



INDIGENOUS WISDOM: CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

HIGH SCHOOL CURRICULUM

2nd Edition

Title of Unit: Creating a Movement Through Resilience

Content Area: Health and Wellness

Grade Level: 9-12

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Section A: Introductory Materials

Name: Leroy "Buster" Silva

Title of Unit: Creating a Movement Through Resilience

Content Area: Health and Wellness

Grade Level: High School (9-12)

Rationale

Like many elements in Pueblo communities, health & wellness has changed to adapt to mainstream society. Today, physical activity has become an option rather than a life style. Eating habits and social structures have changed, causing health concerns and safety issues. In this unit, students will explore how the resilience of the Pueblo people protected and maintained their communities through communication, resilience, and working together. One of the goals for this unit is to utilize the successful communication methods and organization structures of our ancestors to help Pueblo people in modern society.

Today we are fighting against many enemies-drugs/alcohol, diabetes, obesity, domestic abuse, etc. How do we resurrect the essence/spirit of the Pueblo Revolt to combat these enemies of today? Students/community members will also be able to identify community concerns, and prepare their minds and bodies to take the necessary steps in order to help create solutions for our people. They will also learn how the core values identified have been compromised and how they can empower themselves to be resilient. Our way of life is changing quickly, and we need to take a stand!

Unit Goals:

1. Students will define and provide examples of resilience.
2. Students will use effective communication skills.
3. Students will identify health & wellness concerns in their communities.
4. Students will plan and organize a community/class event.
5. Students will assess their own fitness level.
6. Students will assess family/community fitness
7. Students will use their culture to create change in the community.
8. Interact with community leaders to identify and create solutions for health and wellness concerns.

Standards:

NMCS-	
HE.9-12.3.1. A-B	HE.9-12.1.2.1-2
HE.9-12.3.2.1-2	HE.9-12.1.4.1-4
HE.9-12.3.4.1-2	HE.9-12.5.1.1
HE.9-12.4.1.2	HE.9-12.5.2.1
HE.9-12.7.2.1	
HE.9-12.7.3.1	

Section B: Lesson Plan One Title:

Pueblo Revolt of 1680

Duration: 1 class period-45 minutes

Grade Level: High School (9-12)

Lesson Objectives

1. Students will define and provide examples of resilience.
2. Students will use effective communication skills.
3. Students will identify health & wellness concerns in their communities.
4. Students will plan and organize a community/class event.
5. Students will assess personal fitness level.
6. Students will assess family/community fitness levels

Prerequisite Skills:

1. Students will need experience with navigating a map.
2. Students will need experience with note taking skills.

Materials and Resources:

1. Videos on the 1680 Pueblo Revolt can be found on YouTube:
<https://youtu.be/20zcWck6NSQ> (video ends at 21:56) or at vimeo.com: vimeo.com;
<https://vimeo.com/75840615>
2. Reflection Page (worksheet #3)
3. Map of 1680 (R. Diaz Ph.D.; Indian Pueblo Cultural Center)
4. Display: Overhead projector or document camera or poster
5. Markers/Chalk for board

Guiding Questions:

1. Why were the pueblo runners important to the Pueblo Revolt?
2. What were the reasons for the Pueblo Revolt?
3. What ideas do you have on how the runners prepared their bodies physically?
4. How do you think they prepared spiritually and emotionally for the task at hand?
5. How was the role, the runners played, successful to the overall plan?

Core Values: Love, Respect, Balance, Service

Procedure

1. Day #1 of 2 class periods: (Class Prep) Write the title of the unit, lesson, and core values on the board
--Unit: "Creating a Movement Through Resilience"

--Lesson: Pueblo Revolt 1680

--Core Values: Love, Respect, Balance, Service

2. (Class Prep) Display the Map of 1680 in the classroom; (options) poster, projector, document camera. Note to Teacher: during the reading, stop periodically and track the runner's route, and the Pueblos they visited.
3. (Class Prep) *Optional: Arrange chairs/desks in a circle for the lesson--the circle provides an "Indigenous" visual of the classroom. Students can see each other, more engagement, no backs turned.
4. Begin Lesson
5. Greet students, and begin the class by explaining the Unit Title. Say. The name of the unit is "Creating a Movement Through Resilience", as a class we are going to break down the title of the unit.
6. Ask: "What is a social movement?" Explain to students in your own words what a social movement is. Here is a definition that may be helpful: Social movements are a type of group action. They are large, sometimes informal, grouping of individuals or organizations which focus on specific political or social issues. They carry out, resist, or undo a social change.
7. Prompt a discussion by asking: Can you name some past & present movements? Note: As students are speaking-write the following examples on the board. ie. (AIM) American Indian Movement, Civil Rights Movement, Gay/Lesbian Movement. When you think the students have a good grasp of the definition and examples, move on to the next topic.
8. Ask: What does Resilience mean? Take answers from students and then prompt a discussion with students: Check for volunteers. Share your own definition or the definition provided: The power or ability to recover quickly from a setback, depression, illness, overwork or other adversity; of people. You can write the definition on the board (optional).
9. Prompt Class Discussion: Ask: Who considers themselves resilient? Ask the students to write a paragraph giving an example of themselves or someone they know who has shown resiliency. Ask for volunteers to share their paragraph with the class.
10. Say: "Keep the meaning of Resilience in mind; this will be our focus throughout the unit."
11. Explain the UNIT details: Say. For the next week we are going to explore the significance of running, communication, and resilience-during the Pueblo Revolt of 1680. How can we reenact the spirit/essence of this event in a modern day context-as it relates to Health & Wellness?
12. Note: Check student's background knowledge of the Pueblo Revolt. There may not be very much background information, but you will be able to teach them about this event. Explain tomorrow or next class period students will learn about the Pueblo Revolt.

*Optional: Provide a K-W-L Chart for each Student-What I **K**now, What I **W**ant to know, and What I **L**earned. Student will write in the topic, i.e. "Pueblo Revolt 1680." The student will fill in the first two boxes according to the topic. Box 1: What I **K**now about the Pueblo Revolt? Box 2: What I **W**ant to know about the Pueblo Revolt? Box 3: What I **L**earned about the Pueblo Revolt? This Box (3) can be completed at the end of the lesson or the teaching of the Revolt. The K-W-L chart is a graphic organizer that can be used for engaging students in the learning process, helping them to recall knowledge, access prior knowledge, and tracking their learning progress.

13. Close out Day 1 with an overview of the next class.
Collect paragraphs as an informal assessment.
14. Share with Students-Overview of the structure of the lesson:

Day #2 *Briefly review Day 1 (5 min.)

1. Say. For the next week we are going to explore the significance of running, communication, and resilience-during the Pueblo Revolt of 1680. How can we reenact the spirit/essence of this event in a modern day context-as it relates to Health & Wellness? 2. Introduce Lesson #1: "Pueblo Revolt of 1680"
2. Say. We are going to watch a video about the Pueblo Revolt of 1680. There are many resources on this historical event-but some of the resources are outdated. This is a film by **John Jota Leños**.
3. He is a social art practitioner who utilizes all and any media to engage in diverse cultural arenas through strategic revealing, tactical disruption, and symbolic wagon burning, His practice includes a range of new media, public art, installation, and performance focusing on the convergence of memory, social space and decolonization.
4. Video Description: The Pueblo Revolt had to happen. Life was out of balance. Drought, hunger, colonial violence and religious persecution brought indigenous societies of New Mexico to the brink of collapse. The Pueblo people orchestrated the unthinkable: a pan- Indian uprising successfully expelling the Spanish occupiers from the entire Rio Grande region leading to an indigenous cultural and social renaissance. The documentary animation, Frontera! Revolt and Rebellion on the Rio Grande, traces the seminal events and colonial entradas that has shaped the deeply contested territories of the US-Mexico borderlands. Native and Chicana narrators recall this living history through memory, play, humor and song. (Animation; 20 minutes; 2014)
5. Play Video. Ask students to take notes on the video. Prepare for assignments after video.

6. Write Questions on the board: Ask students to answer each question on a piece of paper. Prompt a discussion for each question one at a time; write one word responses on the board or poster paper.
 - Why were the pueblo runners important to the Pueblo Revolt?
 - What were the reasons for the Pueblo Revolt?
 - What ideas do you have on how the runners prepared their bodies physically?
 - How do you think they prepared spiritually and emotionally for the task at hand?
 - How was the role the runners played, successful to the overall plan?
7. Pass out Reflection worksheet (see attached: worksheet #3) Allow time to complete
8. Say. Imagine you were one of the messengers for the Pueblo Revolt. How would you prepare yourself physically, mentally, spiritually and emotionally for the task? What would you need in order to be successful?
9. From the video, which events relate to the core values of: Love, Respect, Balance, and Service? Teacher: collect student reflections (informal assessment)
10. Say. Next class-you will be planning your own modern day Revolt, against a modern day enemy.

Assessment:

1. Reflection, class discussions, wellness sheet (informal assessment)

Modifications/Accommodations:

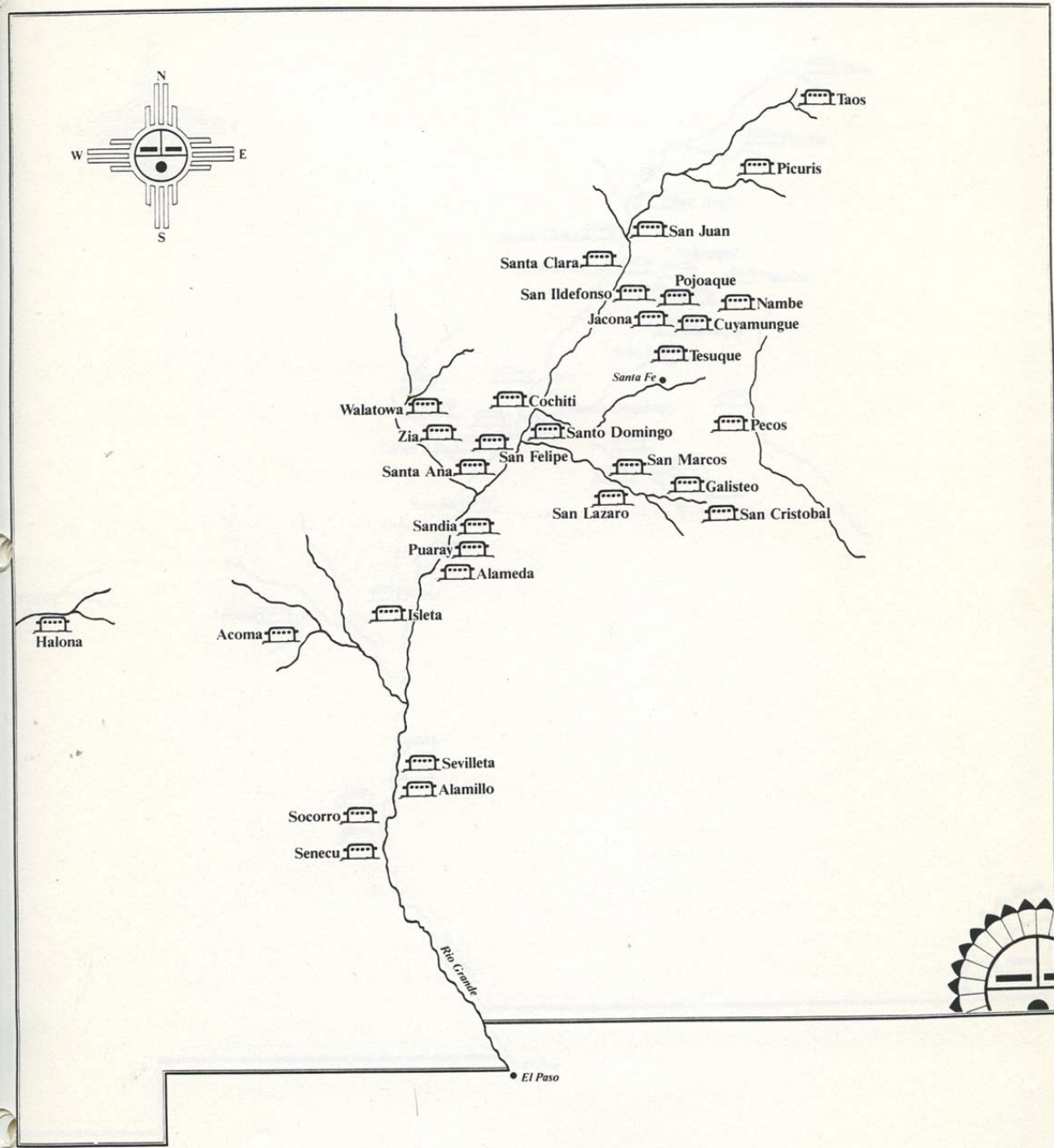
1. Highlighting text with colored highlighters.
2. Provide copies of teacher's notes.
3. Provide audio support for text.
4. Color code pages and handouts.
5. Give students 1-2 step directions
6. Allow extra time to finish assignments
7. Reduce reading level for some assignments
8. Working in small groups
9. Allow extra time for answers
10. Frequent checks for understanding
11. Allow answers to be given orally
12. Provide short breaks between transitions in the lesson

Notes to Teacher:

1. Watch videos prior to teaching the lesson; create your own questions and talking points.

MAP #2

New Mexico Pueblos — 1680



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Lesson Plan Two

Title: Planning the Revolt

Duration: 45mins

Grade Level: High School (9th-12th)

Lesson Objectives:

1. Students will define and provide examples of resilience.
2. Students will use effective communication skills.
3. Students will identify health & wellness concerns in their communities.
4. Students will plan and organize a community/class event.
5. Students will assess personal fitness level.
6. Students will assess family/community fitness level.
7. Students will use their culture to create change in the community.
8. Students will interact with community leaders to identify and create solutions for health and wellness concerns.

Prerequisite Skills: None

Materials and Resources:

1. 1680 Pueblo Map (worksheet #1)
2. Wellness Reflection worksheet (worksheet #5a)
3. Display: Overhead projector or document camera or poster
4. Markers/Chalk

Guiding Questions:

1. Why were the pueblo runners important to the Pueblo Revolt?
2. What were the reasons for the Pueblo Revolt?
3. What ideas do you have on how the runners prepared their bodies physically?
4. How do you think they prepared spiritually and emotionally for the task at hand?
5. How was the role of the runners successful to the overall plan?
6. Why was communication an important part of the revolt?

Core Values: Love, Respect, Balance, Service

Procedure:

1. Write the title of the unit, lesson, and core values on the board before class.
--Unit: "Creating a Movement Through Resilience"
--Lesson: Planning the Revolt
--Core Values: Love, Respect, Balance, Service

2. (Class Prep) Display the Map of 1680; (options) poster, projector, document camera for reference.
3. (Class Prep) Make enough copies of the Wellness Reflection sheet attached worksheet #5a to hand out to the students.
4. Begin Lesson: Review previous lesson (10 min.); resiliency, Pueblo Revolt video, and discussion.
5. Say. Today we are going to plan our revolt, but before we take action- we need to identify a "modern day enemy." Our focus is on the "health of our community."
6. Say, "Recall, the Pueblo Revolt Video-how did the Pueblo leaders plan their attack? Why were they planning? What type of emotion(s) are obvious in the video? (happy, depressed, angry, sad, etc.) Take responses and write on board.
7. Say. some examples of modern day enemies are: Alcohol/Drugs, diabetes, suicide, abuse (verbal, emotional, sexual, physical), bullying. etc.
8. Say. Which "enemy" triggers the same emotions you saw in the video? Why?
--Some students may want to share, but don't push any of them to answer. These topics may stir up negative memories.
9. Next step. Revolt Planning using the Wellness Reflection worksheet (see attached: worksheet #5a)
10. Say. Using the wellness sheet I would like you to write your own personal reasons why "_topic_____" is our modern day enemy.
11. Example: drugs and alcohol. "I think drugs and alcohol are our modern day enemy, because they damage people's health, and hurt families. It makes me angry when my mom and dad drink alcohol because they get mad at each other and fight." Include your ideas on what our message is going to look like.
12. Ask students to think about a core value not being represented by their enemy.
13. Collect worksheets and close lesson. NOTE: The student's reflections will be used in the next class period (lesson #3.) This is where the action takes place. You can explain this to the students: The class will organize a class revolt against their "topic." They will need to come up with a:
--Clear message: this message will be passed along by the runners
--A running route: preferably outside.

Assessment:

1. Reflection, class discussions, wellness sheet (informal assessment)

Modifications/Accommodations:

1. Highlighting text with colored highlighter
2. Provide audio support for text

3. Color code pages and handouts
4. Give students 1-2 step directions
 5. Allow extra time to finish assignments
 6. Reduce reading level for some assignments
 7. Working in small groups
 8. Allow extra time for answers
 9. Frequent checks for understanding
 10. Provide short breaks between transitions in the lesson

Notes to Teacher:

1. You may need to prepare more examples for the students to follow.
2. The lesson can be expanded.

(WS5a) Wellness Reflection

Lesson Title: _____

*Section: **Physical Emotional Intellectual Community**

*Enemy: _____

*Share your reasons:

*How do we get our message out to the community?

* Notes/Ideas:

Lesson Plan Three

Title: Last Knot. Taking Action.

Duration: 45mins

Grade Level: High School (9-12)

Lesson Objectives:

1. Students will be able to define and provide examples of resilience.
2. Students will be able to use effective communication skills.
3. Students will be able to identify health & wellness concerns in their communities.
4. Students will be able to plan and organize a community event.
5. Students will be able to utilize fitness terms and concepts.
6. Students will be able to assess their own fitness level.
7. Students will be able to assess family/community fitness.
8. Students will be able to use their culture to create change in the community.
9. Students will be able to interact with community leaders to identify and create solutions for health and wellness concerns.

Prerequisite Skills:

1. Collaborating with groups
2. Assess personal fitness

Materials and Resources:

1. Class Revolt Details (worksheet #9)
2. Computers with internet access (student research)
3. Poster paper (brain storming)
4. 1680 Pueblo Map (worksheet #1) for display
5. Optional: Display Overhead projector or document camera or poster
6. Markers/Chalk

Guiding Questions:

1. Why were the pueblo runners important to the Pueblo Revolt?
2. What were the reasons for the Pueblo Revolt?
3. What ideas do you have on how the runners prepared their bodies physically?
4. How do you think they prepared spiritually and emotionally for the task at hand?
5. How was the runner's role successful to the overall plan?
6. Why was communication an important part of the revolt?

Core Values: Love, Respect, Balance, Service

Procedure:

1. Review lessons 1 & 2: History of the Pueblo Revolt, Resilience, Running, Communication, Message, Community, and Concern.
2. Say. How can we reenact the spirit/essence of the Pueblo Revolt in a modern day context-as it relates to Health & Wellness?
3. Discussion Questions:
 - Today, who are our enemies? (Metaphorically, ex: alcohol)
 - What is hurting our communities?
4. Say. The next step is organizing your own "Revolt." A revolt against something that is hurting your/our community.
5. Ask... In the last class, we identified our enemies. Now you will choose one enemy for the whole class. (vote) to focus on. -- What is the name of our enemy?
6. Say. This will be our focus for the Class Revolt.
7. Introduce the community/class event structure and goals.
8. Say. The goal for this lesson is to bring awareness to the community/school about the enemy-and why we must take action. (Research facts and examples)
9. Structure: The class will be split into 2 groups: Group 1--create a running route outdoors.
 - This activity could be a relay, but will depend on how much space there is
 - Relay; break the students in 3-5 groups. Each group will represent a Pueblo on the 1680 map. They will run from Pueblo to Pueblo passing on the message the class creates and votes.
 - Group 2: Create 3 messages to be voted on; the popular vote will be the message that is delivered to the other Pueblos (represented by students).
10. See "Class Revolt Details" sheet to organize the students. (see attached: worksheet 9)
11. Conclude the class: Say. This past week you have learned about how the essence and the effectiveness of the Pueblo Revolt can still be used today. This is an opportunity for you and your peers to create positive change in your families and communities. Our ancestors were strong and resilient-they felt strong about a cause, and they took the necessary steps to be successful. Now that you have created change and awareness in your class- what is going to be your contribution to your community and the world?

Assessment:

1. Reflection, class discussions, wellness sheet (informal assessment)

Modifications/Accommodations:

1. Highlighting text with colored highlighter.
2. Highlight text with removable highlighter tap.
3. Mark text with post it note.

4. Provide copies of teacher's note.
5. Provide audio support for text.
6. Color code pages and handout.
7. Give students 1-2 step direction.
8. Allow extra time to finish assignment.
9. Reduce reading level for some assignments.
10. Working in small groups.
11. Allow extra time for answer.
12. Frequent checks for understanding.
13. Allow answers to be given orally.
14. Provide short breaks between transitions in the lesson.

Notes to Teacher:

1. Think about inviting community members to help with the process. Lesson 3 will need a lot of attention and preparation.

(WS9) Class Revolt Details

Message:

- What is the message going to state? *i.e. “drugs and alcohol... we need to inform our people that drugs and alcohol is bad for our community. It hurts our people’s bodies, damages families, and kills us in many ways. We need to fight against drugs and alcohol so our people can be safe and healthy! We rise up now!”*
- *Note: the message may have to be revised a few times before the class has a finished product. Encourage the students to put their true emotions into the project—this is bigger than a class lesson. Run strong and heal our people with every strike of your foot!*

Running Route:

- Choose a space outside that the students will be able to run and be safe. The distance is totally up to you-keep in mind that there might be students who are not able to run long distances, due to their fitness level. Make accommodations for those students-maybe part of the relay is speed walking?
 1. The first Pueblo to kick off the Revolt will have the message and something to represent the knotted chord in their possession.
 2. When they reach the next Pueblo, the runner will inform the people about the message and hand both items off. The next runner will begin their run to the next.
 3. Note: Runners will stay with the Pueblo they delivered the message to.
 4. The amount of times the students relay is up to you.
 5. Note: You can split the students up into smaller groups to create MORE Pueblos from the 1680 map.
 6. After the relay is finished-gather the students in a circle and do a one-word reflection:
--How was your experience? *i.e. Awesome, fun, tiring, powerful _*
 7. Where do they go from here? How can the students continue to motivate the community using their message?