**NEH – Mesoamerican Studies in a High School Setting**

**Unit**: Using Mesoamerican Codices as a springboard for recording ancestry & family dynamics

**Grade Level**: 10th grade – World Literature Survey

**ESSENTIAL QUESTIONS:** What do we learn about the indigenous people of Mesoamerica through the study of the codices? How do personality traits and family dynamics affect us? How can we relate the codices to our own ancestral record? How can we honor a deceased relative?

|  |  |
| --- | --- |
| **Goals/Aims/Objectives** | **Common Core Standards** |
| * To study Mesoamerican codices * To recognize the value of Mesoamerican Codices * To compare/contrast the various Codices: for ex: Zouche-Nuttal and Vidobonensis and Codex Selden * To distinguish the codices’ pictographic symbols, ideographic symbols and phonetic signs * To determine and appreciate common topics treated in codices (bios, elite family trees, mythologies) * To study the 260 day sacred calendar * To research day signs and numerals * To create a pictographic representation of immediate family.   PERSONAL CONNECTIONS   * To connect Carl Jung’s works to our Mesoamerican studies (collective unconscious, development of personality types) * To explore individual personality traits * To study birth order theory and family dynamics * To create a genogram * To emulate the style of a Mesoamerican codex to illustrate our immediate family * To interview relatives to obtain and record family history * To recognize and write a brief biography of an distinguished deceased person in family history * To honor a deceased relative in “Dia De Los Muertos” Event | **Reading**  **1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **6.** Assess how point of view or purpose shapes the content and style of a text.  **10.** Read and comprehend complex literary and informational texts independently and proficiently.  **11.** Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.  **Writing**  **2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **10.** Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences  **Speaking & Listening**  **1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  **6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  **Language**  **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|  |  |

**Unit Overview / Rationale:**

The purpose of this unit is two-fold: One is to study Mesoamerican codices and recognize the extraordinary value of these texts, but equally important is to guide students in making a personal connection to the texts and fascinating era. Through a rich variety of sources, students will develop an understanding of the historical and cultural origins of the codices and the great body of knowledge that they offer to modern audiences. By doing primary source investigations of the Codex Zouche-Nuttal, Codex Vidobonensis, and Codex Selden, students will determine what these texts teach us about the indigenous people of Mesoamerica. At the same time, students are encouraged to explore their own personality, recognize the dynamics of their nuclear family and discover their own family history & ancestry. Therefore, through personality tests, family interviews and genogram mapping, each student depicts his/her family history, and then makes a personal yet historical connection to Mesoamerican studies.

**Sequence 1 – Personal Development/Psychology / Carl Jung**

1. Students read Jeffrey Kluger’s article “The Power of Birth Order” and concisely summarize the theory and react personally to it.
2. In class, guided by the question of whether birth order applies to their families, students learn McGoldrick’s basic genogram symbols to analyze the Roosevelt and Kennedy families, and to chart their immediate families.
3. At home, students continue to expand their genograms by talking to parents to ensure that family members are charted accurately in birth order.
4. After genograms are complete, students continue to talk to parents and other adult members of the family to see how birth order theory applies to their families. Students present their findings in short composition.
5. In class, we discuss Carl Jung’s archetypes, collective unconscious, and his development of personality types and make connections to our Meosamerican studies.
6. For homework, students go online to humanmetrics.com to take a personality test (an unofficial but well regarded version of the Myers-Briggs Indicator Test).
7. Students participate in a workshop to better understand the four dichotomies of their personality types according to the MBIT.
8. Students organize all of their findings in a booklet (genogram, article summary, self-analysis, analysis of a relative and personality test) and submit for a project grade.

**Sequence 2 – Using Mesoamerican Sources**

1. Introduction to Codices: Handouts –“The Mixtec Nation” (P15) “The Tree of Ancestors” (P21) – John Pohl’s *The Legend of Lord Eight Deer.*
2. Students are assigned “Mesoamerica – Required Readings / Online Sources” (courtesy: Stephanie Wood – NEH, Oaxaca, 2014).
3. What is the Codex Vidobonensis and how does it relate the creation story?
4. Reading Codices: Handout – “How To Read a Codex” (P38 & 39) – John Pohl’s *The Legend Of Eight Deer.*
5. What is the Codex Zouche-Nuttal? How does it illustrate Lord Eight Deer’s life? And how do we read a codex?
6. General review of pictorial conventions of Mesoamerican codices. “Pictorial Conventions” (p39-60) - Hill Boone’s *Stories in Red and Black.*
7. Reading of Lady Six Monkey’s life as it appears in Codex Selden (p73, 74, 76) Hill Boone’s *Stories in Red And Black.*
8. Brief Analysis of the role of cartography in pictorial histories.
9. Study of the 260 day ritual calendar--composed of a count of 20 days that repeated 13 times (months). The Aztecs called it “Tonalpohualli”.
10. Each student completes mathematical computations for day sign.
11. Maps Review--Mesoamerica, Mexico, Oaxaca
12. Using the codices as inspiration, students re-create their nuclear family genogram using pictographic symbols, day signs and numerals and place names to illustrate their families and geographical data.

**Squence 3 – Cultural Commection / Day of the Dead Event**

1. What is the “El Dia De Los Muertos”? --Online & classroom resources
2. What is the significance of the altar? --Online & classroom resources
3. Family Investigation: Through family interviews of 3 or 4 adult family members, students identify a deceased member of the family who was a great influence, or did a great deed, or was innovative/progressive/courageous, or was recognized for something extraordinary / awesome to write a short biography about him/her.
4. In preparation for “El Dia De Los Muertos” event, students mount bios and pictures of honorees on a large wall. In addition, students are allowed and encouraged to mount all types of religious iconography so that the wall essentially becomes the altar for our “Dia De Los Muertos” festivities.
5. With battery operated tea lights in hand, students create and partake in a colorful procession (and great inter-faith affair) in nearby Fort Green Park.

E3 – World Literature

**MESOAMERICA - Required Readings / Online Sources**

DIRECTIONS - Make entries in your reading log as you do the following readings. Write SUBTITLES to organize your entries. Try different things! For ex: Write a personal reaction, challenge the writer, make observations, ask questions, draw images, create a graphic organizer, generate a list, write a letter, plan an educational road trip, tell a story, summarize in the shortest possible way, create a collage, write a post for a blog/page, etc.

**Assignment #1** - Introduction to Mesoamerica - (Links will take you to FAMSI)

* John Pohl’s Mesoamerica, “[Introduction: Mesoamerica?](http://www.famsi.org/research/pohl/)” (Including the sections [Geography](http://www.famsi.org/research/pohl/pohl_meso.html#GEOGRAPHY) and [Origins of Civilization](http://www.famsi.org/research/pohl/pohl_origins.html)), Pohl’s [Timeline](http://www.famsi.org/research/pohl/chronology.html) and his full study of [Art and Writing](http://www.famsi.org/research/pohl/pohl_art_writing.html), with all its subpages.

**Assignment #2 –** Mesoamerican Codices

* John Pohl’s greater focus on “[Ancient Books](http://www.famsi.org/research/pohl/jpcodices/index.html)” (with subpages on codex groups, such as the [Mixtec Group Codices](http://www.famsi.org/research/pohl/jpcodices/selden/) and the [Borgia Group Codices](http://www.famsi.org/research/pohl/jpcodices/pohlborgia1.html))
* The Florentine Codex (World Digital Library)
* Introduction to Mesoamerican Codices (University of Arizona Library)

**Assignment #3** – Mesoamerica’s Zapotecs, Olmecs, and more……..

* [Mike Ruggeri’s Zapotec World Magazine](https://flipboard.com/section/mike-ruggeri%27s-zapotec-world-magazine-bXdklD) (no special access required, just click in the middle of the screen when you arrive on the page, then click on the right arrow on the far right margin to continue to the next page)
* [Mike Ruggeri’s Mesoamerica after Teotihuacan Magazine](http://flip.it/CAuK0) (Post-Classic Period) (same easy access method)
* [Mike Ruggeri’s Olmec World Magazine](http://flip.it/zcXbi) (Formative Period) (same easy access method)
* [Mike Ruggeri’s Ancient Americas Magazine](http://flip.it/5HW8e) (Prehistoric Times, not just Mesoamerica but across the hemisphere)

**Assignment #4** – Mesoamerica & the Spanish Conquest

* John Pohl’s “[The Meeting](http://whp.uoregon.edu/uploads/2010/mesofiles/PohlTheMeeting.pdf),”
* Seven Myths of the Spanish Conquest (SlideShare.net)