

**HUNTER’S KIT
OVERVIEW FOR TEACHERS/PARENTS**

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| AGE/GRADE LEVEL | This program is appropriate for Grades 3–8 | | |
| DURATION | The program is approximately 1 hour long. | | |
| GROUP SIZE | 30 students plus one educator/chaperone for every six students | | |
| LOCATION | Archaeology Gallery, Patio, Branigar Chase Discovery Center | | |
| BACKGROUND | This program attempts to show the lifestyles of prehistoric people in the Southwest by examining hunter’s kits for four cultural periods: Paleo-Indian (15,000 to 8,000 BC), Desert (Archaic) Culture (8,000 to 100 BC), Basketmaker II and III (100 BC to AD 700), and Pueblo Culture (AD 700 to AD 1600). | | |
| ESSENTIAL QUESTIONS | <p>By the end of the activity, the students will be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. How do archaeologist learn about ancient cultures? 2. What are the four Southwestern cultural periods between 15,000 B.C. and A.D. 1600? Discuss the methods and materials used for hunting during each period? 3. How did the atlatl change how Desert “Archaic” people hunted? 4. How did the bow and arrow change how people in the Basketmaker III and Puebloan periods hunted? 5. How is/was the Hopi rabbit stick used? | | |
| KEY WORDS USED IN THE PROGRAM | Paleo-Indian | Awl | Pot Sherd |
| | Desert (Archaic) Culture | Atlatl | Projectile Point |
| | Basketmaker II and III | Excavation | Sinew |
| | Pueblo Culture | Pithouse | Bullroarer |
| ARIZONA ACADEMIC STANDARDS | <p>SOCIAL STUDIES Strand 1: American History Concept 1: Research Skills for History <i>Grade 3</i> PO 1. Use timelines to identify the time sequence of historical data. PO 2. Recognize how archaeological research adds to our understanding of the past. PO 3. Use primary source materials (e.g. photos, artifacts, interviews, documents, maps) to study people and events from the past. PO 4. Retell stories to describe past events, people and places. <i>Grades 4 and 5</i> PO 1. Use the following to interpret historical data: a. timelines—B.C.E. and B.C; C.E. and A.D. b. graphs, tables, charts and maps</p> | | |

PO 4. Describe how archaeological research adds to our understanding of the past.

Grade 6

PO 2. Interpret historical data displayed in graphs, tables, and charts.

PO 4. Describe how archaeological research adds to our understanding of the past.

Grades 7 and 8

PO 4. Formulate questions that can be answered by historical study and research.

Concept 2: Early Civilizations (Note: Prehistoric tribes in Arizona were introduced in Grade 1)

Grade 4

PO 1. Describe the legacy and cultures of prehistoric people in the Americas:

- a. characteristics of hunter-gatherer societies
- b. development of agriculture

PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos) and Hohokam (i.e. location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment)

PO 3. Identify other groups residing in the Southwest during this period (e.g. Patayan, Sinagua, Salado).

Grade 6

PO 1. Describe the characteristics of hunting and gathering societies in the Americas.

PO 2. Describe factors (i.e. farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies.

PO 3. Describe the cultures of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam:

- a. location, agriculture, housing, arts, and trade networks
- b. how these cultures adapted to and altered their environment

High School

PO 1. Describe Prehistoric Cultures of the North American continent:

- a. Paleo-Indians (i.e. Clovis, Folsom, Plano)
- b. Southwestern (i.e. Mogollon, Hohokam, Anasazi [Ancestral Pueblos])
- c.

Strand 4: Geography

Concept 5: Environment and Society

Grade 4

PO 1. Describe human dependence on the physical environmental and natural resources to satisfy basic needs.

SCIENCE

Strand 5: Physical Science

Concept 2: Motion and Forces

Understand the relationship between force and motion

Grade 5

PO 1. Describe the following forces:

- Gravity
- Friction

PO 2. Describe the various effects forces have on an object (e.g. cause motion, halt motion, cause deformation).

PO 3. Examine forces and motion through investigations using simple machines (e.g. wedge, plane, wheel and axle, pulley, lever).

PO 4. Demonstrate effects of variables on an object's motion (e.g. incline angle, friction, applied forces).

Grade 8

PO 3. Describe how the acceleration of a body is dependent on its mass and the net applied force (Newton's 1st Law of Motion)