

6th grade • English Level 3

Learning PACKET #5



Theme: Aztecs, Mayans, & Incas

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Proficiency

- 6-8.1 English learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- 6-8.2 English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- 6-8.3 English learner can speak and write about grade-appropriate complex literary and informational texts and topics.
- 6-8.4 English learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.
- 6-8.7 English learner can adapt language choices to purpose, task, and audience when speaking and writing.
- 6-8.8 English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 6-8.9 English learner can create clear and coherent grade-appropriate speech and text.
- 6-8.10 English learner can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Math

- MA 6.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.

Social Studies

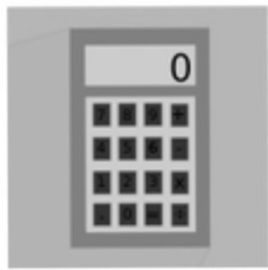
- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.
- SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
- SS 6.4.1 Analyze patterns of continuity and change over time in world history.
- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
- SS 6.4.4 Interpret and evaluate sources for historical context.

Science Standards and Cross-Cutting Ideas

- SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.

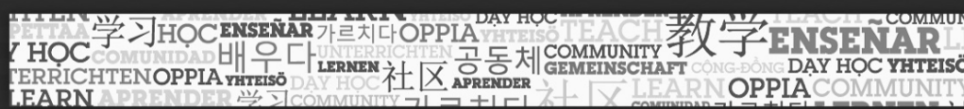
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Theme: Aztecs, Mayans, & Incas

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August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 5 Focus: Students will learn about the life of ancient Aztecs, Mayans, and Incas through a variety of reading, writing, science, and creative activities.
- Math Concept: Order of operations. Each day students will have a short math activity to practice and build skills.
- Vocabulary: Andes Mountains, astronomy, conquistador, maize, Mesoamerica, native, peninsula, sacrifice, smallpox, terrace farming

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

Answer Keys

Activity 2

- b
- d
- b
- Answers vary

Activity 3

- Andes Mountains
- Yucatan Peninsula
- Amazon River
- Inca Empire
- Gulf of Mexico
- Machu Picchu
- Mexico
- Maya Empire
- Peru
- Chichen Itza

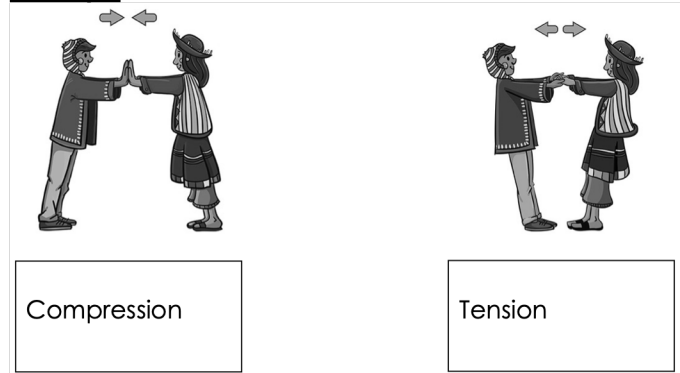
Activity 4

P	E	M	D	A	S
parenthesis	exponents	Multiplication	Division	Addition	subtraction
()	²	X	÷	+	-

Activity 7

- 28
- 23
- 12
- 13

Activity 8



Activity 13

The tragedy was the Aztecs were killed by the Spanish because they gave them smallpox.

Activity 14

1 ●	2 ● ●	3 ● ● ●	4 ● ● ● ●
5 —	6 ● —	7 ● ● —	8 ● ● ● —
9 ● ● ● ● —	10 — —	11 ● — —	12 ● ● — —
13 ● ● ● — —	14 ● ● ● ● — —	15 — — —	16 ● — — —
17 ● ● — — —	18 ● ● ● — — —	19 ● ● ● ● — — —	20 ● — — — ○

- 11
- 12
- 6
- 16
- 6

Activity 16

- $3 \times 7 - 12 + 2 = 11$
- $3 \times 7 - 12 \div 2 = 15$
- $3 \times 7 + (12 - 2) = 31$
- $(3 + 7) \times 12 \div 2 = 60$
- $3 \times 7 + 12 - 2^2 = 29$

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Enfoque del paquete 5:** Los estudiantes aprenderán sobre la vida de los Aztecas, Mayas e Incas a través de una variedad de actividades de lectura, escritura, ciencia y creatividad.
- **Concepto matemático:** Orden de operaciones. Cada día, los estudiantes tendrán una pequeña actividad matemática para practicar y desarrollar habilidades.
- **Vocabulario:** astronomía, conquistador, maíz, Mesoamérica, nativo, península, sacrificio, viruela, agricultura en terrazas

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education



Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

We'd love to see what you've done with this packet!



Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Question Words



Who?



When?



Where?




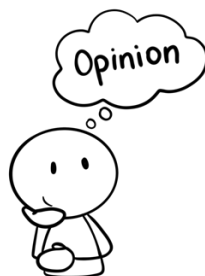

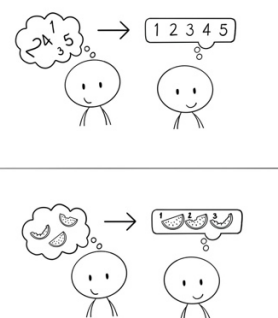

What?

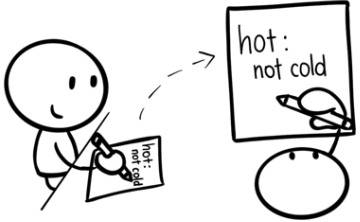
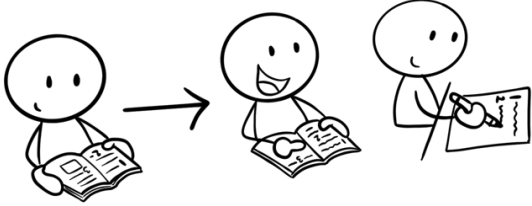

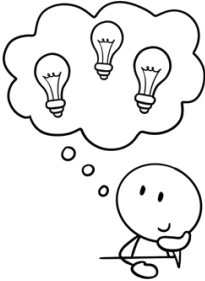





Why?



Thinking Skills Glossary – Level 3 English

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Word	Definition	Picture
Define 限定 Definir	Write the meaning 写出意思 Escribir el significado	Define "hot" 
Retell 复述 Recontar	To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras	
Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona	Talk to yourself in your mind 畅所欲言 Hablar contigo mismo	
Brainstorm 头脑风暴 Lluvia de ideas	think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta	

Word	Definition	Picture
Predict 预测 Predecir	Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar	
Main idea 大意 Idea principal	One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia	
Find Locate 找 Encontrar	Look for something 寻找东西 Buscar algo	

iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

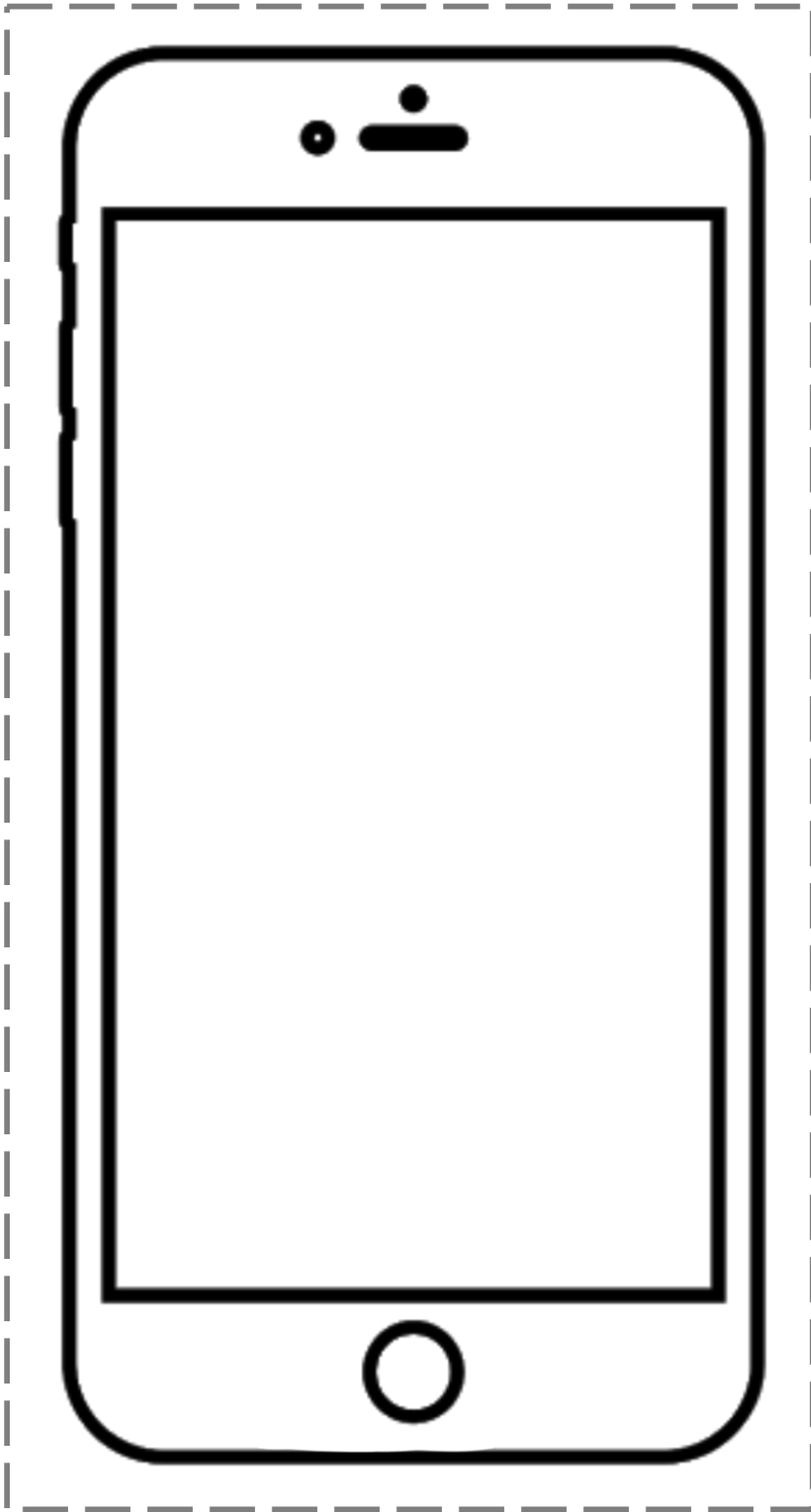


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada





Packet 5 Introduction

Welcome! This week you will travel back in time to the civilizations of the Aztec, Maya, and Inca. These three civilizations built great cities throughout Central America and South America, also known as Mesoamerica. Their inventions and culture can still be found in these regions today!



<u>Checklist</u>	
Day 1 <ul style="list-style-type: none">✓ Vocabulary✓ Intro Reading✓ Map✓ Order of Operations	Day 2 <ul style="list-style-type: none">✓ Primary Source✓ Mayan Xocolatl✓ Order of Operations
Day 3 <ul style="list-style-type: none">✓ Suspension Bridges✓ Modern Day Connection✓ Order of Operations	Day 4 <ul style="list-style-type: none">✓ Myth vs. History✓ Ofrendas✓ Order of Operations
Day 5 <ul style="list-style-type: none">✓ Vocabulary✓ Mayan Math✓ Order of Operations✓ Reflection	

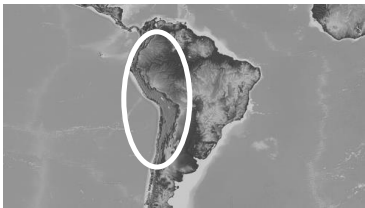










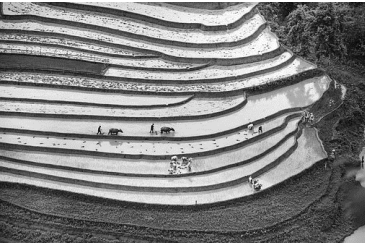
Day 1

Ancient Mesoamerica Vocabulary

Directions: Study the vocabulary notes for Ancient Mesoamerica. Then, write a way you will remember the word (home language, connection, drawing). After, cut out the cards to play a memory game. Place all cards face down, so you cannot see the information. Choose two cards at a time to look at and read aloud. If it is a match, you keep the cards! Take turns choosing cards with someone or play alone and see how fast you can find all the matches!

Objective: I can **define** vocabulary words for Ancient Mesoamerica.

Word	Definition	Visual	How I Remember This Word
Andes Mountains	Mountain range in South America, home to the Inca Empire		
astronomy	The study of the stars and planets		
conquistador	Spanish soldier		
maize	Corn, native to Mesoamerica		

Mesoamerica	A region that includes Southern North America and Central America		
native	To be originally from a place		
peninsula	A piece of land that is surrounded by water on three sides		
sacrifice	Giving up something you enjoy in order to get something else or help		
smallpox	A disease brought by the Spanish to Mesoamerica		
terrace farming	A method of farming on the sides of hills or mountains		

Andes Mountains	Astronomy	Conquistador
Maize	Mesoamerica	Native
Peninsula	Sacrifice	Smallpox
Terrace Farming		

<p>A method of farming on the sides of hills or mountains</p>	<p>Mountain range in South America, home to the Inca Empire</p>	<p>A piece of land that is surrounded by water on three sides</p>
<p>The study of the stars and planets</p>	<p>A region that includes Southern North America and Central America</p>	<p>To be originally from a place</p>
<p>Spanish soldier</p>	<p>A disease brought by the Spanish to Mesoamerica</p>	<p>Giving up something you enjoy in order to get something else or help</p>
<p>Corn, native to Mesoamerica</p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>

Mesoamerica: Where Civilizations Flourished, and Crashed, Repeatedly

Directions: Read through the article. Answer each comprehension question while you read.

Objective: I can **analyze** a non-fiction article.



TOP: The Market of Tlatelolco from The Great Tenochtitlan by Diego Rivera.
MIDDLE: Relief depicting Mayan king Bird-Jaguar. BOTTOM: Detail of The Market of Tlatelolco from The Great Tenochtitlan by Diego Rivera. Images: Big History Project

By Cynthia Stokes Brown, Big History Project, adapted by Newsela staff
Published:06/21/2016

In Mesoamerica, civilization rose and fell several times. This pattern shaped how people living there viewed the world. It also led to some mysteries still unsolved today.

The geography of the Americas

The Americas are one of the world's four big geographical areas. The others are the Afro-Eurasian zone, the Australasian zone, and the Pacific Islands. Early human societies developed in these areas apart from each other.

About 245 million years ago, the Earth's continents were all joined together. This supercontinent was called Pangaea. As Pangaea broke up, North and South America separated. They were not rejoined until 3 million years ago.

Today, North and South America are connected by a narrow strip of land. This piece of land is known as the Isthmus of Panama. Most societies in Mesoamerica developed just north of the Isthmus of Panama.

The Olmecs

The founding society of Mesoamerica was the Olmecs. Their society emerged in river valleys along the Gulf of Mexico more than 3,000 years ago.

The Olmecs made art that is still around today. The most famous are huge heads carved out of volcanic rock. Some are more than 10 feet tall.

The last Olmec city declined about 2,000 years ago. Historians are not sure what led to the decline. Was it volcanic eruptions? A shift in the flow of rivers? Fighting between the rich and poor? No one knows.



A Colossal Olmec head from the site of San Lorenzo, now displayed at the Jalapa Museum, Veracruz, Mexico. Such heads, often weighing many tons, are thought to represent individual rulers, possibly worshipped as ancestors or gods. Photo by Mesoamerican, Creative Commons license.

The Maya

As the Olmecs declined, their neighbors to the east thrived. The Maya lived in an area called the Yucatan Peninsula. It had poor soil and no large rivers. Yet people there grew corn, beans, squash, peppers, and cacao, or chocolate.

The Maya did not live in one big kingdom. Instead, they organized themselves into several small city-states. The largest was Tikal, which had about 40,000 people living in it by 750 CE. The people were ruled by leaders and had special jobs. Sometimes the city-states fought with each other.

The Maya had an advanced writing system that used symbols. They also invented three kinds of calendars. One calendar was used to keep track of farming cycles. Another was used for daily activities. The third calendar was called the Long Count calendar. It went back to 3114 BCE and was used to record the longer passing of time. The Maya believed that the world had ended four times already and that they were living in the fifth world.

Mayan society changed rapidly between 800 and 925 CE. People left the cities and moved back to the countryside. Historians are not sure why. It may have been because of earthquakes, drought, or enemy attacks. But the Maya did not just disappear. Several million are still alive today, and in parts of Mexico they still speak the Mayan language.

- 1. Which of the following events would be considered a problem for the Maya?**
- a. The Maya did not live in one big kingdom.**
 - b. Sometimes the city-states fought with each other.**
 - c. The Maya believed that the world had ended four times already.**
 - d. Several million are still alive today, and in parts of Mexico they still speak the Mayan language.**

Teotihuacan

In the center of Mexico, at about the same time, another amazing city developed called Teotihuacan (tay-oh-tee-wa-KAHN). It began as an agricultural village near present-day Mexico City. Teotihuacan was located in the highlands of Mexico, more than a mile above sea level. Water flowing from surrounding mountains created several large lakes in this area. By 500 CE, it had more than 100,000 people. It was one of the six largest cities in the world.

Tenochtitlan and the Aztecs

Mesoamerican civilization reached its height with the Aztecs. They built the great city of Tenochtitlan (the-noch-tee-TLAHN), which means "place of the cactus fruit."

The Aztecs came from northern Mexico. By the 1500s, they had conquered most of Mesoamerica. They ruled more than 10 million people, who had to pay them tribute every year. The tribute was made up of food and goods, including jewelry, animal skins, and seashells.



Aztec society was organized around military leaders, and warriors were highly honored. They wore fine cloth and feathers. The common people wore clothes made from plant materials. They worked the land or served as slaves.

Like the Olmecs, the Aztecs used a complicated calendar system. Priests also performed ceremonies to honor the gods. The Aztecs believed these ceremonies would stop earthquakes and other disasters.

2. What is the main idea of this section?

- a. Most Aztec people in Tenochtitlan used a complicated calendar system.
- b. Aztec leaders wore fancier clothing than the other people who lived in Tenochtitlan.
- c. Most Aztec people in Tenochtitlan were forced to work as slaves to the leaders.
- d. The Aztec leaders in Tenochtitlan ruled over millions of people who had to honor them.

The fall of the Aztecs

In 1520, Spanish fighters led by Hernán Cortés invaded Mexico. They used horses, guns, and swords to defeat the Aztecs in battle.

The Spanish brought with them a disease called smallpox. The Aztecs had no immunity to it to save themselves from getting sick. The disease killed many of them, forcing the rest to surrender. Soon the Spanish controlled all of Mexico.

3. Which sentence helps explain how the Aztecs were defeated?

- a. Priests also performed ceremonies to honor the gods.
- b. In 1520, Spanish fighters led by Hernán Cortés invaded Mexico.
- c. The Spanish brought with them a disease called smallpox.
- d. Soon the Spanish controlled all of Mexico.

4. Read the main idea from the article

In Mesoamerica, civilization rose and fell several times.

List three details from the text that support this idea.

- 1. _____

- 2. _____

- 3. _____

Map of Mesoamerica Scavenger Hunt

Directions: Read each clue describing a landform, body of water, country, or city in Mesoamerica. Use the map to find the correct answer.

Objective: I can **interpret** a map of Mesoamerica.



1. Mountain range, east of the Pacific Ocean... _____
2. Landform, surrounded by the Gulf of Mexico... _____
3. Body of water, long, west of the Andes Mountains... _____
4. Ancient empire, on the Pacific Ocean coast, in South America... _____
5. Body of water, north of Chichen Itza, east of Mexico... _____
6. City, part of the Inca Empire, north of Cuzco... _____
7. Country, northeast of South America, home of the Aztec Empire ... _____
8. Ancient empire, in Central America, south of the Gulf of Mexico... _____
9. Country, east of the Amazon River, home to the Inca Empire... _____
10. City, part of the Maya Empire, west of Tenochtitlán... _____

What is PEMDAS?

Directions: Read the notes discussing PEMDAS. Then, complete the chart defining PEMDAS by writing the name of the operation and drawing the symbol with the correct letter of the acronym.

Objective: I can **define** the acronym PEMDAS.

PEMDAS is an acronym. An acronym is a word made of letters that represent the first letter of each word of a phrase. Acronyms help us remember these phrases or sentences.

When completing an equation, you always need to follow the order of operations, or PEMDAS.

Par**ent**hesis Ex**po**nants M**u**ltiplication D**iv**ision A**dd**ition S**ub**traction

Remember!

Parenthesis: Do the math inside these first ()

Exponents: Multiply the big number by itself as many times as the small number tells you 5^5

Multiplication: Multiply the two numbers together \times

Division: Divide the first number by the second number \div

Addition: Add the two numbers together $+$

Subtraction: Subtract the second number from the first $-$



P	E	M	D	A	S
parenthesis					
()					



Day 2

Aztec Primary Source

Directions: Study the primary source "Divide and conquer: Cortes and Malinche negotiate with leaders on route to Tenochtitlan". Then, pretend you are a news reporter at the meeting. Use the 5 W's graphic organizer to take notes. After, write a paragraph (5-7 sentences) describing the situation

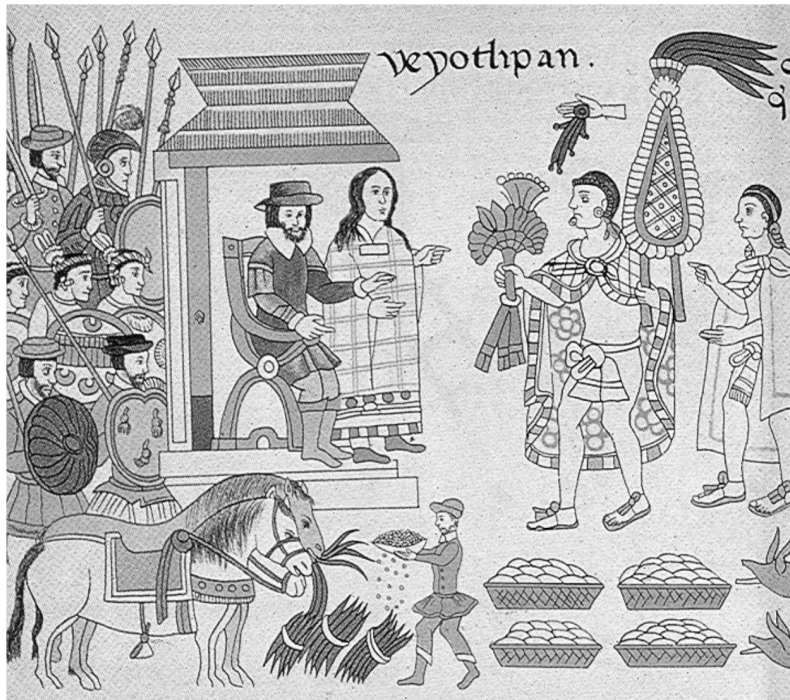
Objective: I can **analyze** a primary resource and **describe** the scene.

Background Information: In 1519, Hernando Cortes arrived in Mexico from Spain. He had heard of the large, rich empire of the Aztecs. Aztec leader, Montezuma, was friendly to the visitors because he was curious about them. Malinche was an Aztec translator who many believed helped Cortes eventually take over and destroy the empire.



Who?	
What?	
When?	
Where?	
Why?	

by _____




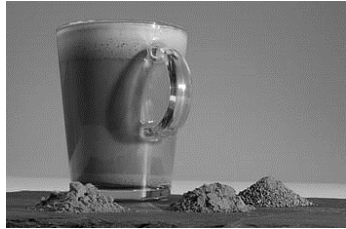


Caption: _____

Mayan Xocolatl

Directions: One of the most popular innovations from Mesoamerica was chocolate, or as the Mayans called it, Xocolatl. One popular way to use chocolate was to make a beverage, similar to modern day hot chocolate, but served cold. Analyze the recipe infographic. Then, rewrite the recipe in a descriptive paragraph. Make sure to use sequence words such as first, next, then, after, and finally.

Objective: I can **describe** a recipe using sequence words.

<p>Ingredients: 1/2 cup raw cocoa beans, 2 medium sized dried chilis, 1/2 tsp cinnamon, 1/4 cup cornmeal, 6-8 cups water</p>	<p>Equipment: cup, pot</p>
<p>1. Grind the cocoa beans and mix with water to create a paste.</p> 	<p>2. Mix in the chili peppers, cinnamon, and cornmeal into the paste.</p> 
<p>3. Boil the liquid on the stove for 15 minutes.</p> 	<p>4. Pour the liquid between the pot and a cup. Repeat the process until a thick foam develops.</p> 

Order of Operations

Directions: Look at the examples of completing equations using the order of operations, or PEMDAS. Then, complete the practice items.

Objective: I can **apply** PEMDAS when solving an equation.

Example

$$72 - 10 \times 2 \div (3 \times 4) = ?$$

1. $72 - 10 \times 2 \div \mathbf{(12)}$

2. $72 - \mathbf{12} \div 12$

3. $72 - \mathbf{1}$

4. $\mathbf{71}$

$$(8 \div 2) + (1 \times 3) = ?$$

1. $\mathbf{(4)} + \mathbf{(3)}$

2. $\mathbf{12}$

$$6 \times 2 + 9 \div 3^2 = ?$$

1. $6 \times 2 + 9 \div \mathbf{9}$

2. $\mathbf{12} + 9 \div 9$

3. $12 + \mathbf{3}$

4. $\mathbf{15}$

Practice Items

$$(5 \times 2) + (3 \times 6) = ?$$

1.

2.

$$7 \times 8 \div 2 - 5 = ?$$

1.

2.

3.

$$9 + 5 - 8 \div 2^2 = ?$$

1.

2.

3.

4.

$$10 + 1 \times 9 \div (7 - 4) = ?$$

1.

2.

3.

4.



Day 3

Suspension Bridges

Directions: Read the information about suspension bridges and how they relate to the Incan Empire. Then, complete the experiment and record your observation.

Objective: I can **observe** the effects of force in suspension bridges.

Background: The Inca Empire was located in the Andes Mountains, in modern day Peru and also parts of Bolivia, Chile, and Ecuador. This location presented many challenges. The Inca people had to be very creative and were master engineers for their time. One of their most valuable innovations was the suspension bridge.

A **suspension bridge** gets its name because the bridge itself is suspended, or held up in the air by, cables or ropes that are connected to tall towers.



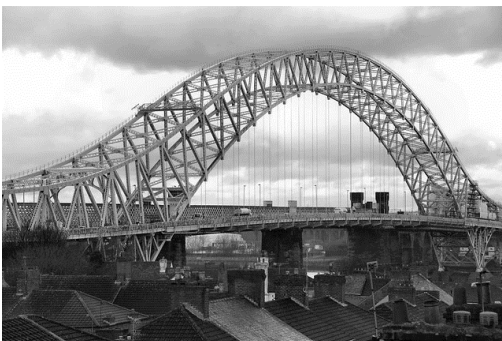
Golden Gate Bridge

**San Francisco, California,
United States**



Brooklyn Bridge

**New York City, New York,
United States**



Silver Jubilee Bridge

London, England

Q'eswachaka crosses the Apurimac River in Peru. The bridge has been helping the people living in the Andes Mountains to travel and communicate with each other for over 500 years. It is the last remaining suspension bridge created during the Incan Empire. The bridge is made of braided grass. Every year, members from the communities who use the bridge come together to rebuild the bridge for three days. After the bridge is completed, they have a large festival to celebrate!



Men from the Quehue district working together to rebuild the Q'eswachaka Bridge using braided, dried grass.



An up close example of the braiding techniques used to create the materials for the bridge.



The Q'eswachaka Bridge, which has allowed the people from the Quehue district to safely cross for over 500 years.

Experiment: Tension vs Compression

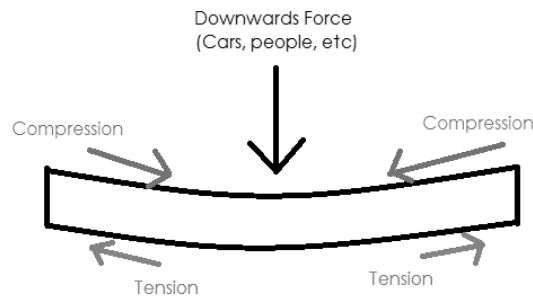
Suspension bridges did not exist in Europe until 300 years after they appeared in the Inca Empire. Europeans built stone arch bridges. Suspension bridges can span longer distances. In suspension bridges, tension forces are most important, while in arch bridges, compression forces are what matter.

Tension forces pull and stretch material in opposite directions, allowing a rope bridge to support itself and the load it carries.

Compression forces squeeze and push material inward, causing the rocks of an arch bridge to press against each other to carry the load.



Modern day compression bridge.



Both types of bridges rely on abutments, the components of the bridge that take on pressure and dissipate it onto the Earth. In the case of Q'eswachaka, the abutments are made from massive rocks where the bridge's main cables are tied.

Find a partner and try each exercise. Then, label which one is modeling tension and compression.



Mayan Girls use their language skills to help immigrants from Guatemala

Directions: Millions of descendants from the ancient Mayan people are living across North America and Central America today. Read this article about modern day Maya teens. Think about how your experiences are similar to the teens in the article. Then, reflect on what you read by completing a 3-2-1.

Objective: I can **compare** my experiences to other teenagers in the United States.



Two of the Mayan Girls, Magda Francisco (left) and Ramona Francisco (right, front), gather around a laptop and phone to record a Facebook Live video about measles with Guatemalan-Maya Center outreach staffer Micaela Martin. Photo by: Madeline Fox/WLRN

By Public Radio International, adapted by Newsela staff
Published:09/30/2019

In Lake Worth, Florida, there is a Guatemalan-Maya Center. It is a busy place. It helps immigrants who come to the United States from Guatemala. It is a country in Central American. It is south of Mexico.

Many of those who are coming are leaving because of danger in their home country. It also can be hard to find food there.

A group of high school girls go to the center to help. They call themselves the Mayan Girls. The girls began coming to the center to meet a school requirement. They had to do community service hours. This is time spent serving the community.

Most of the girls speak Spanish, English and also a Mayan language. They translate between the immigrants and their case workers.

Some of the immigrants speak only a Mayan language.

High School Girls Help To Translate

Daniel Morgan is a worker at the center. He has also served as the Mayan Girls' adviser. He said he does not speak a Mayan language. It can be hard to help people sometimes. He often needs someone to help him translate.

The high school girls are part of his group of translators. They are usually in class when the center is open, though.

Morgan suggested they make recordings. Then they could be played back anytime. The girls mostly speak Q'anjob'al, a Mayan language. Many immigrants also speak it.

Better Programs For Video Recording

Ramona Francisco is the voice of the Mayan Girls on many recordings. She and the others start with something that needs translating. It might be information that many immigrants need.

The girls share ideas about how to say it in Q'anjob'al. Then Francisco usually records it in just a few tries. She uses a microphone plugged into the computer.

That was the Mayan Girls' way of recording at first. They used a computer, microphone and free software programs.

The group applied for funding to help their work. They received \$15,000. Now they are getting new equipment. They are adding programs to edit audio and video.

The Power Of Language

New equipment could let them add video to their audio recordings. They hope to act out the information.

The recordings help those who can't read the Mayan language.

Others have reached out to help Mayan-speaking people.

Poli Gaspar Xuncax started the Guatemalan-Maya Center. She died in May. Gaspar Xuncax started out as a translator for people fleeing a war in Guatemala. She helped with translating between immigrants and the lawyers working with them.

Lorena Felipe Sebastian is one of the Mayan Girls. She sees the power of talking to people in their language at the center.

"They would seem frustrated that they don't understand," she said. "But when we're there, they feel more relieved that we're there to help them."

3-2-1

3 Things I Learned



1. _____

2. _____

3. _____

2 Connections I Made



1. _____

2. _____

1 Question I Have



1. _____

Roll an Equation

Directions: Follow the directions to create the paper dice. Then, roll the dice four times to fill in the blanks for each number. After, complete each equation using the order of operations practiced yesterday.

Objective: I can **apply** order of operations when solving an equation.

1. $\underline{\quad} \times \underline{\quad} + \underline{\quad}^2 - \underline{\quad} = \underline{\quad}$

2. $\underline{\quad} + (\underline{\quad} + \underline{\quad}) \div \underline{\quad} = \underline{\quad}$

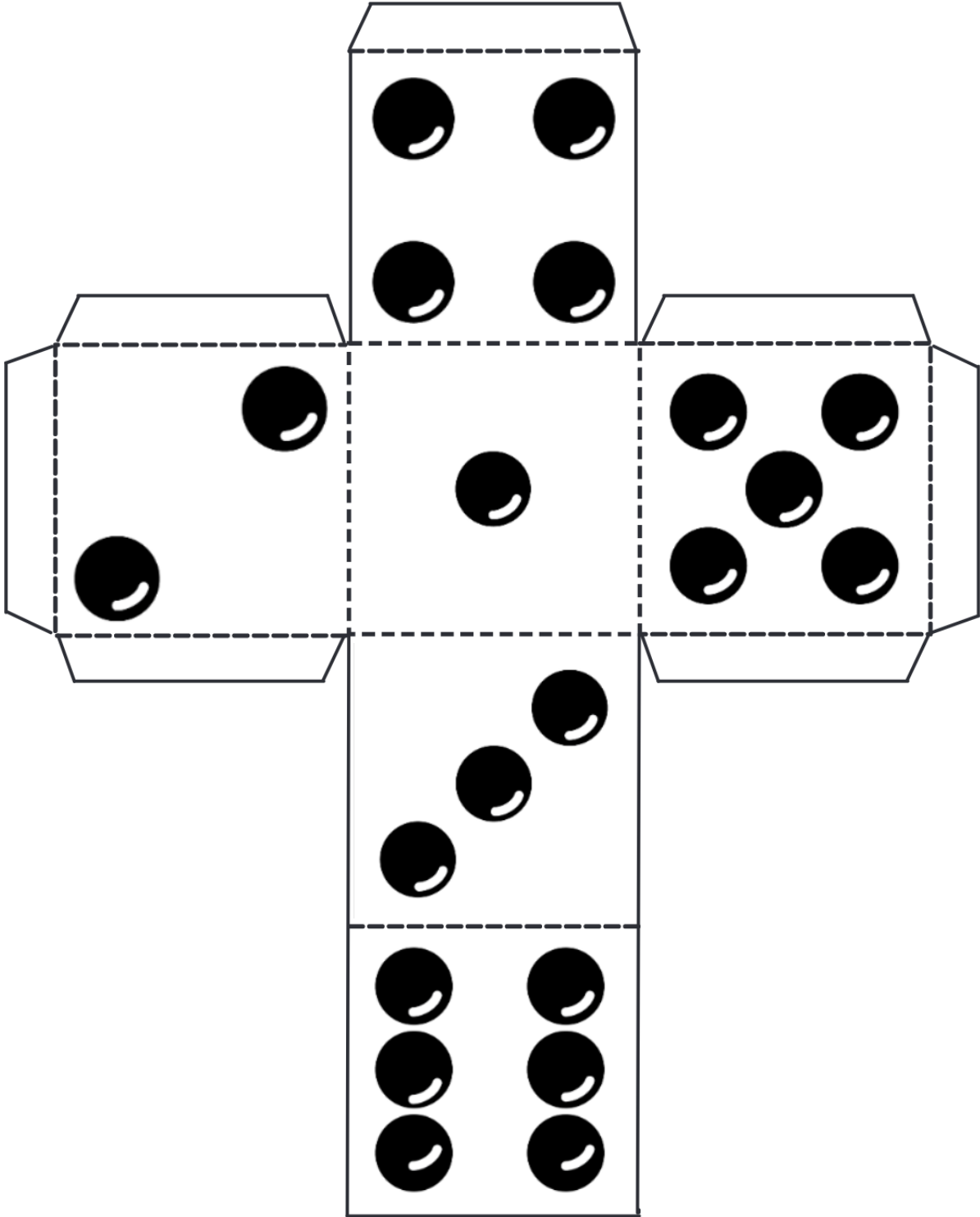
3. $\underline{\quad}^2 + \underline{\quad} - (\underline{\quad} \times \underline{\quad}) = \underline{\quad}$

4. $(\underline{\quad} + \underline{\quad}) \times (\underline{\quad} + \underline{\quad}) = \underline{\quad}$

5. $\underline{\quad} \times \underline{\quad} - \underline{\quad} \div \underline{\quad} = \underline{\quad}$

Foldable Dice

Directions: Cut on the **solid lines** and fold on the **dash lines**. Use tape or glue to secure the small flaps in place to make a cube.





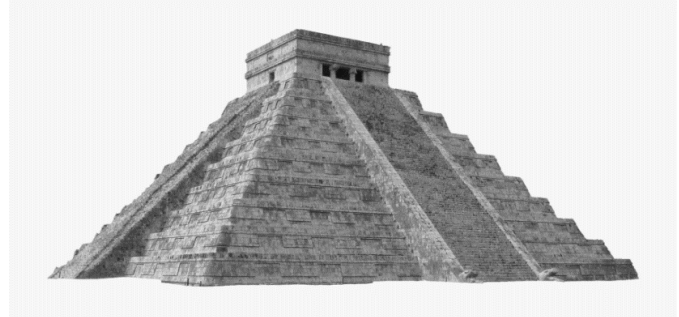
Day 4

Myth vs History

Directions: One challenge in history is determining what accounts are fictional, and non-fictional. The true origins of the Maya is still a bit of a mystery. Read the two accounts. While you are reading think, what elements of this account tell me it is fiction or non-fiction? Then, complete the graphic organizer to compare the accounts.

Objective: I can **compare** elements of fiction and non-fiction.

Myth: A fictional story created to explain something in the world. Usually includes characters that are magical or have god/goddess powers.



Account 1	Account 2
<p>The gods wanted to be worshipped and remembered, but the animals were unable talk. So they said, “How can remembered on the face of the earth? We have already made our first try at our work and design, but it turned out that they didn’t glorify us.” So, they tried again. They worked with dirt and mud to make a body. Again, they failed as this new body was unable to hold its form and would simply dissolve and disintegrate.</p> <p>Their next effort used wood, and this one succeeded. The first people came into being, they had daughters and they had sons. However, there was nothing in their hearts minds, no memory creator. They just went and walked wherever they wanted. The gods were still discontent because they wanted to be worshipped, and so they destroyed them with a great flood. The gods tried one final time. This time they used corn mixed with water create the human flesh. To this mixture they added the blood of the gods to bring it to life. Thus the first four people were created.</p>	<p>The first evidence of settled habitation in Mexico, corn cultivation, basic pottery and stone tools, appeared sometime between 5000 and 1500 BC. The first true civilization was established with the rise of the Olmecs in the Pre-Classic period 1500 BC -300 AD. The Olmecs settled on the Gulf Coast, and little is known about them. They are regarded as the inventors of many aspects of Mayan culture including the calendar and hieroglyphic writing.</p> <p>The earliest purely Mayan settlements date to around 1800 B.C., or the beginning of what is called the Pre-Classic or Formative Period. The earliest Maya were agricultural, growing crops such as corn (maize), beans, squash and cassava (manioc). During the Middle Pre-Classic Period, which lasted until about 300 B.C., Maya farmers began to expand their presence both in the highland and lowland regions.</p>

	Account 1	Account 2
Fiction or Non-fiction?		
3 Reasons to Support Your Answer	1. 2. 3.	1. 2. 3.

Only in Account 1	Both	Only in Account 2

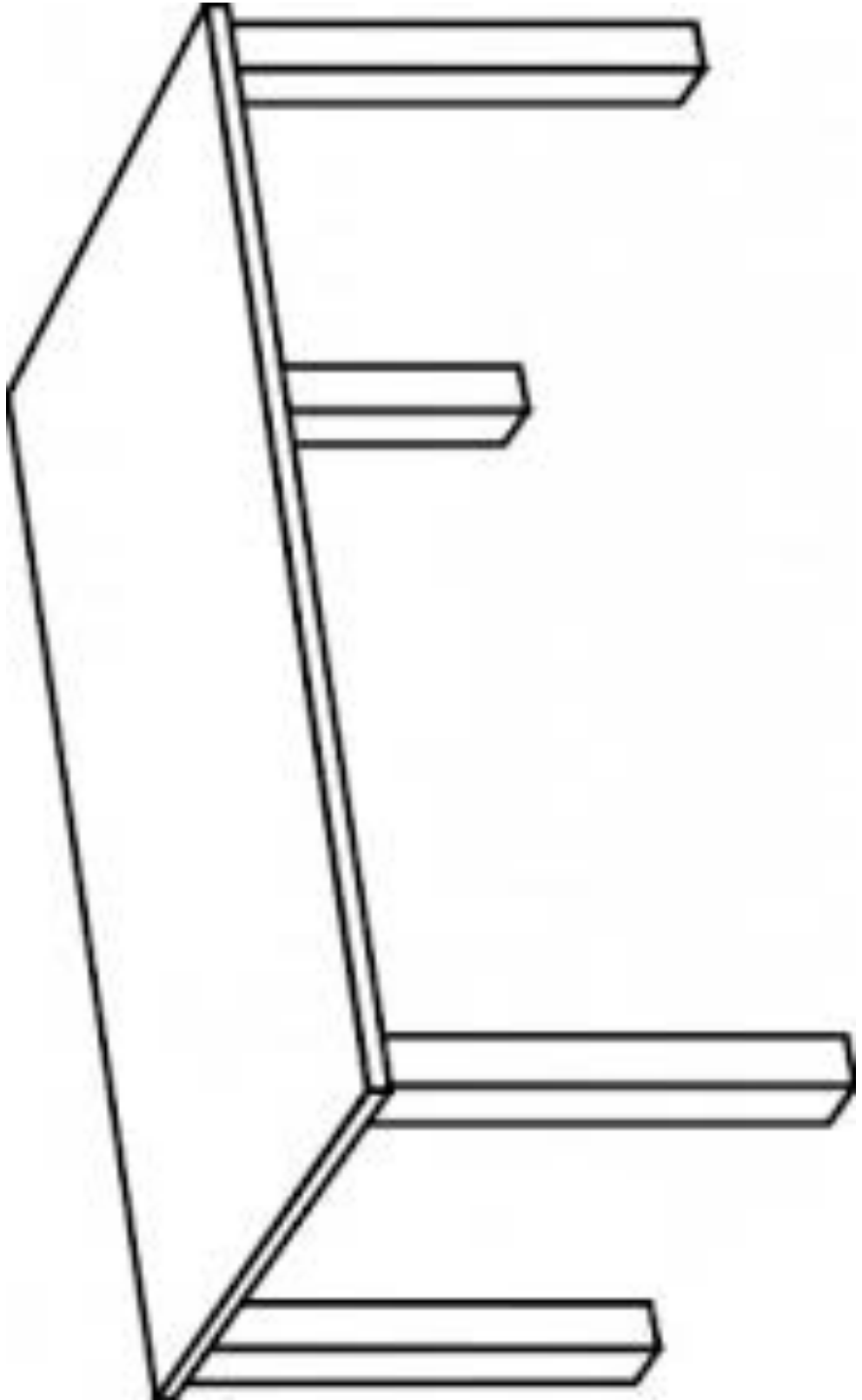
Aztec Ofrendas

Directions: Think of someone who is very important to you. This could be someone in your family or a best friend. Complete the graphic organizer listing 10 things that represent them. Then, write a reason why you chose each item. (Food, drink, hobby, movie...) After, draw a picture of what your *ofrenda* or offering for that person would like look.

Objective: I can **create** an *ofrenda* to represent someone important to me.

Background: Día de los Muertos is a traditional Mexican holiday when families honor their loved ones who have died. The *ofrenda* is an offering table where families gather important items that their loved one liked. This tradition has roots in Aztec culture. The Aztecs had a two-month long celebration to honor their loved ones and also the goddess Mictecacihuat.

Ofrenda Item	Reason



The Tragedy of Mesoamerica

Directions: Solve each equation using the order of operations. Each answer will correspond with a **wrong answer** to the tragedy. Cross off each wrong answer from the list. The remaining three answers will be the details of the tragedy.

Objective: I can **apply** order of operations when solving an equation.

The tragedy was...	were killed by....	because...
the Incas	the Spanish	they had a war.
the Mayans	the Americans	there was a famine.
the Aztecs	an earthquake	they gave them smallpox.

What is the tragedy of Mesoamerica?

$$1. 9 - (3 \div 3)^2$$

6 an earthquake

7 the Spanish

8 the Americans

$$2. 5 + 6 - 4 \times 7 \div 2$$

1 the Aztecs

-1 the Mayans

-3 the Incas

$$3. (2 + 5) \times 2^2 - 10$$

16 they gave them smallpox

17 there was a famine

18 they had a war

$$4. 4 \times 4 \div 4 + (5-1)$$

8 the Mayans

9 the Incas

10 the Aztecs

5. $6^2 \div 4 + 13$

21 the Spanish

22 the Americans

23 an Earthquake

6. $(2 \times 4) - 9 \div (3 \times 1)$

5 there was a famine.

6 they had a war.

7 they gave them smallpox.



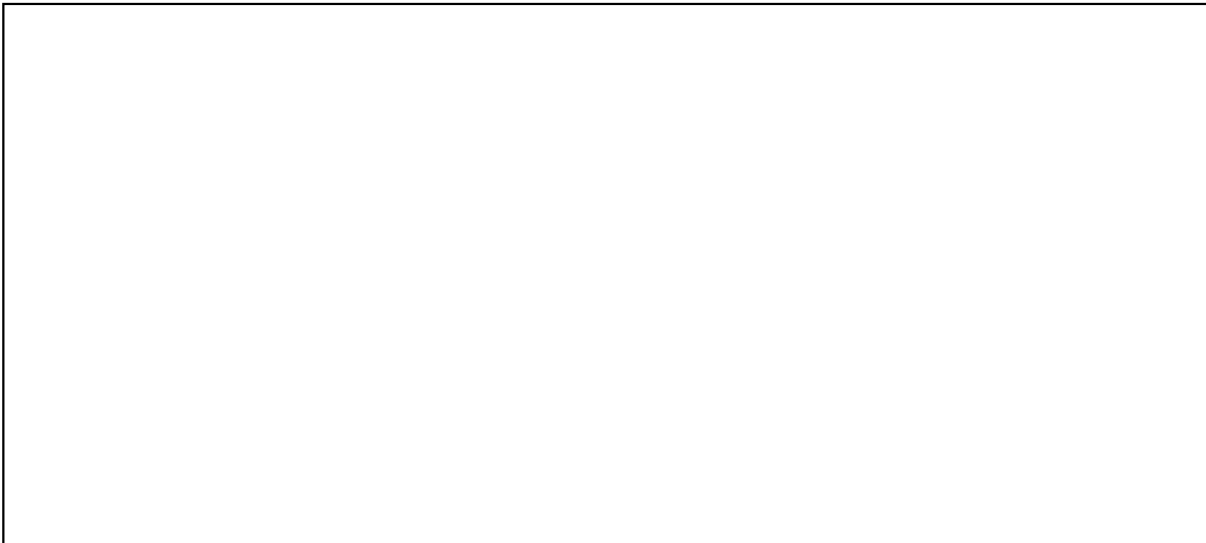
Day 5

Vocabulary Story

Directions: Write a complete paragraph (5-7 sentences) about Ancient Mesopotamia. It can be a fiction story or non-fiction informational paragraph. You must use **at least 5 vocabulary words**. Circle all 5 vocabulary words. Then, draw a picture to represent the information in your paragraph.

Objective: I can **write** a complete paragraph about Ancient Mesopotamia using 5 or more vocabulary words.


Andes Mountains	astronomy	conquistador	maize	Mesoamerica
native	peninsula	sacrifice	smallpox	terrace farming





Mayan Math

Directions: The ancient Mayans created a math system that allowed them to create any number using only 3 symbols. A dot equals 1, a line equals 5, and a shell equals 0. Fill in the chart with the correct number for each symbol. Then, complete the math problems.



Objective: I can **interpret** an ancient number system.



1 ●	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20 

1.  +  =

2.  -  =

3.  +  =

4.  +  =

5.  -  =

Fill in the Operation

Directions: Each of these equations have the same numbers, with different answers. The reason for these different answers, is because they include different operations. Each of the operations listed in the bank will only be used one time. Fill in the correct operations until the equation is equal to the answer.

Objective: I can **create** equations.

()	()	²	X	X
X	X	X	÷	÷
+	+	+	+	-
-	-	-		

1. 3 7 12 2 = 11

2. 3 7 12 2 = 15

3. 3 7 12 2 = 31

4. 3 7 12 2 = 60

5. 3 7 12 2 = 29



Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



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