

The background of the slide features a photograph of ancient stone ruins. The top portion shows a clear blue sky. Below it, the upper part of a stone wall is visible, constructed from rectangular blocks. The lower portion of the image shows a ground level covered with large, flat, reddish-brown stones, some of which appear to be part of a larger structure or a paved area. The overall scene is brightly lit, suggesting a sunny day.

From Chaco to Mesa Verde

Unit Plan: Home, Identity, & I

*How environments impact identity formation - and vice versa - in Ancestral Puebloan society
and in the modern world*

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The background of the slide is a photograph of a stone wall, likely made of large, irregularly shaped stones in shades of tan and brown. The wall is set against a clear, bright blue sky. The overall scene is brightly lit, suggesting a sunny day.

Unit Overview

Learning how to map and discuss identity formation

Unit Background

- This unit will address students' self identity and place in history while utilizing the Ancestral Pueblo as a case study.
- In a nutshell, students will learn how our environments impact identity formation - and vice versa.



Learning Objectives

- Students will create a mental map of their world and compare it to an aggregated world view of Pueblo people.
- Students will be able to identify the impact of physical geography on identity formation.
- Students will create an emotional map of the neighborhood around their school and compare it to modern Pueblo perceptions of ancestral sites.



Enduring Understandings

- We embrace and understand cultural and historical roots and indigeneity.
- We embark on a journey to decolonize as holistic human beings through critical consciousness, radical hope and self-love.
- We understand that the stories of our people have shaped who we are.



Figure 1.1 A petroglyph of an inward circling, counterclockwise spiral.
Photograph by Kurt E. Anschuetz.

Essential Questions

- What is Identity? How do we define our own?
- Where is home?
- How does where you live shape your identity?
- How do you (and other people) shape where you live?
- How do you shape your identity?



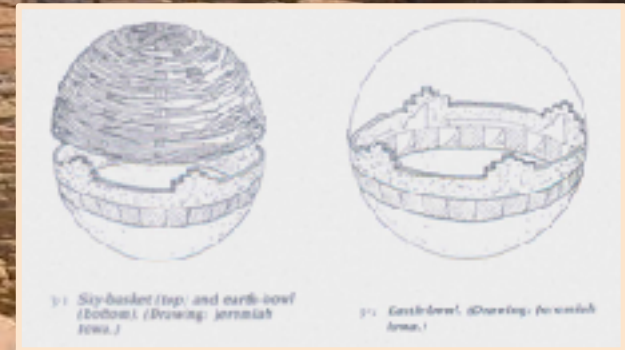
The background of the slide features a photograph of a stone wall, likely made of sandstone or similar natural rock, under a clear, bright blue sky. The wall is composed of irregularly shaped stones, some of which are larger and more prominent than others. The lighting suggests a sunny day, with shadows cast across the stones.

Lessons

Mental Maps, Physical Maps, and Emotional Maps

Lesson 1, Day 1: Mental Maps & Identity Formation

- Bell Ringer: Image Analysis - See, Think Wonder
- Instruction on Mental Maps
- Teacher gives an example
- Students make their own
- Look at Pueblo Mental Maps in Image and Verse
- Exit Ticket: Your map & Your Identity



Lesson 1, Day 2: Zip Codes and Life Outcomes

- Gallery Walk of Student Mental Maps
- Students answer questions about resources on their maps
- Resource Discussion
- Watch Documentary Zip Codes Matter
- Zip Codes Matter Questions



Lesson 2: Day 1 Physical Geography & Identity Formation

- Bell Ringer: Where does water come from in your Community?
- Fill in Chart of Favorable/ Unfavorable Geography (for human settlement)
- Illustrate Examples of Geographic Determinism
- Have students discuss application to Four Corners region



What landforms/physical features make somewhere inviting to humans?

Fresh Water!!!, long growing season, arable soil, low elevation, natural resources (forests, building materials), trade, game to hunt, plains, moderate temperatures

What landforms/physical features make somewhere inhospitable to humans?

Mountains, Extreme temperatures, lack of good soil, lack of water, volcanoes, Deserts

Lesson 2: Day 2 Physical Geography & Identity Formation

- Physical Geography and Your School
- Longer Discussion of Four Corners Geography
- Exit ticket: How does a physical geography affect identity?



Lesson 3: Day 1 Emotional Mapping & Our Environment

- Bell Ringer: Mood Meter
- Engage with “Brave Space”
Poem by Beth Strano

There is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and have caused wounds.
This space
seeks to turn down the volume of the world outside,
and amplify voices that have to fight to be heard elsewhere,
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our space together,
and we will work on it side by side. 1



Lesson 3: Day 2 Emotional Mapping & Our Environment

Archaeological Perspectives on Emotional Mapping

- Read Passage from Craig Childs *Out of the Four Corners*

Indigenous Perspectives on Emotional Mapping

- Visit with Respect Video
- Pueblo Secrecy Result of Intrusions (Save the Last Word for me Protocol)

"Save the Last Word" Discussion

1. Your group will have 4 people. Number off 1-4.
2. Number 1 starts. You'll present your Quote 1. Help other students find where it is located in the article, then read it together.
3. When you're done reading the section, Number 1 says, "Save the last word for me."
4. Everyone else in the group should take turns saying why they think the passage was important or what it makes them think about.
5. After everyone else has shared, Number 1 gets to say what they think about the quote they shared.
6. After your group finishes discussing Number 1's quote, continue to use Save the Last Word until everyone has shared at least one quote.



Lesson 3: Day 2 Emotional Mapping & Our Environment

- Writing
 - What is a place you feel strongly about?
- Teacher modeling
 - Show two places representing different emotions and why they impact you that way.
- Talking Circle



Lesson 3: Day 2 Emotional Mapping & Our Environment



“Field Trip”

1. Print a map of your neighborhood.
2. Include a color key representing emotions
3. Take participants for a walk through the neighborhood.
4. Have participants map emotions as they walk.
5. Hold discussion about experience.

<https://participatoryplanning.ca/tools/emotional-mapping>

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Assessment

Socratic Seminar

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Closing Thoughts

Closing Thoughts

Geography impacts a lot of things:

- Equity
- Identity
- Migratory patterns
- Economic Outcomes

We hope this unit of study will help students draw these conclusions, learning more about themselves, their world, and how to be at home in this place we all live in.

