

Lesson Plan One: Working with the Newspaper, “Pueblo People Past and Present”



This lesson provides an opportunity for the students to get a thorough acquaintance with the contents of the newspaper, “Pueblo People Past and Present,” which provides a good background for study of the Ancestral Pueblo people in Bandelier and elsewhere.



Location: classroom

Suggested group size: individuals, small groups, or entire class

Subject(s): anthropology, archeology, art, social studies, ethnobotany, geology, architecture

Concepts covered: compare and contrast, continuity of culture, Ancestral Pueblo lifeways

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Student Outcomes: Through use of the curriculum newspaper “Pueblo People Past and Present,” students will gain foundational knowledge of the Ancestral Pueblo people and their relationship with Bandelier.



EDUCATIONAL STANDARDS

New Mexico 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-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Grade 4

1. Identify important issues, events, and individuals from New Mexico pre-history to the present.

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-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

Grade 4

1. Describe how cultures change.

3. Describe types and patterns of settlements

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 2 Grades K-4: The history of students' own local community and how communities in North America varied long ago

2A: The student understands the history of his or her local community

Grade K-4: Describe local community life long ago, including jobs, schooling, transportation, communication, religious observances, and recreation (obtain historical data)

Grade K-4: Examine local architecture and landscape to compare changes in function and appearance over time. (draw upon visual data)

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 K-4: Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or native Americans who are known to have lived in the state or region, e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimos/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians (Cahokia) or the Mound Builders (Formulate historical questions)

Standard 6A: The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage

Grade 3-4: Examine art, crafts, music, and language of people from a variety of regions long ago and describe their influence on the nation (Draw upon visual and other historical data)





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

- c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others
- 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

- 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, class, and contemporary works.
- 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

Newspaper in this curriculum guide, “Pueblo People Past and Present”

Student worksheet found at end of lesson plan

BACKGROUND

For many years, people have been fascinated by the early inhabitants of the Southwestern United States, especially the ancestors of the present-day Pueblo people. Over the years, archeologists, ethnographers, and others have studied these people and their present descendants, and many books have been written. As the work goes on, knowledge and understanding continue to grow and change, causing many written materials to become out of date.

At Bandelier, the park staff works continually to provide the most up-to-date and culturally sensitive materials to visitors, school groups, and others. This is done by consultation with park archeologists, park staff members who are from Pueblos, and frequent meetings with representatives of Pueblo groups who are closely related to the area. This newspaper presents the best information currently available as of 2007, written at about a fourth-grade level but usable by other grades as well. This “newspaper activity” is designed to help students focus on the information they read in the various articles. Classes working with other lesson plans in this curriculum guide will also find useful information in the paper.

VOCABULARY

Because there will be so many new words in this activity, please refer to the vocabulary list found elsewhere in the curriculum guide

PRE- AND POST-EVALUATION

Pre-Evaluation:

Look through the newspaper, or look through the newspaper activity, and come up with a number of questions that you know will relate to topics you plan to have the class work on in depth during your study of the Ancestral Pueblo people. As an all-class discussion, ask the students how they would presently answer those questions.

Post-Evaluation:

After the class has worked through the newspaper activity, ask them if they would still answer your questions the same as they did previously, or if they would want to add to, subtract from, or change their former answers. Ask them if there was anything that surprised them, or that they would like to know more about.





PROCEDURES: ACTIVITIES TO CHOOSE FROM

1. There are many ways to approach the newspaper and the newspaper activity. You may want to divide the class into small groups, and have each group read one section of the paper, answer the questions from that section, and then share them with the class - or any of a number of variations on that. The newspaper articles have been set up so that each topic can be readily copied to be a handout if you wish to give a copy to every student. If you will be spending a fair amount of time working on your study of the Ancestral Pueblo people, you may end up having every student read the whole paper and answer all the questions. If you will only be doing specific lessons, you may only want to copy the articles from this Newspaper that support those lessons.

EXTENSION IDEAS

1. As long as the newspaper is, we still had to cover each topic fairly briefly. If you have divided the class into small groups to handle each section, have each group find two or three additional facts related to their topic in other sources (such as the books listed in the bibliography found elsewhere in this curriculum guide).
2. Have each small group find one or two facts related to their topic that appear in other sections.
3. Ask individual students to find one or two facts that interest or surprise them in sections they otherwise wouldn't have read.

RESOURCES

Curriculum guide newspaper, "Pueblo People Past and Present"

Student worksheet, below

Vocabulary list found elsewhere in the curriculum guide

For Extension Activity 1, books listed in the Bibliography, found elsewhere in the curriculum guide

Web Resources:

Bandelier National Monument: www.nps.gov/band

There are also general scenery photos of Bandelier on the web at: www.photo.itc.nps.gov/storage/images/index.html

Bandelier museum collections website: <http://www.cr.nps.gov/museum>
or go to the Bandelier website and click on the collections icon

Library of Congress: <http://memory.loc.gov/ammem>





NEWSPAPER ACTIVITY

Name _____

1. Who manages Bandelier National Monument?
2. Many of the present-day pueblos are along a big river. What is its name?
3. Some words are disrespectful to Pueblo people. What can you say instead of:
 - ruins: _____
 - Anasazi: _____
 - abandoned: _____
4. Name two things that Pueblo people today do the same way that their ancestors did:
 - a. _____
 - b. _____
5. The people of Bandelier made 5 of these things from rock.
Circle the 3 that are not lithics.

walls of their homes	arrowpoints	sandals	hammers
corn grinding tools	jerky	scrapers	squash

6. If you wanted to build a house, match the materials with the part of the house you would use to make them:

Roof beams	cavate
Walls	cottonwood or aspen branches
Floor	trees
Cross-branches above roof beams	tuff blocks
Storage space	clay

7. The food crops that the Ancestral Pueblo people grew were _____, _____, and _____.

The domestic animals they had were _____ and _____.





8. Circle the things that can be made from a yucca plant:

string arrowpoints sandals soap paintbrushes axes

9. Match one side to the other:

A petroglyph is important to Pueblo people, and very fragile

A pictograph is carved into rock

Both of them are painted on rock

10. Pottery is (check all that are true)

- made from strips of clay
- fired to make it strong
- made from yucca plants
- often painted with designs
- used for cooking
- a kind of edible plant

11. Put a line from the name of the famous artist to each of the facts from her life:

Maria Martinez

made pottery

worked with her son Popovi Da

Pablita Velarde

was from Santa Clara Pueblo

painted pictures of Pueblo life

taught many others to make pottery

wrote a book of old stories

used casein paint

was from San Ildefonso Pueblo

12. Draw below: an Ancestral Pueblo house



NEWSPAPER ACTIVITY

1. National Park Service

2. Rio Grande

3. ruins: **archeological site, dwelling, house**

Anasazi: **Ancestral Pueblo people**

abandoned: **moved away, moved on**

4. Many activities are possible. The article lists **using the language, telling legends, and dancing**, but other things would be right too, including simple things like **sleeping or having friends**.

5. **Jerky, sandals, and squash** are not made from stones.

6. Roof beams—**trees**

Walls—**tuff blocks**

Floor—**clay**

Cross-branches above roof beams—**cottonwood or aspen branches**

Storage space—**cavate**

7. Food crops were **corn, beans, and squash**;

domestic animals were **dogs and turkeys**

8. Things that can be made from yucca plants are

string, sandals, soap, and paintbrushes.

9. A petroglyph is **carved into rock**.

A pictograph is **painted on rock**.

Both of them are important to Pueblo people, and very fragile

10. Pottery is (check all that are true)

made from strips of clay—**true**

fired to make it strong—**true**

made from yucca plants—**false**

often painted with designs—**true**

used for cooking—**true**

a kind of edible plant—**false**





11. Put a line from the name of the famous artist to each of the facts from her life:

Maria Martinez

**made pottery
worked with her son Popovi Da
taught many others to make pottery
was from San Ildefonso Pueblo**

Pablita Velarde

**was from Santa Clara Pueblo
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used casein paint**

12. See the houses in the newspaper on the first page and in the articles “What Is Bandelier” and “Building Homes in Frijoles Canyon”

