Big Ideas:
- Past cultures impact present day cultures.
- The legacy of ancient Mesoamerican cultures on 21st century Mexico exists.

Objectives:
- Students will define culture
- Students will locate Mesoamerica on a map.
- Students will identify common Mesoamerican cultural traits.
- Students will identify ancient and contemporary cultural traditions in Mexico, by looking at two states with strong indigenous cultures, Oaxaca and Chiapas.

1. CLASS DISCUSSION: WHAT IS CULTURE?

   A. Teacher leads a discussion of the following topics: culture, Mesoamerica, Oaxaca, and Chiapas. Students brainstorm aloud as a group and then individually complete the KWL Chart.

   B. Students will watch "Lo que amo y odio de México" (http://www.youtube.com/watch?v=2WncuCFmuv8). Teacher pauses video and asks students to describe the following scenes aloud: Guelaguetza, archeological sites, metates, traditional textiles. Students brainstorm in groups about the images they have seen, and discuss their reactions.

   C. Students write short essay in Spanish “Lo que amo y odio de los Estados Unidos.” Students will demonstrate correct use of the present-tense in Spanish.
   *Grammar review: present-tense verbs, ser/estar, adjective agreement.

   D. Students will watch John Carolan’s video on YouTube. http://www.youtube.com/watch?v=1je1sBPW8uk
Teacher will lead a discussion regarding whether or not the video visits the most important sites in Oaxaca such as Mitla, Monte Alban, el Zócalo in Oaxaca City, and the Ex Convento Santo Domingo.

Students will then plan a one-day trip for a foreign exchange student that includes visits to their local favorite cultural locations. Students discuss the most important cultural sites and cultural products in their neighborhoods.

*Grammar review: commands, ser and estar and prepositions*
2. ANCIENT OAXACA AND CHIAPAS

Students will research ancient Mesoamerica. Students will watch videos, research the web, and have in-class discussions on ancient Mesoamerica, with a focus on Oaxaca and Chiapas.

A. Students watch Professor David Carrasco discuss Mesoamerican Cosmovision on http://mesolore.org/scholars/lectures/5/Introduction-to-Mesoamerica-by-David-Carrasco and complete the attached mind map/graphic organizer.
   1. Teacher leads class discussion with a focus on Mesoamerican Cosmovision

B. Students watch "Maya Blood of Kings" and discuss the following topics as a class:
   1. Ball game
   2. Mayan calendar
   3. Bonampak
   4. Lord Pakal
   5. Blood sacrifice

C. Teacher divides the students into six groups. Each group will prepare and present a PowerPoint or Prezi to the class. Students will research a historical site and present information to the class on the cultures and important artifacts of the site.

A. Ancient Oaxaca
   1. Monte Alban
   2. Mitla
   3. Yagul

B. Ancient Chiapas
   1. Palenque
   2. Bonampak
   3. Toniná
3. Mesoamerican Legacy – Discussion on Current Topics

Mesoamerican cultures and cosmovision have endured through the 21st century, despite many obstacles. There have been genocides and population declines. However, the legacy of ancient Mesoamerica is alive and well in México.

Teacher leads discussion of current topics in Mesoamerica. Teacher presents introductory PowerPoints on Oaxaca and Chiapas. (See the attached PowerPoints by Lisa Sragovicz.) Teacher overview will include a discussion of the following topics: the ancient and contemporary ballgame, religious syncretism, textile production, agricultural traditions, and folklore.

Student Research Projects –

Students will demonstrate their knowledge of Mesoamerica by researching the legacy of the past in the México of today. Students will research one of the following topics in small groups and create a Glogster, VoiceThread, PowerPoint, Prezi, Online Poster, video, or other presentation tool to present to the class.

A. The Ancient and Contemporary Ball Game. Teacher discusses the ball game and how it has changed over time. Students who choose this topic will complete further research at www.ballgame.org.

B. Religious Syncretism.
   1. Students who choose this topic will investigate Día de los muertos in Oaxaca. Students will examine the syncretism of Catholic and Indigenous traditions in Día de los muertos.
   2. Students will also address religious syncretism in Zinacantán, Chiapas. Students will examine rituals in Chiapas by referring to Evon Vogt’s book Tortillas for the Gods: A Symbolic Analysis of Zinacanteco Ritual.

C. Textile Production.
   1. Students who choose this topic will examine the processes of designing and making modern textiles, including making the wool and dying the yarn. Students will complete research on the Oaxacan Textile Museum website http://www.museotextildeoaxaca.org.mx. Students will also watch a video on making Oaxacan textiles by Gabriela Martínez (http://www.youtube.com/user/gmevirtual/videos?view=0.)

   2. Students will go to the Facebook pages of Na Balom and Chip Morris for a historical overview of textiles in Zinacantán. Students will also use the following sites as references:
D. Agricultural Traditions. Students will examine the "three sisters" method of planting corn, beans, and squash, popular in Mesoamerica and North America. Students will also analyze other issues in food production, such as: chocolate production, GMO crops and Monsanto, and the effects of NAFTA in Mexico

1. Zapotec Farming:
   http://muse.jhu.edu/journals/tech/summary/v043/43.3moon.html

2. Lacandón Farming: http://web.mesacc.edu/dept/d10/asb/lacandon

E. Folklore and folkart Oaxaca. Students who choose this topic will Watch a video on Nahuales and discuss the concept. Students will watch video by Sonia Rodriguez & Claudia Chavez – called “Naguales Animal Spirit” http://www.youtube.com/watch?v=shAesPkJFDsI. Other topics in folk art include art found in the pyramids, alebrijes, amate paper, and clay art.

F. Maya in Chiapas. Students who choose to conduct further research on Maya cultures in Chiapas will examine one or more of the following topics: Lacandón Maya, Zapatista uprising, Ecotourism and seed jewelry, Herbalism and remedies found in the rainforest.

1. Students will begin by reading the following web page for a history of the EZLN:
   http://www.mtholyoke.edu/~fzanghi/classweb/polt116/history.html

2. Students will refer to Chip Morris' links for extensive information on the Maya: http://mayaexploration.com/resources_sites.php

G. Oaxacan Celebrations. Students who choose this topic will research the Guelaguetza or Noche de rábanos,
   http://zedillo.presidencia.gob.mx/welcome/PAGES/culture/notes_guelaguetza.html
   http://oaxaca.wikispaces.com/Guelaguetza
### ¿Qué sabes de la palabra CULTURA?

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<th>Lo que yo sé</th>
<th>Me gustaría aprender</th>
<th>Lo que aprendí</th>
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### Mesoamerica

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### Oaxaca

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### Chiapas

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From [www.famsi.org/maps](http://www.famsi.org/maps)
Teacher and students watch a video of Professor David Carrasco speaking about Mesoamerican Cosmovision and answer the following questions:

1. Why study Mesoamerica?

2. How do we study Mesoamerica?

3. What can we learn about Mesoamerican cultures from reading legends like “Sol y Luna?”

4. Draw the heavens/earth as Dr. Carrasco describes them:

5. Define Mesoamerican cosmovision.

6. What are the four cosmic ages?

7. What is sacred time?

8. What does Dr. Carrasco say about eagles?

9. What does he say about jaguars?

10. Would you like to take a class with Dr. Carrasco? Why or Why not?