

## **Maya**

**Program Title:** Maya: A Continuing Story

**Grade Level:** 5th

**Teacher:** Tina Smith, Museum Educator, Museum of Anthropology at Wake Forest University

### **Program Objective:**

The teacher will lead a discussion about ancient and modern Maya culture. The discussion will include the history of the Maya people, art, architecture, their beliefs, and traditions. The teacher and students will discuss how ancient Maya culture has stayed the same and how it has changed. Each student will understand that the Maya culture is an ancient one that still exists today.

### **Curriculum Connections:**

#### **Arts Education: Visual Arts**

**5.01 Begin to recognize that art is the visual record of the history of mankind.**

Discuss how art can tell the history of the people who created it.

**5.02 Identify selected characteristics that make art of a particular culture unique.**

Discuss the characteristics of Maya art.

**5.08 Recognize there are many universal themes in art throughout history.**

Discuss different themes found in art.

**8.02 Recognize that art provides an opportunity for life long learning.**

Discuss what can be learned from art.

**8.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.**

Discuss different skills that are used to create art.

## **Language Arts**

### **2.09 Listen actively and critically by:**

**asking questions.**

**delving deeper into the topic.**

**elaborating on the information and ideas presented.**

**evaluating information and ideas.**

**making inferences and drawing conclusions.**

**making judgments.**

## **Social Studies**

Please note: Although the Social Studies Goals incorporate the United States, Canada, Mexico, and North America, our program focuses solely on the Ancient and Modern Maya.

For Social Studies Competency Goals 1.01 - 1.07; only one country within the land of the Maya is considered part of North America (Mexico).

Most of the Maya countries are designated as Central America (in political sense) or MesoAmerica (in a cultural sense). Nevertheless, we answer 1.01 - 1.07 because the 5<sup>th</sup> grade curriculum focuses upon regions of the United States, Canada, Mexico, and Central America.

### **1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.**

Discuss the geography of the Maya world.

### **1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.**

Discuss how geographical location influenced the Maya culture.

### **1.03 Compare and contrast the physical and cultural characteristics of regions within the United States and other countries in North America.**

Discuss the influence of other peoples on the Maya.

**1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.**

Discuss ways the Maya people learned to live in selected regions.

**1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.**

Discuss how the Maya settled in different locations. Discuss Maya trading routes.

**3.06 Compare and contrast the roles various religions and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.**

Discuss Maya religious beliefs and Catholicism.

**3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.**

Discuss Maya art and architecture.

**5.05 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.**

Discuss farming, domestication of animals, construction, and tool making in Maya culture.

**6.02 Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.**

Discuss the Mayan language, numerical system, calendar, and astronomy.