

## PREHISTORIC TECHNOLOGIES CURRICULUM GUIDE

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| <b>AGE/GRADE LEVEL</b>          | This program is appropriate for Grades 4–8   |
| <b>DURATION</b>                 | The program is approximately 1.5 hours long.   |
| <b>GROUP SIZE</b>               | Up to 30   |
| <b>LOCATION</b>                 | Kiva Gallery and Archeology Gallery  |
| <b>BACKGROUND</b>               | Prehistoric peoples used native fibers to make cordage as fine as thread or as thick as rope. Using animal or plant fibers, students will learn ancient techniques to create cordage by hand. They will use an ancient-style pump drill to make a piece of jewelry out of a seashell.                                    |
| <b>ESSENTIAL QUESTIONS</b>      | <ul style="list-style-type: none"><li>• What technology did ancient peoples develop to make their lives easier?</li><li>• Where did ancient peoples travel and with whom did they trade?</li><li>• How was life similar and how was it different from today?</li><li>• How do we learn about the ancient past?</li></ul> |
| <b>KEY WORDS &amp; CONCEPTS</b> | Technology, Prehistoric, Ancestral Puebloan People, Cordage, Pump Drill  |

### SET UP

Set up pump drills and cordage on round tables near Kiva Gallery. Get out popsicle sticks, beads, raffia for cordage table. Stage pencils, clipboards and scavenger hunts in Archeology Gallery.

### SUPPLIES NEEDED

- Pump drills
- Seashells
- Cordage supplies from touch bench in Lockett Gallery
- Pencils
- Clipboards
- Raffia
- Cordage scavenger hunt
- Beads
- Popsicle sticks

### PROGRAM INSTRUCTIONS

- Bring group to Kiva Gallery, go over cordage, show examples and how to make cordage
- Students make cordage together in groups of three
- Split group in half. Half do scavenger hunt in Archeology, half use pump drills in Kiva Gallery, 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.

- 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.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.

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.

- 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.
- 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.
- 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.

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.



- 7.SP4.3 Organize applicable evidence into a coherent argument.

## 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
- 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

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
- 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.

