

## PREHISTORIC FOODS OVERVIEW CURRICULUM GUIDE

<b>AGE/GRADE LEVEL</b>	This program is appropriate for Grades 4–6
<b>DURATION</b>	The program is approximately 3 hours long.
<b>GROUP SIZE</b>	Up to 30
<b>LOCATION</b>	Branigar Hall
<b>BACKGROUND</b>	Students learn about prehistoric people through available food sources and cooking methods utilized during each time period. Children work with Museum Educators to prepare foods made of corn, squash, native grains, etc. Students learn about lifestyles and technology during different periods and discuss the nutritional value of prehistoric food compared to modern foods.
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"><li>• What did ancient peoples eat?</li><li>• How did they acquire their food?</li><li>• What are the three sisters?</li><li>• What technology did they use for hunting and preparing food?</li><li>• How does the nutritional value of ancient foods compare to what we eat today?</li></ul>
<b>KEY WORDS USED IN THE PROGRAM</b>	Ancestral Puebloan People, Prehistoric, Seasonal Migration, Technology, Yucca, the Three Sisters (beans, corn, squash), Clans

### SET UP

Program must be done in Branigar Hall. Four tables near outlets, two on each side of room or fuses will blow. Two tables in center of room for buffet, one table at front for display items.

### SUPPLIES NEEDED

- Hot plates
- Mixing bowls
- Utensils
- Paper plates, forks and spoons
- Food (staff will shop before program takes place)
- Handouts for each station

### PROGRAM INSTRUCTIONS

- Share timeline in auditorium, give introduction to timeline and pass out handouts
- Give dates and share how life changed over time
- Each table gets different recipe, students will connect the food they are preparing to a time period
- Students create clans and prepare food with supervision



- While food is simmering, docents take students to Archeology Gallery to learn more about Ancestral Puebloan life
- Each group reports back to the larger class about the time period of the food they prepared



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## **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.

- 4.SP1.2 Compare life in specific historical time periods to life today.
- 6.SP1.1 Examine ways that historians and social scientists know about the past.

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.

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

- 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.

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

- 5.SP4.2 Use evidence to develop a claim about the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.

### **GEOGRAPHY**

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

- 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

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

- 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



## Arizona Science Standards

### LIFE SCIENCE STANDARDS

- 4.L4U1.11 Analyze and interpret environmental data to demonstrate that species either adapt and survive or go extinct over time.
  - **Crosscutting Concepts:** Patterns, Cause and Effect, Scale, Proportion and Quantity; **Systems and System Models; Energy and Matter; Structure and Function; Stability and Change**
- 5.L4U3.11 Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.
  - **Crosscutting Concepts:** **Patterns, Cause and Effect, Scale, Proportion and Quantity;** Systems and System Models; Energy and Matter; Structure and Function; Stability and Change
- 6.L2U3.11 Use evidence to construct an argument regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.
  - **Crosscutting Concepts:** **Patterns;** Cause and Effect; **Scale, Proportion and Quantity; Systems and System Models; Energy and Matter;** Structure and Function; Stability and Change

