

People of the Southwest



**Pre- and Post-Museum Visit Lesson Plans
For grades 3-5**

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Table of Contents

Overview.....3

Pre-visit lesson.....4

Pre-visit extension.....9

Post-visit lesson.....14

Post-visit extensions.....16

Vocabulary exercise.....23

Resources.....25

Standards.....26



OVERVIEW

A visit to the Maxwell Museum of Anthropology isn't complete without spending some time in *the People of the Southwest* exhibition. The Maxwell Museum is renowned for its collection of Ancestral Puebloan artifacts and what better way to learn about the early inhabitants of the Southwest than by studying the material remains left behind.

These lesson plans will introduce students to the museum and the wonderful world of real objects that relate what life was like in the past for the people who made and used them. Students will put on their critical thinking caps to look for evidence within each object that provides an invaluable source of information about human behavior.



Taking an interdisciplinary approach, lessons include storytelling, analysis, vocabulary exercises, art projects, and more. Intended to be incorporated into a guided visit of the *People of the Southwest* exhibition, many lessons can be adapted for those groups that take a self-guided tour. Lessons can also be adapted for younger or older students as needed.

We hope you enjoy your experience in the museum and are please you are using the Maxwell Museum as a community learning laboratory!

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GRADE LEVEL

3rd – 5th

ESTIMATED TIME

2-one hour lessons

MATERIALS

Lino Grey Duck Pot poem

Photographs of Mimbres pots

Artifact analysis student worksheet

Graphic organizer

Vocabulary exercise-one per student

Makutra Finds the Clay story
(optional)

ASSESSMENTS

Whole class discussion

Completion of worksheets

EXTENSION

Pottery exercise

Pre-visit Activity

OBJECTIVES

Understand and demonstrate proper museum etiquette

Name the ways in which museums function

Define anthropology and archaeology

Analyze artifacts for evidence to understand past cultures

Identify the ancient people who inhabited the Southwest in the past

SUMMARY

As an introduction to their museum visit, students will discuss proper museum behavior and the role museums play in the community. Then, students will gain observation and inquiry skills, and necessary vocabulary as a precursor to their museum visit experience. The exhibit includes information about anthropology and archeology, and the ancestors of the Pueblos, Navajos (Diné), and Apache. Included in this lesson are vocabulary exercises, worksheets, storytelling, and classroom discussions that will assist in the understanding of the people who inhabited this region.

PROCEDURE

1. Explain to students that soon they will be visiting the Maxwell Museum of Anthropology and touring the *People of the Southwest* exhibit. Have students review the following guidelines for museum etiquette and write on board. How should one behave in a museum setting? Why? (*Students are expected to participate in discussions about the exhibits using indoor voices, respect one another by allowing one person to talk at a time, and to keep their hands to themselves unless otherwise directed. The artifacts available for touching should be handled in a manner to keep the artifact and others from harm. There is no running or jumping in the museum and climbing on the exhibits is not allowed.*)

2. Briefly discuss the role museums play in our community. Research: professional anthropologists, archaeologist and curators study past and present cultures (*field/lab work*). Collections: The researchers collect and store materials of those people (*like a library*). Exhibitions: The researchers select certain objects to display for the public to see and learn from (*museum*). Education: Museum educators provide ways for visitors to engage and interact with resources and each other in the museum (*tours/classes*).

3. Provide background information about the exhibit and activities the students will experience. One of the nation's finest anthropology museums,

the Maxwell Museum of Anthropology offers exhibits and programs relating to cultures around the world, with a special emphasis on the cultural heritage of the Southwest. Reflecting a broad mission that encompasses the entire history of humankind, the museum's collections are worldwide in scope, with extensive holdings from throughout North, South, and Central America, Africa, Asia, Australia and the Pacific Islands. With its primary emphasis on the Southwest, the Maxwell is world-renowned for its holdings from this region. The Maxwell offers to visitors an opportunity to experience the richness of human lifeways in all their diverse expressions, providing a setting for both education and enjoyment unique in our state.

The *People of the Southwest* exhibit consists of 10,000 years of material and cultural history of the people who inhabited this region, accenting the major excavations of this area. The pinnacle of this exhibit includes a reconstruction of a room in Pueblo Bonito in Chaco Canyon. Refer to the map on page 8 and reference Chaco Canyon National Park in relation to Albuquerque. All of the artifacts on display were made by human beings who lived in a particular time period and in particular places around the Southwest. Visitors can learn a lot about those times and places through these artifacts. A good way to think about these objects is to create a mind-map about the artifacts:

- Who made it and/or designed it?
- What are the materials?
- Where did they get the materials?
- How was it made?
- What was it used for?
- What might it have meant to the people of the time?
- What might it mean to us today?



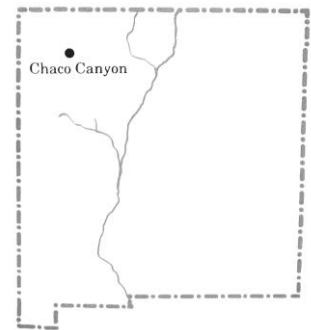
4. Using the picture of the Lino Gray Duck Pot (which can be found in the museum), read the poem and have the students create a mind-map about this object. Students can work in small groups to complete the student worksheet found on page 7. Once complete, have each group report out and summarize the class's responses in a collective graphic organizer. Note: All the mind-map questions do not need to be answered in full. The museum visit and post-visit activities will create more answers. This activity can also be completed using the photographs of the Mimbres pottery (page 22). For students unfamiliar with pottery and the pottery making process, the story that follows, *Makutra Finds the Clay* may provide a good introduction to this exercise.

5. Using the Vocabulary worksheet (page 23), have students match the word with the definition. Feel free to have students work in groups or do this activity orally, on the board. Some words may not be familiar to them at this point, but after the museum visit, they will complete the worksheet as part of the post-visit lesson, at which time all terms will be familiar to the students.





- **LINO GRAY DUCK POT**
Made by potters living in *pithouses*.
- 500-600 AD
- The surface is plain and it is carbon fired.



Please tell me your story, little gray pot.
Who coiled you and shaped you—
or have you forgot?
What were you used for long, long ago—
cooking the corn meal with water, just so?
Were you simply for pouring or used like a pail?
Who thought to give you wings and a tail?
Somebody made you, liked you a lot.
Please, tell me your story, little gray pot.

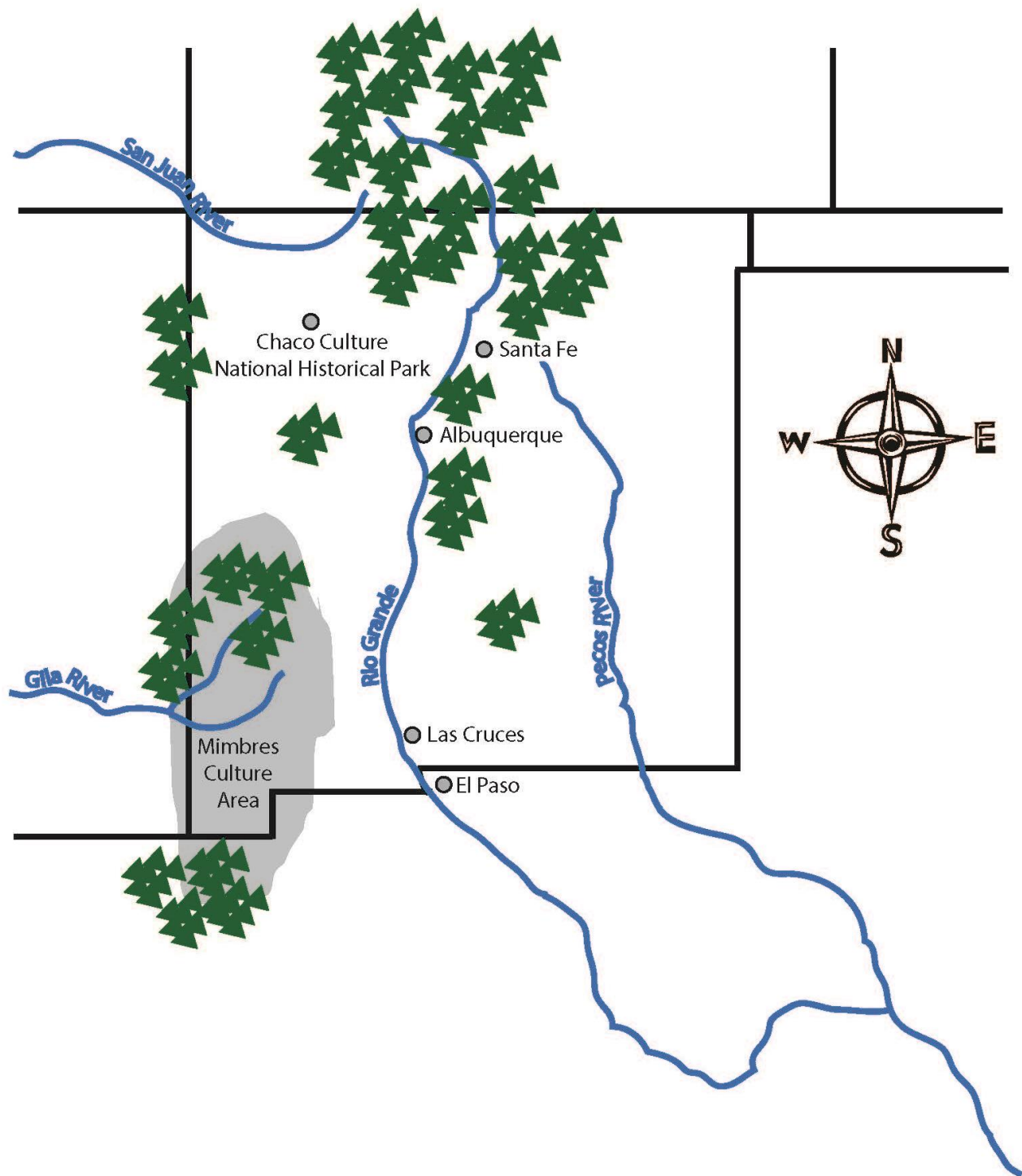
--Jean C. Brody

What is the story of the little gray pot?

Study this artifact (object) carefully and write your thoughts based on evidence about the following questions.

Who made and/or designed this object?	
What materials were used to make this object?	
Where did the materials come from?	
How was it made?	
What was this object used for?	
What did this object mean to the people of the time?	
What does this object mean to us today?	

Reference Map of New Mexico and Surroundings



GRADE LEVEL

3rd – 5th

ESTIMATED TIME

One hour-long lesson

MATERIALS

Short story

Steps to make a pot

Vocabulary exercise-one per student

ASSESSMENTS

Whole class discussion

Completion of worksheet

FURTHER EXTENSION

Sculpt pottery using self-hardening clay

Extension

OBJECTIVES

Discuss the process of making pottery

Discuss daily tasks undertaken by people of the past

Match pottery vocabulary words to their definitions

SUMMARY

The story *Makutra Finds the Clay* imagines a child's experience helping her mother gather clay to make pottery long ago. Students will find this information useful for understanding how artifacts of the past were made, and what the artifact's connection is to people and the environment. Students will gain an understanding of the importance of sequence in the pottery making process.

PROCEDURE

1. Read the short story, *Makutra Finds the Clay*, to your class. What did Makutra mean when she thought, 'first there was a lot to do to get ready'? Have the students discuss the many steps in which pottery can be made. Attached is a sequence of how Pueblo people make pottery.* What are some of the steps the students left out in their discussion? Why would *all* these steps be important? What might happen if a step was skipped?

2. Have students complete the pottery vocabulary worksheet, individually or working together in small groups. As an additional assignment, students can order each word according to the sequence learned from the short story and list of steps taken to make pottery.

*Book 5 listed in the resource section is a good reference to have during this activity.

MAKUTRA FINDS THE CLAY

The little girl, Makutra, followed her mother. She liked to watch her mother's footprints in the damp sand of the wash. She looked back at her own smaller prints and smiled to herself. She and her mother were looking for clay, the earth that could be made into jugs, pots, and dishes. Makutra felt proud that her mother wanted her help. Her mother was looked up to in the village as a fine potter. Her mother was going to teach her how to make a pot; but first, there was a lot to do to get ready.

Makutra's village stood on the mesa above the wash. When it rained in the mountains, Makutra and the other children in the village liked to look over the rim of the mesa into the wash and watch water tumble through the small canyon. But now the wash was almost dry and the sky was bright blue. It was safe to walk up the wash today. Makutra's mother had seen a vein of clay along the high wall of the wash. She wanted to find it again and dig some out to try out before she asked the villagers to bring a large amount. Summer was almost over and it was time to bring in clay to prepare for making pots. During the cold days, the women could make the pots the village needed for use and perhaps, trade.

"My mother," Makutra said, "is that what we are looking for?" She pointed to a grayish-white place along the light brown walls of the small canyon. Makutra's mother smiled, "What sharp eyes you have, my daughter. I'm glad you are with me."

They stopped and looked around them to mark the spot and their distance from the village so they could bring the villagers back to collect the clay if it was good. Then they took the wooden paddles and rocks they had brought and dug out some of the clay. It was hard to get out. Makutra and her mother talked to the clay as they worked it. They told about what good things the clay would bring to the village and how much the clay was valued by them.

Finally, they had enough to put in their yucca basket to try out at home. Smiling at each other, they took their tools, their basket with the clay and walked back to the village.

Makutra was proud that she had helped her mother find the clay. That night she fell asleep with a smile on her face as she dreamed of making her first small pot.

—Jean C. Brody

STEPS TAKEN TO MAKE A POT:

1. **Find a source of clay** (knowing the trail from the village to the source).
2. **Gather the clay** (with the appropriate tools, prayers and people's power).
3. **Carry the clay back to the village** (clay can be very heavy—think of carrying a bucket of sand).
4. **Dry and clean the clay** (both men and women probably did this work).
5. **Store the clay**—keeping it dry for future use.
6. **Prepare the dry clay for making pottery** by grinding the clay and adding water and temper (sand or other material, like ground up old pots or sherds, added to the clay to prevent shrinkage and cracking).
7. **Make clay coils** by rolling clay between hands.
8. **Shape the pot** by stacking the coils (perhaps by deciding the pot's use).
9. **Prepare and apply slip** (very fine clay thinned with water and used to cover and smooth the pot to prepare for polishing and painting).
10. **Polish the pot** (once the slip dries) with smooth stones. Polishing stones are best when used for a long time, sometimes passed on in families for generations.
11. **Design and paint the pot** using paints made from minerals and plants. Paint brushes made from yucca is still a technique used to this day.
12. **Glaze the pot** (a fluid mixture made to allow for shine and durability).
13. **Fire the pot** in an open pit or oven (today kilns are used as well).
14. **Use the pot**—Depending on its design, the pot can be used in a variety of ways (storage, cooking, serving, ceremonial)—Can you think of other uses?

Visit http://www.artsimia.org/world-ceramics/hopi_seedjar/made.html# for more detail and illustrations showing how to make a pot.

POTTERY VOCABULARY

Name _____

Match the vocabulary word to the definition.

1. Clay_____

A. Earth with natural plastic qualities. It is this quality that allows the potter to form it. It comes in different colors depending on the minerals in the earth where it is found.

2. Glaze_____

B. A piece of broken pottery, also known as a potsherd. Many Pueblo potters use ground-up pieces in their clay.

3. Mineral_____

C. Coarse to fine sand, crushed rock or potsherds added to the clay to prevent shrinkage and cracking during drying and firing.

4. Paint_____

D. A substance that occurs naturally in rocks and in the ground and has its own special look and chemical make-up.

5. Sherd_____

E. An area which has removed the soil by the action of the flowing water.

6. Slip_____

F. Made from minerals and plants. Rocky Mountain Beeweed boiled down to a hard licorice-like ball makes black, for example. A paintbrush made from yucca was used by early potters. Many Pueblo potters still use yucca brushes.

7. Temper_____

G. A streak of different color or material in the sand.

8. Vein_____

H. Very fine clay, liquefied and applied to surface of pot to smooth the surface of the pot. Also provides an even base and texture for painting and polishing.

9. Wash_____

I. A fluid of durable mixture made to cover the pot for a beautiful shine and allows pot to be used daily and not wear out.

POTTERY VOCABULARY

Name ANSWER KEY

1. Clay A

A. Earth with natural plastic qualities. It is this quality that allows the potter to form it. It comes in different colors depending on the minerals in the earth where it is found.

2. Glaze I

B. A piece of broken pottery, also known as a potsherd. Many Pueblo potters use ground-up pieces in their clay.

3. Mineral D

C. Coarse to fine sand, crushed rock or potsherds added to the clay to prevent shrinkage and cracking during drying and firing.

4. Paint F

D. A substance that occurs naturally in rocks and in the ground and has its own special look and chemical make-up.

5. Sherd B

E. An area which has removed the soil by the action of the flowing water.

6. Slip H

F. Made from minerals and plants. Rocky Mountain Beeweed boiled down to a hard licorice-like ball makes black, for example. A paintbrush made from yucca was used by early potters. Many Pueblo potters still use yucca brushes.

7. Temper C

G. A streak of different color or material in the sand.

8. Vein G

H. Very fine clay, liquefied and applied to surface of pot to smooth the surface of the pot. Also provides an even base and texture for painting and polishing.

9. Wash E

I. A fluid of durable mixture made to cover the pot for a beautiful shine and allows pot to be used daily and not wear out.

Post-visit Activity

GRADE LEVEL

3rd – 5th

ESTIMATED TIME

One hour – lesson may be broken down into two parts and some may be homework assignments

MATERIALS

Pottery illustrations

Vocabulary exercise-one per student

ASSESSMENTS

Whole class discussion

Pottery drawings

Completion of worksheets

EXTENSION

Cooking activities

Ancient Pueblo coloring sheet
-complete a Seek -n- Find for:

- 2 birds
- 2 lizards
- 2 prairie dogs
- 2 rabbits
- 1 dog
- A ladder with 5 rungs
- A scarecrow

OBJECTIVES

Reflect on the museum visit experience

Interpret evidence for meaning

Discuss how anthropology is used to study the everyday lives of people from the past to the present

SUMMARY

Students will reflect on their museum visit to imagine and discuss what everyday life for a child who lived at Chaco Canyon would have been like. Then students will draw a scene from their own everyday life on a picture of pottery for other students, as future anthropologists, to interpret.

PROCEDURE

1. Discuss: As a class discuss what life would be like for a child at Chaco Canyon. The guiding question is: What would a child's daily routine be like? To help the students, use their daily life as a comparison, i.e. they wake up, get ready for school, have breakfast, go to school, go home, etc. Also remind them about their trip to the museum, what kind of activities they did and what they discussed (use the pot on the cover page for reference). Here are some topics and questions to help guide the discussion.

- What kind of clothing would they be wearing?
- What would be in their burden baskets? Possible answers: firewood, yucca, berries, grass, corn, etc.
- What might they eat for breakfast?
- Where would their food come from?
- How would they spend their day? Possible answers: helping to make pottery, helping with farming, collecting water, clay, wood, yucca, cotton, preparing food
- What is their home like?
- Where would they sleep? What would they sleep with? Do they have beds?

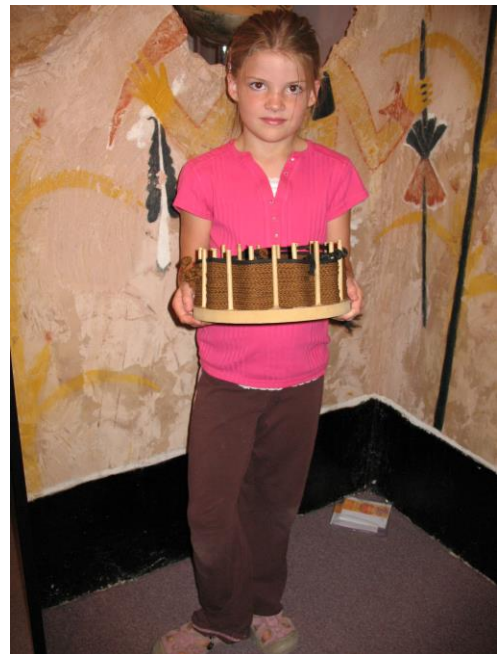
By the end of the discussion, the students should have a picture of what an average day would be like at Chaco Canyon. Help them understand that this information comes from what anthropologists discovered at the ruins of Chaco Canyon. As an extension to the discussion, ask the students what life was like after contact with the Spanish. Some questions might include:

- How would life be different? Possible answers: new animals, materials, foods, language, religion and technology
- What is life like today at the pueblos?

2. Draw: The students will create a drawing of their everyday life on a picture of pottery. Remind the students of how pottery can be something used to tell a story. Allow each student to pick a pottery drawing sheet (pages 19-21) and have them draw a picture on it. The picture needs to represent their everyday life today. Have the students think about how anthropologists would interpret their pottery in 500 years. Use the Mimbres pottery pictures to remind the students of what was discussed on their visit. (This activity can also be a homework assignment.)

3. Interpret: Students will interpret each other's pottery designs. Collect all the pictures and hand each student another student's picture. Allow two to three minutes for students to examine the pictures. Have each student present their interpretation to the class and then allow the artist to tell if they are right, wrong, or close to the idea. After each student has presented, tell students how anthropologists do the same activity. They have to guess – interpret – what the story of the pottery (or any artifact) is. Some anthropologists might be right, close, or completely wrong.

4. Complete the word puzzle to review vocabulary (page 23). (This activity can also be a homework assignment.)



OPTIONAL COOKING ACTIVITIES:

These recipes are from the Pueblo Indian Cookbook, compiled and edited by Phyllis Huges. All the ingredients can be found at any grocery store, but imagine how the ancient people must have prepared these recipes. Did they go to the store and buy a package of frozen green chile? Did they use sugar? What might they have used instead? (Agave nectar? Honey?)

Cracked Chicos

1 cup dry corn
1 cup fresh green chile
2 TBS lard or cooking oil
1 small onion, chopped
1 clove garlic, mashed
1 tsp salt

Crack dry corn in food grinder or with rolling pin and cook in water to cover at least one hour or until tender. Reserve water for later use. Saute onion in lard or oil, add garlic, drained corn, chile, and salt. Stir in corn water until thick.

Baked Pumpkin

1 small pumpkin, peeled and cubed
1 cup sugar
1 tsp salt (optional)
cinnamon (optional)

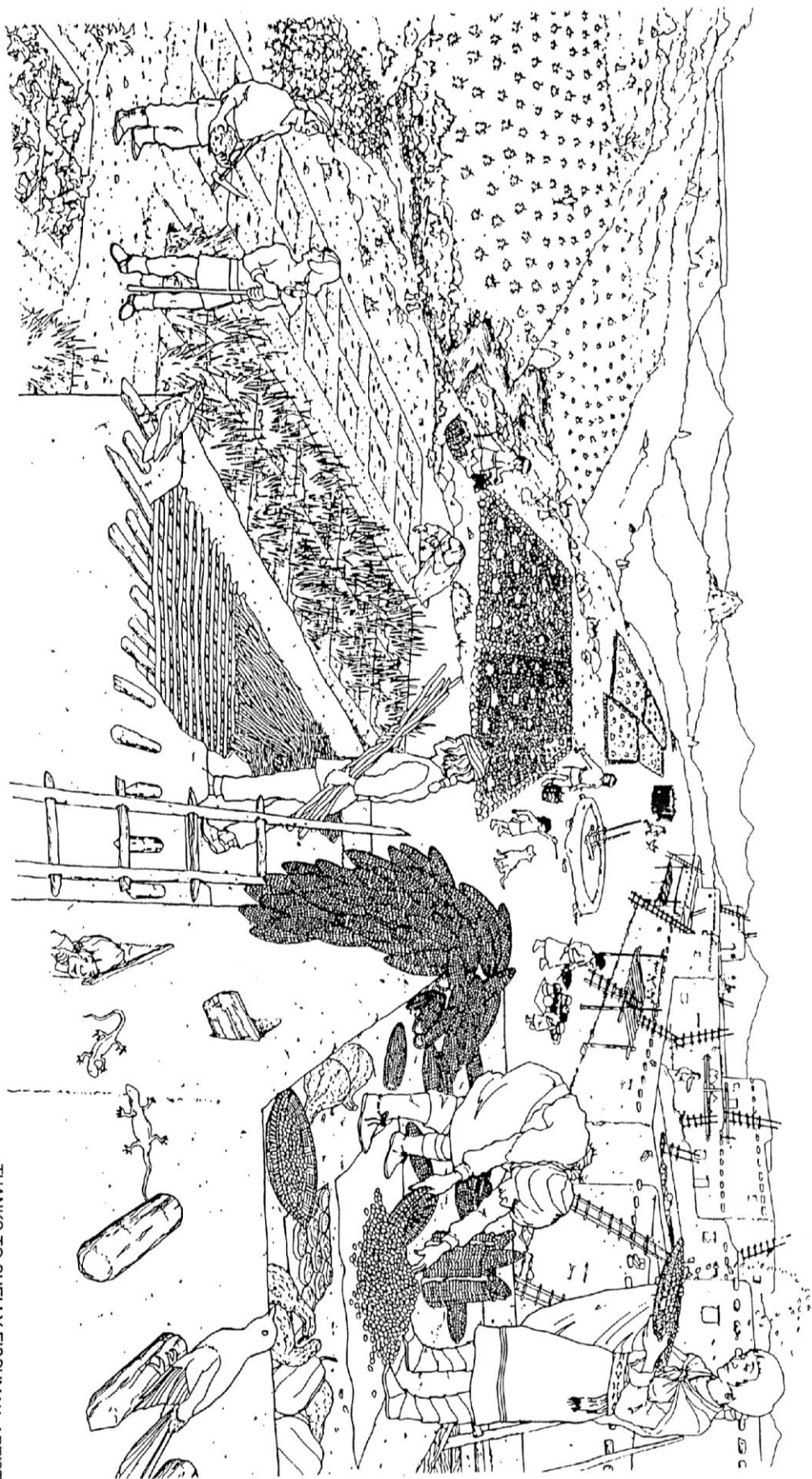
Put pumpkin cubes in baking dish and sprinkle with sugar and salt (optional). Cover pan with foil and bake until soft. Shake cinnamon over pumpkin.

Chackewe (Atole)

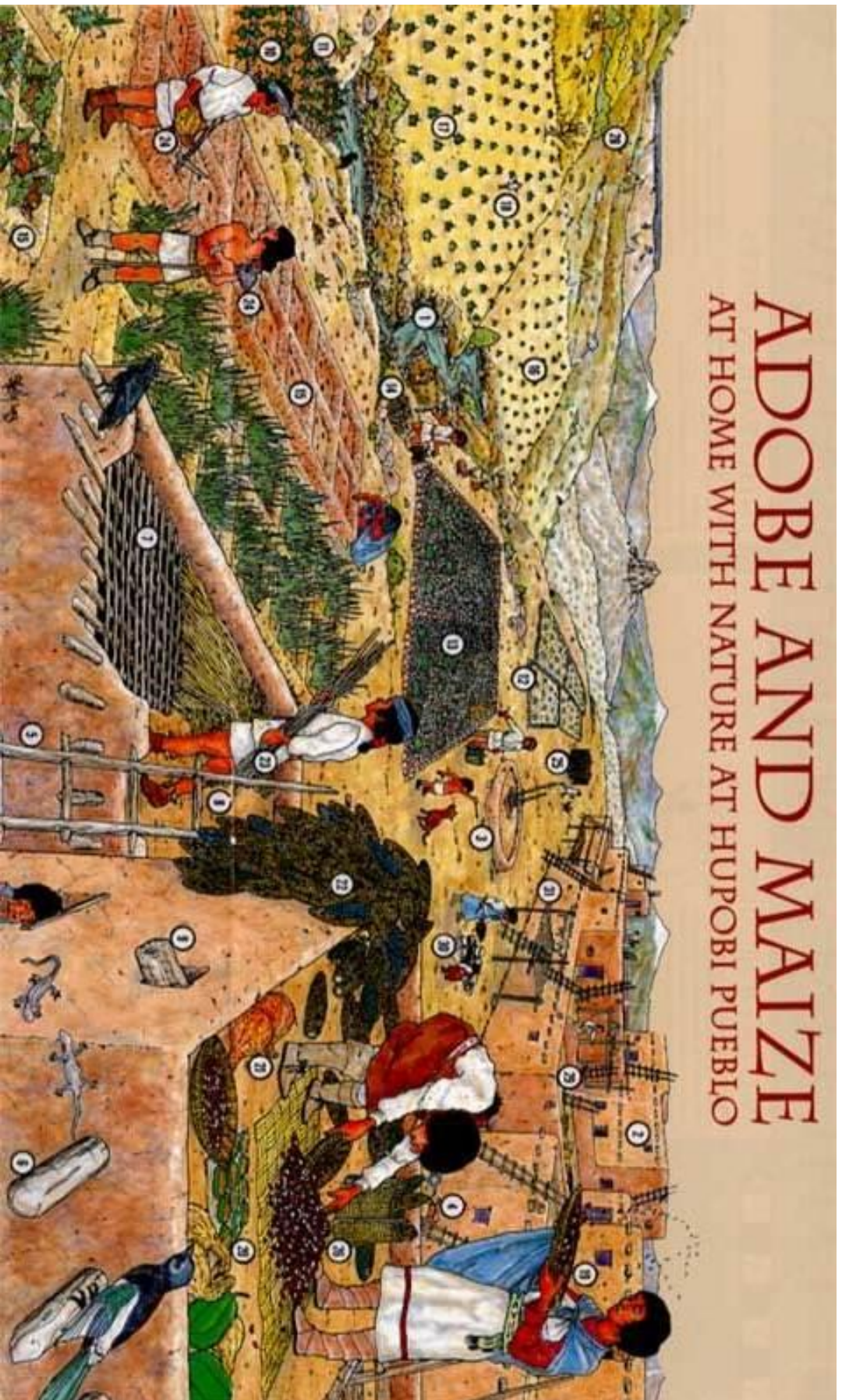
1 cup blue cornmeal
1 quart of boiling water
Salt to taste
Sugar to taste

Stir cornmeal into water, little by little. Serve as a gruel with milk and sugar. If boiled until thick with a little lard or butter added, it may be chilled, sliced, fried and served with chile.

DAILY LIFE AT AN ANCIENT INDIAN VILLAGE

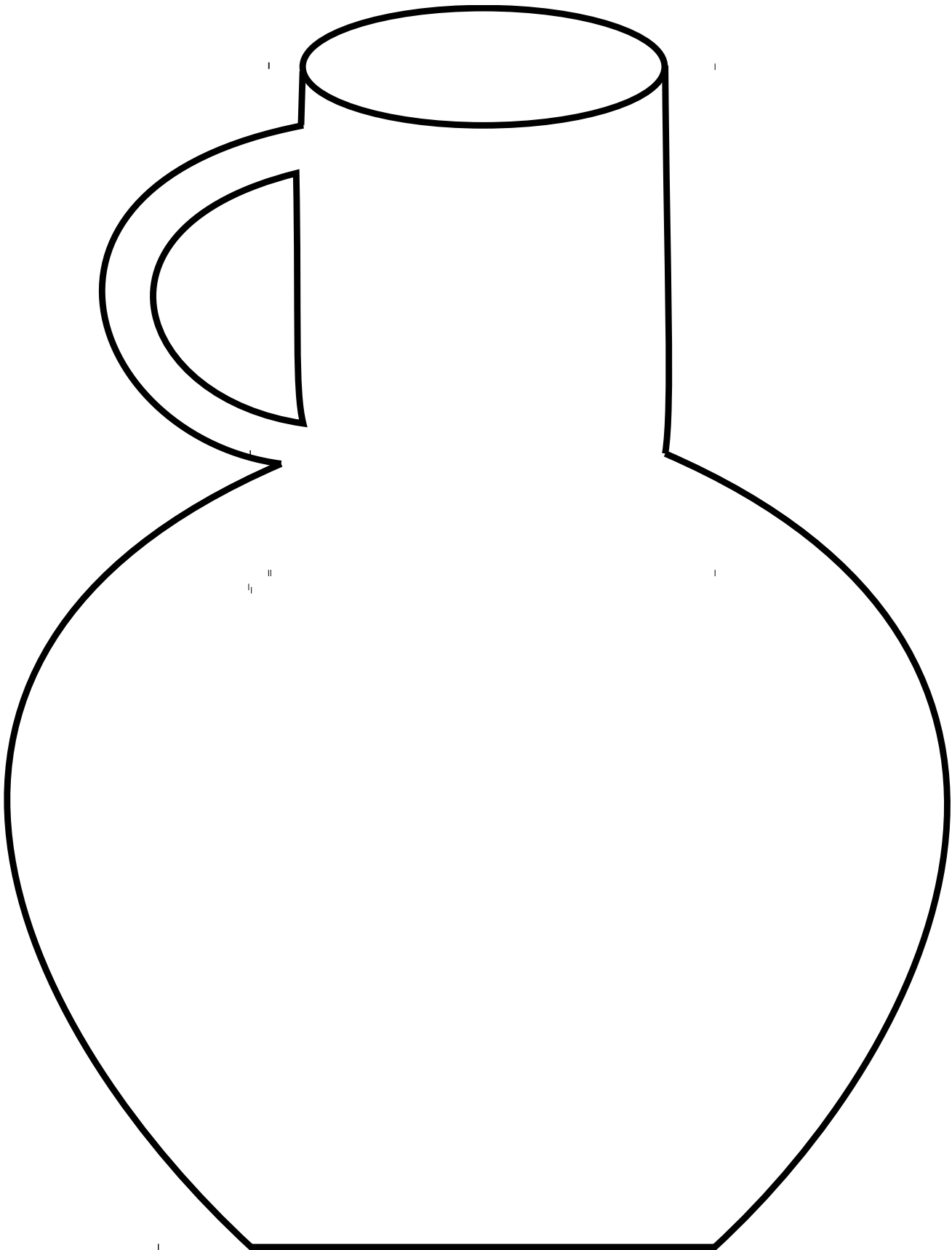


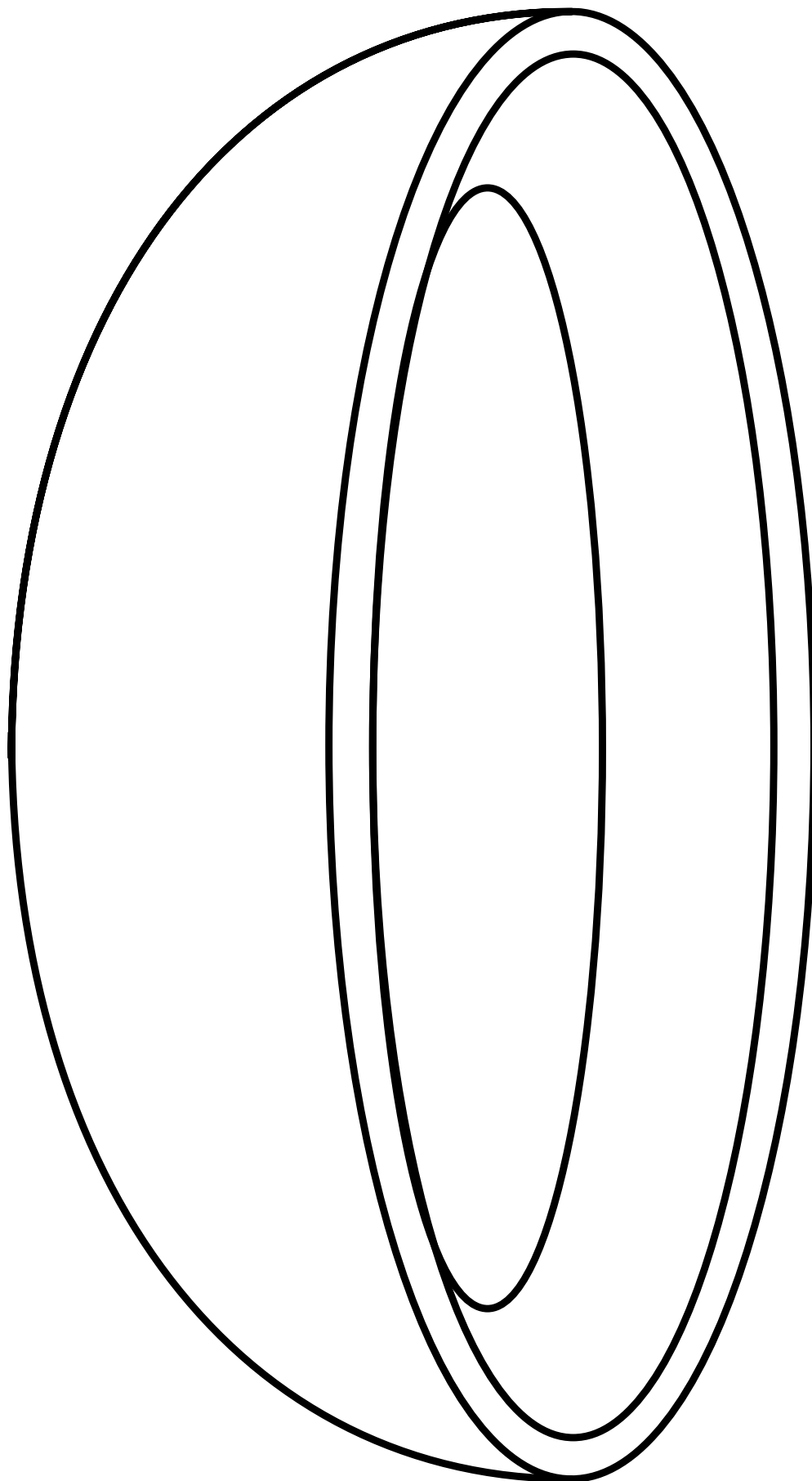
THANKS TO SHELLY FISCHMAN, ARTIST
AND THE BUREAU OF LAND MANAGEMENT

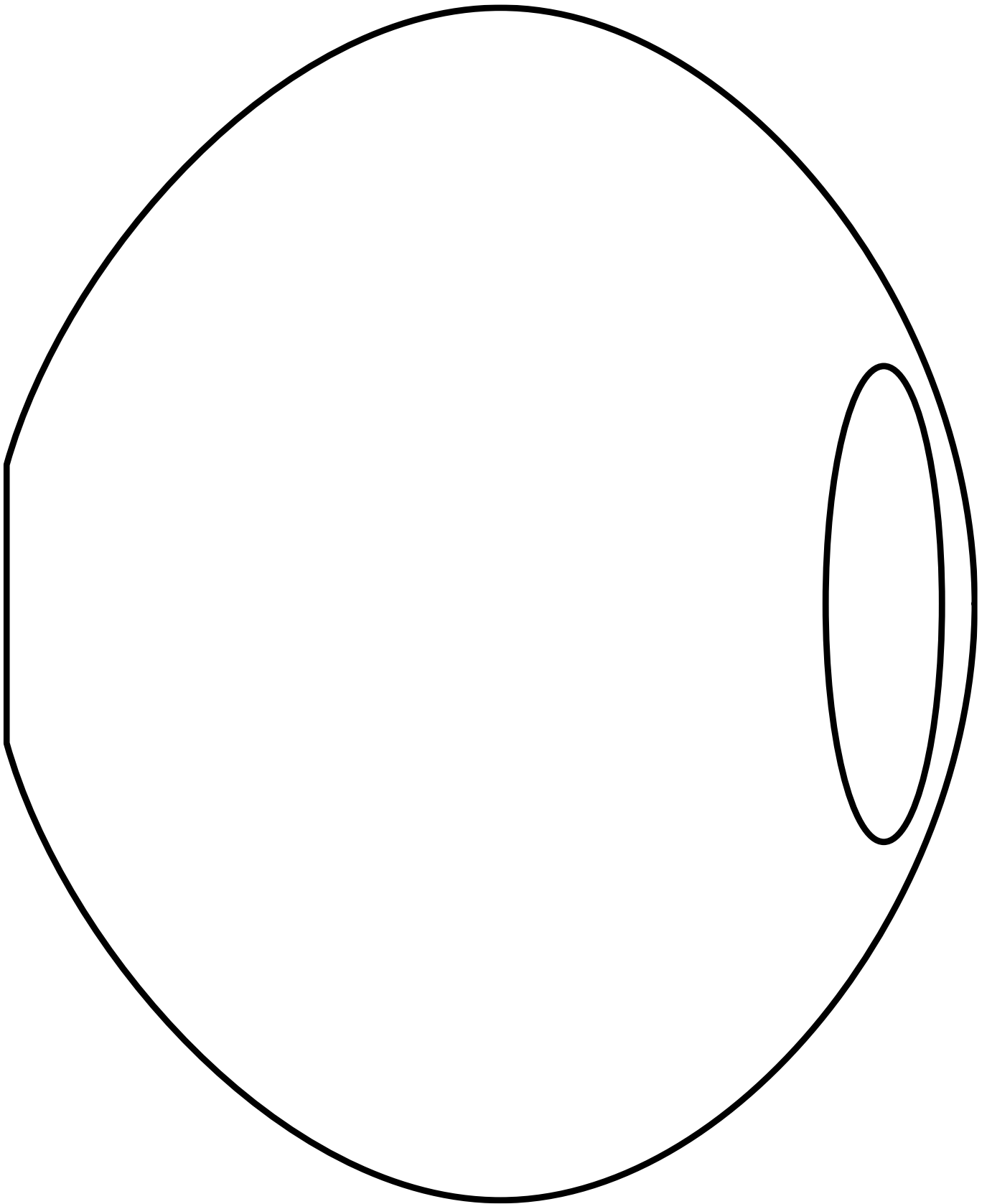


BLM – Hupobi Heritage Project

http://www.blm.gov/wo/st/en/res/Education_in_BLM/Learning_Landscapes/For_Teachers/science_and_children/hupobi/index.html







Mimbres Pottery

A woman carrying a basket of firewood walks with a child and a dog. This scene was probably repeated every day as women and children brought back fuel for cooking food and heating their homes.

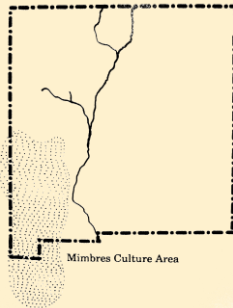
Woodgatherers

Mimbres Classic Black-on-white
Bowl

Cienega Site

c. 1000-1150

40.4.276



On this bowl two mountain sheep are shown in a highly stylized fashion. Since these sheep are not portrayed as they would have been found in the natural world, it may be that this design had a special symbolic meaning, although we do not know what that meaning might have been.

Rams' Heads

Mimbres Classic Black-on white
Bowl

Mattocks Site

c. 1000-1150

77.67.1



Maxwell Museum Word Puzzle

Name _____

Match the vocabulary words on the left with their definitions on the right.
Then find the vocabulary words in the puzzle below.

1. ANTHROPOLOGY ____ the beliefs, customs, practices and social behavior of a particular nation or people
2. APACHE ____ a partially underground ancient home with the door located on the roof
3. ARCHAEOLOGY ____ the place in NW New Mexico where Ancestral Puebloan Great Houses are found
4. ARTIFACT ____ tools and techniques used to provide objects necessary for human survival and comfort
5. CHACO CANYON ____ a person in charge of caring for a collection in a museum, zoo or other place of exhibit
6. COLLECTION ____ the Diné people, Native Americans of Northern New Mexico and Arizona
7. CULTURE ____ the study of past cultures based on material remains (artifacts)
8. CURATOR ____ Native Americans of 6 tribes located in the SW U.S.
9. EXHIBIT ____ the art or craft of clayware
10. NAVAJO ____ the study of people from a biological and cultural perspective
11. PITHOUSE ____ the handing down of information, beliefs and customs by word of mouth or by example from one generation to the next
12. POTTERY ____ a collection of art or objects shown publically
13. PUEBLO ____ a usually handmade object representing a particular culture or stage of technological development
14. TECHNOLOGY ____ the 20 groups of Native Americans in the US Southwest that live together in small villages
15. TRADITION ____ an accumulation of objects gathered for study, comparison or exhibition

T	E	C	H	N	O	L	O	G	Y	B	A
R	C	H	N	C	F	I	L	R	N	J	N
A	O	A	P	A	C	H	E	P	R	P	T
D	L	C	R	Q	V	T	X	O	U	I	H
I	L	O	E	T	T	A	T	G	B	T	R
T	E	C	W	O	I	A	J	I	V	H	O
I	C	A	P	D	R	F	H	O	C	O	P
O	T	N	K	U	S	X	A	Z	M	U	O
N	I	Y	C	J	E	H	V	C	Q	S	L
R	O	O	T	D	K	B	Y	F	T	E	O
Z	N	N	E	R	U	T	L	U	C	P	G
A	R	C	H	A	E	O	L	O	G	Y	Y

Maxwell Museum Word Puzzle

Name ANSWER KEY

Match the vocabulary words on the left with their definitions on the right.
Then find the vocabulary words in the puzzle below.

1. ANTHROPOLOGY 7 the beliefs, customs, practices and social behavior of a particular nation or people
2. APACHE 11 partially underground ancient home with the door located on the roof
3. ARCHAEOLOGY 5 a place in NW New Mexico where ancient Puebloan Great Houses are found
4. ARTIFACT 14 tools and techniques used to provide objects necessary for human survival and comfort
5. CHACO CANYON 8 a person in charge of caring for a collection in a museum, zoo or other place of exhibit
6. COLLECTION 10 the Diné people, Native Americans of Northern New Mexico and Arizona
7. CULTURE 3 the study of past cultures based on material remains (artifacts)
8. CURATOR 2 Native Americans of 6 tribes located in the SW U.S.
9. EXHIBIT 12 the art or craft of clayware
10. NAVAJO 1 the study of people from a biological and cultural perspective
11. PITHOUSE 15 the handing down of information, beliefs and customs by word of mouth or by example from one generation to the next
12. POTTERY 9 a collection of art or objects shown publically
13. PUEBLO 4 a usually handmade object representing a particular culture or stage of technological development
14. TECHNOLOGY 13 the 20 groups of Native Americans in the US Southwest that live together in small villages
15. TRADITION 6 an accumulation of objects gathered for study, comparison or exhibition



Resources:

This list of books was selected to assist in furthering your knowledge about the people of the Southwest, past and present, and to augment your classroom curriculum.

Literature

1. **A New True Book, Archeology**, Dennis B. Fradin, 1983 Regensteiner Publishing Enterprises, Inc.
2. **A New True Book, The Apache**, Patricia McKissack, 1984 Regensteiner Publishing Enterprises, Inc.
3. **Anasazi**, Leonard Everett Fisher, 1997 Atheneum Books for Young Readers
4. **Before Columbus**, Muriel Batherman, 1981 Houghton Mifflin, Co.
5. **Children of the Clay**, Rena Swentzel, 1992 Lerner Publications Co.
6. **Houses of Adobe**, Bonnie Shemie, 1995 Tundra Books
7. **In My Mother's House**, Ann Nolan Clark, 1966 Viking Books
8. **Life in a Pueblo**, Bobbie Kalman, 2003 Crabtree Publishing Company
9. **Maria Making Pottery**, Hazel Hyde, 1973 Sunstone Press
10. **One Small Bead**, Byrd Baylor, 1965 Charles Scribner's Sons, Macmillan Publishing Co.
11. **Pueblo Boy**, Marcia Keegan, 1991 Dutton Juvenile
12. **Pueblo Girls**, Marcia Keegan, 1991 Treasure Chest Books
13. **Stephannie and the Coyote**, Jack L. Crowder, 1970 Upper Strata Ink, Inc.
14. **The Apaches**, Virginia Driving Hawk Sneve, 1997 Holiday House
15. **The Apaches and Navajos**, Craig A. Doherty & Katherine M. Doherty, 1989 Franklin Watts
16. **The Butterfly Dance**, Gerald Dawavendewa, 2001 Abbeville Press
17. **The Navajos**, Virginia Driving Hawk Sneve, 1993 Holiday House
18. **The Pot that Juan Built**, Nancy Andrews-Goebel, 2002 Lee & Low Books, Inc.
19. **Tonibah and the Rainbow**, Jack L. Crowder, 1986 Upper Strata Ink, Inc.
20. **When Clay Sings**, Byrd Baylor, 1972 Aladdin Books Macmillan Publishing Co.
21. **Where There is No Name for Art**, Bruce Hucko, 1996 School of American Research Press
22. **101 Questions About Ancient Indians of the Southwest**, David Grant Noble, SW Parks and Monuments Association

Websites

National Park Service <http://www.nps.gov/band/learn/education/upload/8PotteryActivities.pdf>

Chaco Canyon National park <http://www.nps.gov/chcu/historyculture/index.htm>
<http://www.nps.gov/chcu/photosmultimedia/photogallery.htm>
<http://www.nps.gov/museum/exhibits/chcu/index1.html>

Peoples of the Mesa Verde Region
http://www.crowcanyon.org/EducationProducts/peoples_mesa_verde/intro.asp

Crow Canyon Archaeological Center
<http://www.crowcanyon.org/education/education.asp>
http://www.crowcanyon.org/EducationProducts/pueblo_history_kids/timeline.asp
http://www.crowcanyon.org/EducationProducts/archaeologists_online/01_archaeologists_online.asp

Pottery making http://www.artsmia.org/world-ceramics/hopi_seedjar/made.html#

NM Standards & Benchmarks

Curriculum and Program

3rd – 5th Grade

SOCIAL STUDIES

Content Standard 1: Strand: History
Benchmarks: 1A, 1B, 1C, 1D

Content Standard 2: Strand: Geography
Benchmarks: 2A, 2B, 2C, 2E, 2F

SCIENCE

Content Standard 1: Strand: Scientific Thinking and Practice
Benchmark: 2

Content Standard 2: Strand: Content of Science; Life Science
Benchmarks: 1 & 2

Content Standard 1: Strand: Science and Society
Benchmark: 1

ART

Content Standard 1
Benchmark: Visual Arts

Content Standard 2
Benchmark: Visual Arts

Content Standard 4
Benchmark: Visual Arts

Content Standard 6
Benchmark: Visual Arts

Maxwell Museum of Anthropology

The *People of the Southwest* tour aligns with many National & New Mexico Social Studies Standards, as well as with several Next Generation Science Standards.

During a 2015 survey conducted by the Maxwell Museum, teachers reported on the social studies and science standards that the Museum fulfilled during docent tours.

Social Science Standards

SOCIAL STUDIES STRANDS	Grades K-4	Grades 5- 8	Grades 9-12
History	X	X	X
Geography	X		
Civics and Government			
Economics			
Culture	X	X	X
Time, Continuity, and Change	X	X	X
People, Places, and Environment	X	X	
Individual Development and Identity			X
Individuals, Groups, and Institutions		X	X
Power, Authority, and Government			
Production, Distribution, and Consumption			

Next Generation Science Standards

NGSS CORE IDEAS and CROSS-CUTTING CONCEPTS	Grades K-4	Grades 5-8	Grades 9-12
Animals, Plants, and Their Environments	X	X	
Weather and Climate	X	X	
Interdependent Relationships in Ecosystems			X
Processes that Shape the Earth			
Human Impacts on Environment / Climate	X		X
Influence of Engineering, Technology, and Science on Society and the Natural World		X	
Structure and Function			
Patterns			
Stability and Change	X		

What Else Do We Offer?

Hands-on Learning
& Activities

Pre & Post Visit
Curriculum

Friendly &
Knowledgeable Staff

K-12 Curriculum