

The Anasazi in Early Arizona History

Jane Devereaux, Erickson Elementary School, Tucson, Arizona

Overview: Students will learn about the ancient people of Arizona history using primary and secondary sources that include electronic and print materials. Students will be introduced to the history of the people and characteristics of their civilization using text and a teacher-created timeline. Students will look at one aspect of the culture, petroglyphs, in depth using photographs from the Arizona Memory Project (AMP).

Recommended Grade Level: Fourth Grade

Time Required: Three, 45 minute sessions; one to introduce the people (history, lifestyle, etc.) using secondary sources, one to examine photographs of petroglyphs (primary sources) and write about them, and one to share the writings.

Objectives

- Students will look at the civilizations of the ancient people of Arizona, the Anasazi, using secondary and primary sources.
- Students will describe the Anasazi civilization by writing four sentences showing an understanding of their place in Arizona history.
- Students will learn how petroglyphs might have been created and possible interpretations of petroglyphs symbols.
- Students will look at primary sources to view petroglyphs created by the Anasazi people of Arizona.
- Students will write a narrative using a teacher-selected petroglyph.

Materials/ Teacher Preparation

Teacher will pre-read texts so they can “picture walk” through and share selected passages listed in lesson plans.

Teacher will use the AMP collections to select and arrange to receive the selected photographs from the appropriate depository. Refer to the **Sources Used for the Lesson, AMP Digital Sources**, for the URLs and Digital Identifiers of the suggested photographs.

Teacher will create a timeline on chart paper to be displayed and referred to during the Day One Lesson OR have a timeline showing the dates only so information can be added to create the timeline as the book is read aloud.

Teacher will prepare and use appropriate technology so the selected petroglyph picture and pictograph photograph can be displayed for the whole class to see. (Promethean Board, AverKey, projector, etc.) If projection technology is not available, computers can be used, or photographs can be printed.

Teacher will arrange to have computers available so that five petroglyph photographs can be viewed by individual groups of students at each computer. If computers are not available, teacher will print the photographs so they can be viewed by groups of students.

Teacher will divide the class into five groups and have writing paper and pencils available.

Curriculum Standards

Social Studies

Strand 1: American History

Concept 1: Research Skills for History

PO 1. Use the following to interpret historical data:

a. timelines

PO 2. Describe the difference between primary and secondary sources.

PO 3. Locate information using both primary and secondary sources.

PO 4. Describe how archaeological research adds to our understanding of the past.

Concept 2: Early Civilizations – Pre-1500

PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Puebloans), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).

Reading

Strand 3: Comprehending Informational Text

Concept 1. Expository Text

PO 1. Identify the main idea and supporting details in expository text.

PO 2. Distinguish fact from opinion in expository text.

PO 8. Draw valid conclusions based on information gathered from expository text.

Writing

Strand 3: Writing Applications

Concept 1. Expressive

PO 1. Write a narrative based on imagined or real events, or observations, that includes:

a. characters

b. a setting

c. a plot

d. sensory details

e. clear language

f. logical sequence of events

Suggested Procedures

DAY ONE

- Introduction of topic—Read aloud *Stories on Stone* (Dewey), p. 1-11. (See **Sources Used for the Lesson Plan, [Print Resources.](#)**)
- Find Anasazi civilization on map of Arizona or use *Stories on Stone* (Dewey), p. 30
- Use prepared timeline or create timeline of Anasazi civilization in Arizona by reading aloud, *Anasazi* (Fisher). (See suggested timeline items attached.)
- Students will write four sentences to show their knowledge of the Anasazi civilization. The writing should focus on the location, houses, food, daily activities, etc.

DAY TWO

- Review—Read aloud from *Stories on Stone* (Dewey), p. 11
- Discuss pictographs briefly using *Stories on Stone* (Dewey,) p. 14. The teacher will display the AMP photograph, [Anasazi Pictograph near Camp Verde](#).
- Read about petroglyphs using *Stories on Stone* (Dewey), p. 12-13, and *Native American Rock Art* (La Pierre), p. 18-20. (See **Sources Used for the Lesson Plan**, [Print Resources](#).) Discuss as appropriate.
- Briefly discuss why petroglyphs might have been made using *Stories on Stone* (Dewey), p. 23-25.
- Divide the class into five groups. Each group will look at a different AMP photograph. The list of linked AMP selected photographs are:
 - [Inspiration Rock Near Springerville, Az](#)
 - [Mrs. W. F. Sawyer and Friends at Rocks Near Congress, AZ](#)
 - [Petroglyph in Pima Canyon at South Mountain Park](#)
 - [Inscription Canyon](#)
 - [Petroglyph Near Thumb Butte](#)
- Each group will fill out a “Looking at Petroglyphs” form (attached) to help guide the observation. Student groups can be rotated so that each group looks at several photographs, as time permits.
- Come back together as a whole group. Each group will quickly share two observations with the class. Display photograph of [Native American Rock Art \(Petroglyphs\) in Arizona](#). Using this photograph as a prompt, students will write a short narrative about the petroglyph to include the characters, setting, what is happening, and why it was created.

DAY THREE

- Students will share their narratives with each other in small groups or as a whole.
- Tie up the lesson with a discussion of what students learned about the civilization from studying the petroglyphs left by the ancient people.
- As time permits, discuss the destruction by nature and man, and protection of the sites. Suggestions for discussion can be found in *Native American Rock Art* (LaPierre), p. 43-44.

Assessment

Day 1: Students will write four sentences to show an understanding of the Anasazi civilization. The student will write about the location, history, houses, food, or daily activities. The sentences will be informally assessed by the teacher to check for understanding.

Day 2: Students will write a short narrative describing their interpretation of the chosen petroglyph. The narrative might include a description of the characters, setting, event, and why it was created. The narratives will be graded using the Six Traits of Writing Rubric, <http://instech.tusd.k12.az.us/writing/scoring.asp>, as a writing grade.

Day 3: Students can be given a grade for the presentation of their writing.

Extension Activities

- Students study topics and complete written reports on related topics such as:

Anasazi food	Religion/religious ceremonies/kivas
Kokopelli	Protection of archeological sites in Arizona

- Students will investigate cliff dwellings. (See **Suggested Extension Resources**, [AMP Digital Resources](#), for suggested photographs).
- Students read *The Same Sun Was in the Sky* (Webb) (See **Suggested Extension Resources**, [Print Resources](#)). Students write an expository paragraph about the Hohokam civilization. Students can compare Anasazi and Hohokam civilizations as an additional activity.
- Students create their own petroglyphs or pictographs using stones and primitive tools.
- Students write a reflection after visiting a site in Arizona with petroglyphs or one of the parks with cliff dwellings.
- Students will use the Internet to look at other primary source photographs on this or related topics at the Sharlot Hall Museum, Prescott, Arizona, website, <http://sharlot.org/archives/index.html>.
- Students will use **Suggested Extension Resources**, [Internet Resources](#), for more examples of petroglyphs to study and use as writing prompts.

Sources Used For the Lesson Plan

Print Sources

Dewey, Jennifer Owings. *Stories on Stone: Rock Art: Images from the Ancient Ones*. Boston: Little, Brown, and Company, 1996.

Fisher, Leonard Everett. *Anasazi*. New York: Atheneum, 1997.

La Pierre, Yvette. *Native American Rock Art: Messages from the Past*. Charlottesville, Virginia: Thomasson-Grant, 1994.

AMP Digital Sources

Anasazi Pictograph near Camp Verde, Sharlot Hall Museum American Indian Image Collection, inpe1206pa.jpg, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmamerind,219>.

Inscription Canyon, Sharlot Hall Museum American Indian Image Collection, inpe1201pe.jpg, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmamerind,215>.

Inspiration Rock near Springerville, AZ, Sharlot Hall Museum American Indian Image Collection, inpe1207p.jpg, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmamerind,220>.

Mrs. W.F. Sawyer and Friends at Rocks near Congress, AZ, inpe1204p.jpg, Sharlot Hall Museum American Indian Image Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmamerind,217>.

Petroglyphs in Pima Canyon at South Mountain Park, Sharlot Hall Museum American Indian Image Collection, inpe1208pe.jpg, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmamerind,223>.

Petroglyphs near Thumb Butte, Sharlot Hall Museum American Indian Image Collection, inpe1203p.jpg, Sharlot Hall Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmamerind,216>.

Photograph of Native American Rock Art (petroglyphs) in Arizona, Luther Wood, PG 33, 96-1627.jpg, History and Archives Division, Arizona State Library, Archives and Public Records, Phoenix, Arizona.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?histphotos,4473>.

Suggested Extension Resources

Print Resources

Campbell, Julie A. *Studies in Arizona History*. Tucson: Arizona Historical Society, 1998

Goodman, Susan E. *Stones, Bones, and Petroglyphs: Digging Into Southwest Archeology*. New York: Atheneum, 1998.

Larson, Timothy. *Anasazi*. New York: Raintree Steck-Vaughn, 2001.

Shemic, Donnie. *Houses of Adobe*. Montreal: Tundra, 1995.

Warren, Scott. *Cities in the Sand*. New York: Chronicle, 1992

Webb, Denise. *The Same Sun Was in the Sky*. Flagstaff, Arizona: Northland, 1994.

Welch, Jill. "Ancient Arizona Rock Art and Wildlife." *Arizona Wildlife Views*, November-December (1998): 23-28.

AMP Digital Sources

Montezuma's Castle, Arizona Landscapes, citn169paq.jpg, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?shmland,61>.

Photograph of an Unidentified Anasazi Archaeological Site Excavated by Workers from the Works Pro, Northern Arizona, Arizona Board of Public Welfare, RG 89, 98-3499.jpg, History and Archives Division, Arizona State Library, Archives and Public Records, Phoenix.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?histphotos,7374>.

Photograph of Montezuma Castle (Ariz.), Cliff Dwellings and Ruins from the Anasazi People, Thomas Henry Bate, PG 2, 95-9801.jpg, Archives and Public Records, History and Archives Division, Arizona State Library, Phoenix.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?histphotos,4446>.

Photograph of Montezuma Castle, now National Monument, Anasazi Cliff Dwellings in Yavapai County, Thomas Henry Bate, PG 2, 95-9023.jpg, Archives and Public Records, History and Archives Division, Arizona State Library, Phoenix.

A digital copy of this image is available from the Arizona Memory Project, Arizona Archives Historic Photos Collection, <http://azmemory.lib.az.us/u/?histphotos,4336>

Internet Resources

Austin, Dan. "Anasazi Ridge", "Nine Mile", and "Painted Rock Reservoir." <http://petroglyphs.us>. Accessed on 20 June 2007.

Bureau of Land Management, Colorado. Anasazi Heritage Center, Dolores, Colorado. "Who were the Anasazi: The Anecestral Pueblos?" <http://co.blm.gov/ahc/index.htm>. Accessed 20 June, 2007.

Rasmussen, Ray. "Rock Art of the Southwest." <http://Raysweb.net/rockart>. Accessed on 20 June 2007.

Weis, Brad. "Ancient Anasazi Rock Art Panels: Moab Utah USA." <http://moab-utah.com/anasazi/rockart/html>. Accessed on 20 June 2007.

Weis, Brad. "Newsrock." <http://moab-utah.com/photo/index.html>. Accessed on 20 June 2007.

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LOOKING AT PETROGLYPHS

Group Members _____

Title of Photograph _____

Color of rock _____ Color of Petroglyph _____

Describe the characters:

People _____

Animals _____

Describe any objects _____

Describe any shapes _____

Do the objects resemble any modern things ? _____

Why do you think this petroglyph was made? _____

Anasazi Civilization in Arizona Timeline Ideas
Prepared by Jane Devereaux
Source: *Anasazi* by Leonard Everett Fisher

- 1-500 PALEO-INDIANS
HUNTER-GATHER PERIOD
basketmakers
- hunting with wooden spears
 using plant fibers for sandals, blankets,
 twill pattern on baskets
 clothes from animal skins, bird feathers, plant fibers
 tools from animal bones, stones
- 500-599 abandoning canyon homesites
 moving to plateaus or mesas
- hunting--using bows and arrows
 deer, rabbits, turkeys, squirrels
- farming—corn, squash, beans
 baskets being replaced by clay pots
- 550-750 MODIFIED BASKET MAKERS PERIOD
600-699 pithouses
- clay pots
 growing crops
- 700-799 DEVELOPMENT OR PUEBLO PERIOD
 mud pole homes, above ground, called Pueblos by Spanish
 pithouse in the center of the village similar to kivas
- 800-899
- 900-999
- 1000-1099 home on mesas, 2-5 stories high, 50-80 rooms, for hundreds of people
 Cut stone blocks, sun dried mud bricks, called adobe by Spanish
- 1100-1199 CLASSIC OR GREAT PUEBLO PERIOD
 Scattered across Colorado
 100,000 people
 dependent on the land for food

1200-1299 returned to steep canyons
apartment style homes, under cliff overhangs, sandstone blocks, mud mortar
rectangular, round towers
climbed up to mesas to farm

kivas below the ground

1276-1299 period of little rain in the area

1300 left the area
drought, cold, short growing seasons

moved to other areas and mixed with other groups
civilizations became mixed with shared traditions

Mogollon settled in Southwestern New Mexico
Farmed, hunted, homes high, pottery

Hohokam settled in the Sonoran Desert
built canals for irrigation