

## Corn: Puebloan Identity and Movement / 4th – 12th

This unit is intended to frontload a school trip to Canyon of the Ancients National Monument, which would be the last step in this lesson. If the field trip cannot be attended in person, a class could attend virtually. It is recommended that students have a background on who the Pueblo people are before this unit.

<b>Group Members</b>	Jaime Clifton, Peter Burdge, Payton Dearborn, Kyle Carmichael, Anna Arsic
<b>Recommended Course/Grade Level:</b>	4th (Modifiable)
<b>Topic/Essential Question:</b>	What are ways that corn is essential to understanding identity and movement with Pueblo people?
<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>-Students will be able to identify various perspectives of knowledge</li><li>-Students will explore the relationship between Puebloan culture and agriculture</li><li>-Students will describe why both ancestral and current Puebloans view corn as important in their lives</li></ul>
<b>Standards:</b>	<p>CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>

	Colorado State Standards SS.4.1.1 Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.
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	<p>Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.</p> <p>Extended Evidence Outcomes With guidance and support students can: a. Describe one or more events that happened in Colorado history using primary sources (e.g., journals, diaries, maps). b. Identify factors that affect the growth of Colorado. c. Identify groups of people who live in Colorado. Describe the reason these groups of people moved to Colorado. d. Identify how different cultural groups affected the development of the region.</p> <p>SS.4.1.2</p> <p>Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies</p> <p>SS.4.2.1</p> <p>Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.</p> <p>SS.4.2.2</p> <p>Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.</p>
<p><b>Lesson 1:</b></p> <p><b>Importance of corn</b></p>	<p><u>Launch (10 min): Word Web</u></p> <ul style="list-style-type: none"> <li>● Write the word “Corn” on the board</li> <li>● Give students one minute to write (in their notebooks) a list of words that come to mind when they think of corn</li> <li>● Then, three at a time, students come up to the board and write down one word that they put on their list</li> <li>● Once everyone has gone (depending on time, students can have 2-3 turns), discuss some of the words as a class</li> <li>● As part of the discussion, mention that this is your perspective based on your relationship with corn, but there may be other perspectives in the ways that people use it. Then, explain that they will be watching a video about corn from the Pueblo perspective</li> </ul> <p><u>Lesson/Activity: Video of interviews with Native scholars</u></p> <ul style="list-style-type: none"> <li>● BEFORE WATCHING VIDEO: Give each student a quote from this doc: <a href="#">Native Scholar Quotes</a></li> <li>● (**Make this doc of quotes available to students so that they can access it later)</li> </ul>




- Give them a few minutes to read the quote and consider its significance to the question: **What is the relationship between the Pueblo people and corn?**
- Give them time to ask questions about vocabulary in their quote, and to write synonyms above words they aren't familiar with
- **Show videos:** [Lyle Interview](#) [Ritchie Interview](#) [Theresa Interview](#)
- **\*\*Watch the videos first and pick out clips depending on how much time you have in class**

Lesson/Activity: High-five partners

- After watching the videos, again give students 1-2 minutes to read their quote and consider its significance to the question: **What is the relationship between the Pueblo people and corn?**
  - Then, each student finds a partner (this is their “high-five partner”). Give students 2 minutes total to share their quotes and significance to the question with that partner
  - After 2 minutes, each student finds another partner (this is their “mid-five partner”). Give students 2 minutes total to share their quotes and significance to the question with that partner
  - After 2 minute, each student finds another partner (this is their “fist-bump partner”). Give students 2 minutes total to share their quotes and significance to the question with that partner
  - After 2 minutes, students return to their “high-five partner.” Give them 1 minute total to share one interesting thing that they learned from a classmate
- Whole-class discussion:
  - What is one thing you learned from a classmate during this activity?
  - Why is it important to learn about this from the Pueblo people? How is this different from reading it in a book or from a secondary source?
  - How has this changed your thoughts about the importance of corn?

Lesson/Activity: Exit ticket

	<ul style="list-style-type: none"><li>• Before leaving class, students can answer the following question on a piece of paper or digitally (such as a Google Form)</li><li>• Question: What is one aspect of Pueblo life that is connected to corn? Explain in 2-3 sentences.</li></ul>
<b>Lesson 2: History of corn</b>	<p>This lesson walks through where corn comes from and how it is different from other crops and plants. It describes multiple ways of knowing information about corn. It goes over the math of how much corn may be needed to provide for families and how corn is currently used .</p> <p><a href="#">Slide Show</a></p> <p>The following gives ideas of what each page of the slide show is intended to teach and questions which may be posed as journal prompts, partner, small group or whole class discussions.</p> <p><a href="#">Teachers Guide</a></p>
<b>Lesson 3: I See, I Think, I Wonder</b>	<p>The purpose of this lesson is to allow students time to thoughtfully consider not only what they're observing, but also what those observations mean.</p> <p>Resources: Photograph: <a href="https://drive.google.com/file/d/1144H7B1H21m6T34NdYp_XyL4w0X8zpqM/view?usp=sharing">https://drive.google.com/file/d/1144H7B1H21m6T34NdYp_XyL4w0X8zpqM/view?usp=sharing</a></p> <p>"I See, I Think, I Wonder" trifold</p>

 <b>SEE</b> What do you see?	 <b>THINK</b> What do you think is going on?	 <b>WONDER</b> What does it make you wonder?

Adapted by Alice Vignos 2017

<https://thinkingpathwayz.weebly.com/seethinkwonder.html>

Or create an in class worksheet

[https://drive.google.com/file/d/1-H1vNpIkTKzxw\\_MUGIV4CRiDQBD\\_BGF/view?usp=sharing](https://drive.google.com/file/d/1-H1vNpIkTKzxw_MUGIV4CRiDQBD_BGF/view?usp=sharing)

Lesson/Activity:

1. If students have not completed an I See, I Think, I Wonder activity in the past, review the worksheet with students using the following vocabulary.

“I See” Observation: something noticed or perceived through your senses, such as: seeing, hearing, or touching something directly. "I see birds" is an observation.

“I Think” Inference: a conclusion that is developed through evidence, reasoning, or past observations. "Because I see birds, they must live near here" is an inference. They are not in their nest now, but in the past when I have seen birds, there was a nest nearby.

“I Wonder” Question: lingering questions you have based on the image you are viewing. “I wonder what foods are available for the birds nearby”, “I wonder if the birds live here year round”

Note: You can replace the bird examples with your classroom. Discuss the differences and relationships between observation, inference, and questioning by finding examples in your classroom. Ask the students to observe what is in the room and share their observations, inferences, and opinions about their environment.

2. Share the accompanying photo with students, either as a handout or by projecting the image onto a shared screen. Have students observe the photograph in a group or individually. On an “I See, I Think, I Wonder” trifold, have everyone notice the details and record them in the “I See” section. What do you **see**? What details stand out? (At this stage, elicit observations, not interpretations.) Allow up to 5 minutes.

3. Using the same photograph, have students complete the “I Think” portion of the trifold. What do you **think** is going on? What makes you say that? Allow up to 5 minutes.

4. When finished, have students use the photograph again to complete the “I Wonder” portion of the trifold. What does this make you **wonder**? What broader questions does this image raise for you?

5. Bring the class back together to review the sections. Discuss disagreements and have students consider if someone could be “wrong” in an I Think or I Wonder section of the activity. Try to bring in perception and how we are all looking at the photo with a different lense.

6. Discussion questions:

- What connections can you make with the previous lessons about corn?
- Does the photograph look similar or different from what you know about growing corn?
- Discuss how they could research their “Wonders”.

Further Research and Lessons:

- Separate class into two sections and have each section work on a different photo and then discuss likes and

differences.



<https://abqstew.com/2016/04/20/the-benefits-and-age-old-success-of-waffle-gardens-a-history-on-one-of-the-oldest-sustainable-farming-methods-of-the-southwest/>

- Pueblo Farming Project: <https://pfp.crowcanyon.org/>
- The photograph used in this lesson was taken at Crow Canyon Archaeological Center in Cortez, NM during the summer of 2022. The items growing in the garden is corn and it is being dry farmed, much the same way the Pueblo people farm currently and throughout history. There has been a 20 year drought in the area and this year the corn is not growing well in this location. Since 2006, Crow Canyon has collaborated with traditional Pueblo farmers from Hopi, Arizona.
- <https://nativefoodalliance.org/>

## Lesson 4:

### **Corn Is Life: A Weave of Religion, Economy, and Community**

**DURATION:** 30-40 minutes

**Activity Summary:** Students view the video Hopi: Corn Is Life, practice using a digging stick, practice using a mano and metate, and create a poem or song that expresses appreciation for something important in their own lives.

#### **Objectives:**

Students will be able to

1. Describe why Ancestral Puebloans viewed corn as important in their lives.
2. Explain a symbolic meaning of corn in Pueblo culture.

**Materials:** Corn Is Life student notebook for each student, Corn Is Life group leader instructions, Hopi: Corn Is Life video, Seed jar (or replica), Digging/Planting stick (or replica), Seasonal Calendar poster, Clipboards, Pencils

**Vocabulary:**

dry farming - farming that takes place in regions that receive little water and use no irrigation.

heirloom - an object of special value that is handed down from one generation to another.

native seeds - seeds from plants that were cultivated and used in a local region over a very long period of time.

planting stick - a special stick that is smoothed and rounded on the ends and sometimes sculpted and decorated. It is used for pushing seeds deep into the ground so as not to disturb the surrounding soil.

seed jar - a special ceramic storage container for keeping seeds for future planting.

**Lesson/Activity:**

1. Introduce the video titled Hopi: Corn Is Life. Explain the video shows us the importance of corn to Pueblo people of today. Since the Hopi people are descendants of Ancestral Puebloans, their traditions are similar. Ask students to talk about what corn means to the Hopi people.

Corn is important in Pueblo people's lives. It is a traditional food that once was relied upon for survival. Corn was also important in religious activities. Corn is thought to be a spiritual mother or guardian. Since corn is sacred, it is sometimes used for prayer or blessings.

2. Show students the Seasonal Calendar of Tewa Pueblo in New Mexico and explain that Tewa people are also descendants of Ancestral Puebloans. Notice how half of the year is devoted to farming tasks and ceremonies. Ask what time of year is it now? What kind of activities might be taking place at the Tewa pueblos? Discuss what activities the Tewa Pueblo people could be doing during this time of the year related to farming.



3. Show students a variety of native corn seeds. Ask students to take a few of each different kind of seed and treat them with respect. Ask students to hold them in their hands and imagine how they might feel about the seeds if their whole life depended on them. If carefully planted and tended, they will grow into big plants that provide the food needed for survival. Ask students what a family heirloom is. Explain that these native seeds are Pueblo heirlooms, special things passed down from one generation of farmers to another.
  
4. Pass around (or allow students to touch while you hold) the seed jar (or replica). Explain and demonstrate how to hold or touch the jar with respect. Explain that farmers save some seeds from each harvest in seed jars or pouches for planting the following year. In the past, small pouches full of special seeds could be carried long distances for ceremonies and trade. Today many Puebloan people also carry a pouch of corn with them throughout their day.
  
5. Show students the planting stick (or replica) and ask what it might be used for. Pass the stick around for students to touch and feel. Allow students to practice pushing a small rock or berry into soft soil or a sandbox using the planting stick.

The planting stick is a tool used by both ancient people and farmers of today to push seeds into the soil without disturbing the surrounding earth that holds the winter and spring moisture. The underground moisture is needed to germinate seeds and keep them moist until the summer rains soak the ground. Explain that we should always treat these important objects with respect.

6. Explain to students that while Pueblo people are planting, they sing songs or say poems to encourage the plants to grow. Read the Poem as a group: Song to the Breeze, by Ramson Lomatewama from Hopi Pueblo.

#### Song to the Breeze

When you whisper  
to four-color corn,  
they laugh.

You make them laugh.

We walk among  
corn children,  
caressing tender  
young leaves.

We help corn maidens  
tease the ground,  
tickle the earth  
when their leaves,  
green and slender,  
stroke the  
sleeping sand.

Sand laughs  
and swirls away.

You help the sand run  
away.

You watch me laugh  
when I hear them laugh.

My song to you is  
filled with laughter.

Can you hear the song?

Do you feel the song?

Can you hear?

Can you hear?

Drifting through Ancestor Dreams, Ramson Lomatewama, Hopi Pueblo

7. Ask students to describe the imagery they can recall from the poem. Ask students if they can guess how the author feels about corn based on their poem?

**Assessment:**

Behavior: The group leader will report informally on student participation and attitude during the activity.

Student notebook: Students can trade notebooks and assess each other's group or individual poem for completeness, depth of ideas, and artistry.

Essay: Have students write a brief essay to answer the following questions: Why is corn an important part of Pueblo people's lives? What is one symbolic meaning of corn to Pueblo people? How do Hopi Pueblo people show their honor and respect to corn?

**References**

Coughlin, D., Burson, T., Lomatewama, R., Museum of Northern Arizona,, & Tellens, Inc.,. (1997). The Hopi: Corn is life. Tucson, AZ: Tellens, Inc.

1993 Drifting through Ancestor Dreams. Northland Publishing, Flagstaff, AZ. Underhill, Ruth

1946 Life in the Pueblos. Reprinted in 1991 by Ancient City Press, Santa Fe, NM.

Vasquez, Miguel, Leigh Jenkins Kuwanwisiwma, and Ramson Lomatewama

1994 "Reciprocity and Sustainability: Terrace Restoration on Third Mesa."

Practicing Anthropology, Volume 16, Number 2, Spring.

**Lesson 5:  
Your Connection &  
Reflection  
(Evaluation)**

One-pager ([Template](http://postonphysicalscience.weebly.com/one-pagers.html) and samples:  
<http://postonphysicalscience.weebly.com/one-pagers.html>)  
\*\*You do not need to use the template, and can instead allow students to draw/write on any part of the page

Requirements:

1. **Your name** at the top
2. **Border:** Symbols to represent the importance of corn to the Pueblo people and to you
3. **Top Left Box:** List 3 aspects of Pueblo life that are connected to corn
4. **Top Right Box:** Describe your modern day relationship to corn in 2-3 sentences
5. **Middle Long Bar:** A quote from Theresa/Ritchie/Lyle and explanation of its importance
6. **Bottom Box:** A drawing related to the topic of corn, and list 3 things that you learned about corn

**Evaluation of the lesson:**

**How do we ensure equity/social justice is addressed?**

- Included Pueblo perspective through video interviews
- Assessment allows students to work at their own levels of knowledge and abilities.
- We differentiate and offer teacher options based on student ability, interest, and grade level
- Students reflect on their family and traditions
- Consulted experts as resources for information, and gathered many different tribal sources to ensure all voices are heard

**How do we make this accessible for remote or in-person learning?**

- All components are available online or possible to access via share screen on Zoom/Google Meet
- Students can access the assessment remotely and complete it at home
- Would ensure remote students have access to computers and wifi
- Educational loan kit could be mailed to teachers from Canyon of the Ancients National Monument

**How will your project help students draw from their personal and family histories, as well as community cultural wealth to make sense of the past?**

- We start off the unit with students accessing their background knowledge and making personal connections to the topic.
- Throughout the lessons we encourage teachers to share their connections and encourage students to relate the information to their own communities and families with questions and discussions.