**Windows into the Past**

Creating Multidimensional Lesson Activities

**Learning Modalities (Walter Burke Barbe)**

Academic research suggests that there are three main ways, or modalities, that students use to process information: Visual, Kinesthetic, and Auditory. Teachers often notice that some students will frequently have preferences for one modality over another.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Kinesthetic</th>
<th>Auditory</th>
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</thead>
<tbody>
<tr>
<td>Picture</td>
<td>Gestures</td>
<td>Listening</td>
</tr>
<tr>
<td>Shape</td>
<td>Body movements</td>
<td>Rhythms</td>
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<tr>
<td>Sculpture</td>
<td>Object manipulation</td>
<td>Tone</td>
</tr>
<tr>
<td>Paintings</td>
<td>Positioning</td>
<td>Chants</td>
</tr>
</tbody>
</table>

Current research suggests that all students benefit from an environment where all modalities are engaged. Lessons and activities that incorporate all three modalities activate multiple regions of the brain, allowing students to recall and retain information better. The lesson design below is a pattern that you can use to create multidimensional lessons that utilize the Visual, Kinesthetic, and Auditory.

**Step One: Choose a topic**

Identify subject matter where students have to sort information into different categories, such as: time periods, geographical regions, different cultural groups, and different historical people. Then identify subcategories that you would like the students to focus on. As students compare and contrast these subcategories, they will be able to analyze important information such as key characteristics, patterns of change, and differing viewpoints.

**Example Subject**: Pueblo Time Periods

**Categories**: Archaic, Early Farmers, Pueblo Farmers, Modern Pueblo

**Subcategories**: Lifestyle, Shelter, Food, Containers, Tools, Other
# Subcategory Chart

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Lifestyle</th>
<th>Shelter</th>
<th>Food</th>
<th>Containers</th>
<th>Tools</th>
<th>Misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Archaic</strong></td>
<td>Hunting, Gathering</td>
<td>Wikiup, Caves</td>
<td>Big Game, Wild Plants (salt bush, pepper grass, Indian rice grass, juniper berries)</td>
<td>Gourd, Leather bag, Simple baskets</td>
<td>Stone Tools Atlatl and spear</td>
<td>Split twig figure</td>
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<tr>
<td><em>6000-1000 BC</em></td>
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<tr>
<td><strong>Early Farmers</strong></td>
<td>Farming, Hunting, Gathering</td>
<td>shallow pithouses made of wood, thatch, and adobe</td>
<td>Big and Small Game, Wild and Domesticated Plants, Squash corn (1000 BC) beans (500 AD) turkey(500 AD)</td>
<td>elaborate baskets simple pottery</td>
<td>Stone Tools Atlatl and spear, bow/arrow (500 AD), digging stick, mano and metate, Bone tools</td>
<td>seashell</td>
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<tr>
<td><strong>1000 BC-AD 900</strong></td>
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<tr>
<td><strong>Ancestral Pueblo</strong></td>
<td>Farming, Hunting, Gathering</td>
<td>Kiva and Roomblocks (adobe, sandstone)</td>
<td>Small Game Wild and Domesticated Plants Turkey</td>
<td>Specialized pottery Decorated/Painted Simple baskets</td>
<td>Stone Tools bow/arrow digging stick mano and metate bins Bone Tools</td>
<td>turquoise cloud pipe</td>
</tr>
<tr>
<td><strong>AD 900-1300</strong></td>
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<tr>
<td><strong>Modern Pueblo</strong></td>
<td>Service Economy, Farming, Hunting, Gathering</td>
<td>concrete, multistory pueblos</td>
<td>Wild and Domesticated Plants Domesticated Animals (cows, sheep, chickens, etc.) Fast Food, Grocery Stores</td>
<td>Specialized pottery Decorated/Painted Plastic bottles Metal Cans</td>
<td>traditional/modern Metal tools</td>
<td>TV Guide</td>
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<tr>
<td><strong>AD1550-present</strong></td>
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</tbody>
</table>
Step Two: Create Learning Kits

After you have figured out categories and subcategories, you can start assembling a learning kit for each category. The best kits include a variety of objects, picture cards, and information cards. The students will be able to touch, feel, see, read, listen and discuss, allowing them to process the information with all three modalities. Finding and creating objects for your own kits can be time consuming, but once they are assembled, they should last for years to come. You can start your kits off rather simple and continue to add objects to them, as the years go by. You can recruit other teachers, and divide the work between you, and then share the kits between classrooms. You can enlist parents and students to bring in objects. Museums, universities, and other public educational institutions often have learning kits that you can check out and adapt to your own purpose. Students could also be assigned to create kits, to be later used by their peers.

In many cases, this is the perfect opportunity to reinforce and teach the difference between primary and secondary sources. Students will have a greater understanding of how historians analyze artifacts and records to interpret the past. They will be using critical thinking to create their understanding of the past, mirroring the same process that professional researchers use.

Step Three: Create Scaffolded Lesson Materials

The next step is to determine how you would like your students to take notes during the activity for future reference. Graphic Organizers are great for this purpose and can be adapted to individual students’ needs and learning styles. You may also choose to have your students create a timeline poster to hang on the wall in your classroom that they can reference for the rest of the unit.

On the next couple of pages you will find three example worksheets that have been used at Crow Canyon over the years. The first worksheet only breaks up student notes into our categories which are the four Puebloan time periods. The second also divides student notes into subcategories. The third has a checklist format that reduces the writing demands on students.

Graphic organizers and posters that also include visual and kinesthetic components such as sketching, drawing, gluing 3D objects and materials with different textures are best.
### WINDOWS into the PAST

<table>
<thead>
<tr>
<th>Era</th>
<th>Dates</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Modern Pueblo</td>
<td>Present Time</td>
<td>Present day Pueblo life, traditional architecture</td>
</tr>
<tr>
<td>Pueblo Farmers</td>
<td>A.D. 900 to 1300</td>
<td>Early agricultural civilization in Pueblo region</td>
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<tr>
<td>Early Farmers</td>
<td>1000 B.C. to A.D. 900</td>
<td>Prehistoric farming communities</td>
</tr>
<tr>
<td>Archaic</td>
<td>6500 B.C. to 1000 B.C.</td>
<td>Early human settlement and hunting</td>
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</tbody>
</table>

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# Windows Into The Past

## Categories

- Lifestyle
- Shelter
- Food
- Containers
- Tools
- Other

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<thead>
<tr>
<th></th>
<th>Lifestyle</th>
<th>Shelter</th>
<th>Food</th>
<th>Containers</th>
<th>Tools</th>
<th>Other</th>
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</table>
Time Period ___________________________  
Group Names ___________________________

### Food
Check which foods they ate.

- ☐ Wild Plants
- ☐ Big Game
- ☐ Small Game
- ☐ Live Stock
- ☐ Corn
- ☐ Beans
- ☐ Squash

### Containers
Check which containers they used.

- ☐ Woven Bags
- ☐ Gourds
- ☐ Baskets
- ☐ Pottery
- ☐ Tin Can, Paper Bag

### Shelter
Check which materials they used.

- ☐ Brush / Tree Branches
- ☐ Wood and Adobe Walls
- ☐ Stone Blocks and Adobe Mortar Walls
- ☐ Adobe Blocks
- ☐ Lumber / Cement Blocks

### Tools
Check which tools they had.

- ☐ Fire Starter
- ☐ Spear and Atlatl
- ☐ Bow and Arrow
- ☐ Digging Stick
- ☐ Hoe
- ☐ Computer
Step Four: Plan Activity Set Up and Rotation

Plan how you will set up the kits in your classroom. Will you have a kit at each table or set up stations on the floor? How will you group your students? How long will each rotation be? Planning constructive ways for students to move around the room during the activity adds a greater kinesthetic quality to the lesson.

Example Rotation Schemes:

- Break students up into 4 table groups. Have students identify which category their kit represents. Have students analyze and discuss their primary and secondary sources and identify which subcategories might be relevant. Have students take notes on their graphic organizer. Circulate and check for student understanding. Then have students rotate and start the same procedure at the next table. Repeat until all groups have been at each table.
- Break students up into 4 groups and assign them to their stations. Instruct students to analyze and discuss one subcategory. Circulate and check for student understanding. Have students synthesize what they collectively found on a poster at their station. Rotate and have students analyze a new subcategory at their new station. Have them write their notes for that category on the station poster and repeat until your students have finished all the subcategories. Collect the posters and hang them up so they are visible.

Step Five: Plan Wrap Up and Exit Ticket

Plan how you will wrap up the learning activity. You can facilitate a whole group discussion on similarities and differences, changes and continuity, etc. In our Pueblo time period example, we might have the students order the time periods by date and have them look for changes and continuity between the different periods. Students will be able to refer back to their notes or collective posters.

Example: Subcategory (Shelter)

Wikiup -> Pit House -> Pueblo Roomblocks and Kivas (Sandstone and Adobe) -> Pueblo Roomblocks and Kivas (Sandstone, Adobe, and Modern Materials: concrete, rebar, glass, etc.)

Trend: Temporary housing to more permanent housing.

Exit Tickets (or evidence of learning) can be as simple as a one question slip tied to your wrap up discussion, or journal entry where students synthesize what they learned.

Examples:

- List the four Pueblo time periods in order starting with the earliest time period.
- Identify one way the pueblo people changed or stayed the same over time and write about. Use your notes and give specific examples.
Lesson Planning Template

Step One: Choose a topic

Standards: ________________________________________________________________

Objective: ________________________________________________________________

List Categories: _____________________________________________________________

List Subcategories: __________________________________________________________

Subcategory Chart

Use Chart to brainstorm materials, records, etc. that you can use to represent each subcategory.

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</tbody>
</table>
Step Two: Create Learning Kits

List of materials needed

____________________________________________________________________________________

Material Sources

____________________________________________________________________________________

Step Three: Create Scaffolded Lesson Materials

Will students be using worksheets, graphic organizers, posters, etc.? __________________________

____________________________________________________________________________________

Step Four: Plan Activity Set Up and Rotation

How will you set up your class room? When will you rotate during the activity? __________________

____________________________________________________________________________________

____________________________________________________________________________________

Step Five: Plan Wrap Up and Exit Ticket

How will you wrap up the activity? _____________________________

____________________________________________________________________________________

____________________________________________________________________________________

What will be your exit ticket or evidence of learning? _____________________________

____________________________________________________________________________________

____________________________________________________________________________________