

Anasazi Activity Overview

Using Artifact Picture Cards

Activity 1. Semantic Feature Mapping. In this introductory activity using the artifact cards, students will read descriptions of the artifacts and classify the artifacts on a semantic feature map worksheet.

Activity 2. Artifact Bingo. Students will attempt to earn a space on their bingo cards by answering questions about the artifact cards they draw from the deck.

Using Reference Skills

Students explore a nonfiction book by answering questions that require use of reference sections such as table of contents, glossary, and index.

Anasazi Challenge Gameboard

Students are challenged to be the first to reach Cliff Palace. To move their marker, they must answer questions about the Anasazi culture.

Anasazi ABC Quilt

Students complete quilt squares by illustrating captions about Anasazi culture. Vocabulary words and discussion questions are included in each alphabetical caption.

Anasazi Recipes

Students are supplied with a list of Anasazi foods and given the opportunity to create a recipe using only those ingredients. One focus of this activity is writing directions and using time-order words.

Spinning for Anasazi Jewelry

This math activity incorporates probability, geometry, and graphing. Students conclude the activity by creating their own piece of Anasazi jewelry using construction paper.

Activity 1: Using Artifact Cards to complete a Semantic Feature Map

Teacher Name: Joan Regens and Thom Melendez
IGERT graduate student: Bill Reitze
Grade Level & Subject Area: 3rd-4th Social Studies

Title of Lesson: Using Artifact Cards to complete a Semantic Feature Map

Objectives: Students will practice classification and build vocabulary.

AZ State Standards: Social Studies S1C1-PO2, PO3
Social Studies S1C2-PO1, PO2
Science S3C2-PO1, PO2

Background information:

Archaeologists have found many artifacts that help them understand how the Anasazi lived their daily lives. Some artifacts had specific functions and some were multipurpose. The Anasazi made use of many naturally occurring materials to create tools, weapons, and clothing.

Prep Time:

30 minutes. Download and prepare artifact cards, make copies of the semantic feature maps worksheet for individuals or groups to use.

Materials Needed:

Artifact cards and semantic feature maps (need legal size paper).

Vocabulary:

attributes, organic, inorganic, artifact, site, composition, function

Activity:

30-60 minutes. This activity may be done with small groups lead by the teacher or with whole class.

- **Instructions for Teacher:** Distribute artifact card sets to individuals or cooperative groups and allow for exploration. Then briefly discuss what children have observed about the cards, leading to a discussion of technology that people use to improve or simplify their daily lives. Include in the discussion ideas about where materials for technology come from and what type of tools most people would want to have. Then choose one card and use it along with the semantic feature map to demonstrate how the various attributes for each artifact can be classified.
- **Instructions for Students:** Allow students time to work on completing their semantic feature maps.
- **Assessment:** SW participate in the discussions and successfully complete their maps worksheet. Students will also have the opportunity to show understanding by sorting their attribute cards according to composition and function.

Additional Resources:

It might be helpful to have color overhead transparencies of the artifacts along with other books that show examples of Anasazi technology.

<http://www.asset.asu.edu/>

Activity 2: Using Artifact Cards to play Archaeology Bingo

Teacher Name: Joan Regens and Thom Melendez
IGERT graduate student: Bill Reitze
Grade Level & Subject Area: 3rd-4th Social Studies

Title of Lesson: Using Artifact Cards to play Archaeology Bingo

Objectives:

SW have the opportunity to build unit vocabulary and practice reading comprehension. This activity is best done as a review of content already taught and uses materials (Artifact card decks) that the children have previously used in Activity 1.

AZ State Standards: Social Studies S1C1-PO2, PO3
Social Studies S1C2-PO1, PO2
Reading S1C6-PO3, PO4

Background information:

Archaeologists have found many artifacts that help them understand how the Anasazi lived their daily lives. Some artifacts had specific functions and some were multipurpose. The Anasazi made use of many naturally occurring materials to create tools, weapons, and clothing.

Prep Time:

(30 minutes) Go to website listed below and generate and print bingo cards so they are specific to the content of your unit.

Materials Needed:

Artifact card decks, bingo cards, and markers.

Vocabulary:

artifacts, inorganic, organic, function, composition

Activity:

30-60 minutes.

- **Instructions for Teacher:** Lead a brief review of the vocabulary used in Activity I. Distribute the bingo cards, markers and artifact card decks.
- **Instructions for Students:** Play Artifact Bingo with group. Have children take a bingo card and look over the words they will need. Take turns drawing from the card deck. Ask children to read the word. If this is a word they want to cover on their game board, they must answer a question from the teacher or their opponent in order to cover the space. The question must relate back to the key vocabulary such as:
 - Is this artifact organic? Why? How do you know?
 - What was the function of your artifact?
 - What tool do we use today for that function?
 - Do we still use that material today when making tools?

Encourage children to read the card to find the answer to your question. If the response given is correct, then the child may cover that word. If the answer is

Activity 2: Using Artifact Cards to play Archaeology Bingo

wrong or the card is not needed, add it to the discard pile and go to the next player. If the card does not match any object on their bingo card, the turn is over.

- **Assessment:** SW participate in the game and accurately locate information on the artifact cards.

Additional Resources:

http://www.teach-nology.com/web_tools/materials/bingo/, ASSET United Streaming Videos.

Activity 3: Using Reference Skills

Teacher Name: Joan Regens and Thom Melendez
IGERT graduate student:
Grade Level & Subject Area: 3rd-4th Social Studies

Title of Lesson: Using Reference Skills

Objectives:

SW practice their research skills by exploring a nonfiction book. SW answer questions that require use of reference sections such as table of contents, glossary, and index.

AZ State Standards: Reading S1C1-PO2, PO3
Reading S1C2-PO1, PO2
Social Studies S1C1-PO3

Background information:

Archeologists are scientist detectives who explore past civilizations by studying the artifacts left behind by the culture they are studying. Most archeologists go to school to study archeology. They have to be able to look up information in nonfiction texts and sometimes have to use other scientists' work to help them in their investigations.

Prep Time:

1 hour. Copy the booklets. The greatest amount of time will involve gathering class sets of the book used in this activity. We have used the public library as a resource for this activity.

Materials Needed:

Copies of the research booklet and class sets of the book The Ancient Cliff Dwellers of Mesa Verde : A close look at the Anasazi by Caroline Arnold.

Vocabulary:

artifacts, technology, flint knapping, nomads, dwellings, landform, mesa, sherds, pit houses, petroglyph, canyon

Activity:

- **Instructions for Teacher:** Lead a discussion about the parts of an expository text and how the table of contents, glossary, and index are used as an aid when doing research or searching for specific information. Guide the children through practice activities using one of their textbooks. Distribute copies of The Ancient Cliff Dwellers of Mesa Verde and the question booklets and go over directions for its use.
- **Instructions for Students:** Students will work independently or with a partner and complete the workbook. As an extension, ask children to generate their own questions that can be answered using one of the reference sections from the book.
- **Assessment:** SW accurately complete the worksheet.

Activity 4: Anasazi ABC Quilt

Teacher Name: Joan Regens and Thom Melendez
IGERT graduate student:
Grade Level & Subject Area: 3rd-4th Social Studies

Title of Lesson: Anasazi ABC Quilt

Objectives:

SW have the opportunity to build unit vocabulary and practice their reading comprehension skills. This activity is best done as a review of content already taught.

AZ State Standards: Social Studies S1C1-PO2, PO3
Social Studies S1C2-PO1, PO2

Background information:

The Anasazi were a group of native people who inhabited the Four Corners area of the United States. They utilized the resources found in their environment to develop the technology to make their lives easier. They also incorporated these resources as a part of their diet and building materials. Archeologists know that these people lived there by studying the artifacts and ruins left behind.

Prep Time:

1 hour. Generate an alphabet list of vocabulary terms or unit concepts to use for the quilt. For example; A if for the Anasazi people, the “Ancient Ones” who lived a thousand years ago. Why did they leave Mesa Verde? C is for cradleboards that kept babies safe from falling off the edge of cliffs. Who kept watch over the children who could walk? J is for jewelry made of stone, bones, and trade shells. Where did the traders meet and how did they communicate? Y is for the yucca plant, used in many ways: sandals, rope, animal snares, sleeping mats, and clothing. How comfortable do you think clothing and beds made of yucca felt?

Materials Needed:

ABC Quilt sheets, crayons.

Vocabulary:

This will be an accumulation of the tier 1 and tier 2 vocabulary used during the instruction of this unit. It also serves as a concept review from the unit of study.

Activity:

- **Instructions for Teacher:** TW pass out the ABC Quilt sheets for students to complete.
- **Instructions for Students:** SW read the information and the question written on their card. SW illustrate a scene that accurately depicts what is written on their sheet.

Activity 4: Anasazi ABC Quilt

- **Assessment:** SW accurately create and illustration that depicts the facts written on their ABC Quilt sheet. SW share their illustration and answer the question that was posed on their sheet.

Additional Resources:

If students are not familiar with quilts, this would be a great opportunity to bring in realia and other books illustrating quilts. ASSET United Streaming Videos.

Activity 5: Anasazi Gameboard Challenge

Teacher Name: Joan Regens and Thom Melendez
IGERT graduate student:
Grade Level & Subject Area: 3rd-4th Social Studies

Title of Lesson: Anasazi Gameboard Challenge

Objectives:

SW review facts learned during the study of the Anasazi culture.

AZ State Standards: Social Studies S1C1-PO2, PO3
Social Studies S1C2-PO1, PO2

Background information:

The Anasazi were a group of native people who inhabited the Four Corners area of the United States. They utilized the resources found in their environment to develop the technology to make their lives easier. They also incorporated these resources as a part of their diet and building materials. Archeologists know that these people lived there by studying the artifacts and ruins left behind.

Prep Time:

1 hour. Download and cut game cards and make a gameboard.

Materials Needed:

Gameboard, card deck, die, markers

Vocabulary:

This activity reviews facts and vocabulary from the unit of study.

Activity:

- **Instructions for Teacher:** Pass out the sets of game cards, the game boards, markers and dice. Invite students to explore the game board, the directions and the game cards. Teacher will lead the reading of the directions for the process of playing the game.
- **Instructions for Students:** SW explore the game boards, cards and read the directions independently.
 - Roll the dice to determine who will go first.
 - All players begin at Start.
 - Take turns rolling the dice to see how many spaces your marker may advance.
 - To move that many spaces, the player must first correctly answer an Anasazi challenge question.
 - **DANGER:** If player rolls a 6, that player's turn is over.
 - No question is asked and no forward movement takes place.
 - **CONFLICT:** If a player rolls a one, then that player may move an opponent back to start.
 - Then the player may roll again.
 - The first player to meet Cliff Palace is an archeology expert and wins the game!
- **Assessment:** SW accurately read the directions and successfully played the games.

Activity 6: Spinning for Anasazi Jewelry

Teacher Name: Joan Regens and Thom Melendez

IGERT graduate student:

Grade Level & Subject Area: 3rd-4th Social Studies/Math

Title of Lesson: Spinning for Anasazi Jewelry

Objectives:

SW use spinners and collect data to share in bar graph format. SW make probability predictions and make comparisons to their actual outcomes. SW have the opportunity to create an original art product using the data from this activity.

AZ State Standards: Math S2C1- PO1, PO2
Math S2C2-PO1-6

Background information:

The Anasazi people made decorative items from feathers, shells, bones, and colorful stones. Necklaces, earrings, and hair combs have been discovered by archaeologists.

Prep Time:

30 minutes.

Materials Needed:

color spinners, colored construction paper to match the colors on spinners, graph paper, pattern blocks, data collection activity packet.

Vocabulary:

probability, likely, unlikely, equally likely, outcomes, axis, category labels, range, mean

Activity:

- **Instructions for Teacher:** Show photographs of actual decorative artifacts and lead a discussion about why people make and want these items. Discuss how the Anasazi people might have obtained the materials they used for necklaces. Challenge the class to create their own Anasazi necklace by collecting colorful pieces of paper and using them in their design. Give each student a copy of the data collection activity packet. Go over the directions with them.
- **Instructions for Students:** SW work through the data collection activity packet. Once they have completed the graphing portion of this activity, they are ready to use their data and create a necklace design. Using their particular data, each child will take the matching number of colored construction paper pieces and use the pieces to make their design. One option is to extend mathematical discussion by having children use pattern blocks and trace those shapes to use in their design. Additional probability integration would be to gather class data for further graphing, comparison discussions, or calculating range and mean.
- **Assessment:** SW correctly construct a graph that accurately reflects the data th collected. The graph will have correct labels, including a title. SW make statements of comparison.

Activity 7: Anasazi Recipes

Teacher Name: Joan Regens and Thom Melendez
IGERT graduate student:
Grade Level & Subject Area: 3rd-4th Social Studies

Title of Lesson: Anasazi Recipes

Objectives:

SW write a recipe using specific directions and ingredients from the Anasazi diet.

State Standards: Writing S3C3-PO1

Background information:

The Anasazi people were dependent on the resources they found in their environment for food. They were hunters and gatherers.

Prep Time:

30 minutes.

Materials Needed:

Download Anasazi foods recipe packet.

Vocabulary:

ethnobotany, diet, cooking terms, time order/transition words

Activity:

- **Instructions for Teacher:** Lead a discussion about diet and food sources. Share the packet of food resources available to the Anasazi people and compare it to what we eat today. Have children share their favorite foods from each dietary group and discuss the steps for writing recipes. Challenge students to use the list of Anasazi foods and create a recipe.
- **Instructions for Students:** SW write a recipe for an imaginary food dish. Students will follow the steps of the writing process; prewriting, rough draft, editing/revising, and final copy.
- **Assessment:** SW create a recipe that can be scored using a 6 Trait Writing Rubric.