

*The Maya*

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| **Introduction** | |
| Mesoamerica is a historical and cultural area that includes part of Mexico, Belize, Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica. Several advanced Pre-Columbian civilizations grew and prospered for thousands of years. Four of the more well-known civilizations include the Olmec, Maya, Zapotec, and Aztec. | |
| **Indiana Standards Connections:**  6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.  6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.  6.W.3.2 ELA Informative Writing | **Compelling Question(s):**  What is the cultural significance of jade in Mesoamerica?  Who were the ancient Maya?  Where are the Maya now? |
| **Lesson Objectives:**  Students will be able to describe how the ancient Maya used jade in the areas of art, technology, economy, and religion. Additionally, students will be able to describe the rise, decline, and cultural achievements of the Maya. | |
| **Materials** | |
| 1. Copies of the photo of the Sun God Pendant 2. Copies of Mesoamerican jade photos. I chose several from **The Met – Ancient American Jade** [**https://www.metmuseum.org/toah/hd/jade/hd\_jade.htm**](https://www.metmuseum.org/toah/hd/jade/hd_jade.htm)   As part of the Met's [Open Access policy](https://www.metmuseum.org/about-the-met/policies-and-documents/open-access), you can freely copy, modify and distribute these images, even for commercial purposes.   1. For days 2-6, copies of the Z-Chart (at least 6 per student double-sided) 2. Student iPads or other school issued devices. 3. QR Code for link to Exploring the Maya World-Google Arts & Culture, <https://artsandculture.google.com/project/exploring-the-maya-world> 4. Copies of additional links and artifacts for classroom stations (as determined by the instructor-keeping in mind grade-level needs and standards). My school district uses Discovery Education for our techbook, so I include reading material and photos from this source. National Geographic Education has a great selection of resources, <https://education.nationalgeographic.org/resource/resource-library-mesoamerica/> | |
| **Learning Plan** | |
| **Activities**  **Day 1**  **Introduce the lesson with this provocation writing activity-What Does Green Mean to You?** 1. Students should be in table groups of 3-4 students/table. Ask students to make a list of green items they might find at home, school, or outside. The group can assign 1 student per table to scribe.  2. Have students share their lists aloud with the class, while the teacher makes a collective list that is projected for all to see.  3. Now, brainstorm ideas of what these items might symbolize - for example, buds on the trees might symbolize rebirth or life.  **Table Sort**   1. Have a collection of photos of jade at the student table groups. Ask the students to study the photographs and then sort them into categories. This is an exploration activity, so be careful not to lead the students to what categories they should identify, or the number of categories. 2. Include a class discussion asking all groups to share their sorting (how and why). 3. Afterward, ask students to make predictions about the Maya and their way of life.   **Days 2-6**  **Meet the Maya, Google Arts & Culture in collaboration with The British Museum**  Set up the classroom to include at least six learning stations (Rituals and Beliefs, Politics. Water Management, Sports, Dress, and Graffiti) – these are the subsections of Meet the Maya. Each station should include additional resources for students to access. For example, at the Dress station, you might include a link to the 3D Model: Huipil (W2W artifact) and reading material for weaving in Mesoamerica. At each station there should also be copies of Z-chart notetaking sheets for students to record their data and create illustrations.   1. All students should begin their journey with a History/Geography component of the Google resource. If you’ve never used a Z-chart, this is a good opportunity to model it with your students. As the students read the material, study the photographs, and watch the video clips, they will take notes on the left side of the Z. On the right side, students can illustrate something they learned. 2. Now students are ready to visit the stations and complete Z-charts for each topic. Some might use only the Google resource while others prefer hands on materials, so it’s a good idea to provide both. Your school media center may have books on these topics. The Eskenazi Museum of Art has a good selection of Mesoamerican textiles. 3. Each student will be traveling to stations independently but remind them to check in with their table group members. Each table group will be creating a booklet of their findings, so it’s important that there is a variety of information gathered. Some revisiting to stations might be needed.   **Days 7-10**  When all Z charts are complete, students will go back to their original table groups to work as a team to complete a slide presentation. Each presentation should include a cover slide, slide(s) for each of the seven topics, a glossary, and bibliography. Students will need to assign these tasks to members of the group. | |
| **Assessment Suggestions**  The slide presentation and student contributions will be the assessment.  If in a time crunch, the group presentation can be replaced by an independent field notes journal which includes a cover page, all completed z-charts, and the power word glossary. A less formal individual assessment can be a 3-2-1 (3 things I learned, 2 questions I still have, 1 favorite activity or fact). | |
| **Extensions**  If you study more Mesoamerican civilizations the slide presentation can include those as well. | |