Mantle of the Expert Planning Template

Stage 1
Foundations
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1. Theme: Maya Civilisation

2. Overview of the Students' Learning

Timeline, geographical location, Maya cities, hierarchy of Maya society, daily life, diet, clothing, homes, major gods, rituals, concept of the afterlife, Maya creation story, Maya glyphs, pyramids, temples, palaces, and caves, art, pottery, sculptures, and murals, the decline of Maya civilisation.

3. Inquiry questions

- Who were the Maya?
- How was Maya society structured?
- What was the religion of the Maya?
- What was the Maya culture?
- What role did caves play in Maya culture?
- What role did cities play in Maya culture?
- What happened to Maya civilisation?

Stage 2
Context
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4. Narrative

A team of explorers uncovers evidence of religious practices and human sacrifice while exploring an ancient Maya cave system. As they continue their exploration, they discover a long-lost Maya city. This discovery reveals much about ancient Maya culture and society. The Belizean Heritage Museum commissions the explorers to create a webpage on their website to share their findings and educate visitors about Maya civilisation.

5. Expert Team – Explorers

Powers: Initiate missions, allocate resources, select teams, assess risks, resolve conflicts, share data, deploy technology, terminate missions.
Responsibilities: Ensure safety, document findings, follow ethics, protect environments, respect cultures, train team, report publicly, maintain scientific integrity.
Values: Curiosity, respect, integrity, teamwork, courage, adaptability, stewardship, innovation, perseverance, global citizenship.

6. Client – Belize Maya Heritage Museum

The museum requires regular updates, cultural sensitivity, ethical conduct, collaboration, detailed reporting, artifact preservation, respect for communities, sustainable practices, transparency, and legal compliance from the explorers.

7. Commission – the jobs for the team

- Explore and document ancient Maya cave systems.
- Translate and interpret Maya glyphs and symbols.
- Record findings related to Maya religious practices and rituals.
- Uncover and document lost Maya cities.
- Preserve artifacts and cultural items discovered during exploration.
- Conduct detailed mapping of explored sites.
- Create a webpage to share discoveries with the public.
- Collaborate with the museum for accurate historical representation.
- Ensure ethical and respectful handling of all Maya heritage sites.
- Provide regular updates and reports to the museum.

8. Other points of view

Local Indigenous Communities: Their ancestral connection to the sites and how their culture and beliefs are affected by the discovery and its aftermath.
Archaeologists and Historians: The scientific and cultural importance of preserving and studying the site without causing damage or loss of context.
Government and Cultural Authorities: The legal and cultural implications, including national heritage laws and the potential for tourism.
Environmental Conservationists: The impact of exploration and subsequent activities on the local environment and biodiversity.
Cultural Heritage Organizations: Ensuring that the site is managed responsibly, with consideration for both preservation and ethical issues.
Tourism Industry: The potential for developing the site as a tourist attraction and the balance between preservation and accessibility.
Global Public Interest: The broader implications of sharing or withholding discoveries with the global community, including educational and cultural awareness.
Descendants of the Maya: The modern Maya people's perspective on how their heritage is treated, represented, and potentially commercialized.

	9. Curriculum Links	10. Literacy Links
Stage 3 Activities & Curriculum Links ↓	- Draw and label a map of the explorers' journey - **Geography** - Create a Maya civilization timeline - **History** - Write and illustrate a diary entry from an explorer's perspective - **Creative Writing** - Translate and interpret Maya glyphs - **Linguistics/Ancient Languages** - Design a webpage to share findings about Maya civilization - **IT** - Draw the "Jaws of the Underworld" and explore its significance - **Art/RE Studies** - Enact a Maya ceremonial ritual in class - **Drama/Religious Education** - Study and discuss Maya gods and their roles - **Religious Education/Cultural Studies** - Draw artifacts found in a cave and write their historical significance - **Art/History** - Create a mural depicting moments from a Maya ruler's life - **Art/History** - Debate whether to reveal or keep the lost city a secret - **Ethics/Social Studies** - Plan and illustrate the layout of a lost Maya city - **Geography/History** - Write a story about a mythical Maya warrior - **Creative Writing/Mythology** - Research the Spanish exploration of the Yucatán Peninsula - **History** - Study and discuss the decline of the Maya civilization - **History/Sociology**	- Diary entry from an explorer's perspective - Translation and interpretation of Maya glyphs - Story about a mythical Maya warrior - Description of a Maya ceremonial ritual - Debate argument: Should the lost city be revealed or kept secret? - Explanation of the significance of the "Jaws of the Underworld" - Historical significance of artifacts found in a cave - Report on the explorers' findings for a museum webpage - Mural description depicting the life of a Maya ruler - Essay on the decline of the Maya civilization - Narrative on the explorers' journey through the jungle - Analysis of the Spanish exploration of the Yucatán Peninsula

Stage 4: First Steps		

1. Ask the students to open their writing books.
2. Say, "This is the first part of a story..."
3. Narrate: "The journey through the jungle had been arduous. Led by their local guide, the team finally arrived at their destination. After setting up camp, they first noticed the strangely carved rocks as the sun dipped low in the sky. Local rumours spoke of these rocks marking the way to the entrance. Upon seeing the markings, the local guide hastily made his exit, muttering under his breath, 'This is as far as I am willing to take you. I will go no further. The rest is up to you. I wish you luck.' With a shudder, he turned and disappeared into the shadows."
4. Ask, "What do you make of that?" Discussion.
5. Task: "If you have any questions write them down and I'll do my best to answer them."
6. Task: "You will want to make notes as I answer the questions."
7. "Please write at the top of the page: 'Expedition Notes'.
8. Answer the students' questions, giving them time to make notes.
    - Information:
        i. The team are a team of explorers.
        ii. They are deep in the Belize jungle in central America. [**Slide 3**]
        iii. This is thick moist tropical rain forest. One of the densest in the world. [**Slide 4**].
        iv. They are looking for an entrance to a cave.
        v. There are rumours that terrible things might have happened in the cave many, many years ago.
        vi. The explorers recognise the markings as Maya and translate the symbol as meaning 'The Jaws of the Underworld'. [**Slide 5**]

Part 2

1. Say, “If you were part of this expedition, what equipment would you take with you for a week in the jungle and for exploring a hidden cave?”
2. Task: “Make a list in your book, along with some illustrations. [**Slide 6**]
3. Task: Draw an illustrated map of your team’s journey from the coast to your current location in the jungle. Include forms of transport and geographical features. [**Slide 7**] 4x4 Off-Road Vehicle, Motorized Canoe, (pack animals) Mules, Walking.

These are a sample. For access to the full plans, please contact Tim Taylor at timtaylor4@me.com.