



INDIGENOUS WISDOM: CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

Unit Plan:

Section A: Introductory Materials

Name: Natalie Martinez, Ph.D.

Title of Unit: "Origins of Democracy - Observing Ancient Civilizations in Modern Practices"

Content Area: Social Studies

Grade Levels: 6th grade

Rationale:

In many ways, Pueblo practices of cooperation to care for the land and the people, are common in the development of civilizations across the world. The Pueblo Core Values of Love, Service, and Balance have influenced the development of governance systems in New Mexico's Pueblo Nations, alongside the imposition of westernized democratic government structures. The Core Value of LOVE is evident in the stewardship of the land by Pueblo people, as other ancient civilizations of people have created spaces and caring relationships with the lands where their civilizations developed. The Core Value of SERVICE is intrinsically related to the stewardship of land in the ways Pueblo people accept the individual and collective responsibility to involve the community in helping to care for the people and the land – both in terms of physical interaction with the lands and in shared decision-making about how to interact with those lands. There are similarities in the ways ancient civilizations of people developed, as service to the family, community, and larger society was an important function in building foundations and expansion of ancient civilizations. The Core Value of BALANCE can be seen in the function of democratic principles in Pueblo Nations as the voices that represent thoughts, ideas, and plans for shared decision-making balance out in the culmination in practice and action. In Pueblo Nations, consultation occurs at varying levels and in multiple ways across leadership groups and the public. This unit explores the concurrent development of ancient practices in democracy as ancient Pueblo people and ancient Greeks established principles of governance for their people.

Unit Goals:

1. Students will demonstrate understanding of general principles of Greek ideals of democracy and be able to compare to the ideals of Pueblo Core Values
2. Students will articulate the link between U.S. and NM constitutional principles of democracy to ancient Greek influence and consider how Pueblo constitutions have incorporated characteristics of ancient Greece and Pueblo ancestors
3. Students will evaluate possible individual rights and responsibilities of membership in social / family / school / community / state / tribe / nation

4. Students will evaluate the role of the US Cabinet as an extension of modern democratic processes and will highlight the significance of the first Native American, a Pueblo woman, to serve in this democratic institution.

Standards

Common Core State Standards	NM State Content Standards
CCSS.ELA-LITERACY.RH.6-8.5	III.5-8.3-A.6.1
CCSS.ELA-LITERACY.RH.6-8.7	III.5-8.3-D.6.1
	III.5-8.3-B.6.1
	II.5-8.2-E.6.3

Lesson Plan:

Section B: Lesson Plan 1

Title: COMPARING INFLUENCES OF DEMOCRACY - ANCIENT GREEK & PUEBLO ANCESTORS

Duration: One Session / Class Period

Grade Level: 6th Grade Social Studies

Learning Objectives:

1. Demonstrate understanding of general principles of Greek ideals of democracy and be able to compare to the ideals of Pueblo Core Values
2. Describe how a text presents information (e.g., sequentially, comparatively, causally).
3. Interpret conceptual understanding and apply to explain the structure, functions and/or powers of government

Prerequisite Skills and Knowledge:

1. timeline basic understanding
2. general knowledge of United States and New Mexico government structure

Materials and Resources:

1. HANDOUT # 1: Understanding Democracy
2. HANDOUT # 2: Web of Democratic Ideals
3. HANDOUT # 3: Ancient Civilizations and Cultures Comparative Timeline
4. Internet access
5. Projection screen

Guiding Questions:

1. How are the root words of democracy important for understanding its meaning and applying its concepts?
2. What comparisons can be made between the development of ancient Greek democracy and ancient Puebloan ways of life?

Core Values:

Love
Service
Balance

VOCABULARY:

Assembly
Athens
Branches of Government
Citizen
City-State
Congress
Council of 500
Dēmos and Kratos
Direct Democracy
Legislature

Macedonia
Representative Democracy
Sparta

Procedure:

1. Introduction to the concept of DEMOCRACY
 - a. project the screen to share short video with students:
Democracy - A short introduction (3:09) <https://youtu.be/u6jgWxkbR7A>
 - b. review the main concepts of the video with students; ask for examples and connections to contemporary uses of democracy.
2. Provide link and/or hard copies of the article from Britannica for Kids:
 - a. Reading-- Britannica for kids article:
<https://kids.britannica.com/students/article/democracy/273962>
 - b. frontload key terms and main concepts from article with students; consider using a vocabulary strategy such as Freyer model
 - c. formative assessment – check for understanding
3. Share Handout #1.1 Comparative Timeline with students
 - a. provide access to library and/or online resources to complete timeline
 - b. monitor completion and offer assistance as needed
 - c. guide students to also include ancient Greek and Roman entries onto the timelines
4. Ask students to bring together the people, places, times represented in this lesson.
 - a. brainstorm “Main Ideas” and “Big Topics” resulting from this lesson
 - b. review main vocabulary with students; check for understanding
 - c. ask students to consider this question:
Why do you think that ancient Indigenous civilizations and cultures are not included as examples of democracy? (possible responses include that they are not written, that they might be kept private/not shared with the public; other options might indicate privileged western knowledge over Indigenous knowledge in textbooks and official histories)

Modifications:

1. provide 1-to-1 reading guidance
2. break down the worksheets into smaller chunks
3. allow for extended time to complete the assignments
4. provide writing prompts to help start writing responses

Notes to Teacher: (paragraph)

Students may need to access library resources and/or world history textbooks to complete the timeline.

See for more background information:

- <https://www.nps.gov/chcu/learn/historyculture/index.htm>
- <https://nm.pbslearningmedia.org/subjects/social-studies/world-history/early-civilizations-4000-1000-bce/>

Handouts & Attachments

HANDOUT # 1.1: Ancient Civilizations and Cultures Comparative Timeline

Lesson Plan:

Section B: Lesson Plan 2

Title: HOW DO WE THINK ABOUT DEMOCRACY IN CONTEMPORARY TIMES?

Duration: One Session / Class Period

Grade Level: 6th Grade Social Studies

Learning Objectives:

1. articulate the link between U.S. and NM constitutional principles of democracy to ancient Greek influence and consider how Pueblo constitutions have incorporated characteristics of ancient Greece and Pueblo ancestors
2. evaluate possible individual rights and responsibilities of membership in social / family / school / community / state / tribe / nation
3. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Prerequisite Skills and Knowledge:

1. basic understanding of democracy (from Lesson 1)

Materials and Resources:

1. HANDOUT#1.2 Web of Democratic Ideals
2. HANDOUT #2.2 Pueblo Core Values Jigsaw Reading
3. HANDOUT #3.2 Review of Tribal Constitutions for Examples of Democracy
4. internet access
5. map of NM Pueblos (see map at <https://indianpueblo.org/new-mexicos-19-pueblos/>)
6. projector and screen

Guiding Questions:

1. How can you describe and apply the principles or ideals of ancient Greek democracy in modern times?
2. How do the principles of democracy from ancient Greece show up in modern forms of Pueblo government?
3. What does modern democracy look like in the world?

Core Values:

Love
Service
Balance

VOCAB:

Constitution

Procedure:

1. Ask students to recall their “Main Ideas” and “Big Topics” from Lesson 1 on Democracy
 - a. ask students to name examples of how these concepts might be used in contemporary settings, such as governments, etc.
 - b. guide students through a brief overview of structures of government in the U.S. and New Mexico
 - c. help students create a “bank” of examples from the government structures above

2. Share HANDOUT#1.2 Web of Democratic Ideals with students
 - a. guide students through the completion of this worksheet
 - b. ask students to share some of their responses and explain their responses
 - c. ask students: ***Why would it be useful to know how DEMOCRACY is used in contemporary governments?***
3. Ask students if they know how democracy is used in Pueblo Nations. Accept best guesses.
 - a. group students into three sections; pre-assign each reading from the jigsaw
 - b. share HANDOUT #2.2 Pueblo Core Values Jigsaw Reading with students.
 - c. provide a sufficient amount of time for groups to complete reading and encourage note-taking for share out.
 - d. ask students to re-group and share out their portion of the jigsaw
 - e. return to whole group and review key learnings from each reconstituted group
 - f. formative assessment – ask students to write a summary of their key learnings
4. Share HANDOUT #3.2 Review of Tribal Constitutions for Examples of Democracy and ask students to work in pair or small groups to complete the worksheet using a constitution from the website - <https://narf.org/nill/triballaw/index.html>
5. Return to whole group and ask each small group/pair to share the information they found.
 - a. ask students to share their thoughts on the CRITICAL THINKING questions.

Modifications:

1. provide 1-to-1 reading guidance
2. break down the worksheets into smaller chunks
3. allow for extended time to complete the assignments
4. provide writing prompts to help start writing responses

Notes to Teacher:

See for more background information:

<https://www.ncai.org/policy-issues/tribal-governance>

See for more information on using a reading jigsaw in classroom:

<https://www.readingrockets.org/strategies/jigsaw>

Handouts & Attachments

HANDOUT#1.2 Web of Democratic Ideals

HANDOUT #2.2 Pueblo Core Values Jigsaw Reading

HANDOUT #3.2 Review of Tribal Constitutions for Examples of Democracy

Lesson Plan:

Section B: Lesson Plan 3

Title: SPOTLIGHT ON ONE EXAMPLE OF DEMOCRATIC PRINCIPLES IN ACTION

Duration: One Session / Class Period

Grade Level: 6th Grade Social Studies

Learning Objectives:

1. evaluate possible individual rights and responsibilities of membership in social / family / school / community / state / tribe / nation
2. evaluate the role of the US Cabinet as an extension of modern democratic processes and will highlight the significance of the first Native American, Pueblo woman, to serve in this democratic institution
3. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Materials and Resources:

1. HANDOUT# 1.3 Understanding the Connection Between Ancient and Modern Democracy
2. HANDOUT# 2.3 Spotlight on One Example of Democratic Principles: U.S. Cabinet
3. internet
4. projector and screen

Guiding Questions:

1. What does modern democracy look like in the United States?
2. How is the U.S. President's Cabinet characteristic of a democracy?
3. How is the appointment of the first Pueblo woman to a Cabinet position significant?

Core Values:

Love
Service
Balance

VOCAB:

Cabinet

Procedure:

1. Ask students to recall key takeaways from Lesson 2
 - a. ask students to post their responses from HANDOUT 3.2 Review of Tribal Constitutions for Examples of Democracy
 - b. ask students to make connections between Tribal Constitutions and U.S. Constitution
 - c. write or display responses
2. project the video for students: What is a democracy (8:35): <https://youtu.be/CmrO44KM7yk>
 - a. review the main ideas of the video
 - b. ask students to make connections about DEMOCRACY between ancient Greece, ancient Pueblos, and the United States
3. Share HANDOUT #1.3 Understanding the Connection Between Ancient and Modern

Democracy

- a. ask students to access the National Geographic article: “Greek Influence on U.S. Democracy” online; provide ample time to read the article
 - b. review the main ideas and takeaways from the article above
 - c. ask students to access the description from The White House: “The Cabinet”
 - d. review the main ideas and basic understandings of the role of the U.S. Cabinet
 - e. guide students to make connections between ancient democracy and contemporary democratic practices
4. Share HANDOUT# 2.3 Spotlight on One Example of Democratic Principles: U.S. Cabinet with students
- a. guide students through the PREVIEW background building questions (vocab and preview questions)
 - b. ask students to read the article: “NCAI Applauds the Historic Confirmation of Congresswoman Debra Haaland as Secretary of the U.S. Department of the Interior”; provide adequate time to read individually or read as a whole group
 - c. check for understanding – ask students to restate their understanding of the main ideas from the article
 - d. ask students to complete the REVIEW questions on Handout 2.3
5. Guide students in summarizing their learning verbally
6. Assessment:
- a. EXIT TICKET – ask students to write 1 separate key learnings about DEMOCRACY on 3 separate \sticky notes and place it on a whiteboard / butcher paper (3 key learnings and 3 sticky notes)
 - b. NOTE: sticky notes can be color coded for “ANCIENT GREECE,” “PUEBLO,” and “U.S.”

Modifications:

1. provide 1-to-1 reading guidance
2. break down the worksheets into smaller chunks
3. allow for extended time to complete the assignments
4. provide writing prompts to help start writing responses

Notes to Teacher: (paragraph)

Tribal Law Gateway (<https://narf.org/nill/triballaw/index.html>) has a pronunciation guide and link to Tribal Constitutions (if available) for 18 of NM’s 19 Pueblos, listed under “O” (Ohkay Owingeh), “P” (Pueblo of...) and “Z” (Zuni)] Pueblo Nations with constitutions available.

NOTE: some Pueblos follow traditional forms of government and do not have constitutions, while other Pueblos choose to not have constitutions publicly available. Available links: Isleta, Laguna, Santa Clara, Zuni

Handouts & Attachments

1. HANDOUT# 1.3 Understanding the Connection Between Ancient and Modern Democracy
2. HANDOUT# 2.3 Spotlight on One Example of Democratic Principles: U.S. Cabinet

Culminating Activity:

Students can create posters to depict: Comparison of other versions of democracy in ancient civilizations and modern nations. Posters should include the basic principles or characteristics identified in this unit to represent an additional nation/civilization compared to ancient Greece and ancient Pueblo democracies. Students should apply those principles between the ancient civilization and contemporary practices; to extend further, students can be asked to also compare the practices back to ancient Greece. Posters can include a triple-Venn diagram, or chart to compare the three nations/civilizations.

HANDOUTS FOLLOW:

HO#1.1 Comparative timeline

HO#1.2 Web of Democratic Ideals

HO#2.2 Pueblo Core Values Jigsaw Reading (3 pages)

HO#3.2 Review of Tribal Constitutions for Examples of Democracy

HO# 1.3 Understanding the Connection Between Ancient and Modern Democracy

HO# 2.3 Spotlight on One Example of Democratic Principles: U.S. Cabinet

HANDOUT # 1 Ancient Civilizations and Cultures Comparative Timeline

Instructions: using the dating information found on the following websites, or your history textbooks, or in other publications to complete the comparative timeline below. Shade in the squares that represent the time periods the people developed and live / lived. Then, write your response in the box below the timeline.

1. Chaco Canyon National Historical Park <https://www.nps.gov/chcu/learn/upload/Chaco-Brief-History.pdf> (page 1 only)
2. Mesa Verde National Park https://www.nps.gov/meve/learn/historyculture/upload/ancestral_pueblo_people_2018_508_01-24-18-2.pdf
3. World Civilizations <https://historycooperative.org/ancient-civilizations/>

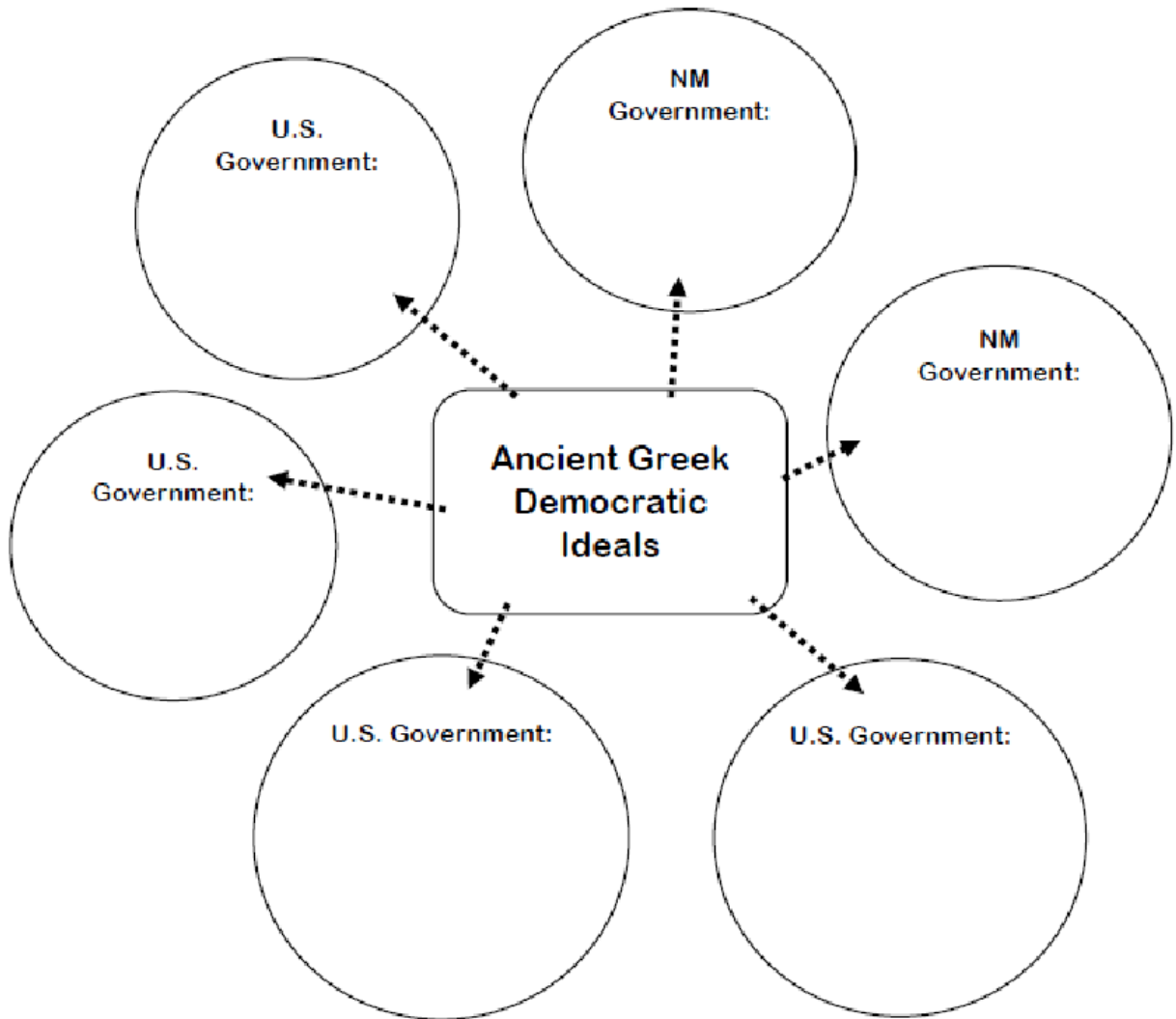
COMPARATIVE TIMELINE:

Time ⇄	>4000	3000	2000	1000	<<<BC 500	CE>>> 500	1000	1500	2000
↓ People									
Pueblo Ancestors									
Mayans									
Incas									
Ancient Greeks									
Ancient Egyptians									
Your choice									
Your choice									
Your choice									
Your choice									

My Reactions to the comparative timeline... (attach another paper if you need more space)

What surprised me the most? / Is it possible that any of the ancient people above communicated with each other? What would they have shared with one another? / Other thoughts?

HANDOUT #2: Web of Democratic Ideals*



INSTRUCTIONS: Read the National Geographic article and review the role of the U.S. Cabinet on HANDOUT #_. Use your new knowledge to think about some examples of how the United States and New Mexico have been influenced by the *ideals** of ancient Greek democracy. Write in one idea per bubble above.

*From <https://www.merriam-webster.com/dictionary/ideals>

Definition of Ideal (noun)

- 1: a standard of perfection, beauty, or excellence
- 2: one regarded as exemplifying an ideal and often taken as a model for imitation
- 3: an ultimate object or aim of endeavor: GOAL

HANDOUT #__ Pueblo Core Values Jigsaw

INSTRUCTIONS: distribute ONE of the following “READINGS” to each student. Each student will review and highlight his/her assigned reading. They will be asked to focus on evidence of Pueblo Core Values that could be related to ideals of democracy / shared decision-making / concern or involvement of all people. Once students return to the whole group, they will be asked to share their thoughts to create a complete picture using each piece.

Reading A: The 19 Pueblos of New Mexico (Indian Pueblo Cultural Center)

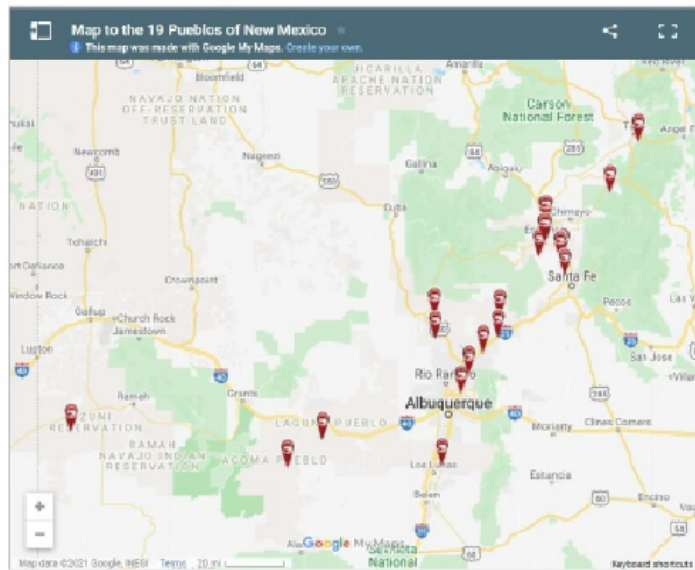
The screenshot shows the website for the Indian Pueblo Cultural Center. The header includes the logo and navigation links: About Us, Contact Us, Avenida Plaza, Blog, News/Media, and Careers. Below the header is a menu with: PLAN YOUR VISIT, IPCC EXPERIENCES, SUPPORT IPCC, and VIRTUAL PROGRAMS. The main heading is "THE 19 PUEBLOS OF NEW MEXICO" with the URL <https://indianpueblo.org/new-mexico-19-pueblos/>.

There are 19 Pueblo tribes in New Mexico. Each pueblo is a sovereign nation.

Today, Pueblo people are located primarily in New Mexico. At one time, the Pueblo homeland reached into what is now Colorado and Arizona, where incredible dwellings and trading centers were established at sites such as Chaco Canyon in northwestern New Mexico and Mesa Verde in southwestern Colorado. Pueblo people have preserved their identity in the face of multiple colonizing nations, and today, as always, value their identity and traditional ways of life. At the same time, Pueblo people live in modern houses, working and living both on and off our reservations.

Pueblo beliefs and actions are still guided by Pueblo Core Values, which include love, respect, compassion, faith, understanding, spirituality, balance, peace, and empathy. Celebrations and ceremonies are continued throughout the year, maintaining the connection to Pueblo communities, ancestors, and to the Earth.

- Acóma
- Cochiti
- Isleta
- Jemez
- Laguna
- Namé
- Ohkay Owingeh
- Picuris
- Pojoaque
- Sandia
- San Felipe
- San Ildefonso
- Santa Ana
- Santa Clara
- Santo Domingo
- Taos
- Tesuque
- Zia
- Zuni



HANDOUT #__ Pueblo Core Values Jigsaw

Reading B: Our Values (All Pueblo Council of Governors)

“For many years, the pueblo people have continued to practice a way of life that is based on the teachings of our creator, the connection to the land and nature, and faith in one another. This is not religion, but a way of being.” (Our Values, ©2021 APCG All Pueblo Council of Governors).

“Sovereignty, in the words of our elders and spiritual leaders, is a right to our existence. The ultimate power of that existence, our pueblo way of life, comes from the creator. It was the creator at the time of our emergence, traveling from the spiritual world into this physical world, who gave the breath of life to us. We received gifts to maintain our collective well-being emotionally, physically and spiritually along our journey.

Those original instructions fulfill our purpose, our sacred trust. It is a process of conscious engagement daily, as the sun rises and when it sets, from season to season, with all of the elements of prayer. It provides us with understanding of our place in this universe. It gives us our role with all our relations and with humanity; with the human ecology, guided by a sense of humaneness. That sense of humaneness guiding our relations with all things, defines our core values.”

– Regis Pecos, New Mexico Leadership Institute

CORE VALUES

- Love
- Respect
- Compassion
- Faith
- Understanding
- Spirituality

PRIMARY PURPOSE

- People
- Land
- Way of Life

OUR PEOPLE

- Ingenious
- Resilient
- Self-Determined
- Balanced

GOVERNANCE

- Inclusive
- Spiritual
- Conscious
- Nurturing
- Not Self-serving

<https://www.apcq.org/values/>

HANDOUT #__ Pueblo Core Values Jigsaw

Reading C - Indigenous Wisdom – Curriculum Project Introduction Materials & Project Background (Indian Pueblo Cultural Center)

PUEBLO CORE VALUES FOCUS:

Pueblo core values serve as the foundation of Pueblo cultures that have existed since time immemorial. Core values form the basis of a way of life that Pueblo people recognize as essential to building and maintaining the interconnectedness that holds a community together. In this curriculum, each lesson identifies a core value that exemplifies a key aspect of Pueblo life and culture. As well, each lesson is meant to challenge students' thinking about their own values and draw them into a deeper awareness of how Pueblo history and cultural perspectives compare with their own experiences...

LOVE as a core value refers to the positive emotions that a Pueblo Nation and its people feels for the land, the water, the air, the ecology, the ceremonies, the people, and beliefs. This Love is not romantic, but rather Love motivates and inspires one to engage in the daily life of the community including its ceremonial life from a place of deep affection, devotion and respect.

RESPECT refers to acts of reverence towards Pueblo culture, elders, ceremonial life, the earth and its natural resources, the air, and the universe. It is at the foundation of how one addresses and treats all forms of life. This includes acts of reverence to the ecology, songs, prayers, and all elements of Pueblo life and culture.

COMPASSION is the expression of empathy, concern, care, and kindness towards the universe, the ecology, humanity, and all that breathes and that are connected to the earth. This includes acts of providing for those who are in need of sustenance, shelter, prayers, songs, and advice.

FAITH is trust in one's family, community, and humanity-at-large for support, loyalty, and unconditional love. Faith is believing in a sacred way of life.

BALANCE refers to the act of maintaining a healthy equilibrium of the ecosystem and humanity, recognizing the finite or limited quantities of earth's resources. We take only what is actually needed without depleting the supply. It is connected to the concept of sharing, replenishing and reciprocity.

SERVICE is the act of helping one's family, local community, and community-at-large. Acts of service sustain families in times of need, through cultural cycles, and during ceremonial life. The foundation of service is based on love of family and community; providing help and resources at all times which may necessitate personal time away from family, work, and recreation. It can also mean the opportunity to be with family and the community working together.


HANDOUT# 3.2 Review of Tribal Constitutions for Examples of Democracy

<https://narf.org/nill/triballaw/index.html>

- INSTRUCTIONS:**
- 1) Refer to the concepts from Handout 2: Web of Democratic Ideals and Handout () Pueblo Core Values to help you remember the principles or ideals of democracy
 - 2) Using the link from the National Indian Law Library, open one of the available constitutions from a Pueblo Nation: (choose from) Isleta / Laguna / Santa Clara / Zuni
 - 3) Look for examples of how the Pueblo Constitution uses the principles of democracy in its contemporary government structure.
 - 4) Complete the chart below with your responses

Democratic Principle Example #1	Democratic Principle Example #2
Name of Pueblo Nation: _____	
Example #3 Democratic Principle	Example #4 Democratic Principle

Background Information
<i>write down some basic information about the Pueblo and/or the Constitution you chose</i>
Where did you find the document? (website)
Year it was signed or adopted?
Other Interesting Information:



Critical Thinking

Answer these questions based on your understanding and prior knowledge.

NOTE: some Pueblos follow traditional forms of government and do not have written constitutions, while other Pueblos choose to not have their constitutions publicly available.

- a) Why would a Pueblo Nation choose to keep its traditional form of government instead of adopting a written constitution?
- b) Why would a Pueblo Nation choose to not make its Tribal Constitution available to the public?

HANDOUT # 1: Understanding the Connection Between Ancient and Modern Democracy
 How have the ideals of ancient Greek democracy influenced us in the 21st century?

INSTRUCTIONS: Please read the National Geographic article (Reading #1) and the description of the U.S. Cabinet (Reading #2) below. Use the information from these two sources to complete the graphic web organizer below. Use the back of this page or another sheet, if you need more room.

Reading #1 – National Geographic: Greek Influence on U.S. Democracy

<https://www.nationalgeographic.org/article/greek-influence-us-democracy/6th-grade/>



Reading #2 – The White House: The Cabinet

<https://www.whitehouse.gov/administration/cabinet/>



Writing Prompt: Graphic Organizer for New Information:

Greek Ideas About Democracy	Characteristics of Democracy (what does it look like?)	Examples