



**MUSEUM OF  
INDIAN ARTS + CULTURE**

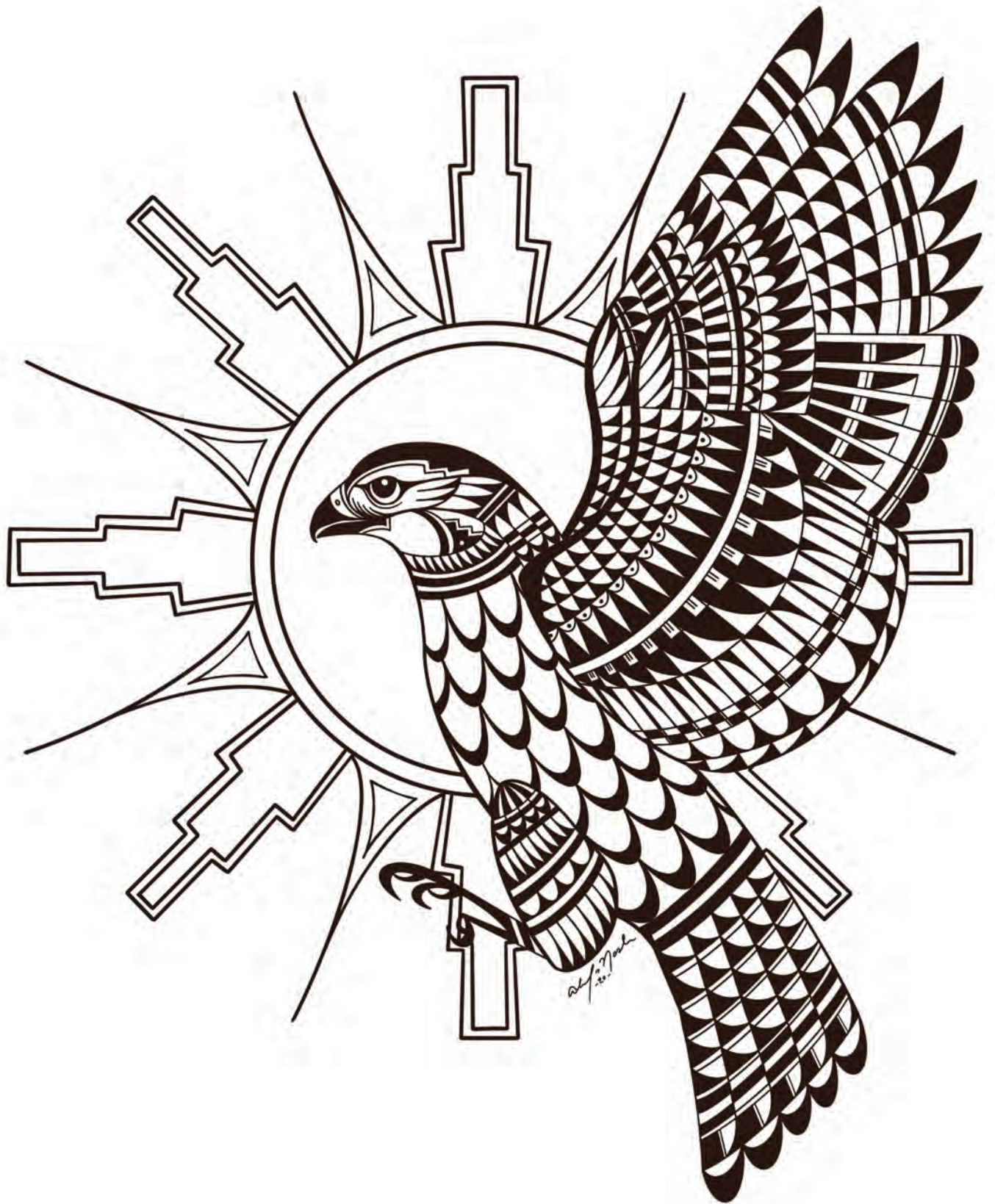
**YOUR  
FUN  
COLORING  
BOOK**













# INDIGENOUS NEW MEXICO!

S J A Y D O N M Q W I O A Y A L O M F D P  
X A C L O S N L C T R C S E Y B Z F L B U  
P M N H L U X M B E O L O P S C I S R Z B  
M C G I K I Z L L M E P W I O P K P Y G M  
S O A T L L R A A T T I A L N S G A H V A  
J A S L X D C A A W T C G E I A T I Q Y P  
W N N O A S E D C E T U A F A N M V T X I  
A S L T E H E F S I H R Z N K J U B N D C  
J A R M A L A U O Q J I F A Y L V Z E E U  
E N E O S A Q I E N A S H S K O N M O B R  
M T K U Y U N Y D N S P O J O A Q U E A I  
E O R S E D X A U N T O I T I H C O C T S  
Z D I T M T Q G I O A K D N C Y Q C A E L  
N O K E U N A L E P W S G J K T U E I L U  
T M J F P L Z N M V M U N M K S G C Z S X  
G I H E P H W X I N Z H E N V M T E M I Y  
O N L U B A W I I X I A H W Z J N V S Y T  
Y G J N A V A J O H K A Y O W I N G E H M  
T O A R A L C A T N A S X Z Z C M P D R I  
X C S D J P T P L G K Y P L E C B G F U N

ACOMA	POJOAQUE
COCHITI	SANDIA
ISLETA	SAN FELIPE
JEMEZ	SAN ILDEFONSO
JICARILLA	SANTA ANA
LAGUNA	SANTA CLARA
MESCALERO	SANTO DOMINGO
NAMBE	TAOS
NAVAJO	TESUQUE
OHKAY OWINGEH	YSLETA DEL SUR
PICURIS	ZIA
	ZUNI



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'That Good Light tho'  
Songs for My Muse-  
Jason Garcia/Okuu Pin  
& Hecho a Mano  
2020©



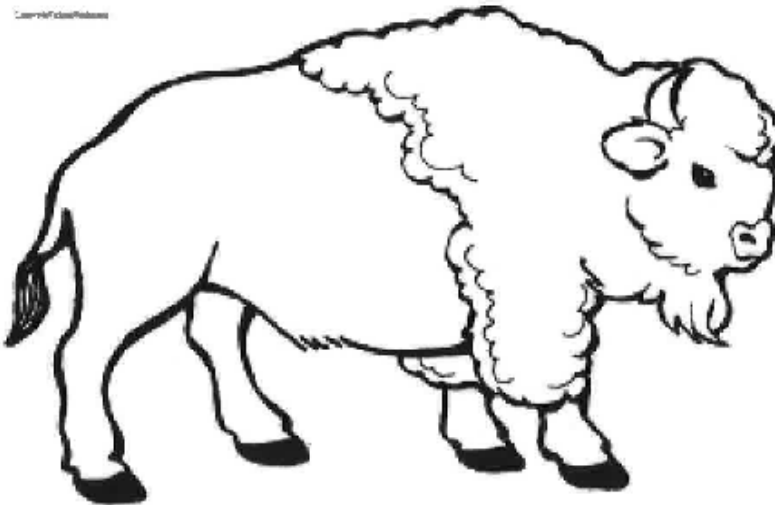
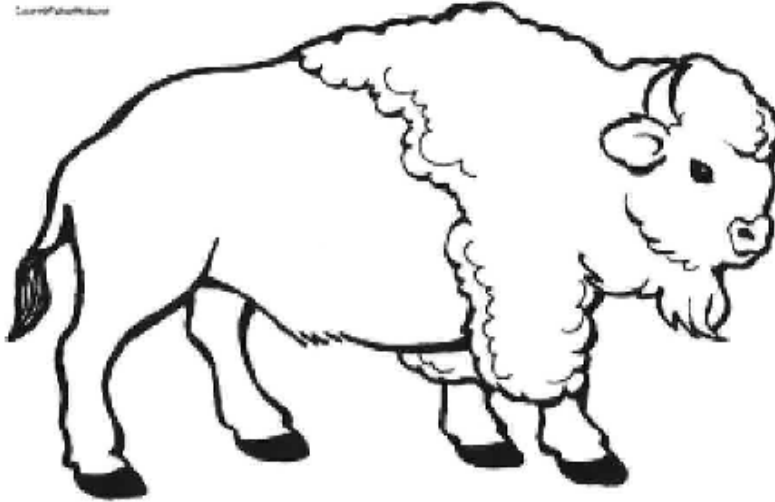
'Big Kahuna Maiden'  
Songs for My Muse-  
Jason Garcia/Okuu Pin  
& Hecho a Mano  
2020©



*K'o S'eng*  
Jason Garcia/Okuu Pin  
Santa Clara Pueblo Tewa  
[www.okuupin.com](http://www.okuupin.com)

Handout 1 for Buffalo Lesson: Here are a few ideas for extending student learning:

- A. Using a measuring tape, measure out the height of the buffalo on the floor (mark the height). Now measure the height of students in the class and see which student stands closest to the height of 6.5 ft.
- B. Have students research the two types of buffalo. What are their similarities and differences?



Handout 2 for Buffalo Lesson (makes 2 buffalo cutouts): Here are a few ideas for using the pictures of the buffalo:

- A. After reviewing the poster, “Traditional Uses of the Buffalo” (page 32), have the students recall how Apache tribes use the buffalo (as many ways as possible) and have the students label these, corresponding to the correct part of the body.
- B. For younger students, require less, such as: name four important uses the Apache tribes have for the buffalo that you feel are important and would like to share with your family.



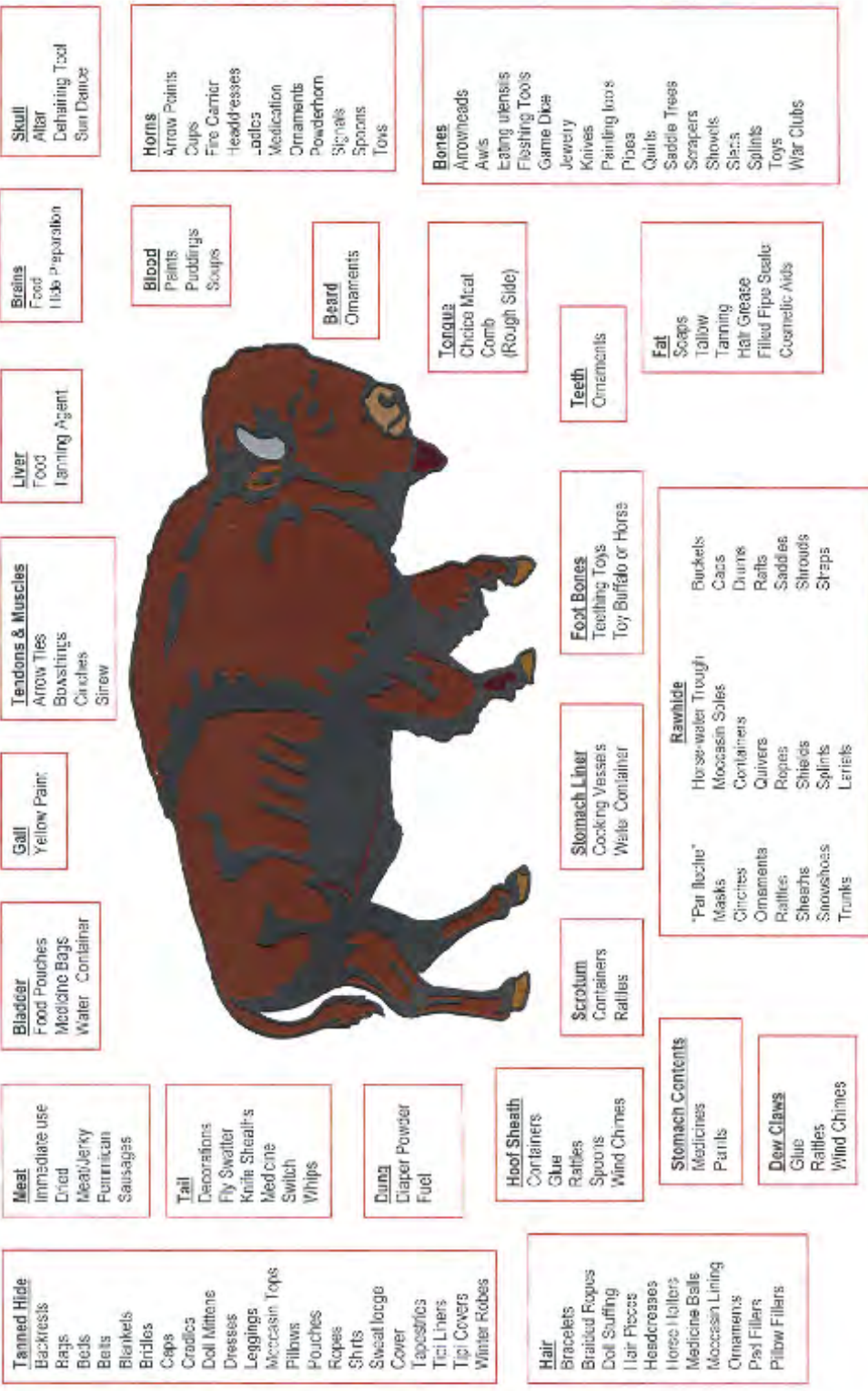
**The buffalo had to be hunted and killed to get the meat, along with the hides and bones for clothing, tipi covers, and tools. Buffalo can run 35 miles per hour and the hunters used**

**specially trained horses to hunt. The horse had to be very quick to escape a charging buffalo. Sometimes the buffalo were hunted after they drank water because they could not run fast.**

Handout 3: Here are some ideas for extending student learning:

- A. The next time the students take a ride in a vehicle, have them clock the speed until they reach 35 miles. This will provide firsthand knowledge on how fast a buffalo can run.
- B. Have the students research and compare the nutritional value of buffalo to beef.
- C. Have the students research and create a recipe book on ways to cook with buffalo meat.

# Traditional Uses of the Buffalo



**WATER  
IS LIFE**





## MUSEUM OF INDIAN ARTS + CULTURE

Coloring pages courtesy of Abel Nash (Hopi)

Instagram @abelnashart

Jason Garcia (Santa Clara Pueblo)

[www.okuupin.com](http://www.okuupin.com)

Water is Life by Isaac Murdoch (Serpent River First Nation)

<http://onamancollective.com>

Indigenous New Mexico: Sharing the Wonders of Our World!

(WOW) curriculum available at the

Museum of Indian Arts & Culture

710 Camino Lejo

Santa Fe, New Mexico 87505

[IndianArtsAndCulture.org](http://IndianArtsAndCulture.org)

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