

## 12.1.2

## Lesson 4

## Introduction

In this lesson, students continue to read and analyze “Yellow Woman and Beauty of the Spirit,” paragraphs 17–24 (from “When I was growing up, there was a young man” to “To show their gratitude, the old folks refused to kill any flies”). In this section of the text, Silko continues to describe the ways of the old-time Pueblo people, specifically focusing on gender identity and femininity in Pueblo society. Student learning is assessed via a Quick Write at the end the lesson: Analyze how a central idea in paragraphs 17–24 interacts with and builds on a central idea from paragraphs 11–16.

For homework, students write a list of ideas about how they would respond to the following college interview question: Why do you want to attend our college? Also for homework, students briefly analyze in writing how Silko uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Additionally, students continue searching for an appropriate Accountable Independent Reading (AIR) text.

## Standards

Assessed Standard(s)	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Addressed Standard(s)	
W.11-12.3.d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court

	Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").
L.11-12.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Analyze how a central idea in paragraphs 17–24 interacts with and builds on a central idea from paragraphs 11–16.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify a central idea in paragraphs 17–24 that is also developed in paragraphs 11–16 (e.g., beauty, harmony, cultural inheritance).</li> <li>Analyze how a central idea from paragraphs 17–24 interacts with and builds on the central idea from paragraphs 11–16 (e.g., Silko develops the central idea of cultural inheritance in paragraphs 11–16. The central idea of cultural inheritance helps to explain how the Laguna people came to value the harmony of all living things through stories, such as the story of Spider Woman, and practices that communicate belief in harmonious relationships. In paragraph 17, Silko further develops the idea of cultural inheritance by describing the “interdependent” nature of the communities. Because “survival of the group means everyone has to cooperate,” the idea of harmony is transferred from the elders to the youth through their actions and “tolerant” behavior (par. 17). Silko demonstrates how the idea of cultural inheritance is related to harmony when traditions are transferred to the youth in ceremonies, in which the Pueblo “reaffirm the urgent relationships that people have with the plant and animal world” (par. 22). For example, the sacred ceremonies performed for the community “demonstrate sisterhood and brotherhood with the plants and animals” through dance (par. 22). The viewer sees a human being “gradually changing into a woman/buffalo or a man/deer,” suggesting interconnectedness of all life and developing</li> </ul>

the idea of harmony between human, animal, and plant worlds (par. 22). Finally, Silko builds upon these examples of harmony and cultural inheritance by relating the stories told by the Pueblo, including the story of Green Bottle Fly in paragraph 24. Silko writes, “tribal cultures devised the stories about humans and animals intermarrying, and the clans that bind humans to animals and plants” (par. 23), which shows how the cultural stories the Pueblo people inherit and pass on teach about harmony among all creatures.).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- missionaries (n.) – people sent by a church into an area to carry on evangelism or other activities, as educational or hospital work
- inhibition (n.) – an inner impediment to free activity, expression, or functioning
- bequeathed (v.) – handed down; passed on
- staunchly (adv.) – in a firm, steadfast, or loyal way

### Vocabulary to teach (may include direct word work and/or questions)

- interdependent (adj.) – relying on each other for aid, support, etc.
- eccentricities (n.) – unconventional or irregular behaviors
- reaffirm (v.) – to state or assert positively; maintain as true

### Additional vocabulary to support English Language Learners (to provide directly)

- fanfare (n.) – a lot of talk or activity showing that people are excited about something
- Puritans (n.) – a member of a Protestant group in England and New England in the 16th and 17th centuries that opposed many customs of the Church of England
- paternity (n.) – the state of being a father
- pay homage (v.) – to do something to honor someone or something
- urgent (adj.) – very important and needing immediate attention

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: RI.11-12.2, W.11-12.3.d, W.11-12.9.b, L.11-12.4.a, b</li> <li>Text: “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 17–24</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>20%</li> <li>50%</li> <li>20%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Central Ideas Tracking Tool (refer to 12.1.2 Lesson 2) (optional)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action. <b>Bold text indicates questions for the teacher to ask students.</b> <i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students continue to read “Yellow Woman and the Beauty of Spirit,” paragraphs 17–24, and analyze how a central idea in paragraphs 17–24 interacts with and builds on a central idea from paragraphs 11–16.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a list of ideas about how you would respond to the following college interview question. Remember to keep in mind your task, purpose, and audience as you consider your response. To respond to the interview question, you should conduct brief online searches for information about a college that interests you. Why do you want to attend our college?)

Instruct students to form pairs to ask and answer the college interview question. For this practice session, students should focus on giving reasons to support their statements.

- ▶ Students practice asking and answering the college interview question.

① Instruct students to keep their interview preparation notes in a writing journal or folder as a portfolio of their interview preparation throughout the module.

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Instruct students to take out their responses to the second homework assignment. (Respond briefly in writing to the following prompt: Analyze how Silko uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).)

Instruct students to talk in pairs about their responses to the homework.

🗨 Student responses may include:

- Throughout the text, Silko uses flashback to reflect on different times in her own life and in the life of the Laguna Pueblo people. She begins the text with a flashback to her childhood: “From the time I was a small child” (par. 1). Then she moves even further back in time to when her great-grandfather came to Laguna: “In the 1880s, my great-grandfather ...” (par. 1). Silko then jumps forward to the time of her childhood again and narrates fairly linearly for several chapters: “I spent a great deal of time with my great-grandmother” (par. 4). Silko continues to use flashback throughout the text, narrating parts of her childhood that illustrate her points: “In the old days, strong, sturdy women were most admired. One of my

- most vivid preschool memories is of the crew of Laguna women ..." (par. 14). This continual flashing back serves not only to illustrate points and offer reflections on her life, but to emphasize how connected she is to her personal history and that of her people by explaining her own personal differences through the lens of the more accepting culture of the Pueblo.
- Silko uses a circular narrative structure, opening the text with a statement of her difference: "I was aware that I was different. I looked different from my playmates" (par. 1). She continues to circle back to this concept of difference through the text in her experiences, interactions, and cultural stories, trying to explain why the difference in her skin color "was not acceptable to some people, white and Indian" (par. 2). She describes an interaction with a tourist who "motioned for [her] to step away from [her] classmates" because he was trying to photograph children from the Laguna Pueblo, and to him, she did not appear to belong because of her light skin (par. 8). At the end of the text, she returns again to her own difference and the "camera-toting tourist in the schoolyard" (par. 31) to demonstrate that her appearance, like Yellow Woman's, makes her unique and "beautiful" (par. 32).

### Activity 3: Reading and Discussion

**50%**

Instruct students to form pairs. Post or project the questions below for students to discuss. Instruct students to annotate their texts for central ideas, using the code CI. Remind students that annotating helps them keep track of evidence they use later in this lesson assessment, which focuses on the development of central ideas.

- ① Consider instructing students to review central ideas that emerged in paragraphs 11–16. Students may use their Quick Writes or their Central Ideas Tracking Tools from 12.1.2 Lesson 3 to review the central ideas they identified in paragraphs 11–16.
- ① Consider drawing students' attention to their application of standard W.11-12.9.b through the process of drawing evidence from the text to support reflection and analysis.
- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

How does a central idea from paragraphs 11–16 change in paragraphs 17–24?

Instruct student pairs to read paragraphs 17–19 (from "When I was growing up, there was a young man from a nearby village" to "Women were just as likely as men to have a *si-ash*, or lover") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *missionaries* means “people sent by a church into an area to carry on evangelism or other activities, as educational or hospital work” and *inhibition* means “an inner impediment to free activity, expression, or functioning.”

- ① Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.
  - ▶ Students write the definitions of *missionaries* and *inhibition* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *fanfare* means “a lot of talk or activity showing that people are excited about something” and *Puritans* means “a member of a Protestant group in England and New England in the 16th and 17th centuries that opposed many customs of the Church of England.”
  - ▶ Students write the definitions of *fanfare* and *Puritans* on their copies of the text or in a vocabulary journal.

**To what *eccentricities* did the Pueblo people pay “little attention” (par. 17)? What does *eccentricities* mean in this context?**

- 🗨 The text states that the Pueblo people were “tolerant” of “a young man from a nearby village who wore nail polish and women’s blouses and permed his hair” (par. 17). Because it is uncommon within contemporary American culture for a man to wear women’s blouses and nail polish and add curl to his hair, *eccentricities* means “unconventional or unusual behaviors.”

**How does the *interdependent* nature of the Pueblo communities affect how they behave toward others’ *eccentricities*? What does *interdependent* mean in this context?**

- 🗨 The villages were *interdependent* and the text states that “survival of the group means that everyone has to cooperate” (par. 17). *Interdependent* means relying on each other to survive. Even if one village disagrees with the eccentricities of individuals in another village, they still get along. They need the other villages in order to survive because they had to share resources and get along with one another.
- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of words through contexts.
- ① **Differentiation Consideration:** If students struggle to make meaning of the word *interdependent*, consider asking them the following questions.

**What is the meaning of the prefix *inter-* in other familiar words, such as *interact* and *international*? How does the prefix *inter* help you to make meaning of the word *interdependent*?**

💡 *Inter* has to do with a connection between two things. When two things *interact*, they each affect the other. An *international* treaty affects two nations. When two things are *interdependent*, they depend upon one another.

① Consider drawing students' attention to their application of standard L.11-12.4.b through the process of determining the meaning of words through patterns of word changes.

### How do the descriptions of “eccentricities” (par. 17) support an idea that emerged earlier in the text?

💡 Student responses may include:

- The young man who wore nail polish and women's clothing was both masculine and feminine at the same time. Despite his fluid gender identity, “[n]o one ever made fun of him” (par. 17) in Pueblo culture because they believe “we are all a mixture of male and female” (par. 19). This example supports the idea of cultural inheritance because people in the culture inherited this perspective on gender.
- Silko writes that people with physical differences had “special positions as mediators between this world and the spirit world” (par. 18). Therefore a person could be both a human being and part of the spirit world at once, which supports the central idea of harmony from paragraphs 11–16.

### How did Christian *missionaries* impact the Pueblo culture? How does this impact relate to a central idea introduced earlier in the text?

💡 Student responses may include:

- Puritan values imposed a new understanding of marriage that meant “an end to sex with people other than your spouse” and Christian *missionaries* introduced “[s]exual inhibition” (par. 19). The author has described “two distinct ways of interpreting the world”—the white way and the Pueblo way—earlier in the text, and these Puritan values represented a disruption to cultural inheritance of the Laguna way (par. 12).
- Christian missionaries also imposed gender roles. Once they arrived, it also was no longer true that a man could “marry a man without any fanfare” or that women could marry women (par. 19). These Christian gender roles challenged the idea of harmony that flows from the “communal and strictly egalitarian”) values of Pueblo society (par. 13). These gender roles also introduced the idea of “a man's job or a woman's job,” which challenged the Laguna way (par. 14).

### How do the ideas about “differences” (par. 18) in this section refine the central idea of beauty?

💡 Physical “differences” provided individuals “special positions as mediators between this world and the spirit world” and these individuals were “highly respected and honored” (par. 18). In

paragraphs 11–16, beauty “was manifested in behavior” and in health (par. 13). Although each person has different and unique physical differences, the person can be beautiful to the Laguna even if contemporary American society would not consider him or her attractive.

Lead a brief whole-class discussion of student responses.

① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

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Instruct student pairs to read paragraphs 20–22 (from “New life was so precious that pregnancy was always appropriate” to “urgent relationships that human beings have with the plant and animal world”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *bequeathed* means “handed down; passed on.”

① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

- ▶ Students write the definition of *bequeathed* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *paternity* means “proof that a man is the father of a particular child,” *pay homage* means “to do something to honor someone or something,” and *urgent* means “very important and needing immediate attention.”

- ▶ Students write the definitions of *paternity*, *pay homage*, and *urgent* on their copies of the text or in a vocabulary journal.

**Explain marriage and family relationships within the Pueblo culture. How do these ideas support an idea introduced earlier in the text?**

☞ Student responses may include:

- In marriages, men could marry men and women could marry women before the Christian missionaries arrived because Pueblo people believed that “we are all a mixture of male and female and this sexual identity is changing constantly” (par. 19). A mixture of gender identities supports the idea of harmony because within each person the two gender identities are connected or mixed and both are celebrated.
- Children in families were the responsibility of the larger group and not just part of a family unit: “children belonged to the mother and her clan” (par. 20). “Children called their mother’s sisters ‘mother’ as well” (par. 20). Extending family connections beyond the small

- family unit demonstrates the idea of harmony because the Pueblo people considered many people as close, connected family members.
- Pregnancy was “always appropriate” because of the inherited cultural value that the Laguna placed on new life, but a determination of the identity of the father was not “critical” (par. 20). When women had unwanted pregnancies, they gave their babies away in open adoptions within the clan. Children were not owned or possessed by the parents, but they belong to the “mother and her clan,” and this group ownership supports the idea of harmony (par. 20).

### How are women valued in the Pueblo culture?

- Women are valued for their ability to generate “[n]ew life” (par. 20) and for their relationship to “the female energies of the spirit beings” (par. 21). Therefore, women are very valuable to the Pueblo culture.

### How does the white culture’s practice of cosmetic surgery relate to an idea introduced earlier in the text?

- Cosmetic surgery, or “surgery to change one’s face and body to resemble a model’s face and body” (par.21), is a permanent change that rejects the “Mother Creator’s grace” (par. 18). Cosmetic surgery rejects the natural course of life, and rejects inner beauty and beauty that arises from the person’s actions and harmony with other living things.

### What “urgent relationships” do human beings have with the plant and animal world? (par. 22)

- The “urgent relationships” are those that involve resources that lead to life and death: people eat animals, use animals for farming and clothing, and share resources with the animals (par. 22). These relationships are urgent because without them, people and animals will suffer and may die.

### How do the Pueblo reaffirm these relationships?

- The Pueblo people reaffirm these relationships by doing dances and dressing up like the animals, demonstrating through movement how people “gradually chang[e] into a woman/buffalo or a man/deer” (par. 22). These demonstrations reaffirm the relationships because they reaffirm the interconnected nature of people and animals.

① **Differentiation Consideration:** If students struggle with the symbolism of the dances, ask the following questions:

### What does it mean to “reaffirm” a relationship? (par. 22)

- 🗨️ *Affirm* means to agree or to say yes. The prefix *re-* means “again,” so *reaffirming* is affirming again, or agreeing again, more strongly. To *reaffirm* a relationship would be to insist that it exists.

### What do the Pueblo believe about the human, plant, and animal worlds?

- 🗨️ They believe they are all connected.

### How does the dance “reaffirm” or affirm what the Pueblo believe?

- 🗨️ It shows that the animals can change into people, which symbolizes the connection or interconnectedness of the two worlds.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

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Instruct student pairs to reread paragraphs 23–24 (from “In the high desert plateau country, all vegetation, even weeds and thorns, becomes special” to “To show their gratitude, the old folks refused to kill any flies”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *staunchly* means “in a firm, steadfast, or loyal way.”

- ① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.
  - ▶ Students write the definition of *staunchly* on their copies of the text or in a vocabulary journal.

### What does Silko suggest is the purpose of stories of humans and animals intermarrying in Pueblo culture?

- 🗨️ Silko supposes that tribal cultures may have created stories about people marrying with animal species to reinforce the idea of “the devastating impact human activity can have on the plants and animals” (par. 23). These stories also “reaffirm the urgent relationships” (par. 22) between people and the plant and animal worlds.

### How does the story of Green Bottle Fly in paragraph 24 develop a central idea?

- 🗨️ Student responses may include:
  - Green Bottle Fly is the hero in the story. He was the only one who could carry the “desperate messages” (par. 24) of people starving to Mother Creator in the Fourth World.

This story supports the idea of harmony because people had “neglect[ed] the Mother Corn altar” (par. 24) and offended Mother Creator, so they had to rely on an animal they usually killed to save them.

- In the story, people learned to respect all creatures because they could not reach Mother Creator in the Fourth World to ask for forgiveness. They needed Green Bottle Fly, so as repayment they refused to kill the fly. This story is used to teach respect for all living things, even pests, developing an inherited cultural perspective about harmony in the younger generations.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

## Activity 4: Quick Write

**20%**

Instruct students to respond briefly in writing to the following prompt:

**Analyze how a central idea in paragraphs 17–24 interacts with and builds on a central idea from paragraphs 11–16.**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to write a list of ideas about how they would respond to the following college interview question. Remind students to keep in mind their task, purpose, and audience as they consider their response. Explain to students that to respond to the interview question, they should conduct brief online searches for information about a

college that interests them. Inform students that they will practice responding to this interview question in the following lesson.

### **What can you contribute to our college campus?**

Also for homework, instruct students to respond briefly in writing to the following prompt:

**Analyze how Silko uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

① Consider drawing students' attention to their work with W.11-12.3.d as they analyze how Silko uses precise words and phrases, telling details, and sensory language.

Additionally, remind students to continue to look for an appropriate text for their AIR, which they will begin reading in 12.1.3.

- ▶ Students follow along.

## **Homework**

Write a list of ideas about how you would respond to the following college interview question.

Remember to keep in mind your task, purpose, and audience as you consider your response. To respond to the interview question, you should conduct brief online searches for information about a college that interests you. You will practice responding to this interview question in the following lesson.

### **What can you contribute to our college campus?**

Also, respond briefly in writing to the following prompt:

**Analyze how Silko uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

Additionally, continue to look for an appropriate text for your Accountable Independent Reading, which you will begin reading in 12.1.3.

## Model Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

<b>Text:</b>	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko
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Paragraph #	Central Ideas	Notes and Connections
Paragraph 17	Harmony	Silko writes, “survival of the group means everyone has to cooperate.” When people cooperate, they work in harmony.
Paragraph 18	Cultural inheritance and harmony	“Persons born with exceptional physical or sexual differences were highly respected and honored because their physical differences gave them special positions as mediators between this world and the spirit world.” This quote shows that people in the Pueblo culture learned to value differences so they could preserve harmony, and this value was inherited across generations.
Paragraph 19	Harmony and cultural inheritance	Silko describes how the clash of cultures showed the differences between them: “Before the arrival of Christian missionaries, a man could dress as a woman and work with the women and even marry a man without fanfare. Likewise, a woman was free to dress like a man, to hunt and go to war with the men, an to marry a woman.” The Pueblo inherited the value of harmony through their culture, while the Christian missionaries inherited the values about gender roles through their culture.
Paragraph 20	Harmony and cultural inheritance	Silko describes how the group worked together to raise the children: “It was not important to know the paternity of a father because “children belonged to the mother and her clan. She also explains the culturally

		inherited value about life and harmony: because new life was always valuable, “pregnancy was always appropriate.”
Paragraph 21	Harmony	In sacred kiva ceremonies, “men mask and dress as women to pay homage” to female energies. These ceremonies show harmony between the genders in Pueblo society.
Paragraph 22	Harmony and cultural inheritance	The sacred ceremonies are supposed to “demonstrate sisterhood and brotherhood with the plants and animals” through dance. The audience of the dance sees a human being “gradually changing into a woman/buffalo or a man/deer,” suggesting that identity is fluid. The old-time people created “masks and costumes that transform the human figures into the animal beings they portray.” These performances teach children about the interconnectedness of all life and the harmony of the human, animal, and plant worlds.
Paragraph 23	Cultural inheritance	The author writes, “[T]ribal cultures devised the stories about humans and animals intermarrying, and the clans that bind humans to animals and plants through a whole complex of duties” to teach their children about the values important to the Pueblo, including harmony.
Paragraph 24	Harmony and cultural inheritance	The story of Green Bottle Fly teaches children about the harmony that the Pueblo culture believes in.