

From Chaco to Mesa Verde

Ancestral Pueblo Migrations and Identity Formation in the American Southwest
Crow Canyon Archaeological Center - Summer 2022

Unit Plan: Home, Identity, and I:

How environments impact identity formation in Ancestral Puebloan society and in the modern world

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NEH Crow Canyon - 2022

BACKGROUND

This unit will address students' self-identity and place in history while utilizing the Ancestral Pueblo as a case study. In a nutshell, students will learn to identify how our environments impact identity formation - and vice versa.

LEARNING TARGETS: Small steps accomplished in 1 or 2 days that lead to Learning objectives.

- Students will create a mental map of their world and compare it to an aggregated world view of Pueblo people.
- Students will be able to identify the impact of physical geography on identity formation.
- Students will approach emotional mapping by writing an essay about a place that initiates an emotional response from them explaining why they feel that emotion.
- Students will create an emotional map of the neighborhood around their school.

ENDURING UNDERSTANDINGS

- We embrace and understand cultural and historical roots and indigeneity.
- We embark on a journey to decolonize as holistic human beings through critical consciousness, radical hope and self-love.
- We understand that the stories of our people have shaped who we are.

ESSENTIAL QUESTIONS

- What is Identity? How do we define our own?
- Where is home?
- How does where you live shape your identity?
- How do you (and other people) shape where you live?
- How do you shape your identity?

Additional Question(s):

- What perspectives do we have on the Ancestral Pueblos? What do those perspectives tell us

about the people who had them?

STANDARDS

- Common Core:
 - CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - CCSS.ELA-LITERACY.RH.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - CCSS.ELA-LITERACY.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
 - CCSS.ELA-LITERACY.RH.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
 - Analyze Historical Evidence
 - Describe historically relevant information and/or arguments within a source.
 - Explain how a source provides information about the broader historical setting within which it was created.
 - Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
 - Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
 - Evaluate a source's credibility and/or limitations.
 - Argument Development
 - Make a historically defensible claim in the form of an evaluative thesis.
 - Support an argument using specific and relevant evidence.
 - Use historical reasoning to explain relationships among pieces of historical evidence.
 - Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.
- New York State Social Studies Framework:
 - 7.1 NATIVE AMERICANS* : The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO)
 - 7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.

Lesson One: Mental Maps & Identity Formation

Bell Ringer: Image Analysis

Ask students to draw the following chart in their notebook:

See	Think	Wonder

Then, project the following image on the board:



Give students time to write down what they see, think, and wonder about the image in their charts. Student responses might include things like: *I see bricks. This makes me think humans built this. I wonder why they built this structure.* Give students examples where appropriate (without giving too much away).

When students are finished writing, ask them to share out loud, starting with see, continuing with think, and finishing with wonder. If you want, you can have students try to make inferences answering each others' wonderings.

Once students have finished sharing out loud, share the image once more, but add the following caption and description.

Caption: Room blocks, Pueblo Bonito, Chaco Culture National Historic Park. The photographer took this photo while standing in an open plaza facing northeast ([link to site map](#) for reference). *Photo Credit: Nate Ramin.*

Description: Pueblo Bonito is among the most impressive of the Great Houses. It is a massive D-shaped

structure that had somewhere between 600 and 800 rooms. It was multistoried, with some sections reaching as high as four stories. Some upper floors contained balconies (Source: [Khan Academy](#)).

Introduction to Topic (Teacher Talk):

Discuss bell ringer image and what it tells us about what we will be studying. We will be looking at identity formation in our modern US American society and in another society - the Ancestral Puebloan people of the Southwest. The Ancestral Puebloans created massive Great House communities in New Mexico, Colorado, Utah, and Arizona, culminating in the construction of Chaco Canyon between 900-1150 CE. Their descendants still live in the Southwest today, including modern Pueblo peoples.

Just as we can look at ancient sites and learn about the people who lived there, we can look at our environment and learn a lot about ourselves.

We'll start this lesson by making maps that help us understand how we see our environment. Then, we'll take a look at a reading and some images that help us understand how Ancestral Puebloans understood their environment. Finally, we'll decide what conclusions we can draw about our own society and the Ancestral Puebloans based on the spaces we created.

Activity 1, Day 1: Mental Maps

Introduction: We will be making two maps in this lesson. One will be an "Mental Map" and the second will be an "Emotional Map." The creation of a mental map relies on memory as opposed to being copied from a preexisting map or image. It is a personal map. Your view on the world. It illustrates the places that are landmarks for you. What are your important places and how are they related to each other?

Later we will rate the place on our maps by creating an emotional map or an overlay where we rate how we feel about the places and routes between them. That is for later.

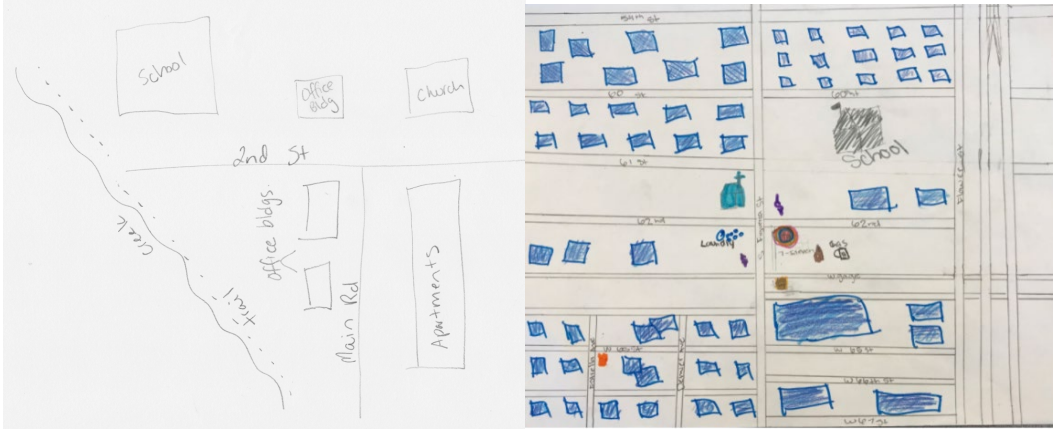
I will now present my mental map. Notice it follows the following rules.

- 1) The place that is most important to you (maybe home) in the center. You may have more than one home that is equal in your eyes. That is alright.
- 2) Have the secondary and tertiary places you visit around that central place.
- 3) Illustrate your routes between these places and "landmarks you use to navigate between them.
- 4) You may have places you don't visit but use as navigational markers. (Big buildings, Mountains, Watertowers). It can be your own personal system or even North, South, East and West.
- 5) This is very personalized so "there are no wrong answers here" but let's keep it school appropriate.

Step 2. Creating a mental map of your community

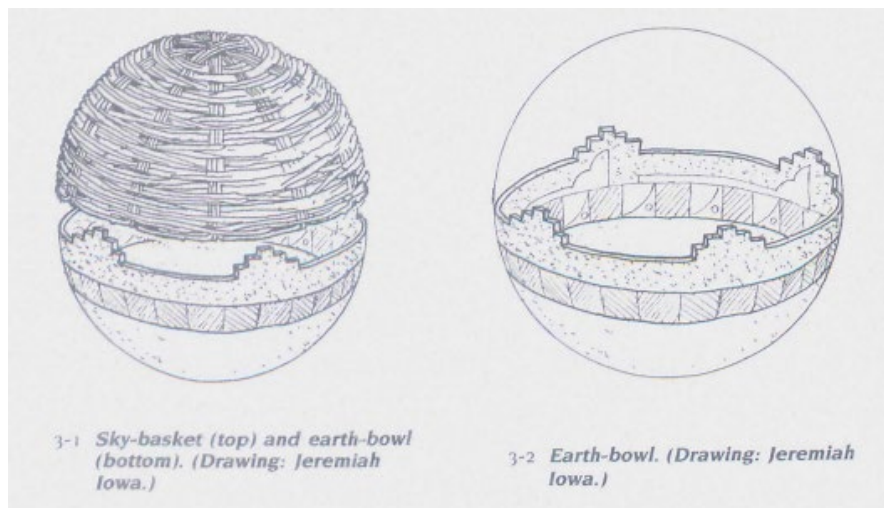
Now take a piece of blank paper and create your own map. You may take more than one sheet if you need to do so. Non artists should know I'm not looking for anything that will hang in a museum or look professional. Perfectionists and artists may take it home to add to it but it must be done at the beginning of our next class. I will give you half the class today to work on it.

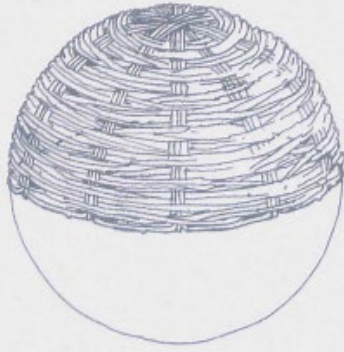
Examples:



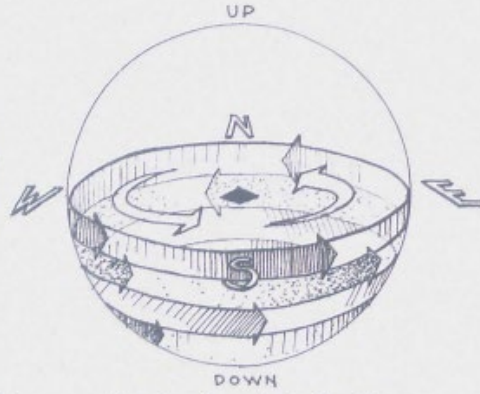
Now let's think about the type of mental map we believe Ancestral Pueblo people may have had about their environment. We are not aware of them having any actual maps that they could hold in their hands. The current belief was that they kept track of it all in their head. We know about these mental maps through songs that have been passed down through oral tradition. This is an artist's rendition of how Ancestral Puebloans may have viewed and understood their world. Their mental map included the cardinal directions and up and down. Pueblo people have colors associated with various directions. They recognized a celestial component to their world. Their mental maps are embedded with religious meaning and even gender.

Here are some illustrations of the Pueblo World View taken from Pueblo Space, Form, and Mythology by Rina Swentzell ([link to text](#)).

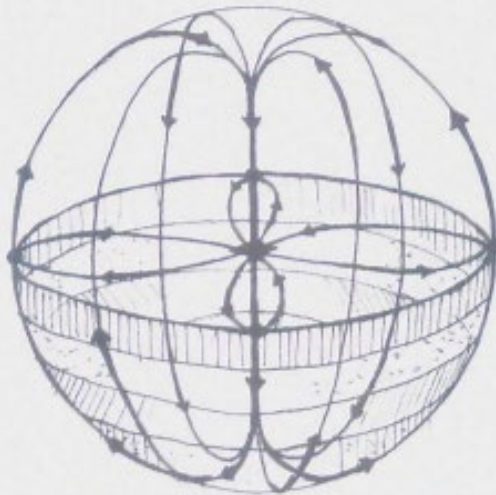




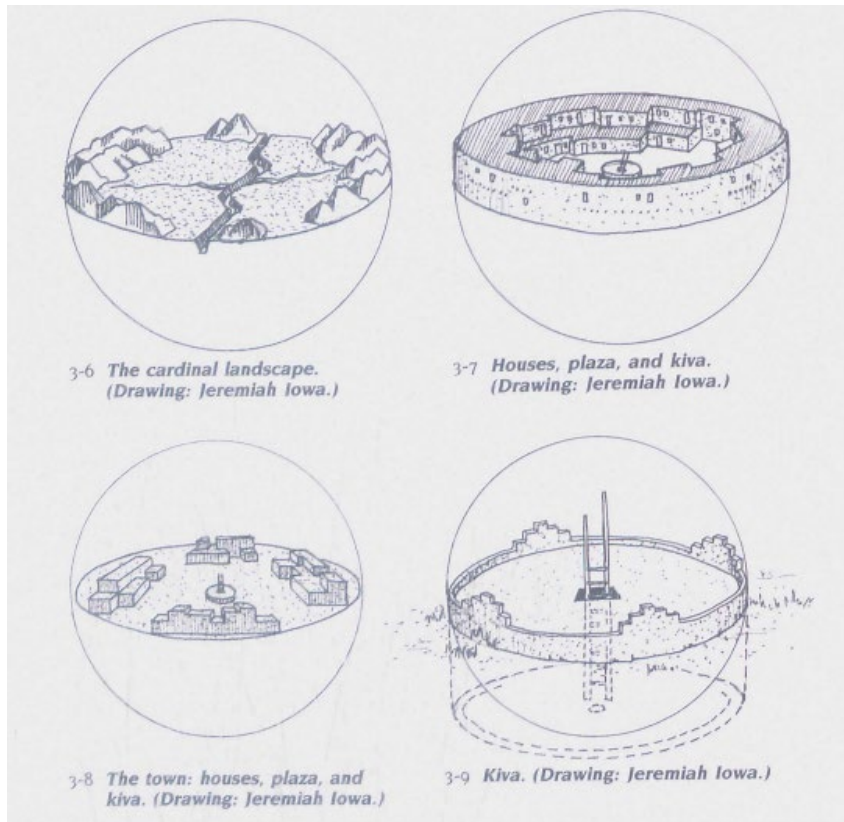
3-3 Sky-basket. (Drawing: Jeremiah Iowa.)



3-4 Four levels and six directions. (Drawing: Jeremiah Iowa.)



3-5 Energy flow in the cosmos. (Drawing: Jeremiah Iowa.)



Discussion questions:

- Who can give me one difference between our map and the Pueblo?
- How is their culture different from our national cultural identity?
- What advantages or disadvantages would their worldview have?

Let's look at translated lyrics for a Pueblo Prayer/Song also from Pueblo Space, Form, and Mythology by Rina Swentzell ([link to text](#)).

Here and now we bring you, O our old ones,
 Sun fire deity and Blue Cloud person of the north,
 Sun fire deity and Yellow Cloud person of the West,
 Sun fire deity and Red Cloud person of the South,
 Sun fire deity and White Cloud person of the East,
 Sun fire deity and Dark person of the below.
 Sun fire deity and All-colored person of the above,
 Here we bring you now our special prayer stick,
 We make for you an offering of sacred metal.
 (Spinden 1933, 86).

Discussion questions:

- Does anything surprise or jump out at anyone?
- What does this tell you about the Pueblo People?

What does it tell you about their physical environment?

Extra Time: Go over the Irish Blessing and ask the same discussion questions.

The Irish Blessing

May the road rise to meet you.

May the sun shine warmly upon your face.

May the wind be always at your back.

May it rain softly upon your fields.

And until we meet again may God hold you in the palm of his hands.

Assessments:

- Personal Mental Map

Exit Ticket (Formative Assessment) Options:

- How did making a mental map impact how you understand your personal identity?
- Today I Learned That (TILT)...

Activity 1, Day 2: Zip Codes and Life Outcomes

Post the completed student map on the wall. Teachers can check for completion while students do a gallery walk. Then students should answer the following questions based on their maps. (4 to 5 minutes)

1. Describe the resources available in your community. (If there are few, explain why you think that is.)
2. How do the available resources impact the lives of people living in your community? Do they impact folks negatively or positively? Why?
3. Which resources do you feel would positively impact your community if added?

Ask if anyone wants to share their answers. If not use random draw to initiate a conversation. (5 min max)

Present the following new set of questions and play the following Youtube video:

Video: Zip Codes Matter: <https://www.youtube.com/watch?v=A6zDeOP1bPE>

Questions:

1. What are your thoughts about communities and resources now?
2. What role does the government play in ensuring the success of communities?
3. What is something that can be done to remedy the inequity created by the way our neighborhoods were created and are run?

Assessments: Zip Codes Matter Questions

Extra Time/Extra Resources:

Class discussion on Maps and Videos

Video: Ted Talk, Lucky Zip Codes

<https://www.youtube.com/watch?v=gdX8uN6VbUE>

Lesson 2: Physical Geography & Identity Formation

Bell Ringer:

Ask students to respond to the following question in their notebooks:

- In modern US American society, most people get drinking water from a tap... but that water has to come from somewhere. Where do you think people living in our area get their drinking water? Explain why you think that.

Note: Not all areas in the US have equitable access to drinking water. For example, people in some areas are not able to drink their tap water due to contamination from lead pipes or other sources. Modify this question as appropriate for your school context.

Once students have had time to write their answers, ask them to engage in a [Turn & Talk](#) with their elbow partner. Then, ask some students to share what they think out loud with the class.

When students are done sharing their answers, either validate student ideas about the local water source(s) or clarify where the local water supply comes from. You could go into how the water is connected to houses, treatment techniques, etc. as necessary.

Ask students:

- Why do you think we are talking about our water supply?
- What does where we get our water (our water supply) say about our society? About our individual identity?

Answers may vary - but make sure to end with the idea that our natural environment impacts how we live. Also note that humans have a major impact on their natural environment through building, resource use and management (like the water supply), and so on.

Lesson Introduction:

Today we will think about the physical geography of our space and place (Buffalo, Los Angeles, Chicago, etc.). We will think about how this geography impacts us - and how we might impact it.

- When they're planned well, urban areas respond to the needs of the people who live there. Every urban area is built within the context of the surrounding physical geography - and inevitably changes that same environment. But every

Activity 1: Where do people like to live?

Ask students to draw this chart in their notebook:

What landforms/physical features make somewhere inviting to humans?

What landforms/physical features make somewhere inhospitable to humans?

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Give students examples as necessary. *People like to live where there is easy access to fresh water. People do not like to live where there is no water access or*

Possible answers:

What landforms/physical features make somewhere inviting to humans?	What landforms/physical features make somewhere inhospitable to humans?
Fresh Water!!!, Long growing season, arable soil, low elevation, natural resources (forests, building materials), trade, game to hunt, plains, moderate temperatures	Mountains, Extreme temperatures, lack of good soil, lack of water, Volcanoes, Desserts

Now, ask students to draw this chart:

What landforms/physical features make it easier to trade, travel, and be invaded?	What types of landforms/physical features make it more difficult to trade, travel, and be invaded?

Possible answers:

What landforms/physical features make it easier to trade, travel, and be invaded?	What types of landforms/physical features make it more difficult to trade, travel, and be invaded?
Navigable rivers, plains, nearness to others	Mountains, Extreme temperatures, Mountains, oceans, desserts

Next, project the following map on the board.



Say: Now let's look at an example map. This is Poland, a large country in Eastern Europe. In your notebook, answer the following question:

- If you were going to start a new city in Poland, where would you found it? Explain, including details from the physical map.

Note: Explain colors and symbols on the map as necessary. For example, blue lines represent rivers, green represents low elevation, etc.

Once students have finished, have them share what they wrote down in a Turn & Talk, then give them an opportunity to share out loud with the class.

Ask students:

- What inferences can we make about the history of Poland just by looking at this physical map?

You can explain to your students that the flat arable well water land made Poland rich in production and trade. It also made it hard to defend themselves from invasion. Which is why their history is one of being conquered, then rebelling, then becoming rich, then conquered again, etc. Once students have finished sharing, say: Now let's take a look at the land where the Ancestral Puebloans lived. In the modern US, we refer to this region as the Four Corners region. Answer the same question:

- If you were going to start a new city in the Four Corners region of the US Southwest, where would you find it? Explain, including details from the physical map.



Again, note what colors and symbols mean on the map as necessary.

Once students have finished, have them share what they wrote down in a Turn & Talk, then give them an opportunity to share out loud with the class.

Ask students:

- What inferences can we make about ancestral Puebloan society just by looking at this physical map?

Activity 2: Physical Geography of Your School Community

Take students through a similar activity focusing on the physical geography of your school community. Help students understand that how their physical geography impacts them may affect their identity.

Example: Buffalo NY

Map of NY: <https://images.app.goo.gl/9ypbqJbuCXNf8mjR8>

For buffalo the lake and Erie Canal brought in wealth coming from New York and moving west. The flat arable land made success easy. However, these features made Buffalo difficult to defend and it was burnt to the ground in the war of 1812.

Note: Some students - especially in urban areas - may feel as though they have no connection to the physical geography of their area. It is important to unpack this idea, and help students understand that the landscape and climate where they live may impact their identity in ways they don't realize.

Extension Opportunity:

Show students photos of the four corners region featuring physical geography. Ask students:

- What opportunities might be created by living in this landscape?
- What challenges?

- What resources are obviously available to people?
- What resources would people need to find or trade for?

Discuss history of migration in Ancestral Puebloan and modern Pueblo cultures. Concept of “leaving footprints” across the landscape showing descendants the history of human settlement.

Pottery Analysis. Show students examples of pottery. Have them identify themes in art and location where pottery was created.

Exit Ticket (Formative Assessment) Options:

- How did learning about the physical geography experienced by the Ancestral Puebloans impact how you understand their identity?
- How did learning about the physical geography of our school community impact how you understand your personal identity?
- Today I Learned That (TILT)...

Lesson 3: Emotional Mapping & Identity Formation

Bell Ringer: [Mood Meter](#)

Note: Be careful with this lesson - will need to frontload discussion of norms and be prepared to attend to student SEL needs.

Introduction to Lesson:

- In the past couple of lessons, we've been looking at how urban areas are planned - both in historic and modern contexts. We've learned that people have their own ways of navigating their environments. We call these mental maps. We've also learned that people are impacted by their physical geography - the land and climate in the area on which they're built. Finally, we learned that people almost always change the physical geography of the area in which they live.
- But we can't just consider the way people navigate a place and its physical geography. We also have to consider the emotional connections people have with a place. While we can collect data on how people navigate their surroundings and the physical geography they interact with, it is more difficult to track exactly how people feel about a place. But - and this is important - *our feelings and perspectives are just as valuable as the data we can collect.*

Activity 1: Creating Brave Spaces

- [This lesson](#) from Facing History and Ourselves is a good place to start in lessons that ask students to evaluate and potentially share their own feelings, thoughts and emotions. It focuses on establishing an academic space that empowers students to have serious discussions about difficult concepts.

Activity 2: An Archaeologist's Perspective on Emotional Mapping

- Reading: Craig Childs - [Out of the Four Corners](#)
 - In this article, Craig Childs interviews archaeologist Susan Ryan about her "emotional map" of an Ancestral Pueblo archaeological site. Students could read the whole article - or you could excerpt only the sections where Ryan discusses her emotional map.
 - Questions:
 - What does Ryan mean by an "emotional map"?
 - How might we make an "emotional map" of other spaces?
 - What perspectives are present in the article?
 - What perspectives are absent?

Activity 3: Indigenous Perspectives on Emotional Mapping Part 1 - Visit With Respect

- [Visit With Respect](#): How modern Pueblo people feel about visiting archaeological sites. People featured in video discuss emotional attachment to spaces.
- *Note: Turn on subtitles.*

Activity 4: Indigenous Perspectives on Emotional Mapping Part 2 - Pueblo Secrecy Result of Intrusions

Read: *Pueblo Secrecy Result of Intrusions* by Joseph H. Suina ([Link to reading](#))

Use the [Save the Last Word for Me](#) protocol to discuss reading.

1. Your group will have 4 people. Number off 1-4.
2. Number 1 starts. You'll present your Quote 1. Help other students find where it is located in the article, then read it together.
3. When you're done reading the section, Number 1 says, "Save the last word for me."
4. Everyone else in the group should take turns saying why they think the passage was important or what it makes them think about.
5. After everyone else has shared, Number 1 gets to say what they think about the quote they shared.
6. After your group finishes discussing Number 1's quote, continue to use Save the Last Word until everyone has shared at least one quote.

Activity 5: Writing

- What is a place you feel strongly about? This could be something that connects you to the place, something that makes you not want to go to a place, etc. etc. Describe the place and explain how you feel about it to the best of your ability. *Note: You do not need to share anything you are not comfortable sharing.*
- Teacher modeling. Show two places representing different emotions and why they impact you that way.
- Students share their responses to question using [Talking Circle protocol](#) (must have established protocol as regular aspect of class before lesson if you plan to use it)

Activity 6: Emotionally Mapping Our School Neighborhood

Teacher discusses emotional mapping: Emotional mapping is a tool people use to record their emotional responses when moving through a neighborhood. All emotions are valid.

1. Print a map of your neighborhood.
2. Include a color key representing different stickers or markers representing emotions
3. Take participants for a walk through the neighborhood.
4. Have participants map emotions as they walk.
5. Hold discussion about experience

ASSESSMENT

Students will take part in a graded Socratic Seminar to discuss the driving questions from this lesson cycle.

Driving Questions:

- What is Identity? How do we define our own?
- Where is home?
- How does where you live shape your identity?
- How do you (and other people) shape where you live?
- How do you shape your identity?

Resources:

- Socratic Seminar [preparation worksheet](#). This resource is designed to be used with a single shared text - but you could just as easily ask students to write down important ideas they've learned throughout the unit of study to discuss.
- [Slides](#) with norms, scoring guidelines, role descriptions, and so on.

ADDITIONAL RESOURCES

Still want to learn more kids then check out

https://www.crowcanyon.org/EducationProducts/pueblo_history_kids/introduction.asp