World History I & Honors World History I
(World History to 1500)

Learning in Place, Phase III

April 27 – May 15

Name: _____________________________

School: ____________________________

Teacher: ___________________________
## World History I Learning in Place, Phase III

### April 27 – May 1

<table>
<thead>
<tr>
<th>Task</th>
<th>Text</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>To what extent did the Trans-Saharan trade route allow for economic, cultural, and religious influences to impact African civilizations?</td>
<td><strong>Task 1</strong>&lt;br&gt;1. Refer to the accompanying map and map key to complete the corresponding assignment. Your task is to read each statement that follows and decide whether you <strong>AGREE</strong> or <strong>DISAGREE</strong> with the statement. Provide 2-3 pieces of evidence based on the map to defend your answer. Your proof should demonstrate your understanding of the map. Write in complete sentences. A model has been provided for you.</td>
</tr>
<tr>
<td></td>
<td>How did Great Zimbabwe become a prosperous civilization and how should it be remembered?</td>
<td><strong>Passage 2</strong>&lt;br&gt;2. Read the informational text about the rise, development, and fall of Great Zimbabwe and answer the accompanying short-answer questions. Each question should be answered in 3-5 complete sentences. Include as many details from the text as possible.</td>
</tr>
<tr>
<td></td>
<td>Evaluate the achievements of the African empires, kingdoms, and cities before the arrival of Europeans?</td>
<td><strong>Task 3</strong>&lt;br&gt;3. Complete Performance Task 3, including all guiding questions. In your response to the Driving Historical Question (DHQ), cite evidence from at least 4 documents. Your response to the DHQ should demonstrate your understanding of the documents, as well as other work you’ve completed on African civilizations prior to colonialism.</td>
</tr>
</tbody>
</table>
### May 4-8

<table>
<thead>
<tr>
<th>Task</th>
<th>Text</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did two countries divide the world?</td>
<td>Passage 4</td>
<td>1. Read the document about the Treaty of Tordesillas and annotate throughout. Using the notes you took while reading, answer the questions at the end of the document.</td>
</tr>
<tr>
<td>How did Europe benefit from the triangular trade?</td>
<td>Passage 5</td>
<td>2. As you read passage 2: create a map like the one at the bottom of the passage and identify goods which were transported along those routes. Summarize the passage in the space beside the map. Responses to the question: How did Europe benefit from the Triangular Trade?</td>
</tr>
<tr>
<td>What were Europe’s economic motivations for exploring Africa?</td>
<td>Task 6</td>
<td>3. Read documents A-D and answer the questions below each document to assist in your understanding. Use the documents to respond to the Driving Historical Question. Make sure while completing part B to provide at least 3 pieces of evidence and 3 reasons.</td>
</tr>
</tbody>
</table>

### May 11-15

<table>
<thead>
<tr>
<th>Task</th>
<th>Text</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where and when were the Maya civilization located?</td>
<td>Passage 7</td>
<td>1. After you read, answer the provided questions in complete sentences.</td>
</tr>
<tr>
<td>How did Maya civilization develop?</td>
<td>Document Set 8, A-D</td>
<td>2. Analyze documents and answer associated questions. 3. Write an essay answering the question: <strong>What were the Maya’s most remarkable achievement?</strong> The essay should thoroughly answer the question and be no less than one page and no more than three pages in length if typed (12 point font, double spaced) and no less than 2 pages and no more than 4 pages in length if handwritten.</td>
</tr>
</tbody>
</table>
Task 1:

Directions: Study the map below. Use it as a reference for the corresponding Agree/Disagree assignment. For each of the statements below the map decide whether you AGREE or DISAGREE with the statement. Provide 2-3 pieces of evidence based on the map to defend your answer. Your proof should demonstrate your understanding of the map. Write in complete sentences. A model has been provided for you.
Agree/Disagree Statements:

Example:

Statement: Takedda was an important crossroads of trade on the Trans-Saharan trade route.
Do you agree or disagree? I agree
Proof: The map key shows important crossroads with a large square and there is a large square at Takeda on the map.

1. The Trans-Saharan trade route was significant for West Africa.
   Do you agree or disagree?
   Proof:

2. Trans-Saharan products could be transported to Europe.
   Do you agree or disagree?
   Proof:

3. Most gold mines are located in Northern Africa.
   Do you agree or disagree?
   Proof:

4. The Nile River flows through Timbuktu (Tombutu).
   Do you agree or disagree?
   Proof:

5. There was no metal traded on the Trans-Saharan trade route.
   Do you agree or disagree?
   Proof:

6. An axe is an intersection and the most important intersection was Alexandria.
   Do you agree or disagree?
   Proof:

7. The Trans-Saharan trade route was in use for at least 800 years.
   Do you agree or disagree?
   Proof:
8. Salt mines are mostly located in Southern Africa. Do you agree or disagree?
   Proof:

9. The Niger River is located in East Africa. Do you agree or disagree?
   Proof:

10. Trading on the Trans-Saharan trade route was made more efficient through the use of a common language. Do you agree or disagree?
   Proof:

Passage 2:

Directions: Read the informational text below about the rise, development and fall of Great Zimbabwe and answer the accompanying short-answer questions. Each question should be answered in 3-5 complete sentences. Include as many details from the text as possible.

Southern Africa: GREAT ZIMBABWE

Stretched across a fertile, well-watered plateau between the Zambezi and Limpopo rivers in southern Africa lies the magnificent ruins of Great Zimbabwe. Located in the present-day country of Zimbabwe, it's the site of the largest known settlement in sub-Saharan Africa—second on the continent only to the pyramids of Egypt. Its name comes from the word “madzimba,” meaning “big house of stone” for its unscaleable stone walls that reach heights of nearly 10 meters (32 feet) and run for a length of about 250 meters (820 feet).

Back in the 14th and 15th centuries, Great Zimbabwe was a thriving, prosperous, and powerful city. Spread across nearly eight square kilometers, Great Zimbabwe was defined by three main areas: (1) the Hill Complex, where the king lived; (2) the Great Enclosure, reserved for members of the royal family, and (3) the Valley Complex, where regular citizens lived. Rulers were both powerful economic and religious leaders for the region. At its highest point, the city had a bustling urban population of 18,000 people and was one of the major African trade centers at the time. What enabled this growth was Great Zimbabwe's influential role in an intercontinental trade network—of which the Indian Ocean was used. Archaeologists have found beads from India and porcelain from China, showing that Great Zimbabwe used the Indian Ocean trade routes. Besides controlling trade, Great Zimbabwe was a center for manufacturing. Artisans turned gold and copper into beautiful jewelry and made iron tools for everyday use. Weaving cotton into cloth seems to have been an important craft as well.
By 1500, Great Zimbabwe was in decline. Some scholars suggest that overfarming had exhausted the soil. In addition, civil war and dwindling trade probably contributed to its breakup. As Great Zimbabwe was suffering from internal struggles, it became vulnerable to Portuguese invaders. Eventually, the Portuguese helped to depose the ruler and put one they could control on the throne. This was a forerunner to increasing European interference in Africa in the centuries to come.

Short-Answer Questions:

1. What evidence suggests that Great Zimbabwe was a center of trade?

2. In what way do you think the interaction with the Indians and Chinese most impacted the people of Great Zimbabwe. Explain your reasoning.

3. Had the people of Great Zimbabwe not been active traders, do you think they would have been self-sufficient and able to survive? Why or why not?

4. What do historians think were the reasons that Great Zimbabwe declined?

5. Choose one development that you think made Great Zimbabwe “great” and explain your reasoning for your answer.

Task 3:

Historical Context

Africans had developed advanced civilizations before the Europeans arrived in the fifteenth and sixteenth centuries. Beginning with Axum (Ethiopia today) in East Africa in the 300s, kingdoms, empires, and cities arose and declined. In West Africa, three states—Ghana, Mali, and Songhai—controlled the gold and salt trade. Between 1000 and 1500, cities on Africa’s east coast also gained wealth and power through trade. There were several centers of advanced civilization in Africa between 300 and 1400.

Driving Historical Question (DHQ):

Evaluate the achievements of the African empires, kingdoms, and cities before the arrival of Europeans.

Part A. Closely read documents A–H and determine what is important in each document by answering the accompanying question(s).

Document A: Axum (Aksum) reached its height between 325 and 360. Axum’s location made it an important international trading center. This map shows the trade routes to and from Aksum between 300 and 700.
**Question #1:** How did Axum’s location enable it to become a trading center?

**Document B:** Between 700 and 1067, the Kingdom of ancient Ghana rose in power and gained control of the trans-Saharan gold and salt trade. This description of the king’s court in ancient Ghana was written by the Arab scholar, Al-Bakri in 1067. (Through African Eyes, ed. By Leon E. Clark, Praeger Press, Inc., New York, 1970.)

“The court of appeal is held in a domed pavilion around which stand ten horses with gold embroidered trappings. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the subordinate kings of his country, all wearing splendid garments and with their hair mixed with gold. The governor of the city sits on the ground before the king, and around him are ministers seated likewise. At the door of the pavilion are dogs...[wearing] collars of gold and silver, studded with a number of balls of the same metals.”

**Question #2:** What evidence of wealth is described?

**Question #3:** What evidence of an advanced political structure is described?


“The Arab traders of this region wanted gold as much as the Wangara wanted salt, but both had to pass through Ghana to trade...Ghana controlled land...it had the military forces...to maintain peace in the area, thereby assuring safe trade for the Arabs and the Wangara. Ancient Ghana was an extremely complex empire. It possessed many of the characteristics of powerful nations today: wealth based on trade, sufficient food to feed its people, income derived from taxes, social organization that ensured justice and efficient political control, a strong army equipped with advanced weapons, and a foreign policy that led to the peace and cooperation with other people.”

**Question #4:** Explain ancient Ghana’s role in the gold-salt trade.

**Question #5:** What characteristics of an advanced civilization did ancient Ghana possess?

**Document D:** Mansa Musa expanded the Mali empire to twice the size of the Ghana empire it replaced. On his hajj to Mecca, Mansa Musa stopped in Cairo, Egypt, and was described by the Egyptian official in this way:

This man Mansa Musa, spread upon Cairo the flood of his generosity: there was no person, officer of the court, or holder of any office of the Sultanate who did not receive a sum of gold from him.

**Question #6:** What about Mansa Musa impressed the Egyptian official?

**Document E:** In this excerpt, a Moroccan traveler describes the city of Timbuktu.

Here are many doctors, judges, priests, and other learned men that are well maintained at the king’s costs. Various manuscripts and written books are brought here...and sold for more money than other merchandise.

**Question #7:** What about Timbuktu impressed the writer?

**Part B** • Write a claim that answers the Driving Historical Question. • Support your claim with evidence from at least 4 different documents. These are facts that support your claim. • In complete sentences, provide your reasoning/argument for why the evidence supports your claim.
Treaty of Tordesillas
By Stephen R. Brown

There were several *papal edicts* from the same era that formed the basis of the 1494 Treaty of Tordesillas between Spain and Portugal. The treaty was, among other things, the start in the development of the modern concept of the freedom of the seas—the unobstructed use of the world’s waterways for trade and travel.

When Columbus returned to Spain in 1493 after a seven-month voyage, Spanish society was fascinated by his tales of primitive peoples inhabiting islands in the west. Spaniards were interested in the gold and jewelry worn by the kidnapped “Indians” of Cuba and Hispaniola. Gold meant wealth and power. There was, however, a complication. Columbus’s successful return infuriated King João II of Portugal, who claimed that a series of orders from the pope promised any new trade routes to new land belonged to him alone. The king soon began building a fleet to cross the ocean and claim the “Indies” for Portugal. With war about to happen, the Spanish monarchs Ferdinand and Isabella sent an official message to the papal court in Rome to argue their case.

In response, Pope Alexander VI, issued the first edict, which said “by the authority of the Almighty God” that Ferdinand and Isabella and their heirs were to have the exclusive right to travel in, trade with and colonize Columbus’s new-found lands. The edict also forbade:

> "all persons, no matter what rank, estate [net worth], order or condition to dare, without your [Isabella & Ferdinand] special permission to go for the sake of trade or any other reason, to the said islands and countries after they have been discovered and found by your envoys or persons sent out for that purpose."

the Atlantic Ocean. All territory east of the *line of demarcation* was to be Portuguese, and all territory to the west was to belong to Spain. The punishment for violation the papal proclamation was *excommunication*.

Spain and Portugal agreed to Pope Alexander IV’s orders by signing the treaty in the Spanish town of Tordesillas, June 1494. At the signing, they agreed to move the line of demarcation several hundred miles farther west. This placed the undiscovered Brazil in the Portuguese half of the world, as well as protected Portugal’s African trade route from any European competition.

---

*Papal Edicts: Officials decrees, or orders made by the Pope
*Excommunication: Excluding someone from the participation in the services of the church
Spain and Portugal agreed to Pope Alexander IV’s orders by signing the treaty in the Spanish town of Tordesillas, June 1494. At the signing, they agreed to move the line of demarcation several hundred miles farther west. This placed the undiscovered Brazil in the Portuguese half of the world, as well as protected Portugal’s African trade route from any European competition. The world was now officially divided. Although it was initially believed that Columbus had discovered the eastern extremity of Asia, it soon became clear the world was much larger than originally believed. Pope Alexander IV gave Spain and Portugal far more territory than anyone could have imagined.

The official reason for the Treaty of Tordesillas was to prevent war between the two most powerful Christian nations of the era and to reward them for their crusading work. The treaty of 1494, though initially successful in preserving the peace, eventually backfired and had negative impacts, beyond anything imagined by Alexander VI. Its profound influence on world history, steered European nations on a two-century long collision course that encouraged espionage, piracy, smuggling and warfare. By the mid-sixteenth century, the line of demarcation had uplifted Spain and Portugal to global superpower status. Prior to the Reformation, few in Europe dared challenge the authority of the Roman Catholic Church. As a result, Portugal quickly grew rich from the monopoly on the eastern trade route to India and the Spice Islands. Spain, unopposed in the Americas, was given free rein to conquer the rich cultures of the Aztec, Mayan and Inca Empires and begin shipping gold and silver back across the Atlantic.

Just as the Pope Alexander IV attempted to keep peace between nations in 1494 with the Treaty of Tordesillas, the United Nations also attempts to do the same. The United Nations Convention on the Law of the Sea was an international meeting brought together on November 16, 1994, to settle conflicts and debates stemming from the Treaty of Tordesillas. Although not every country has agreed to the convention, only twenty of the world’s countries have refused to recognize or sign it. It is arguably the closest the international community will ever come to an agreement on governing an enormous part of the natural world that is common to nearly all. The United Nations Convention on the Law of the Sea is the product of a legal and philosophical process that began in the late fifteenth century, when Portuguese mariners discovered a sea route to India and the Spice Islands by sailing around Africa, and Columbus first crossed the Atlantic Ocean.

*Line of Demarcation:* Line that separates the Spanish territory and Portuguese territory

*Reformation:* A movement in western Christianity in the 16th century that attempted to reform the Roman Catholic church.

*Espionage:* Spying

Reading Questions:

1. Why do you think monarchs such as Ferdinand and Isabella willing to fund such risky voyages by navigators?
2. What caused the creation of the Treaty of Tordesillas?
3. What purpose did the Treaty of Tordesillas serve?
4. Create a T-chart comparing the positive and negative effects of the Treaty of Tordesillas. Give at least 3 examples for each.
5. What do you feel might have happened if the Treaty of Tordesillas was not created?
6. Why might it be important for nations to agree on concepts such as the ones listed in the box “Concepts Borrowed by the Treaty of Tordesillas?”
Passage 5

What was the Triangular Trade?

While the term *Triangular Trade* is used generically to refer to trade between any three nations or ports, it is usually used in specific reference to the slave trade, the “peculiar institution” which was used to develop the Americas. The trade was extremely risky for investors, but it also had the potential to create a sizable profit. Many influential members of European society built their fortunes this way, a form of investment that relied on the enslavement of people to be profitable.

The first leg of the *Triangle Trade* went from Europe to Africa. In England, a ship would be loaded with trade goods such as textiles; manufactured products, like cooking utensils, beads; and other objects that could be used to negotiate with slave dealers in Africa. Once the ship arrived off the coast of Africa, it would typically initiate trading with several groups, ensuring that the ship could be quickly loaded with slaves. Many of the slave dealers in Africa were Africans themselves, selling people who were captured in war or feuds. The slave ship would be packed as tightly as possible for the next stage, the notorious “middle passage.”

The middle passage ran from Africa to the Americas. The people on board were fed a minimal amount of food and subjected to horrendous conditions. Since slaves fetched a large sum of money, a few deaths along the way were not considered catastrophic. Slave ships would sail to ports in the West Indies or the American south to sell their cargo.

With the profits from the sale of the slaves, the ship would load up with tobacco, sugar, *cotton*, and other agricultural commodities from the Americas for the final stretch of the trip. Loaded with raw goods, the ships would travel back to their home ports in Europe, there to pick up another load of finished consumer goods to trade in Africa. Many of the people involved in the Triangular Trade were based in Britain, bringing significant wealth and influence to their home nation.

Modern historians heavily condemn the trade, along with slavery in general. Given the brutal conditions that existed on ships involved in the process, many people also wonder why slavery persisted as long as it did. Primarily, slavery continued to be socially accepted because of its perceived economic value. Europeans were also separated from Africans culturally and physically, distancing themselves from the trade by writing Africans off as inhuman.

The ships themselves were staffed by gang pressed men and disreputable sailors who could not find employment anywhere else, meaning that reports of the conditions on board were frequently dismissed because the source was considered unreliable. Fortunately, the efforts of abolitionist organizations to ban slavery ultimately succeeded, although the damage had already been done for millions of Africans. Retrieved 4/6/2020 from https://www.wisegeek.com/what-was-the-triangular-trade.htm

On each leg of the triangular trade what items were transported?

How did Europe benefit from this trade route?
1. Based on Document A, discuss the economic value of Africa.

2. Based on Document B, discuss one way the trend depicted above might have motivated European explorers.

3. Based on Document C, discuss how the knowledge gained from El Hasan ben Muhammed’s survey of Africa may have motivated European exploration.
**Part B PBA Instructions**

1. Write a **claim that answers** the Driving Historical Question.
2. **Support** your claim with evidence from at least 3 different documents. These are facts that support your claim.
   
   **Ex:** Doc A shows ...

3. In complete sentences, **provide your reasoning/argument** for why the evidence supports your claim.

4. Use additional paper, if necessary.

**Driving Historical Question:** What were Europe’s economic motivations for exploring Africa?

<table>
<thead>
<tr>
<th>Claim</th>
<th>What were Europe’s economic motivations for exploring Africa?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Based on Document D, discuss the Spanish perception of Mali.
The Maya: What Was Their Most Remarkable Achievement?

Ancient Maya Hiero-
1492 CE: Columbus discovers America.
900 CE: The Mayan city-state of Palenque is abandoned.
746 CE: The Temple of Copan, considered the pinnacle of Mayan art, is completed.
683 CE: Facel, the ruler who ruled the Mayan city-state of Palenque for 66 years, dies.
632 CE: Muhammad, the prophet of Islam, dies.
476 CE: The Western Roman Empire falls to Germanic invaders.
426 CE: Valerian I, the last emperor of the Roman Empire, is killed.
300 CE: Mayan beans begin polishing on Cozumel Island, east of the Yucatan Peninsula.

Timeline

Pyramids
Midas
City-states
Classical
Slash-and-burn agriculture
Mesopotamia

6. Define these terms:

5. In what way does Mayan culture still exist?

4. What happened to the Maya in around 900 CE?

3. When rituals did the Maya use to please their gods?

2. How were the Maya organized politically?

1. Where was Mayan civilization located?

Background Essay Questions
1. Where did most of the gold come from? What reason explains that?

2. Estimating in the nearest 100 miles, how far would cotton goods have to travel to get from London to

3. How did the people of the region with the people of Mexico, and what goods did they exchange?

4. How would the trade shown on this map improve the life of people across the Maya region?

5. Discuss at least two measuring sticks - scale, gender, physical effort and significance - describe

What is remarkable about the Maya trade network.

Document A

Map created from various sources.
5. Judging from the text, not the drawing, what was most remarkable about Mayan architecture?

5a. Which Mayan architecture was most remarkable? Explain.

5b. Judging from the drawing of El Mirador, which criterion scale, genius, effort or significance -

6. Which door does the ability to build great buildings tell you about Mayan political power?

2. Where was the estimated population of ancient Copan? Of ancient Tikal?

1. What is a pre-industrial culture?

Document Analysis

The Mayan City of El Mirador

One of the largest pyramid cities, with a population of over 70,000

El Mirador, a city of over 100,000 in the Peten

Based on the Spanish frieze (around 1524 CE)

1,000 to 1,500 BC

The city covered six square kilometers (more)

The densest urban core of a city with as many people per hectare as modern megacities

The warriors held the most in two to three

At least 80 to 130,000 workers would have been needed to build a comparable monument.

The estimated population of the Mirador

An estimated population of 300,000

By 1975, archaeologists

Archaeologists have

The Industrial era, or the emergence of the Industrial Revolution, radically changed the face of the world.

The Industrial era marks the transition from agricultural to industrial society.

5. Describe the Mayan system of mathematics.

4. Why is it important to have a symbol for zero?

3. How did the Mayas write a zero? b. 7 c. 26 d. 60 e. 410

2. What symbols did the Mayas use for zero? What symbols did they use for one and for four?

1. On what number was the Mayan number system based?

---

**Document Analyses**

Some examples:

\[ \begin{align*}
5 \times 20 &= 100 \\
6 \times 20 &= 120 \\
7 \times 20 &= 140 \\
8 \times 20 &= 160 \\
9 \times 20 &= 180
\end{align*} \]

The numbers 21 to 29 were written as follows:

\[ \begin{align*}
21 &= \text{dot} \\
22 &= \text{dot} \text{ and the shell} \\
23 &= \text{dot} \text{ and the shell} \text{ and the dot} \\
24 &= \text{dot} \text{ and the shell} \text{ and the shell} \\
25 &= \text{dot} \text{ and the shell} \text{ and the shell} \text{ and the shell}
\end{align*} \]

The first nine numerals were written as follows:

\[ \begin{align*}
9 &= \text{dot} \text{ and the shell} \\
8 &= \text{dot} \text{ and the shell} \text{ and the dot} \\
7 &= \text{dot} \text{ and the shell} \text{ and the shell} \\
6 &= \text{dot} \text{ and the shell} \text{ and the shell} \text{ and the dot} \\
5 &= \text{dot} \text{ and the shell} \text{ and the shell} \text{ and the shell} \text{ and the dot}
\end{align*} \]

**The Mayan Number System**

One of the first cultures in the world to develop the idea of the zero.

Mayas used a positional system based on the number 20. Different than the number 10, and they were

on. This type of system cannot work without a symbol for zero to show where a position is empty. The

number the digit stands for one's, the next digit to the right stands for tens, and so

number the digit stands for the number of each digit depends on its position within the


4. Which calendar would have been most useful in predicting the beginning of rainy seasons? Why?

3. Which calendar was used to keep track of religious days? Explain.

2. What probably explains why the Maya used 20-day segments in their ritual calendar and 20-day months in their solar calendar? (Hint: See Document C.)

1. What were the names of the three Maya calendars? (Hint: See note also.)

Document Analysis

2012: At the end of a new cycle began another 5,125 years later on December 21, 2012. At that point, a new cycle began in 314 CE and ended 5,300 years later on December 21, 2054. In addition to their ritual and solar calendars, the Maya kept a long count calendar.

The Maya developed their calendars in order to make their predictions and to record at least one measure of time — scale, seasons, and year. The Maya measurements of the sun and the moon, plus the cycles of Venus and Mars, and the stars, were used to develop the calendars. In addition to their calendars, the Maya kept a long count calendar.

The Maya calendar was made up of three calendars: a 260-day ritual calendar, a 365-day solar calendar, and a long count calendar. The 260-day calendar was used to keep track of religious days, while the 365-day solar calendar was used to keep track of the days of the year. The long count calendar was used to keep track of the years.

The Maya calendar was based on the observation that the sun completed a cycle of 365 days in 1 year. This cycle was divided into 365 days, and each day was divided into 20 periods of 18 hours each, making a total of 360 days. In addition, the Maya calendar included a cycle of 260 days, which was used to keep track of the days of the month.

The Maya calendar was used by the Maya people to keep track of time and to make predictions about the future. The calendar was an important tool for the Maya people, and it was used to help them make decisions about important events, such as planting and harvesting crops, and making religious offerings.