History Alive!
The Medieval World and Beyond

Ignite students’ passion for history and bring learning alive in your classroom today! Using the highly acclaimed TCI Approach, teach a complete TCI lesson with the materials in this booklet.

See page 17.
History Alive! The Medieval World and Beyond is part of the TCI core program family and is available for use in your classroom today. We believe that this complete sample lesson—though just a snapshot of the program—will help you experience the TCI Approach in an exciting and engaging way.

This comprehensive program, with all the essential components to achieve a student-centered classroom, does the following:

• Uses multiple intelligence teaching strategies that engage all learners.
• Connects learning to students’ prior knowledge and experience.
• Challenges students to process new knowledge through higher-order thinking skills.
• Supports reading in the social studies classroom through considerate text.
• Focuses on critical thinking and understanding.
• Helps you create a cooperative, tolerant classroom where students take responsibility for their own behavior.
• Improves students’ test scores while increasing their content literacy.

All the core materials that you need to teach the featured sample lesson are included in this booklet. These include resources for teachers (the Lesson Guide, with the Guide to Reading Notes and assessment masters) and for students (the Interactive Student Notebook, the Student Edition, and other reproducible materials).

TCI is committed to bringing learning alive for all learners. If you have any questions about how to use these materials in your classroom or implement the program at your school, please call TCI Customer Support at 800-497-6138.

Founders
Bert Bower    Jim Lobdell
Enhance your students’ learning with the teaching practices of the highly acclaimed TCI Approach. *History Alive! The Medieval World and Beyond* combines hands-on activities with a readable Student Edition to provide you with a comprehensive and effective way to teach medieval world history.

**Teacher Resources**
Item No. 375-1sam

This full-year program includes all the materials you need for engaging instruction.
- **Lesson Guides** include thoughtfully prepared, step-by-step procedures for each activity.
- **Student Edition** includes comprehensive content, easy-to-read text, and dynamic photos that add depth to the material.
- **Interactive Student Notebook** triggers content memory.
- **Full-color Transparencies** and **Placards** allow for students’ visual discovery.
- **Sounds of History CD** provides dramatic recordings and musical selections to fully engage students in activities.
- **Digital Teacher Resources CD-ROM** contains an Assessment Bank and digital versions of the Lesson Guides, Interactive Student Notebook, transparencies, and audio materials. These digital versions allow you to customize assessments and transparencies for individual classroom and student needs.

**Special Features**
- Geography Challenge lessons at the beginning of each unit allow students to apply their geography skills.
- **Timeline Challenge lessons** at the end of each unit provide students with a comprehensive visual reference for time and place throughout their study of the medieval world.
- **Online Resources** help students extend learning beyond the lessons, with additional resources that include biographies, literature, primary sources, Internet projects and links, and enrichment essays related to medieval world history.

**Student Edition**
Item No. 376-Xsam

This Student Edition is a colorful, considerate text that builds content literacy. Along with each Student Edition you will also receive gratis one Interactive Student Notebook.

**Interactive Student Notebook**
Item No. 390-5sam (package of 5)

You may order additional copies of *History Alive! The Medieval World and Beyond* Interactive Student Notebook as needed in packages of 5.

For more information and current pricing, contact Customer Service or visit TCI on the web today!

**Phone:** 800-497-6138  
**Fax:** 800-343-6828  
**Web:** www.teachtci.com  
**Email:** info@teachtci.com
What’s in This Sample Lesson Booklet

The TCI Approach 6
Learn about the powerful structure and the instructional practices that underlie the lessons in History Alive! The Medieval World and Beyond.

Program Contents 8
View the scope of History Alive! The Medieval World and Beyond and consider how students explore medieval world history through 35 lessons, organized into eight units of study.

Program Components 16
Take a closer look at the Teacher Resource materials that support your implementation of the TCI Approach.

How to Teach This Lesson 17
Use a graphic organizer to see how to weave together the pieces of this sample lesson.

Sample Lesson 25: Daily Life in Tenochtitlan 18
Lesson Guide (for teachers) 18
Assessment (reproducible masters) 23
Information Masters (reproducible student material) 26
Guide to Reading Notes (for teachers) 30
Options for Students with Special Needs 32
Interactive Student Notebook (reproducible student material) 35
Preview 35
Reading Notes 36
Student Edition (reproducible student material) 38
Transparency (reproducible master) 48

Note: For this sample lesson booklet, the full-color Student Edition and Transparency have been rendered as black-and-white masters so that you can easily copy them for classroom use. If you have any of these components in their original color format, you need not copy the masters provided here.
The TCI Approach consists of a series of instructional practices that allow students of all abilities to experience key social studies concepts.

**THEORY-BASED ACTIVE INSTRUCTION**

**STANDARDS-BASED CONTENT**
Dynamic lessons build mastery of state and national social studies standards. Integrates hands-on active learning, achieving a consistent pattern of high-quality social studies instruction while being mindful of standards.

**PREVIEW ASSIGNMENT**
A short, engaging assignment at the start of each lesson helps you preview key concepts and tap students’ prior knowledge and personal experience.

**MULTIPLE INTELLIGENCE TEACHING STRATEGIES**

**CONSIDERATE TEXT**
Carefully structured reading materials enable students at all levels to understand what they read. Recognizes that a successful reading of expository text involves four stages: previewing the content, reading, taking notes, and processing the content, or reviewing and applying what has been learned.

**GRAPHICALLY ORGANIZED READING NOTES**
Comprehensive graphic organizers, used to record key ideas, further help students obtain meaning from what they read. Graphic organizers help students see the underlying logic and interconnections among concepts by improving their comprehension and retention in the subject area.

**PROCESSING ASSIGNMENT**
An end-of-lesson Processing assignment, involving multiple intelligences and higher-order thinking skills, challenges students to apply what they learned. It helps students to synthesize and apply the information they have learned in a variety of creative ways.

**MULTIPLE INTELLIGENCE ASSESSMENT**
Carefully designed tests encourage students to use their various intelligences to demonstrate their understanding of key concepts while preparing them for standardized tests.
Lessons and activities are based on three well-established theories:

Multiple Intelligences  According to Howard Gardner’s revolutionary theory, every student is intelligent—just not in the same way. Because everyone learns in a different way, the best activities tap more than one kind of intelligence. Gardner has described these seven intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal.

Cooperative Interaction  Elizabeth Cohen’s research has led her to conclude that cooperative groupwork leads to learning gains and to higher student achievement. Cohen has found that if students are trained in cooperative behaviors, placed in mixed-ability groups, and assigned roles to complete during a multiple-ability task, they tend to interact more equally. This increased student interaction leads to more learning and greater content retention.

Spiral Curriculum  Educational theorist Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively more difficult concepts through a process of step-by-step discovery. With this approach, all students can learn once a teacher has shown them how to think and discover knowledge for themselves.

Multiple Intelligence Teaching Strategies incorporate six types of activities:

Visual Discovery  Students view, touch, interpret, and bring to life compelling images, turning what is usually a passive, teacher-centered activity—lecturing—into a dynamic, participative experience.

Social Studies Skill Builder  This strategy turns the traditional, rote tasks usually associated with skill-based worksheets into more dynamic, interactive activities.

Experiential Exercise  These short, memorable activities make abstract ideas or remote events accessible and meaningful by tapping into intrapersonal and body-kinesthetic intelligences.

Writing for Understanding  Writing for Understanding activities give all learners, even those with lesser linguistic skills, something memorable to write about.

Response Groups  This strategy helps students grapple with the ambiguities of issues in social studies, recognize the complexity of historical events, and discuss the consequences of public policies.

Problem Solving Groupwork  This strategy teaches students the skills necessary to work together successfully in small groups, both in the classroom and later in life.
UNIT 1

Europe During Medieval Times

Introduction

Setting the Stage

Chapter 1
The Legacy of the Roman Empire
Discover the reasons for the fall of the Roman Empire and how aspects of ancient Roman culture, such as art, architecture, engineering, and language, continue to influence and affect modern life today.

Chapter 2
The Development of Feudalism in Western Europe
Learn about the feudal system and the differences between the social classes of monarchs, lords and ladies, knights, and peasants.

Chapter 3
The Role of the Church in Medieval Europe
Explore the influence of the Roman Catholic Church as the center of medieval life during the High Middle Ages.

Chapter 4
Life in Medieval Towns
Learn about the growth of medieval towns and explore aspects of daily life during the later Middle Ages.

Chapter 5
The Decline of Feudalism
Explore how three key events in England and Europe—the signing of the Magna Carta, the bubonic plague, and the Hundred Years’ War—contributed to the decline of feudalism.

Chapter 6
The Byzantine Empire
Learn about the Byzantine Empire’s beginnings in eastern Europe, its greatest emperor and distinctive church, and its relationship with the Roman Empire.

Medieval Europe Timeline
UNIT 2

The Rise of Islam

Setting the Stage

Chapter 7
The Geography of the Arabian Peninsula
Study the Arabian Peninsula’s environments and discover the ways of life of its people in the sixth century.

Chapter 8
The Prophet Muhammad
Explore Muhammad’s life and learn about the spread of Islam throughout Arabia and beyond.

Chapter 9
The Teachings of Islam
Take a closer look at the basic beliefs and practices of the Islamic faith. Discover how Islam is practiced as a complete way of life.

Chapter 10
Contributions of Muslims to World Civilization
Discover the many achievements of Muslims in architecture, education, science, geography, mathematics, medicine, literature, art, and music.

Chapter 11
From the Crusades to New Muslim Empires
Explore the impact of the crusades on Christians, Muslims, and Jews. Learn how new Muslim empires arose and how Islam continued to spread to new parts of the world.

Islam Timeline
UNIT 3

The Culture and Kingdoms of West Africa

Setting the Stage

Chapter 12
Early Societies in West Africa
Discover how the kingdoms of Ghana, Songhai, and Mali developed out of early societies in West Africa.

Chapter 13
Ghana: A West African Trading Empire
Learn about Ghana’s government and military as well as how Ghana’s people acquired wealth through the trans-Saharan trade.

Chapter 14
The Influence of Islam on West Africa
Explore Islam’s influence on West African religious practices, government and law, education, language, architecture, and decorative arts.

Chapter 15
The Cultural Legacy of West Africa
Learn about West African oral and written traditions, music, and visual arts and how they continue to influence the world today.

West Africa Timeline
UNIT 4

Imperial China

Setting the Stage

Chapter 16
The Political Development of Imperial China
Explore China’s political development under several dynasties and their different approaches to government.

Chapter 17
China Develops a New Economy
Discover how changes in agriculture, trade and commerce, and urbanization helped China’s economy grow during the Song dynasty.

Chapter 18
Chinese Discoveries and Inventions
Explore Chinese advances in exploration and travel, industry, military technology, everyday objects, and disease prevention during the Tang and Song dynasties.

Chapter 19
China’s Contacts with the Outside World
Learn how the Chinese both welcomed and rejected foreign contact and how cultural exchange affected China during the Tang, Yuan, and Ming dynasties.

Imperial China Timeline
UNIT 5

Japan During Medieval Times

Setting the Stage

Chapter 20
The Influence of Neighboring Cultures on Japan
Discover how Japan blended ideas from other cultures into its own unique civilization.

Chapter 21
Heian-kyo: The Heart of Japan’s Golden Age
Explore how Heian aristocrats lived and how they created new kinds of art and literature in Japan’s Golden Age.

Chapter 22
The Rise of the Warrior Class in Japan
Meet Japan’s samurai and learn about their code of conduct and the lasting mark they left on Japanese culture.

Japan Timeline
UNIT 6

Civilizations of the Americas

Setting the Stage

Chapter 23
The Maya
Trace the development of Mayan civilization and study Mayan class structure, family life, religious beliefs and practices, and agricultural techniques.

Chapter 24
The Aztecs
Learn about the Aztec people and how they built a great empire in central Mexico.

Chapter 25
Daily Life in Tenochtitlan
Discover what life was like in the Aztecs’ capital city of Tenochtitlan. Explore Aztec class structure, marriage, family life, food, markets, religious practices, and recreation.

Chapter 26
The Incas
Explore how the Inca Empire was built and maintained. Learn about the Incas’ class structure, family life, religion, and relations with other people.

Chapter 27
Achievements of the Maya, Aztecs, and Incas
Study the accomplishments of these three great peoples of the Americas, with a focus on science and technology, arts and architecture, and language and writing.

Civilizations of the Americas Timeline
UNIT 7

Europe’s Renaissance and Reformation

Setting the Stage

Chapter 28
The Renaissance Begins
Explore how the Renaissance differed from the Middle Ages and classical times. Examine changes in European life that led to the Renaissance.

Chapter 29
Florence: The Cradle of the Renaissance
Visit the Italian city of Florence to learn about the advances in architecture and engineering, painting, sculpture, literature, science, and mathematics that were made during the Renaissance.

Chapter 30
Leading Figures of the Renaissance
Learn how Renaissance ideas spread from Italy across Europe, and study the lives and work of ten leading figures of the Renaissance.

Chapter 31
The Reformation Begins
Learn about the problems that weakened the Roman Catholic Church, meet the early reformers who tried to change the church, and discover how the Reformation ended the religious unity of Christian Europe.

Chapter 32
The Spread and Impact of the Reformation
Explore the growth of Protestantism and the Counter-Reformation of the Catholic Church. Learn about the beliefs and practices of three Protestant sects: Lutheranism, Calvinism, and Anglicanism.

Renaissance and Reformation Timeline
UNIT 8

Europe Enters the Modern Age

Setting the Stage

Chapter 33
The Age of Exploration
Learn how the voyages of discovery by explorers from Portugal, Spain, and other European countries changed how Europeans saw the world.

Chapter 34
The Scientific Revolution
Meet some of the key scientists of this period, and learn about their major discoveries and inventions.

Chapter 35
The Enlightenment
Meet philosophers whose ideas influenced the Enlightenment, and discover how their work led to new thinking about government and individual rights.

Modern Europe Timeline

Resources
Lesson Guide

- Taps students’ multiple intelligences with interactive classroom activities
- Provides simple step-by-step procedures for each activity
- Contains reproducible student and teacher materials
- Lists required materials
- Includes easy-to-use assessment tools

Interactive Student Notebook

- Engages student interest with Preview pages
- Enhances student understanding through Reading and Activity Notes
- Helps students master new concepts and skills with Processing assignments

Sounds of History CD

- Stimulates learning with musical recordings, dramatic readings, and audio effects
- Enhances the drama and realism of many student activities

Digital Teacher Resources CD-ROM

- Contains an Assessment Bank and digital versions of the Lesson Guides, Interactive Student Notebook, transparencies, and Sounds of History audio materials
- Enables teachers to customize assessments and transparencies

Student Edition

- Integrates reading with multiple intelligence activities in the classroom
- Offers well-structured and manageable chapters to help all students succeed
- Defines key vocabulary in margins
- Provides graphic organizers at the beginning of each chapter for students’ use throughout the lesson
- Enhances text with meaningful historical images
- Provides considerate text for students at all levels

Transparency Book

- Provides vibrant color transparencies
- Builds and enhances visual literacy skills
- Offers a meaningful glimpse into other times and other places

Placard Set

- Provides dozens of full-color laminated picture cards
- Corresponds to hands-on activities
- Taps students’ visual skills during active learning sessions
Daily Life in Tenochtitlan
In this lesson, students complete a Writing for Understanding activity to explore daily life in the Aztec capital of Tenochtitlan. After reading and recording information about three aspects of Aztec daily life, students trade information and drawings in a mock Great Market. They then write an illustrated journal as if they were living in Tenochtitlan to show what they have learned about daily life there.

The following pages contain all the printed materials you need to teach this lesson from History Alive! The Medieval World and Beyond. Follow these steps:

1. Read Lesson Guide to learn how to teach all parts of lesson. Duplicate materials as needed.
2. Use Preview in Interactive Student Notebook, with related Transparency, to stimulate interest at beginning of lesson.
3. Use materials in Lesson Guide to prepare for Writing for Understanding activity.
4. Have students read Student Edition during classroom activity and use Interactive Student Notebook to record reading notes.
5. Distribute handouts from Lesson Guide to set students up for success in writing an illustrated journal.
6. Use assessment in Lesson Guide to measure what students have learned.
Daily Life in Tenochtitlan

Overview

In this lesson, students complete a Writing for Understanding activity to explore daily life in the Aztec capital of Tenochtitlan. After reading and recording information about three aspects of Aztec daily life, students trade information and drawings in a mock Great Market. They then write an illustrated journal as if they were living in Tenochtitlan to show what they have learned about daily life there.

Objectives

Students will

• describe the class structure of Aztec society, including slaves.
• research and teach other students about the daily lives of the Aztecs, including marriage, family life, food, markets, religious practices, and recreation.
• create an illustrated journal to show what they have learned about the daily life of Aztecs in Tenochtitlan.
• research and organize ideas for an illustrated journal that expresses their ideas clearly, demonstrating an understanding of grammar, structure, and the forms and genres of writing.

Materials

• History Alive! The Medieval World and Beyond
• Interactive Student Notebooks
• Transparency 25
• Information Masters 25A and 25B (1 transparency of each; optional)
• Student Handout 25 (1 card per student plus 1 transparency)
• sticky notes (2” × 1½”)
• glue sticks
• colored pencils or markers
Preview

Project Transparency 25: *The Great Market of Tenochtitlan* and have students work in pairs to complete Preview 25 in their Interactive Student Notebooks. Review the directions with them. Afterward, have volunteers share their answers to the three questions, particularly their hypotheses about the daily lives of the Aztecs.

Graphic Organizer

1. Have students read Section 25.1 in *History Alive! The Medieval World and Beyond*. Review the boldfaced key terms with them. Have students identify what they think they will learn about in this chapter. (Note: You may want to have students use the Prereading Handout in Lesson Guide 1 to conduct a prereading of the chapter. [Not required for sample lesson. The Prereading Handout is one of the ways this program supports students in reading expository text.])

2. Introduce the graphic organizer. Have students examine the illustration in Section 25.1. Ask, *What does this look like? How might this basket be used in a market like the one you saw in the transparency? What items from the image of the marketplace might you place in this basket?* Explain that the Aztecs used woven baskets to collect and store all manner of things. In the activity that follows, students will use this graphic organizer to collect important information about Aztec daily life.

Reading for Understanding

Have students read Section 25.2 to help them understand how Aztec society was structured. Check for understanding by asking,

- What were the five classes in Aztec society?
- What were some of the important responsibilities or privileges of each class?
- What is similar about the classes in Aztec society and those in Mayan society? What is different?
- In which class of Aztec society would you have wanted to live? Why?

Writing for Understanding

Explain that in this activity, students will create an illustrated journal from the perspective of someone living in the Aztec capital of Tenochtitlan. To gather the necessary information, they will first work with a partner to research three aspects of daily life. Then they will “visit” the Great Market of Tenochtitlan and trade for additional information.
Phase I: Researching Three Aspects of Aztec Daily Life

1 Place students in pairs. Have half of the pairs gather on each side of the classroom. It is very important to have an equal number of pairs on each side of the room. If necessary, create one, two, or three groups of three students each to accomplish this.

2 Assign pairs their first topic to research in *History Alive! The Medieval World and Beyond*. Give pairs on one side of the room ("odd pairs") their first research topic, marriage (Section 25.3). Assign pairs on the other side of the room ("even pairs") their first research topic, family life (Section 25.4). Carefully review the directions for Reading Notes 25. Encourage students to look at the image of the Great Market in their books for ideas for their drawings; you might also project Transparency 25 again. Explain that when a group finishes their notes for their first topic, they should bring them to you for checking.

3 Check students’ work. When pairs bring up their first set of Reading Notes, use Guide to Reading Notes 25 to make sure the notes are complete and accurate and the drawing of the market item is clear and appropriate. Then assign pairs their next research topic. For odd pairs, assign the topic of food (Section 25.5) and then religious practices (Section 25.7). For even pairs, assign the topic of markets (Section 25.6) and then recreation (Section 25.8).

4 Have pairs draw additional copies of their market items. Once all pairs have researched their three aspects of daily life, distribute half a dozen small sticky notes to each pair. Have students make two more drawings of each of the three market items in their Reading Notes on the sticky notes. The drawings should be clear and colorful. They will use these extra drawings to trade with other students later in the activity.

Phase II: Trading to Learn About Three More Aspects of Aztec Daily Life

1 Move the desks to create a large open space in the middle of the room, and project Transparency 25 again. (Note: Consider what you might do to enhance the “market” atmosphere, such as laying colorful rugs on the floor for students to sit on or creating an area with foods that might be sold in an Aztec market, such as tomatoes, chilis, avocados, and chocolate.) Have pairs sit together on the floor around the edges of the open space. They should have their Reading Notes “basket” and extra drawings in front of them.

2 Review the directions on *Information Master 25A: Trading at the Great Market of Tenochtitlan*. Consider projecting a transparency of them.
3 Have students trade drawings and Reading Notes information at the Great Market. Project Transparency 25 again. Allow pairs ample time to trade drawings and information until everyone has completed all sections of the Reading Notes. Have glue sticks available so students can better secure the drawings to their Reading Notes. Circulate to make sure pairs are explaining the information in their Reading Notes to each other and not just exchanging notebooks and copying.

4 Review with students the directions on Information Master 25B: Creating an Illustrated Journal. Consider projecting a transparency of the master.

5 Project a transparency of Student Handout 25: Biographical Sketches. Explain that students will write their journal entries from the perspective of one of these fictional Aztec characters. Review the examples with them. Have students select one of the character cards cut from copies of the handout, or randomly pass out the cards to them.

6 Have students write first and final drafts of their journals. Consider using some technique such as Peer Checking or Peer Read-Around to allow students to get feedback on their writing before preparing a final draft.

Processing
The writing assignment in this activity acts as the Processing assignment. Consider setting up a time for students to visit a lower-elementary classroom and read, perhaps in costume, their journal entries to the younger students.

Assessment
Masters for assessment follow the next page.


9. Possible answers:
   Ruler: semidivine; decided when to go to war
   Nobles: included priests, military leaders, and government officials; positions not inherited, others could rise to them
   Commoners: traders had their own gods; farmers borrowed land from their wards
   Peasants: inferior to commoners; hired out their services; did not own or borrow land
   Slaves: did not inherit their roles; slavery not always permanent; could own property
10. Answers will vary but must fall within the appropriate category and be adequately justified. Possible answers:
   a. Ruler; most respected and most powerful  
      Nobles; well-respected and prosperous, and for priests and government officials not dangerous  
      Commoners; you’re part of the majority, you could farm land without the responsibilities of owning it
   b. Peasants; could not own or borrow land; had to hire out your services  
      Slaves; not paid, not free
   c. Ruler; decided when to go to war and how to run the empire  
      Priest; got to study, teach, and predict the future  
      Military leader; got to strategize  
      Craftsperson; created useful and beautiful things  
      Farmers; got to work outside
   d. Probably something made of corn; or a noble’s meal, which might include more exotic food, such as winged ants or imported products like cocoa, crabs, and oysters
   e. Socialize; “shop”; earn your living by trading things
   f. Human sacrifice; that divorce is acceptable
   g. Games

Online Resources
Further resources for Lesson 25: Daily Life in Tenochtitlan can be found at Online Resources for History Alive! The Medieval World and Beyond at www.teachtci.com/historyalive/.
   • Investigating Literature: Poem by Nezahualcoyotl
   • Internet Connections: Civilizations of the Americas
   • Internet Project: Civilizations of the Americas

Options for Students with Special Needs
See pages 32–33 for tips on adapting this lesson to meet the needs of
   • English language learners.
   • learners reading and writing below grade level.
   • learners with special education needs.
   • advanced learners.
1. Which group of nobles belongs in the empty oval?

- commoners
- peasants
- religious leaders
- military leaders

2. You have just become the Aztec emperor. How might you have got your job?

- You inherited the position from your mother’s father.
- You automatically became emperor when you turned 16.
- You were chosen by a group of advisors to replace your uncle who died.
- You took the position after your army killed the emperor.

3. Which group within Aztec society did these tasks: studied the sky, ran schools, and predicted the future?

- priests
- peasants
- government officials
- commoners

4. Which of the following is not true about Aztec marriages?

- Marriages were arranged by the families of the bride and groom.
- To symbolize the bond of marriage, the matchmaker tied the groom’s cloak to the brides’ blouse.
- Only men could request a divorce.
- Men were allowed to practice polygamy.

5. The pochteca (traders) had many privileges. What does their status suggest about Aztec society?

- Aztecs viewed traders as gods with special powers.
- Aztecs valued rare goods from faraway places.
- Aztecs respected anyone who made a lot of money.
- Aztecs honored people who spoke many languages.

6. You are a 12-year-old male Aztec commoner. What are you most likely to do at school?

- study to become a priest
- study to become a government official
- train to become a soldier
- train to become a weaver

7. You are an Aztec woman. You go to the market to sell things and to see your friends. What two purposes is the market serving for you?

- economic and political
- geographic and social
- political and social
- social and economic

8. What was an Aztec farmer most likely to eat?

- winged ants
- corn tortillas
- fresh peaches
- oat porridge
9. Complete the table with information about the class structure of Aztec society. In the first column, list the class. (There are more than four, but you only need to identify four.) In the second column, write two facts about or characteristics of that class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td>2.</td>
<td>a.</td>
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</tr>
<tr>
<td>3.</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td>4.</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
</tbody>
</table>
10. Imagine that you work for the *Aztec Weekly*, a newspaper that polls its readers every year to decide the winners of the “Best of the Aztecs Awards.” In each category below, name a winner and explain your choice.

a. Best social class to be part of:

b. Worst social class to be part of:

c. Most interesting job:

d. Best midday meal:

e. Best reason to go to market:

f. Most surprising thing to a visitor from the 21st century:

g. Best way to have fun:
Objective
To trade your extra drawings and information about the three aspects of daily life in Tenochtitlan you researched for drawings and information on the three aspects of daily life you did not research.

Directions
1. Find a pair of students at the market who has information on an aspect of daily life you did not research. You should have information on an aspect of daily life they did not research.
2. Trade your drawings on those topics with each other. Stick or glue the drawing you trade for into the appropriate section of your Reading Notes.
3. Take turns carefully explaining to each other what important information you learned about the topic. Make sure the other pair takes complete and accurate notes in the correct section of their Reading Notes.
4. Repeat this process with two more pairs of students, until your Reading Notes are complete and your “basket” is full.
Imagine that you are an Aztec living in Tenochtitlan. Write and illustrate a journal based on what you learned about daily life in the Aztec capital. Your journal should be between 500 and 700 words long and have at least four entries. For each entry, follow these steps:

1. Write the entry from the perspective of your main Aztec character and in the active voice. For example, you might write, “Today I went to the market.”

2. In the first entry, tell who you are: your Aztec name, your job or family role, and your social class.

3. Each entry must
   - focus on a different aspect of daily life in Tenochtitlan (marriage, family life, food, markets, religion, or recreation).
   - include important information from your Reading Notes.

4. Make sure your main Aztec character comes in contact with another character in at least one of the entries. For example, you might write, “Today at the Great Market I bought some avocados from Huaxiuitl, my favorite vegetable vendor.”

5. Make sure each entry has a definite setting where the action takes place, such as the market, ball court, or kitchen.

6. Draw a simple, appropriate visual that represents something important about each aspect of daily life.

7. Use correct spelling and grammar, such as capitalizing proper names.

8. Prepare a rough draft of your journal, and have your teacher review it. Type or write your final draft neatly in ink.
### Aztec Men

- **Your name is Acamapichtli** ("handful of reeds").
- You are a trader who travels around the empire. You bring exotic items to sell in the great market.

- **Your name is Tlacateotl** ("godlike man").
- You are an Aztec priest who participates in many important religious ceremonies.

- **Your name is Chimalpopoca** ("smoking shield").
- You are a warrior from a farming family. This is your first visit to the great market.

### Aztec Women

- **Your name is Atototl** ("waterbird").
- You are the wife of a farmer and the mother of several children, including a new baby.

- **Your name is Matlalxochtil** ("green flower").
- You are the teenage daughter of a noble family. You will be marrying soon.

- **Your name is Huaxiuitl** ("corn flower").
- You are a slave in the household of a noble. Your job is to prepare food each day.
Your teacher will assign three aspects of daily life in Tenochtitlan for you to research. Follow these three steps for each one:

1. Carefully read the related section of *History Alive! The Medieval World and Beyond*.
2. List three of the most important things you learned about that aspect of daily life.

### 25.3 Marriage

Three important things about this aspect of Aztec daily life are:

- Most men married around age 20, girls around age 16.
- A matchmaker, hired by the groom’s family, helped set up the marriage and even carried the bride on her back to the ceremony.
- Aztec men could have more than one wife, but only one was the “primary” wife.
- Aztec women and men could divorce if they had good reason.

### 25.4 Family Life

Three important things about this aspect of Aztec daily life are:

- Married women could own property or sell goods, and some older women practiced professions like matchmaking or midwifery.
- The woman’s role of giving birth was as honored by the Aztecs as the man’s role of fighting wars.
- Children of commoners were expected to help with chores around the house, like fetching wood and water, cleaning house, and grinding corn.

### 25.5 Food

Three important things about this aspect of Aztec daily life are:

- Maize, the mainstay of the Aztec diet, was used to make common foods like tortillas and tamales.
- Aztec commoners raised turkeys and a breed of hairless dog to eat on special occasions.
- From the waters around Tenochtitlan, Aztecs ate frogs, shrimp, insect eggs, and even algae.

### 25.6 Markets

Three important things about this aspect of Aztec daily life are:

- At the market, people bartered for all kinds of goods.
- The pochteca had a special place in the market where they sold such goods as jade, quetzal feathers, and tortoiseshells.
- Guards watched over the market to make sure sellers acted honestly.
- People came to the market to meet friends, gossip, and hear the day’s news.

### 25.7 Religious Practices

Three important things about this aspect of Aztec daily life are:

- Aztecs worshiped the sun god, Huitzilopochtli, as well as many other gods.
- Most Aztec rituals included blood sacrifice, since the Aztecs believed that blood helped nourish the sun god for his nightly battle against the forces of darkness.
- Priests often pierced their skin with cactus spikes to offer their own blood.
- In Tenochtitlan, several thousand people may have been sacrificed every year.

### 25.8 Recreation

Three important things about this aspect of Aztec daily life are:

- Patolli, a board game, was a favorite form of entertainment for the Aztecs.
- Tlachtli, played only by Aztec nobles, was a game in which players tried to hit a rubber ball through a small ring.
- Hundreds of spectators from all levels of Aztec society watched tlachtli games.
English Language Learners

Assist students with writing the illustrated journal in the Writing for Understanding activity by providing them with writing prompts or sentence starters. Here are three examples:
- My name is ______________, and I visited the market in Tenochtitlan today. Usually I spend my days doing activities such as....
- I had so much fun today. I visited the ______________ and saw....
- I met an interesting person today while I was....

Learners Reading and Writing Below Grade Level

Adapt Information Master 25B by asking students to create a postcard, instead of an entire journal entry, for each of their entries. Give them index cards, and have them draw a visual on the blank side of each postcard. Then instruct them to think of a sentence or two to describe each aspect of daily life in Tenochtitlan. Have them write a final draft of their postcard messages on the left side of the backs of the index cards. They should properly address their postcards with a name and address on the right side. All other requirements for this assignment can remain the same.
Learners with Special Education Needs

In the Reading for Understanding segment of the Lesson Guide, before students read Section 25.2, have them sketch a simple pyramid with five levels. After they read Section 25.2, have them label the levels of the pyramid with the five main social classes of Aztec society. Then have them list one or two important responsibilities or privileges and create a simple symbol for each class inside the appropriate level of the pyramid. Consider using the answer for Assessment Item 9 to create a “word bank” that students can use when filling in their pyramids.

For a student who might find the physical aspects of Phase II of the Writing for Understanding activity challenging, consider setting up an area (like a marketplace “stall”) where other students can approach him or her to conduct trades.

For the illustrated journal, you might provide students with a copy of Information Master 25B with key directions highlighted. Also consider providing an additional copy for the student to share with parents or aides that may assist him or her with this assignment outside of the classroom.

Advanced Learners

Have students write their illustrated journal entries from the perspective of one of the two following people:

- A modern-day student who has been “dropped” into this ancient Aztec capital and who will be shadowing one of the six Aztec characters listed on Student Handout 25. In addition to the requirements on Information Master 25B, each entry should also include a paragraph in which the student compares modern society with that of the ancient Aztecs. For example, an entry might begin “Today I went to the market with…” and go on to describe who that character is and the class to which he or she belongs. Then students would follow Steps 3–7 for this assignment, adding the step of making comparisons to modern-day life.

- A Mayan (who students read about in Chapter 23) who is visiting one of the six Aztec characters listed on Student Handout 25. Again, the student will follow the requirements on Information Master 25B, in addition to comparing Mayan society with that of the ancient Aztecs.
Carefully analyze the mural *The Great Market of Tenochtitlan* by famous Mexican artist Diego Rivera. First sketch five details from the mural. Then discuss the questions with your partner, and record your answers.

1. In the spaces below, quickly sketch five of the most interesting or important details you see in the mural.

   ![Blank spaces for sketching]

2. What seems to be happening in this market? List at least three things you notice.

3. Based on this painting, what hypotheses can you make about the daily life of Aztecs in Tenochtitlan?
Your teacher will assign three aspects of daily life in Tenochtitlan for you to research. Follow these three steps for each one:

1. Carefully read the related section of *History Alive! The Medieval World and Beyond*.
2. List three of the most important things you learned about that aspect of daily life.

### 25.3 Marriage
Three important things about this aspect of Aztec daily life are

- 
- 
- 

### 25.5 Food
Three important things about this aspect of Aztec daily life are

- 
- 
- 

### 25.6 Markets
Three important things about this aspect of Aztec daily life are

- 
- 
- 

### 25.8 Recreation
Three important things about this aspect of Aztec daily life are

- 
- 
- 

3. With your partner, identify an item you might find at the Great Market that represents that aspect of daily life. In the rectangle, create a simple, colorful drawing of the item. Look at the image of the Great Market to get ideas for your drawing. **Hint:** For the topic of food, you might draw a purple squash.
Daily Life in Tenochtitlan

25.1 Introduction

In Chapter 24, you learned how the Aztecs built their empire in central Mexico. Now you will explore what life was like in the Aztecs’ capital city of Tenochtitlan.

Imagine that you are an Aztec child living outside Tenochtitlan in the 1400s C.E. One morning your father, a chili pepper farmer, takes you to the great market at Tenochtitlan. Your father finds the vegetable section, where he spreads out his mat and displays his peppers. Then he begins to shout out prices. He gladly trades with a noblewoman, exchanging peppers for precious cacao beans. Later he trades his remaining peppers for a handmade clay cooking pot for your mother.

After all the peppers are gone, your father takes you on a long stroll around the city. You see the Great Temple where priests perform sacrifices and the ball court where nobles play a game called *tlachtli*. You gaze in wonder at the beautiful houses where noble families live and the splendid palace of the Aztec ruler. After the long walk home, you hungrily eat a simple mush made of maize before going to sleep.

This imaginary trip to Tenochtitlan suggests many aspects of daily life for Aztecs in the 1400s. In this chapter, you’ll learn more about how the people of Tenochtitlan lived. You’ll explore Aztec class structure, marriage, family life, food, markets, religious practices, and recreation.
25.2 Class Structure

Aztec society was divided into five main social classes. At the top of the class structure were the ruler and his family. Next came a noble class of government officials, priests, and high-ranking warriors. The third and largest class was made up of commoners, citizens who were not of noble rank. Below the commoners were the peasants, who were neither slaves nor citizens. At the bottom of the class structure were the slaves.

Each class had its own privileges and responsibilities. However, an Aztec’s status was not fixed. Commoners could move up in social class by performing brave deeds in war or by studying to be priests. And a noble could fall in rank if he failed to live up to his responsibilities. Let’s look at the role of each class, beginning with the ruler and his family.

**The Ruler**  The Aztec ruler, or emperor, was considered *semidivine*. Called *tlatoani*, or “he who speaks,” the emperor maintained the empire and decided when to wage war.

The position of ruler was not *hereditary*, as it was in many other societies. When an emperor died, his son did not automatically become ruler. Instead, a group of advisors chose the new ruler from the emperor’s family. Each new ruler was expected to acquire new possessions of his own. This was an important motive for constant warfare.

**Government Officials, Priests, and Military Leaders**

The emperor was supported by a noble class of government officials, priests, and military leaders. Officials in Tenochtitlan counseled the emperor, worked as judges, and governed the city’s four districts. Other nobles throughout the empire ruled cities, collected tribute (payments), or erected public buildings and roads.

The emperor appointed government officials for life. Noble status was not hereditary, but most sons of nobles earned high offices themselves.

Priests conducted all religious rites and served individual gods. Some priests ran the schools that trained boys for government jobs and the priesthood. Other priests studied the skies and made predictions about the future. Generally only nobles became priests, but sometimes an Aztec from lower classes rose this high. Girls could become priestesses.
Commoners could also rise to become military leaders. All Aztec men were trained to be soldiers, and a common soldier could become a leader by capturing enemies in battle. Military leaders commanded groups of soldiers and took part in war councils.

**Commoners** The broad class of commoners included several smaller classes. The highest-ranking commoners were professional traders called pochteca. The pochteca led caravans to distant lands to acquire exotic goods. Some also served as spies for the emperor, reporting what type of tribute a city could provide.

The pochteca had their own god and lived in a separate section of Tenochtitlan. They paid taxes with rare goods. They enjoyed many privileges. For example, they could own land and send their children to the nobles’ schools. Unlike noble status, membership in this class was hereditary.

Below the pochteca came craftspeople and artisans, like potters, jewelers, and painters. Some worked in their homes and traded their goods at the market. Others worked in the royal palace and made items specially for the emperor.

Most commoners worked as farmers, fishers, laborers, and servants. Instead of owning land, they were loaned plots of land for homes and farms by their calpulli, or ward. All commoners paid tribute to the nobility in the form of crops, labor, or manufactured goods.

**Peasants** About 30 percent of the Aztec people were peasants. Unlike slaves, people in this class were free, but they were considered inferior to commoners. Peasants did not belong to a calpulli and were not loaned land to farm. Instead, they hired out their services to nobles.

**Slaves** At the bottom of Aztec society were the slaves. Prisoners of war, lawbreakers, or debtors might be forced into slavery. Unlike slaves in many societies, Aztec slaves had a number of rights. They could own property, goods, and even other slaves. In addition, slaves did not pass their status on to their children, who were born free. In fact, the mother of the emperor Itzcoatl was a slave. Many slaves gained their own freedom after working off a debt, upon completing their term of punishment for a crime, or when their masters died.

Now let’s look at what daily life was like for the Aztecs of Tenochtitlan, beginning with marriage customs. We’ll focus mostly on the majority of Aztecs, the commoners.
25.3 Marriage

Marriage and family life were important to Aztecs of all social classes. Marriage marked an Aztec child’s entry into adulthood. Most men married around the age of 20, while young women tended to marry around 16.

Marriages were arranged by the families of the bride and groom. The young man’s family chose the bride. They then engaged the services of a matchmaker, an older woman who approached the bride’s family. It was customary for the bride’s family to refuse at first. The matchmaker then returned a few days later. This time the bride’s family usually accepted the union and set the dowry.

Even among commoners, an Aztec wedding was as elaborate as the families could afford. The festivities began at the bride’s house. Relatives, friends, the groom’s teachers, and the important people of the calpulli enjoyed a banquet with the bride and gave her presents.

That evening, the guests marched to the groom’s home for the wedding ceremony. An old woman, usually the matchmaker, carried the bride on her back. To symbolize the bond of marriage, during the ceremony the matchmaker tied the groom’s cloak to the bride’s blouse.

After the ceremony, the young couple retired to the bridal chamber to pray for four days, while their guests celebrated. On the fifth day, the couple emerged and attended another grand banquet. Then they settled down on a piece of land in the groom’s calpulli.

The Aztecs permitted men to practice polygamy, or to marry more than one wife. An Aztec man could take as many wives as he could afford. However, only one of the wives was considered the “primary” wife, and only marriage to the primary wife was celebrated with special rites and ceremonies.

If a marriage was unhappy, either spouse could ask for a divorce. A man could divorce his wife if she neglected her duties at home, had a poor temper, or did not bear children. A woman could divorce her husband if he beat her, deserted her, or failed to support her and her children. Aztec society encouraged divorced women to remarry.
25.4 Family Life

Men had higher status than women in Aztec society, and within the family the father was the master of the house. Aztec women, however, had their own rights and responsibilities. Married women could own property and sell goods. Some older women also practiced a profession, such as matchmaking or midwifery.

Among commoners, the skills of both men and women were necessary to care for the household and the family. Men built the house and worked as farmers or at a craft. Women fixed meals, tended the garden, and looked after livestock. Many Aztec women wove beautiful clothes of many colors. Some made cloaks in patterns of sun designs or with images of shells, fish, cacti, snakes, or butterflies. Women traded these cloaks for other goods at the market.

One of a woman’s most important jobs was to bear and care for children. The Aztecs believed that the purpose of marriage was to bring children into the world, so they honored a woman’s role in giving birth as much as they did a man’s role in fighting wars.

Aztec parents began training their children at a young age. All children of commoners helped out around the house. Little boys fetched water and wood, while older boys learned how to fish and handle a canoe. Eventually boys accompanied their fathers to work or to the market. Girls’ tasks centered on running a home and included cleaning house and grinding maize. When they were about seven years old, girls began learning to weave from their mothers.

In addition to working, all boys attended school. Commoners probably started school around the age of six, but they only attended part-time. At the telpochcalli, or “house of youth,” boys mostly trained to be soldiers. The sons of nobles went to the calmecac instead. There they learned the skills of being priests, government officials, or military commanders.

Parents taught their sons and daughters important skills, such as fishing, canoeing, weaving, and cooking.
25.5 Food

The Aztecs of Tenochtitlan ate both homegrown foods and foods that were imported from distant places. The mainstay of the Aztec diet, however, was maize. The Aztecs found maize so useful because it could be dried and then stored for a long time. Women boiled and skinned maize kernels and ground them into flour. Then they baked fresh tortillas for each meal on clay griddles. They also made tamales by wrapping maize in husks and steaming it.

The daily routine of Aztec commoners shows the importance of maize. After working for several hours, commoners ate a simple meal in the late morning. The meal usually consisted of a maize porridge called asote. The porridge was often seasoned with peppers or sweetened with honey. At midday, commoners ate their main meal of tortillas, maize cakes, boiled beans, or tamales. Pepper or tomato sauce sometimes spiced up these dishes. Most families had only two meals. But some people ate a thin porridge, usually made of maize, just before going to bed.

Aztec commoners had occasional variety in their meals. To provide meat for special occasions, families might raise a few turkeys or a hairless breed of dog. Or they might hunt wild game, such as rabbits and pigeons.

Aztec farmers also grew such crops as red peppers, tomatoes, sage, squash, green beans, sweet potatoes, and avocados. When crops were bad, the Aztecs turned to other sources of food. They caught water creatures, such as frogs and shrimp, and collected insect eggs. They even skimmed algae, a type of plant, off the surface of the lake and formed it into small cakes.

The wealthy ate quite a different diet, both on a daily basis and at the feasts they attended. They prized delicacies like winged ants and a lizardlike creature called an axolotl. The upper classes also ate exotic imported foods. They enjoyed cocoa with their morning meal and pineapples, oysters, and crabs at their banquets.
25.6 Markets

Markets were an important part of the Aztec economy. Each city in the empire had its own market, usually located in the square in front of the town’s temple. Large towns held markets every day, while small villages held them about every five days. Some towns had their own specialties. The people of Tenochtitlan might travel to nearby Texcoco for fine cloth and to faraway Acolman to buy dogs for meat.

At Tlatelolco, the bustling market in Tenochtitlan, people bought and sold everything from food and utensils to warrior costumes, quetzal feathers, and slaves. Instead of using money, Aztecs used a barter system, trading one kind of good for another. Some expensive goods had an agreed-upon value. For instance, a warrior’s costume and shield were worth about 60 cotton cloaks.

Many individuals brought their wares to market. Farmers brought extra crops they had grown, while craftspeople brought handmade goods. The pochteca had a special place in the markets, since they brought exotic goods from faraway places. They supplied fine green jade and quetzal feathers. They also provided raw materials that were unavailable around Tenochtitlan. For example, they sold metals like gold and silver, as well as tortoiseshells for making spoons.

Guards watched over the market to make sure sellers acted honestly. When a problem arose—for example, a person accusing a seller of cheating—the guards took the parties to a court located at one end of the market. There three judges sat, waiting to hear the story and render their verdict.

The market also had a social purpose. People came there to meet friends, gossip, and hear the news of the day. Some people simply enjoyed strolling up and down the aisles, buying snacks and seeing all the wonderful things the sellers had to offer.
25.7 Religious Practices

Religion was central to Aztec life and society. The Aztecs believed that humans needed the gods to survive. It was the gods who granted a good harvest or, if they were displeased, sent earthquakes and floods. Consequently, it was important to please the gods through elaborate rituals and ceremonies. Priests presented the gods with flowers, ears of maize, clothing, or images made of wood, while the people sang and danced.

The Aztecs adopted some of their gods from other Mesoamerican groups. For example, Tlaloc, the rain god, was an ancient Mesoamerican god. Quetzalcoatl (“feathered serpent”) had been worshiped by the Teotihuacans. But the Aztecs’ own chief god was Huitzilopochtli, the sun god and the god of war. In fact, the Aztecs called themselves the “people of the sun.”

The Aztecs saw the sun as a warrior who fought each night against the forces of darkness. In Aztec belief, the survival of the universe depended upon the sun winning these battles. And the way to keep the sun strong was to offer him nourishment in the form of blood.

For this reason, most Aztec rituals included some form of blood sacrifice. Every morning Aztec priests sacrificed hundreds of birds to Huitzilopochtli. Priests also pierced their skin with cactus spikes to offer their own blood. The richest form of sacrifice, however, was that of humans. The Aztecs particularly valued the sacrifice of warriors captured in battle, because they believed that the blood of strong warriors was especially nourishing. Scholars think the Aztecs also used human sacrifice to frighten other cities into accepting their rule.

In Tenochtitlan, up to several thousand people may have gone to sacrificial deaths each year. Four priests pinned the victim to the stone in front of Huitzilopochtli’s temple, while another cut out the living heart. Some victims may have died willingly in the belief that they would accompany the sun god in his daily battle across the sky.

The Aztecs also made sacrifices to other gods. They threw the sacrificial victims of the fire god into a great blaze. To honor the goddess of corn, they cut off women’s heads. Overall, the Aztecs practiced human sacrifice on a much larger scale than any other Mesoamerican group.
25.8 Recreation

While work, warfare, and rituals were all important to the Aztecs, they also had some time for recreation. They enjoyed music and dancing, and nobles liked to go on hunts.

Another entertainment was patolli, a game played on a cross-shaped board divided into 52 squares. The board symbolized the 260-day calendar, which the Aztecs shared with the Maya and other Mesoamerican peoples. Five times around the board equaled 260 days. To move around the board, players threw several white beans marked with holes. The holes told them how many spaces to move the colored stones that served as game pieces. The first person around the board five times was the winner.

All social classes played patolli, but it’s likely that only members of the nobility played the ball game tlachtli. Similar to Mayan ball games, tlachtli was played on a long, narrow court shaped like the letter I and surrounded by high walls. A small ring projected over the court from each side wall. Two teams faced each other across a line that ran between the rings. The object of the game was to get a rubber ball through the ring on the other’s team side of the court. Players could not touch the ball with their hands or feet, so they threw themselves on the ground to hit the ball with their elbows, knees, and hips.

Hundreds of spectators gathered to watch each game. They often risked clothes, feathers, and gold by betting on which team would win. Some people lost all their wealth in such bets and had to sell themselves into slavery.

Tlachtli had religious meaning as well. The Aztecs believed that the tlachtli court represented the world and the ball represented a heavenly body. Because of these religious ties, the Aztecs built their tlachtli courts near the most important temples, like the Great Temple in Tenochtitlan.

25.9 Chapter Summary

In this chapter, you learned about daily life in the Aztecs’ capital city of Tenochtitlan. You read about the structure of Aztec society and the customs governing marriage and family life. You discovered what the Aztecs ate, how they traded goods in their markets, and how they worshiped and played. In the next chapter, you will travel to South America to learn about another people who built an empire in the Americas: the Incas.
The Great Market of Tenochtitlan
Credits

Teach a sample lesson to see how the TCI Approach brings learning alive! Follow these simple steps:

1. Read Lesson Guide to learn how to teach all parts of lesson. Duplicate materials as needed.

2. Use Preview in Interactive Student Notebook, with related Transparencies, to stimulate interest at beginning of lesson.

3. Use materials in Lesson Guide to prepare for Writing for Understanding activity.

4. Have students read Student Edition during classroom activity and use Interactive Student Notebook to record reading notes.

5. Distribute handouts from Lesson Guide to set students up for success in writing an illustrated journal.

6. Use assessment in Lesson Guide to measure what students have learned.

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