Orange County Department of Education

Project GLAD®  
**Pueblo People of New Mexico (3)  
IDEA PAGES**

**I. UNIT THEME**

* Establish Enduring Understandings (Big Ideas)
  + Cross-Cultural Respect
  + Commonality and Diversity
* Embed Cross-Cultural Sensitivity
* Building Self-Esteem to Empower Students
* Integrate Cross-Curricular Concepts
* Link to Frameworks
* Insert 21st Century Themes: Global Awareness, Civic Literacy, Environmental Literacy
* Incorporate 21st Century Competencies: Interpersonal (communication, collaboration, serve), Intrapersonal (focus, persevere, reflect/improve), Cognitive (critical thinking, creativity)

**II. FOCUS/MOTIVATION**

* Promote Metacognition
* Value Personal/ Cultural Learning Experiences
* Set Purpose for Learning
* Identify and Assess Prior Knowledge
* Strategies to Support Focus/ Motivation Included in Unit:
  + Zero Noise Signal
  + Three Personal Standards
  + Literacy Awards
  + Prediction/Reaction Guide
  + Observation Charts
  + Inquiry Charts
  + Teacher-Made Big Book
  + Cognitive Content Dictionary

**III. ASSESSMENT & FEEDBACK**

* Focus on Metacognition
* Promote Personal Choice (Exploration)
* Explore Alternative Means of Assessment
* Diagnosis with On-Going (Formative) Assessment
* Create and Use Rubrics that Align with Standards and Student Learning Objectives
* Match Assessments to Standards and Objectives
* Incorporation Project Based Learning
* Emphasize “Real Life” Applications
* Strategies to Support Assessment/ Feedback Included in Unit:
  + Portfolios
  + Individual Tasks
  + Processing of Charts (ex. Inquiry, Map, etc.)
  + Personal Exploration
  + Student-Made Tests (ex. Graffiti Wall)
  + Teacher-Made Rubrics and Tests
  + Expository Essay
  + Found Poetry
  + Action Plan
  + Team/ Personal Explorations
  + ELD Group Frame
  + Where’s My Answer?

**IV. CONCEPTS – GRADE 3 STANDARDS: New Mexico State Standards**

**Content Standards History/Social Studies**

**STRAND: History**

**Content Standard I:** Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

**K-4 Benchmark I-A—New Mexico:** Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

3.1 Describe how the lives and contributions of people of New Mexico influenced local communities and regions.

**K-4 Benchmark I-B—United States:** Understand connections among historical events, people, and symbols significant to United States history and cultures.

3.1 Describe local events and their connections to state history.

**K-4 Benchmark I-C—World:** Students will identify and describe similar historical characteristics of the United States and its neighboring countries.

3.1 Identify and compare components that create a community in the

United States and its neighboring countries.

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

3.1 Interpret information from multiple resources and contexts to

determine chronological relationships.

**STRAND: Geography**

**Content Standard II:** Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

**K-4 Benchmark II-A:** Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.

3.1 Identify and use the mapping tools of scale, compass rose, grid,

symbols and mental mapping to locate and draw places on maps and globes.

**K-4 Benchmark II-B:** Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.

3.1 Describe how human and natural processes can sometimes work

together to shape the appearance of places (e.g., post-fire reforestation).

3.2 Explore examples of environmental and social changes in various

regions.

**K-4 Benchmark II-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.

3.1 Identify personal behaviors that can affect community planning.

3.2 Identify ways in which people have modified their environments (e.g.,

building roads, clearing land for development, mining, and constructing towns and cities).

3.3 Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).

**K-4 Benchmark II-E:** Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

3.1 Describe how patterns of culture vary geographically.

3.2 Describe how transportation and communication networks are used in daily life.

3.3 Describe how cooperation and conflict affect neighborhoods and communities.

**K-4 Benchmark II-F:** Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.

3.1 Identify the characteristics of renewable and nonrenewable resources.

**V. COMMON CORE READING STANDARDS FOR LITERATURE**

**KEY IDEAS AND DETAILS**

1. [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. [CCSS.ELA-LITERACY.RL.3.2](http://www.corestandards.org/ELA-Literacy/RL/3/2/) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. [CCSS.ELA-LITERACY.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CRAFT and STRUCTURE**

1. [CCSS.ELA-LITERACY.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2. [CCSS.ELA-LITERACY.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3. [CCSS.ELA-LITERACY.RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/) Distinguish their own point of view from that of the narrator or those of the characters.

**INTEGRATION OF KNOWLEDGE and IDEAS**

1. [CCSS.ELA-LITERACY.RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
2. [CCSS.ELA-LITERACY.RL.3.8](http://www.corestandards.org/ELA-Literacy/RL/3/8/) (RL.3.8 not applicable to literature)
3. [CCSS.ELA-LITERACY.RL.3.9](http://www.corestandards.org/ELA-Literacy/RL/3/9/) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series

**COMMON CORE READING STANDARDS FOR INFORMATIONAL TEXT**

**KEY IDEAS AND DETAILS**

1. [CCSS.ELA-LITERACY.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. [CCSS.ELA-LITERACY.RI.3.](http://www.corestandards.org/ELA-Literacy/RI/3/2/)2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. [CCSS.ELA-LITERACY.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**CRAFT and STRUCTURE**

1. [CCSS.ELA-LITERACY.RI.3.4](http://www.corestandards.org/ELA-Literacy/RI/3/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
2. [CCSS.ELA-LITERACY.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3. [CCSS.ELA-LITERACY.RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/) Distinguish their own point of view from that of the author of a text.

**INTEGRATION OF KNOWLEDGE and IDEAS**

1. [CCSS.ELA-LITERACY.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2. [CCSS.ELA-LITERACY.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3. [CCSS.ELA-LITERACY.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/) Compare and contrast the most important points and key details presented in two texts on the same topic.

**COMMON CORE READING STANDARDS: FOUNDATIONAL SKILLS**

**PHONICS and WORD RECOGNITION**

1. [CCSS.ELA-LITERACY.RF.3.3](http://www.corestandards.org/ELA-Literacy/RF/3/3/) Know and apply grade-level phonics and word analysis skills in decoding words.
   1. [CCSS.ELA-LITERACY.RF.3.3.A](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/) Identify and know the meaning of the most common prefixes and derivational suffixes.
   2. [CCSS.ELA-LITERACY.RF.3.3.B](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/) Decode words with common Latin suffixes.
   3. [CCSS.ELA-LITERACY.RF.3.3.C](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multi-syllable words.
   4. [CCSS.ELA-LITERACY.RF.3.3.D](http://www.corestandards.org/ELA-Literacy/RF/3/3/d/) Read grade-appropriate irregularly spelled words.

**FLUENCY**

1. [CCSS.ELA-LITERACY.RF.3.4](http://www.corestandards.org/ELA-Literacy/RF/3/4/) Read with sufficient accuracy and fluency to support comprehension.
   1. [CCSS.ELA-LITERACY.RF.3.4.A](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding.
   2. [CCSS.ELA-LITERACY.RF.3.4.B](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   3. [CCSS.ELA-LITERACY.RF.3.4.C](http://www.corestandards.org/ELA-Literacy/RF/3/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**COMMON CORE WRITING STANDARDS**

**TEXT TYPES and PURPOSES**

1. [CCSS.ELA-LITERACY.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons.
   1. [CCSS.ELA-LITERACY.W.3.1.A](http://www.corestandards.org/ELA-Literacy/W/3/1/a/) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   2. [CCSS.ELA-LITERACY.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/) Provide reasons that support the opinion.
   3. [CCSS.ELA-LITERACY.W.3.1.C](http://www.corestandards.org/ELA-Literacy/W/3/1/c/) Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.
   4. [CCSS.ELA-LITERACY.W.3.1.D](http://www.corestandards.org/ELA-Literacy/W/3/1/d/) Provide a concluding statement or section.
2. [CCSS.ELA-LITERACY.W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   1. [CCSS.ELA-LITERACY.W.3.2.A](http://www.corestandards.org/ELA-Literacy/W/3/2/a/) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   2. [CCSS.ELA-LITERACY.W.3.2.B](http://www.corestandards.org/ELA-Literacy/W/3/2/b/) Develop the topic with facts, definitions, and details.
   3. [CCSS.ELA-LITERACY.W.3.2.C](http://www.corestandards.org/ELA-Literacy/W/3/2/c/) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
   4. [CCSS.ELA-LITERACY.W.3.2.D](http://www.corestandards.org/ELA-Literacy/W/3/2/d/) Provide a concluding statement or section.
3. [CCSS.ELA-LITERACY.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   1. [CCSS.ELA-LITERACY.W.3.3.A](http://www.corestandards.org/ELA-Literacy/W/3/3/a/) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   2. [CCSS.ELA-LITERACY.W.3.3.B](http://www.corestandards.org/ELA-Literacy/W/3/3/b/) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   3. [CCSS.ELA-LITERACY.W.3.3.C](http://www.corestandards.org/ELA-Literacy/W/3/3/c/) Use temporal words and phrases to signal event order.
   4. [CCSS.ELA-LITERACY.W.3.3.D](http://www.corestandards.org/ELA-Literacy/W/3/3/d/) Provide a sense of closure.

**PRODUCTION and DISTRIBUTION of WRITING**

1. [CCSS.ELA-LITERACY.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2. [CCSS.ELA-LITERACY.W.3.5](http://www.corestandards.org/ELA-Literacy/W/3/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/).)
3. [CCSS.ELA-LITERACY.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**RESEARCH TO BUILD and PRESENT KNOWLEDGE**

1. [CCSS.ELA-LITERACY.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.
2. [CCSS.ELA-LITERACY.W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3. [CCSS.ELA-LITERACY.W.3.9](http://www.corestandards.org/ELA-Literacy/W/3/9/) (W.3.9 begins in grade 4)

**COMMON CORE SPEAKING AND LISTENING STANDARDS**

**COMPREHENSION and COLLABORATION**

1. [CCSS.ELA-LITERACY.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
   1. [CCSS.ELA-LITERACY.SL.3.1.A](http://www.corestandards.org/ELA-Literacy/SL/3/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   2. [CCSS.ELA-LITERACY.SL.3.1.B](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   3. [CCSS.ELA-LITERACY.SL.3.1.C](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   4. [CCSS.ELA-LITERACY.SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/) Explain their own ideas and understanding in light of the discussion.
2. [CCSS.ELA-LITERACY.SL.3.2](http://www.corestandards.org/ELA-Literacy/SL/3/2/) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. [CCSS.ELA-LITERACY.SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### PRESENTATION OF KNOWLEDGE and IDEAS:

1. [CCSS.ELA-LITERACY.SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
2. [CCSS.ELA-LITERACY.SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3. [CCSS.ELA-LITERACY.SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/) for specific expectations.)

**COMMON CORE LANGUAGE STANDARDS**

**CONVENTIONS OF STANDARD ENGLISH**

1. [CCSS.ELA-LITERACY.L.3.1](http://www.corestandards.org/ELA-Literacy/L/3/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   1. [CCSS.ELA-LITERACY.L.3.1.A](http://www.corestandards.org/ELA-Literacy/L/3/1/a/) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   2. [CCSS.ELA-LITERACY.L.3.1.B](http://www.corestandards.org/ELA-Literacy/L/3/1/b/) Form and use regular and irregular plural nouns.
   3. [CCSS.ELA-LITERACY.L.3.1.C](http://www.corestandards.org/ELA-Literacy/L/3/1/c/) Use abstract nouns (e.g., *childhood*).
   4. [CCSS.ELA-LITERACY.L.3.1.D](http://www.corestandards.org/ELA-Literacy/L/3/1/d/) Form and use regular and irregular verbs.
   5. [CCSS.ELA-LITERACY.L.3.1.E](http://www.corestandards.org/ELA-Literacy/L/3/1/e/) Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
   6. [CCSS.ELA-LITERACY.L.3.1.F](http://www.corestandards.org/ELA-Literacy/L/3/1/f/) Ensure subject-verb and pronoun-antecedent agreement.\*
   7. [CCSS.ELA-LITERACY.L.3.1.G](http://www.corestandards.org/ELA-Literacy/L/3/1/g/) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   8. [CCSS.ELA-LITERACY.L.3.1.H](http://www.corestandards.org/ELA-Literacy/L/3/1/h/) Use coordinating and subordinating conjunctions.
   9. [CCSS.ELA-LITERACY.L.3.1.I](http://www.corestandards.org/ELA-Literacy/L/3/1/i/) Produce simple, compound, and complex sentences.
2. [CCSS.ELA-LITERACY.L.3.2](http://www.corestandards.org/ELA-Literacy/L/3/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   1. [CCSS.ELA-LITERACY.L.3.2.A](http://www.corestandards.org/ELA-Literacy/L/3/2/a/) Capitalize appropriate words in titles.
   2. [CCSS.ELA-LITERACY.L.3.2.B](http://www.corestandards.org/ELA-Literacy/L/3/2/b/) Use commas in addresses.
   3. [CCSS.ELA-LITERACY.L.3.2.C](http://www.corestandards.org/ELA-Literacy/L/3/2/c/) Use commas and quotation marks in dialogue.
   4. [CCSS.ELA-LITERACY.L.3.2.D](http://www.corestandards.org/ELA-Literacy/L/3/2/d/) Form and use possessives.
   5. [CCSS.ELA-LITERACY.L.3.2.E](http://www.corestandards.org/ELA-Literacy/L/3/2/e/) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
   6. [CCSS.ELA-LITERACY.L.3.2.F](http://www.corestandards.org/ELA-Literacy/L/3/2/f/) Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
   7. [CCSS.ELA-LITERACY.L.3.2.G](http://www.corestandards.org/ELA-Literacy/L/3/2/g/) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**KNOWLEDGE OF LANGUAGE**

1. [CCSS.ELA-LITERACY.L.3.3](http://www.corestandards.org/ELA-Literacy/L/3/3/) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   1. [CCSS.ELA-LITERACY.L.3.3.A](http://www.corestandards.org/ELA-Literacy/L/3/3/a/) Choose words and phrases for effect.\*
   2. [CCSS.ELA-LITERACY.L.3.3.B](http://www.corestandards.org/ELA-Literacy/L/3/3/b/) Recognize and observe differences between the conventions of spoken and written standard English.

**VOCABULARY ACQUISITION and USE**

1. [CCSS.ELA-LITERACY.L.3.4](http://www.corestandards.org/ELA-Literacy/L/3/4/) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   1. [CCSS.ELA-LITERACY.L.3.4.A](http://www.corestandards.org/ELA-Literacy/L/3/4/a/) Use sentence-level context as a clue to the meaning of a word or phrase.
   2. [CCSS.ELA-LITERACY.L.3.4.B](http://www.corestandards.org/ELA-Literacy/L/3/4/b/) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
   3. [CCSS.ELA-LITERACY.L.3.4.C](http://www.corestandards.org/ELA-Literacy/L/3/4/c/) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
   4. [CCSS.ELA-LITERACY.L.3.4.D](http://www.corestandards.org/ELA-Literacy/L/3/4/d/) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2. [CCSS.ELA-LITERACY.L.3.5](http://www.corestandards.org/ELA-Literacy/L/3/5/) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   1. [CCSS.ELA-LITERACY.L.3.5.A](http://www.corestandards.org/ELA-Literacy/L/3/5/a/) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
   2. [CCSS.ELA-LITERACY.L.3.5.B](http://www.corestandards.org/ELA-Literacy/L/3/5/b/) Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
   3. [CCSS.ELA-LITERACY.L.3.5.C](http://www.corestandards.org/ELA-Literacy/L/3/5/c/) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
3. [CCSS.ELA-LITERACY.L.3.6](http://www.corestandards.org/ELA-Literacy/L/3/6/) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**VI. CONCEPTS – GRADE 3 STANDARDS: New Mexico State Standards**

**Content Standards Science**

**Strand I: Scientific Thinking and Practice**

**Standard I:** Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.

K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.

K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.

**Standard II (Life Science):** Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.

K-4 Benchmark II: Know that living things have similarities and differences and that living things change over time.

**VII. CONCEPTS - GRADE 3 STANDARDS: New Mexico State Standards**

**Content Standards: Career Readiness**

**Content Standard 2: Students will utilize and manage resources effectively to produce quality services and products.**

Benchmark K-4

Students will: Set short term goals and complete the goals within an appropriate length of time; demonstrate responsibility in the use of time, space, and materials to complete assignments; demonstrate an understanding of the relationship between goal-setting processes and the allocation of time, money, material, and human resources.

**Content Standard 4: Students will develop and demonstrate responsible and ethical workplace behaviors.**

Benchmark K-4

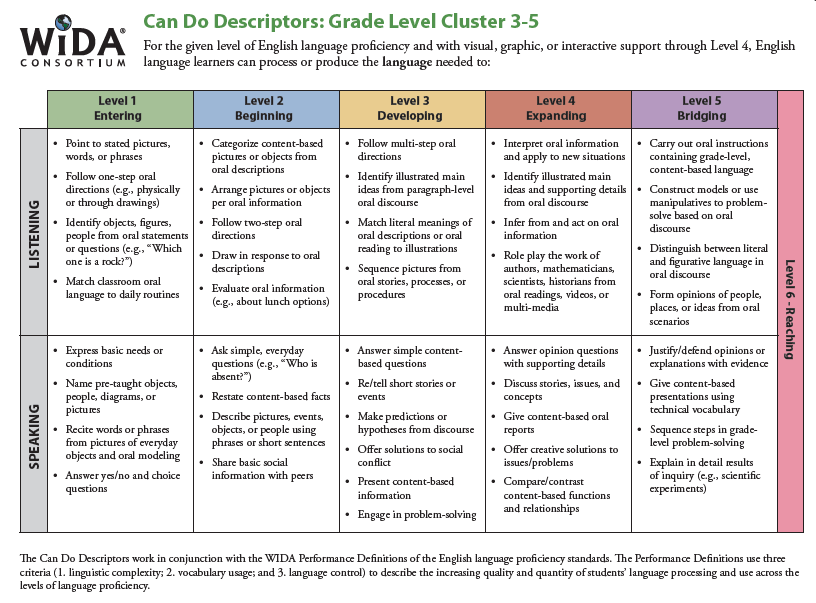
Students will: Define and identify positive behaviors, conduct, and social manners; interact appropriately with other students; apply and demonstrate good study and work habits; demonstrate and comply with rules, regulations, and policies of school and community; demonstrate understanding of the importance of safety in the school and community.

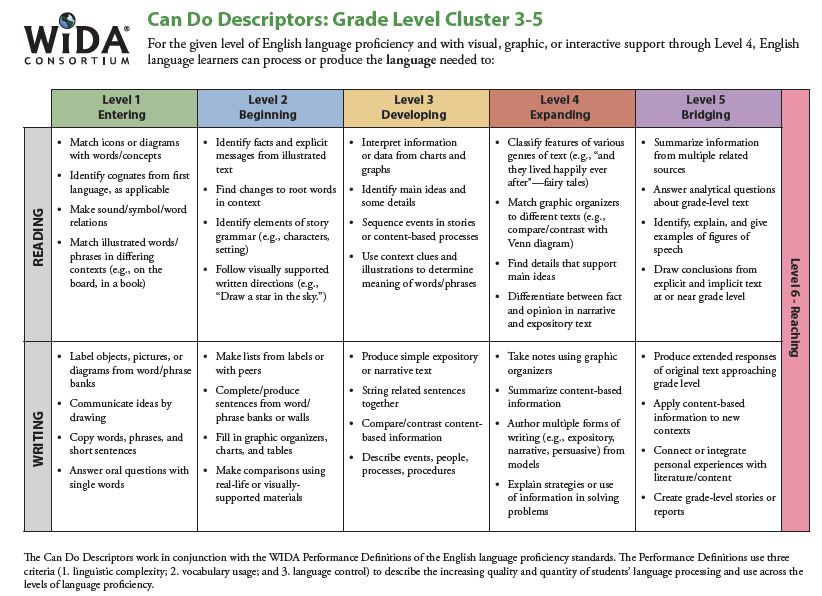
**Content Standard 5: Students will develop effective leadership, interpersonal, and team skills.**

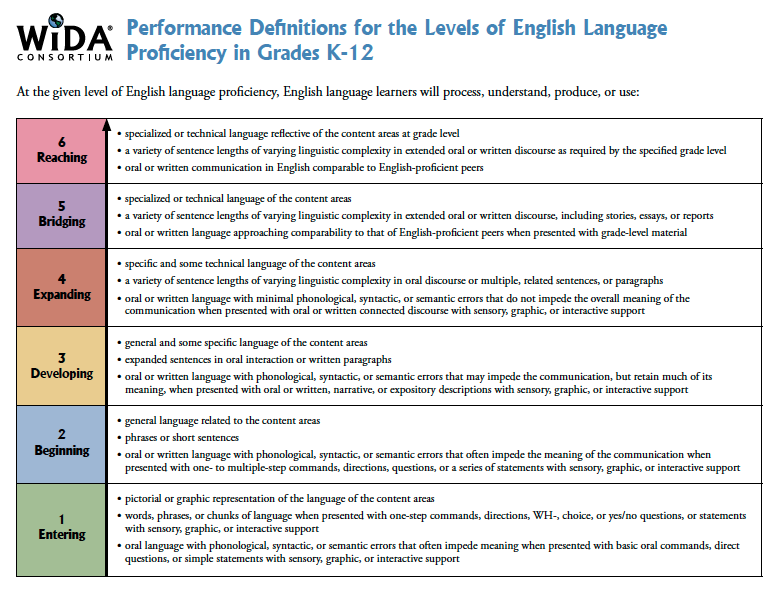
Benchmark K-4

Students will: Identify differences between individual and group decisionsand accomplishments; interact positively with other students; work cooperatively as a team member to achieve identified goals; recognize the importance of and participate in leadership roles.

**VIII. WIDA- ENGLISH LANGUAGE DEVELOPMENT STANDARDS**

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| --- |
| **PART 1: INTERACTING IN MEANINGFUL WAYS**  **A. COLLABORATIVE**  **1. EXCHANGING INFORMATION and IDEAS**  ***Emerging Level***: Ask and answer yes‐no and wh‐ questions and respond using short phrases.  ***Expanding Level***: Follow turn-taking rules, ask relevant questions, affirm others, and add  relevant information.  ***Bridging Level***: Contribute to class, group, and partner discussions, including sustained  dialogue, by following turn‐taking rules, asking relevant questions, affirming others, adding  relevant information, building on responses, and providing useful feedback.  2. **INTERACTING VIA WRITTEN ENGLISH**  ***Emerging Level***: Collaborate with peers on joint writing projects of short informational and  literary texts, using technology where appropriate for publishing, graphics, etc.  ***Expanding Level***: same as emergent but joint writing projects of longer informational and  literary texts.  ***Bridging Level***: same as expanding but on a variety of longer informational and literary texts.  3. **OFFERING OPINIONS**  ***Emerging Level***: Negotiate with or persuade others in conversations using basic learned  phrases (e.g., I think….), as well as open responses, in order to gain and/or hold the floor.  ***Expanding Level***: Negotiate with or persuade others in conversations using an expanded set of  learned phrases (e.g., I agree with X, but ...), as well as open responses, in order to gain  and/or hold the floor, provide counterarguments, etc.  ***Bridging Level***: Negotiate with or persuade others in conversations using a variety of learned  phrases (e.g., That’s a good idea. However…), as well as open responses, in order to gain  and/or hold the floor, provide counter‐arguments, elaborate on an idea, etc.  4. **ADAPTING LANGUAGE CHOICES**  ***Emerging Level***: Adjust language choices according to social setting and audience with  substantial support.  ***Expanding Level***: Adjust language choices according to purpose (e.g., persuading, entertaining),  task, and audience with moderate support.  ***Bridging Level***: Adjust language choices according to purpose, task, and audience with light  support.  **B.** **INTERPRETIVE**  **1**. **LISTENING ACTIVELY**  ***Emerging Level***: Demonstrate active listening of read‐alouds and oral presentations by asking  and answering basic questions with prompting and substantial support.  ***Expanding Level***: Demonstrate active listening of read‐alouds and oral presentations by asking  and answering detailed questions with occasional prompting and moderate support.  ***Bridging Level***: same as expanding but with minimal prompting and light support  **2**. **READING/VIEWING CLOSELY**  ***Emerging Level***: a) Explain ideas, phenomena, processes, and text relationships based on close  reading of a variety of grade‐level texts and viewing of multimedia with substantial support.  b)Use knowledge of frequently-used affixes (e.g. un-,mis-) and linguistic context, reference  materials, and visual cues to determine the meaning of unknown words on familiar topics.  ***Expanding Level***: a) same as emerging but with moderate support. b) Use knowledge of  morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to  determine the meaning of unknown words on familiar and new topics.  ***Bridging Level***: a) same as expanding but with light support. b) Use knowledge of morphology  (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of  unknown words on familiar and new topics.  **3.** **EVALUATING LANGUAGE CHOICES**  ***Emerging Level***: Describe the specific language writers or speakers use to present or support  an idea with prompting and substantial support.  ***Expanding Level***: Explain how well writers and speakers use language resources to support  an opinion or present an idea with moderate support.  ***Bridging Level***: Explain how well writers and speakers use specific language resources to  support an opinion or present an idea with light support.  **4.** **ANALYZING LANGUAGE CHOICES**  ***Emerging Level***: Distinguish how different words with similar meaning produce different  effects on the audience.  ***Expanding Level***: Distinguish how different words with similar meanings and figurative  language produce shades of meaning and different effects on the audience.  ***Bridging Level***: Distinguish how different words with related meanings and figurative  Language produce shades of meaning and different effects on the audience.  **C.** **PRODUCTIVE**  **1.** **PRESENTING**  ***Emerging Level***: Plan and deliver brief oral presentations on a variety of topics and content  areas with moderate support, such as graphic organizers.  ***Expanding Level***: Plan and deliver longer oral presentations on a variety of topics and content  areas with moderate support.  ***Bridging Level***: Plan and deliver oral presentations on a variety of topics in a variety of  content areas with light support.  **2.** **WRITING**  ***Emerging Level***: a)Write short literary and informational texts collaboratively and sometimes  independently. b)Write brief summaries of texts and experiences using complete sentences  and key words (e.g.from notes or graphic organizers).  ***Expanding Level***: a)Write longer literary texts and informational texts collaboratively  and with increasing independence using appropriate text organization. b). Write increasingly  concise summaries of texts and experiences using complete sentences and key words.  ***Bridging Level***: a)Write longer and more detailed literary and informational texts  collaboratively and independently using appropriate text organization and growing  understanding of register. b) Write clear and coherent summaries of texts and experiences using  complete and concise sentences and key words.  **3.** **SUPPORTING OPINIONS**  ***Emerging Level***: a) Support opinions by expressing appropriate/accurate reasons using textual  evidence or relevant background knowledge about content with substantial support. b) Express  ideas and opinions or temper statements using basic modal expressions.  ***Expanding Level***: a)Support opinions or persuade others by expressing appropriate/accurate  reasons using some textual evidence or relevant background knowledge about content.  b) Express attitude and opinions or temper statements with familiar modal expressions.  ***Bridging Level***: a) same as expanding level but supporting with detailed textual evidence.  b) Express attitude and opinions or temper statements with nuanced modal expressions and  phrasing.  **4.** **SELECTING LANGUAGE RESOURCES**  ***Emerging Level***: a) Use a select number of general academic and domain‐specific words to  create precision while speaking and writing. b) Select a few frequently used affixes for  accuracy and precision.  ***Expanding Level***: a) Use a growing number of general academic and domain‐specific words,  synonyms, and antonyms to create precision and shades of meaning while speaking and writing.  b) Select a growing number of frequently used affixes for accuracy and precision.  ***Bridging Level***: a) Use a wide variety of general academic and domain‐specific words,  synonyms, antonyms, and figurative language to create precision and shades of meaning  while speaking and writing. b) Select a variety of appropriate affixes for accuracy and precision.  **PART 2: LEARNING ABOUT HOW ENGLISH WORKS**  **A. STRUCTURING COHESIVE TEXTS**  **1. UNDERSTANDING TEXT STRUCTURES**  ***Emerging Level***: Apply understanding of how different text types are organized to express ideas  to comprehending and writing basic texts.  ***Expanding Level***: Apply growing understanding of how different text types are organized to  express ideas to comprehending texts and writing texts with increasing cohesion.  ***Bridging Level***: Apply increasing understanding of how different text types are organized to  express ideas to comprehending and writing cohesive texts.  **2**. **UNDERSTANDING COHESION**  ***Emerging Level***: a) Apply basic understanding of language resources for referring the reader  back or forward in text to comprehending texts and writing basic texts. b)Apply basic  understanding of how ideas, events, or reasons are linked throughout a text using a select set of  everyday connecting words or phrases to comprehending texts and writing basic texts.  ***Expanding Level***: a) Apply growing understanding of language resources for referring the  Reader back or forward in text to comprehending texts and writing texts with increasing  cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked  throughout a text using a variety of connecting words or phrases to comprehending texts and  writing texts with increasing cohesion.  ***Bridging Level***: a) same as expanding level but with increasing understanding and writing  cohesive texts. b). Apply increasing understanding of how ideas, events, or reasons are linked  throughout a text using an increasing variety of academic connecting and transitional words or  phrases to comprehend texts and writing cohesive texts.  **B**. **EXPANDING and ENRICHING IDEAS**  **1.** **USING VERBS and VERB PHRASES**  ***Emerging Level***: a) Use frequently used verbs and various verb types and tenses appropriate  for the text type and discipline on familiar topics.  ***Expanding Level***: a) Use various verb types and tenses appropriate for the task, text type,  and discipline on an increasing variety of topics.  ***Bridging Level***: same as expanding level.  **2.** **USING NOUNS and NOUN PHRASES**  ***Emerging Level***: Expand noun phrases in simple ways in order to enrich the meaning of  sentences and add details about ideas, people, things, etc.  ***Expanding Level***: Expand noun phrases in a variety of ways in order to enrich the meaning of  sentences and add details about ideas, people, things, etc.  ***Bridging Level***: Expand noun phrases in an increasing variety of ways in order to enrich the  meaning of sentences and add details about ideas, people, things, etc.  **3**. **MODIFYING TO ADD DETAILS**  ***Emerging Level***: Expand and enrich sentences with adverbials to provide details about a  familiar activity or process.  ***Expanding Level***: Expand and enrich sentences with adverbials to provide details about a  familiar or new activity or process.  ***Bridging Level***: Expand and enrich sentences with adverbials to provide details about a variety  of familiar and new activities and processes.  **C.** **CONNECTING and CONDENSING IDEAS**  **1.** **CONNECTING IDEAS**  ***Emerging Level***: Combine clauses in a few basic ways to make connections between and join  ideas or to provide evidence to support ideas or opinions.  ***Expanding Level***: Combine clauses in an increasing variety of ways to make connections  between and join ideas in sentences, to make a concession, or to provide reasons to support  ideas.  ***Bridging Level***: Combine clauses in a wide variety of ways to make connections between and  join ideas, to make a concession, or to link two ideas that happen at the same time or to provide  reasons to support ideas.  **2.** **CONDENSING IDEAS** |
| ***Emerging Level***: Condense clauses in simple ways to create precise and detailed sentences.  ***Expanding Level***: Condense clauses in an increasing variety of ways to create precise and  detailed sentences.  ***Bridging Level***: Condense clauses in a variety of ways to create precise and detailed sentences. |

**IX. VOCABULARY**

**Tier II-**

**identity**

declare

legacy

**traditional**

independent

interdependent

**community**

commonality

**distinct**

society

region

proximity

(non) existent\ vibrant

**preserve**

refuge

revive

cooperate

defense

rebellion

**innovation**

domination

founded

abandon

deserted

rumor

**explore**

contact

**impose**

(re) claim

(re) conquer

**industry**

integrity

resistance

creation

emergence

sustain

**culture**

**history**

**ceremony**

termination

religious

mistreatment

claim

establish

convert

**freedom**

expansion

**diversity**

**perspective**

reverence

alliance

cycle

preserve

barrier

critical

unification

**Tier III**

**sovereign**

**regalia**

**activist**

elder

conquistador

polychrome

alchemy

solder

molten

silversmith

**adobe**

anthropology/ist

architecture

mesa

metate

mano

horno

artisan

embellishment

satellite

mosaic

fetish

inlay

matte

ancestor

fluted

barter

hue

relocation

emancipation

sacred

**tribe**

ruin

Indian

oral history

homeland

**heritage**

agricultural

endowed

treaty

**colonialism**

**Pueblo**

**pottery**

Kiva

artifact

Mission

reservation

colonist

**Spaniard/ Spanish**

settlement

territory

boarding school

nation

**dwelling**

**irrigation**

**drought**

**village**

forced-labor system

World Heritage Society

**tourism**

Indigeneous

ancestor

**oppression**

policies

**civil rights**

sustenance

statehood

**X. RESOURCES and MATERIALS**

**RESOURCES and MATERIALS – Non-Fiction**

Cajete, Gregory. Native Science natural Laws of Interdependence

Juettner, Bonnie. 100 Native Americans Who Shaped American History

Freeman, Brian & Jodi. Anasazi Coloring Book

Ferguson, William M. and Rohn, Arthur H. Anasazi Ruins of the Southwest in COLOR

Keegan, Marcia. Pueblo Boy Growing Up in Two Worlds

LaFree, Betty. Santa Clara Pottery Today

Marmon, Lee. The Pueblo Imagination Landscape and Memory

Underhill, Ruth Murray. Workaday life of the Pueblos

Jones, Dewitt and Cordell, Linda S. Anasazi World

Fagan, Brian. Chaco Canyon Archaeologists Explore the Lives of an Ancient Society

Leach, Nicky J. The Guide to National Parks of the Southwest

Martell, Mary Hazel. Native Americans and Mesa Verde

Maxwell Museum of Anthropology UNM. Seven Families in Pueblo Pottery

Meleski, Patricia F. Echoes of the Past New Mexico’s Ghost Towns

Minge, Ward Alan. Ácoma Pueblo in the Sky

Nickens, Kathleen and Paul. Pueblo Indians of New Mexico

Orban-Szontah, Madeleine. Southwestern Indian Designs

Ortiz, Alfonso. The Pueblo

Powell, Suzanne. The Pueblos

Rasmussen, R. Kent. Pueblo

Sando, Joe S. Pueblo Nations Eight Centuries of Pueblo Indian History

Sando, Joe S. Pueblo Profiles Cultural Identity through Centuries of Change

Sando, Jon S. Pueblo Recollections: The Life of Paa Péh—Joe S. Sando

Young, Robert. A Personal Tour of Mesa Verde

Indian Pueblo Cultural Center, 100 Years of State and Federal Policy: The Impact on Pueblo Nations Curriculum

**RESOURCES and MATERIALS – Fiction**

Bruchac, Joseph. A Boy Called Slow

Lacapa, Michael. The Flute Player An Apache FolktaleShoulders, Debbie & Michael. D is for Drum

Dawavendewa, Gerald. The Butterfly Dance

Garcia, Emmet “Shkeme.” Coyote and the Sky How the Sun, Moon, and Stars Began

Garcia, Emmet “Shkeme.” Sister Rabbit’s Tricks

Erdoes, Richard and Ortiz, Alfonso. American Indian Trickster Tales

Nelson, S. D. Gift Horse A Lakota Story

Wood, Nancy. The Serpent’s Tongue Prose, Poetry, and Art of the New Mexico Pueblos

Jonathon, Warm Day. Taos Pueblo Painted Stories

**TECHNOLOGY RESOURCES and MEDIA**

**Websites:**

Official Pueblo of Acoma website:

<http://www.puebloofacoma.org>

Official Zuni Pueblo website:

<http://www.ashiwi.org>

Official Isleta Pueblo website:

<http://www.isletapueblo.com>

Official Taos Pueblo website:

<http://taospueblo.com>

Indian Pueblo Cultural Center website:

[http://www.indianpueblo.org/19pueblos](http://www.indianpueblo.org/19pueblos/sanildefonso.html)

Other useful websites:

<http://www.encyclopedia.com/topic/Taos.aspx>

<http://www.nps.gov/band/learn/education/upload/1BNewspaper.pdf>

<http://www.ipl.org/div/pottery/classroom.htm>

<http://www.americanindianhistory.net/pueblo-indian-history/>

<http://www.unmpress.com/books.php?ID=10545209362262>

<http://www.bigorrin.org/pueblo_kids.htm>

<http://www.legendsofamerica.com/na-puebloindians.html>

<http://www.nps.gov/webrangers/activities/bandelier/bandelier.swf>

<http://nativeamericans.mrdonn.org/southwest/pueblo.html>

<http://www.crowcanyon.org/EducationProducts/pueblo_history_kids/introduction.asp>

<http://www.legendsofamerica.com/na-pueblos.html>

**CDs:**

Robert Mirabal. “Taos Tales”

R. Carlos Nakai. “Jackalope”

Indian House. “Turtle Dance Songs of San Juan Pueblo”

**Posters: (On Loan from APS Fine Arts Library)**

Lucy Lewis Pottery Poster

Helen Cordero Storyteller Doll

**Videos:**

Land of the Silver Birch

<https://www.youtube.com/watch?v=7zDTdKRqZ9g>

Maria Martinez: Indian Pottery of San Ildefonso

<https://www.youtube.com/watch?v=SkUGm87DE0k>

100 Years Curriculum has a video link

<http://www.indianpueblo.org/100yearscurriculum/>

**Community Resources**

National Hispanic Cultural Center

Native American Charter Academy (NACA) Educators

Indian Pueblo Cultural Center

Rio Grande Valley Public Library System

APS Unified Resources Library

Jemez Pueblo Cultural Center

**Local Experts:**

Author: Eldrena Douma, Author of Horned Toad Lady and Coyote

Educator: Azella Humetewa, Native American Community Academy

Educator: Emma Lee Clarke, Indian Pueblo Cultural Center [eclarke@indianpueblo.org](mailto:eclarke@indianpueblo.org)

Educator: Bettina Sandoval, Indian Pueblo Cultural Center [bsandoval@indianpueblo.org](mailto:bsandoval@indianpueblo.org)

Historian: Maurice Crandell, Indian Pueblo Cultural Center [mc437@unm.edu](mailto:mc437@unm.edu)

Local Expert: Tom Kennedy, Director of Tourism at Zuni Pueblo

Linguist: Caryl McHarney, Native Language Advocate

Signal words:

|  |  |  |  |
| --- | --- | --- | --- |
| Word | Phrase | Action | Final Definition |
| Tradition | “It’s passed down” | Use right hand, palm down to create four stair-steps from right to left (symbolizing passing of knowledge from adult to child) | beliefs, practices, customs, or cultural traditions that are passed from generations in a family or community |
| Perspective | “See things differently” | Cup hands in a “C” facing each other but pretending to hold a telescope. Use the telescope to look all around | the way in which the world or events are viewed, believed or understood |
| Distinct | “So different!” | Pretend to smell a flower that smells good in the left hand and then do the same with a flower on the left hand that smells terrible. | different in a way that you can see, hear, smell, feel, or just noticeably different |
| Diversity | “We are all different and amazing” | Put two fists with knuckles facing toward you. Extend pointer fingers into an x, then move hands apart so fingers are pointing in a 45 degree angle. Then put hand in front of face, fingers spread apart and do one circle motion while smiling. (American Sign Language for *different* and *beautiful*) | having differences in a group or organization regarding race, language, culture, age, or other characteristics |
| Identity | “What makes me…Me!” | Point to self with thumb and closed fist with left hand (me). Repeat with right hand (Me!) | the qualities, beliefs, or other characteristics that make a particular person or group different from others |

Resources:

<http://www.merriam-webster.com/dictionary/>

<http://dictionary.reference.com/browse>

<http://www.handspeak.com/word/search/>

**Pueblo People of New Mexico (3)**

**PLANNING PAGES**

1. **FOCUS/MOTIVATION**

• Zero Noise Signal

• Three Personal Standards

• Literacy (Historian) Awards

• Predication Reaction Guide (Pre)

• Cognitive Content Dictionary – Signal Word (ex. identity, perspective, tradition, diversity)

• Observation Charts

• Big Book

• Inquiry Charts

1. **INPUT**

• Graphic Organizer- Map of 19 Pueblos of New Mexico

• Graphic Organizer-Timeline of Pueblo People

• Pictorial Input San Ildefonso

• Narrative Input– Horned Toad Lady and Coyote

• 10/2 lecture with primary language groups

1. **GUIDED ORAL PRACTICE**

• 10/2 Lecture with Primary Language

• ELD Review

• Cooperative Learning

• T-Graph for Social skills and Team Points

• Picture Files Cards- observe, classify, categorize, label

• Exploration Report

• Guess My Category

• Chants/ Poetry

• Sentence Patterning Chart

• Personal Interaction

• Personal Interaction Extension: Extended Name Tag

• Home/ School Connection

• Numbered Heads

• Personal Interaction

1. **READING/WRITING**

**A**• **Total Class**

- Poetry Frame

- Found Poetry: Taos Pueblo Painted Stories

- Process Grid

- Whole Class Mind Map

- Cooperative Strip Paragraph

- Story Map

- Listen and Sketch

- Memory Bank

- Read Aloud by Teacher and Students

~Literature

~Student Work

**B • Small Group**

- Observation charts

- Team Tasks

- Expert Groups – 5 Pueblos

- Process Grid

-Sentence Patterning Chart Extensions:

~Reading Trading Game

~Flip Chant

- Ear-to-Ear Reading

- Group Frame for ELD student generated text

- Flexible Group Reading: Leveled and Heterogeneous

~Emergent Reading Group with Cooperative Strip Paragraph

~Clunkers and Links with SQ3R

- Directed Reading Thinking Activity

- Focused Reading

- Strip Book

**C• Individual**

- Learning Log

- Individual tasks

- Interactive Journals

- Team tasks taken to individual

- Reading/ Writing to all Domains and Genres (Ex. Narrative or Expository)

- Focused Reading with Personal CCD

- Silent Sustained Reading

V. **EXTENDED ACTIVITIES FOR INTEGRATION**

• Visual Arts –

~Create a graphic art flyer

~Paint a picture of the Pueblo

~Produce a piece of pottery using traditional techniques

• Performing Arts

~Drama- Create a “Welcome to New Mexico” brochure or infomercial to persuade visitors to come to see that Pueblo.

~Poetry- Perform a new chant or poem with movements

~Music- perform a song or write a melody for a chant

• Choose the Pueblo you are most interested in and conduct additional research. Prepare to share new information with your team or the class demonstrating an example of Gardener’s Multiple Intelligences.

• Use the information from a literacy award to create and solve a two-step word problem.

• Field Trips

• Community Speakers or other forms of Community Outreach

• Technology

~Create a Chatterpix, Chatterkid, or Blabberize

• Digital Media: Create a Power point of Research

• Project Based Learning

**VI. ASSESSMENT AND FEEDBACK**

• ELD Group Frame

• Processing of Charts (ex. Inquiry, Map, etc.)

• Graffiti Wall – Student Generated Text

• Jeopardy! or Family Feud

• Portfolios

* Individual Tasks
* Personal Explorations

• Student-Made Tests (ex. Graffiti Wall)

• Teacher-Made Rubrics and Tests

• Evaluation/New Learning

• Team Explorations

• Team Presentations

• Where’s My Answer?

• Class/Team Big Books

• Action Plan—(Differentiated Options)

**Pueblo People of New Mexico (3)**

**SAMPLE DAILY LESSON PLAN**

**DAY 1:**

**FOCUS/MOTIVATION**

* *Three Personal Standards with Literacy (Historian) Awards*
* Prediction/Reaction Guide
* *Cognitive Content Dictionary with Signal word*
* Observation Charts
* *Inquiry Chart*
* Teacher Made Big Book
* *Poetry/Chants*
* Portfolios

# INPUT

* Graphic Organizer-New Mexico’s 19 Native Pueblos
  + 10/2 lecture, primary language groups
* Graphic Organizer- Timeline
  + 10/2 lecture, primary language groups
* Pictorial Input – San Ildefonso Pueblo
  + 10/2 lecture, primary language groups

# GUIDED ORAL PRACTICE

* *T- Graph for social skills – Team Points*
* ELD Review
* Picture File
  + Free exploration
  + List, Group, Label
  + Exploration Report

# READING/WRITING

* Interactive Journal
* Learning Log
* *Flexible reading groups- leveled, skill, heterogeneous, homogeneous, ELD*

# ASSESSMENT AND FEEDBACK

* *Process Charts*
* Process inquiry
* Home/School Connection

Note: *Italicized* strategies are used daily in the classroom. Day 1 is the equivalent of 1 to 1 ½ weeks of instruction.

**DAY 2:**

### FOCUS/MOTIVATION

* *T-Graph/Team Points Review*
* *Cognitive Content Dictionary with Signal Word*
* Process Home/School Connection
* *Three Personal Standards with Literacy Awards*
* Read Aloud from any of the options provided in Student Library
* Review input charts with word cards
* *Poetry- Highlight, sketch, add picture file cards*

### INPUT

* Narrative – Horned Toad Lady and Coyote
  + 10/2 lecture, primary language groups

### GUIDED ORAL PRACTICE

* *Poetry/Chants*
* EDL Review
* *Team Tasks-*
  + Key/ Contract
  + Menu of Team Tasks
  + Process T-Graph for Social Skills
  + Team Share

### READING/WRITING

* *Flexible Group Reading* 
  + Expert Groups
* *Heterogeneous, ELD, Homogeneous, Skill, Leveled, Guided Writer’s*
* Learning Log
* *Read Aloud*
* Interactive Journals

# ASSESSMENT AND FEEDBACK

* *Process all charts*
* Home/School Connection

Note: *Italicized* strategies are used daily in the classroom. Day 1 is the equivalent of 1 to 1 ½ weeks of instruction.

**DAY 3:**

### FOCUS/MOTIVATION

* *Cognitive Content Dictionary with Signal word*
* T-Graph/team Points Review
* Process Home/School Connections
* *Three Personal Standards/ Literacy Awards*
* *Read Aloud from Student Library*
* Review Narrative with word cards and conversation bubbles

### *Poetry/Chants*

### READING/WRITING

* *Flexible Group Readin****g-*** *leveled, skill, heterogeneous, homogeneous, ELD*
  + Expert Groups
  + Team Tasks

### GUIDED ORAL PRACTICE

* Sentence Patterning Chart (Farmer in the Dell)
  + Reading/Game
  + Trading Games
  + Flip Chant

**READING WRITING**

* Process Grid
* Cooperative Strip Paragraph
  + Read
  + Respond
  + Revise
  + Edit

**GUIDED ORAL PRACTICE**

*• Poetry/Chants*

# ASSESSMENT AND FEEDBACK

• Process charts

• Home/School Connection

Note: *Italicized* strategies are used daily in the classroom. Day 1 is the equivalent of 1 to 1 ½ weeks of instruction.

**DAY 4:**

**FOCUS/MOTIVATION**

* *Cognitive Content Dictionary with Signal word*
* T-Graph/Team Points Review
* Process Home/School Connection
* *Three Personal Standards with Literacy Awards*
* Review input charts

### INPUT

* Graphic Organizer for Action Plan

**GUIDED ORAL PRACTICE**

*• Poetry/Chants*

### READING/WRITING

* Story Map with Narrative
* Poetry Frame

### *Read Aloud*

* *Flexible Reading Group*
  + Clunkers & Links, SQ3R- at or above grade level readers
  + Team Tasks with oral evaluation
  + Team Share

# ASSESSMENT AND FEEDBACK

* *Process charts*
* ELD Group Frame –Retell
* Home/School Connection
* Graffiti Wall

Note: *Italicized* strategies are used daily in the classroom. Day 1 is the equivalent of 1 to 1 ½ weeks of instruction.

**DAY 5:**

### FOCUS/MOTIVATION

* T-Graph/Team Points Review
* *Cognitive Content Dictionary with student selected vocabulary “Stumper Word”*
* Process Home/school connection
* *Three Personal Standards with Literacy Awards*

**GUIDED ORAL PRACTICE**

* *Poetry/Chants*

### READING/WRITING

* Listen and Sketch then DRTA with Taos Pueblo Painted Stories by Jonathan Warm day
* *Flexible Group Reading*
  + Emergent Readers Group
  + Team Tasks
* Strip Book
* *Read Aloud*
* Ear-to-Ear reading with Poetry Book
* Focused reading with personal Cognitive Content Dictionary
* Found Poetry- Taos Pueblo Painted Stories by Jonathan Warm day
* Interactive Journal
* DRTA
* Memory Bank

# ASSESSMENT AND FEEDBACK

* Team Action Plan
* Team Presentations
* Family Feud/Jeopardy
* *Process Inquiry Chart*
* Evaluate week-“What helped you learn?”
* Teacher Rubrics
* Written Assessment
* Expository Written Response
* Prediction/ Reaction Guide (Post)

Note: *Italicized* strategies are used daily in the classroom. Day 1 is the equivalent of 1 to 1 ½ weeks of instruction.

**Sample History/ Literacy Award Text**

*\*History/Literacy Awards are intended to include authentic pictures and graphics. Pictures and graphics are not available due to copyright laws*. *Picture & graphics resources can be found at* [*http://indianpueblo.org/19pueblos/index.html*](https://webmail.aps.edu/owa/redir.aspx?SURL=kDG1t8pie65o_Kdgex1rHXcoj7kg468dqGRBBvFNBA6o14d89iDTCGgAdAB0AHAAOgAvAC8AaQBuAGQAaQBhAG4AcAB1AGUAYgBsAG8ALgBvAHIAZwAvADEAOQBwAHUAZQBiAGwAbwBzAC8AaQBuAGQAZQB4AC4AaAB0AG0AbAA.&URL=http%3a%2f%2findianpueblo.org%2f19pueblos%2findex.html) *and* [*http://www.bigorrin.org/pueblo\_kids.htm*](https://webmail.aps.edu/owa/redir.aspx?SURL=X3JU81GvhSL8Xg_kxAzfPOsoCkC2zCrVYaNULWiUkmCo14d89iDTCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBiAGkAZwBvAHIAcgBpAG4ALgBvAHIAZwAvAHAAdQBlAGIAbABvAF8AawBpAGQAcwAuAGgAdABtAA..&URL=http%3a%2f%2fwww.bigorrin.org%2fpueblo_kids.htm)

|  |  |
| --- | --- |
| Insert authentic graphic  **Acoma Pueblo**  AKA: Sky City  Meaning: “People of the White Rock”  **Known for:** spectacular views here it was built on top of a tall mesa to protect the pueblo. Acoma Pueblo is considered a National Historical Landmark.  **Art:** pottery is thinly walled, with detailed fine black lines on white slip painted onto clay as well as polychrome designs.  **Special Events:** San Pedro’s day in June, along with St. James and the Corn Dances of Santa Ana’s day in July.  The most popular festival is the feast of San Estevan, patron saint of the Pueblo in September.  *Word Wizard:  What is a patron?  Use the word, patron, in three different sentences.*  Insert authentic graphic  **Isleta Pueblo**  Meaning: “Little Island” in Spanish.  **Comprised of:** Isleta, Hopi, Laguna, and Acoma ethnic tribes in Oraibi, Chicale, and the main Pueblo, Isleta.  **Known for:** agricultural and tourism industry, along with a delicious bread baking.  **Art:** pottery, embroidery and jewelry  **Special Events:** Dances in June, July and August as well as September Fair and Christmas festivals.    *Many Pueblos were named by the Spaniards. Find the name given to the Pueblo by its own people.* | Insert authentic graphic  **Cochiti Pueblo**  **Known for:** hospitality and friendship towards visitors.  **Special Events:** San Buenaventura’s Day in July and various others in June, July, August.  **Art:** Storytellers, which were revived in 1964 by Helen Cordero. These are colorful sculpted figures from clay with children on arms, legs, lap, etc. Cochiti painters are known for their use of color with various paint mediums. The Pueblo is most famous for their drum art, using previously fallen aspen or cottonwood trunks and leather.  *Draw your own storyteller figure.  Write a description of the story your figure would tell.*  **Jemez Pueblo**  Means: “This is the Place”  **Known for:** incredible natural formations and natural water sources.  **Special Events:** The Pueblo of Jemez has a closed village policy due to the lack of tourism facilities and out of respect for the privacy of those who live there.  The village is therefore open to the public only on Feast Days.  **Visit:** Walatowa Visitor Center for arts & crafts created by Jemez artisans, Jemez Red Rocks for traditional food, along with nearby Jemez State Monument, Soda Dam, various hot springs, Valle Grande and Bandelier National Monument, Fenton, Holy Ghost & Dragon Lakes.  *Why would the pueblo choose to be closed to the public?  Do you have a place or an item that you keep private or wish you could keep private?  What is it and why?*  *Insert authentic graphic here:*  **Picuris Pueblo**  **Known for:** being a small pueblo that survived by adopting some modern practices  **Special Events**: In June the Feast of St. Lawrence with Sunset Dances/ Races.  In August there are Corn Dances and Buffalo Dances.  **Art:** utilitarian pottery made with pieces of the mineral mica to create a slight glittering finish.  *Word Wizard: What does the word, modern, mean? Talk with someone who is a senior citizen about what kinds of modern amenities have been invented during their lifetime.*  Insert authentic graphic |

**Lucy Lewis**

**Pueblo:** Acoma **Life:** 1895-1992

When she was young, she learned to make pottery from her aunt. Lucy’s mother would take her 17 miles away by horse to a train station to sell her pottery. She married as a teenager and had nine children.

Lucy was busy as a mom, taking care of livestock and agriculture, plus trying to work on her art. When she could, she would paint as many as 100 pots per day. She became well-known after winning a Blue Ribbon at the Gallup Tribal Intertribal Ceremonial in 1970.

Lucy only used traditional methods to make her pottery and was inspired by ancient shards and her imagination. She was an innovator in her fine-line technique and use of empty space.

*Pleasing Patterns: Use the space below to draw a pattern from Lucy’s pot. On another piece of paper, create your own using different thickness of lines, colors, or patterns.*

Insert authentic graphic

|  |  |
| --- | --- |
| **Laguna Pueblo**  **Known for**: being one of the largest pueblos, providing school scholarships to help educate young people and has one of the world’s richest uranium fields on the reservation.  **Comprised of:** six villages-Laguna, Paguate, Encinal, Mesita, Seama, & Paraje  **Art:** painting, jewelry, and detailed painted pottery with red, yellow and orange geometric designs.  **Special Events:** The feast of St. Joseph on March 19th & September 19th.  Other festivals are held in June, July, August and September.  The All-Indian Tournament held at Laguna in September is very popular.  **Visit:** The Casa Blanca Commercial Center.    *Word Wizard:  What is uranium?  Use the word, uranium, in three different sentences.*  **Ohkay Owingeh Pueblo**  Insert authentic graphic  **Formerly Known as:** San Juan Pueblo  **Known for:** using humor in dances, such as clowns dancing near or around the traditional dancers.  Also dances are hosted by the Winter People and the Summer People. Po'é, a famous leader in the Pueblo Revolts, was from Ohkay Owingeh.  **Visit:** Ohkay Owingeh Arts & Crafts Cooperative  **Art:** jewelry & red pottery  **Special Events:** Buffalo Dances, Basket Dances, Cloud Dance, and Deer Dance.  *Word Wizard:  What is a cooperative?  Use the word, cooperative, in three different sentences.*  **Pojoaque Pueblo**  AKA “the water drinking or gathering place”  **Known for**: its educational resources for Tewa cultural and history  **Visit:** Pueblo’s Cities of Gold Casino, the Poeh Cultural Center and Museum, and the downs racetrack in Santa Fe.  **Special Events:** Pojoaque’s Feast Day December 12 and Reyes Day dances on January 12  *Where in New Mexico have you traveled? Have you ever seen a pueblo or the sign indicating a pueblo? If you could choose any place in the world to build your own community, where would it be? What would you name your new home? Separate activity??*  Insert authentic graphic    **San Felipe Pueblo**  **Known for:** maintaining traditional rituals and conservative practices. Also, the pueblo plaza is a unique sunken bowl (three feet below the ground) and there is a special landform, the Black Mesa that sits on one side of the people, creating a unique backdrop.  **Special Events:** San Pedro’s Day festival in June and Green Corn Dances in May.  **Art:** intricate beadwork, heishe, and turquoise jewelry. This pueblo was part of an trade route from the Pacific Ocean to New Mexico that brought the shells.  *Name every landform you can and list below:*  *1. mesa*  *2.*  *3.*  Insert authentic graphic:  **Santa Ana Pueblo**  (Tamaya)  **Known for:** having two distant parts of the pueblo- the farming community and the traditional pueblo.  **Mystery:** The original site of the pueblo is still unknown because during the Pueblo Revolt of 1960 all members of the pueblo left or died.  **Arts:** pottery, woven belts, woven headbands  **Special Events:** In June, St. John and St. Peter corn dances and in July, the corn dance in honor of the patron saint, St. Anne.  *Share the Santa Ana Pueblo mystery with someone at home. How would you feel if you had to leave your home and whole family because of war? Do you know anyone who left their home because of war? Share what you discovered.*  *Insert authentic graphic:* | **Nambe Pueblo**  Insert authentic graphic  Insert authentic graphic  Means: “People of the Round Earth”  **Known for:** revitalizing the pueblo after the Spanish almost destroyed it.  It is close to the capitol of Santa Fe.  **Art:** Weaving (clothing and accessories), along with black-on-black and black-on-red pottery  **Special Events:** 4th of July feast day and an October feast day performed at Nambe Falls.  **Visit:** Art Gallery and Nambe Falls (waterfall)  *Imagine you have to start over after your home and whole community had been destroyed.  Describe what you would do to improve your community.*  **Sandia Pueblo**  Meaning: “Green Reed Place”  **Known for:** its location at the base of the Sandia Mountains, as well as economic industries of sand/ gravel mining and the largest gaming casino in New Mexico  **Art:** jewelry and other artistic crafts  **Visit:** Sandia Mountains & Sandia Casino  *Many pueblos were named by the Spaniards.  Interview a few people and ask why they think the Spaniards named the Pueblo “Sandia.”*  Insert authentic graphic  **San Ildefonso Pueblo**  **Known for:** having a strong sense of identity, along with retaining ancient ceremonies, rituals, and dances. The San Ildefonso people have lived in the present site since before thirteen hundred A.D.  Maria Martinez is a famous potter who rediscovered the process of creating all black pottery and then taught this to her family and other members of the pueblo.  **Art:** black-on-black pottery and watercolor painting  **Special Events:** Buffalo Deer Dance, performed on San Ildefonso’s feast day and others in June, July and September.  *Draw a your own pottery design using black crayon.  Press hard on the waxy crayon while you draw.  Then, use black watercolors to paint over the top of the design.  What one word describes your artwork?*  *Insert authentic graphic*  **Santo Domingo Pueblo**  **Known for:** being the most conservative pueblo for retaining customs and culture.  **Art:** jewelry, such as silver and turquoise necklaces, rings and bracelets. Heishe made silver with turquoise and various other stones. The pottery of Santo Domingo is strictly traditional, carefully creating pieces with ancient shapes and decorations.  **Special Events:** Corn Dance of the patron saint’s day and the Sandaro Dance, along with more around the Christmas and Easter holidays.  *Design a piece of jewelry using many colors and patterns.  Include at least three different colors.*  *Insert authentic graphic:*  **Santa Clara Pueblo**  **Means**: Valley of the Wild Rose  **Known for:** Also tribal heritage and modern education are both highly encouraged and provided in the pueblo.  **Visit:** pre-historic cliff dwellings of Puye  **Special Events**: In June, St. Anthony’s Feast Day with Comanche dancers.  In August, Harvest Dances and Corn Dances are performed in honor of the patron saint, St. Clare.  *Talk to someone at home about their experiences in school.  How is your educational experience different than that of the other person?*  Insert authentic graphic: |

|  |  |
| --- | --- |
| **Taos Pueblo**  **Known for:** being the largest surviving multi-storied Pueblo structure in the United States and the most northern tribe.  The pueblo also fought to have its sacred Blue Lake returned after the USA took it from the tribe.  Taos Pueblo was designated a National Historic Landmark, became a part of the National Register of Historic Places and admitted by the United Nations to the “World Heritage List.”  **Special Events:** various feast days, some of which are open to the public, and other which are not  **Art:** sculpture, painting, tanned buckskin moccasins and drums are popular. Artisans also are known for utilitarian micaceous clay pottery and burnished finishes.  *Do you have a special item or a special place that is special to you? What or where is it? What would you do to get it back if it was taken?*  Insert authentic graphic | Insert authentic graphic  **Tesuque Pueblo**  **Known for:** classical traditions (in art, dance, religion, etc.) pueblos of the Tewa language group and is one of the smallest pueblos. They were also very important to the Pueblo Revolt of 1960 because two of Pueblo People were the messengers for other pueblos to know about the revolt.  **Art**: traditional pottery designs and figures, which are created mostly by female artists.  **Special Events:** Harvest dances in November along with Deer and Buffalo Dances in December, which are known for the excellence of the costumes and the authenticity of the execution of the dances and rituals.  *What does it mean to be traditional? Write or draw some of your family traditions.* |

|  |  |
| --- | --- |
| Insert authentic graphic  **Zia Pueblo**  **Known for:** their sun symbol on the New Mexico state flag  **Art:** traditionally created red pottery painted with white slip, with decorations in brown or black that are often paired with a traditional bird motif.  Watercolor painting is also quite beautiful.  **Special Events:** Corn Dance on the feast day of Our Lady of the Assumption in August.  *Draw your own bird motif.  What bird would it represent?  Why?* | **Zuni Pueblo**  **Known for:** uniqueness of language and art, as well as learning to silversmith from the Spaniards.  Insert authentic graphic  **Art**: intricate, mosaic jewelry, created with turquoise, jet, and shell.  Mosaics are made by laying one stone next to another without silver in between the stones. Zuni artisans also create animal fetishes, beaded belts, necklaces, and specially shaped beads. Zuni also make polychrome pottery and modern pieces often have deer with the heart line painted on the ware.  **Special Events:** the McKinley County Fair is held at the pueblo in August, the Kachina dance, Shalako, is in December, the Rain Dance is in June  *Word wizard: What is a mosaic? Design your own mosaic using bright, beautiful colors and patterns.* |

**Prediction Reaction Guide: Pueblo People of New Mexico**

Directions: Please respond by sketching and writing below.

1. There are many Native American tribes in New Mexico. How are Pueblo people **alike** and how are they **different**?
2. What does **tradition** mean? What are some examples of **Pueblo traditions**?
3. There are many **artisans** in the Pueblo community. Write about **artisans** and what you know.

1. Is this statement true or false? Why or why not?

*In 1970, Blue Lake was returned to the Taos Pueblo.*

1. Miguel Trujillo was a civil rights leader for Native American people. What did he do to help the Pueblo people?

***Poetry Book***

***Insert non-copyrighted graphic here for the poetry book cover:***

## 

## Name:

# Pueblo People

# Here There Chant

By:Paloma Aranda-Peña, Elizabeth Kunz, Natalie Olague, Amanda Viltrakis Reyes

# 

# Pueblo people here, Pueblo people there,

# Pueblo people, Pueblo people everywhere.

# 

# Valiant Pueblo people tracking stealthily,

# Artful Pueblo people coiling skillfully,

# Creative Pueblo people weaving expertly,

# And clever Pueblo people speaking proudly.

# 

# Pueblo people across the fields,

# Pueblo people in front of looms,

# Pueblo people beside the river,

# And Pueblo people throughout the regions.

# 

# Pueblo people here, Pueblo people there,

# Pueblo people, Pueblo people everywhere.

# 

# Pueblo people! Pueblo people! Pueblo people!

# 

# -OCDE *Project* GLAD®

**PUEBLO PEOPLE BUGALOO!**

By: Paloma Aranda-Peña, Elizabeth Kunz, Natalie Olague, Amanda Viltrakis Reyes

I’m a historian and here to say,

I listen to people’s stories everyday.

Sometimes I do research, sometimes I write a book,

And many times, in the field, I take a look.

Cochiti, Picuris, Laguna, Tesuque too,

Doing the Pueblo people **bugaloo**.

“Pueblo” is the Spanish word for town or village,

Farmers with centuries of planting knowledge,

Weavers, Silversmiths, Stone masons, and musicians,

jewelry and basket making are some of their traditions.

Santa Clara, Santa Ana, San Felipe too,

Doing the Pueblo people **bugaloo**.

Zuni, Tanoan, and Keresan, are languages they speak,

With so much in common, each Pueblo is unique.

Sacred ceremonies, Kivas, dances and feast days,

are part of the seasons and Pueblo spiritual ways.

Pojaque, Jemez, Sandia, Nambe, too,

Doing the Pueblo people **bugaloo**.

Spanish domination caused the Pueblos to revolt,

boldly uniting for freedom, made the Spanish bolt!

Pueblos kept their freedom, their culture and religion,

and oral tradition passed wisdom to their children.

Santo Domingo, Ohkay Ohwingeh too,

Doing the Pueblo people **bugaloo**.

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**I’M A PUEBLO ARTISAN**

By: Paloma Aranda-Peña, Elizabeth Kunz, Natalie Olague, Amanda Viltrakis Reyes

I’m a Pueblo artisan, tried and true,

Making crafts by hand is what I do.

in my work I use the traditional way,

to make goods for bartering, that means trade.

I’m a Pueblo a-r-t-i-s-a-n

I’m a Pueblo a-r-t-i-s-a-n

Some of us are potters, and chemistry we use,

to fire up our pottery with shades of many hues.

Black on white, white on black, or polychrome,

designs, shapes, and polish of my Pueblo home.

I’m a Pueblo a-r-t-i-s-a-n

I’m a Pueblo a-r-t-i-s-a-n

Some of us are weavers, and geometry we use,

creating complex patterns, sharing our world views.

Weaving fabrics, from plant materials, feathers and fur,

on looms for blankets, sashes, or clothing if preferred.

I’m a Pueblo a-r-t-i-s-a-n

I’m a Pueblo a-r-t-i-s-a-n

Some of us are Silversmiths, and alchemy we use,

turning silver into jewelry with turquoise infused.

pouring molten silver into molds made from sand,

soldering and inlaying semi-precious stones by hand.

I’m a Pueblo a-r-t-i-s-a-n

I’m a Pueblo a-r-t-i-s-a-n

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Pueblo Women “Yes, Ma’am”

By: Paloma Aranda-Peña, Elizabeth Kunz, Natalie Olague, Amanda Viltrakis Reyes

Is this Eldrena Douma? Yes, Ma’am!

Is this Eldrena Douma? Yes, Ma’am!

How do you know? Indian name Blue Corn

How do you know? From Laguna Pueblo

What did she do? Listened to Siya tell stories

What did she do? Wrote “Horned Toad Lady and Coyote”

Is this Maria Martinez? Yes, Ma’am!

Is this Maria Martinez? Yes, Ma’am!

How do you know? From San Ildefonso Pueblo

How do you know? A world famous potter

What did she do? Invented black-on-black

What did she do? Taught craft to Pueblo women

Is this Susie Rayos Marmon? Yes, Ma’am!

Is this Susie Rayos Marmon? Yes, Ma’am!

How do you know? Indian name Dawa-Go-Mai-Tsa

How do you Know? First Laguna college graduate

What did she do? Brought education to Laguna

What did she do? Lived to be one hundred ten

Is this Verna Williamson? Yes, Ma’am!

Is this Verna Williamson? Yes, Ma’am!

How do you know? From Isleta Pueblo

How do you know? First female tribal governor

What did she do? Ran a counseling program

What did she do? Advocated for clean rivers

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**I KNOW A PUEBLO ACTIVIST**

By: Paloma Aranda-Peña, Elizabeth Kunz, Natalie Olague, Amanda Viltrakis Reyes

# I know a Pueblo activist,

# An important Pueblo activist,

# An important Pueblo activist,

# Earned New Mexican tribes, the right to vote.

# 

# Volunteering to serve his country in WWII,

# Serving as a leader in Isleta Pueblo,

# Marching marine in WWII

# Farming, fighting, suing, voting.

# 

# Miguel Trujillo has rarely been seen

# But he fought for justice like Martin Luther King

# So many activists more famous than he

# Who will remember his legacy?

# Who will share his legacy?

# 

# I know a Pueblo activist,

# An important Pueblo activist,

# An important Pueblo activist,

# Earned New Mexican tribes, the right to vote.

# 

# -OCDE *Project* GLAD®

Please Note: We are not including a **Cadence** for this unit due to the violent nature of interactions between military groups and the Pueblo Indians. Instead, we adapted a song.

**Blue Lake**

**Land of the Sacred Lake**

Adapted from *Land of the Silver Birch, traditional Canadian song*.

By: Paloma Aranda-Peña, Elizabeth Kunz, Natalie Olague, Amanda Viltrakis Reyes

Land of the high mountain

Home of the eagle

Where still the mighty horse

Wanders at will

My heart was sick for thee

Here in the north country

You were returned to us

Lake of our ancestry

Swift as the eagle soars

sacred eagle feather

Our origin story

will carry us forth

High on the mountain top

I’ll track and hunt

Close to the water’s edge

Silent and still

Blue lake our sacred place

We will come home once more

Returned to us

Returned to us

in 1970

Blue lake our sacred place

**We will** come home once more

Returned to us

Returned to us

in 1970

Blue lake our sacred place

I will come home once more

Returned to us

Returned to us

in 1970

Blue lake our sacred place

I will come home once more

Returned to us

Returned to us

in 1970

If You’re Not From…

A Poem Adapted From “If You’re Not From The Prairies” by David Bouchard

If you’re not from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a place, location or situation)

You don’t know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a unique quality of that place, location or situation)

You can’t know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(repeat the unique quality of that place, location or situation)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a line describing the unique quality of the place, location or situation)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a line describing the unique quality—rhymes with the line above)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a line describing the unique quality of the place, location or situation)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a line describing the unique quality—rhymes with the line above)

If you’re not from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a place, location or situation)

You don’t know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a unique quality of that place, location or situation)

Teacher Made Big Book

The Important Thing About NM Pueblo People

**Written By:** Natalie Olague, Amanda Viltrakis Reyes, Elizabeth Kunz, and Paloma Aranda-Peña

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**Page 3:**

**The important thing about NM pueblo people is that they have many characteristics in common but also have characteristics that are distinct.**

* Many NM Pueblo homelands were built along the Rio Grande like Sandia, San Felipe, Santa Clara, and Isleta.
* However, the village of Acoma Pueblo is located on top of a mesa, high above the surrounding land and Zuni is located about 150 miles west of the Rio Grande.
* Taos Pueblo was established next to the Taos Mountains of the Sangre de Cristo Range.

**But, the important thing about NM pueblo people is that they have many characteristics in common but also have characteristics that are distinct.**

**Page 4:**

**Architecture**

**The important thing about NM pueblo people is that they have many characteristics in common, but also have characteristics that are distinct.**

* NM Pueblos are multi-story dwellings with flat roofs. They have a window opening in the roof with a ladder to move between levels. As the levels were built higher, the dwellings became smaller.
* The dwellings were made of thick brick walls with few windows. Bricks were usually made of ***adobe***.
* The design of NM Pueblos was for defense. In case of attack, outside ladders could easily be pulled up.
* The design of NM pueblos was for defense. In case of attack, outside ladders could easily be pulled up.

**But, the important thing about NM pueblo people is that they have many characteristics in common but also have characteristics that are distinct.**

**Page 5:**

**Village**

**The important thing about NM pueblo people is that they have many characteristics in common, but also have characteristics that are distinct.**

* NM Pueblos are highly organized communities. The most common components are the pueblo dwellings*,* ***plaza***, kiva, crops and, after contact with the Spanish, a mission church.
* A kivais a large, underground room used by NM Pueblo people for religious ceremonies.
* The most common crops of NM Pueblo people were corn, squash and beans. However, after contact with the Spanish, Isleta added peaches, plums, apricots, grapes and chili. Zuni also grows tobacco and cotton. Additionally, Taos grows wheat.

**But, the important thing about NM pueblo people is that they have many characteristics in common, but also have characteristics that are distinct.**

**Page 6:**

**Innovations**

**The important thing about NM pueblo people is that they have many characteristics in common, but also have characteristics that are distinct.**

* NM pueblo people planted corn, squash and beans together. The corn provides a natural pole for the bean vines to climb. The bean vines help stabilize the corn plant. The shallow rooted squash vines help prevent soil moisture from evaporating and weeds from growing. This **interdependent** system is highly sophisticated and is often referred to as “The Three Sisters.”
* NM pueblo people created complex **irrigation**, using wood and bone as materials, to build dams and ditches to store water to farm the desert land.
* NM pueblo women used a metate and mano (two stones used together to grind corn) to prepare corn tortillas and they still use a **horno**, to bake bread.

**But, the important thing about NM pueblo people is that they have many characteristics in common, but also have characteristics that are distinct.**

**Page 7:**

**Arts**

**The important thing about NM Pueblo People is that they have many characteristics in common, but also have characteristics that are distinct.**

* Many Pueblo artisans make jewelry from stone, metals, and other materials. However, Zuni is unique in their use of **inlay**, as well as shells and corral.
* Tools are designed and used for carving. Zuni Pueblo people are known for their fetishes carved in animal shapes. Cochiti Pueblo people carve Storyteller figures from clay.
* From clay, leather, wood, and stone, NM Pueblo people make instruments. Cochiti and Taos are known for making beautifully sounding drums.
* Most Pueblos use the land to create pottery.  San Ildefonso pottery is famous for it’s black-on-black design.  Picuris and Taos pottery is unpainted, unpolished and has few **embellishments**. Nambe is known for its red-on-black pottery. Ohkay Owingeh pottery is primarily red.

**But, the important thing about NM Pueblo People is that they have many characteristics in common, but also have characteristics that are distinct.**

**Page 8:**

**Government**

**The important thing about NM Pueblo People is that they have many characteristics in common, but also have characteristics that are distinct.**

* In the past, the Pueblo was governed by a **cacique,** which was based on the government structure of nearby Spanish settlements.  However, in some Pueblos, like Acoma, there was also a War Captain. Others, such as Ohkay Owingeh had a summer and winter chief.
* In the modern Pueblo, people from the Pueblo elect a governor and the tribal council.  A collection of these leaders from each NM Pueblo comprises the All Indian Pueblo Council.  However, there are still religious leaders in each Pueblo.
* Today, each pueblo is a **sovereign** country, with local government, laws, and police.  Each NM Pueblo person is a United States citizen, with the rights and responsibilities to follow federal, state, and tribal law.

**But, the important thing about NM Pueblo People is that they have many characteristics in common, but also have characteristics that are distinct.**

GLOSSARY

**adobe** [a-**d**oh-beh] adj. – a kind of sun-dried brick made of clay and straw used as a building material

**cacique** [ka-**see**-ke] n. – the title for the leaders of NM pueblos that the Spanish gave to them

**embellishment** [em-**bel**-ish-muh nt] n. – decoration

**horno** [**or**-no] n. – adobe built outdoor oven that is beehive shaped and uses wood as its heat source

**inlay** [**in**-ley] n. – this technique involves pieces of wood, ivory or stone of the same thickness, carefully cut to shape so that they fit together into a design without gaps

**interdependent** [in-ter-di-**pen**-duh nt] adj.– depending on each other

Irrigation – applying water on land to grow crops

**plaza** [**plah**-zuh] n. – great open area for gatherings in a city, town or village

**sovereign** [**sov**-rin] adj.- the authority of a pueblo, state or country to govern itself

**Teacher Background for the Pictorial Input: San Ildefonso Pueblo**

Using the Color Brown:

Write the pueblo name *San Ildefonso Pueblo* and the heading *Description*.

Say and write in: The native language of San Ildefonso Pueblo is Tewa. The Tewa name for the Pueblo is Po-Woh-Geh-Owengeh, which means *Where the Water Cuts Through*. The water that cuts through the Pueblo is the Rio Grande.

Draw and label the Rio Grande.

10/2 – Turn and talk to your partner about what kind of activities San Ildefonso Pueblo people might do because they live so close to a river? Say, “What kind of activities do you think San Ildefonso Pueblo people might do because they live so close to a river?” Remember to restate the question when you respond so that you answer in a complete sentence.

Draw in, and label Black Mesa, the Pueblo and the San Ildefonso Mission church as you say the following:

San Ildefonso Pueblo is located at the bottom of the Black Mesa. A mesa is an elevated area of land with a flat top and sides that are steep cliffs. The Pueblo is built out of adobe bricks and vigas (logs from nearby trees to support the roofs), with different levels of rectangular shaped dwellings, like modern apartments. The ladders could be easily pulled up and put inside the houses to prevent intruders from entering. The Spanish conquistadors came in the 1600’s to convert the native people to their religion (Catholicism), so one of the first things they did was make the Pueblo people build a mission church. The church was also made out of adobe bricks and vigas, like the Pueblo. Although many modern San Ildefonso Pueblo people practice Catholicism, they maintain a strong sense of **identity**, and they preserve **traditional** religious ceremonies, dances and practices passed down from their ancestors.

10/2 – Turn and talk to a partner about how you think the San Ildefonso Pueblo people must have felt when the Spanish came to their Pueblo. Ask the question, “How do you think the Pueblo people felt when the Spanish came to the Pueblo?” Make sure you are practicing restating the question in your discussion so that you answer in a complete sentence. When discussing student responses make sure you rephrase and bring in the vocabulary word **“persepective”** (for example, “from the **perspective** of the Spanish they thought they were helping the San Ildefonso Pueblo people but from the **perspective** of the San Ildefonso Pueblo people they were trying to take away their **identity**. **Perspective** is a way that someone thinks about things in their world.)

Using the Color Green – Write in and discuss *Historical Events*

(Make connection to student’s 10/2 discussions – Well I heard several of you predict that the San Ildefonso Pueblo people probably were not happy about the Spanish Conquistadors coming to their Pueblo and you are correct). One historical event that happened in 1694 was that the San Ildefonso Pueblo people fought the Spanish from the top of Black Mesa. In 1680 several of the NM Pueblos, including San Ildefonso, banded together to fight the Spaniards in the Pueblo Revolt. The Spanish left after the revolt but returned about 12 years later. Later on, in 1850, as part of New Mexico, San Ildefonso Pueblo became a US territory. Finally, in 1856, San Ildefonso Pueblo regained self-governing rights, which included freedom of religion and land recognition. However, by the 1920’s, which wasn’t too long ago, there were problems at San Ildefonso Pueblo. They were suffering a severe economic depression (lots of people did not have jobs) and they were losing their traditional practices, like pottery making. However, their economy (how they earned money) improved significantly because some of the Pueblo people started making traditional black pottery again. This revival of traditional pottery making was very successful and now people come from all over the world to buy San Ildefonso pottery. Pottery making is the single largest source of income at the Pueblo.

10/2 – Turn and talk to your partner about why you think the San Ildefonso people started losing traditional practices like pottery making in the early 1900’s?

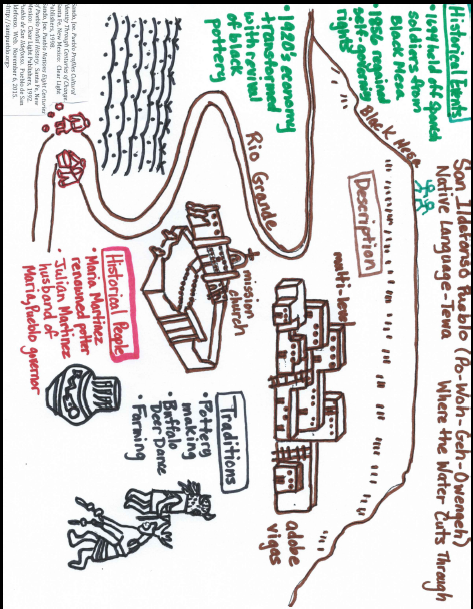
Using the Color Red: Write in and discuss *Historical People*

The people that were key to the revival of black pottery making were Maria Martinez and her husband Julian Martinez. Maria and Julian worked together to make pottery, where Julian would do the heavy work of digging and drying the clay, as well as painting it. Their biggest accomplishment was the invention of black-on-black pottery where decorations are created by the contrast of shiny black and matte (not shiny) black surfaces. After Maria became such a successful potter, she generously shared her techniques with everyone in her community. She believed that everyone should benefit from her success.

10/2 Turn and talk to your partner about who you think taught Maria to make pottery?

Using the Color Black: Write in and discuss the *Traditions*

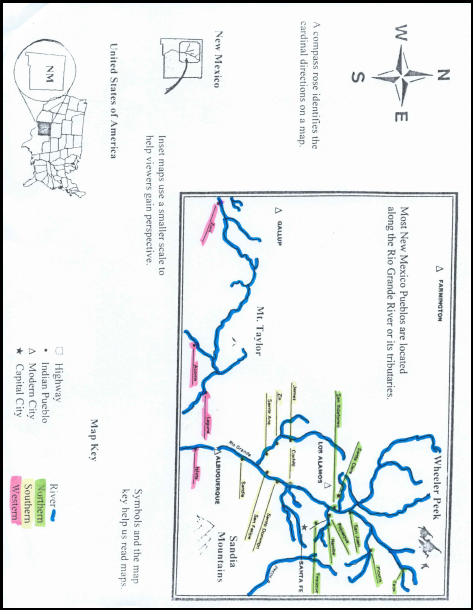
So obviously, one tradition of the San Ildefonso Pueblo people is making pottery (trace the pot). Another important tradition for the San Ildefonso Pueblo people is retaining ancient tribal dances like the Buffalo Deer Dance that is performed at their Feast Day in January. Another important tradition is farming (draw in the garden). They traditionally grew the 3 sisters (corn, beans and squash) but they later added other crops like chili and melon.



Input Chart: San Ildefonso Pueblo Pictorial Grade Level: 3rd

Key: **T** = Teacher Prompt, **S** = Student Response Goal: Support Language Development Through the Vehicle of Content

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Level of Questioning** | | | | | |
| Stages of Acquisition (Krashen, 1988) | **Remember**  *arrange, choose, define, draw, find, give example, identify, label, locate, list, match, name, recall, recite, recognize, repeat, reproduce, tell* | **Understand**  *categorize, cite, clarify, classify, describe, select, discuss, explain, express, predict, identify, indicate, translate, locate, paraphrase, recognize, match, review, restate, summarize* | **Apply**  *calculate, classify, change, choose, compare, demonstrate, explain, extend, illustrate, interpret, practice, show, solve* | **Analyze**  *appraise, question, calculate, infer, categorize, classify, compare, contrast, explain, discriminate, examine* | **Evaluate**  argue, assess, decide, defend, discuss, estimate, justify, predict, recommend, select, support, verify, weigh | **Create**  arrange, assemble, combine, construct, design, hypothesize, imagine, invent, organize, plan, prepare, propose |
| **Pre-Production**  *The student has minimal comprehension, does not verbalize, nods “yes” and “no,” draws and points* | **T: Point to one of the traditions of the San Ildefonso Pueblo people.**  **S: (points to a tradition on the pictorial)** | **T: Show me where the San Ildefonso Pueblo people fought Spanish soldiers in 1699.**  **S: (points to Black Mesa)** | **T: Show me what Maria and Julian have to do to make the black-on-black pottery.**  **S: (uses motions to show process of making pottery)** | **T: Show me how the San Ildefonso people might have felt when they saw the Spanish soldiers.**  **S: (uses facial expressions)** | **T: Point to the tradition that you think is most important to San Ildefonso Pueblo people.**  **S: (points to a tradition on the pictorial)** | **T: Construct a model of San Ildefonso with sugar cubes.**  **S: (makes a pueblo out of sugar cubes)** |
| **Early Production**  *The student has limited comprehension, produces one- or two-word responses, participates using key words and familiar phrases, and uses present-tense verbs* | **Is San Ildefonso Pueblo near the Rio Grande?**  **S: “yes” (yes or no response)** | **T: Who were the famous potters from San Ildefonso Pueblo?**  **S: “Maria, Julian” (one or two word responses)** | **T: From this pictorial, choose a fact that displays the bravery of the San Ildefonso Pueblo people.**  **S: “Fight Spanish.” (one or two word responses)** | **T: Why did the San Ildefonso Pueblo people have ladders and doors on the roofs of the pueblo buildings?**  **S: “To protect.” (one or two word responses)** | **T: Why was the design of the Pueblo buildings important?**  **S: “they were safe” (familiar phrases with past tense verbs if possible)** | **T: Would sugar cubes be something you could use to make a model of San Ildefonso Pueblo?**  **S: “yes” (yes or no response)** |
| **Speech Emergence**  *The student has good comprehension, can produce simple sentences, makes grammar and pronunciation errors* | **T: Are San Ildefonso Pueblo people potters or jewelry makers?**  **S: “San Ildefonso Pueblo people are potters not jewelry makers.”** | **T: Did farming or pottery making transform the economy of San Ildefonso Pueblo in the 1920’s?**  **S: Pottery making transformed the economy of San Ildefonso Pueblo in the 1920’s.”** | **T: Did life get better or worse for the San Ildefonso Pueblo people *when Maria Martinez started* making pottery?**  **S: “Life got better for the San Ildefonso Pueblo people when Maria Martinez started making pottery.”** | **T: Did Maria and Julian Martinez work together or compete in making pottery?**  **S: “ Maria and Julian Martinez worked together to make pottery.”** | **T: Recommend to a friend which category of information on the San Ildefonso pictorial is most interesting.**  **S: “ I think that the traditions of the San**  **Ildefonso Pueblo people are the most interesting information on the pictorial. “** | **T: Would sugar cubes or marshmallows be better for making a model of San Ildefonso Pueblo?**  **S: “I think that (sugar cubes/ marshmallows) would be better for making a model of San Ildefonso Pueblo because ……”** |
| **Intermediate Fluency**  *The student has excellent comprehension and makes few grammatical errors* | **T: Describe one** i**mportant historical event of the San Ildefonso Pueblo people.**  **S: “One important historical event of the San Ildefonso Pueblo people is when ….”** | **T: Provide examples of how the San Ildefonso Pueblo people were brave.**  **S: “The San Ildefonso Pueblo people were brave because …..”** | **T: Explain the strategic design of San Ildefonso Pueblo.**  **S: “The building was designed to keep the people safe because……..”**  **(students should speak in complete/coherent sentences and start combining sentences with transitional words)** | **T: Explain what happened to San Ildefonso when Maria Martinez started making pottery?**  **S: “When Maria Martinez started making pottery…**  **…”** | **T: Predict the future for San Ildefonso Pueblo people.**  **S: “I think that in the future the San Ildefonso Pueblo people will ……”** | **T: Plan a model of San Ildefonso Pueblo.**  **S: “A good model of San Ildefonso Pueblo could be made out of ……..”** |
| **Advanced Fluency**  *The student has near-native level of speech* | **T: Describe San Ildefonso Pueblo.**  **S: “San Ildefonso Pueblo is …… Additionally, San Ildefonso…..” (students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** | **T: Summarize the historical events of San Ildefonso Pueblo.**  **S: “First, …… Then…..**  **Finally…..”(students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** | **T: Demonstrate how Maria Martinez relates to a historical figure you have read about.**  **S: (students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** | **T: What would have happened if Maria Martinez had not started making pottery?**  **S: (students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** | **T: Infer whether Maria Martinez was an effective or ineffective leader. Why?**  **S: (students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** | **T: Hypothesize what would have happened if the San Ildefonso people had won the battle in 1694**.  **S: (students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** |

**Graphic Organizer- Map of the 19 Pueblos**

**Sando, Joe *Pueblo Nations: Eight Centuries of Pueblo Indian History***

Input Chart: Graphic Organizer/Map 19 Pueblos of New Mexico Grade Level: 3rd

Key: **T** = Teacher Prompt, **S** = Student Response Goal: Support Language Development Through the Vehicle of Content

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Level of Questioning** | | | | | |
| Stages of Acquisition (Krashen, 1988) | **Remember**  *arrange, choose, define, draw, find, give example, identify, label, locate, list, match, name, recall, recite, recognize, repeat, reproduce, tell* | **Understand**  *categorize, cite, clarify, classify, describe, select, discuss, explain, express, predict, identify, indicate, translate, locate, paraphrase, recognize, match, review, restate, summarize* | **Apply**  *calculate, classify, change, choose, compare, demonstrate, explain, extend, illustrate, interpret, practice, show, solve* | **Analyze**  *appraise, question, calculate, infer, categorize, classify, compare, contrast, explain, discriminate, examine* | **Evaluate**  argue, assess, decide, defend, discuss, estimate, justify, predict, recommend, select, support, verify, weigh | **Create**  arrange, assemble, combine, construct, design, hypothesize, imagine, invent, organize, plan, prepare, propose |
| **Pre-Production**  *The student has minimal comprehension, does not verbalize, nods “yes” and “no,” draws and points* | **T: Point to a pueblo.**  **S: Acoma**  **S: This is Acoma Pueblo.** | **T: Trace the Rio Grande. Show me with your finger.**  **S: Rio Grande**  **S: This is the Rio Grande River.** | **T: Locate the capitol, Santa Fe.**  **S: points**  **S: Here is Santa Fe.** | **T: Compare a northern and a southern Pueblo.**  **S: Taos and Isleta**  **S: Taos is a northern Pueblo and Isleta is southern.** | **T: Point to the most important part of the map.**  **S: points to Rio Grande**  **S: The map key is most important.** | **T: Create a compass rose.**  **S: sketches a compass rose or cuts out the shape** |
| **Early Production**  *The student has limited comprehension, produces one- or two-word responses, participates using key words and familiar phrases, and uses present-tense verbs* | **T: Is Zuni on the Rio Grande?**  **S: Yes.**  **S: Yes. Zuni is on the Rio Grande.** | **T: Is this a western Pueblo?**  **S: Yes.**  **S: Yes, this is a western Pueblo.** | **T: Are all Pueblos far from a modern city?**  **S: No.**  **S: No, Sandia and Isleta are close to Albuquerque.** | **T: Are there western Pueblos?**  **S: No**  **S: There are no western Pueblos.** | **T: Is Sandia Pueblo close to a modern city?**  **S: yes**  **S: Sandia Pueblo is close to Albuquerque.** | **T: Design a model of the Pueblos using school supplies?**  **S: represents the Pueblos with paper clips or small objects** |
| **Speech Emergence**  *The student has good comprehension, can produce simple sentences, makes grammar and pronunciation errors* | **T: Are most of the Pueblos on a river or away from a river?**  How do you know?  **S: On a river**  **S: Most Pueblos are by rivers.** | **T: Is this a western or a northern Pueblo?**  Can you prove it?  **S: western/northern**  **S: This is a western Pueblo.** | **T: Does a triangle mean a modern city or a Pueblo?**  **S: modern city**  **S: A triangle stands for a modern city.** | **T: Is Santa Fe a Pueblo or a capital city?**  **S: capital**  **S: Santa Fe is a capital city.** | **T: Compare Pueblos with Spanish names or Indian names?**  **S: Santo Domingo- Spanish, Picuris-Indian.**  **S: Santo Domingo is a Spanish name. Picuris is an Indian name.** | **T: Select a Pueblo from each region to study.**  **S: I would study San Ildefonso, Zia, and Acoma.** |
| **Intermediate Fluency**  *The student has excellent comprehension and makes few grammatical errors* | **T: Order or arrange three Pueblos from north to south.**  **S: Taos, Picuris, Tesuque or**  **S: Jemez, Zia, Santa Ana** | **T: Classify two southern Pueblos.**  **S: Sandia, San Felipe or**  **S: Zia and Santa Ana are southern Pueblos.** | **T: Interpret why most Pueblos are not by cities.**  **S: Many pueblos are on mesas.** | **T: Which Pueblos might be hard to trade with?**  **S: Zuni, Taos**  **S: It might be hard to trade with Zuni or Taos because they are far away.** | **T: Which 2 New Mexico Pueblos are the furthest west?**  **S: Acoma, Isleta**  **S: Acoma and Isleta are the furthest west.** | **T: Arrange 5 Pueblos in the order in which you’d like to visit them.**  **S: many possibilities** |
| **Advanced Fluency**  *The student has near-native level of speech* | Use Expanding Level Questions then probe for deeper understanding.  Look for, model, and encourage the use of complete complex sentences. | Use Expanding Level Questions then probe for deeper understanding.  Can you prove it?  How do you know?  What is your evidence?  Can you explain that in another way? | Use Expanding Level Questions then probe for deeper understanding.  Can you prove it?  How do you know?  What is your evidence?  Can you explain that in another way? | Use Expanding Level Questions then probe for deeper understanding.  How do you know?  What is your evidence?  Can you explain that in another way?  Explain your thinking. | Use Expanding Level Questions then probe for deeper understanding.  How do you know?  What is your evidence?  Can you explain that in another way?  Explain your thinking. | Use Expanding Level Questions then probe for deeper understanding.  How do you know?  What is your evidence?  Can you explain that in another way?  Explain your thinking. |

*The First Chunk in Brown: Title, Overview, Big Picture, Explain* ***Input***

**Title: 19 Pueblos of New Mexico**

Graphic Organizer, Inset Map, Perspective - Zoom in and out.

Inset: United States of America-New Mexico-I-40 and I-25

Inset: Pueblo Region in NM, Map Key, Compass Rose

Albuquerque-we are here!

**Map Key: Rivers**

Map Key Rivers, Rio Grande, some waterways

Map Key: **Western Pueblos**

Isleta, Laguna, Acoma, Zuni

**Southern Pueblos**

Sandia, San Felipe, Santo Domingo, Cochiti, then Santa Ana, Zia, Jemez

**Northern Pueblos**

Taos, Picuris, San Juan, Santa Clara, San Ildefonso, Pojoaque, Nambe, Tesuque

Post

1. **Acoma/Ako-meo \*Mesa or Mt. Taylor**
2. **Isleta/Shiewhibak** Photo Pottery
3. **San Ildefonso/ \*Photo Pottery Family**
4. **Taos/Tua-tah \*Taos Pueblo hunter on Horseback**
5. **Zuni/She-wa-na \*shield w/ Eagle, p.31 Photo Eagle Dance**
6. **Rio Grande**
7. **Taos Mountains**
8. **Mount Taylor**
9. **Zuni Mountains**
10. **Sandia Mountains**

**Pueblo People Timeline (Extended)**

**THEME: First Native People**

**10, 000 BCE**

Evidence of first Native Americans in NM

**1300-1050 BCE**

First Pueblos

* constructed irrigation
* created roads
* designed multi-story dwellings

**1 AD**

Domestic Arts

* basket-making
* pottery

**650 AD**

Bow and Arrow

**THEME: Spanish Colonialism**

**1536**

Cibola, the Cities of Gold

* rumor of cities made of gold
* started by Cabeza de Vaca and Estevan the Moor

**1540**

Fransisco Vasquez de Coronado

* explored NM area
* claimed land for Spain

**1541**

Europeans Influence

* Sheep and horses

**1598**

Encomienda

* Priests and solders impose forced-labor system (resembling slavery)
* Priests begin to force Spanish religious beliefs

**1607**

Santa Fe

* 2nd oldest city in country founded by Europeans

**1660**

Taos Pueblo Revolt

**1668**

First attempt to revolt against Spaniards

* Lead by Po’pay (also written as Popé) a Tewa from San Juan Pueblo
* Failed due to lack of unification of Pueblos

**1680**

Pueblo Revolt aka Po’pay’s Rebellion

* Pueblo Alliance (Jemez, Keresan, Piro, Tewa, Tiwa, Zuni, Hopi Pueblos) versus Spanish Colonists
* Instigated by tribal leaders and lead by Po’pay against Governor Antonio de Otermin
* Caused by Spanish colonialism and expansion, which imposed upon the native people’s land, and freedom of culture and religion
* 300 Native Americans killed
* 2,350 Spaniards killed, missions and materials destroyed
* Governor Antonio de Otermin retreated from Northern New Mexico area to El Paso (Old Mexico) with 1000 people

**1706**

Albuquerque Founded

**THEME: Mexican Rule**

**1821**

Mexico Declared Independence from Spain

* Santa Fe Trail becomes open for international trade

**1832**

Worchester v. Georgia

* Tribal Sovereignty precedent

**THEME: United States Colonialism**

**1841**

Texas Invasion

* Soldiers claim all land east of Rio Grande

**1846-1848**

Mexican American War

**1847**

Taos Rebellion

* Pueblo and New Mexican Alliance against American forces

**1848**

Treaty of Guadalupe Hidalgo

* Mexican –American War ends
* California and New Mexico become part of USA

**1854**

Gadsden Purchase

* Added 45,000 more square miles to NM

**1861-1865**

Civil War

**1864**

US President Abraham Lincoln gifts canes to Pueblo Leaders

**THEME: Reorganization and Assimilation in the USA**

**1869**

Continental Railroad completed

* “Manifest Destiny”

**1872**

Fine Arts

* Zuni Pueblo begins using silver in their jewelry

**1878**

The Railroad Arrives in NM

* greatly impacts Native American life

**1880**

Albuquerque Indian School Founded

**1887**

Dawes Act

* 100 million acres of Pueblo land lost to federal government

**1888**

Zuni leaders met US president Chester Arthur

**1890**

Santa Fe Indian School established

**1902**

Isleta Puebloans first economic tourism efforts: sold pottery at Alvarado Hotel near train station in Albuquerque

**1906**

48,000 acres of Taos Pueblo land taken by US

**1912**

New Mexico becomes the 47th state

**1915**

English Language Only is Law

* Prohibition of Language

**1914-1918** World War 1

**1920**

Burnsum Bill-Proposal to diminish Pueblo lands

* fight over land/ water for settlers and Puebloans

**1921**

Snyder Act

* Recognized Native People as citizens of the USA

**1922**

Reorganization of the Modern All Indian Pueblo Council

* Constitution was created

**1922**

Taos Pueblo admitted to the World Heritage Society

**1923**

Banned Religion

* Federal mandate requires Native tribes to get rid of all religious practices within one year.

**1924**

Pueblo Lands Act

* Some lands restored to Pueblo People

**1928**

Meriam Report

* USA government failed to protect Native American culture, land, resources

**1933-1945**

The Indian New Deal

* Provides for conservation of Native lands, education, and civil rights

**1933**

Jemez and Pecos Pueblos officially merge through act of congress from the migration of Pecos to Jemez in 1838

**1934**

Indian Reorganization

* Rights of Indians given to themselves
* Constitution created

**1934**

Beginning of Public Schools on Native Land

**1939-1945** World War 2

* Pueblo People served and moved to cities to increase job opportunities

**1944- 1958**

Relocation

**1947**

Albuquerque and Santa Fe Indian Schools closed

**THEME: Restoration of Rights**

**1948**

The Right to Vote

~Native Americans won right to vote in NM elections

~Spearheaded by Miguel Trujillo

**1949**

First organized meeting for the Bernalillo County Indian Hospital

* Now the University of New Mexico Hospital

**1955-1975**

Vietnam War

**1968**

Indian Civil Rights Act

* Legitimacy for tribal courts and self government

**1968**

Fair Housing Act

**1970**

President Nixon’s Speech

* Self-Determination without Termination

**1970**

Acoma becomes a National Historical Landmark

**1970**

All Indian Pueblo Council Formed

**1970**

Blue Lake returned to Taos Pueblo

~Congress Voted, Nixon signs 12.15.70, ends a 64-year battle

~Reverses the 1187 Dawes Allotment Act to break up tribal groups

~Jemez is the only Pueblo to refute the provisions of the IRA

**1975**

Indian Self-Determination Act & Education Assistance Act

* President Gerald Ford

**1972**

Indian Education Act

* First legislation to provide pre-K through college level education
* Recognizes the unique language and cultural academic needs of Native American learners.

**1978**

American Indian Religious Freedom

**1990**

Native American Language Act

**1990**

Smithsonian Institute in Washington DC returns 3500 pictures to Zuni Pueblos

**1993**

Native American Free Exercise of Religion Act

2013

Zuni wins battle to save Zuni Salt Lake

**Summary:**

**THEME: First Native People**

**This section starts with the first known date of humans in the area, describes innovations, functional design, and arts of the native people of New Mexico. During this ancient time period, this is also when villages became more permanent and morphed into communities. Insert authentic pictures of pueblo design, baskets, pottery, and dirt roads.**

**THEME: Spanish Colonialism**

**Under this time period was the first of European influences on the Pueblo people. Spanish colonialism and oppression forever changes the way of life for Pueblo people. The founding date of Albuquerque is given as a time context for students familiar with this city. Insert authentic pictures of map of Spain, gold bricks, conquistadores, horses, mission church, & “revolt” scene.**

**THEME: Mexican Rule**

**The smaller chunk of time under Mexican rule is crucial for student’s understanding the cultural heritage of the state and that most atrocities against the Pueblo people were by the Spaniards and the United States of America. Insert authentic pictures of state with Santa Fe Trail and map of Mexico.**

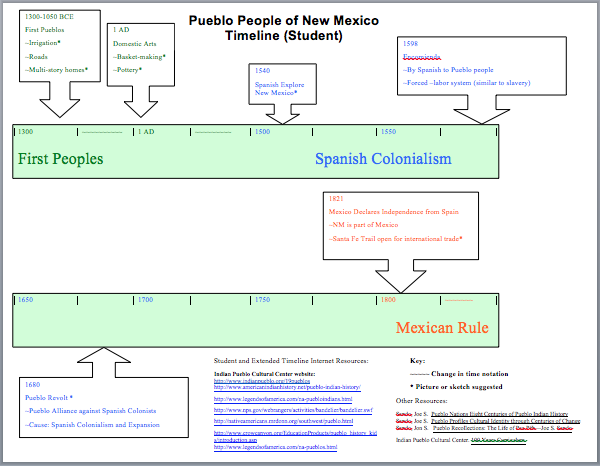
**THEME: United States Colonialism**

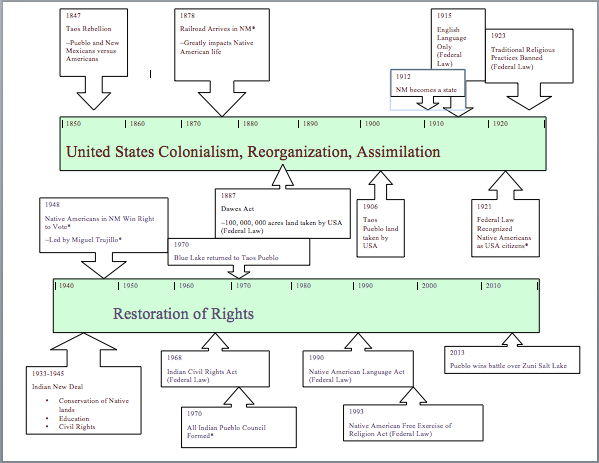
**Many of the policies that stole basic human rights were imposed by the U.S. government during the time of Manifest Destiny, or the belief that the US would continue to grow and take over lands until the land ran out at the ocean. Several state, U.S., and world events are included to provide a timeline cue for context and to activate prior knowledge. Insert authentic pictures of map of the USA (in three different stages of manifest destiny), scroll (for treaty), cane, engine/ railroad, silver, ABQ Indian School, Santa Fe Indian School, pottery (and “For Sale” sign), #47, globe (for world), different scroll (for constitution), and arrow (for relocation).**

**THEME: Restoration of Rights**

**After decades of oppression, outside rule, self-advocacy, and learning how to navigate the US legal system, Pueblo people fought for and were granted the right to live and practice beliefs in the way they saw fit, such as being able to vote, having religious freedom, and being able to speak their own languages without penalty. Several state, U.S., and world events are included to provide a timeline cue for context and to activate prior knowledge. Insert authentic pictures of tribal court, voting, council, Blue Lake, school/ education, dancer in regalia (for freedom of religion), and Zuni Salt Lake.**

**Please note: this timeline should be introduced in a typical classroom over several days, chunked by color. Context items may be omitted to reduce length of timeline.**





Input Chart: Timeline Grade Level: 3rd

Key: **T** = Teacher Prompt, **S** = Student Response Goal: Support Language Development Through the Vehicle of Content

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|  | **Level of Questioning** | | | | | |
| Stages of Acquisition (Krashen, 1988) | **Remember**  *arrange, choose, define, draw, find, give example, identify, label, locate, list, match, name, recall, recite, recognize, repeat, reproduce, tell* | **Understand**  *categorize, cite, clarify, classify, describe, select, discuss, explain, express, predict, identify, indicate, translate, locate, paraphrase, recognize, match, review, restate, summarize* | **Apply**  *calculate, classify, change, choose, compare, demonstrate, explain, extend, illustrate, interpret, practice, show, solve* | **Analyze**  *appraise, question, calculate, infer, categorize, classify, compare, contrast, explain, discriminate, examine* | **Evaluate**  argue, assess, decide, defend, discuss, estimate, justify, predict, recommend, select, support, verify, weigh | **Create**  arrange, assemble, combine, construct, design, hypothesize, imagine, invent, organize, plan, prepare, propose |
| **Pre-Production**  *The student has minimal comprehension, does not verbalize, nods “yes” and “no,” draws and points* | **T: Point to Blue Lake**  **S: (Points to Blue Lake)** | **T: Locate Po’pay**  **S: (Points to Po’pay)** | **T: Show me a multi-story home**  **S: (Points to Pueblo)** | **T: Identify one instance when land was returned to the Pueblo people.**  **S: (Points to Blue Lake, Zuni Salt Lake, etc).** | **T: Select which year that Pueblo people in New Mexico won the right to vote:**  **S: (Points to 1948)** | **T: Arrange these three events in order.**  **Place down pictures of irrigation on far left and voting on far right.**  **Give student pictures (Pottery, Spanish Explorer, Po’Pay).**  **S: (Takes three pictures and places in this order: irrigation, pottery, Spanish Explorer, Po’Pay, voting** |
| **Early Production**  *The student has limited comprehension, produces one- or two-word responses, participates using key words and familiar phrases, and uses present-tense verbs* | **T: Do Pueblo people live in multi-story dwellings or single homes?**  **S: “Multi-Story Dwellings”**  **(one or two word responses)** | **T: Did the railroad affect Native American people in New Mexico?**  **S: Yes (yes or no response)** | **T: Were Pueblo people fighting in wars before or after being given the right to vote?**  **S: Before**  **(one or two word responses)** | **T: Which countries took Pueblo lands?**  **S: “USA,” “US,” “United States,” “Mexico,” or “Spain,” (one or more responses. If Spanish speaker, might respond in Spanish, such as: “Estados Unidos”)** | **T: Predict- Are there are still Pueblo people living in New Mexico?**  **S: “Yes” (yes or no response)** | **T: Hypothesize-Have the Pueblo people ever given up fighting for their rights?**  **S: “No” (yes or no response)** |
| **Speech Emergence**  *The student has good comprehension, can produce simple sentences, makes grammar and pronunciation errors* | **T: Did the Pueblo people fight with or against Spanish colonists?**  **S: “They fought against”** | **T: Locate which country was the first to invade Pueblo Lands**  **S: “Spain was first country”** | **T: What was the purpose of the Indian New Deal?**  **S: “The purpose was to conserve lands, education, and civil rights”** | **T: Was the Pueblo Revolt caused by colonialism or communism?**  **S: “It was Colonialism, not communism”** | **T: Defend your thinking- Why did the United States government take Pueblo land?**  **S: “So they could have the land, water, and animals”** | **T: Imagine what NM would be like if it was still a part of Spain.**  **S: “Everyone would speak Spanish” Answers will vary.** |
| **Intermediate Fluency**  *The student has excellent comprehension and makes few grammatical errors*  **(students should speak in complete/coherent sentences and start combining sentences with transitional words)** | **T: Choose people or groups that helped the Pueblo people preserve culture or lands.**  **S: “Some people who helped the Pueblo people…..”** | **T: Describe a war that was on Pueblo land or one that was in another country.**  **S: “One war was the Pueblo Revolt which ….”** | **T: Compare two events that contributed to the religious freedom of the Pueblo people.**  **S: “Two events that contributed to religious freedom are the ….”** | **T: Infer what would have happened to the Pueblo people if all of their lands were taken?**  **S: “If all the land was taken, the Pueblo people.”…** | **T: Justify why the Pueblo Revolt is an important part of history.**  **S: The Pueblo Revolt is an important part of history because….”** | **T: Propose why or why not you think that making New Mexico a state helped the Pueblo People preserve their culture?**  **S: “Making New Mexico a state….”** |
| **Advanced Fluency**  *The student has near-native level of speech*  **(students should be producing complex compound sentences without using sentence frames; students are expected to use academic language at this level)** | **T: Describe the laws that restored rights to the Pueblo people.**  **S: “One law…… Additionally, the Indian Civil Rights Law….. The Native Language Act….” Answers will vary.** | **T: Summarize the three most important historical events listed on the Pueblo people timeline.**  **S: “The first, …… The next…..**  **Finally…..”**  **Answers will vary.** | **T: Demonstrate how Miguel Martinez relates to a historical figure you have previously learned about.**  **S: “Miguel Martinez relates to ….” Answers will vary.** | **T: What would have happened if the Spanish had not ever interacted with the Pueblo people?**  **S: “It is possible that….” Answers will vary.** | **T: Infer whether Miguel Trujillo was an effective or ineffective leader. Why?**  **S: “He was effective because….”**  **Answers will vary.** | **T: Hypothesize what would have happened if the Pueblo people did not fight to restore some of their rights.**  **S: “My hypothesis is….”**  **Answers will vary.** |

**Action Plan Team Sheet**

**WHAT WILL BE YOUR CONTRIBUTION?**

**Circle the Team Question Choice:**

Option 1: Preserve Traditions & Culture~

~How do we preserve our own and other people’s traditions and culture?

\*Choose one characteristic about Pueblo people and a solution that would preserve this tradition or part of Pueblo culture. Write a plan of action for you and your team with well-explained reasons for the

proposed solution.

Option 2: Columbus Day or Indigenous People’s Day~

~Should the USA celebrate Columbus Day, associated with the Spanish conquest of Native Americans, or should we celebrate Indigenous People’s Day, associated with the many cultures of Native Americans in the USA?

\*Choose one reason we why should or should not celebrate the proposed Indigenous People’s Day. Write a plan of action for you and your team with well-explained reasons for the proposed solution.

**Define one problem from your team question:**

**Brainstorm Causes:**

**Brainstorm Solutions: Pros + Cons – Brainstorm Barriers**

**1 1**

**2 2**

**3 3**

**Choose one solution and write a plan of action for you and your team.**

Solution Reason

*Our solution to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**Develop a creative way to present your action plan to the class.**

Input Chart: Narrative Input: Horned Toad Lady and Coyote, retold by Eldrena Douma Grade Level: 3rd

Key: **T** = Teacher Prompt, **S** = Student Response Goal: Support Language Development Through the Vehicle of Content

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|  | **Level of Questioning** | | | | | |
| Stages of Acquisition (Krashen, 1988) | **Remember**  *arrange, choose, define, draw, find, give example, identify, label, locate, list, match, name, recall, recite, recognize, repeat, reproduce, tell* | **Understand**  *categorize, cite, clarify, classify, describe, select, discuss, explain, express, predict, identify, indicate, translate, locate, paraphrase, recognize, match, review, restate, summarize* | **Apply**  *calculate, classify, change, choose, compare, demonstrate, explain, extend, illustrate, interpret, practice, show, solve* | **Analyze**  *appraise, question, calculate, infer, categorize, classify, compare, contrast, explain, discriminate, examine* | **Evaluate**  argue, assess, decide, defend, discuss, estimate, justify, predict, recommend, select, support, verify, weigh | **Create**  arrange, assemble, combine, construct, design, hypothesize, imagine, invent, organize, plan, prepare, propose |
| **Pre-Production**  *The student has minimal comprehension, does not verbalize, nods “yes” and “no,” draws and points* | **T: Point to something Horned Toad Lady was doing.**  **S: points to pottery making** | **T: Show me where Horned Toad Lady was working.**  **S: points to the river** | **T: Show me how Horned Toad Lady felt when Coyote pestered her.**  **S: student shows frustration or annoyance** | **T: Show me what startled Coyote.**  **S: student points to birds** | **T: Show me what happened when Coyote got angry.**  **S: student points to picture of Coyote threatening** | **T: Create or make a sound for Coyote’s tummy AFTER he ate Horned Toad Lady.**  **S: student makes the sound of upset tummy** |
| **Early Production**  *The student has limited comprehension, produces one- or two-word responses, participates using key words and familiar phrases, and uses present-tense verbs* | **T: Does this picture show Horned Toad Lady making pottery?**  **S:** | **T: Did Horned Toad Lady need water to make pottery?**  **S: Yes.**  **Yes she needed water to make pottery.** | **T: Did Coyote learn the song well?**  **S: No- he forgot when distracted or Yes-at first she said he learned it well.** | **T: Can songs get lost under rocks?**  **S: no** | **T: Was it fair for Horned Toad Lady to say he couldn’t learn the song?**  **S: answers vary** | **T: Did Horned Toad Lady know Coyote might eat her?**  **S: answers vary** |
| **Speech Emergence**  *The student has good comprehension, can produce simple sentences, makes grammar and pronunciation errors* | **T: Did Horned Toad Lady want Coyote to listen to her song OR leave her alone?**  **S: She wanted to be left alone** | **T: Was Horned Toad Lady patient OR annoyed?**  **S: She is annoyed.** | **T: Was Coyote distracted OR focused on learning the song?**  **S: He was focused on learning the song.** | **T: Did the birds make Coyote lose his song OR did he forget it?**  **S: answers vary** | **T: Who do you stand with, Coyote or Horned Toad Lady?**  **S: answers vary** | **T: Was Coyote tricking Horned Toad Lady or was she tricking him?**  **S: answers vary** |
| **Intermediate Fluency**  *The student has excellent comprehension and makes few grammatical errors* | **T: What was Horned Toad Lady doing?**  **S: singing, making pottery, working**  **T: What was Coyote collecting?**  S: songs | **T: What did Coyote want?**  **S: songs for his collection.** | **T: How did Coyote learn the song?**  **S: He listened carefully and sang it back twice.** | **T: Where did Coyote’s song go?**  **S: answers vary** | **T: If you were Horned Toad Lady, would you have taught him the song again?**  **S: answers vary** | **T: How did the song go?**  **S: student makes up a song or tune** |
| **Advanced Fluency**  *The student has near-native level of speech* | Use Expanding Level Questions then probe for deeper understanding.  Look for, model, and encourage the use of complete complex sentences. | Use Expanding Level Questions then probe for deeper understanding.  Can you prove it?  How do you know?  What is your evidence?  Can you explain that in another way? | Use Expanding Level Questions then probe for deeper understanding.  Can you prove it?  How do you know?  What is your evidence?  Can you explain that in another way? | Use Expanding Level Questions then probe for deeper understanding.  How do you know?  What is your evidence?  Can you explain that in another way?  Explain your thinking. | Use Expanding Level Questions then probe for deeper understanding.  How do you know?  What is your evidence?  Can you explain that in another way?  Explain your thinking. | Use Expanding Level Questions then probe for deeper understanding.  How do you know?  What is your evidence?  Can you explain that in another way?  Explain your thinking. |

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PUEBLO PEOPLE OF NEW MEXICO**

**HOME/SCHOOL CONNECTION #1**

Ask someone at home about what he or she knows about the Pueblo People of New Mexico. Tell someone at home three facts about Pueblo People of New Mexico. Sketch and write what you shared.

Parent Student

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**PUEBLO PEOPLE OF NEW MEXICO**

**HOME/SCHOOL CONNECTION #2**

Tell someone at home about the Indian Boarding Schools. Have a discussion about how you each would feel if you were forced to go to boarding school and could only return home once or twice per year. Sketch and write what they tell you.

Parent Student

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project GLAD®**

**PUEBLO PEOPLE OF NEW MEXICO**

**HOME/SCHOOL CONNECTION #3**

Share the picture below about the language groups of the Pueblo People. Have a discussion with someone at home about languages and dialects spoken at home. Is there more than one language spoken? If so, what is it and do you speak it? If not, what languages did your family ancestors speak 100 years ago? Make a list of all of the languages or dialects that family members have learned to speak in the last 100 years.

*Insert pueblo language groups graphic*

Parent Student

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**PUEBLO PEOPLE OF NEW MEXICO**

**HOME/SCHOOL CONNECTION #4**

Traditions in any family can be very important. Share with your family some traditions in the Pueblos. Draw or write a description of one of your family traditions.

Parent Student

**Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**LOS INDIOS PUEBLO DE NUEVO MÉXICO**

**CONEXIÓN #1 ENTRE EL HOGAR Y LA ESCUELA**

Pregunta a algún miembro de tu hogar lo que sabe sobre los indios Pueblo de Nuevo México. Explica a algún miembro de la casa tres datos sobre los indios Pueblo de Nuevo México. Dibuja y escribe lo que has compartido.

Padre o madre Alumno

**Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**LOS INDIOS PUEBLO DE NUEVO MÉXICO**

**CONEXIÓN #2 ENTRE EL HOGAR Y LA ESCUELA**

Habla a alguien en la casa sobre los internados indígenas. Ten un debate con esta persona sobre cómo se sentirían ustedes si fueran obligados a ir a un internado y solo pudieran regresar a la casa una o dos veces al año. Dibuja y escribe lo que has compartido.

Padre o madre Alumno

**Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**LOS INDIOS PUEBLO DE NUEVO MÉXICO**

**CONEXIÓN #3 ENTRE EL HOGAR Y LA ESCUELA**

Comparte el dibujo a continuación sobre los grupos lingüísticos de los indios Pueblo. Ten un debate con alguien en la casa sobre las lenguas y los dialectos que se hablan en tu hogar. ¿Se habla más de un idioma? En caso afirmativo, indica qué idioma es y si lo hablas. En caso negativo, ¿qué idiomas hablaban tus antepasados hace 100 años? Haz una lista de todas las lenguas o dialectos que han aprendido hablar tus familiares en los últimos 100 años.

Padre o madre Alumno

**Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project GLAD®**

**LOS INDIOS PUEBLO DE NUEVO MÉXICO**

**CONEXIÓN #4 ENTRE EL HOGAR Y LA ESCUELA**

Las tradiciones familiares pueden ser muy importantes. Comparte con tu familia algunas tradiciones de los indios Pueblo. Dibuja o escribe una descripción de una de tus tradiciones familiares.

Padre o madre Alumno

**Ngày Tháng Năm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**PUEBLO PEOPLE OF NEW MEXICO**

**(DÂN PUEBLO của BANG NEW MEXICO)**

**NỐI KẾT GIỮA NHÀ TRƯỜNG/GIA ĐÌNH #1**

Hãy hỏi một người trong gia đình là người ấy biết điều gì về Dân Pueblo của Bang New Mexico. Hãy nói với một người trong gia đình ba sự kiện về Dân Pueblo của Bang New Mexico. Hãy vẽ và viết về những điều em đã chia sẻ.

Phụ Huynh Học sinh

**Ngày Tháng Năm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**PUEBLO PEOPLE OF NEW MEXICO**

**(DÂN PUEBLO CỦA BANG NEW MEXICO)**

**NỐI KẾT GIỮA NHÀ TRƯỜNG/GIA ĐÌNH #2**

Hãy nói với một người trong gia đình về Indian Boarding Schools (Trường Nội Trú cho người Indian). Hãy thảo luận về cảm nghĩ của em và người ấy nếu bị bắt buộc đi vào trường nội trú và mỗi năm chỉ được về nhà một hoặc hai lần. Hãy vẽ và viết về những gì họ nói với em.

Phụ Huynh Học Sinh

**Ngày Tháng Năm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**PUEBLO PEOPLE OF NEW MEXICO**

**(DÂN PUEBLO CỦA BANG NEW MEXICO)**

**NỐI KẾT GIỮA NHÀ TRƯỜNG/GIA ĐÌNH #3**

Hãy chia sẻ hình dưới đây về những nhóm ngôn ngữ của Dân Pueblo. Hãy thảo luận với một người trong gia đình về ngôn ngữ và các thứ tiếng nói trong gia đình. Ở nhà có nói một thứ tiếng khác không? Nếu có, đó là tiếng gì và em có nói thứ tiếng ấy không? Nếu không, tổ tiên của gia đình em đã nói những thứ tiếng gì 100 năm trước? Hãy lập một danh sách những ngôn ngữ hoặc thổ ngữ mà các thành viên trong gia đình đã nói trong 100 năm vừa qua.

Phụ huynh Học Sinh

**Ngày Tháng Năm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project GLAD®**

**PUEBLO PEOPLE OF NEW MEXICO**

**(DÂN PUEBLO CỦA BANG NEW MEXICO)**

**NỐI KẾT GIỮA NHÀ TRƯỜNG/GIA ĐÌNH #4**

Truyền thống của gia đình có thể rất quan trọng. Hãy chia sẻ với gia đình em các truyền thống trong Pueblo. Hãy vẽ hoặc viết để diễn tả một trong các truyền thống của gia đình em.

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Phụ Huynh Học Sinh

**Acoma Pueblo**

**Expert Group**

Description

The native language spoken by the Pueblo people of Acoma is Keresan. This is the same native language spoken by the Pueblo people of Cochiti, Laguna, San Felipe, Santa Ana, Santo Domingo, and Zia. In Keresan, the pueblo is called Ako-meo, which means *A Place Always Prepared*. Acoma Pueblo is located in the Western Region of New Mexico on top of Acoma Mesa, and is sometimes called Sky City. The pueblo consists of multi-level rectangular dwellings made out of adobe (sun-dried brick made of clay and straw) and vigas (logs to support the flat roofs).

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Events

In 1599, the Battle of Acoma Pueblo occurred between the Spanish conquistadors and the Acoma Pueblo people. It resulted in the killing of over 800 Acoma Pueblo people, the burning of the pueblo and about 500 Acoma Pueblo people being taken as slaves and some were severely punished. Acoma Pueblo was rebuilt. Spanish colonists continued to settle around Acoma Pueblo and the San Esteban Del Rey Mission Church was established in 1629. Acoma Pueblo people were forced to transport the long timbers used to build the roof of the church from Mt. Taylor, 30 miles north of Acoma Pueblo. In 2006, Sky City Cultural Center and Haak’u Museum opened. The world-renowned center and museum are highly developed and show the commitment of Acoma Pueblo people to preserve their complex cultural history.

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Historical People

Marie Chino (1907 – 1982) is credited with helping to revive the ancient style of Acoma pottery and she was well known for her fine-line black-on-white pottery, and vases with step designs. Conroy Chino, of Acoma Pueblo, was an investigative TV news reporter for 24 years and served as New Mexico’s Secretary of Labor from 2002 – 2006. His award winning reporting often focused on Native American issues.

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Traditions

Acoma Pueblo people are traditionally hunters and farmers. Acoma Pueblo people developed an expertise in pottery making since pots were needed for collecting and storing water. Acoma pottery has become world renowned, where it is recognized for fluted rims, thin walls, geometric patterns and impressive accurate fine lines. Acoma Pueblo people uphold many traditional religious ceremonies such as the ceremonial Harvest Dance performed during the Acoma San Esteban Feast Day.

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**Taos Pueblo**

**Expert Group**

Description

The native language spoken by the Pueblo people of Taos is Tiwa. Tiwa is one of three Tanoan languages (Tiwa, Tewa, Towa) spoken by the Pueblo people of New Mexico. Tiwa is the same native language spoken by the Pueblo people of Isleta, Picuris, and Sandia. In Tiwa, the pueblo is called Tua-tah, which means *Place of Red Willows*. Taos Pueblo is located in the Northern Region of New Mexico near the base of Taos Mountain and the *Red Willow Creek* flows through the middle of the pueblo. The pueblo consists of multi-level rectangular dwellings made out of adobe (sun-dried brick made of clay and straw) and vigas (logs to support the flat roofs).

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Historical Events

In 1680, Po’pay and Taos tribal leaders planned the Pueblo Revolt against the Spanish colonists, which resulted in victory. The Spanish left New Mexico for 12 years. In 1847, New Mexico became a territory of the United States but a group of Mexicans and Taos Pueblo people revolted because they did not want to become part of the United States. In 1970, Blue Lake was returned to Taos Pueblo from the United States, after decades of dedicated work by many Taos Pueblo leaders and advocates.

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Historical People

Tony Lujan was a well-respected Taos Pueblo leader who married Mabel Dodge in 1923. Together they brought world-class artists and activists to Taos and organized them to advocate for Taos Pueblo, focusing on the return of Blue Lake. Tony Reyna, born in 1916, served in the army during World War II and spent 3 ½ years as a prisoner of war. Returning from the war, he worked to protect Taos Pueblo water rights and preserve Taos Pueblo structures.

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Traditions

Taos Pueblo people are traditionally hunters and fishermen of the north. Taos Pueblo people uphold many traditional religious ceremonies such as the Turtle Dance performed at the start of a new year. The Taos Feast Day, in honor of the patron saint San Geronimo, includes foot races and ritualized pole climbing. Taos artists are known for being painters and working with animal skins to make long lasting moccasins and drums.

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**Isleta Pueblo**

**Expert Group**

Description

The native language spoken by the people of Isleta Pueblo is Tiwa. Tiwa is one of three Tanoan languages (Tiwa, Tewa, Towa) spoken by the Pueblo people of New Mexico. Tiwa is the same native language spoken by the Pueblo people of Taos, Picuris, and Sandia. In Tiwa, the pueblo is called Shiewhibak, which means *Knife Laid on the Ground to Play Whib*. Isleta Pueblo is located in the Southern Region of New Mexico in the Rio Grande Valley and is surrounded by the Manzano Mountains to the east and the desert mesa lands of the Rio Puerco on the west. The pueblo consists of multi-level rectangular dwellings made out of adobe (sun-dried brick made of clay and straw) and vigas (logs to support the flat roofs).

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Historical Events

In the 1680 Pueblo Revolt against the Spaniards, some Isleta Pueblo people fled to Hopi villages in Arizona, while others followed the Spaniards to El Paso and some revolted. In 1887, the re-established Pueblo became a refuge for displaced Laguna Pueblo people, which led to the establishment of the Oraibi settlement. In the 1970’s, Isleta began to develop a tourism industry that continues to thrive today, with recreation at Isleta Lakes and an extensive entertainment center.

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Historical People

Pablo Abeita (1871 – 1940) was a cultural mediator between the Isleta Pueblo people and the United States government. He held many offices in his lifetime and was awarded many honors for his leadership skills. In 1948, Miguel Trujillo, after returning from serving in the U.S. Marines during WWII, sued the federal government for the right to vote. Trujillo won the lawsuit and is known as the man who ensured that all Native Americans in New Mexico could vote.

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Traditions

Isleta Pueblo people are traditionally farmers of corn, squash, beans, and then from the Spanish influence they learned to cultivate peaches, plums, apricots, grapes and chili. They are also known for their bread baking which is done in an horno, or beehive oven. Isleta Pueblo people uphold many religious ceremonies including the Acequia Dance performed at the beginning of the planting season. The Isleta Feast Day is held annually in honor of the Pueblo’s patron saint, San Agustin. Isleta potters originally made red pots but, after 1880, replaced them with painted vessels.

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**Zuni Pueblo**

**Expert Group**

Description

The native language spoken by the people of Zuni Pueblo is Zuni. The Zuni language is unique in that no other Pueblo or native tribe speaks it. The Zuni language cannot be compared to any other language and plays a big part in the Zuni religion.

In Zuni, the pueblo is called A: shi wi, which means *Belonging to the Zuni People*. Zuni Pueblo is located in the Western Region of New Mexico in the Zuni River Valley and is also surrounded by the Painted Cliffs and Zuni Mountains. The pueblo consists of multi-level rectangular dwellings made out of adobe (sun-dried brick made of clay and straw) and vigas (logs to support the flat roofs).

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Historical Events

A black Moor named Estevanico was part of an advanced party for a Spanish expedition. They first visited Zuni, which was rumored to be one of the Seven Cities of Cibola, in 1539. In 1888, based on a popular anthropological study by Frank Cushing, Zuni leaders were taken to Washington D.C. to meet President Arthur. In 2003, Zuni won the battle to save Zuni Salt Lake, which had been fought for over two decades.

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Historical Figures

Della Casi was a well-known Zuni silversmith. She began her craft in the 1920’s and was one of the first women silversmiths at the pueblo. Robert Edward Lewis was Zuni Pueblo’s Governor for nearly two decades. He led Zuni through many important changes including working to save the Zuni Salt Lake and establishing the Zuni Public School District in 1980. The district implements a Zuni/English bilingual education program.

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Traditions

Zuni Pueblo people are traditionally farmers, hunters and fishermen. One religious ceremony at Zuni is the Shalako Festival, held in early winter, where dancers come to bless new homes. Zuni does not have a feast day, but the pueblo’s patron saint is Our Lady of Guadalupe. Zuni people express their culture through painting, pottery, jewelry making, and fetish carving. The jewelry that they produce is known throughout the world for its high quality turquoise, jet and shell set in silver with intricate mosaic and inlay patterns.

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**PROCESS GRID**

**Essential question:** What do NM pueblo people have in common?

**Big Idea:** NM pueblo people have many things in common but also have things that are distinct.

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| Pueblo | Description | Important Historical Events | Important Historical People | Important Traditions |
| San Ildefonso | Tewa  Po-Woh-Geh-Owingeh - Where the Water Cuts Through  Central Rio Grande Region – Black Mesa  Multi-story, rectangular adobe dwellings with vigas | 1694 Held off Spanish soldiers from Black Mesa  1920’s Economy transformed with revival of black pottery  2012 Constitutional government | Maria Martinez – Renowned potter  Julian Martinez – Husband of Maria and pueblo governor | Farming  Pottery - black-on-black  San Ildefonso Feast Day Buffalo Deer Dance |
| Acoma | Keresan  Ako-meo - A Place Always Prepared  Western Region – Acoma Mesa  Multi-story, rectangular adobe dwellings with vigas | 1599 Battle of Acoma Pueblo  1629 San Esteban Del Rey Mission Church established  2006 Sky City Cultural Center and Haak’u Museum Opening | Marie Chino– Traditional Pottery Artist  Conroy Chino – TV news reporter and Secretary of Labor | Hunting and farming  Pottery - brownish, orange black on white  San Esteban Feast Day Harvest Dance |
| Isleta | Tiwa  Shiewhibak – Knife Laid on the Ground to Play Whib  Southern Region  Multi-story, rectangular adobe dwellings with vigas | 1680 Pueblo revolt - some go to AZ or with Spanish to El Paso area  1879 Some Laguna people move to Isleta  1970’s Tourism industry which flourishes today | Pablo Abeita –cultural broker  Miguel Trujillo – won right to vote | Farming  Bread baking  Pottery – original red ware then painted  Acequia Dance  San Agustin Feast Day |
| Taos | Tiwa  Tua-tah - Our Village  Northern Region  Multi-story, rectangular adobe dwellings with vigas | 1680 Pueblo revolt planned with Po’pay  1847 Taos and Spanish revolt against the United States  1970 Blue Lake returned | Tony Lujan – tribal leader and husband of Mabel Dodge  Tony Reyna –tribal leader and prisoner of war survivor | Hunting and fishing  Turtle Dance  Taos Feast Day  Drum making  Painters  Clay pottery  Basket weaving |
| Zuni | Zuni  A:shi wi - Belonging to the Zuni People  Western Region  Multi-story, rectangular adobe dwellings with vigas | 1539 Visited by Estevanico  1888 Zuni leaders met US President Arthur  2003 Zuni Salt Lake saved | Robert Edward Lewis – progressive tribal leader  Della Casi – 1920s silversmith | Farming, hunting, fishing  Shalako Ceremony  Painting, pottery, fetish making  Jewelry making |

**Where’s My Answer**

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| \*Print on cardstock and cut at the line |  |
| **Activist** | a person who is an energetic or engaged advocate of a cause, especially a political cause |
| **Artisan** | a person who is skilled at making things by hand |
| **Ceremony** | a formal act or event that is a part of a social or religious occasion |
| **Civil Rights** | the liberties to full legal, social, and economic equality that every person should have regardless of gender, race, religion, language, or other components of a person’s identity |
| **Colonialism** | control by one country over another area and its people |
| **Community** | * a group of people who live in the same area or who have the same interests, religion, race, or more similar characteristics |
| **Culture** | the beliefs, customs, arts, language, or more characteristics of a particular society, group, place, or time |
| **Distinct** | different in a way that you can see, hear, smell, feel, or just noticeably different |
| **Diversity** | having differences in a group or organization regarding race, language, culture, age, or other characteristics |
| **Drought** | a long period of time during which there is very little or no rain |
| **Identity** | the qualities, beliefs, or other characteristics that make a particular person or group different from others |
| **Influential** | having the power to cause changes |
| **Innovation** | the act or process of introducing new ideas, devices, or methods |
| **Irrigation** | the artificial application of water to land to assist in the production of crops. |
| **Perspective** | the capacity to view things in their true relations or relative importance |
| **Preserve** | * to keep in original state, in good condition **or** safe from harm |
| **Pueblo** | a group of Native American homes that have flat roofs and are multi-dwelling structures  AND  a member of any of several groups of Native Americans from the New Mexico, Arizona, and Texas |
| **Revolt** | to act in a way that shows that you do not accept the control or influence of someone or something, such as a leader or government |
| **Spanish** | people with a family heritage from Spain who either live in Spain or any other country |
| **Tradition** | beliefs, practices, customs, or cultural traditions that are passed from generations in a family or community |

Resources:

<http://www.merriam-webster.com/dictionary/>

<http://dictionary.reference.com/browse>

**Sample Graffiti Wall Questions:**

**Pueblo People of New Mexico (3)**

1. Who was an influential person in the Pueblo community? Write a brief summary describing that person and their contributions.
2. Please respond with True or False. Explain your answer.

*Pueblo people of New Mexico have the same traditions and history.*

1. Please respond by recording if this statement is a fact or opinion. Explain how you know.

*The Pueblo Revolt of 1680 was an important historical event for New Mexico.*

1. Make a quick graphic organizer, including at least 3 important parts of a Pueblo.
2. How did the Pueblo people preserve culture and language? List a couple examples we have discussed.
3. Read the sentence and then fill in the blank with the correct fact.

Pueblo people are known around the world for fine arts. People who create these works are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. List and describe some Pueblo traditions.
2. Select the correct response below. There may be more than one correct answer. Who was instrumental in advocating for voting rights of Pueblo people in New Mexico?
3. Abraham Lincoln
4. President Arthur
5. Miguel Trujillo
6. Maria Martinez

**Writing Prompt**

**Paragraph Essay Grading Rubric**

**Extended written response:** Choose two or more Pueblos that you have studied in this unit. What are some characteristics that are in common and distinct?

**Topic Sentence**: The important thing about NM Pueblo People is that they have many characteristics in common, but also have characteristics that are distinct.

Pueblo people of New Mexico have many common characteristics, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_but also some characteristics that are distinct, such as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Student Writing Rubric**

4 Exceeds Standards

3 Meets Standards

2 Approaching Standards

1 Below Standards

0 Nonexistent

1. I have written my name and date \_\_\_\_\_\_

2. I have a title \_\_\_\_\_\_

3. I have written complete sentences \_\_\_\_\_\_

4. I have capital letters \_\_\_\_\_\_

5. I have correct punctuation \_\_\_\_\_\_

6. I have a topic sentence \_\_\_\_\_\_

7. I have included details (3+) \_\_\_\_\_\_

* Who? \_\_\_
* What? \_\_\_
* When? \_\_\_
* Where? \_\_\_
* Why? \_\_\_

8. I have a concluding sentence \_\_\_\_\_\_

9. I have used linking words such

as and, but, because, therefore, also

etc. \_\_\_\_\_\_

**Teacher Grading Rubric**

**E or G= Exceptional or Good**

* Student indented the paragraph.
* Student wrote in complete sentences.
* Student included a topic sentence.
* The sentences had a capital and correct punctuation.
* The sentences included details.
* Student included a concluding sentence.

**S or W= Satisfactory or Working toward**

* Student did not indent the paragraph.
* Student did not write in complete sentences.
* Student did not include a topic sentence.
* The sentences did not have a capital and/or correct punctuation.
* The sentences did not include details.
* Student did not include a concluding sentence. **Teacher Generated Test: Pueblo People of New Mexico (3)**

**Use the word bank below to complete the statements and answer the questions.**

Maria Martinez elected Mission irrigation

Miguel Trujillo Po’pay Pueblo Revolt artisan

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ worked closely with Pueblo leaders to organize a revolt against Spaniard oppression.
2. To revitalize her pueblo, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ used trial and error to rediscover the method for creating black-on-black pottery.
3. Each pueblo was originally built with a community of stacked homes and a farm with sophisticated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a highly skilled person who creates a piece of artwork.
5. Pueblo People won the right to vote in New Mexico through the hard work of leaders like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. When Spaniards tried to take over the Pueblos, one of the first things they did was build a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of 1680 was the first time the Pueblo people were able to successfully push invaders out of their lands.
8. Each pueblo has both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and religious leaders who make decisions about the pueblo community.

**True or False. Explain your answer.**

9. Blue Lake is an important ceremonial and religious site for the people of Taos Pueblo.

10. The Pueblo people of New Mexico have the same traditions and language.

**Multiple Choice**

11. The three parts of a pueblo are the following: (choose all that apply)  
 a. mission b. cliff

c. multi-story dwelling d. kiva

12. The purpose of the All Indian Pueblo Council is:

a. to communicate with the federal government b. to design religious practices

c. to represent the 19 pueblos of NM c. to teach students how to write

**Short Answers: Please write in complete sentences.**

13.Three styles of art that are made famous by Pueblo people are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

14. Three languages spoken by Pueblo people are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

15. What do the words tradition and culture mean to you? (Be sure to answer in a complete sentence!)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Extended Written Response Writing Prompt:**

Write an informational, expository one-paragraph response to the following prompt:

*Choose two or more Pueblos that you have studied in this unit. What are some characteristics that are in common and distinct? Be sure to include factual information using several of the categories of the process grid.* **(Please see attached rubric for scoring guidelines)**

**Topic Sentence**: The important thing about NM Pueblo People is that they have many characteristics in common, but also have characteristics that are distinct. (Ex. Pueblo people of New Mexico have many common characteristics, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_but also some characteristics that are distinct, such as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.)

**Performance-Based Assessment:**

Pretend you are going to teach a group of students from California about the history of New Mexico and the Pueblo people. You don’t have any money for field trips and you only know what you have learned from researching this unit. Together with your team, you must create a letter, poster, dramatic performance/script, painting, sculpture or some other creative representation to teach another class about the pueblo of your choice. Each student must have an active role in the project and share in the presentation.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pueblo People of New Mexico - Informational Writing Rubric—Grade 3

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| --- | --- | --- | --- |
| Score | 3/Proficient | 2/Nearing Proficient | 1/ Beginning Steps |
| Written Expression      Points: | I have an introduction with a topic sentence, information about my chosen Pueblo, and a conclusion. | I have 2 of the 3 | I have only 1 of the 3 |
| I used 5 or more vocabulary or descriptive words from the unit. | I used 3 or 4 vocabulary or descriptive words from the unit. | I used 2 or less vocabulary or descriptive words. |
| I used 3 or more transition words such as: also, another, etc. | I used 2 transition words. | I used 0 to 1 transition word. |
| I used a total of 5 or more specific details about common and distinct characteristics of Pueblos. | I used 3 or 4 specific details. | I used 2 or less specific details. |
| 12 11 10 | 9 8 | 7 6 5 4 3 2 1 |
| Conventions    Points: | I wrote in sentences that use correct grammar. | Some of my writing is written in sentences that use correct grammar. | My sentences do not use correct grammar. |
| I used capitals and punctuation correctly. My spelling is mostly correct. | I used some capitals and punctuation correctly. Some of my spelling is correct. | I didn’t use many capitals or punctuation. I have many spelling errors. |
| 6 5 | 4 | 3 2 1 |

3rd Grade Informational Writing

Checklist

Revising

* I have an introduction.
* I have a topic sentence.
* I have a conclusion.
* I have 5 or more details.
* I used 3 or more transition words
* I used 5 or more vocabulary or descriptive words.

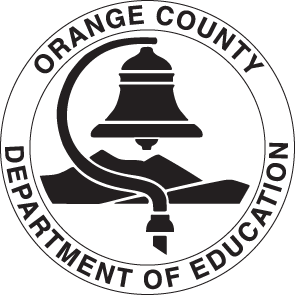
Proofreading

* I wrote in sentences that use complete grammar.
* I used capitals correctly.
* I ended sentences with periods.
* I spelled common words correctly.
* I printed neatly and put spaces between my words.
* My name is written on my written response.
* The date is written on my written response.

This unit has been reviewed and approved by:

**Indian Pueblo Cultural Center**

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