



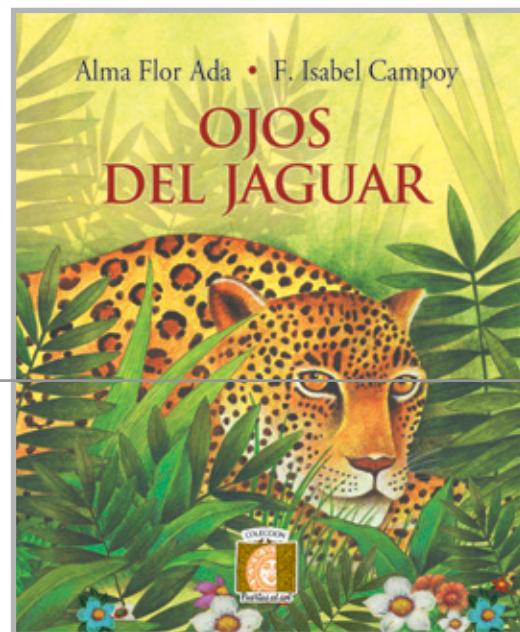
## Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards

### Ojos del jaguar

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### COMPLEXITY

F&P Guided Reading Level Q / Lexile Level 940L

### TEXT TYPE

Informational Text: History

### OBJECTIVES

- ➡ Demonstrate comprehension of a history text.
- ➡ Discuss important details.
- ➡ Identify fact and opinion.
- ➡ Identify the author's purpose.
- ➡ Use word structure to determine the meaning of unfamiliar words.
- ➡ Recognize and explain the meaning of idioms.

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



**Together we foster lifelong readers**

## MATERIALS

- ▶ index cards
- ▶ *Tabla de dos columnas, Tabla de tres columnas*  
(Graphic Organizers #30 and #31)\*
- ▶ construction paper, scissors, glue
- ▶ drawing materials: pencils, paper, markers, crayons, etc.

## SUMMARY

The history of Hispanic America began thousands of years before the arrival of the Europeans on the continent. The Aztecs, Mayas, and Incas—among others—had made important discoveries and established powerful empires in the Americas by the time Christopher Columbus arrived from Spain. Agriculture, architecture, astronomy, and the arts were some of the many areas in which the indigenous cultures of the Americas excelled. The arrival of the European conquerors and African slaves changed the continent and has given rise to a cultural and ethnic exchange that continues to our day.

## STANDARDS

- SLAR CCSS** RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.7, RI 4.8, RI 4.9, RF 4.3.a, RF 4.4.a, W 4.2, W 4.4, W 4.5, W 4.6, W 4.7, W 4.8, W 4.10, SL 4.1, SL 4.2, SL 4.4, SL 4.5, L 4.1, L 4.2.b, L 4.3, L 4.4, L 4.5.b, L 4.5.c, L 4.6  
**SLAR TEKS** 4.1.A, 4.2.A, 4.2.C, 4.2.D, 4.9.A, 4.10.A, 4.11.A, 4.11.B, 4.15, 4.18.A, 4.20.B, 4.22.C, 4.23.B, 4.24.A.(ii), 4.24.C, 4.24.D, 4.26.A, 4.27.A, 4.29.A  
**NCSS** I. Culture; II. Time, Continuity, and Change; III. People, Places, and Environments

## VOCABULARY

- actualidad** – *tiempo presente / now*  
**antepasado** – *persona que vivió en el pasado y de la que proceden otras / ancestor*  
**aportar** – *contribuir, dar / to contribute*  
**conservar** – *mantener algo a lo largo del tiempo / to preserve*  
**descendiente** – *persona que procede de otra / descendant*  
**difundir** – *extender / to spread*  
**entremezclar** – *mezclar cosas o personas unas con otras / to mix together*  
**espléndido** – *magnífico, digno de admiración / magnificent*  
**extinguirse** – *acabarse o desaparecer poco a poco algo / to extinguish*  
**irreemplazable** – *que no se puede sustituir con nada / irreplaceable*  
**intacto** – *sin cambios o alteraciones / intact*  
**magistral** – *genial, extraordinario / masterful*  
**perdurar** – *durar mucho tiempo / to last*

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

## Advanced Vocabulary

- altiplano** – *extensión grande de terreno plano a gran altitud / high plateau*  
**cifrado** – *escrito en clave / encrypted*  
**códice** – *libro antiguo escrito e ilustrado a mano / codex*  
**pervivir** – *seguir viviendo / to live on*  
**plantación** – *hacienda grande donde se siembra un solo tipo de cultivo / plantation*  
**subsistir** – *mantenerse, sobrevivir / to survive*  
**sustento** – *alimento necesario para vivir / sustenance*  
**tapiz** – *tela tejida que se cuelga de adorno en la pared / tapestry*  
**telar** – *máquina para tejer / loom*  
**utensilio** – *herramienta / utensil*

\* To download the Spanish Graphic Organizers on this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *hecho*, *modismo*, *opinión*) and instruction words, such as *analiza*, *cita*, *clasifica*, *justifica*, *resume*.
- ▶ Ask students to explain what each word means in their own words. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra*, *Mi definición*, *Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- ▶ Point out the prefix *i-/in-* (negation) in *irremplazable* and *intacto*, and the prefix *entre-* (between) in *entremezclar*. Then introduce the prefixes *des-* (opposite), *extra-* (above, beyond), *pre-* (before), and *re-* (repetition). Next, have students explain the meaning of *descomponer* (to decompose) on p. 6, *extraordinario* (extraordinary) on p. 16, *prehispánico* (pre-Hispanic) on p. 44, and *recrear* (to recreate) on p. 30.
- ▶ To expand students' word knowledge, go over the concept of antonyms and point out these antonym pairs in the vocabulary list: *antepasado – descendiente* and *conservar – extinguir*. Then have them look for antonyms of the following words in the text (answers are in parentheses): *actual (antiguo*, p. 6); *aumentar (disminuir*, p. 32); *construir (destruir*, p. 27); *salud (enfermedad*, p. 11); *riqueza (pobreza*, p. 20). Have students come up with sentences using these antonyms.
- ▶ Go over the meanings of *magistral* and *perdurar* from the vocabulary list. Then have students complete these analogies: 1. *Salir es a entrar lo que acabarse es a... (perdurar)* 2. *Magnífico es a estupendo lo que genial es a... (magistral)* Then have students use synonyms and antonyms to come up with their own analogies for *difundir*, *espléndido*, and *intacto*. Ask students to exchange their analogies with a classmate and check each other's work.
- ▶ Explain that domain-specific vocabulary are words an author uses to name very specific concepts or objects. Tell students that the only way to get the meaning of these words is to use a dictionary or to pay attention to the context. Provide the two-column chart (Graphic Organizer #30) to the students and ask them to use the context or a dictionary to come up with definitions of words like *quipus* (p. 42), *amate*s (p. 42), *chalenas* (p. 27), *guajiros* (p. 30), and *calmecac* (p. 40). Provide support as needed.
- ▶ Explain that an idiom (*modismo*) is an expression that cannot be understood by analyzing the individual words. For example: *cubrir las necesidades* (to meet the needs) on p. 18. Divide the class into small groups and assign each group one of these idioms: *fruto de sus esfuerzos* (p. 6), *cambiar la faz* (p. 36), *capítulo de la historia* (p. 38), and *a lo largo y ancho* (p. 43). Have students discuss the meaning of the idiom and help them think of a situation related to the subject of history for which their idiom would be appropriate. Finally, have students role-play the situation for the class.

## ► READING

### PRE-READING

- ▶ Discuss with students what they know about the pre-Hispanic civilizations. Ask: *¿Quiénes construyeron una gran ciudad en el centro de México: los incas o los aztecas?* (Who built a large city in central Mexico: the Incas or the Aztecs?) *¿Quiénes eran los mayas? ¿Por qué son conocidos?* (Who were the Mayas? What are they known for?)
- ▶ Have students read the title and table of contents, and allow them a moment to look at the images. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Call students' attention to the headings, illustrations, captions, and maps, and explain that these features can help readers locate and organize information in the text. Then read aloud pp. 6–9 to familiarize students with the text and to model pronunciation and intonation. Ask: *¿Por qué eran los antiguos habitantes de Hispanoamérica "agricultores inteligentes"* (p. 6)? *¿Qué evidencias ofrecen las autoras?* (Why were the original inhabitants of Hispanic America "intelligent farmers"? What evidence do the authors provide?) *¿Cómo se ha beneficiado el mundo de los alimentos desarrollados por estos antiguos agricultores?* (How has the world benefited from the foods developed by these ancient farmers?)
- ▶ Use the passage on p. 18 to guide students in reading critically. First, have them read the text in pairs, taking turns reading to one another. Then have a class discussion to analyze the text. Ask these or similar questions: *¿Cómo ayudó a los antiguos habitantes de Hispanoamérica su gran capacidad para organizarse?* (How did their high-order organizational skills help the indigenous populations of Hispanic America?) *Mencionen tres cosas que las civilizaciones prehispánicas no habrían logrado sin ese nivel de organización.* (Tell three things pre-Hispanic civilizations would not have achieved without such a high level of organization.) *¿Por qué es la organización "muestra de gran progreso"?* (Why is having an organizational structure "a sign of great progress"?)
- ▶ Have students read the remaining passages in pairs. Provide index cards and have students make notes for themselves as they read. Students should note the main idea and list supporting details as well as any words or phrases whose meaning they cannot determine. Have them prepare a card for each passage, and allow them to use their cards in a group discussion. Ask these or similar questions: *¿De qué trata este pasaje?* (What is this passage about?) *¿Qué detalles importantes incluyen las autoras?* (What important details do the authors include?) *¿Qué han aprendido? Resúmanlo brevemente.* (What have you learned? Summarize it briefly.)
- ▶ Write this question on the board: *¿Qué elementos culturales indígenas, africanos y españoles han perdurado en Hispanoamérica?* (What indigenous, African, and Spanish cultural elements survive in Hispanic America?) Distribute a three-column chart (Graphic Organizer #31) and have students label the columns *Cultura indígena, Cultura africana, Cultura española*. Ask students to scan the text and fill in their charts. Then have them share their charts with a classmate and justify their choices.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences: *Menciona tres áreas en las que eran expertas distintas culturas prehispánicas. Da ejemplos.* (Tell three areas in which different pre-Hispanic cultures were experts. Provide examples.) *¿Qué es la artesanía? Da ejemplos de productos artesanos de Hispanoamérica y di qué culturas los fabrican.* (What is handicraft? Provide examples of handicrafts from Hispanic America and tell which cultures make them.)

### At-level Students

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask these or similar questions: *¿Qué alimentos de los antiguos habitantes de Hispanoamérica son hoy en día esenciales? ¿Cómo sería nuestra alimentación sin estos alimentos?* (What foods from the indigenous inhabitants of Hispanic America are now essential today? What would our diet be like without these foods?) *Identifica tres resultados de la mezcla de las culturas indígenas, europeas y africanas en Hispanoamérica.* (Identify three results of the mix of indigenous, European, and African cultures in Hispanic America.)

### Above-level Students

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Qué ideas justifican esta conclusión: "Todo hispanoamericano es mestizo. Puede serlo por la sangre o por la cultura"* (p. 46)? (What ideas justify this conclusion: "Every Hispanic person is of mixed origin. The mix may be racial or cultural")? *¿Es este origen mestizo algo positivo? Usa evidencias del texto para justificar tu respuesta.* (Is this mixed origin something positive? Use text evidence to justify your answer.)

## Post-Reading

- Explain that a fact is a piece of information that can be proven true. For example: *"Los uros construyeron islas flotantes para vivir sobre las aguas del lago Titicaca"* (p. 14). An opinion is what someone thinks or believes. For example: *[...] siguen creando cosas bellas. [...] Y son hermosos sus tejidos y bordados* (p. 20). Point out the words *bellas* and *hermosos* and explain that this is the authors' subjective belief. Ask: *¿Es esto una opinión o un hecho: "Los zapotecas viven en Oaxaca, Guerrero, Veracruz y Chiapas"* (p. 26)? *¿Por qué?* (Is this an opinion or a fact: "The Zapotec people live in Oaxaca, Guerrero, Veracruz, and Chiapas"? Why?) *¿Es esto una opinión o un hecho: "Crearon impresionantes expresiones de arte"* (p. 26)? *¿Por qué?* (Is this an opinion or a fact: "They created impressive works of art"? Why?)
- Distribute a two-column chart (Graphic Organizer #30) and have students label the columns *Hecho* and *Opinión*. Then have them reread pp. 42–45 and locate five facts and three opinions, and list them in their charts. Next, have students get together with a classmate and compare and contrast their charts. Ask them to justify their choices.
- Revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) from the Pre-reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Con qué propósito creen que las autoras escribieron el libro?* (What was the authors' purpose for writing this book?)

## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

**INSTRUCTIONAL FOCUS:**  
Building Knowledge in the Content Areas

- ▶ Have students work collaboratively in small groups to create and make an informative presentation about one of the indigenous peoples presented in the text. You may wish to assign different civilizations to different groups to avoid duplication of information. If available in your classroom, encourage students to use technology (e.g., PowerPoint®, online images, interactive whiteboard) for their presentations. Require that all of the students in the group participate in the presentation. Encourage students to use the domain-specific vocabulary they have learned. 
- ▶ Have small groups create a poster to present a product they enjoy and that is the result of the intermingling of indigenous, European, and African cultures. Examples include: dishes that use pre-Hispanic foods (e.g., potatoes, corn, tomatoes) as well as European or African ingredients, Caribbean music (a mix of European, indigenous, and African rhythms), cotton clothing, and some works of art. Students may need to research some additional information. Suggest reference materials and appropriate Internet websites. Encourage students to include images and samples of the product. Then have them present their posters to the class and explain the history of the product and its importance in their lives. 

## ► WRITING

**INSTRUCTIONAL FOCUS:**  
Writing from Sources / Research Strand

Have students research one of the cultures presented in this book, gather appropriate information, and then write a research report. This writing activity will take place in stages (pre-writing activities, research and gathering of information, and writing). As part of the pre-writing activities, have students create an outline. Suggest this structure: I. Introduction: stating the thesis or purpose of the essay; II. Body: consisting of three paragraphs supporting the thesis with information and evidence; III. Conclusion: summarizing the most important details and restating the thesis. Remind students to use quotation marks to enclose direct quotes. Require them to include a list of sources at the end of their reports. Next, have them exchange their drafts with a classmate and revise and comment on each other's work. Then have students review their drafts, incorporate the revisions, and create a final draft. Guide and assist them through the writing process. Encourage students to share their final work with their classmates or to publish their research reports on the class web page, if there is one. 



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

### A Completa las oraciones con la palabra correcta.

conservan

difundieron

extinguen

magistrales

perdurán

1. Al destruirse la selva se extinguen muchas plantas y animales.
2. Los europeos difundieron el uso de la lana de oveja en América.
3. Muchas tradiciones aún perdurán, pero otras se han perdido.
4. Los códices mayas aún se conservan.
5. Los aztecas eran magistrales arquitectos.

### B Completa las siguientes analogías.

espléndido

aportar

descendiente

actualidad

1. Alto es a bajo lo que antepasado es a descendiente.
2. Bello es a hermoso lo que magnífico es a espléndido.
3. Corto es a largo lo que pasado es a actualidad.
4. Caminar es a andar lo que contribuir es a aportar.

### C Añade el prefijo adecuado y define las palabras. Despues escribe una oración con cada palabra.

entre-

in-

i-

1. in-tacto: sin cambios

*Answers will vary.*

2. i-reemplazable: que no se puede sustituir

*Answers will vary.*

3. entre-mezclar: mezclar entre sí

*Answers will vary.*



Nombre \_\_\_\_\_

## Comprensión lectora

### A Contesta.

1. Menciona tres comunidades indígenas de México que aún conservan su cultura.

Possible answer: los mixtecas, los zapotecas y los huastecos.

2. Menciona tres contribuciones de los mayas.

Possible answer: la astronomía, el *Popul Vuh*, el concepto del cero.

3. ¿Qué tres raíces se entremezclan en Hispanoamérica?

Answer: Raíces indígenas, africanas y españolas.

4. Da tres ejemplos de la diversidad de la cultura hispanoamericana.

Answers will vary, but must show customs or products from indigenous, African, and European origin.

### B Indica si se trata de un hecho o de una opinión.

Hecho      Opinión

1. La ciudad azteca de Tenochtitlán era muy hermosa.
2. Es una pena que se pierda la cultura indígena.
3. Los aztecas y los mayas crearon calendarios solares.
4. El *Popol Vuh* es una obra de literatura maya.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Escribe un hecho y una opinión sobre las culturas de Hispanoamérica.

Hecho: Answers will vary, but must be something that can be proven.

Opinión: Answers will vary, but must be a subjective statement.

### C Indica el origen de estas aportaciones a la cultura hispanoamericana.

- la lana de oveja
- la guitarra
- el maíz y la papa
- sus idiomas (yoruba, congo...)
- un ritmo propio
- los tejidos

Cultura indígena	Cultura africana	Cultura española
el maíz y la papa	un ritmo propio	la lana de oveja
los tejidos	sus idiomas	la guitarra



Nombre \_\_\_\_\_

## Vocabulario

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1. Al destruirse la selva se \_\_\_\_\_ muchas plantas y animales.
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### B Completa las siguientes analogías.

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actualidad

1. Alto es a bajo lo que antepasado es a \_\_\_\_\_.
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### C Añade el prefijo adecuado y define las palabras. Despues escribe una oración con cada palabra.

entre-

in-

i-

1. \_\_\_\_\_tacto: \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_reemplazable: \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_mezclar: \_\_\_\_\_  
\_\_\_\_\_



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Contesta.

1. Menciona tres comunidades indígenas de México que aún conservan su cultura.

\_\_\_\_\_

2. Menciona tres contribuciones de los mayas.

\_\_\_\_\_

3. ¿Qué tres raíces se entremezclan en Hispanoamérica?

\_\_\_\_\_

4. Da tres ejemplos de la diversidad de la cultura hispanoamericana.

\_\_\_\_\_

\_\_\_\_\_

#### B Indica si se trata de un hecho o de una opinión.

Hecho      Opinión

1. La ciudad azteca de Tenochtitlán era muy hermosa.
2. Es una pena que se pierda la cultura indígena.
3. Los aztecas y los mayas crearon calendarios solares.
4. El *Popol Vuh* es una obra de literatura maya.

Escribe un hecho y una opinión sobre las culturas de Hispanoamérica.

Hecho: \_\_\_\_\_

Opinión: \_\_\_\_\_

#### C Indica el origen de estas aportaciones a la cultura hispanoamericana.

- la lana de oveja
- la guitarra
- el maíz y la papa
- sus idiomas (yoruba, congo...)
- un ritmo propio
- los tejidos

Cultura indígena	Cultura africana	Cultura española