

San Marcos Explorers Lesson Plan

MARCH 2023

DATE: Monday, March 6, 2023

LOCATION: Crockett Elementary School (Makerspace room) – 1300 Girard St, San Marcos, TX 78666

TIME: 7:55 am – 8:50 am

PARTNERSHIPS (*if any*): Rachel Miller, Crockett Elementary School Librarian, Indigenous Cultures Institute Board of Elders

PROMOTION PLAN: outreach to 5th grade teachers by Ms. Miller

TOPIC: Na-pako, Coahuiltecan Creation Story
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GENERAL DESCRIPTION OF WORKSHOP & GOALS: Encourage students to think about indigeneity, where they come from, and how they can respect land as an important natural and cultural resource
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MATERIALS & COSTS:

<ul style="list-style-type: none"> ● Creation Story booklets ● heron cardboard cutout ● feather templates, 1 per student ● assorted scrap paper, fabric, tissue paper ● craft glue ● hot glue gun (managed by adult) ● scissors ● acrylic paint/brushes ● pencils ● 1 printout of Creation Story as approved by Indigenous Cultures Institute 	<ul style="list-style-type: none"> ● color 1-sided \$.35/page ● Free, use recycled cardboard ● Free, use recycled cardboard ● Free, use existing scraps and recycling ● Free, provided by Crockett Makerspace ● Free, provided by Crockett Makerspace ● Free, provided by Crockett Makerspace ● \$5.99 +\$1.99/paint, Michael's ● Free, provided by Crockett Makerspace
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LESSON PLAN ELEMENT CHECKLIST:

Element	Application
<p>Discussion: meeting students where they are. Formulate questions that will get them to talk about what they already know about the topic, or what they currently associate it with. Ex: Where have you seen ? Who has heard of ?</p>	<p>Has anyone seen the word ‘indigenous’ before? What does it mean to be indigenous to a place? Do you know where you are indigenous to? What do you know about indigenous cultures?</p>
<p>Background: Lay the foundational knowledge that is essential for students to know to understand the topic at hand. Ex: explaining basics of the water cycle</p>	<p>Defining what it means to be indigenous to a place and the Coahuiltecan culture, specifically the Miakan-Garza Band</p>

<p>Local Context: Bring the broader topic close to home by teaching about how it relates to their region/community. Ex: explaining what the Edwards Aquifer is</p>	<p>Tell the Creation Story associated with spring lake, then compare it to the land's history with development.</p>
<p>Food for Thought: Have another short discussion about how the students' new knowledge compares to what they knew before, or previously thought. Ex: How do you feel about ____ now that you know how it works? What are you going to do differently now?</p>	<p>Invite students to share how they think changes at Spring Lake may have influenced the land, water, animals, plants, and people.</p>
<p>Call to Action: A challenge or tangible action that students can do to apply their new knowledge. Ex: visit a museum, pick up litter, talk to their family, etc</p>	<p>Emphasize how to visit Spring Lake with respect and teach others about what they have learned. Also touch on how this lesson doesn't just apply to Spring Lake, but to try and live in harmony with all land and water (not littering, etc)</p>
<p>Activity: A hands-on or out-of-seat activity that helps students apply their new knowledge or engage with the material. Ex: Craft, competition/quiz, presentation, dance, science experiment/lab, etc.</p>	<p>Personalized heron feathers.</p>

LESSON PLAN:

PREP (Before Lesson): Design heron cutout on recycled cardboard. Cut and paint using acrylic craft paints. Leave without feathers, as they will be created by students. Then creatPrint enough Creation Story booklets for each student

7:20-7:55 PREP (at Crockett): Arrange tables in circle facing projector, per request of Indigenous Cultures Institute. The circle is a sacred symbol of unity and is also how many ceremonies are conducted in the Coahuiltecan culture, making it important to reflect in this lesson. At each seat place a Creation Story booklet and a feather template, and ensure that each student will have access to a pencil, scissors, and craft glue. Ask that students do not touch materials yet as they walk in.

7:55-8:00 DISCUSSION: *Has anyone seen the word 'indigenous' before? What does it mean to be indigenous to a place? Do you know where you are indigenous to? What do you know about indigenous cultures?*

8:00-8:05 TRANSITION: Building off of student responses, transition to establishing topic- identifying Coahuiltecan as a culture group native to Central/South Texas using map for reference. Introduce the Miakan-Garza Band as the Coahuiltecan group native to San Marcos and emphasize how they are still members of the community. Ask students to **repeat words** after you- "Coahuiltecan", "Miakan-Garza" and explain why it is important to pronounce things correctly, comparing it to their own name. Be sure to use **active** voice at all times, and dispel the notion of indigenous peoples as only having existed in the past.

8:05-8:15 CREATION STORY: Introduce creation story as Na-pako (ask students to repeat out loud) and emphasize how the elders of the Miakan-Garza band gave permission to tell this sacred story to them. As each Coahuiltecan word is mentioned for the first time in the story, change the presentation slide so that students can see visuals on screen. For reference on speed and style to deliver story, see the following video:

https://www.youtube.com/watch?v=_eqhmQNjvQA&t=203s Finish story by landing on Sacred Springs painting by Susan Dunis.

Transition: "This place in the story is a real place, and it's actually in your own backyard. These sacred springs are called the San Marcos springs, and you might know them as Spring Lake! How many of you have been to Spring Lake? Been on a glass-bottomed boat?"

8:15-8:17 SPRING LAKE HISTORY: Tell the other story of Spring Lake, of its development and colonization. Remain for no more than 30 seconds on each slide without going too far into detail so as to not lose attention, but communicate main details.

8:17-8:20 LET'S THINK: Hold a short discussion period in which students have an opportunity to answer questions- *Who was allowed to use this land? Who wasn't? How did the changes impact the river/wildlife/people? How would it make you feel knowing this important place went through these changes?*

8:20-8:22 SOLUTIONS: Confirm student observations on how land was affected by changes. Briefly touch on idea of repatriation as a way forward for indigenous peoples to reclaim land and artifacts. Display photos provided by ICI, emphasizing the message- this is current/they are still here/they are your neighbors. Offer personal solutions that each student can do, perhaps concluding with a vote of asking *Who learned something today? Who is going to visit now?*

8:22-8:50 ACTIVITY: Remind students of significance of the heron in creation story and explain that they will each be decorating a feather however they wish using the materials at hand. Ask them to line up in an orderly manner to choose what materials they would like to include in their feather. Have any assistants walk around and offer help to students when it is needed. Have one adult manage a hot glue gun, gluing what students want them to glue. Collect all feathers when they are completed and put them in a safe place to dry until they can be glued to the heron and complete the art piece.