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# Long After We Are Gone...

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## Chaco Culture National Historical Park Quarter

### Grades Four through Six

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### OBJECTIVES

Students will demonstrate understanding of how examining archaeological artifacts can help people to learn about past cultures.



### SUBJECT AREA CONNECTIONS

- Social Studies
- Language Arts



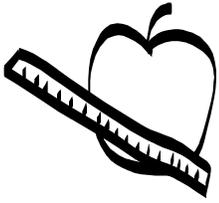
### SUMMARY

1. Display and examine the Chaco Culture National Historical Park quarter design. Locate this site in New Mexico on a class map. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs on the back of the coin. Each design will focus on a different national site--one from each state, territory, and the District of Columbia. Discuss the nature and value of national sites.
2. Use the “Artifacts of Time” worksheet to examine artifacts from the Chaco Culture Historical Park archaeological site (column 1) and infer the possible uses of the objects (column 2). Research the Chaco Culture Historical Park and the museum collection, focusing on the archaeological remnants still visible to visitors and record what the worksheet objects tell us about Chacoan culture (column 3). Discuss typical findings of archaeological digs and how researchers use these artifacts to learn about past cultures.
3. Discuss what future cultures might learn about us from the artifacts we will leave behind through the “Long After We Are Gone...” worksheet. Have individual students use the “A Time Capsule” worksheet to plan contributions to an imaginary time capsule that would allow future people to learn about the best our current society has to offer. Have the whole class create a large, illustrated time capsule using the group’s ideas and individual student written justifications.



### ASSESSMENT

- Use the students’ class participation, worksheets, and final products to evaluate whether they have met the lesson objectives.
- Create and use a rubric to evaluate the final time capsule project.



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## RESOURCES

- “Chaco Culture National Historical Park Quarter Reverse” page
- “Artifacts of Time” worksheet
- “Long After We Are Gone...” worksheet
- “A Time Capsule” worksheet
- America the Beautiful Quarters® Program [www.usmint.gov/mint\\_programs/atb/](http://www.usmint.gov/mint_programs/atb/)
- United States Park Service [www.nps.gov/](http://www.nps.gov/)
- *Chaco Culture Historical Park* [www.nps.gov/chcu/](http://www.nps.gov/chcu/)

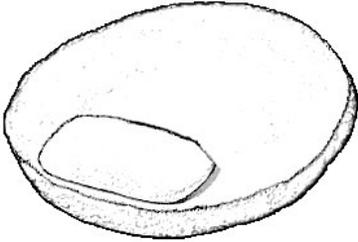
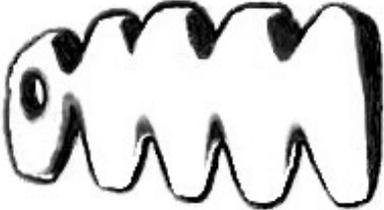
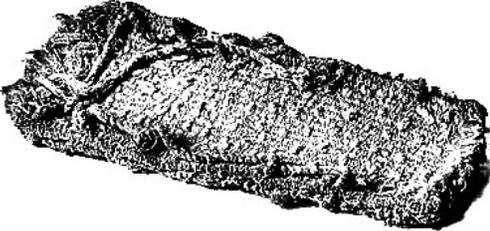


Name \_\_\_\_\_

# Artifacts of Time

**Directions:** Archaeologists can learn much about the Chacoan people by studying the sites at Chaco Culture Historical Park. What uses might researchers infer from the following artifacts found in Chaco Culture Historical Park?



ITEM	POSSIBLE USE
<p>Two sandstone pieces, circle about 19 inches across</p> 	
<p>Carved shell, less than an inch long</p> 	
<p>Clay, about 4 inches tall</p> 	
<p>Woven yucca, about 11½ inches long</p> 	
<p>Turquoise stone, less than a quarter inch across</p> 	



Name \_\_\_\_\_

# Long After We Are Gone...

**Directions:** Archaeologists can learn much about the Chacoan people by studying the sites at Chaco Culture Historical Park. What 3 to 5 items might future archaeologists discover that would give them insight into our current culture?



ITEM	POSSIBLE USE





# Chaco Culture National Historical Park Quarter



# The United States of America

