

YALE PEABODY MUSEUM  
*of Natural History*

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CURRICULUM OF STUDY  
Target grade levels: High School



LAS ARTES  
DE  
MEXICO

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FROM THE COLLECTION OF THE GILCREASE MUSEUM

These 10 lessons and activities were designed to be used in conjunction with a visit to the exhibition *Las Artes de México* at the Yale Peabody Museum, on view from March 22 through July 19, 2008. They can also be used as stand-alone activities.

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# LAS ARTES DE MÉXICO

## Unit I: Geography

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### UNIT OBJECTIVES

*Students will demonstrate their knowledge of Mexican geography by identifying four regions of Mexico, the Mexican states and the Mexican landscape with maps and using online activities.*

#### ACTIVITY #1 Blackline Master: Mexican States and Capitals

Students will —

- Study a map of Mexico and fill in a blank map with states and capitals.  
Go to The Enchanted Learning website at <http://www.enchantedlearning.com/school/Mexico/Map.shtml> and the Map of Mexico and Geographic Information to learn about Mexico.
- Click on Mexico Map/Quiz Printout and answer the questions.

#### ACTIVITY #2 Map Tutorials and Games

Students will —

- Go to the Sheppard Software website at [http://www.sheppardsoftware.com/Mexico\\_Geography.htm](http://www.sheppardsoftware.com/Mexico_Geography.htm) to learn more about the Mexican states, capitals and landscape.
- Click on the tutorial, then play the nine levels of challenging games.

#### ACTIVITY #3 Timed Map Challenge

Students will—

- Test their knowledge of Mexican geography at the Purpose Games website at <http://www.purposegames.com/game/734> by playing the timed Mexican map game.

#### ACTIVITY #4 Regional Map Making Activity

Students will --

- Work in groups to create five regional maps of Mexico to be used as classroom references during the Las Artes de Mexico project.
- Visit the FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at <http://www.famsi.org/maps/index.html> for culture maps featuring major ancient sites and modern cities in the following regions:
  - Mesoamerica
  - Northwest Area
  - Central Plateau
  - Oaxaca Area
  - Gulf Coast Area

#### JUST FOR FUN

- Go to the National Geographic interactive map at <http://www7.nationalgeographic.com/ngm/0708/feature2/map.html>  
Explore 15 Maya sites.
- Test your knowledge of the Maya by taking the interactive quiz at the same website.
- Mouse over the interactive Mexican States map at the Maps of Mexico website at [http://www.maps-of-mexico.com/mexico\\_states.shtml](http://www.maps-of-mexico.com/mexico_states.shtml)

- Visit the FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) linguistic map at <http://www.famsi.org/maps/index.html>

Which are the largest linguistic groups?

- Visit PBS P.O.V. –The Trailenders . On Endangered Languages (Dr. Rosemary Beam de Azcona) website at [http://www.pbs.org/pov/pov2006/taileaders/special\\_languages2.html](http://www.pbs.org/pov/pov2006/taileaders/special_languages2.html)  
And read an interview with Dr. Rosemary Beam de Azcona. Beam de Azcona studies Mixteco languages in Mexico. She talks about how languages become endangered, and what language loss might mean to a culture. Why do languages disappear and why is it important?

### FOR THE SPANISH TEACHER

- Review basic geography vocabulary in Spanish, the four points of the compass, geographical features and weather expressions with the verb hacer.
- Review use of the verbs ser and estar.

Assessment

Map quiz

Class discussion

Group map activity

### TEACHER RESOURCES

Blackline masters of Mexican maps and map quizzes to introduce Mexican geography to students can be found at the Enchanted Learning website. <http://www.enchantedlearning.com/school/Mexico/Map.shtml>

**Note:** *Some activities at enchantedlearning.com require membership*

#### Map games

Purpose Games website at <http://www.purposegames.com/game/734>

Sheppard Software website at [http://www.sheppardsoftware.com/Mexico\\_Geography.htm](http://www.sheppardsoftware.com/Mexico_Geography.htm)

Regional Mexican map drawing activity

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at

<http://www.famsi.org/maps/index.html>

### INTERACTIVE MAP

National Geographic website at <http://www7.nationalgeographic.com/ngm/0708/feature2/map.html>

#### General

The CIA (Central Intelligence Agency) website at

<https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>

The World Atlas website at <http://worldatlas.com/webimage/countrys/namerica/mx.htm>

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit I: Geography

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#### UNIT OBJECTIVES

*After completing the following activities you will be able to identify four major regions of Mexico, list the Mexican states and describe the Mexican landscape by filling in maps and using online activities.*

#### ACTIVITY #1 Mexican States and Capitals

- Study a map of Mexico and fill in a blank map with states and capitals. Go to The Enchanted Learning website and the Map of Mexico and Geographic Information at <http://www.enchantedlearning.com/school/Mexico/Map.shtml> to learn about Mexico.
- Click on Mexico Map/Quiz Printout and answer the questions.

#### ACTIVITY #2 Map Tutorials and Games

- Go to the Sheppard Software website tutorial at [http://www.sheppardsoftware.com/Mexico\\_Geography.htm](http://www.sheppardsoftware.com/Mexico_Geography.htm) to learn more about the Mexican states, capitals and landscape.
- Play the nine levels of challenging games.

#### ACTIVITY #3 Timed Map Challenge

- Test your knowledge of Mexican geography at the Purpose Games website at <http://www.purposegames.com/game/734> by playing the timed Mexican map game.

#### ACTIVITY #4 Regional Map Making Activity

- In assigned groups, create a regional map of Mexico to be used as a classroom reference during the Las Artes de México project.
- Visit the FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at <http://www.famsi.org/maps/index.html> for culture maps featuring major ancient sites and modern cities in the following regions:
  - Mesoamerica
  - Northwest Area
  - Central Plateau
  - Oaxaca Area
  - Gulf Coast Area

#### ACTIVITY #5 Map Quiz

- Fill in a blank map of Mexico.

#### JUST FOR FUN

- Go to the National Geographic interactive map at <http://www7.nationalgeographic.com/ngm/0708/feature2/map.html> and explore 15 ancient Maya sites.
- Test your knowledge of the Maya by taking the interactive quiz at this website.
- Mouse over the interactive Mexican States map at the Maps of Mexico website at [http://www.maps-of-mexico.com/mexico\\_states.shtml](http://www.maps-of-mexico.com/mexico_states.shtml)

- Visit PBS P.O.V. –The Trailenders . On Endangered Languages (Dr. Rosemary Beam de Azcona) website at [http://www.pbs.org/pov/pov2006/ailenders/special\\_languages2.html](http://www.pbs.org/pov/pov2006/ailenders/special_languages2.html)
- Read the interview with Dr. Rosemary Beam de Azcona. Why do languages become endangered and how might language loss lead to loss of knowledge?
- Assessment
- Map quiz
- Class discussion
- Group map activity

# LAS ARTES DE MÉXICO

## Unit 2: Getting to Know Mexico

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### UNIT OBJECTIVES

*Students will explore Mexican history, culture and contemporary issues in class discussions and by writing in journals.*

#### ACTIVITY #1 BBC Country Profile: Mexico

All students will

- Visit the BBC News website at [http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1205074.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1205074.stm)
- Read Country Profile: Mexico, Overview, Facts, Leaders, Media.
- Listen to the national anthem of Mexico.
- Review Timeline: Mexico, a chronology of key events.

Partners or small groups will –

- Read assigned readings from the See Also and Related Links section of the BBC News Country Profile.
- Present the information to the class and conduct class discussion.

#### For the Spanish Teacher

- From the above readings students should create a personal vocabulary list of new words for journal writing and for class discussion in Spanish.
- To read the lyrics to the national anthem of Mexico, visit the National Anthems website at <http://www.national-anthems.net/MX>

#### Assessment

Journal writing

Class participation

Oral presentation

#### Teacher Resources

BBC News

[http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1205074.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1205074.stm)

CIA Factbook

<https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>

Encarta

[http://encarta.msn.com/encyclopedia\\_761576758\\_10/Mexico.html#p149](http://encarta.msn.com/encyclopedia_761576758_10/Mexico.html#p149)

#### ACTIVITY # 2 National Geographic: Discovering Mexico

Students will –

- Visit <http://www.nationalgeographic.com/mexico/index.html> for an overview of Mexican history, culture and contemporary life.
- Click on Tour Guide to learn about four areas of Mexico: Mexico City, Tijuana and the Border, The Heartland and Chiapas.
- Read the Daily Dispatches by Richard Olsenius, producer of the online feature on Mexico and illustrations editor for *National Geographic* Magazine.

- Enjoy the pictures and music.
- Note their observations, reactions and comments for Tour Guide and Daily\_Dispatches in their journals.
  - Prepare for class discussion.

### **Teacher Resources**

Discovering Mexico

<http://www.nationalgeographic.com/mexico/index.html>

# LAS ARTES DE MÉXICO

## Unit 3: Pre-Columbian Mexico Timeline

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### UNIT OBJECTIVES

*Students will create a timeline of Pre-Columbian Mexican cultures. They will demonstrate their understanding of when the Pre-Classic, Classic and Post-Classic periods occurred in Mexican history, including important cultures of each epoch. They will use the timeline as a classroom reference during their study of Las Artes de México.*

#### ACTIVITY #1 Mexican Chronology: Timeline Research

Students will —

- Define the following terms:
  - chronology
  - hieroglyphs
  - Mesoamerica
  - Pre-Classic Period, Classic Period, Post-Classic Period
- <sup>a</sup> Examine Pre-Columbian Mexico timelines at the following sites:
  - The Metropolitan Museum of Art website at <http://www.metmuseum.org/toah/ht/04/cam/ht04cam.htm>
  - FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at <http://www.famsi.org/research/pohl/chronology.html>
  - The Mesoweb website at [http://www.mesoweb.com/resources/timelines/crystal\\_timeline.html](http://www.mesoweb.com/resources/timelines/crystal_timeline.html)
  - Brainstorm how to make a timeline for the classroom.

#### ACTIVITY #2 Create a Mexican Timeline

Students will —

- Divide the class into three large groups to be responsible for one of the following periods: Pre-Classic Period, Classic Period, Post-Classic Period.
- Divide each group into pairs of the following:
  - Artists –to create the timeline.
  - Researchers—to locate and print pictures of artifacts to illustrate the timeline.
  - Presenters –to explain the identifying characteristics of the period to the class.

#### For the Spanish Teacher

Build a vocabulary list of Spanish words students will need to discuss emerging civilizations.

- Examples: archaeologist, agriculture, architecture to build, to grow, to bury stone, pottery, feather, wood, jade
- Review the use and forms of the preterite, imperfect and pluperfect tenses for the discussion of what the Pre-Columbian cultures did during the Pre-Classic, Classic and Post-Classic periods in Mexico.

#### Assessment

Classroom timeline

Presentation of timeline

#### Teacher Resources

The Metropolitan Museum of Art website at

<http://www.metmuseum.org/toah/ht/04/cam/ht04cam.htm>.



FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at

<http://www.famsi.org/research/pohl/chronology.html>.

The Mesoweb website at [http://www.mesoweb.com/resources/timelines/crystal\\_timeline.html](http://www.mesoweb.com/resources/timelines/crystal_timeline.html)

Mexico Connect website at

[http://www.mexconnect.com/mex\\_/history.html](http://www.mexconnect.com/mex_/history.html) has maps of Pre-Classic, Classic and Post-Classic Mexico. Includes a comparison of Mexican culture to world cultures of the period.

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 3: Pre-Columbian Mexico Timeline

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#### UNIT OBJECTIVES

*Demonstrate your understanding of Pre-Columbian Mexican culture by creating a timeline of the Pre-Classic, Classic and Post-Classic periods.*

#### **ACTIVITY #1 Mexican Chronology: Timeline Research**

Define the following terms:

chronology

hieroglyphs

Mesoamerica

Pre-Classic Period, Classic Period, Post-Classic Period

Examine Pre-Columbian Mexico timelines at the following sites:

The Metropolitan Museum of Art website at

<http://www.metmuseum.org/toah/ht/04/cam/ht04cam.htm>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at

<http://www.famsi.org/research/pohl/chronology.html>

The Mesoweb website at

[http://www.mesoweb.com/resources/timelines/crystal\\_timeline.html](http://www.mesoweb.com/resources/timelines/crystal_timeline.html)

- Brainstorm how to make a timeline for the classroom with your classmates.

#### **ACTIVITY #2 Create a Mexican Timeline**

The class will be divided into three large groups, each responsible for one of the following time periods:

- Pre-Classic Period, Classic Period, Post-Classic Period.

Divide each group into pairs of the following:

- Artists—to create a timeline to be placed on the classroom wall or bulletin board.
- Researchers—to locate and print pictures of artifacts representative of the assigned time period and illustrate the timeline.
- Presenters—to explain the identifying characteristics of the assigned time period to the class.

#### **Assessment**

Classroom timeline

Presentation of timeline

# LAS ARTES DE MÉXICO

## Unit 4: Pre-Columbian Mexican Slide Show

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### UNIT OBJECTIVES

*Students will prepare for a visit to the Las Artes de México exhibition at the Yale Peabody Museum of Natural History by creating slideshows of Pre-Columbian artifacts. They will learn to recognize artistic designs and styles characteristic of a variety of Mexican cultures from the slide shows, memory games and PowerPoint® Jeopardy® games.*

#### **ACTIVITY # 1 PowerPoint® Presentations of Pre-Columbian Artifacts**

Students will —

- Choose a Pre-Columbian Mexican culture to research from the list below.
- Create a slide show of artifacts that includes a map of the region, timeline information (Pre-Classic, Classic, Post-Classic) and artifacts produced by the selected culture.
- Present their work to the class.

#### **Teacher Resources**

Mexican cultures to research:

Colima	Olmec
Huichol	Nayarit
Toltec	Teotihuacano
Maya	Totonac
Mixtec	Zapotec

#### **Mexican regions occupied by the cultures listed above:**

Nayarit	Valley of Mexico
Colima	Teotihuacan
Veracruz	Tula
Oaxaca	Jalisco
Guerrero	Saltillo, Coahuila
Yucatan	

#### **Useful Websites on Pre-Columbian Artifacts**

Art of the Ancient Americas, Yale University Art Gallery website at

[http://artgallery.yale.edu/pages/collection/permanent/pc\\_artamericas.html](http://artgallery.yale.edu/pages/collection/permanent/pc_artamericas.html)

Mesoweb website using photographs of artifacts from National Museum of Anthropology in Mexico City (Museo Nacional de Antropología, México DF) at

<http://www.mesoweb.com/features/jpl/cultures.html>

Latin American Studies website created by Dr. Antonio Rafael de la Cova at

<http://www.latinamericanstudies.org/home.html>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at

<http://www.famsi.org/maps/index.html>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) John Pohl's timeline website at <http://www.famsi.org/research/pohl/chronology.html>

Art of the Americas Thematic Essays at The Metropolitan Museum of Art website at [http://www.metmuseum.org/toah/hi/te\\_index.asp?i=8](http://www.metmuseum.org/toah/hi/te_index.asp?i=8)

Mexico, 500-1000 A.D. Timeline at The Metropolitan Museum of Art website at <http://www.metmuseum.org/toah/ht/06/cam/ht06cam.htm>

Mesoamerican Photo Archives website, owned and maintained by David R. Hixson, a graduate student in Tulane University's Department of Anthropology, at <http://www.mesoamerican-archives.com/>

Art History Resources website, including a timeline, owned and maintained by Christopher L. C. E. Witcombe, Professor of Art History, Sweet Briar College, Virginia at <http://witcombe.sbc.edu/ARTHAmericasoceania.html#mesoamerica>

Guggenheim Museum *The Aztec Empire* Exhibition <http://www.guggenheim.com/exhibitions/aztecs/index.html>

Hurst Gallery *Of Land, Sea, and Sky: Animals in the Art of the Ancient Americas* Exhibition of animals in Pre-Columbian art website at [http://www.hurstgallery.com/exhibit/past/of\\_land\\_sea\\_and\\_sky/olssthumb02.htm](http://www.hurstgallery.com/exhibit/past/of_land_sea_and_sky/olssthumb02.htm)

The Dumbarton Oaks Research Library and Collection website at <http://www.doaks.org/PCWebSite/PCCollection.html>

Teotihuacán: The City of the Gods website hosted by Arizona State University's Archeological Research Institute at <http://archaeology.asu.edu/teo/index.php>

Art of Mexico website at <http://www.princetonol.com/groups/iad/lessons/middle/mexico.htm>

The Mesoweb website at <http://www.mesoweb.com/pari/>

Canadian Museum of Civilization Corporation *Mystery of the Maya Civilization* website at <http://www.civilization.ca/civil/maya/mminteng.html>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) Justin Kerr's Photography Archive website at <http://research.famsi.org/kerrportfolio.html>

### **For the Spanish Teacher**

Review demonstrative adjectives and pronouns.

Build a Spanish vocabulary list of materials, such as stone, jade, obsidian, pottery, etc., that students will use to describe the slides.

**Assessment**

Research

Oral presentation to the class

**ACTIVITY #2**

Students will —

Create memory or concentration games to practice associating the selected culture with an artifact, design and style, the region of Mexico and the Pre-Classic, Classic or Post-Classic period.

- Print copies of artifacts from the websites listed for Activity #1.
- Create an information card to go with each picture.
- Write instructions for playing memory or concentration games.

**For the Spanish Teacher**

Review demonstrative pronouns, adjectives for students to use during slideshow presentations.

Review the formation of commands for writing game instructions.

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 4: Pre-Columbian Mexican Slide Show

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#### UNIT OBJECTIVES

*In this unit you will prepare for a visit to the Las Artes de México exhibition at the Yale Peabody Museum of Natural History by creating PowerPoint® presentations or slideshows of Pre-Columbian artifacts. You will learn to recognize artistic designs and styles characteristic of a variety of Mexican cultures from the slideshows, memory games or PowerPoint® Jeopardy® game.*

#### ACTIVITY # 1 PowerPoint® Presentations of Pre-Columbian Artifacts

Choose a Pre-Columbian Mexican culture to research from the list below.

- Create a slide show of artifacts that includes a map of the region, timeline information (Pre-Classic, Classic, Post-Classic periods) and artifacts produced by the selected culture.
- Present your work to the class.

#### Mexican cultures to research:

Colima	Olmec
Huichol	Nayarit
Toltec	Teotihuacano
Maya	Totonac
Mixtec	Zapotec

#### Mexican regions occupied by the cultures listed above:

Nayarit	Valley of Mexico
Colima	Teotihuacan
Veracruz	Tula
Oaxaca	Jalisco
Guerrero	Saltillo, Coahuila
Yucatan	

#### Useful Websites of Pre-Columbian Artifacts

Art of the Ancient Americas, Yale University Art Gallery website at

[http://artgallery.yale.edu/pages/collection/permanent/pc\\_artamericas.html](http://artgallery.yale.edu/pages/collection/permanent/pc_artamericas.html)

Mesoweb website using photographs of artifacts from National Museum of Anthropology in Mexico City (Museo de Antropología, México DF) at

<http://www.mesoweb.com/features/jpl/cultures.html>

Latin American Studies website created by Dr. Antonio Rafael de la Cova at

<http://www.latinamericanstudies.org/home.html>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at

<http://www.famsi.org/maps/index.html>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) John Pohl's timeline website at <http://www.famsi.org/research/pohl/chronology.html>

Art of the Americas Thematic Essays at The Metropolitan Museum of Art website at [http://www.metmuseum.org/toah/hi/te\\_index.asp?i=8](http://www.metmuseum.org/toah/hi/te_index.asp?i=8)

Mexico, 500-1000 A.D. Timeline at The Metropolitan Museum of Art website at <http://www.metmuseum.org/toah/ht/06/cam/ht06cam.htm>

Mesoamerican Photo Archives website, owned and maintained by David R. Hixson, a graduate student in Tulane University's Department of Anthropology, at <http://www.mesoamerican-archives.com/>

Art History Resources website, including a timeline, owned and maintained by Christopher L. C. E. Witcombe, Professor of Art History, Sweet Briar College, Virginia at <http://witcombe.sbc.edu/ARTHAmericasoceania.html#mesoamerica>

Guggenheim Museum *The Aztec Empire* Exhibition <http://www.guggenheim.com/exhibitions/aztecs/index.html>

Hurst Gallery *Of Land, Sea, and Sky: Animals in the Art of the Ancient Americas* Exhibition of animals in Pre-Columbian art website at [http://www.hurstgallery.com/exhibit/past/of\\_land\\_sea\\_and\\_sky/olssthumb02.htm](http://www.hurstgallery.com/exhibit/past/of_land_sea_and_sky/olssthumb02.htm)

The Dumbarton Oaks Research Library and Collection website at <http://www.doaks.org/PCWebSite/PCCollection.html>

Teotihuacán: The City of the Gods website hosted by Arizona State University's Archeological Research Institute at <http://archaeology.asu.edu/teo/index.php>

Art of Mexico website at <http://www.princetonol.com/groups/iad/lessons/middle/mexico.htm>

The Mesoweb website at <http://www.mesoweb.com/pari/>

Canadian Museum of Civilization Corporation *Mystery of the Maya Civilization* website at <http://www.civilization.ca/civil/maya/mminteng.html>

FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) Justin Kerr's Photography Archive website at <http://research.famsi.org/kerrportfolio.html>

### **For the Spanish Student**

Review demonstrative adjectives and pronouns.

Build a Spanish vocabulary list of materials, such as stone, jade, obsidian, pottery etc. that you will need to describe the slides.

## **Assessment**

Research

Oral presentation to the class

## **ACTIVITY #2**

In an assigned group you will –

- Create memory or concentration games to practice associating the target culture with an artifact, design and style, the region of Mexico and the Pre-Classic, Classic or Post-Classic period.
- Print copies of artifacts from the websites listed for Activity #1.
- Create an information card to go with each picture.
- Write instructions for playing memory or concentration games. Play the game with classmates.



# LAS ARTES DE MÉXICO

## Unit 5: Mesoamerican Cosmovision

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### UNIT OBJECTIVES

*Students will hear Professor David Carrasco, a historian of religions, discuss the worldview and religious imagination of Mesoamerican peoples. They will listen to Professor Carrasco describe the Mesoamerican perception of the spatial organization of the universe and the Mesoamerican concept of sacred time. Students will demonstrate their understanding of Carrasco's lecture by applying the information to written and oral reactions to myths about Teotihuacán, the Mexican migration and the Quetzalcóatl legend.*

### ACTIVITY # 1 Introduction to Mesoamerica Cosmovision

Students will—

- Go to The Mesolore Project website at <http://www.mesolore.net> and click on Launch Mesolore Online → Lectures → Introduction to Mesoamerica. Listen to various lectures by David Carrasco, historian of religions, discussing Mesoamerican cosmovision. The lecture is available in English and Spanish.
- Answer these questions about the Mesoamerican world view:
- Define Mesoamerica. Where is it?
- Why does David Carrasco think it is important to study Mesoamerica?
- How does he define “cosmovision”?
- What are some of the ideas that Mesoamerican people (such as Aztecs, Mixtecs, and Maya) shared?
- What is the story of Xolotl and why is it symbolic?
- Describe the first four cosmic ages.
- What is the Fifth Age?
- What do eagles and jaguars represent to Mesoamerican people?
- What is Teotihuacán and why is it important in Mexican history?
- What does an eagle with a serpent in its mouth, sitting on a cactus in the middle of a lake, represent to the Mexican people?
- List several important themes to follow when learning about the story of Aztlán.
- Define the importance of community, social stratification and a pyramidal society.

### ACTIVITIES #2, 3 and 4 Myths and Mythohistory

Students will –

- Read the creation myth “Sun and the Moon/El sol y la luna” and learn about the importance of Teotihuacán, the creation of the world and how Mexicans explain the existence of rabbit tracks on the moon.
- Read “The Origin of the “Nopal Cactus/ El origen del nopal” to learn about the Mexica migration to the Valley of Mexico, Huitzilopochtli's demands for human sacrifice and the Mexican national symbol of an eagle sitting on a cactus with a snake.
- Read “The Story of Quetzalcóatl/La leyenda de Quetzalcóatl” about the great plumed serpent god.
- Discuss the myths as they relate to David Carrasco's lecture.

### For the Spanish Teacher

“La leyenda de Quetzalcóatl in *Colección 5: Mitos in Ven Conmigo Nuevas Vistas: Curso Dos Avanzado* includes:

- readings on myths and legends as literary elements;

- a reading from the Popol Vuh;
- readings about Maya beauty, language and architecture;
- the story of Quetzalcóatl.

Each reading also has activities for grammar, writing and cultural expansion.

This collection is for upper level or Advanced Placement level readers; grammar exercises include practice with the subjunctive mood.

- “The Origin of the Nopal Cactus/ *El origen del nopal*” and “Sun and the Moon/*El sol y la luna*” are intermediate level readings.
- Additional readings at this level are:
  - “Quetzal Will Never Die/*El Quetzal no muere nunca*” (Guatemala)
  - “The Sweethearts/*Los novios*”
  - “The Dwarf of Uxmal/*El Enano de Uxmal*”

A more challenging interpretation of “The Sweethearts/*Los novios*” is “Los Volcanes,” which can be found in *Leyendas del mundo hispano* by Susan M. Bacon (see Teacher Resources). This anthology of myths and legends is also available as an audio CD.

### Assessment

Written response to questions and journal entries

Class discussion

### Teacher Resources

Bacon, Susan M. *Leyendas del mundo hispano*. 2<sup>nd</sup> edition. Upper Saddle River: Prentice Hall, 2004.

Bakewell, Liza and Byron Hammon. *Mesolore: Exploring Mesoamerican Cultures*. 2001. 10 July 2007 <<http://www.mesolore.net/codices/mesolore.html>>.

Barlow, Genevieve. *Leyendas latinoamericanas*. Chicago: National Textbook Company, 1996.

Barlow, Genevieve. *Leyendas mexicanas*. Chicago: National Textbook Company, 1996.

Barlow, Genevieve. *Stories from Latin America/Historias de Latinoamérica*. Chicago: Passport Books, 1995.

Gifford, Douglas. “La Historia De Quetzalcóatl.” *Nuevas Vistas Curso Avanzado Dos*. Austin: Holt, Rinehart and Winston, 2003. 320-322.

Guardado, Kathryn and David Shindle. “Quetzalcóatl the Myth.” Nov. 2005. Department of Anthropology, University of California, San Diego. 15 Sept. 2007

<<http://weber.ucsd.edu/~anthclub/quetzalcoat/que.htm#gene>>.

Spence, Lewis. “The Myths of Mexico and Peru.” *The Internet Sacred Text Archive*. 1913. 1 Sept. 2007 <<http://www.sacred-texts.com/nam/mmp/index.htm>>.

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 5: Mesoamerican Cosmovision

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#### UNIT OBJECTIVES

*In this unit you will listen to a lecture by Professor David Carrasco, a historian of religions, and learn about the Mesoamerican worldview, the Mesoamerican perception of the spatial organization of the universe and sacred time. You will read several myths and legends that complement his lecture.*

#### ACTIVITY #1 Introduction to Mesoamerica Cosmovision

- Go to The Mesolore Project website at <http://www.mesolore.net> and click on Launch Mesolore Online → Lectures → Introduction to Mesoamerica. Listen to various lectures by David Carrasco, historian of religions, discussing Mesoamerican “cosmovision.” The lecture is available in English and Spanish.

Answer these questions about the Mesoamerican worldview:

- Define Mesoamerica. Where is it?
- Why does David Carrasco think it is important to study Mesoamerica?
- How does he define “cosmovision”?
- What are some of the ideas that Mesoamerican people (such as Aztecs, Mixtecs, and Maya) shared?
- What is the story of Xolotl and why is it symbolic?
- Describe the first four cosmic ages.
- What is the Fifth Age?
- What do eagles and jaguars represent to Mesoamerican people?
- What is Teotihuacán and why is it important in Mexican history?
- What does an eagle with a serpent in its mouth, sitting on a cactus in the middle of a lake, represent to the Mexican people?
- List several important themes to follow when learning about the story of Aztlán.
- Define the importance of community, social stratification and a pyramidal society

#### ACTIVITIES #2, 3 and 4 Myths and Mythostory

- Define myth and mythohistory.
- Read the following myths and be prepared to discuss how they relate to David Carrasco’s lecture in Mesolore.
- “Sun and the Moon/*El sol y la luna*” about Teotihuacán and the creation of the world.
- “The Origin of the “Nopal Cactus/ *El origen del nopal*,” the story of the Mexica migration to the Valley of Mexico.
- “The Story of Quetzalcoatl.”
- Consider the following questions: Are the myths explanatory? If so what phenomena do they explain?
- Can they be considered sacred texts? Do you think the myths are history, religion or do they serve several purposes for the culture?

#### Assessments

Written responses

Class participation

*Lagniappe\**

“Quetzal Will Never Die/*El Quetzal no muere nunca*” (Guatemala)

“The Sweethearts/*Los novios*”

“The Dwarf of Uxmal/*El Enano de Uxmal*”

*Myths and Legends of the Ancient Mexicans*, Chapter II: Mexican Mythology on the website at

<http://www.sacred-texts.com/nam/mmp/mmp1.htm>

Quetzalcoatl – The Man, The Myth, The Legend website at

<http://weber.ucsd.edu/~anthclub/quetzalcoatl/que.htm#gene>

\*An extra or unexpected gift or benefit.

# LAS ARTES DE MÉXICO

## Unit 6: Teotihuacán

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### UNIT OBJECTIVES

*Students will use the Internet and National Geographic Magazine to learn about the importance of the Teotihuacano civilization, focusing on art and architecture, history, archaeological evidence and its influence on Mesoamerica.*

#### ACTIVITY #1 Teotihuacán: The City of the Gods

Students will—

- Visit the Teotihuacán: The City of the Gods website hosted by Arizona State University's Archeological Research Institute at <http://archaeology.asu.edu/teo/index.php>
- Read the following sections:
  - The Avenue of the Dead
  - Pyramid of the Sun
  - Pyramid of the Moon
  - Ciudadela
  - The Feathered Serpent Pyramid
- Click on Chronology, Movies, News Updates
- Write about their findings and note their reactions in their journals.

#### JUST FOR FUN

Watch the movie *Frida* and enjoy a great scene filmed at Teotihuacán. The view from the top of the pyramid is spectacular.

#### ACTIVITY #2 Temple of the Sun: Celebrating 100 Years of Excavation at Mexico's Teotihuacán

Students will—

- Read more about Mexican archaeology in “Temple of the Sun: Celebrating 100 years of excavation at Mexico's Teotihuacán” by Jorge Pérez de Lara in *Archaeology*, November/December 2005 issue.
- Create a time line of Teotihuacán's excavation history beginning with the Aztecs and continuing through the 20<sup>th</sup> century.
- Use journals to react to the article, including a discussion about how historical events influenced the excavations at Teotihuacán and how scientific advances affected excavations.

#### JUST FOR FUN

Check out the National Geographic website to learn how math can be applied to Teotihuacán, at <http://www7.nationalgeographic.com/ngm/0610/feature5/learn.html> or read: George, Lynn. *Teotihuacán: Designing an Ancient Mexican City: Calculating Perimeters and Areas of Squares and Rectangles*. PowerMath. New York: PowerKids Press, 2004.

### **ACTIVITY #3 “Pirámide del Sol en Teotihuacán” by José María Velasco**

Students will—

- Examine 19<sup>th</sup> century painter José María Velasco’s work entitled “Pirámide del Sol en Teotihuaca” (1878) at the Velasco website at <http://www.chapingo.mx/academicos/revista/Nrev/Velasco.htm>
- Compare this painting with a 21<sup>st</sup> century photographs at the Teotihuacán Stadt der G tter website at, [http://www.pacal.de/teotihuacan\\_en.htm](http://www.pacal.de/teotihuacan_en.htm)

### **For the Spanish Teacher**

Review vocabulary for making comparisons, such as *más que*, *menos que*, *tan...como*, etc. Practice vocabulary for discussing colors, shapes, materials and objects in the representations.

### **ACTIVITY #4 Teotihuacano Influence on Mesoamerica**

Students will—

- Read about Teotihuacán’s influence on Mesoamerica in “The Maya: Glory and Ruin” in the August 2007 issue of *National Geographic* Magazine, or at the National Geographic website at <http://www7.nationalgeographic.com/ngm/0708/feature2/index.html>
- Use journals and class discussion to explain Teotihuacano influences on the Maya.

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 6: Teotihuacán

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  - Ciudadela
  - The Feathered Serpent Pyramid
- Click on Chronology, Movies, News Updates.
- Write about their findings and note their reactions in their journals.

#### JUST FOR FUN

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- Study 19<sup>th</sup> century painter José María Velasco's work entitled "Pirámide del Sol en Teotihuaca" (1878) at the Velasco website at <http://www.chapingo.mx/academicos/revista/Nrev/Velasco.htm>
- In your journal, compare this painting with a 21<sup>st</sup> century photographs at the Teotihuacán Stadt der Götter website at, [http://www.pacal.de/teotihuacan\\_en.htm](http://www.pacal.de/teotihuacan_en.htm)

#### ACTIVITY #4 Teotihuacano Influence on Mesoamerica

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[ngm/0708/feature2/index.html](http://ngm/0708/feature2/index.html)

- Discuss Teotihuacano influences on the Maya in your writing journal. Be prepared for class discussion.



# LAS ARTES DE MÉXICO

## Unit 7: Mesoamerican Mathematics

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### UNIT OBJECTIVES

*Students will listen to a lecture about Mesoamerican numeration and astronomy and apply the information to analysis and discussion of the “The Eclipse,” a short story by Augusto Monterroso. They will learn about the myth of Quetzalcoatl. Students will demonstrate their ability to use the vigesimal counting system.*

#### ACTIVITY #1 Mesoamerican Mathematics: Audio Lecture by Anthony Aveni

Students will—

- Go to the Mesolore Project website at <http://www.mesolore.net> and click on Launch Mesolore Online then go to Lectures: Mesoamerican Mathematics to listen to Anthony Aveni, a professor of astronomy and anthropology, discuss Mesoamerican mathematics.
- Respond to the following comprehension questions about Mesoamerican mathematics:
  - Define: anthropology, anthropomorphic, astronomy, codex/codices, epoch, mesoamericanist, zoomorphic.
  - Name one of the first Mesoamerican cultures to use writing and numeration.
  - Which culture developed writing and numeration to a high art form?
  - How did writing begin with gestures?
  - What does Professor Aveni mean when he says that the numbers come to life? Give examples of “living numbers.”
  - What media did the Maya use to express numbers?
  - What is a vigesimal system? How and why did the Maya use it?
  - Define the following:
    - Kin
    - Winal (uinal)
    - Tun
    - Katun
    - Baktun
  - Why is December 23, 2012, an important day to the Maya?
  - What is the Madrid Codex and why is it important to Mesoamericanists?
  - Why did Bishop Diego de Landa disapprove of the codices and what did he do with them?
  - What can we learn about the Maya Venus god (Quetzalcoatl/Kukulcan) from the Dresden Codex?
  - According to Professor Aveni, why was the Mayan use of zero so unique and what did it allow them to achieve?
  - What is the “heliacal rise”?
  - Why was Maya knowledge of astronomy and numeration so valuable to them?

#### ACTIVITY #2 Math Practice with Bars and Dots

Students will—

- Practice the vigesimal counting system using bars and dots at Goals 2000 Partnership for Educating Colorado Students website at <http://www.dpsk12.org/programs/almaproject/pdf/MayanMathematics.pdf> pages 6-12; or FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website pages 29-35 at [http://www.famsi.org/reports/03075/CKguidebook\\_english.pdf](http://www.famsi.org/reports/03075/CKguidebook_english.pdf)

### ACTIVITY #3 “*El eclipse/The Eclipse*” by Augusto Monterroso

Students will—

- Read Augusto Monterroso’s “El Eclipse,” a brief story about the Spanish conquest. Brother Bartolomé Arrazola is condemned to death because of his superior attitude. He mistakenly thinks he can outsmart the Maya with his knowledge of an upcoming eclipse. The Spanish version can be found at the Ciudad Seva website at <http://www.ciudadseva.com/textos/cuentos/esp/monte/eclipse.htm>
- An English translation by Wilfrido H. Corral, Chair of Foreign Languages, Professor of Spanish, Sacramento State University is a Microsoft Word document, page 10 at <http://english.sxu.edu/musgrove/latinosyllabus.doc>.

### ACTIVITY #4

Students will—

- Listen to a discussion about the quetzal, a bird important to the Maya, and Maya acoustical engineering at Chichen Itzá, Mexico by visiting the History.com [http://www.history.com/media.do?action=clip&id=7wonders\\_chichenItza\\_broadband](http://www.history.com/media.do?action=clip&id=7wonders_chichenItza_broadband) or at the same website <http://www.history.com/media.do>. In the Video Gallery, search for Chichén Itzá or Where Did It Come From?: The Temple of Chichen Itzá

### Teacher Resources

Listen to Professor Aveni discuss Mesoamerican mathematics at The Mesolore Project at <http://www.mesolore.net>.

*Casa K'inich Teacher's Guidebook* for practice with Maya equations at [http://www.famsi.org/reports/03075/CKguidebook\\_english.pdf](http://www.famsi.org/reports/03075/CKguidebook_english.pdf)

Guided practice with base 20 system can be found in *Mayan Mathematics and Architecture* at the Goals 2000 Partnership for Educating Colorado Students 2000 Denver Public Schools and the Metropolitan State College of Denver website at <http://www.dpsk12.org/programs/almaproject/pdf/MayanMathematics.pdf>

Ethnomathematics Digital Library website at <http://www.ethnomath.org/>

Maya World Studies Center, Maya Calendar website at <http://www.mayacalendar.com/Home.html>

### For the Spanish Teacher

Review numbers and dates with students.

Professor Aveni’s Mesolore lecture on Mesoamerican mathematics is available in Spanish.

### Assessment

Responses to questions

Math worksheet

Class discussions

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 7: Mesoamerican Mathematics

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- Listen to a discussion about the quetzal, a bird important to the Maya, and Maya acoustical engineering at Chichen Itzá, Mexico, by visiting the History.com [http://www.history.com/media.do?action=clip&id=7wonders\\_chichenItza\\_broadband](http://www.history.com/media.do?action=clip&id=7wonders_chichenItza_broadband) or at the same website at <http://www.history.com/media.do>. In the Video Gallery, search for Chichén Itzá or Where Did It Come From?: The Temple of Chichen Itzá.

### **Assessment**

Responses to questions

Math worksheet

Class discussions

# LAS ARTES DE MÉXICO

## Unit 8: Chichén Itzá

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### UNIT OBJECTIVES

*Students will discuss Chichén Itzá, its architecture and culture in creative writing assignments and class discussion. They will read “Chac Mool” by Carlos Fuentes and discuss magical realism literature and the importance of the ancient Indian culture to the Mexican national identity. Students will identify several problems facing the Chichén Itzá site in the 21st century.*

#### ACTIVITY #1 Individual Tour of Chichén Itzá

Students will—

- At Mysterious Places - Ancient Civilizations, Modern Mysteries website at <http://www.mysteriousplaces.com/mayan/touentrance.html> visit the following attractions at Chichén Itzá:
  - El Castillo
  - The Temple of the Warriors
  - The Observatory
  - The Nunnery
  - The Ball Court
- Go to the Mesoweb: An Exploration of Mesoamerican Cultures website at <http://www.mesoweb.com>, and click on Features ->A Tour and History of Chichén Itzá.
- Show what they learned about the history and architecture of Chichén Itzá by writing a creative, informative dialogue. They will pretend that they are tour guides, guiding tourists around Chichén Itzá and also answering the tourists’ many questions.

#### ACTIVITY #2 Class Trip to Chichén Itzá

Students will—

- Create a travel log of an imaginary trip to Chichén Itzá by visiting Mesoweb - An Exploration of Mesoamerican Cultures website at <http://www.mesoweb.com> . In assigned groups they will go to <http://www.mesoweb.com> and click on Resources then under Mesoweb subsites click on Encyclopedia go to Index. Pull down letter “C” to view the various pages on Chichén Itzá listed below. (Under Mesoweb subsites do not go to Chichén Itzá.) Visit the links listed below.
  - [Chichen Itza](#),
  - [Chichen Itza, El Castillo](#)
  - [Chichen Itza, Group of the Thousand Columns](#)
  - [Chichen Itza, High Priest’s Grave](#)
  - [Chichen Itza, House of the Grinding Stones](#)
  - [Chichen Itza, Jaguar Throne](#)
  - [Chichen Itza, La Iglesia](#)
  - [Chichen Itza, Lower Temple of the Jaguar](#)
  - [Chichen Itza, Northern Colonnade](#)
  - [Chichen Itza, Phallic Cluster](#)
  - [Chichen Itza, Platform of the Eagles and Jaguars](#)
  - [Chichen Itza, Platform of the Tombs](#)
  - [Chichen Itza, sacbeob](#)
  - [Chichen Itza, Sacred Cenote](#)
  - [Chichen Itza, Southeastern Colonnade](#)
  - [Chichen Itza, Temple of the Four Lintels](#)

- Chichen Itza, Temple of the Large Tables
- Chichen Itza, Temple of the Panels
- Chichen Itza, Temple of the Warriors
- Chichen Itza, The Caracol
- Chichen Itza, The Market
- Chichen Itza, the Nunnery
- Chichen Itza, the Nunnery Annex
- Chichen Itza, The Steambath
- Chichen Itza, Venus Platform
- Chichen Itza, Xtoloc Cenote
- Research and describe areas of Chichén Itzá.
- Include photographs and drawings
- Assemble the information in a binder.

### For the Spanish Teacher

Travel binders can be made for other sites such as Bonampak, Caracol, Palenque and Yaxchilan by going to the Mesoweb website at <http://www.mesoweb.com> →Resources→Encyclopedia→Index.

Students can review at the Mesoweb website [Citation and Referencing Strategies](http://www.mesoweb.com) or by going <http://www.mesoweb.com>, and clicking on →Resources→Students→Citation and Referencing Strategies.

### ACTIVITY #3 Merle Greene Robertson’s Rubbings of Maya Sculpture: Iconographic Database

Students will—

- Go to the Mesoweb website <http://www.mesoweb.com>, and click on Resources→ Rubbings of Maya Sculpture →View the Rubbings →Search → type Chichén Itzá (keywords).
- Examine Dr. Robertson’s rubbings and the details of Chichén Itzá.\
- Select a favorite rubbing to print and discuss with the class.

### For the Spanish Teacher

Mesoweb website <http://www.mesoweb.com> is available in Spanish.

### ACTIVITY #4 Damage to the Site

Students will—

- Read “Chichén Itzá Has Its Ups and Downs” at the website for the *San Diego Union Tribune* at [http://www.signonsandiego.com/uniontrib/20050522/news\\_1t22chichen.html](http://www.signonsandiego.com/uniontrib/20050522/news_1t22chichen.html) or *Chichén Itzá y sus pesadillas* at El Universal.com.mx at [http://www.eluniversal.com.mx/cultura/vi\\_53170.html](http://www.eluniversal.com.mx/cultura/vi_53170.html)
- Read about the effects of acid rain at *New York Times* website at <http://query.nytimes.com/gst/fullpage.html?res=950DEFD71231F93BA3575BC0A96F948260>
- Discuss various problems facing Chichén Itzá today.

### For the Spanish Teacher

Review formal and informal commands with students so they can write directions for ascending and descending “El Castillo” according to Ellen Creager’s *San Diego Union Tribune* article, “Chichén Itzá Has Its Ups and Downs.”

### ACTIVITY #5 “Chac Mool” by Carlos Fuentes

Students will—

- Read the short story “Chac Mool” by Carlos Fuentes. An example of magical realism literature, this story shows the importance of the ancient Indian culture to the Mexican national identity. The story can be found on the Ciudad Seva website at

<http://www.ciudadseva.com/textos/cuentos/esp/fuentes/chac.htm>

- There is an English version is on the Massachusetts Institute of Technology website at <http://web.mit.edu/jikatz/www/ChacMool.pdf>

### **For the Spanish Teacher**

“Chac Mool” is available in readers such as *Lee Conmigo 3*. In addition to pre-reading activities and comprehension questions, there is biographical information about Carlos Fuentes and cultural notes about Chichén Itzá, Chac Mool and the explorer Augustus Le Plongeon.

Fuentes, Carlos. “Chac Mool.” *Lee Conmigo 3*. Austin: Holt, Rinehart and Winston, 2003. pp. 39-51.

### **Assessment**

Creative essay

Class discussions

Individual oral presentations

### **JUST FOR FUN**

#### **Seven Wonders**

Check out the new seven wonders of the world at the New7 Wonders website <http://www.new7wonders.com/>

Can you guess the date of the global election for the new wonders?

#### **Acoustical Engineering**

Listen to a discussion about the quetzal bird and Maya acoustical engineering at Chichén Itzá, Mexico, by visiting the History.com website at [http://www.history.com/media.do?action=clip&id=7wonders\\_chichenitza\\_broadband](http://www.history.com/media.do?action=clip&id=7wonders_chichenitza_broadband) The program is “Where Did It Come From: The Temple of Chichen Itza.”

#### **Virtual Chichén**

If you like games go to <http://www.mesoweb.com>, and click on Features→The Crystal Skull → The Crystal Skull Movie which was originally made for the adventure game The Crystal Skull.

#### **3D Chichén**

Get your 3D glasses ready for these views on the Mesoweb website of Chichén Itzá: <http://www.mesoweb.com/chichen/virtual/3D/3D.html>

#### **More Mesofun**

Check out features at the Mesoweb website at <http://www.mesoweb.com> for video clips, Maya dance animations, tours of archaeology sites, flash animations, discussions with archaeologists and interviews, and to play The Crystal Skull, the online adventure game.

#### **Cenotes**

Read about the cenotes in *Archaeology* magazine abstracts at Archaeology’s Interactive Dig <http://www.archaeology.org/interactive/cenotes/index.html>

More abstracts about Chichén Itzá can be found at:

<http://www.archaeology.org/9607/abstracts/chichen.html>

<http://www.archaeology.org/0405/abstracts/maya.html>

Name \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 8: Chichén Itzá

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#### UNIT OBJECTIVES

*In this unit you will discuss Chichén Itzá, its architecture, and culture in creative writing assignments and class discussion. You will read “Chac Mool” by Carlos Fuentes and discuss magical realism literature and the importance of the ancient Indian culture to the Mexican national identity. You will be able to identify several problems facing the Chichén Itzá site in the 21st century.*

#### ACTIVITY #1 Individual Tour of Chichén Itzá

- Go to Mysterious Places - Ancient Civilizations, Modern Mysteries website at <http://www.mysteriousplaces.com/mayan/touentrance.html> visit the following attractions at Chichén Itzá:
  - El Castillo
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  - [Chichen Itza](#),
  - [Chichen Itza, El Castillo](#)
  - [Chichen Itza, Group of the Thousand Columns](#)
  - [Chichen Itza, High Priest’s Grave](#)
  - [Chichen Itza, House of the Grinding Stones](#)
  - [Chichen Itza, Jaguar Throne](#)
  - [Chichen Itza, La Iglesia](#)
  - [Chichen Itza, Lower Temple of the Jaguar](#)
  - [Chichen Itza, Northern Colonnade](#)
  - [Chichen Itza, Phallic Cluster](#)
  - [Chichen Itza, Platform of the Eagles and Jaguars](#)
  - [Chichen Itza, Platform of the Tombs](#)
  - [Chichen Itza, sacbeob](#)
  - [Chichen Itza, Sacred Cenote](#)
  - [Chichen Itza, Southeastern Colonnade](#)



- Chichen Itza, Temple of the Four Lintels
- Chichen Itza, Temple of the Large Tables
- Chichen Itza, Temple of the Panels
- Chichen Itza, Temple of the Warriors
- Chichen Itza, The Caracol
- Chichen Itza, The Market
- Chichen Itza, the Nunnery
- Chichen Itza, the Nunnery Annex
- Chichen Itza, The Steam Bath
- Chichen Itza, Venus Platform
- Chichen Itza, Xtoloc Cenote
- Research and describe your assigned areas of Chichén Itzá; be sure to include photographs and drawings.
- Assemble the information in a classroom Travel Binder your teacher will provide for the activity.

### ACTIVITY #3 Merle Greene Robertson's Rubbings of Maya Sculpture: Iconographic Database

- Go to the Mesoweb website <http://www.mesoweb.com>, and click on Resources→ Rubbings of Maya Sculpture →View the Rubbings →Search and type Chichén Itzá (keywords).
- Examine Dr. Robertson's rubbings and the details of Chichén Itzá.
- Select your favorite rubbing to print and discuss with the class.

### ACTIVITY #4 Damage to the Site

- Learn about threats to Chichén Itzá:
- Read "Chichén Itzá Has Its Ups and Downs" at the website for the *San Diego Union Tribune*. [http://www.signonsandiego.com/uniontrib/20050522/news\\_1t22chichen.html](http://www.signonsandiego.com/uniontrib/20050522/news_1t22chichen.html) or *Chichén Itzá y sus pesadillas* at El Universal.com.mx at [http://www.eluniversal.com.mx/cultura/vi\\_53170.html](http://www.eluniversal.com.mx/cultura/vi_53170.html)
- Read about the effects of acid rain at *New York Times* website at <http://query.nytimes.com/gst/fullpage.html?res=950DEFD71231F93BA3575BC0A96F948260>
- Discuss various problems facing Chichén Itzá today.

### JUST FOR FUN

Can you explain how to ascend and descend El Castillo by using formal commands in Spanish?

### ACTIVITY #5 Chac Mool by Carlos Fuentes

- Read the short story "Chac Mool" by Carlos Fuentes. An example of magical realism literature, this story shows the importance of the ancient Indian culture to the Mexican national identity. The story can be found on the Ciudad Seva web site. <http://www.ciudadseva.com/textos/cuentos/esp/fuentes/chac.htm>
- There is an English version is on the Massachusetts Institute of Technology website. <http://web.mit.edu/jikatzz/www/ChacMool.pdf>

### Assessment

Creative essay

Class discussions

Individual oral presentations

### JUST FOR FUN

#### Seven Wonders

- Check out the new seven wonders of the world at the New7 Wonders website <http://www.new7wonders.com/>
- Can you guess the date of the global election for the new wonders?

### **Acoustical Engineering**

Listen to a discussion about the quetzal bird and Maya acoustical engineering at Chichen Itza, Mexico, by visiting the History.com website at [http://www.history.com/media.do?action=clip&id=7wonders\\_chichenitza\\_broadband](http://www.history.com/media.do?action=clip&id=7wonders_chichenitza_broadband)

The program is “Where Did It Come From: The Temple of Chichen Itza.”

### **Virtual Chichén**

If you like games go to <http://www.mesoweb.com> and click on Features→The Crystal Skull → The Crystal Skull Movie which was originally made for the adventure game The Crystal Skull.

### **Three D Chichén**

Get your 3D glasses ready for these views on the Mesoweb website of Chichén Itzá:

<http://www.mesoweb.com/chichen/virtual/3D/3D.html>

### **More Mesofun**

Check out at Mesoweb Features at <http://www.mesoweb.com> for video clips, Maya dance animations, tours of archaeology sites, flash animations, discussions with archaeologists and interviews, and to play The Crystal Skull, the online adventure game.

### **Cenotes**

Read about the cenotes in *Archaeology* magazine abstracts at Archaeology’s Interactive Dig

<http://www.archaeology.org/interactive/cenotes/index.html>

More abstracts about Chichén Itzá can be found at:

<http://www.archaeology.org/9607/abstracts/chichen.html>

<http://www.archaeology.org/0405/abstracts/maya.html>

# LAS ARTES DE MÉXICO

## Unit 9: Introduction to the Mixteca

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### UNIT OBJECTIVES

*Students will write an essay describing the Mixteca, a region of Mexico where the Mixtec people live, the Mixtec daily life and worldview and life in the community after the Spanish invasion. Students will explain why the ancient codices need to be read in the context of contemporary culture and will discuss the responsibilities of anthropologists studying indigenous people.*

#### ACTIVITY #1 Mesolore Lecture: Aurora Pérez Describes the Mixteca Region

Students will—

- Participate in a whole class discussion about:
  - Indigenous languages in Mexico; view the FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website, Linguistic Map of Mesoamerica at <http://www.famsi.org/maps/linguistic.htm>
  - The sound of spoken Mixtec in Pérez's lecture.
  - The future of the Mixtec language.
- Visit The Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> go to Lectures → Introduction to the Mixteca: The Land of the Rains.
- Listen to Aurora Pérez describe:
  - Mixtec landscape.
  - Mixtec lifestyle, worldview.
  - Mixtec life today.
- Write an essay in Spanish describing Mixteca and the Mixtec people.
- View the Linguistic Map of Mesoamerica at the FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at <http://www.famsi.org/maps/linguistic.htm>
- Participate in a whole class discussion about:
  - Indigenous languages in Mexico.
  - The sound of spoken Mixtec in Pérez's lecture.
  - The future of the Mixtec language.

#### For the Spanish Teacher

- Introduction to the Mexica on the Mesolore website at <http://mesolore.net/codices/mesolore.html> is available in Spanish.
- Review the use of *ser* and *estar*, adjective agreement and essential new Spanish vocabulary for discussing the Mixteca.

#### Assessment

Essay  
Class discussion

#### ACTIVITY #2 Mesolore Lecture: Maarten Jansen and Studying the Mixtec

Students will—

- Visit The Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html>, and go to Lectures: Introduction to the Mixteca → Studying the Mixtec, Internal Colonialism, From Within and Afar, Collaborating with the Other and listen to Maarten Jansen describe the role and responsibilities of the researcher.

- Prepare for a whole class discussion by writing notes on:
  - The academic interests of the anthropologists.
  - The reality which surrounds the researcher.
  - The relationship between the professional and the community being studied.
  - The problems of “study without engagement.”

### **Assessment**

Class discussion

### **ACTIVITY #3 Mesolore Lecture: Aurora Pérez and Maarten Jansen Discuss a Codex Reading**

Students will—

- Visit The Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> and go to Lectures → Introduction to the Mixteca: A Codex Reading.
- Listen to Aurora Pérez and Maarten Jansen discuss a segment of the Codex Nuttall.
- Take notes about why it is necessary to read the codices in the context of contemporary culture.
- Explain how contemporary practices appear in the ancient Codex Nuttall.

### **Assessment**

Class discussion

Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 9: Introduction to the Mixteca

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#### UNIT OBJECTIVES

*In this unit you will listen to lectures in Mixtec, Spanish and English about the ancient and modern Mixtec culture. You will write an essay describing the Mixteca, a section of Mexico where the Mixtec people live. You will explore what is important to the Mixtec people and how life changed for them after contact with the Spanish. You will explain why the ancient codices need to be read in the context of contemporary culture and discuss the responsibilities of anthropologists studying indigenous people.*

#### ACTIVITY #1 Mesolore Lecture: Aurora Pérez Describes the Mixteca Region

- Visit The Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> and go to Lectures → Introduction to the Mixteca: The Land of the Rains .
- Listen to Aurora Pérez describe:
  - Mixtec landscape.
  - Mixtec lifestyle, worldview.
  - Mixtec life today.
- Write an essay in Spanish describing the Mixteca and the Mixtec people.
- View the Linguistic Map of Mesoamerica at the FAMSI (Foundation for the Advancement of Mesoamerican Studies, Inc.) website at <http://www.famsi.org/maps/linguistic.htm>
- Participate in a whole class discussion about:
  - Indigenous languages in Mexico.
  - The sound of spoken Mixtec in Pérez’s lecture.
  - The future of the Mixtec language.

#### Assessment

Essay  
Class discussion

#### ACTIVITY #2 Mesolore Lecture: Maarten Jansen and Studying the Mixtec

- Listen to Maarten Jansen describe the role and responsibilities of the researcher at The Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> under Lectures → Introduction to the Mixteca → Studying the Mixtec, Internal Colonialism, From Within and Afar, Collaborating with the Other.
- Prepare for a whole class discussion by writing notes on:
  - The academic interests of the anthropologists.
  - The reality which surrounds the researcher.
  - The relationship between the professional and the community being studied.
  - The problems of “study without engagement.”

#### Assessment

Class discussion

### **ACTIVITY #3 Mesolore Lecture: Aurora Pérez and Maarten Jansen Discuss a Codex Reading**

- Visit The Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> and go to Lectures → Introduction to the Mixteca: A Codex Reading.
- Listen to Aurora Pérez and Maarten Jansen discuss a segment of the Codex Nuttall.
- Take notes about why it is necessary to read the codices in the context of contemporary culture.
- Explain how contemporary practices appear in the ancient Codex Nuttall.

### **Assessment**

Class discussion

# LAS ARTES DE MÉXICO

## Unit 10: Nahuals

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### UNIT OBJECTIVES

*Students will read about nahuals, spirit beings, and describe their importance to Mesoamerican people.*

#### ACTIVITY #1 The Nahual by Aurora Pérez and Maarten Jansen

Students will—

- Visit the Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> and go to Lectures → Introduction to the Mixteca: The Land of the Rains and A Codex Reading.
- Take notes about the *nahual* to be used in class discussion for Unit 10 Activities #2 and #3.

#### ACTIVITY #2 The Nahual by Rigoberta Menchú

Students will—

- Discuss a quote by Miguel Ángel Asturias from *Men of Maize* and the co-existence of “animal and person.”
- Read “The Nahual,” Chapter 3 of *I, Rigoberta Menchú: An Indian Woman in Guatemala*.
- Take notes on what a *nahual* is, according to authors Miguel Ángel Asturias and Rigoberta Menchú.

#### ACTIVITY #3

Students will —

- Read Rosario Castellanos’s “Death of the Tiger”/“*La muerte del tigre*” to learn about the *waigel*, the protective spirit of the Bolometric community.
- Discuss the role of the *waige* or *nahual* in this story; incorporate your notes from Activities #1 and #2 into the discussion.
- Write an essay about loss of identity and the plight of indigenous people in Mexico, based on Pérez and Jansen’s discussions in the Mesolore Project Codices webpage at <http://mesolore.net/codices/mesolore.html> under Lectures → Introduction to the Mixteca: The Land of the Rains and Castellanos’s “Death of the Tiger.”

#### For the Spanish Teacher

Read biographical information in Spanish about the 1992 Nobel Peace Prize recipient Rigoberta Menchú in *Para Gozar* followed by “El Nahual” in *Galeria de Arte y Vida: Nivel Avanzado*.

#### Assessment

Class discussion

Notes

Essay

#### Teacher Resources

Bakewell, Liza, and Byron Hammon. Mesolore: Exploring Mesoamerican Cultures.

2001. 10 July 2007 <<http://www.mesolore.net/codices/mesolore.html>>.

Castellanos, Rosario. *City of Kings*. Pittsburg, PA: Latin American Literary Review Press Series: Discoveries, 1992. pp. 20-28.

Castellanos, Rosario. “La muerte del tigre.” *Ciudad Real*. Alfaguara, Mexico: 1961

Menchú, Rigoberta. “El Nahual.” *Galeria De Arte Y Vida*. Ed. Margaret Adey and Luis

Albini. New York: Glencoe McGraw-Hill, 1997. pp. 147-149.

Menchú, Rigoberta. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. London: Verso, 1984. pp.18-29.

### Quote

‘That night he spent howling like a coyote while he slept as a person.’

‘To become animal, without ceasing to be a person.’

‘Animal and person coexist in them though the will of their progenitors at birth.’

Miguel Ángel Asturias

From “Men of Maize” in Chapter 3,

*I, Rigoberta Menchú*

### Definition

Nahual by Micha F. Lindemans at *Encyclopedia Mythica*<sup>TM</sup> website at <http://www.pantheon.org/articles/n/nahual.html>

### JUST FOR FUN

Go online to see José Juan Aguilar’s carved *nahuals* at

[http://www.casamexicanafolkart.com/Jose\\_Juan\\_Aguilar\\_s\\_Nahuals/jose\\_juan\\_aguilar\\_s\\_nahuals.html](http://www.casamexicanafolkart.com/Jose_Juan_Aguilar_s_Nahuals/jose_juan_aguilar_s_nahuals.html).

Draw your personal *nahual*.



Name: \_\_\_\_\_

## LAS ARTES DE MÉXICO

### Unit 10: Nahuatl

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#### UNIT OBJECTIVES

*In this unit you will listen to a lecture by Aurora Pérez, a Mixtec, and anthropologist Maarten Jansen. Also, read a portion of a Nobel Peace laureate Rigoberta Menchú's autobiography and a short story by Rosario Castellanos for a discussion about the Mesoamerican concept of nahual and the plight of indigenous peoples in Mexico.*

#### ACTIVITY #1 The Nahual by Aurora Pérez and Maarten Jansen

- Revisit the Mesolore Project Codices web page at <http://mesolore.net/codices/mesolore.html> under Lectures → Introduction to the Mixteca: The Land of the Rains and A Codex Reading.
- Take notes about the *nahual* to be used in class discussion for Unit 10 Activities #2 and #3.

#### ACTIVITY #2 The Nahual by Rigoberta Menchú

- Discuss a quote by Miguel Ángel Asturias from *Men of Maize* and the coexistence of “animal and person.”
- Read “The Nahual” Chapter 3 of *I, Rigoberta Menchú: An Indian Woman in Guatemala*.
- Take notes on what a *nahual* is, according to Miguel Ángel Asturias and Rigoberta Menchú.

#### QUOTE FOR ACTIVITY #2

I, Rigoberta Menchú Chapter 3

‘That night he spent howling like a coyote while he slept as a person.’

‘To become animal, without ceasing to be a person.’

‘Animal and person coexist in them though the will of their progenitors at birth.’

Miguel Ángel Asturias

- Read Rosario Castellanos’s “Death of the Tiger/*La muerte del tigre*” to learn about the *waigel*, the protective spirit of the Bolometric community.
- Discuss the role of the *waige* or *nahual* in this story; incorporate your notes from Activities #1 and #2 into the discussion.
- Write an essay about loss of identity and the plight of indigenous people in Mexico, based on Pérez and Jansen’s discussions in the Mesolore Project Codices webpage at <http://mesolore.net/codices/mesolore.html> under Lectures → Introduction to the Mixteca: The Land of the Rains and Castellanos’s “Death of the Tiger.”

#### Assessment

Class discussion

Notes

Essay

#### JUST FOR FUN

Go online to see José Juan Aguilar’s carved *nahuatl*s at Casa Mexicana: Fine Art and Folk Art of Mexico website at [http://www.casamexicanafolkart.com/Jose\\_Juan\\_Aguilar\\_s\\_Nahuatl/jose\\_juan\\_aguilar\\_s\\_nahuatl.html](http://www.casamexicanafolkart.com/Jose_Juan_Aguilar_s_Nahuatl/jose_juan_aguilar_s_nahuatl.html).

Draw your personal *nahual*.