

NEW MEXICO

Pueblo Native American
Unit Study



Homeschool Road Trips

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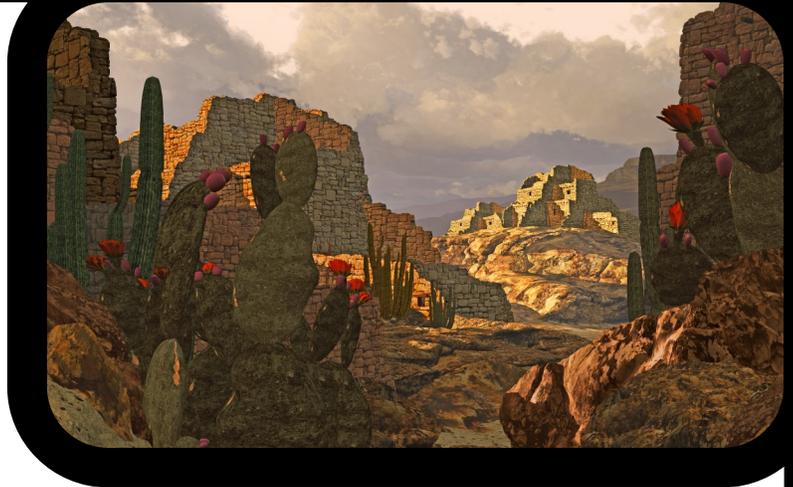
For more information about our **Homeschool Road Trips**, please go to the travel section of the **Hip Homeschool Moms** site.

For recipes and menu planning information, please visit **Love These Recipes**.

This New Mexico Pueblo Native American Unit Study includes the following topics:

1. Past and Present of the Pueblo Indians
2. Housing of the Pueblo Indians
3. Dry Farming of the Pueblo Indians
4. Food of the Pueblo Indians
5. Clothing of the Pueblo Indians
6. Art of the Pueblo Indians
7. Rio Grande of New Mexico
8. Tent Rocks of New Mexico
9. Spanish Missions of New Mexico
10. Hot Air Balloons of New Mexico

The **PAST** and **PRESENT** of the **Pueblo Indians** {Informational Text}



The Pueblo Indians are one of the oldest cultures in the nation. During their 7,000 year history, the Ancient Puebloans **EVOLVED** from a **NOMADIC** lifestyle to a **SEDENTARY** culture, primarily making their homes in the Mesa Verde region that makes up today's four corners of Colorado, New Mexico, Utah, and Arizona. Prior to moving, most of their food supply was a result of hunting. Though they did not entirely give up on hunting, they expanded into agriculture by growing maize, corn, squash, and beans.

They also developed great skills in basket weaving and pottery making. It was during this time that they also began building villages, often on top of high mesas or in caves at the base of canyons. These multi-room dwellings and apartment-like complexes, designed with stone or adobe masonry, were the forerunner of the later pueblos.

Eventually, the Ancient Puebloans' way of life declined in the 1300's, probably due to **DROUGHT** and **INTERTRIBAL** warfare. Historians believe these issues caused them to **MIGRATE** south and settle mostly in New Mexico and Arizona, becoming what is now known as the Pueblo people.

For hundreds of years, these Pueblo **DESCENDANTS** continued to live a similar lifestyle, surviving by hunting and farming. They also continued to utilize irrigation methods to grow corn, beans, cotton, pumpkins, and tobacco. Not only did they make elaborate baskets and pottery like their ancestors, but they also became expert wood carvers and jewelry makers.

They also built "new" apartment-like structures, sometimes several stories high. The buildings had flat roofs, which served as observation points to watch for approaching enemies and view ceremonial occasions. For better defense, the outer walls generally had no doors or windows, but instead had window openings in the roofs with ladders leading into the interior.

Each pueblo was an independent and separate community with its own chief, though many shared similarities in language and customs.

Today, nineteen separate pueblos remain with approximately 35,000 Pueblo Indians living on tribal land across the states of New Mexico, Arizona, and Colorado. Despite decades of pressure from the Spanish and, later, Anglo-Americans, Pueblo people have maintained much of their traditional culture while also engaging in a modern lifestyle.

WORDS to KNOW

DESCENDANTS: previous blood relatives

DROUGHT: shortage of water

EVOLVED: changed

INTERTRIBAL: between tribes

MIGRATE: to move from one place to another

NOMADIC: people with no permanent home
but who move seasonally

SEDENTARY: staying in one place

The **PAST**
and **PRESENT**
of the
Pueblo Indians



**Comprehension
Activity**

{Use the Informational Text
to answer the questions.}

1. The Pueblo Indians are one of the _____ cultures in the nation.
2. The Ancient Puebloans _____ from a _____ lifestyle to a _____ culture.
3. What were their dwellings like? _____

4. When did the Ancient Puebloans migrate south? _____
5. Why did they migrate south? _____
6. The Pueblo descendants continued to live a _____ lifestyle and survived by _____ and _____.
7. What did they grow? _____
8. What did they make? _____
9. How many pueblos are there currently? _____
10. Approximately how many Pueblo Indians live on tribal land? _____

The **PAST** and
PRESENT
of the
Pueblo Indians



**Comprehension
Extension Activity**
{Use complete sentences to
complete the activity.}

Historians believe that, from the beginning of their existence, Pueblo Indians have celebrated seasonal cycles through dance. The intent of these dances was to connect the people to their ancestors, community, and traditions while honoring the gifts they had been given.

These traditional dances continue today.

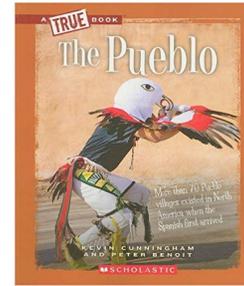
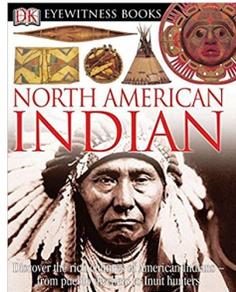
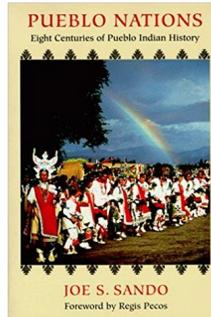
Why do you think the Pueblo Indians continue these traditional dances today?

Handwriting practice area consisting of a series of horizontal lines. The top line is a dashed line, followed by a solid line, and then several more solid lines for writing.

The PAST and PRESENT of the Pueblo Indians {More Fun Stuff}

BOOKS TO READ

Click the picture to view each item!



{Can you find the names of the Pueblo Indian tribes hidden below?}

H	O	P	I	P	O	I	D	U	Q	L	N	M
A	H	N	T	T	E	S	U	Q	U	E	G	F
U	K	A	O	W	L	Z	M	E	X	X	F	T
B	A	C	O	M	A	U	T	A	A	I	O	H
D	Y	T	J	A	R	N	F	K	F	S	L	P
C	O	C	H	I	T	I	W	P	K	L	A	O
S	W	B	N	S	A	F	S	Y	T	E	G	J
Q	I	F	G	G	O	E	A	R	T	T	U	O
T	N	E	R	T	S	A	N	T	A	A	N	A
Y	G	T	E	M	H	G	D	E	Y	T	A	Q
J	E	M	E	Z	R	G	I	I	K	I	H	U
O	H	W	W	I	E	S	A	N	A	M	B	E
S	A	N	T	A	C	L	A	R	A	O	L	P

Acoma
Cochiti
Hopi
Jemez
Isleta
Laguna
Nambe
Ohkay Owingeh
Pojoaque
Sandia
Santa Ana
Santa Clara
Taos
Tesuque
Zia

WORD SEARCH

HOUSING of the Pueblo Indians

{Informational Text}

Housing of the Pueblo Indians was built along the sides of or under cliffs and is referred to as cliff DWELLINGS. A cliff dwelling was formed by using a cave in a high cliff as a starting point and then adding to it with EXCAVATION and MASONRY.

Most cliff dwellings were made of ADOBE and featured a box base, a smaller box on top, and an even smaller box on top of that. There were no doors on the bottom floor which provided limited access to the buildings and protected them from intruders. A ladder would take inhabitants to the patio on the second floor and another ladder led through an opening in the roof and onto the first floor. Other ladders led to higher floors. Rooms on upper floors could be entered by doorways from adjoining rooms and by additional roof/ceiling entrances. Each community had kitchen areas, sleeping quarters, garden plots, and two or more KIVAS. Many smaller communities joined together to form the large towns built beneath the cliffs.



PUYE CLIFF DWELLINGS

From the late 1100's until approximately 1580, the Puye Cliff Dwellings were home to an estimated 1,500 Pueblo Indians.

The Puye Cliff Dwellings consist of two levels of caves cut into the cliffs plus the ruins of a large pueblo on top of the MESA. The first level is over a mile long and runs the entire length of the base of the mesa. The second level is about 2,100 feet long. There are over a dozen stairways from the top of the mesa to the base of the cliff. The stairways involve ladders, chipped hand holds, and RUDIMENTARY stepping ledges that were cut into the cliff. The stairways linked the Community House on top of the mesa to the dwellings at the base of the cliff, as well as to sources of water north of the pueblo.

All of the rooms had floors of well-smoothed clay, and the people ADORNED the cliff walls with PETROGLYPHS, including images of CONCENTRIC circles, spirals, animal forms, human figures, masks, and horned serpents.

Villagers deserted the Puye Cliff Dwellings around 1580 due to a prolonged DROUGHT. They relocated to the banks of the Rio Grande, approximately 12 miles away, which is where their descendants live today.

WORDS to KNOW

ADOBE: sun-dried brick made of clay and straw

ADORNED: decorated

CONCENTRIC: having a common center

DROUGHT: a period of little to no rain

DWELLING: a building or place of shelter; home

EXCAVATION: digging out to make a hole

KIVA: ceremonial room

MASONRY: building with stones or bricks

MESA: land formation with steep walls and flat top

PETROGLYPH: prehistoric drawing or carving

RUDIMENTARY: primitive

HOUSING of the Pueblo Indians



Comprehension Activity

{Use the Informational Text
to answer the questions.}

1. Housing of the Pueblo Indians is referred to as _____.
2. Most cliff dwellings were made of _____ and featured _____

3. Each community had kitchen areas, _____, garden plots
and two or more _____.
4. Approximately when were the Puye Cliff Dwellings home to an estimated 1,500
Pueblo Indians? _____
5. About how long is the first level of the Puye Cliff Dwellings? _____
6. With what were the walls decorated? _____
7. When and why did the villagers desert the Puye Cliff Dwellings? _____

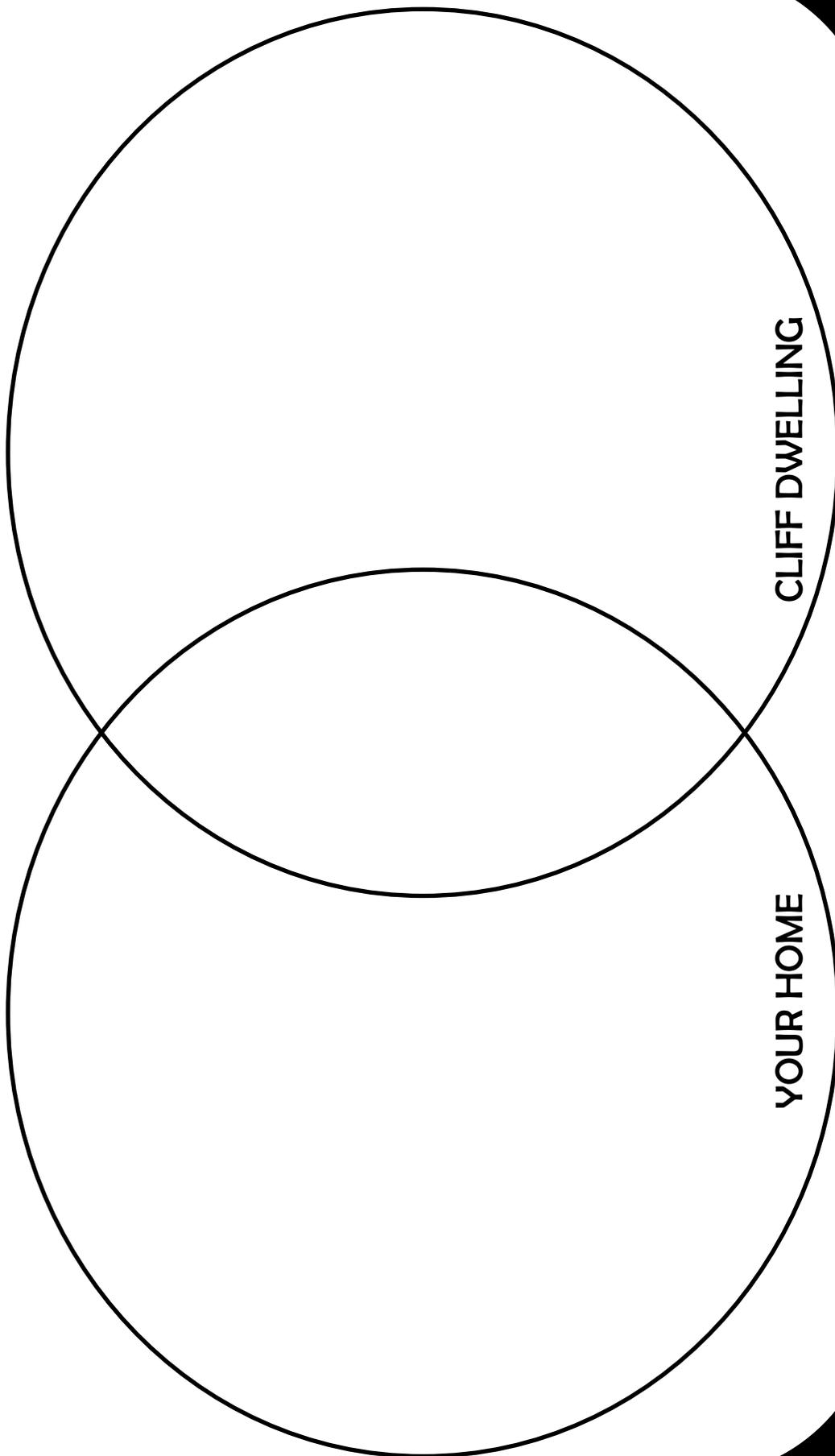
8. To where did they relocate? _____

HOUSING of the Pueblo Indians



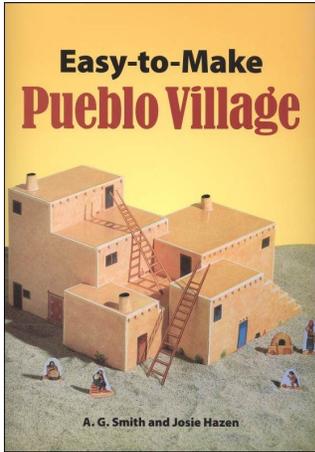
Comprehension Extension Activity

On the Venn Diagram below, show the similarities of and differences between your home and the Cliff Dwellings of the Pueblo Indians.

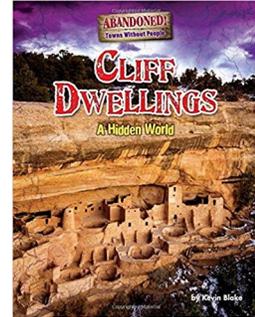
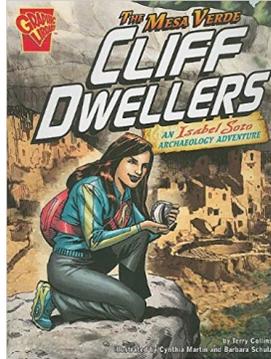


HOUSING of the Pueblo Indians {More Fun Stuff}

CRAFT TO MAKE



BOOKS TO READ



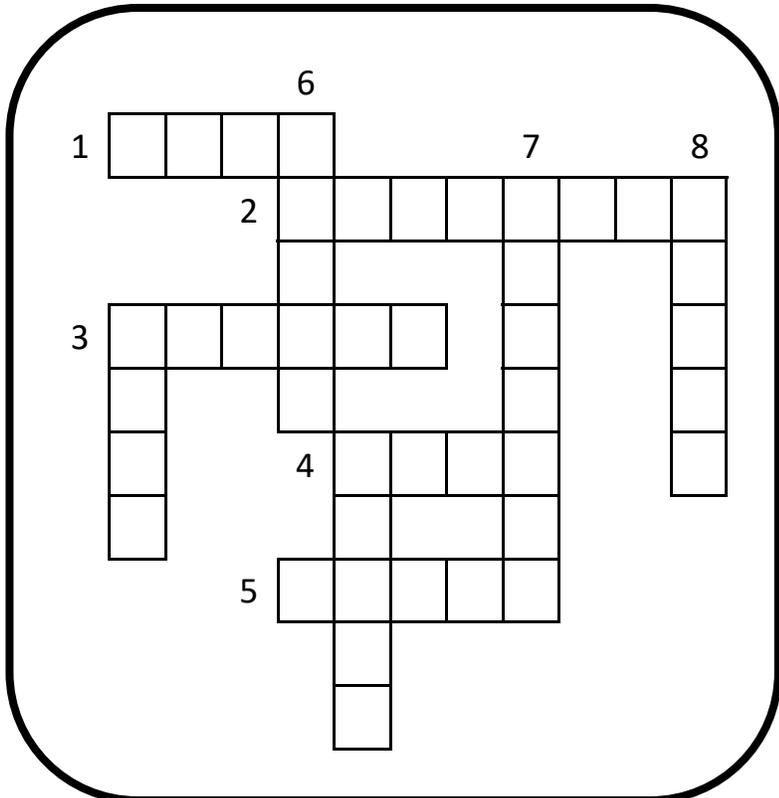
Click the picture to view each item!

ACROSS

1. land formation with steep walls and flat top
2. a building or place of shelter
3. The ___ Indians lived in cliff dwellings.
4. used as a starting point to build a cliff dwelling
5. ceremonial rooms

DOWN

3. The ___ Cliff Dwellings were home to more than 1500 people.
4. Villagers abandoned the Puye ___ Dwellings in 1580.
6. sun-dried brick made of clay and straw
7. how people would get from floor to floor
8. shortened version of the word "petroglyph"



CROSSWORD

DRY FARMING of the Pueblo Indians

{Informational Text}

As the Ancient Puebloan people shifted from a NOMADIC culture to a SEDENTARY one, they did not entirely give up on hunting, but agriculture became a VITAL aspect of their survival.

Due to the infrequent rains and the resulting ARID climate of where they settled, water was the most valuable ingredient for the successful farming of their crops. As a result, the Ancient Puebloans practiced what we now call “Dry Farming” and developed a number of farming techniques to CONSERVE water.

PUMICE: Pumice is a light, POROUS rock that was commonly found in the area due to past volcanic eruptions. Due to its airy consistency, the Pueblo people were able to use pumice to assist with keeping their crops watered. They simply planted some pieces of pumice with their crops. The pumice absorbed whatever water came its way and then, like a sponge, released it slowly over time.

TERRACING: This method of dry farming used a series of leveled TERRACES built into the side of a mountain. On each terrace, various crops were planted. When it rained, the rainwater ran over the crops and flowed from terrace to terrace. Not only did this insure that all crops received their fair share of water, it also prevented the nutrients in the soil from being washed away.

WAFFLE GARDEN {also known as **GRID GARDEN**}: Waffle gardens were constructed by forming small cavities surrounded by a low dirt wall. Seeds were planted within the CAVITY. The dirt walls of the waffle garden were hand formed to catch any rainfall and focus that precious water around seeds and the roots of plants. This technique helped keep the soil damp during the weeks of the dry season. It was also common practice to hand-carry water to the each cavity by transporting it in a clay pot.

CHECK DAM: Seasonal rains were CRUCIAL and needed to be PRESERVED to be used throughout dryer periods. Check dams were designed to collect the rainwater as it ran off the plateaus. The check dam prevented the water from flowing beyond a certain point and allowed the Pueblo people to simply lift a small wall and release the water to flow to specific areas.

CROP LOCATION: The location of each crop was carefully selected based on the amount of sun and shade it could tolerate. For instance, corn can tolerate a lot of sun and also grows very tall. So, beans and squash, which need more shade and are shorter, were planted in a spot that allowed the taller corn crop to provide shade.



WORDS to KNOW

ARID: extremely dry; parched

CAVITY: hollow place

CONSERVE: to use wisely; save

CRUCIAL: necessary

NOMADIC: people with no permanent home but who move seasonally

POROUS: full of tiny holes

PRESERVE: save

SEDENTARY: staying in one place

TERRACE: a raised flat surface

VITAL: necessary for survival

DRY FARMING of the Pueblo Indians



Comprehension Activity

{Use the Informational Text
to answer the questions.}

1. As the Ancient Puebloan people shifted from a _____ culture to a sedentary one, _____ became a _____ part of their survival.
2. Due to the arid climate, water was very valuable, so the Ancient Puebloans practiced what we call _____ and developed a number of farming techniques to _____ water.
3. What is pumice? _____
How was it used? _____
4. How was terracing helpful in preventing nutrients from being washed away? _____

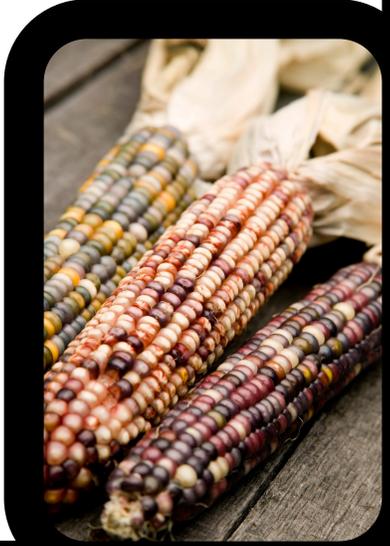
5. Waffle gardens, also known as _____, were made by forming small _____ surrounded by low dirt walls.
6. _____ were designed to collect the rainwater as it ran off the plateaus and prevent it from _____ beyond a certain point.
7. How was the location for certain crops also helpful? _____

If you live in a farming community, explain how the farming techniques of your local farmers differ from the Ancient Puebloans.

{If you don't live in a farming community, ask your parent to help you search the Internet for information on other farming techniques.}

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 sets of these lines for writing.

**DRY
FARMING
of the
Pueblo
Indians
PRIMARY
WRITING**



DRY FARMING of the Pueblo Indians {More Fun Stuff}

VIDEO TO WATCH

[Click here to watch](#)
["Pueblo Farming Methods For Your Resilient Garden."](#)

SOMETHING TO TRY



[Click here to learn how](#)
[to make your own](#)
WAFFLE GARDEN!

{Can you find the hidden words below?}

A	G	R	I	C	U	L	T	U	R	E	M	N
R	A	I	L	A	J	K	L	T	Y	O	P	N
I	Z	X	C	V	V	B	N	M	S	M	L	O
D	Q	W	E	I	R	T	Y	U	E	U	I	M
P	L	V	I	T	A	L	P	K	D	M	P	A
Q	U	I	J	Y	B	M	O	F	E	D	U	D
A	P	L	J	G	F	D	R	S	N	S	M	I
S	W	A	T	E	R	T	O	Y	T	S	I	C
R	A	N	B	H	G	F	U	D	A	D	C	D
T	F	P	O	C	O	N	S	E	R	V	E	G
Y	F	G	L	A	B	C	D	E	Y	F	G	H
U	L	O	P	K	L	K	G	F	E	W	Q	C
T	E	R	R	A	C	I	N	G	I	J	K	L

AGRICULTURE

ARID

CAVITY

CONSERVE

NOMADIC

POROUS

PUMICE

SEDENTARY

TERRACING

WAFFLE

WATER

VITAL

WORD SEARCH

FOOD of the Pueblo Indians

{Informational Text}

The Pueblo Indians depended on agriculture to SUSTAIN them and, therefore, were an expert farming people who raised a variety of crops. Corn, squash, and beans were considered to be their most important crops and were often referred to as “the three sisters” because they were ESSENTIAL to survival. For instance, when eaten together, corn and beans contribute a full protein to a person’s diet.

Pueblo men also hunted deer, antelope, and small game including rabbits and rodents. Pueblo women gathered nuts, fruits, and herbs to be used in their cooking. PINYON nuts and YUCCA fruit were favorites then and are still commonly eaten today. The Pueblo women also spent much of their time soaking and cooking beans by dropping hot rocks into jars in order to create a boil to soften the beans enough to be EDIBLE. Grinding corn and AMARANTH into flour was another time-consuming process. It was necessary, though, since this flour was a STAPLE to the diet of the Pueblo Indians.

Favorite Pueblo Indian dishes included HOMINY, popcorn, baked beans, CALABACITAS, soups, and different types of cornbread.



WORDS to KNOW

AMARANTH: an ancient grain grown and used by many different Native American tribes

CALABACITAS: a side dish made of various vegetables {as seen in the above picture}

EDIBLE: fit to be eaten

ESSENTIAL: absolutely necessary

HOMINY: soaked whole corn kernels

PINYON: also known as pine nuts

STAPLE: basic

SUSTAIN: to keep alive

YUCCA: a small tree with tough, sword-shaped leaves and fruit similar to a potato

More About AMARANTH

Amaranth is a grain that is very easy to grow and packed with nutrients. It is considered to have been a favorite of several Native American tribes including the Aztecs, Hopi, Navajo, and Pueblo Indians.

Packed with protein, calcium, and iron, Amaranth seeds are NASA-recommended for space missions!

Not only is it still used as a food source, it is also used as a textile dye. The bright reddish-pink color creates a “perfect pink” for clothing and home décor.

FOOD
of the
Pueblo Indians



Comprehension
Activity

{Use the Informational Text to
answer the questions.}

1. The Pueblo Indians depended on _____
and were _____.

2. What were the three most important crops of the Pueblo Indians? _____

3. Those three crops were often referred to as what? _____

4. In addition to the crops grown by the Pueblo Indians, what else did they eat? _____

5. What did the Pueblo Indian women spend much of their time doing? _____

6. Name a Pueblo Indian food item that you would like to try. _____

7. What is something interesting that you learned about Amaranth? _____

FOOD
of the
Pueblo Indians



Comprehension
Extension Activity

{Use a complete sentence to answer each question.}

Some Native Americans were just hunters and gatherers, while others were harvesters and hunters. But the Pueblo Indians were all three: hunters, gatherers, and harvesters. This means they hunted prey, gathered wild vegetation, and planted/harvested crops.

The history of all Native American tribes is often divided into Pre- and Post-Contact. Pre-Contact is the time prior to the arrival of Europeans, and Post-Contact is considered any time after the influence of “outside” people.

Using the list of Pre-Contact Food Items of the Pueblo Indians, answer the following questions.

Pre-Contact Food Items of the Pueblo Indians

HUNTED: buffalo, deer, elk, antelope, mountain sheep, rabbits, fish, ducks, geese, turkeys, squirrels and other rodents, small birds, eggs, grasshoppers, grubs, eels

GATHERED: piñon nuts, plums, currants, strawberries, raspberries, blueberries, cactus fruits, onions, parsley, juniper berries, spinach, osha, cattails, watercress, chokecherries, mushrooms

HARVESTED: rice grass, asparagus, purslane, serviceberries, sumac, mint, rosehips, corn, beans, squash, seeds, sunflowers, tomatillos, amaranth, quinoa

1. What commonly consumed food group is missing? _____

2. Why do you think that food group is missing? _____

3. The arrival of Europeans changed the diet of the Pueblo Indians in many ways. What are some new food items you think would be found on a Post-Contact list?

FOOD of the Pueblo Indians {More Fun Stuff}

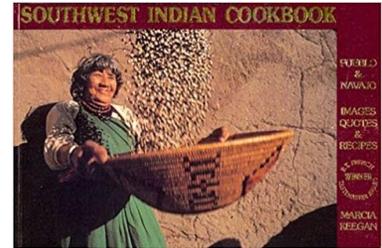
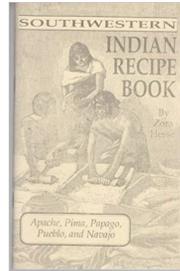
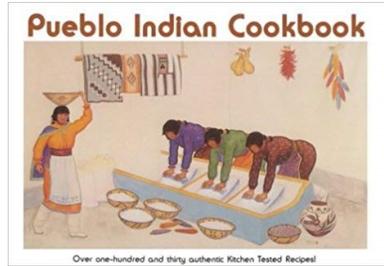
FOOD TO MAKE



NANA'S POZOLE MEXICAN SOUP WITH PORK & HOMINY



BOOKS TO READ



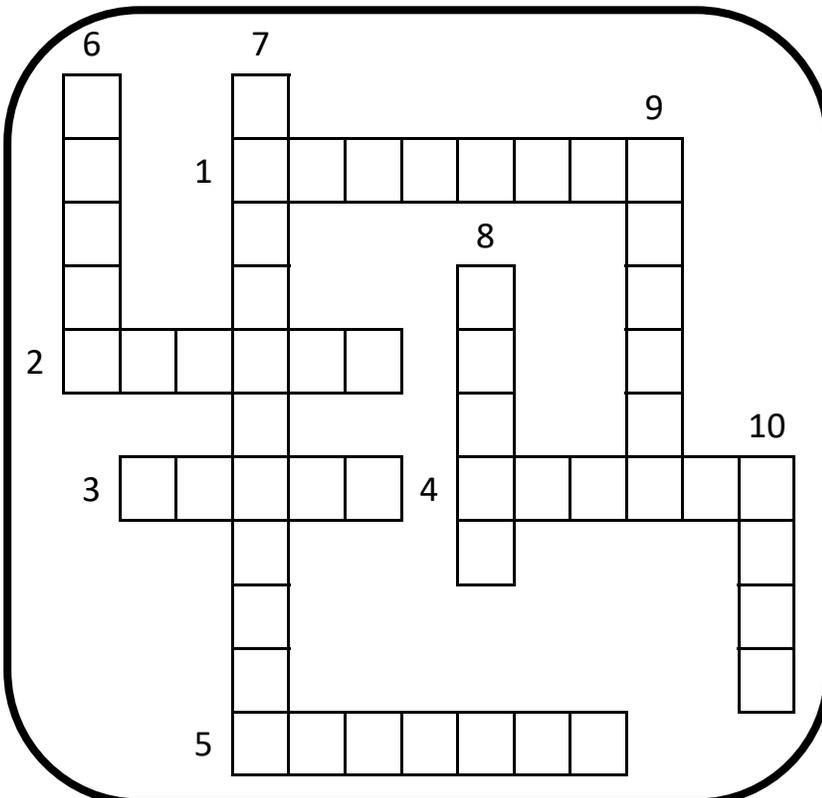
Click the picture to view each item!

ACROSS

1. an ancient grain grown by many Native American tribes
2. fit to be eaten
3. small tree with fruit similar to a potato
4. pine nut
5. to keep alive

DOWN

6. Beans, squash and corn were known as the ___ sisters.
7. side dish made of various vegetables
8. Pueblo Indians grew a variety of ___.
9. soaked whole corn kernels
10. Amaranth seeds are recommended by ___ for space missions!



CROSSWORD

CLOTHING of the Pueblo Indians

{Informational Text}

Ancient Pueblo men wore LOINCLOTHS made of animal hides and furs. Sometimes, they also wore a simple shirt. Women wore a manta, which was a garment made of a rectangular piece of cloth worn draped around the body and fastened over the right shoulder.

MOCCASINS were the footwear of choice for both men and women, but as animals were SCARCE, so was leather. As a result, they instead often made thick-soled sandals from the MATTED fibers of the YUCCA plant. Yucca fibers were also used as thread.

About 1,000 years ago, the Pueblo Indians began trading and growing cotton. They used cotton to weave shirts, dresses, loincloths, and blankets. They decorated their clothing using natural dyes made from plants and minerals. Some common colors were ochre yellow, rust red, and pale blue-gray. The Pueblo Indian people were expert weavers and also decorated the fabric they wove. They painted or embroidered ABSTRACT geometric designs on the fabric.

Because the weather was hot during the summer, they wore little clothing for several months. However, they also experienced cold winters and made warm robes and coats by wrapping bird feathers around yucca fibers which they then sewed together.

They also wore jewelry crafted out of TURQUOISE, including pendants, earrings, and necklaces. Eventually, they traded for shells and beads and wore these as well.

Both men and women wore special clothing for CEREMONIES. This clothing was often very colorful and ADORNED with feathers and special grasses. Different ceremonies called for different types of special clothing and often included fancy HEADDRESSES or mysterious masks.



WORDS to KNOW

ABSTRACT: type of art that focuses on lines and colors and does not create a clear picture of a known object

ADORNED: decorated

CEREMONY: formal activity related to a sacred observance

HEADDRESS: decorative covering for the head

LOINCLOTH: piece of clothing draped around the hips and groin

MATTED: tangled mass

MOCCASINS: heelless shoe made entirely of soft leather

SCARCE: rare, not abundant

TURQUOISE: greenish-blue mineral

YUCCA: small tree with tough, sword-shaped leaves and fruit similar to a potato

CLOTHING of the Pueblo Indians



Comprehension Activity

{Use the Informational Text
to answer the questions.}

1. Pueblo Indian men wore _____ and sometimes shirts while the Pueblo Indian women wore _____ fastened over the _____ shoulder.

2. _____ were the favored footwear but because _____ was _____, they often had to wear thick-soled _____ instead. These sandals were made from the _____ fibers of the _____ plant.

3. When did the Pueblo Indians start trading and growing cotton? _____

4. For what did they use cotton? _____

5. What were some of the common colors used by the Pueblo Indians? _____

6. What kind of jewelry did the Pueblo Indians craft and wear? _____

7. Describe how ceremonial clothing differed from everyday clothing worn by the Pueblo Indians. _____

CLOTHING
of the
Pueblo Indians



Comprehension
Extension Activity

{Use a complete sentence to answer each question.}

Pictured above is a Pueblo Indian from the Zuni Tribe.

1. For what sort of event do you think he is dressed? Do you think it's for an everyday event like gathering crops, a seasonal event like hunting, or a ceremonial event? _____

2. Explain your answer. _____

3. Which animal do you think his costume represents? _____

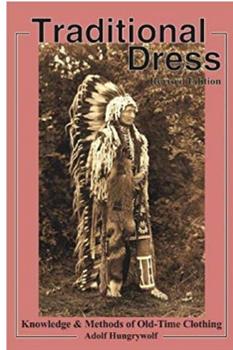
4. Explain your answer. _____

5. Native Americans often represented specific animals during special ceremonies because the animal was believed to be wise, fierce, strong, cunning, etc. Why do you think the Zuni Tribe has a special ceremony representing the animal you named in Question Three?

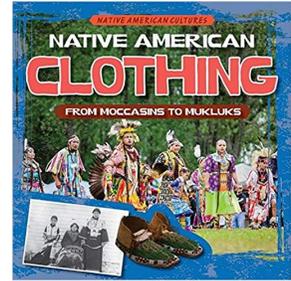
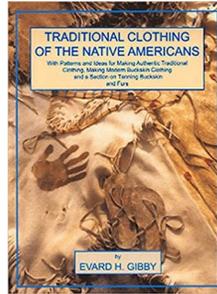
6. Knowing what you do about the Pueblo Indians and where they lived, what other animals do you think they might've represented during ceremonies? _____

CLOTHING of the Pueblo Indians {More Fun Stuff}

PICTURES TO ENJOY



BOOKS TO READ



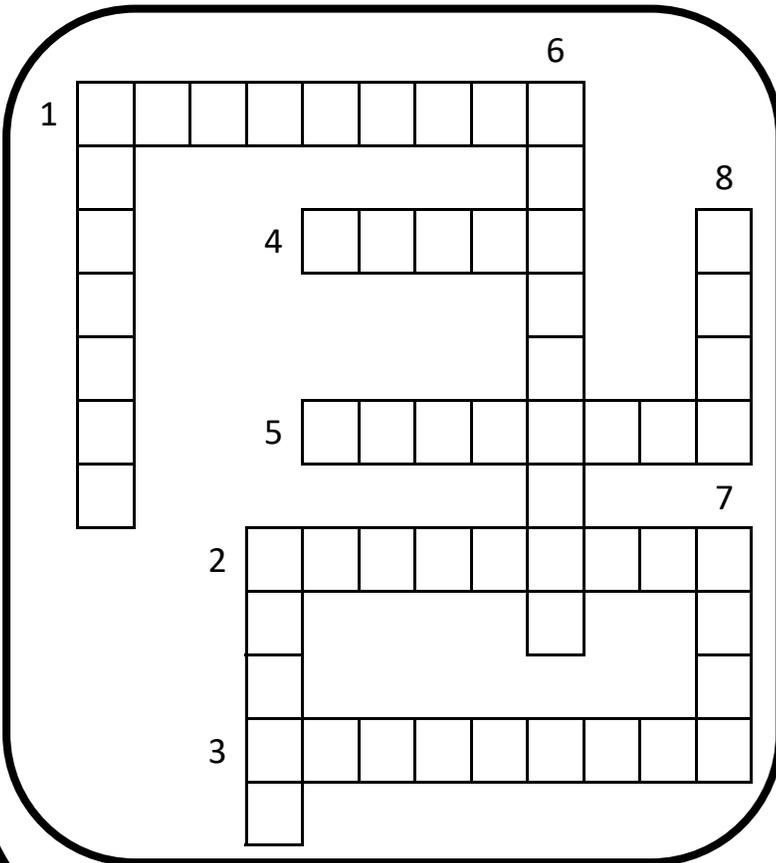
Click the picture to view each item!

ACROSS

1. piece of clothing draped around the hips and groin
2. ____ were the footwear of choice.
3. greenish-blue mineral
4. small tree with tough, sword-shaped leaves and fruit similar to a potato
5. type of art that focuses on lines and colors and does not create a clear picture of a known object

DOWN

1. Because animals were scarce, so was ____.
2. garment made of a rectangular piece of cloth worn draped around the body and fastened over the right shoulder
6. decorative covering for the head
7. & 8. ____ common colors were ochre yellow, ____ red, and pale blue-gray.



CROSSWORD

ART of the Pueblo Indians

{Informational Text}

Traditional art forms of the Pueblo Indians date back thousands of years and include pottery, drums, jewelry, and basketry, among other forms.

POTTERY: Clay pots, made only by the women of the tribe, were handmade for the purpose of carrying and storing food, water, and other necessary items. The clay pots were made by coiling long rolls of clay upward around a flat base until the pot reached the desired height. When the coiling was completed, the interior and exterior of the pot were smoothed and the round coils were pressed together to form a smooth wall. The pots were coated with SLIP and then polished, decorated, and finally FIRED. Designs included GEOMETRIC patterns, florals, animals, and birds. They could be either POLYCHROMATIC or simply black on cream. Today, Pueblo artists continue this tradition and sell their creations to visitors, locals, and online shoppers.

DRUMS: Drums have played an important role in the lives of the Pueblo Indians for centuries as they were used during celebrations and ceremonies. Drums were crafted by using the hollow log of either an aspen or cottonwood tree as the base with an animal hide stretched across the top and fastened with leather laces. Today, the people of the Cochiti Pueblo make the majority of drums that are used for ceremonies or sold as art.

JEWELRY: MOSAIC inlay creations can be traced back to the earliest forms of jewelry found in the Americas and were created by attaching tiny gemstone tiles to a shell or gemstone base. Historians believe TURQUOISE was used from the beginning, and the beautiful mineral can still be found in most jewelry both worn and sold in the Pueblos. Silver, on the other hand, was not used in the making of jewelry until after the Spanish introduced the practice, perhaps as late as 1840.

BASKETRY: Prior to the making of pottery, basket-weaving was a very important aspect of Pueblo Indian life. The women wove various plant matter, including yucca fibers, grasses, and corn husks, together to form different shapes that were used to gather and store food items. The making of baskets was so customary for the Pueblo Indians that historians have named the entire period of their culture from 500 B.C. to A.D. 750 The Basketmakers.

Today there are Pueblo Indian artists creating both traditional and contemporary works in many different GENRES. These artists honor their ancestors, cultural heritage, and the artistic legacies passed down to them, while also pushing the boundaries of what Native American art is.



WORDS to KNOW

FIRED: hardened at a high temperature

GENRE: specific type of art

GEOMETRIC: designs using simple curved and straight lines

MOSAIC: an art form that uses smaller pieces to create a bigger design

POLYCHROMATIC: multiple colors

SLIP: liquid mixture of clay and water

TURQUOISE: greenish-blue mineral

ART
of the
Pueblo Indians



Comprehension
Activity

{Use the Informational Text
to answer the questions.}

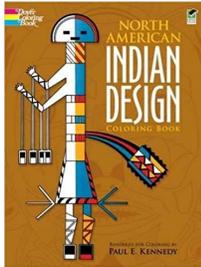
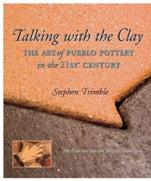
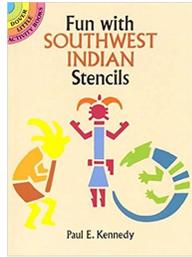
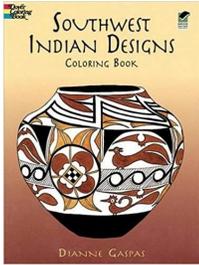
1. Traditional art forms of the Pueblo Indians date back _____ of years and include _____, drums, _____, and basketry.
2. Which members of the tribe made the clay pots? _____
3. For what were the clay pots used? _____
4. What purpose(s) did drums serve? _____

5. Which tribe makes the majority of drums today? _____
6. _____ creations can be traced back to the earliest forms of jewelry found in the Americas.
7. _____ was probably used in jewelry-making from the beginning, but _____ has only been used since 1840.
8. What did the Pueblo Indian women use to weave into baskets? _____

9. What have historians named the period of Pueblo Indian culture from 500 B.C. to A.D. 750? _____

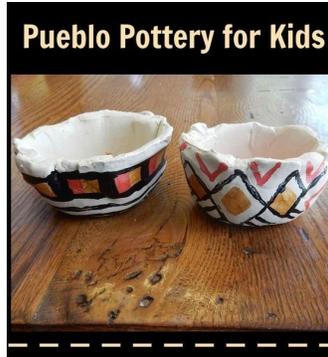
ART of the Pueblo Indians {More Fun Stuff}

BOOKS to READ



↑
Please NOTE: There are clay statues of nude figures in this book, and it is recommended parents use the "look inside" feature prior to buying.

CRAFT to MAKE



VIDEOS to WATCH

[Click here to watch "Visionaries in Clay: Pueblo Pottery Past and Present."](#)



[Click here to watch the 1972 documentary, "Indian Pottery of San Ildefonso."](#)

Click the picture to view each item!

{Can you find the hidden words?}

1. ART
2. BASKET
3. DRUM
4. GEOMETRIC
5. JEWELRY
6. POTTERY
7. PUEBLO
8. TURQUOISE

A	T	U	Y	R	T	B	A	S	K	E	T
E	P	L	N	M	U	S	R	I	J	R	R
I	O	G	M	B	P	O	T	T	E	R	Y
O	D	E	Y	F	U	W	N	Q	W	C	X
U	P	O	E	H	E	B	C	V	E	Z	Q
T	R	M	Y	J	B	P	N	V	L	F	U
R	L	T	M	I	L	O	L	D	R	U	M
T	U	R	Q	U	O	I	S	E	Y	D	I
P	T	I	H	P	U	B	N	M	V	T	K
L	G	C	D	K	D	A	V	I	D	W	L

WORD SEARCH

The RIO GRANDE in New Mexico {Informational Text}

The Río Grande is the 5th longest river in North America and the 20th longest in the world. The river flows through three states, Colorado, New Mexico, and Texas, before it enters Mexico and finally empties into the Gulf of Mexico.

The river creates a unique and extensive RIPARIAN corridor. The cottonwoods that flank the bank of the Rio Grande form the largest CONTIGUOUS cottonwood forest in the world. The Río Grande's FLOODPLAINS, which extend between one and three miles wide, are home to more than 400 species of native fish, wildlife, and plants. Tens of thousands of sandhill cranes migrate from the far north and OVERWINTER each year on the river just south of Socorro, New Mexico.

Long ago, the bounty of wildlife near the river attracted ancient hunters. As the Puebloans spread throughout the region and relied more heavily on agriculture, people grew more dependent on the area's waterways. As the largest, most reliable source of water, the Río Grande was lined with hundreds of settlements relying on the water for SUSTENANCE, both for themselves and their crops.

The river itself is not the only remarkable aspect of the Río Grande. The Río Grande Gorge is a canyon where the course of the Río Grande follows a TECTONIC CHASM. Beginning near the Colorado border, the gorge is approximately 50-miles long. It runs from northwest to southeast of Taos, New Mexico, through the BASALT flows of the Taos Plateau volcanic field. The gorge depth is 800 feet just south of the Río Grande Gorge Bridge, which is located 10 miles northwest of Taos.

Construction of the Río Grande Gorge Bridge began in 1963 and was completed in 1965. It is considered the second-highest bridge in the U.S. highway system. The bridge SPANS 1200 feet across and is more than 500 feet high. It was called the "bridge to nowhere" while it was being built because the funding did not exist to continue the road on the other side. But, it has now become an important passageway across the state and BOASTS numerous cars and pedestrians each day.



WORDS to KNOW

BASALT: dark, dense rock from lava

BOASTS: to be proud of

CHASM: a deep opening in the earth's surface

CONTIGUOUS: in close proximity; adjoining

FLOODPLAIN: flat plain along the course of a river that is naturally subject to flooding

OVERWINTER: spend winter in one place

RIPARIAN: on the bank of a river

SPANS: measures

SUSTENANCE: nourishment for survival

TECTONIC: forces or conditions within the earth that cause movements of the earth's crust

The RIO
GRANDE in
New Mexico



Comprehension
Activity

{Use the Informational Text
to answer the questions.}

1. The Río Grande is the _____ river in North America and the _____ in the world.
2. The _____, which extend between one and three miles wide, are home to 400 species of _____.
3. The _____ of wildlife attracted _____.
4. Why was the Río Grande lined with hundreds of settlements? _____

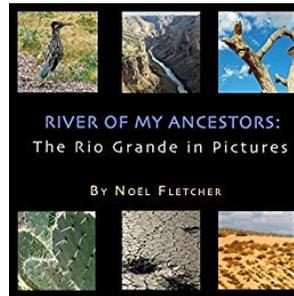
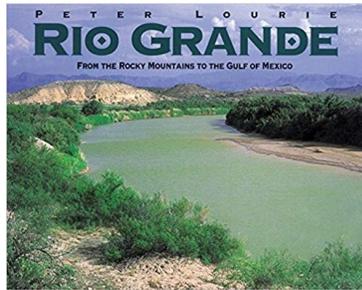
5. Where does the Río Grande flow? _____

6. What is the Río Grande Gorge? _____

7. How long is the Río Grande Gorge Bridge? _____
8. How high is the Río Grande Gorge Bridge? _____

The RIO GRANDE in New Mexico {More Fun Stuff}

BOOKS TO READ



Click the picture to view each item!

ONE RIVER, MANY NAMES

The Río Grande has been called many different names over several centuries. Read below to learn about these names and then find the underlined words in the Word Search.

Río Grande is Spanish for "Big River" and *Río Grande del Norte* means "Great River of the North."

In Mexico, it is known as *Río Bravo*. Bravo meaning, among other things, "furious" or "agitated."

The Pueblo Indians also had their own names for the river. *Mets'ichi chena* in Keresan, *Posoge* in Tewa and *Paslápaane* in Tiwa all mean "Big River."

Hañapakwa in Towa means "Great Waters."

F	U	R	I	O	U	S	R	T	R	U	I	P
A	B	B	C	L	U	V	W	X	I	Y	Z	A
D	I	A	Y	M	Z	P	O	S	O	G	E	S
E	G	W	X	N	O	P	Q	R	G	S	T	L
G	R	E	A	T	R	I	V	E	R	E	L	A
F	I	A	O	P	Q	B	R	C	A	D	M	P
G	V	H	I	J	K	L	M	M	N	F	N	A
D	E	L	N	O	R	T	E	N	D	G	O	A
H	R	G	F	E	D	R	X	L	E	H	P	N
I	B	C	D	E	F	G	I	H	I	J	K	E
J	T	U	V	W	X	Y	C	K	J	I	Q	V
K	S	Z	A	B	C	N	O	R	T	H	R	U
G	R	E	A	T	W	A	T	E	R	S	S	T

WORD SEARCH

The TENT ROCKS of New Mexico {Informational Text}

Kasha-Katuwe Tent Rocks National Monument is a very popular hiking destination for New Mexico residents as well as out-of-state visitors. Located in the COCHITI Pueblo, Kasha-Katuwe means “white cliffs” in the Keresan language. It is located between 5,700 and 6,400 feet above sea level.



The area’s unique GEOLOGICAL formations are the result of volcanic rock and ash deposited by a PYROCLASTIC flow from the volcanic eruptions at Valles Caldera thousands of years ago. Many of these layers are light in color, which is the origin of the Keresan name. Weathering and EROSION of these layers have created slot canyons and tent rocks. A slot canyon is a narrow canyon that is much deeper than it is wide. Tent rocks are cones of soft PUMICE and TUFF beneath harder CAPROCKS. They vary in height from a few feet to over 90 feet tall and can be over 1,000 feet thick.

The tent rocks of New Mexico are similar to the fairy chimneys of Cappadocia, Turkey. Both tent rocks and fairy chimneys are also known as hoodoos. Hoodoos typically form in areas where a thick layer of a relatively soft rock is covered by a thin layer of hard rock. Over time, cracks allow the much softer rock beneath to be eroded and washed away. Hoodoos form where a small cap of the resistant layer remains and protects a cone of the underlying softer layer from erosion. The heavy cap pressing downward gives the PEDESTAL of the hoodoo its strength to resist erosion. Typically, hoodoos form from multiple weathering processes that continuously work together in eroding the edges of a rock formation. Acidic rain, frost wedging, monsoon rains, glaciers, and wind are all types of weathering processes that slowly but definitively erode rocks, causing different formations to evolve over time.

WORDS to KNOW

CAPROCKS: harder or more resistant rock overlying a weaker type of rock. Sandstone is an example.

COCHITI PUEBLO: one of nineteen official Pueblos

EROSION: the process of wearing away Earth’s surface by water, glaciers, wind, waves, etc.

GEOLOGICAL: related to the rocks which compose earth

PEDESTAL: supportive base

PUMICE: a light, porous rock

PYROCLASTIC: composed of volcanic fragments

TUFF: type of rock made up of volcanic ash

The TENT ROCKS of New Mexico



Comprehension Activity

{Use the Informational Text
to answer the questions.}

1. Where in New Mexico are the tent rocks located? _____

2. What does “kasha-katuwe” mean in the Keresan language? _____

3. At what altitude are the tent rocks located? _____

4. How tall is the tallest tent rock? _____ How thick can they get? _____

5. What is a slot canyon? _____

6. What is a tent rock? _____

7. What other rock formations are similar to tent rocks? _____

8. What weathering processes work together to erode rock formations? _____

The **TENT ROCKS**
of New Mexico



**Comprehension
Extension
Activity**

{Use complete sentences to
complete the activity.}

Pictured above is Cappadocia in Turkey.
What *similarities* do you see between Cappadocia and New Mexico?

Pictured below is another photo of Cappadocia in Turkey.
What *differences* do you see between Cappadocia and New Mexico?



TENT ROCKS of New Mexico {More Fun Stuff}

VIDEO TO WATCH

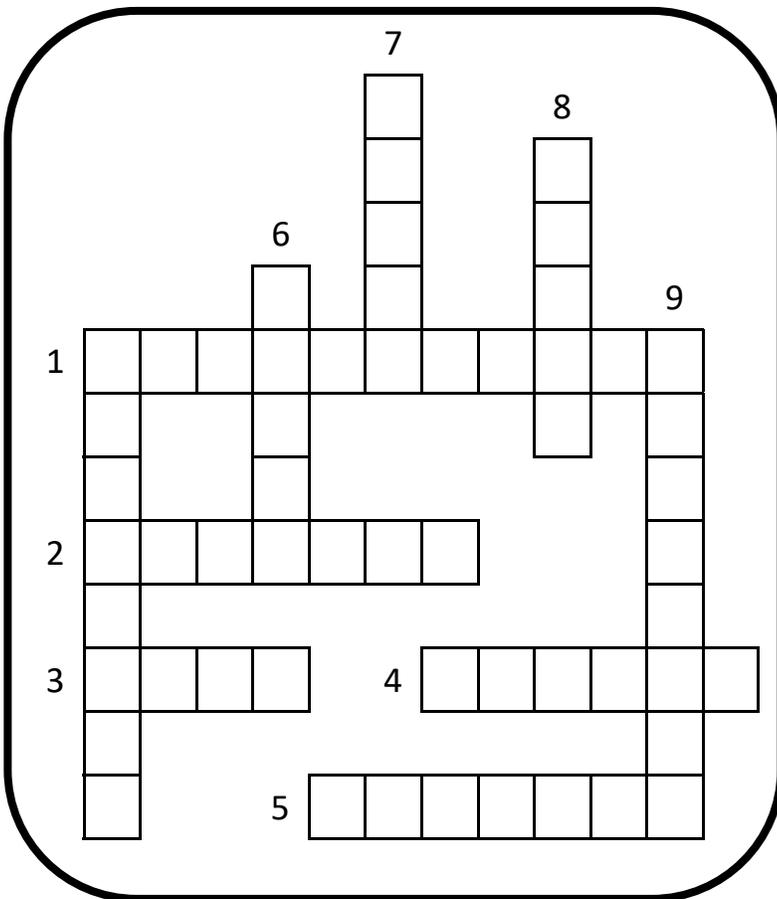
[Click here to watch a two minute video on Kasha-Katuwe Tent Rocks National Monument.](#)

ACROSS

1. composed of volcanic fragments
2. the process of wearing away Earth's surface by water, glaciers, wind, waves
3. type of rock made up of volcanic ash
4. a light, porous rock
5. Slot ____ are narrow ____ that are much deeper than wide.

DOWN

1. supportive base
6. Tent rocks are ____ of soft pumice and tuff.
7. Tent Rocks National Monument is located between 5,700 and 6,400 feet above sea ____.
8. "Kasha-Katuwe" means ____ cliffs in Keresan.
9. harder or more resistant rock overlying a weaker type of rock



CROSSWORD

The SPANISH MISSIONS of New Mexico

{Informational Text}

In the year 1598, a Spanish CONQUISTADOR named Juan de Oñate led 400 COLONISTS to the lands along the Rio Grande into present-day New Mexico. In addition to the colonists, Oñate traveled with 1,000 soldiers, 12 Catholic MISSIONARIES, and an unknown number of Mexican Indians. The large traveling party also included cattle, sheep, goats, oxen, and horses. The colonists were to engage in ranching, and the missionaries were tasked with providing the local Pueblo Indians with religious instruction. When Oñate and his group arrived at the northern settlement of Owingeh in July 1598, the Pueblo Indians were HOSPITABLE and offered the nearby pueblo of Yunque as guest QUARTERS to Oñate and his traveling party. One of the first things the Spanish did was build a church, making the Yunque pueblo the first Spanish-Catholic capital of Nuevo México. Oñate wasted no time in DISPATCHING small parties of soldiers and missionaries in all directions to make contact with all of the pueblos in the region. Soon, mission churches were established in large villages all across the area. In 1610, the Spanish capital was moved to La Villa Real de la Santa Fe de San Francisco de Asís, which is now present-day Santa Fe, New Mexico.

Mission churches were built of locally available materials including ADOBE and stone. The typical mission church included an ARTIO that sometimes served as a cemetery. One or two corner towers FLANKED the front walls of most missions, usually topped by a wooden cross and a bell. The large wooden door at the center of the front wall led into large, windowless interior spaces, usually devoid of benches or seats. During the “Golden Age of Missions,” more than 20 mission churches were built across the area we now know as New Mexico. The vast majority were destroyed in the Pueblo Revolt of 1680, but many were rebuilt when the Spanish returned in 1692. And many have been maintained, rebuilt, and refurbished over the years.

One of the most famous Spanish missions still found in New Mexico is the San Francisco de Asís Mission Church. It is a late example of Spanish Colonial architecture and is a perfect case study in modern preservation practices. This mission was made iconic in paintings and photographs by artists such as Georgia O’Keefe and Ansel Adams. It is listed as a National Historic Landmark.



WORDS to KNOW

ADOBE: sun-dried brick made of clay and straw

ARTIO: walled yard in front of a church

COLONIST: person looking to settle a new area

CONQUISTADOR: Spanish conqueror

DISPATCH: to send away

FLANK: to occupy a position on the side

HOSPITABLE: treating guests warmly

MISSIONARIES: people sent by a church to share their particular beliefs with others

QUARTERS: living space

The SPANISH MISSIONS of New Mexico



Comprehension Activity

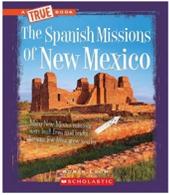
{Use the Informational Text to answer the questions.}

1. Juan de Oñate was a Spanish _____ who arrived in 1598.
2. Traveling with Oñate were _____

3. Where did Oñate and his traveling party first arrive? _____
4. How were they greeted? _____
5. Mission churches were built using _____.
6. What flanked the front walls of most mission churches? _____
7. What were on top of those towers? _____
8. Which Spanish mission was made famous by artists Georgia O'Keefe and Ansel Adams? _____

The SPANISH MISSIONS of New Mexico {More Fun Stuff}

BOOK TO READ



MAP ACTIVITY

1. Outline the state of New Mexico in red.
Take care to not color over words.
2. Outline the Mexican border in black.
3. Trace each river in blue. Take care to not color over words.
4. Circle the New Mexico Spanish Missions in red.



5. Circle the California Spanish Missions blue.
6. Are there more CA or NM Spanish Missions? _____
7. In which other states are there Spanish Missions? _____
8. How many Spanish Missions are located in Mexico? _____
9. How many Spanish Missions are there in total on this map? _____
10. How many of those Spanish Missions are located near a body of water? _____
11. What is the percentage of Spanish Missions located near a body of water? _____

History of HOT AIR BALLOONS in New Mexico

{Informational Text}

As you probably know, images of bright, colorful hot air balloons are often closely associated with the state of New Mexico. *But do you know why?* It may surprise you to learn the popularity of hot air balloons in NM is not related to its Native American heritage, is less than 50 years old, and has everything to do with a birthday celebration of a radio station!



In 1972, the station manager of 770 KOB Radio asked Sid Cutter, the owner of Cutter Flying Service, if they could use Sid's recently acquired hot air balloon as part of the radio station's upcoming 50th birthday celebration. Sid was the first person to own a hot air balloon in New Mexico, and the radio station believed the NOVELTY of it would make a big impression on the guests. The request of renting one hot air balloon turned into an attempt to be the largest ever gathering of hot air balloons in the world. Prior to this planned birthday party, the record for the biggest gathering was nineteen, so the party planners made the goal of having twenty hot air balloons for the event! Due to unusually bad weather, the birthday event only managed to have thirteen balloons, but nonetheless, it launched New Mexico's love affair with hot air balloons.

Every year since 1972, hot air balloons have gathered in Albuquerque, New Mexico, for what is now known as the Balloon Fiesta. Today, this event is the largest balloon convention in the world. The number of registered balloons reached a peak of 1,019 in the year 2000, prompting the organizers to limit the number to 750, CITING a desire for "quality over quantity." The limit was changed again to 600 balloons in 2009 due to a decline in safe landing zones.

During the festival that takes place for nine days every October, up to 100,000 SPECTATORS can be found on the launch field to observe inflation and take off procedures while countless more people gather at landing sites all over the city to watch incoming balloons. The event is considered to be the most photographed event in the world and also the largest ANNUAL international event in the entire United States.

WORDS to KNOW

NOVELTY: unique; something new

CITING: quoting as an authority

SPECTATORS: onlookers, observers

ANNUAL: taking place every year

In addition to watching the hundreds of vibrant shapes fly through the sky, you can also check out the exhibits at the Albuquerque International Balloon Museum that showcase the art, culture, science, history, sport, and spectacle of ballooning. And if you really want to experience this exciting piece of New Mexico history, you can enjoy the thrill of flight by soaring through the sky in your very own rented hot air balloon!

History of
HOT AIR
BALLOONS
in New Mexico



Comprehension
Activity

{Use the Informational Text
to answer the questions.}

1. When did the very first hot air balloon event in New Mexico take place? _____

2. Why was the first hot air balloon event in New Mexico organized? _____

3. How many balloons participated in 1972? _____ 2000? _____ 2009? _____

4. Why did the limit for the number of balloons allowed change in 2009? _____

5. Up to 100, 000 spectators can be found on the _____ to
observe _____ and take-off procedures.

6. The Balloon Fiesta is considered the most _____ event
in the world.

7. Why do you think so many people like to take pictures of the Balloon Fiesta? _____

History of
HOT AIR
BALLOONS
in New Mexico



Comprehension
Extension
Activity

{Use a complete sentence
to answer each question.}

1. Why do you think Sid from Cutter Flying Service purchased a hot air balloon? _____

2. Why do you think the Balloon Festival grew in popularity so much? _____

3. What do you think the Balloon Festival organizers of 2000 meant when they cited a desire for “quality over quantity” when they placed a limit on future festivals? _____

4. What do you think caused the decline in safe landing zones that resulted in another decrease in the limit to the number of balloons in 2009? _____

5. How do you think the “largest annual international event in the US” impacts the city of Albuquerque? _____

HOT AIR BALLOONS in New Mexico {More Fun Stuff}

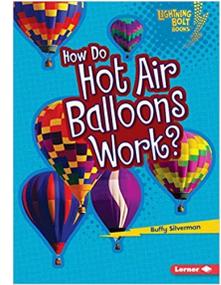
CRAFTS TO MAKE



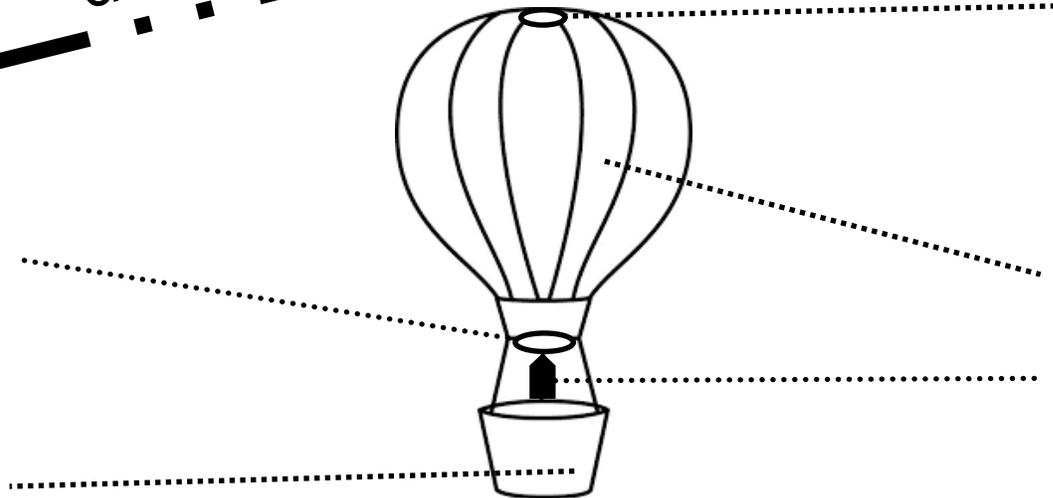
SCIENCE TO DO



BOOKS TO READ



Click the picture to view each item



BURNER: Essentially the engine of the hot air balloon. It is fixed to a metal frame that is attached above the basket and under the mouth of the balloon.

BASKET: A compartment that is attached to the bottom of the balloon with strong, lightweight ropes or cables. The basket is designed to carry passengers and is usually made of a steel frame and covered in woven wicker.

BALLOON: A big, fabric bag made of strong, light nylon. The balloon is sometimes called the envelope.

MOUTH: The larger opening in the balloon that can be found at the bottom. The flame from the burner is aimed in the mouth to heat the air inside the balloon.

VENT: The smaller opening in the balloon that can be found at the top. It is used to allow air to escape so the pilot can descend as needed.

The ANATOMY of a HOT AIR BALLOON

{Label each part of the hot air balloon.}

