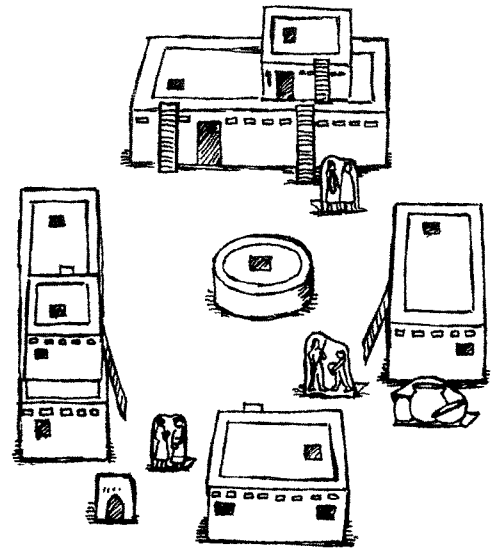


3-D Pueblo

(RIO GRANDE PUEBLO)



Students make a model that depicts the kind of village that Pueblo peoples lived in around 1300.



PUEBLO TRADITIONS

When the first Spanish explorers arrived in the 1500s, they saw clusters of adobe houses built by Native peoples who lived along the Rio Grande. The Spaniards called these communities *pueblos* (*pueblo* means “village” in Spanish). Tribes in these villages became known as the Pueblo Indians. There are two main groups of Pueblo peoples, the Eastern Pueblo (the Rio Grande tribes such as the Cochiti [ko-CHEE-tee] and the Isleta [ees-LAY-hah]) and the Western Pueblo (the Hopi and the Zuni). The model in this lesson depicts the kind of pueblo that tribes along the Rio Grande lived in around 1300.

The pueblos were similar to today’s apartment house complexes situated around public squares or plazas. Constructed of stone or sun-dried adobe bricks, the structures were covered with a plaster of mud. Water from the Rio Grande, so important to these tribes, made it possible to use these materials for building. The pueblo houses were from two to six stories high, and the walls, with openings to let in light, were often several feet thick. Each house had a flat roof, made of pieces of pine or aspen, supported by wooden beams which were covered with a mixture of mud and grass, and brush.

More than one family lived in a pueblo dwelling, but they were all part of a clan—people related through the women in the family. When a man married, he moved into his wife’s pueblo home, which belonged to all the women living in it.

When a home grew crowded, more rooms or stories were added. In the latter case, a part of the roof of one story became the terrace for the people living above it. Families used rooftop terraces for a variety of activities, such as processing hides, drying corn and chilies, and for eating and sleeping in summer. People reached each level in a multi-storied building using a ladder. For security, they removed the ladders at night or if the village was under attack.

Within a dwelling, families had separate rooms for living and storing dried corn and other foods. In some houses, the bottom story was used entirely for storage. During the day, wooden poles suspended from the ceiling stored bedding. At mealtime, families would sit on rolled blankets around a pot of food that was cooked on a center-floor hearth.

Rooftop terraces had chimneys made of broken pottery and mortar which drew smoke out of the rooms. Families also baked and roasted food in outdoor ovens made of stone and adobe bricks. These could be found in the plazas or on rooftops.

The houses were built around squares or plazas. In each village, the men also built circular rooms called *kivas* (KEE-vaz). Most kivas were built underground, but some were sunk halfway underground, while others were constructed completely above ground. Kivas were the men's domain. They descended ladders to enter these chambers, where they held meetings and performed religious ceremonies.

Materials

☀ photocopies of pages 4–6 (enlarge, if possible)

☀ scissors

☀ tape

☀ 8 1/2- by 11-inch sheets of cardboard

OPTIONAL:

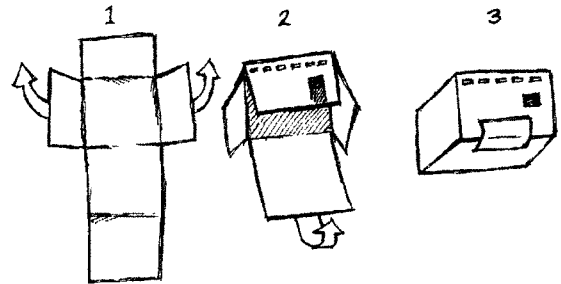
☀ 8 1/2- by 11-inch sheets of sandpaper or tan construction paper

☀ crayons, colored pencils, or markers (optional)

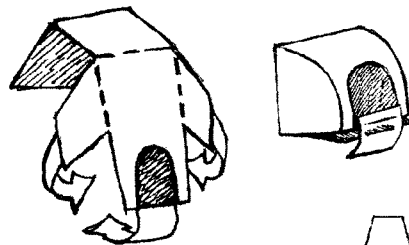
MAKING THE MODEL

To create this model, divide the class into small groups and have the students in each group assemble their own set of buildings and accessories. Guide students in following these directions to make their models:

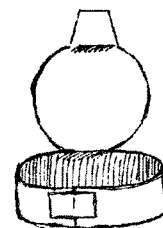
1 Color pages 4–6 as desired. Then cut out the BUILDING patterns along the outer solid lines.



2 For each BUILDING, fold down the sides along the dotted lines. Then fold the floor underneath, and tape as shown.



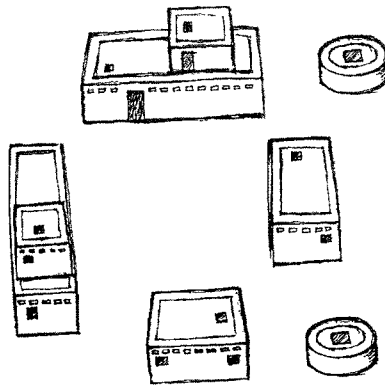
3 Cut out the OVEN, fold it, and tape as shown.



4 Cut out the KIVA. Form a circle with the base of the KIVA by taping the ends together as shown. Then fold in the flap on the top and tape. Two or more kivas should be made for each village.

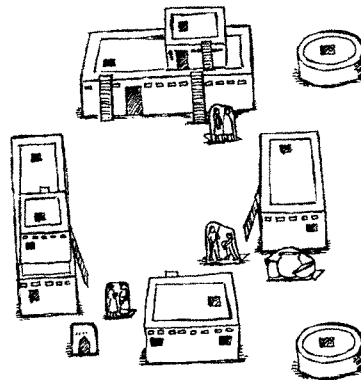


5 Create part of a Pueblo village on the cardboard. (Optional: First tape sandpaper or construction paper to the cardboard.) Position the large and medium BUILDINGS to create a plaza. Add smaller ones on top.



6 Place the KIVAS just outside of the village plaza area.

7 Cut out the LADDERS, PEOPLE, and POTTERY. Fold back the flaps on the PEOPLE and POTTERY and then position the pieces as desired within the Pueblo village. Tape the tops of the LADDERS to the BUILDINGS. Cut out and set aside the CORNFIELD PLOT for the Do More activity, right.



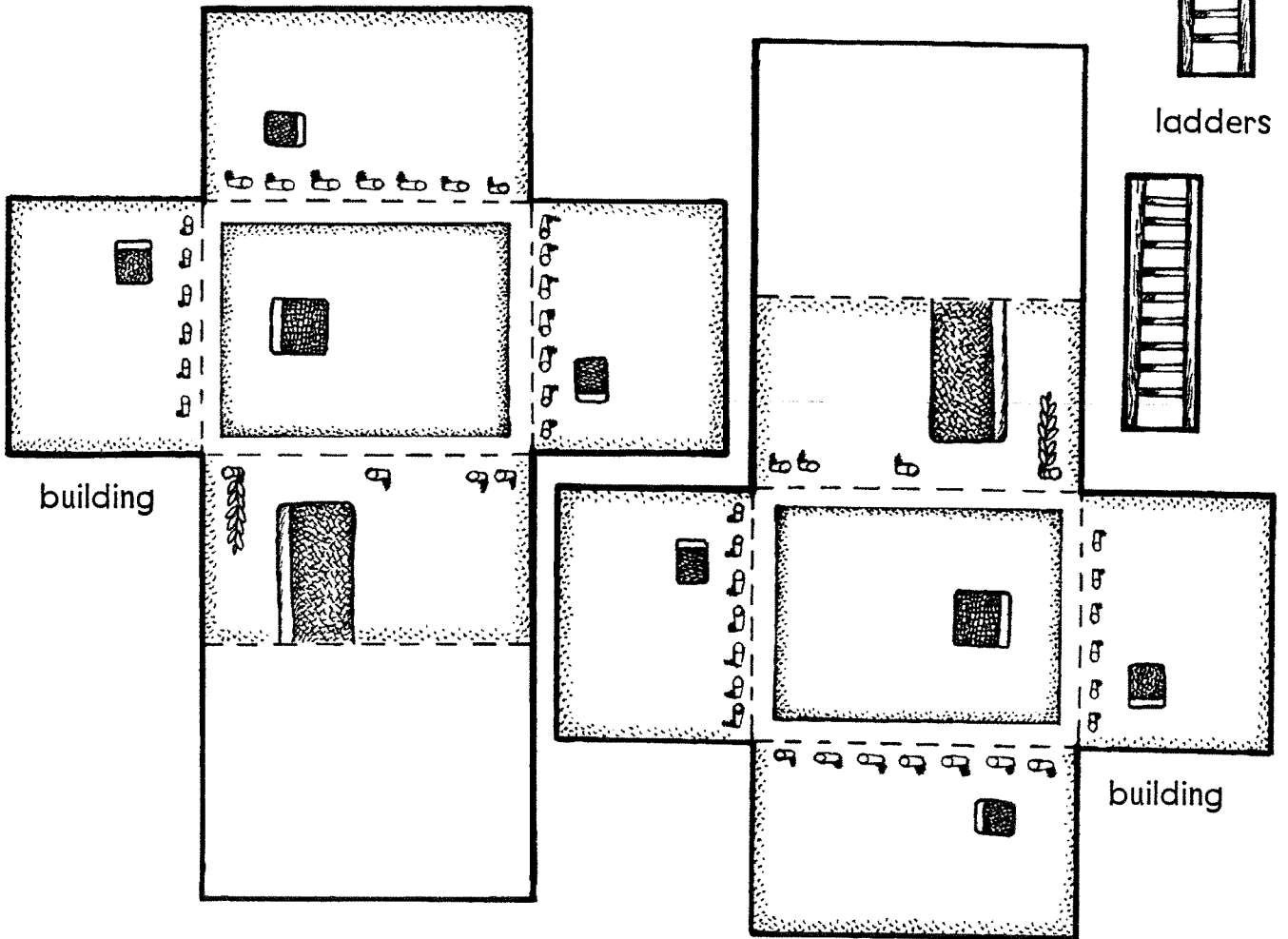
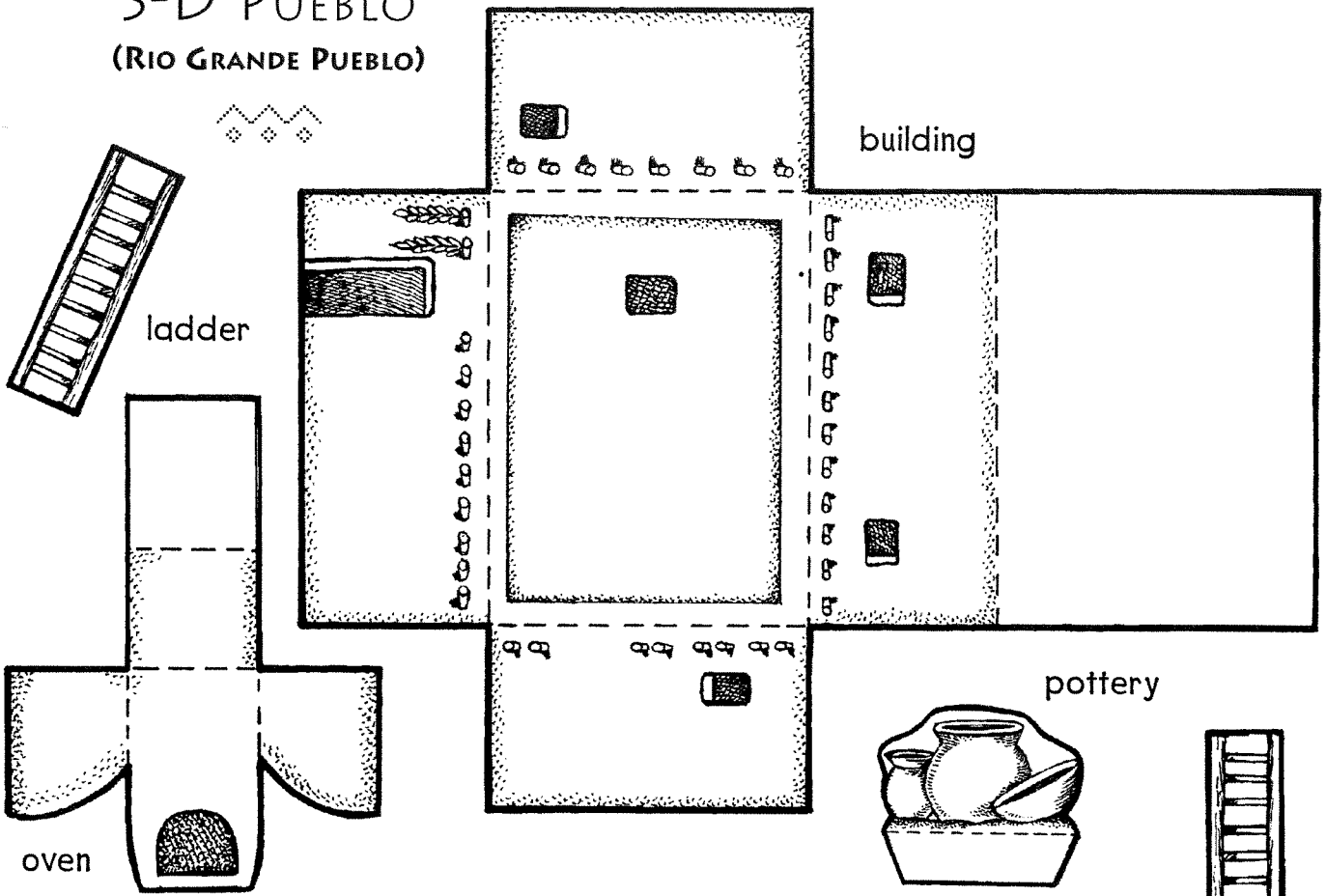
Do More!

Have students create a large Pueblo village by combining their models around one large central plaza. For background settings, have them draw pictures of rocky cliffs or mesas. Then have students place the CORNFIELD PLOTS outside the walls of their village to show where Rio Grande Pueblo peoples planted their crops.

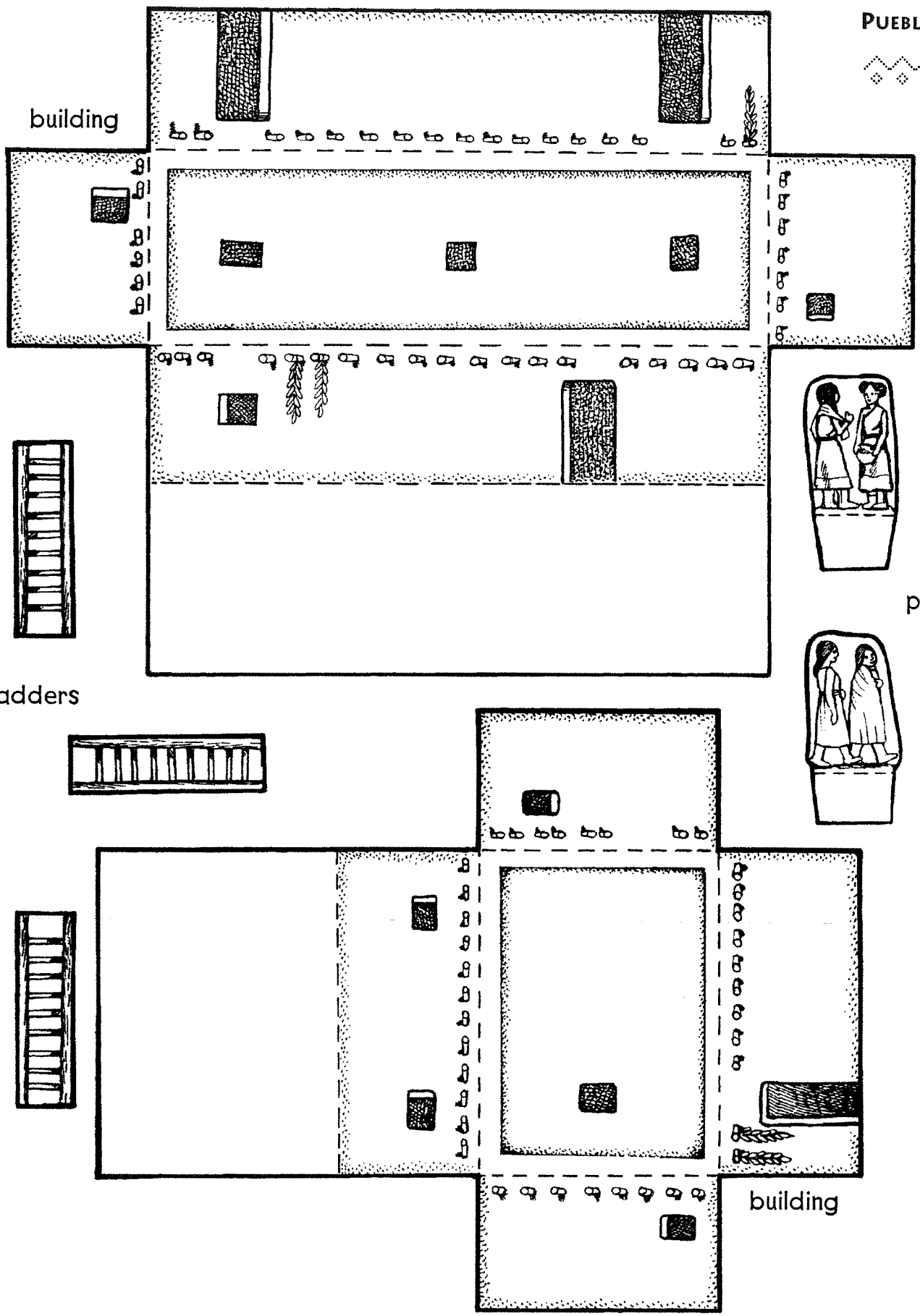
TEACHING WITH THE MODEL

- 1 What does this model show? (*It shows the kind of pueblo that different Rio Grande Pueblo tribes lived in around 1300. A pueblo is a village consisting of buildings made of adobe bricks that have been plastered with mud. Pueblo is also the Spanish word for "village."*)
- 2 How were pueblos like apartment house complexes? (*They were two to six stories high. More than one family lived in each building, and additional rooms and stories were added as necessary.*)
- 3 Why did pueblos have ladders? (*People needed ladders to reach the upper floors of the houses. Ladders could be removed at night or if a village was attacked.*)
- 4 What was a square or a plaza? (*It was the space around which the houses of a village were built.*)
- 5 Challenge students to describe what took place inside and outside the houses. (*People lived and worked in the houses and stored corn and other foods there. On rooftop terraces they dried corn, processed hides, and baked and roasted foods in outdoor ovens. In warm weather, they ate and slept on these terraces. Men often conducted meetings and held ceremonies in the kivas.*)

3-D PUEBLO (RIO GRANDE PUEBLO)

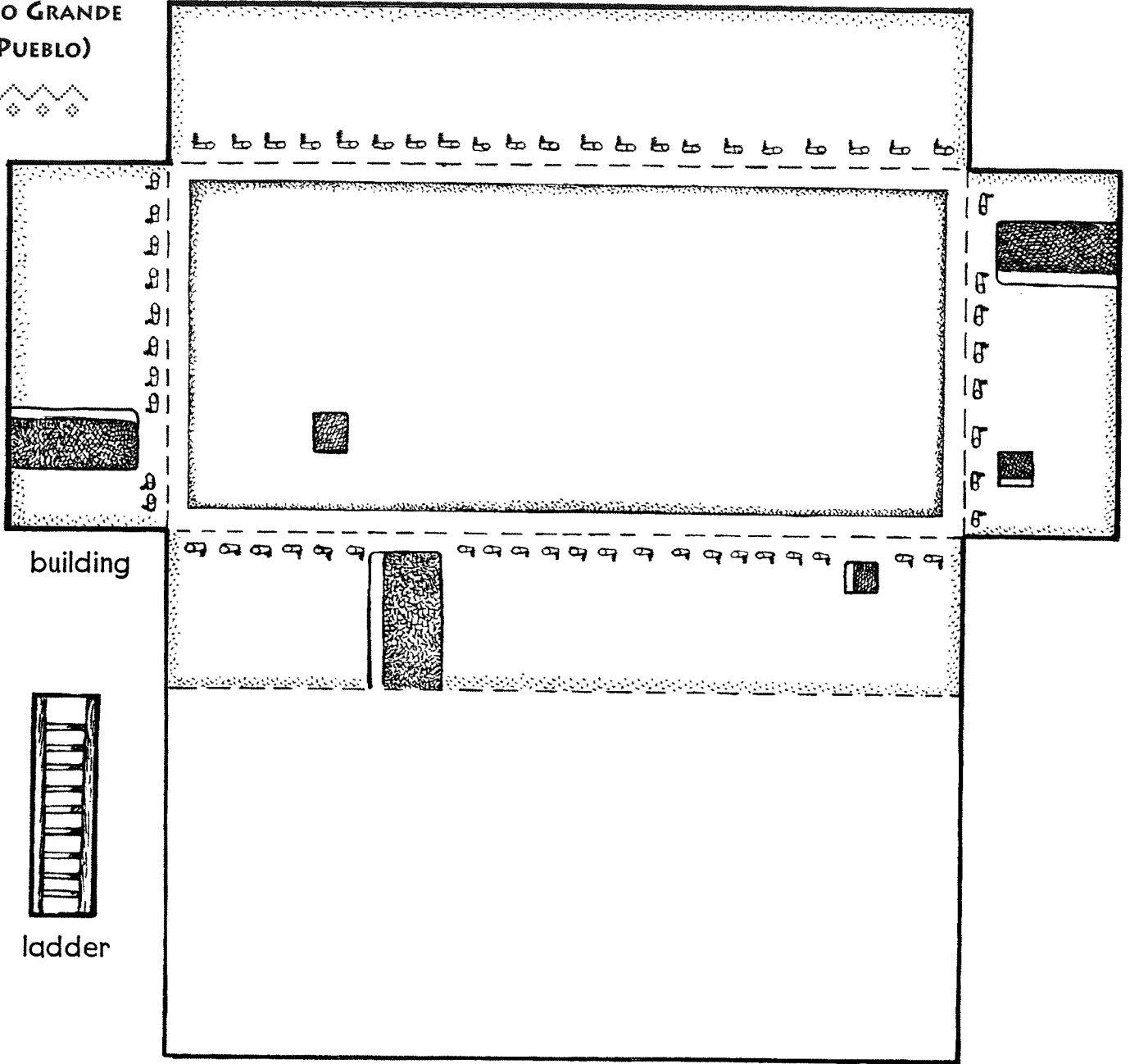


3-D PUEBLO (RIO GRANDE PUEBLO)

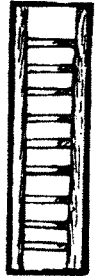


3-D PUEBLO

(RIO GRANDE
PUEBLO)



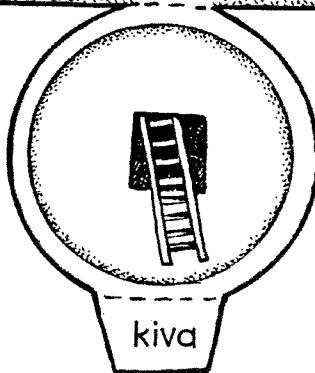
building



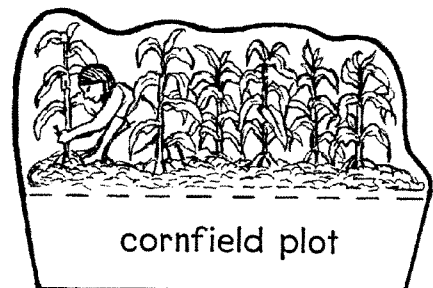
ladder



people



kiva

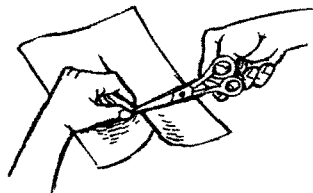


cornfield plot

Helpful Hints for Model-Making



- ❖ If possible, enlarge the pattern pages to make the models easier for students to assemble.
- ❖ The thickest black lines on the reproducible pages are CUT lines.
- ❖ Dotted lines on the reproducible pages are FOLD lines. When folding, be sure to crease well.
- ❖ Some models have slits or windows to cut out. An easy way to make these cuts is to fold the paper at a right angle to the solid cut lines. Then snip along the lines from the crease of the fold inward.
- ❖ Often glue sticks can be substituted for tape. Some situations, such as creating flaps, will require tape.
- ❖ If students will be coloring and taping the models, have them color first so they won't have to color over the tape.
- ❖ Some models are more challenging to assemble than others. Read through each Making the Model section (or make the model yourself) beforehand to determine if it's appropriate for your students to do on their own. You can make a more challenging model yourself and use it as a classroom demonstration tool.
- ❖ If a single model will be handled a great deal, use heavier paper to create it. Either photocopy the reproducible patterns onto heavyweight paper or glue them onto construction paper before beginning assembly.



Model Coloring Tips

If students wish to color the models, point out that Native peoples used natural materials from plants, animals, rocks, and soil to build their homes, make their clothes, and so on. Students can use different shades of the colors described here to color their models.

deerskin:tan

wood:light brown

earthen floor in hogan, tipi, or wickiup:terra-cotta or ocher

adobe pueblos:yellow-ocher or pale red

pottery:terra-cotta with painted designs that can be white, black, and red

cactus:pale green

cactus fibers for tongs:gray

corn husks and corn:yellow

straw:yellow-ocher

cooked agave:gray

baskets:brown

Hopi clothing and Navajo blanket:black, white, tan, yellow, pale red, indigo, and green

Materials were colored using natural dyes from plants—for example, yellow was made from rabbit weed; black from burnt wood; blue from wild indigo plants; green from sage and fresh grasses; brown from clay; and red from cactus fruits and yucca roots. In addition, Native peoples in the Southwest cultivated naturally-pigmented cotton plants that grew in a variety of colors, such as rose, rust, brown, mauve, pale green, and light yellow.