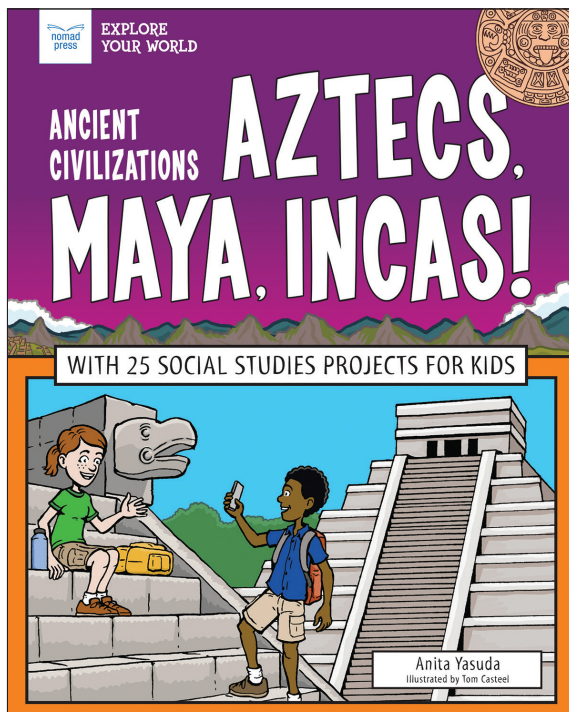




Ancient Civilizations: Aztecs, Maya, Incas! With 25 Social Studies Projects for Kids

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Age: 7–10

Grade: 3–4

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Specs: 8 x 10, 96 pages, color interior

Focus: Ancient Civilizations | World History

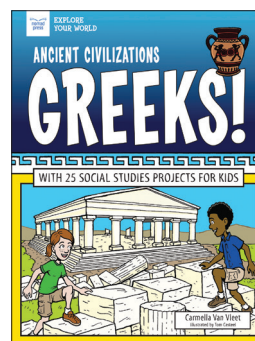
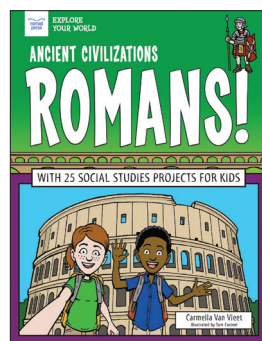
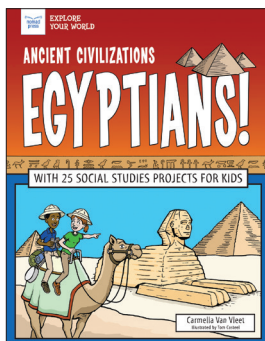
GRL: V

Why were there more than 3,000 steps built at Machu Picchu? Why did the Aztecs roam Mexico for nearly 200 years before finding a place to settle? How did the Maya study the movements of the stars and the planets?

Ancient Civilizations: Aztecs, Maya, Incas! With 25 Social Studies Projects for Kids takes kids ages 7 through 10 on a guided tour to experience the history, culture, economics, and daily life of the Aztecs, Maya, and Incas. The daily lives from thousands of years ago are brought to life through fun illustrations, fascinating facts, essential questions, and hands-on projects such as constructing model bridges and pyramids, planting floating gardens, and translating hieroglyphics.

Learn more about *Ancient Civilizations: Aztecs, Maya, Incas!* at nomadpress.net/nomadpress-books/ancient-civilizations-aztecs-maya-incas

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ESSENTIAL QUESTIONS TO ASK

BEFORE READING

1 Establish Background Knowledge

- How do ancient civilizations influence the way we live today?
- What do you already know about the ancient Aztecs, Maya, and Incas?
- If you could travel back in time to any period or place, which would you choose?

2 Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do photographs and videos help someone learn about a topic?

CCC: CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCC: CCSS.ELA-Literacy.L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

KEY VOCABULARY

adobe, codex, descendant,
embroidery, gourd,
hieroglyphics, interpretation,
Mesoamerica, tribute

DURING READING

1 Check for Understanding

- What devices do we use today that are based on Mesoamerican inventions?
- How were homes in ancient Mesoamerica different from your home? How were they alike? How were they different and alike from each other?
- What role did technology play in everyday life in ancient Mesoamerica? How is that different from technology today?
- How did ancient Aztec, Maya, and Inca children spend their days? How was it similar to your days?

CCC: CCSS.ELA-Literacy.RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



You can take a virtual tour of the Incas's Sacred Valley at this website. What do you notice about the Inca ruins?

<http://www.destination360.com/south-america/peru/sacred-valley/virtual-tour>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a Why do we sometimes study the ancient Aztec, Maya, and Inca cultures together?
- b What modern-day countries did the Inca Empire include?
- c How do archaeologists find out what the ancient Maya, Incas, and Aztecs ate, used to build homes, or did for work?
- d In ancient times, how might the color or material of a garment reflect the person who wears it? Does that hold true for today?
- e How was school for the ancient Maya, Incas, and Aztecs different from yours? How was it the same?
- f Why is it important to study how people lived in the past?
- g How was life in ancient Mesoamerican societies different from life in other ancient cultures, such as in China, Australia, and Africa?
- h Do you prefer collaborative or competitive activities? How do activities help you experience life from ancient times?

CCC: CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCC: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCC: CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

COMMON CORE CONNECTIONS

Grade: 5 Language CCSS.ELA-Literacy.L.5.3,4,4a,4b,4c,5,5c,6

Grade: 5 Reading: Foundation Skills CCSS.ELA-Literacy.RF.5.3,3a,4,4a,4c

Grade: 5 Reading: Informational Text CCSS.ELA-Literacy.RI.5.1,2,3,4,5,6,7,8,9,10

Grade: 5 Speaking & Listening CCSS.ELA-Literacy.SL.5.1,1a,1c,1d,2,3,4,5,6

Grade: 5 Writing CCSS.ELA-Literacy.W.5.1,2,3,4,7,8,9,9b,10



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COMMON CORE CONNECTIONS

Grade: 5 Language

CCSS.ELA-Literacy.L.5.3,4,4a,4b,4c,5,5c,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade: 5 Reading: Foundation Skills

CCSS.ELA-Literacy.RF.5.3,3a,4,4a,4c

3 Know and apply grade-level phonics and word analysis skills in decoding words.

3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4 Read with sufficient accuracy and fluency to support comprehension.

4a Read grade-level text with purpose and understanding.

4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 5 Reading: Informational Text

CCSS.ELA-Literacy.RI.5.1,2,3,4,5,6,7,8,9,10

1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 5 Speaking & Listening

CCSS.ELA-Literacy.SL.5.1,1a,1c,1d,2,3,4,5,6

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - 1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Grade: 5 Writing

CCSS.ELA-Literacy.W.5.1,2,3,4,7,8,9,9b,10

- 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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ACTIVITY!

PROJECT!

AZTEC HOT CHOCOLATE

Make an Aztec-inspired chocolate drink. Ask an adult to help, as the activity uses boiling water and a blender.

- 1 Grate the chocolate into the mixing bowl.
- 2 With an adult's help, add some of the boiling water. Use the potato masher to mash the chocolate into a thick paste.
- 3 Add the rest of the water and the vanilla. Ask an adult to put the ingredients into a blender and mix until frothy.
- 4 Add a smidge of chili to the blender and mix again.
- 5 Pour a little of the hot chocolate into your cup. Taste your spicy drink.

DID YOU KNOW?

Maya nobles and merchants served the chocolate drink at banquets to show off their wealth.



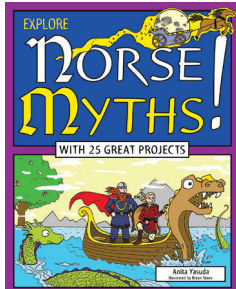
SUPPLIES

- * hand grater
- * 1 ounce bittersweet chocolate
- * large mixing bowl
- * 2/3 cup boiling water
- * potato masher
- * 1 teaspoon vanilla
- * blender
- * powdered chili
- * your paper cup from the previous activity

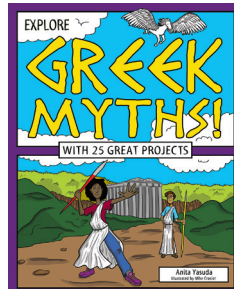
TRY THIS!

If you find your drink too spicy, add a little more water or try making this recipe with milk. You could also add honey to make the drink sweet or cinnamon for a different flavor.

More Social Studies Books!



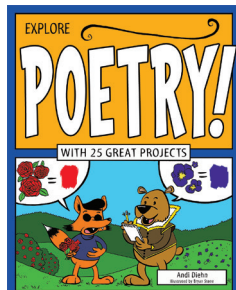
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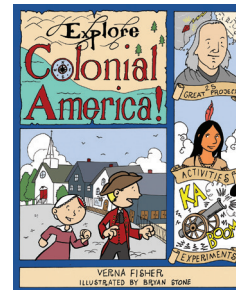
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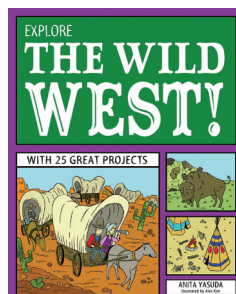
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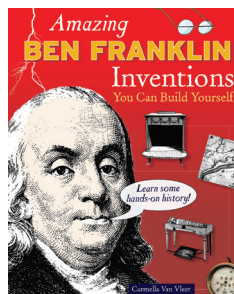
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