Meet The Mogollons: Who Were They?

Students learn how the Mogollon people created their civilization and lived in Southwestern United States.

Author | Sheila Nice
Grade Level | 6th grade
Duration | 2 class periods

National Geography Standards

**ELEMENT ONE:** The World in Spatial Terms:
1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

**ELEMENT 4:** Human Systems:
12. The process, patterns and functions of human settlement.

**ELEMENT 6:** Uses of Geography:
17. How to use Geography to interpret the past.

Arizona Geography Standards

**Concept 2: Place and Regions**
PO 3. Describe the interactions of people in different places and regions.

**Concept 5: Environment and Society**
PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.

**Concept 6: Geographic Applications**
PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.

Arizona History Standards

**Strand 1: American History**

**Concept 2: Early Civilizations**
PO 3. Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi) and Hohokam:
- a. location, agriculture, housing, arts and trade networks
- b. how these cultures adapted to and altered their environment

Overview

We learn about prehistory by studying clues that were left behind by the cultures that lived before us. Archeologists have helped us discover when, where and how the Mogollon culture of the Southwest lived. It is important that students know how people survived and created a civilization over two thousand years ago. Understanding the Mogollon culture will give students a chance to think about their own culture.

Purpose

In this lesson students will gain a better understanding of the Mogollon (muggy – on or muggy – own) culture and how geographic features and conditions influenced settlement in various locations.

Materials

- Landform Regions of Arizona map
- Prehistoric Cultures of the Southwest map
- Student Handout Meet the Mogollons
Objectives

The student will be able to:

1. Locate the following prehistoric cultures on a map: Hohokam, Ancestral Puebloans (Anasazi), and Mogollon.

2. Identify key elements about the Mogollon culture.

3. Identify how the Mogollon used their environment for survival.

Procedures

SESSION ONE

1. Brainstorm:

   a. Have students list at least 7 words that they know about the Hohokam, Ancestral Puebloans (Anasazi) and Mogollon cultures. Journals can be used for this activity.

   b. Group students into pairs to combine their lists. Have the each pair create 4 sections on a piece of notebook paper. Title the top of each section with the following categories: people, places, and events.

   c. Using the categories for a guide, student pairs should place their words that they listed in the appropriate sections.

   d. Instruct students to keep their lists to examine at the end of the lesson to help assess their learning.

2. Distribute a Landform Regions of Arizona map to each student. Point out the desert, plateau and mountain areas – mention that the Hohokam lived in the desert area, the Ancestral Puebloans lived on the plateau and the Mogollons lived in the mountain area.

3. Distribute the Prehistoric Cultures of the Southwest Map. Explain that these cultures lived within approximately the same time period (200 B.C. – 1300 A.D.) and adapted to their different environments. They also traded with and borrowed ideas from one another. Tell students that in this lesson, they will be learning about just one of these three cultures, the Mogollon.

4. Read Student Handout, Meet the Mogollons, about the Mogollon culture.

5. Create a layered book from information in the handout. Directions for making a layered book are included in the student worksheets. Be sure to read through the directions for each section of the book (information to be written and what should be drawn). Discuss the Scoring Guide for Layered Book. There is an optional PowerPoint which shows how to assemble the layered book.

SESSION TWO:


7. Have students find the lists of words they brainstormed and categorized at the beginning of the lesson. Have the students think about what they learned about other prehistoric cultures. Share as a group or pair share their findings about the Mogollon culture.

Assessment

The layered book can be graded for correct information, good sentences, and effort. Mastery would be 80 percent. See the Scoring Guide for Layered Book.

Extensions

Research Mimbres Pottery – Design a bowl in the Mimbres tradition reflecting one of the areas studied in the reading.

Research prehistoric pictographs or petroglyphs. Create a story from the pictures.

Write a summary after completing the layered book.

Create a bulletin board with the layered books.
Sources

Alaird, Carilyn and Marilyn Market. Old Grandfather Teachers a Lesson – Mimbres Children Learn Respect, 2005


Maps used: Arizona Geographic Alliance

www.desertusa.com Mogollon information


Zike, Dinah. Dinah Zike’s Foldables, Glencoe/McGraw-Hill, Columbus, OH

Http://alliance.la.asu.edu/azga/