



# INDIGENOUS WISDOM: CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

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## HIGH SCHOOL CURRICULUM

### 2nd Edition

**Title of Unit:** Change and Transition: Pueblo Life and Education Experiences: Joseph H. Suina and Christine T. Lowery

**Content Area:** Language Arts

**Grade Level:** 9-12

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## **Section A: Introductory Materials**

**Name:** Agnes Lucero

**Title of Unit:** Change and Transition: Pueblo Life and Education

**Experiences:** An Essay by Joseph H. Suina and an article by Christine T. Lowery

**Content Area:** Language Arts

**Grade Levels:** High School (9-12)

### **Rationale:**

The purpose of this unit is to provide students with an understanding of identity and culture, and how an educational experience changes one's perception of one's self and surroundings. The core values of respect, compassion, and love are addressed within this unit. In the essay, "*And Then I Went to School*," Joseph Suina, a former Governor of Cochiti Pueblo, a retired university professor, and an author, provides a heartfelt account of his early Pueblo life and how he becomes an unwilling participant in a transformation process when he encounters his first educational experience at age 6. The events, experiences, and feelings he describes illustrate how the "foreign" American education system influenced his perception of his upbringing as a Pueblo Indian, his family, and the community he loves.

**Christine T. Lowery, writes in her article, *Hearing the Messages: Integrating Pueblo Philosophy into Academic Life*, about her experiences as a Hopi-Laguna woman and memories of growing up in the Barstow Indian Camp and connections to Hopi and Laguna. These experiences are compared and contrasted as she makes her way through her PhD program and she recognizes the importance of connection to place and identity.**

### **Unit Goals:**

- Students will be able to understand the perception of identity, culture, and education through the writing of Joseph Suina, a Cochiti Pueblo author.
- Students will be able to analyze the positive and negative impact of formal schooling experiences upon young Pueblo children during the first half of the 20<sup>th</sup> century.
- Students will be able to create a variety of written products to demonstrate their understanding of a narrative.
- Students will be able to analyze how the core values of respect, compassion, and love are learned and how they become significant in one's life.

**Standards:**

<p>CCSS-</p>
<p><b>Literature:</b>  <b>Key Ideas and Details –</b>                  CCSS.ELA-LITERACY.RL.11-12.1                  CCSS.ELA-LITERACY.RL.11-12.2  <b>Craft and Structure –</b>                  CCSS.ELA-LITERACY.RL.11-12.5</p>
<p><b>Informational Text:</b>  <b>Key Ideas and Details –</b>                  CCSS.ELA-LITERACY.RI.11-12.1                  CCSS.ELA-LITERACY.RI.11-12.2                  CCSS.ELA-LITERACY.RI.11-12.3  <b>Craft and Structure –</b>                  CCSS.ELA-LITERACY.RI.11-12.5                  CCSS.ELA-LITERACY.RI.11-12.6  <b>Range of Reading –</b>                  CCSS.ELA-LITERACY.RI.11-12.10</p>
<p><b>Writing:</b>                  CCSS.ELA-LITERACY.W.11-12.2                  CCSS.ELA-LITERACY.W.11-12.3  <b>Production and Distribution of Writing –</b>                  CCSS.ELA-LITERACY.W.11-12.4                  CCSS.ELA-LITERACY.W.11-12.5</p>
<p><b>Language:</b>                  Conventions of Standard English                  - CCSS.ELA-LITERACY.L.11-12.1                  CCSS.ELA-LITERACY.L.11-12.2  <b>Knowledge of Language –</b>                  CCSS.ELA-LITERACY.L.11-12.3  <b>Vocabulary Acquisition and Use –</b>                  CCSS.ELA-LITERACY.L.11-12.5                  CCSS.ELA-LITERACY.L.11-12.6</p>

**Section B: Lesson Plan One:**

**Title:** Recalling Childhood Experiences

**Duration:** 25 minutes

**Grades:** 11-12<sup>th</sup> grades

**Lesson Objectives:**

- Students will be able to analyze how early childhood experiences shapes one's identity and creates a sense of personal belonging.
- Students will be able to assess how childhood experiences have an impact on an individual's character.
- Students will be able to identify how one learns the core values of respect, compassion, and love through experience.

**Prerequisite Skills:**

- Group discussion
- Note taking
- Collaborative working skills

**Materials and Resources:**

- Blank paper
- Pencil
- Colored pencils/markers (optional)

**Guiding Questions:**

1. In what way does childhood experience form one's identity?
2. In what ways does moving between cultures prompt an awareness and one's perception about self-identity?

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

**Procedure:**

1. Distribute a blank sheet of paper to each student.
2. Tell students to think about the core values of respect, compassion, and love, what they think these terms mean, and how they may have learned one of the core values through a childhood experience.
3. The teacher will help the students make a connection by briefly sharing a personal learning experience related to one of the core values.
4. After the teacher has shared his/her experience, have students think about a childhood experience that helped them learn one of the core values.
5. On the blank paper, have students create an illustration that represents the relationship between a childhood experience and a selected core value.
6. Upon completion, have students share their illustration with a partner; ask students to explain and compare their experiences. How were core

values learned? Who played a significant role in their childhood learning a core value? Why was the particular experience significant in their life?

**Assessment:**

Use the Exit Slip-Reflection, Handout #1, to evaluate students' thinking and perceptions.

**Modifications/Accommodations:**

1. One-on-one peer or teacher assistance.
2. Allow extended time to complete assignment.
3. Provide examples or models for student(s) to view before completing the assignment.
4. Provide further explanation as needed.

**Notes to Teacher:**

1. The teacher may model this activity by making a connection to a literary excerpt previously read in class.
2. Students may choose to create their illustrations in words, symbols, pictures or a combination of all three.

**Handout #1: Exit Slip**

**Exit Slip – Reflection:** Based on what your classmates have shared about their childhood experiences, describe how core values shape the character of an individual.

**Exit Slip -** Think of a word that is associated with the value of **Respect**. Write the word, what it means to you, and describe an example from your own experience where you observed this core value being applied or used.

**Exit Slip -** Think of a word that is associated with the value of **Compassion**. Write the word, what it means to you, and describe an experience where you have observed this core value exhibited by an individual. How might this core value have been learned?

**Lesson Plan Two:**

**Title:** Concept Mapping of Core Values, Ideas and Events

**Duration:** 60 minutes

**Grade Levels:** 11<sup>th</sup>-12<sup>th</sup> grade

**Lesson Objectives:**

- Students will read the introductory section of Joseph Suina's essay (first 7 paragraphs) and "I Carry the Seeds" and "cultural loneliness" in Christine T. Lowery article and be able to identify significant points.
- Students will be able to construct concept maps to arrange ideas presented within the text.
- Students will be able to analyze and synthesize ideas to demonstrate connections and relationships among ideas.

**Prerequisite Skills:**

- Students should have prior knowledge of organizing and categorizing skills.
- Students should be able to analyze and differentiate the meaning within ideas.

**Materials and Resources:**

- Essay "*And Then I Went To School*," by Joseph H. Suina. Reference available at:  
<https://mycc.cambridgecollege.edu/ICS/icsfs/AndthenIwenttoschool.pdf?target=e3be3e4e-bb14-4066-b098-686cac0b9590>
- Article "Hearing the Message" by Christine T. Lowery PDF below
- Concept Maps - [www.cmu/teaching/assessment](http://www.cmu/teaching/assessment)
- poster board or construction paper
- pencil/eraser
- markers, colored pencils (optional)
- Computer Laptop
- Promethean Board if available or projector

**Guiding Questions:**

1. What are the authors' purpose in revealing their experiences to the reader?
2. What evidence suggests that they were content with his way of life as a child?

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

**Procedure:**

1. Distribute a copy of the essay to each student.
2. Students will read the introductory section of Joseph Suina's essay (first 7 paragraphs) and "I Carry the Seeds" and "cultural loneliness" in Christine T. Lowery article and be able to identify significant points.
3. After reading the sections, provide students with a poster board or construction paper and explain that they will be constructing a map of their

ideas and important concepts from the reading that illustrate a core value.

4. Before producing the concept map, show students various examples of concept maps projected on a Promethean Board or screen, and choose one that they will use to complete the assignment.
5. Have students think about each of the three core values (Respect, Compassion, Love) and from the reading identify specific ideas that exemplify each core value.
6. Have students begin creating their concept map by placing the name, "Joseph Suina," in the center and writing each of the three core values around the author's name.
7. Based on student's understanding of the text, students will determine specific ideas that coincide with each core value and record these ideas on the concept map.
8. Upon completion, the teacher will group students (about 5-6 students per group) to compare and contrast the ideas placed on the concept maps.
9. Within the group discussion, each student will justify how they arrived at making the relationship between a core values and ideas drawn from the text.
10. Each group will select one student to summarize what the concept maps reveal.

### **Assessment:**

1. Completion of Concept Map
2. Exit Slip, Handout #1

### **Modifications/Accommodations:**

1. Extended reading time.
2. One-on-one peer or teacher assistance.
3. Allow extended time to complete assignments.
4. Paraphrase ideas presented in the text.
5. Emphasize important points in the text.
6. Provide example or models for student(s) to view before the assignment.
7. Read orally to the student(s).
8. Work with a partner to re-read the text.
9. Provide further explanation as needed.

### **Notes to Teacher:**

1. The teacher should read the essay, "And Then I Went To School," by Joseph H. Suina beforehand while paying particular attention to the introductory section of the essay (paragraphs 1-7). Read "Hearing the Message," by Christine T. Lowery paying particular attention to "I Carry the Seeds" page 2 and "cultural loneliness," page 4

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2. The teacher should not make judgments on whether the ideas placed on the concept maps are accurate since the correlation of student ideas to selected core value are based upon interpretation.

**Handout #1: Exit Slip**

**Exit Slip – Reflection:** How is the concept map an effective tool for understanding the core values reflected in the selections written by Joseph Suina and Christine T. Lowery?

**Exit Slip – Reflection:** How does the concept map allow for different interpretations of the authors' experiences and the relationship to core values?

### Lesson Plan Three

**Title:** The Impact of Education on Pueblo Children

**Duration:** 40 minutes

**Grade Levels:** 11<sup>th</sup>-12<sup>th</sup> grade

#### Lesson Objectives:

- Students will analyze how education influenced Joseph Suina's and Christine T. Lowery's perception of themselves and their communities.
- Students will analyze the cause and effect of the author's educational experiences and events that impacted them as Pueblo children.
- Students will write a Literary Analysis of the essays in response to a writing prompt.

#### Prerequisite Skills:

- Students should be able to analyze and synthesize ideas for deeper meaning.
- Students should be able to identify the type of audience addressed by a text.

#### Materials and Resources:

- Handout #1: Essay: "And Then I Went To School," by Joseph H. Suina. Available at: <https://mycc.cambridgecollege.edu/ICS/icsfs/AndthenIwenttoschool.pdf?target=e3be3e4e-bb14-4066-b098-686cac0b9590>
- Handout #2 Article "Hearing the Message: Integrating Pueblo Philosophy into Academic Life," by Christine T. Lowery. Pdf included
- Reference Tool (MLA In-Text Citations: The Basics). Available at: owl.english.purdue.edu
- lined paper
- pen/pencil
- Elements of Literary Analysis, Handout #2
- Writing Prompt, Handout #3
- Literary Analysis Rubric, Handout #4

#### Guiding Questions:

1. What were the positive and negative outcomes of early education as experienced by Pueblo children such as Joseph Suina and Christine T. Lowery?
2. In what way does formal mainstream education influence the perception of yourself, your community, and others around you?

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

#### Procedure:

1. Distribute a copy of Handout #1, Suina's essay, to half the class. Distribute Handout #2, Lowery's article to other half of class.
2. Read Part 2 of Joseph Suina's essay, "And Then I Went to School" and Christine t.

Lowery's "Hearing the Message," in their entirety.

3. After reading the essay, students will write a Literary Analysis in response to the prompt.
4. Distribute a copy of Handout #2, Elements of Literary Analysis, to each student. Have them read/review this handout as a pre-writing exercise to generate thinking.
5. Distribute a copy of Handout #3, Writing Prompt, to each student. Model various methods for organizing ideas in response to the writing prompt, such as a cluster diagram, list, or an outline.
6. Students will write one draft, participate in a peer-reading and editing conference, and produce one final, revised draft for teacher evaluation.

**Assessment:**

Use the Literary Analysis Rubric, Handout #4, to evaluate student writing.

**Modifications/Accommodations:**

1. Extended reading time.
2. One-on-one peer or teacher assistance.
3. Allow extended time to complete assignments.
4. Paraphrase ideas presented in the text.
5. Emphasize important points in the text.
6. Provide example or models for student(s) to view before the assignment.
7. Read orally to the student(s).
8. Work with a partner to re-read the text.
9. Provide further explanation as needed.

**Notes to Teacher:**

1. The teacher should model how in-text citations are formatted for students' understanding and use in their essay.
2. The teacher should periodically check with students to ensure they are responding to the prompt.

**Culminating Activity:**

As a culminating activity, the following suggestions have been made for this unit.

- Interview a family member about their first educational experiences.
- Create a bumper sticker with a theme generated from the essay.
- Create a dialogue and role-play one of the events described in the essay.
- Have students create a timeline of their own educational experiences: past, present, future.

## Handout #2: Elements of Literary Analysis

### Elements of Literary Analysis

Definition: A literary analysis explains how and why the author wrote the passage or text, also known as the *author's purpose*. A literary analysis is not merely a summary of the passage or text.

Elements to consider when writing a literary analysis:

- identify the author's purpose
- the theme or main idea the author wants the reader to understand
- the author's position in relation to experiences and events
- the author's tone
- setting and plot
- style analysis, such as use of imagery and detail

With critical thought, one should determine how the author's writing style helps the reader understand the theme and message of the text.

### Handout #3: Writing Prompt

**Prompt:** Discuss the way in which Joseph Suina's educational experience had profound effects on the perception of his identity and his culture; in addition, speculate on his position on the three core values and explain why Suina leaves matters uncertain at the end of his essay.

Instructions:

- Include details and in-text citations to support the response.
- Write from an objective point of view.

**Handout #4: Writing Rubric**

**Writing Rubric**

	Exemplary	Effective	Progressing
<b>Development of Ideas:</b> Student addresses the prompt and provides details, evidence, and description to effectively support the topic	3	2	1
<b>Organization:</b> Student writing is coherent, it includes a strong introduction and conclusion, there is a progression of ideas which makes it easy to follow	3	2	1
<b>Language Clarity:</b> Student demonstrates clarity by using precise language, descriptive words and phrases, and transitions to indicate sequence and tone	3	2	1
<b>Conventions:</b> Student adheres to the conventions of standard English writing demonstrated by correct grammar usage, spelling, and word choice, though the writing may not necessarily be free of errors	3	2	1
			<b>TOTAL</b>

Compare your total to the rubric scale below:

- 12, 11 = Student Writing is Exemplary
- 10, 9, 8 = Student Writing is Effective
- 7, 6, 5 = Student Writing is Progressing
- 4, 3 = Student Writing is Ineffective