

Los mayas, los aztecas y yo

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Subject Area: Spanish 1

Grade Level: 7–8

Stage 1 – Desired Results

Established Goals

(National ACTFL Standards for Foreign Language Education)

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & around the World <ul style="list-style-type: none"> • Standard 5.1: Students use the language both within and beyond the school setting. • Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. 	
Understandings: Students will understand that Pre-Colombian cultures existed and had a strong effect on today's modern society. They will also learn how complicated Mexican society is, and that just like the U.S. is a mixing bowl of different heritages and customs, so is Mexico with its indigenous and Spanish ancestors.	Essential Questions: <ul style="list-style-type: none"> • Who were the Aztecs and Mayas? • What were their civilizations like and how did they compare? • How does present day Mexican society compare to Pre-Colombian society? • What role do I play in these comparisons?
Students will know about... Aztec and Mayan history, as well as their influence on present day Mexican society.	Students will be able to... demonstrate their knowledge and skill through a variety of expressions, including writing, art, technology, and spoken understanding.
Stage 2 – Assessment Evidence	
Performance Tasks: Students will create authentic: <ul style="list-style-type: none"> • Mayan ball player trading cards • Mayan headdress • Mayan weaving • Alebrije • Pottery • Aztec mask 	Other Evidence: Other assessment evidence includes: <ul style="list-style-type: none"> • Discussions • Organizational charts • Writing prompts • Final project, including community outreach
Stage 3 – Learning Plan	
Learning Activities: A total of nine lesson plans, entitled: <ol style="list-style-type: none"> 1. Sparking Student Curiosity and Reflective Thinking 2. ¡Vamos a México! 3. The Mayas Played Ball Too! 4. The Mysterious Ruins of Palenque 5. Mayas of Yesterday and Today 6. All about <i>Alebrije</i>! 	

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| <ol style="list-style-type: none">7. The Pottery of Puebla8. Amazing Art and Architecture9. Mexico Today |
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Lesson One: Sparking Student Curiosity and Reflective Thinking

Description:

Students will go on a *gallery walk* that demonstrates various aspects of both Pre-Colombian and Mexican cultures. They will record any thoughts, feelings, or questions that come to mind on a sticky note beside each item of the *gallery walk*, a process known as *chalk talk*. In an effort to foster creativity and to limit shared responses, students are not permitted to talk during the activity.

Materials:

1. previously chosen items for the *gallery walk* (pictures, maps, diagrams, quotes, etc., all relating to Pre-Colombian and Mexican cultures)
2. an area to place these items (needs to be large enough so students can spread out with enough room to walk throughout the area)
3. sticky notes (enough for every student to have one per item)
4. writing utensil
5. chart paper
6. copies of passports, boarding passes, and visa stamps for all students (available for download from this Web site:
<http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright09/>)

Teacher's Responsibilities:

1. Select, number (items should not be labeled, but instead simply numbered so as not to hinder student creativity), and place the items for the *gallery walk* in advance. To better preserve the items, they can be placed in a sheet protector or pasted onto cardstock.
2. Gather sticky notes. For a brighter effect, use an assortment of colors.
3. Divide the chart paper into the same number of sections as the number of items in the *gallery walk*.
4. Make enough copies of the passport, boarding pass, and visa stamps for every student to receive one passport and boarding pass and a stamp for each location visited.
5. Monitor student behavior and responses throughout the activity.

Activity:

1. Distribute sticky notes to every student (it is the teacher's discretion as to whether students should record their name on the sticky notes).
2. Ask students to take out a writing utensil.

3. Explain to students they will take a *gallery walk* throughout the classroom (or hallway, wherever it may be) and spend some time reflecting on each item. State that although the items vary, the directions for each are identical: students are to participate in a *chalk talk* where they record appropriate thoughts, feelings, or questions that come to mind onto a sticky note and place it beside the item. These statements should be their own work, as students are not allowed to talk during the activity.
4. Once all students have completed the *gallery walk*, students will return to their seats and the teacher will bring out the chart paper (it should already be organized into sections, with room left to include the item itself). With student help, all sticky notes and items are placed into the corresponding sections on the chart paper.
5. One by one, each item is discussed, beginning with the teacher selecting some of the sticky notes to read. Students may ask questions to the teacher and each other about the notes, but discussion should be limited, as more in-depth dialogue will occur throughout the course of the unit. Outstanding or interesting points or questions can be highlighted or otherwise noted for future reference. (Note: The teacher may ask for students to explain further their sticky note, but should not make it a requirement. This point is why it is probably not a good idea to force students to write their name on the sticky notes.)
6. The completed chart paper should be placed in an easily accessible area of the classroom for future reference and modification.
7. Students will then be issued their passport and boarding pass.
8. Instructions will be given in regards to the class taking a virtual trip to Cancún, México the following class period, followed by traveling throughout the country in numerous other class periods. Students will be informed they must hang onto their forms in order to take the flight and travel throughout Mexico for the duration of the trip.
9. Students will complete the passport and boarding pass and bring them to the next class. The dates of both forms will depend upon the beginning and end time of the unit. Passports should have different passport numbers (all nine digits in length, preferably created by the student) and student nationality and birthplace will vary as well. The group number on the ticket could vary between the different class periods or blocks so no two classes have the same group number, as they are embarking on different “flights.” The seat number is dependent upon where the student usually sits in class, although it can be modified in order to make it random like an actual flight experience.
10. The visa stamps can either be given to the students all at once, or as each location is visited throughout the trip. Students are to glue each stamp into a square within their passport, as well as record the date of the visit.

Lesson Two: ¡Vamos a México!

Description:

Students will enter the classroom as they would enter a flight. If they have forgotten their passport and/or boarding pass, they must go to the end of the line (see note below about missing forms). After departure of the virtual flight, the class will begin a KWL chart covering Pre-Colombian culture. See note below for some activity extension/modification ideas, but an in-flight movie covering what students will be learning during their visit to Mexico will be shown.

Note: In case of missing forms: If they left it in their locker, they must go get it but if they forgot it entirely, they must be given another form to fill out and use in class. It is up to the teacher as to how to handle this situation.

Note: Activity Extension/Modification: This activity can include clothing vocabulary for luggage in preparation for the trip. Students could bring in pretend luggage drawn by hand and have each clothing item labeled. Also, vocabulary and grammar for going through security and customs, as well as on the flight itself, could be included. Weather vocabulary and grammar could also be incorporated into turbulence during the flight. Lastly, authentic food could be brought in during the flight snack/meal. These scenarios are all based upon prior knowledge, capabilities, and level of interest of the students.

Materials:

1. copies of a Pre-Colombian map of Mexico (available at: <http://meyerisland.wikispaces.com/file/view/AztecMayaMap2.jpg/31943155>)
2. completed student passports and boarding passes
3. chart paper
4. writing utensil
5. index cards or sticky notes to place on classroom desks to represent seats on a plane
6. computer and LCD projector
7. authentic music

Teacher's Responsibilities:

1. Gather all materials. Make enough copies for every student to receive the map of Pre-Colombian Mexico, as well as extra copies of passports and boarding passes for students who do not bring their own to class.
2. Decide how to organize the desks to resemble seats on a plane (i.e., desk rows as numbers, desk aisles as letters, and whether there will be desks moved next to each other in groups of two or three).
3. Make sure the computer and LCD projector are ready to show the in-flight movie and the music source is ready if music will be played.

Activity:

1. To enter the classroom, students must show their passport and boarding pass. As stated in the note above, students who left theirs in their locker must go get it and go to the end of the line and students must make another one if they did not bring the completed one to class.
2. Students must find their appropriate seat based on their boarding pass. Music can be played at this time until all students are seated and the flight is ready to begin.
3. The specifics prior to boarding the plane, during the flight, and upon arrival in Cancún, México will vary, depending upon what the teacher wishes to include, (e.g., security, safety guidelines, luggage, turbulence, a snack or meal, and customs).
4. To prepare students for their virtual journey throughout Mexico, encourage students to think about material discussed from the previous lesson's *chalk talk* by beginning a KWL chart covering Pre-Colombian culture. The K section represents what the students already Know, the W section represents what the students Want to know and the L section represents what the students Learned. The map can be distributed at this time to encourage some ideas for the chart. Only the K and W sections will be completed at this time. The following is an example of how to organize it onto the chart paper.

KWL Chart

What I <i>Know</i>	What I <i>Want</i> to Know	What I <i>Learned</i>

5. The in-flight movie gives more background information regarding Pre-Colombian culture, specifically covering the Mayan and Aztec cultures, in addition to some others. Teachers should preview the video ahead of time in case specific segments do not need to be shown. It is a Discovery Education video, which comes with a Teacher's Guide of activities. It is the teacher's discretion as to which specific activities to include, and as to when they will be completed. Every

class is different, so the teacher will make modifications as deemed fit in reference to pre- and post-viewing activities. Below is a link to the video and the Teacher's Guide of activities:

Ancient Americas: The Mayas and Aztecs [33:44]

<http://player.discoveryeducation.com/index.cfm?guidAssetId=3E48B018-2929-460D-946B-4A35FC44C2E2&blnFromSearch=1&productcode=US>

Ancient Americas: The Mayas and Aztecs Teacher's Guide (PDF format)

<http://gtm-media.discoveryeducation.com/videos/Ancient%20Americans%20The%20Mayas%20and%20Aztecs/E1CE01A5-C4CA-3B99-F60F0D05C6B3F05A.pdf>

6. Upon arrival in Cancún, México, students should paste the Cancún visa stamp into their passport, as well as indicate the starting point of the trip on their map. Students can be directed through the motions of going through customs, picking up their luggage, finding transportation, etc., all depending upon the teacher's discretion based on the abilities of the individual class.
7. However the teacher decides to "transport" the class, the first stop is Chichén Itzá. The book, *The Mayas History, Art and Archaeology*, gives an overview of the Mayan culture to aid with class discussion.

Lesson Three: The Mayas Played Ball Too!

Description:

Students will learn about the ball game played in Pre-Colombian Mexico, specifically at Chichén Itzá. From the discussion, students will create a Venn diagram to compare this ancient game to present day sports.

Materials:

1. each student's passport and map
2. Venn diagram
3. writing utensil
4. overhead or chart paper for model Venn diagram
5. computer and LCD projector

Teacher's Responsibilities:

1. Make enough copies of Venn diagram for every student to receive one.
2. Model and supervise the creation of the Venn diagram.
3. Model/give examples of the closing activity of creating trading cards.

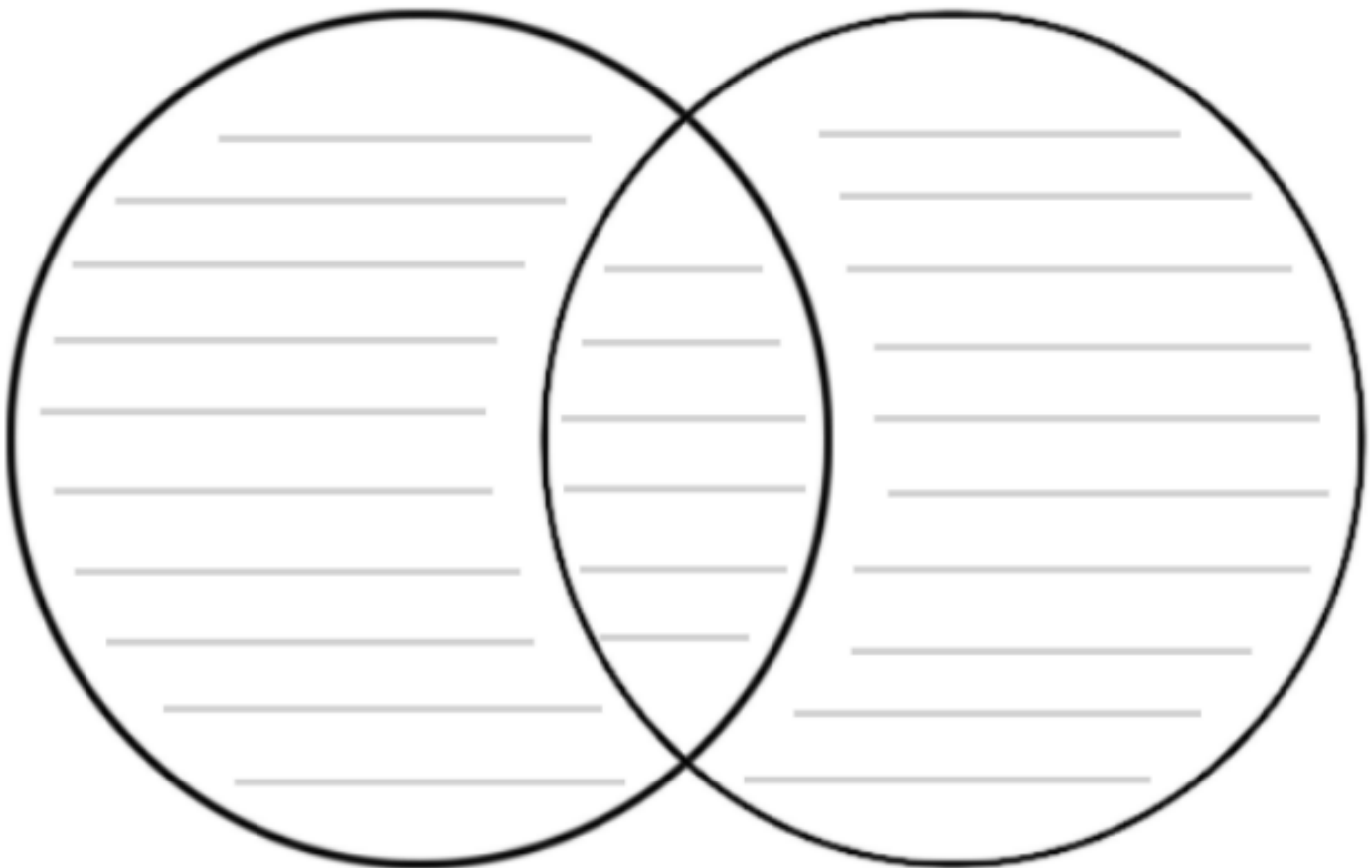
Activity:

1. Students must have their passport in order to enter the classroom. Students will paste the Chichén Itzá visa stamp into their passport, as well as mark the location of this site on their map, including a line of travel from Cancún to Chichén Itzá.
2. Introduce the significance and history of these Mayan ruins, encouraging students to share any prior knowledge. Use the following Web sites for help:
<http://www.chichenitza.com/>
http://www.locogringo.com/past_spotlights/apr2002.html
3. Students will watch the following video to gain a stronger understanding of these Mayan ruins:
Mystic Lands: Maya: Messages in Stone [25:00] (specifically the segment *The City of Chichen Itza [4:34]*)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=492C3FCD-955A-46FB-9893-A4B6BDFFFDAA&blnFromSearch=1&productcode=US>
4. Following a discussion and synopsis of the video, the teacher will direct instruction to the ancient ball game played throughout much of the Mayan territory. Specific discussion will include the game as played at Chichén Itzá, as demonstrated in the following video:
Time Warp Trio: Me oh Maya [21:31]
<http://player.discoveryeducation.com/index.cfm?guidAssetId=581F1801-68BD-4C62-8DDC-403EC62A3798&blnFromSearch=1&productcode=US>

5. Another great way to further increase understanding is to visit the Web site <http://www.ballgame.org/>, which gives solid explanations and multiple specific aspects of the game. The site includes numerous activities for students as well.
6. Distribute a Venn diagram for students to complete. The teacher should model what the diagram should look like as the points are listed throughout the discussion of similarities and differences between this ancient game and present day sports, such as football, basketball, and soccer. The following Venn diagram example is available from:
<http://www.omurtlak.com/resim.php?resim=http%3A//www.2learn.ca/constru ct/graphicorg/venn/venn2linedb.gif>

Venn diagram

Mayan ball game vs. Present-day sports



7. Students will create a Mayan ball player trading card similar to one they would see for famous NFL, NBA, or MLB players in the United States. The player may be drawn by hand or illustrated with the help of clip art, but it must include important biographical information of the player, such as:
 - a. name

- b. nickname
- c. date of birth (sometime during the Mayan regime)
- d. place of birth (somewhere within the Mayan territory)
- e. weight
- f. highest number of goals/points scored in a season
- g. team name

The following site has a sample rubric, if needed, to score the trading card product:

<http://makeworksheets.com/samples/rubrics/art.gif>

Lesson Four: The Mysterious Ruins of Palenque

Description:

Students will learn about the magnificent Mayan ruins of Palenque, as well as King Pakal and the three mysterious women of Palenque's history, all having some relation to King Pakal. They will write based on the persona of one of these three female figures and create an elaborate headdress to accompany their work.

Materials:

1. each student's passport and map
2. materials listed at this site in order to create the headdress:
http://ballgame.org/class_3.htm
3. writing utensil
4. paper
5. computer and LCD projector

Teacher's Responsibilities:

1. Gather all materials in advance.
2. Watch all videos in advance, as well as read through the Teacher's Guide, in order to choose the pieces that work with each individual class.

Activity:

1. Students will paste the Palenque visa stamp into their passport, as well as mark the location of this site on their map, including a line of travel from Chichén Itzá to Palenque.
2. Introduce the significance and history of these Mayan ruins, encouraging students to share any prior personal knowledge. The following Web sites are helpful:
http://www.locogringo.com/past_spotlights/apr2002.html
<http://www.mexperience.com/guide/archaeology/palenque.htm>
3. Show the video from the link below, which describes the Palenque ruins:
Out of Egypt: Shape of the Gods [42:38] (specifically the segment *Mayan Pyramids at Palenque [6:07]*)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=dab0dfd9-e647-4fe3-8d27-96619c76aefc>
4. For further information regarding Palenque's architecture, watch:
Mystic Lands: Maya: Messages in Stone [25:00] (specifically the segment *Mayan Architecture [2:10]*)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=AE74754B-3653-415E-BD39-DE2AC746F391&blnFromSearch=1&productcode=US>
5. The following video link covers specific information regarding Palenque's King Pakal, as well as the Red Queen, who could be any of the three mysterious female figures portrayed in the video:

Mesoamerica: A History of Central America [55:19] (specifically the segment *Mysterious Maya Queen [35:21]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=B321DB08-0066-452B-BEB3-8C848F9CFE81&blnFromSearch=1&productcode=US>

6. Pre-viewing, post-viewing, and writing prompt activities are outlined in the link below to the Teacher's Guide:
<http://gtm-media.discoveryeducation.com/videos/29499/FE805D49-F031-703D-D800C9A4D284C8D1.pdf>
7. The following rubric could be used to grade the writing prompt:
<http://faeriekeeper.net/criteria38c.jpg>. This rubric could be used to grade the headdress: <http://makeworksheets.com/samples/rubrics/art.gif>.
8. Below is the link for directions on how to create a headdress to accompany student writing prompts. The writing prompts and headdresses should be placed on display to show the hard work of each student.
http://ballgame.org/class_3.htm

Lesson Five: Mayas of Yesterday and Today

Description:

Students will see how aspects of Mayan culture still exist and are celebrated on a daily basis throughout some parts of Southern Mexico, specifically in the state of Chiapas within the areas of San Juan Chamula and Zinacantán. Students will reflect upon their own lifestyle and family history in order to create a pictorial and written description of how they too exhibit a synthesis of past and present cultural examples of their heritage.

Materials:

1. each student's passport and map
2. materials listed at this site in order to create the Mayan shirt (including a white pillowcase for each student):
http://www.craftsforkids.com/projects/mayan_shirt.htm
3. writing utensil
4. paper
5. computer and LCD projector

Teacher's Responsibilities:

1. Give students advance notice to bring in an inexpensive white pillowcase to use for the craft.
2. Gather all materials in advance.
3. Watch all videos in advance in order to choose the pieces that work with each individual class.

Activity:

1. Students will paste the San Juan Chamula and Zinacantán visa stamp (only one stamp as they are neighboring communities) into their passport, as well as mark the locations of these communities on their map and draw a line connecting their previous destination of Palenque to these current points.
2. Discuss the religious significance of these towns, as well as the importance of their trade, be it food or crafts. Most of the people of these communities still wear traditional attire like their ancestors. Many of their activities, including how the communities govern themselves, are also handed down from previous generations.
3. The following video better explains the way these people live in present day society:

Discovery Atlas: Mexico Revealed: Short Stories [19:36] (specifically the segment *Chiapas: Mayan Culture [2:38]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=BDFF0FDE-BA4E-42CC-92BF-6F7937C2D21E&blnFromSearch=1&productcode=US>

4. The community of Zinacantán is famous for its weaving. Below is a link to a video that explains the meaning behind examples of Mayan weaving patterns (this specific tapestry actually hails from Oaxaca, but it still serves as a good example): <http://www.youtube.com/watch?v=5e8A2jIIIgs>
5. Here is a clip of how weavers dye their yarn with natural materials: <http://www.youtube.com/user/gumbe482#p/a/u/2/tbIicKJmPlc>
6. Lastly, here is a clip of a weaver making a tapestry on a loom: http://www.youtube.com/user/gumbe482#p/a/u/1/N_jZT5LT1L8
7. To close this activity, students will be given an assignment to think about how their lives compare to the people of these communities in respect to how their daily activities are evidence of the past and present, as seen in their attire and weaving, for example. Students are to write this explanation and accompany it with a picture (either by hand, or by using actual photographs in a creative manner) or collage to illustrate their examples. The following rubric could be used again to grade the writing portion: <http://faeriekeeper.net/criteria38c.jpg>
8. In addition to the assignment described above, students will create their own Mayan weaving by designing an “authentic” Mayan shirt. The following link outlines all of the necessary materials and instructions: http://www.craftsforkids.com/projects/mayan_shirt.htm. This last link could be used to grade the shirt: <http://makeworksheets.com/samples/rubrics/art.gif>.

Lesson Six: All about Alebrije!

Description:

Students will learn about the various handicrafts that make Oaxaca so famous, specifically *alebrije*, or fantastical wood carvings. Students will create their own *alebrije* to decorate the classroom.

Materials:

1. each student's passport and map
2. drawing paper (Note: If feasible, this project can be done with modeling clay and left to dry/harden instead of with markers and paper.)
3. writing utensil
4. markers or colored pencils
5. computer and LCD projector

Teacher's Responsibilities:

1. Gather all materials in advance.
2. Watch all videos in advance in order to choose the pieces that work with each individual class.

Activity:

1. Upon arriving in Oaxaca, students will paste the Oaxaca visa stamp into their passport. On their map students will also mark the location of Oaxaca and draw a line connecting their route from the San Juan Chamula and Zinacantán communities.
2. As described in the following video, Oaxaca is famous for its handicrafts. People spend a lifetime perfecting their craft, as it supports their livelihood and is a tradition passed down through family generations.
Mexico: The People [20:30] (specifically the segment *Oaxacan Heritage: Crafts and Culture [1:43]*)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=E7F2A1DD-39CD-4680-98D2-2AB4F6EC753A&blnFromSearch=1&productcode=US>
3. *Alebrijes*, or fantastical wood carvings, truly are an art form. They are hand carved and painted from wood and no two items are identical. The following link gives a simple background story and synopsis of this handicraft to better explain it to students:
<http://www.rif.org/assets/Documents/Spanish/ActivitySheets/alebrijes.pdf>
4. In order to create their own *alebrije*, students must first brainstorm two animals or creatures they would like to see combined to form their own unique fantastical creation. Once they have their idea, they should make at least one rough draft until they are pleased with the result. Lastly, students should put their original *alebrije* creation on paper with markers or colored pencils. Make sure the

creature is very colorful, just like the ones in Oaxaca. As stated in the materials section above, students can make their *alebrijes* with colorful clay and simply allow it time to dry. An extension of the activity for all students could be to create a story in Spanish to accompany the creation. Beginning students could simply describe its biographical information and appearance, while upper-level students could talk about something the creature did (preterit and imperfect tenses) or will do (future tense).

Lesson Seven: The Pottery of Puebla

Description:

In addition to the battle of Cinco de Mayo, Puebla is also known for its magnificent pottery. Students will learn about this art form, as well as *talavera*, and will even make their own.

Materials:

1. each student's passport and map
2. see following link for a specific list of craft materials:
<http://tides.sfasu.edu/Teachers/LessonPlans/JanaMclain/COMEXUS.pdf>
3. drawing paper
4. writing utensil
5. computer and LCD projector

Teacher's Responsibilities:

1. Gather all materials in advance for the craft activity.
2. Watch all videos and read the craft activity link in advance in order to choose the pieces that work with each individual class.

Activity:

1. Upon arriving in Puebla, students will paste the Puebla visa stamp into their passport. On their map students will also mark the location of Puebla and draw a line connecting their route from Oaxaca to this city.
2. As described in the following video, Puebla is famous worldwide for its handicrafts. Just as handicrafts are significant to the people of Oaxaca, so is pottery to the people of Puebla.

Discovery Atlas: Mexico Revealed: Short Stories [19:36] (specifically the segment *Puebla: Artistics Traditions [2:09]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=BDF0FDE-BA4E-42CC-92BF-6F7937C2D21E&blnFromSearch=1&productcode=US>

3. This particular link is to a video on the process of making pottery and *talavera*:
<http://www.youtube.com/watch?v=DIC7N86Ri5U&feature=related>
4. Now students will be given the opportunity to create their own *talavera* tile work. Follow the instructions found in this link:

<http://tides.sfasu.edu/Teachers/LessonPlans/JanaMclain/COMEXUS.pdf>

Lesson Eight: Amazing Art and Architecture

Description:

One of the Aztec's greatest accomplishments is the site of Tenochtitlán. Filled with astounding examples of art and architecture, students will continue their journey to discover information about it and the pre-Aztec city of Teotihuacán. They will also celebrate the ancient Aztecs by creating their own turquoise and coral mask.

Materials:

1. each student's passport and map
2. see following link for a specific list of craft materials:
<http://www.crayola.com/lesson-plans/detail/aztec-mosaic-mask-lesson-plan/>
3. computer and LCD projector

Teacher's Responsibilities:

1. Gather all materials in advance for the craft activity.
2. Watch all videos and read the Teacher's Guide to choose what will be used
(<http://gtm-media.discoveryeducation.com/videos/The%20Conquistadors%20and%20the%20Aztecs/F6DB5E56-C967-42D9-2D8C5D8B3DEFD22A.pdf>).
3. Read the craft activity link in advance in order to choose the pieces that work with each individual class.

Activity:

1. Upon "arriving" at Tenochtitlán, students will paste the Tenochtitlán/Teotihuacán visa stamp into their passport. On their map students will also mark the location of Tenochtitlán and draw a line connecting their route from Puebla to this site.
2. Explain to students that when Hernán Cortés and the rest of the Spanish conquistadors arrived, they destroyed the Aztec capital of Tenochtitlán and built Mexico City right on top of it. There are still excavations of the ruins going on today of this area.
3. The following video explains this magnificent Aztec capital. It is up to the teacher's discretion as to whether they wish to incorporate any of the Teacher's Guide.

Mesoamerica: A History of Central America [55:19] (specifically the segment *Tenochtitlán, Aztec City [5:27]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=B64846FC-5309-4F63-B7AD-43D4867E8CE4&blnFromSearch=1&productcode=US>

Teacher's Guide (PDF format)

<http://gtm-media.discoveryeducation.com/videos/29499/FE805D49-F031-703D-D800C9A4D284C8D1.pdf>

4. This next video also offers great information, and is accompanied by a Teacher's Guide of activities. It is up to the teacher's discretion as to whether they wish to incorporate any of it.

Exploring the World: The Conquistadors and the Aztecs [15:24]

<http://player.discoveryeducation.com/index.cfm?guidAssetId=860BC28B-605B-4A39-8B45-7A4796FB0591&blnFromSearch=1&productcode=US>.

Teacher's Guide

[http://gtm-](http://gtm-media.discoveryeducation.com/videos/The%20Conquistadors%20and%20the%20Aztecs/F6DB5E56-C967-42D9-2D8C5D8B3DEFD22A.pdf)

[media.discoveryeducation.com/videos/The%20Conquistadors%20and%20the%20Aztecs/F6DB5E56-C967-42D9-2D8C5D8B3DEFD22A.pdf](http://gtm-media.discoveryeducation.com/videos/The%20Conquistadors%20and%20the%20Aztecs/F6DB5E56-C967-42D9-2D8C5D8B3DEFD22A.pdf)

5. Students will now take their passports and maps with them and journey to another famous pre-Colombian site, Teotihuacán. They will also need to mark it on their map, as well as indicate the distance between Tenochtitlán to Teotihuacán.

6. The following video link will cover more information regarding Teotihuacán:

Out of Egypt: Shape of the Gods [42:38] (specifically the segment

Teotihuacán and Tlatelolco [5:12])

<http://player.discoveryeducation.com/index.cfm?guidAssetId=dab0dfd9-e647-4fe3-8d27-96619c76aefc>

7. Along with discussing these ancient ruins, students can learn about the interesting floating gardens of Xochimilco in the video segment:

Discovery Atlas: Mexico Revealed: Short Stories [19:36] (specifically the segment *The Floating Gardens of Xochimilco [2:31]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=BDFF0FDE-BA4E-42CC-92BF-6F7937C2D21E&blnFromSearch=1&productcode=US>

8. To culminate this lesson, students will create their own turquoise and coral Aztec mask. Use the instructions from the activity in the following link:

<http://www.crayola.com/lesson-plans/detail/aztec-mosaic-mask-lesson-plan/>

Lesson Nine: Mexico Today

Description:

Following the previous lessons of Pre-Colombian Mexico, students will learn how the ancient Mayas and Aztecs have shaped and molded what Mexico is today. Students will look into different aspects of Mexico's society and culture, as well as make comparisons between the two ancient civilizations, present-day Mexico, and students' own society.

Materials:

1. each student's passport and map
2. materials for final project (depends upon project chosen by student)
3. KWL chart paper from previous lesson
4. computer and LCD projector

Teacher's Responsibilities:

1. Gather all materials to explain project instructions, expectations, and deadline.
2. Watch all videos in advance in order to choose the pieces that work with each individual class.

Activity:

1. Upon arriving in Mexico City, students will paste the Ciudad de México visa stamp into their passport. On their map students will also mark the location of Mexico City and draw a line connecting their route from Teotihuacán to this city. Their map should now be complete.
2. Students will discuss what they have learned thus far about Pre-Colombian history and make inferences as to how present-day Mexico has been affected. The following video and Teacher's Guide cover a lot of great information. They should be reviewed in advance to suit each individual class.

Mexico: Our Neighbor to the South [39:49]

<http://player.discoveryeducation.com/index.cfm?guidAssetId=A424EFE6-A8EF-4E52-86AB-D5F7B2BE5A78&blnFromSearch=1&productcode=US>

Mexico: Our Neighbor to the South Teacher's Guide

<http://gtm-media.discoveryeducation.com/videos/Mexico%20Our%20Neighbor%20to%20the%20South/C963C7E2-C5DB-742B-C1116635E7E96BC4.pdf>

Discovery Atlas: Mexico Revealed: Short Stories [19:36] (specifically the segment *Tijuana Border and Illegal Immigration [2:38]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=BDFF0FDE-BA4E-42CC-92BF-6F7937C2D21E&blnFromSearch=1&productcode=US>

Mexico: The People [20:30] (specifically the segments *Healthcare and Work [0:52]*; *City Life: Mexico's Middle Class [3:36]*; *Education [2:33]*; *The Mexican Upper Class [0:57]*; and *A Diversity of Lifestyles [1:23]*)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=E7F2A1DD-39CD-4680-98D2-2AB4F6EC753A&blnFromSearch=1&productcode=US>

3. Students will first work in pairs or groups of three to four in order to brainstorm what to record in the L column of the class KWL chart to represent what they have learned. Groups will then return to their seats and volunteers will offer ideas to share on the chart.
4. The teacher will then inform the students they are to choose one topic regarding Pre-Colombian culture (possibilities may also include a topic of how the culture has affected present day Mexico) they find to be most interesting and create a project demonstrating the important facts they learned. It should be related to a comparison of how that specific aspect compares between Pre-Colombian and current cultures and societies. The project's main premise is that students understand these similarities and differences, can relate multiple cultures and societies to one another, and can see where they as individuals fit into this world. Students are encouraged to include any new information not discussed in class so they can teach it to their classmates when presenting the project in class. Projects should not be limited to simple paper writing, but instead should be more creative, and should preferably include some technological aspect. A visual aid must be incorporated as well, and students will be presenting the completed project to their classmates. The amount of time allotted for the deadline is up to the teacher's discretion. Following the project deadline and final review, students will work together to create a Web site or Web page devoted to their projects and teaching others about what they learned. Efforts should be made to speak with members of the community, such as at a PTA meeting or to visit other classrooms and schools in the area.

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<<http://player.discoveryeducation.com/index.cfm?guidAssetId=dab0dfd9-e647-4fe3-8d27-96619c76aefc>>.

“Time Warp Trio: Me oh Maya [21:31].” unitedstreaming.com. 2005.
<<http://player.discoveryeducation.com/index.cfm?guidAssetId=581F1801-68BD-4C62-8DDC-403EC62A3798&blnFromSearch=1&productcode=US>>.

Miscellaneous other Web sites used:

1. Pre-Colombian map:
<http://meyerisland.wikispaces.com/file/view/AztecMayaMap2.jpg/31943155>
2. Venn diagram:
<http://www.omurtlak.com/resim.php?resim=http%3A//www.2learn.ca/construct/graphicorg/venn/venn2linedb.gif>
3. Information on Mayan ruins
 - a. <http://www.chichenitza.com/>
 - b. http://www.locogringo.com/past_spotlights/apr2002.html
 - c. <http://www.mexperience.com/guide/archaeology/palenque.htm>
4. Information on Mayan ball game:
 - a. <http://www.ballgame.org/>
 - b. http://ballgame.org/class_3.htm
5. Craft activities:
 - a. http://www.craftsforkids.com/projects/mayan_shirt.htm (Mayan shirt)
 - b. <http://www.crayola.com/lesson-plans/detail/aztec-mosaic-mask-lesson-plan/> (Aztec mask)
 - c. <http://www.rif.org/assets/Documents/Spanish/ActivitySheets/alebrijes.pdf> (Alebrijes)
 - d. <http://tides.sfasu.edu/Teachers/LessonPlans/JanaMclain/COMEXUS.pdf>
 - e. <http://www.youtube.com/watch?v=DIC7N86Ri5U&feature=related> (Pottery/Talavera)

6. Rubrics:
 - a. <http://faeriekeeper.net/criteria38c.jpg>
 - b. <http://makeworksheets.com/samples/rubrics/art.gif>
7. Personal uploaded youtube.com videos:
 - a. http://www.youtube.com/user/gumbe482#p/a/u/1/N_jZT5LT1L8
 - b. <http://www.youtube.com/user/gumbe482#p/a/u/2/tbIicKJmPlc>
 - c. <http://www.youtube.com/watch?v=5e8A2jIllGs>
8. National Standards for Foreign Language Education:
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>