



National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.cr.nps.gov/museum>

- **Title:** Community Roles of Pueblo Peoples: Past and Present
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- **Grade Level:** 4th grade, adjustable to other grades:
- **Length of Lesson**

□ **Overview of this Collection-Based Lesson Plan**

Park Name: Bandelier National Monument

Using the works of Pablita Velarde, explore community roles in the culture of Ancestral Pueblo and Pueblo people and compare and contrast them with students' own.

- **Theme:**
 - Everyone living in a community plays many roles within the structure of that community, and these roles change as communities evolve over time.
- **Essential question.**
 - How are the roles of people shaped by their culture and environment, and how do these roles change?
- **Relevance**
 - Students compare and contrast their own roles with those in ancient and contemporary pueblo communities. Students will understand that all people have roles that are influenced by their culture and environment. Students will be able to see how roles change as people's environment and culture change.

Museum Collections Used in this Lesson Plan

Artworks by Pablita Velarde [see detailed list below]

□ **National Educational Standards**

Standard 1A, Grades K-4

The Student understands family life now and in the recent past: family life in various places long ago.

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)

New Mexico Educational Standards

Language Arts

K-4 Benchmark I- Acquire reading strategies - Grade 4

Increase vocabulary through reading, listening, and interacting

Social Studies

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.

1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.

2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how place change.

Art

Content standard 4: Demonstrate an understanding of the dynamics of the creative process.

Visual arts – Grade 5 - 8

A. Understand that works of art come from diverse personal and cultural experiences and inspirations.

1. Research and discuss instances in which history and culture affected specific public art in the local community.

□ **Student Learning Objectives**

Students will be able to describe how the people's roles are shaped by their culture and environment

Students will be able to describe how people's roles change with changes in culture.

Students will recognize changes in the pueblo culture from pre-European contact times to the 1940s and into the 21st century.

□ **Background and Historical Context**

In the late 1930s-early 1940s Pablita Velarde of Santa Clara Pueblo was hired to do illustrations of Pueblo life for the museum at Bandelier National Monument. The work she did there depicts the life of early 20th-century Pueblo people as she remembered it from her childhood at Santa Clara, as well as various Pueblo groups' traditions she researched at the time she was working. Some of her paintings show composites of practices from several Pueblos rather than strictly portraying one particular group. The paintings were done to help visitors understand the Ancestral Pueblo sites at Bandelier, which are homes of people whose direct descendents live in pueblos along the Rio Grande in New Mexico today.

The Ancestral Pueblo people lived in what is now Bandelier before the Spanish came to New Mexico. They had no written language, but passed their traditions and knowledge from generation to generation by word of mouth. By the 1550s, the people had moved to new homes along the Rio Grande, and between then and now tremendous changes have gone on around them. Other cultures have come into the area, bringing different customs and different ways of life. Holding onto their own languages even as they learned Spanish and, later, English, the Pueblos have continued passing on their old traditions.

Pablita's paintings show many roles within Pueblo society in the early- to mid-1900s, people doing many of the jobs necessary to keep the community strong. In addition, looking at the paintings and knowing what objects and materials were brought in by the Spanish and other newcomers to the area, we can consider what is old and what is new. This can give us a window into what life may have been like for the ancestral people. Knowing what materials have been in the culture throughout the centuries, we have a feeling for what jobs were done throughout the generations; new materials gave rise to new jobs. And by looking at the combinations, we can get a feeling for the adaptations the Pueblo people have had to go through in order to keep their culture through all the changes.

For the Ancestral Pueblo people the crops available were corn, beans, and squash, along with cotton grown at villages at lower elevations, and tobacco for ritual use. The only domestic animals were dogs, turkeys, and the very occasional parrot acquired through trade. Tools were made of stone, bone, and wood, and clay for pottery. Meat came primarily from hunting rabbits and deer, while wild plants provided food, medicines, and dyes. Cotton was hand-spun and woven into cloth.

In trying to find the Ancestral Pueblo culture within contemporary Pueblo culture, it is important to know that the list of materials available to the people now, but were not available prior to Spanish contact. They include:

Horses	wheat	metals	written language
Milk cows	chiles	glass	books
Beef cows	melons		Christianity, churches, Saints' Days
Goats	hay		non-religious leaders such as Governors
Chickens	tomatoes	cucumbers	
Pigs	fruit trees	carrots	
Sheep	lettuce	peas	

In addition, it is important to think about what each of these things provided and required. For instance, horses and cows required winter feed, so it became necessary to cut and store hay. Sheep provided meat and wool, but needed to be tended. Cows provided milk and cheese. Wheat could be made into bread of the kind we are used to, but the baking had to be done in an *horno*, a beehive-shaped oven introduced by the Spanish. Harvesting wheat required tools that had never been needed for harvesting corn. Metal tools required that someone learn to be a blacksmith. By the 1860s, that skill expanded to the making of silver jewelry.

So, seeing these materials and related skills indicates post-contact influence, while anything employing skills and materials available before European contact may very well have survived from Ancestral Pueblo times. This can also be used when looking at myths and legends, many of which have picked up post-contact themes, and even characters, along the way.

For Pueblo people past and present, being a part of a community is one of the most important values in each person's life. They have always known that to survive, everyone must work together. Accomplishing any task takes the efforts and skills of several or many people with their various talents and types of knowledge.

❑ **Museum Collections Used in this Lesson Plan**

Art Work of Pablita Velarde:

- [BAND 672 – Pueblo Views](#)
- [BAND 654 - Rabbit Hunt](#)
- [BAND 647 - Community Preparation of Rabbits for Cacique](#)
- [BAND 662 - Three Women Grinding Corn](#)
- [BAND 670 - Women's Activities and Hairstyles](#)
- [BAND 668 - Pueblo Men's Activities](#)

Check through all the items shown on the Bandelier collection, since this lesson topic is broad enough that you may find other ones useful besides the ones listed above.

❑ **Materials Used in this Lesson Plan**

Art Supplies: colored pencils, drawing paper (unlined paper), glue sticks

Optional: color prints of images downloaded from Bandelier Collection website, laminated, to be passed out for student use .

For extension activities:

Diorama materials: air drying clay (see lesson "Passing Traditions Through Time" for recipes for play-doh-type clay), dowel rods (teacher can cut into useable lengths for "vigas"), 1 inch thick Styrofoam (students can cut the Styrofoam into blocks with any serrated item – it does not have to be sharp), cardboard boxes for dioramas (students can select the size of box depending on their planned diorama), sand or dirt (students can use liquid glue to glue sand onto their forms made of Styrofoam or cardboard to simulate plaster)

Vocabulary –

On a large chart in the classroom, create a word and concept list with students as the lesson unfolds. Write definitions with student input as words come into use during the lesson. For reference:

Adaptation - to change something to fit in better with its surroundings

Ancestors - people related to you who were born before you were; this could include your parents as well as people hundreds or thousands of years ago.

Ancestral Pueblo people - the ancestors of the present-day Pueblo Indians. Formerly called Anasazi, a Navajo word often translated as Ancient Enemies; it is offensive to many Pueblo people, and Ancestral Pueblo is preferred.

Bandelier - Bandelier National Monument, near Los Alamos, New Mexico. It was established in 1916 to preserve thousands of archeological sites related to the Ancestral Pueblo people, and was named for early anthropologist Adolph F.A. Bandelier

Cacique - the religious leader of a group; among old-time Pueblos, he often also settled disputes and made important decisions for the peoples' day to day life

cliff dwellers - people who build their homes along cliffs. This location is often useful for defense or solar energy

Cultivating - farming, gardening

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.

European contact - the point at which Ancestral Pueblo people meet and begin to be influenced by people from Europe, first the Spanish in the 1500s. Usually they are termed Pueblo once this contact has occurred

Environment - everything that surrounds a living thing, including other living things, the landscape, plants, water sources, etc

Habitat - a place where a creature or plant lives; a good habitat provides everything that a living thing needs, including air, food, water, space, and the right climate.

harvest - the crops that have grown in a garden and are gathered at the end of the summer to use for food, such as corn, beans, and squash.

horno - an outdoor oven shaped like a beehive, made of thick adobe bricks, for baking wheat bread. A fire is built inside, and when the insides of the walls are well heated, the fire is swept out, pans of bread dough are put in, a board is placed over the door, and the bread is left to bake until crusty on the outside, tender inside.

kiva - a room used by Pueblo people past and present for teaching, meetings, and religious gatherings; mostly used by men; usually round and underground

lifestyle - the way a living thing lives its life; especially among people, various groups may have very different lifestyles than each other

mano - the stone held in one or both hands to grind corn into meal on a metate.

mesa - from the Spanish word for table; a part of a landscape that is much like a hill but flat on top, often with cliffs on the sides

metate - the flat stone on which corn kernels are placed to be ground into meal; the grinding is done with a mano.

Native American - also often known as Indians. The people who were living on the North and South American continents before explorers from Europe and other places arrived, and their descendents.

petroglyphs - drawings carved or scratched into rocks or cliffs

plaza - an open space often found in the middle of a Pueblo village, used for many activities including ceremonial dances.

pueblo - Spanish word for village, used to mean a community of people with particular customs, including farming, weaving, and making pottery, and their settlement. There are presently 19 pueblos in New Mexico, plus the Hopis in Arizona and Isleta del Sur outside of El Paso, Texas.

roles - the jobs and responsibilities that people are expected to carry out in their families and communities.

volcanic tuff - Crumbly rock composed of volcanic ash. At Bandelier, the canyon walls and mesas made of tuff that came out of two huge eruptions of the Jemez Volcano over a million years ago. The Ancestral Pueblo people shaped the soft stone into bricks to build their homes.

□ **Teacher Tips**

Be familiar with these materials and have them on hand before implementing lesson:

Books: Bandelier National Monument, by Patricia Barrey
101 Questions about Ancient Indians of the Southwest
Pablita Velarde Painting Her People, by Marcella J. Ruch

Videos:

Pablita Velarde (30 min)

Pablita Velarde: Golden Dawn (from De Colores on KNME) 24 min

Anasazi: (Hisatsinom) – The Ancient Ones (30 min)

These materials available on loan from Bandelier National Monument; call 505-672-3861 x 513 -

□ **Lesson Implementation Procedures**

Activity 1: Imagine yourself as a pueblo person as depicted by Pablita

Display for class “A Look At Pueblo Life, #672”, a Pablita Velarde painting done in 1941

- Point out to the class these elements of Pueblo culture at that time, as depicted in the painting
 1. Multi-story building, common in pueblos
 2. Kiva
 3. Farm land
 4. Horno- describe the oven and explain its use

- Ask students to observe and comment on what they see in the painting, discuss all the activities depicted and identify who is doing each activity
- Have each student choose a role from the painting, visualize themselves doing it, and write a descriptive paragraph or story about their imagined experience in doing that role. Consider asking them to include interactions with other people in their village.

Roles to identify in the painting:

1. *bread maker*
2. *drummer*
3. *butcher*
4. *childcare giver*
5. *farmer (no person shown, but hay and corn show that farming is happening)*
6. *corn grinder*
7. *builder*

Activity 2: A picture is worth a thousand words

- Display for class another of the Pablita paintings available in the Bandelier collection on the web (see specifics below)
- Discuss with class what they observe by asking the group questions about it. What roles do they see? How can they tell who is responsible for doing different jobs?
- Divide class into small groups, have each group choose another painting, and have students write their own questions that could be answered from the details in the painting. #668 and #670 are especially useful.

Possible Questions –

- How did the painting BAND 654, “The Rabbit Hunt” depict how the environment affected the type of food available and the methods the people used to acquire their food?
- In the painting, who are the ones acquiring food?
- What are the hunters using to hunt the rabbits?
- Describe the area in which they were hunting
- In the painting BAND 647, “Community Preparation of Rabbits for the Cacique”, who is doing what in the preparation?
- What are they using to store and prepare the food?
- What are they using to cook the food?
- In the painting BAND 662. “Three Women Grinding Corn”, who is shown grinding? Why would it be good to have company when you were grinding corn?
- In BAND 708, “Basket Making” who is making baskets?
- In painting BAND 670, “Women’s Activities and Hairstyles” what are some of the activities shown?
- What are some of the utensils being used?
- How were they made?
- How did the environment affect the types of tools and utensils used?
- In the paintings what things are made from the things that were grown in the habitat of Bandelier?
- How did the environment of Bandelier affect what and where things were grown? (Note: look at lesson plan, “Ancestral Pueblo Tools” for more information)

Activity 3: Roles in an Ancestral Pueblo village

Pablita drew activities in pueblos as they were done during her childhood and early adulthood, in the 1920s, 1930s, and 1940s. Pueblo people try hard to hold onto their traditions and old ways, but as the world changes, some things in their lives change too.

As a class, look at Pablita’s drawings and think of as many things as you can that are different than they would have been when the Ancestral Pueblo people lived here before they met the Spanish and other people coming from other cultures.

Have the students either individually or as a class use this information to make a drawing or mural similar to the Pablita paintings they have seen, but set in Ancestral Pueblo times. Be sure to consider differences in clothing, tools, domestic animals, and crops.

Activity 4: Roles in a present-day Pueblo village

Borrow the book "Pueblo Girls" or "Children of Clay" from a library or from Bandelier (505-672-3861 x 513) to read to the class as an introduction to what life is like for Pueblo people now in the 21st century. Look at the Pablita paintings once more and, as a class or in small groups, think of as many things as you can that are different now from the way the Pueblo people lived in the 1930s and 1940s.

Have the students either individually or as a class use this information to make a drawing or mural similar to the Pablita paintings they have seen, but set in a pueblo now in the 21st century. Be sure to consider differences in clothing, transportation, furnishings, and ways of spending time.

□ **Evaluation/Assessment for Measurable Results**

- Divide the class into two parts, one related to the Ancestral Pueblo people and the other related to pueblo life in the 21st century. Offer each the options of writing and putting on a play set in their time period, illustrating various roles in the society, dressing as people doing different jobs and having the other students identify them, making flashcards of objects that do and do not belong in their time and having the other students tell which are which; or posting a list on the chalkboard or bulletin board of various items and activities from one period for the other students to tell what is equivalent in the other time period.
- As a whole class, in smaller groups, or having each individual student think it through and then participate in a whole-class wrap-up, take one activity in one time period and make an analysis similar to the one below of all the steps, and all the jobs it would take to accomplish that activity. Try not to skip or miss any details. Some possible activities (among many) might include making stew (dried deer meat, dried squash, corn, beans, wild herbs, plus all the necessary preparations for cooking), being a dancer in a ceremonial dance, making a bow and arrows, or building a house.

Sample activity, 1930s or 21st century:

Baking Wheat Bread

Based on what you have learned about the roles of people in a pueblo in the 1930s and their responsibilities (roles/jobs), make a list of ALL the jobs that would have had to be performed in order to have bread. The list below is a beginning.

Horno

Making bricks - making tools to use, finding and digging the right soil, getting water, making a pot to carry the water (see jobs below for making the pot) making something to mix the soil and the water, making a mould for the brick, finding and preparing the wood to make the mould

Finding and preparing clay for mortar (as above)

Actual building - learning how from someone, making a wagon to carry the bricks, caring for a horse to haul the wagon, making mortar, making tools to spread the mortar

Fire

Gathering wood

Splitting and stacking

Starting the fire, keeping it going

Wheat:

Planting - making tools, preparing the soil, acquiring seeds, and digging an acequia to bring water

Cultivating - making tools to use, pulling weeds

Harvesting - making tools to use, making baskets to carry crops: learning how, knowing where and when to find the right materials, gathering the materials, making tools to cut the materials, making the basket

Grinding - making tools to use, or taking it to a mill, including making a sack to carry it, making a wagon to go there, getting and caring for a horse to haul the wagon

Mixing ingredients - making bowl in which to mix the ingredients – learning how, gathering clay, forming bowl, firing bowl; getting wood for firing, splitting, starting fire. Learning the recipe from someone. Getting all the ingredients - water: pottery to carry it in, and all the steps to make the pottery. Getting and preparing yeast.

Baking

Making tool to get bread in and out of the oven; getting firewood; making oven door; knowing when the horno is hot enough for baking, and when the bread is done;

Carrying, storing, distributing, serving, and eating the bread

An extra challenge - see if the class can decide how many different individuals it would take to actually accomplish the task in question, since most people would have multiple skills and kinds of knowledge. Does it make sense to the students that people often or usually live in communities?

□ **Extension and Enrichment Activities**

Activity 1: Make a diorama

- Have individual students or very small groups make a model of a pueblo structure in a box, including cutouts (“paper dolls”) of people going about their everyday jobs. Be sure to identify the time period.
- Or, if the class has been studying Bandelier or some other particular Ancestral Pueblo site, have each small group make a particular structure from that site and bring them together on a table or other location in the classroom to represent that actual community.
- Invite a park ranger or archeologist to give a presentation about artifact preservation so that future generations can appreciate the history of the area. This would include leaving artifacts where they are found, not moving or collecting them, and what can be learned from them.

Activity 2: What are your roles in the many groups to which you belong?

- Discuss with class: while different students may belong to various diverse cultures, each of us also belongs to a school, community and national culture. What are our roles in each? Compare and contrast our roles with those of the Pueblo people depicted in the paintings.
- Have students draw themselves in at least one of their own roles:
- As a member of their family
- As a member of their religious/ethnic group
- As a member of their community
- As a student in their school (what is our role as students? What responsibilities do we all have as students in our particular school?)
- As a citizen of our city/state/nation

□ **Resources**

Web

Bandelier National Monument: www.nps.gov/band

Museum Collections website – <http://www.crnps.gov/museum>

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

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

To borrow books or videos from Bandelier: 505-672-3861 x 513

To order books – www.wnps.org, or call (505) 672-3861 x 515

Books

Clark, Ann Nolan, *In My Mother's House*, Puffin Books, Troll Associates, New York, originally published 1942. current reissue 1991

Noble, David Grant, *101 Questions About Ancient Indians of the Southwest*, Western National Parks Association, Tucson, AZ, 1998 ***

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 ***

Spivey, Richard L., *Maria*, Northland Publishing, 1979

Video/DVD

Pablita Velarde, National Park Service Video, Cortez, Colorado, ***

*** Items marked with asterisks are available for free loan from Bandelier, 505-672-3861 x 513

Charts

"How to Read an Object" [to be launched at www.cr.nps.gov/museum]

□ Site Visit -

To a location related to the life of Pueblo people in the past or present:

- *Pre-visit:*
- If planning to visit Bandelier National Monument, contact the Visitor Center (505-672-3861 x 517) to find out if any of the items you are interested in showing to the students are currently on display. Contact 505-672-3861 x 534 to make group visit reservations. Also, Bandelier's online collection at www.cr.nps.gov/museum contains many more examples of Pueblo and Ancestral Pueblo pottery besides those highlighted in this lesson.
- Other possible locations:
 - Museum of Indian Arts and Culture, Santa Fe, New Mexico*
710 Camino Lejo, Santa Fe, NM 87501 505-827-6463 www.miaclab.org
 - Millicent Rogers Museum, Taos, New Mexico*
1504 Millicent Rogers Rd, Taos, NM 87571 505-758-2462 www.millicentrogers.com
 - San Ildefonso Pueblo Museum, San Ildefonso Pueblo, New Mexico*
Rt 5 Box 315A, Santa Fe, NM 87501 505-455-2273
 - Indian Pueblo Cultural Center, Albuquerque, New Mexico*
2401 12th St, Albuquerque, NM 87104 1-800-766-4405 www.indianpueblo.org
 - Southwest Museum, Los Angeles, California*
234 Museum Dr, Los Angeles, CA 90065 323-221-2164 www.southwestmuseum.org
 - Museum of Northern Arizona, Flagstaff, Arizona*
3101 N Ft. Valley Rd, Flagstaff, AZ 86001 928-774-5213 www.musnaz.org
 - Florence Hawley Ellis Anthropology Museum, Ghost Ranch Conference Center, Abiquiu, New Mexico*
HC 77 Box 11, Abiquiu, NM 87510 505-685-4333 www.ghost ranch.org
- Contact the proper office at the institution to make reservations, and find out practical matters you will need to handle ahead. Arrange for plenty of active, assertive, interested chaperones.
- Before the visit, have students visit the institution's website for an overview, or obtain brochures and other written/visual materials about the site. Have the class come up with a list of questions to guide the visit. Work with site staff to arrange the visit with challenging activities.
- *Site visit:* At the site, have students select at least two objects to analyze. Provide "How to Read an Object" sheets, which include an object sketch sheet (white space to make a detailed sketch of the objects). For younger students, develop a "scavenger hunt" object list to encourage close observation skills. Be sure to have students look for evidence of "their" role.
- *Post-visit:* See extension activity list for ideas for post-visit student presentation ideas.
- *Virtual visit:* If a park or institution has a website that provides a virtual visit, assign an activity that guides students in their exploration of the website, and leads them to related websites for more depth.