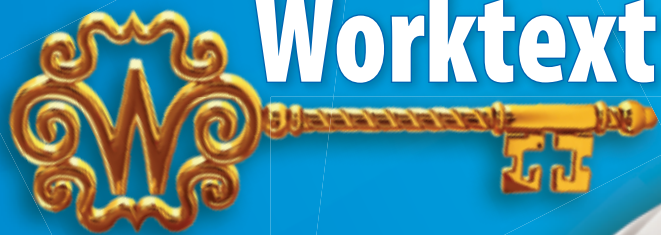


McGraw-Hill Reading WonderWorks

Interactive Worktext



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Education



Talk About It

Weekly Concept Influences



Essential Question

What influences the development of a culture?

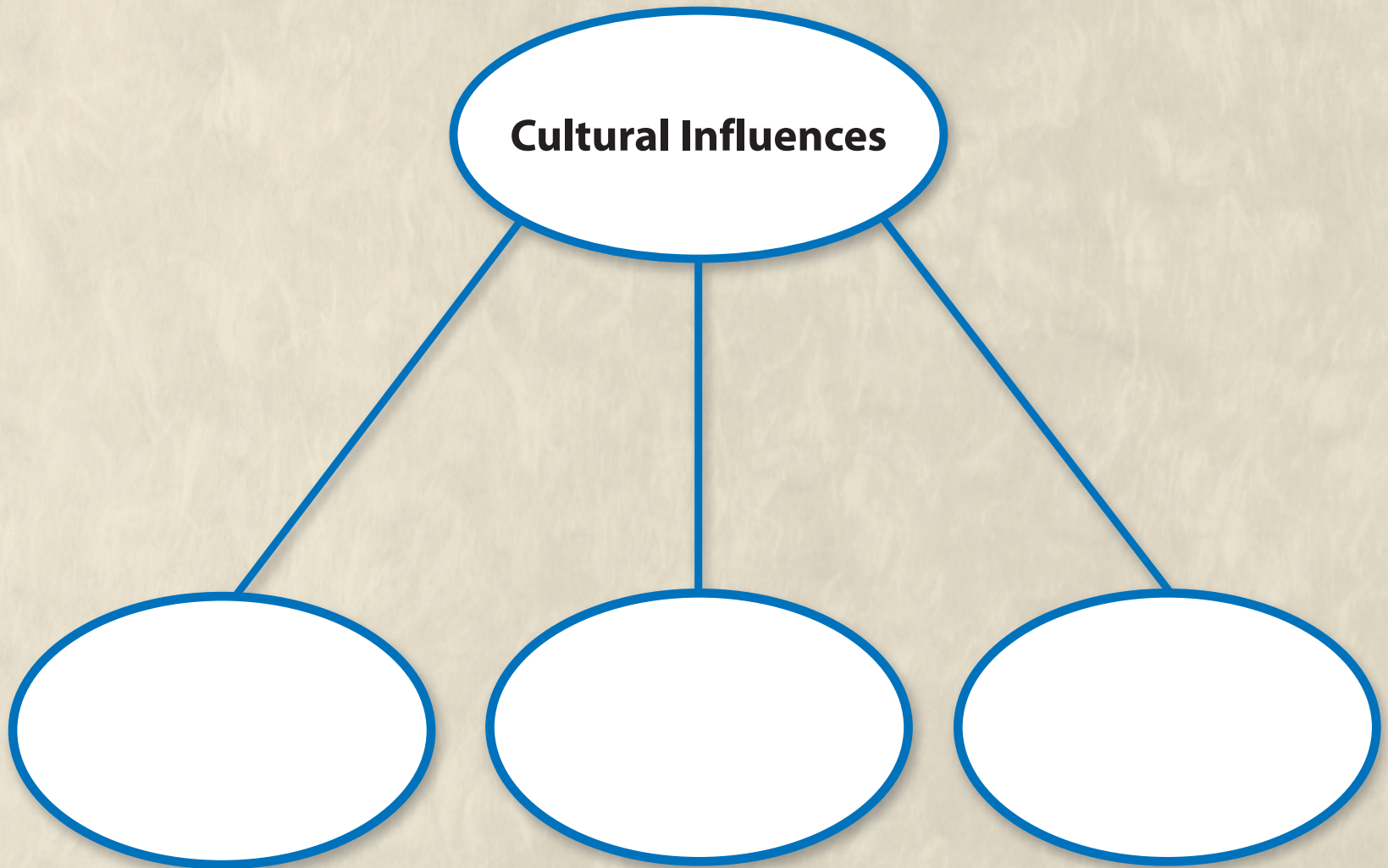


Go Digital!





Write words that describe the culture you see in the photograph.



How is the culture in the photograph different and similar to your own culture?



Vocabulary



Work with a partner to complete each activity.

1 benefit

Circle the item that would be a *benefit* to someone learning to swim.

goggles skates ice

2 deftly

Act out moving *deftly* through a crowd of people.

3 derision

Circle the ways that someone would treat you with *derision*.

make fun of you
encourage you
put you down

4 eaves

Where on a house would you find the *eaves*?

5 expertise

Tell your partner how you gained *expertise* in something.

6 impudence

Circle the actions that show *impudence*.

showing respect
being rude
interrupting someone

7 legacy

Describe a skill you learned that could be called a *legacy*. How did a family member or teacher pass it on to you?

8 symmetry

Draw a picture of something whose parts show *symmetry*.



High-Utility Words

Linking Words

Coordinating conjunctions link two words or sentence parts. Examples: *and, but, or, so*

Circle the linking words in the passage.



Luis was strumming his guitar and humming along. Ray watched and enjoyed his friend's playing. Luis was young, but he played very well. Did he have natural talent, or did he have a really good teacher? Ray wanted to know, so he asked. Luis said he had learned from his father, and his father had learned from *his* father.



My Notes

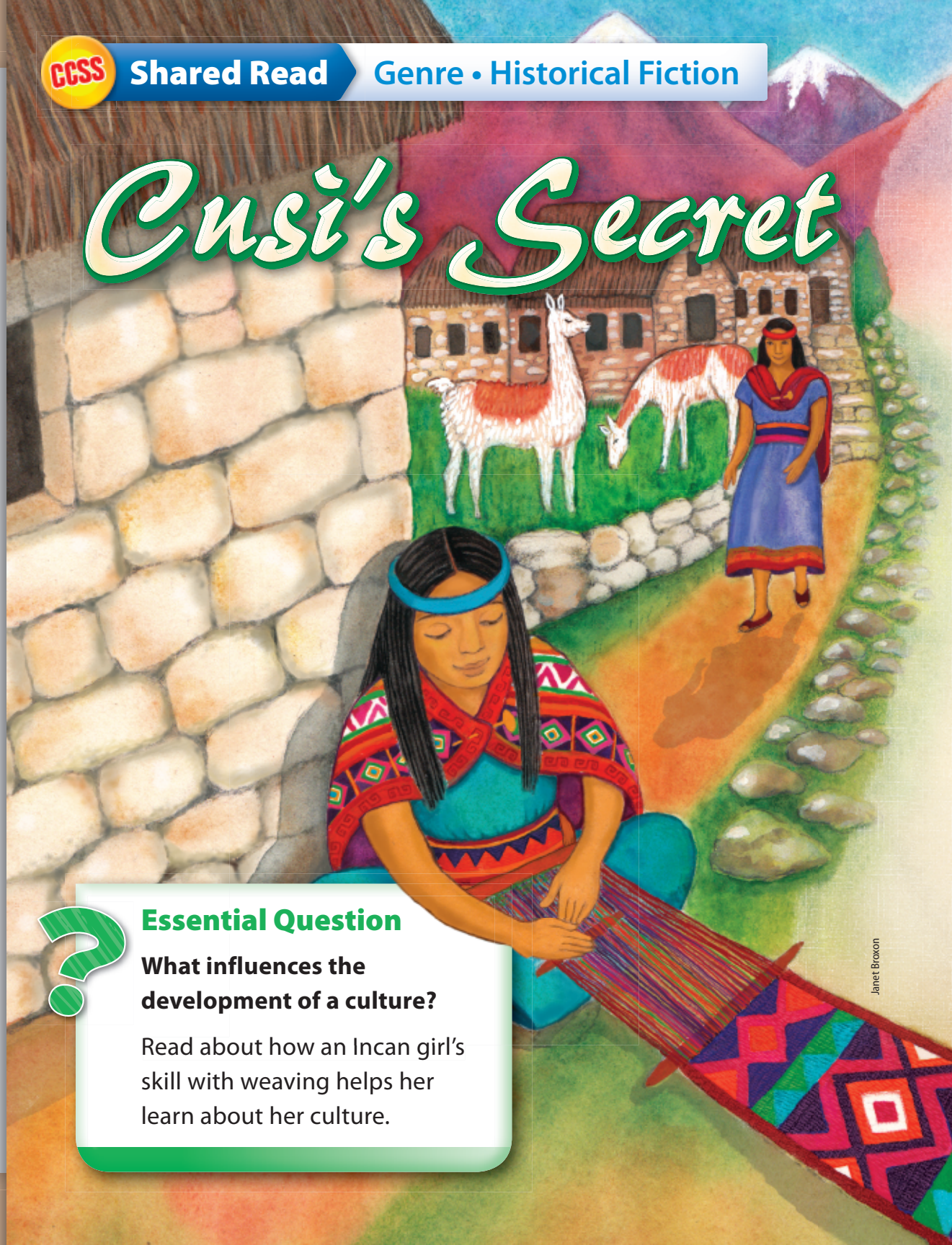
Use this page to take notes as you read "Cusi's Secret" for the first time.

CCSS

Shared Read

Genre • Historical Fiction

Cusi's Secret



Essential Question

What influences the development of a culture?

Read about how an Incan girl's skill with weaving helps her learn about her culture.

Janet Broxon

Beautiful textiles were valued by the Inca, whose empire arose in what is now Peru. The year is 1430. Cusi is an 11-year-old Incan girl with a special talent for weaving. Few girls were allowed to be educated in Inca society, but Cusi dreams of going to school.

A Family Tradition

Cusi and her mother were working at their looms. A curious girl, Cusi asked, “Tell me again, Mama. How is it that our family became such fine weavers?”

“When I was a girl, your grandmother taught me to shear wool from the alpaca in our herds and then to weave it,” Cusi’s mother patiently responded. “It was *her* mother—your great-grandmother—who had passed our family’s **legacy** on to her.”

Cusi took her loom to sit below the **eaves** of their house. She gazed at the girls’ schoolhouse gleaming on a nearby hill. “How I wish I could go there,” she said longingly. “I do not understand. There are schools for all boys, but so few girls get to learn. It is not fair!”

A Special Invitation

Just then, Cusi spied one of the school’s *mamaconas*, or teachers, walking along a nearby path. Cusi fell silent as the woman stopped to watch her weave. Pretending not to see the teacher, she did her very best to show off her skills.

Cusi began working a **vibrant** pattern into the perimeter of the cloth. Her hands **deftly** glided over the bright woolen strands, darting as quickly as a hummingbird flies. The teacher watched in amazement, impressed by the liveliness and **symmetry** of Cusi’s design.

Then Cusi heard a knocking sound. She looked up to see her parents greeting Mamacona at the door. Humbly, the teacher said to them, “I watched your daughter working at her loom. She is young

Text Evidence

1 Comprehension

Point of View

Reread the first paragraph. **Draw a box** around the words that tell you which character is asking the question. How do you know Cusi is *not* telling the story?

2 Organization **ACT**

Reread the second paragraph. **Circle** details that tell you when the events took place. What does Mama’s answer tell you about weaving in Cusi’s family?

3 Expand Vocabulary

Something that is **vibrant** is bold or exciting. **Underline** details that show Cusi’s weaving is *vibrant*.

Text Evidence

1 Comprehension

Point of View

Reread the second paragraph.

Draw a box around details that show what Cusi's parents think about. **Draw a box** around details that show what Cusi is feeling.

2 Expand Vocabulary

A **garment** is an item of clothing.

Underline details that show what a *vicuña* wool *garment* is like.

3 Organization ACT

Reread the last four paragraphs.

Circle details that show that Cusi's conversation with the village elder took place in the past. What does this flashback tell you about Cusi's interest in learning?

to have such **expertise**. Will you allow her to be a student?"

Cusi wanted to jump up and shout for joy, but Incan girls should not display such **impudence**. So she remained still. Finally, Cusi's father spoke. "We will miss her, but we would be honored to have Cusi attend school. An education will be of great **benefit** to her."

That night, Cusi's parents made the arrangements. They decided she should leave in just one week. Cusi felt such optimism, but she was nervous, too.

Much to Learn

Cusi found living at the school so different from being at home. She had to learn the essentials of Incan history and beliefs, and she also learned to prepare foods.

The highlight of Cusi's new life was weaving class. She loved learning to spin yarn from the precious wool of *vicuñas*. Cusi had

glimpsed the tiny camels roaming distant hills. Once on market day she had secretly stroked a **garment** made from their silky wool. Only royal people could wear such robes. Cusi was content just to touch such fine fibers.

One afternoon, while the other girls were practicing techniques she had already mastered, Cusi daydreamed. She recalled a day when she had seen a village elder using a *quipu* to count alpacas. The counting tool, made by knotting strands of wool, had fascinated her.

"Excuse me, sir," she had said to him. "Will you please show me how to use the counting threads?"

With a sneer of **derision**, the man had shouted angrily, "Foolish girl! Only men may use the *quipu*! Never speak such nonsense again!"

Cusi had run away, yet she never forgot about the *quipu*.

As she thought about that day long ago, her fingers worked at tying knots in a wool cord. She believed this forbidden tool was the key to great knowledge.

A classmate's shout startled Cusi. "Cusi has fallen asleep!" The girls laughed. Blushing, Cusi hid the knots in her lap.

"Enough!" the teacher said to them. "Cusi, please step outside."

A Secret to Treasure

When they were alone, Mamacona gestured toward the knotted wool Cusi held behind her back. "Show me what you

have made," she said sternly. When Cusi gave her the knots, the woman's eyes widened. "Is this a *quipu*? Women should not **possess** these things. You take great risk!"

"But if I knew how to use the *quipu*," Cusi pleaded, "I could keep school records. The royal merchants could not cheat us when buying our *vicuña* robes."

Mamacona struggled with her thoughts. She knew well the ban against women using the *quipu*, but she herself had longed for this knowledge when she was a girl. Her brother had secretly taught her to count with the *quipu*.

"I will teach you to make a *quipu*," she whispered. Cusi's face lit up. "But ... you must promise never to tell anyone!"

Cusi hugged her teacher. "Thank you, Mamacona. I promise. I will learn, and I will forever keep our secret!"



Janet Broxon

Text Evidence

1 Expand Vocabulary

If you **possess** something, you have or own it. Why does Cusi want to possess a quipu?

2 Comprehension

Point of View

Reread the sixth paragraph. **Draw a box** around details that show that Mamacona is thinking. Does Cusi know what Mamacona is thinking?

3 Organization **ACT**

Circle details in the sixth paragraph that tell about Mamacona's childhood. Why is reading about these past events important to the ending of the story?



Respond to Reading



Discuss

Work with a partner. Use the Discussion Starters to answer the questions about “Cusi’s Secret.” Write the page numbers where you found text evidence.

? Questions

Discussion Starters

Text Evidence



1 How have the women in Cusi’s family learned to weave?

- ▶ Cusi asks her mother...
- ▶ Cusi’s mother says...

Page(s): _____

2 How does Cusi’s skill with weaving change her life?

- ▶ Mamacona notices...
- ▶ Cusi’s parents decide...
- ▶ At school, Cusi learns...

Page(s): _____

3 Beside weaving clothes, what else did the Inca use wool for?

- ▶ A *quipu* is...
- ▶ When Mamacona discovers that Cusi...

Page(s): _____





Review your notes about “Cusi’s Secret.” Then write your answer to the question below. Use text evidence to support your answer.

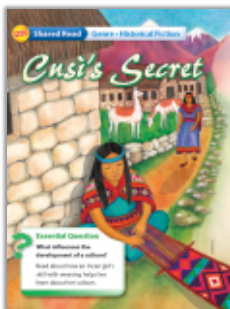


How were wool and weaving important to Incan culture?

[illegible]



Write About Reading



Shared Read

Topic Sentence

Circle the topic sentence. What is Nick going to write about?

Evidence

Draw a box around the evidence that Nick includes. What other information from "Cusi's Secret" would you include?

Concluding Statement

Underline the concluding statement. Why is this sentence a good wrap-up?

Read an Analysis **Point of View** Read the paragraph below about "Cusi's Secret." Nick analyzed how the point of view helped him understand the characters and plot.

Student Model

The third-person point of view in "Cusi's Secret" helped me understand all the characters. At first, I read that Cusi wants to go to school. Then Mamacona asks Cusi's parents if she can go to school. They say yes and decide when she can go. At school, Cusi tries to make a quipu. She remembers the old man yelling at her. Then Mamacona remembers when her brother taught her to make a quipu. So she decides to help Cusi. Knowing all the characters' thoughts helped me understand what happened in the plot and why it happened.



[illegible]

☐ Restate how the third-person point of view helped you understand the characters and plot.