



Early Civilizations: The Maya

Pottery with
cacao beans



Student Workbook

Maya children today



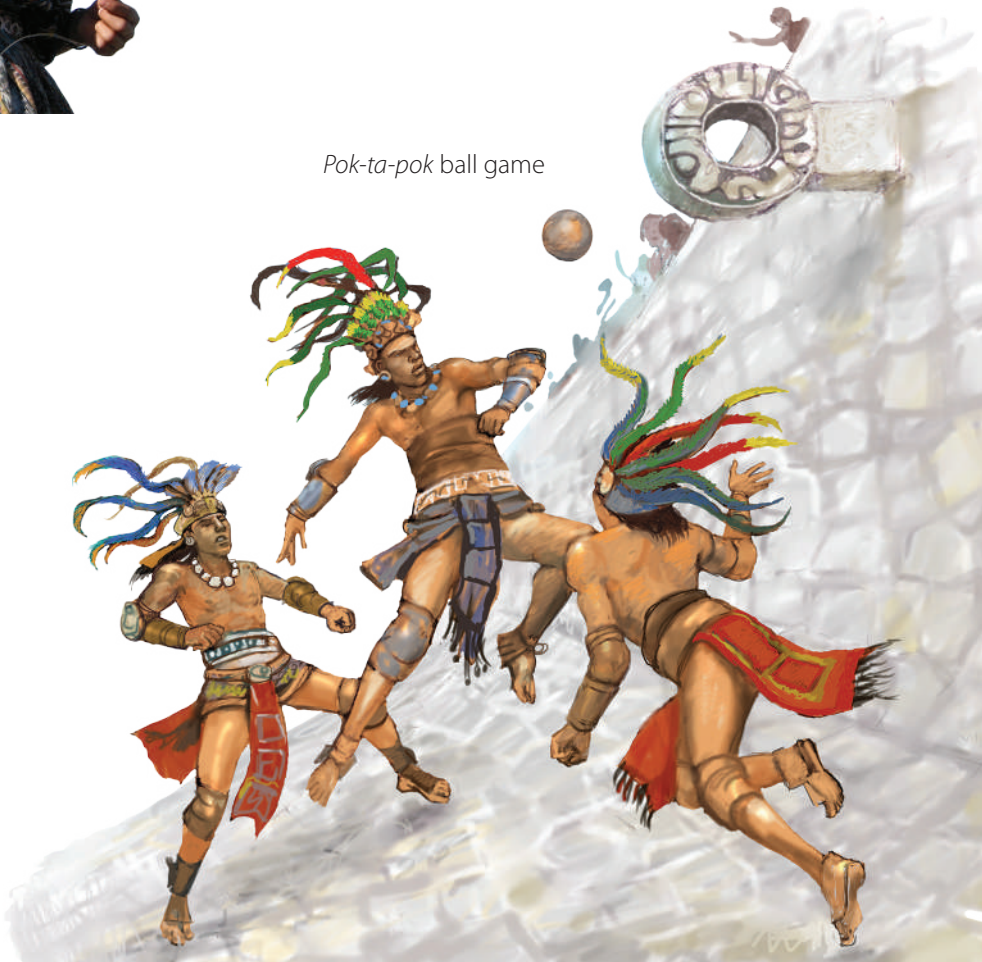
Pyramid



Hieroglyphs

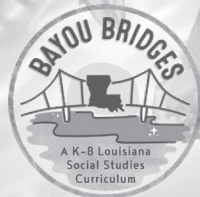
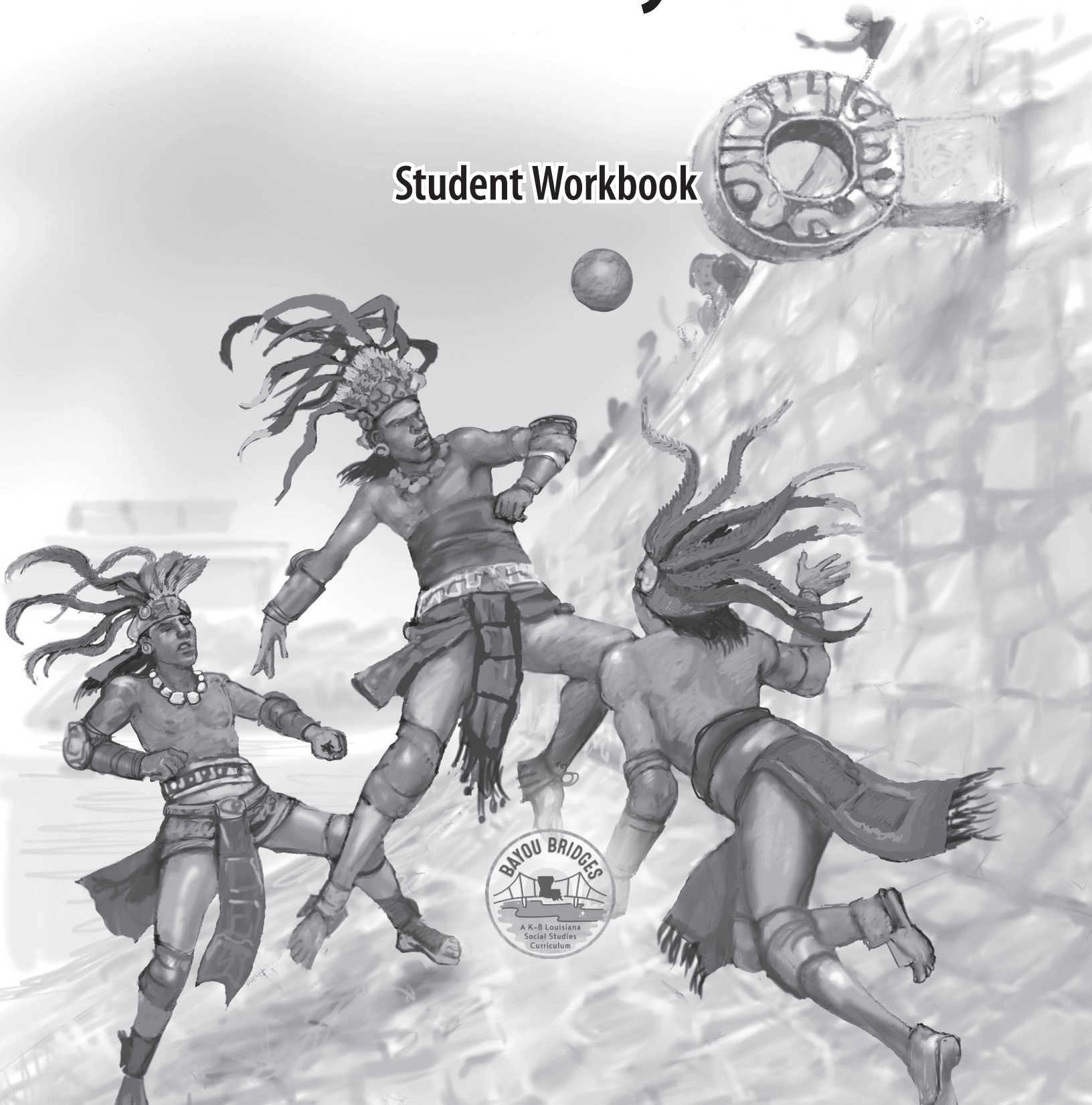


Pok-ta-pok ball game



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Early Civilizations: The Maya

Chapter 1: The Maya

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Chapter 1: The Maya

Framing Question: What characterized the early Maya civilization?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Mysterious Civilization	
Geographic Challenges	
Agricultural Solutions	

A Network of City-States	
Service to the Gods	
The <i>Popol Vuh</i>	

Serious Play	
Wisdom in the Sky	
Words and Numbers	

Coming of Age	
What Is Beauty?	
Decline in Power	

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM THE *POPOL VUH*

Long ago, there was only darkness, and the world was quiet. But then, two powerful gods named Tepew and Q'uk'umatz created a place between the sea and the sky. They shouted out the name "Earth," and suddenly, Earth appeared! Mountains rose up, and plains spread out, dotted with trees and plants of all kinds.

However, Earth was still quiet, and the gods realized that it was incomplete without living creatures. So they filled the land with many different kinds of animals, such as jaguars, pumas, snakes, deer, and antelopes. They also filled the oceans with all sorts of creatures, from tiny fish to enormous whales.

Yet the gods still felt that Earth was missing something essential. Before long, the gods realized that they needed people. First, they created beautiful clay people, but they were unable to move. They also could not tolerate the heat of the sun, which melted them. Next, the gods created wooden people. They were stronger in the heat of the sun, but they lacked intelligence.

Finally, the gods sought help from the animals, who showed them a perfect place to create humans. In this place, yellow and white corn grew, and the gods used this corn to create the first humans. These humans were special because they could hear, see, and think. They were grateful to the gods and built great temples to honor them. The gods were pleased because these humans were just what they had hoped for, and the world was no longer silent.

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

[illegible]

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Characteristics of Civilization

Fill in the chart with details about the civilization. Remember, not every society has every characteristic.

Name of Civilization: _____

Characteristic	Details About the Civilization
culture	
specialization	
infrastructure	
stable food supply	
government	
technology	
belief systems	
writing	
social structure	

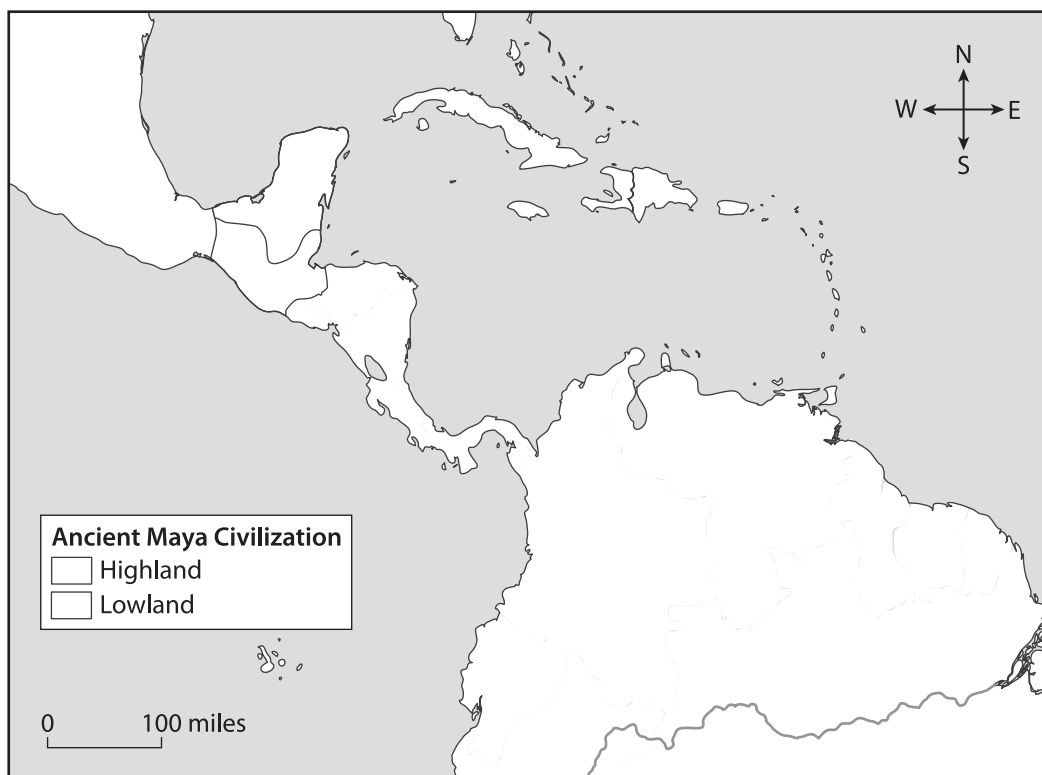
Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

Map of Maya Civilization



1. Label the following bodies of water:

Pacific Ocean Atlantic Ocean Gulf of America Caribbean Sea Amazon River

2. Label the following landmasses:

North America South America Central America Yucatán Peninsula

3. Draw in and color the areas of the highlands and lowlands where the Maya lived. Add the colors you used to the key.
4. What bodies of water touched the land where the Maya lived?

5. On which continent is the Amazon River located?

6. Which region is farther north, the highlands or the lowlands?

Chapter 2: Where Did the Maya Go?

Framing Question: What factors may have led the Maya to abandon their cities?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Ruins in the Rainforest	
Mysterious Writing	
Where Did Everybody Go?	

Chapter 2 Check for Understanding: What factors may have led the Maya to abandon their cities?

[illegible]

Name _____ Date _____

Three-Column Chart

Follow your teacher’s instruction to complete this three-column chart.

Theory	Evidence For	Evidence Against

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|-------------------------------|--|
| _____ | 1. leap year | a) a special event to mark a person's entry into a certain group or status |
| _____ | 2. equinox | b) an occurrence or event believed to be a sign of the future |
| _____ | 3. architect | c) a false belief in the power of magic, luck, or unseen forces |
| _____ | 4. archaeologist | d) to break a code or uncover the meaning of a message |
| _____ | 5. superstition | e) a container |
| _____ | 6. temple | f) an expert in the study of material remains of people from the past |
| _____ | 7. vessel | g) something or someone given or killed for a religious purpose |
| _____ | 8. decipher | h) an idea or belief about something that has not been proven |
| _____ | 9. initiation ceremony | i) a picture or symbol representing an idea, object, syllable, or sound |
| _____ | 10. hieroglyph | j) a year that has 366 days, or one more than a typical year, and occurs every four years |
| _____ | 11. priest | k) a person who has the training or authority to carry out religious ceremonies or rituals |
| _____ | 12. sacrifice | l) a building with a religious use or meaning |
| _____ | 13. theory | m) a person who designs buildings |
| _____ | 14. omen | n) a day in which daytime and nighttime are about the same length, which happens twice every year |

Name _____

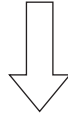
Date _____

Activity Page 1.4

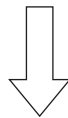
Use with Chapter 2

Claims and Evidence

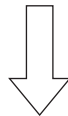
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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The Growth of Empires

Early Civilizations in North America

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