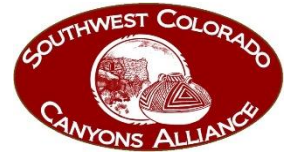




CANYONS OF THE ANCIENTS  
 VISITOR CENTER AND MUSEUM  
 OUTREACH OPPORTUNITIES  
 SEPTEMBER 15, 2018  
 SOUTHWEST COLORADO CANYONS ALLIANCE



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Recommended Grades	Time Needed	Activity / Description / Standards
K – 4 <sup>th</sup>	1 hour	<p><b>Visit with Respect 1:</b> After viewing the award-winning film <i>Visit with Respect</i>, small groups of students attempt to put together a puzzle. Each puzzle has a vital missing piece. After this discovery, students analyze how the puzzle like the film they saw. They brainstorm ways to “take with them only what fills their hearts.” Finally, students remember the artistry of cultural sites through decorating a “sherd” of air-dry clay using yucca brushes and tempera paint with motifs from Ancestral Pueblo pottery.</p> <p><b>CO Standards:</b> Civics 4.4; Geography 2.3, 5.1, 6.1; History 2.3, 3.1; Reading/Writing 2, 4</p>
5 <sup>th</sup> – 12 <sup>th</sup>	1 hour	<p><b>Visit with Respect 2:</b> after viewing the award-winning film <i>Visit with Respect</i>, students encounter a mock cultural site three years in the future. The site has been demolished, stripped bare. Through reading stories and replacing artifacts and reconstructing walls, they discover how much they can learn about the past if the site has been left alone.</p> <p><b>CO Standards:</b> Civics 4.4; Geography 2.3, 5.1, 6.1; History 2.3, 3.1; Reading/Writing 2, 4</p>
2 <sup>nd</sup> – 5 <sup>th</sup>	1 hour	<p><b>Corn is Life:</b> Students learn the importance of corn in the daily lives and culture of the Hopi. This understanding is transferred to the Ancestral Pueblo people of the Four Corners region. Students create a seed bundle of corn seed, bean, and squash seed as a representation of the importance of agriculture to indigenous people of the Colorado Plateau.</p> <p><b>CO Standards:</b> Geography 2.1, 2.3, 4.2, 4.4, 5.3, 6.1; History 4.1; Reading/Writing 1 - 4</p>
6 <sup>th</sup> – 12 <sup>th</sup>	1 hour	<p><b>Corn is Life 2:</b> Students learn the history of corn and its importance to Ancestral and Modern Pueblo people as demonstrated in imagery and ceremonial activities.</p> <p><b>CO Standards:</b> Geography 2.1, 2.3, 4.2, 4.4, 5.3, 6.1; History 4.1; Reading/Writing 1 - 4</p>
4 <sup>th</sup> – 12 <sup>th</sup>	1 hour	<p>Students learn how archaeologists use the context of artifacts to infer use and activity at Escalante Pueblo. (Use of real artifacts)</p> <p><b>CO Standards:</b> Science 5; Reading 4</p>

CONTINUED ON BACK

3 <sup>rd</sup> – 8 <sup>th</sup>	1 – 1.5 hours	<p><b>Games and Lifeways:</b> Possible outdoor games/activities include atlatls and spears, ring race, dart toss, and Hunter and Prey. Possible indoor games/activities include making cordage, weaving patterns, pa-tol, hand game, split-twig figures.</p> <p><b>CO Standards:</b> Geography 2.3, 5.1; History 2.3, 3.1, 4.1; Physical Education 1, 2, 3; Visual Arts 4</p>
4 <sup>th</sup> – 12 <sup>th</sup>	2 – 2.5 hours	<p><b>Exploring the Past:</b> Through hands-on association with replicas and artifacts, students learn of the long history of the Ancestral Pueblo people on the Colorado Plateau. After opportunity to investigate the time periods identified by archaeologists (known as the Pecos Classification System), self-appointed teams play a game of Jeopardy based on what they have learned.</p> <p><b>CO Standards:</b> Science 5; Reading 4; Geography 2.3, 5.1, 4.4, 6.1; History 3.1, 1.2, 4.1</p>
1 <sup>st</sup> – 12 <sup>th</sup>	1 hour	<p><b>Native Plant Uses:</b> Students learn traditional plant uses then test their knowledge through games: Plant Jeopardy (grades 4 and above) tests their knowledge of all 24 plants represented. Plant-Tac-Toe (grades 1 – 3) allows students to understand 6 plants at a time. NOTE: ONE ADULT PER 4 STUDENTS REQUIRED FOR PLANT-TAC-TOE.</p> <p><b>CO Standards:</b> Reading and Writing 1, 2, 4, 5, 6; History 3, 4, 6; Geography 5, 6; Science 1, 3, 5</p>
4 <sup>th</sup> – 12 <sup>th</sup>	1	<p><b>Rocks, Pots and Points:</b> Students learn how the geology of Southwest Colorado aided the Ancestral Pueblo people in every aspect of their lives.</p> <p><b>CO Standards:</b> Geography 4.2, 5.3; Science 4</p>
4 <sup>th</sup> – 12 <sup>th</sup>	2 hours	<p><b>Rock Art Rocks:</b> Students learn how people of the past communicated through symbols in pictographs and petroglyphs with “Leave No Trace” ethics of enjoying these sites. They then recreate rock art based on rock art recording techniques.</p> <p><b>CO Standards:</b> Reading 4, 6; Math 2, 4; History 2.3, 3.1</p>
6 <sup>th</sup> – 12 <sup>th</sup>	1 hour	<p><b>Decisions! Decisions!</b> Students debate three viewpoints regarding a construction project that will impact archaeological sites. They will then formulate their own decision about the wisest course of action. (From <i>Getting to Know Canyons of the Ancients National Monument</i>)</p> <p><b>CO Standards: Reading 1, 2, 4, 5; Civics 4.4</b></p>
9 <sup>th</sup> – adult	1.5 – 2 hours	<p><b>Intrigue of the Four Corners:</b> PowerPoint presentation of timeline of the Four Corner region, from Paleo-Indian through modern times.</p>