



Survivors in Harsh Habitats: Mogollon, Ancestral Puebloans (Anasazi), and Hohokam

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Grade Level 5-6
Duration 1 class period

National 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

AZ Standards

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.

Arizona Social Science Standards

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

Sometimes people must develop skills to adapt to the environment in which they find themselves. There were once Native American groups that lived

in the area known today as Arizona. Three of those groups, the Mogollon, the Ancestral Puebloans (Anasazi), and the Hohokam, 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, Anasazi, and Hohokam adapted to their environment in order to survive in the Southwest.

Materials

- The Mogollon, the Anasazi, and the Hohokam: Adaptations Made for Survival PowerPoint
- Computer and LCD projector
- Note Taking Worksheet
- Prehistoric Cultures of the Southwest map (unlabeled)
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/StegallSurvivors/student%20osw-prehist-blank.pdf> and Prehistoric Cultures of the Southwest map (labeled)
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/StegallSurvivors/azqa%20sw-prehistoric%20map.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, Anasazi, and Hohokam peoples.
2. Describe how the cultures of the Mogollon, Anasazi, and Hohokam peoples adapted to their environment in order to survive.

Procedures

Note: The Hohokam are sometimes referred to as Ancestral Sonoran Desert People. The Anasazi are also referred to as the Ancestral Pueblos. Substitute these names for ones used in the lesson as desired.

1. Begin the lesson by having the students examine Slide 2 of The Mogollon, the Anasazi, 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. Project Slide 3. Instruct students to fill in the four states found on the map and color (3 different colors) and label the locations of the three Native American 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, Anasazi, 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, Anasazi, 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, Anasazi, 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 PowerPoint (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 Native American groups to other Native American tribes.

Sources

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