

**Grade: Fifth Grade**

**Unit : Early American Civilizations**

**Unit Overview:** Read through the Unit Introduction and respond to the questions below.

Why is this unit important?

[Unit 2 Essential Questions](#)

This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word tract and the prefixes ir-, inter-, and il-. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.

What are 3-5 key takeaways students should have by the end of this unit?

Reading	Writing	Speaking/ Listening	Language
RI.5.1 RI.5.5	W.5.4 W.5.8 W.5.2	SL.5.1	L.5.4 L.5.1 L.5.2

L.5.4

- Demonstrate or clarify the meaning of key vocabulary and phrases using context and common Greek and Latin affixes and roots as clues to the meaning.
  - Supporting Standard RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5

- Compare and contrast the Maya, Aztec, and Inca civilizations structure, development

- Supporting Standard W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Supporting Standard W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Supporting Standard L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## W.5.4

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - Supporting Standard W.5.2 Create an explanatory writing piece about some cultural aspect of different early American civilizations, referred to as Codex Project.
  - Supporting Standard W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## L.5.1

- Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates
  - Supporting Standard L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Prerequisite Standards L.3.1 and L.4.1f

<p>What formal writing piece will students complete during this unit?</p>	<p>Formal writing: Informative/Explanatory writing</p> <p>Students combine informational paragraphs written about the Maya, Aztecs, and Incas into the Codex Project. During the project, students use the information gathered from the text to write about key cultural aspects of the three civilizations. Students focus on paraphrasing, incorporating images, and using linking words and phrases. Begins in Lesson 4.</p> <p>Informal writing: paraphrasing, notes, graphic organizers, short and extended responses to text</p>
<p>How does this unit reinforce what has been taught in previous grades?</p>	<p>In CKLA students have already received pertinent background knowledge for this unit beginning in <b>Kindergarten</b>, where students learned about Columbus and the Pilgrims and the development of our nation.</p> <p>In <b>First Grade</b>, students learn about both Early World and Early American Civilizations. Students learn about civilization developments based on geographical location, languages, religion, and beliefs. Areas discovered are Mesopotamia, Egypt, Maya, Inca, and Aztecs.</p> <p>In <b>Second Grade</b>, students learn more about civilizations of ancient Greece, with connections to Olympics, democracy, and spartans.</p> <p>In <b>Third Grade</b>, students continue to learn more about ancient civilizations including Rome, Julius Caesar, contributions of civilizations and impact on the present day. Their study of Astronomy helps to build backgrounds with sun patterns.</p>