

Grade 5

Unit 2

Early Americas: Maya, Aztec, and Inca

Take-Home Pages

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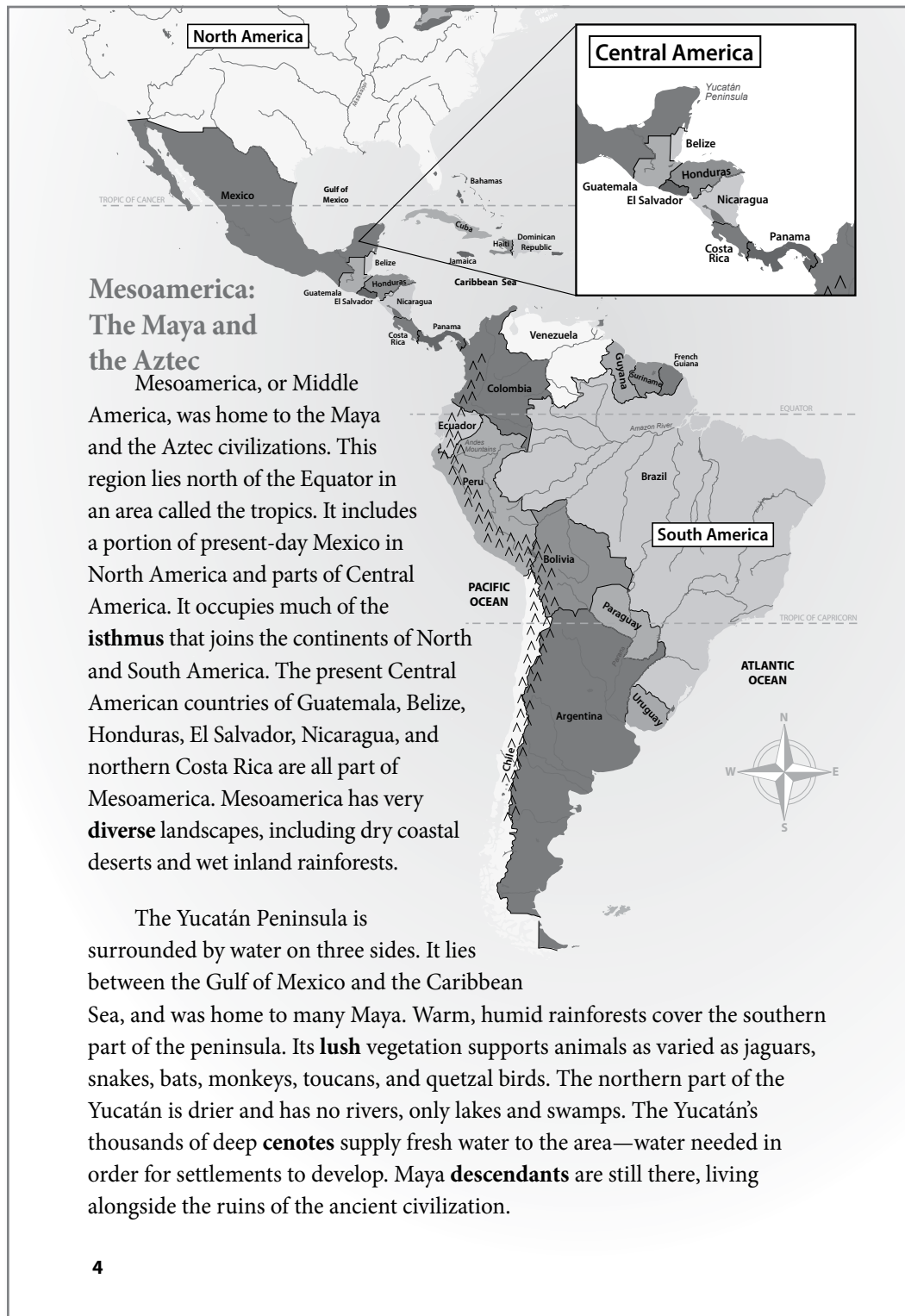
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1.1

Take-Home

Excerpt from “The Rise of Early American Civilizations”

Read the excerpt and complete the activity that follows.

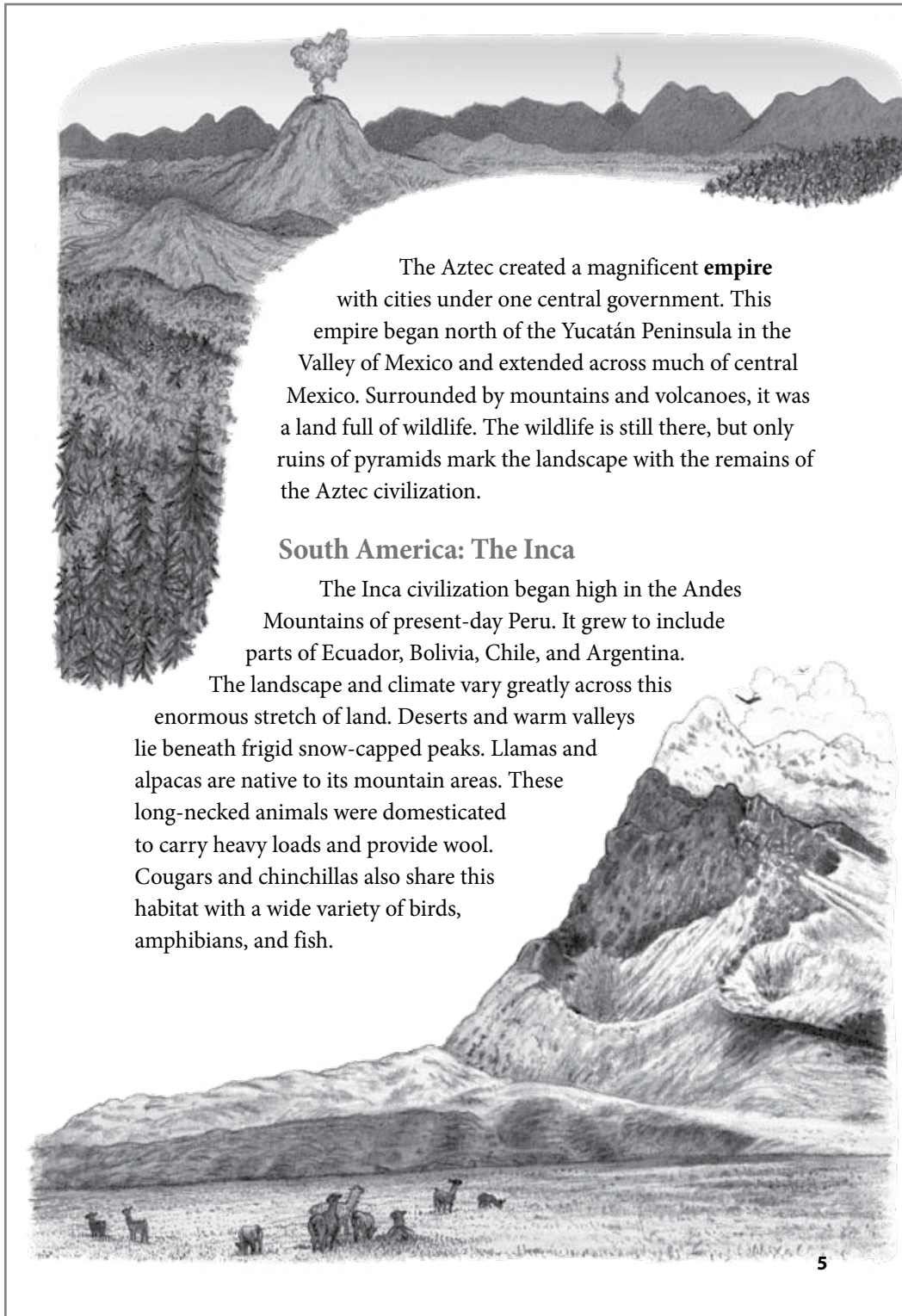


**Mesoamerica:
The Maya and
the Aztec**

Mesoamerica, or Middle America, was home to the Maya and the Aztec civilizations. This region lies north of the Equator in an area called the tropics. It includes a portion of present-day Mexico in North America and parts of Central America. It occupies much of the **isthmus** that joins the continents of North and South America. The present Central American countries of Guatemala, Belize, Honduras, El Salvador, Nicaragua, and northern Costa Rica are all part of Mesoamerica. Mesoamerica has very **diverse** landscapes, including dry coastal deserts and wet inland rainforests.

The Yucatán Peninsula is surrounded by water on three sides. It lies between the Gulf of Mexico and the Caribbean Sea, and was home to many Maya. Warm, humid rainforests cover the southern part of the peninsula. Its **lush** vegetation supports animals as varied as jaguars, snakes, bats, monkeys, toucans, and quetzal birds. The northern part of the Yucatán is drier and has no rivers, only lakes and swamps. The Yucatán's thousands of deep **cenotes** supply fresh water to the area—water needed in order for settlements to develop. Maya **descendants** are still there, living alongside the ruins of the ancient civilization.

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The Aztec created a magnificent **empire** with cities under one central government. This empire began north of the Yucatán Peninsula in the Valley of Mexico and extended across much of central Mexico. Surrounded by mountains and volcanoes, it was a land full of wildlife. The wildlife is still there, but only ruins of pyramids mark the landscape with the remains of the Aztec civilization.

South America: The Inca

The Inca civilization began high in the Andes Mountains of present-day Peru. It grew to include parts of Ecuador, Bolivia, Chile, and Argentina. The landscape and climate vary greatly across this enormous stretch of land. Deserts and warm valleys lie beneath frigid snow-capped peaks. Llamas and alpacas are native to its mountain areas. These long-necked animals were domesticated to carry heavy loads and provide wool. Cougars and chinchillas also share this habitat with a wide variety of birds, amphibians, and fish.

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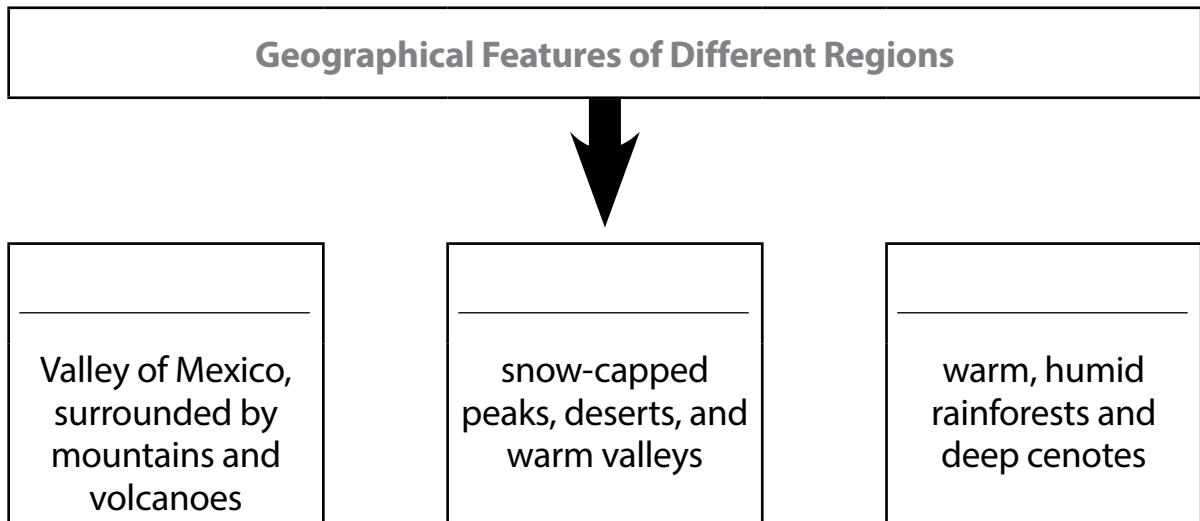
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Take-Home

The Rise of Early American Civilizations

Each box below contains a description of the geographical features of a region. On the line in each box, write the name of the early American civilization—Maya, Aztec, or Inca—which developed in the region described there.



Match the term with its description and write the letter on the line. Refer to the text in the excerpt to confirm your answers.

- A. Andes Mountains
- B. Yucatán Peninsula
- C. Mesoamerica
- D. Central America
- E. Equator

_____ The isthmus that joins North and South America

_____ Mesoamerica lies north of this imaginary line drawn on maps and globes

_____ The mountain range where the Inca civilization began

_____ Includes parts of present-day Mexico and Central America

_____ A part of southern Mexico surrounded on three sides by water

Glossary for *Maya, Aztec, and Inca*

A

ambassador, *n.* a person sent to represent their government in another land (**ambassadors**)

apparent, *adj.* easy to see or understand

appointed, *adj.* established or chosen in an official way

arid, *adj.* dry and having little rain

artificially, *adv.* in a way that does not exist in nature

artisan, *n.* a person who is skilled at making things by hand; a craftsman (**artisans**)

B

bustling, *adj.* busy with activity

C

cenote, *n.* a natural well formed from a sinkhole (**cenotes**)

city-state, *n.* a city, and the area surrounding it, that governs itself (**city-states**)

commerce, *n.* the buying and selling of goods and services

commoner, *n.* a person who is not part of the noble class (**commoners**)

condemn, *v.* to say in a strong way that something is bad or wrong (**condemned**)

conservatory, *n.* a special room used for growing plants (**conservatories**)

contagious, *adj.* able to be passed between people or animals

creation, *n.* the act of making something new

culture, *n.* the beliefs, traditions, and way of life shared by a group of people

D

descendant, *n.* a relative of someone who lived in the past (**descendants**)

disperse, *v.* to spread apart in different directions (**dispersed**)

distinct, *adj.* different in a noticeable way (**distinctive**)

diverse, *adj.* made up of different people or things

domesticate, *v.* to raise and train animals to live around humans (**domesticated**)

dominance, *n.* the state of being more important, successful, or powerful than most or all others

dwindle, *v.* to become smaller or lessen over time (**dwindled**)

E

elite, *adj.* most successful, powerful, or wealthy

emerge, *v.* to come into view (**emerged**)

emperor, *n.* a ruler who has total control of a region

empire, *n.* a large group of territories or peoples under the total control of one ruler or government

engulf, *v.* to surround or cover completely (**engulfed**)

epidemic, *n.* a sudden, widespread illness

F

fleece, n. the woolly coat of a sheep or related animal

flourish, v. to be successful (**flourished**)

fragile, adj. easily broken

G

game, n. 1. an activity done for pleasure or sport;
2. animals that are hunted

generation, n. a group of people born and living at the same time (**generations**)

grueling, adj. very difficult and tiring

H

habitable, adj. fit to live in

I

incessant, adj. continuing without stopping

indigenous, adj. originating in a certain location or region

interpret, v. to explain or determine the meaning of something

irrigate, v. to supply water using pipes or channels

isthmus, n. a narrow piece of land that connects two larger pieces of land

L

lavish, adj. much more than is needed, especially to show

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

lush, adj. healthy and full

M

magistrate, n. a local government official similar to a judge (**magistrates**)

marsh, n. soft, wet land often overgrown with grasses (**marshes**)

might, n. power or force

mortar, n. a wet substance that hardens as it dries to hold bricks or stones together

N

navel, n. belly button

navigable, adj. deep and wide enough for ships to pass through

nourishment, n. food and other things that are needed to live and be healthy

nurture, v. to care for something or someone so that it/he flourishes

O

orderly, adj. arranged in a neat, tidy way

P

peaked, adj. pointed

penetrate, v. to go through or into something

pierce, v. to make a hole in something

primitive, adj. simple and basic

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Take-Home

procession, n. a group of people or vehicles moving together as part of a ceremony

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**)

Q

quarrel, n. an argument or disagreement

quinoa, n. a plant that grows in the Andes Mountains with seeds used as food or ground into flour

R

recede, v. to move back (**receded**)

resentment, n. a feeling of displeasure or anger about something unfair

rigid, adj. stiff and inflexible

S

sacred, adj. holy or deserving respect

sieve, n. a tool with small holes for separating big and small pieces (**sieves**)

staff, n. a pole or rod used as a sign of authority or as support when walking

stucco, n. a type of plaster used as decoration or to cover walls

suitable, adj. having the right qualities

suspension bridge, n. a crossing hung from cables attached to towers (**suspension bridges**)

swampy, adj. resembling wet spongy land often partly covered with water

swift-footed, adj. quick

symbolize, v. to stand for an idea or characteristic (**symbolized**)

T

temple, n. a building devoted to religious worship (**temples**)

textile, n. woven or knit fabric (**textiles**)

topple, v. to remove a government from power

trade, 1. v. to give something in exchange for something else; **2. n.** a job that requires special training or skills (**traded**)

transport, v. to carry from one place to another (**transported**)

tunic, n. a knee-length piece of clothing, like a simple dress (**tunics**)

V

vast, adj. large or great in size, amount, or extent

W

warp, v. to bend or twist out of shape

Excerpt from “Golden Age of the Maya”

Read the excerpt and answer the question that follows.

Feeding City-States: Wetlands, Mountains, and Rainforests

Maya farmers worked hard to supply food to the city-states. Rainfall and soil quality varied throughout Mesoamerica. The Maya found clever ways to meet the challenges of their diverse landscapes.



Maya canals and wetlands

Some lowland areas received heavy rains from May through December, followed by drought from January through April. Because of this inconsistent rainfall, the Maya developed ways of redirecting and reusing rainwater. They created canals in the lowlands. They built raised-earth platforms above the canals and created wetlands. Aquatic plants helped keep the water clean and provided shade for the fish in the canals. The fish, in turn, provided both food and fertilizer for the fields.

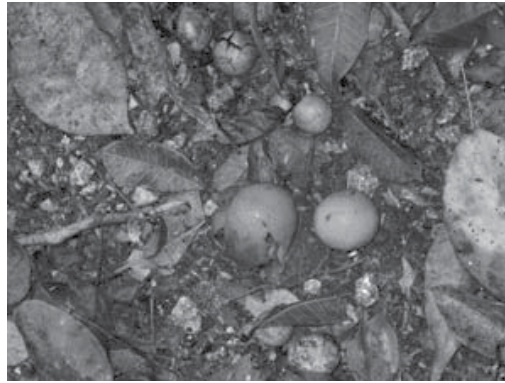
In highland areas, the Maya cut terraces into the slopes of mountains. They practiced multicropping on this flat land, planting and harvesting the land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins. Maize, or corn, was the main food throughout Mesoamerica.



Crops grown by Maya

In forested areas, the Maya used a technique known as slash and burn. They slashed, or cut down, trees and then burned the area. Then they planted new crops. Ashes left from the fire added nutrients to the soil. After several years, the crops used up the nutrients in the soil. The Maya then repeated the process in another area.

The Maya also gathered tree crops. Fruit trees thrived in the rainforest. The breadnut tree had bountiful fruit. Similar to apricots in appearance, breadnut fruit has highly nutritious seeds. The Maya ate these seeds or ground them into flour. The Maya also used many rainforest plants for medicine.



Breadnut fruits

Some Maya hunted **game** in the forests, including deer, rabbits, and other small mammals. They raised turkeys and dogs for food. They raised stingless bees for honey, which they used to sweeten foods and drinks. In coastal communities, the Maya ate fish and turtles as well.



Male wild turkey

The Maya did not have the first civilization in Mesoamerica. The way they lived was often very similar to the way others in the area lived. The Maya did not invent the pyramid, nor were they the first to practice writing. Instead, the Maya often improved upon practices originally borrowed from other cultures.

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Take-Home

[illegible]

Excerpt from “Hidden Secrets in the Rainforest”

Read the following excerpt and answer the questions that follow.

Early Engineers and Doctors

The Maya's many pyramids are proof of their mathematical and engineering skills. Imagine building such structures without the use of wheels, **pulleys**, or metal tools. The Maya constructed four-sided platforms from earth and rubble to form the base of a pyramid. Then, they covered the rubble with limestone from local quarries. The plentiful limestone was ground into a fine powder and mixed with gravel and water. The Maya used this mixture for both **mortar** and **stucco** finishing. The Maya had no pack animals, so they carried materials on their backs. Without the use of metal tools, they cut stone with stone.

Priests had many different roles in Maya society. In addition to conducting religious ceremonies and practicing astronomy, priests served as doctors. Maya medicine was a combination of science and religion. The Maya used natural remedies, or treatments. They gathered plants to relieve headaches and settle upset stomachs. They combined herbal concoctions with various animal parts to treat ailments. When wounds required stitching, priests used sharp pieces of obsidian, a volcanic stone, and strands of human hair. Priests even served as dentists, filling teeth with minerals from the earth.



1. Number the following steps in order to show how the Maya built pyramids. Use the number 1 for the first step.

_____ Put mortar or stucco finishing on the structure

_____ Mixed powder with gravel and water

_____ Constructed four-sided platforms from earth and rubble

_____ Ground limestone into fine powder

_____ Covered platforms with limestone

2. Fill in the following chart to show what natural remedies priests used when acting as doctors and dentists.

Natural remedy	Used to

NAME: _____

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4.1
CONTINUED

Take-Home

Read the excerpt and answer the question that follows.

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.



Symbols for 0, 1, and 5 combine to form larger numbers.

3. Compare the Maya mathematical system to the number system we use today. Describe one or more ways they are similar. Describe one or more ways they are different.

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4.2

Take-Home

Sentences

Read the following paragraph carefully. Correct errors by making sure all sentences are complete and adding capitalization and punctuation where needed. Then, copy the edited paragraph on the lines below.

in highland areas. The Maya cut terraces into slopes of mountains they practiced multicropping on this flat land planting and harvesting. The land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins Maize, or corn, was the main food throughout Mesoamerica.

Rewrite the following run-on sentences into two simple sentences. Remember to include correct capitalization and punctuation.

1. Maya medicine was a combination of science and religion the Maya used natural remedies to treat ailments

2. Spanish is the official language of Mesoamerica today there are also more than twenty-one Maya dialects spoken in Guatemala alone

3. many modern Maya women wear the same style of colored tunic as their ancestors each community has its own distinct designs

NAME: _____

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4.3

Take-Home

Practice Prefixes *il-* and *ir-*

Write the correct word to complete each sentence.

1. The museum holds many _____ pieces of art.
(irreplaceable, replaceable, logical, illogical)
2. Our _____ Wednesday dinner is pasta.
(logical, illogical, regular, irregular)
3. My cousin wrote the shopping list quickly, so it was _____
(illegible, legible, responsible, irresponsible)
and difficult to read.
4. My brother is _____ because he always remembers to feed
(logical, illogical, irresponsible, responsible)
the dog.
5. Today's schedule is _____ because our school is hosting parents
(logical, illogical, regular, irregular)
for the art show.
6. It is only _____ to drive if you have a driver's license.
(legal, illegal, regular, irregular)

For each word, write a sentence using the word.

1. *legible*

2. *irresponsible*

3. *illegal*

4. *replaceable*

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4.4

Take-Home

The Codex Project: Selecting a Topic

Choose a cultural aspect of a civilization to be the topic for your Codex Project.

1. Think about which of the following cultural aspects seems the most interesting to you:

architecture

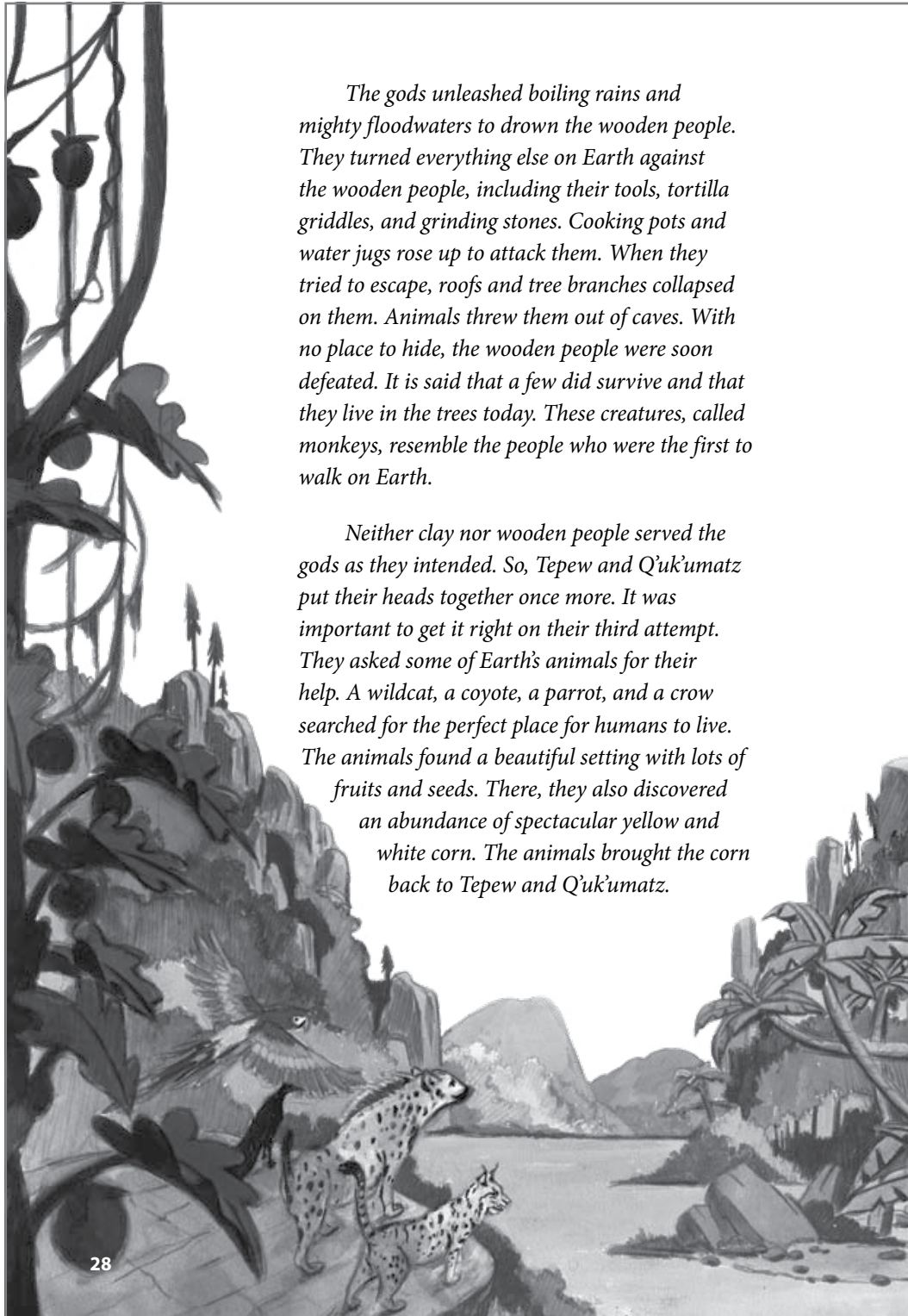
farming methods

social classes

2. Circle the cultural aspect that you would like to write about for your Codex Project.
3. Write at least two sentences to explain why this topic interests you. Use the word *because* in your explanation.

Excerpt from “Myths of the Maya”

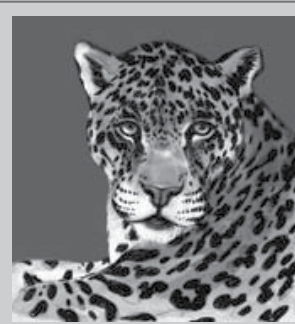
Read the excerpt and answer the questions that follow.





Tepew and Q'uk'umatz decided to create humans from this new food crop. So it was that the first men of corn came to be. Their flesh was made from corn kernels. The grain was ground with water to shape the arms and legs of four men. They fed these men with the same plentiful crop of which they were made.

These corn men seemed powerful indeed. They could hold onto things, move easily, and show feelings for one another. They could think, hear, speak, and see. In fact, their vision far surpassed that of the gods. They could see far into the distant heavens and deep into the oceans' depths. The corn men praised the gods and thanked them for their remarkable gifts. Tepew and Q'uk'umatz's third attempt at creating people was a success. Finally, these earthly creatures were grateful to their makers.



The Powerful Jaguar

As the top predators in the jungle, jaguars symbolized powerful beings. The gods wanted their new creations to be just as powerful, so they named the first corn men after the jaguar.

NAME: _____

DATE: _____

5.1
CONTINUED

Take-Home

1. What was happening to the wooden people that forced them to try and hide?
 - A. The clay people were attacking them.
 - B. The corn people were thinking, hearing, speaking, and seeing.
 - C. The gods were punishing the wooden people by turning everything on Earth against them.
 - D. The gods sent Earth's animals out to search for the perfect place for humans to live.

Page(s) _____

2. The most important reason that the gods were more pleased with the corn men than with their first two creations was:
 - A. the corn men had a plentiful supply of corn to eat.
 - B. the corn men had vision that surpassed that of the gods.
 - C. the corn men praised the gods and thanked them.
 - D. the corn men could hold onto things and move easily.

Page(s) _____

3. On the left are statements from the Maya creation myth about a cause, or an event that led to something else. On the right are statements about the effect, or the result of a cause. Read each cause carefully, and decide which effect was a result of it. Write the correct letter for the effect in the blank next to the cause.

Cause

Effect

- | | |
|--|--|
| _____ 1. The corn men praised and thanked the gods. | A. The gods named the first corn men after the jaguar. |
| _____ 2. The clay and wooden people did not praise the gods. | B. The gods clouded the corn peoples' vision and destroyed some of their wisdom. |
| _____ 3. The gods wanted their new creations to be powerful like the jaguar. | C. Tepew and Q'uk'umatz's third attempt at creating people was a success. |
| _____ 4. The gods wanted to remain the most powerful beings. | D. The gods destroyed them and created the corn men. |

NAME: _____

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6.1

Take-Home

Words and Phrases That Compare or Contrast

Use words and phrases from the chart to compare each set of sentences.

Words and Phrases That Compare
similar to similarly likewise in the same way just as at the same time resemble also

1. A. House cats eat prepared food.
B. Pet dogs eat prepared food.

Sentence comparing:

2. A. The Aztec paid tribute, or taxes.
B. The Inca paid tribute, or taxes.

Sentence comparing:

3. A. Many people in the tropics wear hats.
B. Many people in the arctic wear hats.

Sentence comparing:

Use words from the chart to contrast each set of sentences.

Words and Phrases That Contrast
however in contrast on the contrary alternatively whereas instead on the other hand but

4. A. Tropical homes are made of adobe and thatch.
B. Mountain homes are made of wood and stone.

Sentence contrasting:

NAME: _____

DATE: _____

6.1
CONTINUED

Take-Home

5. A. Some people drink orange juice to prevent colds.
B. Some people gargle with water to prevent colds.

Sentence contrasting:

6. A. The Maya had a written language for sharing information.
B. The Inca used messengers and quipu for sharing information.

Sentence contrasting:

NAME: _____

DATE: _____

6.2

Take-Home

Spelling Words

The following is a list of spelling words. These words are content words related to the Maya, Aztec, and Inca Reader.

During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- | | |
|---------------|-----------------|
| 1. population | 6. civilization |
| 2. tropical | 7. rainforest |
| 3. pyramid | 8. indigenous |
| 4. empire | 9. temple |
| 5. peninsula | 10. monument |

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
population	the number of people living in a particular place
tropical	relating to the tropics, an area near the Equator where the weather is very warm
pyramid	a large structure with a square base and four triangular sides that form a point at the top
empire	a large territory or group of people under the total control of one ruler or government
peninsula	a piece of land almost entirely surrounded by water that is attached to a larger land area
civilization	a group of people living together in a well-organized way
rainforest	a tropical wooded area with very tall trees that gets a lot of rain
indigenous	produced, living, or existing naturally in a particular area
temple	a building devoted to religious worship
monument	a building or statue that honors a person or an event

NAME: _____

DATE: _____

6.3

Take-Home

Practice Spelling Words

Sort the spelling words from the box into categories using the chart that follows. Try to spell the words syllable by syllable as you write them. Some words will be used in more than one category.

population	empire	civilization	indigenous	pyramid
tropical	rainforest	peninsula	temple	monument

Groups of People	Structures	Environment

List the spelling words in alphabetical order. Remember to pronounce and spell the words syllable by syllable.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Excerpt from “Emperors, Gods, and Foreign Invaders”

Read the excerpt aloud to a caregiver to build fluency.

Chapter 6

Emperors, Gods, and Foreign Invaders

THE BIG QUESTION

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

As the city of Tenochtitlan grew, the Aztec fought for **dominance** over other city-states in the area. In 1428 CE, Tenochtitlan formed a Triple Alliance with the cities of Texcoco and Tlacopan in the Valley of Mexico. These three cities were allies, or on the same side. They united to conquer neighboring cities. Tenochtitlan quickly became the most powerful city of the three, and the most important city in Mesoamerica.

The Aztec had an organized social structure. You have already learned that Aztec families lived in districts called calpullin. Each calpulli elected a leader. Together, these leaders formed a city council. Each city council elected its own tlatoani, or leader, to govern the city. The tlatoani of Tenochtitlan was not only the leader of the city, but the leader of the empire as well. This

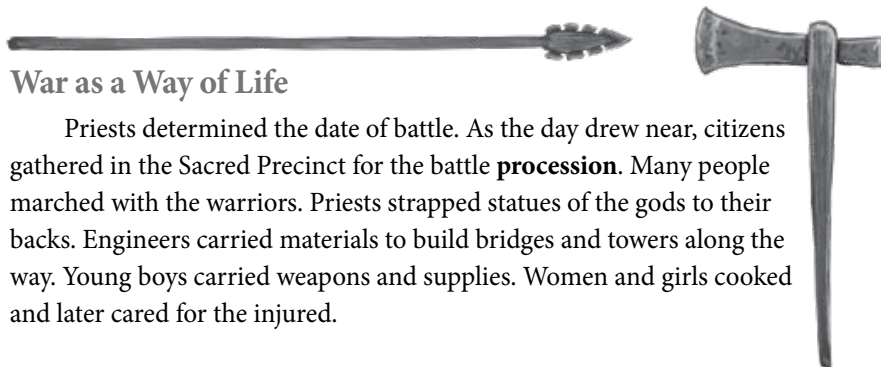


Moctezuma I

40

supreme leader was called the Huey Tlatoani, or Great Speaker. He was the emperor, or king, of the Aztec.

In 1440 CE, Moctezuma I became the Huey Tlatoani. He expanded the Aztec Empire beyond the Valley of Mexico by constantly waging war. Before going to war, Moctezuma sent **ambassadors** to neighboring groups of people. He gave these groups the option of sending him gifts of gold to avoid battle. If they refused, the emperor prepared his troops for battle.

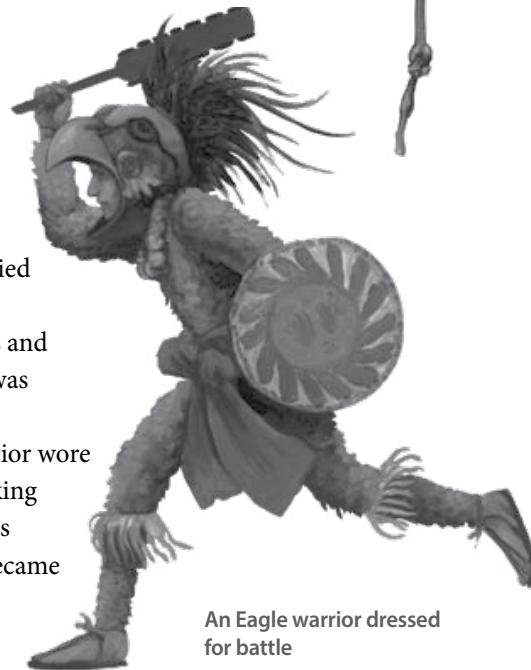


War as a Way of Life

Priests determined the date of battle. As the day drew near, citizens gathered in the Sacred Precinct for the battle **procession**. Many people marched with the warriors. Priests strapped statues of the gods to their backs. Engineers carried materials to build bridges and towers along the way. Young boys carried weapons and supplies. Women and girls cooked and later cared for the injured.

When preparing for attack, smoke signals rose from the Aztec camps. These signals announced the **appointed** day of battle. The Aztec beat on drums and blew shrill whistles. At the sound of the commander's trumpet, young archers charged into battle. They were armed with bows and obsidian-tipped arrows. Warriors used a variety of wooden and stone weapons, many edged with razor-sharp pieces of obsidian. They threw darts. They hurled rocks over long distances using slingshots made from the fibers of maguey cactus plants. Spears, hatchets, and clubs were all common weapons of battle.

Success on the battlefield was the only way commoners could become nobles. If they captured four prisoners in battle, they were allowed to join one of the **elite** warrior societies. Each of these warrior societies named and identified itself with a specific animal. The warriors dressed in the feathers and pelts of their namesake animals. It was easy to spot these warriors in battle, especially the Eagles. An Eagle warrior wore a fancy headdress with his face peeking out from the eagle's beak. As soldiers advanced in rank, their costumes became more and more elaborate.



An Eagle warrior dressed for battle



Cacao (top), Cotton (middle), Feathers (bottom)

Unrest in the Empire

The size of the Aztec army grew with each new conquest. Because the Aztec outnumbered the other groups, they won nearly every battle. By the time Moctezuma II took the throne in 1502, the Aztec had fought numerous battles and made many conquests. The Aztec Empire extended from the Pacific Ocean to the Gulf of Mexico.

The emperor demanded tribute, or taxes, from all parts of the empire. When he conquered new lands, he allowed local governments to remain in place, but tribute had to be paid. People paid tribute in goods, including cacao, rubber, seashells, cotton, feathers, and precious gems. These goods contributed to Tenochtitlan's wealth and greatness. The emperor's demands created **resentment** among the conquered city-states.

By the early 1500s, the Aztec ruled about 500 smaller city-states and millions of people. Tenochtitlan was the most densely populated city in Mesoamerica. And at the time, it was one of the largest cities in the world. Rumors of Tenochtitlan's wealth spread far beyond its boundaries.

Flower Wars were Fought for Blood

The Aztec ruled with fear and **might**. As part of their worship of Huitzilopochtli, the Aztec sun god, they held ceremonial battles called “flower wars.” In Aztec poetry, flowers symbolized blood, so flower wars were blood wars. Unlike wars fought over the possession of city-states, these wars served the sole purpose of acquiring sacrificial victims. The best warriors, dressed in their finest battle clothes, fought in these ritual wars. Some groups avoided the flower wars by paying tribute, or taxes, to the Aztec.

The sun god



Warriors dressed for battle

NAME: _____

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9.2

Take-Home

Prefix *inter-*

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

1. Isabella had to rush home and meet the mail carrier to _____ a
(interact, intercept, intercede, intersect)
package that contained a surprise for her brother.
2. When we went to the play, we were lucky to sit in the _____
(section, action, intersection, interaction)
closest to the stage.
3. We were surprised that the _____ between our dog and our
(section, action, intersection, interaction)
neighbor's cat was pleasant.
4. Maya medicine was a(n) _____ of science and religion
(section, interception, intersection, action)
because doctors used both aspects of life to treat illness.
5. The _____ movie star has been in successful movies in
(national, interstate, international, intentional)
Spain, France, and India.
6. When the baseball players got into an argument on the field, the umpire had to
_____ and put an end to the fight.
(interact, intercept, intercede, intersect)
7. July 4 is a(n) _____ holiday in the United States
(intelligent, national, interchangeable, international)
known as Independence Day.

8. Demanding tribute was one _____ done by the
(interception, action, intersection, interaction)
emperor that caused resentment in the Aztec Empire.

9. Write a sentence containing one of the words with the prefix *inter-* that relates to the *Maya, Aztec, and Inca* text.

10. Write a sentence using the word *interrupt*, which means to break in between the beginning and end of something.

NAME: _____

DATE: _____

10.1

Take-Home

The Codex Project: Notes on the Inca Civilization

Read the excerpt and then take notes in the chart that follows.

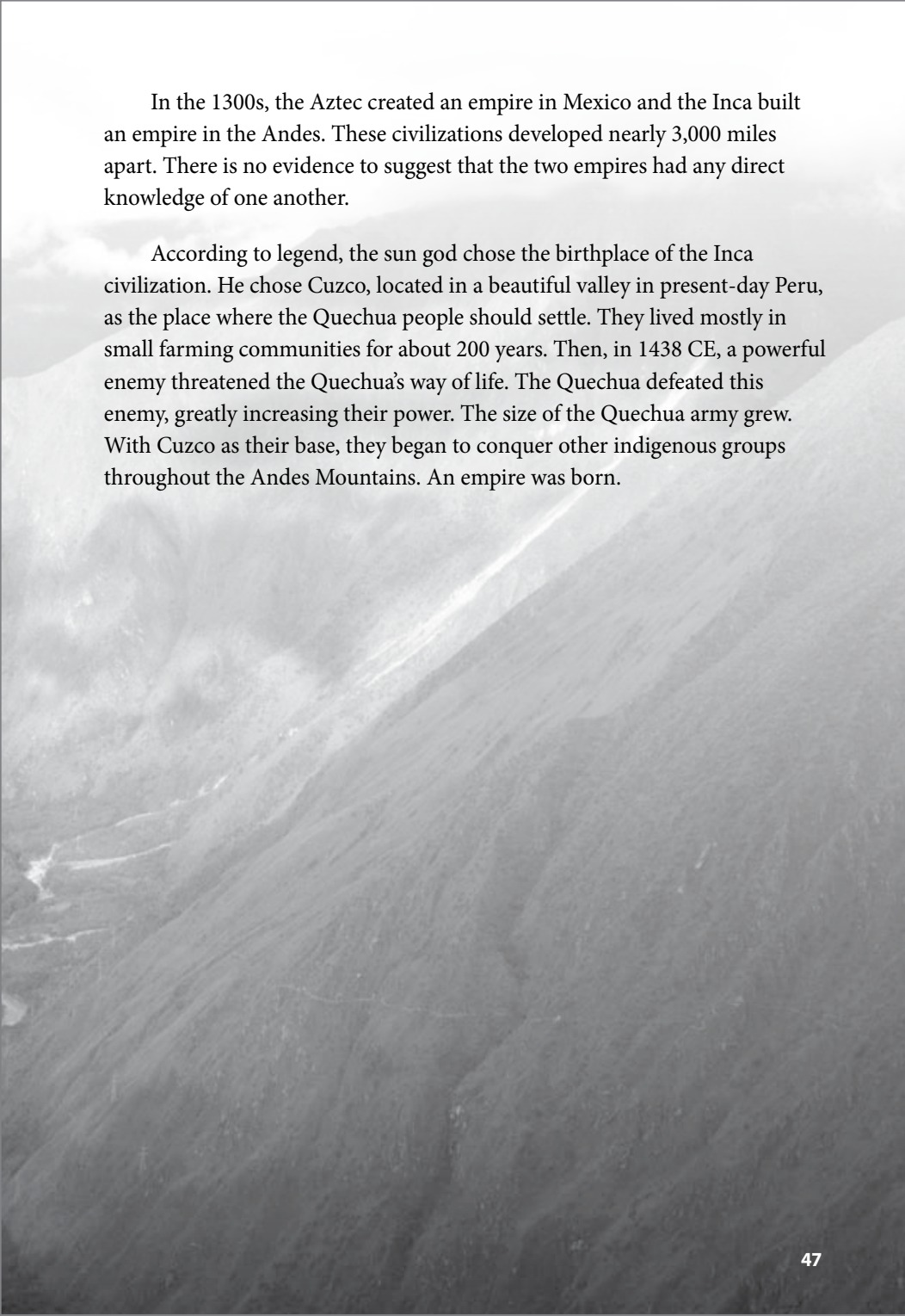
Chapter 7

Birth of the Inca Empire

THE BIG QUESTION

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

Travel south in your mind now, leaving behind the volcanic mountains and jungles of Central America. As you wind your way down into South America, you will cross the Equator. You will pass through more lush rainforests in the Amazon River Basin. Continue west in the direction of the Pacific Ocean. You will soon discover that there is no way to reach the ocean without crossing the Andes Mountains. This mountain range is one of the highest and longest in the world.



In the 1300s, the Aztec created an empire in Mexico and the Inca built an empire in the Andes. These civilizations developed nearly 3,000 miles apart. There is no evidence to suggest that the two empires had any direct knowledge of one another.

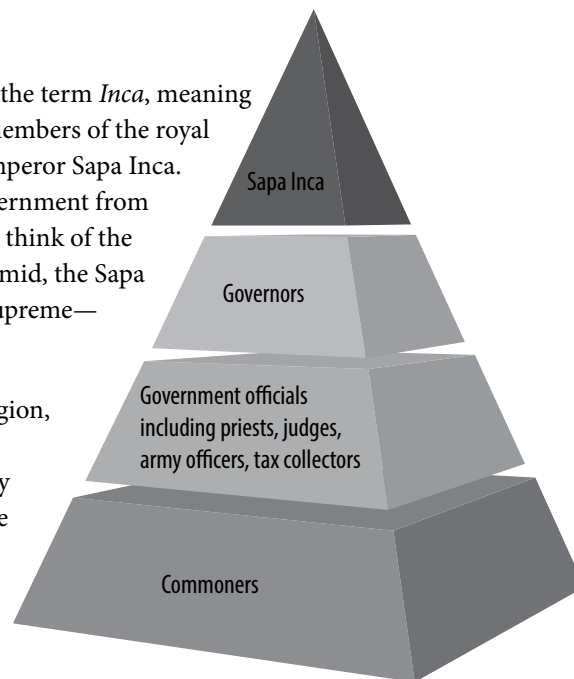
According to legend, the sun god chose the birthplace of the Inca civilization. He chose Cuzco, located in a beautiful valley in present-day Peru, as the place where the Quechua people should settle. They lived mostly in small farming communities for about 200 years. Then, in 1438 CE, a powerful enemy threatened the Quechua's way of life. The Quechua defeated this enemy, greatly increasing their power. The size of the Quechua army grew. With Cuzco as their base, they began to conquer other indigenous groups throughout the Andes Mountains. An empire was born.

The Quechua called their empire Tawantinsuyu, meaning “Land of Four Quarters.” They divided the empire into four areas, or quarters, some much larger than others. Cuzco was at the center of the empire where the four quarters met. The empire extended across the high Andes Mountains. From there, it dipped into sheltered valleys, windy plains, and dry coastal deserts. In 1609, a Spanish historian used *Inca* as the name for the empire. Today, we use the name *Inca* to describe the largest pre-Columbian empire ever built.

Pyramid of Power

In the days of the empire, the term *Inca*, meaning king or lord, referred only to members of the royal family. The Inca called their emperor Sapa Inca. He ran a strong, organized government from the capital city of Cuzco. If you think of the Inca society structure as a pyramid, the Sapa Inca was at the top. He ruled supreme—above all others.

According to the Inca religion, the Sapa Inca was descended from Inti, the sun god. Heredity determined who would become emperor, meaning that when the emperor died, his son would become the next ruler. If the Sapa Inca had more than one son, he chose the strongest of his sons to replace him.



Nobles and members of the royal family held high-ranking government positions.

People treated the Sapa Inca like a god. He lived in a magnificent palace, dressed in gold-fringed clothing, and ate off gold plates. Servants carried him on a golden **litter**. Powerful men surrounded the Sapa Inca. Four governors helped him rule each of the empire’s four quarters. Most government officials were nobles and members of the royal family. They included priests, judges, army officers, and tax collectors. The bottom of the pyramid consisted of the rest of society—commoners who worked for the emperor.



NAME: _____

DATE: _____

Growing Food from Mountain Peaks to Coastal Plains

The success of the empire depended upon the commoners, most of whom were farmers. The Inca cultivated many different crops, including potatoes, corn, beans, peanuts, manioc, chili peppers, tomatoes, and squash. Cotton grew in the hot, dry coastal regions. **Quinoa** thrived in cooler, wetter mountain areas.

Terrace farming was a common practice in the Andes Mountains. Like the Maya, the Inca transformed hillsides with terraces, or steps of flat land. They built raised aqueducts and irrigated their crops with water from mountain springs. The terraces helped trap water, preventing erosion and run-off. The Inca produced an abundance of food for an ever-growing empire working with simple hoes, sod-breaking clubs, and foot plows.



Terraced fields trap water and prevent erosion.



Potatoes, Potatoes, Potatoes

Potatoes, native to the Andean highlands, provided food year round. The Inca grew different varieties of potatoes along terraced garden slopes. The mountainous climate, with hot days and cold nights, was perfect for freeze-drying. Potatoes baked in the sun during the day and froze at night. This early method of preserving crops meant the Inca could store food for later use.

Government Organization: Tribute Rules for the Commoners

With each new conquest, the emperor acquired new land and more commoners to work the land. The emperor controlled the land and the crops grown on it. Commoners were organized into family units of 10 to 20 people. Governors divided the land among each unit, or ayllu. Each ayllu cultivated three separate plots. One plot was for feeding the priests and gods, another for feeding the emperor and his nobles, and the other for feeding themselves. The governors collected some of the harvested crops and placed them in storehouses throughout the empire. Storehouse produce fed traveling armies and served as disaster relief in times of emergency.





Serving in the army

The Inca did not use any form of money. Like the Aztecs, they had a tribute, or tax, system. The government collected tribute in two ways. First, people paid a goods tax based on the number of people in their ayllu. For example, commoners only kept about one third of their harvest. They sent two thirds to the gods and nobles. People also paid tribute with pottery, textiles, and gems.



Growing crops

The second government tax was a service or labor tax, called a mita. Each household chose someone, often the father, to fulfill the government's mita requirement. Some people served in the army. Others built roads and buildings. Still others worked in the mines, mining copper, tin, gold, or silver. As a result of the mita tax, the Inca built the most advanced road system in pre-Columbian South America.



Mining



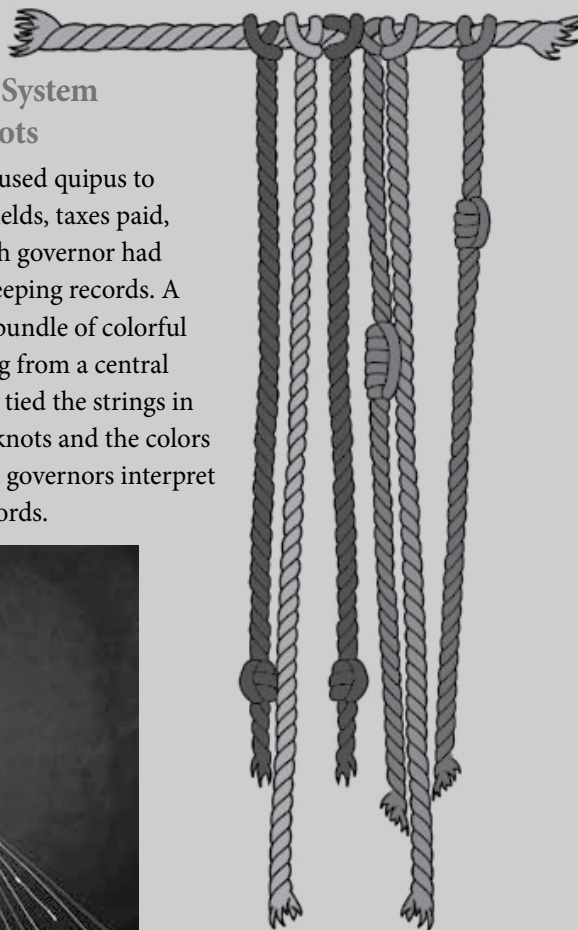
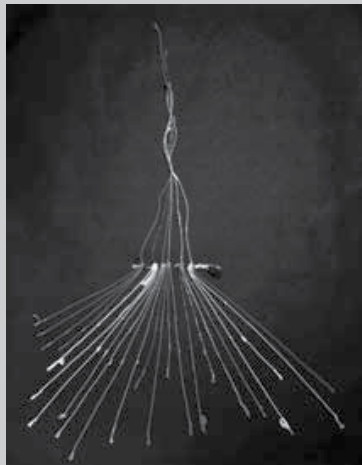
Constructing a wall

In exchange for tribute, the government took care of people. It made sure that people did not go hungry. The government cared for the sick and elderly. It made sure people in the empire had homes so they were not homeless. As long as people obeyed the Sapa Inca's rules, they received good care. If people disobeyed, they received severe punishment. If farmers took food from the emperor's fields, they risked being severely punished. Anyone who condemned the gods could lose their life.

The Quipu

A Color-Coded System of Counting Knots

The governors used quipus to keep track of crop yields, taxes paid, and taxes owed. Each governor had his own quipu for keeping records. A quipu looked like a bundle of colorful threads. Strings hung from a central rope. The governors tied the strings in knots. The types of knots and the colors of the strings helped governors interpret calculations and records.



Quipus used to record information

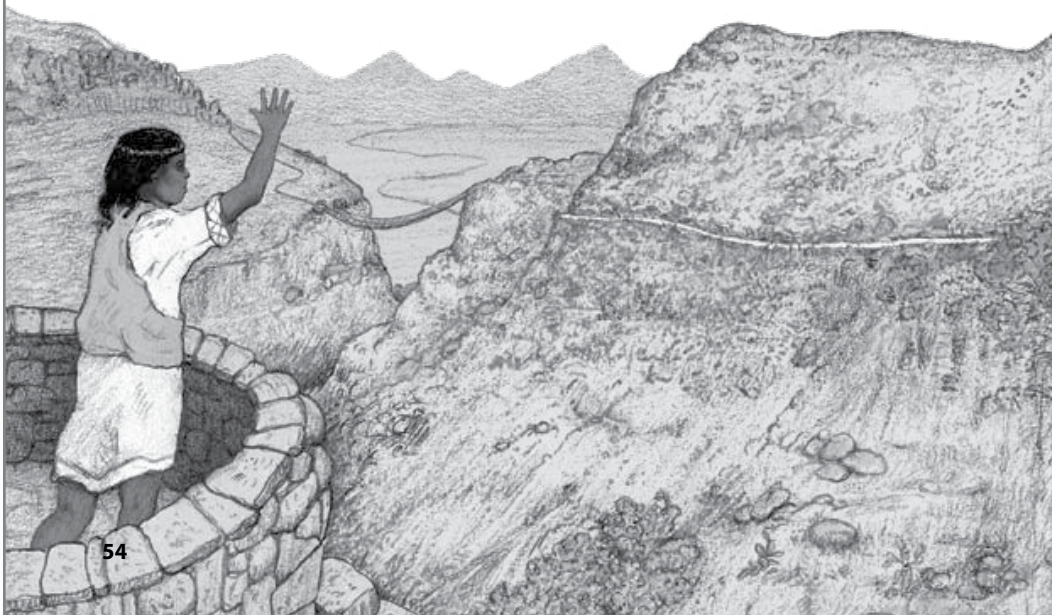
NAME: _____

DATE: _____

A Superior Network of Roads

Inca roads created a network across different types of land. Using stone and **primitive** tools, mita workers followed the land's natural terrain. They chiseled stone out of mountainsides, building tunnels to connect cities from one end of the empire to the other. They laid steps up rocky cliffs. They stacked stones and floating reeds to form causeways over marshlands. Their rope bridges, probably the first **suspension bridges** in the world, spanned deep valleys and rivers along the way. They built low stone walls to keep desert sands from covering the flat, wide coastal roads. They edged the roads with stone gutters to prevent flooding. They even built tambos, or inns, for travelers. Thousands of workers maintained the empire's 24,000 miles of road.

The government primarily used the roads. Armies patrolled the roads, making sure commoners did not travel along them without permission. Because the Inca had no written language, the emperor kept in touch with his governors through **swift-footed** messengers. The emperor's messengers traveled across the empire carrying quipus. These knotted ropes contained records of everything from population figures to troop numbers to the size of animal herds. The messengers also memorized messages and transferred them orally from one person to another. They used relay stations that were set up about every mile along the roads.



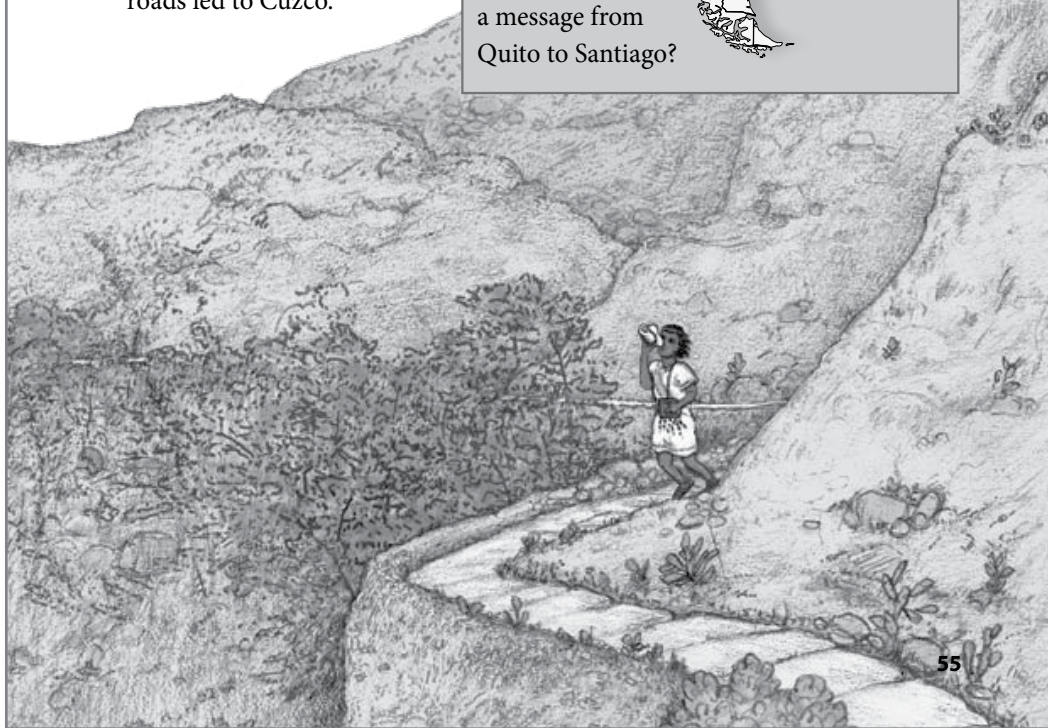
As one messenger approached another, he blew into a conch-shell trumpet, alerting the next messenger to be ready to run. The runner told his message to the next as the two ran side-by-side.

In this way, multiple messengers carried the same message from station to station across many miles. In fact, these highly trained sprinters traveled more than 100 miles in a single day in order to deliver messages. In this “Land of Four Quarters,” all roads led to Cuzco.

Math Challenge

Calculating Time

It is about 2,300 miles between the present-day cities of Quito, Ecuador and Santiago, Chile. Today, it takes about five hours to fly from one to the other. If Inca messengers traveled 100 miles a day, approximately how many days would it take them to deliver a message from Quito to Santiago?



NAME: _____

DATE: _____

The Codex Project: Notes on the Inca Civilization

Take notes on Chapter 7 by filling out the following chart.

My notes on: _____		
Taken from Chapter 7: "Birth of the Inca Empire"		
Page	Paraphrased Supporting Details	Planning Notes

NAME: _____

DATE: _____

11.1

Take-Home

Action Verbs and Linking Verbs

For each sentence, circle the subject and underline the action verb.

Example: (The kite) flew high in the sky.

1. We ate lunch at the park.
2. The Sapa Inca controlled the Inca Empire and all of its citizens.
3. My sister takes photographs of trees.
4. The Inca ate potatoes year round.
5. People paid tribute with pottery, textiles, and gems.

For each sentence, circle the subject and draw a wiggly line under the linking verb.

Example: (The Sacred Precinct) was at the heart of the city.

6. Inca roads were for the government.
7. Summer is my favorite season.
8. The Sapa Inca was god-like in the eyes of the Inca people.
9. We were so excited yesterday.
10. Inca is another name for the Quechua people.

Write a sentence using an action verb.

Write a sentence using a linking verb.

Challenge: *Write a sentence using both an action verb and a linking verb.*

NAME: _____

DATE: _____

11.2

Take-Home

Practice Root *tract*

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

distracted	tractor	attracted	detract	extracts
subtracted	retract	distract	attract	extracted
detracted	subtract	retracted		

1. We had a \$10 coupon, so the clerk needed to _____ \$10 from the total amount we owed at the grocery store.
2. We waited for the man driving the large _____ to pick us up for the hayride.
3. Pizarro and his conquistadors agreed to spare Atahualpa's life in exchange for gold and silver but they later _____ their agreement and killed Atahualpa.
4. Walking through Cuzco's main plaza, it would probably be easy to get _____ by the gold and silver walls of the Temple of the Sun and forget what you were doing.
5. Even the crumbling palaces and temples do not _____ from the impressive and unique qualities of Machu Picchu.

6. She was _____ to the idea of taking a trip to Paris after seeing a great travel brochure.
7. My dad _____ gel from his aloe vera plant to soothe sunburns.

NAME: _____

DATE: _____

11.3

Take-Home

Spelling List

The following is a list of spelling words. These words include prefixes you have learned in morphology lessons.

During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- | | |
|------------------|-------------------|
| 1. irrational | 7. intersection |
| 2. intercept | 8. irregular |
| 3. illegal | 9. interaction |
| 4. international | 10. illogical |
| 5. irresponsible | 11. irreplaceable |
| 6. illegible | 12. intercede |

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
irrational	not based on reasons or facts
intercept	to stop and take something while it's between its starting point and destination
illegal	not allowed by law
international	between or among countries
irresponsible	not trusted to do what is right
illegible	not able to be read
intersection	the place where parts come together
irregular	not normal or usual
interaction	something that's done between or among people
illogical	does not make sense
irreplaceable	not capable of being duplicated or exchanged for another item
intercede	to try to help settle an argument between people

NAME: _____

DATE: _____

11.4

Take-Home

Practice Spelling Words

Write each spelling word under its definition. Then identify the word's part of speech.

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

1. to try to settle an argument between people

Spelling Word: _____

Part of Speech: _____

2. does not make sense

Spelling Word: _____

Part of Speech: _____

3. between or among people

Spelling Word: _____

Part of Speech: _____

4. to stop something while it's between its starting point and destination

Spelling Word: _____

Part of Speech: _____

5. not allowed by law

Spelling Word: _____

Part of Speech: _____

6. not capable of being duplicated or exchanged for another item

Spelling Word: _____

Part of Speech: _____

7. not normal or usual

Spelling Word: _____

Part of Speech: _____

8. not able to be read

Spelling Word: _____

Part of Speech: _____

9. not based on reasons or facts

Spelling Word: _____

Part of Speech: _____

10. not trusted to do what is right

Spelling Word: _____

Part of Speech: _____

NAME: _____

DATE: _____

11.4
CONTINUED

Take-Home

11. the place where parts come together

Spelling Word: _____

Part of Speech: _____

12. between or among countries

Spelling Word: _____

Part of Speech: _____

Excerpt from “All Roads Lead to Cuzco”

Read the following excerpt and answer the questions that follow.

Royal Fighting, Pizarro, and the End of an Empire



Francisco Pizarro

The government kept tribal rebellions under control. However, a **quarrel** between two royal brothers nearly brought down the Inca Empire. Brothers Atahualpa and Huascar were fighting for control of the empire. Their father, Sapa Inca Huayna Capac, gave each brother separate parts of the empire to rule. When the emperor died, both brothers wanted to rule the entire kingdom. They were fighting with each other when Francisco Pizarro arrived in South America.

The year was 1532 CE. Pizarro, a Spanish conquistador, was exploring the Pacific coast of South America in search of gold. He led his men through deserts and over snow-capped mountains. The conquistadors were delighted to find that the Inca's swaying suspension bridges were strong enough to support their crossings on horseback!



Many suspension bridges could support horses.



Atahualpa, in chains, looks on as his prison cell is filled with treasure.

When Pizarro arrived, he found the city of Cuzco weakened from the fighting between the brothers. Pizarro and his conquistadors joined forces in favor of Huascar. They imprisoned his brother, Atahualpa. Knowing that the conquistadors had come in search of riches, Atahualpa made a deal with them. He offered to fill his prison cell with gold and silver in exchange for his life. The conquistadors agreed. But then they changed their minds. They killed Atahualpa and kept his room full of treasures.

The Inca Empire lasted almost 100 years. But civil war and diseases had already weakened it before the conquistadors arrived and ended it. Smallpox, influenza, measles, and other contagious diseases that were brought to the Americas by earlier Spanish explorers killed 40 percent of the Inca population. When the Inca Empire ended, it was the largest pre-Columbian empire in the Americas. Descendants of the Inca still live in the Andes today, carrying on many of their traditions.

NAME: _____

DATE: _____

12.1
CONTINUED

Take-Home

1. What do you think the following sentence means?

However, a quarrel between two royal brothers nearly brought down the Inca Empire.

2. Why did Atahualpa fill his prison cell with treasures?

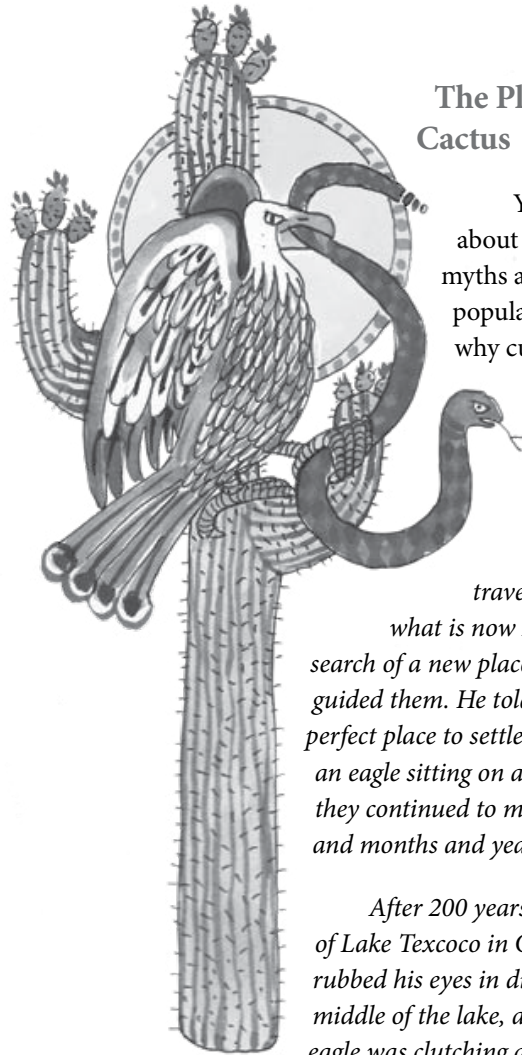
Page(s) _____

3. In the end, do you think Huascar was victorious? Why or why not? Use evidence from the text to support your answer.

[illegible]

Excerpt from “Myths of the Aztec and the Inca”

Read the excerpt and answer the questions that follow.



The Place of the Prickly Pear Cactus

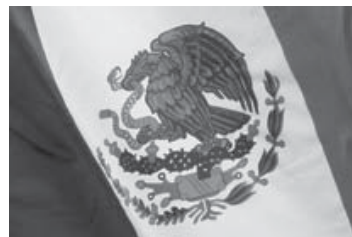
You know that myths are often about important events. You have read myths about how the earth was created and populated by people. Some myths are about why cultures arose in a particular place.

The following retelling of the Aztec homeland myth is about why this group of people chose to settle in the middle of a swamp.

Long, long ago, a tribe of people traveled out from the northern part of what is now Mexico. They began moving south in search of a new place to live. Their god, Huitzilopochtli, guided them. He told them that they would know the perfect place to settle. Huitzilopochtli said they would see an eagle sitting on a cactus with a snake in its grasp. So, they continued to migrate south. They wandered for days and months and years in search of this place.

After 200 years, a priest rested one day on the edge of Lake Texcoco in Central Mexico. He looked up and rubbed his eyes in disbelief. There, on an island in the middle of the lake, an eagle sat perched on a cactus. The eagle was clutching a snake. The people had found their home at last. The Aztec built their capital city of Tenochtitlan on the island.

The country of Mexico takes its name from the Culhua-Mexica people, who later became known as the Aztec. Its modern-day flag bears the emblem of an eagle on a cactus clutching a snake.



The Founding of Cuzco

The following myth is similar to the Aztec homeland myth. Lake Titicaca is featured in the Inca homeland myth just as it was in the Inca myth of creation. Viracocha, the sun god, is not named in the following retelling of the story, but he is the one who is given credit for choosing Cuzco as the homeland of the Inca.

*Many years ago, two creatures emerged from a lake at the top of the world. Manco Capac and his wife, Mama Ocllo, rose up out of Lake Titicaca. They then began traveling south across the magnificent Andes Mountains. The sun god gave them a golden **staff**. He told them to search for a **suitable** spot to start a new nation of people. They would know they had arrived at this magical place when their staff sank easily into the ground. Manco Capac and Mama Ocllo traveled for many days and many nights. All along the way, they tested the ground with their staff, but it would not **pierce** the hard earth. One day they reached a beautiful valley. The staff sank deep into the ground with little effort. At last, they had found the land that the sun god had promised. They settled in the valley and named the city Cuzco. Manco Capac took leadership over other tribes in the area. He became the first ruler of the Inca. Cuzco, chosen city of the sun god, became the capital of a great empire.*



Manco Capac and Mama Ocllo

NAME: _____

DATE: _____

13.1
CONTINUED

Take-Home

1. How did the Aztec people know when they had found the right place to settle down to live?

Page(s) _____

2. How did Manco Capac and Mama Ocllo know when they had found the right place to start the city of Cuzco?

Page(s) _____

3. How are these Aztec and Inca homeland myths similar?

Page(s) _____

NAME: _____

DATE: _____

14.1

Take-Home

Action Verbs and Linking Verbs

For each pair of sentences, circle the subjects. Underline the action verbs. Draw a wiggly line under linking verbs.

Example: (Mesoamerica's landscape) was diverse.

1. The area around the Equator is the tropics. Mesoamerica lies north of the Equator in the tropics.
2. The field trip was educational. We visited the science museum.
3. The Inca Empire began in the Andes Mountains. This mountain range is one of the highest and longest in the world.
4. We own two cats and one dog. The animals are lots of work but also lots of fun.
5. The Inca used a tribute system. The government collected tribute in two ways.
6. The sun hid behind the clouds for three days. It was very rainy.
7. The Inca divided their empire into four quarters. Some quarters were larger than others.
8. They arrived on the train yesterday. We met them at the train station.

9. The Inca Empire was one of the largest and most powerful pre-Columbian civilizations. The Inca built palaces, temples, and government buildings with stone.
10. I asked my mom for a cookie. She refused my request.

NAME: _____

DATE: _____

14.2

Take-Home

Practice Root *tract*

Write the correct word to complete each sentence.

1. After much effort, archaeologists were able to _____
(extract, expand, attract, retract)
King Pakal's tomb from the rubble inside Palenque's Temple of Inscriptions.
2. Unlike most cats big and small, the cheetah cannot _____,
(reload, refill, retract, redo)
or draw back, its claws.
3. The alarm system had been _____,
(disagreed, distracted, disconnected, disapproved)
so the burglars were able to break into the house.
4. Stories of beauty and wealth began to _____ European explorers,
(subtract, distract, attract, retract)
like Hernán Cortés, to Mesoamerica.
5. When my little sister fell down and started crying, I tried to
_____ her and make her feel better by telling her jokes.
(disagree, disobey, distract, distrust)
6. The wear and tear of age could not _____ from the beauty of the
(extract, retract, attract, detract)
Aztec shield covered in colorful bird feathers. Now, hundreds of years after it was made,
it is still extraordinary.
7. I asked my friend to _____ the story I had written and give me
(review, retract, redo, rename)
feedback so that I could edit it.

8. If you _____ three from five, then you're left with two.
(retract, subtract, rewrite, substitute)

Challenge: Write your own sentence using *tractor* and another *tract* word of your choosing.

Grade 5

Answer Key

PAUSING POINT ANSWER KEY

NAME: _____

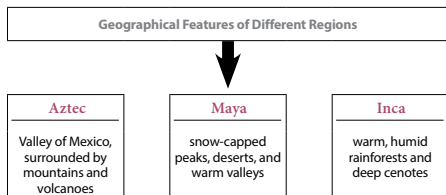
DATE: _____

1.1
CONTINUED

Take-Home

The Rise of Early American Civilizations

Each box below contains a description of the geographical features of a region. On the line in each box, write the name of the early American civilization—Maya, Aztec, or Inca—which developed in the region described there.



Match the term with its description and write the letter on the line. Refer to the text in the excerpt to confirm your answers.

- A. Andes Mountains
- B. Yucatán Peninsula
- C. Mesoamerica
- D. Central America
- E. Equator
- D The isthmus that joins North and South America
- E Mesoamerica lies north of this imaginary line drawn on maps and globes
- A The mountain range where the Inca civilization began
- C Includes parts of present-day Mexico and Central America
- B A part of southern Mexico surrounded on three sides by water

3

NAME: _____

DATE: _____

3.1
CONTINUED

Take-Home

The paragraphs in this excerpt describe a number of clever ways the Maya people met the challenges of their diverse landscapes to provide food for themselves. Which method or solution do you think was the most clever? Use specific details from the text to explain your answer.

Answers may vary but should include: a description from the text of the chosen method and a logical explanation about why that method is clever for meeting the challenge of the landscape.

11

NAME: _____

DATE: _____

4.1
CONTINUED

Take-Home

Read the excerpt and answer the question that follows.

We know that the Maya had a written language. They also developed a number system. They used three symbolic: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.

0	1	2	3	4	5	6	7	8	9
									
									

Symbols for 0, 1, and 5 combine to form larger numbers.

3. Compare the Maya mathematical system to the number system we use today. Describe one or more ways they are similar. Describe one or more ways they are different.

Answers may vary but should include: at least one similarity, such as both are used to count, and at least one difference, such as today's uses numbers and the Maya's used dots and bars.

15

1. Number the following steps in order to show how the Maya built pyramids. Use the number 1 for the first step.
5 Put mortar or stucco finishing on the structure
4 Mixed powder with gravel and water
1 Constructed four-sided platforms from earth and rubble
3 Ground limestone into fine powder
2 Covered platforms with limestone
2. Fill in the following chart to show what natural remedies priests used when acting as doctors and dentists.

Natural remedy	Used to
plants	relieve headaches, settle upset stomachs
herbal concoctions with animal parts	cure ailments
obsidian and human hair	stitch wounds
minerals from the earth	fill teeth

Unit 2 Take-Home Exam

NAME: _____
DATE: _____

4.2

Take-Home

Sentences

Read the following paragraph carefully. Correct errors by making sure all sentences are complete and adding capitalization and punctuation where needed. Then, copy the edited paragraph on the lines below.

in highland areas. The Maya cut terraces into slopes of mountains they practiced multicropping on this flat land planting and harvesting. The land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins Maize, or corn, was the main food throughout Mesoamerica.

In highland areas, the Maya cut terraces into slopes of mountains.

They practiced multicropping on this flat land, planting and

harvesting the land multiple times throughout the year. Their crops

included beans, tomatoes, squash, chili peppers, and pumpkins.

Maize, or corn, was the main food throughout Mesoamerica.

Unit 2 Take-Home Pages

17

Rewrite the following run-on sentences into two simple sentences. Remember to include correct capitalization and punctuation.

1. Maya medicine was a combination of science and religion the Maya used natural remedies to treat ailments

Maya medicine was a combination of science and religion. The Maya used natural remedies to cure ailments.

2. Spanish is the official language of Mesoamerica today there are also more than twenty-one Maya dialects spoken in Guatemala alone

Spanish is the official language of Mesoamerica. Today there are also more than twenty-one Maya dialects spoken in Guatemala alone.

3. many modern Maya women wear the same style of colored tunic as their ancestors each community has its own distinct designs

Many modern Maya women wear the same style of colored tunic as their ancestors. Each community has its own distinct designs.

18

Unit 2 Take-Home Pages

NAME: _____
DATE: _____

4.3

Take-Home

Practice Prefixes *il-* and *ir-*

Write the correct word to complete each sentence.

1. The museum holds many irreplaceable pieces of art.
(irreplaceable, replaceable, logical, illogical)

2. Our regular Wednesday dinner is pasta.
(logical, illogical, regular, irregular)

3. My cousin wrote the shopping list quickly, so it was illegible and difficult to read.
(illegible, legible, responsible, irresponsible)

4. My brother is responsible because he always remembers to feed the dog.
(logical, illogical, irresponsible, responsible)

5. Today's schedule is irregular because our school is hosting parents for the art show.
(logical, illogical, regular, irregular)

6. It is only legal to drive if you have a driver's license.
(legal, illegal, regular, irregular)

Unit 2 Take-Home Pages

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For each word, write a sentence using the word.

1. *legible*

Answers may vary but should correctly use *legible*.

2. *irresponsible*

Answers may vary but should correctly use *irresponsible*.

3. *illegal*

Answers may vary but should correctly use *illegal*.

4. *replaceable*

Answers may vary but should correctly use *replaceable*.

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4.4

Take-Home

The Codex Project: Selecting a Topic

Choose a cultural aspect of a civilization to be the topic for your Codex Project.

1. Think about which of the following cultural aspects seems the most interesting to you:

architecture farming methods social classes

2. Circle the cultural aspect that you would like to write about for your Codex Project.
3. Write at least two sentences to explain why this topic interests you. Use the word *because* in your explanation.

Answers may vary but the chosen topic should be circled and there should be two sentences explaining why the topic was chosen.

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5.1

Take-Home

1. What was happening to the wooden people that forced them to try and hide?
- A. The clay people were attacking them.
- B. The corn people were thinking, hearing, speaking, and seeing.
- ☒ C. The gods were punishing the wooden people by turning everything on Earth against them.
- D. The gods sent Earth's animals out to search for the perfect place for humans to live.

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2. The most important reason that the gods were more pleased with the corn men than with their first two creations was:
- A. the corn men had a plentiful supply of corn to eat.
- B. the corn men had vision that surpassed that of the gods.
- ☒ C. the corn men praised the gods and thanked them.
- D. the corn men could hold onto things and move easily.

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3. On the left are statements from the Maya creation myth about a cause, or an event that led to something else. On the right are statements about the effect, or the result of a cause. Read each cause carefully, and decide which effect was a result of it. Write the correct letter for the effect in the blank next to the cause.

Cause

Effect

- | | |
|---|--|
| <u>C</u> 1. The corn men praised and thanked the gods. | A. The gods named the first corn men after the jaguar. |
| <u>D</u> 2. The clay and wooden people did not praise the gods. | B. The gods clouded the corn peoples' vision and destroyed some of their wisdom. |
| <u>A</u> 3. The gods wanted their new creations to be powerful like the jaguar. | C. Tepew and Q'uk'umat's third attempt at creating people was a success. |
| <u>B</u> 4. The gods wanted to remain the most powerful beings. | D. The gods destroyed them and created the corn men. |

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6.1

Take-Home

Words and Phrases That Compare or Contrast

Use words and phrases from the chart to compare each set of sentences.

Words and Phrases That Compare

similar to
similarly
likewise
in the same way
just as
at the same time
resemble
also

1. A. House cats eat prepared food.
B. Pet dogs eat prepared food.

Sentence comparing:

Answers may vary but should include correct use of linking words that compare.

2. A. The Aztec paid tribute, or taxes.
B. The Inca paid tribute, or taxes.

Sentence comparing:

Answers may vary but should include correct use of linking words that compare.

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3. A. Many people in the tropics wear hats.
B. Many people in the arctic wear hats.

Sentence comparing:

Answers may vary but should include correct use of linking words
that compare.

Use words from the chart to contrast each set of sentences.

Words and Phrases That Contrast
however in contrast on the contrary alternatively whereas instead on the other hand but

4. A. Tropical homes are made of adobe and thatch.
B. Mountain homes are made of wood and stone.

Sentence contrasting:

Answers may vary but should include correct use of linking words
that contrast.

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6.1
CONTINUED

Take-Home

5. A. Some people drink orange juice to prevent colds.
B. Some people gargle with water to prevent colds.

Sentence contrasting:

Answers may vary but should include correct use of linking words
that contrast.

6. A. The Maya had a written language for sharing information.
B. The Inca used messengers and quipu for sharing information.

Sentence contrasting:

Answers may vary but should include correct use of linking words
that contrast.

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6.3
Take-Home

Practice Spelling Words

Sort the spelling words from the box into categories using the chart that follows. Try to spell the words syllable by syllable as you write them. Some words will be used in more than one category.

population	empire	civilization	indigenous	pyramid
tropical	rainforest	peninsula	temple	monument

Groups of People	Structures	Environment
population	pyramid	tropical
empire	temple	indigenous
civilization	monument	rainforest
indigenous		peninsula

List the spelling words in alphabetical order. Remember to pronounce and spell the words syllable by syllable.

- civilization
- empire
- indigenous
- monument
- peninsula
- population
- pyramid
- rainforest
- temple
- tropical

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9.2

Take-Home

Prefix *inter-*

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

- Isabella had to rush home and meet the mail carrier to intercept a package that contained a surprise for her brother.
(interact, intercept, intercede, intersect)
- When we went to the play, we were lucky to sit in the section closest to the stage.
(section, action, intersection, interaction)
- We were surprised that the interaction between our dog and our neighbor's cat was pleasant.
(section, action, intersection, interaction)
- Maya medicine was a(n) intersection of science and religion because doctors used both aspects of life to treat illness.
(section, interception, intersection, action)
- The international movie star has been in successful movies in Spain, France, and India.
(national, interstate, international, intentional)
- When the baseball players got into an argument on the field, the umpire had to intercede and put an end to the fight.
(interact, intercept, intercede, intersect)
- July 4 is a(n) national holiday in the United States known as Independence Day.
(intelligent, national, interchangeable, international)

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8. Demanding tribute was one action done by the emperor that caused resentment in the Aztec Empire.
(interception, action, intersection, interaction)
9. Write a sentence containing one of the words with the prefix *inter-* that relates to the *Maya*, *Aztec*, and *Inca* text.
Answers may vary but should include the correct use of a word with the prefix inter- that relates to the Reader.
10. Write a sentence using the word *interrupt*, which means to break in between the beginning and end of something.
Answers may vary but should include the correct use of interrupt.

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11.1

Take-Home

Action Verbs and Linking Verbs

For each sentence, circle the subject and underline the action verb.

Example: (The kite) flew high in the sky.

1. (We) ate lunch at the park.
 2. (The Sapa Inca) controlled the Inca Empire and all of its citizens.
 3. (My sister) takes photographs of trees.
 4. (The Inca) ate potatoes year round.
 5. (People) paid tribute with pottery, textiles, and gems.
- For each sentence, circle the subject and draw a wiggly line under the linking verb.
- Example: (The Sacred Precinct) was at the heart of the city.
6. (Inca roads) were for the government.
 7. (Summer) is my favorite season.
 8. (The Sapa Inca) was god-like in the eyes of the Inca people.
 9. (We) were so excited yesterday.
 10. (Inca) is another name for the Quechua people.

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Write a sentence using an action verb.

Answers may vary but should include correct use of an action verb in a sentence.

Write a sentence using a linking verb.

Answers may vary but should include correct use of a linking verb in a sentence.

Challenge: Write a sentence using both an action verb and a linking verb.

Answers may vary but should include correct use of an action verb and a linking verb in a sentence.

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11.2

Take-Home

Practice Root *tract*

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

distracted	tractor	attracted	detract	extracts
subtracted	retract	distract	attract	extracted
detracted	subtract	retracted		

1. We had a \$10 coupon, so the clerk needed to subtract \$10 from the total amount we owed at the grocery store.
2. We waited for the man driving the large tractor to pick us up for the hayride.
3. Pizarro and his conquistadors agreed to spare Atahualpa's life in exchange for gold and silver but they later retracted their agreement and killed Atahualpa.
4. Walking through Cuzco's main plaza, it would probably be easy to get distracted by the gold and silver walls of the Temple of the Sun and forget what you were doing.
5. Even the crumbling palaces and temples do not detract from the impressive and unique qualities of Machu Picchu.

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6. She was attracted to the idea of taking a trip to Paris after seeing a great travel brochure.
7. My dad extracted gel from his aloe vera plant to soothe sunburns.

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11.4

Take-Home

Practice Spelling Words

Write each spelling word under its definition. Then identify the word's part of speech.

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

- to try to settle an argument between people
Spelling Word: intercede
Part of Speech: verb
- does not make sense
Spelling Word: illogical
Part of Speech: adjective
- between or among people
Spelling Word: interpersonal
Part of Speech: adjective
- to stop something while it's between its starting point and destination
Spelling Word: intercept
Part of Speech: verb

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- not allowed by law
Spelling Word: illegal
Part of Speech: adjective
- not capable of being duplicated or exchanged for another item
Spelling Word: irreplaceable
Part of Speech: adjective
- not normal or usual
Spelling Word: irregular
Part of Speech: adjective
- not able to be read
Spelling Word: illegible
Part of Speech: adjective
- not based on reasons or facts
Spelling Word: irrational
Part of Speech: adjective
- not trusted to do what is right
Spelling Word: irresponsible
Part of Speech: adjective

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11.4
CONTINUED

Take-Home

- the place where parts come together
Spelling Word: intersection
Part of Speech: noun
- between or among countries
Spelling Word: international
Part of Speech: adjective

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12.1
CONTINUED

Take-Home

1. What do you think the following sentence means?

However, a quarrel between two royal brothers nearly brought down the Inca Empire.

Answers may vary but should include: fighting between two brothers nearly led the Inca Empire to fall apart.

2. Why did Atahualpa fill his prison cell with treasures?

Atahualpa filled his prison cell with gold and silver because he made a deal with Pizarro and his conquistadors to let him live in return for his treasures.

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3. In the end, do you think Huascar was victorious? Why or why not? Use evidence from the text to support your answer.

Answers may vary but should include logical support and evidence from the text to support the chosen argument.

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13.1
CONTINUED

Take-Home

1. How did the Aztec people know when they had found the right place to settle down to live?

when they saw an eagle sitting on a cactus, clutching a snake

Page(s) 66

2. How did Manco Capac and Mama Ocillo know when they had found the right place to start the city of Cuzco?

when the staff they carried sank easily into the ground

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3. How are these Aztec and Inca homeland myths similar?

Answers may vary but could include: in both myths, people had to travel until the thing they had been told would happen actually happened to signal that was the place to settle down.

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14.1

Take-Home

Action Verbs and Linking Verbs

For each pair of sentences, circle the subjects. Underline the action verbs. Draw a wiggly line under linking verbs.

Example: (Mesoamerica's landscape) was diverse.

- (The area around the Equator) is the tropics. (Mesoamerica) lies north of the Equator in the tropics.
- (The field trip) was educational. (We) visited the science museum.
- (The Inca Empire) began in the Andes Mountains. (This mountain range) is one of the highest and longest in the world.
- (We) own two cats and one dog. (The animals) are lots of work but also lots of fun.
- (The Inca) used a tribute system. (The government) collected tribute in two ways.
- (The sun) hid behind the clouds for three days. (It) was very rainy.
- (The Inca) divided their empire into four quarters. (Some quarters) were larger than others.
- (They) arrived on the train yesterday. (We) met them at the train station.

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9. The Inca Empire was one of the largest and most powerful pre-Columbian civilizations. The Inca built palaces, temples, and government buildings with stone.

10. I asked my mom for a cookie. She refused my request.

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14.2

Take-Home

Practice Root *tract*

Write the correct word to complete each sentence.

- After much effort, archaeologists were able to extract
(extract, expand, attract, retract)
King Pakal's tomb from the rubble inside Palenque's Temple of Inscriptions.
- Unlike most cats big and small, the cheetah cannot retract
(reload, refill, retract, redo),
or draw back, its claws.
- The alarm system had been disconnected
(disagreed, distracted, disconnected, disapproved),
so the burglars were able to break into the house.
- Stories of beauty and wealth began to attract European explorers,
(subtract, distract, attract, retract)
like Hernán Cortés, to Mesoamerica.
- When my little sister fell down and started crying, I tried to
distract her and make her feel better by telling her jokes.
(disagree, disobey, distract, distrust)
- The wear and tear of age could not detract from the beauty of the
(extract, retract, attract, detract)
Aztec shield covered in colorful bird feathers. Now, hundreds of years after it was made,
it is still extraordinary.
- I asked my friend to review the story I had written and give me
(review, retract, redo, rename)
feedback so that I could edit it.

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8. If you subtract three from five, then you're left with two.
(retract, subtract, rewrite, substitute)

Challenge: Write your own sentence using *tractor* and another *tract* word of your choosing.

Answers may vary but should include the correct use of the word

tractor and another tract word in a sentence.

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