Ancestral Pueblos Curriculum
Grade 4
Introduction

The Heard Museum is pleased to offer this 4th Grade curriculum focused on the Ancestral Pueblos as the first of a series of curricula focused on the American Indians of the Southwest. This curriculum offers students general information divided into key components so they can develop a basic understanding of the Ancestral Pueblos.

In addition to informational text written for Grade 4 students, we offer questions that can be used for discussion or journaling and are designed for students to make personal, empathic connections to the text. Furthermore, this curriculum includes a range of activities that relate to Social Studies, English, Science, Math, and Art. For a list of the Arizona state standards addressed, see page 4.

This curriculum can be used in its entirety, or as a supplement. We understand that teachers may need to alter some of the activities based on the needs of individual groups and available materials.

Overall Objective

The focus of this packet is to give students exposure to the Ancestral Pueblo people: where they lived, what they lived in, and how they lived. The curriculum strives to give students a sense of the technological advancements in architecture, agriculture, and art, and the complex social structures developed by people well over one thousand years ago.

The Heard Museum has made the decision to call our curriculum the Ancestral Pueblos instead of Anasazi. Ancestral Pueblo is a more accurate description of the people who built the first villages in the Southwest and it is the name preferred by American Indians. The word “Anasazi” is a Navajo word which means “ancient enemies” or “the ancestors of our enemies” and was given to the Ancestral Pueblo people by archeologists almost one hundred years ago.

In addition, the last section of the packet is focused on the Puebloan people of today so students conclude the unit with an understanding that the Ancestral Pueblos are not only part of the past and the subject of study by archaeologists, but are very much a part of the present. This packet will be followed by a more thorough look at the Puebloan people of today. Since Arizona is native land with Indigenous culture woven into our daily lives, we hope students will become more aware of this intersectionality and will have a deeper understanding and appreciation of the Native influences that are so prevalent in the Southwest.

We hope fellow educators will join us in raising awareness of the complex societies and technologies developed by the Ancestral Pueblo people as we teach this history to new generations, and will use the Heard Museum, as well as our acclaimed library and archives, as a resource to use in the classroom, for a museum tour, or a specialized workshop.

Regards,
Sharah Nieto
Director of Education

Afsaneh Moradian
Instructional Designer

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Materials Included:
Ancestral Pueblos Student Text
Activity 1: Ramson Lomatewama’s poem “Cloud Brothers”
Activity 2: Face Graphic organizer
Activity 5: Venn Diagram
Activity 7: PowerPoint presentation with photos of the Today’s Pueblos
Activity 7: Today’s Pueblos Graphic Organizer

Cover image: Western Ancestral Pueblo, Medicine black-on-red jar and cotton yarn, A.D. 1075-1125, 3.25 x 5.25. The protection that ceramics offer household goods is demonstrated by the condition of these hanks of beautifully spun and dyed two-ply cotton yarn that were stored in this jar. Historically, the Hopi people grew cotton and traded both raw cotton and cotton cloth with many neighboring groups.

Note: Please look over the curriculum in its entirety before planning how to use it. There are activities (and some corresponding materials) provided for each section of Ancestral Pueblos Student text. Students can read the entire Ancestral Pueblos Student text first; however, it is recommended to read one section with the class and then do a related activity from the curriculum in order to solidify student learning before moving on to the next section. For this reason, many of the activities begin with the students reading a section from the Ancestral Pueblos Student text and viewing a digital projection of specific images.

The activities only ask students to read the different sections of the Ancestral Pueblos Student text, but do not provide specific instructions. This is left vague for a reason. Teachers have many strategies to involve students in reading: read aloud, silent reading, reading in small groups, students taking turns reading to the class, close readings, etc. Teachers should feel empowered to use the strategy of their choice; the activities only require that the students have read the section before attempting the activity.

The Student text is a revised version of the text found in Native Peoples of the Southwest curriculum, Anasazi: The Ancient Villagers written by Project Director Susan L. Shaffer Educational Services Manager, The Heard Museum and Instructional Designers Maria Harper-Marinick Mable B. Kinzie

The Heard Museum © 1987
| Activity 1: Poetry | English | **English 4.RL.4:** Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.  
**English 4.W.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
**English 4.RF.4:** Read with sufficient accuracy and fluency to support comprehension. 
a. Read grade-level text with purpose and understanding,  
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Activity 3: Architecture | English Art Math | **4.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.  
**VA.CR.2.4c:** Describe and visually represent regional constructed environments (such as school, playground, park, street or store).  
**4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| Activity 4: Creating Maps | Social Studies Art | **Geography Strand 4 PO3:** Construct maps using symbols to represent human and physical features.  
**VA.CR.2.4c:** Describe and visually represent regional constructed environments (such as school, playground, park, street or store). |
| Activity 5: Sister Garden | Science | **Strand 4 C2:** Understand the life cycles of plants and animals. |
| Activity 6: Pottery | Art | **V.A.C.R.1.4:** b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals). |
| Activity 8: Timeline | Social Studies | **SS Strand1 PO1a:** Use the following to interpret historical data: interpret historical data:  
a. timelines – B.C.E. and B.C.; C.E. and A.D.  
b. graphs, tables, charts, and maps. |
Ancestors

Did you ever wonder why you are sitting in a classroom in this town? How did you get to this place? Do you know how your family came to live in your state or even in the United States? Do you know what country or continent they lived in before coming to the U.S.?

The stories of our families go back thousands of years, even though we probably don’t know their names or exactly what their lives were like. All of our family members who have come before us (including our great-great-great-grandparents) are our ancestors. A family tree, for example, is a way to see the generations of someone’s family. While our ancestors are our family, we all come from (are descended from) the first humans who began to live on this and other continents.

The information you are going to read and learn about is what we know of the Ancestors of the Pueblo tribes that live in the Southwest. We call them Ancestral Pueblos because they are the ancestors who built the first cities and villages in the Southwestern United States. While you read, you will notice how much our lives today are influenced by Ancestral Pueblo people — from art to the food we eat.

The Ancestral Pueblo people began constructing villages and towns on the Colorado Plateau before 1500 B.C. (that’s nearly 3,500 years ago) and their descendants continue living there today.

This region doesn’t have much water. There are few rivers here. Some streams flow only after rainstorms. It is a desert environment. The elevation can be 6,000 feet or more above sea level. Because of the high elevation, there is a different variety of plant and animal life from the lower deserts of the Southwest.
Ancestral Pueblo people made a home on the Colorado Plateau by learning how to grow food in dry land. Over time, they became masters at understanding their homeland. Life depended on knowing when rain might fall, which areas of land would stay moist, when frost might end a growing season, the location and seasons of wild food plants and animals, and how to plant crops and save the right seeds for the next season. By using a range of strategies, including a diet from multiple sources and developing homes that could shelter them through cold winters, they made the Colorado Plateau home for thousands of years.

No matter how much people knew about their surroundings, they periodically had to migrate from one location to another in order to have enough food. Sometimes people moved a small distance when there wasn’t enough firewood, fertile soil, animals to hunt, and wild plants. In addition to wars and disease, there were also droughts for years that caused an entire region to be abandoned. This meant that people lived all over the Colorado Plateau.
Architecture

Many of the villages that the Ancestral Pueblo people built hundreds of years ago can still be seen today. Some of these villages are inhabited by living Pueblo people. For example, Acoma (AH * co* muh) Pueblo and the Hopi village of Oraibi (o *RYE* bee) are more than 1,000 years old.

Some Ancestral Pueblo homes were located on top of mesas. Others, called cliff houses, were built on ledges in steep canyon walls. Because these cliff houses have been sheltered from wind, rain and snow, many remain in excellent condition.

After A.D. 700 buildings were made of stone held in place with a mortar of mud or clay. Rooms were built next to one another and often shared walls. When a family built a home with a shared wall, only three walls had to be built. The fourth wall was then shared with neighbors. Some Ancestral Pueblo villages rose two or more stories high. As the number of people increased, so did the size and height of the village. After A.D. 1,000, people built towns containing as many as 700-900 rooms. In the 1100s and 1200s, the village of Yellow Jacket in Colorado had a population of 2,500. Once Ancestral Pueblo people knew how to grow food and domesticate animals, they could stop traveling to look for food and were able to build cities and develop larger communities with their own traditions and customs.
Social Life

The Ancestral Pueblo people had rich and interesting lives as do the pueblo people of today. Social and religious activities were important to them.

Nearly every village had an open plaza area. There were usually one or more kivas (KEE * vuh). Kivas are buildings either partly or totally underground. They have a central fire, an air shaft and a sipapu (SEE * pah * puh). The sipapu is a small hole in the floor of the kiva. It is a symbol of the entrance to the spirit world. Both plazas and kivas were social and religious centers for the Ancestral Pueblo people as well as the people of today.

The religious beliefs and practices varied among the Ancestral Pueblo people. Ceremonies took place in kivas. Some ancient kiva walls were decorated with beautiful painted murals.
Agriculture

The Ancestral Pueblo people hunted and gathered wild foods. More importantly, they also grew crops. Corn, beans and squash were the main foods grown by Ancestral Pueblo farmers. Between 1000 B.C. and 500 B.C. corn and squash were two of the first foods ancestral people began to grow. From 500-300 B.C. people learned to grow beans. Stone tools like manos and metates were used to grind corn and other grains or seeds. Grooved axe heads were attached to handles and used to chop.

The Ancestral Pueblo people made careful use of precious water. To grow their food, they used both dry farming and flood farming methods. These tools and technologies are still being used today.

Because dragonflies are found around water, they are associated with the blessing of rain.

BELOW:

**Dry Farming**

Fields that are DRY FARMED are planted in sheltered areas with layers of sandy topsoil.

A seed is buried deeper in the sandy soil so it can draw moisture trapped under the ground. Evaporation draws water closer to roots. As the roots continue to grow down and the moisture continues to come up, the corn plant is able to gather the water it needs to grow.

**Flood farming**

FLOOD FARMED fields are planted in the floodplains of streams or rivers. There is evidence that the Ancestral Pueblo people also directed rainfall runoff with small stone dams.

*Ancestral stepped rain cloud and swirling water designs.*
Everyday Objects

For the Ancestral Pueblo people, life was full of so much more than just finding food. The Ancestral Pueblo people had to find or make almost all their tools and clothing. These activities filled a large part of every day.

People used a variety of items to hunt. Curved sticks were made for hunting by throwing at game animals. Nets and snares were fashioned from plant fibers and hair and were used for trapping small game and fowl. Spear throwers and, later, bows and arrows were made from wood and stone.

Tools

The Ancestral Pueblo people used small pieces of stone and bone to chip sharp tools out of larger pieces of stone. Here, you see some examples of chipped stone tools and descriptions of their uses.

A stone scraper was used for scraping hides or cleaning plant material.

Sharp drills and punches were used for making holes in wood, bone, and leather.

Tools of Wood and Stone

Wooden shafts were sometimes attached to stone points. An early tool used for hunting was the spear thrower, or ATLATL (AHT-laht-l). Holding an atlatl gave added length and strength to a man's throwing arm. Later the Ancestral Pueblo people hunted with bows and arrows.
BASKETS and Weaving

Baskets were woven in many different shapes and sizes. It takes much skill, time and patience to make a basket. Even a small one might take 100 hours to make!

Baskets have been made in the Southwest for more than 10,000 years. They are made in different shapes and styles, from a variety of materials. Ancestral Pueblo baskets ranged in size from a few inches to several feet across. They were made from willow, yucca, grasses, and other plants that bend easily without breaking.

Baskets for different uses had different shapes. Large, cone-shaped burden baskets were carried on the back. Shorter, rounder baskets stored food. Flat trays were used to toast seeds over a fire.

Sandals were woven, often from the fibers of the yucca plant. Warm blankets were woven of deerskin strips or rabbit fur. Clothing was made from these same skins and woven from wild plant fibers. People even raised turkeys and used their feathers and fibers to weave blankets and shoes for warmth.

About 1,200 years ago, the Ancestral Pueblo people grew cotton to use as well.
Pottery

The Ancestral Pueblo people are especially well-known for the pottery they made. Ancestral people began to make pottery when they began to grow their own food and live in one place. Beautiful black-on-white painted pottery vessels served as mugs, jars, bowls, canteens, ladles and other dishes needed at home. The Ancestral Pueblo people were outstanding pottery makers. Pottery has some advantages over basketry. Even though making pottery also requires skill, it can be less time-consuming than basket making. Pottery containers hold water and other liquids well. They keep dry foods safe from insects and rodents. And pottery can be placed directly on a cooking fire.

Clay is used to make pottery.

Many types of clay are found in the canyons and stream beds of the Southwest.

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Clay is used to make pottery.

Early Ancestral Pueblo pottery was gray, undecorated and simply shaped. These vessels were probably used for storage and cooking. Corrugated (COR * ruh * gate * ed) pots had rough outsides and smooth insides. They were probably made for everyday use.

Later, the Ancestral Pueblo people painted some bowls with designs of lines and dots. These pottery containers were usually light gray in color or white with black paint.

Pottery makers fired or baked the clay in different ways. They used paints from plants and minerals. As Ancestral Pueblo society became more complex over time, so did the painted designs on their pottery.

Ancestral Pueblo men and women had to spend a lot of time gathering supplies. Many more hours were required to make all the things they needed as part of daily life. The Ancestral Pueblo people also used bone antler and animal skins. From these things they made tools, clothing and jewelry. They took advantage of all the natural resources available to them on the Colorado Plateau. The objects were useful, and many were also decorated in a variety of artistic ways.
Trade

The Ancestral Pueblo people produced tools, adornment, food and clothing. They made these things for their own use. They also produced things to trade with other peoples, near and far. Goods believed to have been made by the Ancestral Pueblo people have been found far from the Colorado Plateau. Ancestral Pueblo pottery, baskets, turquoise and jewelry have been found throughout the Southwest and into Mexico.

The Ancestral Pueblo people and other ancient Southwesterners may have traveled thousands of miles on foot to trade with one another.

At Ancestral Pueblo sites, there is evidence of great exchange networks. Food was traded a lot. Materials from distant locations have been found in ancient Ancestral Pueblo villages. Bright and colorful parrots were traded from Mexico. A mug used for drinking cacao (what chocolate is made from!) was found at an Ancestral village, suggesting that people traded goods for cacao from Mexico, or possibly farther south. Shells were brought from the Gulf of California and the Pacific Ocean. Unusual types of stone and different types of pottery came from a variety of locations.

The Ancestral Pueblo people lived complex lives. They were able to grow their own food, using advanced irrigation methods, and domesticated animals. This ability to have a food supply beyond hunting and gathering made it possible for people to stay in one place and build kivas and apartment buildings that are still standing today. People lived in numerous villages across the Colorado Plateau. There was communication between the different villages and trade with groups of people as far south as Mexico. From all that has been discovered of the Ancestral Pueblo people, we know that they were the first to truly discover the land of the Southwest.

Ancestral Pueblo Necklace, A.D. 900-1110. This two-strand necklace has approximately 2,700 beads!
Today’s Pueblos

Puebloans are living descendants of the Ancestral Pueblo people. The Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, Sandia, San Felipe, San Ildefonso, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, Zia, Zuni tribes are located in New Mexico, while the Hopi are in Arizona and the Ysleta del Sur Pueblo are in Texas.

Today, Puebloan communities are still located on the Colorado Plateau. The architecture, technology, art and traditions continue and are woven into the life and culture of Arizona and New Mexico. By knowing about the Ancestral Pueblo people, we are able to see the influence they had on Puebloan life and culture of the Southwest.

“We were the first peoples who migrated onto this land thousands of years ago, and today we’re still very apart of what was intended for us.”

- Bian Vallo, Acoma
Today's Pueblo Tribal Seals
Discussion or Journaling Questions:

1. How do you depend on others in order for you to have the things that you need and go to the places you have to go to everyday?

2. What are your responsibilities or in what ways do you help out?

3. How is this similar or different to the community living of the Ancestral Pueblo people?

4. In what ways do you celebrate your traditions with other members of your community?

5. Do you think community is as important today as it was for the Ancestral Pueblo people? Why or why not?

6. What have you learned about the Ancestral Pueblo people that is still important today?
Activity 1: Introduction to the Ancestral Pueblos

Objective: Students will be exposed to a Native American perspective on nature and spirituality. Students will then take inspiration from the words in the poem to create their own poems with accompanying illustrations.

AZ State Standards: **English 4.RL.4:** Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters; **English 4.W.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above); **English 4.RF.4:** Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Materials:
- One copy of Ramson Lomatewama's poem “Cloud Brothers” (Material #2)
- Notebooks and writing utensil for each student
- Paper and color (colored pencil, crayons, paint)

Instruction:
**EXPLAIN:** Tell students that they are going to learn about the Ancestral Pueblos, the first villages and cities built by Native Americans. Native Americans have a deep connection to nature because everything that we need to survive as people comes from nature. The poem is written by a Hopi poet. Water is scarce where the Hopi live, so the clouds and water are incredibly important to them.

**ASK:** Ask students to listen to you read a poem and write down all of the words that stand out to them for any reason. Students should not see a copy of the poem.

**LISTEN:** Read aloud Ramson Lomatewama’s poem “Cloud Brothers” three times. If students require, read the poem out loud a fourth time.

**WRITE:** Using the words they have collected or written down (and any additional words they want), ask students to write their own poem.

**ILLUSTRATE:** Provide students with the paper and necessary materials to illustrate their poem. This can be done all on one piece of paper. The poem can be placed alongside the illustration, or students can be given paper that is 8 ½ x 22 inches and students can staple their poems next to their illustration. You should decide how you would like to present the students’ work.

**SHARE:** Have students share their poem and explain their illustrations to the class. If there is not enough time for that, have students share their work in small groups.

**Note:** Here is a link to the poet’s bio: http://www.ipl.org/div/natam/bin/browse.pl/A314
CLOUD BROTHERS

Four directions cloud brothers share one sky.
   Each has its own path. Each has its own mood. Each has its own face.
The cloud brothers are many but they are one family.
The cloud brothers are scattered but they are one spirit.
They mingle within themselves changing with every moment.
They tell us that we too are brothers on this land.
And like our cloud brothers we are all yellow
   as are the sunrise clouds
we are all white
   as are the noonday clouds
we are all black
   as are the thunder clouds
we are all red
   as are the sunset clouds.
So let us look up to our cloud brothers as one family and one spirit.
For we are truly different
and yet
we are truly the same.

— Ramson Lomatewama
Activity 2: Ancestors

Objective: Students develop an understanding of the word “ancestor” with personal meaning to themselves.

Materials: Page 1 of the Ancestral Pueblos Student text
Graphic organizer (Material #3)

Instruction
ASK: Ask students what they think “ancestor” means. Have students read the introduction of the Ancestral Pueblos Student Text.

THINK: Ask students: Who are the people who have shaped who you are? Who are the people in the stories you hear about the past? Ask students to think about their answers and write one name on each line of the graphic organizer.

Note: It is helpful to give students an example by filling one out for yourself in front of the class. If not, check for understanding before students fill out the graphic organizer.

SHARE: Have students share their completed faces with a partner, small group, or the whole class.

CLOSE: Remind students that all of us are formed by the people we know, but also by those who have come before us. This is why, in order to really understand the Native American tribes of the Southwest, we need to learn about their ancestors, where they lived, and how they lived.

Note: This activity is written in a way so as to be inclusive of students who may not live with or know their families. If this is not an issue in the classroom, teachers may consider replacing this activity with having students make their own family trees. Please remember, if you decide to assign family trees, do not ask students to cut up real photos that may be irreplaceable.
Ancestors

Who are the people who have shaped who you are? Who are the people in the stories you hear about the past? Think about your answers and write one name on each line. Then add your face to the drawing below.
Activity 3: Architecture

**Objective:** Students will learn about the architecture and social life of the Ancestral Pueblo people and will learn how architecture was important to that social life, specifically the *kivas*.

**AZ State Standards: 4.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

**VA.CR.2.4c:** Describe and visually represent regional constructed environments (such as school, playground, park, street or store).

**4.G.A.1.** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

**Materials:**
- Ancestral Pueblos PowerPoint presentation
- Large pieces of paper (suggested: chart paper that the teacher has drawn vertical lines on to create large graph paper, prior to activity with students)
- Markers
- Rulers

**Instruction:**

**READ:** Have the class read the section on architecture and social life

**SHOW:** Use the PowerPoint presentation so students can see the images larger. Have students sketch the architecture they see. At the slide of the *kiva*, explain to students that there was a roof over the *kiva*, but it disintegrated over time so this is what was left.

**ASK:** Ask students: What do you think the roofs might have been made out of? Why would people want to build houses in cliffs? Why did they construct apartment buildings? To introduce the activity, ask: Why do people use blueprints?

**DRAW:** Working in small groups, students will choose an architectural structure from the text and/or PowerPoint presentation. Using a ruler and markers, each group will draw a blueprint of the structure.

**SHARE:** Each group shares and explains their blueprint to the rest of the class and the blueprints are displayed somewhere in the classroom.

**Note:** *If students need an example of a blueprint, they are easily available via a Google images search.*
Go a step further...

Materials for part two: Pieces of cardboard
Acrylic or tempera paint and paintbrushes
Glue

CONSTRUCT: By gluing the blueprint to a large piece of cardboard, each group can then begin to build a model of their structure by gluing pieces of cardboard along the lines of the blueprint.

SHARE: Have students share with the rest of the class why they chose it, what it consists of, what it was originally used for by Ancestral Pueblos.

Note: If you would like the models to be painted, be sure to have students paint the cardboard pieces and let them dry completely before gluing onto the base.

Take it one step further...

WRITE: A short report to accompany the model explaining what they know of the structure and its role in village life.
Activity 4: Creating Maps

**Objective:** Students will learn how to make a neighborhood map and understand the relationship between architecture and the social life of a community.

**AZ State Standards: Geography Strand 4 PO3:** Construct maps using symbols to represent human and physical features.

**VA.CR.2.4c:** Describe and visually represent regional constructed environments (such as school, playground, park, street or store).

**Materials:**
- Ancestral Pueblos PowerPoint presentation
- Paper and pencils/markers
- Venn diagram (Material #4)

**Instruction:**

**READ:** The sections on Architecture and Social Life from the Ancestral Pueblo Student Text. Project the images related to architecture and social life from the PowerPoint presentation. Ask students to sketch the structures.

**CREATE:** Ask students (individually or in small groups) to create neighborhood maps based on what they’ve read and seen of the Ancestral Pueblos. They should clearly label everything on the map including: structures, natural formations, water sources, etc., and create a legend.

**SHARE:** Students can then share their maps in small groups or with the entire class.

**Note:** It is helpful to provide an example of a neighborhood map before asking students to create one of their own. This can be achieved by drawing one on the board of the streets surrounding the school, or by projecting an example from the Internet.

**Go a Step Further…..**

**HOMEWORK:** Ask students to create neighborhood maps of their own neighborhoods, clearly labeled and with legends.

**Go Even Further…..**

**CRITICAL THINKING:** Using the Venn diagram included in this packet, ask students to compare and contrast the two neighborhood maps. Use the following questions to guide student thinking:

1. Where do people in the community spend time together?
2. Where do people go to get what they need for cooking or for their homes?
3. Where do people go to worship/practice their religion?
4. Where do the kids spend time?

**WRITING:** Students can then use their Venn diagrams to write short essays or reports.

**SHARE:** The maps, Venn diagrams, and student writing should then be displayed in the classroom.
Activity 5: Sister Garden

Objective: Students will learn about the crops that the Ancestral Pueblos cultivated and subsisted on by observing the life cycle of squash, beans, and corn.

AZ State Standard: Science Strand 4 C2: Understand the life cycles of plants and animals.

Materials: Ancestral Pueblos PowerPoint presentation
Corn seeds
Squash seeds
Bean seeds
Yogurt cups or other containers for planting
Potting soil
Notebook and writing utensil

Instruction:
READ: Have students read the Agriculture section in the Ancestral Pueblos Student text. Project images from the Agriculture section of the Ancestral Pueblos PowerPoint presentation. Be sure to point out the images of Dry Farming and Flood Farming as students read about farming methods in the text.

MAKE A SISTER GARDEN: If your school or community does not have a garden, use yogurt cups to plant squash, beans, and corn seeds next to one another. You can plant them together in a large container or separately in three separate containers.

RECORD: Have students record daily changes in the seeds. You can extend the project to have students record the life cycle over the course of months.

Note: Once the seeds have begun to sprout, they will need to be transplanted to the ground. Students can take their containers home and transplant the seeds on their own with the help of their guardians.
Activity 6: Pottery

Objective: Students will simulate the experience of making pottery using the technique practiced in the Ancestral Pueblos.

AZ State Standard: Art V.A.C.R.1.4: b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).

Materials: Clay
          A scraper (a flat piece of metal, wood, piece of cardboard)
          Ancestral Pueblos PowerPoint presentation

Instruction:
READ: Have students read the Daily Life section of the Ancestral Pueblos Student Text. Project images from the Daily Life section of the PowerPoint presentation.

CREATE: Using the coil and scrape technique, have students make their own pottery. Follow these steps:
  1. Flatten a piece of clay into a circle (the base)
  2. Roll a coil from clay
  3. Attach a coil to the base
  4. Continue to attach coils until the desired height is reached
  5. Use a flat piece of metal or wood to scrape the outside

Note: Be sure to score the coils before attaching them by cutting lines on the coil and the piece you are attaching the coil to so the pieces are securely adhered when they are dry. Students can use their fingers instead of scrapers to achieve the same smooth effect. Also, make sure students do pottery on top of newspaper so the clay doesn’t stick to the table.

The following videos are helpful supplements to these instructions:
  Coiled pottery: https://www.youtube.com/watch?v=PgYJvbQgb40&t=21s
  Scraping: https://www.youtube.com/watch?v=ia46uR9_Lp4

Go a Step Further………
Once the pieces are air dried or fired in a kiln, review the PowerPoint presentation images of pottery made in the Ancestral Pueblos. Have students paint their pieces using black paint, preferably with geometric designs inspired by the pottery in the images and Ancestral Pueblos Student text.

Note: If pottery is not an option for your class, you can ask students to draw a work of pottery in the style of the Ancestral Pueblos and decorate it with the colors and geometric designs influenced by what they used.
Activity 7: Today’s Pueblos (Assessment)

Objective: Students will understand that it is always possible to see the past in the present, and more specifically, the influences of the Ancestral Pueblos present in the Pueblos of today.

Materials: Graphic Organizer (Material #7)

Instruction:
SHOW: Project the Today’s Pueblos PowerPoint presentation. Explain that the map is where the Pueblos are located today.

ASK: Ask students to be historians, more specifically history detectives. Explain that you are going to show them photos of the Today’s Pueblos, the descendants of those who lived in the Ancestral Pueblos, and their job is to find anything that resembles the Ancestral Pueblos.

DEMONSTRATE: Use slide #3 (a willow tree) to demonstrate the assignment for the students. Using the board, draw a rough sketch of the tree on the left and write what the willow tree reminds you of from the Ancestral Pueblos (using what’s available in nature: willow trees for weaving boots, cloth, etc.).

WORK: Project the rest of the Today’s Pueblos PowerPoint. Give plenty of time for students to look at each slide and sketch/write about everything they can find reminiscent of the Ancestral Pueblos.

SHARE: Students should share their results in small groups or with the class as a whole. Some possible answers to expect are:
- Slide #4 (pottery, handmade, black and white pottery, geometric designs)
- Slide #5 (community, weaving on the wall, feather on the wall reminiscent of turkey feathers used for weaving and for food, nature present with cut flowers, fruit)
- Slide #6 (apartment building, cliff houses, communal living)
- Slide #7 (planting, dry farming method, farming, harvesting)
- Slide #8 (dancing in a circle reminiscent of a kiva, traditions, spirituality, customs)
- Slide #9 (ovens, clay ovens, used for pottery and for cooking)
- Slide #10 (corn, sister garden, handmade bowl, black and white design, wall drawings)
# Today’s Pueblos

Spot things or activities from the Ancestral Pueblos in the photos. Draw them and describe what they are and what you know about them.

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Activity 8: Timeline

Objective: Students will create their own timelines of the Ancestral Pueblos.

AZ State Standards: SS Strand1 PO1a: Use the following to interpret historical data:
   a. timelines – B.C.E. and B.C.; C.E. and A.D.
   b. graphs, tables, charts, and maps.

Materials:  
Ancestral Pueblos Student text
Large pieces of paper and markers
Or devices for students to create their timelines digitally

Instruction:
EXPLAIN: Students (individually or in small groups) will create timelines using the dates and information in the Ancestral Pueblos student text. You may want to explain that researchers use timelines to track what we learn about the past because we tend to learn about the past out of sequence.

CREATE: Students will make timelines.

SHARE: Students will share their finished timeline.

Note: Students can be challenged to use visual symbols to represent dates on the timeline in addition to words or instead of words. Since this activity is cumulative and involves general knowledge of the Ancestral Pueblos, students have a great opportunity to participate in public speaking and peer teaching by presenting the timelines to another class or grade level.

Go a Step Further…
Incorporate important dates from another (or other) unit(s) of study that take place during the same time. If no other study has taken place yet, students can be asked to choose another people in another geographical region and write their important dates on the timeline. Students can make their timelines individually, in pairs or small groups depending on how much research the teacher is asking of the class. The timelines should be presented to the class and, ideally, displayed for others to see.