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**Third Grade**

**Curriculum Manual**





# PREPARING for OUR JOURNEY

**Purpose:** To introduce two young Native American students who are taking a Pathways Journey to learn more about their Great-Great-Grandparents' traditional lifestyle, particularly healthy eating and physical activities.

### Lesson Objective – Students should be able to:

- describe the key characteristics of Daryl White Horse and his sister, Amanda White Horse.
- identify on a map the location of the Pathways Nations to be visited by Daryl and Amanda on their journey.
- name some foods and physical activities of their Great-Great-Grandparents.
- explain why these foods and activities are healthy.

### Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	15		Cassette Player Theme Music Cassette
2. Activity Book Assignment - Pathways Nations Map	10	Pathways Nations Map	Pathways Nations Class Map
3. Activity Book Assignment - Pathways Nations Foods and Physical Activities	15	Activity Sheet 1 Activity Sheet 2	





### Activity 1

#### Theme Story and Discussion



A. Prepare students for this introductory lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to form a circle on the floor around you, if space allows.
3. Explain to students that Native Americans often sit in a circle to visit and share information or stories. In this story circle, they will listen to you reading about two young Native American<sup>1</sup> students who are taking a special journey.
4. Emphasize to students that they should listen to recognize who these two young Native Americans are, where they are going on their journey, and most important, how the Great-Great-Grandparents kept themselves healthy and active.
5. Tell students that the Great-Great-Grandparents lived five generations ago and that a generation is the time that a person lives.
6. Optional: Have students count the generations on their fingers beginning with themselves as the thumb, the index finger represents their parents, the middle finger the grandparents, the ring finger is their great-grandparents, and the little finger their great-great-grandparents.
7. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *Journey of Amanda and Daryl*, to the class.

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<sup>1</sup>“American Indian” may be substituted for “Native American” throughout the curriculum, as appropriate for your students.

**W**elcome to Pathways! Today, we will meet Daryl and Amanda White Horse. With them, we will listen to stories, play new games and taste new foods.

Amanda and Daryl are Native Americans who live in an Indian community. Amanda is in the fifth grade. She likes to play active games like tag, kickball, and basketball. She has many friends and tries to be cheerful. Since she is older, Amanda takes care of her younger brother, Daryl.

Daryl is in the third grade. He is shy, has a wonderful smile and a good sense of humor. He reads a lot and is always asking questions. Once in a while, he walks to his uncle's house to ride horses. Most of the time, he chooses to stay home and play Nintendo or watch cartoons on television.

Daryl, Amanda and their parents attended the **Pathways Family Fun Night**.

Father said, "The people talking about good health are right. Our Native American people have too much diabetes and heart diseases. Everyone needs to make good food choices." He added, "Starting right now."

With a serious voice, Mother said, "I think that Amanda and Daryl should visit their

Grandparents. They need to learn about being healthy."

Father agreed. He said, "Our Great-Great-Grandparents did not have so much obesity. That is the real cause of disease among our people."

The next weekend, Daryl and Amanda saw their Grandparents. They talked about what was happening at the Pathways School. Mostly, they asked questions about their Great-Great-Grandparents.

Grandma seemed delighted. She said, "My grandchildren, not so long ago, there was very little diabetes and obesity among our people. This was because they took care of their bodies. You really need to know about being healthy. So, I think we will take a Pathways Journey."

"Grandma, where will we be going?" asked Daryl

Grandma thought awhile, "I want you to meet Native Americans who still practice the old ways. You will meet the Oglala<sup>1</sup> (Og la'la), Lakota<sup>2</sup> (La kō' ūa), and the Sicangu<sup>3</sup> (Si-caṇ-ḡu) Lakota. You will visit the Diné<sup>4</sup> (Diné é); the Tohono<sup>5</sup> O'odham<sup>6</sup> (To-ho-no Ath-thumb); the Akimel<sup>7</sup> (A-key-mal) O'odham;



<sup>1</sup>Oglala (Og la'la) One of the seven bands of the Lakota Nation. The meaning is "to scatter."

<sup>2</sup>Lakota (La kō' ūa) The term for the people who comprise a total of seven bands within the Lakota Nation.

<sup>3</sup>Sicangu (Si-caṇ-ḡu) One of the seven bands of the Lakota Nation. The meaning is "burnt thighs."

<sup>4</sup>Diné (Dine' é) The original term given by the Holy People signifying the tribe, people, and clans of the Navajo Nation.

<sup>5</sup>Tohono (To-ho-no) The O'odham term which describes themselves as the "Desert People."

<sup>6</sup>O'odham (Ath-thumb) This word means "The People."

<sup>7</sup>Akimel (A-key-mal) The O'odham term for their people who live near the Salt and Gila Rivers and are known as "The River People."

## Week 1 — Part A

the Ndee<sup>8</sup> and the Dee<sup>9</sup>.

“Were the Great-Great-Grandparents like you?” asked Daryl.

“Let me tell you about the old days,” said Grandma. “Our people hunted, farmed or gathered their food from sunup to sundown. They ate plants, seeds, nuts, berries, and hunted animals like deer, buffalo, and rabbits. These were foods eaten before the coming of the white men.

She added, “In the old days, food was precious. Each person ate just the right amount so that there was always enough food left for the others.”

Grandfather spoke, “Also, in the old days, young people exercised their body every day. If you run every day, sickness and disease cannot catch you. Others felt that drinking lots of water would make you healthy.”

Grandma said, “Remember, the ways of the Great-Great-Grandparents helped them to live a healthy life.”

Daryl made a victory sign. He shouted, “Man, this is sure going to be fun.”

Amanda said, “I can hardly wait to pack my suitcase.”

Daryl kidded, “Amanda, since you are so excited, you can pack my suitcase, too.”

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C. Discuss this introductory theme story with students using the following questions.

- What are the names of the two children in the story?

*Answer: Daryl White Horse and Amanda White Horse*

- Can you describe Amanda? Daryl?

*Answer: Amanda is older. She is in the fifth grade. Her personality is usually cheerful. She is a Native American and lives in an Indian community. She likes to play active games like tag, kickball, and basketball. She has many friends. She usually has to take care of her younger brother, Daryl.*

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<sup>8</sup>Ndee<sup>ˈ</sup> (N deh<sup>ˈ</sup>) The term used by the White Mountain Apache Tribe to describe themselves.

<sup>9</sup>Dee<sup>ˈ</sup> (Deh<sup>ˈ</sup>) The San Carlos Apache Tribe's description of themselves as “The People.”

*Answer: Daryl is in the third grade. He smiles a lot. He is shy and reads a lot. He is a Native American and lives in an Indian community. He is curious and asks a lot of questions. He likes to play Nintendo and watch cartoons on TV. Sometimes he rides horses at his uncle's house.*

- Can anyone describe what a “journey” is?

*Answer: It is a trip or travel taken to another place.*

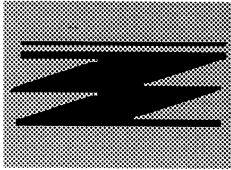
- Amanda and Daryl's Grandmother told them that she and their Grandfather wanted them to be healthy and to know more about their Great-Great-Grandparents. What do you think she meant?

*Answer: Amanda and Daryl would find out what foods the Great-Great-Grandparents ate and how they were physically fit because they exercised each day.*

- Ask students to explain who are the Great-Great-Grandparents?

*Answer: Great-Great-Grandparents lived five generations ago, they gathered or hunted to eat, were healthy, and are relatives.*

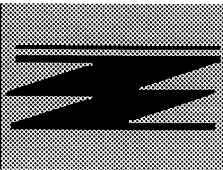
D. Instruct students to return to their desks.



## Activity 2

### Activity Book Assignment

### Pathways Nations Map



A. Display the **Pathways Nations Class Map** on a wall in the classroom.

1. Explain to students that this map shows the places that Amanda and Daryl will visit during their Pathways Journey.
2. Ask students to help you name the Pathways Nations that will be visited on this journey. (Write the names on the chalkboard and pronounce each name.)

*Answer :*

- the Akimel O'odham (Gila River Indian Community)*
- the Diné (Navajo Nation)*
- the Oglala Lakota (Oglala Sioux Tribe)*
- the Dee' (San Carlos Apache Tribe)*
- the Sicangu Lakota (Rosebud Sioux Tribe)*
- the Tohono O'odham (Tohono O'odham Nation)*
- the Ndeé (White Mountain Apache Tribe)*

3. After writing the names, point to the name of each Pathways Nation on the chalkboard, and then point to their location on the **Pathways Nations Class Map**.

B. Give each student their own *My Pathways Journey Activity Book*.

1. Explain that this activity book includes activity sheets and their own **Pathways Nations Map** to use during the Pathways class.
2. Tell students to write their name, school, and the name of their nation or tribe on the outside cover of their activity book.

3. Encourage students to take good care of their activity book so they may take it home at the completion of the Pathways classes.

C. Instruct students to find the **Pathways Nations Map** in their activity book.

1. Ask students to circle the name of each Pathways Nation on their map.
2. Encourage them to check the name and location of each nation with the **Pathways Nations Class Map** displayed in the classroom.
3. Ask students to name their own nation or tribe and then draw a star in that location.



### **Activity 3**

## **Activity Book Assignment - Pathways Nations Foods and Physical Activities**

A. Instruct students to turn to **Activity Sheet 1 - Pathways Nations Foods** in their activity book.

1. Explain that this activity sheet lists many of the foods that were eaten by their Great-Great-Grandparents.
2. Tell students that they should listen as you read the list of these foods.
3. Instruct students to underline each food that they have ever tasted or eaten as you read the list.
4. Read the list of foods aloud.

## Week 1 — Part A

### B. Discuss some of the foods that students have eaten.

1. Review some of the foods that were eaten by the Great-Great-Grandparents, such as plants and berries; animals, such as deer, elk, rabbit, buffalo; and various nuts and seeds.
2. Explain that the foods that were eaten depended upon whether the Great-Great-Grandparents lived in the desert, the mountains or on the plains.
3. Point out that long ago these foods were not fried and had no added fat, like butter or cooking oil.
4. Emphasize that **long ago foods were healthier than a lot of the foods that are eaten today because they were lower in fat.**
5. Stress that the Great-Great-Grandparents drank mostly water or teas made from wild plants.
6. Explain that the Great-Great-Grandparents did not eat fatty foods like potato chips, candy bars, or double cheeseburgers. They did not have beverages like regular pop or Kool Aid which has added sugar.

### C. Emphasize to students that some of the physical activities of the Great-Great-Grandparents were directly related to hunting, farming, and gathering food. The games they played also emphasized these physical activities.

1. Emphasize that these activities kept them very active everyday.
2. Remind students that their Great-Great-Grandparents had no television or video games.

- D. Instruct students to turn to **Activity Sheet 2 - Pathways Nations Physical Activities** in their activity book.
1. Explain that this activity sheet lists physical activities that are similar to those done by the Great-Great-Grandparents.
  2. Tell students that they should listen as you read this list of physical activities.
  3. Instruct students to draw a circle around each physical activity that they have done.
  4. Read the list of physical activities aloud.
- E. Summarize that the Pathways Journey will help students learn more about each Pathways nation and the healthy eating and physical activities of the Great-Great-Grandparents.
1. Congratulate the students on being good listeners and in learning the names of the nations to begin their Pathways Journey.
  2. Announce that during their Pathways Journey, **they will discover ways to help them feel good and have more energy to do all the active things they like to do.** There will be fun things to do during Pathways classes and even a chance to taste new foods.



## Week 1 — Part A

### Reminders:

- ✓ Complete the **Evaluation Form** for this lesson.
- ✓ You may wish to set a procedure to collect students' *My Pathways Journey Activity Book* at the end of each lesson.
- ✓ Check to be sure that you have received the name and address of the Pathways school for the letter-writing activity during Week 1, Part B.
- ✓ Determine the Pathways groups for the letter-writing activity in Part B.





# PREPARING for OUR JOURNEY

**Purpose:** To establish peer support by corresponding with another Pathways school and encourage family support by introducing the Family component.

### Lesson Objectives – Students should be able to:

- identify a favorite food or physical activity in their Pathways letter.
- describe the **Pathways Family Action Pack: Week One** and explain why it is important.
- demonstrate that they will try involve their families in Pathways home activities by taking home weekly Family Packs with return cards.

### Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette
2. Writing a Class Letter	15		Class Letter Optional: Postcards or Photographs (1/group)
3. Family Pack	10	Family Action Pack: Week One Star Chart	Return Box
4. Summary of the Week	5		



## Activity 1

### Theme Story and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Announce that it is now time for the Pathways Class.
3. Turn off the Pathways Theme Music cassette.

B. Review the introductory theme story from Part A by using the following questions.

- What are the names of the two children in the story?

*Answer: Amanda White Horse and Daryl White Horse*

- What are Amanda and Daryl going to do?

*Answer: They are going to travel on a Pathways Journey and visit several Pathways Nations to learn about healthful living and ways to be physically active.*

- Who can point out and name the nations that they will visit?  
(Call on students to take turns pointing out and naming the Pathways Nations on the **Pathways Nations Class Map** displayed in the classroom.)
- Why do Grandpa and Grandma want Amanda and Daryl to go on this Pathways journey?

*Answer: They will learn about the way that their Great-Great-Grandparents lived and the importance of eating healthy foods and being physically active each day.*

- C. Tell the students to listen to the following story, *Preparing for Our Journey*, to discover how Daryl and Amanda prepared for their journey. Then, read the story to the class.

**L**aughter filled the White Horse home as each suitcase was packed for the Pathways Journey.

Amanda and Daryl wrote a letter to their friends. In this letter, they described their plans for an exciting trip. They said they would visit different Pathways schools and nations. Also, they would learn about how other Native American students lived.

Daryl said, “Amanda, it will be fun to meet new friends at each Pathways school.”

Outside, Grandma White Horse pushed on the horn in the truck. (“Honk, honk”)

Grandpa helped them carry out their bedrolls and suitcases. He wished them a safe trip.

Grandpa said, “Remember, our wise Great-Great-Grandparents knew a lot about this world because they visited other nations to find better ways to live. I think you will have a lot of fun with Grandma. Good-bye.”

## Activity 2 Writing a Class Letter

**Teacher Note:** Prior to this activity, determine the number of students who will be in each of the Pathways groups. It is suggested that there be no more than four students per group. You may want to keep the same Pathways group for all of the future group activities in Pathways.

Obtain the name and address of the Pathways school that your class will write during this activity. Take out the poster-size class letter from the materials box. Optional: Select postcards and put into a box.

- A. Write the name of the Pathways school, the address and zip code, and the Nation or Tribe on the chalkboard. This is to whom students will be writing their **Class Letter**.

## Week 1 — Part B

- B. Remind students that just as Amanda and Daryl wrote a letter to their friends, the whole class will write a letter to third graders in another Pathways school.
1. Help students to prepare for the letter writing activity by thinking about what they can tell other Native American students about their school or community, and the geographic area in which they live.
  2. Explain that they will work in Pathways groups and then read the names of the students to be in each group.
  3. Give each group a sheet of blank paper to use for this activity.
- C. Show students the poster-size **Class Letter** to be completed by the class and point to the incomplete sentences in the letter.
1. Explain that each group should first discuss the incomplete sentences in the letter and how to complete each sentence.
  2. Then, each group should write one or two sentences on a sheet of paper about their school, community, or the geographic area in which they live.
  3. Provide time for the completion of the sentences. Monitor students to be sure that they understand how to do this assignment.
- D. Now, ask students to share their completed sentences. Have the class select at least one sentence from each group to be placed in the letter. Do this until the letter has been completed.
- E. Optional: Have each group select a picture postcard or a photograph of their geographic area, if available, to enclose with their **Class Letter**.
1. Write out today's date, the name of the school, the name of their Nation or Tribe, and the name of the teacher on the chalkboard.

2. Ask each group to select a member to write this information on the back of the picture postcard or photograph.
  3. Then, each student in the group should sign his/her name on the back of the postcard or photograph.
- F. Have students take turns signing their name on the **Class Letter**. Tell them that you will be sending it to the third graders at another Pathways School today.



## Activity 3 Family Pack



**Teacher Note:** It is important that teachers **enthusiastically promote** the participation of the students and their parents and/or any other household member in the completion of the Family Pack.

- A. Announce to the class that their Pathways Journey includes an activity that is just for families.
1. Explain that each week a Family Pack will be given to them. Each student is expected to take it home and share it with their family.
  2. Stress that the Family Pack will be a fun way for their family to learn about new ways to be more active and eat healthful foods.
- B. Distribute the **Pathways Family Action Pack: Week One** to each student, and tell them to write their name on the front of the envelope.

## Week 1 — Part B

C. Explain that the items in the envelope include:

- Letter that introduces your family to the Pathways Family Pack.
- Introductory story of Amanda and Daryl to read with your family.
- **Pathways Nations Map** to share with your family.
- Agreement for your parent or guardian to sign.
- List of Pathways Nations Foods and Physical Activities to share with your family.
- **Return Card: Week 1** for you and a family member to sign when you've finished the Action Pack.

D. Point out to students the location of the **Return Box** in the classroom.

1. Stress that this **Return Box** is for the return card which is in the Family Pack.
2. Hold up **Return Card: Week 1** and explain that after their family completes the activities this week, they should fill out the return card, then sign it. The third grader needs to bring back the card and put in the **Return Box**.

E. Instruct students to find the **Star Chart** which is located on the back of the front cover of their *My Pathways Journey Activity Book*.

1. Explain that each time a student brings back a return card, they will receive a sticker to be pasted on the **Star Chart**. This will show that their family has completed the activity for that week.
2. Announce that students will receive a Special Reward during Week Six if they complete and bring back three or more return cards during the first six weeks of Pathways.



## Activity 4 Summary of the Week

A. Review with students their Pathways Journey this week:

1. Congratulate students on writing a **Class Letter** to third graders in another Pathways School.
2. Explain that during their Pathways Journey with Amanda and Daryl, they will learn about Native American students living in other Pathways nations.
3. Remind them that they will have fun discovering new ways to keep themselves healthy so that they will feel good and have the energy to do all the fun things that they like to do.

B. Explain to students that Amanda and Daryl must resolve a problem or answer a question each week. These are called “cliffhangers.” The solution to a cliffhanger takes time to find and students may contribute ideas on how to solve the problem.

C. Read **Cliffhanger for Week 1** to the class.

**A**s Grandma drove onto a dirt road, Amanda and Daryl listened to the radio. Both of them tried to imagine where they were going and how long it would take to get there. It was dusty and the road was bumpy.

Finally, Amanda asked, “Grandma, where are we going?”

“How long will it take to get there?” asked Daryl. He was wondering if he would get hungry before they got there.

“Let me give you some clues about the first place in your journey,” said Grandma. “We are going to visit a nice family. I remember that their home is a hogan near a high mesa (large hill with a flat top). Oh! They



## Week 1 — Part B

weave such beautiful rugs and herd sheep.”

Daryl giggled. He said he knew exactly where they were going. He rolled his eyes backwards. “I can’t tell you, Amanda,” he

said, “You have to guess.” He covered his eyes with his hands.

Amanda laughed, “Oh! Go ahead and keep it a secret, Daryl.”

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D. Briefly discuss some of the clues that Grandma White Horse gave to Amanda and Daryl.

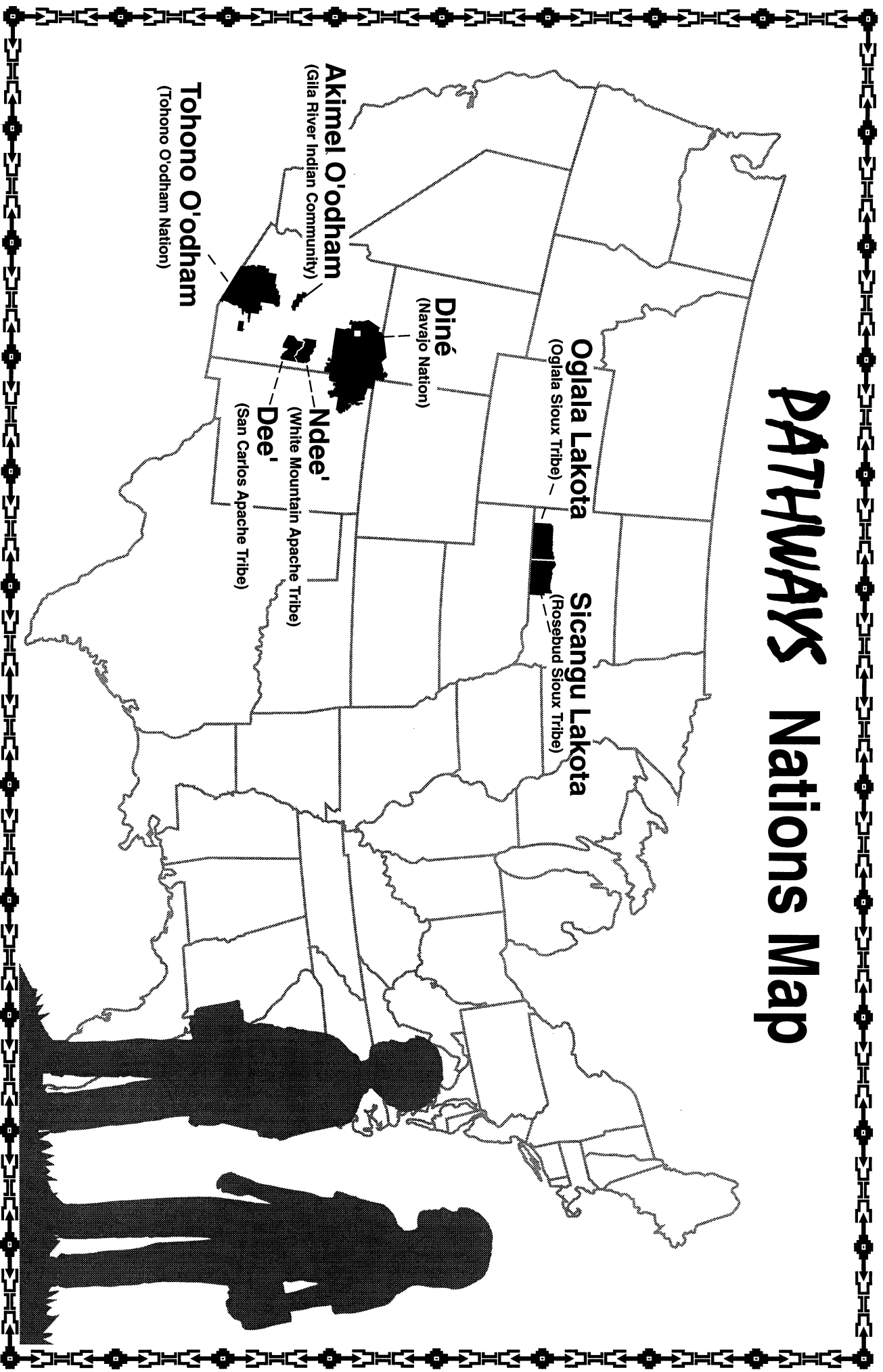
1. Recall the rug weaving and sheep herding that is done by this family and the high mesa near their hogan.
2. Ask students to try to imagine which Pathways Nation will be visited.
3. Tell them that they will learn about this nation in the Pathways class next week.

### Reminders:

- ✓ Complete the **Evaluation Form** for this lesson.
- ✓ Be sure to have the student letters and postcards or photos ready for the Pathways staff to pick up.
- ✓ Check with Food Service on the foods/supplies for the snack preparation and Family Snack Pack activities in Week 4, Part B and Week 5, Part B.
- ✓ You may wish to arrange for a “Room Parent” or teacher’s aide to assist you with the snack preparation and Family Snack Pack activities during the curriculum in Weeks 4, 5, 9, and 11.



# PATHWAYS Nations Map





**My**

**PATHWAYS**

**Journey**

Student: \_\_\_\_\_

School: \_\_\_\_\_

Nation or Tribe: \_\_\_\_\_

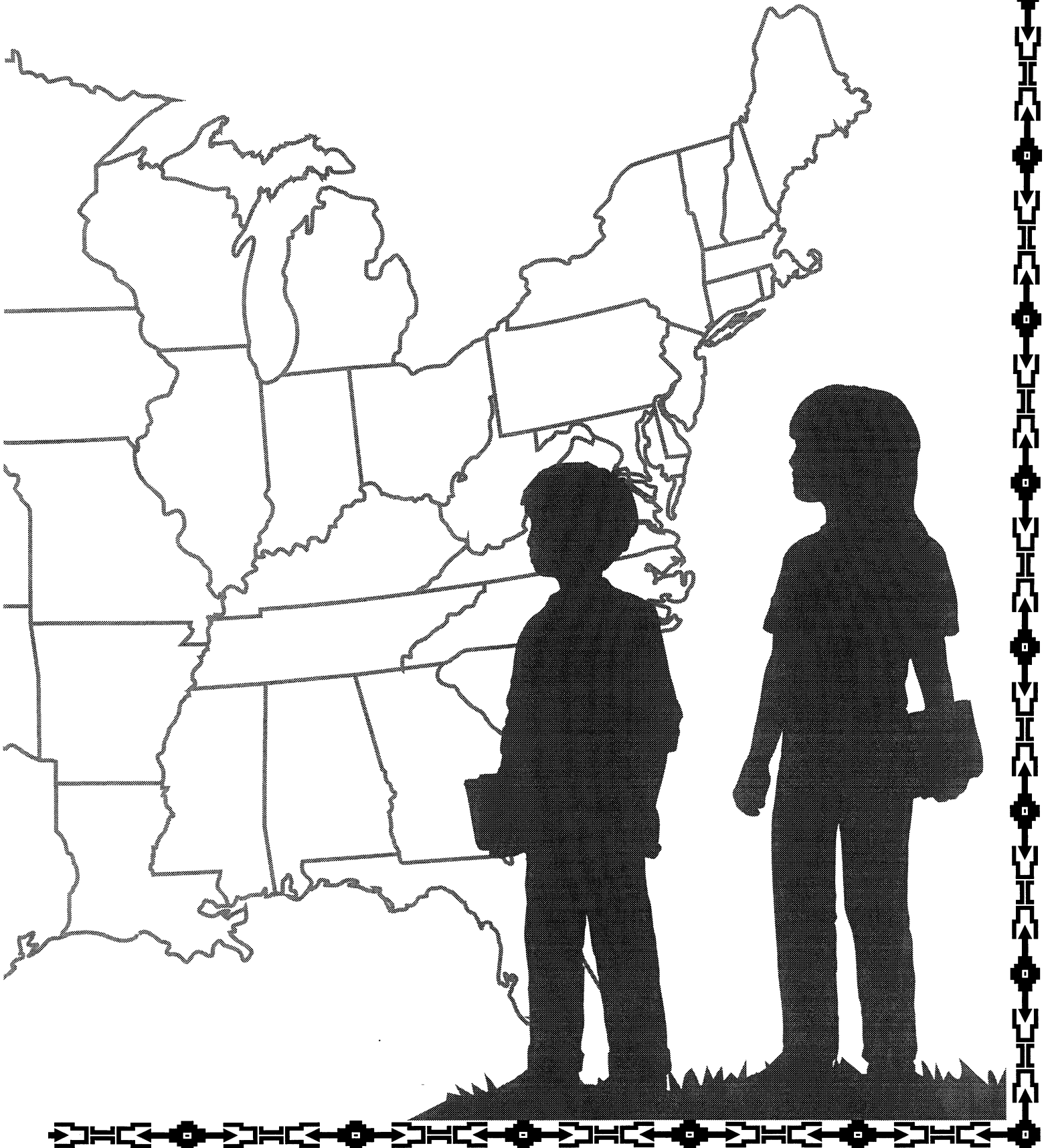
# Beginning the Journey



# PATHWAYS



# Nations Map





# Pathways Nations Foods

## Directions

Underline each traditional food that you have eaten or ever tasted.

### Nuts

acorns  
mesquite pods  
palo verde pods  
pinons  
squash seeds  
sunflower seeds  
walnuts

### Beverages

atole (adoola)  
box elder tea  
cedar leaves tea  
chokecherry juice  
coffee  
creosote tea  
mesquite pod juice  
Mormon tea  
Navajo tea  
peppermint tea  
rose hip tea  
walnut pod juice  
water  
wild tea

### Vegetables

agave  
asparagus  
bean (Lima)  
bean (Pinto)  
bean (String)  
beets  
boiled potatoes  
cabbage  
chile  
cholla buds  
corn  
cucumbers  
fried potatoes  
fried potatoes with cornbeef  
green beans  
pangí (wild artichoke)  
pumpkin  
squash  
teparý beans (white)  
teparý beans (brown)  
tímpsila  
tomatoes  
wild asparagus  
wild celery  
wild mushrooms  
wild onions  
wild spinach  
wild turnips  
yucca blossoms

### Grains and Cereals

alkaad (Puberty Cake)  
acorn stew  
ash bread  
barley  
biscuits  
bread (corn)  
corncake  
cornmeal mush (blue)  
cornmeal mush (yellow)  
corn stew  
corn torillas  
cracked corn  
Cracker Jacks  
flour tortillas  
frybread  
kabubu bread  
kneel-down bread  
macaroni  
popover  
soba  
sun-dried corn  
tamales  
wheat (pinole)

# Pathways Nations Foods

## Two-Legged Animals

chicken  
chicken eggs  
dove  
geese  
grouse  
pheasant  
quail  
wild bird eggs  
wild duck  
wild turkey

## Fish

bass  
blue gill  
bullhead  
carp  
catfish  
northern pike  
sunfish  
trout

## Four-Legged Animals

ach'ii'	jerky
antelope	june bugs
backbone	kidney
beef	menudo
blood sausage	mutton
bone marrow	mountain sheep
brains	muskrat
buffalo	prairie dogs
caterpillars	rabbit
cicadas	ribs
deer	spleen
elk	squirrel
goat	stew
gopher	stomach
heart	taniga
hooves	wakatapi
javelina	wasna

## Seasoning

rock salt

## Fruits

apples  
apricots  
bahidaj  
blackberries  
buffaloberries  
cantaloupe  
chokecherries  
currants  
desert hackberry  
hodge hog  
juñ (saguaro)  
juneberries  
Navajo melon  
organ pipe  
peaches  
plums  
prickly pear  
rose hips  
sandcherries  
watermelon  
wild bananas  
wild grapes  
wild strawberries  
wozapi

# ***PATHWAYS* Nations**

## **Physical Activities**

### **Directions**

Draw a **circle** around each traditional physical activity that you have ever done.

horseback riding

hunting

chopping wood

running

hoeing

stacking wood

herding sheep

carrying water

fishing

building a shelter

lifting and carrying

herding cattle

playing active outdoor games

dancing

cooking outside

making a shade house

carrying wood

climbing

walking

butchering animals for food

picking berries

gathering sticks

**Week 1 – Part B**  
**Activity 2 Class Letter**

\_\_\_\_\_  
(school)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
(date)

Dear Pathways Class at \_\_\_\_\_  
(school)

We are a Pathways Class of the \_\_\_\_\_  
(nation or tribe)

There are \_\_\_\_\_ students in our class. The things we like best about our school are \_\_\_\_\_  
(number)

\_\_\_\_\_  
Our families like to do things like \_\_\_\_\_

\_\_\_\_\_  
What kinds of animals do you have? At home, we have animals like \_\_\_\_\_

\_\_\_\_\_  
Some of the wild animals that live nearby are \_\_\_\_\_

\_\_\_\_\_  
Our great-great grandparents ate foods like \_\_\_\_\_

\_\_\_\_\_  
Our favorite foods today are \_\_\_\_\_

\_\_\_\_\_  
Some of the physical activities our great-great grandparents did long ago were \_\_\_\_\_

\_\_\_\_\_  
Our favorite physical activities today are \_\_\_\_\_

\_\_\_\_\_  
We are excited about going on the Pathways Journey!

Your friends,

# Star Chart

Name: \_\_\_\_\_

