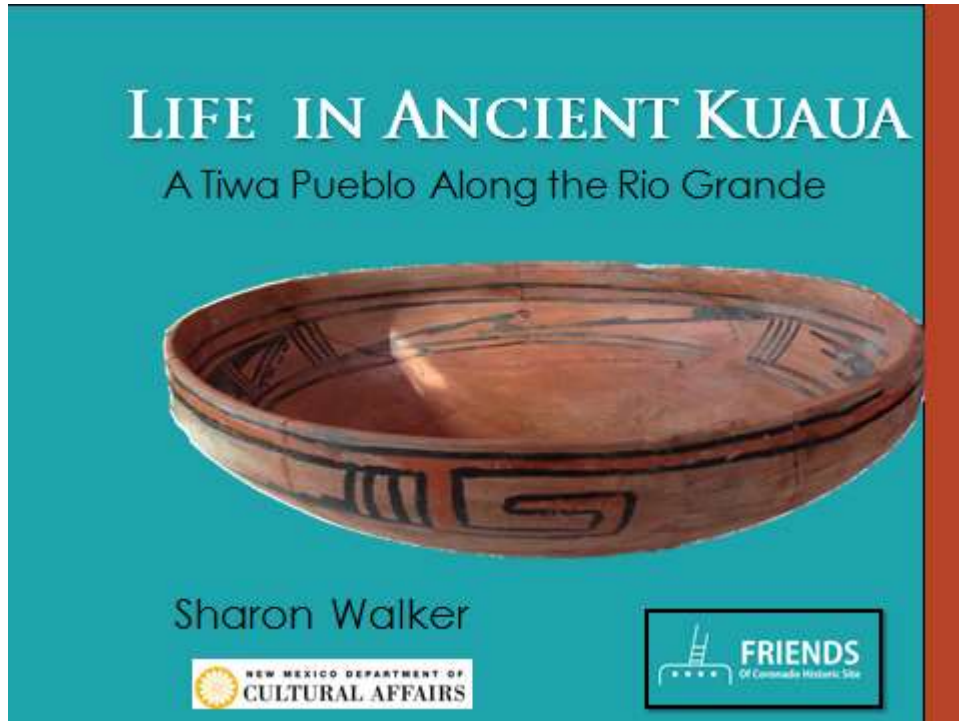


## Life in Ancient Kuaua Teacher Resource: Presenter's Notes



These notes will be visible on the teacher's computer only, if "Use Presenter View" is enabled under "Slideshow." If you cannot download PowerPoint, use the PDF version of the presentation with your projector, and refer to the notes below. The information enriches your presentation by adding interesting facts. Standards covered in each slide are also indicated here.

### Slide 1: Title Slide

### Slide 2: Click Enter to remove the tan squares, one at a time.

As you click to remove the tan square from each quadrant, ask students to list what they see as it is revealed. Discuss what life was like in ancient pueblos.

### Slide 3: Life in Ancient Kuaua, by Betsy James

This is the picture without the squares, for those who are not able to show the PowerPoint. This is the screen you will project for the Tableau – Act It Out Activity. If you prefer, print this slide for each student to use.

### Slide 4: Kuaua Pueblo, by Betsy James

Mention that the FamilyPass is available to check out for free from all New Mexico public libraries. It admits six adults, to check out for a week, and is good for all New Mexico historic sites as well as the museums under Department of Cultural Affairs.

### Slide 5: Why did ancient people choose to live here? – Photography by Jack Ellis

The Rio Grande is at the heart of New Mexico, and agriculture here has been in existence since the very beginning of crop cultivation. Before that, people who lived here relied on the river for water and as a good place to hunt for game. It's always been a good place to live! *NM Content Standard II-C.1. Explain how geographic factors have influenced people, including settlement patterns and population distribution in New Mexico, past and present.*

**Slide 6: Archaeology**

*New Mexico Content Standard I-D.1. Describe and explain how historians and archaeologists provide information about people in different time periods*

**Slide 7: Archaeologists at Work**

Marjorie Tichy was one of the first female archaeologists who worked here at our site in the 1930's. The excavation was funded by the WPA.

**Slide 8: The Painted Kiva**

The mural images that were removed from Kiva 3 are 500-600 years old, and represent possibly the oldest indigenous art in North America. Because the figures that they depict are still part of ceremonial observances in the pueblo world today, we do not allow photography of the images.

**Slide 9: The Pueblos of Tiguex**

The province of Tiguex was located from Bernalillo, running south along both sides of the Rio Grande. It was a series of separate pueblo communities. All the pueblos spoke the same language, Tiwa. Each was a farming community that was surrounded by gardens of corn, beans, squash, cotton, and more.

**Slide 10: Tiguex Today**

This is a current map of the Tiguex Province. It lies under Bernalillo, Rio Rancho, and Albuquerque. It is important to discuss that descendants of the people who lived at Kuaua still live in Sandia, Taos, Picuris, and Isleta Pueblos today. Point out to students that many of the pueblo names have survived, long after the pueblos eroded into the landscape, such as Corrales and Alameda. Discuss the locations of the villages along the Rio Grande to emphasize the importance of the river. Discuss what the Sandia Mountains might have provided to the people. *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.*

**Slide 11: Shelter – Image by Ethan Ortega**

Kuaua grew from a single row of adobe rooms in the 1300's to 900 rooms surrounding three plazas by 1660. This pueblo was made of adobe, with wood vigas supporting the rooftops to allow two-three story dwellings. The plaza area was in the center of the room blocks, and would be the center of community life. The kivas, both round and square, were areas where men conducted religious ceremonies, taught boys the fundamentals of their jobs in the community, wove on great looms, and more. *II-E.3 Describe types and patterns of settlements.*

**Slide 12: Pueblo Homes**

Tiwa adobe structures pre-dated adobe bricks, which came with the Spaniards. Women used adobe balls to form the walls, which they plastered at least annually to keep them from eroding. Timbers were sometimes cottonwood from the bosque by the Rio Grande, but pine from the mountains was preferred to support a three-story structure. This required men to travel into the Jemez or perhaps high into the area east of the Sandias. Remind students that without horses or wheels, the pueblo men would be bringing back the trees they cut down (with stone axes) by carrying them on foot.

**Slide 13: Inside a Pueblo Home - Diagram**

Explain to students that the light tan shaded rooms would be living chambers, and that the other rooms were used for storage, mainly of corn, beans, and dried squash, meat, and other foods that could sustain the people through the winter. Compare this to a modern-day pantry. Ask students what information they think archaeologists could find out about the people by investigating these storage rooms on the first floor. Point out that the access to the storage is through the second or third story room above it. Discuss how the way a pueblo was built would keep the food supply safe.

**Slide 14: Illustration of Pueblo, by Betsy James**

Although this is not a drawing of Kuaua in its later years, it shows how the pueblo was situated above the fields. Discuss the reasons why it would be practical to locate fields on the floodplains going down towards the river. Explain how each spring, flooding would provide new fertile topsoil. Rain flowing down the hillside towards the river would be trapped in the gardens, which were surrounded by river rocks. How would this help the gardens?

**Slide 15: Illustration of a Grid Garden, by Betsy James**

Here is a closer view of a grid garden, surrounded by stones to hold the water in. Point out the tool that the farmer is using. Ask students what they think it might be made from.

**Slide 16: The Three Sisters**

Corn, beans and squash not only nourish each other, but modern nutrition studies show that they combine to provide a balanced diet.

**Slide 17: Maize**

Maize was planted deeper than modern cornfields to make up for a lack of water. The tiny size of the ears would mean that more plants needed to be cultivated to provide the pueblo with enough food to survive. It was said by the early Spanish who came here that the pueblos of Tiguex had enough corn to last through seven winters. Discuss why this would be important to the pueblo people. Also, discuss the importance of setting aside seeds for replanting. What would be necessary to contain this corn? How would it be cooked? Point to the picture of the metate and the mano. Explain that this corn was a very hard-shelled variety, much like popcorn, and couldn't be eaten like we cook corn today. It had to be ground or boiled.

**Slide 18: Our Native Garden, Photography by Jack Ellis**

This is an example of a native demonstration garden at Kuaua. The red plants in the foreground are amaranth, another grain grown for food and, it is thought, to feed the turkeys that the pueblo people domesticated.

**Slide 19: Gathering**

In the natural world that surrounded the pueblo, almost every plant had a purpose. Sunflower and pinon seeds were harvested and used for trade as well as food. Four-winged saltbrush was harvested and used as a food source in hard times. Medicines were made from many other plants. These people knew how to live off the land around them!

**Slide 20: Storage**

Pottery is a way that the pueblo settlements are dated and represents one way migrations of people can be documented. For example, if we find a lot of pottery in one pueblo which we know is made in other places, this is an indication of trade or perhaps of people who have migrated from one place to another. Discuss why people might have moved from areas to the west of the Rio Grande and come to live here in this valley. *I-E.4 Identify the causes of human migration.*

**Slide 21: Hunting**

Archaeological evidence shows that the pueblo people hunted and ate a great variety of animals, from tiny mice to huge buffalo. We know because of the bones and antlers used to make tools as well as those discarded. A cut edge on a bone shows that someone killed that animal, used it food, and then perhaps used part of it to make something. Native American hunters were known for using every part of the animal for some purpose. Nothing was wasted in this way of life.

**Slide 22: Pueblo Clothes**

Men wove cotton into kilts and mantas (women's dresses) in the kivas. Other woven fabrics included blankets made of yucca, around which was twisted turkey feathers or strips of rabbit hide to provide warm blankets.

**Slide 23: Yucca**

Remind students that the yucca is New Mexico's state plant. Discuss why it was an appropriate choice!

**Slide 24: Turkeys**

The turkeys that were found in the southwestern pueblos were not the same variety as the wild turkey that live here today. It is thought that they were traded up to this region from the Mexico City area, and were originally domesticated by the Aztec people, like maize, over a thousand years ago.

**Slide 25: Tools**

Discuss how you would make a tool like those in the picture, and what each might be used for.

**Slide 26: Illustration of Pueblo Mining, by Betsy James**

In this drawing, pueblo men are mining rocks with their hand-made axes. Notice how the man is carrying a boulder up a ladder by carrying it around his forehead. This rope would be likely made of yucca fiber or leather. Why would you want rocks?

**Slide 27: Trade Before Columbus**

Long before 1492, the Native American people were trading along well-established trade roads that spanned North, Central, and South America. We know that trade has occurred here when Cerrillos turquoise, mined prehistorically near Santa Fe, New Mexico, is discovered thousands of miles away. Shells found only in the ocean (Gulf of Mexico or the Pacific) were obviously treasured here. *II-E.2 Describe how geographic factors influence the location and distribution of economic activities.*

**Slide 28: Illustration of Pueblo Trade, by Betsy James**

Here is a picture of what it might have looked like when a trader came to the village. This man has with him a macaw, many kinds of shells, feather fans (probably macaw or parrot feathers) as well as small copper bells, which were the only metal objects known to have been made in the New World. What would the people here trade with? Think about things that we have here which were not available elsewhere? (piñon, turquoise)

**Slide 29: Ceremony**

Explain that polytheistic means “many gods.” Discuss how modern pueblos often do not share the information about their religion. In modern times, museums are careful to be respectful. Laws protect sites of ancient pueblos like Kuaua from those who would illegally excavate and rob the site of artifacts which might be sacred to the people who are their relatives today.

**Slide 30: Oral Tradition**

Education of children was through listening, observing, and copying or repeating, over and over. Stories included myths about the origin of the people and the natural world, but also included pueblo history, which would be passed down through generations.

**Slide 31: Illustration of Dancers, by Betsy James**

At Coronado Historic Site, we hope to teach our young visitors to become good stewards of the site and to help preserve it for future generations. *III-D.1 Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.*

