Unit Plan

Learning Goals

Cultural Literacy: Anasazi, Ancestral Puebloans, Pueblo Indians, Four Corners, cliff dwellings, petroglyphs, pictographs, Mesa Verde National Park

Geography: Arizona, New Mexico, Colorado, Utah

Vocabulary: Ancestors, enemies, carved, ancient

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Anasazi P. 2	Enemies p. 2	Ladder p. 6				
L1, L2, L3, L3+ Summary	Cliff dwellings p. 6						
Custom	Letter to Mesa Verde National Park						
Map Activity	Page 4 (4 corners)						
Coloring Page	Cut and paste cliff dwelling p. 5						
Presentation							

Unit Plan

	Words and page
Vocabulary L1, L2	Cliff dwelling, petroglyphs, ladder, enemies p. 7
Vocabulary	ancestors, enemies, carved, ancient Page 7

	Concept and Page		Concept and Page
Sorting	Ladder Page 6	**Short Answer**	End of Book
Classification	Petroglyphs Page 7	**Book Exam**	End of Book
Pattern	Ladder and petroglyphs p. 8	**Sentence Scramble**	Page 8
Multiple Choice	p. 3	**WH questions L1, L2, L3, L3+**	Page 8
Grammar	lived – p. 5	**Fill in the Blank**	Page 6
Yes/No	End of Book	**Vocabulary 2 & 3 Assessment**	End of Book

Unit Plan

How to use the plan

The lesson plans are provided in a page-by -page format. There is no set timeframe established for the pace. **Talking points**, **suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.

Unit Plan

Page One:

Talking Points: The Ancestral Puebloans are Native Americans who lived a long, long time ago. They are not alive anymore. Ancestral Puebloans means that they are related to the Puebloan Indians. Ancestors are the family members who lived long, long ago. Your ancestor is your great- great- great grandma or great great- grandpa, etc. When they were alive, they lived in the Southwest. (show map).
Native Americans are the people who lived in America before the Europeans came over to America. They were the first ones there.

Pointing Questions: Native American, walking stick

Short Answer: What does ancestral mean? Who were they related to? What states are in the Southwest? What are Native Americans? What is a walking stick used for?

Yes/No: Are they alive now? Did they live in the north? Southwest?

Sharing opinion/experiences: Which states are in the Southwest? Have you visited any of them? Who do you know who lives in the Southwest? (help them see that they live in the southwest if this is true for your class)

Vocabulary Focus

Peer to Peer Interaction: : After you read Page 1, ask students, "Who were the Native Americans who lived long ago in the Southwest.?" The answer is the main idea card "**Ancestral Puebloans**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Unit Plan

Page Two:

Talking Points: The Navajo Indians are Native Americans too. They have lived in the Southwest for a long, long time. They call the ancestors of the Puebloans "Anasazi". At first it was thought to be their name, but it was not. The Navajo and the Ancestral Puebloans did not get along, so the Navajo called them "Ancient Enemies" which in their language is "Anasazi". Because the "Anasazi" are not around anymore, we don't know what they really called themselves. Ancient means hundreds and hundreds of years go. If something is ancient, it is very, very old.

Pointing Questions: arrow, feathers, arm

Short Answer: Who are the Navajo? What did they call the Ancestral Puebloans? Why did they call them 'ancient enemies'?

Yes/No: Were the Navajo and Ancestral Puebloans friends? Enemies? Does Anasazi mean friends? Enemies?

Sharing opinion/experiences: Do you know of anyone who has enemies? Can you think of a reason why someone might have enemies?

Vocabulary Focus 1: Point to the word **enemies i**n the book. Enemies are people who do not like each other for some reason. Find the **"enemies"** flashcard and its matching definition.

Vocabulary Focus 2: Point to the word **ancient i**n the book. Ancient means very, very old. In this case the Navajo and the Ancestral Puebloans were enemies long, long ago. Find the **"Ancient"** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 2, ask students, "What did the Navajo call the Ancestral Puebloans.?" The answer is the main idea card "**Anasazi**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Word Scramble Anasazi (L), Word Scramble Enemies (L)

Unit Plan

Page Three:

Talking Points: The Pueblo Indians are still alive today. They live in the Southwest. They did not like the name Anasazi for their ancestors. They did not think that calling them “ancient enemies or old enemies” is a good name for them. Because the Pueblo are related to them, they call them ancestral Puebloans. That means that they are not Anasazi, they are the ancestors of the Pueblo Indians. So, they changed the name of the Anasazi. They are not called Anasazi anymore, they are Ancestral Puebloans.

Pointing Questions: Pueblo Indian, braids, beads, fringe, hair

Short Answer: Who are the Pueblo Indians? Where do they live? Who are their ancestors? What is an ancestor? What did they change the Anasazi’s name to? Why did they do that? What does it mean to change their name?

Yes/No: Are the Anasazi now called Ancestral Puebloans? Was the name Anasazi a good name? Was it a name that meant enemies?

Sharing opinion/experiences:? If you were going to change your name, what would you name yourself? Why?

Vocabulary Focus: Point to the word **ancestors i**n the book. **Ancestors** are people in your family from long**,** long ago**..** Find the **ancestors** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 3, ask students, “Who are related to the Anasazi.?” The answer is the main idea card “**Pueblo Indians**.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Multiple Choice

Unit Plan

Page Four:

Talking Points: The four corners is what we call the place where these four states touch together. Look at the picture, you can see a family standing on the Four Corners marker. When you are there, you can put on foot on one state, another foot on the other, one hand on another, and your other hand on another? Why? Because that is where you see on the map that those four states all come together. The states are Arizona, Utah, Colorado, and New Mexico. It is near the Four Corners that the Ancestral Puebloans lived. That land was not called the four corners yet. They lived their before there were any states. Have students view the following video of a man visiting Four Corners. https://www.youtube.com/watch?v=xXVlnPn5Wg8

Pointing Questions: Colorado, New Mexico, Arizona, Utah. The four corners on the map, the four corners where the people are standing.

Short Answer: What is the four corners?

Yes/No: Was that called the four corners when the Ancestral Puebloans lived there? Is Arizona one of the states that meets at the four corners? Texas? Mississippi? Utah? Colorado? Michigan?

Sharing opinion/experiences: What do you know about any of those four states? Do you know the name of any of the cities?

Peer to Peer Interaction: After you read Page 4, ask students, "What do you call the place where Arizona, Utah, Colorado, and New Mexico meet.?" The answer is the main idea card "**Four Corners**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Map Activity (4 corners)

Unit Plan

Page Five

Talking Points: When the Ancestral Puebloans were alive they lived in cliff dwellings. A cliff is the side of a mountain. A dwelling is another name for home or house. What is really neat, is that their dwellings are still there. They are very old and some have been damaged. What do you think about having a house like that? Have students watch the following video of cliff dwellings. https://www.youtube.com/watch?v=OFGoEesYLtE

Pointing Questions: dwelling, tourists, ladder, windows

Short Answer: What is another name for a house? What is another name for a dwelling? What is a cliff? Where did the Ancestral Puebloans live? Why do we call their homes cliff dwellings?

Yes/No: Did the Ancestral Puebloans live in houses on the side of cliffs? Do we call their homes cliff dwellings? Can tourists visit the dwellings?

Sharing opinion/experiences: Have you ever been on a tour where you got to see something special? Museum? What do you think about having a house that is a cliff dwelling?

Vocabulary Focus:

Peer to Peer Interaction: After you read Page 5, ask students, "What are the Ancestral Puebloan's homes called.?" The answer is the main idea card "**cliff dwellings**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Grammar-lives, Cliff Dwellings Cut and Paste

Unit Plan

Page Six:

Talking Points: The cliff dwellings were up high on the side of a mountain. To get into the dwelling, you have to climb a ladder. They did not have stairs there, they used ladders. They had to climb to get in their home.

Pointing Questions: tourists climbing ladder, cliff dwelling, ladder

Short Answer: What are the tourists climbing? Why did the Ancestral Puebloans need ladders? Where were the homes? What is a cliff?

Yes/No: Did the Ancient Puebloans use a ladder to get in their home?

Sharing opinion/experiences: What do people use ladders for? Have you ever used a ladder? When have you seen someone using a ladder?

Vocabulary Focus:.

Peer to Peer Interaction: After you read Page 6, ask students, "What did the Ancestral Puebloans use to get into their cliff dwellings.?" The answer is the main idea card "**ladders**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Word Scramble Ladder (L), Fill in the Blank, Summary L1, L2, L3, L3+, Sorting-ladder

Unit Plan

Page Seven:

Talking Points: A long, long time ago, the ancestral Puebloans carved pictures in rocks. They cut those pictures using a sharp tool They did not draw on the rock, they actually cut the rock. When a drawing is cut out or carved it is called a petroglyph. The people who made those petroglyphs are all dead now. They have been dead a very long time. We are not sure what the drawings mean. There are scientists called archeologists who study the pictures and try to figure out what they mean. Have the students watch the following video of petroglyphs starting at 2:58.

Pointing Questions: petroglyph drawings

Short Answer: What does carve mean? How are petroglyphs made? What do the pictures mean? What are those pictures carved in?

Yes/No: Are these pictures new? Old? Did the Ancestral Puebloans make those pictures? Are those pictographs carved in soap? Rock?

Sharing opinion/experiences: What are some things that people carve? What do you think the petroglyphs might mean?

Vocabulary Focus: Point to the word **carved i**n the book. Carved means to cut something. The pictures on the rocks were cut into the rock. Someone used a sharp tool to draw those pictures. Find the **carved** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 7, ask students, "How are petroglyphs made.?" The answer is the main idea card "**carved**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Vocabulary L1, L2, L3, classifcation

Unit Plan

Page Eight:

Talking Points: Not every picture on rocks was carved like the petroglyphs. Some were drawn using paint that they made from rocks or flowers. When they are painted they are not called a petroglyph. They are called a pictograph. Archeologists like to study these petroglyphs and pictographs to see if they can figure out what they mean. Show students the following video of pictographs. https://www.youtube.com/watch?v=zvt2UbCQbPo

Pointing Questions: pictograph

Short Answer: What are pictographs? Who studies them? What do archeologists study?

Yes/No: Are pictographs carved? Painted? Do we know what they mean? Do biologists study what they mean? Archeologists?

Sharing opinion/experiences: What are some things that people paint? (houses, canvas, etc) What colors of paint can you think of?

Peer to Peer Interaction: After you read Page 8, ask students, "How were petroglyphs made?" The answer is the main idea card "**painted**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Art Activity: Have students paint pictures on rocks

Assignment Options: Sentence Scramble, Patterns, WH L1, 2, 3, 3+

Unit Plan

Page Nine:

Talking Points: The cliff dwellings are still around. Some of them are damaged, but you can still see them. You can go to the Mesa Verde National Park and see the cliff dwellings. The park is in Colorado. See the four corners? One state is Colorado, that is where the cliff dwellings are. You can go on a tour with a park ranger and learn all about the Ancestral Puebloans. Have students watch the following video of Mesa Verde National Park. https://www.youtube.com/watch?v=Be9gfM_ej8Y

Pointing Questions: Colorado, four corners, park ranger, hat, cliff dwelling

Short Answer: In what park can you see the cliff dwellings? What can you see at the Mesa Verde National Park? Which state is it in? What can you see in the park?

Yes/No: Can you see cliff dwellings at the Mesa Verde Park? Petroglyphs? Pictographs?

Sharing opinion/experiences: What do you think a park ranger's job would be like? What would they have to do?

Peer to Peer Interaction: After you read Page 9, ask students, "Where can tourists see the cliff dwellings.?" The answer is the main idea card "**Mesa Verde National Park**." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Letter, See end of Book options