INDIGENOUS WISDOM:
CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

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Unit Plan:

Section A: Introductory Materials
Name: Christine P. Sims
Title of Unit: Who are the Pueblo People?
Content Area: Social Studies
Grade Levels: K-1

Rationale: This Unit utilizes mapping and storytelling as a means for introducing students to the 19 Pueblos of New Mexico. Young children at this grade level are often just beginning to develop an awareness of place, identity, and the social aspects of being a member of one's family, school and home community. Knowledge of abstract concepts and academic skills such as mapping skills may also be unfamiliar to many students. This Unit therefore begins with three simple lessons that draw attention to the location of New Mexico's indigenous Pueblos. The first two lessons include a hands-on exercise for creating a three-dimensional map. Lesson One introduces concepts related to the location of rivers, towns, cities, and Pueblos of New Mexico using representational objects placed in a sandbox map. As students physically create, place and move these objects, this will help prepare them for making the transition to creating a flat paper map, which is the focus for Lesson Two. In the third and last lesson, students will be introduced to a story that recounts how one Pueblo community celebrates a special feast day as told from the perspective of a young girl from neighboring Acoma Pueblo. Laguna Pueblo's September 19th feast day serves as the background for a fictionalized account about an Acoma girl named Aats'aya. Aats'aya is the Keres name of a small pink flower that grows in the high mesas surrounding these two Pueblos. Both Laguna and Acoma Pueblos speak the same Keres language. The story recounts the preparations Pueblo families make in anticipation of a feast day and some of the activities that take place in a Pueblo village. The interrelationship between families and friends who sell, trade and share various goods, crops, and food are included in the story written by Dr. Sims. The importance of shared customs, practices and traditions in the lives of Pueblo people are mentioned in order to encourage students to reflect upon their own experiences.

Unit Goals:

1. To develop an awareness and appreciation of the unique cultures of New Mexico's Pueblo Nations.
2. To develop a beginning knowledge of where the 19 New Mexico Pueblos are located.
3. To identify the importance of Pueblo traditions in the life of Pueblo people.
4. To develop a beginning awareness of the interrelationship between Pueblo peoples of New Mexico, socially, culturally and economically.

Standards (New Mexico Social Studies)
K-4 Benchmark II-C
K-4 Benchmark I-A
K-4 Benchmark II-B
K-4 Benchmark II-E
K-4 Benchmark III-B
K-4 Benchmark IV-C

CCSS
CCSS.ELA.LITERACY.R1.K.1
CCSS.ELA.LITERACY.R1.K.2
CCSS.ELA.LITERACY.R1.K.3
CCSS.ELA.LITERACY.SL.K.2
CCSS.ELA.LITERACY.SL.K.3
CCSS.ELA.LITERACY.SL.K.4

Section B: Lesson Plan One
Title: Mapping the Pueblo Nations of New Mexico
Duration: 1-2 class periods
Grade Level: K-1

Learning Objectives:
1. Students will construct a three-dimensional sandbox map of New Mexico showing the Rio Grande, mountain ranges, towns, and Pueblo villages.
2. Students will use objects to represent important places on a map and develop a map key.
3. Students will utilize information from a sand-box map to create a simple narrative about the relationship between place and Pueblo people.
4. Students will develop a growing understanding of directionality.

Prerequisite Skills and Knowledge:
1. Ability to work together in groups.
2. Familiarity with the general concept of a map or globe.
3. Familiar with simple concepts of buying, selling and exchange of goods.

Materials and Resources:
1. A wide, flat box that can be filled with 1 large bag of fine playground sand (can be found in most home improvement stores). The box can be cut to size and lined with a plastic sheet or a shower curtain (re-purposed) in order to contain the sand.
2. Playdough or fast drying clay in different colors that can be shaped into map objects representing: mountains, Pueblo village houses, wildlife, tall city buildings etc. Colored yarn in both thick and finer strands can be used to represent large and small rivers. Different textured fabric scraps or recycled materials can also be used to represent lakes or lava beds. No matter the materials used, they need to be consistent in color or function as representational markers for the three -dimensional map and later, for creating a map key.
3. Large writing paper for student dictation of a map key and narrative regarding their finished map.
4. Visual pictures of Pueblo people and children, pueblo pottery, bread, jewelry, dry corn, moccasins, multistoried Pueblo houses or villages.
5. Labels for four cardinal directions printed on small folded tagboard.
6. Handout # 1: Map of New Mexico's 19 Pueblos (for the teacher)
7. Handout #2: Examples of visual pictures showing Pueblos and Pueblo cultural items.
8. Handout #3: Sample "map key" for sandbox map
9. Handout #4: Sample Map Key with student generated sentences.

Guiding Questions:
1. What information can maps provide to locate Pueblo homelands?
2. What general direction are some of the Pueblos located relative to one's present location?
3. What general/major topological features are found in or near the areas where Pueblos are located?

Core Values:
1. Balance and Respect

Procedure:

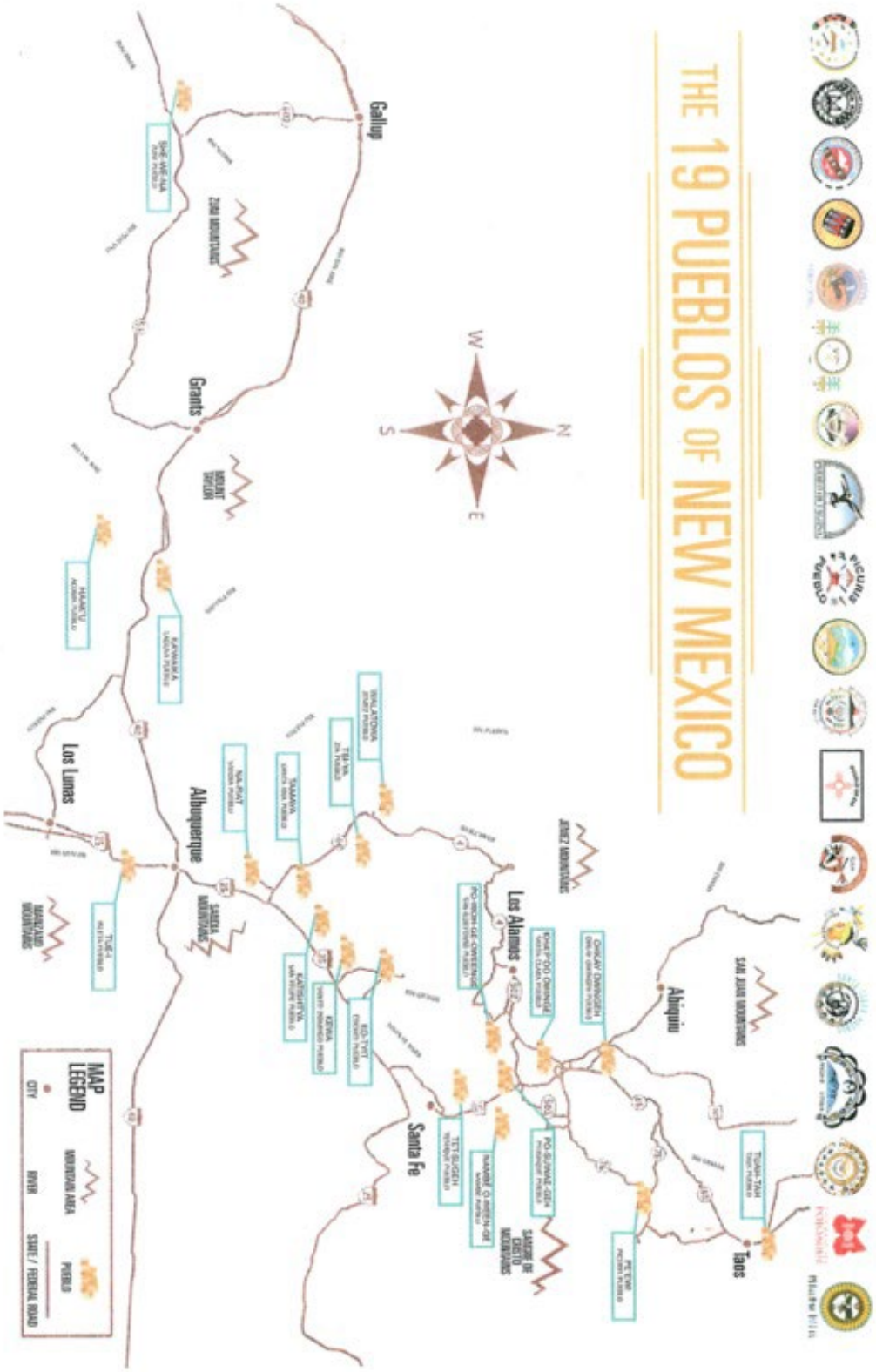
1. Begin by choosing several visual pictures from Handout #2 to show the children. Engage them in talk about pictures representing various aspects of Pueblo culture. Ask students opening questions to gauge their familiarity with each picture e.g. *Do you know what this is? What is it used for? Where have you seen these being used? Have you ever tasted these* (food pictures)? *Who do you think made this?*
2. Ask students what or where New Mexico is located. *What is the city or town where they live? What other towns or places can they identify that are located beyond their community or town? Have they ever visited special villages in New Mexico that are called "pueblos"?* Ask if anyone has ever gone to a feast day celebration or visited someone who lives in one of these villages? Explain that "pueblo" is a Spanish word that was first used by Spanish explorers to describe the Indigenous villages that were already here when they arrived centuries ago. Explain that all 19 pueblos have their own name for their villages in their native language. "Pueblo" is a word that is still used today to refer to the different villages they may have seen, visited, or passed by while traveling on New Mexico highways.
3. Explain that today's lesson is about these special Pueblo villages. If you (the teacher) have had the opportunity to visit one of the 19 Pueblos, share with the students about your visit: What was the occasion? How far or how long did it took to travel there? If there are some students in the class who are from one of these Pueblos or who have relatives or family who come from one of the Pueblos, they may be comfortable self-identifying his/her Pueblo affiliation and sharing information, but also consider that some students may be shy or hesitant to do so.
4. Explain that Pueblo people were the original inhabitants of what we call New Mexico. They trace their ancestors back thousands of years long before any other people came to this area. There were many more Pueblo villages at one time throughout New Mexico. We know this because of ruins of villages that can still be seen today such as Mesa Verde, Chaco Canyon and at the Coronado monument near Bernalillo. Today they will be learning about present-day Pueblo villages and where they are located using a sandbox map.
5. Introduce the sandbox map positioned on the floor. Allow room for students to sit around the perimeter of the sandbox so that all have an opportunity to help "build" the map. Explain that the sandbox will *represent* New Mexico. Use the labels for the cardinal directions to show north, south, east and west and place each in the sandbox.
6. Pass out different colors of playdough and yarn (or any other recyclable materials you may want to use), explaining that the different colors will show different features of the map. Pass out the thick yarn and explain that this will be used to represent the Rio Grande flowing north to south. Assign teams of students to measure and cut yarn, and form different playdough objects to represent cities (e.g. Santa Fe, Albuquerque, Gallup, Farmington, Las Cruces). Show them where to place these on the map. Point out the appropriate direction in which these places are located, relative to the location of your school. For example: *"Our school is located in Albuquerque. Gallup is a town located WEST of Albuquerque."*
7. Have other students form shapes in a colored playdough to represent major mountains e.g. the Sandia Mountains, Mt. Taylor, Sangre de Cristo Mountains, Manzano Mountains.
8. Next assign other students to form shapes in a different color of playdough to represent each of the 19 Pueblos. As you call out each of the Pueblo villages by name, guide students in placing them in their right location. Some will be very close to each other. Point out the direction in which these Pueblos are located, relative to the location of your school. For example: *"Santa Ana is a Pueblo located NORTH of Albuquerque."* Or "*Isleta Pueblo is located on the Rio Grande, SOUTH of Albuquerque*."
9. Continue until the map is finished. There may be other topological features to add using different materials such as textured scraps of materials, natural, or recycled materials. These can be added on later depending on how much time is available.
10. To end this activity, have the class develop a "map key." Explain how a map key can help explain what different figures on a map symbolize. Draw these symbols on a large sheet of paper so the entire class can see (See Handout #3 Example). Have students dictate a simple sentence about each map key item (See Handout #4 Example).

Assessment:
1. Student's ability to recall the meaning of the symbols created for the sandbox map.
2. Student's oral responses to teacher-led discussion and questions related to the location of Pueblo villages and special topological features located nearby.

Modifications:
1. Allow extended time for students to shape or make objects for the map.
2. Pair students with others who can help model the map objects to be made or provide for mixed ability grouping to create these objects.
3. Provide individual copies of the introductory visuals shown to the students at the beginning of the lesson.

Notes to Teacher:
Familiarize yourself with the location of the 19 Pueblos. A map has been provided for the teacher as a reference. Make space for the sandbox map ahead of time as this will take up some floor space. The sandbox may also be kept in place for 1-2 days as a reference for students as they transition to developing an "abstract" paper map in Lesson 2.

Handout #1: Map of NM 19 Pueblos



Handout # 2: Visual Pictures of Pueblo Cultural Items, Places, Foods, Crops

Acoma Pottery with Parrot Design

Pueblo Feast Day Meal with Friends and Visitors

Acoma Pueblo Village

Acoma waterhole filled with summer rain

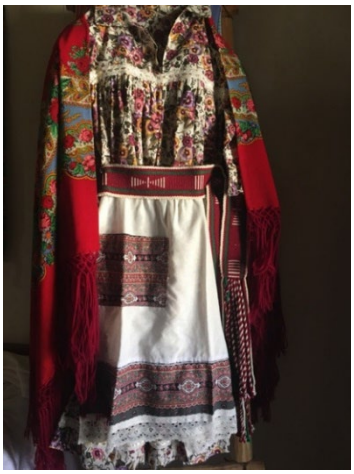
Sample Pueblo Women and Men's clothing

Woven Belts Worn by Men and Women

Men and Women's Jewelry

Moccasins

Drums and Gourd Rattle



Pueblo Woman's Dress, Shawl, Woven Belt and Apron

Pueblo Man's Shirt with Woven Belt

Sample Cultural Places and Items

Micaceous Pottery
Pojoaque Pueblo

Black and White Pottery
Bowls and Water Canteen
Acoma Pueblo

San Ildefonso Pottery

Taos Pueblo

Bowl of Piñons

Oven Bread, Pies and
Cookies

Green and Red Chili

Cornfields

Dry Corn: Blue, Red and Multicolor

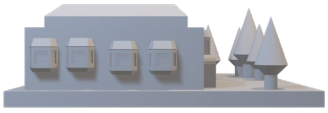
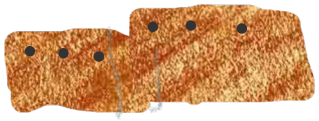
Wild Tea

Gourds for Dippers and Rattles

Melons

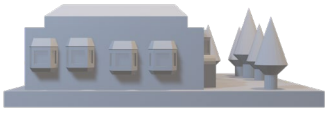
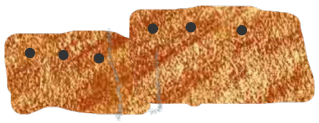
Handout #3 Map Key Sample for Sandbox Map

MAP KEY

Map Symbol	Meaning
	Rivers
	City Buildings
	Mountains
	Pueblos
	Lakes

Handout #4: Sample Map Key with student generated sentences

MAP KEY

Map Symbol	Meaning
	Rivers
We used blue yarn to show where the Rio Grande is located.	
	City Buildings
We made gray clay buildings to show where cities and towns are located.	
	Mountains
We made pointed dark shapes to show where mountains are located.	
	Pueblos
We made brown clay shapes to show where the Pueblo villages are located.	
	Lakes
We used blue cloth to show where lakes are located.	

Section B: Lesson Plan Two
Title: Mapping Pueblo Villages
Duration: 1 class period
Grade Level: K-1

Learning Objectives:
1. Students will use the three-dimensional sandbox map in order to transition to creation of a paper map of New Mexico showing the location of the 19 Pueblos.
2. Students will identify different features listed in the sandbox map key and transfer to a paper map.
3. Students will identify the location of the Pueblos on the flat map in relation to the location of their school or community.
4. Students will sort examples of different cultural items associated with Pueblo people.

Prerequisite Skills and Knowledge:
1. Familiarity with three-dimensional map and map key created in Lesson 1.
2. Familiarity with names of some Pueblos.
3. Familiarity with cardinal direction names and concepts related to maps as information tools.

Materials and Resources:
1. Individual blank outline maps of New Mexico
2. Large wall-size blank paper map of New Mexico that will be used for demonstration OR a projection of a map that students can see and follow along as the teacher fills in details of the New Mexico map
3. Colored pencils and erasers
4. Individual copies of pages showing miniature pictures of Pueblo cultural items
5. Handout #1: Blank New Mexico map
6. Handout #2: (From Lesson One) Miniature pictures of Pueblo related cultural items

Guiding Questions:
1. What are some purposes for using maps?
2. What are some of the names of the Pueblos located to the west, south, and north of Albuquerque? Santa Fe?
3. What cultural information might a map include about the Pueblos of New Mexico?

Core Value:
Respect

Procedure:
1. Briefly review the map work completed in Lesson One in which the 19 Pueblos were located. Explain that using the information from the sandbox map they will now create a flat map.
2. Pass out blank maps of New Mexico to each student. You may want to group 2-3 students together to help each other during this activity.
3. Have the larger wall-size blank paper map ready to fill in as you talk through the map details that students will put on their blank maps. You may want to begin by asking students questions such as, *"Who remembers what we used in our sandbox map to represent rivers? Mountains? Large cities?"* Explain that they will be creating a map key to include on their blank maps to show where things are located. Remember to point out how the cardinal direction will be written on their maps (N,S,E,W). Colored pencils may be used by students to match the color of the objects used in the sandbox map.

4. Once students have completed their maps have the students lay their maps around the perimeter of the sandbox map to help them understand how they have taken information from the three-dimensional version to a "flat" representation on paper.
5. The last pages to hand out to students will be the miniature pictures of Pueblo related cultural items labeled as Handout #2 in Lesson One. Pass out these pages to each student. Have students take a large blank paper and divide into five columns under the heading: PUEBLO PEOPLE. Have them copy the following headings for each separate column underneath the heading PUEBLO PEOPLE: Clothing, Feast Day Foods, Crops, Places, Crafts, Feast Day Activity. Call out each item one by one and have the students cut out the correct picture. Have them paste these pictures in the column where they think they go. There may be initial differences in opinion about placement of a picture. Use the opportunity to engage students in extended discussion, explanation and questioning their reasons for doing so.
6. To close this activity, have students compare and contrast what they discovered from working with the sandbox map and the flat maps. For example, you may want to ask "What could you do in the sandbox map that would be difficult to do on a flat map?" "Because there are 19 Pueblos in New Mexico, would it be easier or harder to show each of these on a flat map or in the sandbox map? Why or Why not?" Lastly, ask which Pueblos they can identify on the map.

Assessment:
1. Completion of individual map of New Mexico including a map key.
2. Student's ability to identify some cultural items commonly associated with Pueblo culture in New Mexico.
3. Student's ability to recall information represented on their paper maps.

Modifications:
1. Provide extra time for students to work on their individual flat maps.
2. Pair students with others who can help with the paper map activity.
3. Provide individual time to review aspects of the sandbox map, while allowing students to name and review items used to represent different features included in the map key.

Notes to Teacher:
Depending on the level of students' comprehension working with abstract ideas of mapping, there may be more hands-on practice needed before transitioning students to working with flat maps. Consider this possibility as you gauge how much your students are able to comprehend in Lesson 1, perhaps providing another day of practice in the sandbox, before moving on to Lesson 2.

Rubric for Mapping Concepts

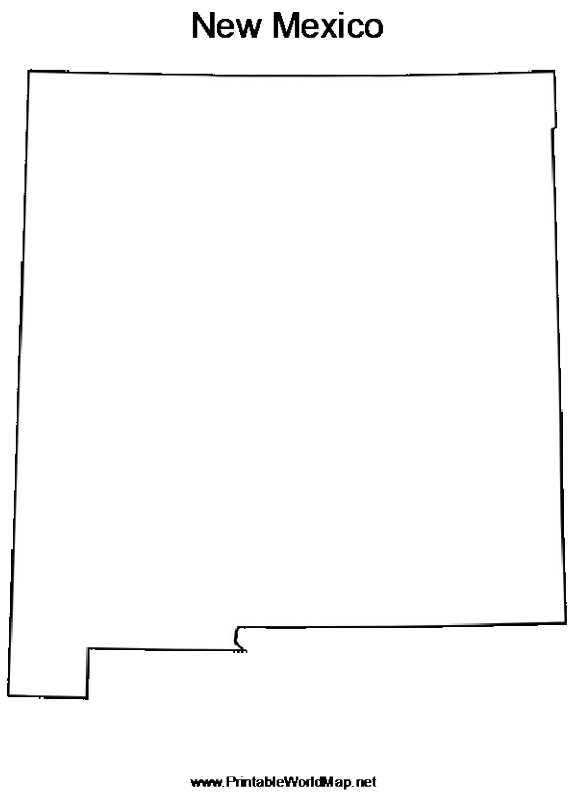
Mapping Concepts	Beginning Awareness	Moderate Understanding	Fully Comprehends
Three-dimensional sandbox map	Student has difficulty with mapping activity and is unsure of what the map represents.	Student is able to talk about the map representation and what some of the objects symbolize.	Student is able to talk about the map representation and identify all of the objects and what they symbolize.
Flat map	Student has difficulty transferring three dimensional concepts to creation of a flat map.	Student is able to create a flat map but does not include all of the elements of the sandbox map.	Student is able to accurately include all the elements of the sandbox map in a flat map and identify all

			objects and what they represent.

Rubric for Cultural Concepts

Cultural Concepts	Beginning Awareness	Moderate Understanding	Fully Comprehends
Identifying and Categorizing Aspects of Pueblo Life	Student has difficulty identifying and sorting out visual pictures of Pueblo culture according to the categories provided.	Student is able to identify some visual pictures of Pueblo culture and categorizes them into the categories provided.	Student is able to identify most all of the pictures of Pueblo culture and is able to categorize them into the categories provided.

Handout #1 Blank Map of New Mexico (Can be further enlarged)



Section C: Lesson Plan Three
Title: A Pueblo Feast Day Celebration
Duration: 1 class period
Grade Level: K-1

Learning Objectives:
1. Students will review their paper maps to locate review the location of specific Pueblos.
2. Students will identify cultural items and foods prepared for a Pueblo feast day celebration.
3. Students will understand the importance of feast day celebrations in maintaining relationships among Pueblo people, their neighbors and friends.

Prerequisite Skills and Knowledge:
1. Familiarity with map location of 19 Pueblos in New Mexico
2. Familiarity with Pueblo cultural item names
3. Familiarity with cardinal direction names and beginning concepts of positionality

Materials and Resources:
1. Pictures of Pueblo culture-related objects such as: pottery, bread, jewelry, dry corn, moccasins, multistoried Pueblo buildings,
2. Story of Aats'aya (pronounced in three syllables: *áa ts'a ya)*
3. Large Paper for dictation
4. Handout #1: Visual pictures of Pueblos, and Pueblo related cultural items that were included in Lesson One (See Handout #2).
5. Handout #2: A Pueblo Feast Day Story

Guiding Questions:
1. What are some ways in which Pueblo people come together to share and exchange resources and maintain friendships?
2. Where are some ways in which Pueblo families prepare for feast day celebrations?
3. What kinds of celebrations take place in students' own communities that provide opportunities to share and exchange resources and maintain friendships among family and friends?

Core Values:
Love and Respect

Procedure:
1. Review briefly the map work that was done in Lesson One and Two in which the 19 Pueblos were identified. Explain that today they will hear a fictionalized story about a young Acoma Pueblo girl preparing for a special feast day taking place in the Pueblo of Laguna. Ask if anyone can show where these Pueblos are located.
2. Show students the miniature pictures they identified and categorized in Lesson Two and tell them that they will be hearing about some of these things in today's story and that you will periodically ask them to find the appropriate picture.
3. Commence with the story of *Aats'aya* written by Dr. Sims. The story mentions some of the cultural items depicted in Handout #2 from Lesson One. You may want to identify beforehand which pictures you will ask students to identify BEFORE you begin the story.
4. When the story has ended, discuss with the students any of the following questions and write down students' responses on a large paper for the class.
   a. *What Pueblo village did Aats'aya live in and what Pueblo did she and her Gramma visit?*

b. *Why was Aats'aya's Gramma baking bread? How did Aats'aya help?*
c. *A special celebration, called a feast day, was a special day in Laguna Pueblo. What were some of the things also taking place in the village at that time? What did Aats'aya observe as she and Camilio walked through the village?*
d. *What kinds of chores do you think had to be done in Pueblo villages to prepare for a feast day?* In Aats'aya's village? *At* Aats'aya's home?
e. *How did Laguna families show their love and respect for their friends and visitors who came for the Laguna feast?*
f. *When there are special celebrations in your family what kinds of things do you do to help prepare?*

5. After student responses have been written, go back and read aloud each of the sentences. Post this chart along with the visual pictures to use as a future reading exercise, for review, or to use for a further writing/reading project.

Modifications:

1. Provide extended time for students to listen independently to the story retold by using a taped version of the reading.
2. Pair students with others who can help with the paper map review to locate Pueblos mentioned in the story.
3. Provide individual copies of the introductory visuals.

Notes to Teacher:

Additional pictures or visuals of cultural items (e.g. food, dress, or items mentioned in the story) may be added to the samples provided. Picture taking of traditional dancing in most Pueblos during their feast days is usually prohibited. Therefore, out of respect for these traditions, no pictures of actual feast day dancers have been included in this lesson. Other pictures from the Indian Pueblo Cultural Center (IPCC) may be available to use with permission. Inquire on the IPCC Indigenous Wisdom Curriculum website. This story can be read in two parts or the entire version in one setting, depending on time available.

Handout #2: A Pueblo Feast Day Story

A Pueblo Feast Day Story
by Christine Sims

Aats'aya woke up early one morning, wondering who was making a racket in the kitchen and singing at the same time! As she stretched her arms in bed, she said to herself, "Oh! It must be Gramma making all that noise with her pots and pans. I wonder what she's cooking today?"

As soon as she got dressed and washed her face, Aats'aya headed to the kitchen. There she found Gramma already hard at work mixing bread dough in a huge metal tub that she had set on a wooden stool. It was a HUGE piece of bread dough that Gramma was punching down over
and over again with her hands, turning it over and over, and mixing and mixing.

Aats'aya immediately knew why the dough was so big! It must be time for a special feast day or village celebration because that was always when Gramma started baking bread in her outside oven! "But it's not time for a feast day in OUR village, "Aats'aya thought to herself. "No one has said anything about preparing for a feast day here at Acoma!"

Usually, one of the men in Aats'aya 's village would tell everyone when a feast day would take place. They would announce the news as loud as they could, walking through the village to let people know it was time to prepare for a feast day: "Time to clean the village! There will be a special feast day soon! Men and young boys! Clean up any trash and get the plaza ready for the dancers! Friends and visitors will be coming to our village soon! Everyone prepare and get things ready!"

But Aats'aya hadn't heard any kind of announcements in the village, so she asked Gramma, "Gramma, why are you making such a big bread dough this morning?" Without stopping her dough mixing Gramma said, "Aats'aya! I'm glad you are up! We have a lot of work to do today! Remember tomorrow is the big feast day in Laguna! We need to bake bread and pies to sell and take some melons and peaches to our friends. Now wash your hands and help me get those pans ready for the bread. I will be ready to bake them in the outside oven in just a few minutes."

"Ohhh! That was it!" thought Aats'aya, "It was for *Laguna's* feast day that Gramma was baking bread! What fun! Maybe she would see some of her school friends there! There would certainly be good food to eat, Laguna dancers to watch at the plaza and seeing all the things that people would bring to trade or sell. The last time she went with Gramma, there had been so many people there! Gramma had said it was one of the biggest feast days taking place every September. People from different Pueblos such as Acoma, Zuni, Santo Domingo, Santa Ana, and Isleta had come. They had brought melons, chili, peaches, apples, and corn of different colors to sell and trade. There were even people who brought their pottery and bright colored moccasins, shawls, and beautiful jewelry to sell. "There would be so much to see!" thought Aats'aya.

Aats'aya quickly turned her attention back to helping Gramma. She was already cutting up pieces of dough, rolling them into round shapes to place on tin pans. As she set out each pan for Gramma, Aats'aya could already smell the wood fire outside in the big stone oven. Aats'aya often thought the oven looked like a giant beehive that Gramma would fill with loaves of bread. Cousin Pete had stopped by yesterday to bring Gramma a big load of wood. She would need a lot of wood to start a fire in the oven!

The oven was red hot by the time Gramma finished putting all the balls of dough in the tin pans. As soon as she

was done, she went outside to sweep the hot ashes out of the oven with a long, wet rag broomstick. The hot ashes were all that was left after the wood had burned up. Now it was time to put the tin pans of dough in the oven. Aats'aya's job was to hand Gramma each pan of dough and then quickly, Gramma slid those pans of bread dough right into that hot oven. She then closed up the oven by leaning a wide flat rock against the opening. Now they just had to wait for the bread to bake. " *Ummm*!" Aats'aya said out loud to herself. She could already imagine the taste and smell of fresh baked bread!

The Day of the Feast

Aats'aya did not need to be awakened the next morning. Aats'aya couldn't help but smell the delicious smell of fresh oven bread, that seemed to be everywhere in the house! She knew it was going to be a great day because she and Gramma were going to the Laguna feast day. Gramma had already taken all the bread out of the oven the night before. She had tucked them between clean cloths in two large baskets. Gramma had also laid out Aats'aya's best clothes for her to wear, including her moccasins, which were well worn but had been brushed to make them look nice and clean. She had also laid out her blue dress and a blue woven belt that were Aats'aya's favorite colors. She quickly got dressed and went outside to look for Gramma.

Aats'aya found Gramma outside giving directions to cousin Pete about how to load up all the bread she had baked into the back of his truck. He would be taking them to the feast today along with the bread she and Gramma would be selling. It would be a short drive he told Aats'aya.

As Cousin Pete drove them to Laguna Pueblo, Gramma explained to Aats'aya that Laguna Pueblo's church, was named after St. Joseph a very long time ago by Spanish missionaries who built this church. The Spanish had brought many of their church customs to the Pueblos when they first came to New Mexico. September 19th was the day the Spanish missionaries chose for St. Joseph's feast day. Over many, many years the Laguna people chose to celebrate the day in their own way. They danced their own dances and sang their own songs in their own language. "Today," Gramma explained, "Laguna people continue these dances and they also open up their homes to friends and visitors, and often invite them to have a meal in their homes." Gramma told Aats'aya that the Laguna people, including young girls and boys, would start dancing early in the morning and throughout the day. She said that when you hear the loud drumbeat of drums you know that the people are dancing at the plaza. Gramma promised to take Aats'aya to the plaza to see the dances after they sold their bread. She reminded her that they would also stop to visit one of Gramma's long-time friends. She had put aside some melons and peaches from her garden to give to her friend.

When they arrived at Laguna Pueblo cousin Pete parked his truck alongside other visitors who had arrived from different Pueblo villages. They had all come to sell or trade things they had made or grown in their gardens and orchards. As they drove into the village, Aats'aya could see people setting up their tables and chairs so they could begin to sell and trade. Gramma promised Aats'aya that she would be able to see what people had brought just as soon as they finished selling their bread. Gramma had dressed in her best dress and shawl. She was also wearing her best apron, the one she had sewn for herself. It had two deep pockets where she would keep the coins and bills people would pay her for each delicious loaf of bread.

As soon as cousin Pete unloaded the baskets of bread, people began to gather around him asking how much the loaves of bread cost. "Wait, wait!" he said, "you need to ask Gramma here, she is the one selling the bread!" Soon Gramma appeared and before Aats'aya could ask her what she could do to help, Gramma was handing out loaves of bread. "One dollar" she would say, and people quickly put dollar bills into her hand. Pretty soon, Gramma's pockets couldn't hold all the dollar bills, so Aats'aya had to stand near her to hold on to the money, just in case someone needed change. In no time, the bread was gone! Gramma had sold every single loaf of bread she had brought with her. Aats'aya couldn't believe it! "Gramma!" she exclaimed, "did you see how quickly you sold your

bread? It is not even lunch time yet!" "Well," Gramma said, "you certainly helped and now you have the rest of the day to enjoy the feast! Would you like to look around for awhile and then afterwards come back to cousin Pete's truck? When you get back, we will go visit my friends and take them some melons and peaches, and we will go to the plaza to see the dancing."

Aats'aya couldn't believe that she had time to walk through the village and see all the wonderful things people had brought to trade and sell. She would look out for any of her friends who might have come to Laguna as well. No sooner had she left Gramma and cousin Pete, when she did see a friend from school. Camilio had also come with his parents to the feast. They had come to sell the turquoise jewelry that his father had worked so hard to make. They had set out a table where his father could sell and there was Camilio seated beside him, watching people walk by.

Camilio was happy to see Aats'aya and asked his father if he could go with Aats'aya, to see what people had brought to sell and trade. "Don't be gone too long!" his father said. "It will be lunch time soon and we will need to get something to eat." As Aats'aya and Camilio headed through the village, they saw so many stands lining the streets. At every stand, there were different things to see. Large and small pottery bowls from Acoma Pueblo. Beautiful butterfly pins made from turquoise by Zuni Pueblo jewelers. Aats'aya spotted some hand-made moccasins in different colors of brown, purple and blue from Jemez Pueblo. "Those would be nice to have in place of my old ones!" Aats'aya thought out loud. At another stand, Camilio was trying out different sizes of drums that had been made by a man from Cochiti Pueblo. There were little ones, medium-size ones, and even huge large drums that all had different sounds when Camilio beat each one with a drumstick! They both agreed that there were so many beautiful things to see!

And there were just as many different and delicious foods they smelled as they passed by the food stands! Someone was selling pies and pumpkin cookies. There were huge snow cones in just about any flavor you could think of. The hamburgers and fry bread smelled so yummy and both Camilio and Aats'aya decided it was time to head back for lunch. Camilio went on his way to see if his father wanted him to buy something for their lunch, while Aats'aya headed back to meet Gramma. She remembered that Gramma wanted to take some food to her friends and she was probably waiting for her at cousin Pete's truck.

Aats'aya soon made her way back to meet Gramma. She had already put some ripe peaches and some small melons into two sacks. "Good! You are back just in time! Cousin Pete has gone to buy some roasted corn and will meet us back here later this afternoon" Gramma said. She handed one bag to Aats'aya and told her to follow. Together, she and Gramma made their way to a small house near the plaza where they could hear the drums beating and the singers singing a harvest dance song in the Laguna language.

When they knocked on the door of the house, Gramma entered first and asked for her friend. There were many visitors and friends in the house waiting to eat and visiting with each other. Soon a woman with white hair tied back in a knot appeared and gave Gramma a warm hug. "It is so good to see you!" she said, and she welcomed them to sit down. Gramma gave her the bags of peaches and melons she had brought. "Here, this is for you and your family," she said, "these come from our garden." "Thank you!" her friend replied, "we will have these as part of our dinner today to share with our visitors! Sit down and I will get two places ready at the table so you can eat."

Not long after, Aats'aya and Gramma were seated at a long dinner table where all kinds of delicious foods were set out for the guests to eat. There were other visitors and friends at the table too. They came from different Pueblo villages and had come to join in Laguna's feast day celebration. Together they all shared in the good food that Gramma's friend and her family had prepared for them. There seemed to be so much good food that Aats'aya thought she would never be able to try everything! There were delicious bowls of stews set on the table

along with roasted meats, potatoes, chili, oven bread, watermelon and pies. Aats'aya carefully picked out what she would eat and after finishing her meal, she said thank you to Gramma's friend in her own Acoma language, just as Gramma had taught her to say. As they left to go to the plaza to watch the dancing, Gramma's friend slipped her a small bag of homemade cookies and pies to take with them. What a great way to end their visit! She would share these with cousin Pete on their way home. "It has been a great feast day to share with friends!" thought Aats'aya, as they stepped out into the warm sun, "I can hardly wait till the next feast day!"

Culminating Activity:

A suggested culminating activity is to have students create a booklet on the Pueblos of New Mexico after doing additional research or following a visit to the Indian Pueblo Cultural Center (IPCC). If travel arrangements can be made, arrange for a field trip to the IPCC located off 12th Street and I-40 in Albuquerque. Here they can find additional information about Pueblo people, view items made by Pueblo people and meet and talk with IPCC docents. Other possibilities include visiting the Museum of Indian Arts and Culture (MIAC) in Santa Fe. If this is not possible, contact the IPCC or MIAC for possible guest speakers who can come to the school and talk to students about the Pueblos. Student booklets could contain information from field trips, guest speakers or presentations, the paper maps they created in Lesson Two, pictures of some Pueblo related cultural items accompanied by dictated labels or a description about each item and the Pueblo it is associated with.

Additional Resources for the Teacher:

Ancona, G. (1995). *Earth Daughter, Alicia of Acoma Pueblo.* New York, NY: Simon & Schuster Books for Young Readers.

Keegan, M. (199). *Pueblo Girls, Growing Up in Two Worlds*. Santa Fe: Clear Light Publishers.