

Unit Cover Page

- **Unit Title:** The Maya of Mexico
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- **Subject Area:** Social Studies, Language Arts
- **Topic:** Mayan Products, Practices, and Perspectives (3-P Paradigm)
- **Grade Level:** Grade 4
- **Time Frame:** 18 days, 45-minute sessions
- **Summary of the Unit:** This project is developed for Grade 4 social studies with curricular connections in reading and language arts. To integrate my experience in Mexico for my students, I will primarily focus on Mayan civilization using the 3-P Paradigm: products (artifacts), practices (sociofacts), and perspectives (mentifacts). The 3-P Paradigm is an important aspect of the cultural framework for learning. I would like to incorporate this paradigm with a focus on the Maya because I have found that it is very useful in developing the students' sensitivity to other cultures that are uniquely different from their own. Students will benefit from this lesson in that they will better understand the structure of Mayan society and will ultimately be able to compare and contrast this information with what they have learned about Native Floridian tribes (Calusa, Tocobaga, Tequesta, Apalachee, Timucua, and Seminole).

Unit Plan

Established Goals: Next Generation Sunshine State Standards–NGSSS. The students will be able to do the following:

- Social Studies:
 - SS.4.A.1.1—analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
 - SS.4.A.1.2—synthesize information related to Florida history through print and electronic media.
 - SS.4.A.2.1—compare Native American tribes in Florida.
- Reading:
 - LA.4.1.6.1—use new vocabulary that is introduced and taught directly.
 - LA.4.1.6.5—relate new vocabulary to familiar words.
 - LA.4.1.6.9—determine the correct meaning of words with multiple meanings in context.
- Language Arts:
 - LA.4.3.1.1, LA.4.3.1.2, LA.4.3.1.3—pre-write by generating ideas from multiple sources, determining the purpose and the intended audience, organizing ideas using strategies and tools to make a plan for writing that addresses the main idea in a logical sequence.
 - LA.4.3.2.1, LA.4.3.2.2, LA.4.3.2.3—draft writing by using a prewriting plan to focus on the main idea with supporting details that shows understanding of facts, organizing information into a logical sequence, creating interesting leads.
 - LA.4.3.3.1, LA.4.3.3.2, LA.4.3.3.3, LA.4.3.3.4—revise by evaluating the draft, creating clarity, creating precision and interest, applying appropriate strategies to refine the draft.
 - LA.4.3.4.1, LA.4.3.4.2, LA.4.3.4.3, LA.4.3.4.4, LA.4.3.4.5, LA.4.3.4.6—edit for correct use of language conventions.
 - LA.4.4.2.3—write information/expository essays that contain introductory, body, and concluding paragraphs.
 - LA.4.5.2.2—plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

Understandings. The students will know how to do the following:

- Describe Native Floridians and the Maya of Mexico.
- Compare and contrast Native Floridians with the Maya of Mexico.
- Use examples to describe vocabulary words.
- Discuss the relationships of the products between native tribes.
- Make a distinction between Native Floridians and the Maya of Mexico.
- Compile facts to write expository essays.
- Explain the importance (practice) of each product.
- Understand and explain the perspectives of each native group in relation to their products.

Essential Questions. Based on Bloom's Taxonomy:

- Level I-Knowledge
 1. Who were the main native tribal groups of Florida?
 2. How would you describe the Native Floridian tribes?
 3. Who were the Maya of Mexico?
 4. How would you describe the Maya of Mexico?

- Level II-Comprehension
 1. How would you compare and contrast each Native Floridian tribe?
 2. How would you compare and contrast Native Floridian tribes with the Maya of Mexico?

- Level III-Application

What examples can you find to explain their similarities and differences?

- Level IV-Analysis
 1. What is the relationship between the products and practices of the Floridian tribes and the Maya?
 2. Can you make a distinction between the products and practices of each group?

- Level V-Synthesis

What facts can you compile about the practices and perspectives of each product?

- Level VI-Evaluation

Based on what you know, how would you explain the practices and perspectives of each product in a written expository essay?

Performance Tasks and Other Evidence:

Participation in class discussions; taking notes; answering critical thinking questions; demonstration of vocabulary development, planning, comparing and contrasting information; cause and effect relationships; organizing ideas; applying various resources for expository essay writing; writing and presenting an expository essay; creating a visual representation as a culminating activity.

Note: This unit is accompanied by a PowerPoint presentation with images of the products examined in the lessons. The file can be downloaded from this Web site:

<http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright10/>

Learning Activities:

DAY 1

Procedures: The teacher will begin with a review of identified theories about how people first came to North America. Students will describe when people first came to Florida and how they lived. Next, explain that many scientists think that people came to what is now Florida about 12,000 years ago from present-day Asia. Archaeologists have learned about these people through artifacts that have been found in Florida. Ask students to name environmental factors that affect how people live and list them on the board. Discuss what life may have been like during the Ice Ages. Using graphic organizers, the students will review the following vocabulary terms:

1. Migrate—to move from one place to another.
2. Band—a small family group that lived and hunted together.
3. Extinct—having died out.
4. Artifact—any object made by people in the past that still exists today.
5. Archaeologist—a scientist who studies artifacts to learn how people lived in the past.
6. Midden—a trash pile.

Materials: textbook, pencil, notebook, map, board, overhead projector, graphic organizers

DAY 2

Procedures: The teacher will introduce where the Yucatan Peninsula is, how it is similar to Florida, and will identify theories about how people may have first come to the Yucatan Peninsula in Mexico. Using the Web site *The Maya Culture* (http://www.mythicjourneys.org/bigmyth/myths/english/eng_maya_culture.htm), the teacher will describe who the Maya people are and how they lived long ago. The teacher will explain that the Maya still exist today, like the Seminoles of Florida, and like the Seminoles, the Maya still practice ancient customs and traditions with modern day practices.

The teacher will also discuss the following environmental factors that affect how the Maya live today: the altitude, climate, and temperature of the Yucatan Peninsula. The altitude features a diverse landscape that divides the Maya land into three areas: the lowlands, the central region, and the highlands. The Yucatan Peninsula's altitude consists of flat areas and high ridges covered by rainforests. Its climate allows for differences in rainfall in different parts of the land. It is hot and humid during the rainy season. The rainy season, from May to December, governs the farmer's agricultural cycle. The peninsula's temperature varies from 25–30 degrees Celsius (77–86 degrees Fahrenheit) in the lowlands, 15–25 degrees Celsius (59–77 degrees Fahrenheit) in the highlands, and below 15 degrees Celsius (59 degrees Fahrenheit) in the mountains.

Materials: maps, textbook, pencil, notebook, map, board, overhead projector, graphic organizers

DAY 3

Procedures: Review vocabulary. Complete and discuss the following assignment: How can artifacts such as tools tell us about features of a native group's culture?

Next, the teacher will introduce the Mayan product **jade**. The teacher will discuss the *Products, Practices, and Perspectives* on jade (attached) and will share pictures/visuals of jade (PowerPoint available for download from this Web site). Afterwards, the class will work interpersonally in groups of 4 or 5 to discuss and write the possible perspectives that the Maya had of jade. Groups will share and the teacher will highlight common perspectives.

Materials: pencil, notebook, map, board, pictures/visuals of jade

DAY 4

Procedures: Review the *Products, Practices, and Perspectives* on jade. Next, explain that a common feature of early Mayan tribes was that of forming cities, growing crops, and trading with other groups. Mayan people began to form cities that included many colorful pyramids. They were involved in agriculture and grew corn. They made pottery and built plazas, temples, shrines, and palaces. Different tribes spread throughout the Yucatan Peninsula, forming their own cultures and way of life. Discuss what Mayan life may have been like during this time. Using graphic organizers, the students will review the following vocabulary terms:

1. Division of labor—dividing jobs among people.
2. Specialize—to learn how to work at one job very well.
3. Trade—the exchanging, or buying and selling, of goods.
4. Barter—to trade one kind of good for another without using money.
5. Network—a system.
6. Temple—a religious building.
7. Culture—a way of life.
8. Tribe—a Native American group that has the same leaders or culture.

Materials: pencil, notebook, map, board, overhead projector, graphic organizers

DAY 5

Procedures: Review vocabulary. Using graphic organizers, review the following vocabulary terms:

1. Plaza—a public square.
2. Ceremony—a series of actions performed during a special event.

Complete and discuss the following assignment: If a group of natives were building a city, why would dividing jobs among workers and specializing in certain tasks have been helpful?

Introduce **pyramids** as a product created by the Maya. The teacher will discuss the *Products, Practices, and Perspectives* on the pyramids (attached), with special attention to their connection to the cosmos, and will share pictures/visuals of Chichen Itza, Edzna, Palenque, and Monte Alban (PowerPoint available for download from this Web site). Afterwards, the class will work interpersonally in groups of 4 or 5 to discuss and write the possible perspectives that the Maya had of the pyramids. Groups will share and the teacher will highlight common perspectives.

Materials: pencil, notebook, board, maps, pictures/visuals of pyramids, overhead projector, graphic organizers

DAY 6

Procedures: Review vocabulary. Review the *Products, Practices, and Perspectives* on the pyramids.

Introduce **corn** as an agricultural product planted, harvested, and cooked by the Maya. The teacher will discuss the *Products, Practices, and Perspectives* on corn (attached), beginning with an explanation of how the Maya believe that humankind was made from corn. The teacher will show pictures of corn (PowerPoint available for download from this Web site).

Display information from the Web site *Mundo Maya Online* (<http://mayadiscovery.com/ing/history/corn.htm>) in relation to corn. Discuss practices associated with corn. Again, the class will work interpersonally in groups of 4 or 5 to discuss and write the possible perspectives that the Maya had of corn. Groups will share and the teacher will discuss common perspectives. Students will understand how the Yucatan Peninsula's geography supported the agricultural process of growing corn and the teacher will emphasize that the areas in which Mayan tribes live contributes to ways in which their cultures are alike (corn and agriculture).

Materials: pencil, notebook, board, maps, pictures/visuals of corn, overhead projector, graphic organizers

DAY 7

Procedures: Review the *Product, Practices, and Perspectives* on corn. Complete and discuss the following assignment: What do you think some of the agricultural responsibilities are for the Maya?

Using graphic organizers, review the following vocabulary terms:

1. Tradition—an idea or way of doing something that has been handed down from the past.
2. Government—a system for deciding what is best for a group of people. It protects the group members and settles disagreements among them. The main job of the government is to make and carry out laws.
3. Scarce—limited.
4. Cacique—a chief.
5. Shaman—a religious leader.

Introduce **medicine** as another agricultural product planted and harvested by the Maya. The teacher will discuss the *Products, Practices, and Perspectives* on Maya medicine (attached), displaying pictures taken at the Maya Medicine Center (PowerPoint available for download from this Web site) and using the Web site *Authentic Maya* (http://www.authenticmaya.com/maya_medicine.htm). The class will work interpersonally in groups of 4 or 5 to discuss and write the possible perspectives of Maya medicine. Groups will share and the teacher will discuss common perspectives.

Materials: pencil, notebook, board, maps, pictures/visuals of plants, herbs, trees, overhead projector, graphic organizers

DAY 8

Procedures: Review the *Products, Practices, and Perspectives* on Maya medicine. Teacher will introduce three native Mayan tribes known for their **textiles**: Chamula, Zinacantan, and Zapotec. Teacher will explain that both Chamula and Zinacantan tribes live in the state of Chiapas and the Zapotec reside in Veracruz. Using the Web site *The Fabric of Mayan Life: An Exhibit of Textiles* (<http://www.snomnh.ou.edu/collections-research/cr-sub/ethnology/mayan/Home.html>), and also pictures/visuals from Chiapas, Veracruz, and the Museum of Anthropology (PowerPoint available for download from this Web site), students will see the comparison and the contrast of textile designs between each group. Students will learn about the weaving process and the symbolism of design (practices).

Next, the class will work interpersonally in groups of 4 or 5 to discuss and write the possible perspectives that the Maya had of textiles. Groups will share and the teacher will discuss common perspectives (from attached *Products, Practices, and Perspectives* on textiles).

Materials: pencil, notebook, board, maps, pictures/visuals of textiles, overhead projector, graphic organizers

DAYS 9, 10, and 11

Procedures: Review the *Products, Practices, and Perspectives* on textiles. Teacher will explain that students will show what they know in a culminating writing assignment. Students will write a five-paragraph expository essay about the product of Mexico about which they most enjoyed learning. Students will review the five products (jade, pyramids, corn, medicine, textiles) presented throughout the lesson and will select one product to focus on for their essay. Students may use varied resources to help them organize their pre-writing plan. Students will share their plan, write a rough draft, peer edit papers, and have two to three days to write their essay. Essays will be presented orally in class.

Materials: pencil, notebook paper, board, maps, pictures/visuals of products, overhead projector, graphic organizers

DAYS 12 and 13

Procedures: Students will orally present their expository essays in class.

Materials: completed expository essays

DAYS 14–18

Procedures: As a culminating enrichment activity, students will create a triorama representing four out of the five Mayan products highlighted during the unit. Students will use various art materials to create their triorama in 3-dimensional form. Handouts describing the project will be distributed, discussed, and used as a guide. Teacher will guide students in the creation of their trioramas. Allow five days to complete. Trioramas will be informally presented to the class and will be displayed in the school's media center for all to view.

Materials: notes, pencil, coloring utensils, scissors, glue, construction paper

PRODUCTS, PRACTICES, and PERSPECTIVES

JADE

- Most valuable precious mineral
 - More precious than gold
 - Marked high status
 - For nobility only
 - Commoner seen wearing jade, punishment was death
 - Olmec craftsmen adept at cutting and polishing
 - Used as jewelry, effigies, plaques, mosaics, inlays in stone and shell, decorations set into human teeth (social prestige), plaques, engraved pieces, masks, necklaces, beads, pendants, figures, glyphs, variety of ornaments
 - Used in trading
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PYRAMIDS

- Terraced pyramids
 - Cities included open plazas, temples, palaces, ball courts (ball game: pok-a-tok), shrines
 - Used to elevate/support important temples, shrines, and palaces
 - Sculptures and friezes in cut stone or stucco
 - Bright colors (polychrome paint)
 - Elaborate ornamentation
 - Geometric forms, columns, serpents, human figures, and masks
 - Plain interiors, rooms narrow and damp, typically unadorned, hidden chambers
 - Connection to the cosmos (sun, moon, stars, planets)
-

MAIZE (CORN)

- A revered crop
- A gift from the gods
- Chicomecoatl—the maize goddess
- Yam Kax or Yum Kax—the maize god
- Cultivating it was sacred duty
- Humankind made from corn (*Popol Vuh*—sacred book of the Maya, describes humankind made from mixture of white and yellow grains)
- The basis of the Maya diet
- More than 400 different recipes call for corn
- Sources of carbohydrate (energy) and calcium
- Widely used in home remedies
- Cultivation: slash and burn technique done today like thousands of years ago
- Religious importance—grains used in many traditional Maya ceremonies
- Women still soak in limewater and grind maize with stone *metates* and *manos* into dough called *zacan* (some villages now have machines) and the men go to work in the fields carrying tortillas and gourds filled with *atole* (mixture of corn and water)
- Men's chief business—to raise corn for the family. Women—to cook and make food (e.g., tortillas); two ways to cook: 1) hand-turned grinders, 2) stone slab with a stone grinder

MEDICINE

- Five types of specialists: 1) the midwife (for births), 2) the bone specialist, 3) the herbalist, 4) the shaman (healer or *curandero*), 5) the pulse reader
 - Illness results from evil spirits or disfavor of the gods
 - Pharmacy has medicine made of liquid and dry herbs, plants, and minerals
 - Specific plants able to cure certain diseases or illnesses
 - Common plants include chili peppers, cacao, tobacco, agave, pitarilla tree
 - See a pulse reader for a diagnosis
 - Medicine men also known as *ah-men*, *h-men*, *ahmen*
 - Herbal remedies cure disease and sickness; can be eaten, drank, smoked, snorted, rubbed on the skin, or bathed in
 - Spiritual cleansings done by *curandero* and may involve water, eggs, basil (or other herbs), candles, prayers
 - Medicine and cleansings for adults and children
-

TEXTILES (CLOTHING)

- Weavings include dyed and embroidered designs
- Embroidered designs include feathers, flowers, leaves, fruits, geometric shapes, etc.
- Each village has their own style of dress, complex symbolism of designs
- Symbols explain the weaver's position in her community and within the cosmos
- Men: cotton loincloth, square-cut *pati* or mantle of cotton fabric
- Women: skirts, *mantas* (shawls), square-cut dresses, *huipiles* (Maya dresses), wedding *huipil* (Zinacantan)
- *Huipil* made by hand or by machine

Name: _____ Date: _____

**COMPARE AND CONTRAST PRODUCT CHART:
Native Floridian Tribes with the Maya of Mexico**

| JADE | PYRAMIDS | MAIZE (CORN) | MEDICINE | TEXTILES (CLOTHING) |
|-------------|-----------------|---------------------|-----------------|--------------------------------|
| | | | | |

**COMPARE AND CONTRAST PRODUCT CHART:
Native Floridian Tribes with the Maya of Mexico**

| JADE | PYRAMIDS | MAIZE (CORN) | MEDICINE | TEXTILES (CLOTHING) |
|--|--|---|--|--|
| <p>Calusa—chief’s wife wore pearls, precious stones, gold beads and heir to chief wore gold and beads (difference).</p> <p>Apalachee had a trade network, paid with shells, pearls, sharks teeth, preserved fish, sea turtle meat, and salt (difference).</p> <p>Seminole women wore beads (difference).</p> <p>Maya used jade in trade and although Floridian tribes did not use jade, they used other materials for trade (similarity).</p> | <p>Timucua, Calusa—organized chiefdoms, ceremonial mounds, each village had a chief (similarity).</p> <p>Floridian tribes used poles, bark, branches from palmetto palm trees, leaves of palm trees to make their homes, and built villages with huts as homes (difference).</p> <p>Seminoles built “chickee” homes (difference).</p> | <p>Tequesta—practiced no form of agriculture (difference).</p> <p>Maize agriculture important to ALL other native groups (similarity).</p> <p>Timucua—maize main crop harvested (similarity).</p> <p>Seminole—raised corn, a basic food. (similarity) Today they still make <i>sofk</i>, a nutritious drink made of grits and roasted corn. Also make <i>sofkee</i>, a hot soup made of powdered corn porridge.</p> <p>Seminole—<u>Green Corn Dance</u>: private spiritual spring event recognizes purification, manhood ceremonies, and settle tribal disputes. Involved are medicine men, chanting, and stomp dancing.</p> | <p>Seminole—shaman (similarity), keeper of medicine bundles which contained pieces of horn, feathers, stones, etc.=everything needed for the well-being of the Seminole (difference). Medicine men still play a vital role in the lives of Seminole Indians today (similarity).</p> | <p>Tequesta, Apalachee, Calusa, Tocobaga—clothing was minimal. Men wore loincloth made from deer hide, women wore skirts of Spanish moss or plant fibers (loincloth, skirt=similarity, fabric=difference).</p> <p>Timucua—cloth from animal skins (similarity).</p> <p>Seminole—colorful, intricate designs, patchwork, modern (similarity), some borrowed from European patterns. Women=very full-floor length skirts with ruffles, long-sleeved blouse, attached cape, midriff exposed (difference), men=simple full cut shirt with decorative area, plaid wool shawl turban, woven yard or beaded belt, colorful coat (long shirt), with ruffles (difference).</p> |

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