Survivors in Harsh Habitats: Mogollon, Ancestral Puebloans (Anasazi), and Hohokam

Students learn how the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam adapted to and altered their environment.

Overview

Sometimes people must develop skills to adapt to the environment in which they find themselves. There were once Native American groups that lived in the area known today as Arizona. Three of those groups, the Mogollon, the Ancestral Puebloans (Anasazi), and the Hohokam, are not found today, and no one is sure what happened to them. From what they left behind, we can find out how they adapted to their environment and altered the environment in order to survive.

Purpose

In this lesson, students will gain a better understanding of how the Mogollon, Anasazi, and Hohokam adapted and altered their environment to survive in the Southwest.

Materials

- PowerPoint of background information for the Mogollon, Anasazi, and Hohokam people
- Computer and LCD projector to show PowerPoint
- Note Taking Worksheet to take notes or sketch pictures from the PowerPoint
- Prehistoric Cultures of the Southwest map
- Colored pencils
- Assessment PowerPoint and key
- Notebook paper
- Photo of uninhabited desert scene used for Anticipatory Set

Objectives

The student will be able to:

1. Identify unique characteristics of the Mogollon, Anasazi, and Hohokam peoples--specifically their habitats, what they used from the environment, trade partners, and artifacts.

2. Describe how the cultures of the Mogollon, Anasazi, and Hohokam peoples adapted to their environment in order to survive.
3. Analyze how the cultures of the Mogollon, Anasazi, and Hohokam peoples altered their environment in order to survive.

**Procedures**

1. Anticipatory Set: Have students examine a photo of a remote desert area with no amenities or resources. Tell students: “Imagine you find yourself in this setting, out of food, water, shelter, and so on. What would you do? Where would you go? What would you take with you on your way to safety, and what would you leave behind? During today’s class, we will learn about three groups of people in the Southwest. We will discuss what they left behind, how they adapted to and altered their environment, and what might have happened to cause them to leave.”

2. Distribute the Note Taking Worksheet and unlabeled map of the Prehistoric Cultures of the Southwest. Instruct students to fill in the four states found on the map and color (3 different colors) and label the locations of the three Native American groups on the map as they are shown in the PowerPoint. The completed map will be a part of the assessment for this lesson.

Instruct students to take notes or make sketches on the Note Taking Worksheet based on the information they will view in the presentation. Encourage students to use colored pencils if they choose to draw objects on their Note Taking Worksheet. Collect the map as part of the Assessment score. The Note Taking Worksheet will be their review for the Assessment.

3. Show the PowerPoint presentation for information on the Mogollon, Anasazi, and Hohokam cultures.

4. Discuss and review what the students drew or wrote on their Note Taking Worksheet.

5. Pass out blank notebook paper. Show the Assessment PowerPoint. Have students write Mogollon, Anasazi, or Hohokam on their paper to select the correct group for the slide shown. Instruct students to identify which culture is identified with the picture shown, and write the name that corresponds to the correct culture. Collect these as part of the Assessment score.

6. Closure: For their ticket out the door, ask students to share how they may have adapted to or altered their environment. They need to compare their adaptation or alteration to one that was done by the Mogollon, Anasazi, or Hohokam.

Focus on clothing, foods, shelter, arts, tools, etc.

Example: When I need a tool for hammering a nail, I get a hammer. The wood for the hammer came from a tree. The metal part comes from minerals in the earth. The Mogollon used rocks for hammers.

Example: When I am hot in the summer, I go into an air-conditioned room. I adapt to my environment and do what I can to be more comfortable. The Hohokam in the Tucson area moved from the desert in the summer to the cooler foothills areas.

**Assessment**

Students will score 80% or higher on the combined parts of the assessment (map and quiz). Students will correctly identify the locations of the three cultures on the map of the Southwest and label the four states on the map (7 points for all correct). Students will also answer the questions on the quiz, identifying the culture most associated with the picture shown on the Assessment Power point (16 points total). The total points for both assessments together are 23.

The ticket out the door can be a written assignment. Points (5) can be given for a reasonable way that the students alter or adapt to their environment. Points (5) can be given for a reasonable comparison to one of the Native American groups. Points (5) can be given for correct grammar and spelling.

**Extensions**

Brainstorm with students about possible hostile environments where they may find themselves and list those for all to see. Show students a picture of several different hostile environments. Assign students one of those environments, or let them choose one. Students should write about or describe to a partner what they could do to survive in that environment by either adapting or altering the environment. Student work should give specific examples of what they would do, and should be feasible adaptations and alterations.

Discuss how other cultures have adapted and altered their environments in order to survive as they are studied.

Compare the similarities and differences of these three Native American groups.

ARIZONA GEOGRAPHIC ALLIANCE
Contrast the locations of these people to a modern map of Native American reservations that exist today in Arizona and the Southwest.

**Sources**


Maps used courtesy of Arizona Geographic Alliance: [http://alliance.la.asu.edu/azga/](http://alliance.la.asu.edu/azga/).


