Spanish one students will be introduced to the Maya culture both past and present. The activities will use pictures taken during my trip to Chiapas and web resources to present the location of the Maya people both past and present, examples of traditional clothing, food staples and the monuments of the ancient city of Palenque. Because my school’s goal in Spanish 101 is to use 90% Spanish in the classroom, the students will practice linguistic skills describing the colors, numbers, and locations of the pictures observed in class.
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Lesson Plans: Introduction to Maya Cultures Past and Present: Colors, Clothing, Food and Places
Food Project Rubric
Food, Color, Numbers Quiz
Guided Observation Questions
Palenque and Lakewood Worksheet

Separate documents:
Smartboard Resources - Maps
Smartboard Resources - Food and Numbers
Smartboard Resources - Clothing
Smartboard Resources - Palenque
Lesson 1: Introduction to Maya Geography

Objectives:
1. Students will identify where Maya civilization existed in the past
2. Students will identify what countries occupy that same area today
3. Students will label the past and present areas/countries on a map.
4. Students will list and locate any important Maya cities/monuments using prior knowledge.

Lesson 1, Activity 1

1. The students will be asked to use prior knowledge to identify the areas of the world that the ancient Maya civilizations existed.
2. The outline map from http://www.famsi.org/maps/meso_student.jpg will be put on the Smart board.
3. After talking in groups, a student volunteer will identify on the Smart board map where they believe the civilization existed.
4. Teacher and/or other students will make corrections if necessary.
5. After talking in groups, student volunteers will identify the current countries that occupy the blank map.
6. Teachers and other students will make corrections if necessary.
7. Students will be asked to identify other prior knowledge about the Maya culture.
8. Teacher and students will add or correct information.

Assessments:
Formative: Student participation and students’ maps will be checked for accuracy.
Summative: Students will take a quiz where they must label the areas filled in on the map during the lesson.

Lesson 2: Maya foods across time and place

Objectives:
1. Students predict what foods they think were staples in the ancient Maya culture.
2. Students will identify 10 staple foods from ancient Maya world
3. Students will list the 10 foods in English and Spanish
4. Students will describe the color and quantity of the 10 foods in Spanish.
5. Students will use the correct form of the adjective based on the number and gender of the food item.
6. Students will state in Spanish if the like the 10 foods or not using the correct form of me gusta or me gustan and the correct article based on number and gender.
7. Students will compare the use of the 10 foods staples in the past and present times.
8. Students will categorize the 10 foods in the modern food pyramid.
9. Students will prepare food using the 10 staple foods.
Lesson 2, Activity 1

1. In groups of 3-4 students, students will be asked to brainstorm 10 foods that they believe were staples of the ancient Maya culture.
2. Groups will share their answers.
3. In groups students will read article 10 Maya foods that changed the world’s eating habits.
4. Students will use pictures to identify foods in Spanish and English.
5. Students will use words in Spanish to predict if the words will use el or la.
6. Students will describe the color of each food item with the correct form of the color.
7. Students will answer the following four questions about each food item.
   - ¿Qué es esto?
   - ¿De qué color es/son?
   - ¿Cuántos/as hay?
   - ¿Te gusta/n?

Lesson 2, Activity 2

1. Students will be provided with a copy of the modern food pyramid in Spanish.
   Students will be asked to place the 10 foods on the food pyramid and discuss what is lacking. The students will brainstorm if the Maya people ate other foods and what they may have been. Students share and compare information. Teacher and students will add and correct information. Questions will be asked to guide students to think if geography would make a difference in different groups diets.

Lesson 2, Activity 3

Students will be shown artifacts from the following websites on the Smartboard. The goal of the lesson is that students will be able to identify the important foods present in the artifacts. The goal is for the students to identify corn and chocolate as two most important food staples in the Maya culture.

http://www.archaeology.org/1011/abstracts/chocolate.html
http://archives.nbclearn.com/portal/site/k-12/flatview?cuecard=52209
http://users.misericordia.edu/davies/maya/codex4.htm

Lesson 2, Activity 4

1. The students will work in groups of 1-3 to prepare a dish to share to conclude this activity. The students should be ready to discuss the food and identify which of the traditional Maya food items that are represented. (Rubric attached)

Students will be directed to Maya Recipe website for ideas.
http://car.utsa.edu/Legacy/mayarecipes.htm
Lesson 3: Maya Numbering and Math

Objectives:
1. Students will identify the symbols of the Maya numeral system.
2. Students will solve simple math problems using the Maya numeral system.

Lesson 3, Activity 1

1) Students will be introduced to the Maya number system using dots and dashes on Smartboard.
2) Students will go to the Smart board and manipulate symbols to make Maya numbers.
3) Students will complete practice sheets from http://www.outreachworld.org/Files/florida_internatl_u/MayanMathematicsandArchitecture.pdf

Assessments:
Formative: Students will be assessed on participation and number worksheets.
Summative: Students will take a quiz with numbers, colors and foods. (Quiz Attached)

Lesson 4, Maya Fashion

Objectives
1. Students will observe and interpret current fashion styles in San Lorenzo Zinacantán and San Juan Chamula, Chiapas, Mexico.
2. Students will make comparisons between fashion trends in Chiapas and Colorado.

Lesson 4, Activity 1

1) Students will observe the photos taken in San Lorenzo Zinacantán and San Juan Chamula and discuss them using the Guided Observation Worksheet (Questions Attached)

Assessment:
Formative: Students will be assessed on their participation answering the observation questions.

Lesson 5: Palenque and Lakewood

Objectives
1. Students will use Spanish vocabulary to compare Palenque and Lakewood Colorado.
2. Students will use correct form of articles and verb to make comparisons.
Lesson 5, Activity 1

1) Students will be introduced to vocabulary used to describe ancient and modern cities.
2) Students will answer questions about Palenque and their own city and make comparisons.

Assessments:
Formative: Students will complete the worksheet and review answers in Spanish. (Worksheet attached)
Summative: Students will write 5 sentences comparing their city and Palenque.
Students will choose an ingredient or ingredients that were an important food item in the ancient Maya world.

Students will find a culturally Hispanic recipe that uses this ingredient or these ingredients.

Students will prepare this recipe.

Students will bring the prepared dish to share with the class.

Students will be ready to share about the ingredients of their dish, about their dish and their experiences preparing it.

<table>
<thead>
<tr>
<th>Total: 40 puntos</th>
<th>Excelente 10 puntos</th>
<th>Bien hecho 8 puntos</th>
<th>Asi asi 6 puntos</th>
<th>Hay problemas 4 puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredient(s)</td>
<td>There is a recipe card with all of the ingredients listed in correctly in English and Spanish. There is a least one ingredient from the Maya food list.</td>
<td>There is a recipe card with most of the ingredients listed correctly in English and Spanish. There is a least one ingredient from the Maya food list.</td>
<td>There is a recipe card with some of the ingredients correctly listed in English and Spanish. There is a least one ingredient from the Maya food list.</td>
<td>There is a recipe card with less than half of the ingredients correctly listed in English and Spanish. There is a least one ingredient from the Maya food list.</td>
</tr>
<tr>
<td>Food Sample</td>
<td>The food is brought to class fully completed and is pleasantly presented with all of the supplies necessary to share.</td>
<td>The food is mostly completed, adequately presented and has most of the supplies necessary to share.</td>
<td>The food is somewhat presentable and/or there are not all of supplies necessary to share.</td>
<td>The food is not fully prepared, not presentable or there are no supplies that are necessary to share.</td>
</tr>
<tr>
<td>Presentation</td>
<td>All students in the group can identify the featured ingredient and tell a lot about the cultural origins of the dish. All students help present.</td>
<td>Most students in the group can identify the featured ingredient and tell about the cultural origins of the dish. Most students help present.</td>
<td>Some students in the group can identify the featured ingredient and tell a little about the cultural origins of the dish. Some students help present.</td>
<td>Only one student in the group can identify the featured ingredient and tell a little about the cultural origins of the dish. Only one student helps present.</td>
</tr>
<tr>
<td>Participation</td>
<td>All members of the group ask or answer questions about other dishes or their own dish.</td>
<td>Most members of the group ask or answer questions about other dishes or their own dish.</td>
<td>Some members of the group ask or answer questions about other dishes or their own dish.</td>
<td>The same group member asks and answers all of the questions.</td>
</tr>
</tbody>
</table>
Write a full sentences in Spanish that tells what the food is, what color it is and how many there are based on the Maya numeral.

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Modelo: Es un aguacate. Es verde. Hay cinco.

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Guided Observation Worksheet

Adapted from materials from the Yale Art Gallery and the Yale Center for British Art

Find an object or work of art, and spend 2 – 5 minutes closely observing it. If you are in a museum, do not read the exhibit label that gives information about the object or work of art.

After your observation time, answer the following questions in the following order. For questions 1 and 2, lists are fine (complete sentences not necessary).

1. What do you see?

2. What do you notice?

3. How was it made and what does it appear to be made from?
4. If you are looking at an artifact, why might it have been made? What might it have been used for? If you are looking at a work of art, why do you think the artist produced this work? What is going on in the piece?

5. Now read the exhibit label (if there is one) and record:

   Name/Title of object or work of art: _______________________________________________

   If an artifact, where in the world it is from: _______________________________________

   If a work of art, artist’s name and year of completion: _______________________________

   Any other descriptive information from the exhibit label:
Haz un dibujo que representa cada palabra

<table>
<thead>
<tr>
<th>la plaza</th>
<th>el templo</th>
<th>el altar</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>el campo de pelota</th>
<th>el árbol</th>
<th>las montañas</th>
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<table>
<thead>
<tr>
<th>el jeroglífico</th>
<th>el museo</th>
<th>la planta tropical</th>
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<table>
<thead>
<tr>
<th>el mono</th>
<th>el edificio</th>
<th>el valle</th>
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</table>

¿Sí o No?

1. En Palenque, hay plazas. _________
2. En Lakewood, hay plazas. ________
3. En Palenque, hay muchos árboles. __________
4. En Lakewood, hay muchos árboles. __________
5. En Palenque, hay un campo de pelota. __________
6. En Lakewood, hay un campo de pelota. __________
7. En Palenque, hay pirámides. __________
8. En Lakewood, hay pirámides. __________
9. Palenque está en un valle. __________
10. Lakewood está en un valle. __________
11. Hay museos en Palenque y Lakewood. __________
12. Hay más plantas tropicales en Lakewood que en Palenque. __________
13. No hay ni templos ni altares en Palenque. __________
14. Palenque está en las montañas. __________
15. Hay monos en Palenque y Lakewood. __________
16. Hay edificios con jeroglíficos en Palenque. __________

Indica tres diferencias entre Palenque y Lakewood.

Modelo: Hay monos en Palenque, pero no hay monos en Lakewood.

1. 
2. 
3. 