INDIGENOUS WISDOM:
CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

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ELEMENTARY SCHOOL CURRICULUM

2nd Edition

Title of Unit: Martin and Miguel: A Comparison of Two Heroes

Content Area: Social Studies

Grade Level: 4-5

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Section A. Introductory Materials

Name: Azella Humetewa
Title of Unit: Martin and Miguel: A Comparison of Two Heroes
Subject: Social Studies
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Rationale

The Civil Rights Movement of the 1950's and 1960's sought to end discrimination and disenfranchisement for many marginalized people in the United States. During this period, there were many leaders who fought for equal voting rights and the termination of unjust laws.

One well-known leader was Dr. Martin Luther King Jr. In schools across the country, most students learn about Dr. King and the African American Civil Rights movement in the elementary school. However, many students have never heard of Miguel Trujillo, an Isleta Pueblo leader who was instrumental in acquiring voting rights (suffrage) for the Pueblo People in New Mexico. The Pueblo People were not given voting rights by the U.S. government until 1948.

This unit will introduce both leaders and show how they were similar and different. It will also show their struggles for equality through the core values of respect and service.

Unit goals

1. Students will identify the contributions made by Dr. Martin Luther King Jr. and Miguel Trujillo toward equality. (service)
2. Students will compare and contrast the significant events of these two heroes in their respective communities. (service)
3. Students will give examples of how the legacies of each individuals have impacted their own communities. (respect, service)
4. Students will identify other notable heroes within their own communities. (respect)

Standards

CCSS	NMCS
CCSS.ELA-Literacy.W.4.9 CCSS.ELA-Literacy.W.4.8 CCSS.ELA-Literacy.W.4.2/5.2 CCSS.ELA-Literacy.W.5.3	I. K-4.I-A I. 5-8.1-A I .K-4.I-B I. 5-8.1-D

Section B: Lesson Plan One

Title: Think, Pair, Share
Duration: 60 minutes
Grade level: 4-5

Lesson Objectives:
1. Students will be able to critically analyze photographs.
2. Students will be able to identify similarities and differences from photos.
3. Students will be able to participate in a collaborative discussion.
4. Students will be able to make inferences and connections to the content being presented.

Prerequisite Skills or Knowledge:
Prior knowledge of the Civil Rights Movement.

Materials and Resources:
1. Paper
2. Pencils/Pens
3. Photo of Martin Luther King (Attachment 1)
4. Photo of Miguel Trujillo (Attachment 2)
5. Videos
6. Teacher Resource: Background of Voting Rights and Pueblo Indians of New Mexico- Glenabah Martinez

Guiding Questions:
1. What can you infer by looking at a picture?
2. Who is Martin Luther King Jr.?
3. Who is Miguel Trujillo?

Core Values: Respect, Service

Procedure:
1. Begin by giving your students some background information on the civil rights movement. You may want to show the following videos:

Civil Rights Act of 1964-Montgomery Bus Boycott for Kids-Rosa Parks and Martin Luther King
https://youtu.be/WKEGou1zPII

History of the Civil Rights Movement (5:53)
http://www.youtube.com/watch?v=URxwe6LPvkM

2. Explain to your students that they will be focusing on two important leaders of the civil rights movement.

3. Pair students in mixed ability pairs. Adjust seating arrangements as such, so that each person is sitting next to their partner.
4. Tell your students that you will be looking at two pictures of two different men from the civil rights movement to analyze.
5. Explain to students that they will first, think individually about their answer to the prompt given. Then they will write an answer, at least 3 ideas on a piece of paper. Prompt**:** Who is this person? (Attachment 1: Martin Luther King Jr.)
6. Remind students they are not to talk, but think about their answer and write it down.
7. Next, with a partner and discuss the topic or question. They will compare their notes to identify the most convincing or unique answers. Walk around the room to monitor discussions taking place.
8. Students will share ideas with the rest of the class. You may choose student randomly or use another method of the selection of students.
9. As students provide answers, write them on the board so students can visually observe the thought process.
10. Transition-Now, you will explain to the students that they will look at a picture of another leader of the civil rights movement. At this point, show the picture of Miguel Trujillo (Attachment 2) and explain to students they will follow the same steps as before (Steps 5-10 above).
    a. Be prepared for students not to know who Miguel Trujillo is. You may prompt discussion by asking students to state the obvious observations that they can see from the picture. He is a male, Native American, and in the armed forces.
    b. Explain to students it is okay that they have limited or no information on Miguel Trujillo. In the next lesson, students will be reading about Miguel Trujillo and the Pueblo civil rights movement.
11. Collect papers from students for an informal assessment or participation grade.

Assessment:
Informal Assessment-Answers to the prompt given above.

Modifications/Accommodations:
1. Struggling Learners: provide a hand written copy of the prompt and/or provide a copy of both pictures for individual use. Also, partner these students with gifted learners to peer teach.
2. Gifted Learners: Ask students to create a small collage using words/pictures for Martin Luther King Jr.

Notes to Teacher:
It is important for students to have prior knowledge of the African American Civil Rights movement and the inequalities that were faced in the United States during its history as a nation. You will be providing information on the same issues faced by the Pueblo people during the same time period.

Teacher Resource: Background of Voting Rights and Pueblo Indians of New Mexico

Did you know that Indigenous Peoples in New Mexico did not have the right to vote in local, state, and federal elections until 1948? Do you know anyone who has a relative or friend from one of the twenty-two Indian nations who might have been denied the right to vote? This activity is a primary document analysis. You will read documents from the historical period between 1911 and 1948. Each step of the activity will include questions for you to think about and to discuss in a large group with your classmates.

Miguel Trujillo and family
Source: Memorias Timeline of Key Dates in New Mexico History.
http://www.nmmagazine.com/memorias.php

About 25,000 American Indians served in the armed forces during World War II. Some were drafted, other volunteered. Many service American Indian men and women returned from the war expecting to find improved living conditions and equal treatment under the law as U.S. citizens (Indian Citizenship Act of 1924). Miguel Trujillo, a sergeant in the U.S. Marine Corps and a member of the pueblo nation of Isleta in New Mexico, returned to his home state and resumed his life as an educator at a day school in Laguna Pueblo. On June 14, 1948, Trujillo went to the county courthouse to register to vote. The county clerk, Eloy Garley, refused to register Mr. Trujillo. Mr. Trujillo was not entitled to vote, Garley maintained, because he was considered an "Indian not taxed according to the New Mexico State Constitution.

Mr. Trujillo and his team of attorneys asked the Federal District Court in New Mexico for an injunction. Trujillo's attorneys argued that the provision "Indians not taxed was in conflict with the fifteenth amendment to the U.S. Constitution. On August 3, 1948, the three-judge court ruled (1) that those portions of the NM constitution which denying the right to vote to "Indians not taxed" are unconstitutional; (2) Miguel Trujillo, and all citizens of Indian blood similarly situated, have a right to be registered; and (3) that no Indian shall hereafter be disqualified from voting on the ground that he is an "Indian not taxed."

ATTACHMENT 1: DR. MARTIN LUTHER KING, JR

ATTACHMENT 2: MIGUEL TRUJILLO

Lesson Plan Two
Title: Inequality Among Pueblo People
Duration: 120 minutes
Grade level: 4-5

Lesson Objectives:
1. Students will be able to define inequality.
2. Students will be able to compare and contrast elements of inequality between Pueblo People and African Americans during the twentieth century.
3. Students will be able to infer meaning from a text.

Prerequisite Skills or Knowledge:
Prior knowledge of the Civil Rights Movement.

Materials and Resources:
1. Handouts #1: Vocabulary Activity
2. Handout #2: Narrative
3. Handout #3: Graphic Organizer
4. (supplemental resource) Landon, Susan. "N.M. Hero Comes Out of Shadows." *Albuquerque Journal* Nov. 1987: C1-C-3. Print.

Guiding Questions:
1. What is inequality?
2. What inequalities did the Pueblo people face in New Mexico?
3. Why was it important for leaders to stand up for change?

Core Values: Respect

Procedures:
1. Begin the lesson by reviewing or understanding the word inequality. Pass out handout #1 and write the word INEQUALITY on the board.
2. Add a definition of "inequality." You may use the one provided or youmay choose to come up with your own. Definition: The quality of being unequal.
3. Give examples of inequality such as the fifth graders getting use the gym and nobody else. Only kids with brown hair can drink from the water fountains. All kids with blue eyes cannot vote for student body president.
4. Then ask students to fill out Handout #1. Give them the opportunity to work on this individually. Walk around the room to check for understanding.
5. Prompt a discussion on inequality:
    a. Define inequality in your own words.
    b. Generate examples of inequality in school.
    c. List examples of how inequality can occur in different places.
6. Transition-Explain to the students that they will be learning about some inequalities the Pueblo people faced and how one man, much like Martin Luther King Jr. helped Native people gain the right to vote.

7. Pass out Handout #2 (Narrative) and Handout #3 (Graphic Organizer).
8. Ask student to write the title of the text in the first box of Handout #3, then student will write what he/she already knows about the topic before they start to read.
9. Students will make a prediction about what the text is about based on the title of the text in the space on Handout #3.
10. You may choose to do a whole group read, or small group accordingly.
11. Students will read the first paragraph and record "What really happened" in the space provided.
12. Students will ask a question to clarify any confusion or out of curiosity.
13. Students will read the rest of the text and record any answers to their question.
14. When students are finished they will take 1 minute to ask clarifying questions, discuss the answers they have written so far or ask for help in understanding.
15. At the bottom of the worksheet students will record a brief summary of the text and make inferences.
16. Prompt a discussion on the text given and ask students to share their summaries and inferences.
17. At the end of the lesson, collect all handouts for assessment.

Modifications / Accommodations:

1. Struggling Learners: Partner read, highlight words that are unfamiliar, check for understanding.
2. Modify handouts to fit students need.
3. Provide guided notes.
4. Gifted Learners: Research the topic of suffrage or inequality for women, Hispanics or other minorities to compare and contrast findings.

Notes to Teacher: None

Handout #1: Vocabulary Activity

Name: Date:

Vocabulary Word	Draw a picture
inequality	
Paraphrase: What does it mean?	
Other words I think of:	My level of understanding: 1 2 3 4

Handout #2: Narrative

Pueblo people in New Mexico faced much of the same inequality as African American people in the United States. The pueblo people have lived in New Mexico long before the Europeans arrived. Unfortunately, the United States government did not give Native Americans the same rights as white (Anglo American) people. It was not until 1924, when the Indian Citizenship Act gave Native Americans citizenship. Imagine not being a citizen of a country where your ancestors have lived for hundreds of years?

During these years, there were many examples of inequality for the Pueblo people: Education-School children went to segregated schools, meaning they were not allowed to attend school with white children. They went to schools with only Indian kids. Many teachers did not expect these children to ever to go college, so they were not taught well. Instead of learning about science and math, most of the time boys learned how to be a farmer, shoemaker, carpenter or tailor. Girls learned how to sew, cook, do laundry, and housekeeping.

Jobs-Native Americans were not hired for the same jobs as white people because of lack of education or discrimination.

Racism-Native Americans were being discriminated much like African Americans during the same time.

Voting Rights-By 1947 all states had given Native Americans the right to vote, except Arizona and New Mexico. In New Mexico, Native Americans could not vote in state or national elections. Pueblo people were denied the right to vote, because they lived on the reservation and didn't pay private property taxes. However, they did pay all state and federal taxes. This was unfair to Pueblo people because they volunteered to serve in the armed forces in World War I and World War II. Yet, they when these soldiers came home they did not have a right to participate in the voting process.

A pueblo leader at this time was Miguel Trujillo Sr. of Isleta. He was a veteran who served his country in U.S. Marines in World War II. He tried to vote in 1948 and was turned away and not allowed to do so. According to his daughter Josephine Waconda, "he was an outspoken man who was active in community affairs." Mr. Trujillo was outraged and decided to sue the state of New Mexico for the right to vote. On August 3, 1948 a three- judge panel agreed with him. One judge said, "Indians like Trujillo had volunteered in a patriotic whole hearted way to serve in the military." So it wasn't until 1948 more than, four hundred years after the Europeans came to this land that Native people were given their Civil Rights.

Handout #3: Graphic Organizer

Name: Date:

Title/Topic:	
What I already know about the topic:	
Make a prediction:	**What really happened?**
Ask a question:	**Answer to the question:**
Summary:	

Lesson Plan Three Title:
Comparing Heroes
Duration: 120 minutes
Grade level: 4-5

Lesson Objectives:
1. Students will be able to compare and contrast the lives of Martin Luther King Jr. and Miguel H. Trujillo.
2. Students will be able to make connections with the text.
3. Students will be able to explain how the Civil Rights Movement led to the first African American President in the United States.
4. Students will be able to annotate text to infer meaning.

Prerequisite Skills and Knowledge:
Students should use lesson 2 of this unit as a guide for this lesson.

Materials and Resources:
1. Handout #1: Two Heroes of the Civil Rights Movement
2. Handout #2: Compare and Contrast: Martin and Miguel
3. Handout #3: Primary Source Activity: Obama Oath of Office (2008)
4. Martin Luther King Biography:
   a. http://www.biography.com/people/martin-luther-king-jr-9365086?page=2
5. Teaching Tolerance Website:
   a. http://www.tolerance.org/lesson/defenders-justice
6. Cube Template website:
   a. http://www.esc16.net/users/0001/i3/13 2012/HANDOUTS/Questioning%20as%2 0a%20Strategy/blank-cube-template.pdf
7. Scissors, glue, markers, colored pencils
8. Cube template

Guiding Questions:
1. What makes people similar and different?
2. How does comparing and contrasting help understand people's motivation?
3. How do we connect ourselves with others?
4. How I can I be a defender of justice?
5. What tools can we use if we need help understanding what we read?

Core Values: Service, Respect

Procedures:

1. Explain to students that today they will be comparing and contrasting the lives of Martin Luther King Jr. and Miguel Trujillo.
2. Pass out Handout #1, and tell students they will need something to write with.
3. Read aloud information on Dr. Martin Luther King Jr. as a whole class.
4. Ask students to annotate the text as you read it out loud.
   a. If you are unfamiliar with annotations, here is some information: The purpose of annotation is to break apart text to understand the author's intended purpose of his/her writing. This allows you to see text in a new way and actively reflect on your reading and understand the information given.
   b. Please write the following directions on the board or you may cut and paste this to a new document to pass out.
      - Underline-anything that stands out as interesting
      - Circle-unfamiliar words or phrases (define/explain in the margin or on a sticky note)
      - ? (Question Mark)-passages you do not understand
      - ! (Exclamation Mark)- passages that are extremely important or interesting.
5. After the reading the first section on Dr. King, ask students to share what they have annotated. Answer clarifying questions and if needed prompt a discussion on words or phrases that may be confusing.
6. Next, as a class read the section on Miguel Trujillo.
7. Ask student to annotate this section just like the last one.
8. After reading the section on Mr. Trujillo, ask students to share what they have annotated. Answer clarifying questions and if needed, prompt a discussion on words or phrases that may be confusing.
9. Once students have a clear understanding of each person's early life, middle life, and civil rights information. Pass out the Compare and Contrast Worksheet (Handout #2)
10. Pair students into mixed ability groups. This will allow students to move about the room, because they have been sitting awhile now.
11. Once students are paired, ask them to work together on their handouts to compare and contrast the lives of these two leaders. How are they alike and how are they different?
12. Students will then answer the question posed: How are you similar to these two leaders?
13. Students will then take a moment to think about the last questions asked: Imagine there was no civil rights movement, no Martin, no Miguel. How might life be today? Write a short story about a time when you were treated unfairly.
14. TRANSITION-Now, students will create a cube to show how the accomplishments of so many heroes of the civil rights movement led to change in the United States (i.e. Barack Obama is the first African American President)
    Pass out handout #3 and Cube Template (can be found at the following website): http://www.esc16.net/users/0001/i3/13 2012/HANDOUTS/Questioning%20as%20a%20Strategy/blank-cube-template.pdf
15. As a whole group read the first two paragraphs together.

16. Read directions to the group for the cube activity. (You will have to precut the cube template to model how to make the cube.)
17. When cubes are finished, display them in a few pyramids around the room by the number of students you have.

Assessment:
The cubes will be used as formative assessment

Modifications / Accommodations:
Struggling Learners:
Check for understanding, modeling of cube, pre-cut cubes for students who need it.
Modify worksheets to meet the needs of individual students.
Allow extra time for completion of work.

Notes to Teacher: None

Handout #1: Two Heroes of the Civil Rights Movement

Martin Luther King Jr.	Miguel H. Trujillo
Born: January 15, 1929	Born: April 30, 1904
Early childhood years: Grew up in Atlanta, Georgia with his parents. He skipped both 9th and 11th grades and went to college at the age of 15.	**Early childhood years:** Grew up in Isleta Pueblo, New Mexico. His father died when he was 6 years old. He was a goat herder with his brother and made about $2.50 a month. He attended Albuquerque Indian School.
Middle Years: During his junior year in college, Dr. King took a bible class and he thought about a career in ministry. In 1948, he earned a degree in Sociology from Morehouse College. After that he went to a seminary to become a preacher. In 1955 he completed his studies at was awarded a PhD at the age of 25. By this time, he had met and married Coretta Scott King. He had 4 children during these years.	**Middle Years:** He graduated from Haskell Institute in 1925. He married Ruchanda Paisano of Laguna Pueblo in 1928 and became a teacher. During this time, he took classes at the University of New Mexico and after several years he earned a Bachelor's degree. During this time World War II had begun and like many Native people, he enlisted in the Marine Corps. When he returned home, he went back to teaching in Laguna Pueblo. He returned to school and completed his Master's Degree.

Civil Rights Movement: In 1955, the famous Rosa Parks refused to give up her seat on a bus in Montgomery, Alabama. At the time Dr. King was a local civil rights leader. So he was asked to help lead a boycott of the busses. It was said that, "King was elected to lead the boycott because he was young, well-trained with solid family connections and had professional standing. But he was also new to the community and had few enemies, so it was felt he would have strong credibility with the black community." From this beginning, Dr. King became the leader of the Civil Rights Movement in the United States. He was jailed, gave many speeches, and organized demonstrations, sit ins, and boycotts. His most famous speech, "I Have a Dream," has been heard by millions of people all over the world since the day it was given on August 28, 1963. He helped change the lives of African Americans and minorities in the United States by fighting for equality.	**Civil Rights Movement:** In 1948, Miguel Trujillo went to register to vote in NM. He was told by the county registrar that he could not vote because he was an Indian who lived on the reservation. At this time, Native Americans lacked the same rights as Anglo Americans such as voting. Mr. Trujillo was angry. His daughter said, "I think during the war, seeing what was going on, how many Native Americans were joining the service ... I think it just gave him more gumption to go ahead and try to get something done." Waconda added that her father "was the kind of individual who was always looking for righting a wrong." He decided to sue the registrar He argued that he paid all other taxes other than property taxes and that he and all Native Americans and should be given the same rights as everyone else. A three-judge panel agreed with him and said that no Indian should be disqualified from voting on the ground that he is an "Indian not taxed." Miguel helped changed the lives of Native American minorities in the United States by fighting for equality.
Died: April 4, 1968 at age 39	Died: August 27, 1989 at age 85
"My husband was a man who hoped to be a Baptist preacher to a large, Southern, urban congregation. Instead, by the time he died in 1968, he had led millions of people into shattering forever the Southern system of segregation of the races." -Coretta Scott King	"Dad always felt it was not right to just sit and hope something happens. He always felt if anything was going to happen, you have to stand up and do it." -Josephine Waconda

Handout #2: Compare and Contrast Martin and Miguel

Name: Date:

Compare and Contrast
Martin and Miguel

How are they alike?	How are they different?

How are you similar to these two leaders?

Imagine there was no civil rights movement, no Martin, no Miguel. How might life be now?

Handout #3: Primary Source Analysis: Obama Oath of Office (2008)

Name: Date

In 2008, Barack Obama took the oath of office to become the 44th President of the United States and swore to "defend the Constitution of the United States," which begins "We the People of the United States, in Order to form a more perfect Union [and] establish *Justice* ." When Obama took that oath, his hand was laid across the same Bible that President Abraham Lincoln used more than a century ago when he made the same promise. Regarded by many historians as our nation's greatest president, Lincoln is perhaps best known for issuing the Emancipation Proclamation, which declared that "slaves ... shall be then, thenceforward, and forever free." Lincoln called the document "an act of *justice*."

During Lincoln's time, it was unthinkable that a black man like Barack Obama could ever serve as President of the United States. Now, as President Obama is our nation's highest "defender of justice," it is important to remember that he does so because so many men, women and children — abolitionists, civil rights advocates and their allies — stood up for justice across the centuries.
-Courtesy of Teaching Tolerance Website: http://www.tolerance.org/lesson/defenders-justice

Respond in your own words to what you have just read.

Page 2 of Handout #3

Now, you will be creating a cube to be stacked with your classmates to show how Martin Luther King Jr., Miguel H. Trujillo, President Barack Obama and you stand up for justice. Your task is to cut out the template for a cube and follow the instructions.

1. Cut out the pattern.
2. Fold on the inside lines.
3. Glue the tabs together to form a cube.
4. You should choose one side to be the bottom. Do not write anything on this side. It should be facing your desk.
5. On side 1 of the cube, write: Martin Luther King Jr. Below write one thing he did to stand up for justice. Example below:

Martin Luther King Jr.
Helped lead a boycott in Montgomery, Alabama because African Americans were not allowed the same rights as everyone else.

6. On side 2 of the cube: Write Miguel H. Trujillo and write one thing he did to stand up for justice.
7. On side 3 of the cube: Write President Barack Obama and write one thing he did to stand up for justice.
8. On side 4 of the cube: Write your name and write one thing you can do to stand up for justice (maybe it can be as simple as having tolerance for others, or stopping bullying)
9. On side 5 of the cube: Draw picture of yourself standing up for justice.
10. Side 6 should be left blank because it will be the bottom or your base.

Be creative.
Use color to make your cube come alive,
because it will be displayed in the classroom in pyramids.
Have fun!

Section C. Culminating Activity:

1. Lesson Extension: Students can look at newspaper articles at http://www.myheritage.com to learn more about the decision and reactions to the court decision, etc. In the search engine for newspapers and publications, type "Miguel H. Trujillo" and in the publication title, type "Albuquerque Journal." Students can write a letter to the editor sharing their opinion on the subject.

2. Students will do a research project on Pope, who was instrumental in leading the Pueblo Revolt of 1680 and how his actions helped his people gain their civil rights long before Martin Luther King Jr. and Miguel H. Trujillo. Final products can be written in a formal report or presented in a PowerPoint.

3. Write a short story of a time when you or someone you know experienced unequal or unfair treatment. Describe what happened and how the person was affected by the situation.