



## UNIT 8: FIELD WORK DAY ON TSIKW'AYE (MESA PRIETA) at the Wells Petroglyph Preserve

### OBJECTIVES

- ✓ Students will develop a sense of respect for archaeological sites and ancient cultures.
- ✓ Students will develop a sense of wonder about the petroglyphs and the people who created them.
- ✓ Students will become interested in local archaeology and its preservation.
- ✓ Students will become proficient in drawing the petroglyphs that they see.
- ✓ Students will be able to write creatively about their observations.
- ✓ Students will experience a sense of adventure and discovery.
- ✓ Students will get exercise in a natural environment.

**SUBJECTS:** Science, Social Studies, Language Arts, Art.

**SUGGESTED TIME:** Two or three class periods.

**FIELD TRIP:** One school day.

**FOLLOW UP:** At least two class periods.

**MATERIALS:**

**Copy for students:** *Protecting the Past on the Petroglyph Hike* student information sheet (8 - 6). Copy cover template for handmade *Field Work Day Recording Book* (optional) (8 - 5).

**From the trunk:** Before the field work day, show DVDs *Visit With Respect*, and possibly the beginning of *Silent Witness*.

**SCHEDULING YOUR CLASS FIELD DAY:** Mesa Prieta tours are possible because of the generosity of our faithful volunteers who serve as docents. We provide one docent for every five or six students. Planning your transportation is important before selecting your date to visit. Once you are scheduled and confirmed by our Tour Coordinator, we will not be able to make changes. We encourage you to invite parents to participate. Here is how to register: 1. Go to Mesa Prieta Petroglyph website, [mesaprietapetroglyphs.org](http://mesaprietapetroglyphs.org). 2. Click on "Visit Wells Petroglyph Preserve". 3. Scroll to "Tours for School Groups". 4. Fill out information form.

Before the trip be sure that your class has covered at least *Unit 2. Geology of Tsikw'aye (Mesa Prieta)*, *Unit 4. Where in New Mexico is Tsikw'aye (Mesa Prieta)?*, *Unit 5. Introduction To Petroglyphs and Pictographs*, *Unit 7. Observation and Inference*, and the first two pages of *Unit 9. Classification*, including Activity 1.

Mesa Prieta Petroglyph Project will provide trained volunteer guides. Please make sure that your students are attentive and follow all directions given.





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The hike to see the petroglyphs at the Wells Petroglyph Preserve is very steep with loose rocks and cacti. It is mandatory that there be at least one adult for every four to six children. Everyone must wear closed toe shoes or hiking boots and bring a bottle of water. In the warm months there may be snakes sunning themselves on the rocks. It is important to watch where you step and put your hands. In the winter the snakes are hibernating. The hike up the side of the Mesa requires a good deal of physical exertion. Be sure that your students don't have any medical conditions that could make this hike dangerous for them.

All adults attending the hike must sign MPPP's waiver when they arrive on site.



### Activity 1

**1. Preparation:** Make Field Work Day recording books before the trip. If it is not possible to take the trip, photographs of the petroglyphs may be copied into the student books or journals.

**2. Materials:**

**Copy for students:** Pre-made cover template (optional).

**From the teacher:** White copy paper (at least 4 per student), colored construction paper: 8.5" x 11" (1 per student for cover) or pre-made cover, staplers, markers.

**3. Procedure:**

1. Students fold copy paper and construction paper in half horizontally. Staple along the spine. With markers, students may decorate the cover and write their name and date of the trip.
2. While on the Mesa the students should draw at least 4 petroglyphs or panels (several petroglyphs on one rock face).
3. After the field work day, on the opposite page from the drawing, have the students write a story about the petroglyph or panel.
4. If you are not able to take a trip, you may want the students to draw some of the petroglyphs from the photographs in the resource trunk. On the top half of the paper draw the petroglyph and then write a story about it underneath. These may be bound into books or displayed on a bulletin board.

**Activity 2**

1. **From the trunk:** *Keepers of the Earth*, by Michael Caduto and Joseph Bruchac.
2. **Procedure:** Tell or read to the class the story of Kokopelli found in *Keepers of the Earth*, p. 151 or at the end of this unit. There are many different stories about Kokopelli and this is one version. Not all flute players are Kokopelli. There are many flute player petroglyphs on Mesa Prieta. Explain that the students may see human-looking flute players and others in the shapes of animals. *Old Father Storyteller* and *Coyote Tales*, which are located in the trunk, also have wonderful stories. Remind students that Pueblo people traditionally told stories only in the winter.

**Activity 3**

1. **Copy for students:** *Protecting the Past on the Petroglyph Hike* student information students.
2. **Procedure:** To hike up on the shoulder of Mesa Prieta at the Wells Petroglyph Preserve in search of ancient petroglyphs is an experience that students will never forget. Although the hike is rugged and exciting, students will have no trouble, so long as they follow the rules and there are plenty of adults. The caretaker of the Wells Petroglyph Preserve, owned by the Archaeological Conservancy, is Katherine Wells. She welcomes school groups to visit the petroglyphs, but expects the students to respect the land by following the rules on the student handout: *Protecting the Past on the Petroglyph Hike*. The day before the trip discuss this handout and then develop with the students a set of safety rules such as staying on the trail, no running, pushing, throwing rocks, picking flowers or removing artifacts. Explain that if a rock is dislodged, yell “rock” to warn those below. Watch out for camouflaged cacti and snakes. Stay with your group (groups of no more than 6 students with 1 adult). Review what is necessary to bring on the trip. Collect the permission slips that explain that there will be a high level of physical exertion.



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### Field Day Work on Mesa Prieta

#### MATERIALS FOR TRIP:

**For each student:** Name tag, pencil, clipboard (MPPP will have some), recording booklet, hat, jacket, closed toe shoes or hiking boots, sunscreen, water and lunch in a backpack (single use camera is optional but expensive cameras are discouraged).

**For the class:** Teacher should bring a first aid kit that includes necessary student medications, tweezers, band-aids, and trash bags to pick up litter.

**PROCEDURE:** The day of the trip, upon arriving at the Wells Petroglyph Preserve, review the rules while still on the bus. Tell the students that “Petroglyphs are long ago told stories.” Remind them that they will be hiking in a very special place. “Quietly in our hearts we will ask the ancestors who made these petroglyphs for permission to hike here. When we leave let’s all remember to thank them.” Get down from the bus, assemble into groups and wait for the orientation talk. Follow the guides in a single file. The guide will stop at various petroglyphs and talk about them. The students will be given the opportunity to draw some of the petroglyphs as the group moves slowly up the mesa. **Encourage the students to drink water.**



In a level area above the boulders, the group will stop for lunch. The guides will lead group discussions about the landscape, the geology, the petroglyphs, and the people who made them. On the way down, pass out trash bags to each group and ask them to show respect for the land by picking up litter. Remind the students not to pick up any glass. When you get back to the bus, return everyone’s clipboard if borrowed from MPPP and collect recording books so you can use them in class to write stories about the petroglyphs.

#### FOLLOW UP:

1. Students are encouraged to write letters to Mesa Prieta Petroglyph Project expressing their gratitude and also something about what they learned and how they feel about the petroglyphs. Our address is P.O. Box 407, Velarde, NM 87582.
2. Review the story of Kokopelli. Discuss the difference between the myths from a particular culture and fantasy stories that are created today, like Spiderman. Discuss how a figure such as a flute player has become commercialized, popularized and/or secularized.

#### ASSESSMENT:

1. Ask the students to pick one of the petroglyphs that they drew in their recording booklet to write about. It can be a panel or a single petroglyph. Encourage them to use observed facts, inferences and their imagination to create a story about the petroglyph. In small groups or pairs, have the students read their stories to each other or to students in another class.
2. Ask the students to write about their experience of hiking on Mesa Prieta.
3. Students may wish to write stories about the other drawings in their booklet. This could be used as extra credit. Some of the stories could be made into skits.

## PROTECTING THE PAST OF THE PETROGLYPH HIKE

(Adapted from Project Archaeology, *Intrigue of the Past*,  
Bureau of Land Management, 1993)

1. Watch where you are walking so that you don't step on petroglyphs, vegetation, animal homes or cacti.
2. Stay on the trails, so as not to create erosion, cause rocks to fall or get into cacti.
3. We do not disturb animals or plants.
4. Admire petroglyphs with your eyes and record them in your booklet. We do not touch petroglyphs because many are sacred and also the oil from our hands may damage them.
5. If you find an artifact, you may pick it up and, as you hold it, think about the person who made it. Then put it back where you found it and draw it in your booklet. Do not make piles of artifacts or take any home.
6. If you see litter such as plastic or paper, please pick it up and put it into the class trash bag. Do not pick up glass. Remember to put all of your lunch trash back into your backpack or lunch box.

## DISCOVERING MESA PRIETA



Name \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_



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### PROTECTING THE PAST ON THE PETROGLYPH HIKE\*

#### Student Information Sheet

1. Watch where you are walking so that you don't step on petroglyphs, vegetation, animal homes or cacti.
2. Stay on the trails so as not to create erosion, cause rocks to fall or get into cacti.
3. We do not disturb animals or plants.
4. Admire petroglyphs with your eyes and record them in your recording book. We do not touch petroglyphs because they may be sacred and also the oil from our hands may damage them.
5. If you find an artifact, you may pick it up, and as you hold it, think about the person who made it. Then put it back where you found it and draw it in your recording book. Do not make piles of artifacts or take any home.
6. If you see litter such as cans, plastic or paper, please pick it up and put it into the class trash bags. Do not pick up glass. Remember to put all of your lunch trash back into your backpack or lunch box.

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\*Adapted from *Intrigue of the Past. A Teacher's Activity Guide for Fourth through Seventh Grades*, Bureau of Land Management, 1993.



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### DESCUBRIENDO LA MESA PRIETA\*

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_ CURSO \_\_\_\_\_

1. Mira por dónde caminas. Así evitarás pisar petrográficos, cacti o madrigueras de animales.
2. Favor de pasear solamente en las sendas para no causar erosión, la caída de las piedras o injurias de los cactus.
3. No disturbana los animales o las plantas.
4. Admira a los petrográficos mediante tus ojos y grábalos en tu libro de recuerdos. No tocamos a los petrográficos porque son sagrados y el aceite de nuestras manos podría dañarlos.
5. Si hallas un artefacto, puedes agarrlo, y mientras lo miras, piensa sobre la persona que lo hizo o lo usó. Luego déjalo donde lo encontró y píntalo en el cuaderno tuyo. No hagas pilas de artefactos y no se los llevas a tu casa.
6. Si ves basura como latas, plástico o papel, por favor, recógela y ponla en la bolsa de basura que corresponda. No recojas cristales de botellas. Recuerda depositar nuevamente todos los restos de tu almuerzo en tu mochila o en tu lonchera.

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\*Adaptación de "Project Archaeology, *Intrigue of the Past*", Bureau of Land Management, 1993

