

# Teacher's Guide



# dig<sup>TM</sup>

**INTO HISTORY**



From Cricket Media

**Tour the  
Alhambra**

**Pg 18**

**Into the Deep  
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# Isabel I of Castile



**Teacher’s Guide for *Dig: Isabel I of Castile***

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**OVERVIEW**

*In this magazine, readers will learn about Isabel of Castile’s marriage and succession to the throne of Castile. **Dig: Isabel I of Castile** includes*

*information about Isabel and Fernando’s family, accomplishments, and actions, including uniting Spain, sponsoring Columbus’s voyages, and leading the Inquisition.*

**ESSENTIAL QUESTION:**

***How did Isabel’s actions impact the development of Spanish culture and history?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

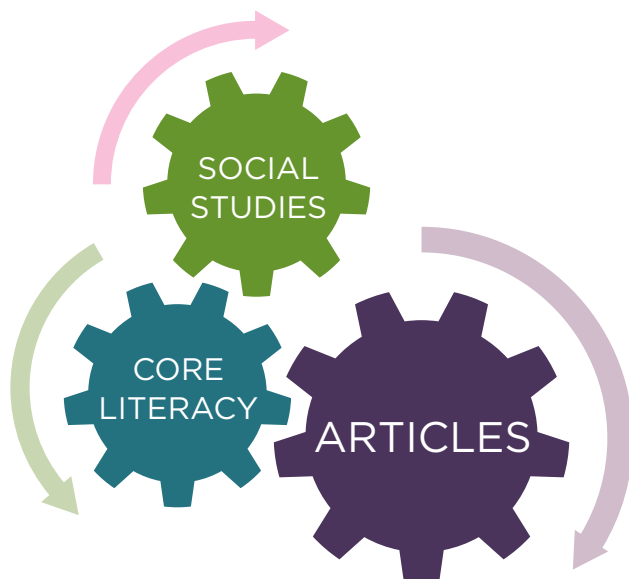
## **READ INDIVIDUAL ARTICLES PAGES 4 - 13**

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## **TEACH A MINI-UNIT PAGES 15 - 17**

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



**Essential Question:** How did Isabel's actions impact the development of Spanish culture and history?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Marry Him!</b> Expository Nonfiction	Individuals and groups from the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Features</li> <li>Determine Author's Purpose</li> <li>Write a Journal Entry</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 6</i> <i>Writing 3</i>
<b>Not All Was Bliss!</b> Expository Nonfiction	Political events can lead to significant historical change.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Evaluate an Argument</li> <li>Debate a Topic</li> </ul>	<i>Reading 1, 2, 3, 7 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 4</i>
<b>Determined to Succeed</b> Expository Nonfiction	Individuals and groups from the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Evaluate Word Choice</li> <li>Analyze Text Structure</li> <li>Write a Dialogue</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 5</i> <i>Writing 3</i>
<b>Auto-de-Fe</b> Expository Nonfiction	Changes in laws can have both anticipated and unanticipated consequences.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Interpret Visual Information</li> <li>Research and Write a Report</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 7</i> <i>Writing 2 &amp; 7</i>
<b>Granada Falls</b> Expository Nonfiction	Political events can lead to significant historical change.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Literary Devices</li> <li>Evaluate Evidence</li> <li>Write a Letter</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 8</i> <i>Writing 1</i>
<b>To the East!</b> Expository Nonfiction	Past events are examples of historical change or continuity.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Determine Author's Purpose</li> <li>Conduct a Survey</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 6</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Love + Family</b> Expository Nonfiction	Individuals and groups from the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Analyze an Argument</li> <li>Conduct an Interview</li> </ul>	<i>Reading 1, 2, 3, 7 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Her Will</b> Expository Nonfiction	Individuals and groups from the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Evaluate Word Choice</li> <li>Evaluate Evidence</li> <li>Research and Write a News Article</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 7</i> <i>Writing 2 &amp; 7</i>
<b>The Alhambra</b> Expository Nonfiction	Cultural and environmental characteristics of places change over time.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Analyze Multiple Perspectives</li> <li>Write a Poem</li> </ul>	<i>Reading 1, 2, 3, 7 &amp; 9</i> <i>Writing 3</i>
<b>Andalusian Queens</b> Expository Nonfiction	Individuals and groups from the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Determine Author's Purpose</li> <li>Deliver a Speech</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 6</i> <i>Speaking &amp; Listening 1, 4 &amp; 6</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2 & 3; Writing 2*





Because she was the heir to the throne of Castile, Isabel had many marital prospects, but she didn't want to marry for politics or money alone.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals and groups from the same historical period may differ in their perspectives.

## CROSS-CURRICULAR EXTENSION

**Family and Consumer Science**  
Learn the proper etiquette for a formal event like a wedding or dinner with an official.

## KEY VOCABULARY

**appall (p. 2)** to cause (someone) to feel fear, shock, or disgust

**betrothed (p. 3)** engaged to be married

**confrontation (p. 3)** a situation in which people, groups, etc., fight, oppose, or challenge each other in an angry way

**elope (p. 3)** to run away secretly to get married

## PREPARE TO READ

Share the scenes from *Fiddler on the Roof* where Tevye decides about each suitor for his daughters. Have the students consider the basis for each of Tevye's choices. Why are they important? How are spouses selected in the students' cultures? Lead to a discussion about royal choices.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about Enrique's personality based on his actions toward Isabel and his choices? Use details from the text to support your answer. *CCSS Reading 1*
- What are possible interpretations of the title of the article? How do they relate to the main idea and theme? *CCSS Reading 2*
- List the pros and cons of each of Isabel's possible spouses. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Features** What is the purpose of the section headings in this article? How do they impact the tone of the main text? Use details from the text to support your answer. *CCSS Reading 5*
- **Determine Author's Purpose** What was the author's purpose in writing this article? Cite textual evidence that points toward that purpose. *CCSS Reading 6*

## WRITING

**Write a Journal Entry** If you could marry anyone in the world, who would it be and why? You may choose someone living, dead, or imaginary, including someone you invent yourself.





Although their marriage was a success for the most part, they had to contend with infidelity, deaths of their children, and Isabel's niece, Juana, who had a claim to the throne of Castile.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Political events can lead to significant historical change.

## CROSS-CURRICULAR EXTENSION

**Math** Learn the distances between the islands depicted on the map and determine whether the map is drawn to scale. If so, what is the scale?

## KEY VOCABULARY

**endure (p. 4)** to continue to exist in the same state or condition

**succession (p. 4)** the act of getting a title or right after the person who had that title or right before you has died or is no longer able or allowed to have it

## PREPARE TO READ

Show students a word cloud containing reasons for war. (See War Word Cloud on page 19.) Define terms and give examples of wars fought for each reason. Discuss the validity of the reasons. Explain that students will read about a war of succession.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you conclude about common practices for selecting rulers during the 1400s? Use details from the text to support your answer. *CCSS Reading 1*
- What is the main idea of each subsection of the article? How do these main ideas relate to the overall main idea? *CCSS Reading 2*
- How does the author elaborate on the respect Isabel and Fernando showed each other? Cite the text to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Interpret Visual Information** Study the map on page 5. Which section of the text does it illustrate? How does the visual reference add to your understanding of the text? *CCSS Reading 7*
- **Evaluate an Argument** How does the author support the idea that the means by which Isabel became queen gives a clear sense of her character? Is the evidence sufficient and relevant? *CCSS Reading 8*

## SPEAKING AND LISTENING

**Debate a Topic** Was Isabel right to declare herself queen so quickly? Debate this with a classmate. Once your debate has concluded, list your most compelling arguments and use them in a debate with someone who came to the opposite conclusion.



Isabel was ruler of Castile, but she shared power with Fernando in other ways, striking a balance that made them successful together.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals and groups from the same historical period may differ in their perspectives.

## CROSS-CURRICULAR EXTENSION

**Art** Create a poster advertising Isabel as your choice for monarch of the century.

## KEY VOCABULARY

**acclamation (p. 7)** a vote to accept or approve someone or something that is done by cheers, shouts, or applause

**genuine (p. 8)** sincere and honest

**joint (p. 8)** doing something together

**viable (p. 7)** capable of succeeding

## PREPARE TO READ

What does it take to be a successful leader? Have students suggest character traits and give examples of why they matter. Ask them if the needed traits change based on the group being led. For example, does someone need different traits to lead a swim team and a nation? Why?

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why does the author mention the history of female rulers in Castile? *CCSS Reading 1*
- Which sentence in the text contains the main idea? Write a paragraph explaining how you determined that this was the main idea. *CCSS Reading 2*
- Cite sentences or phrases from the text that show where Isabel may have conformed with or gone against expected gender norms for a queen of her time. How did gender norms influence Isabel? *CCSS Info Text 3*

### Craft and Structure

- **Evaluate Word Choice** How does the use of foreign language terms affect the tone of the article and your understanding of it? *CCSS Info Text 4*
- **Analyze Text Structure** What is the overall structure of this text and why might the author have chosen to use that structure? How does each section fit within the structure? *CCSS Reading 5*

## WRITING

**Write a Dialogue** Write an imaginary dialogue between Isabel and Fernando in which they negotiate their new roles as queen and king consort.



Fernando and Isabel instituted the Spanish Inquisition as a means of creating unity after the years of warfare over Isabel's succession to the throne, but the secretive nature of the process and the fear it promoted led to disunity.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Changes in laws can have both anticipated and unanticipated consequences.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Research Tomas de Torquemada and write a brief biography of him.

## KEY VOCABULARY

**heretic (p. 13)** someone who believes or teaches something that goes against accepted or official beliefs

**malicious (p. 13)** having or showing a desire to cause harm to another person

**scapegoat (p. 11)** a person who is unfairly blamed for something that others have done

## PREPARE TO READ

Present the rights for criminal defendants listed in constitutional amendments. Include the purpose for each. Use visuals where possible. Assign each student one right and have them write what they believe would happen if that right wasn't guaranteed.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Read the introductory section of the article and predict what the remainder will be about. Check your predictions as you continue to read. *CCSS Reading 1*
- What is the main idea of this article? Trace its development within the text. *CCSS Reading 2*
- How did the inquisition imposed by Fernando and Isabel differ from other inquisitions? Support your answer with evidence from the text. *CCSS Reading 3*

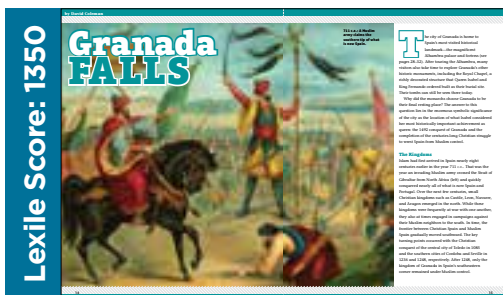
### Craft and Structure

- **Determine Author's Purpose** What was the author's purpose in writing this text? How does the structure of the article help you determine that purpose? Cite details from the text to support your answer. *CCSS Reading 6*
- **Interpret Visual information** Study the images that accompany the text. What mood does each create? How did the artist develop that mood? How does this impact your understanding of the text? *CCSS Reading 7*

## SPEAKING AND LISTENING

**Research and Write a Report** Research the relationship between the Catholic church and a European monarch of the time period and write a report explaining how one influenced the other.





For years, Muslims, Jews and Christians lived mostly peacefully within Spain, but border skirmishes led to a war that allowed Isabel to unite Spain under Catholic rule.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Political events can lead to significant historical change.

## CROSS-CURRICULAR EXTENSION

**Science** Research Muslim contributions to the sciences during the 1400s. How are these contributions impacting science today?

## KEY VOCABULARY

**characterize (p. 16)** to be a typical feature or quality of (someone or something)

**transformative (p. 16)** causing or able to cause a change

## PREPARE TO READ

Show images of Jews, Muslims, and Catholics practicing their religions. Explain that the groups practiced their religions side by side and were mostly peaceful for generations in Granada.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What do the royal decrees they signed suggest about the monarchs' feelings toward other religions? Use the text to support your inferences. *CCSS Reading 1*
- What are the main themes of this article? How does the author use the main ideas to illustrate the main themes? *CCSS Reading 2*
- What role did fighting within various groups play in the final battle over Granada? Use details from the text to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Literary Devices** The author opens the article in the present day and then flashes back to the past. Why might the author have chosen to use this device? Is it effective? *CCSS Reading 5*
- **Evaluate Evidence** What evidence supports the statement that Granada was symbolic for Isabel? Is the evidence sufficient? Cite details from the text to support your answer. *CCSS Reading 8*

## WRITING

**Write a Letter** Write a letter to Isabel and Fernando expressing your opinion about the end of the *convivencia*. Support your opinion with details from the text and your own experience.



Christopher Columbus's voyage east came on the tail of a united Spain because the monarchs were ready to conquer more territory and hoped to bypass areas owned by others.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Past events are examples of historical change or continuity.

## CROSS-CURRICULAR EXTENSION

**Science** Learn about the tools used for navigation on long sea voyages then and today. What are they and how and why do they work?

## KEY VOCABULARY

**demarcation (p. 21)** to show the limits or edges of (something)

**disheartened (p. 18)** to cause a person or group of people to lose hope, enthusiasm, or courage

**excessive (p. 21)** going beyond what is usual, normal, or proper

## PREPARE TO READ

Ask students to share what they already know about Columbus's voyages to the Americas. Explain that for Europeans living in the Late Middle Ages, exploration became a priority because of increased competition between states. Explain that in this article, they will learn more about the motivations of Spain, which supported Columbus's voyages.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

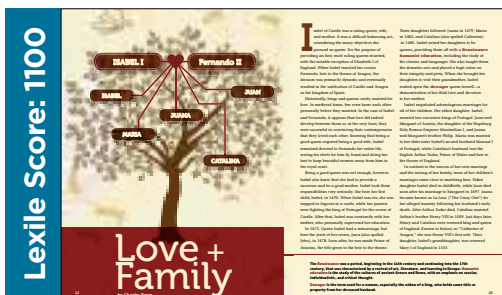
- What can you infer about Columbus based on the events he participated in? Use details from the text to support your answer. *CCSS Reading 1*
- The article presents themes of the impact of the unknown and leadership. Which best defines it? Cite the text in your answer. *CCSS Info Text 2*
- What is the relationship between earlier wars and the discovery of the Americas? Use details from the text to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** Compare the version of the story at the beginning of the article with the version that follows. How are they related? Why might the author have presented both? *CCSS Reading 5*
- **Determine Author's Purpose** Which words or phrases show the author's excitement about the topic? What does this suggest about the author's purpose in writing? *CCSS Reading 6*

## SPEAKING AND LISTENING

**Conduct a Survey** Columbus's voyages led to controversy. Survey students in your school to learn whether they are aware of the controversy and what their opinions of it are. Include information about Portugal, the accusations against Columbus, and the money he never received.



Isabel and Fernando had five children. All were raised for royalty and married well, but the marriages didn't hold up to their parents' example.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals and groups from the same historical period may differ in their perspectives.

## CROSS-CURRICULAR EXTENSION

**Art and English Language Arts**  
 Research and create an annotated family tree for Isabel and Fernando. Use images like portraits or coats of arms to illustrate it.

## KEY VOCABULARY

**advantageous (p. 23)** helpful or favorable

**alleged (p. 23)** said to have happened but not yet proven

**classics (p. 23)** the study of the literature, language, and culture of ancient Greece and Rome

**objective (p. 23)** something you are trying to do or achieve

## PREPARE TO READ

Ask the students how many of their mothers work outside of the home. Have them list all of the tasks their mothers accomplish in a day. Lead them to consider what Isabel might have had to do as both queen and parent.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What do the title and illustration on page 22 suggest about the topic of the article? Read to assess your prediction. *CCSS Reading 1*
- Is the importance of motherhood a theme or a main idea of this text? Locate evidence in the text to support your response. *CCSS Reading 2*
- Use evidence from the text to write a paragraph characterizing the relationship between Isabel and her children. *CCSS Reading 3*

### Craft and Structure

- **Interpret Visual Information** Study the illustration on page 22 and note the symbols used. What do you think each means and why? *CCSS Reading 7*
- **Analyze an Argument** Trace the argument that the children didn't have marriages that were as successful as their parents and review the evidence presented. *CCSS Reading 8*

## SPEAKING AND LISTENING

**Conduct an Interview** Have the students interview their parents about parental responsibilities and balancing those responsibilities with work, friends, and any other things they may need to.



While on her deathbed, Isabel set her affairs in order, including ensuring the security of her people by selecting her successor, making charitable donations, and writing new laws.

### ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

### CORE CONTENT CONCEPT

**Social Studies** Individuals and groups from the same historical period may differ in their perspectives.

### CROSS-CURRICULAR EXTENSION

**Health** Learn about psychological disorders that can cause emotional issues. Select one and write a paragraph about it.

### KEY VOCABULARY

**curb** (p. 25) to control or limit (something)

**egotism** (p. 25) the feeling or belief that you are better, more important, more talented, etc., than other people

**honorable** (p. 25) fair and proper

**shirk** (p. 24) to avoid doing something that you are supposed to do

### PREPARE TO READ

Read a draft of a simple will to students and explain the purpose of the document. (Templates can be found online.) Have them write journal entries in which they consider how they would settle their own affairs.

### CLOSE READING AND TEXT ANALYSIS

#### Key Ideas

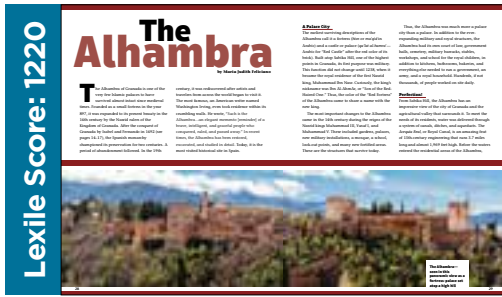
- Write a paragraph explaining why it's important to have a will. Use details from the text within your response. *CCSS Reading 1*
- What theme links the charitable acts Isabel took, the laws she passed, and the succession concerns she resolved as she lay dying? Use details from the text to support your answer. *CCSS Reading 2*
- How does the author introduce and elaborate on Isabel's need to select an heir to the throne? Use details from the text within your answer. *CCSS Info Text 3*

#### Craft and Structure

- **Evaluate Word Choice** The author uses a variety of terms or phrases to show Isabel was concerned or had resolved her concerns. List them and use a dictionary to better understand the connotations of each. *CCSS Reading 4*
- **Evaluate Evidence** What evidence does the author present to show that Philip and Juana weren't suited for the throne? Is it sufficient? *CCSS Reading 8*

### WRITING

**Research and Write a News Article** Research the results of Isabel's deathbed actions and write a news article explaining why it was important for Isabel to act on behalf of her people before she died. Include information about the purposes of her actions as well as the results of her choices.



The Alhambra housed Muslim sultans before Isabel and Fernando conquered Granada. Its architecture shows the influence of Islamic beliefs and engineering.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Cultural and environmental characteristics of places change over time.

## CROSS-CURRICULAR EXTENSION

**Science** Study the natural environment of Granada to learn the conditions necessary to grow the native crops.

## KEY VOCABULARY

**expanse (p. 31)** a large and usually flat open space or area

**feat (p. 29)** an act or achievement that shows courage, strength, or skill

**treatise (p. 32)** a book, article, etc., that discusses a subject carefully and thoroughly

## PREPARE TO READ

List Islamic achievements of the “Golden Age” and explain the conditions that made the Golden Age possible. Have students separate the achievements into categories. Explain that they will read about an Islamic architectural achievement.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about the Muslim rulers based on the quotes taken from Alhambra? Cite the quotes in your responses. *CCSS Reading 1*
- How does the author introduce the main idea? Does this help you identify it? *CCSS Reading 2*
- Trace the symbolism of the “perfect palace” as it’s described in the article. *CCSS Reading 3*

### Craft and Structure

- **Interpret Visual Information** Write a paragraph for each image to explain how it illustrates an element of the main text. *CCSS Reading 7*
- **Analyze Multiple Perspectives** Compare the quotes within the article to each other and the main text that refers to the same things. How does one perspective differ from the other? *CCSS Reading 9*

## WRITING

**Write a Poem** Write a poem expressing the beauty of the Alhambra. For inspiration, refer to the article as well as images you may find online.





Isabel wasn't the only strong female leader in the region at the time. Three others, Aisha al Hurra, Eleanor of Visceu, and Sayidda al-Hurra, also made names for themselves.

## ESSENTIAL QUESTION

**How did Isabel's actions impact the development of Spanish culture and history?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals and groups from the same historical period may differ in their perspectives.

## CROSS-CURRICULAR EXTENSION

**Science** Are the healing properties of hot springs real? If so, why do they work? Construct an experiment that could be used to test your information.

## KEY VOCABULARY

**corruption (p. 34)** dishonest or illegal behavior, especially by powerful people (such as government officials or police officers)

**infatuated (p. 33)** filled with foolish or very strong love or admiration

## PREPARE TO READ

List these on the board: intrigue, revenge, crackdowns on corruption, piracy, and a hospital. Ask how far students would go to help their people and maintain power. Explain that three queens were involved with all of these but the results varied.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- The article doesn't contain a concluding paragraph to tie all three segments together. Compose one. *CCSS Reading 1*
- Compare the main ideas of each section of the text. *CCSS Reading 2*
- Analyze the women mentioned. Note their deeds and personal characteristics. *CCSS Info Text 3*

### Craft and Structure

- **Analyze Text Structure** How does the section on Sayidda al-Hurra relate to the sections on the two queens who were born into royalty? How does it fit within the overall structure of the text? *CCSS Info Text 5*
- **Determine Author's Purpose** What is the author's purpose in writing this text? How does the author incorporate the views of others as part of accomplishing this purpose? Use details from the text to support your answer. *CCSS Info Text 6*

## SPEAKING AND LISTENING

**Deliver a Speech** Write a speech to promote one of the women. Use the analyses you completed as a Close Reading activity to help you. Deliver your speech to the class.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Read a variety of articles to determine whether Isabel and Fernando were a good match. Cite textual evidence, including the article it came from, to support your answer.
- Consider the order of articles in the issue. How do they build on each other to tell a complete story of Isabel? Write a short biography of Isabel.
- Isabel and Fernando were pious people. Read the issue and note evidence that supports this statement. Make a chart showing whether each instance of piety was positive or negative and for whom. (See chart on page 20.)
- Many articles refer to the role of queen and how responsibilities toward the people impact decisions. Write an essay on Isabel’s responsibilities as a woman and a queen of her time period.
- Read “Not All Was Bliss!” and “Her Will” and compare Isabel’s succession to the throne to Juana’s.
- What was Isabel’s greatest achievement? Read “Granada Falls,” “To the East!” and “Her Will” to learn more about her achievements and then write a persuasive essay to convince your class of your answer.
- Read “Granada Falls” and “The Alhambra” and write a paragraph explaining the complicated relationship between the Christians and Muslims of the Iberian Peninsula.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

In this issue, students explore the roles and responsibilities of Isabel, the first queen of a united Spain. In this Mini-Unit, students will create a royal coat of arms to symbolize Isabel and all of the responsibilities of being queen. They will write an explanation of the images they use.

ENGAGE

READ FOR A  
PURPOSE

APPLY

**ENGAGE:** Engage students in the topic of Isabel of Castile by asking students to consider how she balanced the responsibilities of her role within the confines of her time. Show students the coat of arms below and explain that it represented Isabel of Castile and can be found at St. Paul's Church in Valladolid, Spain. Have students hypothesize about the meanings of the items depicted. Explain that the castles represent Castile, but the lions represent Leon. The stripes and dragons refer to Sicily and Aragon, where Fernando ruled. The larger eagle appears to represent St. John Evangelist and Isabel's father, and the crown shows she was queen. (For more on the interpretation, see <http://www.hubert-herald.nl/EspanCastileLeon1.htm>.)



## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: Isabel the Responsible** Read the following to the students: “For this Mini-Unit, we are giving Isabel of Castile a new name. She was a responsible ruler, so we’ll call her Isabel the Responsible. So we can identify her as she participates in battles, we’ll give her a new coat of arms. Each student will design a version of Isabel the Responsible’s coat of arms.” Explain that identification was one of the first uses for coats of arms and refresh students’ memories of the one that actually belonged to Isabel. Tell the students they will make her a new one, but it won’t reference her royal ties alone. This coat of arms will represent all of her roles and responsibilities.

Explain that every part of a coat of arms, even its colors, has meaning. Share other examples from medieval times through modern versions and discuss modern uses for one. Remind students to pay careful attention to symbolism and discuss the symbols that appear on each. Tell students that they will have to explain the symbols that appear on their coats of arms in writing once they are complete.

**RETURN TO THE TEXT:** Explain to students that before they can create their coats of arms, they must gather information in order to develop a better understanding of Isabel’s characteristics and how best to symbolize them. Post the issue’s Essential Question in a prominent location and have students refer to it as they focus on their task. Have them reread at least three articles from the magazine and take notes. Instruct students to use the answers to questions on the article pages in this teacher’s guide to help them answer the Essential Question.



**APPLY: ISABEL THE RESPONSIBLE** Now that your students have gathered information about Isabel's characteristics, they are ready to create their coat of arms.

**STEP 1: Plan**

Once students have completed their research, help them decide which aspects of Isabel's roles and responsibilities they'd like to represent by distributing the list of questions below.

**Questions to ask yourself:**

Will I use a background color or image?

Will I use a motto?

How many segments will my shield need?

How will it be supported?

**STEP 2: Draw**

Show students the Blank Shield graphic organizer on the next page. Remind them that the shield will need to be divided and supported. Have students draw rough versions in pencil. Encourage them to use ClipArt or other tools to find images to use as symbols as well. It may be necessary to resize images or trace them to have them fit the coat of arms.

**STEP 3: Final Coats**

Review each student's coat of arms and have them explain their choices. Once you approve, ask students to add color and finalize their drawings. Also ask students to check to make sure they have answered the Essential Question with their designs.

**STEP 4: Write**

Have students write a draft of their explanatory paragraphs.

**STEP 5: Workshop**

Have student groups conduct a writing workshop to have their peers review their paragraphs to check for errors and to be sure all items and colors are explained.

**STEP 6: Display**

Display each coat of arms with its description and have the class decide which best answers the Essential Question for this issue.

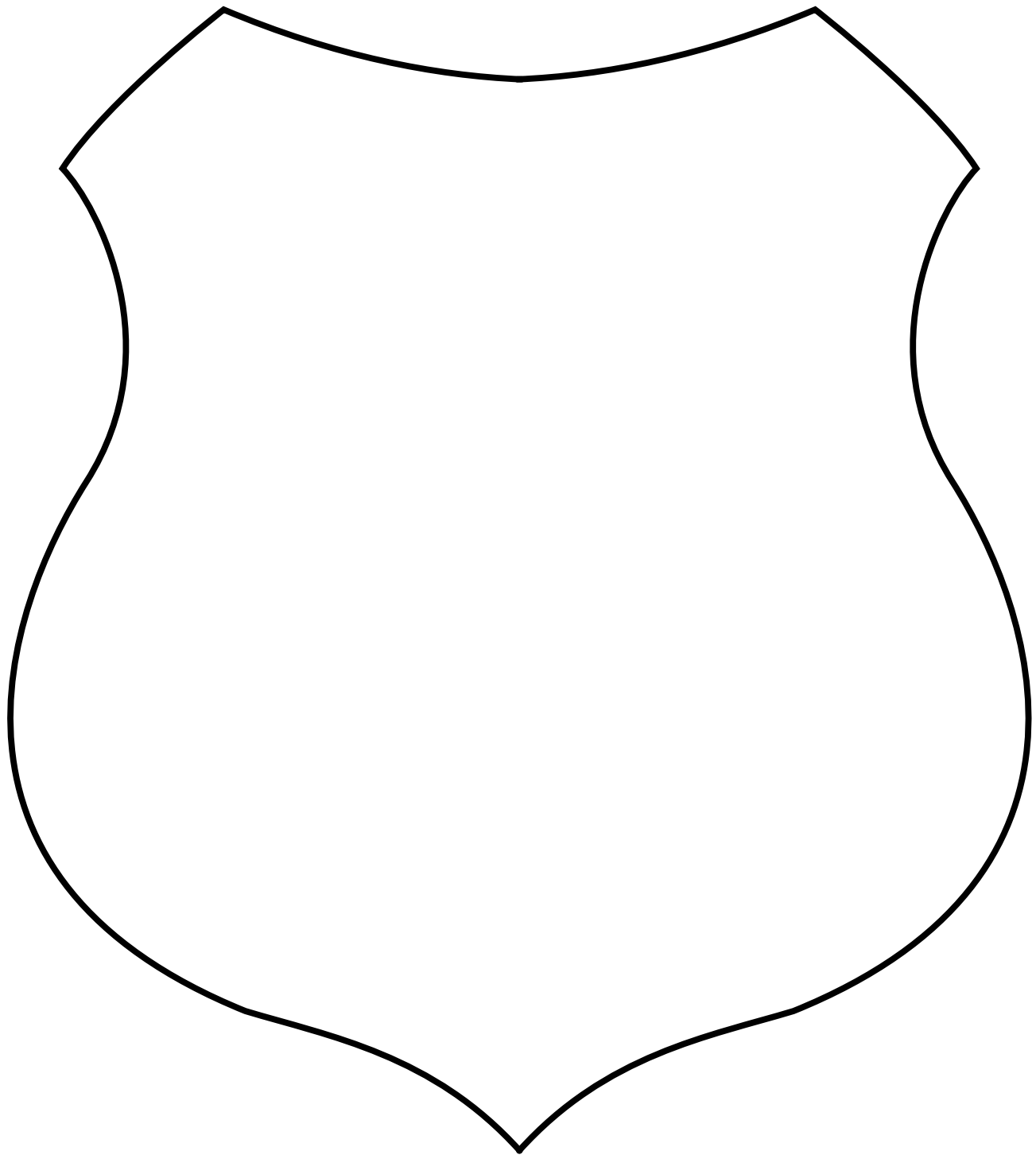






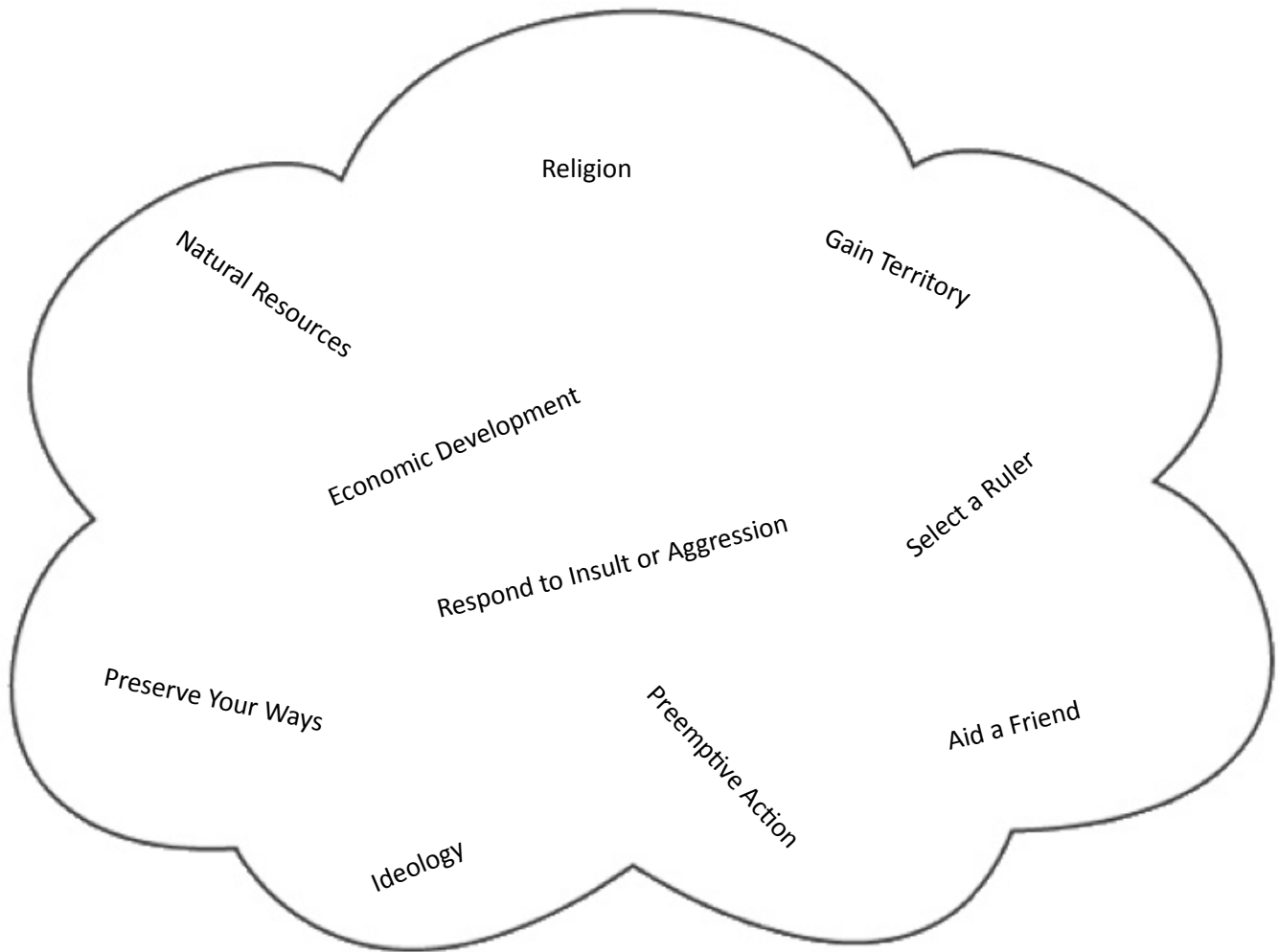
NAME: \_\_\_\_\_

**BLANK SHIELD: CENTER FOR THE COAT OF ARMS**



NAME: \_\_\_\_\_

## WAR WORD CLOUD





NAME: \_\_\_\_\_

### PIETY CHART

Examples of Piety	People Who Benefited	People Who Didn't Benefit





## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.



# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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## KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

## WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	





# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

**C3 INQUIRY ARC  
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

**STATE OR  
DISTRICT  
STANDARD**

## CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

## ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

## GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

## HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

### LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

### PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

### EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

### SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

