

# Tuzigoot Field Trip

## Being a Detective and Trading to Survive

### Agenda and Activities

#### Schedule of On-site Activities:

- Introduction 15 minutes  
Break into 2 even groups
- Group A: Being a Detective (Scavenger Hunt) 25 minutes
- Time to change groups 5 minutes
- Group B: Trading to Survive 25 minutes  
After each group completes their first activity, then they will trade activities and complete the second activity.
- Wrap up 5 minutes

#### Introduction (10 minutes)

Short summary History of Tuzigoot

Bathroom locations

Safety: Hats, water, staying on the trail, staying with Ranger or Teacher.

Behavior expectations (being a courteous listener – when someone else is talking, wait for your turn; stay with your group).

Preview the day's program

#### Activities

See Lesson Plans for each activity and material needed.

Wrap Up

See Lesson Plans for each activity's "Wrap Up"

**Universal Concept:**

-Cultures, survival, adaptations

**Tangibles:**

- Detective Books
- Signage
- Ruins

**Intangibles:**

- Culture
- Contribution
- Survival
- Adaptations

**Objective:**

By reading the signs students will learn about the Sinagua culture.

**Supplies:**

- Trail signs
- Detective Books
- pencils

**Vocabulary**

- Detective
- Scavenger Hunt
- Sinagua
- Creasote
- Ceremonial

**State Standards****Social Studies: 4<sup>th</sup> grade**

-Strand 1, Concept 2

PO 1: Describe the legacy and cultures of prehistoric people in the America:

- a. characteristics of hunter-gatherer societies.
- b. development of agriculture

PO 2: Describe the cultures and contributions of the Anasazi, Hohokam (e.g., location, agriculture, housing, arts, trade networks: adaptation and alteration of the environment).

# Tuzigoot History Detectives

## Scavenger Hunt

### Prehistoric People

**Activity: Be a Detective**

1. Tell students they will become detectives to find out more about the culture, survival and adaptations of Prehistoric Tribes.
2. Ask what a detective does? (Someone who gathers information)
3. Tell students they will find the information they are looking for by reading the signs along the trail and completing their Detective Books.
4. Pass out Detective Books and pencils and have students work in groups of 2-3.
5. Walk along the trail with the Ranger and stop at the signs and pick a student to read out loud the signage. Then complete the question for that sign. Ranger may add any additional information thought to be of interest to the group.
6. Conclusion: Ask students questions about what did they learn, favorite part, or if they have any questions.

**Background:**

**Familiarize yourself with the signs since all questions are taken from them.**

**Questions for detectives:**

1. What is one use of the Beargrass Plant?
2. What plant can be used to treat a toothache?
3. The Arizona Cypress is known for its \_\_\_\_\_ bark.
4. Yavapai people lived in clusters of dwellings that were less permanent called \_\_\_\_\_.
5. How many rooms were found at Tuzigoot?
6. Entries to most rooms were by way of \_\_\_\_\_ through \_\_\_\_\_.
7. Burial sites left many clues about the \_\_\_\_\_ and \_\_\_\_\_ life of the village.
8. What is the Yavapai term for money and what does it mean?

9. What did prospectors mine in the 1880's?
10. What was the Pueblo's Plaza used for?
11. When looking in the museum, what kinds of things would the Nations have traded with one another?

**Answer Key:**

1. rope, baskets, food
2. Creosote Bush
3. flaky bark
4. Rancherias
5. 110
6. ladder, roof
7. diet, daily
8. wi, meaning rock
9. copper
10. social and ceremonial activities
11. jewelry, baskets, arrowheads.

**References: Signs at Tuzigoot by the trail and in the museum.**

## **Tuzigoot Pre and Post Activities**

These are activities to be distributed to the teacher a week before the field trip. Teachers would have their students complete the Pre-activity to help the students become more familiar with the area they will be visiting. The Post Activity will be a good way for the teacher to assess student learning of the field trip.

### **Pre-Activity for Trading and Detective Scavenger Hunt**

Go to the Tuzigoot National Park website and view the virtual tour (computers will need QuickTime installed to navigate the QTR 360 ° images which reflect the text below them) found at [www.nps.gov/tuzi/photosmultimedia/virtualtour.htm](http://www.nps.gov/tuzi/photosmultimedia/virtualtour.htm) to give students some background information about the area and what is to be expected. Discuss with students how sometimes they trade objects (lunch items, stickers, baseball cards, toys) with one another and why they do this. Ask them to imagine trading for survival and what kinds of things they may need/want to trade today in order to survive (no money to purchase anything). If that concept is hard for them to imagine, try asking them what their favorite dinner or dessert is. Then tell them that the only way to get that food is by trading something with their neighbor. What would they be willing to part with to get that food?

### **Post-Activity for Trading and Detective Scavenger Hunt**

Students will pretend they are reporters by writing a newspaper article about their field trip to Tuzigoot. The article should include information they learned while on the field trip, their favorite part and their favorite plant or animal.