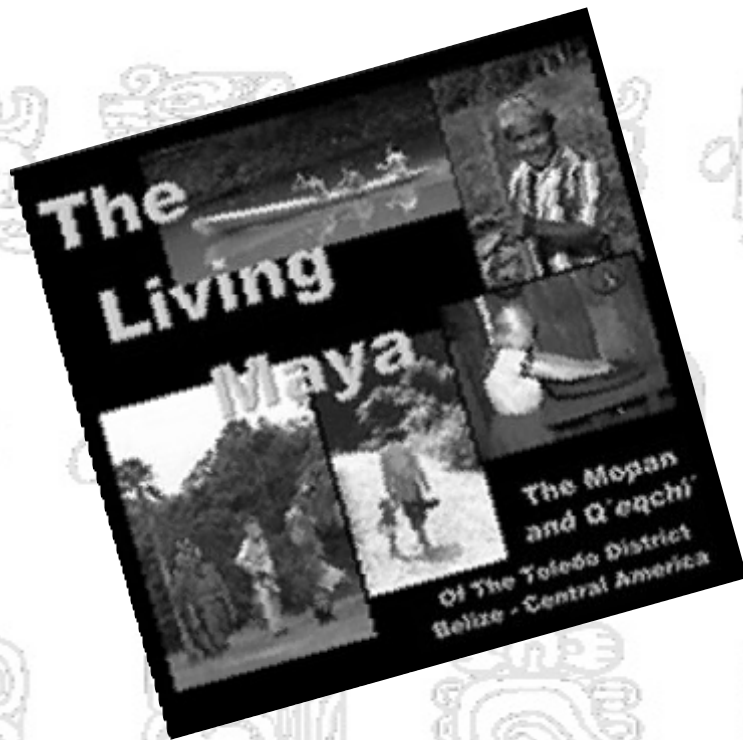


# The Living Maya

## Users Guide



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## Documentary Start-Up

When you place the CD in your driver, a 45 second video clip will play. If this is the first time you are using the documentary, after the video ends, a screen will appear that enables you to install the CD. You must complete the install prior to viewing documentary contents.

**Refer to the appendix for quick installation tips.**

The next screen that appears after installation lists eight options. A description each option is provided, beginning with **How to Use This CD**.

**How to Use this CD**

**See the Overview**

**Text Only File**

**Read the Forward**

**Read the Preface**

**Enter the Living Maya**

**Welcome to the Reader - Q'eqchi'**

**Welcome to the Reader - Mopan**

### **How to Use This CD**

This file describes computer system requirements to run the documentary.

- Software Requirements
- Installing the software
- Uninstalling the software

The file also offers valuable information on how to use The Living Maya.

- Documentary Organization
- Navigation Controls
- Program Controls
- Printing
- Help Screen

The file is in PDF format and may be printed.

It is recommended that you read the material printed in How to Use This CD prior to entering further into the documentary.

### **Text Only File**

The text only file is in PDF format. Click any item in the Table of Contents to access the documentary's text. The text only file can be printed.

### **See the Overview**

The overview is in the form of a self starting four minute multimedia presentation. The overview should be used as an introduction to the topics addressed in the documentary.

### **Read the Forward**

Forward author Angel Cal, President, University of Belize describes the objectives and benefits of the documentary.

### **Read the Preface**

Documentary author Anne-Michelle Marsden discusses the importance of documentary contents and invites you to open your heart and mind while using this educational tool.

### **Welcome to the Reader - Q'eqchi'**

### **Welcome to the Reader - Mopan**

Your welcome to the Mopan and Q'eqchi' culture is provided by the Maya themselves. You can look at the welcome written in the Q'eqchi' language and hear the welcome in the Mopan language. English translation is provided in either welcome.

### **Enter the Living Maya**

Clicking this button leads you to the home page of the documentary. *See Homepage next page.*

# Navigating through the Documentary

## The Homepage:

### Your entrance to The Living Maya

Choosing **Enter the Living Maya from** the start-up program screen will take you to the documentary **homepage**. This page lists the five major sections of the documentary and is accompanied by five pictures that help to describe these sections:

Introduction

Family

Community

Culture

The Maya and Their Environment

**Section titles and pictures are set on a black background.**

Anytime you choose the **Home** button when using the documentary, you will be sent back to this page.



The bottom of the homepage contains four buttons in addition to the next and back buttons that are positioned at the bottom of every page. An explanation of each button follows beginning with **Index**.



## Index

Use the index if you are looking for a specific piece of information.

### *Examples*

- ◇ If you are looking for information on cacao and search by using the index, you will find the following entries: Cacao (overview), Cultural significance, Maya Gold Chocolate Bars, Organically grown, Toledo Cacao Growers' Association.
- ◇ If you are looking for a particular Maya Leader, you will find Julian Cho under "C", or Marciel Mes under "M".

- ◇ If you would like to view all of the documentary's videos, you will find the listing under "V".

Letters of the alphabet are located on the left hand side of each page.  
**Click on a letter and you will be sent to the page where words beginning with that letter are posted.**  
**Click on a word in the index to be taken to your desired part of the documentary.**

To return to the homepage after viewing the index, click back.  
Click any of the pictures on the homepage and a caption will appear.

## **Glossary**

Wondering what achiote or caldo means? Would you like to read the definition and see a picture of a fer-de-lance snake?

You can browse through the glossary by using the button found on the homepage. To return to the homepage, click the home button at the bottom of any glossary page.

In addition to accessing the glossary from the homepage, anytime you see a word in a color and underlined in the main text, clicking on the word will take you to the definition in the glossary. To return to the main text, click on the back button on any glossary page.

## **Notes and References**

Information about the multimedia overview, forward, preface, and welcome to the reader, Q'eqchi' and Mopan — all part of the start-up program, can be accessed by clicking on the Notes and References button. For more information on the standard contents of Notes and References found at the end of each chapter, read "Chapter Notes and References" on page 11.

## **Elder Stories**

There are thirteen fascinating stories of the lives of Mayan village elders placed throughout the documentary. You can read a synopsis of each story, see a picture of the elder, and access the stories by choosing the Elder Stories button on the homepage.

## Chapter Listings

Each of the five sections is assigned a color:

Information—White

Family—Blue

Community—Yellow

Culture—Red

The Maya and Their Environment—Green

**To access chapters from the homepage, click on the colored words.**

You will note that the background of chapter listing pages correspond to the primary color of the section.

The number of chapters in a section varies:

Introduction —3 chapters

Family—2 chapters

Community—5 Chapters

Culture—4 chapters

The Maya and Their Environment—2 chapters

Click on the name of a chapter to be taken to that topic area.

*Example:*

If you would like to learn about Maya families, click on the blue underlined word Family on the homepage, then click on Family Life or Male and Female Roles and Tasks on the Chapter Listing page.

Click any of the pictures and a caption will appear.

The bottom of each section listing page contains four buttons in addition to the next and back buttons that are positioned at the bottom of every page. The functions of these buttons are described below beginning with **In This Section**.



### **In This Section**

Clicking this button opens up the table of contents for the chapter you have selected.

Once in the table of contents, you may click any part of the table to access chapter text, video, or elder stories.

## Index

Sends you to the first page of the index. See page 5 for a full description.

## Home

Sends you to the homepage that lists the five major documentary sections. See page 4 for a full description.

## Elder Stories

Sends you to a complete listing of village elder life stories. See page 6 for a full description.



## Chapter Overview Page

Once you have selected a chapter from the Chapter Listings page in any of the five sections, a **Chapter Overview** will appear on your screen. This page offers an overview, in words and pictures, of chapter contents. At a glance you can see what is contained in the chapter. Click any of the pictures and a caption will appear.

Chapter contents are not accessible from the Chapter Overview page. You must click **Next**, and read the short chapter overview prior to accessing the rest of the chapter.

## Chapter Overview Navigation Buttons

At the bottom of each Chapter Overview are navigation buttons that will send you to other parts of the documentary. Functions of the navigation buttons are described beginning on the next page.



## Return to Section

You may want to return to the Chapter Listings page on which all of the chapters are announced. Using Return to Section will send you back to this point.

## Home

Sends you to the homepage that lists the five major documentary sections. See page 4 for a full description.

## Read Overview

Clicking the **Read Overview** or the **Next** button will send you to a short overview of the chapter.



## Organization of Chapters

Each chapter is organized in the same manner:

### Overview

The overview contains several introductory paragraphs as to what is discussed in the chapter.

At the end of the introductory text is an overview of what topics are contained in the chapter. It is labeled **Organization of Segment**.

### Clickable Chapter Listing

After the Organization of Segment listing an announcement is made that you have come to the end of the overview. A question is posed . . . *“What would you like to do?”* Below the question is a clickable listing of chapter topic areas. Depending on chapter contents, you will also be given choices to:

Read an elder story

Read an associated article

See a pictorial

See a video

Look at a chart

## Text Topics and Links

Choosing any topic area will send you to detailed information connected to the chapter in which you are exploring. Once in the topic area, you will read text and be able to access text links associated with the topic. These links may be within or outside your chosen chapter.

### Example #1 Inside the Chapter

You are learning about local geography in the topic area of *Village Locations and Development*. You want to see a map of all the villages and read about one particular village— Crique Sarco. You click the link on the page titled *Maya Villages of the Toledo District*—this is an associated article to the main Maya Villages Chapter.

### Example #2 Outside the Chapter

You are learning about the Maya's nature based religion in the topic area *Spirituality and the Land*. However, background information on the influences of religions brought into the area may assist you in better understanding why the use of the nature based religion is not broadly utilized at the turn of the 21st century. Next to a discussion of their nature based religion is a link to *Religion in the Villages* topic area where information about the history of Catholicism and the Maya is located.

Links to associated articles, charts, elder stories, audio and video clips are available throughout the topic area. These links are the same ones that you saw a part of the Chapter Listing.

## Traditional Ways and Changes Across Time

All chapters contain at least one comparison between the lives of the Maya of the 1930s and their lives at the turn of the 21st century. To understand the parts of their culture that have stayed the same and what parts have changed, carefully read the areas titled Traditional Ways or Historical Perspective and Changes Across time. These titles are placed diagonally on the left hand side of the page.

## Associated Articles

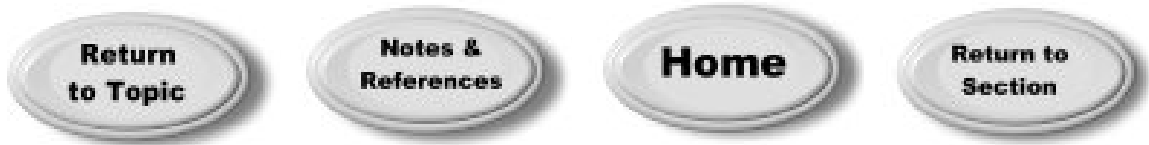
Associated articles are linked to most topic areas within chapters. This text provides an in-depth examination of one particular issue discussed in the topic area.

### Example:

The topic Festivals and Dances in the *Celebrations and Events* chapter mentions the Deer Dance along with other cultural activities of the Maya. To gain an greater understanding of these two dances, you can click the button that will send you to the associated article—*The Deer Dance and the Deer Dance Festival*.

## Chapter Navigation Buttons

At the bottom of the Chapter Listing and text pages are navigation buttons that will send you to other parts of the documentary. Read the function of these buttons below beginning with **Return to Topic**.



### Return to Topic

This button will be useful if you are using the clickable chapter listing printed at the end of each chapter overview. Choosing return to topic will send you back to a complete listing of contents in the chapter.

### Notes and References

Notes and references are detailed at the end of each chapter. The contents of the chapter are listed first, followed by a complete documentation of text references—a listing of both Maya and non-Maya interviewed, translators used when collecting information, and print resources used. The notes portion includes author comments, acknowledgement of assistance, and photographs and video. Each chapter's notes and references is organized by topic area.

### Home

See page 4

### Return to Section

See page 8



## Exiting The Living Maya

The Living Maya can be exited by any of the following means:

- ◇ Go to the Home page and click the exit button.
- ◇ Click the x in the top right hand corner of the screen.
- ◇ Select File > Exit from the menu bar in FrameViewer.
- ◇

After exiting FrameViewer close the launch program by clicking the Exit button in the lower right hand corner of the text box.

# Tips for Use: Instructors, Students, The Inquiring Mind

The Living Maya is a valuable learning tool. Dozens of topics covered in the documentary provide educators and students, as well as members of the general public an opportunity to increase their knowledge of the Toledo Maya, all the while enjoying the sights and sounds of this indigenous culture.

Create discussions . . . develop quizzes . . . or see for yourself what you have learned! Use the extensive discussion guide that begins on page 15.

## Instructors

Use the documentary to:

- familiarize *yourself* with the Maya culture
- develop/enhance lesson plans in one or more of the topic areas covered in the documentary
- update your educational program by introducing computer based learning
- increase your lending library for students to use when working on term papers and other projects

## Classroom Instructors

### Reading Level

Language used in the documentary's text is written at a US 9th to 10th grade level. Elder stories are the exception, as they are written at a 7th to 9th grade level. Classroom instructors should keep reading level in mind when developing assignments that require students below the college and high school level to use the text.

### Use at the Primary School Level

Primary school students will enjoy looking at the pictures and the engaging video clips.

## Trainers

Are you responsible for training those who interact with the Maya or are responsible for understanding their culture? **Volunteers, staff members**, and those learning the **tourism trade** will appreciate the depth of information that is offered in the documentary. As a trainer you can focus on one aspect or offer a full course in traditional and contemporary ways of the Maya.

Organization of discussion groups liven up classroom lessons and training sessions. Discussion questions require us to put our knowledge and ideas into words for all to hear—then listen to what others have to say!

## Students

Use the documentary for your research reports and other classroom assignments. The discussion questions listed in this users guide will help you choose a topic. The detailed listing (found in each chapter by using the In This Section button), the index, and Chapter Overviews will get you started on your outline.

## The Inquiring Mind

There is no time like the present to open up new avenues of discovery. What better way to sharpen your critical thinking skills and knowledge base than through self paced learning. You may choose to go through one chapter at a time by using the home page as your base. . . or explore a specific topic of interest by using the index and the detailed listings that are available in every chapter.

You may never meet a Toledo Maya—or you may be planning a trip to Toledo and meet one in the near future. Either way, your thoughts and actions will be impacted by what you read, see, and hear in *The Living Maya*. Whether talking to friends in your home town, or a Mopan in San Antonio Village, you will be prepared for an interesting and knowledgeable discussion!

# Questions For Discussion

## AGRICULTURE

*Unless otherwise noted, answers to the questions below are located in the main text of Chapter 15, Use of Natural Environment, as well as associated articles: Planting and Harvesting Corn, Planting and Harvesting Rice, Cacao Production, The Maya and Their Environment Section.*

### ► Agricultural Practices

#### **Basic Questions**

What is a milpa?

How is a milpa maintained?

How is cacao grown? How is it processed after it is harvested?

How does the planting of beans in a milpa assist in corn cultivation?

Cement slabs are located in several Toledo Maya villages. What is their connection to agricultural production?

How is agricultural production effected by the weather?

What assistance do agricultural cooperatives offer the Toledo Maya?

What are the Toledo Maya being encouraged to grow soy beans?

- *Read: Chapter 7, Community Action: Associated Article, Plenty International, Belize, Soy Production topic area.*

#### **Advanced Questions**

What are the key agriculture production sustainability issues regarding the Toledo Maya?

How does tradition, culture, and spirituality impact Toledo Mayan agricultural practices?

# COMMUNITY DEVELOPMENT AND SUSTAINABILITY

## ► Economic Development

### ***Basic Questions***

Some Maya are involved with developing ecotourism in their villages. What things do they do for tourists?

- *Read: the main text of Chapter 15, Use of the Natural Environment, Ecotourism topic area, in The Maya and Their Environment Section.*

In the village elder story, The Whistler, what does the caretaker make to sell to tourists?

- *Read The Whistler: located in Chapter 15, Use of the Natural Environment, in the Maya and Their Environment Section, or use the Elder Stories button on the homepage to access elder story listing.*

What crops make the most money for the Toledo Maya when they are sold?

- *Read: the main text of Chapter 15, Use of the Natural Environment, Agriculture topic area, in The Maya and Their Environment Section.*

### ***Advanced Questions***

Why is engaging in ecotourism activities a culturally appropriate means to increase village or family income?

- *Read: the main text of Chapter 15, Use of the Natural Environment, Ecotourism topic area, in The Maya and Their Environment Section.*

What is co-management of land, how did co-management come about, and how does it impact economic viability?

- *Read: the main text of Chapter 16, The Maya's Relationship with Nature, Conservation topic area and associated articles, in The Maya and Their Environment Section.*

How has the Fair Trade Agreement between the Toledo Cacao Growers Association and Green & Blacks served as an "economic insurance policy" for Mayan cacao farmers?

- *Read: the associated article The Toledo Cacao Growers Association, Chapter 15, Use of the Natural Environment, in The Maya and Their Environment Section.*

► **Government**

**Basic Questions**

What day was the Ten Points of Agreement signed?

Who signed the agreement?

- *Read: answers to the two questions above are located in the Community Actions and Goals topic area and associated articles in Chapter 7, Community Action topic area, Community Section.*

**Advanced Questions**

What is the significance that the signing of the Ten Points of Agreement occurred on October 12<sup>th</sup>?

Explain the key points of the Ten Points of Agreement.

- *Read: answers to the two questions above are located in the Community Actions and Goals topic area and associated articles in Chapter 7, Community Action topic area, Community Section.*

► **Health and Wellness**

**Basic Questions**

What is the importance of midwifery programs for Toledo Maya women?

- *Read: Associated article Plenty International Belize, Midwife topic area, Chapter 7, Community Action in the Community Section.*

Why might a village elder be more comfortable going to a bush doctor than making a visit to a regional health clinic?

What are some of village elder's health concerns?

Do most village elders live past age 80?

- *Read: answers to the three questions above are located in the main text of Chapter 2, Village Elders, Health and Security topic areas, in the Introduction Section.*

**Advanced Questions**

Where can villagers access government supported healthcare posts and centers?

How does access and traditional healing practices impact the use of formal healthcare options?

► **History – Land Issues**

*Answers to the following questions are located in Chapter 7, Community Action, Community Goals and Actions topic area and associated articles, Land Security and the Reservation System, The Maya Mapping Project, in the Community Section.*

**Basic Questions**

Name the key Maya leaders who worked for Toledo Maya land rights.

What makes the Mayan Mapping Project historical?

What is the Millennium Declaration? When was it written and who signed the Declaration?

What are the key points to the Millennium Declaration?

**Advanced Questions**

Describe Toledo Maya land tenure and security issues beginning with the development of the reservation system.

How do the Maya view land differently than more industrialized cultures?

What social, political, and legal actions did the Maya take at the end of the 20<sup>th</sup> century to secure land rights?

How did the Maya become involved with the Belizean/Guatemalan boarder dispute?

► **Leadership and Capacity Building**

*Answers to the questions below are located in the main text and associated articles of Chapter 7, Community Action, in the Community Section.*

**Basic Questions**

What is an Alcalde?

Who legislated the Alcalde system?

What is the traditional and contemporary role of the village Alcalde?

Who are the Mayan village leaders of the 21<sup>st</sup> century?

What are the main Toledo Mayan lead organizations and when did these organizations develop?

What does capacity building mean? Give an example of how capacity building is being accomplished in Toledo Maya Villages.

### ***Advanced Questions***

Explain why the Alcalde system has become a cherished part of the Toledo Maya culture, even though the Alcalde system was designed by the British, not the Maya.

Describe the evolution of village and Toledo Mayan headed organizational leadership.

At what point in the 20<sup>th</sup> century did the Toledo Maya move from focusing on ensuring order and equity in the village to addressing broader quality of life issues?

Name the first Mopan Senator (British Honduras – 1969) and the first Mayan to hold a cabinet level position (Belize 1999).

Why did some the Toledo Maya oppose the Village Council System?

What are some of the accomplishments of Toledo Mayan lead organizations: Toledo Mayan Cultural Council, Toledo Alcaldes' Association, Q'eqchi' Council of Belize, and the Toledo Mayan Cultural Council.

Describe the key challenges in forming and maintaining village women's groups.

How are the Toledo Maya using capacity building to strengthen their communities?

What is self-determination?

What has been the role of government and non-government organizations in the development of sustainable Toledo Mayan communities?

### **Questions from Memoirs of A Village Leader – Elder Life History**

Marcus lived in many villages throughout his lifetime. Name the first village within the Belize boarder he moved to with his brother at age 8.

What village did Marcus help to found at age 23?

Why did villagers want Marcus to become their Alcalde?

What was the process he went through to be elected into the position of Alcalde?

Did he ever have to put people in jail?

What does he think made him a good Alcalde?

What was his biggest accomplishment while he was San Miguel's Alcalde?

If he couldn't speak, write, or read English, how did he develop a proposal to be presented to the British?

What other village did he help to found?

In what village do he and his wife live now?

## ► Village Life

### **Basic Questions**

*Answers to the questions below are located in the main text of Chapter 6, Maya Villages, Communal Living topic area, in the Community Section.*

What is traditionally shared in a village that practices communal living?

How are the interactions you and your family have with community members different than what the Toledo Maya experience in their communal villages?

What is the purpose of a fajina?

- *Read: Chapter 11, Celebrations and Events, Religious, Family, and Community topic area, in the **Culture Section**.*

### **Advanced Questions**

Explain the benefits and challenges of communal living.

Discuss what is meant by "The spirit of communal living is as important as the actual tasks and events that occur."

- *Read: Communal Living topic area, Chapter 6, Maya Villages, in the Community Section.*

How and why were villages developed?

What were the similarities and differences in village development?

How does economics, accessibility to the rest of the Toledo District, and acculturation affect village life in the 21<sup>st</sup> century?

- *Read: answers to the above questions are located in the main text of Chapter 6, Maya Villages, Village Locations and Development topic area and associated pictorial Maya Villages of the Toledo District, in the Community Section.*

How have village celebrations and events strengthened the Toledo Maya's sense of community in the past?

- *Read: main text of Chapter 15, Use of the Natural Environment, Ecotourism topic area, in The Maya and Their Environment Section.*

### **Questions from Breaking the Mold – Elder Life History**

In what village did Elisea live when she was a child?

Who was very influential in her life when she was a child?

How did Father Kums know that a move from the village would be good for Elisea?

For a woman of Elisea's generation, at what age did villager females marry?

Why did she leave San Antonio and when did she return?

When she began her life once again in San Antonio, what did she do?

Elisea served meals for Maya involved in what important project?

Her son attended high school in the Toledo District. What town did he have to travel to from San Antonio?

Why has Elisea's life been different than other Maya who live in San Antonio?

## EDUCATION

*Answers to the questions below are located in the main text of Chapter 9, Education, as well as the chapter's associated articles, Community Section.*

### **Basic Questions**

When village elders were children:

Why didn't everyone go to primary school?

Who ran their primary schools?

Where did they have to go if they wanted to receive a high school education?

Do all children go to primary school at the turn of the 21<sup>st</sup> century? Are there primary schools in most of the villages?

What are the names of the two high schools in the Toledo District at the turn of the 21<sup>st</sup> century?

### **Advanced Questions**

In "A Lesson for All Ages" (associated article):

How does the old man learn things?

What does he think is so different between himself and his grandson?

Why does his grandson being sent to him make him feel good?

Toledo Maya children did not always attend school in the middle to late 1900s.

Why is this? What were the barriers and how are these barriers being addressed now?

Describe the evolution of Toledo Maya villager's concern for formal education of their children.

What is the message that Toledo Mayan youth Charlie Chiac shares in the associated article Choosing Education Over Disability?

## Questions from A Nurse's Story – Elder Life History

It was not easy for Emelia to attend school. Why?

At what age did Emelia begin attending the San Luis Ray Roman Catholic School?

What happened to the school when she was seven years of age?

Did she get disciplined in school? Why or why not?

Was Emelia one of the more intelligent children in primary school?

Did she get picked on? By whom?

Why couldn't she take her Standard 6 examination?

How did she end up going back to school? Where did she go?

At 30 years of age, she passed an examination that allowed her to serve the community in what position?

What country did she live in to study for a diploma that would enable her to become a Community Health Nurse?

# ENVIRONMENT

*Unless otherwise noted, answers to the questions below are located in the main text of Chapter 15, Use of Natural Environment, as well as associated articles- Housing Construction: Traditional, Contemporary, and Experimental, Around the House: Use of Natural Environment Surrounding Maya Villages, and chart – Use of Natural Materials Yesterday and Today: The Maya and Their Environment Section.*

## ► Home Environment **Basic Questions**

What natural resources are used in creating the traditional home environment?

How has the use of materials from the Maya's natural surroundings changed over time?

What two types of palms are used in thatching a roof?

What is the procedure for thatching a roof?

What Animals may be found around the home and in the village?

- *Read: associated Article in Chapter 15, Use of Natural Environment: The Beautiful and the Dangerous: Wild and Domesticated Animals in the Maya's Personal Environment.*

## **Advanced Questions**

How has the introduction of processed and manufactured goods effected the home environment?

Concerning the use of natural materials found in the Toledo Maya's environment, what practices have changed overtime due to the consumption of processed and manufactured goods and what has stayed the same?

What produced changes in the use of natural materials:

- 1) the availability of manufactured and processed goods
- 2) the Maya's desire for manufactured and processed goods
- 3) a combination of availability and desire (options 1 and 2)?

Describe the Toledo Maya's connection between land security and conservation.

## Questions from With Her Own Two Hands Elder Life History

Who taught Manuela how to make pottery?

Why is hauling clay hard work?

Why is it important to take the stones out of the clay?

After shaping pottery how is it finished?

How many years has she been making pottery?

For generations families used clay bowls. What do they use now?

Does Manuela still make pottery? Who uses the pottery she makes?

### ➤ **Ecotourism**

*Answers to the questions below are located in the main text of Chapter 15, Use of Natural Environment, Ecotourism topic area, The Maya and Their Environment Section and the associated article in Chapter 7, Community Action: The Toledo Ecotourism Association, Community Section.*

#### **Basic Questions**

What do the Maya do regarding tourism in the Toledo District?

What does the Toledo Ecotourism Association do?

What handicrafts are made by the Maya and sold to tourists?

#### **Advanced Questions**

What is the history of ecotourism and the Maya?

### ➤ **Conservation**

*Unless otherwise noted, answers to the questions below are located in the main text and associated articles of Chapter 16, The Maya's Relationship with Their Environment, Conservation topic area, The Maya and Their Environment Section, and Chapter 7, Community Action, Community Action and Goals topic area, Community Section. Associated articles from the Community Action chapter also provide insight to answer questions*

#### **Basic Questions**

Why is it said that village elders are “natural conservationists”?

How do the Maya practice conservation of their natural resources?

What does it mean that “the Maya have a partnership with the land as opposed to a need to have control over the land”?

Why do they cut down the rainforest?

How has the Maya’s increasing need for more “goods and services” made an impact on the environment?

What does “joining the world economy” mean?

### ***Advanced Questions***

What was the first formal conservation effort?

How is the first formal conservation linked with:

1. the development of a plan for a Mayan homeland in the late 1980’s and 1990’s
2. land security issues

What individuals and groups are known for spearheading the movement?

What is the connection between conservation, and cultural and economic survival of the Toledo Maya?

What is the Maya’s connection between conservation and land security?

Comment on Mayan leader Gregory Ch’oc ‘s quote where he contrasts the Maya’s philosophy of land and its use with the thoughts of those in the industrialized world. Specifically, how do others view “land as a commodity”, and how has “progress” effected the attitudes of others toward preserving the rainforest?

What is the connection between the attention of international conservation organizations on the Toledo District and conservation efforts by the Maya?

Discuss the ecological and social benefits of co-management of land.

- *Read: Conservation topic area and associated articles in Chapter 16, The Maya’s Relationship with Their Environment, The Maya and Their Environment Section.*

# GENDER AND CULTURE

## **Basic Questions**

*Unless otherwise noted, answers to the questions below are located in the main of Chapter 5, Male and Female Roles and Tasks, Family Section.*

Who is responsible for:

- Taking care of babies and children
- Household tasks like cook food and washing clothes
- Farming tasks
- Building and maintaining homes?

Why is the washing of clothes difficult for some in the dry season?

The job of the male has traditionally been farming. At the turn of the 21<sup>st</sup> century, what are some other jobs a male might do off of the farm?

Who serves as the village Alcalde – women or men?

Who plays the instruments in the Toledo Maya culture?

- *Read: the main text of Chapter 11, Craftsmanship, and associated articles, in the Culture Section.*

## **Advanced Questions**

What are the primary responsibilities of:

- 1) Toledo Mayan women
- 2) Toledo Mayan men

How have the roles of males and females in family and community life changed over time?

What has brought about changes in the division of labor in some Toledo Mayan families?

- *Read: Answers to the above questions is located in Chapter 5, Male and Female Roles and Tasks, Family Section.*

Why didn't many Toledo Maya females attend high school until recent years?

- *Read: Chapter 9, Education, Formal Education for Villagers and Challenges of Obtaining a Formal Education topic areas, Community Section.*

Discuss the development of women's groups in relation to empowerment to Toledo Maya Women.

What are the traditional purpose for women's groups?

- *Read: the answers to the above two questions are located in Village Leadership and Organizational Leadership topic areas, as well as associated articles Toledo Mayan Women's Council, Chapter 7, Community Action, Community Section.*

### **Questions from Life and Work as a Mayan Woman - Elder Life History**

How did Maria serve as a leader in the 1940s?

How was she chosen?

Did she still have to do all of her household tasks – even though she was the wife of an Alcalde?

When did she wake in the morning?

When she was a child, why didn't Maria go to school?

Did her daughter, Natividad, who was growing up in the 1950s, go to school?

Did Natividad know her husband before the day they were wed?

How are things changing in the Maya culture that will effect how great-granddaughter Florita lives her life?

### **Questions from A Young Man In Charge - Elder Life History**

Where did the Bolon family live when Ignacio was going up?

Who taught him how to farm?

What did Ignacio have to do to support the family after his father died?

What year did Ignacio meet Juana Chen?

Did he keep supporting his mother after he married?

Where did Juana and Ignacio raise their family?

# GEOGRAPHY

## **Basic Questions**

Near what contemporary Mayan village is the ancient city site:

Lubaantun	Pulshia	Uxbenka
Nim Li Punit	Xnaheb	

- *Read: The answers for the two questions above can be located in Chapter 1, Who Are the Maya associated article Mayan City Sites of the Late Classic Period, Introduction Section.*

Name some Maya villages located:

- near the Southern Highway
- in the interior west region of the Toledo District
- in the southern portion of the Toledo District
- near the Belize/Guatemala boarder

Name the rivers of the Toledo District.

Which river creates the boarder between Belize and Guatemala?

What districts boarder the Toledo District to the north and northwest?

Name the most well known Garifuna village in the Toledo District.

## **Advanced Questions**

What are the climatic and terrain differences between Northern Belize (Corazal District) and Southern Belize (Toledo District)?

What ethnicities live in the Toledo District and in what geographic areas do they live?

Concerning the Belize/Guatemala land dispute, what was determined to serve as the boarder in 1859? Is this still the boarder in the 21<sup>st</sup> century?

How has the remote nature of many Toledo Maya villages impacted the ability and desire of the Maya to receive a primary and high school education?

- *Read: Chapter 9, Education, Formal Education for Villagers and Challenges of Obtaining a Formal Education topic areas, Community Section.*

Explain the geographic organization of traditional villages beginning with the center of a village.

- *Read: Associated article Organization of Living, Hunting, and Fishing Areas in Chapter 15, Use of Natural Environment, The Maya and Their Environment Section.*

## **GERONTOLOGY**

*Questions pertaining to village elders can also be located under the heading of: Indigenous Cultures - Families. In addition, questions pertaining to village elders featured in documentary elder life histories are located throughout the question sections.*

### **► Village Elders – Roles**

*Answers to the questions below are located in the main text of Chapter 2, Village Elders, Keepers of the Maya Culture and Role of Village Elders topic areas, in the Introduction Section.*

#### **Basic Questions**

What activities do village elders do in old age?

How does their life change from when they were 20 years younger?

How do they help their family members?

How do they help their communities?

Who helps them when they become frail?

Why are the life histories of village elders important to the Toledo Maya culture?

#### **Advanced Questions**

What does it mean when it is said that village elders are “keepers of a culture”?

How does reciprocity factor in to the lives of village elders?

What reason do you think village elders wait to be asked for their advice and not give it when they think it is needed?

Why is it so vital that village elders not only understand how to go about traditional activities, but also know the origins of why things are done a certain way?

How can the life histories of village elders help Toledo Mayan youth?

► **Village Elders – Health and Security**

Answers to the questions below are located in the main text of Chapter 2, Village Elders, Health and Security topic areas, in the Introduction Section.

***Basic Questions***

Why might a village elder be more comfortable going to a bush doctor than making a visit to a regional health clinic?

What are some of village elder's health concerns?

Do most village elders live past age 80?

Why might a village elder need to keep farming even though he is frail?

When elders become frail, do they usually want to move into one of their children's homes, or do they want to stay in their own home?

***Advanced Questions***

How do culture and spiritual beliefs of village elders impact on the healthcare decisions they make?

What health risk factors are increasing for the village elders who change their lifestyle after relocating to Punta Gorda Town?

# HISTORY

*Answers to the questions below are located in the main text of Chapter 1, Who Are the Maya of the Toledo District? and the chapter's associated articles, in the Culture Section.*

## ► The Toledo Maya – Their Ancestors

### **Basic Questions**

In what Central American countries did the ancient Maya live?

Do Maya still live in these countries in the 21<sup>st</sup> century?

What are the names of the ancient Maya city sites located in the Toledo District?

When were they built? Which ones can you visit today?

Why do experts believe the ancient Maya left their cities in the Toledo District?

## ► The Toledo Maya – The 16<sup>th</sup> through 19<sup>th</sup> Centuries

### **Basic Questions**

Why have Maya moved from one place to the other over the centuries?

Did all the Maya move to the Toledo District in the 1800s and 1900s from Guatemala – or were some of their ancestors living in the Toledo District all along?

Did the Toledo Maya of the 1600s and 1700s live in organized villages?

What century do experts believe Q'eqchi' (K'ekchi') began moving into what is now the Toledo District?

What role did the Spanish play in relocating the Maya from the Toledo District in the 1500 – 1600s? Did the Maya want to be relocated?

When the British arrived in the Toledo District, what were they looking for?

What century did the British claim the area that is now the Toledo District? What year was the Toledo District officially formed?

Besides the Maya, who else lived in the Toledo District in the late 1800s?

## ► The Maya – The 20<sup>th</sup> and 21<sup>st</sup> Centuries

### **Basic Questions**

When did the British establish the first reservation in the Toledo District?

When were the first contemporary villages organized in the Toledo District? Name the villages.

The Maya make up what percentage of the whole population of Belize at the turn of the 21<sup>st</sup> century?

Why is it hard to determine the population of Toledo Maya prior to the early 1900s?

Who was the first Toledo Mayan to hold the position of a senator in the British Honduras Government?

Who is Julian Cho? What did he do to help the Toledo Maya?

Marciel Mes became the Minister of Rural Development and Culture at the turn of the century. Why is his tenure as a Belizean cabinet member historical?

Why is the Ten Points of Agreement a historical document?

- *Read: Community Actions and Goals topic area and associated article Ten Points of Agreement Ceremony, in Chapter 7, Community Action topic area, Community Section.*

How did the Toledo Maya become part of the border dispute and negotiations between Belize and Guatemala?

- *Read: Community Actions and Goals topic area and associated article People of Southern Belize Millennium Declaration, in Chapter 7, Community Action topic area, Community Section.*

### **Advanced Questions**

Why has there been controversy about the Maya's occupation in the Toledo District after the ancient Maya abandoned their cities, and then another controversy surrounding the Maya's existence in what is now the Toledo District between the 1600s to the 1800s?

Besides a limited number of written text concerning the Maya who lived in what is now the Toledo District, could there have been social and political reasons for a denial of their existence?

Discuss the issues that could have produced this denial and who could have benefited.

How did the controversy over Maya occupation in the Toledo District eventually impact the Maya in the 1980s and 1990s?

Why has the reservation system failed over the years?

When did the Toledo Maya get socially and politically involved in securing land rights? What were the circumstances?

Why is “finding balance in the 21st century” so critical for today’s Maya?

Offer two scenarios regarding what could be written about the Toledo Maya in a history book written in 2010 if they:

- 1) “find balance” between their traditions and their desire for modernization.
- 2) Do not “find balance” between their traditions and their desire for modernization.

### **Questions from Education of A Senator – Elder Life History**

To what year of his life did he attend school?

Did he finish primary school?

What was his first job?

How did Thomas learn about business?

He was the first Mayan to drive a vehicle. What job was he doing at the time?

He was also the first Mayan to be commissioned as a Justice of the Peace. What year was he first commissioned by the Governor of British Honduras?

When he first left work at the San Antonio credit union, what business did he start?

He then began a business outside of San Antonio in what town?

Why did he end up moving back to San Antonio?

He chose not to run for area representative for what reason?

What position did he serve 1969 – 1974?

Why is this a historical position for the Maya?

How did Thomas end up traveling to London, England in 1973?

After he lost the election in 1974, what did he do?

Where does he live now? For what group does he volunteer?

# INDIGINIOUS CULTURES

## ► Art and Craftsmanship

*Answers to the questions below are located in the main text of Chapter 11, Craftsmanship and associated articles, in the Culture Section.*

### **Basic Questions**

Name some household items the Maya traditionally make by hand.

How has the advent of tourism in the Toledo District changed what they make?

What is a cuxtal?

Jipijapa is used by the Toledo Maya to make what item?

What is the link between today's craftsmen and the ancient Maya?

What materials found in the rainforest are used by Toledo Maya craftsmen?

What tools do the Toledo Maya use to make their art and crafts?

What are the greatest barriers for Maya craftsmen?

### **Advanced Questions**

Why does it state in the documentary that "craftsmanship was born out of necessity"?

Explain the difference in intent when comparing Toledo Maya craftsmen who create to survive and those who create to make art.

### **Questions for The Whistler – Elder Life History**

At what location did Santiago get his inspiration to create art?

What was the item, originally created by his ancestors, that captured Santiago's attention?

At age 46, Santiago followed in his mother's footsteps and began to experiment with what material?

What did he get his supplies to create the figurines?

Why does he carve stones?

Why does he carry a pad and a pen in his pocket at all times?

Does he have a favorite figurine that he creates?

► **Clothing**

*Answers to the questions below are located in the main text of Chapter 12, Maya Attire, in the Culture Section.*

**Basic Questions**

What is the difference between traditional Mopan and Q'eqchi' female dress?

What jewelry was worn in the earlier part of the 20<sup>th</sup> century? What is worn now?

Who traditionally wears a cuxtal and why is it traditionally worn?

How did the Toledo Maya obtain their clothing in the mid 1900's? How is it obtained now?

Why are there very few male tailors today?

**Advanced Questions**

Pertaining to the Toledo Maya, why is it stated in the documentary that clothing is "an interesting cultural identifier"?

What are the cultural and economic factors that influence Maya dress in the 21<sup>st</sup> century.

► **Cultural Events**

*Answers to the questions below are located in the main text of Chapter 11, Celebrations and Events, in the Culture Section.*

**Basic Questions**

Name activities that occur as part of Toledo Mayan celebrations and events.

What is the traditional role of a Preiosta in village events?

How do male villagers learn to participate in traditional dances?

Name two traditional Mayan dances.

Are there variations in the Deer Dance when Mopan Men and Q'eqchi' men dance – or are both dances the same?

What musical instruments have traditionally been used in Mayan celebrations and events?

Where do the Toledo Maya get the instruments that they play?

What instruments make up a harp quartet?

### **Advanced Questions**

Explain the link between the Toledo Maya's traditional cultural events and:

- 1) spirituality
- 2) religion

Concerning dances and festivals as a means of storytelling, explain the Toledo Maya belief that “the music, the masked and costumed dancers, and the story are all one”.

In regards to the Deer Dance Festival, what does the sa'yuk pole mean to the Maya?

What is the story being told in the Cortez dance?

### ► **Family Life**

*Unless otherwise noted, answers to the questions below are located in the main text of Chapter 4, Family Life, and in associated articles, Traditional Family Life, Male and Female Relationships, Family Life Yesterday and Today, in the Family Section.*

### **Basic Questions**

How do Toledo Mayan family members do together? Daily, weekly, seasonal

Do children have regular chores they must do as a member of the family?

Who are the “teachers” in the family – mother, father, grandparents, or all three?

What type of lessons do they teach?

- *Also read: Role of Village Elders topic area, Chapter 2, Introduction Section.*

What are some traditional Mayan man's daily activities?

What are some traditional Mayan woman's daily activities?

What is the traditional engagement and marriage process?

After a couple is married there is traditionally a celebration. Who attends the celebration?

### ***Advanced Questions***

There are several important elements to understanding the interactions between family members. Explain these elements:

1. responsibility to assist
2. reciprocity
3. defined roles
4. tradition.

Families members in traditional Toledo Mayan households are critical to the family's survival. Why ?

How do young men and women traditionally become engaged? How has this tradition changed over the years? What social and economic factors have influenced this change?

How have the dynamics of marital relationships in some Toledo Mayan families changed over time?

How do marital relationships traditionally end? Has this changed over the years?

What is a common law marriage and how is this form of partnership used in the Toledo Mayan culture?

When babies are born, who is traditionally there to be part of the birthing process? How this changed over time?

When a family member dies, what are the traditional and contemporary custom?

### **Questions from Daughter of the Sun - Elder Life History**

Why was Juana's mother so scared that she was going to let her baby die?

Who tried to save Juana's life?

Who talked Juana's mother into saving the baby?

Why did Juana have so many problems when she was a child?

Who helped her with her chores?

What family member died when she was first married and who told her about his death?

Who did Juana marry and where was he from?

Why did they have problems getting married?

How long have they been married now?

Why does Juana think she is the daughter of the sun?

### **Questions from Strength Between Family Members - Elder Life History**

How many brothers and sisters were in Anna's family?

Why does Anna think her father drank?

How was Anna's mother a "strong" person?

How many school dresses did Anna usually have at home?

What would Anna's father do to Anna's mother and her siblings when he was intoxicated?

How did the family members work together to find a solution so that they wouldn't have to sleep in the rain?

Why did Anna not want to be married?

Did she ever marry?

Does she still love her mother and father?

### **Questions from A Mayan Child is Born - Elder Life History**

Where was Apolonia born and on what year?

Why doesn't she have a birth certificate?

When she gave birth to her children, who was there to help her?

Where did she give birth to her children – was she in a hospital or somewhere else?

Why is having a baby for the first time frightening?

Did all of Apolonia's children live through childhood?

Why did her husband place coals under her hammock after each of her children were born?

What did Apolonia eat after she gave birth?

Has she helped others in the birthing process of giving birth?

How do female members of the family and other females from the community help a new mother?

What type of celebration happens soon after a child is born?

### **Questions from An Uncommon Marriage - Elder Life History**

What are the factors that made the engagement and wedding of the Bolons so different?

Why did the couple have not one but two wedding feasts?

Did the bride know the groom before the day they were wed?

What did the bride wear?

How many children did they raise?

At ages 86 and 80, why are the Bolons still an uncommon couple?

► **Food**

Unless otherwise noted, answers to questions are located in the main text of Chapter 5, Male and Female Roles and Tasks, Female – Caring for the Family and Household, and the chapter's associated articles, Making Tortillas, Making Caldo, and Corn Grinding, Family Section.

**Basic Questions**

What crop is grown, harvested, and prepared to make tortillas?

What are the three ways corn can be ground, depending on the resources of the family and the equipment in the village?

What is the dish that is eaten regularly by the Toledo Maya? What are the ingredients of this dish?

What is achiote?

What are the traditional and contemporary ways the Maya use to hunt and fish?

What animals did the Maya hunt in the earlier part of the 20<sup>th</sup> century? What animals do they hunt now?

- *Read: answers to the two questions above are located in Hunting and Fishing in Chapter 15, Use of Natural Environment, The Maya and Their Environment Section.*

**Advanced Questions**

What are the steps to prepare:

Tortillas

Caldo

- *Read: Answers to the questions above are located in the main text of Chapter 5, Male and Female Roles and Tasks, Female – Caring for the Family and Household, and the chapter's associated articles, Making Tortillas, Making Caldo, and Corn Grinding, Family Section.*

How is game hunted, prepared and eaten?

- *Read: answers to the two questions above are located in Hunting and Fishing in Chapter 15, Use of Natural Environment, The Maya and Their Environment Section.*

► **Healing**

*Answers to the questions below are located in the main text of Chapter 16, The Maya's Relationship with Their Environment, Spirituality and the Land topic area, in the Maya and Their Environment Section.*

**Basic Questions**

What is a bush doctor?

What does he use to cure people?

**Advanced Questions**

How is the Maya's life paradigm of interdependency evident in healing practices?

► **Language**

*Answers to the questions below are located in the main text and associated articles of Chapter 13, Language, Culture Section.*

**Basic Questions**

What languages are traditionally spoken in Toledo Maya villages?

Why do village elders speak so few words in the English language?

Do most Maya speak both the Mopan and the Q'eqchi' languages?

Why is the use of the English language a challenge for some Toledo Mayan primary school children?

If a Mopan or Q'eqchi' was reading his or her traditional language in the 1980s, from what text would they be reading?

Why is K'ekchi' now spelled Q'eqchi'?

Who speaks the English language most frequently in Toledo Maya villages?

Can most Toledo Maya understand ancient Maya hieroglyphics?

**Advanced Questions**

What does Maya leader Gregory Ch'oc mean when he states that "language is the vehicle for culture"?

What is linguistic justice in relation to the Toledo Maya culture?

What group is most important in maintaining the traditional languages of the Toledo Maya?

## ► Spirituality

### **Basic Questions**

What are the traditional spiritual practices associated with hunting and fishing?

- *Read: main text of Chapter 16, The Maya's Relationship with Their Environment, Spirituality and the Land topic area, in the Maya and Their Environment Section.*

What are the spiritual rituals associated with the Deer Dance Festival?

- *Read: Chapter 11, Celebrations and Events, Festivals and Dances topic area, and associated article The Deer Dance and the Deer Dance Festival, Culture Section.*

### **Advanced Questions**

What is the connection between nature and traditional spiritual practices of the Maya?

- *Read also: Chapter 14. Traditional Stories of the Maya, sample traditional stories located in associated articles, Culture Section.*

Discuss key traditional spiritual practices of the Toledo Maya and their meaning.

Who are the Mam and what is their purpose?

- *Read: main text of Chapter 16, The Maya's Relationship with Their Environment, Spirituality and the Land topic area, in The Maya and Their Environment Section. Traditional stories also mention the Mam. Read: Associated articles, Chapter 14, Traditional Stories of the Maya, The Sun, the Moon, and Venus.*

## ► Traditional Stories

*Unless otherwise noted, answers to the questions below are located in the main text of Chapter 14, Traditional Stories of the Maya, in the Culture Section.*

### **Basic Questions**

How does a Toledo Mayan learn the traditional stories of their culture?

What is folklore?

How is the Spanish Conquest connected to the stories told today?

What is a local legend? How does a local legend differ from a traditional story?

### **Advanced Questions**

What is the connection between nature and traditional stories of the Maya?

- *Read also: Chapter 16 The Maya's Relationship with Their Environment: Introduction, Spirituality and the Land topic area.*

What is the cultural importance of storytelling?

What is the significance of using stories and folktales to explain the mysteries of life?

### **Questions from The Story Teller – Elder Life History**

Sabastian listened to stories being told when he was a young boy. When would he hear the stories?

Who would tell them?

Did he have a favorite story? Does he now ?

Have the stories that are told today changed from when he first heard them in the late 1920s?

How does Sabastian become a paid storyteller?  
To whom does he tell stories to today?

Does Sabastian tell the stories in English, Mopan or Q'eqchi'?

### **Questions Specific to Stories in the Documentary**

- *Read associated articles of Chapter 14*

## **The Sun, the Moon, and Venus**

### **Basic Questions**

*NOTE: Parts of this story may not be appropriate for children under 13 years of age.*

Why do people drown at the beginning of the story?

X'kitza is sent three boys – what are their names?

How was the world made more interesting so that one of the boys would become the sun?

Who was getting the cooked birds, if it was not the three boys?

How did the monster die?

How does X'kitza plan to kill the boys?

What does the youngest brother turn into?

What instrument does Lord Kin use to kill X'kitza?

How did the girl (Lord Xulab's partner) find out that Lord Xulab is ugly?

How did the deer, the antelope, and the rabbit get short tails?

Who does Lord Xulab ask to take care of the animals?

What was embarrassing about Lord Kin's attempt to attract X't'actani?

How did Lord Kin finally attract X't'actani?

Who was sent to kill Lord Kin and X't'actani?

What came out of the thirteen logs when they were finally opened?

Where does X't'actani go when she leaves Lord Kin?

How did Lord Kin travel to where X't'actani was living?

What did Lord Kin put in the sky so that it looked like he was continuing to travel west?

Why were the people of the world unhappy?

What did Lord Kin do to make the night dark?

***Advanced Question***

What is the significance of using stories and folktales to explain the mysteries of life?

**Quest for Corn**

***Basic Questions***

Who discovered corn?

Who broke the rock where the corn was located?

How did corn become different colors?

Why did the white corn kernels grow so poorly?

Why do the Maya have to pray to Yaluk before planting corn?

**The Grasshoppers and the Corn**

***Basic Questions***

Who was “greedy” in the story?

How were the man and woman punished?

***Advanced Question***

What is the lesson that the Maya are to learn from the story?

**How the Tiger Got Spotted**

***Basic Questions***

The rabbit often serves as “the trickster” in Mayan stories. Describe the four ways that the rabbit tricked the tiger in this story.

How did the tiger get his spots?

**How the Mopan and the Q´eqchi´ Became Friends**

***Basic Questions***

What did the stranger who appeared in the jungle want from the Q´eqchi´?

What was the item that the man in the jungle traded to get salt and soap?

As villagers searched for the Q´eqchi´ men, what forms did they turn into?

Where did the Q´eqchi´ men hide when they were being chased by villagers?

What happens when holy water is sprinkled on the animals?

At the end of the story, what is the relationship between the Q´eqchi´ and the Mopan?

***Advanced Question***

What can be learned about relationships from this story?

# RELIGION

*Answers to the questions below are located in the main text of Chapter 8, Organized Religion, in Community Section.*

## **Basic Questions**

When was the Roman Catholic faith first introduced to the Maya and in what century?

What part of the 20<sup>th</sup> century was the Holy Bible translated into Mopan and Q'eqchi'?

When was the first Toledo Mayan church founded and what was it called?

Up until the 1970s, what Christian denomination was the primary religious order of the Maya?

What part of the 20<sup>th</sup> century did Toledo Maya begin to take on leadership roles within the Roman Catholic Church?

How many Toledo Maya have been ordained as Roman Catholic priests?

## **Advanced Questions**

Discuss the process of the Christianization of the Maya from the 16<sup>th</sup> to the 21<sup>st</sup> century.

Discuss the mixed reaction to the Evangelical Christian churches, late 1970s – 1990s.

What is the historical significance of the K'ekchi' Maya Church?

# Appendix

## Installing the Documentary

Installing The Living Maya documentary is easy. Simply follow the instructions that are printed on the screens that will automatically appear as you move through the installation process.

There are two parts to the installation process: installing the CD, and installing the viewer programs.

### Installing the CD

Choose the **Install TLM (The Living Maya)** button in the start-up program. You will need to exit all other windows programs before beginning the install process. **Click next** when you have exited all other programs. The MayaViewkeeper license agreement will appear. **Accepting the agreement will take you to the next screen.**

### Location of Documentary Information

The third screen requires you to make a choice. Do you want to download *all* contents of the CD on to your hard drive, (**Hard drive instillation**), or do you want to install only the viewer programs and keep all of the documentary information (text, pictures, videos, audio) on the CD? (**CD Rom Install**)

Choosing the **Hard Drive Instillation** will require 700 MB of computer space. The multimedia elements of the documentary, however, may run faster if you use the hard drive install.

Choosing the **CD Rom Install** will require that you place the CD in your CD Rom drive each time you want to view the documentary, but a CD Rom install saves hard drive space.

**The default is to the CD ROM Install.**

If you want the CD Rom Install, **click next.**

If you want the Hard Drive Install, **click the circle next to the top choice, then click next.**

The forth screen selects where the program gets installed. The default is to C:/Program Files/The Living Maya. To keep this location, **click next.** The fifth screen sets the default shortcut folder. To keep this location for the folder, **click next.** The sixth screen

indicates that the program is ready to install. **Click the install button.**

### **Installing the Viewer Programs**

Installing the viewer programs is essential to being able access documentary information. Unless you have each of the following programs downloaded in your computer, you must install:

- Adobe FrameViewer
- PowerPoint Viewer
- Adobe Acrobat Reader 5.0
- Microsoft Media Player 7.1

The instillation of viewer programs follows standard instillation patterns. Each viewer program is installed separately in the sequence noted above.

- ◇ You will be informed that you are about to install the viewer program. Click **Next or Continue.**
- ◇ Information about the viewer program and a license agreement will appear on the next group of screens. Click **Next or OK** to affirm your desire to down load the viewer program and **Accept or Yes** after reading the license agreement.
- ◇ The location of the program will be announced on the next several screens. *It is best to keep the predetermined location of the file as it is listed on the screen.* Click **Next or OK** for file location.
- ◇ After the file location is determined, the viewer program will install. Click **Start or Next** for the installation process to occur.
- ◇ When the viewer program is installed you will be informed that the task has been completed. **Click End or OK.**
- ◇ After downloading the last viewer program (Media Player 7.1), you will be prompted to restart your computer. **Click Finish.** Your computer will now reboot.
- ◇ **Instillation Complete—Accessing the Documentary** Once your computer has gone through the process of restarting, you will be brought back to your desk top screen.

**Double click on The Living Maya Icon to enter the documentary.**

The icon is a multi colored cuxtal —  
traditional woven apparel worn by the Maya



## Issues Particular To Individual Viewer Installs

### Installing Framemaker

When installing the Framemaker viewer (the first viewer installed) you will be prompted with a question: *The destination directory doesn't exist, do you want it to be created?*  
**Click Yes.**

### Installing PowerPoint

The PowerPoint install button is to the left of the prompt screen not at the bottom of the screen. **Click the large button to the left of the words install.**

### Installing Acrobat Reader 5.0

If you are prompted to restart your computer after Acrobat Reader 5.0 is installed click **No.**

## Uninstalling The Living Maya

To uninstall The Living Maya select Start > Programs > The Living Maya > Uninstall The Living Maya or go to the directory where The Living Maya was installed (the default is C:\Program Files\The Living Maya) and select the Uninstall The Living Maya icon.

This will remove all of the files associated with The Living Maya but not the programs (Acrobat, FrameViewer, MediaPlayer, and PowerPoint Viewer) that were installed to view it. If you wish to uninstall these programs as well they will need to be removed individually. Either select the Uninstall icon associated with the program or go to Start > Settings > Control Panel > Add/Remove Programs. Select the program from the menu and click the Add/Remove button.

If you are prompted with a message saying windows has determined the following shared .dll's are no longer in use, would you like to remove them it is safest to select no.

## Section and Chapter Listing

### **Introduction**

Who Are The Maya?  
Village Elders  
About The Living Maya

### **Family**

Family Life  
Male and Female Roles

### **Community**

Maya Villages  
Community Action  
Education  
Organized Religion

### **Culture**

Celebrations and Events  
Maya Attire  
Craftsmanship  
Language  
Traditional Stories

### **The Maya and Their Environment**

Use of Natural Resources  
The Maya's Relationship With Nature

Author: Anne-Michelle Marsden  
Program Formatting, Photography and Video: Eric J. Leupold  
Published by: MayaViewkeeper  
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