

Utah's Native Americans

Summary

We will discuss the prehistoric Indian and hear the group reports on the historic Indian cultures native to Utah

Materials

Some pictures used as a powerpoint presentation on Anasazi culture. If possible find some artifacts you may display. Posters and research from groups (previously assigned) Create a chart with each Native group, historic and prehistoric, with sections about each cultural identification, which the students must fill out as they listen to the teacher's lesson as well as the group presentations. If desired, maps could be created for the students to fill in the territories of each tribe.

Background for Teachers

Basic info on ancient, archaic, and desert gatherers, including the archaeological findings from Hogup and Danger Caves. Cultural info on Fremont and Anasazi cultures, explicitly two ways to tell the two cultures apart: (pottery styles, farming methods, etc. The main territorial areas for the Ute, Paiute, Goshute, and Shoshone tribes. See books and articles by Jesse Jennings

Student Prior Knowledge

Prior to the lesson the students have been divided into four groups and each group has been assigned to research one of the historic tribes. They will be required to give a report to the class at the end of this lesson. They have created posters to show what they have learned about their tribe.

Intended Learning Outcomes

The students will understand the difference between prehistoric and historic. The students will recognize two basic cultural differences between Anasazi and Fremont cultures. The students will understand the basic territory, lifeway, and culture of the four historic tribes at the time of the introduction of white settlers into Utah.

Instructional Procedures

1. Introduce the lesson by showing pictures from Anasazi culture. ask: Does anyone know what these pictures are of?
2. Who were the Anasazi?
3. The Anasazi are considered a prehistoric tribe. What does it mean to be prehistoric? Communicate the objective: Today we will be learning about the Native cultures of our state. By the time we are done you will be able to explain the difference between the historic and prehistoric tribes of Utah. You will also be able to describe at least two ways the prehistoric cultures were different from each other, and make a comparison between the similar historic tribes you have learned about in your research. Input will be from the teacher's lecture and from the group presentations. On the whiteboard, discuss the ancient, archaic, and desert gatherer cultures. Ask: Has anyone ever been or read about Danger Cave? Hogup Cave? Discuss the ways archaeologists learn about ancient peoples from digging in their refuse piles. Archaeologists have found 13 layers of separate existence in the Danger Cave. In the Hogup Cave the remains of at least three cultures have been identified, the desert gatherers, the Fremont, and the Shoshone.
4. Discuss the Fremont culture--its weapons and tools, its lifeway, and its pottery styles.
5. Discuss the Anasazi--their weapons and tools, lifeway, and pottery styles. Point out that the Fremont and Anasazi cultures were contemporary cultures. Ask: What does it mean to be contemporary? allow for discussion

Checking for understanding: Ask: What are the ways which the Fremont and Anasazi were similar? In what ways were they different? After this part of the lesson is complete, students will present their

group presentations about the historic Indians. Guided practice: While the group presentations are being made, the teacher could walk quietly around the room to see that the culture identification charts are being filled out accurately by the students. Closure: Students should be asked review questions concerning a few of the basic things they have learned, and remind them of the test concerning all of the objectives the next day.

Assessment Plan

The students will be required to hand in their culture charts which they have filled in during the lesson. A test will be given the following day to assess if the lesson objectives were met.

Rubrics

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Authors

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