Name: Susan Bennitt  
Subject Area: Spanish IV - Language and Civilization  
Grade Level: 11-12  
Number of lessons: 2  
Time frame to allow for Unit: Lesson one “Mapping”, one 55 minute period. Lesson two “Myths of Creation”, two 55 minute periods.  
Each includes 55 minutes homework before each lesson.

Introduction: Stemming from the charge that our students will become global citizens and world leaders, it is fundamental to establish and teach the value of respect for others. At the beginning of the year, we will determine that activities in each unit of the text that we use will be geared at nurturing and nourishing the development of students' opportunity to learn to communicate and empathize with persons of other ethnicities, cultures and nations. In order to empathize with others, you must be self-aware, and in order to bridge cultures, to learn about people different from ourselves, a path of discovery must be taken. To navigate the path, one must ask good questions. Over time and sewn into several units related to the Imagina text, focus will be placed on discovery and deciphering to acquire knowledge of and sensitivity to Maya culture.

While learning about geography, spiritual beliefs, social structures and practices, agriculture and history of the Maya to the present day, students will gain an understanding of Maya culture. By comparing and contrasting students' own lives with the Maya civilization, students can develop and demonstrate critical thinking while identifying connections between current and ancient cultures.

The overarching goal to achieve is:

~ to establish each student’s cultural roots and bearings in order for them to successfully identify relevant connections between current and ancient Maya culture, expressing themselves appropriately in Spanish in so doing.

Specifically, in order to accomplish the goal, the lessons will:

1) create cultural and familiar self awareness.  
2) reveal the existence and development of Maya culture over time.  
3) draw attention to the contributions of the Maya to math and means of written and artistic expression.  
4) increase awareness of the archeological and artistic remains of ancient Maya civilization.  
4) consider the impact of the Conquest on Maya culture.  
5) evaluate the present day state of Maya culture.  
6) establish critical connections of the Maya within the present day world.
Lesson 1: Mapping.
Preparation (HW) for this class is 55 minutes of research and notes that answer the following: Where am I? Who is my family? Where is my family from? What symbols help show who we are?

Necessary vocabulary (mapas, arboles genealogicos, familia) on board -> note taking. (El mapa. Ask for similar transgender words they know.) Use meaningfully.

Discussion 1: Students will explain what a map is and does. Also, how is “to map” different from what they believe “a map” is. Handout of border outlines North and Central America. http://www.worldatlas.com/webimage/countrys/namerica/naoutl.htm

Activity 1: In pairs – what countries on the handout are you aware of? Collect when done. Project http://www.worldatlas.com/webimage/countrys/namerica/namera.htm to discuss the geography with names.

Discussion 2: Family map. Ask for options to express (flowchart, tree etc.) On the board, Why do you think it is a tree? What elements are essential and which are helpful to tell a bigger story? Use of Ser (description), Estar (changing states, alive, dead), Preterite (finite in past). Discussion in pairs, presentation to class.

For discussion.
1) Show https://bubbl.us/
2) Project Frida Kahlo Family Tree. http://2.bp.blogspot.com/_42drhiu5nNU/R-6EgkEPoSI/AAAAAAAAE9Q/VCYMbFIBAIM/s1600-h/Abuelos+y+padres.jpg

Activity 2: Regarding Frida’s family tree, in pairs, dissect and list all orientation, elements, shapes, colors located. (Use object based learning guidelines ~Heiser~) What medium is used?

Discussion 3:
Project Xiu Family Tree. Field input from students on iconography and numbers. What medium will students use for their own family tree? What medium would have been used by their grandfathers? His grandfather? And his? What symbols or icons can you use/associate for better identification?

HW:
a) Handout Central American border map without names -> students will try again from memory.
b) Creation of personal family tree.

(At the end of the cycle we will visit the Oaxaca Deer Hide at Yale).
Lesson 2 (over two 55 minute classes): Myths of creation – Popol Vuh
Reveals (2-3) Existence of and contributions of the Maya to culture.

Preparation for this class (HW 1) Watch Popol Vuh:
http://www.youtube.com/watch?v=bhG3DFgP3RA
http://www.youtube.com/watch?v=BP4WiTcNfIA&feature=relmfu
and fill out Popol Vuh Note Guide (included at end of lesson.)

Preparation for the second class (HW 2), necessary research to complete questions included at end of lesson.

Each day, warm up with

a) 5 minutes, vocabulary review on Quizlet, matching or space shuttle games.

b) A reminder of the brief introduction, according to Eliade:

“El mito cuenta una historia sagrada; relata un acontecimiento que ha tenido lugar en el tiempo primordial, el tiempo fabuloso de los «comienzos», o sea, el mito cuenta como, gracias a las hazañas de los Seres Sobrenaturales, una realidad ha venido a la existencia, sea ésta la realidad total, el Cosmos, o solamente un fragmento: una isla, una especie vegetal, un comportamiento humano, una institución. Es, pues, siempre el relato de una creación: se narra cómo algo ha sido producido, ha comenzado a ser”.

And c) 2 minute discussion in threes: What is your myth? How do they compare and contrast?

Day 1 Show Broad Popol Vuh background (images from artifacts):
https://www.youtube.com/watch?v=jw9fMzU_UuE

ACTIVITIES: Here are four activities to complete based students’ interpretation and understanding of the Popol Vuh. I complete the first two on Day 1 and the second two on Day 2.

Activity 1: The Popol Vuh presents various explanations of the origins of the Maya world. Based on the first part of the video, students, in pairs, will write a dialogue. Students are Gods who discuss how to create human beings. At first, they have different opinions but in the end, they reach an agreement. They must discuss the advantages and disadvantages of Men made of mud. Then, of Men made of wood or tz’ité. They can follow the example below and expand upon it in reasoning and creativity:

"God 1 thinks it's best to use mud for creating Man. Explain, in her opinion, what advantages there are. God 2 disagrees with God and thinks wood would be better,
then defends his point of view.
God 1: What do you think if we make Men of mud? In my opinion, it’s a material that has a lot of advantages, such as...
God 2: No, that’s a terrible idea, making then of wook is far better because...
God 1: I don’t agree with you because...
God 2: What you’re saying is true, but you should also consider...

**Activity 2:** Switch pairs, and watch the second part of the Popol Vuh video. Students must come up with a hypothesis on how the first Men were created from corn. Students can create a graphic organizer or idea cluster, which includes the following:

Who were their predecessors?
What were they like?
Where did they live?
What did they eat?
What challenges did they face?
What was their daily life like?

**Day 2:** As well as warm up mentioned above, project and play game:

**Activity 3:** Different pairs. In at least 20 lines of writing, students will invent their own myth of creation. They should try to use imperfect for descriptive aspects and the preterite for the succession of events part of the story. They can use vocabulario from their earlier work on Quizlet and from the Popol Vuh text.

In the beginning,______________________________
Then ____________________________
Finally ____________________________

**Activity 4:** In new pairs, students will create a comic strip with at least 6 scenes, that depicts the creation of man, ending in the Man made of corn:

Re-Cap:
Family Maps. Who are you? Family Tree.
Creation. What is your myth of creation? Popol Vuh.

We plan on visiting to the visit the Deerhide at Sterling Library and the Yale University Art Gallery to view Maya objects displayed there.

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<tr>
<th>People's names/Where they live.</th>
<th>Key Deities? How did they create the earth?</th>
<th>How many tries to create humans? What failed?</th>
<th>Who Seven Macaw? Why and by whom is he destroyed?</th>
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<tr>
<th>Describe the relationship between the two sets of brothers, One Monkey/One Artisan, Hunahpu/ Xbalanque.</th>
<th>How do One Hunahpu and Blood Woman become the parents of the Hero Twins?</th>
<th>What do Xbalanque and Hunahpu learn from the rat?</th>
<th>What trials do Hunahpu and Xbalanque experience in the underworld?</th>
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HW2
QUESTIONS TO RESEARCH AND ANSWER.

1. What is the name of the people that generated this story? Where did (do) they live?
2. Who are some of the key deities discussed in the *Popol Vuh*? How did they create the earth?
3. What kinds of humans did the gods create and then destroy as failed attempts? What had gone wrong?
4. Who is Seven Macaw and why is he destroyed? By whom?
5. Describe and explain the relationship between the two sets of brothers, the older pair, One Monkey and One Artisan, and their younger brothers, Hunahpu and Xbalanque. What might be the cultural or ethical significance of this episode of the *Popol Vuh*?
6. How do One Hunahpu and Blood Woman become the parents of the Hero Twins? Can you think of stories from other cultures that have a similar sequence of events? How might we explain or investigate this similarity?
7. What do Xbalanque and Hunahpu learn from the rat? How do they receive this news? How do they reward the rat? What seems to be the significance of the ball game?
8. What trials do Hunahpu and Xbalanque experience in the underworld? Who helps them to survive their various trials?
9. How do the boys finally deceive and defeat the lords of Xibalba?
10. What becomes of the Hero Twins? Are there parallels to this outcome and the results of other stories?
11. If this story is understood to teach not only about creation, the gods, and the events in the lives of the Hero Twins, but also about ideals of behavior, what kinds of ethical lessons or examples could be derived from the story?
12. Has this story remained significant to the Maya people in recent times? How could we find out more about the current importance of this story to the Maya?
POSSIBLE POST LESSONS ASSESSMENT QUESTIONS:

The text as evidence of past civilizations:

1. What can the *Popol Vuh* teach us in a general way about Mesoamerican civilizations? What are some of the possible problems with or limitations of using the *Popol Vuh* as a source of cultural information? List and offer explanations of some elements of Mayan civilization based on your reading of the *Popol Vuh*.
2. What kinds of questions specifically related to the age and translation of texts might modern scholars and students want to consider when evaluating the validity of the *Popol Vuh* as evidence about the ideas, values, and society of the ancient Mayan civilization? How might we pursue answers to these questions?
3. How have scholars attempted to explain the similarities between the *Popol Vuh* and stories from the Judeo-Christian tradition? In what ways does the dating of textual artifacts affect these discussions?
4. When was the *Popol Vuh* first translated into English? By whom? What is the current level of scholarly interest in Mayan civilization? How could we begin to answer these questions?
5. When and where did the *Popol Vuh* begin to appear as a primary source text in courses on Ancient History? What can this fact teach us about the history of teaching and learning about the past in modern times?
6. What other question(s) about the text would you like to ask or answer?

(Credit from http://www.historians.org/tl/LessonPlans/ca/Jones/PVQUEST.HTM)