

Grade 5

Unit 2

Early Americas: Maya, Aztec, and Inca

Activity Book

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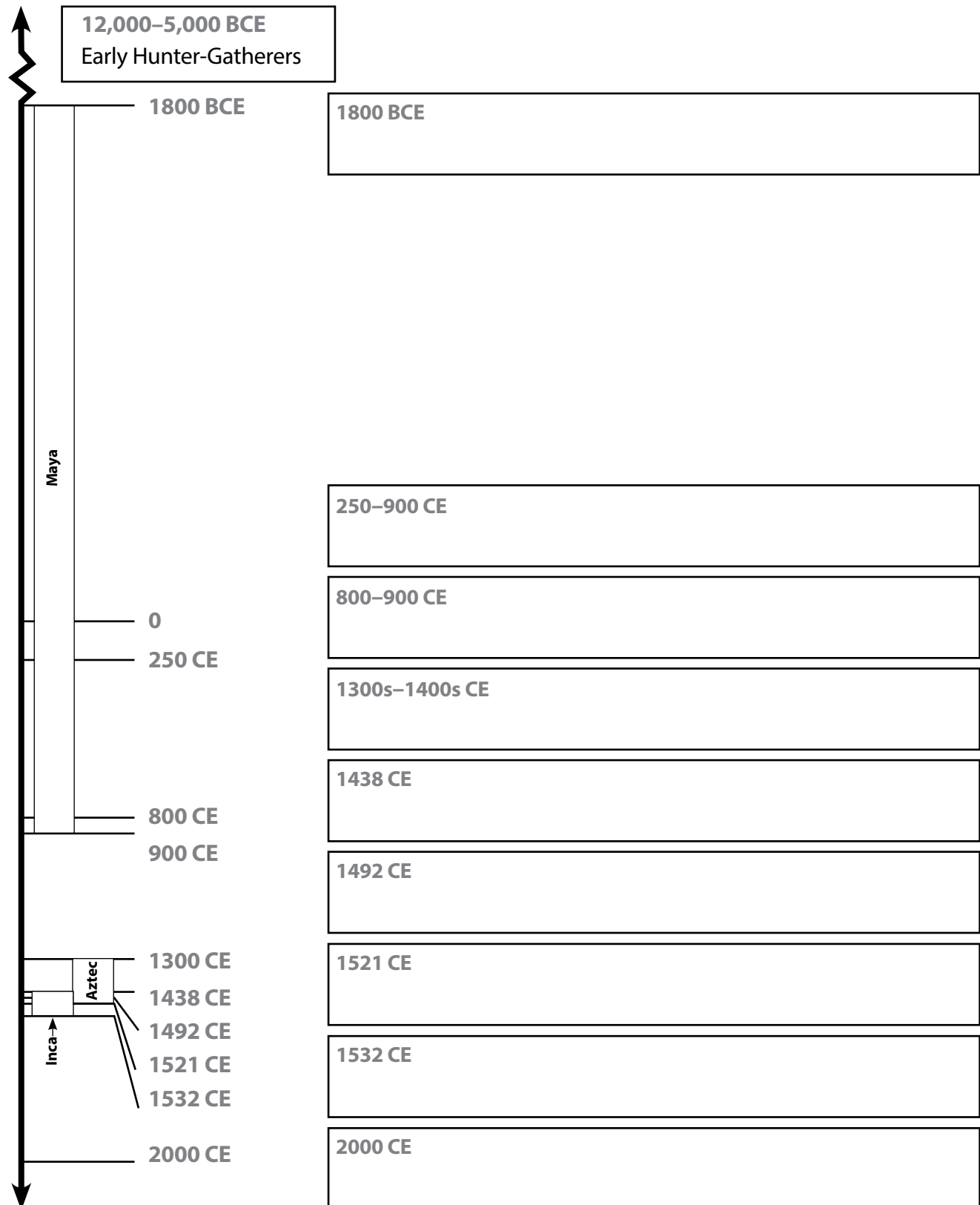
NAME: _____

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1.1

Activity Page

Early Americas: Maya, Aztec, and Inca Timeline



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1.2

Activity Page

Vocabulary for “The Rise of Early American Civilizations”

1. **domesticate**, *v.* to raise and train animals to live around humans (**domesticated**)
2. **irrigate**, *v.* to supply water using pipes or channels
3. **flourish**, *v.* to be successful (**flourished**)
4. **isthmus**, *n.* a narrow piece of land that connects two larger pieces of land
5. **diverse**, *adj.* made up of different people or things
6. **lush**, *adj.* healthy and full
7. **cenote**, *n.* a natural well formed from a sinkhole (**cenotes**)
8. **descendant**, *n.* a relative of someone who lived in the past (**descendants**)
9. **empire**, *n.* a large group of territories or peoples under the total control of one ruler or government
10. **sieve**, *n.* a tool with small holes for separating big and small pieces (**sieves**)
11. **textile**, *n.* woven or knit fabric (**textiles**)

Word from the Chapter	Pronunciation	Page
Tigris	/tie*gres/	3
Euphrates	/ue*frae*teez/	3
Mesoamerica	/me*soe*ə*maer*i*kə/	4
Belize	/bə*leez/	4
Yucatán	/ue*kə*tan/	4

NAME: _____

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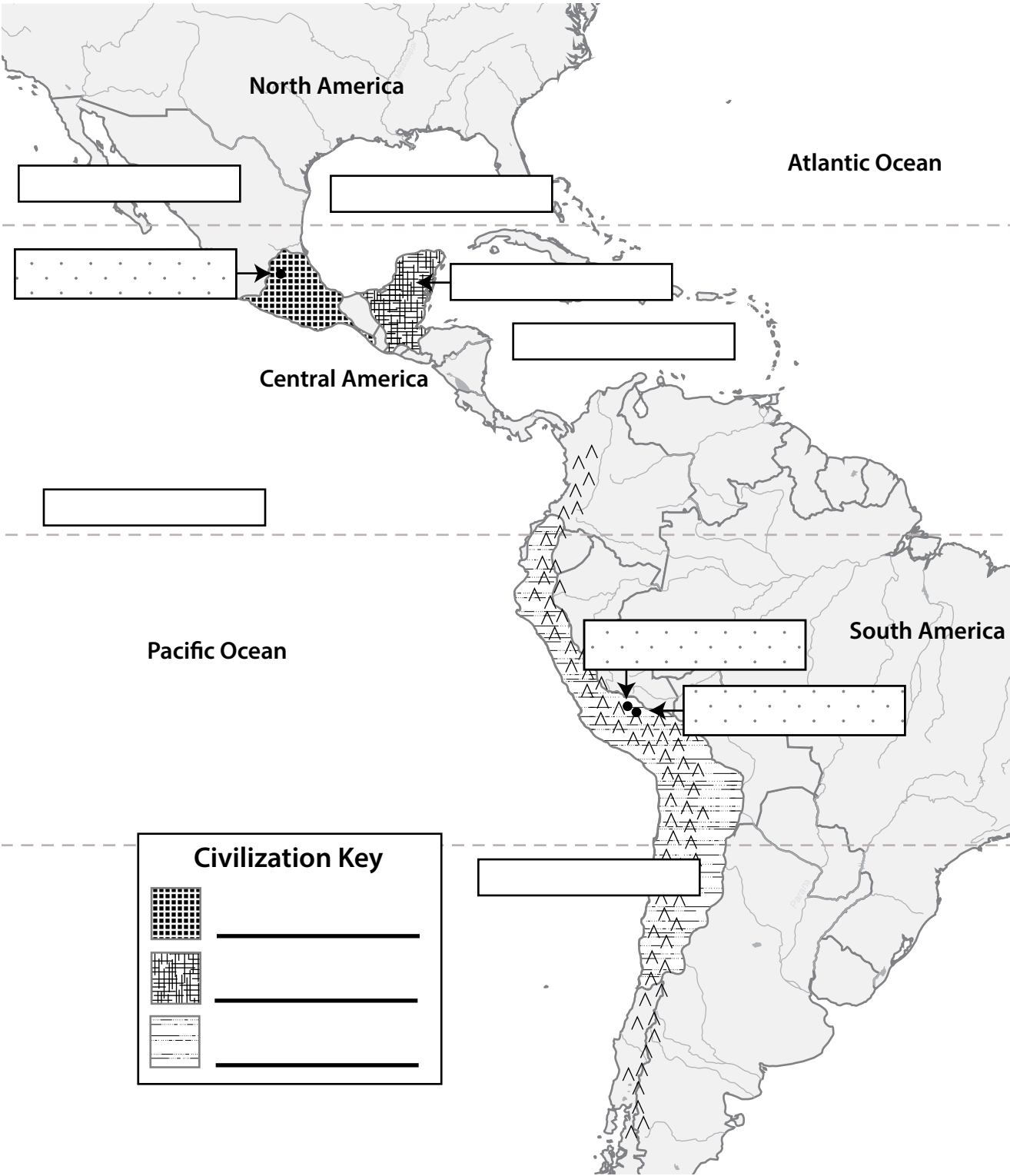
1.3

Activity Page

Early Americas: Maya, Aztec, and Inca Map

1. *Using the map on page 4 of Maya, Aztec, and Inca as a reference, label the map on the back of this page with the names provided in the word bank. Three of the boxes will be left blank to be labeled during subsequent lessons.*
2. *Each of the regions in which the Maya, Aztec, and Inca civilizations developed is represented by shadings on the map, which are also noted in the map key.*
 - A. *Refer to the text on pages 4–5 in the Reader to identify the location of each civilization on the map. Place each civilization name—Maya, Aztec, and Inca—in the correct place in the key.*
 - B. *Use a yellow colored pencil to lightly shade the Maya region on the map and in the key.*
 - C. *Use a red colored pencil to lightly shade the Aztec region on the map and in the key.*
 - D. *Use a blue colored pencil to lightly shade the Inca region on the map and in the key.*

Gulf of Mexico	Andes Mountains	Mexico
Equator	Yucatán Peninsula	Caribbean Sea



Civilization Key







NAME: _____

DATE: _____

2.1

Activity Page

Vocabulary for “Golden Age of the Maya”

1. **incessant**, *adj.* continuing without stopping
2. **penetrate**, *v.* to go through or into something
3. **temple**, *n.* a building devoted to religious worship (**temples**)
4. **culture**, *n.* the beliefs, traditions, and way of life shared by a group of people
5. **city-state**, *n.* a city, and the area surrounding it, that governs itself (**city-states**)
6. **trade**, **1. v.** to give something in exchange for something else; **2. n.** a job that requires special training or skills (**traded**)
7. **arid**, *adj.* dry and having little rain
8. **indigenous**, *adj.* originating in a certain location or region
9. **commerce**, *n.* the buying and selling of goods and services
10. **game**, *n.* **1.** animals that are hunted; **2.** an activity done for pleasure or sport
11. **symbolize**, *v.* to stand for an idea or characteristic (**symbolized**)

Word from the Chapter	Pronunciation	Page
Désiré Charnay	/dez*er*ae/ /shar*nae/	8
Chichén Itzá	/chee*chen/ /eet*sə/	11
quetzal	/ket*sol/	11
Bonampak	/boe*nom*pok/	15

NAME: _____

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2.2

Activity Page

Golden Age of the Maya

As you read Chapter 2, “Golden Age of the Maya,” complete the following charts and answer the question using complete sentences.

1. In the following chart, the left side has words Charnay wrote in his journal about the rainforest. On the right side, his words have been paraphrased, or restated in different words. Fill in the blank spaces in the chart. The first one has been completed as an example.

Words Charnay Wrote	What Charnay’s Words Mean
“The rain is incessant.”	It rains all the time.
“a vegetable mold settles on our hats”	
	There was mud everywhere.
“The damp seems to penetrate the very marrow of our bones.”	

Page(s) _____

2. In the following chart, label groups of people and where they lived in relation to their position in society (how close they lived to the pyramid-temple complex).

Groups of People	Places Where They Lived
Farmers	Next to the fields
Kings and Priests	Largest Houses
Craftsmen	Palaces near city center
Nobles	Smaller Homes

	Pyramid-Temple Complex Fields			
Groups of People				
Places Where They Lived				

Page(s) _____

3. *Barter system* refers to a way of trading or exchanging goods. Imagine that you live on the coast of the Gulf of Mexico and have traveled to a nearby city-state to trade. What item might you bring to trade, and what do you think would be a desirable item to get in exchange? Explain why you think this would be a good trade.

Challenge: In your journal, write a dialogue of the barter, or trade, exchange between you and the person with whom you are trading. Be sure to reread the paragraph on page 11 and include information from the text. You may also wish to reread pages 12 and 13 for additional ideas to include.

NAME: _____

DATE: _____

2.3

Activity Page

Subject and Predicate

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: Craftsmen | lived in smaller homes.

1. Some Maya farmers cut terraces into the slopes of mountains.
2. The Maya used many rainforest plants for medicine.
3. The conquistadors were in the Americas in search of riches.
4. The diverse landscape of Mesoamerica includes mountains, lowlands, and rainforests.
5. Maya used a barter system to trade goods.
6. The Maya were one of many groups of people who settled in Mesoamerica.
7. The Maya were not the first people to practice writing.
8. The Yucatán Peninsula has many cenotes, or natural wells.
9. All Maya city-states had centers of government and religion with stone pyramids and temples.
10. Powerful kings ruled the Maya city-states.

NAME: _____

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2.4

Activity Page

***il-* and *ir-*: Prefixes Meaning Not**

Fill in the following chart with the missing words, parts of speech, and meanings.

root word, (<i>part of speech</i>) meaning	affixed word, (<i>part of speech</i>) meaning
	illegible, <i>adj.</i> not able to be read
legal, <i>adj.</i> allowed by law	
	irresponsible, <i>adj.</i> not trusted to do what is right
replaceable, <i>adj.</i> capable of being duplicated or exchanged for another item	
	irregular, <i>adj.</i> not normal or usual

Write the correct word to complete each sentence.

responsible	irreplaceable	legible	replaceable
regular	irregular	illegible	irresponsible

1. It is fortunate that Désiré Charnay kept a neat, _____ journal when he visited the jungles of Central America in the 1800s because people today can still read it and learn from his words.
2. Using the barter system for exchanging goods was a(n) _____ part of everyday Maya life.
3. Maya kings were sometimes called holy lords and were trusted to perform certain duties. For example, they were _____ for leading rituals and ceremonies.
4. It would be considered _____ and highly unusual to play pok-a-tok without a ball.
5. The painted mural at Bonampak is a one-of-a-kind and, therefore, a(n) _____ artifact that shows us how the wealthy Maya lived and dressed.
6. Write your own sentence using one of the words left in the box.

NAME: _____

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2.5

Activity Page

Paraphrase from a Text

First, underline the fragments in each sentence that are important facts about geographical features of Mesoamerica. Then, paraphrase the important information and write your words and phrases in the Paraphrasing column.

Geographical Features of Mesoamerica			
Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	Mesoamerica, or Middle America, was home to the Maya and Aztec civilizations.	Maya and Aztec civilizations in Mesoamerica	
4	This region lies north of the Equator in an area called the tropics.		
4	Mesoamerica includes a portion of present-day Mexico in North America and parts of Central America.		
4	Mesoamerica has very diverse landscapes, including dry coastal deserts and wet inland rainforests.		
4	The Yucatán Peninsula separates the Gulf of Mexico from the Caribbean Sea.		
4	The northern part of the Yucatán is drier.		
4	The Yucatán's deep cenotes supply fresh water to the area.		

Geographical Features of Mesoamerica			
Page	Sentences Identified in the Text	Paraphrasing	Planning Notes
4	The rainforest's lush vegetation supports a variety of animals.		
12	Some lowland areas received heavy rains from May through December, followed by drought from January through April.		
12	In highland areas, the Maya cut terraces into the slopes of mountains.		

NAME: _____

DATE: _____

4.1

Activity Page

Vocabulary for “Hidden Secrets in the Rainforest”

1. **interpret, v.** to explain or determine the meaning of something
2. **distinct, adj.** different in a noticeable way (**distinctive**)
3. **pulley, n.** a simple machine made of a wheel or set of wheels used with a rope or chain to raise and lower objects (**pulleys**)
4. **mortar, n.** a wet substance that hardens as it dries to hold bricks or stones together
5. **stucco, n.** a type of plaster used as decoration or to cover walls
6. **disperse, v.** to spread apart in different directions (**dispersed**)
7. **epidemic, n.** a sudden, widespread illness
8. **artisan, n.** a person who is skilled at making things by hand; a craftsman (**artisans**)
9. **tunic, n.** a knee-length piece of clothing, like a simple dress (**tunics**)
10. **dwindle, v.** to become smaller or lessen over time (**dwindled**)

Word from the Chapter	Pronunciation	Page
Knorosov	/ne*roe*su/	17
Palenque	/pə*leng*kae/	18
K'inich Janaab' Pakal	/kin*ik/ /jo*nab/ /pa*kəl/	18
Lhuillier	/loo*lee*ae/ or /loo*ee*yaer/	18

NAME: _____

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5.1

Activity Page

Vocabulary for “Myths of the Maya”

1. **generation, *n.*** a group of people born and living at the same time (**generations**)
2. **sacred, *adj.*** holy or deserving respect
3. **creation, *n.*** the act of making something new
4. **vast, *adj.*** large or great in size, amount, or extent
5. **nurture, *v.*** to care for something or someone so that it/he flourishes
6. **rigid, *adj.*** stiff and inflexible
7. **warp, *v.*** to bend or twist out of shape

Word from the Chapter	Pronunciation	Page
Popol Vuh	/po* <u>p</u> əl/ or /poe* <u>p</u> əl/ / <u>voo</u> / or / <u>boo</u> /	24
Tepew	/tae* <u>p</u> ae*ue/	25
Q'uk'umatz	/g <u>oo</u> *k <u>oo</u> *mots/	25

NAME: _____

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The Codex Project: Notes on the Maya Civilization

Take notes on Chapter 2 by filling out the following chart.

My notes on: _____ Taken from Chapter 2: “Golden Age of the Maya”		
Page(s)	Paraphrased Supporting Details	Planning Notes

NAME: _____

DATE: _____

6.1

Activity Page

Myths of the Maya

As you and your partner read Chapter 4, “Myths of the Maya,” answer the following questions.

1. According to the text, what are the characteristics of a myth? Check all that apply.

_____ Compares different civilizations

_____ Makes sense of predictable and unpredictable events

_____ Passed on from generation to generation

2. Which point is the author supporting by including the following sentences in the text?

Some things, like the rising and the setting of the sun, are predictable.
Others, like floods and earthquakes, are often unpredictable.

- A. Myths are largely works of imagination.
- B. Myths are important to the lives of people in some cultures.
- C. Some myths are considered sacred.
- D. Myths help make sense of events by describing why things happen.

Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. Answer the questions below and use that information to expand the sentence: According to the Maya myth, Tepew and Q'uk'umatz created people.

- When:
- Why:
- How:

4. What characteristics of a myth are included in “The Creation of the Earth and its People”? Give specific examples in your answer.

Page(s) _____

NAME: _____

DATE: _____

6.2

Activity Page

Prefix *inter-**Fill in the following chart with the missing words, parts of speech, and meanings.*

root word, (<i>part of speech</i>) meaning	affixed word, (<i>part of speech</i>) meaning
section, <i>n.</i> part of a larger thing	
national, <i>adj.</i> related a country	
	interpersonal, <i>adj.</i> having to do with relationships between people
	interaction, <i>n.</i> something that's done between or among people

word, (<i>part of speech</i>) meaning
intercede, <i>v.</i> to try to help settle an argument between people
intercept, <i>v.</i> to take something while it's between its starting point and destination

Write the correct word to complete each sentence.

intersection	national	intercede	section
interaction	interpersonal	international	action

1. We watched a(n) _____ soccer tournament that took place between the United States, Italy, Germany, and Brazil.
2. Myths, like the creation myths of the Maya, were generally shared on a(n) _____ level. They were told amongst many people and passed on through generations.
3. David Stuart began sketching Maya carvings when he was only eight years old. Little did he know that this simple _____ would lead to a career in decoding glyphs!
4. Our mom had to _____ during our argument to help resolve whose turn it was to do the dishes.
5. Some might say that a myth is a(n) _____ between history and imagination because it's where the two come together.
6. His mom's favorite part of the bookstore is the mystery _____ because she loves finding new suspenseful stories to read.

NAME: _____

DATE: _____

6.2
CONTINUED

Activity Page

For each word, write a sentence using the word.

1. *personal*

2. *intercept*

3. *national*

4. *interaction*

NAME: _____

DATE: _____

7.1

Activity Page

Vocabulary for “Aztec City on the Water’s Edge”

1. **swampy, *adj.*** resembling wet spongy land often partly covered with water
2. **habitable, *adj.*** fit to live in
3. **marsh, *n.*** soft, wet land often overgrown with grasses (**marshes**)
4. **artificially, *adv.*** in a way that does not exist in nature
5. **emperor, *n.*** a ruler who has total control of a region
6. **commoner, *n.*** a person who is not part of the noble class (**commoners**)
7. **peaked, *adj.*** pointed
8. **transport, *v.*** to carry from one place to another (**transported**)
9. **bustling, *adj.*** busy with activity
10. **nourishment, *n.*** food and other things that are needed to live and be healthy

Word from the Chapter	Pronunciation	Page
Tenochtitlan	/te*nok*tit*lan/ or /tee*noch*teet*lan/	32
Texcoco	/tex*koe*koe/	32
chinampa	/chee*nam*pə/	33
Huitzilopochtli	/weet*zip*oe*poecht*lee/	34
Tlaloc	/tlo*lok/	34
calpullin	/kow*pool*yin/	35
calpulli	/kow*pool*yae/	35
ullamalitzli	/ool*lo*mə*leet*lee/ or /ool*ya*mə*leest*lee/	38
maguay	/ma*gee/ or /ma*gae/	39

Aztec City on the Water's Edge

As you read Chapter 5, "Aztec City on the Water's Edge," answer the following questions. The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Tenochtitlan isn't on the map on page 32. Use the text and image on page 32 to guide you in labeling Tenochtitlan on your copy of the map on Activity Page 1.3.

Part B: Use the text on page 32 to guide you in placing the following phrases on your copy of the timeline on Activity Page 1.1.

- *Aztec capital Tenochtitlan*

2. Based on the information in the text, use the numbers 1–5 to put the following statements about chinampas in the correct order to show how they were built. Use '1' for the first step.

_____ The Aztec people piled layers of mud and aquatic plants on top of one another.

_____ Fish and other aquatic life in the canals provided a source of food.

_____ Reed posts were used to anchor the gardens to the lake floor.

_____ Mud was scooped up from the bottom of the lake.

_____ Willow trees were planted along the borders to help hold the newly created land in place.

Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** In paragraph 1 on page 34, what is the meaning of the word *shrine*?

- A. the top part of an important building
- B. a pyramid-temple complex
- C. a sacred place related to one's religious beliefs
- D. the center of a city

Part B: Which phrase best helps the reader determine the meaning of *shrine*?

- A. stone walls carved with serpents
- B. to honor their two most important gods
- C. located at the heart of the city
- D. dominated the space within the walls

Page(s) _____

NAME: _____

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7.2
CONTINUED

Activity Page

4. The Aztec people did many things that led to the success of Tenochtitlan.

Match the cause and effect statements below.

Cause

Effect

- | | |
|--|---|
| _____ The Aztec created habitable land from the lakebed. | A. Each quadrant of Tenochtitlan had a school. |
| _____ People frequently went to the marketplaces. | B. The city grew in size much larger than its beginnings on two swampy islands. |
| _____ The Aztec valued education for their children. | C. People could travel to and from the mainland. |
| _____ The Aztec farmers built chinampas. | D. People in the middle of a salty lake had access to fresh water. |
| _____ Causeways were constructed. | E. Farmers could produce a variety of crops. |
| _____ Aqueducts were built on the causeways. | F. There were many opportunities for trade between other cities and regions. |

Page(s) _____

Challenge: Use your writing journal to answer this question. In what ways were the Aztec like the Maya? In what ways were they different? Include information from the text in your answer. You may wish to reread sections of Chapters 1, 2, and 3 to include details from the text in your answer.

NAME: _____

DATE: _____

8.1

Activity Page

The Codex Project: Notes on the Aztec Civilization

Read the excerpt and take notes using the chart that follows.

Chapter 5

Aztec City on the Water's Edge

THE BIG QUESTION

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

Have you heard of Mexico City? Did you know that this modern capital of Mexico was built on top of another city? If you visit Mexico City today, you can see archaeologists at work. They are busy uncovering the ancient city of Tenochtitlan.

Tenochtitlan was the capital of the Aztec Empire in the 1300s and 1400s. This empire existed more than 500 years after the Maya abandoned their great inland states. The ancestors of the people now known as the Aztec migrated from the north. By 1325 CE, they had settled in the Valley of Mexico.

Other people had lived in Mexico's fertile valley for thousands of years before the Aztec arrived. Many groups were competing for space. The Aztec had several temporary homes, all of which they were eventually forced to leave. The land the Aztec finally claimed may seem an unlikely choice—two **swampy** islands in the middle of Lake Texcoco.



Aztec Beginnings in Lake Texcoco

On the lakeshore, the Aztec built mud huts and lived on food from the lake: frogs, fish, and algae. They hunted deer, rabbits, coyotes, armadillos, and snakes. They raised bees, turkeys, and ducks. They gathered grasshoppers and worms for food.

The Aztec adapted to their swampy environment by creating **habitable** land from the lake bottom. They built gardens, called chinampas, in the middle of Lake Texcoco. They built bridges over the **marshes** and grew a variety of crops on the mainland as well. They cultivated corn, beans, squash, tomatoes, amaranth, and chilies. Members of the ruling class grew fruit trees in their small personal gardens. Crops grew throughout the year in Mesoamerica's tropical climate. As food supplies expanded, Tenochtitlan grew.

Chinampas

Gardens Built from a Lakebed

The Aztec perfected a technique for building gardens in Lake Texcoco. First, they scooped up mud from the bottom of the shallow lake. Then, they piled layers of mud and aquatic plants on top of one another. They used reed posts to anchor these rectangular gardens

to the lake floor. They planted willow trees along the borders to help hold the **artificially** filled lakeshore in place. A series of canals crossed the chinampas, providing a year-round source of water for crops. Fish and other aquatic life lived in the canals and were another source of food.



NAME: _____

DATE: _____

8.1
CONTINUED

Activity Page

Tenochtitlan: A Well-Planned City

Tenochtitlan was laid out on a grid. Its streets and canals formed a pattern of squares. Its religious and ceremonial center was located at the heart of the city. This Sacred Precinct, or pyramid-temple complex, was much larger than those at the Maya centers. Stone walls carved with serpents surrounded the precinct. The Great Temple, or Templo Mayor, dominated the space inside the walls. On top of Templo Mayor, the Aztec built shrines to honor their two most important gods. One shrine was dedicated to Huitzilopochtli, the sun god. The other honored Tlaloc, the rain god.

Social class determined where people lived, how they dressed, and how they earned a living. Aztec priests lived in palaces within the Sacred Precinct. Just outside the Sacred Precinct, the **emperor** and members of the noble class built carved stone palaces and beautiful gardens. Beyond its city center,

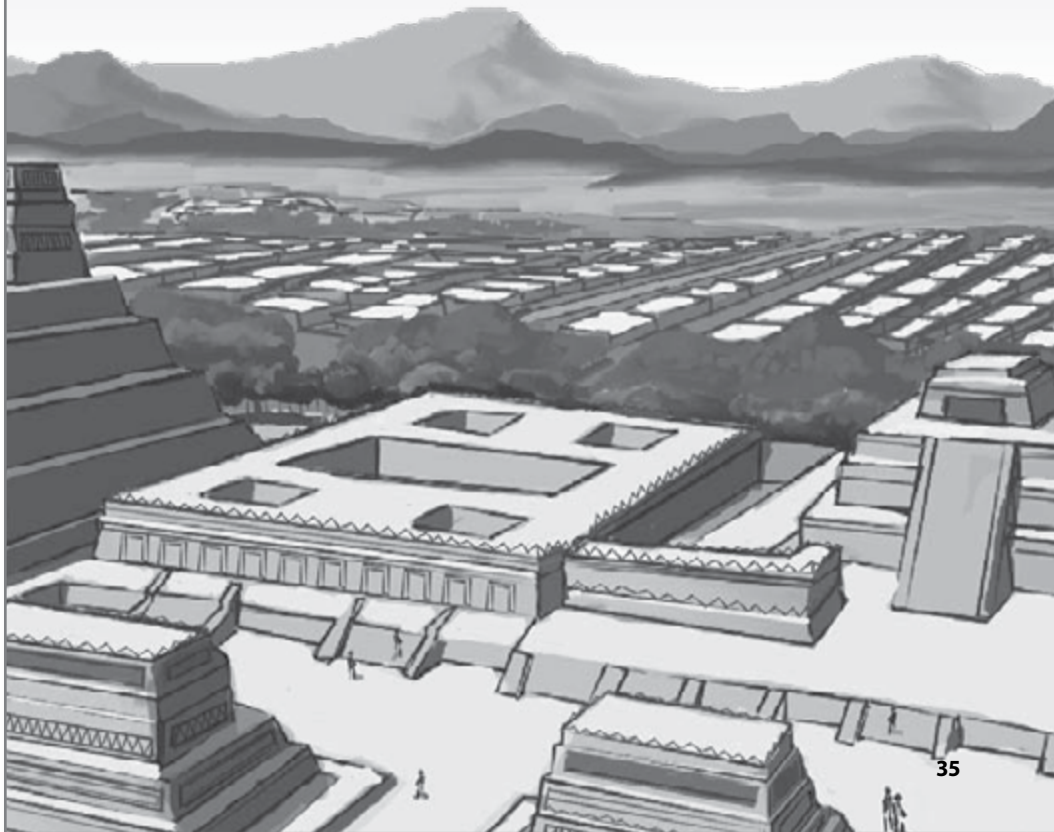


34

Tenochtitlan was divided into four sections, or quadrants. Each quadrant was divided into 20 calpullin, or districts. Each one, by itself called a calpulli, had its own farm, marketplace, and school.

Commoners, including merchants, artisans, and farmers, lived together in the calpullin. They built their houses of sundried clay bricks called adobe. These one-story houses often had **peaked** thatch roofs. Others had flat earthen roofs used for planting gardens. Many people also built domed mud huts outside their homes. These huts were used as sweat baths. The Aztec lit fires outside the huts to warm the walls. They entered the sweat baths once the inside walls became hot. They threw water against the heated walls, producing steam. The effect was similar to modern-day steam baths and saunas.

At Tenochtitlan, many people were employed to sweep the streets and get rid of garbage. Each neighborhood had public toilets.



NAME: _____

DATE: _____

8.1
CONTINUED

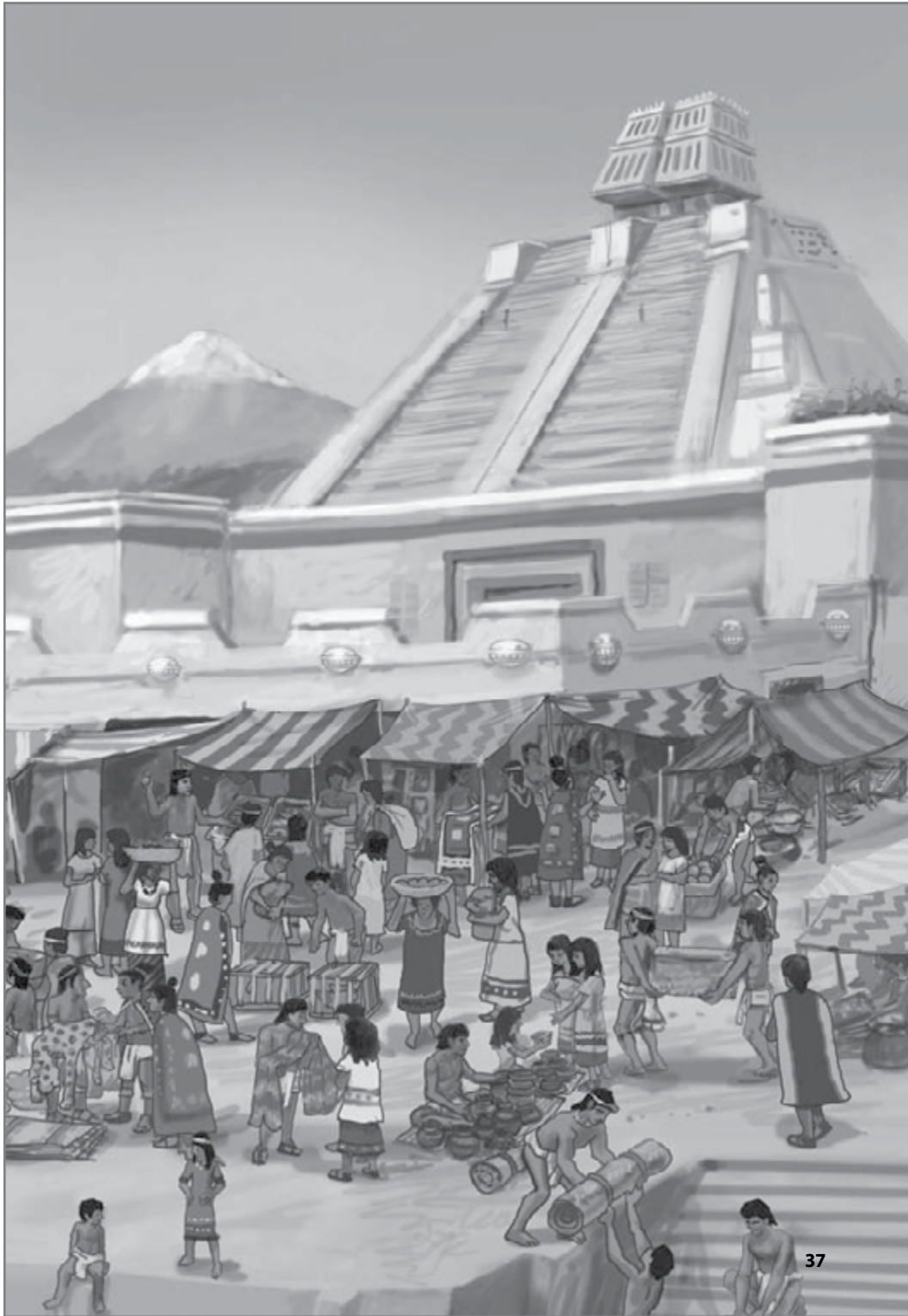
Activity Page

Causeways, Aqueducts, and Marketplaces

Lake Texcoco contained salt water. Providing fresh water for the population of Tenochtitlan was a challenge. The Aztec used sand, dirt, rocks, and wooden stakes to build three wide causeways. Each causeway was about two and a half miles long. These wide, raised roads connected the city to natural springs on the mainland. Each causeway supported an aqueduct, a structure built to carry water. The aqueduct consisted of two clay pipes. One **transported** fresh water from the springs into Tenochtitlan for drinking and bathing. The second pipe was a spare, used only when the first pipe needed cleaning.

Bustling marketplaces filled Tenochtitlan and other cities. At the grand market in nearby Tlatelolco, thousands of people traded daily for goods such as clothing, food, and pottery. Merchants brought goods to exchange from all over central Mexico and even beyond.





NAME: _____

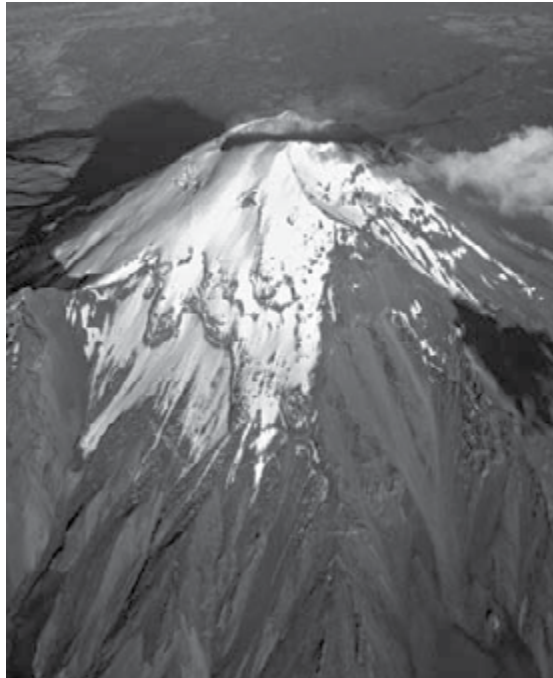
DATE: _____

8.1
CONTINUED

Activity Page

Gods, Goddesses, and Sacrifices

Aztec religion, like Maya religion, had many gods and goddesses, including gods of nature, health, and war. Like the Maya, the Aztec made sacrifices to their gods. Many human sacrifices took place at the Templo Mayor inside the Sacred Precinct.



Active volcano near Tenochtitlan

At the base of the temple steps, the Aztec built a rectangular ball court. The object of the ball game, called ullamaliztli, was to pass a rubber ball through a stone ring. Doesn't that sound a lot like the Maya game of pok-a-tok? Like pok-a-tok, the Aztec ball game was sometimes played as part of religious rituals. Sometimes players were sacrificed at the end of the game. Not far from the court at Tenochtitlan, archaeologists unearthed evidence of these sacrifices.

Everyday Life in the Aztec Empire

The Aztec valued education. Boys went to different schools depending upon their social status. Noble boys were taught by priests in the temples. They learned to read and write and trained to be future leaders. In addition, noble boys learned about religion, medicine, law, and astronomy. Boys from lower social ranks attended schools where they learned a trade, such as building roads or repairing temples. From an early age, all boys trained for battle. Girls were educated separately. They learned the arts of cooking, sewing, and weaving.

Women and girls used fibers from both cotton and maguey cactus plants to weave beautiful cloth. Commoners and nobles alike wore bright and colorful fabrics dyed with natural plant dyes. Clothing styles varied throughout the Aztec Empire, but all clothing was loose and simple. Men and boys wore loincloths and draped themselves in triangular cloaks. Women and girls wore long skirts and sleeveless blouses. Noble men and women wore clothes made of cotton and added gold, feathers, and fur. Necklaces, earrings, and bracelets made of precious gems decorated their bodies.



Boy being trained for battle



Girl learning to weave

NAME: _____

DATE: _____

The Codex Project: Notes on the Aztec Civilization

Take notes on Chapter 5 by filling out the following chart.

My notes on: _____		
Taken from Chapter 5: "Aztec City on the Water's Edge"		
Page(s)	Paraphrased Supporting Details	Planning Notes

NAME: _____

DATE: _____

9.1

Activity Page

Vocabulary for “Emperors, Gods, and Foreign Invaders”

1. **dominance**, *n.* the state of being more important, successful, or powerful than most or all others
2. **ambassador**, *n.* a person sent to represent their government in another land
(ambassadors)
3. **procession**, *n.* a group of people or vehicles moving together as part of a ceremony
4. **appointed**, *adj.* established or chosen in an official way
5. **elite**, *adj.* most successful, powerful, or wealthy
6. **resentment**, *n.* a feeling of displeasure or anger about something unfair
7. **might**, *n.* power or force
8. **contagious**, *adj.* able to be passed between people or animals
9. **fragile**, *adj.* easily broken

Word from the Chapter	Pronunciation	Page
tlatoani	/tla*toe*o*nee/	40
Moctezuma	/mo*te* <u>zoo</u> *mə/ or /maw*te*s <u>oo</u> *mə/	40
cacao	/kə*kow/	42
Veracruz	/vaer*ə*cro <u>oz</u> / or /baer*ə*kro <u>os</u> /	44

NAME: _____

DATE: _____

9.2

Activity Page

Emperors, Gods, and Foreign Invaders

As you read Chapter 6, “Emperors, Gods, and Foreign Invaders,” answer the following questions.

1. Which one of the following cities became the most important in Mesoamerica?
 - A. Bonampak
 - B. Chichén Itzá
 - C. Palenque
 - D. Tenochtitlan

Page(s) _____

2. Summarize how the Aztec were able to expand their empire.

Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** How did people pay tribute to the Aztec emperor?

Part B: How was Tenochtitlan affected by the tribute people paid?

Page(s) _____

4. Fill in the blanks: The Spanish explorer, _____, came to Mesoamerica with the purpose of _____.

Page(s) _____

5. Which of the factors below contributed to the city-states' dislike of the Aztec Empire? Check all that apply.

- A. ☐ They had to send the emperor gifts or go to battle.
- B. ☐ The Aztec ruled with fear and might.
- C. ☐ The emperor allowed local governments to remain in place.
- D. ☐ The emperor demanded tribute from them.

Page(s) _____

6. List two important reasons why Cortés was able to put an end to the Aztec Empire.

- A. _____
- _____
- B. _____
- _____

Page(s) _____

NAME: _____

DATE: _____

9.3

Activity Page

Practice Words and Phrases That Compare and Contrast

Words and Phrases That Compare and 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

Comparing and Contrasting the Maya and Aztec Civilizations			
Fact about a civilization	Maya	Aztec	Both
1. grew corn, 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	

Statements 1 and 4 in Chart B are true of both the Maya and the Aztec. Write a comparison sentence for each statement using a word or phrase from Chart A.

A. _____

B. _____

Statements 2 and 3 in Chart B give contrasting information about the Maya and the Aztec. Write a contrast sentence for the pair of statements using a word or phrase from Chart A.

A. _____

B. _____

Statements 5 and 6 in Chart B give contrasting information about the Maya and the Aztec. Write a contrast sentence for the pair of statements using a word or phrase from Chart A.

A. _____

B. _____

NAME: _____

DATE: _____

9.4

Activity Page

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once.

population	empire	civilization	indigenous	pyramid
tropical	rainforest	peninsula	temple	monument

1. For their family vacation, the Jones family wanted to visit a sunny and warm destination, so they picked a _____ location near the Equator.
2. Over time, the Aztec civilization grew into a magnificent _____ with cities under one supreme leader.
3. Growing naturally in Mexico, cacao was _____ to the area ruled by the Aztec Empire. It was used by the people to pay tribute to the emperor.
4. Each Maya city-state had a _____ at its center. These buildings for religious worship occupied the top level of pyramids and were reserved for rulers and priests.
5. Due to our area's quick rise in _____, more houses and apartment buildings have been built so all of the people have a place to live.
6. From what it says in his journal, you might conclude that Désiré Charnay was not prepared for how humid and muddy the jungles of the Yucatán _____ really would be.

7. A desert's climate is dry while a _____ has a wet climate.
8. _____ ruins mark the landscape where the Aztec Empire once existed.
9. Religion, government, and social classes are components of a _____.
10. A stela was a Maya stone _____ that was mainly constructed to glorify a king.

NAME: _____

DATE: _____

10.1

Activity Page

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

10.2

Activity Page

Vocabulary for “Birth of the Inca Empire”

1. **litter, *n.*** 1. a covered bed with long poles at the bottom for carrying someone of high importance; 2. trash lying on the ground; 3. a group of baby animals born at the same time
2. **quinoa, *n.*** a plant that grows in the Andes Mountains with seeds used as food or ground into flour
3. **condemn, *v.*** to say in a strong way that something is bad or wrong (**condemned**)
4. **primitive, *adj.*** simple and basic
5. **suspension bridge, *n.*** a crossing hung from cables attached to towers (**suspension bridges**)
6. **swift-footed, *adj.*** quick

NAME: _____

DATE: _____

10.3

Activity Page

Birth of the Inca Empire

As you read Chapter 7, "Birth of the Inca Empire," answer the following questions.

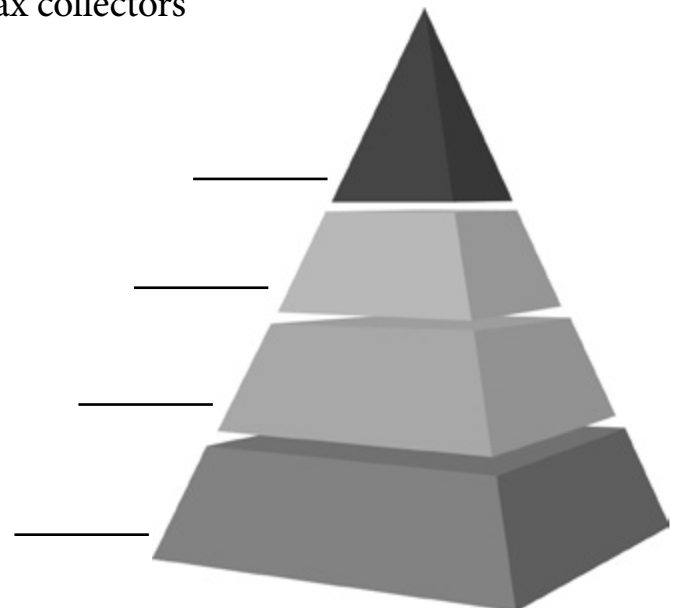
1. At the same time that the Inca Empire was developing in the Andes Mountains, what other empire was being created and where was it located?

Page(s) _____

2. Label the following pyramid with the letters A–D based on the structure of Inca society with the highest ranking at the top and the lowest ranking at the bottom.

- A. Commoners
- B. Sapa Inca
- C. Four governors who ruled over the empire's four quarters
- D. Priests, judges, army officers, and tax collectors

Page(s) _____



3. How did the Inca farm the land in the Andes Mountains?

Page(s) _____

4. List some of the things the Inca did to create a superior network of roads.

A. _____

B. _____

C. _____

D. _____

Page(s) _____

5. Why do you think it was important to the Inca to have a working network of roads? Use evidence from the text to support your answer.

Page(s) _____

NAME: _____

DATE: _____

12.1

Activity Page

Vocabulary for “All Roads Lead to Cuzco”

1. **navel**, *n.* belly button
2. **fleece**, *n.* the woolly coat of a sheep or related animal
3. **quarrel**, *n.* an argument or disagreement

Word from the Chapter	Pronunciation	Page
Manco Capac	/man*koe/ /ko*po*kə/	56
Coricancha	/kor*ee*kan*chə/	57
acllas	/ak*yəs/	57
vicuña	/vi*koon*yə/ or /bee* koon*yə /	57
Pachacuti	/po*chə*koo*tee/	58
Sacsahuaman	/sak*sə*hue*man/ or /sak*sə*woo*man/	58
Atahualpa	/at*ə*wel*pə/	60
Huascar	/wəs*kar/	60
Huayna Capac	/wie*no/ /ko*po*kə/	60
Machu Picchu	/mo*choo/ /pee*choo/	62

NAME: _____

DATE: _____

12.2

Activity Page

All Roads Lead to Cuzco

As you read Chapter 8, "All Roads Lead to Cuzco," answer the following questions.

1. Knowing that *navel* is another word for *belly button*, why do you think the Inca would have named their capital city the "navel of the world"?

Page(s) _____

2. What two things were distinct about clothing in every region?

A. _____

B. _____

Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** What does *killed two birds with one stone* mean?

- A. in two places at once
- B. served two purposes at once
- C. agreed to something at the same time
- D. in the same place at the same time

Part B: What government action killed two birds with one stone? Why?

Page(s) _____

4. Why do you think Machu Picchu is often called “the city in the clouds”?

Page(s) _____

NAME: _____

DATE: _____

13.1

Activity Page

Vocabulary for “Myths of the Aztec and the Inca”

1. **engulf**, *v.* to surround or cover completely (**engulfed**)
2. **navigable**, *adj.* deep and wide enough for ships to pass through
3. **emerge**, *v.* to come into view (**emerged**)
4. **recede**, *v.* to move back (**receded**)
5. **staff**, *n.* a pole or rod used as a sign of authority or as support when walking
6. **suitable**, *adj.* having the right qualities
7. **pierce**, *v.* to make a hole in something

Word from the Chapter	Pronunciation	Page
Tezcatlipoca	/tes*kat*lee*poe*kə/	65
Quetzalcoatl	/ket*sol*koe*otl/	65
Chalchiuhtlicue	/chal*choo*lae*kue/	65
Nanahuatzin	/na*not*sin/	65
Huitzilopochtli	/weet*zip*oe*poecht*lee/	66
Culhua	/kul*wə/ or /kool*wə/	66
Viracocha	/veer*ə*koe*chə/ or /beer*ə*koe*chə/	67
Titicaca	/ti*tee*ko*ko/	67

NAME: _____

DATE: _____

14.1

Activity Page

Myths of the Aztec and Inca

As you and your partner read Chapter 9, “Myths of the Aztec and Inca,” answer the following questions.

1. What evidence is there in the text, captions, and images that suggests an eagle perched on a cactus grasping a snake is an important image to people in Mexico today?

Page(s) _____

The following question has two parts. Answer Part A, and then answer Part B. Refer to myths in Chapter 9 as well as Chapter 4.

2. **Part A:** Both the Maya creation myth, “The Creation of the Earth and its People,” and the Inca creation myth, “Viracocha, Creator of All Things,” include multiple attempts to create people. There are similarities and differences between the people created in the successful attempts in each myth. Based on what you learned from both stories, write *Maya* in the blank if the statement relates to the Maya creation myth; write *Inca* in the blank if the statement relates to the Inca creation myth. Each statement applies to just one myth.

Men, women, boys, and girls were all created at the same time.	_____
At first, the vision of these people surpassed that of the gods.	_____

Each group of people within the civilization was given a language, different songs, and different seeds to plant.	_____
Men were created first, then women were created and they had children.	_____
Over time, these people spread out over the land and formed different nations with different languages.	_____
The people were taught how to live on the land in their homelands.	_____
These thinking people praised and made sacrifices to the gods.	_____

Page(s) _____

Part B: What similarity or difference between the Maya creation myth and the Inca creation myth did you find the most interesting? Why? Be sure to include specific details from the text in your answer.

Page(s) _____

NAME: _____

DATE: _____

14.2

Activity Page

Practice Spelling Words

Write the correct word to complete each sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.

irreplaceable	intersection	illegal	irrational
interaction	illegible	intercept	irregular
international	illogical	intercede	irresponsible

1. Her dad thought her fear of spiders was _____ until she got bitten by one and had to go to the doctor.
2. You could say that the _____ between the conquistadors and the pre-Columbian civilizations in the Americas was not pleasant. In the case of both the Aztec and the Inca, the arrival of the conquistadors brought on the end of their civilizations.
3. Pizarro and his conquistadors did not try to _____ and stop the argument between the two Inca brothers, Atahualpa and Huascar. Instead, they took the side of Huascar.
4. My sister thought it sounded _____ to make the climb up to Machu Picchu to see the sunrise but, once we did it, she thought it made sense after all.
5. My brother told me that he would pick me up on the corner at the _____ of Broad Street and Main Street.

6. Because he forgot to feed his fish many times each week, his mother told him he was too _____ and could not be trusted to take care of a dog.
7. Sacsahuaman is an _____ fortress near Cuzco that could not be duplicated even with modern machinery.
8. The heart is an _____ symbol for love. People recognize it in different parts of the world even if they don't speak the same language.

Write four sentences using the spelling words that have not been used. Be sure to use correct capitalization and punctuation.

1. _____

2. _____

3. _____

4. _____

NAME: _____

DATE: _____

15.1

Activity Page

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

E1.1

Activity Page

A Spanish Conqueror's Impressions

As you read the enrichment selection, "A Spanish Conqueror's Impressions," answer the following questions using complete sentences.

1. When the conquistadors came to the Americas in the 1500s, what were they seeking?

Page(s) _____

2. According to the text, what were Cortés's reasons for writing this letter to the King of Spain?

Page(s) _____

3. The adaptation of Cortés's letter states, "For such a large market, it is very orderly." What do you think the author means by that?

Page(s) _____

4. Judging by this adaptation of his letter, what do you think was Cortés's opinion of Tenochtitlan? Use information from the text to support your answer.

Page(s) _____

5. Using the text from previous chapters, write your own letter from the perspective of Francisco Pizarro to the King of Spain, describing the Inca Empire and the capital city of Cuzco. Use Hernán Cortés's letter as a guide.

Page(s) _____

NAME: _____

DATE: _____

E2.1

Activity Page

Ice Maiden of the Andes

Word from the Chapter	Pronunciation	Page
Johan Reinhard	/yoe*hon/ /rien*hard/	76
Miguel Zarate	/mee*gel/ /sə*ro*tae/	76
Arequipa	/aer*ə*kee*pə/	77

As you read enrichment selection, “Ice Maiden of the Andes,” answer the following questions using complete sentences.

The following question has two parts. Answer part A first and then answer part B.

1. **Part A:** What did Dr. Johan Reinhard and Miguel Zarate discover while climbing in the Andes Mountains of Peru?

Page(s) _____

Part B: Why do you think this discovery was important? Use information from the text to support your answer.

Page(s) _____

2. How did archaeologists determine that the mummy was female?

Page(s) _____

3. What did archaeologists learn from the mummy?

Page(s) _____

4. What is the significance of the Museum of High Inca Sanctuaries in Peru and the Museum of High Altitude Archaeology in Argentina?

Page(s) _____

NAME: _____

DATE: _____

Student Resources

In this section, you will find:

- SR.1—Components of a Civilization
- SR.2—Paragraph about a Paragraph
- SR.3—The Writing Process Graphic
- SR.4—Codex Project Rubric
- SR.5—Reference List
- SR.6—Caption List
- SR.7—Editing Checklist
- SR.8—Individual Code Chart

NAME: _____

DATE: _____

SR.1

RESOURCE

Components of a Civilization

Farming and Cities	As people settled in fertile river valleys and began to farm, populations grew. Small settlements eventually grew into cities.
Religion	Religious beliefs and ceremonies reflected a complex relationship between nature, humans, and gods.
Social Classes	Groups of people fulfilled different roles and jobs in the society and had differing social status.
Art and Architecture	Often lasting for long periods of time, art and structures conveyed the beliefs and values of a society.
Government	Organized governments developed to oversee the needs and business of the society. They included different kinds of laws and styles of leadership.
System for Recording Information	Records were used for accounting and to convey information. Writing systems were used to express more complex ideas.

NAME: _____

DATE: _____

SR.2

RESOURCE

Paragraph about a Paragraph

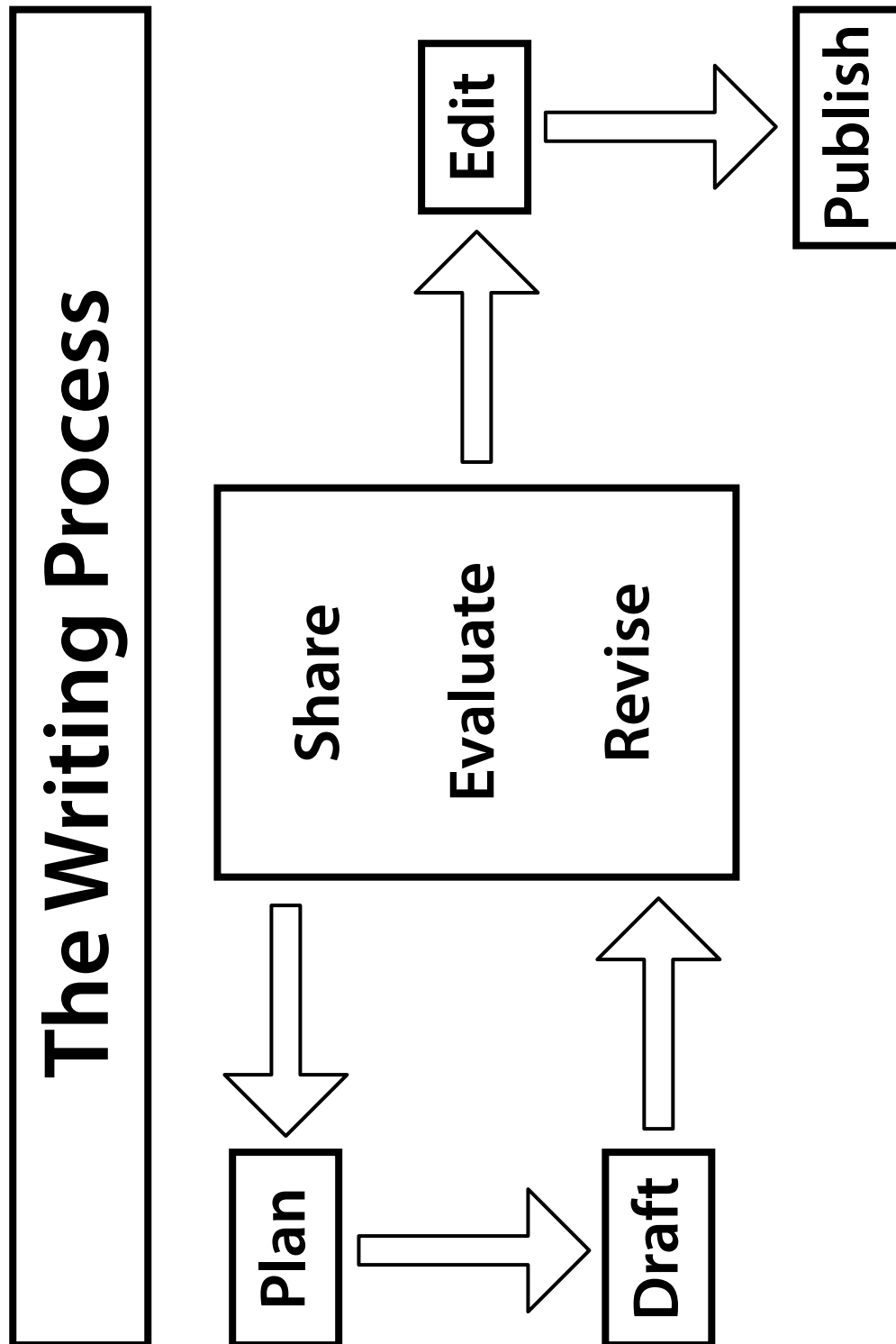
Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main 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 main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

NAME: _____

DATE: _____

SR.3

RESOURCE



NAME: _____

DATE: _____

SR.4

RESOURCE

Codex Project Rubric

	Advanced	Proficient	Basic
Ideas	• topic sentence clearly expresses a big idea about the topic • a combination of relevant facts, definitions, concrete details, or other appropriate information strongly develop the topic • several clear connections between ideas	• topic sentence states the topic • facts, definitions, concrete details, quotations, or other information develop the topic	The composition does not do one or more of the following • state the topic • develop the topic • with facts, definitions, concrete details, quotations, or other information
Organization	• topic sentence introduces a topic clearly and in an engaging way • all details are presented logically and relate closely to the topic • all information is paraphrased • images and captions add to the reader's understanding of the topic • concluding sentence retells the main idea in a new way and connects the topic to a final thought	• topic sentence introduces a topic clearly • most details are presented logically and most relate to the topic • most information is paraphrased • images and captions help the reader's understanding of the topic • concluding sentence is related to the topic	The composition does not do one or more of the following • introduce a topic clearly • group related information logically • include images and captions that help the reader's understanding of the topic • provide a concluding sentence related to the topic

	Advanced	Proficient	Basic
Conventions	• words, phrases, and clauses link ideas • precise language and specific vocabulary make the ideas well-developed and clear	• words, phrases, and clauses link ideas • some precise language and specific vocabulary about the topic	The composition does not do one or more of the following • link ideas within and across categories of information using words, phrases, and clauses • use precise language and specific vocabulary

NAME: _____

DATE: _____

Reference List

Record the sources for your notes and images in the chart below. Reference the sample chart for the proper format to use when you record your sources.

References for [project title]

Title	Date	Source (Book or Web Address)
<i>Maya, Aztec, and Inca</i>	2014	Book
<i>New York Architect Takes First Step in India-Based Nonprofit Project</i>	May 3, 2024	https://www.amplify.com/kellogg

References for _____

Title	Date	Source (Book or Web Address)

NAME: _____

DATE: _____

SR.6

RESOURCE

Caption List

Caption:

Caption:

Caption:

NAME: _____

DATE: _____

SR.7

RESOURCE

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.	
• I use words and phrases to appropriately convey similarities (compare) or differences (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.	

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for:

Editing Goal 1:

Editing Goal 2:

NAME: _____

DATE: _____

SR.8

RESOURCE

Individual Code Chart

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SR.8
CONTINUED

RESOURCE

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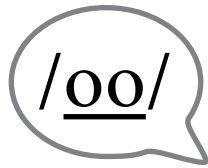
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NAME: _____

DATE: _____

SR.8
CONTINUED

RESOURCE



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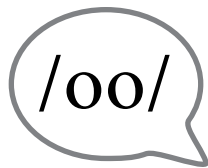
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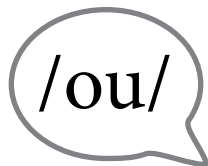


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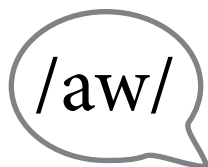


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Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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