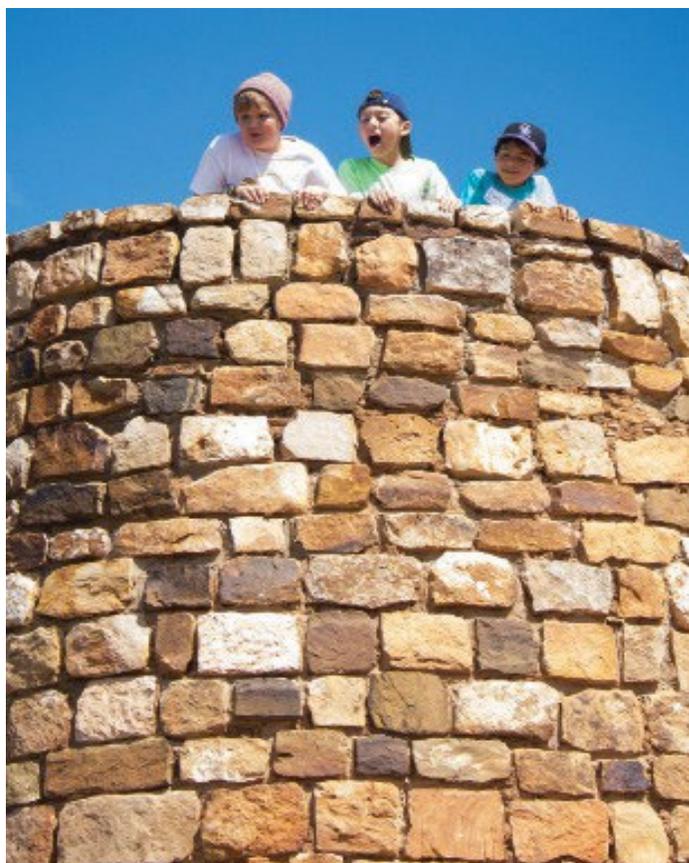




CROW CANYON
ARCHAEOLOGICAL CENTER



Teacher's Program Guide



Campus Life

Crow Canyon Archaeological Center is located at 6200 feet in the high desert of southwestern Colorado.

Our safe, rural setting is about 4 miles from the town of Cortez, 15 miles west of Mesa Verde National Park, and 40 miles northeast of the Four Corners where Colorado, New Mexico, Arizona, and Utah meet.

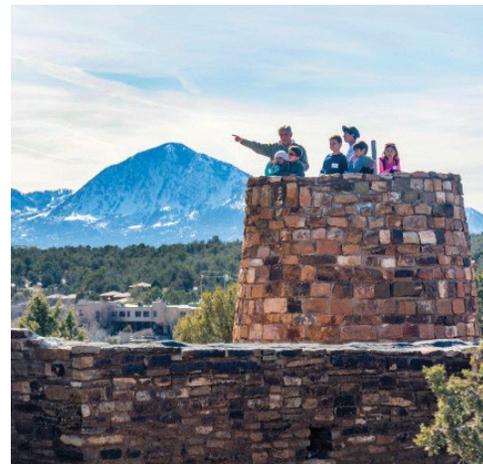
Our 170-acre campus features spectacular views of Mesa Verde and Sleeping Ute Mountain. On campus, you can watch wildlife, walk through the pinyon and juniper woods, and enjoy panoramic views from the lodge deck. Our archaeological excavation site is a short drive away.

All services, including medical care, are readily accessible in Cortez.

Students and chaperones are housed in sustainably designed, accessible cabins. Each cabin accommodates up to 24 students as well as chaperones.

All rooms have bunk beds. Students and chaperones must bring their own towel and bedding.

Three delicious meals are served each day in our lodge; on-campus meals are served by our talented kitchen staff. You and your students will be treated to hearty entrées, fresh fruits and vegetables, and a salad bar. Most special diets can be accommodated.



About Crow Canyon

Founded in 1983, the mission of Crow Canyon Archaeological Center is to empower present and future generations by making the human past accessible and relevant through archaeological research, experiential education, and American Indian knowledge.

The Crow Canyon Archaeological Center is a 501 (c) (3) nonprofit organization. The Center's programs and admission practices are open to applicants of any race, color, nationality, ethnic origin, gender, or sexual orientation.

Registration as a seller of travel does not constitute approval by the State of California – CST 2059347-50.

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Core Curriculum

At the Crow Canyon Archaeological Center, we believe the goal of education is to provide students the intellectual tools they need to explore the world and think critically. We also believe the optimal educational environment encourages students to actively participate in the learning process through hands-on activities and group discussion.

Our programs are designed for students in grades 4-12. Core activities teach students about archaeology, ancestral Pueblo history, the scientific process, and the complex interactions between people and their environments. Program modules vary depending on grade level, program length, and group size.

Windows / Inquiries Into the Past

Students explore the concepts of cultural continuity and change by examining artifact replicas and other archaeological evidence representing different periods in Pueblo history.

Through group discussion of their observations and inferences, students construct a chronology spanning thousands of years. (Windows: elementary students; Inquiries: middle and high school students.)



Paleo-Archaic Lifestyles Students are given a brief introduction to the plant and animal species of the Mesa Verde region. After the introduction, students participate in an atlatl dart throwing activity to better understand ancient hunting technology. The module wraps up with a plant identification scavenger hunt along the nature trail and a brief discussion about lifeways and shelter at the wikiups.

Basketmaker Lifestyles

At the Pithouse Learning Center, students explore a replica of a 8th-century Basketmaker pithouse and engage in hands-on activities, including fire-starting (with a bow drill), and making fiber cordage.

Pueblo Lifestyles

At the Pueblo Learning Center, students investigate a replica of a masonry pueblo. They discuss natural resources and farming practices, learn Pueblo games, and climb a tower, to get a feel for Pueblo life in the 12th century.

Lab

Students are introduced to best practices and techniques utilized by archaeologists in a lab setting. Activities include an introduction to artifact analysis/identification and archaeological dating techniques.

Core Curriculum

Ancient Technology

Students discuss the importance of how ancient technologies help archaeologists understand past civilizations and its importance to the Ancestral Pueblo people, and students use ancient techniques to make their own replica artifacts.

Site Tour

Students tour a current or recent Crow Canyon excavation site. Students learn how communities interacted with each other as well with their surrounding environment. Students will also learn about site etiquette, ongoing fieldwork, and the results of previous excavations at other sites in the area.

Simulated Survey

Students engage in learning practical skills surveying a simulated archaeological site on campus. Activities will include walking a transect, mapping, flagging artifacts, geography, flora, and site identification.

Simulated Excavation

Students get “hands-on” with the practical skills of field archaeology as they excavate and map site replicas representing different Pueblo time periods. Using the scientific method, they develop research questions and draw conclusions on the basis of their observations.

Canyons of the Ancients

Visitor Center and Museum

Tour

Interactive exhibits on artifacts, analyses, and modern Pueblo perspectives enhance students’ understanding of local ancestral places. A short hike behind the museum to Escalante Pueblo affords a panoramic view of the landscape that was home to the Ancestral Pueblo people.

Mesa Verde National Park

Tour

Students typically visit this UNESCO World Heritage Site at the culmination of their program, a significant site to descendent communities. They tour several excavated sites (including the famous cliff dwellings), visit the museum, and review the concepts they learned throughout the week.



Evening Programs

When your school group stays on campus for at least two nights, one or more evening programs are included with your program. Additional programs can be purchased for \$70 per 20 people. The availability of specific evening programs is dependent on staff availability, but, given enough advance notice, we will do our best to accommodate your requests. All evening programs last about one hour.

Rock Imagery

Explore the use of sign and symbolism in this presentation of images preserved in and on stone. Learn how archaeologists date rock imagery, and learn how rock imagery styles changed through time. Students have the opportunity to create their own “rock imagery”.

Archaeological Dating

Students learn about various archaeological dating techniques from Carbon-14 to dendrochronology. The interactive, hands-on activity teaches students how trees grow and what information can be revealed in their wood.

Ethical Dilemmas

Students will use knowledge gained at Crow Canyon to conduct a debate regarding an archaeological ethical dilemma. The exercises encourages students to use critical thinking and debate skills to discuss how and why archaeology should be conducted, taking into account various viewpoints.

The Story of Corn

Explore the history and cultural implications of corn. This program focuses on the evolution and spread of corn in the American Southwest and the importance of this grain in the development of Pueblo cultures and the modern agricultural industry.

Ute Place Names

Indigenous names and language are probably the largest single source of modern U.S. place-names. In this program, developed with the assistance of Ute elders, students gain an understanding of the importance of Ute culture and history in Colorado.

Remote Sensing

Students learn about the current and emerging technologies in remote sensing and discuss non-invasive methods of data collection. Students also participate in an activity concerning electric resistivity and how it can be used for interpreting an archaeological site.

Pottery Introduction

Students discuss traditional Pueblo pottery methods and the development of pottery. A hands-on activity provides students the opportunity to create their own quick dry ceramic piece.

Activities can be modified to accommodate the cultural concerns of Indigenous students.

Evening Programs

Special Requests

Ute History

Explore the use of sign and symbolism in this presentation of images on stone. Learn how archaeologists date rock imagery, and learn how rock imagery styles changed through time. Students have the opportunity to create their own “rock imagery”.

Indigenous Displacement

An introduction to the history and lasting effects of colonization as experienced by the Ute tribes in Colorado. Students learn concepts associated with land reduction, Indigenous displacement, and the resulting sociocultural and environmental impacts that led to the formation of the Ute reservations. Participants engage in an activity that challenges them to survive by collecting simulated resources in a diminishing land.

Flintknapping

Students will learn about the universality of the creation of stone tools. An instructor will provide a brief flintknapping demonstration (or video) and students will have the opportunity to analyze casts and replica tools and their evolution through time.



Program Schedules*

*Activities and schedules are subject to change, depending on group size, weather conditions, and other factors.

April – October

Choose from one-day field trips or overnight programs. Please call for assistance in developing your trip or information about custom programs.

Our Curriculum

- Developed in consultation with Pueblo communities and other Indigenous communities to ensure that what we teach is accurate and mindful of the connections between past and present.
- Articulates with national education standards in social science, history, science, geography, technology, and math.
- Allows students to “experience the past” through hands-on activities at our Pithouse and Pueblo Learning Centers.



First Impressions Field Trip

- Pueblo History and Lifestyles

Activities may include Windows or Inquiries into the Past, Basketmaker and/or Pueblo Lifestyles. Arrive on campus between 8:30 and 9:00 a.m.; bring sack lunches.

Cultural Contact One Day

Activities may include Windows or Inquiries into the Past, Basketmaker and/or Pueblo Lifestyles.

Gaining Insights Overnight

Day 1 Windows or Inquiries into the Past | Basketmaker Lifestyles

Day 2 Simulated Excavation | Pueblo Lifestyles

Mesa Visions Three days

Day 1 Windows or Inquiries into the Past | Basketmaker Lifestyles

Day 2 Simulated Excavation | Pueblo Lifestyles

Day 3 Mesa Verde National Park Tour

Cultural Voyages Four days

Day 1 Windows or Inquiries into the Past | Basketmaker Lifestyles

Day 2 Simulated Excavation | Pueblo Lifestyles

Day 3 Canyons of the Ancients Visitor Center and Museum Tour | Lab | Site Tour or Ancient Technology

Day 4 Mesa Verde National Park Tour

Arrive Sunday or Monday evening, depart Friday or Saturday morning (five nights on campus)

Discovering Stories Five Days

Day 1 Inquiries into the Past | Simulated Excavation

Day 2 Site Tour | Basketmaker Lifestyles

Day 3 Lab | Ancient Technology

Day 4 Pueblo Lifestyles | Canyons of the Ancients Visitor Center and Museum Tour

Day 5 Mesa Verde National Park Tour

**Program can be modified for elementary school students.*

Arrive Sunday evening, depart Saturday morning (six nights on campus)

2024 Tuition & Fees

First Impressions

Field Trip

\$53 per student

No charge for chaperones

Add a hot lunch for \$13.00 per person

Cultural Contact

Overnight

\$200 per student

\$100 per required chaperone

Sparking Curiosity

One Day (Two nights)

\$240 per student

\$120 per required chaperone

Gaining Insights

Two Days (Three nights)

\$385 per student

\$190 per required chaperone

Mesa Visions

Three Days (Four nights)

\$520 per student

\$260 per required chaperone

Cultural Voyages

Four days (Five nights)

\$665 per student

\$335 per required chaperone

Discovering Stories

Five Days (Six nights)

\$830 per student

\$415 per required chaperone

Custom Programs Contact our sales and enrollment specialist for information.

Scholarships are available for Indigenous and local students.



Tuition and fees cover lodging based on shared accommodations and meals as agreed upon in the final contract, entry fees, and permits. Transportation to and from Cortez, Colorado, is the school's responsibility.

Tuition rates are based on a minimum of 10 students. Groups with fewer than 10 students will be charged for the minimum of 10.

Chaperones

Schools are required to provide their own chaperones, which may include teachers and parents. We adhere to the following chaperone-to-student ratios:

Children age 8–10 (grades 4–5)

1 adult chaperone to every 8 children

Children age 11–13 (grades 6–7)

1 adult chaperone to every 10 children

Children age 14–18 (grades 8–12)

1 adult chaperone to every 12 children
Contingent upon available space, schools may bring more than the required number of chaperones. Additional chaperones pay the student rate.

TO REGISTER

Call: 800.422.8975, ext. 455
Monday–Friday, 8 a.m.–5 p.m.
(Mountain time MST)

Email: schoolgroups@crowcanyon.org

E-mail
schoolgroups@crowcanyon.org
Cancellations become effective on the date received and may result in the loss of deposit, and possibly the assessment of additional penalties and fees. Complete details provided at registration and in the program contract.

Grant Funding

You can apply for grant funding to help defray the cost of an educational trip to Crow Canyon. K-12 education is a priority for many private foundation and government agencies, and they often support activities that match their areas of interest and geographic focuses. It does take time—often up to a year—to prepare a proposal, have it reviewed, and receive funding (if your request is granted). But, if you give yourself plenty of time and/or think you might bring your students to Crow Canyon annually, this can be a very effective way of underwriting some of the investment.

YOU CAN DO IT!

Begin by identifying foundations and agencies that would be interested in funding your trip. You can find many potential funders, as well as grant-writing tips and sample proposals, by searching online. You can also go to your public library and talk with the reference librarian; most states have a “Grants Guide” that provides information about funders.

Research prospective funders carefully. Some focus on certain kinds of educational experiences, some are available only to schools located in certain states or regions, and all have their own philanthropic focus. Funders will want to know how you will be helping them fulfill their mission and

Once you have identified a funding prospect, follow that organization’s guidelines and formats when preparing your grant proposal. Check the funder’s website for the most up-to-date information about format, required attachments, and deadlines.

Also, be sure to talk with your principal and administrative office as you begin the process of applying for grant funding. Most foundations require that a senior administrative officer from your school approve and sign the proposal.

