

Project Archaeology: Investigating Shelter, Learning Goals by Lesson

Lesson	Students will learn/ do	Support materials for teachers	New Mexico additions	Discussion
1.Knowing Shelter— Knowing People All people need shelter, but shelters are different from one another	Read and discuss basic human need for shelter, and why shelters are different (culture, climate, geography)	Images of houses around the world. Students work in groups to place them on a world map, develop arguments for why.	Geographic and functional variety of NM houses	What are some good properties and functional attributes of NM houses?
2.By our Houses You Will Know Us Learn about people by exploring how they use their shelter	Students gather and share information about activities they do at home			How does thinking about your own home help you analyze others' homes? How does thinking about other homes help you analyze your own home?
3.Culture Everywhere Everyone has a culture, and it shapes our lives	Use a Venn diagram to compare cultural similarities and differences Archaeologists study culture Students describe their own culture		Parallel cultures in NM generate shared and specific behavior: <ul style="list-style-type: none"> • Chiles, cotton, pecans, sheep • Crafts, celebrations • Crossover language, food 	How does thinking about your own culture help you analyze other cultures? How does thinking about other cultures help you analyze your own culture?
4.Observation, Inference, Evidence Archaeologists use the tools of scientific and historic inquiry to study shelters and learn how people lived in them				Give other examples of observation, inference, and evidence to show you understand the terms
5.Classification Archaeologists use the tools of scientific and historic inquiry to study shelters and learn how people lived in them	Each group classifies a different collection of artifacts. Share and explain, then classify in an entirely different way.		Use classification to investigate the parts and organization of a modern- day NM home, e.g. the Navajo kitchen in the <i>Here, There, and Everywhere</i> exhibit at MIAC/ MNM	Give other examples of classification to show you understand the term

<p>6.Context Archaeologists use the tools of scientific and historic inquiry to study shelters and learn how people lived in them</p>	<p>Each table starts with 8 object cards from a single room in a typical house; group constructs an argument for room function. Teacher successively removes cards from each table, and new groups form arguments based on less evidence</p>			<p>How does information found together provide better evidence?</p>
<p>7.Every Picture Tells a Story Archaeologists use historic photos to understand and interpret what they find in sites.</p>	<p>Each group analyzes an historic photo: observation, inference, evidence.</p>		<p>Historic photos of NM houses</p>	<p>How can rock art be used in the same way?</p>
<p>8.Being an Archaeologist Studying a specific shelter helps us understand people and cultures.</p>	<p>Case study: conduct an archaeological investigation of a specific home site</p>	<p>Large floor map of site, with principal features (*north arrow, scale]. Replica artifacts or images to distribute in place.</p>	<p>Shelter module specific to a past NM culture: Archaic pithouse, pueblo, Hogan, homestead</p>	<p>How does working with specific object distributions clarify or muddle their interpretation? (Are all object locations related clearly to their use and function?)</p>
<p>9.Stewardship is Everyone's Responsibility</p>	<p>Read/ discuss laws that protect archaeological and historical sites. Role play.</p>		<p>Visit from a BLM archaeological ranger, or a site steward. Newspaper articles with examples of site looting and protection in NM</p>	<p>Should there be laws protecting sites from destruction or looting? Generate guidelines when finding or visiting sites.</p>
<p>10. Final Summation of Learning</p>				<p>List some important/ interesting things you experienced or learned. Show connections. (Your list might be a web).</p>