From Chaco to Mesa Verde
Unit Plan: Home, Identity, & I

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

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Unit Overview

Learning how to map and discuss identity formation
Unit 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 how our environments impact identity formation - and vice versa.
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 create an emotional map of the neighborhood around their school and compare it to modern Pueblo perceptions of ancestral sites.
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?
Lessons

Mental Maps, Physical Maps, and Emotional Maps
Lesson 1, Day 1: Mental Maps & Identity Formation

- Bell Ringer: Image Analysis - See, Think Wonder
- Instruction on Mental Maps
- Teacher gives an example
- Students make their own
- Look at Pueblo Mental Maps in Image and Verse
- Exit Ticket: Your map & Your Identity
Lesson 1, Day 2: Zip Codes and Life Outcomes

- Gallery Walk of Student Mental Maps
- Students answer questions about resources on their maps
- Resource Discussion
- Watch Documentary Zip Codes Matter
- Zip Codes Matter Questions
Lesson 2: Day 1 Physical Geography & Identity Formation

- Bell Ringer: Where does water come from in your Community?
- Fill in Chart of Favorable/ Unfavorable Geography (for human settlement)
- Illustrate Examples of Geographic Determinism
- Have students discuss application to Four Corners region
Lesson 2: Day 2 Physical Geography & Identity Formation

- Physical Geography and Your School
- Longer Discussion of Four Corners Geography
- Exit ticket: How does a physical geography affect identity?
Lesson 3: Day 1 Emotional Mapping & Our Environment

- Bell Ringer: Mood Meter
- Engage with “Brave Space” Poem by Beth Strano

There is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and have caused wounds.
This space
seeks to turn down the volume of the world outside,
and amplify voices that have to fight to be heard elsewhere,
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our space together,
and we will work on it side by side.
Lesson 3: Day 2 Emotional Mapping & Our Environment

Archaeological Perspectives on Emotional Mapping

- Read Passage from Craig Childs *Out of the Four Corners*

Indigenous Perspectives on Emotional Mapping

- Visit with Respect Video
- Pueblo Secrecy Result of Intrusions (Save the Last Word for me Protocol)
Lesson 3: Day 2 Emotional Mapping & Our Environment

- Writing
  - What is a place you feel strongly about?
- Teacher modeling
  - Show two places representing different emotions and why they impact you that way.
- Talking Circle
“Field Trip”

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

https://participatoryplanning.ca/tools/emotional-mapping
Final Assessment: Socratic Seminar

Driving Question:

● How does our environment impact our identity?
● How does our identity impact our environment?

Assessment:

● Graded participation
● Reflective writing
Closing Thoughts
Closing Thoughts

Geography impacts a lot of things:

- Equity
- Identity
- Migratory patterns
- Economic Outcomes

We hope this unit of study will help students draw these conclusions, learning more about themselves, their world, and how to be at home in this place we all live in.