



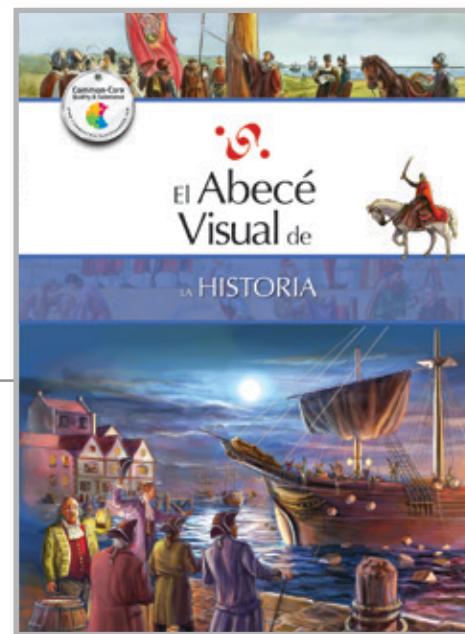
## Lesson Plan and Activities

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

### El Abecé Visual de la Historia

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### COMPLEXITY

F&P Guided Reading Level U / Lexile Level 1000L

### TEXT TYPE

Informational Text: History

### OBJECTIVES

- ▶ Read and understand a history text.
- ▶ Analyze and evaluate information.
- ▶ Identify a text's main idea and important details.
- ▶ Differentiate between primary and secondary sources.
- ▶ Identify the author's purpose.

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



**Together we foster lifelong readers**

## MATERIALS

- *Red de palabras, Tabla de cuatro columnas*  
(Graphic Organizers #26 and #32)\*
- index cards

- hole puncher and string or yarn
- craft materials to make props

## SUMMARY

This book presents a walk through human history—from the small bands of hunter-gatherers of the Paleolithic Period to the 1980s, when the Cold War ended. You will learn about the ancient Egyptians, Greek and Roman cities, pre-Columbian civilizations, a golden age of knowledge, and about many of the important details that made up those events. However, the path has not always been peaceful, as humans have also engaged in revolutions and wars along the way.

## STANDARDS

**SLAR CCSS** RI 5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.5, RI 5.7, RI 5.9, RI 5.10, RF 5.3.a, RF 5.4.a, W 5.2, W 5.4, W 5.5, W 5.6, W 5.7, W 5.8, W 5.9.b, W 5.10, SL 5.1.d, SL 5.2, SL 5.4, SL 5.5, L 5.1, L 5.2, L 5.4.b, L 5.6

**SLAR TEKS** 5.1.A, 5.2.A, 5.9.A, 5.10.A, 5.11.A, 5.11.D, 5.15.B, 5.15.D, 5.15.E, 5.18.A, 5.20.D, 5.22.C.(i), 5.23.B, 5.24.A, 5.24.B, 5.24.D, 5.26.A, 5.26.B, 5.27.A, 5.28.A

**NCSS** I. Culture; II. Time, Continuity, and Change; III. People, Places, and Environments; V. Individuals, Groups, and Institutions; IX. Global Connections

## VOCABULARY

### INSTRUCTIONAL FOCUS:

Academic Vocabulary

**asentamiento** – *lugar donde un grupo de personas decide vivir / settlement*  
**constituir** – *formar, componer / to make up*  
**denominar** – *nombrar, llamar / to name*  
**desencadenante** – *un hecho que origina un suceso o una reacción / trigger*  
**emplazar** – *poner una cosa en un lugar determinado / to place*  
**excedente** – *lo que sobra / surplus*  
**florecimiento** – *desarrollo, crecimiento / development*  
**imponerse** – *superar a los demás, ganar / to prevail*  
**morada** – *vivienda / house*  
**periódicamente** – *que se repite con frecuencia / regularly*  
**privilegiado** – *favorecido, sobresaliente / privileged*  
**próspero** – *que funciona bien y da ganancias / thriving*  
**protagonizar** – *tener el papel más importante en un asunto / to lead*

### Advanced Vocabulary

**circunnavegar** – *navegar alrededor de un lugar / to sail around*  
**incursión** – *entrada de un grupo de soldados en territorio enemigo / raid, incursion*  
**jerarquizado** – *organizado por clases sociales / organized in a hierarchy*  
**mausoleo** – *tumba muy grande y lujosa / mausoleum*  
**metalurgia** – *técnica de elaboración de metales a partir de minerales / metallurgy*  
**movilizar** – *llamar a las tropas de un ejército a la guerra / to mobilize*  
**oppositor** – *persona que está en contra de algo o de alguien / opponent*  
**Paleolítico** – *el período más antiguo de la Edad de Piedra / Paleolithic*  
**Neolítico** – *el último período de la Edad de Piedra / Neolithic*  
**táctica** – *plan de acción, estrategia / tactic*  
**tributo** – *impuesto / tax*

\* 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 (from magazines, books, or the Internet), 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., *cronológico, evidencia, idea principal, fuente primaria*) and instruction words, such as *analiza, evalúa, cita, explica, infiere, predice, resume*.
- ▶ Ask students to explain in their own words what each word means. 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.
- ▶ Have students work in pairs to classify the vocabulary words based on the part of speech. Distribute a four-column chart (Graphic Organizer #32) and have them label the columns *Sustantivo, Adjetivo, Verbo, Adverbio*. Once students have classified the vocabulary words, ask them to try to fill in as much of the chart as they can. Model an example: *asentamiento* (*sustantivo*) – *asentado* (*adjetivo*) – *asentar* (*verbo*).
- ▶ Point to the explanations on pages 16 and 26 about the origin of the words *fenicio* (from Greek phoenix) and *bárbaro* (Greek word meaning “foreigner”). Explain that knowing the origins of words helps us determine their meanings. There are many words in Spanish that have a Greek origin. Point out *paleo-* (prehistoric) and *-lítico* (stone) in *paleolítico* and *neo-* (new) in *neolítico* in the vocabulary section. Then, introduce *arqueo-* (ancient), *-cracia* (rule), *demo-* (people), *filo* (loving), *geo-* (earth), *gráfico* (writing, representation), *-logo* (specialist), and *sofía* (wisdom). Next, have students determine the meaning of *arqueólogo* (p. 20), *democracia* (p. 19), *demográfico* (p. 11), *filosofía* (p. 29), and *geográfico* (p. 38). Have students come up with an original sentence for each of these words.
- ▶ Play a memory game. Have students create two sets of playing cards for the vocabulary words. Then place the two decks of cards face down on a table and start the game. If a player gets a matching pair of cards he/she can keep them, provided he/she explains what the word means and uses it in a sentence. The player with the most matching cards is the winner.

## ► READING

### PRE-READING

- ▶ Discuss with students some facts they may know about world history. Ask: *¿Qué saben sobre los antiguos egipcios? ¿Y sobre los romanos? ¿Y sobre los aztecas y mayas?* (What do you know about the ancient Egyptians? And the Romans? What about the Aztecs and Mayans?)
- ▶ Have students read the title and table of contents and allow them a moment to look at the illustrations. 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

- ▶ Discuss with students the text structure of this book. Elicit that it is divided into twenty-eight spreads and each spread presents a different society or historical event from the Paleolithic Age to the end of the Cold War in the 1980s. Read aloud the first spread on pages 6–7 to familiarize students with the text and to model pronunciation and intonation. Pause often to allow students time to observe the illustrations of the sections you are reading. Then, ask: *¿Qué es el Paleolítico?* (What is the Paleolithic Period?) *¿Qué inventó el ser humano en ese período? ¿Cómo lo ayudaron esos inventos?* (What did humans invent during that period? How did these inventions help humans?) *¿Cuáles eran las funciones de los hombres durante el Paleolítico? ¿Y las funciones de las mujeres?* (What were men's duties during the Paleolithic period? What were women's duties?)
- ▶ Use the spread about the Industrial Revolution on pages 50–51 to guide students in reading critically. Have them read the spread in pairs, taking turns reading to one another. Then have a class discussion to analyze the text. Ask these or similar questions: *Expliquen la relación entre la Revolución industrial y el rápido crecimiento de las ciudades.* *¿Dónde en el texto se indica esta relación?* (Explain the relationship between the Industrial Revolution and the rapid growth of cities. Where in the text does the author indicate this relationship?) *¿Cuál es la idea principal? ¿Qué detalles importantes la apoyan?* (What is the main idea? Which important details support it?) *¿Creen que la Revolución industrial fue algo positivo o negativo para la sociedad? ¿Por qué? ¿Hay consecuencias negativas?* (Do you think the Industrial Revolution was a good or bad thing for society? Why? Are there negative consequences?)
- ▶ Have students read in pairs. Assign a spread to each pair. Provide index cards and have students make notes for themselves as they read. Students should note the main idea and list important details and any words or phrases whose meaning they cannot determine. After they finish reading their assigned spread, have students prepare to teach it to another pair. Use a group quiz to encourage students to work collaboratively and to assess comprehension and analysis of the text. Some examples of questions include: *¿De qué trata el texto?* (What is the text about?) *¿Cuáles son los detalles más importantes? ¿Por qué son importantes?* (Which are the most important details? Why are those details important?) *¿Cuál es la idea principal? Resúmanla en una oración.* (What is the main idea? Summarize it in a sentence.)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Ask students these or similar questions to check their comprehension, allowing students to answer with short phrases or incomplete sentences: *¿Quién era el faraón?* (Who was the pharaoh?) *¿Qué sucedió en Centro y Sudamérica después de la llegada de Colón?* (What happened in Central and South America after Columbus's arrival?) *¿Qué países se enfrentaron en la Segunda Guerra Mundial?* *¿Por qué?* (What countries faced each other in World War II? Why?)

### At-level Students

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask these or similar questions: *¿Qué inferencia se puede hacer de la vida en el Paleolítico?* *Cita del texto para apoyar tu respuesta.* (What is one inference you can make about life in the Paleolithic Age? Quote from the text to support your answer.) *¿Por qué crees que la carrera espacial terminó cuando cayó el comunismo?* *Cita evidencias del texto.* (Why do you think the space race ended upon the fall of Communism? Provide evidence from the text.) *Predice qué habría pasado si Hitler hubiera ganado la Segunda Guerra Mundial.* (Predict what would have happened if Hitler had won World War II.)

### Above-level Students

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Por qué se dice que los fenicios eran “el puente de comunicación entre los pueblos de Asia, Europa y África”?* (p. 16) (Why is it said that the Phoenicians were “the communication bridge between the peoples of Asia, Europe, and Africa?”) *¿Qué consecuencias positivas tuvo la Revolución industrial? ¿Y negativas?* *Da ejemplos del texto para apoyar tu opinión.* (What are some positives consequences of the Industrial Revolution? And negative ones? Provide examples from the text to support your opinion.)

## POST-READING

- Explain that primary sources of information are the records created by the participants or witnesses of an event. Secondary sources, such as textbooks, generally use primary sources as reference. Examples of primary sources include: interviews, original documents, maps, census data, artifacts from a civilization, diaries or letters, photographs, and videos. Point to the picture of the Code of Hammurabi on page 11 and explain that this carved stone is a primary source of information about Babylonian law. Refer students to pages 36–37 and ask: *¿Una pirámide azteca es una fuente primaria o secundaria?* *¿Por qué?* (Is an Aztec pyramid a primary or secondary source? Why?) *¿Cuál puede haber sido la fuente primaria de la información sobre los quipus?* (Which might have been the primary source for the information about the quipus?)
- Provide student pairs with two word web diagrams (Graphic Organizer #26) and have them label the central oval *fuente primaria*. Then have them analyze the information on pages 10–11 and pages 56–57 and list four possible primary sources for the information contained in each spread. 
- 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 la autora escribió el libro?* (What was the author's 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 of one of the historical events presented in the text. You may wish to assign the topics 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 in their presentations. 
- ▶ Have students take out their note cards from the reading activities and punch a hole in each one. Then ask them to join the cards in chronological order using a string or yarn to create a chain of cards. Choose an area in the classroom to hang this card chain, and then have different students tell the event or historical period described in each card aloud. This will serve to place the information presented in the book on a timeline.
- ▶ Assign different societies (e.g., hunter-gatherers, ancient Greeks, Celts, feudal cities, pre-Columbian civilizations, colonial U.S.) to different student groups. Have them brainstorm the main characteristics of their society and assign the different roles (e.g., farmers, aristocracy, warriors, merchants) to their group members. Allow for rehearsal time and then have each group role-play a scene of life in their society. Encourage students to come up with their own props.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students research one of the historical events presented in this book, gather appropriate information, and then write a research report. For their research, in addition to using their notes, presentation, and the text, have students consult at least two primary sources to gather additional information and to verify the accuracy of their data. 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 provide a list of sources at the end of their research reports. Students will develop an outline, then write a first draft. 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 essays 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.

denominaba

desencadenante

emplazó

excedente

florecimiento

morada

1. Constantino emplazó la capital de su imperio en Constantinopla.
2. En cada morada había un fogón para cocinar.
3. Durante el Siglo de Oro hubo un florecimiento de la literatura.
4. El imperio árabe en España se denominaba Al Ándalus.
5. El excedente de las cosechas se vendía.
6. El desencadenante del Motín del Té de Boston fue un impuesto.

#### B Clasifica estas palabras en la tabla. Despues, escribe dos oraciones con dos de las palabras.

asentamiento

constituir

imponerse

periódicamente

privilegiado

próspero

Sustantivo	Adjetivo	Verbo	Adverbio
asentamiento	privilegiado	constituir	periódicamente
	próspero	imponerse	

1. Answers will vary.

2. Answers will vary.

#### C Añade la raíz o el sufijo griego correcto y define las palabras.

cracia

neo

filo

logo

1. arqueó logo: persona que estudia los restos de civilizaciones antiguas

2. demo cracia: gobierno del pueblo

3. filo sofía: amor a la sabiduría y al conocimiento

4. neo lítico: último período de la Edad de Piedra



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Contesta.

1. ¿Quiénes eran los fenicios? ¿Qué inventaron?

Possible answer: Eran un pueblo de comerciantes del Mediterráneo. Inventaron un alfabeto fonético de 22 consonantes.

2. ¿Cuáles fueron las grandes civilizaciones americanas? ¿En qué regiones estuvieron?

Possible answer: Los aztecas, en la zona central de México; los mayas en el sur de México y parte de Centroamérica; los incas en gran parte de Sudamérica.

3. ¿Qué ocurrió en la Revolución industrial?

Possible answer: Se introdujeron máquinas que fabricaban los productos a gran escala.

4. ¿Qué fue la Guerra Fría?

Answer: La división del mundo en dos bloques: uno liderado por Estados Unidos (capitalista) y el otro por la Unión Soviética (comunista).

#### B Une el tema con la fuente primaria que se podría consultar para investigarlo.

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. la Gran Guerra            | a. Machu Picchu                       |
| 2. el feudalismo             | b. herramientas de caza               |
| 3. el Imperio inca           | c. video de Neil Armstrong en la Luna |
| 4. la carrera espacial       | d. fotos del frente                   |
| 5. la vida en el Paleolítico | e. un castillo                        |

#### C Coloca en la línea cronológica.

- |                          |                     |                             |
|--------------------------|---------------------|-----------------------------|
| • el Imperio romano      | • la Guerra Fría    | • la Segunda Guerra Mundial |
| • la Revolución francesa | • el antiguo Egipto | • la conquista de América   |

más antiguo

el antiguo Egipto

el Imperio romano

la conquista de América

la Revolución francesa

la Segunda Guerra Mundial

la Guerra Fría

más reciente



Nombre \_\_\_\_\_

### Vocabulario

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denominaba

desencadenante

emplazó

excedente

florecimiento

morada

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2. En cada \_\_\_\_\_ había un fogón para cocinar.
3. Durante el Siglo de Oro hubo un \_\_\_\_\_ de la literatura.
4. El imperio árabe en España se \_\_\_\_\_ Al Ándalus.
5. El \_\_\_\_\_ de las cosechas se vendía.
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asentamiento

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periódicamente

privilegiado

próspero

Sustantivo	Adjetivo	Verbo	Adverbio

1. \_\_\_\_\_
2. \_\_\_\_\_

#### C Añade la raíz o el sufijo griego correcto y define las palabras.

cracia

neo

filo

logo

1. arqueó \_\_\_\_\_ : \_\_\_\_\_
2. demo \_\_\_\_\_ : \_\_\_\_\_
3. \_\_\_\_\_ sofía: \_\_\_\_\_
4. \_\_\_\_\_ lítico: \_\_\_\_\_



Nombre \_\_\_\_\_

### Comprensión lectora

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| 5. la vida en el Paleolítico | e. un castillo                        |

#### C Coloca en la línea cronológica.

- |                          |                     |                             |
|--------------------------|---------------------|-----------------------------|
| • el Imperio romano      | • la Guerra Fría    | • la Segunda Guerra Mundial |
| • la Revolución francesa | • el antiguo Egipto | • la conquista de América   |

más antiguo



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más reciente