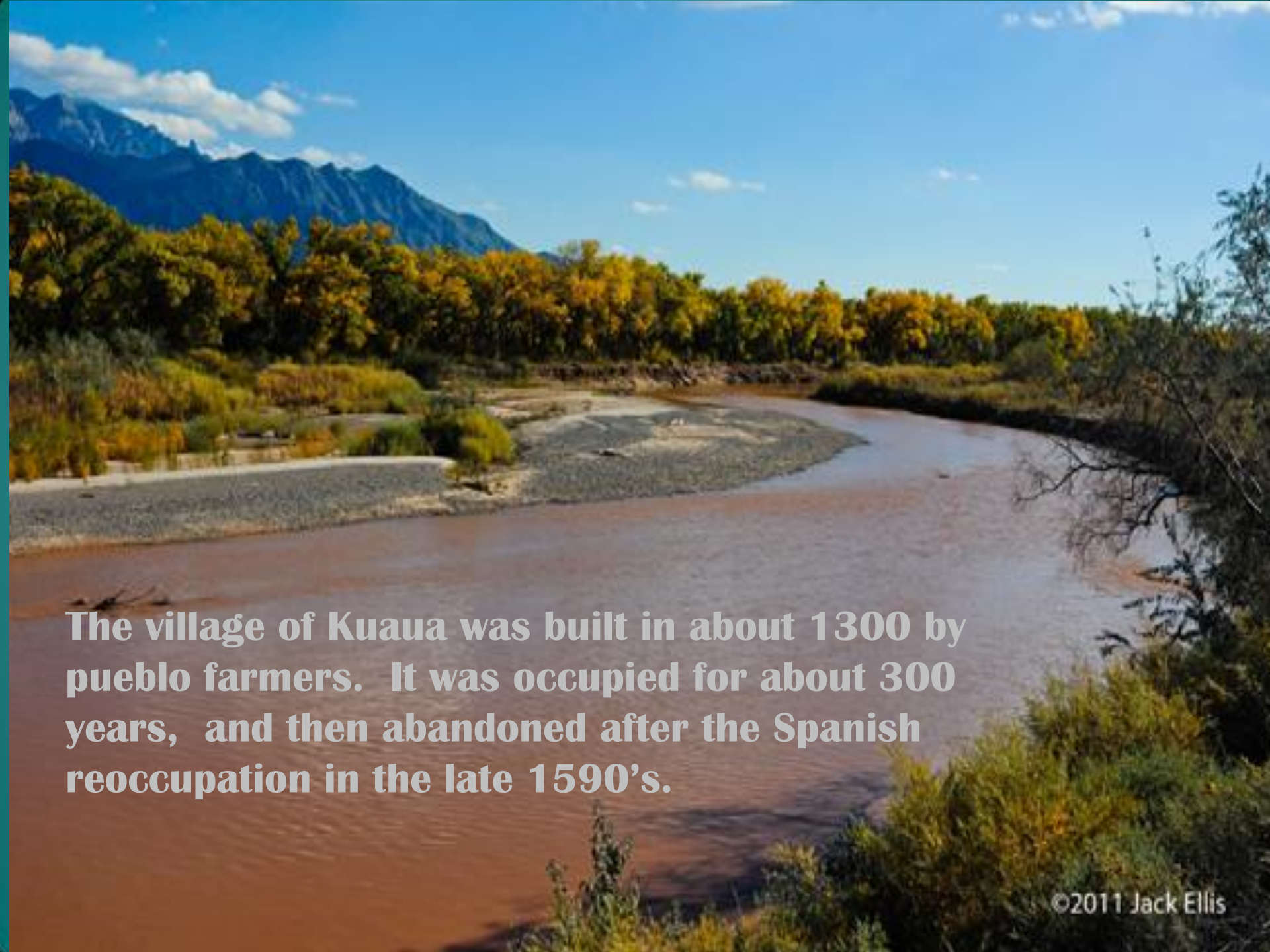


CSI Kuaua Pueblo



**Analyzing a Pueblo Room in an
Archaeological Excavation**



The village of Kuaua was built in about 1300 by pueblo farmers. It was occupied for about 300 years, and then abandoned after the Spanish reoccupation in the late 1590's.

From 1300-1600 AD, why would people come to build villages here? Why would they come here today?



Kuaua Pueblo – Located in Middle Rio Grande Valley near modern day Albuquerque, New Mexico



Kuaua Pueblo might have looked like this..

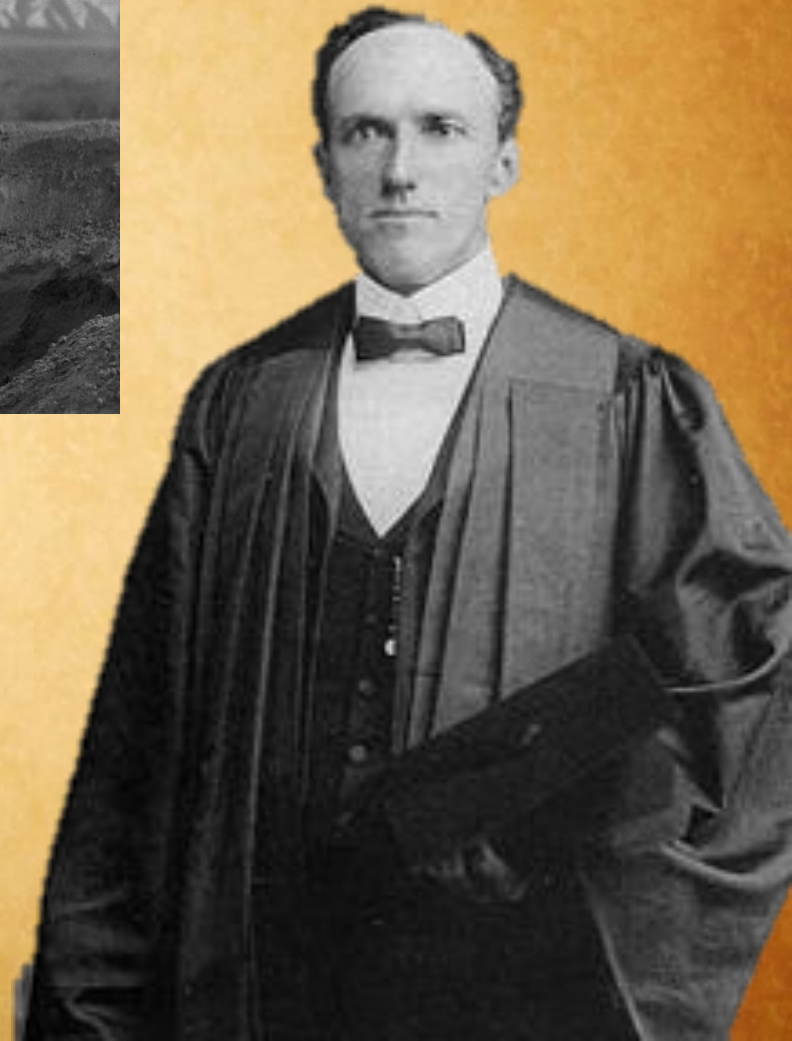


What Do Archaeologists Do?

Archaeologists study ancient civilizations by uncovering fossils and artifacts left by the people who lived in that place.



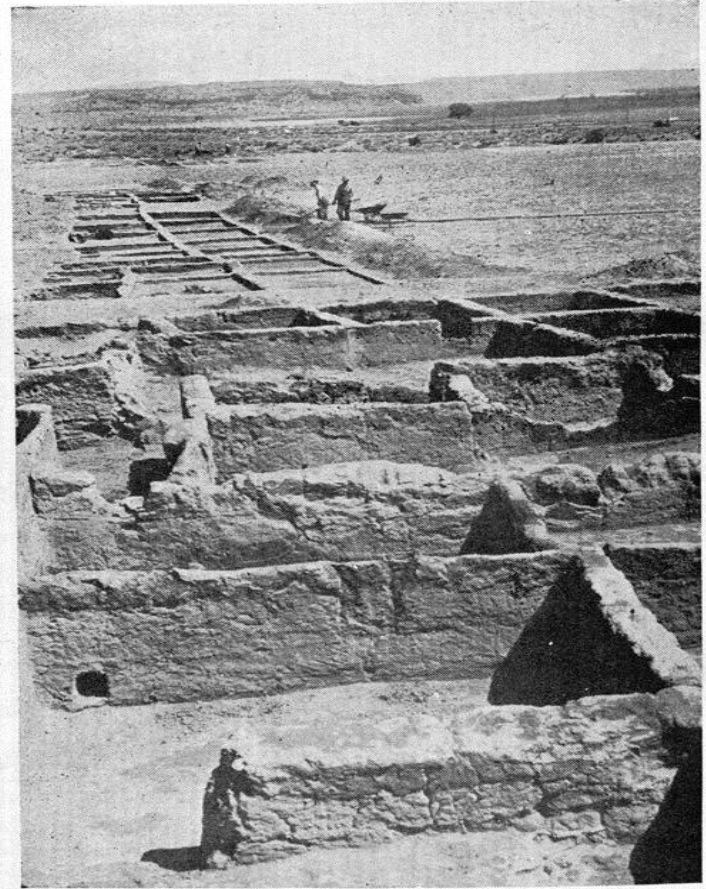
Dr. Hewett's Plan



Archaeology in the 1930's

During the Great Depression, the WPA was started to put unemployed Americans back to work.

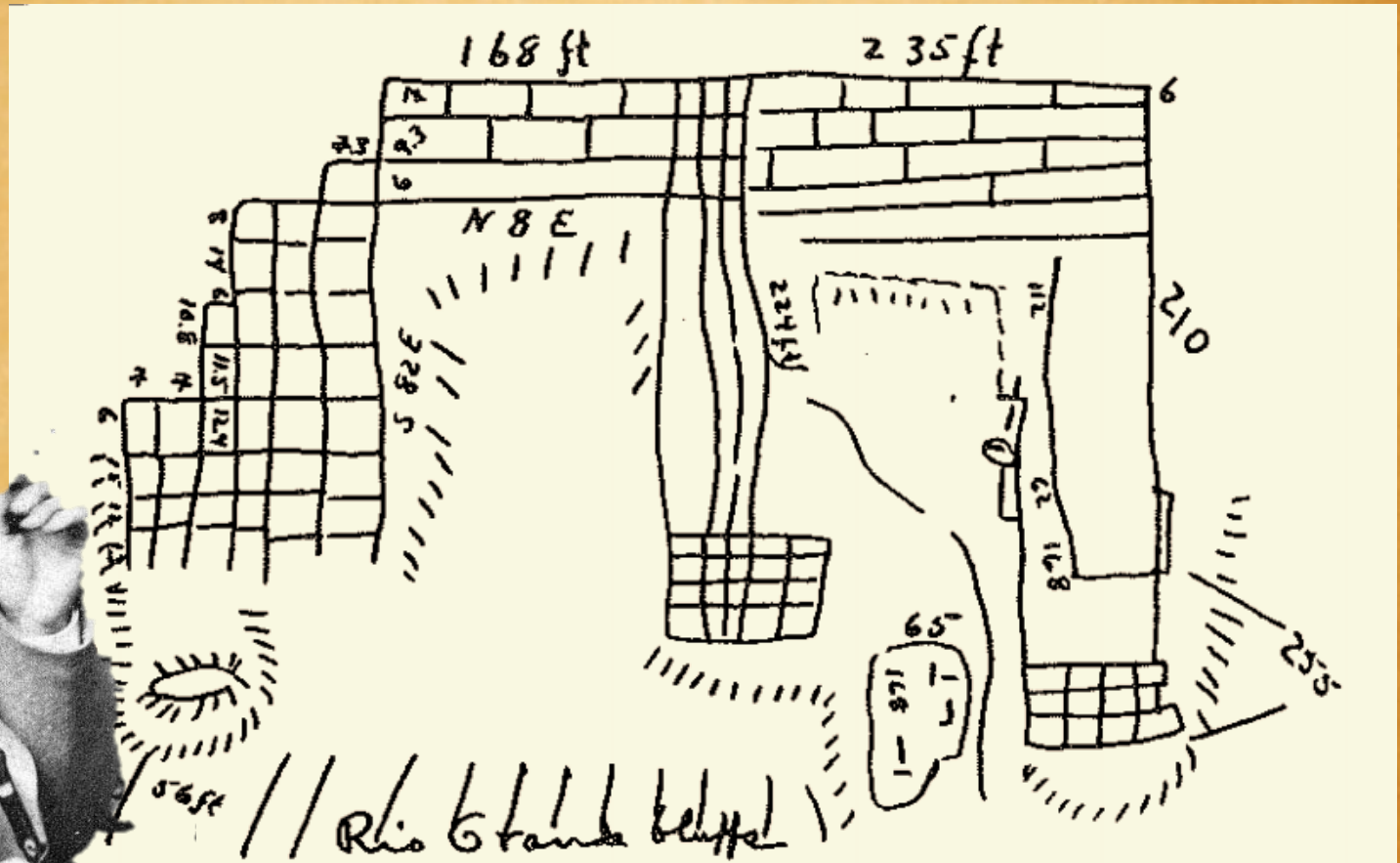
One of the projects funded by the WPA was this archaeological dig at Kuaua Pueblo, in Bernalillo, New Mexico.



Kuana, Sister Pueblo to Puaray, Also Excavated This Year by the University of New Mexico, School of American Research and Museum of New Mexico Group.

Adolf Bandelier's Map

1882

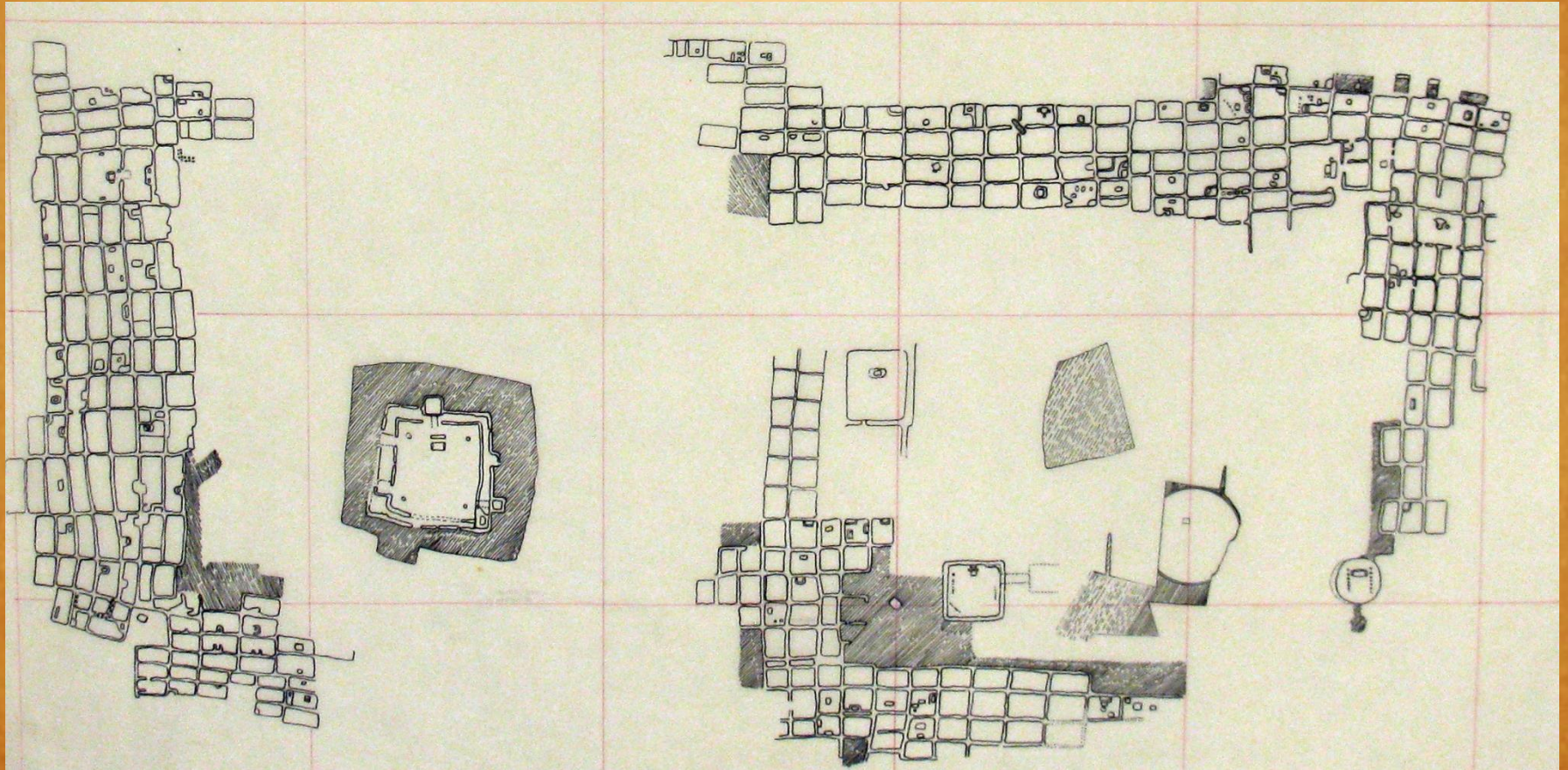


Excavations Begin

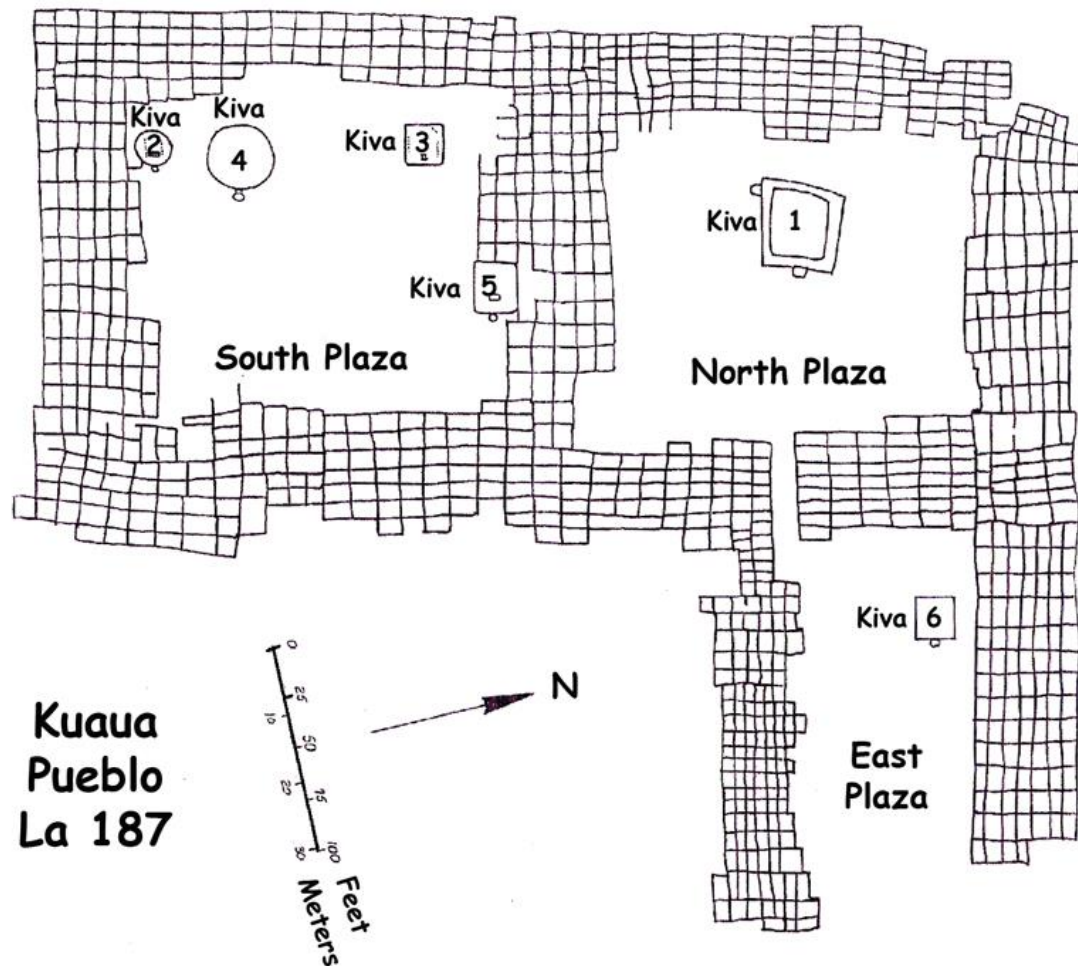


Excavation Map

1935



What Did Archaeologists Discover at Kuaua Pueblo?



Artifacts From Kuaua Pueblo



ARTIFACTS

- Artifacts are things that have been shaped or formed by humans.
- Archaeologists mark them by writing a code on the object to show where it was found.
- This gives the object scientific value. Without it, the artifact's story can't be told.

What is PROVENANCE?



Provenance indicates where an artifact was discovered.

On an artifact from Kuaua, the notation **BK** means that it came from New Mexico (**B**) and Kuaua Pueblo (**K**).

Modern archaeologists use numbers. Kuaua is now **187**.

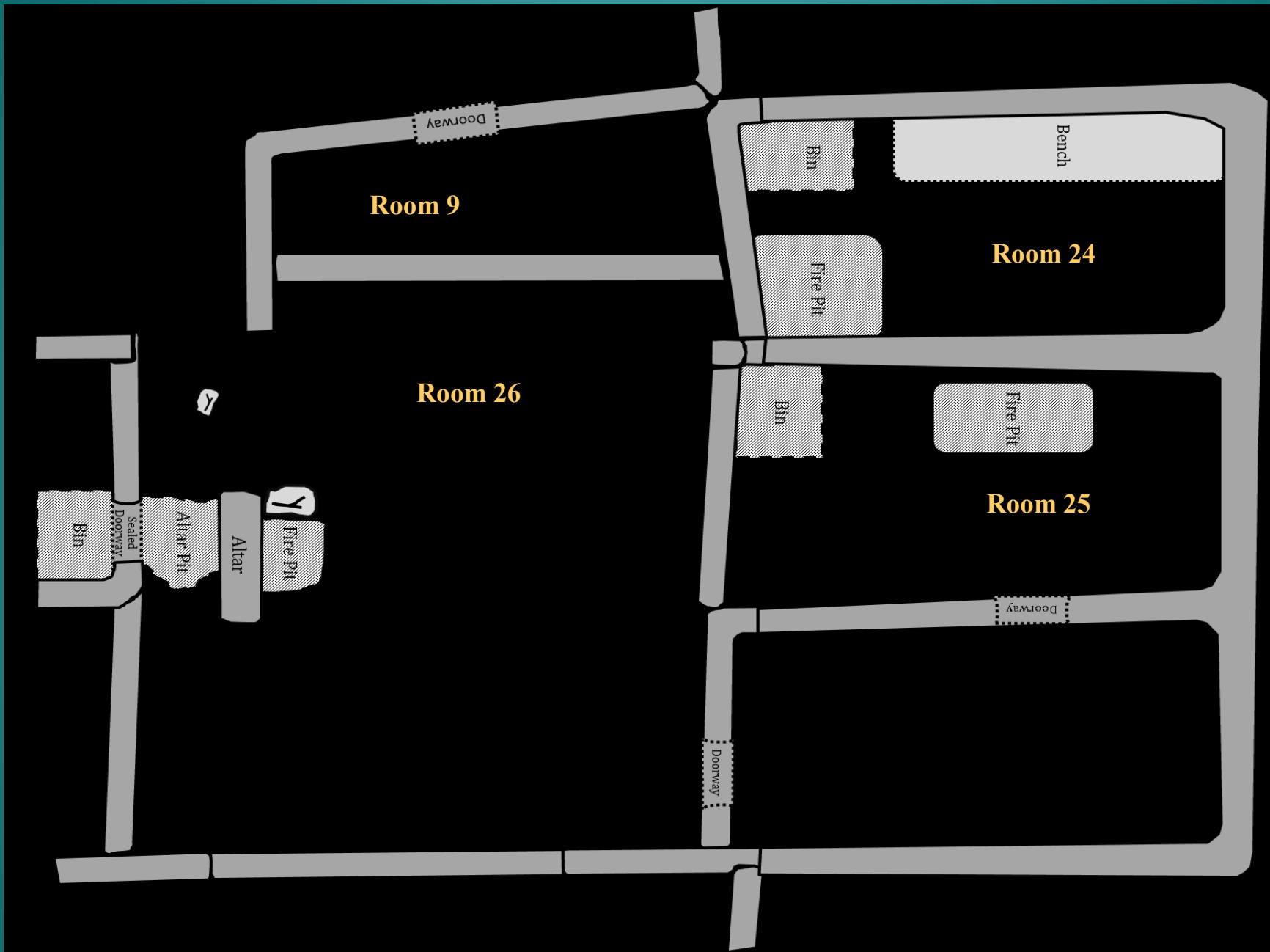
Other notations tells what the object is, where the object was found, and how many similar objects were discovered in this year.

Day One: You as an Archaeologist!

With your group, you will examine the room of the pueblo you have been assigned.

Take notes in your field journal about the FEATURES and ARTIFACTS you find in the room!

[illegible]



The Map Key Explains Features



- **Features** on the map are indicated by the **key** in the bottom right hand corner.
- Investigate to see what was in your room!
- Make a notation on your drawing of your room.
- Notice that shaded areas are depressions. They may be dug out areas in the room.

Day Two: You as an Archaeologist!

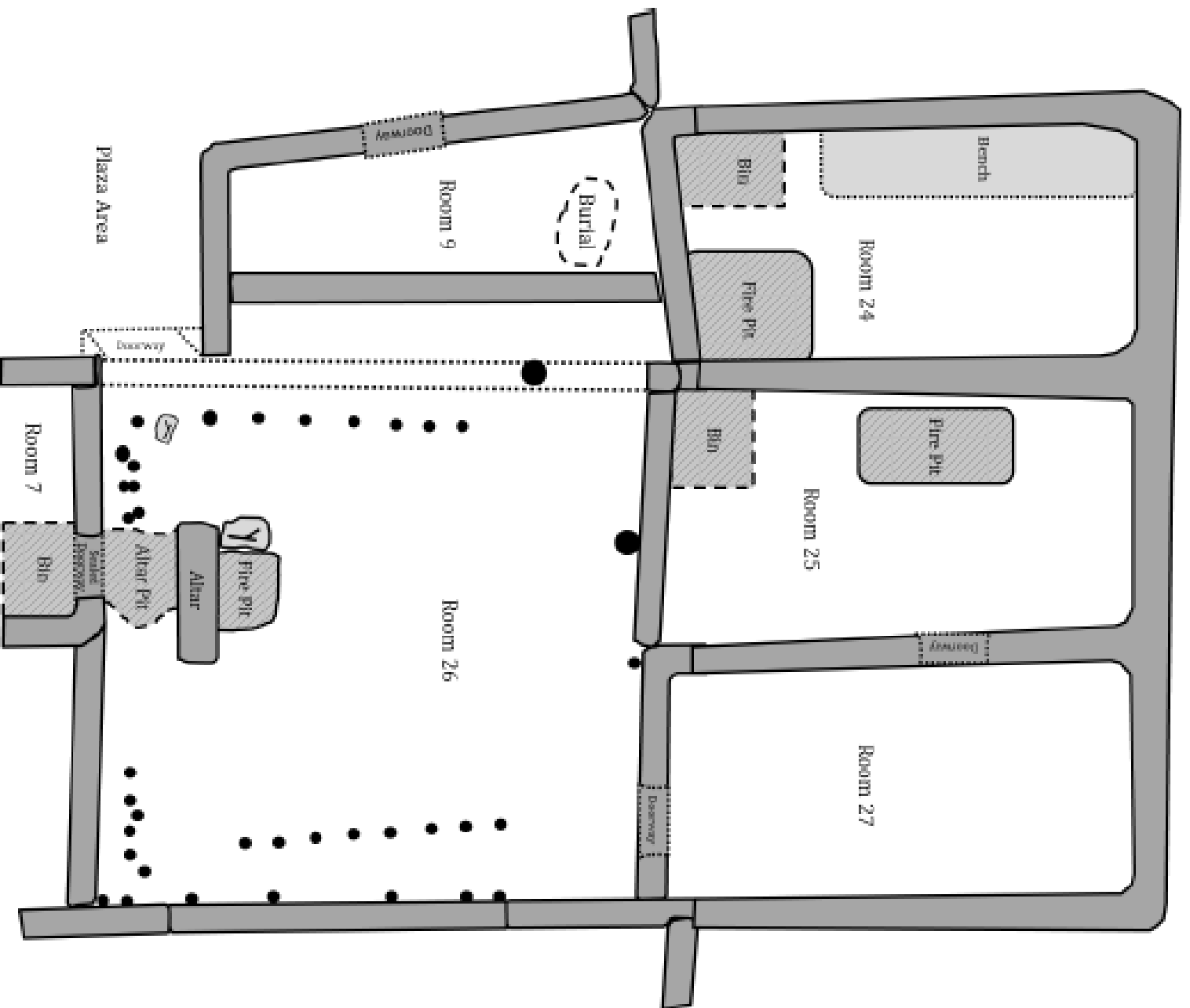
- 1. Research the artifacts that your group discovered in your room. Use online sources and those your teacher provides.**
- 2. Discuss your findings.**
- 3. Together, make a hypothesis as to what your room was used for, based on the resources you have.**
- 4. Prepare to present your findings to the class tomorrow.**
- 5. Complete an Exit Slip!**

Field Notes		
Site: KUAUA	Date: July 16, 1934	
Project: WPA		
Location: Room _____		
Description and Sketch of Artifact		
Size	Material	Color
Signature of Archaeologist:		

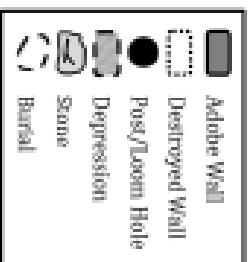
Day Three: You as an Archaeologist!

- 1. Today, you and your group will present your hypothesis to our class!**
- 2. Be sure to use your artifacts to provide supporting evidence for your conclusion.**
- 3. Everyone in your group must share in the presentation!**

[illegible]



N
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Room 25

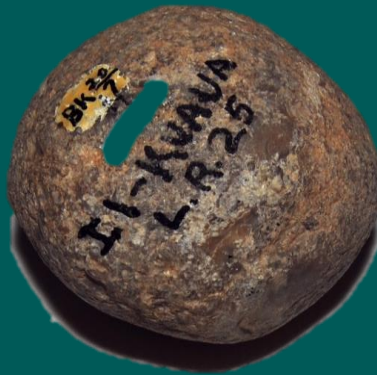
1



2



3



4



Room 25

5



6



7



8



Room 9

1



2



3



4



Room 9

5



6



7



Room 24

1



2



3



4



Room 24

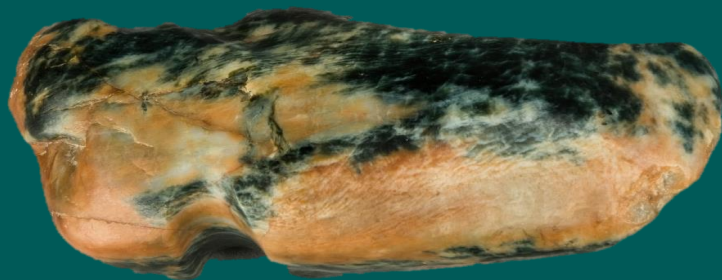
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7



8



Room 26

1



2



3



4

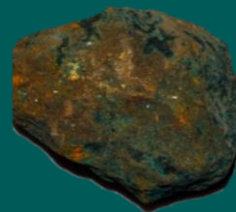


Room 26

5



6



7



Day Three: You as an Archaeologist!

ASSESSMENT:

FINAL FIELD REPORT

1. State and defend your hypothesis of the use of your room.
2. Use your field journal as supporting evidence. Include at least three specific examples.
3. Strong conclusion which sums up what you have learned about the lifestyle of the pueblo people of Kuaua (food, social and cultural activities, trading, homes, tools, adaptations to their desert homeland) from your evidence.

Criteria	Proficient	Satisfactory	Needs Improvement	Notes
Final Assessment - Rubric				
Thesis Statement – Position taken about use of room	Includes well stated thesis statement indicating a very possible use of the room.	Includes a thesis statement which indicates a possible use of the room.	Does not include a thesis statement.	
Field Notes and Research of local history resources	Student completed excellent field notes on his/her artifacts, and used at least three well-chosen artifacts in the field report, explaining the connection between the artifact and the use of the room as supported by research.	Student completed adequate field notes on artifacts, and used at least two artifacts in the field report, explaining the connection between the artifact and the use of the room as supported by research.	Student did not complete field notes on artifacts, and was unable to include supporting evidence for their hypothesis.	
Conclusion and Extension of information to lifestyles of pueblo people	Student's conclusion was well-stated and included his/her conclusions about the lifestyle of the people who lived in this pueblo.	Student included a conclusion, but did not add conclusions about lifestyle of the people, or added conclusions that were not well supported.	Student did not include a real conclusion. The essay just stopped without a real ending. There was little or no information about the lifestyles of the people of the pueblo.	
Presentation of Field Report	No typos or major grammatical errors.	A few typos or major grammatical errors.	Numerous typos or grammatical errors.	
Individual Part of Group Presentation	Student participated in the group presentation and presented information on their artifacts. He or she participated in presenting and supporting the group's hypothesis about the use of the room to the class.	Student participated in the group presentation and presented some information on their artifacts. He or she did not include enough information to support the group's conclusion.	Student did not participate in the group's presentation to the class.	



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