



## Lesson Plan: Life in Ancient Kuaua

By Sharon Walker

### Setting the Stage

**Introduction** –The ancient Tiwa village of Kuaua, the “evergreen village,” was the northernmost of a series of Tiwa-speaking pueblos that lined the middle Rio Grande valley. While these villages were each separate entities, they shared a common language and a common lifestyle.

Display the PowerPoint, “**Life in Ancient Kuaua.**” This can be found on our website at <https://kuaua.com/lesson-plans/>. On Slide 2, as you click, each of the four tan rectangles will vanish, one by one, revealing a picture of pueblo village life. ( If you cannot download PowerPoint, use the PDF version and project Slide 3 instead, which reveals the whole picture. ) Ask your students to make a list of what they see as you reveal the picture, one quadrant at a time, to teach students to look carefully at each part of the picture. Have a classroom conversation about what is going on in the picture to assess prior knowledge about life in pueblos.

### Introduction to New Material:

Either individually or in groups, allow students to solve the crossword puzzle (Handout 1) to introduce new vocabulary. Discuss the words by asking students to use each one in a sentence, and then illustrate their sentences.

Project the “Life in Ancient Kuaua” PowerPoint, and ask students to take notes in Handout 2 as you progress through the information. Ask students to work together in groups to compare their notes and add information that they are missing.

### Group Practice: Tableau - Act it Out

On your computer, project Slide 3 in the PowerPoint presentation for students to examine again. Assign students to become actors representing each of the characters in the picture.

If possible, find or create props that look like the objects the people are holding or carrying. Students could act out the part of the dogs, or they could bring stuffed toys to sit next to them. Put students in place, tell them to “Freeze in place!” Beginning with one corner, ask the actors to come to life and talk about what they are doing.

### Materials

- Teacher Resources - Student Handouts 1-4
- PowerPoint of “Life in Ancient Kuaua”
- PDF of “Life in Ancient Kuaua” and the Presenter Notes file, if you cannot use PowerPoint

### Vocabulary:

Adobe	Kiva
Pueblo	Agriculture
Maize	Site
Archaeology	Mural
Trade	Artifact
Plaza	

### Common Core Standards Specific to New Mexico for Literacy in ELA - Grade 4:

- B Reading Literature – Key Ideas and Details 5.a-b
- F Writing Standards – Text Type and Purposes
- G Writing Standards – Research 2.a-c
- H Speaking and Listening Standards – Presentation 4.a-c

### New Mexico Grade 4 Benchmark I-D Skills-Performance Standards

- I-D.1. Describe and explain how historians and archaeologists provide information about people in different time periods
- II-C.1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.
- II-C-2 Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.
- 11.C.3 Understand how visual data (e.g., maps, graphs, diagrams, tables, charts) organizes and presents geographic information.
- II-E.2 Describe how geographic factors influence the location and distribution of economic activities.
- II-E.3 Describe types and patterns of settlements
- .II-E.4 Identify the causes of human migration.
- III-D.1 Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.



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Ask the actors questions such as these:

- Flute player: Why are you playing a song for the girl? What is your flute made from?
- Young woman grinding corn: What are you doing? What tools are you using? Why is it important?
- Older woman making something with leather - What are you doing? What are your tools made from? Why is this job important?
- Dad with 2 children making tools: What are you making? What are you using to make your tools?
- Grandmother with baby (use a doll for the baby): What is your job? Why is it an important job for your family?
- Two men butchering a ram: How did you kill the ram? What are you doing now?
- Man with a tool and a dog: What kind of tool are you using? How did you make it?
- Two children, one with a bow and a dog: What is that you are holding? What is it for?
- Worker in the cornfield: (If there are extra students in your classroom, put them in the cornfield as well.) What are you doing? Why is your work important? How will the corn be stored?
- Children in back chasing a rabbit with a stick: What is the importance of what you are doing? Are you playing or is this important for your pueblo's survival? If you catch the rabbit, what will you do with it?

Then, pass out Handout 3, comparing tasks of men/boys and women/girls, and ask students to complete the handout with a partner.

### Individual Activity: Write a Story

Using the writing process, students will take the information that they learned from the Act it Out and from their notes to create a story about a day in the life of one characters in the picture. Require that each writer include at least two family members and a friend for the character they choose. In their story, they must tell about work, food, shelter, tools, and two other facts that they have learned about life in the ancient pueblo of Kuaua. They can make up names. If you have time, go to [https://en.wikipedia.org/wiki/Taos\\_language](https://en.wikipedia.org/wiki/Taos_language), scroll down, and at the bottom of

the page, you will find lists of Tiwa words and their meanings, which your students could choose to use for names of the people in their stories. If you choose to do this, you can point out that there are words in the Tiwa language which are “loaned” from other languages, such as Tiwa words for coffee, cocoa, and gasoline. Discuss the idea that these items did not exist in the Tiwa word before the coming of the Europeans to the Southwest. Before allowing students to begin, go over the rubric with them to stress what is important.

### Assessment: Would You Like to Live Back Then?

The Tiwa people who lived in the ancient village of Kuaua had a very different life from the one we lead today, but there were similarities as well. Ask your students to write a paragraph for their assessment which compares and contrasts their own lives with that of the people who lived here so long ago. Stress that they will need to include details and specific examples.

### Enrichment Activity

**Art Connection:** Handout 4 is made from a picture of a Kuaua Glaze Polychrome jar found in Kuaua Pueblo. Currently displayed in our museum at Coronado Historic Site, it has been dated as 1425-1490 A.D. Students should cut the pieces out, and carefully piece them together on construction paper as archaeologists do when they find pieces of pottery in excavations. Then they can color the pot in earth tones. Discuss with your students: what does polychrome mean; importance of leaving pottery pieces where they are, as each piece tells a piece of the story to researchers in the future.

### Resources

**Ellis, Jack.** By permission of the photographer, numerous wonderful photos of Coronado Historic Site and of many of our artifacts.

**James, Betsy.** By permission of the artist, who is an archaeologist as well as a talented artist, a collection of drawings of Kuaua Pueblo and the Tiwa people, used for educational purposes only.

**Ortega, Ethan.** Image from Coronado Historic Site computer mapping project, “Remapping Kuaua,” 2015.

