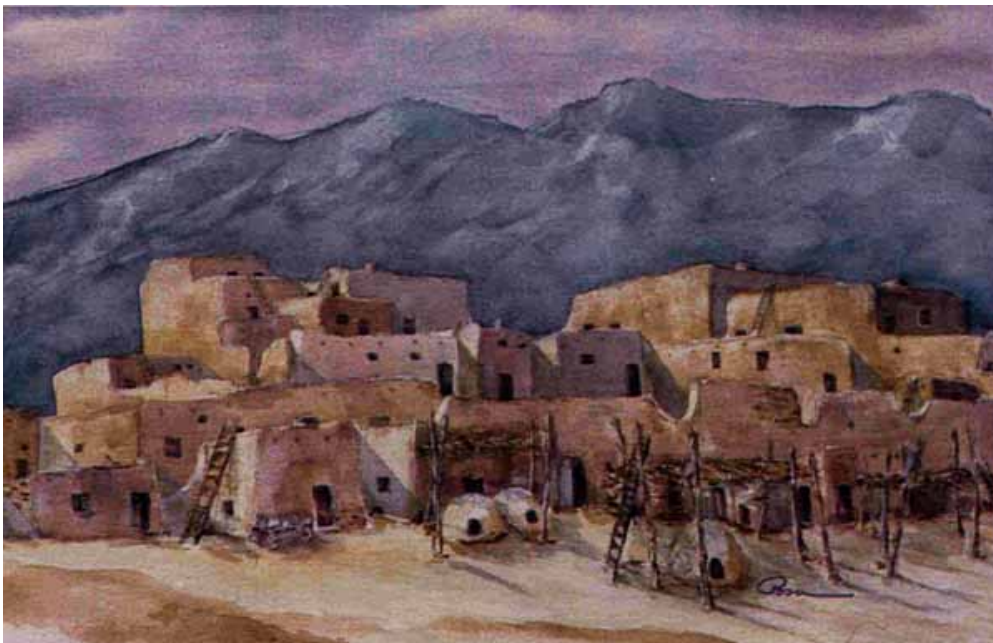


# Investigating Pueblos

2<sup>nd</sup> grade  
Inquiry-Based Learning Unit



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**Millstadt, Illinois District #160**

**Contributing Authors: Carl Bowlin, Julie Laing, Connie Kinder**

**Area V Learning Technology Hub**

## Unit overview of [Investigating Pueblos](#)

### **Description:**

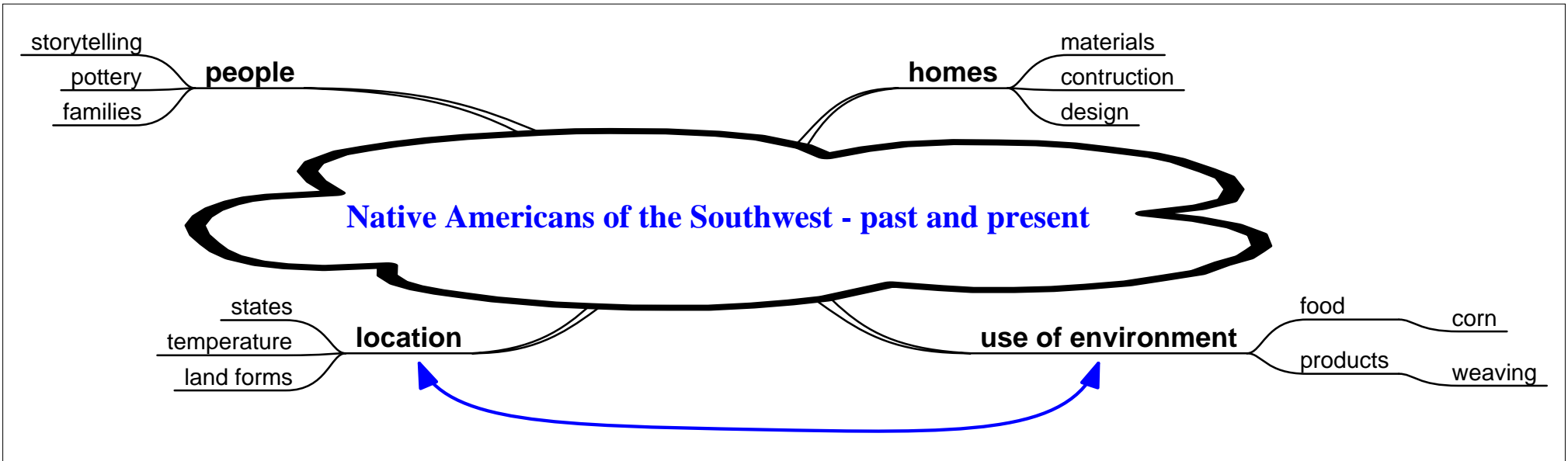
In this unit students will learn about Native Americans of the Southwest. They will find information on the past and present of these pueblos, pueblo people and the desert environment.

### **Rationale:**

The focus for student inquiry on Native Americans of the Southwest is to broaden the students' knowledge of other cultures and areas of the United States as indicated in Illinois State Goals 17 & 18. Our mid-western community of primarily German heritage has little knowledge of the manner in which other people live, so giving them opportunity to study a culture 1,000 miles away but within the U.S. borders will ultimately help them to understand the diversity of our nation.

### **Student Response:**

Students have delighted in reading about this culture because they are curious about Native Americans and Spanish influences, and they have a keen interest in the desert environment. At various times of the year during studies of plants, animals, as well as in read aloud time, they have had cause to draw upon the knowledge gained from this short unit.



# Integrated Curriculum and Instruction Design: Inquiry-Based Learning

Author(s): Wendy Mayer, Carl Bowlin, Julie Laing, Connie Kinder

Title: *Investigating Pueblos*

Grade Level: 2

## Goals/Standards: (#'S)

### State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standard A – Locate, Describe and explain places, regions and features on the Earth

- Identify physical characteristics of places, both local and global
- Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

Standard D - Understand the historical significance of geography.

- Identify changes in geographic characteristics of a local region

### State Goal 18: Understand social systems, with an emphasis on the United States.

Standard C – Understand how social systems form and develop over time.

- Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.

### State Goal 15 – Understand economic

√() = outcome is assessed  
(Number refers to assessment)

## CONTEXT

### Engaging the Learner

Bring in rocks, clay mud, and sticks. Ask what could be done with these items together. Lead into making of houses.

Inquiry can begin with a [letter](#) from a friend asking about the houses and crafts of the desert southwest. A letter from my sister is attached. However, inquiry will be in the form of a teacher directed invitation as our students have been introduced to the letter concept in kindergarten and first grade. Read [This is My House](#) by Arthur Dorros. Talk about kinds of houses focusing on materials used, specifically on pueblos.

### Opening Activity:

In groups, students make mud/adobe bricks to try to create a model pueblo.

### Final Team Performance

Students will write and illustrate postcards explaining what they learned about the pueblos.

## CONTENT

### Teaching and Learning Events\*

- After performing the opening activity, present a challenge complete task analysis. Post the [essential and coaching questions](#) also. Jigsaw reading of pueblo books and discuss information. (LP)
- Read Aloud: [This is My House](#) Write about what your [favorite house](#) would be like. Partner uses writing to draw the picture of your ideal house. (LP)
- [PowerPoint](#) on the southwest. Map search on location of 4 corner area and distance from Millstadt. (LP)
- [Word splash](#) and [Connect Two](#) using vocabulary from [Pueblos of the Southwest](#). Introduce [Vocabulary tracking chart](#). Class reading on pueblos: [QAR](#) using [Pueblos of the Southwest](#) by Anna Westcott. (LP)
- Read aloud [The Little House](#) by Virginia Lee Burton. Poem reconstruction: [“Houses” poem](#). (LP)
- Use [Venn diagram](#) to compare houses in Millstadt with pueblos. (LP)
- Jigsaw reading of [The Pueblo People](#), [Mystery of the Cliff Houses](#), and Internet desert research. See [Cyber Hunt Anticipation guides](#). [Semantic features chart](#). [QAR – Animals of the Desert](#) (optional) (LP)

### Individual Student Assessments

01. [Four Corners question sheet](#)
02. [Pueblos of the Southwest question sheet](#)
03. [Writing on postcards](#)
04. [Resources assessment](#)

# Integrated Curriculum and Instruction Design: Inquiry-Based Learning

Author(s): Wendy Mayer, Carl Bowlin, Julie Laing, Connie Kinder

Title: *Investigating Pueblos*

Grade Level: 2

Teaching and Learning Events\*

**Goals/Standards: (#'S)**

► **CONTEXT** ◀

**systems, with an emphasis on the United States.**

Standard C – Understand that scarcity necessitates choices by producers.

- Describe how human, natural and capital resources are used to produce goods and services.

**State Goal 1 - Read with understanding and fluency.**

Standard A - Apply word analysis and vocabulary skills to comprehend selections.

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**State Goal 3 Write to communicate for a variety of purposes.**

Standard A – Use correct grammar, spelling, punctuation, capitalization and structure.

Standard B – Compose well-organized and coherent writing for specific purposes and audiences.

Standard C – Communicate ideas in writing to accomplish a variety of purposes.

**State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes, and space.**

Standard A – Demonstrate and apply geometric concepts involving points, lines, planes, and space.

Engaging the Learner

- Internet information search on southwest Native Americans. Use guiding questions sheet. [Post Card Directions](#). Students continue asking questions and seeking answers throughout the unit. (LP)
- Read *The Goat in the Rug* by Charles Blood & Martin Link . [Connect Two](#) with [vocabulary](#) from two stories (*The Goat in the Rug, American Indian Weaving*) [QAR](#) on story. (LP)
- Teach the [Resources lesson](#). Use [Semantic Features on Resources](#) sheet. Present use of the desert environment and Native American culture in making a product. (LP)
- [Make a rug](#) using patterns and symmetry. [Rug pictures](#) are available for ideas. (LP)
- Demonstrate and experience [unit production vs. assembly line production](#) to understand crafts made by Native Americans and sold in the Southwest vs. items mass produced. (LP)
- Class story discussion (LP)
- Student teams complete postcards (LP)
- [Bibliography](#)

Final Team Performance

Individual Student Assessments

√() = outcome is assessed  
(Number refers to assessment)

Dear Wendy,

Jim and I have a couple of questions you and your class might be able to help us with. As you know, we have traveled many times to the southwest states of New Mexico and Arizona. In our travels we have noticed how different the houses are compared to our houses in Millstadt. They seem to be made out of different materials, not like the brick and frame houses around here. What are they made of and why are they so different? We especially noticed places where these types of houses are piled on top of each other. We asked about this and were told they were Native American pueblos. We thought Indians lived in teepees. What kinds of houses are these?

Another thing we have noticed as we travel through this desert area is interesting crafts that are for sale. Sometimes we see them in shops and sometimes we see them in stands near people's homes. There are many different pieces of art work like pottery and sand paintings, but we are particularly interested in the weaving. When we were kids, Mom had rag rugs wove by someone in town but these are much different. How are they made? What do they use? The desert doesn't seem to have many resources to use.

We don't have informational books or the Internet at our house, so we thought you and your students could research these homes and the weaving of rugs and share the information with us. We appreciate your help so the next time we visit we understand the places we visit a little better.

Your sister,

Penny

### **Opening Activity**

Present students with materials that were used to build pueblos (clay mud, rocks and a few sticks). Discuss what could be done with them together. The objective is to find a constructive use, rather than a playful use. Ultimately they will we relate these materials to available resources for construction of homes in a desert environment.

**Title of Unit: Investigating Pueblos (grade 2)**

**Author: Wendy Mayer**

**Lesson Plan Day 1**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

Standard D - Understand the historical significance of geography.

- Identify changes in geographic characteristics of a local region

**State Goal 1 - Read with understanding and fluency.**

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**Teaching and Learning Event: Opening Activities**

**Description and Detailed Sequence of Activities:**

- After reading the letter, complete task analysis (see next page). After students ask their questions, the essential and coaching questions are posted
- Pass out the available trade books. Since there are limited titles have students work in groups of two or three. Teams read their book together and record info on Semantic Feature Chart.
- Teams share information with the rest of the class. Include looking at maps, physical environment and ways to depend on the environment.
- Return to questions, answer some, ask more.

**Time Line:** 1 day, 40 min.

**Equipment Name:**

**Books:** all books listed in bibliography

**Materials:** clay mud, twigs, rocks, chart paper

# Complete Task Analysis

Read your sister's letter and ask, "What are we expected to do"?

Record responses on chart paper

Then ask, " If this is what we need to do, what questions do we have now? What do we need to learn?"



Define the Task



Ask Questions

Create post cards from the Arizona and New Mexico areas. They must explain about:

- differences between Millstadt and these areas
- ways in which people adapt to and use their physical environment
- people making choices about food, clothing and shelter
- Culture and crafts of the Southwest area

What questions do we have now?

Then post your essential and coaching questions for the unit. Students begin searching for information in trade books and on the Internet.

**Title of Unit: Investigating Pueblos (grade 2)**

**Author: Wendy Mayer**

**Lesson Plan Day 2**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**Standard C – Understand relationships between geographic factors and society.**

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

**Standard D - Understand the historical significance of geography.**

- Identify changes in geographic characteristics of a local region

**Teaching and Learning Event: Read Aloud**

**Description and Detailed Sequence of Activities:**

- Read aloud This Is My House by Arthur Dorros. Discuss types of homes seen in pictures and why they were constructed as they were. Revisit the materials in the hook discussing further how they can be used, specifically in building houses.
- Show digital pictures of home in the local community and discuss reasons for differences in construction.
- Write about the kind of house you would like. ( attached response paper)
- Have partner draw the house from the description written.

**Time Line:** 1 day, 40 min.

**Equipment Name:**

**Books:** This Is My House by Arthur Dorros (big book)

**Materials:** digital pictures showing houses in local community

**Resources – Web Sites:**

**Resources – Software:**

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.

**Title of Unit: Investigating Pueblos**  
**Author: Wendy Mayer**

**Lesson Plan Day 3**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard A – Locate, describe and explain places, regions and features on the Earth

- Identify physical characteristics of places, both local and global
- Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, and digital images and be able to locate specific places using each.

**Teaching and Learning Event: Introduction to the Southwest with PowerPoint**

**Description and Detailed Sequence of Activities:**

- Present the Power Point on the Deserts of the Southwest
- Using large class U.S. map and/or individual U.S. maps, locate the four states named and their capitals, the country of Mexico, as well as geographic features of Rocky Mountains, Great Salt Lake,
- Using yarn, measure the distance from Millstadt to this area. Using the map key, determine the distance. MapQuest on the Internet can be used to verify results.
- Assessment: Four Corners Question Sheet

**Time Line:** 1 day, 40 min.

**Books:** none

**Equipment Name:** Computer and TV (projection device)

**Materials:** United States map (large class map and/or individual student maps)

**Resources - Web Sites:** Map Quest

**Resources – Software:**

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## Title of Unit: Investigating Pueblos

Author: Wendy Mayer  
Lesson Plan Day 4

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment

**State Goal 1 - Read with understanding and fluency.**

Standard A - Apply word analysis and vocabulary skills to comprehend selections.

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**Teaching and Learning Event: Vocabulary activities and QAR using Pueblos of the Southwest by Anna Westcott**

### Description and Detailed Sequence of Activities:

- Students use a word splash (attached) using words from pueblo texts to do a Connect 2 (attached) in partners. Model the strategy (pueblo and earth are connected because earth is used in building a pueblo). Discuss results.
- Chart definitions of words as they are found in trade books. Write definitions next to each word.

Word	Use in text	Name of book
pueblo		

- Read Pueblos of the Southwest by Anna Westcott
- Since this unit is presented at the beginning of the second grade year, the QAR is completed as group instruction to introduce or review. Use the questions as class discussion on the construction of pueblo homes. On the following page is a lesson for introducing the QAR to your class.
- Assessment #2: Pueblos of the Southwest question sheet

## Activity Name: Question/Answer Relationships

**Description:** Questions propel inquiry forward and assist the learner to acquire information and construct meaning. As answers are found new, and perhaps, higher level questions may emerge that clarifies confusion and deepens understanding. QAR is a strategy that assists students classify questions and information and understand the relationship that exists between the question, the text, and their background and experience.

There are two types of QAR's: In the Book and In My Head.

### **In The Book**

**Right There:** answer is found in the text, it is easy to find; may be stated in one or two words or short sentences; the words used in the question and answer may be the and found in the same sentence.

**Think and Search:** it will take lots of words to answer the question; it takes a longer time to answer because you must keep reading to find all of the answers; many pages or books must be used to find answers.

### **In My Head**

**Author and You:** the answer will not be stated explicitly in text; after considering what the text is saying and what is known, inferences must be made; the pieces of the puzzle must be assembled before understanding can be achieved

**On My Own:** answers can be given using experiences and background knowledge without reference to specific passages in the text.

Directions:

1. Begin with the category, In the Book. Introduce the strategy outside the context of reading.
2. Create a T-chart labeled with "thin/simple" (Right There) on the left hand side. Ask participants several "Right There" questions. What color is your shirt? What kind of pants are you wearing? How many people at your table are wearing glasses? Ask students to describe "right there questions." Write the following descriptors in the left hand column:
  - can be answered in 1-2 words
  - takes a short amount of time to answer
3. Repeat this activity by asking students, "Think and Search" questions: What does your shirt look like? What kind of shoes are being worn by students in our room? What's the best way to get here from downtown?
4. Ask students to describe "Think and Search." Write the following descriptors in the right hand column:
  - takes lots of words to answer
  - takes a longer time to answer

**Time Line:** 1 days, 40 min./day

**Equipment Name:**

**Books:** Pueblos of the Southwest by Anna Westcott

My Pueblo Home by Ann Nolan Clark

Our Adobe Home by George Ancona

The Little House by Virginia Lee Burton

Poem – "Houses" by Aileen Fisher

## **Title of Unit: Investigating Pueblos**

**Author: Wendy Mayer**  
**Lesson Plan Day 5**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify physical characteristics of places, both local and global

**State Goal 1 - Read with understanding and fluency.**

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

### **Teaching and Learning Event: Poem Reconstruction**

#### **Description and Detailed Sequence of Activities:**

- Return to questions posted from the unit's beginning. Answer questions and ask if there are others that need to be listed
- Read aloud The Little House by Virginia Lee Burton. Discuss changes described in the book to the changes seen in Millstadt.
- "Houses", poem. Reproduce poem, 1 poem per group of children. Laminate and cut apart. Have students put the poem together in groups.

**Time Line:** 1 days, 40 min./day

**Equipment Name:**

**Books:** The Little House by Virginia Lee Burton

**Title of Unit: Investigating Pueblos**  
**Author: Wendy Mayer**  
**Lesson Plan Day 6**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify physical characteristics of places, both local and global

**State Goal 1 - Read with understanding and fluency.**

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**Teaching and Learning Event: Read aloud**

**Description and Detailed Sequence of Activities:**

- Reread the Pueblos of the Southwest. Using a Venn diagram, compare and contrast homes in Millstadt with pueblo homes.
- Read George Ancona's OurAdobe Home (big book).
- Students divide into their teams and begin planning their first postcard. They should include information about the pueblo houses found in the desert Southwest

**Time Line:** 1 days, 40 min./day

**Equipment Name:**

**Books:** Pueblos of the Southwest by Anna Westcott, OurAdobe Home, George Ancona

**Materials:**

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**Title of Unit: Investigating Pueblos**  
**Author: Wendy Mayer**  
**Lesson Plan Day 7**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

Standard D - Understand the historical significance of geography.

- Identify changes in geographic characteristics of a local region

**State Goal 1 - Read with understanding and fluency.**

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**Teaching and Learning Event: Find further information in supplemental reading and websites.**

**Description and Detailed Sequence of Activities:**

Group students into 3 “specialist” groups for jigsaw reading. Students will be given sticky notes to put on information that will help answer questions.

- ❖ Group 1: Teams complete Anticipation Guide then check their answers by finding further information on pueblo people using The Pueblo People by Susan Ring.
- ❖ Group 2: Teams complete Anticipation Guide then check their answers by finding information about the cliff dwellers using The Mystery of the Cliff Houses by Anne Davies.
- ❖ Group 3: Find information on deserts using the Internet. See Cyber Hunt Include information on plants and animals. Complete the Anticipation Guide.  
\*\* Optional: Animals of the Desert QAR

Share information from groups by discussing Anticipation Guides and by putting sticky notes on a semantic features chart (This may be designed to look like a pueblo). See attached semantic features chart.

In groups, students make mud pies/adobe to try to create a model pueblo.

**Time Line:** 1 day, 2 - 40 min. periods

**Books:** The Pueblo People by Susan Ring, Newbridge Publishers. ISBN 1-58273-579-4 The Mystery of the Cliff Houses by Anne Davies, Wright Group, McGraw-Hill ISBN 0-322-04517-7

**Materials:** clay-type dirt, water (needs to be on a sunny day)

**Resources – Web Sites:** <http://mbgnet.mobot.org/sets/desert/whatis.htm>,  
<http://mbgnet.mobot.org/sets/desert/notha.htm>

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**Title of Unit: Investigating Pueblos**

**Author: Wendy Mayer**

**Lesson Plan Day 8**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

Standard D - Understand the historical significance of geography.

Identify changes in geographic characteristics of a local region

**Teaching and Learning Event: Website on Southwest culture**

**Description and Detailed Sequence of Activities:**

- Students take turns finding further information on the Southwest culture using [www.germantown.k12.il.us/indians/southwest.html](http://www.germantown.k12.il.us/indians/southwest.html). Answer questions on Guiding Questions sheet.
- Other students start drawing pictures for their postcard to depict a past or present pueblo site. Addresses can also be placed on the back. Allow room for writing to be done later. (See directions sheet)

**Time Line:** 1 day

**Equipment Name:**

**Books**

**Materials:** Construction paper cut in 6” X 9” strips. Address/writing side may be pre-marked into 3” and 6” segments or have students measure and mark.

**Resources – Web Sites:** [www.germantown.k12.il.us/indians/southwest.html](http://www.germantown.k12.il.us/indians/southwest.html)

**See Cyber Link resource sheet**

**Resources – Software:**

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**Title of Unit: Investigating Pueblos**  
**Author: Wendy Mayer**

**Lesson Plan Day 9**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

**State Goal 15 – Understand economic systems, with an emphasis on the United States.**

Standard C – Understand that scarcity necessitates choices by producers.

Describe how human, natural and capital resources are used to produce goods and services

**State Goal 1 - Read with understanding and fluency.**

Standard A - Apply word analysis and vocabulary skills to comprehend selections.

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**Teaching and Learning Event: Explore the use of natural resources in making a product.**

**Description and Detailed Sequence of Activities:**

- Students write prediction on what *The Goat in the Rug* will be about. Discuss prediction. (This usually results in thoughts about a goat being wrapped in a rug or blanket; rarely do they decide the goat hair will be incorporated into the weaving of the rug.)
- Use Connect Two using words from The Goat in the Rug and American Indian Weaving. These vocabulary words will also be placed on the class chart when introduced in Pueblo story. Students will have a List and Track sheet to complete individually by writing use in story and page number.
- Complete the QAR activity by writing the answers to the questions on; chart paper.

**Time Line:** 1 days, 40 min/day

**Books:** The Goat in the Rug by Charles L. Blood & Martin Link, Scholastic ISBN: 0689714181

**Title of Unit: Investigating Pueblos**

**Author: Wendy Mayer**

**Lesson Plan Day 10**

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

**State Goal 15 – Understand economic systems, with an emphasis on the United States.**

Standard C – Understand that scarcity necessitates choices by producers.

- Describe how human, natural and capital resources are used to produce goods and services

**State Goal 1 - Read with understanding and fluency.**

Standard B - Apply reading strategies to improve understanding and fluency.

Standard C - Comprehend a broad range of reading materials

**Teaching and Learning Event: Explore the use of natural resources in making a product.**

**Description and Detailed Sequence of Activities:**

- Individually or as a class, explore Internet images of Native American weaving. Put “Native American Weaving” in Google search and click on images. You should observe several different kinds of patterns used in making rugs.
1. Explain to students that today you are going to reread the story called **The Goat in the Rug**. The story is about a Native American weaver who combines her human resources with natural and capital resources to weave a rug. On the chalkboard write the words: natural resources, capital resources and human resources. Define these words with the students:
    - natural resources - those things found in or on the earth, "gifts of nature"
    - capital resources - things made by people and used to produce other goods and services
    - human resources - people doing mental or physical work to produce goods or services
  2. Using the Resources Semantic Features chart, ask students to list **natural resources** that were used to make items in their classroom - (trees for wooden items, sand for glass items, rubber for erasers, iron ore for steel in desk, petroleum for plastic and so on.)
  3. Using the Resources Semantic Features chart, ask students to list **capital resources** found in the classroom. (scissors, pencils, books, desk, clock, book bags, computers and so on - Items which students or teachers use in order to perform a task or service.)
  4. Using the Resources Semantic Features chart, ask students to list **human resources** needed in the school - (teachers, principal, cafeteria works, secretaries, building engineers and so on.)
  5. Explain to the students that this story takes place on an Indian reservation near a place called Window Rock, Arizona. Revisit the U.S. map and four corners area to locate Arizona. Explain that an Indian reservation is land the government has set aside for the Native Americans to live on and maintain their tribal way of life. Tell the students that in the story Glenmae uses many natural and capital resources from this region to make a rug.
  6. Reread the story. Students are to list the natural, capital and human resources used in the story. Discuss together.
- Small groups read American Indian Weaving to get more insight into weaving and crafts.

**Time Line:** 2 days, 40 min/day

**Books:** The Goat in the Rug by Charles L. Blood & Martin Link, Scholastic ISBN: 0689714181

American Indian Weaving, Brenda Parks, Wright Group

**Resources - Web Sites: See Cyber Link resource sheet**

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**Title of Unit: Investigating Pueblos**  
**Author: Wendy Mayer**  
**Lesson Plan Day 11**

**State Goal 15 – Understand economic systems, with an emphasis on the United States.**

Standard C – Understand that scarcity necessitates choices by producers.

- Describe how human, natural and capital resources are used to produce goods and services

**State Goal 9:** Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes, and space.

Standard A – Demonstrate and apply geometric concepts involving points, lines, planes, and space.

**Teaching and Learning Event:** Assessment of resources knowledge, Color a rug using a geometric pattern

**Description and Detailed Sequence of Activities:**

1. To assess their understanding of the resources, give students Resources Picture sheet and organizer. Students are to cut pictures and put them in appropriate category.
2. Use pattern blocks to design a symmetrical rug. Demonstrate on the overhead using pattern blocks and coloring a grid. Use rug pictures for ideas. After students have explored with pattern blocks, pass out rug grid to be colored.

**Time Line:** 1 day, 40 min.

**Books:**

**Equipment Name:**

**Materials:** Make a Rug sheet, crayons or markers

**Resources - Web Sites:**

**Resources – Software:**

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.

**Title of Unit: Investigating Pueblos**  
**Author: Wendy Mayer**  
**Lesson Plan Day 12**

**State Goal: State Goal 15 – Understand economic systems, with an emphasis on the United States.**  
Standard C – Understand that scarcity necessitates choices by producers.

- Describe how human, natural and capital resources are used to produce goods and services

**Teaching and Learning Event:** Demonstrate and compare unit production and assembly line production

**Description and Detailed Sequence of Activities:**

Use the following lesson demonstration and comparison sheet to teach **unit production** which is how the rug and other crafts in the southwest are made, and **assembly line** production, which the method of production for most goods.

**Unit Production vs. Assembly Line Production**

**Unit Production**

- Explain to the students that Glenmae was an artisan. Define an artisan as a skilled worker who makes a product from start to finish by herself or himself. Explain that artisan's items are one of a kind, and they often take a long time to produce. Thus, artisans produce only a few items. Tell the students that they are going to become artisans.
- Give each student a 12”X 18” sheet of construction paper and instruct the students to watch as you demonstrate the steps they are going to use to weave a paper place mat. Fold the paper in half lengthwise. Start about one inch from the top of the paper and tear a line from the fold line to a point about one inch from the edge of the paper. Make several tear lines about one inch apart. The tears may all be straight or may be wavy lines to create a unique design. Stop one inch from the bottom of the paper.
- Instruct the students to fold their paper in half lengthwise and to make about seven tear lines.
- Give each student a 9" x 12" sheet of construction paper in a different color than the first piece. Demonstrate how to tear nine strips of paper about one inch wide in a lengthwise direction.
- Instruct the students to watch as you demonstrate how to weave the strips of paper in and out of the first piece. Continue until the place mat is completed. Allow the students time to complete their place mats. Record the average amount of time students needed to finish.
- Ask students to explain why they would be called artisans, and why Glenmae was an artisan.

**Assembly Line Activity**

- Explain to the students that in the early days most items people needed for everyday life were made by artisans, but during the Industrial Revolution the idea of an assembly line took hold. Ask if anyone can define the term. Explain that, on an assembly line, each worker does one part of a job and everyone cooperates to make a product.
- Divide students into groups of six and give each group 18 pieces of 12”X18” construction paper of various colors; also give each group three pairs of scissors and two rulers.
- Instruct the students to watch as you demonstrate how to make a place mat using tools.
  1. Fold one sheet of construction paper in half lengthwise.

2. Place the ruler on the fold line; then, with a pencil, mark one-inch marks down the paper.
3. From the edge of the paper, measure over one inch and draw a line down the paper one inch from the edge.

This line will show where to stop cutting. Cut on the lines.

4. Take another sheet of construction paper and draw lines at one-inch intervals lengthwise down the paper.
  5. Cut the paper on these lines.
  6. Now weave the strips in and out of the other piece of construction paper.
  7. Show the students the finished product.
- Tell the students they are now workers in a factory that produces place mats.
  - Explain that the materials on the desks are their resources and only these resources can be used to make the product.
  - Tell the students to decide among themselves who will do each job. Two people can do folding and measuring, two cutting, and two weaving. Allow five minutes for practice after the groups have assigned jobs.
  - Instruct the students to begin their production. Allow 20 minutes for them to make as many place mats as possible. Say that you are looking for quality work.
  - Ask each group to count how many place mats they successfully completed.
  - Record the information on the chalkboard. Discuss results
  - Use the following chart to compare results.

## Who Produces More?

### Artisans

- 1 artisan can make 1 placemat in \_\_\_\_\_ minutes.
  - So 1 artisan can make \_\_\_\_\_ placemats in 20 minutes.  
Example: if 1 artisan can make 1 placemat in 10 minutes, then 1 artisan can make  $20/10 = 2$  placemats in 20 minutes.
  - So 6 artisans can make \_\_\_\_\_ placemats in 20 minutes.  
Example: if 1 artisan can make 2 placemats in 20 minutes, then 6 artisans can make  $6 \times 2 = 12$  placemats in 20 minutes.
- 

### Assembly Line

- 6 assembly line workers can make \_\_\_\_\_ placemats in 20 minutes.
- 

Which group made more placemats in 20 minutes?

- 6 artisans
  - 6 assembly line workers
-

## **Title of Unit: Investigating Pueblos**

**Author: Wendy Mayer**

### **Lesson Plan Day 13**

**State Goal: State Goal 15 – Understand economic systems, with an emphasis on the United States.**

**Standard C** – Understand that scarcity necessitates choices by producers.

- Describe how human, natural and capital resources are used to produce goods and services

**State Goal 1 - Read with understanding and fluency.**

**Standard B** - Apply reading strategies to improve understanding and fluency.

**Standard C** - Comprehend a broad range of reading materials

### **Teaching and Learning Event: Story Discussion**

**Description and Detailed Sequence of Activities:** Use the following questions to discuss the story:

1. How did Glenmae use the natural resources found in Window Rock to make a rug? (She used the wool from her goat to make yarn, plants to color the yarn, fire to boil water, rocks to set her pots on and water to mix the dyes.)
2. What capital resources did Glenmae use to make the rug? How did she use them? (Shears to cut the wool from Geraldine, hammer to chop roots, bucket to wash the wool, frames to dry the wool, stool to sit on while working, wool cards for removing twigs or burrs from the yarn, spindle to spin the wool into yarn, house for Geraldine, dyes from the store to color the yarn, and loom for making rug.)
3. How would you describe the physical setting of Window Rock? (Window Rock is located in the desert region of Arizona. Large rocks are found there and the town is named after a rock with a big round hole in it. Much of the land is flat and dry and has very few tall trees. It has small bushes and wild plants which Native Americans use for dyes, medicine and food. Native Americans use the land to meet their basic needs for food, clothing and shelter.)
4. Do you think many people live in Window Rock? (Window Rock is located in the desert and resources are limited or scarce. This region gets little rainfall and is located on the edge of the Navajo Indian Reservation. This limits the size of the town because it cannot expand in all directions. It is located far from big cities and transportation hubs. But it is a tribal center for the government and, therefore, may be larger than other nearby towns.)
5. What are some of the ways the Navajo people might use rugs? (Rugs can be used as blankets which are worn, slept under, and hung on walls for protection against the weather.)
6. Do you think Glenmae could make many rugs in a year? Explain your answer. (Glenmae made the rug all by herself and it took a long time. Also, the size of the rug would determine how long it would take to make. In the story Geraldine's wool had almost grown back by the time Glenmae completed her rug. She could only make one rug in a year from Geraldine's wool because, it takes one year for a goat to grow a new coat of wool.)
7. Today Navajo weavers still make rugs the way Glenmae made her rug. Do you think these rugs are expensive? (These rugs are very expensive because they are hand-made and require lots of work, special skills and a special natural resources - the goat's wool.)
8. How do you think Glenmae used the money she earned from selling her rugs to meet her needs and wants? (Glenmae could use the money to buy food, clothing and other goods or services she needed.)

**Time Line: 1 day, 40 min.**

**Books:**

**Equipment Name: none**

**Materials: 12”X 18” sheets of construction paper in various colors, scissors, rulers**

**Resources - Web Sites: none**

**Resources – Software: none**

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.

## **Title of Unit: Investigating Pueblos**

**Author: Wendy Mayer**

### **Lesson Plan Day 14**

**State Goal: State Goal 15 – Understand economic systems, with an emphasis on the United States.**

Standard C – Understand that scarcity necessitates choices by producers.

- Describe how human, natural and capital resources are used to produce goods and services

**State Goal 17 – Understand world geography and the effects of geography on society, with an emphasis on the United States.**

Standard C – Understand relationships between geographic factors and society.

- Identify ways people depend on and interact with the physical environment
- Identify opportunities and constraints of the physical environment

**State Goal: State Goal 3 Write to communicate for a variety of purposes.**

Standard A – Use correct grammar, spelling, punctuation, capitalization and structure.

Standard B – Compose well-organized and coherent writing for specific purposes and audiences.

- Demonstrate focus, organization, elaboration and integration in written compositions

Standard C – Communicate ideas in writing to accomplish a variety of purposes.

- Write for a variety of purposes including description, information, explanation, persuasion and narration
- Create media compositions or productions which convey meaning visually for a variety of purposes

### **Teaching and Learning Event: Letter Writing**

#### **Description and Detailed Sequence of Activities:**

- Students are to select a desert/pueblo area and write a letter about it. Writing should include all the qualities of good composition along with facts about a pueblo, desert environment, people and a craft noted from reading. Student's should also explain how the pueblo dwellers depended on and interacted with their environment, and what limits or opportunities their surroundings presented them.
- Students are placed in teams and synthesize information from letters to create additional postcards. Each team should have a set of cards that cover differences between Millstadt and the desert areas studied, ways in which pueblo people adapted to and used their physical environment, some of the choices pueblo people made about food, clothing and shelter, and the crafts of the Southwest area

**Time Line:** 1 -40 min. period

**Books:** none

**Equipment Name:** none

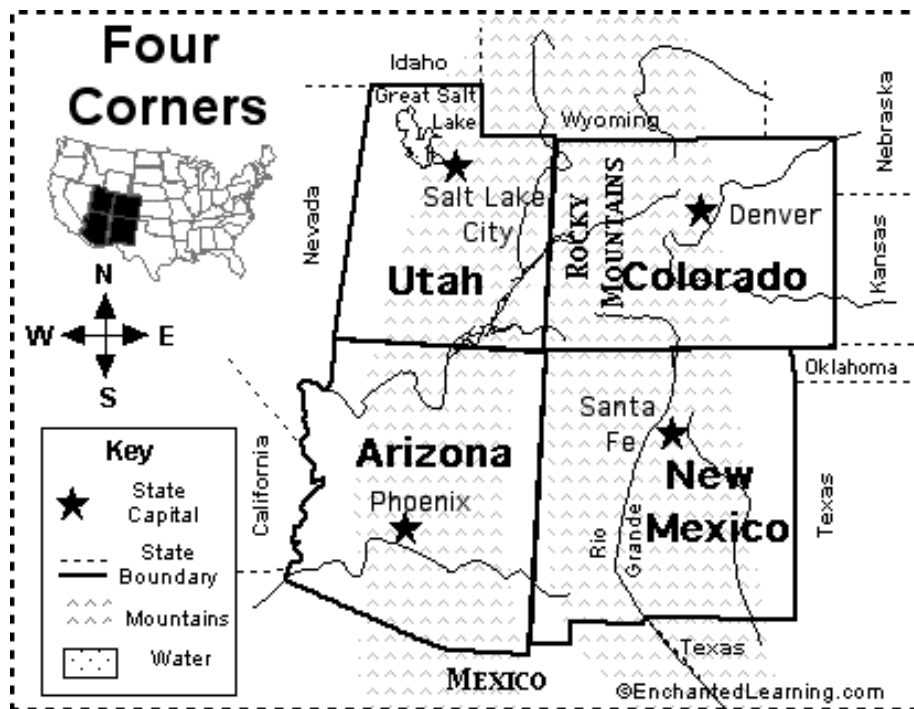
**Materials:**

**Resources - Web Sites:**

**Resources – Software:**

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.

# Four Corners States Map\*\*



1. What are the 4 states that meet in one place?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
2. Of these 4 states, which state and its capital is southeast?  
\_\_\_\_\_
3. Of these 4 states, which state and its capital is northeast?  
\_\_\_\_\_
4. Of these 4 states, which state and its capital is southwest?  
\_\_\_\_\_
5. Of these 4 states, which state and its capital is northwest?  
\_\_\_\_\_
6. What is the name of the mountain range that runs through this area?  
\_\_\_\_\_
7. What is the name of the largest lake in Utah?  
\_\_\_\_\_
8. Which country borders this region to the south?  
\_\_\_\_\_

\*\*adapted from Enchanted Learning.com

Name \_\_\_\_\_

Pueblos of the Southwest pp. 115-120

1. What does the word "pueblo" mean?

---

---

2. Why didn't the Pueblo people use wood to build their homes?

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3. How are today's pueblo villages different from those in the past?

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---

4. Some Pueblo people have moved away from the pueblos. Why do you think they still visit the villages?

---

---

---

---

## **Postcard**

Final product and assessment

Student work in teams

### **Writing side (use Microsoft Word)**

Each child needs a 6" X 9" piece of white construction paper. On one side draw a vertical line separating the rectangle into a 6"x6" square and a 3"x6" rectangle.

The address of the student's family will be written in the smaller space.

In the larger space, a letter to a family member will be written as if the student has visited the pueblo/southwest area.

### **Picture side (Use clipart)**

Draw and color a picture of the southwest. The picture should include a pueblo, desert environment, people and a craft noted from reading.

Students will help create rubric. Attached is a model of a rubric that might be used.

## Multimedia Project : Postcard of the Southwest

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Points
<b>Content of writing</b>	Covers pueblos and the southwest in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the pueblos and the southwest. Subject knowledge appears to be good.	Includes essential information about the pueblos and the southwest but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	
<b>Organization</b>	Content is well organized following the main idea, major and minor detail, and conclusion form and includes personal feelings.	Content is well organized. Not all elements of paragraph form are evident, may or may not include personal feelings	Content is logically organized but does not include 2 or more elements of structure. Does not include personal feelings.	There was no clear or logical organizational structure, just lots of facts.	
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.	
<b>Attractiveness of writing</b>		Writing is exceptionally neat and easily read.	Writing is mostly neat and easy to read.	Writing is sloppy, difficult to read.	
<b>Content of picture</b>	Displays an accurate representation of pueblos and the southwest. Picture includes elements of the topic (pueblo, desert environment, people and craft).	Displays an accurate representation of pueblos and the southwest. Picture includes only 3 of the elements listed	Displays an accurate representation of pueblos and the southwest. Picture includes only 2 of the elements listed.	Picture content is minimal OR there are several factual errors.	
<b>Attractiveness of picture</b>	Picture is creative and neatly drawn and colored.	Picture is mostly neatly drawn and colored.		Picture is sloppy and not completely colored.	
				<b>Total</b>	

A = 22-23

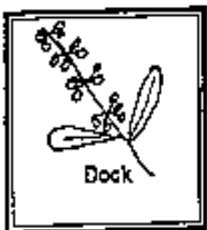
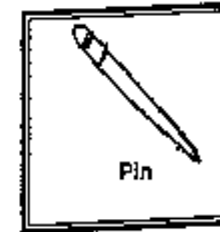
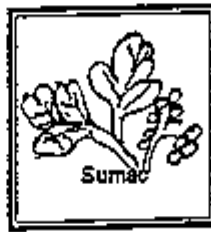
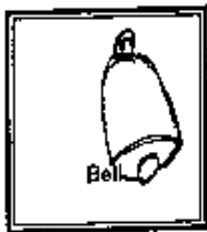
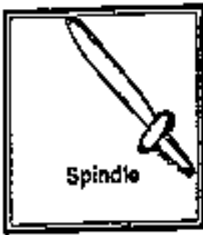
B = 18-21

C = 14-17

D = 10-13

F = 1-9





Name \_\_\_\_\_

Cut out the pictures. Place them in the appropriate category. Ask yourself "Is this a natural resource?, a capital resource? or a human resource?"

## Natural Resources

- those things found in or on the earth, "gifts of nature"

## Capital Resources

- things made by people and used to produce other goods and services

## Human Resources

- people doing mental or physical work to produce goods or services

# Anticipation Guides

Me

Text

Statements

\_\_\_\_\_

\_\_\_\_\_

The Ute Indians chose not to visit the cliff houses because they thought they were sacred.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Archaeologists are people who are trained to study ancient ruins.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The Cliff houses can be found in Michigan, Illinois, Missouri and Indiana.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

People who lived in cliff houses ate corn, beans, squash, prairie dog and antelope.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ancient people who lived in the cliff houses were taller than people today.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The cliff dwellers were also called "Ancestral Puebloans" and Anasazi.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

All pueblos are built on cliffs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Archaeologists do not know why Anasazi left their cliff houses.

\_\_\_\_\_

# Anticipation Guides

Me

Text

Statements

\_\_\_\_\_

\_\_\_\_\_

Pueblo people live in the northeastern part of the United States

\_\_\_\_\_

\_\_\_\_\_

Adobe keeps a house cool on hot days and war on cold nights.

\_\_\_\_\_

\_\_\_\_\_

A kiva is a room underground where Pueblo people met.

\_\_\_\_\_

\_\_\_\_\_

In the area where the Pueblo people lived, there was much rain to grow many crops.

\_\_\_\_\_

\_\_\_\_\_

Corn was used to make bread, pancakes and other things to eat.

\_\_\_\_\_

\_\_\_\_\_

Pueblo people of long ago made pottery much like pueblo artists do today.

\_\_\_\_\_

\_\_\_\_\_

They painted pictures on paper, perhaps to tell a story.

\_\_\_\_\_

\_\_\_\_\_

Traditions are held to help Pueblo people remember their past.

# Anticipation Guides

Me

Text

Statements

\_\_\_\_\_

\_\_\_\_\_

Temperatures in a desert are never cold.

\_\_\_\_\_

\_\_\_\_\_

A desert has less than 10 inches of rain per year.

\_\_\_\_\_

\_\_\_\_\_

Temperatures in a desert can be greater than 100 degrees.

\_\_\_\_\_

\_\_\_\_\_

Animals in the desert are nocturnal.

\_\_\_\_\_

\_\_\_\_\_

Plants in the desert must have the ability to collect and store water.

\_\_\_\_\_

\_\_\_\_\_

Desert plants have adaptations to live in heat and dryness.

\_\_\_\_\_

\_\_\_\_\_

Not many living things are in the desert.

\_\_\_\_\_

\_\_\_\_\_

A desert can have flash floods.

# Unit Production vs. Assembly Line Production

## Unit Production

- Explain to the students that Glenmae was an artisan. Define an artisan as a skilled worker who makes a product from start to finish by herself or himself. Explain that artisan's items are one of a kind, and they often take a long time to produce. Thus, artisans produce only a few items. Tell the students that they are going to become artisans.
- Give each student a 12" X 18" sheet of construction paper and instruct the students to watch as you demonstrate the steps they are going to use to weave a paper place mat. Fold the paper in half lengthwise. Start about one inch from the top of the paper and tear a line from the fold line to a point about one inch from the edge of the paper. Make several tear lines about one inch apart. The tears may all be straight or may be wavy lines to create a unique design. Stop one inch from the bottom of the paper.
- Instruct the students to fold their paper in half lengthwise and to make about seven tear lines.
- Give each student a 9" x 12" sheet of construction paper in a different color than the first piece. Demonstrate how to tear nine strips of paper about one inch wide in a lengthwise direction.
- Instruct the students to watch as you demonstrate how to weave the strips of paper in and out of the first piece. Continue until the place mat is completed. Allow the students time to complete their place mats. Record the average amount of time students needed to finish.
- Ask students to explain why they would be called artisans, and why Glenmae was an artisan.

## Assembly Line Activity

- Explain to the students that in the early days most items people needed for everyday life were made by artisans, but during the Industrial Revolution the idea of an assembly line took hold. Ask if anyone can define the term. Explain that, on an assembly line, each worker does one part of a job and everyone cooperates to make a product.

- Divide students into groups of six and give each group 18 pieces of 12"X18" construction paper of various colors; also give each group three pairs of scissors and two rulers.
- Instruct the students to watch as you demonstrate how to make a place mat using tools.

1. Fold one sheet of construction paper in half lengthwise.
2. Place the ruler on the fold line; then, with a pencil, mark one-inch marks down the paper.
3. From the edge of the paper, measure over one inch and draw a line down the paper one inch from the edge.

This line will show where to stop cutting. Cut on the lines.

4. Take another sheet of construction paper and draw lines at one-inch intervals lengthwise down the paper.
5. Cut the paper on these lines.
6. Now weave the strips in and out of the other piece of construction paper.

7. Show the students the finished product.

- Tell the students they are now workers in a factory that produces place mats.
- Explain that the materials on the desks are their resources and only these resources can be used to make the product.
- Tell the students to decide among themselves who will do each job. Two people can do folding and measuring, two cutting, and two weaving. Allow five minutes for practice after the groups have assigned jobs.
- Instruct the students to begin their production. Allow 20 minutes for them to make as many place mats as possible. Say that you are looking for quality work.
- Ask each group to count how many place mats they successfully completed.
- Record the information on the chalkboard. Discuss results
- Use the following chart to compare results.

# Who Produces More?

## Artisans

- 1 artisan can make 1 placemat in \_\_\_\_\_ minutes.
  - So 1 artisan can make \_\_\_\_\_ placemats in 20 minutes.  
Example: if 1 artisan can make 1 placemat in 10 minutes, then 1 artisan can make  $20/10 = 2$  placemats in 20 minutes.
  - So 6 artisans can make \_\_\_\_\_ placemats in 20 minutes.  
Example: if 1 artisan can make 2 placemats in 20 minutes, then 6 artisans can make  $6 \times 2 = 12$  placemats in 20 minutes.
- 

## Assembly Line

- 6 assembly line workers can make \_\_\_\_\_ placemats in 20 minutes.
  - \_\_\_\_\_
- 

Which group made more placemats in 20 minutes?

- 6 artisans
  - 6 assembly line workers
-

**Activities:****Story Discussion:**

Use the following questions to discuss the story:

1. How did Glenmae use the natural resources found in Window Rock to make a rug? (Glenmae used the wool from her goat to make yarn, plants to color the yarn, fire to boil water, rocks to set her pots on and water to mix the dyes.)
2. What capital resources did Glenmae use to make the rug? How did she use them. (Shears to cut the wool from Geraldine, hammer to chop roots, bucket to wash the wool, frames to dry the wool, stool to sit on while working, wool cards for removing twigs or burrs from the yarn, spindle to spin the wool into yarn, house for Geraldine, dyes from the store to color the yarn, and loom for making the rug.)
3. How would you describe the physical setting of Window Rock? (Window Rock is located in the desert region of Arizona. Large rocks are found there and the town is named after a rock with a big round hole in it. Much of the land is flat and dry and has very few tall trees. It has small bushes and wild plants which Native Americans use for dyes, medicine and food. Native Americans use the land to meet their basic needs for food, clothing and shelter.)
4. Do you think many people live in Window Rock? (Window Rock is located in the desert and resources are limited or scarce. This region gets little rainfall and is located on the edge of the Navajo Indian Reservation. This limits the size of the town because it cannot expand in all directions. It is located far from big cities and transportation hubs. But it is a tribal center for the government and, therefore, may be larger than other nearby towns.)
5. What are some of the ways the Navajo people might use rugs? (Rugs can be used as blankets which are worn, slept under, and hung on walls for protection against the weather.)
6. Do you think Glenmae could make many rugs in a year? Explain your answer. (Glenmae made the rug all by herself and it took a long time. Also, the size of the rug would determine how long it would take to make. In the story Geraldine's wool had almost grown back by the time Glenmae completed her rug. She could only make one rug in a year from Geraldine's wool because, it takes one year for a goat to grow a new coat of wool.)
7. Today Navajo weavers still make rugs the way Glenmae made her rug. Do you think these rugs are expensive? (These rugs are very expensive because they are hand-made and require lots of work, special skills and a special natural resources - the goat's wool.)
8. How do you think Glenmae used the money she earned from selling her rugs to meet her needs and wants? (Glenmae could use the money to buy food and clothing and other goods or services she needed.)

## Connect 2

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

## Connect Two

weave

blanket

loom

plants

spin

shear

combing

carding

suds

dye

wool

design

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are  
connected because \_\_\_\_\_.

# Cyber hunt

Deserts: \*\* sites used for desert research

<http://mbgnet.mobot.org/sets/desert/whatis.htm>

<http://mbgnet.mobot.org/sets/desert/notha.htm>

Pueblo Indians:

<http://www.germantown.k12.il.us/southwest/>

<http://www.swcolo.org/Tourism/archaeology/people.html>

<http://www.swcolo.org/Tourism/archaeology/lowry.html>

<http://www.swcolo.org/Tourism/archaeology/mesaverde.html>

<http://www.harcourtschool.com/activity/swpstcard/taopueblo.htm>.

[http://www.evgschool.org/anasazi\\_indians.htm](http://www.evgschool.org/anasazi_indians.htm)

<http://pirate.shu.edu/~archerry/GuidedReading.htm>

<http://www.scsc.k12.ar.us/2002Outwest/NaturalHistory/Projects/LachowskyR/Acoma.htm> \*\*\*\*good info.

[www.puebloofacoma.org](http://www.puebloofacoma.org) (oldest continuously inhabited city in the US)

\*\*\* <http://www.nationalgeographic.com/ngkids/games/copycat.html>

[http://www.desertusa.com/ind1/du\\_peo\\_ana.html](http://www.desertusa.com/ind1/du_peo_ana.html)

<http://www.natick.k12.ma.us/schools/memorial/webquest/joyce/nativeamericans/southwest.htm>

<http://www.pthsd.k12.nj.us/webquests/nativewq/NativeWQ.htm>

**Essential Questions:**

How does geography, climate and natural resources effect the way groups of people meet their basic needs and influence their culture?

**Coaching Questions:**

Who are the puebloan Indians of the Southwest?

Where are they located?

How were their homes built? How are they built now?

How did the Pueblo people survive in the desert?

How do people respond to, use and alter their environment to meet their wants and needs? How do they adapt?





# The Goat in the Rug

## Focusing on resources

1. Explain to students that today you are going to reread the story called **The Goat in the Rug**. The story is about a Native American weaver who combines her human resources with natural and capital resources to weave a rug. On the chalkboard write the words: natural resources, capital resources and human resources. Define these words with the students:
  - natural resources - those things found in or on the earth, "gifts of nature"
  - capital resources - things made by people and used to produce other goods and services
  - human resources - people doing mental or physical work to produce goods or services
2. Using the Resources Semantic Features chart, ask students to list **natural resources** that were used to make items in their classroom - (trees for wooden items, sand for glass items, rubber for erasers, iron ore for steel in desk, petroleum for plastic and so on.)
3. Using the Resources Semantic Features chart, ask students to list **capital resources** found in the classroom. (scissors, pencils, books, desk, clock, book bags, computers and so on - Items which students or teachers use in order to perform a task or service.)
4. Using the Resources Semantic Features chart, ask students to list **human resources** needed in the school - (teachers, principal, cafeteria works, secretaries, building engineers and so on.)
5. Explain to the students that this story takes place on an Indian reservation near a place called Window Rock, Arizona. Revisit the U.S. map and four corners area to locate Arizona. Explain that an Indian reservation is land the government has set aside for the Native Americans to live on and maintain their tribal way of life. Tell the students that in the story Glenmae uses many natural and capital resources from this region to make a rug.
6. Reread the story. Students are to list the natural, capital and human resources used in the story. Discuss together.

Guiding questions for Internet research on site  
[www.germantown.k12.il.us/indians/southwest.html](http://www.germantown.k12.il.us/indians/southwest.html).

People	Homes
<p>What is an ancestor?</p> <p>Why would you need to be in good physical shape to be an Anasazi?</p> <p>List some jobs family members had:</p> <p>Men –</p> <p>Women –</p> <p>Children –</p>	<p>What kind of visitors might be unwanted?</p> <p>Why did the Anasazi build their homes out of stone and mud?</p>
Location	Use of environment
<p>What is a mesa?</p> <p>Why do you think they have made Mesa Verde a national park?</p> <p>What do these words mean?</p> <p>Mesa</p> <p>Verde</p>	<p>Why do you think there were strict rules about the use of water?</p> <p>What crops did the Anasazi grow?</p> <p>How important were wild turkeys?</p>

# Houses

By Aileen Fisher

Houses are faces  
(haven't you found?)  
with their hats in the air,  
and their necks in the ground.

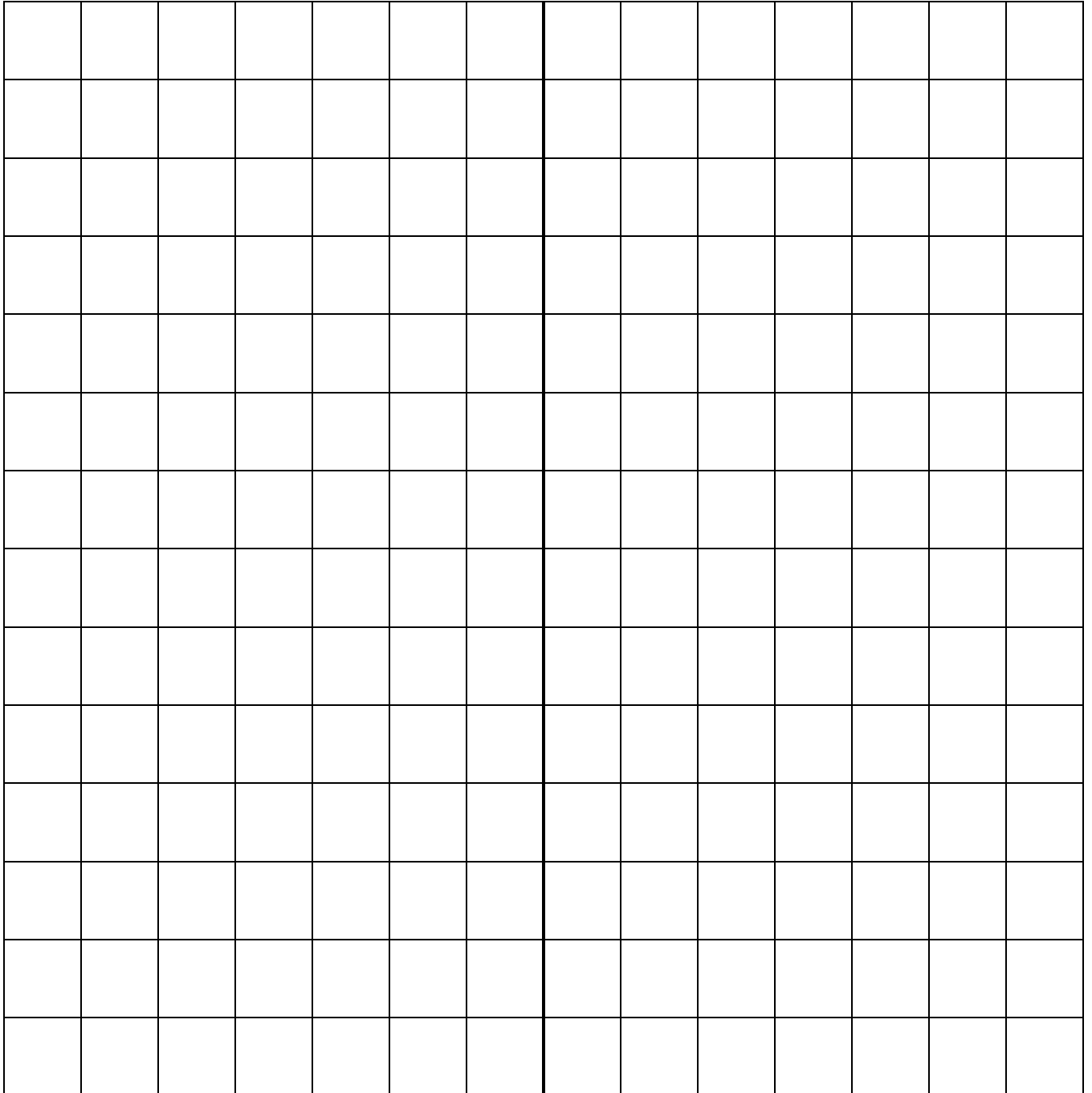
*Windows are noses,*  
*windows are eyes,*  
*and doors are the mouths*  
*of a suitable size.*

And a porch- or the place  
where porches begin-  
is just like a mustache  
shading the chin.

\*\*Underscores and italics are used as cues when putting poem together.

# Make a Rug

Color a pattern to make a rug. Make it symmetrical.



## Postcard

Final product and assessment

### Writing side

Each child needs a 6" X 9" piece of white construction paper. On one side draw a vertical line separating the rectangle into a 6"x6" square and a 3"x6" rectangle.

The address of the student's family will be written in the smaller space.

In the larger space, a letter to a family member will be written as if the student has visited the pueblo/southwest area.

### Picture side

Draw and color a picture of the southwest. The picture should include a pueblo, desert environment, people and a craft noted from reading.

Students will help create rubric. Attached is a model of a rubric that might be used.

## Multimedia Project : Postcard of the Southwest

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Points
<b>Content of writing</b>	Covers pueblos and the southwest in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the pueblos and the southwest. Subject knowledge appears to be good.	Includes essential information about the pueblos and the southwest but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	
<b>Organization</b>	Content is well organized following the main idea, major and minor detail, and conclusion form and includes personal feelings.	Content is well organized. Not all elements of paragraph form are evident, may or may not include personal feelings	Content is logically organized but does not include 2 or more elements of structure. Does not include personal feelings.	There was no clear or logical organizational structure, just lots of facts.	
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.	
<b>Attractiveness of writing</b>		Writing is exceptionally neat and easily read.	Writing is mostly neat and easy to read.	Writing is sloppy, difficult to read.	
<b>Content of picture</b>	Displays an accurate representation of pueblos and the southwest. Picture includes elements of the topic (pueblo, desert environment, people and craft).	Displays an accurate representation of pueblos and the southwest. Picture includes only 3 of the elements listed	Displays an accurate representation of pueblos and the southwest. Picture includes only 2 of the elements listed.	Picture content is minimal OR there are several factual errors.	
<b>Attractiveness of picture</b>	Picture is creative and neatly drawn and colored.	Picture is mostly neatly drawn and colored.		Picture is sloppy and not completely colored.	
				<b>Total</b>	

A = 22-23

B = 18-21

C = 14-17

D = 10-13

F = 1-9



# The Desert Southwest

Would you like to live there?

## Around Millstadt we see :

- Flat land
- Grass and trees
- Plants that are grown to feed others
- Factories that make goods for other people
- A river that moves to the ocean carrying those plants and goods to far away places
- A large city and small towns

Four of the states in the southwest meet in one place.

- Colorado
- Utah
- Arizona
- New Mexico



The country of Mexico borders these states on the south.



# There are mountains.





But not many plants.



- Why do you think the plants do not grow very well?
- **NOT ENOUGH WATER!!!**

Even the Great Salt Lake in Utah is not a good source of water.



Although it looks like it from outer space.

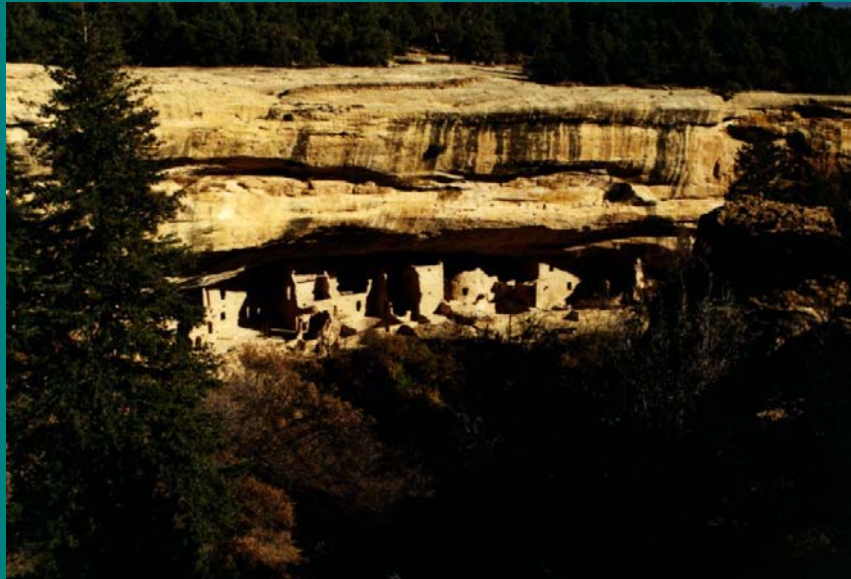


The Great Salt Lake



There are animals that can live in this harsh environment.

The puebloan people made the most of their environment.



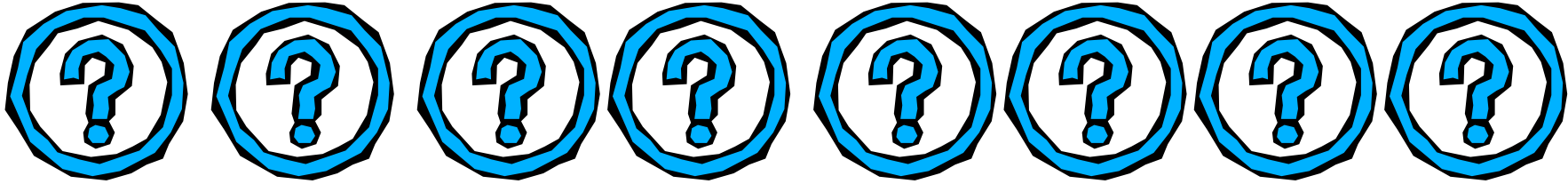


Pueblo ruins

Would you like to live in the  
desert southwest?

There are people that make  
the most of it!

# Question/Answer Relationship (QAR)



## Animals of the Desert

### Right There:

1. What is a desert?
2. What does cold-blooded mean?

### Think and Search:

1. Are deserts lifeless?
2. Name some ways animals have adapted to keep cool and find water in the desert.

## In Your Head (Inference)

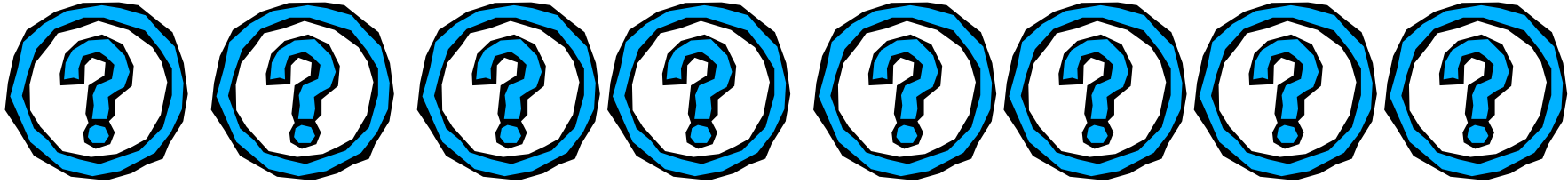
### Author and You (Inference)

1. What kinds of problems would animals encounter in the desert?
2. Why is there very little water?

### On Your Own

1. What type of climate does a desert have?
2. Do you know someone who lives in a hot, dry place?

# Question/Answer Relationship (QAR)



## Pueblos of the Southwest

### Right There:

1. What does the word pueblo mean?
2. What materials were used to build pueblo homes?
3. How are today's pueblo villages different from those in the past?
4. Name 3 things that the men and women did in building the pueblo.

### Think and Search:

1. Why weren't pueblo homes built mostly out of wood?
2. What is the most important thing in a pueblo home and why?

## In Your Head (Inference)

### Author and You (Inference)

1. Why didn't pueblo people of the past use windows or doors in their buildings?
2. How do you know that building a pueblo home was hard work and took skill?

### On Your Own

1. Tell why you would or would not like having your new home joined to your parent's home like the pueblo women had to do.
2. Think about the area where you live. If you needed to build a new home, what materials would you use?

# Question/Answer Relationship (QAR)

**The Goat in the Rug – This is a nonfiction story about how a Native American artisan makes her product. Geraldine the goat is fictional.**

In the Book (Gathering Information)

In Your Head (Inference)

Right There:

What did Glenmae use to wash the wool?  
Where did the wool come from?

Author and You (Inference)

How would you describe the physical setting of Window Rock?  
What are some of the ways the Navajo people might use rugs?  
Today Navajo weavers still make rugs the way Glenmae made her rug. Do you think these rugs are expensive?  
How do you think Glenmae used the money she earned from selling her rugs to meet her needs and wants?

Think and Search:

How did Glenmae use the natural resources found in Window Rock to make a rug?

**What capital resources did Glenmae use to make the rug? How did she use them?**

**What are the steps Glenmae used in making the rug?**

On Your Own

**Glenmae made an original product. What kind of original product could you make?**

What might happen if something is unavailable that you use to make this product?

When you are make your product, what would happen if you needed something and it wasn't available?







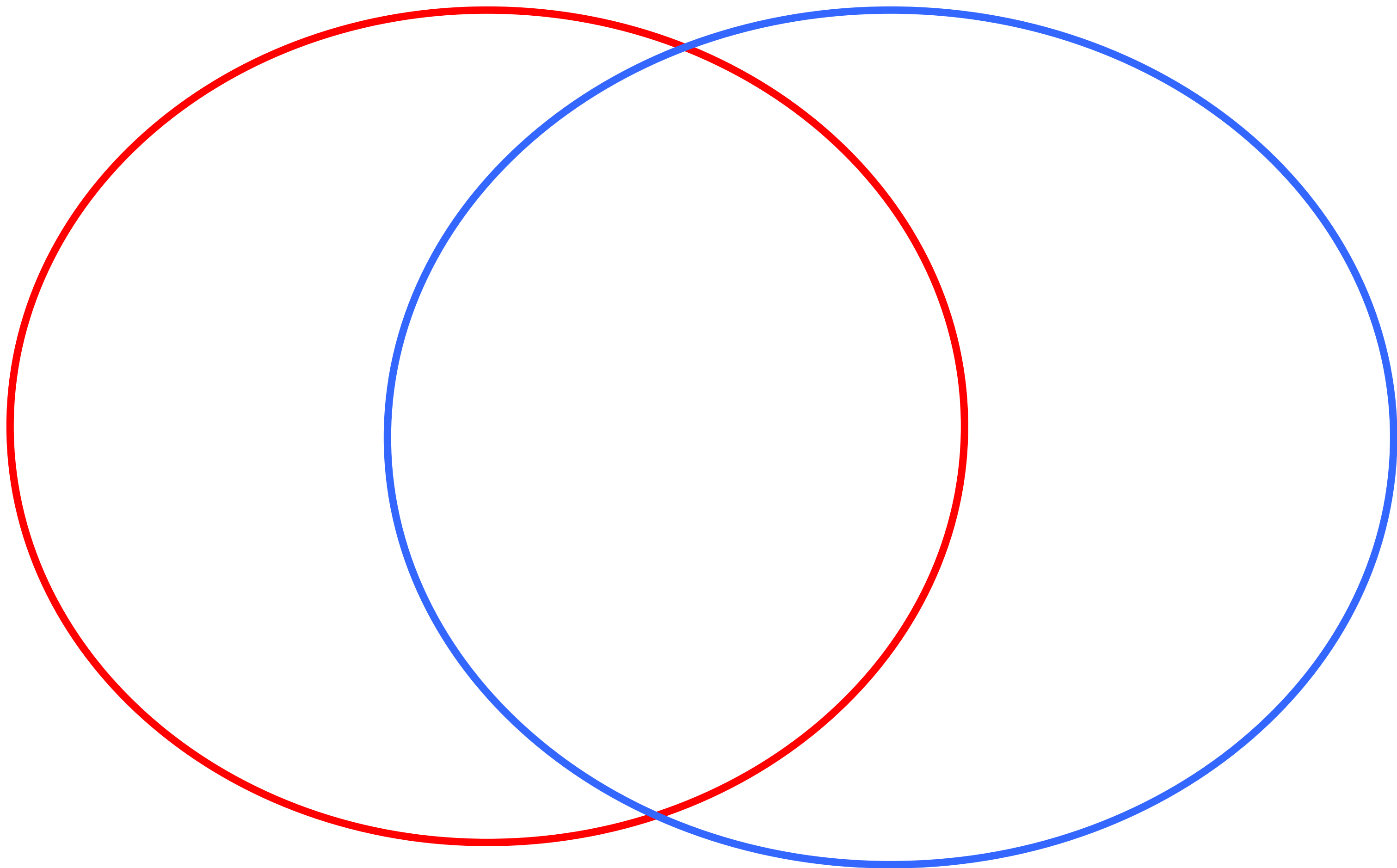


# Semantic Features Chart

	People	Homes	Location	Description and use of environment
Pueblo				
Cliff Houses				
Desert				
Window Rock, AZ				

# Semantic Features Chart





# List and Track Words

Word	Use in Text	Page #
weave		
blanket		
loom		
plants		
spin		
shear		
combing		
carding		
suds		
dye		
wool		
design		

## My Vocabulary List

blanket		
built		
carding		
combing		
design		
different		
dye		
earth		
joined		
loom		
plants		
plaza		
pueblo		
roof		
shear		
spin		
Suds		
village		
weave		
wool		

earth

built

pueblo

joined

roof

plaza

village

different

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The Mystery of the Cliff Houses by Anne Davies, Wright Group, McGraw-Hill, ISBN 0-322-04517-7

Pueblos of the Southwest by Anna Westcott, Silver, Burdett & Ginn, Inc., 1989

My Pueblo Home by Ann Nolan Clark, Viking Penguin, Inc, 1969

Our Adobe Home by George Ancona

The Little House by Virginia Lee Burton

Poem "Houses" by Aileen Fisher

Animals of the Desert, Macmillan Spotlight book

The Goat in the Rug, Charles Blood, Scholastic

American Indian Weaver, Newbridge-Sundance Co.

This is My House, Arthur Dorros, Scholastic