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Mesa Verde Environment

The Anasazi chose to live at Mesa Verde because of favorable environmental conditions. The topography, climate and wildlife all helped the Anasazi to survive at Mesa Verde for over seven centuries. The answers to the following questions can be found by exploring the environment section of the Fact File.

1. Which four states meet at the Four Corners?

2. Mesa Verde is part of the _____ Plateau.

3. Mesa Verde is Spanish for _____.

4. List the four geologic formations of Mesa Verde from oldest to youngest.

Oldest

Youngest

5. What happened to the Cliff House Sandstone layer and what did the Anasazi do as a result?

6. The climate at Mesa Verde is classified as _____.

7. Where did the Anasazi get their drinking water from?



8. What is it about each of the following environmental factors that make Mesa Verde a good place to live?

Temperature

Water

Soil

9. How did the Anasazi use each of the following plants?

Piñon Pine

Utah Juniper

Yucca

10. Name three animals that can be found at Mesa Verde.



Anasazi Artifacts

Objects can tell us a great deal about a culture. Archeologists have found many objects at Mesa Verde that tell us how the Anasazi lived. The answers to the following questions can be found by exploring the artifacts section of the Fact File.

1. The Anasazi did not use any metal. What were some of the other materials they used to make tools?

2. Where did the Anasazi get hard stones for making tools?

3. What was the most common everyday tool used by the Anasazi and what was it used for?

4. Why have archeologists found very few pieces of Anasazi clothing?

5. What is the most important piece of clothing for the Anasazi and why?

6. What are some of the things the Anasazi used baskets for?

7. How did the Anasazi make their baskets waterproof?

8. During what period did the Anasazi start making pottery?



9. What was the most important thing pottery allowed the Anasazi to do?

10. During the Developmental Pueblo period, Anasazi pottery techniques improved. Why were they able to spend more time making pottery at this time?

11. What are the features of the refined pottery of the Classic Pueblo period?

12. What is an atlatl and how is it used?

13. Around what year did the bow and arrow replace the atlatl and spear as the primary hunting weapon?

14. Why was the bow and arrow better for hunting than the atlatl and spear?

15. What is the difference between a petroglyph and a pictograph?

16. Which are there more of at Mesa Verde, petroglyphs or pictographs and why?

17. Rock art from each period of Anasazi culture has different characteristics. Why is there more rock art found from the Early Basketmaker time period?



Anasazi Culture

Because the Anasazi did not have a written language, archeologists have worked to piece together information about this ancient culture. Much of what we believe to be true about the Anasazi comes from comparisons with modern Pueblo Indians of Arizona and New Mexico. The answers to the following questions can be found by exploring the culture section of the Fact File.

1. Certain parts of a village were assigned to individual family units called clans, while other parts were shared by the whole community. Next to each village feature, write whether it was assigned to a clan or community or to both clan and community.

Open courtyards _____

Sections of cliff dwellings _____

Roads _____

Fields for farming _____

Ceremonial kivas _____

Refuse heaps _____

2. Anasazi family structure was probably matrilineal. What does this mean?

3. Why did Anasazi girls grind corn in front of a boy's mother before the girl would be allowed to marry the boy?

4. After Anasazi people married, where did they live?

5. Each of the seasons required specific work for the Anasazi. Next to each season, list the activities of the Anasazi.

Spring _____

Summer _____

Autumn _____

Winter _____



Anasazi Culture

6. What were some of the items the Anasazi traded with people from other areas?

7. What were the three main staples of the Anasazi diet?

8. Men and women had different responsibility related to finding and preparing food. What were these responsibilities?

Men

W omen

9. About how tall were Anasazi men and women?

Men

W omen

10. What did the Anasazi probably look like?

11. W e can only base our ideas of Anasazi beliefs on what we learn from their modern descendants. What do the modern Pueblo Indians believe about spirits?

12. By about what date was Mesa Verde deserted?

13. What are some of the theories about why the Anasazi abandoned Mesa Verde?

14. Where did the Anasazi go when they left Mesa Verde?



Anasazi Architecture

Mesa Verde contains many different examples of Anasazi architecture including pithouses, pueblos and cliff dwellings. Over the seven hundred year span that the Anasazi lived at Mesa Verde, building techniques and designs reflected changes taking place in the culture. The answers to the following questions can be found by exploring the architecture section of the Fact File.

1. Why did the Anasazi first start to build permanent structures for shelter?

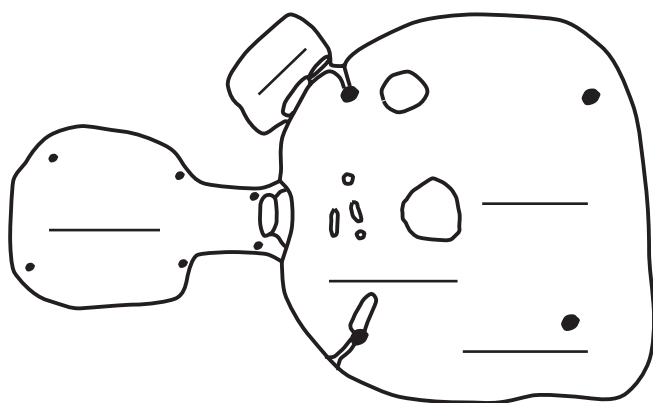
2. Three major forms of architecture are associated with different Anasazi time periods. Complete the chart below by filling in the name of the time period and the form of architecture for each range of dates

Dates	Time Period	Form of Architecture
A.D. 550 - A.D. 750	<hr/>	<hr/>
A.D. 750 - A.D. 1100	<hr/>	<hr/>
A.D. 1100 - A.D. 1300	<hr/>	<hr/>

Time Periods: Developmental Pueblo, Modified Basketmaker, Great Pueblo

Forms of Architecture: Cliff Dwellings, Pithouses, Pueblos

3. Label the parts of a pithouse on the diagram below.



4. What two things did the pithouse structure evolve into?



5. When the Anasazi began to build pueblo houses, they changed from using pole and adobe construction to what other type of construction?

6. The word pueblo is Spanish for _____.

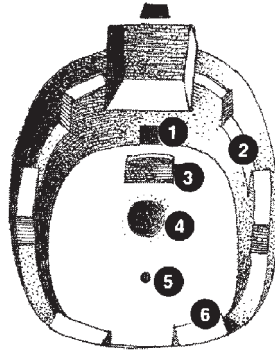
7. What changes in the Anasazi culture caused them to start building the larger, pueblo structures?

8. The name kiva comes from the Hopi word for _____.

9. What did the Anasazi use the kivas for?

10. Label the parts of a kiva.

- 1 _____
2 _____
3 _____
4 _____
5 _____
6 _____



11. What are some of the reasons the Anasazi may have built the cliff dwellings high in the cliff alcoves?

12. Which direction do most cliff dwellings face in and why?

13. How did the Anasazi access the high cliff dwellings?

Anasazi Autobiography Planning Sheet

Name: _____

A local museum is putting together a display for life during the time of the Anasazi. They have a wealth of factual information, but they are in need of autobiographies of fictitious characters from the time period for a wall display.

1. Decide if you are writing from the point-of-view of an Anasazi man, woman or child.

Choice: _____

2. Pretend that you lived during the time of the Anasazi and use the perspective of the Anasazi to shape your writing.

3. A great biography is driven by great questions. You can use resources from the library in addition to information from the Mesa Verde Nodes. Use the following questions to help you shape your biography writing.

What time period did the person live in?

Where did the person live?

How did the environment affect this person's life?

What cultural elements shaped the life of this person?

What tools and clothing did this person use?

How did this person use animals and plants?

What chores and responsibilities did this person have?

4. Use this area or another paper for prewriting through brainstorming or concept mapping.

Anasazi Autobiography Evaluation Checklist

Name: _____

The autobiography contains:

- o Writing presented in the point of view of an Anasazi man, woman or child
- o A catchy opening to grab the reader's attention
- o The time period
- o Where they lived
- o How the environment affected daily life
- o Cultural elements of the Anasazi
- o Tools and clothing
- o Animal and plant usage
- o Evidence of clear, concrete thought organization
- o Writing edited for appropriate mechanics and usage

Children s Book: Mesa Verde Topography Planning Sheet

Name: _____

Imagine that you are a well-renowned geologist, who has always dreamed of writing and illustrating a children s book. The opportunity presents itself when a school district is in need of a non-fiction book to teach children about the geology of Mesa Verde.

Here are some guidelines to follow as you develop your book:

1. The children s book should be written so that children can understand the content, so definitions in your own words for vocabulary words like Cretaceous or erosion should be provided in the text.
2. Use boldface for these vocabulary words and provide a glossary in the back of the book containing a definition for each word.
3. There are many options for the illustrations. They may be hand drawn and added to the typed text, created by any software program with drawing tools, or images downloaded from the Internet.
4. Provide an explanation for the present topography through a history of the geology of the area. You may supplement the information in the Mesa Verde nodes with additional sources from the library or Internet.

Here are some online resources that contain geological information:

<http://pubs.usgs.gov/products/books/gip.html#geotime>

<http://www.nps.gov/meve/mvnp/pages/geology.htm>

<http://www.ucmp.berkeley.edu/exhibit/geology.html>

<http://www.ucmp.berkeley.edu/help/timeform.html>

Children's Book: Mesa Verde Topography Evaluation Checklist

Name: _____

The children's book contains:

- o Catching opening
- o Vocabulary explained in the student's own words
- o Boldface vocabulary words
- o A glossary with definitions for each boldface vocabulary word
- o A description of how the topography was developed over time
- o An explanation of erosion
- o Evidence of research
- o Supporting examples
- o At least one illustration per 2 pages of text
- o Text balanced with illustrations
- o Illustrations that support the text
- o Evidence of clear, concrete thought organization
- o Writing edited for appropriate mechanics and usage

Searching the American Memory Archive

1. Direct your browser to the following URL: http://memory.loc.gov	
2. Select the Search link.	<u>Search</u> Search for items across all collections
3. Type in Anasazi or Mesa Verde for your search.	<p>Search For Items in the Collections Listed Below</p> <p>To remove a collection from your search, click on its checkbox. All collections are checked initially. Collections marked with a ____ are not searchable.</p> <p>Return a maximum of ____ bibliographic records.</p> <p>*<u>What American Memory resources are included in this search?</u></p>
4. A summary is displayed	<p>243 Items were found containing the word Anasazi</p> <p>Items 1 through 20 of 243</p> <ol style="list-style-type: none">1. History of the American West Anasazi pottery2. History of the American West Anasazi Pot3. History of the American West Anasazi pueblo ruins4. History of the American West Anasazi pottery5. History of the American West Anasazi reconstructed pot
5. Click on the links to access the photos.	<p>Anasazi reconstructed pot</p> <p>CREATED/PUBLISHED</p> <p>[between 1900 and 1940?]</p>
6. Save the desired images.	<p>For a Macintosh, hold the mouse and select, Download image to disk and save in the desired area.</p> <p>For a PC, right click and select Save picture as and save in the desired area.</p>

Evolution of Technology Planning Sheet

Name: _____

Technology refers to anything designed by humans. Pretend that you are an archeologist giving a presentation on the evolution of the technology evidenced by the Anasazi. Think about how the tools, weapons, basketry, pottery and architecture changed from the time of the Basketmakers to the Great Pueblo period. You will use the American Memory archive, a searchable database of primary source materials to find images to support your presentation. Primary source materials are official letters, documents, diaries, photographs or any other print material found in its original form. Use the area below or another sheet to outline changes in technology in each of the five areas listed above.

Tools: _____

Weapons: _____

Basketry: _____

Pottery: _____

Architecture: _____

Evolution of Technology Evaluation Checklist

Name: _____

The presentation contains:

- o Title Slide (Includes name(s))
- o Images (At least 1 per slide)
- o Layout (Balanced)
- o Text (Large and clear)
- o A description of the evolution of tools
- o A description of the evolution of weapons
- o A description of the evolution of basketry
- o A description of the evolution of pottery
- o A description of the evolution of architecture
- o Evidence of clear, concrete thought organization
- o Writing edited for appropriate mechanics and usage

What Would They Learn From Us?

Planning Sheet

Name: _____

Think about how Anasazi artifacts provide a wealth of information about Anasazi culture and daily life. Imagine that archeologists in the future find remnants of present day society. What would they find and what would the archeologists learn from them? Your job is to collect images of at least 4 objects and provide an explanation of what they would tell about our culture and daily life. You may use a digital camera, regular camera or magazine clippings for your image collection. You may insert digital images into a PowerPoint presentation, or paste pictures or magazine clippings onto your typed documents or a poster. Use the area below to plan which objects you plan to include in your presentation:



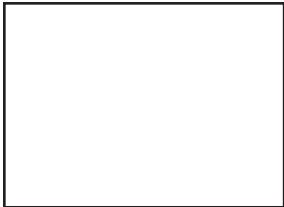
Thumbnail sketch

What would archeologists learn from this object?



Thumbnail sketch

What would archeologists learn from this object?



Thumbnail sketch

What would archeologists learn from this object?



Thumbnail sketch

What would archeologists learn from this object?

What Would They Learn From Us?

Evaluation Checklist

Name: _____

The presentation contains:

- o Images of at least 4 objects
- o A paragraph explanation for the first object
- o A paragraph explanation for the second object
- o A paragraph explanation for the third object
- o A paragraph explanation for the fourth object
- o Aspects of culture and daily life
- o Evidence of clear, concrete thought organization
- o Writing edited for appropriate mechanics and usage

Anasazi Museum Exhibit Planning Sheet

Name: _____

Imagine you are a historian planning a brand new exhibit wing in a museum. Your job is to develop a design proposal for an exhibit of Anasazi artifacts. You may use outside resources in addition to the Mesa Verde Nodes. You will include three elements in your proposal:

1. An Anasazi Exhibit overview/pamphlet:

This should be 1 page in length or double-sided tri-fold. The overview/pamphlet should make mention of the specific items/artifacts to be presented and the reasoning behind their selection.

2. Museum Floor Plan:

A Map (actual floor plan) - This can be drawn on large paper or designed with computer drawing tools in Word or in a CAD/CAM program.

Use basic shapes to denote exhibits (it is not required that you draw images). The map should use letters or numbers to identify items within the exhibit and corresponding to the descriptions on the included key.

3. An Exhibit List/Floor Plan Key:

Identify the specific items on display and relevant information needed for the average person to appreciate the exhibit.

(NOTE: Explanations of particular items should include a relevant, clear explanation for people unfamiliar with history of the Anasazi.)

This key should accurately match the detailed floor plan of the proposed exhibit.

Anasazi Museum Exhibit Evaluation Checklist

Name: _____

The proposal contains:

- o A one page overview listing specific artifacts and reasoning
- o A floor plan of the exhibit wing
- o An exhibit list or floor plan key
- o Artifacts that reflect the culture and daily life of the Anasazi
- o A relevant, clear explanation of the artifacts
- o Evidence of clear, concrete thought organization
- o Writing edited for appropriate mechanics and usage

Overpopulation & Resource Depletion Planning Sheet

Name: _____

Overpopulation and depletion of natural resources are relevant issues in society today, just as they may have caused the disappearance of the Anasazi so long ago. Today, people have become so accustomed to energy - using it to do work, to light cities, to power vehicles, to heat homes, to cook, grind and chop food, to play music, to give us pictures on television, to connect us to others via the Internet, and the list goes on and on and on... Without energy, society as we have come to know it, would cease to exist. Imagine that the Secretary-General of the United Nations has called on you, an energy resource specialist to come up with a solution for these pressing problems. What can you learn from the Anasazi so that history does not repeat itself? Here are some angles to consider when creating your solution proposal:

1. There are a number of renewable resources that have been studied, but the top five options on the list are wind energy, solar energy, bio energy, geothermal energy and hydro energy. The U.S. Department of Energy has a wealth of information on their website at <http://www.eren.doe.gov/>. Here are other online resources:

<http://www.energyconservationinfo.org/> http://www.nrel.gov/clean_energy/solar.html
<http://hydropower.inel.gov/>
<http://id.inel.gov/geothermal/faq/index.html>
<http://www.geothermal.org/index.html>
<http://www.eren.doe.gov/biopower/basics/index.htm>
http://www.biomass.org/fact_sheet_1.htm#fact_sheet

2. What can be done about overpopulation?
3. An allocation is something that is designated for a special purpose or distributed according to a plan. Would allocation of resources be a viable option to consider?

Your proposal should be typed and should include the following elements

1. Introduction - This is an overall statement of your case and your proposal for solutions. It should be catchy and should make the reader want to read further.
2. Statement of Need - This statement demonstrates your understanding of why it is so important to resolve these issues.
3. Description of Solutions - This section should describe proposed solutions that show evidence of your research with supporting examples.
4. Summary - This is a brief wrap-up of the main points in your argument.

Overpopulation & Resource Depletion Evaluation Checklist

Name: _____

The proposal contains:

- o Catching opening
- o An introduction
- o Statement of Need
- o A detailed description of possible solutions
- o Evidence of research
- o Supporting examples
- o A summary of the main points
- o Evidence of clear, concrete thought organization
- o Writing edited for appropriate mechanics and usage