

Anasazi Heritage Center

Outreach Classes

Recommended Grades	Time Needed	Activity / Description / Standards
K – 4 th	1 hour	<p>Visit With Respect 1: After viewing the award-winning film <i>Visit With Respect</i>, students break in to small groups to attempt to put together a puzzle. Each puzzle has a vital piece missing. After this discovery, the students analyze how the puzzle is similar to the film they saw. They brainstorm ways to “take with them only what fills their hearts” (as per the film). Finally, students are able to remember the artistry of cultural sites through decorating a “sherd” made from air-dry clay using yucca brushes and tempera copying motifs from Ancestral Puebloan pottery. Standards: Civics 4.4, Geography 2.3, 5.1, 6.1, History 2.3, 3.1, Reading/Writing 2, 4</p>
4 th - adult	1 hour	<p>Visit With Respect 2: After viewing the award-winning film <i>Visit With Respect</i>, students break into groups to analyze “sites” prepared by the museum educator. These might be historic or prehistoric sites. After discussing discoveries of the site within each group, each student then “vandalizes” the site by either removing an artifact or “vandalizing” a feature. Groups then shift to a new site and try to analyze it. The entire group reconvenes to discuss difficulties in understanding vandalized sites. Standards: Civics 4.4, Geography 2.3, 5.1, 6.1, History 2.3, 3.1, Reading/Writing 2, 4</p>
2 nd – 5 th	1 hour	<p>Corn is Life: Students learn the importance of corn in the daily lives of the Hopi. This understanding is then transferred to the Ancestral Pueblo people of the Four Corners region. Students create a seed bundle of a bean, corn seed, and squash seed as a representation of the importance of agriculture to these people. Standards: Geography 2.1, 2.3, 4.2, 4.4, 5.3, 6.1, History 4.1, Reading/Writing 1 – 4</p>
3 rd – 12 th	1 hour	<p>Context and Clues: Students learn how archaeologists use the context of artifacts to infer use and activity at Escalante Pueblo. (Use of real artifacts) Science 5, Reading 4</p>
3 rd – 8 th	1 – 1½ hours	<p>Games and Lifeways: Possible outdoor games/activities include atlatls and spears, ring race, dart toss, and “Hunter and Prey”. Possible indoor games/activities include making cordage, weaving patterns, pa-tol, hand game, split-twig figurines. Standards: Geography 2.3, 5.1, History 2.3, 3.1, 4.1, Physical Education 1, 2, 3, Visual Arts 4</p>
4 th – 12 th	1½ - 2 hours	<p>Home Sweet Home. 12,000 years in Southwest Colorado: Students learn of the long, long history of this land we call home through a hands-on approach based on Crow Canyon Archaeological Center’s <i>Windows Into the Past</i>. Using replicas and models, students learn about the varied subsistence patterns, architecture, and tools humans have used to shape this landscape. Standards: Science 5, Reading 4, Geography 2.3, 5.1, 4.4, 6.1, History 3.1, 1.2, 4.1</p>
4 th – 12 th	1 hour	<p>Pots, Blocks, and Points: Students learn how the geology of the Four Corners area aided the Ancestral Pueblo people in every aspect of their lives. Standards: Geography 4.2, 5.3, Science 4</p>
All ages	1 hour	<p>Plant Jeopardy (grades 4 and above) or Plant-Tac-Toe (grades 1 and above): Students learn traditional plant uses then test their knowledge with one of the games. Students will use a spreadsheet to take notes on plant uses. Plant Jeopardy tests their knowledge of all 24 plants represented while Plant-Tac-Toe allows them to understand six plants at a time. Standards: Reading and Writing 1, 2, 4, 5, 6, History 3, 4, 6, Geography 5, 6, Science 1, 3, 5</p>

4 th – 12 th	2 hours	Rock Art Rocks: Students learn how people of the past communicated through symbols in pictographs and petroglyphs with emphasis on “leave no trace” ethics of enjoying these sites. Students then learn the basic techniques of rock art recording. Standards: Reading 4, 6, Math 2, 4, History 2.3, 3.1
4 th – 8 th	1 ½ hours	Visiting With Respect: Understanding Movement: Why do people migrate? What people have lived in Southwest Colorado? Why should we preserve what they have left behind? 1. Activity: Why Move? a. Materials: small mat or rug; cards that say “job,” “farming,” “hunting and gathering,” or “traditions” on them (less than number of kids who can stand on the rug) b. Activity: Invite one student after another to stand on the rug. Give each a card until you run out. As more and more join, eventually some will get pushed off. Then introduce the idea of resources in a new place, discuss consequences. c. Wrap up: compare to own experiences, then to idea of miners in mountains, homesteaders, or Ancestral Puebloans moving from 4 corners. 2. Students create timeline of Southwest Colorado a. Materials: butcher or roll paper, crayons, markers; cards with general time periods and information for Paleo, Archaic, Puebloan, Ute, Navajo, European time periods. b. Activity: groups of 4 – 6 students determine how much time is needed to represent each time period, then designs their timelines c. Wrap up: Discuss how this land has changed over time and its many uses. How can we learn from what people have used resources in the past and apply it to today? 3. Watch <i>Visit With Respect</i> and discuss how we might protect cultural heritage. Standards Addressed: History 1.2, 4.2 Geography 1.3, 4.4, 4.1, 5.3, 6.1 Civics 4.4
6 th – 12 th	1 hour	Corn is Life 2: Students learn the history of corn and its importance to Ancestral and Modern Pueblo people as demonstrated by imagery and ritual activities. Standards: Geography 2.1, 2.3, 4.2, 4.4, 5.3, 6.1, History 4.1, Reading/Writing 1 – 4
6 th – 12 th	1 hour	Decisions! Decisions! Students debate three different viewpoints regarding a construction project that will impact archaeological sites. They will then formulate their own decision about the wisest course of action. Standards: Reading 1, 2, 4, 5 Civics 4.4
6 th – 12 th	2 hours	From Site to Museum: Students work in teams to learn and apply the archaeological process of artifact recovery and interpretation for curation purposes. Steps include understanding the reasons for and implications of excavation, artifact identification and analysis, curation procedures and purposes. (Use of real artifacts) Standards: Reading and Writing 1, 2, 3, 4, 5, Math 5, History 1, 3, 4, Geography 2, 4, 5, 6, Science 1, 5, 6
6 th – 12 th	1½ hours	Archaeo-astronomy: People throughout time and around the world have used the sun, moon, and stars to determine when the time was right for planting or for specific days. Students will learn how the Ancestral Pueblo people viewed the sky and have the opportunity to replicate the markers they left behind. Standards: Science 4, 5
6 th – 12 th	1hour	What’s Up With the Monument? Learn about Canyons of the Ancients National Monument from geological, cultural, and natural points of view. This is a PowerPoint presentation geared for older students to inspire stewardship and Leave no Trace ethics. Standards: Civics 4.4 Science 3, 4, 5