)

How did this fertile soil help the people living near the river? (*It gave them nutrient-rich land on which to cultivate crops.*)

### WORD WORK: FERTILE (5 MIN)

1. In the read-aloud you heard, “Fertile soil from the rivers’ beds spreads out over nearby fields.”
2. Say the word *fertile* with me.
3. *Fertile* means rich in the materials or nutrients needed to produce many strong, healthy crops.
4. After the Nile River floods, fertile soil can be found along its banks.
5. Can you describe what fertile ground might look like? What kinds of things would grow on fertile ground? Try to use the word *fertile* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Fertile ground would . . .”]
6. What’s the word we’ve been talking about?

**Use an Acting activity for follow-up.** First, show me how the snow-covered peaks of the Himalayas created fertile land in the Indus River Valley. Next, show me how a plant growing in fertile land would grow. [Students should pretend to be a plant that is growing well.] Now, show me how a plant growing in land that is not fertile would grow. [Students should pretend to be a plant that is having trouble growing.]

### Support

Read the read-aloud text describing this event: *Let’s all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas. Now, let’s be the melting snow rushing into the river. Everyone move your hands toward the floor and make a whooshing sound to represent the melting snow, the water flowing over the river banks, and the fertile soil left on the land around the river.*



Lesson 1: The Indus River Valley, Part I

# Application



**Writing:** Students will write a short description of the development of the early Asian civilization.


 **TEKS 2.7.B; TEKS 2.7.E; TEKS 2.10.D**

## MAP QUEST (10 MIN)

- Explain that in the next several days students are going to learn about many new places and several important rivers. Tell students that to help them learn and remember these places, they are going on a “map quest.” On this map quest they will label the areas they have learned about and draw and label the rivers as well. Explain that you will label a class map along with them as they complete their own maps.
- Tell students Activity Page 1.1 is a map of Asia. Have them label or title the map “Asia” at the top of the page on the title line provided.
- Help students find, color, and label the following places and features.
  - ancient India (present-day India and Pakistan) [trace outline of two countries in brown]
  - Himalayas [color brown]
  - Indus River [color blue]
  - Mohenjo-daro [color dot red]
- Using the map as a reference, remind students that melting snow from the Himalayas, along with heavy spring rains, caused the water of the Indus River to overflow its banks and flood the surrounding valley.
- Remind students that cities like Mohenjo-daro were able to form because of the rich soil the floodwaters left behind.

### Activity Page 1.1



 **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

**WRITE ABOUT IT: THE INDUS RIVER VALLEY (10 MIN)****TEKS 2.7.B****Show image 1A-9: Indus River Valley**

- Tell students that they will be using this image to write two or three sentences describing the river and the mountains in the image, and explaining how the river and mountains in this part of Asia allowed civilizations to form long ago.
- Have students turn to Activity Page 1.2 and note that a smaller version of image 1A-9 appears at the top of this activity page. Tell students they will write their sentences on Activity Page 1.2. Emphasize that they will be writing descriptive sentences about the river and mountains, as well as a sentence about the way in which that river and the mountains affected the formation of ancient civilizations.
- Explain that a descriptive sentence is one that describes, or gives detailed information about, the way something looks, sounds, smells, etc. A descriptive sentence enables someone to imagine the thing being described, even without actually seeing, hearing, or smelling that thing.

**Check for Understanding**

Read the following sentences. If the sentence is descriptive, or gives information about the way something looks, sounds, smells, etc., students should stand up. If the sentence is not descriptive, students should remain in their seats.

- I ate my lunch. (*sit down*)
- The white, puffy clouds floated peacefully in the bright blue sky. (*stand up*)
- The dog ran. (*sit down*)
- The shiny, black cat jumped gracefully from chair to chair. (*stand up*)
- The screeching, red fire engine roared down the street, racing to the fire. (*stand up*)

**ENGLISH  
LANGUAGE  
LEARNERS****Writing****Writing to Describe****Beginning**

Allow students to dictate one or two descriptive sentences to an adult.

**Intermediate**

Allow students to work collaboratively with an adult or peers to create one or two descriptive sentences.

**Advanced/  
Advanced High**

Have students write independently to create one or two descriptive sentences.

**ELPS 5.G**

**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

- Encourage students to examine image 1A-9 and write one or two sentences describing what they see in the image. Then, have students write one sentence in which they explain how the river and mountains in image 1A-9 allowed civilizations to develop in this area long ago. Encourage students to use the word *fertile* in this final sentence.
- If time permits, have students share their writing with a partner or the class.

End Lesson

### Lesson 1: The Indus River Valley, Part I

# Take-Home Material

Activity Page 1.3



#### **FAMILY LETTER**

Send home Activity Page 1.3.

## EARLY ASIAN CIVILIZATIONS

# The Indus River Valley, Part II

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review the importance of the Indus River and Himalaya Mountains in the development of a civilization.

✚ **TEKS 2.1.A**

### Reading

Students will explain the importance of the Indus River to Mohenjo-daro.

✚ **TEKS 2.1.A; TEKS 2.6.F**

### Language

Students will demonstrate understanding of the Tier 2 word *source*.

✚ **TEKS 2.3.B; TEKS 2.3.D**

### Reading

Students will identify the five components of early Indian civilizations and share information and ideas that focuses on them.

✚ **TEKS 2.1.C; TEKS 2.6.H; TEKS 2.9.D.i**

## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Civilizations Chart** Students will identify the five components of an early Indian civilization.

✚ **TEKS 2.9.D.i**

### Exit Pass

**Components of a Civilization** Students will write one to three facts about Mohenjo-daro that indicates it was part of a civilization.

✚ **TEKS 2.7.B**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> Class Map <input type="checkbox"/> world map or globe
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	
“The Indus River Valley, Part II”			
Comprehension Questions			
Word Work: <i>Source</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Civilizations Chart	Whole Group Independent	20 min	<input type="checkbox"/> Early Indian Civilizations Chart <input type="checkbox"/> Image Cards 1–3 <input type="checkbox"/> Activity Pages 2.1 , 2.2 <input type="checkbox"/> tape or glue <input type="checkbox"/> White boards or index cards (one per student) <input type="checkbox"/> index cards (one per student)

## ADVANCE PREPARATION

### Application

- Prepare and display an Early Indian Civilizations Chart. Each square on the chart will need to be large enough to accommodate an image card. Leave the chart on display for the remainder of the domain.

	Jobs	Cities	Writing	Leaders	Religion
Early Indian Civilizations					

- Prepare to add Image Cards 1–3 to the chart.

### Note to Teacher

Today's read-aloud is a literary text with fictional characters set in the real city of Mohenjo-daro in ancient India. Be sure students know that, although the characters and the story are made up, the details about the city and the jobs held by people in the city are real.

### Universal Access

- Bring in examples or samples of different kinds of grain (e.g., wheat, corn, rye, oats) to show to students during the read-aloud. Be sure to check your school's policy regarding food distribution and allergies.

## CORE VOCABULARY

**bustling, adj.** full of activity

Example: The bustling supermarket was filled with people buying food before the big storm.

Variation(s): none

**nestles, v.** settles in snugly and comfortably

Example: Kent's new kitten nestles next to its mother when taking naps.

Variation(s): nestle, nestled, nestling

**recede, v.** to draw back or move away from a certain point

Example: June watched the water recede from the beach and leave behind beautiful seashells.

Variation(s): recedes, receded, receding

**source, n.** the start or cause of something

Example: The sun is the source of light and heat for planet Earth.

Variation(s): sources

### Vocabulary Chart for "The Indus River Valley, Part II"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		bustling nestles recede ( <i>retroceder</i> ) source	
Multiple Meaning			
Sayings and Phrases	heart skips a beat for a good price we owe our lives		

## Lesson 2: The Indus River Valley, Part II

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review the importance of the Indus River and Himalaya Mountains in the development of a civilization.

 **TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED?


- Use the Class Map created in Lesson 1 to help students review what they have already learned about ancient India. Use the following questions to review:
  - Which continent did you hear about in the previous read-aloud? (*Asia*) [Have a student locate Asia on a world map or globe.]
  - What two land features in this region made it possible for civilizations to develop here? (*the Indus River and the Himalaya mountain range*)
  - How did the river and the mountains help with the formation of civilizations in this region? (*The melting snow from the Himalayas and the spring rains caused the Indus River to flood. The floods left behind fertile soil, which people used to farm. This stable food source allowed people to settle in this area.*)



### Check for Understanding

**Thumbs Up/Thumbs Down** Give a thumbs up if what I say is a component of a civilization and a thumbs down if what I say is not a component of a civilization.

- schools (*thumbs down*)
- writing (*thumbs up*)
- religion (*thumbs up*)
- computers (*thumbs down*)
- leaders (*thumbs up*)
- separate jobs (*thumbs up*)
- calendars (*thumbs down*)
- cities (*thumbs up*)

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



## Lesson 2: The Indus River Valley, Part II

# Read-Aloud



**Reading:** Students will explain the importance of the Indus River to Mohenjo-daro.

✚ **TEKS 2.1.A; TEKS 2.6.F**

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

✚ **TEKS 2.3.B; TEKS 2.3.D**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what life would have been like for a child living in Mohenjo-daro long ago.

### “THE INDUS RIVER VALLEY, PART II “ (15 MIN)

Today we are going to travel back in time to meet a child living in Mohenjo-daro twenty-five hundred years ago. The child’s father is a grain trader. *Grains are seeds from plant foods, such as wheat, corn, rye, or oats.* Wheat from the surrounding fields is stored in a common granary near the citadel, the safe place in the center of the city. *A common granary was a building used to store grain, which was shared by everyone in the community.* The father’s job is to collect the grain and take it through the city gates to the **bustling** port by the river. *Bustling means full of activity.* There he will trade it for gold, copper, jade, and turquoise from distant lands.

### Support

For what or to where do you think Sanjay’s father invited him? What do you think they are going to do?



**Show image 2A-1: Nine-year-old in courtyard**  
Meet Sanjay, the boy in this picture who is waiting excitedly for his father in the courtyard of his family’s home. It is a special day. Sanjay has waited nine years for his father’s invitation to join him today.

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.



**Show image 2A-2: Sanjay's father leading a bull**

Sanjay can hear the bull cart rattling down the side passage now. Then he sees him—the man in the turban: that's Sanjay's father. The turban he wears is a headdress, made of cloth and worn by men in this region.

“Hop in, son. Let's go.”



**Show image 2A-3: Sanjay, seated in back of bull cart**

Sanjay **nestles** or *settles in snugly and comfortably* into the back of the wooden cart, bracing himself against its sides, as his father guides the bull out into the main street. He has bathed and put on fresh cotton clothes, for Father has promised that after the morning's work, he will be allowed to join the priests in a special ceremony, giving thanks to the mighty Indus River for all that she provides.

As the cart jostles Sanjay about with each turn in the road, his thoughts travel back to last spring when steady rains flooded the river, forcefully breaking through the city walls and toppling buildings in its wake.



**Show image 2A-4: Sanjay and his sister in the floodwaters**

Sanjay remembers it as if it were yesterday: the awful smell of wet mud that filled his home as he and his sister waded knee-deep in muck, waiting for the muddy waters to **recede**. or *move back and away from the city* Sanjay knows from experience that the river has the

power to destroy things in its path, and yet he knows, too, that the river is the **source** of life in the valley. *The word source means the start or cause of something.* Without it, there would be no crops for food, no cotton for clothing, and no means of easily transporting goods over long distances.

**Support**

Is this the special invitation Sanjay has waited nine years to hear?



### Check for Understanding

**Stand Up/Sit Down:** You just heard about some positive, or good, things about the floods, and some negative, or bad, things about the floods. I will reread you some sentences, and if the sentence tells a positive, or good thing about a flood, stand up. If the sentence tells you something negative, or bad, about a flood, stay seated.

- *Sanjay remembers it as if it were yesterday: the awful smell of wet mud that filled his home as he and his sister waded knee-deep in muck, waiting for the muddy waters to recede. (stay seated)*
- *[T]he river is the source of life in the valley. Without it, there would be no crops for food, no cotton for clothing, and no means of easily transporting goods over long distances. (stand up)*



### Show image 2A-5: Men heaving terra-cotta pots into bull carts

Sanjay's thoughts are interrupted by the sudden jolt of the cart as it takes its place behind other traders, lined up in front of the city granary. Enormous terra-cotta pots filled with grain are hoisted into the cart and set down beside him. Sanjay wonders how the wooden wheels beneath him can carry so much weight. *Terra-cotta is a brownish-orange clay that was often used by people in ancient civilizations to make pottery.* Turning to face forward in the cart, Sanjay sits on his knees, straining to see over the approaching city gates to the sailing ships beyond. As the cart sways to and fro from the weight of the pots, Sanjay's father struggles to edge his way through the throng *or crowd* of bull carts, all heading toward the loud and lively sounds of the harbor.

## Challenge

What new word did you hear that could be used to describe this scene that is full of activity?



### Show image 2A-6: Scene of the port

Once there, Father exchanges his grain for copper from Mesopotamia, hoping to sell it to the jewelry maker for a good price.

The sun is directly overhead now, midday. As Father steers the bulls away from the bustling port and comes to a standstill beneath the shade of a willow tree, Sanjay's heart skips a

beat. Stepping down and leaning into Father's side, Sanjay walks with him toward a grove of banyan trees. *[Point to image 2A-6.] What do you see in this picture? How does this image help explain what is going on in the story?*



### Show image 2A-7: Holy man, draped in white cotton cloth

Gathered among cows and men, Sanjay's eye is drawn to the holy man, seated on bare ground in a cross-legged position, head bent in silence. *A holy man is a person dedicated to the service of his religion.* Bowing his head, Sanjay listens to the words that have comforted his

people for many years. "O, Great River, Mother of the People, Provider of Life, we thank you. *Of which river is the holy man speaking?* It is now six moon cycles since your banks last flooded. We pray that we may please you and be spared from future harm. Your waters give us life. To you we owe our lives. Accept our blessings, Great River." A squeeze from Father's hand lets Sanjay know that he is proud to bring his son to this sacred spot for the first time. Sanjay answers his squeeze with one of his own, whispering his thanks for this day.



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as choices (e.g., “Is it helpful to the people of Mohenjo-daro when the river floods and leaves fertile soil behind?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “It is helpful to the people of Mohenjo-daro when. . .”).

#### Advanced/

#### Advanced High

Encourage students to use key details in complete sentences (e.g., “It is helpful when the river floods, leaving fertile soil behind.”).

**ELPS 3.C; ELPS 3.H**

## COMPREHENSION QUESTIONS (10 MIN)



### Check for Understanding

**Evaluate:** How is the mighty Indus River helpful to the people of Mohenjo-daro? (*It floods and leaves fertile soil on the surrounding land, making it easier to grow crops; gives them water for crops; helps them transport, or move, goods over long distances; etc.*)

1. **Inferential** How is the mighty Indus River harmful to the people of Mohenjo-daro? (*floods their houses; can destroy things in its path; etc.*)
2. **Inferential** One of the features of a civilization is that everyone has a special job to do. What is Sanjay's father's job? (*collecting grain and taking it to the port*) Based on what you heard, what other jobs were there in Mohenjo-daro? (*Answers may vary, but may include jeweler, farmer, or priest.*)
3. **Inferential** *Think Pair Share:* Why do you think the people of Mohenjo-daro had a special ceremony to pray to the Indus River? (*Answers may vary, but may include that, because they depended on the river for their lives, they decided they needed a special ceremony to honor it.*)

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**WORD WORK: SOURCE (5 MIN)**

1. In the read-aloud you heard, “[T]he river is the source of life in the valley.”
2. Say the word *source* with me.
3. A source is the start or cause of something. It is the place from which something comes.
4. June’s flashlight was the only source of light she had when the power went out.
5. Can you name any sources of light, heat, food, or water? Try to use the word *source* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One source of \_\_\_\_\_ is . . . ”]
6. What’s the word we’ve been talking about?

**Use a Synonyms activity for follow-up.** A synonym is a word that means the same as, or something similar to, another word. What are some synonyms for *source*? (*Answers may vary, but may include beginning, home, cause, etc.*)

## Lesson 2: The Indus River Valley, Part II

# Application



**Reading:** Students will identify the five components of early Indian civilizations and share information and ideas that focus on them.

✚ **TEKS 2.1.C; TEKS 2.6.H; TEKS 2.9.D.i**

✚ **CIVILIZATIONS CHART (15 MIN)** **TEKS 2.9.D.i**

- Refer to the Early Indian Civilizations Chart on display. This chart will be used throughout the domain to identify and compare components of early civilizations in India and China.

**Note:** After you have filled in the classroom chart, you may wish to write key words and content-specific vocabulary on the board, giving guidance to student discussion and writing. As students discuss the Image Cards, remind them to stay focused on the topic of discussion and to speak clearly when it is their turn to talk.

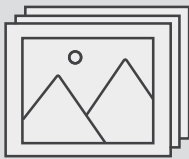
- Show students Image Card 1 (Dates) and explain that this is an image of dates, a crop grown in the Indus Valley. Encourage students to discuss how farming was an important job in the Indus Valley. Tell students that you are going to place Image Card 1 on the chart in the “Jobs” column, to remind them that farming dates was an important job in early Indian civilization.
- Then ask students what job Sanjay’s father had (grain trader) and remind students that grains were also farmed in early Indian civilization.
- Remind students that, in addition to jobs, another component of a civilization is cities.
- Show students Image Card 2 (Mohenjo-daro), and explain that it shows the city of Mohenjo-daro. Have students share what they learned from the read-aloud about Mohenjo-daro. Tell students that you are going to place Image Card 2 on the chart, in the “Cities” column, to remind them that there were cities in early India.

✚ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Activity Pages  
2.1, 2.2



Image Cards 1–3



- Finally, show students Image Card 3 (Early Indian Writing). Explain that this image card shows early writing from the Indus River Valley civilization. Have students share what they learned from the previous read-aloud about early writing in ancient India. Tell students that you are going to place Image Card 3 on the chart, in the “Writing” column, to remind them that there was writing in the Indus River Valley civilization.
- Have students complete their own Early Indian Civilizations Chart by cutting the images from Activity Page 2.2 and taping or gluing them into the appropriate boxes of Activity Page 2.1.



### Check for Understanding

Direct students’ attention to the five components of a civilization listed across the top row of the Early Indian Civilizations Chart. Tell students you will read aloud descriptions of three of these components and that they should write the corresponding word from the chart on note cards or white boards to hold up for you to see.

- provided a way for people to share information with others (*writing*)
- craftsmen, merchants, priests, traders (*jobs*)
- Mohenjo-daro, large buildings (*cities*)



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing to Explain

#### Beginning

Allow students to dictate one or two sentences to an adult.

#### Intermediate

Allow students to work collaboratively with an adult or peers to write one or two facts about Mohenjo-daro.

#### Advanced/ Advanced High

Have students work independently to write one or two facts about Mohenjo-daro.

**ELPS 5.G**



### Exit Pass **TEKS 2.7.B**

**Components of a Civilization** On an index card, have each student write one to three facts about the city of Mohenjo-daro that indicates it was part of a civilization. Direct students to use the five categories across the top of the Early Indian Civilizations Chart, and the information they heard in the read-aloud, to guide their writing.

End Lesson



**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.



## 3

## EARLY ASIAN CIVILIZATIONS

## Hinduism

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review the role Asia's geography played in the formation of ancient civilizations in this region.

✚ **TEKS 2.1.A; TEKS 2.7.E**

**Reading**

Students will explain religion as a key component of a civilization and describe important aspects of Hinduism.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.9.D.i**

**Language**

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

✚ **TEKS 2.3.B**

**Reading**

Students will describe the five components of an early Asian civilization.

✚ **TEKS 2.9.D.i**

**Writing**

Students will gather information to preplan for an informative writing piece.

✚ **TEKS 2.13.C**

**Language**

Students will identify, use, and explain the meaning of homographs.

✚ **TEKS 2.3.D**

**Speaking and Listening**

Students will listen actively, ask relevant questions to clarify information, and answer questions.

✚ **TEKS 2.1.A**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Civilizations Chart** Students will identify the five components of an early Indian civilization.

 **TEKS 2.9.D.i**

### Activity Page 3.1

**Comparison Chart** Students will describe the important aspects of Hinduism.

 **TEKS 2.6.E; TEKS 2.13.C**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> Class Map <input type="checkbox"/> world map or globe <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> blue marker, pencil, or crayon
Essential Background Information or Terms			
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	
"Hinduism"			
Comprehension Questions			
Word Work: <i>Represents</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Civilizations Chart	Whole Group	20 min	<input type="checkbox"/> Image Card 4 <input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> tape or glue
Comparison Chart	Partner Independent		<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Comparison chart
Multiple Meaning Word Activity: <i>Club</i>	Whole Group		<input type="checkbox"/> Poster 2M (Club)

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display the Class Map prepared in Lesson 1.

### Application

- Be prepared to add Image Card 4 to the Early Indian Civilizations Chart.
- Prepare and display a Comparison Chart as shown here. Leave the chart on display for the remainder of the domain.

Characteristics	Hinduism	Buddhism
Number of gods		
Name of followers		
Name of holy text(s)		
Holy place		
Important figure(s)		
Interesting fact		

### Universal Access

- Be sure the Early Indians Civilizations Chart is clearly visible, and be prepared to reference it during the Introducing the Read-Aloud and Application activities.

## CORE VOCABULARY

**existence, n.** life

Example: Phoebe's dog was very spoiled and had a happy existence.

Variation(s): none

**Hinduism, n.** a religion that began in India and is the third-largest religion in the world

Example: People who practice Hinduism are called Hindus.

Variation(s): none

**represents, v.** stands for

Example: The Liberty Bell in Philadelphia represents the freedom the country won in the Revolutionary War.

Variation(s): represent, represented, representing

**sacred, adj.** holy; something used in the worship of God or gods

Example: Jerusalem is a sacred city in the Middle East.

Variation(s): none

Vocabulary Chart for "Hinduism"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Hinduism ( <i>hinduismo</i> ) sacred ( <i>sagrado</i> )	existence ( <i>existencia</i> ) represents ( <i>representa</i> )	
Multiple Meaning			
Sayings and Phrases			



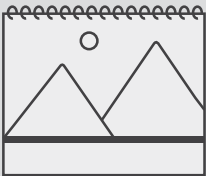
## Lesson 3: Hinduism

# Introducing the Read-Aloud

## Activity Page 1.1



Flip Book 1A-6,  
1A-7, 1A-9–1A-13,  
and 2A-1–2A-7



## Challenge

Students who used this program in Grade 1 have learned about three world religions in *Early World Civilizations*. Ask what they remember about religion in general, and about the religions of Christianity, Islam, and Judaism in particular. Have these students explain how many gods are worshipped, what the holy texts are, or to name important figures from these religions.

**Speaking and Listening:** Students will review the role Asia's geography played in the formation of ancient civilizations in this region.

**TEKS 2.1.A; TEKS 2.7.E**

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

- Show students images 1A-6, 1A-7, 1A-9–1A-13, and 2A-1–2A-7 to review what they have already learned about the Indus River and the Indus River Valley civilization. Use the Class Map, a world map, or a globe to have students locate the area they have been learning about (India) and the continent on which this country is located (Asia). Remind students that during the time period in which the read-alouds are set—a time period we have been referring to as ancient India—India and Pakistan were just one country.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Remind students that as they continue to learn about many new places and several important rivers, they will continue their map quest journey. Remind them that you will label a Class Map along with them as they fill out their own maps on Activity Page 1.1.
- Tell students that today they will hear about another important river. Show students the Ganges River on a world map and color it in blue on the Class Map. Have students locate the Ganges on their map of Asia (Activity Page 1.1), and label and color it in blue. Ask students to name the two rivers that were important during the development of the ancient Indian civilization. (*the Indus River and the Ganges River*) Point out that both rivers flow down from the Himalayan Mountains.
- Remind students that one of the components of a civilization is religion. Tell students that today's read-aloud is about an important religion that is practiced widely in India: Hinduism.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.



### Check for Understanding

---

Ask four students to name the other four components of a civilization.

---

### Lesson 3: Hinduism

# Read-Aloud



**Reading:** Students will explain religion as a key component of a civilization and describe important aspects of Hinduism.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.9.D.i**

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

✚ **TEKS 2.3.B**

## PURPOSE FOR LISTENING

- Tell students to listen carefully for the important aspects of Hinduism.

## “HINDUISM” (15 MIN)

### Teacher Note

The names of Hindu gods and goddesses in this read-aloud are pronounced just as they are written.



### Show image 3A-1: Ganges River

This is the Ganges River in India. Like the Indus River, the Ganges flows down from the Himalayan Mountains. Like the Indus, its fertile plain has long provided life to the people of India, supplying water for their crops. *What does the word fertile mean?* But the Ganges has a much greater importance in the lives

of many Indians. It is the **sacred** river of the Hindus. *Sacred describes something considered holy in a religion.* In fact, the Ganges is one of the most sacred places in all of India. It is the dream of Hindu people from all over the world to someday visit the Ganges and worship its sacred waters.



### Show image 3A-2: Hindus gathering at holy river

In this picture you can see Hindus gathering in the water to bathe in it, which they believe will wash away their sins, or wrongdoings. Millions of Hindus make the trip every year.

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Who are the Hindu people who worship the Ganges? Hindus belong to the world's oldest religion, **Hinduism**. It is the third-largest religion in the world and the most widely practiced religion in India. And Hindus, the people who practice Hinduism, live in many countries all over the world, including the United States.



**Show image 3A-3: Array of Hindu gods**

Unlike some religions that worship only one God, Hindus worship many gods and goddesses. In fact, their gods and goddesses, male and female, take many different forms. For example, Hindus believe that the river Ganges is the earth home of Ganga, a river goddess. *What do Hindus call Ganga's home on Earth?* That is why the river is such a holy place.

There are over three hundred million gods and goddesses in Hinduism. Each of these gods and goddesses **represents**, or stands for, something Hindus call Brahman. In Hinduism, Brahman is a spiritual force which Hindus believe is the source of all **existence**, or life. Hindus believe everything comes from and is related to Brahman. All of the Hindu gods and goddesses represent Brahman, the source of all life. Of all the gods and goddesses that represent Brahman, the three most important gods are known as Brahma, Vishnu, and Shiva. One of the other gods in this image, Ganesh, is another important Hindu god.



**Show image 3A-4: Brahma**

Hindus believe the god Brahma (this is the name of the god, not the same as *Brahma* meaning the force of life) is the god of creation, the one who created heaven and earth, the moon and the sun, the planets and the stars—the whole universe. Everything and everyone is part of Brahma, the creator and

god of wisdom. He is often painted or carved as he is in this picture, having four faces and four arms. *Who is Brahma in Hinduism?*



**Show image 3A-5: Vishnu**

Hindus believe the god Vishnu is the protector of the universe and the preserver of life. Vishnu is also portrayed with four arms. *What other Hindu god is depicted with four arms?* In each hand he holds Hindu symbols of the universe, including a club, a discus, a conch shell, and a

**Challenge**

Do you know of any other civilizations that had many gods and/or goddesses?

**Challenge**

If students studied the *Early World Civilizations* domain in Grade 1, review holy places for other religions: Jerusalem's Western Wall, Dome of the Rock, Church of the Holy Sepulchre, Mecca, etc.



**ENGLISH LANGUAGE LEARNERS**

**Speaking and Listening**

**Listening Actively**

**Beginning**

Answer basic questions with sentence frames and substantial support (e.g., "Is Brahma is the god of wisdom?").

**Intermediate**

Answer detailed questions with occasional support (e.g., "Is Brahma the god of wisdom or of the river Ganges?").

**Advanced/Advanced High**

Answer detailed questions with minimal support (e.g., "Who is Brahma in Hinduism?").

**ELPS 2.C; ELPS 4.G**



lotus flower. *The word club in this sentence means a heavy stick. The word club can also mean a group of people who meet to participate in an activity, such as a sport or hobby.* Hindus believe it is Vishnu's job to keep order on Earth, making sure that everyone and everything is safe.



### Show image 3A-6: Shiva pictured as dancer

The third most important god in Hinduism, Shiva, is considered both a creator and a destroyer of the universe. He is often pictured as a dancer. *Shiva is portrayed as a dancer to show that he is the source of all movement in the universe.* A third eye in the center of his forehead is capable of shooting out fire.

Shiva's powerful energy is believed to control nature. In fact, according to Hindu legend, Ganga, the river goddess, came to Earth by way of Shiva's flowing, tangled mass of hair. Raging violently down from heaven, the river flowed through Shiva's hair, calming its waters before reaching Earth. *What do Hindus call Ganga's home on Earth?* Thus, Hindus believe that Shiva the destroyer did indeed destroy the rage in the river's waters and prevented greater destruction on Earth. In the past, Brahma was worshipped by many. Today, Hindus mainly worship Shiva and Vishnu.



### Show image 3A-7: The Rigveda

Christians, Jews, and Muslims all worship a single God. Their religions each have one holy book. Hindus, on the other hand, have many gods and goddesses and have many sacred books. Most important among these books are the Vedas [/vae\* dz/], which are sacred hymns and verses. *The word Veda means*

*knowledge.* The most important collection of these verses is the Rigveda. It is a very ancient book, over three thousand years old!

People who follow Hinduism, like many other religions, believe that people should be good and kind to one another here on Earth. Hindus try to live their everyday lives by working hard, telling the truth, and doing their duty for friends and family. Duty is one's responsibility, doing what one knows is the right thing to do. The Hindus call this dharma.

### Challenge

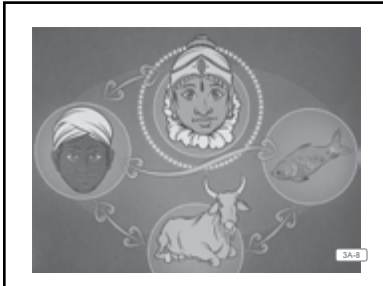
Why do you think these sacred hymns and verses are called the Vedas?



### Check for Understanding

#### Thumbs Up/Thumbs Down:

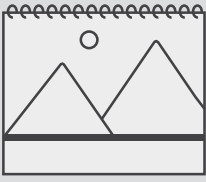
- Hinduism is practiced widely in India. (*thumbs up*)
- Hinduism is practiced throughout the world. (*thumbs up*)
- Hindus worship one god. (*thumbs down*)
- Hindus believe that people should be good and kind to one another here on Earth. (*thumbs up*)



#### Show image 3A-8: Dharma or reincarnation cycle

Dharma, or duty, is tied to another important belief of Hinduism. Hindus believe that all creatures, humans and animals alike, have invisible parts called souls that continue to live after they die. Hindus also believe that these invisible parts are reincarnated, or born again,

into the body of another person or animal on Earth. The Hindu belief in the soul's rebirth is called reincarnation. Hindus believe that those who fulfill their dharma, or duty to others, will be spared many cycles of reincarnation. They also believe that those who practice a good life on Earth will be freed from life's troubles much sooner, becoming part of Brahman *what Hindus believe is the source of all existence* and at peace forever.



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas

### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Does the Ganges River flow from the Himalayas?”).

### Intermediate

Provide students with a specific sentence frame (e.g., “The two rivers that flow from the Himalayas are. . .”).

### Advanced/ Advanced High

Encourage students to use key details in complete sentences, e.g., “The Indus and the Ganges Rivers both flow from the Himalayas.”

**ELPS 3.C**

## COMPREHENSION QUESTIONS (10 MIN)

1. **Literal** What two rivers flow down from the Himalayan Mountains? (*the Indus and the Ganges*)

### Show image 3A-2: Hindus gathering at holy river

2. **Literal** What name is given to the followers of Hinduism? (*Hindus*)
3. **Literal** Which of the two rivers in India do Hindus believe is sacred? (*the Ganges*)
4. **Inferential** Why is the Ganges River sacred to Hindus? (*They believe that it is the earth home of Ganga, a Hindu river goddess.*)
5. **Literal** Hindus believe in many gods. What do they all represent or stand for together? (*They all represent Brahman, the spiritual force which Hindus believe is the source of all existence, or life.*)

### Show image 3A-7: The Rigveda

6. **Literal** What are the holy texts, or books, in Hinduism called? (*the Vedas; the most important one is the Rigveda.*)
7. **Evaluative** *Think Pair Share:* How is Hinduism similar to other religions that you have knowledge of? How is it different? (*Answers may vary.*)

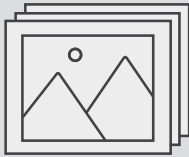
## WORD WORK: REPRESENTS (5 MIN)

1. In the read-aloud you heard, “Each of these gods and goddesses [in Hinduism] represents, or stands for, something Hindus call Brahman.”
2. Say the word *represents* with me.
3. The word *represents* means stands for or symbolizes.
4. Each of the fifty stars on the U.S. flag represents a state.
5. Do you know of anything that represents or stands for something else? Try to use the word *represents* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Each letter in the alphabet represents one or more sounds.”]
6. What’s the word we’ve been talking about?

**Use a Brainstorming activity for follow-up.** We are going to brainstorm some items, or things that represent other things. For example, say that the Statue of Liberty represents freedom and the United States; middle initials represent middle names; and composers use musical notes to represent the musical sounds they wish musicians to play. What other items can you think of that represent other things? (*Answers may vary.*)



Image Card 4



Activity Page 3.1



ENGLISH  
LANGUAGE  
LEARNERS



Writing

Writing to Explain

**Beginning**

Allow students to dictate answers to an adult.

**Intermediate**

Allow students to work collaboratively.

**Advanced/  
Advanced High**

Encourage students to add additional details.

**ELPS 5.G**

Lesson 3: Hinduism

# Application



**Reading:** Students will describe the five components of an early Asian civilization.

**TEKS 2.9.D.i**

**Writing:** Students will gather information to plan for an informative writing piece.

**TEKS 2.13.C**

**Language:** Students will identify, use, and explain the meaning of homographs.

**TEKS 2.3.D**

**Speaking and Listening:** Students will listen actively, ask relevant questions to clarify information, and answer questions.

**TEKS 2.1.A**

**CIVILIZATIONS CHART (5 MIN)** **TEKS 2.9.D.i**

**Show Image Card 4 (Array of Hindu Gods)**

- Talk about the Image Card and explain that this is an image of Ganesh, Brahma, Vishnu, and Shiva, three of which are the most important gods in Hinduism. Have students share what they learned from the read-aloud about these gods and about Hinduism. Tell students that you are going to place the Image Card on the Early Indian Civilizations Chart, in the Religion column, to help them remember that people in ancient India had a religion with many gods that is still practiced by many Indians today.
- Have students cut out the image of the Hindu gods from Activity Page 2.2 and glue or tape it in the corresponding box on Activity Page 2.1 to complete their own charts.

**COMPARISON CHART (10 MIN)** **TEKS 2.6.E; TEKS 2.13.C**

- Refer to the Comparison Chart you created in Advance Preparation.
- Discuss each item listed in the left-hand column as it relates to Hinduism, and record students' responses in the corresponding column so that, by the end of this activity, the chart will appear as follows. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word that you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

**TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

- Save the chart for future reference to be used in Lessons 6 and 7.
- Have students complete their own chart using Activity Page 3.1.

Characteristics	Hinduism	Buddhism
<b>Number of gods</b>	many	
<b>Name of followers</b>	Hindus	
<b>Name of holy text(s)</b>	Rigveda	
<b>Holy place</b>	the Ganges River	
<b>Important figure(s)</b>	Shiva, Brahma, Vishnu	
<b>Interesting fact</b>	Answers may vary.	



### MULTIPLE MEANING WORD ACTIVITY (5 MIN)

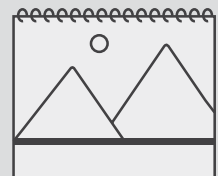
TEKS 2.3.D

#### Multiple Choice: Club Show Poster 2M (Club)

The images on the poster are labeled as follows:

- “1” for the noun meaning a heavy wooden stick
- “2” for the noun meaning a group of people who meet to participate in an activity, such as a sport or hobby
- “3” for the noun meaning a playing card that is marked with a black shape that looks like three round leaves
- Have students hold up one, two, or three fingers to indicate which image shows the meaning of the word being discussed.
- Remind students they heard, “In each hand [Vishnu] holds Hindu symbols of the universe, including a club, a discus, a conch shell, and a lotus flower.”

Poster 2M



TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

- Use the following questions as you review the images on the poster:
  - Which picture shows the meaning of the word *club* that indicates a heavy wooden stick? (1)
  - *Club* can mean other things. *Club* can also mean a playing card marked with a black shape that looks like three round leaves. Which picture shows a playing card with this kind of shape? (3)
  - *Club* can also mean a group of people who meet to participate in an activity, such as a sport or hobby. Which picture shows this type of club? (2)
- Have students work with a neighbor to review the different meanings of *club*. Encourage students to listen actively to their neighbor and to provide detailed responses using complete sentences. For example, they could say, "I belong to a chess club." Their neighbor should respond, "That's '2.'"



**TEKS 2.1.A**

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End Lesson



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## EARLY ASIAN CIVILIZATIONS

# The Tiger, the Brahman, and the Jackal

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review important aspects of Hinduism.

✦ **TEKS 2.1.A**

### Reading

Students will identify trickster tales as a type of fiction, and be able to describe the characters, plot, and setting of the story “The Tiger, the Brahman, and the Jackal.”

✦ **TEKS 2.1.A; TEKS 2.8.C; TEKS 2.9.A**

### Language

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

✦ **TEKS 2.3.C**

### Reading

Students will discuss the use of figurative language and sequence events from a trickster tale.

✦ **TEKS 2.7.D; TEKS 2.10.D**

Students will discuss elements of drama such as characters, dialogue, and setting.

✦ **TEKS 2.9.C**

## FORMATIVE ASSESSMENT

### Activity Page 4.1

**Sequencing the Story** Each student will sequence six images from the story to demonstrate understanding of the characters and plot.

✦ **TEKS 2.7.D**

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/-tion/sion; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> Class Map <input type="checkbox"/> world map or globe
Essential Background Information or Terms			
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	
"The Tiger, the Brahman, and the Jackal"			
Comprehension Questions			
Word Work: <i>Unjust</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
On Stage	Whole Group Independent	20 min	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> plain paper <input type="checkbox"/> scissors and tape or glue
Sequencing the Story			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display the Class Map prepared in Lesson 1.

### Note to Teacher

As you tell students that the read-aloud is a trickster tale, you may want to point out that the word *trickster* has the work *trick* in it. Have students tell their partner what kind of story they think trickster tales are. Share with students that a trickster tale is a type of folktale where the trickster is a character in the story that is clever and funny. The trickster thinks of ways to trick others.

## Universal Access

- For students who may not be familiar with the concept of a jackal, it would be helpful to show them a picture of a jackal and share brief information about the animal.

### CORE VOCABULARY

**contrary, n.** the opposite of what was said or done earlier

Example: Manuel was sure his sister made a mistake, but on the contrary, her homework was completed correctly.

Variation(s): none

**devour, v.** to eat very quickly; to gobble up

Example: When I feed my dog his dinner, he will usually devour it in a few minutes.

Variation(s): devours, devoured, devouring

**distracted, adj.** unable to focus or concentrate on something

Example: Olivia had a hard time finishing her homework because she was distracted by all the noise around her.

Variation(s): distract

**pious, adj.** religious

Example: Trudy's grandmother was a pious woman who prayed many times a day.

Variation(s): none

**unjust, adj.** not right or fair

Example: Melissa claimed that she was innocent and that her punishment was unjust.

Variation(s): none

### Vocabulary Chart for "The Tiger, The Brahman, and the Jackal"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		contrary devour distracted pious unjust	
Multiple Meaning			
Sayings and Phrases	on the contrary a good turn the way of the world second opinion licking his chops		

## Lesson 4: The Tiger, The Brahman, and the Jackal



# Introducing the Read-Aloud

**Speaking and Listening:** Students will review important aspects of Hinduism.



**TEKS 2.1.A**

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

- Have students locate India on the Class Map, a world map, or a globe.
- Remind students that they have just learned about Hinduism, a religion practiced widely in India and the third-largest religion in the world. Explain that there are priests in Hinduism, and that these priests are called Brahmins.
- Review what students know about Hinduism by asking the following questions:
  - You have heard the word *Brahman* before. What does *Brahman* mean? (*the spiritual force that Hindus believe is the source of all existence, or life; all of the Hindu gods and goddesses together represent Brahman*)
  - Why do you think a Hindu priest (or worship leader) would be called a Brahmin? (*Answers may vary, but may include that priests, like Hindu gods and goddesses, are spiritual.*)



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Tell students that today's read-aloud is a folktale from India. Explain that a folktale is a story that someone made up long, long ago and has been told again and again. It is also a trickster tale.

### Show image 4A-6: Tiger, Brahman, and jackal talking

- Share with students that in today's read-aloud, there are three characters: a tiger, a jackal (which is a wild, dog-like animal), and a Brahman, or Hindu priest.
- Have students describe what they see in image 4A-6.



#### Check for Understanding

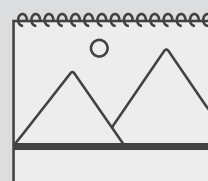
**Heads or Toes:** If the statement I read is true, put your hands on your head. If the statement I read is not true, put your hands on your toes.

- Hindu priests are called Brahmans. (*head*)
- The spiritual force that Hindus believe is the source of all existence or life is also known as Brahman. (*head*)
- Hindus believe in only one god known as Shiva. (*toes*)
- All Hindu gods and goddesses represent Brahman. (*head*)

## Support

Have students identify characteristics of a trickster tale. (*a type of folktale and a form of fiction where the trickster is a clever character who tricks others*)

## Flip Book 4A-6



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

Exchanging Information and Ideas

### Beginning

Provide a simple description of the character's appearance.

### Intermediate

Provide greater details of the image, including the characters and their surroundings.

### Advanced/ Advanced High

Use key details in the image to describe the characters, their surroundings, and what they appear to be doing in the image.

**ELPS 3.B**

## Lesson 4: The Tiger, the Brahman, and the Jackal

# Read-Aloud



**Reading:** Students will be able to identify trickster tales as a type of fiction, and be able to describe the characters, plot, and setting of the story “The Tiger, the Brahman, and the Jackal.”

✦ **TEKS 2.1.A; TEKS 2.8.C; TEKS 2.9.A**

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

✦ **TEKS 2.3.C**

### PURPOSE FOR LISTENING

- Have students listen carefully to see who the trickster is in this story, and how he tricks others.

### “THE TIGER, THE BRAHMAN, AND THE JACKAL” (15 MIN)



#### Show image 4A-1: Tiger in cage talking to Brahman

Once upon a time, a tiger was caught in a trap. He clawed and gnawed at the bars of his cage, but he could not escape.

While the tiger was struggling to escape, a Hindu holy man happened to pass by.

The tiger called out to the holy man: “Oh **pious** Brahman, help me! *The word pious means religious or devoted to one’s religion. A Brahman is a Hindu priest.* Let me out of this cage!”

Now, the Brahman believed in being kind and gentle to everyone he met, and it was part of his religion to treat animals like brothers. But, at the same time, he saw the danger of letting the tiger out.

“Why should I let you out?” asked the Brahman. “If I do, you will probably eat me.”

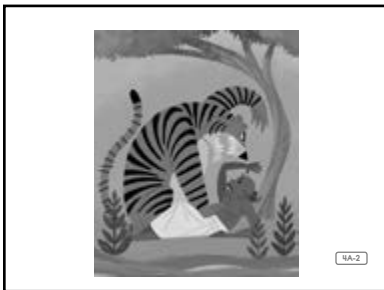
### Support

If *on the contrary* means the opposite of what was just said, what is the tiger promising the Brahman?

✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/-tion/sion.

“No, no!” said the tiger. “I swear I won’t do that. On the **contrary**, I will be forever grateful to you and serve you forever!” *On the contrary means the opposite of what was said before.*

The tiger sobbed and sighed and wept so piteously that the pious Brahman’s heart softened and at last he agreed to open the door of the cage. *What does pious mean?*



**Show image 4A-2: Tiger ready to eat Brahman**

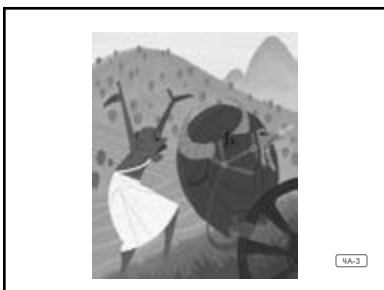
As soon as he was out of the cage, the tiger pounced on the Brahman.

“What a silly man you are!” said the tiger.  
“What is to prevent me from eating you now?”

“Nothing,” said the Brahman. “Nothing at all. But, Brother Tiger, consider what it is you are about to do. Isn’t it **unjust** or **unfair** to eat me when I have done you a good turn by letting you out of the cage? Do you think it is fair to eat me up when you promised that you would not do so?”

“It is perfectly fair,” said the tiger. “Ask anyone and they will tell you that this is the way of the world.”

“Will they?” said the Brahman. “Suppose we ask the next three things we see? Will they agree that it is fair for you to eat me?” *The Brahman wants someone or something to agree that the tiger shouldn’t eat him.*



**Show image 4A-3: Brahman asking buffalo**

Now there happened to be an old buffalo standing a little way off, by the side of road. The Brahman called out to him.

“Brother Buffalo, what do you think? Is it fair for Brother Tiger here to **devour** me or **gobble me up quickly** when I have freed him from his cage? Is it just, or fair, for him to eat me when he has promised not to do so?”

“When I was young and strong,” said the buffalo in a hoarse, tired voice, “I served my master well. I carried heavy loads and carried them far. But now

**Support**

Who or what should the Brahman ask?

that I am old and weak, how does he reward me for my years of service? He leaves me here by the side of the road, without food or water. I say, let the tiger eat the Brahman, for these men are an ungrateful bunch.”



### Check for Understanding

**Thumbs Up/Thumbs Down:** [Ask one student: What does the word *unjust* mean? Tell the other students: If you agree with the definition just given for *unjust* indicate that with a thumbs up. If you disagree, indicate this with a thumbs down.]

“Aha!” said the tiger. “You see that the buffalo’s judgment is against you!”  
*Did the buffalo give the Brahman any sympathy? Does the mistreated buffalo think the tiger is being unjust?*

“Indeed, it is,” said the Brahman. “But let us hear a second opinion.”



### Show image 4A-4: Brahman asking banyan tree

A few yards away, there was an ancient banyan tree that cast a shadow on the road.

“Brother Banyan,” said the Brahman. “What do you think? Is it fair for Brother Tiger here to eat me when I have freed him from his cage? Is it just for him to do this when he promised he would not?”

The banyan tree looked down and sighed.

“In the summer,” said the banyan tree, “when it is hot, men take shelter from the sun in the shade I supply. But, when the sun goes down, they break off my branches and burn them in their fires. I say, let the tiger eat the Brahman, for these men are selfish and think only of themselves.” *Does the tree give the Brahman any sympathy? Does the tree think the tiger is being unjust?*

“You see that the banyan tree agrees with the buffalo,” the tiger said.

“Indeed, he does,” said the Brahman. “But let us hear one more opinion.”

The Brahman looked down the road and spotted a jackal jogging along the edge of the woods. *What is a jackal?*



**Show image 4A-5: Brahman explaining to the jackal**

“Brother Jackal,” he called out. “What do you think? Is it fair for Brother Tiger here to eat me when I have freed him from his cage?”

“I’m sorry,” said the jackal. “I’m afraid I don’t quite understand. Would you mind explaining exactly what happened?”

The Brahman explained what had happened. He told the whole story, from start to finish. When he was done, the jackal just shook his head in a **distracted** sort of way, as if he did not quite understand. *If someone is distracted, he or she is unable to concentrate or unable to pay attention.*

“It’s very odd,” he said. “I hear what you are saying, but I can’t seem to understand it. It all seems to go in at one ear and out at the other. Could you take me to the place where all of this happened? If I can see where these things happened, perhaps I will be able to understand what exactly took place. Then I can give you my opinion.”



**Show image 4A-6: Tiger, Brahman, and jackal talking**

So the Brahman led the jackal back to the cage, with the tiger trailing along behind them, licking his chops in anticipation of a tasty meal.

“So this is the cage?” said the jackal.

“Yes,” said the Brahman.

“And what happened, exactly?”

The Brahman told the whole story over again, not missing a single detail.



## Support

Why do you think the jackal cannot understand?

“Oh, my poor brain!” cried the jackal, wringing its paws. “Let me see! How did it all begin? You were in the cage, and the tiger came walking by—”

“Poo!” interrupted the tiger. “What a fool you are! I was the one in the cage.”

“Of course!” cried the jackal. “That is very helpful. So let’s see: I was in the cage. . . . But, wait a minute. That doesn’t make any sense. I was never in the cage, was I? . . . Let me see . . . the tiger was in the Brahman, and the cage came walking by—no, that’s not it, either! Oh, dear! I fear I shall never understand!”



### Show image 4A-7: Tiger frustrated with the jackal

“You are not listening to me!” roared the tiger.

“It’s so simple! Look here—I am the tiger—”

“Yes, my lord!”

“And that is the Brahman—”

“Yes, my lord!”

“And that is the cage—”

“Yes, my lord!”

“And I was in the cage—do you understand?”

“Yes—no—Please, my lord—”

“Well?” cried the tiger impatiently.

“Excuse me, my lord!—but how did you get in?”

“How?!—Why, in the usual way, of course!”

“Oh, dear me!—I am getting confused again! Please don’t be angry, my lord, but what is the usual way?”

## Support

Based on the way the tiger looks in this image, ask students to describe how they think the tiger feels and why it might feel this way.



### Show image 4A-8: Jackal tricking the tiger into the cage

At this the tiger lost his patience. He ran into the cage, bellowing, “This way! Now do you understand how it was?”

“I think I am beginning to understand,” said the jackal. “But why did you not let yourself out?”

“Because the gate was closed!” moaned the tiger. *Why do you think the jackal cannot understand?*

“This gate?” said the jackal.

“Yes!” roared the tiger.

Then the jackal gave the gate a little nudge and it swung closed with a clicking sound.

“And that clicking sound?” said the jackal. “What does that mean?”

“That means the cage is locked,” said the Brahman.

“Does it?” said the jackal. “Does it, really? Well, in that case, Brother Brahman, I would advise you to leave it locked. And as for you, my friend,” he said to the tiger, “I suspect it will be a good while before you can find anyone to let you out again.”

Then the jackal made a little bow to the Brahman and went on his way. *Was the jackal really as confused as the tiger thought? Why not?*



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/ no questions (e.g., “Does the buffalo think it would be just, or fair, for the tiger to eat the Brahman?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “The buffalo thinks it is fair for the tiger to eat the Brahman because. . .”).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “The trickster in this tale is the jackal, and the jackal tricks the tiger.”).

#### ELPS 2.C

## COMPREHENSION QUESTIONS (10 MIN)

- Evaluative** Do the buffalo, the tree, and the jackal think the tiger’s decision to eat the Brahman is just or unjust? (*The buffalo and the tree think it is just; the jackal doesn’t give a direct answer because he pretends to not understand.*)

  - **Literal** Why do the buffalo and tree think it would be just, or fair, for the tiger to eat the Brahman? (*They were mistreated by people in the past, even though they help others, they think it’s okay for the tiger to mistreat/ eat the Brahman.* )
- Inferential** Who was the trickster in this tale, and who did the trickster fool? (*The jackal was the trickster and fooled the tiger.*)

  - **Literal** How does the jackal fool the tiger? (*He pretends to be confused and tricks the tiger into getting back into the cage.*)
- Evaluative** Is this trickster tale fiction or nonfiction? (*fiction*)

  - **Inferential** How do you know it is fiction and could not happen? (*Animals and trees don’t talk.*)
- Inferential** In what country is this trickster tale set? (*India*)

  - **Inferential** How do you know? (*There is a Brahman, a Hindu priest; Hinduism is practiced in India; etc.*)
- Evaluative** *Who? Pair Share:* Think of a question you can ask your neighbor about the read-aloud that starts with the word who. For example, you could ask, “Who let the tiger out of the cage?” Turn to your neighbor and ask your who question. Listen to your neighbor’s response. Then your neighbor will ask a new who question and you will get a chance to respond. I will call on several of you to share your questions with the class.

## WORD WORK: UNJUST (5 MIN)

1. In the read-aloud you heard, “Isn’t it unjust to eat me when I have done you a good turn by letting you out of the cage?”
2. Say the word *unjust* with me.
3. *Unjust* means not right or unfair.
4. Ben thought it was unjust that his sister got to go to the movies and he didn’t.
5. Have you ever seen a situation that you thought was unjust? Try to use the word *unjust* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I thought \_\_\_\_\_ was unjust because . . .”]
6. What’s the word we’ve been talking about?

**Use a Word Parts activity for follow-up.** What smaller word do you hear contained within the word *unjust*? [Explain to students that they hear the word *just* and the prefix *un-*. Share with students that a prefix is a set of letters attached to the beginning of a word that changes the meaning of the word.] The word *just* means fair. The prefix *un-* means “not.” When added to the word *just*, it means not right or not fair. I’m going to say several pairs of words to you, the second of which contains the prefix *un-*. How does the prefix *un-* change the meanings of the following words?

- cooked/uncooked (*not cooked*)
- harmed/unharmed (*not harmed*)
- happy/unhappy (*not happy*)
- remarkable/unremarkable (*not remarkable*)
- changed/unchanged (*not changed*)

## Lesson 4: The Tiger, the Brahman, and the Jackal

# Application



**Reading:** Students will discuss the use of figurative language and sequence events from a trickster tale.

✚ **TEKS 2.7.D; TEKS 2.10.D**

**Reading:** Students will discuss elements of drama such as characters, dialogue, and setting.

✚ **TEKS 2.9.C**

✚ **ON STAGE (15 MIN)** **TEKS 2.9.C; TEKS 2.10.D**

- Tell students that you are going to read parts of “The Tiger, the Brahman, and the Jackal” again, and this time they will act out the folktale.
- Tell students this tale included personification. Personification is a type of figurative language used to describe an animal, plant, or object as acting like a human being.



### Check for Understanding

**Evaluate:** Are the tiger’s actions in the following passages personification? If the action describes a way only a human would act, stand up. If not, stay seated.

- *Once upon a time, a tiger was caught in a trap. He clawed and gnawed at the bars of his cage, but he could not escape.* (not personification)
- *The tiger called out to the holy man: oh pious Brahman, help me! Let me out of this cage!* (personification)

### Support

To increase active participation, you may have several students act as the Brahman and the jackal.

- Have students list the characters that will be needed to act out the folktale. (*the tiger, the Brahman, the jackal, the buffalo, the tree*)
- Designate students to be various characters.

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting.

- Tell students who are not characters to listen and watch for personification. They should watch for times when animals or plants are acting like humans.
- Ask students what settings will be needed, and designate locations in the classroom for the various settings. (*cage, road, edge of woods*)
- As you read, encourage the “characters” to listen carefully to know what actions to use, such as the buffalo standing by the road, the tiger crying in its cage, etc. Also, talk about using facial expressions to show how the characters are feeling.
- As time permits, you may act out the story again to give other students a chance to act as characters.



### SEQUENCING THE STORY (5 MIN)

TEKS 2.7.D

- Have students turn to Activity Page 4.1. Explain that this activity page has pictures of events from the plot of “The Tiger, the Brahman, and the Jackal.”
- Have students look at the pictures and think about what is happening in each picture.
- Tell students they will cut out the six pictures and arrange them in the correct order to show the proper sequence of events in the story.
- When they think they have the pictures in the correct order, they should glue or tape the pictures on another piece of paper to show the sequence of events in the story.

End Lesson

### Challenge

You may also have students create some of their own dialogue to go along with the story. Encourage students to use the vocabulary learned in this lesson in their dialogue whenever possible.

### Activity Page 4.1



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening

#### Interacting with Others in Various Forms

##### Beginning

Have students collaborate with a peer to sequence two or three events

##### Intermediate

Have students collaborate with a peer to sequence four or five events

##### Advanced/ Advanced High

Have students collaborate with a peer to sequence all six events

ELPS 3.E; ELPS 4.G



TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order

## 5

## EARLY ASIAN CIVILIZATIONS

# The Blind Men and the Elephant

## PRIMARY FOCUS OF LESSON

**Reading**

Students will make, correct, or confirm predictions using text features, characteristics of genre, and structures.

✚ **TEKS 2.6.C**

**Reading**

Students will describe the characters and plot of a poem.

✚ **TEKS 2.1.A; TEKS 2.8.C**

**Language**

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

✚ **TEKS 2.3.B**

**Writing**

Students will write a simile comparing a part of an elephant to another object.

✚ **TEKS 2.12.A; TEKS 2.10.D**

**Language**

Students will form and use the past tense of frequently occurring irregular verbs.

✚ **TEKS 2.2.B.vi; TEKS 2.11.D.ii**

Students will discuss the use of literal language

✚ **TEKS 2.10.D**

✚ **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Describe an Elephant** Students will think of an object with which they can compare an elephant part.

 **TEKS 2.12.A**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> board/chart paper
Making Predictions			
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group Partner Independent	30 min	
“The Blind Men and the Elephant”			
Comprehension Questions			
Word Work: <i>Resembles</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Write About It	Partner Whole Group	20 min	<input type="checkbox"/> Activity Page 5.1
Syntactic Awareness Activity: Regular and Irregular Past Tense Verbs			



## ADVANCE PREPARATION

### Read-Aloud

- Familiarize yourself with the poem’s syntax, meter, and rhyme and, practice reading it with emphasis on key events to support students’ understanding.

### Universal Access

- The syntax and vocabulary of “The Blind Men and the Elephant” can be challenging. In addition, because this is a metered poem, it can disrupt the fluency to stop and explain each line. Instead, use physical cues to help students understand the poem as you read. Read the poem in advance and plan physical cues to use during the initial reading. For example, when the poem says “The first approached the elephant, / and happening to fall / Against his broad and sturdy side...” you might pretend to run into an elephant.
- Provide a grab bag of objects for students to feel without seeing. Have students describe the objects using only the sense of touch.
- For students who may not have seen a real elephant, show them pictures of the animal, pointing out its body features.

## CORE VOCABULARY

**bawl, v.** to cry out loudly

Example: Oliver’s baby sister would bawl whenever she was hungry.

Variation(s): bawls, bawled, bawling

**grope, v.** to search or reach for something blindly or uncertainly

Example: Marta had to grope around for candles after the power went out.

Variation(s): gropes, groped, groping

**marvel, n.** something that makes you feel wonder, surprise, or admiration

Example: Juanita thought the painting was a marvel with its bright colors and wonderful shapes.

Variation(s): marvels

**observation, n.** the act of paying close attention to or studying something

Example: Based on her careful observation of the darkening sky, Chi was able to predict the approaching storm.

Variation(s): observations

**resembles, v.** looks like or is similar to something

Example: Looking up at the sky, Hernando thought to himself, “That cloud resembles a rabbit.”

Variation(s): resemble, resembled, resembling

**Vocabulary Chart for “The Blind Men and the Elephant”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		bawl grope marvel observation ( <i>observación</i> ) resembles	
Multiple Meaning			
Sayings and Phrases	partly in the right all in the wrong much inclined within his scope bless me		

## Lesson 5: The Blind Men and the Elephant

Introducing the  
Read-Aloud

## Support

What is the difference between fiction and non-fiction?

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas

**Beginning**

Reframe questions as simple yes/no questions (e.g., “Was the Brahman the trickster in the story?”).

**Intermediate**

Provide students with a simple sentence frame (e.g., “The trickster in the story was . . .”).

**Advanced/  
Advanced High**

Encourage students to use key details in complete sentences (e.g., “The trickster in the story was . . .”).

**ELPS 2.C**

**Reading:** Students will make, correct, or confirm predictions using text features, characteristics of genre, and structures.

**TEKS 2.6.C**

**WHAT HAVE WE ALREADY LEARNED? (5 MIN)**

- Explain that today students are going to listen to a poem whose characters are from India.

**Check for Understanding**

**Review:** Review information about “The Tiger, the Brahman, and the Jackal” by asking the following questions:

- Is the story “the Tiger, the Brahman, and the Jackal” fiction or non-fiction? How do you know? (*fiction; it is a trickster tale, which is a type of fiction.*)
- What three characters are in the story? (*a tiger, a Brahman [or holy man], and a jackal*)
- What was the setting of the story and how do you know? (*It was set in India; there is a Brahman, or a Hindu holy man, and Hinduism is widely practiced in India.*)
- “The Tiger, the Brahman, and the Jackal” is a trickster tale. Which character was the trickster, and what did he do? (*The jackal was the trickster. He fooled the tiger into getting back into the cage by pretending not to understand how he got out.*)

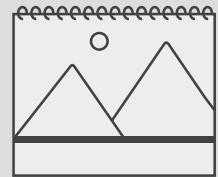
**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

- Tell students they will listen to another work of fiction today, set in India, but this time the story is in the form of a poem. Explain that a poem often has a different rhythm, or speech pattern, than the way people usually speak or write.

**MAKING PREDICTIONS (5 MIN)****TEKS 2.6.C****Show image 5A-1: Elephant**

- Explain that this poem is based on an old fable from India, and that one of the characters is an elephant. Ask students to describe the elephant in image 5A-1. Make two columns on a board/chart paper, and keep a record of student descriptions in the left column. Leave the right column blank.
- Ask students how they were able to describe the elephant, and, if necessary, prompt them to say that they used their sense of sight.
- Explain that there are also six blind men in the poem who never met an elephant before. Explain that because the six men are blind, they are trying to discover what the elephant is like without being able to see it.
- Ask students to predict what the blind men describe when they feel the elephant. Keep a record of their predictions in the right column of the chart, so you can easily refer to them during the second reading of the poem.

Flip Book 5A-1

**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

## Lesson 5: The Blind Men and the Elephant

# Read-Aloud



**Reading:** Students will describe the characters and plot of a poem.

✚ **TEKS 2.1.A; TEKS 2.8.C**

**Reading:** Students will make, correct, or confirm predictions using text features, characteristics of genre, and structures.

✚ **TEKS 2.6.C**

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

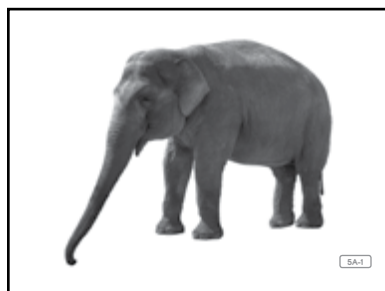
✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen to find out how each of the men in the story described the elephant.
- Encourage students to listen for the rhyme scheme, or the pattern of rhyming sounds at the end of each line of the poem.

### “THE BLIND MEN AND THE ELEPHANT” (15 MIN)

- First, read the poem aloud once, stopping to use the Guided Listening Supports. Then, reread the poem a second time, having students identify rhyming words in the poem.



#### Show image 5A-1: Elephant

*It was six men of Hindustan,  
To learning much inclined,  
Who went to see the elephant,  
(Though all of them were blind);  
That each by **observation**  
Might satisfy his mind.*

*Inclined means the men liked learning and were curious about many things. By observation means by paying close attention. Each man wanted to satisfy his mind, or his curiosity, about the elephant by paying close attention to the details.*

*What ending sounds did we hear in the first stanza, or section, of the*

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

poem? I am going to repeat the last word of each line, and I want you to listen for the rhymes that you hear. “Hindustan,” “inclined,” “elephant,” “blind,” “observation,” and “mind.” What words rhymed? (inclined, blind, mind). If we label those words with letters and use a new letter for each sound, it would look like this: Hindustan (a) inclined (b) elephant (c) blind (b)—we use b again because blind rhymes with inclined—observation (d) mind (b). So the rhyme scheme for this stanza is a b c b d b.

Let’s continue to listen to see if we notice a pattern in the rhyme scheme in other stanzas.



### Show image 5A-2: Feeling the elephant’s side

The first approached the elephant,  
And happening to fall  
Against his broad and sturdy side,  
At once began to **bawl**, or cry out loudly  
“Bless me, it seems the elephant  
Is very like a wall.” This person says an  
elephant is like a wall. This is a simile, or a

comparison between two different things using the word like or as. How is this part of the elephant like a wall? Why does he think the elephant is like a wall? Did you predict the blind men might think the elephant was like a wall?

The second, feeling of his tusk, [Point to the tusk in the illustration.]  
Cried, “Ho! What have we here  
So very round and smooth and sharp?  
To me ’tis mighty clear  
This wonder of an elephant  
Is very like a spear.” The author uses another simile in this stanza. Why does he think the elephant is like a spear? Did you predict the blind men might think the elephant was like a spear? Let’s listen again to the rhyme scheme for this stanza. The lines end with the words “tusk,” “here,” “sharp,” “clear,” “elephant,” and “spear.” The rhyme scheme we hear in the first stanza was a b c b d b. Do you think this stanza uses a similar pattern? (yes)



### Show image 5A-3: Feeling the elephant’s trunk

The third approached the animal,  
And happening to take  
The squirming trunk within his hands,  
Then boldly up and spake.  
“I see,” quoth he, “the elephant  
Is very like a . . . snake.”

Quoth and spake are old ways of saying quoted or said. Here's another simile. Why does touching the trunk make him think the elephant is like a snake? Does this illustration show what the elephant really looks like or how the blind man imagines it looks?

The fourth stretched out his eager hand  
And felt about the knee, What do you think the man will think the elephant is like if he is feeling its knee?  
"What most this mighty beast is like  
Is mighty plain," quoth he;  
"'Tis clear enough the elephant  
Is very like a tree." What simile did you hear in this stanza? Why does he think the elephant is like a tree? Did you predict the blind men might think the elephant was like a tree?



#### Show image 5A-4: Six blind men and the elephant

The fifth who chanced to touch the ear  
Said, "Even the blindest man  
Can tell what this **resembles** most; what it  
looks like most  
Deny the fact who can,  
This **marvel** of an elephant or this wonder  
of an elephant  
Is very like a fan." [Demonstrate waving a fan.]

Which part of the elephant's body is being compared to a fan?

The sixth no sooner had begun  
About the beast to **grope** That means he was touching and searching  
the elephant with his hands.  
Than, seizing on the swinging tail  
That fell within his scope, or reach  
"I see," cried he, "the elephant  
Is very like a . . . [Pause and allow students to guess what the blind  
man will say the tail is like]. . . . rope." Why does he think the elephant  
resembles a rope? Did you predict the blind men would think the  
elephant was like a rope?

And so these men of Hindustan  
Disputed or argued loud and long,  
Each of his own opinion

#### Support

Reread stanzas with  
rhyming words.

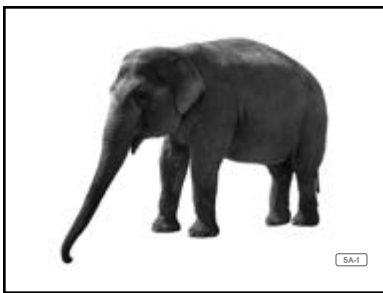
Exceeding stiff and strong,  
Though each was partly in the right,  
And all were in the wrong! It seems like most of the stanzas use the same rhyme scheme, a b c b d b. Patterns like this create rhythm, or a beat, in a poem.

## Read It Again

Reread the poem and guide students to identify rhyming words and analyze the rhyme scheme. Then reread a second time using the dramatization notes to guide students as they act out the poem. Before students begin, tell them to pretend there is a large elephant in the room.

## Support

Instruct students to close their eyes so they can observe with their senses other than their sense of sight.



### Show image 5A-1: Elephant

It was six men of Hindustan,  
To learning much inclined,  
Who went to see the elephant  
(Though all of them were blind),

That each by **observation**  
Might satisfy his mind.



### Show image 5A-2: Feeling the elephant's side

The first approached the elephant,  
And happening to fall  
Against his broad and sturdy side, [Have  
the first volunteer pretend to fall against  
the "elephant's" side.]

At once began to **bawl**,  
"Bless me, it seems the elephant

[Have the first volunteer complete the line.]

Is very like a \_\_\_\_\_." (wall)

The second, feeling of his tusk, [Have the second volunteer approach  
the "elephant" and pretend to feel its tusk.]

Cried, "Ho! What have we here  
So very round and smooth and sharp?  
To me 'tis mighty clear

This wonder of an elephant

[Have the second volunteer complete the line.]

Is very like a \_\_\_\_\_." (spear)





**Show image 5A-3: Feeling the elephant's trunk**

The third approached the animal,  
And happening to take  
The squirming trunk within his hands,  
[Have the third volunteer approach the  
"elephant" and pretend to hold the trunk.]  
Then boldly up and spake:

"I see," quoth he, "the elephant  
[Have the third volunteer complete the line.]  
Is very like a \_\_\_\_\_." (snake)

The fourth stretched out his eager hand  
And felt about the knee, [Have the fourth volunteer stretch out his or  
her hand and pretend to feel the "elephant's" knee.]

"What most this mighty beast is like  
Is mighty plain," quoth he;  
"'Tis clear enough the elephant  
[Have the fourth volunteer complete the line.]  
Is very like a \_\_\_\_\_." (tree)



**Show image 5A-4: Six blind men and the elephant**

The fifth who chanced to touch the ear  
[Have the fifth volunteer pretend to touch  
the "elephant's" ear.]  
Said, "Even the blindest man  
Can tell what this **resembles** most;  
Deny the fact who can,

This **marvel** of an elephant  
[Have the fifth volunteer complete the line.]  
Is very like a \_\_\_\_\_." (fan)

The sixth no sooner had begun  
About the beast to **grope**  
Than, seizing on the swinging tail [Have the sixth volunteer pretend to  
seize the "elephant's" swinging tail.]

That fell within his scope,  
"I see," cried he, "the elephant  
[Have the sixth volunteer complete the line.]  
Is very like a \_\_\_\_\_." (rope)

And so these men of Hindustan  
 Disputed loud and long, [Have students pretend to dispute what the elephant is like.]  
 Each of his own opinion  
 Exceeding stiff and strong,  
 Though each was partly in the right,  
 And all were in the wrong!

### COMPREHENSION QUESTIONS (10 MIN)

- Evaluative** This story is told in the form of a poem that contains a series of words that rhyme. In what way do the rhyming words and the rhyme scheme, or pattern of rhyming sounds, add to the meaning of this poem? (Answers may vary, but may include that the rhymes provide a clue to the reader about the item each of the men thinks he is feeling. For example, the first man happens “to fall” and “at once began to bawl” before deciding that the elephant “is very like a wall.” The rhyme scheme creates rhythm and structure.)
- Evaluative** Were your predictions about the way the six men would describe the elephant correct? How were the six men’s descriptions different from yours? (Answers may vary.) **TEKS 2.6.C**



#### Check for Understanding

**Recall:** Explain the similes, or comparisons using the word *like* or *as*, that described the parts of the elephant. (the side/body compared to a wall; the tusk to a spear; the trunk to a snake; the knee to a tree; the ear to a fan; and the tail to a rope)

### WORD WORK: RESEMBLES (5 MIN)

- In the poem you heard, “Even the blindest man can tell what this resembles most; deny the fact who can, this marvel of an elephant is very like a fan.”
- Say the word *resembles* with me.
- Resembles* means to look like someone or something.
- Kia resembles her mother because she looks like her.

**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

### Challenge

Ask students how the blind men can be both right and wrong at the same time.



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### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Reframe questions as simple yes/no questions (e.g., “What is the elephant’s ear like?”).

##### Intermediate

Provide students with a specific sentence frame (e.g., “One blind man compares the elephant’s ear to a ...”).

##### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “One blind man compares the elephant’s ear to a fan because it is large, flat, and round”).

**ELPS 2.C**

### Challenge

Ask students how the blind men can be both right and wrong at the same time.

5. Tell me about two people or things that resemble one another. Try to use the word *resembles* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: " \_\_\_\_\_ resembles \_\_\_\_\_."] ]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to list three objects. Only two of these objects will be like one another, or will resemble one another. Then you will say, " \_\_\_\_\_ resembles \_\_\_\_\_." For example, if I say, "Cat, horse, kitten," you would say, "A kitten resembles a cat."

- a puppy, a dog, a fish (*A puppy resembles a dog.*)
- a girl, her sister, an ice cream cone (*A girl resembles her sister.*)
- a pony, a lion, a horse (*A pony resembles a horse.*)
- a computer screen, a television, a radio (*A computer screen resembles a television.*)

## Lesson 5: The Blind Men and the Elephant

# Application



**Writing:** Students will write a simile comparing a part of an elephant to another object.

✚ **TEKS 2.12.A**

**Language:** Students will form and use the past tense of frequently occurring irregular verbs.

✚ **TEKS 2.2.B.vi; TEKS 2.11.D.ii**

**Language:** Students will discuss the use of literal language.

✚ **TEKS 2.10.D**

✚ **WRITE ABOUT IT (10 MIN)** **TEKS 2.12.A**

### Describe an Elephant

- Have students turn to Activity Page 5.1 and direct their attention to image 5A-4 at the top of the activity page.

✚ **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

Activity Page 5.1





## Writing

### Writing

#### Beginning

Have students dictate a comparison to a teacher, using familiar vocabulary.

#### Intermediate

Have students dictate a comparison to a peer using familiar vocabulary.

#### Advanced/

#### Advanced High

Have students write a comparison independently using familiar vocabulary.

**ELPS 5.B; ELPS 5.G**

- Explain that students will use this image to think about a way in which they could compare a part of the elephant to another object, just as the men in the story did.
- Have students work in pairs to plan and refine their comparisons. Have them choose a body part of the elephant and think of something to compare it to.
- Suggest students use the following prompt in describing their comparison to their partner: "This part of the elephant is like a \_\_\_\_\_," to see if the partner can guess which part of the elephant is being described.
- After students have chosen a comparison, have them write a sentence on Activity Page 5.1 comparing the elephant part to the object. Then have students exchange comparisons with a partner. Each student should try to explain the simile and tell whether it makes a true comparison.
- As time allows, students may illustrate their comparisons.

## SYNTACTIC AWARENESS ACTIVITY (10 MIN)

### Regular and Irregular Past Tense Verbs

- The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

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

- Tell students that today you will be talking about verbs. Explain that many verbs are action words, or words that describe doing something. For example, *run* is an action verb because it is something someone can do.
- Explain that action words can be used to show whether something is happening now, whether something already happened, and whether something is over and done with. **TEKS 2.10.D**



### Check for Understanding

**Sit Down/Stand Up:** If a verb is used in the present tense in a sentence I read, stand up. If a verb is used in the past tense, sit down (hint: because it already happened).

**TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

- Today we paint portraits. (*stand up*)
- The teachers walked to the library. (*sit down*)
- The dog chased the ball. (*sit down*)

- 
- Explain that you will say two sentences that relate to the poem “The Blind Men and the Elephant.” One sentence will refer to something that is happening now, and the other sentence refer to something that has already happened.
    - The blind men approach the elephant.
    - The blind men approached the elephant.
  - Ask students to identify the action word in the first examples? (*approach*) Ask them to explain how the action word changed in the second example to show that the action already happened? (*add /t/*)
  - Explain that when writing about actions that have already happened, you usually add *-ed* to the end of the action word. The end of the action word for something that already happened usually sounds like /t/, /d/, or /ed/, depending on what sound the action word ends in.
  - Tell students you will play a quick review game. Explain that you will say something that is happening now, and students should tell you how to say it already happened yesterday:
    - Today, we smile. (*Yesterday, we smiled.*)
    - Today, we smell flowers. (*Yesterday, we smelled flowers.*)
    - Today, we clap our hands. (*Yesterday, we clapped our hands.*)
    - Today, we sneeze loudly. (*Yesterday, we sneezed loudly.*)
    - Today, we call grandma. (*Yesterday, we called grandma.*)
    - Today, we hop on one foot. (*Yesterday, we hopped on one foot.*)
    - Today, we reach to the sky. (*Yesterday, we reached to the sky.*)
    - Today, we jump rope. (*Yesterday, we jumped rope.*)
  - Explain that there are some verbs or action words that are irregular, which means not regular, when used to say something has already happened. Explain that these verbs are irregular, or not regular, because you do not add *-ed* to the end when writing about the actions, and the end of the word doesn’t sound like /t/, /d/, or /ed/ when it is spoken.

### Support

Mimic the action verb for students and have them mimic it back to you to increase kinesthetic association.

- Explain that you will say two sentences related to the poem. One sentence will refer to something that is happening now, and the other sentence will refer to something that has already happened.
  - The blind men go to see the elephant.
  - The blind men went to see the elephant.
- Ask students to describe how the verb *go* changed to show the action already happened. (*went*)
- Tell students you will play the game again, but this time with irregular verbs. Explain that you will say something that is happening now, and students will rephrase the statement to show the action already happened yesterday:
  - Today, we run a race. (*Yesterday, we ran a race.*)
  - Today, we eat apples. (*Yesterday, we ate apples.*)
  - Today, we go to the auditorium. (*Yesterday, we went to the auditorium.*)
  - Today, we do work. (*Yesterday, we did work.*)
  - Today, we tell stories. (*Yesterday, we told stories.*)
  - Today, we make decorations. (*Yesterday, we made decorations.*)
  - Today, we take one cookie. (*Yesterday, we took one cookie.*)
  - Today, we sit down. (*Yesterday, we sat down.*)
- Tell students that the more they listen to stories and hear these irregular verbs, the more they will remember them and use them when they talk.
- Have students work in partners to tell each other all about what they did yesterday. Encourage students to use the correct past tense for all regular and irregular verbs when telling about the day before. Students should listen carefully so they can share their partners' stories with the class.

End Lesson



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## Speaking and Listening

### Using Verbs

If students have difficulty saying the past tense of each irregular verb, give them the incorrect form for contrast. For example, you might ask students, “Should we say, ‘I *eated* lunch yesterday’ or ‘I *ate* lunch yesterday?’” Guide students in recognizing that the past tense of *eat* is *ate*, not *eated*.

**ELPS 1.F; ELPS 2.C;**

**ELPS 4.F**

## 6

## EARLY ASIAN CIVILIZATIONS

## Diwali

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will recall the important elements of Hinduism.

✚ **TEKS 2.1.A**

## Reading

Students will describe the importance of Diwali, including the significance of various customs associated with it.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G**

## Language

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

✚ **TEKS 2.3.B**

## Writing

Students will describe an image from the read-aloud and will incorporate peer feedback into their writing.

✚ **TEKS 2.11.A; TEKS 2.11.C**

Students will discuss the use of descriptive language.

✚ **TEKS 2.10.D**

## FORMATIVE ASSESSMENT

## Activity Page 6.1

**Interactive Writing** Students will write a brief description of an image of a Diwali celebration, receive peer feedback, and incorporate that feedback in their writing.

✚ **TEKS 2.11.A; TEKS 2.11.C**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> world map or globe
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	
“Diwali”			
Comprehension Questions			
Word Work: <i>Custom</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Interactive Writing	Independent Partner	20 min	<input type="checkbox"/> board/chart paper <input type="checkbox"/> Activity Page 6.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to use the Comparison Chart, which was started during Lesson 3.

### Application

- Plan to pair students for the Interactive Writing activity.

### Note to Teacher

If any students or adults in your school celebrate Diwali, invite them to share their own traditions with the class.



## CORE VOCABULARY

**archer, n.** someone who shoots with a bow and arrow

Example: The archer took careful aim at the target so that the arrow hit the middle of the target.

Variation(s): archers

**custom, n.** something a person or group does regularly or over a period of time

Example: It was Taylor’s custom to read a book before she went to sleep each night.

Variation(s): customs

**Diwali, n.** a Hindu festival celebrated in October or November each year, that involves the lighting of many lamps and candles

Example: Arti and her family light special lamps each year on Diwali.

Variation(s): none

**prosperity, n.** success; good fortune

Example: Studying hard can lead to great prosperity in school and in life.

Variation(s): prosperities

**Vocabulary Chart for “Diwali”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Diwali	archer ( <i>arquero/a</i> ) prosperity ( <i>prosperidad</i> )	
Multiple Meaning		custom ( <i>costumbre</i> )	
Sayings and Phrases	cycles of the moon symbolizing light over darkness time of new beginnings		

## Lesson 6: Diwali

# Introducing the Read-Aloud



**Speaking and Listening:** Students will recall the important elements of Hinduism.

**TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED?

- Use the Comparison Chart on display and Activity Page 3.1 to help students review what they have already learned about Hinduism.
- As you ask students the following questions about Hinduism, show them Flip Book images 3A-1 to 3A-8 to facilitate discussion and help them formulate answers.



### Check for Understanding

**Thumbs Up/Thumbs Down:** As classmates answer the following questions, give a thumbs up if you agree with the answer, or a thumbs down if you disagree.

- Where did Hinduism begin? (*India*) [Have a student locate India on a world map or globe.]
- Which river is sacred to the Hindu people? (*Ganges River*)
- How many gods are there in Hinduism? (*many*)
- Who are the three most important gods in Hinduism? (*Brahma, Vishnu, and Shiva*)
- What are some important Hindu beliefs? (*dharma, reincarnation*)
- What questions do you have about what we have learned so far?

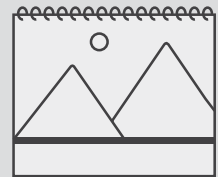
Remind students that there are often holidays associated with a particular religion.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Activity Page 3.1



## Flip Book 3A-1–3A-8



## Challenge

If students were exposed to the *Early World Civilizations* domain in Grade 1, ask them if they know of any holidays associated with Judaism, Christianity, and/or Islam.

Lesson 6: Diwali

# Read-Aloud



**Reading:** Students will describe the importance of Diwali, including the significance of various customs associated with it.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G**

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

✚ **TEKS 2.3.B**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to today's read-aloud to find out if there are any important holidays in Hinduism.

## "DIWALI" (15 MIN)



### Show image 6A-1: Hindu woman

What is this woman holding in her hands?

[Pause for student responses.] This woman is a Hindu and she is holding candles for **Diwali** [/dee\*wol\*ee/]. Diwali is one of the many festivals held every year by Hindus in India and around the world. *Diwali* means "Festival of Lights."

Diwali is an important festival because of what each light symbolizes. According to an ancient Indian legend, Diwali began many, many years ago to celebrate the victory, or success, of a king in battle. The story, however, begins with a Hindu god.



### Show image 6A-2: Vishnu

As you know, Hindus worship many gods and goddesses. Who is the god Vishnu?

Vishnu is known by Hindus as the protector of the whole universe. Hindus believe that long ago when the earth was troubled by an evil

## Support

Pause and have students share something they remember about Vishnu.

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

demon named Ravana, Vishnu sent himself as a human being to save Earth's people from Ravana's cruelty.



### Show image 6A-3: Prince Rama victorious, people celebrating

Vishnu's human form, born to the king of the holy city of Ayodhya [/o\*yoe\*tyə/], was named Rama.

Prince Rama was intelligent and kind. An especially good **archer**, he grew up to be a noble warrior. *An archer is a person who uses*

*a bow and arrow.* Following Vishnu's plan, Rama left his city to fight Ravana, the evil demon. He fought a long and difficult battle. Finally, after fourteen years, Rama defeated Ravana and returned home to become the new king. *The prince Rama fought the evil demon Ravana for fourteen years! Do you think that's a long time to fight someone?* To celebrate his return, the people of Ayodhya lit rows of small, clay, oil-burning lamps called diyas [/dee\*yae/]. They placed these lamps in their windows, by their doors, and in the rivers and streams. The light of each lamp's flame was a symbol of good, returning after years of darkness, or evil. Every year thereafter Hindus in Ayodhya repeated the **custom** or *habitual practice* of lighting lamps, honoring the strength and goodness of Rama. Gradually, the custom spread to other parts of the land. *Why did the people light lamps?*



### Show image 6A-4: Child holding a light

Today, Diwali is the most famous of all Indian festivals. Begun by the Hindus, Diwali is now celebrated by many Indians worldwide, not just Hindus. The timing of the festival, which is based on the cycles of the moon, falls on different days every year, but it is always in either October or November. For five days,

people celebrate the goodness in one another. *During which months is the festival?* Lamps and candles illuminate windows and doorways. Walls and gateposts are strewn with tiny lights. Garlands of electric lights stretch for miles throughout the cities and the countryside. Each light stands for the good inside the person who lit it, symbolizing light over darkness—good over evil.

## Support

Have students repeat the name Rama.



### Check for Understanding

**1-2-3-4-5:** For how many days do people celebrate the good in themselves and in others? Raise the number of fingers to indicate the correct number of days. (*five*)

### Support

Have students repeat the name Lakshmi.

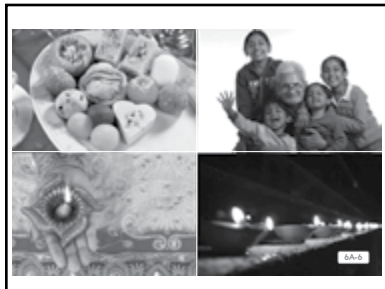


### Show image 6A-5: Lakshmi

Lakshmi [/luk\*shmee/], the Hindu goddess of wealth and **prosperity**, is also welcomed into the homes of the Hindu people during Diwali.

*What is Lakshmi the goddess of? Prosperity means success or good fortune.* In the weeks before the festival begins, Hindu families

clean their homes in anticipation of pleasing Lakshmi's spirit when she visits them. They bow in front of statues to Lakshmi, thanking her and praying for a prosperous *or successful* year ahead. Flowers adorn homes and businesses. Some businessmen even decorate their cars with flowers and palm fronds, hoping that Lakshmi will help their engines run well for the coming year! Diwali is a time of new beginnings, much like New Year's celebrations in other parts of the world.



### Show image 6A-6: Diwali celebration

Diwali is celebrated differently in different parts of India. Customs vary, but nearly everywhere people delight in spending these five days with family and friends. *What does the word custom mean?* They send cards to relatives and give gifts to one another. They buy new clothes for Diwali festivities. They

play games, sing songs, say special prayers, and gather to share big meals. Dried fruits, nuts, and lots of sweets fill their homes. Firecrackers split the air on most nights, lighting up the sky even more during this magical Festival of Lights.

## COMPREHENSION QUESTIONS (10 MIN)

- 1. Literal** What is the name of an important holiday in Hinduism? (*Diwali*) How long does the holiday last? (*five days*)
  - **Literal** Who celebrates this holiday? (*Hindus and other Indians around the world*)
- 2. Literal** What do people do during Diwali? (*light lamps, candles, or display electric lights; spend time with family and friends; send cards to relatives and give gifts to one another; etc.*)
  - **Literal** Why is this holiday called Diwali, or “Festival of Lights”? (*lamps and candles are lit to symbolize goodness*)
- 3. Literal** What do the lights during Diwali symbolize? (*the goodness in other people that shines over evil*)
- 4. Evaluative** You heard that Lakshmi, the goddess of wealth and prosperity, is welcomed into the homes of Hindus during Diwali. Why do you think this particular goddess is welcomed? (*Answers may vary.*)
- 5. Evaluative** Why is it important for people celebrating Diwali to clean their homes, light candles, decorate their cars, homes, and businesses with flowers, and spend the five days with family and friends? (*Answers may vary, but should include that the lights and candles are symbols of good and the goodness that is inside of the person lighting it; homes, businesses and cars are cleaned and decorated with flowers to please Lakshmi’s spirit when she visits; and people spend this celebration with family and friends as a new beginning.*)



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### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Reframe questions as simple yes/no questions (e.g., “Do people light lamps and candles during Diwali?”).

##### Intermediate

Provide students with a simple sentence frame (e.g., “During Diwali, people light . . .”).

##### Advanced/

##### Advanced High

Encourage students to use key details in complete sentences (e.g., “Lighting lamps or candles is a tradition during Diwali. The lights symbolize the goodness that shines over evil.”).

#### ELPS 2.C

## WORD WORK: CUSTOM (5 MIN)

1. In the read-aloud you heard, “Every year thereafter Hindus in Ayodhya repeated the custom of lighting lamps, honoring the strength and goodness of Rama.”
2. Say the word *custom* with me.
3. A custom is something a person or group does regularly or over a period of time.
4. It was Meliza’s custom to eat apples with salt.
5. Do you have a custom in your family? Try to use the word *custom* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My custom is to . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** With your partner, talk about a custom you and your family have. This may be a custom you have to celebrate important events such as birthdays, or a custom you have on a particular holiday, or a custom you have more often than once a year.

Lesson 6: Diwali

# Application



**Writing:** Students will describe an image from the read-aloud, and will incorporate peer feedback into their writing. **TEKS 2.11.A; TEKS 2.11.C**

Students will discuss the use of descriptive language. **TEKS 2.10.D**

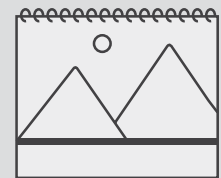
**INTERACTIVE WRITING** **TEKS 2.11.A; TEKS 2.11.C**

- Remind students of the four steps of the writing process: planning, drafting, editing and revising, and publishing.
- Tell students that today they will draft and revise a description of an image they saw during the read-aloud about Diwali.

### Show image 6A-4

- On a board/chart paper, model writing a simple sentence to describe the image.
  - Example: *A girl is holding a candle.*
- Ask students to suggest descriptive words that you might add to the sentence to make it richer and more complex.

Flip Book 6A-4, 6A-6



### Check for Understanding

**Stand Up/Sit Down:** If the word or phrase I say is descriptive, or gives you a clearer idea of how something looks, smells, sounds, etc., stand up. If the word or phrase I say is not descriptive, or doesn't give you enough information to get an idea of how it looks, smells, sounds, etc., stay seated.

- desk (*stay seated*)
- gooey, sweet marshmallow (*stand up*)
- bright, pink, fuzzy sweater (*stand up*)

**TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.



## Activity Page 6.1



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Writing to Describe

#### Beginning

Allow students to dictate one or two sentences to an adult.

#### Intermediate

Allow students to work collaboratively with an adult or peers to draft one or two sentences.

#### Advanced/ Advanced High

Have students work independently to draft one or two sentences.

**ELPS 5.G**

- As students propose descriptive words to your sentence about image 6A-4, use editing carets to show the insertion of those words.
  - A student may suggest adding the word *young* to your description. Draw a caret between the words *A* and *girl* and write the word *young* above it. As other descriptive words are added, continue modeling the technique.

## Show image 6A-6

- Have students turn to Activity Page 6.1.
- Explain that each student will choose one of the four pictures from image 6A-6 and write 2 or 3 complete sentences about the picture and how it relates to the celebration of Diwali.
- After students have drafted their sentences, have them trade papers with a designated partner.
- Explain that the partner should provide the author with suggestions for adding more descriptive words to their sentences. Have students use the editing/revising technique that you modeled for them, using editing carets. **TEKS 2.10.D**
- Have partners return Activity Page 6.1 to the author. Explain that students will use their partners' suggestions to revise their own original sentences at the bottom of Activity Page 6.1.

End Lesson

 **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

## EARLY ASIAN CIVILIZATIONS

## Buddhism

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will identify important aspects of Hinduism, including the significance of Diwali.

✚ TEKS 2.1.A

## Reading

Students will explain religion as a key component of a civilization and describe important aspects of Buddhism.

✚ TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G

## Language

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

✚ TEKS 2.3.B; TEKS 2.7.F

Students will learn multiple meanings for the word *train*.

✚ TEKS 2.3.B

## Writing

Students will gather information to preplan for an informative writing piece.

✚ TEKS 2.6.H

## FORMATIVE ASSESSMENT

## Activity Page 7.1

**Hinduism or Buddhism** Students will identify certain facts as pertaining to either Hinduism or Buddhism.

✚ TEKS 2.6.H

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.H** synthesize information to create new understanding.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	☐ Activity Page 3.1
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	☐ Class Map
“Buddhism”			
Comprehension Questions			
Word Work: <i>Conquer</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Civilizations Chart	Whole Group Independent	20 min	☐ Image Cards 5, 6 ☐ Activity Pages 2.1, 2.2, 3.1, 7.1 ☐ scissors and tape or glue ☐ Poster 3M
Comparison Chart			
Multiple Meaning Word Activity: <i>Train</i>			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Be prepared to reference the Early Indian Civilizations Chart (Activity Page 2.1), which was completed during Lesson 3.

### Read-Aloud

- Display the Class Map, which was created for use in Lesson 1.

### Application

- Be prepared to reference the Early Indian Civilizations Chart and the Comparison Chart.

## Universal Access

- Be sure the Civilizations Chart is clearly visible to students, and be prepared to reference it during the Introducing the Read-Aloud and Application activities.

### CORE VOCABULARY

**Buddhism, n.** a widespread world religion that honors Buddha and his teachings

Example: Buddhism began in India many, many years ago, but it is practiced by people all over the world today.

Variation(s): none

**conquer, v.** to overcome something by mental or physical force

Example: To conquer his fear of heights, Alejandro walked to the top of the Washington Monument.

Variation(s): conquers, conquered, conquering

**suffering, n.** experiencing misery or pain

Example: Natural disasters cause suffering for the people affected.

Variation(s): none

**venture, v.** to do something despite a possible danger or risk

Example: Despite great dangers, firefighters often venture into burning buildings to help others.

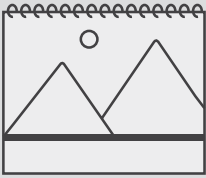
Variation(s): ventures, ventured, venturing

Vocabulary Chart for “Buddhism”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Buddhism ( <i>budismo</i> )	conquer ( <i>conquistar</i> ) suffering ( <i>sufrimiento</i> ) venture	
Multiple Meaning			
Sayings and Phrases			



Flip Book 3A-1–3A-8



ENGLISH  
LANGUAGE  
LEARNERS



Speaking and Listening

Exchanging Information  
and Ideas

**Beginning**

Reframe questions as simple yes/no questions (e.g., “Are there many gods in Hinduism?”).

**Intermediate**

Provide students with a simple sentence frame (e.g., “In Hinduism, there are . . . gods”).

**Advanced/  
Advanced High**

Encourage students to use key details in complete sentences (e.g., “In Hinduism, there are many gods, both male and female, that take different forms.”).

**ELPS 2.C**

**Lesson 7: Buddhism**

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify important aspects of Hinduism, including the significance of Diwali.

**TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED?

- Use Activity Page 3.1 to help students review what they have already learned about Hinduism.
- As you ask students the following questions about Hinduism, show them Flip Book images 3A-1 to 3A-8 to facilitate discussion and help them formulate answers.
  - How many gods are there in the Hindu religion? (*many*)
  - What is the name of the followers of Hinduism? (*Hindus*)
  - What is the name of the holy text in Hinduism? (*Rigveda*)
  - Who are three important figures in Hinduism? (*Shiva, Brahma, and Vishnu*)
- Remind students that there is still an empty column on their chart that needs to be completed. Tell students that this column is titled “Buddhism.”

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Lesson 7: Buddhism

# Read-Aloud



**Reading:** Students will explain religion as a key component of a civilization and describe important aspects of Buddhism.

📌 **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G**

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

📌 **TEKS 2.3.B; TEKS 2.7.F**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to learn important facts about Buddhism.

## “BUDDHISM” (15 MIN)



### Show image 7A-1: The Great Stupa of Sanchi

Look at this photograph. Do you have any ideas about what it could be? *[Pause for student responses.]* This is the Great Stupa of Sanchi, one of many sacred, *or holy* dome-shaped shrines built all over Asia to honor the Buddha, the founder of **Buddhism**. Today you will learn a little bit about Buddhism, the world's fourth-largest religion, and the Buddhists who practice this religion.



### Show image 7A-2: Young Siddhartha happy inside the palace

It all began about twenty-five hundred years ago with the birth of Siddhartha [*/sid\*dar\* tə/*] Gautama [*/got\*om\*ə/*] in the foothills of the Himalayan Mountains.

📌 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate

## Support

Ask students to name the world's third-largest religion. (*Hinduism*)

## Support

Point to the Himalayan Mountains on the class map. Have students repeat the name *Siddhartha Gautama*.

Siddhartha was a prince, born to very rich parents. Siddhartha's parents loved him very much, so much in fact, that they wanted to protect him from all the **suffering** *or misery and pain* in the world. By doing so, they thought he would always be happy. So, Siddhartha was kept behind the walls of the palace and was given anything he wanted—fine food, beautiful clothes, wonderful toys, and plenty of servants. Siddhartha knew very little about life outside the palace walls.



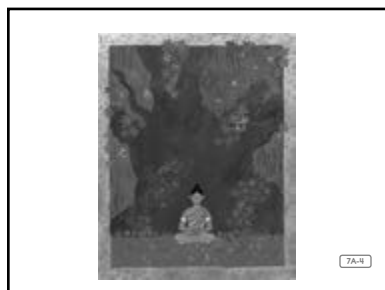
**Show image 7A-3: Siddhartha shocked by poverty and suffering**

Then, as Siddhartha grew into a young man, he began to **venture** out beyond the walls of the palace. *Despite possible danger, Siddhartha began to explore beyond the palace walls.*

Driven by a servant in a horse-drawn chariot, Siddhartha was shocked and dismayed to

see what his parents had kept hidden from him. On one trip he saw a poor old woman, bent over and barely able to stand. On another, he saw a sick and hungry man lying by the side of the road, crying out for help. On a third trip, Siddhartha saw two people weeping. *Are these nice things Siddhartha is seeing?*

All around him people were suffering. Siddhartha began to worry about all of these people outside the palace walls. What, he wondered, could he do to help them? Seeing all of this suffering, Siddhartha could no longer be happy with his comfortable life. And so, he made the decision to leave his riches behind. One night, he crept out of the palace, moved beyond its walls, and headed out along India's dusty roads in search of answers to his questions.



**Show image 7A-4: Siddhartha meditating under a fig tree**

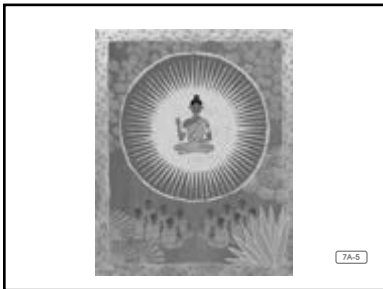
For many years Siddhartha wandered the land, studying with spiritual teachers along the way. He was forever asking his teachers how to **conquer** *or overcome* suffering and achieve happiness on Earth. None of their answers seemed to satisfy him. One night, stopping to

rest beneath a fig tree, Siddhartha crossed his legs and vowed that he would not move until he had the answers to his questions. *How long do you think Siddhartha will have to sit there before he can answer his questions of how to conquer suffering and achieve happiness?*

**Support**

Have students discuss how these things may have made Siddhartha feel.

Siddhartha sat under the fig tree for seven weeks, meditating on his questions. When he finally had the answers he was searching for, he felt like an entirely different person. During those seven weeks, he believed he had received “enlightenment.” *In Buddhism when someone receives enlightenment, it means the person gains a greater understanding of life, no longer desires, or wants, worldly goods, and is then believed to be free from suffering.* Siddhartha now thought he had a new and deeper understanding about life, why people suffer and how to end suffering on Earth. Siddhartha became known as the Buddha, meaning “one who is awake,” or “Enlightened One.”



### **Show image 7A-5: Enlightened Buddha**

What do you suppose Siddhartha, the Buddha, learned during those seven weeks? *[Pause for student responses.]* The Buddha learned several lessons, and his lessons became known as the Four Noble Truths. These four truths are:

*All people experience suffering and unhappiness.*

*Suffering and unhappiness come from greed, or desiring or wanting too many worldly things.*

*Suffering and unhappiness end when unrealistic desires end. If something is unrealistic, that means it is very difficult or impossible to achieve.*

*People can end suffering and unhappiness by following a few basic rules.*

The Buddha’s rules may sound familiar to you. They include rules like: Be kind to others. Do not tell lies or cheat or steal. Do not be selfish. Do not harm people or animals. Train your mind to think clearly. *The word train as used in this sentence means to practice skills. The word train can also refer to a group of vehicles that travel on a track and are connected to one another.* The Buddha lived a long life, traveling through India, teaching others *[Point to the followers in the image.]* about the Four Noble Truths and his rules for life. He had many followers in his lifetime, and Buddhism spread to many lands after his death. One person who is credited with helping the spread of Buddhism is a powerful ruler named Asoka.





### Show image 7A-6: Asoka

Asoka was not always an enlightened person. Rather, he was a warrior king who led many soldiers into battle, wounding and killing thousands of people as he expanded his great empire. *How would you describe Asoka, who led many soldiers into battle? Does it sound like he was greedy and desired too many*

*worldly things?* But one particularly violent battle changed Asoka's life. As he rode across the battlefield, seeing how his desires to rule a great empire hurt others, he became horrified by what he had done. Asoka decided that day to change his life and study the teachings of the Buddha. From then on, instead of sending men into battle, he became nonviolent and sent trained teachers throughout Asia to spread the teachings of Buddhism. *How would you describe Asoka now after he began studying Buddhism?*



### Show image 7A-7: Asoka directing good works, teachers to help the people

Often traveling in great caravans, Asoka's trained teachers did more, much more than preach and teach. In India and far beyond, they carried food and medicine to help people in need. Asoka also ordered his teachers to build hospitals for people and animals, dig wells and

irrigation ditches, plant shade trees by the road to comfort weary travelers, and to build roads to ease traveling from place to place. *Which of these good works do you see in the image?*

Asoka made sure that the Buddha's messages of peace and kindness were carved on big rocks and stone monuments all over India. Although he allowed his people to practice Hinduism and other religions, he wanted everyone to be enlightened by the teachings of the Buddha. Stupas, like the one you saw at the beginning of this read-aloud, already existed, but Asoka built many more stupas to hold relics *or important historical objects* of the Buddha. Today, Buddhists travel from all over the world to worship at these sacred shrines.



### Check for Understanding

**Recall:** Describe important aspects of Buddhism. (*Answers may vary, but may include that it was started by Siddhartha Gautama; Buddha had many followers in his life; Buddhism spread to many lands after his death; it was spread in large part because of Asoka; an important teaching of the religion is the Four Noble Truths.*)

## COMPREHENSION QUESTIONS (10 MIN)

- Inferential** What component, or part, of a civilization did you hear about today? (*a religion*)
  - Literal** What is the name of the religion you heard about in today's read-aloud? (*Buddhism*)
- Inferential** How was Siddhartha's early life different from what he saw when he ventured out into the world? (*In the early part of his life, Siddhartha lived in a palace and was given everything he could possibly want. When he ventured out into the world, he saw suffering, a poor old woman, a sick and hungry man, and weeping people.*)
- Evaluative** How did Siddhartha's experience seeing suffering in the world lead to the creation of Buddhism? (*When Siddhartha saw all the suffering in the world, he studied with many spiritual teachers to try to learn how to conquer, or overcome, the suffering and achieve happiness. The answers he found are the basis of Buddhism.*)
  - Literal** What did Siddhartha become known as after he achieved enlightenment, a new and deeper understanding of life? (*the Buddha*)
- Inferential** What are the Four Noble Truths? (*They are the lessons Siddhartha learned that form the basis of Buddhism.*)
- Inferential** Asoka was a great ruler who helped spread Buddhism across Asia. How did he do this? (*He preached, taught, carried food and medicine to help people in need, built hospitals, etc.*)



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Did the suffering Siddhartha saw in the world lead to the creation of Buddhism?").

#### Intermediate

Provide students with a simple sentence frame (e.g., "The suffering Siddhartha saw in the world led to the creation of Buddhism because . . .").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

#### ELPS 2.C

## WORD WORK: CONQUER (5 MIN)

1. In the read-aloud you heard, “[Siddhartha] was forever asking his teachers how to conquer suffering and achieve happiness on Earth.”
2. Say the word *conquer* with me.
3. *Conquer* means to overcome something by mental or physical force.
4. Jimmy was able to conquer his fear of dogs after his mother took him with her to volunteer at the animal shelter; he saw that all of the dogs there were gentle and sweet.
5. Do you have any fears that you would like to conquer? Try to use the word *conquer* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I want to conquer my fear of . . .”]
6. What’s the word we’ve been talking about?

**Use a Discussion activity for follow-up.** Think of a challenge you have conquered this year. It may be something you learned at school, such as reading, or it may be something outside of school, such as learning to ride a bike. Turn to your partner to discuss the challenge you have been able to conquer. Be sure to use the word *conquer* when talking about your challenge.

Lesson 7: Buddhism

# Application



**Writing:** Students will gather information to prepare for an informative writing piece.

**TEKS 2.6.H**

**Language:** Students will learn multiple meanings for the word *train*. **TEKS 2.3.B**

## CIVILIZATIONS CHART (5 MIN)

### Show Image Card 5 (The Buddha)

- Have students share what they learned about Buddhism. Tell students that you are going to place the image card on the chart in the Religion column to help them remember that Buddhism is another religion practiced in early India and, like Hinduism, is still practiced in India. Remind students that Buddhism spread all over Asia and is still practiced around the world today.
- Have students cut out the image of Buddha from Activity Page 2.2 and place it in the corresponding box on Activity Page 2.1.

### Show Image Card 6 (Asoka)

- Talk about the image card, and have students share what they learned from the read-aloud about Asoka. Tell students that you are going to place this image card on the chart in the Leaders column to help them remember there were kings in early Indian civilizations and to help them remember how important a leader is to the development of a civilization.
- Have students cut out the image of Asoka from Activity Page 2.2 and place it in the corresponding box on Activity Page 2.1.

## COMPARISON CHART (10 MIN)

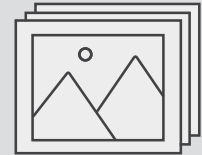
- Direct students' attention to the Comparison Chart and the information recorded on it about Hinduism.
- Explain that you are going to complete the third column with what they learned today about Buddhism.
- Discuss each item listed in the left-hand column as it relates to Buddhism, and record students' responses in the corresponding column on the right. Tell students you are going to write down what they say, but that they are not expected to be able to read every word that you write because they are

**TEKS 2.6.H** synthesize information to create new understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Activity Pages  
2.1, 2.2



Image Cards 5, 6



still mastering the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them. If students have trouble recalling facts, you may wish to use images from the Flip Book to help them remember relevant details.



### Check for Understanding

**Thumbs Up/Thumbs Down:** As classmates provide an answer to be placed on the chart, give a thumbs up if you agree with the answer, or a thumbs down if you disagree.

- When you have completed the discussion, the chart should look like the following:

Characteristics	Hinduism	Buddhism
<b>Number of gods</b>	many	none
<b>Name of followers</b>	Hindus	Buddhists
<b>Name of holy text(s)</b>	Rigveda	The teachings of the Buddha, i.e., the Four Noble Truths
<b>Holy place</b>	the Ganges River	Stupa/the Great Stupa of Sanchi
<b>Important figure(s)</b>	Shiva, Brahma, Vishnu	Siddhartha Guatama (the Buddha)
<b>Interesting fact</b>	Answers may vary.	Answers may vary.

### Activity Page 7.1



- Have students use Activity Page 3.1 to complete this chart on their own. Consider pairing students who are not ready to fill out their charts independently with those who are able to do so.
- Remove or cover up the Comparison Chart for the following assessment activity.

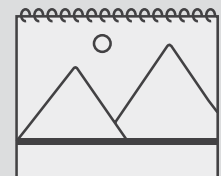
- Use Activity Page 7.1 to assess students' knowledge of the differences between Hinduism and Buddhism. Point out that the image on the top of the middle column of Activity Page 7.1 represents Hinduism, and the image at the top of the right-hand column represents Buddhism.
- Explain that, as you read each statement, students should put an 'X' in the middle column if the fact relates to Hinduism, and they should put an 'X' in the right-hand column if the fact relates to Buddhism.
- Ask the following questions:
  1. This religion is based on the teachings of Siddhartha. (*Buddhism*)
  2. This religion has many, many gods. (*Hinduism*)
  3. The Ganges River is a holy place for this religion. (*Hinduism*)
  4. This religion is based on the Four Noble Truths. (*Buddhism*)
  5. Important figures in this religion are Shiva, Brahma, and Vishnu. (*Hinduism*)
  - Collect Activity Page 7.1 to grade at a later time.

**MULTIPLE MEANING WORD ACTIVITY (5 MIN)**

**Sentence in Context: Train**  
**Show Poster 3M (Train)**

- Remind students that they heard in the read-aloud, "Train your mind to think clearly."
- Explain that the word *train* in this sentence means to practice skills. Have students hold up one or two fingers to indicate which image on the poster shows this meaning.
- *Train* also has other meanings. The word *train* can mean a group of vehicles that travel on tracks and that are connected to one another. Have students hold up one or two fingers to indicate which image on the poster shows this meaning.
- Have students work with a neighbor to make a sentence for each meaning of *train*. Remind them to use complete sentences.
- Have several students share their sentences with the class.

Poster 3M



End Lesson

# Pausing Point

## NOTE TO TEACHER

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

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

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Locate Asia, India, and China on a map or globe
- Explain the importance of mountains in the development of early Asian civilizations
- Explain the importance of the Indus and Ganges Rivers for the development of civilization in ancient times
- Describe the key components of a civilization
- Identify Hinduism and Buddhism as religions originating in Asia
- Describe the basic principles of Hinduism and Buddhism
- Identify important figures in Hinduism and Buddhism
- Identify Diwali as an important holiday in Hinduism
- Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- Identify trickster tales and folktales as a type of fiction
- Demonstrate familiarity with the poem “The Blind Men and the Elephant”

## MID-DOMAIN ASSESSMENT

### The Early Indian Civilization

- Distribute a copy of PP.1 and PP.2 to each student.

**Directions:** Cut and paste images related to early Indian civilization from Activity Page PP.2 onto the correct row in the first column of PP.1. Then write a phrase or sentence about what you learned about each component in the second column.

## ACTIVITIES

### Image Review

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

### Early Indian Civilizations Image Card Review

**Materials:** Image Cards 1–6, Early Indian Civilizations Chart

- In your hand, hold Image Cards 1–6 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Buddha, a student may pretend to meditate under a tree for a long time. The rest of the class will guess what feature of civilization is being described. Proceed to another card when the correct answer is given.

### Key Vocabulary Brainstorming

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

- Give students a key domain concept or vocabulary word such as *Hinduism*. Have them brainstorm everything that comes to mind when they hear the word, such as Brahman, Brahma, Vishnu, Shiva, Hindus, Vedas, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

### Riddles for Core Content

- Ask the students riddles such as the following to review core content:
  - I am the largest continent in the world with the two most populous countries in the world. What am I? (*Asia*)
  - I flood when the heavy spring rains come and the snow melts from the peaks of the Himalayas. What am I? (*the Indus River*)
  - I am the most widely practiced religion in India and have many gods and goddesses. What am I? (*Hinduism*)

Activity Pages  
PP.1, PP.2





- We are the three most important gods in Hinduism. Who are we? (*Brahma, Vishnu, and Shiva*)
- I helped a Brahman and tricked a tiger back into its cage. Who am I? (*the jackal*)
- I sat under a tree for seven weeks to discover how to conquer suffering and end unhappiness. Who am I? (*Siddhartha Gautama/the Buddha*)
- I am the holy books of Hinduism, and my name means knowledge. What am I? (*the Vedas*)

### **Domain-Related Trade Book or Student Choice**

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

- Read a trade book to review a particular event, person, or concept. You may also choose to have students select a read-aloud to be heard again.

**Note:** It is recommended that “Hinduism,” “The Blind Men and the Elephant,” and “Buddhism” be read again without interruption if you do choose a read-aloud instead of a trade book.

- You may wish to take a first read of any of the read-alouds that occur after the Pausing Point without interruption, allowing students to grapple with content before you get to these lessons and read them with guided listening supports included.

### **Class Book: Early Indian Civilization**

#### **Materials: Drawing paper, drawing tools**

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain.
- Have students brainstorm important information about the Indus River, the Indus River Valley, Hinduism, Diwali, and Buddhism.
- Have each student choose one topic, draw a picture of that topic, and then write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## Using a Map

**Materials:** Class map or world map; Flip Book images 1A-6, 1A-9, 3A-1

- On the Class Map or world map, and with the use of Flip Book images 1A-6, 1A-9, and 3A-1, review the geography of Asia and early India. Help students locate and identify the Indus and Ganges Rivers and the Himalayas.
- Have students talk about the environment in which the early Indians lived and the importance of the Indus and Ganges Rivers to their existence.

## Guest Speakers

- Invite parents or religious leaders in the community to come in and talk about their traditions associated with Hinduism or Buddhism. You will want to share with them, ahead of time, the chart used for the extension activity to maintain focus on particular aspects of Buddhism and Hinduism. You may also wish to share the family letter with your speakers so they understand that you are covering the religions in the context of world history and not for the purpose of proselytizing.

## You Were There: The Indus River Valley, Diwali, The Ganges, Siddhartha Gautama the Buddha

- Have students pretend that they lived in a city in the Indus River Valley, celebrated the first Diwali, journeyed to the Ganges, or learned from the Buddha.
- Ask students to describe what they saw and heard. For example, for “Diwali,” students may talk about seeing the bright lights of the lamps and candles, which represent the good in people and Prince Rama’s victory; hearing fireworks; etc.
- Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the Buddha teaching others and write a group news article describing the events.

## **Diwali**

- Hold a class Diwali celebration with lamps instead of candles and celebrate the goodness in one another. You may wish to read a trade book about Prince Rama and his victory over the evil demon Ravana. Remind students that Diwali is a time of new beginnings for Hindus.

## **Writing Prompts**

- Students may be given an additional writing prompt such as the following:
  - The Indus River was important because . . .
  - The Ganges River is important because . . .
  - Some things I wonder about Hinduism are . . .
  - Buddhism started with . . .
  - If I could visit India . . .

## EARLY ASIAN CIVILIZATIONS

# The Yellow and the Yangtze Rivers

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review, listen actively, ask relevant questions to clarify information, and answer questions about the connection between geography and formation of ancient civilizations in India.

✚ **TEKS 2.1.A**

### Reading

Students will explain the importance of rivers to the development of the ancient Chinese civilization and describe contributions made by people.

✚ **TEKS 2.6.H**

### Reading

Students will recognize characteristics and structures of informational text, such as supporting evidence, features, and graphics.

✚ **TEKS 2.9.D.i; TEKS 2.9.D.ii**

### Language

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

✚ **TEKS 2.3.B**

### Reading

Students will describe the five components of early Chinese civilizations.

✚ **TEKS 2.7.B; TEKS 2.7.E; TEKS 2.9.D.i**

## FORMATIVE ASSESSMENT

### Activity Page 8.1

**Civilizations Chart** Students will identify the five components of an early civilization.

✚ **TEKS 2.9.D.i**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

## Exit Pass

**Components of a Civilization** Students will write one to three facts about the ancient Chinese civilization.

 **TEKS 2.7.B**

### LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> Class Map <input type="checkbox"/> world map or globe <input type="checkbox"/> Activity Page 2.1
Essential Background Information or Terms			
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> world map or globe
“The Yellow and Yangtze Rivers”			
Comprehension Questions			
Word Work: <i>Sorrow</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Civilizations Chart	Whole Group Independent	20 min	<input type="checkbox"/> Image Cards 5, 7, 8 <input type="checkbox"/> Activity Pages 8.1, 8.2 <input type="checkbox"/> scissors and tape or glue <input type="checkbox"/> index cards (one per student) <input type="checkbox"/> Class Map <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> brown, yellow, blue, and red drawing utensils
Map Quest			
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 8.3

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Be prepared to reference the Early Indian Civilizations Chart.
- Highlight the borders of China on the Class Map, world map, or globe.

### Read Aloud

- Plan to pair students for the Check for Understanding.

### Application

- Create an Early Chinese Civilizations Chart. Leave the chart on display for the remainder of the domain.

	Jobs	Cities	Writing	Leaders	Religion
<b>Early Chinese Civilizations</b>					

- Designate four areas of the classroom (e.g., the four corners) where students may gather during the Check for Understanding. Assign to each of the four areas one of the four rivers—the Indus, Ganges, Yellow, and Yangtze.

### Universal Access

- Be sure the Civilizations Charts are clearly visible, and be prepared to reference them during the Introducing the Read-Aloud and Application activities.
- Prepare a silt-making demonstration by mixing soil, sand, and clay (if available). The texture of silt is lighter and less grainy than sand, but it is still gritty. When mixed with water, it should be muddy.

## CORE VOCABULARY

**plateaus, n.** high, wide, flat ground

Example: On his vacation to the Grand Canyon, Mack took pictures of many natural bridges and plateaus.

Variation(s): plateau

**silt, n.** a mixture of soil, sand, and clay

Example: Terrance caught a fish with silt all over its fins.

Variation(s): none

**sorrow, n.** deep suffering or pain that comes from a loss

Example: Aya felt great sorrow after losing the ring her mother had given her.

Variation(s): sorrows

**Yangtze River, n.** the longest river in China

Example: The Yangtze River is the third-longest river in the world.

Variation(s): none

**Yellow River, n.** a river that flows through China's northeastern lands

Example: The Yellow River was the home of the first Chinese civilization.

Variation(s): none

### Vocabulary Chart for "The Yellow and the Yangtze Rivers"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	plateaus silt Yangtze River Yellow River	sorrow	
Multiple Meaning			
Sayings and Phrases	up and down [a river] long worshipped for their life-giving waters		

## Lesson 8: The Yellow and the Yangtze Rivers

# Introducing the Read-Aloud



Activity Page 2.1



**Speaking and Listening:** Students will review, listen actively, ask relevant questions to clarify information, and answer questions about the connection between geography and formation of ancient civilizations in India.

**TEKS 2.1.A**

**WHAT HAVE WE ALREADY LEARNED? (5 MIN)**

**TEKS 2.1.A**

- On the Class Map, a world map, or a globe, have students locate the Himalayas, the Indus River, and the Ganges River.
- Use the Early Indian Civilizations Chart and accompanying Image Cards (Activity Page 2.1) to review information about early Indian civilization. Remind students to listen actively to their peers and give detailed responses as they discuss the following questions:
  - What happened to the Indus River when snow from the Himalayas melted? (*It flooded.*)
  - How was this flooding helpful and harmful? (*It left fertile soil on the surrounding land, which made it easier to grow crops. It also flooded their houses and could destroy things in its path.*)
  - What components, or parts, of a civilization did the Indus River Valley civilization possess? (*There was a city with large structures; there was writing; there were leaders; there were religions; and people had certain jobs.*)
  - What religions started in early India? (*Hinduism and Buddhism*)



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Did the Indus River flood when snow from the Himalayas melted?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “When the snow from the Himalayas melted into the Indus River, it...”).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “Snow from high on top of the Himalayas melted in the spring and flowed into the Indus River, causing it to flood...”).

### ELPS 2.C

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Tell students that over the next several days they will hear about ancient China.
- Locate China on a world map or globe. Explain that China today has the largest population in the world: over one billion people, with even more people than India, which also has more than one billion people.
- Remind students that early civilization in ancient India began near a river, the Indus River. Today's read-aloud is about two important rivers, the Yellow and the Yangtze [/yang\*see/].
- Locate these rivers on a world map or globe.



### Check for Understanding

**Heads or Toes:** Place your hands on your head if what I say is a component, or part, of a civilization. Place your hands on your toes if what I say was not a component of a civilization:

- writing (*heads*)
- cars (*toes*)
- a religion (*heads*)
- leaders (*heads*)
- a school system (*toes*)

## Lesson 8: The Yellow and the Yangtze Rivers

# Read-Aloud



**Reading:** Students will explain the importance of rivers to the development of the ancient Chinese civilization and describe contributions made by people.

✚ **TEKS 2.6.H**

**Reading:** Students will recognize characteristics and structures of informational text, such as supporting evidence, features, and graphics.

✚ **TEKS 2.9.D.i; TEKS 2.9.D.ii**

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

✚ **TEKS 2.3.B**

✚ **PURPOSE FOR LISTENING** **TEKS 2.9.D.ii**

- Tell students to listen carefully to find out why the Yellow and Yangtze rivers were so important in ancient China.
- Encourage students to pay attention to the graphics to gain more information as they listen.

### “THE YELLOW AND YANGTZE RIVERS” (15 MIN)



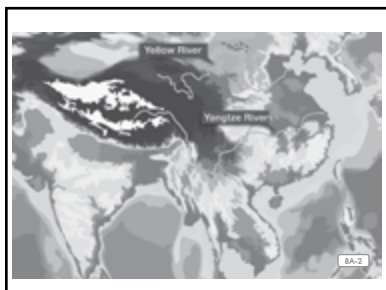
#### Show image 8A-1: Five rivers

The Tigris. The Euphrates. The Nile. The Indus. The Ganges. When you hear these names, what images do you see in your mind? *[Pause for student responses.]* Where have you heard these names before? *[Pause for student responses.]* What do they have in common? *[Pause for student responses.]* Right! They are all rivers. And what is special about these five rivers?

That's right. These ancient rivers supplied the water needed for the world's very first civilizations. *[Point to the location of the rivers on a world map as you read.]* Along the banks of the Tigris and Euphrates in ancient Mesopotamia, people worked together to grow food, build cities, and develop a way of writing. Pyramids were built up and down the Nile River in Egypt.

✚ **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

And in Asia, the Indus and the Ganges, snaking their way through India and Pakistan, have long been worshipped for their life-giving waters.



### Show image 8A-2: Map showing the Yellow and Yangtze Rivers

Today you are going to learn about the **Yellow River** and the **Yangtze River** [/yang \*see/], two more rivers that belong to this special group.

These two rivers, divided by the high, snowcapped Bayankala Mountains, and they are the two longest rivers in China. They, too, are places where early civilizations began. More people live in the Yellow and Yangtze river valleys today than in any other region on the earth. *This evidence supports the main idea that sources of water are necessary to sustain civilizations.* **TEKS 2.9.D.i**



### Support

Have students repeat the names of the rivers: Yellow and Yangtze.



### Show image 8A-3: Yellow River with silt

High up in the mountains where the Yellow River begins, its waters are very clear, but as it travels its long route through the high **plateaus** or *high, wide, flat ground* of the Bayankala Mountains, its color changes. Look at the picture and see if you can guess what makes the water turn yellow. *What do you think*

*makes the water turn yellow?* Rain and wind wash the **silt**—a fine mixture of soil, sand, and clay—from the mountains into the river, making it a muddy yellow. As this happens, the river bottom rises. And if the river bottom rises, what do you think happens to the water in the river? It rises too! And then what happens? *[Pause for student responses.]* Right! The river overflows its banks, flooding the land on either side of it. Does this sound familiar? What other rivers have you learned about that flooded? *[Pause again.]* Is this flooding good or bad? You have already learned the importance of flooding in creating fertile land for crops, but when large rivers like the Yellow River flood, they can also destroy whole cities. For this reason, the Chinese have given the Yellow River two nicknames: “Mother River,” and “China’s Great **Sorrow.**” *Sorrow is a feeling of deep sadness caused by the loss of something or someone, or by some disappointment. The Yellow River often causes China’s people sadness and pain when it floods.*



**TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.



### Show image 8A-4: Yangtze River and rice fields

The Yangtze River, China's longest river, lies to the south of the Yellow River. There the temperature is much warmer and flooding is less of a problem. *The Yangtze River is named after an ancient place that was near the river.*

Its fertile valley is sometimes called "China's rice bowl" because its temperate climate *or type of weather that is neither extremely hot nor extremely cold throughout the year* is perfect for growing rice. *So the climate and fertile soil of the Yangtze River Valley make it perfect for growing which crop?* Wheat and millet, used in making bread and noodles, grow well along the Yellow River, but rice—the main crop of China—had its beginnings along the Yangtze. Together, these two river valleys form the country's greatest food-producing region.



### Show image 8A-5: Farming

The Chinese have always been inventors. Many of their inventions changed the way people farmed, making the river valleys more and more productive. For example, the ancient Chinese invented seed planting. Instead of scattering seeds on top of the earth, they developed seed drills, used for planting seeds

in ordered rows. They invented iron plows and harnesses so that horses or oxen could easily pull the plows. And to get water from low ground to the crops planted on higher ground, the Chinese invented a pump to irrigate the fields. *These inventions are still used today.*



### Show image 8A-6: Ancient Chinese city settlement

Because they were inventive people, farming became easier for the Chinese people. More and more nomadic people *or people who have no set home and moved often to find food* began to settle permanently along the banks of the two great rivers, where food was abundant. Then, the same thing happened



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple *what* questions, e.g., “What happens when the Yellow River floods?”

#### Intermediate

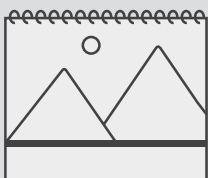
Provide students with a specific sentence frame, e.g., “The Yellow River is nicknamed “Mother River” and “China’s Great Sorrow because...”

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences, e.g., “The Yellow River is nicknamed “Mother River” because it creates fertile ground, and “China’s Great Sorrow” because it can cause psorrow.” it to flood..”

#### ELPS 2.C

### Flip Book 8A-5



in China that happened in Mesopotamia, Egypt, and India: cities emerged. Many separate cities and areas sprang up along the banks of the rivers, each led by a powerful king. The kings ruled over the people, much like the pharaohs of ancient Egypt. The people built walls, houses, and temples. They made tools and weapons of wood, stone, bronze, and iron. They also built boats. And, with the invention of copper coins, they began to trade with one another up and down both rivers. As they traded and farmed, the Chinese continued inventing new tools and systems. One of these was writing, which you will soon learn about, an important trademark of any civilization.



### Check for Understanding

**Map Check:** Turn to your partner and name one of the rivers discussed in this read-aloud, and your partner should name the other river discussed.

## COMPREHENSION QUESTIONS (10 MIN)

- Literal** In which country are the Yellow and Yangtze Rivers located? (*China*) On which continent? (*Asia*) [Have a student locate Asia and China on a world map or globe.]
- Literal** What makes the Yellow River yellow? (*It travels its long route through the high plateaus of the mountains; rain and wind wash the silt, a combination of soil, sand, and clay, from the mountains into the river, making it a muddy yellow.*)
- Literal** Why have the Chinese nicknamed the Yellow River “Mother River” and “China’s Great Sorrow”? (*The Yellow River creates fertile land for crops, but its flooding can also destroy surrounding cities and can cause the people there pain or sorrow.*)
- Inferential** Why do the Chinese sometimes call the Yangtze River Valley China’s Rice Bowl? (*The fertile soil and climate are perfect for growing rice.*)
- Evaluative** What special jobs do you think people might have had along the Yellow and Yangtze Rivers? (*Answers may vary, but may include builders, stonemasons, farmers, etc.*)

### Show image 8A-5: Farming

- Literal** What are some of the inventions the Chinese developed in order to make farming easier? (*seed drills, iron plows and harnesses, water pumps*)

## WORD WORK: SORROW (5 MIN)

1. The read-aloud says that the Yellow River is nicknamed “China’s Great Sorrow.”
2. Say the word *sorrow* with me.
3. Sorrow is pain or suffering caused by a loss.
4. Alex felt deep sorrow when his little kitten was missing for three days.
5. How can someone express sorrow? Try to use the word *sorrow* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “When someone experiences sorrow, s/he may . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** I am going to read several situations in which someone is expressing sorrow. Share how you might help the person experiencing sorrow. Try to use the word *sorrow* in your answer, and answer in complete sentences. For example, you might say, “To help \_\_\_\_\_ when s/he is expresses sorrow, I would . . .” (*Answers may vary for all.*)

- Isabel dropped her special plate on the floor, shattering it.
- Your best friend lost her favorite toy in the park.
- There is a new student in your class who just moved to the area and is missing his old friends.

## Lesson 8: The Yellow and the Yangtze Rivers

# Application

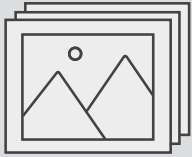


**Reading:** Students will describe the five components of early Chinese civilizations.

✦ **TEKS 2.7.B; TEKS 2.7.E TEKS 2.9.D.i**

✦ **CIVILIZATIONS CHART (10 MIN)** **TEKS 2.9.D.i**

Image Cards 5, 8, 7



### Show Image Card 5 (Buddha)

- Have students identify this image card. (*Buddha*)
- Remind students that Buddhism was practiced in India, and they placed this card on the Early Indian Civilizations Chart. Explain that Buddhism was also practiced in ancient China, so this image card will also be placed in the Early Chinese Civilizations Chart in the “Religion” box.

### Show Image Card 7 (Farming Along the Yangtze)

- Have students share what they learned from the read-aloud about farming along the Yellow and Yangtze Rivers, and compare and contrast this to farming in early India. (*They both had rivers that flooded and left nutrient-rich soil, good for farming. The Yangtze does not flood as much as the Indus or Yellow Rivers. The early Chinese farmed along the Yangtze and Yellow Rivers, whereas the early Indians farmed along the Indus.*)
- Place the image card on the chart in the “Jobs” column to help students remember that some people in early China had jobs farming near the Yangtze and Yellow Rivers.

### Show Image Card 8 (Ancient Chinese City)

- Explain that this image card shows an ancient Chinese city. Have students share what they learned from the read-aloud about the development of cities in China, and place the image card on the chart in the “Cities” column.
- Have students cut out the images of Buddha, farming along the Yangtze, and the ancient Chinese city from Activity Page 8.2. Have them glue or tape the images in the corresponding boxes of Activity Page 8.1.

Activity Pages  
8.1, 8.2



✦ **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text;  
**TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.



### Exit Pass **TEKS 2.7.B**

**Components of a Civilization:** On an index card, have students write one to three facts about the ancient Chinese civilization that indicates it had one or more components of a civilization. Direct students to use the five categories across the top of the Early Chinese Civilizations Chart, and the information they heard in the read-aloud, to guide their writing.

### MAP QUEST (10 MIN)

- Remind students that they have already learned about two important rivers during their studies of ancient India, the Indus and the Ganges, and that today they learned about two more rivers as they began their studies of ancient China.
- Explain that students will continue their map quest started in the first lesson in this domain. Today they will label the country they have learned about, as well as draw and label the new rivers. Explain that you will label a Class Map along with them as they fill out their own maps.
- Using Activity Page 1.1, have students color in brown the border of China and label this area “China.” Mark this area on your Class Map and label it.
- Have students locate the series of caret marks in China on their map, and have them color these marks brown. Tell students that these marks represent the Bayankala Mountains; have students label this feature “Bayankala Mountains.” Draw a matching series of brown caret marks on the Class Map and label it.
- Color and label the Yellow River on the Class Map with a yellow marker, beginning in the Bayankala Mountains and flowing east toward the Yellow Sea. Have students draw and label a matching line in yellow on their maps to represent the Yellow River. Remind students that rain and wind wash silt from the mountains into the river turning it yellow, and that excess rain and silt also raise the river bed, causing the river to flood.

### Activity Page 1.1



 **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.



- Follow the same procedure for the Yangtze River, farther in the south. Have students draw and label a matching line in blue on their maps to represent the Yangtze River. Remind students that flooding is less of a problem in the area around the Yangtze River because of the warmer climate or type of weather. Ask students to share which crop grows very easily in this warm climate. (*rice*)
- Finally, have students locate the dot on the map (next to the Indus River), and remind them that it represents the city of Mohenjo-daro in ancient India. Remind students that the same thing happened in China: many separate cities sprang up along the banks of the Yellow and Yangtze Rivers. Ask students to add several red dots along these rivers to represent the ancient cities that formed.
- If time allows, have students compare and contrast what they just learned about the Yellow and Yangtze rivers to what they know about the Indus and Ganges Rivers. Remind students that cities around these rivers were able to form because of the rich soil the floodwaters left behind.



### Check for Understanding

**Four Corners:** I will read several statements about the four rivers you've learned about (Indus, Ganges, Yellow, and Yangtze). If the statement refers to the Indus River, walk slowly and quietly to this corner of the room. [Point to the corner you preselected to represent the Indus River. Continue in this manner until you identify each of the other three locations.]

- This river is sacred to Hindus. (*Ganges*)
- This river has two nicknames: "Mother River" and "China's Great Sorrow." (*Yellow*)
- This river is China's longest river and flooding is less of a problem with this river. (*Yangtze*)
- This river flooded from the snow melting from the Himalayas. (*Indus*)

Lesson 8: The Yellow and the Yangtze Rivers

# Take-Home Material

**FAMILY LETTER**

- Send home Activity Page 8.3.

Activity Page 8.3



## 9

## EARLY ASIAN CIVILIZATIONS

Paper, Writing,  
and Calligraphy

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review the key components of a civilization.

✚ **TEKS 2.1.A; TEKS 2.6.E**

**Reading**

Students will describe contributions made by the people of ancient China.

✚ **TEKS 2.6.G**

**Language**

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

✚ **TEKS 2.3.B**

**Writing**

In collaboration with peers, students will plan a book describing writing in ancient China.

✚ **TEKS 2.1.D; TEKS 2.11.A**

**Reading**

Students will recognize characteristics and structures of informational text, including the central idea, supporting evidence, features, and graphics.

✚ **TEKS 2.9.D.i; TEKS 2.9.D.ii**

**Writing**

Students will develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

✚ **TEKS 2.11.B.ii**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Bookmakers** In collaboration with peers, students will plan a book describing writing in ancient China.

 **TEKS 2.1.D; TEKS 2.11.B.ii**

### Exit Pass

**Oral Assessment** Students will name one Chinese invention.

 **TEKS 2.6.G**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> Image Card 3
Essential Background Information or Terms			<input type="checkbox"/> book with printed words and binding
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	
“Paper, Writing, and Calligraphy”			
Comprehension Questions			
Word Work: <i>Durable</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Civilizations Chart	Whole Group Small Group	20 min	<input type="checkbox"/> Image Card 9
Bookmakers: Plan a Book			<input type="checkbox"/> Activity Pages 8.1, 8.2, 9.1 <input type="checkbox"/> scissors, tape, or glue

## ADVANCE PREPARATION

### Application

- Plan to put students in groups of three or more to make a book. Groups will continue this activity during Lessons 10, 11, and 13.
- Create a large version of the chart on Activity Page 9.1 to help students plan a book.

Title
Facts

- **Optional:** Follow the instructions in Lessons 9, 10, and 11 to create a book about farming in ancient India to serve as a model for students.

### Universal Access

- If any students in your class are familiar with a different writing system or script from the Latin alphabet, encourage them to share it with the class (e.g., Cyrillic, Arabic, Chinese, etc.)
- Bring in examples of English and Chinese calligraphy.
- Make sure the Early Chinese Civilizations Chart is clearly visible and be prepared to reference it during the Introducing the Read-Aloud and Application activities.

## CORE VOCABULARY

**character, n.** a symbol or picture used in a system of writing

Example: A smiley face is a character used to represent happiness.

Variation(s): characters

**durable, adj.** something that is strong and made to last for a very long time

Example: The Egyptian pyramids were made with durable materials and have remained intact for thousands of years.

Variation(s): none

**remarkable, adj.** uncommon or extraordinary

Example: The birth of the baby elephant was a remarkable event at the zoo.

Variation(s): none

Vocabulary Chart for “Paper, Writing, and Calligraphy”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		durable ( <i>duradero/a</i> ) remarkable	
Multiple Meaning		character	
Sayings and Phrases	system of writing/writing system everyday lives writing surface form of art/art form a great deal of means of communication facedown		

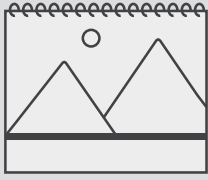
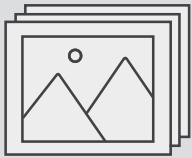


Image Card 3



ENGLISH  
LANGUAGE  
LEARNERS



Speaking and Listening

Exchanging Information  
and Ideas

**Beginning**

Reframe questions as simple choice questions (e.g., “Which key component of a civilization does this image show: writing or farming?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “...is a key component of a civilization.”).

**Advanced/  
Advanced High**

Encourage students to use key details in complete sentences (e.g., “Writing is a key component of civilizations, and this image shows writing from ancient India.”).

**ELPS 2.C**

Lesson 9: Paper, Writing, and Calligraphy

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review the key components of a civilization.

**TEKS 2.6.E**

**WHAT HAVE WE ALREADY LEARNED? (5 MIN)**

**Show image 1A-5: Cuneiform**

- What key component of a civilization does this show? (*writing*)
- Using the Early Chinese Civilization Chart, remind students that one key component of a civilization is writing.

**Show Image Card 3 (Early Indian Writing)**

- What does this image show? (*writing from ancient India*)
- Does anyone still use this writing system today? (*no*)
- Were scholars able to translate this writing system from ancient India? (*no*)

**Check for Understanding**



**One-Word Answer:** Name one of the other key components of a civilization. (*jobs, religion, cities, and leaders*)

**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Remind students that a writing system is the way words are written down using symbols. Tell students different civilizations can have different writing systems.
- Tell students the alphabet is the writing system you use every day in the classroom.
- Ask students to share why writing is important in their everyday lives.
- Explain that writing is important to civilizations because it allows people to pass down ideas and information from generation to generation and allows people to keep track of different things.
- Show students a trade book and point to the parts of a book while explaining how they are made. Tell students the pages are made of paper, the words are printed using a machine, and another machine is used to bind the book.
- Tell students that the system of writing and books in ancient China was different from the book you are holding.



## Lesson 9: Paper, Writing, and Calligraphy

# Read-Aloud



**Reading:** Students will describe contributions made by the people of ancient China.

✚ **TEKS 2.6.G**

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

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what contributions the people of ancient China made to writing.

### “PAPER, WRITING, AND CALLIGRAPHY” (15 MIN)

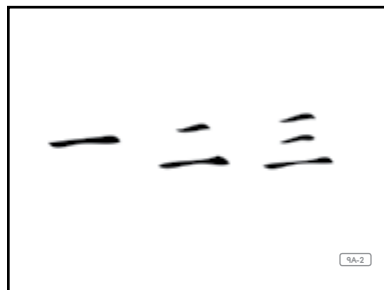
#### Support

The word *character* in this sentence means a symbol used in writing or printing. The word *character* can also mean a person who appears in a story.



#### Show image 9A-1: Chinese character for person

Look at this image. Does it look like anything you recognize? This is the Chinese **character** for person. A character is a symbol or picture used in a system of writing to represent spoken words. Each character represents a different spoken word or group of words.



#### Show image 9A-2: Chinese characters for one, two, and three

Now, look closely at these three characters. *What do you think these characters mean?* These are the characters for the numbers one, two, and three. If you wanted to write *three people*, you would combine the symbol for the number *three* with the symbol for *person*. Like this. [Turn to image 9A-3.]

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



**Show image 9A-3: Chinese characters for three and person, side by side**

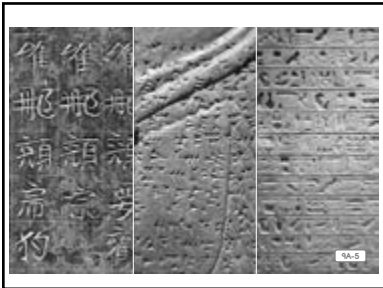
Look easy? Let's try another one.



**Show image 9A-4: Chinese character for school**

Can anyone guess what these characters mean? Together they mean school.

There are over fifty-six thousand Chinese symbols, or characters, compared to the twenty-six symbols, or letters, of the English alphabet. Most Chinese use only eight thousand in their everyday lives.



**Show image 9A-5: Chinese characters, cuneiform, and hieroglyphs**

*[Point to the corresponding form of writing in the picture as you read about each one.]* The

writing system used in China today is very much like the one developed in the Yellow River Valley over three thousand years ago.

Mesopotamia and Ancient Egypt developed

writing systems long ago as well, but their cuneiform and hieroglyphs have not been used for a very long time. So, it is quite **remarkable** to think that the Chinese are still writing with many of the same characters that their ancestors used many years ago. *Remarkable means uncommon or extraordinary. What is remarkable about Chinese writing? (It was developed long ago and is still used today.)*

How do we know that the Chinese writing system has survived all these years? Well, it has to do with a recent discovery of a most unusual writing surface. What do you use to write on today? Yes, paper. But Chinese farmers, digging in their fields, unearthed writing on a surface quite different from paper. *What do you think this surface might be?*



### Show image 9A-6: Writing on bone

This unusual writing surface is bone! Long before paper was invented, the Chinese wrote questions for mystical spirits on ox bones and on the hard protective underbellies of large river tortoises. The kings of ancient China used these bones during special ceremonies in which they sought answers to their most important questions.

Bones were not the only things that the Chinese used for writing surfaces. *What else might serve as a good surface for writing?* For thousands of years, before the invention of paper, the Chinese wrote on clay pottery, metal vases, silken cloth, wood, and bamboo strips. Bamboo, a woody plant that grows like a weed, was split and scraped to make the smooth writing surface used in China for many years. *Which of these items do you think would be easiest to write on? Which do you think would be the most difficult?*



### Show image 9A-7: Hemp paper and bamboo writing tool

The Chinese invented many things, including something to make writing easier. *Do you remember anything else the Chinese invented?* They invented paper! The first paper was made from a rope-like plant called hemp. The hemp was soaked, beaten to a pulp, *or soft*

*mash* and then dried into long, flat sheets. This first paper was very thick and rough and was not used originally for writing at all. Instead, it was used for things as varied as clothing, soldier's armor, and as a protective wrapping for fine objects.

## Support

Paper gets its name from the papyrus plant that ancient Egyptians used to make paper-like sheets. However, the Chinese are credited with manufacturing paper that led to the kind we use today.



### Show image 9A-8: Cai Lun making paper

The Chinese continued to experiment with other materials—tree bark, fishing nets, wheat stalks, and cloth rags, to name a few—trying to create a softer, smoother, lighter, writing surface. *So did the Chinese give up when they didn't invent the best writing surface the first time?* The person given credit for finding the right combination of materials was a man

by the name of Cai Lun. It was he who made the most successful product, creating a type of paper that pleased his emperor, or ruler, immensely. Finally, the Chinese had paper that was much thinner than the rough hemp fibers, and yet, much less expensive than fine silk cloth. Cai Lun's invention changed the world.

The softer, more **durable** paper meant that books were easier to make, and for many years the Chinese did indeed have more books than any other country in the world. *Durable means strong and able to last for a very long time.* However, the Chinese style of bookmaking took a long time. Think about how easy it is for you to get copies of books today. You simply go to the library or bookstore and pick out the book you want. Before those books get to the library or store, they are easily printed and bound *or put together* by machines. Well, in ancient China, each book had to be made individually. If you wanted a copy of a book, you had to copy it by hand yourself—copying each individual character, or symbol, from the very first page to the very last! *Why did it take a long time to make a book in ancient China?* (because you had to copy each page by hand)

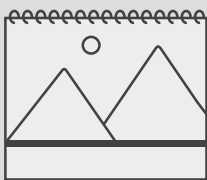


### Show image 9A-9: Chinese printing workshop

Chinese inventors came up with a solution to printing more books. Block printing was invented. The text, written on a thin piece of paper, was glued facedown to a wooden block. Then, each character was carved out to make a woodblock printing plate. A separate block

was created for each page of the book. If you made a mistake, you had to start all over again! The method wasn't perfect for sure, but the Chinese never gave up. Over the years they developed better printing methods that spread throughout the world.

## Flip Book 9A-4



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students use key words from the read-aloud to describe the block printing process (e.g., write, paper, carve, block).

#### Intermediate

Have students verbally craft complete sentences to describe block printing.

#### Advanced/

#### Advanced High

Have students verbally craft detailed sentences to describe block printing.

**ELPS 3.H**



### Show image 9A-10: Calligraphic art

Today, many people view the Chinese writing system as more than a means of communication. The beautifully formed, graceful characters are appreciated as an important form of art. This art form has a name: calligraphy. Calligraphers, the artists who produce calligraphy, often use soft

brushes made of animal hair and dipped in a special ink in order to draw characters for others to enjoy. Like many art forms, it takes a great deal of patience to master calligraphy. Do you think you have the patience to try it?

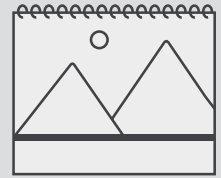
## COMPREHENSION QUESTIONS (10 MIN)

### Show image 9A-4: Chinese character for school

1. **Literal** What do you see in this image? (*Chinese characters*)
2. **Inferential** In what way is the ancient Chinese written language different from the written languages of ancient Egypt and Mesopotamia? (*It is still used today.*)
3. **Literal** Are there fewer characters in the Chinese writing system than letters in our writing system, or does Chinese have more characters? (*There are many, many more characters in the Chinese writing system.*)
4. **Literal** What writing surface did the Chinese invent? (*paper*)
5. **Inferential** How did the Chinese develop the right kind of paper for writing? (*They experimented over and over again with different materials until they discovered the right combination that gave them a lightweight, smooth, and durable product.*)
6. **Literal** What Chinese invention was developed to increase the number of book copies? (*woodblock printing*)
7. **Evaluative** Why do you think it was so important to the ancient Chinese to have paper for writing and block printing to make copies of writing? (*Answers may vary, but should explain how writing was important to civilizations because it allowed them to record and pass down information.*)
  - **Inferential** Why is writing so important to a civilization? (*because it allows civilizations to record and pass down information*)

**Show Image 9A-9: Chinese printing workshop**

- **Evaluative** *Think Pair Share:* Pretend you work in a wood block printing shop in Ancient China. Tell your partner how you would print a page using wood blocks. Use your hands to act it out as you talk to your partner (*Students should describe carving the woodblock with characters and then printing the woodblock on pieces of paper.*)

**Check for Understanding**

**Make a Choice:** What is the Chinese writing system made of: letters or characters? Raise one finger if it is letters, and raise two fingers if it is characters. (*two fingers, characters*)

**WORD WORK: DURABLE (5 MIN)**

1. In the read-aloud you heard, “The softer, more durable paper meant that books were easier to make.”
2. Say the word *durable* with me.
3. *Durable* means able to last for a very long time.
4. The little pig who built his home out of bricks used more durable materials than his brothers who used straws and sticks.
5. Have you ever wanted something to be more durable or to make something that would last a long time? Try to use the word *durable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I wish \_\_\_\_\_ was more durable.”]
6. What’s the word we’ve been talking about?

**Use a Synonyms and Antonyms activity for follow-up.** You have heard that the word *durable* means strong and long-lasting. The word *fragile* is an antonym, or opposite, of the word *durable*. *Fragile* means delicate. I am going to read several phrases describing items that may be durable or fragile. If I describe something that is strong and long-lasting, say, "That is durable." If I describe something that is delicate and could break easily, say, "That is fragile."

- a glass ornament hanging on a tree (*That is fragile.*)
- a cement dam built to hold water (*That is durable.*)
- a soap bubble floating in the sky (*That is fragile.*)
- a library building made of stone (*That is durable.*)
- the wing of a butterfly (*That is fragile.*)

## Lesson 9: Paper, Writing, and Calligraphy

# Application



**Writing:** In collaboration with peers, students will plan a book describing writing in ancient China.

✚ **TEKS 2.1.D; TEKS 2.11.A**

**Reading:** Students will recognize characteristics and structures of informational text, including the central idea, supporting evidence, features, and graphics.

✚ **TEKS 2.9.D.i; TEKS 2.9.D.ii**

**Writing:** Students will develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

✚ **TEKS 2.11.B.ii**

✚ **CIVILIZATIONS CHART (5 MIN)** **TEKS 2.9.D.i; TEKS 2.9.D.ii**

### Show Image Card 9 (Chinese Calligraphy)

- Have students share what they learned from the read-aloud about paper, writing, and calligraphy in early Chinese civilization. Ask students to identify supporting evidence from the text as they share what they learned.
- Ask students how early Chinese civilization is similar to and different from early Indian Civilization. (*They both had writing systems; the writing system created in the Indus River Valley is no longer used, whereas the writing system invented in ancient China is still used today.*)
- Tell students you are going to place the image card on the chart to help them remember that people in early China had a writing system called calligraphy.
- Have students cut out the corresponding image from Activity Page 8.2 and tape or glue it in the appropriate place on Activity Page 8.1.

### Image Card 9



### Activity Pages 8.1, 8.2



✚ **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.





### Support

Show students images from the Flip Book to help them remember facts about writing in ancient China.

**ENGLISH  
LANGUAGE  
LEARNERS**



### Writing

#### Writing

#### Beginning

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate facts using familiar vocabulary to a peer to be recorded.

#### Advanced/ Advanced High

Have students write facts using familiar vocabulary independently.

**ELPS 5.G**

## BOOKMAKERS: PLAN A BOOK (15 MIN)

**TEKS 2.9.D.i; TEKS 2.11.B.ii**

- Tell students they are going to be bookmakers like the ancient Chinese. They will work in groups and each group will make one book. The book will contain facts they have learned about paper, writing, and calligraphy in ancient China. Explain that their books will have a front cover with a title and one page for each fact.
- Tell students that before they can begin writing, they have to plan. Point to the chart and tell students they will use a chart to plan the title and the inside pages of the book.
- Ask for suggestions for a title. Tell students a title should be only a few words long and should summarize what the book is about. Write the titles in the chart you prepared in advance. As you write, tell students that you do not expect them to be able to read all of the words you have written, because they are still mastering the rules of decoding.
- Ask students to share remarkable things they learned from today's read-aloud about writing in ancient China (e.g., Chinese writing uses characters; the Chinese created paper; the Chinese wrote on bone; etc.) as well as the central idea of the text they read. Write the facts and central idea in the chart.
- Put students into groups of three or more to complete Activity Page 9.1 to plan their groups' books. One student will act as a scribe.
- Each member of the group should choose one fact they would like to write about and illustrate for the book. They may choose a fact from the list you created as a class, or they may choose their own fact. The scribe should write down each fact in the chart on Activity Page 9.1. Then, as a group, students should decide on a title. Remind students that a title summarizes what the book is about in only a few words. The scribe should record the title at the top of Activity Page 9.1.
- Tell students you have planned your book, the first step in the writing process, and that in the next lesson they will write or draft the book.



### Exit Pass **TEKS 2.6.G**

Ask each student to name one ancient Chinese invention. (*paper, block printing, calligraphy*)

End Lesson

**TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.11.B.ii** Develop drafts into a focused piece of writing by developing an idea with specific and relevant details; **TEKS 2.6.G** Evaluate details read to determine key ideas.

## EARLY ASIAN CIVILIZATIONS

# The Magic Paintbrush

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review information about ancient China.

✚ **TEKS 2.1.A; TEKS 2.9.A**

### Reading

Students will describe elements of fiction in the folktale “The Magic Paintbrush.”

✚ **TEKS 2.9.A**

### Language

Students will demonstrate understanding of the Tier 2 word *praise*.

✚ **TEKS 2.3.B; TEKS 2.7.F**

### Writing

Students will create a book about paper, writing, or calligraphy in ancient China.

✚ **TEKS 2.7.B; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Bookmakers** Students will create a book about paper, writing, or calligraphy in ancient China.

✚ **TEKS 2.7.B; TEKS 2.12.B**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> world map, globe, or Class Map
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> cork (optional)
“The Magic Paintbrush”			
Comprehension Questions			
Word Work: <i>Praise</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Bookmakers: Draft a Book	Independent	20 min	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> paper and pencils <input type="checkbox"/> coloring utensils

## ADVANCE PREPARATION

### Application

- Review group work on Activity Page 9.1 to ensure each student has a fact chosen for today’s drafting activity.

### Universal Access

- Prepare puppets, dolls, or stuffed animals to serve as characters in the story. Plan to use these characters to act out the story as you read.
- Bring in a cork to help students understand the simile used in the story. You may show how a cork bobs up and down uncontrollably in moving water.

## CORE VOCABULARY

**cork, n.** a stopper made out of the bark of a cork oak tree

Example: Mom put the cork in the bottle so the liquid would not spill out.

Variation(s): corks

**praise, n.** congratulations or compliments on a job well done

Example: Gilly received much praise for her science project.

Variation(s): praises

**regret, v.** to feel sorry about

Example: I regret walking barefoot in the snow.

variation(s): regrets, regretted, regretting

**scowl, n.** a look of anger or disapproval

Example: Chris’s mother gave him a scowl when she saw him being mean to his sister.

Variation(s): scowls

**Vocabulary Chart for “The Magic Paintbrush”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		cork ( <i>corcho</i> ) regret praise scowl	
Multiple Meaning			
Sayings and Phrases	on board once upon a time reached the ears of washed up		

## Lesson 10: The Magic Paintbrush

Introducing the  
Read-Aloud

## Support

Show images from the Flip Book to help students recall information from previous lessons.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas

## Beginning

Reframe questions as simple yes/no questions, e.g., “Is a folktale true?”

## Intermediate

Provide students with a specific sentence frame (e.g., “A folktale is a story that....”).

## Advanced/

## Advanced High

Encourage students to use key details in complete sentences (e.g., “A folktale is a story that someone made up long, long ago that has been told again and again.”).

## ELPS 2.C

**Speaking and Listening:** Students will review information about ancient China.

TEKS 2.1.A; TEKS 2.9.A

## WHAT HAVE WE ALREADY LEARNED?



## Check for Understanding

**Thumbs-up/Thumbs-down:** As your classmates answer the following questions, give a thumbs up if you agree with the answer and a thumbs down if you disagree.

- Explain that today’s read-aloud is set on the continent of Asia in the country of China. Have students locate the country of China on a world map, globe, or your Class Map.
- Ask students what they already know about writing and inventions in ancient China. (*Answers may vary.*)
- Review the following about “The Tiger, the Brahman, and the Jackal”:
  - Was “The Tiger, the Brahman, and the Jackal” fiction or nonfiction? (*fiction*)
  - What special kind of fiction story was “The Tiger, the Brahman, and the Jackal?” (*folktale*)
  - What is a folktale? (*a story someone made up long, long ago that has been told again and again*)
  - In what country did it take place? (*India*)
- Tell students that today’s read-aloud is also a folktale, but it takes place in China and is associated with ancient Chinese culture. It is called “The Magic Paintbrush.”

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

## Lesson 10: The Magic Paintbrush

# Read-Aloud



**Reading:** Students will describe elements of fiction in the folktale “The Magic Paintbrush.”

🇺🇸 **TEKS 2.7.D**

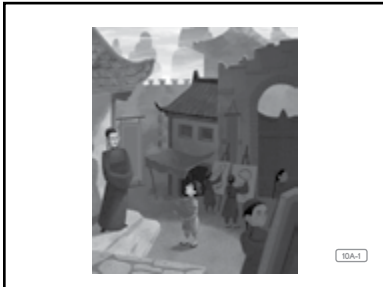
**Language:** Students will demonstrate an understanding of the Tier 2 word *praise*.

🇺🇸 **TEKS 2.3.B; TEKS 2.7.F**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to the read-aloud to find out how the paintbrush is magical.

### “THE MAGIC PAINTBRUSH” (15 MIN)



#### Show image 10A-1: Ma Liang speaking to village teacher

Once upon a time, long ago in the land of China, there lived a poor boy named Ma Liang [/mo/ [/ling/]. To help earn money for his family, Ma Liang gathered bundles of firewood to sell. But what he really wanted to do, more than anything else in the world, was paint. Ma Liang was so

poor, however, that he could not even buy a single paintbrush. *What is the setting of this story?* (China)

One day, as Ma Liang passed by the village school, he saw the children busily painting pictures. “Please, sir,” said Ma Liang to the teacher, “I would like to paint, but I have no brush. Will you loan me one?” *Do you think the teacher will loan him a brush?*

“What!” cried the teacher. “You are only a little boy who sells firewood. Go away!” *Do you think the teacher should have reacted this way?*

“I may be poor,” said Ma Liang, “but I will learn to paint!”

🇺🇸 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.



**Show image 10A-2: Ma Liang drawing fish on rock**

The next time he went to gather firewood, Ma Liang used a twig to draw birds on the ground. When he came to a stream, he dipped his hand in the water and used his wet finger to draw a fish on the rocks. That night, he used a piece of burned wood to draw animals and flowers.

Every day Ma Liang found time to make more pictures. People began to notice. “How lifelike the boy’s pictures look!” they said. “That bird he has drawn looks as though it’s ready to fly away. You can almost hear it sing!” *Do people think Ma Liang’s pictures are good? How do you know?*

Ma Liang enjoyed hearing the people’s **praise, or compliments** but still he thought, “If only I had a paintbrush!” *Do you think Ma Liang will ever get a chance to paint with a paintbrush?*

One night, after Ma Liang had worked hard all day, he fell into a deep sleep. In a dream, he saw an old man with a long, white beard and a kind face. The old man held something in his hand. “Take this,” he said to Ma Liang. “It is a magic paintbrush. Use it with care.”



**Show image 10A-3: Ma Liang with painted deer**

When Ma Liang awoke, he found his fingers wrapped around a paintbrush. “Am I still dreaming?” he wondered. Quickly he got up and painted a bird. The picture flapped its wings and flew away!

He painted a deer. As soon as he had put the last spot on the animal’s coat, it brushed its nose against Ma Liang then ran into the woods.

“It is a magic brush!” said Ma Liang. He ran to where his friends lived. He painted toys for the children. He painted cows and tools for the farmers. He painted bowls full of delicious food for everyone. *Is Ma Liang using his magic paintbrush with kindness?*



### Show image 10A-4: Ma Liang at the emperor's palace

No good thing can remain a secret forever. Soon, news of Ma Liang and the magic paintbrush reached the ears of the greedy emperor. *A greedy person is someone who wants much more than they need. What do you think the greedy emperor will do?*

“Bring me that boy and his brush!” the emperor commanded. His soldiers found Ma Liang and brought him back to the palace.

With a **scowl**, *or look of anger or disapproval* the emperor looked at Ma Liang. “Paint me a dragon!” he yelled. Ma Liang began to paint. But instead of painting a lucky dragon, he painted a slimy toad that hopped right on the emperor’s head!

“Disobedient boy!” said the emperor. “You will **regret** that!” He grabbed the magic paintbrush and ordered his soldiers to throw Ma Liang in jail.

Then the emperor called for his royal painter. “Take this brush and paint me a mountain of gold,” he commanded. But when the royal painter finished the picture, all the gold turned into rocks. *Why do you think the royal painter's mountain of gold turned into a pile of rocks?*



### Show image 10A-5: Emperor offering Ma Liang gold

“So,” said the emperor, “this brush will only work for the boy. Bring him to me!”

Ma Liang was brought to the emperor. “If you will paint for me,” said the emperor, “I will give you gold and silver, fine clothes, a new house, and all the food and drink you want.” *Would you paint for the emperor if he offered you all those things?*

Ma Liang pretended to agree. “What do you want me to paint?” he asked.

“Paint me a tree that has gold coins for leaves!” said the emperor with greed in his eyes.





### Show image 10A-6: Ma Liang painting a boat on the ocean

Ma Liang took the magic paintbrush and began to paint. He painted many blue waves, and soon the emperor saw an ocean before him.

“That is not what I told you to paint!” he barked.

But Ma Liang just kept painting. In the ocean he painted an island. And on that island he painted a tree with gold coins for leaves.

“Yes, yes, that’s more like it,” said the emperor. “Now, quickly, paint me a boat so that I can get to the island.”

Ma Liang painted a big sailboat. The emperor went on board with many of his highest officials. Ma Liang painted a few lines and a gentle breeze began to blow. The sailboat moved slowly toward the island.



### Show image 10A-7: Ma Liang’s painted storm

“Faster! Faster!” shouted the emperor. Ma Liang painted a big curving stroke, and a strong wind began to blow. “That’s enough wind!” shouted the emperor. But Ma Liang kept painting. He painted a storm, and the waves got higher and higher, tossing the

sailboat like a little **cork** or *bottle stopper* on the water. Then the waves broke the boat to pieces. The emperor and his officials were washed up on the shore of the island, with no way to get back to the palace.

And as for Ma Liang, people say that for many years, he went from village to village, using his magic paintbrush to help everyone wherever he went.

### Support

A cork is very small and light. The waves were so big and strong they tossed a huge boat around like it was small and light.

[Show students the cork you brought. (optional)]

## COMPREHENSION QUESTIONS (10 MIN)

- Inferential** Is this folktale fiction or nonfiction and how do you know?  
(*Fiction because magic paintbrushes aren't real; folktales are fiction.*)
- Inferential** Name and describe the two main characters in "The Magic Paintbrush." (*Ma Liang, who is a kind young boy who gives people things; the emperor, who is greedy*)
- Evaluative** In order, what important things happened in this story?  
[Encourage students to use the words "first, next, and last" to tell the events of the story in order.] (*Answers may vary but should mention key plot elements of the story including but not limited to the following: Ma Liang wants to paint but is poor and doesn't have a paintbrush; a teacher refuses to give him a paintbrush; he uses whatever he can find to make art; Ma Liang has a dream and receives a magic paintbrush; the emperor requests Ma Liang paint him a lucky dragon; Ma Liang disobeys the emperor and paints a frog; the emperor offers Ma Liang gold and riches if he will paint for him; Ma Liang tricks the emperor by painting him on a boat in a storm; the emperor is stranded on an island in the storm; Ma Liang travels the rest of his life using the magic paintbrush to help people in need*)
  - Literal** At the beginning of the story, what does Ma Liang want to do and why can't he do it? (*He wants to paint but he is poor and doesn't have a paintbrush.*)
  - Literal** Before Ma Liang gets the magic paintbrush, how does he make art? (*He uses twigs, water, and a piece of burned wood to draw lifelike pictures.*)
  - Literal** How does Ma Liang eventually get a paintbrush and what makes it magical? (*He receives one while he is sleeping and whatever he paints becomes real.*)
  - Literal** What does Ma Liang do when the emperor tells him to paint things? (*He tricks the emperor and paints a frog and then paints him into a storm.*)
  - Literal** After the emperor is stranded on the island, what does Ma Liang do? (*travels from village to village painting things to help people*)
- Evaluative** *Think Pair Share:* Was Ma Liang justified in putting the emperor and his officials on an island? Was it fair or just for him to do that? Why or why not? (*Answers may vary, but should make mention of the fact that the emperor was greedy and bad and that Ma Liang helped people other than the emperor with his paintbrush.*)



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/ no questions (e.g., "Is the frog a main character in 'The Magic Paintbrush?'").

#### Intermediate

Provide students with a specific sentence frame (e.g., "... is a main character in 'The Magic Paintbrush.'").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "Ma Liang is a main character in 'The Magic Paintbrush.' He is kind and generous.").

### ELPS 2.C

## Support

Show students the Flip Book images to help them retell the story.

## Support

Remind students that *just* means fair. *Justified* means someone's actions are just or fair.

## WORD WORK: PRAISE (5 MIN)

1. The read-aloud you heard, “Ma Liang enjoyed hearing the people’s praise, but still he thought, ‘If only I had a paintbrush!’”
2. Say the word *praise* with me.
3. Praise is congratulations or admiration.
4. Giuliana received much praise for the story she wrote in school.
5. Have you ever given or received praise? Try to use the word *praise* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I received praise when . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** Turn to your neighbor, think about something s/he does or has done well, and praise him or her for it. Try to use the word *praise*, and use complete sentences. For example, you might say, “\_\_\_\_\_, you deserve praise for . . .”

## Lesson 10: The Magic Paintbrush

# Application



**Writing:** Students will create a book about paper, writing, or calligraphy in ancient China. **TEKS 2.7.B; TEKS 2.12.B**

### **BOOKMAKERS: DRAFT A BOOK** **TEKS 2.7.B**

- Put students into the groups you established during Lesson 9.
- Remind students that in the previous lesson they planned a book using the chart on Activity Page 9.1 and today they will write or draft the book. Tell students that in the next lesson they will work as a group to publish their books by stapling together or binding their books. They will also make a cover with the title. Later in the domain they will share the books with the class.
- Give each student a piece of paper and a pencil. Tell students to write, or draft, one to two sentences about the fact they chose. Encourage students to refer to Activity Page 9.1 to recall the fact they chose to write about. When students are finished writing, they may illustrate the page.



#### Check for Understanding

As students are working, circulate and provide assistance as needed.

- Students may also exchange their page with a partner and use the revision process established in the Interactive Writing activity in Lesson 6 to make their sentences more descriptive.



#### Exit Pass

Collect students' page detailing a fact about writing in ancient China.

End Lesson

**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text;  
**TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

### Activity Page 9.1



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing

#### **Beginning**

Have students dictate facts, using familiar vocabulary, to a teacher to be recorded.

#### **Intermediate**

Have students dictate facts, using familiar vocabulary, to a peer to be recorded.

#### **Advanced/ Advanced High**

Have students write facts, using familiar vocabulary, independently.

**ELPS 5.G**

## 11

## EARLY ASIAN CIVILIZATIONS

## The Importance of Silk

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review information about ancient China.

✚ **TEKS 2.1.A; TEKS 2.6.G**

**Reading**

Students will describe the silk-making process.

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language**

Students will demonstrate an understanding of the Tier 2 words *emerge* and *plunged*.

✚ **TEKS 2.3.B**

**Language**

Students will identify, use, and explain the meaning of antonyms in context.

✚ **TEKS 2.3.D**

**Writing**

Students will compose, publish, and share an informational text about paper, writing, or calligraphy in ancient China.

✚ **TEKS 2.12.B; TEKS 2.11.E**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Bookmakers** Students will complete and publish a book about paper, writing, or calligraphy in ancient China.

✚ **TEKS 2.12.B; TEKS 2.11.E**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports; **TEKS 2.11.E** Publish and share writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> world map, globe, or class map
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> objects made of silk (optional)
"The Importance of Silk"			
Comprehension Questions			
Word Work: <i>Emerge</i> and <i>Plunged</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Silk Makers	Independent Small Group	20 min	<input type="checkbox"/> Activity Pages 9.1, 11.1 <input type="checkbox"/> paper <input type="checkbox"/> stapler <input type="checkbox"/> letter stamps and stamp pad <input type="checkbox"/> coloring utensils
Bookmakers: Publish a Book			

## ADVANCE PREPARATION

### Application

- Prepare a large version of Activity Page 11.1 on a board/chart paper,

### Note to Teacher

The process of making silk includes baking the silkworm cocoons with the young caterpillars inside. This may be upsetting to some students so you may want to modify the language. The Silk Makers activity in the Application section requires students to sequence and write about the steps for making silk. This activity may take longer than the time allotted, so please plan accordingly. To save time, you may wish to have students orally explain the steps while you record their answers in the class chart.

## Universal Access

- Bring in objects made of silk (e.g., scarves, handkerchiefs, ties, shirts).
- If students are familiar with the stages of a caterpillar becoming a butterfly, plan to reference these stages when reading about and discussing the first stages of silk-making.

## CORE VOCABULARY

**barriers, n.** obstacles that block something or someone’s way

Example: The heavy snowstorm left icy barriers all along the sidewalks and streets.

Variation(s): barrier

**emerge, v.** to come out or rise into view

Example: Whales must emerge from below the water so they can breathe.

Variation(s): emerges, emerged, emerging

**plunged, v.** to have fallen quickly or have been pushed with force

Example: The hot children jumped off the dock and plunged into the cool water below.

Variation(s): plunge, plunges, plunging

**trade, n.** the process of buying, selling, or exchanging goods

Example: The spice trade led people to travel far and wide in search of new spices to buy and sell.

Variation(s): none

Vocabulary Chart for “The Importance of Silk”

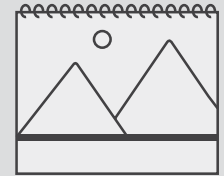
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		barriers ( <i>barreras</i> ) emerge plunged	
Multiple Meaning		trade	
Sayings and Phrases	everyday objects dangerous ground size of a pinhead web of roads		

## Lesson 11: The Importance of Silk

# Introducing the Read-Aloud



Flip Book  
7A-5, 8A-2,  
9A-4 9A-8, 9A-9



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

Exchanging Information  
and Ideas

### Beginning

Reframe questions as simple choice questions (e.g., “Does this picture show Siddhartha Gautama or Asoka?”).

### Intermediate

Provide students with a specific sentence frame (e.g., “This picture shows..., an important religious leader.”).

### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “This picture shows Siddhartha Gautama, also known as the Buddha. He was an important religious leader...”).

### ELPS 2.C

**Speaking and Listening:** Students will review information about ancient China.

✚ **TEKS 2.1.A; TEKS 2.6.G**

### WHAT HAVE WE ALREADY LEARNED?

- Have students locate China and the continent of Asia on a world map, globe, or the Class Map.
- Use the Flip Book to help students review what they have already learned about early Chinese civilization. As you show students each image, you may wish to ask them the following questions, asking follow-up questions whenever necessary:

#### Show image 7A-5: Enlightened Buddha

- Who does this picture show? (*Siddhartha Gautama, or the Buddha*)
- What religion did he start that spread to China? (*Buddhism*)

#### Show image 8A-2: Map showing the Yellow and Yangtze Rivers

- What two rivers were important to the development of ancient Chinese civilization? (*the Yangtze and Yellow Rivers*)

#### Show image 9A-4: Chinese character for school

- Which writing system are these characters a part of? (*Chinese*)
- Do people still use the Chinese writing system today? (*yes*)

#### Show image 9A-8: Cai Lun making paper

- What material did the Chinese create that was used for writing? (*paper*)

#### Show image 9A-9: Chinese printing workshop

- What tool did the Chinese invent to make book printing easier? (*block printing*)
- Before block printing, how did the Chinese make copies of books? (*by hand*)

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.G** Evaluate details read to determine key ideas.



## Lesson 11: The Importance of Silk

# Read-Aloud



**Reading:** Students will describe the silk-making process.

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 words *emerge* and *plunged*.

✚ **TEKS 2.3.B**

**Language:** Students will identify, use, and explain the meaning of antonyms in context.

✚ **TEKS 2.3.D**

### PURPOSE FOR LISTENING

- Remind students that block printing, calligraphy, and paper were all developed in early Chinese history. Tell students to listen carefully to find out about another contribution from ancient China.

### “THE IMPORTANCE OF SILK” (15 MIN)



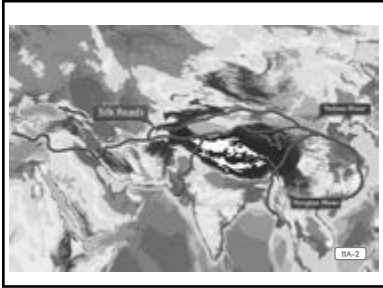
#### Show image 11A-1: Chinese inventions

Paper and printing, gunpowder and matches. Plows and kites, fireworks and rockets. Compasses used to find your way during travel. These are just some of the many things invented by the Chinese. At the time of these inventions there were no telephones, no computers, and no televisions. There

were no airplanes, no trains, no buses, or cars. So, how did people in other parts of the world learn about inventions in faraway China? Well, since the beginning of human history, curious people have looked out across deserts, mountains, and oceans, and wondered what lay on the other side of these natural **barriers**. *Barriers are things that block your way.* Explorers risked their lives, traveling out from Europe, Asia, and Africa, in search of new lands

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

and people. These explorers were not disappointed by what they found. Their discoveries included new types of clothing, tools, and everyday objects. And, as so often happens when people encounter new things, they wanted what the others had.



**Show image 11A-2: Map of The Silk Roads**

Thus, **trade** or the buying, selling, or exchange of goods began between people from different lands. Over time, people from one area of the world started to take the same paths for trade to other areas of the world, traveling the same routes from one place to another, over and over again. One of the longest and most

important trade routes was a web of roads known as The Silk Roads. *Do you see the purple lines? The purple lines on the map show where the Silk Roads went throughout Asia.* These roads joined towns and shipping ports along the Mediterranean Sea and East Africa, to towns in the northernmost parts of China. For many hundreds of years, Chinese inventions spread to other continents along the five thousand miles of The Silk Roads.

**Support**

Point to the area of ancient China on the map and trace the roads to show students how inventions spread along the Silk Roads.



**Show image 11A-3: Silk clothing, ties, etc.**

Do you suppose The Silk Roads were actually made of silk? Take a look at these pictures of silk objects. Silk is a very fine, smooth cloth known for being light but strong and is often used to make clothing, scarves, neckties, and decorative wall hangings. In fact, the Chinese used silk to send arrows flying on curved

wooden bows, for musical instruments, and for fishing lines. Silk is so strong that the early Chinese even used it for paper and money! But silk is not a good material for building roads! *Why do you think the roads were called the Silk Roads if they were not made of silk? (because they were the roads along which people traded silk)*

**Support**

Bring in things made of silk for students to pass around and feel.

The name “The Silk Roads” has nothing to do with the material used to build the roads. Rather, this long network or connected group of roads was named for the beautiful silk fabric, invented by the Chinese, which for many years was the main item traded on these roads. Everyone who saw and touched this amazingly smooth fabric, dyed in many different colors, wanted to own it. The Romans, living in Europe near the Mediterranean Sea, called China “the land of silk.” *Is the land in China really made of silk? Why do you think*

*the Romans gave China this nickname?* (because the Romans liked silk and it came from China) People wondered how to make this fabric, which had the ability to keep one warm in the winter and cool in the summer. They were willing to travel long distances over dangerous ground to buy and trade goods in exchange for the extraordinary cloth. For many years, the Chinese kept the production of silk a deep secret. *Do you think people from other lands tried to learn the secret of how to make silk? Why would they want to know?* (Yes, because silk is a valuable material.)

### Support

Show students with your fingers how small a pinhead is.



#### Show image 11A-4: Mulberries and mulberry leaves

Do you know where silk comes from? These mulberry trees hold the secret in their leaves. Special moths, blind and unable to fly, lay hundreds of tiny eggs, each about the size of a pinhead, on these leaves.



#### Show image 11A-5: Silkworms eating mulberry leaves

When the eggs hatch, caterpillars appear and begin munching on the mulberry leaves, day and night.



#### Show image 11A-6: Silkworms and cocoon

The fattened caterpillars spin a single long thread around themselves, forming a cocoon. If these puffy balls were allowed to develop, what do you suppose would **emerge?** *or come out; what do you think would have come out of the puffy balls?* Right, a new moth! But, long ago, the Chinese discovered how to stop the

development of these caterpillars in order to produce the prized, fine, silk thread. Chinese women began collecting the eggs of the silkworms. Placing them in special trays, they fed chopped up mulberry leaves to the newly hatched caterpillars and waited for them to spin their cocoons.



**Show image 11A-7: Silk cocoons in a basket**

Once the spun cocoons rested for nine or ten days, they were baked.



**Show image 11A-8: Cocoons in hot water**

Then, the cocoons were **plunged** into hot water to loosen the thread so that it could be unwound and woven into fine cloth. When something is plunged, it means that it is forced into a liquid or other material.



**Show image 11A-9: Silk thread**

This same process is still used in China and other silk-producing countries today.

## COMPREHENSION QUESTIONS (10 MIN)



### Check for Understanding

**Recall:** What were some Chinese contributions you heard about in today's read-aloud? (*silk, paper, printing, gunpowder, matches, plows, kites, fireworks, rockets, and compasses*)

- Evaluative** Why were the Silk Roads so important to people from different lands? (*They allowed people from Africa, Asia, and the Mediterranean to trade things and learn about new inventions, like silk.*)
  - Inferential** Why were trade routes from Europe to China called The Silk Roads? (*They were named for the beautiful silk fabric invented by the Chinese, which for many years was the main item traded on these roads.*)
- Inferential** How is silk made? (*Silkworm caterpillar eggs are gathered. After the caterpillars hatch they are fed mulberry leaves. The caterpillars then spin cocoons. These cocoons are baked and are then plunged into hot water to loosen the silk thread.*)
- Evaluative** *Think Pair Share:* Silk was worth a lot of money and could be traded for many different things. Why do you think the Chinese kept silk production a secret for so many years? (*Answers may vary, but should explain that the Chinese knew how to make silk and other people did not so the Chinese wanted to keep it a secret so that people had to trade with them to get the silk because they couldn't make it themselves.*)



## WORD WORK: EMERGE AND PLUNGED (5 MIN)

TEKS 2.3.D

1. In the read-aloud you heard, “If these white, puffy balls were allowed to develop, what do you suppose would emerge?” You also heard, “Then the cocoons were plunged into hot water to loosen the thread.”
2. Say the word *emerge* with me. Say the word *plunged* with me.
3. *Emerge* means to come out or rise into view. *Plunged* means to have fallen quickly or have been pushed with force. These two words are antonyms, or opposites.
4. Dolphins emerge from below the water for air. After they performed their flips, the dolphins plunged back into the water.
5. Have you ever witnessed an insect or animal emerge from a hole, a cocoon, or an egg? Try to use the word *emerge* when you tell about it. Have you ever seen something plunged into a liquid or other material? Try to use the word *plunged* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw a \_\_\_\_\_ emerge from \_\_\_\_\_. I saw a \_\_\_\_\_ plunged into \_\_\_\_\_.”]
6. What are the words we’ve been talking about?

**Use an Acting activity for follow-up:** [Divide the class into two groups. Have one group demonstrate the meaning of the word *emerge*. For example, they may emerge from beneath their desks or tables, or they may emerge from behind a door. Have the other group demonstrate the meaning of the word *plunged* by dropping an item quickly, or by forcefully plunging an item into their backpacks or desks.]



ENGLISH  
LANGUAGE  
LEARNERS

### Language

#### Using Verbs and Verb Phrases

##### **Beginning**

Provide sentence frames using the words *emerge* and *plunged* and have students provide the correct verb.

##### **Intermediate**

Have students orally create sentences using the verbs *emerge* and *plunged*.

##### **Advanced/**

##### **Advanced High**

Have students complete the exercise with peer support.

ELPS 3.D



TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

## Lesson 11: The Importance of Silk

# Application



Activity Page 11.1

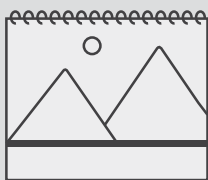


**Writing:** Students will compose, publish, and share an informational text about paper, writing, or calligraphy in ancient China.

✚ **TEKS 2.11.E; TEKS 2.12.B**

✚ **SILK MAKERS (10 MIN)** **TEKS 2.12.B**

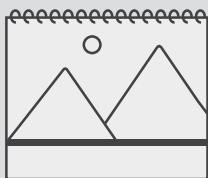
Flip Book 11A-3



Support

Students who are still developing writing skills may illustrate the steps rather than write them.

Flip Book  
11A-5–11A-9



### Show image 11A-3: Silk clothing, ties, etc.

- Ask students what this image shows. (*silk*) Remind students that today they heard about how silk is made.
- Explain that, as a class, students are going to pretend to be workers who produce silk thread, using the following steps:
  - They will first discuss the steps of the silk-making process.
  - Then they will write instructions to another set of workers telling them how to produce silk.
- Remind students that when traders traveled along The Silk Roads for silk, the silk-making process was a secret, but today anyone can learn about the process.
- Using Activity Page 11.1 and the Flip Book, brainstorm with students the four steps of the silk-making process. As students name a step, have them record the step on Activity Page 11.1 in the appropriate box while you record the step in the large class chart.

### Show image 11A-5: Silkworms eating mulberry leaves

- Step 1: These are silkworms and they come from silkworm eggs. What do you do with silkworm eggs first to make silk? (*Collect the eggs and put them on a special tray.*)
- Step 2: What should you do with the caterpillars that hatch from the eggs? (*Feed them chopped up mulberry leaves and wait for them to spin their cocoons.*)

### Show image 11A-7: Silk cocoons in a basket

- Step 3: What do you do next with the cocoons? (*Let them rest for nine to ten days and then bake them.*)

✚ **TEKS 2.11.E** Publish and share writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

### Show image 11A-8: Cocoons in hot water

- Step 4: What is the last step in the process shown in this image? (*Plunge the cocoons in hot water to loosen the thread so it can be unwound and woven into cloth.*)

### Show images 11A-6 and 11A-9

- Remind students that we get the silk thread in image 11A-9 from the cocoons of silkworms, like the ones they see in 11A-6.
- Tell students that now that they have discussed the process of getting silk thread from silkworms, they are going to write about it as a class. Have students suggest sentences for each step that you will then write on the board/chart paper.
- While you are writing, demonstrate the use of correct capitalization, punctuation, and complete sentences.



## BOOKMAKERS: PUBLISH A BOOK (10 MIN)

TEKS 2.11.E

**Note:** You may want to make copies of students' pages for inclusion in their Writing Portfolios before binding them.

- Put students into the groups you established during Lesson 9.
- Remind students that in the previous lessons they planned and drafted, or wrote, a book.
- Explain that today they will work as a group to publish their books. Publishing means putting all the parts of the book together so that it can be shared with and read by others. They will publish the book by making a cover with a title and by binding the books. Later in the domain they will share the books with the class.
- Have students who have not finished writing and illustrating their pages complete them while other students work on the cover of the book.
- Give each group a set of letter stamps and stamp pads. If you do not have letter stamps or stamp pads available, you may simply wish to have students write the title in marker or pencil.
- Have students refer to the title in the chart they completed on Activity Page 9.1 to guide them as they stamp each letter to form the words of the title. As groups complete the pages and covers of their books, staple the pages together along the left edge of the pages.



TEKS 2.11.E Publish and share writing.

### Activity Page 9.1





- Encourage groups who have completed their books to read them aloud to their peers.
- Groups will have the opportunity to present their books to the class in Lesson 13.



### Exit Pass

Collect students' completed writing about writing in ancient China.

---

End Lesson

## EARLY ASIAN CIVILIZATIONS

## China's Great Wall

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review information about important contributions made by the people of ancient China.

✚ **TEKS 2.1.A; TEKS 2.6.G**

**Reading**

Students will describe the construction and significance of the Great Wall.

✚ **TEKS 2.6.B**

**Reading**

Students will develop social communication such as distinguishing between asking and telling.

✚ **TEKS 2.1.E**

**Language**

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

✚ **TEKS 2.3.B**

Students will demonstrate understanding of the saying “easier said than done.”

✚ **TEKS 2.6.E; TEKS 2.10.D**

**Reading**

Students will retell the story of the creation of the Great Wall.

✚ **TEKS 2.7.D**

## FORMATIVE ASSESSMENT

## Activity Page 12.1

**Somebody Wanted But So Then Chart**

Students will retell the story of the creation of the Great Wall.

✚ **TEKS 2.7.D**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> world map or globe <input type="checkbox"/> tape
"China's Great Wall"			
Comprehension Questions			
Word Work: <i>Defense</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Sayings and Phrases: Easier Said Than Done	Whole Group Independent	20 min	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Somebody Wanted But So Then Chart
Somebody Wanted But So Then			

## ADVANCE PREPARATION

### Application

- Create a Somebody Wanted But So Then chart on a board/chart paper, similar to Activity Page 12.1

### Universal Access

- Make sure the Civilizations Chart is clearly visible and be prepared to reference it during the Introducing the Read-Aloud and Application activities.

## CORE VOCABULARY

**defense, n.** the act of providing protection or guarding against an attack

Example: Sunscreen is a good defense against the harmful rays of the sun.

Variation(s): defenses

**intervals, n.** spaces between two or more objects or moments in time

Example: The chef requested his dinner tables be placed at ten-foot intervals.

Variation(s): interval

**span, v.** to extend or reach across an amount of space or a period of time

Example: The farmer built a bridge to span all the way across the pond.

Variation(s): spans, spanned, spanning

**transport, v.** to carry or move from one place to another

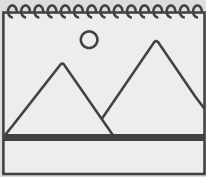
Example: Alex used a wheelbarrow to transport dirt from his backyard to the garden in his front yard.

Variation(s): transports, transported, transporting

**Vocabulary Chart for “China’s Great Wall”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		defense ( <i>defensa</i> ) intervals ( <i>intervalos</i> ) span transport ( <i>transportar</i> )	
Multiple Meaning			
Sayings and Phrases	guidepost watchtowers come to the defense of wonder of the world		

Flip Book  
11A-2, 11A-3



ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple choice questions (e.g., “Were cocoons plunged into hot water in the silk-making process?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “During the silk-making process, cocoons were. . .”).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “The cocoons are first baked and then plunged into hot water to loosen the threads.”).

**ELPS 2.C**

## Lesson 12: China’s Great Wall

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review information about important contributions made by the people of ancient China.

TEKS 2.1.A; TEKS 2.6.G

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

#### Show image 11A-2

- Remind students that this is a map of The Silk Roads.

#### Show image 11A-3

- Remind students that the objects in this image are made of silk, one of the most important items traded on The Silk Roads.
- Explain that the explanatory paragraph they created as a class from the previous lesson as a way to review how silk is made. Ask the following questions to review The Silk Roads and the importance of silk:
  - What were The Silk Roads? (*a web of roads that was the longest and most important trade route*)
  - Why were The Silk Roads given this name? (*It was named for the much-desired silk fabric made in China that was traded along The Silk Roads.*)
  - Where does silk come from? (*the cocoons of silkworms*)
  - How is silk thread retrieved from the cocoons? (*The cocoons are first baked and then plunged into hot water to loosen the threads.*)
  - Did people other than the Chinese know how to make silk at first or was its production a secret? (*a secret*)

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
TEKS 2.6.G Evaluate details read to determine key ideas.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Remind students that they learned about many Chinese contributions thus far: silk, paper, seed drills, plows, etc. So far all of these contributions have been tools or objects that are still used today.
- Explain that not all contributions have practical uses, and that some contributions begin as useful tools but over time have become important as wonders of the world.
- Explain that today's read-aloud is about something that was very useful when it was first created, and today it is considered a wonder of the world.

### Support

Give students examples of this, such as the Great Pyramids of Egypt, which were first used as tombs but today are sights of wonder that are visited by tourists from around the world; Machu Picchu in Peru; or the ziggurats in Babylon.

Lesson 12: China's Great Wall

# Read-Aloud



**Reading:** Students will describe the construction and significance of the Great Wall. **TEKS 2.6.B**

**Reading:** Students will develop social communication skills. **TEKS 2.1.E**

**Language:** Students will demonstrate an understanding of the Tier 2 word *defense*. **TEKS 2.3.B**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to find out about a Chinese contribution that began as a useful tool for the Chinese but is now a wonder of the world.

## “CHINA’S GREAT WALL” (15 MIN)

People have been building walls all over the world for many thousands of years. There are walls that hold up the roof of your house, walls that form the exterior of your school, and walls that make up the many buildings you see throughout the day. Some walls, however, are very special and are known all over the world. Let’s look at a few famous ones.



### Show image 12A-1: Hadrian's Wall

This one, called Hadrian's Wall, was built in Great Britain [*Point out Great Britain on a world map or globe.*] and extended from one side of the country to the other. Originally built to keep enemies out, today this wall serves as a friendly guidepost to many hikers touring the English countryside.

**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information. **TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



### Show image 12A-2: The Western Wall

This wall is called the Western Wall by Jewish people today, and it is used as a sacred prayer wall. This wall is the only remaining support wall that was part of an ancient temple in Jerusalem. *What does the word sacred mean?* (holy or something important to one's religion and religious practices)



### Show image 12A-3: China's Great Wall

And this wall, the Great Wall of China, is probably the world's most famous wall of all. It snakes along over four thousand miles of land in northern China. *The word snakes in this sentence means to follow a twisting path with many turns. The word snakes can also mean animals that have a long, thin body with no arms or legs.* Like Hadrian's

Wall, the Great Wall of China was built to keep enemies out. The story of this great wall begins in the cold, dry lands north of the Yangtze and Yellow rivers.

You see, China is one of the largest countries in the world, and its borders **span** or **cover** a great amount of land. The land across this vast territory can be very, very different. Some areas, like the river valleys of the Yellow and Yangtze rivers you have already learned about, are very fertile. In other areas, like the land far north of these rivers, it is very cold and dry, and almost no crops grow there. The people who lived in the cold, dry north had to make their living in other ways.



### Show image 12A-4: Armed northern nomads on horses

Long ago, in these cold, northern lands, beyond the boundaries of China, a group of nomads lived by raising animals. *Nomads are people who move from place to place rather than settle in one area.* They rode on horses, herding sheep and goats from place to place in search of grass for grazing.

Life was very hard for these nomadic people who lived to the north of China. Perhaps that is why they became such fierce warriors. These northern nomads regularly crossed over the boundary into China on horseback, stealing food, gold, and animals. *How do you think the people who lived in China felt about these northern nomads taking their food, gold, and animals?*





### Show image 12A-5: Wall sections being built of differing material

The Chinese thought of many ways to keep the attackers out. *How do you think the Chinese tried to keep their northern attackers from stealing their goods?* All along the northern border of China the Chinese built walls of earth, stone, and wood. The materials they

used depended upon what was readily available in the areas where they lived.

For hundreds of years, the Chinese built many separate walls to keep out northern invaders. But it was not until the rule of China's "First Emperor," Qin Shi Huangdi [/chin/] [/sh/] [/hwong/ /dee/], that the decision was made to connect the many walls together into one long wall—the Great Wall—for added protection. That was over two thousand years ago.



### Show image 12A-6: People building the Great Wall

Work continued on the Great Wall for another fifteen hundred years! Soldiers, prisoners, and peasants struggled to obey the orders of each new and powerful emperor of China who wanted to finish the wall. It was not an easy task *or job*. The wall stretched out across

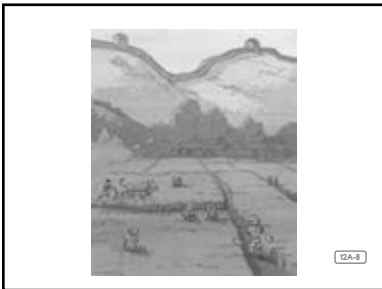
the land like a giant dragon, often built on the highest ground, like mountain ridges, to make it even more difficult for invaders to cross. Donkeys and goats were sometimes used to **transport** *or carry* building materials, but people did most of the work. With baskets slung over their backs or balanced on poles across their shoulders, they worked from sunrise to sunset, building and repairing the Great Wall. The work was very dangerous, and many workers died in the process.



### Show image 12A-7: Watchtowers and soldiers

Spanning four thousand miles *an enormous or extremely large distance* across northern China, the Great Wall was built to act like a fort. At **intervals** along the way, watchtowers were erected, or built, on the wall. *[Point to the two watchtowers in the illustration.] Intervals are the spaces between two or more objects.* At

one time there were nearly twenty-five thousand watchtowers. Supplies were stored inside these tall spires: bows, arrows, cooking tools, and medicines. Soldiers, posted atop the lookout towers, kept watch for invading warriors. If they sensed danger, they used flags and drums to send signals from tower to tower. At night, fires along the wall alerted Chinese soldiers of possible enemy attack. Beneath the towers, soldiers who were camped in tents also watched for signals, ready to come to the **defense** of the wall, *or ready to defend and protect the wall* and all of the people behind it, at a moment's notice.



### Show image 12A-8: People laboring near the Great Wall

New roads were continually built to reach the wall. Every day, Chinese people from near and far moved closer to the construction in order to provide soldiers and workers with their everyday needs. Some grew crops and cooked food for the soldiers and workers,

whereas others made their tools and clothing. Irrigation canals were dug to supply everyone with water. For many years, people slaved to fulfill the Qin Emperor's dream of one continuous wall. The building of the wall was a project that lasted over many lifetimes, passing from one generation to the next. It was an enormously long and difficult project. *Do you think the Chinese people agreed with the emperor's dream, or did they build the wall simply because they were ordered to do so?*

With all of that hard work, do you think the Great Wall protected the Chinese as planned? *[Pause for answers.]* Yes, it did—for much of Chinese history at least. There were times, however, when some determined warriors broke through the wall. On two occasions, lasting for hundreds of years each, nomads from Central Asia forced the Chinese people to live under their harsh *or difficult and cruel* rule.



### Show image 12A-9: Tourists on the Great Wall today

Today the Great Wall is no longer used as a means of protection. Rather, it has become a tourist attraction. People come from all over the world to see it, walk on it, and learn more about it. It is truly a wonder of the world! Parts of the Great Wall have crumbled, but there are still many parts of it where you can walk along the same bricks and stones as the soldiers of long ago. Some people even pay money to sleep in the watchtowers. One day, that could be you.



#### Check for Understanding

**Step on/Step off:** [Stretch a long length of masking tape down the middle of your classroom and tell students that the tape represents the Great Wall of China.] I am going to read several statements about the Great Wall. If the statement is true, you should step onto the wall. If the statement is not true, you should step off the wall.

- People have been building walls for many thousands of years. (*on*)
- The Great Wall snakes along over four thousand miles of land in northern China. (*on*)
- All of the land in China is fertile and perfect for growing crops. (*off*)
- Before the wall was built, nomads from cold northern lands regularly crossed over the boundary into China on horseback stealing food, gold, and animals. (*on*)
- The people had to use whatever materials they had nearby to build the first walls and these walls were not very durable. (*on*)
- Animals did most of the work to build the Great Wall. (*off*)
- Watchtowers were built to defend or protect the wall. (*on*)
- There were times when determined invaders broke through the wall. (*on*)
- Today the wall still keeps invaders out of China. (*off*)

## COMPREHENSION QUESTIONS (10 MIN)

1. **Literal** What contribution did you hear about in today's read-aloud? (*the Great Wall of China*) Describe what the Great Wall looks like. (*It spans more than four thousand miles along the northern part of China and includes watchtowers at various intervals along the way.*)
2. **Inferential** Why was the Great Wall of China first built? (*for defense from northern nomads who invaded China on horseback, stealing food, gold, and animals*)
3. **Inferential** Did the Great Wall of China always provide a defense for its people in the northern part of China? (*No, there were times when nomadic invaders were able to break through the wall and rule the Chinese.*)
4. **Evaluative** Who helped to build the Great Wall of China? (*Soldiers, peasants, and prisoners did most of the work. Donkeys and goats were sometimes used to transport building materials.*) Do you think that building the wall was easy work? (*Answers may vary.*)
5. **Inferential** Why did the Chinese build watchtowers at intervals on the Great Wall? (*Supplies were stored inside the tall spires; soldiers kept watch for invading warriors; alert signals were sent from watchtower to watchtower.*)
6. **Evaluative** Is the Great Wall of China still important today? (*yes*) How? (*The wall is now a tourist attraction that people from all over the world travel to visit. It is an important part of Chinese history.*)
7. **Evaluative** *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What materials were used to build the Great Wall of China?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class. **TEKS 2.1.E**



ENGLISH  
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LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Reframe questions as simple choice questions (e.g., "Were watchtowers built along the Wall to help soldiers keep watch, send signals, and store supplies?").

##### Intermediate

Provide students with a specific sentence frame (e.g., "Watchtowers along the Wall were..").

##### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "Supplies were stored inside the tall spires; soldiers kept watch for invading warriors; Alert signals were sent from watchtower to watchtower.").

#### ELPS 2.C

**TEKS 2.1.E** Develop social communication such as distinguishing between asking and telling.

## WORD WORK: DEFENSE (5 MIN)

1. In the read-aloud you heard, “[S]oldiers who were camped in tents also watched for signals, ready to come to the defense of the wall . . . ”
2. Say the word *defense* with me.
3. A defense is a safeguard or protection against something dangerous.
4. Washing your hands before you eat is a good defense against germs.
5. Can you think of something that makes a good defense? Try to use the word *defense* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Sunscreen is a good defense against the sun’s harmful rays.”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If the sentence I read describes something that can be used as a defense, say, “a defense.” If the sentence I read does not describe something that can be used as a defense, say, “not a defense.”

- Jett used some bug spray on his arms and legs before going out to play. Bug spray is \_\_\_\_\_. (*a defense.*)
- Nadia washed her hands very well with soap and water before eating dinner. Soap is \_\_\_\_\_. (*a defense.*)
- Brian applied only water on his skin when he went outside to play in the afternoon sunshine. Water is \_\_\_\_\_. (*not a defense.*)
- Julie’s mother always made sure that in the car she and her sister wore their seatbelts for safety. Their seatbelts are \_\_\_\_\_. (*a defense.*)
- Liz covered her mouth with a tissue when she sneezed so that her germs wouldn’t get on anyone else. Her tissue is \_\_\_\_\_. (*a defense.*)

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## Lesson 12: China's Great Wall

# Application



**Language:** Students will demonstrate an understanding of the saying “easier said than done.”

 **TEKS 2.6.E; TEKS 2.10.D**

**Reading:** Students will retell the story of the creation of the Great Wall.


 **TEKS 2.7.D**

### SAYINGS AND PHRASES: EASIER SAID THAN DONE (5 MIN)

- Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level.
- Ask students if they have ever heard anyone say “easier said than done.” Explain that in today’s read-aloud, when Qin Shi Huangdi became emperor, he wanted all of the small protective walls around China to be connected in one long wall. His project took fifteen hundred years!
- We might say that deciding to build the Great Wall of China was easier said than done: it was easy to say that the walls should be connected, but it was much more difficult to actually do it.
- Have students share any personal experiences in which the phrase “easier said than done” applies. When they talk about their personal experiences in being given a task that sounded easy but turned out to being difficult to do, they should use relevant, descriptive details in coherent sentences.

### Support

Be sure students understand the difference between the literal meanings of the words and their implied or figurative meanings by giving examples.

 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## Activity Page 12.1



### Support

Students who participated in the program in Kindergarten and Grade 1 should be familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally complete the chart together, while one person acts as the scribe. If you have any students who are new to the program, you may wish to work with them individually or in a small group, guiding them through the exercise.



### Check for Understanding

**Heads/Toes:** I will read a list of activities that might be “easier said than done.” If you think the activity is “easier said than done,” touch your head. If it is not “easier said than done,” touch your toes. (*Answers may vary for all.*)

- run five miles
- read a three hundred page book
- pick up a piece of trash from the floor
- stop your friends from arguing
- turn off a light switch
- train a dog to make your bed for you

## SOMEBODY WANTED BUT SO THEN (15 MIN)

TEKS 2.7.D

- Explain that students are going to retell the story of how the Great Wall of China was built, first individually, and then together as a class.
- Tell students that they are going to retell Qin Shi Huangdi's story using Activity Page 12.1, a Somebody Wanted But So Then chart.
- Compile student responses on the Somebody Wanted But So Then chart on the board/chart paper, so that it looks similar to the following:

<b>Somebody</b>	Qin Shi Huangdi
<b>Wanted</b>	to protect China from invaders.
<b>But</b>	He had only small walls that protected parts of his country.
<b>So</b>	Qin Shi Huangdi ordered soldiers, prisoners, and peasants to work on building one, long, connected wall.
<b>Then</b>	the Great Wall of China was created.

End Lesson



**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## EARLY ASIAN CIVILIZATIONS

## Confucius

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review information about the Great Wall of China.

✚ **TEKS 2.1.A; TEKS 2.6.G**

## Reading

Students will describe the importance of Confucius's teachings.

✚ **TEKS 2.6.B; TEKS 2.6.G**

## Language

Students will demonstrate understanding of the Tier 2 word *eager*.

✚ **TEKS 2.3.B; TEKS 2.7.F**

Students will demonstrate understanding of the saying “practice what you preach.”

✚ **TEKS 2.6.E; TEKS 2.10.D**

## Writing

Students will share the book they wrote about paper, writing, or calligraphy in ancient China.

✚ **TEKS 2.11.E**

## FORMATIVE ASSESSMENT

## Exit Pass

Students will verbalize a fact they learned from a peer’s presentation of their informational writing.

✚ **TEKS 2.11.E**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.11.E** Publish and share writing.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
Civilizations Chart	Whole Group	10 min	<input type="checkbox"/> Activity Pages 8.1, 8.2 <input type="checkbox"/> scissors and tape or glue <input type="checkbox"/> Image Card 10
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> world map, globe, or Class Map
“Confucius”			
Comprehension Questions			
Word Work: <i>Eager</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Sayings and Phrases: Practice What You Preach	Whole Group	20 min	<input type="checkbox"/> book from lessons 9, 10, and 11
Bookmakers: Sharing a Book			

## ADVANCE PREPARATION

### Universal Access

- If your school or class has any rules similar to the golden rule, plan to review the connection with students to help them understand Confucius's beliefs in the context of your own school or classroom's rules and expectations.
- For Word Work, prepare a Horizontal Word Wall with the word *willing* on the far left, the word *eager* in the middle, and the word *impatient* on the far right.

## CORE VOCABULARY

**eager, adj.** to have great interest in something or really want to do something

Example: Lin was eager to hear about the special plans her parents made for her spring break.

Variation(s): none

**example, n.** someone or something that serves as a model to be copied or followed

Example: Patty wanted to follow her mother's example and become a well-known doctor.

Variation(s): examples

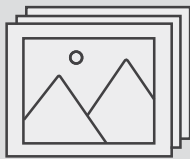
**sages, n.** people known for their wisdom and judgment

Example: The sages gathered to share ideas for world peace and a better future.

Variation(s): sage

Vocabulary Chart for "Confucius"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		eager example ( <i>ejemplo</i> ) sages	
Multiple Meaning			
Sayings and Phrases	spread the word hope for a better tomorrow do unto others as you would have them do unto you learning by example formed the basis perk up your ears the Golden Rule		



### Beginning

Reframe questions as simple choice questions (e.g., “Was the Great Wall to let invaders and enemies into China?”).

### Intermediate

Provide students with a specific sentence frame (e.g., “Emperor Qin had the Great Wall built in order to...”).

### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “Emperor Qin had the Great Wall built in order to protect China”).

## Lesson 13: Confucius

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review information about the Great Wall of China.

TEKS 2.1.A; TEKS 2.6.G

### CIVILIZATIONS CHART

#### Show Image Card 10 (The Great Wall)

- Prompt students to share what they know about the Great Wall of China using the following questions:

#### Check for Understanding



**Thumbs Up/Thumbs Down:** As classmates answer the following questions, give a thumbs up or thumbs down to show if you agree or disagree with the answer.

- Who caused the Great Wall to be built? (*China’s first emperor, Qin Shi Huangdi, or Emperor Qin*)
- Why did Emperor Qin want to build the Great Wall? (*to protect his country from northern invaders*)
- How did Emperor Qin plan to build the wall? (*by connecting all of the small protective walls across China*)
- Tell students you are going to place this image card on the chart in the Leaders column to help them remember how important a leader is to the development and continuation of a civilization. Explain that Emperor Qin helped China continue to develop as a civilization by building the Great Wall.
- Have students cut out the corresponding image from Activity Page 8.2 and tape or glue it in the appropriate space of Activity Page 8.1.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
TEKS 2.6.G Evaluate details read to determine key ideas.

Lesson 13: Confucius

# Read-Aloud



**Reading:** Students will describe the importance of Confucius's teachings.

✚ **TEKS 2.6.B; TEKS 2.6.G**

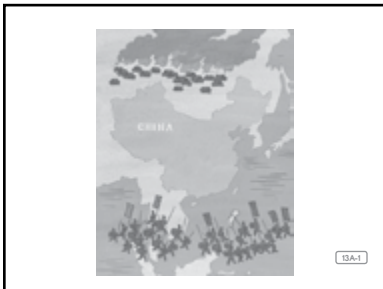
**Language:** Students will demonstrate understanding of the Tier 2 word *eager*.

✚ **TEKS 2.3.B; TEKS 2.7.F**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to find out about another influential or important person from Asia.

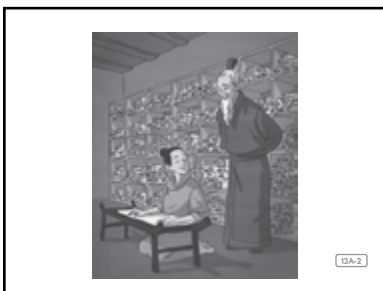
## “CONFUCIUS” (15 MIN)



### Show image 13A-1: Troubled China

Long ago, in the Chinese kingdom of Lu, a baby was born. Known as Confucius, he was born at a time when all of China was experiencing great troubles. China, an enormous country, was divided into small areas ruled by many different leaders. No two leaders agreed with one another, and instead of listening to each

other, they formed large armies and fought long, tiresome wars against one another. Robbers rode through the countryside hurting other people, and greedy leaders wanted to conquer all of China for their own selfish reasons. They did not care about the ordinary people, who never had enough to eat and lived their lives in fear for their own safety.



### Show image 13A-2: Confucius studying as a child

Confucius was born into a poor family more than two thousand years ago. His father died when he was very young, but his mother believed that education was very important and made sure that he was able to learn

✚ **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

from the many wise teachers in his village. Confucius also taught himself many subjects.

He was happiest when studying history—learning about the ways in which people lived long before he was born. He learned that China had not always been so divided. It had once been a peaceful, united country ruled by wise **sages** who wanted to help their people. *Sages are people who are known for their wisdom and knowledge.* Confucius began to dream of a time in the future, when people could live in a peaceful land led by wise rulers and their sages once again. He wanted to spread the word that it was possible to live without wars and confusion. He wanted to give people hope for a better tomorrow.



### **Show image 13A-3: Confucius teaching**

Confucius decided to spend his life educating others and teaching them how to live life in a more peaceful way. He began by trying to convince Chinese leaders of his ideas, but they were not interested. Although the Chinese leaders refused to listen to him, other people were **eager** to hear what he had to say. *To be eager means to have great interest or desire in something.* As he taught his students how to build a peaceful country, Confucius would often begin his lessons by asking them to start with their own families. “Do you fight amongst yourselves?” he asked. “Do you argue with your parents? Or steal from your brothers and sisters?” Confucius reasoned that if people could not get along in small groups, how could they expect their leaders to control the behavior of whole cities and towns? “Respect your parents,” Confucius taught. “Obey them and take care of them as they take care of you. If you practice kindness in your families, then you shall also practice kindness in your communities—and kindness will spread to all people in all parts of the land.” *Why did Confucius begin his quest for change with families? (because he believed if families could get along then whole cities and towns could get along)*



**Show image 13A-4: Confucius with two students**

Confucius' students would often ask him, "How should we treat one another?" His answer, always the same, sounded simple. "Never do to others what you would not like them to do to you," he replied.

Do you recognize these words? Have you heard them before? These words have the same meaning as the saying "do unto others as you would have them do unto you." Many groups of people have similar sayings with the same meaning. This particular saying is often called the Golden Rule, because it is believed to be a very important way for people to live their lives. Confucius believed in the Golden Rule and felt that if people always treated one another with kindness, the world would be a better place. Confucius also believed that if leaders were able to stop all wars, feed the hungry, and make sure that people were safe in their cities and towns, everyone could live in a happier world. *Do you agree with Confucius?*

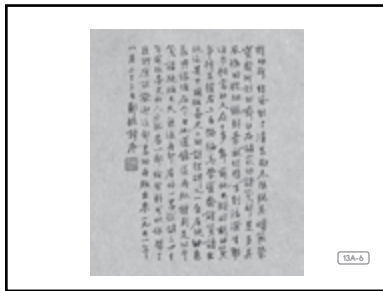


**Show image 13A-5: Confucius teaching**

These were just a few of the ideas Confucius shared with others. Confucius also believed that education was very important and tried to share this belief with many people. Confucius thought that it was necessary to continually study and learn in order to become a sage, or wise person. In ancient

China, as in many countries long ago, only people with money were allowed to go to school. Confucius thought that this was wrong. He believed that all people, rich and poor, should have equal opportunities to learn. *Can you think of other people you may have studied who felt that education was important for everyone?*

Learning never stops, according to the teachings of Confucius. A wise person learns from others in and out of school. Confucius meant that although you might learn important information about history and literature in school, you could also learn a great deal about how to behave toward one another both inside and outside of school. Have you ever heard of learning by **example**? *An example is someone or something that serves as a model to be copied or followed.* If your teacher shouted all day long, then his/her example might make you think that this was the right way to behave. So you might begin to shout all day long, too! But, if your teacher spoke politely, then you might be more apt to speak politely, too. You learn how to speak by example.



### Show image 13A-6: Analects

Confucius had devoted students. After he died, some students thought his ideas were so important that they wrote them down in a book called the *Analects*. *This is an image of a page from the Analects.* This book formed the basis of Confucianism, a way of thinking that is practiced widely around the world today, particularly in China, South Korea, Vietnam, and Japan. *So Confucianism is not a religion, but is a way of thinking.* Schools were even created to teach the sayings of Confucius, found in the Analects. If you ever hear someone quote Confucius, perk up your ears and listen closely. You will probably hear something very wise indeed!



### Check for Understanding

**Stand Up/Sit Down:** Stand up if you agree with the following statements. Sit down if you disagree.

- Confucius believed the only place where learning happened was in school. (*sit down*)
- Confucius believed that if a child respected his parents he would respect others in his community. (*stand up*)

## COMPREHENSION QUESTIONS (10 MIN)

- 1. Literal** What influential person did you hear about today and what country was he from? (*Confucius from China*) [Have students locate China on a world map or globe.]
- 2. Inferential** How did Confucius want to change China to become a better place?
  - **Inferential** What kind of place was China when Confucius was a child? (*The Chinese leaders disagreed and fought constantly with each other; ordinary people were treated poorly, and no one felt safe.*)
  - **Inferential** Confucius wanted China to be a place where people could live in peace without wars and conflict. Where did Confucius believe that changes for a better world should begin? (*in the home with families*)
- 3. Inferential** What were Confucius' teachings?
  - **Inferential** Why was education so important to Confucius? That is, why did he decide to spend his life teaching others? (*He believed that education helped people learn to treat one another with kindness and respect.*)
  - **Inferential** Did Confucius believe that education only happened in schools? (*No, he thought people could learn by example anywhere.*)
  - **Inferential** How did Confucius believe people should live their lives? (*by not treating one another in ways that they would not like to be treated; respecting their parents*)
- 4. Inferential** How did followers of Confucius continue his work after he died? (*His students wrote down his ideas in a book called the Analects; the Analects were used as a tool to teach Confucianism.*)
- 5. Evaluative** What are some things that you have learned by example? (*Answers may vary.*)
- 6. Evaluative** *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who did you hear about in today's read-loud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.





Language

Analyzing Language

**Beginning**

Distinguish how *eager* and *impatient* produce a different effect

**Intermediate**

Distinguish how *eager* and *willing* produce shades of meaning and a different effect.

**Advanced/  
Advanced High**

Distinguish how *eager*, *willing*, and *impatient* produce shades of meaning and different effects.

**ELPS 1.F**

**WORD WORK: EAGER (5 MIN)**

1. In the read-aloud you heard, "Although the Chinese leaders refused to listen to him, other people were eager to hear what [Confucius] had to say."
2. Say the word *eager* with me.
3. *Eager* means to have great interest in something or to really want to do something.
4. Stacy was eager to open her presents during her birthday party.
5. Has there ever been a time when you were eager to do something? Try to use the word *eager* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was eager to . . . "]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** The word *eager* is similar in meaning to several other words, but those words have a slightly different meaning. As you've just heard, *eager* means you really want to do something. The word *willing* is similar to *eager*, but if you are willing to do something, you are not as excited about it as you are if you are eager. There is another word that is similar: the word *impatient*. If you are impatient for something to happen, you really, really want it to happen soon. I am going to give you a few different situations, and I want you to tell me if you would be willing to do that thing, eager to do it, or impatient to do it. (*Answers may vary for all. Have students describe their choices by using the words willing, eager, and impatient in complete sentences.*)

- celebrate your birthday
- play your favorite game with your best friend
- try a new food for dinner
- read a new book
- put away your clothes

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## Lesson 13: Confucius

# Application



**Language:** Students will demonstrate understanding of the saying “practice what you preach.”

 **TEKS 2.6.E; TEKS 2.10.D**

**Writing:** Students will share the book they wrote about paper, writing, or calligraphy in ancient China.

 **TEKS 2.11.E**

### SAYINGS AND PHRASES: PRACTICE WHAT YOU PREACH (5 MIN)

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

- Remind students that in today’s read-aloud, they heard about Confucius and his teachings. One of his teachings was “never do to others what you would not like them to do to you.” Another one of his teachings said that, when a leader behaves correctly, s/he does not have to tell people what to do for them to behave correctly, too. But if a leader behaves incorrectly, when s/he tells others what to do, they might not follow those orders because the leader does not do them.
- A saying that goes well with both of these teachings is “practice what you preach.” This saying means that you should act the way you tell others to act.
- Ask students, “Do you think people would follow a prince’s orders if he would not do those same things himself? Do you think people would have followed Confucius’s teachings if Confucius did not follow them himself?”
- Ask students if they can think of any situations when they saw someone practice what s/he preached. Ask students to recount their personal experiences with this saying.

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 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.11.E** Publish and share writing.



Writing

Presenting

**Beginning**

Read the student's fact aloud to the class and allow the student to describe his/her illustration.

**Intermediate**

Help the student prepare by reading the fact aloud to him or her just before oral presentation.

**Advanced/  
Advanced High**

Have the student read his/her fact aloud and describe his/her illustration independently in an oral presentation.

**ELPS 3.H**



**BOOKMAKERS: SHARING A BOOK (15 MIN)**

**TEKS 2.11.E**

- Have groups share the books they made with the class. Each student should share the page they made by reading the fact they wrote.
- Encourage students to listen respectfully with their hands in their laps as students share. Tell students to try to remember one interesting fact from a peer's presentation.
- During the presentations, model positive content-specific feedback for students by commenting on students facts and drawings using content-related vocabulary from the domain (e.g., "Raul, I like how you included Chinese characters in your drawing to show us what the Chinese written language looks like.>").
- If necessary, finish sharing during the Culminating Activities at the end of the domain.



**Exit Pass**

Have each student share one fact about writing in ancient China they learned or remember from a peer's presentation today.

End Lesson



**TEKS 2.11.E** Publish and share writing.

## EARLY ASIAN CIVILIZATIONS

## Chinese New Year

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review important information about Diwali.

✚ **TEKS 2.1.A; TEKS 2.6.G**

## Reading

Students will describe the significance, and traditions associated with, the Chinese New Year.

✚ **TEKS 2.6.E; TEKS 2.6.F**

## Language

Students will demonstrate an understanding of the Tier 2 words *prosperous* and *traditions*.

✚ **TEKS 2.2.B.vi; TEKS 2.3.B**

## Reading

Students will compare and contrast the Chinese New Year with Diwali.

✚ **TEKS 2.6.E; TEKS 2.6.H**

## FORMATIVE ASSESSMENT

## Activity Page 14.1

**Compare and Contrast** Compare and contrast Chinese New Year and Diwali.

✚ **TEKS 2.6.E; TEKS 2.6.H**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.H** Synthesize information to create new understanding.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud</b>			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> world map, globe, or Class Map
<b>Read-Aloud</b>			
Purpose for Listening	Whole Group	30 min	
“Chinese New Year”			
Comprehension Questions			
Word Work: <i>Prosperous</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application</b>			
Vocabulary Instructional Activity: <i>Traditions</i>	Independent Whole Group/ Partners	20 min	<input type="checkbox"/> drawing paper, drawing tools <input type="checkbox"/> Activity Page 14.1
Diwali or Chinese New Year?			

## ADVANCE PREPARATION

### Application

- Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Label the left side “Diwali” and the right side “Chinese New Year.” Above the labels, place the appropriate images from Activity Page 14.1.

### Note to Teacher

This lesson talks about the lunar calendar as another way of telling time. It is important for students to understand that the moon goes through cycles and that Chinese New Year begins on a new moon.

## Universal Access

- If any students or adults in your school celebrate the Chinese New Year, invite them to share their own traditions with the class.
- You may wish to find out the Chinese New Year dates for the current year (it usually begins sometime at the end of January to middle of February).
- Your class will hear about the twelve animal signs of the Chinese zodiac. You may wish to find out which animal year it is [e.g., the Year of the (animal)]. You may also wish to find out the animal year in which your students were born. Note that students born at the beginning of the year, January and February, were probably born in the year of the previous animal.
- For Word Work, prepare a Word Wall with the label *-ous: full of*. Create word cards for the words *prosperous, joyous, poisonous, spacious, adventurous, and famous*. As you review the meaning of these words, place them on your Word Wall. Continue to add new *-ous* words throughout the domain or year.

## CORE VOCABULARY

**adhering, v.** following or holding onto

Example: Adhering to new rules in a game can be difficult when you are used to the playing by the old rules.

Variation(s): adhere, adheres, adhered

**banished, v.** sent or driven away

Example: The good king banished the wicked pirate for stealing his ships.

Variation(s): banish, banishes, banishing

**grudges, n.** bad feelings held against one or more people who have done something wrong to you

Example: Even though her brothers apologized, Camila was still holding grudges instead of forgiving them.

Variation(s): grudge

**prosperous, adj.** having good fortune or success

Example: Everyone in the neighborhood wished the new store owners a prosperous start to their business.

Variation(s): none

Vocabulary Chart for “Chinese New Year”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		adhering ( <i>adhiriéndose</i> ) banished grudges prosperous ( <i>próspero/a</i> )	
Multiple Meaning			
Sayings and Phrases	eyes are glued fall on the same day new moon		

## Lesson 14: Chinese New Year

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review important information about Diwali.

**TEKS 2.1.A; TEKS 2.6.G**

## WHAT HAVE WE ALREADY LEARNED?

- Use the following questions to review information about Diwali:
  - What important holiday did we learn about earlier in this domain that originated, or started, in Hinduism? (*Diwali*)
  - What does the word Diwali mean? (*Festival of Lights*)
  - What are some traditions, or things people do, during Diwali? (*light lamps, candles, or display electric lights; spend time with family and friends; send cards to relatives and give gifts to one another; etc.*)
  - What do the lights during Diwali symbolize, or represent? (*the goodness in other people that shines over evil*)
- Have students locate China on the class map, a world map, globe, or the Class Map.
- Tell students today they will be learning about an important holiday that originated, or started, in China.

## Support

Show students images from the Flip Book to help them remember facts about Diwali.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Do people light lamps, candles, and lights during Diwali?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “...is a tradition in Diwali.”).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “Lighting lamps or candles is a tradition during Diwali. The lights symbolize the goodness that shines over evil.”).

### ELPS 2.C

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.G** Evaluate details read to determine key ideas;



## Lesson 14: Chinese New Year

# Read-Aloud



**Reading:** Students will describe the significance, and traditions associated with, the Chinese New Year. **TEKS 2.6.E; TEKS 2.6.F**

**Language:** Students will demonstrate an understanding of the Tier 2 word *prosperous*.  
**TEKS 2.2.B.vi; TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out about the Chinese New Year.

### “CHINESE NEW YEAR” (15 MIN)



#### Show image 14A-1: Fireworks

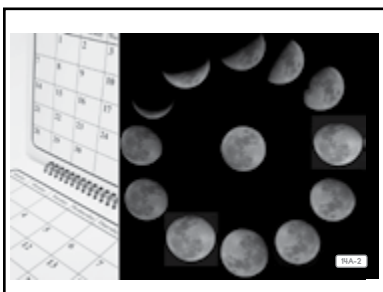
*What do you see in this picture?*

Woooooooooooooooooooooooooooo! Pop!

Woooooooooooooooooooooooooooo! Pop!

The air crackles as fiery bursts of color illuminate the night sky. Sparks fly. Red. Green. Yellow. Blue. Eyes are glued to the night sky above, as fireworks splinter the darkness. *How*

*many of you have seen fireworks splinter, or split, the darkness?* It is the beginning of the Chinese New Year. *Have you ever watched fireworks as a part of a New Year's celebration?*



#### Show image 14A-2: Calendar and moon cycle

In the United States, we celebrate New Year's Day on the same day every year. Who knows what day that is? *[Pause for student responses.]* That's right. It's on the first day of January. But in China, the calendar is based on the cycles of the moon. Because of this, the Chinese New Year does not always fall on the

same day every year on the calendar we use in the United States. The New Year in China begins with a new moon and the start date ranges from the end

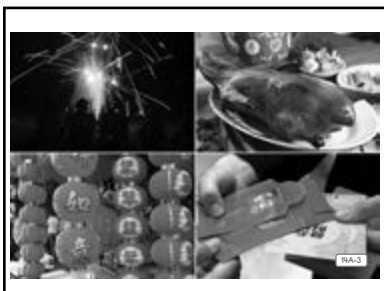
**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

### Challenge

What do you see when there is a new moon? [Students who studied *Astronomy* in Grade 1 of the program may remember that the moon only appears to change shape depending on how sunlight hits the moon during its orbit. When the moon is between the sun and the earth, it is called a new moon. We can't actually see it, because no light is reflecting off the moon toward us.]

of January to the middle of February. *A new moon is when you can't see the moon in the sky at all.* Unlike New Year's celebrations in the United States, Chinese New Year's celebrations last for two whole weeks!

The celebration of the Chinese New Year, the longest and most important of all Chinese festivals, can be traced all the way back to the time of Confucius. For centuries, Chinese people have cleaned their houses from top to bottom in the days before the festival, bought new clothes, prepared special foods, and wished each other good fortune at the beginning of each new calendar year. These customs are continued even today.



**Show image 14A-3: Fireworks, food, red decorations, and red envelopes**

The celebration begins with fireworks displays on New Year's Eve, which are believed to scare away evil spirits and are followed by other age-old traditions: children are allowed to stay up late on New Year's Eve, **adhering to or following** a traditional belief that each

extra wakeful hour will add years onto their parents' lives. Feasting on fish, pork, poultry, tangerines, oranges, dumplings, and special cakes, families gather to wish each other good luck. *Is any of this similar to your New Year's celebration?*

Luck and good fortune are common themes for the Chinese New Year. The color red, thought to be a sign of good fortune and happiness, is the color chosen to wear during the festivities. Homes are decorated with red paper cut into designs, and happy wishes written on red paper are also hung throughout the house. Children and unmarried adults often receive red envelopes [*Point to them in the image.*] with money tucked inside; the people who receive these envelopes are also supposed to receive good fortune in the New Year.



**Show image 14A-4: Chinese lions dancing in the street**

Dragons are symbols of good luck in Chinese culture, and lions symbolize chasing evil away and bringing good luck. During New Year's celebrations, people dress up in red dragon costumes and parade and dance in the streets.

Red is often the most popular color for dragons, making them especially lucky!

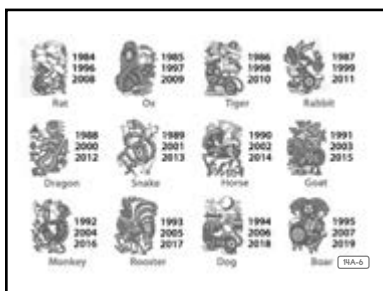
The main focus of the two weeks of New Year celebrations is to prepare for a **prosperous** year ahead. Prosperous means to have good fortune or enough money for the things you need. So people are preparing for a year of financial success. People believe that evil spirits are scared off by fireworks and **banished** or driven away from homes, as every inch of every room is scrubbed clean. New clothes and haircuts give people a sense of fresh, new beginnings. People forgive one another for past **grudges**, agreeing to put their disagreements behind them. Grudges are bad feelings held against others. Some people visit temples to give thanks and pray for good times ahead. Friends and families everywhere enjoy relaxing together.



### Show image 14A-5: Birthday cake

At the end of the first week, on the seventh day of celebrations, everyone has a birthday! The Chinese celebrate everyone's birthday on that day rather than on the day on which each person was born. In China, time is measured differently than it is in the United States. Their traditional calendar is called a lunar calendar.

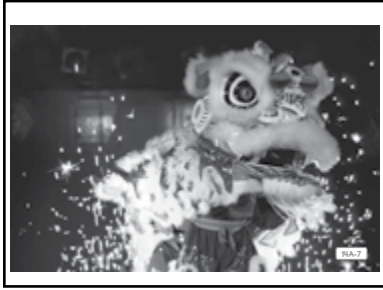
*What does lunar mean?* A lunar calendar is based on the cycles of the moon. The New Year begins with the appearance of a new moon.



### Show image 14A-6: Twelve animal signs of Chinese New Year

Each new year is named for a particular animal—rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and boar (or pig). According to Chinese legend, when the Buddha was dying, he called all the animals in the kingdom to his side. *Who was*

*the Buddha?* Only twelve animals came. As a reward for their loyalty to him, the Buddha named a year after each of these twelve animals. *So each New Year marks the start of the next animal year. Once we reach the end of the list, the year of the boar (or pig), the cycle begins all over again with the year of the rat.*



### Show image 14A-7: Street celebration with lion

On the fifteenth day of the Chinese New Year, when the moon is full, the lucky dragon or lion leads parades all across China. Up to fifty people fit inside large cloth dragons, stretching the length of a city block, bobbing

and weaving their way through the streets. Cloth lions, also symbolizing power and luck, nod their papier-mâché heads in time to the drumming and music. *What two animals symbolize luck to the Chinese people?* Vendors sell dumplings—sticky rice balls stuffed with sweet and salty fillings—to the throngs or crowds of people in the streets.

The fifteenth day of the Chinese New Year is the day of the Lantern Festival, when thousands of colorful lanterns, large and small, cover the marketplace. Some people spend an entire year designing lanterns for competitions held that day. Others write riddles and post them on their lanterns for a popular guessing game. When the light of the lanterns mingles with the light of the moon on this final day of celebrations, there is joy and hope for the year ahead.



### Check for Understanding

**Evaluate:** What differences are there between the Chinese New Year celebration and New Year's in the United States? (*New Year's in the United States happens on the same day every year, January 1, and lasts for one day. The Chinese New Year begins with a new moon in either January or February and lasts two weeks. They are celebrated with different activities.*)

### Challenge

What do we see when the moon is full? (*the whole moon, a white circle*)

## COMPREHENSION QUESTIONS (10 MIN)

1. **Inferential** How do people prepare for the Chinese New Year? (*They clean their homes, buy new clothes and get new haircuts, prepare special foods, set off fireworks which they believe will banish evil spirits, and forget grudges; they also allow children to stay up late, adhering to a traditional belief that each extra wakeful hour will add years onto their parents' lives.*)
2. **Inferential** What do people celebrate and hope for during Chinese New Year celebrations? (*prosperity, good fortune, luck*)
  - **Inferential** What symbols of good luck are displayed during the Chinese New Year? (*the color red and dragons; Red is used to decorate homes and streets; people wear red clothing; people parade the streets in dragon costumes.*)
  - **Literal** When do the Chinese usually celebrate their birthdays? (*on the seventh day of the Chinese New Year and not on the day they were born*)
3. **Inferential** Think Pair Share: What activities did you hear about that are parts of the Chinese New Year celebration? (*Answers may vary.*)

ENGLISH  
LANGUAGE  
LEARNERS



### Speaking and Listening

Exchanging Information  
and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Are dragons part of the Chinese New Year?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "...are/is part of the Chinese New Year.").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "Dragons are part of the Chinese New Year celebration and symbolize power and good luck.").

**ELPS 2.C**



### Check for Understanding

**Sit Down/Stand Up:** Stand up if you agree with the following statements; sit down if you disagree:

- The Chinese calendar is based on the cycles of the moon. (*stand*)
- Fireworks on Chinese New Year's Eve are believed to bring evil spirits. (*sit*)

## WORD WORK: PROSPEROUS (5 MIN)

1. In the read-aloud you heard, “The main focus of the two weeks of [Chinese] New Year celebrations is to prepare for a prosperous year ahead.”
2. Say the word *prosperous* with me.
3. *Prosperous* means having good fortune or success.
4. Juan’s new construction business had a prosperous first year.
5. Have you ever had a prosperous year, week, or day? Try to use the word *prosperous* when you tell about it, and describe why it was prosperous. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once had a prosperous \_\_\_\_\_ because . . .”]

**Use a Word Parts activity for follow-up.** [Write the word *prosperous* on the board/chart paper. Explain that the letters “ous” can be added to a word as a suffix to change the meaning of the word. The suffix *-ous* means “full of.” For example, *famous* means full of fame; *courageous* means full of courage.] I will say a word. Think about the word that you hear before the *-ous* ending to help you define the word, or tell me what it means.

- joyous (*full of joy*)
- poisonous (*full of poison*)
- spacious (*full of space*)
- adventurous (*full of adventure*)
- famous (*full of fame*)

Lesson 14: Chinese New Year

# Application



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

✚ **TEKS 2.2.B.vi; TEKS 2.3.B**

**Reading:** Students will compare and contrast the Chinese New Year with Diwali.

✚ **TEKS 2.6.E; TEKS 2.6.H**

## VOCABULARY INSTRUCTIONAL ACTIVITY (10 MIN)

### Word Work: Traditions

1. In the read-aloud you heard, “The celebration begins with fireworks displays on New Year’s Eve, which are believed to scare away evil spirits and are followed by other age-old traditions.”
2. Say the word *traditions* with me.
3. Traditions are things that have been done for a long period of time by a group of people.
4. One of our family’s favorite traditions is to watch the fireworks on the Fourth of July.
5. Do we have any favorite traditions in our class? Try to use the word *traditions* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One of our class’s traditions is . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** With your partner, talk about a tradition you and your family have. Use the word *tradition* in your sentence.

### Challenge

Draw an illustration of and write a paragraph about a family tradition.

✚ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding.

## DIWALI OR CHINESE NEW YEAR? (10 MIN)

- Have students turn to Activity Page 14.1 and cut apart the images there.
- Remind students the picture with the woman holding a candle represents Diwali and the picture of the dragon represents the Chinese New Year.
- Tell students you will read sentences and they should hold up the picture of the celebration you are describing.
- If what you say describes both celebrations, they should hold up both pictures.
- Read the following statements and have students hold up the appropriate pictures from Activity Page 14.1:
  - This holiday began in India. (*Diwali*)
  - This holiday began in China. (*Chinese New Year*)
  - This holiday is also known as the Festival of Lights (*Diwali*)
  - The color red is associated with this holiday. (*Chinese New Year*)
  - During this holiday people spend time with family and friends and give each other gifts. (*both*)

End Lesson

### Activity Page 14.1





# Domain Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole group, small group, or independently.

## CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Locate Asia, India, and China on a map or globe
- Explain the importance of mountains in the development of early Asian civilizations
- Explain the importance of the Indus and Ganges Rivers for the development of civilizations in ancient times
- Describe the key components of a civilization
- Identify Hinduism and Buddhism as religions originating in Asia
- Describe the basic principles of Hinduism and Buddhism
- Identify important figures in Hinduism and Buddhism
- Identify Diwali as an important holiday in Hinduism
- Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- Identify trickster tales and folktales as a type of fiction
- Demonstrate familiarity with the poem “The Blind Men and the Elephant”
- Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- Demonstrate familiarity with the folktale “The Magic Paintbrush”
- Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”

- Describe silk making
- Explain the significance of the Great Wall of China
- Identify Confucius
- Describe the teachings of Confucius
- Describe the Chinese New Year

## REVIEW ACTIVITIES

### Image Review

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

### Image Card Review

**Materials:** Image Cards 5, 8–10; Early Chinese Civilizations Chart

- In your hand, hold Image Cards 5 and 8–10 fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class.
- The student must then perform an action or give a clue about the picture s/he is holding. For example, for calligraphy, a student may pretend to write flowing Chinese script on a piece of paper.
- The rest of the class will guess what feature of civilization is being described. Have the student who provides the correct answer place the Image Card back on the chart in the appropriate space. Proceed to another card in the same fashion until the chart is filled out again.

### Key Vocabulary Brainstorming

- Give students a key domain concept or vocabulary word such as *contributions*.
- Have them brainstorm everything that comes to mind when they hear the word, such as *paper*, *silk*, *Great Wall*, *Confucius*, etc.
- Record their responses on the board/chart paper. Other words you may want to use are *Yellow River*, *Chinese New Year*, or *silk*.

Image Cards 5, 8-10



## Riddles for Core Content

- Ask students riddles such as the following to review core content:
  - I am the longest river in China and the land around me is good for growing rice. What am I? (*the Yangtze River*)
  - My waters are yellow and often overflow their banks. What am I? (*the Yellow River*)
  - I am a fictional story about beggar Ma Liang who wanted to paint, but did not have a paintbrush. What am I? (*“The Magic Paintbrush”*)
  - I am a Chinese contribution that you can write on, and I was created by a man named Cai Lun. What am I? (*paper*)
  - I am a light, strong fabric made from silkworm cocoons. What am I? (*silk*)

## Using a Map

### Materials: Class Map, world map, or image 8A-2

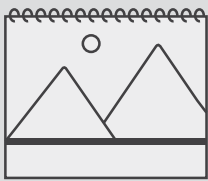
- On the Class Map, a world map, or using image 8A-2, review the geography of Asia and China.
- Image 8A-2 will be especially helpful in locating the Yellow River and the Yangtze River.
- Help students locate and identify the Bayankala Mountains, the Yellow River, and the Yangtze River.
- Have students talk about these rivers and their importance to early Chinese civilization.

## Class Book: Early Chinese Civilization

### Materials: Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain.
- Have students brainstorm important information about the Yellow and the Yangtze Rivers, Chinese contributions, the Great Wall, Confucius, and the Chinese New Year.
- Have each student choose one idea to illustrate, and ask him or her to write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.

Flip Book 8A-2



# Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Early Asian Civilizations*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Early Asian Civilizations*.



## PART I TEKS 2.7.F

**Directions:** I am going to ask you a question using a word you have heard in the read-alouds. First I will say the word, and then I will ask the question. If the answer is *yes*, circle the thumbs up. If the answer is *no*, circle the thumbs down. I will say each question two times. Let's do number one together.

1. **Fertile:** Is it hard to grow crops like corn and beans in fertile soil? (*thumbs down*)
2. **Indus River:** Is The Indus River an important river in ancient Egypt? (*thumbs down*)
3. **Hinduism:** Did Hinduism start in India long ago? (*thumbs up*)
4. **Sacred:** If something is sacred, like a sacred place, does it mean it is important to people in the practice of their religion? (*thumbs up*)
5. **Emerge:** If something emerges from something, does it mean that it comes out of that thing? (*thumbs up*)
6. **Diwali:** Is Diwali the name of a river in ancient India? (*thumbs down*)
7. **Buddhism:** Is Buddhism is one of two religions started in India and practiced by millions of people in the world today? (*thumbs up*)
8. **Conquer:** If someone who was afraid of heights then climbs a tall ladder, did she conquer her fear of heights? (*thumbs up*)



9. **Yangtze River:** Was the Yangtze River was an important river in ancient China? (*thumbs up*)
10. **Defense:** Was the Great Wall of China built as a defense against outsiders and enemies? (*thumbs up*)

**Directions:** I am going to ask you more questions using other words you have heard in the read-alouds. If the answer is yes, circle the thumbs-up. If the answer is no, circle the thumbs-down. I will say each question two times.

11. **Source:** Is the source of a river the part that is in the middle? (*thumbs down*)
12. **Represents:** Does the word *represents* mean to stand for or to be a symbol of something? (*thumbs up*)
13. **Unjust:** Is an unjust punishment one that is fair? (*thumbs down*)
14. **Durable:** Is a durable material one that will fall apart easily and not last very long? (*thumbs down*)
15. **Eager:** If the baker is eager to taste one of his cookies, does it mean he can't wait until they come out of the oven? (*thumbs up*)



## PART II

### TEKS 2.6.G

- **Directions:** Title your map with the name of the continent, and then label the mountains, rivers, and countries you learned about in this domain. You may reference the word bank below the map to help you.

## Activity Page DA.2



**PART III****TEKS 2.7.B; TEKS 2.12.B**

**Directions:** Write at least one complete sentence to answer each question.

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

1. Who was Confucius?

**Show Flip Book images 6A-1: Hindu woman and 14A-7: Street celebration with lion**

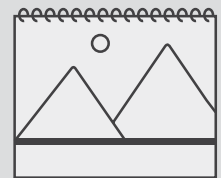
2. Describe either the Chinese New Year or Diwali.

**Show Flip Book image 1A-10: Irrigation canals among crops in the Indus River Valley**

3. How were rivers important to the development of early Indian and early Chinese civilizations?
4. What is the most interesting thing you learned about Hinduism or Buddhism and why?

**Activity Page DA.3**

Flip Book 1A-10,  
6A-1, 14A-7



# Culminating Activities

## NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. We suggest you begin with the whole-class Read-Aloud activity to reinforce domain content. Based on the results of the Domain Assessment and students' formative assessments, you may wish to use the remaining time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

## READ-ALoud

- Ask students to summarize what happened in the poem “The Blind Men and the Elephant.” (*Answers may vary, but students should recall that the six blind men traveled to the elephant. They tried to understand the elephant by comparing it to different objects they already knew.*)
- Have students list the objects to which the blind men compared the elephant. You may wish to review the poem from Lesson 5 to support this activity. As students name the objects, list them on the board or chart paper. (*wall, spear, snake, tree, fan, rope*)
- Explain that today students will hear another version of this poem. They should listen carefully to learn the objects the blind characters in this version compare to parts of the elephant. Have students identify these objects as you read; list them in a separate space on the board or chart paper. (*pillar, snake, spear, cliff, fan, rope*)
- Read the trade book *Seven Blind Mice* by Ed Young.
  1. Ask students to use context to determine the meaning of the word *pillar*. (*similar to a column, provides support for a building*)
  2. Ask students to identify and explain the similes, or comparisons using the word *like* or *as*, that describe parts of the elephant in the book. (*the leg is as sturdy as a pillar, the trunk is as supple as a snake, the head is as wide as a cliff, the tusk is as sharp as a spear, the ear is as breezy as a fan, the tail is as stringy as a rope*)

3. Have students use the lists of objects from both texts to create a Venn diagram comparing and contrasting the mice's perspectives with the men's perspectives.

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## REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select read-alouds
- reading the corresponding lesson in the Language Studio

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## ENRICHMENT

### Guest Speakers

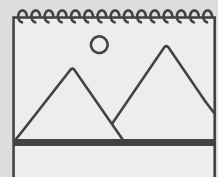
- Invite parents or trusted community members to talk about their Chinese heritage, experiences with the Chinese New Year, or visiting the Great Wall of China.
- Ask them to bring in any photographs or objects that might aid in their presentation.
- Share with your guest speaker ahead of time what your students have already learned so that they are better able to address the class.

### Chinese New Year!

**Materials:** Image 14A-6, red envelopes with fake money inside, red streamers, dragon cutouts, drawing tools

- Hold a class Chinese New Year celebration.
- Have students wear red on the day of your class Chinese New Year to symbolize good fortune and happiness.
- Using Image 14A-6, have students find the animal for their own birth year and/or for others in their family.
- Hand out red envelopes with fake money inside and remind students that, according to Chinese tradition, this means they will receive good fortune in the New Year.

Flip book 14A-6





- You may wish to decorate the room in advance, or have students help you decorate the room with red streamers and cutouts of dragons.
- Finally, have students draw and design their own lanterns for a lantern competition.

### **Domain-Related Trade Book or Student Choice**

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

- Read a trade book to review a particular event, person, or concept; refer to the books listed in the digital components for this domain. You may also choose to have students select a read-aloud to be heard again.

### **You Were There: The Great Wall of China, With Confucius**

- Have students pretend that they were workers at the Great Wall of China or students of Confucius.
- Ask students to describe what they saw and heard. For example, for “The Great Wall of China,” students may talk about seeing the watchtowers, the soldiers, and the villages that sprang up near the Great Wall, etc.
- They may talk about hearing the sounds of the donkeys and mules used to transport building materials, the voices of other workers, etc.
- Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing Confucius speaking to his students and write a group news article describing the event.

### **On Stage: “The Magic Paintbrush,” Making Silk, The Great Wall of China**

- Have a group of students plan and then act out the story “The Magic Paintbrush,” making silk, or working on the Great Wall of China.

### **Accordion Book: Silk Makers**

#### **Materials: Long, narrow pieces of paper; drawing tools**

- Ask students to share what product traders in ancient times most wanted from China. (*silk*)
- Ask students to share whether silk was easy to get and why or why not. (*It was not easy to get because it was only made in China.*) Remind students that the Chinese kept silk-making a secret, but now many people around the world make silk, and they use the same process the ancient Chinese used. Tell students that today they are going to make an accordion book explaining the silk-making process.
- Hand each student a long narrow piece of paper.

- Then have students follow your example as you make your own accordion book. First, fold the paper in half, and then open up the folded paper. Next, fold each end into the middle crease. Open up each folded leaf; the paper should now have three creases. On each flap, have students draw pictures and write sentences detailing the silk-making process.

## Chinese Clock

**Materials: clock; construction paper; scissors; drawing tools; paper fasteners**

- If you have a clock in your classroom, point it out to students. If you do not have one, bring one in to show to students.
- Ask students how many numbers are on the clock. (*twelve*) Tell students that today they are going to make their own clock, but that they will write the numbers on their clock using the Chinese writing system.
- Have students cut out a large circle from their sheets of construction paper. Tell students to save the scraps. Then have students use Activity Page CA.1 as a guide for their numbers.
- After students have written their numbers on their clocks, instruct them to cut out two clock hands, one short and one long, from their paper scraps. Tell students that they may color these scraps if they choose.
- Then have each student use a paper fastener to attach the clock hands to their clocks.

## Writing Prompts

Students may be given an additional writing prompt such as the following:

- If I had a magic paintbrush . . .
- The Yellow River was important because . . .
- The Yangtze River was important because . . .
- If I could visit China . . .
- My happy wish for the Chinese New Year would be . . .

Activity Page CA.1



# Teacher Resources

Grade 2	Knowledge 2
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**Teacher Guide**

# Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ 1.1 Activity Page  
DATE: \_\_\_\_\_

Directions: Lesson 1. Label the continent of Asia on the title line above the map. Color in brown the border around the area in the map. Lesson 2. Label the Bayankala Mountains, Himalayas, and Yangtze River. Lesson 3. Label the Indus River in red. Lesson 4. Label the city of Mohenjo-daro next to the Indus River in red. Lesson 5. Label the Ganges River in blue. Lesson 6. Label the Yangtze River in blue. Lesson 7. Label the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.







Title \_\_\_\_\_ Asia

Knowledge 2

27

NAME: \_\_\_\_\_ 2.1 Activity Page  
DATE: \_\_\_\_\_

### Early Indian Civilization

<b>Cities</b> 	<b>Jobs</b> 
<b>Leaders</b> 	<b>Writing</b> 
<b>Religion</b> 	

Knowledge 2

35

NAME: \_\_\_\_\_ 3.1 Activity Page  
DATE: \_\_\_\_\_

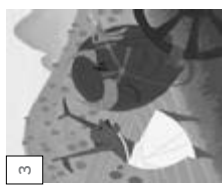
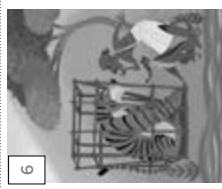
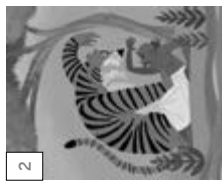

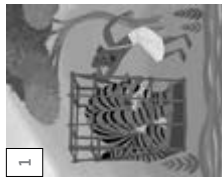

Directions: Read the headers at the top and the characteristics in the left-hand column. Fill in the empty columns and rows as you learn more about Hinduism and Buddhism.

Characteristics	Hinduism	Buddhism
<b>Number of gods</b>	many	none
<b>Name of followers</b>	Hindus	Buddhists
<b>Name of holy text(s)</b>	Rigveda	The teachings of Buddha; i.e., the Four Noble Truths
<b>Holy place</b>	The Ganges River	Stupa/the Great Stupa of Sanchi
<b>Important figure(s)</b>	Shiva, Brahma, Vishnu	Siddhartha Guatama (the Buddha)
<b>Interesting fact</b>	Answers may vary.	Answers may vary.

Knowledge 2

39

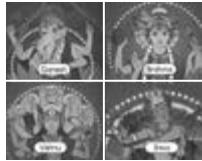

NAME: \_\_\_\_\_ 4.1 Activity Page  
DATE: \_\_\_\_\_

 1	 6
 2	 5
 1	 4

Knowledge 2

41






NAME: \_\_\_\_\_ 7.1 **Activity Page**  
 DATE: \_\_\_\_\_

		
1.		X
2.	X	
3.	X	
4.		X
5.	X	

Knowledge 2 Early Asian Civilizations 47

NAME: \_\_\_\_\_ PP.1 **Assessment**  
 DATE: \_\_\_\_\_

**Early Indian Civilization**






<b>Cities</b>		Answers may vary for all.
<b>Jobs</b>		
<b>Leaders</b>		
<b>Writing</b>		
<b>Religion</b>		

Directions: Cut and paste images related to early Indian civilization from Activity Page PP.2 onto the correct row in the first column. Then write a phrase or sentence about what you learned about each component in the second column.

Knowledge 2 Early Asian Civilizations 49

NAME: \_\_\_\_\_ 8.1 **Activity Page**  
 DATE: \_\_\_\_\_

**Early Chinese Civilization**

<b>Cities</b>		<b>Jobs</b>	
<b>Leaders</b>		<b>Writing</b>	
<b>Religion</b>			

Knowledge 2 Early Asian Civilizations 53

NAME: \_\_\_\_\_ 11.1 **Activity Page**  
 DATE: \_\_\_\_\_

**Brainstorming**

<b>Step 1</b>	<b>Step 2</b>
Collect the eggs and put them on a special tray.	Feed them chopped up mulberry leaves and wait for them to spin their cocoons.
<b>Step 3</b>	<b>Step 4</b>
Let them rest for nine to ten days and then bake them.	Plunge the cocoons in hot water to loosen the thread so it can be unwound and woven into cloth.

Directions: In the boxes provided, brainstorm the steps to get silk thread from silkworms.

Knowledge 2 Early Asian Civilizations 61

NAME: \_\_\_\_\_

12.1 **Activity Page**

DATE: \_\_\_\_\_

Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.





















<b>Somebody</b>	Qin Shi Huangdi
<b>Wanted</b>	to protect China from invaders.
<b>But</b>	he had only small walls that protected parts of his country.
<b>So</b>	Qin Shi Huangdi ordered soldiers, prisoners, and peasants to work on building one, long, connected wall.
<b>Then</b>	the Great Wall of China was created.

Knowledge 2

NAME: \_\_\_\_\_

DA.1 **Assessment**

DATE: \_\_\_\_\_

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

Directions: Listen to your teacher's instructions.

Knowledge 2

11.  
12.  
13.  
14.  
15.  

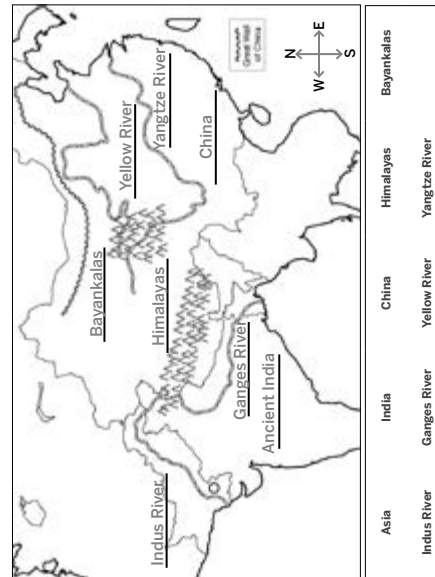
NAME: \_\_\_\_\_

DA.2 **Assessment**

DATE: \_\_\_\_\_

Directions: Title your map with the name of the continent, and then label the mountains, rivers, and countries you learned about in this domain. You may reference the word bank below to help you.

Title \_\_\_\_\_ Asia



Knowledge 2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DA.3

Assessment

Directions: Listen to each sentence read by the teacher. Think about the answer for each question. Write at least one complete sentence to answer each question.

1. Who was Confucius?

He was a wise man who taught people how they should  
behave and treat one another. He wanted there to be peace  
in the world and wanted people to get along.

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2. Describe either the Chinese New Year or Diwali.

Answers may vary.

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Knowledge 2

3. How were rivers important to the development of early Indian and early Chinese civilizations?

People needed to settle near rivers so they could farm and  
produce food. The rivers provided the water they needed,  
so cities were built along rivers in both the early Indian and  
Chinese civilizations.

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4. What is the most interesting thing you learned about Hinduism or Buddhism and why?

Answers may vary.

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## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

### Power Hits

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D2: p. 6, D2: p. 10, D2: p. 13, D2: p. 21, D2: p. 26, D2: p. 34, D2: p. 38, D2: p. 40, D2: p. 46, D2: p. 48, D2: p. 49, D2: p. 52, D2: p. 54, D2: p. 64, D2: p. 70, D2: p. 80, D2: p. 84, D2: p. 91, D2: p. 94, D2: p. 95, D2: p. 109, D2: p. 113, D2: p. 128, D2: p. 124, D2: p. 142, D2: p. 139, D2: p. 150, D2: p. 153, D2: p. 163, D2: p. 163, D2: p. 177, D2: p. 180, D2: p. 189, D2: p. 193	D2: p. 48, D2: p. 113
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions		
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	D2: p. 21, D2: p. 32	D2: p. 32
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	D2: p. 124, D2: p. 137	
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	D2: p. 163, D2: p. 168, D2: p. 173	D2: p. 173
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:			
(A) demonstrate phonological awareness by:			
TEKS 2.2.A.i	producing a series of rhyming words;		
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words		
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and		
TEKS 2.2.A.iv	manipulating phonemes within base words		
(B) demonstrate and apply phonetic knowledge by:			
TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends		
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;		
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations		
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	D2: p. 189, D2: p. 194	
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list		
(C) demonstrate and apply spelling knowledge by:			
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;		
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;		
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;		
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and		
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>		
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;		
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;		
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	D2: p. 6, D2: p. 13, D2: p. 21, D2: p. 34, D2: p. 40, D2: p. 64, D2: p. 70, D2: p. 80, D2: p. 84, D2: p. 91, D2: p. 95, D2: p. 101, D2: p. 115, D2: p. 109, D2: p. 124, D2: p. 130, D2: p. 139, D2: p. 143, D2: p. 150, D2: p. 154, D2: p. 163, D2: p. 168, D2: p. 177, D2: p. 181, D2: p. 189, D2: p. 194, D2: p. 200	
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>	D2: p. 49, D2: p. 54	
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	D2: p. 21, D2: p. 26, D2: p. 34, D2: p. 46, D2: p. 47, D2: p. 124, D2: p. 130, D2: p. 150, D2: p. 154, D2: p. 159	D2: p. 47, D2: p. 159
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

### Power Hits

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			
TEKS 2.5	self-select text and read independently for a sustained period of time.		
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;		
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	D2: p. 163, D2: p. 168, D2: p. 177, D2: p. 181	
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	D2: p. 64, D2: p. 68, D2: p. 69, D2: p. 70, D2: p. 74	D2: p. 69, D2: p. 74
TEKS 2.6.D	create mental images to deepen understanding		
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	D2: p. 34, D2: p. 40, D2: p. 80, D2: p. 84, D2: p. 91, D2: p. 95, D2: p. 124, D2: p. 128, D2: p. 163, D2: p. 168, D2: p. 175, D2: p. 177, D2: p. 187, D2: p. 189, D2: p. 194, D2: p. 200	
TEKS 2.6.F	make inferences and use evidence to support understanding	D2: p. 21, D2: p. 61, D2: p. 189, D2: p. 194	
TEKS 2.6.G	evaluate details read to determine key ideas	D2: p. 80, D2: p. 91, D2: p. 95, D2: p. 124, D2: p. 130, D2: p. 150, D2: p. 153, D2: p. 154, D2: p. 163, D2: p. 166, D2: p. 177, D2: p. 180, D2: p. 181, D2: p. 189, D2: p. 193	
TEKS 2.6.H	synthesize information to create new understanding	D2: p. 32, D2: p. 21, D2: p. 91, D2: p. 101, D2: p. 109, D2: p. 115, D2: p. 189, D2: p. 200	
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
TEKS 2.7.A	describe personal connections to a variety of sources		
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	D2: p. 6, D2: p. 18, D2: p. 109, D2: p. 115, D2: p. 120, D2: p. 139, D2: p. 149	
TEKS 2.7.C	use text evidence to support an appropriate response		
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	D2: p. 21, D2: p. 25, D2: p. 49, D2: p. 62, D2: p. 80, D2: p. 83, D2: p. 124, D2: p. 139, D2: p. 163, D2: p. 175	
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	D2: p. 6, D2: p. 18, D2: p. 34, D2: p. 38, D2: p. 109, D2: p. 115, D2: p. 120	
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	D2: p. 91, D2: p. 95, D2: p. 139, D2: p. 143, D2: p. 177, D2: p. 181	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance		
TEKS 2.8.B	describe the main character's (characters') internal and external traits		
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	D2: p. 49, D2: p. 54, D2: p. 64, D2: p. 70	
TEKS 2.8.D	describe the importance of the setting		
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	D2: p. 64, D2: p. 68, D2: p. 49, D2: p. 54, D2: p. 139, D2: p. 142, D2: p. 143	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems		
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	D2: p. 49, D2: p. 62	D2: p. 62
(D) recognize characteristics and structures of informational text, including:			
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	D2: p. 21, D2: p. 32, D2: p. 34, D2: p. 40, D2: p. 46, D2: p. 109, D2: p. 120, D2: p. 115, D2: p. 116, D2: p. 124, D2: p. 137, D2: p. 138, D2: p. 154	D2: p. 116, D2: p. 137, D2: p. 138
TEKS 2.9.D.ii	features and graphics to locate and gain information	D2: p. 109, D2: p. 115, D2: p. 124, D2: p. 137	D2: p. 115, D2: p. 137
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly		
(E) recognize characteristics of persuasive text, including:			
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.E.ii	distinguishing facts from opinion		
TEKS 2.9.F	recognize characteristics of multimodal and digital texts		
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:			
TEKS 2.10.A	discuss the author's purpose for writing text		
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose		
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

<b>Knowledge 2</b>		<b>Correlation—Teacher’s Guide</b>	<b>Power Hits</b>
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	D2: p. 18, D2: p. 49, D2: p. 62, D2: p. 64, D2: p. 76, D2: p. 77, D2: p. 80, D2: p. 89, D2: p. 90, D2: p. 163, D2: p. 175, D2: p. 177, D2: p. 187	D2: p. 62, D2: p. 77, D2: p. 90
TEKS 2.10.E	identify the use of first or third person in a text		
TEKS 2.10.F	identify and explain the use of repetition		
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	D2: p. 89, D2: p. 124, D2: p. 137	
(B) develop drafts into a focused piece of writing by:			
TEKS 2.11.B.i	organizing with structure; and		
TEKS 2.11.B.ii	developing an idea with specific and relevant details	D2: p. 124, D2: p. 137, D2: p. 138	D2: p. 138
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	D2: p. 80, D2: p. 89	D2: p. 89
(D) edit drafts using standard English conventions, including:			
TEKS 2.11.D	edit drafts using standard English conventions		
TEKS 2.11.D.i	complete sentences with subject-verb agreement.		
TEKS 2.11.D.ii	past, present, and future verb tense	D2: p. 64, D2: p. 76	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns		
TEKS 2.11.D.iv	adjectives, including articles		
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;		
TEKS 2.11.D.vi	prepositions and prepositional phrases		
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases		
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates		
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;		
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;		
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;		
TEKS 2.11.E	publish and share writing	D2: p. 150, D2: p. 160, D2: p. 161, D2: p. 177, D2: p. 187, D2: p. 188	D2: p. 161, D2: p. 188

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

<b>Knowledge 2</b>		<b>Correlation—Teacher’s Guide</b>	<b>Power Hits</b>
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	D2: p. 64, D2: p. 76	
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	D2: p. 139, D2: p. 149, D2: p. 150, D2: p. 160	D2: p. 160
TEKS 2.12.C	compose correspondence such as thank you notes or letters		
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance		
TEKS 2.13.B	develop and follow a research plan with adult assistance		
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	D2: p. 34, D2: p. 46, D2: p. 91	
TEKS 2.13.D	identify primary and secondary sources		
TEKS 2.13.E	demonstrate understanding of information gathered		
TEKS 2.13.F	cite sources appropriately		
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 2

### Correlation—Teacher’s Guide

### Power Hits

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English		
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources		
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary		
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		
ELPS 1.F	use accessible language and learn new and essential language in the process	D2: p. 78, D2: p. 186	D2: p. 78

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D2: p. 41, D2: p. 60, D2: p. 68, D2: p. 74, D2: p. 78, D2: p. 87, D2: p. 94, D2: p. 99, D2: p. 113, D2: p. 128, D2: p. 118, D2: p. 142, D2: p. 147, D2: p. 153, D2: p. 166, D2: p. 173, D2: p. 180, D2: p. 193, D2: p. 198	D2: p. 78
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed		
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language		
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note		

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

<b>Knowledge 2</b>		<b>Correlation—Teacher’s Guide</b>	<b>Power Hits</b>
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D2: p. 53	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D2: p. 10, D2: p. 16, D2: p. 30, D2: p. 44	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D2: p. 159	
ELPS 3.E	share information in cooperative learning interactions	D2: p. 63	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments		
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics		
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D2: p. 30, D2: p. 134, D2: p. 188	D2: p. 30
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>			
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials		
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	D2: p. 78	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D2: p. 63	D2: p: 63
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>			
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English		
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D2: p. 77	D2: p: 76
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired		
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired		
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired		
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D2: p. 19, D2: p. 33, D2: p. 46, D2: p. 76, D2: p. 90, D2: p. 138, D2: p. 149	

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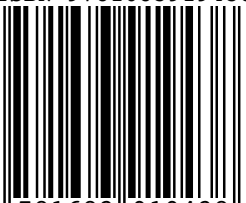
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