

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *New Mexico's Ancient Peoples*, one of 27 lessons in our *Do New Mexico! Curriculum*. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

THE LESSON PLAN

Before reading *New Mexico's Ancient Peoples*, students will:

- complete Vocabulary Cards for **A.D.**, **abandoned**, **ancient**, **ceramic**, **ceremonies**, **continent**, **customs**, **domesticated**, **drought**, **flint**, **mammoths**, **sloths**.

After reading *New Mexico's Ancient Peoples*, students will:

- answer *New Mexico's Ancient Peoples* Reading Comprehension Questions.
- complete *New Mexico's Ancient Peoples* Language Skills Exercise.
- use cardinal and intermediate directions to create a map of *New Mexico's* ancient dwellings.
- follow written directions to create 3-dimensional pueblo dwellings and villages.
- take a Vocabulary Quiz for *New Mexico's Ancient Peoples*.

THE NEW MEXICO ANCIENT PEOPLES LESSON COVERS THESE STANDARDS:

HISTORY: I-A 4.1; I-D 4.1

GEOGRAPHY: II-A 4.1, 4.2, 4.3; II-B 4.3; II-C 4.1, 4.2, 4.3; II-E 4.1, 4.2, 4.3, 4.4, 4.5; II-F 4.1

CIVICS AND GOVERNMENT: III-B 4.1

ECONOMICS: IV-A 4.3; IV-C 4.1

LANGUAGE ARTS: I-A 4.1, 4.3, 4.4; I-B 4.1, 4.2; I-C 4.5; I-D 4.5

NOTE: The answers to all activities and quizzes are at the end of the lesson.

VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



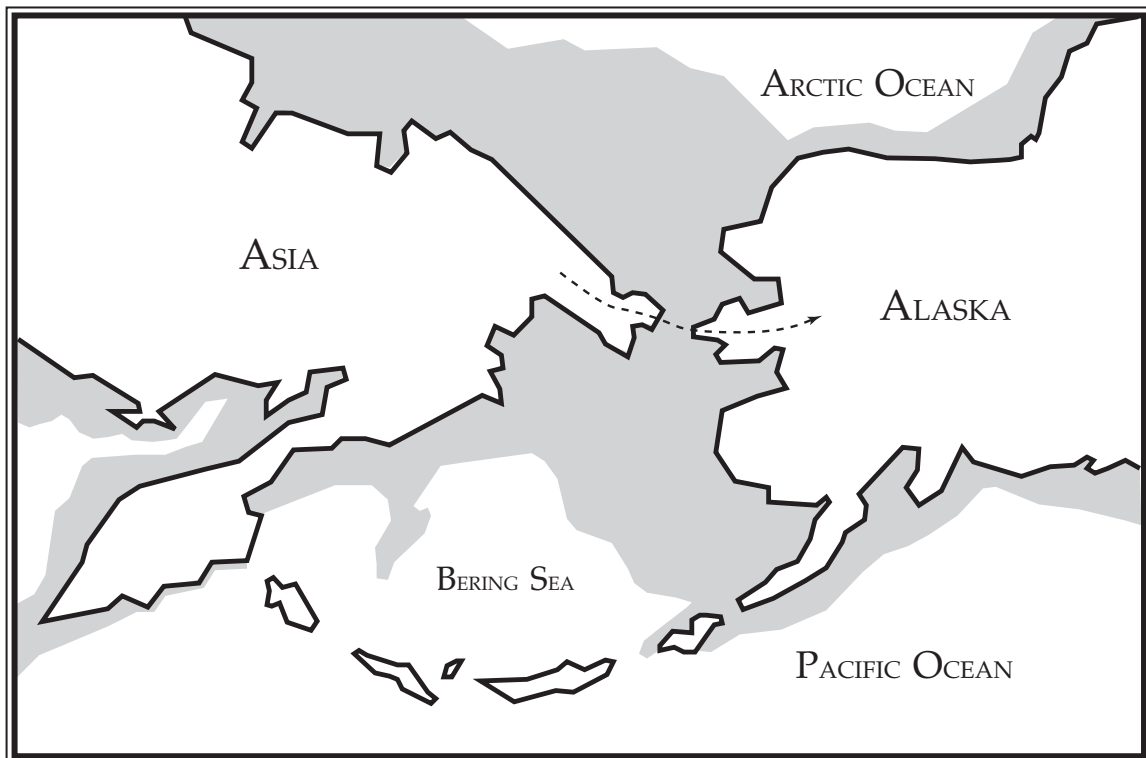


ANCIENT PEOPLES



The first humans to live in North America and the area now known as the state of New Mexico were hunters. Archaeologists (ar•kee•OL•uh•jists) believe that these hunters were originally from the **continent** of Asia. They entered North America by walking across the Bering Land Bridge.

The “bridge” was actually a strip of ice that was 1,000 miles wide. It connected northeast Asia to western Alaska thousands of years ago. Wild animals crossed back and forth over the Bering Land Bridge. The Asian people followed the animals to North America. When the ice melted, the frozen bridge disappeared, and the water raised the level of the sea. The people who followed the animals into North America had no way to get back to Asia. They continued following the wild animals throughout North America. Some of these people settled in New Mexico.

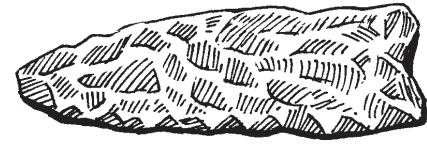


NEW MEXICO'S FIRST PEOPLE

Archaeologists believe that the Folsom and Clovis cultures crossed the Bering Land Bridge thousands of years ago and traveled to New Mexico in search of food.

In 1908, rain flooded the New Mexico cities of Folsom and Clovis, uncovering artifacts from these Native Americans.

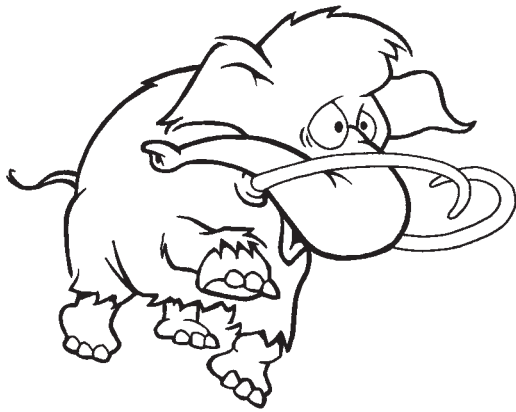
The artifacts included arrowheads with long points and **flint** tools made into knives. These tools were found with the remains of **sloths**, bison, **mammoths**, and other extinct animals once hunted by the Folsom and Clovis cultures.



FOLSOM ARROWHEAD

THE BASKET MAKERS

In about 100 A.D., a group known as the Basket Makers entered New Mexico. Like the Folsom and Clovis cultures before them, the Basket Makers followed herds of large animals into New Mexico. They built their homes in caves so they would be ready to move with the animals.



MAMMOTH

As the years passed, the climate of New Mexico became hotter and drier. The large animals had a difficult time surviving in this type of climate. Most of the animals died or moved to areas where the weather was cooler and wetter. The Basket Makers were forced to find a new way to feed themselves.

The Basket Makers began gathering seeds, fruits, nuts, and berries for survival. They also hunted smaller animals. To gather their food, the Basket Makers wove baskets from wild reeds, grass, and human hair. Some of these baskets were woven so tightly, they could hold tiny seeds and even water without leaking. Better homes were built out of poles and covered in mud. They dug a pit in the ground for storing food.

Later, the Basket Makers learned to plant corn, squash, and beans. Learning to farm was important because it meant that the Basket Makers could stay in one place instead of chasing after animals. Over the years, their homes became bigger and were better built. This new way of life allowed the Basket Makers to settle down and raise families. They also crafted beautiful pottery.

FAST FACTS

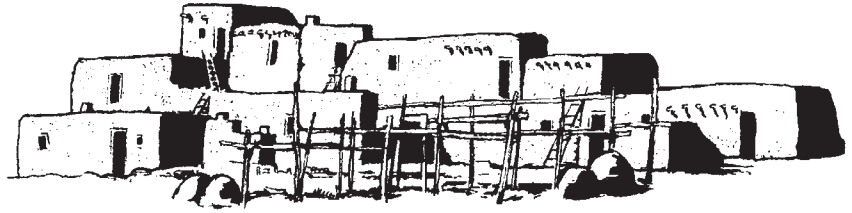


- George McJunkin was the first man to discover bones and stone tools from the Folsom culture.
- In 1851, McJunkin had been born a slave on a ranch in Texas. He was set free after the Civil War and moved to New Mexico where he worked on cattle ranches.
- McJunkin discovered the artifacts in 1908, but nobody took his discovery seriously until 1926. Archaeologists were sent to the area to uncover the bones of at least 18 extinct bison. Unfortunately, George McJunkin had died four years earlier.

THE ANASAZI PEOPLE

The descendants of the Basket Makers were the Anasazi (ahn•uh•SAH•zee) people. The name Anasazi is a Navajo (NAH•vuh•hoe) word that means “**ancient** ones.”

The Anasazi lived in the northwestern part of New Mexico. They built huge villages out of stone and adobe bricks that were so tightly fit together there was no need for mud or mortar. Some of the buildings in the Anasazi villages were five stories high with hundreds of rooms.



ANASAZI VILLAGE

Some Anasazi villages were built on mesas. Others were built inside canyon walls. The Anasazi built strong wooden ladders for climbing up to their canyon homes. If enemies approached, they pulled in the ladders and remained safe in their homes.



DOMESTICATED DOG

Like the Basket Makers, the Anasazi hunted and gathered nuts, yucca fruit, berries, and other wild plants. They also farmed. Instead of watering their crops with water carried in tightly woven baskets, the Anasazi built irrigation systems to bring water to their farms. The Anasazi even owned **domesticated** dogs. Today, the oldest remains of the Anasazi people are located in the Four Corners region.

THE PUEBLO PEOPLES

Around the year 1300, the Anasazi **abandoned** their huge villages and farms in northwestern New Mexico. Scientists are not sure why the Anasazi left their homes. Some think it may have been because of enemies or disease. Others think it may have been a **drought** that forced them to leave their villages. By studying the growth rings of the area’s ancient trees, scientists are able to tell that very little rain fell in this part of New Mexico from 1276 to 1299.

The Anasazi moved to other areas of New Mexico and settled in small villages known today as pueblos, or towns. Over the next 200 years, each town developed its own language and **customs**. The Pueblo peoples continued to farm and make beautiful pottery. Today, there are 19 different Pueblo tribes living in New Mexico. You will study about each of these tribes later.

THE MOGOLLON PEOPLE

The Mogollon (MOE•gee•yahn) people lived in southwestern New Mexico. They hunted for their food and picked berries, roots, piñon (PEEN•yahn) nuts, and seeds. They used stones to grind the seeds into flour for cooking.

The Mogollon did some farming, planting crops of corn, beans, squash, and cotton along the riverbanks, in creeks, and on bluffs. Planting crops in several places guaranteed them that if one crop failed, another would survive in one of the other places. Like the Anasazi, the Mogollon were also skilled pottery makers. They were known for making plain brown and red **ceramic** (sur•RAM•ick) bowls, pots, and jars.



MOGOLLON PITHOUSE

MOGOLLON DWELLINGS

The first type of house built by the Mogollon was a pithouse that was buried partly below ground. The sides of the pithouse were made of tree poles and grass. Cracks were filled in with mud. A fire pit was dug in the living area of the Mogollon pithouse. A hole in the top of the pithouse allowed the smoke to escape.

Villages of pithouses were built on the sides of mountains. A kiva (KEE•vuh) was built in the center of each village. The kivas were underground rooms used by men and older boys for special **ceremonies**.

FAST FACTS



- During the 1990s, a group of teens was hired by the state of New Mexico to restore crumbling Native American churches that were originally built in the 1700s and 1800s.
- Just like the Anasazi people, the teens made adobe bricks by mixing straw into wet clay. After the adobe bricks dried in the sun, the youngsters used the mud bricks to rebuild the churches as they looked in the 1700s and 1800s.

MOGOLLON APARTMENT-STYLE DWELLINGS

Later, the Mogollon built different types of houses. Instead of single pithouses built below ground, the Mogollon began building above-ground villages in cliffs and caves. Like the Anasazi, the apartment-style dwellings were built out of adobe bricks and had more than one room. Kivas were built underground in the center of the Mogollon villages.

MOGOLLON FARMERS

Permanent villages helped the Mogollon settle into a more comfortable life. They depended less on hunting and more on farming to survive.

In their large villages, the Mogollon raised more crops and became the first group of people in New Mexico to grow a good tasting corn. Instead of storing their food underground or in clay jars, the Mogollon built special rooms with adobe floors for food storage.

The Mogollon also experimented with different types of pottery. Instead of plain red and brown pots, they made white bowls painted with black shapes.

Like the Anasazi, the Mogollon people abandoned their villages around the year 1300. Again, scientists are not sure why, but some think it was because of the drought that affected New Mexico during the late 1200s. The Mogollon scattered throughout New Mexico, settling in pueblos and becoming part of the Pueblo cultures.



MOGOLLON APARTMENT DWELLING

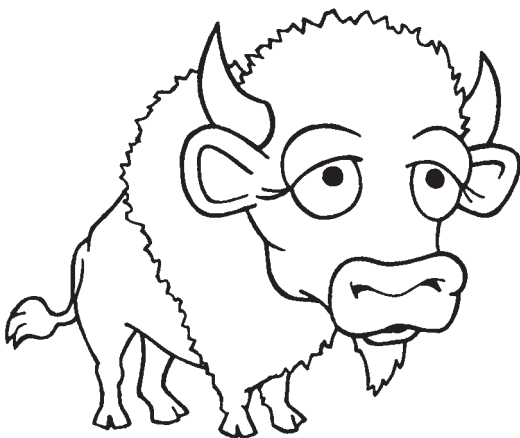
THE NAVAJO AND APACHE TRIBES

While the Pueblo peoples settled in peaceful farming towns and built a comfortable life for themselves and their children, the Apache and Navajo

tribes roamed throughout the Southwest in search of buffalo and other large game animals. In the 1400s, the Apache and Navajo wandered into New Mexico.

The Apache and Navajo peoples were skilled hunters. They rarely stayed in one place long enough to build permanent homes or plant crops. To kill a buffalo, the hunters chased the animal over the side of a cliff or into deep sand. Once the buffalo was trapped, the hunters killed the huge animal with a spear.

As the buffalo began to disappear from the area, the Apache and Navajo found other ways to get food and supplies. They raided the Pueblo settlements and stole food, clothing, and tools. They also took the Pueblo



BUFFALO

children as slaves. The fighting between these three groups lasted over 400 years.



NEW MEXICO'S ANCIENT PEOPLE



Directions: Read each question carefully. Darken the circle for the correct answer.

- 1 **According to the first paragraph of New Mexico's Ancient Peoples, the first people in North America were –**
- A Spanish explorers
B wild animals
C hunters from Asia
D American soldiers
- 2 **How did these people enter North America?**
- F They swam across the Arctic Ocean.
G They crossed the Bering Land Bridge.
H They flew on American Airlines.
J They traveled by boat.
- 3 **Why did these people enter North America?**
- A They were following herds of animals.
B They were searching for freedom.
C They wanted to live where the climate was warmer.
D They were searching for gold and silver.
- 4 **Which of these phrases about the Basket Makers tells you that they were intelligent and hard working?**
- F ...most of the animals died...
G ...climate of New Mexico became hotter and drier...
H ...animals had a difficult time surviving...
J ...wove baskets from wild reeds, grass, and human hair...
- 5 **What makes scientists think that a drought may have forced the Anasazi people to leave their homes?**
- A The Anasazi wrote books about their experiences.
B Scientists have studied the growth rings from ancient trees.
C The Anasazi told the scientists about the drought.
D Scientists know that rain never fell in this area of New Mexico.
- 6 **All of these things about the Pueblo peoples are true except –**
- F each pueblo village had its own languages and customs
G there are 19 pueblos in New Mexico today
H the Pueblo peoples hunted for survival
J the Pueblo peoples created beautiful pottery
- 7 **Why did the Navajo and Apache tribes enter New Mexico?**
- A They were searching for gold.
B They wanted to become farmers.
C They wanted to help the Pueblo peoples build their houses and raise their children.
D They followed buffalo and other large game animals into the area.

READING

Answers

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | A | B | C | D | 5 | A | B | C | D |
| 2 | F | G | H | J | 6 | F | G | H | J |
| 3 | A | B | C | D | 7 | A | B | C | D |
| 4 | F | G | H | J | | | | | |



NEW MEXICO'S ANCIENT PEOPLE



Directions: Read each sentence carefully. Then darken the circle for the sentence that is correctly written.

- 1 A The first people in north america crossed the Bering Land Bridge.
 B The bering Land Bridge was a strip of ice 1,000 mile wide.
 C The bridge connected northeast Asia to western Alaska thousands of years ago.
 D Wild animals crossed back and forth over the bering land bridge.
- 2 F New Mexico's first people was hunters and gatherers who followed the food supply.
 G Artifacts of these nomadic people were found in New Mexico.
 H They moved from place to place in search of wild animals berries grains and roots.
 J They slepted in caves and were ready to move quickly to keep up with the animals.
- 3 A The Anasazi people were farmers in New Mexico.
 B They dug irrigation ditches too water their crops of corn and squash.
 C The Anasazi also gathering nuts, berries, and other wild plants.
 D The anasazi built houses with adobe walls and villages with hundred of room.
- 4 F "today we will learn about other Native American groups," explained Mrs. Jones.
 G "Who can tell me which groups wove baskets." asked the teacher.
 H "The Basket Makers made tightly woven baskets," answered Josie.
 J "Excellent" exclaimed Mrs. Jones. "I can tell Josie has been listening."
- 5 A Other Native American in New Mexico included the Pueblo and Mogollon cultures.
 B The Navajo people roamed through New Mexico where they gathering and hunting.
 C The Mogollon people will settle in New Mexicos' mountains.
 D The Navajo people stole food, clothing, and tools from the peaceful Pueblo tribes.

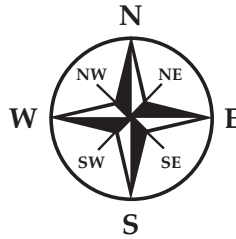
Answers

LANGUAGE

1 (A) (B) (C) (D) 2 (F) (G) (H) (J) 3 (A) (B) (C) (D) 4 (F) (G) (H) (J) 5 (A) (B) (C) (D)

MAPPING: ANCIENT DWELLINGS

This activity will review your knowledge of **cardinal** and **intermediate directions**. You should remember that north, south, east, and west are the **cardinal directions**. On a map these directions are labeled N, S, E, and W.



Compass Rose

Between the four main directions are the **intermediate directions**. Northeast, or NE, is the direction between north and east. Southeast, or SE, is the direction between south and east. Southwest, or SW, is the direction between south and west. Northwest, or NW, is the direction between north and west.

Remember, a **reference point** is also important for finding your location. A **reference point** is simply a starting point. It's difficult, for example, to travel southwest if you don't have a starting point.

EXAMPLE: Chaco Culture National Historical Park is **southwest** of **Palace of Governors**.

This example gives you some very important information. It tells you that your **reference point**, or starting point, will be Palace of Governors. It also describes in which direction you will be traveling.

Locate Palace of Governors on your Ancient Dwelling Map. Put your finger on Palace of Governors and slide it **southwest**. You should see a picture of Chaco Culture National Historical Park already placed there for you.

In this activity, you will use what you know about **reference points**, **cardinal directions**, and **intermediate directions** to plot ancient dwellings of New Mexico's first Native Americans. These dwellings have been preserved so historians can learn more about the people who lived long ago.


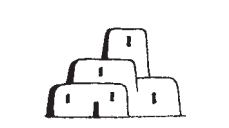






DIRECTIONS:

1. Use coloring pencils to neatly color each of the points of interest at the bottom of the page.
2. Use your scissors to carefully cut out the points of interest.
3. Label the intermediate directions on the compass rose drawn for you on the Ancient Dwelling Map.
4. Use the written descriptions and your compass rose to correctly locate these points of interest on your Ancient Dwelling Map.
5. Glue the points of interest in their proper places on your map. (Glue the pictures right over the dots.)
6. When you are finished, use your coloring pencils to add more color to your Ancient Dwelling Map.



1. Gila Cliff Dwellings National Monument is southwest of Smokey Bear State Park.
2. Bandelier National Monument is south of Palace of Governors.
3. Aztec Ruins National Monument is north of Chaco Culture National Historical Park.
4. Pecos National Historical Park is northeast of Smokey Bear State Park.
5. El Morro National Monument is north of Gila Cliff Dwellings National Monument.
6. Acoma Pueblo is northeast of El Morro National Monument.
7. Salinas Pueblo National Monument is southeast of Bandelier National Monument.
8. El Malpais National Monument is southeast of Acoma Pueblo.

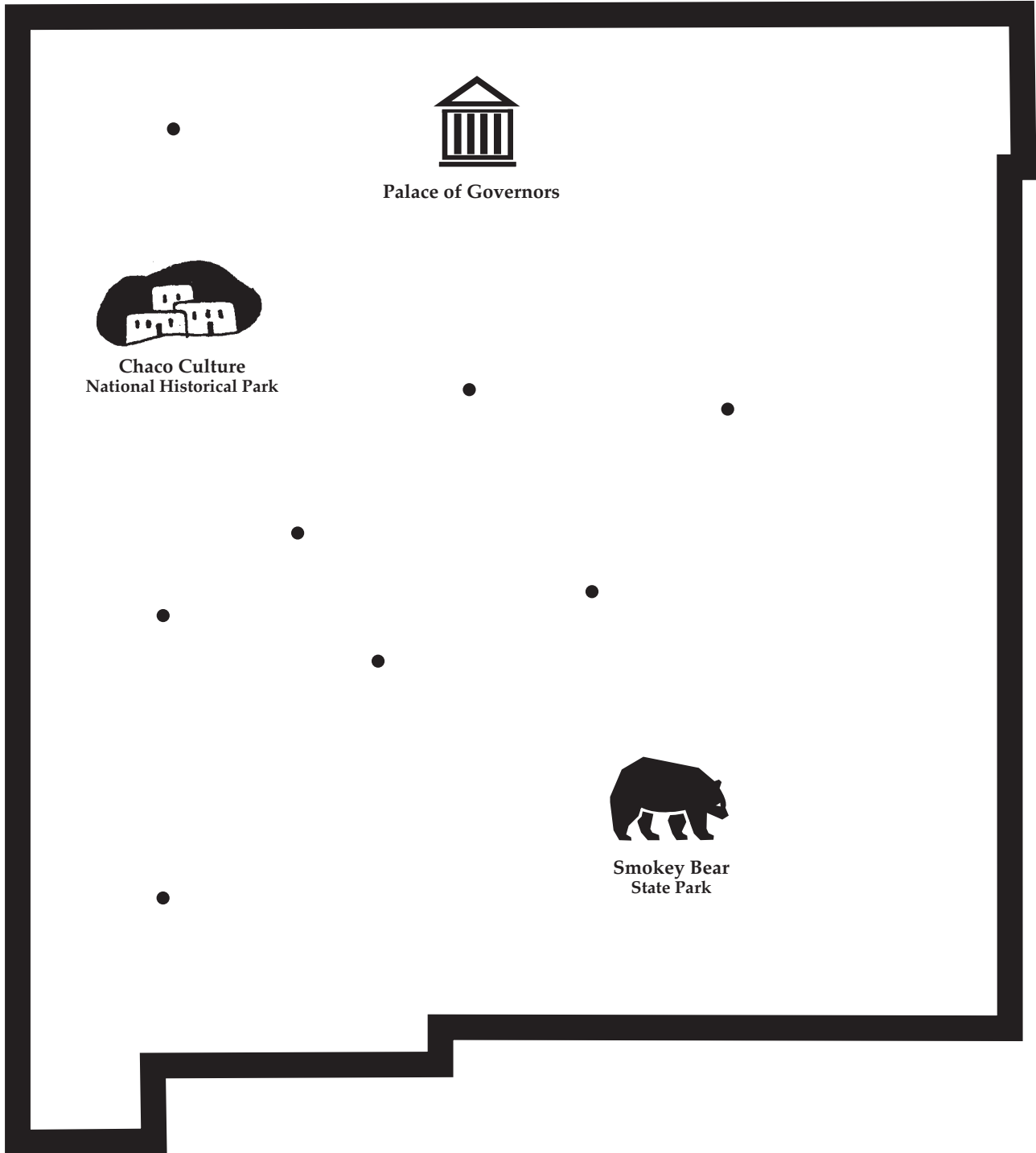


 <p>Gila Cliff Dwellings National Monument</p>	 <p>Salinas Pueblo National Monument</p>	 <p>Acoma Pueblo</p>	 <p>El Malpais National Monument</p>
 <p>El Morro National Monument</p>	 <p>Pecos National Historical Park</p>	 <p>Bandelier National Monument</p>	 <p>Aztec Ruins National Monument</p>

Name _____



ANCIENT DWELLING MAP

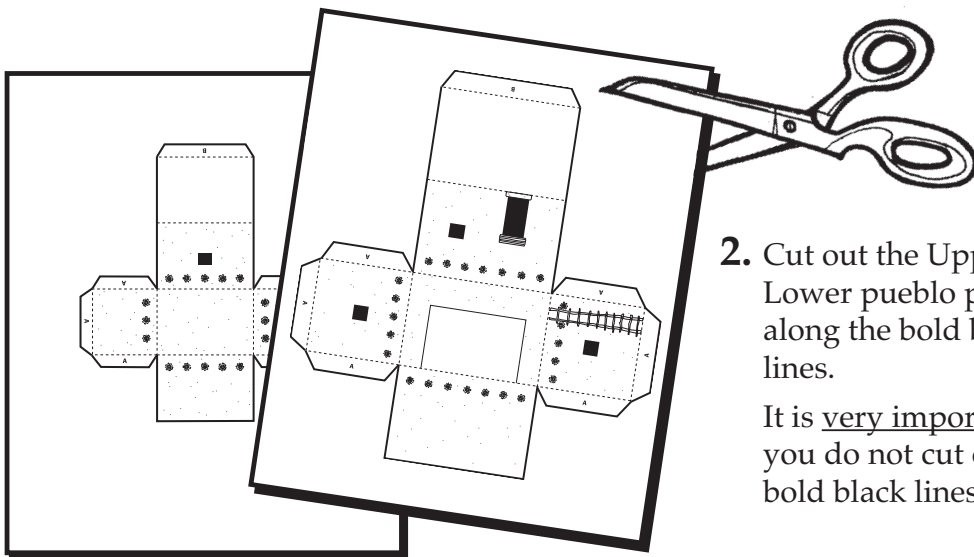
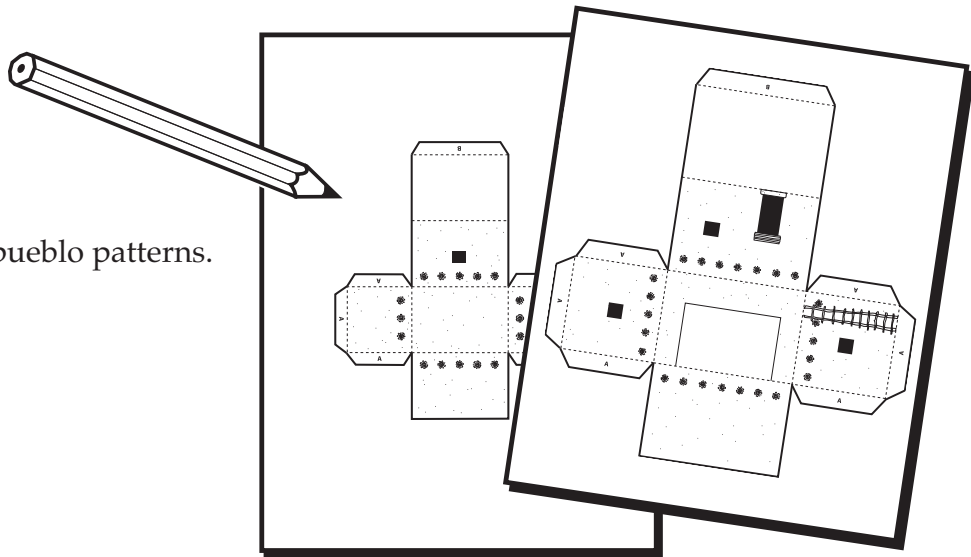


MAKING A PUEBLO DWELLING

You have been studying about New Mexico's ancient peoples and the types of dwellings they built. In this activity, you will be making a miniature pueblo like New Mexico's Pueblo peoples once made.

MATERIALS: Scissors, glue, coloring pencils, and pueblo patterns.

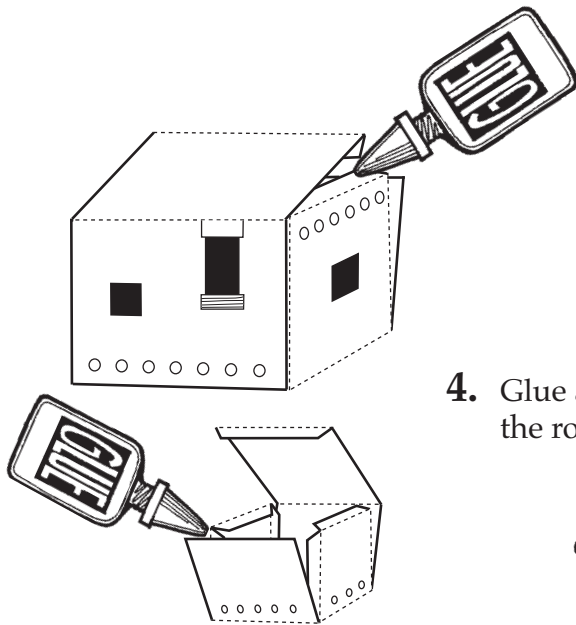
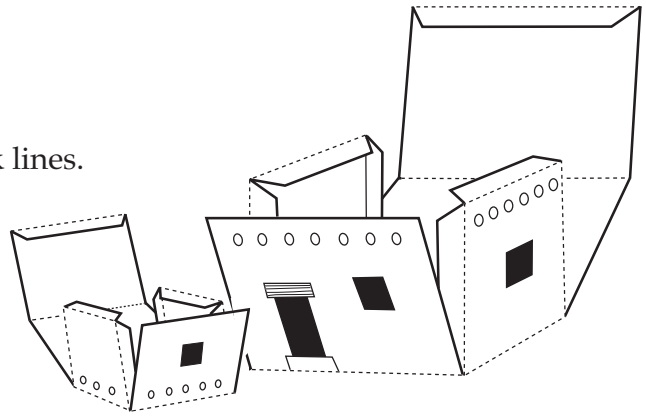
1. Color the pueblo patterns.



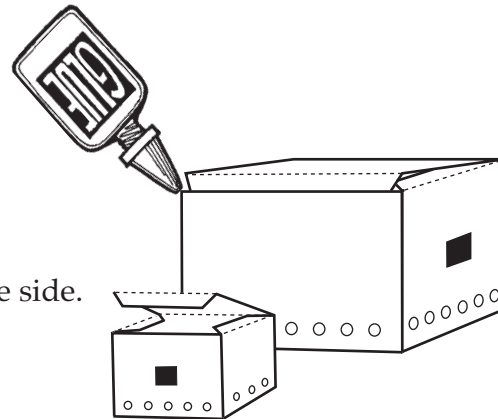
2. Cut out the Upper and Lower pueblo patterns along the bold black lines.

It is very important that you do not cut off the bold black lines.

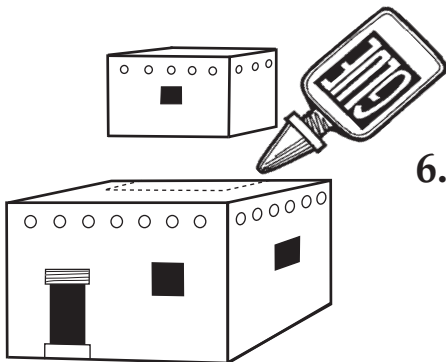
3. Make folds along all of the dotted black lines.



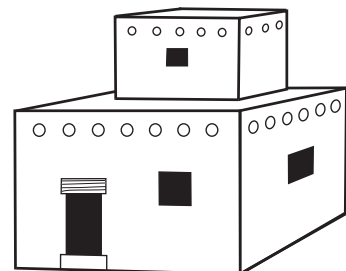
4. Glue all of the tabs marked A to the inside of the roof .



5. Tuck and glue tab B into the opposite side.

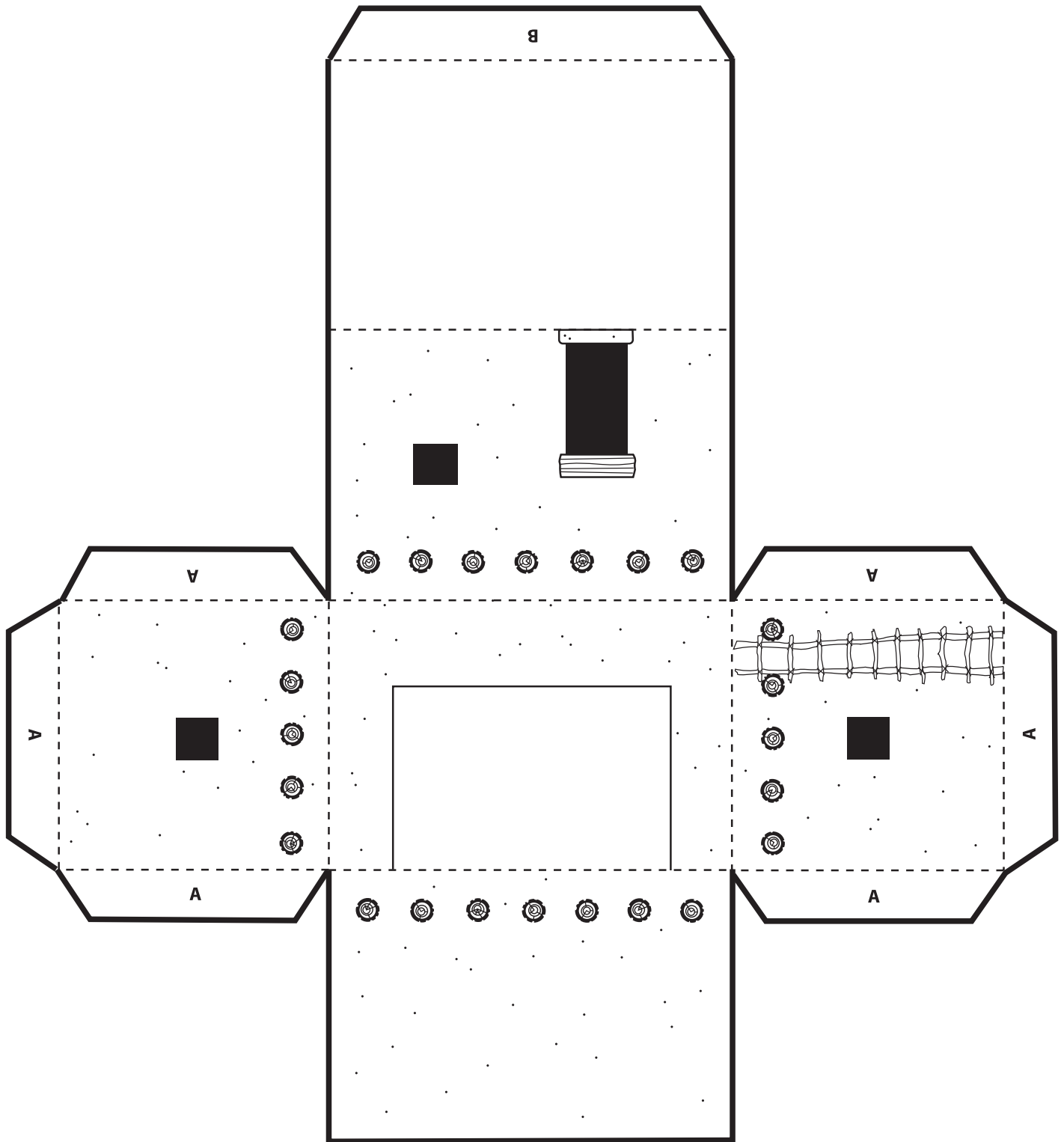


6. Glue the upper pueblo onto the lower pueblo using the rectangle as a guide.

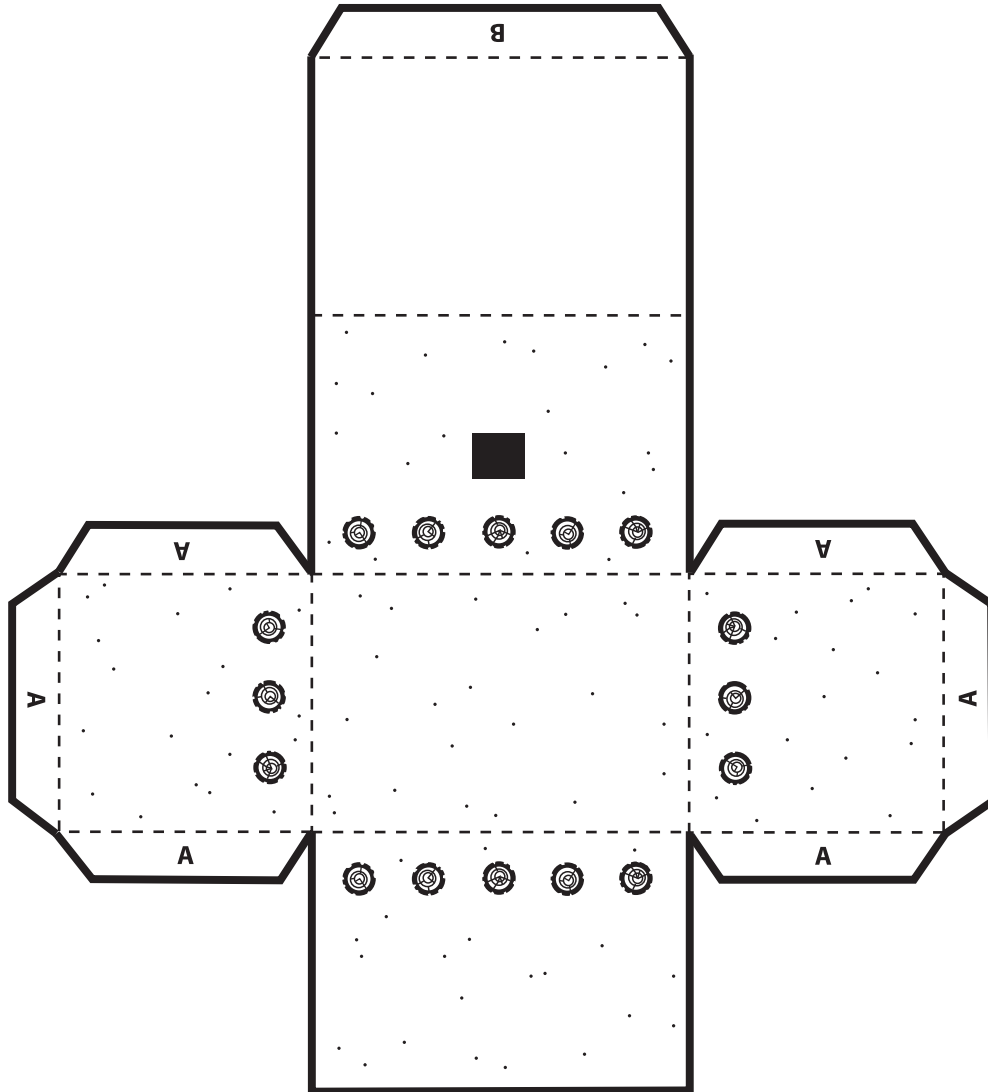


EXTRA: Continue your pueblo village by making more pueblo dwellings. Stack dwellings on top of each other to make apartment-style dwellings.

LOWER PUEBLO PATTERN



UPPER PUEBLO PATTERN




VOCABULARY QUIZ

NEW MEXICO'S ANCIENT PEOPLES

DIRECTIONS: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ ancient
2. _____ drought
3. _____ abandoned
4. _____ domesticated
5. _____ continent
6. _____ ceremonies
7. _____ mammoths
8. _____ ceramic
9. _____ flint
10. _____ sloths
11. _____ A.D.
12. _____ customs



- A. wild animals that are tamed and used by humans.
- B. a type of object made out of clay that has been hardened by heat.
- C. religious or spiritual gatherings.
- D. large hairy extinct elephants with tusks that curved upward.
- E. extinct animals that had three long clawed toes on each foot.
- F. people who lived a long time ago and have since disappeared.
- G. gave up completely.
- H. a long period with no rain.
- I. usual ways of doing things.
- J. one of seven large areas of land on the globe.
- K. a very hard stone that produces a spark when struck by steel.
- L. the period in history after the birth of Christ.

GLOSSARY



A.D. the period in history after the birth of Christ.

a•ban•doned gave up completely.

an•cient people who lived a long time ago and have since disappeared.

ce•ram•ic a type of object made out of clay that has been hardened by heat.

cer•e•mo•nies religious or spiritual gatherings.

con•ti•nent one of seven large areas of land on the globe.

customs usual ways of doing things.

do•mes•ti•cat•ed wild animals that are tamed and used by humans.

drought a long period with no rain.

flint a very hard stone that produces a spark when struck by steel.

mam•moths large hairy extinct elephants with tusks that curved upward.

sloths extinct animals that had three long clawed toes on each foot.

ANSWERS



ANSWERS TO COMPREHENSION QUESTIONS

Reading

1. C
2. G
3. A
4. J
5. B
6. H
7. D

Language

1. C
2. G
3. A
4. H
5. D

ANSWERS TO VOCABULARY QUIZ

1. F
2. H
3. G
4. A
5. J
6. C
7. D
8. B
9. K
10. E
11. L
12. I

ANSWERS TO ANCIENT DWELLING MAP

