



#8874

## THE PUEBLO WORLD: THE PEOPLE

Grade Levels: 4-8

16 minutes

LUCERNE MEDIA 1998

### DESCRIPTION

The ancient Anasazi of the southwest United States are ancestors of today's Pueblo tribes. After reviewing the Anasazi cliff dwellings, family life, defenses, and social structure, offers a comparison to Pueblo Native Americans and their arts, dances, pottery, housing, and culture in the 1990s.

### INSTRUCTIONAL GOALS

1. To present geographical settings, economic activities, food, clothing, homes, crafts and rituals of the Pueblo Indians.
2. To examine the patterns of social organization, cultural traditions, economic organization and political culture among Native American pueblo dwellers.
3. To introduce the life of modern Native American people.

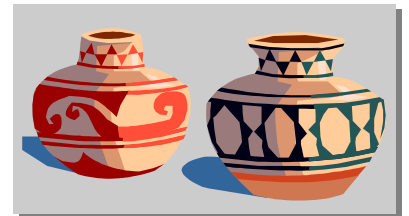
### VOCABULARY

- |            |                  |
|------------|------------------|
| 1. clan    | 5. silver-making |
| 2. mesa    | 6. traditional   |
| 3. plateau | 7. turquoise     |
| 4. pueblo  |                  |



### BEFORE SHOWING

1. Find the following locations on a map of the United States.
  - a. Four Corners
  - b. Utah
  - c. Colorado
  - d. New Mexico
    - 1) Albuquerque
    - 2) Santa Fe
  - e. Arizona
  - f. Rio Grande River Valley
2. Discuss typical weather in the southwestern United States.
  - a. How might the weather and climate influence live for ancient indigenous people?
  - b. What kind of shelter, food and clothing would fit well with this climate?



## AFTER SHOWING

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### Discussion Items and Questions



1. Discuss daily life of the Anasazi.
  - a. How do early Anasazi cliff dwellings differ from later constructions?
  - b. What is the benefit of only being able to enter the village by ladders? How could this also be a liability?
  - c. What were the pros and cons of the simple lifestyle of the Anasazi?
  - d. Why did most villages include watch towers?
  - e. Why was Anasazi pottery only used for dry storage?
  - f. What were typical sex roles in the community?
  - g. What are the differences and similarities between dry farming and waffle farming?
  - h. What was the center of community life?
  - i. How did the Anasazi have everything they needed for a happy life?
  - j. What may have caused the Anasazi to abandon their wonderful cliff dwellings?
  - k. What are the descendants of the Anasazi called?
2. Discuss the religious beliefs of the Anasazi.
  - a. What were the purposes of Kivas?
  - b. What was the relationship between clans and Kivas?
  - c. What was the significance of the sipapu?
  - d. What dual purpose did the hole in the kiva roof serve?
3. Discuss the Pueblos.
  - a. Why are these indigenous people called Pueblos?
  - b. What are the benefits of building with adobe?
  - c. How do straw and stucco figure into the adobe building process?
  - d. What was the social and building process of creating and completing an adobe structure?
  - e. How did the Pueblos govern their villages?
  - f. What are traditional Pueblo dance costumes?
  - g. What are the historical and modern uses of dance baskets that male dancers carry?
4. Discuss Pueblo hand crafts.
  - a. Which Pueblo people are famous for their turquoise and silver jewelry?
  - b. What is a traditional Hopi craft made of wood?
  - c. What kinds of gifts were given to Hopi children during dance ceremonies?
  - d. Why are there over 250 different Kachina? What are some types of Kachina?
  - e. Why were Kachina dances held?
  - f. What restrictions were placed on women regarding Kachina masks and costumes?
  - g. Why is it forbidden to photograph the Kachina dances?

5. Discuss the influence of the Spanish on the Pueblo people.
  - a. Why is there a Catholic church on almost every pueblo?
  - b. Why did the Indians call the 1500's a time of terrible hardship?
  - c. What were the negative things that the Spanish brought to the Pueblos?
  - d. What changed as a result of the Pueblo Revolution?
  - e. What caused the Pueblos to realize that they needed the Spanish?
  - f. Why was their peace after the Pueblo Revolution?
  - g. What domesticated animals and crops did the Spanish introduce to the Pueblos? How did this change their way of life?
  - h. How were the Pueblo Indians forced to live in a white man's world?
  - i. How did the Pueblos adapt to new living conditions? How did they maintain their own culture and traditions?
  - j. What cooking technique did the Spaniards introduce to the Pueblos?



### Applications and Activities

1. Research the oral tradition in many cultures that do not possess writing. Consider: ancient indigenous people, deaf culture and others.
  - a. What were the drawbacks of storytelling as the primary means of preserving and continuing a culture?
  - b. What information is better relayed through story than writing?
2. Prepare a meal using foods available to ancient pueblo dwellers. Include: corn, squash, pumpkins, melons and beans.
3. Imagine being a member of an Anasazi clan that had to abandon their cliff dwelling. Write a fictionalized account of permanently leaving home. Include the following:
  - a. Feelings about leaving home and going to a new place
  - b. Preparations needed to travel
  - c. Possible dissent among clan members deciding about leaving and where to go
4. Compare the petroglyphs of the Pueblos with the hieroglyphics of the ancient Egyptians.
5. Investigate purchasing Native American handiwork including pottery, jewelry, weaving and carving.
  - a. Where can these goods be purchased?
  - b. What is the price range?
  - c. How can authenticity be determined?
6. Plan a visit to the southwestern United States. Include in the itinerary visits to abandoned Anasazi pueblos and modern Pueblo Indian communities.
7. Hypothesize why the Pueblo clans are still united as a people and their culture is alive and well, while other Native American cultures have disappeared.
8. Invite local indigenous people to the classroom to learn traditional ways, arts and crafts as well as core values and beliefs.

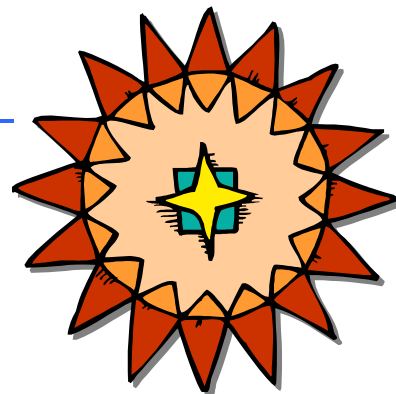
## RELATED RESOURCES

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### Captioned Media Program

- Indians of the Southwest #3049
- Native Americans: People of the Desert #3059
- Native Americans: The History of a People #2673
- The Woodland Indian World #8956



### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **INDIGENOUS PEOPLE’S LITERATURE**

<http://www.indigenouspeople.org/natlit/natlit.htm>

This mega-site has information regarding native people and their literature from all over the world. Contents include: The Americas, Artists, Columbus-1492, Famous Documents and Quotes, Great Chiefs & Leaders, Indigenous Nations - Active Home Pages, Indigenous Nations of North America, Music, Poetry and Stories.

- **NATIVE AMERICAN HOME PAGES**

<http://www.nativeculture.com/lisamitten/indians.html>

Created by a “mixed-blood Mohawk urban Indian” and former librarian. This site aims to facilitate communication among Native peoples and between Indians and non-Indians. Provides access to home pages of Native American Nations and organizations, and to other sites that provide information about American Indians.

- **NATIVE WEB**

<http://www.nativeweb.org/>

Hosts original materials—papers, historical documents and digital photographs for and about native and indigenous peoples.