

3

LESSON PLAN

THE ARCHAIC HUNTER-GATHERERS

Subjects	social studies, performing arts, science
Skills	application, analysis, synthesis
Strategies	reading, role-playing, debate, scientific inquiry
Duration	2 sessions—the first 30 minutes, the second 45 minutes
Class size	any—entire class and small group

OBJECTIVES

Through studying about the Archaic hunter-gatherers and the later farmers, students will be able to hypothesize the reason for the change in lifeway.

MATERIALS

Popped popcorn, unpopped corn, teosinte or other wild grass
Situation cards (3-1)

WORD LIST

Page 3-8 lists unfamiliar words. The following words are important for study. Use active approaches such as relating the words to the student's preexisting word knowledge, providing repetition of words and engaging students in meaningful use of the words.

- cultivate
- cultivation
- hunter-gatherer

SETTING THE STAGE

Day 1

Bring popcorn for the students to snack on. If possible, collect some teosinte or a similar wild grass and compare it to present-day corn. Ask which plant looks like it would provide more food. Read aloud the section on the "Origins of Corn" in Chapter 3 and discuss.

PROCEDURE

Following the corn discussion, have students read the rest of Chapter 3 silently to themselves. Follow-up with a discussion. Set the stage for tomorrow by telling the students that they will be acting as a band of hunter-gatherers.

Day 2

Divide students into groups of 4-5, assigning the following roles to each group:

1. The older generation who didn't want to begin farming. Instead, they want to trade for corn.
2. The group that has secretly cultivated the corn plants.
3. The women who prepare the food in camp.
4. The men who have traditionally been good hunters.
5. A mixed age group of people willing to try farming.

Have the students prepare to play these roles. Remind students of the ramifications of each situation. For instance, a low yield from a hunting expedition might increase the group's willingness to try farming. Be sure to have the students consider their assigned person's feelings when acting out the role play, and what they would probably argue for and against. Allow them time to plan as groups.

Give the students the situation cards (3-1) in order as they proceed through the activity.

CLOSURE

Discuss as a group the appropriate portrayals of actions and feelings and assist them in seeing where they were not so appropriate. Discuss other reasons for the change in lifeway. This will review of the issues presented in the chapter.

EVALUATION

Observation of the role play for accurate portrayal of the issues and feelings which might have occurred as the Archaic people changed their lifeway to one of farming.

EXTENSIONS

- Provide some Indian or blue corn. Have students select which kernels would provide the best seeds for growing. (According to the text, these would be the larger ones.) Have students pick some of the smaller ones for comparison. Have the students grow the corn and keep track of which plants do best and what factors affect them.
- Students invent a game that could have been played using only the materials available to the Early Arizonans of this time period. Have them share this with the class.

LINKS

Discovering Arizona—Chapters 4 and 5

Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades, Lesson 2: "Culture Everywhere"

Lesson 13: "Pollen Analysis"

DISCOVERING ARCHAEOLOGY IN ARIZONA

Worksheet 2-2

SITUATION CARDS

<p>1. A few young people from your group show the new plant that they have tried growing over the last few seasons. They got it from people in the south who told them to plant some of the seeds instead of eating all of them.</p>	<p>5. The hunters go out for a week and only bring back 3 rabbits and 2 turkeys.</p>
<p>2. The hunters go out for a week and get 3 deer, 6 turkeys, and 15 rabbits.</p>	<p>6. Several older people volunteer to stay with the crop of corn, if it is planted, through the gathering season.</p>
<p>3. You went to your traditional place to gather mesquite beans and another group had already been there. There were very few beans left.</p>	<p>7. Birds eat all of the planted corn crop just before harvest.</p>
<p>4. A drought hits the area that you live in. You can only gather half the food you usually do.</p>	<p>8. You meet another group who has been cultivating corn. They have a great amount of corn stored up.</p>

Cut the above into "Situation Cards" for use with this lesson.