# INDIGENOUS WISDOM:
## CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

## MIDDLE SCHOOL CURRICULUM

### 2nd Edition

**Title of Unit:** Pueblo Feast: A Thriving Economy

**Content Area:** Mathematics

**Grade Level:** 7

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**Section A: Introductory Materials**

**Name**: Carrie Loretto
**Title of Unit**: Pueblo Feast: A Thriving Economy
**Content Area**: Mathematics
**Grade Levels**: Grade 7

**Rationale:**

With the expansion of railroads, many tourists began travelling for leisure at the turn of the century. In the eyes of Easterners New Mexico was an exotic land, rich in Native American history and culture. For the Pueblo People, selling their wares to tourists became an opportunity to support their families and combat high unemployment rates on reservations. The creation and sale of Indian arts and crafts continue to play an integral part in the daily lives of Pueblo People as Pueblo vendors have continued the practice of adapting to the environment while maintaining their traditional ways, just as our ancestors have done throughout our history. With a world-wide market for native arts and crafts, Pueblo Feast days provide a venue for native artisans to sell hand-crafted jewelry, clothing, and other items such as traditional foods like oven-baked bread and pies. This unit will focus on the math skills necessary to successfully plan and operate a vendor booth business.

**Unit Goals:**

1. Students will be able to develop fundamental mathematics skills to complete financial tasks
2. Students will be able to use mathematics to solve economic problems and make business decisions.

The main focus of this unit is to help students develop mathematical skills and concepts related to financial literacy through real-life examples from business finance. In the first lesson, students have the opportunity to plan a business at Pueblo Feast and use their mathematical skills to plan and manage a business operation. In the second lesson, students will have the opportunity to practice mathematical skills related to pricing and taxing in their business. These two lessons combine to create a learning experience for students where they use mathematics to make real financial decisions that connect with their culture and events in the community.

**Standards:**

| Common Core Standards | Common Core Standards for Mathematical Practice |
|---|---|
| CCSS 6.NS.3<br>CCSS 7.RP.2b<br>CCSS 7.RP.A.2.C<br>CCSS.7.RP.A.3 | CCSS.MATH.PRACTICE.MP1<br>CCSS.MATH.PRACTICE.MP4<br>CCSS.MATH.PRACTICE.MP5<br><br>CCSS.MATH.PRACTICE.MP6 |

**Section B: Lesson Plan One**
**Title:** Engaging in the business of Feast Day Vendor
**Duration:** 90 minutes
**Grade Level:** 7

**Learning Objectives:**

1. Students will solve multistep ratio and percent problems to plan costs within a budget associated with operating a Pueblo Feast Booth.
2. Students will represent proportional relationships using the equation t=np to calculate total cost (t) of items (n) purchased at a constant price (p).

**uisite Skills and Knowledge:**

- Calculation of decimal numbers using addition, subtraction, multiplication, and division.

**Materials and Resources:**

1. Handout #1: Pueblo Feast Day (class set)
2. Handout #2: Graphic Organizer Sample
3. Earring Model Materials List
4. Handout #3: Vendor Booth Application (class set)
5. Handout #4: Materials List (class set)
6. Drawing paper
7. Pencil
8. Paper money ($1.00 bills)
9. Computer with internet connection (in lieu of a computer lab, the teacher may collect arts and crafts suppliers' magazines, supermarket ad inserts, and printed price lists from the web before beginning this activity).
10. Sample material costs can be obtained from http://www.thunderbirdsupply.com (For more information, students may google arts & crafts suppliers or look into other food distributors such as Costco and Sam's Club).

**Guiding Questions:**

1. How do Native American cultural entrepreneurs such as artists and artisans earn a living?
2. What are the costs associated with a business?

**Core Values:** Love, Respect and, Compassion

**Procedure:**

- Introduction
  - Listen to the Audio recording or read about Pueblo Feast Day (Handout #1)
    - Referring to Handout #1, identify types of arts and crafts items from the story using the Graphic Organizer (See Handout # 2)
    - As students answer, distribute $1 for each correct answer. (Do not explain why.)
  - Ask questions to promote student engagement
    - Have you ever been to a Pueblo Feast, Powwow, or Tribal Fair? (For non-native students, ask about their experiences visiting outdoor markets, farmer's markets, ethnic fairs, county fairs, etc.)
    - What types of arts & crafts or foods have been for sale?
    - What types of hand-crafted items have you seen for sale?
    - Think-Pair-Share:
      - Have students discuss examples of hand-crafted arts & crafts or food items they have seen for sale.
      - Have students share their examples and add them to the Graphic Organizer.
- Pueblo Booth Vendor Activity
  - Solicit student volunteers to read the learning objectives.
  - Invite questions about unknown language.
  - Say: We talked about the types of items that Native American artisans and vendors sell at a Pueblo Feast. Each of you is going to be a vendor at a Pueblo Feast with a budget of $150. What unique item can you make or cook that might be a popular item to sell at the Jemez Feast?
    - Encourage students to think about necessary materials for making their final product.
    - You may model the process by gathering supplies ahead of time and using the example below or print out and use the Earring Model Materials pictures as you explain the example.
      - Example: "I want to make turquoise and silver earrings. I need a straight piece of silver. I need to loop it at the top to hold the part that goes into the ear. I'm going to string 3-4 pieces of turquoise on it. I need a silver piece to finish the end."
    - Students may draw their item to visualize what materials they will need to assemble it.
      - Distribute drawing paper so students can sketch their sale item.

- Students identify costs associated with operating a vendor's booth. (Tax and shipping will be dealt with in lesson 2.)
  - Materials
    - Ask: When you make something, what do you need to have? Where do they come from?
  - Tax on Materials
    - Ask: When you buy something, what additional costs are there?
  - Shipping & Handling
    - Ask: Has anyone ever ordered anything over the internet or by mail? What cost(s) do you have to pay in those instances?
  - Booth
    - Say: As the name of this activity implies, you will need to pay for your space as a vendor booth.
    - Inform students that vendor booth fees are set by each Pueblo and may vary. For this activity, the fees will be
      - $30 per booth, no electricity
      - $50 per booth, with electricity and water service
- Students complete and turn in the Vendor Booth Application (Handout #3)
- Teacher asks students to develop a strategy that will help them keep track of their budget
  - Examples
    - Subtracting costs from their beginning budget
    - Booth + Materials + Tax + Shipping = $150
- Teacher distributes Handout #4 and says, "Let's look at this spreadsheet and learn how to fill it in."
  - Identify the sale item and fill in the "Sale Item" box (cell).
  - Define the rows and columns.
  - Define the terms in the column headings and model how to calculate what amounts to enter using information from a sample Excel spreadsheet (Handout #5).
  - Item #: the number of items
  - Item: Name of material
  - Teacher demonstration
    - Say: I am going to buy Sterling Silver Eye Pins and string turquoise beads on them to make my silver and turquoise dangle earrings. I am going to put on a Silver Bead End Cap at the end of each earring to secure the turquoise. I will need the coil ear wire, which is the piece that goes into the wearer's ear. I am going to buy earring cards to display them when I am

selling. (Show pictures of items, then list the items as they are mentioned.)

- Ask: What is unit measurement? How many pieces (e.g., 10 per package, or a dozen) come in that unit? Why is this important to know?
- Ask: What is quantity? How much am I ordering?
    - Estimating: I would like to make about 50 pairs of earrings to sell. To make that many, I need to order enough to make 100 earrings. Why?
    - Calculation: If there are 10 pieces in a package, how many packages will I need to order?
    - The turquoise bead is about ¼ inch. The silver eye pin is about 1'1/4". Ask, How many beads will it take to make a pair of earrings?
    - Invite students to share thinking about solution.
    - Discuss solution: It will take about 4 turquoise beads to make 1 earring that is 1" long. It will take 8 turquoise beads to make 1 pair of earrings. The turquoise strands are 16" long, so I am estimating that there are about 64 pieces of turquoise per strand (4 stones per inch). I need 400 pieces of turquoise to make 50 pairs of earrings. 400/4=6.25 strands. The store does not cut turquoise strands so I need to order 7 strands.
        - Cost per Unit: How much does it cost?
        - Cost of material: How much does that material cost?
            - Quantity x Cost per Unit = Cost of material
        - Sub-Total: Add the individual costs of materials together to get a sub-total.
        - Estimating Sub-Total
            - Round each cost for estimation:
                - 30 + 70 + 15 + 15 + 5 = 135

- Allow time for students to research, plan and order materials for their sale item.
  - Students will use the Internet or supply store materials to research the costs for each of their materials and determine how many items can be made with their existing budget, adjusting the amount of orders if necessary.
  - Students generate a list of materials including the quantity of supplies being ordered. (Handout #4)
  - Students calculate the Sub-Total of materials.
  - Say: We will learn about tax in the next lesson so don't worry about it for today.
- Assign any unfinished tasks as homework.

**Assessment**

- Vendor Booth Application
    - Teacher reviews and gives feedback on student selections of the booth fee ($30 or $50):
        - Example
            - A food booth will require electricity to power and maintain equipment at the right temperature: $50 fee
            - Arts & crafts items are produced beforehand so a booth with no electricity is the correct choice: $30 fee
    - Students earn $1 for correctly choosing the appropriate vendor booth.
- List of materials
    - Students will create a materials order list within their budget, calculating the accurate cost per material and the sub-total.
    - Students will earn $1 for each correct item that can be produced with their existing budget and each correct calculation of the "Cost", "Quantity", and "Sub-Total". (They may use their extra money to shop in the culminating activity.)
- Participation
    - Students will receive $1 for each correct or thoughtful response during group discussion.

**Modifications:**

1. Lessons meet accommodations for Student IEPs. If a student IEP goal involves multiplication and division, individual instruction is given by the teacher. Students may also work in teams.
2. Advanced students can research and plan for two vendor booths: 1 arts & crafts and 1 food.
3. Vocabulary is introduced prior to lessons to promote student connections to prior knowledge: row, column, cell, item, unit of measurement, quantity, cost per unit, and sub-total
4. Extended time is allowed to complete assignments.

**Notes to Teacher:**

1. There is much preparation leading up to Feast Day and Native American children may be asked to help in these preparations-cleaning the house and yard, chopping wood, building fires in the outdoor horno oven, and other chores-with money to spend on Feast Day as their reward.
2. It is appropriate to recognize a kiva as a structure and equate it to other places of worship, but it is *inappropriate* to ask what happens inside the kiva.

**Extension:**

1. Mathematics
    - Students may identify key math concepts throughout the story Pueblo Feast Day.
2. Social Studies
    - Students may discuss ways to support Native American Artists, Artisans and Cultural Entrepreneurs.
        - How does mass production of jewelry in other countries threaten the Pueblo People's livelihood?

**Lesson Plan Two**
**Title:** The Economy of a Pueblo Feast Business
**Duration:** 60 minutes
**Grade Level:** 7

**Lesson Objectives:**

1. Students will define tax and calculate tax accurately.
2. Students will use percentages to accurately calculate shipping costs.
3. Students will calculate production costs and appropriate pricing with decimal numbers.

**Prerequisite Skills and Knowledge:**

1. Adding, subtracting, and multiplying decimal numbers
2. Estimating to the nearest whole number
3. Rounding to the nearest cent

**Materials and Resources:**

1. Handout #4
2. Drawing paper, pencil, colored pencils/markers
3. Money box
4. Computer with internet connection
5. Projector
6. Sales receipt (NM tax in 2021 is 5.125%, but varies by county.)

**Guiding Questions:**

1. How does one calculate taxes?
2. How do businesses calculate shipping and pricing?

**Core Values:** Respect and Balance

**Procedure:**

- Revisiting Lesson 1
    - Say: Now that everyone has their list of materials to buy for the product, we need to learn about tax. Who can tell me what tax is? What is the current tax rate in New Mexico? (Teacher may use a receipt to show students that it is 7%).
- Tax
    - Definition: Tax = % * Price of item
    - Ask: How do you calculate tax?
    - Doing math with decimal numbers
        - Can I multiply two numbers with different units?
            - Changing a percent to a decimal
            - Changing a decimal to a percent
                - Example
                    - I have a receipt here showing that I paid 7% tax in New Mexico. What is the decimal equivalent of 7%?
        - How do I calculate the percent of a number?
            - How much is any percent of 100?
            - How do we find 50% of a number?
            - How do we find 25% of a number?
            - How do we find 10% of a number?
                - Review the following procedure:
                    1. Multiply the number by the percent
                    2. Divide the answer by 100
        - Practice by selecting several students to share the costs of their items from the list of materials and calculate the amount of tax for all of their items.
    - Teacher has students practice independently by finding the tax for each individual item on their list.
    - Have students find the tax on the sub-total of their order.

- Shipping
  - Bring students back together and tell them they are going to figure out shipping costs for the pricing of their products.
  - Say: Did you come across information on how shipping costs are calculated? Have you ordered anything on-line or in the mail? How do you know how much shipping to pay?
  - For this activity, you are going to calculate a percentage of shipping
    - Arts & Crafts Booth: 5%
    - Food Booth 8.5%

- Pricing
  - Students calculate the Total Cost of Materials and turn in their order forms.
    - Students receive $1.00 for every correct answer.
      - If students turn this by at the end of class, they receive an additional $10.
      - If students complete it for homework and turn it in the next day, they get $5.00.
  - Students calculate how much it costs to make a product, which is called the production cost. (Calculators may be used for this step.)
    - Teacher provides support for calculating the production cost.
    - Teacher demonstrates calculating the production cost of earrings.
      - Divide Total / # of sale items = Cost Per Item (i.e. $119.49/40 pairs of earrings = $2.98725)
      - Round up to the nearest dollar. ($2.98 can be rounded up to $3.00)
    - Students calculate their production costs, rounding up to the nearest dollar and recording the amount on the sale item sketch draft created in Lesson 1.
  - Now you will use this to determine a sale price.
    - Teacher states that market items are typically marked up 3 times.
    - Production cost x 3 = sale price.
    - Booth vendors don't operate with changes in payment transaction, so money is rounded off to the nearest dollar. Some vendors may round off money so that their price ends in a 0 or a 5.
      - How much money do you think they would charge for the earrings?
        - $10.00
    - Students calculate their sale price and add it to their sketch.

- Setting up the vendor booth
    - Say: Now that you have finished the math portion of the activity, we need to get ready to set up our vendor booth.
    - Students create a final drawing of their sale item with the sale price for Lesson 3.
    - Students write the name of their sale item and cut it into pieces
        - If their budget allows them to make 40 pairs of earrings, they will need 40 pieces of paper with the words "earring set". The paper will represent the "item" for the buyer.

- Assign unfinished tasks as homework
    - Students bring a small box from home to use as a cash box for Lesson 3.
    - Students prepare a poster, paper items, and a cash box.

**Assessment**

- Handout #4
    - Students create a list of order materials within budget, calculating the correct tax, shipping, and total. Students will earn $1 for every correct answer.
- Discussion Points
    - Students earn $1 for contributing thoughtful answers to discussions.
- Timeliness
    - Students earn $10 for turning in completed work at the end of the class period.

**Modifications:**

1. Allow extended time to complete assignments.
2. Restate, paraphrase, and emphasize important information.
3. Use more visual materials, examples, and demonstrations.

**Notes to Teacher:**

The sale price is typically determined by multiplying the production cost of the item by 3, then rounding to the nearest multiple of 5. (I.e. It cost about $3 to make the sample earrings so $3 * 3 = $9. The sale price may be rounded up to $10 for "inflated pricing" so that vendors can use discounts for bargain-seeking customers.

**Extension:**

1. Fine Arts: Collaborate with the arts teachers to create a learning center with materials to make Native American arts and crafts items or use paint to draw the sales items.
2. Technology: Use the *auto sum* function in Excel spreadsheet to calculate the total cost.

**Lesson Plan Three**
**Title:** How successful was my business plan?
**Duration:** 45 minutes
**Grade Level:** 7

**Lesson Objectives:**

1. Students will use proportional relationships to solve multistep ratio and percent problems involving markups and markdowns.
2. . Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
3. Students will be able to prepare a Vendor Booth Business Report

**Materials and Resources:**

1. Pueblo Feast narrative
2. Audio of music used during Pueblo dances
3. Handout #5: Sales Log
4. Handout #6: Vendor Booth Business Report
5. Handout #7: Sample Vendor Booth Business Report
6. Play money ($1.00 bills)
7. Money box
8. Pencil

**Guiding Questions**

1. What are the costs associated with operating a business?
2. How do we make a decision to adjust pricing?
3. How to we measure a successful business?

**Core Values:** Respect and Compassion

**Procedure:**

- Welcome students to the classroom by greeting them with Happy Feast Day!
    - Teacher encourages students to sit quietly with their eyes closed and plays the audio recording of the Pueblo Feast Day narrative.
- Preparation
    - Move student desks into rows with enough aisle room to walk through.
    - Students set up their booth (desk) with their sign which should include a picture of the item, its cost, and money box.
    - Distribute Handout #4 with the money students earned attached.
- Business activity
    - Explain the buying and selling procedure
        - Half of the students "shop" while the remaining students each operate 2 vendor booths (their own and a neighbor booth).
        - Only booth owners can negotiate discounted sale prices.
        - Everyone has to fill out a Sales Log: today's date, how many items you sold to one buyer, and how much you collected from that buyer. (Handout #5)
        - Let's talk about negotiation:
            - *"When I go shopping, if I find something I like, I ask the price. If I have enough, I usually buy it without negotiating. If I'm short 1 or 2 dollars, I'll ask if they'll take what I have. They usually do, especially if I'm in my traditional dress. Knowing that items are usually marked up 3 times, I don't feel bad knowing that even taking a dollar or two off the price, a vendor is still making a decent profit."*
    - Allow the first group to shop for 15-20 minutes while Pueblo music plays in the background.
    - Allow the second group to shop for 15-20 minutes while Pueblo music plays in the background.
- Accounting
    - Students complete the Vendor Booth Business Report for a grade. (See Handout #7)
        - Students complete Handout #6.
        - Teacher collects Handouts #5 and #6.

**Notes to Teacher:**

On Feast Day, Native American children may be greeted with a hug and "Happy Feast Day!" by their family.

**Handout #1: Pueblo Feast Day**

By Carrie Loretto

Kesh'e. Ho Carrie Loretto le' shina. Hello, my name is Carrie Loretto. I am a Pueblo Indian. Pueblo is a Spanish word used to describe tribal communities in New Mexico. There are 19 New Mexico pueblos. I am Zuni, Jemez and Laguna. We call ourselves respectively: A'shiwi, Walatowa, and K'awaike. I grew up on the Zuni reservation in the northwest quadrant of the state. I lived with my grandparents, my Laguna grandmother, my wo wo, and my Zuni grandfather, my na na, learning mostly the Zuni tradition, including some of the language. My grandma also showed me some of her Laguna ways. I mention this because, while our pueblo communities share some similarities, each tribe has unique qualities that make it distinct, or different, from other tribal groups.

One of these differences is a celebration called a Pueblo Feast Day. While many Native American tribes celebrate a variety of traditional ceremonies with eating, a Pueblo Feast is unique to Pueblo People. Beginning in 1598 with Spanish colonization, explorers which also included Mexicans and Americans interacted with Pueblo People in different ways including trying to exterminate, or get rid of, our traditions and culture. In 1993, the Native American Free Exercise of Religion Act recognized our peoples' right to practice our traditional religions. Before that law was enacted however, we had to adapt to the colonizers' way of life. Adaptation has been one of the many reasons our traditions have survived for centuries. One of the changes our people made was integrating the Catholic religion so that we could continue to sing the songs our grandfathers sang and dance the dances of our great-grandmothers. Pueblo feast days honor a Catholic saint with our traditional songs and dances. Laguna honors St. Joseph on September 19, but because there are six villages that make up the Pueblo of Laguna, there are six different Feast Days. Jemez has two feast days, August 2 and November 12. Zuni does not have a feast day, but shares the feast aspects of cooking and feeding visitors and guests. I have relatives in almost half of New Mexico's pueblos, so I get to feast a lot!

Since my father was born into the Jemez Pueblo, I have had the privilege of donning my Indian dress and manta and dancing barefoot in the plaza in front of family, friends and spectators. When I dance, I am humbled because I realize I am replicating some of the steps of my father, a Vietnam Veteran who died when I was a very young girl. This gives me a sense of closeness to the father I never got to know. I dance to honor him and my grandparents. I dance to instill pride in my children. I dance to share my Jemez side with my non-Jemez family and my non-native friends. Pueblo Feasts are open celebrations in the plaza, a rectangular area usually enclosed by adobe homes centrally located in a village.

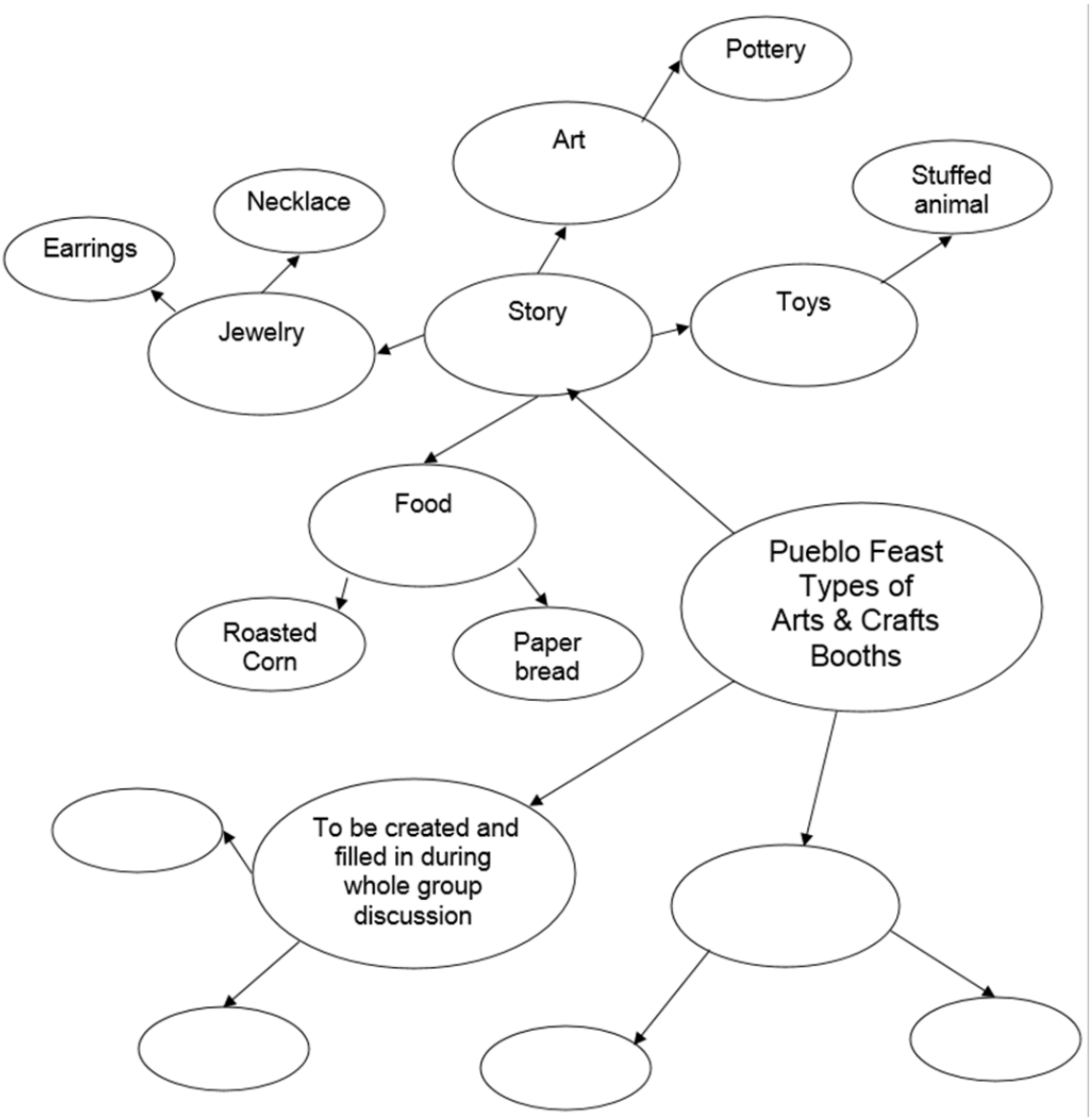
These feasts bring together members of different tribes and nationalities to witness a display of our traditional dances. This is the highlight of Pueblo Feast Day. There is so much more that happens on this day, but before I tell you more about that, there is something else I need to share with you.

Our people have learned about, been thankful for, and used Creator's gifts to meet life's basic necessities. They learned how to irrigate our precious and limited resource, water, to grow corn and squash and other foods to nourish our people. They learned which wild plants they could gather to supplement their diet. They used the earthen clay to build shelter that they discovered protected our people from both the summer heat and winter's cold. Living a sedentary, agricultural existence along the Rio Grande and its tributaries, Pueblo People discovered they could construct earthen vessels with that same clay to transport water for multiple uses in the village and could use them to store the abundance of food they grew and gathered. This is important to know because, having their basic needs met, allowed our Pueblo People to branch out and lay the foundation for later becoming successful entrepreneurs, or business men and women.

I remember my mom telling me that our people discovered that some plants, when crushed and mixed with water, could be used as paint. They could then use the paint to decorate the utilitarian earthen vessels. She must have known this because I come from a family of potters and painters. These decorative pots, now widely known as pottery, could then be traded for other items with outside groups. This was known as bartering and was the first step towards building what is now a successful economy for our people.

Today, many Native people make and sell arts and crafts. This is their job; this is how they make a living, this is how they provide for their families. Pueblo Feast days are one of many places artisans can sell their wares. When there is a break in the dancing, I slip on my moccasins and head to vendor booths lined up behind the plaza, looking for two specific things: food and one unique item. Even though I know I can go to one of my cousin's houses to eat between breaks, my feast is never complete without roasted corn or the almost translucent Hopi paper bread made out of ground blue corn meal that melts in my mouth. To me these traditional foods of our ancestors are like my comfort food. Once I have one or the other, or sometimes both, I stroll through the booths searching for a unique piece of pottery or jewelry, maybe a pair of earrings made out of shell or a turquoise necklace for my goddaughter or a stuffed animal made out of a Pendleton blanket or moccasins for my grandson. I love the sense of community I feel knowing that I have purchased from a Native Artisan. The profit they make from my purchase, no matter how small, contributes to their family's well-being.

**Handout #2: Graphic Organizer**



**Earrings Model Materials List**

**Handout #3: Vendor Booth Application**

Name

Address

City State ZIP CODE

Telephone # E-mail address

Sale category:

- ☐ Arts & Crafts
- ☐ Food

I would like the selected booth:

- ☐ $30, with NO electricity
- ☐ $50, with electricity

*Official Use Only:*

Amount Paid: _____

Date: _____

Rec'd By: _____

| NAME: | DATE: |
|---|---|

## Handout #4: Materials List

**Item:** | **I am making_____sale items.**

| Item # | Item | Unit Measurement | Quantity | Cost Per Unit | Cost |
|---|---|---|---|---|---|
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| | Remember: Add the "Cost" column to find this amount. | | | **Sub-Total** | |
| | Remember: Convert % to decimal, then multiply tax rate and sub-total to find this amount. | | | **Tax** | |
| | Remember: You have to multiply % by sub-total to find this amount. Don't forget to convert % to a decimal! | | | **Shipping** | |
| | Remember: The vendor fee has already been subtracted. | | | **Total** | |

**Name**

**Date**

## Handout # 5: Sales Log

| Date | # Sold | Collected | Date | # Sold | Collected |
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| | Total | | | Total | |

Name: _____ Date: _____

## Handout # 6 Vendor Booth Business Report

| | | |
|---|---|---|
| I begin with: | | |
| I spent: | | for: |
| | | |
| | | |
| | | |
| I sold: | | Items. |
| What I have left: | | items. |
| | | |
| I made: | | |

| Handout # 7 Vendor Booth Business Report Sample | | | |
|---|---|---|---|
| | | | |
| I began with: | $150.00 | | |
| I spent: | $30.00 | for: | Vendor Booth without electricity |
| | $119.49 | | Materials including tax, shipping |
| | | | |
| | | | |
| I sold: | 10 | Items. | |
| What I have left: | 30 | items. | |
| | | | |