



*Literacy and Intervention*

## SAMPLE LESSON

**WORDLY WISE 3000**<sup>®</sup> 3<sup>rd</sup> Edition

**Direct Academic Vocabulary Instruction**

Grades K–12

RTI



## Book 7: Lesson 9



## Word List

Study the definitions of the words. Then do the exercises that follow.

**dumbfound**  
dum' found

v. To make speechless with amazement.  
The announcement that my cat Patch had won "best of show"  
**dumbfounded** me.

**dumbfounded** *adj.* Speechless with amazement.  
The **dumbfounded** tenants stared at the eviction notice in disbelief.

**ensue**  
en sōō'

v. To follow; to come as a result of or at a later time.  
When the headmaster declared the next day a holiday, shouting and clapping  
**ensued**.

**era**  
er' ə

*n.* A particular period in history.  
The **era** of space exploration began in the 1950s.

**flourish**  
flūr' ish

v. 1. To thrive or prosper.  
Plants **flourish** in a greenhouse.  
2. To wave in the air.  
The softball player **flourished** her hat above her head to acknowledge the crowd's cheers.  
*n.* 1. A sweeping motion.  
The star of the show made her first entrance with a **flourish**.  
2. A showy burst of music.  
The opera begins with a **flourish** of trumpets.  
3. A fancy line or curve added to something written.  
His artistic nature was expressed in the **flourish** with which he signed his name.

**garrison**  
gar' ə sən

*n.* 1. Soldiers stationed in a place to protect it.  
The **garrison** held off the enemy for four days before capitulating.  
2. A military place of protection, together with its soldiers and weapons.  
The **garrison** controlled the only passage through the mountain range.  
v. To provide soldiers with a place to live.  
The commander had to **garrison** the troops in an old schoolhouse.

**grievous**  
grē' vəs

*adj.* Causing grief or pain; hard to bear.  
It was a **grievous** loss to the entire family when our pet dog Tiny died.

**hoard**  
hōrd

v. To save and put away, especially secretly.  
Squirrels **hoard** acorns for the winter.  
n. Anything put away in such a manner.  
My **hoard** of comic books includes several authentic 1930s Superman comics.

**inundate**  
in'ən dāt

v. 1. To cover, as with water from a flood.  
The valley was **inundated** when the dam burst.  
2. To load with an excessive amount or number of something.  
Fans **inundated** radio stations with requests to play the Wailers' new album.

**invincible**  
in vin' sə bəl

adj. Impossible to defeat.  
When the Yankees had a fifteen-game winning streak, we began to think they were **invincible**.

**nomad**  
nō' mad

n. A member of a group that settles briefly in one place and then moves on to another.  
The Bedouins of the Sahara and Arabian deserts were **nomads**.  
**nomadic** adj. (nō mad' ik) Having the characteristics of a nomad.  
After acquiring horses in the 1760s, the Cheyenne became **nomadic** buffalo hunters on the Great Plains.

**placate**  
plā' kāt

v. To stop from being angry; to calm.  
I was able to **placate** my friend when I explained my reason for being late.

**principal**  
prin' sə pəl

adj. Most important.  
The administration's **principal** objective is to reduce the school dropout rate.  
n. 1. A person or thing that is of the greatest importance.  
The club owners and the players' agent are the **principals** in the dispute over baseball players' salaries.  
2. The head of a school.  
The **principal** has the authority to hire extra teachers if student enrollment increases.  
3. The sum of money owed, not including the interest.  
You would need \$8,479 to pay off the **principal** on the car loan.

**recede**  
ri sēd'

v. 1. To move back or to drop to a lower level.  
The tide **receded** and exposed the rocks near the shore.  
2. To become fainter.  
The blare of the music from the car's radio **receded** as it disappeared into the night.

**ruthless**  
rōōth' ləs

adj. Showing no mercy; pitiless.  
Disease and inadequate supplies finally terminated the **ruthless** invader Attila the Hun in fifth-century Europe.

**sacrifice**  
sak' rə fis

*n.* 1. Something given up for the sake of another.

The parents made many **sacrifices** so that their children could go to college.

2. An offering to a god.

In the Incan culture, **sacrifices** were often made during or after an earthquake, drought, or epidemic.

*v.* 1. To give up something for another.

I **sacrificed** my privacy by sharing my room with my sister.

2. To offer something of value to a god.

Goats and dogs were **sacrificed** at the ancient Roman festival of Lupercalia.

9A

### Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 9. Write each sentence in the space provided.

1. (a) A flourish is

(b) a burst of music.

(c) A garrison is

(d) a troubling situation.

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2. (a) A principal is

(b) an exchange for something else.

(c) A hoard is

(d) a collection put away secretly.

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3. (a) speechless with amazement.

(b) To be grievous is to be

(c) To be inundated is to be

(d) covered with water.

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4. (a) provide them with a place to live.

(b) To sacrifice soldiers is to

(c) try to satisfy their demands.

(d) To garrison soldiers is to

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5. (a) a sum of money owed.

(b) a truth by which we govern ourselves.

(c) Principal is

(d) A nomad is

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6. (a) calm that person. (c) To placate someone is to  
(b) To dumbfound someone is to (d) show that person no mercy.
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7. (a) prevented from moving. (c) speechless with amazement.  
(b) To be dumbfounded is to be (d) To be invincible is to be
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8. (a) An era is (c) a burst of music that announces  
an arrival.  
(b) A sacrifice is (d) something that is given up for another.
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9. (a) lack the means to support (c) Ruthless people are those who  
themselves.  
(b) keep moving from place to place. (d) Nomadic people are those who
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10. (a) a person of the greatest (c) A flourish is  
importance.  
(b) An era is (d) a sweeping motion.
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11. (a) A ruthless person is one who (c) exists only in stories.  
(b) An invincible person is one who (d) cannot be defeated.
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Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 9.

1. Oil is the **most important** export of Saudi Arabia.
2. John Hancock wrote his name with a **decorative sweeping line** when he signed the Declaration of Independence.
3. In Greek myths, an animal was sometimes **slaughtered as an offering** by a mortal to please the gods.
4. Some people believe you have to be **unwilling to show any pity to those with whom you have dealings** in order to succeed in business.
5. Many childhood memories **gradually become fainter and fainter** as we grow older.
6. Tennis suffered a **serious and very sad** loss when Arthur Ashe died.
7. The **period in history given the name** of “the cold war” ended in 1990 with the easing of tension between the United States and the Soviet Union.
8. If this heavy rain continues, soil erosion will **follow as a result of it**.
9. The **soldiers housed in a protected place** suffered few casualties during the attack.

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

- Which of the following responses might **placate** an irate customer?
  - "Don't blame me; I just work here."
  - "I'll take care of the problem."
  - "Would you calm down!"
  - "Let me get the manager."
- A town can be **inundated** with which of the following?
  - floodwaters
  - tourists
  - winds of hurricane force
  - requests for tourist information
- Which of the following can **flourish**?
  - a business
  - a country
  - a tree
  - an incident
- Which of the following could be the length of an **era**?
  - one year
  - twenty seconds
  - a couple of centuries
  - a couple of hours
- Which of the following can be **hoarded**?
  - health
  - wealth
  - food
  - solitude
- Which of the following is true of a **nomad**?
  - is part of a group
  - has a permanent home
  - works at a 9 to 5 job
  - lives mostly in cities
- Which of the following applies to the word **principal**?
  - It is not a noun.
  - It can be a noun or an adjective.
  - It is a noun only.
  - It is an adjective only.
- Which of the following can be **grievous**?
  - a wound
  - a respite
  - a loss
  - a privilege

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Write a synonym for each of the numbered words. Choose from the boldfaced words below.

**consider**  
**manage**

**joy**  
**overcrowded**

**amaze**  
**brave**

**satisfy**  
**proud**

**hasty**  
**beg**

1. cope \_\_\_\_\_
2. congested \_\_\_\_\_
3. beseech \_\_\_\_\_
4. ponder \_\_\_\_\_
5. gratify \_\_\_\_\_
6. haughty \_\_\_\_\_
7. dumbfound \_\_\_\_\_
8. rapture \_\_\_\_\_
9. impetuous \_\_\_\_\_
10. plucky \_\_\_\_\_



Read the passage. Then answer the questions that follow it.

## The Spanish Conquest of Mexico



For over two hundred years, until it was overthrown by Spanish invaders in 1519, the Aztec empire in Mexico was a prosperous and highly cultivated society. Many arts and sciences **flourished**; the Aztecs developed astronomy, mathematics, engineering, agriculture, sculpture, and music to a far higher degree than did the Europeans of that **era**. At the same time, they were a warlike people, **ruthless** in battle, and their religious beliefs involved acts of extreme cruelty. Prisoners of war were offered as human **sacrifices** to their many gods. The Aztecs believed that the gods had already destroyed the world four times, and unless they were **placated** in this way, they would destroy it again.

The Aztecs were originally a **nomadic** people who lived mainly by hunting. Around the year 1300, they settled on an island on Lake Texcoco. The land there was wet and swampy, but the Aztecs drained the marshes and became farmers. Their **principal** crop was corn; they also grew beans, squash, and chili peppers. Over a two-hundred-year period, they created an empire extending across central Mexico from the Gulf of Mexico to the Pacific. Its capital was Tenochtitlán, which we know today as Mexico City. In 1500, Tenochtitlán was **inundated** by a terrible flood that drowned many of its people. After the floodwaters had **receded**, the Aztecs quickly rebuilt their city, but a far worse catastrophe was to follow.

In 1519, a Spanish explorer named Hernando Cortéz landed in Mexico with an army of 600 soldiers. He established a **garrison** in what is now the city of Vera Cruz on Mexico's east coast. His plan was to destroy the Aztec army and take over their country for Spain. Because horses were unknown to the Aztecs, they were **dumbfounded** by the sight of people on horseback. They believed the Spanish soldiers to be gods and therefore **invincible**. Fighting them, the Aztecs thought, would be pointless. So Montezuma, the Aztec emperor, allowed the Spaniards to take over his city without any resistance. Cortéz now gave the orders and Montezuma became a prisoner in his own palace. The Spanish discovered a great **hoard** of gold and silver there. It was later loaded onto Spanish ships and sent to Spain. It is believed that much of the treasure was lost at sea.

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When word came that Spanish soldiers had been killed in an attack on Vera Cruz, the Aztecs realized that they had made a **grievous** error in their previous thinking. These strange creatures were not gods after all! A battle **ensued** in Tenochtitlán, and although Montezuma was killed, the Aztecs drove the Spanish from their city. But their victory was only temporary. Cortéz returned in 1521 with another army that laid siege to Tenochtitlán. After eighty days, the city was forced to surrender. The rule of the Aztecs in Mexico had ended; Spanish rule had begun.

▶ **Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.**

1. When did the Aztecs give up their **nomadic** way of life?

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2. What is the meaning of **flourished** as it is used in the passage?

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3. What is the meaning of **principal** as it is used in the passage?

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4. Why would thieves find Montezuma's palace especially appealing?

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5. What **grievous** event occurred in Tenochtitlán in 1500?

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6. Why would neighboring tribes not want to antagonize the Aztecs?

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7. What was an initial part of Cortéz's plan to conquer Mexico?

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8. What shocked the Aztecs when they first saw the Spaniards?

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9. How do we know that the Aztecs feared their gods?

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10. What is the meaning of **sacrifices** as it is used in the passage?

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11. Why did the Aztecs capitulate so readily?

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12. What **ensued** after the second surrender of Tenochtitlán?

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13. In what year did the Aztec **era** end?

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14. What is the meaning of **receded** as it is used in the passage?

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15. What is the meaning of **inundated** as it is used in the passage?

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## FUN & FASCINATING FACTS

- **Flourish** and *flower* (as verbs) are synonyms; both can mean “to thrive.” We can say that the arts *flourished*, or *flowered*, in Athens in the fifth century B.C.E. Both words come from the Latin *flos*, which means “a flower.”
- Don’t confuse **hoard**, “something stored away secretly,” with *horde*, “a large crowd or swarm.” These two words are homophones; they sound the same but have different spellings and meanings.
- Don’t confuse **principal** with *principle*, which has three meanings: (1) “a rule or truth by which we govern ourselves” (The *principle* of the separation of church and state traces to the First Amendment); (2) “a truth from which other truths can be worked out” (One *principle* of plane geometry is that parallel lines never meet); (3) “a rule or law that explains how something works” (An electric bell works on the *principle* of the continuous making and breaking of an electric current).