How do you keep your friends interested when you’re talking to them? Tell them a story. An **anecdote** is a brief story about an interesting, funny, or strange event, told to entertain or to make a point. An author might use examples and anecdotes to introduce unfamiliar ideas or events in a way that helps readers better understand them.

Read the text below and find the anecdote that helps illustrate the idea of lost cities.

Lost cities are places that were once well populated, but whose locations were later forgotten. In a few cases, there is physical proof that a city once existed. Other lost cities live only in stories.

Did the lost city of El Dorado, ruled by a king covered in gold, really exist? In 1594, Englishman Sir Walter Raleigh led an expedition to South America to find the mythical golden kingdom. He did not find the city, but he made exaggerated claims that he had upon his return. Stories like Raleigh’s help keep the idea of finding lost cities alive.

Underline the name of a key individual introduced by the author of this text. Draw a circle around the anecdote that helps you better understand the search for lost cities.

<table>
<thead>
<tr>
<th><strong>Fact</strong></th>
<th><strong>Example</strong></th>
<th><strong>Anecdote</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost cities are places that were once well populated, but whose locations were later forgotten.</td>
<td>El Dorado is one example of a lost city.</td>
<td>Sir Walter Raleigh led an expedition to South America to find El Dorado and told people he succeeded even though he failed.</td>
</tr>
</tbody>
</table>

Readers closely read anecdotes and examples to better understand key individuals, events, or ideas that may be unfamiliar to them. Anecdotes and examples introduce, illustrate, and elaborate on important information. They turn dry facts into lively discussions of the real world around us.
Read the informational text about the lost city of Atlantis. Then read and answer the question that follows.

Atlantis: Lost City?  
*by Julio Gonzales*

Archeologists and writers have long speculated about the legendary city of Atlantis and its location. According to one theory, Atlantis was an island empire located off Europe in the Atlantic Ocean. It was home to an advanced civilization that existed thousands of years ago. The people of Atlantis tried to dominate the Mediterranean region of the world. Their plans for ruling the area were cut short when the Athenians defeated their army. Soon afterward, a massive earthquake devastated the island, causing it to sink beneath the ocean.

A second theory suggests that the empire may have existed on the island of Thera, in the Aegean Sea. The island sank into the sea after a major volcanic eruption. There is no evidence, however, to support either theory.

What information does the author include to elaborate on the history of Atlantis?

Think about the theories the author gives about Atlantis’s location and what happened to the city.

Look for examples that explain what may have happened to Atlantis. The chart gives an example relating to the first theory. Underline an example relating to the second one. Write it in the box.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One theory is that Atlantis was located off Europe in the Atlantic Ocean.</td>
<td>A massive earthquake devastated the island, causing it to sink beneath the ocean.</td>
</tr>
<tr>
<td>Another theory is that Atlantis may have existed on the island of Thera, in the Aegean Sea.</td>
<td></td>
</tr>
</tbody>
</table>

Explain the purpose of each fact and example listed in the above chart. What does this information help you understand about Atlantis?
Read the article about the Seven Cities of Gold. Use the Close Reading and the Hint to help you answer the question.

**Seven Cities of Gold** by Claudia Vandango

Five centuries ago, a monk named Marcos de Niza explored New Mexico. Niza told fantastic stories about Cibola, a place also called the Seven Cities of Gold. He claimed that he saw cities full of gold.

Spanish explorer Francisco Vásquez de Coronado and his soldiers set out for Cibola with Niza as their guide. When they arrived, however, Coronado was greatly disappointed to find a settlement of small pueblos instead of a golden city. One account tells that Niza admitted he had not actually seen Cibola himself.

Which sentence from the text best illustrates how Coronado was affected by Niza’s stories?

A. “Niza told fantastic stories about Cibola, a place also called the Seven Cities of Gold.”
B. “When they arrived, however, Coronado was greatly disappointed to find a settlement of small pueblos instead of a golden city.”
C. “He claimed that he saw cities full of gold.”
D. “Spanish explorer Francisco Vásquez de Coronado and his soldiers set out for Cibola with Niza as their guide.”

**Hint**

Which choice gives key information about what happens to Coronado as a result of Niza’s stories?

Underline the sentence that provides key information about how Coronado felt once he reached Cibola.

**Show Your Thinking**

Look at the answer you chose above. Explain how the anecdote about Niza and his stories helped you understand how Coronado felt when he reached Cibola.

Tell a partner why the other choices do not illustrate how Niza’s stories affected Coronado.
The Search for El Dorado

by Lauren Octavio

1. Where did the story of the lost city of gold, known as El Dorado, come from? During the 16th and 17th centuries, explorers searched for this legendary land. The lure of gold led to much disappointment, wasted years, and even death.

2. Gonzalo Pizarro, a Spanish explorer in South America, first heard the tales of the golden land from the natives. They told about a place in the Andes Mountains where people worshipped a chieftain covered in gold who tossed golden treasures into a lake. Stories claimed that the chief’s followers adorned themselves with gold and jewels that were plentiful in this rich land. The chieftain was known as El Dorado—one who is gilded, or covered in gold.

3. When the story of the golden city reached Pizarro, he was determined to find this place for himself and claim the gold. In 1541, he led an expedition to find El Dorado. The party suffered hunger, sickness, and attacks by hostile natives. After much hardship, Pizarro was forced to return home.

4. Where did the stories of El Dorado come from if such a city never existed? They might be based on an actual place near Bogota, Colombia. The Muisca people living there were governed by a chief. When a new chief came into power, he was covered in oil or clay and sprinkled with gold dust. In a ritual to ensure a good harvest, the chief would float out to the middle of a lake on a raft and leap in. Later, it was found that the area contained some gold mines, but the riches were nowhere as abundant as in the stories about El Dorado.

Close Reading

What happened when a new Muisca chief came into power? Underline the sentence that discusses the actual event that occurred.

What examples of riches were present in El Dorado and the Muisca region? Underline the sentences in the second and last paragraphs that give information about these areas’ wealth.
L4: Analyzing Key Ideas in a Text

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Read the article. Then answer the questions that follow.

from “Secrets of the Lost City of Z”

by Anthony Mason, CBS News Sunday Morning

1 Since the dawn of the modern age, the notion of a pre-historic world, hidden deep in the jungle and untouched by the passage of time, has captivated our imaginations.

2 Before “Jurassic Park,” before “King Kong,” there was “The Lost World.” Written in 1912 by Sherlock Holmes’ creator, Sir Arthur Conan Doyle, “The Lost World” was in turn largely inspired by the real-life adventures of one remarkable man: Col. Percy Harrison Fawcett.

3 David Grann, a staff writer for The New Yorker magazine, says in his time Fawcett was a larger-than-life figure: “Oh, he really was. I mean, he was the last of these kind of great territorial explorers who would plunge into the blank spots on the map, carrying a machete, essentially, and an almost divine sense of purpose.”

4 Grann was researching an article on Conan Doyle when he came across a reference to Fawcett.

5 “I had typed Fawcett’s name into one of these newspaper databases, and up came all these kind of crazy headlines: Fawcett disappears into the unknown. A movie star kidnapped trying to save Fawcett.

6 “I had never heard of this man, and I quickly discovered there was this legendary figure,” Grann said. “And this enormous mystery that had been eclipsed by history. And it really intrigued me.”

7 So Grann started digging. Fawcett, he learned, was an honored member of Britain’s renowned Royal Geographical Society.

8 “He would live in the jungle for years at a time without contact with the world,” Grann said. He discovered stories about “how he’d battle anacondas and electric eels, and how he’d emerge with maps of regions that no one had ever came back from.”

9 In April 1925, Fawcett set out with just two others—his 21-year-old son Jack, and Jack’s best friend, Raleigh Rimmel—on what was to be his crowning adventure . . . finding the remains of a lost world he believed existed deep in the Amazon jungle of South America.

10 Fawcett called his mythical city, simply, “Z.”

11 After 30 years as an explorer, Fawcett’s survival skills were unrivaled. But this time, he went in . . . and never came out.

12 “Well, we know he got as far as a place called Dead Horse Camp, where he would send these dispatches back for five months,” said Grann. “And then after the fifth month, the dispatches ceased. And they were never heard from again.”

13 . . . setting off one of the greatest manhunts of the 20th century.

14 George Dyott was the first, taking a film crew with him into the Amazon in 1928 and radioing back regular progress reports.

15 But he never found Fawcett.
In 1996 Brazilian financier James Lynch launched a multi-million dollar expedition to finally solve the mystery. But he and his party were kidnapped by tribesmen.

They were released only after surrendering $30,000 worth of gear.

Now, finally, after 85 years, the mystery that has tantalized so many may finally have been solved by perhaps Fawcett’s least likely pursuer.

Grann turned his jungle adventure into a best-seller, “The Lost City of Z,” in which he recounts Fawcett’s final days.

“We stayed with many of the same tribes that Fawcett stayed with,” said Grann. “And to my astonishment, they had an oral history about Fawcett and his expedition.

“It describes how Fawcett had insisted on moving eastward, towards the ‘River of Death.’ And the tribe tried to persuade them not to go in that direction. In that direction were what they referred to as ‘the fierce Indians.’ And off he marched.

“And they could see the fire for five days, rising above the treetops. And then on the fifth day, it went out as if it was snuffed out. And they had no doubt that they had been killed by the Indians.”

No physical trace of Fawcett has ever been found. But Grann’s efforts did bring one revelation to light: Fawcett may have been right about the “lost civilization” after all.

“In the last few years, archaeologists are now going into this region using high-tech gadgetry that Fawcett could never imagine—satellite imagery, ground penetrating radars to pinpoint various artifacts,” said Grann. “And they are discovering ancient ruins scattered throughout the Amazon.

“One archaeologist has found, in the very area where Fawcett believed he would find Z, 20 pre-Columbian settlements that had roads built at right angles, bridges, causeways, and that a cluster of these settlements that were interconnected had populations of between 2,500 to 5,000 people, which would have made them the size of many medieval European cities at the time.”

How does the author introduce the idea of a hidden, prehistoric city in the jungle?

A He provides details about the precise time in which these cities existed.

B He describes what a prehistoric jungle city would have been like.

C He lists novels and movies that feature examples of such cities.

D He explains why Percy Fawcett was interested in looking for them.
2. How does the author portray Fawcett’s expedition experiences?
   A. with the story of events that took place after Fawcett disappeared in the jungle
   B. with anecdotes from Fawcett’s dispatches from the Amazon expedition
   C. with a researcher’s detailed account of his own search for Fawcett
   D. with a researcher’s description of the hardships and dangers Fawcett endured

3. Why does the author include the anecdote about James Lynch’s search for Fawcett?
   A. It illustrates the idea that many people tried unsuccessfully to find Fawcett.
   B. It proves that David Grann is a more capable explorer than James Lynch.
   C. It shows that the tribesmen who kidnapped Lynch also killed Fawcett.
   D. It suggests that Fawcett’s theories about a “lost civilization” were correct.

4. The article calls Percy Fawcett “a remarkable man.” How does the author develop this idea in the article? Use at least one quotation from the article to support your answer.

   ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________
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   ______________________
Lesson 4  (Student Book pages 27–34)

Analyzing Key Ideas in a Text

Theme: Legendary Places

LESSON OBJECTIVES
• Analyze how an author develops a key individual, event, or idea in informational text through facts, examples, and anecdotes.
• Identify the differences between facts, examples, and anecdotes in informational text.

THE LEARNING PROGRESSION
• Grade 5: CCLS RI.5.3 focuses on the relationship between two ideas, events, or individuals within a text.
• Grade 6: CCLS RI.6.3 requires students to analyze the development of a major idea (event, individual, concept, etc.) in a text.
• Grade 7: CCLS RI.7.3 asks students to combine what they've learned in Grades 5 and 6 to analyze and explore the relationship between two major ideas within a text.

PREREQUISITE SKILLS
• Identify main ideas and supporting details presented in an informational text.
• Understand how two or more individuals, events, or ideas are related.
• Support understanding with specific information from the text.

TAP STUDENTS’ PRIOR KNOWLEDGE
• Tell students that they will work on a lesson about analyzing key ideas in a text. Ask students to describe what facts and supporting details are. (Facts are statements that can be proven. Supporting details give more information about a central idea.) Explain that authors expand and elaborate on their ideas using examples and anecdotes. Tell them that an anecdote is a brief story about a real event and is often amusing or entertaining.
• Present students with two statements: “Athletes from many different countries compete in the Olympics.” “The U.S. swimmer Michael Phelps won Olympic medals in 2012.” Ask students which is a key idea (former) and which is a detail (latter).
• Finally, ask students to identify the following as a fact, example, or anecdote: “I was cheering our team as I watched the 2012 Olympic swimming events on television. I cheered so loudly that my throat was sore the next day and I could barely speak.” (anecdote) Invite students to tell their own Olympics anecdote.
• Tell students that identifying examples and anecdotes that expand on key ideas helps them better understand the key ideas and stay interested in the text.

Toolbox

Prerequisite Skills RI.6.3

| Ready Lessons | ✓ | ✓ |
| Tools for Instruction | ✓ | |
| Interactive Tutorials | | ✓ |

CCLS Focus

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (eg., through examples or anecdotes).

AT A GLANCE

Students read a historical article. They learn to recognize that facts, examples, and anecdotes expand on and provide more information about the article’s important idea.

STEP BY STEP

- Read the paragraph and instruction about anecdotes. Then have students read the text about lost cities. Tell students to underline the person mentioned in the text and circle the anecdote about a lost city.
- Explain that the chart’s first column shows a fact about lost cities. Ask students to find this fact in the text. Read the chart’s second column, and ask students to find where the lost city of El Dorado is mentioned in the text. Read the third column, and have students compare it to the text they underlined and circled. Discuss how the fact, example, and anecdote support the key idea of the search for lost cities.
- Ask students to share other articles they have read that included facts, examples, and anecdotes. Students may mention a chapter in a history textbook or a newspaper article.
- Tell students that authors include facts, examples, and anecdotes that elaborate on key ideas in order to keep readers interested in the text and to help readers better understand the key ideas.

Genre Focus

**Informational Texts: Historical Account**

Tell students that in this lesson they will read a type of informational text called a historical account. A historical account provides information about a topic in history. A historical account often has an engaging opening and a body text that contains facts, examples, anecdotes, reasons, and descriptions. The author’s purpose is to inform or explain.

Based on these characteristics, ask students to name historical textbooks or other books they have read. What were the books’ topics? What facts, examples, or anecdotes were included? Students may mention books about the American Revolution.

Discuss that students should identify the article’s topic when they read a historical account. Then they look for names, dates, places, and other factual details that tell more about the topic. Finally, they should distinguish anecdotes and recognize how the anecdotes add additional information and elaborate on the topic.

Explain that “Atlantis: Lost City?” tells about a legendary city that may have existed in the Atlantic Ocean. “Seven Cities of Gold” and “The Search for El Dorado” tell about the possible long-ago existence of wealthy cities in North and South America. The article “Secrets of the Lost City of Z” tells about the adventures of explorers who searched for a lost city in South America.
AT A GLANCE

Students read an informational article about the lost city of Atlantis. They identify facts and examples that elaborate on the key idea.

STEP BY STEP

• Remind students that they read an article in which they identified a fact, an example, and an anecdote that illustrated the article’s topic. Now they will learn how to identify facts and examples that elaborate on a key idea.

• Read aloud “Atlantis: Lost City?”

• Read the question: “What information does the author include to elaborate on the history of Atlantis?”

• Tell students you will use a Think Aloud to help answer the question.

Think Aloud: As I reread, I can look for facts about what may have happened to Atlantis. The article states that there were two theories about Atlantis. I read that one theory is that Atlantis was located off Europe in the Atlantic Ocean. An example related to this fact is that a massive earthquake devastated the island.

• Direct students to the chart. Review that it shows facts and examples from the article.

• Point out the first row of the chart and the fact given about the first theory. Read the example and discuss how it helps readers understand the first theory that an earthquake may have caused Atlantis to sink. Have students find and underline this example in the first paragraph.

Think Aloud: Now I’ll reread about the second theory. The second theory is that Atlantis may have existed on the island of Thera in the Aegean Sea. The example in the text is that the island sank into the sea after a major volcanic eruption.

• Tell students to underline the sentence in the article that shows an example of what may have happened to Atlantis on the island of Thera. Have students write the example in the chart.

• Finally, have students answer the question at the bottom of the page. Invite volunteers to share their answers with the class.

Tier 2 Vocabulary: Speculated

• Guide students to the word speculated in the first sentence. Ask students to tell what speculated means in this sentence. Guide them to point out context clues that help them understand this meaning. (“to make a guess”; the clues “legendary” and “according to one theory” help me know) (RI.6.4; L.6.4.a)

• As needed, explain that the Latin root spec means “look.” Discuss other words with the root: spectator, inspect, spectacle. (L.6.4.b)
At a Glance
Students read about the Seven Cities of Gold. They answer a multiple-choice question and analyze how an anecdote helped them select the correct answer.

Step by Step
- Tell students that they will read an article about a place said to have cities of gold.
- Remind students that good readers look for details that tell more about the key idea. Close Reading will help students identify Coronado's reaction upon reaching Cibola. The Hint will help them understand Coronado's feelings when he reaches the place Niza told him about.
- Have students read the article and underline the sentence that tells Coronado's feelings, as directed by Close Reading.
- Ask volunteers to share the sentence they underlined. Discuss how the sentence shows Coronado's feelings. If necessary, ask: How do people's expectations relate to their feelings? Why do you think Coronado was disappointed?
- Emphasize the importance of considering each answer choice to a multiple-choice question and eliminating those that are obviously incorrect.

Answer Analysis
Choice A is incorrect. The sentence tells about Niza's stories, not how Coronado is affected by them.

Choice B is correct. It correctly tells Coronado's feelings upon reaching the place told in Niza's stories.

Choice C is incorrect. The sentence describes what Niza told about in his stories, not how the stories affected Coronado.

Choice D is incorrect. Although the sentence describes how Coronado sets out for Cibola based on information in Niza's stories, it does not describe Coronado's feelings.

Error Alert: Students who did not choose B may have thought the question asked about Niza's stories or Coronado's actions. Point out the phrase in the question how Coronado is affected and explain that only B gives an example of Coronado's feelings.

Tier 2 Vocabulary: Account
- Direct students to the word account in the last sentence of the article. Review that some words have more than one meaning. Remind them to use context clues in nearby words and phrases to figure out which meaning is intended. Ask them what account means in this context (“a story about an event”). (RI.6.4; L.6.4.a)
- Explain that the noun account can also mean “a financial or business record.” Have students use the word account in a sentence using this meaning.
The Search for El Dorado

By Lauren Octavio

Genre: Article

L4: Analyzing Key Ideas in a Text

Read the article. Use the Study Buddy and the Close Reading to guide your reading.

The Search for El Dorado

1. Where did the story of the lost city of gold, known as El Dorado, come from? During the 16th and 17th centuries, explorers searched for this legendary land. The lure of gold led to much disappointment, wasted years, and even death.

2. Gonzalo Pizarro, a Spanish explorer in South America, first heard the tales of the golden land from the natives. They told about a place in the Andes Mountains where people worshipped a chieftain covered in gold who tossed golden treasures into a lake. Stories claimed that the chief’s followers adorned themselves with gold and jewels that were plentiful in this rich land. The chieftain was known as El Dorado—one who is gilt, or covered in gold.

3. When the story of the golden city reached Pizarro, he was determined to find this place for himself and claim the gold. In 1541, he led an expedition to find El Dorado. The party suffered hunger, sickness, and attacks by hostile natives. After much hardship, Pizarro was forced to return home.

4. Where did the stories of El Dorado come from if such a city never existed? They might be based on an actual place near Bogota, Colombia. The Muisca people living there were governed by a chief. When a new chief came into power, he was covered in oil or clay and sprinkled with gold dust. In a ritual to ensure a good harvest, the chief would float out to the middle of a lake on a raft and leap in. Later, it was found that the area contained some gold mines, but the riches were nowhere as abundant as in the stories about El Dorado.

ELL Support: Homophones

- Explain that homophones are words that sound alike but have different spellings and meanings. Point out the homophone tales in paragraph 2. Write the word tails on the board.

- Pronounce the two words and discuss their meanings (“stories” and “animals’ body part”).

- To reinforce understanding of homophones, say the word knew. Some students may hear new. Work with students to define the word they heard. Write students’ definitions on the board; then write the words next to them. For example, if students say “understood,” write knew next to it. Repeat for the other word (new: “latest”). Explain that the words sound alike but have different meanings.
Lesson 4

**Part 4: Guided Practice**

### STEP BY STEP

- Have students read Questions 1–3, using the Hints to help them answer the questions.

**Tip:** If students have trouble answering question 1, have them refer to the underlined text in the article. Ask students how the sentence differentiates Pizarro from other explorers.

- Discuss with students the Answer Analysis below.

### ANSWER ANALYSIS

1. The correct choice is A. It tells how Pizarro distinguished himself from other explorers. Choice B describes only the stories about El Dorado. Choice C describes what motivated the explorers’ searches. Choice D does not relate to the idea of many explorers searching for El Dorado.

2. Choice B is correct. A chief sprinkled with gold dust may have led people to think El Dorado had a golden chief. Choice A describes people telling a story about El Dorado. It does not elaborate on how those hearing the story may have come to believe in a golden chief. Choice C tells a fact about Pizarro. Choice D tells the origin of the name El Dorado but not why some thought it had a golden chief.

3. Sample response: Stories about El Dorado said, “The chief’s followers adorned themselves with gold and jewels that were plentiful in this rich land.” No evidence in the text suggests that the Muisca people were richly clad. The gold dust covering the Muisca chief may have floated in the water during the harvest ritual, but the chief did not toss golden treasures into a lake, as claimed in the stories about El Dorado. The area where the Muisca people lived “contained some gold mines, but the riches were nowhere as abundant as in the stories about El Dorado.”

### RETEACHING

Use a chart to verify the answer to question 1. Draw the chart below, leaving the boxes blank. Fill in the boxes with students. Sample responses are provided.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many explorers have searched for the legendary land of El Dorado.</td>
<td>Pizarro was determined to find the lost city of El Dorado and claim the gold for himself.</td>
</tr>
</tbody>
</table>

### Integrating Standards

Use these questions to further students’ understanding of “The Search for El Dorado.”

1. When did explorers search for the lost city of El Dorado? Cite evidence from the text in your response. *(RI.6.1)*

   “During the 16th and 17th centuries, explorers searched for this legendary land.”

2. What is the central idea of this text? How is it explained through specific details? *(RI.6.2)*

   This text is about the search and possible explanations of the legend of the golden city of El Dorado that had a chieftain covered in gold. Pizarro was an explorer who led an expedition to find this place, but he failed. The legend of El Dorado may have been based on the Muisca people who sprinkled their chief with gold dust.
Read the article. Then answer the questions that follow.

from “Secrets of the Lost City of Z”
by Anthony Mason, CBS News Sunday Morning

Since the dawn of the modern age, the notion of a pre-historic world, hidden deep in the jungle and untouched by the passage of time, has captivated our imaginations.

Before "Jurassic Park," before "King Kong," there was "The Lost World." Written in 1912 by Sherlock Holmes’ creator, Sir Arthur Conan Doyle, "The Lost World" was in turn largely inspired by the real-life adventures of one remarkable man: Col. Percy Harrison Fawcett.

David Grann, a staff writer for The New Yorker magazine, says in his time Fawcett was a larger-than-life figure: "Oh, he really was. I mean, he was the last of those kind of great territorial explorers who would plunge into the black spots on the map, carrying a machete, essentially, and an almost divine sense of purpose."

Grann was researching an article on Conan Doyle when he came across a reference to Fawcett.

"I had typed Fawcett's name into one of those newspaper databases, and up came all these kinds of crazy headlines: Fawcett disappears into the unknown. A movie star kidnapped trying to save Fawcett."

Grann started digging. Fawcett, he learned, was an honored member of Britain's renowned Royal Geographical Society.

"He would live in the jungle for years at a time without contact with the world," Grann said. He discovered stories about "how he'd battle anacondas and electric eels, and how he'd emerge with maps of regions that no one had ever came back from."

In April, 1922, Fawcett set out with just two others—his 21-year-old son Jack, and Jack’s best friend, Ralph Hume—on what was to be his crowning adventure: finding the remains of a lost world he believed existed deep in the Amazon jungle of South America.

Fawcett called his mythical city, simply, "Z."

After 39 years as an explorer, Fawcett's survival skills were unrivaled. But this time, he went in... and never came out.

"Well, we know he got as far as a place called Dead Horse Camp, where he would send these dispatches back for five months," said Grann. "And then after the fifth month, the dispatches ceased. And they were never heard from again."

"And they could see the fire for five days, rising above the treetops. And then on the fifth day, it went out as if it was snuffed out. And they had no doubt that they had been killed by the Indians."

No physical trace of Fawcett has ever been found. But Grann’s efforts did bring one revelation to light: Fawcett may have been right about the “lost civilization” after all.

"In the last few years, archaeologists are now going into this region using high-tech gadgetry that Fawcett could never imagine—satellite imagery, ground penetrating radars to pinpoint various artifacts,” said Grann. "And they are discovering ancient ruins scattered throughout the Amazon."

"One archaeologist has found, in the very area where Fawcett believed he would find Z, 20 pre-Columbian settlements that had roads built at right angles, bridges, canoes, and that a cluster of these settlements that were interconnected had populations of between 2,500 to 5,000 people, which would have made them the size of many medieval European cities at the time."

Part 5: Common Core Practice

L4: Analyzing Key Ideas in a Text

AT A GLANCE

Students independently read a longer article and answer questions in a format that provides test practice.

STEP BY STEP

• Tell students to use what they have learned about reading closely and analyzing how key ideas are elaborated on to read the passage on pages 32–33.

• Remind students to underline or circle important points.

• Tell students to answer the questions on pages 33–34. For questions 1–3, they should fill in the correct circle on the Answer Form.

• When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them. Have students fill in the Number Correct on the Answer Form.

ANSWER ANALYSIS

1. Choice C is correct. The second paragraph gives examples of movies and books about lost cities. Choice A is not supported by the text. Choice B is incorrect. It describes how the author sums up the article, not introduces it. Choice D is incorrect. The author does not explain why Fawcett is fascinated with prehistoric lost cities.

Theme Connection

• How do all the articles in this lesson relate to the theme of legendary places?

• Based on what you have read in the articles, what similarities and differences are there between these legendary places?
Part 5: Common Core Practice

Lesson 4

L4: Analyzing Key Ideas in a Text

2 Choice A is correct. The author recounts events from after he read about Fawcett’s disappearance. Choice B is incorrect. The author does not include anecdotes from Fawcett’s dispatches. Choice C is incorrect. The researcher did not conduct his own search for Fawcett. Choice D is incorrect. The author does not primarily illustrate Fawcett’s experiences through description of the dangers.

3 Choice A is correct. Lynch’s search shows that he was one of several people who searched for Fawcett. Choice B is incorrect. The author’s purpose is not to compare and contrast the explorers’ abilities. Choice C is incorrect. There is no evidence that the tribesmen who kidnapped Lynch killed Fawcett. Choice D is incorrect. Lynch’s search is not connected to Fawcett’s theories.

4 Sample response: The author lists facts he discovers about Fawcett, relates anecdotes that give examples of Fawcett’s expertise, and describes his own and other failed missions to develop the idea of Fawcett as a “remarkable man.” The author describes how “He discovered stories about ‘how he’d battle anacondas and electric eels, and how he’d emerge with maps of regions that no one had ever come back from.’”

Integrating Standards

Use these questions and tasks as opportunities to interact with “Secrets of the Lost City of Z.”

1 What experience does Grann use as the basis for his book The Lost City of Z? Cite evidence from the text. (RI.6.1)

Grann uses his own experience of traveling to the same jungle as Fawcett traveled to. Grann writes, “We stayed with many of the same tribes that Fawcett stayed with.”

2 Cite two details from the text that support the idea that Grann did not initially intend to write about Fawcett. (RI.6.2)

“Grann was researching an article on Conan Doyle when he came across a reference to Fawcett.” “I had never heard of this man …”

3 The last paragraph describes “a cluster of these settlements that were interconnected.” What does interconnected mean? (RI.6.4; L.6.4.b)

The prefix inter means “between,” so interconnected means “having connections between things.”

4 Explain who the author is referring to when he mentions Fawcett’s “least likely pursuer.” (RI.6.1)

The author is referring to Grann because Grann may have solved the mystery of Fawcett’s disappearance despite the fact that the author mentioned previously that Grann did not set out to write about Fawcett.

5 Discuss as a class: Have students take turns reading sections of the article and summarizing each section’s key points. (RI.6.2, SL.6.1)

Discussions will vary. Encourage students to use their own words in their summaries.
Writing Activities

Reader’s Theater (W.6.3)

- Have students consider what they learned about Colonel Percy Fawcett’s life and adventures in “Secrets of the Lost City of Z.”
- Challenge students to write a reader’s theater script based on one or more events in Fawcett’s life. Explain that a reader’s theater is like a play. Tell students to use specific details from events described in the article “Secrets of the Lost City of Z” in their scripts and include what they think Fawcett might have said.
- Allow time for students to share their scripts with the class.

Intensive Pronouns (L.6.1.b)

- Have students reread the last sentence in “Seven Cities of Gold.” Ask students to identify the pronouns in the sentence (he, himself). Point out the intensive pronoun himself. Explain that intensive pronouns are used to place extra emphasis on the subject of a sentence.
- Have students identify the subject of the sentence that himself refers to (Niza). Ask students to list other intensive pronouns (myself, yourself, itself, ourselves, yourselves, themselves). Have students write three sentences using three different intensive pronouns.

LISTENING ACTIVITY (SL.6.1.c)

Listen Closely/Pose a Question

- Have one student read aloud “Atlantis: Lost City?” while the other students listen closely.
- Then have each student pose a question they have about the information in the article.
- Encourage students to pose basic questions, as well as more complex questions, such as “What similarities are there between the two theories about Atlantis?” Have students listen carefully to one another’s questions and take turns responding.

DISCUSSION ACTIVITY (SL.6.1)

What’s Your Perspective?

- After rereading “The Search for El Dorado,” have students discuss in small groups how Pizarro’s quest was influenced by the tales he heard.
- Students can paraphrase sections of text to support their point of view.
- Have students picture themselves in Pizarro’s place and describe how they would feel and act.
- Have students appoint a group leader, choose one student’s perspective from the group, and report to the class.

MEDIA ACTIVITY (RI.6.2; W.6.2.a; W.6.4)

Be Creative/Make a Book Cover and Flap

- Invite students to create a book cover and flap for “Secrets of the Lost City of Z.” Have them create their own drawings or collages for the cover. Tell them to incorporate details that illustrate the main idea of the book.
- Tell students to write copy for the cover flap that includes a brief summary of the book.

RESEARCH ACTIVITY (W.6.8; SL.6.4; SL.6.5)

Write a Report/Create a Display

- Have students use the information in “Secrets of the Lost City of Z” to write a report on the lost city of Z.
- Have students create a visual display, such as a map, to accompany the report.
- Students should research additional information to include, such as more details about Grann or Fawcett, as well as create a bibliography containing valid sources that they used to write their report.
- Students should read their report for the class.