



Meet the Mogollon: Who Were They?

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Grade Level 5
Duration 2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms:

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems:

12 The process, patterns and functions of human settlement.

Element 6: Uses of Geography:

17 How to use Geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

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.

HISTORY

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

We learn about prehistory by studying clues that were left behind by the cultures that lived before us. Archeologists have helped us discover when, where and how the Mogollon culture of the Southwest lived. It is important that students know how people survived and created a civilization over two thousand years ago. Understanding the Mogollon culture will give students a basis for thinking about their own culture.

Purpose

In this lesson students will gain a better understanding of the Mogollon (muggy – on or muggy – own) culture and how geographic features

and conditions influenced settlement in various locations.

Materials

- Landform Regions of Arizona map <https://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM.pdf>
- Prehistoric Cultures of the Southwest map <https://geoalliance.asu.edu/sites/default/files/maps/sw-prehistoric.pdf>
- Projection device
- Meet the Mogollon
- Instructions for Layered Look Book
- PowerPoint on How to Assemble the Book
- 3 sheets of blank 8.5 by 11 inch paper for each student

- Colored pencils or crayons
- Stapler and/or glue
- Scoring Guide for Layered Book

Objectives

The student will be able to:

1. Locate the following prehistoric cultures on a map: Hohokam, Ancestral Puebloans (Anasazi), and Mogollon.
2. Identify key elements about the Mogollon culture.
3. Identify how the Mogollon used their environment for survival.

Procedures

SESSION ONE

1. Have students list at least 7 words that they know about the Hohokam, Ancestral Puebloans (Anasazi) and Mogollon cultures. Journals can be used for this activity.
2. Group students into pairs to combine their lists. Have each pair create 3 sections on a piece of notebook paper. Title each section with the following categories: People, Places, and Events (things people do daily and occasionally). Using the categories for a guide, student pairs should place their words that they listed in the appropriate sections.
3. Instruct students to keep their lists to refer to at the end of the lesson to assess their learning.
4. Project a Landform Regions of Arizona map. Point out the desert, plateau and mountain areas – mention that the Hohokam lived in the desert area, the Ancestral Puebloans lived on the plateau and the Mogollon lived in the mountain area.
5. Project the Prehistoric Cultures of the Southwest Map. Explain that these cultures lived within approximately the same time period (200 B.C. – 1300 A.D.) and adapted to their different environments. They also traded with and borrowed ideas from one another.
6. Tell students that in this lesson, they will be learning about just one of these three cultures, the Mogollon.
7. Distribute the sheets of blank paper. Show the PowerPoint on How to Assemble the Book. Model how to create the book. Have students save their layered books for next session.

SESSION TWO

1. Distribute and read Meet the Mogollon.
2. Discuss the Scoring Guide for Layered Book.
3. Allow time for students to create a layered book from information in the handout.
4. Have students find the lists of words they brainstormed and categorized at the beginning of the lesson. Have the students think about what they learned about other prehistoric cultures. Share as a group or pair share their findings about the Mogollon culture.

Assessment

Social Sciences and ELA

The layered book can be graded with the scoring guide for correct information, good sentences, and effort. Mastery would be considered a score of 80% or higher.

Extensions

Research Mimbres pottery and design a bowl in the Mimbres tradition reflecting one of the areas studied in the reading.

Research prehistoric pictographs or petroglyphs. Create a story from the pictures.

Write a summary after completing the layered book.

Create a bulletin board with the layered books.

Sources

Alaird, Carilyn and Marilyn Market. *Old Grandfather Teachers a Lesson – Mimbres Children Learn Respect*, 2005

Houk, Rose. *Mogollon, Prehistoric Cultures of the Southwest*, Western National Parks Association, Tucson, Arizona, 1992 – www.wnpa.org

www.desertusa.com Mogollon information

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

Zike, Dinah. *Dinah Zike's Foldables*, Glencoe/McGraw-Hill, Columbus, OH ISBN: 978-0-07-878243-5