

Learn-Along-Guide

A Brief History of the American Southwest for Kids



The Children's Hour radio podcast series

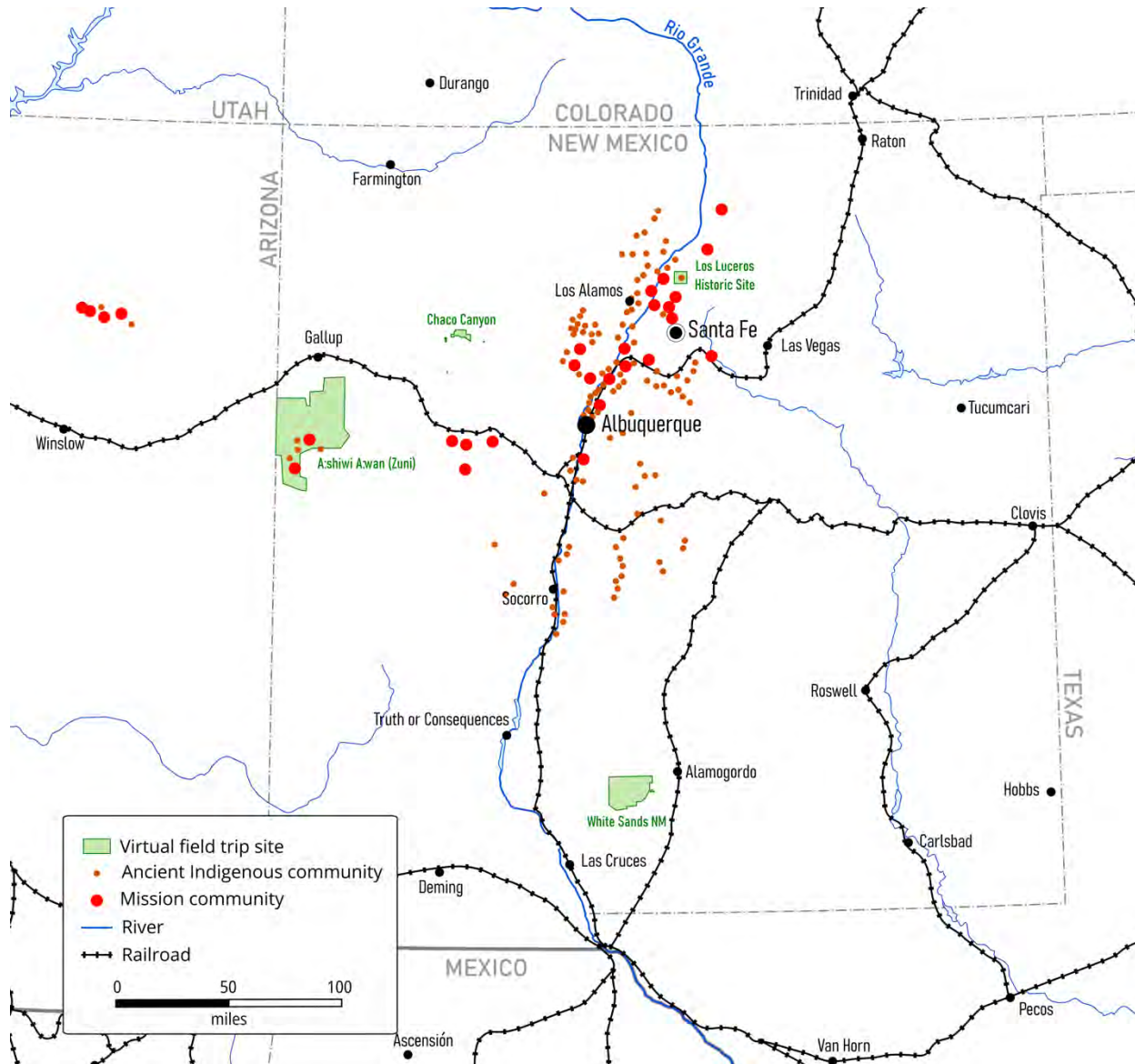
<https://www.childrenshour.org/history>

This guide accompanies our six podcast episodes: Footprints, Settling Down, Strangers Arrive, Pueblo Revolt, Colonization, and Nationalization. With it you may better understand the history of the American Southwest as told by our guest experts. Also, it links you to resources where you can learn more. Connection to core learning standards are shown on page 29.



Where did it happen?

On this map, the places that we “visited” with our experts are shown in green. Each place was important in the history of the southwestern USA. Have you ever been to any of these locations?



Along with the modern cities, you can also see where the many ancient communities existed, long before the Spanish colonizers arrived (shown as orange dots). How many can you count?

Then after the Spanish arrived, they built missions (shown as red dots). How many of these mission communities were located near the Rio Grande?

To learn the names and locations of the 19 modern Pueblo nations, you can study a map online: https://www.crowcanyon.org/educationproducts/pueblo_history_kids/modern_map.asp.

Can you label those nations on this map?

Footprints

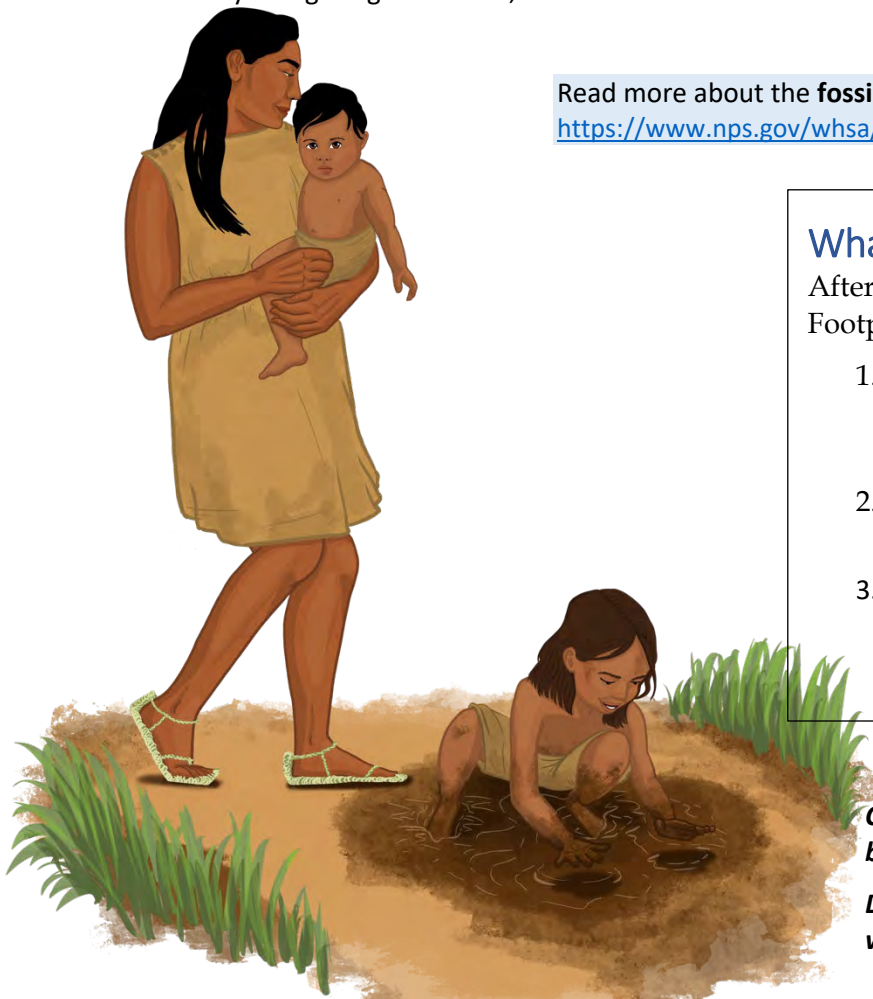
Guest Experts

In this episode, we welcomed these fine folks to join our discussion:

- David Bustos, Resource Program Manager
- Mary Weahkee, Archeologist from The New Mexico Office of Archeological Studies
- Diego Medina, Tribal Historian for the Piro-Manso-Tiwa tribe

Main Ideas

1. Humans lived at the same time and in the same place as animals that are now extinct (**hairy mammoths** and **giant ground sloths**).
2. The people living 23,000 years ago were **hunter-gatherers** who migrated through the Tularosa Basin (**White Sands**), looking for the resources they needed to live.
3. The river **tributary** (wetlands) provided resources for both people and wildlife.
4. **Indigenous** people made tools out of **stone**; they made blankets out of **feathers**; they made shoes out of **reeds**.
5. **Stories** about indigenous life in the White Sands region have been passed down through storytelling for generations; these stories have lasted thousands of years, like the footprints.



Read more about the **fossilized footprints** here:

<https://www.nps.gov/whsa/learn/nature/fossilized-footprints.htm>

What did you learn?

After listening to Episode 1:

Footprints, answer these questions:

1. What is one new fact you learned about life long ago at White Sands?
2. What is one new question you have about it?
3. What is an important thing about this history that you think everyone should know?

Can you imagine what it must have been like to live as a hunter-gatherer?

Do you think children played the same way they do now?

Tens of thousands of years ago,
giant ground sloths and humans
lived near each other.



Word Play

Listening for Words

- The focus words for this episode are: **indigenous, migrate, fossil footprints, megafauna, staples, and tributary.**
- The student makes a four-column chart and labels the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
- Write the focus word in the column that describes how well you know the meaning of the word.
- Then, listen to the episode. Note how the speaker uses the words.

Matching Words with Definitions

- Print and cut apart the word and definition cards (page 5).
- Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Writing with New Words

- After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

Word Cards: Episode 1 Footprints

indigenous

adjective

migrate

verb

fossil footprints

noun

megafauna

noun

staples

noun

tributary

noun

Make your own card.

Make your own card.

Definition Cards: Episode 1 Footprints

produced, growing, or living naturally in a particular region or environment

to move from one place to another

a compacted surface of earth made by an animal many years ago; found White Sands, these are probably the most important resources in the Americas to understand the interaction of humans and extinct animals from the ice age

the large mammals of a particular region, habitat, or geological period

raw material

a stream flowing into a larger stream or a lake

Make your own card.

Make your own card.

Settling Down

Guest Experts

In this episode, we welcomed these experts to join our discussion:

- Nathan Hadfield, Park Ranger and Chief of Interpretation at Chaco Culture National Historic Park
- Mary Weahkee, Archeologist from The New Mexico Office of Archeological Studies

Main Ideas

1. **Chaco Canyon** is a national park and a World Heritage Site. Ancient people constructed the buildings as **monuments**.
2. Ancient people traveled 50 to 60 miles to Chaco Canyon for special events and celebrations throughout the year. Some traveled even greater distances (500 miles) to get to Chaco.
3. There were no **written records** from the origins of Chaco Canyon. What we know comes from the amazing **buildings, tombs, and relics** left behind.
4. In ancient times, Chaco was a thriving center of **culture and trade**.
5. The dwellings at Chaco were constructed with **passive solar design** so that they were warmed by the sun in winter and shaded in summer; they could be lived in all year around.

At the **Chaco Culture NHP** website, you can plan a visit to Chaco or browse relics in the Chaco Culture Museum Collection: <https://www.nps.gov/chcu/index.htm>

Watch the award-winning film *The Mystery of Chaco Canyon*: <https://solsticeproject.org/the-mystery-of-chaco-canyon/>

What did you learn?

After listening to Episode 2: Settling Down, answer these questions:

1. What is one new fact you learned about the story of Chaco?
2. What is one new question you have about it?
3. What is an important thing about this history that you think everyone should know?



*Can you imagine
what it was like to be
Pueblo royalty and to have the
privilege of drinking cocoa?*

Read about the **history of chocolate**: <https://kidadl.com/facts/history-of-chocolate-for-kids-that-will-leave-you-speechless>

Word Play

Listening for Words

- The focus words for this episode are: **kiva**, **monument**, **Three Sisters**, **pelt**, **cocoa**, and **abandon**.
- The student makes a four-column chart and labels the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
- Write the focus word in the column that describes how well you know the meaning of the word.
- Then, listen to the episode. Note how the speaker uses the words.

Matching Words with Definitions

- Print and cut apart the word and definition cards (page 8).
- Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Writing with New Words

- After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

Word Cards: Episode 2 Strangers Arrive

kiva

noun

monument

noun

Three Sisters

noun

pelt

noun

cocoa

noun

abandon

verb

Make your own card.

Make your own card.

Definition Cards: Episode 2 Strangers Arrive

a Pueblo structure that is usually round and partly underground, where religious ceremonies are performed

something that serves as a memorial, especially a building or statue honoring a person or event

the physical and spiritual sustainers of life; Indigenous people planted corn, beans, and squash together in a shared space where the plants nourished and protected each other, and these crops provided a solid diet

the skin of an animal with its fur, wool, or hair

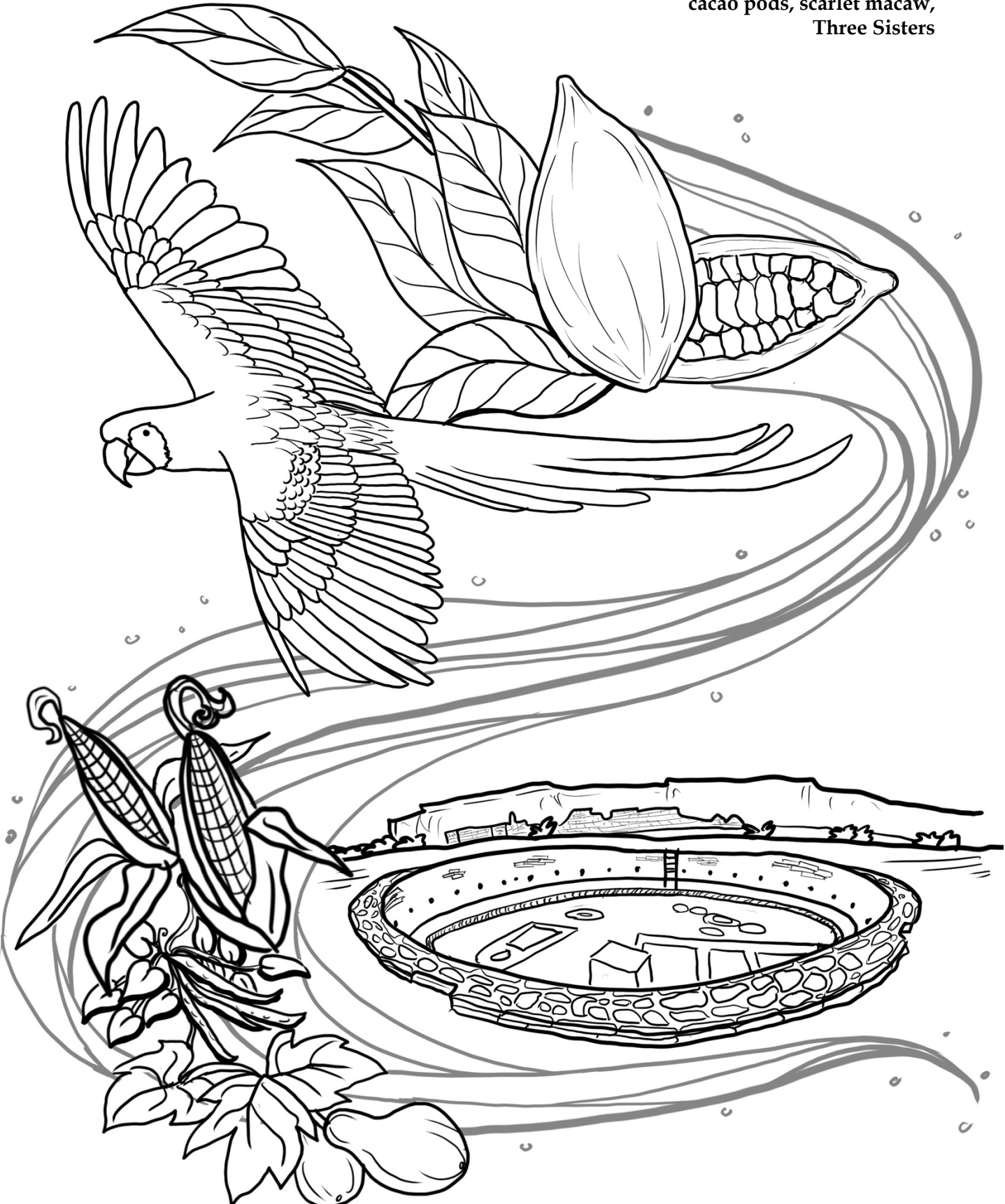
a powder made from ground cacao beans from which some of the fat has been removed;
a drink made from the powder

to give up completely;
to withdraw from, often in the face of danger

Make your own card.

Make your own card.

The many wonders of Chaco:
cacao pods, scarlet macaw,
Three Sisters



Strangers Arrive

Guest Experts

In this episode, we welcomed these experts to join our discussion:

- Jon Ghahate, educator from the Pueblos of Laguna and Zuni
- Curtis Quam, director of A:shiwi A:wan Museum and Heritage Center
- Mary Weahkee, Archeologist from The New Mexico Office of Archeological Studies
- Diego Medina, Tribal Historian for the Piro-Manso-Tiwa tribe

Main Ideas

1. **Estevanico**, also known as Esteban de Dorantes or Mustafa Azemmouri, was the first African to explore North America. He was of Moroccan ancestry and born into the Muslim faith. As a **slave**, he accompanied Spanish expeditions through the southwestern United States.
2. Indigenous Peoples like the **Zuni** had never seen **horses** before the Spaniards arrived on horseback, and so they were described as creatures with six legs, two heads, and four eyes.
3. **The Age of Discovery** is that time when Western countries were travelling to other lands, looking for new trade routes and more land to control; in the American southwest, the Spanish colonists enslaved Indigenous Peoples, imposed the Catholic religion on them, and exposed them to deadly infectious diseases like smallpox.

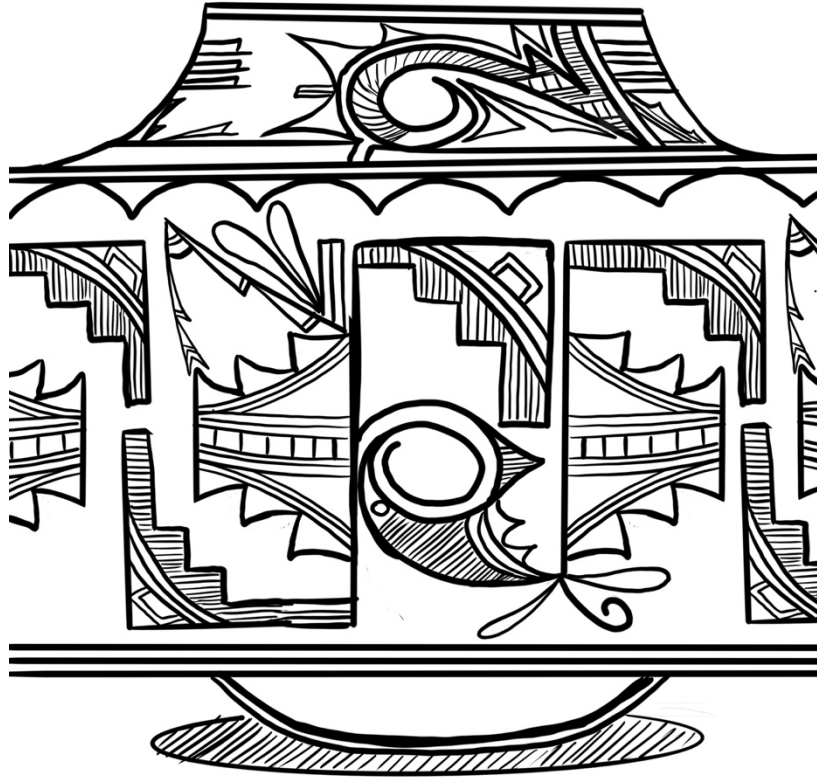
At the *A:shiwi A:wan Museum & Heritage Center*, the Zuni people provide learning experiences that emphasize A:shiwi ways of knowing: <http://www.ashiwi-museum.org/>



Can you imagine what it must have been like for the native people to see a person from Africa for the first time?

How did Estevanico communicate with the Zuni people? What was said?

What do you think happened that led to Estevanico's death?



What did you learn?

After listening to Episode 3: Strangers Arrive, answer these questions:

1. What is one new fact you learned about the meeting between the strangers and the Indigenous people in 1539?
2. What is one new question you have about it?
3. What is an important thing about this history that you think everyone should know?

Word Play

Listening for Words

- The focus words for this episode are: **missionary**, **alien**, **civilization**, **discovery**, and **Pueblo**.
- The student makes a four-column chart and labels the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
- Write the focus word in the column that describes how well you know the meaning of the word.
- Then, listen to the episode. Note how the speaker uses the words.

Matching Words with Definitions

- Print and cut apart the word and definition cards (page 12).
- Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Word Cards: Episode 3 Strangers Arrive

missionary

noun

alien

noun

civilization

noun

discovery

noun

Pueblo

noun and adjective

Make your own card.

Make your own card.

Make your own card.

Definition Cards: Episode 3 Strangers Arrive

a person sent to spread a religious faith among unbelievers

a being that comes from another world

an advanced stage (as in art, science, and government) of social development

observing or knowing something for the very first time

a Native American village consisting of flat-roofed stone or adobe houses joined in groups sometimes several stories high; the word used to identify people of Native American ancestry

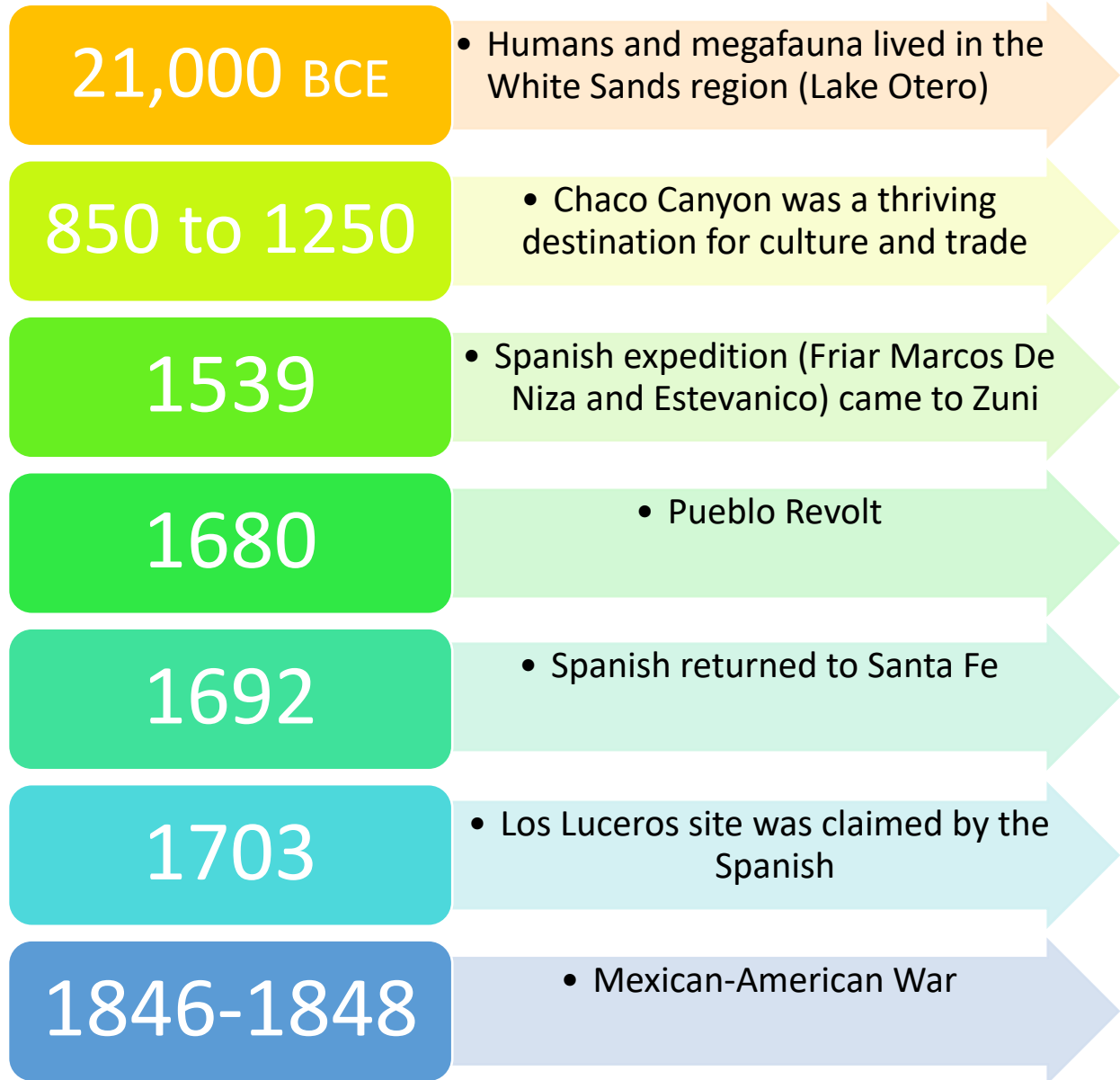
Make your own card.

Make your own card.

Make your own card.

What happened when?

These are some of the years and events that were mentioned in the discussion with the experts. Are you familiar with them? Can you explain the significance of each?



Build a Timeline

In this activity, the student will create a timeline with string. Lengths of string will represent lengths of time. Using the timeline, one can compare how long Indigenous Peoples have lived in the American southwest with the time since Spanish colonists first came to the same region.

Materials:

length of string (of at least 23m); tape measure; scissors; pen and paper; marker; paper clip or clothespin

Activity:

1. On a piece of string, mark out 1 cm from the end using a marker and tape measure. This will represent 10 years of time. What time span does 25 cm represent?
2. For more practice converting cm to years, complete the table below:

20 cm = 200 years	1.0 cm = 10 years	200 cm = 2,000 years
25 cm = _____	1.5 cm = 15 years	300 cm = _____
30 cm = 300 years	2.0 cm = 20 years	400 cm = _____
40 cm = 400 years	2.5 cm = 25 years	500 cm = 5,000 years
50 cm = _____	3.0 cm = 30 years	600 cm = _____
60 cm = 600 years	4.0 cm = _____	
70 cm = _____	5.0 cm = 50 years	1,000 cm = 10,000 years
80 cm = _____	6.0 cm = 60 years	2,000 cm = _____
90 cm = _____	7.0 cm = _____	3,000 cm = 30,000 years
100 cm = 1,000 years	8.0 cm = _____	4,000 cm = _____
	9.0 cm = 90 years	5,000 cm = 50,000 years
	10.0 cm = _____	6,000 cm = _____

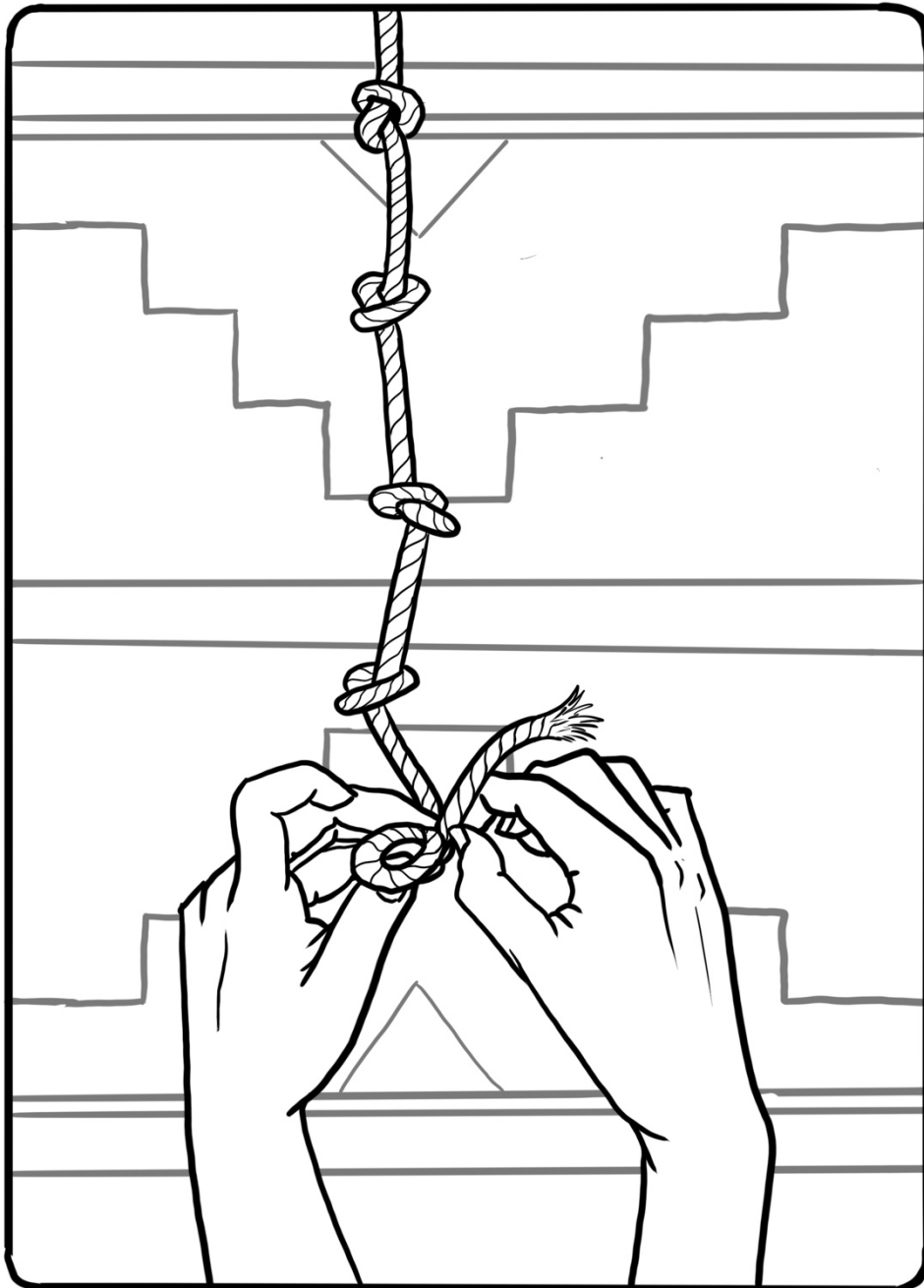
3. Now practice converting years to cm: What length of string would represent 100 years? Say that a human lives to be 80 years old. What length of string would this be on your timeline?
4. You will need 2,300 cm (23 m) of string to represent 23,000 years. Measure and cut this length of string. If need be, tie together segments of string to achieve this length. Stretch out the string (outdoors if necessary) to appreciate the full length of it.
5. Calculate how many years ago was the year 1539: Subtract 1539 from the current year.
[Current year _____] – 1539 = [_____ years ago]
6. Take this “years ago” time span and convert it to cm: _____. Use this value in the next step.
7. From one end of the 2,300 cm string, measure _____ cm. Mark it and affix a paperclip or clothespin there.
8. Tack up your timeline to the ceiling or wall, where you can measure and add to it more events in history.

Research shows that humans have been living in North America and Tularosa Basin (White Sands) for at least 23,000 years. Below the surface of the gypsum soil in White Sands, human Footprints were found within different layers of sediment. Above and below these footprints were ancient grass seeds which were analyzed (using radiocarbon dating) to be between 22,860 (± 320) and 21,130 (± 250) years old. Also, footprints across White Sands have been found coexisting and interacting with ice age animals.

The entire length of string represents the time that Indigenous people have lived in that region of North America. The segment of string from the clip/clothespin to the end represents the time since 1539 when non-native (Spanish) people first came to the region.

Discussion:

1. How would you describe the length of time since the Spanish people arrived compared to the time that Indigenous people have lived in the region?
2. Does this timeline change the way you think about history?
3. What other clips (events in history) would you add to the timeline?



The Countdown

Pueblo Revolt

Guest Expert

In this episode, we welcomed back to our discussion:

- Diego Medina, Tribal Historian for the Piro-Manso-Tiwa tribe

Main Ideas

1. The Spanish settlers banned Pueblo religions, changed the agricultural practices, and changed the community and social structures.
2. **Po'Pay** was a Pueblo religious leader from Ohkay Owingeh who was whipped by the Spanish; he later organized a **revolt** against the Spanish.
3. The Pueblo Revolt of 1680 was a successful **revolution** against oppressive forces: it could be considered the “first American Revolution.”
4. Catholic Feast Days coordinate with Pueblo agricultural cycles in the modern **calendar**.

Explore the history of the **Pueblo Revolt** in presentations, recipes, how-to videos, discussions, and downloadable educational materials: <https://indianpueblo.org/revolt/>

What did you learn?

After listening to Episode 4: Pueblo Revolt, answer these questions:

1. What is one new fact you learned about the Pueblo Revolt of 1680?
2. What is one new question you have about it?
3. What is an important thing about this history that you think everyone should know?

Word Play

Listening for Words

- The focus words for this episode are: **colonialism**, **assimilate**, **revolt**, **multilingual**, **coexistence**, and **calendar**.
- The student makes a four-column chart and labels the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
- Write the focus word in the column that describes how well you know the meaning of the word.
- Then, listen to the episode. Note how the speaker uses the words.

Matching Words with Definitions

- Print and cut apart the word and definition cards (page 17).
- Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Writing with New Words

- After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

Word Cards: Episode 4 Pueblo Revolt

colonialism

noun

assimilate

verb

revolt

noun or verb

multilingual

adjective

coexistence

noun

calendar

noun

Make your own card.

Make your own card.

Definition Cards: Episode 4 Pueblo Revolt

when people from one nation come to a land they don't own, take it over, and try to make wealth from it and its people

to take something in and make it part of the thing it has joined

an open and often violent rising up against authority;
to rise up against the authority of a ruler or government

the ability to speak three or more languages

when people exist together or at the same time;
when people live in peace with each other

an arrangement of time into days, weeks, months, and years;
a chart showing the days, weeks, and months of a year, including holidays/feast days

Make your own card.

Make your own card.

Colonization

Guest Experts

In this episode, we welcomed these fine folks to join our discussion:

- Carly Stewart, regional manager of Los Luceros Historic Site
- Mary Weahkee, Archeologist from the New Mexico Office of Archeological Studies

Main Ideas

1. When the Spanish returned to the Pueblo lands in 1692, they had bigger weapons and could not be resisted.
2. The Spanish took advantage of the Indigenous Peoples' well established **trade routes**.
3. **Tewa** speakers were the first residents of the land where Los Luceros stands. **Los Luceros** is a Spanish hacienda built on a land grant of 51,000 acres; founded by **Sebastian Martin-Serrano** in 1703 and built on the foundation of an indigenous field house.
4. The Spanish settlers and the Indigenous Peoples cooperated to share the water that flowed through the **acequia** system.
5. The Spanish settlers forced **Pueblo women** to work on the haciendas; some of those women were forced into marriages with Spanish men.
6. Pueblo potters were commissioned to make **pottery** that matched a European lifestyle.
7. **Churro** sheep (also called Navajo Four-Horned Sheep) were brought to the southwest by the Spanish and were raised as livestock by the Navajo, Hopi, and other Native American nations. The breed is renowned for its hardiness and adaptability to extremes of climate. Their wool is used primarily for weaving outer garments, rugs, and blankets.

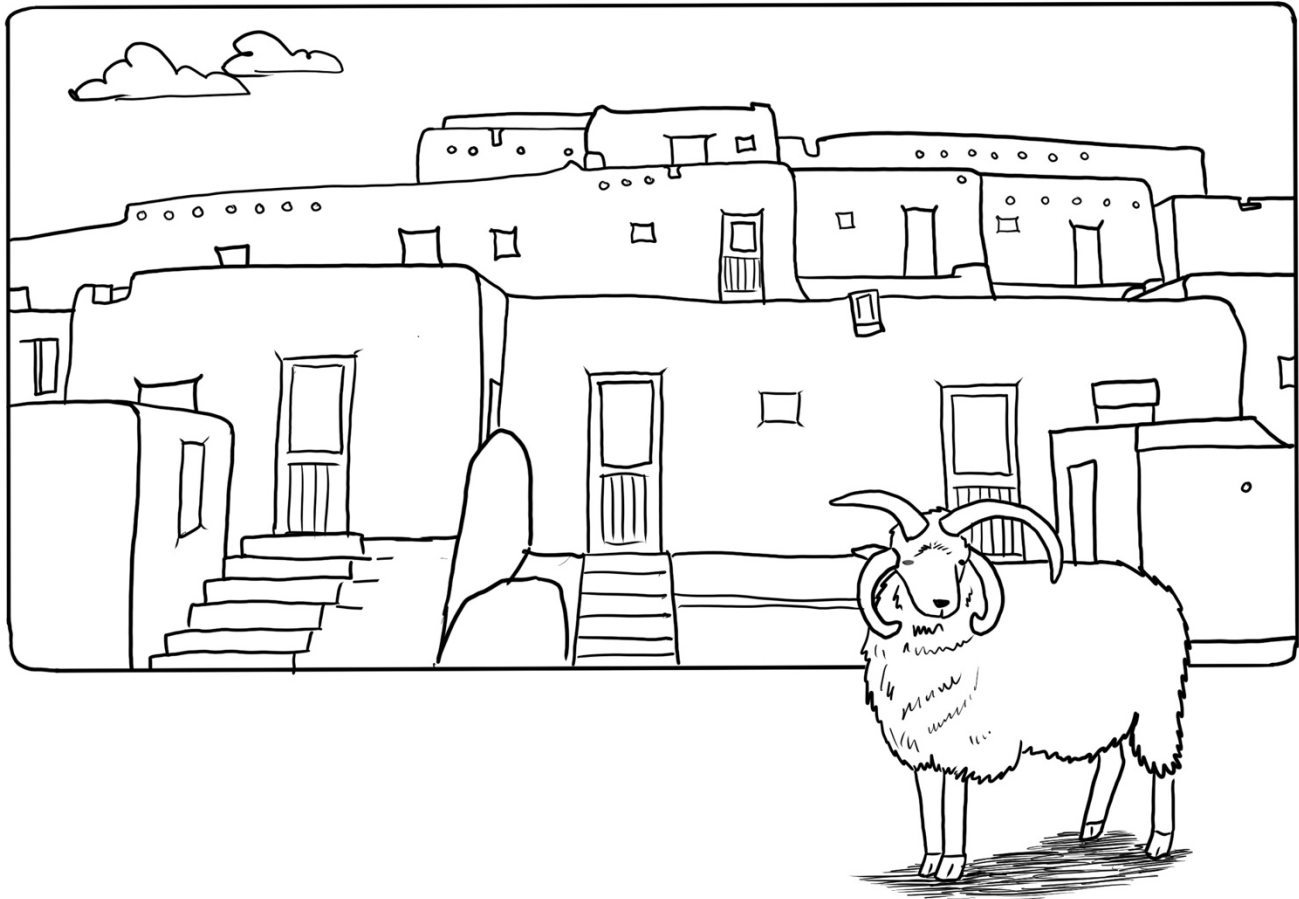
Watch a video introducing the rich history of **Los Luceros Historic Site** at: <https://nmhistoricsites.org/los-luceros>

El Cautivo (The Captive) Dance has been performed at Abiquiú, New Mexico, for more than 150 years. In this ceremonial dance, young people dress as their ancestors, with face paint, feather hair ornaments, and ankle bells. They also wear dollar bills pinned to their ceremonial clothing, signifying their “ransom” — being purchased by the Spanish from other tribes — and the beginning of their enforced servitude.

What traditions do you have to honor your ancestors?



Compare and contrast Greek Revival and Pueblo architecture.



What did you learn?

After listening to Episode 5: Colonization, answer these questions:

1. What is one new fact you learned about the times of Spanish colonization in the American Southwest?
2. What is one new question you have about it?
3. What is an important thing about this history that you think everyone should know?

More Recommended Links

Map enthusiasts may enjoy this book: **An Atlas of Historic New Mexico Maps, 1550–1941**

by Peter L. Eidenbach: <https://www.unmpress.com/9780826352293/an-atlas-of-historic-new-mexico-maps-15501941/>

To understand more about Pueblo people and their cultures, check out this coloring book of **Pueblo pottery**: <https://vilcek.org/news/the-coloring-book-of-pueblo-pottery/>

Indigenous New Mexico—Sharing the Wonders of Our World! (WOW) is a curriculum packet with lessons about the three land-based tribal groups in New Mexico (Apache, Navajo, and Pueblo), which include 24 distinctive tribal communities. Know how Indigenous People of New Mexico have worked to build, maintain and sustain their way of life and their distinctive tribal communities:

<https://www.indianartsandculture.org/assets/files/FINAL-WOW-PreVisit%20Educator%20Packet%20PDF.pdf>

Word Play

Listening for Words

- The focus words for this episode are: **acequia, ruins, antagonistic, hacienda, economic driver, Greek Revival, regime, and genízaros.**
- The student makes a four-column chart and labels the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
- Write the focus word in the column that describes how well you know the meaning of the word.
- Then, listen to the episode. Note how the speaker uses the words.

Matching Words with Definitions

- Print and cut apart the word and definition cards (page 21).
- Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Writing with New Words

- After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

Word Cards: Episode 5 Colonization

acequia

noun

ruins

noun

antagonistic

adjective

hacienda

noun

economic driver

noun

Greek Revival

noun

regime

noun

genízaros

noun

Definition Cards: Episode 5 Colonization

a small waterway; a human-made gravity-powered irrigation ditch found throughout northern New Mexico; these earthen canals carry mountain snowmelt and rain to fields, orchards, and gardens.

the remains of something destroyed

having an opposing or conflicting nature

a large estate used by Spanish colonizers to live on and oversee food and trade items being made

a key factor that has a large influence on the production, distribution, and consumption of goods and/or services

a style of architecture inspired by the symmetry, proportion, simplicity, and elegance of the ancient Greek temples of 5th century BCE

a form of government or administration; the time period when a specific government rules

a term used to identify Native Americans who were taken away from their tribes to work and assimilate into Spanish society; and their descendants who have “mixed blood”, meaning they have Indigenous ancestors as well as Spanish/European ancestors.

Nationalization

Guest Experts

In this episode, we welcomed these fine folks to join our discussion:

- Melanie LaBorwit, Historian
- Mary Weahkee, Archeologist from the New Mexico Office of Archeological Studies
- Dava Bonna, Principal from Comanche Academy Charter School in Lawton, Oklahoma.

Main Ideas

1. In 1848, because of the **Treaty of Guadalupe Hidalgo**, these southwestern lands became part of the United States of America. It was Mexican territory before that, and Spanish even before that, but native people had been living there the whole time.
2. American entrepreneurs expanded the **railroads** through the southwest, bringing many people with new ideas and new cultures.
3. The United States government forced Indigenous Peoples out of their homelands to live in designated areas called “**reservations**”.
4. USA’s **General Allotment Act** was passed in the late 1800s, and it took away reservations from Indigenous Peoples unless they conformed to American culture.
5. European settlers who bought land with native people on it tried to **assimilate** them by sending native children to **boarding schools**; the children were treated horribly at these schools and were severely punished for speaking their native language.
6. The American Southwest was once home to over 100 **Pueblo Nations**. Today there are only 19.

Read a brief overview of relations between Native Americans and the United States Government:

<https://education.nationalgeographic.org/resource/united-states-governments-relationship-native-americans>

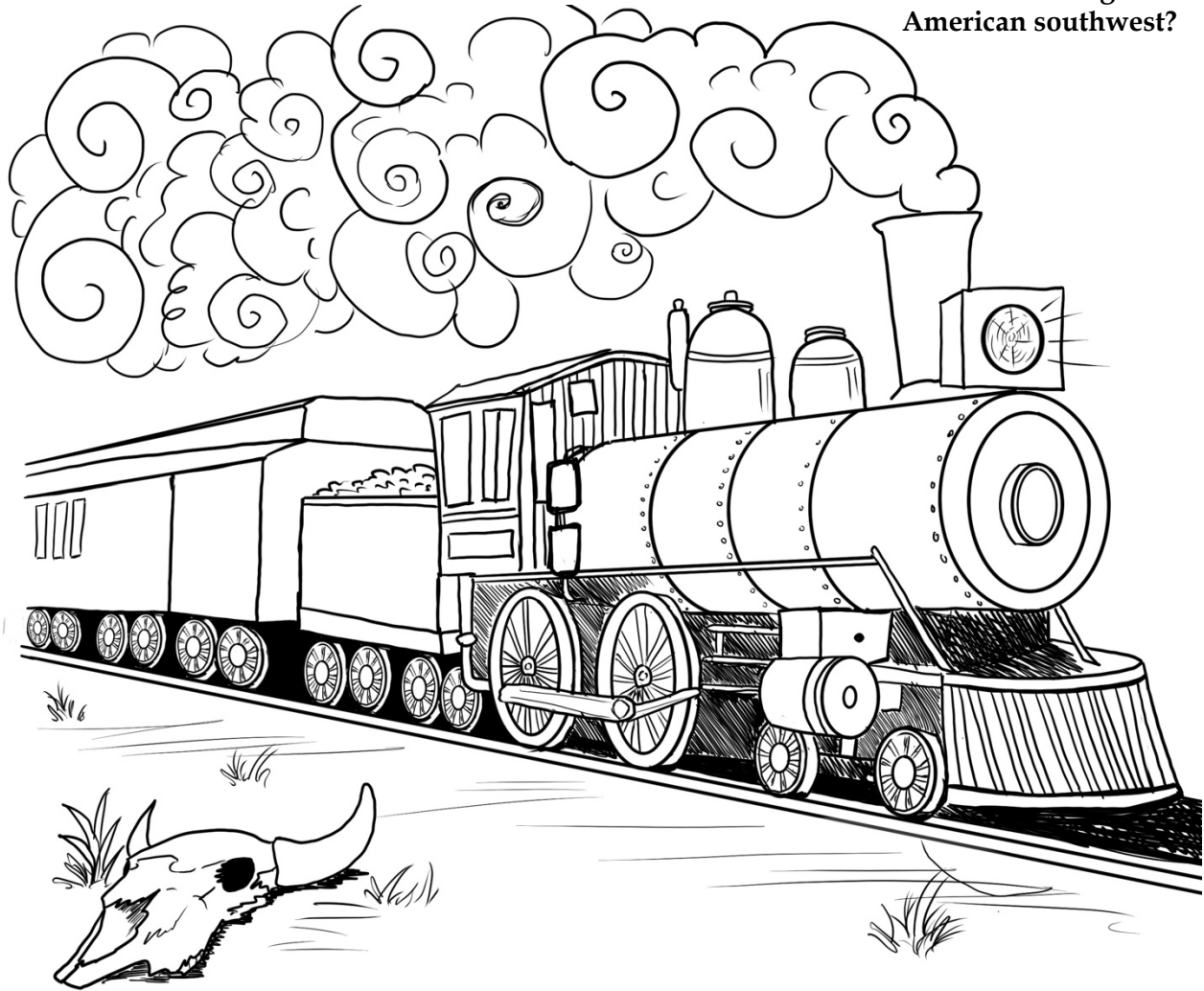


Can you imagine what it must have been like to be sent away to boarding school?

What if someone today told you to that you must change the way you wear your hair and clothes?

How would you feel? What would you do?

How did railroads change the American southwest?



Word Play

Listening for Words

- The focus words for this episode are: **El Camino Real**, **reservation**, **treaty**, **endurance**, and **resilience**.
- The student makes a four-column chart and labels the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
- Write the focus word in the column that describes how well you know the meaning of the word.
- Then, listen to the episode. Note how the speaker uses the words.

Matching Words with Definitions

- Print and cut apart the word and definition cards (page 24).
- Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Writing with New Words

- After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

Word Cards: Episode 6 Nationalization

**El Camino Real
(de Tierra Adentro)**

noun

reservation

noun

treaty

noun

endurance

noun

resilience

noun

Make your own card.

Make your own card.

Make your own card.

Definition Cards: Episode 6 Nationalization

The "Royal Road of the Interior" is the earliest trade route in the United States. Linking Spain's colonial capital at Mexico City to its northern frontier in distant New Mexico, the route spans three centuries, two countries, and 1,600 miles.

a tract of land set aside by a government to house a certain group of people

an agreement or arrangement made by negotiation between two or more states or rulers

the ability to withstand hardship, adversity, or stress

the ability to recover from or adjust to misfortune or change

Make your own card.

Make your own card.

Make your own card.

What did you learn?

After listening to Episode 6: Nationalization, answer these questions:

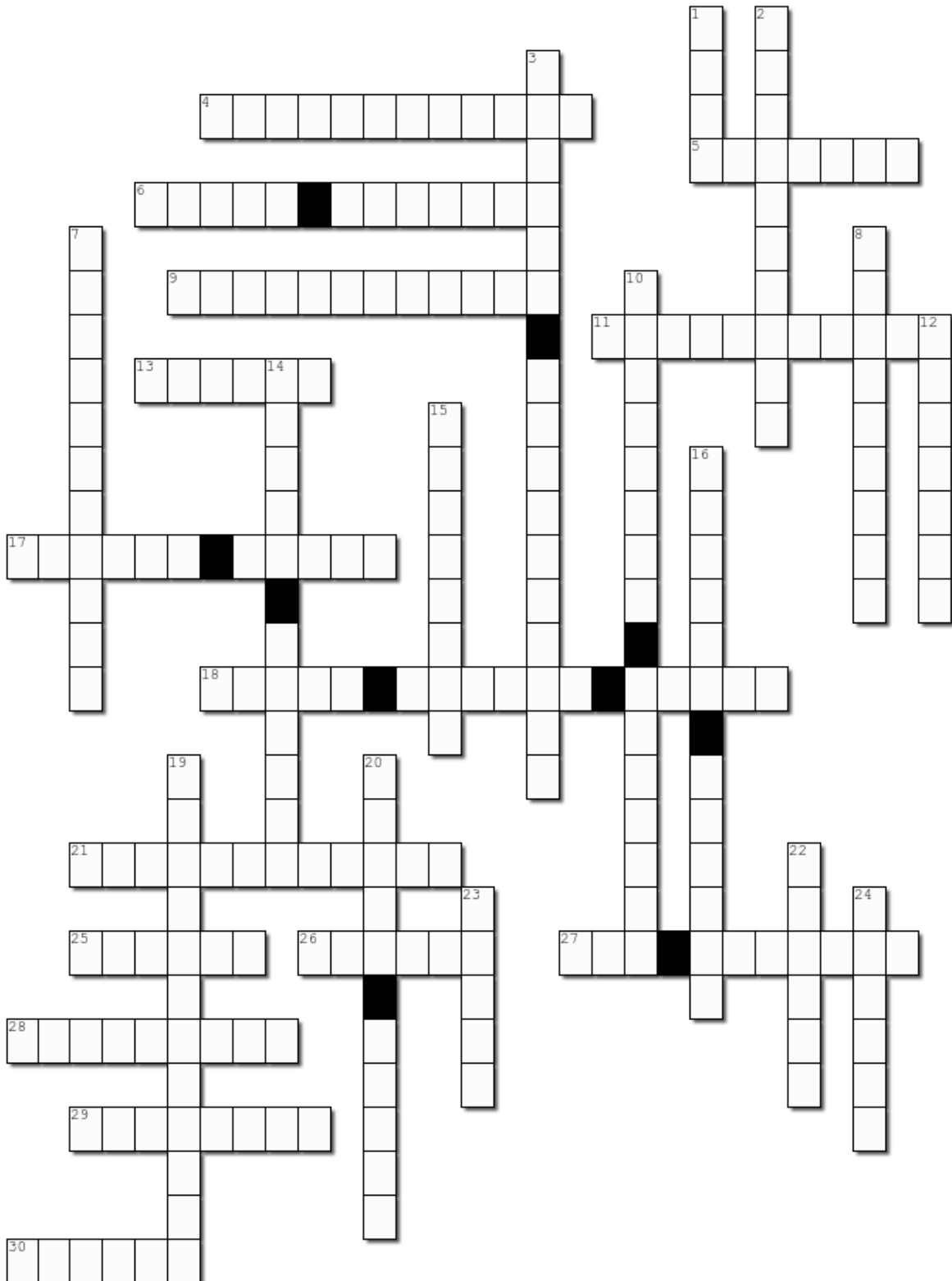
1. What is one new fact you learned about the American Southwest after 1848?
2. What is one new question you have about it?
3. What is an important thing about this history that you think everyone should know?



For hundreds of years, growing and eating chiles have been a way of life in the American Southwest. These peppers were brought to the region by the Spanish colonizers. Over the centuries, ancestral Puebloans adopted these new crops and made them a regular part of their diets. Today, chile continues to be a popular and essential crop across the state of New Mexico. The high altitude, desert climate, and rocky soil make a unique growing environment, which the chiles rely on for their distinct, beloved flavors. These days at harvest time, you see roasters outside the grocery stores and farm markets where people come to get their freshly flame-roasted green chile.

Crossword Puzzle: Brief History of the American Southwest

Hint: Words used in this puzzle appear in **boldface** in this learning guide.



Created using the Crossword Maker on TheTeachersCorner.net

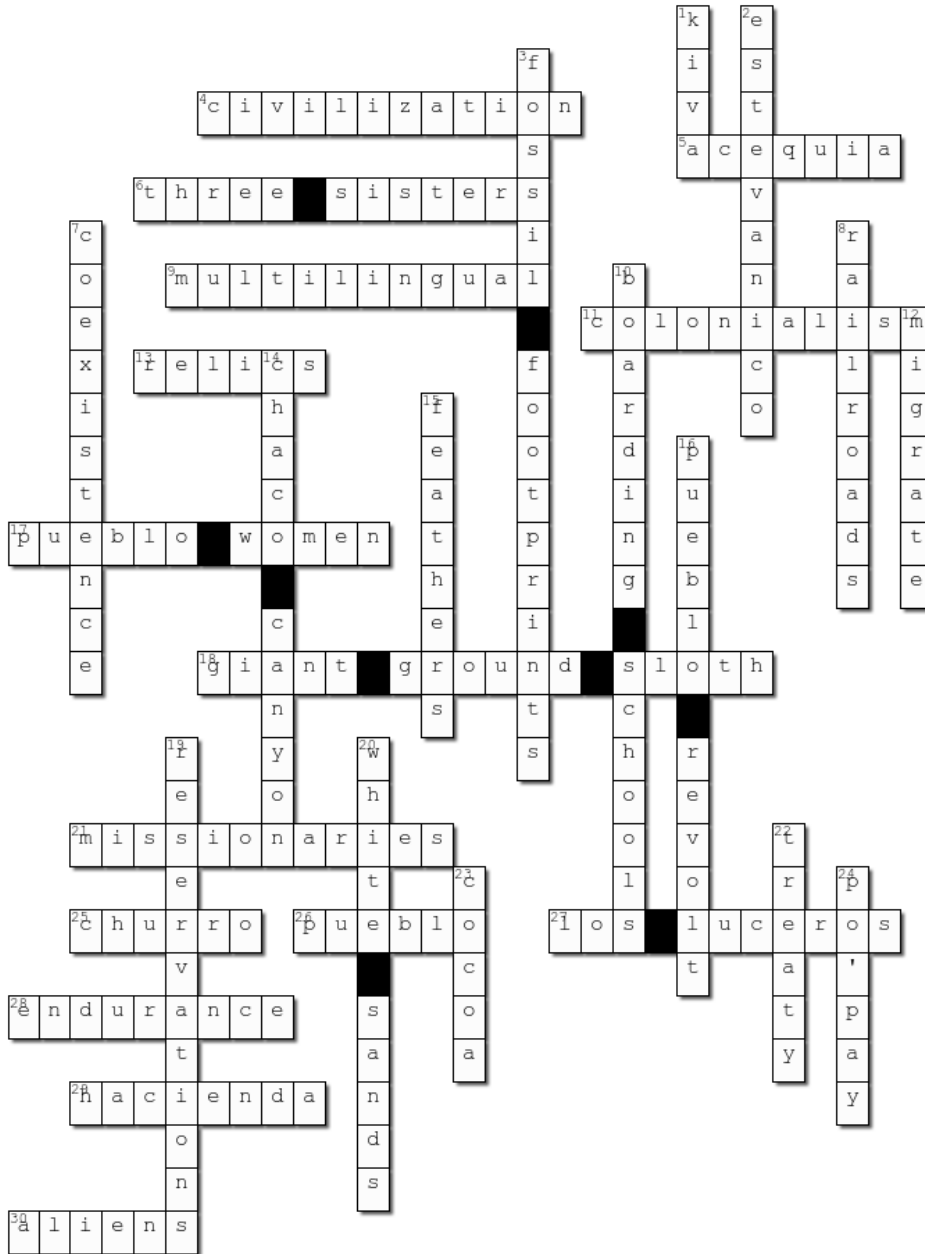
Across

4. _____ existed in North America for thousands of years before the Spanish arrived. (episode 3)
5. a human-made gravity-powered irrigation ditch that brings water to fields, orchards, and gardens (episode 5)
6. corn, beans, and squash (episode 2)
9. A person who speaks Tewa, Towa, Zuni, and Spanish is _____. (episode 4)
11. when people from one nation come to a land they don't own, take it over, and try to make wealth from it (episode 4)
13. What we know what happened at Chaco from the amazing buildings, tombs, and _____ left behind. (episode 2)
17. _____ were forced to work on the haciendas; some of them were forced into marriages with Spanish men. (episode 5)
18. Now extinct, this megafauna roamed the White Sands region long ago at the same time humans did. (episo
21. Some of the Spanish people who came to the Pueblo lands were _____, seeking to spread the Roman Catholic religion. (ep. 3)
25. brought to the southwest by the Spanish and raised as livestock by several Native American nations (ep. 5)
26. _____ people lived flat-roofed houses made of stone or adobe (episode 3)
27. a hacienda built on a land grant in 1703; it now serves as an historic site for northern New Mexico (episode 5)
28. That so many of the Pueblo people's languages are still being spoken today is an example of _____. (episode 6)
29. a large estate used by Spanish colonizers to live on and oversee food and trade items being made (episode 5)
30. Upon meeting for the first time, the Zuni people thought that the Spanish people looked like _____. (episode 3)

Down

1. a Pueblo structure that is usually round and partly underground, where religious ceremonies are performed (episode 2)
2. the first African person known to have explored North America (episode 3)
3. We determined that humans lived in the southwest region as many as 23,000 years ago from the _____ they left behind. (episod
7. when communities of people live together in the same place and time (episode 4)
8. Because _____ were expanded through the southwest, many people with new ideas and new cultures came to the region. (episode
10. In an attempt to assimilate them, native children were sent away to _____. (episode 6)
12. Thousands of years ago people were hunter-gatherers, and they would _____ from place to place. (episode 1)
14. In the years 850 to 1250, people traveled 50 to 60 miles to _____ for special events and celebrations. (episode 2)
15. 23,000 years ago, people made blankets out of _____. (episode 1)
16. The _____ of 1680 was the "first American Revolution." (episode 4)
19. The USA government forced Indigenous Peoples out of their homelands to live in designated areas called _____. (ep. 6)
20. A region in the Tularosa Basin where long ago there was a lake, but now there are great dunes of gypsum sand.
22. Because of the _____ of Guadalupe Hidalgo in 1848, many Pueblo Nations became part of the USA. (episode 6)
23. a drink made from ground cacao beans (episode 2)
24. the Pueblo leader who organized a revolt against the Spanish (episode 4)

Crossword: Answer Key



Created using the Crossword Maker on TheTeachersCorner.net

Connect to Curriculum

<http://www.corestandards.org>

<https://www.nextgenscience.org/>

<https://artinaction.org/standards/>

<https://www.positiveaction.net/blog/sel-competencies>

Information/Activity	Core Idea	Learning Standards
p.2 Map	Use information gained from illustrations (e.g., maps, photographs) and the words to demonstrate understanding...	Common Core ELA: RI 7 (3)
p.4, 9, 11, 15, 18, 22 Coloring	Create art that represents natural and constructed environments. Describe what an image represents.	NCAS: Creating #2 K Responding #7 K
p.3, 6, 10, 16, 17, 22 Main Ideas	Read and comprehend informational texts, including history/social studies, science, and technical texts...	Common Core ELA: RI 10
p.3, 6, 11, 16, 19, 25 What Did You Learn?	Recount or describe key ideas or details from (a text read aloud or) information presented orally or through other media.	Common Core ELA: SL 2
p.4, 7, 11, 16, 19, 22 Word Play	Determine or clarify the meaning of unknown and multiple-meaning words and phrases... Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Write informative/explanatory texts to examine a topic and convey information clearly; using precise language and domain-specific vocabulary...	Common Core ELA: L 4 RH 4 W 2
p.13-15 Activity: Timeline	Describe the chronology of events... Engage effectively in a ... collaborative discussion... Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details...	Common Core ELA: RI 5 (K-5) SL 1 (6-8) SL 4 (6-8)
p.26-27 Crossword Puzzle	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Common Core ELA: WHST 2 (6-8)

About Us

The Children’s Hour Inc is a New Mexico-based non-profit organization that produces an award-winning children’s radio program that is educational, entertaining, and engaging, and includes kids who participate in its creation. The program is internationally syndicated broadcasting on more than 120 public radio stations worldwide. Program themes focus on civics, STEM, culture, and music education, featuring New Mexico children as co-hosts and lead interviewers. Katie Stone has been the executive producer of *The Children’s Hour* for more than two decades.



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Tell us about you!

We at the Children’s Hour would like to know:

1. How old are you?
2. Was this your first time listening to a radio show or podcast for kids?
3. Was this radio show less fun or more fun compared to other things you do for fun, like playing video games or watching TV?
 Less fun More fun
4. Would you listen to a radio show again if you could?
5. Of everything you heard in the radio show, what will you remember most?

If you would like to draw a picture about anything you learned on the radio show, we would like to see it. Scan and email it to us, and we may display it on our online space.

If you would like to tell the creators of this radio show something in your own voice, you can send a voice message to *The Children’s Hour* here:

<https://www.childrenshour.org/contact-us/>.

Look for the orange button and click to record.

