

Exploring the Culture and Customs of Louisiana's Tunica-Biloxi Tribe

Grade Level: Elementary, Grade 3 and up

Subject: Social Studies

Key words: *culture, custom, heritage, tradition, heritage, legacy*

Suggested Time Frame: 1 day

Designed by: Brittney Dayeh

School District: *Lusher Charter School - Orleans Parish*

Standards (Grade 3, Social Studies):

3.1.6: Compare and contrast the influence of cultural groups in Louisiana

3.2.2: Differentiate between early Native American cultures that lived in the regions of Louisiana.

3.2.4: Identify cultural elements that have contributed to the state's heritage

Background Knowledge:

Prior to this lesson, students will have:

- Experience using Chromebooks and Google Classroom to access class resources
- Added key vocabulary words to the SS journals and reviewed these words
- Completed a history unit on Louisiana's Early Native Americans
- Completed a heritage project to learn about their family's culture and customs
- Started a foldable with 6 flaps; 1 flap will include the definitions for culture and customs; 1 flap will include some short notice about Tunica history; the other 4 flaps will be completed during station rotations in this lesson.
- Viewed the Tunica-Biloxi slideshow to give them a basic understanding of tribe history, culture, and customs (notes taken in foldables).

Student Objectives:

- Students will explore the culture and customs of the Tunica-Biloxi tribe to gain an enriched perspective on Louisiana's Native Americans. Key vocabulary will be reinforced throughout the lesson.

Essential/Driving Questions

- How are Louisiana's native tribes keeping their culture alive today?
- Specifically, how is the Tunica-Biloxi Tribe of Louisiana keeping their culture alive today?

Vocabulary Words:

- Culture: the way of life of a group of people
- Custom: An accepted way of behaving or doing something
- Tradition: Customs or beliefs passed from one generation to the next or something that is done year after year
- Heritage: Something handed down from ancestors; may include traditions
- Legacy: What an individual leaves behind.

Materials: Tunica-Biloxi google slideshow, digital photos, and videos; *Fighting Eagles* text (2011), Chromebooks, headphones, Tunica foldable, timer, pencils, exit tickets, station direction cards

Lesson Plan**Procedures:****Opening/attention getters (5-10 min)**

1. The teacher will start class by greeting students in Tunica (“sehi lapu”= good morning) as an attention getter. Can anyone guess which language this is? (Ask for suggestions.)
2. Reveal that the greeting is from the Tunica language. This language was once considered “extinct,” but now it’s “reawakened.” The people of the Tunica-Biloxi tribe of Louisiana are working hard to keep it alive.
3. Here is an example of how the Tunica are keeping their language alive today: (Play Monster Mash in Tunica: <https://www.youtube.com/watch?v=VzK5oBSjrQw>)
4. Why did the Tribe make this video? (To promote/teach their language in a familiar, modern way.) Does this help keep their culture alive today?

Essential Question- 2 min

1. Say: “Today we’re going to explore different customs of the Tunica tribe. While completing activities, please think of this question: (write on board: “How are Louisiana’s native tribes keeping their culture alive today?” Specifically, “How is the Tunica-Biloxi Tribe keeping their culture alive today?”). Be prepared to share some ideas about this last question at the end of class.”

Directions- (5 min)**Say:**

5. To help us gain a better understanding of Tunica customs, today you will visit 4 stations where you will explore the Tribe’s language, folktales, dance, and traditional dress in different ways. You will have about 10 minutes at each station.

6. Each station has a set of directions already in place. Please take a minute to read these directions when you first arrive. You will need to bring your Tunica foldable and a pencil with you.
7. You will have a few minutes to do the activity at each station and write notes on your foldable custom flaps about what you experienced.
8. Now we need to split up into 4 groups (give each student a number- 1, 2, 3, or 4- each student should meet their group at the station that matches their number. (Give students a few minutes to do this.)
9. Before you start... remember to think about the essential question and be prepared to talk about it after rotations.

Stations: (40 min)

10. Start timer for 10 min. Students should rotate every 10 min. Give a 2 min. warning every 8 min. Allow students 2 min to move to their new station and get settled before starting the next rotation. Repeat 4 total times.

Station directions:

- 11. Folktale:** Read the Fighting Eagles or Deer and Turtle folktale with 1-2 other people in your group. Discuss how it's similar and different to other folktales you've read before. Write a short summary of the story on your foldable flap.
- 12. Dance:** Log into your chromebook and go to your SS Google Classroom page. Click on the Tunica-Biloxi link: <https://photos.app.goo.gl/6PkXrGVucofQypAA6>.

View the videos of the men, women, and children dancing. Take notes in your foldable about what you observe.

- 13. Clothing:** Log into your chromebook and go to your SS Google Classroom page. Click on the Tunica-Biloxi link: <https://photos.app.goo.gl/6PkXrGVucofQypAA6>.

View the pictures of the men, women, and children dancing. Draw a sketch of some of the traditional dress you observe or take notes in your foldable.

- 14. Language:** Put on a pair of headphones, log into your chromebook and go to your SS Google Classroom page. Click one of the two Tunica-Biloxi language links:
<https://www.youtube.com/watch?v=nqNLOdy3XVQ>

<https://www.youtube.com/watch?v=b0y50uMMNgc>

Listen to the language lessons and try to pronounce some words in Tunica. Write down some phrases you learn on your foldable flap. Try to use these phrases with a friend!

Exit Ticket- 5-10 min

15. At the end of the last station rotation, ask students to stay seated at their current station. Give out exit ticket paper slips (half sheet size)
16. Say: Thinking about the different customs that you experienced, write an exit ticket response to the essential question: How is the Tunica-Biloxi Tribe keeping their culture alive today?
17. After allowing about 5 minutes to respond, ask if anyone would like to share what they wrote (call on 1-2 students).
18. Collect Exit Tickets.

Closure (Hita, hatika ayan' inaki)

19. To end our class today, I'd like you to say "take care, let's speak to each other again soon" (goodbye) to 3 people in Tunica. Let's try it together first: Hita, hatika ayan'inaki. Go!

Assessment procedures: The teacher will observe students' ability to take notes on different aspects of Tunica-Biloxi culture. The Exit Ticket will be used to assess how well students are able to connect what they learned to a larger, real-life question. Students will be assessed on an extended Native American research project after the completion of this lesson.

Accommodations/Modifications:

- Main concepts will be short and specific, with rephrasing and continuous checking for understanding.
- Students who have difficulty reading, writing, listening, or drawing during the lesson will be assisted by peers or teacher(s).
- Higher-order thinking questions and extension activities will be given to higher-level learners.
- 504 accommodations will be met throughout the lesson.

Extensions (related activities):

- Invite a member from a local Louisiana tribe to school to talk to students (United Houma Nation is one of the most active tribes that is also close to New Orleans)
- Invite a Tulane graduate student to give a lesson on the Tunica language.

Exploring the Culture and Customs of Louisiana's Tunica-Biloxi Tribe

Grade Level: High School

Subject: History

Key words: See below

Suggested Time Frame: 10 days

Designed by: William Gillispie

School District: *Lusher Charter School, Orleans parish*

Standards (High School, History):

WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting historical research/comparing and contrasting varied points of view/using technology to research, produce, or publish a written product

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

Student Objectives: Students will be able to address the following questions.

Essential/Driving Questions

- What are some of the key differences between the Aztec and the Incan empires? (1.1)
- How were Native American communities of North America different than the empires of South America? (1.2)
- Why did Europeans begin exploring? (2.1)
- What circumstances allowed for Europeans to explore in both the East and the New World? (2.1)
- Describe and explain the causes of European exploration in the Indian Ocean region. (2.1)
- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World? (2.2)
- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people. (2.3)
- Explain the Columbian Exchange and describe the factors that led to the development of global trade. (2.4)

Lesson Plan

1.1 – Native American Empires, Aztec and Inca

Key Terms:

- Aztec Empire
- Incan Empire
- Maya
- Nahuatl
- Tenochtitlan
- Tribute Empire
- Chinampas
- Cuzco
- Quipu

Essential Questions:

- What are some of the key differences between the Aztecs and the Incan empires?

1.2 – Native American Communities North America

Key Terms:

- Cherokee
- Choctaw
- Iroquois Confederacy
- Pueblo
- Inuit

Essential Questions:

- How were Native American communities of North America different than the empires of South America?

2.1 – Early European Exploration

Key Terms:

- Ottoman Empire
- Henry the Navigator

- Vasco da Gama
- Swahili Coast
- Portuguese
- India
- Treaty of Tordesillas
- Isabella and Ferdinand
- Hispaniola

Essential Questions:

- Why did Europeans begin exploring?
- What circumstances allowed for Europeans to explore in both the East and the New World?
- Describe and explain the causes of European exploration in the Indian Ocean region.

2.2 – Conquest of the New World

Key Terms:

- Charles V
- Hernando Cortes
- conquistadores
- Montezuma
- Atahualpa
- Pizarro

Essential Questions:

- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World.

2.3 – Spain Builds an American Empire

Key Terms:

- Phillip II
- New Spain
- Peru
- mestizos/criollos/mulattoes
- haciendas
- encomienda

- Potosí
- Popé
- Pueblo Revolt

Essential Questions:

- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people.

2.4 – The Columbian Exchange and Global Trade

Key Terms:

- Columbian Exchange
- mercantilism

Essential Questions:

- Explain the Columbian Exchange and describe the factors that led to the development of global trade.

Unit 1 Calendar

Date	Major Topics	Reading/Assignment Due
Day 1	Introduction to Course 1.1 Native American Empires, Aztec and Inca	
Day 2	1.1 Native American Empires, Aztec and Inca 1.2 Native American Communities North America <u>Assign Louisiana Native American Presentations</u>	Sign up for Google classroom Signed Parent Letter
Day 3	1.1 Native American Empires, Aztec and Inca 1.2 Native American Communities North America	1 - King Moctezuma, <i>Laws, Ordinances, and Regulations</i> (1450)/Diego Duran <i>Book of the gods and Rites</i> , (1574-1576)
Day 4	1.2 Native American Communities North America	<u>Quiz on Reading</u>
Day 5	2.1 European Exploration 2.2 Conquest of the New World <u>Assign Columbus DBQ</u>	
Day 6	2.3 Spain Builds an American Empire	
Day 7	2.4 The Columbian Exchange and Global Trade Time to Work on Project	2 - Juan Sepúlveda, <i>On the Causes of Just War with the Indians</i> (1547) <u>Columbus DBQ Due</u>
Day 8	Time to Work on Project	
Day 9	<u>Louisiana Native American Presentations</u>	<u>Louisiana Native American Presentations Due</u>
Day 10	UNIT 1 TEST	STUDY FOR UNIT 1 TEST

Guidelines for Louisiana Native American Community Presentations

In groups of 2 or 3, students will be assigned a Native American community in Louisiana, then, they will be asked to present on that group, making sure to include:

- A traditional greeting to the class by the group and (if possible) in the traditional language.
- A map showing where the community once occupied and where they occupied today, including any forced or volunteer movement.
- A discussion of any conflicts or wars with Europeans explorers or occupiers?
- One important mythological story from the community.
- One traditional song and dance from this community.
- Discussion federal recognition for the community (if they have it or have filed for it)
- Argue what things this tribe might need or deserve from the federal government and why (if they do not need anything, explain why)

The group will be graded on the success of the presentation and the accuracy of claims.

___/30 Accuracy of content in presentation

___/25 Organization and clarity

___/15 Potency of argument on needs from government

___/15 Mythological Story, song and dance, traditional greeting

___/10 Speaking ability and grammatical success

___/5 Wow Factor

___/100 Total

Exploring the Culture and Customs of the Maya

Grade Level: Elementary, Grade 3 and up

Subject: Social Studies

Key words: *culture, custom, heritage, tradition, heritage, legacy*

Suggested Time Frame: 1-2 class periods

Designed by: Brittney Dayeh

School District: *Lusher Charter School – Orleans parish*

Standards (Grade 3, Social Studies):

3.1.6: Students develop a solid understanding of the meaning of culture. Students learn about how culture defines a place. They also explore the different elements of culture so that they begin to see how culture can make a place unique.

Background Knowledge:

Prior to this lesson, students will have:

- Experience using Chromebooks and Google Classroom to access class resources
- Added key vocabulary words to the SS journals and reviewed these words
- Completed a history unit on Louisiana's Early Native Americans
- Completed a heritage project to learn about their family's culture and customs
- Started a foldable with 6 flaps; 1 flap will include the definitions for tradition and heritage; the other 5 flaps will be completed during station rotations in this lesson.

Student Objectives:

- Students will explore the culture and customs of the Maya to gain an enriched perspective on their own culture and customs. Key vocabulary will be reinforced throughout the lesson.

Essential/Driving Questions

- What are some Maya cultural traditions?
- How are Maya people keeping their cultural heritage alive today?

Vocabulary Words:

- Culture: the way of life of a group of people
- Custom: An accepted way of behaving or doing something
- Tradition: Customs or beliefs passed from one generation to the next or something that is done year after year
- Heritage: Something handed down from ancestors; may include traditions
- Legacy: What an individual leaves behind.

Materials: class chart paper; Chromebooks; Maya foldables for students; headphones, timer, pencils, exit tickets, station direction cards; Maya calendar pieces; brads (fasteners); wipe boards and expos; cacao nibs (snack)

Websites: (all videos will be included in students' google classroom pages for easy access during stations)

National Geographic Maya Intro: (<https://www.youtube.com/watch?v=Q6eBJdca14>)

Example Maya hieroglyphics: https://www.ancient-symbols.com/mayan_symbols.html

Maya number system: <https://mayaarchaeologist.co.uk/2016/12/28/maya-numbers/>

Maya math game and activities: <https://maya.nmai.si.edu/maya-sun/maya-math-game>

Maya calendar info: <https://mayaarchaeologist.co.uk/2016/12/31/maya-calendar-system/>

Maya calendar craft: <https://mayaarchaeologist.co.uk/2017/03/31/maya-calendar/>

Corn as a sacred crop: <https://www.youtube.com/watch?v=A1FLL3HH6Tk>

Cacao tree facts for kids: https://kids.kiddle.co/Cacao_tree

Maya tortillas video: <https://mayaarchaeologist.co.uk/2016/12/29/maya-food/>

Writing in Maya Glyphs, by Mark Pitts:

<http://www.famsi.org/research/pitts/MayaGlyphsBook1Sect1.pdf>

Lesson Plan

Procedures:

Opening/attention getters (5-10 min)

1. Post an image of Mayan hieroglyphics on the board (example: https://www.ancient-symbols.com/mayan_symbols.html)
2. Ask students: What do you see? What do you think these symbols are showing? (Invite responses)
3. Say: These are hieroglyphics, or symbols, from Mayan culture. The Maya are native people from Mexico and Central America. Let's learn more about them!
4. Play the following short National Geographic video to give students more background knowledge about the Maya (geography, history, arts):

(<https://www.youtube.com/watch?v=Q6eBJdca14>). Tell students that they will try to complete a 5 W + 1 H chart as a class after the video.

5. After the video, ask students to fill in who, what, where, when, why and how about the Mayan people. Write on large class chart paper for all to see.

Essential Question- 2 min

1. Say: "Today we're going to explore different customs of the Maya. While completing activities, please think of these questions: What are some Mayan cultural traditions? How are Mayan people keeping their cultural heritage alive today?"

Be prepared to respond to these questions at the end of class.

Directions- (5 min)

Say:

1. To help us gain a better understanding of Mayan customs, today you will visit 5 stations where you will explore Mayan math, calendars, hieroglyphics, and the traditional foods of corn and cacao. You will have about 10 minutes at each station.
2. Each station has a set of directions already in place. Please take a minute to read these directions when you first arrive. You will need to bring your Maya foldable and a pencil with you.
3. You will have a few minutes to do the activity at each station and write notes on your foldable custom flaps about what you experienced.
4. Now we need to split up into 4 groups (give each student a number- 1, 2, 3, or 4- each student should meet their group at the station that matches their number. (Give students a few minutes to do this.)
5. Before you start... remember to think about the essential questions and be prepared to talk about them after rotations.

Stations: (40 min)

1. Start timer for 10 min. Students should rotate every 10 min. Give a 2 min. warning every 8 min. Allow students 2 min to move to their new station and get settled before starting the next rotation. Repeat 5 total times.

Station directions:

1. **Mayan Math:** Look at the Maya numbers chart. On a wipe board, make a math problem using Mayan numbers and give to someone else in your group to solve. Were they successful? How is this system similar and different to our math system? Write down

your observations about the Mayan number system in your foldable “math” section. Challenge (if time allows): go to Smithsonian site and try the Maya math game on a chromebook: <https://maya.nmai.si.edu/maya-sun/maya-math-game> or use base-10 blocks to count in the Mayan way.

2. **Mayan Calendar:** Read the info about the Maya calendar (excerpted from <https://mayaarchaeologist.co.uk/2016/12/31/maya-calendar-system/>). Do Maya still use this calendar today? Write what you learned in your foldable “calendar” section. Then start to make your own calendar using the materials supplied (calendar pieces, brads).
3. **Traditional Foods: Corn-** First, watch this video about why corn is a sacred crop to the Maya: <https://www.youtube.com/watch?v=A1FLL3HH6Tk>. In your foldable, write down three reasons why corn is so important to the Maya. Then, watch the video of a Mayan woman making tortillas (using maize, or corn flour!) in Guatemala: <https://mayaarchaeologist.co.uk/2016/12/29/maya-food/> In your foldable, write/draw down some of the steps and ingredients she used.
4. **Traditional Foods: Cacao-** Go to https://kids.kiddle.co/Cacao_tree and read about the cacao plant-- where chocolate comes from! When finished, nibble on some cacao nibs. In your foldable, write down as many sensory descriptions as possible (looks like, smells like, feels like, tastes like). If time allows, try to sketch the hieroglyphic for “cacao” on your foldable (found on the website).
5. **Hieroglyphics:** Read about Mayan hieroglyphics (pgs. 12-13 of *Writing in Mayan Glyphs*). Then, use images of Mayan hieroglyphs to help you draw a symbol (use pgs. 17-23 of *Writing in Mayan Glyphs* as a guide). Can you draw “heaven,” “cacao” or a “jaguar?” Choose 2 symbols to draw in your foldable. Where are Mayan hieroglyphics found today? Add this to your foldable.

Exit Ticket- 5-10 min

1. At the end of the last station rotation, ask students to stay seated at their current station. Give out exit ticket paper slips (half sheet size)
2. Say: Thinking about the different customs that you experienced, write an exit ticket response to the essential question: What are some Mayan cultural traditions? How are Mayan people keeping their cultural heritage alive today?
3. After allowing about 5 minutes to respond, ask if anyone would like to share what they wrote (call on 1-2 students).
4. Collect Exit Tickets.

Closure

1. To end our class today, I'd like you to tell 2 friends (that are not in your group) what you learned and what you want to learn more about. Go!

Assessment procedures: The teacher will observe students' participation in class activities and ability to take notes on different aspects of Mayan culture. The Exit Ticket will be used to assess how well students are able to connect what they learned to a larger, real-life question. Students will be assessed on an extended Native American research project after the completion of this lesson.

Accommodations/Modifications:

- Main concepts will be short and specific, with rephrasing and continuous checking for understanding.
- Students who have difficulty reading, writing, listening, or drawing during the lesson will be assisted by peers or teacher(s).
- Higher-order thinking questions and extension activities will be given to higher-level learners.
- 504 accommodations will be met throughout the lesson.

Extensions (related activities):

- Invite a Tulane faculty member to give a talk about Mayan hieroglyphics, calendar, math, traditional foods, or other important customs.
- Take a field trip to the Tulane Middle American Research Institute (MARI) and view the Poverty Point and Mayan artifacts
- Test your Mayan calendar skills by taking the quiz at <https://mayaarchaeologist.co.uk/2017/03/31/maya-calendar/>

Exploring the Culture and Customs of the Maya

Grade Level: High School

Subject: History

Key words: See below

Suggested Time Frame: 10 days total, 50 minutes this section

Designed by: William Gillispie

School District: *Lusher Charter School* – Orleans parish

Standards (High School, History):

WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- evaluating a broad variety of primary and secondary sources
- comparing and contrasting varied points of view
- determining the meaning of words and phrases from historical texts (sources)

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

Student Objectives: Students will be able to address the following questions.

Essential/Driving Questions

- What are some of the key differences between the Aztec and the Incan empires? (1.1)
- How were Native American communities of North America different than the empires of South America? (1.2)
- Why did Europeans begin exploring? (2.1)
- What circumstances allowed for Europeans to explore in both the East and the New World? (2.1)
- Describe and explain the causes of European exploration in the Indian Ocean region. (2.1)
- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World? (2.2)
- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people. (2.3)
- Explain the Columbian Exchange and describe the factors that led to the development of global trade. (2.4)

Lesson Plan

1.1 – Native American Empires, Aztec and Inca

Key Terms:

- Aztec Empire
- Incan Empire
- Maya
- Nahuatl
- Tenochtitlan
- Tribute Empire
- Chinampas
- Cuzco
- Quipu

Essential Questions:

- What are some of the key differences between the Aztecs and the Incan empires?

1.2 – Native American Communities North America

Key Terms:

- Cherokee
- Choctaw
- Iroquois Confederacy
- Pueblo
- Inuit

Essential Questions:

- How were Native American communities of North America different than the empires of South America?

2.1 – Early European Exploration

Key Terms:

- Ottoman Empire
- Henry the Navigator

- Vasco da Gama
- Swahili Coast
- Portuguese
- India
- Treaty of Tordesillas
- Isabella and Ferdinand
- Hispaniola

Essential Questions:

- Why did Europeans begin exploring?
- What circumstances allowed for Europeans to explore in both the East and the New World?
- Describe and explain the causes of European exploration in the Indian Ocean region.

2.2 – Conquest of the New World

Key Terms:

- Charles V
- Hernando Cortes
- conquistadores
- Montezuma
- Atahualpa
- Pizarro

Essential Questions:

- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World.

2.3 – Spain Builds an American Empire

Key Terms:

- Phillip II
- New Spain
- Peru
- mestizos/criollos/mulattoes
- haciendas
- encomienda

- Potosí
- Popé
- Pueblo Revolt

Essential Questions:

- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people.

2.4 – The Columbian Exchange and Global Trade

Key Terms:

- Columbian Exchange
- mercantilism

Essential Questions:

- Explain the Columbian Exchange and describe the factors that led to the development of global trade.

Unit 1 Calendar

Date	Major Topics	Reading/Assignment Due
Day 1	Introduction to Course 1.1 Native American Empires, Aztec and Inca	
Day 2	1.1 Native American Empires, Aztec and Inca <u>Assign Louisiana Native American Presentations</u>	Sign up for Google classroom Signed Parent Letter
Day 3	1.2 Native American Communities North America Maya Stations Activity (Half-Class)	1 - King Moctezuma, <i>Laws, Ordinances, and Regulations</i> (1450)/Diego Duran <i>Book of the gods and Rites</i> , (1574-1576)
Day 4	1.2 Native American Communities North America	<u>Quiz on Reading</u> <u>Maya Station Activity Due</u>
Day 5	2.1 European Exploration 2.2 Conquest of the New World <u>Assign Columbus DBQ</u>	
Day 6	2.3 Spain Builds an American Empire	
Day 7	2.4 The Columbian Exchange and Global Trade Time to Work on Project	2 - Juan Sepúlveda, <i>On the Causes of Just War with the Indians</i> (1547) <u>Columbus DBQ Due</u>
Day 8	Time to Work on Project	
Day 9	<u>Louisiana Native American Presentations</u>	<u>Louisiana Native American Presentations Due</u>
Day 10	UNIT 1 TEST	STUDY FOR UNIT 1 TEST

Guidelines for Louisiana Native American Community Presentations

(1/2 of 100-minute class, could be shortened or lengthened by adding/removing stations or jigsawing stations among groups)

When Spanish explorers arrived on the coast of the Yucatan peninsula in the 1500s, they discovered the remains of a powerful, expansive and culturally diverse people. In this activity, students will consider different aspects of the Mayan ruins and culture in the 1500s, and, like the Spanish, develop an understanding of this ancient civilization.

Students, in partner pairs, will move around the room, answering the attached set of questions about Mayan culture and geography. Each station will have articles, images and/or maps from the Maya people. The five stations are:

1. Geography
2. City Structure
3. Food and Agriculture
4. Math and Calendars
5. Mythology and Religion

Once the students have explored each of the stations, they will then, in partners, write back to Spain as explorers, describing who the Mayan people are and what this ancient civilization once was as though they were finding it in the mid-1500s.

Their letters to Spain should be written as though they were writing to someone (they can be to any particular Spanish individual in the 1530-50s as long as it's appropriate) and they should comment on each aspect of the culture and geography they explored as well as give as clear a description as possible about who the Maya people once were.

Students will be assessed on their questions answered and the letter the group produces.

____/35 Success in Answering Worksheet Accurately

____/25 Content of Letter

____/25 Grammatical and Effort Quality of Letter

____/15 Participation/Partner Effort

____/100 Total

Investigating Aztec Culture and History through Art

Grade Level: Elementary, Grade 3 and up

Subject: Social Studies

Key words: *culture, custom, heritage, tradition, legacy*

Suggested Time Frame: 3-5 class periods

Designed by: Brittney Dayeh

School District: *Lusher Charter School – Orleans parish*

Standards (Grade 3, Social Studies):

3.1.6: Compare and contrast the influence of cultural groups in Louisiana

3.1.7: Identify community and regional historical artifacts, including primary sources, to answer historical questions

3.2.2: Differentiate between early Native American cultures that lived in the regions of Louisiana.

3.2.4: Identify cultural elements that have contributed to the state's heritage

Background Knowledge:

Prior to this lesson, students will have:

- Experience using Chromebooks and Google Classroom to access class resources
- Added key vocabulary words to the SS journals and reviewed these words
- Completed a history unit on Louisiana's Early Native Americans
- Completed a heritage project to learn about their family's culture and customs

Student Objectives:

- Students will explore Aztec art to gain a deeper knowledge of Mesoamerican history and culture, and in doing so, also gain an enriched perspective on their own culture and customs. Key vocabulary will be reinforced throughout the lesson.

Essential/Driving Questions

- Who are the Aztec?
- How does art teach us about the culture and history of the Aztec?

Vocabulary Words:

- Culture: The way of life of a group of people
- Custom: An accepted way of behaving or doing something

- Tradition: Customs or beliefs passed from one generation to the next or something that is done year after year
- Heritage: Something handed down from ancestors; may include traditions
- Legacy: What an individual leaves behind.

Materials: Chromebooks, Social Studies journals (notebooks) or scrap paper, paper plates, yarn, paint, construction paper, scissors, cardstock, tape, markers, crayons, oil pastels

Websites: (all videos will be included in students' Google classroom pages for easy access during stations)

Codex Mendoza image ("The Founding of Tenochtitlan"): <http://art-in-space.blogspot.com/2018/01/anonymous-codex-mendoza-page-2r.html>

Mexican flag: <http://www.flagpictures.org/mexico.htm>

Brainpop Aztec Civilization video:

<https://www.brainpop.com/socialstudies/worldhistory/azteccivilization/>

Age-appropriate Aztec history timeline and info- DK Find Out!

<https://www.dkfindout.com/us/history/aztecs/>

Padlet: www.padlet.com

Circle weaving sun art: <https://dolvinartknight.blogspot.com/2011/05/mexico-circle-weavings-and-mosaics.html>

Aztec calendar: <https://www.azteccalendar.com/>

Mexicolore- History of codices: <https://www.mexicolore.co.uk/aztecs/writing/an-introduction-to-aztec-books>

Aztec codex art: <https://www.kiwico.com/diy/Arts-and-Crafts-Ideas/1/project/Aztec-Codex/2447>

Lesson Plan

Procedures:

DAY 1

Opening/attention getters (20 min)

- Project an image from the Codex Mendoza ("The Founding of Tenochtitlan") on the board: <http://art-in-space.blogspot.com/2018/01/anonymous-codex-mendoza-page-2r.html>
- Ask students: What is shown here? What is the purpose of this art? What is the artist trying to communicate? What can we learn about this culture from this art object?

- Show an image of the current Mexican flag <http://www.flagpictures.org/mexico.htm>
Ask: What is similar between these two images?
- Explain the “Eagle on the Cactus” Aztec myth and calendar visible on the Codex Mendoza. Say: So who were the Aztec? Where is Tenochtitlan? Discuss.
- Let’s learn more about the Aztec! Play the following short Brainpop video: “Aztec Civilization” <https://www.brainpop.com/socialstudies/worldhistory/azteccivilization/>
- Tell students that they will help complete a 5 W + 1 H chart as a class after the video.
- After the video, ask students to fill in who, what, where, when, why and how about the Aztec. Write on large class chart paper for all to see.

Essential Question- 2 min

- Say: Write the essential question on the board (How does art teach us about the culture and history of the Aztec?).
- Say: “Over the next few lessons, we’ll be investigating Aztec history and culture through art. While we’re completing the following activities, please think about the different ways that art teaches us about the culture and history of these people. Be prepared to reflect on this question at the end of class.”

Activity #1: Reading about Aztec culture and history; Padlet reflection (15 min)

Say:

1. Instruct students to get Chromebooks and log into their Google Classroom and choose the first website: <https://www.dkfindout.com/us/history/aztecs/> (write it on the board if necessary).
2. Tell them to read the directions on Google Classroom (with a partner or individually, read: “Aztec history,” “Aztec calendar,” “Aztec beliefs,” and “Sun Worship.” Post your 2 favorite facts on Padlet link).
- Early finishers: Take the Aztec history quiz! Test your knowledge of Aztec culture and history: <https://www.dkfindout.com/us/quiz/history/test-your-knowledge-aztec-civilization/>
3. Post the class padlet on the board for all to see. Add some of the facts to the class 5W + 1H chart. Invite students to share anything else they learned.
- 4. Students should return their Chromebooks when finished.

Activity #2: Aztec Sun Art (complete during Day 2 and 3 if needed)

Intro:

- Look at the “Aztec Calendar” page together (project on board)
<https://www.dkfindout.com/us/history/aztecs/aztec-calendar/>

Say: “What do you see?” “How is geometry featured in this work?” Discuss.

- Say: “We’re going to use the Aztec Calendar Stone to inspire our own art.”
- Show students examples of student art on website:
<https://dolvinartknight.blogspot.com/2011/05/mexico-circle-weavings-and-mosaics.html>

Art Directions

- Handout paper plates and templates
- Cut paper plate loom; design face
- Weave paper plate using different colored yarn
- Optional: add mosaic background

Activity #3: Aztec Calendar and Codex (complete during day 4 and 5 if necessary)

Aztec Calendar directions:

- Tell students to get Chromebooks and go to website: <https://www.azteccalendar.com/>
- Type in your birthday. In your SS journal (or scrap paper), sketch how to “write” your birthday in Aztec characters.

Early finishers: Compare your characters to your classmates. What’s similar/different? Put in birthdates for your siblings and parents and compare/contrast.

- Next, ask students to go to the Mexicolore link:
<https://www.mexicolore.co.uk/aztecs/writing/an-introduction-to-aztec-books>
- Summarize the history of “Aztec books” (codices) with students as they skim the page. Explain that today they will be making their own Aztec-inspired codex!
- Show students the examples at <https://www.kiwico.com/diy/Arts-and-Crafts-Ideas/1/project/Aztec-Codex/2447>

Codex directions:

- Sketch ideas for a story to tell in your SS journal (it can be simple-- retelling a school morning, for example, or complicated). Make sure there are at least 4 parts.
- Sketch story sequences on pre-cut square card stock sheets- no words allowed!
- Incorporate your Aztec birthdate on the cover or inside the story somewhere, if possible.
- Assemble with tape in an accordion format. All stories will be told “Aztec style”-- read right to left.
- Invite a friend to “read” your story when finished!

Exit Ticket- 5-10 min

- At the end of the last lesson, give out exit ticket paper slips (half sheet size)
- Say: Here’s a chance to reflect on the question we discussed on the first day of our Aztec investigation: How does art teach us about the culture and history of the Aztec? In other words, what did you learn about Aztec culture and history from the art we looked at and created. Please write down your thoughts.
- After allowing about 5 minutes to respond, ask if anyone would like to share what they wrote (call on 1-2 students).
- Collect Exit Tickets.

Closure

- To end our class today, I’d like you to tell 2 friends (that are not in your group) what you learned and what you want to learn more about. Go!

Assessment procedures: The teacher will observe students’ participation in class activities and ability to complete different activities relating to Aztec culture. The Exit Ticket will be used to assess how well students are able to connect what they learned to a larger, real-life question. Students will be assessed on an extended Native American research project after the completion of this lesson.

Accommodations/Modifications:

- Main concepts will be short and specific, with rephrasing and continuous checking for understanding.
- Students who have difficulty reading, writing, listening, or drawing during the lesson will be assisted by peers or teacher(s).
- Higher-order thinking questions and extension activities will be given to higher-level learners.
- 504 accommodations will be met throughout the lesson.

Extensions (related activities):

- Test your knowledge of Aztec culture and history:
<https://www.dkfindout.com/us/quiz/history/test-your-knowledge-aztec-civilization/>
- Learn about Coatlicue, Aztec goddess of life and death (website)
<https://smarthistory.org/coatlicue/>
- Read about the main Aztec gods here: <https://www.thoughtco.com/deities-of-mexican-mythology-170042> Make a google slideshow about what you learned!

Exploring the Culture and Customs of the Aztec

Grade Level: High School

Subject: History

Key words: See below

Suggested Time Frame: 10 days total, 50 minutes this section

Designed by: William Gillispie

School District: *Lusher Charter School* – Orleans parish

Standards (High School, History):

WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- evaluating a broad variety of primary and secondary sources
- comparing and contrasting varied points of view
- determining the meaning of words and phrases from historical texts (sources)

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

Student Objectives: Students will be able to address the following questions.

Essential/Driving Questions

- What are some of the key differences between the Aztec and the Incan empires? (1.1)
- How were Native American communities of North America different than the empires of South America? (1.2)
- Why did Europeans begin exploring? (2.1)
- What circumstances allowed for Europeans to explore in both the East and the New World? (2.1)
- Describe and explain the causes of European exploration in the Indian Ocean region. (2.1)
- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World? (2.2)
- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people. (2.3)
- Explain the Columbian Exchange and describe the factors that led to the development of global trade. (2.4)

Lesson Plan

1.1 – Native American Empires, Aztec and Inca

Key Terms:

- Aztec Empire
- Incan Empire
- Maya
- Nahuatl
- Tenochtitlan
- Tribute Empire
- Chinampas
- Cuzco
- Quipu

Essential Questions:

- What are some of the key differences between the Aztecs and the Incan empires?

1.2 – Native American Communities North America

Key Terms:

- Cherokee
- Choctaw
- Iroquois Confederacy
- Pueblo
- Inuit

Essential Questions:

- How were Native American communities of North America different than the empires of South America?

2.1 – Early European Exploration

Key Terms:

- Ottoman Empire

- Henry the Navigator
- Vasco da Gama
- Swahili Coast
- Portuguese
- India
- Treaty of Tordesillas
- Isabella and Ferdinand
- Hispaniola

Essential Questions:

- Why did Europeans begin exploring?
- What circumstances allowed for Europeans to explore in both the East and the New World?
- Describe and explain the causes of European exploration in the Indian Ocean region.

2.2 – Conquest of the New World**Key Terms:**

- Charles V
- Hernando Cortes
- conquistadores
- Montezuma
- Atahualpa
- Pizarro

Essential Questions:

- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World.

2.3 – Spain Builds an American Empire**Key Terms:**

- Phillip II
- New Spain
- Peru
- mestizos/criollos/mulattoes

- haciendas
- encomienda
- Potosì
- Popé
- Pueblo Revolt

Essential Questions:

- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people.

2.4 – The Columbian Exchange and Global Trade

Key Terms:

- Columbian Exchange
- mercantilism

Essential Questions:

- Explain the Columbian Exchange and describe the factors that led to the development of global trade.

Unit 1 Calendar

Date	Major Topics	Reading/Assignment Due
Day 1	Introduction to Course 1.1 Native American Empires, Aztec and Inca Aztec Art Piece/Codex Page Analysis	
Day 2	1.1 Native American Empires, Aztec and Inca <u>Assign Louisiana Native American Presentations</u>	Sign up for Google classroom Signed Parent Letter <u>Aztec Art Piece/Codex Page Analysis Due</u>
Day 3	1.2 Native American Communities North America Maya Stations Activity (Half-Class)	1 - King Moctezuma, <i>Laws, Ordinances, and Regulations</i> (1450) / Diego Duran <i>Book of the gods and Rites</i> , (1574-1576)
Day 4	1.2 Native American Communities North America	<u>Quiz on Reading Maya Station Activity Due</u>
Day 5	2.1 European Exploration 2.2 Conquest of the New World <u>Assign Columbus DBQ</u>	
Day 6	2.3 Spain Builds an American Empire	
Day 7	2.4 The Columbian Exchange and Global Trade Time to Work on Project	2 - Juan Sepúlveda, <i>On the Causes of Just War with the Indians</i> (1547) <u>Columbus DBQ Due</u>
Day 8	Time to Work on Project	
Day 9	<u>Louisiana Native American Presentations</u>	<u>Louisiana Native American Presentations Due</u>
Day 10	UNIT 1 TEST	STUDY FOR UNIT 1 TEST

Aztec Content Exploration **Name** _____

(Instructions for teacher: Upon completion of the PowerPoint, give the students somewhere between 10-20 minutes to explore the artwork and documents at the site below, then, they should do one (or even two) worksheets on an art piece or document they select. Once they've finished, it may also be useful to look at a few of the pieces from the site together as a full class and ask students what they see in a piece/document and what they like or do not like about it (Answering 1 and 4.))

Explore the different art pieces/documents at the following website. Be sure to look at and skim the description of at least 7 unique works:

<https://smarthistory.org/americas-before-1900/north-america-to-1500/mesoamerica/aztec-mexica-art/>

Now, select one of those pieces and fill out the following form. If you select the codex, you may talk about it in a more general sense or focus on a specific page or symbol.

1. What kinds of things do you see in the art piece/codex you select? What most stands out about the piece?

2. What could this art/piece or document tell you about Aztec Society?

3. What kinds of limitations exist in what this art piece/document can tell us? (Think about the Spanish influence/the timing of when the piece was created).

4. Do you like this art piece? Why or why not? (at least three sentence answer)
