

## **How Long is the Human Timeline of Grand Canyon?**

### **Duration**

30 – 45 minute lesson

### **Location**

Classroom

### **Key Vocabulary**

Paleo-Indians, archaic people, basketmaker, ancestral pueblo people (formerly termed Anasazi), American Indians, explorers, exploiters, adventurers, pioneers, Folsom point, Clovis point, nomad

### **Trunk Materials**

*Exploring the Grand Canyon, Living at the Edge*, laminated timeline card sets

### **Enduring Understanding (Big Idea)**

Grand Canyon was already very old when the first humans arrived thousands of years ago. These were small groups of people whose use of this area had little impact on the canyon compared to that caused by the millions who have come to Grand Canyon during the last 100 years.

### **Essential Questions**

1. How have humans used the canyon over time?

### **Learning Objectives**

Students will be able to:

1. Create and interpret a visual representation of some of the events in human history that have occurred at Grand Canyon.
2. Give examples of archaic, pioneer period, and contemporary human activities at the canyon.

### **Instructor Background**

Geologic history revealed at Grand Canyon goes back millions of years. Human presence is quite recent by comparison. It is believed that the first people through the Grand Canyon area were nomads looking for food. A Clovis point fragment and a Folsom point have both been found at Grand Canyon, showing evidence of early human activity dating back over ten thousand years. Paleo-Indians were followed

by Archaic peoples. Some of the artifacts left by these people include pottery, split-twig figurines, baskets and yucca fiber sandals.

In more recent times, other groups of American Indians arrived in the area. Although they borrowed from each other, they maintained separate tribes. Next there were the explorers, exploiters, adventurers and settlers who arrived with a variety of plans in mind. They left behind a colorful history.

### **Suggested Procedures**

1. Depending on your area of emphasis and time restrictions, select a few key dates and events to be placed on a timeline, or use all dates given. If you do not use all the dates provided, remove those dates from the individual sets of laminated timeline cards.
2. Explain that although people have lived at the canyon for thousands of years, most of the human activity at Grand Canyon has occurred during the last 150 years. Discuss who may have lived at the canyon long ago, how they survived and ways in which they used the canyon. Explore what students believe concerning changes in the use of the canyon over time.
3. Have students work in groups (3 is suggested) placing the chronological date and clue with its photograph. There are sufficient clues in the wording of the cards and visual clues in the pictures to make appropriate pairings. Ensure that students create the timeline in chronological order. When all groups are done, have students share their findings, discussing each picture and event. Using double sided tape or magnets, a classroom timeline may be placed on a white board.
4. Discuss what the timeline tells us about how humans have used Grand Canyon and how that use has changed over time. How might humans use the canyon in the future?

### **Evaluations (Assessments)**

Ask students, "If you could go back in time in a time machine to Grand Canyon, which date would you choose and why?" Students write their response on a separate sheet of paper and include it in their Grand Canyon folders (made in the Student Created Grand Canyon Folders lesson).

### **Extension Activities**

1. Add additional events and evidence of human history in the canyon. See *Exploring the Grand Canyon (pages 120-123)* for further suggestions of dates to add.
2. Students may create a "living" timeline of the canyon by creating costumes or artifacts appropriate for each event discussed.

## **Standards**

### Arizona Social Studies Standards

S1: C2 Grade 4--PO1; Grade 6--PO3

S1: C3 Grade 5--PO1

### Arizona Reading Standards

S3: C1 Grade 4--PO6; Grade 5--PO6; Grade 6--PO7

### Arizona Writing Standards

S3: C2 Grade 4--PO1; Grade 5--PO1; Grade 6-- PO1