

Aztec Beliefs

Before Reading

This book forms the factual reading record for Level 23

Vocabulary
ceremonies, classes, commoners, construction, eclipses, emperor, empire, entertainment, festivals, legends, offering, orchestras, originally, qualities, represented, sacrifice, serfs, worshi

Motivation / Purpose

The purpose of this text is to provide information about the Aztec civilization in Central America between the 14th and 16th centuries AD. This text links with the Socio/ Studies theme *People and Beliefs*.

Text Type **Date.../.../.....**

- Draw students' attention to the:
 - title
 - photographs
 - glossary.
 - Ask, 'What type of book is this?' (Factual). How do you know? What type of factual book is this? (Report).

Visual Literacy **Date.../.../.....**

look at the front and back cover. Describe what you see in the illustrations and photographs. How do they relate to the subject of this text? During which period of time do you think the text will be set?

Browse the first few pages of the text and describe the design and page borders. How do these relate to the subject matter of the text?

Background Knowledge **Date.../.../.....**

Discuss early civilizations in various parts of the world. locate Central America on a map of the world and trace the journey of the Aztecs from North America to the Mexico area. Talk about some of the problems encountered by these early settlers.

Phonological Awareness

Make phonological patterns:

- *lil* • soft g: subjects (p.5), *lar* (p.8), religious(p.11), vegetables (p.15), Legends (p.20)
- long o: Mexico (p.4), own (p.5), most (p.6), hm(p.8), *gt* (p.19)

Set a time limit and select a letter combination. Ask students to write as many words as possible within the given timeframe which contain that sound/letter combination.

locate plural words in the text and make a list of generalisations that apply to making singular words

into plurals. Add words to each list from the text and from the students' vocabularies.

High Frequency Words **Date.../.../.....**

areas, because, cities, class, gods, temple, towns, using, war, world

and cut each one in half. Place the cards face down and allow students to turn over two pieces at a time. If the pieces make a word. the students keep the word. If the pieces don't match, the cards are turned face down and the next player takes a turn.

During Reading

Vocabulary in Context

Talk about the different uses of the word 'class'. Distinguish between 'classes' at school and 'classes' in a community. On what basis are classes at school organised, compared With classes in a community?

Use a dictionary to find the meanings of the words

the way these words are used in the text.

Checking for Meaning

- **Literal: **Date.../.../.....****
What did most of the Aztec population do? (They ran small family farms or worked in the towns and cities.)
Why did the Aztecs give offerings and sacrifices to the gods? (They believed it would please the gods and therefore the gods would look after them.)
What did the Aztecs believe were the most important qualities men could have? (They believed bravery, honour and physical fitness were most important.)

Inferential: **Date.../.../.....**

Why do you think Aztecs worshipped many gods instead of just one?
Why would many prisoners have been sacrificed when the new temple was opened? ...
Why did the Spanish destroy the Aztec empire, rather than just starting a new settlement of their own?
make sure students understand the difference between literal and inferential information.

Response: **Date.../.../.....**

What would the Aztecs have thought was happening

Which of the two civilizations do you think was more advanced, the Aztecs or the Spanish? Why?

Grammatical Patterns **Date.../.../.....**

- Opening general statement defining the topic: *The Aztecs were a native American people ...* (p.4)
- Passages of information relating to the building of the Aztec empire and the beliefs of its people: (pp.S-Z3)
Use of general nouns: *empire* (p.5), *classes* (p.6), *emperor* (p.6), *villages* (p.8), *ceremonies* (p.11)
also aneclipse at about the same time (p.22)
- Use of action verbs to describe behaviour: *drink* (p.12), *loyed* (p.13), *pricked* (p.14), *sacrificed* (p.17), *invaded* (p.22)
- Use of technical terms: *empire* (p.5), *emperor* (p.6), *Serfs* (p.7), *offerings* (p.14), *sacrifices* (p.16)
- se of paragraphs with topic sentences to organise information: *The Aztec population was divided into four people* (p.10)
- Use of repeated naming of the topic as the beginning focus of the clause: *The Aztecs were* (p.4), *The Aztec population* (p.6), *The Aztecs held* (p.11), *Aztec people mode* (p.14), *Warfare was seen as a part of the Aztec religious duty* (p.19)

Fluency / Punctuation Patterns

Date.../.../.....
Provide opportunities for students to practise the phrasing and fluency required to read the long sentences ;, which have several independent and dependent clauses.
Aztlis The were originally from North America, but they migrated south to the area that is now modern Mexico in

- These punctuation patterns occur in the text:
- Capital letters are used for the names of special groups of people, countries and cities: Aztecs (p.4), Mexico (p.5), Mexico City (p.23)
 - Numerals are used to write dates and large numbers: 14th and 16th centuries AO (p.4) AO 1325 (p.8) 200000 (p.8)

- Commas are used to separate phrases and clauses from the main clause: *But, when the Aztecs had been there for about 100 years,* (p.5)
- commas are used to separate items in a list: *They included o com god, a sun god, a fire god, a wind god, a god of spring and a god of the dead* (p.10), *to gather to eat, drink, sing, dance and worship* (p.12), *like trumpets and flutes, rattles, drums and whistles* (p.13)

Critical Literacy **Date.../.../.....**

Why do you think the author wrote this text? Who is the explored through this text?

Linking Visual and Written **Date.../.../.....**

Explore the use of illustrations in this text. Why have effect of using illustrations in factual texts. None of the illustrations in this text have been drawn tell that you are looking at old illustrations?

After Reading

On a map of the world, locate the countries referred to in the text.
Use the library or Internet to locate other ancient civilizations. Discuss aspects of their everyday life, and prepare a table which compare and contrast these with that of the Aztecs.

Activities

- Students will:
- match sentences with similar meanings and locate page references
 - use knowledge of spelling generalisations to complete new words
 - write vocabulary words using a bank of letters
 - identify structural and grammatical elements in a report.

