

**THIEF OF TIME
OVERVIEW FOR TEACHERS/PARENTS**

AGE/GRADE LEVEL	This program is appropriate for Grades 3–8, but could be extended through the adult level.		
DURATION	The program is approximately 1 hour long.		
GROUP SIZE	30 students plus one educator/chaperone for every six students		
LOCATION	Branigar Chase Discovery Center		
BACKGROUND	This program is designed to help students understand the importance of protecting archaeological sites and to identify ways they can assist in protecting sites from destruction. Finding an artifact on the ground is exciting. But with discovery comes responsibility. For an artifact to mean anything in archaeology, it is essential that archaeologists document where it was found and what it was found with. If an artifact is simply picked up and taken away, it loses its association or “context” and the information that the artifact might tell about the past is lost. With the removal of the artifact, the site from which it was taken is also damaged. Archaeological sites on public land are protected under state and federal laws. Removing artifacts from federal and state land without a permit is illegal. The American Antiquities Act of 1906 is one of the federal laws protecting historic or prehistoric ruins or monuments and objects of antiquity.		
ESSENTIAL QUESTIONS	<p>By the end of the activity the students will be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. How do archaeologist learn about ancient cultures? 2. What are the four Southwestern cultural periods between 15,000 B.C. and A.D. 1600? 3. How would you describe the lifestyles and technologies of each of those cultural periods? 4. What is the harm in disturbing archaeological sites? 5. What is a steward? What is stewardship? 6. What can each of us do to protect sites from destruction? 		
KEY WORDS USED IN THE PROGRAM	Paleo-Indian Desert (Archaic) Culture Basketmaker II and III Pueblo Culture Stewardship	Pot Hunter Atlatl Excavation Pithouse	Pot Sherd Mano and Metate Awl Steward
ARIZONA ACADEMIC STANDARDS	<p>SOCIAL STUDIES Strand 1: American History Concept 1: Research Skills for History <i>Grade 3</i> PO 1. Use timelines to identify the time sequence of historical</p>		

data.

PO 2. Recognize how archaeological research adds to our understanding of the past.

PO 3. Use primary source materials (e.g. photos, artifacts, interviews, documents, maps) to study people and events from the past.

PO 4. Retell stories to describe past events, people and places.

Grades 4 and 5

PO 1. Use the following to interpret historical data:

- a. timelines—B.C.E. and B.C; C.E. and A.D.
- b. graphs, tables, charts and maps

PO 4. Describe how archaeological research adds to our understanding of the past.

Grade 6

PO 2. Interpret historical data displayed in graphs, tables, and charts.

PO 4. Describe how archaeological research adds to our understanding of the past.

Grades 7 and 8

PO 4. Formulate questions that can be answered by historical study and research.

Concept 2: Early Civilizations (Note: Prehistoric tribes in Arizona were introduced in Grade 1)

Grade 4

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

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

PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos) and Hohokam (i.e. location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment)

PO 3. Identify other groups residing in the Southwest during this period (e.g. Patayan, Sinagua, Salado).

Grade 6

PO 1. Describe the characteristics of hunting and gathering societies in the Americas.

PO 2. Describe factors (i.e. farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies.

PO 3. Describe the cultures of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam:

- a. location, agriculture, housing, arts, and trade networks
- b. how these cultures adapted to and altered their environment

High School

PO 1. Describe Prehistoric Cultures of the North American continent:

- a. Paleo-Indians (i.e. Clovis, Folsom, Plano)
- b. Southwestern (i.e. Mogollon, Hohokam, Anasazi)

[Ancestral Pueblos])

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

Grade 3

PO 1. Describe the rights and responsibilities of citizenship:

- a. good sportsmanship
- b. participation and cooperation
- c. rules and consequences

PO 2. Describe the importance of students contributing to the community (cooperating, service projects)

Grades 4, 5 and 6

PO 1. Discuss ways an individual can contribute to a school or community

Grades 7 and 8

PO 1. Describe the benefits of community service

High School

PO 3. Examine the basic political, social responsibilities of citizenship

- a. connections between self-interest, the common good, and the essential element of civic virtue