ARTES de MÉXICO en UTAH

BORN FROM CORN

7th-12th Grade Standard

Time Period: (Ca. 1400 C.E. - 1750 C.E)

World History Standard 4.3: Students will describe the complex cultures of Indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas.

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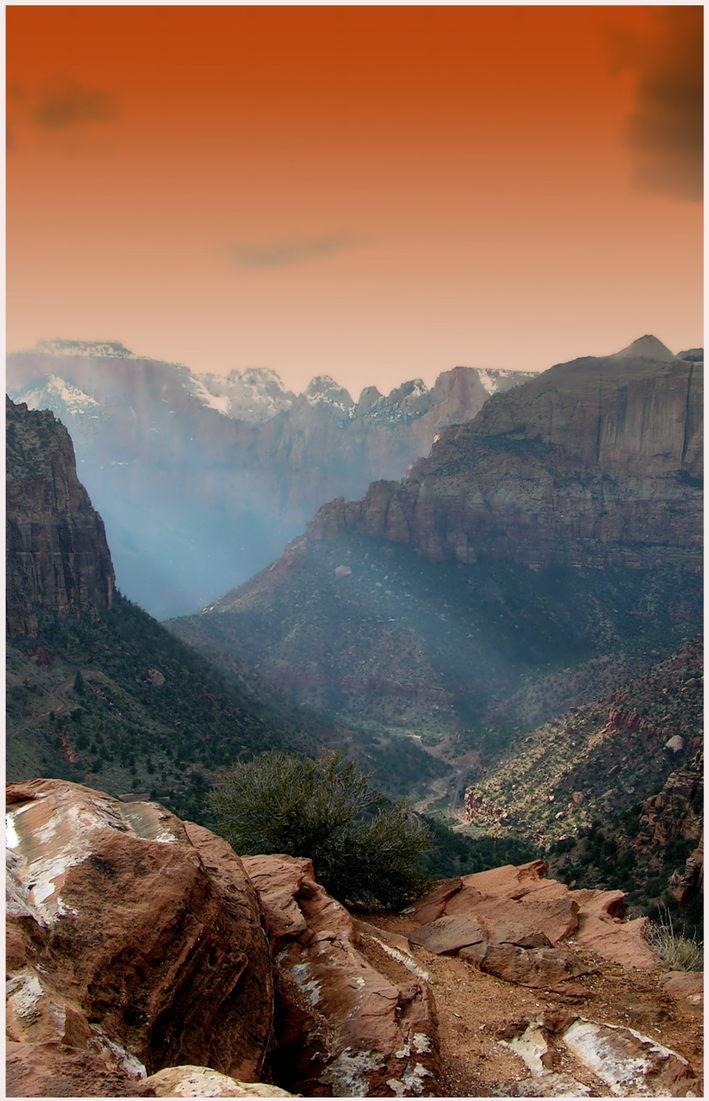

Introduction

The Born from Corn series seeks to share the meaning of corn and land to the Indigenous peoples of the Americas with our entire community. We acknowledge that this land which we now know as the state of Utah, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. We recognize and respect their relation with this land as the original people of this place. We acknowledge and amplify the true history of the Indigenous peoples of this continent and their resilience against colonizer efforts to eliminate Indigenous cultures, languages, traditions and beliefs. Through these lessons we hope to increase cultural understanding and foster a deeper appreciation of the main agricultural crops, traditions, and knowledge that many original peoples of this continent share.

Vocabulary

- ## Indigeneity

  Indigenous means to be native or occur naturally in a particular place. Indigeneity is then applied to groups of people that lived in the Americas before the arrival of the Europeans.

  >>Watch the video<<

- ## Tradition

  The handing down of information, beliefs, or customs from one generation to another.

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Identity

Identity is who you are, the way you think about yourself and the way the world sees you. Think about the things that make you special and different than everyone else.

Cosmovision

A cosmovision, or worldview, is the way we see the world and how nature, and everything around us, like animals, the universe, stars, air, and earth, are connected and related to us, humans.

Maya vs. Mayan

The term "Mayan" is only used by scholars when referring to the languages spoken by the Maya. There are many Maya languages and many Maya peoples. The term "Maya is used when referring to people, places, and culture, without distinction between singular or plural.

Example: "It was written in a Mayan language." "The Maya harvest corn."

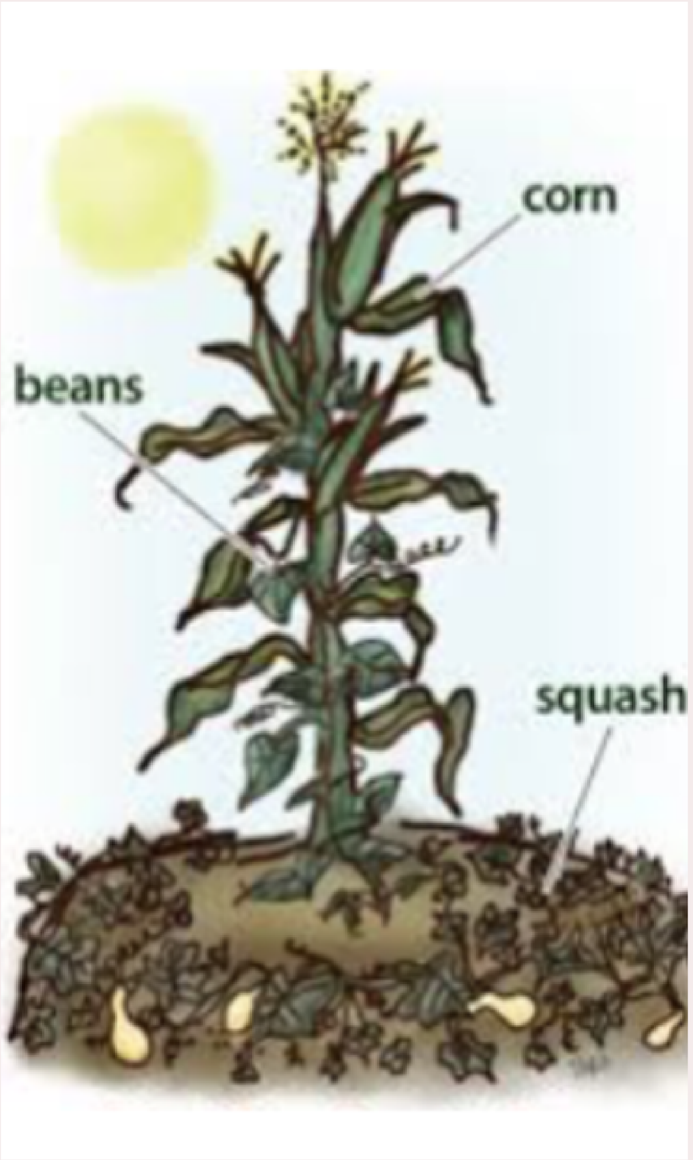
Vocabulary

- **Community**

  A place where people live, work, and play together. People in a community like similar things and usually live in the same area.

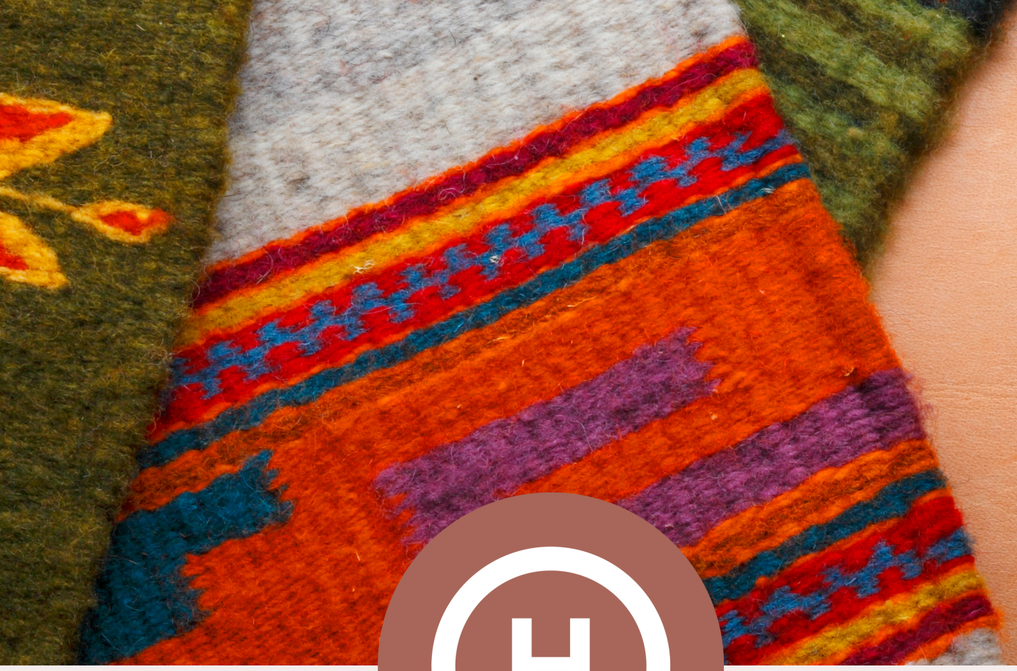
- **Mesoamerica**

  A geographical region sometimes also known as "Central America". This word is used when talking about peoples and cultures before the Spanish Colonizers. The countries in this area includes: **Northern Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, Belize, and central to southern Mexico.**



La Milpa

"The Milpa" is a field used to plant corn, along with beans and other crops. This word is used in Mexico and Central America.



Your teacher will give you an HWC chart

H

Heard

Think about the films, books and images you have seen with Indigenous people. What have you seen and heard? It is important to consider that not everything you've seen and heard is true.

W

Wonder

What are some questions you have about native and Indigenous people? Write questions that you may have during the lesson.

C

Connect

Leave this box empty we will fill this out at the end of class.

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Indigenous People of the Americas

It is important to know that there are many Indigenous people in the American continent. Here are the Indigenous nations of Mexico.

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Tribal Nations of the U.S & Canada

And here are the Indigenous nations of the United States and Canada.

Do you recognize any of these names?

Tribal Nations Map
Our Own Names & Locations
Dinjii Zhuu Nation :
Vuntut
Deguth
Draanjik
Gwichyaa
Teetl'it
Inuvialuit
T'atsaot'ine
Kitlinermiut
Iglulingmiut
Netsilingmiut
Tununirmiut
Utkuhiksalingmiut
Hanningajurmiut
Ihalmiut
Akilinirmiut
Kangiqliniqmiut
Harvaqtuurmiut
Aivilingmiut
Qaernermiut
Paallirmiut
Tarramiut
Ahialmiut
Siquinirmiut
Itivimiut
Sikumiut
Tr'ondëk Hwëch'in
Tanana
Sahtú
Tutchone
Denesoline Nations:
Kaska Dena
Krest'ayle kke ottine
Dene Tha'
K'atlodeeche
Sayisi Dene
Lingit Nation
Dane-zaa
Thlingchadinne
Hoteladi
Nihithawiwin
Nuxalk Nation:
Dakelh
Siksikawa
Iyarhe Nakoda
Tsuu T'ina
Nakawē
Mushkegowuk
Omushkego
Iyuw Imuun
Iyiyiw Iyimiwin
Innu
Beothuk
Niitsitapi
Akisq'nuk
Aapatohsipikani
Ktunaxa
Kainaa
Nehiyawak
Nakoda
Aamskaapipikani
Iiiī mowin
Iynu Ayamun
L'Nuk Nation :
Onamag
Nehiramowin
Wazhashk-Onigamininiwag
Goojijwininiwag
Anishinabeg
Dakota
Lakota
Apsáalooke
Tsitsistas
Ponca
Umonhon
Chahiksichahiks
Hinonoeino
Nunt'zi
Hopi
Diné
Ka'igwu
Niukonska
Ani'yunwi'ya
Chickasha
Chahta
Ndeh
Tickanwa'tic
Auia
Wyandotte
Tionontati
Alnobak
Shawanwa
Allwegis
Lenni-Lenape
Seminole
Miccosukee
Mvskoke Etvlwv
Yamasee
Yuchi
Catawba
Waccamaw
Pee Dee
Sewepomc
Niimíipu
Kutsipiuti
Newe
Tepot'aba'i
Kumeyaay
Ohlone
Esselen
Yokuts
Chumash
Kizh
Tataviam
Serrano
Cahuilla
Quechan
Mojave
Halchidhoma
Akimel O'Odham
Tohono O'Odham
Hohokam
Patayan
Sobaipuri
Jumano
Coahuiltecan
Comecrudo
Cotoname
Aranama
Tamique
Karankawa
Atakapa
Opelousa
Chitimacha
Tunica
Natchez
Caddo
Quapaw
Osage
Missouria
Otoe
Ioway
Kaw
Omaha
Ponca
Pawnee
Arikara
Hidatsa
Mandan
Lakota
Dakota
Nakoda
Anishinabeg
Ojibwe
Menominee
Mamaceqtaw
Sauk
Fox
Kickapoo
Mascouten
Miami
Illinois
Peoria
Kaskaskia
Cahokia
Tamaroa
Michigamea
Mosopelea
Shawnee
Lenape
Munsee
Mahican
Wappinger
Mohegan
Pequot
Niantic
Eastern Pequot
Paugussett
Schaghticoke
Wyantenuck
Nipmuc
Massachusetts
Wampanoag
Nauset
Pocasset
Sakonnet
Narragansett
Niantic
Mohican
Abenaki
Penobscot
Passamaquoddy
Maliseet
Mi'kmaq
Beothuk
Innu
Naskapi
Montagnais
Attawandaron
Neutrals
Erie
Susquehannock
Conestoga
Shawnee
Delaware
Lenni-

Storytelling & Writing

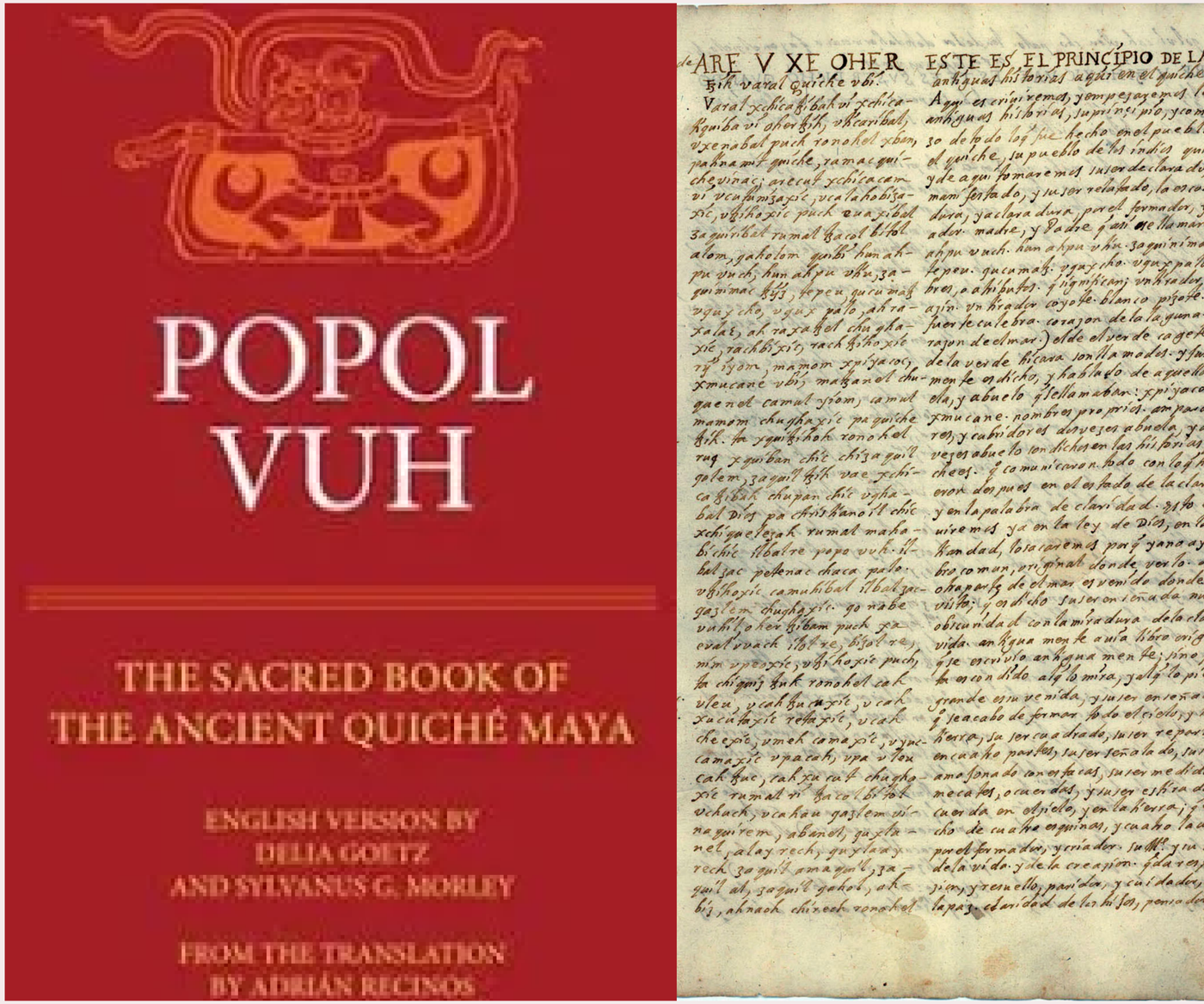
Many Indigenous people preserve ancestral knowledge to the present thanks to their **artwork**, **cultural practices, oral traditions, mononuments, codices** and **storytelling**.

The Maya wrote many of their stories on **long sheets of paper made by bark or leather (huun).** They also had their own system of writing, these are called **Maya Hieroglyphs**.

Text:
The Popol Vuh

Because of European colonization, not many written Indigenous texts survived to our current day. One text written by Maya leaders after the conquest shares incredible knowledge on Maya mythology and traditions. This text is called the **Popol Vuh**.

The Popol Vuh was written in the K'iche language during the 16th century.



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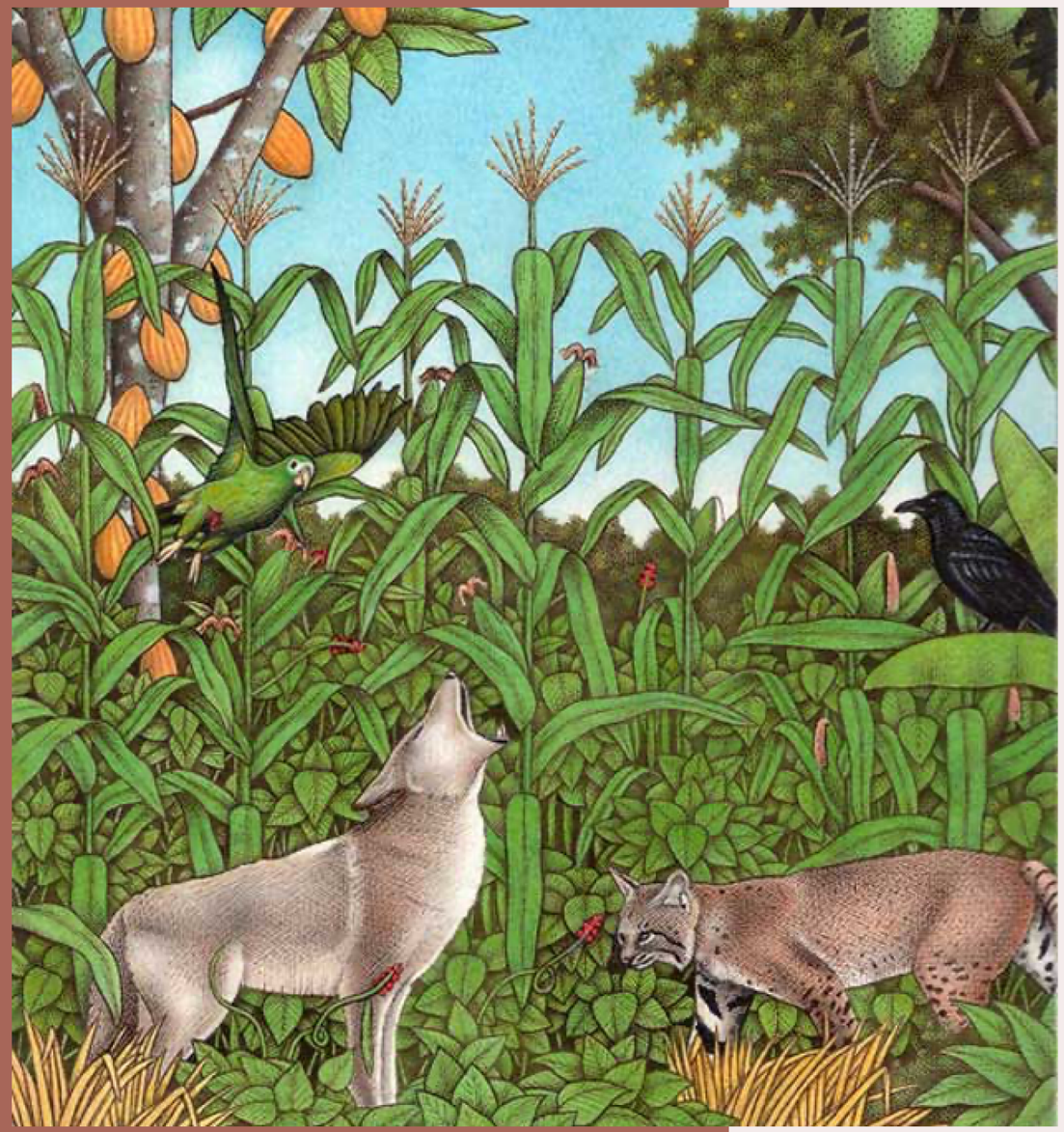

Born from Corn: The Maya

Many stories in the Popol Vuh mention corn but it is also part of the creation stories of many native groups, such as the Aztecs, Cherokees, Keres the Zuni, the Seminole, the Shoshone and many others.

The Maya creation story in the Popol Vuh notes that humans were made out of corn. The Creators tried to make humans out of woods and mud but it did not work. Finally animals: fox, coyote, parakeet, and raven found corn seeds inside the mountain Paxil and gave it to creator Grandmother Xmucane, she then used the corn and made the dough in which humans were created with.

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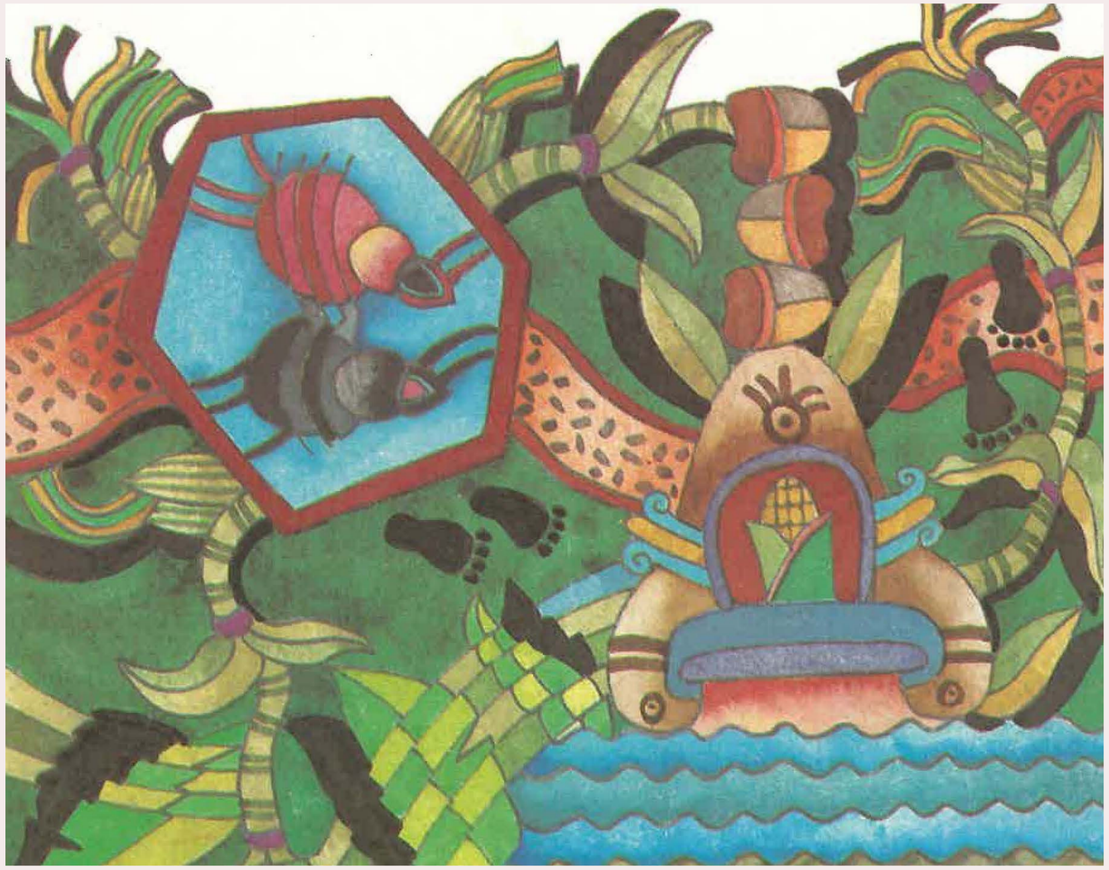
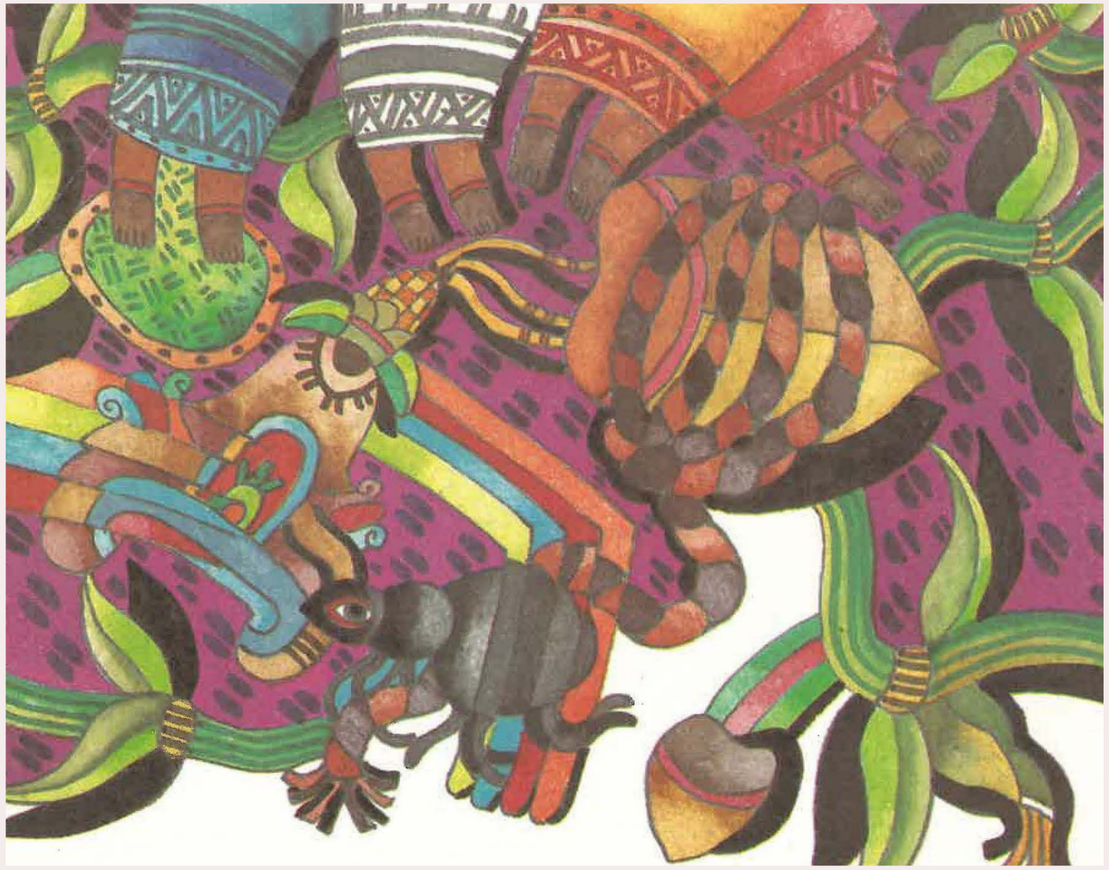
Born from Corn: The Mexica*

We may know these Indigenous people and their culture as the Aztecs, but they refer to themselves as Mexica. They have a similar story in which an ant showed the creator Quetzalcoatl where the corn was hidden.





The Hero Twins

The Popol Vuh also tells the story of two brothers, The Hero Twins, and their feats against the Lords of Xibalba (the underworld). One section talks about how their father, Hunahpu had gone to Xibalba before the Hero Twins but was defeated by the Lords of Xibalba. The Hero Twins search for their father and perform the rituals to bring him back to life. When he resurrects, he does so as the plant of corn, it is this rebirth that corn can be found in the Upperworld and used to make humans.

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Corn Maidens

Modern-day stories from various groups in Mesoamerica tell of four maidens who are keepers of corn, they are called Corn Maidens. In these stories, a young, poor boy, leaves his home in search of a crop or food to provide money or food for his family. During his search he finds a family that gives him work in their milpa. Instead of money or food the family offers one of their daughters as a bride... (Your teacher will continue reading the story from her Teacher Packet so listen closely.)

Stories of Corn Maidens are abundant across Mesoamerican and the Northern part of the continent. The image on the left is a Hopi image.

Recall

What is the name of the book written in the K'iche Maya language that teaches us about Maya mythology and traditions?

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Importance of Corn for Indigenous Peoples

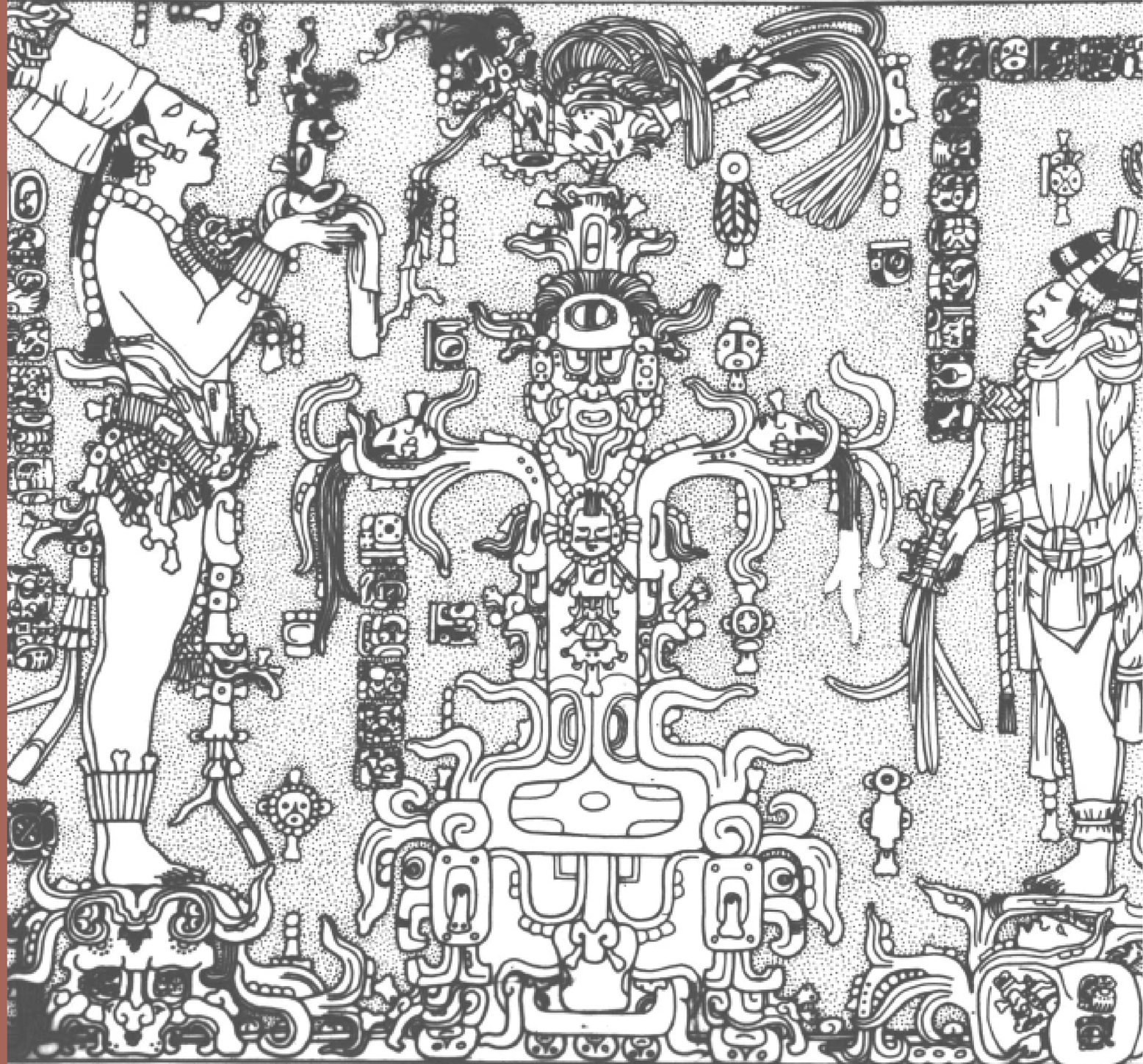
Cosmovision

Cosmovision is the way the Maya and other Mesoamerican cultures view the universe. For the Maya (and other Native American cultures) humans, nature and the universe are all connected. All things are needed to create a balance.

CORN & THE COSMOVISION

Corn is an important part of Indigenous people like the Maya because it is the main source of food, it provides life. At the same time it does not grow by itself, corn needs someone to plant it. This relationship is an example of cosmovision beliefs.

What do you see on the right image?

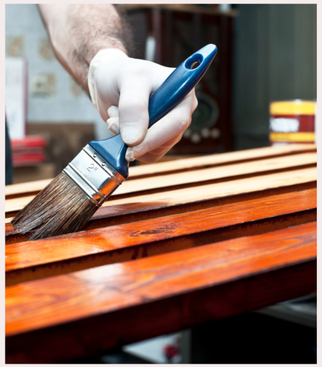


How are you connected to corn?

Share your memories of corn with a partner

Corn Foods

Some of you might connect to corn through food and family gatherings. Corn is a food that can be used in many recipes including candy!



Corn in our lives

Corn is also used in everyday materials such as: wax paper, matches, cosmetics, oils, gas, gypsum drywall, and varnish.

Where does corn come from?

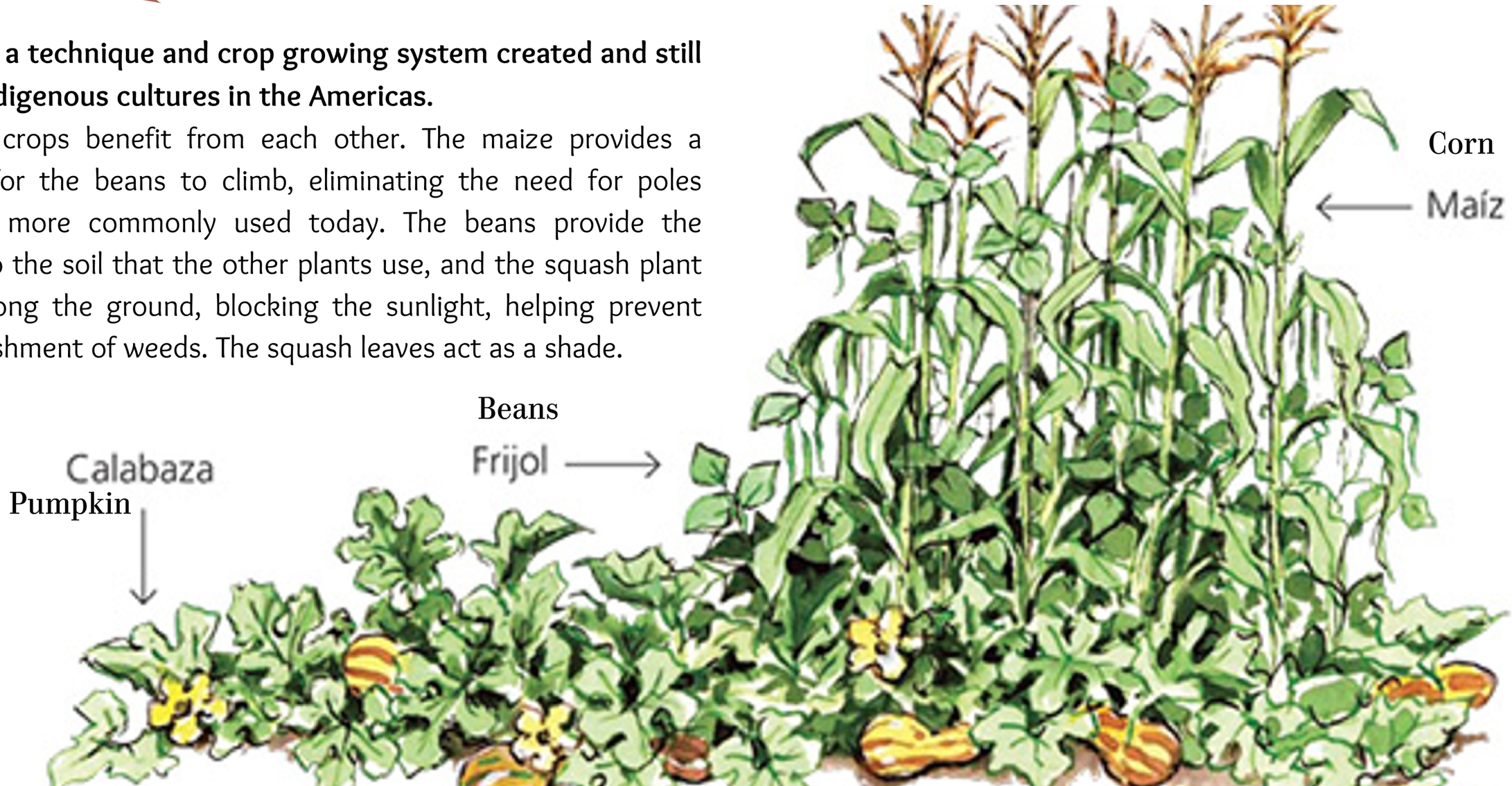
Corn is an Indigenous crop that has been cared by indigenous peoples for time immemorial and spread throughout the entire continent through trade.

Using scientific research we can say that it has been around for at least 9000 years.

La Milpa

La Milpa is a technique and crop growing system created and still used by Indigenous cultures in the Americas.

The three crops benefit from each other. The maize provides a structure for the beans to climb, eliminating the need for poles which are more commonly used today. The beans provide the nitrogen to the soil that the other plants use, and the squash plant spreads along the ground, blocking the sunlight, helping prevent the establishment of weeds. The squash leaves act as a shade.



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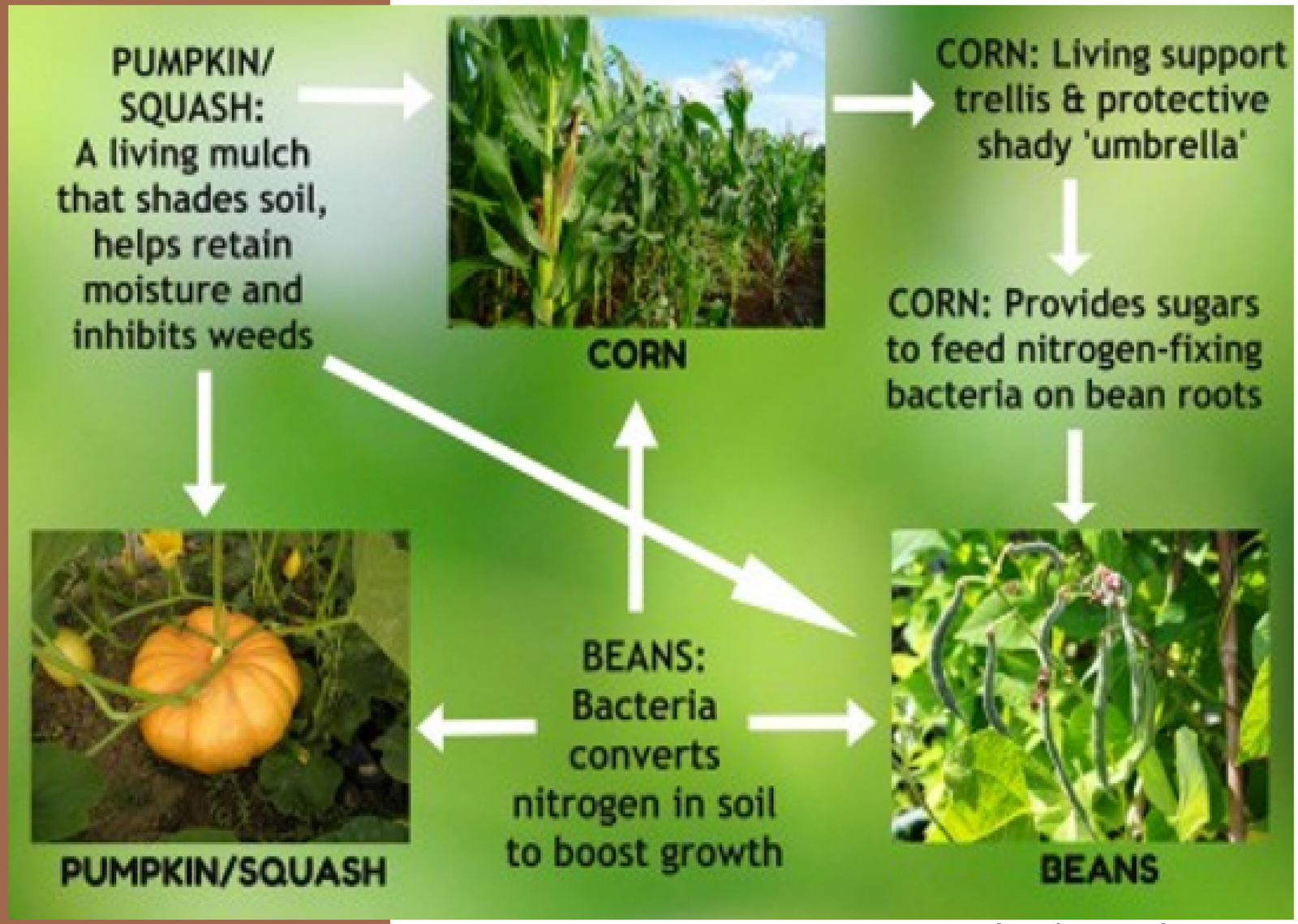
Milpa: Everything is Connected

"Making milpa is an expression that invites us to reflect on how we interact in our environments. “

- Mariana Castillo



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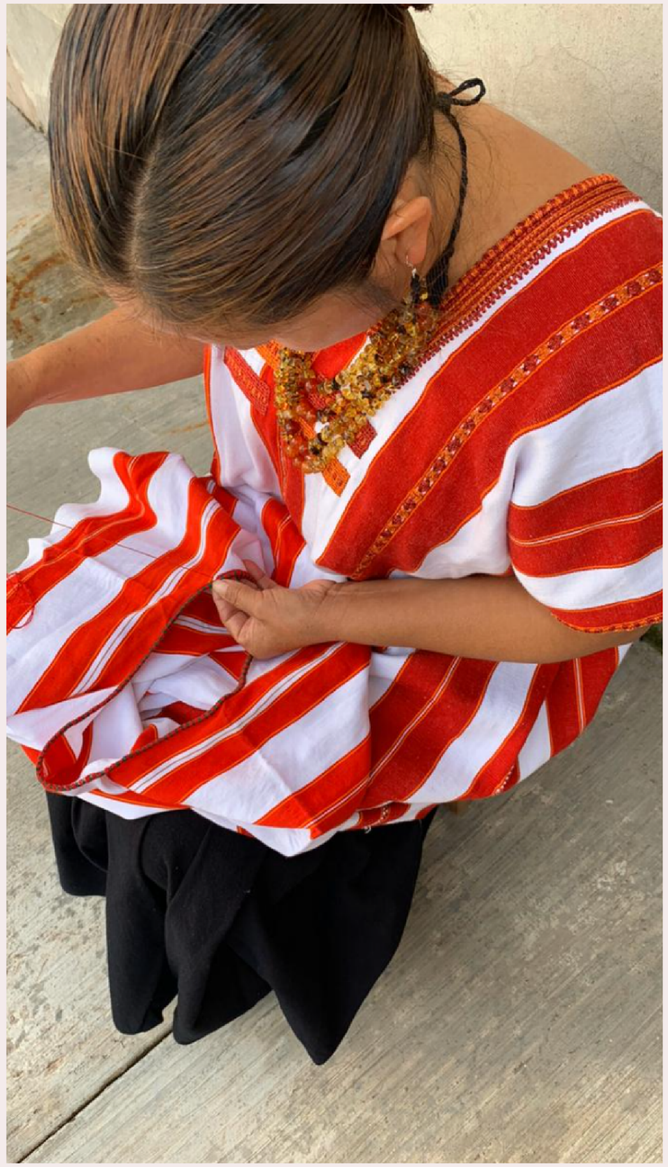
The Three Sisters

The Northern Native American people of the United States, known as the Haudenosaunee, have a legend that represents la milpa.

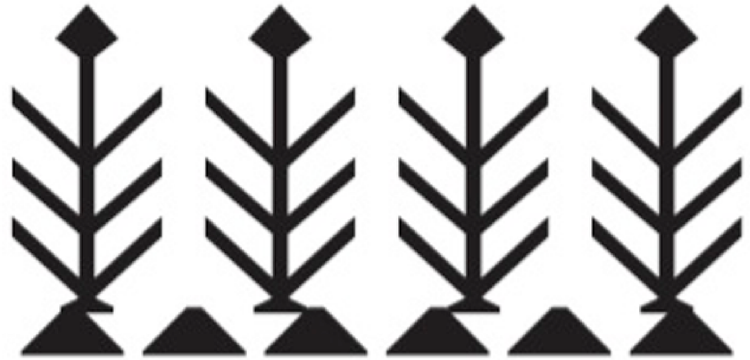
Some people know this legend as "The Three Sisters", each sister represents a crop from la milpa. The story emphasizes on the relationship and connection each crop has with one another, just like sisters in a family.

The full story is in the Teacher Resource Packet.



Textiles

You can find symbols and images of corn in the huipiles (dresses) and textiles of indigenous people today. On the left we see Chepita working on a huipil.



IXIM
Maíz.

Temples

We also see images of corn in the temples of Mesoamerica. On the right we see the seventh century east interior wall mural of the red temple.

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Nixtamalization

Indigenous people have a process for preparing corn, that they have used for thousands of years. This process is called **Nixtamalization** and it helps humans open the corn shell so that they can digest corn and absorb the proper nutrients for our bodies.

Nixtamalization

Indigenous People Today

Indigenous people are very much alive today and share their knowledge about the land with our community here in Utah.

Story Time

Your teacher will now share some Indigenous stories found in the Teacher Resource Packet.

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Question:

What technologies were created by the Maya?

Question:

Describe how Indigenous people share their culture and traditions today?

Question:

Describe the reason why Indigenous communities in both the past and present share stories about corn and create artistic expressions of corn (murals, pillars, textiles)?

Connect

With a partner write or share how the stories connect and how the story connects to your life.

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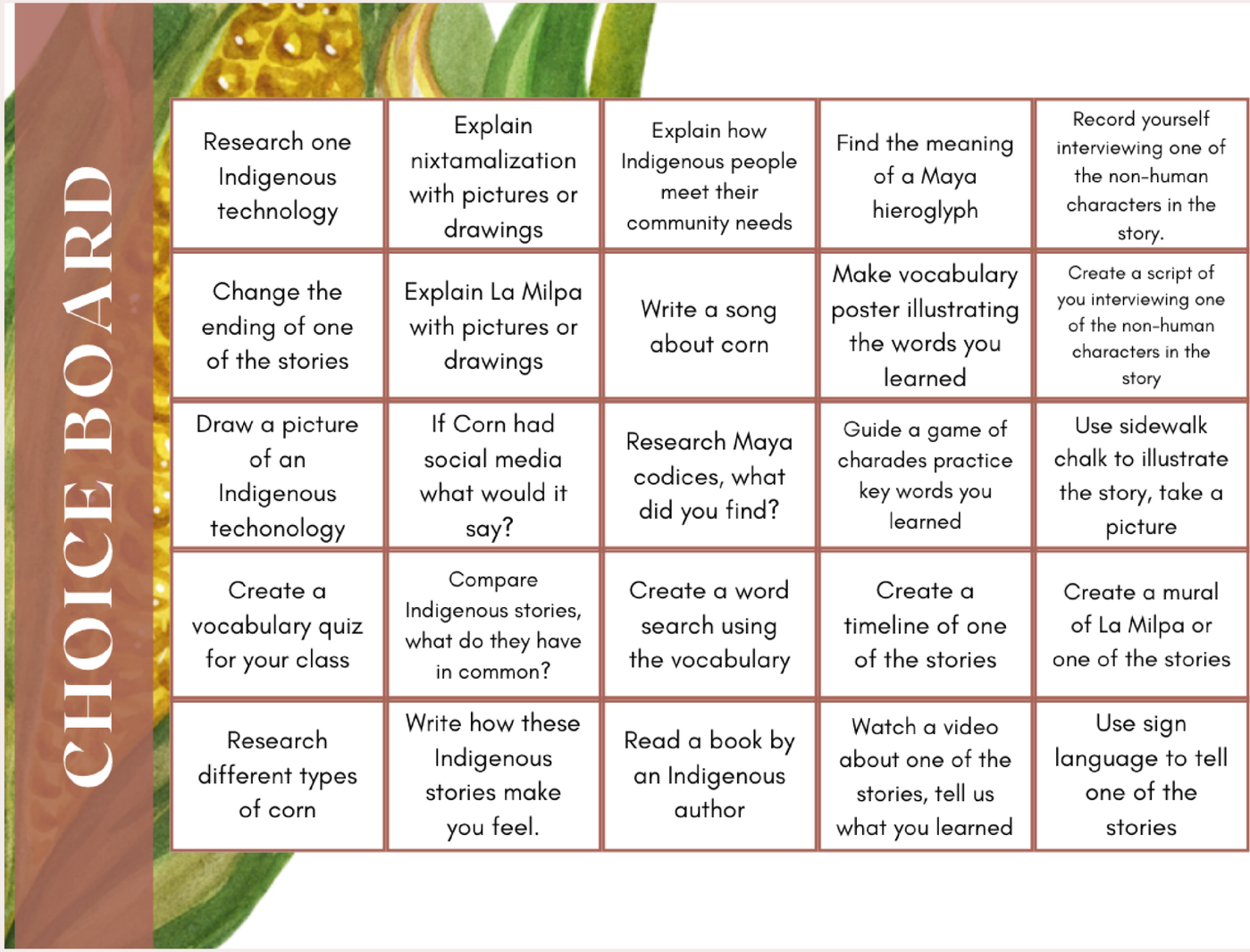
Choice Board Activtiy

Thank you for listening and participating during this lesson! Choose an activity that you like from the **choice board** to show your knowledge with your teacher and parents.



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CHOICE BOARD

Research one Indigenous technology	Explain nixtamalization with pictures or drawings	Explain how Indigenous people meet their community needs	Find the meaning of a Maya hieroglyph	Record yourself interviewing one of the non-human characters in the story.
Change the ending of one of the stories	Explain La Milpa with pictures or drawings	Write a song about corn	Make vocabulary poster illustrating the words you learned	Create a script of you interviewing one of the non-human characters in the story
Draw a picture of an Indigenous techonology	If Corn had social media what would it say?	Research Maya codices, what did you find?	Guide a game of charades practice key words you learned	Use sidewalk chalk to illustrate the story, take a picture
Create a vocabulary quiz for your class	Compare Indigenous stories, what do they have in common?	Create a word search using the vocabulary	Create a timeline of one of the stories	Create a mural of La Milpa or one of the stories
Research different types of corn	Write how these Indigenous stories make you feel.	Read a book by an Indigenous author	Watch a video about one of the stories, tell us what you learned	Use sign language to tell one of the stories

CONTRIBUTERS:

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A SPECIAL THANKS TO:

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