

Preparing a Dramatization About the Mayan Community

Work with your group to create an interactive dramatization about the Mayan community. Have your teacher initial each step as you complete it.

____ **Step 1: Assign roles.** Everyone will participate in the dramatization. Review the roles below, and divide them among the members of your group. Make sure everyone understands his or her responsibilities.

Geographer: You will lead the group during Step 2. Make sure everyone understands and uses key geographic information about the Mayan community in the dramatization.

Director: You will lead the group during Step 3. Make sure the dramatization includes all required elements and that everyone is involved.

Props Master: You will lead the group during Step 4 as it organizes and gathers costumes and props. Make sure the dramatization is as realistic as possible.

Host: You will lead the group during Step 5 as it rehearses its dramatization. During the presentation, you will invite audience members to participate. You will also answer any questions they have.

____ **Step 2: Learn about the Mayan community.** Carefully examine *Visual A: Mayan Community Officials* to see what the image reveals about the Mayan community. Then take turns reading aloud from Section 3, “A Strong Sense of Community.” Finally, read these facts:

- A *vara* (“wand of office”) is a symbol of someone who holds a high position in the Mayan community. Often it is a silver-knobbed cane decorated with ribbons.
- The municipal council has many responsibilities. During festivals and market days, the council members sit outside the town hall in the plaza. They make decisions and listen to the people.
- Members of the *cofradia* (*cargo*) guard images of Catholic saints in their homes. People come to leave offerings for the saints.

Now have the Geographer lead a discussion of the questions below. Use this information to help you complete the corresponding section of Reading Notes 10 in your Interactive Student Notebook.

- What types of government officials do the highland Maya have?
- What are the traditional duties of the *cofradias*, or *cargos*?
- Why is the tradition of restitution necessary for the Mayan community?
- How have the Maya adapted to challenges faced by their communities?
- What are some features of a traditional Mayan village?

____ **Step 3: Plan your interactive dramatization.** You must present a five-minute interactive dramatization about the Mayan community that involves four members of the audience. The goal is to show the cultural traditions and adaptations among the highland Maya.

Your dramatization must make the audience feel as if they are observing Mayan officials in a highland village discussing important community issues. The Director should make sure everyone is involved in presenting your dramatization. Your dramatization must include these parts:

1. Greet your visitors by saying *sakiric* (good morning) or *xek'ij* (good afternoon) in Quiché. Invite them to join you around the table. Tell them you are part of the municipal council in this highland Maya community.
2. Have your visitors shine the top and add decorative ribbons to a council member's *vara*. Discuss the role of council members in the Mayan community.
3. Say, "We have a strong sense of community in our village," and explain what you mean.
4. Show a piece of evidence from a dispute you are settling. Ask your visitors how they might solve the problem. Then share how you, as council members, will solve it. Explain why you chose to solve it that way.
5. Bring your visitors on a tour of the village center. Point out where you conduct important business on festival and market days.
6. Stop at the home of a member of a *cofradia* (also called a *cargo*). Have one council member show the statue of the saint that is kept there. Invite the visitors to examine the offerings (fruit, money, and flowers) that people have left for the saint.
7. Have a visitor read a letter that one of you received from your son, who is living in the city. Tell them why he left the village. Express your concern that he is losing his traditional culture.
8. Ask if your visitors have any questions, and answer them. Thank them for coming, and say goodbye using the Quiché words *chajij ib la*.

____ **Step 4: Brainstorm ideas for costumes and props.** Make your dramatization as realistic as possible. Before you begin creating costumes and props, the Props Master—using ideas from the group—should complete the boxes below. **Remember:** During your presentation, the visual will be projected on the screen behind your group.

List costumes you will include in the dramatization:	List materials needed to create costumes:	List group members who will create costumes:
List props you will include in the dramatization:	List materials needed to create props:	List group members who will create props:

____ **Step 5: Rehearse your dramatization.** After you have created your costumes and props, make sure you can present your dramatization in five minutes. As you rehearse, the Host should make sure that

- all group members are actively involved.
- actors speak their lines loudly, clearly, and at the right time.
- actors use their costumes and props appropriately.
- actors know when and how visitors will participate in the dramatization.

Preparing a Dramatization About the Mayan Home and Family

Work with your group to create an interactive dramatization about the Mayan home and family. Have your teacher initial each step as you complete it.

____ **Step 1: Assign roles.** Everyone will participate in the dramatization. Review the roles below, and divide them among the members of your group. Make sure everyone understands his or her responsibilities.

Geographer: You will lead the group during Step 2. Make sure everyone understands and uses key geographic information about the Mayan home and family in the dramatization.

Director: You will lead the group during Step 3. Make sure the dramatization includes all required elements and that everyone is involved.

Props Master: You will lead the group during Step 4 as it organizes and gathers costumes and props. Make sure the dramatization is as realistic as possible.

Host: You will lead the group during Step 5 as it rehearses its dramatization. During the presentation, you will invite audience members to participate. You will also answer any questions they have.

____ **Step 2: Learn about the Mayan home and family.** Carefully examine *Visual B: Mayan Women Cooking for Their Families* to see what the image reveals about the Mayan home and family. Then take turns reading aloud from Section 4, “The Traditional Home and Family.” Finally, read these facts:

- Mayan women have many responsibilities. After a morning of cooking and cleaning, women carry their laundry in a basket on their heads or backs to a nearby river or other water source. They wash the clothes by hand while enjoying conversation with other women.
- A backstrap loom is used for weaving. The top rod of the loom is attached to a tree or post. The bottom rod is attached to a belt around the weaver’s back. The weaver kneels to use the loom.
- Some Mayan women keep small gardens outside their homes. They grow flowers, fruits, and vegetables. The gardens help to feed families and sometimes provide a small income.

Now have the Geographer lead a discussion of the questions below. Use this information to help you complete the corresponding section of Reading Notes 10 in your Interactive Student Notebook.

- What is the traditional role of Mayan men? Women? Children?
- Which items are traditional in a highland Maya home? Which are modern?
- How are tortillas made? What are the main tools used?
- How has the tradition of weaving changed over time?

____ **Step 3: Plan your interactive dramatization.** You must present a five-minute interactive dramatization about the Mayan home and family that involves four members of the audience. The goal of your dramatization is to show the cultural traditions and adaptations among the highland Maya.

Your dramatization must make the audience feel as if they are observing members of a Mayan family in their highland home. The Director should make sure everyone is involved in presenting your dramatization. Your dramatization must include these parts:

1. Greet your visitors by saying *sakiric* (good morning) or *xek'ij* (good afternoon) in Quiché. Invite them to sit on the floor with you or in one of the two chairs your family owns. Tell them you are the women and children of this family; the men are working in the fields until sundown.
2. Have your visitors watch as one of you, acting as a woman, makes tortillas. While you work, explain the process and tools you use. Invite your visitors to make and eat their own tortillas.
3. Say, "Women have many responsibilities," and explain what you mean.
4. One of you, acting as a child, give a tour of the home. Ask your visitors to guess which items are traditional (clay pots, family altar) and which are modern (radio, metal utensils).
5. Show the backstrap loom used for weaving. Explain why some of the children are not in school and how they learn important traditional tasks like weaving. Have your visitors try using the loom.
6. Bring your visitors out to the garden. Invite them to pick some flowers or vegetables.
7. One of you, acting as a woman, walk the visitors down to the river where you wash clothes. Carry a basket of clothes on your head or your back. Invite your visitors to try carrying the basket. Demonstrate how you wash clothes by hand, and have your visitors help you.
8. Ask if your visitors have any questions, and answer them. Thank them for coming, and say goodbye using the Quiché words *chajij ib la*.

____ **Step 4: Brainstorm ideas for costumes and props.** Make your dramatization as realistic as possible. Before you begin creating costumes and props, the Props Master—using ideas from the group—should complete the boxes below. **Remember:** During your presentation, the visual will be projected on the screen behind your group.

List costumes you will include in the dramatization:	List materials needed to create costumes:	List group members who will create costumes:
List props you will include in the dramatization:	List materials needed to create props:	List group members who will create props:

____ **Step 5: Rehearse your dramatization.** After you have created your costumes and props, make sure you can present your dramatization in five minutes. As you rehearse, the Host should make sure that

- all group members are actively involved.
- actors speak their lines loudly, clearly, and at the right time.
- actors use their costumes and props appropriately.
- actors know when and how visitors will participate in the dramatization.

Preparing a Dramatization About Mayan Work

Work with your group to create an interactive dramatization about Mayan work. Have your teacher initial each step as you complete it.

____ **Step 1: Assign roles.** Everyone will participate in the dramatization. Review the roles below, and divide them among the members of your group. Make sure everyone understands his or her responsibilities.

Geographer: You will lead the group during Step 2. Make sure everyone understands and uses key geographic information about Mayan work in the dramatization.

Director: You will lead the group during Step 3. Make sure the dramatization includes all required elements and that everyone is involved.

Props Master: You will lead the group during Step 4 as it organizes and gathers costumes and props. Make sure the dramatization is as realistic as possible.

Host: You will lead the group during Step 5 as it rehearses its dramatization. During the presentation, you will invite audience members to participate. You will also answer any questions they have.

____ **Step 2: Learn about Mayan work.** Carefully examine *Visual C: Mayan Farmers in the Milpa* to see what the image reveals about Mayan work. Then take turns reading aloud from Section 5, “Changing Ways of Work.” Finally, read these facts:

- While Mayan farmers burn plants to clear the land, they whistle. Whistling is thought to attract helpful winds.
- Mayan farmers plant corn and beans together as a natural way to fertilize the soil. Corn takes the mineral nitrogen out of the soil. Beans replace it. The corn stalks also provide shade for young bean plants.
- Women and children help with the harvest. Mayan farmers also ask other farmers to help them harvest their crops.

Now have the Geographer lead a discussion of the questions below. Use this information to help you complete the corresponding section of Reading Notes 10 in your Interactive Student Notebook.

- Why is farming important to the Maya?
- How do highland Maya farmers traditionally clear the land?
- Besides corn, what products do they grow?
- How have highland Maya farmers adapted to deal with the challenges they face?

_____ **Step 3: Plan your interactive dramatization.** You must present a five-minute interactive dramatization about Mayan work that involves four members of the audience. The goal of your dramatization is to show the cultural traditions and adaptations among the highland Maya.

Your dramatization must make the audience feel as if they are observing Mayan farmers working in their *milpas* in the highlands. The Director should make sure everyone is involved in presenting your dramatization. Your dramatization must include these parts:

1. Greet your visitors by saying *sakiric* (good morning) or *xek'ij* (good afternoon) in Quiché. Invite them to join you in the field. Tell them that you are farmers working to grow your crops.
2. Say, “Corn is the giver of life,” and explain what you mean.
3. Proudly give your visitors some corn. Tell them how important farming is to your culture. Ask them to share what jobs are in their family traditions.
4. Demonstrate the traditional method of clearing the land. Invite your visitors to use the steel axe and to whistle along with you as you light “fires.” Make sure you keep an eye on the “fires” during the rest of your presentation.
5. Point out the crops you have growing right now. Have your visitors pick some ripe vegetables and fruits. If they are up to the challenge, have them try your fresh chilies! For those less daring, some beans might be nice.
6. Have your visitors plant bean seeds between the cornstalks. Tell them that this helps fertilize the soil. Give examples of other methods farmers use to keep their land fertile.
7. Tell your visitors that sometimes you must do other jobs besides farming, and explain why. Gesture toward the coffee plantations on the coast where you handpick coffee berries to support your families.
8. Ask if your visitors have any questions, and answer them. Thank them for coming. Say goodbye using the Quiché words *chajij ib la*.

____ **Step 4: Brainstorm ideas for costumes and props.** Make your dramatization as realistic as possible. Before you begin creating costumes and props, the Props Master—using ideas from the group—should complete the boxes below. **Remember:** During your presentation, the visual will be projected on the screen behind your group.

List costumes you will include in the dramatization:	List materials needed to create costumes:	List group members who will create costumes:
List props you will include in the dramatization:	List materials needed to create props:	List group members who will create props:

____ **Step 5: Rehearse your dramatization.** After you have created your costumes and props, make sure you can present your dramatization in five minutes. As you rehearse, the Host should make sure that

- all group members are actively involved.
- actors speak their lines loudly, clearly, and at the right time.
- actors use their costumes and props appropriately.
- actors know when and how visitors will participate in the dramatization.

Preparing a Dramatization About the Mayan Market Day

Work with your group to create an interactive dramatization about the Mayan market day. Have your teacher initial each step as you complete it.

____ **Step 1: Assign roles.** Everyone will participate in the dramatization. Review the roles below, and divide them among the members of your group. Make sure everyone understands his or her responsibilities.

Geographer: You will lead the group during Step 2. Make sure everyone understands and uses key geographic information about the Mayan market day in the dramatization.

Director: You will lead the group during Step 3. Make sure the dramatization includes all required elements and that everyone is involved.

Props Master: You will lead the group during Step 4 as it organizes and gathers costumes and props. Make sure the dramatization is as realistic as possible.

Host: You will lead the group during Step 5 as it rehearses its dramatization. During the presentation, you will invite audience members to participate. You will also answer any questions they have.

____ **Step 2: Learn about the Mayan market day.** Carefully examine *tran D: The Market at Chichicastenango* to see what the image reveals about the Mayan market day. Then take turns reading aloud from Section 6, “Making the Most of Market Day.” Finally, read these facts:

- Besides selling fruits and vegetables in the market, Mayan vendors also sell flowers and spices. As with other products, flowers and spices are found in their own area of the market.
- One service offered is corn milling. For a small fee, a Mayan woman can have corn turned into flour with a motor-operated mill.
- Other products that are available are cloth, clothes, and manufactured goods such as radios.

Now have the Geographer lead a discussion of the questions below. Use this information to help you complete the corresponding section of Reading Notes 10 in your Interactive Student Notebook.

- What day of the week is a popular choice for market day?
- How is the market arranged?
- What types of products and services are available?
- How have Mayan markets changed as a result of tourism?

_____ **Step 3: Plan your interactive dramatization.** You must present a five-minute interactive dramatization about the Mayan market day that involves four members of the audience. The goal of your dramatization is to show the cultural traditions and adaptations among the highland Maya.

Your dramatization must make the audience feel as if they are observing people shopping and working in a highland Maya marketplace. The Director should make sure everyone is involved in presenting your dramatization. Your dramatization must include these parts:

1. Greet your visitors by saying *buenos dias* (good morning) or *buenas tardes* (good afternoon) in Spanish. Invite them to join you in the marketplace. Tell them that you are people shopping and working in a highland Maya market.
2. Point to the village church and say, "Today is Sunday. The market will become busy now that church services are finished." Explain what you mean. Tell your visitors when the other market day is in your village.
3. Play CD Track 11 while you tour the sections of the market. Tell your visitors why they can hear both Spanish and one of the many Mayan dialects being spoken in the market.
4. Stop to let your visitors get their shoes repaired or to have their photograph taken by one of the street vendors.
5. Show the basket of vegetables you hope to sell and exchange for spices and flowers. Have your visitors help you choose the best products by smelling the spices and fresh flowers.
6. Visit the section where manufactured goods are sold. Have your visitors examine the radios and plastic toys for sale.
7. Ask your visitors if they would like to purchase some homemade tortillas. Because they are visitors, they may use paper money, as most people do. Explain that if they were Maya, they might have bartered for what they wanted. Demonstrate a barter exchange for your visitors after they have made their purchases.
8. Ask if your visitors have any questions, and answer them. Thank them for coming, and say goodbye using the Spanish word *adios*.

____ **Step 4: Brainstorm ideas for costumes and props.** Make your dramatization as realistic as possible. Before you begin creating costumes and props, the Props Master—using ideas from the group—should complete the boxes below. **Remember:** During your presentation, the visual will be projected on the screen behind your group.

List costumes you will include in the dramatization:	List materials needed to create costumes:	List group members who will create costumes:
List props you will include in the dramatization:	List materials needed to create props:	List group members who will create props:

____ **Step 5: Rehearse your dramatization.** After you have created your costumes and props, make sure you can present your dramatization in five minutes. As you rehearse, the Host should make sure that

- all group members are actively involved.
- actors speak their lines loudly, clearly, and at the right time.
- actors use their costumes and props appropriately.
- actors know when and how visitors will participate in the dramatization.

Preparing a Dramatization About Mayan Traditions

Work with your group to create an interactive dramatization about Mayan traditions. Have your teacher initial each step as you complete it.

____ **Step 1: Assign roles.** Everyone will participate in the dramatization. Review the roles below, and divide them among the members of your group. Make sure everyone understands his or her responsibilities.

Geographer: You will lead the group during Step 2. Make sure everyone understands and uses key geographic information about Mayan traditions in the dramatization.

Director: You will lead the group during Step 3. Make sure the dramatization includes all required elements and that everyone is involved.

Props Master: You will lead the group during Step 4 as it organizes and gathers costumes and props. Make sure the dramatization is as realistic as possible.

Host: You will lead the group during Step 5 as it rehearses its dramatization. During the presentation, you will invite audience members to participate. You will also answer any questions they have.

____ **Step 2: Learn about Mayan traditions.** Carefully examine *Visual E: Religious Festival in a Mayan Village* to see what the image reveals about Mayan traditions. Then take turns reading aloud from Section 7, “Keeping Mayan Traditions Alive.” Finally, read these facts:

- During the Catholic celebration of Easter week, processions reenact the last days of Jesus’ life. Participants carry long staffs with crosses on top. Crosses are an important symbol of Catholicism.
- On Easter Day, some Mayan villages cover the street with flower petals and colored wood shavings. Called *alfombras*, these colorful “carpets” have beautiful designs.
- A healer can be recognized by the pouch he carries. This small bag contains medicinal plants and other objects for healing.

Now have the Geographer lead a discussion of the questions below. Use this information to help you complete the corresponding section of Reading Notes 10 in your Interactive Student Notebook.

- How do traditional Mayan and Catholic beliefs influence modern Mayan religious practices?
- What does a traditional Mayan healer do?
- What is a marimba? What part does music play in traditional Mayan culture?
- When do highland Maya wear traditional clothing? What do the designs in the clothing tell us?

____ **Step 3: Plan your interactive dramatization.** You must present a five-minute interactive dramatization about Mayan traditions that involves four members of the audience. The goal of your dramatization is to show cultural traditions and adaptations among the highland Maya.

Your dramatization must make the audience feel as if they are observing people watching a religious procession in a highland Maya village. The Director should make sure everyone is involved in presenting your dramatization. Your dramatization must include these parts:

1. Greet your visitors by saying *sakiric* (good morning) or *xek'ij* (good afternoon) in Quiché. Invite them to join you in the crowd. Tell them you are watching a religious procession in your village.
2. Show your visitors a long staff with a cross on it. Then show them an incense burner. Ask what religion they think each object represents. Explain how the Mayan religion combines Catholic and traditional beliefs.
3. Have your visitors bend down to touch the flower petals and colored wood shavings of the *alfombra*. Tell them that the village is celebrating Easter Sunday.
4. Say, “Healers have an important role in our community,” and explain what you mean.
5. Have your visitors pantomime the actions they might take to get well if they felt sick to their stomach. Bring out a healer’s pouch, and show them the medicinal plants he would use to help. Explain the ways in which this is similar to and different from the treatment your visitors might seek in their own communities.
6. Pretend to perform a musical piece by playing CD Track 12. Allow your visitors to play a marimba if they are careful.
7. Introduce your visitors to your neighbors by projecting *Visual G: Mayan Boy in Traditional Clothing*. Have your visitors examine the design of his clothing. Explain why all the observers are wearing traditional clothing today.
8. Ask if your visitors have any questions, and answer them. Thank them for coming, and say goodbye using the Quiché words *chajij ib la*.

_____ **Step 4: Brainstorm ideas for costumes and props.** Make your dramatization as realistic as possible. Before you begin creating costumes and props, the Props Master—using ideas from the group—should complete the boxes below. **Remember:** During your presentation, the visual will be projected on the screen behind your group.

List costumes you will include in the dramatization:	List materials needed to create costumes:	List group members who will create costumes:
List props you will include in the dramatization:	List materials needed to create props:	List group members who will create props:

_____ **Step 5: Rehearse your dramatization.** After you have created your costumes and props, make sure you can present your dramatization in five minutes. As you rehearse, the Host should make sure that

- all group members are actively involved.
- actors speak their lines loudly, clearly, and at the right time.
- actors use their costumes and props appropriately.
- actors know when and how visitors will participate in the dramatization.