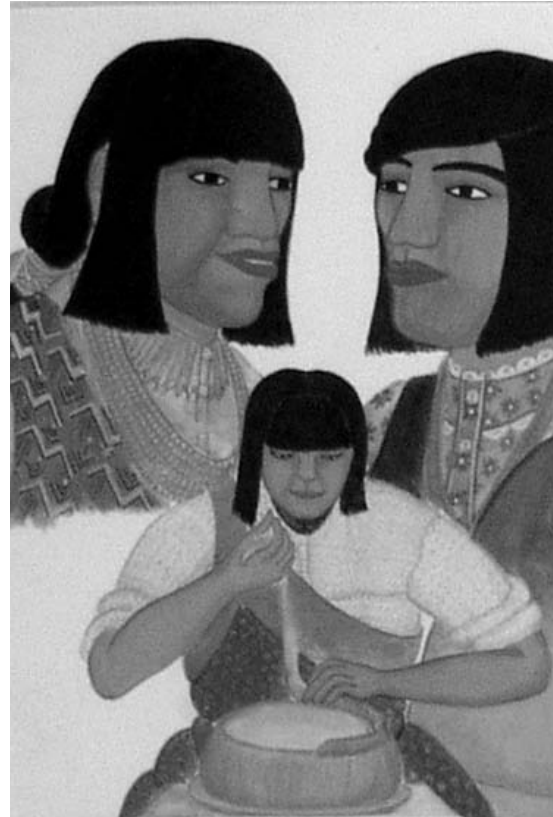


Lesson Plan Twelve: What Can We Learn From Pueblo People Today?

Students will put themselves in the place of ethnographers, and of the people they study, to determine what kinds of information on ancient cultures can be drawn from the people's present-day descendants, and the questions of tact and sensitivity that are involved in that kind of study.



Location: classroom

Suggested group size: individuals, small groups, whole class

Subject(s): history, social studies, language, archeology

Concepts covered: cultural continuity, cultural sensitivities, importance of the knowledge and wisdom of community elders

Written by: Chris Judson, Bandelier National Monument

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Student outcomes: At the end of this activity, students will understand that present cultures contain elements of the lives and customs of their ancestors, and that scientists can learn about the past by talking to people in the present. They will also realize that members of any culture may not be comfortable sharing all aspects of that culture.



EDUCATIONAL STANDARDS

New Mexico State Standards

Language Arts

K-4 Benchmark I-D: Acquire reading strategies

Grade 4-5: Increase vocabulary through reading, listening, and interacting

Social Studies

Strand: History

K-4 Benchmark I-D: Understand time passage and chronology.

Grade 4

1. Describe and explain how historians and archeologists provide information about people in different time periods.

K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.

Grade 4

1. Describe various cultures and the communities they represent, and explain how they have evolved over time.

NATIONAL STANDARDS

History

Topic 1: Living and Working Together in Families and Communities, now and long ago

Standard 1A, Grades K-4: The student understands family life now and in the recent past; family life in various places long ago

Standard 1B Grades K-4: The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins, have transmitted their beliefs and values

Standard 2B Grades K-4: The student understands how communities in North America varied long ago.





Grade K-4: Compare and contrast the different ways in which early Hawaiian and Native American peoples such as the Iroquois, the Sioux, the Hopi, the Nez Perce, the Inuit, and the Cherokee adapted to their various environments and created their patterns of community life long ago. (Compare and contrast differing sets of ideas)

Topic 2: The History of Students' Own State or Region

Standard 3 K-4: The people, events, problems, and ideas that created the history of their state

3A: The student understands the history of indigenous peoples who first lived in his or her state or region

Grade 3-4: Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago (Compare and contrast differing sets of ideas)

Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to its Cultural, Economic, and Political Heritage

Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe

7A: The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe

Grade 3-4: Investigate the ways historians learn about the past if there are no written records (Compare records from the past)

Grade K-4: Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students' own family lives (Compare and contrast)

Social Studies

I. Culture

Middle Grades

a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns

c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture



II. Time, Continuity, and Change

Middle Grades

- b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

- d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality

English Language Arts

- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

MATERIALS

References on and/or by present-day Pueblo people, about their lives and culture. available for loan from Bandelier: (505-672-3861 x 517)

O' Donnell, Joan K, *Here, Now, and Always, Voices of the First Peoples of the Southwest*, Museum of New Mexico Press, Santa Fe, New Mexico 2001

Ruch, Marcella J. *Pablita Velarde Painting Her People*, New Mexico Magazine, Santa Fe, NM, 2001

Keegan, Marcia, *Pueblo Girls*

Rina Swentzel, *Children of Clay*

Video or DVD:

"Pablita Velarde"

BACKGROUND

An ethnographer is a scientist who studies groups of people, and also sometimes their ancestors. Ethnographers focus on spending time with the people, talking with them, and learning about their lives, customs, and traditions directly from them. The information they record can be useful in many ways. Often an archeologist will find an object or a drawing and be unsure what it was or what it was used for. Present-day people who are related to the ones who lived in that site may be able to explain what it is, how it was used, what it means, or how it should be treated to show respect to the ancient owners. Archeologists may act as, or work with, ethnographers when planning a study, consulting with present-day



relatives of inhabitants of archeological sites to find out what will or will not be regarded as appropriate when working there. Reports written by ethnographers in the early 1900s help with understanding changes happening in cultures studied today. Present-day people from the Pueblos and other tribes sometimes go to the old reports to help them rediscover knowledge and customs from their own past that have since been lost.

Being an ethnographer requires great tact and sensitivity, because you want to learn as much as you can, but you know you must treat the people you study with courtesy and respect. Ethnographers have to know how to build the trust of the people with whom they wish to work. Almost every group has knowledge that they do not share with outsiders, things that are special just to them. Ethnographers must show the people that they will respect the limits of what can be shared, and treat information appropriately.

VOCABULARY

Archeologist: a scientist who studies people, usually from the past, by looking at things and places that they used

Customs: traditional ways of doing things

Ethnography: a part of the science of anthropology, in which scientists learn about cultures past and present by working among the people themselves or their descendants

Site: a location; often used to mean a place where people lived and/or where archeological work is being done

Tact: the process of saying or doing the right thing to avoid offending someone

PRE- AND POST-EVALUATION:

Pre-evaluation:

Ask the class to brainstorm a list of things that they think they could learn about Ancestral Pueblo people's lives from present-day Pueblo descendants.

Post-evaluation:

Go over the original list. See if there are questions that can be added, and if there are any that no longer seem appropriate



PROCEDURES: ACTIVITIES TO CHOOSE FROM

- 1A. Have the class look at books written by or about present-day Pueblo people, such as the ones listed in this lesson under “Materials” and “Resources”. Ask the students to find sections of these books that include information about Pueblo customs or knowledge from long ago and to write a paragraph summarizing what they have learned. Have them present their summaries to the class.
- 1B. Discuss why it might be difficult to find information like this for groups of people whose languages are not written down, both in the past and in the present.
- 2A. Ask the students to put themselves in the place of an ethnographer planning to study the Pueblo culture. As individuals, small groups, or in a class brainstorming session, ask them to write what questions they would want to ask a present-day Pueblo person who was willing to share knowledge with them. Do they think that any of the questions would be too personal or too impolite to ask? Or, try to put yourself in the place of a person being interviewed – what kinds of questions would you think were offensive or rude? What questions would you think would really help other people understand important parts of your culture? Possible questions to ask a Pueblo person (which might or might not be appropriate, depending on the person being asked) might include:
- Do you know any stories from long ago that you could share with us?
 - What do you know about the way your ancestors lived before the Spanish came?
 - Can you tell us why they made drawings on the cliffs?
 - Do you know any games they played long ago?

See the question list at the end of this lesson plan for other ideas.

- 2B. If anyone in the class knows a Pueblo person who would be willing to come in and talk to the class and answer questions (or someone from some other culture that is different than that of most of the students) arrange for them to visit. Have the students write down ahead the questions they would like to ask. Consider using those questions to make a class list. (see the attached list for possible ideas.) Have the class review the chosen questions to see if there is anything that might not be tactful. Be sure that the students and the speaker know that the speaker is free to choose not to answer any question. Decide if the students should take notes or record information in some other way, and ask the speaker if it is permissible. You may want to link this with suggested guest speakers for other lessons: “Making Pueblo Pottery”, “How Did They Live Without Supermarkets”, and “Learning from Oral Traditions”.



2C. After the speaker's visit, have the class make a list of all the things they learned from the speaker. Did they learn just about life now, or did some things relate to people in the past? Did they learn anything that would help an archeologist know more about the way people lived long ago? Did they understand why there might be some questions the speaker did not wish to answer?

EXTENSION IDEAS

1. Have each student write a short paper about a custom in their family or among their friends, such as a particular way they celebrate a holiday, the reason they dress a certain way, or a tradition in the school or town. Share the stories in small groups or with the class, and see if telling about something we do now also says something about our history.

RESOURCES

Books: available for loan from Bandelier (505-672-3861 x 517):

Gibson, Daniel, *Pueblos of the Rio Grande, A Visitor's Guide*. Rio Nuevo Publishers, Tucson, AZ, 2001 (ISBN 1-887896-26-0)

Keegan, Marcia, *Pueblo Girls, Growing Up in Two Worlds*. Clear Light Publishers, Santa Fe, NM, 1999 (ISBN 1-57416-020-6)

O'Donnell, Joan K, ed, *Here, Now, and Always, Voices of the First Peoples of the Southwest*. Museum of New Mexico Press, Santa Fe, NM, 2001 (ISBN 0-89013-387-5)

Panchyk, Richard, *Archeology for Kids, Uncovering the Mysteries of Our Past*, Chicago Review Press, 2001, (ISBN 1-55652-395-5)

Swentzel, Rina, *Children of Clay, A Family of Pueblo Potters*. Lerner Publications, Minneapolis, MN, 1992 (ISBN 0-8225-9627-X)

Web Information:

Bandelier website: www.nps.gov/band

Bandelier museum collection items: www.cr.nps.gov/museum/exhibits/band or go to the Bandelier website and click on the collections icon

**** ALSO **** You may be interested in investigating a program called Project Archeology and its manual *Intrigue of the Past, Discovering Archeology in New Mexico*. For information on workshops, contact the Heritage Education Team, Bureau of Land Management, Anasazi Heritage Center, PO Box 758, Dolores, Colorado, 81323, (303) 882-4811



SAMPLE INTERVIEW QUESTIONS

(Note: these have been used in actual interviews with Pueblo people)

What pueblo are you from?

What language do you speak?

What things best show the connections between the Ancestral Pueblo people and the Pueblo people today?

What cultural ties does your pueblo have with others?

Do you have a special thing - a sound, sight, smell, story - that reminds you of your ancestry?

Why is it important for people to respect places where your Pueblo ancestors lived (like Bandelier National Monument)?

Many people do not understand the significance of petroglyphs. If you had to explain why they are important and what they mean, what would you say?

If you were talking with Pueblo youth about the importance of continuing to use your language and continuing your traditions, what would you say?

What special skills and traditions have you shared with your children?

Why is talking to the Pueblo people about their culture just as important as learning about it from archeologists?

What would you tell the world if you had to express why it is important to appreciate the diversity of cultures?