

Natural Regions of Texas Archeology

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Lesson Overview: Students research archeological sites in Texas using internet resources and create a class mural of poster board collages illustrating natural regions and the archeological sites found in them.

Objectives: Students will

- Gather information from the Internet
- Use research skills
- Use mapping skills
- Identify natural regions
- Create and interpret visuals
- Identify archeological sites in Texas

Materials: large Texas map, poster board, old magazines, tape, glue, scissors, colored markers, and Internet access.

Activity:

Step 1: Divide students into groups of three or four. Have each group pick one or two archeological sites in Texas to research. This activity can also be done individually.

Step 2: Students research archeological sites using the Internet to discover where the site is located, what natural region it is in, what the site looks like, why it is important, how old it is, and what people(s) lived there in the past. Students take notes on their research.

Step 3: One member from each group locates their site on a Texas travel map on a bulletin board in the classroom. The student places a small sign or label with the name of the site on the correct location on the map. Discuss the following questions: Are sites evenly distributed around the state? How many sites are located in the same natural region? How did ancient people live in such varied locations?

Step 4: Students illustrate their site using poster boards, magazine cutouts, drawings, pictures, etc. Each poster should have the name of the archeological site in 2-inch dark letters at the top. Students' name should be in the lower right corner. Students should include a half-page written description of what is found at the site and why it is important in Texas history.

Step 5: Arrange the posters across the walls in the room, grouping sites from the same natural region together to form a mural of archeological sites across Texas.

Note: This lesson should be an on-going lesson, in that it is something that cannot be done at once. Students should be allowed some time throughout the course of their six weeks to build this mural or collage.

Closure: Once the mural is complete, students can compare types of archeological sites from one natural region to another. Where are most historic forts found? Where are most pictographs found? Where are the Spanish missions? What building materials did ancient peoples in the various natural regions use? What accounts for these differences?

Extension: Have students present their mural to other classes or classroom visitors. Students can also write for more information about each site and later write a brief report of their research.