

HUNTER'S KIT OVERVIEW CURRICULUM GUIDE

AGE/GRADE LEVEL	This program is appropriate for Grades 3–8												
DURATION	The program is approximately 1 hour long.												
GROUP SIZE	Up to 30												
LOCATION	Archaeology Gallery, Patio/outside, 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> <ul style="list-style-type: none">• How do archaeologists learn about ancient cultures?• 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?• How did the atlatl change how Desert "Archaic" people hunted?• How did the bow and arrow change how people in the Basketmaker III and Puebloan periods hunted?• How is/was the Hopi rabbit stick used?												
KEY WORDS USED IN THE PROGRAM	<table><tr><td>Paleo-Indian</td><td>Awl</td><td>Pot Sherd</td></tr><tr><td>Desert (Archaic) Culture</td><td>Atlatl</td><td>Projectile Point</td></tr><tr><td>Basketmaker II and III</td><td>Excavation</td><td>Sinew</td></tr><tr><td>Pueblo Culture</td><td>Pithouse</td><td>Bullroarer</td></tr></table>	Paleo-Indian	Awl	Pot Sherd	Desert (Archaic) Culture	Atlatl	Projectile Point	Basketmaker II and III	Excavation	Sinew	Pueblo Culture	Pithouse	Bullroarer
Paleo-Indian	Awl	Pot Sherd											
Desert (Archaic) Culture	Atlatl	Projectile Point											
Basketmaker II and III	Excavation	Sinew											
Pueblo Culture	Pithouse	Bullroarer											

SET UP

The program takes place in the Archaeology Gallery and outside in front of the museum. 1 table will be set up near the bench in the Archaeology Gallery. Lay out all the hunting tools on the table (use laminated guide with outlines of tools).

Set up rabbit sticks outside of museum in dirt/grass area to the right of the front door at end of pavement.

SUPPLIES NEEDED

- Various tools and weapons



- Rabbit Sticks and fake rabbits
- Archeology Gallery Scavenger Hunt
- Pencils
- Clipboards

PROGRAM INSTRUCTIONS

- Introduce students to the tools and technology used by the Ancestral Puebloan people, discuss what life was like and how we know
- Use Pecos Timeline to put give context to how tools and farming changed over time
- Practice hunting techniques by using Hopi Rabbit Sticks to “hunt” “rabbits” outside
- If group is large, half can start with rabbit sticks while half are in the museum, then switch



History and Social Science Standards

DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2 Compare life in specific historical time periods to life today.
- 3.SP1.3 Generate questions about individuals and groups who have impacted history.
- 4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2 Compare life in specific historical time periods to life today.
- 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States
- 6.SP1.1 Examine ways that historians and social scientists know about the past.
- 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- 4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.
- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.
- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.



- 7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 8.SP2.2 Explain how and why perspectives of people have changed over time.
- 8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 3.SP3.1 Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2 Distinguish between primary and secondary sources.
- 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4 Compare information provided by various sources about Arizona.
- 3.SP3.5 Generate questions about multiple historical sources.
- 3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.
- 4.SP3.1 Develop questions about events and developments in the Americas.
- 4.SP3.2 Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science
- 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.



- 8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 3.SP4.1 Explain probable causes and effects of events.
- 4.SP4.1 Explain probable causes and effects of events and developments.
- 4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.
- 5.SP4.2 Use evidence to develop a claim about the past.
- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.
- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 8.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2 Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
 - Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River
 - Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital
 - Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures
- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
 - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

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

- 3.G2.1 Explain how people modify and adapt to the Arizona environment.
 - Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.



- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
 - Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources
- 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.
- 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
- 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 3.G3.1 Describe the movement of people in and out of Arizona over time.
 - Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns Global interconnections and spatial patterns are a necessary part of geographical reasoning.
- 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas
- 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.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration.
- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - Key concepts include but are not limited to language, land and sea transportation and trade routes
- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
 - Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires
- 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
- 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation
- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

- 3.G4.1 Describe how Arizona has changed over time.
 - Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.
- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)
- 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)



HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.
 - Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations
 - Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers
 - Key events include but are not limited to statehood
 - Influential individuals and groups in the history and development of Arizona
- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies

Arizona Science Standards

PHYSICAL SCIENCES

- 5.P2U1.3 Construct an explanation using evidence to demonstrate that objects can affect other objects even when they are not touching
 - **Crosscutting Concepts: Patterns, Cause and Effect, Scale, Proportion and Quantity;** Systems and System Models; Energy and Matter; Structure and Function; Stability and Change
- 5.P3U1.4 Obtain, analyze, and communicate evidence of the effects that balanced and unbalanced forces have on the motion of objects
- 5.P3U2.5 Define problems and design solutions pertaining to force and motion
 - **Crosscutting Concepts: Patterns, Cause and Effect, Scale, Proportion and Quantity;** Systems and System Models; Energy and Matter; Structure and Function; Stability and Change

