Unit 4/Week 1

Title: Lost Temple of the Aztecs

Suggested Time: 5 days (45 minutes a day)

Common Core ELA Standards: RL.6.1, RL.6.2, RL.6.4; W.6.1, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Sometimes a superstition or belief can shield you from reality and even cause serious danger.

Synopsis

The Lost City of the Aztecs is about the demise of the Aztec Empire and how Montezuma, the last Aztec emperor, reacted to the arrival of the Spaniards at Tenochtitlan in 1519.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Students who may have difficulty reading the text can be strategically paired, or may read in small group with teacher guidance).
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Evidence Based Answers** |
| Why does the professor call his find the “discovery of a lifetime”? (Pg. 363) | * p. 363 They found the great temple of the Aztecs, the cornerstone of what was once the most powerful empire in North America.
* p. 363 (inference after reading) The Aztecs had a great and powerful empire. He was finding artifacts related to their history.
 |
| Compare and contrast the type of information in the text boxes and sidebars to the information in the main text. How and why are they alike and different? (Pg. 374) | * P. 374 The information on the sidebars is shaded and set off from the main text.
* P. 374 The sidebars give information, rather than continue with the story.
* P. 364-376 The sidebars provide facts rather than fictional events.
 |
| What evidence supports the statement that the Aztecs were a strong empire? (Pgs. 365, 370, and 375) | * p. 365 Tenochtitlan was a city of 250,000 when the Spaniards arrived
* p. 365 “…where their conquered enemies brought gifts and tributes”
* p. 365 Tenochtitlan was a mighty nation of warriors.
* p. 365 what could his mighty nation of warriors have to fear...
* p. 370 (text box) Later they expanded, creating an empire by defeating their neighbors in war.
* p. 375 Cortes states, “They say that one Aztec warrior can overpower twenty men.”
 |
| The author describes Tenochtitlan as a remarkable city. What vivid language does the author use to describe it as remarkable? (Pg. 365) | * P. 365 The first Europeans who saw Tenochtitlan found the city so beautiful, they thought it was enchanted.
* P. 365 Tenochtitlan was built on an island in the middle of a sparkling blue lake.
* P. 365 Canals crisscrossed the city between blocks of spotless white buildings and lush green gardens.
* P. 365 Long causeways led to the mainland.
* P. 365 Snow-capped mountains loomed in the distance.
 |
| What events led to Moctezuma’s beliefs that Quetzalcoatl had come back? (Pgs. 369-370) | * p.369 After hearing the news of the strangers arrival, Moctezuma thought “Quetzalcoatl has appeared! he thought. He has come back to reclaim his throne. It was happening, just as the ancient prophecy has foretold...But, he promised to come back, and this was the predicted year of his return.”
* p.369-370 “Moctezuma knew there had already been signs that things were not well with the gods...”
* p.370 “Moctezuma was filled with fear and confusion at these unnatural happenings. Maybe the gods must be looking unfavorably on the richest and most powerful empire in the land.”
* p.370 “And now, it seemed, one of the gods had returned. Quetzalcoatl had arrived.”
 |
| List the gifts the Aztecs give to Cortes. Based on these types of gifts, what did the Aztecs think about Cortes? (Pgs. 372-375) | * p. 372 a serpent mask made of turquoise
* p. 372 a headdress of shimmering blue-green Quetzal feathers
* p. 372 (picture caption) a pendant of a two-headed snake which was a symbol of the god Quetzalcoatl
* p. 374 gold and jade bands
* p. 374 a cape of ocelot skin and sandals of glistening black obsidian
* p. 374 serpent-head staffs and spears inlaid with green jade, masks, shields, and fans heavy with gold and turquoise
* These types of gifts show that the Aztecs thought Cortes was a God.
 |
| By looking at the illustration on page 373, what can you infer about how the Aztec messengers felt towards Cortes? | * The messengers felt as if Cortes was a god. They are bowing in front of him, their eyes are cast down, and their hands are reaching out bearing gifts.
 |
| What were Montezuma’s reactions to Cortes’s arrival? | * He wondered, “Were they friends, or enemies? Should they be destroyed or treated as guests?” p. 365
* Moctezuma decided to welcome the strangers p. 365
* His mind raced. Quetzalcoatl has appeared! he thought. He has come back to reclaim his throne! p. 369
* Moctezuma gathered his chiefs around him. Tell him that his servant Moctezuma has sent you to welcome him back to his throne, and take him these gifts.” p. 372
* When Moctezuma heard this, he could not sleep or eat. p. 376
 |
| Foreshadowing in literature introduces an event that will happen later in the story. Foreshadowing sometimes is a hint used to mislead the audience. What foreshadowing event is mentioned on page 365?  | * P. 365 “One fateful day..” introduces the momentous day when the Spaniards arrived to Tenochtitlan.
* P. 365 Were they friends or enemies? Moctezuma was debating whether to welcome or destroy his visitors.
 |
| How did Cortes respond to the welcome that the Aztecs offered? (Pg. 374) | * p. 374 Cortes said, “Are these your gifts of welcome? And “Is this all you have brought?”
* p. 374 Cortes ordered his men to fasten irons around the messengers’ ankles and necks. Then he fired a huge gun.
* p. 374 He said, “I want to see how strong you are.” He gave them leather shields and iron swords then said they would fight the next day.
 |
| Read the textbox on page 376. List two of the reasons that led to the fall of the Aztec empire.  | * p. 376 Smallpox … killed thousands of Tenochtitlan’s inhabitants
* p. 376 In May, 1521, Cortes returned to attack Tenochtitlan and claimed victory after leaving the city in ruins.
 |
| What evidence supports the Aztec’s belief in their god’s, particularly Quetzalcoatl? (Pgs. 365, 369, 372) | * The Great Temple stood at the heart of this remarkable city. p. 365
* This is where the Aztecs worshipped their gods... p. 365
* Long ago, according to legend, Quetzalcoatl, the great god of learning and creation, had sailed east … and this was the predicted year of his return p. 369
* Moctezuma knew there had already been signs that things were not well with the gods. p. 369
* The gods must be looking unfavorably on the richest and most powerful empire in the land. And now, it seemed, one of the gods had returned. p. 370
* Surely he was Quetzacoatl himself. p. 372
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Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 363 - prologue Page 363 - excavation Page 363 - metropolis Page 363 - tribute Page 363 - momentous  | Page 363 - intricate Page 365 - loomed Page 365 - enchanted Page 365 - fateful Page 372 - adorned Page 374 - ocelot Page 374 - obsidian  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 364 - causeways  |  |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Read the following statement: Moctezuma’s belief about Quetzalcoatl’s return influences his dealing with Cortez. Do you believe this to be true? Why or why not? Use specific evidence and quotes from the text in order to support your ideas and claim.*

*Write an opinion essay to support your claim.*

* *Introduce your claim and organize the reasons and evidence clearly.*
* *Support your claim with clear reasons and relevant evidence, using the text.*
* *Provide a concluding statement.*

Answer: If it is believed to be true, students could use text evidence showing how a series of episodes influence Monctezuma’s dealings with Cortez. A flip side may be to use evidence to show how a series of episodes influence Cortez’s dealings with Monctezuma and the eventual victory over the city. For example, attacking during the festival because he has learned about their beliefs and having fewer warriors to destroy due to small pox, and returning a year later to overtake the city. It can be inferred that Cortez realized he was being treated like a god by the gifts he received.

Additional Tasks

* Write, project, or display one or more of these sentences or phrases. Ask students to write a different sentence about a different object/place/idea using the same grammar and syntax pattern. If students experience difficulty, have them do the task phrase by phrase, interactively.

(Page 365) Long causeways led to the mainland, where snowcapped mountains loomed in the distance.

(Page 365) They came with strange, wild-eyed beasts and they carried heavy weapons that clanked and gleamed in the sun.

(Page 369) Two years before, a great tongue of fire had streaked across the night sky, like a spear plunged into the very heart of the heavens.

 (Page 369) “...a great tongue of fire had streaked across the night sky, like a spear plunged into the very heart of the heaven.”

(Page 369) A plunging spear is a foreign object that pierces something and the streaking fire is foreign to the sky and pierces it. (Guide your students’ reading to the author’s purpose here, which is to build an understanding that the Aztec’s did not comprehend the natural occurrence as possibly a comet. This builds more support for the Aztec’s belief in the gods).

(Page 369) “The boats floated toward the shores like small mountains.” For the Aztecs, the boats were monumental compared to what they were accustomed to see.

* Have students complete a short research assignment regarding the fall of the Aztec Empire using other resources such as the Internet. Consider having them write an informational essay regarding their findings.

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**“The Lost Temple”**

1. Why does the professor call his find the “discovery of a lifetime”? (Pg. 363)
2. Compare and contrast the type of information in the text boxes and sidebars to the information in the main text. How and why are they alike and different? (Pg. 374)

What evidence supports the statement that the Aztecs were a strong empire? (Pgs. 365, 370, and 375)

1. The author describes Tenochtitlan as a remarkable city. What vivid language does the author use to describe it as remarkable? (Pg. 365)
2. What events led to Moctezuma’s beliefs that Quetzalcoatl had come back? (Pgs. 369-370)
3. List the gifts the Aztecs give to Cortes. Based on these types of gifts, what did the Aztecs think about Cortes? (Pgs. 372-375)
4. By looking at the illustration on page 373, what can you infer about how the Aztec messengers felt towards Cortes?
5. What were Montezuma’s reactions to Cortes’s arrival?
6. Foreshadowing in literature introduces an event that will happen later in the story. Foreshadowing sometimes is a hint used to mislead the audience. What foreshadowing event is mentioned on page 365?
7. How did Cortes respond to the welcome that the Aztecs offered? (Pg. 374)
8. Read the textbox on page 376. List two of the reasons that led to the fall of the Aztec empire.
9. What evidence supports the Aztec’s belief in their god’s, particularly Quetzalcoatl? (Pgs. 365, 369, 372)

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.