

## Chapter 4

# BASKETMAKERS AND PUEBLO DWELLERS



## Historical Overview

This chapter opens with the discovery of Cliff Palace by Richard Wetherill and Charlie Mason. It was a dramatic event in Colorado archaeology, as the European Americans of that time knew relatively little about the Ancestral Puebloan or Anasazi culture. However, students should *not* conclude that the Pueblo Dwellers were a “lost people” who came out of nowhere and returned to nowhere.

The Mesa Verde people’s way of life evolved from the Basketmaker culture that preceded them. The stone-and-mortar house construction at Cliff Palace is only a step or two beyond the Basketmakers’ joined mud-wall houses. The pottery made by the two people also was similar, although Mesa Verde pottery was of much better quality. Both cultures had similar agricultural economies, in which hunting and gathering played a secondary role. Comparing the two cultures will help students understand both change and continuity over time.

The students also should understand how various aspects of Mesa Verde culture were related to these people’s existence as sedentary farmers. Their fragile pottery, for example, was not suited to nomadic hunting. Their life revolved around the planting and harvesting seasons, the two most important times of the year.

While not a people lost in the past, the fate of the Pueblo Dwellers is something of a mystery. The mystery is not what happened to them. We know that they resettled in pueblos to the south and east. They are the ancestors of the Hopi, Acoma, Zuni, and Pueblo people in Arizona and New Mexico. That is why archaeologists call them the Ancestral Puebloans. Rather, the mystery is why they decided to leave the Four Corners area. They abandoned a place they had called home for several hundred years.

## Learning Objectives

This chapter will enable students to know and do the following:

- identify the early farming cultures of the Four Corners area;
- explain why archaeologists divide their history into four periods;
- compare and contrast the cultures of each period;
- describe how life in the Four Corners area changed over time; and
- explain what happened to the Pueblo Dwellers.

## Content Standards

The following Colorado Model Content Standards are addressed in this chapter.

HISTORY – Fourth-grade students will be able to:

### Standard 1.2

- create time lines that show people and events in sequence.

### Standard 2.1

- pose and answer questions about the past.

### Standard 4.1

- compare the lives of hunters and gatherers to the lives of people who cultivated plants and raised domesticated animals for food.

GEOGRAPHY – Fourth-grade students will be able to:

### Standard 4.2

- identify how the elements of culture affect the ways in which people live.
- compare and contrast elements of different cultural landscapes.

## Materials Needed for Textbook Activities

- Descubre Colorado* textbook
- Notebooks
- Pencils
- Sticky notes
- Concept Map (Transparency 6)

## Key Words

- Anasazi
- Ancestros
- Pueblo
- Trampas
- Tendones
- Casa subterránea
- Kiva
- Tabla-cunas
- Reserva
- Descendientes
- Cultura nativa

### ■ Key Words Activity: **Exclusion Brainstorming**

#### Materials

- Chart paper
- Markers

#### Directions

1. Discuss the title of Chapter 4, “Basket Makers and Pueblo Dwellers.”
2. Ask students to predict what they will be reading about in this chapter.
3. Write the words from the list below on chart paper.
4. Show the words to the students. Explain that many of the words will be read in the text, but that some don’t belong.
5. Ask the students to identify the words they would exclude. They should explain why: for example, “I would exclude ‘car’ because early people didn’t have cars.” Draw a line through each excluded word.
6. Keep this chart paper for reference when repeating this activity after you read this chapter.

- Ecuador
- Anasazi
- Cultura nativa
- Maíz
- Auto
- Ancestros
- Cañón
- Tienda de comestibles
- Acantilado
- Pueblo
- Trampas
- Ruinas
- Tendones
- Casa subterránea
- Alfarería
- Silla
- Kiva
- Tabla-cunas
- Reloj
- Cestas
- Calle
- Reserva
- Descendientes
- Petate
- Pavo
- Pensilvania
- Frijoles
- Cuevas
- Océano
- Mesa

## Before You Read

Students are asked to scan this chapter, paying attention to section headings, bold print, photos, captions, and drawings. This would be a good time to review with the students the organizational features of nonfiction texts. It's important that students know that these features give additional information that might be important to their understanding of the topics.

After scanning the chapter, students will be creating a concept map in their notebooks with the main topic—Basketmakers and Pueblo Dwellers—in the center circle. Use Transparency 6 of this graphic organizer to model this skill.

This activity requires the students to predict the content of this chapter using the words and the visual information they notice while scanning the text. Students will have an opportunity to adjust and add to their concept maps after reading this chapter.

## While You Read

Students will be working with partners for most of this chapter's reading and literacy activities. Review what good partner work looks and sounds like. Partner discussions can be an important way for students to gain new insight or a different perspective, or simply hear the material they've read repeated again. While reading this chapter, students will be writing and sketching in their notebooks, as well as coding the text of one section with sticky notes.

## After You Read

Students will be returning to the concept maps they drew before reading this chapter. They are asked to change them where necessary and add information now that they've read the chapter. Then students will be imagining an interview with a Basketmaker or a Pueblo Dweller. Their task is to write three thoughtful questions in their notebooks they'd like answered. If time permits, the class could be divided into small groups of Basketmakers and Pueblo Dwellers. Students could take turns "interviewing" each other, asking their three written questions. Those being interviewed would then give thoughtful answers to the questions, supported with information from the chapter.

## Key Words Revisited

### Materials

- Chart paper saved from the Exclusion Brainstorming activity
- New chart paper
- Markers

### Directions

1. Repeat the process in the initial Key Words activity on a new sheet of chart paper.
2. Have the students compare the results. Would they include some of the words they excluded before they read this chapter?

## Extension Activities

### ■ Time Line

#### Materials

- Individual or group time lines (initiated in Chapter 3, Extension Activities)
- Pencils
- Colored pencils

#### Directions

This chapter includes information from A.D. 1 through the present.

1. Have students help you list the important events discussed in this chapter.
2. Assign these events to individuals or groups and tell students to add them to the time lines being developed.

### ■ Land of the Pueblo Dwellers

#### Materials

- Student Sheet 22
- Pencils
- Descubre Colorado* textbook
- Colorado map

#### Directions

1. Have the students follow the directions on Student Sheet 22 to locate and label the four states listed.

2. Then tell the students to identify and label the Mesa Verde area as well as other Ancestral Pueblo sites if they have encountered these in extended reading.
3. Have the students use the *Descubre Colorado* textbook, Chapter 4, to locate the areas now inhabited by the descendants of the Pueblo people (specifically the pueblos of the Rio Grande Valley, and the Acoma and Zuni pueblos in New Mexico, as well as the Hopi pueblo in Arizona). Have the students transfer this information to the second map.

## ■ A Pueblo Display

◆ (may be used for alternative Chapter Assessment)

### Materials

- 1 shoe box per student
- Tubs for mixing paint (32-ounce yogurt containers work well)
- Approximately one-half gallon of liquid glue (such as Elmers)
- Large bag of play sand
- Tan or light brown poster paint (smaller amounts of red, yellow, and white paints for tinting)
- Water
- Wide sponge brushes
- Hot glue and glue gun
- Duct tape (or any other strong fabric-type tape that will accept paint)
- Newspapers or tarps for covering work surfaces
- Scissors
- Sticks and twigs
- Brown, black, dark green, and red modeling clay
- Small rocks and pebbles
- Dried corn kernels
- Dried pinto beans
- Small feathers (natural color)
- Small scraps of tan or brown fabric (or scraps of soft leather)
- Fine-line, black, felt-tipped pens
- Various materials to create bushes, trees, and so forth
- Various materials to create people (optional)
- Student Sheet 23 (Rubric for 3-D Displays)

### Directions

1. This can be done as an extra project, or as an activity for evaluation. If you will be using it as an assessment of understanding, distribute the Rubric checklist you will be using (Student Sheet 23).
2. Divide the class into groups of five or six students, or let each individual student contribute to a whole-class model.
3. Decide whether students will create a mesa-top pueblo, a cliff dwelling, or a present day pueblo village; or let groups choose for themselves.
4. Provide the materials the students will need, and explain general directions you wish them to follow.
5. Have the students construct the village, using their shoe boxes and the duct tape.
6. Windows and doorways should be cut as needed, before and after taping.
7. Mix a glue-paint-sand-water mixture as follows:
  - a. Put approximately two cups of sand into each of the 32-ounce tubs.
  - b. Cover with approximately one cup of liquid glue.
  - c. Stir, adding sand or glue as needed until about the consistency of a very thick cake batter.
  - d. Add tan or light brown poster or acrylic paint and mix in. If the color needs red or yellow tints, add these. If the color is too dark, add white paint.
  - e. Add water at any point for ease of stirring, and at the end of mixing to make the mixture the consistency of thick paint.
8. Give the groups tubs of the paint mixture and the sponge brushes. Tell them to apply the paint liberally in order to cover the boxes well.
9. Allow the pueblos to dry overnight.
10. Have the students create a typical pueblo scene, using sticks, twigs, and hot glue to construct ladders, hanging racks, and bundles of firewood (adult supervision is needed for the hot glue); fabric or leather for animal skins (optional symbols and designs could be added with black, thin-line felt markers); brown and black modeling clay for cooking pots and storage jars; dried corn and beans to fill the clay pots; assorted pebbles and natural materials to simulate landscape; and brighter colored modeling clay for squash, wild berries, and so forth. Tell students their models should be as authentic as possible, and that they should refer to their resources for ideas.



## Chapter 4 Assessment

### ◆ The Mystery of Mesa Verde

#### Materials

- Copies of Student Sheet 24 ( Mystery of Mesa Verde)
- Pencils
- Descubre Colorado* textbook

#### Directions

1. Distribute copies of Student Sheet 24. Explain to the students that this activity will give them an opportunity to demonstrate what they have learned in Chapter 4 and that it will be evaluated for a grade.
2. Discuss the word “evidence” as it pertains to trying to solve a mystery.
3. Tell the students they should fill out the chart based on their reading in Chapter 4. They should use what they have learned, but they may also be creative in their formulation of a theory, as long as they know what evidence they would need to prove their theory.



## Chapter 4 Test

#### Written Response

#### Materials

- Student Sheet 25
- Descubre Colorado* textbook
- Pencils

#### Directions

1. Hand out Student Sheet 25.
2. Tell students to choose which question they wish to respond to, then have them write their answers in the space provided. Students may use additional paper if necessary.
3. Students may use the textbook to check for details.

#### Test Answers

Answers will vary.