

Cultural Lit. 26: Anasazi Pueblo: 1050 to 1300 A.D.

Summary

Students will study Period 4-Pueblo 1050-1300 A.D., of Anasazi Culture, after receiving direct instruction and carrying out activities in cooperative group settings, in 1-2 class periods.

Time Frame

2 class periods of 60 minutes each

Materials

1. *Indians of the Mesa Verde*. Don Watson. 1961. Mesa Verde Museum Association. Mancos, Colorado.
2. *American Indian Contributions to the World: 15,000 Years of Inventions and Innovations*. Keoke and Porterfield. 2003. NY, NY: Facts on File.
3. *Cultural Awareness Text: Social Studies*. SJSD Media Center.
4. Large map of Dine' Bikeyah. Class set of 5 desk size maps of Dine' Bikeyah.
5. Paper, pencil, journals.

Background for Teachers

Guarded Vocabulary:

New words pre-taught/sustained in lesson:

Cliff-dwelling, irrigation, mosaics, drought.

Intended Learning Outcomes

Main ideas and information about the Pueblo period, from 1050-1300.

Instructional Procedures

Introduce lesson to capture student's attention:

Teacher will lead students through a review of main ideas and concepts from the lesson on the Period 3-Developmental Pueblo 700-1050 A.D., of the Anasazi. Teacher will write words from the brainstorming on the board, a projection device or a flipchart.

Problem/Prediction:

How can you get the students really thinking?

Teacher will ask students to discuss information they found in their research on the www related to Anasazi cliff-dwelling architecture.

Teacher Instruction:

Using selected texts, teacher will read aloud to students, selected passages explaining the Pueblo Period from 1050-1300 A.D. of the Anasazi. Teacher will ask comprehension questions throughout reading--stopping to clarify and embellish as necessary.

How will you end your lesson? Students in groups will share website information and briefly tell what they found.

Strategies for Diverse Learners

How will you help ELL students?

Teacher will ask comprehension questions of ELL students throughout reading and embellish information read to scaffold and clarify concepts as needed.

Help students' master new concepts:

1. Sitting in groups of four during reading, each table group will have a desk size map of Dine' Bikeyah. Teacher will have large map of Dine' Bikeyah at the front of the class and refer to Anasazi sites throughout reading.
2. Students will work in pairs and take notes into a journal, or using a teacher generated note-taking frame. Students are to write the main ideas of the reading (see Marzano, Pickering and Pollock p. 46, Informal Outline).

Extensions

Working in pairs or groups of three, students will utilize computers and the www and go online and search for websites about the Anasazi. Students will choose two or three websites and look up Pueblo, 1050-1300 A.D. of the Anasazi," cite the website address, and write a paragraph about each site.

Assessment Plan

Observation of student participation. Complete student notes in journal and citations from the www.

A field-trip to Mesa Verde would be a useful conclusion for this unit. The architectural forms of the four periods are found at the Mesa Verde site. The museum contains weavings, ceramics and other artifacts representative of the four periods studied.

Unit Assessment:

Student will arrange their notes and www citations in sequence of the four periods of Anasazi culture. Teacher will give an "open notes" quiz on the unit, covering the main ideas from each period.

Unit Project:

Students could create a scale model of Anasazi architecture and label the period from which it was originally constructed.

Authors

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