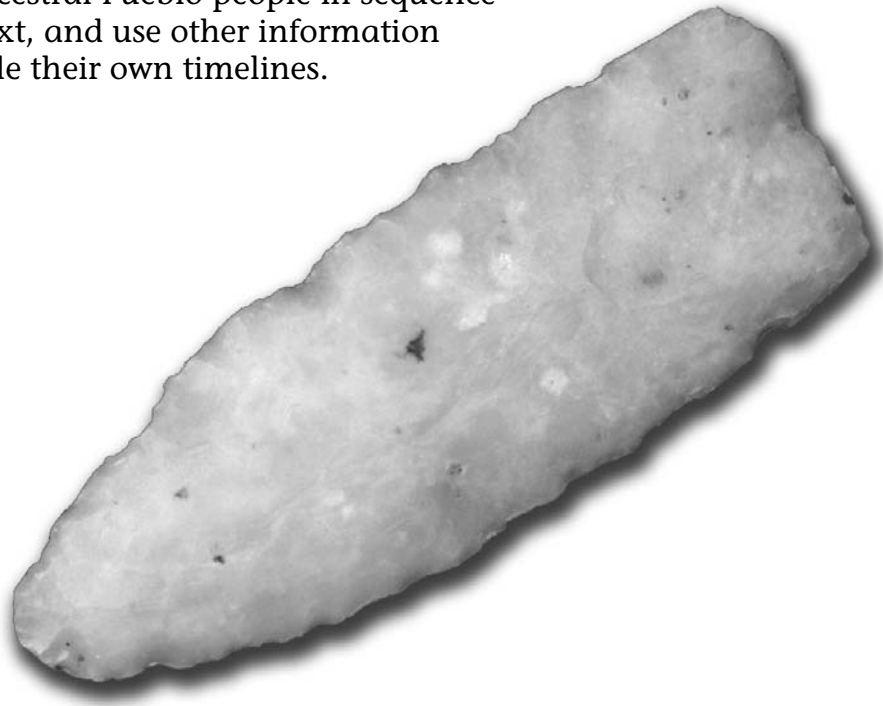


Lesson Plan Two: Making and Using Timelines

Students use timelines to find information on the Ancestral Pueblo people in sequence and context, and use other information to assemble their own timelines.



“There is no Pueblo perception of time because we are still doing the same things our ancestors did. We have adapted to changes but we speak the same language, we dance the same dances~the basis is still the same. Time to Pueblo people cannot be measured because we are still following the same teachings despite the changes we face in modern times.”~*Affiliated Pueblo Consultation Committee*

Location: classroom

Suggested group size: whole class, small groups, individuals

Subject(s): history, social studies

Concepts covered: time sequences, chronology, ethnography, development of cultures

Written by: Chris Judson, Bandelier National Monument

Last updated: 2/2007

Student outcomes: At the end of this activity, students will be able to use timelines to discover time sequences and the relationship of events in various years, and use known events to create a timeline.





EDUCATIONAL STANDARDS

New Mexico State Standards

Social Studies

K-4 Benchmark I-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Grade 4

1. Identify important issues, events, and individuals from New Mexico pre-history to the present.

K-4 Benchmark I-D: Understand time passage and chronology.

Grade 4

1. Describe and explain how historians and archeologists provide information about people in different time periods.

K-4 Benchmark III-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present

Grade 4

2. Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.

K-4 Benchmark III-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

Grade 4

1. Describe how cultures change.

K-4 Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.

Grade 4

1. Describe various cultures and the communities they represent, and explain how they have evolved over time.

Language Arts

K-4 Benchmark I-D: Acquire reading strategies

Grade 4

5. Increase vocabulary through reading, listening, and interacting



NATIONAL STANDARDS

Standard 2 Grades K-4: The history of students' own local community and how communities in North America varied long ago.

2A: The student understands the history of his or her local community

Topic 2: The History of Students' Own State or Region

Standard 3 K-4: The people, events, problems, and ideas that created the history of their state.

3A: The student understands the history of indigenous peoples who first lived in his or her state or region

Grade 3-4: Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago
(Compare and contrast differing sets of ideas)

II. Time, Continuity, and Change

Middle Grades

b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

BACKGROUND

Different cultures have widely varying ideas of the nature of time and history. History books tend to look at time as linear, beginning at one date and going in a sort of straight line to a later date. Timelines are based on this concept. However, Pueblo people tend to think of time as cyclic, going around through the seasons and back again, as expressed in the quote on the first page of this lesson plan. You may come from a culture that has yet another way of seeing time, and some of your students may have yet other approaches.

This lesson plan is based in the linear time concept, mainly because there is a group of educational standards (at least at this writing) that speak of time passage and chronology in the linear sense, and textbooks often employ timelines. Timelines are useful ways to look at time and history in that context, but we do not mean to imply that they are the only way to look at these concepts. You may want to come up with extensions or variations on the provided activities that reflect other ways of thinking.



MATERIALS

Paper, writing utensils

Flipchart paper or butcher paper to post for building vocabulary list

Pueblo Timeline found on Bandelier website, www.nps.gov/band, look under Site Index for materials for teachers

Extension: New Mexico map or a map showing the Four Corners states

VOCABULARY

Atlatl: a throwing stick used to move a spear farther and with more force than just throwing without it

Cavate: small room carved into the cliff, often used as the back room of a talus house

Checkdams: structures built in arroyos to slow down rain runoff to control flooding or save water for agriculture

Fieldhouse: small structure used when farmers were working at gardens far from their village

Irrigation: to bring water to crops by means of ditches from a stream or creek to the garden

Keres: language spoken at Cochiti, Santo Domingo, San Felipe, Santa Ana, Zia, and Acoma Pueblos (and, formerly, in Frijoles Canyon)

Maize: the formal name of corn

Tewa: Tanoan language, spoken at Oke Owinge, Nambe, Santa Clara, San Ildefonso, Pojoaque, and Tesuque Pueblos (and, formerly, at Tsankawi in Bandelier)

PRE AND POST-EVALUATION

Pre-Evaluation

As a class, make a list of the things the students would, and would not, like about living in New Mexico in the time periods covered by the timeline, not counting the modern period. You may want to make it simpler by taking this only up to, but not including, the arrival of the Europeans.

Post-Evaluation

1A. Have the class look over their earlier list and see if they want to add to, subtract from, or change it.



- 1B. Ask each student to write a paragraph explaining which time period he or she would most, or least, have liked living in, and why.

PROCEDURES: ACTIVITIES TO CHOOSE FROM

1. Divide the class into groups and give each a different section of the timeline to be used in upcoming activities. From the timeline, find out what these words mean: (note: the meaning of each is shown in the text directly after the word)
atlatl
maize
horno
cavate
plaza
parrots and macaws
CE, BCE
rabbitstick
field house
2. Using their timeline sections, ask each group to identify and write down at least 4 important things that were happening during that period. Ask the groups to come up in front of the class in the proper chronological order (the students determine what that order is) to put their section on the board in the right order and tell the class the important things happening during their period of time.
3. Identify which period of time each of these things was happening. This could be done as a class activity with the students still divided into the groups from Activity 1 and 2. When the teacher reads each sentence below, the appropriate group jumps up (or raises hands) to tell what period the thing occurred.
 - 1) People built homes in caves up on cliffs. 800-1140
 - 2) People were growing beans as well as corn and squash. 6000 BCE-100 CE
 - 3) Spanish explorers, soldiers, priests, and settlers began to arrive 1550-1846
 - 4) Around Bandelier, small villages were built on the mesas and in the canyons. 1140-1325
 - 5) There are tiny corn cobs from Jemez from this period 6000 BCE-100 CE
 - 6) People from the Tsankawi section of Bandelier moved to San Ildefonso Pueblo. 1325-1550
 - 7) People hunted mammoths, mastodons, and camels. Clovis up to 7000 BCE
 - 8) The Spanish brought wheat, chiles, horses, sheep, and cattle. 1550-1846.



- 9) Things that were traded included obsidian, cotton, food, and animal skins
1140-1325
 - 10) All the pueblos fought together against the Spanish 1550 - 1846
 - 11) The hunters used atlatls and rabbitsticks. 6000 BCE – 100 CE
 - 12) People come to New Mexico from all over the world to buy beautiful things
made by Pueblo people. 1846 - Present
4. Hang complete timelines in several different locations in the classroom.
Have the students remain in their groups or work individually to complete a
“treasure hunt” by looking for the answers to one or more of the questions
below, (see worksheet at end of lesson, and teacher’s answer sheet)
- 1) List at least 3 different types of dwellings the people lived in
 - 2) Describe at least 4 different ways that they obtained food
 - 3) Name at least 3 different tools or weapons and what they were used for.
 - 4) Name at least 5 animals they hunted.
 - 5) Name at least 3 things that were traded.
 - 6) Name at least two things that stayed the same for at least 3 time periods.
 - 7) Name at least two things that changed a great deal over the years
5. Hang complete timelines in several different locations in the classroom.
Have the students remain in their groups to complete a “treasure hunt” by
having each member of the group look for the answers to one or more of the
questions below in the timeline. (**worksheet for students and answers for
teachers are at end of lesson**)
6. Have each student make a timeline for a period of his or her life, i.e., the last
month, a year, or their whole life. Be sure they know that they can’t show
everything that happened, so they will need to choose the things that were
most important to them.



EXTENSION IDEAS

1. Obtain a map that shows the Four Corners area, at least from north of Durango (Colorado) to El Paso, Texas. With the class, mark these places, mentioned in the timeline, that were used by some of the Ancestral Pueblo people at various times:

- Chaco Canyon (northwestern New Mexico)
- Mesa Verde (southwestern Colorado)
- Bandelier (north of Santa Fe)
- Jemez Mountains (north of Albuquerque)
- El Paso (south of Las Cruces)
- Zuni Pueblo (west and south of Gallup)

Are any of them close to where you live?

Note: it is sometimes difficult to remember that these areas were not the only places where Ancestral Pueblo people were living; these are just the ones most related to Bandelier. At various times, there were Ancestral Pueblo people living in northern New Mexico, northern Arizona, southern Colorado, southern Utah, and even in a part of Nevada.

2. As a class, put more detail into the Timeline by adding these events (from the Social Studies textbook *New Mexico!* by Marc Simmons):

- 1519 Hernando Cortez lands in Mexico
- 1540 Francisco Vasquez de Coronado begins his expedition to explore north of Mexico
- 1786 Governor Anza makes peace with the Comanches, making it much safer to live here
- 1541 Coronado travels through parts of present-day Kansas and Oklahoma
- 1692 Spanish under Don Diego de Vargas return to New Mexico
- 1706 Albuquerque is established, named for the Duke of Albuquerque, Viceroy of New Spain. (Since that time, one “r” has been dropped from the word.)
- 1609 Don Pedro de Peralta becomes governor of New Mexico and moves the capitol to Santa Fe



- 1680 Popé leads the Pueblo Rebellion against Spanish settlers under Governor Antonio de Otermin
 - 1821 New Spain, including present-day New Mexico, separates from Spain, and becomes the nation of Mexico
 - 1538 Fray Marcos de Niza and Estavanico go north from Mexico City, looking for riches, and get as far as Zuni Pueblo
 - 1821 American traders begin coming to Santa Fe; their route was the Santa Fe Trail
 - 1598 Juan de Oñate brings Spanish settlers into New Mexico and sets up the first capitol of New Mexico near San Juan Pueblo
 - 1846 Kearny occupies New Mexico and claims it for the United States
- 3A. As a class, in small groups, or as individuals, research the items below, and then put each one in its proper location along the timeline for the Pueblo people.
- Who were the first people (in the world) to use each of these things, when, and where did they live:
- Writing
Metal
Gunpowder
Wheat
Glass
Maize
Chocolate
- 3B. Have the students, as individuals or small groups, do research to find out additional famous or interesting things that were happening in other parts of the world during these periods. Put them in their places along the timeline. Ask the students to consider whether any of those events affected New Mexico or their life today.
4. As a class, or as individuals or small groups, ask the students to make up a reasonable time line for the future. How would each student want to affect the course of history?



RESOURCES

School textbook on New Mexico history

Dozier, Edward P., *The Pueblo Indians of North America*, Waveland Press, Prospect Heights, IL, 1983

Fugate, Francis L. and Roberta B., *Roadside History of New Mexico*, Mountain Press Publishing Company, Missoula, MT, 1989 (ISBN 0-87842-242-0)

Jenkins, Myra Ellen, and Schroeder, Albert H., *A Brief History of New Mexico*, University of New Mexico Press, Albuquerque, 1978 ISBN 0-8263-0370-6)

Sando, Joe S., *Eight Centuries of Pueblo Indian History*, Clear Light Publishers, Santa Fe, NM, 1998 (ISBN 0-940666-17-0) ***

Sando, Joe S., *Pueblo Profiles—Cultural Identity Through Centuries of Change*, Clear Light Publishers, Santa Fe, NM 1998 (ISBN 0-940666-40-5)

Silverberg, Robert, *The Pueblo Revolt*, University of Nebraska Press, Lincoln, 1994 (ISBN 0-8032-9227-9)

*** Available for loan from Bandelier, (505) 672-3861 x 517

WEB RESOURCES:

Bandelier website: www.nps.gov/band

Bandelier museum collection website: www.cr.nps.gov/museum/exhibits/band or go to the Bandelier website and click on the collections icon

Mesa Verde National Park: (contains many photos of the sites there)
www.nps.gov/MEVE

Chaco Culture National Historic Site website: www.nps.gov/CHCU

Other useful websites:

(note: Bandelier has no control on the accuracy of these sites)

Albuquerque's Environmental Story: (includes information on area history):
www.cabq.gov/aes/s3pueblo.html

Information on many aspects of the history of peoples of New Mexico:
www.cybergata.com/native.htm

General information on Native American peoples of New Mexico:
www.newmexico.org/nativeamerica/index.php





5. Name at least 3 things that were traded:

cotton

food

animal skins

turquoise

obsidian

shells

corn, beans, squash

pottery

ideas

parrots and macaws

6. Name at least two things that stayed the same for at least 3 time periods.

using atlatls

using bow and arrow

making pottery

farming

using wild plants

hunting

living in stone houses

speaking their own language

7. Name at least two things that changed a great deal over the years

animals they ate

how many people lived together

who their neighbors were

how long they stayed in one place

things they needed to fight

plants they used: beginning with wild plants,

ending with Spanish crops

