

## El Rancho Unified School District

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| <b>Grade: 6</b><br><b>Selection:</b> <i>Lost Temple of the Aztecs</i><br><b>Genre:</b> Nonfiction   |  | <b>Unit 2- HM Theme 4: Embracing Heritage</b><br><b>Theme Concept:</b> Interaction between Cultures<br><b>Essential Question:</b> How does heritage define us individually and as a nation? |  |
| <b>Type of Text</b>   |  | <b>Common Core Standards</b>  |  |
| <b>Literary Text</b><br><input checked="" type="checkbox"/> <b>Informational Text</b>   |  | RI.6.1; RI.6.2; W.6.2<br><i>*See Common Core State Standards and Long-term Learning Targets (LOL)</i>   |  |
| <b>Selection Writing</b>  |  | Resources:  |  |
| <b>Narrative</b><br><input type="checkbox"/> <b>Opinion/ Argumentative</b><br><input checked="" type="checkbox"/> <b>Informative/ Explanatory</b>   |  | HM: “Excavating an Aztec City” p 360-361<br>(“King Pascal II and His Sons” p 286 & 287 in Social Studies’ TBook)  |  |
| <b>Academic Vocabulary</b>  |  | Holt Grammar Workbook , or English Workshop Introductory Course ISBN 0-03-097173-X  |  |
| <b>Tier 1</b><br>(Standard specific vocabulary)   |  | <b>Tier 2</b><br>(Content specific vocabulary)  |  |
| Nonfiction<br>Cause and Effect<br>Compare & Contrast<br>Noting Details<br>Chronology<br>Biography<br>Captions<br>Main Idea<br>Supporting Details<br>Sequence of Events<br>Legend<br>Using & Interpreting<br>Maps<br>Heritage<br>Legacy<br>Lore<br>Traditions<br>Literature  | Summary<br>Analyze<br>Evidence<br>Inference<br>Explicit/Implicit<br>Timeline<br>Bias/Assumption<br>Author’s viewpoint<br>Culture | Sites<br>Metropolis<br>Causeways<br>Conquered<br>Tributes<br>Momentous<br>Empire<br>Adorned<br>Intricate<br>Excavation<br>Goddess<br>Shrines<br>Expedition                                  | Moctezuma<br>Tenochtitlan<br>Aztec<br>Quetzalcoatl<br>Weaponry<br>Governor<br>Emperor<br>Archeologist<br>Anthropology<br>Smallpox<br>Ruins |
| <b>Essential Skills</b><br><i>* See Common Core State Standards and Long-term Learning Targets</i><br>Write informative/explanatory texts to examine a topic and convey ideas, concepts.<br>Introduce a topic or thesis statement; organize ideas, concepts, and information, using comparison/contrast<br>Develop the topic sentence with relevant facts and supporting details.<br>Use appropriate transitions to clarify the relationships among ideas and concepts.<br>Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>Provide a concluding statement or section that follows from the information or explanation presented. |  |   |  |

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| Text-Dependent Questions (DOK 1-3) |  |  |  |              |
| DOK Level                          | Questions  |  |  | Page #       |
| 2                                  | Describe the way the author uses the introduction to explain the culture of the Soninke people of Ancient Ghana?             |  |  | 412          |
| 2                                  | Give evidence from page 413, that the Wangarans had flourishing town.  |  |  | 413          |
| 2                                  | What is the difference between bartering and dumb bartering?   |  |  | 413 &<br>414 |
| 3                                  | How were the Wangarans able to trade with outside world and protect themselves at the same time?                             |  |  | 414 &<br>415 |
| 2                                  | What details support the main idea that the trade was the <i>lifeblood of Ghana</i> ?  |  |  | 414 &<br>415 |
| 3                                  | Explain what the authors mean by the analogy <i>The camel was to the Berbers what the bison was to the Native American</i> ? |  |  | 416          |
| 2                                  | How do the authors show that journey by camel caravan was difficult and complicated?   |  |  | 416 &<br>417 |
| 2                                  | How do the caravan guides know what route to take and how to reach their destination when traveling by day and night?        |  |  | 418 &<br>419 |
| 2                                  | Describe the daily life of the inhabitants of Koumbi Saleh. Summarize the details from the text.                             |  |  | 420-423      |
| 3                                  | In what ways did the people of Ancient Ghana make good use of the resources they had? Cite specific examples.                |  |  | 420-423      |
| 3                                  | Read the poem on page 423, describe the tone and the literary devices that affect the tone.                                  |  |  | 423          |
| 3                                  | Why do the Soninke use the words <i>dissent</i> and <i>belligerence</i> to describe the Ghanaian period?                     |  |  | 423          |
| Performance Tasks (DOK 4)          |  |  |  |              |

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The students will write a *compare and contrast* paragraph. Power is transferred from one leader to another. Compare the transfer of power from Moctezuma to Cortez and the transfer of power from King Pascal II to his sons. How are these two events similar? How are they different? Write the main ideas and supporting details. Cite evidence.

### Common Core Connection- Curricular Extensions

| Writing/Novels   | Science/ Social Studies  | Math |
|--|--|------|
| <i>Esperanza Rising, Becoming Naomi Leon, House on Mango Street, Island of the Blue Dolphins</i> | Social Studies Ch 9-3 “The Olmec of Mesoamerica” p 300-304 (Accessing regional and historical information) |      |

### English Learners (Instructional guidance TBD pending further direction from the state)

| Level: Emerging | Level: Expanding | Level: Bridging |
|-----------------|------------------|-----------------|
|                 |                  |                 |