

Where Did the Maya Go? The Evolution of Maya Culture

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Office of Learning Support & Equity
Humanities**

**7th Grade Social Studies
(Can be inter-disciplinary with Language Arts)**

Time Frame: 5-7 50-minute periods

“Where Did the Maya Go? The Evolution of Maya Culture” connects one of the great civilizations to the present by providing students with information about where the Maya are today. After learning about the Maya civilization, its rich culture, and what we know of its people through TCI’s History Alive! The Medieval World and Beyond, students will learn about the challenges faced by indigenous peoples, how they unite around key issues (e.g., formation of the Zapatistas), and where they migrate and immigrate. Students will write an essay that traces the Maya culture from its Classic Period to today. This unit pays close attention to overlapping skills in History/Social Studies and Language Arts along with the use of key tasks to assist English Learners in the writing process.

Where Did the Maya Go & How Has the Maya Culture Survived to Today?
Unit Plan by Lori Riehl • November 2008

Stage 1 – Desired Results

Established Goal(s):

This unit will ask students to compare past and present in order to build an understanding of themselves and the world around them (ref:

http://sfportal.sfusd.edu/sites/ms_initiative/ela_questions/EnglishLanguage%20Arts%20Documents/Skills%20synthesis.pdf)

and will address the following California state content standards for both History/Social Science and English/Language Arts for 7th graders (Web access: <http://www.cde.ca.gov/be/st/ss/index.asp>):

- History/Social Science Content Standard 7.7: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations
 1. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
 2. Explain how and where [Maya] empire arose...
 3. Describe the artistic and oral traditions and architecture in the [Maya] civilization.
- History/Social Science Analysis Skill standards:
 - Chronological & Spatial Thinking: Students use a variety of...documents to...to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
 - Historical Interpretation: Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- English/Language Arts Content Standards
 - Writing Strategies
 - 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
 - 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
 - 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
 - 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
 - 1.6 Create documents by using word-processing skills and publishing programs (*optional based on resources*).

Understanding(s):

Students will understand that...

- Civilizations may disband/end but the people and cultural aspects of the civilization carry on.
- People in the students' community (i.e., San Francisco) are from a variety of diverse backgrounds—including some of the cultures studied in history, etc.
- Political & cultural connections can carry on for hundreds of years (e.g., Zapatista movement).

Essential Question(s):

- Where did the Maya go? Where do people go when the civilization in which they thrived no longer exists?
- How do cultural connections continue to unite people around issues long after a civilization ends?
- How do historical connections unite a people in their quest for political recognition?

Students will know...

- Evolution of the Maya people from beginning to current era (Zapatista movement & immigration to U.S.).
- Key characteristics of Maya culture, religion, etc.

Students will be able to....

- Make connections between current & past cultures
- Write about ways in which civilizations in history have connections to current political issues.
- Understand the Maya culture and its historical impact.

Stage 2 – Assessment Evidence

Performance Task(s):

- Essay about connections between history and current events, including writing process (pre-writing, drafting, editing) [rubric to include ELA writing standards along with historical interpretation standard]
- Student-led conversations about hypotheses as to why Maya civilization ended
- Tasks around Zapatista information (via PPT)

Other Evidence:

- Exit tickets: daily formative assessments
- Structured conversation around key questions
- Daily assignments

Stage 3 – Learning Plan

Learning Activities:

Students will first read TCI's [History Alive! The Medieval World and Beyond](#), Chapter 23, to provide a foundation for the Maya culture, civilization, and its contributions to the world. Using the chapter and student discussion as starting points, information provided via a PowerPoint presentation will allow ways for students to make connections between the textbook's information about the Maya and the Zapatista Movement and immigration to San Francisco / the Bay Area. Activities will provide the basis for the formulation of an essay about how cultures evolve. Daily "Do Nows" (warm-ups) will activate students' prior knowledge and make connections between lessons and students' responses on the previous day's "exit tickets." Activities (e.g., jigsaw, structured conversations like Think-Pair-Share, collaborative writing, and others) will provide opportunities for all students to contribute their knowledge and expertise throughout the unit culminating in a writing task.

Lesson Title/ Topic:	Introduction to the Maya: Where did the Maya go?
Expected Student Learning Outcomes:	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Work with EXPERT group members to learn three or more facts about the Maya civilization from Chapter 23 and use this information to hypothesize about its end.
CA Academic Standards Addressed:	<p><i>History/Social Science Standards:</i></p> <ul style="list-style-type: none"> • 7.7: (2) Study the roles of people in [Maya] society, including class structures, family life, warfare, religious beliefs and practices, and slavery • Analysis Skills – Historical Interpretation (2): Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations.
Materials Used:	<ul style="list-style-type: none"> • Textbook: TCI <u>History Alive! The Medieval World and Beyond</u> – Chapter 23 • PowerPoint for Lessons 1 and 2 [available for download from this Web site] • Computer with PowerPoint capabilities and LCD or other projection device (optional) • Graphic organizers for chapter sections (for expert groups) [attached]

Lesson Outline

<u>Time</u>	<u>Teacher Actions</u>	<u>Student Actions</u>
3-5 min 1-2 mi	<p>Do Now/Warm-Up on PPT or board: Based on what you've learned about civilizations in this or other classes, what are three to five reasons that may contribute to the end of a nation/civilization? (For example, the Romans increased their territory so much that they could no longer defend it.)</p> <ul style="list-style-type: none"> • Call on students randomly to elicit 5 or more reasons for the class to think about. 	<p>Record 3-5 reasons for civilizations to end into their notebooks or a half sheet of paper per classroom procedure. [Note: this activity connects students' prior learning to the day's main question.]</p> <p>[Reasons may include war, being conquered, lack of food sources/ water, corruption, etc.]</p>
5 min	<p>Introduce topic: Make an explicit connection to the Do Now – the Maya were an example of a civilization with amazing accomplishments, but unlike the Aztecs and the Inca they were not conquered by the Spanish. The Maya civilization ended for reasons we're going to <i>hypothesize</i> about today. [Make sure students understand the word <i>hypothesize</i> and its variant <i>hypothesis</i>.] Teacher reads aloud section 23.1 or asks students to read.</p>	<p>Students turn to page 259 (Ch. 23) of the textbook.</p> <p>Students listen or participate in reading.</p>
10 min	<p>Model activity: Using 23.2 – model (think aloud) how to complete the graphic organizer by collecting information about the Maya that might assist in creating a hypothesis about why the civilization ceased to exist. [Organizer on PPT or overhead]</p>	<p>Students complete a note-taking organizer for section 23.2 based on teacher's notes. Students read aloud or along with teacher.</p>
3 min	<p>Form BASE groups for Expert Group activity (aka Jigsaw): this chapter lends itself to creating homogeneous or heterogeneous groups. If the former, 23.3 & 23.5 can be "middle-level" groups; 23.4 the "top-level" groups; and 23.6 the "struggling" students.</p>	<p>Students form groups of 4 that will be the BASE groups in which each group member will report findings from the EXPERT groups. Each BASE group member receives a # for each of 23.3, 23.4, 23.5, 23.6. Students move into EXPERT groups (all 23.3's together, 23.4's, etc.). Each expert group receives the graphic organizer for their chapter.</p>
20 min	<p>Expert Group Activity: Teacher monitors group activity, perhaps working with struggling groups. Tasks: Read the section; gather data (at least 5 facts from your section in organizer) to create one or more <u>hypotheses</u> about the end of the Maya civilization. [Note: this helps students read the chapter for a purpose & construct meaning together.] NOTE: students may be unable to finish this activity in one 50-minute period. Lesson 2 provides the conclusion to the activity.</p>	<p>Students read their section of the chapter together in groups & gather information that will lead them to one or more hypotheses about the end of the Maya civilization. Each group completes a unique graphic organizer for their section (see attached examples with pre-constructed responses, but be sure to distribute the blank version of the graphic organizer to students; scaffold as necessary for student understanding). [Teacher discretion about assigning roles – e.g., reader(s), note-taker(s), etc. – but each student should have his/her own organizer.]</p>
5 min	<p>Exit Ticket/Procedure: Based on what your group read so far this period, list 3 things you have learned about the Maya civilization.</p>	<p>Students complete exit ticket prior to leaving.</p>

Monitoring & Assessment:	Teacher will assess student learning by reviewing students' progress on their graphic organizers (both taking notes from the model and working with their peers), interacting with groups as they read and gather data from their section, and by reviewing students' exit tickets.
Modifications to Address Individual Student Learning Needs:	The Expert Group activity allows the teacher to choose groups according to the class needs (both homogeneous and heterogeneous groups will work with this activity). EL and LD students will benefit from seeing a model of expectations with 23.2 – if the class does not have ELs or LD students, 23.2 can become another group. Instruction can be further modified by assisting each group as necessary.
Follow-up Activities/ Homework:	Possible homework (based on class progress): Re-read your section and create a hypothesis on your own about why the Maya civilization ended. What evidence is there to support your hypothesis? <i>NOTE: students may be unable to finish this activity in one 50-minute period. Lesson 2 provides the conclusion to the activity.</i>

Lesson Title/ Topic:	Introduction to the Maya: Where did the Maya go?
Expected Student Learning Outcomes:	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Work with EXPERT group members to learn three or more facts about the Maya civilization from Chapter 23 and use this information to hypothesize about its end and where the Maya may have moved. • In BASE groups, use information from other groups/students to make additional hypotheses about the end of the Maya civilization.
CA Academic Standards Addressed:	<p><i>History/Social Science Standards:</i></p> <ul style="list-style-type: none"> • 7.7: (2) Study the roles of people in [Maya] society, including class structures, family life, warfare, religious beliefs and practices, and slavery • Analysis Skills – Historical Interpretation (2): Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations.
Materials Used:	<ul style="list-style-type: none"> • Textbook: TCI <u>History Alive! The Medieval World and Beyond</u> – Chapter 23 • PowerPoint for Lessons 1 and 2 [available for download from this Web site] • Computer with PowerPoint capabilities and LCD or other projection device (optional) • Graphic organizers for chapter sections and note-taking [attached]

<u>Lesson Outline</u>		
<u>Time</u>	<u>Teacher Actions</u>	<u>Student Actions</u>
3-5 min 1-2 mi	<p>Do Now/Warm-Up on PPT or board: What are three possible reasons that people have for moving from one place to another?</p> <ul style="list-style-type: none"> • Call on students randomly to elicit 5 or more reasons for the class to think about. 	<p>Record 3 reasons for moving into their notebooks or a half sheet of paper per classroom procedure. [<i>Note: this activity connects students' prior learning to the day's main question.</i>]</p> <p>[Reasons may include new job/find work, don't like area/people, divorce/family issues, etc.]</p>
3 min	<p>Introduce task: Students will have X minutes to complete yesterday's Expert Group activity.</p>	<p>If students did the hypothesis homework they may use their homework to add to the activity.</p>
10 min	<p>Conclude Expert Group activity:</p> <p>Task: Read the section; gather data (in organizer) to then create one or more <u>hypotheses</u> about the end of the Maya civilization.</p>	<p>Students complete the activity from the previous day. Each student completes a unique graphic organizer for their section (see attached examples).</p>
10-15 min	<p>Students return to BASE groups:</p> <p>Distribute note-taking graphic organizer (be sure to distribute blank copy). Students return to their BASE group of 4, and a student from each section reports back to the base group. Teacher or a student records hypotheses from each group on poster-paper to keep in the room for the remainder of the unit.</p>	<p>Students share out with their base groups. Students complete the note-taking graphic organizer for each section to record data from all sections. Students predict where the Maya would have gone based on their hypotheses.</p>
5-10 min	<p>Discussion questions:</p> <ul style="list-style-type: none"> • Assume that one or more of the hypotheses listed is correct – how do these connect to why people might move from one place to another? <p>Other discussion questions [adapted from TCI]:</p> <ul style="list-style-type: none"> • What were some of the significant achievements of the Olmec? How did they influence the Maya? • What were key characteristics of Maya civilization in the Pre-Classic, Classic, and Post-Classic periods? • What common aspects of culture did Maya city-states share? • What have we learned about Maya family life? • What problems did farmers encounter in trying to feed the population? • What are some things that the farmers could do to increase the quantity of food without using more land? • What were possible long-term consequences to the people of Palenque if they didn't solve the land/food shortage problem? 	<p>Students refer to Do Now responses to make the connection – e.g., if people don't have enough food then they move to a place where they can get some.</p> <p>Students answer discussion questions in Think-Pair-Shares or as called upon by the teacher.</p>
5 min	<p>Exit Ticket/Procedure: Based on what groups reported, which hypothesis makes the most sense to you and why?</p>	<p>Students complete exit ticket prior to leaving.</p>

Monitoring & Assessment:	Teacher will assess student learning by reviewing students' progress on their graphic organizers (both taking notes from the model and working with their peers), interacting with groups as they read and gather data from their section, through the report outs, and by reviewing students' exit tickets.
Modifications to Address Individual Student Learning Needs:	The Expert Group share out requires students to be accountable to each other for the information. EL and LD students may benefit from the use of sentence frames ("My group hypothesized that... because...").
Follow-up Activities/ Homework:	-

Lesson Title/ Topic:	Where did the Maya go? What do we know about the Maya today?
Expected Student Learning Outcomes:	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the cultural connections of Maya descendents (and immigrants) today to the <i>indigenous</i> Maya culture. • Define <i>indigenous</i>.
CA Academic Standards Addressed:	<p><i>History/Social Science Standards:</i></p> <ul style="list-style-type: none"> • 7.7: (2) Study the roles of people in [Maya] society, including class structures, family life, warfare, religious beliefs and practices, and slavery • Analysis Skills – Historical Interpretation (2): Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations. • Analysis Skills – Chronological & Spatial Thinking (3): Students use a variety of maps and documents... to explain the historical migration of people, expansion and disintegration of empires, and growth of economic systems.
Materials Used:	<ul style="list-style-type: none"> • Textbook: TCI <u>History Alive! The Medieval World and Beyond</u> – Chapter 23 • PowerPoint for Lesson 3 [available for download from this Web site] • Computer with PowerPoint capabilities and LCD or other projection device • Graphic organizers for note-taking and related discussion [attached]

<u>Lesson Outline</u>		
<u>Time</u>	<u>Teacher Actions</u>	<u>Student Actions</u>
3–5 min	<p>Do Now/Warm-Up on PPT or board: Assume the Maya moved into the jungles and formed villages around the civilization’s former cities. What challenges might bring them back together as a society? What cultural connections might they still have? List 3–5 ideas. [Think-Write]</p> <ul style="list-style-type: none"> • [Pair] Have students discuss their ideas with a partner. • [Share] Call on partners to explain each others’ ideas. 	<p>Record ideas into their notebooks/organizers.</p> <ul style="list-style-type: none"> • [Pair] Discuss with a partner. • [Share] Share partner’s response with the rest of the class.
30–40 min	<p>PowerPoint on Zapatistas & immigration</p> <ul style="list-style-type: none"> • Distribute note-taking organizer (15 questions that mirror the PPT information – scaffolded for ELD students). • While this is a teacher-directed activity, be sure to provide students with all answers to the questions on their note-taking organizer and engage them in discussion about the different topics in the PPT. 	<p>Take notes on graphic organizer. Participation in discussion/question activity.</p>
5 min	<p>Exit Ticket/Procedure: Respond to 3 questions:</p> <ol style="list-style-type: none"> 1) What does <i>indigenous</i> mean? 2) What is the main issue around which the indigenous Maya are politicized today? 3) What is one question you have about what you learned today? 	<p>Students complete exit ticket prior to leaving.</p>

Monitoring & Assessment:	Teacher will assess student learning by review students' progress on their note-taking organizers and by reviewing students' exit tickets.
Modifications to Address Individual Student Learning Needs:	The Think-Pair-Share allows for students to allow their initial ideas to evolve with assistance from others. The note-taking organizer is scaffolded to meet the needs of ELD students and can assist others in taking notes on the PPT presentation.
Follow-up Activities/ Homework:	-

Lesson Title/ Topic:	Where did the Maya go? What do we know about the Maya today?
Expected Student Learning Outcomes:	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Use information and ideas from notes to formulate a clear position about why the Maya people have migrated and how the Maya culture has evolved.
CA Academic Standards Addressed:	<p><i>History/Social Science Standards:</i></p> <ul style="list-style-type: none"> 7.7: (2) Study the roles of people in [Maya] society, including class structures, family life, warfare, religious beliefs and practices, and slavery Analysis Skills – Historical Interpretation (2): Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations. Analysis Skills – Chronological & Spatial Thinking (3): Students use a variety of maps and documents...to explain the historical migration of people, expansion and disintegration of empires, and growth of economic systems. <p><i>Language Arts Standards:</i></p> <ul style="list-style-type: none"> 1.3: Use strategies of note-taking...to impose structure on composition drafts. 1.4: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
Materials Used:	<ul style="list-style-type: none"> Textbook: TCI <u>History Alive! The Medieval World and Beyond</u> – Chapter 23 Completed graphic organizers for note-taking and related discussions from lessons 1–3. Graphic organizers for pre-writing and drafting [attached]. (Plus overhead transparencies for modeling) Prompt & rubric for the essay.

<u>Lesson Outline</u>		
<u>Time</u>	<u>Teacher Actions</u>	<u>Student Actions</u>
3–5 min	<p>Do Now/Warm-Up: Review your notes from chapter 23 and yesterday's PowerPoint. What three facts, ideas, issues have you found most interesting about the Maya civilization? Why is each of the three interesting to you?</p>	Record ideas into their notebooks/organizers.
10 min	<p>Introduction of the paper assignment</p> <ul style="list-style-type: none"> Distribute the prompt information and rubric. Review the prompt and rubric with students. Assist students in breaking down the prompt. 	Students read distributed materials and rubric and ask questions.
15 min	<p>Begin Pre-Writing exercise</p> <ul style="list-style-type: none"> Using the hypotheses, related facts, and ideas about where the Maya would have gone, create a position in response to the prompt and begin filling out the facts related to their position. Model how to complete the organizer on the overhead projector. Those who finish early can begin outlining their paper. 	Students complete graphic organizer.
15 min	<p>Give One/Get One exercise (5 min for explanation + 10 min for the activity)</p> <ul style="list-style-type: none"> This exercise provides students with an opportunity to share ideas about their papers and get additional ideas from their peers. Sharing with 3–5 peers would be ideal in this instance. 	Students give and get ideas from peers about their position and related facts. Students record ideas and the contributor on their pre-writing organizer where indicated.

Lesson Outline

5 min	Exit Ticket/Procedure: Re-write your position and explain how one idea from a peer has helped you to develop it.	Students complete exit ticket prior to leaving.
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Monitoring & Assessment:	Teacher will assess student learning by reviewing students' progress on their pre-writing organizers and by reviewing students' exit tickets.
Modifications to Address Individual Student Learning Needs:	The Give-One/Get-One activity allows for students to allow their initial ideas to evolve with assistance from others. The pre-writing organizer is a scaffold designed to meet the needs of ELD students.
Follow-up Activities/ Homework:	Possible homework: Write your first paragraph. Be sure to include the topic, when and where the Maya civilization began, and your position.

Lesson Title/ Topic:	Where did the Maya go? What do we know about the Maya today?
Expected Student Learning Outcomes:	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use information and ideas from notes and outlines to write about why the Maya people have migrated and how the Maya culture has evolved.
CA Academic Standards Addressed:	<p><i>History/Social Science Standards:</i></p> <ul style="list-style-type: none"> • 7.7: (2) Study the roles of people in [Maya] society, including class structures, family life, warfare, religious beliefs and practices, and slavery • Analysis Skills – Historical Interpretation (2): Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations. • Analysis Skills – Chronological & Spatial Thinking (3): Students use a variety of maps and documents...to explain the historical migration of people, expansion and disintegration of empires, and growth of economic systems. <p><i>Language Arts Standards:</i></p> <ul style="list-style-type: none"> • 1.2: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. • 1.3: Use strategies of note-taking, outlining...to impose structure on composition drafts.
Materials Used:	<ul style="list-style-type: none"> • Textbook: TCI <u>History Alive! The Medieval World and Beyond</u> – Chapter 23 • Completed graphic organizers for note-taking and related discussions from lessons 1–3. • Graphic organizers for pre-writing and drafting. (Plus overhead transparencies for modeling.)

<u>Lesson Outline</u>		
<u>Time</u>	<u>Teacher Actions</u>	<u>Student Actions</u>
3–5 min	<p>Do Now/Warm-Up: Your task today will be to create an outline and draft of your essay. What three things will help you to complete an outline and draft of your essay by the end of this period?</p>	<p>Record ideas into their notebooks/organizers.</p> <p>Students share out expectations for writing in class.</p>
5 min	<p>Review the paper assignment .</p> <p>Provide students with models of “good positions” from yesterday’s exit tickets.</p> <ul style="list-style-type: none"> • Distribute the outline graphic organizer and model how to complete it on an overhead projector. • Assist students in understanding how to complete the outline. 	<p>Students retrieve their homework (first paragraphs) and other materials.</p> <p>Students have to transfer information from their pre-writing organizers into the outline.</p>
35 min	<p>Begin outlining and drafting exercise</p> <ul style="list-style-type: none"> • Those who finish early can read each others’ drafts and add ideas. 	<p>Students complete an outline for their papers.</p>
5 min	<p>Exit Ticket/Procedure:</p> <p>What are you struggling with in writing your essay? How can I help? If you’re not struggling with anything, what do you feel you’ve done well? Why?</p>	<p>Students complete exit ticket prior to leaving.</p>

Monitoring & Assessment:	Teacher will assess student learning by reviewing students' progress on their outlines and drafts and by reviewing students' exit tickets.
Modifications to Address Individual Student Learning Needs:	The outline activity provides a scaffold into the drafting process so that students (especially struggling learners) can have a ready made organizational structure for their essays. If you've introduced outlining to your students and they are comfortable with it, you could assign that step for homework and begin drafting.
Follow-up Activities/ Homework:	Homework: Write or type a clean and complete draft for revision and peer review.

Lesson Title/ Topic:	Where did the Maya go? What do we know about the Maya today?
Expected Student Learning Outcomes:	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use key transition words used in writing about history in their writing. • Assist a peer with his/her writing.
CA Academic Standards Addressed:	<p><i>History/Social Science Standards:</i></p> <ul style="list-style-type: none"> • 7.7: (2) Study the roles of people in [Maya] society, including class structures, family life, warfare, religious beliefs and practices, and slavery • Analysis Skills – Historical Interpretation (2): Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations. • Analysis Skills – Chronological & Spatial Thinking (3): Students use a variety of maps and documents...to explain the historical migration of people, expansion and disintegration of empires, and growth of economic systems. <p><i>Language Arts Standards:</i></p> <ul style="list-style-type: none"> • 1.1: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. • 1.2: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
Materials Used:	<ul style="list-style-type: none"> • Textbook: TCI <i>History Alive! The Medieval World and Beyond</i> – Chapter 23 • Completed graphic organizers for note-taking and related discussions from lessons 1-3. • Sample draft essay on an overhead transparency for modeling. • Transition word list for “time,” “example,” and “cause and effect” (ref: http://www.unc.edu/depts/wcweb/handouts/transitions.html or http://www.geocities.com/Athens/Agora/1902/writers/transitions.html [misspellings] or http://www.writinghelp-central.com/article-transition-words.html)

Lesson Outline		
<i>Time</i>	<i>Teacher Actions</i>	<i>Student Actions</i>
3-5 min	Do Now/Warm-Up: Write 3 to 5 transition words you would use (or did use) in writing to show a relationship to time or sequence. Use one in a sentence.	Record ideas into their notebooks/organizers. Students share out transition words to begin the word list.
5 min	Review the paper assignment expectations and that students should have completed drafts.	Students ask questions.
10 min	Show students examples of transition words related to their paper: those of time, example, and cause and effect. (The students’ Do Now responses should provide a start.) <ul style="list-style-type: none"> • Use a sample essay to show how to revise it using appropriate transition words. • Explain any word meanings as necessary. 	Students observe process.
10 min	Give students 10-15 minutes to highlight the transition words they have already used and insert transition words into their essays where appropriate.	Students highlight and revise their drafts as appropriate.
15 min	Peer Response: Have students use the peer response checklist to assist one peer with his/her writing.	Students complete one checklist for a partner and receive a checklist about their paper in return.

Lesson Outline

5 min	Exit Ticket/Procedure: Based on your partner's responses on the checklist, what are three things you need to do to improve your paper for the final draft? How will you accomplish them?	Students complete exit ticket prior to leaving.
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Monitoring & Assessment:	Teacher will assess student learning by reviewing students' progress during the revision and peer response process by reviewing students' exit tickets.
Modifications to Address Individual Student Learning Needs:	The transition mini-lesson assists students in understanding where to place transition words. The Peer Response activity provides students with feedback before revising their draft.
Follow-up Activities/ Homework:	Homework: Complete a final draft by X date.

Section 23.2: The Development of Mayan Civilization

Facts	→	Hypothesis
<p>Category: Agriculture & Geography <i>Highlands—rainforests, grasslands swamps</i> <i>Lowlands—thick jungle</i> Page 260—2nd paragraph</p> <hr/> <p>Farming main source of food (maize) (learned from Olmecs) Page 260—4th paragraph</p> <hr/> <p>Each state had farming communities to serve one or more cities Page 261—3rd paragraph</p>	→	<p><i>The Maya civilization ended when something happened to their food source (e.g., drought, too much rain, not enough available land to serve communities).</i></p>
<p>Category: Cities <i>Olmecs created permanent settlements (because of farming)</i> Page 260—4th paragraph</p> <hr/> <p>Trade routes were established Page 260—5th paragraph</p> <hr/> <p>Population grew & settlements became larger (over 40 cities) Page 261—1st & 3rd paragraphs</p>	→	<p><i>The Maya population grew too quickly for their food sources.</i></p> <p><i>Established trade routes meant that people left to other, better places.</i></p>
<p>Category: Culture/Community <i>Developed a system of hieroglyphics (writing)</i> Page 261—1st paragraph</p> <hr/> <p>Warfare Page 261—5th paragraph</p> <hr/> <p>Not one unified nation (but united by common culture) Page 261—6th paragraph</p>	→	<p><i>Warfare between different city-states caused the civilization's downfall.</i></p>

Section 23.3: Class Structure

Facts



Hypothesis

<p>Category: Ruling Class Structure <i>The ruler decided when & where to go to war.</i></p>
<p><i>Nobles led peasant armies in times of war.</i></p>
<p><i>Priests determined the best days for battle.</i></p>



Perhaps the ruling class made several strategic errors in a war or series of battles. Bad leaders may have led to the end of the Maya civilization.

<p>Category: Peasant Class Structure</p>
<p><i>Peasants... worked hard on the land.</i></p>
<p><i>Slaves... not free to come & go as they pleased... often sacrificed.</i></p>



Since there were more peasants & slaves than there were rulers, nobles, and priests, AND peasants & slaves had a poorer quality of life, maybe they overthrew the leaders.

<p>Category:</p>



--

Section 23.4: Family Life

Facts



Hypothesis

<p>Category: Peasant Families <i>Life for Mayan peasant families was not easy</i></p>
<p><i>Peasants... busy with the crops, constructed buildings, served as soldiers.</i></p>
<p> </p>



Since there were more peasants & slaves than there were rulers, nobles, and priests, AND peasants & slaves had a poorer quality of life, maybe they overthrew the leaders.

<p>Category: Special Occasions <i>Number 3 was special to Mayan women; 3-month ceremony for girls = got tools she would use throughout her life (weaving, cooking)</i></p>
<p><i>Number 4 was special to Mayan men; 4-month ceremony for boys = got tools he would use throughout his life (farmer, hunter)</i></p>
<p> </p>



<p>Category: Marriage Customs <i>Men marry at 20; girls at 14</i></p>
<p><i>The <u>atanzahab</u> or matchmaker negotiated marriages</i></p>
<p><i>Couples built a hut behind the bride's parents' hut</i></p>



Section 23.5: Religious Beliefs and Practices

Facts	⇒	Hypothesis
<p>Category: Beliefs & Rituals <i>Maya believed that gods could influence or destroy the world... could ruin crops with hailstones</i></p> <hr/> <p><i>Question: Present-day Mayan practices...?</i></p> <hr/>	⇒	<p><i>Perhaps crops were destroyed and people ran from angry gods.</i></p>
<p>Category: Beliefs & Rituals—sacrifices <i>The Maya believed that blood gave gods strength & made blood sacrifices</i></p> <hr/> <p><i>Human sacrifices were made into a well</i></p> <hr/> <p><i>The losing team of pok-a-tok games was sacrificed.</i></p>	⇒	<p><i>Perhaps the Maya poisoned their water supply by throwing humans into it.</i></p>
<p>Category: Sacred Calendar <i>The sacred calendar was used to determine best days to hunt, go to battle, perform religious ceremonies</i></p> <hr/> <p><i>Calendar made it possible for the Maya to create a stable food supply.</i></p> <hr/>	⇒	<p><i>Maybe the Maya miscalculated and their food supply ran out.</i></p>

Section 23.6: Agricultural Techniques

Facts	➔	Hypothesis
<p>Category: Challenges <i>In the end, crop failure may have played a key role in the collapse of the Classic Maya civilization.</i></p> <hr/> <p><i>One of the most difficult challenges the Maya faced was growing enough food to feed their growing population... the Maya had trouble raising enough food to feed everyone.</i></p> <hr/> <p><i>Farming wasn't easy—the land included dense forests, little surface water, and poor soil.</i></p>	➔	<p><i>The Maya failed to grow enough food to sustain their population & people got hungry and moved to other places or died from starvation.</i></p>
<p>Category: Agricultural Techniques <i>Built terraces in the mountains... cleared hillsides</i></p> <hr/> <p><i>Constructed raised-earth platforms in the lowlands... drained swamps.</i></p> <hr/> <p><i>Used slash-and-burn techniques in the densely forested areas... this kind of farming wears out the soil.</i></p>	➔	<p><i>Maybe the Mayan farming techniques (especially slash & burn) stopped working and caused crops to stop growing.</i></p>
<p>Category: End of the Classic Period <i>By 900 CE the Maya abandoned their cities to the jungle.</i></p> <hr/> <p><i>Great cities disappeared. The Maya migrated away from the cities and returned to villages.</i></p> <hr/> <p>Where are they today? <i>2 million Maya still live in the southern Mexican state of Chiapas. Others live on the Yucatan Peninsula and Belize, Guatemala, Honduras, & El Salvador.</i></p>	➔	<p><i>Theory #1: Population grew faster than farms could sustain them.</i></p> <hr/> <p><i>Theory #2: Uncontrolled warfare between different city-states.</i></p> <hr/> <p><i>Theory #3: Invaders from central Mexico destroyed the city-states.</i></p>

Where did the Maya go?

Name: _____

Date: _____ Period: _____

Section # _____: [subject] _____

Facts



Hypothesis

Category:



Category:



Category:



Where did the Maya go?

Name: _____

Date: _____ Period: _____

Note-Taking Organizer: Favorite Hypotheses & Related Facts

Favorite Hypotheses



Related Facts



Where would the Maya go?

Section 23.2: Development of Mayan Civilization

1.

2.

3.



Contributed by: _____

Section 23.3: Class Structure

1.

2.

3.



Contributed by: _____

Section 23.4: Family Life

1.

2.

3.



Contributed by: _____

Section 23.5: Religious Beliefs and Practices



1.

2.

3.



Contributed by: _____

Section 23.6: Agricultural Techniques



1.



Based on your hypotheses and predictions about where the Maya might have ended up when their civilization disbanded, where do you think the descendents of the Maya are today?

Where are the Maya today?

Name: _____

Date: _____ Period: _____

The Maya from the Spanish Conquest to Today

Take notes based on information provided on the PowerPoint and related discussion.

1. The word *indigenous* means

Examples of *indigenous* peoples are

2. In 1917, how many indigenous people were there in Mexico? _____ What percent of the population was that? _____%

3. How are indigenous people sometimes treated by the government? Society (other people)? Why?

4. What challenges faced the indigenous Maya population in Mexico?

✓ Social _____

✓ Natural _____

✓ _____ struggles

✓ Restricted _____ activity

✓ Poor _____

✓ _____ discrimination

Place a star by the challenge that caused the Maya to unite.

5. Why is ownership of the land important to indigenous people?

6. What effects might the Mexican government's privatization of land have on the indigenous populations?

7. What did the indigenous populations ask for from the Mexican government?

✓

✓

✓

✓

✓

8. What are the Zapatistas and what did they want?

9.

The Maya from the Spanish Conquest to Today, cont.

10. By what abbreviation are the Zapatistas known? _____

11. Where are the Maya descendents in Mexico located today?

12. What are some of the traditions from the classic civilization that survive today?

✓ _____, the baptism ceremony, which includes

✓ Weddings—the Offering of _____, which means that the groom’s father _____

✓ _____ huts

✓ _____ and _____

13. Complete the table below about why the Maya move.

<i>Why do the Maya move?</i>	<i>What ideas do you have about the reasons provided?</i>
✓	☞
✓	☞

14. Over three-quarters (76%) of the Maya descendents who moved out of Oxkutzcab, Yucatán moved to _____ and nearly one-quarter (24%) moved to the _____. Of those who moved to the U.S., _____% moved to _____, California. In 2002, it was estimated that about _____ people of Maya descent live in the Bay Area.

15. What are some of the types of jobs immigrants from Mexico take when they arrive in the United States?

16. On Your Own: What do you think would be the most challenging things an immigrant of Maya descent would face when moving to the United States? To San Francisco? Why would this be a challenge?

Tracing the Maya from the Classic Period to Today

You have spent the past few days learning about the Maya Civilization—from its connections to the Olmec in 2000 B.C.E. to where descendants of the Maya Civilization reside today. You will be writing an essay of 500-700 words about the Maya in response to the prompt provided below.

Using a hypothesis you have about the collapse of the Maya Civilization in 1500 C.E. as a starting point, explain how and why the Maya culture has changed over time [evolved]. You may include information on migration, immigration, politics, or cultural aspects discussed in class or from research conducted on your own to support your position.

Begin your writing process by using the graphic organizer provided below.

My hypothesis about why the Maya Civilization collapsed is...

The facts that support this hypothesis are...

⇒

⇒

⇒

⇒

What parts of the Mayan culture survive today? [List 3 or 4 and any related facts.]

⇒

⇒

⇒

⇒

Why do you believe that some parts of the original Mayan culture survive today?
[This will become your position/controlling idea/thesis statement.]

Give One/Get One

My position:

Position & ideas:

Contributed by...

What have you learned from other students that you can add to your position or paper?

Essay Rubric

Criteria	4	3	2	1
Position	<ul style="list-style-type: none"> Clearly and authoritatively states a position and maintains it throughout the essay. 	<ul style="list-style-type: none"> Clearly states a position and maintains it throughout the essay. 	<ul style="list-style-type: none"> States a vague or unclear position and refers to it throughout parts of the essay. 	<ul style="list-style-type: none"> Fails to state a position and does not maintain it throughout the essay.
Organization & Focus	<ul style="list-style-type: none"> Organizational structure supports the position through the effective use of introduction, body, and conclusion. Use of creative transition words guides the reader through the essay easily. 	<ul style="list-style-type: none"> Organizational structure supports the position through use of introduction, body, and conclusion. Use of appropriate transition words guides the reader through the essay easily. 	<ul style="list-style-type: none"> Organizational structure is apparent but may not support the position. Use of some transition words assists the reader. 	<ul style="list-style-type: none"> Organizational structure is lacking. Lack of use of transition words or words are used inappropriately.
Content	<ul style="list-style-type: none"> Position stated is supported through the thorough use of facts and details about the Maya civilization. Analysis of facts and details is clear and creative. 	<ul style="list-style-type: none"> Position stated is supported through the use of appropriate facts and details about the Maya civilization. Analysis of facts and details is clear. 	<ul style="list-style-type: none"> Position stated is supported through the use of some facts and details about the Maya civilization. Analysis of facts and details sometimes supports the position. 	<ul style="list-style-type: none"> Fails to support the position through the use of facts and details; uses too few facts and details. Analysis of facts and details is unclear or fails to support the position.
Sentence Structure & Grammar	<ul style="list-style-type: none"> Varied sentence structure adds to the paper's meaning and highlights key points. Demonstrates mastery of the mechanics of writing and appropriate English usage. 	<ul style="list-style-type: none"> Varied sentence structure is used throughout the essay. Demonstrates the mechanics of writing and appropriate English usage; few errors – none of which confuse the reader. 	<ul style="list-style-type: none"> Varied sentence structure occurs occasionally. Errors in the mechanics of writing and appropriate English usage cause occasional confusion in the reader. 	<ul style="list-style-type: none"> Lacks varied sentence structure. Many errors in the mechanics of writing and appropriate English usage cause confusion in the reader.

Maya Paper Assignment

Name: _____
Date: _____ Period: _____

Outline

Paragraph 1: Introduction

- Topic:

- When & where did the Maya civilization begin & end?

- Position:

Paragraph 2: Topic: _____

- Topic Sentence:

- Supporting point(s):

- Explanation:

Paragraph 3: Topic: _____

- Topic Sentence:

- Supporting point(s):

- Explanation:

Paragraph 4: Topic: _____

- Topic Sentence:

- Supporting point(s):

- Explanation:

Paragraph 5: Topic: _____

- Topic Sentence:

- Supporting point(s):

- Explanation:

Paragraph 6: Topic: _____

- Topic Sentence:

- Supporting point(s):

- Explanation:

Paragraph 7: Conclusion

- Restate position:

- Explain why your position is valid/important/correct: