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Identifying Supporting Details Employing Aztec and Incan History

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Identifying Supporting Details employing Aztec and Incan History

Overview

Students will view multiple images of the Early Americas and note a list of traits to which they will later provide supporting details attaching evidence.

Goal

Have students become writers who use supporting details to support their big idea (main idea) in writing.

Objectives

Students will be able to choose evidence that supports a character trait. Students will be able to analyze primary sources and use details from the text to support their answers.

Investigative Questions

What are relevant and non-relevant details? How are these details supporting my main idea? The images of the Aztecs and Incas will provide students with an opportunity to examine closely the important and unimportant details. (In completing this task students will be able to explain how details help support their main idea.)

Time Required

2 Periods of 90 minutes or 4 blocks of 45 minutes each

Recommended Grade Range

5th-8th

Subject

Social Studies, Language Arts, Technology

Standards

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Credits

Jose Arias

Materials

This lesson uses books, online articles and primary sources listed below. The materials can be printed out or can more easily be presented via a projector.

The Lost Temple of the Aztecs : What It Was Like When The Spaniards Invaded Mexico (An I Was There Book) Shelley Tanaka and Greg Ruhl (Sep 1, 2000)Hyperion / Madison Press

Montezuma and the Fall of the Aztecs Eric A. Kimmel and Daniel San Souci (Mar 2000) Holiday House; 1st edition

www.Readworks.com (The website will be used to access the articles Cuzco: City of Gold & The Aztec Empire.)

The Aztec Empire

http://www.readworks.org/sites/default/files/passages/830_aztecs_incas_mayans_the_aztec_empire_0.pdf

Cuzco: City of Gold

http://www.readworks.org/sites/default/files/passages/820_aztecs_incas_mayans_cuzco_city_of_gold.pdf

Resources

Title: "Arrival of Cortes in Vera Cruz"

URL: <http://myloc.gov/Exhibitions/EarlyAmericas/ExplorationsandEncounters/ConquestPaintings/ExhibitObjects/ArrivalofCort%C3%A9sinVeraCruz.aspx?Enlarge=true&ImageId=1f82b303-3e92-4c77-b614-ecd850d47e4d%3a6ced835c-153c-4e7e-9b58-dd21a8ba0de1%3a45&PersistentId=1%3a1f82b303-3e92-4c77-b614-ecd850d47e4d%3a6&ReturnUrl=%2fExhibitions%2fEarlyAmericas%2fExplorationsandEncounters%2fConquestPaintings%2fExhibitObjects%2fArrivalofCort%C3%A9sinVeraCruz.aspx>

Author/Creator: Unknown

Date: Second half of seventeenth century

Title: "The meeting of Cortes and Montezuma"

URL: <http://myloc.gov/Exhibitions/EarlyAmericas/ExplorationsandEncounters/ConquestPaintings/ExhibitObjects/TheMeetingofCort%C3%A9sandMoctezuma.aspx>

Author/Creator: Unknown

Date: Second half of seventeenth century

Title: "Death of Montezuma"

URL: <http://myloc.gov/Exhibitions/EarlyAmericas/ExplorationsandEncounters/ConquestPaintings/ExhibitObjects/DeathofMoctezuma.aspx>

Author/Creator: Unknown

Date: Second half of seventeenth century

Title: "The capture of Tenochtitlan"

URL: <http://myloc.gov/Exhibitions/EarlyAmericas/ExplorationsandEncounters/ConquestPaintings/ExhibitObjects/TheCaptureofTenochtitl%C3%A1n.aspx>

Author/Creator: Unknown

Date: Second half of seventeenth century

Title: "The capture of Cuauhtémoc"

URL: <http://myloc.gov/Exhibitions/EarlyAmericas/ExplorationsandEncounters/ConquestPaintings/ExhibitObjects/TheCaptureofCuahtemoc.aspx>

Author/Creator: Unknown

Date: Second half of seventeenth century

Procedure

This lesson uses RAFT (Restate the question, Answer the question, Find evidence and Tie it up in concluding thought) writing strategy to help students learn how to use supporting details. If you have a poster with the RAFT components, refer to it for this lesson, otherwise write RAFT and what it means somewhere in the room where it can be easily seen by all students. Begin class discussion about the Aztecs and the Spaniards. Slowly reveal the RAFT poster. Hmm, what are some character traits that describe Aztecs/Spaniards? Kids can help brainstorm words on the board. I think that what makes him Cortes/Montezuma who he is that he is strong. Example- Someone who is powerful who has the control of other people like the thousands in the empire he controls. (Wonder, Connect, Investigate)

Now I need to think of details to support my big idea (recall out loud, and add sentence strips on poster). Now I have evidence that helps prove my big idea, but I haven't made it clear to my audience. If my reader hasn't read this story, Let me remind you of what the F in RAFT means: (visual) find and EXPLAIN details, means you don't just list details, you explain how they support your big ideas. I need to add another sentence here that explains my detail.

Start the class with Session 1...

As smart writers who use evidence to support your big ideas in writing today we will continue to practice with images and readings in the upcoming weeks. Today I want to teach you how to go from being a solid writer to an extraordinary writer. We are going to do that by taking our details to the next level in our writing. We are going to work on explaining our details so our writing is very clear and convincing to our readers. We will use details from the text to support your answer. I'm going to show you first a number of pictures and we will identify traits and then find evidence that supports that original claim.

What is main idea/topic sentence? Explain in brief if required- (Pictures from LOC presented in a PPT)

Images used:

1. Arrival of Cortes in Vera Cruz
2. The meeting of Cortes and Montezuma
3. Death of Montezuma
4. The capture of Tenochtitlan

5. The capture of Cuauhtémoc

(Presenting students with a visual shows a different perspective that cannot be obtained in the readings.)

Introduce the 1st image from list and note that this is your main idea. Explain that the following needs to be supported with evidence and we must decide whether each sentence is an important detail or whether the supporting detail is not relevant to the topic or main idea of image. Have them on strips of paper so that as a whole class you can complete. Ask the following question. Is this important or unimportant detail? For each of these activities when I write an explanation sentence I am going to ask myself:

* How does this make my details easier to understand?

* How does this detail prove what I said in my main idea/ topic sentence?

I am going to explain my details using these sentence starters. I don't HAVE to use them, but since we're new to trying this they're a good place to start. Utilizing sentence starters to explain sentence will facilitate their writing after thinking about the new information.

Arrival of Cortes in Vera Cruz

The Spanish have red capes.

The Aztecs have spears.

Aztecs are wearing feathers on their heads.

Spanish soldiers have full body metal armory.

Cortes orders a show of military strength that involves marching on horses.

The Spanish demonstrate use of their canons to the Aztecs.

Now we will complete the next one with a partner and as a whole class. I will provide you with the main idea or the topic of the image and we will decide if the following helps support our main idea or topic. Please take 2 minutes to discuss each answer strip I put on the board with your partner seated next to you. Make sure that you can give me a reason (evidence) why the details helps connect or support the main idea. (Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses)

The meeting of Cortes and Montezuma

Montezuma arrives surrounded by his people with a huge carp covering showing his wealth and status.

Cortes arrives wearing a red cloth around his waist.

The Aztec king has a gold plated chair that he travels on carried by his servants.

The Spanish conquistador appears to show respect to the king by making him an offering.

Both the Spanish and the Aztecs are interested in finding out more about each other since they are at peace.

The third image should be completed independently and/or with partner. Students will be given the strips mixed in order and will be asked to complete as they did early. They will also be asked to explain how they connect to the main idea/topic (Death or Montezuma) so to demonstrate the comprehension of the skill. (Investigate)

Death of Montezuma

Aztecs soldiers are wearing skirts.

The Spanish soldiers have metal shields that help them to protect themselves from spears after taking Montezuma captive.

The Aztecs are attacking from a position on the ground that is difficult to defend and will make it harder to rescue Montezuma.

Montezuma who was taken hostage by Cortes, appears in public on the upper level of the palace in an attempt to ease the dissatisfaction of his people.

The Spanish priest is dressed in white.

Additional Images to be completed by students if we have need to continue practice.

The capture of Tenochtitlan

The capture of Cuauhtémoc

Now we will read a short readings and apply the skills we utilized previously with the images to show you how you support your thinking utilizing supporting details employing RAFT(Restate the question, Answer the question, Find evidence, and Tie it up in concluding thought). This is our writing prompt question for today (point to board) - so I know when I read I am going to pay special attention to the supporting details that make our thoughts have proof and make them valid (true). Read aloud the reading, The Aztec Empire, http://www.readworks.org/sites/default/files/passages/830_aztecs_incas_mayans_the_aztec_empire_0.pdf The students will be asked to complete the following reading and will be given the prompt; Describe the practices of the Aztecs? Remind students that they must again use the strategies they learned to explain.

Description of Procedure

Express - Students will be asked to turn and talk to classmate, and choose a detail from the board which supports the idea that Cortez or Montezuma's is strong, and practice creating an explanation sentence. Use these sentence starters to help you!

Get a say back on these directions. Turn and Talk for 2 minutes.

Coach and assess students as they turn and talk.

Which partners created an explanation sentence? Share out: tell us what you would write down (I scribe).

Repeat with the last supporting detail, or model again.

Now you are going to work independently to write a RAFT paragraph about both Aztecs & Incas. You are going to use the same writing prompt and you can use some of the character traits we brainstormed together.

Review and clarify key points, reminding students to explain their evidence by using the sentence starters and by asking themselves:

* How does this make my details easier to understand?

* How does this detail prove what I said in my main idea/ topic sentence?
(Apply understandings to a new context, new situation; express new ideas to share learning with others)

Reflect - Reflect on own learning; ask new questions What other questions can I ask myself that will help better support my main idea? (I would like feedback on what I could include in this section)

Extension- Analyze reading -Cuzco: City of Gold
http://www.readworks.org/sites/default/files/passages/820_aztecs_incas_mayans_cuzco_city_of_gold.pdf

Evaluation

Students will choose best evidence to support their answer (character trait and main idea) when they are provided the character trait or main idea by filling out graphic organizer. Teacher observation of collaborative work. Evaluate the student graphic organizer. Instructor observation of critical thinking.

Reflection

John Spry Elementary School
5th Grade Instruction

Lesson Reflection:

Identifying Supporting Details employing Aztec and Incan History

The lesson was a compacted lesson that was adapted to unit but can be done independently from the unit. The opportunity to break down the writing process and have them note the details was the concentration of the lesson. The lesson was constantly changing as I was creating it and adapting it to fit the needs of my students. The students initially were going to complete it on a blank sheet of paper but I had to change and create a graphic organizer to simplify the process and allow for the development of these paragraphs in a way that was straightforward and structured. The students found the organizer to be helpful and the paragraphs allowed them to have a reference for the creation of more detailed paragraphs in the following days. Students were able to utilize the organizers during the assessment and teachers should note that this is the initial component of a larger unit that at the end asks students to note main

idea and identify supporting details. Collaboration amongst students was also important as it became crucial for initial ideas of their writing.

The lesson was successful in that it brings them images that they would otherwise not be able to view and discuss, in addition to giving them an opportunity to discuss an important period in time for Mexican-Americans.

In the future, I believe that having them working in the computer lab would be a better way to present the images because it would allow for a more detailed look at all the paintings. The opportunity to note the various details will give them more material to write about and make the writing so much more complete and filled with exciting details.

The lesson was interesting and challenging enough for students to feel success and learn a valuable skill that they can build upon to generate more complete pieces of writing. When the students keep asking you to show them more images on the topic I think the material is engaging. In the end, I would say the amount of time dedicated to the creation of this lesson was worth it because students learned a great deal about a subject that is relevant to their history and learned a skill that can be applied to all areas of study.