<table>
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<tr>
<th>Lesson</th>
<th>Students will learn/do</th>
<th>Support materials for teachers</th>
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<th>Discussion</th>
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<tr>
<td><strong>1. Knowing Shelter—Knowing People</strong>&lt;br&gt;All people need shelter, but shelters are different from one another</td>
<td>Read and discuss basic human need for shelter, and why shelters are different (culture, climate, geography)</td>
<td>Images of houses around the world. Students work in groups to place them on a world map, develop arguments for why.</td>
<td>Geographic and functional variety of NM houses</td>
<td>What are some good properties and functional attributes of NM houses?</td>
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<td><strong>2. By our Houses You Will Know Us</strong>&lt;br&gt;Learn about people by exploring how they use their shelter</td>
<td>Students gather and share information about activities they do at home</td>
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<td></td>
<td>How does thinking about your own home help you analyze others’ homes? How does thinking about other homes help you analyze your own home?</td>
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| **3. Culture Everywhere**<br>Everyone has a culture, and it shapes our lives | Use a Venn diagram to compare cultural similarities and differences Archaeologists study culture Students describe their own culture | Parallel cultures in NM generate shared and specific behavior:  
- Chiles, cotton, pecans, sheep  
- Crafts, celebrations  
- Crossover language, food | | How does thinking about your own culture help you analyze other cultures? How does thinking about other cultures help you analyze your own culture? |
| **4. Observation, Inference, Evidence**<br>Archaeologists use the tools of scientific and historic inquiry to study shelters and learn how people lived in them | | | Give other examples of observation, inference, and evidence to show you understand the terms |
| **5. Classification**<br>Archaeologists use the tools of scientific and historic inquiry to study shelters and learn how people lived in them | Each group classifies a different collection of artifacts. Share and explain, then classify in an entirely different way. | Use classification to investigate the parts and organization of a modern-day NM home, e.g. the Navajo kitchen in the *Here, There, and Everywhere* exhibit at MIAC/ MNM | Give other examples of classification to show you understand the term |
| 6. **Context**  
Archaeologists use the tools of scientific and historic inquiry to study shelters and learn how people lived in them | Each table starts with 8 object cards from a single room in a typical house; group constructs an argument for room function. Teacher successively removes cards from each table, and new groups form arguments based on less evidence. | How does information found together provide better evidence? |
|---|---|---|
| 7. **Every Picture Tells a Story**  
Archaeologists use historic photos to understand and interpret what they find in sites. | Each group analyzes an historic photo: observation, inference, evidence. | Historic photos of NM houses  
How can rock art be used in the same way? |
| 8. **Being an Archaeologist**  
Studying a specific shelter helps us understand people and cultures. | Case study: conduct an archaeological investigation of a specific home site  
Large floor map of site, with principal features (*north arrow, scale).  
Replica artifacts or images to distribute in place. | Shelter module specific to a past NM culture: Archaic pithouse, pueblo, Hogan, homestead  
How does working with specific object distributions clarify or muddle their interpretation? (Are all object locations related clearly to their use and function?) |
| 9. **Stewardship is Everyone’s Responsibility** | Read / discuss laws that protect archaeological and historical sites.  
Role play. | Visit from a BLM archaeological ranger, or a site steward. Newspaper articles with examples of site looting and protection in NM  
Should there be laws protecting sites from destruction or looting?  
Generate guidelines when finding or visiting sites. |
| 10. **Final Summation of Learning** | | List some important/interesting things you experienced or learned.  
Show connections. (Your list might be a web). |