PRESENTER SCRIPT · GRADE 6 · 6.H.1-6.H.3 · 6.H.7 · 6.H.13

Early Civilizations of the Americas: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can compare the Maya, Aztec, and Inca and explain how geography shaped their achievements." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) Examples: food supply/farming, water, leaders/government, workers, trade. 2) Build flat steps (terraces) on mountains; build raised garden beds in lakes. 3) Artifacts, ruins, writings, codices, and descendants' traditions.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "How would you grow food on a steep mountain?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Ask: "How would you grow food if you lived on a steep mountain? In a swampy lake? In a thick rainforest?" Tell students three real civilizations solved these problems.
Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: THE MAYA — 3 min

Say	The Maya flourished about 250-900 CE in the Yucatán rainforests. City-states with kings, stone pyramids, a 365-day calendar, glyph writing, and the concept of zero.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The Maya built CITY-STATES, used GLYPHS to write, and understood the concept of ZERO. (tap "Show the missing words" after students try.)
Explore	Point to the model: Maya numerals: a dot = 1, a bar = 5. Ask: "What do you notice?" Students do: Draw the number 13 with Maya symbols (2 bars and 3 dots).
Turn and talk	Say: "Why might a civilization with a calendar and writing be able to grow large?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: 13. 5 + 5 + 1 + 1 + 1 = 13.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: THE AZTEC — 3 min

Say	The Aztec built Tenochtitlan on an island in Lake Texcoco (today Mexico City). They farmed floating gardens called chinampas and collected tribute from conquered peoples.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The Aztec capital was TENOCHTITLAN. They farmed on CHINAMPAS in the lake. (tap "Show the missing words" after students try.)
Explore	Students do: Sketch a chinampa (a garden bed built up in a lake).
Turn and talk	Say: "Why was building a city in a lake both smart and risky?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Chinampas (floating gardens). Chinampas were built-up garden beds.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: THE INCA — 3 min

Say	The Inca ruled the Andes Mountains. They carved terraces, built 14,000+ miles of roads and rope bridges, and kept records on knotted cords called quipus.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The Inca farmed on TERRACES and kept records on QUIPUS. (tap "Show the missing words" after students try.)

Explore	Point to the model: A quipu cord. Ask: "What do you notice?" Students do: Read the quipu cord: count the tens knots, then the ones knots.
Turn and talk	Say: "How would roads and quipus help the Inca rule a huge empire?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: 24. 2 tens and 4 ones = 24.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: ENCOUNTER AND CONQUEST — 3 min

Say	Spanish conquistadors (Cortés vs. the Aztec, 1519-1521; Pizarro vs. the Inca, 1532) had horses, steel weapons, and Native allies, but diseases like smallpox killed the most people.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Conquistadors had horses and steel, but DISEASES like SMALLPOX killed millions. (tap "Show the missing words" after students try.)
Explore	Students do: Rank the causes of the conquest: disease, horses, steel, allies.
Turn and talk	Say: "Why did disease have such a huge effect on Native populations?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Disease. Smallpox and other diseases spread before and during the conquest.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Draw a three-circle comparison on the board. Think aloud as you place "pyramids" (Maya and Aztec), "roads and quipus" (Inca), "farming adapted to geography" (all three, in the center).
Reveal	Venn diagram: Maya | Aztec | Inca. | Maya and Aztec: stone pyramids and temples. | Inca only: roads, rope bridges, and quipus. | All three (center): farming adapted to geography, and a strong ruler tied to religion.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."

Steps	The Aztec lived on a lake with little dry land. | They built chinampas: floating garden beds made from mud and reeds. | The Inca lived on steep mountains. | They carved terraces: flat steps that held soil and water. Both changed the land to grow food.
Answer	Chinampas (Aztec) and terraces (Inca)

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(C) Quipus used to record census counts and tribute. Counting people and taxes for a huge empire requires organized records.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: ESCAPE THE TEMPLE OF THE SUN — 0:20–0:48

Say	Open Escape the Temple of the Sun on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Which civilization's achievement impressed you most, and why? | How did each civilization adapt to its geography? | Why were diseases so devastating to these civilizations?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Artifacts, ruins, writings, codices, and descendants' traditions.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "The Maya, Aztec, and Inca lived at the same time and place." They were centuries and thousands of miles apart.
- "The Maya disappeared." Millions of Maya people live in Mexico and Central America today.
- "The Spanish won only because of weapons." Disease and alliances with other Native groups mattered most.