ARMADILLO PENDANT
(Slide #4)

SUGGESTIONS FOR CLASSROOM DISCUSSION
About the size of a Lima bean, this small-scale gold pendant communicates some aspects of social and religious beliefs. How old do you think this object is? Explain. Ask students to identify the features of this armadillo they think were exaggerated. Why did the artist decide to exaggerate these features? How might this benefit the person who wore this jewelry? Guess what substance this is made of?

CLASSROOM ACTIVITIES
Because we don't know much about this pendant, ask your students to become archeologists investigating this tiny object found while digging a tunnel in their school yard. Working in teams, ask students to record their thoughts about discovering this tiny object. What other objects might have been found with this pendant? What would be the questions asked while examining this object? Tape them or have a student write them down. What is the most puzzling thing about the gold animal? Who would the students show it to? Play back all tapes or read the list. What questions were the most difficult or impossible to answer? What were the most frequently asked?

Ask students to research and write an essay about the lost-wax process used to create this figure. Discuss the tools and materials used; are they similar or different to methods used today?

To help students understand the scale of this figure and the skill needed to create it, have them make a small-scale animal figure by crushing and forming aluminum foil. Fingers, pencils, spoons, forks, scissors, and pins might be some of the tools to aid student’s construction. When animals are completed ask students to describe how they used their tools. Which ones were the most useful? What was the most difficult part?