INDIGENOUS WISDOM:
CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

ELEMENTARY SCHOOL CURRICULUM

2nd Edition

Title of Unit: My Culture Helps Me

Content Area: Social Studies

Grade Level: 2-3

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Section A: Introductory Materials

Name: Rosemary Lujan
Title of Unit: My Culture Helps Me
Content Area: Social Studies
Grade Level: Elementary School (Grades 2-3)

Rationale:
For many centuries, the Pueblo People of New Mexico have lived on the original land gifted to them by the Creator. Although the land they originally inhabited has been minimized considerably, Pueblo People continue to live and care for their aboriginal lands through their beliefs and cultural traditions. Embedded in the cultures and belief systems is a set of core values that have been passed from one generation to the next, through traditional forms of Indigenous education. The core values have withstood challenges for the past five centuries resulting in a strong cultural tradition that continues to exist today. This signifies the strength and faith of the Pueblo People and their cultures. This unit will guide students in understanding that cultural teachings are an integral part of cultural survival throughout the world, and it acknowledges the importance of culture in identity and in embracing the cultures of other people.

Unit Goals:

1. Students will identify distinct ways that family and community collaborate collectively in nurturing cultural identity.
2. Students will describe concrete and emotive connections between culture and land.
3. Students will explain how cultural values and traditions from the past have an impact on society at the present time.
4. Students will use literature to make connections within their own lives to aid with comprehension.

Standards:

CCSS-	NMCS-
RL.2.1, RL.2.2, RL.2.9 RL.3.1, RL.3.3, RL.3.7, RL.3.9 RI.2.1, RI.2.8 RI.3.1, RI.3.2	SS.K-4.I-A SS.K-4.I-B SS.K-4.I-C SS.K-4.II-A SS.K-4.II-B SS.K-4.II-C SS.K-4.II-E

Section B: Lesson Plan One
Title: My Cultural Connections through Stories Duration:
60 minutes
Grade Level: 2-3

Lesson Objectives:
1. Students will explain how family life enhances cultural identity.
2. Students will explain how community enhances cultural identity.
3. Students will identify distinct ways that family and community collaborate collectively in nurturing cultural identity.

Prerequisite Skills:
1. Listening skills/Communication skills
2. Comprehension skills
3. Writing skills

Materials and Resources:
1. Rodanas, Kristina (1992). *Dragonfly's Tale*. Houghton Mifflin Company.
2. Read aloud of story: https://www.youtube.com/watch?v=H9M78ruhnTQ

3. Handout #1: My Favorite Family and Community Traditions
4. Handout #2: T-Chart

Guiding Questions:
1. How does culture shape my identity?
2. In what cultural ways am I connected to my family and community?
3. How does culture shape my life and environment?

Core Values: Love, Respect Compassion, Faith, Balance and Service

Procedure:
1. Beginning Class Activity: Ask students to identify favorite cultural traditions in their family and community. Give students Handout #1 and ask them to draw a picture that best represents each tradition: family and community. Upon completion of the activity, ask for volunteers to share their drawings. Point out the similarities and differences of the student responses. Student work can be posted in the classroom.
2. Picture Walk: To prepare the students for the reading of *Dragonfly's Tale* by Kristina Rodanas, the teacher will do a "picture walk." (The National Service Knowledge Network recommends the following prompts to guide the pre- reading activity)
    a. Let's look at the front cover. What do you think this story is about?
    b. Do you have any experience with? An experience I hadwas...
    c. Turn the page. What do you see? What do you think is happening?

d. What do you think will happen next?
e. Here we are almost at the end of the book. How will the story end
f. What are you curious to know more about in the story? I wonder if...

3. After reading the story, ask students if they have any questions. Write their questions on the board.
4. Pass out Handout #2 for students do a personal reflection of their understanding of the story as well as asking them if they have similar stories in their culture.

Assessment:
1. Observe students for their participation during the group discussions.
2. Completed work from Handout 1 and 2 to assess comprehension.

Modifications/Accommodations:
1. Listen to audio recordings instead of reading text.
2. Repeat instructions and check for understanding.
3. Allow more time to complete a task or a test.

Notes to Teacher:
Dragonfly's Tale by Kristina Rodanas originates from the Zuni Pueblo of New Mexico. The story should be read aloud by the teacher to help students understand that stories were fundamental teaching methods for children from cultures across the world. Stories are not only a form of entertainment, but also an important source of teaching about identity (family and cultural) and the effects of their behavior, lifestyles, cooperation, and conflict upon their communities and environment.

Handout #1: My Favorite Family and Community Traditions

My Favorite Family Tradition

My Favorite Community Tradition

Handout #2: T-Chart

Question	Responses
Who are the people in *Dragonfly's Tale*?	
What do we know about the people in the story?	
How are they similar to people of today?	
Can you share a story similar to the *Dragonfly's Tale*? If yes, please write the story.	

Lesson Plan Two
Title: My Place
Duration: Two, 30 minute periods.
Grade Level: 2-3

Lesson Objectives:
1. Each student will identify and describe connections between culture and land.

Prerequisite Skills:
1. None

Materials and Resources:
1. Rodanas, Kristina (1992). *Dragonfly's Tale*. Houghton Mifflin Company.

2. Handout #1: My Home and My Environment
3. Handout #2: Small-Group Activity

Guiding Questions:
1. What is the connection between my culture and the land on which I reside?

Core Values: Balance

Procedure:
1. Beginning class activity: Conduct a "*Picture Walk" of Dragonfly's Tale*, by Kristina Rodanas. See lesson plan one in this unit plan for details on this activity.
2. Remind students to pay close attention to the description and pictures of the land and village in the story because they will draw the place where they live in an activity.
3. In addition, ask them to think about the people's dependence upon the land for their survival.
4. Reading Activity: Read the story aloud to the class.
5. Post-Reading Activity: Distribute handout #1: "My Home/My Environment" to each student.
6. Ask each student to draw the area where his or her home is located. Explain to them that they are focusing on the environment. Encourage them to draw what surrounds the home, such as mountains, hills, pastures, other homes nearby, fields, towns, city blocks, etc. If necessary, define the term "environment" for the students.
7. Ask students to share their drawings with the class and describe their environment. Encourage students to ask questions. Record their questions on the board.
8. Small-group Activity: Group students according to the similarities of their environments and have them discuss the ways in which they can live off the land (wildlife, crops, plants, rivers, ditches).

9. One student can serve as the note taker and record the information on a sheet of paper. Handout #2 is available for this step.

Assessment:

1. The teacher will observe students as they work individually and collaboratively in groups
2. Completion of work on the student handouts (Handout #1 and & 2).

Modifications/Accommodations:

1. Students may need to work one-on-one with the teacher.
2. Students may offer verbal responses to questions from the handouts if they are unable to write them.
3. Students may draw responses if needed.

Notes to Teacher:

The story, *Dragonfly's Tale* originates from the Pueblo Nation of Zuni. You can find more information about Zuni Pueblo at http://www.ashiwi.org/ .

Handout #1: My Home and Environment

Handout #2: Small-Group Activity

Names of students in the group:

All of us in this group are alike because we live:

You can see and find these things in our environment:

Lesson Plan Three
Title: Sharing My Culture Helps Others **Duration:** Two-30 Minute Periods **Grade Level: 2-3**

Lesson Objectives:
1. Students will recognize that cultural connections are part of everyone's lives.
2. Students will explain how cultural values and traditions from the past have an impact on society at the present time.

Prerequisite Skills:
None

Materials/Resources:
1. Rodanas, Kristina (1992). *Dragonfly's Tale*. Houghton Mifflin Company.

2. Handout #1: Cause and Effect Chart
3. Handout #2: Cause and Effect Sentences and Illustration

Guiding Questions:
1. What are the connections between my culture/traditions in the past and my culture/traditions at the present time?
2. What are some lessons from the past that can strengthen my culture today?

Core Values:
Love, respect, compassion, faith, balance, and service.

Procedure:
1. Beginning Class Activity: Ask students if there has ever been a time when a community or family did not follow the advice, customs, or common sense. What were the consequences? For example, what are the consequences for not recycling plastic bottles, glass and paper?
2. The teacher will read *Dragonfly's Tale* by Kristina Rodanas to the students. Ask students to think about the consequences of a community not following or ignoring cultural norms and teachings.
3. After reading the book, discuss the conflict in the story as a class. Some of the questions to be posed by the teacher might include:
   - What happened to the people of Ashiwi when they did not value food?
   - What did the boy and his little sister do to restore the good fortune of their people?
   - What is the lesson in this story? How did the people of Ashiwi learn this lesson?
4. Divide the students into pairs. Each pair will be responsible for completing Handout #1: Cause and Effect. Students will share their work with the class at the end of the activity period.

5. Optional Activity or Homework: Ask students to identify a "cause" and an "effect and include an illustration that best represents the cause and effect. In the top boxes, have students write out the cause and effect in complete sentences. In the bottom box have students create a drawing that best represents the case and effect. See handout #2.

Assessment:
1. Handout #1 for comprehension of activity/lesson.
2. Observation of students for comprehension.

Modifications/Accommodations:
1. The teacher may need to work one-on-one with student/s.
2. The student may be paired with another student who is willing to help.
3. Allow extra time to process oral information and directions.

Notes to Teacher:
For many generations, Pueblo children have been immersed with the traditional teachings for living life with responsibility. Today, some of our children do not have access to learn from their cultural backgrounds due to many reasons. From the historical cultural ties of the Pueblo People that remain intact to today, we find truth that one's cultural connections gives one identity and place.

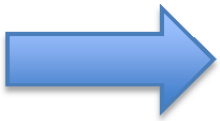
Lesson Extensions:
1. Students can role-play modeling respectful greetings from different cultures, saying "thank you", and other cultural etiquette.
2. Post student work from lesson plans 1, 2, and 3 in the classroom and conduct a gallery walk.
3. Re-enact *Dragonfly's Tale* in a play.

Handout #1: Cause and Effect

Cause	Cause
When we play with food what are the consequences?	What happens when I do not greet other people?
Effects	Effects

Cause and Effect Handout

Cause:



Effect:

Drawing or picture of cause and effect