Survivors in Harsh Habitats: Mogollon, Ancestral Puebloans, and Hohokam

|  |  |
| --- | --- |
| **Author** | Cheri Stegall |
| **Grade Level** | 5-6 |
| **Duration** | 1 class period |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **National Standards** |  | **AZ Standards** |  | **Arizona Social Science Standards** |
| GEOGRAPHY  **Element 1: The World in Spatial Terms**   3. How to analyze the spatial organization of people, places, and environments on Earth's surface  **Element 2: Places and Regions**  4. The physical and human characteristics of places  Element 5: Environment and Society  15. How physical systems affect human systems.  **Element 6: The Uses of Geography**  17. How to apply geography to interpret the past |  | **ELA**  **Reading**  **Integration of Knowledge and Ideas**  **5.RI.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  6.RI. 7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |  | GEOGRAPHY  **The use of geographic representations and tools help individuals understand their world.**  5.G1.1 Use and construct maps and graphs to represent changes in the United States.  6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.  **Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.**  5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.  6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.  **HISTORY**  **The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**  6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.  **Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**  5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe. |

**Overview**

People must develop skills to adapt to the environment in which they find themselves. In the past, Indigenous groups lived in the area that is now known as Arizona. Three of those groups, the Mogollon, the Hohokam and the Ancestral Puebloans (Anasazi) are not found today, and no one is sure what happened to them. From what they left behind, we can find out how they adapted to their environment and altered the environment in order to survive.

**Purpose**

In this lesson, students will gain a better understanding of how the Mogollon, Hohokam, and Ancestral Puebloans adapted to their environment in order to survive in the Southwest.

## Materials

* The Mogollon, the Hohokam, and the Ancestral Puebloans: Adaptations Made for Survival PowerPoint
* Computer and projection device
* Note Taking Worksheet
* Prehistoric Cultures of the Southwest map (unlabeled) <https://geoalliance.asu.edu/sites/default/files/maps/student%20sw-prehist-blank.pdf>
* Prehistoric Cultures of the Southwest map (labeled) <http://geoalliance.asu.edu/sites/default/files/maps/sw-prehistoric.pdf>
* Colored pencils
* Survivors in a Harsh Environment Assessment PowerPoint and Answer Key

**Objectives**

The student will be able to:

1. Identify unique characteristics of the Mogollon, Ancestral Puebloans, and Hohokam peoples.

2. Describe how the cultures of the Mogollon, Ancestral Puebloans, and Hohokam adapted to their environment in order to survive.

**Procedures**

*Note: The Hohokam are sometimes referred to as Ancestral Sonoran Desert People. Substitute this name for Hohokam used in the lesson, if desired.*

1. Begin the lesson by having the students examine Slide 2 of The Mogollon, the Ancestral Puebloans, and the Hohokam: Adaptations Made for Survival PowerPoint. Tell students: “Imagine you find yourself in this setting, out of food, water, shelter, and so on. What would you do? Where would you go? What would you take with you on your way to safety, and what would you leave behind? During today’s class, we will learn about three groups of people in the Southwest. We will discuss what they left behind, how they adapted to and altered their environment, and what might have happened to cause them to leave.”

2. Distribute the Note Taking Worksheet and unlabeled map of the Prehistoric Cultures of the Southwest. <https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/StegallSurvivors/student%20sw-prehist-blank.pdf> Project Slide 3. Instruct students to fill in the five unlabeled states that surround AZ as well as Mexico. Instruct students to color (3 different colors) and label the locations of the three Indigenous groups on the map as they are shown in the PowerPoint. The completed map will be a part of the assessment for this lesson.

3. Instruct students to take notes or make sketches on the Note Taking Worksheet based on the information they will view in the PowerPoint. Encourage students to use colored pencils if they choose to draw objects on their Note Taking Worksheet. Show the PowerPoint presentation for information on the Mogollon, Ancestral Puebloan, and Hohokam cultures.

4. Discuss and review what the students drew or wrote on their Note Taking Worksheet.

5. Pass out blank notebook paper. Show the Survivors in a Harsh Environment Assessment PowerPoint. Instruct students to write Mogollon, Ancestral Puebloans, or Hohokam on their paper to identify the correct group for the slide shown. Collect the maps, Note Taking Worksheets, and Assessments.

6. For their ticket out the door, ask students to share how they (personally) have adapted to their environment. They need to compare their adaptation to one that was done by the Mogollon, Ancestral Puebloans, or Hohokam. Focus on clothing, foods, shelter, arts, tools, etc. This can be done orally or in writing.

Example: When I need a tool for hammering a nail, I get a hammer. The wood for the hammer came from a tree. The metal part comes from minerals in the earth. The Mogollon used rocks for hammers.

Example: When I am hot in the summer, I go into an air-conditioned room. I adapt to my environment and do what I can to be more comfortable. The Hohokam in the Tucson area moved from the desert in the summer to the cooler foothills areas.

**Assessment**

**Geography and ELA**

Students will correctly identify the locations of the three cultures on the map of the Southwest and label the four states on the map (7 points for all correct). Students will also identify the culture most associated with the picture shown on the Assessment Power point (18 points total). The total points for both assessments together are 25. Mastery will be considered a score 80% or higher on the combined parts of the assessment (map and quiz).

**Extensions**

Brainstorm with students about possible hostile environments where they may find themselves and list those for all to see. Assign students one of those environments or let them choose one. Students should write about or describe to a partner what they could do to survive in that environment by either adapting or altering the environment. S

Compare the similarities and differences of these three Indigenous groups to other Indigenous peoples.

**Sources**

Houk, Rose. Ancestral Puebloans: Prehistoric Cultures of the Southwest. Tucson, AZ: Western National Parks Association, 1992.

Houk, Rose. Hohokam: Prehistoric Cultures of the Southwest. Tucson, AZ: Western National Parks Association, 1992.

Houk, Rose. Mogollon: Prehistoric Cultures of the Southwest. Tucson, AZ: Western National Parks Association, 1992.

Maps used courtesy of Arizona Geographic Alliance: http://alliance.la.asu.edu/azga/.

Noble, David Grant. Ancient Indians of the Southwest. Western National Parks Association, 1998.

Snyder, Ernest E. Prehistoric Arizona. Phoenix, AZ: Golden West Publishers, 1987.

Wagoner, Jay J. Arizona: Its Place in the United States. Layton, Utah: Gibbs Smith, 1989.

Walker, Steven L. Indians of the American Southwest. Scottsdale, AZ: Camelback/Canyonlands Venture. 1994.