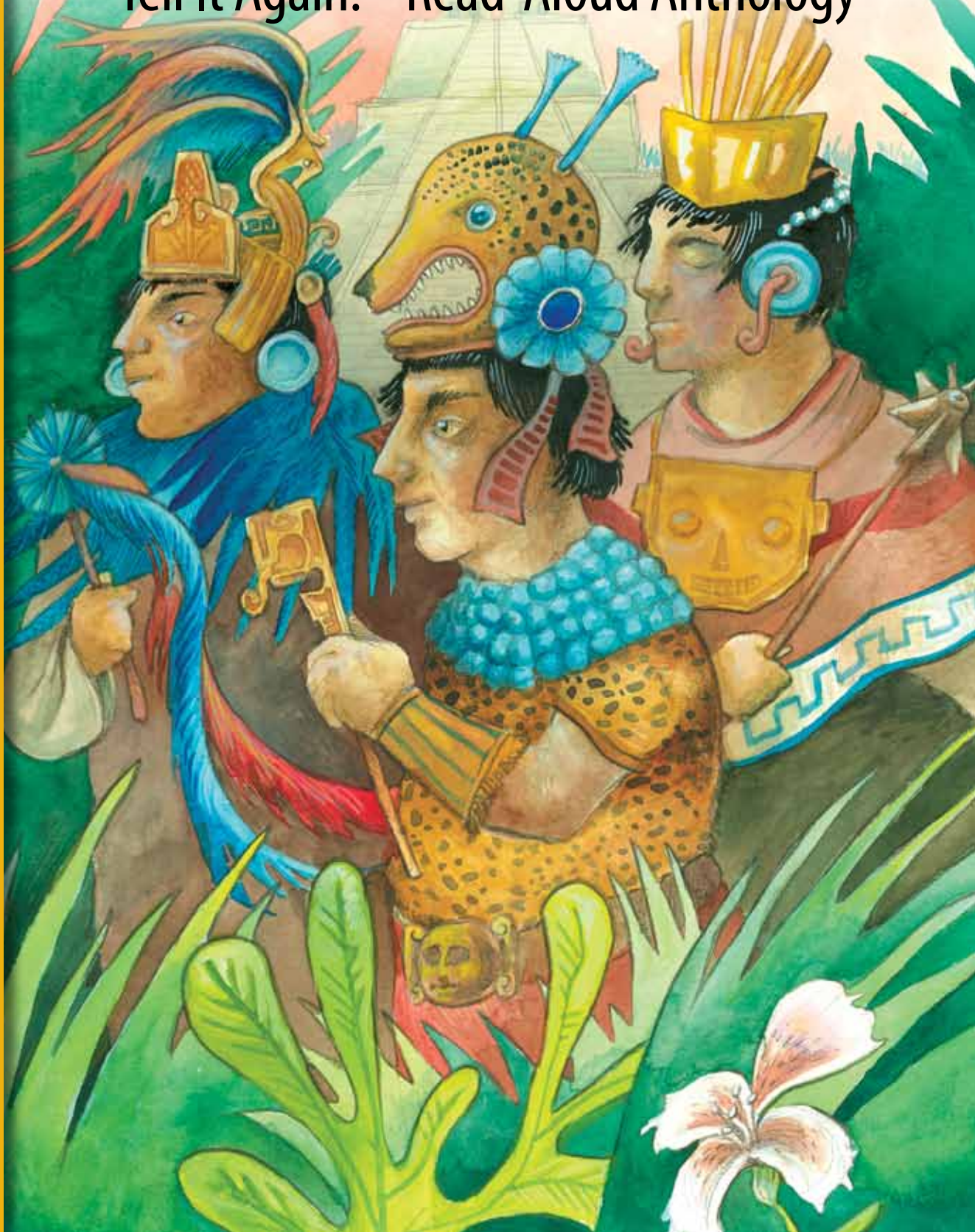




Early American Civilizations

Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

GRADE 1



Early American Civilizations

Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand

GRADE 1

Core Knowledge Language Arts[®]
New York Edition



Core Knowledge[®]

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Early American Civilizations

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>Early American Civilizations</i>	v
Introduction to <i>Early American Civilizations</i>	1
Lesson 1: The Maya: A Harvest and a Hurricane	9
Lesson 2: The Maya: Journey to Baikal	21
Lesson 3: The Maya: King Pakal’s Tomb	31
Lesson 4: The Maya: The Festival of the First Star	41
Pausing Point	53
Lesson 5: The Aztec: The Legend of the Eagle and the Serpent	57
Lesson 6: The Aztec: The Floating Gardens of Xochimilco	67
Lesson 7: The Aztec: In the Palace of an Emperor	79
Lesson 8: The Aztec: Cortés’s Letter	91
Lesson 9: The Inca: Who Were the Inca?	101
Lesson 10: The Inca: The Runner	113
Lesson 11: The Inca: Machu Picchu—A Lucky Discovery	123
Domain Review	136
Domain Assessment	139
Culminating Activities	142
Appendix	145

Alignment Chart for Early American Civilizations

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Early American Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11
Core Content Objectives											
Explain that a shift occurred from hunting and gathering to farming among early peoples; compare and contrast hunter-gatherer societies and Maya society	✓										
Explain the importance of extended family to the Maya	✓	✓									
Identify the areas in which the Maya/Aztec/Inca lived	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that the Maya/Aztec/Inca farmed	✓					✓				✓	
Explain that the Maya/Aztec/Inca developed large cities or population centers, or empires, many, many years ago		✓	✓	✓	✓			✓	✓	✓	✓
Explain that the Maya/Aztec/Inca had leaders (kings or emperors); identify by name the emperor of the Aztec, Moctezuma			✓				✓	✓	✓		
Explain that the Maya/Aztec/Inca each had a religion				✓	✓				✓		
Describe the significance of the stars and planets to the Maya				✓							
Explain the significance of the Mayan calendar				✓							
Identify the Aztec capital as Tenochtitlan; identify that Machu Picchu is an Incan city							✓	✓			✓
Explain that much of what we know about the Inca is because of the work of archaeologists											✓

**Alignment Chart for
Early American Civilizations**

Lesson

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

Reading Standards for Informational Text: Grade 1

Key Ideas and Details

STD RI.1.1	Ask and answer questions about key details in a text.												
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud									✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships									✓			
STD RI.1.2	Identify the main topic and retell key details of a text.												
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud								✓	✓		✓	✓
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.												
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud			✓					✓				
Craft and Structure													
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.												
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions									✓			


**Alignment Chart for
Early American Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.											
CKLA Goal(s)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud						✓	✓	✓		✓	
Integration of Knowledge and Ideas												
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.											
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas					✓						
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).											
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓		✓	✓	✓	✓	✓	✓		✓	✓
Range of Reading and Level of Text Complexity												
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.											
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3						✓					
Writing Standards: Grade 1												
Text Types and Purposes												
STD W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.											
CKLA Goal(s)	Plan and/or draft and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure			✓	✓			✓	✓		✓	✓

**Alignment Chart for
Early American Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11
Production and Distribution of Writing												
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓				✓				
Research to Build and Present Knowledge												
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds	✓					✓			✓	✓	✓
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Generate questions and gather information from multiple sources to answer questions	✓	✓						✓			
Speaking and Listening Standards: Grade 1												
Comprehension and Collaboration												
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.											
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).											
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.											

**Alignment Chart for
Early American Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.											
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age						✓					
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.											
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud		✓	✓			✓	✓			✓	
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.											
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud						✓					
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.											
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic				✓			✓				
Presentation of Knowledge and Ideas												
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.											
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly				✓							
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.											
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings				✓							

**Alignment Chart for
Early American Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD SL.1.6	Produce complete sentences when appropriate to task and situation.											
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation											
Language Standards: Grade 1												
Vocabulary Acquisition and Use												
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.											
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.											
CKLA Goal(s)	Provide examples of common synonyms and antonyms		✓		✓							
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).											
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)											
STD L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.											
CKLA Goal(s)	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings								✓			
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).											
CKLA Goal(s)	Learn the meaning of common sayings and phrases	✓										

**Alignment Chart for
Early American Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11
Additional CKLA Goals											
Distinguish text that describes events that happened long ago from those that describe contemporary or current events	✓									✓	
Prior to listening to a read-aloud, orally identify what they know or have learned that relates to the topic	✓	✓	✓	✓							✓
While listening to a read-aloud, orally predict what will happen and compare the actual outcome to the prediction	✓		✓	✓	✓					✓	
Identify new meanings of familiar words and apply them accurately		✓				✓					
Use object pronouns orally						✓					



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Early American Civilizations

This introduction includes the necessary background information to be used in teaching the *Early American Civilizations* domain. The *Tell It Again! Read-Aloud Anthology for Early American Civilizations* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4, at the end of the Maya section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge.

You should spend no more than fifteen days total on this domain.

Week One						
Day 1	Day 2	#	Day 3	Day 4	Day 5	#
Lesson 1A: “The Maya: A Harvest and a Hurricane” (40 min.)	Lesson 2A: “The Maya: Journey to Baikal” (40 min.)		Lesson 3A: “The Maya: King Pakal’s Tomb” (40 min.)	Lesson 4A: “The Maya: The Festival of the First Star” (40 min.)	Pausing Point (60 min.)	
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)		
60 min.	60 min.		60 min.	60 min.	60 min.	

Week Two							
Day 6	ⓐ#	Day 7	ⓐ	Day 8	ⓐ	Day 9	Day 10
Lesson 5A: “The Aztec: The Legend of the Eagle and the Serpent” (40 min.)		Lesson 6A: “The Aztec: The Floating Gardens of Xochimilco” (40 min.)		Lesson 7A: “The Aztec: In the Palace of an Emperor” (40 min.)		Lesson 8A: “The Aztec: Cortes’s Letter” (40 min.)	Lesson 9A: “The Inca: Who Were the Inca” (40 min.)
Lesson 5B: Extensions (20 min.)		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.		60 min.		60 min.		60 min.	60 min.

Week Three					
Day 11	Day 12	ⓐ	Day 13	Day 14	Day 15
Lesson 10A: “The Inca: The Runner” (40 min.)	Lesson 11A: “The Inca: Machu Picchu—A Lucky Discovery” (40 min.)		Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)				
60 min.	60 min.		60 min.	60 min.	60 min.

ⓐ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk or Tell It Again! Flip Book for Early American Civilizations*
- *Tell It Again! Image Cards for Early American Civilizations*
- *Tell It Again! Supplemental Guide for Early American Civilizations*
- *Tell It Again! Multiple Meaning Posters for Early American Civilizations*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Early American Civilizations Are Important

The domain includes a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements. Specifically, students will learn about the ancient Mayan city of Baakal and about the Mayan king, Pakal II. Students will also learn about Moctezuma, the Aztec ruler, and about the Aztec city of Tenochtitlan. For the Inca, students will hear about the city of Machu Picchu and the role the Inca runners played in Incan society. Last, students will learn that much of what we know about the Maya, the Aztec, and the Inca today is due to the work of archaeologists.

You may wish to make connections to the Mesopotamian and Ancient Egyptian civilizations students just studied in the *Early World Civilizations* domain. In later grades, students will build upon the knowledge of civilizations that they gain by listening to and discussing the read-alouds in this domain; the concepts and factual information that they learn now will also serve as building blocks for later, more in-depth, learning.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Early American Civilizations*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

Native Americans

- Explain that there are many tribes of Native Americans
- Identify the Lakota Sioux as a nomadic tribe
- Identify the Wampanoag as a settled tribe

Kings and Queens

- Describe what a king or queen does
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family are signs of respect for the importance of that person
- Describe kings as usually possessing gold and other treasures

Columbus and the Pilgrims

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Describe the accomplishments of Christopher Columbus

Note: It is important to help students understand that the Maya, Aztec, and Inca developed powerful civilizations prior to the arrival of Christopher Columbus, who they learned about in Kindergarten.

Core Vocabulary for Early American Civilizations

The following list contains all of the core vocabulary words in *Early American Civilizations* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

canoe
harvest
hurricane
maize
shore

Lesson 2

noiselessly
plain
temple
thrilled

Lesson 3

market
pyramid
tomb

Lesson 4

accurate
festivals
invented
observatories
planets
telescopes

Lesson 5

awe
island
legend
scouts
valley

Lesson 6

abundance
dredged
float
stationary

Lesson 7

emperor
empire
palace
retreat
wealth

Lesson 8

courteous
courthouse
enormous
royalty

Lesson 9

collecting
possessions
villagers


Lesson 10

forbidden
gasping
honor


Lesson 11

challenging
existence
raging
ruins
trek

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Early American Civilizations*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Early American Civilizations*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell-It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell-It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Early American Civilizations

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Note: We recommend that you preview all books before presenting them to determine whether the content is appropriate for your students. Because human sacrifice was a common practice in the Mayan, Aztec, and Incan cultures, a number of trade books mention this topic.

1. *Aztec, Inca & Maya (Eyewitness Books)*, by Elizabeth Baquedano (DK Children, 2011) ISBN 978-0756673208

2. *Early Civilizations of the Americas*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050409
3. *Hands-On Latin America: Art Activities for All Ages*, by Yvonne Y. Merrill (Kits Publishing, 1998) ISBN 978-0964317710
4. *Maya, Aztecs and Incas*, by Oldrich Ruzicka and illustrated by Pavla Kleinova (Firefly Books, 2011) ISBN 978-1554079339

The Maya

5. *The Ancient Maya (True Books: Ancient Civilizations)*, by Jackie Maloy (Children's Press, 2010) ISBN 978-0531252291
6. *Mario's Mayan Journey*, by Michelle McCunney (Mondo Publishing, 1997) ISBN 978-1572552036
7. *The Maya (True Books: American Indians)*, by Stefanie Takacs (Children's Press, 2004) ISBN 978-0516279077
8. *Rain Player*, by David Wisniewski (Houghton Mifflin, 1995) ISBN 978-0395720837

The Aztec

9. *The Aztec (True Books: American Indians)*, by Andrew Santella (Children's Press, 2003) ISBN 978-0516269733
10. *The Aztec Empire (True Books: Ancient Civilizations)*, by Sunita Apte (Children's Press, 2010) ISBN 978-0531241080
11. *The Aztec Empire: Excavating the Past*, by Nicholas Saunders and Tony Allan (Heinemann-Raintree, 2005) ISBN 978-1403448392

The Inca

12. *The Inca (True Books: American Indians)*, by Stefanie Takacs (Children's Press, 2004) ISBN 978-0516278230
13. *The Inca Empire (True Books: Ancient Civilizations)*, by Sandra Newman (Children's Press, 2010) ISBN 978-0531252284
14. *Let's Go Up! Climbing Machu Picchu, Huayna Picchu and Putucusi*, by Tracy Foote (TracyTrends Publishing, 2009) ISBN 978-0981473703

15. *Lost City: The Discovery of Machu Picchu*, by Ted Lewin (Puffin, 2012) ISBN 978-0142425800
16. *Machu Picchu with Code (Virtual Field Trips)*, by Gillian Richardson, Heather Kissock (Weigl Publishers, 2012) ISBN 978-1619132566

Websites and Other Resources

Student Resources

1. **Continents Game**
<http://www.playkidsgames.com/games/continentNames/continentJig.htm>
2. **The Mayans**
<http://www.mayankids.com>
3. **Archaeology Game**
<http://www.history.org/kids/games/dirtDetective.cfm>
4. **American Museum of Natural History**
<http://www.amnh.org>
5. **Memory Game**
<http://www.mayankids.com/mmkgames/mkmemory.htm>

Teacher Resources

6. **Mayan Calendar**
<http://www.webexhibits.org/calendars/calendar-mayan.html>

Audio Resources

7. *Flutes Indiennes*, by Los Incas (Essential World Classics, 2012) ASIN B007TXUXT0
8. *Wasichakuy*, by Expresion (Tumi Records, 1998) ASIN B000007NU4