

Chaco Canyon and Pueblo Culture (Grades 2-12)

Introduction to Ancestral Pueblo Migration in the Southwest

Lesson 1

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Brief Description:

This lesson will explore migration of Ancestral Pueblo of the Southwest by looking at how place informs and impacts one's identity and the interaction within one's community. This is an introduction lesson to a larger unit that will ask students to think and respond to questions related to migration and how the past informs our present.

Approximate Length: 50 minutes

Grade Level: 4th-5th grades

Essential Question (Unit):

How does our understanding of the past change as we collect or introduce more information?

Lesson Question:

How does our understanding of identity and place inform what we know about migration?

Enduring Understandings:

People depend on and are influenced by their physical environment and adapt to it in different ways.

Culture is a system of beliefs shared by a group impacting all aspects of daily life.

People of all cultures use the natural resources available to themselves. People migrate to find suitable resources for sustainability.

Identity is formed by your family and environment.

People migrate for a variety of reasons. Some reasons for migration are not always known.

Migration is an act of survival for a community and family.

Themes:

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and

differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

[*\(National Council for Social Studies\)*](#)

Assessments:

Students will write about their understanding of migration and how it is linked to identity.

Teacher will look for elements in both the content and communication of ideas.

Does the piece incorporate evidence provided in their reading?

Is the piece organized and easy for the reader to follow?

Vocabulary:

Migration
Community
Culture
Belief
Sacred
Confront
Identity
Empathy
Assumptions
Prejudice
Fairness
Stereotype
Social Justice
Difference
Similarities

Scaffolds:

Resources will be leveled for reading.

Technology supports will be provided.

Graphic organizers will be used for writing.

This lesson is presented in the LEARN format (Link, Engage, Activity, Reflect, and Next Steps)**Link (5 minutes)**

Begin by linking this lesson to earlier lessons on identity and place. In the beginning of the year students created identity maps and drew/wrote about a special place. Students interviewed their families about traditions that have been passed on from generation to generation that create identity formation. Ask students to turn and talk about this experience and share some of the factors in identity formation. Retrieving this background knowledge will be important to engage with this lesson.

Engage (15 minutes)

Now share with the students that we will use our own identity formation to learn about other cultures, in particular, Ancestral Pueblo communities in the Southwest. Present information on Ancestral Pueblo people. (*Google slide presentation, images, and other materials as appropriate. Possible to bring in stories from the Pueblo culture to learn about beliefs and traditions.*)

Note: Talk to students about the importance of showing respect for other cultures and their ways of living that may be different from yours. Share with students about Native peoples living in the Southwest today (Pueblo, Hopi, Ute, Navajo, and others). These are not people living in the past.

Introduce Essential Question: How does our understanding of identity and place inform what we know about migration?

Read a story from the Ancestral Pueblo to share the culture of the people. Have students turn and talk about why it is important to learn and understand the people who lived in the past? How does that inform our identity today?

Activity (20 minutes)

Arrange students in small groups (4-5). Students will be given varying reading passages about the Ancestral Pueblo people and migration. This will be done in a jigsaw style where groups will present information on what they learned and other groups will take notes using boxes and bullets style.

Once this information has been shared. Students will then use their notes to write about their learning. How does what you learned about the Ancestral Pueblo people and migration inform your understanding of identity?

Reflect (8 minutes)

Teacher will lead a discussion for students to have an opportunity to reflect on what they learned.

What new information did you learn today?

What surprised you about what you learned today?

Why is it important to learn about different cultures and how cultures lived in the past?

Next Steps (2 minutes)

Teacher will share next steps with this learning and how subsequent lessons will build on and deepen this knowledge.

Materials needed:

Teacher presentation to display text, images, and maps about migration in the Southwest.

Worksheet to capture student responses to how identity is formed within communities.

Reading selections for students to learn about migration.

Small group discussion questions.

Graphic organizer for developing a writing response.

Resources:

[Crow Canyon Archaeological Center](#)

[National Museum of the American Indian](#)

[National Geographic Introduction to Human Migration](#)

[American Indians in Children's Literature](#)

[Mesa Verde Top Loop](#) audio tour

Cross Curricular:

Art and Science integration will provide students with hands-on experience in disciplines, such as pottery styles and archaeology.