

Lesson Plan Five: What Would They Wear?



Students explore aspects of Ancestral Pueblo culture including agriculture, trade, community roles, and customs by learning about traditional clothing of the time.



Location: classroom

Suggested group size: whole class

Subject(s): history, art

Concepts covered: trade, community roles, traditions, use of native and domestic plants, clothing styles

Written by: Chris Judson, Bandelier National Monument

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Student outcomes: At the end of this activity, students will be able to identify some of the basic articles of clothing worn by Ancestral Pueblo men, women, and children, and what materials were used to make them.



EDUCATIONAL STANDARDS

New Mexico State Standards

Art

Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

Visual arts Grade K-4

1. Identify similarities and differences in the ideas, customs and art of others

Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.

Visual arts Grade K-4

1. Determine the function of various works of art and artifacts within a specific culture.

Language Arts

Grade 4

K-4 Benchmark III-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present

Social Studies

Strand: History

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

Visual Arts

5-8 Content Standard 4: Understanding the visual arts in relation to history and cultures

Students describe and place a variety of art objects in historical and cultural contexts





History

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

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)

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)

Standard 7: Selected attributes and historical developments of various societies in 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)





Geography

As a result of their activities in grades K-12, all students should understand:

K-12.4 Human systems

11. the patterns and networks of economic interdependence on earth's surface

Social Studies

I. Culture

Early Grades

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

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

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

(Available from **Bandelier**, contact 505-672-3861 x 517):

Pueblo clothing kit, containing manta dress, kilt, necklaces, earrings, sashes, and photos showing how they are used

Prints of Pablita Velarde paintings 645, 664, 674, 676, 1739b

Bandelier brochure



**Books (find complete citations at the end of this lesson plan):**

Exploring Bandelier

Pueblos of the Rio Grande

Southwestern Indian Tribes

Illustrations in newspaper in this curriculum guide,
“Pueblo People Past and Present—An Introduction to Who Lived in Bandelier”
and in trailguides at end of Unit 3

BACKGROUND

When we think of Native American clothing, buckskins and furs often come to mind. People are often surprised to find that the Ancestral Pueblo people in what is now northern New Mexico were most likely to be wearing garments woven of cotton, with turkey feather blankets, rabbitskin blankets, or perhaps furs for cold weather. Buckskin clothing was more often found in pueblos that had a lot of contact with Plains groups, such as Taos.

Tradition suggests that men did the spinning of the raw cotton to make thread. Then they set up looms, often inside of kivas, to weave the cloth. Men also wove the bright-colored sashes that held the dresses and kilts around the wearers' waists. These were usually cotton; a few sashes made of dog hair have been found, but not around Bandelier. Apparently cotton was grown in the Bandelier area, and some may have also come in by trade.

In present-day pueblos, there are both black and white manta dresses, usually made from commercially-produced cloth. They are often embroidered along the hem, the top edge, and the side edge for use in ceremonial dances. Some pueblos have a distinctive manner of folding mantas when they are not in use, which produces a desired pattern of creases. Under-dresses of calico, often decorated with lace, are often worn under mantas. In some cases the calico dresses are worn alone. Colorful, fringed shawls are often fastened at the shoulders.

Men's dance kilts, which are usually white, are often embroidered. There are also men's kilts made of buckskin, which are painted and often have tin cones attached along the hem, that are used in certain dances. Kilts are often put on so that the open edge is on the wearer's right side, but for some kinds of kilts, or in some pueblos, or for certain dances, that may vary.

For many current uses, sash belts are woven of cotton, but wool or acrylic yarns are also used. The designs continue to be woven in, rather than embroidered. Traditionally they are red, black, and green, sometimes with white, but now



sometimes you may see other combinations of colors as well. For many dances men wear a wide white cotton sash with fringes that include white cotton balls.

VOCABULARY

Apparel: clothing

Barter: trading an object for something you want, rather than using money

Breechclout: an item of clothing common all over the Americas (and much of the rest of the world at one time or another), which could consist of an apron front and back, or a long strip of material that went over the belt in front, between the legs, over the belt in the back, and hung down front and back.

Culture: a group of people who share traditions, beliefs, and customs. Sometimes the word is used to mean the traditions, beliefs, and customs themselves, and things or activities related to them.

Embroidery: making designs by sewing threads onto fabric in a pattern

Kilt: a garment worn by Ancestral Pueblo men and boys and still worn in Pueblo dances today, consisting of a rectangle of cloth wrapped around the hips and extending to the knees, usually fastened around the waist with a sash

Loom: a device for weaving cloth

Manta: Spanish word for a piece of cloth, from the verb that means “to cover”

Sash: a woven belt, often with woven patterns along the length and fringe on the ends

Trade goods: items carried by traders to sell or barter somewhere else

Tradition: the way a particular group of people chooses to do something, often passed down through many generations

Turquoise: a soft stone, found in varying shades of blue to green, popular for making jewelry throughout the southwest past and present. There is a source south of Santa Fe near Cerrillos, which has been mined for hundreds or thousands of years.



PRE- AND POST-EVALUATION:

Pre-evaluation:

1. With the whole class, brainstorm about what kinds of clothing the Ancestral Pueblo people wore and what the items were made from.
2. Have the students look through books, the internet, the drawings in the newspaper “Pueblo People Past and Present” in the curriculum guide, the drawings in the trailguides in Unit 3, etc, and find examples of traditional Native American clothing. Make a class collage with copies of the images, labeling each as to whether it is likely to have been worn by Pueblo people past or present and, if possible, which tribes the others pertain to.

Post-evaluation:

1. Look back at the list and see which items were missed and which items on the list are not typical of Ancestral Pueblo people at Bandelier
2. Look back at the collage and see if any of the labels need to be changed and if any items need to be added.

PROCEDURES: ACTIVITIES TO CHOOSE FROM

- 1A. Divide the students into pairs and give each a Bandelier publication (the color brochure, the book “Exploring Bandelier National Monument”, the trailguides in Unit 3, or the curriculum guide newspaper) and ask each group to focus on the clothing that the Ancestral Pueblo people are wearing. Have the class discuss what they found. The students will notice three garments: women’s dresses that go up over the right shoulder and under the left; breechcloths (also called loincloths) worn by either men or women during some periods; and kilts, worn by men wrapped around their hips and secured by a sash. In addition they may notice moccasins and sandals. For this lesson we’ll concentrate on the dresses and kilts.
- 1B. Discussion: ask the class if there is anything they had expected to see that isn’t in the pictures (such as headbands, feathers, paint, leggings, fringe). There are a lot of details we aren’t sure about the clothing at Bandelier. Headbands might have been useful when doing hard work, or they might have tied their hair back into ponytails or knots. Feathers would generally only have been worn as part of costumes for ceremonial dances, and the same with paint. Leggings are traditional with some present-day Pueblos, such as Taos, that have ties with tribes from the Plains. Fringe is a common way to finish an edge when working with leather, and was common among Plains groups, but doesn’t work well with cotton cloth because it unravels the weaving.





- 1C. Have small groups of students look through the prints of the Pablita Velarde paintings, the book, *Here, Now, and Always*, the drawings in the newspaper, "Pueblo People Past and Present," in the curriculum guide, the drawings in the trail guide, *Pueblo Girls Growing Up in Two Worlds*, *Southwestern Indian Ceremonials*, and *Southwestern Tribes* to see what examples they can find of the people wearing the manta dress or kilt, either in the plain everyday style or the fancier ones used for dances. Use the Pablita paintings that show dances to compare and contrast daily clothing with ceremonial clothing.
2. Unpack the manta dress (the larger piece of cloth) and the kilt from the clothing box, along with the sash, earrings, and necklace. Get a boy and a girl volunteer to go to the front of the class to "model" the clothing. The dress and kilt will fit over the students' clothes unless you choose an unusually large student.

Dress: follow the steps as shown in the photos in the notebook. Be sure that the cloth goes up over the right shoulder. Add the earrings (put the loops over the tops of her ears) and necklace. If you let the student handle the necklace, there's less problem with getting it tangled in her hair.

Kilt: follow the steps as shown in the photos in the notebook. If possible, dress the two students one after the other, so both can use the red belt. If you wish to have them both dressed at once, use the white belt for the boy. Have the kilt's open edge be on the boy's right side. You may need to emphasize that this is a kilt, not a skirt. Add the earrings and necklace. You may want to mention that many men in our culture wear earrings and/or necklaces nowadays, and it was probably even more common then.

If you wish, take a photo of the students in the clothing.

3. Ask the students individually to draw a picture of themselves as they might have been dressed if they had lived in Ancestral Pueblo times. Have them label the items of clothing and what material each was made from. Ask the class to vote on whether they would rather wear the styles from then or now, and why.

EXTENSION IDEAS

1. Have the students research what kinds of clothing people wore in various communities in Europe and other places in the world at the time the Ancestral Pueblo people were living in Frijoles Canyon. Possible choices might include Athens, Rome, London, Paris, Beijing, Tokyo, Nairobi, and New Delhi. Copy images to share with the class. Talk about what materials and skills would be necessary to make the various items of apparel, and what climate they were designed for. Ask if the students would rather wear any of those kinds of clothing, or that worn by the Ancestral Pueblo people, and why.



2. Have the students research what kinds of clothing were traditional for other tribes in the Southwest or in other parts of the country. If possible, identify each clothing style with the tribe/culture/language group it belongs to. Ask the class if they know of any occasions when Native Americans wear these clothes today. (It is common at pow-wows to see traditional dress from many groups. Students in Santa Fe may have seen the costume exhibitions and contests at Indian Market. Others may have attended the Gathering of Nations in Albuquerque or the Gallup Inter-Tribal Ceremonials. Members of various groups may wear traditional clothing to important occasions at the State Capitol, school graduations, dance demonstrations at the State Fair or elsewhere, and crafts fairs. Students may have attended traditional dances at pueblos or other tribes' locations.)

RESOURCES

Books

Bahti, Tom and Bahti, Mark, *Southwestern Indian Ceremonials*, KC Publications, 1997 (ISBN 088714-097-1)***

Bahti, Tom and Bahti, Mark, *Southwestern Indian Tribes*, KC Publications, 1997 (ISBN 088714-097-1) ***

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) ***

*** Items available for free loan from Bandelier, (505) 672-3861 x 517

Web Information:

Bandelier website: www.nps.gov/band

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

