

Grade 5

Unit 3 | Digital Components

Early American Civilizations: Myths, Pyramids, and Kings

Grade 5

Unit 3

Early American Civilizations: Myths, Pyramids, and Kings

Digital Components

Contents

Early American Civilizations: Myths, Pyramids, and Kings

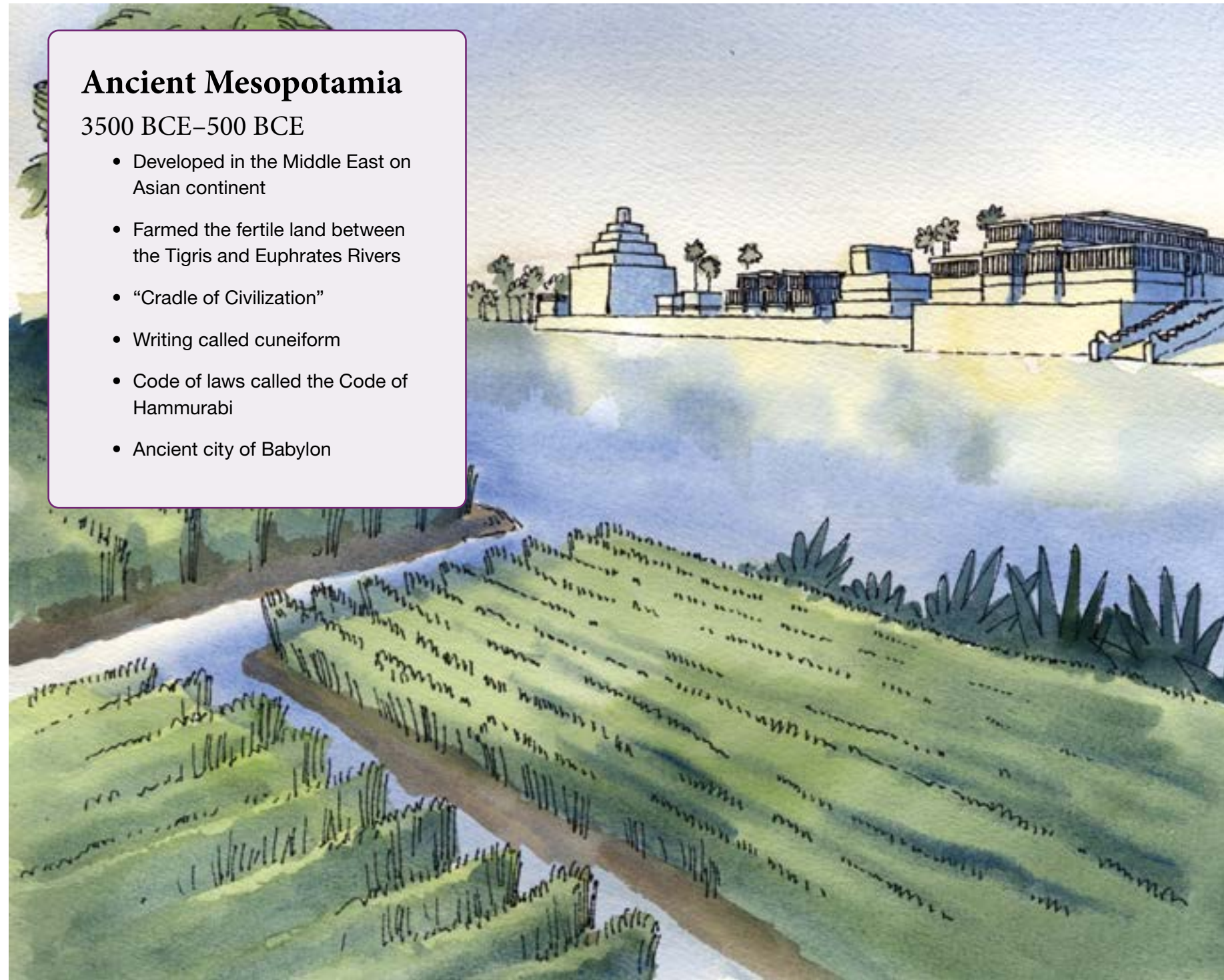
Digital Components

Lesson 1	Civilization Card: Ancient Mesopotamia	1	Lesson 5	Purpose for Reading/The Big Question	18
Lesson 1	Civilization Card: Ancient China	2	Lesson 6	Purpose for Reading/The Big Question	19
Lesson 1	Civilization Card: Ancient Egypt	3	Lesson 6	Words and Phrases That Compare and Contrast Poster	20
Lesson 1	Civilization Card: Ancient Greece	4	Lesson 7	Purpose for Reading/The Big Question	21
Lesson 1	Civilization Card: Ancient Rome	5	Lesson 8	Purpose for Reading/The Big Question	22
Lesson 1	World Map	6	Lesson 9	Purpose for Reading/The Big Question	23
Lesson 1	Map of the Americas	7	Lesson 9	Comparison and Contrast Chart	24
Lesson 1	Purpose for Reading/The Big Question	8	Lesson 10	Purpose for Reading/The Big Question	25
Lesson 2	Purpose for Reading/The Big Question	9	Lesson 11	Purpose for Reading/The Big Question	26
Lesson 2	Subject and Predicate Poster	10	Lesson 11	Action Verbs and Linking Verbs Poster	27
Lesson 2	Prefixes Poster	11	Lesson 11	Roots Poster	28
Lesson 3	Purpose for Reading/The Big Question	12	Lesson 12	Purpose for Reading/The Big Question	29
Lesson 3	Paraphrasing Chart	13	Lesson 13	Purpose for Reading/The Big Question	30
Lesson 3	The Writing Process Graphic	14	Lesson 13	Edit a Paragraph Poster	31
Lesson 3	Paragraph about a Paragraph	15	Lesson 13	Editing Checklist	32
Lesson 4	Purpose for Reading/The Big Question	16	Lesson 14	Purpose for Reading/The Big Question	33
Lesson 4	Codex Project Rubric	17	Lesson 14	Practice Root <i>tract</i> Chart	34

Ancient Mesopotamia

3500 BCE–500 BCE

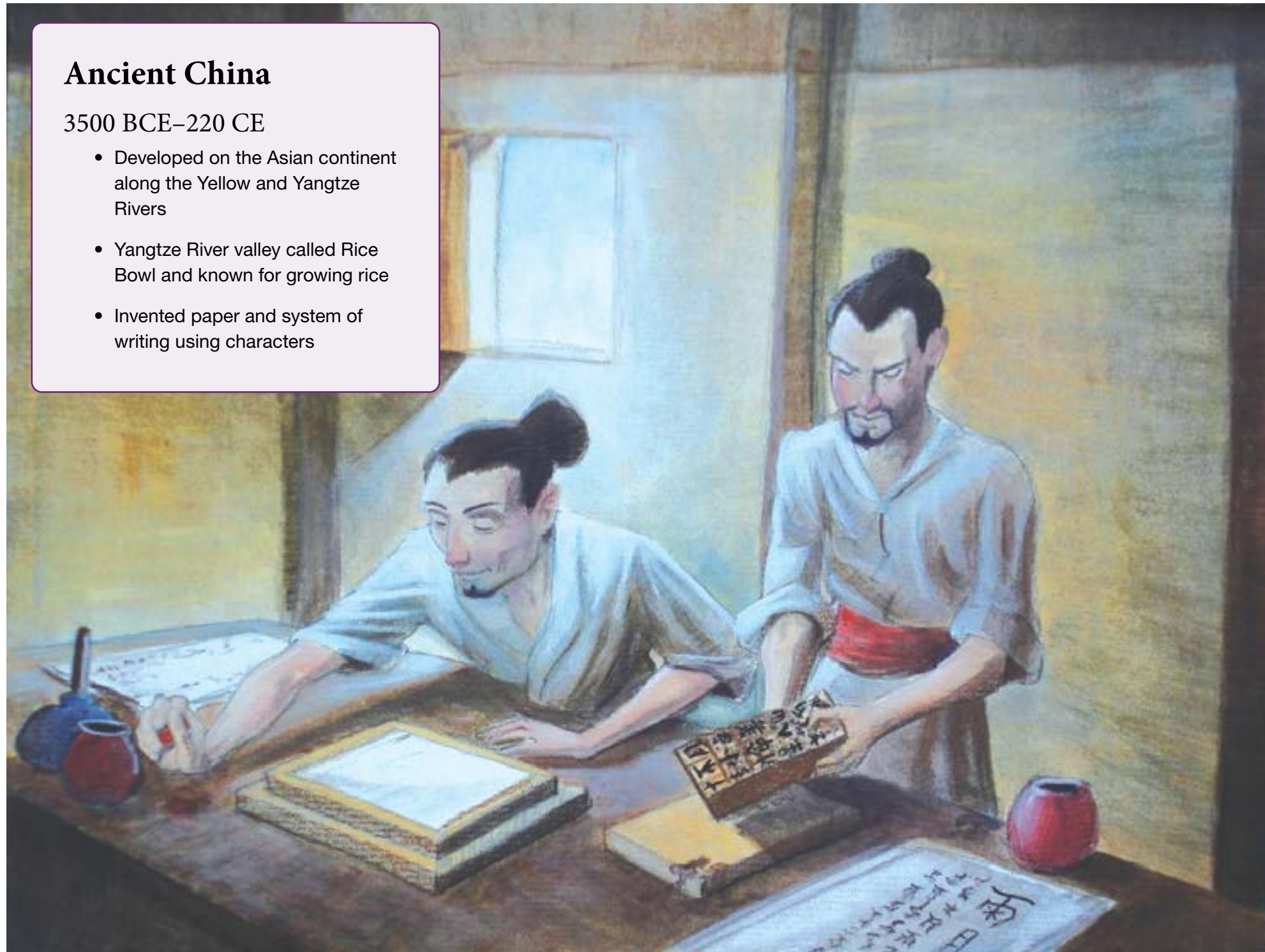
- Developed in the Middle East on Asian continent
- Farmed the fertile land between the Tigris and Euphrates Rivers
- “Cradle of Civilization”
- Writing called cuneiform
- Code of laws called the Code of Hammurabi
- Ancient city of Babylon



Ancient China

3500 BCE–220 CE

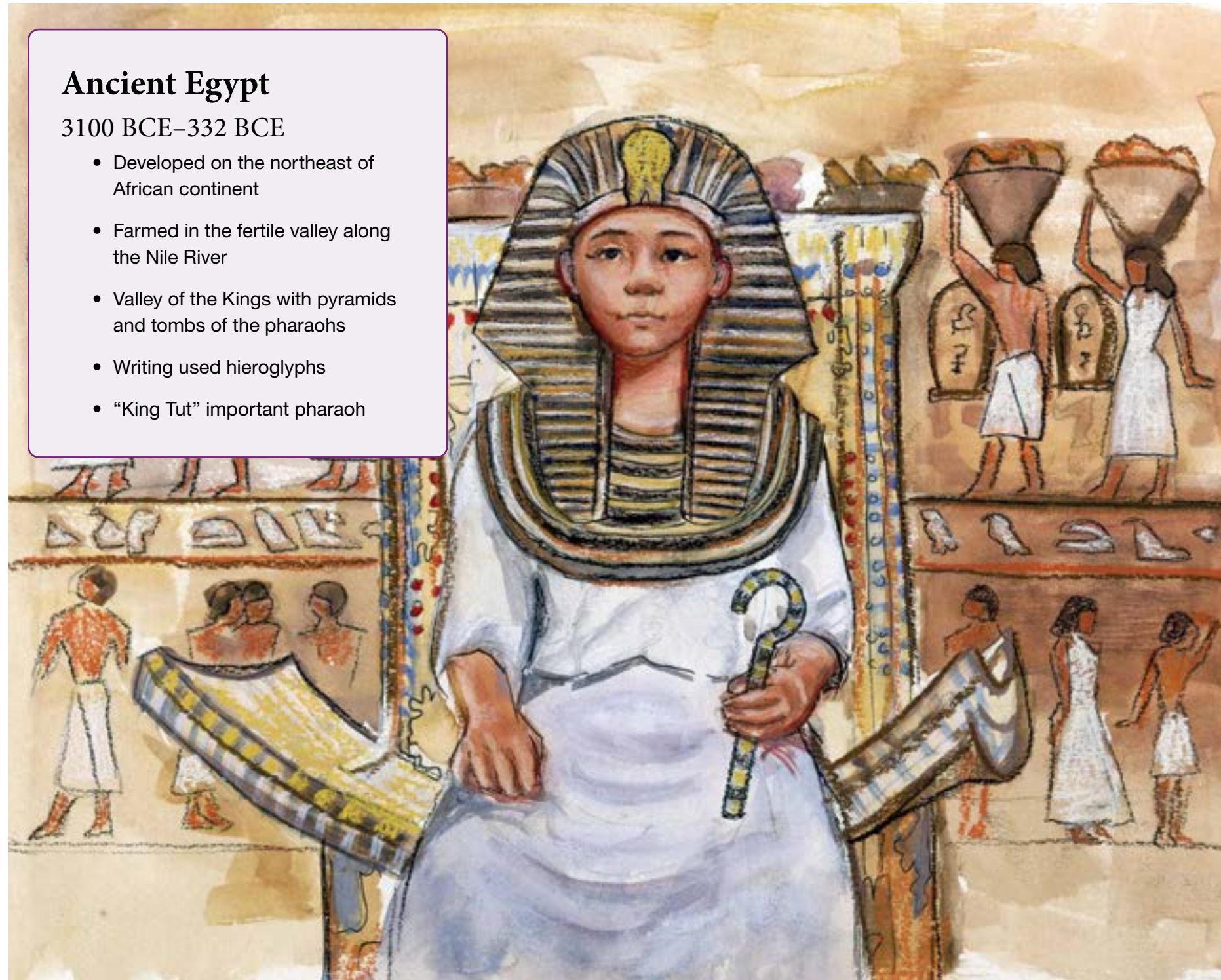
- Developed on the Asian continent along the Yellow and Yangtze Rivers
- Yangtze River valley called Rice Bowl and known for growing rice
- Invented paper and system of writing using characters

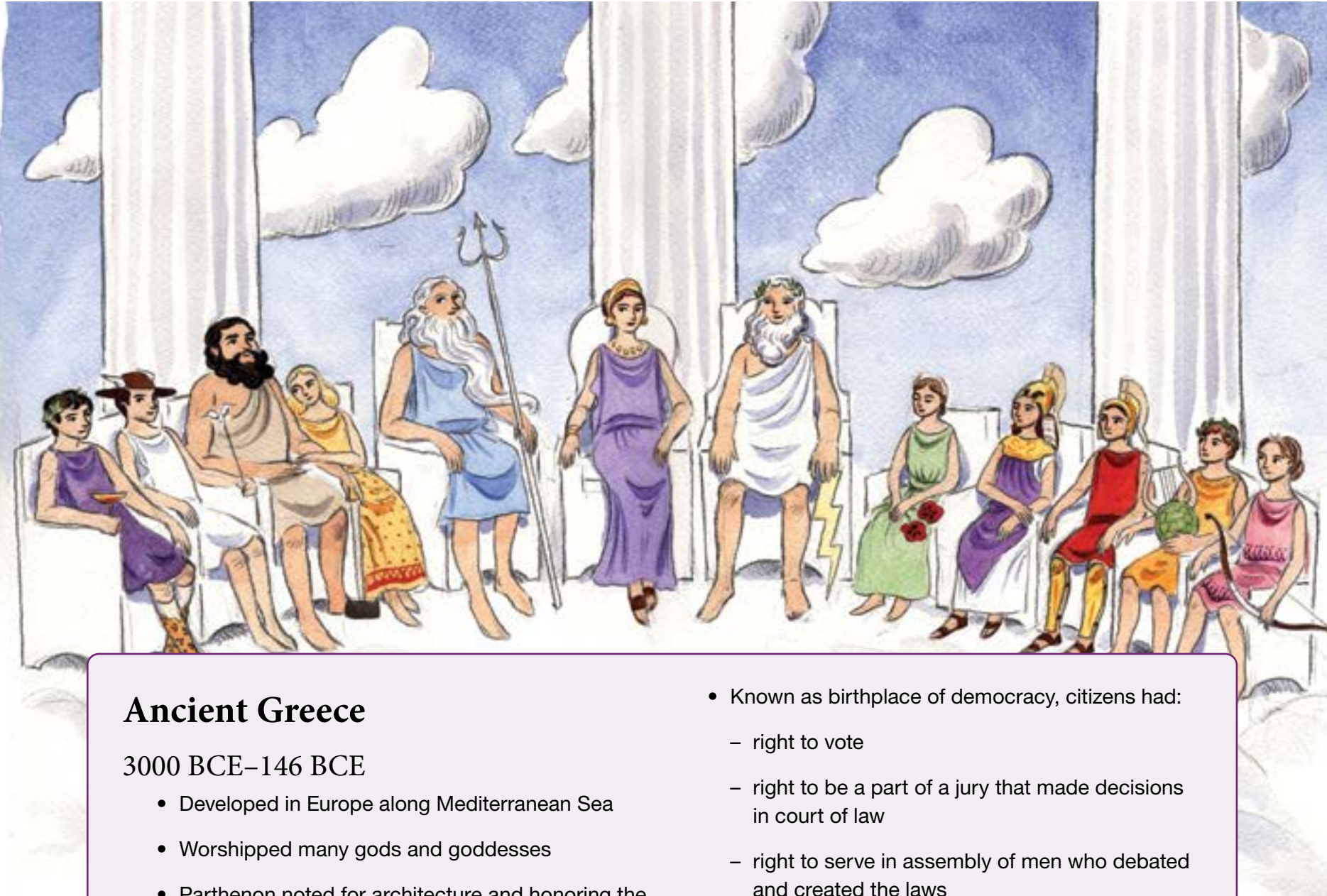


Ancient Egypt

3100 BCE–332 BCE

- Developed on the northeast of African continent
- Farmed in the fertile valley along the Nile River
- Valley of the Kings with pyramids and tombs of the pharaohs
- Writing used hieroglyphs
- “King Tut” important pharaoh





Ancient Greece

3000 BCE–146 BCE

- Developed in Europe along Mediterranean Sea
- Worshipped many gods and goddesses
- Parthenon noted for architecture and honoring the goddess Athena
- First Olympic Games held in honor of the god Zeus
- Known as birthplace of democracy, citizens had:
 - right to vote
 - right to be a part of a jury that made decisions in court of law
 - right to serve in assembly of men who debated and created the laws
 - right to be chosen to represent people from each area

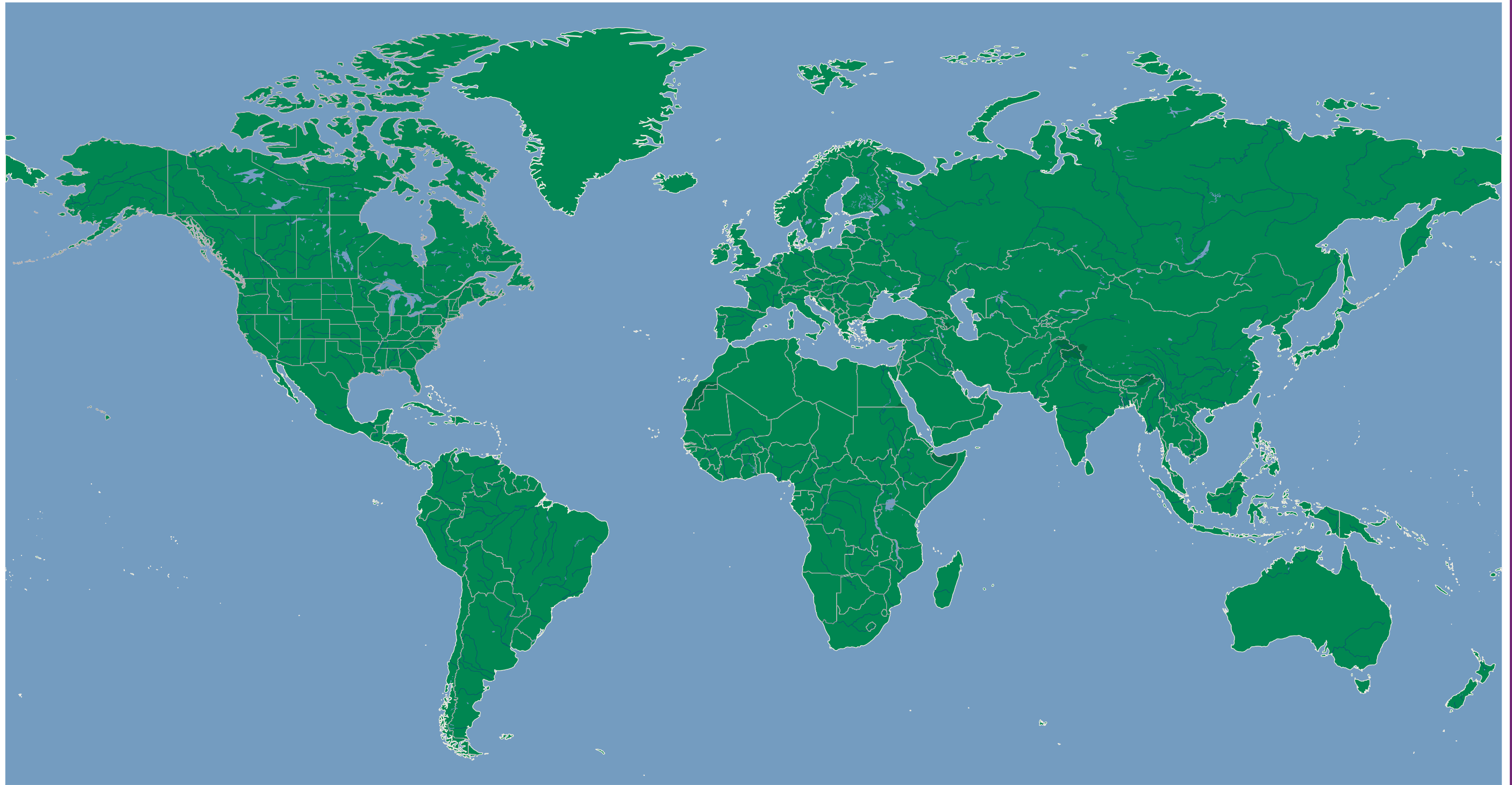


Ancient Rome

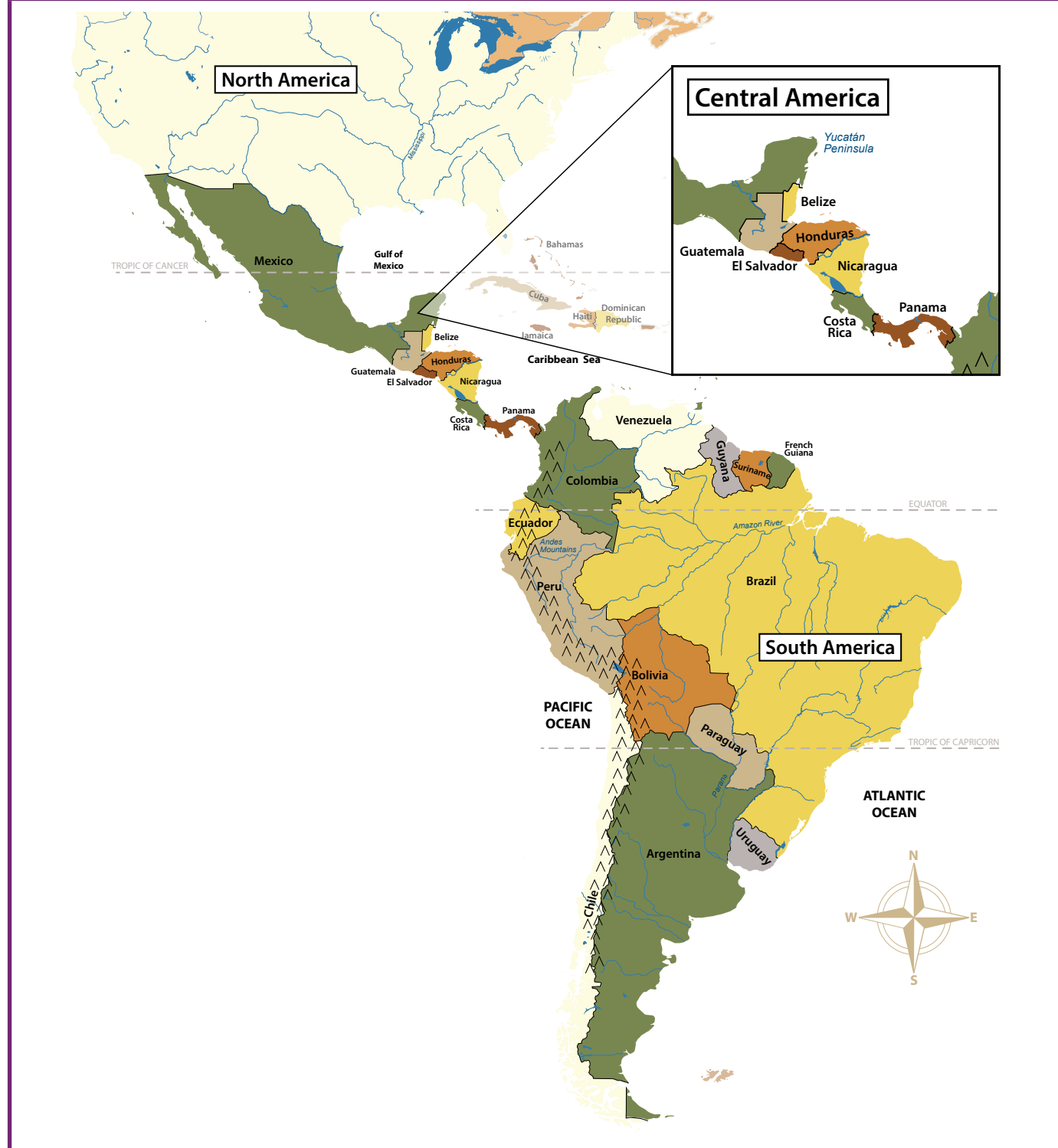
1200 BCE–476 CE

- Empire ruled from city of Rome in what is now Italy on continent of Europe
- Latin language roots, suffixes, and prefixes form base of many English words and used for many scientific words
- Government included Senate, checks and balances, and veto power
- Julius Caesar important leader of empire
- Built structures such as large stadiums, aqueducts, roads, bridges, and amphitheaters

WORLD MAP



MAP OF THE AMERICAS



PURPOSE FOR READING

Listen and read carefully to learn about the unique locations of three early civilizations in the Americas.

THE BIG QUESTION

What were the key geographical features of the regions in which the Maya, Aztec, and Inca civilizations developed?

PURPOSE FOR READING

Read to learn how the Maya civilization was organized and how that organization supported the development of the Maya golden age throughout a very large, diverse region.

THE BIG QUESTION

How did Maya society adapt and thrive in such a large and diverse region?

SUBJECT AND PREDICATE POSTER

A sentence has two parts: a subject and a predicate.

Subject: tells who or what the sentence is about

Common noun: general person/place/thing (not capitalized)

Proper noun: specific person/place/thing (capitalized)

Predicate: tells what the subject is doing, did, or will do

Action verb: shows action

Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)

Prefixes

A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.



PURPOSE FOR READING

Read to closely examine the author's words, sentences, and literary devices for a deeper understanding of the development of the Maya golden age.

THE BIG QUESTION

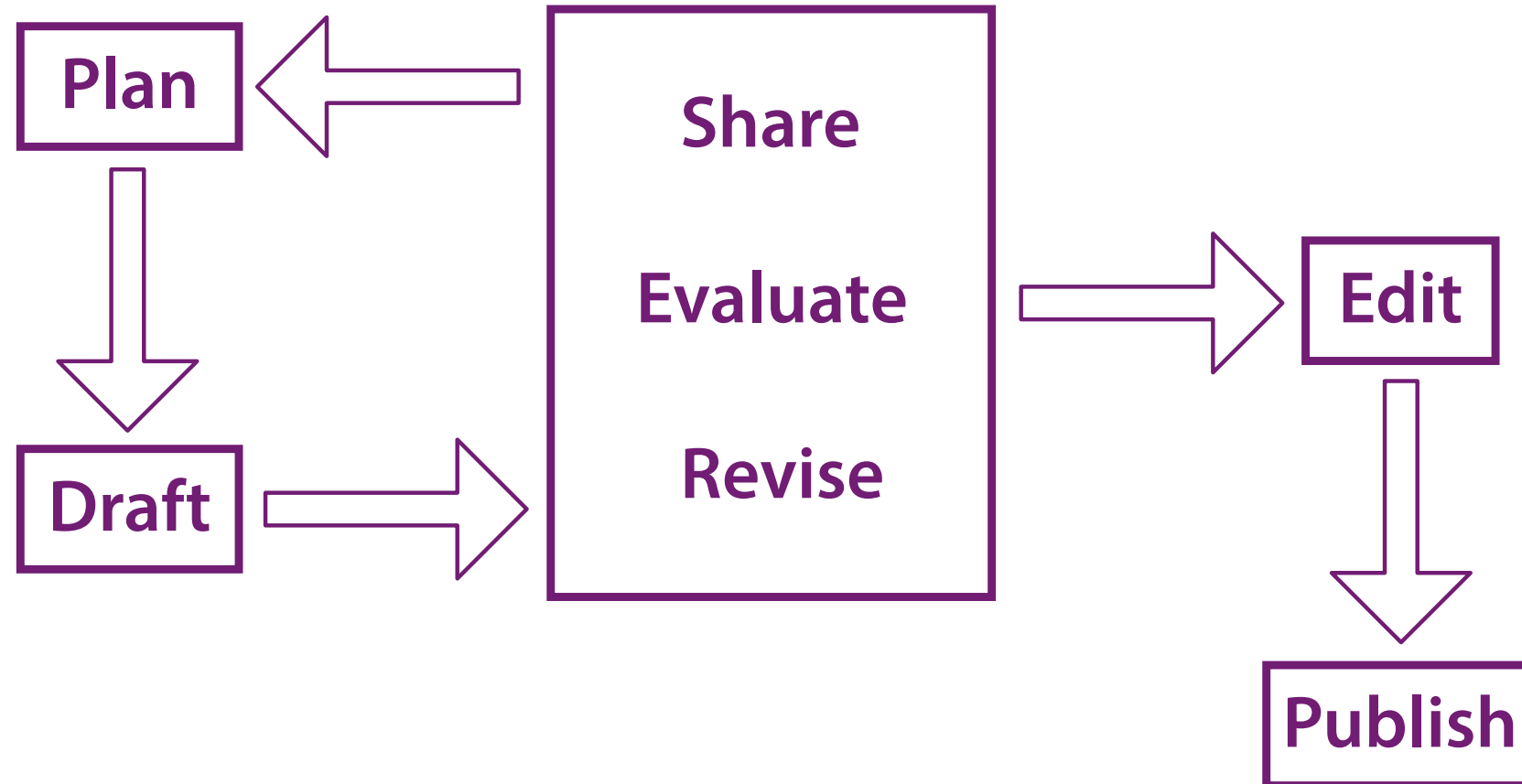
How did Maya society adapt and thrive in such a large and diverse region?

PARAPHRASING CHART

Geographical Features of Mesoamerica

Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	<u>Mesoamerica</u> , or Middle America, was <u>home to the Maya and Aztec civilizations</u> .	Maya and Aztec civilizations in Mesoamerica	
4	This region lies <u>north of the Equator</u> in an area called the <u>tropics</u> .	north of Equator in tropics	
4	Mesoamerica includes a <u>portion of present-day Mexico</u> in North America and <u>parts of Central America</u> .	Mexico and Central America	
4	Mesoamerica has very <u>diverse landscapes</u> , including <u>dry coastal deserts</u> and <u>wet inland rainforests</u>	variety of land types includes deserts on coasts and rainforests away from coasts	
4	The <u>Yucatán Peninsula</u> separates the <u>Gulf of Mexico</u> from the <u>Caribbean Sea</u> .	surrounded by large bodies of water	
4	The <u>northern part</u> of the Yucatán is <u>drier</u> .	some areas drier than others	
4	The <u>Yucatán's deep cenotes supply fresh water</u> to the area.	Yucatán has deep natural wells for fresh water	
4	The <u>rainforest's lush vegetation</u> supports a <u>variety of animals</u> .	lots of vegetation and animals	
12	Some <u>lowland areas</u> received heavy rains from May through December, followed by drought from January through April.	some lowland areas had heavy rains and then droughts	
12	In <u>highland areas</u> , the Maya cut terraces into the slopes of <u>mountains</u> .	mountainous areas	

The Writing Process



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

PURPOSE FOR READING

Read carefully to learn about the important developments of the Maya civilization and what may have led to its decline.

THE BIG QUESTION

What factors led to the development and decline of the ancient Maya civilization?

CODEX PROJECT RUBRIC

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

PURPOSE FOR READING

Read and listen to the Maya creation myth to differentiate between desirable and undesirable characteristics of the people created by the gods.

THE BIG QUESTION

How does this sacred Maya myth explain the creation of the earth and its people?

PURPOSE FOR READING

Read to better understand the characteristics of a myth that are included in “The Creation of Earth and its People.”

THE BIG QUESTION

How does this sacred Maya myth explain the creation of the earth and its people?

WORDS AND PHRASES THAT COMPARE OR CONTRAST POSTER**Words and Phrases that Compare or Contrast**

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

PURPOSE FOR READING

Read to learn about the Aztec city of Tenochtitlán.

THE BIG QUESTION

What factors led to the success of the Aztec capital of Tenochtitlán?

PURPOSE FOR READING

Read to closely examine the author's words, sentences, and literary devices, and to more fully envision the organization of the city of Tenochtitlán.

THE BIG QUESTION

What factors led to the success of the Aztec capital of Tenochtitlán?

PURPOSE FOR READING

Read to find out how the Aztec empire rose to power and later crumbled, all within a short time period.

THE BIG QUESTION

What led to the rapid fall of the powerful Aztec Empire?

COMPARISON AND CONTRAST CHART

Comparing and Contrasting the Maya and Aztec Civilizations

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

PURPOSE FOR READING

Read closely to find out how the Inca Empire developed into the largest pre-Columbian empire in the Americas.

THE BIG QUESTION

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

PURPOSE FOR READING

Read to closely examine the author's words, sentences, and literary devices and to gain a deeper understanding of the points the author is trying to make.

THE BIG QUESTION

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

Action verb: shows action

Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)

Roots

A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

--	--

PURPOSE FOR READING

Read to learn how the Inca Empire came to an end after barely lasting 100 years.

THE BIG QUESTION

What were the key causes of the decline of the powerful Inca Empire?

PURPOSE FOR READING

Listen to and read myths to find similarities and differences in the way the Aztec and the Inca explain the beginning of their cultures.

THE BIG QUESTION

How did the Aztec and Inca explain the creation of their land and people?

Mesoamerica, home of the maya civilization, has interesting and diverse geographical features located north of the Equator in the tropics, the Maya lands include part of Mexico and parts of Central America. Types of land include lowlands, mountains, coasts, and rainforests even though the region is surrounded by water, some areas are drier than others. The land on which the Maya civilization grew is full of variety, with different kinds of land, plants, and animals.

EDITING CHECKLIST

Editing Checklist

After checking for each type of edit, place a check here.

Meaning (It sounds right when I read it aloud.)

- All my sentences have a subject and predicate.
- I included all the words I wanted to write.
- I took out repeated words or information.
- I have checked how long my sentences are and split run-on sentences into two.
- My linking words appropriately convey compare or contrast.

Format

- All my paragraphs are indented.
- I have a title on the front.
- Each codex page has a heading.
- Each page has an image with a caption.
- There is a reference list on the back in the format I was taught.

Capitals

- I began each sentence with a capital letter.
- I used capital letters for all proper nouns.

Spelling

- I have checked the spelling for any words I was unsure of or my teacher marked.

Punctuation

- I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.
- I used commas, quotation marks, apostrophes in places where they belong.
- The titles in my reference list are underlined or in italics.

PURPOSE FOR READING

Read to build fluency and to compare and contrast different myths.

THE BIG QUESTION

How did the Aztec and Inca explain the creation of their land and people?

PRACTICE ROOT *TRACT* CHART

Word Choices

Sentences

1. distract, subtract, detract, attract

If you were to _____ the number of people lost to civil war and European diseases from the total Inca population, you could see why the Inca Empire came to an end so quickly.

2. refill, retract, distract, disconnect

The local news reporter does careful research and fact checking prior to reporting a story so there is less of a chance that he would have to _____ the story later due to misinformation.

3. actor, inspector, tractor, sailor

A _____ is often used in farming to help with a variety of tasks, like moving hay or plowing fields.

4. disobeyed, disliked, discolored, distracted

The dog was fetching a bone until he became _____ by a ball and ran the other way.

5. attract, detract, retract, extract

We didn't let the cold weather _____ from our time spent playing in the park; we just bundled up in many layers of clothes.

6. attracted, subtracted, extracted, detracted

The wool of vicuñas _____ Inca royalty because it was much finer than the wool of llamas and alpacas.

7. subtract, detract, extract, retract

Archaeologists work to _____ information from sites like Machu Picchu in order to learn about the Inca civilization.



General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos	Sean McBride
Laia Cortes	Jacqueline Ovalle
Jayana Desai	Sofía Pereson
Angela Donnelly	Lilia Perez
Claire Dorfman	Sheri Pineault
Ana Mercedes Falcón	Megan Reasor
Rebecca Figueroa	Marisol Rodriguez
Nick García	Jessica Roodvoets
Sandra de Gennaro	Lyna Ward
Patricia Infanzón-Rodríguez	
Seamus Kirst	
Michelle Koral	

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

Nanyamka Anderson	Emily Mendoza
Raghav Arumugan	Marguerite Oerlemans
Dani Aviles	Lucas De Oliveira
Olioli Buika	Tara Pajouhesh
Sherry Choi	Jackie Pierson
Stuart Dalgo	Dominique Ramsey
Edel Ferri	Darby Raymond-Overstreet
Pedro Ferreira	Max Reinhardsen
Nicole Galuszka	Mia Saine
Parker-Nia Gordon	Nicole Stahl
Isabel Hetrick	Flore Thevoux
Ian Horst	Jeanne Thornton
Ashna Kapadia	Amy Xu
Jagriti Khirwar	Jules Zuckerberg
Julie Kim	
Lisa McGarry	

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

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

Illustration and Photo Credits

Jed Henry: 1, 5

Kristin Kwan: 4

Oliver Dominguez: Cover

Scott Hammond: 2

Shari Griffiths: 3