

Distance Learning at the Cleveland Museum of Art
Ancient American Art: The Aztecs and Their Ancestors
Grades 7 - 12

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Teacher note:

Please have students bring pencils and worksheets to the videoconference.

How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!

Distance Learning at the Cleveland Museum of Art
Ancient American Art: The Aztecs and Their Ancestors
Grades 7-12

Teacher Information Guide

Program Objectives:

1. Through artifacts in the CMA's collection, students will be introduced to aspects of the daily life and rituals of Mesoamerican cultures.
2. Students will learn about the various materials and technical innovations used to make objects.
3. Students will learn how these objects and artifacts are interpreted.

Common Core Standards:

7th Grade

CCSS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.WHST.7.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.7.4

CCSS.ELA-Literacy.WHST.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.W.7.6

CCAA.ELA-Literacy.WHST.7.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.7.7

CCSS.ELA-Literacy.WHST.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8th Grade

CCSS.ELA-Literacy.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.WHST.8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.8.4

CCSS.ELA-Literacy.WHST.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.W.8.6

CCAA.ELA-Literacy.WHST.8.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.8.7

CCSS.ELA-Literacy.WHST.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grades 9-10

CCSS.ELA-Literacy.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.9-10.4

CCSS.ELA-Literacy.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.W.9-10.6

CCAA.ELA-Literacy.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.9-10.7

CCSS.ELA-Literacy.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CCSS.ELA-Literacy.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.11-12.4

CCSS.ELA-Literacy.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.W.11-12.6

CCAA.ELA-Literacy.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.7

CCSS.ELA-Literacy.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

National Education Standards:

For Fine Arts - Visual Arts (grades 5-8, 9-12):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas.

For Language Arts - English (grades K-12):

- Evaluation Strategies
- Communication Strategies
- Applying Knowledge
- Multicultural Understanding
- Applying Non-English Perspectives

For Language Arts – Foreign Languages (grades K-12):

- Communication
- Cultures
- Connections
- Comparisons

- Communities

For Social Sciences - Geography (grades K-12):

- The World in Spatial Terms
- Places and Regions
- Human Systems
- Environment and Society

For Social Sciences – World History (grades 5-12):

- Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE
- Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 BCE-300 CE
- Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE
- Era 5: Intensified Hemispheric Interactions, 1000-1500 CE

Prior to the Lesson:

Make photocopies of the enclosed worksheet for each student and bring to your distance learning site. Students will be partially completing these sheets during the program.

Suggested Activities Prior to or Following the Program:

1. Divide students into groups and give each group one of the enclosed color images from the distance learning lesson (or found on the website). Students can develop and research a topic related to each image, such as: *Daily Life (Male and Female Figures)*; *Warriors and Weapons* or *Aztecs vs. Cortés (Warrior Figure)*; *Gods and Rulers (Stela relief)*; *Animals of the Americas (Stela)*. Oral reports could be made to the class, or presentations could be created with computer software such as Hyper Studio or Power Point. **Option:** Research groups could devise a simple five question quiz to give to the class after their report based on the material they present. This can serve as a check for comprehension or an evaluation tool.
2. Study the Spanish Conquest. **Consider:** What happened? When? How did life change for the Aztecs? How did their art forms and styles change? Did the Aztecs and Spaniards place the same value on objects for their function or as works of art? You may find the web site useful - http://en.wikipedia.org/wiki/Spanish_conquest_of_the_Aztec_Empire.

Selected Vocabulary:

Archeology – The study of ancient sites and artifacts.

Aztec – Ancient American people who ruled a large empire in (what is now) Central Mexico from 14th-16th centuries, before its conquest by the Spaniards in 1521. Many of the ethnic groups of Aztec people spoke the Nahuatl language.

Glyph – A symbol used to represent a name, word, or message.

Maya – Ancient American people of Central America whose highly developed civilization originated during the Pre-Classic period (c. 2000 BC – 250 AD) and reached its height during the Classic period (c. 250 - 900 AD). Some of their cities continued through the Post Classic period until the arrival of the Spanish in the 16th century.

Mesoamerica – A region from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica, within which a number of pre-Columbian societies existed before the Spanish colonization of the Americas in the 15th and 16th centuries.

Olmec – Ancient American people who are believed to be earliest inhabitants of Mesoamerica. They lived along the Gulf coast (in the areas today known as Veracruz and Tabasco.) Their civilization existed during the Pre-Classic period from approximately 1500 – 400 BC.

Pre-Columbian - belonging to, or representing the period of time before the arrival of Columbus in America.

Quetzal – A Central American bird with brilliant golden-green and red feathers.

Stela (stelae, pl.) – A free-standing stone slab, carved on one or more faces.

Teaching Extensions:

Visual Arts

1. Experience Ancient American sculpture techniques: Each student should have a bar of soap or a large potato. First, students should sketch a simple design of a plant or animal on paper (for ideas refer to the enclosed images or consult the Cleveland Museum of Art website: <http://www.clevelandart.org/art/collections> (Select *Art of the Americas*). Tell the students they will carve the soap or potato into these designs, in three-dimensional form. Then send the students outside to find “tools” in nature, as the Ancient Americans did, to carve, incise, and polish their images (i.e. sticks, stones, etc.). When the images are complete discuss the process and problems of using tools from nature to create images and then how today’s modern technologies have changed this process.

Materials needed: paper, pencils, bars of soap or potatoes for carving, reeds, rocks, sticks (students can collect these)

2. Explore derivations between realism and abstraction: Have students study and then draw the shapes on the *Stela Relief* (no. 1967.29) to try to identify them, and then discuss how these shapes are different from the appearance of these objects in nature.

Materials needed: paper, pencils, crayons, or colored pencils

3. Urban planning: Have students graph the plans of their city, neighborhood, even their school campus, mapping out the important areas for events, administration, celebration, etc. What shape do the confines of these spaces create? How does the placement of each

important area relate to the function of the area near it? How do people move from one place to another? Compare these plans and their construction to Teotihuacán.

Materials needed: paper or graph paper, straight-edge, pen/pencil

Language Arts

1. Discuss the fact that objects created for common or function-specific purposes by the Ancient Americans are now exhibited in museums and considered artifacts that provide information about the lifestyles of these people. Next, think about what kinds of common objects we use that people living 1000 years from now might rely on to learn about 21st century life in the United States and consider worthy of exhibition in a museum. Have students pair up and make a museum label for an object used today that might appear in a museum in 1000 years – information might include: title, date, material, function, technological and historical considerations.

Materials needed: pen/pencil and paper

2. After completing the urban planning project, students could write a narrative from the point of view of a 31st century explorer who discovers their city or campus. Narratives could include items discussed in the activity above.

Materials needed: pen/pencil and paper

For Upper Elementary Grades

3. Throughout history, people have tried to find a way to record their thoughts, stories, histories and important numbers. In many places in the world different cultures have devised a code or alphabet in order to write these things down. As an individual or group project, have the students research the origins of writing throughout the world. Include the following: who the people were, where they were living, the approximate dates of their civilization, how their writing codes looked, etc. Before they begin their project, you may want to show the students a few examples of writing systems such as Egyptian hieroglyphs, Maya emblem glyphs (enclosed), or cuneiform. The following are books you may want to consult on writing:

Clairborne, Robert. *The Birth of Writing*. New York: Time-life Books, 1974.

Roaf, Michael. *Cultural Atlas of Mesopotamia and the Ancient Near East*. New York: Facts on File, 1990.

Viola, Herman J. and Margolis, Carolyn. *Seeds of Change*. Washington, D.C.: Smithsonian Institution Press, 1991.

Walker, C. B. *Reading the Past: Cuneiform*. Berkeley, CA: University of California Press, 1987.

Materials needed: pen/pencil and paper

Suggested Reading:

For students...

- Baquedano, Elizabeth. *Eyewitness Books: Aztec, Inca and Maya*. New York: Alfred Knopf, 1993.
- Defrates, Joanna. *What Do We Know About the Aztecs?* New York: Peter Bedrick Books, 1992.
- Hicks, Peter. *The Aztecs*. New York: Thomson Learning, 1993. (Grades 4-7)
- Janson, Thor. *In the Land of Green Lightening: The World of the Maya*. San Francisco, CA: Pomegranate Artbooks, 1994.
- Odiijk, Pamela. *The Aztecs*. South Melbourne, Australia: McMillan, 1989. (Grades 4-8)
The Mayas. South Melbourne, Australia: McMillan, 1989. (Grades 4-8)
- Shepherd, Donna Walsh. *The Maya*. New York: Franklin Watts, 1992. (Grades 3-7)
- Steele, Philip. *The Aztec News: The Greatest Newspaper in Civilization*. Cambridge: Candlewick Press, 1997.
- Wood, Tim. *The Aztecs (See-Through History)*. New York: Viking Books, 1992.

For teachers...

- Coe, Michael, Dean Snow and Elizabeth Benson. *Atlas of Ancient America*. New York: Facts on File, 1986. (Adult text, maps and photos for all ages)

Websites of Interest:

- *Maya Adventure*: highlights science activities and information related to ancient and modern Maya culture. <http://www.smm.org/sln/ma/top.html>
- *Mayan Kids*: interactive website with information on Mayan people, places, beliefs, and games to play online. <http://www.mayankids.com/index.html>
- *Adding Mayan Numbers*, internet math activity suitable for grades 4 and up <http://mathcentral.uregina.ca/RR/database/RR.09.00/hubbard1/>
- *The Aztec Calendar*: displays today's date according to Aztec graphics and calculations <http://www.azteccalendar.com/azteccalendar.html>

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Ancient American Art: The Aztecs and Their Ancestors

Student Worksheet

A. Timeline: Fill in the names of the civilizations discussed in the appropriate place on the timeline.

BC 2000	1500	1000	500	0	500	1000	1500	2000 AD
<ol style="list-style-type: none"> 1. 2. 3. 4. 								

B. Main Ideas:

1. Write brief descriptions of the following items for each civilization:

Civilizations	Clothes	Food	Work	Worship	Inventions
Olmec					
Maya					
Teotihuacán					
Aztec					

2. **Fill-in-the-Blank:** The term _____ describes the various peoples who lived in the regions now called Mexico and Central America. At different times they created inventions which we still use today, such as a calendar system, irrigation, and ceramic techniques. Sometimes they are also referred to as Ancient Americans.

3. List the types of materials from which Ancient American objects are made:

4. What is the most important message interpreted from the large Maya stela?

C. Brainstorming: Write down any ideas you might have about the following questions:

1. What happened to the face of *Na Kan Ajaw* (pronounced “nah con ah-how”) on the large Maya Stela?

2. City Planning: What kinds of activities are you and your family engaged in every week? Consider where you live, chores, errands, and things you do for fun. What buildings and public spaces in your city are necessary for you to fulfill these activities?

D. Write your age using hieroglyphs:

0	1	2	3	4	5	6	7	10
	•	••	•••	••••	————	————•	————••	———— ————

E. Write down one new interesting fact that you learned today:

Writing About Art

Learning to write about art is a helpful tool in understanding it. Once the observer knows what to look for in a piece of artwork, it becomes easier to both write about and understand the work. Art critics use a process known as DAIE (Describe, Analyze, Interpret, and Evaluate) to critique an artwork. Listed below is a guideline that will help you engage in this process.

DESCRIBE:

1. *What do you see? What is this picture about?*

People

Objects

Scene – time and place

Action – what is going on?

2. *How is the work made? What materials, tools, or processes are used? What elements has the artist manipulated? The following list may be helpful.*

Oil, watercolor, pastel, ink, clay

Palette knife, brush, pen, chalk, etching, screen printing

Color, value, line, shape/form, space, texture

ANALYZE:

3. *How is the artwork organized? Do certain aspects stand out to you? How does your eye move over the piece? Is there any type of pattern or rhythm created in the work? Are elements proportionally correct (right size comparatively)?*

INTERPRET:

4. *How does the work make you feel?*

Happy, sad, anxious, angry, nostalgic, adventurous

Are the brushstrokes rough or smooth, or are they evident at all? Are the colors hot or cool

Is the subject matter active or quiet? Are the lines flowing, irregular, or discontinuous?

In addition to analyzing the work, it is also important to do a little research about the artist such as when and where the artist lived. What were some of the things the artist was concerned about and how is this apparent in his or her work? Were there things in the artist's life that inspired him or her? In short:

5. *What can you learn about the artist?*
 - What country is the artist from?
 - What can you find out about his or her experiences?
 - What ideas or feelings is the artist suggesting?

EVALUATE:

Finally, play the role of the art critic. Art criticism is based on a number of things. Think, for example, about the style the artist is using. You may want to consider the following approaches the artist may have taken:

Realism: The artist accurately describes the subject matter – the art looks real.

Formalism: The artist has experimented with shape, color, space in an unusual way.

Now put it all together! You decide-

6. *Has the artist succeeded in doing what you think he or she tried to do? Explain your opinion with **why** you feel the way you do about the artwork.*

**Images from Ancient American Art:
The Aztecs and Their Ancestors**
The Cleveland Museum of Art

Selected Images



Pair of Seated Figures, 100 BC - 300 AD
Mexico, Nayarit, 1st century BC-4th century AD
Ceramic
1998.83
©The Cleveland Museum of Art



Figure of a Warrior, after 1325
Central Mexico, Tetzaco?, Aztec, Post-Classic Period
Gold-silver-copper alloy (cast)
1984.37
©The Cleveland Museum of Art

**Images from Ancient American Art:
The Aztecs and Their Ancestors**
The Cleveland Museum of Art



Front Face of a Stela (Free-standing Stone with Relief), 692
Mesoamerica, Guatemala, Department of the Petén, El Perú
(also known as Waka'), Maya people (AD 250-900), Classic
Period (AD 200-1000)
Limestone
1967.29
©The Cleveland Museum of Art



Seated Male Carrying Maize, 1325-1521
Central Mexico, Aztec style, 13-16th century
Stone, pigment
1949.555
©The Cleveland Museum of Art

The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name _____

Your School _____

School Address (with zip code) _____

E-mail Address _____

Grade/Class of students (e.g. 10th grade French) _____

Program Title _____

Program Date _____

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

**5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree
2= Disagree 1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
5 4 3 2 1
2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
5 4 3 2 1
3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
5 4 3 2 1
4. The distance learning lesson successfully taught its objectives.
5 4 3 2 1
5. The distance learning lesson was not interrupted by technical difficulties.
5 4 3 2 1
6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
5 4 3 2 1
7. I plan to register for another distance learning lesson.
(circle one) Yes No

If no, why? _____

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.
(circle one) Yes No

9. Why did you choose The Cleveland Museum of Art Distance Learning?
(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-707-6679