

## **Module Report 10 (b)**

### **Pre-Colombian Cultures of the Americas**

#### **Sample Class Plan**

Most students are familiar with the three main Pre-Colombian civilizations: (1) the Aztecs of Mexico, (2) the Maya of southern Mexico and Guatemala, and (3) the Inca of Peru and eastern parts of Latin America. The purpose of this module is to introduce the students to other lesser-known but equally as important and interesting civilizations.

#### **I. Introduction**

Use a map similar to the one introducing the Spanish-speaking world in order to review geography.

Show the students a map with the names of the civilizations that lived in Mexico, Central, and South America before the arrival of Columbus. A detailed map can be obtained through *National Geographic*.

Either in a computer lab or using laptops in class, ask the students to keep the contemporary map of the Spanish-speaking world out, and provide them with a list similar to the following one that has been preselected.

It is recommended that sites be provided in English and Spanish. The Spanish sites provide the students with new vocabulary; the English sites can clarify information that may be difficult to understand in Spanish.

#### **Español**

Nazca

<http://www.yachay.com.pe/especiales/nasca/>

Moche

<http://www.unitru.edu.pe/arq/moche.html>

Chimú

<http://textiles.perucultural.org.pe/chimu.htm>

Olmeca

<http://mexico.udg.mx/historia/precolombinas/olmecas/>

Taino

<http://www.taino.net/mapa.htm>

<http://taino.com/index2.html>

Guaraní

[http://www.cataratasdeliguazu.net/cultura\\_guarani.htm](http://www.cataratasdeliguazu.net/cultura_guarani.htm)

Paracas

<http://victorian.fortunecity.com/klimt/83/arteperu/paracas.html>

## **English**

Nazca

<http://emuseum.mnsu.edu/prehistory/latinamerica/south/cultures/nazca.html>

Moche

[http://www.travelvantage.com/per\\_moch.html](http://www.travelvantage.com/per_moch.html)

Chimú

<http://emuseum.mnsu.edu/prehistory/latinamerica/south/cultures/chimu.html>

Olmeca

[http://www.mexconnect.com/mex\\_/hpreclassic.html](http://www.mexconnect.com/mex_/hpreclassic.html)

Taino

<http://www.elmuseo.org/taino/tainoworld.html>

Paracas

<http://www.newadvent.org/cathen/07045a.htm>

Instruct the students to surf through the sites provided just as a quick overview. As they visit the site, they should locate the corresponding country on their maps. For the majority of students, this will be the first time they have even heard of some of these civilizations.

There are enough Pre-Colombian civilizations for even a large class of 30 to have one per student. The instructor can either have sites preselected or have students perform their own search using [www.google](http://www.google.com), [www.yahoo](http://www.yahoo.com), or [www.altavista](http://www.altavista.com).

After 15 to 20 minutes of surfing the sites, elicit reactions to what they have seen.

Have prepared slips of paper with the names of the civilizations students have visited, and have each student randomly select one. Each student will become an expert on the civilization he or she has selected.

## **II. Research Project**

Imagine that you are transported back in time to when the civilization you have selected was flourishing. You will blend in as one of the natives, but you will have the capability to send back reports to the class. You will be writing about the following:

- **Appearance**

What do the people look like?

- **Clothing**  
What types of clothing, if any, do people wear? Do they wear any decorative jewelry or accessories?
- **Food**  
What does the diet consist of? Is there a different variety of food for different people?
- **Daily Routine**  
What do people do every day? Is there any leisure time?
- **Ceremonies/Rituals**  
Are there any types of rituals that are performed? Altars, temples, prayers, or other spiritual celebrations? Describe some of the most important ones.
- **Roles**  
What are the women's, children's and men's roles? Who appears to be the leader, and what is his or her role?
- **Habitat**  
Describe the homes or shelters in which the people live. Describe the terrain and the climate.

### III. Variations

Have seven students research the same civilization, each covering one of the above points.

Have students research a more commonly known civilization, such as the Aztec, but they are to choose the point of view of their report. (e.g., from the point of view of a woman, a priest, a slave, a chief, or a child).

### IV. Reports Format

- Based on the research that you do using the sites and links on the Internet, write brief but detailed letters or journal entries describing the above seven points.
- For the sake of continuity, please follow the order of the list.
- The reports can be written using present tense.
- If there is vocabulary that requires translation, provide it.
- Remember to keep your reports clear and simple and written in your own words.
- Do not copy the information from the site.
- Once you have written your individual report, submit it in the Drop Box of our *BlackBoard* site.

**V. Class Reaction**

We are to read the reports and submit comments, questions, and observations using the Discussion Board of our *BlackBoard* site.

**VI. Evaluation**

**Report**

You will be evaluated on complete and clear coverage of each of the seven points.

**Reactions**

You will be evaluated on reading and reacting to the reports submitted by your colleagues “in the field.”